FDZ-LIfBi

Data Manual

NEPS Starting Cohort 5—First-Year Students

From Higher Education to the Labor Market

Scientific Use File Version 15.0.0
The NEPS Research Data Documentation Series presents resources prepared to support the work with data from the National Educational Panel Study (NEPS).

Full citation of this document:

This release of Scientific Use Data from Starting Cohort 5—First-Year Students “From Higher Education to the Labor Market” was prepared by the staff of the Research Data Center at Leibniz Institute for Educational Trajectories (Forschungsdatenzentrum, FDZ-LIfBi). It represents a major collaborative effort. The contribution of the following persons is gratefully acknowledged:

Eva Akins
Dietmar Angerer
Nadine Bachbauer
Pia Bechtloff
Daniel Bela
Hannes Götz
Daniel Fuß
Lydia Kleine
Tobias Koberg
Gregor Lampel
Sven Pelz
Benno Schönberger
Mihaela Tudose
Katja Vogel
Clara Wolf

For their support in writing this manual, special thanks go to:
Isabelle Fiedler, Annika Grieb, Marie Kühn, Uta Liebeskind (DZHW Hannover)

We also appreciate the work of the former colleagues at the Research Data Center:
Simon Dickopf, Thomas Leopold, Manuel Munz, Sebastian Pink, Marcel Raab, Jan Skopek, Knut Wenzig, Markus Zielonka

Leibniz Institute for Educational Trajectories (LIfBi)
Research Data Center (FDZ)
Wilhelmsplatz 3
96047 Bamberg, Germany

E-mail: fdz@lifbi.de
Web: https://www.neps-data.de/datacenter
Phone: +49 951 863 3511
# Contents

1 Introduction  
1.1 About this manual ........................................ 1  
1.2 Further documentation ..................................... 1  
1.3 Data release strategy ...................................... 3  
1.4 Data access ................................................ 5  
1.5 Publications with NEPS data .............................. 6  
1.6 Rules and recommendations .............................. 7  
1.7 On using the Federal State label (*Bundeslandkennung*) .... 9  
1.8 User services .............................................. 9  
1.9 Contacting the Research Data Center .................... 11

2 Sampling and Survey Overview  
2.1 From higher education to the labor market ................ 12  
2.2 Sampling strategy .......................................... 13  
2.3 Competence measures ...................................... 14  
2.4 Survey overview and sample development .................. 17  
2.4.1 Wave 1: 2010/2011 (CATI+competencies) ............... 19  
2.4.2 Wave 2: 2011 (CAWI) .................................... 20  
2.4.3 Wave 3: 2012 (CATI) .................................... 21  
2.4.4 Wave 4: 2012 (CAWI) .................................... 22  
2.4.5 Wave 5: 2013 (CATI+competencies) ..................... 23  
2.4.6 Wave 6: 2013 (CAWI) .................................... 24  
2.4.7 Wave 7: 2014 (CATI+competences) ................. 25  
2.4.8 Wave 8: 2014 (CAWI) .................................... 26  
2.4.9 Wave 9: 2015 (CATI) .................................... 27  
2.4.10 Wave 10: 2016 (CATI) .................................. 28  
2.4.11 Wave 11: 2016 (CAWI) .................................. 29  
2.4.12 Wave 12: 2017 (CATI) .................................. 30  
2.4.13 Wave 13: 2018 (CATI) .................................. 31  
2.4.14 Wave 14: 2018 (CAWI) .................................. 32  
2.4.15 Wave 15: 2019 (CATI) .................................. 33

3 General Conventions  
3.1 File names ............................................... 34  
3.2 Variables .................................................. 36  
3.2.1 Conventions for general variable naming ............. 36  
3.2.2 Conventions for competence variable naming .......... 39  
3.2.3 Labels .................................................. 42  
3.3 Missing values ............................................ 43  
3.4 Generated variables ....................................... 45
4 Data Structure

4.1 Overview

4.1.1 Identifiers

4.1.2 Panel data

4.1.3 Episode or spell data

4.1.4 Revoked episodes

4.2 Data files

4.2.1 Basics

4.2.2 Biography

4.2.3 CohortProfile

4.2.4 EditionBackups

4.2.5 Education

4.2.6 MethodsCATI

4.2.7 MethodsCAWI

4.2.8 MethodsCompetencies

4.2.9 pTargetCATI

4.2.10 pTargetCAWI

4.2.11 pTargetCORONA

4.2.12 pTargetMicrom

4.2.13 spChild

4.2.14 spChildCohab

4.2.15 spCourses

4.2.16 spEmp

4.2.17 spFurtherEdu1

4.2.18 spFurtherEdu2

4.2.19 spGap

4.2.20 spInternship

4.2.21 spMilitary

4.2.22 spParLeave

4.2.23 spPartner

4.2.24 spSchool

4.2.25 spSchoolExtExam

4.2.26 spSibling

4.2.27 spUnemp

4.2.28 spVocExtExam

4.2.29 spVocPrep

4.2.30 spVocTrain

4.2.31 StudyStates

4.2.32 Weights

4.2.33 xEcoCAPI

4.2.34 xInstitution

4.2.35 xPlausibleValues

4.2.36 xTargetCompetencies
1 Introduction

1.1 About this manual

This manual is intended to facilitate your work with data of NEPS Starting Cohort 5—First-Year Students (NEPS SC5). It serves both as a first guide for getting started with the complex data and as a reference book. The primary emphasis is on practical aspects such as sample development, data structure, and variable merging. The manual is neither complete nor exhaustive, but several links to other resources are provided in the respective paragraphs.

The first chapter refers to further documentation material, requirements for data access, instructions for data citation, some general rules and recommendations, and selected user services. In the second chapter, the fundamental objectives of Starting Cohort 5 and its sampling strategy are briefly introduced. The main part of this chapter is devoted to the sample development across the waves including field times, realized case numbers, survey modes, and the measurement of competency domains. The principles of Scientific Use File data-editing processes as well as conventions for naming the data files and variables are explained in the third chapter, supplemented by missing value definitions and an overview of additionally generated variables. The fourth chapter focuses on the data structure with information about data types, identifiers, and short portraits of all available datasets in the Scientific Use File. These short portraits include recommendations on how to use the dataset as well as syntax examples for merging variables of this dataset with variables from other files. The last chapter addresses some specific issues that should be noted when working with data of Starting Cohort 5.

According to the cumulative release strategy—each new Scientific Use File contains the data of all previous survey waves plus the data of the currently prepared wave(s)—this manual will be regularly updated and revised. While the given information remain valid over time, at least the sample development has to be continuously complemented. In other words, the latest published manual replaces the previous ones. All relevant adjustments and extensions in future releases of this manual will be listed in a separate appendix.

1.2 Further documentation

The data manual cannot cover all issues in detail. Hence, a bunch of supplementary reports and other materials with background information on data preparation, survey instruments, competence tests, and field work is offered (see Figure 1). This frequently updated and enhanced data documentation can be downloaded from our website at:

→ www.neps-data.de › Data Center › Data and Documentation
  › Starting Cohort First-Year Students › Documentation
Release notes All Scientific Use Files are accompanied by release notes that log changes in the data compared to prior versions and list bugs eliminated or at least known. For the latter, short syntax corrections are usually given. Please consult these notes when working with the data. See also section A.2 for a depiction of the current notes.

Regional data Fine-grained regional indicators from a commercial provider (microm) are available in our On-site environment. The report describes the regional levels covered by these indicators, their content, and how to merge them to the survey data.

Merging matrix This matrix provides an overview of how to link information from different datasets, taking into account the relevant identifier variables.

Weighting reports These reports entail information regarding the design principles of the sampling process and the creation of weights.

Anonymization procedures The document describes the anonymization measures carried out and provides an overview regarding the opportunity to access sensitive data.

Semantic data structure file This data package corresponds to the Scientific Use File but does not contain any observations (purged datasets). It provides all metadata including variable names, labels and answering scheme options to be used for exploring the data structure and for preparing analyses.

Survey instruments For each wave, the survey instruments are offered in the form of Scientific Use File (SUF) and field versions. While the field versions consist of the originally deployed instruments (in German only), the SUF versions are enriched by additional information.
such as variable names and value labels used in the Scientific Use File. *Please note, that the competence test booklets are not publicly available.*

**Codebook**  The codebook lists all variables and their corresponding labels plus the basic frequencies by waves in concordance with the datasets in the Scientific Use File.

**Competence tests**  Information about competence testing is provided in various documentations, including general overviews and wave-specific descriptions; also, for each domain there is usually a brief description of the construct with sample items, a description of the data, and of the psychometric properties of the test.

**Field reports**  The field reports document the overall data-collection process conducted by the survey institute. This information about survey preparation, interviewer deployment, respondent tracking, initial contacts, incentives, and sample realization is available in German only.

**Interviewer manuals**  The interviewer manuals are a collection of instructions for the interviewers. In particular, they exemplify the interview process as well as the content of each of the questionnaire modules. They are available in German only.

**NEPS Survey Papers**  Finally, there is a series of NEPS Survey Papers that address several topics of more general interest. These papers are listed for download on our website at:  
→ www.neps-data.de › Data Center › Publications › NEPS Survey Papers

Additional documentation material might be available for specific cohorts and/or waves. Please visit the website above for further details.

### 1.3 Data release strategy

NEPS data are published in the form of Scientific Use Files. They are provided free of charge to the scientific community. Each Scientific Use File consists of multiple datasets, forming a complex data structure with cross-sectional, panel and episode or spell information (see section 4). The release of NEPS Scientific Use Files follows a cumulative strategy, i.e., the latest data release replaces all former data releases. Hence, we recommend to use the most current release of a Scientific Use File.

**File Format**

All Scientific Use Files are disseminated in Stata and SPSS format with bilingual variable labels and value labels in German and English. In the SPSS format, there are separate data files for both languages. Data stored in Stata format contain both languages within one file; the switch is induced by the following Stata command:

```
label language [de/en]
```
Due to the change of encoding to “Unicode” in Stata14 and the fact that older Stata versions are not able to open such data files, the NEPS Scientific Use Files contain two Stata formats, namely Stata14 and Stata12.

Versioning and Digital Object Identifier

Every time a new Scientific Use File is released, the data files existing up to now are either extended, usually by information from a new survey wave, or updated with changes due to larger or smaller corrections. The three digits of the version number inform about the number of waves integrated in the specific Scientific Use File, the frequency of major updates, and the frequency of minor updates. The version number is part of all relevant designations: that of the Scientific Use File, its data files (see Table 3), and the respective Digital Object Identifier.

Every release of a NEPS Scientific Use File is registered at da|ra and clearly labeled with a unique Digital Object Identifier (DOI, cf. Wenzig, 2012). This DOI has two main functions. On the one hand, it enables researchers to cite the utilized NEPS data in an easy and precise way (see section 1.5). This in turn is a basic precondition for any replication analysis. On the other hand, the DOI directs to a landing page with further information about the Scientific Use File and the data access options. The DOI of the current release is doi:10.5157/NEPS:SC5:15.0.0. Other releases of Scientific Use Files for Starting Cohort 5 can be accessed by substituting the version number at the end of the DOI and the URL respectively (see Table 1).

Table 1: Release history of SUF in Starting Cohort 5

<table>
<thead>
<tr>
<th>SUF Version</th>
<th>DOI</th>
<th>Date of release</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.0.0 (current)</td>
<td>doi:10.5157/NEPS:SC5:15.0.0</td>
<td>2021-05-19</td>
</tr>
<tr>
<td>14.1.0</td>
<td>doi:10.5157/NEPS:SC5:14.1.0</td>
<td>2020-12-02</td>
</tr>
<tr>
<td>13.0.0</td>
<td>doi:10.5157/NEPS:SC5:13.0.0</td>
<td>2020-02-14</td>
</tr>
<tr>
<td>12.0.0</td>
<td>doi:10.5157/NEPS:SC5:12.0.0</td>
<td>2019-07-26</td>
</tr>
<tr>
<td>11.0.0</td>
<td>doi:10.5157/NEPS:SC5:11.0.0</td>
<td>2018-09-06</td>
</tr>
<tr>
<td>10.0.0</td>
<td>doi:10.5157/NEPS:SC5:10.0.0</td>
<td>2018-04-19</td>
</tr>
<tr>
<td>9.0.0</td>
<td>doi:10.5157/NEPS:SC5:9.0.0</td>
<td>2017-06-23</td>
</tr>
<tr>
<td>8.0.0</td>
<td>doi:10.5157/NEPS:SC5:8.0.0</td>
<td>2016-12-23</td>
</tr>
<tr>
<td>6.0.0</td>
<td>doi:10.5157/NEPS:SC5:6.0.0</td>
<td>2016-03-31</td>
</tr>
<tr>
<td>4.0.0</td>
<td>doi:10.5157/NEPS:SC5:4.0.0</td>
<td>2014-09-30</td>
</tr>
<tr>
<td>3.1.0</td>
<td>doi:10.5157/NEPS:SC5:3.1.0</td>
<td>2014-05-16</td>
</tr>
<tr>
<td>3.0.0</td>
<td>doi:10.5157/NEPS:SC5:3.0.0</td>
<td>2013-07-05</td>
</tr>
</tbody>
</table>
Access to the NEPS data is free of charge but limited to the purpose of research and members of the scientific community. Granting the right to obtain the data requires the conclusion of a Data Use Agreement. The existence of a valid Data Use Agreement entitles to work with all NEPS Scientific Use Files, i.e., the full data portfolio is at the disposal of the data recipient and all further persons involved in the agreement.

Application for data access

- Fill in the online form for a NEPS Data Use Agreement either in German or in English. Enter a title, the duration, and a short description of the intended research project. Make sure that all project participants with NEPS data access are specified in the form and that these persons have signed the agreement. Submit one copy of the complete agreement by e-mail, fax, or post. Further instructions and the relevant forms are provided on our website at:

  → www.neps-data.de > Data Center > Data Access > Data Use Agreements

- After approval by the Research Data Center, the registered NEPS data user receives a user name and a password to log in to our website.

- The basic Data Use Agreement permits the download of all available Scientific Use Files from our website at:

  → www.neps-data.de > Data Center > Data and Documentation > NEPS Data Portfolio

- There are two other modes of access to the NEPS data (see below); each demanding a supplemental agreement in addition to the basic Data Use Agreement.

- Another form is provided to state changes of the Data Use Agreement regarding further project participants or a prolonged project duration.

Modes of data access

Three modes of accessing the NEPS Scientific Use Files are available. They are designed to support the full range of researchers’ interests and maximize data utility while complying with national and international standards of confidentiality protection. Each modus corresponds to a data version that is different with regard to the accessibility of sensitive information as the three versions of a Scientific Use File vary according to their level of data anonymization.

- **Download** from the website = highest level of anonymization

- **RemoteNEPS** as browser-based remote desktop access = medium level of anonymization

- **On-site** access at secure working stations at LifBi = lowest level of anonymization
While working with RemoteNEPS requires a biometrical authentication and Internet access, the On-site use of NEPS data necessitates a guest stay at LIfBi in Bamberg. More details about the three access modes and their implications for application and utilization are given on our website at:

www.neps-data.de > Data Center > Data Access

### Sensitive information

The download version of a Scientific Use File contains the least amount of information. For instance, institutional context data and the Federal State label (Bundeslandkennung, see section 1.7) are only available in the controlled environments of RemoteNEPS and our On-site data security rooms. Indicators of a certain sensitivity are modified in the download data, such as aggregated categories for countries of citizenship or languages of origin. A few datasets and variables are exclusively accessible in the On-site version, e.g. the fine-grained regional indicators or open text entries. For a full picture of the availability of sensitive information, please refer to the overview on our website at:

www.neps-data.de > Data Center > Data Access > Sensitive Information

The hierarchical concept of data dissemination translates into an onion-shaped model of datasets. The most sensitive on-site level represents the outer layer with the remote and download levels being subsets of these data. That is, any data contained within a less sensitive level are also included in the higher level(s). A detailed list of variables offered at the different levels together with notes on the generation of the three data versions can be found for each release of a Scientific Use File in the respective report on “Anonymization Procedures”.

### 1.5 Publications with NEPS data

Referencing the use of data from the National Educational Panel Study (NEPS) is essential for a good scientific practice as well as for revealing the scientific value of this study. The following citation rules apply to all publications based on NEPS data of Starting Cohort 5.

It is obligatory to acknowledge the NEPS study in general and to indicate the utilized data version by including a phrase like this in your publication:

This paper uses data from the National Educational Panel Study (NEPS): Starting Cohort 5—First-Year Students, doi:10.5157/NEPS:SC5:15.0.0. From 2008 to 2013, NEPS data was collected as part of the Framework Program for the Promotion of Empirical Educational Research funded by the German Federal Ministry of Education and Research (BMBF). As of 2014, NEPS is carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg in cooperation with a nationwide network.

Please also add these bibliographic details to your list of references:
Authors of any kind of publications based on NEPS data are requested to notify the Research Data Center about their articles and to provide an electronic version or a special print or a copy. All reported publications are listed in the NEPS Bibliography on our website at:

→ www.neps-data.de > Data Center > Publications

Citing documentation

To refer to any of the documentation material published in the NEPS Research Data Documentation Series (e.g., this manual), please make use of the following citation templates:


Or another example:

Schönberger, K., & Koberg, T. (2017). Regional Data: Microm. Bamberg, Germany, Leibniz Institute for Educational Trajectories, National Educational Panel Study

If no author is given, please take a universal NEPS instead:

NEPS (Ed.). (2021). Starting Cohort 5: First-Year Students (SC5), Wave 15, Questionnaires (SUF Version 15.0.0). Bamberg, Germany, Leibniz Institute for Educational Trajectories, National Educational Panel Study

If a document has not been published in this series, please refer to the author and the title as in the following citation of a field report by one of our survey institutes:


1.6 Rules and recommendations

Working with NEPS data is bound to a couple of rules that are codified in the Data Use Agreement. Each data user has to confirm these rules by his or her signature. The already mentioned obligation to cite the study and to indicate any kind of publication resulting from the use of NEPS data (see section 1.5) are just two examples. The major part of rules refers to issues of data privacy and the requirements of a careful data handling.
Introduction

Rules

- **Avoidance of re-identification:** Any action aimed at and suitable for re-identifying persons, households, or institutions is strictly forbidden. This also includes the combination of NEPS data with other data that allow for a re-identification of persons. In case of any accidental re-identification, the Research Data Center has to be informed immediately and all individual data gained therefrom have to be kept secret.

- **Avoidance of data disclosure:** NEPS data are exclusively provided on the basis of a valid Data Use Agreement—for a defined purpose (research project) and to a defined group of persons (data recipient and further project members that are involved in the contract). Any use for commercial or other economic purposes is not permitted just as any transfer of the data to third parties. Please handle the provided NEPS data with strict confidentiality!

- **Regulations on using the Federal State label:** For NEPS data collected in connection with schools or higher education institutions it is not allowed to use Federal-State-related information directly or indirectly contained in the data for analyses aiming at direct comparisons of the German Federal States (Bundesländer), or aiming at direct conclusions to be drawn about a Federal State, or aiming at a reconstruction of the concrete Federal State affiliation of persons, households, and institutions. Any kind of ranking between the Federal States based on NEPS data is prohibited (see section 1.7).

Please note that violation of these rules may lead to severe penalties as stated in the NEPS Data Use Agreement. If there is any doubt or question regarding the given regulations, please contact the Research Data Center (see section 1.9). The same applies in case of encountering any deficiencies in data quality or any security leaks with regard to NEPS data protection and data security.

Recommendations

In addition to the binding rules, there are some recommendations for the use of NEPS data:

- **As a matter of course:** Always be critical when working with empirical data! Although a big effort is being made to ensure the integrity of the provided data we cannot guarantee absolute correctness. Notices on problems or errors in the data are welcome at any time at the Research Data Center.

- **Enhanced understanding of the data:** Consult the documentation and survey instruments! The analysis of complex data necessitates a precise idea of how the information were collected and edited. All relevant material is available online (see section 1.2).

- **Facilitated handling of the data:** Utilize the tools that are offered! Several user services are provided to support NEPS data analyses—reaching from specific Stata commands (e.g., for an easy and adequate recoding of missing values) to a meta search engine (e.g., for an interactive exploration of all instruments) to a discussion forum (e.g., for the clarification of questions). These tools are also available online, see section 1.8 for more details.
Introduction

1.7 On using the Federal State label (Bundeslandkennung)

In concurrence with the regulations of the Research Data Center at the Institute for Educational Quality Improvement (Institut zur Qualitätsentwicklung im Bildungswesen, IQB), using the Federal State label in conjunction with NEPS data collected in connection with schools or higher education institutions is permitted in the context of exploring scientific research questions, if it is exclusively used for:

- control purposes in order to incorporate it as a covariate in the planned analysis; the identification of individual Federal States in the displayed results is not permitted
- incorporating contextual characteristics or other third-party variables; the identification of individual Federal States in the displayed results is not permitted
- comparing aggregated groups of Federal States where at least two states are combined to form a single meaningful group with regard to substantive issues; the identification of individual Federal States in the displayed results is not permitted
- for sample descriptions (e.g., the distribution of participants by state and by different types of schools within states)

When using data collected in connection with schools or higher education institutions, it is not allowed to use Federal-State-related information directly or indirectly contained in the data for analyses aiming at a direct Federal State comparison, direct conclusions to be drawn about a Federal State, or a reconstruction of the concrete Federal State affiliation of persons, households, and institutions.

