

Starting Cohort 3: Grade 5 (SC3) Wave 7 Questionnaires (SUF Version 7.0.0)

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1 Overview and Reading Aid

The documents in this section are based on the field versions but are extended by including the variable names and values. The variable names used in this generated document of the PAPI questionnaires for the students, teachers and school principals and CATI/CAWI programming templates for the individually followed up students and school leavers can be found in the data files, as well. The field versions can be found in the corresponding column “Starting Cohort 3: Grade 5 (SC3), Wave 7, Survey Instruments (Field Version)” (only available in German). We recommend using the provided SUF versions over the field versions when working with the data. The material corresponds to Version 7.0.0 of the Scientific Use File (SUF) for the Starting Cohort 3 (SC3) (doi:10.5157/NEPS:SC3:7.0.0). Figure 1 describes the possible components of the documented survey.

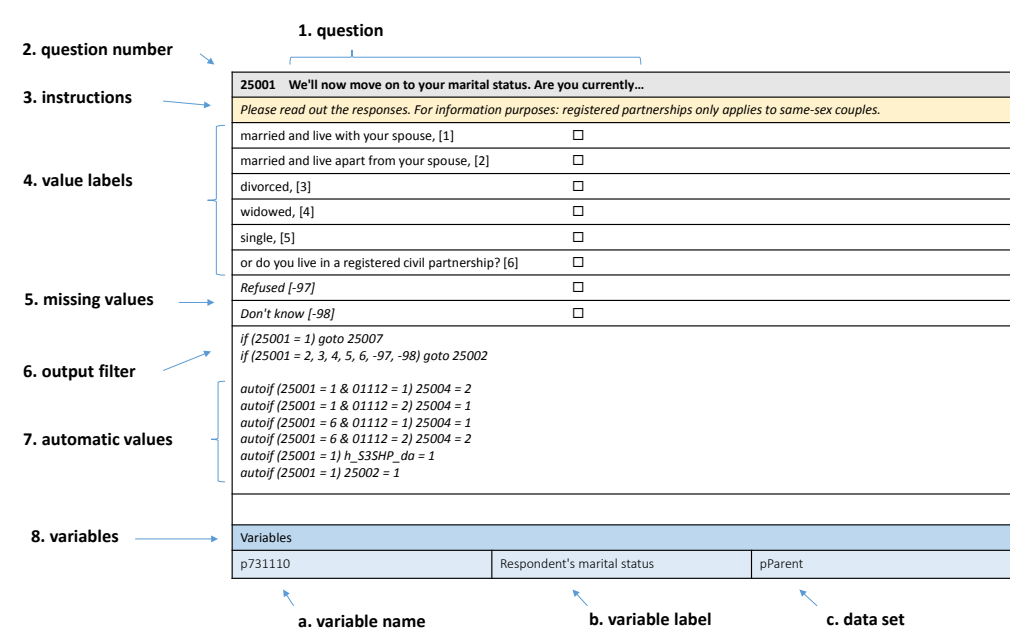


Figure 1: Reading aid for survey tools

If available, this information includes the following:

1. Questions (bold): Text, which is a) handed out in the form of PAPI or online surveys and b) read out during CATI or CAPI surveys by an interviewer (sometimes with variations depending on specific conditions).
2. Question numbers in the survey tool (bold)
3. Instructions (italic, shaded in yellow) are considered as a) guidelines for PAPI or online surveys and b) instructions for the interviewer for CATI or CAPI surveys, in order to ask the questions in a correct way and react appropriately to inquiries. These are not read out by the interviewer.
4. Values labels
5. Missing values (italic)

6. Output filters (*italic*)
7. Automatic values (*italic*): Under certain conditions, these are necessary, e.g. when coding auxiliary variables.
8. Variables (shaded in blue)
 - a) Variable name in SUF-data set (variable names indicated in brackets are not part of the SUF)
 - b) Variable label: This is a short form of the description of the item.
 - c) Data set, in which the variable(s) can be found.

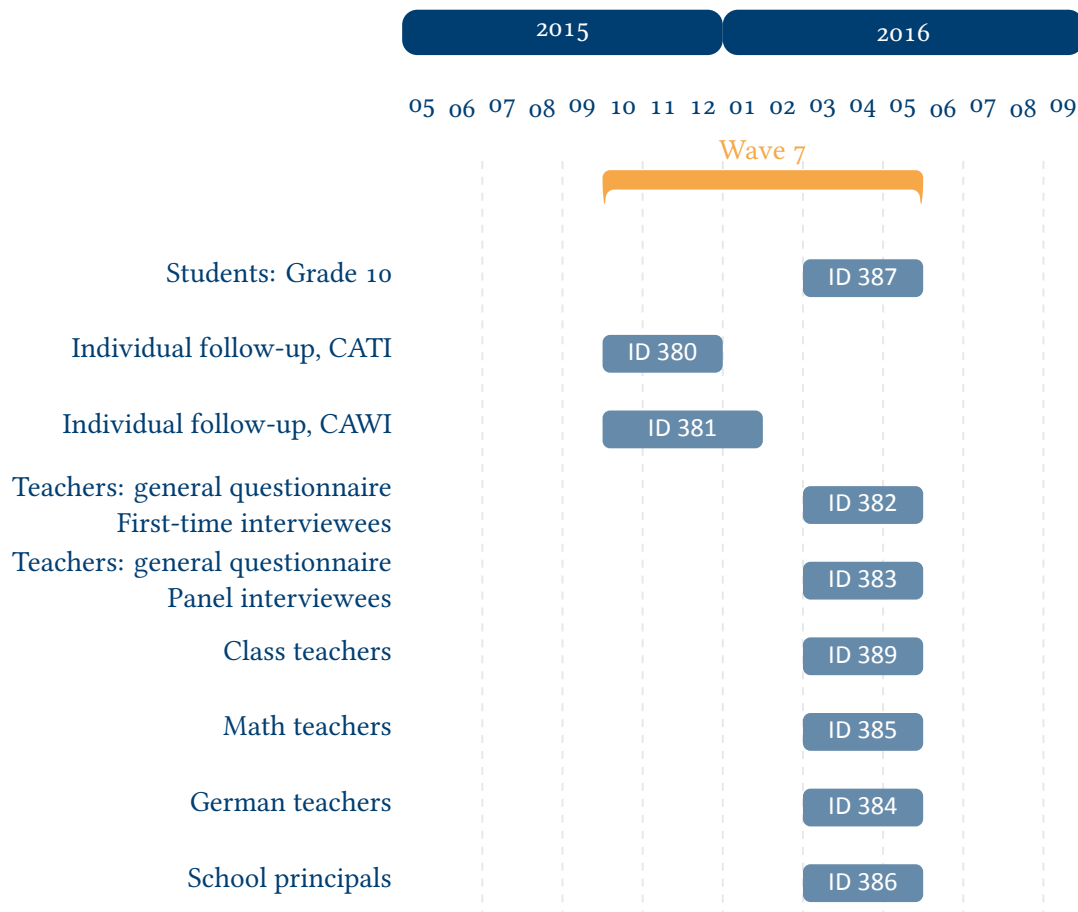


Figure 2: Field times and realized case numbers in wave 7

Figure 2 gives an overview of the field time for the seventh main survey. The survey was conducted via PAPI questionnaire within the school context from October 2015 to May 2016. Some students and school leavers were interviewed individually via telephone (CATI) and on-line (CAWI). Furthermore, teachers and school principals were interviewed via PAPI.

The applied survey instruments with IDs are provided in the figure and are displayed in the following survey instruments.

2

Students: Grade 10, PAPI (ID 387)

Dear student, In this questionnaire, we are particularly interested in your personal assessments. Besides questions about yourself and your family, there are also questions on topics such as free time, school, and your health, background, and professional future. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If there are some questions that you can't answer/don't want to answer or that don't apply to you, just leave them out. Filling out the written questionnaire is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. You can also naturally stop answering at any time. Neither your teachers, other school staff nor your parents will see your answers. We would like to thank you very much for taking part in this important study. your NEPS team

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QUESTIONS ABOUT YOU

1 Are you ...	
Please tick the applicable.	
... male? [1]	<input type="checkbox"/>
... female? [2]	<input type="checkbox"/>

Variables		
t700031	Gender target child	pTarget

2 When were you born?	
Please enter the month and year right-aligned.	
_ _ _ _ Month	
Range: 1 - 12	
_ _ _ _ _ _ _ Year	

Variables		
t70004m	Month of birth	pTarget
t70004y	Year of birth	pTarget

3 How satisfied are you ...											
Please check one value for each area on the scale: The value "0" if you are completely dissatisfied, the value "10" if you are completely satisfied. You can indicate your assessment by choosing a number in between.											
	Compl etely dissatis fied [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Compl etely satisfie d [10]
a) ... with your life overall at the present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with what you have? Think of money and things that you own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... with your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... your family life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... your group of friends and acquaintances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... with your situation at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t514001	Satisfaction with life	pTarget
t514002	Satisfaction with standard of living	pTarget
t514003	Satisfaction with health	pTarget
t514004	Satisfaction with family life	pTarget
t514005	Satisfaction with group of friends and acquaintances	pTarget
t514006	Satisfaction with school	pTarget

4	How do you assess yourself: In general, are you willing to take risks or do you try to avoid risks?
Please check a value on the scale: The value "0" if you are not at all willing to take risk, the value "10" if you are very willing to take risks. You can stagger your judgement using the values in between.	
Own willingness to take risks	
Not at all willing to take risks [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
Very willing to take risks [10]	<input type="checkbox"/>

Variables		
t515051	General willingness to take risks	pTarget

5	You may behave differently in different situations. How would you rate your willingness to take risks in the following areas? What is your rating for ...
Please check one value on the scale: The value "0" if you are not willing to take risks at all, the value "10" if you are very willing to take risks. You can indicate your assessment by choosing a number in between.	
	<div>Not at all willing to take risks [0]</div> <div>1 [1] 2 [2] 3 [3] 4 [4] 5 [5] 6 [6] 7 [7] 8 [8] 9 [9] Very willing to take risks [10]</div>
a) ... Free time and sport?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) ... Your professional career?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables		
t515053	Willingness to take risks free time and sport	pTarget
t515054	Willingness to take risks professional career	pTarget

6 The following statements refer to situations where your wishes, goals or plans might not be realized the way you would like to. Please check the extent to which the following statements apply to you.					
Please check a box on each line.					
	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) The more difficult it is to reach a goal, the more I think it's worth doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can be very persistent in pursuing my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I often am still able to find meaning in major disappointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When there are difficulties in my path, I normally try harder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tend to keep on fighting, even if the situation seems hopeless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Even if something really goes wrong for me, I can still see that I've made a bit of progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I can sometimes get satisfaction from doing without.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) If I don't get what I want, I see that as an opportunity to learn how to deal with things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I can easily see a good side even in the unpleasant aspects of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Once I set my mind to doing something, I don't let even major difficulties keep me from pursuing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t67001a	Persistence in following goals: The more difficult a goal is...	pTarget
t67001b	Persistence in following goals: In enforcing my interests...	pTarget
t67001c	Persistence in following goals: If there are obstacles in my way...	pTarget
t67001d	Persistence in following goals: Even in hopeless situations I tend to...	pTarget
t67001e	Persistence in following goals: Once I have set my mind on something...	pTarget
t67000a	Flexibility in adjusting goals: Even in the hard times of great misfortune...	pTarget
t67000b	Flexibility in adjusting goals: Even if something goes seriously wrong...	pTarget
t67000c	Flexibility in adjusting goals: Even in failing I find...	pTarget
t67000d	Flexibility in adjusting goals: If I don't get, what I want...	pTarget
t67000e	Flexibility in adjusting goals: Even in unpleasant things I find...	pTarget

QUESTIONS ABOUT YOUR BACKGROUND

2 Students: Grade 10, PAPI (ID 387)

PLEASE NOTE: please only answer the following questions if ... • You were not born in Germany or • Your mother or father were not born in Germany. ☐ Otherwise, please proceed to question 10. IMPORTANT: In the following questions, we will refer to the country in which you, your mother or your father were born as the "country of origin of your family".

7 How often have you visited the country of origin of your family?

If your parents come from different countries of origin, select the country that was visited more often. Please tick only one answer.

Not at all so far [1] ☐

One to five times [2] ☐

Six to seven times [3] ☐

Eleven to 15 times [4] ☐

More than 15 times [5] ☐

not specifiable missing [-90] ☐

Variables

t421000	Amount of visits to country of origin	pTarget
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8 How is it for you at the moment: For how long do you think you will live in Germany?

Please check only one answer.

I will stay here forever. [1] ☐

I will leave Germany within the next three years. [2] ☐

I will definitely leave Germany sometime, but not in the next three years. [3] ☐

Don't know [-98] ☐

Variables

t421010	Intention to stay	pTarget
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9	Roughly, how many persons from your neighborhood have immigrated from the same country of origin as your family? Are there ...
<i>Please check only one answer.</i>	
... none? [1]	<input type="checkbox"/>
... almost none? [2]	<input type="checkbox"/>
... less than half? [3]	<input type="checkbox"/>
... around half? [4]	<input type="checkbox"/>
... more than half? [5]	<input type="checkbox"/>
... almost all? [6]	<input type="checkbox"/>
... all? [7]	<input type="checkbox"/>

Variables		
t421020	Proportion of persons from country of origin in neighborhood	pTarget

PLEASE NOTE:
The following questions are for everyone again.

ASPECTS OF LIVING TOGETHER

10	We would now like to talk about different aspects of cohabitation. What about your friends in Germany? This includes all persons you are friends with, regardless of whether they attend your school or not. How many persons from your circle of friends have migration background, i.e. were born abroad or have at least one parent who was born abroad?
<i>Please only check one answer.</i>	
None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

Variables		
t321112	Proportion of friends with migration background	pTarget
t451200	Proportion of friends with migration background	pTarget

11 And to what extent do you identify yourself with the people in Germany overall?*Please tick only one answer.*Not at all [1] ☐Almost not at all [2] ☐Average [3] ☐Quite strongly [4] ☐Very strongly [5] ☐**Variables**

t428050	Feeling of connectedness to persons in Germany	pTarget
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12 Now we would like to know what language you speak with other persons. What language do you speak with ...*Please check one box in each line.*

	always German [1]	mostly German, sometimes another language [2]	mostly another language, sometimes German [3]	always another language [4]	does not apply to me [5]
a) ... your friends in Germany?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with the cohabitants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t41203a	Language use - friends	pTarget
t41203b	Language use - household	pTarget

QUESTIONS ABOUT PARENTS AND CHILDREN

13 What do you think about the roles of boys and girls within the family and in life in general? Please indicate to what extent you agree with each of the following statements.					
Please check one box in each row.					
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]	Don't know [-98]
Don't know [-98]		<input type="checkbox"/>			
a) Boys and girls should do the same chores in the household.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>			
b) Girls use technical devices just as well as boys do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>			
c) Girls should be able to learn the same professions as boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>			
d) The man's job is to earn money; the woman's job is to take care of the household and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables					
t436300	Gender roles: household chores			pTarget	
t436360	Gender roles: technical devices			pTarget	
t436150	Gender roles: learning of professions			pTarget	
t44613a	Gender roles: division of tasks in the family			pTarget	

QUESTIONS ABOUT SCHOOL

14	Regardless of which school you go to and how good your grades are, what kind of school-leaving certificate would you like to have?	
<i>Please check one answer only.</i>		
Leaving certificate from the Hauptschule [1]	<input type="checkbox"/>	
Qualifying leaving certificate of the Hauptschule [2]	<input type="checkbox"/>	
extended Hauptschule leaving certificate/Hauptschule leaving certificate after grade 10 [3]	<input type="checkbox"/>	
Leaving certificate from the Realschule/secondary school [4]	<input type="checkbox"/>	
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	<input type="checkbox"/>	
Abitur (university entrance qualification) [6]	<input type="checkbox"/>	
Leave school without any qualification [7]	<input type="checkbox"/>	

Variables		
t31035c	Idealistic educational aspiration - highest school-leaving qualification	pTarget

15	Considering everything you know now: What qualification will you actually leave school with?	
<i>Please check one answer only.</i>		
Leaving certificate from the Hauptschule [1]	<input type="checkbox"/>	
Qualifying leaving certificate of the Hauptschule [2]	<input type="checkbox"/>	
extended Hauptschule leaving certificate/Hauptschule leaving certificate after grade 10 [3]	<input type="checkbox"/>	
Leaving certificate from the Realschule/secondary school [4]	<input type="checkbox"/>	
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	<input type="checkbox"/>	
Abitur (university entrance qualification) [6]	<input type="checkbox"/>	
Leave school without any qualification [7]	<input type="checkbox"/>	

Variables		
t31135c	Realistic educational aspiration - highest school-leaving qualification	pTarget

16 Now we're going to talk about your friends. By "friends," we mean everybody that you are friends with, whether they attend your school or not. How many of your friends...

Please check one box in each line

	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
a) ... plan to obtain a Hauptschule leaving certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... plan to obtain a Realschule leaving certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... plan to take the Abitur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32111a	Number of friends with Hauptschule goal	pTarget
t32111c	Number of friends with Abitur goal	pTarget

17 To what extent does the following statement apply to your friends?

Please click the applicable answer.

Most of my friends expect me to make a great effort in school.

Does not apply at all [1]	<input type="checkbox"/>
Does not really apply [2]	<input type="checkbox"/>
Partially applies [3]	<input type="checkbox"/>
Applies to some extent [4]	<input type="checkbox"/>
Applies completely [5]	<input type="checkbox"/>

Variables		
t32012a	Friends - make effort at school	pTarget

18 Now, we're going to speak about your classmates. These are the people who are in your class, regardless of whether you consider them friends or not. To what extent does the following statement apply to your classmates?

Please click the applicable answer.

Most of my classmates expect me to make a great effort in school.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Partially applies [3] ☐

Applies to some extent [4] ☐

Applies completely [5] ☐

Variables

t32022a	Classmates - make effort at school	pTarget
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19 Now let's talk about your classmates the students at your school or in your class. How many students ...

Please click one box in each row.

not specifiable missing [-90] ☐

None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]	not specifiable missing [-90]
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a) ... in your class have a migration background, i.e. were born abroad or have at least one parent who was born abroad?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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not specifiable missing [-90] ☐

b) ... in your school have a migration background, i.e. were born abroad or have at least one parent who was born abroad?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Variables

t321222	Amount of students with migration background in class	pTarget
t321223	Amount of students with a migrant background in school	pTarget

20 How familiar are you...					
Please check a box on each line.					
	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
a) ... with the different qualifications that you can leave school with in Germany?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with what you need to do earn the various school-leaving qualifications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t31430a	Subject's level of information - school qualifications in Germany	pTarget

21 How often do you think about...					
Please check a box on each line.					
	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Very good [5]
a) ...the kind of qualification you would like to leave school with?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ...what you'd like to do after leaving school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t31230a	Time horizon: school-leaving qualification	pTarget
t31236a	Time horizon: after school	pTarget

22 Regardless of the qualifications that you can actually obtain at your school: How likely do you think it is that you could ...					
Please check one box in each row.					
	Very unlikely [1]	Rather unlikely [2]	About 50/50 [3]	Rather likely [4]	Very likely [5]
a) ... obtain the leaving certificate of the Hauptschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... obtain the leaving certificate of the Realschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... pass the Abitur examination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t30035a	Subjective probability of success, leaving certificate of the Hauptschule	pTarget
t30035b	Subjective probability of success, leaving certificate from the Realschule	pTarget
t30035c	Subjective probability of success - Abitur	pTarget

23 How favorable would you judge your prospects of getting a good job ...

Please check one box in each row.

	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
a) ... if you were to obtain the leaving certificate of the Hauptschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... if you were to obtain the leaving certificate of the Realschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... if you were to pass the Abitur examination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t30235a	Job prospects of Hauptschule leaving certificate	pTarget
t30235b	Job prospects of Realschule leaving certificate	pTarget
t30235c	Benefit Abitur good job	pTarget

25 On your last semester report card, what grade did you get in...

Please check a box on each line.

	Very good (1) [1]	Good (2) [2]	Satisfactory (3) [3]	Passing (4) [4]	Poor (5) [5]	Failing (6) [6]	No grade received [0]
a) ... German?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... math?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t724111	Semester grade report: German	pTarget
t724112	Semester grade report: Math	pTarget

26 Do you take part in the following extra-curricular activities?		
Please check one box in each row.		
	Yes [1]	No [2]
a) Homework assistance/homework supervision	<input type="checkbox"/>	<input type="checkbox"/>
b) Remedial groups/remedial education	<input type="checkbox"/>	<input type="checkbox"/>
c) Subject-specific learning offers (e.g. extra or enhancement courses in math or German)	<input type="checkbox"/>	<input type="checkbox"/>
d) Project groups/courses/subject-unrelated projects (e.g. theater, sports, or computer project groups)	<input type="checkbox"/>	<input type="checkbox"/>
e) Leisure facilities (e.g. a regular get-together to play games)	<input type="checkbox"/>	<input type="checkbox"/>
f) Project days/project weeks	<input type="checkbox"/>	<input type="checkbox"/>
g) Continuing projects (e.g. student newspaper, school garden)	<input type="checkbox"/>	<input type="checkbox"/>
	Not specified [0]	Specified [1]
I don't make use of any of these offers.	<input type="checkbox"/>	<input type="checkbox"/>
"I don't make use of any of these offers.": Please proceed to question 29.		

