NEPS
National Educational Panel Study

Research Data

Starting Cohort 3: Grade 5 (SC3)
Wave 3
Questionnaires (SUF Version 5.0.0)

LIfBi
LEIBNIZ INSTITUTE FOR
EDUCATIONAL TRAJECTORIES

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Bamberg, 2016

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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 questionnaires and programming masters 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 3, 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 5.0.0 of the Scientific Use File (SUF) for the Starting Cohort 3 (SC3) (doi:10.5157/NEPS:SC3:4.0.0). Figure 1 describes the possible components of the documented survey.

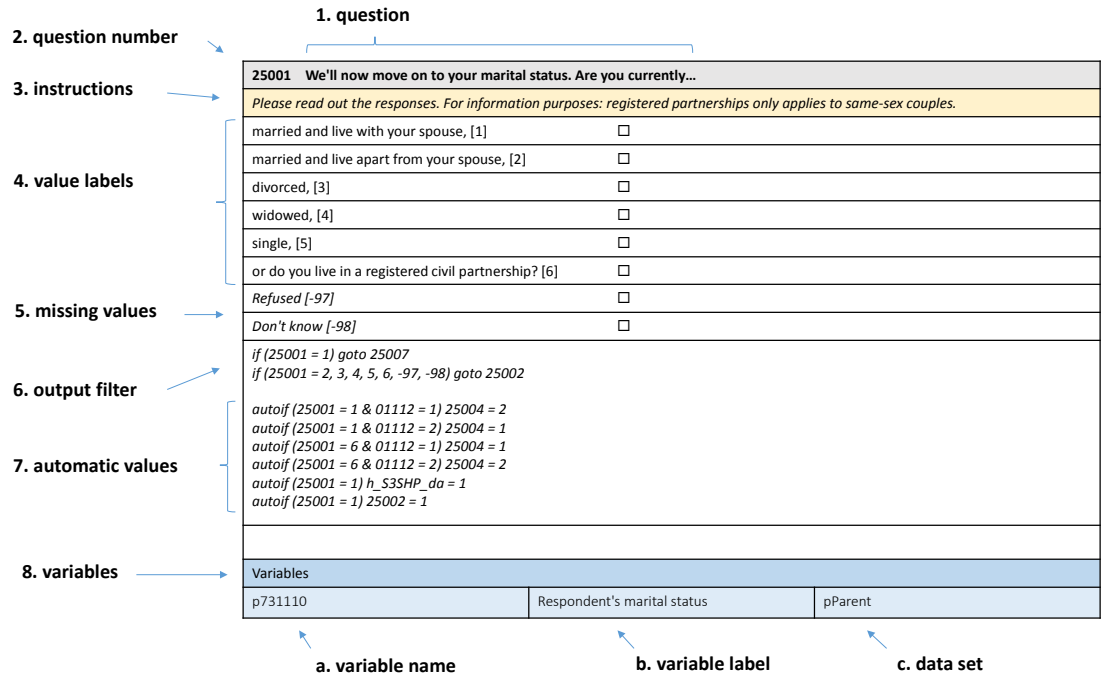


Figure 1: Reading aid for survey tools

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.

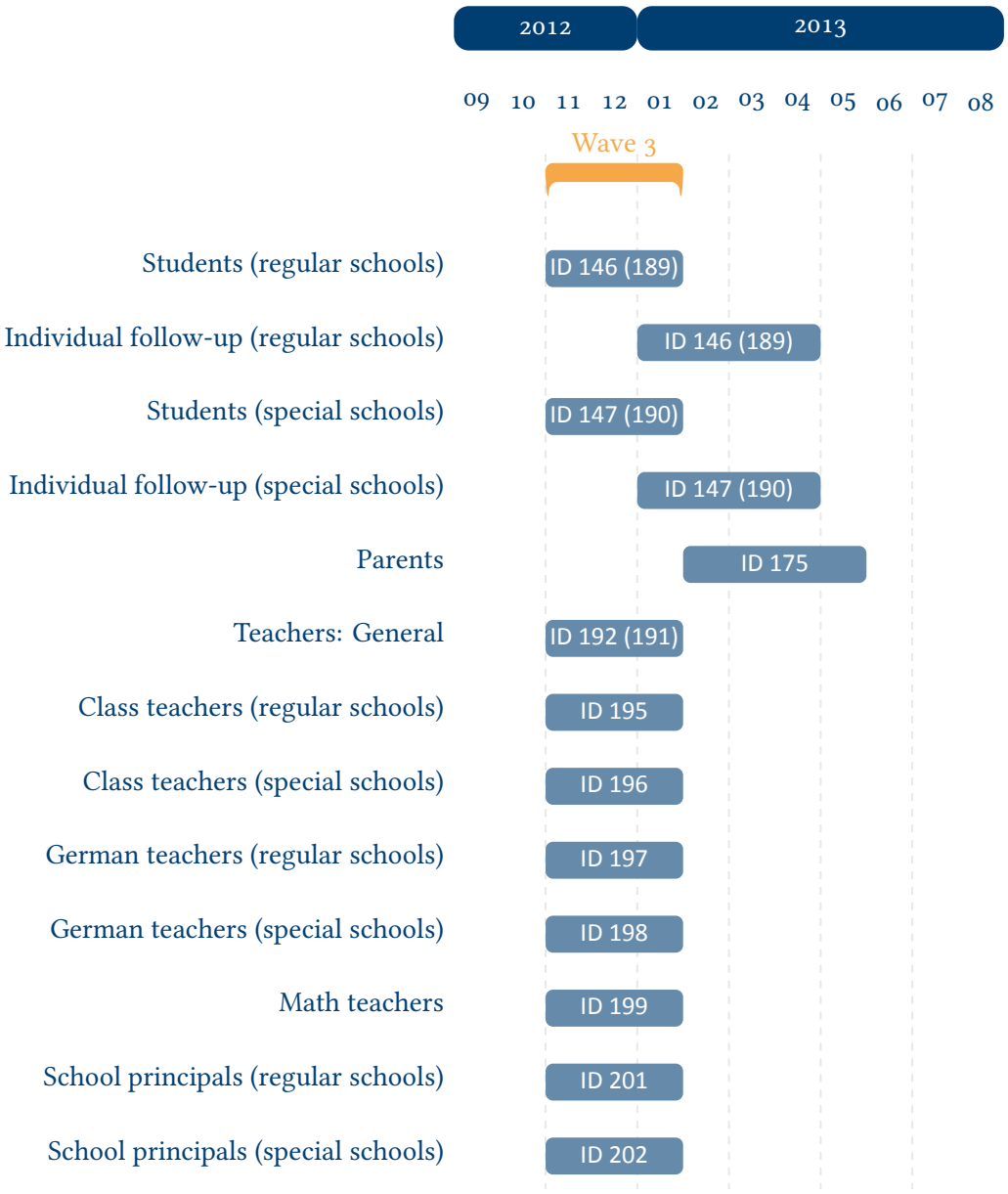


Figure 2: Survey of Starting Cohort 3 and ID of the survey instruments in wave 3

Figure 2 gives an overview of the field time for the third main survey. The survey was conducted via PAPI questionnaires within the school context (additionally the children werde doing competence tests) from November 2012 to January 2013. Computer assisted interviews (CAPI) with the parents took place from February to May 2013.

Students of the 7th grade are interviewed in two samples - for regular schools and for schools for special educational needs (SEN). The questionnaires for the sample of students with special educational needs (SEN) contained a subset of the questions for students in regular schools. Moreover, as part of the third wave, information was collected on school teachers, school classes (via teachers), and on the schools themselves (via school principal).

The course of survey and all the applied survey instruments with IDs are provided in the figure. If there are divergent instruments for first-time and panel interviewees, the more extensive instrument for first-time interviewees will be put in the first place, the instrument for repeatedly interviewees in brackets. All questionnaires were used in the context of regular and special schools, divergent instruments are marked accordingly. During this wave new schoolmates of

the students willing to participate in the panel survey were asked likewise; these are marked as first-time interviewees.

Hereafter, only the most extensive instrument is presented, correspondence lists give an overview of the partial quantities contained in the remaining instruments.

2 Students (Grade 7)

2.1 Regular schools: first-time interviewees (ID 146)

Dear students, in this questionnaire we are foremost interested in your personal assessment. Besides questions in regard to you as a person and your family background, there are also questions regarding such topics as school, reading, leisure time as well as your country of origin, language and general health. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Participation in this survey is voluntary and will not disadvantage you in any way. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. The participation is voluntary, hence you will have no disadvantages whatsoever regarding you filling out this questionnaire. If you do not wish to fill out the questionnaire, there are likewise no disadvantages for you in regard to this. You can naturally, at any point of time, stop filling out the questionnaire. Neither your teacher, other school personnel, your apprenticeship trainer nor your parents will be able to see your answers. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

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Dear students, in this questionnaire we are foremost interested in your personal assessment. Besides questions in regard to you as a person and your family background, there are also questions regarding such topics as school, reading, leisure time as well as your country of origin, language and general health. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Participation in this survey is voluntary and will not disadvantage you in any way. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. The participation is voluntary, hence you will have no disadvantages whatsoever regarding you filling out this questionnaire. If you do not wish to fill out the questionnaire, there are likewise no disadvantages for you in regard to this. You can naturally, at any point of time, stop filling out the questionnaire. Neither your teacher, other school personnel, your apprenticeship trainer nor your parents will be able to see your answers. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

Questions about you

1 Are you …

Please tick the applicable.

… male? [1] ☐

… female? [2] ☐

Variables		
t700031	Gender target child	pTarget

2 When were you born?

Please enter the month and year right-aligned.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,990 - 2,009

Variables		
t70004m	Month of birth	pTarget
t70004y	Year of birth	pTarget

3 To what extent do the following statements apply to you?

Please check one box in 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) I am quite cautious, reserved.	☐	☐	☐	☐	☐
b) I trust other people easily, I believe in the goodness in people	☐	☐	☐	☐	☐
c) I am easy-going and tend to be a bit lazy.	☐	☐	☐	☐	☐
d) I am relaxed and don't get easily stressed.	☐	☐	☐	☐	☐
e) I do not care much about arts.	☐	☐	☐	☐	☐
f) I am out-going and sociable.	☐	☐	☐	☐	☐
g) I tend to be critical of other people.	☐	☐	☐	☐	☐
h) I am thorough.	☐	☐	☐	☐	☐
i) I easily get nervous and self-conscious.	☐	☐	☐	☐	☐
j) I have an active imagination, I am an imaginative person.	☐	☐	☐	☐	☐
k) I am considerate, sensitive.	☐	☐	☐	☐	☐

Variables		
t66800a	Big Five self-assessment: cautious/reserved	pTarget
t66800a_g1	Big Five: Extraversion	pTarget
t66800b	Big Five self-assessment: trusting	pTarget
t66800b_g1	Big: Five: Agreeableness	pTarget
t66800c	Big Five self-assessment: easy-going/lazy	pTarget
t66800c_g1	Big: Five: Conscientiousness	pTarget
t66800d	Big Five self-assessment: relaxed	pTarget
t66800d_g1	Big: Five: Neuroticism	pTarget
t66800e	Big Five self-assessment: artistic	pTarget
t66800e_g1	Big: Five: Openness	pTarget
t66800f	Big Five self-assessment: sociable	pTarget
t66800g	Big Five self-assessment: criticize	pTarget
t66800h	Big Five self-assessment: thorough	pTarget
t66800i	Big Five self-assessment: nervous/self-conscious	pTarget
t66800j	Big Five self-assessment: imaginative	pTarget
t66800k	Big Five self-assessment: sensitive	pTarget

4 How satisfied are you …

For each area please mark a value on the scale: if you are completely dissatisfied, choose the value "0", if you are completely satisfied, choose the value "10". Choose a value in between, to specify your answer.

	Completely dissatisfied [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Completely satisfied [10]
a) … currently and in general terms, with your life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b) … with what you have? Think of money and things that you own.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c) … with your health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d) … with your family?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e) … with your acquaintances and friends?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) … with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables		
t514001	Satisfaction with life	pTarget
t514002	Satisfaction with possessions	pTarget
t514003	Satisfaction with health	pTarget
t514004	Satisfaction with family	pTarget
t514005	Satisfaction with acquaintances and friends	pTarget
t514006	Satisfaction with school	pTarget

We are now interested in your relationship with this country and to the people of this country. Please think of the people in the country you just stated as well as people that have moved from this country to Germany and the families of these people.

6 To what extent do the following statements apply to you?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I feel closely connected to people from this country.	☐	☐	☐	☐
b) I find it unpleasant to be associated with people from this country.	☐	☐	☐	☐
c) I think it is important to be associated with people from this country.	☐	☐	☐	☐
d) I feel very comfortable when I am with people from this country.	☐	☐	☐	☐

Variables		
t428120	Feeling of connection with country of origin	pTarget
t428130	Unpleasant to be associated with people from country of origin	pTarget
t428140	Important to be associated with people from country of origin	pTarget

7 And to what extent do you identify yourself with the people from this country overall?

Please tick only one answer.

Not at all [1]	☐
Almost not at all [2]	☐
Average [3]	☐
Quite strongly [4]	☐
Very strongly [5]	☐

Variables		
t428300	Feeling of identification with country of origin overall	pTarget

8 Now let's talk about your relationship to Germany and the German people. To what extent do the following statements apply to you?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I feel closely connected to the people in Germany.	☐	☐	☐	☐
b) I find it unpleasant to be associated with the people in Germany.	☐	☐	☐	☐
c) It is important to me to be associated with the people in Germany.	☐	☐	☐	☐
d) I feel very comfortable when I am with people from Germany.	☐	☐	☐	☐

Variables		
t428000	Feeling of connection with Germany	pTarget
t428010	Unpleasant to be associated with people from Germany	pTarget
t428030	Important to be associated with people from Germany	pTarget
t428040	Feel comfortable with people from Germany	pTarget

9 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 identification with Germany overall	pTarget

Questions about your family

10	When you talk about your "mother" in the questionnaire, who do you mean?
Please tick only one answer.	
My father's girlfriend [5]	☐
My foster mother [4]	☐
Another woman [6]	☐
I don't have a mother (anymore)/I don't know her [7]	☐
My adoptive mother [3]	☐
My stepmother [2]	☐
My biological mother [1]	☐

Variables		
t731130	Role of mother	pTarget

11	When you talk about your "father" in the questionnaire, who do you mean?
Please tick only one answer.	
My biological father [1]	☐
My stepfather [2]	☐
My adoptive father [3]	☐
I don't have a father (anymore)/I do not know him [7]	☐
Another man [6]	☐
My foster father [4]	☐
My mother's boyfriend [5]	☐

Variables		
t731140	Role of father	pTarget

12 Now let's talk about your family life. To what extent do the following apply to your family?

Please tick a box in 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) In our family, we stick together strongly.	☐	☐	☐	☐	☐
b) In our family, we only rarely talk about our issues.	☐	☐	☐	☐	☐
c) In our family we tell each other what bothers us about one another.	☐	☐	☐	☐	☐
d) The members of our family are close to each other emotionally.	☐	☐	☐	☐	☐
e) We talk openly about everything at home.	☐	☐	☐	☐	☐

Variables		
t327031	Family climate - cohesion, sticking together	pTarget
t327032	Family climate - cohesion, rarely talk about issues	pTarget
t327033	Family climate - cohesion, communication of concerns	pTarget
t327034	Family climate - cohesion, close ties	pTarget
t327035	Family climate - cohesion, open communication	pTarget

13 To what extent do the following statements apply to you and your parents?

Please tick a box in 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) I know from experience that I can ask my parents for advice.	☐	☐	☐	☐	☐
b) I can talk easily to my parents about what worries me.	☐	☐	☐	☐	☐
c) I feel that my parents take me seriously.	☐	☐	☐	☐	☐
d) My parents often ask me how school was.	☐	☐	☐	☐	☐
e) My parents make sure that I prepare myself well for tests and assignments.	☐	☐	☐	☐	☐
f) My parents help me when I have problems with my classmates.	☐	☐	☐	☐	☐
g) My parents help me when I have problems with my teachers.	☐	☐	☐	☐	☐
g) My parents help me when I have problems with the class subject matter.	☐	☐	☐	☐	☐

Variables		
t327091	Family climate - ask parents for advice	pTarget
t327092	Family climate - talk to parents about worries	pTarget
t327093	Family climate - taken seriously by parents	pTarget
t327094	Family climate - parents ask how school was	pTarget
t327095	Family climate - parents make sure that tests and assignments are prepared for	pTarget
t327096	Family climate - parents help with problems with classmates	pTarget
t327097	Family climate - parents help with problems with teachers	pTarget
t327098	Family climate - parents help with problems with class subject matter	pTarget

14 Who decides in your family …

Please tick a box in each line.

	I do [1]	Both myself and my parents [2]	My parents [3]	Not an issue [4]
a) … how much TV you should watch?	☐	☐	☐	☐
b) … what time you should come home at the weekend?	☐	☐	☐	☐
c) … how much time you should spend on the computer?	☐	☐	☐	☐
d) … what school-leaving qualification you should aim at achieving?	☐	☐	☐	☐

Variables		
t31909a	Who decides? TV	pTarget
t31909b	Who decides? when you should be home	pTarget
t31909c	Who decides? computer use	pTarget
t31909d	Who decides? school-leaving qualification	pTarget

15 How is homework handled in your home?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) My parents often check if I have done my homework properly.	☐	☐	☐	☐
b) If I can't manage to do my homework alone, my parents always have time for me.	☐	☐	☐	☐
c) My parents always make sure that I do my homework.	☐	☐	☐	☐
d) When I get a bad grade, my parents ask me how they can help me.	☐	☐	☐	☐
e) My parents expect me to do my homework conscientiously.	☐	☐	☐	☐
f) My parents always encourage me when I've messed up an assignment.	☐	☐	☐	☐
g) If I do not understand something in class, I can talk with my parents about it.	☐	☐	☐	☐
h) My parents don't want me to learn things just by heart, but to really understand it.	☐	☐	☐	☐
i) When I study for a class test, I know exactly how much effort my parents expect from me.	☐	☐	☐	☐

Variables		
t283621	Student: homework, parental support, checking	pTarget
t283622	Student: homework, parental support, having time	pTarget
t283623	Student: homework, parental support, making sure homework is done	pTarget
t284624	Student: homework, parental support, help with bad grades	pTarget
t285627	Student: homework, parental support, expectation	pTarget
t284625	Student: homework, parental support, encouragement	pTarget
t284626	Student: homework, parental support, talk	pTarget
t285628	Student: homework, parental support, understand subject matter	pTarget
t285629	Student: homework, parental support, expectation with regard to studying for class tests	pTarget

Questions about the languages you speak

NOTE: If you only learned German as a child in your family, please continue with question 27. If, as a child, you learned a language other than German in your family, please continue with the next question.

16 You have learned a language other than German as a child in your family: which language?

Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best.

Please indicate in printed letters. 

Variables		
t410010_g1	Second language (number of responses)	pTarget
t410010_g2R	Second language (1st alternative, ISO 639.2)	pTarget
t410010_g2D	Second language (1st alternative, coarsened)	pTarget
t410010_g3R	Second language (2nd alternative, ISO 639.2)	pTarget
t410010_g3D	Second language (2nd alternative, coarsened)	pTarget
t410010_g4R	Second language (3rd alternative, ISO 639.2)	pTarget
t410010_g4D	Second language (3rd alternative, coarsened)	pTarget
t410010_g5R	Second language (4th alternative, ISO 639.2)	pTarget
t410010_g5D	Second language (4th alternative, coarsened)	pTarget

IMPORTANT: The language you have just mentioned in question 16 will be referred to as the "other language" in the following questions.

17 How good is your command of the other language?

Please tick a box in each line.

	Very poor [1]	Rather poor [2]	Rather good [3]	Very well [4]	Not at all [5]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Understanding	☐	☐	☐	☐	☐

Variables		
t41040d	Command other language - writing	pTarget
t41040c	Command other language - reading	pTarget
t41040b	Command other language - speaking	pTarget
t41040a	Command other language - comprehension	pTarget

18 Are you currently taking lessons in the other language at school to improve your language skills?

Please tick the applicable.

- ☐ No [2]
- ☐ Yes [1]

"yes": please continue with the next question. "no": please continue with question 21.

Variables		
t416100	School lessons in other language	pTarget

19 How long have you been taking these lessons in the other language?

Please tick only one answer.

- ☐ Less than a year [1]
- ☐ 1 to 2 years [2]
- ☐ 3 to 4 years [3]
- ☐ More than 4 years [4]

Variables		
t416140	Lessons in a language of origin other than German: For how long?	pTarget

20 How many hours of lessons per week do you have in the other language?

Please tick only one answer.

- ☐ More than 5 hours [4]
- ☐ 4 to 5 hours [3]
- ☐ 2 to 3 hours [2]
- ☐ Less than 2 hours [1]

Variables		
t416110	Lessons in a language of origin other than German: Hours per week	pTarget

21 In which language …

Please tick a box in each line.

	Only German [1]	Mostly German, sometimes the other language [2]	Mostly the other language, sometimes German [3]	Only the other language [4]	Does not apply to me [5]
a) … do you speak with your mother?	☐	☐	☐	☐	☐
b) … do you speak with your father?	☐	☐	☐	☐	☐
c) … do you speak with your siblings?	☐	☐	☐	☐	☐
d) … do you speak with your best friend?	☐	☐	☐	☐	☐
e) … do you speak with your classmates?	☐	☐	☐	☐	☐
f) … do your parents use when they talk with each other?	☐	☐	☐	☐	☐

Variables		
t412010	Interaction language - mother	pTarget
t412020	Interaction language - father	pTarget
t412030	Interaction language - siblings	pTarget
t412040	Interaction language - best friend	pTarget
t412050	Interaction language - classmates	pTarget
t412060	Interaction language - parents with each other	pTarget

22 In which language …

Please tick a box in each line.

	Only in German [1]	Mostly in German, sometimes in the other language [2]	Mostly in the other language, sometimes in German [3]	Only in the other language [4]	Does not apply to me [5]
a) … do you read books outside of school?	☐	☐	☐	☐	☐
b) … do you read newspapers?	☐	☐	☐	☐	☐
c) … do you surf the internet?	☐	☐	☐	☐	☐
d) … do you read news online?	☐	☐	☐	☐	☐
e) … do you write text messages and e-mails?	☐	☐	☐	☐	☐
f) … do you watch programs on TV?	☐	☐	☐	☐	☐
g) … do you watch videos, DVDs or Blu-Ray-discs?	☐	☐	☐	☐	☐

Variables		
t417000	Language of media use - books	pTarget
t417010	Language of media use - newspapers	pTarget
t417030	Language of media use - internet	pTarget
t417020	Language of media use - news online	pTarget
t417040	Language of media use - text messages, e-mails	pTarget
t417050	Language of media use - television	pTarget
t417060	Language of media use, videos, DVDs, Blu-Ray	pTarget

23 How good is your command of the German language?

Please tick a box in each line.

	Very poor [1]	Rather poor [2]	Rather good [3]	Very well [4]	Not at all [5]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Understanding	☐	☐	☐	☐	☐

Variables		
t41030d	Command German - writing	pTarget
t41030c	Command German - reading	pTarget
t41030b	Command German - speaking	pTarget
t41030a	Command German - understanding	pTarget

24 Are you currently receiving additional lessons in German at your school to improve your language skills? This refers to classes that not all students take.

Please tick the applicable.

- ☐ No [2]
- ☐ Yes [1]

"yes": please continue with the next question. "no": please continue with question 27.

Variables		
t416300	Additional German classes - self-assessment report, student	pTarget

25 How long have you been taking these classes in German?

Please tick only one answer.

- ☐ Less than a year [1]
- ☐ 1 to 2 years [2]
- ☐ 3 to 4 years [3]
- ☐ More than 4 years [4]

Variables		
t416340	Additional lessons in German: For how long?	pTarget

26 How many hours per week are spent at these additional German lessons?

Please tick only one answer.

- ☐ More than 5 hours [4]
- ☐ 4 to 5 hours [3]
- ☐ 2 to 3 hours [2]
- ☐ Less than 2 hours [1]

Variables		
t416310	Additional lessons in German: Hours per week	pTarget

Questions about the school

27 When you consider your classes at school in general, to what extent do the following statements apply?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In class we often do exercises that show if we've really understood something.	☐	☐	☐	☐
b) Everything we do is carefully planned.	☐	☐	☐	☐
c) When we do exercises in class, we often apply what we have learned to other things.	☐	☐	☐	☐
d) Most teachers are good at explaining things.	☐	☐	☐	☐
e) Our teachers talk to us if there is something we don't like.	☐	☐	☐	☐
f) If I need more help, I get it from my teachers.	☐	☐	☐	☐
g) In class, there are clear rules that we have to follow.	☐	☐	☐	☐
h) The exercises we do in class are similar, yet always different, so I have to pay close attention.	☐	☐	☐	☐
i) In class, there are clear instructions on what we have to do.	☐	☐	☐	☐

Variables		
t22550a	Student: lessons, understanding assignments	pTarget
t22350b	Student: lessons, careful planning	pTarget
t22550c	Student: lessons, applying matter learned	pTarget
t22450d	Student: lessons, being able to explain well	pTarget
t22450e	Student: lessons, talking about dislikes	pTarget
t22450f	Student: lessons, additional help from teachers	pTarget
t22350g	Student: lessons, clear rules	pTarget
t22550h	Student: lessons, similar exercises	pTarget
t22350i	Student: lessons, clear instructions	pTarget

28 How would you assess yourself according to the following statements?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) In math, I'm sure that I can understand really difficult subject matter as well.	☐	☐	☐	☐
b) I am convinced that I can easily understand the contents of the math lesson.	☐	☐	☐	☐
c) I am convinced that I can get good grades in my math homework and exams.	☐	☐	☐	☐
d) I am convinced that I can master the skills that are taught in math.	☐	☐	☐	☐

Variables		
td1001a	Self-efficacy math - really difficult subject matter	pTarget
td1001b	Self-efficacy math - lesson contents	pTarget
td1001c	Self-efficacy math - homework and exams	pTarget
td1001d	Self-efficacy math - skills	pTarget

29 To what extent do the following statements apply to you?

Please check one box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) No matter how hard I try in German, my grades don't get any better.	☐	☐	☐	☐
b) It's not worth revising for a test/class test in German, I'm still no good at it.	☐	☐	☐	☐
c) In German class, I hardly manage any of the things I plan to do.	☐	☐	☐	☐
d) In German class, if our teacher unexpectedly asks me a question, I can't answer the simplest ones.	☐	☐	☐	☐
e) No matter how carefully I do my German homework, I still always make a lot of mistakes.	☐	☐	☐	☐
f) No matter how hard I try in math, my grades don't get any better.	☐	☐	☐	☐
g) It's not worth revising for a test/class test in math, I'm still no good at it.	☐	☐	☐	☐
h) In math class, I hardly manage any of the things I plan to do.	☐	☐	☐	☐
i) In math class, if our teacher unexpectedly asks me a question, I can't answer the simplest ones.	☐	☐	☐	☐
j) No matter how carefully I do my math homework, I still always make a lot of mistakes.	☐	☐	☐	☐

Variables		
t66004a	Helplessness German: effort grade in German	pTarget
t66004a_g1	Scale: Helplessness German	pTarget
t66004b	Helplessness German: Resignation class test	pTarget
t66004c	Helplessness German: Unfulfilled expectations	pTarget
t66004d	Helplessness German: being asked to answer question	pTarget
t66004e	Helplessness German: mistakes in homework	pTarget
t66005a	Helplessness mathematics: effort grade in mathematics	pTarget
t66005a_g1	Scale: Helplessness mathmatics	pTarget
t66005b	Helplessness mathematics: resignation class test	pTarget
t66005c	Helplessness mathematics: unfulfilled expectations	pTarget
t66005d	Helplessness mathematics: being asked to answer questions	pTarget
t66005e	Helplessness mathematics: mistakes in homework	pTarget

30 I think my German teacher …

Please tick a box in 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) … is aware of everything that happens in class.	☐	☐	☐	☐	☐
b) … manages to quickly involve me again, if I don't pay attention for a moment.	☐	☐	☐	☐	☐
c) … instantly notices when I don't pay attention.	☐	☐	☐	☐	☐
d) … has the class under control.	☐	☐	☐	☐	☐

Variables		
td0032a	German teacher: org. of learning, notices everything	pTarget
td0032b	German teacher: org. of learning, involves me quickly	pTarget
td0032c	German teacher: org. of learning, immediately finds out when I do not pay attention	pTarget
td0032d	German teacher: org. of learning, has the class under control	pTarget

31 I think my German teacher …

Please tick a box in 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) … expects me to try my very best.	☐	☐	☐	☐	☐
b) … tells me that she/he thinks that I can do better than I have done so far.	☐	☐	☐	☐	☐
c) … finds it very important that we do our work very thoroughly.	☐	☐	☐	☐	☐
d) … uses students that achieve good grades as an example for us all.	☐	☐	☐	☐	☐
e) … tells us where we stand compared to our classmates.	☐	☐	☐	☐	☐

Variables		
td0033a	German teacher: promoting performance goals, expects me to make an effort	pTarget
td0033b	German teacher: promoting performance goals, thinks I can do better	pTarget
td0033c	German teacher: promoting performance goals, considers diligence to be very important	pTarget
td0033d	German teacher: promoting performance goals, students with good grades as an example for all	pTarget
td0033e	German teacher: promoting performance goals, comparison to schoolmates	pTarget

32 My German teacher …

Please tick a box in 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) … first tries to understand my point of view, and then tells me what he/she would do.	☐	☐	☐	☐	☐
b) … listens to my suggestions and takes them seriously.	☐	☐	☐	☐	☐
c) … encourages me to ask questions.	☐	☐	☐	☐	☐

Variables		
td0034a	German teacher: perceived teacher autonomy, tries to understand my perspective and then gives advice	pTarget
td0034b	German teacher: perceived teacher autonomy, listens to my suggestions and takes them seriously	pTarget
td0034c	German teacher: perceived teacher autonomy, encourages me to ask questions	pTarget

33 My German teacher …

Please tick a box in 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) … allows us to discuss our assignments with each other.	☐	☐	☐	☐	☐
b) … encourages us to help each other in class.	☐	☐	☐	☐	☐
c) … encourages us to exchange ideas with each other in class.	☐	☐	☐	☐	☐

Variables		
td0035a	German teacher: prom. interaction, allows discussion of exercises	pTarget
td0035b	German teacher: prom. interaction, encourages to help each other	pTarget
td0035c	German teacher: prom. interaction, encourages to exchange ideas	pTarget

34 My German teacher …

Please tick a box in 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) … sums up the most important things at the end of the lesson.	☐	☐	☐	☐	☐
b) … gives us information as to what is especially important in the lesson.	☐	☐	☐	☐	☐
c) … explains to us how old and new topics relate to each other.	☐	☐	☐	☐	☐

Variables		
td0036a	German teacher: goal setting and orientation, summarizes what's most important at the end	pTarget
td0036b	German teacher: goal setting and orientation, draws our attention to the things that are of particular importance	pTarget
td0036c	German teacher: goal setting and orientation, explains connection between old and new topics	pTarget

35 What grade did you have on your last annual report card …

Please tick a box in each line.

	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?	☐	☐	☐	☐	☐	☐	☐
b) … in math?	☐	☐	☐	☐	☐	☐	☐

Variables		
t724101	Grade in German	pTarget
t724102	Grade in math	pTarget

36 How much time do you normally spend on your homework and learning for school?

Please tick only one answer.

About 1 to 2 hours per day [3]	☐
About half an hour to 1 hour per day [2]	☐
About 2 to 3 hours per day [4]	☐
About 3 to 4 hours per day [5]	☐
Less than half an hour per day [1]	☐
More than 4 hours per day [6]	☐

Variables		
t281600	Student: homework, duration	pTarget

37 How often do the following people help you with your homework or studying for school?

Please tick a box in each line.

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	Always [5]	Does not apply to me [6]
a) Your parents	☐	☐	☐	☐	☐	☐
b) Your siblings	☐	☐	☐	☐	☐	☐
c) Your friends or classmates	☐	☐	☐	☐	☐	☐
d) A tutor	☐	☐	☐	☐	☐	☐
e) A homework supervisor (e.g. in school or community center)	☐	☐	☐	☐	☐	☐

Variables		
t28161a	Student: homework, frequency help from parents	pTarget
t28161b	Student: homework, frequency help from siblings	pTarget
t28161c	Student: homework: frequency help from friends/classmates	pTarget
t28161d	Student: homework, frequency help from tutor	pTarget
t28161e	Student: homework, frequency help from homework supervisor	pTarget

38 Regardless of which school you go to and how good your grades are, what kind of school-leaving qualification would you like to have?

Please tick only one answer.

Leaving certificate from the Hauptschule [basic secondary school] [1]	☐
Abitur [higher education entrance qualification] [3]	☐
Leaving certificate of the Realschule [intermediate secondary school]/certificate of intermediate secondary education [2]	☐
Leave school without any qualification [4]	☐

Variables		
t31035a	Idealistic educational aspirations - highest school-leaving certificate	pTarget

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

Please tick only one answer.

Leaving certificate from the Hauptschule [basic secondary school] [1]	☐
Leaving certificate of the Realschule [intermediate secondary school]/certificate of intermediate secondary education [2]	☐
Abitur [higher education entrance qualification] [3]	☐
Leave school without any qualification [4]	☐

Variables		
t31135a	Realistic educational aspiration - highest school-leaving certificate	pTarget

40 Now we need your opinion. To what extent do you agree with the following statements?

Please tick a box in each line.

	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
a) Going to school for a long time is a waste of time.	☐	☐	☐	☐	☐
b) Without Abitur [higher education entrance qualification] you have to feel a little bit ashamed.	☐	☐	☐	☐	☐
c) If people go to school for a long time they become snobbish.	☐	☐	☐	☐	☐
d) A high educational level broadens the people's intellectual horizon.	☐	☐	☐	☐	☐
e) A high level of education is essential for the cultural life in our country.	☐	☐	☐	☐	☐
f) Pupils should take the Abitur [higher education entrance qualification] at any price.	☐	☐	☐	☐	☐

Variables		
t31300d	Generalized attitude towards education - school as waste of time	pTarget
t31300k	Generalized attitude towards education - shame without Abitur	pTarget
t31300h	Generalized attitude towards education - snobbish	pTarget
t31300e	Generalized attitude towards education - intellectual horizon	pTarget
t31300f	Generalized attitude towards education - cultural life	pTarget
t31300l	Generalized attitude towards education - Abitur at any price	pTarget

Now questions about reading

41 How much time do you usually spend reading outside of school? Please consider all possible opportunities you have for reading, in other words not only books or magazines, but also e-mails or the internet.

	… not at all outside school. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
a) On a normal school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

	… not at all. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
b) On a normal non-school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

Variables		
t34001a	Frequency reading - school day	pTarget
t34001c	Frequency reading - non-school day	pTarget

42 How often do you normally read in your spare time …

Please tick a box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) … detective novels, thrillers, horror or fantasy books, such as Harry Potter or Lord of the Rings?	☐	☐	☐	☐	☐
b) … classics of children's youth literature by authors, such as Erich Kästner or Otfried Preußler?	☐	☐	☐	☐	☐
c) … nonfiction books?	☐	☐	☐	☐	☐
d) … comic books?	☐	☐	☐	☐	☐
e) … other?	☐	☐	☐	☐	☐

Variables		
t34002a	Frequency reading (genre): detective stories, thrillers, horror or fantasy	pTarget
t34002b	Frequency reading (genre): classic literature	pTarget
t34002c	Frequency reading (genre): nonfiction books	pTarget
t34002d	Frequency reading (genre): comic books	pTarget
t34002e	Frequency reading (genre): other	pTarget

43 Do you read the following newspaper or magazines?

Please tick a box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) Local newspaper(s)	☐	☐	☐	☐	☐
b) Tabloids, such as BILD, BZ	☐	☐	☐	☐	☐
c) Children's and youth pages in other suprerregional papers, such as Süddeutsche Zeitung (SZ) or Frankfurter Allgemeine (FAZ)	☐	☐	☐	☐	☐
d) Magazines, such as Dein SPIEGEL, FOCUS Schule or GEOlino	☐	☐	☐	☐	☐
e) Other magazines for younger readers such as Tierfreund, hey!, Bravo Sport or Popcorn	☐	☐	☐	☐	☐

Variables		
t34003a	Frequency reading: local newspaper	pTarget
t34003b	Frequency reading: tabloids (such as BILD, BZ)	pTarget
t34003c	Frequency reading: youth pages in other superregional papers (such as SZ, FAZ)	pTarget
t34003d	Frequency reading: magazines (such as SPIEGEL, FOCUS Schule)	pTarget
t34003e	Frequency reading: other youth magazines (such as Bravo, Popcorn)	pTarget

44 Around how many books do you have at home? Do not count magazines, newspapers or your text books.

Please tick only one answer.

[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books) [1]	☐
[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books) [2]	☐
[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books) [3]	☐
[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books) [5]	☐
[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books) [4]	☐
[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books) [6]	☐

Variables		
t34005a	Amount of books	pTarget

45 How often do you talk with others about what you read?

Please tick a box in each line.

	Never or almost never [1]	Once to twice a month [2]	Once to twice a week [3]	Every day or almost every day [4]
a) I talk to my classmates about what we are currently reading in class.	☐	☐	☐	☐
b) Outside of school, I talk to my friends about what I am currently reading.	☐	☐	☐	☐
c) I talk to my family about what I am currently reading.	☐	☐	☐	☐

Variables		
td0041a	Social reading habits - communication with classmates	pTarget
td0041b	Social reading habits - communication with friends	pTarget
td0041c	Social reading habits - communication with family	pTarget

46 What do you think about reading?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [4]	Completely agree [5]
a) I enjoy reading books.	☐	☐	☐	☐
b) I find reading interesting.	☐	☐	☐	☐
c) If I had enough time, I would read even more.	☐	☐	☐	☐
d) I like to read about new things.	☐	☐	☐	☐
e) I am convinced that I can learn a lot through reading.	☐	☐	☐	☐
f) Reading is important for understanding things correctly.	☐	☐	☐	☐

Variables		
td0042a	Attitude towards reading: enjoy reading books	pTarget
td0042b	Attitude towards reading: reading is interesting	pTarget
td0042c	Attitude towards reading: would read more	pTarget
td0042d	Attitude towards reading: reading about new things	pTarget
td0042e	Attitude towards reading: learning by reading	pTarget
td0042f	Attitude towards reading: understanding things correctly	pTarget

47 How well do you read?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I sometimes have trouble understanding a text really well.	☐	☐	☐	☐
b) I can understand texts very well and quickly.	☐	☐	☐	☐
c) I have to read many things several times before I fully understand them.	☐	☐	☐	☐

Variables		
td0043a	Self-assessment reading: difficulties with understanding texts	pTarget
td0043b	Self-assessment reading: speed text understanding	pTarget
td0043c	Self-assessment reading: repeating text understanding	pTarget

48 How often do you do the following things if you are supposed to read and understand a text for school really well? When I read a text …

Please tick a box in each line.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) … I try to relate my own experiences to the subject matter of the text.	☐	☐	☐	☐	☐
b) … I try to understand how the most important parts of the text are related.	☐	☐	☐	☐	☐
c) … I try to relate what I've read with things that I've read before.	☐	☐	☐	☐	☐
d) … I try to gain a deeper understanding of what I've read by considering how what I've read is related to what I already know.	☐	☐	☐	☐	☐
e) … I consider the extent to which the information could be useful in real life.	☐	☐	☐	☐	☐
f) … I ask myself repeatedly if I've understood everything.	☐	☐	☐	☐	☐
g) … I check while reading if I can remember what I just read.	☐	☐	☐	☐	☐
h) … I make sure that I can remember the most important aspects.	☐	☐	☐	☐	☐
i) … I consider how best to proceed while reading.	☐	☐	☐	☐	☐
j) … I try to find out while reading what I haven't really understood yet.	☐	☐	☐	☐	☐
k) … I check repeatedly if I understand the context properly.	☐	☐	☐	☐	☐

Variables		
td0098a	Reading strategies - elaboration	pTarget
td0098b	Reading strategies - elaboration	pTarget
td0098c	Reading strategies - elaboration	pTarget
td0098d	Reading strategies - elaboration	pTarget
td0098e	Reading strategies - elaboration	pTarget
td0098f	Reading strategies - checking/monitoring	pTarget
td0098g	Reading strategies - checking/monitoring	pTarget
td0098h	Reading strategies - checking/monitoring	pTarget
td0098i	Reading strategies - checking/monitoring	pTarget
td0098j	Reading strategies - checking/monitoring	pTarget
td0098k	Reading strategies - checking/monitoring	pTarget

49	How often do you do the following things if you are supposed to read and understand a text for school really well?				
Please tick a box in each line.					
	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) If the text contains a lot of difficult parts, I consider which ones are the most important and try to understand these first.	☐	☐	☐	☐	☐
b) If I notice that I don't understand the text, I try to find out what parts of the text I haven't understood.	☐	☐	☐	☐	☐
c) If I don't understand a section of the text, I read it through again.	☐	☐	☐	☐	☐
d) If I don't understand something while reading, I try to understand it by looking at other details at other places in the text.	☐	☐	☐	☐	☐

Variables		
td0099a	Reading strategies - regulation	pTarget
td0099b	Reading strategies - regulation	pTarget
td0099c	Reading strategies - regulation	pTarget
td0099d	Reading strategies - regulation	pTarget

Questions about your health

50	How would you generally describe your state of health?	
Please tick only one answer.		
Poor [4]		☐
Very poor [5]		☐
Average [3]		☐
Good [2]		☐
Very good [1]		☐

Variables		
t521000	Self-assessment health	pTarget

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

If you were not absent due to illness, please enter "Zero" (0). Please enter the figures aligned to the right.

About |___|___| Days

Range: 0 - 99

Variables		
t523000	Days missed due to illness	pTarget

52 How much do you weigh without clothes?

Please enter the figures aligned to the right.

About |___|___|___| kg

Range: 0 - 999

Variables		
t520000	Weight in kg	pTarget

53 How tall are you?

Please enter height in cm. Please enter the figures aligned to the right.

About |___|___|___| cm

Range: 0 - 999

Variables		
t520001	Height in cm	pTarget

54 Does it worry you that you sometimes can't stop eating?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t526301	Stop eating	pTarget

55 Do you vomit when you are uncomfortably full?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t526300	Vomiting	pTarget

56 Have you recently lost more than 6 kg in 3 months?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t526302	Losing weight	pTarget

57 Do you feel you are too fat while others think you are too thin?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t526303	Misjudgment of weight	pTarget

58 Would you say that eating influences your life very much?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t526304	Significance of eating	pTarget

Questions about your free time

59 How often do you play sports? Do not count sports in class at school.

Please tick only one answer.

- Several times a week [4] ☐
- Several times a month or once a week [3] ☐
- Once a month or less [2] ☐
- Never [1] ☐
- (Almost) daily [5] ☐

"never": please continue with question 62. "once per month or less": please continue with the next question. "several times per month or once per week": please continue with the next question. "several times per week": please continue with the next question. "(nearly) every day": please continue with the next question.

Variables		
t261000	Sports: frequency	pTarget

60 What type of sport do you practice primarily?

Please name only one type of sport.



Variables		
t262000_g1	Student: sport: primary type of sport	pTarget

61 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] ☐
- Together with others, but not in an organization [5] ☐
- Volkshochschule [adult education establishment] (VHS) [4] ☐
- By myself [6] ☐

Variables		
t269000	Sport: where/how?	pTarget

62 Have you taken a courses outside of school (except sport) this school year or last?

Please check a box on each line.

