NEPS
National Educational Panel Study

Research Data

Starting Cohort 3: Grade 5 (SC3)
Wave 4
Questionnaires (SUF Version 5.0.0)

LIfBi
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EDUCATIONAL TRAJECTORIES

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Contents

1 Overview and Reading Aid **1**

2 Students, PAPI **4**
2.1 Regular schools: first-time interviewees (ID 212) 4
2.2 Correspondence between students' questions in wave 4 57

3 Teachers, PAPI **60**
3.1 General quesionnaire: first-time interviewees (ID 214) 60
3.2 Correspondence between teachers' questions in wave 4 87
3.3 Regular schools: class teachers (ID 216) 89
3.4 Special schools: class teachers (ID 223) 97
3.5 German teachers (ID 217) 103
3.6 Math teachers (ID 218) 117

4 School Principals, PAPI **131**
4.1 Regular schools (ID 219) 131
4.2 Special schools (ID 224) 146

5 Parents, CATI (ID 211) **157**

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 4, 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:SC3:5.0.0). Figure 1 describes the possible components of the documented survey.

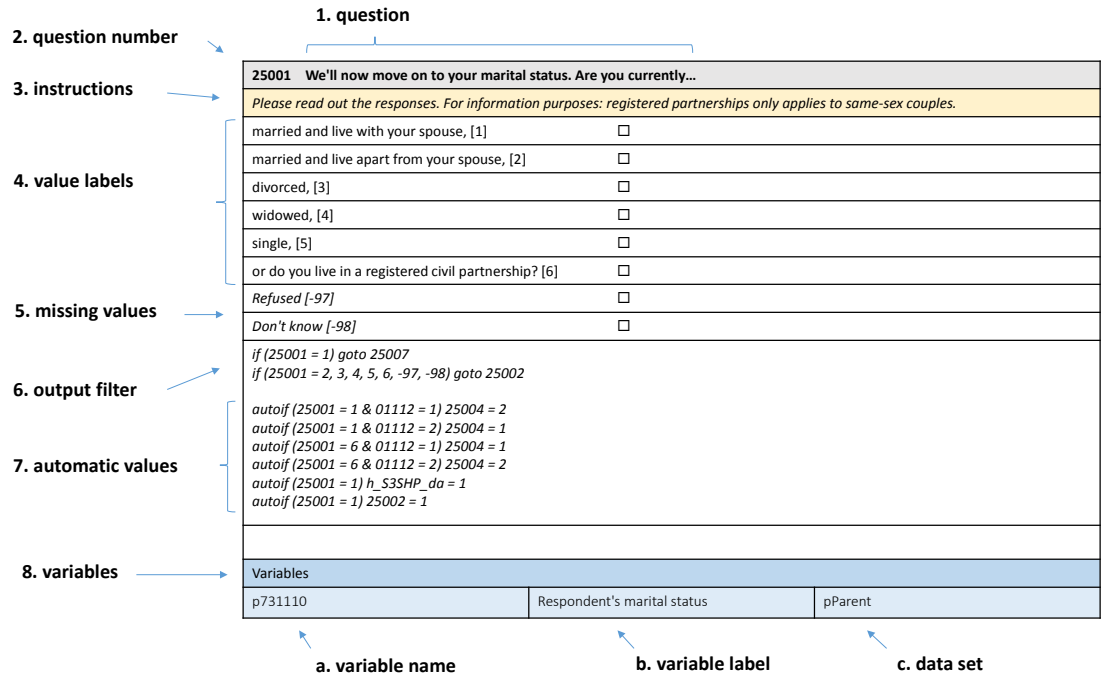


Figure 1: Reading aid for survey tools

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.

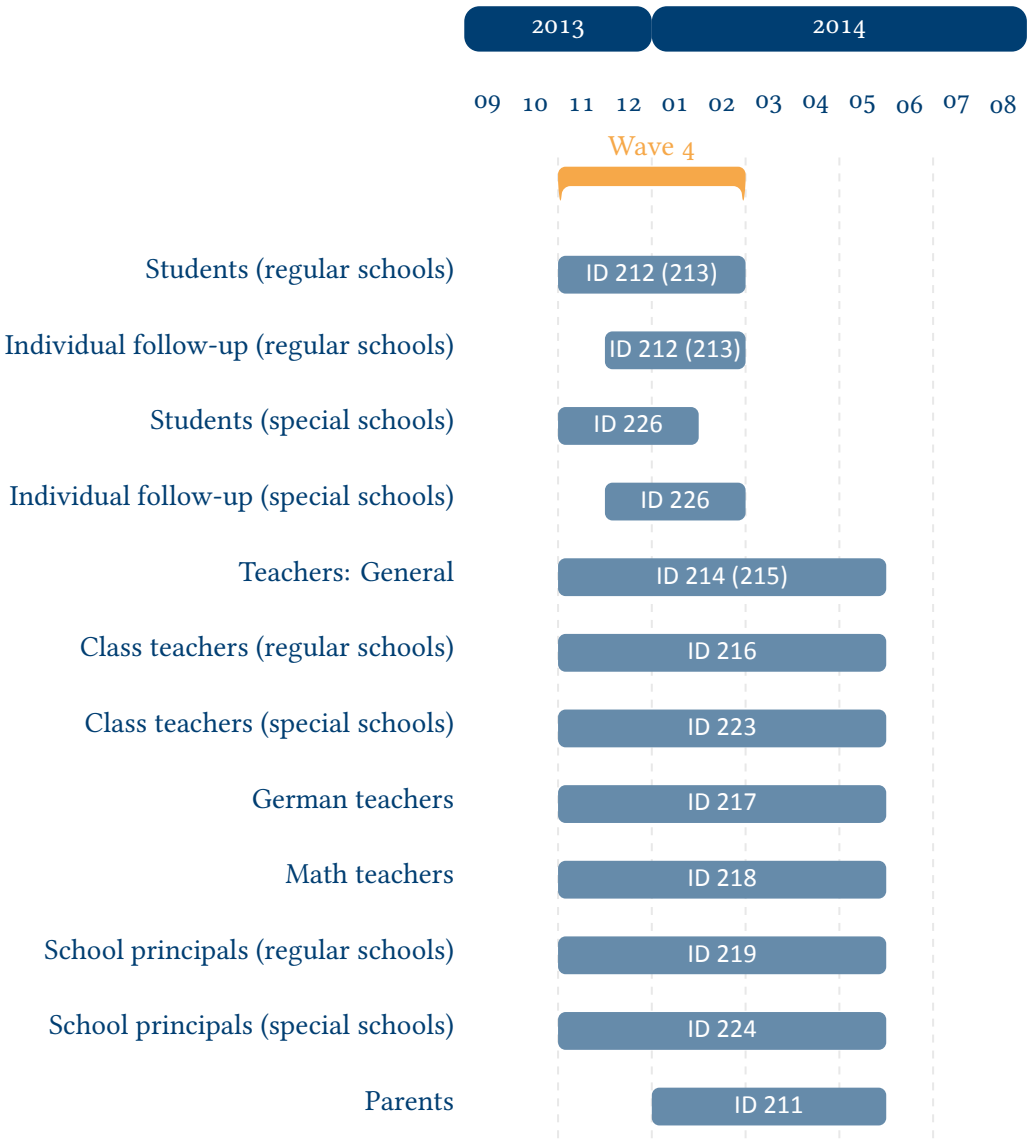


Figure 2: Survey of Starting Cohort 3 and IDs of the survey instruments in wave 4

Figure 2 gives an overview of the field time for the fourth main survey. The survey was conducted via PAPI questionnaires within the school context from November 2013 to February 2014. Computer assisted interviews (CAPI) with the parents took place from January to May 2014.

Students of the 8th 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 fourth 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.

2 Students, PAPI

2.1 Regular schools: first-time interviewees (ID 212)

Dear students, In this questionnaire we are mainly interested in your personal opinions. Besides questions about yourself and your family, there are also questions on the topics of free time, school, vocational training and profession as well as your general health, and country and language of origin. We will also be asking questions about your family's country of origin and your parents' language of origin. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Please answer all of the questions as you see fit. Participation in this survey is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. Of course, you can also stop filling out the questionnaire at any time. Neither your teachers, other school staff nor your parents will be able to see your answers. We would like to thank you very much for taking part in this important survey. Your NEPS Team

Dear students, In this questionnaire we are mainly interested in your personal opinions. Besides questions about yourself and your family, there are also questions on the topics of free time, school, vocational training and profession as well as your general health, and country and language of origin. We will also be asking questions about your family's country of origin and your parents' language of origin. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Please answer all of the questions as you see fit. Participation in this survey is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. Of course, you can also stop filling out the questionnaire at any time. Neither your teachers, other school staff nor your parents will be able to see your answers. We would like to thank you very much for taking part in this important survey. 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 How satisfied are you …

Please answer each question on a scale of 0 to 10. "0" means that you are "completely unsatisfied" , while a "10" means that you are "completely satisfied." Use the numbers in between to indicate the degree of satisfaction.

	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 circle of friends and acquaintances?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) … with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g) ... with your ability to have a say in the family?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g) ... with your ability to have a say in class or at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
i) ... in general with the ability of young people to have a say in society?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables		
t517200	Satisfaction: having say in family	pTarget
t517201	Satisfaction: having say in class/school	pTarget
t517202	Satisfaction: having say in society	pTarget
t514001	Satisfaction with life	pTarget
t514002	Satisfaction with living standard	pTarget
t514003	Satisfaction with health	pTarget
t514004	Satisfaction with family life	pTarget
t514005	Satisfaction with friends and acquaintances	pTarget
t514006	Satisfaction with school	pTarget

4	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

5 I would now like to talk about your personal situation in general. Please consider all areas of your life.
To what extent do the following statements apply to you?

Please check one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) If I don't enjoy a certain activity, then I usually don't have to do it.	☐	☐	☐	☐	☐
b) If I don't take care of something myself, nobody else will.	☐	☐	☐	☐	☐
c) I pursue useful activities.	☐	☐	☐	☐	☐
d) I often feel lonely.	☐	☐	☐	☐	☐
e) My achievements are suitably appreciated.	☐	☐	☐	☐	☐
f) There are people on whom I can rely.	☐	☐	☐	☐	☐
g) I generally get a good night's sleep.	☐	☐	☐	☐	☐
h) I think about problems a lot.	☐	☐	☐	☐	☐
i) I feel exhausted after a normal day.	☐	☐	☐	☐	☐
j) I worry about what my life might look like in three years.	☐	☐	☐	☐	☐
k) I'm looking forward to the future.	☐	☐	☐	☐	☐

Variables		
t527003	Stress: activity without enjoyment	pTarget
t527004	Stress: take care myself	pTarget
t527010	Stress: useful activities	pTarget
t527017	Stress: loneliness	pTarget
t527019	Stress: appreciation of achievements	pTarget
t527021	Stress: count on people	pTarget
t527022	Stress: good night's sleep	pTarget
t527028	Stress: think about problems	pTarget
t527029	Stress: exhaustion	pTarget
t527032	Stress: worry about near future	pTarget
t527034	Stress: look forward to the future	pTarget

QUESTIONS ABOUT YOUR FREE TIME

6 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 9. "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

7 What kind of sports do you do most frequently?

Please state only one kind of sport.



Variables		
t262000_g1	Sports: sport activity, main kind of sport	pTarget

8 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	Sports: where/how?	pTarget

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

Please check one box in each row.

	Yes [1]	No [2]
a) Lessons at a musical school (e.g. instrumental or vocal lessons)	☐	☐
If yes, what: (Please enter in block letters.)		
b) A course at the Volkshochschule [adult education establishment] (VHS)	☐	☐
If yes, what: (Please enter in block letters.)		
c) A course at the youth art school	☐	☐
If yes, what: (Please enter in block letters.)		

Variables		
t27111a	Student: Courses outside of school: Music school lessons	pTarget
t27111v_O	Student: Courses outside of school: Music school lessons, text	pTarget
t27111v_g1	Student: courses outside school: music school lessons (code number)	pTarget
t27111b	Student: Courses outside of school: Volkshochschule (VHS)	pTarget
t27111w_O	Student: Courses outside of school: Volkshochschule course, text	pTarget
t27111w_g1	Student: courses outside school: course at the Volkshochschul (code number)	pTarget
t27111c	Student: Courses outside of school: Youth art school course	pTarget
t27111x_O	Student: Courses outside of school: Youth art school course, text	pTarget
t27111x_g1	Student: courses outside school: youth art school course (code number)	pTarget

10 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

11 In your free time, do you commit yourself to social and political objectives or to helping other people?
I commit myself to ...

Please check one box in each row.

	Never [1]	Sometimes [2]	Often [3]
a) ... improving social interaction in my place of residence.	☐	☐	☐
b) ... environmental or animal protection.	☐	☐	☐
c) ... the interests of young people.	☐	☐	☐
d) ... sensible recreational activities for young people.	☐	☐	☐
e) ... improving the situation for the handicapped.	☐	☐	☐
f) ... improving social interaction between foreigners and Germans.	☐	☐	☐
g) ... helping poor, socially disadvantaged people.	☐	☐	☐
h) ... social and political changes in Germany.	☐	☐	☐
i) ... helping older people in need of assistance.	☐	☐	☐
j) ... helping people in poor countries.	☐	☐	☐
k) ... promoting German culture and tradition.	☐	☐	☐
l) ... other objectives, groups.	☐	☐	☐

Variables		
t517300	Commitment: Improving social interaction in place of residence	pTarget
t517301	Commitment: Environmental/animal protection	pTarget
t517302	Commitment: Interests of young people	pTarget
t517303	Commitment: Recreational activities for young people	pTarget
t517304	Commitment: Improving the situation for the handicapped	pTarget
t517305	Commitment: Improving social interaction between foreigners and Germans	pTarget
t517306	Commitment: Helping poor, socially disadvantaged people	pTarget
t517307	Commitment: Social and political changes in Germany	pTarget
t517308	Commitment: Helping older people in need of assistance	pTarget
t517309	Commitment: Helping people in poor countries	pTarget
t517310	Commitment: Promoting German culture and tradition	pTarget
t517311	Commitment: Other objectives, groups	pTarget

12	How interested are you in politics? Are you ...
Please check one answer only.	
... very interested? [1]	☐
... not at all interested? [4]	☐
... fairly interested? [2]	☐
... not very interested? [3]	☐

Variables		
t516100	Distance to politics: Political interest	pTarget

13	How often do you talk about politics with other people outside of class (e.g. with your parents, with your friends or with fellow students)?
Please check one answer only.	
often [3]	☐
sometimes [2]	☐
very often [4]	☐
never [1]	☐

Variables		
t516107	Distance to politics: talk about politics	pTarget

14	How often do you follow political issues, for example on the TV news, on the Internet, on the radio and in newspapers?
Please check one answer only.	
Once per week [3]	☐
Less than once per week [2]	☐
Every day [5]	☐
Several times a week [4]	☐
Never [1]	☐

Variables		
t516103	Distance to politics: follow political issues	pTarget

QUESTIONS ABOUT READING

15 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

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

Please check one box in each row.

	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) ... adventure and exploration novels such as Robinson Crusoe or Moby Dick?	☐	☐	☐	☐	☐
f) ... other? Specifically:	☐	☐	☐	☐	☐

(Please enter in block letters.) _____

Variables		
t34002a	Reading quality Genres - detective novels, thrillers, horror or fantasy books	pTarget
t34002b	Reading quality Genres - classic literature	pTarget
t34002c	Reading quality Genres - nonfiction books	pTarget
t34002d	Reading quality Genres - comics	pTarget
t34002e	Reading quality Genres - other	pTarget
t34002g	Frequency reading (genre): adventure and exploration novels	pTarget
t34002f_O	Frequency reading (genre): namely	pTarget

17 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

18 What do you think about reading?

Please check one box in every line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
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

19 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

QUESTIONS ABOUT 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.

20 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

21 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

22 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

23 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

FURTHER QUESTIONS ABOUT YOU

24 I would now like to talk about your relationship to Germany and the German people. To what extent do the following statements apply to you?

Please check one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) 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.	☐	☐	☐	☐
e) I feel that I am part of German society.	☐	☐	☐	☐

Variables		
t428000	Feeling of connection with Germany	pTarget
t428010	Find it unpleasant to be associated with people from Germany	pTarget
t428030	Think it is important to be associated with people from Germany	pTarget
t428040	Feel very comfortable when I am with people from Germany	pTarget
t428060	Feel that I am part of German society	pTarget

25 And to what extent do you identify yourself with the people in Germany overall?

Please check one answer only.

Hardly [2]	☐
Average [3]	☐
Strongly [4]	☐
Not at all [1]	☐
Very strongly [5]	☐

Variables		
t428050	Feeling of identification with Germany overall	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.

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

Please check one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) 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.	☐	☐	☐	☐
e) I like doing things with people from this country.	☐	☐	☐	☐
f) I often act in a way that is typical for people from this country.	☐	☐	☐	☐
g) I think it is important to live according to the traditions of the people of this country.	☐	☐	☐	☐
h) I think it is important to have friends from this country.	☐	☐	☐	☐

Variables		
t428120	Feeling of connection with country of origin	pTarget
t428130	Find it unpleasant to be associated with people from country of origin	pTarget
t428140	Think it is important to be associated with people from country of origin	pTarget
t428150	Feel very comfortable when I am with people from country of origin	pTarget
t428170	Like doing things with people from country of origin	pTarget
t428180	Often act in a way that is typical for people from country of origin	pTarget
t428190	Think it is important to live according to the traditions of country of origin	pTarget
t428210	Think it is important to have friends from country or origin	pTarget

28 How often do you listen to music from this country?

Please check one answer only.

Never [1]	☐
Seldom [2]	☐
Sometimes [3]	☐
Always [5]	☐
Often [4]	☐
Does not apply, I don't listen to music. [-20]	☐

Variables		
t42825a	Cultural habits - listening to music	pTarget

29 How often does your family cook according to the traditions of this country?

Please check one answer only.

Seldom [2]	☐
Sometimes [3]	☐
Always [5]	☐
Often [4]	☐
Never [1]	☐
Does not apply, no-one in our family cooks. [-20]	☐

Variables		
t42825b	Cultural habits - cooking	pTarget

30 Does your family celebrate this country's public holidays?

Please check one answer only.

no, none [1]	☐
yes, some [2]	☐
yes, most of them [3]	☐
yes all of them [4]	☐

Variables		
t42825c	Cultural habits - public holidays	pTarget

31	And to what extent do you identify yourself with the people from this country overall?
Please check one answer only.	
Hardly [2]	☐
Average [3]	☐
Strongly [4]	☐
Not at all [1]	☐
Very strongly [5]	☐

Variables		
t428300	Feeling of identification with country of origin overall	pTarget

QUESTIONS ABOUT YOUR PARENTS, FELLOW STUDENTS AND FRIENDS

32	The following questions are about how often your parents support you with school matters. How often ...			
Please check one box in each row.				
	Never [1]	Rarely [2]	Sometimes [3]	Often [4]
a) ... do your parents buy you additional learning materials or books to help you study?	☐	☐	☐	☐
b) ... do your parents help you with recitations or presentations for class?	☐	☐	☐	☐
c) ... do your parents talk to you about topics that are discussed in class?	☐	☐	☐	☐
d) ... do your parents talk to you about problems in school?	☐	☐	☐	☐

Variables		
t28430a	Student: Parental support: Learning materials	pTarget
t28430b	Student: Parental support: Recitations/ presentations	pTarget
t28430c	Student: Parental support: Talk about topics	pTarget
t28430d	Student: Parental support: Talk about problems	pTarget

33 The following questions concern what your parents expect of you in school. Which highest school-leaving qualification would your parents wish for you?

Please tick only one answer.

- ☐ Certificate of intermediate secondary education/ leaving certificate of the Realschule secondary school] [2]
- ☐ Abitur [higher education entrance qualification] [3]
- ☐ My parents have no opinion about this. [4]
- ☐ Leaving certificate from the Hauptschule [basic secondary school] [1]

Variables		
t320401	Idealistic aspiration: school-leaving qualification parents	pTarget

34 How important is it to your parents that you have good grades?

Please check one answer only.

- ☐ rather unimportant [2]
- ☐ partly [3]
- ☐ rather important [4]
- ☐ very important [5]
- ☐ My parents have no opinion about this. [6]
- ☐ very unimportant [1]

Variables		
t320403	Parents: Importance of good grades	pTarget

35 How important is it to you overall what your parents expect of you in school?

Please tick only one answer.

- ☐ In the middle [3]
- ☐ Rather unimportant [2]
- ☐ Rather important [4]
- ☐ Very unimportant [1]
- ☐ Very important [5]

Variables		
t32000f	Importance of parents' opinion	pTarget

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

Please check where applicable.

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

- ☐ Does not apply at all [1]
- ☐ Partially applies [3]
- ☐ Applies completely [5]
- ☐ Does not really apply [2]
- ☐ Applies to some extent [4]

Variables		
t32022a	Classmates - make an effort at school	pTarget

37 **How many students in your class have a migration background, i.e. they or at least one of their parents were not born in Germany?**

Please check one answer only.

- ☐ None [1]
- ☐ Almost none [2]
- ☐ Less than half [3]
- ☐ Approximately half [4]
- ☐ All [7]
- ☐ Almost all [6]
- ☐ More than half [5]

Variables		
t321222	Amount of students with migration background in class	pTarget

38 Now let's talk about your friends. This refers to all people you are friends with, regardless of whether they go to your school or not. How many people from your group of friends …

Please tick a box in each line.

	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
a) … have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?	☐	☐	☐	☐	☐	☐	☐
b) … are planning to acquire the leaving certificate from the Hauptschule [basic secondary school]?	☐	☐	☐	☐	☐	☐	☐
c) … are planning to acquire the certificate of intermediate secondary education?	☐	☐	☐	☐	☐	☐	☐
d) … are planning to acquire the Abitur [higher education entrance qualification]?	☐	☐	☐	☐	☐	☐	☐

Variables		
t321130	Amount of friends with aspirations regarding the Hauptschule	pTarget
t321112	Amount of friends with migrant background	pTarget
t32111b	Amount of friends with aspirations regarding the Realschule	pTarget
t32111c	Amount of friends with aspirations regarding the Abitur	pTarget

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

Please check where applicable.

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

Does not apply at all [1]	☐
Partially applies [3]	☐
Does not really apply [2]	☐
Applies to some extent [4]	☐
Applies completely [5]	☐

Variables		
t32012a	Friends - try hard at school	pTarget

QUESTIONS ABOUT SCHOOL

40 To what extent do the following statements apply to you? I study for school, ...

Please check one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) ... because I want to obtain my school-leaving certificate.	☐	☐	☐	☐
b) ... because I want to be one of the best.	☐	☐	☐	☐
c) ... in order to have good career opportunities later.	☐	☐	☐	☐
d) ... because I want to do well.	☐	☐	☐	☐
e) ... because I want to show that I am cleverer than others.	☐	☐	☐	☐
f) ... in order to be able to lead a financially secure life later.	☐	☐	☐	☐
g) ... because being successful at school is very important to me.	☐	☐	☐	☐
h) ... because I want to show excellent achievement.	☐	☐	☐	☐
i) ... in order to be able to have a well-paid career in the future.	☐	☐	☐	☐
j) ... because I want to do as well as I can in the examinations.	☐	☐	☐	☐
k) ... because I want to do better than others in the examinations.	☐	☐	☐	☐
l) ... to raise my chances of getting a job.	☐	☐	☐	☐

Variables		
t66402a	Motivation: Obtain school-leaving certificate	pTarget
t66403a	Motivation: Be one of the best	pTarget
t66404a	Motivation: Good career opportunities	pTarget
t66402b	Motivation: Do well	pTarget
t66403b	Motivation: More intelligent than others	pTarget
t66404b	Motivation: Financial security	pTarget
t66402c	Motivation: Success is very important to me	pTarget
t66403c	Motivation: Excellent achievement	pTarget
t66404c	Motivation: Well-paid career	pTarget
t66402d	Motivation: Do well in examinations	pTarget
t66403d	Motivation: Do better than others in examinations	pTarget
t66404d	Motivation: Increase chances of getting a job	pTarget

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

Please check one box in each row.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I study in German class, because I like working with the content.	☐	☐	☐	☐
b) I study in German class, because the content reflects my personal inclinations.	☐	☐	☐	☐
c) I study in German class, because I find the content very important.	☐	☐	☐	☐
d) I study in German class, because I'm very interested in the content.	☐	☐	☐	☐
e) I study in Math class, because I like working with the content.	☐	☐	☐	☐
f) I study in Math class, because the content reflects my personal inclinations.	☐	☐	☐	☐
g) I study in Math class, because I find the content very important.	☐	☐	☐	☐
h) I study in Math class, because I'm very interested in the content.	☐	☐	☐	☐

Variables		
t66400a	Motivation German: Enjoyment of content	pTarget
t66400b	Motivation German: Content reflects personal inclinations	pTarget
t66400c	Motivation German: Important content	pTarget
t66400d	Motivation German: Interested in content	pTarget
t66401a	Motivation Math: Enjoyment of content	pTarget
t66401b	Motivation Math: Content reflects personal inclinations	pTarget
t66401c	Motivation Math: Important content	pTarget
t66401d	Motivation Math: Interested in content	pTarget

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

Please check one box in each row.

	Very good [1]	Good [2]	Satisfactory [3]	Adequate [4]	Poor [5]	Unsatisfactory [6]	No grade received [0]
a) … in German?	☐	☐	☐	☐	☐	☐	☐
b) … in math?	☐	☐	☐	☐	☐	☐	☐

Variables		
t724101	Grade in German	pTarget
t724102	Grade in math	pTarget

43 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

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

Variables		
t523000	Days missed due to illness	pTarget

QUESTIONS ABOUT YOUR GERMAN LESSONS

44 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

45 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

46 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

47 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

48 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

QUESTIONS ABOUT ACTIVITIES OFFERED BY YOUR SCHOOL

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

Please check one box in each row.

	Yes [1]	No [2]
a) Homework assistance/homework supervision	☐	☐
b) Remedial groups/remedial education	☐	☐
c) Subject-specific learning offers (e.g. extra or enhancement courses in math or German)	☐	☐
d) Project groups/courses/subject-unrelated projects (e.g. theater, sports, or computer project groups)	☐	☐
e) Leisure facilities (e.g. a regular get-together to play games)	☐	☐
f) Project days/project weeks	☐	☐
g) Continuing projects (e.g. student newspaper, school garden)	☐	☐

	Not specified [0]	Specified [1]
I don't make use of any of these offers.	☐	☐

"I do not take part in any of this offers.": please continue with question 52.