The Federal State label in the starting cohorts of schools and higher education institutions is provided by LIfBi to the scientific community only via remote access (RemoteNEPS) and—depending on availability—via guest working stations in Bamberg (On-site). The respective analysis results are reviewed by LIfBi to ensure that this agreement has been observed before being passed on electronically to the researcher in a password-protected environment. The abovementioned restrictions concerning the use of the Federal State label do not apply to data collected in a nonschool context and/or in Federal-State-specific educational reform studies.

1.8 User services

In addition to a comprehensive data documentation there are several user services to support researchers working with NEPS data. First and foremost, the Research Data Center maintains a regularly updated and enhanced website with detailed information on all available Scientific Use Files, a complete list of NEPS projects, a NEPS bibliography, a reference to NEPS events, and a NEPS newsletter. All subsequently introduced services and tools can also be reached via this website:

→ www.neps-data.de → NEPS
Introduction

NEPSforum

The NEPSforum is an open online discussion platform for experienced users as well as for persons who are searching for NEPS related information. It offers the opportunity to exchange with NEPS staff members and with other researchers in a transparent dialogue. That way, the forum will become a rich archive of knowledge with practical solutions for numerous problems and questions. We highly encourage you to browse the forum first when struggling with NEPS issues or when help is needed with specific data matters. If there is no available solution, please take the opportunity to share your question by posting it to the forum. Active participation requires no more than a one-time registration. The entire NEPS user community will benefit from a broad participation. You can find the NEPSforum at:

→ www.neps-data.de > Data Center > NEPSforum

NEPSplorer

The NEPSplorer facilitates an interactive and quick full text search through all instruments of released NEPS surveys, with the exception of competence tests. The tool is particularly suitable for getting a first idea of the availability of constructs, items, and variables in the datasets. It is currently based on keyword search with several filtering options, but a hierarchical construct search will be added soon. The NEPSplorer offers some helpful functions such as displaying univariate statistics, listing relevant metadata, and enabling registered users to create their own personal watch list of interesting items. As a web application—a mobile version aligned for smartphone usage is also available—the NEPSplorer relies on the most up-to-date information; any correction in the metadata is thus instantly visible. Start the tool here:

→ www.neps-data.de > Data Center > Overview and Assistance > NEPSplorer

NEPStools

NEPStools is a free to use collection of Stata commands that is created and supplied by the Research Data Center. The package includes some programs (“ado files”) that make NEPS data handling easier. As an example, the nepsmiss command automatically recodes all of the numeric missing values (-97, -98, etc.) into Stata’s “Extended Missings” (.a, .b, etc.) with correctly recoded value labels. Another example ist the infoquery command that displays additional attributes of the variable such as the question text and the initial variable name in the instrument. The NEPStools set can be easily installed from our repository through Stata’s built-in installation mechanism:

```
  net install nepstools, from(http://nocrypt.neps-data.de/stata)
```

A description of the programs and further information are given on the website at:

→ www.neps-data.de > Data Center > Overview and Assistance > Stata Tools
User trainings

The Research Data Center offers a series of regular user training courses at the Leibniz Institute for Educational Trajectories in Bamberg. The standard 2-day courses are free of charge. On the first day, there is a general introduction to the design of the NEPS study, the structure of NEPS Scientific Use Files, the terms and conditions of data access and data usage, and the handling of documentation materials. The second day is more focused on data of a certain starting cohort and on selected methodological and/or theoretical concepts. Both parts come along with guided hands-on sessions. A crucial aspect of all user trainings is the sensitization of participants to issues of privacy and data protection. In this context, participation is obligatory for those who want to enroll in the biometric authentication system in order to gain access to the NEPS remote or On-site environment. A schedule of all training dates together with information on how to register for a course can be retrieved from our website at:

www.neps-data.de > Data Center > User Training

1.9 Contacting the Research Data Center

The Research Data Center at the Leibniz Institute for Educational Trajectories (Forschungsdatenzentrum, FDZ-LiFbI) accounts for large parts of the NEPS data preparation and documentation process, for the data dissemination, and for the user support including individual advice. We welcome your feedback at any time to further improve our products and services. This particularly applies to this manual as the guiding document to facilitate your work with NEPS data of Starting Cohort 5.

Please contact us with your questions, comments, requests, and suggestions:

E-mail: fdz@lifbi.de
Web: www.neps-data.de > Data Center > Contact Data Center
Phone: +49 951 863 3511
German higher education system has been facing a number of challenges and developments since the early 2000ies, that raised new issues for research. To name but a few, there is the introduction of a two-stage structure in higher education according to the Bologna Process, a growing demand for outcome orientation, the evolution of higher education towards lifelong learning, an increase of (international) competitiveness, and the emerging shortage of highly qualified professionals. At the same time, key issues remained core challenges for the higher education system, such as student dropouts, social selectivity in university entrance, and the relationship between higher education and working life. In order to answer research questions associated with these issues, a cohort of first-year students was followed through their years of study since winter term 2010/11, including their entrance into working life. Central issues to be studied are educational choices, the outcomes of university education, and the entry into the job market.

The main focus is on

- Educational choices during the course of studies and success in studies: What are the determinants of educational decisions and success in studies while studying at a higher education institution – such as dropping out, changing subjects, studying abroad, and pursuing a Master’s degree? What is the importance of competencies and social factors, such as social background, gender or migration experiences in this process? Which consequences do decisions have for subsequent education and working life?

- Entrance into working life and professional success: When thinking about students’ transition into the job market and their professional success (e.g., occupational position, income, employment security), how important are acquired competencies, on the one hand based on formal qualifications (diplomas), social background, gender, and on the other hand based on social and cultural capital? What role do general competencies play in comparison to subject-specific ones?

- Students’ competencies: Which general competencies do students possess to crucial points of time in their students’ and young adults’ lifecourse (beginning of studies, end of studies/labour market entry)? How does the competence level influence transitions during studies and beyond (change of subject, higher education drop out, transition to the labour market)? How do competencies correlate with learning environments provided by higher education institutions?
The target population of Starting Cohort 5 is defined as all first-year students of the academic year 2010/2011, independent of their nationality and their knowledge of the German language, who are:

- enrolled for the first time in a public or state-approved institution of higher education in Germany
- aiming at a Bachelor’s degree or a state examination (Staatsexamen) in medicine, law, pharmacy, and teaching, or a diploma or Master’s degree in Roman Catholic or Protestant theology or specific art and design degrees
- not attending higher education institutions run by Federal Ministries or Federal States for members of their public services (e.g., University of Applied Labour Studies/University of the German Federal Armed Forces Munich/Universität der Bundeswehr München)

The sampling process was designed to incorporate an oversampling of teacher education students and students at private higher education institutions. For that reason, a stratified cluster approach has been applied. Administrative data provided by the Federal Statistical Office of Germany constituted the corresponding sampling frame. Each cluster referred to the total of students enrolled in a certain subject at a particular higher education institution (e.g., social sciences at the University of Bamberg). On the primary level, the stratification differentiated between the following four strata; on the secondary level these strata were combined with groups of related subjects:

- clusters linked to teacher education at public universities
- clusters linked to all other fields of study at public universities
- clusters linked to all fields of studies at public universities of applied sciences (Fachhochschulen)
- clusters linked to all degree programs at private higher education institutions

In a second step, all institutions of selected clusters were contacted by the German Centre of Higher Education Research and Science Studies (DZHW) in order to gain access to the students. The administration of 261 institutions declared their cooperativeness, thereof 104 public universities, 108 public universities of applied sciences, and 49 private university institutions.

In the subsequent recruitment process, two different modes of contact were employed to approach the students and to receive their consent to participate in the panel study:

- conventional mail via higher education institutions administration
- personal information in lectures for freshmen students in the selected fields of studies via interviewers
The former strategy has been applied at all sampled institutions. Recruiting questionnaires in prepared envelopes were transferred to the university administrations together with detailed instructions on how to select the targeted student population. Part of this instruction was the request to include all non-traditional first-year students, i.e., all students with a higher education admission other than the general higher education certificate (Abitur or Fachabitur). It was the task of the higher education institution to compile the respective postal addresses and to send the letters plus reminder letters. Altogether 16,887 filled questionnaires were sent back to the survey agency. The latter strategy presupposed the explicit agreement by the higher education institution and the lecturer to recruit students in appropriate freshmen courses by professional interviewers. In the course of 299 visits at 99 higher education institutions, another 17,229 filled questionnaires could be collected. While the two strategies were conducted parallel during the winter semester 2010/2011, a simplified procedure was applied in the summer semester 2011. Based on postal distribution and display of reduced questionnaires, so-called NEPS address cards, additional 4,169 contact information were gathered.

The returned information of all 38,285 persons were then checked with regard to the belonging to the target population, the existence of double recruitments, and the quality of provided contact details. Finally, 21,438 cases were administrated in the first CATI survey wave of Starting Cohort 5. This first CATI was the prerequisite for staying in the panel.

The sampling design and its consequences for the derivation of sampling weights are fully described in Zinn et al., 2017. Further remarks on the recruiting process are given in the CATI field report of the first survey wave (in German only). Both documents are available on our website at:

> www.neps-data.de > Data Center > Data and Documentation
> Starting Cohort First-Year Students > Documentation

2.3 Competence measures

The collection and provision of data on the development of competencies and skills throughout the life course is a key element of the German National Educational Study (NEPS). Competence measurements are carried out across different waves in all NEPS starting cohorts covering domain-general and domain-specific cognitive competencies as well as metacompetencies and stage-specific competencies.

Data from the competence tests pass through an editing process before they get integrated into the Scientific Use File. This data preparation enables users to work with scored items and test scores such as the sum or mean of correct answers. Detailed descriptions on how these scores were estimated can be found in separate reports for the respective competence domains (see section 1.2). The scores are compiled in a dataset named xTargetCompetencies. This dataset is structured in the so-called wide format, that is, all responses of a single respondent are represented in one row of the data matrix. As a consequence, variable names for competence scores follow a specific nomenclature. It not only allows for the identification of the
respective domain, the target group, the testing modus, and the kind of scoring, but also in- forms about the repeated administration of a test item in a different wave or starting cohort (see section 3.2.2).

The next table shows the schedule of competence measures in Starting Cohort 5 with domains by waves including test modus. The overview contains released data as well as data that is not yet published.
### Table 2: Schedule of competence measures. P = Paper-Based Test (proctored), C = Computer-Based Test (proctored), W = Web-Based Test (unproctored)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DGCF: Cognitive Basic Skills</td>
<td>dg</td>
<td>—</td>
<td>P, C, W</td>
<td>—</td>
</tr>
</tbody>
</table>

### Domain-Specific Competencies

| Reading Competence<sup>1</sup> | re | P | — | — | C, W |
| Reading Speed                  | rs | P | — | — | —    |
| Mathematical Competence<sup>1</sup> | ma | P | — | — | C, W |
| Scientific Competence<sup>1</sup> | sc | — | P, C, W | — | —    |

### Metacompetencies

| ICT Literacy<sup>1</sup> | ic | — | P, C, W | — | —    |

### Stage-Specific Competencies

| Business Administration and Economics<sup>2</sup> | ba | — | — | — | — |
| English Reading Competence<sup>1</sup> | ef | — | — | — | C, W |

---

1. Subsequent to the respective competence test the target persons had to assess their own test performance (Procedural Metacognition, mp).
2. Reduced testing: In wave 7, the stage-specific competence test (ba) was realized in a subsample of students and graduates of business sciences only.
3. Reduced testing: In wave 12, a randomized allocation of competence tests with two out of the three domains (re, ma or re, ef or ma, ef) has been applied.
2.4 Survey overview and sample development

This section informs about the progress of the Starting Cohort 5 sample. For each survey wave included in the current Scientific Use File there is a short characterization in terms of field time, number of realized cases, relevant subsamples and domains of competence testing (if appropriate), survey modus, and the institution(s) responsible for collecting the data. A more detailed insight into all relevant field work issues is provided by the Field Reports of the survey institutes, which are available on the website (in German only) as part of the data documentation for each (sub-)study:

→ www.neps-data.de > Data Center > Data and Documentation
   > Starting Cohort First-Year Students > Documentation

Figure 2 starts with an overview illustrating the panel progress of Starting Cohort 5 in terms of field times and survey modes from wave 1 to 15.
Figure 2: Survey progress of Starting Cohort 5 (waves 1 to 15)
2.4.1 Wave 1: 2010/2011 (CATI+competencies)

![Field times and realized case numbers in wave 1](image)

- **Target persons**
  - **Sample** First-year students in winter semester 2010/11 (for details about the sampling strategy, see section 2.2)
  - **Competence tests** Reading Competence, Reading Speed, Mathematical Competencies
  - **Data collection** infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey** Written questionnaires (in each case for recruiting and competence test, PAPI) and computer-assisted telephone interview (CATI)
2.4.2 Wave 2: 2011 (CAWI)

**Figure 4**: Field times and realized case numbers in wave 2

- **Target persons**
  - **Sample**: Participants of the first wave willing to take part in the panel
  - **Data collection**: DZHW - German Centre for Higher Education Research and Science Studies, Hannover
  - **Mode of survey**: Online survey (CAWI)

**n=12,272**
2.4.3 Wave 3: 2012 (CATI)

![Field times and realized case numbers in wave 3](#)

- **Target persons**
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection** infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey** Computer-assisted telephone interview (CATI)
2.4.4 Wave 4: 2012 (CAWI)

**Figure 6:** Field times and realized case numbers in wave 4

- **Target persons**
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection** DZHW - German Centre for Higher Education Research and Science Studies, Hannover
  - **Mode of survey** Online survey (CAWI)
2.4.5 Wave 5: 2013 (CATI+competencies)

**Target persons**

- **Sample**: Panel sample. Follow-up survey with interviewees willing to participate in the panel.
- **Competence tests**: DGCF (Cognitive Basic Skills), Scientific Competence, ICT Literacy
- **Data collection**: infas – Institute for Applied Social Sciences, Bonn
- **Mode of survey**: Computer-assisted telephone interview (CATI) and group testing (conventional paper-based testing (PAPI), paper-based testing with electronic pens (E-Pen) or computer-based testing with notebooks (CBA)) or individual testing (computer-based online testing, CBWA)

**Figure 7**: Field times and realized case numbers in wave 5

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=12,693</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=8,766</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4.6 Wave 6: 2013 (CAWI)

Figure 8: Field times and realized case numbers in wave 6

- **Target persons**
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection** DZHW - German Centre for Higher Education Research and Science Studies, Hannover
  - **Mode of survey** Online survey (CAWI)
2.4.7 Wave 7: 2014 (CATI+competences)

<table>
<thead>
<tr>
<th>2014</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>interview target person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n=9,546</td>
</tr>
<tr>
<td>competence data target person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n=338</td>
</tr>
</tbody>
</table>

**Figure 9**: Field times and realized case numbers in wave 7

- **Target persons (Subsample A)**
  - **Current wave** All students excluding the teaching-oversampling. (see section 2.2 for more information about this subpopulation).
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection** infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey** Computer-assisted telephone interview (CATI)

- **Target persons (Subsample B)**
  - **Current wave** Selected students who study an economic subject or have graduated from such studies. (identifiable via tx80921 in CohortProfile).
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Competence tests** Business Administration and Economics
  - **Data collection** infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey** Paper-based competence testing within a personal-verbal interview (CAPI)
### 2.4.8 Wave 8: 2014 (CAWI)

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 10**: Field times and realized case numbers in wave 8

- **Target persons**
  - **Sample**: Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection**: DZHW - German Centre for Higher Education Research and Science Studies, Hannover
  - **Mode of survey**: Online survey (CAWI)

n=8,628
Figure 11: Field times and realized case numbers in wave 9

- Target persons

  **Sample**  Panel sample. Follow-up survey with interviewees willing to participate in the panel.

  **Data collection**  infas – Institute for Applied Social Sciences, Bonn

  **Mode of survey**  Computer-assisted telephone interview (CATI)
2.4.10 Wave 10: 2016 (CATI)

- **Target persons**
  - **Sample**  Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection**  infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey**  Computer-assisted telephone interview (CATI)
2.4.11 Wave 11: 2016 (CAWI)

**Figure 13**: Field times and realized case numbers in wave 11

- **Target persons**
  - **Sample**: Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection**: infas – Institute for Applied Social Sciences, Bonn
  - **Mode of survey**: Online survey (CAWI)

<table>
<thead>
<tr>
<th>Year</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n=7,020</td>
</tr>
</tbody>
</table>
2.4.12 Wave 12: 2017 (CATI)

**2017**

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview target person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n=8,550</td>
</tr>
<tr>
<td>Competence data target person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n=6,416</td>
</tr>
</tbody>
</table>

**Figure 14:** Field times and realized case numbers in wave 12

- **Target persons**
  - **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Competence tests** Reading Competence, Mathematical Competence, English Reading Competence
  - **Data collection** infas - Institute for Applied Social Sciences, Bonn
  - **Mode of survey** Computer-assisted telephone interview (CATI) and group testing (computer-based testing with notebooks (CBA)) or individual testing (computer-based online testing, CBWA)
2.4.13 Wave 13: 2018 (CATI)

Figure 15: Field times and realized case numbers in wave 13

- Target persons
  - **Sample**  Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection**  infas - Institute for Applied Social Sciences, Bonn
  - **Mode of survey**  Computer-assisted telephone interview (CATI)
### 2.4.14 Wave 14: 2018 (CAWI)

**Figure 16**: Field times and realized case numbers in wave 14

- **Target persons**
  - **Sample**: Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  - **Data collection**: DZHW - German Centre for Higher Education Research and Science Studies, Hannover
  - **Mode of survey**: Online survey (CAWI)

<table>
<thead>
<tr>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
</tr>
<tr>
<td>02</td>
</tr>
<tr>
<td>03</td>
</tr>
<tr>
<td>04</td>
</tr>
<tr>
<td>05</td>
</tr>
<tr>
<td>06</td>
</tr>
<tr>
<td>07</td>
</tr>
<tr>
<td>08</td>
</tr>
<tr>
<td>09</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

*Interview target person*  

n=5,161
2.4.15 Wave 15: 2019 (CATI)

**Figure 17**: Field times and realized case numbers in wave 15

- **Target persons**
  
  **Sample** Panel sample. Follow-up survey with interviewees willing to participate in the panel.
  
  **Data collection** infas - Institute for Applied Social Sciences, Bonn
  
  **Mode of survey** Computer-assisted telephone interview (CATI)

---

### Field times and realized case numbers in wave 15

![Field times and realized case numbers in wave 15](image-url)
General Conventions

The compilation of NEPS Scientific Use Files follows two general paradigms on how to edit the source data (i.e., the data that is delivered to the LIfBi Research Data Center by the survey agencies). There may be exceptions to these principles that are explicitly noted in the respective documentation material.

The first and foremost paradigm in creating NEPS Scientific Use Files is the one of unaltered data. Wherever possible, the data editing procedures do neither change nor destruct the content of the original data. We consider this to be the basis for preserving the full research potential of the collected data. For this reason, no corrections are made during the entire data editing process to ensure the content validity of the source data. As a consequence, this means that the data in the Scientific Use File may contain implausible values, unless corresponding controls were already provided in the survey instrument. Only in rare cases, in which the responsible developers of a variable require the removal of clearly implausible information, these values are replaced by the special missing code `implausible value removed` (–52, see Table 6). The most prominent (and only systematic) exception to this general paradigm concerns the recoding of open responses that could originally have been recorded directly as closed responses (see section 3.4 for details). NEPS Scientific Use Files are equipped with a dataset EditionBack-ups that contains backup information for all content that has been modified by such recoding procedures (see section 4.2.4 for details).

The second paradigm is to integrate the data as much as possible without compromising the usability of the Scientific Use File. The underlying assumption is that for a vast majority of data users it is far more comfortable to reduce already integrated data for a specific analysis as opposed to correctly compile the relevant information from scattered source data themselves. In the end, each Scientific Use File contains only a few dozen integrated panel and spell datasets according to a general structure (see section 4.1.2 and section 4.1.3 for details), even if the compilation is based on several hundred separate source dataset files.

In addition to these two basic principles of data editing, there are several conventions for the data structure of all NEPS Scientific Use Files. The aim of this structuring is to ensure a maximum of consistency between the data of the different starting cohorts. In other words, a researcher who is familiar with the data logic of a particular NEPS cohort should be able to immediately recognize this structure when starting to work with data from another NEPS cohort. These conventions are explained in more detail in the following sections.