	Yes [1]	No [2]
a) lessons at a music school (instrument, voice)	☐	☐
b) a course at a Volkshochschule [adult education establishment]	☐	☐
c) a course at a youth art school	☐	☐

Variables		
t27111a	student, coursework outside school, music school	pTarget
t27111b	student, coursework outside school, Volkshochschule	pTarget
t27111c	student, coursework outside school, youth art school	pTarget

63 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: _____

Where: _____

Variables		
t27111u_O	Student: courses outside of school, other courses, text, what	pTarget
t27111u_g1	Student: courses outside school: other courses (code number)	pTarget

Questions about you and your home

If you have more than one home (e.g., because your parents are separated), please answer the questions in this section only in relation to the home where you spend the most time.

64 Who normally lives with you in your household?

Please tick a box in each line.

	Yes [1]	No [2]
a) Biological mother, adoptive mother, foster mother	☐	☐
b) Stepmother or father's girlfriend	☐	☐
c) Biological father, adoptive father, foster father	☐	☐
d) Stepfather or mother's boyfriend	☐	☐
e) Siblings and/or step siblings	☐	☐
f) Grandmother and/or grandfather	☐	☐
g) Other people	☐	☐

Variables		
t74305a	Household composition: biological, adoptive, foster mother	pTarget
t74305b	Household composition: stepmother or father's girlfriend	pTarget
t74305c	Household composition: biological father, adoptive father, foster father	pTarget
t74305d	Household composition: stepfather or mother's boyfriend	pTarget
t74305e	Household composition: siblings and/or step siblings	pTarget
t74305f	Household composition: grandmother and/or grandfather	pTarget
t74305g	Household composition: other people	pTarget

65 How many people normally live with you in your household - including yourself?

Please enter the figures aligned to the right.

|___|___| People

Range: 0 - 99

Variables		
t741002	Household size	pTarget

66 At home, do you have …

Please tick a box in each line.

	Yes [1]	No [2]
a) … a desk to study?	☐	☐
b) … your own room?	☐	☐
c) … learning software?	☐	☐
d) … classic literature (e.g. by Goethe)?	☐	☐
e) … books with poems?	☐	☐
f) … works of art (e.g. paintings)?	☐	☐
g) … books that are useful for homework?	☐	☐
h) … a dictionary?	☐	☐

Variables		
t34006a	HOMEPOS: desk	pTarget
t34006b	HOMEPOS: room	pTarget
t34006c	HOMEPOS: learning software	pTarget
t34006d	HOMEPOS: classic literature	pTarget
t34006e	HOMEPOS: books with poems	pTarget
t34006f	HOMEPOS: works of art (e.g. paintings)	pTarget
t34006g	HOMEPOS: books for homework	pTarget
t34006h	HOMEPOS: dictionary	pTarget

67 Can you use a computer at home?

Please tick only one answer.

Yes, I share the computer with other family members. [2]	☐
No, I cannot use a computer at home. [3]	☐
Yes, I have my own computer. [1]	☐

Variables		
t101000	PC at home	pTarget

68 Have you ever stayed down a year or repeated a school year?

Please tick the applicable.

Yes [1] ☐ No [2] ☐

If yes: How often? |___| Times

Range: 1 - 9

Variables		
t725020	School year repeated	pTarget
t725021	School year repeated - frequency	pTarget

Further questions about your background

69 In which country were you born?

Please tick only one answer.

☐ Germany [1]
☐ Bosnia and Herzegovina [2]
☐ Greece [3]
☐ Italy [4]
☐ Kazakhstan [5]
☐ Croatia [6]
☐ Poland [7]
☐ Russian Federation [8]
☐ Serbia [9]
☐ Turkey [10]
☐ Ukraine [11]
☐ In another country, specifically: [12]

In another country, specifically: _____

Variables		
t400000_g1R	Country of birth	pTarget
t400000_g1D	Country of birth (Germany/abroad)	pTarget
t400000_g2R	Country of birth (aggregated)	pTarget

70 If you were not born in Germany: How old were you when you moved to Germany?

"If you were younger than one year, please enter "Zero"" (0). Please enter the figures aligned to the right."

I was |___|___| years old.

Range: 0 - 15

	Not specified [0]	Specified [1]
I was born in Germany.	☐	☐

Variables		
t400030	Age of immigration to Germany	pTarget
t400031	Age of immigration to Germany, born in Germany	pTarget

71 What citizenship do you have?

You can tick more than one box if you have more than one citizenship.

	Not specified [0]	Specified [1]
German	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
Another citizenship, specifically:	☐	☐
Please indicate in printed letters.		

	Not specified [0]	Specified [1]
Don't know	☐	☐

Variables		
t40115a_g1	Nationality (number of responses)	pTarget
t40115a_g2R	Nationality (response 1; coded)	pTarget
t40115a_g2D	Nationality (response 1; coded, coarsened)	pTarget
t40115a_g3R	Nationality (response 2; coded)	pTarget
t40115a_g3D	Nationality (response 2; coded, coarsened)	pTarget
t40115a_g4R	Nationality (response 3; coded)	pTarget
t40115a_g4D	Nationality (response 3; coded, coarsened)	pTarget

72 Now let's talk about your mother tongue: which language did you learn as a child in your family?

You can also tick more than one box if you have learned more than one language in your family.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
Another language, specifically:	☐	☐
(Please enter in block letters)		

Variables		
t41000a_g1	Mother tongue (number of responses)	pTarget
t41000a_g2R	Mother tongue (1st alternative, ISO 639.2)	pTarget
t41000a_g2D	Mother tongue (1st alternative, coarsened)	pTarget
t41000a_g3R	Mother tongue (2nd alternative, ISO 639.2)	pTarget
t41000a_g3D	Mother tongue (2nd alternative, coarsened)	pTarget
t41000a_g4R	Mother tongue (3rd alternative, ISO 639.2)	pTarget
t41000a_g4D	Mother tongue (3rd alternative, coarsened)	pTarget
t41000a_g5R	Mother tongue (4th alternative, ISO 639.2)	pTarget
t41000a_g5D	Mother tongue (4th alternative, coarsened)	pTarget

73 Now let's talk about the background of your family. In which country was your mother born? In which country was your father born?

Please tick an answer in each column.

Don't know [-98] ☐

Mother

- ☐ Germany [1]
- ☐ Bosnia and Herzegovina [2]
- ☐ Greece [3]
- ☐ Italy [4]
- ☐ Kazakhstan (and/or Kazakh Soviet Republic) [5]
- ☐ Croatia [6]
- ☐ Poland [7]
- ☐ Russian Federation (and/or Russian Soviet Republic) [8]
- ☐ Serbia [9]
- ☐ Turkey [10]
- ☐ Ukraine (and/or Ukrainian Soviet Republic) [11]
- ☐ Other country [12]
- ☐ Don't know [-98]

Please indicate your mother's country of birth in printed letters.

Don't know [-98] ☐

Father

- ☐ Germany [1]
- ☐ Bosnia and Herzegovina [2]
- ☐ Greece [3]
- ☐ Italy [4]
- ☐ Kazakhstan (and/or Kazakh Soviet Republic) [5]
- ☐ Croatia [6]
- ☐ Poland [7]
- ☐ Russian Federation (and/or Russian Soviet Republic) [8]
- ☐ Serbia [9]
- ☐ Turkey [10]
- ☐ Ukraine (and/or Ukrainian Soviet Republic) [11]
- ☐ Other country [12]
- ☐ Don't know [-98]

Please indicate your father's country of birth in printed letters.

Variables		
t400070_g1R	Mother: Country of birth	pTarget
t400070_g1D	Mother: Country of birth (Germany/abroad)	pTarget
t400070_g2R	Mother: Country of birth (aggregated)	pTarget
t400090_g1R	Father: Country of birth	pTarget
t400090_g1D	Father: Country of birth (Germany/abroad)	pTarget
t400090_g2R	Father: Country of birth (aggregated)	pTarget

74 Now let's talk about your grandparents: in which country were your mother's parents born?

Please tick an answer in each column.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Other country [12]	Don't know [-98]
Don't know [-98]					☐								
Maternal grandmother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Please indicate of your maternal grandmother's country of birth in printed letters. _____

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Other country [12]	Don't know [-98]
Don't know [-98]					☐								
Maternal grandfather	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Please indicate of your maternal grandfather's country of birth in printed letters. _____

Variables		
t400220_g1R	Country of birth maternal grandparents, maternal grandmother	pTarget
t400220_g1D	Mother's mother: Country of birth (Germany/abroad)	pTarget
t400220_g2R	Mother's mother: Country of birth (aggregated)	pTarget
t400240_g1R	Country of birth maternal grandparents, maternal grandfather	pTarget
t400240_g1D	Mother's father: Country of birth (Germany/abroad)	pTarget
t400240_g2R	Mother's father: Country of birth (aggregated)	pTarget

75 Now let's talk about your other grandparents: in which country were your father's parents born?

Please tick an answer in each column.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Other country [12]	Don't know [-98]
Paternal grandfather	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Don't know [-98]					☐								

Please indicate your paternal grandmother's country of birth in printed letters. ✎ _____

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Other country [12]	Don't know [-98]
Paternal grandfather	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Don't know [-98]					☐								

Please indicate your paternal grandfather's country of birth in printed letters. ✎ _____

Variables

t400260_g1R	Country of birth paternal grandparents, paternal grandmother	pTarget
t400260_g1D	Father's mother: Country of birth (Germany/abroad)	pTarget
t400260_g2R	Father's mother: Country of birth (aggregated)	pTarget
t400280_g1R	Country of birth paternal grandparents, paternal grandfather	pTarget
t400280_g1D	Father's father: Country of birth (Germany/abroad)	pTarget
t400280_g2R	Father's father: Country of birth (aggregated)	pTarget

76 Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family?

You can also tick more than one box if your mother has learned more than one language in her family.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
Another language, specifically:	☐	☐
Please indicate in printed letters.		✎ _____
	Not specified [0]	Specified [1]
Don't know	☐	☐

Variables		
t41010a_g1	Mother: Mother tongue (number of responses)	pTarget
t41010a_g2R	Mother: Mother tongue (1st alternative, ISO 639.2)	pTarget
t41010a_g2D	Mother: Mother tongue (1st alternative, coarsened)	pTarget
t41010a_g3R	Mother: Mother tongue (2nd alternative, ISO 639.2)	pTarget
t41010a_g3D	Mother: Mother tongue (2nd alternative, coarsened)	pTarget
t41010a_g4R	Mother: Mother tongue (3rd alternative, ISO 639.2)	pTarget
t41010a_g4D	Mother: Mother tongue (3rd alternative, coarsened)	pTarget
t41010a_g5R	Mother: Mother tongue (4th alternative, ISO 639.2)	pTarget
t41010a_g5D	Mother: Mother tongue (4th alternative, coarsened)	pTarget

77	Now let's talk about your father's mother tongue: which language did your father learn as a child in his family?		
You can also tick more than one box if your father has learned more than one language in his family.			
		Not specified [0]	Specified [1]
German		☐	☐
Arabic		☐	☐
Bosnian		☐	☐
Greek		☐	☐
Italian		☐	☐
Kazakh		☐	☐
Croatian		☐	☐
Kurdish		☐	☐
Polish		☐	☐
Russian		☐	☐
Serbian		☐	☐
Turkish		☐	☐
Ukrainian		☐	☐
Another language, specifically:		☐	☐
Please indicate in printed letters.			
		Not specified [0]	Specified [1]
Don’t know		☐	☐

Variables		
t41012a_g1	Father: Mother tongue (number of responses)	pTarget
t41012a_g2R	Father: Mother tongue (1st alternative, ISO 639.2)	pTarget
t41012a_g2D	Father: Mother tongue (1st alternative, coarsened)	pTarget
t41012a_g3R	Father: Mother tongue (2nd alternative, ISO 639.2)	pTarget
t41012a_g3D	Father: Mother tongue (2nd alternative, coarsened)	pTarget
t41012a_g4R	Father: Mother tongue (3rd alternative, ISO 639.2)	pTarget
t41012a_g4D	Father: Mother tongue (3rd alternative, coarsened)	pTarget
t41012a_g5R	Father: Mother tongue (4th alternative, ISO 639.2)	pTarget
t41012a_g5D	Father: Mother tongue (4th alternative, coarsened)	pTarget

2.2 Correspondence between questions (ID 146, 189, 190, 147)

Table 1 shows the correspondence between questions in the following questionnaires:

- ID 146: Students in regular schools (First-Time Interviewees), see section 2.1
- ID 189: Students in regular schools (Panel Interviewees)
- ID 190: Students in special schools (Panel Interviewees)
- ID 147: Students in special schools (First-Time Interviewees)

Table 1: Correspondence between students' questions in wave 3

ID 146	Content	ID 189	ID 190	ID 147
1	Gender	1	1	1
2	Year of birth	2	2	2
3	Big Five	3		
4	Satisfaction	4	3	3
5	Definition culture of origin	5		
6	Bonds to people from country of origin	6		
7	Affiliation to people from country of origin	7		
8	Bonds to German culture	8		
9	Affiliation to German culture	9		
10	Role of mother	10	4	4
11	Role of father	11	5	5
12	Family climate - cohesion	12	6	6
13	Family climate - communication	13		
14	Decisions in family	14		
15	Domestic learning environment	15		
16	Language of origin (L1)	16	7	7
17	Subjective linguistic competence language of origin	17	8	8
18	Lesson L1	18	9	9
19	Duration lesson in L1	19	10	10
20	Extent lesson in L1	20		
21	Interaction language	21	11	11
22	Media use: language	22	12	12
23	Subjective linguistic competence German	23	13	13
24	Lesson in German	24	14	14
25	Duration lesson in German	25	15	15
26	Extent lesson in German	26		
27	Teaching quality	27		
28	Self-efficacy Math	28		
29	Helplessness German/Math	29		
30	Organization of learning	30	16	16
31	Social context - promoting performance goals	31	17	17
32	Social context - perceived teacher autonomy	32		
33	Social context - promoting interaction	33	18	18
34	Goal setting and orientation	34	19	19
35	Grades German and Math	35	20	20
36	Time spent for homework and learning	36		
37	Assistance with homework	37		

continued ...

Table 1 (continued)

ID 146	Content	ID 189	ID 190	ID 147
38	Idealistic Educational aspiration - school-leaving qualifications	38		
39	Realistic Educational aspiration - school-leaving qualifications	39		
40	Generalized attitude towards education	40		
41	Reading: frequency	41	21	21
42	Quality of reading (Genres)	42	22	22
43	Quality/Quantity of periodicals	43	23	23
44	Number of books	44	24	24
45	Social reading behavior	45		
46	Wish for reading a)-c)/ Reading out of interest d)-f)	46	25	25
47	Self-concept of reading	47	26	26
48	Frequency of using reading strategies: Elaboration/-control	48		
49	Frequency of using reading strategies: Repetition strategy	49		
50	Health status	50	27	27
51	Absenteeism because of illness	51	28	28
52	Weight	52		
53	Height	53		
54	Eating	54		
55	Vomiting	55		
56	Loss of weight	56		
57	Weight perception	57		
58	Influence of eating on live	58		
59	Sport activities: frequency extracurricular	59	29	29
60	Sport activities: main sport activity	60	30	30
61	Sport activities: place/ way	61	31	31
62	Extracurricular courses	62		
63	Participation in extracurricular courses - open	63		
64	Composition of household			32
65	Number persons in household			33
66	Objects at home			34
67	Familiarity with computers / use of computers			35
68	Repeated class			36
69	Country of birth; country of origin			37
70	Age of moving; Age of entering			38
71	Nationality			39
72	First language; language of origin			40
73	Migrant background (mother and father)			41
74	Migrant background (maternal)			42
75	Migrant background (paternal)			43
76	Family language (mother)			44
77	Family language (father)			45
78	Notes and comments to NEPS	64	32	46

3 Teachers

3.1 General questionnaire: first-time interviewees (ID 192)

About you

We would like to start with a few brief questions about you personally.

1 When were you born?

Please enter the figures aligned to the right.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 2,020

Variables		
e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator

2 Are you male or female?

Please check where applicable.

Female [2] ☐

Male [1] ☐

Variables		
e762110	Gender	pEducator

Questions about school and lessons

3 How often do your lessons in this class include the following activities during the school year?

Please check one box in each line.

	never or almost never [1]	in about a quarter of the lessons [2]	in about half of the lessons [3]	in about three quarters of the lessons [4]	in almost every lesson [5]
a) I present new topics to the class (teacher-centered).	☐	☐	☐	☐	☐
b) I explicitly specify learning objectives.	☐	☐	☐	☐	☐
c) I check homework assignments together with the students.	☐	☐	☐	☐	☐
d) Students work in small groups to find a joint solution for a problem or task.	☐	☐	☐	☐	☐

About you

We would like to start with a few brief questions about you personally.

1 When were you born?

Please enter the figures aligned to the right.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 2,020

Variables		
e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator

2 Are you male or female?

Please check where applicable.

Female [2] ☐

Male [1] ☐

Variables		
e762110	Gender	pEducator

Questions about school and lessons

3 How often do your lessons in this class include the following activities during the school year?

Please check one box in each line.

	never or almost never [1]	in about a quarter of the lessons [2]	in about half of the lessons [3]	in about three quarters of the lessons [4]	in almost every lesson [5]
a) I present new topics to the class (teacher-centered).	☐	☐	☐	☐	☐
b) I explicitly specify learning objectives.	☐	☐	☐	☐	☐
c) I check homework assignments together with the students.	☐	☐	☐	☐	☐
d) Students work in small groups to find a joint solution for a problem or task.	☐	☐	☐	☐	☐

e) I give special assignments to students that have learning difficulties and/or to those that have a quicker understanding of the subject.	☐	☐	☐	☐	☐
f) I ask my students to suggest class activities or topics or to help plan them.	☐	☐	☐	☐	☐
g) I ask my students to take note of every step of a certain procedure.	☐	☐	☐	☐	☐
h) At the start of each lesson I give a short summary of the last lesson.	☐	☐	☐	☐	☐
i) I check my students' school exercise books.	☐	☐	☐	☐	☐
j) The students work on projects that need at least one week to complete.	☐	☐	☐	☐	☐
k) I work with individual students.	☐	☐	☐	☐	☐
l) Students assess and reflect on their own work.	☐	☐	☐	☐	☐
m) I check if the students understand the subject matter by asking questions.	☐	☐	☐	☐	☐
n) The students work in groups that are split up according to their skills.	☐	☐	☐	☐	☐
o) The students manufacture a product that is used by someone else.	☐	☐	☐	☐	☐
p) I set tests or less formal knowledge checks to assess the learning progress of the students.	☐	☐	☐	☐	☐
q) I ask my students to write an essay in which they are to explain their way of thinking and argumentation more precisely.	☐	☐	☐	☐	☐
r) Each student works independently with the exercise books or sheets to practice new subject matter.	☐	☐	☐	☐	☐
s) The students discuss and adopt a certain point of view that does not necessarily have to be their own.	☐	☐	☐	☐	☐

Variables

e22240a	Teacher: Teaching activities: Teacher-centered	pEducator
e22240b	Teacher: Teaching activities: Explicit learning objectives	pEducator
e22240c	Teacher: Teaching activities: Check homework	pEducator
e22240d	Teacher: Teaching activities: Small groups	pEducator
e22240e	Teacher: Teaching activities: Different assignments	pEducator
e22240f	Teacher: Teaching activities: Helping to plan the lesson	pEducator
e22240g	Teacher: Teaching activities: Take note of procedural steps	pEducator
e22240h	Teacher: Teaching activities: Summary	pEducator
e22240i	Teacher: Teaching activities: Check school exercise books	pEducator
e22240j	Teacher: Teaching activities: Project work	pEducator
e22240k	Teacher: Teaching activities: Individual work	pEducator
e22240l	Teacher: Teaching activities: Reflection	pEducator
e22240m	Teacher: Teaching activities: Questions	pEducator
e22240n	Teacher: Teaching activities: Grouping according to skills	pEducator
e22240o	Teacher: Teaching activities: Manufacturing a product	pEducator
e22240p	Teacher: Teaching activities: Check learning progress	pEducator
e22240q	Teacher: Teaching activities: Write essay	pEducator
e22240r	Teacher: Teaching activities: Work independently	pEducator
e22240s	Teacher: Teaching activities: Discussions	pEducator

4 In what way and how often do you and your colleagues collaborate on a regular basis at your school?

Please check one box in 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) Preparing teaching/learning material	☐	☐	☐	☐	☐	☐
b) Preparing teaching units	☐	☐	☐	☐	☐	☐
c) Jointly diagnosing and discussing the learning progress of individual students	☐	☐	☐	☐	☐	☐
d) Jointly planning classes	☐	☐	☐	☐	☐	☐

Variables		
ed1010a	Teacher: Collaboration: Preparing teaching/learning materials	pEducator
ed1010b	Teacher: Collaboration: Preparing teaching units	pEducator
ed1010c	Teacher: Collaboration: Diagnosing and discussing learning progress	pEducator
ed1010d	Teacher: Collaboration: Jointly planning classes	pEducator

5 How often do you participate in the following activities at your school?

Please check one box in 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) Meetings and discussions regarding the school's perspectives and mission	☐	☐	☐	☐	☐	☐
b) Developing a school curriculum or parts of it	☐	☐	☐	☐	☐	☐
c) Discussing or making decisions on teaching media (e.g., text books, exercise books)	☐	☐	☐	☐	☐	☐
d) Exchanging teaching materials with colleagues	☐	☐	☐	☐	☐	☐
e) Holding team discussions on the age group you are teaching	☐	☐	☐	☐	☐	☐
f) Discussing the learning progress of individual students	☐	☐	☐	☐	☐	☐
g) Team teaching in a class	☐	☐	☐	☐	☐	☐
h) Professional learning activities (e.g., team supervision)	☐	☐	☐	☐	☐	☐
i) Sitting in on other classes (including feedback)	☐	☐	☐	☐	☐	☐
j) Joint activities across different classes and age groups (e.g., projects)	☐	☐	☐	☐	☐	☐
k) Discussing and coordinating homework practice across subject boundaries	☐	☐	☐	☐	☐	☐

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

6 How strongly do you agree with the following statements about all-day school?

Please check one box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) Basically, all-day school has greater educational potential than half-day school.	☐	☐	☐	☐
b) All-day school is the school of the future.	☐	☐	☐	☐
c) Attending all-day school should be obligatory for all students.	☐	☐	☐	☐
d) By attending all-day school, children have less time to spend with their families.	☐	☐	☐	☐
e) If student numbers should fall, all-day schools have locational advantages over half-day schools.	☐	☐	☐	☐
f) Children and young people would rather spend the afternoon at home than in school.	☐	☐	☐	☐
g) All schools in Germany should be all-day schools.	☐	☐	☐	☐

Variables		
e22231a	Teacher: Assessment of all-day school: Educational potential	pEducator
e22231b	Teacher: Assessment of all-day school: School of the future	pEducator
e22231c	Teacher: Assessment of all-day school: Obligation	pEducator
e22231d	Teacher: Assessment of all-day school: Time with family	pEducator
e22231e	Teacher: Assessment of all-day school: Locational advantages	pEducator
e22231f	Teacher: Assessment of all-day school: Prefer to spend afternoon at home	pEducator
e22231g	Teacher: Assessment of all-day school: All schools in Germany	pEducator

7 Below are some statements from teachers on the role played by cultural diversity at their school and for their teaching work. Please read these statements and check to what extent you agree with each statement.

Please check one box in each line.

	completely disagree [1]	disagree [2]	somewhat disagree [3]	somewhat agree [4]	agree [5]	completely agree [6]
a) During teacher training [consisting of university education and preparatory service] how to deal with cultural diversity should be discussed in the seminars.	☐	☐	☐	☐	☐	☐
b) It is important for children to learn that other cultures can have other ideals.	☐	☐	☐	☐	☐	☐

c) The traditional values of families with a migration background often stand in the way of the academic success of their children.	☐	☐	☐	☐	☐	☐
d) During class, it is also important to address the differences between various cultures.	☐	☐	☐	☐	☐	☐
e) Many of the conflicts with students with a migration background arise because their families adhere to the traditions of their countries of origin.	☐	☐	☐	☐	☐	☐
f) During counseling sessions with parents that have a different cultural background than I do, I try to respect specific cultural features.	☐	☐	☐	☐	☐	☐
g) In conflicts between students of different origin, the students should be encouraged to find similarities to help resolve the dispute.	☐	☐	☐	☐	☐	☐
h) Students with a migration background often have problems at school because they are not willing to adapt to the German culture.	☐	☐	☐	☐	☐	☐
i) In class it is important for students of different cultural origin to identify things they have in common.	☐	☐	☐	☐	☐	☐
j) One objective of the school should be to promote the things that children with different cultural backgrounds have in common.	☐	☐	☐	☐	☐	☐

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

Questions regarding the advanced professional training

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

8	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)	☐	☐	☐	☐
b) Assessment methods	☐	☐	☐	☐
c) Conduction of classes	☐	☐	☐	☐
d) Expert knowledge	☐	☐	☐	☐
e) Ability to work with computers and the Internet for teaching purposes	☐	☐	☐	☐
f) Teaching of students with special learning needs	☐	☐	☐	☐
g) Handling disciplinary and behavioral problems	☐	☐	☐	☐
h) School board and administration	☐	☐	☐	☐
i) Teaching in a multicultural environment	☐	☐	☐	☐
j) Counseling for students	☐	☐	☐	☐
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	☐	☐	☐	☐

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

9	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)	☐	☐
b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues)	☐	☐
c) Qualification programs (e.g. higher education courses)	☐	☐
d) Sitting in on classes at other schools	☐	☐
e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests)	☐	☐
f) Individual or joint research work on a topic which is of professional interest to you as a teacher	☐	☐
g) Mentor programs “Peer Observation“ and/or training programs (as part of a formal school agreement)	☐	☐

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

10 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...": please continue with question 13.

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

11 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

12 Were given leave from teaching in order to attend these further education programs during the past 12 months?

Please check where applicable.

No [2]	☐
Yes [1]	☐

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

13	Would you like to have completed more advanced training programs in the past 12 months?
Please check where applicable.	
No [2]	☐
Yes [1]	☐

Variables		
e222823	Teacher: Advanced training: Wish for more advanced training programs	pEducator

Questions on career choice and vocational training

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.

14	When did you decide to become a teacher?
Please tick only one answer.	
Before starting school [1]	☐
Immediately after acquiring higher education entrance qualification [3]	☐
During school time [2]	☐
One year or more after acquiring higher education entrance qualification [4]	☐

Variables		
e536010	Time career choice	pEducator

15	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

16 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	☐	☐	☐	☐
b) A lot of contact with other people	☐	☐	☐	☐
c) A lot of spare time	☐	☐	☐	☐
d) Good pay	☐	☐	☐	☐
e) Continuously facing new challenges	☐	☐	☐	☐
f) Enjoyment in teaching	☐	☐	☐	☐
g) Job security	☐	☐	☐	☐
h) Prestige of the teaching profession	☐	☐	☐	☐
i) To achieve something above average	☐	☐	☐	☐
j) Enjoyment (in the subject) and passing on expert knowledge in the subjects I selected	☐	☐	☐	☐

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

17 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.

No [2]	☐
Yes [1]	☐
Non-specifiable missing [-90]	☐

Variables		
e537010	Teaching experience before college	pEducator

As you know, not all teachers have successfully completed their university education for teaching professions or have passed the state examination. We would like to ask you some questions about your vocational training.

18 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": please continue with the next question. "I have no...": please continue with question 38.

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

19	In which federal state did you acquire your higher education entrance qualification?
Please checkk only one answer.	
Baden-Wuerttemberg [8]	☐
Bavaria [9]	☐
Berlin [11]	☐
Hamburg [2]	☐
Hesse [6]	☐
Mecklenburg-Western Pomerania [13]	☐
Lower Saxony [3]	☐
North Rhine-Westphalia [5]	☐
Bremen [4]	☐
Brandenburg [12]	☐
Saxony-Anhalt [15]	☐
Saxony [14]	☐
Schleswig-Holstein [1]	☐
Thuringia [16]	☐
Saarland [10]	☐
Rhineland-Palatinate [7]	☐
Not in Germany [17]	☐

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

20 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	☐	☐

Variables		
e537041	Grade of university entrance qualification	pEducator
e537042	No university entrance qualification grade	pEducator

21 Have you ever enrolled in a degree program other than for teaching professions? Note: The degree program for teaching professions also refers in this context to courses of studies for a Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master's] such as a graduate commercial school teacher.

Please check where applicable.

No [2] ☐

Yes [1] ☐

"yes": please continue with the next question. "no": please continue with question 25.

Variables		
e537050	Other higher education	pEducator

22 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 (KldB 1988)	pEducator
e537061_g2	Other study 1 (KldB 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 (KldB 1988)	pEducator
e537062_g2	Other study 2 (KldB 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

23 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

24 Did you successfully complete this course of study?

Please checkkk the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537080	Other higher education degree	pEducator

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

Please tick the applicable.

No [2] ☐

Yes [1] ☐

"yes": please continue with the next question. "no": please continue with question 35.

Variables		
e537090	University education for teaching professions	pEducator

26 When did you start your teacher training program?

Please enter the year.

Age when first enrolled in a teacher training program |____|____|____|____|

Range: 1,900 - 2,020

Variables		
e53710y_R	Start of teacher training	pEducator
e53710y_D	Year of study start teacher course (kategorisiert)	pEducator

27 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
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 (district)	pEducator

28 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)?	☐	☐
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.)	☐	☐
c) Have you previously worked in another profession for a certain period of time?	☐	☐
d) Have you started a vocational training program?	☐	☐
e) Have you completed a vocational training program?	☐	☐
f) Have you started any other vocational training?	☐	☐
g) Have you completed any other vocational training?	☐	☐

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

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

Please checkk the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537130	Admission restriction	pEducator

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

Please checkk the applicable.

No [2] ☐

Yes [1] ☐

"yes": please continue with the next question. "no": please continue with question 35.

Variables		
e537140	Successfully completed university education for teaching professions	pEducator

31 Please state the year in which you passed the first state examination or an equivalent examination (e.g., Diplom for graduate commercial school teachers).

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

33 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 (district)	pEducator

34 What was your overall grade on your first state examination or equivalent test?

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

Overall grade on first state examination |___| , |___|

Range: 1.0 - 4.0

Variables		
e537180	Grade on first state examination	pEducator

36 In what state did you take the second state teaching examination (or teacher training program in East Germany)?

Please choose one answer only.

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

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

37	What was your overall grade on the second state teaching examination (or teacher training program in East Germany)?

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

Overall grade on second state examination |___| , |___|

Range: 1.0 - 4.0

Variables		
e537210	Grade on second state examination	pEducator

Questions on teaching and learning

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

38 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 if the teacher - and not the students - decides what needs to be done.	☐	☐	☐	☐
b) My role as a teacher is to make it easier for the students to investigate and explore things.	☐	☐	☐	☐
c) Students will learn best when they try to find solutions to problems independently.	☐	☐	☐	☐
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.	☐	☐	☐	☐
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	☐	☐	☐	☐
f) Students should be given the option of thinking about solutions themselves before the teacher shows them how to solve the problem.	☐	☐	☐	☐
g) A quiet classroom is absolutely necessary for effective learning.	☐	☐	☐	☐
h) Thinking and reasoning processes are more important than specific content of the curriculum.	☐	☐	☐	☐

Variables		
e22680a	Teacher: Opinion: Make decisions	pEducator
e22680b	Teacher: Opinion: Role of teacher with regard to investigating and exploring	pEducator
e22680c	Teacher: Opinion: Learning through independent problem-solving	pEducator
e22680d	Teacher: Opinion: Lessons with clear answers	pEducator
e22680e	Teacher: Opinion: Teaching of facts	pEducator
e22680f	Teacher: Opinion: Possibility of independent problem-solving	pEducator
e22680g	Teacher: Opinion: Quiet classroom	pEducator
e22680h	Teacher: Opinion: Thinking and reasoning processes	pEducator

39 How important do you consider the following educational goals to be in your class? The students should ...

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) ... build up systematic expert knowledge.	☐	☐	☐	☐
b) ... understand the subject matter in depth.	☐	☐	☐	☐
c) ... build up exemplary knowledge.	☐	☐	☐	☐
d) ... acquire the ability to solve problems concerning the subject matter.	☐	☐	☐	☐
e) ... acquire knowledge for the personal professional life later on.	☐	☐	☐	☐
f) ... build up a high degree of self-confidence.	☐	☐	☐	☐
g) ... become socially competent.	☐	☐	☐	☐
h) ... build up a personal identity.	☐	☐	☐	☐
I) ... learn how to master the personal challenges of life.	☐	☐	☐	☐
j) ... develop an adequate self-assessment capability.	☐	☐	☐	☐

Variables		
e22681a	Teacher: Importance of educational goal: Systematic expert knowledge	pEducator
e22681b	Teacher: Importance of educational goal: Understanding the subject matter	pEducator
e22681c	Teacher: Importance of educational goal: Exemplary knowledge	pEducator
e22681d	Teacher: Importance of educational goal: Ability solve problems subject matter	pEducator
e22681e	Teacher: Importance of educational goal: Knowledge for later professional life	pEducator
e22681f	Teacher: Importance of educational goal: Self-confidence	pEducator
e22681g	Teacher: Importance of educational goal: Social competence	pEducator
e22681h	Teacher: Importance of educational goal: Identity	pEducator
e22681i	Teacher: Importance of educational goal: Personal challenges of life	pEducator
e22681j	Teacher: Importance of educational goal: Self-assessment capability	pEducator

40 How important do you consider the following aspects of the teaching profession for organizing your work in class?

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) A good relationship with students	☐	☐	☐	☐
b) Methodologically and didactically appropriate lesson planning and teaching of knowledge	☐	☐	☐	☐
c) Focus on objective criteria for student assessment	☐	☐	☐	☐
d) Considering the personal situation when assessing students	☐	☐	☐	☐
e) Order and discipline in class	☐	☐	☐	☐
f) Being informed about students' personal problems	☐	☐	☐	☐
g) Knowledge of students' family background	☐	☐	☐	☐
h) Imparting comprehensive expert knowledge	☐	☐	☐	☐
i) Concentration on tasks listed in the curriculum	☐	☐	☐	☐
j) A fundamental assessment of the class	☐	☐	☐	☐
k) Awakening interest in the course content	☐	☐	☐	☐
l) Increasing joy in learning and performing	☐	☐	☐	☐

Variables		
e22682a	Teacher: Importance in teaching profession: relationship with students	pEducator
e22682b	Importance teaching profession: structuring classes and imparting of knowledge	pEducator
e22682c	Importance in teaching profession: objective criteria when assessing students	pEducator
e22682d	Teacher: Professional aspect: Consideration of personal situation	pEducator
e22682e	Importance in teaching profession: order and discipline	pEducator
e22682f	Importance in teaching profession: informed about personal problems of students	pEducator
e22682g	Importance in teaching profession: knowing the family background	pEducator
e22682h	Teacher: Professional aspect: Communicating expert knowledge	pEducator
e22682i	Importance in teaching profession: focusing on tasks prescribed by syllabus	pEducator
e22682j	Importance in teaching profession: assessment of my class	pEducator
e22682k	Importance in teaching profession: create interest in subject matter	pEducator
e22682l	Importance in teaching profession: enjoyment in learning, willingness to perform	pEducator

41 What factors, from your own experience, have a major influence on the academic achievement of the students? How important is ...

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) … the parents' financial situation?	☐	☐	☐	☐
b) … the willingness of the students to make an effort?	☐	☐	☐	☐
c) ... the parents' educational background?	☐	☐	☐	☐
d) ... the mother's employment?	☐	☐	☐	☐
e) ... the child's talent?	☐	☐	☐	☐
f) ... the child's language proficiency?	☐	☐	☐	☐
g) ... the method of teaching?	☐	☐	☐	☐
h) … the coordination among the teachers teaching in that class?	☐	☐	☐	☐
i) ... the teaching quality?	☐	☐	☐	☐

Variables		
e22683a	Teacher: Importance of influential factors: Parents' financial situation	pEducator
e22683b	Teacher: Importance of influential factors: Willingness to make an effort	pEducator
e22683c	Teacher: Importance of influential factors: Parents' educational background	pEducator
e22683d	Teacher: Importance of influential factors: Mother's employment	pEducator
e22683e	Teacher: Importance of influential factors: Child's talent	pEducator
e22683f	Teacher: Importance of influential factors: Child's language proficiency	pEducator
e22683g	Teacher: Importance of influential factors: Method of teaching	pEducator
e22683h	Teacher: Importance of influential factors: Coordination among teachers	pEducator
e22683i	Teacher: Importance of influential factors: Teaching quality	pEducator

Questions regarding migration and language

42 Do you have an immigrant background, i.e. were you or was at least one of your parents not born in Germany?

Please check the applicable answer.

- ☐ Yes, I was born abroad. [1]
- ☐ No. [3]
- ☐ Yes, I was born in Germany, but at least one parent was born abroad. [2]

Variables		
e400000	Teacher immigrant background	pEducator

44 Now would like to ask about your language of origin. What language did you learn as a child in your family?

If you spoke more than one language at home in your family, you can mark more than one box.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Another language, namely:	☐	☐

Please enter in block capitals. _____

Variables		
e41100a_g1	Mother tongue (number of responses)	pEducator
e41100a_g2R	Mother tongue (response 1, ISO 639.2)	pEducator
e41100a_g2D	Mother tongue (response 1, aggregiert)	pEducator
e41100a_g3R	Mother tongue (response 2, ISO 639.2)	pEducator
e41100a_g3D	Mother tongue (response 2, aggregated)	pEducator
e41100a_g4R	Mother tongue (response 3, ISO 639.2)	pEducator
e41100a_g4D	Mother tongue (response 3, aggregated)	pEducator
e41100a_g5R	Mother tongue (response 4, ISO 639.2)	pEducator
e41100a_g5D	Mother tongue (response 4, aggregated)	pEducator

45	If you have learned a language other than German How often do you speak this language …				
1Please check a box in each line.					
	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) ...with your students?	☐	☐	☐	☐	☐
b) ...with your students' parents?	☐	☐	☐	☐	☐

Variables		
e412600	Use other language: student	pEducator
e412610	Use other language: parents	pEducator

3.2 Correspondence between questions (ID 192, 191)

Table 2 shows the correspondence between questions in the following questionnaires:

- ID 192: Teachers in regular or special schools, First-Time Interviewees, see section 3.1
- ID 191: Teachers in regular or special schools, Panel Interviewees

Table 2: Correspondence between teachers' questions in wave 3

ID 192	Content	ID 191
1	Year of birth	1
2	Gender	2
3	Frequency of certain activities in the ongoing school year	3
4	Collaboration forms with colleagues	4
5	Participation frequency in activities of the school	5
6	Statements about all-day school	6
7	Statements about cultural diversity	7
8	Training needs	8
9	Training activities in the last 12 months	9
10	Number of days of training activities in the last 12 months	10
11	Financing of training activities	11
12	Release from class for training activities	12
13	Desire for more training activities	13
14	Decision to teaching profession	
15	Age at the desicion to teaching profession	
16	Importance of different aspects	
17	Experiences prior to education	
18	Acquisition of university entrance qualification	
19	Federal state university entrance qualification	
20	Grade university entrance qualification	
21	Other course of studies Enrollment	
22	Other course of studies Name	
23	Other course of studies Number of semesters	
24	Other course of studies Graduation	
25	Beginning of teacher training	
26	Date commencement teacher training	
27	University (college of education) teacher training	
28	Time between acquisition of university entrance qualification and first enrollment in teaching degree program	
29	Admission restriction at first enrollment in teaching degree program	
30	Graduation teachting degree program	
31	Year of passing the first state examination (or an equivalent test)	
32	Combination of fields	
33	University (college of education) of the first state examination (or an equivalent test)	
34	Final grade of the first state examination (or an equivalent test)	
35	Taking the second state examination	
36	Federal state second state examination	
37	Final grade second state examination	

continued ...

Table 2 (continued)

ID 192	Content	ID 191
38	Personal convictions regarding teaching and learning	
39	Importance of educational goals	
40	Importance of aspects of the teaching profession during arrangement of work	
41	Influencing factors on the school achievement of students	
42	Migrant background	
43	Country of origin	
44	Language of origin	
45	Frequency of using the other language	

3.3 Regular schools: Class teachers (ID 195)

Questions on the composition of the class

The composition of the students in the class determines the pedagogic work. We would therefore like to ask you the following 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 aligned to the right.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

2 How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|___|___| Students with migration background

Range: 0 - 99

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

Questions on the composition of the class

The composition of the students in the class determines the pedagogic work. We would therefore like to ask you the following 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 aligned to the right.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

2 How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|___|___| Students with migration background

Range: 0 - 99

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

3 If you are unsure of the exact number, approximately how many of the students in your class have a migration background?

Please check only one answer.

All [7]	☐
Almost all [6]	☐
More than half [5]	☐
None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
does not apply, as I am sure the number mentioned in question 2 is accurate. [-6]	☐

Variables		
e451010	Class: number of students with a migration background (approximately)	pCourseClass

4 How many students in your class come from families from a …

Please enter "0" if there are no students in your class from the respective social class. Please enter the figures aligned to the right.

… rather lower social class?	|___|___| Students
Range: 0 - 99	
… rather middle social class?	|___|___| Students
Range: 0 - 99	
… rather higher social class?	|___|___| Students
Range: 0 - 99	

Variables		
e79201a_R	Class: proportion class affiliation - low class	pCourseClass
e79201a_D	Students: Percentage from lower social class	pCourseClass
e79201b_R	Class: proportion class affiliation - middle class	pCourseClass
e79201b_D	Students: Percentage from middle social class	pCourseClass
e79201c_R	Class: proportion class affiliation - upper class	pCourseClass
e79201c_D	Students: Percentage from higher social class	pCourseClass

5	How many students in your class have at least one parent with a higher education degree?

Please enter "0" if no students in your class have a parent with a higher education degree. Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |___|___|

Range: 0 - 99

Variables		
e79202a_R	Class: proportion of parents with a higher education degree	pCourseClass
e79202a_D	Percentage of students where at least one parent has graduated from college	pCourseClass

6	How would you assess the class overall with regard to the following aspects?				
Please check one box in each line.					
	Disinterested [1]	[2]	[3]	[4]	Interested [5]
a)	☐	☐	☐	☐	☐
	Undisciplined [1]	[2]	[3]	[4]	Disciplined [5]
b)	☐	☐	☐	☐	☐
	Performance levels are homogeneous [1]	[2]	[3]	[4]	Performance levels are heterogeneous [5]
c)	☐	☐	☐	☐	☐
	Not autonomous [1]	[2]	[3]	[4]	Autonomous [5]
d)	☐	☐	☐	☐	☐
	Lacking concentration [1]	[2]	[3]	[4]	Concentrated [5]
e)	☐	☐	☐	☐	☐
	Less focused on performance [1]	[2]	[3]	[4]	Very focused on performance [5]
f)	☐	☐	☐	☐	☐

Variables		
e22740a	Class: Teacher's assessment: Class interest	pCourseClass
e22740b	Class: Teacher's assessment: Class discipline	pCourseClass
e22740c	Class: Teacher's assessment: Class homogeneity (in terms of performance)	pCourseClass
e22740d	Class: Teacher's assessment: Student autonomy	pCourseClass
e22740e	Class: Teacher's assessment: Class concentration	pCourseClass
e22740f	Class: Teacher's assessment: Students' focus on achievement	pCourseClass

Questions about integration and inclusion

At some schools, students with special educational needs are taught in integrative classes.

7 Are there any students in your class with diagnosed special educational needs? If yes, how many?

Please check only one answer. Please enter the figures aligned to the right.

	Not marked [0]	Marked [1]
No, I have never had any students with diagnosed special educational needs in any of my classes.	☐	☐
No, not at the moment. But I have previously worked in a classroom where there were students with diagnosed special educational needs.	☐	☐
Yes, [number] students have diagnosed special educational needs. Range: 0 - 99	|___|___|	

"no": please continue with question 9. "yes": please continue with the next question.