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

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

Please enter the figures aligned to the right.

|___|___| Hours per week

Range: 0 - 99

Variables		
t231000	Student: extra-curricular activities: frequency	pTarget

51 To what extent do you agree to the following statements concerning the offers?				
Please tick a box in each line.				
	Disagree [1]	Rather disagree [2]	Rather agree [3]	Agree [4]
a) I enjoy most of the offers.	☐	☐	☐	☐
b) I learn things, that are useful for learning in class.	☐	☐	☐	☐
c) I wish there were more offers that I enjoy.	☐	☐	☐	☐
d) I learn a lot of things I don't learn in class.	☐	☐	☐	☐
e) I would prefer to have more free time than participating in such activities.	☐	☐	☐	☐
f) I made new friends during these activities.	☐	☐	☐	☐
g) I learn things that improve my grades.	☐	☐	☐	☐
h) I'm glad about not being alone as much in the afternoons.	☐	☐	☐	☐

Variables		
t23202a	Student: extra-curricular activities: rating: enjoyment	pTarget
t23502b	Students: extra-curricular activities: rating: useful in class	pTarget
t23402c	Student: extra-curricular activities: rating: wish for more offers	pTarget
t23502d	Student: extra-curricular activities: rating: learning new things	pTarget
t23302e	Student: extra-curricular activities: rating: preferring free time	pTarget
t23402f	Student extra-curricular activities: rating: made new friends	pTarget
t23502g	Student: extra-curricular activities: rating: improving grades	pTarget
t23302h	Student: extra-curricular activities: rating: not alone in the afternoons	pTarget

52	**Besides taking part in various activities, there are other ways in which you can be actively involved in school. In which areas are you currently involved or were you involved at one time?**		
Please check all applicable answers.			
		Not specified [0]	Specified [1]
a) As class representative		☐	☐
b) As school representative		☐	☐
c) As peer mediator		☐	☐
d) As student mentor		☐	☐
e) As student paramedic		☐	☐
f) Other, specifically:		☐	☐
(Please enter in block letters.)			

Variables		
t22260a	Student: School involvement: Class representative	pTarget
t22260b	Student: School involvement: School representative	pTarget
t22260c	Student: School involvement: Peer mediator	pTarget
t22260d	Student: School involvement: Student mentor	pTarget
t22260e	Student: School involvement: Student paramedic	pTarget
t22260f	Student: School involvement: Other	pTarget
t22260t_O	Student: School involvement: Other, text	pTarget

QUESTIONS ABOUT SCHOOL-LEAVING QUALIFICATIONS

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

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

54	Considering everything you know now: What qualification will you actually leave school with?	
Please check one answer only.		
extended Hauptschule leaving certificate/Hauptschule leaving certificate after year 10 [3]		☐
Qualifying leaving certificate of the Hauptschule [2]		☐
Leaving certificate from the Realschule/secondary school [4]		☐
Fachhochschulreife/fachgebundene Hochschulreife/“Fachabitur” [5]		☐
Abitur (university entrance qualification) [6]		☐
Leave school without any qualification [7]		☐
Leaving certificate from the Hauptschule [1]		☐

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

55 How well informed are you about …

Please tick a box in each line.

	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
a) … the different school-leaving qualifications that are possible in Germany?	☐	☐	☐	☐	☐
b) … the requirements that must be fulfilled in order to acquire these different school-leaving qualifications?	☐	☐	☐	☐	☐

Variables		
t31430a	Subjective knowledge - school-leaving qualifications in Germany	pTarget
t31430b	Subjective knowledge - requirements for school-leaving qualifications	pTarget

56 How often do you think about which school-leaving qualification you would like to acquire?

Please tick only one answer.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐

Variables		
t31230a	Frequency - which school-leaving qualification	pTarget

57 Regardless of the qualifications that you can actually obtain at your school: How likely do you think it is that you could …

Please check one box in each row.

	Very unlikely [1]	Rather unlikely [2]	About 50/50 [3]	Rather likely [4]	Very likely [5]
a) … obtain the leaving certificate of the Hauptschule?	☐	☐	☐	☐	☐
b) … obtain the leaving certificate of the Realschule?	☐	☐	☐	☐	☐
c) … pass the Abitur examination?	☐	☐	☐	☐	☐

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

58 How favorable would you judge your prospects of getting a good job …

Please check one box in each row.

	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
a) ... if you were to obtain the leaving certificate of the Hauptschule?	☐	☐	☐	☐	☐
b) ... if you were to obtain the leaving certificate of the Realschule?	☐	☐	☐	☐	☐
c) ... if you were to pass the Abitur examination?	☐	☐	☐	☐	☐

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

59 While you're still in school, it's hard to earn your own money. Your parents pay for almost everything you need (e.g. school supplies, clothing, etc.) How hard would it be for your parents to cover these costs ...

Please check one box in each row.

	very hard [1]	rather hard [2]	neither nor [3]	rather easy [4]	very easy [5]
a) ... if you were to study for the leaving certificate of the Hauptschule?	☐	☐	☐	☐	☐
b) ... if you were to study for the leaving certificate of the Realschule?	☐	☐	☐	☐	☐
c) ... if you were to study for the Abitur examination?	☐	☐	☐	☐	☐

Variables		
t30335a	Direct costs of Hauptschule leaving certificate	pTarget
t30335b	Direct costs of Realschule leaving certificate	pTarget
t30335c	Direct costs of Abitur	pTarget

60 The different school-leaving qualifications require different amounts of effort. How much effort would it take you …

Please tick a box in each line.

	Very low [1]	Rather low [2]	In the middle [3]	Rather high [4]	Very high [5]
a) … to acquire a leaving certificate from the Hauptschule [basic secondary school]?	☐	☐	☐	☐	☐
b) … to acquire a certificate of intermediate secondary education?	☐	☐	☐	☐	☐
c) … to acquire the Abitur [higher education entrance qualification]?	☐	☐	☐	☐	☐

Variables		
t30335d	Cost learning stress leaving certificate from the Hauptschule	pTarget
t30335e	Cost learning stress certificate of intermediate secondary education	pTarget
t30335f	Cost learning stress Abitur	pTarget

61 How important is it to you that you have a similar or better school-leaving qualification …

Please check one box in each row.

	Very unimportant [1]	Rather unimportant [2]	In the middle [3]	Rather important [4]	Very important [5]	Does not have a school-leaving qualification [6]	Do not know the school-leaving qualification [7]
Do not know the school-leaving qualification [7]		☐					
Does not have a school-leaving qualification [6]		☐					
a) … than your mother?	☐	☐	☐	☐	☐	☐	☐
Do not know the school-leaving qualification [7]		☐					
Does not have a school-leaving qualification [6]		☐					
b) … than your father?	☐	☐	☐	☐	☐	☐	☐

Variables		
t30535a	Status maintenance Importance Education Mother	pTarget
t30535b	Status maintenance Importance Education Father	pTarget

62 How important is it to you to later have a similarly good or better job than …

If your parents are currently not working, please think of their last job.
Please check one box in each row.

	Very unimportant [1]	Rather unimportant [2]	In the middle [3]	Rather important [4]	Very important [5]	has never practiced a vocation [6]
has never practiced a vocation [6]		☐				
a) … than your mother?	☐	☐	☐	☐	☐	☐
has never practiced a vocation [6]		☐				
b) … than your father?	☐	☐	☐	☐	☐	☐

Variables		
t30560a	Status preservation, importance occupation mother	pTarget
t30560b	Status preservation, importance occupation father	pTarget

63 What would be the chances of pursuing a profession that is just as good as or better than that of your mother …

If your mother is currently not working, please think of her last job.
Please check one box in each row.

	very poor [1]	rather poor [2]	partly [3]	rather good [4]	very good [5]	Mother has never practiced a vocation [6]
a) … you acquired a leaving certificate from the Hauptschule [basic secondary school]?	☐	☐	☐	☐	☐	☐
b) … to acquire a certificate of intermediate secondary education?	☐	☐	☐	☐	☐	☐
c) … you acquired the Abitur [higher education entrance qualification]?	☐	☐	☐	☐	☐	☐

Variables		
t30735a	Status maintenance probability profession mother - leaving cert. of Hauptschule	pTarget
t30735b	Status maintenance probability profession mother - leaving cert. of Realschule	pTarget
t30735c	Status maintenance probability profession mother - Abitur	pTarget

64 What would be the prospects for a similarly good or better vocation than that of your father …

If your father is currently not working, please think of his last job.
Please check one box in each row.

	very poor [1]	rather poor [2]	partly [3]	rather good [4]	very good [5]	Father has never practiced a vocation [6]
a) … you acquired a leaving certificate from the Hauptschule [basic secondary school]?	☐	☐	☐	☐	☐	☐
b) … to acquire a certificate of intermediate secondary education?	☐	☐	☐	☐	☐	☐
c) … you acquired the Abitur [higher education entrance qualification]?	☐	☐	☐	☐	☐	☐

Variables		
t30735d	Status maintenance probability profession father - leaving cert. of Hauptschule	pTarget
t30735e	Status maintenance probability profession father - leaving cert. of Realschule	pTarget
t30735f	Status maintenance probability profession father - Abitur	pTarget

QUESTIONS ABOUT PROFESSION AND VOCATIONAL TRAINING

65 Below we have listed some things that could be important aspects of a job or trade. How important are these things for you personally, regardless of your current situation?

Please check a box on each line.

	Very unimportant [1]	2 [2]	3 [3]	4 [4]	5 [5]	Very important [6]
a) the opportunity to learn new things	☐	☐	☐	☐	☐	☐
b) work that's of use to society	☐	☐	☐	☐	☐	☐
c) good relationships with colleagues and supervisors	☐	☐	☐	☐	☐	☐
d) ability to make my own decisions	☐	☐	☐	☐	☐	☐
e) good chances to advance professionally	☐	☐	☐	☐	☐	☐
f) pleasant work hours	☐	☐	☐	☐	☐	☐
g) varied tasks	☐	☐	☐	☐	☐	☐
h) interesting work	☐	☐	☐	☐	☐	☐
i) opportunity to help others	☐	☐	☐	☐	☐	☐
j) high job security	☐	☐	☐	☐	☐	☐
k) good pay	☐	☐	☐	☐	☐	☐
l) being my own boss	☐	☐	☐	☐	☐	☐
m) high correlation between job duties and actual skills and experience	☐	☐	☐	☐	☐	☐
n) good work environment (such as lighting, temperature, cleanliness, low noise levels)	☐	☐	☐	☐	☐	☐
o) high levels of autonomy, self-supervision	☐	☐	☐	☐	☐	☐
p) the feeling of doing something meaningful	☐	☐	☐	☐	☐	☐

Variables

t66210a	Occup. orientation: learning	pTarget
t66210a_g1	MOW: Learning aspects	pTarget
t66210b	Occup. orientation: good working atmosphere	pTarget
t66210c	Occup. orientation: opportunities for advancement	pTarget
t66210c_g1	MOW: Economic aspects	pTarget
t66210d	Occup. orientation: good working hours	pTarget
t66210d_g1	MOW: Comfort aspects	pTarget
t66210e	Occup. orientation: variety	pTarget
t66210e_g1	MOW: Expressive aspects	pTarget
t66210f	Occup. orientation: interesting work	pTarget
t66210g	Occup. orientation: job security	pTarget
t66210h	Occup. orientation: financial aspects	pTarget
t66210i	Occup. orientation: conformity with skills	pTarget
t66210j	Occup. orientation: good physical working conditions	pTarget
t66210k	Occup. orientation: autonomy	pTarget
t66210l	Occup. orientation: useful work	pTarget
t66210l_g1	MOW: Social orientation	pTarget
t66210m	Occup. orientation: authority to decide	pTarget
t66210m_g1	MOW: Autonomy	pTarget
t66210n	Occup. orientation: helping others	pTarget
t66210o	Occup. orientation: one's own boss	pTarget
t66210p	Occup. orientation: doing useful things	pTarget

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

Please enter in printed letters.

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

67 What school-leaving qualification do most of those people who are pursuing the career specified by you in question 66 in Germany have today?

Please check one answer only.

- ☐ School-leaving certificate of the Hauptschule [2]
- ☐ School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]
- ☐ Abitur [4]
- ☐ No school-leaving qualification [1]
- ☐ *Don't know [5]*

Variables		
t31501f	School-leaving qualification, favored profession	pTarget

68 And what professional qualification do most of those people who are pursuing the career specified by you in question 66 in Germany have today?

Please check one answer only.

- No vocational training [1] ☐
- Higher education [4] ☐
- Full-time school-based vocational training (e.g., attending a Fachschule [school for continuing vocational training]) [3] ☐
- Apprenticeship/on-the-job training [2] ☐
- *Don't know [5]* ☐

Variables		
t31502f	Professional qualification, favored profession	pTarget

69 Consider everything you know right now. What profession will you most likely pursue in the future?

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

Please enter in block letters. 

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

70 What school-leaving qualification do most of those people who are pursuing the career specified by you in question 69 in Germany have today?

Please check one answer only.

School-leaving certificate of the Hauptschule [2]	☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	☐
Abitur [4]	☐
No school-leaving qualification [1]	☐
Don't know [5]	☐

Variables		
t31501g	School-leaving qualification, realistic profession	pTarget

71 And what professional qualification do most of those people who are pursuing the career specified by you in question 69 in Germany have today?

Please check one answer only.

No vocational training [1]	☐
Higher education [4]	☐
Full-time school-based vocational training (e.g., attending a Fachschule [school for continuing vocational training]) [3]	☐
Apprenticeship/on-the-job training [2]	☐
Don't know [5]	☐

Variables		
t31502g	Professional qualification, realistic profession	pTarget

72 There are different educational and vocational systems in Germany. Can you tell me what is meant by a "dual vocational education and training system" in Germany?

Please check the correct answer.

The fact that someone has done vocational training and then went on to study [2]	☐
The combination between school-based training at the vocational school and practical training within a company [3]	☐
The separation between the first and second apprenticeship year [4]	☐
Having two vocational qualifications [1]	☐
Don't know [5]	☐

Variables		
t31562a	Knowledge of dual vocational education and training	pTarget

73 And do you know what is meant by “Fachhochschulreife” [entrance qualification for universities of applied sciences]?

Please check the correct answer.

The completion of a master qualification [1]	☐
Another word for Abitur [4]	☐
A qualification entitling studies at a university of applied sciences [3]	☐
A degree from a university of applied sciences [2]	☐
Don't know [5]	☐

Variables		
t31561a	Knowledge of Fachhochschulreife	pTarget

74 And do you know what is meant by a “vocational school” in Germany?

Please check the correct answer.

The vocational school trains career counselors. [1]	☐
The only purpose of vocational school is to offer students continuing education following their vocational training program. [4]	☐
Students attend vocational school while doing a vocational training program. [2]	☐
Senior citizens who want to gain more qualifications during retirement attend vocational school. [3]	☐
Don't know [5]	☐

Variables		
t31563a	Knowledge of vocational school	pTarget

75 Different professions or vocational training programs also require different school-leaving qualifications.
In the following section, please state what school-leaving qualification most of those people who are pursuing the following careers in Germany have today.

Please check one box in each row.

	No school-leaving qualification [1]	School-leaving certificate of the Hauptschule [2]	School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	Abitur [4]	Don't know [5]
a) Sales assistant	☐	☐	☐	☐	☐
b) Pharmacist	☐	☐	☐	☐	☐
c) Banker	☐	☐	☐	☐	☐
d) Optician	☐	☐	☐	☐	☐

Don't know [5] ☐

Variables		
t31501a	Knowledge of school-leaving qualification - sales assistant	pTarget
t31501b	Knowledge of school-leaving qualification - pharmacist	pTarget
t31501c	Knowledge of school-leaving qualification - banker	pTarget
t31501d	Knowledge of school-leaving qualification - optician	pTarget

76 **Different professions or vocational training programs also require different vocational training qualifications.**
In the following section, please state what professional qualification most of those people who are pursuing the following careers in Germany have today.

Please check one box in each row.

	No vocational training [1]	Completed apprenticeship [2]	Higher education [3]	Don't know [4]
a) Sales assistant	☐	☐	☐	☐
b) Pharmacist	☐	☐	☐	☐
c) Banker	☐	☐	☐	☐
d) Optician	☐	☐	☐	☐

Don't know [4] ☐

Variables		
t31502a	Knowledge of professional qualification_sales assistant	pTarget
t31502b	Knowledge of professional qualification_pharmacist	pTarget
t31502c	Knowledge of professional qualification_banker	pTarget
t31502d	Knowledge of professional qualification_optician	pTarget

Questions about you and your home

77 At home, do you have...

Please check one box in each row.

	Yes [1]	No [0]
a) … a desk to study?	☐	☐
b) … your own room?	☐	☐
c) … learning software?	☐	☐
d) … classical literature (e.g., by Goethe)?	☐	☐
e) … books with poems?	☐	☐
f) … works of art (e.g., paintings)?	☐	☐
h) … 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

78 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

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

Please check where applicable.

no [1]	yes [2]
☐	☐

If yes, how often? |___| Times

Range: 1 - 9

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

MORE QUESTIONS ABOUT YOUR BACKGROUND

80 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

81 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

82 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

83 Now let's talk about your language of origin: 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:	☐	☐

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

84 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

85 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]
Maternal grandmother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Don't know [-98]					☐								

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]
Maternal grandfather	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Don't know [-98]					☐								

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

86 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

87 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

88 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

Thank you for your cooperation!

2.2 Correspondence between students' questions in wave 4

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

- ID 212: Students in regular schools, first-time interviewees, see section 2.1
- ID 213: Students in regular schools, panel interviewees
- ID 226: Students in special schools, panel interviewees

Table 1: Correspondence between questions (ID 212, ID 213, ID 226)

ID 212	Content	ID 213	ID 226
1	Gender	1	1
2	Date of birth	2	2
3	Satisfaction	3	3
4	Estimation of health condition	4	4
5	Missing school days	5	5
6	Sport activities: frequency	6	6
7	Sport activities: main sport activity	7	7
8	Sport activities: place	8	8
9	Offers apart from lessons: visit	9	
10	Offers apart from lessons: other	10	
11	social and political leisure activities	11	
12	Interest in politics	12	
13	Conversations with friends about politics	13	
14	Follow political development	14	
15	Reading: frequency	15	9
16	Quality of reading (Genres)	16	10
17	Social reading behavior	17	11
18	Wish for reading and reading out of interest	18	12
19	Self-concept reading	19	13
20	Composition of household	20	14
21	Number persons in household	21	15
22	Role of mother	22	16
23	Role of father	23	17
24	Germany: bonds to people	24	18
25	Germany: affiliation to people	25	19
26	Country of origin family	26	20
27	Country of origin: bonds to people	27	21
28	Country of origin: music	28	22
29	Country of origin: kitchen	29	23
30	Country of origin: holidays	30	24
31	Country of origin: appiliation to people	31	25
32	Parental support	32	26
33	Idealistic aspiration school-leaving qualification parents	33	
34	Parents: Importance of good grades	34	
35	Importance of the parents' opinion	35	
36	Global questions: aspirations and role models in peer-group Class mates in school	36	

continued ...

Table 1 (continued)

ID 212	Content	ID 213	ID 226
37	Global questions: aspirations and role models in peer-group Percentage of friends with migration background, educational aspirations Global quesions: Aspirations and role models in the peer group	37	
38	Global questions: aspirations and role models in peer-group Friends	38	27
40	Motivation learning for school	40	29
41	Motivation learning for German and Math	41	
42	Grade German and Math	42	30
44	Organization of learning	44	32
45	Social context - promoting performance goals	45	33
46	Social context - perceived teacher autonomy	46	34
47	Social context - promoting interaction	47	35
48	Goal setting and orientation	48	36
49	Extracurricular offers: participation	49	37
50	Extracurricular offers: hours per week	50	38
51	Extracurricular offers: opinion	51	39
52	Further engagement in school	52	40
53	Idealistic Educational aspiration	53	
54	Realistic Educational aspiration	54	
55	Subjective information school-leaving qualifications	55	
56	Reflecting on school-leaving qualification	56	
57	Subjective probability of success	57	
58	Job prospects with school-leaving qualifications, perception of benefits	58	
59	Direct costs Cost absorption parents education	59	
60	Effort school-leaving qualifications, perception of costs	60	
61	Status maintance importance education	61	
62	Status maintance importance job	62	
63	Status maintance importance job, mother	63	
64	Status maintance importance job, father	64	
65	Meaning Of Work Skala	65	41
66	Idealistic Professional aspiration: career aspiration	66	42
67	School-leaving qualification idealistic career aspiration	67	43
68	Professional qualification idealistic career aspiration	68	44
69	Realistic Professional aspiration: career aspiration	69	45
70	School-leaving qualification realistic career aspiration	70	46
71	Professional qualification realistic career aspiration	71	47
72	Knowledge query: dual education system	72	48
73	Knowledge query: advanced technical college certificate	73	49
74	Knowledge query: trade school	74	50
75	Profession/Education - school-leaving certificate	75	51
76	Profession/Education - professional certificate	76	52
77	Homepos		
78	Use of computer		
79	Repeated class		
80	Country of birth		
81	Age of moving; Age of entering		

continued ...

Table 1 (continued)

ID 212	Content	ID 213	ID 226
82	Nationality		
83	First language; language of origin		
84	Country of birth (mother and father)		
85	Country of birth: Grandparents on mother's side		
86	Country of birth: Grandparents on father's side		
87	Family language (mother)		
88	Family language (father)		
89	Notes and comments to NEPS	77	

3 Teachers, PAPI

3.1 General quesionnaire: first-time interviewees (ID 214)

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

ABOUT YOU

We would like to ask you some brief personal questions.

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
e76212y_D	Year of birth (categorized)	pEducator

2 Are you male or female?

Please check where applicable.

Male [1] ☐

Female [2] ☐

Variables		
e762110	Gender	pEducator

3 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

QUESTION ABOUT ALL-DAY SCHOOL

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

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

QUESTION ABOUT PARENT PARTICIPATION

5	Please indicate the extent to which these statements apply to you.			
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I like working with parents.	☐	☐	☐	☐
b) I consider parents as partners in educating and raising their children.	☐	☐	☐	☐
c) I keep my students' parents updated on a regular basis about what's going on at school.	☐	☐	☐	☐
d) I follow up on parent complaints/concerns.	☐	☐	☐	☐
e) I tell parents about the strengths and weaknesses of their children.	☐	☐	☐	☐
f) I tell parents about the learning progress of their children on a regular basis.	☐	☐	☐	☐
g) Parents can make an appointment to see me at the school to discuss their children's issues at school.	☐	☐	☐	☐
h) Parents can talk to me about their children's issues at school even outside of school hours.	☐	☐	☐	☐

Variables		
e22684a	Faculty: Working with parents: Fun	pEducator
e22684b	Faculty: Working with parents: Parents as partners	pEducator
e22684c	Faculty: Working with parents: Info about school events	pEducator
e22684d	Faculty: Working with parents: Follow up on complaints	pEducator
e22684e	Faculty: Working with parents: Info about strengths/weaknesses	pEducator
e22684f	Faculty: Working with parents: Info about learning progress	pEducator
e22684g	Faculty: Working with parents: Appointments	pEducator
e22684h	Faculty: Working with parents: Speaking outside of school	pEducator

QUESTIONS ABOUT CONTINUING PROFESSIONAL EDUCATION (CPE)

We would now like to ask you some questions about different aspects of continuing professional education.

6	Please state your personal needs for further education in the following fields.			
Please check one box in each row.				
	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 discipline and behavior problems	☐	☐	☐	☐
h) School board and administration	☐	☐	☐	☐
i) Teaching in a multicultural environment	☐	☐	☐	☐
j) Student counseling	☐	☐	☐	☐
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: PC/Internet skills	pEducator
e22280f	Teacher: Advanced training: Own needs: Students' learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Discipline problems or similar	pEducator
e22280h	Teacher: Advanced training: Own needs: School board/administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Student counseling	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

7	Have you participated in the following training activities during the past 12 months?	
Please state only activities that have taken place after your initial teacher training. Please check one box in each line.		
	Yes [1]	No [2]
a) Courses/workshops (e.g. on subject matter, 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: training: participation in courses/workshops	pEducator
e22281b	teacher: training: participation educational conferences	pEducator
e22281c	teacher: training: participation in qualification programs	pEducator
e22281d	teacher: training: participation while sitting in on classes	pEducator
e22281e	teacher: training: participation working group for professional development of teachers	pEducator
e22281f	teacher: training: participation research	pEducator
e22281g	teacher: training: participation in mentor programs	pEducator

8 How many days have you participated in training measures in the above sense during the past 12 months?

Please enter the figures aligned to the right.

Days |___|___|___|

Range: 0 - 999

	Not specified [0]	Specified [1]
No participation in further training measures within the last 12 months	☐	☐

"number day" : please continue with the next question. "no participation in measures of further education programs during the last 12 months": please continue with question 11.

Variables		
e22282a	Teacher: further education: amount of days participation	pEducator
e22282b	Teacher: further education: no participation	pEducator

9 How were the training programs funded during the past 12 months?

Please check only one answer.

I paid a portion of the further education costs. [2] ☐

I paid the entire amount of the further education costs. [3] ☐

The further education costs were taken over completely. [1] ☐

Variables		
e222821	teacher: training: costs	pEducator

10 Have you been released from teaching for attending training programs during the past 12 months?

Please check where applicable

No [2] ☐

Yes [1] ☐

Variables		
e222822	teacher: training: exemption of classes	pEducator

11 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: Further education: Prefer more further education programs	pEducator

Teachers pursue their profession for completely different reasons and choose different approaches to their professional goals. In order to be able to consider these individual motives and approaches, we would now like to ask you some questions about your career choice and vocational training.

12 When did you decide to become a teacher?

Please checkkk 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

13 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

14 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

15 Did you have experience in teaching prior to your teaching training (e.g. by tutoring, during an internship or during a civilian alternative service)?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537010	Pedagogical experience before higher education	pEducator

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

16 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 of getting the eligibility to apply to a higher education institution": Please continue with the next question. "I did not get the eligibility to apply to a higher education institution.": Please continue with question 36.

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

17	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

18 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

19 Have you ever enrolled in a degree program other than university education for teaching professions?

Note: “University education for teaching professions” also includes university education for teaching professions leading to a Diplom [degree in higher education equivalent to master, pre-Bologna system] such as a Diplom to teach commercial studies, Bachelor of Education or Master of Education.

Please check where applicable.

No [2] ☐

Yes [1] ☐

"yes": please continue with the next question. "no": please continue with question 23.

Variables		
e537050	Other course of study	pEducator

20 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
e537062_g14	Other study 2 (ISEI-08)	pEducator
e537062_g16	Other study 2 (SIOPS-08)	pEducator

21 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

22 Did you successfully complete this course of study?

Please checkkk the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537080	Other higher education degree	pEducator

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

Please checkkk the applicable.

No [2] ☐

Yes [1] ☐

"yes": please continue with the next question. "no": please continue with question 33.

Variables		
e537090	University education for teaching professions	pEducator

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

Please enter the year.

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

Range: 1,900 - 2,020

Variables		
e53710y_R	First enrollment university education for teaching professions	pEducator
e53710y_D	Year of study start teacher course (kategorisiert)	pEducator

25 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

26 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

27 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

28 Have you successfully completed your 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 33.

Variables		
e537140	Successfully completed university education for teaching professions	pEducator

29 Please state the year in which you passed the first state examination or equivalent examination (e.g. Diplom for teachers of commercial studies or master examination).