Variables		
t23101h	Student: Extra-curricular activities: Do not use	pTarget
t23101a	Student: Extra-curricular activities: Use: Homework assistance	pTarget
t23101b	Student: Extra-curricular activities: Use: Remedial teaching	pTarget
t23101c	Student: Extra-curricular activities: Use: Subject-specific programs	pTarget
t23101d	Student: Extra-curricular activities: Use: Project groups or similar	pTarget
t23101e	Student: Extra-curricular activities: Use: Recreational activities	pTarget
t23101f	Student: Extra-curricular activities: Use: Project days/weeks	pTarget
t23101g	Student: Extra-curricular activities: Use: Long-term projects	pTarget




27 How many hours per week do you make use of these offers overall? If the activities do not take place regularly, please estimate as accurately as possible.		
Please enter the figures aligned to the right.		
_ _ Hours per week		
Range: 0 - 99		

Variables		
t231000	Student: extra-curricular activities: frequency	pTarget

28 To what extent do you agree to the following statements concerning the offers?					
Please click one box in each row.					
	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]	not specifiable missing [-90]
not specifiable missing [-90]		<input type="checkbox"/>			
a) I enjoy most of the offers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
b) I learn things, that are useful for learning in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
c) I wish there were more offers that I enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
d) I learn a lot of things I don't learn in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
e) I would prefer to have more free time than participating in such activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
f) I made new friends during these activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
g) I learn things that improve my grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
h) I'm glad about not being alone as much in the afternoons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables					
t23202a	Student: extra-curricular activities: rating: fun			pTarget	

QUESTIONS ABOUT PRIVATE TUTORING

29 Are you currently getting help from a tutor?		
<i>Please choose one answer only.</i>		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
<i>"yes": please proceed to the next question.</i> <i>"no": please proceed to question 34.</i>		
Variables		
t261110	Student: tutoring yes/no	pTarget

30 In what subject(s) are you getting help? If you're getting tutoring assistance in several subjects, please list the subject you think is most important first.		
<i>Please enter in block capitals.</i>		
Subject:		
Second subject:		
Third subject:		
Variables		
t26212a_O	Student: Subject 1	pTarget
t26212a_g1	Students: Tutoring subject entry 1 (categorized)	pTarget
t26212b_O	Student: Subject 2	pTarget
t26212b_g1	Students: Tutoring subject entry 2 (categorized)	pTarget
t26212c_O	Student: Subject 3	pTarget
t26212c_g1	Students: Tutoring subject entry 3 (categorized)	pTarget

PLEASE NOTE: If you have entered various subjects, please answer the next questions for the subject that you entered first in question 30.

31 From whom do you receive tutoring?*Please choose one answer only.*from a trained teacher [1] ☐from a university student [2] ☐from a student [3] ☐from someone else [4] ☐Don't know [-98] ☐**Variables**

t269110	Student: tutoring source	pTarget
---------	--------------------------	---------

32 Where does the tutoring take place?*Please choose one answer only.*

	at someone else's home, such as the tutor's home [2]	at a tutoring center [3]	at school [4]	at a youth/co mmunity center [5]	somewhe re else, namely [6]
at my home [1]					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please enter in block letters.)

**Variables**

t268110	Student: tutoring location	pTarget
t268111_O	Student: tutoring location somewhere else, text	pTarget

33 To what extent do the following statements apply to your tutoring experience?*Please click one box in each row.*

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) The tutor explains everything to me until I understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I practice new methods for doing my work or learning while being tutored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are no unnecessary interruptions during my tutoring sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I'm being tutored, we discuss and practice what we're currently doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e) My tutor communicates the joy of the subject we're working on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When I'm being tutored, we do activities to see if I've really understood what's been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) When I've worked hard in my tutoring session, my tutor gives me praise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My tutor and I discuss what we're going to do at the beginning of each session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Since getting tutoring, I feel better prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The exercises we do in tutoring are always different so I have to pay close attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Making a mistake in front of my tutor is no big deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The exercises we do during tutoring always include tasks that really require me to think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) When the tutoring session is over, we summarize what we've done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I'm satisfied overall with my tutoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t26411a	Student: tutoring quality: tutor explains everything	pTarget
t26511b	Student: tutoring quality: new learning methods	pTarget
t26311c	Student: tutoring quality: no interruptions	pTarget
t26211d	Student: tutoring quality: current lessons	pTarget
t26411e	Student: tutoring quality: tutor communicates joy	pTarget
t26511f	Student: tutoring quality: checks for understanding	pTarget
t26411g	Student: tutoring quality: praise for effort	pTarget
t26311h	Student: tutoring quality: discuss session	pTarget
t26211i	Student: tutoring quality: preparation for class	pTarget
t26511j	Student: tutoring quality: different kinds of tasks	pTarget
t26211k	Student: tutoring quality: making mistakes OK	pTarget
t26511l	Student: tutoring quality: tasks that require reflection	pTarget
t26311m	Student: tutoring quality: summary	pTarget
t26611n	Student: tutoring quality: satisfaction	pTarget

QUESTIONS ABOUT YOUR PROFESSIONAL FUTURE

34 What do you think you're going to do after the end of the school year? I will probably ...

Please click one answer only.

... continue going to school. [1] ☐

... do a vocational training in a company. [2] ☐

... attend a Berufsfachschule [full-time vocational school] or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants. This also includes the training at Fachoberschulen [vocational schools at upper secondary level leading to the entrance qualification for universities of applied sciences] and commercial schools.) [3] ☐

... do a pre-vocational program (e.g. a vocational preparatory year (BVJ) or a basic vocational training year (BGJ)). [4] ☐

... do an internship. [5] ☐

... start working/jobbing. [6] ☐

... go abroad (e.g. student exchange) [7] ☐

... do none of these things. [8] ☐

Variables

tf00200

Aspirations

pTarget

35 To what extent do you agree with the following statement?

Please check the applicable answer.

I know exactly what I want to do for a living later

do not agree at all [1] ☐

rather not agree [2] ☐

rather agree [3] ☐

agree [4] ☐

Variables

tf00050

Clarity about professional future

pTarget

36	Have you ever been to the BIZ on your own or with a friend outside of school trips?
<i>Please check the applicable answer.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
tf00240	alone or with friend(s) to BIZ	pTarget

37	Have you ever had an interview with a career counselor of the employment agency?
<i>Please click the applicable answer.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
tf00250	Career counseling	pTarget

38	Do you already have a vocational training position or have you been accepted at a Berufs(fach)schule [(full-time) vocational school]?
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Yes, namely for the following vocational training: [1]</p> <input type="checkbox"/> </div> <div style="text-align: center;"> <p>No [2]</p> <input type="checkbox"/> </div> </div>	
(Please enter in block letters.)	
<i>"yes, namely for the following training": please proceed to the next question. "no": please proceed to question 41.</i>	

Variables		
tf0021a	Vocational training position (yes)	pTarget
tf0021b_g1	Vocational training (KldB 1988)	pTarget
tf0021b_g2	Vocational training (KldB 2010)	pTarget
tf0021b_g3	Vocational training (ISCO-88)	pTarget
tf0021b_g4	Vocational training (ISCO-08)	pTarget
tf0021b_g5	Vocational training (ISEI-88)	pTarget
tf0021b_g6	Vocational training (SIOPS-88)	pTarget
tf0021b_g7	Vocational training (MPS)	pTarget
tf0021b_g9	Vocational training (BLK)	pTarget
tf0021b_g14	Vocational training (ISEI-08)	pTarget
tf0021b_g16	Vocational training (SIOPS-08)	pTarget
tf0021b_O	vocational training	pTarget

39 How many of your friends want to choose this job too?*Please check only one answer.*

None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

Variables

tf00390	Vocational training - friends that want to learn the same profession	pTarget
---------	--	---------

40 Do any family members or friends already work in this job?*Please check all applicable answers.*

	Mentioned [1]	Not mentioned [2]
No, I don't know anybody working in this job.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my mother.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my father.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... other relatives (siblings, aunt, uncle).	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... friends or acquaintances.	<input type="checkbox"/>	<input type="checkbox"/>
<i>"No, I don't know anybody working in this profession."; "Yes, I know someone who works in this profession, namely ... my mother./... my father./... other relatives (siblings, aunt, uncle ...)/... friends or acquaintances.": Please continue with question 52.</i>		

Variables

tf0040a	Vocational training - acquaintances in same job - No...	pTarget
tf0040b	Vocational training - acquaintances in same job - Yes, my mother	pTarget
tf0040c	Vocational training - acquaintances in same job - Yes, my father	pTarget
tf0040d	Vocational training - acquaintances in same job - Yes, other relatives	pTarget
tf0040e	Vocational training - acquaintances in same job - Yes, friends or acquaintances	pTarget

41 Do you plan to apply for a vocational training position during the school year?		
<i>Please check the applicable answer.</i>		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
<i>"yes": please proceed to the next question. "no": please proceed to question 52.</i>		
Variables		
tf00030	Plans to apply	pTarget

42 When looking for an open vocational training position, how important are the following sources of information to you?				
<i>Please click one box in each row.</i>				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) jobs center, vocational counseling, jobs agency, Berufsinformationszentrum (vocational information center) (BIZ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) media (internet, newspapers, magazines, TV, radio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) other relatives (siblings, aunt, uncle,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) jobs counselors or social workers at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
tf0023a	BIZ etc. info			pTarget
tf0023b	Media info			pTarget
tf0023c	Parent info			pTarget
tf0023d	Family info			pTarget
tf0023e	Friends info			pTarget
tf0023f	Teacher info			pTarget
tf0023g	Info jobs counselors/social workers			pTarget
tf0023h	Internship info			pTarget

43 What job would you like to apply for? If you would like to apply for several jobs, please state the one you would like to apply for first:

Please only enter one profession in block capitals.



Variables

tf00260_O	Application, occupation 1	pTarget
tf00260_g1	Application, vocation 1 (KldB 1988)	pTarget
tf00260_g2	Application, vocation 1 (KldB 2010)	pTarget
tf00260_g3	Application, vocation 1 (ISCO-88)	pTarget
tf00260_g4	Application, vocation 1 (ISCO-08)	pTarget
tf00260_g5	Application, vocation 1 (ISEI-88)	pTarget
tf00260_g6	Application, vocation 1 (SIOPS-88)	pTarget
tf00260_g7	Application, vocation 1 (MPS)	pTarget
tf00260_g9	Application, vocation 1 (BLK)	pTarget
tf00260_g14	Application, vocation 1 (ISEI-08)	pTarget
tf00260_g16	Application, vocation 1 (SIOPS-08)	pTarget

44 How how are your chances of getting a vocational training position in this profession?

Please choose one answer only.

very small [1] ☐

rather small [2] ☐

rather good [3] ☐

very good [4] ☐

Variables

tf00090	Profession 1 - chance of a vocational training position	pTarget
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45	How many of your friends do you expect to train for this profession also?
<i>Please choose one answer only.</i>	
None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

Variables		
tf00390	Profession 1 - friends wanting to learn same profession	pTarget

46	Do any family members or friends already work in this profession?
<i>Please mark all answers that apply.</i>	
	<div>Not specified [0]</div> <div>Specified [1]</div>
No, I don't know anyone who works in this profession.	<input type="checkbox"/> <input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my mother.	<input type="checkbox"/> <input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my father.	<input type="checkbox"/> <input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... other relatives (siblings, aunt, uncle,...).	<input type="checkbox"/> <input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... friend (s) or acquaintances.	<input type="checkbox"/> <input type="checkbox"/>

Variables		
tf0040a	Profession 1 - acquaintances in same profession - no	pTarget
tf0040b	Profession 1 - acquaintances in same profession - yes, my mother	pTarget
tf0040c	Profession 1 - acquaintances in same profession - yes, my father	pTarget
tf0040d	Profession 1 - acquaintances in same profession - yes, other relatives	pTarget
tf0040e	Profession 1 - acquaintances in same profession - yes, friends	pTarget

47 How much do you know about what you have to do to get a vocational training position in this profession?*Please choose one answer only.*very poor [1] ☐rather poor [2] ☐rather good [3] ☐very good [4] ☐**Variables**

tf00120	Profession 1 - knowledge about training acceptance	pTarget
---------	--	---------

48 Have you already applied for a vocational training position in this occupation?

Yes, I have
already
applied for

vocational
training
positions in
this job. [1]

No [2]

☐ ☐

(Please enter the number of applications you have submitted, right-justified.) |__|__|__|

Range: 0 - 999

Variables

tf0027a	Application occupation 1	pTarget
tf0027b	Number application occupation 1	pTarget

49 Have you already been invited to a job interview for this occupation?

Yes, I have
already been
invited to ____
job interviews.
[1]

No [2]

☐ ☐

(Please enter the number of interviews you have been invited to, right-aligned.) |__|__|__|

Range: 0 - 999

Variables

tf0028a	Job interview occupation 1	pTarget
tf0028b	Number job interviews occupation 1	pTarget

50


Is there a second profession that you would like to apply for during this school year?

Yes, namely
for the
following
occupation:
[1]

☐

No [2]

☐

(Please only enter one profession in block capitals.) 

“yes, namely for the following profession”: please proceed to the next question. “no”: please proceed to question 52.

Variables		
tf0029a	Profession 2	pTarget
tf0029b_O	Application vocation 2	pTarget
tf0029b_g1	Application, vocation 2 (KldB 1988)	pTarget
tf0029b_g2	Application, vocation 2 (KldB 2010)	pTarget
tf0029b_g3	Application, vocation 2 (ISCO-88)	pTarget
tf0029b_g4	Application, vocation 2 (ISCO-08)	pTarget
tf0029b_g5	Application, vocation 2 (ISEI-88)	pTarget
tf0029b_g6	Application, vocation 2 (SIOPS-88)	pTarget
tf0029b_g7	Application, vocation 2 (MPS)	pTarget
tf0029b_g9	Application, vocation 2 (BLK)	pTarget
tf0029b_g14	Application, vocation 2 (ISEI-08)	pTarget
tf0029b_g16	Application, vocation 2 (SIOPS-08)	pTarget

51

Would you like to apply for further professions during this school year?

Yes, namely
for ___ further
professions.
[1]

☐

No [2]

☐

(Please enter the number of professions that you would like to additionally apply for, right-aligned.)

Range: 0 - 999

Variables		
tf0032a	further professions	pTarget
tf0032b	Number of further professions	pTarget

52

When you think about school or your school-leaving qualifications: how would you answer the following questions?

Please check one box in each row.

2 Students: Grade 10, PAPI (ID 387)

	does not apply at all 0 [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	applies comple tely 10 [10]
a) When obstacles are in my way, I do not give up until I have overcome them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I decide on a goal, I always keep the benefits of this goal in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) If I am unable to resolve a problem on my own, I ask others to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When a goal is not achievable for me, I stop thinking about it and pursuing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) If I cannot achieve a goal, I think about other, new goals that I can pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) If I do not achieve a goal, I try not to blame myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) When I am confronted by a difficult situation, I do all I can to improve the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Once I have decided on something, I avoid concerning myself with things that can distract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) If I don't get any further when pursuing a goal, I look for new ways to achieve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) If it seems impossible for me to achieve a goal, I reduce my efforts and put it out of my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) If I cannot achieve a goal, I pursue other goals that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Even if everything goes wrong, I can often still see something positive in the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t66502a	OPS SCHOOL: Overcoming obstacles	pTarget
t66502b	OPS SCHOOL: Benefits in mind	pTarget
t66502c	OPS SCHOOL: Help coping	pTarget
t66502d	OPS SCHOOL: Not pursuing in case of unachievability	pTarget
t66502e	OPS SCHOOL: New goals in case of unachievability	pTarget
t66502f	OPS SCHOOL: Not own fault	pTarget
t66502g	OPS SCHOOL: Do everything for improvement	pTarget
t66502h	OPS SCHOOL: No distractions	pTarget
t66502i	OPS SCHOOL: Looking for new paths	pTarget
t66502j	OPS SCHOOL: Reduction of efforts	pTarget
t66502k	OPS SCHOOL: Pursuing other important goals	pTarget
t66502l	OPS SCHOOL: Seeing the positive	pTarget

53 We are now interested in your assessment of the experiences of persons with a foreign background in Germany. To what extent do the following statements apply?				
Please check one box in each row.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In Germany, people with a foreign background are frequently treated with less respect than other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) People with a foreign background receive less praise at school or in their vocational training than other people, no matter how good they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People with a foreign background are turned down when looking for work more often than other people, even if their credentials are just as good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) People with a foreign background receive less pay than other people for the same work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) People with a foreign background can only achieve something if they make more of an effort than other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t425010	Perceived group-specific discrimination: respect	pTarget
t425020	Perceived group-specific discrimination: praise	pTarget
t425040	Perceived group-specific discrimination: looking for work	pTarget
t425050	Perceived group-specific discrimination: pay	pTarget
t425060	Perceived group-specific discrimination: effort	pTarget

54 The following questions are about the people in your life, whether you know them well or not. Imagine you're looking for a vocational training position. How likely is it that people in your life would let you know about interesting open vocational training positions?	
Please choose one answer only.	
Very unlikely [1]	<input type="checkbox"/>
Rather unlikely [2]	<input type="checkbox"/>
Rather likely [3]	<input type="checkbox"/>
Very likely [4]	<input type="checkbox"/>
<i>"very unlikely"; "rather unlikely": please proceed to question 57. "rather likely"; "very likely": Please proceed to the next question.</i>	

Variables		
t324010	Social capital - info voc. training - probability	pTarget

55 Who did you think of in the last question?*Please check all applicable answers.*

	Not specified [0]	Specified [1]
Your parents	<input type="checkbox"/>	<input type="checkbox"/>
Your siblings	<input type="checkbox"/>	<input type="checkbox"/>
Other family members/relatives	<input type="checkbox"/>	<input type="checkbox"/>
A teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
Your friends	<input type="checkbox"/>	<input type="checkbox"/>
Other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32401i	Social capital – info vocational training – your parents	pTarget
t32401j	Social capital – info vocational training – your siblings	pTarget
t32401k	Social capital – info vocational training – other family members/relatives	pTarget
t32401l	Social capital – info vocational training – a teacher at your school	pTarget
t32401m	Social capital – info vocational training – someone from internship or similar	pTarget
t32401n	Social capital – info vocational training – your friends	pTarget
t32401o	Social capital – info vocational training – other acquaintances	pTarget

56 How many people came to mind when you were thinking about the last two questions?*Please choose one answer only.*

one person [1]	<input type="checkbox"/>
two people [2]	<input type="checkbox"/>
three or more people [3]	<input type="checkbox"/>

Variables		
t32401b	Social capital - info vocational training - number of persons	pTarget

56

An immigrant background means that the person or one of his or her parents was born outside of Germany.

	yes [7]	no [1]					
Does this person have an immigration background? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
How many have an immigrant background? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
How many of these have an immigrant background? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32401u	Social capital - info voc. training - share migration background (one person)	pTarget
t32401v	Social capital - info voc. training - share migration background (two persons)	pTarget
t32401w	Social capital - info voc. training - share migration background (three or more)	pTarget

56

	yes [7]	no [1]					
And does this person have the Abitur? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
And how many of these have the Abitur? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
And how many of these have the Abitur? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32401x	Social capital - info voc. training - share Abitur (one person)	pTarget
t32401y	Social capital - info voc. training - share Abitur (two persons)	pTarget
t32401z	Social capital - info voc. training - share Abitur (three or more)	pTarget

56

	yes [7]	no [1]	
And is this person female? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>	
	both [7]	one [4]	none [1]
And how many of these are female? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	None [1]	Almost none [2]	Less than half [3]
			Approximately half [4]
			More than half [5]
			Almost all [6]
			All [7]
And how many of these are female? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32401p	Social capital - info voc. training - share women (one person)	pTarget
t32401q	Social capital - info voc. training - share women (two persons)	pTarget
t32401r	Social capital - info voc. training - share women (three or more)	pTarget

57 Imagine you're looking for a vocational training position. How likely is it that someone in your life would help you write an application for that vocational training position?

Please choose one answer only.

Very unlikely [1]	<input type="checkbox"/>
Rather unlikely [2]	<input type="checkbox"/>
Rather likely [3]	<input type="checkbox"/>
Very likely [4]	<input type="checkbox"/>

"very unlikely"; "rather unlikely": please proceed to question 60. "rather likely"; "very likely": Please proceed to the next question.

Variables

t323040	Social capital - help with application - probability	pTarget
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58 Who do you think would provide that help?

Please mark all answers that apply.

	Not specified [0]	Specified [1]
your parents	<input type="checkbox"/>	<input type="checkbox"/>
your siblings	<input type="checkbox"/>	<input type="checkbox"/>
other people in your family	<input type="checkbox"/>	<input type="checkbox"/>
a teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
your friends	<input type="checkbox"/>	<input type="checkbox"/>
other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32304i	Social capital - help with application - parents	pTarget
t32304j	Social capital - help with application - siblings	pTarget
t32304k	Social capital - help with application - relatives	pTarget
t32304l	Social capital - help with application - teachers general school	pTarget
t32304m	Social capital - help with application - internship/job	pTarget
t32304n	Social capital - help with application - your friends	pTarget
t32304o	Social capital - help with application - other	pTarget

59 How many people came to mind when you were thinking about the last two questions?

Please choose one answer only.

one person [1]	<input type="checkbox"/>
two people [2]	<input type="checkbox"/>
three or more people [3]	<input type="checkbox"/>

Variables		
t32304b	Social capital - help with application - number of people	pTarget

59

An immigrant background means that the person or at least one of his or her parents was born outside of Germany.

	yes [7]	no [1]					
Does this person have an immigrant background? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
And how many of these have an immigrant background? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
How many of these have an immigrant background? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32304p	Social capital - help with application - share migration background (one person)	pTarget
t32304q	Social capital -help with application - share migration background (two persons)	pTarget
t32304r	Social capital-help with application-share migration background (three or more)	pTarget

59

	yes [7]	no [1]					
And did this person pass the Abitur [university entrance qualification] exam? Please check where applicable.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
And how many of them have passed the Abitur [university entrance qualification] exam? Please check only one answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
And how many of these persons have passed the Abitur [university entrance qualification] exam? Please check only one answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32304u	Social capital - help with application - proportion Abitur (one person)	pTarget
t32304v	Social capital - help with application - proportion Abitur (two persons)	pTarget
t32304w	Social capital - help with application - proportion Abitur (three or more)	pTarget

59							
	yes [7]	no [1]					
And is this person female? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
And how many of these are women? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
And how many of these are women? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32304x	Social capital - help with application - share women (one person)	pTarget
t32304y	Social capital - help with application - share women (two persons)	pTarget
t32304z	Social capital - help with application - share women (three or more)	pTarget

60	How likely is it that someone in your life would get involved in helping you get a vocational training position?
<i>Please choose one answer only.</i>	
Very unlikely [1]	<input type="checkbox"/>
Rather unlikely [2]	<input type="checkbox"/>
Rather likely [3]	<input type="checkbox"/>
Very likely [4]	<input type="checkbox"/>
<i>"very unlikely"; "rather unlikely": please proceed to question 63. "rather likely"; "very likely": Please proceed to the next question.</i>	

Variables		
t325010	Social capital - personal involvement voc. training - probability	pTarget

61 Who did you think of in the last question?*Please check all applicable answers.*

	Not specified [0]	Specified [1]
Your parents	<input type="checkbox"/>	<input type="checkbox"/>
Your siblings	<input type="checkbox"/>	<input type="checkbox"/>
Other family members/relatives	<input type="checkbox"/>	<input type="checkbox"/>
A teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
Your friends	<input type="checkbox"/>	<input type="checkbox"/>
Other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32501i	Social capital - personal involvement vocational training - parents	pTarget
t32501j	Social capital - personal involvement vocational training - siblings	pTarget
t32501k	Social capital - personal involv. voc. training - other family members/relatives	pTarget
t32501l	Social capital - personal involvement vocational training - teacher	pTarget
t32501m	Social capital - pers. involv. voc. Train. - s.o. from internship/part-time job	pTarget
t32501n	Social capital - personal involvement vocational training - friends	pTarget
t32501o	Social capital - personal involvement vocational training - other acquaintances	pTarget

62 How many persons came to mind when you were thinking about the last two questions?*Please check only one answer.*

one person [1]	<input type="checkbox"/>
two people [2]	<input type="checkbox"/>
three or more people [3]	<input type="checkbox"/>

Variables		
t32501b	Social capital - personal involvement vocational training - number of persons	pTarget

62

Migration background means that the person themselves or at least one of the person's parents was born in a foreign country.

	yes [7]	no [1]	
Does this person have a migration background?	<input type="checkbox"/>	<input type="checkbox"/>	
	both [7]	one [4]	none [1]
How many of them have a migration background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	None [1]	Almost none [2]	Less than half [3]
			Approximately half [4]
			More than half [5]
			Almost all [6]
			All [7]
How many of these persons have a migration background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32501u	Social capital - pers. involv. voc. train. - prop. migrat. backgr. (one person)	pTarget
t32501v	Social capital - pers. involv. voc. train. - prop. migrat. backgr. (two persons)	pTarget
t32501w	Social capital - pers. involv. voc. Train. - prop. migration backgr. (3 or more)	pTarget

62

	yes [7]	no [1]	
And does this person have the Abitur? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>	
	both [7]	one [4]	none [1]
And how many of these have the Abitur? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	None [1]	Almost none [2]	Less than half [3]
			Approximately half [4]
			More than half [5]
			Almost all [6]
			All [7]
And how many of these have the Abitur? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32501x	Social capital - personal involvement voc. training - share Abitur (one person)	pTarget
t32501y	Social capital - personal involvement voc. training - share Abitur two people	pTarget
t32501z	Social capital -personal involvement voc. training- share Abitur (three or more)	pTarget

62

	yes [7]	no [1]					
And is this person female? Please check the appropriate answer.	<input type="checkbox"/>	<input type="checkbox"/>					
	both [7]	one [4]	none [1]				
And how many of these are women? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
And how many of these are women? Please choose one answer only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t32501p	Social capital - personal involvement voc. training - share women (one person)	pTarget
t32501q	Social capital - personal involvement voc. training - share women (two persons)	pTarget
t32501r	Social capital - personal involvement voc. training-share women (three or more)	pTarget

63

There are several reasons for deciding on a particular profession. The income level is often very important. Initially we are interested in your estimate of your future monthly net income. That is, money that is directly transferred to your bank account. Directly after completing your vocational education or university degree, how much do you think is the monthly net income ...