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

8 Students with diagnosed special educational needs may have different special needs priorities. Please indicate the amount of students with different special needs priorities.

If a student has multiple special needs priorities, please consider each of these priorities. Please enter the figures aligned to the right.

a) Priority learning |___\|___\|
Range: 0 - 99

b) Priority language |___\|___\|
Range: 0 - 99

c) Priority physical and motor development |___\|___\|
Range: 0 - 99

d) Priority emotional and social development |___\|___\|
Range: 0 - 99

e) Priority mental development |___\|___\|
Range: 0 - 99

f) Priority seeing Range: 0 - 99	|___|___|
g) Priority hearing Range: 0 - 99	|___|___|
h) Priority autism Range: 0 - 99	|___|___|

Variables		
e199001_R	Class: amount of students with special needs learning	pCourseClass
e199001_D	Class: amount of students with special needs learning (in %)	pCourseClass
e199002_R	Class: amount of students with special needs language	pCourseClass
e199002_D	Class: amount of students with special needs language (in %)	pCourseClass
e199003_R	Class: amount of students with special needs physical/motor development	pCourseClass
e199003_D	Class: amount of students with special needs physical/motor development (in %)	pCourseClass
e199004_R	Class: amount of students with special needs emotional/social development	pCourseClass
e199004_D	Class: amount of students with special needs emotional/social development (in %)	pCourseClass
e199005_R	Class: amount of students with special needs mental development	pCourseClass
e199005_D	Class: amount of students with special needs mental development (in %)	pCourseClass
e199006_R	Class: amount of students with special needs sight	pCourseClass
e199006_D	Class: amount of students with special needs sight (in %)	pCourseClass
e199007_R	Class: amount of students with special needs hearing	pCourseClass
e199007_D	Class: amount of students with special needs hearing (in %)	pCourseClass
e199008_R	Class: amount of students with special needs autism	pCourseClass
e199008_D	Class: amount of students with special needs autism (in %)	pCourseClass

9 To what extent do the following statements about the mainstreaming of students in your class with and without special educational needs apply?

Please check one box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I would (still) be prepared to teach such a mainstreamed class.	☐	☐	☐	☐
b) My students' parents mainly have/would have a positive attitude towards mainstreaming.	☐	☐	☐	☐

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

10 To what extent do the following statements with regard to inclusion and the implementation of mainstreaming at your school apply to you personally?

Please check one box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I personally feel that I have been well prepared for dealing with the heterogeneity of the students.	☐	☐	☐	☐
b) Together with other colleagues (specialist subject teachers, teams, parallel-class teachers or similar), I produce material for different levels and individual stages of learning.	☐	☐	☐	☐
c) Together with other colleagues, I develop measures with which we are able to particularly help certain students that we teach jointly.	☐	☐	☐	☐
d) It is important to the principal of my school that attention is paid to the individual support of the students in all subjects and in all grades.	☐	☐	☐	☐
e) “Individual support” is a regular topic of discussion at team / specialist subject and teachers’ conferences.	☐	☐	☐	☐

Variables		
e190041	Resource mainstreaming - dealing with heterogeneity	pCourseClass
e190042	Resource mainstreaming - internal differentiation	pCourseClass
e190043	Resource mainstreaming - remedial teaching measures	pCourseClass
e190044	Resource mainstreaming - required support	pCourseClass
e190045	Resource mainstreaming - addressing issues	pCourseClass

Questions regarding the classroom facilities

Teaching is also decisively influenced by the facilities available. We are therefore interested in your classroom facilities.

11 Approximately how big is the classroom where your class receives the majority of its lessons?

Please enter numbers aligned to the right.

|___|___|___| square meters (or square feet)

Range: 0 - 999

Variables		
e229400_R	Class: Facilities: Classroom size	pCourseClass
e229400_D	Class: Facilities: Classroom size (aggregated)	pCourseClass

12 What visualization possibilities do you have in your classroom?

Please check one box in each line.

	Yes [1]	No [2]
a) Blackboard	☐	☐
b) Pin board	☐	☐
c) Magnetic board	☐	☐
d) Overhead projector	☐	☐
e) Video projector	☐	☐
f) Computer	☐	☐
g) Map stand	☐	☐
h) Flip chart	☐	☐
i) Electronic board (e.g., interactive whiteboard)	☐	☐

Variables		
e22941a	class: fit-out: visualization possibilities, blackboard	pCourseClass
e22941b	Class: Facilities: visualization aids, pin board	pCourseClass
e22941c	class: fit-out: visualization possibilities, magnetic board	pCourseClass
e22941d	class: fit-out: visualization possibilities, overhead projector	pCourseClass
e22941e	class: fit-out: visualization possibilities, beamer	pCourseClass
e22941f	class: fit-out: visualization possibilities, computer	pCourseClass
e22941g	class: fit-out: visualization possibilities, map stand	pCourseClass
e22941h	class: fit-out: visualization possibilities, flip chart	pCourseClass
e22941i	class: fit-out: visualization possibilities, electronic board	pCourseClass

13 Is there a possibility in your classroom of storing your materials separate in a desk, cabinet or on a shelf?

Please checkkk the applicable.

No [2]	☐
Yes [1]	☐

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

14 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	☐	☐	☐	☐
b) Size	☐	☐	☐	☐
c) Functionality	☐	☐	☐	☐
d) Structural condition	☐	☐	☐	☐
e) Acoustics	☐	☐	☐	☐

Variables		
e22940a	Class: Condition of classroom, brightness	pCourseClass
e22940b	Class: Condition of classroom, size	pCourseClass
e22940c	Class: Condition of classroom, functionality	pCourseClass
e22940d	Class: Condition of classroom, structural condition	pCourseClass
e22940e	Class: Condition of classroom: Acoustics	pCourseClass

Thank you for your cooperation!

3.4 Correspondence between questions (ID 195, 196)

Table 3 shows the correspondence between questions in the following questionnaires:

- ID 195: Class teachers in regular schools, see section 3.3
- ID 196: Class teachers in special schools

Table 3: Correspondence between class teachers' questions in wave 3

ID 195	Content	ID 196
1	Amount of girls and boys	1
2	Amount of students with migrant background	2
3	Estimation of the amount of students with migrant background	3
4	Class affiliation of students	4
5	University degree of students' parents	5
6	Assessment of class (f.ex. behavior, performance level)	6
7	Special educational needs in class	
8	Funding priorities	7
9	Establishing of mainstreaming classes at school	
10	Inclusion	
11	Area in square meters of class room	8
12	Possibilities of visualization in class room	9
13	Possibility to store materials	10
14	Quality and condition of class room	11

3.5 Regular schools: German teachers (ID 197)

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!

3.5 Regular schools: German teachers (ID 197)

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!

General questions about German lessons

First of all, we would like to ask you questions on how you conduct and organize German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular German lessons per week are planned this term and how many minutes are in a lesson?

Please enter the figures aligned to the right.

|___|___| Amount of lessons

Range: 0 - 99

|___|___| Minutes per lesson

Range: 0 - 99

Variables		
ed0001h_R	Amount of German lessons, number	pCourseGerman
ed0001m_R	Minutes per German lesson, minutes	pCourseGerman
ed0001m_D	German lessons (duration in min per lessons, categorized)	pCourseGerman

2 How many hours of additional remedial German lessons per week are planned this term?

If no additional remedial German lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

|___|___| Amount of lessons

Range: 0 - 99

Variables		
ed0002h_R	Amount of remedial German lessons, number	pCourseGerman
ed0002h_D	Remedial teaching (number of lessons, categorized)	pCourseGerman

3 How many of the planned German lessons have been canceled in the current school year so far?

If no German lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

|___|___| Amount of lessons

Range: 0 - 99

Variables		
ed0003h	Amount of canceled German lessons, number	pCourseGerman

4 How often do you use the following social methods of learning in this German class?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Work with small student groups	☐	☐	☐	☐	☐	☐
b) Partner work	☐	☐	☐	☐	☐	☐
c) Discussion rounds	☐	☐	☐	☐	☐	☐
d) Small same gender groups	☐	☐	☐	☐	☐	☐
e) Students acting as tutors (“Learning by Teaching”, peer tutoring)	☐	☐	☐	☐	☐	☐
f) Project-based learning: the students work in groups on a certain topic and then present the results of their work.	☐	☐	☐	☐	☐	☐
g) The class and I have discussions.	☐	☐	☐	☐	☐	☐
h) The students work on work sheets by themselves.	☐	☐	☐	☐	☐	☐
i) One student presents something to the class.	☐	☐	☐	☐	☐	☐
j) I explain something to the entire class.	☐	☐	☐	☐	☐	☐

Variables		
ed0004a	Social methods - student groups	pCourseGerman
ed0004b	Social methods - partner work	pCourseGerman
ed0004c	Social methods - discussion rounds	pCourseGerman
ed0004d	Social methods - same gender groups	pCourseGerman
ed0004e	Social methods - tutoring	pCourseGerman
ed0004f	Social methods - project-based learning	pCourseGerman
ed0004g	Social methods - discussion	pCourseGerman
ed0004h	Social methods - individual work	pCourseGerman
ed0004i	Social methods - presentation	pCourseGerman
ed0004j	Social methods - explaining	pCourseGerman

5	How often do the following statements apply to German lessons in this class? The students …				
Please tick a box in each line.					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) have the freedom to develop their own understanding during reading and writing.	☐	☐	☐	☐	☐
b) consciously and purposefully discuss things with me and their classmates.	☐	☐	☐	☐	☐
c) are requested to comment orally, express their own views or personal impressions.	☐	☐	☐	☐	☐
d) are asked questions that show if they have understood the subject matter in depth.	☐	☐	☐	☐	☐
e) are asked questions that show if they are able to critically assess and analyze the subject matter.	☐	☐	☐	☐	☐
f) may steer discussions in new directions.	☐	☐	☐	☐	☐
g) are requested by me to relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
h) actually relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
i) provide counterarguments, comments or opinions to their classmates or to my own statements.	☐	☐	☐	☐	☐
j) question the interpretation of texts (e.g. by showing alternative perspectives).	☐	☐	☐	☐	☐
k) are asked questions during which the subject matter has to be critically reviewed.	☐	☐	☐	☐	☐

Variables		
ed0005a	Cognitive activation - own understanding	pCourseGerman
ed0005b	Cognitive activation - targeted discussion	pCourseGerman
ed0005c	Cognitive activation - expression of opinion	pCourseGerman
ed0005d	Cognitive activation - in-depth understanding	pCourseGerman
ed0005e	Cognitive activation - analysis and assessment	pCourseGerman
ed0005f	Cognitive activation - new discussions	pCourseGerman
ed0005g	Cognitive activation - relate to comments1	pCourseGerman
ed0005h	Cognitive activation - relate to comments2	pCourseGerman
ed0005i	Cognitive activation - counterarguments	pCourseGerman
ed0005j	Cognitive activation - critical interpretation	pCourseGerman
ed0005k	Cognitive activation - critical reflection	pCourseGerman

6 To what extent do the following statements apply to the assignments you give your students during German lessons?

Please tick a box in 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) I give them assignments that do not only involve the identification of standard solutions but also the selection of the right approach.	☐	☐	☐	☐	☐
b) I give them assignments in which the students need time to think in order to find solutions.	☐	☐	☐	☐	☐
c) I give them assignments in which the students have to show different approaches.	☐	☐	☐	☐	☐
d) I give them assignments that require explanations and in depth comments rather than simple solutions.	☐	☐	☐	☐	☐

Variables		
ed0006a	Assignments - solution right approach	pCourseGerman
ed0006b	Assignments - time to solve	pCourseGerman
ed0006c	Assignments - different approaches	pCourseGerman
ed0006d	Assignments - explanations rather than simple solutions	pCourseGerman

7 How often do you use the following types of learning success control methods in your German lesson?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Tests developed by me	☐	☐	☐	☐	☐	☐
b) The same tests for all classes and learning groups	☐	☐	☐	☐	☐	☐
c) Observation of oral participation	☐	☐	☐	☐	☐	☐
d) Oral testing of students	☐	☐	☐	☐	☐	☐
e) Diagnostic tests	☐	☐	☐	☐	☐	☐
f) Project-based work	☐	☐	☐	☐	☐	☐
g) Homework, home assignments	☐	☐	☐	☐	☐	☐
h) Student folders	☐	☐	☐	☐	☐	☐
i) Portfolio of the learning progress	☐	☐	☐	☐	☐	☐
j) Externally developed standardized tests (comparative class tests)	☐	☐	☐	☐	☐	☐

Variables		
ed0007a	Learning success control - tests	pCourseGerman
ed0007b	Learning success control - same tests	pCourseGerman
ed0007c	Learning success control - oral participation	pCourseGerman
ed0007d	Learning success control - oral testing	pCourseGerman
ed0007e	Learning success control - diagnostic tests	pCourseGerman
ed0007f	Learning success control - project-based work	pCourseGerman
ed0007g	Learning success control - homework	pCourseGerman
ed0007h	Learning success control - student folders	pCourseGerman
ed0007i	Learning success control - portfolios	pCourseGerman
ed0007j	Learning success control - external tests	pCourseGerman

8 For what purpose have you used the following types of learning success control methods?

If you do not use any of the following types of learning success control methods, do not tick anything in the respective line. In each line multiple answers are possible.

	Not specified [0]	Specified [1]
a) Tests developed by me [for grading]	☐	☐
a) Tests developed by me [to check whether the students have done their work properly]	☐	☐

a) Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
a) Tests developed by me [to analyze mistakes of weaker students]	☐	☐
b) The same tests for all classes and learning groups [for grading]	☐	☐
b) The same tests for all classes and learning groups [to check whether the students have done their work properly]	☐	☐
b) The same tests for all classes and learning groups [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
b) The same tests for all classes and learning groups [to analyze the mistakes of weaker students]	☐	☐
c) Observation of oral participation [for grading]	☐	☐
c) Observation of oral participation [to check whether the students have done their work properly]	☐	☐
c) Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
c) Observation of oral participation [to analyze mistakes of weaker students]	☐	☐
d) Oral testing of students [for grading]	☐	☐
d) Oral testing of students [to check whether the students have done their work properly]	☐	☐
d) Oral testing of students [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
d) Oral testing of students [to analyze the mistakes of weaker students]	☐	☐
e) Diagnostic tests [for grading]	☐	☐
e) Diagnostic tests [to check whether the students have done their work properly]	☐	☐
e) Diagnostic tests [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
e) Diagnostic tests [to analyze the mistakes of weaker students]	☐	☐
f) Project-based work [for grading]	☐	☐

f) Project-based work [to check whether the students have done their work properly]	☐	☐
f) Project-based work [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
f) Project-based work [to analyze the mistakes of weaker students]	☐	☐
g) Homework, home assignments [for grading]	☐	☐
g) Homework, home assignments [to check whether the students have done their work properly]	☐	☐
g) Homework, home assignments [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
g) Homework, home assignments [to analyze the mistakes of weaker students]	☐	☐
h) Student folders [for grading]	☐	☐
h) Student folders [to check whether the students have done their work properly]	☐	☐
h) Student folders [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
h) Student folders [to analyze the mistakes of weaker students]	☐	☐
i) Portfolio of the learning progress [for grading]	☐	☐
i) Portfolio of the learning progress [to check whether the students have done their work properly]	☐	☐
i) Portfolio of the learning progress [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
i) Portfolio of the learning progress [to analyze the mistakes of weaker students]	☐	☐
j) Externally developed standardized tests (comparative class tests) [for grading]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to check whether the students have done their work properly]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐

j) Externally developed standardized tests (comparative class tests) [to analyze the mistakes of weaker students]	☐	☐

Variables

ed0108a	Purpose of tests - grading	pCourseGerman
ed0208a	Purpose of tests - control	pCourseGerman
ed0308a	Purpose of tests - planning	pCourseGerman
ed0408a	Purpose of tests - mistake analysis	pCourseGerman
ed0108b	Purpose of the comparative class tests - grading	pCourseGerman
ed0208b	Purpose of the comparative class tests - control	pCourseGerman
ed0308b	Purpose of the comparative class tests - planning	pCourseGerman
ed0408b	Purpose of the comparative class tests - mistake analysis	pCourseGerman
ed0108c	Purpose of participation - grading	pCourseGerman
ed0208c	Purpose of participation - control	pCourseGerman
ed0308c	Purpose of participation - planning	pCourseGerman
ed0408c	Purpose of participation - mistake analysis	pCourseGerman
ed0108d	Purpose of oral test - grading	pCourseGerman
ed0208d	Purpose of oral test - control	pCourseGerman
ed0308d	Purpose of oral test - planning	pCourseGerman
ed0408d	Purpose of oral test - mistake analysis	pCourseGerman
ed0108e	Purpose of diagnostic tests - grading	pCourseGerman
ed0208e	Purpose of diagnostic tests - control	pCourseGerman
ed0308e	Purpose of diagnostic tests - planning	pCourseGerman
ed0408e	Purpose of diagnostic tests - mistake analysis	pCourseGerman
ed0108f	Purpose of project-based work - grading	pCourseGerman
ed0208f	Purpose of project-based work - control	pCourseGerman
ed0308f	Purpose of project-based work - planning	pCourseGerman
ed0408f	Purpose of project-based work - mistake analysis	pCourseGerman
ed0108g	Purpose of the homework - grading	pCourseGerman
ed0208g	Purpose of the homework - control	pCourseGerman
ed0308g	Purpose of the homework - planning	pCourseGerman
ed0408g	Purpose of the homework - mistake analysis	pCourseGerman
ed0108h	Purpose of the student folders - grading	pCourseGerman
ed0208h	Purpose of the student folders - control	pCourseGerman
ed0308h	Purpose of the student folders - planning	pCourseGerman
ed0408h	Purpose of the student folders - mistake analysis	pCourseGerman
ed0108i	Purpose of the portfolio - grading	pCourseGerman
ed0208i	Purpose of the portfolio - control	pCourseGerman
ed0308i	Purpose of the portfolio - planning	pCourseGerman
ed0408i	Purpose of the portfolio - mistake analysis	pCourseGerman
ed0108j	Purpose of the standardized tests - grading	pCourseGerman
ed0208j	Purpose of the standardized tests - control	pCourseGerman
ed0308j	Purpose of the standardized tests - planning	pCourseGerman
ed0408j	Purpose of the standardized tests - mistake analysis	pCourseGerman

9 To what extent do the following statements apply to your German lessons in this class?

Please tick a box in 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) I demand considerably less from students who are less capable.	☐	☐	☐	☐	☐
b) I form groups of students with similar capabilities.	☐	☐	☐	☐	☐
c) I form groups of students with different capabilities.	☐	☐	☐	☐	☐
d) I give students homework ranging in complexity based on their capability.	☐	☐	☐	☐	☐
e) I allow students who work faster to move on to the next assignment while I am still practicing or reviewing things with the ones that work slower.	☐	☐	☐	☐	☐
f) If students have difficulties in understanding, I give them additional assignments.	☐	☐	☐	☐	☐
g) I give more capable students extra assignments that are really challenging for them.	☐	☐	☐	☐	☐

Variables		
ed0009a	Student groups - demands	pCourseGerman
ed0009b	Student groups - similar capabilities	pCourseGerman
ed0009c	Student groups - different capabilities	pCourseGerman
ed0009d	Student groups - different homework	pCourseGerman
ed0009e	Student groups - slow/fast students	pCourseGerman
ed0009f	Student groups - additional assignments	pCourseGerman
ed0009g	Student groups - extra assignments	pCourseGerman

10	What percentage of time do students spend on the following activities in German class in a typical school week?	
The total should add up to 100%. Please enter the figures aligned to the right.		
a) Discussing homework Range: 0 - 100	|___|___|___| %
b) Following the teachers' lecture Range: 0 - 100	|___|___|___| %
c) Doing tasks/exercises with your assistance Range: 0 - 100	|___|___|___| %
d) Doing tasks/exercises without your assistance Range: 0 - 100	|___|___|___| %
e) Doing teacher-supported repetitive drills and exercises Range: 0 - 100	|___|___|___| %
f) Taking tests, quizzes or playing guessing games Range: 0 - 100	|___|___|___| %
g) Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order) Range: 0 - 100	|___|___|___| %
h) Other student activities Range: 0 - 100	|___|___|___| %

Variables		
e538021	Time spent each week - discussing homework	pCourseGerman
e538022	Time spent each week - lecture teacher	pCourseGerman
e538023	Time spent each week - tasks/exercises with assistance	pCourseGerman
e538024	Time spent each week - tasks/exercises without assistance	pCourseGerman
e538025	Time spent each week - repetitive drills and exercises	pCourseGerman
e538026	Time spent each week - tests, quizzes or guessing games	pCourseGerman
e538027	Time spent each week - classroom management	pCourseGerman
e538028	Time spent each week - other student activities	pCourseGerman

Questions about spelling lessons

At lower secondary level, the survey of competencies in the written language, particularly in spelling, is a core feature of the NEPS study. Therefore, we are interested in finding out how you address spelling as a central topic in German lessons.

12 Do you consider the teaching time available for spelling sufficient?

Please tick only one answer.

- I would need a little more time [2] ☐
- I would need much more time [3] ☐
- I would not need more time [1] ☐

Variables		
ed00110	Required time spelling	pCourseGerman

13 How much spelling homework do you give students on average per week?

If you do not give any spelling homework, please enter "Zero" (0). Please enter the figures aligned to the right.

Minutes per week of spelling homework |___|___|___|

Range: 0 - 999

Variables		
ed0012m	Spelling homework per week (minutes)	pCourseGerman

14 How often does the following occur in your spelling lessons?

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) I explain spelling rules to the entire class.	☐	☐	☐	☐	☐
b) Everyone works on his/her individual spelling problems.	☐	☐	☐	☐	☐
c) The students practice spelling rules with partners.	☐	☐	☐	☐	☐
d) The students work independently on spelling work sheets.	☐	☐	☐	☐	☐
e) We discuss spelling phenomena as a central topic together in spelling groups.	☐	☐	☐	☐	☐

Variables		
ed0013a	Methods spelling lessons - explaining rules - frontal	pCourseGerman
ed0013b	Methods spelling lessons - individual work	pCourseGerman
ed0013c	Methods spelling lessons - practicing rules - partners	pCourseGerman
ed0013d	Methods spelling lessons - worksheets - independent	pCourseGerman
ed0013e	Methods spelling lessons - discussing spelling	pCourseGerman

15 To what extent do you agree with the following statements?

Please tick a box in each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) In German spelling there are more exceptions than rules.	☐	☐	☐	☐
b) German spelling is mainly structured logically and understandably.	☐	☐	☐	☐
c) In order to master German spelling, you have to memorize a lot.	☐	☐	☐	☐
d) Spelling competence will promote reading competence.	☐	☐	☐	☐
e) Spelling competence will promote the writing of texts.	☐	☐	☐	☐
f) Spelling competence will positively influence oral linguistic competence.	☐	☐	☐	☐
g) Faulty spelling will affect my judgment of a student's text in terms of content.	☐	☐	☐	☐
h) Students who read a lot will exhibit confident spelling abilities.	☐	☐	☐	☐

Variables		
ed0014a	Attitude (teacher) - spelling - more exceptions	pCourseGerman
ed0014b	Attitude (teacher) - spelling - logical and understandable	pCourseGerman
ed0014c	Attitude (teacher) - spelling - memorizing	pCourseGerman
ed0014d	Attitude (teacher) - spelling - promotes reading	pCourseGerman
ed0014e	Attitude (teacher) - spelling - promotes writing	pCourseGerman
ed0014f	Attitude (teacher) - spelling - promotes linguistics	pCourseGerman
ed0014g	Attitude (teacher) - spelling - affects judgment of content	pCourseGerman
ed0014h	Attitude (teacher) - spelling - reading a lot	pCourseGerman

16 What knowledge do you impart to your students during spelling lessons?

Please tick a box in each line

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) Knowledge of rules	☐	☐	☐	☐	☐
b) Knowledge of solving problems	☐	☐	☐	☐	☐
c) Other, specifically:	☐	☐	☐	☐	☐

[Please indicate in printed letters.] _____

Variables		
ed0015a	Spelling knowledge - rules	pCourseGerman
ed0015b	Spelling knowledge - problem solving	pCourseGerman
ed0015c	Spelling knowledge - other	pCourseGerman
ed0015x_O	Spelling knowledge - other	pCourseGerman

17 What strategies and methods do you impart onto your students?

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) Deriving spelling from speaking clearly	☐	☐	☐	☐	☐
b) Memorizing word spelling by practicing	☐	☐	☐	☐	☐
c) Memorizing techniques	☐	☐	☐	☐	☐
d) Using dictionaries	☐	☐	☐	☐	☐
e) Using PC spelling aids	☐	☐	☐	☐	☐
f) Deriving spelling based on the stem principle (terminal devoicing, umlauts)	☐	☐	☐	☐	☐
g) Analyzing complex words (prefix and suffix as well as conjugation and declination endings)	☐	☐	☐	☐	☐
h) Other, specifically:	☐	☐	☐	☐	☐
Please indicate in printed letters.					

Variables		
ed0016a	Strategies - deriving (from speaking)	pCourseGerman
ed0016b	Strategies - memorizing (by practicing)	pCourseGerman
ed0016c	Strategies - memorizing techniques	pCourseGerman
ed0016d	Strategies - dictionaries	pCourseGerman
ed0016e	Strategies - PC spelling aids	pCourseGerman
ed0016f	Strategies - stem principle	pCourseGerman
ed0016g	Strategies - word analysis	pCourseGerman
ed0016x	Strategies - other	pCourseGerman
ed0016h_O	Strategies - other	pCourseGerman

18 How often does the following occur in your spelling lessons?

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) I give the students time to exchange views on spelling problems.	☐	☐	☐	☐	☐
b) I give the students time to help each other with spelling problems.	☐	☐	☐	☐	☐
c) I encourage the students to independently present their spelling problems in the lessons.	☐	☐	☐	☐	☐
d) I encourage the students to discuss spelling problems.	☐	☐	☐	☐	☐
e) I ask the students not only to give the right answer but also to provide an explanation.	☐	☐	☐	☐	☐

Variables		
ed0017a	Occurrence - time for exchange	pCourseGerman
ed0017b	Occurrence - mutual help	pCourseGerman
ed0017c	Occurrence - independence	pCourseGerman
ed0017d	Occurrence - discussion	pCourseGerman
ed0017e	Occurrence - explanation	pCourseGerman

19 What is the basis for the assessment of your students' spelling performance?

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) I have the students do dictations.	☐	☐	☐	☐	☐
b) I use standardized tests.	☐	☐	☐	☐	☐
c) I use essay corrections.	☐	☐	☐	☐	☐
d) I assess spelling in portfolios, project work and homework.	☐	☐	☐	☐	☐

Variables		
ed0018a	Assessment by dictations	pCourseGerman
ed0018b	Assessment by standardized tests	pCourseGerman
ed0018c	Assessment by essay correction	pCourseGerman
ed0018d	Assessment by assignments	pCourseGerman

20 I teach the following control strategies in my spelling lessons:

Please tick a box in each line.

	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) Controlling with the aid of dictionaries	☐	☐	☐	☐	☐
b) Controlling in partner work	☐	☐	☐	☐	☐
c) Controlling by applying the rules	☐	☐	☐	☐	☐
d) Controlling with the aid of PC spelling aid	☐	☐	☐	☐	☐

Variables		
ed0019a	Control strategies - dictionaries	pCourseGerman
ed0019b	Control strategies - partner work	pCourseGerman
ed0019c	Control strategies - rules	pCourseGerman
ed0019d	Control strategies - PC spelling aid	pCourseGerman

21 How do you handle students who are not yet sufficiently proficient in spelling at the beginning of seventh grade? If all students you are teaching are sufficiently proficient in spelling, please continue to question 22.

Please tick a box in each line.

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) I am not able to take these students into consideration.	☐	☐	☐	☐
b) I teach differentiated spelling lessons and consider the remedial needs of these students.	☐	☐	☐	☐
c) I have the students participate in in-house remedial spelling lessons.	☐	☐	☐	☐

“All of the students are proficient in spelling”: Please continue with question 22

Variables		
ed0020a	Remedial needs - no consideration	pCourseGerman
ed0020b	Remedial needs - differentiate	pCourseGerman
ed0020c	Remedial needs - in-house remediation	pCourseGerman

22 How do you judge the possibilities in your school of promoting students with insufficient spelling proficiency?

Please tick a box in each line.

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) Remedial teaching time is available.	☐	☐	☐	☐
b) Remedial teaching measures are available in school.	☐	☐	☐	☐
c) Certain further education programs are available for teachers.	☐	☐	☐	☐

Variables		
ed0021a	Weaker students - remedial teaching time	pCourseGerman
ed0021b	Weaker students - remedial teaching measures	pCourseGerman
ed0021c	Weaker students - further education programs	pCourseGerman

23 To what extent do you agree with the following statements?

Please tick a box in each line.

	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) Good spelling is important for success in school.	☐	☐	☐	☐
b) Good spelling is important for private life.	☐	☐	☐	☐
c) Good spelling is important for career opportunities.	☐	☐	☐	☐
d) Spelling is a “necessary evil“ for students and teachers.	☐	☐	☐	☐

Variables		
ed0022a	Importance spelling - success in school	pCourseGerman
ed0022b	Importance spelling - private life	pCourseGerman
ed0022c	Importance spelling - career opportunities	pCourseGerman
ed0022d	Importance spelling - necessary evil	pCourseGerman

24 And what do you think about the following statements?				
Please tick a box in each line.				
	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) I am confident with the new German spelling rules.	☐	☐	☐	☐
b) I enjoy teaching spelling lessons.	☐	☐	☐	☐
c) The time spent on spelling lessons is worth the effort considering the students' success.	☐	☐	☐	☐

Variables		
ed0023a	Attitude (teacher) - confidence	pCourseGerman
ed0023b	Attitude (teacher) - enjoy teaching	pCourseGerman
ed0023c	Attitude (teacher) - time required is worth it	pCourseGerman

Questions about collaboration

25 What is your impression of the collaboration in the German faculty?

If your school has no German faculty, please refer to the entire teaching staff. Please tick a box in each line.

	the faculty. [1]	the teaching staff. [2]
In the following, I am referring to …	☐	☐

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) We all pull together.	☐	☐	☐	☐
b) The division of labor works well.	☐	☐	☐	☐
c) We have a clear objective for our work.	☐	☐	☐	☐
d) There is an agreement in the group in regard to the objectives.	☐	☐	☐	☐
e) We get in each others way.	☐	☐	☐	☐
f) I am much more effective working alone.	☐	☐	☐	☐
g) The work is distributed fairly in our group.	☐	☐	☐	☐
h) In our meetings we work towards concrete results.	☐	☐	☐	☐
i) There is new momentum in our daily work.	☐	☐	☐	☐

Variables		
e10029a	Collaboration: reference group	pCourseGerman
e10030a	Collaboration: pulling together	pCourseGerman
e10031a	Collaboration: division of labor works well	pCourseGerman
e10032a	Collaboration: clear objective for our work	pCourseGerman
e10033a	Collaboration: agreement of objectives	pCourseGerman
e10034a	Collaboration: get in each others way	pCourseGerman
e10035a	Collaboration: more effective working alone	pCourseGerman
e10036a	Collaboration: fair distribution of work	pCourseGerman
e10037a	Collaboration: meetings with concrete results	pCourseGerman
e10038a	Collaboration: new momentum in daily work	pCourseGerman

Thank you for your cooperation!

3.6 Correspondence between questions (ID 197, 198)

Table 4 shows the correspondence between questions in the following questionnaires:

- ID 197: German teachers in regular schools, see section 3.5
- ID 198: German teachers in special schools

Table 4: Correspondence between German teachers' questions in wave 3

ID 197	Content	ID 198
1	Amount of lessons per week and amount of minutes for one lesson	1
2	Amount of remedial lessons per week	2
3	Amount of canceled lessons in the ongoing school year	3
4	Frequency occurrence of different learning types in class	4
5	Statements about organization in class concerning students	5
6	Statements about type of tasks	6
7	Frequency usage of different learning assessments	7
8	Purpose of learning assessment (f. ex. grades, planning of lessons)	8
9	Statements in class concerning heterogeneity	9
10	Organization in class with different activities in a school week (f. ex. discussing homework, test, class management)	10
11	Time spent in class concerning spelling	
12	Statements about available time concerning spelling	
13	Amount of homework in spelling per week	
14	Occurrence of different types of work in spelling class	
15	Statements about spelling and spelling competence (f. ex. rules, structure) (z.B. Regeln, Aufbau)	
16	Type of teaching of knowledge in spelling class	
17	Type of teaching of strategy and methods in spelling class	
18	Handling of spelling problems in spelling class	
19	Type of controlling measures for assessment of spelling performance	
20	Frequency teaching of controlling measures in spelling class	
21	Type of handling students with spelling disabilities (Beginning Grade 6)	
22	Assessment of remedial possibilities of students with spelling disabilities at school	
23	Statements about good spelling (f.ex. success in school, job prospects)	
24	Statements about personal impression and attitude concerning spelling	
25	Personal impression about collaboration of the German faculty or teaching staff	11

3.7 Math teachers (ID 199)

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!

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!

General questions about math classes

First of all, we would like to ask you questions on how you conduct and organize math lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular math lessons per week are planned this term and how many minutes are in a lesson?

Please enter the figures aligned to the right.

|___|___| Number of lessons

Range: 0 - 99

|___|___| Minutes per lesson

Range: 0 - 99

Variables		
ed0025h_R	Amount of math lessons (number)	pCourseMath
ed0025m_R	Amount of math lesson (minutes)	pCourseMath
ed0025m_D	Math lessons (duration in minutes per lessons, categorized)	pCourseMath

2 How many hours of additional remedial math lessons per week are planned this term?

If no additional remedial math lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons |___|___|

Range: 0 - 99

Variables		
ed00035_R	Amount of remedial math lessons (number)	pCourseMath
ed00035_D	Remedial teaching (number of lessons, categorized)	pCourseMath

3 How many of the planned math lessons have been canceled in the current school year so far?

If no math lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons |___|___|

Range: 0 - 99

Variables		
ed00027	Amount of canceled math lessons (number)	pCourseMath

4 How often do you use the following social methods of learning in this math class?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Work with small student groups	☐	☐	☐	☐	☐	☐
b) Partner work	☐	☐	☐	☐	☐	☐
c) Discussion rounds	☐	☐	☐	☐	☐	☐
d) Small same gender groups	☐	☐	☐	☐	☐	☐
e) Students acting as tutors ("Learning by Teaching", peer tutoring)	☐	☐	☐	☐	☐	☐
f) Project-based learning: the students work in groups on a certain topic and then present the results of their work.	☐	☐	☐	☐	☐	☐
g) The class and I have discussions.	☐	☐	☐	☐	☐	☐
h) The students work on work sheets by themselves.	☐	☐	☐	☐	☐	☐
i) One student presents something to the class.	☐	☐	☐	☐	☐	☐
j) I explain something to the entire class.	☐	☐	☐	☐	☐	☐

Variables		
ed0028a	Social methods - student groups	pCourseMath
ed0028b	Social methods - partner work	pCourseMath
ed0028c	Social methods - discussion rounds	pCourseMath
ed0028d	Social methods - same gender groups	pCourseMath
ed0028e	Social methods - tutoring	pCourseMath
ed0028f	Social methods - project-based learning	pCourseMath
ed0028g	Social methods - discussion	pCourseMath
ed0028h	Social methods - individual work	pCourseMath
ed0028i	Social methods - presentation	pCourseMath
ed0028j	Social methods - explaining	pCourseMath

5	How often do the following statements apply to math lessons in this class? The students …				
Please tick a box in each line.					
	Very rarely [1]	Rarely [2]	Sometimes [3]	Often [4]	Very often [5]
a) are asked questions that show if they have understood the subject matter in depth.	☐	☐	☐	☐	☐
b) are asked questions that show if they are able to critically assess and analyze the subject matter.	☐	☐	☐	☐	☐
c) are requested by me to relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
d) actually relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
e) are asked questions during which the subject matter has to be critically reviewed.	☐	☐	☐	☐	☐

Variables		
ed0029a	Type of teaching - in-depth understanding	pCourseMath
ed0029b	Type of teaching - analysis and assessment	pCourseMath
ed0029c	Type of teaching - relate to comments 1	pCourseMath
ed0029d	Type of teaching - relate to comments 2	pCourseMath
ed0029e	Type of teaching - critical reflection	pCourseMath

6 To what extent do the following statements apply to the assignments you give your students during math lessons?

Please tick a box in 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) I give them assignments that do not only involve the identification of standard solutions but also the selection of the right approach.	☐	☐	☐	☐	☐
b) I give them assignments in which the students need time to think in order to find solutions.	☐	☐	☐	☐	☐
c) I give them assignments in which the students have to show different approaches.	☐	☐	☐	☐	☐
d) I give them assignments that require explanations and in depth comments rather than simple solutions.	☐	☐	☐	☐	☐

Variables		
ed0030a	Assignments - solution right approach	pCourseMath
ed0030b	Assignments - time to solve	pCourseMath
ed0030c	Assignments - different approaches	pCourseMath
ed0030d	Assignments - explanations rather than simple solutions	pCourseMath

7 How often do you use the following types of learning success control methods in your math lesson?

Please tick a box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Tests developed by me	☐	☐	☐	☐	☐	☐
b) The same tests for all classes and learning groups	☐	☐	☐	☐	☐	☐
c) Observation of oral participation	☐	☐	☐	☐	☐	☐
d) Oral testing of students	☐	☐	☐	☐	☐	☐
e) Diagnostic tests	☐	☐	☐	☐	☐	☐
f) Project-based work	☐	☐	☐	☐	☐	☐
g) Homework, home assignments	☐	☐	☐	☐	☐	☐
h) Student folders	☐	☐	☐	☐	☐	☐
i) Portfolio of the learning progress	☐	☐	☐	☐	☐	☐
j) Externally developed standardized tests (comparative class tests)	☐	☐	☐	☐	☐	☐

Variables		
ed0031a	Learning success control - tests	pCourseMath
ed0031b	Learning success control - same tests	pCourseMath
ed0031c	Learning success control - oral participation	pCourseMath
ed0031d	Learning success control - oral testing	pCourseMath
ed0031e	Learning success control - diagnostic tests	pCourseMath
ed0031f	Learning success control - project-based work	pCourseMath
ed0031g	Learning success control - homework	pCourseMath
ed0031h	Learning success control - student folders	pCourseMath
ed0031i	Learning success control - portfolios	pCourseMath
ed0031j	Learning success control - external tests	pCourseMath

8 For what purpose have you used the following types of learning success control methods?

If you do not use any of the following types of learning success control methods, do not tick anything in the respective line. In each line multiple answers are possible.

	Not specified [0]	Specified [1]
a) Tests developed by me [for grading]	☐	☐
a) Tests developed by me [to check whether the students have done their work properly]	☐	☐

a) Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
a) Tests developed by me [to analyze mistakes of weaker students]	☐	☐
b) The same tests for all classes and learning groups [for grading]	☐	☐
b) The same tests for all classes and learning groups [to check whether the students have done their work properly]	☐	☐
b) The same tests for all classes and learning groups [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
b) The same tests for all classes and learning groups [to analyze the mistakes of weaker students]	☐	☐
c) Observation of oral participation [for grading]	☐	☐
c) Observation of oral participation [to check whether the students have done their work properly]	☐	☐
c) Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
c) Observation of oral participation [to analyze mistakes of weaker students]	☐	☐
d) Oral testing of students [for grading]	☐	☐
d) Oral testing of students [to check whether the students have done their work properly]	☐	☐
d) Oral testing of students [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
d) Oral testing of students [to analyze the mistakes of weaker students]	☐	☐
e) Diagnostic tests [for grading]	☐	☐
e) Diagnostic tests [to check whether the students have done their work properly]	☐	☐
e) Diagnostic tests [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
e) Diagnostic tests [to analyze the mistakes of weaker students]	☐	☐
f) Project-based work [for grading]	☐	☐

f) Project-based work [to check whether the students have done their work properly]	☐	☐
f) Project-based work [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
f) Project-based work [to analyze the mistakes of weaker students]	☐	☐
g) Homework, home assignments [for grading]	☐	☐
g) Homework, home assignments [to check whether the students have done their work properly]	☐	☐
g) Homework, home assignments [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
g) Homework, home assignments [to analyze the mistakes of weaker students]	☐	☐
h) Student folders [for grading]	☐	☐
h) Student folders [to check whether the students have done their work properly]	☐	☐
h) Student folders [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
h) Student folders [to analyze the mistakes of weaker students]	☐	☐
i) Portfolio of the learning progress [for grading]	☐	☐
i) Portfolio of the learning progress [to check whether the students have done their work properly]	☐	☐
i) Portfolio of the learning progress [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
i) Portfolio of the learning progress [to analyze the mistakes of weaker students]	☐	☐
j) Externally developed standardized tests (comparative class tests) [for grading]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to check whether the students have done their work properly]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐

j) Externally developed standardized tests (comparative class tests) [to analyze the mistakes of weaker students]	☐	☐

Variables

ed0132a	Purpose of tests - grading	pCourseMath
ed0232a	Purpose of tests - control	pCourseMath
ed0332a	Purpose of tests - planning	pCourseMath
ed0432a	Purpose of tests - mistake analysis	pCourseMath
ed0132b	Purpose of the comparative class tests - grading	pCourseMath
ed0232b	Purpose of the comparative class tests - control	pCourseMath
ed0332b	Purpose of the comparative class tests - planning	pCourseMath
ed0432b	Purpose of the comparative class tests - mistake analysis	pCourseMath
ed0132c	Purpose of participation - grading	pCourseMath
ed0232c	Purpose of participation - control	pCourseMath
ed0332c	Purpose of participation - planning	pCourseMath
ed0432c	Purpose of participation - mistake analysis	pCourseMath
ed0132d	Purpose of oral test - grading	pCourseMath
ed0232d	Purpose of oral test - control	pCourseMath
ed0332d	Purpose of oral test - planning	pCourseMath
ed0432d	Purpose of oral test - mistake analysis	pCourseMath
ed0132e	Purpose of diagnostic tests - grading	pCourseMath
ed0232e	Purpose of diagnostic tests - control	pCourseMath
ed0332e	Purpose of diagnostic tests - planning	pCourseMath
ed0432e	Purpose of diagnostic tests - mistake analysis	pCourseMath
ed0132f	Purpose of project-based work - grading	pCourseMath
ed0232f	Purpose of project-based work - control	pCourseMath
ed0332f	Purpose of project-based work - planning	pCourseMath
ed0432f	Purpose of project-based work - mistake analysis	pCourseMath
ed0132g	Purpose of the homework - grading	pCourseMath
ed0232g	Purpose of the homework - control	pCourseMath
ed0332g	Purpose of the homework - planning	pCourseMath
ed0432g	Purpose of the homework - mistake analysis	pCourseMath
ed0132h	Purpose of the student folders - grading	pCourseMath
ed0232h	Purpose of the student folders - control	pCourseMath
ed0332h	Purpose of the student folders - planning	pCourseMath
ed0432h	Purpose of the student folders - mistake analysis	pCourseMath
ed0132i	Purpose of the portfolio - grading	pCourseMath
ed0232i	Purpose of the portfolio - control	pCourseMath
ed0332i	Purpose of the portfolio - planning	pCourseMath
ed0432i	Purpose of the portfolio - mistake analysis	pCourseMath
ed0132j	Purpose of the standardized tests - grading	pCourseMath
ed0232j	Purpose of the standardized tests - control	pCourseMath
ed0332j	Purpose of the standardized tests - planning	pCourseMath
ed0432j	Purpose of the standardized tests - mistake analysis	pCourseMath

9	To what extent do the following statements apply to your math lessons in this class?				
Please tick a box in 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) I demand considerably less from students who are less capable.	☐	☐	☐	☐	☐
b) I form groups of students with similar capabilities.	☐	☐	☐	☐	☐
c) I form groups of students with different capabilities.	☐	☐	☐	☐	☐
d) I give students homework ranging in complexity based on their capability.	☐	☐	☐	☐	☐
e) I allow students who work faster to move on to the next assignment while I am still practicing or reviewing things with the ones that work slower.	☐	☐	☐	☐	☐
f) If students have difficulties in understanding, I give them additional assignments.	☐	☐	☐	☐	☐
g) I give more capable students extra assignments that are really challenging for them.	☐	☐	☐	☐	☐

Variables		
ed0033a	Student groups - demands	pCourseMath
ed0033b	Student groups - similar capabilities	pCourseMath
ed0033c	Student groups - different capabilities	pCourseMath
ed0033d	Student groups - different homework	pCourseMath
ed0033e	Student groups - slow/fast students	pCourseMath
ed0033f	Student groups - additional assignments	pCourseMath
ed0033g	Student groups - extra assignments	pCourseMath

10	What percentage of time do students spend on the following activities in math class in a typical school week?	
The total should add up to 100%. Please enter the figures aligned to the right.		
a) Discussing homework Range: 0 - 100	|___|___|___| %
b) Following the teachers' lecture Range: 0 - 100	|___|___|___| %
c) Doing tasks/exercises with your assistance Range: 0 - 100	|___|___|___| %
d) Doing tasks/exercises without your assistance Range: 0 - 100	|___|___|___| %
e) Doing teacher-supported repetitive drills and exercises Range: 0 - 100	|___|___|___| %
f) Taking tests, quizzes or playing guessing games Range: 0 - 100	|___|___|___| %
g) Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order) Range: 0 - 100	|___|___|___| %
h) Other student activities Range: 0 - 100	|___|___|___| %

Variables		
e538011	Time spent each week - discussing homework	pCourseMath
e538012	Time spent each week - lecture teacher	pCourseMath
e538013	Time spent each week - tasks/exercises with assistance	pCourseMath
e538014	Time spent each week - tasks/exercises without assistance	pCourseMath
e538015	Time spent each week - repetitive drills and exercises	pCourseMath
e538016	Time spent each week - tests, quizzes or guessing games	pCourseMath
e538017	Time spent each week - classroom management	pCourseMath
e538018	Time spent each week - other student activities	pCourseMath

Questions about collaboration

11 What is your impression of the collaboration in the math faculty?

If your school has no math faculty, please refer to the entire teaching staff. Please tick a box in each line.