Please enter the year.

|___|___|___|___| Year in which examination was passed

Range: 1,900 - 2,020

Variables		
e537150_R	Year of state examination	pEducator
e537150_D	Year of passing the examination (categorized)	pEducator

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

Pleae enter the subjects. Please print.

Subject 1

Subject 2

Subject 3

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

31 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

32 What was your final grade in your first state examination and/or the equivalent examination?

Please state the final grade to one decimal point.

Final grade in first state examination |___| , |___|

Range: 1.0 - 4.0

Variables		
e537180	Grade in first state examination	pEducator

33	Have you taken a second state examination in a teacher's course of study (or teacher's course of study/teacher training in the GDR)?
Please tick the applicable.	
No [2]	☐
Yes [1]	☐

"yes": please continue with the next question. "no": please continue with question 36.

Variables		
e537190	Second state examination	pEducator

34	In what federal state did you pass your second state examination in the university education program for teaching professions (or also in the teacher training in the GDR)?	
Please tick 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		
e537200_R	Federal state second state examination (Federal state)	pEducator
e537200_D	Federal state second state examination (West/East)	pEducator

35	With what final grade did you pass your second state examination (or also your teacher training in the GDR)?
Please state the final grade to one decimal point.	
Final grade in second state examination	|___| , |___|
Range: 1.0 - 4.0	

Variables		
e537210	Grade in second state examination	pEducator

QUESTIONS ABOUT TEACHING AND LEARNING

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

36 Please tell us your personal opinion regarding classes and learning.

Please check one box in each row.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) It is better when the teacher – and not the students – decides what needs to be done.	☐	☐	☐	☐
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- this makes the teaching of facts so vital.	☐	☐	☐	☐
f) Students should be given the possibility to reflect on solutions themselves before the teacher shows the approach to the solution.	☐	☐	☐	☐
g) Quietness in the classroom is absolutely necessary for effective learning.	☐	☐	☐	☐
h) Thinking and reasoning processes are more important than specific content of the syllabus.	☐	☐	☐	☐

Variables		
e22680a	Teacher: Orientations, making decisions	pEducator
e22680b	Teacher: Orientations: Teacher's role with regard to investigating/ exploring	pEducator
e22680c	Teacher: Orientations: Learning by trying to find solutions to problems independently	pEducator
e22680d	Teacher: Orientations, lessons with clear answers	pEducator
e22680e	Teacher: Orientations: Teaching of facts	pEducator
e22680f	Teacher: Orientations: Possibility of finding solutions to problems independently	pEducator
e22680g	Teacher: Orientations, quiet in the classroom	pEducator
e22680h	Teacher: Orientations, thinking and reasoning processes	pEducator

37 How important do you consider the following educational goals in your class? The students should …

Please tick a box in each line.

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

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

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

Please check one box in each row.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) A good relationship 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 my lesson	☐	☐	☐	☐
k) Awakening interest in the course content	☐	☐	☐	☐
l) Increasing joy in learning and performing	☐	☐	☐	☐

Variables		
e22682a	Teacher: Professional aspect: Relationship with students	pEducator
e22682b	Teacher: Professional aspect: Planning lessons/imparting knowledge	pEducator
e22682c	Teacher: Professional aspect: Objective assessment criteria	pEducator
e22682d	Importance in teaching profession: Considering the 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: Imparting 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

QUESTIONS ABOUT IMMIGRATION/LANGUAGE

39	Do you have a migration background, i.e. were you or at least one of your parents born abroad?
Please check where applicable.	
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	Migration background of teacher	pEducator

41 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

42 If you've learned a language another than German as a child in your family: How often do you use this language …

Please check one box in each row.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) … with your students?	☐	☐	☐	☐	☐
b) … with your students' parents?	☐	☐	☐	☐	☐

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

3.1 General quesionnaire: first-time interviewees (ID 214)

3.2 Correspondence between teachers' questions in wave 4

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

- ID 214: Teachers, first-time interviewees, see section 3.1
- ID 215: Teachers, panel interviewees

Table 2: Correspondence between questions (ID 214, ID 215)

ID 214	Content	ID 215
1	Year and month of birth	1
2	Gender	2
3	Frequency of participation	3
4	Full-time school elements	4
5	Parental work	5
6	Need for training activities	6
7	Participation in training activities	7
8	Training activities days	8
9	Financing	9
10	Release from teaching	10
11	Desire for further training	11
12	Time of career choice	
13	Age at career choice	
14	Importance of aspects of profession	
15	Experiences before vocational training	
16	University entrance qualification (year)	
17	University entrance qualification (federal state)	
18	University entrance qualification (grade)	
19	Different course of studies (enrolment)	
20	Different course of studies (name)	
21	Different course of studies (semester)	
22	Different course of studies (graduation)	
23	Teacher training (enrolment)	
24	Teacher training (year)	
25	Teacher training (University)	
26	Time between university entrance qualification and teacher training	
27	Teacher training (admission restriction)	
28	Teacher training (graduation)	
29	First state examination (year)	
30	Teacher training (subject combination)	
31	First state examination (University)	
32	First state examination (grade)	
33	Second state examination	
34	Second state examination (federal state)	
35	Second state examination (grade)	
36	Personal beliefs	
37	Importance of educational goals	
38	Importance of aspects of profession	
39	Migrant background	

continued ...

Table 2 (continued)

ID 214	Content	ID 215
40	Country of birth; country of origin	
41	First language; language of origin	
42	Usage frequency	

3.3 Regular schools: class teachers (ID 216)

QUESTIONS ABOUT THE CLASS MAKEUP

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

1 How many students are in your class?

Please enter numbers right-justified.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

QUESTIONS ABOUT THE CLASS MAKEUP

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

1 How many students are in your class?

Please enter numbers right-justified.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

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

QUESTIONS ABOUT INTEGRATION AND INCLUSION

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

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

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

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

"no, I have never had pupils diagnosed with special educational needs in my classes.": please continue with question 5. "No, not at present. But earlier, I had been working in a class with pupils of special educational needs.": please continue with question 5. "Yes, namely ... pupils have special educational needs in my classes.": 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

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

If a student has multiple special needs priorities, please consider each of these priorities. Please enter the numbers 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

5 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

QUESTIONS ABOUT CLASSROOM SET-UP

The educational work is also dependent on the equipment available. Therefore, we are interested in finding out about the set-up in your classroom.

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

Please enter the figures aligned to the right.

|___|___|___| square meters

Range: 0 - 999

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

7	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

8	Is there a possibility in your classroom of storing your materials separate in a desk, cabinet or on a shelf?	
Please checkkk the applicable.		
Yes [1]		☐
No [2]		☐

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

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

3.4 Special schools: class teachers (ID 223)

QUESTIONS ABOUT THE CLASS MAKEUP

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

1 How many students are in your class?

Please enter numbers right-justified.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

QUESTIONS ABOUT THE CLASS MAKEUP

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

1 How many students are in your class?

Please enter numbers right-justified.

|___|___| Girls

Range: 0 - 99

|___|___| Boys

Range: 0 - 99

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

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

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

If a student has multiple special needs priorities, please consider each of these priorities. Please enter the numbers 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

QUESTIONS ABOUT CLASSROOM SET-UP

The educational work is also dependent on the equipment available. Therefore, we are interested in finding out about the set-up in your classroom.

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

Please enter the figures aligned to the right.

|___|___|___| square meters

Range: 0 - 999

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

5 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

6 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

7 How would you assess the quality or condition of the following aspects of your classroom?

Please check one box in each line.

	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	☐	☐	☐	☐
b) Size	☐	☐	☐	☐
c) Functionality	☐	☐	☐	☐
d) Structural condition	☐	☐	☐	☐
e) Acoustics	☐	☐	☐	☐

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

Thank you for your cooperation!

3.5 German teachers (ID 217)

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 German teachers (ID 217)

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 how you conduct and organize German lessons in your class. We therefore have some questions on the lesson structure, your teaching methods and the way in which you assess performance.

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
ed0001h_D	Amount of German lessons (categorized)	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 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 same tests - grading	pCourseGerman
ed0208b	Purpose of same tests - checking	pCourseGerman
ed0308b	Purpose of same tests - planning	pCourseGerman
ed0408b	Purpose of same tests - error 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 comparative class tests - mistake analysis	pCourseGerman

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

Please check one box in each row.

	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 COOPERATION

11 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 Math teachers (ID 218)

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!

3.6 Math teachers (ID 218)

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 LESSONS

First of all, we would like to ask you how you conduct and organize Math lessons in your class. We therefore have some questions about the lesson structuring, your teaching methods and the way in which you assess performance.

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

Please enter the figures aligned to the right.

Amount of lessons |___|___|

Range: 0 - 99

Minutes per lesson |___|___|

Range: 0 - 99

Variables		
ed0025h_R	Amount of math lessons (number)	pCourseMath
ed0025h_D	Amount of Math lessons (categorized)	pCourseMath
ed0025m_R	Minutes per German lesson (minutes)	pCourseMath
ed0025m_D	Math lessons (duration in minutes per lessons, categorized)	pCourseMath

2 How many additional remedial Math teaching lessons per week are planned for this half-year?

If no additional remedial Math teaching is planned, please enter "Zero" (0). Please enter numbers aligned to the right.

|___|___| Number of lessons

Range: 0 - 99

Variables		
ed00035_R	Remedial Math teaching lessons	pCourseMath
ed00035_D	Remedial teaching (number of lessons, categorized)	pCourseMath

3 How many of the planned lessons in the subject Math were canceled in this school year?

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

|___|___| Number of lessons

Range: 0 - 99

Variables		
ed00027	Canceled lessons	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 COOPERATION

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.

	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		
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, PAPI

4.1 Regular schools (ID 219)

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 migration background. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

4.1 Regular schools (ID 219)

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 migration background. You declare this consent by completing and handing in this 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 Are the following extracurricular all-day school programs and elements offered at your school and, if yes, how often?							
Please check a box on each line.							
	No [1]	Yes, twice a year or less frequently [2]	Yes, quarterly [3]	Yes, monthly [4]	Yes, weekly [5]	Yes, 2-3 times a week [6]	Yes, 4-5 times a week [7]
a) Homework help, homework supervision, learning time	☐	☐	☐	☐	☐	☐	☐
[Enrichment groups, instruction] b) Enrichment instruction for students with high grades	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] c) Remedial instruction for students with low grades	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] d) Remedial instruction in German for non-native speakers or foreign students	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] Language of origin instruction for non-native speakers of German or foreign students	☐	☐	☐	☐	☐	☐	☐

[Subject-specific offerings (projects, work groups) in the following areas:] f) Mathematics	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] g) Science	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] h) German, literature	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] i) Foreign Languages	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] j) Sport	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] k) Music/Art	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] l) Politics, Philosophy, Ethics, Religion	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] m) Trades and Home Economics	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] n) Technology/New Media	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] o) Community activities and forms of student government (e.g. active class council)	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] p) Forms of social learning (e.g. conflict resolution classes)	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] q) Forms of intercultural learning	☐	☐	☐	☐	☐	☐	☐
[Free time activities] r) Required free time activities (required electives from list of offerings)	☐	☐	☐	☐	☐	☐	☐
[Free time activities] s) Voluntary free time activities (such as afternoon ball games)	☐	☐	☐	☐	☐	☐	☐
[Temporary offerings] t) Project Days	☐	☐	☐	☐	☐	☐	☐

	No [1]	twice a year or less frequently [2]	quarterly [3]	monthly [4]
[Temporary offerings] u) Project Weeks	☐	☐	☐	☐

	No [1]	Yes, twice a year or less frequently [2]	Yes, quarterly [3]	Yes, monthly [4]	Yes, weekly [5]	Yes, 2-3 times a week [6]	Yes, 4-5 times a week [7]
[Other offerings] v) Hot Lunches	☐	☐	☐	☐	☐	☐	☐
[Other offerings] w) Long-term projects (such as choir, newspaper, school garden)	☐	☐	☐	☐	☐	☐	☐

[Other, namely:] x) _____

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

[Other, namely:] y) _____

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

[Other, namely:] z) _____

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

Variables

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

3 How is the participation of the 8th grade classes in the school's all-day program arranged? For how many classes is participation in the all-day program ...

If the participation arrangements are not applicable for any of the classes, please enter "zero" (0).

a) ... mandatory? |___| Classes

Range: 0 - 9

b) ... voluntary? |___| Classes

Range: 0 - 9

c) ... not offered? |___| Classes

Range: 0 - 9

	Not specified [0]	Specified [1]
There is no all-day program in the 8th grade.	☐	☐
No 8th grade/no NEPS survey in the 8th grade	☐	☐

Variables		
h22931a	School: All-day program: Arrangement for 8th grade: Mandatory	pInstitution
h22931b	School: All-day program: Arrangement for 8th grade: Voluntary	pInstitution
h22931c	School: All-day program: Arrangement for 8th grade: Not offered	pInstitution
h22931k	School: All-day program: Arrangement for 8th grade: None	pInstitution
h22931l	School: All-day program: Arrangement for 8th grade: No 8th grade classes	pInstitution

4 On how many days of the week does your school offer an all-day program - after lunchtime - in the 8th and/or 12 grade?

If no all-day program is offered on any of the weekdays, please enter "zero" (0).

|___| days in the 8th grade

Range: 0 - 7

	Not specified [0]	Specified [1]
No 8th grade/no NEPS survey in the 8th grade	☐	☐

|___| days in the 12th grade

Range: 0 - 7

	Not specified [0]	Specified [1]
No 12th grade/no NEPS survey in the 12th grade	☐	☐

Variables		
h229311	School: All-day program: Arrangement for 8th grade: Number of weekdays	pInstitution
h229314	School: All-day program: No 8th grade classes/no NEPS survey	pInstitution
h229312	School: All-day program: Arrangement for 12th grade: Number of weekdays	pInstitution
h229313	School: All-day program: No 12th grade classes/no NEPS survey	pInstitution

5 What and how many people are involved in the various elements of the all-day program at your school in a teaching capacity?

This means all persons who are involved for longer periods in extracurricular activities at your school or who offer all-day or afternoon programs on an ongoing basis. This can be on the basis of a contract, against payment or in a voluntary capacity. This does not include teachers who give afternoon lessons or offer other activities. Please enter the numbers aligned to the right.

a) Volunteers (including pensioners) |___|___| People

Range: 0 - 99

b) Dedicated parents |___|___| People

Range: 0 - 99

c) Interns or persons doing other types of vocational training programs |___|___| People

Range: 0 - 99

d) Sports instructors |___|___| People

Range: 0 - 99

e) People from artistic professions Range: 0 - 99	|___|___| People
f) Childcare assistants; social assistants Range: 0 - 99	|___|___| People
g) Youth / child care workers Range: 0 - 99	|___|___| People
h) Sports educators Range: 0 - 99	|___|___| People
i) Music educators Range: 0 - 99	|___|___| People
j) Social education workers; social workers (FH [university of applied sciences]) Range: 0 - 99	|___|___| People
k) Special education teachers; remedial teachers Range: 0 - 99	|___|___| People
l) Educators (Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], BA/MA); psychologists (Diplom, BA/MA) Range: 0 - 99	|___|___| People
m) Other staff with a higher education degree Range: 0 - 99	|___|___| People
n) Other staff without a higher education degree Range: 0 - 99	|___|___| People

Variables

h22730a	School: All-day program: Number of staff: Volunteers	pInstitution
h22730b	School: All-day program: Number of staff: Parents	pInstitution
h22730c	School: All-day program: Number of staff: Interns or similar	pInstitution
h22730d	School: All-day program: Number of staff: Sports instructors	pInstitution
h22730e	School: All-day program: Number of staff: Artists	pInstitution
h22730f	School: All-day program: Number of staff: Childcare assistants or similar	pInstitution
h22730g	School: All-day program: Number of staff: Youth / child care workers	pInstitution
h22730h	School: All-day program: Number of staff: Sports educators	pInstitution
h22730i	School: All-day program: Number of staff: Music educators	pInstitution
h22730j	School: All-day program: Number of staff: Social education workers/social workers (FH)	pInstitution
h22730k	School: All-day program: Number of staff: Special education teachers/remedial teachers	pInstitution
h22730l	School: All-day program: Number of staff: Educators/psych.	pInstitution
h22730m	School: All-day program: Number of staff: With higher education degree	pInstitution
h22730n	School: All-day program: Number of staff: Without higher education degree	pInstitution

QUESTIONS ON THE SCHOOL ENVIRONMENT

The environment of a school and cooperation with other institutions can affect the work of a school. We would like to therefore ask you some questions about these topics.

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 registered 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 registered in the school.	☐	☐	☐	☐

Variables		
h535021	Intensity of competition	pInstitution
h535022	Existence dependent on amount of students	pInstitution
h535023	Existence at risk	pInstitution
h535024	Funding dependent on amount of students	pInstitution

QUESTIONS ABOUT INTEGRATION AND INCLUSION

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

8 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

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

9 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

Please answer the following questions 10 and 11 only if your school has a 12th grade. Otherwise, please continue with the following block of questions “About you” on the next page.

QUESTIONS ABOUT THE UPPER GYMNASIUM LEVEL

10 In what grade does the current 12th grade sit the Abitur examination?

Please check where applicable.

	Not marked [0]	Marked [1]
12th grade	☐	☐
13th grade	☐	☐

Variables		
he01010	Abitur examination in 12th grade	pInstitution
he01020	Abitur examination in 13th grade	pInstitution

11	Is there a difference in performance level in the following subjects in the current 12th grade?		
Please check one box in each row.			
		Not marked [0]	Marked [1]
a) In German (basic and advanced performance level)		☐	☐
a) In German (basic performance level only (e.g. basic course))		☐	☐
a) In German (advanced performance level only (e.g. advanced course))		☐	☐
b) In Math (basic and advanced performance level)		☐	☐
b) In Math (basic performance level only (e.g. basic course))		☐	☐
b) In Math (advanced performance level only (e.g. advanced course))		☐	☐
c) In English (course not offered)		☐	☐
c) In English (basic and advanced performance level)		☐	☐
c) In English (basic performance level only (e.g. basic course))		☐	☐
c) In English (advanced performance level only (e.g. advanced course))		☐	☐

Variables		
he02131	Course level English - not offered	pInstitution
he02110	Course level German - basic and advanced course	pInstitution
he02120	Course level Math - basic course only	pInstitution
he02130	Course level English - basic and advanced course	pInstitution

ABOUT YOU

At last, some brief questions about yourself.

13 When were you born?

Please enter the numbers aligned to the right.

Month |___|___|

Range: 1 - 12

year |___|___|___|___|

Range: 1,900 - 2,020

Variables		
h76512m_O	Year of birth: Month	pInstitution
h76512y	Year of birth: Year	pInstitution

14 Are you male or female?

Please check where applicable.

Male [1] ☐

Female [2] ☐

Variables		
h765110	Gender	pInstitution

15 Do you have a migrant background yourself, i.e. were you or at least one of your parents born abroad?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
h400010	Migrant background	pInstitution

16 What is your function at the school?

Please check where applicable.

	Head of school [1]	Vice-head of school [2]	Other function in school administration, specifically: [3]
	☐	☐	☐

Please enter in block letters. 

Variables		
hd0041a	Function at the school	pInstitution
hd0041b_O	Other function in school administration, specifically:	pInstitution

Thank you for your cooperation!

4.2 Special schools (ID 224)

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 migration background. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

Brief notes on how to complete 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 or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or 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 migration background. You declare this consent by completing and handing in this 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 Are the following extracurricular all-day school programs and elements offered at your school and, if yes, how often?

Please check a box on each line.

	No [1]	Yes, twice a year or less frequently [2]	Yes, quarterly [3]	Yes, monthly [4]	Yes, weekly [5]	Yes, 2-3 times a week [6]	Yes, 4-5 times a week [7]
a) Homework help, homework supervision, learning time	☐	☐	☐	☐	☐	☐	☐
[Enrichment groups, instruction] b) Enrichment instruction for students with high grades	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] c) Remedial instruction for students with low grades	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] d) Remedial instruction in German for non-native speakers or foreign students	☐	☐	☐	☐	☐	☐	☐
[Remedial groups, instruction] Language of origin instruction for non-native speakers of German or foreign students	☐	☐	☐	☐	☐	☐	☐

[Subject-specific offerings (projects, work groups) in the following areas:] f) Mathematics	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] g) Science	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] h) German, literature	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] i) Foreign Languages	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] j) Sport	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] k) Music/Art	☐	☐	☐	☐	☐	☐	☐
[Subject-specific offerings (projects, work groups) in the following areas:] l) Politics, Philosophy, Ethics, Religion	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] m) Trades and Home Economics	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] n) Technology/New Media	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] o) Community activities and forms of student government (e.g. active class council)	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] p) Forms of social learning (e.g. conflict resolution classes)	☐	☐	☐	☐	☐	☐	☐
[General offerings (projects, work groups) in the following areas:] q) Forms of intercultural learning	☐	☐	☐	☐	☐	☐	☐
[Free time activities] r) Required free time activities (required electives from list of offerings)	☐	☐	☐	☐	☐	☐	☐
[Free time activities] s) Voluntary free time activities (such as afternoon ball games)	☐	☐	☐	☐	☐	☐	☐
[Temporary offerings] t) Project Days	☐	☐	☐	☐	☐	☐	☐

	No [1]	twice a year or less frequently [2]	quarterly [3]	monthly [4]
[Temporary offerings] u) Project Weeks	☐	☐	☐	☐

	No [1]	Yes, twice a year or less frequently [2]	Yes, quarterly [3]	Yes, monthly [4]	Yes, weekly [5]	Yes, 2-3 times a week [6]	Yes, 4-5 times a week [7]
[Other offerings] v) Hot Lunches	☐	☐	☐	☐	☐	☐	☐
[Other offerings] w) Long-term projects (such as choir, newspaper, school garden)	☐	☐	☐	☐	☐	☐	☐

[Other, namely:] x)	

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

[Other, namely:] y)	

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

[Other, namely:] z)	

	twice a year or less frequently [2]	quarterly [3]	monthly [4]	once a week [5]	2-3 times a week [6]	4-5 times a week [7]
(Please enter in block capitals)	☐	☐	☐	☐	☐	☐

Variables

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

3 How is the participation of the 8th grade classes in the school's all-day program arranged? For how many classes is participation in the all-day program ...

If the participation arrangements are not applicable for any of the classes, please enter "zero" (0).

a) ... mandatory? |___| Classes

Range: 0 - 9

b) ... voluntary? |___|___| Classes

Range: 0 - 14

c) ... not offered? |___| Classes

Range: 0 - 9

Variables		
h22931a	School: All-day program: Arrangement for 8th grade: Mandatory	pInstitution
h22931b	School: All-day program: Arrangement for 8th grade: Voluntary	pInstitution
h22931c	School: All-day program: Arrangement for 8th grade: Not offered	pInstitution

4 On how many days of the week does your school offer an all-day program - after lunchtime - in the 8th and/or 12 grade?

If no all-day program is offered on any of the weekdays, please enter "zero" (0).

|___| days in the 8th grade

Range: 0 - 7

Variables		
h229311	School: All-day program: Arrangement for 8th grade: Number of weekdays	pInstitution

5 What and how many people are involved in the various elements of the all-day program at your school in a teaching capacity?

This means all persons who are involved for longer periods in extracurricular activities at your school or who offer all-day or afternoon programs on an ongoing basis. This can be on the basis of a contract, against payment or in a voluntary capacity. This does not include teachers who give afternoon lessons or offer other activities. Please enter the numbers aligned to the right.

a) Volunteers (including pensioners) |___|___| People

Range: 0 - 99

b) Dedicated parents |___|___| People

Range: 0 - 99

c) Interns or persons doing other types of vocational training programs |___|___| People

Range: 0 - 99

d) Sports instructors Range: 0 - 99	|___|___|	People
e) People from artistic professions Range: 0 - 99	|___|___|	People
f) Childcare assistants; social assistants Range: 0 - 99	|___|___|	People
g) Youth / child care workers Range: 0 - 99	|___|___|	People
h) Sports educators Range: 0 - 99	|___|___|	People
i) Music educators Range: 0 - 99	|___|___|	People
j) Social education workers; social workers (FH [university of applied sciences]) Range: 0 - 99	|___|___|	People
k) Special education teachers; remedial teachers Range: 0 - 99	|___|___|	People
l) Educators (Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], BA/MA); psychologists (Diplom, BA/MA) Range: 0 - 99	|___|___|	People
m) Other staff with a higher education degree Range: 0 - 99	|___|___|	People
n) Other staff without a higher education degree Range: 0 - 99	|___|___|	People

Variables

h22730a	School: All-day program: Number of staff: Volunteers	pInstitution
h22730b	School: All-day program: Number of staff: Parents	pInstitution
h22730c	School: All-day program: Number of staff: Interns or similar	pInstitution
h22730d	School: All-day program: Number of staff: Sports instructors	pInstitution
h22730e	School: All-day program: Number of staff: Artists	pInstitution
h22730f	School: All-day program: Number of staff: Childcare assistants or similar	pInstitution
h22730g	School: All-day program: Number of staff: Youth / child care workers	pInstitution
h22730h	School: All-day program: Number of staff: Sports educators	pInstitution
h22730i	School: All-day program: Number of staff: Music educators	pInstitution
h22730j	School: All-day program: Number of staff: Social education workers/social workers (FH)	pInstitution
h22730k	School: All-day program: Number of staff: Special education teachers/remedial teachers	pInstitution
h22730l	School: All-day program: Number of staff: Educators/psych.	pInstitution
h22730m	School: All-day program: Number of staff: With higher education degree	pInstitution
h22730n	School: All-day program: Number of staff: Without higher education degree	pInstitution

QUESTIONS ON THE SCHOOL ENVIRONMENT

The environment of a school and cooperation with other institutions can affect the work of a school. We would like to therefore ask you some questions about these topics.

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 registered 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 registered in the school.	☐	☐	☐	☐

Variables		
h535021	Intensity of competition	pInstitution
h535022	Existence dependent on amount of students	pInstitution
h535023	Existence at risk	pInstitution
h535024	Funding dependent on amount of students	pInstitution

ABOUT YOU

At last, some brief questions about yourself.

9 When were you born?

Please enter the numbers aligned to the right.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,948 - 1,990

Variables		
h76512m_O	Month of Birth	pInstitution
h76512y	Year of Birth	pInstitution

10 Are you male or female?

Please check where applicable.

Male [1]	☐
Female [2]	☐

Variables		
h765110	Gender	pInstitution

11 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

12 What is your function at the school?

Please check where applicable.

	Head of school [1]	Vice-head of school [2]	Other function in school administration, specifically: [3]
	☐	☐	☐

Please enter in block letters. ✎ _____

Variables		
hd0041a	Function at the school	pInstitution
hd0041b_O	Other function in school administration, specifically:	pInstitution

Thank you for your cooperation!