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

... in your future profession? Euros per month

Range: 0 - 99,999

	Not specified [0]	Specified [1]
Don't know what profession I will pursue	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t513060	Expected income future profession	pTarget
t513061	Expected income: Don't know what profession I will pursue	pTarget

64

Now we would like to know how you estimate the income of different professions. Directly after completing their vocational education or their university degree, how much do you think is the monthly net income ...

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

... of a general practitioner?

Euros per month

Range: 0 - 99,999

... a barber?

Euros per month

... a banker?


Euros per month

Variables		
t513062	Expected income: General practitioner	pTarget
t513063	Expected income: Hairdresser	pTarget
t513064	Expected income: Banker	pTarget

65

Imagine you had all opportunities to become what you want. What would be your ideal occupation?

Please enter in printed letters.



Variables		
t31060a_O	Idealistic vocational aspirations: preferred choice of career	pTarget
t31060a_g1	Idealistic vocational aspirations: Preferred choice of career (KldB 1988)	pTarget
t31060a_g2	Idealistic vocational aspirations: Preferred choice of career (KldB 2010)	pTarget
t31060a_g3	Idealistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31060a_g4	Idealistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31060a_g5	Idealistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31060a_g6	Idealistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31060a_g7	Idealistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31060a_g9	Idealistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31060a_g14	Idealistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31060a_g16	Idealistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

66 Consider everything you know right now. What will probably be your occupation in the future?

If you are not yet sure, enter the occupation that in your opinion will be the most probable one. Please enter in printed letters.



Variables

t31160a_O	Realistic vocational aspirations: preferred choice of career	pTarget
t31160a_g1	Realistic vocational aspirations: Preferred choice of career (KIdB 1988)	pTarget
t31160a_g2	Realistic vocational aspirations: Preferred choice of career (KIdB 2010)	pTarget
t31160a_g3	Realistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31160a_g4	Realistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31160a_g5	Realistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31160a_g6	Realistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31160a_g7	Realistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31160a_g9	Realistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31160a_g14	Realistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31160a_g16	Realistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

QUESTIONS ABOUT YOUR HEALTH

67 How would you generally describe your state of health?

Please tick only one answer.

Very good [1] ☐

Good [2] ☐

Average [3] ☐

Poor [4] ☐

Very poor [5] ☐

Variables

t521000	Self-assessment health	pTarget
---------	------------------------	---------

68	In the past four weeks of school, how many days did you miss due to illness?
<i>If you were not absent due to illness, please enter "Zero" (0). Please enter the figures aligned to the right.</i>	
About	_ _ _ Days
Range: 0 - 99	

Variables		
t523000	Days missed due to illness	pTarget

QUESTIONS ABOUT YOUR PLANS FOR THE FUTURE

69	How important is to you to have children sometime in the future?
<i>Please only check one answer.</i>	
Very unimportant [1]	<input type="checkbox"/>
Relatively unimportant [2]	<input type="checkbox"/>
Neither [3]	<input type="checkbox"/>
Relatively important [4]	<input type="checkbox"/>
Very important [5]	<input type="checkbox"/>

Variables		
t533010	Importance starting a family	pTarget

70	At what age could you imagine having your first child?
<i>Please only check one answer.</i>	
16 - 19 [1]	<input type="checkbox"/>
20 - 24 [2]	<input type="checkbox"/>
25 - 29 [3]	<input type="checkbox"/>
30 - 34 [4]	<input type="checkbox"/>
from 35 [5]	<input type="checkbox"/>
never [6]	<input type="checkbox"/>

Variables		
t533020	Desired age for birth of first child	pTarget

QUESTIONS ABOUT YOUR FREE TIME

71 How often do you play sports? Don't include the time in PE at school!*Please choose one answer only.*Never [1] ☐Once a month or less [2] ☐Several times a month or once a week [3] ☐Several times a week [4] ☐(Almost) daily [5] ☐*"never": please proceed to question 74.**"Once a month or less"; "Several times a month or once a week"; "Several times a week"; "(Almost) daily": Please proceed to the next question.***Variables**

t261000	Student, sport, frequency	pTarget
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72 What kind of sports do you do most frequently?*Please state only one kind of sport.*

(Please enter in block letters.)

**Variables**

t262000_g1	Students: sport activity, main kind of sport	pTarget
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73 Where or how do you most often do this kind of sport?*Please tick only one answer.*Club [1] ☐School (outside classes such as sport workshop) [2] ☐Riding school, tennis school, martial arts school, dancing school, gym or similar [3] ☐Volkshochschule [adult education establishment] (VHS) [4] ☐Together with others, but not in an organization [5] ☐By myself [6] ☐**Variables**

t269000	Sport: where/how?	pTarget
---------	-------------------	---------

74 Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do?

Please check one box in each row.

	Yes [1]	No [2]
a) Lessons at a musical school (e.g. instrumental or vocal lessons)	<input type="checkbox"/>	<input type="checkbox"/>

If yes, what: (Please enter in block letters.) 

	Yes [1]	No [2]
b) A course at the Volkshochschule [adult education establishment] (VHS)	<input type="checkbox"/>	<input type="checkbox"/>

If yes, what: (Please enter in block letters.) 

	Yes [1]	No [2]
c) A course at the youth art school	<input type="checkbox"/>	<input type="checkbox"/>

If yes, what: (Please enter in block letters.) 


Variables		
t27111a	Student: Courses outside of school: Music school lessons	pTarget
t27111v_O	Student: Courses outside of school: Music school lessons, text	pTarget
t27111v_g1	Students: Courses outside school: Music school lessons (code number): 1st entry	pTarget
t27111v_g2	Students: Courses outside school: Music school lessons (code number): 2nd entry	pTarget
t27111v_g3	Students: Courses outside school: Music school lessons (code number): 3rd entry	pTarget
t27111b	Student: Courses outside of school: Volkshochschule (VHS)	pTarget
t27111w_O	Student: Courses outside of school: Volkshochschule course, text	pTarget
t27111w_g1	Students: Courses outside school: Volkshochschule (code number): 1st entry	pTarget
t27111w_g2	Students: Courses outside school: Volkshochschule (code number): 2nd entry	pTarget
t27111w_g3	Students: Courses outside school: Volkshochschule (code number): 3rd entry	pTarget
t27111c	Student: Courses outside of school: Youth art school course	pTarget
t27111x_O	Student: Courses outside of school: Youth art school course, text	pTarget
t27111x_g1	Students: Courses outside school: Youth art school course (code number): 1st entry	pTarget
t27111x_g2	Students: Courses outside school: Youth art school course (code number): 2nd entry	pTarget
t27111x_g3	Student: Courses outside of school: Youth art school course (code number): 3. entry	pTarget

75


Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do and where did you do it

If you didn't take any other courses outside of school, you don't need to enter anything here.

What: (Please enter in block letters.)



Where: (Please enter in block letters.)



Variables		
t27111u_O	Student: Courses outside of school: Other courses: Text, what	pTarget
t27111u_g1	Students: Courses outside school: Other courses (code number): 1st entry	pTarget
t27111u_g2	Students: Courses outside school: Other courses (code number): 2nd entry	pTarget
t27111u_g3	Students: Courses outside school:Other courses (code number): 3rd entry	pTarget
t27111d_g1	Student: courses not in school: other course places: 1. entry	pTarget
t27111d_g2	Student: courses not in school: other course places: 2. entry	pTarget
t27111d_g3	Student: courses not in school: other course places: 3. entry	pTarget

Thank you for your cooperation!

3

Individual follow-up

3.1 Individual follow-up, CATI (ID 380)

2. ESF questions

00001	I'd like to ask you a few questions about your current level of satisfaction with different aspects of your life. Please answer each question on a scale of 0 to 10. "0" means that you are "completely !un!satisfied", while a "10" means that you are completely satisfied. You can use the numbers in between to indicate the degree of satisfaction. How satisfied are you currently with your life in general?	
Completely dissatisfied [0]	<input type="checkbox"/>	
1 [1]	<input type="checkbox"/>	
2 [2]	<input type="checkbox"/>	
3 [3]	<input type="checkbox"/>	
4 [4]	<input type="checkbox"/>	
5 [5]	<input type="checkbox"/>	
6 [6]	<input type="checkbox"/>	
7 [7]	<input type="checkbox"/>	
8 [8]	<input type="checkbox"/>	
9 [9]	<input type="checkbox"/>	
Completely satisfied [10]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
goto 00002		
Variables		
t514001	Satisfaction with life	pTarget

2. ESF questions

00001	I'd like to ask you a few questions about your current level of satisfaction with different aspects of your life. Please answer each question on a scale of 0 to 10. "0" means that you are "completely !!un!!satisfied", while a "10" means that you are completely satisfied. You can use the numbers in between to indicate the degree of satisfaction. How satisfied are you currently with your life in general?	
Completely dissatisfied [0]	<input type="checkbox"/>	
1 [1]	<input type="checkbox"/>	
2 [2]	<input type="checkbox"/>	
3 [3]	<input type="checkbox"/>	
4 [4]	<input type="checkbox"/>	
5 [5]	<input type="checkbox"/>	
6 [6]	<input type="checkbox"/>	
7 [7]	<input type="checkbox"/>	
8 [8]	<input type="checkbox"/>	
9 [9]	<input type="checkbox"/>	
Completely satisfied [10]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 00002		
Variables		
t514001	Satisfaction with life	pTarget

3.1 Individual follow-up, CATI (ID 380)

00002 How satisfied are you with what you have? By that I mean money, income, and things you own.

If needed, repeat the scale: Please answer each question on a scale of 0 to 10. "0" means that you are "completely !!un!!satisfied", while a "10" means that you are "completely satisfied." You can indicate the degree of satisfaction by choosing a number between 0 and 10.

Completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
Completely satisfied [10]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 00003	

Variables		
t514002	Satisfaction with standard of living	pTarget

00003 How satisfied are you with your health?		
<i>If needed, repeat the scale: Please answer each question on a scale of 0 to 10. "0" means that you are "completely !!un!!satisfied", while a "10" means that you are "completely satisfied." You can indicate the degree of satisfaction by choosing a number between 0 and 10.</i>		
Completely dissatisfied [0]		<input type="checkbox"/>
1 [1]		<input type="checkbox"/>
2 [2]		<input type="checkbox"/>
3 [3]		<input type="checkbox"/>
4 [4]		<input type="checkbox"/>
5 [5]		<input type="checkbox"/>
6 [6]		<input type="checkbox"/>
7 [7]		<input type="checkbox"/>
8 [8]		<input type="checkbox"/>
9 [9]		<input type="checkbox"/>
Completely satisfied [10]		<input type="checkbox"/>
Refused [-97]		<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>
goto 00004		
Variables		
t514003	Satisfaction with health	pTarget

3.1 Individual follow-up, CATI (ID 380)

00004 How satisfied are you with your family life?

If needed, repeat the scale: Please answer on a scale from 0 to 10. "0" means that you are "completely !!un!! satisfied", while a "10" means that you are "completely satisfied". You can indicate your assessment by choosing a number in between.

Completely dissatisfied [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

Completely satisfied [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 00005

Variables

t514004	Satisfaction with family life	pTarget
---------	-------------------------------	---------

00005 How satisfied are you with your group of friends?

If needed, repeat the scale: Please answer each question on a scale of 0 to 10. "0" means that you are "completely !!un!!satisfied", while a "10" means that you are "completely satisfied." You can indicate the degree of satisfaction by choosing a number between 0 and 10.

Completely dissatisfied [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
Completely satisfied [10]	<input type="checkbox"/>
not true [-93]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (20101a = 6) goto 00006 if (20101a = 4) goto 00007	

Variables		
t514005	Satisfaction with friends/acquaintances	pTarget

3.1 Individual follow-up, CATI (ID 380)

00006 How satisfied are you with your apprenticeship, vocational training program or career preparation?		
<p><i>For people not currently in an apprenticeship, a vocational training program or career preparatory program, please mark N/A. If needed, repeat the scale: Please answer each question on a scale of 0 to 10. "0" means that you are "completely unsatisfied", while a "10" means that you are "completely satisfied." You can indicate the degree of satisfaction by choosing a number between 0 and 10. Family includes those people that they consider to be their family. These include internships and voluntary social year.</i></p>		
Completely dissatisfied [0]	<input type="checkbox"/>	
1 [1]	<input type="checkbox"/>	
2 [2]	<input type="checkbox"/>	
3 [3]	<input type="checkbox"/>	
4 [4]	<input type="checkbox"/>	
5 [5]	<input type="checkbox"/>	
6 [6]	<input type="checkbox"/>	
7 [7]	<input type="checkbox"/>	
8 [8]	<input type="checkbox"/>	
9 [9]	<input type="checkbox"/>	
Completely satisfied [10]	<input type="checkbox"/>	
not true [-93]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 00008Z		
Variables		
t514007	Satisfaction with apprenticeship/vocational training programs	pTarget

00007 How satisfied are you with school?		
<i>If needed, repeat the scale: Please answer on a scale from 0 to 10. "0" means that you are "completely !!un!! satisfied", while a "10" means that you are "completely satisfied". You can indicate your assessment by choosing a number in between.</i>		
Completely dissatisfied [0]	<input type="checkbox"/>	
1 [1]	<input type="checkbox"/>	
2 [2]	<input type="checkbox"/>	
3 [3]	<input type="checkbox"/>	
4 [4]	<input type="checkbox"/>	
5 [5]	<input type="checkbox"/>	
6 [6]	<input type="checkbox"/>	
7 [7]	<input type="checkbox"/>	
8 [8]	<input type="checkbox"/>	
9 [9]	<input type="checkbox"/>	
Completely satisfied [10]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 00008Z		
Variables		
t514006	Satisfaction with school	pTarget

3.1 Individual follow-up, CATI (ID 380)

00009	Now we have two further questions about your plans for the future. How important is to you to have children sometime in the future?
<i>Please read instructions aloud.</i>	
Very unimportant [1]	<input type="checkbox"/>
Relatively unimportant [2]	<input type="checkbox"/>
Neither [3]	<input type="checkbox"/>
Relatively important [4]	<input type="checkbox"/>
Very important [5]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 00010</i>	

Variables		
t533010	Importance starting a family	pTarget

00010	At what age can you imagine to have your first child?
<i>Please read instructions aloud.</i>	
16-19 years [1]	<input type="checkbox"/>
20-24 years [2]	<input type="checkbox"/>
25-29 years [3]	<input type="checkbox"/>
30-34 years [4]	<input type="checkbox"/>
35 years or older [5]	<input type="checkbox"/>
Never [6]	<input type="checkbox"/>
<i>goto 00010Z</i>	

Variables		
t533020	Desired age for birth of first child	pTarget

00011 I will now read out some statements about the tasks of girls and boys. Please tell me the extent to which you agree with each statement. Boys and girls should do the same chores in the household. Do you: strongly disagree, rather disagree, rather agree, or fully agree?

Read out the options if necessary.

Completely disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Completely agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 00012

Variables

t436300	Gender roles and traditional values: Should carry out the same domestic duties.	pTarget
---------	---	---------

00012 Girls use technical devices just as well as boys do. Do you: strongly disagree, rather disagree, rather agree, or fully agree?

Read out the options if necessary.

Completely disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Completely agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 00013

Variables

t436360	Gender roles and traditional values: Girls use technical devices just as well.	pTarget
---------	--	---------

3.1 Individual follow-up, CATI (ID 380)

00013 Girls should be able to learn the same professions as boys.	
<i>Read out the options if necessary.</i>	
Completely disagree [1]	<input type="checkbox"/>
Rather disagree [2]	<input type="checkbox"/>
Rather agree [3]	<input type="checkbox"/>
Completely agree [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 00014</i>	

Variables		
t436150	Gender roles and traditional values: Girls should learn the same professions.	pTarget

00014 It's the man's job to earn money and the woman's job to take care of the household and family.	
<i>Read out the options if needed.</i>	
Completely disagree [1]	<input type="checkbox"/>
Rather disagree [2]	<input type="checkbox"/>
Rather agree [3]	<input type="checkbox"/>
Completely agree [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 00015Z</i>	

Variables		
t44613a	Gender roles: Role division	pTarget

00015 Let's now talk about different aspects of living together. What is the situation for your friends in Germany? This includes all persons that are your friends, regardless of whether they attend your school or not. How many people from your circle of friends have a migration background, i.e. they themselves or at least one parent were/was born abroad?

Read out options.

None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 00016</i>	

Variables		
t321112	Proportion of friends with migration background	pTarget
t451200	Proportion of friends with migration background	pTarget

00016 And to what extent do you feel associated with the people in Germany overall?

Read out options.

Not at all [1]	<input type="checkbox"/>
Almost not at all [2]	<input type="checkbox"/>
Average [3]	<input type="checkbox"/>
Quite strongly [4]	<input type="checkbox"/>
Very strongly [5]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 00017</i>	

Variables		
t428050	Feeling of connectedness to persons in Germany	pTarget

3.1 Individual follow-up, CATI (ID 380)

00020 Now I have a final question concerning your health. How would you describe your state of health in general?		
<i>Read out options.</i>		
Very good [1]	<input type="checkbox"/>	
Good [2]	<input type="checkbox"/>	
Average [3]	<input type="checkbox"/>	
Poor [4]	<input type="checkbox"/>	
Very poor [5]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
<i>goto 00021Z</i>		
Variables		
t521000	Selbsteingeschätzte Gesundheit	pTarget

3.2 Individual follow-up, CAWI (ID 381)

QUESTIONS ABOUT YOU

1

Are you ...

Please tick the applicable.

... male? [1]

☐

... female? [2]

☐

goto 2

Variables

t700031

Gender target child

pTarget

2

When were you born?

Month

Range: 1 - 12

Year

goto 3

Variables

t70004m

Month of birth

pTarget

t70004y

Year of birth

pTarget

QUESTIONS ABOUT YOU

1 Are you ...		
<i>Please tick the applicable.</i>		
... male? [1]	<input type="checkbox"/>	
... female? [2]	<input type="checkbox"/>	
goto 2		

Variables		
t700031	Gender target child	pTarget

2 When were you born?		
_ _ _ _ Month		
Range: 1 - 12		
_ _ _ _ _ _ _ Year		
goto 3		

Variables		
t70004m	Month of birth	pTarget
t70004y	Year of birth	pTarget

3 How do you assess yourself: In general, are you willing to take risks or do you try to avoid risks?

Please click on one value on the scale: The value "0" if you are not willing to take risks at all, the value "10" if you are very willing to take risks. You can indicate your assessment by choosing a number in between.

Own willingness to take risks

Not at all willing to take risks [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

Very willing to take risks [10] ☐

goto 4

Variables

t515051	General willingness to take risks	pTarget
---------	-----------------------------------	---------

4 You may behave differently in different situations. How would you rate your willingness to take risks in the following areas? What is your rating for ...

Please click on one value on the scale: The value "0" if you are not willing to take risks at all, the value "10" if you are very willing to take risks. You can indicate your assessment by choosing a number in between.

	Not at all willing to take risks [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Very willing to take risks [10]
a) ... Free time and sport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... Your professional career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

goto 5

Variables

t515053	Willingness to take risks free time and sport	pTarget
t515054	Willingness to take risks professional career	pTarget

3.2 Individual follow-up, CAWI (ID 381)

5 The following statements refer to situations where your wishes, goals or plans might not be realized the way you would like to. Please check the extent to which the following statements apply to you.

Please check a box on each line.

	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) The more difficult it is to reach a goal, the more I think it's worth doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I can be very persistent in pursuing my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I often am still able to find meaning in major disappointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When there are difficulties in my path, I normally try harder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tend to keep on fighting, even if the situation seems hopeless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Even if something really goes wrong for me, I can still see that I've made a bit of progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I can sometimes get satisfaction from doing without.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) If I don't get what I want, I see that as an opportunity to learn how to deal with things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I can easily see a good side even in the unpleasant aspects of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Once I set my mind to doing something, I don't let even major difficulties keep me from pursuing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

goto 6

Variables		
t67001a	Persistence in following goals: The more difficult a goal is...	pTarget
t67001b	Persistence in following goals: In enforcing my interests...	pTarget
t67001c	Persistence in following goals: When there are difficulties in my path...	pTarget
t67001d	Persistence in following goals: Even in hopeless situations I tend to...	pTarget
t67001e	Persistence in following goals: Once I have set my mind on something...	pTarget
t67000a	Flexibility in adjusting goals: Even in the hard times of great misfortune...	pTarget
t67000b	Flexibility in adjusting goals: Even if something goes seriously wrong...	pTarget
t67000c	Flexibility in adjusting goals: Even in failing I find...	pTarget
t67000d	Flexibility in adjusting goals: If I don't get, what I want...	pTarget
t67000e	Flexibility in adjusting goals: Even in unpleasant things I find...	pTarget

QUESTIONS ABOUT YOUR BACKGROUND

IMPORTANT: In the following questions, we will refer to the country in which you, your mother or your father were born as the "country of origin of your family".