In the following, I am referring to …	the faculty. [1]	the teaching staff. [2]
	☐	☐

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) We all pull together.	☐	☐	☐	☐
b) The division of labor works well.	☐	☐	☐	☐
c) We have a clear objective for our work.	☐	☐	☐	☐
d) There is an agreement in the group in regard to the objectives.	☐	☐	☐	☐
e) We get in each others way.	☐	☐	☐	☐
f) I am much more effective working alone.	☐	☐	☐	☐
g) The work is distributed fairly in our group.	☐	☐	☐	☐
h) In our meetings we work towards concrete results.	☐	☐	☐	☐
i) There is new momentum in our daily work.	☐	☐	☐	☐

Variables		
e10029b	Collaboration: reference group	pCourseMath
e10030b	Collaboration: pulling together	pCourseMath
e10031b	Collaboration: division of labor works well	pCourseMath
e10032b	Collaboration: clear objective for our work	pCourseMath
e10033b	Collaboration: agreement of objectives	pCourseMath
e10034b	Collaboration: get in each others way	pCourseMath
e10035b	Collaboration: more effective working alone	pCourseMath
e10036b	Collaboration: fair distribution of work	pCourseMath
e10037b	Collaboration: meetings with concrete results	pCourseMath
e10038b	Collaboration: new momentum in daily work	pCourseMath

Thank you for your cooperation!

4 School principals

4.1 Regular schools (ID 201)

Brief notes on completing the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to 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 hand it over in the enclosed envelope to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your migrant background. You declare this consent by filling out and handing in the questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

Brief notes on completing the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to 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 hand it over in the enclosed envelope to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your migrant background. You declare this consent by filling out and handing in the questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

General questions about the school

We would like first to ask you some general questions about your school and its profile.

1 Is your school a …

Please checkk all applicable answers.

	Not specified [0]	Specified [1]
… half-day school?	☐	☐
… half-day school with an afternoon option?	☐	☐
… non-mandatory all-day school?	☐	☐
… partially mandatory all-day school?	☐	☐
… fully mandatory all-day school?	☐	☐

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

2 How many 7th grade classes are there at your school this school year?

|___| Classes in the 7th grade

Range: 0 - 9

	Not specified [0]	Specified [1]
No 7th grade/no NEPS survey in the 7th grade	☐	☐

Variables		
h229023	School: Amount of 7th grade classes	pInstitution
h229024	School: no 7th grade/no NEPS survey	pInstitution

3 Do you cooperate with the following partners? If yes, is a written cooperation agreement available?

Please tick a box in each line.

	No cooperation [1]	Cooperation without written agreement [2]	Cooperation with written agreement [3]
a) Day care for schoolchildren	☐	☐	☐
b) Youth center, youth club	☐	☐	☐
c) Youth welfare office	☐	☐	☐

d) Other agencies, municipality, town	☐	☐	☐
e) Police	☐	☐	☐
f) Parish, church district	☐	☐	☐
g) Cultural institutions (e.g. museum, theater, library)	☐	☐	☐
h) Volkshochschule [adult education establishment], educational institute, educational center	☐	☐	☐
i) Organization or institute for youth social work or counseling (e.g. Jugendsozialwerk [organization for youth social services], counseling center)	☐	☐	☐
j) Community center, urban district office, neighborhood management	☐	☐	☐
k) Sports club, sports alliance, sports school	☐	☐	☐
l) Art or music school	☐	☐	☐
m) Cultural clubs (e.g. cultural or musical society, Carnival society)	☐	☐	☐
n) Nature or environmental clubs	☐	☐	☐
o) Welfare or youth association, youth council (e.g. Caritas, AWO, Scouts)	☐	☐	☐
p) Business, company	☐	☐	☐
q) Rotary, Lions Club	☐	☐	☐
r) Booster club	☐	☐	☐
s) Universities, universities of applied sciences	☐	☐	☐
t) Special needs schools	☐	☐	☐
	Cooperation without written agreement [2]	Cooperation with written agreement [3]	
u) Other, specifically:	☐	☐	
Please indicate in printed letters.			

Variables

h22801a	School: cooperation partner: day care for schoolchildren	pInstitution
h22801b	School: cooperation partner: youth center, youth club	pInstitution
h22801c	School: cooperation partner: youth welfare office	pInstitution
h22801d	School: cooperation partner: agencies, municipality, town	pInstitution
h22801e	School: cooperation partner: police	pInstitution
h22801f	School: cooperation partner: parish, church district	pInstitution
h22801g	School: cooperation partner: cultural institutions	pInstitution
h22801h	School: cooperation partner: Volkshochschule, educational institute, or similar	pInstitution
h22801i	School: cooperation partner: institute for youth social work	pInstitution
h22801j	School: cooperation partner: community center, urban district office or similar	pInstitution
h22801k	School: cooperation partner: sports club, sports alliance, sports school	pInstitution
h22801l	School: cooperation partner: art or music school	pInstitution
h22801m	School: cooperation partner: cultural clubs	pInstitution
h22801n	School: cooperation partner: nature or environmental clubs	pInstitution
h22801o	School: cooperation partner: welfare or youth association, youth council	pInstitution
h22801p	School: cooperation partner: business, company	pInstitution
h22801q	School: cooperation partner: Rotary, Lions Club	pInstitution
h22801r	School: cooperation partner: booster club	pInstitution
h22801s	School: cooperation partner: universities, universities of applied sciences	pInstitution
h22801t	School: cooperation partner: special needs schools	pInstitution
h22801u	School: cooperation partner: other	pInstitution

Questions about remedial/enrichment measures and quality assurance

We are particularly interested in remedial/enrichment measures for individual student groups and in quality assurance measures at your school. We would therefore like to ask some questions about these topics.

4	Which of the following offers do you have for the students at your school?		
Please check one box in each line.			
		Yes [1]	No [2]
a) Supplementary courses for very proficient students		☐	☐
b) Remedial teaching offers for underachieving students		☐	☐
c) Special courses in learning techniques		☐	☐
d) Subject-related projects or competitions		☐	☐
e) Homework supervision in school rooms		☐	☐
f) Tutoring held by teachers		☐	☐
g) Other support measures outside of class		☐	☐

Variables		
h22201a	School: supply, very proficient students	pInstitution
h22201b	School: offers, for very inefficient students	pInstitution
h22201c	School: supply, courses in learning techniques	pInstitution
h22201d	School: supply, projects or competitions	pInstitution
h22201e	School: supply, homework coaching	pInstitution
h22201f	School: supply, tutoring	pInstitution
h22201g	School: supply, other coaching	pInstitution

5	Which of the following quality assurance and development measures are implemented at your school?		
Please tick a box in each line.			
		Yes [1]	No [2]
a) Preparation of a complete school mission statement (with model, focal points, implementation requirements, standards to be achieved)		☐	☐
b) Preparation of a written model/school profile for the school; selection and description of desired quality features		☐	☐
c) Written specification of quality indicators, the measurement of which will provide information on the achievement of the school's goals in the future		☐	☐
d) Written specification of performance standards to be achieved by the students in different areas at this school		☐	☐

e) Use of standardized performance tests to objectively check the competencies achieved by the students (knowledge, capabilities, skills)	☐	☐
f) Systematic appraisal and discussion of significant data on the quality of the school (e.g. grading, absence periods of the students, programs offered by the school, further training of the teachers)	☐	☐
g) Brochure with self-portrayal of the school	☐	☐
h) Jointly prepared written class tests (cross-grade and/or -learning group tests)	☐	☐
	Not specified [0]	Specified [1]
i) Further/other measures, specifically:	☐	☐
Please indicate in printed letters.		✎ _____

Variables		
h22202a	School: quality: complete school mission statement	pInstitution
h22202b	School: quality: written school profile	pInstitution
h22202c	School: quality: written specification of quality indicators	pInstitution
h22202d	School: quality: written specification of performance standards	pInstitution
h22202e	School: quality: standardized performance tests	pInstitution
h22202f	School: quality: systematic appraisal of data	pInstitution
h22202g	School: quality: school brochure	pInstitution
h22202h	School: quality: class tests	pInstitution
h22202i	School: quality: other	pInstitution
h22202t_O	School: quality: other, text	pInstitution

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

Please enter the figures aligned to the right.

|___|___| Schools

Range: 0 - 99

Variables		
h535010	Schools within a radius of 10 km	pInstitution

7 To what extent do the following statements apply to your school?

Please check one box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) Our school is in stiff competition with other schools of the same type.	☐	☐	☐	☐
b) The existence of our school strongly depends on the amount of students enrolled in the school.	☐	☐	☐	☐
c) The existence of our school is at great risk.	☐	☐	☐	☐
d) The funding of our school strongly depends on the amount of students enrolled in the school.	☐	☐	☐	☐

Variables		
h535021	competition intensity	pInstitution
h535022	Existence of school depends on number of students enrolled	pInstitution
h535023	existence at great risk	pInstitution
h535024	funding depends on number of students	pInstitution

Questions about the teaching staff and other staff

The work of a school is primarily shaped by the teaching staff. We are therefore interested in the composition of your teaching staff and what other educational staff members work at the school. Where no exact information is available, please estimate.

8 In total, how many teachers are employed at your school? Please do not include trainee teachers or teachers who primarily work as other civil servants.

Please enter the figures aligned to the right.

|___|___|___| Teachers

Range: 0 - 999

Variables		
h227000	School: teaching staff: number of teachers	pInstitution

9 How many are employed full-time?

Please enter the figures aligned to the right.

|___|___|___| Teachers in full-time employment

Range: 0 - 999

Variables		
h227001	School: teaching staff: number of full-time employees	pInstitution

10 How many are employed part-time?

Please enter the figures aligned to the right.

|___|___|___| Teachers in part-time employment

Range: 0 - 999

Variables		
h227002	School: teaching staff: number of part-time employees	pInstitution

11 How many teachers at your school have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

If no teachers have a migrant background, enter "Zero" (0). Please enter the figures aligned to the right.

|___|___|___| Teachers with a migrant background

Range: 0 - 999

Variables		
h451080	Amount of teachers with a migrant background in school	pInstitution

12 What is the age structure of your teaching staff? How many teachers in your school belong to the following age groups:

Please enter the figures aligned to the right.

a) under 35 years |___|___|___| Teachers

Range: 0 - 999

b) 35 to under 45 years |___|___|___| Teachers

Range: 0 - 999

c) 45 to under 55 years |___|___|___| Teachers

Range: 0 - 999

d) 55 to under 65 years |___|___|___| Teachers

Range: 0 - 999

e) 65 years and older |___|___|___| Teachers

Range: 0 - 999

Variables		
h22700a	School: teaching staff: age structure: under 35 years	pInstitution
h22700b	School: teaching staff: age structure: 35 to under 45 years	pInstitution
h22700c	School: teaching staff: age structure: 45 to under 55 years	pInstitution
h22700d	School: teaching staff: age structure: 55 to under 65 years	pInstitution
h22700e	School: teaching staff: age structure: 65 years and older	pInstitution

13 How many trainee teachers are currently employed in your school?

Please enter the figures aligned to the right.

|___|___|___| Teachers in training

Range: 0 - 999

Variables		
h227003	School: teaching staff: number of trainee teachers	pInstitution

14 And how many teachers who primarily work as other civil servants?

Please enter the figures aligned to the right.

|___|___|___| Teachers who primarily work as other civil servants

Range: 0 - 999

Variables		
h227004	School: teaching staff: number of teachers who primarily work as other civil servants	pInstitution

Questions about the students

The educational work at schools can depend on the composition of the students at the schools. In the following section, we therefore want to ask you some questions about the student population at your school. Where no exact information is available, please estimate.

15 How many students are currently being taught at your school and how many are boys?

Please enter the figures aligned to the right.

a) In the 7th grade (total) |___|___|___|___|

Range: 0 - 9,999

a) In the 7th grade (boys) |___|___|___|___|

Range: 0 - 9,999

	Not specified [0]	Specified [1]
a) No 7th grade/no NEPS survey in the 7th grade	☐	☐

b) In 11th grade (total) |___|___|___|___|

Range: 0 - 9,999

b) In 11th grade (boys) |___|___|___|___|

Range: 0 - 9,999

	Not specified [0]	Specified [1]
b) No 11th grade/no NEPS survey in the 11th grade	☐	☐

c) At the school overall (total) |___|___|___|___|

Range: 0 - 9,999

c) At the school overall (boys) |___|___|___|___|

Range: 0 - 9,999

Variables		
h227104	School: amount of students, 7th grade: total	pInstitution
h227114	School: amount of students, 7th grade: boys	pInstitution
h227105	School: no 7th grade/no NEPS survey	pInstitution
h227106	School: amount of students, 11th grade: total	pInstitution
h227116	School: amount of students, 11th grade: boys	pInstitution
h227107	School: no 11th grade/no NEPS survey	pInstitution
h227100	School: amount of students, overall: total	pInstitution
h227110	School: amount of students, overall: boys	pInstitution

16 **How many students left your school in the last school year without any school-leaving qualifications? We refer here only to those students that have left a general educational school.**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227130	School: amount of students: without school-leaving qualifications	pInstitution

17 **How many students in your school had to repeat a grade based on the last school year?**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227131	School: amount of students: grade retention	pInstitution

18 **How many students in your school skipped a grade in the last school year?**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227132	School: amount of students: skipped a grade	pInstitution

19 What percentage of students in your school come from families from a …

Please enter the figures aligned to the right.

... rather lower social class? |___|___|___| % of students

Range: 0 - 100

… rather middle social class? |___|___|___| % of students

Range: 0 - 100

… rather higher social class? |___|___|___| % of students

Range: 0 - 100

Variables		
h79301a	Kindergarten/school: amount from lower social class	pInstitution
h79301b	Kindergarten/school: amount from middle social class	pInstitution
h79301c	Kindergarten/school: amount from higher social class	pInstitution

20 What percentage of the 11th grade students come from families from a …

Please enter the figures aligned to the right.

… rather lower social class? |___|___|___| % of students

No 11th grade/no NEPS survey in the 11th grade [-20] ☐

Range: 0 - 100

… rather middle social class? |___|___|___| % of students

No 11th grade/no NEPS survey in the 11th grade [-20] ☐

Range: 0 - 100

… rather higher social class? |___|___|___| % of students

No 11th grade/no NEPS survey in the 11th grade [-20] ☐

Range: 0 - 100

Variables		
h79501a	11th grade: amount from lower social class	pInstitution
h79501b	11th grade: amount from middle social class	pInstitution
h79501c	11th grade: amount from higher social class	pInstitution

21 How large approximately is the amount of students in your school that have at least one parent with a higher education degree?

Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |___|___|___| %

Range: 0 - 100

Variables		
h79302a	School: amount of parents with higher education	pInstitution

22 How large approximately is the amount of 11th grade students that have at least one parent with a higher education degree?

Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |___|___|___| %

No 11th grade/no NEPS survey in the 11th grade [-20] ☐

Range: 0 - 100

Variables		
h79502a	11th grade: amount of parents with higher education	pInstitution

23 How large approximately is the amount of students in your school that have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

Please specify the amount in percentage. Please enter the figures aligned to the right.

Students with a migrant background |___|___|___| %

Range: 0 - 100

Variables		
h451020	Amount of students with a migrant background in school	pInstitution

24 How large approximately is the amount of 11th grade students in your school that have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

Please specify the amount in percentage. Please enter the figures aligned to the right.

11th grade students with a migrant background |___|___|___| %

Range: 0 - 100

	Not specified [0]	Specified [1]
No 11th grade/no NEPS survey in the 11th grade	☐	☐

Variables		
h401301	Amount of students with a migrant background in the 11th grade	pInstitution
h401302	11th grade: There is no 11th grade	pInstitution

25 There are various remedial language teaching options for students with a language of origin other than German*. How are these students in the 7th grade helped at your school?

*Please tick the applicable. *Students with a language of origin other than German means: The student has learned a language other than German in his/her family ("mother tongue").*

	Not specified [0]	Specified [1]
a) These students attend regular lessons and receive additional classes (e.g. DaZ: Deutsch als Zweitsprache [German-as-a-second-language] aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication).	☐	☐
b) Before these students move up to the regular classes, they attend a preparatory course aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication).	☐	☐
c) These students attend general remedial teaching/tutoring lessons for students whose performance in German is poor.	☐	☐
d) Before these students move up to the regular classes, they are taught certain subjects in their language of origin.	☐	☐
e) These students receive a significant proportion of their education in their language of origin in order to improve their mastery of their language of origin and German.	☐	☐

f) The class size is reduced in order to cope with the special requirements of these students.	☐	☐
g) These students receive education to promote their language of origin.	☐	☐
h) These students receive homework supervision/homework assistance specially suited for this student group.	☐	☐
No 7th grade/no NEPS survey in the 7th grade	☐	☐

Variables		
h416300	Remedial language teaching - additional remedial German lessons	pInstitution
h416310	Remedial language teaching - preparatory German course	pInstitution
h416320	Remedial language teaching - regular remedial German lessons	pInstitution
h416330	Remedial language teaching - early education in language of origin	pInstitution
h416340	Remedial language teaching - education in language of origin	pInstitution
h416350	Remedial language teaching - reducing class sizes	pInstitution
h416360	Remedial language teaching - promotion of language of origin	pInstitution
h416370	Remedial language teaching - homework supervision	pInstitution
h416380	No 7th grade	pInstitution

26	Apart from language remediation programs: Does your school offer special remedial measures for students with a migrant background?		
Please tick the applicable.			
		Not specified [0]	Specified [1]
No		☐	☐
a) [Yes, specifically the following remedial measures]: Special homework supervision for students with a migrant background		☐	☐
b) [Yes, specifically the following remedial measures]: Special remedial teaching for students with a migrant background		☐	☐
c) [Yes, specifically the following remedial measures:] Sponsoring, mentoring or tutoring programs		☐	☐
d) [Yes, specifically the following remedial teaching measures:] Special career orientation measures		☐	☐
e) [Yes, specifically the following remedial teaching measures:] Further/other measures, specifically:		☐	☐
Please indicate in printed letters.			

Variables		
h417100	Migration-specific remedial measures for students	pInstitution
h41711a	Migration-specific remedial measures for students_homework supervision	pInstitution
h41711b	Migration-specific remedial measures for students_special remedial teaching	pInstitution
h41711c	Migration-specific remedial measures for students_sponsoring, mentoring or tutoring programs	pInstitution
h41711d	Migration-specific remedial measures for students_special career orientation measures	pInstitution
h41711s	Migration-specific remedial measures for students_further/other measures	pInstitution

27 Does your school offer special courses or training sessions for teachers to support their work with students with a migrant background and their parents?

Please tick the applicable.

	Not specified [0]	Specified [1]
No	☐	☐
a) [Yes, specifically the following courses or training sessions:] Advanced training in German as a second language	☐	☐
b) [Yes, specifically the following courses or training sessions:] Advanced training in intercultural competencies	☐	☐
c) [Yes, specifically the following courses or training sessions:] Further/other measures, specifically:	☐	☐
Please indicate in printed letters.		

Variables		
h417140	Migration-specific additional support for teachers	pInstitution
h41715a	Migration-specific additional support for teachers_advanced training in German as a second language	pInstitution
h41715b	Migration-specific additional support for teachers_advanced training in intercultural competencies	pInstitution
h41715s	Migration-specific additional support for teachers_further/other measures	pInstitution

28	Does your school offer special measures for parents of students with a migrant background?		
Please tick the applicable.			
		Not specified [0]	Specified [1]
No		☐	☐
a) [Yes, specifically the following measures]: German lessons for parents		☐	☐
b) [Yes, specifically the following measures]: Special parent-teacher conferences		☐	☐
c) [Yes, specifically the following measures:] Migrant representative in the parents' association		☐	☐
d) [Yes, specifically the following measures:] Measures to promote communication between the parents		☐	☐
e) [Yes, specifically the following measures:] Further/other measures, specifically:		☐	☐
Please indicate in printed letters.			

Variables		
h417180	Migration-specific measures for parents: no	pInstitution
h41719a	Migration-specific measures for parents:German lessons	pInstitution
h41719b	Migration-specific measures for parents: special parent-teacher conferences	pInstitution
h41719c	Migration-specific measures for parents:representative in the parents'association	pInstitution
h41719d	Migration-specific measures for parents:promoting communication between parents	pInstitution
h41719s	Migration-specific measures for parents:further/other measures	pInstitution

Questions about integration and inclusion

At some schools, students with special educational needs are taught in integrative classes.

29 Are there any students in your school with diagnosed special educational needs? If yes, how many?

Please specify one answer only. Please enter the figures aligned to the right.

	Not specified [0]	Specified [1]
No	☐	☐
Yes, specifically … students have diagnosed special educational needs. Range: 0 - 99		|___|___|

"no": please continue with question 31. "yes, namely ... pupils have diagnosed special educational needs.": please continue with the next question.

Variables		
h190012	Students with special needs: none	pInstitution
h190011	Amount of students with special needs	pInstitution

30 Students with diagnosed special educational needs may have different special needs priorities. Please indicate the amount of students with different special needs priorities.

If a student has multiple special needs priorities, please consider each of these priorities. Please enter the figures aligned to the right.

a) Priority learning |___|___|

Range: 0 - 99

b) Priority language |___|___|

Range: 0 - 99

c) Priority physical and motor development |___|___|

Range: 0 - 99

d) Priority emotional and social development |___|___|

Range: 0 - 99

e) Priority mental development |___|___|

Range: 0 - 99

f) Priority seeing |___|___|

Range: 0 - 99

g) Priority hearing |___|___|

Range: 0 - 99

h) Priority autism |___|___|

Range: 0 - 99

Variables		
h199001	Amount special needs school: learning	pInstitution
h199002	Amount special needs school: language	pInstitution
h199003	Amount special needs school: physical/motor development	pInstitution
h199004	Amount special needs school: emotional/social development	pInstitution
h199005	Amount special needs school: mental development	pInstitution
h199006	Amount special needs school: seeing	pInstitution
h199007	Amount special needs school: hearing	pInstitution
h199008	Amount special needs school: autism	pInstitution

31 To what extent do the following statements about the mainstreaming of students at your school with and without special educational needs apply?

Please tick a box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I am (still) willing to and interested in mainstreaming these students in my school.	☐	☐	☐	☐
b) My colleagues are/would be very willing to teach these mainstream classes.	☐	☐	☐	☐

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

32 To what extent do the following statements with regard to inclusion and the implementation of mainstreaming at your school apply?

Please tick a box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) My school fulfills the general requirements for integrating students with special educational needs into regular classes.	☐	☐	☐	☐
b) My school has sufficient personnel resources to offer special or individual support.	☐	☐	☐	☐
c) My school has sufficient financial resources to offer special or individual support.	☐	☐	☐	☐
d) At my school there are colleagues with special education qualifications.	☐	☐	☐	☐
e) At my school there is additional staff (e.g. counselors, social workers and similar) for underprivileged students.	☐	☐	☐	☐
f) My school building is barrier-free (e.g. wheelchair-accessible restrooms, elevators, ramps).	☐	☐	☐	☐
g) Individual support is a regular topic of discussion at team and teachers' conferences.	☐	☐	☐	☐

Variables		
h190041	Resource mainstreaming - general requirements	pInstitution
h190042	Resource mainstreaming - personnel resources	pInstitution
h190043	Resource mainstreaming - financial resources	pInstitution
h190044	Resource mainstreaming - special education qualifications	pInstitution
h190045	Resource mainstreaming - additional staff	pInstitution
h190046	Resource mainstreaming - barrier-free	pInstitution
h190047	Resource mainstreaming - addressing issues	pInstitution

Questions about the upper Gymnasium level

33	In what grade will the current 11th grade take the Abitur [higher education entrance qualification] examination?
Please tick the applicable.	
12th grade [1]	☐
13th grade [2]	☐
Please answer the following questions 33 and 34 only if your school has an 11th grade and this takes part in the NEPS survey. Otherwise, please continue with the following block of questions "About you" on the page following the next.	

Variables		
he01000	Abitur exam in 11th grade	pInstitution

Now, please tell us at what performance level the following courses are offered in the current 11th grade. All federal states differentiate between "basic performance level" and "advanced performance level". However, various terms are used in the different states. High performance level courses are also referred to as advanced courses, specialized courses, core subject courses, majors, intensive courses or specialist subject courses. Basic performance level courses are also referred to as basic courses.

34	At what performance level are the following courses offered to students in the current 11th grade?	
Please tick all applicable answers.		
	Not specified [0]	Specified [1]
a) In German [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
a) In German [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
b) In math [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
b) In math [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
c) In English [course not offered]	☐	☐
c) In English [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
c) In English [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
d) In biology [course not offered]	☐	☐

d) In biology [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
d) In biology [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
e) In chemistry [course not offered]	☐	☐
e) In chemistry [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
e) In chemistry [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
f) In physics [course not offered]	☐	☐
f) In physics [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
f) In physics [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
g) In technology [course not offered]	☐	☐
g) In technology [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
g) In technology [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐
h) In natural sciences [course not offered]	☐	☐
h) In natural sciences [performance level of the attended course at a basic performance level (e.g. as a basic course)]	☐	☐
h) In natural sciences [performance level of the attended course at a high performance level (e.g. as an advanced course)]	☐	☐

Variables

he02012	Course level German - basic course	pInstitution
he02013	Course level German - advanced course	pInstitution
he02022	Course level math - basic course	pInstitution
he02023	Course level math - advanced course	pInstitution
he02031	Course level English - not offered	pInstitution
he02032	Course level English - basic course	pInstitution
he02033	Course level English - advanced course	pInstitution
he02041	Course level biology - not offered	pInstitution
he02042	Course level biology - basic course	pInstitution
he02043	Course level biology - advanced course	pInstitution
he02051	Course level chemistry - not offered	pInstitution
he02052	Course level chemistry - basic course	pInstitution
he02053	Course level chemistry - advanced course	pInstitution
he02061	Course level Physics - not offered	pInstitution
he02062	Course level physics - basic course	pInstitution
he02063	Course level physics - advanced course	pInstitution
he02071	Course level technology - not offered	pInstitution
he02072	Course level technology - basic course	pInstitution
he02073	Course level technology - advanced course	pInstitution
he02081	Course level natural sciences - not offered	pInstitution
he02082	Course level natural sciences - basic course	pInstitution
he02083	Course level natural sciences - advanced course	pInstitution

About you

At last, some brief questions about yourself

36 When were you born?

Please enter the figures aligned to the right.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 2,020

Variables		
h76512m_O	Month of birth	pInstitution

37 Are you male or female?

Please check where applicable.

Male [1] ☐

Female [2] ☐

Variables		
h765110	Gender	pInstitution

38 Do you have an immigrant background, i.e. were you or was at least one of your parents not born in Germany?

Please check the applicable answer.

No [2] ☐

Yes [1] ☐

Variables		
h400010	School head immigrant background	pInstitution

39 What is your function at the school?

Please tick the applicable.

Principal [1]	Vice-principal [2]	Other function [3]
☐	☐	☐

Please indicate in printed letters. ✎ _____

Variables		
hd0041a	Function at the school	pInstitution

Thank you for your cooperation!

Thank you for your cooperation!

4.2 Correspondence between questions (ID 201, 202)

Table 5 shows the correspondence between questions in the following questionnaires:

- ID 201: School principals in regular schools, see section 4.1
- ID 202: School principals in special schools

Table 5: Correspondence between school principals' questions in wave 3

ID 201	Content	ID 202
1	Type of school	1
2	Amount of classes in 7th grade	2
3	Cooperation partner	3
4	Offerings	4
5	Measures for quality assurance and development	5
6	Schools within	6
7	Situation of the school	7
8	Number of teachers	8
9	Number of full-time teachers	9
10	Number of part-time teachers	10
11	Number of teachers with migrant background	11
12	Age structure	12
13	Number of student teachers	13
14	Number of adjunct teachers	14
15	Amount of students/ Amount of boys	15
16	Amount of students without a certificate	
17	Amount of non-shifted students	16
18	Amount of students who skipped a grade level	17
19	Class affiliation of students	18
20	Class affiliation of students (11th grade)	
21	University degree of students' parents	19
22	University degree of students' parents (11th grade)	
23	Amount of students with migrant background	20
24	Amount of students with migrant background (11th grade)	
25	Language assistance	21
26	Measures for students	22
27	Training courses for teachers	23
28	Measures for parents	24
29	Occurrence of special educational needs in school + designation	
30	Funding priorities	25
31	Mainstreaming classes at school	
32	Inclusion	
33	Academic year Abitur	
34	Choice of requirement levels	
35	Panel question	26
36	Birthday	27
37	Gender	28
38	Migrant background	29
39	Role at school	30

5 Parents (ID 175)

1 Control variables

01113 [Auxiliary variable]: Consent for questions relating to a partner in Bremen provided	
Yes/is not Bremen [1]	☐
No [2]	☐
goto 01914 *autoif (Berlin = 1) HB_Einv = 2* *autoif (Bayern = 1) & (EV_neu = 2 OR Ankerpersonwechsel = 1) HB_Einv = 2*	

Variables		
pd1000z	Consent for questions about partner given	pParent

2 Intro

1 Control variables

01113 [Auxiliary variable]: Consent for questions relating to a partner in Bremen provided	
Yes/is not Bremen [1]	☐
No [2]	☐

goto 01914

autoif (Berlin = 1) HB_Einv = 2
autoif (Bayern = 1) & (EV_neu = 2 OR Ankerpersonwechsel = 1) HB_Einv = 2

Variables		
pd1000z	Consent for questions about partner given	pParent

2 Intro

84003 How are you related to <name of target child>?

Wait for spontaneous answer. If the spontaneous answer is imprecise, questions are asked or no spontaneous response comes: read categories. If "only" mother or father is mentioned, please record birth mother or birth father.

Other relationship [11]	☐
Stepmother [9]	☐
Stepfather [10]	☐
Partner of the mother / father (for same-sex partnership) [8]	☐
Foster father [6]	☐
Partner of the father / mother (for same-sex partnership) [7]	☐
Adoptive father [4]	☐
Foster mother [5]	☐
Biological father [2]	☐
Adoptive mother [3]	☐
Biological mother [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((Startkohorte = 2, K9) & (84003 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)) goto 84004
if ((Startkohorte = 2, K9) & (84003 = 11, -97, -98)) goto 84002

if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1 & 84003 <> 1, 2, -97, -98) goto 84007
if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1 & 84003 = 1, 2) goto 84004
if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1 & 84003 = -97, -98) goto 84002

if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel = 1 & (84003 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)) goto 84004
if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel = 1 & (84003 = 11, -97, -98)) goto 84002

if (Startkohorte = K5 & Erstbefragte = 1 & (84003 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)) goto 84004
if (Startkohorte = K5 & Erstbefragte = 1 & (84003 = 11, -97, -98)) goto 84002

autoif (84003 = 2, 4, 6, 8, 10) h_sex = 1
autoif (84003 = 1, 3, 5, 7, 9) h_sex = 2

autoif (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1 & (84003 = 1, 2, -97, -98)) 84007 = 84003

Variables		
p731701	Relationship to the target child	pParent

84007	**Since your relationship with <name of target child> may have !!legally!! changed since our last interview, I would like to ask you: how were you related to <name of target child> on </intdatm_strPRE>?**	
Wait for spontaneous answer. If the spontaneous answer is imprecise, questions are asked or no spontaneous response comes: read categories.		
Other relationship [11]		☐
Stepmother [9]		☐
Stepfather [10]		☐
Partner of the mother / father (for same-sex partnership) [8]		☐
Foster father [6]		☐
Partner of the father / mother (for same-sex partnership) [7]		☐
Adoptive father [4]		☐
Foster mother [5]		☐
Biological father [2]		☐
Adoptive mother [3]		☐
Biological mother [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (84003 <> 11) goto 84004 *if (84003 = 11) goto 84002*		

Variables		
p731701_v1	Relationship to target child previous wave	pParent

84004 Does <name of target child> live with you in your household?

If <name of target child> lives in another household only for a short period of time, but normally in the household of the respondent, please specify 1. If <name of target child> lives in another household almost to the same extent as in that of the respondent, please specify 1. If <name of target child> lives only temporarily, e.g. on the weekends or for a short period of time, in the household of the person interviewed, please specify 2.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = 2, K9) goto 84005

if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1) goto 84008
if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel = 1) goto 84005
if (Startkohorte = K5 & Erstbefragte = 1) goto 84005

Variables		
p743040	Child in household	pParent

84008 And has <name of target child> lived in your household in <intdatm_strPRE/intjPRE> ?

If <name TC> has lived for a short time in a different household, but usually in the household of the respondent, in <intdatm_strPRE/Intjpre >, please specify 1. If <name TC> has lived almost to the same extent in the other household as in the household of the respondent, please specify 1. If <name TC> has only temporarily, for example only on weekends or on a temporary basis, lived in the household of the respondent, please specify 2.

Yes [1]	☐
No [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 84005

Variables		
p74304a	TC in the HH previous wave	pParent

Condition: if (Startkohorte = 2)

84005 **Are you the parent who is primarily involved in the daily concerns of <name of target child>'s care?**

Condition: if (Startkohorte = K5, K9)

84005 **Are you the parent who is primarily involved with <name of target child>'s school issues?**

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = 2, K9) goto 84006Z

if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel <> 1) goto 84009
if (Startkohorte = K5 & Erstbefragte = 2 & Ankerpersonwechsel = 1) goto 84006Z
if (Startkohorte = K5 & Erstbefragte = 1) goto 84006Z

Variables		
p731703	Responsibility for matters target child	pParent

84009 **And how was that in <intdatm_strPRE/intjPRE>? Were you !!at that time!! the parent who was primarily involved in <name of target child>'s school issues?**

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 84006Z

Variables		
p731703_v1	Responsibility for matters of the target child previous wave	pParent

3 Child’s sociodemographics

02100 At the beginning, some information about <name of target child> is gathered: Is <name of target child> a boy or a girl?

If the gender can be easily seen from the name, please phrase the question as follows: I assume that <name of target child> is a boy/a girl. Is that correct?

Girl [2] ☐

Boy [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 02101

autoif (02100 <> .) h_S3TG1 = 02100

Variables		
p700010	Gender target child	pParent

02101 When was <name of target child> born? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,990 - 9,999

goto 02114

autoif (02101 (S3TG2J) <> .) h_S3TG2J = 02101 (S3TG2J)

Variables		
p70012m	Date of birth target child (month)	pParent
p70012y	Date of birth target child (year)	pParent

02103 Was <name of target child> born in Germany?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (02103 = 2) goto 02104
if (02103 = 1, -97, -98) goto 02108

Variables		
p406000_g1	Target child's country of birth (Germany/abroad; edited)	pParent
p406000	Target child born in Germany?	pParent

02104 In what country was <name of target child> born?

[List of countries] [-999]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (02104 = -96) goto 02105
if (02104 <> -96) goto 02107

Variables		
p406010_g1R	Country of birth target child	pParent
p406010_g2R	Target child's country of birth (aggregated)	pParent

02107 When did <name of target child> move to Germany? Please state the month and year.

If the child moved to Germany several times, the specified date should be the first at least one year stay in Germany: "Please tell me the date on which <name of target child> began his/her first at least one year stay in Germany." If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 02108

autoif (02104 > 0) h_S4ZG15 = 02104(Label)
autoif ((02104 = -96) & (02105 <> -97,-98)) h_S4ZG15 = 02105
autoif ((02104 = -96) & (02105 = -97,-98)) h_S4ZG15 = “unbekanntes Land”
autoif (02104 = -97, -98) h_S4ZG15 = “unbekanntes Land”

Variables		
p40603m	Arrival date (arrival month) of the target child to Germany	pParent
p40603y	Arrival date (arrival year) of the target child to Germany	pParent

02108 What citizenship does <name of target child> have?	
Country List [999997]	☐
Stateless [-20]	☐
Staatsangehörigkeit not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (02108 = -96) goto 02109
if (02108 = -97, -98, -20) goto 02114Z
if (02108 <> -96, -97, -98, -20) goto 02110

Variables		
p407050_g1R	Citizenship of the target child	pParent
p407050_g1D	Target child's nationality (German/not German)	pParent
p407050_g2R	Target child's nationality (aggregated)	pParent

02110 Does <target child's name> have another nationality?	
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (02110 = 1) goto 02111
if (02110 = 2, -97, -98) goto 02114Z

Variables		
p407055	Dual nationality target child (yes / no)	pParent

Condition: if (02100 <> 2)

02111 What second citizenship does he have?

Condition: if (02100 = 2)

02111 What second citizenship does she have?

Country List [999997] ☐

Staatsangehörigkeit not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (02111 = -96) goto 02112
if (02111 <> -96) goto 02114Z

Variables		
p407060_g1R	Second citizenship of the target child	pParent
p407060_g1D	Target child's second nationality (German/not German)	pParent
p407060_g2R	Target child's second nationality (aggregated)	pParent

4 Joint activities parent / child

55102 Now, things you do together as a family: How many times have you undertaken the following activities !!in the last 12 months!!?

pga1: Read options aloud. On demand: e.g. board games or together on a game console. pga2a: Read options aloud: On demand: also rock, pop concerts etc. pga2b: Read options aloud only if necessary. pga3: Read options aloud only if necessary. pga4: Read options aloud only if necessary. pga5: Read options aloud only if necessary. pga6a: Read options aloud only if necessary. pga6b: Read options aloud only if necessary. pga7: Read options aloud only if necessary.

Refused [-97] ☐

Don't know [-98] ☐

	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]	Monthly [6]	Frequently [7]	Refused [-97]	Don't know [-98]
How many times have you played together?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

How often have you gone to a pop concert with <name of target child> in the last 12 months?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

How often have you gone to a classical concert with <name of target child>?	☐	☐	☐	☐	☐	☐	☐	☐	☐

Refused [-97]			☐						
Don't know [-98]			☐						
In the last 12 months how many excursions have you been on together, for example, picnics, bike trips, a visit to a zoo or similar?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refused [-97]			☐						
Don't know [-98]			☐						
How often have you been to the theater with <name of target child>, for example a children's theater or an open-air theater?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refused [-97]			☐						
Don't know [-98]			☐						
How often have you had longer talks with <name of target child> in the last 12 months, for example, about school or specific topics that move and interest you?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refused [-97]			☐						
Don't know [-98]			☐						
How often have you made music together?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refused [-97]			☐						
Don't know [-98]			☐						
How often have you listened to music together?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Refused [-97]			☐						
Don't know [-98]			☐						
In the past 12 months, how often have you visited a museum or exhibition with <name of target child>, e.g. natural history museum, hands-on exhibition, gallery or similar?	☐	☐	☐	☐	☐	☐	☐	☐	☐
pga1: goto 55103 *pga2a: goto 55104* *pga2b: goto 55105* *pga3: goto 55106* *pga4: goto 55107* *pga5: goto 55108* *pga6a: goto 55109* *pga6b: goto 55110* *pga7: goto 55111Z*									

Variables

p281401	Parent-child: joint activities: games	pParent
p281402	Parent-child: joint activities: going to pop concerts	pParent
p281403	Parent-child: joint activities: going to classical concerts	pParent
p281404	Parent-child: joint activities: excursions	pParent
p281405	Parent-child: joint activities: theater	pParent
p281406	Parent-child: joint activities: conversations	pParent
p281407	Parent-child: joint activities: making music	pParent
p281408	Parent-child: joint activities: listening to music	pParent
p281409	Parent-child: joint activities: museum, exhibition	pParent

5 Preschool history

11108 **Now I want to ask you questions about the time when <name of target child> had not yet started school. Did <name of target child> have day care before enrolling in school?**

In case of questions: day care means care for young children usually up to 3 years.

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 11100

Variables		
p711001	Day care before enrolling in school	pParent

Condition: if (Startkohorte = K5, K9)

11100 Now I want to ask you questions about the time when <name of target child> had not yet started school. Did <name of target child> attend Kindergarten at any time before enrolling in school?

Condition: if (Startkohorte = 2)

11100 And did <name of target child> attend Kindergarten at any time before going to school?

Note: In some states, the term "Kindergarten" is not used, here they are referred to as day-care centers.

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (11100 = 1) goto 11101
if (Startkohorte = 2 & (11100 = 2, -97, -98)) goto 11105
if ((Startkohorte = K5, K9) & (11100 = 2, -97, -98)) goto 11102

Variables		
p712020	Kindergarten attendance before enrolling in school	pParent

11101 When did <name of target child> first go to Kindergarten? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

if (Startkohorte = 2) goto 11105
if (Startkohorte = K5, K9) goto 11102

Variables		
p71202m	Date of first Kindergarten attendance (month)	pParent
p71202y	Date of first Kindergarten attendance (year)	pParent

11105 Most children in our study are enrolled in school. What about <name of target child>? Is <name of target child> already enrolled in school?

Another possible term for elementary school is primary school. In case of questions: Enrollment refers to the admission of the child in the school, meaning the child goes to school. Attending a preschool is considered school preparation and is not meant here.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (11105 = 1) goto 11107
if (11105 = 2, -97, -98) goto 11106

Variables		
p712050	Attending elementary school	pParent

11106 Was <name of target child> deferred from attending school?

In case of questions: deferral means that a child was kept from attending school for one year and thus started school later, even though he/she would have been required to attend school, according to the date specified by the state.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 11104Z

Variables		
p713001	Deferral	pParent

11107 Did <name of target child> start school regularly, early or delayed?

In case of questions: Early school enrollment means a child starts school before the start of compulsory education. These children are also referred to in some states as "can" children. In case of questions: Delayed attendance means that a child has been deferred from attending school for one year and thus started school later, although he/she would have been required to attend school according to date specified by the state.