5 Parents, CATI (ID 211)

1 Control variables

01913 [Auxiliary variable]: Consent for questions relating to a partner in Bremen provided

Yes/is not Bremen [1] ☐

No [2] ☐

goto 01919

Variables		
pd1000z	Consent for questions about partner given	pParent

01914 [AUTO] Interview date

|___|___| Day

Range: 1 - 31

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 01917

Variables		
intd	Interview date (day)	pParent
intm	Interview date (month)	pParent
inty	Interview date (year)	pParent

2 Intro

1 Control variables

01913 [Auxiliary variable]: Consent for questions relating to a partner in Bremen provided

Yes/is not Bremen [1] ☐

No [2] ☐

goto 01919

Variables		
pd1000z	Consent for questions about partner given	pParent

01914 [AUTO] Interview date

|___|___| Day

Range: 1 - 31

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 01917

Variables		
intd	Interview date (day)	pParent
intm	Interview date (month)	pParent
inty	Interview date (year)	pParent

2 Intro

84002 Are you male or female?	
Male [1]	☐
Female [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 84003

autoif (84002 = 1) h_sex = 1
autoif (84002 = 2) h_sex = 2
autoif (84002 = -97, -98) h_sex = 84002

Variables		
p731702	Sex respondent	pParent

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.

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]	☐
Other relationship [11]	☐
Stepmother [9]	☐
Stepfather [10]	☐
Partner of the mother / father (for same-sex partnership) [8]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 84004

autoif (84002 = -97, -98) & (84003 = 2, 4, 6, 8, 10) h_sex = 1
autoif (84002 = -97, -98) & (84003 = 1, 3, 5, 7, 9) h_sex = 2

if (84002 = 2) 1: leibliche Mutter
if (84002 = -97, -98) 1: leibliche Mutter
if (84002 = 1) 2: leiblicher Vater
if (84002 = -97, -98) 2: leiblicher Vater
if (84002 = 2) 3: Adoptivmutter
if (84002 = -97, -98) 3: Adoptivmutter
if (84002 = 1) 4: Adoptivvater
f (84002 = -97, -98) 4: Adoptivvater
if (84002 = 2) 5: Pflegemutter
if (84002 = -97, -98) 5: Pflegemutter
if (84002 = 1) 6: Pflegevater
f (84002 = -97, -98) 6: Pflegevater
if (84002 = 2) 7: Partnerin des Vaters/ der Mutter (bei gleichgeschlechtlicher Partnerschaft)
if (84002 = -97, -98) 7: Partnerin des Vaters/ der Mutter (bei gleichgeschlechtlicher Partnerschaft)
if (84002 = 1) 8: Partner der Mutter/ des Vaters (bei gleichgeschlechtlicher Partnerschaft)
f (84002 = -97, -98) 8: Partner der Mutter/ des Vaters (bei gleichgeschlechtlicher Partnerschaft)
if (84002 = 2) 9: Stiefmutter
if (84002 = -97, -98) 9: Stiefmutter
if (84002 = 1) 10: Stiefvater
f (84002 = -97, -98) 10: Stiefvater
11: Sonstiges Verhältnis

Variables		
p731701	Relationship to the target child	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]	☐

goto 84005

Variables		
p743040	Child in household	pParent

Condition: if (Startkohorte = 2)

84005 Are you the parent who primarily takes care of the daily concerns of <target child's name>?

Condition: if (Startkohorte = K5, K9)

84005 Are you the parent who primarily takes care of <target child's name>'s school issues?

If the respondent states that both parents are equally responsible/involved, please enter "yes".

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

goto 84006Z

Variables		
p731703	Responsibility for matters target child	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?

Boy [1]	☐
Girl [2]	☐
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

if (Erstbefragte = 2 & Startkohorte = 2) goto 02114Z
if (Erstbefragte = 1) 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?	
[List of citizenships] [-999]	☐
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 - 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

4 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 11103
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 11103
If (Startkohorte = K5, K9) goto 11102

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

Condition: if (h_S3TG1 <> 2)

11102 **Now I will move on to <target child's name>'s school education. Did <target child's name> start school early or at the regular age, or was he held back at that stage?**

Condition: if (h_S3TG1 = 2)

11102 **Now I will move on to <target child's name>'s school education. Did <target child's name> start school early or at the regular age, or was he held back at that stage?**

If asked: Early means that a child is already going to school ahead of the obligatory starting age.

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

goto 11103

Variables		
p712030	Starting school early, at the regular age, or held back	pParent

Condition: if (Startkohorte = 2)

11103 Now I will move on to <target child's name>'s school education. When did <target child's name> start school? Please state the month and year.

Condition: if (Startkohorte = K5, K9)

11103 When did <target child's name> 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

Hasn't started school yet [-20] ☐

Range: 1 - 12

|___|___|___|___| Year

Hasn't started school yet [-20] ☐

Range: 1,900 - 9,999

if (Startkohorte = 2 & 11103 <> -20) goto 11109
if (Startkohorte = 2 & 11103 = -20) goto 11104Z
if (Startkohorte = K5, K9) goto 11104Z

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

START of school episode loop

57101 [AUTO] Episode mode

Newly recorded episode in the panel [2] ☐

Follow-up episode in panel [3] ☐

First-time questionnaire [1] ☐

Extended in the X module [4] ☐

if (57101 = 3) goto 57001P1
if (57101 = 1, 2, 4) goto 57105

autoif (Erstbefragte = 1) 57101 = 1

autoif (Erstbefragte = 2 & 57122(n-1) = 1) 57101 = 2
autoif ((Erstbefragte = 2 & 57122(n-1) = .) 57101 = 3

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

Variables		
ts11400	Episode mode	spParentSchool

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?"
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!	
[List of countries] [-999]	☐
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 school did <target child's name> attend there? Please indicate the corresponding German school type.	
Condition: if (57106 <> 2)	
57112 Which school did <target child's name> attend there?	
If (starting cohort = K5, K9) <<Read out guidelines only if necessary.>> If (starting cohort = 2) <<Please read out options.>>	
Orientation stage <<also test or remedial level e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> [2]	☐
Hauptschule [school for basic secondary education] [4]	☐
Realschule [intermediate secondary school] [5]	☐
Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Sekundarschule, Regelschule, Mittelschule, Oberschule, Wirtschaftsschule, Regionale Schule, Regionalschule, extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, district school, Mittelstufenschule, dual Oberschule>> [6]	☐
Gymnasium [type of school leading to upper secondary education and Abitur] [8]	☐
Special school <<Also special needs center>> [9]	☐
Waldorf school [11]	☐
Vocational school <<leading to a general school-leaving qualification, e.g. Fachoberschule [vocational school at upper secondary level leading to the entrance qualification for universities of applied sciences]>> [13]	☐
Comprehensive school [10]	☐
Elementary school <<also primary school>> [1]	☐
Other school [14]	☐

Refused [-97]	☐
Don't know [-98]	☐

if (57106 = 2) goto 57115
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-, Mittel-, Ober-, und Wirtschaftsschule, Regionale Schule, Regionalschule, Erweiterte Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, Stadtteilschule, Mittelstufenschule, Duale Oberschule>>
if (Startkohorte = K5, K9) 8: Gymnasium
9: Sonderschule / Förderschule <<Auch Förderzentrum>>
if (Startkohorte = K5, K9) 10: Gesamtschule
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 Gymnasium [upper secondary school] [3]	☐
School branch Hauptschule [basic secondary school] [1]	☐
School branch Realschule [intermediate secondary school] [2]	☐
(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.

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

if (57131 = 2) goto 57132
if (57131 = 1, 3, -97, -98) & ((57101 <> 1) OR (57101 = 1 & 57105 > 1)) goto 57115
if (57131 = 1, 3, -97, -98) & (57101 = 1) & (57105 = 1) goto 57133

Variables		
p723180	School authority	spParentSchool

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

Please read options aloud.

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

if (57101 <> 1) OR (57101 = 1 & 57105 > 1) goto 57115
if (57101 = 1) & (57105 = 1) goto 57133

Variables		
p723190	School authority: church	spParentSchool

Condition: if (Startkohorte = K5, K9)

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

Condition: if (Startkohorte = 2)

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

If the respondent can only remember seasons, please enter the following codes: 21: Start of year/Winter, 24: Spring/Easter, 27: Mid-year/Summer, 30: Fall, 32: End of year.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 57133

Variables		
p72301m	Starting date school episode (month)	spParentSchool
p72301y	Starting date school period (year)	spParentSchool
p72301m_g1	Start (month, corrected)	spParentSchool
p72301y_g1	Start (year, corrected)	spParentSchool

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

57133 [First round] You told me before that <target child's name> started school in <11103 (KG4M(Label)) 11103(KG4J)>. Until when did he attend this school without changing schools and without interruption? Please add any vacation time at the end of the school attendance.

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

57133 [First round] You told me before that <target child's name> started school in <11103 (KG4M(Label)) 11103(KG4J)>. Until when did she attend this school without changing schools and without interruption? Please add any vacation time at the end of the school attendance.

Condition: if ((Startkohorte = K5, K9) & 57101 = 3 & 57102 <> 2)

57133 Until when did <target child's name> attend this school or this school branch without changing and without interruption or is he/she still in attendance?

Condition: if (Startkohorte = 2 & 57101 = 3 & 57102 <> 2)

57133 Until when did <target child's name> attend this school without changing and without interruption or is he/she still in attendance?

Condition: if (Startkohorte = K5, K9 & 11103 = -97, -98)

57133 [First round] Until when did <target child's name> attend this school or this school branch without changing schools and without interruption?

Condition: if (Startkohorte = 2 & 11103 = -97, -98)

57133 [First round] Until when did <target child's name> attend this school or this school branch without changing schools and without interruption?

Condition: if (Startkohorte = K5, K9)

57133 [Next round] Until when did <target child's name> attend this school or this school branch without changing schools and without interruption?

Condition: if (Startkohorte = 2)

57133 [Next round] Until when did <target child's name> attend this school without changing schools and without interruption?

If asked: Prolonged illness means at least 3 months of interrupted school attendance. If the respondent can only remember seasons, please enter the following codes: 21: Start of year/Winter, 24: Spring/Easter, 27: Mid-year/Summer, 30: Fall, 32: End of year.

|___|___| Month

Up to present [-20] ☐

Range: 1 - 12

|___|___|___|___| Year

Up to present [-20] ☐

Range: 1,900 - 9,999

if (57133 < INTDAT) goto 57117
if ((57133 = INTDAT) & 57116 <> 1) goto 57116
if ((57133 = INTDAT) & 57116 = 1) goto 57126Z

autoif (57133 = -20) 57133 (ASENDM) = intm
autoif (57133 = -20) 57133 (ASENDJ) = intj
autoif (57133 = -20) 57116 = 1
autoif (57133 < intdat) 57116 = 2

Variables		
p72302m	End of school episode (month)	spParentSchool
p72302y	End of school episode (year)	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.

Changed school [1]	☐
Interruption to schooling [2]	☐
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]	☐
Postponement of school attendance [7]	☐
Other reasons [6]	☐
House move, change of residence [1]	☐
Finished school with school-leaving qualification [5]	☐
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

6 Current school attendance

86002 I would now like to ask you a few questions about the school that <target child's name> is currently attending. Where is the school located and/or to what municipality does this place belong?

Please select from the list of municipalities!

[List of municipalities] [9999999]	☐
Currently not attending any school [-95]	☐
Varying locations [-20]	☐
Ort not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (86002 = -96) goto 86003
if (86002 = -95) goto 86012
if (86002 <> -95, -96) goto 86005

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

86005 What school is <target child's name> currently attending?

Waldorf school [11]	☐
Elementary school <<also primary school>> [1]	☐
Other school [14]	☐
Special school / special needs school <<also special needs center>> [9]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (86005 = 14) goto 86006
if (86005 <> 14) goto 86007

Variables		
p723080	School type	spParentSchool

86006 What other type of school is that?

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

School type: _____

goto 86007

Variables		
p723090_O	Type of school (open)	spParentSchool

86009 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.

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

if (86009 = 2) goto 86010
if (86009 = 1, 3, -97, -98) goto 86011

Variables		
p723180	School authority	spParentSchool

86010 Exactly what kind of church authority is the school under? Is it …

Please read options aloud.

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

goto 86011

Variables		
p723190	School authority: church	spParentSchool

86011 Since when has <target child's name> been attending this school without changing schools and without interruption, for example, due to prolonged illness or relocating?

If asked: Prolonged illness means at least 3 months of interrupted school attendance. If the respondent can only remember seasons, please enter the following codes: 21: Start of year/Winter, 24: Spring/Easter, 27: Mid-year/Summer, 30: Fall, 32: End of year.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 86013Z

Variables		
p72301m	Start date School attendance (month)	spParentSchool
p72301y	Start date School attendance (year)	spParentSchool
p72301m_g1	Start (month, corrected)	spParentSchool
p72301y_g1	Start (year, corrected)	spParentSchool

86012 What is the reason for the interruption of the school attendance?

Do not read aloud, note the appropriate code.

- ☐ Postponement of school attendance [7]
- ☐ Other reasons [6]
- ☐ Illness [3]
- ☐ Relocation, change of residency [1]
- ☐ Schooldays spent abroad [4]
- ☐ *Refused [-97]*
- ☐ *Don't know [-98]*

goto 86013Z

Variables		
p723140	Reason school interruption	spParentSchool

7 School cross-section

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.

Entrance qualification for universities of applied sciences [2]	☐
Abitur [3]	☐
Left school without eligibility to apply to a higher education institution [1]	☐
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 58141Z*		

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 58141Z		

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

58126 What grade is <target child's name> attending currently?

Some schools have school entrance stages or phases. Here, students are taught in classes with mixed grades, usually the first and second grade together, rather than in grade-specific classes. Sometimes there is even a flexible school attendance period of up to three years. Parents can therefore not always specify the class. 'Grade' is synonymous with 'school year'.

3rd grade [3]	☐
4th grade [4]	☐
5th grade [5]	☐
6th grade [6]	☐
7th grade [7]	☐
8th grade [8]	☐
9th grade [9]	☐
1st grade [1]	☐
2nd grade [2]	☐
School entrance stage [0]	☐
10th grade [10]	☐
11th grade [11]	☐
12th grade [12]	☐
13th grade [13]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58126 <> 0) goto 58104
if (58126 = 0) goto 58142

Variables		
p723400	Grade	pParent

Condition: if (Erstbefragte = 1)

58104 Has <target child's name> ever repeated a school year or was held back a year?

Condition: if (Erstbefragte = 2 & Startkohorte = 2)

58104 Has <target child's name> repeated a grade or was held back a year since our last interview?

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

58104 Has <target child's name> repeated a grade or was held back 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 58143
if (58104 <> 1) & (Erstbefragte = 1) & (Förderschuleltern = 1) & (ALL(57112 <> 9)) goto 58108

Variables		
p725000	Held back a year/repeated grade	pParent

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

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

	Not specified [0]	Specified [1]
1: 1st grade	☐	☐
2: 2nd grade	☐	☐
3: 3rd grade	☐	☐
4: 4th grade	☐	☐
5: 5th grade	☐	☐
6: 6th grade	☐	☐
7: 7th grade	☐	☐
8: 8th grade	☐	☐
9: 9th grade	☐	☐
10: 10th grade	☐	☐
11: 11th grade	☐	☐
12: 12th grade	☐	☐
Refused	☐	☐
Don’t know	☐	☐

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 58143
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 graded	pParent
p725010	Repeated grade levels: 10th grade	pParent
p725011	Repeated grade levels: 11th grade	pParent
p725012	Repeated grade levels: 12th grade	pParent

Condition: if (Erstbefragte = 1)

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

Condition: if (Erstbefragte = 2 & Startkohorte = 2)

58106 Has <target child's name> skipped a grade since our last interview?

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

58106 Has <target child's name> 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 58142
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 58142
if (58106 <> 1 & (Startkohorte = K5, K9) & Erstbefragte = 2) goto 58116

Variables		
p726000	Skipped grade	pParent

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

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

	Not specified [0]	Specified [1]
1: 1st grade	☐	☐
2: 2nd grade	☐	☐
3: 3rd grade	☐	☐
4: 4th grade	☐	☐
5: 5th grade	☐	☐
6: 6th grade	☐	☐
7: 7th grade	☐	☐
8: 8th grade	☐	☐
9: 9th grade	☐	☐
10: 10th grade	☐	☐
11: 11th grade	☐	☐
12: 12th grade	☐	☐
Refused	☐	☐
Don’t know	☐	☐

if (Startkohorte = 2) goto 58142

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 <target child's name> in the 4th or 6th grade?**

If the respondent indicates that there was no recommendation for a secondary school, please use the "does not apply" BUTTON! Here we mean a written recommendation from the school or, if such was not given, an oral recommendation from a single teacher during a parent-teacher discussion.

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 58142
if (58108 = 2, -93, -97, -98) & (Förderschuleltern = 1) goto 58143

Variables		
p727000	Recommendation secondary school or course of education	pParent

58109 To what type of school or course of education did it apply?	
Do not read out - categorize answer. If two answers are given: Enter the first answer here, the second will be treated in the next question. Here we mean a written recommendation from the school or, if such is not available, an oral recommendation from a single teacher during a parent-teacher discussion.	
Gemeinschaftsschule [type of Gesamtschule in Schleswig-Holstein] (NRW) [14]	☐
School for highly gifted students [13]	☐
Orientation stage [first two years of secondary education] [12]	☐
Special school [11]	☐
Hauptschule [school for basic secondary education] [1]	☐
Gymnasium [type of school leading to upper secondary education and Abitur] [3]	☐
Realschule [intermediate secondary school] [2]	☐
Remedial level (Hesse) [10]	☐
Sekundarschule [type of school in Bremen and Saxony-Anhalt offering basic and intermediate secondary education] (Bremen, NRW) [9]	☐
Regionale Schule [type of school in Mecklenburg-West Pomerania offering basic and intermediate secondary education] (Rhineland Palatinate) [8]	☐
Regelschule [basic and intermediate secondary school in Thuringia] (Thuringia) [7]	☐
Mittelschule [type of school offering basic and intermediate secondary education in Saxony] (Saxony/Bavaria) [6]	☐
Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Gemeinschaftsschule, Oberschule, district school, extended Realschule, Realschule plus, Werkrealschule, Mittelstufenschule>> [5]	☐
Integrated Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper] with inclusion [4]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58121	

Variables		
p727001_R	Recommendation secondary school or course of education, which ones?	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".

Gemeinschaftsschule [type of Gesamtschule in Schleswig-Holstein] (NRW) [14]	☐
School for highly gifted students [13]	☐
Orientation stage [first two years of secondary education] [12]	☐
Special school [11]	☐
Hauptschule [school for basic secondary education] [1]	☐
Gymnasium [type of school leading to upper secondary education and Abitur] [3]	☐
Realschule [intermediate secondary school] [2]	☐
Remedial level (Hesse) [10]	☐
Sekundarschule [type of school in Bremen and Saxony-Anhalt offering basic and intermediate secondary education] (Bremen, NRW) [9]	☐
Regionale Schule [type of school in Mecklenburg-West Pomerania offering basic and intermediate secondary education] (Rhineland Palatinate) [8]	☐
Regelschule [basic and intermediate secondary school in Thuringia] (Thuringia) [7]	☐
Mittelschule [type of school offering basic and intermediate secondary education in Saxony] (Saxony/Bavaria) [6]	☐
Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Gemeinschaftsschule, Oberschule, district school, extended Realschule, Realschule plus, Werkrealschule, Mittelstufenschule>> [5]	☐
Integrated Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper] with inclusion [4]	☐
No second response [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((Startkohorte = K5) & Förderschuleltern = 1) goto 58143
if ((Startkohorte = K5) & Förderschuleltern = 2) goto 58142
if (Startkohorte = K9) goto 58142

Variables		
p727002_R	Recommendation secondary school or course of education, further ones?	pParent
p727002_D	Recommendation secondary school or course of education, further ones? (coarsened)	pParent

58142 Is your child !!currently!! receiving particular support from a special needs teacher at school?

If there are any questions about what special needs teachers are: These are teachers who have been trained to offer particular support to students who have learning disabilities, hearing defects, behavioral problems, speech impediments, or who are visually impaired or physically disabled. If there are any questions: There are schools where a special needs teacher comes into the classroom on a regular basis to offer assistance to those students who are in particular need of it. If this is the case for your child, I can make a note of this here [[Interviewer: Please press "whole class receives special needs lessons" button]].

Yes [1]	☐
No [2]	☐
Whole class receives special needs lessons [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58143

Variables		
p190100	Current special needs education	pParent

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

58143 Regardless of this, does your child !!currently!! have any special educational needs (SEN)? This means that a special needs teacher has assessed your child's learning capabilities.

Condition: if ((Startkohorte = K5) & Förderschuleltern = 1)

58143 Does your child !!currently!! have any special educational needs (SEN)? This means that a special needs teacher has assessed your child's learning capabilities.

If there are any questions about what special needs teachers are: These are teachers who have been trained to offer particular support to students who have learning disabilities, hearing defects, behavioral problems, speech impediments, or who are visually impaired or physically disabled. If there are any questions: Dyscalculia, dyslexia and being highly-gifted are not special educational needs. If an assessment was issued some time ago and it is still valid, your child has special educational needs.

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

if (58143 = 1) goto 58144
if (58143 <> 1) goto 58153

Variables		
p190200	Diagnosis of special educational needs	pParent

58144 [MF] Which areas were covered in this assessment?

By this I mean which special needs areas were described in this assessment.

	Not specified [0]	Specified [1]
1: ...learning (learning disability)?	☐	☐
2: ...speech (speech impediment, language difficulties)?	☐	☐
3: ...physical and motor development (physically disabled)?	☐	☐
4: ...emotional and social development (behavior)?	☐	☐
5: ...mental development (mentally disabled)?	☐	☐
6: ...sight (visually impaired, blind)?	☐	☐
7: ...hearing (hearing defect, hard of hearing, deaf)?	☐	☐
8: ...autism?	☐	☐
9: ...other special educational needs?	☐	☐
Refused	☐	☐
Don't know	☐	☐

if (IntFös03_09=1) goto 58145
if (IntFös03_09 <> 1) goto 58112

Variables		
p19020a	Type of special educational needs: Learning	pParent
p19020b	Type of special educational needs: Speech	pParent
p19020c	Type of special educational needs: Physical development	pParent
p19020d	Type of special educational needs: Behavior	pParent
p19020e	Type of special educational needs: Mental development	pParent
p19020f	Type of special educational needs: Sight	pParent
p19020g	Type of special educational needs: Hearing	pParent
p19020h	Type of special educational needs: Autism	pParent
p19020i	Type of special educational needs: Other needs	pParent

58145 As this type of special educational needs is not on my list, I would like to enter its exact name!

Please enter type of special educational needs (no abbreviations)



goto 58112

Variables		
p19020j_O	Special educational needs OPEN	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: 0 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 58154

Variables		
p72802m	Date of determination of special educational needs (month)	pParent
p72802y	Date of determination of special educational needs (year)	pParent

58153 I would now like to talk about school. Does <target child's name> spend time with students !!with!! special educational needs?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (58153 = 1) goto 58155
if (58153 <> 1) goto 58159

Variables		
p190300	Joint lessons with children with SEN	pParent

58154 I would now like to talk about school. Does <target child's name> spend time with students !!without!! special educational needs?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (58154 = 1) goto 58164
if (58154 <> 1) goto 58160

Variables		
p190310	Joint lessons with children without SEN	pParent

58155	Does <target child's name> always or almost always have joint lessons with students !!with!! special educational needs?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58155 = 1) goto 58159
if (58155 <> 1) goto 58161

Variables		
p19030a	Scope of joint lessons with children with SEN: Always or almost always	pParent

58161	Does <target child's name> have !!occasional joint lessons!! with students with special educational needs, e.g. in art, music or sports?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58162

Variables		
p19030b	Scope of joint lessons with children with SEN: Occasional joint lessons	pParent

58162	Does <target child's name> take part in joint school activities !!several times per month!! with students with special educational needs, e.g. after-school clubs?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (58162 =1) goto 58159
if (58162 <>1) goto 58163

Variables		
p19030c	Scope of joint lessons with children with SEN: Several times per month	pParent

58163	Does <target child's name> take part in joint school activities !!several times per year!! with students with special educational needs, e.g. trips or school festivities?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58159	

Variables		
p19030d	Scope of joint lessons with children with SEN: Trips	pParent

58164	Does <target child's name> always or almost always have joint lessons with students !!without!! special educational needs?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (58164 = 1) goto 58160 *if (58164 <> 1) goto 58156*	

Variables		
p19031a	Scope of joint lessons with children without SEN: Always or almost always	pParent

58156	Does <target child's name> have !!occasional joint lessons!! with students without special educational needs, e.g. in art, music or sports?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58157	

Variables		
p19031b	Scope of joint lessons with children without SEN: Occasional joint lessons	pParent

58157	Does <target child's name> take part in joint school activities !!several times per month!! with students without special educational needs, e.g. after-school clubs?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (58157 =1) goto 58160 *if (58157 <>1) goto 58158*	

Variables		
p19031c	Scope of joint lessons with children without SEN: Several times per month	pParent

58158	Does <target child's name> take part in joint school activities !!several times per year!! with students without special educational needs, e.g. trips or school festivities?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58160	

Variables		
p19031d	Scope of joint lessons with children without SEN: Trips	pParent

58159	Does <target child's name> spend time with students with special educational needs !! outside of school!!, e.g. in after-school supervision or in his/her free time?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 58115	

Variables		
p19030e	Out-of-school contact with children with SEN	pParent

58160 Does <target child's name> spend time with students without special educational needs !!outside of school!!, e.g. in after-school supervision or in his/her free time?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58115

Variables		
p19031e	Out-of-school contact with children without SEN	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 58151

Variables		
p728050	Determination LRS	pParent

58151 Has <target child's name> been diagnosed with a mathematical disability, also known as dyscalculia?

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (Startkohorte = 2) goto 58118Z
if (Startkohorte = K5, K9) goto 58116

Variables		
p728060	Diagnosed with dyscalculia	pParent

58116 What grade did <target child's name> have in mathematics on last years's final report card?

If a different grading system was used, please categorize. if (starting cohort = K9) <<If grade is indicated in points (0 to 15) at upper Gymnasium level, please categorize as follows: 15 to 13 points: 1 12 to 10 points: 2 9 to 7 points: 3 6 to 4 points: 4 3 to 1 point(s): 5 0 points: 6

Very good [1]	☐
Satisfactory [3]	☐
Good [2]	☐
Unsatisfactory [6]	☐
Poor [5]	☐
Adequate [4]	☐
No grade provided [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58117

Variables		
p724102	Grade final report card: Math	pParent

58117 What grade did <target child's name> have in German on last year's final report card?

If a different grading system was used, please categorize. if (starting cohort = K9) If grade is indicated in points (0 to 15) at upper Gymnasium level, please categorize as follows: 15 to 13 points: 1 12 to 10 points: 2 9 to 7 points: 3 6 to 4 points: 4 3 to 1 point(s): 5 0 points: 6

Very good [1]	☐
Satisfactory [3]	☐
Good [2]	☐
Unsatisfactory [6]	☐
Poor [5]	☐
Adequate [4]	☐
No grade provided [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 58118Z

Variables		
p724101	Annual report grade - German	pParent

8 Coping with school days

Condition: if (h_S3TG1 <> 2)

48101 **I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> generally does his homework by himself.**

Condition: if (h_S3TG1 = 2)

48101 **I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> generally does her homework by herself.**

Read out options. If the child has no homework at all or only very occasionally, 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

autoif (48101 = -20) 48105 = -20

Variables		
pb00010	Independence 1 - Child does most homework on his/her own.	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.