7 How often have you visited the country of origin of your family?	
<i>If your parents come from different countries of origin, select the country that you have visited more often. Please click one answer only.</i>	
Not at all so far [1]	<input type="checkbox"/>
One to five times [2]	<input type="checkbox"/>
Six to seven times [3]	<input type="checkbox"/>
Eleven to 15 times [4]	<input type="checkbox"/>
More than 15 times [5]	<input type="checkbox"/>
not specifiable missing [-90]	<input type="checkbox"/>
goto 8	

Variables		
t421000	Amount of visits to country of origin	pTarget

8 How is it for you at the moment: For how long do you think you will live in Germany?	
<i>Please check only one answer.</i>	
I will stay here forever. [1]	<input type="checkbox"/>
I will leave Germany within the next three years. [2]	<input type="checkbox"/>
I will definitely leave Germany sometime, but not in the next three years. [3]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 9	

Variables		
t421010	Intention to stay	pTarget

3.2 Individual follow-up, CAWI (ID 381)

9		
Roughly, how many persons from your neighborhood have immigrated from the same country of origin as your family? Are there ...		
<i>Please check only one answer.</i>		
... none? [1]	<input type="checkbox"/>	
... almost none? [2]	<input type="checkbox"/>	
... less than half? [3]	<input type="checkbox"/>	
... around half? [4]	<input type="checkbox"/>	
... more than half? [5]	<input type="checkbox"/>	
... almost all? [6]	<input type="checkbox"/>	
... all? [7]	<input type="checkbox"/>	
goto 10		
Variables		
t421020	Proportion of persons from country of origin in neighborhood	pTarget

QUESTIONS ABOUT SCHOOL

10		
Regardless of which school you go to and how good your grades are, what kind of school-leaving certificate would you like to have?		
<i>Please check one answer only.</i>		
Leaving certificate from the Hauptschule [1]	<input type="checkbox"/>	
Qualifying leaving certificate of the Hauptschule [2]	<input type="checkbox"/>	
extended Hauptschule leaving certificate/Hauptschule leaving certificate after grade 10 [3]	<input type="checkbox"/>	
Leaving certificate from the Realschule/secondary school [4]	<input type="checkbox"/>	
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	<input type="checkbox"/>	
Abitur (university entrance qualification) [6]	<input type="checkbox"/>	
Leave school without any qualification [7]	<input type="checkbox"/>	
goto 11		
Variables		
t31035c	Idealistic educational aspiration - highest school-leaving qualification	pTarget

11 Considering everything you know now: What qualification will you actually leave school with?

Please check one answer only.

Leaving certificate from the Hauptschule [1]	<input type="checkbox"/>
Qualifying leaving certificate of the Hauptschule [2]	<input type="checkbox"/>
extended Hauptschule leaving certificate/Hauptschule leaving certificate after grade 10 [3]	<input type="checkbox"/>
Leaving certificate from the Realschule/secondary school [4]	<input type="checkbox"/>
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	<input type="checkbox"/>
Abitur (university entrance qualification) [6]	<input type="checkbox"/>
Leave school without any qualification [7]	<input type="checkbox"/>

goto 12

Variables		
t31135c	Realistic educational aspiration - highest school-leaving qualification	pTarget

12 Now we're going to talk about your friends. By "friends," we mean everybody that you are friends with, whether they attend your school or not. How many of your friends...

Please check one box in each line.

	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
a) ... plan to obtain a Hauptschule leaving certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... plan to obtain a Realschule leaving certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... plan to take the Abitur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

goto 13

Variables		
t32111a	Number of friends with Hauptschule goal	pTarget
t32111b	Number of friends with Realschule goal	pTarget
t32111c	Number of friends with Abitur goal	pTarget

3.2 Individual follow-up, CAWI (ID 381)

13 To what extent does the following statement apply to your friends?

Please click the applicable answer.

Most of my friends expect me to make a great effort in school.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Partially applies [3] ☐

Applies to some extent [4] ☐

Applies completely [5] ☐

goto 14

Variables

t32012a	Friends - make effort at school	pTarget
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14 Now, we're going to speak about your classmates. These are the people who are in your class, regardless of whether you consider them friends or not. To what extent does the following statement apply to your classmates?

Please click the applicable answer.

Most of my classmates expect me to make a great effort in school.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Partially applies [3] ☐

Applies to some extent [4] ☐

Applies completely [5] ☐

goto 15

Variables

t32022a	Classmates - make effort at school	pTarget
---------	------------------------------------	---------

15 Now let's talk about your classmates the students at your school or in your class. How many students ...

Please click one box in each row.

not specifiable missing [-90]

☐

None [1] Almost none [2] Less than half [3] Approximately half [4] More than half [5] Almost all [6] All [7] not specifiable missing [-90]

a) ... in your class have a migration background, i.e. were born abroad or have at least one parent who was born abroad?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

not specifiable missing [-90]

☐

b) ... in your school have a migration background, i.e. were born abroad or have at least one parent who was born abroad?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

goto 16

Variables

t321222	Amount of students with migration background in class	pTarget
t321223	Amount of students with a migrant background in school	pTarget

16 How well informed are you about ...

Please click one box in each row.

Very poor [1] Rather poor [2] In the middle [3] Rather good [4] Very good [5]

a) ... the different school-leaving qualifications that are possible in Germany?

☐ ☐ ☐ ☐ ☐

b) ... the requirements that must be fulfilled in order to acquire these different school-leaving qualifications?

☐ ☐ ☐ ☐ ☐

goto 17

Variables

t31430a	Subjective knowledge - school-leaving qualifications in Germany	pTarget
---------	---	---------

3.2 Individual follow-up, CAWI (ID 381)

17 How often do you think about...					
Please check a box on each line.					
	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Very good [5]
a) ...the kind of qualification you would like to leave school with?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ...what you'd like to do after leaving school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 18					

Variables		
t31230a	Time horizon: school-leaving qualification	pTarget
t31236a	Time horizon: after school	pTarget

18 Regardless of the qualifications that you can actually obtain at your school: How likely do you think it is that you could ...					
Please click one box in each row.					
	Very unlikely [1]	Rather unlikely [2]	About 50/50 [3]	Rather likely [4]	Very likely [5]
a) ... obtain the leaving certificate of the Hauptschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... obtain the leaving certificate of the Realschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... pass the Abitur examination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 19					

Variables		
t30035a	Subjective probability of success, leaving certificate of the Hauptschule	pTarget
t30035b	Subjective probability of success, leaving certificate from the Realschule	pTarget
t30035c	Subjective probability of success - Abitur	pTarget

19 What do you think would be the chances to get a job later, if ...					
	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
a) ... you acquired a leaving certificate from the Hauptschule [basic secondary school]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-90 nicht spezifizierbar fehlend not in list [-96]					
	<input type="checkbox"/>				
b) ... you acquired a certificate of intermediate secondary education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-90 nicht spezifizierbar fehlend not in list [-96]					
c) ... you acquired the Abitur [higher education entrance qualification]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 20					

Variables		
t30235a	"Benefit of leaving certificate of the Hauptschule for a good job"	pTarget
t30235b	"Benefit of leaving certificate of certificate of intermediate secondary education for a good job"	pTarget
t30235c	"Benefit of the Abitur for a good job "	pTarget

21 On your last semester report card, what grade did you get ...							
Please click one box in each row.							
	very good (1) [1]	good (2) [2]	fair (3) [3]	satisfactory (4) [4]	poor (5) [5]	unsatisfactory (6) [6]	no grade received [7]
a) ... in German?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in Math?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 21							

Variables		
t724111	Grade German	pTarget
t724112	Grade Math	pTarget

3.2 Individual follow-up, CAWI (ID 381)

22 Do you take part in the following extra-curricular activities?

Please click one box in each row.

	Yes [1]	No [2]
a) Homework assistance/homework supervision	<input type="checkbox"/>	<input type="checkbox"/>
b) Remedial groups/remedial education	<input type="checkbox"/>	<input type="checkbox"/>
c) Subject-specific learning offers (e.g. extra or enhancement courses in math or German)	<input type="checkbox"/>	<input type="checkbox"/>
d) Project groups/courses/subjectunrelated projects (e.g. theater, sports, or computer project groups)	<input type="checkbox"/>	<input type="checkbox"/>
e) Leisure activities (e.g. a regular get-together to play games)	<input type="checkbox"/>	<input type="checkbox"/>
f) Project days/project weeks	<input type="checkbox"/>	<input type="checkbox"/>
g) Continuing projects (e.g. student newspaper, school garden)	<input type="checkbox"/>	<input type="checkbox"/>
goto 23		

Variables

t23101a	Student: Extra-curricular activities: Use: Homework assistance	pTarget
t23101b	Student: Extra-curricular activities: Use: Remedial teaching	pTarget
t23101c	Student: Extra-curricular activities: Use: Subject-specific programs	pTarget
t23101d	Student: Extra-curricular activities: Use: Project groups or similar	pTarget
t23101e	Student: Extra-curricular activities: Use: Leisure activities	pTarget
t23101f	Student: Extra-curricular activities: Use: Project days/weeks	pTarget
t23101g	Student: Extra-curricular activities: Use: Continuing projects	pTarget

23 How many hours per week do you make use of these offers overall? If the activities do not take place regularly, please estimate as accurately as possible.

Please enter numbers.

|_|_| Hours per week

Range: 0 - 99

goto 24

Variables

t231000	Student: extra-curricular activities: frequency	pTarget
---------	---	---------




24 To what extent do you agree to the following statements concerning the offers?					
Please click one box in each row.					
	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]	not specifiable missing [-90]
not specifiable missing [-90]		<input type="checkbox"/>			
a) I enjoy most of the offers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
b) I learn things, that are useful for learning in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
c) I wish there were more offers that I enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
d) I learn a lot of things I don't learn in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
e) I would prefer to have more free time than participating in such activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
f) I made new friends during these activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
g) I learn things that improve my grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not specifiable missing [-90]		<input type="checkbox"/>			
h) I'm glad about not being alone as much in the afternoons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 25					
Variables					
t23202a	Student: extra-curricular activities: rating: fun			pTarget	

QUESTIONS ABOUT PRIVATE TUTORING

3.2 Individual follow-up, CAWI (ID 381)

25	Are you currently getting help from a tutor?
<i>Please choose one answer only.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
<i>if (25 = 1) goto 26</i> <i>if (25 = 2) goto 30</i>	

Variables		
t261110	Student: tutoring yes/no	pTarget

26	In what subject(s) are you getting help? If you're getting tutoring assistance in several subjects, please list the subject you think is most important first.
Subject:	
Second subject:	
Third subject:	
<i>goto 27</i>	

Variables		
t26212a_O	Student: Subject 1	pTarget
t26212a_g1	Students: Tutoring subject entry 1 (categorized)	pTarget
t26212b_O	Student: Subject 2	pTarget
t26212b_g1	Students: Tutoring subject entry 2 (categorized)	pTarget
t26212c_O	Student: Subject 3	pTarget
t26212c_g1	Students: Tutoring subject entry 3 (categorized)	pTarget

27	From whom do you receive tutoring?
<i>Please choose one answer only.</i>	
from a trained teacher [1]	<input type="checkbox"/>
from a university student [2]	<input type="checkbox"/>
from a student [3]	<input type="checkbox"/>
from someone else [4]	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>goto 28</i>	

Variables		
t269110	Student: tutoring source	pTarget

28 Where does the tutoring take place?

Please choose one answer only.

at my home [1]	at someone else's home, such as the tutor's home [2]	at a tutoring center [3]	at school [4]	at a youth/co mmunity center [5]	somewhe re else, namely [6]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



goto 29

Variables

t268110	Student: tutoring location	pTarget
t268111_O	Student: tutoring location somewhere else, text	pTarget

29 To what extent do the following statements apply to your tutoring experience?

Please click one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) The tutor explains everything to me until I understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I practice new methods for doing my work or learning while being tutored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are no unnecessary interruptions during my tutoring sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I'm being tutored, we discuss and practice what we're currently doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My tutor communicates the joy of the subject we're working on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When I'm being tutored, we do activities to see if I've really understood what's been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) When I've worked hard in my tutoring session, my tutor gives me praise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) My tutor and I discuss what we're going to do at the beginning of each session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Since getting tutoring, I feel better prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The exercises we do in tutoring are always different so I have to pay close attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Individual follow-up, CAWI (ID 381)

k) Making a mistake in front of my tutor is no big deal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The exercises we do during tutoring always include tasks that really require me to think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) When the tutoring session is over, we summarize what we've done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I'm satisfied overall with my tutoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 30				

Variables		
t26411a	Student: tutoring quality: tutor explains everything	pTarget
t26511b	Student: tutoring quality: new learning methods	pTarget
t26311c	Student: tutoring quality: no interruptions	pTarget
t26211d	Student: tutoring quality: current lessons	pTarget
t26411e	Student: tutoring quality: tutor communicates joy	pTarget
t26511f	Student: tutoring quality: checks for understanding	pTarget
t26411g	Student: tutoring quality: praise for effort	pTarget
t26311h	Student: tutoring quality: discuss session	pTarget
t26211i	Student: tutoring quality: preparation for class	pTarget
t26511j	Student: tutoring quality: different kinds of tasks	pTarget
t26211k	Student: tutoring quality: making mistakes OK	pTarget
t26511l	Student: tutoring quality: tasks that require reflection	pTarget
t26311m	Student: tutoring quality: summary	pTarget
t26611n	Student: tutoring quality: satisfaction	pTarget

QUESTIONS ABOUT YOUR PROFESSIONAL FUTURE

30 What do you think you're going to do after the end of the school year? I will probably ...

Please click one answer only.

... continue going to school. [1] ☐

... do a vocational training in a company. [2] ☐

... attend a Berufsfachschule [full-time vocational school] or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants. This also includes the training at Fachoberschulen [vocational schools at upper secondary level leading to the entrance qualification for universities of applied sciences] and commercial schools.) [3] ☐

... do a pre-vocational program (e.g. a vocational preparatory year (BVJ) or a basic vocational training year (BGJ)). [4] ☐

... do an internship. [5] ☐

... start working/jobbing. [6] ☐

... go abroad (e.g. student exchange) [7] ☐

... do none of these things. [8] ☐

goto 31

Variables

tf00200	Aspirations	pTarget
---------	-------------	---------

31 To what extent do you agree with the following statement?

Please check the applicable answer.

I know exactly what I want to do for a living later.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

goto 32

Variables

tf00050	Clarity about professional future	pTarget
---------	-----------------------------------	---------

3.2 Individual follow-up, CAWI (ID 381)

32 Have you ever been to the BIZ on your own or with a friend outside of school trips?

Please click the applicable answer.

Yes [1] ☐

No [2] ☐

goto 33

Variables

tf00240	alone or with friend(s) to BIZ	pTarget
---------	--------------------------------	---------

33 Have you ever had an interview with a career counselor of the employment agency?

Please click the applicable answer.


Yes [1] ☐

No [2] ☐

goto 34

Variables

tf00250	Career counseling	pTarget
---------	-------------------	---------

34	Do you already have a vocational training position or have you been accepted at a Berufs(fach)schule [(full-time) vocational school]?
	<div style="display: flex; justify-content: space-around;"> <div> Yes, namely for the following vocational training: [1] <input type="checkbox"/> </div> <div> No [2] <input type="checkbox"/> </div> </div>
	
<i>if (34 = 1) goto tf0021b</i> <i>if (34 = 2) goto 37</i>	

Variables		
tf0021a	Vocational training position (yes)	pTarget
tf0021b_g1	Vocational training (KldB 1988)	pTarget
tf0021b_g2	Vocational training (KldB 2010)	pTarget
tf0021b_g3	Vocational training (ISCO-88)	pTarget
tf0021b_g4	Vocational training (ISCO-08)	pTarget
tf0021b_g5	Vocational training (ISEI-88)	pTarget
tf0021b_g6	Vocational training (SIOPS-88)	pTarget
tf0021b_g7	Vocational training (MPS)	pTarget
tf0021b_g9	Vocational training (BLK)	pTarget
tf0021b_g14	Vocational training (ISEI-08)	pTarget
tf0021b_g16	Vocational training (SIOPS-08)	pTarget
tf0021b_O	vocational training	pTarget

35	How many of your friends want to choose this job too?
<i>Please check only one answer.</i>	
None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>
<i>goto 36</i>	
Variables	
tf00390	Vocational training - friends that want to learn the same profession pTarget

3.2 Individual follow-up, CAWI (ID 381)

36 Do any family members or friends already work in this job?

Please check all applicable answers.

	Mentioned [1]	Not mentioned [2]
No, I don't know anybody working in this job.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my mother.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my father.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... other relatives (siblings, aunt, uncle).	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... friends or acquaintances.	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tf0040a	Vocational training - acquaintances in same job - No...	pTarget
tf0040b	Vocational training - acquaintances in same job - Yes, my mother	pTarget
tf0040c	Vocational training - acquaintances in same job - Yes, my father	pTarget
tf0040d	Vocational training - acquaintances in same job - Yes, other relatives	pTarget
tf0040e	Vocational training - acquaintances in same job - Yes, friends or acquaintances	pTarget

37 Do you plan to apply for a vocational training position during the school year?

Please click the applicable answer.

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
if (37 = 1) goto 38 if (37 = 2) goto 48	

Variables		
tf00030	Plans to apply	pTarget

38 When looking for an open vocational training position, how important are the following sources of information to you?

Please click one box in each row.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) jobs center, vocational counseling, jobs agency, Berufsinformationszentrum (vocational information center) (BIZ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) media (internet, newspapers, magazines, TV, radio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) other relatives (siblings, aunt, uncle,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) jobs counselors or social workers at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 39				

Variables		
tf0023a	BIZ etc. info	pTarget
tf0023b	Media info	pTarget
tf0023c	Parent info	pTarget
tf0023d	Family info	pTarget
tf0023e	Friends info	pTarget
tf0023f	Teacher info	pTarget
tf0023g	Info jobs counselors/social workers	pTarget
tf0023h	Internship info	pTarget

3.2 Individual follow-up, CAWI (ID 381)

39 What occupation would you like to apply for? If you'd like to apply for several occupations, please state the one you would like to apply for first:

Please only enter one profession.



goto 40

Variables		
tf00260_O	Profession 1	pTarget
tf00260_g1	Application, vocation 1 (KldB 1988)	pTarget
tf00260_g2	Application, vocation 1 (KldB 2010)	pTarget
tf00260_g3	Application, vocation 1 (ISCO-88)	pTarget
tf00260_g4	Application, vocation 1 (ISCO-08)	pTarget
tf00260_g5	Application, vocation 1 (ISEI-88)	pTarget
tf00260_g6	Application, vocation 1 (SIOPS-88)	pTarget
tf00260_g7	Application, vocation 1 (MPS)	pTarget
tf00260_g9	Application, vocation 1 (BLK)	pTarget
tf00260_g14	Application, vocation 1 (ISEI-08)	pTarget
tf00260_g16	Application, vocation 1 (SIOPS-08)	pTarget

40 How how are your chances of getting a vocational training position in this profession?

Please click one answer only.

very small [1]	<input type="checkbox"/>
rather small [2]	<input type="checkbox"/>
rather good [3]	<input type="checkbox"/>
very good [4]	<input type="checkbox"/>
goto 41	

Variables		
tf00090	Profession 1 - chance of a vocational training position	pTarget

41 How many of your friends do you expect to train for this profession also?

Please click one answer only.

None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

goto 42

Variables

tf00100	Profession 1 - friends wanting to learn same profession	pTarget
---------	---	---------

42 Do any of your family members or friends already work in this profession?

Please click one box in each row.

	Mentioned [1]	Not mentioned [2]
No, I don't know anyone who works in this trade.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my mother.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... my father.	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... other relatives (siblings, aunt, uncle ...).	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, I know someone who works in this profession, namely ...] ... Friends or acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

goto 43

Variables

tf0011a	Profession 1 - Acquaintances working in same profession - No...	pTarget
tf0011b	Profession 1 - Acquaintances working in same profession - Yes, my mother	pTarget
tf0011c	Profession 1 - Acquaintances working in same profession - Yes, my father.	pTarget
tf0011d	Profession 1 - Acquaintances working in same profession - Yes, other relatives	pTarget
tf0011e	Profession 1 - Acquaintances working in same profession - Yes, friends/acquaint.	pTarget

3.2 Individual follow-up, CAWI (ID 381)

43 How much do you know about what you have to do to get a vocational training position in this profession?

Please click one answer only.

very poor [1] ☐

rather poor [2] ☐

rather good [3] ☐

very good [4] ☐

goto 44

Variables

tf00120	Profession 1 - knowledge about training acceptance	pTarget
---------	--	---------

44 Have you already applied for a vocational training position in this occupation?

Yes [1] No [2]

☐ ☐

|_|_|_|_|_|_|_|

goto 45

Variables

tf0027a	Application occupation 1	pTarget
---------	--------------------------	---------

tf0027b	Number application occupation 1	pTarget
---------	---------------------------------	---------

45 Have you already been invited to a job interview for this occupation?

Yes [1] No [2]

☐ ☐

|_|_|_|_|_|_|_|

goto 46

Variables

tf0028a	Job interview occupation 1	pTarget
---------	----------------------------	---------

tf0028b	Number job interviews occupation 1	pTarget
---------	------------------------------------	---------

46 Is there a second profession that you would like to apply for during this school year?

Yes, namely
for the
following
occupation:
[1]

No [2]

☐
☐


if (46 = 1) goto 47
if (46 = 2) goto 48

Variables

tf0029a	Profession 2	pTarget
tf0029b_O	Application vocation 2	pTarget
tf0029b_g1	Application, vocation 2 (KldB 1988)	pTarget
tf0029b_g2	Application, vocation 2 (KldB 2010)	pTarget
tf0029b_g3	Application, vocation 2 (ISCO-88)	pTarget
tf0029b_g4	Application, vocation 2 (ISCO-08)	pTarget
tf0029b_g5	Application, vocation 2 (ISEI-88)	pTarget
tf0029b_g6	Application, vocation 2 (SIOPS-88)	pTarget
tf0029b_g7	Application, vocation 2 (MPS)	pTarget
tf0029b_g9	Application, vocation 2 (BLK)	pTarget
tf0029b_g14	Application, vocation 2 (ISEI-08)	pTarget
tf0029b_g16	Application, vocation 2 (SIOPS-08)	pTarget

47 Would you like to apply for further professions during this school year?

Yes [1]

No [2]

☐
☐

|_|_|_|_|_|_|_|_|_|

goto 48

Variables

tf0032a	further professions	pTarget
tf0032b	Number of applications	pTarget

48 When you think about school or your school-leaving qualifications: how would you answer the following questions?

Please click one box in each row.