3.1 File names

The naming of the data files in NEPS Scientific Use Files follows a series of rules that are summarized in Table 3. The different elements are concatenated with an underscore (_) to generate the complete file name.
Table 3: Naming conventions for NEPS file names

<table>
<thead>
<tr>
<th>Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC[1-6]</td>
<td>Indicator for the starting cohort</td>
</tr>
<tr>
<td>1</td>
<td>= Newborns</td>
</tr>
<tr>
<td>2</td>
<td>= Kindergarten</td>
</tr>
<tr>
<td>3</td>
<td>= Fifth-grade students</td>
</tr>
<tr>
<td>4</td>
<td>= Ninth-grade students</td>
</tr>
<tr>
<td>5</td>
<td>= First-year university students</td>
</tr>
<tr>
<td>6</td>
<td>= Adults</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[filename]</th>
<th>Meaning of the file name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>x = cross-sectional file; sp = spell file; p = panel file</td>
</tr>
<tr>
<td>Keyword:</td>
<td>indicates the content of the corresponding file (e.g., data file xTarget contains cross-sectional data from the target questionnaire; spSchool contains spell data from the school history)</td>
</tr>
<tr>
<td>File names of generated datasets do not have a prefix and always start with a capital letter (e.g., CohortProfile, Weights)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[D,R,O]</th>
<th>Indicator for the confidentiality level</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>= Download version</td>
</tr>
<tr>
<td>R</td>
<td>= Remote access version</td>
</tr>
<tr>
<td>O</td>
<td>= On-site access version</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[#]-[#]-<a href="beta">#</a></th>
<th>Indicator for the release version</th>
</tr>
</thead>
<tbody>
<tr>
<td>First digit:</td>
<td>the main release number is incremented with every further wave in the Scientific Use File; e.g., the first digit 5 implies that data of the first five survey waves are included in the release</td>
</tr>
<tr>
<td>Second digit:</td>
<td>the major update number is incremented with every bigger change to the Scientific Use File; major updates affect the data structure, so updating the syntax files may be necessary</td>
</tr>
<tr>
<td>Third digit:</td>
<td>the minor update number is incremented with every smaller change to the Scientific Use File; minor updates affect the content of cells, so updating the syntax files is not necessary</td>
</tr>
<tr>
<td>_beta:</td>
<td>this suffix indicates a preliminary Scientific Use File release which allows users to test the data before the main release; the beta release is no longer available after the main release</td>
</tr>
</tbody>
</table>

For instance, the file SCS_CohortProfile_D_15.0.0.dta refers to the CohortProfile data of Starting Cohort 5 in its Download version of the Scientific Use File release 15.0.0.
The naming conventions for variables in NEPS Scientific Use Files aim to ensure maximum consistency both between the panel waves and between the starting cohorts. The names also refer to different characteristics and thus allow the data user an orientation regarding the contents of the variables. The principles of these naming conventions are exemplified in Figure 18. It has to be noted that a separate nomenclature is used for variables from competence measurements. Section 3.2.1 offers a detailed description of the general naming conventions for NEPS variables; the logic of naming competence variables is introduced in section 3.2.2.

### 3.2.1 Conventions for general variable naming

A variable name consists of up to four elements: the respondent type, the domain of information, an item number, and an optional suffix providing further information.

<table>
<thead>
<tr>
<th>Digit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Respondent type</strong></td>
</tr>
</tbody>
</table>

Indicator to which group of respondents the variable refers; note that variables related to the target person start with t even if the target person was not the actual informant (e.g., generated variables, list data from schools/kindergartens)

- t = Target person
- p = Parent of target person
- e = Educator/childminder
- h = Head/manager of institution (information about school/kindergarten)

Figure 18: General variable naming (left) and competence variable naming (right)
### General Conventions

#### Table 4: (continued)

<table>
<thead>
<tr>
<th>Digit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Topic/domain</strong></td>
</tr>
<tr>
<td></td>
<td>Indicator to which theoretical dimension or educational stage the variable refers</td>
</tr>
<tr>
<td>1</td>
<td>= Competence development</td>
</tr>
<tr>
<td>2</td>
<td>= Learning environments</td>
</tr>
<tr>
<td>3</td>
<td>= Educational decisions</td>
</tr>
<tr>
<td>4</td>
<td>= Migration background</td>
</tr>
<tr>
<td>5</td>
<td>= Returns to education</td>
</tr>
<tr>
<td>6</td>
<td>= Interest, self-concept and motivation</td>
</tr>
<tr>
<td>7</td>
<td>= Socio-demographic information</td>
</tr>
<tr>
<td>a</td>
<td>= Newborns and early childhood education</td>
</tr>
<tr>
<td>b</td>
<td>= From kindergarten to elementary school</td>
</tr>
<tr>
<td>c</td>
<td>= From elementary school to lower secondary school</td>
</tr>
<tr>
<td>d</td>
<td>= From lower to upper secondary school</td>
</tr>
<tr>
<td>e</td>
<td>= From upper secondary school to higher ed./occ. training/labor market</td>
</tr>
<tr>
<td>f</td>
<td>= From vocational training to the labor market</td>
</tr>
<tr>
<td>g</td>
<td>= From higher education to the labor market</td>
</tr>
<tr>
<td>h</td>
<td>= Adult education and lifelong learning</td>
</tr>
<tr>
<td>s</td>
<td>= Basic program</td>
</tr>
<tr>
<td>x</td>
<td>= Generated variables</td>
</tr>
</tbody>
</table>

#### Item number

- Indicator for the item number which typically consists of four numeric characters plus one alphanumeric character

#### Suffixes (optional, see below)

- Indicator for several types of variables; separated from the previous characters by an underscore

### Suffixes

- **Generated variables**: The \_g\# suffix indicates a generated variable; the running number after \_g is in most cases a simple enumerator (e.g., \_g1). Since scale indices are generated by a set of other variables, they are also identified by a \_g\# suffix. Note that scale indices are named after the first of the set of variables from which they were generated. In this case, numbering is only relevant if the first variable is identical for several scale indices. The number after \_g is in most cases a simple enumerator. However, there are two types of generated variables that assign specific meanings to digits, namely regional and occupational variables. The former are based on the Nomenclature of Territorial Units for Statistics (NUTS):
General Conventions

- g1: Indicator for East or West Germany
- g2: NUTS level 1 (federal state/Bundesland)
- g3: NUTS level 2 (government region/Regierungsbezirk)
- g4: NUTS level 3 (district/Kreis)

Generated variables for occupational classifications and prestige indices (see also section 3.4):
- g1: KldB 1988 (German Classification of Occupations 1988)
- g2: KldB 2010 (German Classification of Occupations 2010)
- g3: ISCO-88 (International Standard Classification of Occupations 1988)
- g4: ISCO-08 (International Standard Classification of Occupations 2008)
- g5: ISEI-88 (International Socio-Economic Index of Occupational Status 1988)
- g6: SIOPS-88 (Standard International Occupational Prestige Scale 1988)
- g7: MPS (Magnitude Prestige Scale)
- g8: EGP (Erikson, Goldthorpe, and Portocarero’s class categories)
- g9: BLK (Blossfeld’s Occupational Classification)
- g14: ISEI-08 (International Socio-Economic Index of Occupational Status 2008)
- g15: CAMSIS (Social Interaction and Stratification Scale)
- g16: SIOPS-08 (Standard International Occupational Prestige Scale 2008)

Versions of variables: If question formulations, interviewer instructions, etc. change between panel waves to such an extent that sufficient meaning equivalence is no longer guaranteed, the answers to these questions are stored in different versions of a variable. The data for the latest and most current version of a question are provided under the variable name without any version suffix. Previous item versions are identified by var_v1 for the data before the question was modified for the first time, var_v2 for the data before the question was modified for a second time, and so on. Versionized variables are listed in section A.3.

Harmonized variables: The suffix var_ha indicates a harmonized variable in which common information from different versions of a variable is integrated. This is often done by aggregating detailed value characteristics into common superordinate categories. In other words, a harmonized variable reflects the lowest common denominator of information from a variable and its version(s).
**General Conventions**

- **Wide format variables**: The _w# suffix indicates variables that are stored in wide format. Note that this suffix does not necessarily imply a wave logic. The presence of a set of variables var_w1, var_w2, ..., var_w10 may mean that there are up to 10 values for this variable per person or episode. This is the case, for example, if the corresponding item in the survey instrument was repeatedly measured in a loop. Another example concerns the date of the competence measurement within a survey wave if it took place on two different days.

- **Confidentiality level**: The _D, _R, or _O suffix indicates variables that have been modified during the anonymization process (see section 1.4). The suffix _O signalizes that data in this variable is only available via on-site access; _R refers to variables where access to detailed information is only possible via RemoteNEPS and on-site stay; and _D means that data in this variable has been extracted from the corresponding _O or _R variable to make at least some information available in the download version of the Scientific Use File. The confidentiality suffixes stand either alone (e.g., country of birth: t405010_R) or in combination with other suffixes (e.g., district of place of birth: t700101_g3R).

**Specific variables for (prospective) teachers**

Certain parts of the survey in Starting Cohort 5 refer to teaching. The corresponding information in the datasets can be identified by variable names: Variables with the first three characters tg6 or tg8 indicate questions specifically addressed to (prospective) teachers.

### 3.2.2 Conventions for competence variable naming

The naming of variables from competence measurements and direct measures follows an alternative logic. In contrast to other data files, the competence datasets (xTargetCompetencies and xDirectMeasures in Starting Cohort 1) are structured in wide format; that is, all values for a single respondent are represented in one row of the data matrix. Thus, the integration of information from several competence domains collected across several survey waves requires specific conventions for variable naming. Competence variables are characterized by three name components and supplementing suffixes. The first component indicates the competence domain of the measurement (two characters, e.g., vo for vocabulary). The second part identifies the target group and the survey wave or class level in which the measurement was first used (two or three characters, e.g., k1 for kindergarten children during the first wave). The target group identification does not necessarily indicate the cohort or testing wave of the measurement. Please refer to the explanations in the next section for the special features of repeatedly used test items. Some competence measurement are not designed for specific age groups, but are implemented unmodified in different cohorts and testing waves. In these cases the target group is defined as ci (cohort invariant). The third component denotes the item number. Table 5 contains a list of all possible specifications of the three parts of a competence variable name.
General Conventions

The additional suffixes inform about the mode of test execution if more than one survey modus has been applied for a measurement and about the sort of item score and overall competence score. There is a distinction between scored items named \([\text{varname}]_c\) and scored partial credit-items named \([\text{varname}]_s_c\). The latter is relevant if more than one correct solution is possible (e.g., value 0 = 0 out of two points, value 1 = 1 out of two points, value 2 = 2 out of two points), whereas the former is applied for dichotomous solutions (value 0 = not solved, value 1 = solved). In addition to the item scores, several aggregated scores are provided for competence measurements. They are indicated by \(_{sc}[\text{number}]\) and a few special suffixes for Starting Cohort 1. A letter appended to the suffix indicates that more than one aggregated score for a competence measurement is available (e.g., \(_{sc3a}, _{sc3b}\) for different sum scores of any test). Detailed descriptions on how the aggregated competence scores were estimated can be found in the domain-specific documentation reports. The last part of Table 5 shows all possible suffixes and their meanings.

### Table 5: Conventions for competence variable names

<table>
<thead>
<tr>
<th>Part I: Competence Domain (2 chars)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>Business administration and economics</td>
</tr>
<tr>
<td>bd</td>
<td>Backwards digit span: Phonological working memory</td>
</tr>
<tr>
<td>ca</td>
<td>Categorization: SON-R subtest</td>
</tr>
<tr>
<td>cd</td>
<td>Cognitive development: Sensorimotor development</td>
</tr>
<tr>
<td>de</td>
<td>Delayed gratification: Executive control</td>
</tr>
<tr>
<td>dg</td>
<td>Domain-general cognitive functions (DGCF): Cognitive basic skills</td>
</tr>
<tr>
<td>ds</td>
<td>Digit span: Phonological working memory</td>
</tr>
<tr>
<td>ec</td>
<td>Flanker task: Executive control</td>
</tr>
<tr>
<td>ef</td>
<td>English foreign language: English reading competence</td>
</tr>
<tr>
<td>fa</td>
<td>FAIR: Concentration abilities</td>
</tr>
<tr>
<td>gr</td>
<td>Grammar: Listening comprehension at sentence level</td>
</tr>
<tr>
<td>hd</td>
<td>Habituation-dishabitation paradigm</td>
</tr>
<tr>
<td>ic</td>
<td>Information and communication technology literacy (ICT)</td>
</tr>
<tr>
<td>ih</td>
<td>Interaction at home: Parent-child interaction</td>
</tr>
<tr>
<td>ip</td>
<td>Identification of phonemes: Phonological awareness</td>
</tr>
<tr>
<td>li</td>
<td>Listening: Listening comprehension at text/ciscourse level</td>
</tr>
<tr>
<td>lk</td>
<td>Early knowledge of letters</td>
</tr>
<tr>
<td>ma</td>
<td>Mathematical competence</td>
</tr>
<tr>
<td>md</td>
<td>Declarative metacognition</td>
</tr>
<tr>
<td>mp</td>
<td>Procedural metacognition</td>
</tr>
<tr>
<td>nr/nt</td>
<td>Native language Russian/Turkish: Listening comprehension</td>
</tr>
<tr>
<td>on</td>
<td>Blending of onset and rimes: Phonological awareness</td>
</tr>
<tr>
<td>or</td>
<td>Orthography</td>
</tr>
<tr>
<td>re</td>
<td>Reading competence</td>
</tr>
<tr>
<td>ri</td>
<td>Rimes: Phonological awareness</td>
</tr>
</tbody>
</table>

(...)

40
### General Conventions

#### Table 5: (continued)

<table>
<thead>
<tr>
<th>rs</th>
<th>Reading speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>rx</td>
<td>Early reading competence</td>
</tr>
<tr>
<td>sc</td>
<td>Scientific competence</td>
</tr>
<tr>
<td>st</td>
<td>Scientific thinking: Science propaedeutics</td>
</tr>
<tr>
<td>vo</td>
<td>Vocabulary: Listening comprehension at word level</td>
</tr>
</tbody>
</table>

#### Part II: Target Group (1 char), followed by wave or grade (1-2 digits)

- **n#**: Newborns in wave #
- **k#**: Kindergarten children in wave #
- **g#**: Students at school in grade #
- **s#**: University students in wave #
- **a#**: Adults in wave #
- **c1**: Cohort invariant (for instruments administered unchanged in all cohorts)

#### Part III: Item number (3-4 chars)

For some competence domains, these item numbers follow a certain scheme, but for most competence domains they only indicate the different items.

#### Part IV: Suffixes (starting with an underscore)

- `_pb`: Paper-based test modus (proctored)
- `_cb`: Computer-based test modus (proctored)
- `_wb`: Web/Internet-based test modus (unproctored)
- `_c`: Scored item variable (_s_c_ for partial credit-items)
- `_sc1`: Weighted likelihood estimate (WLE)\(^1\)
- `_sc2`: Standard error for the WLE\(^2\)
- `_sc3`: Sum score
- `_sc4`: Mean score
- `_sc5`: Difference score (for procedural metacognition)
- `_sc6`: Proportion correct score (for procedural metacognition)
- `_p`: Maximum value for an item (only in Starting Cohort 1)
- `_b`: Minimum value for an item (only in Starting Cohort 1)
- `_m`: Mean value for an item (only in Starting Cohort 1)
- `_s`: Sum value for an item (only in Starting Cohort 1)
- `_n`: Number value for an item (only in Starting Cohort 1)

---

1. WLEs and their standard errors are estimated in tests that are scaled based on models of Item Response Theory (cf. Pohl and Carstensen, 2012).
2. WLEs and their standard errors are corrected for test position; uncorrected WLEs and standard errors are indicated by an additional `u` in the suffix (`_sc1u`, `_sc2u`).
General Conventions

Identification of repeated test items

In some competence measurements identical items are implemented in different testing waves (e.g., mathematics). Identifying repeatedly measured test items in NEPS data can be easily done by looking for competence variables with an identical word stem. If the same test item is surveyed in different survey waves or starting cohorts, the variable name is equipped with an additional suffix. It is important to know that the two or three characters for the target group (second part of the variable name) always indicate the wave or cohort in which the item was initially used. The word stem is then fixed and does not change when the item is used again in later waves or other cohorts. If the variable name does not contain a suffix for repeated use, then the second part of the word stem refers to the target group of the realized measurement. However, if the variable name includes a suffix for repeated use, then the values of the variable do not refer to the target group according to the word stem, but to the target group according to the suffix. The suffix that points to the repeated use consists of two parts: The first element indicates the starting cohort of current item administration and the second element indicates the cohort or testing wave of current item administration.

The following example illustrates this logic: The competence variable vok10067_sc2g1_c is a vocabulary item (vo) that was initially measured during the first kindergarten survey wave (k1). However, the values in this variable reflect the scored measurements of this item’s repeated use among the target persons of Starting Cohort 2 in the course of the survey wave in grade 1 (_sc2g1), and thus two years after the first measurement.

3.2.3 Labels

As a rule, the seven-digit variable names are not sufficient to uniquely identify the respective contents of the variables and to differentiate sufficiently between items. All variables therefore have variable labels for more detailed description. In addition, most variables contain value labels for the respective value characteristics. All information is available in German and English and is typically displayed directly in the editor of the statistics program, e.g. for frequency calculation or when searching the data (applies to SPSS and Stata, see also section 1.3). For users of R, see section A.1 for hints on this.

In addition to the variable and value labels, the datasets also contain extended characteristics for variables. These include the question text from the survey instrument, any associated interviewer instructions and filter conditions, as well as other meta information. All extended features can be accessed directly within data files. Stata users apply the infoquery command for this, which is part of the NEPStools package (see section 1.8). SPSS users will find the additional meta information in the “Variable View” at the end of each variable line.

As explained in more detail in section 4, NEPS data from different waves are integrated as much as possible. For panel data, this primarily means that many variables contain information from multiple waves. In most cases of such a data integration, the meta information between the
waves does not change. However, if there are changes to the meta information of a repeatedly measured item, and if these changes are not significant enough to store the information in separate variables, the assignment of meta information follows a general rule: All meta information available in a dataset always corresponds to the most recently instrument in which the respective item was used.

A concrete example is the adaptation of interviewer instructions or question texts from the informal salutation (“Du”) to the formal salutation (“Sie”). Since these changes are not expected to have any effect on how a question is answered, the corresponding values across multiple waves get integrated into one variable. If you request the meta information of such a variable in the dataset, the wording of the latest item formulation will be displayed (in the given example with the formal salutation “Sie”). In case of uncertainties regarding the continuity of meta information of a variable across different waves, we recommend to consult the respective survey instruments for the individual waves.

3.3 Missing values

The NEPS data contain various missing codes to differentiate between various types of missing values. All missing codes have negative values or are defined as system missing. Depending on the statistics program used, you must ensure that these codes are processed correctly. In the offered SPSS datasets, the missing codes are already defined as missing values. When using Stata, the missing codes must first be excluded from the analyses by the user as missing values. For this purpose the command `nepsmiss` is available in the `NEPStools` package (see section 1.8). The general recommendation is to always carefully check the frequency distributions of the relevant variables before running an analysis.

We distinguish between three types of missing codes, which are summarized in Table 6 and described in more detail below.

<table>
<thead>
<tr>
<th>Item nonresponse:</th>
<th>The first type of missing codes occurs when a person has not (validly) replied to a question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The most common cases of item nonresponse are refused (–97) answers and don’t know (–98) answers.</td>
<td></td>
</tr>
<tr>
<td>• Missing values specified by the survey agency due to an incorrect use of the instrument are coded as implausible value (–95).</td>
<td></td>
</tr>
<tr>
<td>• Within the competence data, there is a special missing code indicating that a question or test item was not reached (–94) due to time constraints or other test setting restrictions. It usually signals that the respondent had to quit the test somewhere before this point.</td>
<td></td>
</tr>
<tr>
<td>• Other missing codes refer to various categories of item-specific nonresponse (–20, ...,–29) such as –20 for “stateless” in the citizenship variable <code>p407050_D</code>.</td>
<td></td>
</tr>
</tbody>
</table>
**General Conventions**

**Not applicable:** The second type of missing codes occurs when an item does not apply to a respondent.

- The code *missing by design* (–54) is assigned when respondents in a (sub)sample have not been asked the respective questions. This is usually the case if the administered survey instrument contains (sub)sample-specific questionnaire modules. The code is also used for the more general case where values of a variable are not available due to the design of the survey (e.g., measurement rotation with either easier or heavier test tasks).

- If the respondent him-/herself or the interviewer indicates that a particular question is not applicable to the person, the missing value is coded as *does not apply* (–93). If, on the other hand, filtering takes places automatically via the survey instrument, the coding of the filtered out questions depends on the survey mode: in CATI and CAPI interviews, a system missing value (.) is assigned for this; in all other modes the respective code is *filtered* (–99).

- Missing values that cannot be assigned to any of the above categories are coded as *unspecific missing* (–90). This missing code usually occurs in PAPI questionnaires when a respondent has not answered a question for unknown reasons.

**Edition missings:** The third type of missing codes is defined in the process of data preparation for the Scientific Use File.

- If in the data edition process certain values which are not considered to be meaningful are requested to be removed, the missing code *implausible value removed* (–52) is assigned in their place. As a rule, however, all values from the field instruments are included in the Scientific Use File without further plausibility checks (see section 3). Only in exceptional cases, when the responsible item developers explicitly recommend a removal of implausible answers, this missing coding is done.

- Sensitive information that is only available via remote and/or on-site access is encoded in the more anonymized data access option as *anonymized* (–53).

- In general, coding schemes are used to generate variables (e.g., occupational coding; see section 3.4). However, if the information from the original data is not sufficient to generate a suitable value, the missing code *not determinable* (–55) is used instead.

- If a person was not present during the interview or did not complete a questionnaire at all, even though it was administered to the person, the concerning variables receive the code *not participated* (–56). This missing code is special in that target persons without survey data for a certain wave (e.g., due to illness) are usually not included in the corresponding datasets. This missing code is only used in the special cases of datasets that integrate several waves in wide format (e.g., xTargetCompetencies) or that also contain observations for non-participating persons in a wave (e.g., CohortProfile).