Does not apply at all [1]	☐
Applies to some extent [3]	☐
Applies completely [4]	☐
Does not really apply [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 48103

Variables		
pb00020	Joy of learning 1 - Child enjoys going to school.	pParent

Condition: if (h_S3TG1 <> 2)

48103 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> handles his work material with care.**

Condition: if (h_S3TG1 = 2)

48103 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> handles her work material with care.**

Only read out options 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 handles work material with care.	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

Condition: if (h_S3TG1 <> 2)

48107 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> does all his work very carefully.**

Condition: if (h_S3TG1 = 2)

48107 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> does all her work very carefully.**

Only read out options 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 completes all 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	[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> finds much of the school work easy.	
Only read out options 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 48111		

Variables		
pb00090	Independence 3 - Many tasks in school are easy for child.	pParent

48111	[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> enjoys learning at school.	
Only read out options 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 48112		

Variables		
pb00100	Likes learning 3 - Child enjoys learning in school a lot.	pParent

Condition: if (h_S3TG1 <> 2)

48112 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> gives up easily when he finds something difficult.**

Condition: if (h_S3TG1 = 2)

48112 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> gives up easily when she finds something difficult.**

Only read out options 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 quickly if something is difficult.	pParent

48113 **[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> has made new friends in class.**

Only read out options 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 (Startkohorte = 2) goto 48114
if (Startkohorte = K5) goto 48109Z

Variables		
pb00120	Social integration year 3 - Child has found new friends in the class.	pParent

48114	[NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> makes an effort when the work is difficult.	
Only read out options 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 48109Z		

Variables		
pb00130	Readiness for exertion 4 - Child makes an effort when assignments are difficult.	pParent

9 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.	
Disagree [1]	☐
Rather agree [3]	☐
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.	
Disagree [1]	☐
Rather agree [3]	☐
Rather disagree [2]	☐
Agree [4]	☐
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 agree [3]	☐
Rather disagree [2]	☐
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.

Disagree [1]	☐
Rather agree [3]	☐
Rather disagree [2]	☐
Agree [4]	☐
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.		
Disagree [1]		☐
Rather agree [3]		☐
Rather disagree [2]		☐
Agree [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 16108Z		

Variables		
pd0200g	German lessons - agree: should learn to search the internet in German class	pParent

10 Private 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 14112Z*		

Variables		
p261100	Private tuition - panel questions - occurrence	pParent

14101 [MF] And in what subjects is <target child's name> receiving private tutoring?

Do not read out the options, just allocate: multiple answers allowed.

	Not specified [0]	Specified [1]
Mathematics	☐	☐
German	☐	☐
English	☐	☐
French	☐	☐
Latin	☐	☐
Physics	☐	☐
Chemistry	☐	☐
Biology	☐	☐
other subject / subjects	☐	☐
Refused	☐	☐
Don't know	☐	☐

if (PNH2p_2 = 1) goto 14103
if (PNH2p_2 <> 1) goto 14104

Variables		
p262101	Private tuition - panel questions - subject: Mathematics	pParent
p262102	Private tuition - panel questions - subject: German	pParent
p262103	Private tuition - panel questions - subject: English	pParent
p262104	Private tuition - panel questions - subject: French	pParent
p262105	Private tuition - panel questions - subject: Latin	pParent
p262106	Private tuition - panel questions - subject: Physics	pParent
p262107	Private tuition - panel questions - subject: Chemistry	pParent
p262108	Private tuition - panel questions - subject: Biology	pParent
p262109	Private tuition - 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 14110Z

Variables		
p261101	Private tuition - panel questions - scope	pParent

14105 Where does <target child's name> receive their private tuition?

Read out the options. If the tuition takes place in different venues: "Where does it mainly take place?"

Privately, but not in your home [2]	☐
In a private tuition institute [3]	☐
In school [4]	☐
In a youth or community center [5]	☐
Or somewhere else [6]	☐
Privately, in your home [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 14106

Variables		
p269100	Private tuition - supplementary questions - location	pParent

14106 And how is the tuition organized?

Read out the options

as individual tuition [1]	☐
in groups of more than 5 pupils [3]	☐
in small groups of up to 5 pupils maximum [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 14107

Variables		
p269101	Private tuition - supplementary questions - type of organization	pParent

14107 Who gives the tuition?

Read out options. If several people are named: "Please tell me the name of the person who gives most of the private tutoring".

A student [2]	☐
A schoolboy / schoolgirl [3]	☐
Another private individual [4]	☐
A qualified teacher [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 14108

Variables		
p269102	Private tuition - supplementary questions - teacher	pParent

14108 How much does the private tutoring cost you on average per month?

If asked: If no fixed monthly amount is paid, the respondent should estimate the amount to the best of their ability. Vacation, or other times when no private tuition is given, should not be included: "If you don't pay a fixed monthly amount for the private tuition, please estimate the amount to the best of your ability. Please do not include vacation, or other times when no private tuition is given"

|___|___|___| Euros per month

Range: 0 - 999

goto 14109

Variables		
p269103	Private tuition - supplementary questions - costs	pParent

14109	In your opinion, how much has <target child's name> improved because of the private tuition?	
Read out the options		
Not at all [1]		☐
Very much [4]		☐
A lot [3]		☐
A little [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 14112Z		

Variables		
p262100	Private tuition - supplementary questions - success	pParent

11 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]		☐
if (Startkohorte = K5) goto 17102 *if (Startkohorte = K9) goto 17103*		

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.	
Sometimes [3]	☐
Rarely [2]	☐
Often [4]	☐
Never [1]	☐
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

17103	How often do you assist <target child's name> in preparing speeches or presentations for classes?
Read out answer options aloud if necessary.	
Sometimes [3]	☐
Rarely [2]	☐
Often [4]	☐
Never [1]	☐
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 <target child's name> about topics that are discussed in class?	
Read out answer options aloud if necessary.		
Sometimes [3]		☐
Rarely [2]		☐
Often [4]		☐
Never [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 17106		

Variables		
p28430c	Support: Frequency: Discussing topics	pParent

17106	How often do you talk to <target child's name> about school problems?	
Read out answer options aloud if necessary.		
Sometimes [3]		☐
Rarely [2]		☐
Often [4]		☐
Never [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 17104Z		

Variables		
p28430d	Support: Frequency: 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 RCT

56212	Please tell me how important it is for you that <target child's name> achieves a similar or better school-leaving qualification than you achieved yourself. For you, is that very unimportant, fairly unimportant, neither important or unimportant, fairly important or very important?	
Only read out the options if needed		
In the middle [3]		☐
Rather unimportant [2]		☐
Rather important [4]		☐
Very unimportant [1]		☐
Very important [5]		☐
Respondent does not have a school-leaving qualification [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56213		

Variables		
p305350	Importance maintenance of educational status	pParent

56213	And how important is it for you that <target child's name> will have a similar or better profession than you later on?	
Read out the options. If unemployed "Please think about your last professional activity"		
In the middle [3]		☐
Rather unimportant [2]		☐
Rather important [4]		☐
Very unimportant [1]		☐
Very important [5]		☐
has never been employed [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (56213 = -20) goto 56216 *if (56213 <> -20) goto 56214*		

Variables		
p305600	Importance maintenance of professional status	pParent

20 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 (11103 <> -20) goto 22028 *if (11103 = -20) goto 22007*		

Variables		
p521000	Self-assessment health	pParent

22030	Did you make use of the U9 early diagnosis test in <name of target child>'s 6th year of life?
No [2]	☐
Yes [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 22018Z	

Variables		
p529208	Participation in U9	pParent

21 Child’s characteristics (Big Five)

53113	**For the following opposing characteristics, we would like you to indicate which characteristics apply more to <target child's name>. You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. Please evaluate the characteristic as it applies to <target child's name> from 0 “is quiet” to 10 “is talkative”.**

Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.

1 [1]	☐
5 [5]	☐
6 [6]	☐
2 [2]	☐
3 [3]	☐
4 [4]	☐
Is quiet [0]	☐
Is talkative [10]	☐
7 [7]	☐
8 [8]	☐
9 [9]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 53114

Variables		
p66802a_g1	Big Five: extraversion	pParent
p66802a	Big Five parent assessment: Quiet/talkative	pParent

53114	Please assess the characteristics in regards to <target child's name> from 0 “is untidy” to 10 “is tidy”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
...is organized [10]	☐	
...is disorganized [0]	☐	
3 [3]	☐	
4 [4]	☐	
7 [7]	☐	
9 [9]	☐	
8 [8]	☐	
5 [5]	☐	
6 [6]	☐	
2 [2]	☐	
1 [1]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 53115		

Variables		
p66802b_g1	Big Five: Conscientiousness	pParent
p66802b	Big Five parent assessment: Untidy/tidy	pParent

53115	Please assess the characteristics in regards to <target child's name> from 0 “is good-natured” to 10 “is irritable”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
1 [1]		☐
2 [2]		☐
6 [6]		☐
5 [5]		☐
8 [8]		☐
9 [9]		☐
7 [7]		☐
4 [4]		☐
3 [3]		☐
...is even-tempered [0]		☐
...is irritable [10]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 53116		

Variables		
p66802c_g1	Big Five: Agreeableness	pParent
p66802c	Big Five Parental assessment: Good-natured/irritable	pParent

53116	**Please assess the characteristics in regards to <target child's name> from 0 “is not very interested” to 10 “is hungry for knowledge”.**
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.	
...is hungry for knowledge [10]	☐
...is uninterested [0]	☐
3 [3]	☐
4 [4]	☐
7 [7]	☐
9 [9]	☐
8 [8]	☐
5 [5]	☐
6 [6]	☐
2 [2]	☐
1 [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 53117	

Variables		
p66802d_g1	Big Five: Openness/intellect	pParent
p66802d	Big Five parent assessment: Not very interested/hungry for knowledge	pParent

53117	Please assess the characteristics in regards to <target child's name> from 0 “lacks confidence” to 10 “is confident”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
Lacks confidence [0]		☐
4 [4]		☐
3 [3]		☐
9 [9]		☐
8 [8]		☐
7 [7]		☐
6 [6]		☐
5 [5]		☐
2 [2]		☐
1 [1]		☐
Is confident [10]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 53118		

Variables		
p66802e_g1	Big Five: Neuroticism	pParent
p66802e	Big Five parent assessment: Lacks confidence/is confident	pParent

53118	Please assess the characteristics in regards to <target child's name> from 0 “is reserved” to 10 “is sociable”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
...is gregarious [10]	☐	
...is reserved [0]	☐	
3 [3]	☐	
4 [4]	☐	
7 [7]	☐	
9 [9]	☐	
8 [8]	☐	
5 [5]	☐	
6 [6]	☐	
2 [2]	☐	
1 [1]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 53119		

Variables		
p66802f	Big Five parent assessment: Reserved/sociable	pParent

53119	Please assess the characteristic as it applies to <target child's name> from 0 “is easily distracted” to 10 “is focused”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
1 [1]		☐
2 [2]		☐
5 [5]		☐
6 [6]		☐
7 [7]		☐
8 [8]		☐
9 [9]		☐
3 [3]		☐
4 [4]		☐
Is easily distracted [0]		☐
Is focused [10]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 53120		

Variables		
p66802g	Big Five Parental assessment: Easily distracted/focused	pParent

53120	Please assess the characteristics in regards to <target child's name> from 0 “is stubborn” to 10 “is obedient”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
7 [7]	☐	
9 [9]	☐	
8 [8]	☐	
5 [5]	☐	
6 [6]	☐	
2 [2]	☐	
...is docile [10]	☐	
...is defiant [0]	☐	
3 [3]	☐	
4 [4]	☐	
1 [1]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 53121		

Variables		
p66802h	Big Five parent assessment: Stubborn/obedient	pParent

53121	Please assess the characteristics in regards to <target child's name> from 0 “is stubborn” to 10 “is obedient”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.		
Understands quickly [10]		☐
Needs more time [0]		☐
4 [4]		☐
3 [3]		☐
9 [9]		☐
8 [8]		☐
7 [7]		☐
6 [6]		☐
5 [5]		☐
2 [2]		☐
1 [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 53122		

Variables		
p66802i	Big Five parental assessment: Needs more time/understands quickly	pParent

53122	Please assess the following characteristic with regard to <target child's name> From 0 “not anxious” to 10 “anxious”.	
Please read out again if necessary: You can rate how strongly the characteristics apply on a scale of 0 to 10. A low number means the first characteristic is more applicable, and a high number means the second is more applicable. *If the respondent has difficulty categorizing the answer: “Here we are looking at the overall picture of your child. Please try to give us a general assessment of your child’s typical behavior in everyday situations”.*		
1 [1]	☐	
2 [2]	☐	
5 [5]	☐	
6 [6]	☐	
7 [7]	☐	
8 [8]	☐	
9 [9]	☐	
3 [3]	☐	
4 [4]	☐	
Doesn’t worry [0]	☐	
Worries [10]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 53123Z		

Variables		
p66802j	Big Five parent assessment: Not anxious/anxious	pParent

23 RCT

56101	The following questions relate to the various school-leaving qualifications with which <target child's name> can finish school. How often do you already think about what school-leaving qualifications <target child's name> will finish school with?	
Read out options.		
Seldom [2]		☐
Sometimes [3]		☐
Often [4]		☐
Never [1]		☐
Very good [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56102		

Variables		
p312350	Time horizon: School leaving	pParent

56102	If you consider everything you know now, how likely do you think it is that <target child's name> could obtain the leaving certificate of the Hauptschule [school for basic secondary education]? Do you think this is very unlikely, fairly unlikely, roughly 50 / 50, fairly likely, or very likely?	
Read out the options again if needed.		
Very likely [5]		☐
Very unlikely [1]		☐
Rather unlikely [2]		☐
Rather likely [4]		☐
About 50/50 [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56103		

Variables		
p30035a	Subjective probability of success leaving certificate of the Hauptschule	pParent

56103 **And how likely do you think it is that <target child's name> could obtain the leaving certificate of the Realschule? Very unlikely, fairly unlikely, roughly 50 / 50, fairly likely, or very likely?**

Only read the options out again if asked. If asked: "Mittlere Reife is equivalent to the leaving certificate of the Realschule or the Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

Very likely [5]	☐
Very unlikely [1]	☐
Rather unlikely [2]	☐
Rather likely [4]	☐
About 50/50 [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56104

Variables		
p30035b	Subjective likelihood of completion of the leaving certificate of the Realschule	pParent

56104 **And how likely do you think it is that <target child's name> could complete the Abitur [university entrance qualification]?**

Read out the options again if needed.

Very likely [5]	☐
Very unlikely [1]	☐
Rather unlikely [2]	☐
Rather likely [4]	☐
About 50/50 [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56105

Variables		
p30035c	Subjective probability of success Abitur	pParent

Condition: if (h_S3TG1 <> 2)

56105 How good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Hauptschule?

Condition: if (h_S3TG1 = 2)

56105 How good would the prospects of a good job be for <target child's name>: If she were to complete the leaving certificate of the Hauptschule?

Read out options.

Rather poor [2]	☐
In the middle [3]	☐
Rather good [4]	☐
Very poor [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56106

Variables		
p30235a	Benefit - leaving certificate of the Hauptschule - good job	pParent

Condition: if (h_S3TG1 <> 2)

56106 And how good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Realschule?

Condition: if (h_S3TG1 = 2)

56106 And how good would the prospects of a good job be for <target child's name> if she were to complete the leaving certificate of the Realschule?

Read out the options. If asked: "Mittlere Reife" is equivalent to the leaving certificate of the Realschule or the Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

Rather poor [2]	☐
In the middle [3]	☐
Rather good [4]	☐
Very poor [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56107

Variables		
p30235b	Benefit - Leaving certificate of the Realschule - good job	pParent

56107	And if <target child's name> were to do the Abitur?	
Read out the options again if needed.		
Rather poor [2]		☐
In the middle [3]		☐
Rather good [4]		☐
Very poor [1]		☐
Very good [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56108		

Variables		
p30235c	Benefit - Abitur - good job	pParent

56108	Please tell me how important it is for you that <target child's name> achieves a similar or better school-leaving qualification than you achieved yourself. For you, is that very unimportant, fairly unimportant, neither important or unimportant, fairly important or very important?	
Do not read out the options		
In the middle [3]		☐
Rather unimportant [2]		☐
Rather important [4]		☐
Very unimportant [1]		☐
Very important [5]		☐
Respondent does not have a school-leaving qualification [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56109		

Variables		
p305350	Importance maintenance of educational status	pParent

56109	And how important is it for you that <target child's name> will have a similar or better profession than you later on?	
Read out the options. If unemployed "Please think about your last professional activity"		
In the middle [3]		☐
Rather unimportant [2]		☐
Rather important [4]		☐
Very unimportant [1]		☐
Very important [5]		☐
has never been employed [-20]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (56109 = -20) goto 56113 *if (56109 <> -20) goto 56110*		

Variables		
p305600	Importance maintenance of professional status	pParent

Condition: if (h_S3TG1 <> 2)

56110	How good would <target child's name>'s chances be of pursuing a profession that is just as good as or better than your own if he were to obtain the leaving certificate of the Hauptschule?	

Condition: if (h_S3TG1 = 2)

56110	How good would <target child's name>'s chances be of pursuing a profession that is just as good as or better than your own if she were to obtain the leaving certificate of the Hauptschule?	
Read out the options. If unemployed "Please think about your last professional occupation"		
Rather poor [2]		☐
In the middle [3]		☐
Rather good [4]		☐
Very poor [1]		☐
Very good [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56111		

Variables		
p30735a	Likelihood of maintaining professional status leaving cert. of the Hauptschule	pParent

Condition: if (h_S3TG1 <> 2)

56111 And how good would <target child's name>'s chances be of pursuing a profession that is just as good as or better than your own if he were to obtain the leaving certificate of the Realschule?

Condition: if (h_S3TG1 = 2)

56111 And how good would <target child's name>'s chances be of pursuing a profession that is just as good as or better than your own if she were to obtain the leaving certificate of the Realschule?

Read out the options. If unemployed "Please think about your last professional occupation"

Rather poor [2]	☐
In the middle [3]	☐
Rather good [4]	☐
Very poor [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56112

Variables		
p30735b	Likelihood of maintaining professional status leaving certificate of Realschule	pParent

56112 And if <target child's name> were to do the Abitur?

Read out options again only if necessary. If unemployed: "Please think about your last professional activity"

Rather poor [2]	☐
In the middle [3]	☐
Rather good [4]	☐
Very poor [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 56113

Variables		
p30735c	Likelihood of maintaining professional status Abitur	pParent

56113	As long as children are at school, parents pay for most of the things they need, for example school supplies and clothes. How difficult would it be for you to cover these costs if <target child's name> were to do the leaving certificate of the Hauptschule? Very difficult, fairly difficult, neither difficult nor easy, fairly easy, or very easy?	
Only read out options if necessary.		
very hard [1]		☐
rather hard [2]		☐
neither nor [3]		☐
rather easy [4]		☐
very easy [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56114		

Variables		
p30335a	Financial burden leaving certificate of the Hauptschule	pParent

56114	And how difficult would it be for you to cover these costs if <target child's name> were to do the leaving certificate of the Realschule?	
Read out options.		
very hard [1]		☐
rather hard [2]		☐
neither nor [3]		☐
rather easy [4]		☐
very easy [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56115		

Variables		
p30335b	Financial burden leaving certificate of the Realschule	pParent

56115	And how difficult would it be for you to cover these costs if <target child's name> were to do the Abitur [university entrance qualification]?	
Only read out options if necessary.		
very hard [1]		☐
rather hard [2]		☐
neither nor [3]		☐
rather easy [4]		☐
very easy [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 56116Z		

Variables		
p30335c	Financial burden Abitur	pParent

24 Social capital

75101	I would now like to talk about your contact with <target child's name>'s school. How often do you visit the parent/teacher conferences?	
Read out options.		
Seldom [2]		☐
Sometimes [3]		☐
Often [4]		☐
Never [1]		☐
Very good [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75102		

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.		
Seldom [2]		☐
Sometimes [3]		☐
Often [4]		☐
Never [1]		☐
Very good [5]		☐
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.		
Seldom [2]		☐
Sometimes [3]		☐
Often [4]		☐
Never [1]		☐
Very good [5]		☐
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]	☐
Never [1]	☐
Very good [5]	☐
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) & (11103 <> -20) goto 75107
if (75105 = 0, -98, -97) & (11103 =-20) goto 61114

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 (11103 <>-20) goto 75107
if (11103 =-20) goto 61114

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 75208

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

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 of your relatives have studied?
Read out options.	
None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐
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 75108Z *if (75206 <> -21) goto 75205*		

Variables		
p320160	Friends - interest for school performance	pParent

75205	How many of your friends have studied?	
Read out options.		
None [1]		☐
Almost none [2]		☐
Less than half [3]		☐
Approximately half [4]		☐
All [7]		☐
Almost all [6]		☐
More than half [5]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 75110		

Variables		
p321104	Proportion of friends with higher education	pParent

25 Health

22032	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]		☐
goto 22010		

Variables		
p521000	Self-assessment health	pParent

22010	Was <name of target child> a premature baby?	
A premature baby is born at least 3 weeks before the due date.		
No [2]		☐
Yes [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 22011		

Variables		
p529101	Stage of development at birth (preterm infant)	pParent

22011	Did <name of target child> suffer from health problems during the first 4 weeks after birth?	
No [2]		☐
Yes [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (22011=1) goto 22012 *if (22011<>1) goto 22034*		

Variables		
p529102	Problems after birth	pParent

22012 Did <name of target child> have to be admitted to a hospital for in-patient treatment because of that?

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

goto 22034

Variables		
p529108	Admission to children's clinic	pParent

22034 Did you make use of the U9 early diagnosis test in <name of target child>'s 6th year of life?

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

goto 22035

Variables		
p529208	Participation in U9	pParent

22035 Does anyone in your household smoke indoors?

Only read out answers if respondent does not spontaneously answer.

Several times a month or once a week [3]	☐
Never [1]	☐
Several times a week [4]	☐
Everyday [5]	☐
Once a month or less [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 22033Z

Variables		
p525102	Smoking in the household	pParent

26 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

Siblings loop

Condition: if (32702 = 1 & 32701 = 1)

32727 Before I can ask any more questions about <target child's name>'s siblings, I have to ask you the following questions: Is <target child's name>'s oldest sibling, who lives with you in the same household, younger than 14?

Condition: (if 32702 = 1 & 32701a = 1)

32727 Before I can ask you some more questions about <target child's name>'s siblings, I must ask you the following questions: Is <target child's name>'s oldest sibling younger than 14 years old?

Condition: if (32702 <> 1 & 32701 = 1)

32727 Is <target child's name>'s next younger sibling, who lives with you in the same household, younger than 14?

Condition: (if 32702 <> 1 & 32701a = 1)

32727 Is <target child's name>'s next younger sibling, who does not live in your household, younger than 14?

If the respondent asks why this question is necessary, please reply: "For data protection reasons. For siblings who are 14 years and older, no further questions may be asked." Under 14 years means that the child has not yet reached his/her 14th birthday.

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if 32727 = 1 goto 32703
if 32727 = 2, -97, -98 goto 32106Z

Variables		
p732106	Siblings younger than 14	spSibling

32705 And when was <32703> born? 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

Child is deceased [-20] ☐

Range: 1 - 12

|___|___|___|___| Year

Child is deceased [-20] ☐

Range: 1,950 - 9,999

if (32705 = -20) goto 32104Z
if (32705 <> -20) goto 32707

Variables		
p73221m	Sibling's date of birth - month	spSibling
p73221y	Sibling's date of birth - year	spSibling

32707 Is <32703> male or female?

If the child's gender is clear from the name, please formulate the question as follows: "I assume that <target child's name> is a boy / girl. Is that correct?"

Male [1]	☐
Female [2]	☐
Child is deceased [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32707 = -20) goto 32104Z
if (32707 <> -20) goto 32726

Variables		
p732220	Sibling's gender	spSibling

Condition: if (32707<> 2)

32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive brother to <target child's name>, or is <32703> a foster child, or your partner's son?

Condition: if (32707=2)

32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive sister to <target child's name>, or is <32703> a foster child, or your partner's daughter?

Half brother / half sister [2]	☐
Step brother / step sister [3]	☐
Adoptive brother / adoptive sister [4]	☐
Foster child [5]	☐
Partner's child [6]	☐
Other [7]	☐
Biological brother / biological sister [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 32104Z

Variables		
p732230	Nature of relationship to siblings	spSibling

32725 [MF] What institutions does <32703> currently attend, or who looks after <32703>. Please only state regular supervision of at least six hours per week.

Read out the options, Multiple answers allowed.

	Not specified [0]	Specified [1]
1: Kindergarten, day-care center and/or day nursery This also includes parent-child initiatives, i.e. day-care centers and day care for schoolchildren that are self-managed by parents and/or youth / child care workers.	☐	☐
2: Play group or parent-child group? Play groups are small groups of children that come together several times a week, mainly under the supervision of pedagogically trained staff. With regard to parent-child groups, parents are present alongside the trained staff.	☐	☐
3: Au-pair?	☐	☐
4: Qualified child minder?	☐	☐
5: Child minder without special educational or nursing training?	☐	☐
6: Relatives, friends or neighbors?	☐	☐
7: Elementary school?	☐	☐
8: Day care for schoolchildren in elementary school or kindergarten?	☐	☐
9: Refused	☐	☐
10: Don't know	☐	☐
11: None of the above	☐	☐

goto 32724

if (intj – 32705 (gegebj) < 8)
gebet_1 1: Kindergarten, Kindertagesstätte
if (intj - 32705 (gegebj) < 5) oder Krippe? <<Hierzu zählen auch Eltern-Kind-Initiativen, also von Eltern und/oder Erzieherinnen und Erziehern selbstverwaltete Kitas und Horte.>>
gebet_2 2: Spielgruppe oder Eltern-Kind-Gruppe? <<Spielgruppen sind kleine Gruppen von Kindern, die meist von pädagogisch geschultem Personal betreut werden und sich mehrmals in der Woche zusammenfinden. Bei Eltern-Kind-Gruppen sind neben dem geschulten Personal Eltern anwesend.>>
gebet_3 3: Au-pair?
gebet_4 4: qualifizierte Tagesmutter oder Kinderfrau?
gebet_5 5: Tagesmutter ohne spezielle pädagogische oder pflegerische Ausbildung?
gebet_6 6: Verwandte, Bekannte oder Nachbarn?
if (intj – gegebj > 4) gebet_7 7: Grundschule?
if (intj – gegebj > 4) gebet_8 8: Hort in der Grundschule oder im Kindergarten?
gebet_vw 9: verweigert
gebet_wn 10: weiß nicht
gebet_nd 11: nichts davon

Variables

p732301	Supervision of siblings - Kindergarten, day-care center and/or day nursery	spSibling
p732302	Supervision of siblings - play group or parent-child group	spSibling
p732303	Supervision of siblings - au-pair	spSibling
p732304	Supervision of siblings - qualified child minder	spSibling
p732305	Supervision of siblings - child minder without specific ed./nursing training	spSibling
p732306	Supervision of siblings - relatives, friends or neighbors	spSibling
p732307	Supervision of siblings - elementary school	spSibling
p732308	Supervision of siblings-daycare for schoolchildren in elem. school/kindergarten	spSibling

32708 Does <32703> currently work full-time, part-time, work on the side or is <32703> non-working?

Training or education periods (school, vocational training, degree) do not count as employment. By "work on the side" we mean jobs of less than 15 hours per week. If someone has two part-time jobs, he/she is considered as working full-time.