Regular school enrollment [1]	☐
Delayed school enrollment [3]	☐
Early school enrollment [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

11107

Variables		
p712051	School enrollment regular, early, delayed	pParent

Condition: if (h_S3TG1 <> 2)

11102 Now I will move on to <name of target child>'s educational training. Did <name of target child> start school early or at a regular age, or was he deferred at that stage?

Condition: if (h_S3TG1 = 2)

11102 Now I will move on to <name of target child>'s educational training. Did <name of target child> start school early or at regular age, or was she deferred at that stage?

In case of questions: early enrollment means that a child goes to school before the start of compulsory education. Deferral means that a child was kept from attending school for one year and thus started school later, even though he/she would have been required to attend school, according to the date specified by the state.

Regular [2]	☐
Deferral [3]	☐
Early [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 11103

Variables		
p712030	Early enrollment, regular enrollment or deferral	pParent

11103 When did <name of target child> start school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___|___|___| Year

goto 11104Z

Variables		
p71203m	Date of school enrollment target child (month)	pParent
p71203y	Date of school enrollment target child (year)	pParent

From here module with regard to content

57101 [AUTO] Episode mode

First-time questionnaire [1]	☐
Newly recorded episode in the panel [2]	☐
Follow-up episode in panel [3]	☐
Extended in the X module [4]	☐

if ((Startkohorte = K5, K9) & 57101 = 1) goto 57104
if ((Startkohorte = 2) & 57101 = 1) goto 57124Z
if (57101 = 3) goto 57102
if (57101 = 2, 4) goto 57124Z

autoif (57101 = 2, 4) 57105 = (57105 +1)

Variables		
ts11400	Episode mode	spParentSchool

Start of the school episode loop

Condition: if (Startkohorte = K5, K9)

57106 [First round] The first school which <name of target child> ever attended; Was that a school in Germany? [Subsequent round, also introductory questions if from the X module] Was that a school in Germany?

Condition: if (Startkohorte = 2)

57106 Was that a school in Germany?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57106= 1) goto 57107
if (57106= 2) goto 57110
if (57106= -97, -98) goto 57112

Variables		
p723020	School attendance in Germany	spParentSchool
p723020_g1	School attendance in Germany (edited)	spParentSchool

57107 Where is the school located and/or what municipality does it belong to?

Please select from the list of place names

list of municipalities [999997]	☐
Changing locations [-20]	☐
Ort not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57107= -96) goto 57108
if (57107<> -96) goto 57112

Variables		
p723030_g1	Place of school (RS West/East)	spParentSchool
p723030_g2R	Municipality of school (federal state)	spParentSchool

57110	**In what country was the school located?**
Please select country name from list!	
Country List [999997]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57110= -96) goto 57111
if (57110 <> -96) goto 57112

Variables		
p723060_g1R	Country of school	spParentSchool
p723060_g2R	Country of school (aggregated)	spParentSchool

Condition: if (57106 = 2)

57112 Which kind of school did <name of target child> attend there? Please indicate the corresponding German school type.

Condition: if (57106 <> 2)

57112 Which kind of school did <name of target child> attend there?

If (starting cohort = G5, G9) Read options aloud only if necessary. If (starting cohort = 2) Please read options aloud."

Special school <<also special needs center>> [9]	☐
Gesamtschule [type of school offering basic and intermediate secondary education varying from state to state, in some states elementary and upper secondary education can be offered as well] <<also dual Oberschule [former type of school offering basic and intermediate secondary education in Rhineland-Palatinate]>> [10]	☐
Vocational school (to achieve a general school-leaving certificate, e.g. Fachoberschule) [13]	☐
Waldorf school [11]	☐
Other school [14]	☐
Elementary school <<also primary school>> [1]	☐
Hauptschule [4]	☐
Orientation stage <<also test or remedial level e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> [2]	☐
Joint Haupt- and Realschule [type of school offering basic and intermediate secondary education in Hesse, formerly offered in Berlin and Mecklenburg-West Pomerania] <<also Sekundarschule [type of school offering basic and intermediate secondary education in North Rhine-Westphalia and Saxony-Anhalt], Regelschule [type of school offering basic and intermediate secondary education in Thuringia], Mittelschule [type of school offering basic and intermediate secondary education in Bavaria], Oberschule [type of school offering basic and intermediate secondary education in Lower Saxony and Saxony and upper secondary education as well in Bremen and Brandenburg, formerly offered in Rhineland-Palatinate] and Wirtschaftsschule, Regionale Schule [type of school offering basic, intermediate and if requirements are met upper secondary education in Mecklenburg-West Pomerania], extended Realschule [former type of school offering basic and intermediate secondary education in Saarland], Realschule plus [type of school offering basic, intermediate and if requirements are met upper secondary education in Rhineland-Palatinate], Gemeinschaftsschule [type of school offering basic, intermediate and if requirements are met upper secondary education in Thuringia, Schleswig-Holstein, Saarland, Berlin and Baden-Wuerttemberg, in Berlin and Thuringia elementary education can be offered as well], Werkrealschule [type of school offering basic and intermediate secondary education in Baden-Wuerttemberg], Stadtteilschule [type of school offering basic, intermediate and upper secondary education in Hamburg, formerly offered in Bremen]>> [6]	☐
Realschule [5]	☐
Gymnasium [upper secondary school] [8]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57106 = 2) goto 57129
if ((57112 = 6, 10) & 57106 <> 2) goto 57114
if (57112 = 14 & 57106 <> 2) goto 57113
if ((57112 = 1, 2, 4, 5, 11, 8, 9, 13, -97, -98) & 57106 <> 2) goto 57129

1: Grundschule <<auch Primarschule>>
if (Startkohorte = K5, K9) 2: Orientierungsstufe <<Auch Erprobungs- und Förderstufe, z.B. in Meckl.-Vorpommern, Rheinland-Pfalz>>
if (Startkohorte = K5, K9) 4: Hauptschule
if (Startkohorte = K5, K9) 5: Realschule
if (Startkohorte = K5, K9) 6: Verbundene Haupt- und Realschule <<Auch Sekundar-, Regel-, (bay.) Mittel-, Ober-, und Wirtschaftsschule, Regionale Schule, Erweiterte Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, Stadtteilschule>>
if (Startkohorte = K5, K9) 8: Gymnasium
9: Sonderschule / Förderschule <<Auch Förderzentrum>>
10: Gesamtschule <<Auch Duale Oberschule>>
11: Waldorfschule
if (Startkohorte = K5, K9) 13: berufliche Schule (zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule)
14: andere Schule

Variables		
p723080	School type	spParentSchool

57113 What kind of school was that?

Here you should only record schools which lead to a general educational school-leaving qualification.

goto 57129

Variables		
p723090_O	Type of school (open)	spParentSchool

57114 What branch did <name of target child> attend there?

*Please read answer options aloud. If the respondent states that a division into different branches does (not) yet exist, please use BUTTON!**

School branch Hauptschule [basic secondary school] [1]	☐
School branch Realschule [intermediate secondary school] [2]	☐
School branch Gymnasium [upper secondary school] [3]	☐
(So far) no division into school branches [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 57129

1: Hauptschulzweig
2: Realschulzweig
if (57112 <> 5) 3: Gymnasialer Zweig

Variables		
p723100	School branch Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper]/SmB	spParentSchool

57131 What form of authority is this school under? Is it ...

Please read options aloud. Church schools are exclusively Catholic and Lutheran or Protestant schools. For non-Catholic or non-evangelical/non-Protestant religious institutions, please enter 3.

Another kind of private or free school [3]	☐
A church school [2]	☐
A public school [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57131 = 2) goto 57132
if (57131 = 1, 3, -97, -98) goto 57115

Variables		
p723180	School authority	spParentSchool

57132 Exactly what kind of church authority is the school under? Is it …

Please read options aloud.

Or a Lutheran or protestant school? <<also diaconal institution>> [2]	☐
A Catholic school <<also Caritas>> [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 57115

Variables		
p723190	School authority: church	spParentSchool

Condition: if (((Startkohorte = K5, K9) & h_S3TG1 <> 2) OR (Startkohorte = 2 & 11107 = 2 & h_S3TG1 <> 2))

57115 [First round] You have told me that <name of target child> started school in <11103>. How long did he attend the school without changing and without interruption? Please add any holiday times at the end of school attendance.

Condition: if (((Startkohorte = K5, K9) & h_S3TG1 = 2) OR (Startkohorte = 2 & 11107 = 2 & h_S3TG1 = 2))

57115 [First round] You have told me that <name of target child> started school in <11103>. How long did she attend the school without changing and without interruption? Please add any holiday times at the end of school attendance.

Condition: if (Startkohorte = 2 & 11107 <> 2 & h_S3TG1 <> 2)

57115 [First round] You have told me that <name of target child> started school in <11103>. How long did he attend the school without changing and without interruption?

Condition: if (Startkohorte = 2 & 11107 <> 2 & h_S3TG1 = 2)

57115 [First round] You have told me that <name of target child> started school in <11103>. How long did she attend the school without changing and without interruption?

Condition: if (Startkohorte = K5, K9)

57115 [Subsequent round] From when to when did <name of target child> attend this school or this school branch without changing and without interruption?

Condition: if (Startkohorte = 2)

57115 [Subsequent round] From when to when did <name of target child> attend this school or this school branch without changing and without interruption?

Condition: if ((Startkohorte = K5, K9) & 57102 <> 2)

57115 How long has <name of target child> attended this school and this school branch without changing and without interruption or is he/she still in attendance?

Condition: if (Startkohorte = 2 & 57102 <> 2)

57115 How long has <name of target child> attended this school without changing and without interruption or is he/she still in attendance?

If the target person can only remember a season, please enter the following numbers: 21 Start of year / winter, 24: Spring, Easter, 27: Mid-year / Summer, 30 : Autumn, 32: Year-end

|___|___| From month

To date [-20] ☐

Range: 1 - 12

|___|___|___|___|___|___| Year

To date [-20] ☐

|___|___| To month

To date [-20] ☐

Range: 1 - 12

|___|___|___|___|___|___| Year

To date [-20] ☐

if (57115 (ASEND < INTDAT) goto 57117
if (57115 (ASEND = INTDAT & 57116 <> 1) goto 57116
if (57115 (ASEND = INTDAT & 57116 = 1) goto 57126Z

autoif (57115 = -20) ASENDM = intm
autoif (57115 = -20) ASENDJ = intj
autoif (57115 = -20) 57116 = 1
autoif (asend < intdat) 57116 = 2

Variables		
p72301m	Duration school episode (start month)	spParentSchool
p72301y	Duration school episode (start year)	spParentSchool
p72302m	Duration school episode (end month)	spParentSchool
p72302y	Duration school episode (final year)	spParentSchool
p72301m_g1	Start (month, corrected)	spParentSchool
p72301y_g1	Start (year, corrected)	spParentSchool
p72302m_g1	End (month, corrected)	spParentSchool
p72302y_g1	End (year, corrected)	spParentSchool

57116 Does <name of target child> attend this school today?

Do not read answer categories aloud.

No, school attendance ended during the interview month [2]	☐
Yes, <name of target child> still attends this school [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57116 <> 2) goto 57126Z
if (57116 = 2) goto 57117

Variables		
p723110	Duration school episode	spParentSchool
p723110_g1	Spell is lasting (corrected)	spParentSchool

Condition: if (Startkohorte = K5, K9)

57117 After that did <name of target child> change schools or school branches or was <name of target child>'s attendance interrupted for more than 3 months?

Condition: if (Startkohorte = 2)

57117 After that did <name of target child> change schools or was <name of target child>'s attendance interrupted for more than 3 months?

Do not read answer categories aloud.

Interruption to schooling [2]	☐
Changed school [1]	☐
Changed school sector [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57117 = 1) goto 57118
if (57117 = 2) goto 57119
if (57117 = 3) goto 57120
if (57117 = -97,-98) goto 57122

1: Schule gewechselt
2: Schulzeit unterbrochen
if (Startkohorte = K5, K9) 3: Schulzweig gewechselt

Variables		
p723120	Reason for end of school episode	spParentSchool

Condition: if (Startkohorte = K5, K9)

57118 Was that a regular change to a secondary school or was there another reason for the change?

Condition: if (Startkohorte = 2)

57118 What was the reason for this change of school?

Do not read aloud, note the appropriate code.

Regular change to next stage of education [2]	☐
Illness [3]	☐
Spent time at school abroad [4]	☐
Finished school with school-leaving qualification [5]	☐
Postponement of school attendance [7]	☐
Other reasons [6]	☐
House move, change of residence [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57118 = 2) goto 57126Z
if (57118 = 1, 3, 4, 5, 6, 7, -97, -98) goto 57122

autoif (57118 = 2) 57122 = 1

1: Umzug, Wohnortwechsel
if (Startkohorte = K5, K9) 2: regulärer Wechsel auf weiterführende Schule
3: Krankheit
4: Schulzeit im Ausland verbracht
if (Startkohorte = K5, K9) 5: Schule mit Abschluss beendet
if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch
6: andere Gründe

Variables		
p723130	Reason for school change	spParentSchool

57119 What was the reason for the interruption to schooling?

Do not read out, note the appropriate code

Other reasons [6]	☐
Postponement of school attendance [7]	☐
Finished school with school-leaving qualification [5]	☐
Illness [3]	☐
Spent time at school abroad [4]	☐
House move, change of residence [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 57122

1: Umzug, Wohnortwechsel
3: Krankheit
4: Schulzeit im Ausland verbracht
if (Startkohorte = K5, K9) 5: Schule mit Abschluss beendet
if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch
6: andere Gründe

Variables		
p723140	Reason for interruption to schooling	spParentSchool

57120 What was the reason for the change of school sector?

Do not read out, note the appropriate code

Other reasons [3]	☐
Not challenging enough [2]	☐
Too challenging [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (57120 = 3) goto 57121
if (57120 = 1, 2, -97, -98) goto 57122

Variables		
p723200	Reason for the change of school sector	spParentSchool

7 School cross-section

Condition: if (Startkohorte = K5 & h_S3TG1 <> 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. No matter which school <name of target child> is currently attending, and how good their grades are: what school-leaving qualification would you like for him?

Condition: if (Startkohorte = K5 & h_S3TG1 = 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. No matter which school <name of target child> is currently attending, and how good their grades are: what school-leaving qualification would you like for her?

Condition: if (Startkohorte = 2 & 11105 <> 1 & h_S3TG1 <> 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. Even though it will take quite a while, this is in regard to your wishes and expectations for the school-leaving qualifications of <name of target child>. No matter how good <name of target child>'s achievements are: what school-leaving qualification would you like for him?

Condition: if (Startkohorte = 2 & 11105 <> 1 & h_S3TG1 = 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. Even though it will take quite a while, this is in regard to your wishes and expectations for the school-leaving qualifications of <name of target child>. No matter how good <name of target child>'s achievements are: what school-leaving qualification would you like for her?

Condition: if (Startkohorte = 2 & 11105 =1 & h_S3TG1 <> 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. Even though it will take quite a while, this is in regard to your wishes and expectations for the school-leaving qualifications of <name of target child>. No matter how good <name of target child>'s school achievements are: what school-leaving qualification would you like for him?

Condition: if (Startkohorte = 2 & 11105 =1 & h_S3TG1 = 2)

58102 Now let's talk about wishes and expectations in regards to school-leaving qualifications. Even though it will take quite a while, this is in regard to your wishes and expectations for the school-leaving qualifications of <name of target child>. No matter how good <name of target child>'s school achievements are: what school-leaving qualification would you like for her?

Read options aloud.

Leaving certificate from the Hauptschule [basic secondary school] [2]	☐
Leave school without any qualification [1]	☐
Abitur [higher education entrance qualification] [4]	☐
Leaving certificate from the Realschule secondary school] [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58103

Variables		
p31035a	Idealistic educational aspirations - highest school-leaving qualification	pParent

58103 And considering everything you know now: What qualification will <target child's name> actually leave school with?

Read out options

Leaving certificate from the Hauptschule [basic secondary school] [2]	☐
Leave school without any qualification [1]	☐
Abitur [higher education entrance qualification] [4]	☐
Leaving certificate from the Realschule secondary school] [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = 2 & 11105 = 1) goto 58126
if (Startkohorte = 2 & 11105 <> 1) goto 58118Z
if (Startkohorte = K5) goto 58126

Variables		
p31135a	Realistic educational aspiration - highest school-leaving qualification	pParent

Condition: if (h_S3TG1 <> 2)

58122 Now let's talk about wishes and expectations in regards to school-leaving qualifications. No matter which school <name of target child> is currently attending, and how good their grades are: what school-leaving qualification would you like for him?

Condition: if (h_S3TG1 = 2)

58122 Now let's talk about wishes and expectations in regards to school-leaving qualifications. No matter which school <name of target child> is currently attending, and how good their grades are: what school-leaving qualification would you like for her?

Read options aloud. In case of questions: Abitur means the general higher education entrance qualification. The "eligibility to apply to a higher education institution" means all educational qualifications which entitle you to study at a higher education institution. Higher education entrance qualifications are here the general higher education entrance qualification, or the Abitur, and the subject-specific higher education entrance qualification.

Abitur [3]	☐
Left school without eligibility to apply to a higher education institution [1]	☐
Entrance qualification for universities of applied sciences [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58123

Variables		
p31035e	Idealistic educational aspirations - highest school-leaving qualification - upper Gymnasium level	pParent

58123 And considering everything you know now: What qualification will <name of target child> actually leave school with?

Read options aloud. In case of questions: Abitur means the general higher education entrance qualification. The "eligibility to apply to a higher education institution" means all educational qualifications which entitle you to study at a higher education institution. Higher education entrance qualifications are here the general higher education entrance qualification, or the Abitur, and the subject-specific higher education entrance qualification.

Left school without eligibility to apply to a higher education institution [1]	☐
Entrance qualification for universities of applied sciences [2]	☐
Abitur [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58124

Variables		
p31135e	Realistic educational aspirations - highest school-leaving qualification - upper Gymnasium level	pParent

58124 And now for your wishes and expectations for the vocational qualification. If it was solely up to you, what kind of vocational training would you most like for <name of target child>?

Read options aloud

A higher education [1]	☐
No further vocational training [3]	☐
A vocational training [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58124 = 1) goto 58131
if (58124 <> 1) goto 58125

Variables		
p31000a	Idealistic educational aspirations - highest level of vocational qualification	pParent

58131	Would you like <name of target child> to study at a university, a university of applied sciences, a Berufsakademie or another type of higher education institution?	
Read options aloud		
University of applied sciences, college of public administration [2]		☐
Beurfsakademie, cooperative state university [3]		☐
Other type of higher education institution [4]		☐
University <<also college of art and music, teacher training college, etc.>> [1]		☐
Type of higher education institution doesn't matter/no opinion [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 58125		

Variables		
p31040a	Idealistic educational aspirations - type of higher education institution	pParent

58125	And considering everything you know now: What type of vocational qualification will <name of target child> !!probably!! complete?	
Read options aloud		
A higher education [1]		☐
No further vocational training [3]		☐
A vocational training [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (58125 = 1) goto 58132 *if (58125 <> 1) goto 58126*		

Variables		
p31100a	Realistic educational aspirations - highest level of vocational qualification	pParent

58132	At what type of higher education institution is <name of target child> likely to study? Is this a university, a university of applied sciences, a Berufsakademie, or another type of higher education institution?	
Do not read options aloud		
University of applied sciences, college of public administration [2]		☐
Beurfsakademie, cooperative state university [3]		☐
Other type of higher education institution [4]		☐
University <<also college of art and music, teacher training college, etc.>> [1]		☐
Type of higher education institution doesn't matter/no opinion [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 58126		

Variables		
p31140a	Realistic educational aspirations - type of higher education institution	pParent

58126 What grade is <name of target child> in currently?

In some schools, there are school entrance stages or phases. No grade-specific classes are formed, but teaching is done across several grades, usually the first and second grade together. Sometimes there is even a flexible retention time of up to three years of school attendance. Parents can therefore not always specify the class. Grade level is equivalent to grade.

School entrance stage [0]	☐
3rd grade [3]	☐
4th grade [4]	☐
9th grade [9]	☐
8th grade [8]	☐
7th grade [7]	☐
6th grade [6]	☐
5th grade [5]	☐
2nd grade [2]	☐
1st grade [1]	☐
12th grade [12]	☐
10th grade [10]	☐
11th grade [11]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58126 <> 0) goto 58104
if (58126 = 0) goto 58110

Variables		
p723400	Attended grade level	pParent

Condition: if (Startkohorte = 2 OR ((Startkohorte = K5, K9) & Erstbefragte = 1))

58104 Has <name of target child> ever repeated a school year or stayed down a year?

Condition: if ((Startkohorte = K5, K9) & Erstbefragte = 2)

58104 Has <name of target child> repeated a grade or stayed down a year since our last interview in <intdatm_strPRE / intjPRE>?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58104 = 1) goto 58105
if (58104 <> 1) & (Förderschuleltern = 2) goto 58106
if (58104 <> 1) & (Erstbefragte = 2) & (Förderschuleltern = 1) goto 58116
if (58104 <> 1) & (Erstbefragte = 1) & (Förderschuleltern = 1) & (ANY(57112 = 9)) goto 58111
if (58104 <> 1) & (Erstbefragte = 1) & (Förderschuleltern = 1) & (ALL(57112 <> 9)) goto 58108

Variables		
p725000	Stayed down a year/repeated grade	pParent

58105 [MF] Which school year did <name of target child> repeat?

Do not read options aloud, multiple answers possible. Grade level is equivalent to grade.

	Not specified [0]	Specified [1]
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

if (Startkohorte = 2, K9) goto 58106

if (Startkohorte = K5 & Erstbefragte = 2 & Förderschuleltern =2) goto 58106
if (Startkohorte = K5 & Erstbefragte = 2 & Förderschuleltern =1) goto 58116
if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 2) goto 58106
if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 1 & ANY(57112 = 9)) goto 58111
if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 1 & ALL(57112 <> 9)) goto 58108

Variables		
p725001	Repeated grade levels: 1st grade	pParent
p725002	Repeated grade levels: 2nd grade	pParent
p725003	Repeated grade levels: 3rd grade	pParent
p725004	Repeated grade levels: 4th grade	pParent
p725005	Repeated grade levels: 5th grade	pParent
p725006	Repeated grade levels: 6th grade	pParent
p725007	Repeated grade levels: 7th grade	pParent
p725008	Repeated grade levels: 8th grade	pParent
p725009	Repeated grade levels: 9th grade	pParent
p725010	Repeated grade levels: 10th grade	pParent
p725011	Repeated grade levels: 11th grade	pParent
p725012	Repeated grade levels: 12th grade	pParent

Condition: if ((Startkohorte = K5, K9)) & (Erstbefragte = 1) OR (Startkohorte = K1)

58106 Has <name of target child> ever skipped a school year?

Condition: if (Startkohorte = K5, K9) & (Erstbefragte = 2)

58106 Has <name of target child> skipped a grade since our last interview in <intmPRE/intjPRE>?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58106 = 1) goto 58107

if (58106 <> 1 & Startkohorte = 2) goto 58110

if (58106 <> 1 & (Startkohorte = K5, K9) & Erstbefragte = 1 & ((ANY((57116 = 1) & (57112 <> 1, 2))) OR (ALL (57116 <> 1)))) goto 58108
if (58106 <> 1 & (Startkohorte = K5, K9) & Erstbefragte = 1 & (ANY((57116 = 1) & (57112 = 1, 2)))) goto 58110
if (58106 <> 1 & (Startkohorte = K5, K9) & Erstbefragte = 2) goto 58116

Variables		
p726000	Skipped grade	pParent

58107 [MF] Which school year did <name of target child> skip?

Do not read options aloud, multiple answers possible. Grade level is equivalent to grade.

	Not specified [0]	Specified [1]
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

if (Startkohorte = 2) goto 58110

if ((Startkohorte = K5, K9) & Erstbefragte = 2) goto 58116
if ((Startkohorte = K5, K9) & Erstbefragte = 1) goto 58108

Variables		
p726001	TC Grade skipped, which one? 1st grade	pParent
p726002	TC Grade skipped, which one? 2nd grade	pParent
p726003	TC Grade skipped, which one? 3rd grade	pParent
p726004	TC Grade skipped, which one? 4th grade	pParent
p726005	TC Grade skipped, which one? 5th grade	pParent
p726006	TC Grade skipped, which one? 6th grade	pParent
p726007	TC Grade skipped, which one? 7th grade	pParent
p726008	TC Grade skipped, which one? 8th grade	pParent
p726009	TC Grade skipped, which one? 9th grade	pParent
p726010	TC Grade skipped, which one? 10th grade	pParent
p726011	TC Grade skipped, which one? 11th grade	pParent
p726012	TC Grade skipped, which one? 12th grade	pParent

58108 **If you think back now to the transition after elementary school: Was a particular secondary school or a particular course of education recommended for <name of target child> in the 4th or 6th grade?**

If the respondent indicates that there was no recommendation for a secondary school (elementary school not finished), please use the BUTTON! What is meant here is the written recommendation of the school or, if such is not available, an oral recommendation of a single teacher in a parent-teacher conversation.

No [2]	☐
Yes [1]	☐
not true [-93]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58108 = 1) goto 58109
if (58108 = 2, -93, -97, -98) & (Förderschuleltern = 2) goto 58110
if (58108 = 2, -93, -97, -98) & (Förderschuleltern = 1) goto 58111

Variables		
p727000	Recommendation secondary school or course of education	pParent

58109 What kind of school or form of education was this?	
Do not read out - allocate an answer. If there are two comments: enter the first comment here, the second will be captured by subsequent questions. "This means a written recommendation from the school, or, failing that, a verbal recommendation from an individual teacher at a parent / teacher meeting."	
Regionale Schule (Rhineland-Palatinate) [8]	☐
Sekundarschule (Bremen) [9]	☐
Förderstufe (Hesse) [10]	☐
Regelschule (Thüringia) [7]	☐
Mittelschule (Saxony, Bavaria) [6]	☐
Combined Hauptschule and Realschule <<also Gemeinschaftsschule, Oberschule, Stadtteilschule, extended Realschule, Realschule plus, Werkrealschule>> [5]	☐
Integrated comprehensive school [4]	☐
Realschule [2]	☐
Gymnasium [3]	☐
Hauptschule [1]	☐
Special school [11]	☐
Orientation stage [12]	☐
School for gifted children [13]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58121	

Variables		
p727001_R	Recommendation for a secondary school or form of education, which?	pParent
p727001_D	Recommendation secondary school or course of education, which ones? (coarsened)	pParent

Condition: if 58109 = 4

58121 What kind of school was recommended?

Condition: if 58109 <> 4

58121 No question text, see interview instructions

Where a second comment was made with regard to the previous question, please enter it here, if not use the button “no second comment”.

Regionale Schule (Rhineland-Palatinate) [8]	☐
Sekundarschule (Bremen) [9]	☐
Förderstufe (Hesse) [10]	☐
Regelschule (Thüringia) [7]	☐
Mittelschule (Saxony, Bavaria) [6]	☐
Combined Hauptschule and Realschule <<also Gemeinschaftsschule, Oberschule, Stadtteilschule, extended Realschule, Realschule plus, Werkrealschule>> [5]	☐
Integrated comprehensive school [4]	☐
Realschule [2]	☐
Gymnasium [3]	☐
Hauptschule [1]	☐
Special school [11]	☐
Orientation stage [12]	☐
School for gifted children [13]	☐
No second comment [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((Startkohorte = K5) & Förderschuleltern = 1) goto 58111
if ((Startkohorte = K5) & Förderschuleltern = 2) goto 58110
if (Startkohorte = K9) goto 58110

Variables		
p727002_R	Recommendation secondary school or form of education, secondary?	pParent
p727002_D	Recommendation secondary school or course of education, further ones? (coarsened)	pParent

Condition: if (Startkohorte = K5, K9)

58110 Were special educational needs for <name of target child> determined prior to or during school attendance?

Condition: if (Startkohorte = 2)

58110 Were special educational needs for <name of target child> determined?

If the respondent has questions regarding their understanding of special educational needs: Special educational needs mean that these children have a reduced ability to learn, see, hear, behave, or with regard to language, or exhibit a physical disability.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58110 = 1) goto 58111
if (Startkohorte = K5, K9 & 58110 = 2, -97, -98) goto 58119
if (Startkohorte = 2 & 58110 = 2, -97, -98) goto 58118Z

Variables		
p728000	Determination of special educational needs	pParent

Condition: if (Förderschuleltern = 1)

58111 [MF] Now, when you think back to the recommendation for attending a special school: What type of special needs education was recommended for <name of target child>? A special area focused on …

Condition: if (Förderschuleltern = 2)

58111 [MF] What type of special educational needs were recommended for <name of target child>? A special area focused on …

Read options aloud

	Not specified [0]	Specified [1]
Determination of special educational needs, what kind? … Learning (tutoring)?	☐	☐
Determination of special educational needs, what kind? … Language (speech therapy school)?	☐	☐
Determination of special educational needs, what kind? … Physical and motor development (physically disabled)?	☐	☐
Determination of special educational needs, what kind? … Emotional and social development (educational support)?	☐	☐
Determination of special educational needs, what kind? … Mental development (mentally disabled)?	☐	☐

Determination of special educational needs, what kind? … Vision (visually impaired, blind)?	☐	☐
Determination of special educational needs, what kind? … Auditory (hearing impaired, hard of hearing, deaf)?	☐	☐
Determination of special educational needs, what kind? … Autism?	☐	☐
Determination of special educational needs, what kind? refused	☐	☐
Determination of special educational needs, what kind? don't know	☐	☐
Determination of special educational needs, what kind? none of them	☐	☐
goto 58112		

Variables		
p72801a	Learning	pParent
p72801b	Language	pParent
p72801c	Physical and motor development	pParent
p72801d	Emotional and social development	pParent
p72801e	Mental development	pParent
p72801f	Vision	pParent
p72801g	Auditory	pParent
p72801h	Autism	pParent

58112 When were the special educational needs of <name of target child> determined? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___|___|___| Year

if ((Startkohorte = K5) & Förderschuleltern = 1) goto 58114
if ((Startkohorte = K5) & Förderschuleltern = 2) goto 58113
if (Startkohorte = 2, K9) goto 58113

Variables		
p72802m	Date of determination of special educational needs (month)	pParent
p72802y	Date of determination of special educational needs (year)	pParent

58113 Does your child currently receive special pedagogical remedial teaching?

Yes [1]	☐
No [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58114

Variables		
p728040	Special pedagogical remedial teaching	pParent

58114 Was learning in an integrated class recommended for <name of target child>?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = 2) goto 58118Z
if ((Startkohorte = K5) & Förderschuleltern = 1) goto 58120
if ((Startkohorte = K5) & Förderschuleltern = 2) goto 58119
if (Startkohorte = K9) goto 58119

Variables		
p728030	Recommendation integration class	pParent

58119 As you perhaps know, at some schools there are integration and cooperation classes. Pupils with and without special educational needs learn together in one class. Does <target child's name> attend a class like this with joint lessons?

If the respondent has questions regarding their understanding of "special educational needs": Special educational needs means that these children have a reduced ability to learn, see, hear, behave, or with regard to language, or exhibit a physical disability.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58120

Variables		
p190400	Joint lessons - attendance of a joint lesson class	pParent

Condition: if (58119 = 1)

58120 How do you feel that <name of target child> is taught in such a class?

Condition: if (58119 <> 1)

58120 What would your opinion be, if <name of target child> was taught in a class like this?

Read options aloud

Poor [1]	☐
Rather good [3]	☐
Rather poor [2]	☐
Good [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58115

Variables		
p190401	Mainstreaming - rating of mainstreaming	pParent

58115 Was <name of target child> diagnosed with a reading-spelling weakness, also called dyslexia?

Also called LRS. This may be attributable to a grade suspension in the subject German.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58116

Variables		
p728050	Determination LRS	pParent

58116	What grade did <target child's name> achieve in last year's annual report in mathematics?	
If a different grading system was used, please allocate.		
Very good [1]		☐
Satisfactory [3]		☐
Good [2]		☐
Unsatisfactory [6]		☐
Poor [5]		☐
Adequate [4]		☐
No grade given [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 58117		

Variables		
p724102	Annual report grade - mathematics	pParent

58117	What grade did <target child's name> achieve in last year's annual report in German?	
If a different grading system was used, please allocate.		
Very good [1]		☐
Satisfactory [3]		☐
Good [2]		☐
Unsatisfactory [6]		☐
Poor [5]		☐
Adequate [4]		☐
No grade given [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 58118Z		

Variables		
p724101	Annual report grade - German	pParent

11 German lessons

16101	Now let's talk about the German lessons. I will now read you some statements. Please tell me whether you disagree, rather disagree, rather agree or agree. I think it is important that <name of target child> can write texts without mistakes.	
Read answer options aloud.		
Disagree [1]		☐
Rather agree [3]		☐
Rather disagree [2]		☐
Agree [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 16104		

Variables		
pd0300g	German lessons agree: - important to write error-free	pParent

16104	Nowadays, good spelling knowledge is no longer that important since there are spelling aids on the computer.	
Please read answer options aloud.		
Rather agree [3]		☐
Disagree [1]		☐
Rather disagree [2]		☐
Agree [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 16105		

Variables		
pd0400g	German lessons-agree: less important write error-free, computer aids	pParent

Condition: if (h_S3TG1 <> 2)

16105 <name of target child> can only then learn a lot, if he also likes to read.

Condition: if (h_S3TG1 = 2)

16105 <name of target child> can only then learn a lot, if she also likes to read.

Read answer options aloud if necessary.

Rather agree [3]	☐
Agree [4]	☐
Rather disagree [2]	☐
Disagree [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 16106

Variables		
pd0500g	German lessons - agree: TC can only learn a lot if he/she likes to read	pParent

Condition: if (h_S3TG1 <> 2)

16106 Only if <name of target child> can read well, will he have good career opportunities later.

Condition: if (h_S3TG1 = 2)

16106 Only if <name of target child> can read well, will she have good career opportunities later.

Read answer options aloud if necessary.

Disagree [1]	☐
Rather disagree [2]	☐
Rather agree [3]	☐
Agree [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 16100

Variables		
pd0600g	German lessons - agree: only good career prospects if TC reads a lot	pParent

16100	<name of target child> should work hard in German class.
Read answer options aloud if necessary.	
Agree [4]	☐
Rather agree [3]	☐
Rather disagree [2]	☐
Disagree [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 16103	

Variables		
pd0100g	German lessons - agree: TC should work hard in German class	pParent

16103	<name of target child> should learn how to search for information on the internet in German class.
Read answer options aloud if necessary.	
Rather agree [3]	☐
Agree [4]	☐
Rather disagree [2]	☐
Disagree [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 16108Z	

Variables		
pd0200g	German lessons - agree: should learn to search the internet in German class	pParent

12 Language remediation

59102 Now we would like to look at lessons or special classes in German which go beyond the normal teaching the school. We do !!not!! mean private German tuition. Is <target child's name> currently receiving additional German lessons of this kind?

If there are any questions: We mean German lessons which go beyond the regular teaching in the school, and all special teaching measures to improve knowledge of the German language.

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (59102 = 1) goto 59103
if (59102 = 2, -97, -98) goto 59115Z

Variables		
p416200	Additional lessons German	pParent

59103 Where does <target child's name> receive these lessons?

Read out the options

In school [1]	☐
In school and outside the school [3]	☐
Outside the school [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (59103 = 1, 3) goto 59104
if (59103 = 2) goto 59106
if (59103 = -97, -98) goto 59115Z

Variables		
p416201	Additional lessons German: framework	pParent

Condition: if (59103 = 1)

59104 Since when has <name of target child> been receiving these additional lessons in German? Please state the month and year.

Condition: if (59103 = 3)

59104 Since when has <name of target child> been receiving additional lessons in German at school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 59105

Variables		
p41622m	Additional lessons German (in school) since: month	pParent
p41622y	Additional lessons German (in school) since: year	pParent

Condition: if (59103 = 1)

59105 How many hours per week are spent at these additional German lessons?

Condition: if (59103 = 3)

59105 How many hours per week are spent at additional German lessons in school?

If the number of hours per week for the language remediation courses varies at different times, please give the average. "Please tell me the average number of hours per week".

|___|___| Hours

Range: 0 - 20

if (59103 = 3) goto 59106
if (59103 = 1) goto 59115Z

Variables		
p416220	Additional lessons German (in school): scope (hours)	pParent

Condition: if (59103 = 2)

59106 Since when has <name of target child> been receiving these additional lessons in German? Please state the month and year.

Condition: if (59103 = 3)

59106 Since when has <name of target child> been receiving additional lessons in German outside the school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 59107

Variables		
p41621m	Additional lessons in German (out of school) since: month	pParent
p41621y	Additional lessons in German (out of school) since: year	pParent

Condition: if (59103 = 2)

59107 How many hours per week are spent at these additional German lessons?

Condition: if (59103 = 3)

59107 How many hours per week are spent at additional German lessons outside of school?

If the number of hours per week for the language remediation courses varies at different times, please give the average. "Please tell me the average number of hours per week".

|___|___| Hours

Range: 0 - 20

goto 59115Z

Variables		
p416210	Additional lessons in German (out of school): scope (hours)	pParent

Condition: if ((70103P52 = 70103P49 OR 70103P52 = 70103P50) & 70103P8 <> 2)

59109 **We are also interested in whether <name of target child> is receiving lessons for this language. Is <name of target child> currently receiving lessons for <70103P10>? In our last interview, you told us that your partner learned <70103P10> as a child in his family.**

Condition: if ((70103P52 = 70103P49 OR 70103P52 = 70103P50) & 70103P8 = 2)

59109 **We are also interested in whether <name of target child> is receiving lessons for <70103P10>. Is <name of target child> currently receiving lessons for <70103P10>? In our last interview, you told us that your partner learned <70103P10> as a child in her family. We would also like to know if <name of target child> is receiving lessons for this language. Is <name of target child> currently receiving lessons for <70103P10>?**

Condition: if (70103P52 = 70103P47 OR 70103P52 = 70103P48)

59109 **We are also interested in whether <name of target child> is receiving lessons for <70103P10>. Is <name of target child> currently receiving lessons for <70103P10>? In our last interview, you told us that you learned <70103P10> as a child in your family. We would also like to know if <name of target child> is receiving lessons for this language. Is <name of target child> currently receiving lessons for <70103P10>?**

Condition: if ((70103P52 = 70103P44 OR 70103P52 = 70103P45) & h_S3TG1 <> 2)

59109 **We are also interested in whether <name of target child> is receiving lessons for <70103P10>. Is <name of target child> currently receiving lessons for <70103P10>? In our last interview, you told us that <name of target child> learned <70103P10> as a child in his family. We would also like to know if <name of target child> is receiving lessons for this language. Is <name of target child> currently receiving lessons for <70103P10>?**

Condition: if ((70103P52 = 70103P44 OR 70103P52 = 70103P45) & h_S3TG1 = 2)

59109 **We are also interested in whether <name of target child> is receiving lessons for <70103P10>. Is <name of target child> currently receiving lessons for <70103P10>? In our last interview, you told us that <name of target child> learned <70103P10> as a child in her family. We would also like to know if <name of target child> is receiving lessons for this language. Is <name of target child> currently receiving lessons for <70103P10>?**

If the displayed language does not match the respondent's statement, please say: "I'm sorry. We must have recorded that incorrectly during our last telephone call. Let's just go on to the other questions." We do NOT mean regular school lessons which all pupils go to (e.g. the school subjects English or French).

No [2]	☐
Yes [1]	☐

Partner no longer present [-23]	☐
Other non-German language of origin [-22]	☐
Language of origin only German [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (59109 = 1) goto 59110
if (59109 = 2, -97, -98, -21,-22, -23) goto 59116Z

Variables		
p416000	Lessons: L1	pParent

59110 Where does <target child's name> receive these lessons?

Read out the options

In school [1]	☐
In school and outside the school [3]	☐
Outside the school [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (59110 = 1, 3) goto 59111
if (59110 = 2) goto 59113
if (59110 = -97, -98) goto 59116Z

Variables		
p416001	Teaching: L1 framework	pParent

Condition: if (59110 = 1)

59111 Since when has <name of target child> been receiving lessons for <70103P10>? Please state the month and year.

Condition: if (59110 = 3)

59111 Since when has <name of target child> been receiving lessons for <70103P10> in school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___|___|___| Year

goto 59112

Variables		
p41602m	Lesson L1 in school - duration (month)	pParent
p41602y	Lesson L1 in school - duration (year)	pParent

Condition: if (59110 = 1)

59112 How many hours per week are spent at the lessons for <70103P10>?

Condition: if (59110 = 3)

59112 How many hours per week are spent at the lessons for <70103P10> in school?

If the number of hours per week for the language remediation courses varies at different times, please give the average. "Please tell me the average number of hours per week".

|___|___| Hours

Range: 0 - 99

if (59110 = 1) goto 59116Z
if (59110 = 3) goto 59113

Variables		
p416020	Lesson L1 in school - scope	pParent

Condition: if (59110 = 2)

59113 Since when has <name of target child> been receiving lessons for <70103P10>? Please state the month and year.

Condition: if (59110 = 3)

59113 Since when has <name of target child> been receiving lessons for <70103P10> outside of school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___|___|___| Year

goto 59114

Variables		
p41601m	Lesson L1 out of school - duration (month)	pParent
p41601y	Lesson L1 out of school - duration (year)	pParent

Condition: if (59110 = 2)

59114 How many hours per week are spent at the lessons for <70103P10>?

Condition: if (59110 = 3)

59114 How many hours per week are spent at the lessons for <70103P10> outside of school?

If the number of hours per week for the language remediation courses varies at different times, please give the average. "Please tell me the average number of hours per week".

|___|___| Hours

Range: 0 - 99

goto 59116Z

Variables		
p416010	Lesson L1 out of school - scope	pParent

13 Tutoring

14100 Now I would like to move on to the subject of private tuition. Does <target child's name> currently receive private tuition?

Private tuition includes all external educational, systematic, mainly regular support of pupils to overcome any learning issues or to improve their learning performance.Do not read out the options

No [2] ☐

Yes [1] ☐

Child is receiving irregular private tuition [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (14100 = 1, -20) goto 14101
if (14100 = 2, -97, -98) goto 14105Z

Variables		
p261100	Private tuition - panel questions - occurrence	pParent

14101 [MF] And in what subjects is <name of target child> receiving tutoring?

Do not read options aloud, just allocate; multiple answers possible.

	Not specified [0]	Specified [1]
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

if (14101= 2 & Startkohorte = K5) goto 14103
if (14101= 2 & Startkohorte = K9) goto 14104
if (14101<> 2) goto 14104

Variables		
p262101	Tutoring - panel questions - subject: math	pParent
p262102	Tutoring - panel questions - subject: German	pParent
p262103	Tutoring - panel questions - subject: English	pParent
p262104	Tutoring - panel questions - subject: French	pParent
p262105	Tutoring - panel questions - subject: Latin	pParent
p262106	Tutoring - panel questions - subject: physics	pParent
p262107	Tutoring - panel questions - subject: chemistry	pParent
p262108	Tutoring - panel questions - subject: biology	pParent
p262109	Tutoring - panel questions - subject: other subject/subjects	pParent

14103 [MR] What is the main are covered in the private tuition in German?

Do not read out the options, multiple answers allowed.