Take a look at table 6 for a quick overview.
3.4 Generated variables

Coding and recoding of open responses

At various points in the NEPS survey instruments there are so-called open questions where respondents can or should enter their answers as text. A typical example is information about occupation.

The open text format allows respondents to specify anything they want. A practical way to deal with the resulting string information is to code and recode the information for further processing and later analyses. In general, coding describes the process of assigning one or more codes from selected category schemes to the string information, e.g. the classification of occupational data according to DKZ (database of documentation codes, Datenbank der Dokumentationskennziffern) or WZ (classification of economy branches, Klassifikation der Wirtschaftszweige).

The term “recoding” is used here to describe the process of assigning a code from an already presented closed answer scheme. This usually applies to semi-open question formats where respondents enter a text under the category “other”, but which can be assigned ad hoc to one of the given closed answer categories. The recoding therefore does not define any new codes; the presented answer scheme of the respective question is not extended.

The most common and comprehensive coding scenarios in the fields of occupation, education, branches, courses, and regional information are processed by the Research Data Center (FDZ-LIfBi) itself. Other coding tasks are distributed among the responsible departments at the LIfBi in Bamberg and the partners in the NEPS consortium.

Derived scales and classifications

The (re-)coding of open answers or string entries into primary classifications (such as DKZ2010 or WZ08) is a first and essential step towards making this information available within the NEPS Scientific Use Files in a user-friendly and analyzable way. The standardized derivation of further classifications or scales, especially in the area of educational qualifications and occupational titles, is a second and no less important step. At least three types and objectives of derivations can be distinguished:

- Derivations from primary classifications (and originated from string entries/open answers) into other classifications that function as a standard schema in other studies or international comparisons, e.g. ISCO instead of KldB in the field of occupations
- Derivations from primarily closed response schemes into general classifications and schemes using auxiliary information, e.g. ISCED or CASMIN from school certificate and training data plus additional information on the type of school/training
- Combination of the two types, e.g. EGP class scheme via derived ISCO classification plus information on self-employment and supervisory status
Figure 19 shows the derivation paths for several occupational scales and schemes provided in the NEPS. A detailed description of the standard derivations for educational attainment (ISCED, CASMIN and Years of Education) can be found in the corresponding documentation report by Zielonka and Pelz, 2015.

**Figure 19:** Derivation paths for several occupational scales and schemes provided in the NEPS
### General Conventions

#### Table 6: Overview of missing codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>–94</td>
<td>not reached</td>
<td>only relevant for instruments with time restrictions (e.g., competency test measures)</td>
</tr>
<tr>
<td>–95</td>
<td>implausible value</td>
<td>assigned by the survey agency (e.g., multiple answers to a one-answer question in PAPI mode)</td>
</tr>
<tr>
<td>–97</td>
<td>refused</td>
<td>as default answer option to the question</td>
</tr>
<tr>
<td>–98</td>
<td>don’t know</td>
<td>as default answer option to the question</td>
</tr>
<tr>
<td>–20,...,–29</td>
<td>various</td>
<td>item-specific missing with informative value label</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e.g., &quot;no grade received&quot; for question about school grades)</td>
</tr>
<tr>
<td>–54</td>
<td>missing by design</td>
<td>question not included in (sub)sample-specific instrument (e.g., not asked in all waves)</td>
</tr>
<tr>
<td>–90</td>
<td>unspecific missing</td>
<td>in PAPI mode (e.g., question not answered, empty field)</td>
</tr>
<tr>
<td>–91</td>
<td>survey aborted</td>
<td>respondent quit interview, in CAWI mode</td>
</tr>
<tr>
<td>–92</td>
<td>question erroneously not asked</td>
<td>question not asked by mistake, in CAWI and CATI</td>
</tr>
<tr>
<td>–93</td>
<td>does not apply</td>
<td>as default answer option to the question</td>
</tr>
<tr>
<td>–99</td>
<td>filtered</td>
<td>filtered out question, in other than CATI/CAPI mode</td>
</tr>
<tr>
<td></td>
<td>system</td>
<td>filtered out question, in CATI/CAPI mode</td>
</tr>
<tr>
<td>–52</td>
<td>implausible value removed</td>
<td>only at the request of the responsible item developers</td>
</tr>
<tr>
<td>–53</td>
<td>anonymized</td>
<td>sensitive information removed (e.g., country of birth of parents in the download version)</td>
</tr>
<tr>
<td>–55</td>
<td>not determinable</td>
<td>not sufficient information to generate the variable value (e.g., net household income t510010.g1)</td>
</tr>
<tr>
<td>–56</td>
<td>not participated</td>
<td>in case of unit nonresponse, only used in certain datasets</td>
</tr>
</tbody>
</table>
The broad objectives and the large size of the longitudinal NEPS surveys inevitably lead to a complex database. The crucial task is to organize this data in a well-structured, reproducible and user-friendly way, while at the same time preserving a maximum level of detail in the data. To meet this challenge, a number of additionally generated variables and datasets is included in the Scientific Use File to facilitate the preparation and analysis of the data.

In principle, all information collected in the course of a panel wave is appended to the information from previous waves in the corresponding data file, together with the required identifiers. Data files containing longitudinal information from several waves are denoted with a \( p \) in the file name. For example, the \( \text{pTarget} \) file(s) contain(s) information from the target persons’ interviews with one row in the dataset representing the information of one target in one wave.

This convention does not apply to all longitudinal data. For example, there are competence measurements that were repeatedly carried out with the same target persons. However, since the instruments, i.e. the content of competence tests, vary over time, the corresponding information is structured in wide format (for more details, see section 3.2.2 or section 4.2.36). Such cross-sectionally structured data files with one line representing information of a respondent from all waves are marked with a \( x \).

Another type of data structuring refers to episode data. For the information collected prospectively and retrospectively using iterative question sets, the Scientific Use File provides life area-specific spell datasets. These datasets are marked by a preceding \( sp \). An example is the file \( \text{spEmp} \), which informs about current and former episodes of employment.

In addition to interview and test data provided by the respondents as well as episode data, there are also so-called paradata or derived information. These data files can be identified by
the leading capital letter in the name (e.g. Weights or CohortProfile). In most cases, these datasets correspond to the panel structure.

### 4.1.1 Identifiers

The multi-level and multi-informant design of the NEPS and the distribution of survey information across different datasets requires the use of multiple identifiers. The following identifier variables are relevant in this Starting Cohort for linking data:

- **ID_t**: identifies a target person. The variable ID_t is unique across waves and samples (and also starting cohorts).
- **wave**: indicates the sample wave in which the data was collected.
- **ID_i**: identifies the respective educational institutions such as kindergartens or day care centers, schools, universities, etc. The variable ID_i is unique across waves and starting cohorts.
- **splink**: uniquely identifies episodes/spells across all datasets within each person. It is used to link data from Biography with Education or episode modules such as spVocTrain.

In addition, there are other identifier variables to indicate a target person’s membership in a particular test group (ID_tg in CohortProfile, not applicable to all starting cohorts) and to indicate the interviewer who conducted the respective interview (ID_int in Methods datasets). However, these identifiers are not relevant for the merging of information from different datasets and are negligible for most empirical applications.

### 4.1.2 Panel data

As mentioned above, all information from subsequent survey waves are appended to the already existing data files (as far as possible). This method of data processing generates integrated panel data files in a long format as opposed to providing one separate file per wave (where each file contains only the information from a single wave). When working with the integrated panel data in the NEPS Scientific Use Files, the following points should be considered:

- A row in the dataset contains the information of one respondent from one survey wave.
- This means that more than one identifier variable is needed to identify a single row for uniquely selecting and merging information from different datasets. These are usually ID_t and wave.
- It also means that although not all variables were administered in each survey wave, the integrated structure of the dataset contains cells for all variables of all waves. If no data is available, e.g. because a variable was not queried in a particular wave, the corresponding cells are filled with a missing code (see section 3.3).
Once information about a variable has been surveyed from one individual across multiple waves, the corresponding data is distributed across multiple rows in the dataset.

This long format is usually the preferred data structure for the analysis of panel items with information from several waves. However, cross-sectional information is often also required, e.g. because it depicts time-invariant characteristics or was collected only once for other reasons. In most analysis scenarios, the combined set of relevant variables is not measured in a single wave. Therefore, the corresponding data cannot be analyzed together straightaway because it is stored in different rows of the dataset. Cross-tabulating these variables in their current state results in an L-shaped table in which all observations of one variable fall into the missing category of the other variable and vice versa. The best way to deal with this issue depends very much on the intended analysis and the methods used. Two typical procedures are:

- First, the integrated panel data file is split into wave-specific subfiles so that each dataset contains only information from one wave. The relevant information from these subfiles is then merged together by using only the respondent's identifier \((ID_t)\) as key variable. The wave variable is not needed here and remains neglected. Before this step, variables may need to be renamed to make them wave-specific identifiable. The result is a dataset with a cross-sectional structure in which the information of a respondent is summarized in one single row (wide format). Stata's `reshape` command (and similar tools in other software packages) basically follow this strategy.

- Alternatively, the panel structure is retained and the values from observed cells are copied into the unobserved cells. If, for example, the place of birth was only surveyed in the first wave, the corresponding value can be transferred to the respective cells of the other waves of the respondent. This method is particularly useful for time-invariant variables (e.g. country of birth, language of origin), which are usually collected only once in a panel study.

### 4.1.3 Episode or spell data

Handling cross-sectional data is usually not a problem. Most data users also know how to work with and analyze panel data. Episode or spell data, on the other hand, present a particular challenge for understanding data processing. The following explanations should help to deal with this data format in a meaningful and appropriate way.

In the episode (or spell) data, there is one row for each episode that was captured. Note that the number of episodes per se is independent of the survey wave. This means that several episodes (=several rows) can be recorded in a single wave. Usually, a start date and an end date describe the duration of an episode. The remaining variables in such spell datasets contain additional information about that episode. These characteristics are chronologically linked to the episode. In other words: Especially for time-variant variables (e.g. ISEI, CASMIN) it is important to know that the respective values indicate the status of the respondent at the time of the episode and not necessarily the current status.
To give an example: In the spell dataset spEmp there is a period of time for a certain respondent in which he or she worked without interruption in a particular job. If this person changes to a new job, this marks a new episode which is stored in a new data row. Further changes in this context may also lead to new episodes, e.g. a change of employer or the conclusion of a new employment contract (but not if the salary, working hours or other characteristics of the respective job change). Episodes can therefore be understood as the smallest possible units of one’s life history, in this case the employment biography. As soon as there are several relevant changes in such a biography between two consecutive interview dates, this is reflected in several data rows per survey wave.

In addition to these (time) episode data, which we call duration spells, there are two other types of episode data: Occurring events or the transition from one state to another (e.g., change of marital status, change of educational level) are recorded in so-called event spells; the existence of children, partners, etc. is recorded in so-called entity spells with one row per entity. Regardless of the type of episode, two variables are usually necessary to identify a single row in the data file, namely the respondents’ identifier ID_t and an episode, event or entity numerator such as spell that identifies a duration spell. More detailed information on the required identifier variables can be found on the respective data file pages in section 4.2.

There is one important circumstance to consider when working with NEPS spell data. This concerns subspells. Biographical episode data are collected retrospectively. During an interview the respondents are asked about all episodes that have occurred since the last interview (in the first interview it is since birth or a certain age). If an episode is finished at the time of the interview, the respondent reports a corresponding end date and the spell is completed. Difficulties arise when the episode is not yet finished at the time of the interview, i.e. it is ongoing. Such an episode appears as right-censored in the dataset. In the next interview, this episode is then queried using preloads in the course of “dependent interviewing” in such a way that the respondent can report whether it has been finished in the meantime or whether it continues. Technically this leads to several rows in the data structure, which can be distinguished by the variable subspell:

- original (right-censored) episode reported in initial wave (subspell=1)
- continued episode reported in next wave(s) (subspell=2, subspell=3, etc.)

Normally, attention is paid to the last subspell, as it contains the most up-to-date information about an episode. However, the most recently captured information for an episode may contain missing values, or the value from the last-mentioned sub-episode may have been transferred to it. To facilitate the handling of spell datasets, harmonized rows with the (presumed) most relevant information for all episodes are generated from the summary of the corresponding subspells. This information often corresponds to the last (non-missing) reported entry, but sometimes also to the first (non-missing) reported entry of an episode. The harmonized rows are selectable by the filter condition subspell=0. The same applies to all episodes reported
as completed without any subspells.\footnote{The variable \texttt{spgen} indicates whether an episode was originally reported as finished (spgen=0) or whether it is a harmonized (generated) episode (spgen=1).} If there is no particular interest in subspell information, it is recommended to use only the harmonized data rows for analysis:

```stata
keep if subspell==0
```

Note that the information cumulated in the harmonized spells (last valid available) may originate from different waves. Please be also aware that the selection of harmonized spells should \textbf{not} be used when working with information stored in wide format (e.g., interruption episodes of vocational training spells in \texttt{spVocTrain}).

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{subspell_logic.png}
\caption{Logic of subspells}
\end{figure}

\subsection*{4.1.4 Revoked episodes}

In order to reduce seam bias, spell data are preloaded by prior wave information. This information from previous waves can be revoked by the respondent during the current interview. Spell datasets therefore also contain information about revocations (variables \texttt{disagint}, \texttt{disagwave}). The reasons for a revocation or contradiction are manifold; they depend mainly on the information that is presented to the respondent to remember the episode (see the questionnaires for the exact wording of the episode data collection).

If an episode is later revoked by the respondent, this episode is marked accordingly in the dataset. The respective information is collected again in the current interview and saved as a new episode in the actual data collection wave. The updated spell is not flagged as a corrected spell. The identification of related spells (=previously given information plus their correction in the following wave) is up to the data user. Please note: Since it is technically impossible to specify a start date for an episode prior to the last interview date, virtually all corrected spell episodes are left-censored. The only exception are episodes that started on the interview date of the last wave.
Data Structure

In addition to the possibility of revoking an episode in the course of the subsequent survey wave, there is also the possibility of revoking an episode during the interview. For this purpose, a check module is used after the biographical information has been recorded. It ensures that the life course is captured as completely as possible. The biographical episodes asked in the thematically structured questionnaire modules are already examined in the interview for their chronological plausibility.

To verify the temporal consistency of the events across the questionnaire modules, a complete overview of all types of events is created. For this purpose, all recorded biographical episodes are displayed in tabular form in the check module. If gaps or overlaps are indicated, the respondent will be asked again. He or she can then make corrections, add new episodes, or revoke already recorded episodes. The identification of episodes revoked in the check module is possible in the spell datasets by the variable “Biography: Type of event (edited)” (spms=26); the addition of new episodes in the check module is indicated in the variable “Episode mode” (ts23550=4 in spEmp). A detailed description of the functionality of the check module for reported life courses (in German language) can be found on the website in the section “Data Documentation”:

→ www.neps-data.de > Data Center > Data and Documentation > Starting Cohort First-Year Students > Documentation

4.2 Data files

In the following section, every data file of this Starting Cohort is explained in a subsection, including a data snapshot and an example of data usage (in Stata). The examples are written so that everyone knowing Stata should easily understand it. You also do not need additional ado files installed, although you are highly advised to use the nepstools (see section 1.6).

To ease your understanding of the relationship of those files, Figure 22 provides an overview. The edges in this graph symbolize how a data file may be linked to other files. This is not meant to document every possible data link you could do but rather tries to give you an idea which data files relate most. By clicking on a node, you get directed to this data file’s explanatory page.

You need to set the following globals for the Stata examples to work. Just adapt and copy the lines below to the top of the syntax files or execute them in your Stata command line before running the syntax:

```
* ** Starting Cohort
* global cohort SC5
* ** version of this Scientific Use File
* global version 15-0-0
* ** path where the data can be found on your local machine
* global datapath Z:/Data/$(cohort)/$(version)
```
Figure 22: Graphical overview of all data files. Each node represents one data file. Relations are indicated by connection lines. Files with a dashed border are not available in the Download version of the Scientific Use File. Click on a data file to get more information.
### 4.2.1 Basics

**Description**

Simplified information about respondents in a plain format

**File structure**

wide format: 1 row = 1 respondent

**ID variables needed to identify a single row**

ID_t

**Other ID variables useful for linkage**

none

**Number of variables / number of rows in file**

84 / 17,909

Contains data from waves

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>tx29000</th>
<th>t700001</th>
<th>tx29005</th>
<th>t741001</th>
<th>tx29060</th>
<th>tx29904</th>
</tr>
</thead>
<tbody>
<tr>
<td>7095512</td>
<td>24.67</td>
<td>[w] female</td>
<td>yes</td>
<td>1</td>
<td>yes</td>
<td>4</td>
</tr>
<tr>
<td>7002273</td>
<td>22.75</td>
<td>[w] female</td>
<td>yes</td>
<td>1</td>
<td>yes</td>
<td>2</td>
</tr>
<tr>
<td>7004930</td>
<td>30.08</td>
<td>[m] male</td>
<td>yes</td>
<td>1</td>
<td>yes</td>
<td>3</td>
</tr>
<tr>
<td>7010083</td>
<td>29.58</td>
<td>[w] female</td>
<td>yes</td>
<td>1</td>
<td>yes</td>
<td>9</td>
</tr>
<tr>
<td>7011856</td>
<td>27.92</td>
<td>[w] female</td>
<td>yes</td>
<td>2</td>
<td>yes</td>
<td>2</td>
</tr>
</tbody>
</table>

This file contains the latest reported basic information on each respondent, e.g., sociodemographic variables like age in years (tx29000), born in Germany (tx29005), gender (t700001), currently employed (tx29060), but also household characteristics, etc. It also contains meta information about some episodes like the number of main employment spells (tx29904). This data is generated from the pTarget files and a number of spell files. The Basics file is updated prospectively. That is, the file is cross-sectional (i.e., one row per person) and always includes updated information from the latest panel wave a respondent has participated. This simplified data structure can help to gain a first insight in the data. However, it should be handled with care, as it may not feature the best information about the respondent. This dataset only contains data from CATI interviews, information from CAWIs is not integrated. **Please use this file only to get a first overview of the data. Use the original panel or episode files for analyses!**

**Example 1 (Stata):** Working with Basics (find R example here)
** open the data file
\texttt{use \{datapath\}/SC5_CohortProfile_D\_{version}.dta, clear}

** merge the data from Basics, enhancing every entry in CohortProfile
** (i.e. every wave, this is why m:1 merge is needed)
** with information from Basics
\texttt{merge m:1 ID_t using \{datapath\}/SC5_Basics_D\_{version}.dta}

** change language to english (defaults to german)
\texttt{label language en}

** tabulate gender by wave
\texttt{tab wave t700001}

** please note that now, you have the most recent information known about respondents
** in every wave. This does not have to be equal to the information actually surveyed
** in that wave!
** Proceed at your own risk!
The file Biography serves to facilitate the analysis of complex life course data collected both retrospectively and prospectively. The dataset puts together harmonized episodes with educational and employment relevance from the following duration spell files: spSchool, spVocPrep, spVocTrain, spMilitary, spEmp, spUnemp, spInternship, spParLeave, and spGap. The variable sptype is provided to identify the source of each episode.

In contrast to the “raw” biographical data from each of the module-specific spell modules, the Biography file provides more consistent life course data that has been additionally checked and edited. In particular, inconsistencies in the individual life course data were identified and corrected during the interview with the help of a “check module”. Corrected times are stored in the duration spell files as _g1 variables. For example, the variable ts2311y_g1 in spEmp contains the starting date of an employment episode which was corrected within the check module. Such corrected times form the basis for further adjustments that are implemented in
Data Structure

the data editing process for Biography. Essentially, the following measures are taken to ensure
the integrity of the life course data in this file:

- All subspells have been removed, i.e., Biography contains only completed, harmonized, or
right-censored episodes (subspell=0).

- Episodes revoked by respondents during the interview or in the subsequent survey wave (see
section 4.1.4) are deleted, unless the episode was re-recorded in the current wave. Revoked
episodes are included in the original spell files and can be identified there with the corre-
sponding marker variables (spms or disagint).

- Starting and end dates of episodes are smoothed and corrected, i.e., overlaps of one month
and more between adjacent episodes have been resolved.

- Gaps between adjacent episodes that do not exceed two months are closed; gaps of more
than two months are defined as specific gap episodes (edition gaps) within the Biography
file.

Due to the additional editing steps and the compilation of spells from different biographical
modules, it is recommended to use the Biography dataset as a starting point for life course
analyses.