Side-job [3]	☐
Part-time employed [2]	☐
Full-time employed [1]	☐
Unemployed [4]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32708 = 1, 2) goto 32711
if (32708 = 3, 4) goto 32709
if (32708 = -97, -98) goto 32711

Variables		
p732401	Employment status siblings	spSibling

32709 What does <32703> mainly do currently?

Do not read out the options. Please allocate. Only if needed: "For example is he or she at school, on a training course, unemployed or what is he or she doing currently?"

Unemployed [1]	☐
Higher education [8]	☐
Master / foreman technician training [7]	☐
Re-training, further education [10]	☐
On maternity leave / parental leave [11]	☐
Doctorate [9]	☐
Professional training [6]	☐
General school education [5]	☐
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	☐
Short-time working [2]	☐
Housewife / house husband [12]	☐
On sick leave / temporarily unable to work [13]	☐
something else [16]	☐
Military or community service, voluntary social / economic / European voluntary service year [15]	☐
does not go to school yet [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32709 = 5) goto 32710
if (32709 = -20) goto 32724
if (32709 <> 5, -20) goto 32711

Variables		
p732402	Non-working siblings	spSibling

32710 What school does <32703> attend?

Read options aloud only if necessary, otherwise allocate responses. If school is attended abroad: What is the approximate equivalent of this school in Germany?

Elementary school <<also primary school>> [1]	☐
Joint Haupt- and Realschule <<also Sekundarschule, Regelschule, Mittelschule, Oberschule, Wirtschaftsschule, Regionale Schule, Regionalschule [former type of school offering basic, intermediate and if requirements are met upper secondary education in Schleswig-Holstein and Rhineland-Palatinate], extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, Stadtteilschule, Mittelstufenschule [type of school offering basic and intermediate secondary education in Hesse], dual Oberschule>> [5]	☐
Realschule [4]	☐
Other school [10]	☐
Special school <<also special needs center>> [9]	☐
Gymnasium [upper secondary school] (also Kolleg [full-time classes for adults leading to the general higher education entrance qualification]) [8]	☐
Gesamtschule (also integrated school) [6]	☐
Orientation stage <<also test or remedial level, e.g. in Mecklenburg and Western Pomerania, Rhineland-Palatinate>> [2]	☐
Waldorf school [7]	☐
Hauptschule [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 32724

Variables		
p732312	Type of school sibling	spSibling

32711 Which highest general school-leaving certificate does <32703> have at the moment?

Read out options only if necessary, otherwise allocate the answers. If the term "Fachabitur" is given: "Did 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 have been the approximate equivalent of this qualification in Germany?"

Basic leaving certificate of the Hauptschule, leaving qualification of the Volksschule, 8th grade POS <<also entrance qualification for a vocational school, e.g. accompanying an apprenticeship, first general educational qualification, leaving certificate of the Hauptschule after the 9th grade>> [1]	☐
Qualifying leaving certificate of the Hauptschule <<also extended entrance qualification for a vocational school, e.g. accompanying an apprenticeship, entrance qualification for a vocational school - e.g. accompanying an apprenticeship - with performance appraisal, leaving qualification of lower secondary level – leaving certificate of the Hauptschule, leaving certificate of the Hauptschule after grade 10>> [2]	☐
Certificate of intermediate secondary education <<leaving certificate of the Realschule, leaving certificate of the Wirtschaftschule, Fachschulreife, Fachoberschulreife, 10th grade POS, extended / qualifying leaving certificate of intermediate secondary education, extended / qualifying leaving certificate of the Realschule>> [3]	☐
Leaving certificate from a special needs school [6]	☐
Other leaving qualification [7]	☐
Entrance qualification for universities of applied sciences, leaving qualification of the Fachoberschule [4]	☐
General / subject-specific higher education entrance qualification <<Abitur/extended Oberschule 12th grade>> [5]	☐
No school-leaving qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32709 = 6) goto 32712
if (32709 = 8) goto 32714
if (32709 <> 6, 8) goto 32716

Variables		
p732313	Highest school-leaving qualification sibling	spSibling

32712 What kind of training is <32703> currently doing (e.g. an apprenticeship, training as a master or technician, training at a Berufsfachschule, a commercial school or school for health care professionals, training at a Fachschule or training as a civil servant)?

other type of vocational training [7]	☐
Traineeship as a civil servant (civil service examination) [6]	☐
Vocational training at a Fachschule [5]	☐
Apprenticeship (skilled worker training course, dual vocational training course; commercial, operational, trade-oriented, agricultural) [1]	☐
Vocational training at a school for health care professions [4]	☐
Vocational training at a Berufsfachschule or commercial school [3]	☐
Apprenticeship to qualify as a master/foreman or as a technician [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32712 = 1, 2, 3, 4, 5, 7, -97, -98) goto 32724
if (32712 = 6) goto 32713

Variables		
p732314	Sibling's current training	spSibling

32713 Is that civil service training for the ordinary, middle, higher or senior grade?

Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.

Executive class [3]	☐
Sub-clerical class [1]	☐
Administrative class [4]	☐
Clerical class [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 32724

Variables		
p732315	Sibling's civil service training	spSibling

32714	Which training institution is <32703> currently studying at? At a Berufsakademie, at a college of public administration, at a Fachhochschule, or a university?	
College of public administration [2]		☐
Fachhochschule [3]		☐
University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4]		☐
Other institution [5]		☐
Berufsakademie [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (32714 = 1, 2, 3, 4) goto 32724
if (32714 = 5) goto 32715
if (32714 = -97, -98) goto 32724

Variables		
p732316	Sibling's type of further education	spSibling

32716	What is the highest level of school-leaving qualification that <32703> has currently? (This means, for example, has he / she completed an apprenticeship or a masters, or completed a higher education program such as a Diplom.)

Do not read options aloud, allocate responses. If the response is not a specific qualification, but an institution: Ask about the qualification: "And what qualification did <32703> receive at this institution?" For qualifications which were obtained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"

Qualification of a school for health care professionals [4]	☐
Leaving certificate of the Fachschule (also leaving certificate of the Fachakademie) [6]	☐
Leaving certificate of the Fachschule in the GDR [7]	☐
Magister, state examination [10]	☐
Other training qualification [21]	☐
University of applied sciences, former college of engineering not specified [14]	☐
Award of a doctorate, habilitation [11]	☐
University not specified [15]	☐
University degree (higher education) not specified [16]	☐
Berufsakademie, cooperative state university not specified [12]	☐
Training on the job with a company [17]	☐
Completion of a vocational training (administrative, company, industrial, agricultural) journeyperson's certificate, dual vocational education and training, GDR: skilled worker's certificate [1]	☐
Bachelor (e.g. B.A., B.Sc.) [8]	☐
College of public administration not specified [13]	☐
GDR: qualification as a semi-skilled worker [19]	☐
Leaving certificate of Berufsfachschule, leaving certificate of a commercial school [5]	☐
Diplom, Master (M.A.) [9]	☐
Training for civil service (civil service examination) [3]	☐
Master, technician's certificate [2]	☐
No vocational qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32716 = 1, 2, 4, 5, 6, 7, 11, 17, 19, -97, -98, -20) goto 32724
if (32716 = 3) goto 32723
if (32716 = 8, 9) goto 32720
if (32716 = 10 & 32709 = 9) goto 32724
if (32716 = 10 & 32709 <> 9) goto 32722
if (32716 = 12, 13, 14, 15, 16) goto 32718
if (32716 = 21) goto 32717

Variables		
p732318	Highest vocational qualification sibling	spSibling

32718 What is this qualification called exactly?

Please read out the options.

Magister, state examination [3]	☐
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]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (32718 = 5) goto 32719
if (32718 = 1 & 32716 = 16) goto 32720
if (32718 = 1 & 32716 <> 16) goto 32724
if (32718 = 2 & (32716 = 14, 15) & 32709 <> 9) goto 32722
if (32718 = 2 & ((32716 = 12, 13) OR (32716 = 14, 15)) & 32709 = 9) goto 32724
if (32718 = 2 & 32709 = 9) goto 32724
if (32718 = 2 & 32709<>9) goto 32722
if (32718 = 3) goto 32722
if (32718 = 4) goto 32724
if ((32718 = -97, -98) & 32716 = 16) goto 32720
if ((32718 = -97, -98) & (32716 = 14, 15) & 32709<>9) 32722
if ((32718 = -97, -98) & ((32716 = 12, 13) OR ((32716 = 14, 15) & 32709 = 9))) goto 32724

Variables		
p732320	Sibling's precise higher education qualification	spSibling

32720	And at which institution did <32703> complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule, or a university?	
College of public administration [2]		☐
Fachhochschule [3]		☐
University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4]		☐
Other institution [5]		☐
Berufsakademie [1]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (32720 = 1, 2) goto 32724
if ((32720 = 3, 4) & (32716 = 8 OR 32718 = 1)) goto 32724
if ((32720 = 3, 4) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 <> 9) goto 32722
if ((32720 = 3, 4) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 = 9) goto 32724
if (32720 = 5) goto 32721
if ((32720 = -97,-98) & (32716 = 8 OR 32718 = 1)) goto 32724
if ((32720 = -97,-98) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 <> 9) goto 32722
if ((32720 = -97,-98) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 = 9) goto 32724

Variables		
p732322	Sibling's training institution (type of higher education institution)	spSibling

32722	Has <32703> 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 32724

Variables		
p732324	Sibling's award of a doctorate	spSibling

32723	Was that the civil service training for the ordinary, middle, higher or senior grade?	
Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.		
Executive class [3]		☐
Sub-clerical class [1]		☐
Clerical class [2]		☐
Administrative class [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 32724		

Variables		
p732325	Sibling's type of civil service training	spSibling

32724	Does <32703> live in your household?	
No [2]		☐
Yes [1]		☐
Parents both unknown/deceased [-99]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 32106Z *autoif (32724 = 1) h_Anzahl_Geschwister_HH = h_Anzahl_Geschwister_HH +1*		

Variables		
p732107	Sibling lives with parents	spSibling

27 Religion

69102	Faith and religion are part of everyday life for some people. What about you? Regardless of whether you belong to a religious community, how religious would you say you are?	
Read out the options		
Slightly religious [3]		☐
Slightly non-religious [2]		☐
Very religious [4]		☐
Not at all religious [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (69102 = -97) goto 69111Z *if (69102 = 1, 2, 3, 4, -98) goto 69103*		

Variables		
p435000	Religion and religiousness: religiousness	pParent

69103	Do you belong to a faith or religion?	
No [2]		☐
Yes [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
if (69103 = 1, -98) goto 69104 *if (69102 = 1 & (69103 = 2, -97)) goto 69111Z* *if (69102 <> 1 & (69103 = 2, -97)) goto 69109*		

Variables		
p435010	Religion and religiousness: religious affiliation	pParent

69104 What church or religion do you belong to?	
Read out the options.	
Other [4]	☐
Jewish [2]	☐
Muslim [3]	☐
Christian [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (69104 = 1) goto 69106 *if (69104 = 2, -97, -98) goto 69109* *if (69104 = 3) goto 69107* *if (69104 = 4) goto 69105*	

Variables		
p435020	Religion and religiosity: religious community	pParent

Condition: if (h_sex <> 2)

69106 Are you Roman Catholic, Protestant, Orthodox, or a member of another Christian religious community?

Condition: if (h_sex = 2)

69106 Are you Roman Catholic, Protestant, Orthodox, or a member of another Christian religious community?

Do not read out options.	
Protestant? [2]	☐
Orthodox (e.g. Greek or Russian Orthodox)? [3]	☐
Roman Catholic? [1]	☐
Member of another Christian community? [4]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 69109	

Variables		
p435040	Religion and religiousness: Christian religious community	pParent

Condition: if (h_sex <> 2)

69107 Are you a Sunni, Shia, Alevi, or a member of another Muslim religious community?

Condition: if (h_sex = 2)

69107 Are you a Sunni, Shia, Alevi, or a member of another Muslim religious community?

Do not read out options.

Shiite [2]	☐
Alawite [3]	☐
Member of another Muslim religious community [4]	☐
Sunni [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 69109

Variables		
p435050	Religion and religiousness: Muslim religious community	pParent

69109 How often do you pray?

Read out the options.

Every day [1]	☐
Once a year or less [6]	☐
Never [7]	☐
Several times a year [5]	☐
Several times a month [4]	☐
Once a week [3]	☐
More than once a week [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 69110

Variables		
p435060	Religion and religiosity: prayer life	pParent

Condition: if (69104=1)

69110 Are you active in a church community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104=2)

69110 Are you active in a synagogue community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104=3)

69110 Are you active in a mosque community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104<> 1,2,3)

69110 Are you active in a religious community or group? For example, do you attend regular meetings or other functions there?

Read out the options

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

goto 69111Z

Variables		
p435070	Religion and religiousness: active in a community	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 / within the current borders of Germany [1]	☐
In Germany's former eastern territories [2]	☐
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

if 24001 (S3SHSD1J)>1949 1: in Deutschland
if 24001 (S3SHSD1J)<1950 1: im Gebiet des heutigen Deutschlands
if 24001 (S3SHSD1J)<1950 2: in früheren deutschen Ostgebieten
if 24001 (S3SHSD1J)>1949 3: im Ausland
if 24001 (S3SHSD1J)<1950 3: in einem anderen Land

Variables		
p400000_g1	Respondent's country of birth (Germany/abroad; edited)	pParent
p400000	Respondent born in Germany?	pParent

24003 In which country were you born?	
[List of countries] [-999]	☐
Land not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24003 = -96) goto 24004
if (24003 <> -96) goto 24011

Variables		
p400010_g1R	Country of birth respondent	pParent
p400010_g2R	Respondent's country of birth (aggregated)	pParent

24005 And now to your parents. In what country was your father born?

If the territory in which your father was born belonged to Germany at the time of his birth, "Germany" should be entered as the country of birth.

[List of countries] [-999]	☐
Father not available/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
autoif (24005 = -97, -98, -20) h_S4ZG5 = 2

Variables		
p400090_g1R	Country of birth father respondent	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
autoif (24008 = -97, -98, -20) 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]	☐
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]	☐
As an employee (also intern, au-pair or similar) [5]	☐
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 = 0))

24015 Are you of German nationality?

Condition: if (Erstbefragte = 2 & 70103P5 <> 0)

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 = 0) goto 24016
if (24015 = 1 & Erstbefragte = 2 & 70103P5 <> 0) goto 24017
if (24015 = 2 & Erstbefragte = 1) goto 24018
if (24015 = 2 & Erstbefragte = 2 & 70103P5 = 0) goto 24018
if (24015 = 2 & Erstbefragte = 2 & 70103P5 <> 0) goto 24020
if (24015 = -20) goto 24020
if (24015 = -97, -98) goto 24022Z

if (Erstbefragte = 1 or (Erstbefragte = 2 & 70103P5 = 0)) 1: ja
if ((Erstbefragte = 2 & 70103P5 <> 0) 1: ja, habe inzwischen die deutsche Staatsangehörigkeit angenommen
2: nein

Variables		
p401100	Respondent's nationality	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."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 24022Z

Variables		
p40113m	Date acquisition German citizenship respondent (month)	pParent
p40113y	Date acquisition German citizenship respondent (year)	pParent

24018 What citizenship do you have?

[List of citizenships] [-999]	☐
Stateless [-20]	☐
Staatsangehörigkeit not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (24018 = -96) goto 24019
if (24018<> -96) goto 24020

Variables		
p401150_g1R	Citizenship respondent not German	pParent
p401150_g2R	Respondent's nationality not German (aggregated)	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.	
No [2]	☐
Yes [1]	☐
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_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 goto 63117

Variables		
p731822	Years gone to school	pParent

63102 What is your highest general school-leaving certificate?

Read out options only if necessary, have answers categorized. If Fachabitur [advanced technical college entrance qualification] is specified: "Does this qualify for admission to higher education at a Fachhochschule [university of applied sciences] or at a university?" - If Fachhochschule is specified, then assign answer to category 4, if university is specified, assign answer to category 5. With regard to school-leaving qualifications that were obtained abroad, have answers categorized: "What would have been the approximate equivalent of this school-leaving qualification in Germany?">>

Other leaving qualification [7]	☐
Entrance qualification for universities of applied sciences, leaving qualification of the Fachoberschule [4]	☐
General / subject-specific higher education entrance qualification <<Abitur/extended Oberschule 12th grade>> [5]	☐
Basic leaving certificate of the Hauptschule, leaving qualification of the Volksschule, 8th grade POS <<also entrance qualification for a vocational school, e.g. accompanying an apprenticeship, first general educational qualification, leaving certificate of the Hauptschule after the 9th grade>> [1]	☐
Qualifying leaving certificate of the Hauptschule <<also extended entrance qualification for a vocational school, e.g. accompanying an apprenticeship, entrance qualification for a vocational school - e.g. accompanying an apprenticeship - with performance appraisal, leaving qualification of lower secondary level – leaving certificate of the Hauptschule, leaving certificate of the Hauptschule after grade 10>> [2]	☐
Certificate of intermediate secondary education <<leaving certificate of the Realschule, leaving certificate of the Wirtschaftschule, Fachschulreife, Fachoberschulreife, 10th grade POS, extended / qualifying leaving certificate of intermediate secondary education, extended / qualifying leaving certificate of the Realschule>> [3]	☐
Leaving certificate from a special needs school [6]	☐
No school-leaving qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (63102 = 7) goto 63103
if (63102 <> 7 & h_S3SHB = 3) 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) 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 acquire your highest school-leaving certificate?

[List of countries] [-999]	☐
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 (country)	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.		
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]		☐
Other school-leaving certificate [7]		☐
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) OR (63106 = -96 & (63107 = -97, -98)))

63110 How many years did you go to school to acquire this qualification?

Please state the number of school years, not the age in years at the time of obtaining the school-leaving qualification.

|___|___| School years

Range: 1 - 25

goto 63111

Variables		
p731808	Duration of school attendance respondent 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) OR (63106 = -96 & (63107 = -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) goto 63117
if (h_S3SHB = 1) goto 63112

Variables		
p731809	Entitlement to study at higher education inst. with foreign school-leaving qual.	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) OR (63106 = -96 & (63107 = -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, -96) OR ((63106 = -96) & (63107 <> -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) & (((63106 <> -97, -98, -96) OR ((63106 = -96) & (63107 <> -97, -98))) 2: in <h_S4BA2>
3: in einem anderen Land

Variables		
p731811	Highest vocational qualification respondent in Germany or abroad	pParent

63114 What kind of vocational training was it?

Please read answer options aloud.

I attended a vocational school [3]	☐
I was trained in a company [1]	☐
Other [5]	☐
He/she attended a higher education institution/university [4]	☐
I did a longer vocational training in a company [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 63128

Variables		
p731812	Type of vocational training respondent	pParent

63128 How many years did this vocational training last?

Please state the number of training years, not the age in years at the time of obtaining the qualification. If there are any questions: Years spent at a general educational establishment should not be included.

|___|___| Years of training

Range: 1 - 25

goto 63127Z

Variables		
p731824	Duration respondent's training abroad in years	pParent

Condition: if (h_S3SHB2d <>2)

63117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, have you obtained a further vocational training qualification?

Condition: if (h_S3SHB2d = 2)

63117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, have you obtained a vocational training qualification?

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

if (63117 = 1) goto 63118
if (63117 = 2, -97, -98) goto 63127Z

Variables		
p731813	Update respondent vocational qualification	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?"

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]	☐
GDR: Qualification as a semi-skilled worker [19]	☐
Other certificate of vocational training [21]	☐
Semi-skilled vocational training with a company [17]	☐
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 to 7, 11, 17, 19, -98, -97,-20) goto 63127Z

autoif (63118 = 10,11) 63123 = 4

Variables		
p731813	(Highest) professional qualification respondent	pParent

63119 What other qualification is that?



goto 63120

Variables		
p731814_O	Vocational qualification respondent (open)	pParent

63121 What is the exact name of this qualification?

Please read answer options aloud.

Award of a doctorate [4]	☐
Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1]	☐
Magister, state examination [3]	☐
Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2]	☐
Other leaving qualification [5]	☐
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

63122 What other leaving qualification is that?



if (63118 = 16) goto 63123
if (63118 = 12, 13) goto 63127Z
iIf (63118 = 14, 15) goto 63125

Variables		
p731817_O	Type tertiary qualification respondent (open)	pParent

63123	And at which educational institution did you complete this qualification? Was that a university of cooperative education, a college of public administration, a university of applied sciences or a former college of engineering, or a university?	
University of cooperative education [1]		☐
College of public administration [2]		☐
University of applied sciences or former college of engineering [3]		☐
Another institution [5]		☐
University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4]		☐
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?	
Sub-clerical class [1]		☐
Executive class [3]		☐
Administrative class [4]		☐
Clerical class [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 63127Z		

Variables		
p731821	Civil servant training respondent	pParent

From here questions with regard to content

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		
Unemployed [4]		☐
Side-job [3]		☐
Part-time employed [2]		☐
Full-time employed [1]		☐
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 is your main occupation at the moment?	
Please categorize responses! - Only read out, if necessary: "By this I mean are you, for example, currently unemployed, a housewife or house husband, or a pensioner, in any kind of training or similar."	
Unemployed [1]	☐
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	☐
Short-time working [2]	☐
General school education [5]	☐
Partial retirement irrespective of what phase [4]	☐
Vocational training [6]	☐
Master / foreman technician training [7]	☐
Doctoral program [9]	☐
Vocational retraining, advanced or further education [10]	☐
Higher education [8]	☐
On maternity leave / parental leave [11]	☐
Housewife/househusband [12]	☐
Pensioner/ retired civil servant / in (early) retirement [14]	☐
Sick / temporarily unable to work [13]	☐
In (voluntary) military service, voluntary social year, voluntary ecological year or European Voluntary Service, federal voluntary service [15]	☐
Other [16]	☐
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	Status respondent	pParent

64106	Is this still the case?	
Yes [1]		☐
No [2]		☐
Refused [-97]		☐
Don't know [-98]		☐

if (h_S3SHET = 4) goto 64121 (Sozhi)
if (64106 = 2) goto 64108 (Beruf)
if (64106 = 1 & (h_S3SHET4AF <> 51, 52, 53, 23)) goto 64116 (Leitungsposition)
if (64106 = 1 & h_S3SHET4AF = 23) goto 64117 (Anzahl Leitungsposition)
if (64106 = 1 & (h_S3SHET4AF = 51, 52, 53)) goto 64115 (Anzahl Beschä)
if (64106 = -98,-97) goto 64121 (Sohi)

autoif (64106 = 1 & h_S3SHET4AF = 23) 64116 = 1

autoif (h_ET = 1 & 64105 <> 2 & 64106 = 1) h_S3SHET = 0
autoif (h_ET = 1 & 64105 <> 2 & (64106 = 2, -97, -98)) h_S3SHET = 2

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)

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.

Freelancer [7]	☐
Self-employed [5]	☐
Regular or professional soldier [4]	☐
Worker [1]	☐
clerk, including clerk in the civil service [2]	☐
Civil servant, including judge, excluding soldier [3]	☐
Assisting family member [6]	☐
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.

Assistant foreman, group leader, Brigadier [13]	☐
Skilled worker, journeyman [12]	☐
Unskilled worker [10]	☐
Foreman/construction foreman [14]	☐
Semi-skilled worker/partially skilled worker [11]	☐
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.

Simple occupation, e.g. salesperson [20]	☐
Qualified occupation, e.g. office clerk, technical drafting [21]	☐
Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22]	☐
Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23]	☐
Production- and plant foreman [24]	☐
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.

Staff officer (major and above) [43]	☐
Officer, lieutenant, captain [42]	☐
Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41]	☐
Bearer of a military rank [40]	☐
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
p731911_D	Number of employees respondent (aggregated)	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 How many employees report to you?

Condition: if (h_S3SHET = 3)

64117 How many employees reported to you in the past?

If necessary: “The term 'report to you' means that you hold managerial responsibility for these people.”

0 [1]	☐
1–2 [2]	☐
10 or more [4]	☐
3–9 [3]	☐
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	Managerial authority Respondent 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 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 & Partnerfragen= 2) goto 25012Z
if (25001 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010

if (25001 = 1 & h_S3SHP_daPRE = 1) goto 25008

if (25001 = 2, 3, 4, 5, 6, -97, -98) goto 25002

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

autoif (h_S3SHP_hh = 1 & h_S3SHP_daPRE <> 1) h_S3SHP = 2

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 & Partnerfragen = 2) goto 25012Z
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010
if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE = 1) goto 25008

if (25002 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 2) goto 25012Z
if (25002 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010
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 & Erstbefragte = 1) h_S3SHP = 2

autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20

autoif (h_S3SHP_hh = 1 & h_S3SHP_daPRE <> 1) h_S3SHP = 2

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 & Partnerfragen = 1) goto 25010
if (25003 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 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 & Partnerfragen = 2) goto 25012Z
if (h_S3SHP_da = 1 & Partnerfragen = 1 & (25008 = 2, -20)) goto 25010
if (h_S3SHP_da = 1 & h_S3SHP_hh = 2 & Partnerfragen = 1 & (25008 = 1, -97, -98)) goto 25012Z
if (h_S3SHP_da = 1 & h_S3SHP_hh = 1 & Partnerfragen = 1 & (25008 = 1, -97, -98)) goto 25010

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 & h_S3SHP_daPRE <> 1 & 25002 = 1) h_S3SHP = 2

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

Variables		
p731119	Partner from the last wave	pParent

25010 Now let's talk about questions regarding your partner as a person. Surely you've already informed him or her 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.
autoif (25001 = 1 & Erstbefragte = 2 & h_S3SHP_daPRE = 2 & Partnerfragen = 1 & 25012 = 1) h_S3SHP = 2

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
p73111m	Started living with partner (month)	pParent

Condition: if (25004 = 1)

25009 How is your partner related to <target child's name>?

Condition: if (25004 = 2)

25009 How is your partner related to <target child's name>?

Condition: if (25004 = -97, -98)

25009 What is the nature of your partner's relationship to <target child's name>?

Wait for spontaneous answer; If the spontaneous answer is imprecise, if there are any questions or if no spontaneous response is offered: Read out categories.