	Not specified [0]	Specified [1]
Spelling and writing	☐	☐
Reading and understanding texts	☐	☐
Writing texts	☐	☐
Speaking and oral comprehension	☐	☐
Grammar	☐	☐
Refused	☐	☐
Don't know	☐	☐
Don't want to talk about it	☐	☐

goto 14104

Variables		
pd0100n	Content of private tuition in German: spelling and writing	pParent
pd0200n	Content of private tuition in German: reading and understanding texts	pParent
pd0300n	Content of private tuition in German: writing texts	pParent
pd0400n	Content of private tuition in German: Speaking and oral comprehension	pParent
pd0500n	Content of private tuition: Grammar	pParent

14104 And how many hours in total per week does this private tuition comprise in a normal school week?

If asked: "A normal school week means not during the holidays, or at times when no private tuition takes place for other reasons." Where several subjects are given: "please add all the hours together."

|___|___| Hours per week

Child is receiving irregular private tuition [-20] ☐

Range: 0 - 99

goto 14105Z

Variables		
p261101	Private tuition - panel questions - scope	pParent

14 Coping with the school day

48101	**Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <Name of target child> mainly gets his homework done independently.**

Condition: if (h_S3TG1 <> 2)

48101	**Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <Name of target child> mainly gets his homework done independently.**

Condition: if (h_S3TG1 = 2)

48101

Read options aloud. If the child does not have homework or only has it very irregularly, please use the appropriate button.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
None or very irregular homework [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48102

Variables		
pb00010	Coping with the school day - independence 1	pParent

48102	**Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> likes going to school.**

Read options aloud.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48103

Variables		
pb00020	Joy of learning 1 - Child enjoys going to school.	pParent

48103 **Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>?**

Condition: if (h_S3TG1 <> 2)

48103 **<name of target child> is careful with his school supplies.**

Condition: if (h_S3TG1 = 2)

48103 **<name of target child> is careful with her school supplies.**

Read options aloud only if necessary.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48104

Variables		
pb00030	Readiness for exertion 1 - Child works carefully with the work materials.	pParent

48104 **[NCS] Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> has become well-integrated in class.**

Read options aloud only if necessary.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (48101 = -20) goto 48106
if (48101 <> -20) goto 48105

Variables		
pb00040	Social integration class 1 - Child has been well integrated in class.	pParent

48105	[NCS] Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> needs a lot of support with homework.
Read options aloud only if necessary. If the child does not have homework, please use the appropriate button.	
Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
None or very irregular homework [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 48106	

Variables		
pb00050	Independence 2 - Child needs a lot of support with homework.	pParent

48106	[NCS] Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> thinks school is fun.
Read options aloud only if necessary.	
Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 48107	

Variables		
pb00060	Joy of learning 2 - Child has fun at school.	pParent

48107 **Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>?**

Condition: if (h_S3TG1 <> 2)

48107 **<name of target child> does all his work very carefully.**

Condition: if (h_S3TG1 = 2)

48107 **<name of target child> does all her work very carefully.**

Read options aloud only if necessary.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48108

Variables		
pb00070	Readiness for exertion 2 - Child does its tasks with great care.	pParent

48108 **[NCS] Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> is friends with many of the children in the class.**

Read options aloud only if necessary.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48110

Variables		
pb00080	Social integration class 2 - Child has lots of friends in class.	pParent

48110 <Target child's name> finds many school tasks easy.	
Only read out the options if needed	
Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 48111	

Variables		
pb00090	Independence 3 - Child finds many tasks at school easy.	pParent

48111 <Target child's name> really enjoys learning at school.	
Only read out the options if needed	
Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 48112	

Variables		
pb00100	Joy of learning 3 - Child enjoys learning at school.	pParent

Condition: if (h_S3TG1 <> 2)

48112 <name of target child> gives up easily when he finds something difficult.

Condition: if (h_S3TG1 = 2)

48112 <name of target child> gives up easily when she finds something difficult.

Read options aloud only if necessary.

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48113

Variables		
pb00110	Readiness for exertion 3 - Child gives up easily if something is difficult.	pParent

48113 <Target child's name> has made made new friends in their class.

Only read out the options if needed

Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Does not apply at all [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 48109Z
if (Startkohorte = 2) goto 48114

Variables		
pb00120	Social integration class 3 - Child found new friends in class.	pParent

18 Support

Condition: if (h_S3TG1 <> 2)

17101 **The following questions are about how often you support <name of target child> in school work. How frequently do you purchase additional learning materials or books for <name of target child> in order to support his learning?**

Condition: if (h_S3TG1 = 2)

17101 **The following questions are about how often you support <name of target child> in school work. How frequently do you purchase additional learning materials or books for <name of target child> in order to support her learning?**

Read answer options aloud.

Sometimes [3]	☐
Rarely [2]	☐
Often [4]	☐
Never [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 17102

Variables		
pd0200u	Support - frequency: purchasing additional study materials for TC	pParent

17102 **How often, together with <name of target child>, do you search for information on the internet for school classes?**

Read answer options aloud.

Rarely [2]	☐
Never [1]	☐
Sometimes [3]	☐
Often [4]	☐
No internet available [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 17103

Variables		
pd0300u	Support - frequency: look together with TC for information on the internet	pParent

Condition: if (Startkohorte = K5)

17103 How often do you assist <name of target child> in preparing speeches or presentations for class?

Condition: if (Startkohorte = K9)

17103 The following questions are about how often you support <name of target child> in school work. How often do you assist <name of target child> in preparing speeches or presentations for class?

Read answer options aloud.

Rarely [2]	☐
Never [1]	☐
Sometimes [3]	☐
Often [4]	☐
TC does not hold speeches or presentations [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 17100
if (Startkohorte = K9) goto 17105

Variables		
pd0400u	Support - frequency: support with speeches or presentations	pParent

17105 How often do you talk to <name of target child> about topics that are discussed in class?

Read options aloud.

Rarely [2]	☐
Never [1]	☐
Sometimes [3]	☐
Often [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 17106

Variables		
p28430c	Frequency: support by discussing school content	pParent

17106	How often do you talk to <name of target child> about problems in class?
Read options aloud.	
Often [4]	☐
Sometimes [3]	☐
Rarely [2]	☐
Never [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 17104Z	

Variables		
p28430d	Support: frequency: support by discussing problems	pParent

17100	When you read books together with the <name of target child,> how often do you talk about the content with <name of target child> afterwards?
Read out answer options aloud if necessary.	
Sometimes [3]	☐
Rarely [2]	☐
Often [4]	☐
Never [1]	☐
Do not read together [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 17104Z	

Variables		
pd0100u	Support - frequency: talk with TC about books we have read together	pParent

19 Social capital

75101	Now let's talk about your contact with the school of <name of target child>. How often do you visit the parent teacher conferences?	
Read options aloud.		
Sometimes [3]		☐
Never [1]		☐
Seldom [2]		☐
Often [4]		☐
Very good [5]		☐
not true [-93]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75102 *if (Startkohorte = K5) -97: verweigert* *if (Startkohorte = K5) -98: weiß nicht* *if (Startkohorte = K9) -93: trifft nicht zu* *if (Startkohorte = K9) -97: verweigert* *if (Startkohorte = K9) -98: weiß nicht*		

Variables		
p32903c	Contact with school: parent teacher conferences	pParent

75102	How often do you contact teachers outside the parent teacher conferences and open school days regarding behavior, performance or problems of <name of target child>?	
Read options aloud.		
Very good [5]		☐
Sometimes [3]		☐
Never [1]		☐
Often [4]		☐
Seldom [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75103		

Variables		
p32903a	Contact with school: conversations with teachers	pParent

75103 How often do you engage in the Parent Teacher Association (PTA)?

Read options aloud. Parent Teacher Association: The Parent Teacher Association (PTA) is the organized involvement of parents in school through elected representatives.

Never [1]	☐
Seldom [2]	☐
Very good [5]	☐
Often [4]	☐
Sometimes [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 75104

Variables		
p32903d	Contact with school: parents' council	pParent

75104 How often do you help with the organization of parties or events at the school?

Read options aloud.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Very good [5]	☐
Never [1]	☐
not true [-93]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 75105

Variables		
p32903b	Contact with school: help at events	pParent

75105 **Now let's talk about <name of target child>'s friends. How many different friends does <name of target child> meet with regularly in his/her freetime? If you are not completely sure, please estimate the number.**

For "none" enter 0

|___|___| Friends

Range: 0 - 50

if (75105 > 0) goto 75106
if (75105 = 0, -98,-97 & Startkohorte = K5) goto 75107
if (75105 = 0, -98,-97 Startkohorte = K9) goto 75108Z

Variables		
p32830a	Intergenerational closure: child's number of friends	pParent

Condition: if (75105 = 1)

75106 **And do you personally know at least one of the parents of this friend?**

Condition: if (75105 > 1)

75106 **And out of <name of target child>'s < 75105 > friends, do you know at least one parent personally?**

If (75105 > 1) <<For "none" enter 0. By "personally" we mean people, which you at least know their names and with whom you could start a short conversation with.

Refused [-97] ☐

Don't know [-98] ☐

No [0]	Yes [1]	Refused [-97]	Don't know [-98]
☐	☐	☐	☐

|___|___| Friends

Range: 0 - 50

if (Startkohorte = K5) goto 75107
if Startkohorte = K9) goto 75108Z

if (75105 = 1) 0: nein
if (75105 = 1) 1: ja
if (75105 > 1): OFFEN: _ _ Freunde

Variables		
p328300	Intergenerational closure: number of friends' parents known	pParent

75107	**And of how many of the children in <name of target child>'s class do you know at least one of the parents personally?**

For "none" enter 0.
By "personally" we mean people, which you at least know their names and with whom you could start a short conversation with.

|___|___| Children

Range: 0 - 40

goto 75108Z

Variables		
p32830c	For "none" enter 0. By "personally" we mean people, which you at least know their names and with whom you could start a short conversation with.	pParent

20 Big Five

53113, 53114, 53115, 53116, 53117, 53118, 53119, 53120, 53121, 53122

For the following opposing characteristics we would like you to indicate which is more applicable to <name of target child>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable.

Do not read options aloud.

If it is difficult to allocate: "We are really looking at an overall picture of your child. Please try to judge the typical behavior of your child in everyday situations".

Refused [-97] ☐

Don't know [-98] ☐

	Is quiet [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Is talkative [10]	Refused [-97]	Don't know [-98]
Please assess the characteristics in regards to <name of target child> from 0 "is quiet" to 10 "is talkative".	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

Please assess the characteristics in regards to <name of target child> from 0 “is untidy” to 10 “is tidy”.

- ☐ ...is disorganized [0]
- ☐ 1 [1]
- ☐ 2 [2]
- ☐ 3 [3]
- ☐ 4 [4]
- ☐ 5 [5]
- ☐ 6 [6]
- ☐ 7 [7]
- ☐ 8 [8]
- ☐ 9 [9]
- ☐ ...is organized [10]
- ☐ Refused [-97]
- ☐ Don't know [-98]

Refused [-97]

- ☐

Don't know [-98]

- ☐

Please assess the characteristics in regards to <name of target child> from 0 “is good-natured” to 10 “is irritable”.

- ☐ ...is even-tempered [0]
- ☐ 1 [1]
- ☐ 2 [2]
- ☐ 3 [3]
- ☐ 4 [4]
- ☐ 5 [5]
- ☐ 6 [6]
- ☐ 7 [7]
- ☐ 8 [8]
- ☐ 9 [9]
- ☐ ...is irritable [10]
- ☐ Refused [-97]
- ☐ Don't know [-98]

Refused [-97]

- ☐

Don't know [-98]

- ☐

Please assess the characteristics in regards to <name of target child> from 0 “is not very interested” to 10 “is hungry for knowledge”.

- ☐ ...is uninterested [0]
- ☐ 1 [1]
- ☐ 2 [2]
- ☐ 3 [3]
- ☐ 4 [4]
- ☐ 5 [5]
- ☐ 6 [6]
- ☐ 7 [7]
- ☐ 8 [8]
- ☐ 9 [9]
- ☐ ...is hungry for knowledge [10]
- ☐ Refused [-97]
- ☐ Don't know [-98]

Refused [-97]

- ☐

Don't know [-98]

- ☐

Please assess the characteristics in regards to <name of target child> from 0 “lacks confidence” to 10 “is confident”.

- ☐ Lacks confidence [0]
- ☐ 1 [1]
- ☐ 2 [2]
- ☐ 3 [3]
- ☐ 4 [4]
- ☐ 5 [5]
- ☐ 6 [6]
- ☐ 7 [7]
- ☐ 8 [8]
- ☐ 9 [9]
- ☐ Is confident [10]
- ☐ Refused [-97]
- ☐ Don't know [-98]

Refused [-97]

- ☐

Don't know [-98]

- ☐

Please assess the characteristics in regards to <name of target child> from 0 “is reserved” to 10 “is sociable”.

...is reserved [0]
1 [1]
2 [2]
3 [3]
4 [4]
5 [5]
6 [6]
7 [7]
8 [8]
9 [9]
...is gregarious [10]
Refused [-97]
Don't know [-98]

Refused [-97]

Don't know [-98]

Please assess the characteristics in regards to <name of target child> from 0 “is easily distracted” to 10 “is focused”.

Is easily distracted [0]
1 [1]
2 [2]
3 [3]
4 [4]
5 [5]
6 [6]
7 [7]
8 [8]
9 [9]
Is focused [10]
Refused [-97]
Don't know [-98]

Refused [-97]

Don't know [-98]

Please assess the characteristics in regards to <name of target child> from 0 “is stubborn” to 10 “is obedient”.

...is defiant [0]
1 [1]
2 [2]
3 [3]
4 [4]
5 [5]
6 [6]
7 [7]
8 [8]
9 [9]
...is docile [10]
Refused [-97]
Don't know [-98]

Refused [-97]

Don't know [-98]

Please assess the characteristics in regards to <name of target child> from 0 “is stubborn” to 10 “is obedient”.

Needs more time [0]
1 [1]
2 [2]
3 [3]
4 [4]
5 [5]
6 [6]
7 [7]
8 [8]
9 [9]
Understands quickly [10]
Refused [-97]
Don't know [-98]

Refused [-97]

Don't know [-98]

	Doesn't worry [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Worries [10]	Refused [-97]	Don't know [-98]
Please assess the following characteristic with regard to <name of target child> From 0 “doesn’t worry” to 10 “worries”.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

53113: goto 53114
53114: goto 53115
53115: goto 53116
53116: goto 53117
53117: goto 53118
53118: goto 53119
53119: goto 53120
53120: goto 53121
53121: goto 53122
53122: goto 53123Z

Variables		
p66802a_g1	Big Five: extraversion	pParent
p66802b_g1	Big Five: Conscientiousness	pParent
p66802c_g1	Big Five: Agreeableness	pParent
p66802d_g1	Big Five: Openness/intellect	pParent
p66802e_g1	Big Five: Neuroticism	pParent
p66802a	Big Five parent assessment: quiet/talkative	pParent
p66802b	Big Five parent assessment: untidy/tidy	pParent
p66802c	Big Five parent assessment: good-natured/irritable	pParent
p66802d	Big Five parent assessment: not very interested/hungry for knowledge	pParent
p66802e	Big Five parent assessment: lacks confidence/is confident	pParent
p66802f	Big Five parent assessment: reserved/sociable	pParent
p66802g	Big Five parent assessment: easily distracted/focused	pParent
p66802h	Big Five parent assessment: stubborn/obedient	pParent
p66802i	Big Five parental assessment: needs more time/understands quickly	pParent
p66802j	Big Five parent assessment: doesn’t worry/worries	pParent

21 Health

22001 **Now I would like to ask you some questions about the health of <name of target child>. How would you generally describe <name of target child>'s state of health?**

Read options aloud.

Poor [4]	☐
Very poor [5]	☐
Average [3]	☐
Good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = 2 & 11105 = 1) goto 22018
if (Startkohorte = 2 & 11105 <> 1) goto 22019
if (Startkohorte = K5 & Erstbefragte <> 1) goto 22018Z
if (Startkohorte = K5 & Erstbefragte = 1) goto 22002

Variables		
p521000	Self-assessment health	pParent

22002 **Does <name of target child> have an officially recognized disability?**

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (22002 = 1) goto 22003
if (22002 <> 1) goto 22016

Variables		
p524200	Other disabilities	pParent

22003 What disabilities?



if (22003 = -97) goto 22016
if (22003 <> -97) goto 22004

Variables		
p524201_g1	Type of disabilities (response 1; ICD-10, level 1)	pParent
p524201_g2	Type of disabilities (response 1; ICD-10, level 2)	pParent
p524201_g4	Type of disabilities (response 2; ICD-10, level 1)	pParent
p524201_g5	Type of disabilities(response 2; ICD-10, level 2)	pParent
p524201_g7	Type of disabilities (response 3; ICD-10, level 1)	pParent
p524201_g8	Type of disabilities (response 3; ICD-10, level 2)	pParent

22004 Since what year has the disability been recognized?

|___|___|___|___| Year

Range: 1,900 - 9,999

if (22004 = -97) goto 22016
if (22004 <> -97) goto 22005

Variables		
p524202	Year of recognition of disabilities	pParent

22005 What is the percentage of the disability today?

|___|___|___| %

Range: 0 - 100

goto 22016

Variables		
p524205	Disability percentage	pParent

22016 Did <name of target child> ever suffer from the following diseases? Hay fever

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 22017

Variables		
p524100	Hay fever	pParent

22017 [NCS] Did <name of target child> ever have the following diseases? Neurodermatitis, this is an itchy eczema, especially in the elbows and knees

In case of questions: Neurodermatitis is also called endogenous eczema, or atopic eczema.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 22008

Variables		
p524101	Neurodermatitis	pParent

Condition: if (Startkohorte = 2, K5)

22008 What was the weight of <name of target child> at birth?

Condition: if (Startkohorte = K9)

22008 Now I would like to ask you some questions about the health of <name of target child>. What was the weight of <name of target child> at birth?

|___|___|___|___| Gram

Range: 0 - 9,999

goto 22009

Variables		
p529000	Weight at birth	pParent

22009 What was the height of <name of target child> at birth?

|___|___| cm

Range: 24 - 99

if (Startkohorte = K5) goto 22018Z
if (Startkohorte = 2, K9) goto 22010

Variables		
p529001	Height at birth	pParent

22 Siblings

[HELP] Help variable number of siblings

|___|___| Number of siblings

Range: 0 - 99

Variables		
p732103	Help variable number of siblings	pParent

[HELP] Help variable number of siblings in the household

|___|___| Number of siblings in the household

Range: 0 - 99

Variables		
p732104	Help variable number of siblings	pParent

Start of the siblings loop

32725	[MR] “What institutions does <32702> attend currently, or who looks after <32702>? Please only tell me about regular care with a duration of at least six hours a week.”		
Read out the options, Multiple answers allowed.			
		Not specified [0]	Specified [1]
if (intj – 32705 (gegebj) < 8) kindergarten, child day care centerif (intj - 32705 (gegebj) < 5) or nursery? << This also includes parent-child initiatives, i.e. self-regulating day-care and centers with parent and/or youth/child care workers.>>		☐	☐
Play group or parent-child group? <<Play groups are small groups of children, mainly under the supervision of trained education staff, which take place several times a week. With regard to a parent-child groups, parents are present alongside the trained staff>>		☐	☐
Au pair?		☐	☐
Qualified child minder?		☐	☐
Child-minder without specific educational or care training?		☐	☐
Relatives, friends or neighbors?		☐	☐
if (intj – gebjahr > 4) Elementary school?		☐	☐
if (intj – gebjahr > 4) Nursery in the elementary school or the kindergarten?		☐	☐
Refused		☐	☐
Don’t know		☐	☐
Don’t want to talk about it		☐	☐
if (intj – 32705 (gegebj) >= 15) goto 32708 *if (intj – 32705 (gegebj) < 15 and intj – 32705 (gegebj) >= 8) goto 32709* *if (intj – 32705 (gegebj) < 8) goto 32725*			

Variables		
p732301	Care of siblings, kindergarten day-care center / nursery	spSibling
p732302	Care of siblings: Play group or parent-child group	spSibling
p732303	Care of siblings: Au-pair	spSibling
p732304	Care of siblings: qualified child minder	spSibling
p732305	Care of siblings: Child minder without specific educational or care training	spSibling
p732306	Care of siblings: Relatives, friends or neighbors	spSibling
p732307	Care of siblings: elementary school	spSibling
p732308	Care of siblings: Nursery in the elementary school or kindergarten	spSibling

23 Family climate

80101 - 80115 **I will now read you some statements concerning living together as a family. For your family, please tell me if each statement does not apply, hardly applies, partially applies, applies or applies completely.**

fk01: Please read options aloud. fk02: Please read options aloud. fk03: Please read options aloud again only if necessary. fk04: Please read options aloud again only if necessary. fk05: Please read options aloud again only if necessary. fk06: Please read options aloud again only if necessary. fk07: Please read options aloud again only if necessary. fk08: Please read options aloud again only if necessary. fk09: Please read options aloud again only if necessary. fk10: Please read options aloud again only if necessary. fk11: Please read options aloud again only if necessary. fk12: Please read options aloud again only if necessary. fk13: Please read options aloud again only if necessary. fk14: Please read options aloud again only if necessary. fk15: Please read options aloud again only if necessary.

	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]	Refused [-97]	Don't know [-98]
Refused [-97]		☐					
Don't know [-98]		☐					
In our family, we all stick together strongly.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
In our family, many interesting things happen.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
Family climate - organization 1: division of responsibilities	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
In our family, we only rarely talk about our issues.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
In our family we have a lot of visitors.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
At home, the daily routine is determined quite exactly.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
In our family we tell each other what bothers us about one another.	☐	☐	☐	☐	☐	☐	☐

Refused [-97]		☐					
Don't know [-98]		☐					
On the weekend it is often quite boring at our house.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
It's hard to say what the rules apply in our family.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
The members of our family are close to each other emotionally	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
Family climate - wealth of experience 4: doing things with friends	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
Everyone in our family knows what tasks he/she is responsible for.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
We talk openly about everything at home.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
We can adapt well to changing circumstances.	☐	☐	☐	☐	☐	☐	☐
Refused [-97]		☐					
Don't know [-98]		☐					
At home it is often chaotic because nothing is really planned.	☐	☐	☐	☐	☐	☐	☐

80101:
if (Startkohorte = K5) goto 80104
if (Startkohorte = K9) goto 80102

80102: goto 80103

80103: goto 80104

80104:
if (Startkohorte = K5) goto 80107
if (Startkohorte = K9) goto 80105

80105: goto 80106

80106: goto 80107

80107:
if (Startkohorte = K5) goto 80110
if (Startkohorte = K9) goto 80108

80108: goto 80109

80109: goto 80110

80110:
if (Startkohorte = K9) goto 80111
if (Startkohorte = K5) goto 80113

80111: goto 80112

80112: goto 80113

80113:
if (Startkohorte = K5) goto 80116Z
if (Startkohorte = K9) goto 80114

80114: goto 80115

80115: goto 80116Z

Variables

p327031	Family climate - cohesion: 1: sticking together	pParent
p327041	Family climate - wealth of experience1: interesting things happen	pParent
p327051	Family climate - Organization 1: division of responsibilities	pParent
p327032	Family climate - cohesion: 2: rarely talk about issues	pParent
p327042	Family climate - wealth of experience 2: have visitors	pParent
p327052	Family climate - organization 2: daily routine	pParent
p327033	Family climate - cohesion: 3 communication of concerns	pParent
p327043	Family climate - wealth of experience 3: boring weekends	pParent
p327053	Family climate - organization 3: unclear rules	pParent
p327034	Family climate - cohesion: 4: close ties	pParent
p327044	Family climate - wealth of experience 4: doing things with friends	pParent
p327054	Family climate - organization 4: clear responsibilities	pParent
p327035	Family climate - cohesion: 5: open communication	pParent
p327045	Family climate - wealth of experience 5: adapting to circumstances	pParent
p327055	Family climate - organization 5: lack of planning	pParent

24 Social capital

75208 **Now let's talk about your relatives. How true are the following statements on your relatives? My relatives are interested in how <name of target child> is doing in school.**

Read options aloud.

Does not apply at all [1]	☐
Partially applies [3]	☐
Does not really apply [2]	☐
Applies to some extent [4]	☐
Applies completely [5]	☐
I have no relatives [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

if 75208 = -21 goto 75206
if 75208 <> -21 goto 75207

Variables		
p320660	Relatives - interest for school performance	pParent

75207	How many people in your family have studied?	
Read options aloud.		
None [1]		☐
Less than half [3]		☐
All [7]		☐
More than half [5]		☐
Almost none [2]		☐
Approximately half [4]		☐
Almost all [6]		☐
I have no relatives [-21]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75206		

Variables		
p321604	Proportion of relatives with higher education	pParent

75206	And how is it with your friends? How true are the following statements about your close friends? My friends are interested in how <name of target child> is doing in school.	
Read options aloud.		
Does not apply at all [1]		☐
Partially applies [3]		☐
Does not really apply [2]		☐
Applies to some extent [4]		☐
Applies completely [5]		☐
I have no friends [-21]		☐
Refused [-97]		☐
Don't know [-98]		☐
if 75206 = -21 goto 75209Z *if 75206 <> -21 goto 75205*		

Variables		
p320160	Friends - interest for school performance	pParent

75205	How many of your friends have studied?	
Read options aloud.		
Almost none [2]		☐
Approximately half [4]		☐
Almost all [6]		☐
Less than half [3]		☐
More than half [5]		☐
None [1]		☐
All [7]		☐
I have no friends [-21]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75209Z		

Variables		
p321104	Proportion of friends with higher education	pParent

25 Cultural capital

37001	Now let's talk about questions that refer to you personally. How much time do you spend on reading in your free time on a normal working day?
Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. If the respondent indicates that they are unemployed: Please refer your answer to a normal weekday. Please enter "0" if the respondent does not read at leisure.	
|___|___| Hours Range: 0 - 24	
|___|___| Minutes Range: 0 - 60	
goto 37002	

Variables		
p34001a_g1	Quantity reading – spare time, workday (summarized)	pParent

37002 How much time do you spend on reading on a day off?

Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. If the respondent indicates that they are unemployed: Please refer your answer to a day without any important appointments, for example the weekend. Please enter "0" if the respondent does not read at leisure.

|___|___| Hours

Range: 0 - 24

|___|___| Minutes

Range: 0 - 60

goto 37004

Variables		
p34001c_g1	Quantity reading – spare time, day off (summarized)	pParent

37004 How many books do you have about in your home? As an aid: about 40 books fit on one meter of shelf.

Read answer options aloud. This includes books of all people living and keeping house together with you in the household. If necessary: do not count newspapers and magazines. Books in a foreign language should be included.

More than 500 books [6]	☐
201 to 500 books [5]	☐
0 to 10 books [1]	☐
11 to 25 books [2]	☐
101 to 200 books [4]	☐
26 to 100 books [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 37005

Variables		
p34005a	Number of books	pParent

37006, 37007, 37008, 37009, 37010 **Now to other activities that you can practice in your free time. It does not matter whether you are do this together with <name of target child> or with others or alone. How many times have you done the following things in the last 12 months:**

p34009a: Read out answer categories. p34009b: Read out answer categories. If something is unclear: It does not matter whether you have done this alone or together with others. p34009c, p34009d, p34009e: Read out answer categories if necessary. If anything is unclear: It does not matter whether you have done this alone or together with others.

Refused [-97] ☐

Don't know [-98] ☐

	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]	Refused [-97]	Don't know [-98]
… visited a museum or an art exhibition?	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

… watched a movie at the cinema?	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

… visited an opera, a ballet or a classical concert?	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

… been to the theater?	☐	☐	☐	☐	☐	☐	☐

Refused [-97] ☐

Don't know [-98] ☐

… visited a rock or pop concert?	☐	☐	☐	☐	☐	☐	☐

goto 37014Z

Variables		
p34009a	Participation in high culture: museum, art exhibition	pParent
p34009b	Participation in high culture: cinema	pParent

28 Sociodemographics of interviewed parent

24001 Now I would like to get some details about yourself. What year were you born in?

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 24002

Variables		
p73170y	Year of birth respondent	pParent

24002 Where were you born?

In Germany's former eastern territories [2]	☐
In Germany / within the current borders of Germany [1]	☐
Abroad / in another country [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24002 = 3) goto 24003
if (24002 <> 3) goto 24005

autoif (24002 <> 3) h_S4ETH2 = 2

Variables		
p400000_g1	Respondent's country of birth (Germany/abroad; edited)	pParent
p400000	Respondent born in Germany?	pParent

24003 What country were you born in?

Country List [999997]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24003 = -96) goto 24004
if (24003 <> -96) goto 24011

Variables		
p400010_g1R	Respondent’s country of birth	pParent
p400010_g2R	Respondent's country of birth (aggregated)	pParent

24005	And now we come to your parents.What country was your father born in?	
At the time of his birth, if the area the father was born in was part of Germany, the answer “Germany” should be entered for country of birth.		
Country List [999997]		☐
Father not present / unknown [-20]		☐
Land not in list [-96]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (24005 = -96) goto 24006
if (24005 <> -96) goto 24008

autoif (24005 > 0 & 24005 <> 71) h_S4ZG5 = 1
autoif (24005 = -96) h_S4ZG5 = 1
autoif (24005 = 71) h_S4ZG5 = 2

Variables		
p400090_g1R	Respondent’s father’s country of birth	pParent
p400090_g1D	Country of birth of respondent's father (Germany/abroad; bereinigt)	pParent
p400090_g2R	Country of birth of respondent's father (aggregated)	pParent

24008	What country was your mother born in?	
At the time of his birth, if the area the mother was born in was part of Germany, the answer “Germany” should be entered for country of birth.		
Country List [999997]		☐
Mother not present / unknown [-20]		☐
Land not in list [-96]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (24008 = -96) goto 24009
if (24008 <> -96) goto 24015

autoif (24008 > 0 & 24008 <> 71) h_S4ZG7 = 1
autoif (24008 = -96) h_S4ZG7 = 1
autoif (24008 = 71) h_S4ZG7 = 2

Variables		
p400070_g1R	Respondent’s mother’s country of birth	pParent
p400070_g1D	Country of birth of respondent's mother (Germany/abroad; edited)	pParent
p400070_g2R	Country of birth of respondent's mother (aggregated)	pParent

24011 When did you move to Germany? Please state the month and year.

If the person has moved to Germany several times: "Please tell me know when you had your first stay in Germany of at least one year."If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 24013

autoif (24011(S4ZG9J) > 0 & 24001 > 0) h_S4ZG9 = (24011(S4ZG9J)-24001)
autoif (h_S4ZG9 > 15) h_S4ETH2 = 1
autoif (h_S4ZG9 <= 15) h_S4ETH2 = 2
autoif (24011= -97, -98) h_S4ETH2 = 2

Variables		
p40003m	Date of respondent's move to Germany (month)	pParent
p40003y	Date of respondent's move to Germany (year)	pParent

24013 There are various reasons why people can come to Germany. What were the circumstances of your move to Germany?

Please read out the options. Please adapt the formulation of the answers to the gender of the respondent.

As an asylum-seeker or refugee (also contingent refugee) [2]	☐
As a family member or partner [3]	☐
As a student or applying to be a student [4]	☐
As an employee (also intern, au-pair or similar) [5]	☐
Or for another reason [6]	☐
As an Aussiedler/in or Spätaussiedler/in (ethnic Germans who left their homes in former Eastern-bloc countries in order to settle in the Federal Republic of Germany) [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24013 = 6) goto 24014
if (24013 <> 6) goto 24015

Variables		
p401000	Respondent's migrant status	pParent

24014 And what was that reason?



goto 24015

Variables		
p401001_O	Migrant status - other	pParent

Condition: if (Erstbefragte=1 or (Erstbefragte = 2 & 70103P5 = .))

24015 Do you have the German citizenship?

Condition: if (Erstbefragte=2 & 70103P5 <> .)

24015 Has anything in this respect changed?

Yes/Yes, in the meantime I've acquired the German citizenship [1]	☐
No [2]	☐
Stateless [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24015 = 1 & Erstbefragte = 1) goto 24016
if (24015 = 1 & Erstbefragte = 2 & 70103P5 = .) goto 24016
if (24015 = 1 & Erstbefragte = 2 & 70103P5 <> .) goto 24017
if (24015 = 2 & Erstbefragte = 1) goto 24018
if (24015 = 2 & Erstbefragte = 2 & 70103P5 = .) goto 24018
if(24015 = 2 & Erstbefragte = 2 & 70103P5 <> .) goto 24020
if (24015 = -20) goto 24020
if (24015 = -97, -98) goto 24022Z

if (Erstbefragte=1 or (Erstbefragte = 2 & 70103P5 = .)) 1: ja
if ((Erstbefragte = 2 & 70103P5 <> .) 1: ja, habe inzwischen die deutsche Staatsangehörigkeit angenommen
2: nein

Variables		
p401100	Citizenship respondent	pParent

24016 Have you had the German citizenship since birth?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (24016 = 2) goto 24017
if (24016 <> 2) goto 24022Z

Variables		
p401110	Citizenship respondent German since birth	pParent

24017 When did you acquire the German citizenship? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___|

Range: 1 - 12

|___|___|___|___|___|___|

goto 24022Z

Variables		
p40113m	Date respondent obtained German nationality (month)	pParent
p40113y	Date respondent obtained German nationality (year)	pParent

24020 Do you intend to apply for the German citizenship or have you already applied for it?

No, neither [3] ☐

Yes, I have already applied [2] ☐

Yes, I plan to apply [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 24021

Variables		
p401160	Application German citizenship respondent	pParent

24021	Is your stay in Germany legally limited or legally unlimited?	
A limited stay is e.g. a residence permit, visa, limited residence permit, residence approval or residence license. An unlimited stay is e.g. a settlement permit, right of unlimited residence or unlimited residence permit.		
Legally limited [1]		☐
Legally unlimited [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 24022Z		

Variables		
p401170	Stay in Germany respondent, legally limited	pParent

From here modules with regard to content

63104	Now we have some questions on your own training and education qualifications. Did you complete your highest general school-leaving qualification in Germany?	
Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.		
Yes [1]		☐
No [2]		☐
No school-leaving qualification [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (63104 = 2) goto 63106
if (63104 = -20) goto 63105
if (63104 = 1, -97, -98) goto 63102

autoif (63104 = -20) 63102 = -20

autoif (Erstbefragte = 1) h_S3SHB1d = .
autoif (Erstbefragte = 1) h_S3SHB2d = .
autoif (Erstbefragte = 1) h_S3SHB1 = 2
autoif (Erstbefragte = 1) h_S3SHB2 = 2
autoif (Erstbefragte = 1) h_S3SHB = 1

Variables		
p731801	Respondent's highest training qualification in Germany	pParent
p731801_g1	Highest educational qualification of respondent in Germany (edited)	pParent

63105 How many years did you go to school?

If the person did not go to school, please enter 0. Please record the amount of school years, not the age in years upon obtaining the school-leaving qualification.

|___|___| Years

Range: 0 - 20

if (Erstbefragte = 1) goto 63112
if (Erstbefragte = 2 & h_S3SHB = 1) goto 63112
if (Erstbefragte = 2 & h_S3SHB = 3 & h_S3SHB2d = 1 & (70103P15 = 2, 3)) goto 63128
if (Erstbefragte = 2 & h_S3SHB = 3 & h_S3SHB2d = 1 (70103P15 <> 2, 3)) goto 63117
if (Erstbefragte = 2 & h_S3SHB = 3 & h_S3SHB2d <> 1) goto 63117

Variables		
p731822	Years gone to school	pParent

63102 What is your highest general school-leaving certificate?	
Read out options only if necessary, allocate appropriately. If the term "Fachabitur" is given: "Does the "Fachabitur" allow access to higher education at a university of applied sciences or a university." If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications gained abroad, please allocate as follows: "What would the approximate equivalent be in Germany?"	
Special needs school-leaving certificate [6]	☐
General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5]	☐
Basic leaving certificate of the Hauptschule [basic secondary school], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [1]	☐
Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4]	☐
Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3]	☐
Qualifying leaving certificate of the Hauptschule [basic secondary school] [2]	☐
Other school-leaving certificate [7]	☐
No school-leaving certificate [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (63102 = 7) goto 63103 *if (63102 <> 7 & h_S3SHB = 3 & h_S3SHB2d = 1 & (70103P15 = 2, 3)) goto 63128* *if (63102 <> 7 & h_S3SHB = 3 & h_S3SHB2d = 1 & (70103P15 <> 2,3)) goto 63117* *if (63102 <> 7 & h_S3SHB = 3 & h_S3SHB2d <> 1) goto 63117* *if (63102 <> 7 & h_S3SHB = 1) goto 63118*	

Variables		
p731802_g1	Highest education qualification subject (ISCED)	pParent
p731802_g2	Highest education qualification subject (CASMIN)	pParent
p731802_g3	Highest education qualification subject (education years = f (CASMIN))	pParent
p731802	Highest educational qualification of respondent type	pParent

63103 What kind of school-leaving certificate was it?



if (h_S3SHB = 3 & h_S3SHB2d = 1 & (70103P15 = 2, 3)) goto 63128
if (h_S3SHB = 3 & h_S3SHB2d = 1 & 70103P15 <>2,3) goto 63117
if (h_S3SHB = 3 & h_S3SHB2d <>1) goto 63117
if (h_S3SHB = 1) goto 63118

Variables		
p731803_O	Highest educational qualification of respondent type open	pParent

63106 In what country did you earn your highest school-leaving certificate?

Country List [999997]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63106 = -96) goto 63107
if (63106 <> -96) goto 63109

autoif (63106 > 0) h_S4BA2 = 63106 (Label)
autoif (63106 = -97,-98) h_S4BA2= “unbekanntes Land”

Variables		
p731804_g1R	Highest educational qualification of respondent abroad	pParent
p731804_g2R	Country of respondent's highest educational qualification (aggregated)	pParent

63109 What school-leaving certificate did you acquire and/or were you awarded? Please give me the equivalent German school-leaving certificate.

Please read list aloud.

Other school-leaving certificate [7]	☐
Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3]	☐
Qualifying leaving certificate of the Hauptschule [basic secondary school] [2]	☐
Entrance qualification for universities of applied sciences/leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4]	☐
General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5]	☐
Leaving certificate from a special needs school [6]	☐
Basic school-leaving certificate of the Hauptschule [basic secondary school]/Volksschule [former name for compulsory school] [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 63110

Variables		
p731807	School-leaving respondent qualification abroad, German equivalent	pParent

Condition: if (63106 <> -97, -98)

63110 How many years did you go to school in <h_S4BA2> for in order to obtain this qualification?

Condition: if (63106 = -97, -98)

63110 How many years did you go to school for to obtain this qualification?

Please record number of school years, not the age in years at the time of graduation.

|___|___| School years

Range: 0 - 25

goto 63111

Variables		
p731808	Duration respondent's school attendance abroad in years	pParent

Condition: if (63106 <> -97, -98)

63111 With this qualification, were you entitled to study at a university or a higher education institution in <h_S4BA2>?

Condition: if (63106 = -97, -98)

63111 With this qualification, were you entitled to study at a university or a higher education institution?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_S3SHB = 3 & h_S3SHB2d = 1 & (70103P15 = 2, 3)) goto 63128
if (h_S3SHB = 3 & h_S3SHB2d = 1 & 70103P15 <> 2,3) goto 63117
if (h_S3SHB = 3 & h_S3SHB2d <>1) goto 63117
if (h_S3SHB = 1) goto 63112

Variables		
p731809	Entitlement to study at an institution of higher education / university with the foreign school-leaving qualifications	pParent

63112 Have you ever completed a vocational training or a higher education program?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63112 = 1) goto 63113
if (63112 = 2, -97, -98) goto 63127Z

autoif (63112 = 2 & h_S3SHB = 1) 63118 = -20

Variables		
p731810	Vocational training / higher education respondent	pParent

Condition: if (63104 <> 2 OR (63104 = 2 & (63106 = -97, -98)))

63113 And where did you obtain your highest vocational qualification? In Germany or in another country?

Condition: if (63104 = 2 & (63106 <> -97, -98))

63113 And where did you obtain your highest vocational qualification? In Germany, in <h_S4BA2> or in another country?

In <h_S4BA2> [2]	☐
In another country [3]	☐
In Germany [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63113 = 1) goto 63118
if (63113 <> 1) goto 63114

1: in Deutschland
if (63104 = 2) 2: in <h_S4BA2>
3: in einem anderen Land

Variables		
p731811	Respondent highest vocational qualification in Germany or abroad	pParent

63114 What kind of vocational training was it?

Please read answer options aloud.

I was trained in a company [1]	☐
He/she attended a higher education institution/university [4]	☐
Other [5]	☐
I did a longer vocational training in a company [2]	☐
I attended a vocational school [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 63128

Variables		
p731812	Type of vocational training respondent	pParent

Condition: if (Erstbefragte = 1) OR (Erstbefragte = 2 & (h_S3SHB = 1,2))

63128 How many years did this apprenticeship take?

Condition: if (Erstbefragte = 2 & h_S3SHB2d = 1 & (70103P15 = 2, 3))

63128 You have already indicated that you earned your highest vocational qualification abroad. We would now like to know how many years this apprenticeship lasted.

Please record the number of years for the vocational qualification, not the age in years for completion. In case of questions: years spent at a general educational school should not be included in the calculation.

|___|___| Apprenticeship years

Range: 1 - 25

if (Erstbefragte = 1) OR (Erstbefragte = 2 & (h_S3SHB = 1,2)) goto 63127Z
if (Erstbefragte = 2 & h_S3SHB2d = 1 & (70103P15 = 2, 3)) goto 63117

Variables		
p731824	Duration of respondent apprenticeship abroad in years	pParent

Condition: if (h_S3SHB2 = 2)

63118 What is the highest vocational qualification you have?

Condition: if (h_S3SHB2 = 1)

63118 What vocational qualification have you completed?

Please do not read answer options aloud, allocate responses. If a qualification is not stated, just an institution: "What qualification did you obtain at this institution?" For qualifications obtained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"

GDR: Qualification as a semi-skilled worker [19]	☐
Other certificate of vocational training [21]	☐
Semi-skilled vocational training with a company [17]	☐
Vocational qualification (commercial, corporate, trade-oriented, agricultural) journeyperson's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1]	☐
Civil service vocational training (civil service examination) [3]	☐
Foreman's, technician's certificate [2]	☐
Leaving certificate of the Berufsfachschule, leaving certificate of a commercial school [5]	☐
Leaving certificate from a school for health care professionals [4]	☐
Leaving certificate of the Fachschule in the GDR [7]	☐
Leaving certificate of the Fachschule <<(including leaving qualification of the Fachakademie [type of school in Bavaria offering advanced vocational education and the possibility to obtain the entrance qualification for universities of applied sciences])>> [6]	☐
Bachelor's degree (e.g. B.A., B.Sc.) [8]	☐
Magister [German degree in tertiary education, pre-Bologna system, level equivalent to master], state examination [10]	☐
Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], Master (M.A.) [9]	☐
Award of a doctorate, habilitation [11]	☐
Berufsakademie [university of cooperative education], cooperative state university without further specification [12]	☐
College of public administration without further specification [13]	☐
University of applied sciences, former college of engineering without further specification [14]	☐
University without further specification [15]	☐
Higher education degree (course of studies) without further specification [16]	☐
No vocational qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63118 = 3) goto 63126
if (63118 = 8, 9) goto 63123
if (63118 = 10) goto 63125
if (63118 = 12, 13, 14, 15, 16) goto 63121
if (63118 = 21) goto 63119
if (63118 = 1-2, 4-7, 11, 17-19, -98, -97,-20) goto 63127Z

autoif (63118 = 10,11) 63123 = 4

Variables		
p731813	(Highest) professional qualification respondent	pParent

63121 What is the exact name of this qualification?

Please read answer options aloud.