Example 2 (Stata): Working with Biography (find R example here)

```stata
** open the data file
use ${datapath}/${cohort}_Biography_D_${version}.dta, clear

** change language to english (defaults to german)
label language en

** check out which spell modules you can merge to this file
tab sptype

** check that you will need splink to merge information
** from other modules to this file
** (command gives no result, which means approval)
isid ID_t splink
```
### 4.2.3 CohortProfile

**Description**

Paradata on the cohort’s panel sample

**File structure**

long format: 1 row = 1 respondent in 1 wave

ID variables needed to identify a single row

ID_t  wave

Other ID variables useful for linkage

ID_i  ID_tg

Number of variables / number of rows in file

19 / 268,635

Contains data from waves

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

**Exemplary variables**

ID_t  ID target

wave  Wave

cohort  NEPS Starting Cohort

tx80220  Participation/drop-out status

tx80521  Data available: interview target person

tx80522  Data available: competence data target person

inty  Interview date (year)

intm  Interview date (month)

tx80524  Data available: Institution

testm  Test: Survey day (month)

testy  Test: Survey day (year)

tx80107  Sample: first participation in wave

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>tx80220</th>
<th>tx80521</th>
<th>tx80522</th>
<th>inty</th>
<th>tx80524</th>
</tr>
</thead>
<tbody>
<tr>
<td>7011366</td>
<td>1</td>
<td>Participation</td>
<td>yes</td>
<td>Missing by design</td>
<td>2011</td>
<td>yes</td>
</tr>
<tr>
<td>7011366</td>
<td>2</td>
<td>Temporary drop-out</td>
<td>no</td>
<td>Missing by design</td>
<td>-56</td>
<td>Not determinable</td>
</tr>
<tr>
<td>7011366</td>
<td>3</td>
<td>Temporary drop-out</td>
<td>no</td>
<td>Missing by design</td>
<td>-56</td>
<td>Not determinable</td>
</tr>
<tr>
<td>7011379</td>
<td>1</td>
<td>Participation</td>
<td>yes</td>
<td>yes</td>
<td>2010</td>
<td>yes</td>
</tr>
<tr>
<td>7011379</td>
<td>2</td>
<td>Participation</td>
<td>yes</td>
<td>Missing by design</td>
<td>2011</td>
<td>yes</td>
</tr>
<tr>
<td>7011379</td>
<td>3</td>
<td>Participation</td>
<td>yes</td>
<td>Missing by design</td>
<td>2012</td>
<td>yes</td>
</tr>
</tbody>
</table>

The file CohortProfile contains all target persons of the panel sample. These are all targets with an initial agreement to participation. For each respondent in each wave, the CohortProfile contains meta information like the ID of the institution (ID_i), various indicators indicating participation (tx80220), availability of survey (tx80521), or availability of test data (tx80522). In addition, there are variables of the dates when the competence tests (testm/y) and the interview (intm/y/d) took place.

**In general, we strongly recommend using this file as a starting point for any analysis!**

**Example 3 (Stata):** Working with CohortProfile (find R example here)

```stata
** open the data file
use ${datapath}/SC5_CohortProfile_D$_{$(version)}.dta, clear
```
** change language to english (defaults to german)
label language en

** how many different respondents are there?
distinct ID_t

** as you can see, in this file there is an entry for every respondent in each wave
tab wave

** check participation status by wave
tab wave tx80220
4.2.4 EditionBackups

Description

Backup of original data that were modified during the data edition process

File structure

long format: 1 row = 1 changed value of a variable in a datafile

ID variables needed to identify a single row

dataset varname ID_t wave splink subspell partner child

Other ID variables useful for linkage

mergevars

Number of variables / number of rows in file

14 / 2,283

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>dataset</th>
<th>varname</th>
<th>mergevars</th>
<th>sourcevalue_num</th>
<th>editvalue_num</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003188</td>
<td>1</td>
<td>pTargetCATI</td>
<td>t731306</td>
<td>ID_t wave</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>7086307</td>
<td>9</td>
<td>spVocExtExam</td>
<td>ts15304</td>
<td>ID_t wave exam</td>
<td>28.00</td>
<td>18.00</td>
</tr>
<tr>
<td>7086525</td>
<td>1</td>
<td>pTargetCATI</td>
<td>t731306</td>
<td>ID_t wave</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>7014785</td>
<td>1</td>
<td>pTargetCATI</td>
<td>t731306</td>
<td>ID_t wave</td>
<td>5.00</td>
<td>1.00</td>
</tr>
<tr>
<td>7015758</td>
<td>1</td>
<td>pTargetCATI</td>
<td>t731306</td>
<td>ID_t wave</td>
<td>5.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Exemplary data snapshot

The dataset EditionBackups consists of single values that have been changed or modified in the data edition process. These single values can potentially originate from all other datasets. EditionBackups contains both the original and the changed value of a particular variable in a particular data file (i.e., one change or edition per row). The following variables are provided for each change:

- `varname` and `dataset` specify the name of the variable affected by an edition and the respective data file
- `mergevars` lists the identifier variables that are required to merge the information back to the respective data file
**Data Structure**

- `sourcevalue_[num/str]` contains the original, unaltered value; variables with the suffix `_num` refer to values from numeric variables and variables with the suffix `_str` refer to values from string variables (if the variable is numeric, `_str` is used to store the value label for this value instead).

- `editvalue_[num/str]` contains the result of the modification, i.e. the value into which the original value was changed; these values correspond exactly to the values in the respective data file (again, there is a version for both numeric and string variables - or the label).

- `ID_t, wave, ...` are the different identifier variables needed to merge the original values to the respective data files.

---

**Example 4 (Stata): Working with EditionBackups**

```stata
** In this example, we want to restore the original
** values in variable tg51410 (Intended degree) in datafile pTarget
** open the datafile
use ${datapath}/${cohort}_EditionBackups_D_${version}.dta, clear

** only keep rows containing data of the aforesaid variable
keep if dataset=="pTargetCAWI" & varname=="tg51410"

** check which variables we need for merging
tab mergevars

** then keep the merging variables and the variable with
** the original values (for cross-checking, we also keep the
** variable editvalue, which contains the values found in pTarget)
keep ID_t wave sourcevalue_num editvalue_num

** rename the variables to emphasize affiliation
rename sourcevalue_num tg51410_source
rename editvalue_num tg51410_edit

** temporary save this data extract
tempfile edition
save 'edition'

** open pTargetCAWI
use ID_t wave tg51410 using ${datapath}/${cohort}_pTargetCAWI_D_${version}.dta, clear

** add the above data
merge 1:1 ID_t wave using 'edition', keep(master match)

** check all edition made
list ID_t wave tg51410* if _merge==3, nolab

** replace the variable in the datafile with its original value
replace tg51410=tg51410_source if _merge==3
```
Data Structure

### 4.2.5 Education

**Description**

Generated: upward transitions in educational careers

**File structure**

spell format: 1 row = 1 event (episode) of 1 respondent

ID variables needed to identify a single row

ID_t splink

Other ID variables useful for linkage

tx28100

**Number of variables / number of rows in file**

12 / 56,357

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15

**Exemplary variables**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>tx28100</th>
<th>tx28101</th>
<th>tx28102</th>
<th>tx28103</th>
<th>splink</th>
<th>tx28100</th>
</tr>
</thead>
<tbody>
<tr>
<td>7001974</td>
<td>1</td>
<td>2003</td>
<td>0</td>
<td>-20</td>
<td>0</td>
<td>220001</td>
</tr>
<tr>
<td>7001974</td>
<td>2</td>
<td>2007</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>220002</td>
</tr>
<tr>
<td>7001974</td>
<td>3</td>
<td>2010</td>
<td>5</td>
<td>13</td>
<td>3</td>
<td>220003</td>
</tr>
<tr>
<td>7001974</td>
<td>4</td>
<td>2015</td>
<td>8</td>
<td>18</td>
<td>9</td>
<td>240001</td>
</tr>
<tr>
<td>7001975</td>
<td>1</td>
<td>1999</td>
<td>0</td>
<td>-20</td>
<td>0</td>
<td>220001</td>
</tr>
<tr>
<td>7001975</td>
<td>2</td>
<td>2005</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>220002</td>
</tr>
<tr>
<td>7001975</td>
<td>3</td>
<td>2006</td>
<td>5</td>
<td>13</td>
<td>3</td>
<td>220003</td>
</tr>
<tr>
<td>7001975</td>
<td>4</td>
<td>2008</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>240001</td>
</tr>
</tbody>
</table>

This generated file provides longitudinal information on transitions in respondents’ educational careers. It contains only persons who have an educational degree at a lower secondary level or higher. We used all information on educational attainment from spSchool (lower, intermediate, and upper secondary school degrees – Hauptschule, Realschule, (Fach-)Abitur), spVocPrep (participation in vocational preparation schemes), and spVocTrain (all successfully completed trainings). Also, data from spVocExtExam and spSchoolExtExam have been integrated. Three measures of educational attainment are available: CASMIN (variable tx28101), ISCED-97 (tx28103), and years of education (tx28102; derived from CASMIN). You can easily
merge data from the original spells to Education using the variable splink. The file stores transitions in a long event time format. That is, each row represents a transition in at least one classification (CASMIN and/or ISCED-97). Variables on month and year of the transition (datem and datey) specify the event time. We considered only upward educational transitions in CASMIN levels and upward as well as lateral transitions in ISCED-97 levels (CASMIN is ordinal, whereas ISCED-97 has some nominal elements). Because ISCED-97 and CASMIN follow different concepts, some educational transitions are captured by only one of these classifications.

**Example 5 (Stata):** Working with Education (find R example here)

```stata
** we want to merge the school type from spSchool to this datafile.
** For this to work, we first have to prepare spSchool and keep only
** harmonized episodes (subspell==0)
use ${datapath}/SCS_spSchool_D_${version}.dta, clear
label language en
keep if subspell==0
tempfile temp
save `temp'

** now, open the Education data file
use ${datapath}/SCS_Education_D_${version}.dta, clear

** change language to english (defaults to german)
label language en

** check out which spell modules you can merge to this file
tab tx28100

** check that you will need splink to merge information
** from other modules to this file
** (command gives no result, which means approval)
isid ID_t splink, miss

** merge the previously generated temporary data file
merge 1:1 ID_t splink using `temp', keep(master match) keepusing(ts11204)

** see that this only added information to the rows corresponding to spSchool
tab tx28100 _merge
```
4.2.6 MethodsCATI

**Description**

Paradata from the targets CATI interview

**File structure**

*long format: 1 row = 1 target in 1 wave*

ID variables needed to identify a single row

**ID_t wave**

Other ID variables useful for linkage

**ID_int**

Number of variables / number of rows in file

43 / 139,529

Contains data from waves

This dataset offers a variety of information on the data collection, e.g., gender (tx80301) and age (tx80302) of the interviewer; interview date (intm, inty); interview duration (tx80209); incentives (tx80210); and individual survey participation (tx80220).

Importantly, MethodsCATI contains all contacted respondents whether an interview was realized or not. Thus, MethodsCATI includes more cases than pTargetCATI.

**Example 6 (Stata):** Working with MethodsCATI (find R example here)

```stata
** open the data file
use ${datapath}/SC5_MethodsCATI_D_${version}.dta, clear

** change language to english (defaults to german)
label language en

** check out participation status by wave
```
** how many different interviewers did CATI surveys?

distinct ID_int
4.2.7 MethodsCAWI

**Description**

Paradata from the targets CAWI interview

**File structure**

Long format: 1 row = 1 target in 1 wave

ID variables needed to identify a single row

ID_t wave

Other ID variables useful for linkage

none

Number of variables / number of rows in file

21 / 21,972

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15

**Exemplary variables**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>Wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>7001982</td>
<td>11</td>
</tr>
<tr>
<td>7001982</td>
<td>14</td>
</tr>
<tr>
<td>7002030</td>
<td>11</td>
</tr>
<tr>
<td>7002030</td>
<td>14</td>
</tr>
<tr>
<td>7002115</td>
<td>11</td>
</tr>
<tr>
<td>7002115</td>
<td>14</td>
</tr>
<tr>
<td>7002191</td>
<td>11</td>
</tr>
</tbody>
</table>

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>Wave</th>
<th>tx80208</th>
<th>tx80250</th>
<th>tx80206</th>
</tr>
</thead>
<tbody>
<tr>
<td>7001982</td>
<td>11</td>
<td>14.11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7001982</td>
<td>14</td>
<td>-54.00</td>
<td>-54</td>
<td>-54</td>
</tr>
<tr>
<td>7002030</td>
<td>11</td>
<td>25.96</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7002030</td>
<td>14</td>
<td>18.14</td>
<td>-54</td>
<td>0</td>
</tr>
<tr>
<td>7002115</td>
<td>11</td>
<td>26.18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7002115</td>
<td>14</td>
<td>21.80</td>
<td>-54</td>
<td>1</td>
</tr>
<tr>
<td>7002191</td>
<td>11</td>
<td>19.14</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This dataset offers a variety of information on the data collection, e.g., teacher over-sample (tx80122); interview duration (tx80208); winners of the prize draw (tx80250); and the number of interruptions during the interview (tx80206).

Importantly, MethodsCAWI contains all contacted respondents whether an interview was realized or not. Thus, MethodsCAWI includes more cases than pTargetCAWI. MethodsCAWI provides data from wave 11 onwards because paradata on CAWI data prior to wave 11 was collected in a different way. Perhaps paradata for earlier waves will be included in future releases.

**Example 7 (Stata): Working with MethodsCAWI**

```
** open the data file
use ${datapath}/SC5_MethodsCAWI_D_${version}.dta, clear
** change language to english (defaults to german)
```
** check out participation status by wave
`tab wave tx80220`

** how many waves have CAWI method data?
`tab wave`

** create one single variable containing the interview date
`generate intdate=mdy(intm,intd,inty)`
`format intdate %td`
`list intd intm inty intdate in 1/10`
4.2.8 MethodsCompetencies

Description

Paradata from the targets competency tests

File structure

**long format: 1 row = 1 target in 1 wave**

ID variables needed to identify a single row

**ID_t wave**

Other ID variables useful for linkage

**ID_i ID_tg ID_int**

Number of variables / number of rows in file

73 / 29,417

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID_i</td>
<td>Institution ID</td>
</tr>
<tr>
<td>wave</td>
<td>Wave</td>
</tr>
<tr>
<td>ID_tg</td>
<td>Test group ID</td>
</tr>
<tr>
<td>testm</td>
<td>Test: Survey day (month)</td>
</tr>
<tr>
<td>testy</td>
<td>Test: Survey day (year)</td>
</tr>
<tr>
<td>tx80422</td>
<td>Survey mode (realized)</td>
</tr>
<tr>
<td>ID_int</td>
<td>Interviewer: ID</td>
</tr>
<tr>
<td>tx80301</td>
<td>Interviewer: Gender</td>
</tr>
<tr>
<td>tx80302</td>
<td>Interviewer: Age group</td>
</tr>
<tr>
<td>tx80303</td>
<td>Interviewer: Highest school-leaving qualification</td>
</tr>
<tr>
<td>tx80661</td>
<td>Number Participants</td>
</tr>
<tr>
<td>tx80628</td>
<td>Questions about test tasks</td>
</tr>
<tr>
<td>tx80629</td>
<td>Questions about the calculator</td>
</tr>
<tr>
<td>tx80633</td>
<td>Signature</td>
</tr>
</tbody>
</table>

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>ID_int</th>
<th>tx80301</th>
<th>tx80302</th>
<th>tx80303</th>
</tr>
</thead>
<tbody>
<tr>
<td>7002115</td>
<td>12</td>
<td>-54</td>
<td>-54</td>
<td>Missing by design</td>
<td>-54</td>
</tr>
<tr>
<td>7002163</td>
<td>1</td>
<td>1385</td>
<td>1</td>
<td>30-49 years</td>
<td>7</td>
</tr>
<tr>
<td>7002163</td>
<td>12</td>
<td>-54</td>
<td>-54</td>
<td>Missing by design</td>
<td>-54</td>
</tr>
<tr>
<td>7002189</td>
<td>1</td>
<td>1385</td>
<td>1</td>
<td>30-49 years</td>
<td>7</td>
</tr>
<tr>
<td>7002189</td>
<td>12</td>
<td>-54</td>
<td>-54</td>
<td>Missing by design</td>
<td>-54</td>
</tr>
<tr>
<td>7002204</td>
<td>1</td>
<td>1318</td>
<td>2</td>
<td>30-49 years</td>
<td>2</td>
</tr>
<tr>
<td>7002204</td>
<td>5</td>
<td>1466</td>
<td>2</td>
<td>50-65 years</td>
<td>18</td>
</tr>
<tr>
<td>7002204</td>
<td>12</td>
<td>-54</td>
<td>-54</td>
<td>Missing by design</td>
<td>-54</td>
</tr>
</tbody>
</table>

Parallel to other Methods files, this dataset contains information about the testing situation, like durations, dates, interviewer IDs (ID_int), information about the interviewer (e.g., sex (tx80301), age (tx80302), and education (tx80303)), individual survey participation (tx80220), number of participants (tx80661), and disruptions and influences during testing (tx80619).

**Example 8 (Stata): Working with MethodsCompetencies (find R example here)**

```stata
** open the data file
use {$datapath}/SC5_MethodsCompetencies_D_{${version}}.dta, clear

** how many respondents have been tested together in a group
bysort ID_tg: generate groupsize=_N if ID_tg>0 & !missing(ID_tg)
summarize groupsize
```
** create duration of math test; to achieve this, you first have to edit
** both start and end variables (which are stored in time format h:mm)

    foreach var in tx80603 tx80604 { // do the following for both variables
** convert to string, add leading zero
    tostring `var', gen(`var'_str) format(%04.0f)
** generate the etc datetime (ms. since 01jan1960 00:00:00.000)
** take care of missing values!
    gen `var'_ms=clock(`var'_str,"hm") if `var'>0 & !missing(`var')
    }
** now the duration is the subtraction of start from end.
** this is recoded then from miliseconds to minutes
    generate duration = (tx80604_ms - tx80603_ms)/(60*1000)

    summarize duration
Data Structure

4.2.9 pTargetCATI

Description

Data from respondents CATI questionnaires

File structure

**long format: 1 row = 1 target in 1 wave**

ID variables needed to identify a single row

**ID_t wave**

Other ID variables useful for linkage

**ID_i**

Number of variables / number of rows in file

1,001 / 94,820

Contains data from waves

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
</table>

Exemplary data snapshot

<table>
<thead>
<tr>
<th></th>
<th>ID_t</th>
<th>wave</th>
<th>t724403</th>
<th>tg24503</th>
<th>t700001</th>
<th>t70000y</th>
<th>t514008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7003963</td>
<td>12</td>
<td>-.0</td>
<td>4</td>
<td>[m] male</td>
<td>1989</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>7006652</td>
<td>15</td>
<td>-.0</td>
<td>5</td>
<td>[w] female</td>
<td>1991</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>7016279</td>
<td>12</td>
<td>-.93.0</td>
<td>4</td>
<td>[w] female</td>
<td>1991</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>7017128</td>
<td>12</td>
<td>1.4</td>
<td>4</td>
<td>[w] female</td>
<td>1991</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>7019256</td>
<td>13</td>
<td>1.1</td>
<td>3</td>
<td>[m] male</td>
<td>1992</td>
<td>7</td>
</tr>
</tbody>
</table>

The data in file pTargetCATI are from computer assisted telephone interviews (CATI). As many questions are asked repeatedly over different waves, data integration follows a long data format. This means, for each wave participated, there is an additional line for each participating target in this wave. Therefore, targets are uniquely identified by **ID_t** but lines are unique identified by **ID_t** and **wave** together. As there are only lines within pTargetCATI for persons who responded, there are less lines in pTargetCATI than in CohortProfile.2

This file contains hundreds of variables, which is the gross of all items surveyed. Some of them are sociodemographic like gender (t700001), year of birth (t70000y), country of birth (t405010_g2), or spoken languages (t414000_g2). Others are repeatedly administered in different waves (e. g., financial means for studying (t531260), satisfaction with studies (t514008)).

2 includes all students of the panel sample regardless of their questionnaire participation.
** open the CohortProfile
use \$\{datapath\}/SC5_CohortProfile_D_{\$\{version\}}.dta, clear

** merge some variable from pTargetCATI
merge 1:1 ID_t wave using \$\{datapath\}/SC5_pTargetCATI_D_{\$\{version\}}.dta, ///
keepusing(t400500_g1 t525204) noen assert(master match)

** note that this information in now available only in waves which have
** surveyed the topic
tab wave t400500_g1

** if it makes sense, you can copy this information to cells of other waves.
** This copies information downwards (i.e., to later waves), unless a new
** value has been reported (which is usually what you want in a panel study)
bysort ID_t (wave): replace t400500_g1=t400500_g1[_n-1] ///
if t400500_g1==54 | missing(t400500_g1)

tab wave t400500_g1
Data Structure

4.2.10  pTargetCAWI

Description

Data from respondents CAWI questionnaires

File structure

long format: 1 row = 1 target in 1 wave

ID variables needed to identify a single row

ID_t wave

Other ID variables useful for linkage

ID_i

Number of variables / number of rows in file

1,408 / 54,465

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>t289902</th>
<th>t514001</th>
<th>t30300b</th>
<th>tg51004</th>
</tr>
</thead>
<tbody>
<tr>
<td>7007236</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>260</td>
<td>2</td>
</tr>
<tr>
<td>7008502</td>
<td>8</td>
<td>1</td>
<td>379</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7012441</td>
<td>8</td>
<td>1</td>
<td>230</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7013179</td>
<td>8</td>
<td>1</td>
<td>320</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7015455</td>
<td>8</td>
<td>1</td>
<td>800</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Apart from computer assisted telephone interviews (CATIs), data collection via computer assisted web interviews (CAWIs) has been conducted. pTargetCAWI also covers similar constructs collected in the CATI. There are items related to the amount of rent (t30300b), satisfaction with life (t514001), having a roommate (t289902), and there are also variables to help you to identify if a target is currently studying (tg51000, tg51001, tg51004). In contrast to CATIs, CAWIs are self-administered. Furthermore, biographical data such as episodes of employment or episode of vocational training were not collected.