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]	☐
Biological mother [1]	☐
Biological father [2]	☐
Adoptive mother [3]	☐
Adoptive father [4]	☐
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

32 Sociodemographics Partner Interviewed parent

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?

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 26002

Variables		
p73175y	Year of birth partner	pParent

Condition: if (25004 <> 2)

26002 Where was your partner born?

Condition: if (25004 = 2)

26002 Where was your partner born?

In Germany / within the current borders of Germany [1]	☐
In Germany's former eastern territories [2]	☐
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)<1950 1: im Gebiet des heutigen Deutschlands
if 26001(S3SHPSD1J)<1950 2: in früheren deutschen Ostgebieten
if 26001(S3SHPSD1J)>1949 3: im Ausland
if 26001(S3SHPSD1J)<1950 3: in einem anderen Land

Variables		
p403000	Country of birth partner	pParent
p403000_g1	Partner's country of birth (Germany/abroad; edited)	pParent

Condition: if (25004 <> 2)

26003 In what country was your partner born?

Condition: if (25004 = 2)

26003 In what country was your partner born?

[List of countries] [-999] ☐

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	Country of birth partner abroad	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 In what country was your partner's mother born?

Condition: if (25004 = 2)

26011 In what country was your partner's mother born?

If the territory in which your partner's mother was born belonged to Germany at the time of her birth, "Germany" should be entered as the country of birth.

[List of countries] [-999]	☐
Mother not available/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	Country of birth mother partner	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 obtain German nationality? If you could please tell me the month and year!

Condition: if (25004 = 2)

26015 When did your partner obtain German nationality? If you could please tell me the month and year!

If the person is unsure about the month: "Please give me a rough idea of the month!"

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 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)

26016 What citizenship does your partner have?

Condition: if (25004 = 2)

26016 What citizenship does your partner have?

Country List [999997]	☐
Stateless [-20]	☐
Staatsangehörigkeit not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (26016 = -96) goto 26017
if (26016 <> -96) goto 26018

Variables		
p404050_g1R	Other citizenship partner	pParent
p404050_g2R	Other nationality partner (aggregated)	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 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, have answers categorized. If Fachabitur [advanced technical college entrance qualification] is specified: "Does this qualify for admission to higher education at a Fachhochschule [university of applied sciences] or at a university?" - If Fachhochschule is specified, then assign answer to category 4, if university is specified, assign answer to category 5. With regard to school-leaving qualifications that were obtained abroad, have answers categorized: "What would have been the approximate equivalent of this school-leaving qualification in Germany?"

Entrance qualification for universities of applied sciences, leaving qualification of the Fachoberschule [4]	☐
General / subject-specific higher education entrance qualification <<Abitur/extended Oberschule 12th grade>> [5]	☐
Basic leaving certificate of the Hauptschule, leaving qualification of the Volksschule, 8th grade POS <<also entrance qualification for a vocational school, e.g. accompanying an apprenticeship, first general educational qualification, leaving certificate of the Hauptschule after the 9th grade>> [1]	☐
Qualifying leaving certificate of the Hauptschule <<also extended entrance qualification for a vocational school, e.g. accompanying an apprenticeship, entrance qualification for a vocational school - e.g. accompanying an apprenticeship - with performance appraisal, leaving qualification of lower secondary level – leaving certificate of the Hauptschule, leaving certificate of the Hauptschule after grade 10>> [2]	☐
Certificate of intermediate secondary education <<leaving certificate of the Realschule, leaving certificate of the Wirtschaftschule, Fachschulreife, Fachoberschulreife, 10th grade POS, extended / qualifying leaving certificate of intermediate secondary education, extended / qualifying leaving certificate of the Realschule>> [3]	☐
Leaving certificate from a special needs school [6]	☐
Other leaving qualification [7]	☐
No school-leaving qualification [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (66102 = 7) goto 66103
if (66102 <> 7) & (h_S3SHPB = 3) 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) 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 acquire his highest school-leaving qualification in?

Condition: if (25004 = 2)

66106 What country did your partner acquire her highest school-leaving qualification in?

[List of countries] [-999]	☐
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 (country)	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) OR ((66106 = -96) & (66107 = -97, -98)))

66109 And what school-leaving qualifications did your partner obtain and/or was he awarded? If you could 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) OR ((66106 = -96) & (66107 = -97, -98)))

66109 What school-leaving certificate did your partner acquire and/or was she awarded? Please give me the equivalent German school-leaving certificate.

Please read out 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 certificate, partner, abroad, German equivalent	pParent

Condition: if (25004 <> 2 & (66106 <> -97, -98))

66110 How many years did your (male) partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 <> 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66110 How many years did your (male) partner attend school in order to obtain this leaving qualification?

Condition: if (25004 = 2 & (66106 <> -97, -98))

66110 How many years did your (female) partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 = 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66110 How many years did your (female) partner attend school in order to obtain this leaving qualification?

Please state the number of school years, not the age in years at the time of obtaining the school-leaving qualification.

|___|___| School years

Range: 1 - 25

goto 66111

Variables		
p731858	Duration of school attendance partner 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?

Condition: if (25004 <> 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -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) OR ((66106 = -96) & (66107 = -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 (h_S3SHPB = 3) goto 66117
if (h_S3SHPB = 1) goto 66112

Variables		
p731859	Entitlement to study at higher education inst. with foreign school-leaving qual.	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))) OR ((66104 = 2) & (66106 = -96) & (66107 = -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, -96)) OR ((66106 = -96) & (66107 <> -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)) OR ((66104 = 2) & (66106 = -96) & (66107 = -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, -96)) OR ((66106 = -96) & (66107 <> -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) & ((66106 <> -97, -98, -96) OR ((66106=-96) & (66107 <> -97, -98))) 2: in <h_S4PS19>
3: in einem anderen Land

Variables		
p731861	Highest vocational qualification partner 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]	☐

goto 66128

if (25004 <> 2) 1: Er wurde in einem Betrieb angelernt.
if (25004 = 2) 1: Sie wurde in einem Betrieb angelernt.
if (25004 <> 2) 2: Er hat in einem Betrieb eine längere Ausbildung gemacht.
if (25004 = 2) 2: Sie hat in einem Betrieb eine längere Ausbildung gemacht.
if (25004 <> 2) 3: Er hat eine berufsbildende Schule besucht.
if (25004 = 2) 3: Sie hat eine berufsbildende Schule besucht.
if (25004 <> 2) 4: Er hat eine Hochschule/Universität besucht.
if (25004 = 2) 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

goto 66127Z

Variables		
p731874	Duration of partner's vocational training abroad in years	pParent

Condition: if (25004 <> 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a further vocational qualification?

Condition: if (25004 = 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a further vocational qualification?

Condition: if (25004 <> 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a vocational qualification?

Condition: if (25004 = 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a vocational qualification?

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

if (66117 = 1) goto 66118
if (66117 = 2, -97, -98) goto 66127Z

Variables		
p731863	Update vocational qualification partner	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?”

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]	☐
GDR: Qualification as a semi-skilled worker [19]	☐
Other certificate of vocational training [21]	☐
Semi-skilled vocational training with a company [17]	☐
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 to 7, 11, 17, 19, -98, -97, -20) goto 66127Z

autoif (66118 = 10, 11) 66123 = 4

Variables		
p731863	(Highest) vocational degree partner	pParent

66119 What other qualification is that?



goto 66120

Variables		
p731864_O	Vocational qualification, partner, open	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]	☐
Other leaving qualification [5]	☐
Magister, state examination [3]	☐
Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1]	☐
Award of a doctorate [4]	☐
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

66122 What other qualification is that?



If (66118 = 16) goto 66123
If (66118 = 12, 13) goto 66127Z
If (66118 = 14, 15) goto 66125

Variables		
p731867_O	Type tertiary qualification partner (open)	pParent

Condition: if (25004 <> 2)

66123 And at which institution did your partner complete this leaving qualification? Was that a university of cooperative education, 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 university of cooperative education, a college of public administration, a university of applied sciences or former college of engineering, or a university?

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]	☐
University of applied sciences or former college of engineering [3]	☐
College of public administration [2]	☐
University of cooperative education [1]	☐
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, 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 ongoing [2]	☐
No [3]	☐
Yes, doctorate completed [1]	☐
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?
Sub-clerical class [1]	☐
Administrative class [4]	☐
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 is your (male) partner's main occupation at the moment?

Condition: if (25004 = 2)

67104 What is your (female) partner's main occupation at the moment?

Please categorize answers! - Do not read out. Only if necessary: "By this I mean is he/she, for example, currently unemployed, a housewife or house husband, a pensioner, or in any kind of vocational training or similar."

Unemployed [1]	☐
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	☐
Short-time working [2]	☐
General school education [5]	☐
Partial retirement irrespective of what phase [4]	☐
Vocational training [6]	☐
Master / foreman technician training [7]	☐
Doctoral program [9]	☐
Vocational retraining, advanced or further education [10]	☐
Higher education [8]	☐
On maternity leave / parental leave [11]	☐
Housewife/househusband [12]	☐
Pensioner/ retired civil servant / in (early) retirement [14]	☐
Sick / temporarily unable to work [13]	☐
In (voluntary) military service, voluntary social year, voluntary ecological year or European Voluntary Service, federal voluntary service [15]	☐
Other [16]	☐
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	Status partner	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]	☐
Foreman/construction foreman [14]	☐
Semi-skilled worker/partially skilled worker [11]	☐
Unskilled worker [10]	☐
Assistant foreman, group leader, Brigadier [13]	☐
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.

Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22]	☐
Simple occupation, e.g. salesperson [20]	☐
Qualified occupation, e.g. office clerk, technical drafting [21]	☐
Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23]	☐
Production- and plant foreman [24]	☐
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 In exactly what Laufbahngruppe [civil service category] is he in there?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67112 In exactly what Laufbahngruppe [civil service category] is she in there?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67112 In exactly what Laufbahngruppe [civil service category] was he in there?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67112 In exactly what Laufbahngruppe [civil service category] was she in there?

Please read out options. Please adapt the formulation of the answers 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.

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 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 trade, commerce, industry, service; other self-employment or entrepreneurship [53]	☐
Self-employed person in agriculture [52]	☐
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.

1,000 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_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 roughly what month that was."

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 9,999

goto 67121

Variables		
p73195m	Partner unemployed since: Month	pParent
p73195y	Partner unemployed since: Year	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]	☐

67122Z

Variables		
p731965	Partner's government benefits	pParent

35 Language module

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?

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 in your family as a child?

Please select from the list! If no other language was learned, 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

36005 [AUTO] Auto variable TP's competence with German Respondent German-speaking (as a single language of origin or as one of two languages of origin)?

No [2]	☐
Yes [1]	☐

goto 36006

autoif (36001 = 92 OR 36002 = 92) 36005 = 1
autoif (36001 <> 92 & 36002 <> 92) 36005 = 2

Variables		
p41304x	Responding parent's competence with German (auto variable)	pParent

36006 [AUTO] Auto variable TP's bilinguality Respondent bilingual (i.e. more than one language of origin)?

No [2]	☐
Yes [1]	☐

if (36006 = 1 & 36005 = 2) goto 36007
if (36006 = 1 & 36005 = 1) goto 36008
if (36006 = 2 & 36005 = 2) goto 36008
if (36006 = 2 & 36005 = 1) goto 36046Z

autoif (36002 <> -21, -97, -98) 36006= 1
autoif (36002 = -21, -97, -98) OR (36001 = 92 & 36002 = 92) 36006 = 2

Variables		
p41305x	Bilingualism interviewed parent (auto var.)	pParent

36007	You have said that 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 parent interviewed	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

36009 How well do you speak German?	
Read out the options 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 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]	☐
goto 36052	

Variables		
p41330d	Subjective linguistic competence of interviewed parent German – writing	pParent

36043 How well do you speak <36008>?	
Read out the options 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 36062	

Variables		
p41340b	Subjective linguistic competence of interviewed parent lang. 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".

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]	☐
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”.

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 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

36011 I would now like to find out a little about your partner's language of origin. What language did he/she learn in his/her family as a child?

Please select from the list! If there are more than two languages of origin: "Please state the language of origin that he/she understands better." The second language of origin will be covered in the next question.

[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

36012 Did your partner learn another language in his/her family as a child?

Please select from the list! If no other language was learned, 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

36015 [AUTO] Auto variable partner German-speaking (as a single language of origin or as one of two languages of origin)

No [2]	☐
Yes [1]	☐

goto 36016

autoif (36011 = 92 OR 36012 = 92) 36015 = 1
autoif (36011 <> 92 & 36012 <> 92) 36015 = 2

Variables		
p41404x	Partner's competence with German (auto variable)	pParent

36016 [AUTO] Auto variable partner bilingual (i.e. more than one language of origin)?

No [2]	☐
Yes [1]	☐

if (36016 = 1 & 36015 = 2) goto 36017
if (36016 = 1 & 36015 = 1) goto 36018
if (36016 = 2 & 36015 = 2) goto 36018
if (36016 = 2 & 36015 = 1) goto 36055Z

autoif (36012 <> -21, -97, -98) 36016 = 1
autoif (36012 = -21, -97, -98) OR (36011 = 92 & 36012 = 92) 36016 = 2

Variables		
p41405x	Bilingualism of partner (auto variable)	pParent

36017 You said that your partner learned several languages in his/her family as a child. Which of these languages does he/she understand better?

If no difference in partner's linguistic competence, "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	Determine language of origin – bilingual partner	pParent

36047 We would now like to know how good your partner's command of the German language is. How well does he/she understand German?

Read out options.

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

36019	How well does your partner speak German?	
Read out the options 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 36048		

Variables		
p41430b	Subjective linguistic competence partner German - speaking	pParent

36048	How well does your partner read in German?	
Read out the options 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

36020 How well does your partner write in German?

Read out the options 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 36053

Variables		
p41430d	Subjective linguistic competence partner German - writing	pParent

36021 I would now like to talk about <target child's name>'s language of origin. What language did <target child's name> learn in your family in the first three years of his/her life?

Please select from the list! If there are more than two languages of origin: "Please tell us the language of origin which <target child's name> understands better." The second language of origin 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 <target child's name> learn another language in your family during the first three years of life?
Please select from the list! If no other language was learned, 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

36025	[AUTO] Auto variable Child can speak German (as only native language or one of two native languages)
No [2]	☐
Yes [1]	☐
goto 36026 *autoif (36021 = 92 OR 36022 = 92) 36025 = 1* *autoif (36021 <> 92 & 36022 <> 92) 36025 = 2*	

Variables		
p41004x	Child's ability to speak German (auto variable)	pParent

36026 [AUTO] Auto variable Child is bilingual (i.e. more than one native language)?

No [2] ☐

Yes [1] ☐

if (36026 = 1 & 36025 = 2) goto 36027
(Kind bilingual/Kind nicht deutschsp.)
if (36026 = 1 & 36025 = 1) goto 36029
(Kind bilingual/Kind deutschsp.)
if (36026 = 2 & 36025 = 2) goto 36029
(Kind nicht bilingual/Kind nicht deutschsp.)
if (36026 = 2 & 36025 = 1 & 36008 = . & 36018 = .) goto 36051Z
(Kind nicht bilingual/Kind deutschsp. UND beide Eltern haben keine nichtdeutsche Herkunftssprache
if (36026 = 2 & 36025 = 1 & 36008 <> . & 36018 <> . & 36008 <> 36018) goto 36028
(Kind nicht bilingual/Kind deutschsp. UND beide Eltern haben nichtdeutsche HKS UND Herkunftssprache Befragter ist ungleich Herkunftssprache Partner)
if (36026 = 2 & 36025 = 1 & (36008 <> . OR 36018 <> .)) goto 36029
(Kind nicht bilingual/Kind deutschsp. UND mindestens ein Elternteil hat nichtdeutsche Herkunftssprache)

autoif (36022 <> -21, -97, -98) 36026 = 1
autoif (36022 = -21, -97, -98) OR (36021 = 92 & 36022 = 92) 36026 = 2

Variables		
p41005x	Bilingualism child (auto variable)	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

36028 You said that you learned <36008(Label)> as a child, and your partner learned <36018 (Label)>. What language does <target child's name> 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 - bilingual child, via parents	pParent

36040 **At what age did <target child's name> start learning German? Please tell me the age in years and months.**

Please note that here the !!age!! of the child should be recorded, e.g. 5 years and 6 months.

|___|___| Years

Since birth [-26] ☐

Range: 0 - 20

|___|___| Months

Since birth [-26] ☐

Range: 0 - 11

goto 36056

Variables		
p41002m	Start of learning German (month)	pParent
p41002y	Start of learning German (year)	pParent

Condition: if (h_S3TG1 <> 2)

36030 **Now we would like to find out how good <target child's name>'s command of the <36029> language is. For his age, how well does <target child's name> understand <36029>?**

Condition: if (h_S3TG1 = 2)

36030 **Now we would like to find out how good <target child's name>'s command of the <36029> language is. For her age, how well does <target child's name> understand <36029>?**

Read out options.

Not at all [5] ☐

Very poor [4] ☐

Rather poor [3] ☐

Rather good [2] ☐

Very good [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 36031

Variables		
p41040a	Subjective linguistic competence Child Language of origin – comprehension	pParent

Condition: if (h_S3TG1 <> 2)

36031 For his age, how well does <target child's name> speak <36029>?

Condition: if (h_S3TG1 = 2)

36031 For her age, how well does <target child's name> speak <36029>?

Read out the options 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 36060

Variables		
p41040b	Subjective linguistic competence Child Language of origin – speaking	pParent

Condition: if (h_S3TG1 <> 2)

36032 For his age, how well does <target child's name> write in <36029>?

Condition: if (h_S3TG1 = 2)

36032 For her age, how well does <target child's name> write in <36029>?

Read out the options if necessary.

Very good [1]	☐
Not at all [5]	☐
Very poor [4]	☐
Rather poor [3]	☐
Rather good [2]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36061Z

Variables		
p41040d	Subjective linguistic competence Child Language of origin – writing	pParent

36033 Now we would like to know the language you currently use in your family. What language do you speak at home?

Read out options. If the respondent answers "equally often", please ask for the tendency. If no allocation can be made, select the button "uses German and other language equally often".

only German [1]	☐
mostly German [2]	☐
mostly another language [3]	☐
only another language [4]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (36033 = 2, 3, 4, -25) goto 36034
if (36033= 1, -97, -98) goto 36051Z

Variables		
p412000	Interaction language household	pParent

36034 What language is it?

If several non-German languages are spoken: Please tell me the language which you use most in your family.

[Language list] [-9999]	☐
Sprache not in list [-96]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36035

Variables		
p412001_g1R	Interactive language household detailed (ISO 639.2)	pParent
p412001_g2R	Interactive language household detailed (aggregated)	pParent

36035 What language do you use with <target child's name>?

Only read out options if necessary. If the respondent answers "equally often", please ask for the tendency. If no allocation can be made, select the button "uses German and other language equally often".

mostly another language [3]	☐
only another language [4]	☐
only German [1]	☐
mostly German [2]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_S3SHP = 2, 3) goto 36036
if (h_S3SHP <> 2, 3) & ([HILF] h_Anzahl_Geschwister > 0) goto 36038
if (h_S3SHP <> 2,3) & ([HILF] h_Anzahl_Geschwister = 0) goto 36039

Variables		
p412070	Responding parent's interaction language – child	pParent

36036 What language does your partner speak with <target child's name>?

Read out options. If the respondent answers "equally often", please ask for the tendency. If no allocation can be made, select the button "uses German and other language equally often".

only German [1]	☐
mostly German [2]	☐
mostly another language [3]	☐
only another language [4]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36037

Variables		
p412080	Interactive language partner – child	pParent

36037 What language do you speak with your partner?

Read out options only if necessary. If the respondent answers “equally often”, please ask for the tendency. If no allocation can be made, select the button “uses German and other language equally often”.

only German [1]	☐
mostly German [2]	☐
mostly another language [3]	☐
only another language [4]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ([HILF] h_Anzahl_Geschwister > 0) goto 36038
if ([HILF] h_Anzahl_Geschwister = 0) goto 36039

Variables		
p412090	Responding parent's interaction language – partner	pParent

Condition: if (h_S3TG1 <> 2)

36038 What language does <target child's name> use with his siblings?

Condition: if (h_S3TG1 = 2)

36038 What language does <target child's name> use with her siblings?

Read out options only if necessary. If the respondent answers “equally often”, please ask for the tendency. If no allocation can be made, select the button “uses German and other language equally often”.

only German [1]	☐
mostly German [2]	☐
mostly another language [3]	☐
only another language [4]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36039

Variables		
p412030	Language of interaction child - siblings	pParent

Condition: if (h_S3TG1 <> 2)

36039 What language does <target child's name> use with his friends?

Condition: if (h_S3TG1 = 2)

36039 What language does <target child's name> use with her friends?

Read out options only if necessary. If the respondent answers "equally often", please ask for the tendency. If no allocation can be made, select the button "uses German and other language equally often".

only German [1]	☐
mostly German [2]	☐
mostly another language [3]	☐
only another language [4]	☐
German and other language equally often [-25]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 36051Z

Variables		
p412040	Language of interaction child – Friends	pParent

37 Private tuition

14114 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 (14114 = 1, -20) goto 14115
if (14114 = 2, -97, -98) goto 14124Z

Variables		
p261100	Private tuition - panel questions - occurrence	pParent

14115 [MF] And in what subjects is <target child's name> receiving private tutoring?

Do not read out the options, just allocate: multiple answers allowed.

	Not specified [0]	Specified [1]
Mathematics	☐	☐
German	☐	☐
English	☐	☐
French	☐	☐
Latin	☐	☐
Physics	☐	☐
Chemistry	☐	☐
Biology	☐	☐
other subject / subjects	☐	☐
Refused	☐	☐
Don’t know	☐	☐

if (PNH2p_2_K2 = 1) goto 14116
if (PNH2p_2_K2 <> 1) goto 14117

Variables		
p262101	Private tuition - panel questions - subject: Mathematics	pParent
p262102	Private tuition - panel questions - subject: German	pParent
p262103	Private tuition - panel questions - subject: English	pParent
p262104	Private tuition - panel questions - subject: French	pParent
p262105	Private tuition - panel questions - subject: Latin	pParent
p262106	Private tuition - panel questions - subject: Physics	pParent
p262107	Private tuition - panel questions - subject: Chemistry	pParent
p262108	Private tuition - panel questions - subject: Biology	pParent
p262109	Private tuition - panel questions - subject: other subject / subjects	pParent

14116 [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 14117

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

14117 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 14118Z

Variables		
p261101	Private tuition - panel questions - scope	pParent

14119	Where does <target child's name> receive their private tuition?
Read out the options. If the tuition takes place in different venues: "Where does it mainly take place?"	
Privately, but not in your home [2]	☐
In a private tuition institute [3]	☐
In school [4]	☐
In a youth or community center [5]	☐
Or somewhere else [6]	☐
Privately, in your home [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 14120	

Variables		
p269100	Private tuition - supplementary questions - location	pParent

14120	And how is the tuition organized?
Read out the options	
as individual tuition [1]	☐
in groups of more than 5 pupils [3]	☐
in small groups of up to 5 pupils maximum [2]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 14121	

Variables		
p269101	Private tuition - supplementary questions - type of organization	pParent

14121 Who gives the tuition?

Read out options. If several people are named: "Please tell me the name of the person who gives most of the private tutoring".

A student [2]	☐
A schoolboy / schoolgirl [3]	☐
Another private individual [4]	☐
A qualified teacher [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 14122

Variables		
p269102	Private tuition - supplementary questions - teacher	pParent

14122 How much does the private tutoring cost you on average per month?

If asked: If no fixed monthly amount is paid, the respondent should estimate the amount to the best of their ability. Vacation, or other times when no private tuition is given, should not be included: "If you don't pay a fixed monthly amount for the private tuition, please estimate the amount to the best of your ability. Please do not include vacation, or other times when no private tuition is given"

|___|___|___| Euros per month

Range: 0 - 999

goto 14123

Variables		
p269103	Private tuition - supplementary questions - costs	pParent

14123	In your opinion, how much has <target child's name> improved because of the private tuition?	
Read out the options		
Not at all [1]		☐
Very much [4]		☐
A lot [3]		☐
A little [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 14124Z		

Variables		
p262100	Private tuition - supplementary questions - success	pParent

38 Knowledge items

76117	Different professions or vocational training programs require different !!school-leaving qualifications!!. I am now going to read out various professions. For each profession, please tell me what !!school-leaving!! qualification !!most of the people!! who pursue this profession in Germany today have. If you don't know, you can also state "don't know". What !!school-leaving!! qualification do !!most of the people!! who pursue the profession of sales assistant in Germany today have?	
Read out options. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the school-leaving qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.		
School-leaving certificate of the Hauptschule [2]		☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]		☐
Abitur [4]		☐
No school-leaving qualification [1]		☐
Don't know [5]		☐
Refused [-97]		☐
goto 76118		

Variables		
p31501a	Knowledge of school-leaving qualification_salesperson	pParent

76118 What !!school-leaving!! qualification do !!most people!! have nowadays who pursue the profession of pharmacist in Germany?