3.2 Individual follow-up, CAWI (ID 381)

	does not apply at all 0 [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	applies comple tely 10 [10]
a) When obstacles are in my way, I do not give up until I have overcome them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I decide on a goal, I always keep the benefits of this goal in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) If I am unable to resolve a problem on my own, I ask others to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When a goal is not achievable for me, I stop thinking about it and pursuing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) If I cannot achieve a goal, I think about other, new goals that I can pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) If I do not achieve a goal, I try not to blame myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) When I am confronted by a difficult situation, I do all I can to improve the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Once I have decided on something, I avoid concerning myself with things that can distract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) If I don't get any further when pursuing a goal, I look for new ways to achieve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) If it seems impossible for me to achieve a goal, I reduce my efforts and put it out of my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) If I cannot achieve a goal, I pursue other goals that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Even if everything goes wrong, I can often still see something positive in the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 49											

Variables

3 Individual follow-up

t66502a	OPS SCHOOL: Overcoming obstacles	pTarget
t66502b	OPS SCHOOL: Benefits in mind	pTarget
t66502c	OPS SCHOOL: Help coping	pTarget
t66502d	OPS SCHOOL: Not pursuing in case of unachievability	pTarget
t66502e	OPS SCHOOL: New goals in case of unachievability	pTarget
t66502f	OPS SCHOOL: Not own fault	pTarget
t66502g	OPS SCHOOL: Do everything for improvement	pTarget
t66502h	OPS SCHOOL: No distractions	pTarget
t66502i	OPS SCHOOL: Looking for new paths	pTarget
t66502j	OPS SCHOOL: Reduction of efforts	pTarget
t66502k	OPS SCHOOL: Pursuing other important goals	pTarget
t66502l	OPS SCHOOL: Seeing the positive	pTarget

49 We are now interested in your assessment of the experiences of persons with a foreign background in Germany. To what extent do the following statements apply?

Please click one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In Germany, people with a foreign background are frequently treated with less respect than other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) People with a foreign background receive less praise at school or in their vocational training than other people, no matter how good they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People with a foreign background are turned down when looking for work more often than other people, even if their credentials are just as good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) People with a foreign background receive less pay than other people for the same work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) People with a foreign background can only achieve something if they make more of an effort than other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
goto 50				

Variables		
t425010	Perceived group-specific discrimination: respect	pTarget
t425020	Perceived group-specific discrimination: praise	pTarget
t425040	Perceived group-specific discrimination: looking for work	pTarget
t425050	Perceived group-specific discrimination: pay	pTarget
t425060	Perceived group-specific discrimination: effort	pTarget

3.2 Individual follow-up, CAWI (ID 381)

50 The following questions are about the people in your life, whether you know them well or not. Imagine you're looking for a vocational training position. How likely is it that people in your life would let you know about interesting open vocational training positions?

Please choose one answer only.

Very unlikely [1] ☐

Rather unlikely [2] ☐

Rather likely [3] ☐

Very likely [4] ☐

if (50 = 1, 2) goto 53

if (50 = 3, 4) goto 51

Variables

t324010	Social capital - info voc. training - probability	pTarget
---------	---	---------

51 Who did you think of in the last question?

Please click all applicable answers.

	Not specified [0]	Specified [1]
Your parents	<input type="checkbox"/>	<input type="checkbox"/>
Your siblings	<input type="checkbox"/>	<input type="checkbox"/>
Other family members/relatives	<input type="checkbox"/>	<input type="checkbox"/>
A teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
Your friends	<input type="checkbox"/>	<input type="checkbox"/>
Other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

goto 52a

Variables

t32401i	Social capital – info vocational training – your parents	pTarget
t32401j	Social capital – info vocational training – your siblings	pTarget
t32401k	Social capital – info vocational training – other family members/relatives	pTarget
t32401l	Social capital – info vocational training – a teacher at your school	pTarget
t32401m	Social capital – info vocational training – someone from internship or similar	pTarget
t32401n	Social capital – info vocational training – your friends	pTarget
t32401o	Social capital – info vocational training – other acquaintances	pTarget

52a All in all, how many persons did you have in mind when you answered the last two questions?

Please check one answer only.

one person [1] ☐

two people [2] ☐

three or more people [3] ☐

if (52a = 1) goto 52b_1

if (52a = 2) goto 52b_2

if (52a = 3) goto 52b_3

Variables

t32501b	Social capital – info vocational training - Number of persons	pTarget
---------	---	---------

52b_1 Does this person have an migration background?

Migration background means that the person or one of his or her parents was born abroad. Please check the applicable answer.

Yes [1] ☐

No [2] ☐

goto 52c_1

Variables

t32401u	Social capital - info voc. training - share migration background (one person)	pTarget
---------	---	---------

52b_2 How many of these have an migration background?

Migration background means that the person or one of his or her parents was born abroad. Please check the applicable answer.

Both [1] ☐

One [2] ☐

None [3] ☐

goto 52c_2

Variables

t32401v	Social capital - info voc. training - share migration background (two persons)	pTarget
---------	--	---------

3.2 Individual follow-up, CAWI (ID 381)

52b_3 How many of these have an migration background?

Migration background means that the person or one of his or her parents was born abroad. Please check the applicable answer.

None [1] ☐

Almost none [2] ☐

Less than half [3] ☐

Approximately half [4] ☐

More than half [5] ☐

Almost all [6] ☐

All [7] ☐

goto 52c_3

Variables

t32401w	Social capital - info voc. training - share migration background (three or more)	pTarget
---------	--	---------

52c_1 And does this person have Abitur?

Please check the applicable answer.

And does this person have Abitur?

Yes [1] ☐

No [2] ☐

goto 52d_1

Variables

t32401x	Social capital - info voc. training - share Abitur (one person)	pTarget
---------	---	---------

52c_2 And how many of these have Abitur?

Both [1] ☐

One [2] ☐

None [3] ☐

goto 52d_2

Variables

t32401y	Social capital - info voc. training - share Abitur (two persons)	pTarget
---------	--	---------

52c_3 And how many of these have Abitur?

Please choose one answer only.

None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

goto 52d_3

Variables

t32401z	Social capital - info voc. training - share Abitur (three or more)	pTarget
---------	--	---------

52d_1 And is this person female?

Please check the applicable answer.

And is this person female?

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

goto 53

Variables

t32401p	Social capital - info voc. training - share women (one person)	pTarget
---------	--	---------

52d_2 And how many of these have Abitur?

Please choose one answer only.

Both [1]	<input type="checkbox"/>
One [2]	<input type="checkbox"/>
None [3]	<input type="checkbox"/>

Variables

t32401q	Social capital - info voc. training - share women (two persons)	pTarget
---------	---	---------

3.2 Individual follow-up, CAWI (ID 381)

52d_3 And how many of these are female?	
<i>Please choose one answer only.</i>	
None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

Variables		
t32401r	Social capital - info voc. training - share women (three or more)	pTarget

53 Imagine you're looking for a vocational training position. How likely is it that someone in your life would help you write an application for that vocational training position?	
<i>Please click one answer only.</i>	
Very unlikely [1]	<input type="checkbox"/>
Rather unlikely [2]	<input type="checkbox"/>
Rather likely [3]	<input type="checkbox"/>
Very likely [4]	<input type="checkbox"/>
if (53 = 1,2) goto 56 if (53 = 3,4) goto 56	

Variables		
t323040	Social capital - help with application - probability	pTarget

54 Who do you think would provide that help?		
	Not specified [0]	Specified [1]
your parents	<input type="checkbox"/>	<input type="checkbox"/>
your siblings	<input type="checkbox"/>	<input type="checkbox"/>
other people in your family	<input type="checkbox"/>	<input type="checkbox"/>
a teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
your friends	<input type="checkbox"/>	<input type="checkbox"/>
other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t32304i	Social capital - help with application - parents	pTarget
t32304j	Social capital - help with application - siblings	pTarget
t32304k	Social capital - help with application - relatives	pTarget
t32304l	Social capital - help with application - teachers general school	pTarget
t32304m	Social capital - help with application - internship/job	pTarget
t32304n	Social capital - help with application - your friends	pTarget
t32304o	Social capital - help with application - other	pTarget

55a How many people came to mind when you were thinking about the last two questions?	
one person [1]	<input type="checkbox"/>
two people [2]	<input type="checkbox"/>
three or more people [3]	<input type="checkbox"/>

Variables		
t32304b	Social capital - help with application - number of people	pTarget

55b_1 Does this person have a migration background?	
<i>Migration background means that the person or at least one of his or her parents was born abroad. Please choose the applicable answer.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
goto 55c_1	

Variables		
t32304p	Social capital - help with application - share migration background (one person)	pTarget

3.2 Individual follow-up, CAWI (ID 381)

55b_2 How many of these have an migration background?

Migration background means that the person or at least one of his or her parents was born abroad. Please choose the applicable answer.

Both [1] ☐

One [2] ☐

None [3] ☐

goto 55c_2

Variables

t32304q	Social capital - help with application - share migration background (two persons)	pTarget
---------	---	---------

55b_3 How many of these have an migration background?

Migration background means that the person or at least one of his or her parents was born abroad. Please choose the applicable answer.

None [1] ☐

Almost none [2] ☐

Less than half [3] ☐

Approximately half [4] ☐

More than half [5] ☐

Almost all [6] ☐

All [7] ☐

goto 55c_3

Variables

t32304r	Social capital- help with application - share migration background (three or more)	pTarget
---------	--	---------

55c_1 And does this person have Abitur?

Please check where applicable.

And does this person have Abitur?

Yes [1] ☐

No [2] ☐

goto 55d_1

Variables

t32304u	Social capital - help with application - share Abitur (one person)	pTarget
---------	--	---------

55c_2 And how many of these have Abitur?	
Both [1]	<input type="checkbox"/>
One [2]	<input type="checkbox"/>
None [3]	<input type="checkbox"/>
goto 55d_2	

Variables		
t32304v	Social capital - help with application - share Abitur (two persons)	pTarget

55c_3 And how many of these have Abitur?	
<i>Please check only one answer.</i>	
None [1]	<input type="checkbox"/>
Almost none [2]	<input type="checkbox"/>
Less than half [3]	<input type="checkbox"/>
Approximately half [4]	<input type="checkbox"/>
More than half [5]	<input type="checkbox"/>
Almost all [6]	<input type="checkbox"/>
All [7]	<input type="checkbox"/>

Variables		
t32304w	Social capital - help with application - share Abitur (three or more)	pTarget

55d_1 And is this person female?	
<i>Please check the applicable answer.</i>	
And is this person female?	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
goto 56	

Variables		
t32304x	Social capital - help with application - share women (one person)	pTarget

3.2 Individual follow-up, CAWI (ID 381)

55d_2 And how many of these have Abitur?		
<i>Please choose one answer only.</i>		
Both [1]	<input type="checkbox"/>	
One [2]	<input type="checkbox"/>	
None [3]	<input type="checkbox"/>	
goto 56		

Variables		
t32304y	Social capital - help with application - share women (two persons)	pTarget

55d_3 And how many of these persons are female?		
<i>Please choose one answer only.</i>		
None [1]	<input type="checkbox"/>	
Almost none [2]	<input type="checkbox"/>	
Less than half [3]	<input type="checkbox"/>	
Approximately half [4]	<input type="checkbox"/>	
More than half [5]	<input type="checkbox"/>	
Almost all [6]	<input type="checkbox"/>	
All [7]	<input type="checkbox"/>	
goto 56		

Variables		
t32304z	Social capital - help with application - share women (three or more)	pTarget

56 How likely is it that someone in your life would get involved in helping you get a vocational training position?		
<i>Please check only one answer.</i>		
Very unlikely [1]	<input type="checkbox"/>	
Rather unlikely [2]	<input type="checkbox"/>	
Rather likely [3]	<input type="checkbox"/>	
Very likely [4]	<input type="checkbox"/>	
if (56 = 1,2) goto 59 if (56 = 3,4) goto 57		

Variables		
t325010	Social capital - personal involvement voc. training - probability	pTarget

57 Who did you think of in the last question?

Please click all applicable answers.

	Not specified [0]	Specified [1]
Your parents	<input type="checkbox"/>	<input type="checkbox"/>
Your siblings	<input type="checkbox"/>	<input type="checkbox"/>
Other family members/relatives	<input type="checkbox"/>	<input type="checkbox"/>
A teacher at your school	<input type="checkbox"/>	<input type="checkbox"/>
someone you know from an internship, part-time job or a test job	<input type="checkbox"/>	<input type="checkbox"/>
Your friends	<input type="checkbox"/>	<input type="checkbox"/>
Other acquaintances	<input type="checkbox"/>	<input type="checkbox"/>
goto 58a		

Variables

t32501i	Social capital - personal involvement vocational training - parents	pTarget
t32501j	Social capital - personal involvement vocational training - siblings	pTarget
t32501k	Social capital - personal involv. voc. training - other family members/relatives	pTarget
t32501l	Social capital - personal involvement vocational training - teacher	pTarget
t32501m	Social capital - pers. involv. voc. Train. - s.o. from internship/part-time job	pTarget
t32501n	Social capital - personal involvement vocational training - friends	pTarget
t32501o	Social capital - personal involvement vocational training - other acquaintances	pTarget

58a How many persons came to mind when you were thinking about the last two questions?

Please check one answer only.

one person [1]	<input type="checkbox"/>
two people [2]	<input type="checkbox"/>
three or more people [3]	<input type="checkbox"/>
if (58a = 1) goto 58b_1 if (58a = 2) goto 58b_2 if (58a = 3) goto 58b_3	

Variables

t32501b	Social capital - personal involvement vocational training - number of persons	pTarget
---------	---	---------

3.2 Individual follow-up, CAWI (ID 381)

58b_1 Does this person have a migration background?

Migration background means that the person or at least one of the person's parents was born abroad. Please check the applicable answer.

Yes [1] ☐

No [2] ☐

goto 58c_1

Variables

t32501u	Social capital - pers. involv. voc. train. - prop. migrat. backgr. (one person)	pTarget
---------	---	---------

58b_2 How many of them have a migration background?

Migration background means that the person or at least one of the person's parents was born abroad. Please check the applicable answer.

Both [1] ☐

One [2] ☐

None [3] ☐

goto 58c_2

Variables

t32501v	Social capital - pers. involv. voc. train. - prop. migrat. backgr. (two persons)	pTarget
---------	--	---------

58b_3 How many of them have a migration background?

Migration background means that the person or at least one of the person's parents was born abroad. Please check the applicable answer.

None [1] ☐

Almost none [2] ☐

Less than half [3] ☐

Approximately half [4] ☐

More than half [5] ☐

Almost all [6] ☐

All [7] ☐

goto 58c_3

Variables

t32501w	Social capital - pers. involv. voc. Train. - prop. migration backgr. (three or more)	pTarget
---------	--	---------

58c_1 And does this person have the Abitur?

Please check the applicable answer.

And does this person have the Abitur?

Yes [1] ☐

No [2] ☐

goto 58d_1

Variables

t32501x	Social capital - personal involvement voc. training - share Abitur (one person)	pTarget
---------	---	---------

58c_2 And how many of them have Abitur?

Both [1] ☐

One [2] ☐

None [3] ☐

goto 58d_2

Variables

t32501y	Social capital - personal involvement voc. training - share Abitur (two persons)	pTarget
---------	--	---------

58c_3 And how many of them have Abitur?

Please choose one answer only.

None [1] ☐

Almost none [2] ☐

Less than half [3] ☐

Approximately half [4] ☐

More than half [5] ☐

Almost all [6] ☐

All [7] ☐

goto 58d_3

Variables

t32501z	Social capital - personal involvement voc. training- share Abitur (three or more)	pTarget
---------	---	---------

3.2 Individual follow-up, CAWI (ID 381)

58d_1 And is this person female?

Please click the applicable answer.

And is this person female?

Yes [1] ☐

No [2] ☐

goto 59

Variables

t32501p	Social capital - info higher education - proportion of women (one person)	pTarget
---------	---	---------

58d_1 And is this person female?

Please check the applicable answer.

And is this person female?

Yes [1] ☐

No [2] ☐

goto 59

Variables

t32501p	Social capital - personal involvement voc. training - share women (one person)	pTarget
---------	--	---------

58d_2 And how many of them have Abitur?

Please choose one answer only.

Both [1] ☐

One [2] ☐

None [3] ☐

goto 59

Variables

t32501q	Social capital - personal involvement voc. training - share women (two persons)	pTarget
---------	---	---------

58d_3 And how many of these are women?

Please choose one answer only.

None [1] ☐

Almost none [2] ☐

Less than half [3] ☐

Approximately half [4] ☐

More than half [5] ☐

Almost all [6] ☐

All [7] ☐

goto 59

Variables

t32501r	Social capital - personal involvement voc. training-share women (three or more)	pTarget
---------	---	---------

59 There are several reasons for deciding on a particular profession. The income level is often very important. Initially we are interested in your estimate of your future monthly net income. That is, money that is directly transferred to your bank account. Directly after completing your vocational education or university degree, how much do you think is the monthly net income ...

If you are not sure, just give a rough estimate of the amount. Please enter numbers.

... in your future profession? |_|_|_|_|_| Euros per month

Range: 0 - 99,999

	Not specified [0]	Specified [1]
Don't know what profession I will pursue	<input type="checkbox"/>	<input type="checkbox"/>

goto 60

Variables

t513060	Expected income future profession	pTarget
t513061	Expected income: Don't know what profession I will pursue	pTarget

3.2 Individual follow-up, CAWI (ID 381)

60 Now we would like to know how you estimate the income of different professions. Directly after completing their vocational education or their university degree, how much do you think is the monthly net income ...

If you are not sure, just give a rough estimate of the amount. Please enter numbers.

... of a general practitioner? |_|_|_|_|_|_|_|_|_|_| Euros per month

Range: 0 - 99,999

... a barber? |_|_|_|_|_|_|_|_|_|_| Euros per month

... a banker? |_|_|_|_|_|_|_|_|_|_| Euros per month

goto 61

Variables

t513062	Expected income: General practitioner	pTarget
t513063	Expected income: Hairdresser	pTarget
t513064	Expected income: Banker	pTarget

61 Imagine you had all opportunities to become what you want. What would be your ideal occupation?



goto 62

Variables

t31060a_O	Idealistic vocational aspirations: preferred choice of career	pTarget
t31060a_g1	Idealistic vocational aspirations: Preferred choice of career (KIdB 1988)	pTarget
t31060a_g2	Idealistic vocational aspirations: Preferred choice of career (KIdB 2010)	pTarget
t31060a_g3	Idealistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31060a_g4	Idealistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31060a_g5	Idealistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31060a_g6	Idealistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31060a_g7	Idealistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31060a_g9	Idealistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31060a_g14	Idealistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31060a_g16	Idealistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

62 Consider everything you know right now. What will probably be your occupation in the future?

If you're not sure, enter the profession that you think is most likely.



goto 63

Variables		
t31160a_O	Realistic vocational aspirations: preferred choice of career	pTarget
t31160a_g1	Realistic vocational aspirations: Preferred choice of career (KIdB 1988)	pTarget
t31160a_g2	Realistic vocational aspirations: Preferred choice of career (KIdB 2010)	pTarget
t31160a_g3	Realistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31160a_g4	Realistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31160a_g5	Realistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31160a_g6	Realistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31160a_g7	Realistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31160a_g9	Realistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31160a_g14	Realistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31160a_g16	Realistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

YOUR HEALTH

63 In the past four weeks of school, how many days did you miss school due to illness?

Please enter figures.

About Days

Range: 0 - 99

	Not specified [0]	Specified [1]
I haven't missed school in the last four weeks due to illness.	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

goto 64

Variables		
t523000	Days missed due to illness	pTarget

QUESTIONS ABOUT YOUR FREE TIME

3.2 Individual follow-up, CAWI (ID 381)

64 How often do you work out? Do not count physical education lessons at school.

Please click one answer only.

Never [1] ☐

Once a month or less [2] ☐

Several times a month or once a week [3] ☐

Several times a week [4] ☐

(Almost) daily [5] ☐

if (64 = 1) goto 67

if (64 = 2,3,4,5) goto 65

Variables

t261000	Students: Sport: Frequency	pTarget
---------	----------------------------	---------

65 What type of sport do you practice primarily?

Please name only one type of sport.



goto 66

Variables

t262000_g1	Student: sport: primary type of sport	pTarget
------------	---------------------------------------	---------

66 Where or how do you most often do this kind of sport?

Please tick only one answer.

Club [1] ☐

School (outside classes such as sport workshop) [2] ☐

Riding school, tennis school, martial arts school, dancing school, gym or similar [3] ☐

Volkshochschule [adult education establishment] (VHS) [4] ☐

Together with others, but not in an organization [5] ☐

By myself [6] ☐

goto 67

Variables

t269000	Student: sport: where/how?	pTarget
---------	----------------------------	---------

67 Have you attended any courses outside school in this or previous school year (excluding sports)? If so, what exactly have you done?

Please click one box in each row.

	Yes [1]	No [2]
a) Lessons at a musical school (e.g. instrumental or vocal lessons)	<input type="checkbox"/>	<input type="checkbox"/>

If so, what: (Please enter in block capitals.)



	Yes [1]	No [2]
b) A course at the Volkshochschule [adult education establishment] (VHS)	<input type="checkbox"/>	<input type="checkbox"/>

If so, what: (Please enter in block capitals.)