Note for variables tg5911* (screen size): please find more information about those variables via codebook, infoquery, or NEPSplorer (see section 1.2 and section 1.8).

Example 10 (Stata): Working with pTargetCAWI (find R example here)

```stata
** open pTargetCAWI
use ${datapath}/SC5_pTargetCAWI_D_${version}.dta, clear
```
** only keep a single variable, and IDs
keep ID_t wave t289902

** suppose you want to know if somebody ever lived with roommates.
** Then you could make use of the expression "t289902==1", which is true (1)
** if there has been a roommate, or false (0) otherwise. The maximum of
** this expression over waves results in 1 if any wave ever evaluated to true,
** and 0 otherwise.
egen roommate = max(t289902==1), by(ID_t)

** only keep this variable; as all waves contain the same information, we
** can fall back to cross-sectional structure
keep ID_t roommate
duplicates drop
tempfile room
save `room', replace

** finally, open CohortProfile and merge this variable
use ${datapath}/SC5_CohortProfile_D_${version}.dta, clear
merge m:1 ID_t using "room", nogen

tab wave roommate
### 4.2.11 pTargetCORONA

**Description**

Data regarding the impact of the corona pandemic on respondents life

**File structure**

*long format: 1 row = 1 target in 1 wave*

**ID variables needed to identify a single row**

**ID_t, wave**

**Other ID variables useful for linkage**

*none*

**Number of variables / number of rows in file**

185 / 2,859

Contains data from waves 1 to 11

**Exemplary variables**

- **ID_t**
- **ID target**
- **wave**
- **t514001** Satisfaction with life
- **t514010** Satisfaction with study/training/school
- **tm00001** Impact: Coronavirus infection - no
- **tm00007** Impact: Quarantine - no
- **tm00013** Employment status before coronavirus pandemic
- **tm00015** Systemically important profession
- **tm00016** Change Working time
- **tm00017** Change Work place

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>t514001</th>
<th>t514010</th>
<th>tm00013</th>
<th>tm00015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003558</td>
<td>7</td>
<td>5</td>
<td>I was employed</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>7084633</td>
<td>8</td>
<td>8</td>
<td>I was employed</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>7089598</td>
<td>8</td>
<td>9</td>
<td>I was employed</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>7010503</td>
<td>8</td>
<td>5</td>
<td>I was employed</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>7032931</td>
<td>7</td>
<td>3</td>
<td>I was employed</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

This data has been established to investigate the medium and long-term effects of the corona pandemic on skills development and educational pathways over the life course. The following questions are in particular:

- **How do learning environments change and which potentials and risks become clear through the beginning digitalization of learning?**

- **Are there effects on upcoming educational decisions and are there medium and long-term effects on social educational inequality?**

- **What are the effects on educational outcomes, such as income, but also non-monetary returns, e.g., health and labor market participation?**

Data is collected by means of a cross-cohort questionnaire program adapted to the current situation of the respective participants. In order to collect this data in a timely manner, the first
questions were administered via online survey in Starting Cohorts 2-6 in May 2020. As this time span did not overlap with regular waves, data from this survey is marked with a missing wave (wave==.). The integration of the corresponding questions is planned in an additional module on the corona pandemic for the forthcoming main surveys in all Starting Cohorts.

**Example 11 (Stata): Working with pTargetCORONA**

```
** open the file
use ${datapath}/${cohort}_pTargetCORONA_D_${version}.dta, clear
label language en

** note that the wave is missing for some cases,
** as this reflects the pre-wave survey in may 2020
tab wave

** but rows can be uniquely identified by ID_t and wave
isid ID_t wave
```
Data Structure

4.2.12 pTargetMicrom

Description

Small-scale regional indicators on respondents' place of residence

File structure

panel format: 1 row = 1 regional level in 1 wave of 1 respondent

ID variables needed to identify a single row

ID_t wave regio

Other ID variables useful for linkage

ID_regio

Number of variables / number of rows in file

188 / 197,552

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>regio</th>
<th>ID_regio</th>
<th>mso_k_ausland</th>
<th>mbe_k_haustyp</th>
<th>mpi_k_dichte</th>
</tr>
</thead>
<tbody>
<tr>
<td>7009879</td>
<td>7</td>
<td>1</td>
<td>145167</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7009879</td>
<td>7</td>
<td>2</td>
<td>239686</td>
<td>7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>7009879</td>
<td>7</td>
<td>3</td>
<td>305174</td>
<td>8</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>7009879</td>
<td>7</td>
<td>4</td>
<td>426799</td>
<td>7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>7009879</td>
<td>7</td>
<td>5</td>
<td>503553</td>
<td>9</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

Exemplary data snapshot

The data file pTargetMicrom is only available via On-site access. The file is not included in the Download and Remote versions of the Scientific Use File.

The data include details about the respondent’s residence at five different regional levels, distinguishable by the variable regio: house area, street section, postal code, postal code 8, municipality. All these levels are available for each respondent in wave 5 (data for waves 1, 3 and 7 have been enriched at a basic level). Numerous regional indicators are provided, e.g. the percentage of foreigners, unemployment rate, family and age structure, milieu types, car type...
density, distribution of insurances, etc. To clarify, this information does not refer to individuals, but to regional units to which respondents belong via their place of residence. Accordingly, the unemployment rate, for example, indicates the proportion of unemployed people in the population of a given region.

Please note that a separate documentation exists for this data file on the website (see section 1.2), which not only lists all variables, but also explains the background of the data.

**Example 12 (Stata): Working with pTargetMicrom (find R example here)**

```stata
** open Microm datafile. Note that this data file is only available OnSite!
use ${datapath}/${cohort}_pTargetMicrom_O_${version}.dta, clear

** additionally to ID_t and wave, line identification in this file is done
** via variable regio, denoting the regional level of information
isid ID_t wave regio

** tabulating wave against regio shows availability of all levels
** in wave 5 and 7, but only the most detailed level available
** in wave 1 and 3 (usually housing level)
tab wave regio

** only keep housing level
keep if regio==1

** now you can enhance CohortProfile with regional data
merge 1:1 ID_t wave using ${datapath}/${cohort}_CohortProfile_O_${version}.dta
```
**Data Structure**

### 4.2.13 spChild

**Description**

Information about all children of respondent

**File structure**

**Entity format:** 1 row = 1 child of 1 respondent

**ID variables needed to identify a single row**

- **ID_t** child subspell

**Other ID variables useful for linkage**

- wave

**Number of variables / number of rows in file**

49 / 12,832

Contains data from waves

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15

**Exemplary variables**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>child</th>
<th>subspell</th>
<th>wave</th>
<th>ts3320m</th>
<th>ts3320y</th>
<th>ts33203</th>
<th>ts33204</th>
</tr>
</thead>
<tbody>
<tr>
<td>7002487</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>2018</td>
<td>[m]</td>
<td>male</td>
<td>Biological child</td>
</tr>
<tr>
<td>7008949</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2014</td>
<td>[f]</td>
<td>female</td>
<td>Biological child</td>
</tr>
<tr>
<td>7009619</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>2013</td>
<td>[f]</td>
<td>female</td>
<td>Biological child</td>
</tr>
<tr>
<td>7009894</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2007</td>
<td>[f]</td>
<td>female</td>
<td>Biological child</td>
</tr>
<tr>
<td>7012439</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2011</td>
<td>[m]</td>
<td>male</td>
<td>Biological child</td>
</tr>
</tbody>
</table>

This module contains information on all biological, foster, and adopted children of the respondent, and any other child that currently lives or has ever lived together with the respondent (e.g., children of former and current partners). In cases of twins and higher orders of multiple births, separate episodes are generated for each child. Episodes generally refer to the periods in which the respondent and the child shared a household. The enumerator variable child identifies children within respondents. Note that a child episode was skipped in the interview if the respondent reported that the child was deceased. Spell data on cohabitation with children is stored in file spChildCohab and spell data on parental leaves relating to children is stored in spParLeave.

**Example 13 (Stata):** Working with spChild (find R example here)

```stata
** open the data file
use ${datapath}/SC5_spChild_D_$(version).dta, clear
```
** switch to english language
label language en

** only keep full or harmonized episodes
keep if subspell==0

** generate the total count of children for each respondent
** you can do this either by taking the maximum child number:
bysort ID_t: egen children=max(child)
** or counting the number of rows:
bysort ID_t: gen children2=_N
** which both computes the same result
assert children==children2

** recode rough values (e.g. end of year) to real months
replace ts3320m=ts3320m-20 if ts3320m>20

** first, create a Stata monthly date (months since 1960m1) of the birth variables
generate birth_ym =ym(ts3320y,ts3320m)
** then, create the same for the current date
gen now_ym=mofd(date(c(current_date), "DMY"))
** the age is then easily computed
gen age=(now_ym-birth_ym)/12

summarize age
4.2.14 spChildCohab

Description

file listing cohabitation spells with children

File structure

spell format: 1 row = 1 cohabitation time of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

Other ID variables useful for linkage

child wave

Number of variables / number of rows in file

20 / 3,874

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID target</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>Child number</td>
</tr>
<tr>
<td>spell</td>
<td>Spell number cohabitation with child</td>
</tr>
<tr>
<td>subspell</td>
<td>Number of subspell</td>
</tr>
<tr>
<td>wave</td>
<td>Wave</td>
</tr>
<tr>
<td>ts3331m</td>
<td>Start date Living together Child (month)</td>
</tr>
<tr>
<td>ts3331y</td>
<td>Start date Living together Child (year)</td>
</tr>
<tr>
<td>ts3332m</td>
<td>End date Living with child</td>
</tr>
<tr>
<td>ts3332y</td>
<td>End date Living with child</td>
</tr>
<tr>
<td>ts3332c</td>
<td>Currently living together with child</td>
</tr>
<tr>
<td>ts33308</td>
<td>Episode update Living together with child</td>
</tr>
</tbody>
</table>

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>child</th>
<th>spell</th>
<th>subspell</th>
<th>wave</th>
<th>ts3331y</th>
<th>ts3332y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7009781</td>
<td>1</td>
<td>101</td>
<td>2</td>
<td>5</td>
<td>2011</td>
<td>2013</td>
</tr>
<tr>
<td>7012122</td>
<td>1</td>
<td>101</td>
<td>1</td>
<td>3</td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>7014249</td>
<td>1</td>
<td>101</td>
<td>2</td>
<td>5</td>
<td>2011</td>
<td>2013</td>
</tr>
<tr>
<td>7016814</td>
<td>2</td>
<td>202</td>
<td>2</td>
<td>5</td>
<td>2011</td>
<td>2013</td>
</tr>
<tr>
<td>7017345</td>
<td>1</td>
<td>101</td>
<td>1</td>
<td>3</td>
<td>2011</td>
<td>2012</td>
</tr>
</tbody>
</table>

If a respondent lives together with children, durations are registered in spChildCohab. Cohabitation spells are related to children by the child number. Please note that those durations do not necessarily match birth and death events; rather see spChild for direct information on children.

Example 14 (Stata): Working with spChildCohab (find R example here)

** open the data file
use ${datapath}/SC5_spChildCohab_D_{version}.dta, clear

** switch to english language
label language en

** only keep full or harmonized episodes

81
keep if subspell==0

** recode rough values (e.g. end of year) to real months
replace ts3331m=ts3331m-20 if ts3331m>20
replace ts3332m=ts3332m-20 if ts3332m>20

** generate the following durations in months:
* a) the total duration of a cohabitation episode
gen cohab_duration = ym(ts3332y,ts3332m) - ym( ts3331y, ts3331m)
* b) the total duration a respondent lived together with specific child
bysort ID_t child (spell): egen total_duration_per_child = total(cohab_duration)
* c) the total duration a respondent lived together with any child
bysort ID_t (child spell): egen total_duration_per_target = total(cohab_duration)

** to work with the latter information in other files, you could do
** which gives you a cross-sectional display of cohabitation time for every
 respondent
keep ID_t total_duration_per_target
duplicates drop
### 4.2.15 spCourses

**Description**

Dynamic course module

**File structure**

Spell format: 1 row = 1 episode of 1 respondent

ID variables needed to identify a single row

**ID_t wave splink**

Other ID variables useful for linkage

sptype course_w1 course_w2 course_w3

Number of variables / number of rows in file

31 / 7,361

Contains data from waves

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

#### Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID target</th>
</tr>
</thead>
<tbody>
<tr>
<td>wave</td>
<td>Wave</td>
</tr>
<tr>
<td>splink</td>
<td>Link for spell merging</td>
</tr>
<tr>
<td>sptype</td>
<td>Spell type</td>
</tr>
<tr>
<td>t271001</td>
<td>Total duration of training courses</td>
</tr>
<tr>
<td>course_w1</td>
<td>Course number</td>
</tr>
<tr>
<td>t271011_w1</td>
<td>Course duration</td>
</tr>
<tr>
<td>course_w2</td>
<td>Course number</td>
</tr>
<tr>
<td>t271011_w2</td>
<td>Course duration</td>
</tr>
<tr>
<td>course_w3</td>
<td>Course number</td>
</tr>
<tr>
<td>t27800a</td>
<td>Start date Episode (month)</td>
</tr>
<tr>
<td>t27800b</td>
<td>Start date Episode (end)</td>
</tr>
<tr>
<td>t27800c</td>
<td>End date Episode (month)</td>
</tr>
<tr>
<td>t27800d</td>
<td>End date Episode (year)</td>
</tr>
</tbody>
</table>

#### Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>splink</th>
<th>sptype</th>
<th>course_w1</th>
<th>course_w2</th>
<th>course_w3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003640</td>
<td>12</td>
<td>260005</td>
<td>26</td>
<td>1201</td>
<td>1202</td>
<td>1203</td>
</tr>
<tr>
<td>7007289</td>
<td>15</td>
<td>260010</td>
<td>26</td>
<td>1501</td>
<td>1502</td>
<td>1503</td>
</tr>
<tr>
<td>7009398</td>
<td>10</td>
<td>260003</td>
<td>26</td>
<td>1001</td>
<td>1002</td>
<td>1003</td>
</tr>
<tr>
<td>7016936</td>
<td>12</td>
<td>260006</td>
<td>26</td>
<td>1203</td>
<td>1204</td>
<td>1205</td>
</tr>
<tr>
<td>7025708</td>
<td>13</td>
<td>260006</td>
<td>26</td>
<td>1301</td>
<td>1302</td>
<td>1303</td>
</tr>
</tbody>
</table>

This module comprises courses and trainings attended during episodes of employment (spEmp), unemployment (spUnemp), parental leave (spParLeave), military, or civilian service (spMilitary), as well as episodes from the spGap module. It comprises all spells from the past 12 months prior to the first interview that were recorded in the modules mentioned above. For follow-up interviews data on courses is collected up to three years retrospectively in case of temporary drop-outs between waves. The starting and end dates of the spells in this module represent the original starting and end dates of episodes (in which a course was taken) but not the start and end of the courses themselves.

Spells may also be included if no course was taken during this episode. The only criterion for inclusion in the module is that a person provided information on at least one course. For each of these episodes, information on up to three courses is included in wide format and therefore the course enumerators is stored in wide format (course_w1, course_w2, and course_w3), whereas in the other course modules (spFurtherEdu1 and spFurtherEdu2) there is only a
single enumerator (course). Please note that this information has been integrated into datafile
Education. If your interest in this data is not too profound, you are best advised to use Edu-
cation instead.

**Example 15 (Stata): Working with spCourses (find R example here)**

```
** open the data file
use $(datapath)/SC5_spCourses_D_${version}.dta, clear

** check which modules provided course information
tab sptype

** only keep courses from employment spells
keep if sptype==26

** save this datafile for later usage
tempfile courses
save `courses'

** open the employment module
use $(datapath)/SC5_spEmp_D_${version}.dta, clear

** note that this is an m:1 merge, as there are still subspells in spEmp
merge m:1 ID_t wave splink using `courses', assert(master match) nogenerate

** you now have the spEmp datafile, enhanced with information from spCourses,
** and can proceed with this in the usual way
```
**Data Structure**

### 4.2.16 spEmp

#### Description

Spell data on employment episodes

#### File structure

**Spell format:** 1 row = 1 episode of 1 respondent

#### ID variables needed to identify a single row

- **ID_t** spell subspell | ID_t splink subspell

#### Other ID variables useful for linkage

- wave

#### Number of variables / number of rows in file

166 / 145,082

Contains data from waves

1234567891011

12131415

#### Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID target</th>
</tr>
</thead>
<tbody>
<tr>
<td>splink</td>
<td>Link for spell merging</td>
</tr>
<tr>
<td>subspell</td>
<td>Number of subspell</td>
</tr>
<tr>
<td>spell</td>
<td>Spell number</td>
</tr>
<tr>
<td>ts23222</td>
<td>In partial retirement, (active phase)</td>
</tr>
<tr>
<td>ts2311y</td>
<td>Start Employment episode (year)</td>
</tr>
<tr>
<td>ts2312y</td>
<td>End Employment episode (year)</td>
</tr>
<tr>
<td>ts23410</td>
<td>Net income, open</td>
</tr>
<tr>
<td>ts23228</td>
<td>Type of required training</td>
</tr>
<tr>
<td>ts23201_g1</td>
<td>Professional title (KldB 1988)</td>
</tr>
<tr>
<td>ts23201_g2</td>
<td>Professional title (KldB 2010)</td>
</tr>
<tr>
<td>ts23210_g3</td>
<td>Professional title (ISCO-88)</td>
</tr>
</tbody>
</table>

#### Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>subspell</th>
<th>spell</th>
<th>ts2311y</th>
<th>ts2312y</th>
<th>ts23410</th>
<th>ts23228</th>
</tr>
</thead>
<tbody>
<tr>
<td>7011912</td>
<td>1</td>
<td>5</td>
<td>2017</td>
<td>2018</td>
<td>2800</td>
<td>9</td>
</tr>
<tr>
<td>7008569</td>
<td>1</td>
<td>3</td>
<td>2014</td>
<td>2014</td>
<td>1300</td>
<td>4</td>
</tr>
<tr>
<td>7002391</td>
<td>5</td>
<td>2</td>
<td>2012</td>
<td>2017</td>
<td>180</td>
<td>1</td>
</tr>
<tr>
<td>7002251</td>
<td>1</td>
<td>5</td>
<td>2017</td>
<td>2018</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td>7003363</td>
<td>3</td>
<td>3</td>
<td>2015</td>
<td>2018</td>
<td>2600</td>
<td>2</td>
</tr>
</tbody>
</table>

This extensive module covers all spells of regular employment, including traineeships, preparatory service (e.g., for the teaching and legal profession), and internships (only in case that the target persons are not studying). Information on internships while studying is included in spInternship. New episodes are created at the following events:

- Change of employer
- Change of occupation
- Interruption of employment (e.g., unemployment or military service)

The file comprises information like professional position (ts23203), net income (ts23410), relevance to degree course (tg26190), or permanent contract (ts23320), type of student employment (tg2608b), quality of student jobs (t265401-t265423) and internships (tg26300-tg26301). Have a look at pTargetCATI and pTargetCAWI for more fine-grained information on teacher training and the situation of teachers.
Example 16 (Stata): Working with spEmp (find R example here)

** open the data file
use ${datapath}/SC5_spEmp_D_${version}.dta, clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save `tmp'

** open the Biography data file
use ${datapath}/SC5_Biography_D_${version}.dta, clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using `tmp', keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
tab sptype _merge
**Data Structure**

### 4.2.17 spFurtherEdu1

**Description**

information about additional courses

**File structure**

entity format: 1 row = 1 course of 1 respondent

ID variables needed to identify a single row

ID_t course

Other ID variables useful for linkage

wave

Number of variables / number of rows in file

11 / 6,598

Contains data from waves

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
</table>

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>course</th>
<th>t271048</th>
<th>t271050</th>
<th>t271051</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003339</td>
<td>13</td>
<td>1306</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>7005905</td>
<td>13</td>
<td>1303</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>7012988</td>
<td>12</td>
<td>1204</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>7013270</td>
<td>13</td>
<td>1301</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>7015908</td>
<td>15</td>
<td>1501</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

This module contains information on further courses (also private courses) since the last interview that have not been reported in spCourses or in spVocTrain. These include both professional trainings (similar to those from spCourses) and courses attended for private purposes (e.g., cookery course, yoga course, fortune telling, NLP coaching).