Award of a doctorate [4]	☐
Magister, state examination [3]	☐
Other leaving qualification [5]	☐
Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1]	☐
Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63121 = 1, 2, -97, -98) & 63118 = 16 goto 63123
if (63121 = 1, 2, -97, -98) & (63118 = 12, 13) goto 63127Z
if (63121 = 1, 2, -97, -98) & (63118 = 14, 15) goto 63125
if (63121 = 3) goto 63125
if (63121 = 4) goto 63127Z
if (63121 = 5) goto 63122

autoif ((63121= 3, 4) & 63118 = 16) 63123 = 4

Variables		
p731816	Type tertiary qualification respondent	pParent

63123	And at which educational institution did you complete this qualification? Was that a Berufsakademie, a college of public administration, a university of applied sciences or a former college of engineering, or a university?	
Berufsakademie [1]		☐
College of public administration [2]		☐
University of applied sciences or former college of engineering [3]		☐
University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4]		☐
Another institution [5]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (63123 = 1, 2) goto 63127Z
if (63123 = 5) goto 63124
if (63123 <> 1, 2, 5) goto 63125

Variables		
p731818	Type of tertiary educational institution respondent	pParent

63125	Were you awarded a doctorate or are you currently working towards your doctorate?	
No [3]		☐
Yes, doctorate ongoing [2]		☐
Yes, doctorate completed [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

goto 63127Z

Variables		
p731820	Award of doctorate respondent	pParent

63126	Was that civil servant training for the subclerical, clerical, executive or administrative class of service?	
Administrative class [4]		☐
Sub-clerical class [1]		☐
Clerical class [2]		☐
Executive class [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 63127Z		

Variables		
p731821	Civil servant training respondent	pParent

30 Employment of interviewed parent

64101	If we now move on to your employment status. Are you currently employed full or part-time, working “on the side” or not employed?	
By “working on the side” we mean under 15 hours per week, or a “mini-job”. If someone has two part-time jobs, they are considered to be full-time. “In training” is defined as not. employed		
Part-time employed [2]		☐
Full-time employed [1]		☐
Unemployed [4]		☐
Side-job [3]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (64101 = 1, 2, 3) goto 64102 (Arbeitsstunden)
if (64101 = -97, -98) goto 64121 (Sozhi)
if (64101 = 4 & Erstbefragte = 1 & (24021 = 1,-97,-98)) goto 64103 (Recht ET)
if (64101 = 4 & Erstbefragte = 1 & (24021 <> 1,-97,-98)) goto 64104 (Nicht-Erwerb)
if (64101 = 4 & Erstbefragte = 2) goto 64104 (Nicht-Erwerb)

autoif (Erstbefragte = 1) h_ET = 0

autoif (h_ET = 2, 3) & (64101 = 1, 2) h_S3SHET = 2
autoif (h_ET = 2, 3) & (64101 = 3, 4, -97, -98) h_S3SHET = 4
autoif (h_ET = 0 & (64101 = 1, 2)) h_S3SHET = 2
autoif (h_ET = 0 & (64101 = 3, 4, -97, -98)) h_S3SHET = 3

Variables		
p731901	Respondent’s employment	pParent

64102 On average, how many hours per week do your work - including any work on the side you may have?

We mean the actual working hours of "paid employment" (including work on the side).

|___|___| Hours

No fixed working hours [95]	☐
More than 90 hours per week [94]	☐

Range: 0 - 90

if (64101 = 3) goto 64104 (Nicht-Erwerb)
if (64101 <> 3 & h_ET = 0) goto 64108 (Beruf)
if (64101 <> 3 & h_ET = 1) goto 64105 (Intro Beruf)
if (64101 <> 3 & (h_ET = 2, 3)) 64108 (Beruf)

Variables		
p731902	Respondent's working hours	pParent

64103 Are you currently permitted to pursue an employment in Germany?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 64104

Variables		
p401180	Right to pursue employment in Germany respondent	pParent

64104 What do you mainly do at the moment?

Please allocate responses! - Do not read out, only if needed: "By this I mean are you currently unemployed, a housewife or house husband or a pensioner, in any kind of training or similar"

Unemployed [1]	☐
Short-time working [2]	☐
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	☐
Partial retirement, regardless of which phase [4]	☐
General school education [5]	☐
Professional training [6]	☐
Master / foreman technician training [7]	☐
Re-training, further education [10]	☐
Doctorate [9]	☐
Higher education [8]	☐
On sick leave / temporarily unable to work [13]	☐
Pensioner, (pre-) retirement [14]	☐
Something else [16]	☐
(voluntary) military or community service, federal voluntary service, voluntary social, ecological or European voluntary year [15]	☐
Housewife / house husband [12]	☐
On maternity leave / parental leave [11]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_ET = 0) goto 64108
if (64104 = 1 & h_ET <> 0) goto 64119 (Arbeitslos gemeldet)
if (64104 <> 1 & h_ET <> 0) goto 64121 (Sozhi)

Variables		
p731903	Respondent's status	pParent

Condition: if (h_S3SHET = 1)

64108 Then we haven't recorded that correctly. Please tell me, what is your current occupation?

Condition: if (h_S3SHET = 2)

64108 Please tell me your current occupation:

Condition: if (h_S3SHET = 3)

64108 What was your last occupation?

Please ask for an exact job description or occupation. For example, please don't put "mechanic" but rather "precision or car mechanic", or instead of "teacher" put "History teacher at a Gymnasium". In the case of temporary employment [placement by commercial employment agencies], please ask for the main occupation at the same temporary employment firm: "What is your main occupation at the temporary employment firm?" If someone has several occupations, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the occupation with the higher income.



Has never been employed [-20] ☐

if (64108 <> -20) goto 64109
if (64108 = -20 & 64104 = 1) goto 64119
if (64108 = -20 & 64104 <> 1) goto 64121

Variables		
p731904_g1	Occupation subject (KldB 1988)	pParent
p731904_g2	Occupation subject (KldB 2010)	pParent
p731904_g3	Occupation subject (ISCO-88)	pParent
p731904_g4	Occupation subject (ISCO-08)	pParent
p731904_g5	Occupation subject (ISEI-88)	pParent
p731904_g6	Occupation subject (SIOPS-88)	pParent
p731904_g7	Occupation subject (MPS)	pParent
p731904_g8	Occupation subject (EGP)	pParent
p731904_g9	Occupation subject (BLK)	pParent
p731904_g14	Occupation subject of respondent (ISEI-08)	pParent
p731904_g15	Occupation subject (CAMSIS)	pParent
p731904_g16	Occupation subject (SIOPS-08)	pParent

Condition: if (h_S3SHET = 1, 2)

64109 What vocational position do you have? Are you …

Condition: if (h_S3SHET = 3)

64109 What professional position did you have there? Were you …

Please read options aloud. In the case of temporary employment or seasonal work: "What was your main vocational position at the temporary employment firm?" Please adapt the formulation of the answer categories to the gender of the respondent.

Worker [1]	☐
clerk, including clerk in the civil service [2]	☐
Civil servant, including judge, excluding soldier [3]	☐
Assisting family member [6]	☐
Freelancer [7]	☐
Self-employed [5]	☐
Regular or professional soldier [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (64109 = 1) goto 64110
if (64109 = 2) goto 64111
if (64109 = 3) goto 64112
if (64109 = 4) goto 64113
if (64109 = 5) goto 64114
if (64109 = 6, 7, -97, -98) goto 64116

Variables		
p731905	Vocational position respondent	pParent

Condition: if (h_S3SHET = 1, 2)

64110 What vocational position is that exactly?

Condition: if (h_S3SHET = 3)

64110 What vocational position was that exactly?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Skilled worker, journeyman [12]	☐
Semi-skilled worker/partially skilled worker [11]	☐
Foreman/construction foreman [14]	☐
Assistant foreman, group leader, Brigadier [13]	☐
Unskilled worker [10]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 64116

Variables		
p731906	Exact vocational position respondent - worker	pParent

Condition: if (h_S3SHET = 1, 2)

64111 What is the main activity involved?

Condition: if (h_S3SHET = 3)

64111 What was the main activity involved?

Please read options aloud. Please adapt the formulation of the answers to the gender of the respondent.

Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23]	☐
Production- and plant foreman [24]	☐
Qualified occupation, e.g. office clerk, technical drafting [21]	☐
Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22]	☐
Simple occupation, e.g. salesperson [20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (64111 = 23) goto 64117
if (64111 <> 23) goto 64116

autoif (64111 = 23) 64116 = 1

Variables		
p731907	Exact vocational position respondent - employee	pParent

Condition: if (h_S3SHET = 1, 2)

64112 Exactly which civil service category are you in there?

Condition: if (h_S3SHET = 3)

64112 Exactly which civil service category were you in there?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Sub-clerical class (up to and including Oberamtsmeister [civil servant in the pay bracket A5]) [30]	☐
Middle grade civil servant (from Assistant [civil servant in the pay bracket A5] up to and including Hauptsekretär [civil servant in the pay bracket A8] or Amtsinspektor [civil servant in the pay bracket A9] [31]	☐
Executive class (from Inspektor [civil servant in the pay bracket A9] to Amtsrat [civil servant in the pay bracket A12] or Oberamtsrat [civil servant in the pay bracket A13] and elementary as well as basic and intermediate secondary school teachers) [32]	☐
Administrative class, judge (from Regierungsrat [civil servant in the pay bracket A13] and higher, e.g. Studienrat [junior position held by school teachers upon career entry]) [33]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 64116

Variables		
p731908	Exact vocational position respondent - civil service category	pParent

Condition: if ((h_S3SHET = 1,2) & h_sex <> 2)

64113 What rank are you as a regular or professional soldier?

Condition: if ((h_S3SHET = 1, 2) & h_sex = 2)

64113 What rank are you as a regular or professional soldier?

Condition: if ((h_S3SHET = 3 & h_sex <> 2))

64113 What rank were you as a regular or professional soldier?

Condition: if ((h_S3SHET = 3 & h_sex = 2))

64113 What rank were you as a regular or professional soldier?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Bearer of a military rank [40]	☐
Staff officer (major and above) [43]	☐
Officer, lieutenant, captain [42]	☐
Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 64116

Variables		
p731909	Exact vocational position respondent - professional / regular soldier	pParent

Condition: if (h_S3SHET = 1, 2)

64114 In what area are you self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect) in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (h_S3SHET = 3)

64114 In what area were you self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect) in agriculture or in another area (e.g. in business, commerce, industry or services)?

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51]	☐
Self-employed person in agriculture [52]	☐
Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 64115

Variables		
p731910	Respondent exact vocational position - self-employed person	pParent

Condition: if (h_S3SHET = 0, 1, 2)

64115 How many employees do you have?

Condition: if (h_S3SHET = 3)

64115 How many employees did you have?

Read options aloud only if necessary.

1,000 to 1,999 [10]	☐
500 to 999 [9]	☐
2,000 and more [11]	☐
None [0]	☐
20 to 49 [4]	☐
10 to 19 [3]	☐
250 to 499 [8]	☐
200 to 249 [7]	☐
50 to 99 [5]	☐
100 to 199 [6]	☐
5 to 9 [2]	☐
1 to 4 [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118
if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119
if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121
if (Erstbefragte = 2 & 64104 = 1) goto 64119
if (Erstbefragte = 2 & 64104 <> 1) goto 64121

Variables		
p731911_R	Number of employees respondent	pParent

Condition: if (h_S3SHET = 0, 1, 2)

64116 Are you in an executive position?

Condition: if (h_S3SHET = 3)

64116 Were you in an executive position?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (64116 = 1) goto 64117
if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118
if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119
if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121
if (64116 <> 1 & Erstbefragte = 2 & 64104 = 1) goto 64119
if (64116 <> 1 & Erstbefragte = 2 & 64104 <> 1) goto 64121

Variables		
p731912	Executive position respondent	pParent

Condition: if (h_S3SHET = 0, 1, 2)

64117 Who many employees report to you?

Condition: if (h_S3SHET = 3)

64117 How many employees reported to you?

"Report to you" means you have a management responsibility for these people.

0 [1]	☐
3-9 [3]	☐
1-2 [2]	☐
10 and more [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118
if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119
if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121
if (Erstbefragte = 2 & 64104 = 1) goto 64119
if (Erstbefragte = 2 & 64104 <> 1) goto 64121

Variables		
p731913	Respondent managerial authority number	pParent

64118	What would you say: Compared to the professional situation in your home country, is your situation much worse, worse, the same, better or much better?	
Worsened a lot [1]		☐
Worsened [2]		☐
Remained the same [3]		☐
Improved [4]		☐
Improved a lot [5]		☐
was not employed in country of origin [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (64104 = 1) goto 64119 *if (64104 <> 1) goto 64121*		

Variables		
p401200	Cmp:current professional situation-professional situation resp. home country	pParent

64119	Are you currently registered as unemployed?	
If "registered as unemployed" is not clear: "By registered I mean are you registered with the Federal Agency for Employment (BA)."		
No [2]		☐
Yes [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 64120		

Variables		
p731914	Respondent registered as unemployed	pParent

Condition: if (64119 = 1)

64120 Since when have you been registered as unemployed? Please state the month and year.

Condition: if (64119 <> 1)

64120 Since when have you been unemployed? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 64121

Variables		
p73191m	Unemployed since: month	pParent
p73191y	Unemployed since: year	pParent

64121 Do you currently receive one of the following government benefits: Unemployment compensation II or social money under the Hartz IV program or social welfare?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 64122Z

Variables		
p731915	Government benefits respondent	pParent

31 Partnership of interviewed parent

25001 Are you currently ...

Please read out the responses. For info: registered civil partnership only applies to same-sex couples.

Single, [5]	☐
Widowed, [4]	☐
Or do you live in a registered civil partnership? [6]	☐
Divorced, [3]	☐
Married and live apart from your spouse, [2]	☐
Married and live with your spouse, [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (25001 = 1 & & h_S3SHP_daPRE <> 1& HB_Einv = 2) goto 25012Z
if (25001 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 2) goto 25010
if (25001 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 1) goto 25013

if (25001 = 1 & h_S3SHP_daPRE = 1) goto 25008

if (25001 = 2, 3, 4, 5, 6, -97, -98) goto 25002

autoif (25001 = 1 & Erstbefragte = 2 & h_S3SHP_daPRE <> 1) h_S3SHP = 2
autoif (25001 = 1 & h_sex <> 2) 25004 = 2
autoif (25001 = 1 & h_sex = 2) 25004 = 1
autoif (25001 = 6 & h_sex <> 2) 25004 = 1
autoif (25001 = 6 & h_sex =2) 25004 = 2
autoif (25001 = 1) 25002 = 1

autoif (25001 = 1) h_S3SHP_da = 1
autoif (25001 = 1) h_S3SHP_hh = 1
autoif (25001 = 1 & Erstbefragte = 1) h_S3SHP = 2

autoif (25001 = 6) h_S3SHP_da = 1

autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20

Variables		
p731110	Respondent's marital status	pParent

25002 Do you currently live with a long-term partner?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((25002 = 2, -97, -98) & 25001 <> 6) goto 25003
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & HB_Einv = 2) goto 25012Z
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 2) goto 25010
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 1) goto 25013
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE = 1) goto 25008
if (25002 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv = 2) goto 25012Z
if (25002 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 2) goto 25010
if (25002 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 1) goto 25013
if (25002 = 1 & h_S3SHP_daPRE = 1) goto 25008

autoif (25002 = 1) h_S3SHP_da = 1
autoif (25002 <> 1) & (25001 <> 6) h_S3SHP_da = 2
autoif (25002 <> 1) & (25001 = 6) h_S3SHP_da = 1

autoif (25002 = 1) h_S3SHP_hh = 1
autoif (25002 <> 1) h_S3SHP_hh = 2

autoif (25002 = 2) h_S3SHP = 1
autoif (25002 = -97,-98) h_S3SHP = 4
autoif (25002 = 1 & h_SeSHP_daPRE <> 1) h_S3SHP = 2

autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20

Variables		
p731111	Living together with a partner	pParent

25003	Do you currently have a long-term partner?	
No [2]		☐
Yes [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (25003 = 2, -97, -98) goto 25012Z

if (25003 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2& h_S3SHP_EVneu = 2) goto 25010
if (25003 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 1) goto 25013
if (25003 = 1 & h_S3SHP_daPRE <> 1 & HB_Einv = 2) goto 25012Z

if (25003 = 1 & h_S3SHP_daPRE = 1) goto 25008

autoif (25003 = 1) h_S3SHP_da = 1

autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20

Variables		
p731112	Long-term partner	pParent

25008	Is this the same partner as in our last interview on the <intmPRE / intjPRE >?	
No [2]		☐
Yes [1]		☐
No partner present in the last wave [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (h_S3SHP_da <> 1) goto 25012Z
if (h_S3SHP_da = 1 & HB_Einv = 2) goto 25012Z

if (h_S3SHP_da = 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 2) goto 25010
if (h_S3SHP_da = 1 & HB_Einv <> 2 & h_S3SHP_EVneu = 1) goto 25013

autoif (25008 = 1) 25004 = 70103P8
autoif (25008 = 1 & h_S3SHP_hh = 1) h_S3SHP = 3
autoif ((25008 = 2, -20, -97, -98) & h_S3SHP_hh =1) h_S3SHP = 2
autoif ((25008 = 2, -20, -97, -98) & h_S3SHP_hh =2) h_S3SHP = 1
autoif (25008 = 1 & 70103P27 <> 1) h_S3SHP = 2
autoif (25008 <> 1) h_S3SHPB1d = .
autoif (25008 <> 1) h_S3SHPB2d = .
autoif (25008 <> 1) h_S3SHPB1 = 2
autoif (25008 <> 1) h_S3SHPB2 = 2
autoif (h_S3SHPB1 = 2 & h_S3SHPB2 = 2) h_S3SHPB = 1
autoif (25008 <> 1) h_PET = 0
autoif (25008 <> 1) h_S3SHPET4AF = .
autoif (25008 <> 1) 70103P8 = .
autoif (25008 <> 1) 70103P29 = .
autoif (25008 <> 1) 70103P30 = .
autoif (25008 <> 1) 70103P31 = .
autoif (25008 <> 1) 70103P59 = .
autoif (25008 <> 1) 70103P61 = .
autoif (25008 <> 1) 70103P32 = .
autoif (25008 <> 1) 70103P33 = .
autoif (25008 <> 1) 70103P35 = .
autoif (25008 <> 1) 70103P36 = .
autoif (25008 <> 1) 70103P37 = .
autoif (25008 <> 1) 70103P38 = .
autoif (25008 <> 1) 70103P39 = .
autoif (25008 <> 1) 70103P40 = .
autoif (25008 <> 1) 70103P41 = .
autoif (25008 <> 1) 70103P34 = .

Variables		
p731119	Partner from the last wave	pParent

Condition: if (Startkohorte = 2)

25013 **Now let's talk about questions about your partner. In November 2012 you and your partner gave us your consent to ask questions. Were you at that time already in a relationship with your current partner?**

Condition: if (Startkohorte = K5)

25013 **Now let's talk about questions about your partner. In November 2012 you and your partner gave us your consent to ask questions. Were you at that time already in a relationship with your current partner?**

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (25013 = 1 & (25001 = 2, 3, 4, 5 ,-98, -97)) goto 25004
if (25013 = 1 & (25001 = 1 or 25001 = 6) & 25002 =1) goto 25007
if (25013 = 1 & 25001 = 6 & (25002 = 2, -97, -98)) goto 25009

if (25013 = 2, -97, -98) & (Bayern = 1) goto 25012Z
if (25013 = 2, -97, -98) & (Bayern <> 1) goto 25010

autoif (Bayern = 1) & (25013 <> 1) h_S3SHP = 5

Variables		
p731120	Partner since consent	pParent

Condition: if (h_S3SHP_EVneu = 2)

25010 **Now let's talk about questions regarding who your partner as a person. Surely you've already informed him or her that we will ask questions about that, too.**

Condition: if (h_S3SHP_EVneu = 1)

25010 **Surely you've already informed your current partner that we will ask questions about that, too.**

Target person does not disagree [1] ☐

Target person disagrees [2] ☐

if (25010 = 1) goto 25012
if (25010 = 2) goto 25011

Variables		
p731113	Inquiry consent partner	pParent

25011 Is he or she available so that we can do that quickly?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (25011 = 1) goto 25012
if (25011 = 2, -98, -97) goto 25012Z

autoif (25011 = 2, -97, -98) h_S3SHP = 5

Variables		
p731114	Inquiry subsequent agreement	pParent

Condition: 25010 = 1

25012 Did he or she agree with this?

Condition: 25011 = 1

25012 Does he or she agree with this?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (25012 = 2, -97, -98) goto 25012Z

if (25012 = 1 & Erstbefragte = 1 & (25001 = 2, 3, 4, 5 ,-98, -97)) goto 25004
if (25012 = 1 & Erstbefragte = 1 & (25001 = 1 or 25001 = 6) & 25002 =1) goto 25007
if (25012 = 1 & Erstbefragte = 1 & 25001 = 6 & (25002 = 2, -97, -98)) goto 25009

if (25012 = 1 & Erstbefragte = 2 & (25008 = 1, -97, -98)) goto 25012Z
if (25012 = 1 & Erstbefragte = 2 & 25008 = -20) & (25001 = 2, 3, 4, 5, -97, -98) goto 25004
if (25012 = 1 & Erstbefragte = 2 & 25008 = -20) & (25001 = 1, 6) goto 25007
if (25012 = 1 & Erstbefragte = 2 & 25008 = 2 & (25001 = 2, 3, 4 ,5, -97, -98)) goto 25004
if (25012 = 1 & Erstbefragte = 2 & 25008 = 2 & (25001 = 1 or 25001 = 6) & 25002 = 1) goto 25007
if (25012 = 1 & Erstbefragte = 2 & 25008 = 2 & 25001 = 6 & (25002 = 2, -97, -98)) goto 25009

autoif (25012 = 2, -97, -98) h_S3SHP =5

Variables		
p731115	Informed agreement partner	pParent

25004 Is your partner male or female?

Male [1]	☐
Female [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_S3SHP_hh = 1) goto 25007
if (h_S3SHP_hh = 2) goto 25009

Variables		
p731116	Gender partner	pParent

Condition: if (25004 <> 2)

25007 Since when have you been living with your partner? Please tell me the month and year.

Condition: if (25004 = 2)

25007 Since when have you been living with your partner? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 25009

Variables		
p73111y	Started living with partner (year)	pParent

Condition: if (25004 = 1)

25009 How is your partner related to <name of target child>?

Condition: if (25004 = 2)

25009 How is your partner related to <name of target child>?

Condition: if (25004 = -97, -98)

25009 What is the nature of your partner's relationship to <name of target child>?

Wait for spontaneous answer; If the spontaneous answer is imprecise, questions are asked or no spontaneous response comes: read categories.

Adoptive father [4]	☐
Biological mother [1]	☐
Biological father [2]	☐
Adoptive mother [3]	☐
Foster mother [5]	☐
Partner of the mother / father [8]	☐
Stepmother [9]	☐
Stepfather [10]	☐
Partner of the father / mother [7]	☐
Foster father [6]	☐
Other relationship [11]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 25012Z

if (25004 <> 1) 1: leibliche Mutter
if (25004 <> 2) 2: leiblicher Vater
if (25004 <> 1) 3: Adoptivmutter
if (25004 <> 2) 4: Adoptivvater
if (25004 <> 1) 5: Pflegemutter
if (25004 <> 2) 6: Pflegevater
if (25004 <> 1) 7: Partnerin des Vaters/der Mutter
if (25004 <> 2) 8: Partner der Mutter/des Vaters
if (25004 <> 1) 9: Stiefmutter
if (25004 <> 2) 10: Stiefvater
11: Sonstiges Verhältnis

Variables		
p731117	Relationship partner to target child	pParent

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Condition: if (25004 <> 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

Condition: if (25004 = 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

|___|___|___|___|___|___|

goto 26002

Variables		
p73175y	Partner's year of birth	pParent

Condition: if (25004 <> 2)

26002 Where was your partner born?

Condition: if (25004 = 2)

26002 Where was your partner born?

In the former East Germany [2]	☐
In Germany / part of present-day Germany [1]	☐
Abroad / in another country [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26002 = 3) goto 26003
if (26002 = 1, 2, -98, -97) goto 26009

autoif (26002 <> 3) h_S4PS38 = 2

if 26001(S3SHPSD1J)>1949 1: in Deutschland
if 26001(S3SHPSD1J)>1949 3: im Ausland
if 26001(S3SHPSD1J)<1950 1: im Gebiet des heutigen Deutschlands
if 26001(S3SHPSD1J)<1950 2: in früheren deutschen Ostgebieten
if 26001(S3SHPSD1J)<1950 3: in einem anderen Land

Variables		
p403000	Partner’s country of birth (Germany / abroad)	pParent
p403000_g1	Partner's country of birth (Germany/abroad; edited)	pParent

Condition: if (25004 <> 2)

26003 What country was your partner born in?

Condition: if (25004 = 2)

26003 What country was your partner born in?

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26003 = -96) goto 26004
if (26003 <> -96) goto 26006

autoif (26003 > 0) h_S4PS2 = 26003(Label)
autoif (26003 = -97, -98) h_S4PS2 = "unbekanntes Land"

Variables		
p403010_g1R	Partner's country of birth	pParent
p403010_g2R	Partner's country of birth (aggregated)	pParent

Condition: if (25004 <> 2)

26006 At what age did your partner move to Germany?

Condition: if (25004 = 2)

26006 At what age did your partner move to Germany?

If the respondent is not sure about the age: "Please tell me approximately what age that was."

|___|___| Age

Partner has not moved to Germany [-20] ☐

Range: 0 - 99

if (26006 = -20) goto 26013
if (26006 <> -20) goto 26007

autoif (26006 > 15) h_S4PS38 = 1
autoif (26006 <= 15) h_S4PS38 = 2
autoif (26006 = -97, -98, -20) h_S4PS38 = 2

Variables		
p403030	Partner's age when they moved to Germany	pParent

Condition: if (25004 <> 2)

26007 There are various reasons why someone might move to Germany.Under what circumstances did your partner come to Germany back then?

Condition: if (25004 = 2)

26007 There are various reasons why someone might move to Germany.Under what circumstances did your partner come to Germany back then?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

As an asylum-seeker or refugee (also contingent refugee) [2]	☐
As a family member or partner [3]	☐
As a student or applying to be a student [4]	☐
As an employee (also intern, au-pair or similar) [5]	☐
Or for another reason [6]	☐
As an Aussiedler/in or Spätaussiedler/in (ethnic Germans who left their homes in former Eastern-bloc countries in order to settle in the Federal Republic of Germany) [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26007 = 6) goto 26008
if (26007 <> 6) goto 26013

Variables		
p403040	Migrant status partner	pParent

Condition: if (25004 <> 2)

26009 What country was your partner's father born in?

Condition: if (25004 = 2)

26009 What country was your partner's father born in?

At the time of his birth, if the area the partner's father was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997]	☐
Father not present / unknown [-20]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26009 = -96) goto 26010
if (26009 <> -96) goto 26011

Variables		
p403090_g1R	Partner's father's country of birth	pParent
p403090_g1D	Country of birth of partner's father (Germany/abroad; edited)	pParent
p403090_g2R	Country of birth of partner's father (aggregated)	pParent

Condition: if (25004 <> 2)

26011 What country was your partner's mother born in?

Condition: if (25004 = 2)

26011 What country was your partner's mother born in?

At the time of his birth, if the area the partner's mother was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997]	☐
Mother not present / unknown [-20]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26011 = -96) goto 26012
if (26011 <> -96) goto 26013

Variables		
p403070_g1R	Partner's mother's country of birth	pParent
p403070_g1D	Country of birth of partner's mother (Germany/abroad; edited)	pParent
p403070_g2R	Country of birth of partner's mother (aggregated)	pParent

Condition: if (h_S3SHP = 2 & 25004 <> 2)

26013 Does your partner have the German citizenship?

Condition: if (h_S3SHP = 2 & 25004 = 2)

26013 Does your partner have the German citizenship?

Condition: if (h_S3SHP = 3 & 70103P42 = 2)

26013 Has that changed?

No [2]	☐
Yes/Yes, in the meantime he/she has acquired the German citizenship [1]	☐
Stateless [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26013 = 1 & h_S3SHP = 3) goto 26015
if (26013 = 1 & h_S3SHP = 2) goto 26014

if (26013 = 2 & h_S3SHP = 3) goto 26018
if (26013 = 2 & h_S3SHP = 2) goto 26016

if (26013 = -20) goto 26018
if (26013 = -97, -98) 26019Z

if (h_S3SHP = 2) 1: ja
if (h_S3SHP = 3 & 70103P42 = 2) 1: ja, hat inzwischen die deutsche Staatsangehörigkeit angenommen
2: nein

Variables		
p404000	German citizenship partner	pParent

Condition: if (25004 <> 2)

26014 Has your partner had German nationality since birth?

Condition: if (25004 = 2)

26014 Has your partner had German nationality since birth?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26014 = 2) goto 26015
if (26014 <> 2) goto 26019Z

Variables		
p404010	German nationality partner since birth	pParent

Condition: if (25004 <> 2)

26015 When did your partner receive German nationality? Please tell me the month and year.

Condition: if (25004 = 2)

26015 When did your partner receive German nationality? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 0 - 99

|___|___|___|___| Year

Range: 0 - 9,999

goto 26019Z

Variables		
p40403m	Acquistion German nationality partner, date (month)	pParent
p40403y	Acquisition German nationality partner, date (year)	pParent

Condition: if (25004 <> 2)

26018 Is your partner's stay in Germany legally limited or legally unlimited?

Condition: if (25004 = 2)

26018 Is your partner's stay in Germany legally limited or legally unlimited?

A limited stay is e.g. a residence permit, visa, limited residence permit, residence approval or residence license. An unlimited stay is e.g. a settlement permit, right of unlimited residence or unlimited residence permit.

Legally limited [1]	☐
Legally unlimited [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 26019Z

Variables		
p404070	Stay in Germany respondent legally limited	pParent

From here modules with regard to content

Condition: if (25004 <> 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Condition: if (25004 = 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.

No [2]	☐
Yes [1]	☐
No school-leaving qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66104 = 2) goto 66106
if (66104 = -20) goto 66105
if (66104 = 1, -97, -98) goto 66102

autoif (66104= -20) 66102 = -20

autoif (Erstbefragte = 1) h_S3SHPB1 = 2
autoif (Erstbefragte = 1) h_S3SHPB2 = 2
autoif (Erstbefragte = 1) h_S3SHPB = 1

Variables		
p731851	Partner highest training qualification in Germany	pParent
p731851_g1	Highest educational qualification in Germany partner (edited)	pParent

Condition: if (25004 <> 2)

66105 How many years did your partner go to school for?

Condition: if (25004 = 2)

66105 How many years did your partner go to school for?

If the partner did not go to school, please enter a 0. Please record the number of school years, not the age in years at completion.

|___|___| Years

Range: 0 - 20

if (Erstbefragte = 1) goto 66112
if (Erstbefragte = 2 & h_S3SHPB = 1) goto 66112
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d = 1 & (70103P31 = 2, 3)) goto 66128
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d = 1 & 70103P31 <> 2, 3) goto 66117
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d <> 1) goto 66117

Variables		
p731872	Partner: Number of years at school	pParent

Condition: if (25004 <> 2)

66102 What is your partner's highest general school-leaving certificate?

Condition: if (25004 = 2)

66102 What is your partner's highest general school-leaving certificate?

Read out options only if necessary, allocate appropriately. If the term "Fachabitur" is given: "Does the "Fachabitur" allow access to higher education at a university of applied sciences or a university." If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications gained abroad, please allocate as follows: "What would the approximate equivalent be in Germany?"

Basic leaving certificate of the Hauptschule [basic secondary school], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [1]	☐
General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5]	☐
Special needs school-leaving certificate [6]	☐
Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4]	☐
Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3]	☐
Qualifying leaving certificate of the Hauptschule [basic secondary school] [2]	☐
Other school-leaving certificate [7]	☐
No school-leaving certificate [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66102 = 7) goto 66103
if (66102 <> 7) & (h_S3SHPB = 3 & (h_S3SHPB2d = 1 & 70103P31 = 2, 3) goto 66128
if (66102 <> 7) & (h_S3SHPB = 3) & (h_S3SHPB2d = 1 & 70103P31 <>2,3) goto 66117
if (66102 <> 7) & (h_S3SHPB = 3) & (h_S3SHPB2d <> 1) goto 66117
if (66102 <> 7) & (h_S3SHPB = 1) goto 66118

Variables		
p731852	Highest educational qualification partner, type	pParent
p731852_g1	Highest education qualification partner (ISCED)	pParent
p731852_g2	Highest education qualification partner (CASMIN)	pParent
p731852_g3	Highest education qualification partner (education years = f (CASMIN))	pParent

66103 What kind of school-leaving certificate was it?

if (h_S3SHPB = 3) & (h_S3SHPB2d = 1 & 70103P31 = 2, 3) goto 66128
if (h_S3SHPB = 3) & (h_S3SHPB2d = 1 & 70103P31 <>2, 3) goto 66117
if (h_S3SHPB = 3) & (h_S3SHPB2d <> 1) goto 66117
if (h_S3SHPB = 1) goto 66118

Variables		
p731853_O	Highest educational qualification partner type open	pParent

Condition: if (25004 <> 2)

66106 What country did your partner achieve his highest school-leaving qualification in?

Condition: if (25004 = 2)

66106 What country did your partner achieve her highest school-leaving qualification in?

Country List [999997]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66106 = -96) goto 66107
if (66106 <> -96) goto 66109

if (66106 > 0) h_S4PS19 = 66106(Label)
if (66106 = -97,-98) h_S4PS19= “unbekanntes Land”

Variables		
p731854_g1R	Highest educational qualification partner abroad	pParent
p731854_g2R	Country of highest educational qualification partner (aggregated)	pParent

Condition: if (25004 <> 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <h_S4PS19>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 <> 2) & (66106 = -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <h_S4PS19>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & (66106 = -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized? Please tell me the equivalent German school-leaving qualification.

Please read out the list.

Certificate of intermediate secondary education (leaving certificate of the Realschule, leaving certificate of the Wirtschaftschule, Fachschulreife, Fachoberschulreife) [3]	☐
Qualifying school-leaving certificate of the Hauptschule [2]	☐
Other leaving qualification [7]	☐
Leaving certificate of the special needs school [6]	☐
Entrance qualification for universities of applied sciences / leaving certificate from a Fachoberschule [4]	☐
General or subject-specific higher education entrance qualification (Abitur/extended Oberschule 12th grade) [5]	☐
Basic school-leaving certificate of the Hauptschule/Volksschule [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 66110

Variables		
p731857	School-leaving partner qualification abroad, German equivalent	pParent

Condition: if (25004 <> 2 & (66106 <> -97, -98))

66110 How many years did your partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 <> 2 & (66106 = -97, -98))

66110 How many years did your partner attend school in order to acquire this leaving qualification?

Condition: if (25004 = 2 & (66106 <> -97, -98))

66110 How many years did your partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 = 2 & (66106 = -97, -98))

66110 How many years did your partner attend school in order to acquire this leaving qualification?

Please record the number of years at school, not the age in the year the qualification was obtained

|___|___| School years

Range: 0 - 25

goto 66111

Variables		
p731858	Duration of partner's school attendance abroad in years	pParent

Condition: if (25004 <> 2 & (66106 <> -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university in <h_S4PS19>?

Condition: if (25004 = 2 & (66106 <> -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university in <h_S4PS19>?

Condition: if (25004 <> 2 & (66106 = -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university?

Condition: if (25004 = 2 & (66106 = -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

If (Erstbefragte = 1) goto 66112
if (Erstbefragte = 2 & h_S3SHPB = 1) goto 66112
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d = 1 & (70103P31 = 2, 3)) goto 66128
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d = 1 & 70103P31 <> 2, 3) goto 66117
if (Erstbefragte = 2 & h_S3SHPB = 3 & h_S3SHPB2d <> 1) goto 66117

Variables		
p731859	Entitlement to study at an institution of higher education / university with the foreign school-leaving qualification	pParent

Condition: if (25004 <> 2)

66112 Has your partner ever completed any vocational training or higher education?

Condition: if (25004 = 2)

66112 Has your partner ever completed any vocational training or higher education?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66112 = 1) goto 66113
if (66112 = 2, -97, -98) goto 66127Z

autoif (66112 = 2) & (h_S3SHPB = 1) 66118 = -20

Variables		
p731860	Partner's vocational training / higher education	pParent

Condition: if (25004 <> 2 & (66104 = -20 OR (66104 = 2 & (66106 = -97, -98))))

66113 And where did your partner obtain their highest vocational qualification? In Germany or in another country?

Condition: if (25004 <> 2 & 66104 <> -20 & (66106 <> -97, -98))

66113 And where did your partner obtain his highest vocational qualification? In Germany, in <h_S4PS19> or in another country?

Condition: if (25004 = 2 & (66104 = -20 OR (66104 = 2 & (66106 = -97, -98))))

66113 And where did your partner obtain their highest vocational qualification? In Germany or in another country?

Condition: if (25004 = 2 & 66104 <> -20 & (66106 <> -97, -98))

66113 And where did your partner obtain his highest vocational qualification? In Germany, in <h_S4PS19> or in another country?

In <h_S4PS19> [2]	☐
In another country [3]	☐
In Germany [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66113 <> 1) goto 66114
if (66113 = 1) goto 66118

1: in Deutschland
if (66104 = 2) 2: in <h_S4PS19>
3: in einem anderen Land

Variables		
p731861	Partner's highest vocational qualification in Germany or abroad	pParent

66114 What kind of training was it?	
Please read answer options aloud.	
He attended a “berufsbildene Schule” - a vocational training school / She attended a “berufsbildene Schule” - a vocational training school [3]	☐
He went to a university / higher education / She went to university / higher education [4]	☐
Other [5]	☐
He went through a longer period of training in a company / She went through a longer period of training in a company [2]	☐
He was apprenticed in a company / She was apprenticed in a company [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if 66114 = 1 to 5 goto 66128

if 66114 = -97, -98 goto 66127Z

if (25004 <> 2)
1: Er wurde in einem Betrieb angelernt
2: Er hat in einem Betrieb eine längere Ausbildung gemacht
3: Er hat eine berufsbildende Schule besucht
4: Er hat eine Hochschule/Universität besucht
5: Sonstiges
if (25004 = 2)
1: Sie wurde in einem Betrieb angelernt
2: Sie hat in einem Betrieb eine längere Ausbildung gemacht
3: Sie hat eine berufsbildende Schule besucht
4: Sie hat eine Hochschule/Universität besucht
5: Sonstiges

Variables		
p731862	Type of partner’s training	pParent

Condition: if (h_S3SHP <> 3) or (h_S3SHP = 3 & h_S3SHPB2d <> 1)

66128 How many years did this training take?

Condition: if (h_S3SHP = 3 & h_S3SHPB2d = 1 & 70103P31 = 2, 3 & 25004 = 1)

66128 You have already indicated that your partner earned his highest vocational degree abroad. We would now like to know how many years this vocational training lasted.

Condition: if (h_S3SHP = 3 & h_S3SHPB2d = 1 & 70103P31 = 2, 3 & 25004 = 2)

66128 You have already indicated that your partner earned his highest vocational degree abroad. We would now like to know how many years this vocational training lasted.

Please record the number of years for the vocational qualification, not the age in years for completion. In case of questions: years spent at a general educational school should not be included in the calculation.

|___|___| Years of vocational training

Range: 1 - 25

if (h_S3SHPB = 1, 2) goto 66127Z
if (h_S3SHPB = 3,4 goto 66117

Variables		
p731874	Duration of partner's vocational training abroad in years	pParent

Condition: if (25004 <> 2) & (h_S3SHPB2 = 2)

66118 Which is your partner's highest vocational qualification?

Condition: if (25004 = 2) & (h_S3SHPB2 = 2)

66118 Which is your partner's highest vocational qualification?

Condition: if (25004 <> 2) & (h_S3SHPB2 = 1)

66118 What vocational degree has he received?

Condition: if (25004 = 2) & (h_S3SHPB2 = 1)

66118 What vocational degree has she received?

Please do not read answer options aloud, allocate responses. If a qualification is not stated, just an institution: "What qualification did you obtain at this institution?" For qualifications obtained abroad, please allocate as follows: “What would have been the approximate equivalent of this qualification in Germany?”

University without further specification [15]	☐
Higher education degree (course of studies) without further specification [16]	☐
GDR: Qualification as a semi-skilled worker [19]	☐
Other certificate of vocational training [21]	☐
Semi-skilled vocational training with a company [17]	☐
Vocational qualification (commercial, corporate, trade-oriented, agricultural) journeyperson's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1]	☐
Civil service vocational training (civil service examination) [3]	☐
Foreman's, technician's certificate [2]	☐
Leaving certificate of the Berufsfachschule, leaving certificate of a commercial school [5]	☐
Leaving certificate from a school for health care professionals [4]	☐
Leaving certificate of the Fachschule in the GDR [7]	☐
Leaving certificate of the Fachschule <<(including leaving qualification of the Fachakademie [type of school in Bavaria offering advanced vocational education and the possibility to obtain the entrance qualification for universities of applied sciences])>> [6]	☐
Bachelor's degree (e.g. B.A., B.Sc.) [8]	☐
Magister [German degree in tertiary education, pre-Bologna system, level equivalent to master], state examination [10]	☐
Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], Master (M.A.) [9]	☐
Award of a doctorate, habilitation [11]	☐
Berufsakademie [university of cooperative education], cooperative state university without further specification [12]	☐
College of public administration without further specification [13]	☐
University of applied sciences, former college of engineering without further specification [14]	☐
No vocational qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66118 = 3) goto 66126
if (66118 = 8, 9) goto 66123
if (66118 = 10) goto 66125
if (66118 = 12, 13, 14, 15, 16) goto 66121
if (66118 = 21) goto 66119
if (66118 = 1, 2, 4-7, 11, 17-19, -98, -97, -20) goto 66127Z

autoif (66118 = 10, 11) 66123 = 4

Variables		
p731863	(Highest) vocational degree partner	pParent

66121 What is the exact name of this qualification?

Please read answer options aloud.

Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2]	☐
Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1]	☐
Other leaving qualification [5]	☐
Award of a doctorate [4]	☐
Magister, state examination [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66121 = 1, 2, -97, -98) & 66118 = 16 goto 66123
if (66121 = 1, 2, -97, -98) & (66118 = 12, 13) goto 66127Z
if (66121 = 1, 2, -97, -98) & (66118 = 14, 15) goto 66125
if (66121 = 3) goto 66125
if (66121 = 4) goto 66127Z
if (66121 = 5) goto 66122

autoif ((66121= 3, 4) & (66118 = 16)) 66123 = 4

Variables		
p731866	Type, tertiary qualification, partner	pParent

Condition: if (25004 <> 2)

66123 And at which institution did your partner complete this leaving qualification? Was that a Berufsakademie, a college of public administration, a university of applied sciences or former college of engineering, or a university?

Condition: if (25004 = 2)

66123 And at which institution did your partner complete this leaving qualification? Was that a Berufsakademie, a college of public administration, a university of applied sciences or former college of engineering, or a university?

Berufsakademie [1]	☐
College of public administration [2]	☐
University of applied sciences or former college of engineering [3]	☐
University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4]	☐
Another institution [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66123 = 1, 2) goto 66127Z
if (66123 = 5) goto 66124
if (66123 <> 1, 2, 5) goto 66125

Variables		
p731868	Type of tertiary educational institution partner	pParent

Condition: if (25004 <> 2)

66125 Has he completed a doctorate, or are they currently in the process of completing a doctorate?

Condition: if (25004 = 2)

66125 Has she completed a doctorate, or are they currently in the process of completing a doctorate?

Yes, doctorate completed [1]	☐
Yes, doctorate ongoing [2]	☐
No [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 66127Z

Variables		
p731870	Partner doctorate	pParent

66126	Was that civil servant training for the subclerical, clerical, executive or administrative class of service?
Administrative class [4]	☐
Sub-clerical class [1]	☐
Clerical class [2]	☐
Executive class [3]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 66127Z	

Variables		
p731871	Civil servant training, partner	pParent

From here questions with regard to content

Condition: if (25004 <> 2)

67101 Is your partner currently employed full-time, part-time, with a side job or is he not currently employed?

Condition: if (25004 = 2)

67101 Is your partner currently employed full-time, part-time, with a side job or is she not currently employed?

By with a side-job, we mean less than 15 hours per week or paid as a minimal employee. If someone has two part-time jobs, he/she is considered as being employed full-time. Vocational training counts as not employed.