	Yes [1]	No [2]
c) A course at the youth art school	<input type="checkbox"/>	<input type="checkbox"/>

If so, what: (Please enter in block capitals.)



goto 68

Variables

t27111a	Students: Courses outside of school: Music school lessons	pTarget
t27111v_O	Students: Courses outside of school: Music school lessons, text	pTarget
t27111v_g1	Students: Courses outside school: Music school lessons (code number): 1st entry	pTarget
t27111v_g2	Students: Courses outside school: Music school lessons (code number): 2nd entry	pTarget
t27111v_g3	Students: Courses outside school: Music school lessons (code number): 3rd entry	pTarget
t27111b	Students: Courses outside of school: Volkshochschule course	pTarget
t27111w_O	Students: Courses outside of school: Volkshochschule course, text	pTarget
t27111w_g1	Students: Courses outside school: Volkshochschule (code number): 1st entry	pTarget
t27111w_g2	Students: Courses outside school: Volkshochschule (code number): 2nd entry	pTarget
t27111w_g3	Students: Courses outside school: Volkshochschule (code number): 3rd entry	pTarget
t27111c	Students: Courses outside of school: Youth art school course	pTarget
t27111x_O	Students: Courses outside of school: Youth art school course, text	pTarget
t27111x_g1	Students: Courses outside school: Youth art school course (code number): 1st entry	pTarget
t27111x_g2	Students: Courses outside school: Youth art school course (code number): 2nd entry	pTarget
t27111x_g3	Student: Courses outside of school: Youth art school course (code number): 3. entry	pTarget

3.2 Individual follow-up, CAWI (ID 381)

68 Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do and where?

If you didn't take any other courses outside of school, you don't need to enter anything here.

What did you do?:



And where did you do this course?:



goto 69

Variables

t27111u_O	Student: Courses outside of school: Other courses: Text, what	pTarget
t27111u_g1	Students: Courses outside school: Other courses (code number): 1st entry	pTarget
t27111u_g2	Students: Courses outside school: Other courses (code number): 2nd entry	pTarget
t27111u_g3	Students: Courses outside school: Other courses (code number): 3rd entry	pTarget
t27111d_g1	Student: courses not in school: other course places: 1. entry	pTarget
t27111d_g2	Student: courses not in school: other course places: 2. entry	pTarget
t27111d_g3	Student: courses not in school: other course places: 3. entry	pTarget

4 Teachers, PAPI

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background and language of origin. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background and language of origin. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

QUESTIONS ABOUT THE TEACHING STAFF'S WILLINGNESS TO INNOVATE AND COOPERATE

1 To what extent do the following statements about collegial cooperation and the organization of work apply to your workplace?				
<i>Please check a box on each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) We collaborate on an interdisciplinary level with a focus on joint themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work rooms with adequate equipment are available for team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our schedules outside of instruction are well coordinated for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have good subject-area collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The coordination of instruction between grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The coordination of instruction within individual grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Self- and peer evaluations are a part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Visiting each other's classes are an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Coordinating homework is an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22203a	Faculty: attitude toward collegial cooperation: interdisciplinary themes	pEducator
e22203b	Faculty: attitude toward collegial cooperation: team work equipment	pEducator
e22203c	Faculty: attitude toward collegial cooperation: coordinated schedules	pEducator
e22203d	Faculty: attitude toward collegial cooperation: subject-area collaboration	pEducator
e22203e	Faculty: Attitude toward collegial cooperation: Coordination between grades	pEducator
e22203f	Faculty: Attitude toward collegial cooperation: Coordination within grade level	pEducator
e22203g	Faculty: attitude toward collegial cooperation: evaluations	pEducator
e22203h	Faculty: attitude toward collegial cooperation: classroom visits	pEducator
e22203i	Faculty: attitude toward collegial cooperation: homework coordination	pEducator

2 How often do you discuss the following topics and issues with other teachers?

Please check a box on each line.

	Never [1]	Less than once a year [2]	Once a year [3]	Three to four times a year [4]	Monthly [5]	Weekly [6]
a) Exchanging experiences in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Passing on new teaching ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student reactions to a specific instructional unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Coordinating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student behavior in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Finding teaching materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Learning needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Personal dissatisfaction/issues at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Regulating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e22204a	Faculty: frequency of collegial cooperation: exchange of classroom experience	pEducator
e22204b	Faculty: frequency of collegial cooperation: pass on new teaching ideas	pEducator
e22204c	Faculty: frequency of collegial cooperation: student reactions	pEducator
e22204d	Faculty: frequency of collegial cooperation: coordinating homework	pEducator
e22204e	Faculty: frequency of collegial cooperation: student behavior in class	pEducator
e22204f	Faculty: frequency of collegial cooperation: finding teaching materials	pEducator
e22204g	Faculty: frequency of collegial cooperation: learning needs of individual students	pEducator
e22204h	Faculty: frequency of collegial cooperation: workplace problems	pEducator
e22204i	Faculty: frequency of collegial cooperation: regulating homework	pEducator

3 Please indicate the extent to which the following statements apply to your school.*Please check a box on each line.*

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are groups within the faculty who have little to do with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When we have faculty meetings, most people present participate actively in the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are clear opinion leaders among the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We are allowed sufficient say in setting the class schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) When setting the schedule, opportunities for team work are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Faculty collaboration is almost exclusively by subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The results of these task forces are regularly shared with the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22205a	Faculty: attitude towards collaboration: different groups	pEducator
e22205b	Faculty: attitude towards collaboration: participation in meetings	pEducator
e22205c	Faculty: attitude towards collaboration: opinion leaders	pEducator
e22205d	Faculty: attitude towards collaboration: setting schedules	pEducator
e22205e	Faculty: attitude towards collaboration: teamwork in schedule	pEducator
e22205f	Faculty: Attitude towards collaboration: Collaboration by subject area	pEducator
e22205g	Faculty: Attitude towards collaboration: Sharing task force results	pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

4 Please indicate the extent to which the following statements apply to the teachers at your school.				
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are mostly major objections to making changes at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our faculty is quite prepared to evaluate our teaching methods based on the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers in our school are open to new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Most teachers in our school are not prepared to learn something new for use in their teaching and change how they teach their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The faculty at our school is constantly working on developing the school's own pedagogical concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Our school is actively trying to grow and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22206a	Faculty: opinion of colleagues: objections to change	pEducator
e22206b	Faculty: opinion of colleagues: readiness to evaluate teaching methods	pEducator
e22206c	Faculty: opinion of colleagues: openness to new teaching methods	pEducator
e22206d	Faculty: opinion of colleagues: lack of readiness to learn new things	pEducator
e22206e	Faculty: opinion of colleagues: effort to define school's own pedagogical concept	pEducator
e22206f	Faculty: opinion of colleagues: renewal and development	pEducator

QUESTIONS ABOUT COOPERATION AMONG TEACHING STAFF

We are now interested in your assessment of cooperation with teachers at your school.

[illegible]

c) Discussing or making decisions on teaching media (e.g., text books, exercise books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Exchanging teaching materials with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Holding team discussions on the age group you are teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Discussing the learning progress of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Team teaching in a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Professional learning activities (e.g., team supervision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Sitting in on other classes (including feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
j) Joint activities across different classes and age groups (e.g., projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
k) Discussing and coordinating homework practice across subject boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22200a	Teacher: Participation: Meetings and discussions	pEducator
e22200b	Teacher: Participation: Development of school curriculum	pEducator
e22200c	Teacher: Participation: Discussing teaching media	pEducator
e22200d	Teacher: Participation: Exchange of teaching materials	pEducator
e22200e	Teacher: Participation: Team discussions	pEducator
e22200f	Teacher: Participation: Discussing learning progress	pEducator
e22200g	Teacher: Participation: Team teaching in a class	pEducator
e22200h	Teacher: Participation: Professional learning activities	pEducator
e22200i	Teacher: Participation: Sitting in on classes	pEducator
e22200j	Teacher: Participation: Joint activities across different classes	pEducator
e22200k	Teacher: Participation: Discussing homework practice	pEducator

QUESTIONS ABOUT ALL-DAY SCHOOL

6 How important are the following aspects of an all-day school?				
Please check a box on each line.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Individual enrichment/remediation for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reliable supervision times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Promoting autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) New forms of instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Sensible use of free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Improving school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Social integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Opening the school to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Improving attitudes/readiness to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Meets student interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Varied, active school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22230a	Faculty: Attitude to all-day school: individual enrichment/remediation	pEducator
e22230b	Faculty: Attitude to all-day school: supervision times	pEducator
e22230c	Faculty: Attitude to all-day school: autonomy	pEducator
e22230d	Faculty: Attitude to all-day school: new ways of learning	pEducator
e22230e	Faculty: Attitude to all-day school: using free time	pEducator
e22230f	Faculty: Attitude to all-day school: improving performance	pEducator
e22230g	Faculty: Attitude to all-day school: social integration	pEducator
e22230h	Faculty: Attitude to all-day school: opening the school to community	pEducator
e22230i	Faculty: Attitude to all-day school: readiness to perform	pEducator
e22230j	Faculty: Attitude to all-day school: interests	pEducator
e22230k	Faculty: Attitude to all-day school: school life	pEducator

QUESTIONS ABOUT ADVANCED VOCATIONAL TRAINING

We would now like to ask you some questions about different aspects of the advanced vocational training.

7 Please state your own need for advanced training in the following areas.*Please check one box in each line.*

	No need at all [1]	Minor need [2]	Average need [3]	High need [4]
a) Educational standards in your subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Conduction of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ability to work with computers and the Internet for teaching purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of students with special learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Handling disciplinary and behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School board and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teaching in a multicultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Counseling for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

8 Have you participated in the following training activities during the past 12 months?		
Please only state activities that have taken place after your initial teacher training. Please check a box in each line.		
	Yes [1]	No [2]
a) Courses/workshops (e.g. on teaching subjects, methods and/or other education-related topics)	<input type="checkbox"/>	<input type="checkbox"/>
b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues)	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualification programs (e.g. higher education courses)	<input type="checkbox"/>	<input type="checkbox"/>
d) Sitting in on classes at other schools	<input type="checkbox"/>	<input type="checkbox"/>
e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests)	<input type="checkbox"/>	<input type="checkbox"/>
f) Individual or joint research work on a topic which is of professional interest to you as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
g) Mentor programs "Peer Observation" and/or training programs (as part of a formal school agreement)	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22281a	Teacher: Further education: Courses/workshop	pEducator
e22281b	Teacher: Further education: Educational conferences or seminars	pEducator
e22281c	Teacher: Further education: Qualification programs	pEducator
e22281d	Teacher: Further education: Sitting in on classes at other schools	pEducator
e22281e	Teacher: Further edu: Participation in working grp for profess developm	pEducator
e22281f	Teacher: Further education: Research work	pEducator
e22281g	Teacher: Further education: Mentor programs and/or training programs	pEducator

9 How many days in the past 12 months have you spent in continuing professional education?*Please enter the figures aligned to the right.*

|_|_|_| Days

Range: 0 - 365

Not specified
[0] Specified [1]No participation in further training in
the past 12 months☐☐*"... days": Please proceed to the next question. "No participation in advanced vocational training in the past 12 months": Please proceed to question 12.***Variables**

e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

10 How were the training programs funded during the past 12 months?*Please check only one box.*The further education costs were taken over completely. [1] ☐I paid a portion of the further education costs. [2] ☐I paid the entire amount of the further education costs. [3] ☐**Variables**

e222821	Faculty: Further training: Costs	pEducator
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11 Were given leave from teaching in order to attend these further education programs during the past 12 months?*Please check where applicable.*Yes [1] ☐No [2] ☐**Variables**

e222822	Faculty: Further training: Given leave from teaching	pEducator
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12	Would you like to have completed more advanced training programs in the past 12 months?	
<i>Please check where applicable.</i>		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Variables		
e222823	Teacher: Further education: Prefer more further education programs	pEducator

QUESTIONS ABOUT PARENT PARTICIPATION

13	Please indicate the extent to which these statements apply to you.			
<i>Please check a box on each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I like working with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I consider parents as partners in educating and raising their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I keep my students' parents updated on a regular basis about what's going on at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I follow up on parent complaints/concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tell parents about the strengths and weaknesses of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I tell parents about the learning progress of their children on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents can make an appointment to see me at the school to discuss their children's issues at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Parents can talk to me about their children's issues at school even outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
e22684a	Faculty: Working with parents: Fun			pEducator
e22684b	Faculty: Working with parents: Parents as partners			pEducator
e22684c	Faculty: Working with parents: Info about school events			pEducator
e22684d	Faculty: Working with parents: Follow up on complaints			pEducator
e22684e	Faculty: Working with parents: Info about strengths/weaknesses			pEducator
e22684f	Faculty: Working with parents: Info about learning progress			pEducator
e22684g	Faculty: Working with parents: Appointments			pEducator
e22684h	Faculty: Working with parents: Speaking outside of school			pEducator

QUESTIONS ABOUT TEACHING AND LEARNING

In the following, we are interested in your assessment of the following aspects of school work, teaching and learning.

14 To what extent do the following statements apply to your teaching?				
<i>Please check a box on each line.</i>				
	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) I give students assignments of different levels of difficulty based on their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I quickly notice when a student is having trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Everyone in my class knows the "rules of the game."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my classes, the types of tasks are repeated to solidify what my students have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I discuss general and current topics with my students even if puts my lesson plan behind schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I see it as my job in the classroom to present and teach proven concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I summarize the material so that my students will remember it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I often ask students to justify their answers with arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There's a friendly, trusting relationship between me and my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think absolute quiet in the classroom is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) In my class, the students should find out for themselves why something is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I like to give the faster students extra tasks to challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

e22540a	Faculty: teaching: differentiated assignments	pEducator
e22440b	Faculty: teaching: quickly noticing trouble	pEducator
e22340c	Faculty: teaching: knowing the rules	pEducator
e22540d	Faculty: teaching: repeating assignments	pEducator
e22540e	Faculty: teaching: discuss general topics	pEducator
e22540f	Faculty: teaching: teach proven concepts	pEducator
e22340g	Faculty: teaching: summarize material	pEducator
e22540h	Faculty: teaching: asking for justifications	pEducator
e22440i	Faculty: teaching: friendly relationship	pEducator
e22340j	Faculty: teaching: quiet classes	pEducator
e22540k	Faculty: teaching: identifying mistakes	pEducator
e22540l	Faculty: teaching: extra tasks for faster students	pEducator

15 Firstly, please tell us your personal opinion with regard to teaching and learning.*Please check one box in each line.*

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) It is better when the teacher – and not the students – decides what needs to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My role as a teacher is to make it easier for the students to investigate and explore things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students will learn best when they try to find solutions to problems independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classes should be based on problems with clear-cut and correct answers as well as on concepts that are quickly understood by the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students should be given the possibility to reflect on solutions themselves before the teacher shows the approach to the solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Quietness in the classroom is absolutely necessary for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Thinking and reasoning processes are more important than specific content of the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e22680a	Teacher: Orientations: Making decisions	pEducator
e22680b	Teacher: Orientations: role as a teacher as to investigate/explore	pEducator
e22680c	Teacher: Orientations: learning by doing	pEducator
e22680d	Teacher: Orientations: lessons with clear answers	pEducator
e22680e	Teacher: Orientations: teaching of facts	pEducator
e22680f	Teacher: Orientations: reflecting on solutions themselves	pEducator
e22680g	Teacher: Orientations: quiet in the classroom	pEducator
e22680h	Teacher: Orientations: thinking and reasoning processes	pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

16 How important do you consider the following educational goals in your class? The students should ...				
Please check a box in each line.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) ... build systematic expert knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... understand the subject matter in depth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... build exemplary knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... acquire the ability to resolve problems concerning the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... acquire knowledge for their later professional life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... build a high level of self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ... become socially competent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) ... build a personal identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) ... learn how to master the personal challenges of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) ... develop an adequate self-assessment capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22681a	Importance of educational goals: systematic expert knowledge	pEducator
e22681b	Importance of educational goals: understand the subject matter	pEducator
e22681c	Importance of educational goals: exemplary knowledge	pEducator
e22681d	Importance of educational goals: ability to resolve problems concerning the subject matter	pEducator
e22681e	Importance of educational goals: knowledge for later professional life	pEducator
e22681f	Importance of educational goals: self-confidence	pEducator
e22681g	Importance of educational goals: social competence	pEducator
e22681h	Importance of educational goals: identity	pEducator
e22681i	Importance of educational goals: personal challenges of life	pEducator
e22681j	Importance of educational goals: self-assessment capability	pEducator

17 How important do you consider the following aspects of the teaching profession for organizing your work in class?				
Please check one box in each row.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) A good relationship to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Methodologically and didactically appropriate lesson planning and imparting of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Focus on objective criteria for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Considering the personal situation when assessing students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Order and discipline in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Being informed about students' personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Knowledge of students' family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Imparting comprehensive knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Concentration on tasks listed in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) A fundamental evaluation of my lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Awakening interest in the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Increasing joy in learning and performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22682a	Teacher: orientation: importance in profession: relationship with students	pEducator
e22682b	Teacher: orientation: importance in prof.: structure classes, impart knowledge	pEducator
e22682c	Teacher: orientation: importance in profession: objective criteria for assessing	pEducator
e22682d	Teacher: orientation: importance in profession: considering personal situation	pEducator
e22682e	Teacher: orientation: importance in teaching profession: order and discipline	pEducator
e22682f	Teacher: orientation: importance in profession: informed about personal problems	pEducator
e22682g	Teacher: orientation: importance in profession: knowing the family background	pEducator
e22682h	Teacher: orientation: importance in teaching profession: imparting knowledge	pEducator
e22682i	Teacher: orientation: importance in profession: focusing on tasks in syllabus	pEducator
e22682j	Teacher: orientation: importance in teaching profession: evaluation of my lesson	pEducator
e22682k	Teacher: orientation: importance in profession: awake interest in subject	pEducator
e22682l	Teacher: orientation: importance profession: enjoyment in learning, performing	pEducator

QUESTIONS ABOUT CHOICE OF PROFESSION AND TRAINING PROGRAM

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

Teachers take up their profession for a wide range of reasons and choose different paths to their career goal. To find out more about your individual motives and experiences, we would like to ask you a few questions about your choice of career and your vocational training.

18 When did you decide to become a teacher?

Please check only one answer.

Before starting school [1] ☐

During school time [2] ☐

Immediately after acquiring higher education entrance qualification [3] ☐

One year or more after acquiring higher education entrance qualification [4] ☐

Variables

e536010	Time career choice	pEducator
---------	--------------------	-----------

19 How old were you when you decided to become a teacher?

Please enter your age in years. Please enter numbers right-justified.

|_|_|_| Years

Range: 0 - 99

Variables

e536020_R	Age when profession chosen	pEducator
-----------	----------------------------	-----------

e536020_D	Age at choice of occupation (categorized)	pEducator
-----------	---	-----------

20 How important do you consider the following aspects for your job as a teacher?*Please check a box in each line*

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Compatibility with my family's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A lot of contact with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A lot of spare time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Good pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Continuously facing new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Enjoyment in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Prestige of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To achieve something above average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Enjoyment (in the subject) and passing on expert knowledge in the subjects I selected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e536031	Aspects of career choice - compatibility with my family	pEducator
e536032	Aspects of career choice - contact with people	pEducator
e536033	Aspects of career choice - a lot of spare time	pEducator
e536034	Aspects of career choice - good pay	pEducator
e536035	Aspects of career choice - new challenges	pEducator
e536036	Aspects of career choice - enjoyment in teaching	pEducator
e536037	Aspects of career choice - job security	pEducator
e536038	Aspects of career choice - prestige of the teaching profession	pEducator
e536039	Aspects of career choice - achieve something above average	pEducator
e536040	Aspects of career choice - enjoyment (in the subject) / passing on expert knowledge	pEducator

21 Did you already have experience teaching before you were formally trained as a teacher (such as tutoring, in an internship or in civil service)?*Please check the applicable answer.*

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables

e537010	Teaching experience before college	pEducator
---------	------------------------------------	-----------

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

As you know, not all teachers have completed a university education for teaching professions or have taken their state examinations. Therefore, we would like to ask you some questions regarding your teaching training.

22 How old were you when you earned entrance to university?

Please enter the year.

Year of university entrance qualification |__|__|__|__|

Range: 1,900 - 2,020

Not specified
[0]

Specified [1]

I did not qualify for university
entrance.

☐☐

"Year in which you acquired your higher education entrance qualification": Please proceed to the next question. "I did not acquire a higher education entrance qualification.": Please proceed to question 43.

Variables

e53702y_D	Year of college admission qualification (categorized)	pEducator
e53702y_R	Year of university entrance qualification	pEducator
e537022	does not acquire a higher education entrance qualification	pEducator

23 In which federal state did you acquire your higher education entrance qualification?*Please checkk only one answer.*

Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
Not in Germany [17]	<input type="checkbox"/>

Variables

e537030_R	Federal state higher education entrance qualification (Federal state)	pEducator
e537030_D	Federal state higher education entrance qualification (West/East)	pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

24 What was your overall grade when you earned entrance to university?

Please enter your grade as a numeral with one decimal place.

Grade of university entrance qualification |__| , |__|

Range: 1.0 - 4.0

	Not specified [0]	Specified [1]
Did not receive an overall grade	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e537041	Grade of university entrance qualification	pEducator
e537042	Grade of university entrance qualification	pEducator

25 Have you ever enrolled in a degree program other than for teaching professions? Please note: "University education for teaching professions" also includes university education for teaching professions leading to a Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to Master's degree] such as a Diplom to teach commercial studies, Bachelor of Education or Master of Education.

Please check where applicable.

Yes [1] ☐

No [2] ☐

"yes": please proceed to the next question.

"no": please proceed to question 29.

Variables

e537050	Other higher education program	pEducator
---------	--------------------------------	-----------

26 Please indicate the exact title of your degree program. If you enrolled in several degree programs, please indicate the degree program in which you were enrolled the longest.

For programs with several available majors, please only list your major. For programs with just two majors, please enter both. Please print.



Second major (if applicable)



Variables

e537061_g1	Other study 1 (KIDB 1988)	pEducator
e537061_g2	Other study 1 (KIDB 2010)	pEducator
e537061_g3	Other study 1 (ISCO-88)	pEducator
e537061_g4	Other study 1 (ISCO-08)	pEducator
e537061_g5	Other study 1 (ISEI-88)	pEducator
e537061_g6	Other study 1 (SIOPS-88)	pEducator
e537061_g7	Other study 1 (MPS)	pEducator
e537061_g9	Other study 1 (BLK)	pEducator
e537061_g14	Other study 1 (ISEI-08)	pEducator
e537061_g16	Other study 1 (SIOPS-08)	pEducator
e537062_g1	Other study 2 (KIDB 1988)	pEducator
e537062_g2	Other study 2 (KIDB 2010)	pEducator
e537062_g3	Other study 2 (ISCO-88)	pEducator
e537062_g4	Other study 2 (ISCO-08)	pEducator
e537062_g5	Other study 2 (ISEI-88)	pEducator
e537062_g6	Other study 2 (SIOPS-88)	pEducator
e537062_g7	Other study 2 (MPS)	pEducator
e537062_g9	Other study 2 (BLK)	pEducator
e537062_g14	Other study 2 (ISEI-08)	pEducator
e537062_g16	Other study 2 (SIOPS-08)	pEducator

27 How many semesters were you enrolled in this program?

Please enter numbers right-justified.

|_|_| Semesters

Range: 0 - 99

Variables

e537070	Semesters in another program	pEducator
---------	------------------------------	-----------

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

28 Did you successfully complete this course of study?

Please check the applicable.