**Example 17 (Stata):** Working with spFurtherEdu1 (find R example here)

```stata
** open the datafile
use ${datapath}/SC5_spFurtherEdu1_D_${version}.dta, clear

** one row contains information for one course.
** The only possibility to use this file is to merge it to the data for this
** respondents wave (we use CohortProfile). So first, we have to remodel
** the file so one row contains one wave. We do this by Stata's reshape command
bysort ID_t wave (course): gen course_nr=_n
reshape wide course t*, i(ID_t wave) j(course_nr)
```
** create a temporary datafile for later merge
`tempfile spfurther`
save `spfurther'

** open CohortProfile
`use ${datapath}/SC5_CohortProfile_D_${version}.dta, clear`

** merge data
`merge 1:1 ID_t wave using `spfurther', assert(master match) nogen`

** Please note that you now have multiple variables added to CohortProfile,
** one set of variables for each course reported in spFurtherEdu1
4.2.18 spFurtherEdu2

**Description**

Information about courses

**File structure**

Entity format: 1 row = 1 course of 1 respondent

ID variables needed to identify a single row

ID_t course

Other ID variables useful for linkage

wave

Number of variables / number of rows in file

28 / 14,680

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>course</th>
<th>t279046</th>
<th>t279041</th>
<th>t279043</th>
</tr>
</thead>
<tbody>
<tr>
<td>7004012</td>
<td>3</td>
<td>301</td>
<td>not at all</td>
<td>a lot of effort</td>
<td>1</td>
</tr>
<tr>
<td>7004110</td>
<td>12</td>
<td>1202</td>
<td>fully</td>
<td>no effort at all</td>
<td>1</td>
</tr>
<tr>
<td>7011153</td>
<td>10</td>
<td>1002</td>
<td>fully</td>
<td>some effort</td>
<td>1</td>
</tr>
<tr>
<td>7015219</td>
<td>15</td>
<td>1501</td>
<td>fully</td>
<td>some effort</td>
<td>1</td>
</tr>
<tr>
<td>7017646</td>
<td>13</td>
<td>1302</td>
<td>fully</td>
<td>no effort at all</td>
<td>3</td>
</tr>
</tbody>
</table>

The survey instrument randomly selected two courses from the spCourses and spFurtherEdu1 modules, collecting additional information on these courses (e.g., costs incurred by employer t279046, motivation t279041, and certificates t279043). These data are included in spFurtherEdu2.

**Example 18 (Stata):** Working with spFurtherEdu2 (find R example here)

**Two possibilities to use spFurtherEdu2**

**A) Merge data to spCourses**

**open spCourses datafile**

use `${datapath}/SC5_spCourses_D_${version}.dta, clear

**one row contains information for up to three courses.**

**To make merging possible, you first have to reshape the datafile**
** so one row contains only one course
reshape long course_w, i(ID_t wave splink) j(course_nr)
rename course_w course

** merge spFurtherEdu2 using ID_t and course
merge m:1 ID_t course using $(datapath)/SC5_spFurtherEdu2_D_$(version).dta, keep( master match)

** ----
** B) merge to spFurtherEdu1

** open spFurtherEdu1 datafile
use "$(datapath)/SC5_spFurtherEdu1_D_$(version).dta", clear

** merge spFurtherEdu2 using ID_t and course
merge 1:1 ID_t course using $(datapath)/SC5_spFurtherEdu2_D_$(version).dta, keep( master match)
4.2.19 spGap

**Description**

reported gap episodes

**File structure**

spell format: 1 row = 1 gap of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

Other ID variables useful for linkage

wave splink

Number of variables / number of rows in file

27 / 15,396

Contains data from waves

Contains data from waves 1

Gaps in individual life courses are identified by a check module. Such gap episodes are included in the spGap module. The spells in this file refer to different types of gaps that can be distinguished by the variable ts29101 (Type of gap episode). The most common gap episode is (extended) holidays.

**Example 19 (Stata):** Working with spGap (find R example here)

```stata
** open the data file
use `$(datapath)/SC5_spGap_D_$(version).dta', clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save `tmp'
```
** open the Biography data file
\texttt{use \{datapath\}/SC5_Biography_D_${\{version}\}.dta, clear}

** merge the previously created temporary data file to this
\texttt{merge 1:1 ID_t splink using 'tmp', keep(master match)}

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
\texttt{tab sptype _merge}
**Data Structure**

### 4.2.20 spInternship

**Description**

reported internship episodes

**File structure**

spell format: 1 row = 1 internship episode of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

ID target Link for spell merging
Spell Number
Number of subspell
Wave
Wave number
Wave
Wave month Internship episode
Wave year Internship episode
Wave month Internship episode
Wave year Internship episode
Ongoing of internship episode
Type of internship
Average working hours Internship
Placement as an intern
Learning content: Autonomy
Support: Supervision

**Number of variables / number of rows in file**

45 / 39,242

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>spell</th>
<th>subspell</th>
<th>wave</th>
<th>tg3607y</th>
<th>tg3608y</th>
<th>tg36111</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003298</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2011</td>
<td>2011</td>
<td>30</td>
</tr>
<tr>
<td>7012218</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>2014</td>
<td>2015</td>
<td>40</td>
</tr>
<tr>
<td>7012770</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2013</td>
<td>2013</td>
<td>20</td>
</tr>
<tr>
<td>7013844</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>2014</td>
<td>2014</td>
<td>40</td>
</tr>
<tr>
<td>7014801</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2013</td>
<td>2013</td>
<td>38</td>
</tr>
</tbody>
</table>

As internships during studies are regarded as central to professional success, both compulsory and voluntary internships have been surveyed and made available in this datafile. Information about duration, remuneration, learning content, and other key aspects have been surveyed.

**Example 20 (Stata):** Working with spInternship (find R example here)

```stata
** open the data file
use ${datapath}/SC5_spInternship_D_${version}.dta, clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save `tmp`
```
** open the Biography data file
use `$(datapath)/SC5_Biography_D_$(version).dta`, clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using `tmp' , keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
`tab sptype _merge`
4.2.21 spMilitary

**Data Structure**

**Description**

military / civilian service and voluntary gap years

**File structure**

spell format: 1 row = 1 episode of 1 respondent

**ID variables needed to identify a single row**

ID_t spell subspell

**Other ID variables useful for linkage**

wave splink

**Number of variables / number of rows in file**

25 / 5,133

Contains data from waves

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>splink</th>
<th>subspell</th>
<th>spell</th>
<th>wave</th>
<th>ts2111y</th>
<th>ts2112y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7084704</td>
<td>250001</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2009</td>
<td>2011</td>
</tr>
<tr>
<td>70886146</td>
<td>250001</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>7013848</td>
<td>250001</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2014</td>
<td>2014</td>
</tr>
<tr>
<td>7015843</td>
<td>250001</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2011</td>
<td>2012</td>
</tr>
</tbody>
</table>

This module includes episodes of military or civilian service as well as gap years taken to do voluntary work in the social or environmental sector. Regular or professional soldiers are considered employed and are therefore included in the employment module.

**Example 21 (Stata):** Working with spMilitary (find R example here)

```stata
** open the data file
use ${datapath}/SC5_spMilitary_D_${version}.dta, clear
```
** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save "tmp"

** open the Biography data file
use ${datapath}/SC5_Biography_D_${version}.dta, clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using "tmp", keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
tab sptype _merge
Data Structure

4.2.22 spParLeave

Description

episodes of parental leave

File structure

spell format: 1 row = 1 parental leave episode of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

Other ID variables useful for linkage

wave child splink

Number of variables / number of rows in file

27 / 3,117

Contains data from waves

12

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>child</th>
<th>spell</th>
<th>subspell</th>
<th>wave</th>
<th>ts2711m</th>
<th>ts2711y</th>
<th>ts2712m</th>
<th>ts2712y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003861</td>
<td>2</td>
<td>202</td>
<td>1</td>
<td>12</td>
<td>2016</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7004924</td>
<td>2</td>
<td>202</td>
<td>2</td>
<td>13</td>
<td>2016</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7004936</td>
<td>1</td>
<td>101</td>
<td>2</td>
<td>12</td>
<td>2016</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7009952</td>
<td>2</td>
<td>202</td>
<td>2</td>
<td>15</td>
<td>2018</td>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7014140</td>
<td>1</td>
<td>101</td>
<td>3</td>
<td>13</td>
<td>2015</td>
<td>2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each child in spChild (except for deceased children), information is collected on whether the respondent took a parental leave. Each parental leave episode contributes one record to spParLeave. Parental leaves do not include maternity protection. These periods are added to the corresponding employment episode. The employment spell is not necessarily interrupted if the mother is on parental leave as part-time work is legal.

Example 22 (Stata): Working with spParLeave (find R example here)

** open the data file
use ${datapath}/SC5_spParLeave_D_${version}.dta, clear

** only keep full or harmonized episodes
keep if subspell==0
** save this file temporarily

tempfile tmp
save tmp'

** open the Biography data file

use ${datapath}/SC5_Biography_D_${version}.dta, clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using tmp', keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.

tab sptype _merge
Data Structure

4.2.23 spPartner

Description

history of partners

File structure

entity format: 1 row = 1 partner of 1 respondent

ID variables needed to identify a single row

ID_t partner subspell

Other ID variables useful for linkage

wave

Number of variables / number of rows in file

109 / 73,080

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15

Exemplary variables

- ID_t
- ID target
- partner
- Partner number
- subspell
- Number of subspell
- ts31204
- Partner: born Germany/abroad
- ts31211
- Partner German
- ts31203
- Gender of partner
- ts3141m
- Marriage date (month)
- ts3141y
- Marriage date (year)
- ts3120y
- Year of birth Partner
- tg2811m
- Start date Partnership - month
- tg2811y
- Start date Partnership - year
- tg2804m
- End date Partnership episode (month)
- tg2804y
- End date Partnership episode (year)
- ts31206
- Age at the time of moving to Germany Partner
- ts31207
- Place of birth Father Partner
- ts31209
- Place of birth Mother Partner

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>partner</th>
<th>subspell</th>
<th>ts31203</th>
<th>ts3120y</th>
<th>tg2811m</th>
<th>tg2811y</th>
<th>tg2804m</th>
<th>tg2804y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7011871</td>
<td>1 1</td>
<td>[m] male</td>
<td>1975</td>
<td>10</td>
<td>2004</td>
<td>3</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>7014135</td>
<td>1 1</td>
<td>[m] male</td>
<td>1967</td>
<td>2</td>
<td>1992</td>
<td>12</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>7006603</td>
<td>1 0</td>
<td>[m] male</td>
<td>1986</td>
<td>9</td>
<td>2010</td>
<td>5</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>7011649</td>
<td>1 0</td>
<td>[w] female</td>
<td>1994</td>
<td>9</td>
<td>2010</td>
<td>5</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>7007513</td>
<td>1 0</td>
<td>[w] female</td>
<td>1991</td>
<td>7</td>
<td>2011</td>
<td>1</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>

This module covers the partnership history of the respondent. Respondents’ subjective reports define whether they live in a relationship and whether they cohabit or not. A comprehensive set of additional questions refers to partners since the beginning of winter term 2010. For earlier partners, only information on the year of birth and education is available. The enumerator variable partner identifies partners within respondents. This variable is coded 1 for the first partner and counts upwards until the last (current) partner.

Example 23 (Stata): Working with spPartner (find R example here)

** open the data file
use ${datapath}/SC5_spPartner_D_${version}.dta, clear
** switch to english language

label language en

** only keep full or harmonized episodes

keep if subspell==0

** to find out if a respondent is or was ever been married,
** check out if the indicating variable ever stated a marriage

bysort ID_t: egen married = max(ts31410==1)

** look at the data

list ID_t partner ts31410 married in 1/20, sepby(ID_t)

** reduce the datafile, so you have one single row for each respondent

keep ID_t married
duplicates drop

** you now can save this datafile and merge it to, e.g., CohortProfile
tempfile married

save 'married'

use $(datapath)/SC5_CohortProfile_D_$(version).dta, clear
merge m:1 ID_t using 'married', nogen keep(master match)
**Data Structure**

### 4.2.24 spSchool

**Description**

general schooling history

**File structure**

spell format: 1 row = 1 school episode of 1 respondent

**ID variables needed to identify a single row**

ID_t spell subspell

**Other ID variables useful for linkage**

wave splink

**Number of variables / number of rows in file**

78 / 47,056

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15

**Exemplary variables**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID target</th>
</tr>
</thead>
<tbody>
<tr>
<td>splink</td>
<td>Link for spell merging</td>
</tr>
<tr>
<td>subspell</td>
<td>Number of subspell</td>
</tr>
<tr>
<td>spell</td>
<td>Spell number</td>
</tr>
<tr>
<td>wave</td>
<td>Wave</td>
</tr>
<tr>
<td>ts11204</td>
<td>Type of school</td>
</tr>
<tr>
<td>ts1111m</td>
<td>Start date month School episode</td>
</tr>
<tr>
<td>ts1111y</td>
<td>Start date year School episode</td>
</tr>
<tr>
<td>ts1112m</td>
<td>End month School episode</td>
</tr>
<tr>
<td>ts1112y</td>
<td>End year School episode</td>
</tr>
<tr>
<td>ts11209</td>
<td>School-leaving qualification</td>
</tr>
<tr>
<td>ts11214</td>
<td>Intended school-leaving qualification</td>
</tr>
<tr>
<td>ts11218</td>
<td>Final grade school-leaving certificate</td>
</tr>
<tr>
<td>t724801</td>
<td>1st Abitur subject</td>
</tr>
<tr>
<td>t724802</td>
<td>2nd Abitur subject</td>
</tr>
</tbody>
</table>

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>splink</th>
<th>subspell</th>
<th>spell</th>
<th>wave</th>
<th>ts1111y</th>
<th>ts1112y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7012883</td>
<td>220003</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2008</td>
<td>2011</td>
</tr>
<tr>
<td>7014127</td>
<td>220005</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>7015073</td>
<td>220004</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2007</td>
<td>2011</td>
</tr>
<tr>
<td>7018515</td>
<td>220002</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1997</td>
<td>1999</td>
</tr>
<tr>
<td>7019185</td>
<td>220001</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1998</td>
<td>2002</td>
</tr>
</tbody>
</table>

This module covers each respondent’s general education history from school entry until the date of completion, or in case of enduring episodes, date of interview. This includes

- episodes of elementary schooling,
- completed episodes of secondary schooling that led to a school leaving certificate, and
- incomplete episodes of schooling that would have led to a school leaving certificate if they had been completed.

A new episode is generated only if the school type changes. That is, a change from one Gymnasium to another is not recorded. As a result, a single schooling episode may take place at more than one location. In such cases, only information on the last location is included. A new episode is generated at each school type change even if both schools offer the same certificate.
## Data Structure

### Example 24 (Stata): Working with spSchool (find R example here)

```stata
** open the data file
use ${datapath}/SCS_spSchool_D_${version}.dta, clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save 'tmp'

** open the Biography data file
use ${datapath}/SCS_Biography_D_${version}.dta, clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using 'tmp', keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
tag sptype _merge
```
4.2.25 spSchoolExtExam

**Description**

school certificates acquired by recognition or external students’ examination

**File structure**

entity format: 1 row = 1 exam of 1 respondent

ID variables needed to identify a single row

ID_t exam

Other ID variables useful for linkage

wave

Number of variables / number of rows in file

28 / 812

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>exam</th>
<th>ts11300</th>
<th>ts1130y</th>
<th>ts11302</th>
<th>ts11300_g1</th>
</tr>
</thead>
<tbody>
<tr>
<td>7009011</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2009</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>7009964</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2005</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>7010994</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2007</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>7011374</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2009</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>7018152</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>2018</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

spSchoolExtExam comprises information about school exam certifications that have not been acquired through “regular” schooling. These can consist of:

- certificates that have been acquired abroad and were accredited by German authorities
- certificates that have been acquired in a German school as external examinee (i.e., without attending classes)
- certificates that are automatically awarded by advancing through grades in upper secondary education or by completing vocational training

**Example 25 (Stata): Working with spSchoolExtExam (find R example here)**

**aim of this example is to evaluate the age of the respondent**

**at the exam**
**first, we have to get the birth date of the respondent**

```stata
use ${datapath}/SC5_pTargetCATI_D_${version}.dta, clear
keep if wave==1 // only first wave as this data is time-invariant
keep ID_t t70000m t70000y
label language en
tempfile temp
save `temp'
```

**now, open the data file**

```stata
use ${datapath}/SC5_spSchoolExtExam_D_${version}.dta, clear
label language en
```

**merge the previously extracted birth dates**

```stata
merge m:1 ID_t using `temp', keep(master match) nogenerate
```

**recode the two date variables (year, month) into one:**

```stata
gen exam_date=ym(ts1130y,ts1130m)
gen birth_date=ym(t70000y,t70000m)
format _date %tm
```

**calculate the age (in years)**

```stata
gen age=(exam_date-birth_date)/12
```

**recode missings to .a, b,... (not necessarily needed)**

```stata
nepsmiss ts11302
```

**show some deviation**

```stata
tabulate ts11302, summarize(age)
```
**Data Structure**

### 4.2.26 spSibling

**Description**

siblings of respondent

**File structure**

entity format: 1 row = 1 sibling of 1 respondent

ID variables needed to identify a single row

**ID_t sibling**

Other ID variables useful for linkage

**wave**

Number of variables / number of rows in file

11 / 26,932

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>sibling</th>
<th>tg3270m</th>
<th>tg3270y</th>
<th>tg32708</th>
<th>tg32711</th>
</tr>
</thead>
<tbody>
<tr>
<td>7002220</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1989</td>
<td>unemployed</td>
<td>5</td>
</tr>
<tr>
<td>7002603</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>1987</td>
<td>unemployed</td>
<td>5</td>
</tr>
<tr>
<td>7006613</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1985</td>
<td>unemployed</td>
<td>5</td>
</tr>
<tr>
<td>7009673</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1989</td>
<td>unemployed</td>
<td>5</td>
</tr>
<tr>
<td>7018618</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1980</td>
<td>full-time employed</td>
<td>5</td>
</tr>
</tbody>
</table>

spSibling contains all siblings of the respondent reported in wave 1. Each sibling is stored in one row, containing information about the date of birth (tg3270m/y), employment status (tg32708), and highest degree (tg32711).

**Example 26 (Stata): Working with spSibling**

```stata
** first, we have to get the birth date of the respondent
use ${datapath}/SC5_pTargetCATI_D_${version}.dta, clear
keep if wave==1 // keep wave-1-data only as data on sibling was only collected once
keep ID_t t70000m t70000y
label language en
```
Data Structure

tempfile temp
save 'temp'
** now, open the spSibling data file
use ${datapath}/SC5_spSibling_D_${version}.dta, clear
label language en

** merge the previously extracted birth dates
merge m:1 ID_t using 'temp', keep(master match) nogenerate

** recode the two date variables (year, month) into one:
gen sibling_bdate=ym(tg3270y,tg3270m)
gen target_bdate=ym(t70000y,t70000m)
format *_bdate %tm

** check the difference between the two
gen older=.
replace older=0 if sibling_bdate>target_bdate
replace older=1 if sibling_bdate<target_bdate
replace older=. if missing(sibling_bdate) | missing(target_bdate)

** care about twins. As we do not know the day (or even the hour),
we can not know which is older. We set this for a missing thus.
replace older= if (sibling_bdate==target_bdate)

** sort the total amount of older siblings
bysort ID_t: egen total_older=total(older)
** generate the total amount of younger siblings
bysort ID_t: egen total_younger=total(1-older)

** aggregate to a single line for each respondent.
the file then is cross-sectional with ID_t the sole identificator
keep ID_t total*
duplicates drop
Data Structure

4.2.27 spUnemp

Description
spell data on unemployment episodes

File structure
spell format: 1 row = 1 episode of 1 respondent

ID variables needed to identify a single row
ID_t spell subspell

Other ID variables useful for linkage
wave splink

Number of variables / number of rows in file
33 / 18,522

Contains data from waves

Exemplary variables

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>subspell</th>
<th>spell</th>
<th>wave</th>
<th>ts2511m</th>
<th>ts2511y</th>
<th>ts2512m</th>
<th>ts2512y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7002240</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>2014</td>
<td>12</td>
<td>2014</td>
</tr>
<tr>
<td>7007829</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>2017</td>
<td>6</td>
<td>2017</td>
</tr>
<tr>
<td>7009501</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>2016</td>
<td>7</td>
<td>2016</td>
</tr>
<tr>
<td>7017844</td>
<td>5</td>
<td>1</td>
<td>13</td>
<td>9</td>
<td>2013</td>
<td>6</td>
<td>2018</td>
</tr>
</tbody>
</table>

This module includes all episodes of unemployment irrespective of whether a person was registered as unemployed or not. Questions on registration of unemployment and receipt of benefits refer to both the beginning and the end of an unemployment spell.

Example 27 (Stata): Working with spUnemp (find R example here)

```
** open the data file
use ${datapath}/SC5_spUnemp_D_{version}.dta, clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save `tmp'
```
** open the Biography data file
\texttt{use \{datapath\}/SC5_Biography_D_{\{version\}}.dta, clear}

** merge the previously created temporary data file to this
\texttt{merge 1:1 ID_t splink using 'tmp', keep(master match)}

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
\texttt{tab sptype _merge}
vocational education certificates acquired outside of the regular German educational system.