Side-job [3]	☐
Part-time employed [2]	☐
Full-time employed [1]	☐
Unemployed [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (67101 = 1, 2, 3) goto 67102 (Arbeitsstunden)
if (67101 = -97, -98) goto 67121 (Sozhi)
if (67101 = 4 & Erstbefragte = 1 & (26018 = 1,-97,-98)) goto 67103 (Recht auf ET)
if (67101 = 4 & Erstbefragte = 1 & (26018 <> 1,-97,-98)) goto 67104 (Nicht-Erwerb)
if (67101 = 4 & Erstbefragte = 2) goto 67104 (Nicht-Erwerb)

autoif (Erstbefragte = 1) h_PET = 0

autoif ((h_PET = 2, 3) & (67101 = 1, 2)) h_S3SHPET = 2
autoif ((h_PET = 2, 3) & (67101 = 3, 4. -97, -98)) h_S3SHPET = 4
autoif (h_PET = 0 & (67101 = 1, 2)) h_S3SHPET = 2
autoif (h_PET = 0 & (67101 = 3, 4, -97, -98)) h_S3SHPET = 3

Variables		
p731951	Employment, partner	pParent

Condition: if (25004 <> 2)

67102 On average, how many hours per week does your partner work - including any work on the side they may have?

Condition: if (25004 = 2)

67102 On average, how many hours per week does your partner work - including any work on the side they may have?

We mean the actual working hours of "paid employment" (including work on the side).

|___|___| Hours

No fixed working hours [95]	☐
More than 90 hours per week [94]	☐

Range: 0 - 90

if (67101 = 3) goto 67104 (Nicht-Erwerb)
if (67101 <> 3 & h_PET = 0) goto 67108 (Beruf)
if (67101 <> 3 & h_PET =1) goto 67105 (Intro Beruf)
if (67101 <> 3 & (h_PET = 2,3)) goto 67108 (Beruf)

Variables		
p731952	Partner's working hours	pParent

Condition: if (25004 <> 2)

67103 Is your partner currently permitted to pursue an employment in Germany?

Condition: if (25004 = 2)

67103 Is your partner currently permitted to pursue an employment in Germany?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 67104

Variables		
p404080	Right to pursue employment in Germany, partner	pParent

Condition: if (25004 <> 2)

67104 What does your partner currently do predominantly?

Condition: if (25004 = 2)

67104 What does your partner currently do predominantly?

Please allocate responses! - Do not read aloud. Only if necessary: “By this I mean, is your partner currently unemployed, a housewife or house husband or a pensioner, in any kind of training or similar."

Unemployed [1]	☐
Short-time working [2]	☐
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	☐
Partial retirement, regardless of which phase [4]	☐
General school education [5]	☐
Professional training [6]	☐
Master / foreman technician training [7]	☐
Re-training, further education [10]	☐
Doctorate [9]	☐
Higher education [8]	☐
On sick leave / temporarily unable to work [13]	☐
Pensioner, (pre-) retirement [14]	☐
Something else [16]	☐
(voluntary) military or community service, federal voluntary service, voluntary social, ecological or European voluntary year [15]	☐
Housewife / house husband [12]	☐
On maternity leave / parental leave [11]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_PET = 0) goto 67108 (Beruf)
if (67104 = 1 & h_PET <> 0) goto 67119 (Arbeitslos gemeldet)
if (67104 <> 1 & h_PET <> 0) goto 67121 (Sozhi)

Variables		
p731953	Partner's status	pParent

Condition: if (25004 <> 2 & h_S3SHPET = 1)

67108 Then we haven't recorded that correctly. Please tell me, what is his current occupation?

Condition: if (25004 = 2 & h_S3SHPET = 1)

67108 Then we haven't recorded that correctly. Please tell me, what is her current occupation?

Condition: if (25004 <> 2 & h_S3SHPET = 2)

67108 Please tell me, what is his current occupation?

Condition: if (25004 = 2 & h_S3SHPET = 2)

67108 Please tell me, what is her current occupation?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67108 What was his last occupation:

Condition: if (25004 = 2 & h_S3SHPET = 3)

67108 What was her last occupation:

Please ask for an exact description or activity. For example, please don't put "mechanic" but "precision or car mechanic", or "teacher" put "History teacher at a Gymnasium". In the case of temporary work, please ask for the main occupation at the same temporary work firm: "What is his/her main occupation at the temporary work firm" If someone has several activities, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the activity with the higher income.



Has never been employed [-20] ☐

if (67108 <> -20) goto 67109
if (67108 = -20 & 67104 = 1) goto 67119
if (67108 = -20 & 67104 <> 1) goto 67121

Variables		
p731954_g1	Occupation partner (KldB 1988)	pParent
p731954_g2	Occupation partner (KldB 2010)	pParent
p731954_g3	Occupation partner (ISCO-88)	pParent
p731954_g4	Occupation partner (ISCO-08)	pParent
p731954_g5	Occupation partner (ISEI-88)	pParent
p731954_g6	Occupation partner (SIOPS-88)	pParent
p731954_g7	Occupation partner (MPS)	pParent
p731954_g8	Occupation partner (EGP)	pParent
p731954_g9	Occupation partner (BLK)	pParent
p731954_g14	Occupation partner (ISEI-08)	pParent
p731954_g15	Occupation partner (CAMSIS)	pParent
p731954_g16	Occupation partner (SIOPS-08)	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67109 What vocational position does he have there? Is he …

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67109 What vocational position does she have there? Is she …

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67109 What vocational position did he have there? Was he …

Condition: if (25004 = 2 & h_S3SHPET = 3)

67109 What vocational position did she have there? Was she …

Please read options aloud. In the case of temporary or seasonal work: "What was the main occupation at the temporary work firm?" Please adapt the formulation of the answer categories to the gender of the respondent.

Assisting family member [6]	☐
Freelancer [7]	☐
Self-employed [5]	☐
Regular or professional soldier [4]	☐
Civil servant, including judge, excluding soldier [3]	☐
clerk, including clerk in the civil service [2]	☐
Worker [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (67109 = 1) goto 67110
if (67109 = 2) goto 67111
if (67109 = 3) goto 67112
if (67109 = 4) goto 67113
if (67109 = 5) goto 67114
if (67109 = 6, 7, -97, -98) goto 67116

Variables		
p731955	Vocational position partner	pParent

Condition: if (h_S3SHPET = 1, 2)

67110 What vocational position is that exactly?

Condition: if (h_S3SHPET = 3)

67110 What vocational position was that exactly?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Skilled worker, journeyman [12]	☐
Semi-skilled worker/partially skilled worker [11]	☐
Foreman/construction foreman [14]	☐
Assistant foreman, group leader, Brigadier [13]	☐
Unskilled worker [10]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 67116

Variables		
p731956	Exact vocational position partner - worker	pParent

Condition: if (h_S3SHPET = 1, 2)

67111 What is the main activity involved?

Condition: if (h_S3SHPET = 3)

67111 What was the main activity involved?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Production- and plant foreman [24]	☐
Qualified occupation, e.g. office clerk, technical drafting [21]	☐
Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22]	☐
Simple occupation, e.g. salesperson [20]	☐
Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (67111 <> 23) goto 67116
if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 1) goto 67118
if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119
if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121
if (67111 = 23 & Erstbefragte = 2 & 67104 = 1) goto 67119
if (67111 = 23 & Erstbefragte = 2 & 67104 <> 1) goto 67121

autoif (67111 = 23) 67116 = 1

Variables		
p731957	Exact vocational position partner - employee	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67112 To which civil service category does he belong to exactly?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67112 To which civil service category does she belong to exactly?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67112 To which civil service category did he belong to exactly?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67112 To which civil service category did she belong to exactly?

Please read options aloud. Read out the options, Please adapt the formulation of the answer categories to the gender of the respondent.

Sub-clerical class (up to and including Oberamtsmeister [civil servant in the pay bracket A5]) [30]	☐
Middle grade civil servant (from Assistant [civil servant in the pay bracket A5] up to and including Hauptsekretär [civil servant in the pay bracket A8] or Amtsinspektor [civil servant in the pay bracket A9] [31]	☐
Executive class (from Inspektor [civil servant in the pay bracket A9] to Amtsrat [civil servant in the pay bracket A12] or Oberamtsrat [civil servant in the pay bracket A13] and elementary as well as basic and intermediate secondary school teachers) [32]	☐
Administrative class, judge (from Regierungsrat [civil servant in the pay bracket A13] and higher, e.g. Studienrat [junior position held by school teachers upon career entry]) [33]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 67116	

Variables		
p731958	Exact vocational position partner - civil service category	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67113 What rank is he as a regular or professional soldier?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67113 What rank is she as a regular or professional soldier?

Condition: if (25004 <> 2 & h_S3SHPET = 2)

67113 What rank was he as a regular or professional soldier?

Condition: if (25004 = 2 & h_S3SHPET = 2)

67113 What rank was she as a regular or professional soldier?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41]	☐
Bearer of a military rank [40]	☐
Officer, lieutenant, captain [42]	☐
Staff officer (major and above) [43]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 67116

Variables		
p731959	Exact vocational position partner - regular soldier	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67114 In what area is he self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67114 In what area is she self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67114 In what area was he self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67114 In what area was she self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51]	☐
Self-employed person in agriculture [52]	☐
Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 67115

Variables		
p731960	Exact vocational position - partner self-employed	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 0, 1, 2))

67115 How many employees does he have?

Condition: if (25004 = 2 & (h_S3SHPET = 0, 1, 2))

67115 How many employees does she have?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67115 How many employees did he have?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67115 How many employees did she have?

Read options aloud only if necessary.

1 to 4 [1]	☐
1,000 to 1,999 [10]	☐
500 to 999 [9]	☐
2,000 and more [11]	☐
None [0]	☐
20 to 49 [4]	☐
10 to 19 [3]	☐
250 to 499 [8]	☐
200 to 249 [7]	☐
50 to 99 [5]	☐
100 to 199 [6]	☐
5 to 9 [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Erstbefragte = 1 & h_S4PS38 = 1) goto 67118
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121
if (Erstbefragte = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 2 & 67104 <> 1) goto 67121

Variables		
p731961_R	Number of employees partner	pParent
p731961_D	Number of employees partner (categorized)	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 0,1, 2))

67116 Is he in an executive position?

Condition: if (25004 = 2 & (h_S3SHPET = 0, 1, 2))

67116 Is she in an executive position?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67116 Was he in an executive position?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67116 Was she in an executive position?

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Erstbefragte = 1 & h_S4PS38 = 1) goto 67118
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121
if (Erstbefragte = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 2 & 67104 <> 1) goto 67121

Variables		
p731962	Executive position partner	pParent

Condition: if (25004 <> 2)

67118 What would you say: Compared to your partner's professional situation in their home country, is his situation much worse, worse, the same, better or much better?

Condition: if (25004 = 2)

67118 What would you say: Compared to your partner's professional situation in their home country, is her situation much worse, worse, the same, better or much better?

Worsened a lot [1]	☐
Worsened [2]	☐
Remained the same [3]	☐
Improved [4]	☐
Improved a lot [5]	☐
was not employed in country of origin [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (67104 = 1) goto 67119
if (67104 <> 1) goto 67121

Variables		
p404100	Comparison: current professional situation - professional situation of partner in home country	pParent

Condition: if (25004 <> 2)

67119 Is your partner currently registered as unemployed?

Condition: if (25004 = 2)

67119 Is your partner currently registered as unemployed?

If "registered as unemployed" is not clear: "By registered I mean are you registered with the Federal Agency for Employment (BA)."

No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 67120

Variables		
p731964	Partner registered as unemployed	pParent

Condition: if (25004 <> 2) & (67119 = 1)

67120 Since when has he been registered as unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 = 1)

67120 Since when has she been registered as unemployed? Please tell me the month and year.

Condition: if (25004 <> 2) & (67119 <> 1)

67120 Since when has he been unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 <> 1)

67120 Since when has she been unemployed? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|___|___| Month

Range: 0 - 99

|___|___|___|___| Year

Range: 0 - 9,999

goto 67121

Variables		
p73195m	Duration of unemployment partner	pParent
p73195y	Duration of unemployment partner	pParent

Condition: if (25004 <> 2)

67121 Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?

Condition: if (25004 = 2)

67121 Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 67122Z

Variables		
p731965	Partner's government benefits	pParent

35 Place of residence

68102	**Now some questions about your household. At first I would like to record your current place of residence. Please tell me the exact name of this place and/or the municipality!**	
Please select from the list of municipality names!		
[Town/municipality list] [9999999]		☐
Changing locations [-20]		☐
Ort not in list [-96]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (68102 = -96) goto 68103
if (68102 = -97,-98) goto 68104
if (68102 <> -96, -97, -98) goto 68105Z

Variables		
p751001_g1	Place of Residence (RS West/East)	pParent
p751001_g2R	Place of Residence (Federal State)	pParent

36 Household context

27001	**How many people are living together with you in one household – including you and the children?**
This refers to all people living and working together with you in the household.	
|___|___| People	
Range: 1 - 40	

if (27001 = 2 - 40, -97, -98) goto 27002
if (27001 = 1) goto 27003Z

Variables		
p741001	Household size	pParent

Condition: if (27001 <> -97, -98)

27002 How many of these <27001> people are under 14 years old?

Condition: if (27001 = -97, -98)

27002 How many people in your household are under the age of 14?

This refers to all people living and working together with you in the household. Under 14 years means that the child has not yet reached his/her 14th birthday.

|___|___| People

Range: 0 - 40

goto 27003Z

Variables		
p742001	People under the age of 14 in the household	pParent

37 Household income

28001 Now we would like to look at all income for your whole household: What is the current monthly household income from all the members of the household? Please give the net amount, after deduction of all taxes and social security contributions Please include regular payments such as pensions, rent allowance, children's allowance, educational maintenance allowance, unemployment benefit and so on!

If this is not known, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

|___|___|___|___|___|___| Euro

Range: 0 - 999,999

if (28001 = -97, -98) goto 28002
if (28001 <> -97, -98) goto 28006Z

Variables		
p510001	monthly household income, open	pParent
p510005	monthly household income, open	pParent

28002 **It would really help us if you could at least choose one of the following rough categories: Is your monthly net household income less than 2000 Euros, between 2000 and 4000 Euros, or over 4000 Euros?**

If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

Less than 200 Euros [1]	☐
Between 2,000 and 4,000 Euros [2]	☐
4,000 Euros or more [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (28002 = 1) goto 28003
if (28002 = 2) goto 28004
if (28002 = 3) goto 28005
if (28002 = -97, -98) goto 28006Z

Variables		
p510002	monthly household income, split	pParent
p510006	monthly household income, split	pParent

28003 **Can you now tell me if it is less than 1000 Euros, between 1000 and 1500 Euros or more than 1500 Euros a month?**

If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."

1,500 to less than 2,000 euros [3]	☐
1,000 to less than 1,500 euros [2]	☐
Less than 1,000 euros [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 28006Z

Variables		
p510003	monthly household income, classes under 2000 Euros	pParent
p510007	monthly household income, classes under 2000 Euros	pParent

28004	Can you now tell me if it is less than 2500 Euros, between 2500 and 3000 Euros or more than 3000 Euros a month?	
If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."		
2,000 to less than 2,500 euros [4]		☐
2,500 to less than 3,000 euros [5]		☐
3,000 to less than 4,000 euros [6]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 28006Z		

Variables		
p510004	monthly household income, classes 2000 - 4000 Euros	pParent
p510008	monthly household income, classes 2000 - 4000 Euros	pParent

28005	Can you now tell me if it is less than 5000 Euros, between 5000 and 6000 Euros or more than 6000 Euros a month?	
If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."		
4000 to 5000 Euros [7]		☐
5000 to under 6000 Euros [8]		☐
6.000 Euros or more [9]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 28006Z		

Variables		
p510009	monthly household income, classes under 4000 Euros	pParent

38 Assets

28006	**Apart from the income, the economic situation of the household is also determined by assets In this connection, assets may also be used to finance the education of the children. Therefore, I would like to ask you to provide information on the assets of your household. Please include assets abroad. Do you or other people in your household have any of the following assets? Savings book/checking account**
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28007	

Variables		
p512001	Assets in the HH: savings book/checking account	pParent

28007	**Savings agreement with a savings and loan association**
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28008	

Variables		
p512002	Assets in the HH: Savings agreement with a savings and loan association	pParent

28008	**Life insurance / private pension insurance**
With regard to ambiguity on life insurance. "This refers only to endowment life insurance, i.e. those in which you get paid out after the insurance term has expired. Term life insurance policies are not meant here."	
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28009	

Variables		
p512014	Assets in the HH: capital-sum life insurance policy / private pension insurance	pParent

28009	Fixed-interest securities (e.g. savings bonds, mortgage bonds, Federal Savings Bonds)
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28010	

Variables		
p512009	Assets in the HH: fixed-interest securities	pParent

28010	Other securities (e.g. stocks, funds, bonds)
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28011	

Variables		
p512010	Assets in the HH: other securities	pParent

28011	Business assets, such as private companies or interests in companies
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28012	

Variables		
p512011	Assets in the HH: Business assets	pParent

28012 Owner-occupied real estate property such as a house or a home of your own in which you live

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28013

Variables		
p512012	Assets in the HH: owner-occupied real estate property	pParent

28013 Other real estate property, such as building plots, a holiday home or a multi-family house

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28014Z

Variables		
p512013	Assets in the HH: other real estate property	pParent

28014 How high do you assess the market value of all these assets in your household if you would sell them today. Please do not deduct any debt.

<<In case of something is generally unclear regarding the question: It refers to the current value of all above-mentioned types of assets of the entire household if you were to sell them today. In case something is unclear regarding sales/market value for people whose household only includes savings book/checking account: "Please add up the current amounts of all savings books and checking accounts." In case something is unclear regarding sales/market value for people whose household includes different asset components: "It refers to the current value of all above-mentioned types of assets of the entire household if you were to sell them today plus the sum of all amounts of all savings books and checking accounts of the entire household."

|___|___|___|___|___|___|___|___|___| Euros

Range: 0 - 999,999,999

if (28014 >= 0) goto 28018
if (28014 = -97, -98) goto 28015

Variables		
p512301	Household assets including debt, open	pParent

28015	It would help us if you please tell me whether you estimate the financial assets at more or less than € 50,000?	
€ 50,000 and more [2]		☐
Less than 50,000 Euros [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (28015 = 1) goto 28016
if (28015 = 2) goto 28017
if (28015 = -97, -98, 0) goto 28018

Variables		
p512305	Household assets, split	pParent

28016	Please estimate the amount of the entire household assets based on the following categories.	
Please read out the possible answers		
No assets at all [0]		☐
under 5,000 Euros [1]		☐
5,000 to under 10,000 Euros [2]		☐
10,000 to under 30,000 Euros [3]		☐
30,000 to under 50,000 Euros [4]		☐
Refused [-97]		☐
Don't know [-98]		☐

goto 28018

Variables		
p512306	Household assets, categories below € 50,000	pParent

28017 Please estimate the amount of the entire household assets based on the following categories.

Please read out the possible answers

1,000,000 Euros and more [9]	☐
500,000 to under 1,000,000 Euros [8]	☐
200,000 to under 500,000 Euros [7]	☐
100,000 to under 200.000 Euros [6]	☐
50,000 to under 100,000 Euros [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 28018

Variables		
p512307	Household assets, categories over € 50,000	pParent

28018 How high do you assess the overall debt such as mortgages, consumer loans and other liabilities in your household?

If monthly payments are stated: Please give me the overall amount of the debts of your household, not the monthly payments.

|___|___|___|___|___|___|___| Euros

Range: 0 - 9,999,999

if (28018 >= 0) goto 28026Z
if (28018 = -97, -98) goto 28019

Variables		
p512601	Debts in the HH (open)	pParent

28019	It would help us if you please tell me whether you estimate the debt (in total) at more or less than € 50,000?	
€ 50,000 and more [2]		☐
Less than 50,000 Euros [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (28019 = 1) goto 28020
if (28019 = 2) goto 28021
if (28019 = -97, -98, 0) goto 28026Z

Variables		
p512605	Debt in the HH, split	pParent

28020	Please estimate the amount of the entire household debt based on the following categories.	
Please read out the possible answers		
No debt at all [0]		☐
under 5,000 Euros [1]		☐
5,000 to under 10,000 Euros [2]		☐
10,000 to under 30.000 Euros [3]		☐
30,000 to under 50,000 Euros [4]		☐
Refused [-97]		☐
Don't know [-98]		☐

goto 28026Z

Variables		
p512606	Debt in the HH, categories below € 50,000	pParent

28021	Please estimate the amount of the entire household debt based on the following categories.
Please read out the possible answers	
1,000,000 Euros and more [9]	☐
500,000 to under 1,000,000 Euros [8]	☐
200,000 to under 500,000 Euros [7]	☐
100,000 to under 200.000 Euros [6]	☐
50,000 to under 100,000 Euros [5]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 28026Z	

Variables		
p512607	Debt in the HH, categories over € 50,000	pParent

39 Language module

78102	Now we want to address your fluency of the German language. How well do you understand German?
Read options aloud.	
Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 78103	

Variables		
p41330a	Subjective linguistic competence of interviewed parent German – understanding	pParent

Condition: if (Startkohorte = K5)

78103 Now we want to address your fluency of the German language. How well do you speak German?

Condition: if (Startkohorte = K9)

78103 How well do you speak German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 78105
if (Startkohorte = K9) goto 78104

Variables		
p41330b	Subjective linguistic competence of interviewed parent German – speaking	pParent

78104 How well can you read in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78105

Variables		
p41330c	Subjective linguistic competence of interviewed parent German – reading	pParent

78105	How well do you write in German?
Read options aloud if necessary.	
Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (Startkohorte = K5) goto 78106 *if (Startkohorte = K9) goto 78108Z*	

Variables		
p41330d	Subjective linguistic competence of interviewed parent German – writing	pParent

78106	In an earlier interview, you have specified that you learned <70103P11> as a child. Now we want to address your fluency of the language. How well do you speak <70103P11>?
Usually, read options aloud if necessary. If the language of origin inserted does not match the respondent's statement, please say: "I'm sorry. We must have noted that incorrectly. Let's go on with the other questions."	
Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Other non-German language of origin [-23]	☐
Language of origin only German [-22]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (78106 <> -22, -23) goto 78107 *if (78106 = -22, -23) goto 78116Z*	

Variables		
p41340b	Subjective linguistic competence of interviewed parent language of origin – speaking	pParent

78107 How well do you write in <70103P11>?	
Read options aloud if necessary.	
Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 78108Z	

Variables		
p41340d	Subjective linguistic competence of interviewed parent language of origin – writing	pParent

78109	**We would like to know now, which language do you use in different occasions. In your spare time, in which language do you read books?**	
Read options aloud. The question should then only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they “mainly” or “only” use a third language, please select the button “mainly/only uses a third language” If the respondent answers here “equally often”, please ask for their tendency. If no allocation can be made, select the button “equally often German and language of origin”.		
Mostly in German [2]		☐
Mostly in <70103P11> [3]		☐
Only in <70103P11> [4]		☐
Only in German [1]		☐
Equally often German and language of origin [-25]		☐
Mainly / only uses a third language [-24]		☐
Other non-German language of origin [-23]		☐
Language of origin German only [-22]		☐
Does not read books in his/her leisure time [-21]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (78109 <> -22, -23) goto 78110 *if (78109= -22, -23) goto 78116Z*		

Variables		
p417100	Language of media use - reading books	pParent

78110 What language do you read newspapers in?

Read options aloud. The question should then only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not read newspapers [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78111

Variables		
p417110	Language of media use - reading newspapers	pParent

78111 What language do you surf the internet in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they “mainly” or “only” use a third language, please select the button “mainly / only uses a third language” If the respondent answers here “equally often”, please ask for their tendency. If no allocation can be made, select the button “equally often German and language of origin”.

Mostly in German [2]	☐
Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Doesn't surf the internet [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (78111 = -21) goto 78113
if (78111 <> -21) goto 78112

Variables		
p417130	Language of media use - surfing the internet	pParent

78112 What language do you read news on the internet in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not read the news on the internet [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78113

Variables		
p417120	Language of media use - reading news on the internet	pParent

78113 What language do you write SMS texts and emails in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Mostly in German [2]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not write SMS texts or emails [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78114

Variables		
p417140	Language of media use - SMS texts and emails	pParent

78114 In what language do you watch programs on TV?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not watch television [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78115

Variables		
p417150	Language of media use - television	pParent

78115 What language do you watch videos, DVDs or Blurays in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mostly in <70103P11> [3]	☐
Only in <70103P11> [4]	☐
Only in German [1]	☐
Equally often German and language of origin [-25]	☐
Uses mostly/only a third language [-24]	☐
Watches neither video, DVD or Blurays [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78116Z

Variables		
p417160	Language of media use - video, DVD and Bluray	pParent

Condition: if (25004 <> 2)

78124 Now I would like to find out a little about your partner's native language. What language did he learn as a child in his family?

Condition: if (25004 = 2)

78124 Now I would like to find out a little about your partner's native language. What language did she learn as a child in her family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which they understand better." The second native language will be captured in the subsequent questions.

[Language list] [-9999]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (78124 = -96) goto 78125
if (78124 = -97,-98) goto 78128
if (78124 <> -96, -97, -98) goto 78126

Variables		
p414100_g1R	Recent partner's language of origin (ISO 639.2)	pParent
p414100_g1D	Recent partner's language of origin (German/not German)	pParent
p414100_g2R	Recent partner's language of origin (aggregated)	pParent

Condition: if (25004 <> 2)

78126 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

78126 Did your partner learn another language as a child in her family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]	☐
No other language [-21]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (78126 = -96) goto 78127
if (78126 <> -96) goto 78128

Variables		
p414102_g1R	Recent partner's other language of origin (ISO 639.2)	pParent
p414102_g1D	Recent partner's other language of origin (German/not German)	pParent
p414102_g2R	Recent partner's other language of origin (aggregated)	pParent

78130 [AUTO] New partner can speak German (as only native language or one of two native languages)

No [2]	☐
Yes [1]	☐

goto 78131

autoif (78124 = 92 OR 78126 = 92) 78130 = 1
autoif (78124 <> 92 & 78126 <> 92) 78130 = 2

Variables		
p41414x	New partner can speak German (auto variable)	pParent

78131 [AUTO] New partner is bilingual (i.e. more than one native language)?

No [2] ☐

Yes [1] ☐

if (78131 = 1 & 78130 = 2) goto 78132
if (78131 = 1 & 78130 = 1) goto 78133
if (78131 = 2 & 78130 = 2) goto 78133
if (78131 = 2 & 78130 = 1) goto 78123Z

autoif (78126 <> -21, -97, -98) 78131 = 1
autoif (78126 = -21, -97, -98) OR (78124=92 & 78126 =92) 78131 = 2

Variables		
p41415x	New partner bilingual (auto variable)	pParent

Condition: if (25004 <> 2)

78132 You have said that your partner learned several languages as a child in his family. Which of these languages does he understand better?

Condition: if (25004 = 2)

78132 You have said that your partner learned several languages as a child in her family. Which of these languages does she understand better?

If there is no difference in partner's language proficiency, "don't know" or "refused" please select the first language mentioned.

First native language partner (<78128> is displayed) [1] ☐

Second native language partner (<78129> is displayed) [2] ☐

goto 78133

Variables		
p414130	Identify language of origin - bilingual new partner	pParent

Condition: if (25004 <> 2)

78117 Now we want to address your partner's fluency of the German language. How well does he understand German?

Condition: if (25004 = 2)

78117 Now we want to address your partner's fluency of the German language. How well does she understand German?

Read options aloud.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78118

Variables		
p41430a	Subjective linguistic competence partner German - understanding	pParent

Condition: if (25004 <> 2 & Startkohorte = K5)

78118 Now we want to address your partner's fluency of the German language. How well does your partner speak German?

Condition: if (25004 = 2 & Startkohorte = K5)

78118 Now we want to address your partner's fluency of the German language. How well does your partner speak German?

Condition: if (25004 <> 2 & Startkohorte = K9)

78118 How well does your partner speak German?

Condition: if (25004 = 2 & Startkohorte = K9)

78118 How well does your partner speak German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 78120
if (Startkohorte = K9) goto 78119

Variables		
p41430b	Subjective linguistic competence partner German - speaking	pParent

Condition: if (25004 <> 2)

78119 How well does your partner read in German?

Condition: if (25004 = 2)

78119 How well does your partner read in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78120

Variables		
p41430c	Subjective linguistic competence partner German - reading	pParent

Condition: if (25004 <> 2)

78120 How well does your partner write in German?

Condition: if (25004 = 2)

78120 How well does your partner write in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 78121
if (Startkohorte = K9) goto 78123Z

Variables		
p41430d	Subjective linguistic competence partner German - writing	pParent

Condition: if (25004 <> 2 & h_S3SHP = 3)

78121 **In an earlier interview, you have specified that your partner as a child learned <70103P12> in his family. Now we want to address his fluency of the language. How well does he speak <70103P12>?**

Condition: if (25004 = 2 & h_S3SHP = 3)

78121 **In an earlier interview, you have specified that your partner as a child learned <70103P12> in her family. Now we want to address her fluency of the language. How well does she speak <70103P12>?**

Condition: if (25004 <> 2 & h_S3SHP = 2)

78121 **In an earlier interview, you have specified that your partner as a child learned <78133> in his family. Now we want to address his fluency of the language. How well does he speak <78133>?**

Condition: if (25004 = 2 & h_S3SHP = 2)

78121 **In an earlier interview, you have specified that your partner as a child learned <78133> in her family. Now we want to address her fluency of the language. How well does she speak <78133>?**

Usually, read options aloud if necessary. If the language of origin inserted does not match the respondent's statement, please say: "I'm sorry. We must have noted that incorrectly. Let's go on with the other questions.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Other non-German language of origin [-23]	☐
Language of origin only German [-22]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (p41431b <> -22, -23) goto 78122
if (p41431b = -22, -23) goto 78123Z

Variables		
p41431b	Subjective linguistic competence partner language of origin - speaking	pParent

Condition: if (25004 <> 2 & h_S3SHP = 3)

78122 How well does your partner write in <70103P12>?

Condition: if (25004 = 2 & h_S3SHP = 3)

78122 How well does your partner write in <70103P12>?

Condition: if (25004 <> 2 & h_S3SHP = 2)

78122 How well does your partner write in <78133>?

Condition: if (25004 = 2 & h_S3SHP = 2)

78122 How well does your partner write in <78133>?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 78123Z

Variables		
p41431d	Subjective linguistic competence partner language of origin - writing	pParent

40 Language module first-time interviewee

Condition: if (Erstbefragte = 1)

36001 Now let's talk about your family's language. First we would like to ask about your native language. What language did you learn as a child in your family?

Condition: if (Erstbefragte = 2)

36001 Earlier we discovered that we had recorded your family's language wrongly. Because of this, we would now like to ask you a few questions about this.First we would like to ask about your native language. What language did you learn as a child in your family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which you understand better." The second native language will be covered in the subsequent questions.

[Language list] [-9999]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (36001 = -96) goto 360021
if (36001 = -97, -98) goto 36003
if (36001 <> -96, -97, -98) goto 36002

Variables		
p413000_g1R	Respondent's language of origin (ISO 639.2)	pParent
p413000_g1D	Respondent's language of origin (German/not German)	pParent
p413000_g2R	Respondent's language of origin (aggregated)	pParent

36002 Did you learn another language as a child in your family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]	☐
No other language [-21]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (36002 = -96) goto 360022
if (36002 <> -96) goto 36003

Variables		
p413002_g1R	Respondent's other language of origin (ISO 639.2)	pParent
p413002_g1D	Respondent's other language of origin (German/not German)	pParent
p413002_g2R	Respondent's other language of origin (aggregated)	pParent

36007	You said that you have learned several languages as a child in your family. Which of these languages do you understand better?	
If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.		
Second native language interviewed parent (<36004> is displayed) [2]		☐
First native language interviewed parent (<36003> is displayed) [1]		☐
goto 36008		

Variables		
p413030	Identify language of origin - bilingual interviewed parent	pParent

36041	Now we want to address your fluency of the German language. How well do you understand German?	
Read options aloud.		
Not at all [5]		☐
Very poor [4]		☐
Rather poor [3]		☐
Rather good [2]		☐
Very good [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 36009		

Variables		
p41330a	Subjective linguistic competence of interviewed parent German – understanding	pParent

Condition: if (Startkohorte = K5)

36009 Now we want to address your fluency of the German language. How well do you speak German?

Condition: if (Startkohorte = K9)

36009 How well do you speak German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 36010
if (Startkohorte = K9) goto 36042

Variables		
p41330b	Subjective linguistic competence of interviewed parent German – speaking	pParent

36042 How well can you read in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36010

Variables		
p41330c	Subjective linguistic competence of interviewed parent German – reading	pParent

36010	How well do you write in German?	
Read options aloud if necessary.		
Not at all [5]		☐
Very poor [4]		☐
Rather poor [3]		☐
Rather good [2]		☐
Very good [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (Startkohorte = K5) goto 36043 *if (Startkohorte = K9) goto 36045Z*		

Variables		
p41330d	Subjective linguistic competence of interviewed parent German – writing	pParent

36043	We now interested in how well you speak the language <36008>. How well do you speak <36008>?	
Read options aloud if necessary.		
Not at all [5]		☐
Very poor [4]		☐
Rather poor [3]		☐
Rather good [2]		☐
Very good [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 36044		

Variables		
p41340b	Subjective linguistic competence of interviewed parent language of origin – speaking	pParent

36044 How well do you write in <36008>?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36045Z

Variables		
p41340d	Subjective linguistic competence of interviewed parent language of origin – writing	pParent

62101 We would like to know now, which language do you use in different occasions. In your spare time, in which language do you read books?

Read options aloud. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Solely in German [1]	☐
Equally often German and language of origin [-25]	☐
Uses mostly/only a third language [-24]	☐
Does not read books in his/her leisure time [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 62102

Variables		
p417100	Language of media use - reading books	pParent

62102 What language do you read newspapers in?

"Read options aloud. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they “mainly” or “only” use a third language, please select the button “mainly / only uses a third language” If the respondent answers here “equally often”, please ask for their tendency. If no allocation can be made, select the button “equally often German and language of origin”."

Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Solely in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not read newspapers [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 62103

Variables		
p417110	Language of media use - reading newspapers	pParent

62103 What language do you surf the internet in?	
Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they “mainly” or “only” use a third language, please select the button “mainly / only uses a third language” If the respondent answers here “equally often”, please ask for their tendency. If no allocation can be made, select the button “equally often German and language of origin”.	
Solely in German [1]	☐
Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Doesn't surf the internet [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (62103 = -21) goto 62105 *if (62103 <> -21) goto 62104*	

Variables		
p417130	Language of media use - surfing the Internet	pParent

62104 What language do you read news on the internet in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Only <36008> [4]	☐
Solely in German [1]	☐
Mostly in German [2]	☐
Mainly <36008> [3]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not read news on the internet [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 62105

Variables		
p417120	Language of media use - reading news on the Internet	pParent

62105 What language do you write SMS texts and emails in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they “mainly” or “only” use a third language, please select the button “mainly / only uses a third language” If the respondent answers here “equally often”, please ask for their tendency. If no allocation can be made, select the button “equally often German and language of origin”.

Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Solely in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not write SMS texts or emails [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 62106

Variables		
p417140	Language of media use - text messages and emails	pParent

62106 In what language do you watch programs on TV?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Solely in German [1]	☐
Equally often German and language of origin [-25]	☐
Mainly / only uses a third language [-24]	☐
Does not watch television [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 62107

Variables		
p417150	Language of media use - television	pParent

62107 What language do you watch videos, DVDs or Blurays in?

Read options aloud if necessary. The question should only refer to German and the language of origin if the target person indicates that he/she uses a third, additional language. If the respondent answers that they "mainly" or "only" use a third language, please select the button "mainly / only uses a third language" If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

Mostly in German [2]	☐
Mainly <36008> [3]	☐
Only <36008> [4]	☐
Solely in German [1]	☐
Equally often German and language of origin [-25]	☐
Uses mostly/only a third language [-24]	☐
No video, DVD or Bluray [-21]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36046Z

Variables		
p417160	Language of media use - video, DVD and Blu-ray disc	pParent

Condition: if (25004 <> 2)

36011 Now I would like to get some information about your partner's mother tongue. What language did he learn in his family as a child?

Condition: if (25004 = 2)

36011 Now I would like to get some information about your partner's mother tongue. What language did she learn in her family as a child?

Please select from the list! If there are more than two native languages: "Please tell us the native language which he/she understands better." The second native language will be captured in the subsequent questions.

[Language list] [-9999]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (36011 = -96) goto 360121
if (36011 = -97,-98) goto 36013
if (36011 <> -96, -97, -98) goto 36012

Variables		
p414000_g1R	Partner's language of origin (ISO 639.2)	pParent
p414000_g1D	Partner's language of origin (German/not German)	pParent
p414000_g2R	Partner's language of origin (aggregated)	pParent

Condition: if (25004 <> 2)

36012 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

36012 Did your partner learn another language as a child in her family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]	☐
No other language [-21]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (36012 = -96) goto 360122
if (36012 <> -96) goto 36013

Variables		
p414002_g1R	Partner's other language of origin (ISO 639.2)	pParent
p414002_g1D	Partner's other language of origin (German/not German)	pParent
p414002_g2R	Partner's other language of origin (aggregated)	pParent

Condition: if (25004 <> 2)

36017 You have said that your partner learned several languages as a child in his family. Which of these languages does he understand better?

Condition: if (25004 = 2)

36017 You have said that your partner learned several languages as a child in her family. Which of these languages does she understand better?

If there is no difference in partner's language proficiency, "don't know" or "refused" please select the first language mentioned.

First native language partner (<36013> is displayed) [1]	☐
Second native language partner (<36014> is displayed) [2]	☐

goto 36018

Variables		
p414030	Identify language of origin - bilingual partner	pParent

Condition: if (25004 <> 2)

36047 Now we want to address your partner's fluency of the German language. How well does he understand German?

Condition: if (25004 = 2)

36047 Now we want to address your partner's fluency of the German language. How well does she understand German?

Read options aloud.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36019

Variables		
p41430a	Subjective linguistic competence partner German - understanding	pParent

Condition: if (25004 <> 2 & Startkohorte = K5)

36019 Now we want to address your partner's fluency of the German language. How well does your partner speak German?

Condition: if (25004 = 2 & Startkohorte = K5)

36019 Now we want to address your partner's fluency of the German language. How well does your partner speak German?

Condition: if (25004 <> 2 & Startkohorte = K9)

36019 How well does your partner speak German?

Condition: if (25004 = 2 & Startkohorte = K9)

36019 How well does your partner speak German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 36020
if (Startkohorte = K9) goto 36048

Variables		
p41430b	Subjective linguistic competence partner German - speaking	pParent

Condition: if (25004 <> 2)

36048 How well does your partner read in German?

Condition: if (25004 = 2)

36048 How well does your partner read in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36020

Variables		
p41430c	Subjective linguistic competence partner German - reading	pParent

Condition: if (25004 <> 2)

36020 How well does your partner write in German?

Condition: if (25004 = 2)

36020 How well does your partner write in German?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (Startkohorte = K5) goto 36049
if (Startkohorte = K9) goto 36052Z

Variables		
p41430d	Subjective linguistic competence partner German - writing	pParent

Condition: if (25004 <> 2)

36049 Now we want to address your partner's fluency of <36018>. How well does your partner speak <36018>?

Condition: if (25004 = 2)

36049 Now we want to address your partner's fluency of <36018>. How well does your partner speak <36018>?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36050

Variables		
p41431b	Subjective linguistic competence partner language of origin - speaking	pParent

Condition: if (25004 <> 2)

36050 How well does your partner write in <36018>?

Condition: if (25004 = 2)

36050 How well does your partner write in <36018>?

Read options aloud if necessary.

Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Very good [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36052Z

Variables		
p41431d	Subjective linguistic competence partner language of origin - writing	pParent

36021	Now we would like to talk about <name of target child>'s native language. What language did <name of target child> learn as a child in your family?	
Please select from the list! If there are more than two native languages: "Please tell us the native language which <name of target child> understands better." The second native language will be captured in the subsequent questions.		
[Language list] [-9999]		☐
Sprache not in list [-96]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (36021 = -96) goto 360221 *if (36021 = -97, -98) goto 36023* *if (36021 <> -96, -97, -98) goto 36022*		

Variables		
p410000_g1R	Child's language of origin (ISO 639.2)	pParent
p410000_g1D	Child's language of origin (German/not German)	pParent
p410000_g2R	Child's language of origin (aggregated)	pParent

36022	Did <name of target child> learn another language as a child in your family?	
Please select from the list!. If there is no other language, please use the button.		
[Language list] [-9999]		☐
No other language [-21]		☐
Sprache not in list [-96]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (36022 = -96) goto 360222 *if (36022 <> -96) goto 36023*		

Variables		
p410002_g1R	Child's other language of origin (ISO 639.2)	pParent
p410002_g1D	Child's other language of origin (German/not German)	pParent
p410002_g2R	Child's other language of origin (aggregated)	pParent

36027 You have said that <target child's name> learned several languages as a child in your family. Which of these languages does <target child's name> understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.

First native language child (<language from 36023> is displayed) [1] ☐

Second native language child (<language from 36024> is displayed) [2] ☐

goto 36029

Variables		
p410030	Identify child's language of origin - bilingual child, via child	pParent

Condition: if (25004 <> 2)

36028 You have said you learned <36008(label)> as a child, and your partner learned <36018 (label)>. Which language does <name of target child> understand better?

Condition: If (25004 = 2)

36028 You have said you learned <36008(label)> as a child, and your partner learned <36018 (label)>. Which language does <name of target child> understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select a language randomly.

Language of origin partner (<36018> is displayed) [2] ☐

Language of origin interviewed parent (<36008> is displayed) [1] ☐

goto 36029

Variables		
p410031	Identify language of origin - via parents	pParent

36040 At what age did <name of target child> start learning German? Please state the month and year.

Please note that here the !!age!! should be recorded of the child, e.g. 5 years and 6 months.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 36051Z

Variables		
p41002m	Age at start of learning German (months)	pParent
p41002y	Age at start of learning German (years)	pParent

42 Satisfaction with school

39101	Now I would like to ask you how satisfied you are with your child's school. To what extent do the following statements apply to you? School hours, i.e. start and end of classes as well as lunch breaks, nicely fit our daily family life.	
Read answer categories aloud.		
Does not really apply [2]		☐
Does apply [4]		☐
Does not apply [1]		☐
Applies to some extent [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39102		

Variables		
p286711	Satisfaction school - school hours	pParent

39102	[NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The equipment and condition of the rooms in <name of target child>'s school are good.	
Read answer categories aloud.		
Does not apply [1]		☐
Does apply [4]		☐
Applies to some extent [3]		☐
Does not really apply [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39103		

Variables		
p286712	Satisfaction school – equipment and rooms	pParent

39103	[NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The teachers try to meet <name of target child>'s needs.	
Read answer categories aloud only if necessary.		
Does not really apply [2]		☐
Does apply [4]		☐
Does not apply [1]		☐
Applies to some extent [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39104		

Variables		
p286713	Satisfaction school - meet child's needs	pParent

39104	[NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The performance demands placed on <name of target child> are too high.	
Read answer categories aloud only if necessary.		
Does not apply [1]		☐
Does apply [4]		☐
Applies to some extent [3]		☐
Does not really apply [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39105		

Variables		
p286714	Satisfaction school - performance demands	pParent

39105	Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? All in all, I am satisfied with <name of target child>'s school.	
Read answer categories aloud only if necessary.		
Does apply [4]		☐
Does not really apply [2]		☐
Does not apply [1]		☐
Applies to some extent [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39106Z		

Variables		
p286715	Satisfaction school - general	pParent