Yes [1] ☐

No [2] ☐

Variables

e537080	Other higher education degree	pEducator
---------	-------------------------------	-----------

29 Have you ever started a university education for teaching professions?

Please check the applicable.

Yes [1] ☐

No [2] ☐

"yes": please proceed to the next question.

"no": please proceed to question 40.

Variables

e537090	University education for teaching professions	pEducator
---------	---	-----------

30 When did you start your university education for teaching professions?

Please enter the year.

Year of first enrollment in university education for teaching professions |__|__|__|__|

Range: 1,900 - 2,020

Variables

e53710y_R	First enrollment university education for teaching professions	pEducator
-----------	--	-----------

e53710y_D	Year of study start teacher course (kategorisiert)	pEducator
-----------	--	-----------

31 At which university (and/or college of education) did you start your university education for teaching professions?

Please indicate in printed letters.



Variables

e537110_g1	Place of study teaching post (West/East)	pEducator
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e537110_g2R	Place of study teaching post (Federal State)	pEducator
-------------	--	-----------

e537110_g3R	Place of study teaching post (administrative district)	pEducator
-------------	--	-----------

e537110_g4R	Place of study teaching post (county, as of 2013)	pEducator
-------------	---	-----------

32 We would like to know how much time passed between the time you were qualified to enter university and you first enrolled in a teacher-training program.

Please check a box on each line.

	Yes [1]	No [2]
a) Did you start the degree program for teaching professions immediately (max. half a year after acquiring the university entrance qualification)?	<input type="checkbox"/>	<input type="checkbox"/>
d) Did you render military service and/or community service [as alternative to military service]? (Please check 'yes' only if you have rendered military service and/or community service in the period between the acquisition of college admission qualification and the first enrollment in a degree program for teaching professions.)	<input type="checkbox"/>	<input type="checkbox"/>
c) Have you previously worked in another profession for a certain period of time?	<input type="checkbox"/>	<input type="checkbox"/>
d) Have you started a vocational training program?	<input type="checkbox"/>	<input type="checkbox"/>
e) Have you completed a vocational training program?	<input type="checkbox"/>	<input type="checkbox"/>
f) Have you started any other vocational training?	<input type="checkbox"/>	<input type="checkbox"/>
g) Have you completed any other vocational training?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e537121	Activity before university education for teaching professions- immediate start university education for teaching professions	pEducator
e537122	Activity before teacher training - military/civil service	pEducator
e537123	Activity before university education for teaching professions - work in another profession	pEducator
e537124	Activity before teacher training - apprenticeship started	pEducator
e537125	Activity before teacher training - apprenticeship completed	pEducator
e537126	Activity before teacher training - another training program started	pEducator
e537127	Activity before teacher training - another training program completed	pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

33 Was there any admission restriction for the university education program for teaching professions during your initial enrollment?

Please check the applicable.

Yes [1] ☐

No [2] ☐

Variables

e537130	Admission restriction	pEducator
---------	-----------------------	-----------

34 What combination of subjects did you choose for your teacher training program?

Please enter the subjects. Please print.

Subject 1 

Subject 2 

Subject 3 

Variables

e537161_g1	Subject combination (1st subject; study area)	pEducator
e537162_g1	Subject combination (2nd subject; study area)	pEducator
e537163_g1	Subject combination (3rd subject; study area)	pEducator

35 Have you successfully completed your university education for teaching professions?

Please tick the applicable.

Yes [1] ☐

No [2] ☐

"yes": please proceed to the next question.

"no": please proceed to question 40.

Variables

e537140	Successfully completed university education for teaching professions	pEducator
---------	--	-----------

36 When did you complete your university education for teaching professions in the GDR?*Please check where applicable.*

Yes [1]

☐

No [2]

☐*"yes": please proceed to question 41.**"no": please proceed to the next question.***Variables**

e537141

Completed education for teaching professions GDR

pEducator

37 Please state the year in which you passed the first state examination or equivalent examination (e.g. Diplom for teachers of commercial studies or master examination).*Please enter the year.*|_|_|_|_| Year in which examination
was passed

Range: 1,900 - 2,020

Variables

e537150_R

Year of state examination

pEducator

e537150_D

Year of passing the examination (categorized)

pEducator

38 At which university (and/or college of education) did you take your first state examination and/or the equivalent examination?*Please indicate in printed letters.***Variables**

e537170_g1

Place: passed the examination (West/East)

pEducator

e537170_g2R

Place: passed the examination (Federal State)

pEducator

e537170_g3R

Place: passed the examination (administrative district)

pEducator

e537170_g4R

Place: passed the examination (county, as of 2013)

pEducator

39 What was your final grade in your first state examination and/or the equivalent examination?*Please state the final grade to one decimal point.*

Final grade in first state examination

|_|_| , |_|_|

Range: 1.0 - 4.0

Variables

e537180

Grade in first state examination

pEducator

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

40 Did you pass a second state examination in your university education for teaching professions?

Please check where applicable.

Yes [1] ☐

No [2] ☐

"yes": please proceed to the next question.

"no": please proceed to question 43.

Variables

e537190	Second state examination	pEducator
---------	--------------------------	-----------

41 In what federal state did you pass your second state examination in the university education program for teaching professions (or also in the teacher training in the GDR)?

Please only check one answer.

Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
Not in Germany [17]	<input type="checkbox"/>

Variables

e537200_R	Federal state second state examination (Federal state)	pEducator
e537200_D	Federal state second state examination (West/East)	pEducator

42 With what final grade did you pass your second state examination (or also your teacher training in the GDR)?

Please state the final grade to one decimal point.

Final grade in second state examination |__| , |__|

Range: 1.0 - 4.0

Variables

e537210	Grade in second state examination	pEducator
---------	-----------------------------------	-----------

QUESTIONS ABOUT IMMIGRATION AND LANGUAGE

43 Do you have a migration background which means were you or at least one of your parents born in a foreign country?		
<i>Please check where applicable.</i>		
Yes, I was born abroad. [1]	<input type="checkbox"/>	
Yes, I was born in Germany, but at least one of my parents was born abroad. [2]	<input type="checkbox"/>	
No. [3]	<input type="checkbox"/>	
Variables		
e400000	Migration background teacher	pEducator

46 If you've learned a language another than German as a child in your family: How often do you use this language ...		
<i>Please check one box in each row.</i>		
	Never [1]	Seldom [2]
	Sometimes [3]	Often [4]
	Always [5]	
a) ... with your students?	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with your students' parents?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e412600	Teacher use of first language - with students	pEducator
e412610	Teacher use of first language - with students' parents	pEducator

[illegible]

e) Many of the conflicts with students with a migration background arise because their families adhere to the traditions of their countries of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) During counseling sessions with parents that have a different cultural background than I do, I try to respect specific cultural features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) In conflicts between students of different origin, the students should be encouraged to find similarities to help resolve the dispute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Students with a migration background often have problems at school because they are not willing to adapt to the German culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) In class it is important for students of different cultural origin to identify things they have in common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) One objective of the school should be to promote the things that children with different cultural backgrounds have in common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e42570a	cultural orientation - cultural diversity in teacher training	pEducator
e42570b	cultural orientation - relevance of multicultural ideals	pEducator
e42570i	cultural orientation - influence of traditional values	pEducator
e42570c	cultural orientation - considering differences during class	pEducator
e42570k	cultural orientation - conflict adhering to traditions of countries of origin	pEducator
e42570d	cultural orientation - specific cultural features in counseling sessions	pEducator
e42570f	cultural orientation - resolving disputes through similarities	pEducator
e42570j	cultural orientation - problems in school unwillingness to adapt German culture	pEducator
e42570g	cultural orientation - identify things they have in common in class	pEducator
e42570h	cultural orientation - objective to promote things in common	pEducator

ABOUT YOU

We would like to end with two further brief questions about you.

4.1 Teachers: general questionnaire, First-time interviewees (ID 382)

48 When were you born?

Please enter the figures right-justified.

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 2,020

Variables

e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator
e76212y_D	Year of birth (categorized)	pEducator

49 Are you male or female?

Please check where applicable.

Male [1] ☐

Female [2] ☐

Variables

e762110	Gender	pEducator
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Thank you for your cooperation!

4.2 Teachers: general questionnaire, Panel interviewees (ID 383)

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background and language of origin. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

4.2 Teachers: general questionnaire, Panel interviewees (ID 383)

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background and language of origin. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

QUESTIONS ABOUT THE FACULTY'S READINESS TO INNOVATE AND COOPERATE

1 To what extent do the following statements about collegial cooperation and the organization of work apply to your workplace?				
<i>Please check a box on each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) We collaborate on an interdisciplinary level with a focus on joint themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work rooms with adequate equipment are available for team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our schedules outside of instruction are well coordinated for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have good subject-area collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The coordination of instruction between grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The coordination of instruction within individual grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Self- and peer evaluations are a part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Visiting each other's classes are an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Coordinating homework is an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22203a	Faculty: attitude toward collegial cooperation: interdisciplinary themes	pEducator
e22203b	Faculty: attitude toward collegial cooperation: team work equipment	pEducator
e22203c	Faculty: attitude toward collegial cooperation: coordinated schedules	pEducator
e22203d	Faculty: attitude toward collegial cooperation: subject-area collaboration	pEducator
e22203e	Faculty: Attitude toward collegial cooperation: Coordination between grades	pEducator
e22203f	Faculty: Attitude toward collegial cooperation: Coordination within grade level	pEducator
e22203g	Faculty: attitude toward collegial cooperation: evaluations	pEducator
e22203h	Faculty: attitude toward collegial cooperation: classroom visits	pEducator
e22203i	Faculty: attitude toward collegial cooperation: homework coordination	pEducator

2 How often do you discuss the following topics and issues with other teachers?						
Please check a box on each line.						
	Never [1]	Less than once a year [2]	Once a year [3]	Three to four times a year [4]	Monthly [5]	Weekly [6]
a) Exchanging experiences in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Passing on new teaching ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student reactions to a specific instructional unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Coordinating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Student behavior in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Finding teaching materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Learning needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Personal dissatisfaction/issues at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Regulating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables						
e22204a	Faculty: frequency of collegial cooperation: exchange of classroom experience					pEducator
e22204b	Faculty: frequency of collegial cooperation: pass on new teaching ideas					pEducator
e22204c	Faculty: frequency of collegial cooperation: student reactions					pEducator
e22204d	Faculty: frequency of collegial cooperation: coordinating homework					pEducator
e22204e	Faculty: frequency of collegial cooperation: student behavior in class					pEducator
e22204f	Faculty: frequency of collegial cooperation: finding teaching materials					pEducator
e22204g	Faculty: frequency of collegial cooperation: learning needs of individual students					pEducator
e22204h	Faculty: frequency of collegial cooperation: workplace problems					pEducator
e22204i	Faculty: frequency of collegial cooperation: regulating homework					pEducator

3 Please indicate the extent to which the following statements apply to your school.*Please check a box on each line.*

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are groups within the faculty who have little to do with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When we have faculty meetings, most people present participate actively in the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are clear opinion leaders among the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We are allowed sufficient say in setting the class schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) When setting the schedule, opportunities for team work are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Faculty collaboration is almost exclusively by subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The results of these task forces are regularly shared with the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22205a	Faculty: attitude towards collaboration: different groups	pEducator
e22205b	Faculty: attitude towards collaboration: participation in meetings	pEducator
e22205c	Faculty: attitude towards collaboration: opinion leaders	pEducator
e22205d	Faculty: attitude towards collaboration: setting schedules	pEducator
e22205e	Faculty: attitude towards collaboration: teamwork in schedule	pEducator
e22205f	Faculty: Attitude towards collaboration: Collaboration by subject area	pEducator
e22205g	Faculty: Attitude towards collaboration: Sharing task force results	pEducator

4.2 Teachers: general questionnaire, Panel interviewees (ID 383)

4 Please indicate the extent to which the following statements apply to the teachers at your school.				
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are mostly major objections to making changes at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our faculty is quite prepared to evaluate our teaching methods based on the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers in our school are open to new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Most teachers in our school are not prepared to learn something new for use in their teaching and change how they teach their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The faculty at our school is constantly working on developing the school's own pedagogical concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Our school is actively trying to grow and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22206a	Faculty: opinion of colleagues: objections to change	pEducator
e22206b	Faculty: opinion of colleagues: readiness to evaluate teaching methods	pEducator
e22206c	Faculty: opinion of colleagues: openness to new teaching methods	pEducator
e22206d	Faculty: opinion of colleagues: lack of readiness to learn new things	pEducator
e22206e	Faculty: opinion of colleagues: effort to define school's own pedagogical concept	pEducator
e22206f	Faculty: opinion of colleagues: renewal and development	pEducator

QUESTIONS ABOUT FACULTY COOPERATION

We're now interested in your opinion of faculty cooperation at your school.

[illegible]

4 Teachers, PAPI

c) Discussing or making decisions on teaching media (e.g., text books, exercise books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Exchanging teaching materials with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Holding team discussions on the age group you are teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Discussing the learning progress of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Team teaching in a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Professional learning activities (e.g., team supervision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Sitting in on other classes (including feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
j) Joint activities across different classes and age groups (e.g., projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
k) Discussing and coordinating homework practice across subject boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22200a	Teacher: Participation: Meetings and discussions	pEducator
e22200b	Teacher: Participation: Development of school curriculum	pEducator
e22200c	Teacher: Participation: Discussing teaching media	pEducator
e22200d	Teacher: Participation: Exchange of teaching materials	pEducator
e22200e	Teacher: Participation: Team discussions	pEducator
e22200f	Teacher: Participation: Discussing learning progress	pEducator
e22200g	Teacher: Participation: Team teaching in a class	pEducator
e22200h	Teacher: Participation: Professional learning activities	pEducator
e22200i	Teacher: Participation: Sitting in on classes	pEducator
e22200j	Teacher: Participation: Joint activities across different classes	pEducator
e22200k	Teacher: Participation: Discussing homework practice	pEducator

QUESTION ABOUT ALL-DAY SCHOOL

6 How important are the following aspects of an all-day school?				
Please check a box on each line.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Individual enrichment/remediation for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reliable supervision times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Promoting autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) New forms of instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Sensible use of free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Improving school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Social integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Opening the school to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Improving attitudes/readiness to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Meets student interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Varied, active school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22230a	Faculty: Attitude to all-day school: individual enrichment/remediation	pEducator
e22230b	Faculty: Attitude to all-day school: supervision times	pEducator
e22230c	Faculty: Attitude to all-day school: autonomy	pEducator
e22230d	Faculty: Attitude to all-day school: new ways of learning	pEducator
e22230e	Faculty: Attitude to all-day school: using free time	pEducator
e22230f	Faculty: Attitude to all-day school: improving performance	pEducator
e22230g	Faculty: Attitude to all-day school: social integration	pEducator
e22230h	Faculty: Attitude to all-day school: opening the school to community	pEducator
e22230i	Faculty: Attitude to all-day school: readiness to perform	pEducator
e22230j	Faculty: Attitude to all-day school: interests	pEducator
e22230k	Faculty: Attitude to all-day school: school life	pEducator

QUESTIONS ABOUT PROFESSIONAL DEVELOPMENT

We would like to ask you some more questions on different aspects of professional development.

7 Please state your own need for advanced training in the following areas.*Please check one box in each line.*

	No need at all [1]	Minor need [2]	Average need [3]	High need [4]
a) Educational standards in your subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Conduction of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ability to work with computers and the Internet for teaching purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of students with special learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Handling disciplinary and behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School board and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teaching in a multicultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Counseling for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

4.2 Teachers: general questionnaire, Panel interviewees (ID 383)

8 Have you participated in the following training activities during the past 12 months?		
Please only state activities that have taken place after your initial teacher training. Please check a box in each line.		
	Yes [1]	No [2]
a) Courses/workshops (e.g. on teaching subjects, methods and/or other education-related topics)	<input type="checkbox"/>	<input type="checkbox"/>
b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues)	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualification programs (e.g. higher education courses)	<input type="checkbox"/>	<input type="checkbox"/>
d) Sitting in on classes at other schools	<input type="checkbox"/>	<input type="checkbox"/>
e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests)	<input type="checkbox"/>	<input type="checkbox"/>
f) Individual or joint research work on a topic which is of professional interest to you as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
g) Mentor programs "Peer Observation" and/or training programs (as part of a formal school agreement)	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22281a	Teacher: Further education: Courses/workshop	pEducator
e22281b	Teacher: Further education: Educational conferences or seminars	pEducator
e22281c	Teacher: Further education: Qualification programs	pEducator
e22281d	Teacher: Further education: Sitting in on classes at other schools	pEducator
e22281e	Teacher: Further edu: Participation in working grp for profess developm	pEducator
e22281f	Teacher: Further education: Research work	pEducator
e22281g	Teacher: Further education: Mentor programs and/or training programs	pEducator

9 How many days in the past 12 months have you spent in continuing professional education?*Please enter the figures aligned to the right.*

|_|_|_| Days

Range: 0 - 365

Not specified
[0] Specified [1]No participation in further training in
the past 12 months☐☐*"... days" : please continue with the next question. "no participation in measures of further training programs during the last 12 months": please continue with question 12.***Variables**

e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

10 How were the training programs funded during the past 12 months?*Please check only one box.*The further education costs were taken over completely. [1] ☐I paid a portion of the further education costs. [2] ☐I paid the entire amount of the further education costs. [3] ☐**Variables**

e222821	Faculty: Further training: Costs	pEducator
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11 Were given leave from teaching in order to attend these further education programs during the past 12 months?*Please check where applicable.*Yes [1] ☐No [2] ☐**Variables**

e222822	Faculty: Further training: Given leave from teaching	pEducator
---------	--	-----------

12	Would you like to have completed more advanced training programs in the past 12 months?	
<i>Please check where applicable.</i>		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Variables		
e222823	Teacher: Further education: Prefer more further education programs	pEducator

QUESTIONS ABOUT PARENT PARTICIPATION

13	Please indicate the extent to which these statements apply to you.			
<i>Please check a box on each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I like working with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I consider parents as partners in educating and raising their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I keep my students' parents updated on a regular basis about what's going on at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I follow up on parent complaints/concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tell parents about the strengths and weaknesses of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I tell parents about the learning progress of their children on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents can make an appointment to see me at the school to discuss their children's issues at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Parents can talk to me about their children's issues at school even outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
e22684a	Faculty: Working with parents: Fun			pEducator
e22684b	Faculty: Working with parents: Parents as partners			pEducator
e22684c	Faculty: Working with parents: Info about school events			pEducator
e22684d	Faculty: Working with parents: Follow up on complaints			pEducator
e22684e	Faculty: Working with parents: Info about strengths/weaknesses			pEducator
e22684f	Faculty: Working with parents: Info about learning progress			pEducator
e22684g	Faculty: Working with parents: Appointments			pEducator
e22684h	Faculty: Working with parents: Speaking outside of school			pEducator

QUESTIONS ABOUT TEACHING AND LEARNING

In the following, we are interested in your assessment of the various aspects of school work, teaching and learning.

14 To what extent do the following statements apply to your teaching?				
<i>Please check a box on each line.</i>				
	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) I give students assignments of different levels of difficulty based on their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I quickly notice when a student is having trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Everyone in my class knows the "rules of the game."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my classes, the types of tasks are repeated to solidify what my students have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I discuss general and current topics with my students even if puts my lesson plan behind schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I see it as my job in the classroom to present and teach proven concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I summarize the material so that my students will remember it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I often ask students to justify their answers with arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There's a friendly, trusting relationship between me and my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think absolute quiet in the classroom is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) In my class, the students should find out for themselves why something is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I like to give the faster students extra tasks to challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				

4.2 Teachers: general questionnaire, Panel interviewees (ID 383)

e22540a	Faculty: teaching: differentiated assignments	pEducator
e22440b	Faculty: teaching: quickly noticing trouble	pEducator
e22340c	Faculty: teaching: knowing the rules	pEducator
e22540d	Faculty: teaching: repeating assignments	pEducator
e22540e	Faculty: teaching: discuss general topics	pEducator
e22540f	Faculty: teaching: teach proven concepts	pEducator
e22340g	Faculty: teaching: summarize material	pEducator
e22540h	Faculty: teaching: asking for justifications	pEducator
e22440i	Faculty: teaching: friendly relationship	pEducator
e22340j	Faculty: teaching: quiet classes	pEducator
e22540k	Faculty: teaching: identifying mistakes	pEducator
e22540l	Faculty: teaching: extra tasks for faster students	pEducator

Thank you for your cooperation!

4.3
Class teachers (ID 389)

QUESTIONS ABOUT THE COMPOSITION OF THE CLASS

Pedagogical work depends on the composition of students in the classes. In the following section, we therefore want to ask you some questions about the students in your class. Where no exact information is available, please estimate.

1
How many students are in your class?

Please enter numbers right-justified.

Girls

Range: 0 - 99

Boys

Range: 0 - 99

Variables		
e227400_D	Class: Percentage of female students	pCourseClass
e227400_R	Class: Number of female students	pCourseClass
e227400_g1D	Class: Number of students, total (coarsed)	pCourseClass
e227400_g1R	Class: Number of students total	pCourseClass
e227401_D	Class: Percentage of male students	pCourseClass
e227401_R	Class: Number of male students	pCourseClass

2
How many students in your classroom have an immigrant background, i.e. they or at least one of their parents were born outside of the country?

Please enter numbers right-justified.

Students with immigrant background

Range: 0 - 99

Variables		
e451000_D	Class: Number of students with a migration background (in %)	pCourseClass
e451000_R	Day care facility: Amount of students with migration background	pCourseClass

QUESTIONS ABOUT THE COMPOSITION OF THE CLASS

Pedagogical work depends on the composition of students in the classes. In the following section, we therefore want to ask you some questions about the students in your class. Where no exact information is available, please estimate.