Read out options. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the school-leaving qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means. If the respondent's answer is "Hochschulreife", allocate this to the Abitur [university entrance qualification] category. If the respondent is not familiar with the term "Hauptschulabschluss" [leaving certificate of the Hauptschule]: Other related terms are "Mittelschulabschluss" [leaving certificate of the Mittelschule] or "Berufsbildungsreife" [entrance qualification for a vocational school]. If the respondent is not familiar with the terms "Realschulabschluss" or "Mittlere Reife": Other related terms are Mittlerer Abschluss [leaving certificate of the Realschule] or Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

School-leaving certificate of the Hauptschule [2]	☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	☐
Abitur [4]	☐
No school-leaving qualification [1]	☐
Don't know [5]	☐
Refused [-97]	☐

if (76117 = -97 & 76118 = -97) goto 76123
if (76117 <> -97 & 76118 = -97) goto 76120
if (76118 <> -97) goto 76120

Variables		
p31501b	Knowledge of school-leaving qualification_pharmacist	pParent

76120 And how about the profession of a banker?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the school-leaving qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means. If the respondent's answer is "Hochschulreife", allocate this to the Abitur [university entrance qualification] category. If the respondent is not familiar with the term "Hauptschulabschluss" [leaving certificate of the Hauptschule]: Other related terms are "Mittelschulabschluss" [leaving certificate of the Mittelschule] or "Berufsbildungsreife" [entrance qualification for a vocational school]. If the respondent is not familiar with the terms "Realschulabschluss" or "Mittlere Reife": Other related terms are Mittlerer Abschluss [leaving certificate of the Realschule] or Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

School-leaving certificate of the Hauptschule [2]	☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	☐
Abitur [4]	☐
No school-leaving qualification [1]	☐
Don't know [5]	☐
Refused [-97]	☐

if (76118 = -97 & 76120 = -97) goto 76123
if (76118 <> -97 & 76120 = -97) goto 76121
if (76120 <> -97) goto 76121

Variables		
p31501c	Knowledge of school-leaving qualification_banker	pParent

76121 And what about the profession of an optician?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the school-leaving qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means. If the respondent's answer is "Hochschulreife", allocate this to the Abitur [university entrance qualification] category. If the respondent is not familiar with the term "Hauptschulabschluss" [leaving certificate of the Hauptschule]: Other related terms are "Mittelschulabschluss" [leaving certificate of the Mittelschule] or "Berufsbildungsreife" [entrance qualification for a vocational school]. If the respondent is not familiar with the terms "Realschulabschluss" or "Mittlere Reife": Other related terms are Mittlerer Abschluss [leaving certificate of the Realschule] or Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

School-leaving certificate of the Hauptschule [2]	☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	☐
Abitur [4]	☐
No school-leaving qualification [1]	☐
Don't know [5]	☐
Refused [-97]	☐

if (76120 = -97 & 76121 = -97) goto 76123
if (76120 <> -97 & 76121 = -97) goto 76122
if (76121 <> -97) goto 76122

Variables		
p31501d	Knowledge of school-leaving qualification_optician	pParent

76122 And what about a tax consultant?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the school-leaving qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means. If the respondent's answer is "Hochschulreife", allocate this to the Abitur [university entrance qualification] category. If the respondent is not familiar with the term "Hauptschulabschluss" [leaving certificate of the Hauptschule]: Other related terms are "Mittelschulabschluss" [leaving certificate of the Mittelschule] or "Berufsbildungsreife" [entrance qualification for a vocational school]. If the respondent is not familiar with the terms "Realschulabschluss" or "Mittlere Reife": Other related terms are Mittlerer Abschluss [leaving certificate of the Realschule] or Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

School-leaving certificate of the Hauptschule [2]	☐
School-leaving certificate of the Realschule/certificate of intermediate secondary education [3]	☐
Abitur [4]	☐
No school-leaving qualification [1]	☐
Don't know [5]	☐
Refused [-97]	☐

goto 76123

Variables		
p31501e	Knowledge of school-leaving qualification_tax consultant	pParent

76123 We've finished talking about !!school-leaving qualifications!!. Now let's talk about !! professional!! qualifications. What !!professional!! qualification do !!most of the people!! who pursue the profession of sales assistant in Germany have today?

Read out options. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the professional qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.

Completed apprenticeship [2]	☐
Higher education [3]	☐
No vocational training [1]	☐
Don't know [4]	☐
Refused [-97]	☐

goto 76124

Variables		
p31502a	Knowledge of vocational qualification_salesperson	pParent

76124 What !!vocational qualification!! do !!most people!! have nowadays who pursue the profession of a pharmacist in Germany?

Read out options. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the professional qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.

Completed apprenticeship [2]	☐
Higher education [3]	☐
No vocational training [1]	☐
Don't know [4]	☐
Refused [-97]	☐

if (76123 = -97 & 76124 = -97) goto 76129
if (76123 <> -97 & 76124 = -97) goto 76126
if (76124 <> -97) goto 76126

Variables		
p31502b	Knowledge of vocational qualification_pharmacist	pParent

76126 And how about the profession of a banker?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the professional qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.

Higher education [3]	☐
No vocational training [1]	☐
Completed apprenticeship [2]	☐
Don't know [4]	☐
Refused [-97]	☐

if (76124 = -97 & 76126 = -97) goto 76129
if (76124 <> -97 & 76126 = -97) goto 76127
if (76126 <> -97) goto 76127

Variables		
p31502c	Knowledge of vocational qualification_banker	pParent

76127 And what about the profession of an optician?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the professional qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.

Completed apprenticeship [2]	☐
Higher education [3]	☐
No vocational training [1]	☐
Don't know [4]	☐
Refused [-97]	☐

if (76126 = -97 & 76127 = -97) goto 76129
if (76126 <> -97 & 76127 = -97) goto 76128
if (76127 <> -97) goto 76128

Variables		
p31502d	Knowledge of professional qualification_optician	pParent

76128 And what about a tax consultant?

Read out options if necessary. If there are any questions: We're not interested in how it used to be, but how the situation is today. If there are any questions: This question is not about formally required qualifications, but about the professional qualifications that most people have. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.

Completed apprenticeship [2]	☐
Higher education [3]	☐
No vocational training [1]	☐
Don't know [4]	☐
Refused [-97]	☐

goto 76129

Variables		
p31502e	Knowledge of vocational qualification_tax consultant	pParent

76129	There are different educational and vocational systems in Germany. I have a few questions for you about this. Can you tell me what is meant by "dual vocational system" in Germany?	
Read out options. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.		
Possession of two vocational qualifications [1]		☐
The separation between the first and second apprenticeship year [4]		☐
The combination of school-based training at the vocational school and practical training within a company [3]		☐
The fact that someone does a vocational training program and then goes on to study [2]		☐
Don't know [5]		☐
Refused [-97]		☐
goto 76130		

Variables		
p31562a	Knowledge on options_definition dual vocational system	pParent

76130	And you can tell me what is meant by the term "Fachhochschulreife [entrance qualification for universities of applied sciences]"?	
Read out options. If the respondent's answer is "the second" or "the third", read out the option indicated again and ask if this is what he/she means.		
The completion of a master qualification [1]		☐
Another word for Abitur [4]		☐
A qualification entitling studies at a university of applied sciences [3]		☐
A degree from a university of applied sciences [2]		☐
Don't know [5]		☐
Refused [-97]		☐
goto 76116Z		

Variables		
p31561a	Knowledge on options_definition Fachhochschulreife	pParent

39 Work/life balance

81101 **The next section deals with the time you spend with <target child's name>. If you consider the schooldays during a normal week, how much time do you spend on these days directly with <target child's name>? Please state the !!average amount of time per day!!.**

If the respondent is uncertain, have him/her make an estimate.

|___|___| Hours

Range: 0 - 24

|___|___| Minutes

Range: 0 - 59

goto 81102

Variables		
p51450h	Time spent with child: Schooldays (hours)	pParent
p51450m	Time spent with child: Schooldays (minutes)	pParent

81102 **If you consider a normal weekend, how much time do you spend on these days directly with <target child's name>? Please state the !!average amount of time per day!!.**

If the respondent is uncertain, have him/her make an estimate.

|___|___| Hours

Range: 0 - 24

|___|___| Minutes

Range: 0 - 59

goto 81103

Variables		
p51451h	Time spent with child: Weekend (hours)	pParent
p51451m	Time spent with child: Weekend (minutes)	pParent

81103 **And what is your opinion about the total amount of time you spend directly with <target child's name>? Do you think it is not enough, not really enough, just right, more than enough or too much?**

Not really enough [2]	☐
Just right [3]	☐
More than enough [4]	☐
Too much [5]	☐
Not enough [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_S3SHP = 2, 3) goto 81104
if (h_S3SHP <> 2, 3) goto 81107

Variables		
p514501	Assessment Amount of time spent	pParent

Condition: if (25004 <>2)

81104 **If you consider the schooldays during a normal week, how much time does your (male) partner spend on these days directly with <target child's name>? Please state the !! average amount of time per day!!.**

Condition: if (25004 = 2)

81104 **If you consider the schooldays during a normal week, how much time does your (female) partner spend on these days directly with <target child's name>? Please state the !!average amount of time per day!!.**

If the respondent is uncertain, have him/her make an estimate.

|___|___| Hours

Range: 0 - 24

|___|___| Minutes

Range: 0 - 59

goto 81105

Variables		
p51452h	Time spent with child - partner: Schooldays (hours)	pParent
p51452m	Time spent with child - partner: Schooldays (minutes)	pParent

Condition: if (25004 <>2)

81105 **If you consider a normal weekend, how much time does your (male) partner spend on these days directly with <target child's name>? Please state the !!average amount of time per day!!.**

Condition: if (25004 = 2)

81105 **If you consider a normal weekend, how much time does your (female) partner spend on these days directly with <target child's name>? Please state the !!average amount of time per day!!.**

If the respondent is uncertain, have him/her make an estimate.

|___|___| Hours

Range: 0 - 24

|___|___| Minutes

Range: 0 - 59

goto 81106

Variables		
p51453h	Time spent with child - partner: Weekend (hours)	pParent
p51453m	Time spent with child - partner: Weekend (minutes)	pParent

Condition: if (25004 <>2)

81106 **And what is your opinion about the total amount of time your (male) partner spends directly with <target child's name>? Do you think the time he spends is not enough, not really enough, just right, more than enough or too much?**

Condition: if (25004 = 2)

81106 **And what is your opinion about the total amount of time your (female) partner spends directly with <target child's name>? Do you think the time she spends is not enough, not really enough, just right, more than enough or too much?**

Not really enough [2] ☐

Just right [3] ☐

More than enough [4] ☐

Too much [5] ☐

Not enough [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 81107

Variables		
p514502	Opinion Amount of time spent - partner	pParent

81107	**I would now like to know how often you have to accept restrictions due to professional or domestic obligations. How often in the past year … …were you unable to spend as much time as you would have liked with <target child's name> due to professional or domestic obligations?**
Read out options.	
Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐
if (h_S3SHP = 2, 3) goto 81108 *if (h_S3SHP <> 2, 3) goto 81109*	

Variables		
p514503	Less time spent with child due to obligations	pParent

Condition: if (25004 <> 2)	
81108	**How often in the past year … … was your partner unable to spend as much time as he would have liked with <target child's name> due to professional or domestic obligations?**
Condition: if (25004 = 2)	
81108	**How often in the past year … … was your partner unable to spend as much time as she would have liked with <target child's name> due to professional or domestic obligations?**
Read out options.	
Never [1]	☐
Very good [5]	☐
Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 81109	

Variables		
p514504	Less time spent with child due to obligations - partner	pParent

Condition: if (25004 = 2)

81109 How often in the past year … … were you too tired to spend time with <target child's name> due to professional or domestic obligations?

Read out the options if necessary.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (h_S3SHP = 2, 3) goto 81110
if ((h_S3SHP <> 2, 3) & (64101 = 1, 2, 3)) goto 81111
if ((h_S3SHP <> 2, 3) & (64101 <> 1, 2, 3)) goto 81113Z

Variables		
p514505	Too tired due to obligations	pParent

Condition: if (25004 <> 2)

81110 How often in the past year … … was your (male) partner too tired to spend time with <target child's name> due to professional or domestic obligations?

Condition: if (25004 = 2)

81110 How often in the past year … … was your (female) partner too tired to spend time with <target child's name> due to professional or domestic obligations?

Read out the options if necessary.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (64101 = 1, 2, 3) goto 81111
if ((64101 <> 1, 2, 3) & (67101 = 1, 2, 3)) goto 81112
if (64101 <> 1, 2, 3) & (67101 <> 1, 2, 3)) goto 81113Z

Variables		
p514506	Too tired due to obligations - partner	pParent

Condition: if (25004 = 2)

81111 How often in the past year … … were you in a bad mood at home because of something that happened at work?

Read out the options if necessary.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((h_S3SHP = 2, 3) & (67101 = 1, 2, 3)) goto 81112
if (h_S3SHP = 2, 3) & (67101 <> 1, 2, 3)) goto 81113Z
if (h_S3SHP <> 2, 3) goto 81113Z

Variables		
p514507	Bad mood	pParent

Condition: if (25004 <> 2)

81112 How often in the past year … … was your (male) partner in a bad mood at home due to something that happened at work?

Condition: if (25004 = 2)

81112 How often in the past year … … was your (female) partner in a bad mood at home due to something that happened at work?

Read out the options if necessary.

Seldom [2]	☐
Sometimes [3]	☐
Often [4]	☐
Never [1]	☐
Very good [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 81113Z

Variables		
p514508	Bad mood - partner	pParent

40 Relationship to country of origin (segmentation)

65101	**Your mother and father were born in different countries. Which country do you feel closer to - the country of birth of your mother or your father?**
If there is no difference in closeness to the two countries, please record the country which the respondent knows better.	
Father's country of birth [2]	☐
Mother's country of birth [1]	☐
Respondent disagrees with migration background [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (65101 = 1, 2) goto 65102
if (65101 = -97, -98, -20) goto 65105Z

autoif (65101 = -20, -98, -97) h_migpre = -1

Variables		
p42100x	Choice mother's or father's country of birth	pParent

Condition: if (Erstbefragte = 2)

65102 **In the last survey you told us about your country of origin. We have a few more questions about this.**

Condition: if (h_migpre=1)

65102 **How often have you visited your country of origin since you moved to Germany?**

Condition: If (h_migpre =2)

65102 **Your mother was not born in Germany, but immigrated. How many times did you visit your mother's country of origin?**

Condition: if (h_migpre =3)

65102 **Your father was not born in Germany, but immigrated. How many times did you visit your father's country of origin?**

Condition: if (h_migpre =4)

65102 **Both your mother and your father were not born in Germany, but immigrated. How many times did you visit your parents' country?**

Condition: if (h_migpre =5)

65102 **Neither your mother nor your father were born in Germany, but immigrated from different countries. How often have you visited your mother's or your father's country of origin? I'm interested in the country that you've visited more often.**

If both countries have been visited equally, record the number for one of the countries. If this is unclear, please ask again. Please do not read out the options, just allocate the answer. If this is unclear, please ask again. If the respondent is not sure, please clarify: "By country of origin, I mean the country where you or your parents were born." If the respondent disagrees: Please use the button and say: I am sorry. We must have recorded that incorrectly during our last telephone conversation. Let's go on with the other questions."

Eleven to fifteen times [4]	☐
More than 15 times [5]	☐
Six to seven times [3]	☐
One to five times [2]	☐
Not at all so far [1]	☐
Respondent disagrees with migration background [-20]	☐
Refused [-97]	☐
Don't know [-98]	☐

if 65102= -20 goto 65104Z
if 65102 <> -20 goto 65103

autoif (65102 = -20, -98, -97) h_migpre = -1

Variables		
p421000	Amount of visits to country of origin	pParent

65103	What about you at the moment: How long do you think you will stay in Germany?	
Please read out the options.		
I will leave Germany within the next three years. [2]		☐
I will definitely leave Germany sometime, but not in the next three years. [3]		☐
I will stay here for ever. [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 65104		

Variables		
p421010	How long do you think you will stay in Germany?	pParent

Condition: if (h_migpre = 1)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as you? Would your response be…

Condition: if (h_migpre = 2)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your mother? Would your response be…

Condition: if (h_migpre = 3)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your father? Would your response be…

Condition: if (h_migpre = 4)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your parents? Would your response be…

Condition: if (h_migpre = 5 & 65101 = 1)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your mother? Would your response be…

Condition: if (h_migpre = 5 & 65101 = 2)

65104 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your father? Would your response be…

Please read out the options. If the person is unsure, please clarify: "By country of origin, I mean the country where you or your parents were born."

none [1]	☐
1 to 10 per cent [2]	☐
11 to 20 per cent [3]	☐
over 40 per cent [6]	☐
21 to 30 per cent [4]	☐
31 to 40 per cent [5]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 65104Z

Variables		
p421020	Percentage of persons from the same country of origin in neighborhood	pParent

41 Identity and cultural habits

31014	**We would now like to ask you about your relationship with Germany and the people in Germany. I am going to read out several statements. Please tell me how applicable each statement is to you. I feel myself part of German society.**	
Read instructions aloud.		
applies fully [1]		☐
applies to some extent [2]		☐
doesn't really apply [3]		☐
doesn't apply at all [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 31015		

Variables		
p428000	Part of German society	pParent

31015	**I feel closely connected to the people in Germany.**	
applies fully [1]		☐
doesn't apply at all [4]		☐
applies to some extent [2]		☐
doesn't really apply [3]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 31016		

Variables		
p428010	Feeling of connection with Germany	pParent

31016 I find it unpleasant to be associated with people in Germany.	
applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if ((31016 = -97) & (31015 = -97)) goto 31019
if ((31016 = -97) & (31015 <> -97)) goto 31017
if (31016 = 1, 2, 3, 4, -98) goto 31017

Variables		
p428020	I find it unpleasant to be associated with people in Germany.	pParent

31017 I feel very comfortable when I'm with people from Germany.	
Read out the options if necessary.	
applies fully [1]	☐
applies to some extent [2]	☐
doesn't apply at all [4]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (((31016 = -97) OR (31015 = -97)) & 31017 = -97) goto 31019
if (((31016 <> -97) & (31015 <> -97)) & 31017 = -97) goto 31018
if (31017 = 1, 2, 3, 4, -98) goto 31018

Variables		
p428030	Comfortable amongst people from Germany	pParent

31018 I think it is important to be associated with people in Germany.

Read out the options if necessary.

applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 31019

Variables		
p428040	I think it is important to be associated with people in Germany.	pParent

31019 And to what extent do you feel associated with the people in Germany overall?

Read out options.

Fairly applicable [3]	☐
Strongly applicable [2]	☐
Hardly at all [4]	☐
Not at all [5]	☐
Very strongly applicable [1]	☐
Refused [-97]	☐
Don't know [-98]	☐

if (70103P57=1,2,3,4) OR (70103P57=5 & 65101 = 1, 2) goto 31021
if (70103P57=5 & 65101 = -20, -97, -98) goto 31038Z

autoif (65101 = 1) landdPRE = mgeblPRE
autoif (65101 = 1) landd2PRE = mgeblPRE
autoif (65101 = 1) landadj1PRE = mgeblPRE
autoif (65101 = 1) landadj2PRE = mgeblPRE
autoif (65101 = 1) landadj3PRE = mgeblPRE
autoif (65101 = 2) landdPRE = vgeblPRE
autoif (65101 = 2) landd2PRE = vgeblPRE
autoif (65101 = 2) landadj1PRE = vgeblPRE
autoif (65101 = 2) landadj2PRE = vgeblPRE
autoif (65101 = 2) landadj3PRE = vgeblPRE

Variables		
p428100	Association with people in Germany	pParent

31024 I am going to read several statements out to you again now. Please tell me how applicable each statement is to you.
I feel that I am closely connected to the people of <landd2PRE(LABEL)>.

Read options aloud. In the case of ambiguity, please repeat: Please think of people <landdPRE(LABEL)> and also people who themselves, or whose families <landd2PRE(LABEL)> moved to Germany.

applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 31025

Variables		
p428120	Feeling of being connected with people from country of origin	pParent

31025 I find it unpleasant to be associated with the people of <landd2PRE(LABEL)>.

Read out options if necessary. In case of uncertainty, please repeat: Please consider not only the people of <landdPRE(LABEL)>, but also the people and the families of these people who have moved from <landd2PRE(LABEL)> to Germany.

applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 31026

Variables		
p428130	Unpleasant to be associated with people from country of origin	pParent

31026	It is important to me to be associated with the people of <landd2PRE(LABEL)>.	
Read out options if necessary. In case of uncertainty, please repeat: Please consider not only the people of <landdPRE(LABEL)>, but also the people and the families of these people who have moved from <landd2PRE (LABEL)> to Germany.		
applies fully [1]	☐	
doesn't apply at all [4]	☐	
applies to some extent [2]	☐	
doesn't really apply [3]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 31027		

Variables		
p428140	I think it is important to be associated with people from country of origin.	pParent

31027	I feel very good when I am with people of <landd2PRE(LABEL)>.	
Read out options if necessary. In case of uncertainty, please repeat: Please consider not only the people of <landdPRE(LABEL)>, but also the people and the families of these people who have moved from <landd2PRE (LABEL)> to Germany.		
applies fully [1]	☐	
doesn't apply at all [4]	☐	
applies to some extent [2]	☐	
doesn't really apply [3]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	
goto 31028		

Variables		
p428150	Comfortable amongst people from country of origin	pParent

31028 I am pleased to do things with people from <landd2PRE(LABEL)>.	
Read out options if necessary. In case of uncertainty, please repeat: Please consider not only the people of <landdPRE(LABEL)>, but also the people and the families of these people who have moved from <landd2PRE (LABEL)> to Germany.	
applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 31029	

Variables		
p428160	Like doing things with people from country of origin	pParent

31029 I often act "typically <landadj3PRE(LABEL)>"‥	
Read out the options if necessary.	
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
applies fully [1]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 31030	

Variables		
p428170	Often act in a way that is typical for country of origin	pParent

31030 It is important to me to live according to the traditions of <landadj1PRE(LABEL)>.	
Read out the options if necessary.	
applies fully [1]	☐
doesn't apply at all [4]	☐
applies to some extent [2]	☐
doesn't really apply [3]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 31031	

Variables		
p428180	Importance of traditions of country of origin	pParent

31031 It is important to me to have friends from <landd2PRE(LABEL)>.	
Read out the options if necessary.	
applies fully [1]	☐
doesn't apply at all [4]	☐
doesn't really apply [3]	☐
applies to some extent [2]	☐
Refused [-97]	☐
Don't know [-98]	☐
goto 31032	

Variables		
p428190	Importance of friends from country of origin	pParent

31032	And to what extent do you identify yourself with people from <landd2PRE(LABEL)> overall?	
Read out options.		
Fairly applicable [3]		☐
Strongly applicable [2]		☐
Hardly at all [4]		☐
Not at all [5]		☐
Very strongly applicable [1]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 31033Z		

Variables		
p428200	Feeling of association with country of origin	pParent

Cultural habits

31035	How often to you listen to music from <landadj2PRE(LABEL)>?	
Read out options except "Respondent does not distinguish between music from his/her country of origin and German music" and "does not apply, never listens to music".		
All the time [1]		☐
Often [2]		☐
Sometimes [3]		☐
Never [5]		☐
Rarely [4]		☐
Doesn't apply, I never listen to music [-95]		☐
Respondent does not observe a difference between the music of the country of origin and German music [-94]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 31036		

Variables		
p428300	Cultural habits - music	pParent

31036 How often do you cook traditional <h_hland_landadj1PRE> food?

Read out options except "Respondent does not distinguish between cooking traditions from his/her country of origin and German cooking traditions" and "does not apply, no-one in our family cooks".

All the time [1]	☐
Often [2]	☐
Sometimes [3]	☐
Never [5]	☐
Rarely [4]	☐
Does not apply, we do not cook in our family [-95]	☐
Respondent does not distinguish between cooking traditions from his country of origin and German cooking traditions [-94]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 31037

Variables		
p428310	Cultural habits - cooking	pParent

31037 Do you celebrate <landadj2PRE(LABEL)> public holidays?

Read out options except "Respondent does not distinguish between public holidays in his/her country of origin and German public holidays".

No, none [4]	☐
Yes, some [3]	☐
Yes, most [2]	☐
Yes, all [1]	☐
Respondent does not distinguish between public holidays in his country of origin and German public holidays [-94]	☐
Refused [-97]	☐
Don't know [-98]	☐

goto 31038Z

Variables		
p428320	Cultural habits - public holidays	pParent

43 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 place names	
List of municipalities/places [9999]	☐
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

45 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 to 40, -97, -98) goto 27002 *if (27001 = 1) goto 27003Z*	

Variables		
p741001	Household size	pParent

46 Household income

28001 **In many areas, child care and vocational training for children can be costly. Now, we would like to look at all of the income from your entire 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, parental and child allowance, student loans/grants, alimony payments, unemployment benefits, etc.!**

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

|___|___|___|___|___|___| Euros

Range: 0 - 999,999

if (28001 = -97, -98) goto 28002
if (28001 <> -97, -98) goto 28006Z

Variables		
p510005	Monthly household income, open	pParent

28002 **It would really help us if you could at least roughly allocate your answer to one of the following categories. Is your net household income less than 2000 euros, 2000 to less than 4000 euros, or 4000 euros and more per month?**

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "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		
p510006	Monthly household income, split	pParent

28003	Can you tell me if it is less than 1000 euros, 1000 to less than 1500 euros, or 1500 euros and more per month?	
If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "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		
p510007	monthly household income, categories under 2,000 euros	pParent

28004	Can you tell me if it is less than 2500 euros, 2500 to less than 3000 euros, or 3000 euros and more per month?	
If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "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		
p510008	Monthly household income, classes between 2,000 and 4,000 euros	pParent

28005	Can you tell me if it is less than 5000 euros, 5000 to less than 6000 euros, or 6000 euros and more per month?	
If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "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

47 Assets

28006	Apart from the income, the economic situation of the household is also determined by assets. In this regard, assets may also be used to finance the supervision or education of children. I would now like you to tell me about your household's assets. Please include any foreign assets you may have. 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 Do you or other people in your household have any of the following assets? Building loan contract

No [2] ☐

Yes [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28008

Variables		
p512002	Assets in the HH: Building loan contract	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 28022

Variables		
p512013	Assets in the HH: other real estate property	pParent

28014 What do you think the market value of all these assets in your household would be if you were to sell them today? Please do not deduct any debt.

In case of problems with accuracy: "Please give a rough estimate of the amount". Refer to the fact that any response given will be anonymous. In case of general uncertainty about the question: "This means the current value of all of the types of assets of the entire household listed above if you were to sell them today." In case something is unclear regarding sales/market value for people whose household only has a savings book/checking account: "Please add up the current amounts on all savings books and in all checking accounts." In case something is unclear regarding sales/market value for people whose household has various asset components: "This means the current value of all of the types of assets of the entire household listed above if you were to sell them today, plus the sum of all the amounts on all the savings books and in all the 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 not including debt, open	pParent

28015 It would really help us if you could please tell me whether you estimate the household assets to be 50,000 euros and more, or less than 50,000 euros?

€ 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 **Many households have debts or other liabilities these days. How is the situation in your household? How high do you estimate the overall debt, such as mortgages, consumer loans and other liabilities, of all the members of your household to be?**

In case of problems with accuracy: "Please give a rough estimate of the amount". Refer to the fact that any response given will be anonymous. If monthly payments are stated: "Please tell me the total amount of your household's debts, not the monthly payments."

|___|___|___|___|___|___|___|___|___| Euros

Range: 0 - 999,999,999

if (28018 >= 0) goto 28026Z
if (28018 = -97, -98) goto 28019

Variables		
p512601	Debts in the HH (open)	pParent

28019 **It would really help us if you could please tell me whether you estimate the total amount of your household's debts to be 50,000 euros and more, or less than 50,000 euros?**

€ 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 answer possibilities aloud.		
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 euros	pParent

28021	Please estimate the amount of the entire household debt based on the following categories.	
Please read answer possibilities aloud.		
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

48 Health behavior

85007	Does anyone in your household smoke indoors?	
Only read out answers if respondent does not spontaneously answer.		
Several times a week [4]		☐
Several times a month or once a week [3]		☐
Everyday [5]		☐
Never [1]		☐
Once a month or less [2]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 85008Z		

Variables		
p525102	Smoking in the household	pParent

49 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 apply [1]		☐
Does apply [4]		☐
Applies to some extent [3]		☐
Does not really apply [2]		☐
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 apply [1]		☐
Does apply [4]		☐
Applies to some extent [3]		☐
Does not really apply [2]		☐
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.		
Applies to some extent [3]		☐
Does not really apply [2]		☐
Does not apply [1]		☐
Does apply [4]		☐
Refused [-97]		☐
Don't know [-98]		☐
goto 39106Z		

Variables		
p286715	Satisfaction school - general	pParent