1	How many students are in your class?
<i>Please enter numbers right-justified.</i>	
_ _ Girls	
Range: 0 - 99	
_ _ Boys	
Range: 0 - 99	

Variables		
e227400_D	Class: Percentage of female students	pCourseClass
e227400_R	Class: Number of female students	pCourseClass
e227400_g1D	Class: Number of students, total (coarsed)	pCourseClass
e227400_g1R	Class: Number of students total	pCourseClass
e227401_D	Class: Percentage of male students	pCourseClass
e227401_R	Class: Number of male students	pCourseClass

2	How many students in your classroom have an immigrant background, i.e. they or at least one of their parents were born outside of the country?
<i>Please enter numbers right-justified.</i>	
Students with immigrant background _ _	
Range: 0 - 99	

Variables		
e451000_D	Class: Number of students with a migration background (in %)	pCourseClass
e451000_R	Day care facility: Amount of students with migration background	pCourseClass

3 How would you assess the class overall with regard to the following aspects?					
Please check one box in each line.					
a)	1 - Disinterested [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Interested [5] <input type="checkbox"/>
b)	1 - Undisciplined [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Disciplined [5] <input type="checkbox"/>
c)	1 - Performance levels are homogeneous [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Performance levels are heterogeneous [5] <input type="checkbox"/>
d)	1 - Not autonomous [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Autonomous [5] <input type="checkbox"/>
e)	1 - Unconcentrat ed [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Concentrated [5] <input type="checkbox"/>
f)	1 - Less focused on performance [1] <input type="checkbox"/>	2 [2] <input type="checkbox"/>	3 [3] <input type="checkbox"/>	4 [4] <input type="checkbox"/>	5 - Very focused on performance [5] <input type="checkbox"/>

Variables		
e22740a	Class: Teacher assessment: Interest	pCourseClass
e22740b	Class: Teacher assessment: Discipline	pCourseClass
e22740c	Class: Teacher assessment: Homogeneity (in terms of performance)	pCourseClass
e22740d	Class: Teacher assessment: Student autonomy	pCourseClass
e22740e	Class: Teacher assessment: Concentration	pCourseClass
e22740f	Class: Teacher assessment: Focus on performance	pCourseClass

QUESTIONS ABOUT EQUIPMENT IN THE CLASSROOM

Pedagogical work is also determined by the equipment available. We are thus interested in the spatial equipment in your classroom.

4.3 Class teachers (ID 389)

4 How big is the classroom where your class receives the majority of its instruction?

Please enter the figures aligned to the right.

|_|_|_| square meters

Range: 0 - 999

Variables

e229400_D	Class: Facilities: Classroom size (aggregated)	pCourseClass
e229400_R	Class: Set-up: Classroom size	pCourseClass

5 What visualization aids do you have in your classroom?

Please checkkkk a box in each line.

	Yes [1]	No [2]
a) Blackboard	<input type="checkbox"/>	<input type="checkbox"/>
b) Pin board	<input type="checkbox"/>	<input type="checkbox"/>
c) Magnetic board	<input type="checkbox"/>	<input type="checkbox"/>
d) Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>
e) Beamer	<input type="checkbox"/>	<input type="checkbox"/>
f) Computer	<input type="checkbox"/>	<input type="checkbox"/>
g) Map stand	<input type="checkbox"/>	<input type="checkbox"/>
h) Flip chart	<input type="checkbox"/>	<input type="checkbox"/>
i) Electronic board (e.g. interactive whiteboard)	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e22941a	Class: Facilities: Visualization aids, blackboard	pCourseClass
e22941b	Class: Facilities: Visualization aids, pin board	pCourseClass
e22941c	Class: Facilities: Visualization aids, magnetic board	pCourseClass
e22941d	Class: Facilities: Visualization aids, overhead projector	pCourseClass
e22941e	Visualization aids, Beamer	pCourseClass
e22941f	Visualization aids, computer	pCourseClass
e22941g	Visualization aids, map stand	pCourseClass
e22941h	Visualization aids, flip chart	pCourseClass
e22941i	Visualization aids, electronic board	pCourseClass

6 Is there a possibility in your classroom of storing your materials separate in a desk, cabinet or on a shelf?
Please check the applicable.

 Yes [1] ☐

 No [2] ☐
Variables

e229410	Class: facilities: possibility to store materials in the classroom	pCourseClass
---------	--	--------------

7 How would you assess the quality or condition of the following aspects of your classroom?
Please check one box in each line.

	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Functionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structural condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e22940a	Class: Classroom condition, brightness	pCourseClass
e22940b	Class: Classroom condition, size	pCourseClass
e22940c	Class: Classroom condition, functionality	pCourseClass
e22940d	Class: Classroom condition, structural integrity	pCourseClass
e22940e	Class: Classroom condition, acoustics	pCourseClass

QUESTIONS ABOUT JOINT TEACHING OF CHILDREN WITH AND WITHOUT SPECIAL EDUCATIONAL NEEDS (MIXED ABILITY)

At some schools, students with and without special educational needs are taught together (mixed ability). Special educational needs exist if an expert report has been issued as part of an official determination procedure. Students who exclusively have a specific learning disability (e.g. dyslexia) or are highly gifted have no special educational needs.

4.3 Class teachers (ID 389)

8 Are there students in your classroom who have a diagnosed special education need? If yes, how many?

Please choose one answer only.

Yes, and ... students have a diagnosed special need. |__|__|

Range: 0 - 99

	Not marked [0]	Marked [1]
No, not currently. But I have previously worked in a classroom with special-needs students.	<input type="checkbox"/>	<input type="checkbox"/>
No, I have never had any special-needs students in my classes.	<input type="checkbox"/>	<input type="checkbox"/>

"Yes, namely ... students have diagnosed special educational needs.": Please proceed to question 10. "No, not at present. However, I have previously worked in a class in which there were students with special educational needs."; "No, I have never had students with special educational needs in my classes.": Please proceed to the next question.

Variables		
e190011_D	Class: Number of students with special educational needs (in %)	pCourseClass
e190011_R	Class: Amount of students with special needs	pCourseClass
e190012	Previous experience with special needs	pCourseClass
e190013	No experience with special needs	pCourseClass

9 To what extent do the following statements about mainstreaming apply to your school?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I would be willing to take on such a mixed-ability class as the class teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The parents of my students would mainly have a positive attitude towards joint teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e190021	Attitude towards setting up mainstreaming	pCourseClass
e190022	Attitude of parents towards mainstreaming	pCourseClass

10 To what extent do the following statements about teaching in mainstreamed classrooms apply in general?

Please check a box on each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) I am able to use appropriate diagnostic tools to plan lessons for students with special educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am certain that I can make appropriate instruction for every child available even if the widest range of abilities are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am capable of influencing the classroom environment such that children both with and without special educational needs would feel accepted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Children with special educational needs are best taught in special schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Instruction in a mainstreamed classroom places too many demands on teachers in Regelschule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Mainstreaming can have a positive influence on the social behavior of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e190031	Attitude towards mainstreaming: Diagnostics	pCourseClass
e190032	Attitude towards mainstreaming: Instruction	pCourseClass
e190033	Attitude towards mainstreaming: Classroom environment	pCourseClass
e190034	Attitude towards mainstreaming: Type of school	pCourseClass
e190035	Attitude towards mainstreaming: Demands	pCourseClass
e190036	Attitude towards mainstreaming: Social behavior	pCourseClass

QUESTION ABOUT CHOICE OF PROFESSION AND TRAINING PROGRAM

Finally, we would like to ask you a question about support regarding your students' choice of profession and training program.

11 How do you support the professional and apprenticeship training choice of the students in your class?		
Please check one box in each line.		
	Yes [1]	No [2]
a) Do you instruct the students on how to write applications for apprenticeship training positions or secondary schools?	<input type="checkbox"/>	<input type="checkbox"/>
b) Do you maintain contact with potential apprenticeship companies?	<input type="checkbox"/>	<input type="checkbox"/>
c) Do you feel responsible that all of your students will get scholastic or professional training opportunities after they have left school?	<input type="checkbox"/>	<input type="checkbox"/>
d) Do you pick professional and training opportunities as a central theme at parent-teacher conferences?	<input type="checkbox"/>	<input type="checkbox"/>
e) Do you discuss the individual opportunities available to the students?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ef0001a	Aid write applications	pCourseClass
ef0001b	Contact to apprenticeship companies	pCourseClass
ef0001c	Feeling of beeing responsible	pCourseClass
ef0001d	Make occupational choice a topic in parent-teacher conferences	pCourseClass
ef0001e	Discuss individual opportunities	pCourseClass

Thank you for your cooperation!

4.4 Math teachers (ID 385)

Notes on how to answer the questions about math lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on math lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

4.4 Math teachers (ID 385)

Notes on how to answer the questions about math lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on math lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your “class” in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

1 What percentage of time do students spend in a typical school week doing the following activities in their mathematics class?

Please enter percentages right justified. The total should add up to 100%.

Discussing homework

Range: 0 - 100

Listening to teacher presentations

Range: 0 - 100

Doing tasks/exercises with your assistance

Range: 0 - 100

Doing tasks/exercises without your assistance

Range: 0 - 100

Teacher-supported repetitive drills and exercises

Range: 0 - 100

Taking tests, quizzes or playing question games

Range: 0 - 100

Classroom management activities that have nothing to do with instruction (such as interruptions and maintaining order)

Range: 0 - 100

Other student activities

Range: 0 - 100

Variables

e538011	% of time spent each week discussing homework	pCourseMath
e538012	% of time spent each week listening to teacher presentations	pCourseMath
e538013	% of time spent each week doing tasks with assistance	pCourseMath
e538014	% of time spent each week doing tasks without assistance	pCourseMath
e538015	% of time spent each week doing repetitive drills and doing exercises	pCourseMath
e538016	% of time spent each week taking tests, quizzes or question games	pCourseMath
e538017	% of time spent each week in classroom management	pCourseMath
e538018	% of time spent each week doing other student activities	pCourseMath

Thank you for your cooperation!

4.5 German teachers (ID 384)

4.5 German teachers (ID 384)

Notes on how to answer the questions about German lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on German lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

Notes on how to answer the questions about German lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on German lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your “class” in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

1 What percentage of time do students spend in a typical school week doing the following activities in their language arts class?

Please enter percentages right justified. The total should add up to 100%.

Discussing homework |__|__|__|

Range: 0 - 100

Listening to teacher presentations |__|__|__|

Range: 0 - 100

Doing tasks/exercises with your assistance |__|__|__|

Range: 0 - 100

Doing tasks/exercises without your assistance |__|__|__|

Range: 0 - 100

Teacher-supported repetitive drills and exercises |__|__|__|

Range: 0 - 100

Taking tests, quizzes or playing question games |__|__|__|

Range: 0 - 100

Classroom management activities that have nothing to do with instruction (such as interruptions and maintaining order) |__|__|__|

Range: 0 - 100

Other student activities |__|__|__|

Range: 0 - 100

Variables

e538021	% of time spent each week discussing homework	pCourseGerman
e538022	% of time spent each week listening to teacher presentations	pCourseGerman
e538023	% of time spent each week doing tasks with assistance	pCourseGerman
e538024	% of time spent each week doing tasks without assistance	pCourseGerman
e538025	% of time spent each week doing repetitive drills and doing exercises	pCourseGerman
e538026	% of time spent each week taking tests, quizzes or question games	pCourseGerman
e538027	% of time spent each week in classroom management	pCourseGerman
e538028	% of time spent each week doing other student activities	pCourseGerman

Thank you for your cooperation!

5

School principals, PAPI (ID 386)

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

Brief notes on how to complete the questionnaire • In order to achieve the highest possible degree of accuracy during scanner-supported data collection, we request that you fill out the questionnaire with a black pen and that you always fill in numbers right justified in the given boxes. • If you'd like to change your answer to a question, cross out the box with the no longer valid answer and put a check in the correct box. • You can also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or send it directly to the IEA DPC. Your information will thus not be disclosed to unauthorized third parties or members of your school. • For legal reasons, we require your consent to collect and process your data, including information about your background. You give your consent by filling out and submitting this questionnaire. Please consider the 'data protection statement' regarding this, which has been enclosed with your letter. Thank you very much for your support!

ABOUT YOU

We would like to start with some brief questions about you.

2 When were you born?

Please enter the figures right-justified.

|_|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 2,020

Variables

h76612m_O	Month of birth	pInstitution
h76612y	Year of birth	pInstitution

3 Are you male or female?

Please check where applicable.

Male [1] ☐

Female [2] ☐

Variables

h766110	Gender	pInstitution
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4 Do you have a migration background, i.e. were you or at least one of your parents born abroad?

Please check where applicable.

Yes [1] ☐

No [2] ☐

Variables

h400010	Migration background of principal	pInstitution
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QUESTIONS ABOUT ALL-DAY PROGRAMS AT YOUR SCHOOL

5	Is your school a ...
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Please check all applicable answers.

	Not specified [0]	Specified [1]
... half-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... half-day school with an afternoon option?	<input type="checkbox"/>	<input type="checkbox"/>
... non-mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... partially mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... fully mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>

Variables




h22900a	School: structure: half-day school	pInstitution
h22900b	School: structure: half-day school with an afternoon option	pInstitution
h22900c	School: structure: non-mandatory all-day school	pInstitution
h22900d	School: structure: partially mandatory all-day school	pInstitution
h22900e	School: structure: fully mandatory all-day school	pInstitution

6 Are the following extracurricular all-day school programs and elements offered at your school and, if yes, how often?

Please check one box in each line.

[illegible]

[Subject-specific offers (projects, work groups) in the following areas:] h) German, literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Subject-specific offers (projects, work groups) in the following areas:] i) Foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Subject-specific offers (projects, work groups) in the following areas:] j) Sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Subject-specific offers (projects, work groups) in the following areas:] k) Music/Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Subject-specific offers (projects, work groups) in the following areas:] l) Politics, Philosophy, Ethics, Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[General offers (projects, work groups) in the following areas:] m) Crafting and Housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[General offers (projects, work groups) in the following areas:] n) Technology/New Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[General offers (projects, work groups) in the following areas:] o) Community activities and forms of student government (e.g. active class council)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[General offers (projects, work groups) in the following areas:] p) Types of social learning (e.g. conflict resolution classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[General offers (projects, work groups) in the following areas:] q) Types of intercultural learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Leisure activity offers] r) Mandatory leisure activities (mandatory choice from list of offers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Leisure activity offers] s) Voluntary leisure activities (such as afternoon ball games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Temporary offers] t) Project days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No [1]	twice a year or less frequently [2]	quarterly [3]	monthly [4]			
[Temporary offers] u) Project weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	No [1]	Yes, twice a year or less frequently [2]	Yes, quarterly [3]	Yes, monthly [4]	Yes, weekly [5]	Yes, 2-3 times a week [6]	Yes, 4-5 times a week [7]
[Other offers] v) Hot Lunches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Other offers] w) Long-term projects (such as choir, school newspaper, school garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Other, namely:] x) 							
	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]	
(Please enter in block capitals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
[Other, namely:] y) 							
	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]	
(Please enter in block capitals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
[Other, namely:] z) 							
	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]	
(Please enter in block capitals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Variables							

h22130a	School: all-day school programs: homework supervision	pInstitution
h22130b	School: All-day school programs: Remedial teaching for students with high grades	pInstitution
h22130c	School: All-day program: Remedial teaching for students with bad grades	pInstitution
h22130d	School: all-day school programs: Remedial teaching in German	pInstitution
h22130e	School: all-day school programs: Mother-tongue teaching	pInstitution
h22130f	School: all-day school programs: mathematics	pInstitution
h22130g	School: all-day school programs: science	pInstitution
h22130h	School: all-day school programs: German, literature	pInstitution
h22130i	School: all-day school programs: foreign languages	pInstitution
h22130j	School: all-day school programs: sport	pInstitution
h22130k	School: all-day school programs: music/art	pInstitution
h22130l	School: all-day school programs: politics, philosophy, ethics, religion	pInstitution
h22130m	School: all-day school programs: crafting and housekeeping	pInstitution
h22130n	School: all-day school programs: technology, new media	pInstitution
h22130o	School: All-day program: community activities and student government	pInstitution
h22130p	School: all-day school programs: types of social learning	pInstitution
h22130q	School: all-day school programs: types of intercultural learning	pInstitution
h22130r	School: all-day school programs: mandatory choice of leisure activities	pInstitution
h22130s	School: all-day school programs: voluntary leisure activities	pInstitution
h22130t	School: all-day school programs: project days	pInstitution
h22130u	School: all-day school programs: project weeks	pInstitution
h22130v	School: all-day school programs: lunches	pInstitution
h22130w	School: all-day school programs: long-term projects	pInstitution
h22131x_O	School: all-day school programs: other, text 1	pInstitution
h22130x	School: all-day school programs: other 1	pInstitution
h22131y_O	School: all-day school programs: other, text 2	pInstitution
h22130y	School: all-day school programs: other 2	pInstitution
h22131z_O	School: all-day school programs: other, text 3	pInstitution
h22130z	School: all-day school programs: other 3	pInstitution

7	How is the participation of the 10th grade classes in the school's all-day program arranged? For how many classes is the participation in the all-day program ...	
a) ... mandatory?	_ _ Classes	
Range: 0 - 9		
b) ... voluntary?	_ _ Classes	
Range: 0 - 9		
c) ... not provided?	_ _ Classes	
Range: 0 - 9		
	Not specified [0]	Specified [1]
There is no all-day program in the 10th grade at all.	<input type="checkbox"/>	<input type="checkbox"/>
<i>"There is no all-day program in the 10th grade at all.": Please proceed to question 9.</i>		

Variables		
h22933a	School: all-day programs: arrangement 10th grade: mandatory	pInstitution
h22933b	School: all-day programs: arrangement 10th grade: voluntary	pInstitution
h22933c	School: all-day programs: arrangement 10th grade: not provided	pInstitution
h22933k	School: all-day programs: arrangement 10th grade: none	pInstitution

8	On how many days of the week does your school offer an all-day program - after lunchtime - in the 10th grade?	
<i>If no all-day program is offered on any of the weekdays, please enter a "0" (zero).</i>		
_ _ Days in the 10th grade		
Range: 0 - 7		
Variables		
h229316	School: all-day programs: arrangement 10th grade: number of weekdays	pInstitution

9	Which and how many pedagogically active persons are involved in the various elements of the all-day program at your school?	
<i>This concerns persons who work for longer periods in extracurricular activities at your school or who offer all-day or afternoon programs on an ongoing basis. This can be based on a contract, for payment or in a voluntary capacity. Teachers who give afternoon lessons or offer other activities are not included. Please enter numbers right-justified.</i>		
a) Dedicated parents	_ _ _ _ _ _ _ _ Persons	
b) Volunteers (including retirees)	_ _ _ _ _ _ _ _ Persons	

c) Interns or persons doing other types of vocational training programs	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] d) Persons from artistic professions	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] e) Childcare assistants; social assistants	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] f) Youth/ child care workers	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] g) Sports educators	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] h) Music educators	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] i) Social education workers; social workers (university of applied sciences)	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] j) Special needs teachers; remedial teachers	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] k) Educators (Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to Master's degree], BA/MA); psychologists (Diplom, BA/MA)	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] l) Other staff with a degree from a higher education institution	_ _ _ _ _ _ _	Persons
[Staff with specific duties or training qualifications] m) Other staff without a degree from a higher education institution	_ _ _ _ _ _ _	Persons
Variables		

h22730a	Pedagogical staff all-day program: dedicated parents	pInstitution
h22730b	Pedagogical staff all-day program: dedicated parents	pInstitution
h22730c	Pedagogical staff all-day program: interns or similar	pInstitution
h22730d	Pedagogical staff all-day program: persons from artistic professions	pInstitution
h22730e	Pedagogical staff all-day program: childcare assistants; social assistants	pInstitution
h22730f	Pedagogical staff all-day program: childcare assistants; social assistants	pInstitution
h22730g	Pedagogical staff all-day program: sports educators	pInstitution
h22730h	Pedagogical staff all-day program: sports educators	pInstitution
h22730i	Pedagogical staff all-day program: social education workers, social workers	pInstitution
h22730j	Pedagogical staff all-day program: social education workers, social workers	pInstitution
h22730k	Pedagogical staff all-day program: educators, psychologists	pInstitution
h22730l	Pedagogical staff all-day program: other staff with a higher education	pInstitution
h22730m	Pedagogical staff all-day program: other staff with a higher education	pInstitution
h22730n	Pedagogical staff all-day program: other staff without a higher education	pInstitution

QUESTIONS ABOUT YOUR SCHOOL

How many schools of the same type are within a 10 km radius of your school?

Please enter the figures right-justified.

|_|_|_| Schools

Range: 0 - 99

Variables

h535010	Schools within a radius of 10 km	pInstitution
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QUESTIONS ABOUT JOINT TEACHING OF CHILDREN WITH AND WITHOUT SPECIAL EDUCATIONAL NEEDS (MAINSTREAMING)

At some schools, students with and without special educational needs are taught together (mainstreaming). Special educational needs exist if an expert report has been issued as part of an official determination procedure. Students who exclusively have a specific learning disability (e.g. dyslexia) or are highly gifted have no special educational needs.

11 Are there students who have diagnosed special educational needs in your school? If so, how many?*Please check only one answer.*

Yes, namely ... students have diagnosed special educational needs. |__|__|

Range: 0 - 99

	Not specified [0]	Specified [1]
No	<input type="checkbox"/>	<input type="checkbox"/>

"Yes, namely ... students have diagnosed special educational needs.": Please proceed to question 13. "no": please proceed to the next question.

Variables

h190011	Number of students with special educational needs	pInstitution
h190012	no students with special educational needs	pInstitution

12 To what extent do the following statements about mainstreaming apply to your school?*Please check a box on each line.*

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I am willing and interested to set up mainstreaming in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The willingness among colleagues to teach in these classes would be high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

h190021	Attitude towards setting up mainstreaming.	pInstitution
h190022	Attitude of teaching staff towards mainstreaming.	pInstitution

13 To what extent do you agree with these statements about educational work in mainstreaming classes in general?				
Please tick a box in each line.				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) Teaching children with and without special educational needs in the same classroom can meet the needs of all children equally if the right methods are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If children with special educational needs attend a regular classroom, then the teaching quality for the children without special educational needs suffers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Classes needs to be organized in such a way that all children have the same level of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) All children have to achieve the same learning objectives in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Children with and without special educational needs cannot be taught in the same class because they are not at the same performance level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Mainstreaming can have a positive influence on the social behavior of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Children with special educational needs are best taught in special schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Teaching in a mainstreaming classes sets too great demands on regular school teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h190031	Attitude towards mainstreaming - equality	pInstitution
h190032	Attitude towards mainstreaming - teaching quality	pInstitution
h190033	Attitude towards mainstreaming - knowledge level	pInstitution
h190034	Attitude towards mainstreaming - learning objectives	pInstitution
h190035	Attitude towards mainstreaming - performance level	pInstitution
h190036	Attitude towards mainstreaming - social behavior	pInstitution
h190037	Attitude towards mainstreaming - type of school	pInstitution
h190038	Attitude towards mainstreaming - demands	pInstitution

Thank you for your cooperation!