File structure:

**Entity format:** 1 row = 1 exam of 1 respondent

**ID variables needed to identify a single row:**

*ID_t* exam

**Other ID variables useful for linkage:**

wave

**Number of variables / number of rows in file:**

30 / 2,902

Contains data from waves:

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15

**Exemplary variables:**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>exam</th>
<th>ts1530m</th>
<th>ts1530y</th>
<th>ts15304</th>
</tr>
</thead>
<tbody>
<tr>
<td>7005305</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>2015</td>
<td>14</td>
</tr>
<tr>
<td>7009807</td>
<td>13</td>
<td>1</td>
<td>5</td>
<td>2017</td>
<td>30</td>
</tr>
<tr>
<td>7010993</td>
<td>15</td>
<td>1</td>
<td>11</td>
<td>2018</td>
<td>30</td>
</tr>
<tr>
<td>7012746</td>
<td>12</td>
<td>1</td>
<td>6</td>
<td>2017</td>
<td>30</td>
</tr>
<tr>
<td>7014288</td>
<td>13</td>
<td>1</td>
<td>5</td>
<td>2018</td>
<td>30</td>
</tr>
</tbody>
</table>

The file *spVocExtExam* comprises information about vocational training certifications that have not been received by “regularly” passing through the German vocational training system. These can consist of:

- certificates that have been acquired abroad and were accredited by German authorities
- certificates that have been acquired in a German vocational training exam as external examinee (i.e., without attending lessons or courses registered with German authorities)

This especially includes second and third state examinations for alumni of medicine and law studies.
Example 28 (Stata): Working with spVocExtExam (find R example here)

** aim of this example is to evaluate the age of the respondent
** at the exam

** first, we have to get the birth date of the respondent
use `$(datapath)/SC5_pTargetCATI_D_${version}.dta`, clear
keep if wave==1 // only first wave as this data is time-invariant
keep ID_t t70000m t70000y
label language en
tempfile temp
save `temp`

** now, open the data file
use `$(datapath)/SC5_spVocExtExam_D_${version}.dta`, clear
label language en

** merge the previously extracted birth dates
merge m:1 ID_t using `temp`, keep(master match) nogenerate

** recode the two date variables (year, month) into one:
gen exam_date=ym(ts1530y,ts1530m)
gen birth_date=ym(t70000y,t70000m)
format *_date %tm

** calculate the age (in years)
gen age=(exam_date-birth_date)/12

** recode missings to .a, b,... (not necessarily needed)
nepsmiss ts15304

** show some deviation
tabulate ts15304, summarize(age)
4.2.29 spVocPrep

Description

vocational preparation schemes

File structure

spell format: 1 row = 1 episode of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

Other ID variables useful for linkage

wave

Number of variables / number of rows in file

62 / 490

Contains data from waves

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>spell</th>
<th>subspell</th>
<th>wave</th>
<th>ts1311m</th>
<th>ts1311y</th>
<th>ts1312m</th>
<th>ts1312y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7010028</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>2016</td>
<td>4</td>
<td>2016</td>
</tr>
<tr>
<td>7010028</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>2016</td>
<td>5</td>
<td>2016</td>
</tr>
<tr>
<td>7010246</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2012</td>
<td>4</td>
<td>2012</td>
</tr>
<tr>
<td>7011472</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>2011</td>
<td>8</td>
<td>2012</td>
</tr>
<tr>
<td>7012815</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>2017</td>
<td>6</td>
<td>2017</td>
</tr>
</tbody>
</table>

This module comprises episodes of vocational preparation after general education, including

- pre-training courses,
- basic vocational training years, and
- work preparation courses of the employment agency.

Data were collected on the duration from taking up until completing a vocational preparation scheme, including possible intermissions.

Example 29 (Stata): Working with spVocPrep (find R example here)

```
** open the data file
use $(datapath)/SC5_spVocPrep_D_$(version).dta, clear
```
** only keep full or harmonized episodes
\texttt{keep if subspell==0}

** save this file temporarily
\texttt{tempfile tmp}
\texttt{save 'tmp'}

** open the Biography data file
\texttt{use \\{\texttt{datapath}}/SC5_Biography_D_{\texttt{version}}.dta, clear}

** merge the previously created temporary data file to this
\texttt{merge 1:1 ID_t splink using 'tmp', keep(master match)}

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
\texttt{tab sptype _merge}
Data Structure

4.2.30 spVocTrain

Description

vocational education history

File structure

spell format: 1 row = 1 episode of 1 respondent

ID variables needed to identify a single row

ID_t spell subspell

Other ID variables useful for linkage

wave splink

Number of variables / number of rows in file

191 / 130,848

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15

Exemplary variables

- ID_t
- ID target
- spell
- Spell number
- subspell
- Number of subspell
- ts15201
- Type of vocational training
- ts1511m
- Starting month Training episode
- ts1511y
- Starting year Training episode
- ts1512m
- End month Training episode
- ts1512y
- End year Training episode
- ts15215
- Company size of training company
- ts15219
- Vocational qualification
- ts15221
- Intended vocational qualification

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>spell</th>
<th>subspell</th>
<th>ts1511m</th>
<th>ts1511y</th>
<th>ts1512m</th>
<th>ts1512y</th>
</tr>
</thead>
<tbody>
<tr>
<td>7016596</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>2010</td>
<td>7</td>
<td>2016</td>
</tr>
<tr>
<td>7006313</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>2013</td>
<td>9</td>
<td>2016</td>
</tr>
<tr>
<td>7015495</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2013</td>
<td>6</td>
<td>2016</td>
</tr>
<tr>
<td>7005712</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>2014</td>
<td>6</td>
<td>2015</td>
</tr>
<tr>
<td>7005835</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2014</td>
<td>8</td>
<td>2015</td>
</tr>
</tbody>
</table>

This module covers all further trainings, vocational and/or academic, that a respondent ever attended:

- vocational training and retraining
- training at technical schools such as schools of public health, full-time vocational schools (excluding basic vocational training years), other vocational schools, and master craftsmen’s colleges
- training in specialized fields of medicine
- accredited training courses to receive licenses
- conferral of a doctorate or postdoctoral thesis
Data Structure

- tertiary education at universities, specialized colleges for higher education, colleges of advanced vocational studies, and colleges of advanced administrative and commercial studies. Note: Only the main subjects are surveyed. New episodes are generated if
  - a main subject changes over the course of studies, or
  - the attainable degree changes over the course of studies (e.g., from MA to teaching certification).

Episodes are continued in case of location changes unless the main subjects change as well.

Training courses for licenses are comparable to courses in the spCourses, spFurtherEdu1, and spFurtherEdu2 modules and can therefore be identified by the spell indicator course. This enumerator allows linking information about the few courses included in this module to the courses in those modules. Interruptions of vocational training spells, so-called vocational interruption episodes, are stored in wide format (be aware of this when working with harmonized spell data!).

Example 30 (Stata): Working with spVocTrain (find R example here)

```stata
** open the data file
use `$(datapath)/SC5_spVocTrain_D_$(version).dta'', clear

** only keep full or harmonized episodes
keep if subspell==0

** save this file temporarily
tempfile tmp
save `tmp'

** open the Biography data file
use `$(datapath)/SC5_Biography_D_$(version).dta'', clear

** merge the previously created temporary data file to this
merge 1:1 ID_t splink using `tmp'', keep(master match)

** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.
tab sptype _merge
```
### Data Structure

#### 4.2.31 StudyStates

**Description**

Data on state of studies derived from spVoc-Train.

**File structure**

Long format: 1 row = 1 respondent in 1 wave.

**ID variables needed to identify a single row**

- ID_t wave or ID_t tx24001

**Other ID variables useful for linkage**

- ID_t tx24022

**Number of variables / number of rows in file**

45 / 218,517

**Contains data from waves**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>tx24000</th>
<th>tx24100</th>
<th>tx15318</th>
<th>tx15317</th>
<th>tx15310</th>
</tr>
</thead>
<tbody>
<tr>
<td>7018735</td>
<td>1</td>
<td>240001</td>
<td>ongoing, no compl.</td>
<td>ongoing</td>
<td>not reached</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>2</td>
<td>240001</td>
<td>ongoing, no compl.</td>
<td>ongoing</td>
<td>not reached</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>3</td>
<td>240001</td>
<td>ongoing, no compl.</td>
<td>ongoing</td>
<td>not reached</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>4</td>
<td>240001</td>
<td>ongoing, no compl.</td>
<td>ongoing</td>
<td>not reached</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>5</td>
<td>240001</td>
<td>ongoing, no compl.</td>
<td>ongoing</td>
<td>not reached</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>6</td>
<td>240003</td>
<td>completed + ongoing</td>
<td>yes</td>
<td>Bachelor</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>7</td>
<td>240003</td>
<td>completed + ongoing</td>
<td>yes</td>
<td>Bachelor</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>8</td>
<td>240003</td>
<td>completed + ongoing</td>
<td>yes</td>
<td>Bachelor</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>9</td>
<td>240004</td>
<td>completed + ongoing</td>
<td>yes</td>
<td>Bachelor</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>10</td>
<td>240004</td>
<td>all completed</td>
<td>yes</td>
<td>Master</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>11</td>
<td>-21</td>
<td>no further episodes</td>
<td>.</td>
<td>.</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>12</td>
<td>-21</td>
<td>no further episodes</td>
<td>.</td>
<td>.</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>13</td>
<td>-21</td>
<td>no further episodes</td>
<td>.</td>
<td>.</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>14</td>
<td>-21</td>
<td>no further episodes</td>
<td>.</td>
<td>.</td>
<td>no interrupt.</td>
</tr>
<tr>
<td>7018735</td>
<td>15</td>
<td>-21</td>
<td>no further episodes</td>
<td>.</td>
<td>.</td>
<td>no interrupt.</td>
</tr>
</tbody>
</table>

The file StudyStates contains all target persons for each wave as long as they have not dropped out. As soon as a person drops out, it will not be part of the dataset since that certain wave.
Data Structure

For each respondent in each wave, StudyStates contains information on status of studies/tertiary education (tx24100), which vocational qualification is achieved (tx15317), which subjects were chosen or switched. There is also data on wether a person continued its studies at a different educational institution (tx24011) as well as information on study-breaks (tx15310, tx24190).

This dataset boils down information from spVocTrain to meet the data structure of long-format files such as pTargetCATI – one line for each person per wave. This procedure inevitably goes along with information loss. As some target persons’ data show multiple educational episodes at the same time, defining a proper status of studies, for instance, is virtually impossible to achieve without sound assumptions. Therefore we introduced an indicator that recommends the usage of a person within the dataset (tx24000). The data is recommended to use as long as the person has less than three episodes in any wave.

This dataset is still a kind of beta version of the desired outcome, therefore we suggest to use this dataset to get a quick insight on data concerning study states. Data will be polished and will be more usable in the next release!

Example 31 (Stata): Working with StudyStates

```stata
*** 1. enriching StudyStates with episode data from spVocTrain ***
** open spVocTrain file
use "${datapath}/SC5_spVocTrain_D_${version}.dta", clear

** only keep full or harmonized episodes and save file temporarily
keep if subspell == 0
tempfile spvoc
save "`spvoc'", replace

** open StudyStates file
use "${datapath}/SC5_StudyStates_D_${version}.dta", clear

** rename tx24022 to splink and keep only valid episodes
rename tx24022 splink
keep if splink > 0

** merging StudyStates with spVocTrain, only keeping desired variables
merge m:1 ID_t splink using "`spvoc'", keep(master matched) nogenerate keepusing(tg24203 tg24205 tg24162_g1 tg24165_g1 tg24168_g1)

*** 2. merging StudyStates with pTarget-data ***
** open StudyStates file
use "${datapath}/SC5_StudyStates_D_${version}.dta", clear

** merging StudyStates with pTargetCATI, only keeping desired variables
merge 1:1 ID_t wave using "${datapath}/SC5_pTargetCATI_D_${version}.dta", keep(master matched) nogenerate keepusing(t406000 t731351_g1 t31300a t34006k tg2411a t60003a_g1 t531260)
```
** merging data with pTargetCAWI, only keeping desired variables

```
merge 1:1 ID_t wave using "${datapath}/SCS_pTargetCAWI_D_${version}",
keep(master matched) nogenerate keepusing(t291501 t291502 t321104 t66007a t513051 tg54112 t30300b)
```
4.2.32 Weights

Description

Sample weights for various occasions

File structure

wide format: 1 row = 1 target

ID variables needed to identify a single row

ID_t

Other ID variables useful for linkage

ID_i

Number of variables / number of rows in file

28 / 17,909

Contains data from waves

Exemplary variables

ID_t  ID target
ID_i  Institution ID of sampling
sLevel_R  Stratification second level
ID_cl  Cluster ID
w_h  Weight stratification first level
w_t1  Cross-sectional weight for wave 1
w_t2  Cross-sectional weight for wave 2
w_t3  Cross-sectional weight for wave 3
w_allWaves  Longitudinal weight for all waves
w_allCATI  Longitudinal weight for all CATI waves
w_allCAWI  Longitudinal weight for all CAWI waves

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>ID_i</th>
<th>ID_cl</th>
<th>w_h</th>
<th>w_t1</th>
<th>w_t2</th>
<th>w_allWaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>7017883</td>
<td>1002123</td>
<td>25</td>
<td>6.28600</td>
<td>1.32636</td>
<td>1.05472</td>
<td>0.77824</td>
</tr>
<tr>
<td>7017624</td>
<td>1002278</td>
<td>402</td>
<td>1.88700</td>
<td>2.35230</td>
<td>1.77265</td>
<td>0.95370</td>
</tr>
<tr>
<td>7007719</td>
<td>1002210</td>
<td>249</td>
<td>1.66700</td>
<td>0.30291</td>
<td>0.30625</td>
<td>0.48047</td>
</tr>
<tr>
<td>7017139</td>
<td>1002278</td>
<td>402</td>
<td>1.88700</td>
<td>0.98663</td>
<td>1.51522</td>
<td>0.92976</td>
</tr>
<tr>
<td>7031649</td>
<td>1002094</td>
<td>154</td>
<td>6.28600</td>
<td>1.17865</td>
<td>1.23687</td>
<td>1.53018</td>
</tr>
</tbody>
</table>

Weighting variables (starting with \( w_\)) are included in the Weights dataset. Also, you find cluster (ID_cl) and stratification (stratum) identifiers here. ID_i resembles university at sampling, which took part prior to wave 1. Given the quite complex structure of the sample, no final recommendations are at hand concerning the use of design and adjusted weights. More information about weight estimation can be found in Zinn et al., 2017. There are no general rules available on how the use of design or adjusted weights render any possible analysis more stable. Weights may possibly help to highlight important features of the analysis, or at least serve as a robustness check for the performed analysis.

Example 32 (Stata): Working with Weights (find R example here)

```
* open Weights datafile
use ${datapath}/SC5_Weights_D${version}.dta, clear
```
** note that this file is cross-sectional, although the weights
** seem to contain panel logic
d w_t

** only keep weight corresponding to all waves
keep ID_t w_t123456789

** create a "panel" logic, i.e., clone each row
expand 9

** then create a wave variable
bysort ID_t: gen wave=_n

** save as temporary file
tempfile weights
save `weights', replace

** open CohortProfile
use `$datapath'/SC5_CohortProfile_D_$(version).dta, clear

** and merge weight
merge 1:1 ID_t wave using `weights', nogen

** note that this weight is only non-zero if respondents participated in
** all waves
tab wave tx80220 if w_t123456789!=0
Data Structure

4.2.33 xEcoCAPI

Description

additional competencies for students of economics and business administration

File structure

wide format: 1 row = 1 student

ID variables needed to identify a single row

ID_t

Other ID variables useful for linkage

wave ID_int

Number of variables / number of rows in file

136 / 600

Contains data from waves

Exemplary variables

ID_t ID target
wave Wave
tx80921 Participation status:
testm Test: Survey day (month)
testy Test: Survey day (year)
bas7mar1_c Economic competence:
tag90308 Number Semesters Economics
tg24160_g2 Subject group subject 1
(tx80200 Interview: Number of all contact attempts
.tx80302 Interviewer: Age group
.tx80430 Interview: Location

Exemplary data snapshot

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave</th>
<th>tx80921</th>
<th>bas7_sc1</th>
<th>bas7_sc2</th>
<th>tag90308</th>
<th>tg24160_g2</th>
<th>tx80200</th>
</tr>
</thead>
<tbody>
<tr>
<td>7003154</td>
<td>7</td>
<td>5</td>
<td>2.49949</td>
<td>0.66932</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7005160</td>
<td>7</td>
<td>6</td>
<td>0.05863</td>
<td>0.37350</td>
<td>6</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>7008675</td>
<td>7</td>
<td>6</td>
<td>0.61464</td>
<td>0.48505</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7014554</td>
<td>7</td>
<td>6</td>
<td>0.82677</td>
<td>0.40591</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7015772</td>
<td>7</td>
<td>6</td>
<td>0.64321</td>
<td>0.40556</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Apart from the basic CATI-data collection in wave 7, additional data was collected for students of economics and business administration. A paper-based competency test containing questions specifically for the target’s field of study was embedded within a short computer assisted personal interview (CAPI).

This data was part of pTargetCATI and xTargetCompetencies in releases prior to data version 10-0-0. To emphasize the focus on this small subgroup of targets, all this information is now gathered in xEcoCAPI. As this file contains data from wave 7 only, ID_t is a unique identifier in this wide-format dataset. To make things simpler, participation in CAPI, CATI, and competency testing is indicated by tx80921. Additional methods data – like number of contact tries (tx80200) and reasons for item-nonresponse in testing (e.g., tx80411) – are available as well.
CAPI data are basically focusing on the student’s area of studies (e.g., tg24160_g2). For more information see Lauterbach (2015).

**Example 33 (Stata): Working with xEcoCAPI**

```stata
** open the CohortProfile
use ${datapath}/SC5_CohortProfile_D_${version}.dta, clear

** merge some variables from xEcoCAPI
merge 1:1 ID_t wave using ${datapath}/SC5_xEcoCAPI_D_${version}.dta, ///
    keepusing(bas7_sc1 bas7_sc2) nogen assert(master match)

** note that this information is now available only in waves which have
** surveyed the topic
tab wave bas7_sc1
```
### Data Structure

#### 4.2.34 xInstitution

**Description**

context information about the institution

**File structure**

wide format: 1 row = 1 area of studies in 1 institution

ID variables needed to identify a single row

ID_i tg04001_g7

Other ID variables useful for linkage

none

**Number of variables / number of rows in file**

127 / 3,490

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_i</th>
<th>tg04001_g7</th>
<th>tg92104_O</th>
<th>tg92301_O</th>
<th>tg92601_R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1002095</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1002089</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1002298</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1002296</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1002029</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Exemplary variables**

- ID_i: Institution ID
- tg04001_g7: Subject group WT 2010 (for merging with context data)
- tg91102_R: HEI region: BIK-region type
- tg92301_O: HEI: Funding body
- tg92601_R: HEI: Students 2010 total (aggr. Tercent. universities)
- tg93204_O: SG: Students 2010: male
- tg93205_O: SG: Students 2010: female
- tg93601_O: SG: Students per professor (aggr. by terc. of all HEI, sep. U/UAS)
- tg93602_R: SG: Students per lecturer (aggr. by terc. of all HEI, sep. U/UAS)

Data file xInstitution has been constructed during data edition of the first wave. At this time, information about the participating institutions (e.g., universities) has been collected. The file contains data on 10 area of studies for 322 institutions, e.g., about the university region, if the university has been winner or nominee of different prizes, the funding body, and number of students, lecturers, and professors. Note that due to data protection issues, this file is not available in the Download version of SUF. You find it in RemoteNEPS and Onsite. Please not that higher education context data are only available for winterterm 2010/11. The provision of panel data on higher education contexts is currently not planned.

**Example 34 (Stata): Working with xInstitution**

```stata
** open datafile
use ${datapath}/SC5_pTargetCATI_O_${version}.dta, clear
foreach var in ID_i tg04001_g7 { // do the following for both variables
```
** copy the information from the first wave downwards for each target,
** unless a new value has been reported
\begin{verbatim}
bysort ID_t: replace `var' = `var'[_n-1] ///
    if `var' == -54|missing(`var') }
\end{verbatim}
** drop all observations where no satisfaction with studies was reported
\begin{verbatim}
drop if t514008 == -98|t514008 == -97|t514008 == -93|t514008 == -54|missing(t514008)
\end{verbatim}
** some respondents reported satisfaction with studies in 7th and in 9th waves
** to keep the latest information, create a seq and a max variables
\begin{verbatim}
bysort ID_t: gen seq = _n
bysort ID_t: gen max = _N
** only keep the latest reported information
keep if seq == max
** only keep the variables relevant for the merge and the analysis
keep ID_t ID_i tg04001_g7 t514008
\end{verbatim}
** merge two variables from xInstitution
merge m:1 ID_i tg04001_g7 using `${datapath}/SC5_xInstitution_O_${version}.dta, ///
    keepusing(tg92601_R tg92104_O) nogen assert(master match)
** assuming that the less students at university the more intensive the support by the
** university staff per student and the more satisfied are students with their studies
** tabulate Satisfaction with studies by Students 2010 total
** note that the following analysis is feasible in both, RemoteNEPS and Onsite
\begin{verbatim}
tab t514008 tg92601_R, col
\end{verbatim}
** assuming that students at excellence universities are more satisfied with
** their studies, tabulate the distribution of satisfaction by tg92104_O
** note that the following analysis is only feasible in the Onsite version of SUF,
** since the variable tg92104_O is anonymized in RemoteNEPS
\begin{verbatim}
tab t514008 tg92104_O, col
\end{verbatim}
Plausible Values of competence data

File structure

*wide format: 1 row = 1 respondent*

ID variables needed to identify a single row

**ID_t**

Other ID variables useful for linkage

*wave_w*

Number of variables / number of rows in file

114 / 11,739

Contains data from waves

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15

Exemplary variables

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave_w1</th>
<th>mas1_pv1</th>
<th>mas1_pv2</th>
<th>mas1_pv10</th>
<th>mas1_pv1u</th>
<th>mas1_pv2u</th>
<th>mas1_pv10u</th>
</tr>
</thead>
<tbody>
<tr>
<td>7014453</td>
<td>1</td>
<td>0.46271</td>
<td>0.51634</td>
<td>0.43051</td>
<td>0.82365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7082485</td>
<td>1</td>
<td>0.59636</td>
<td>0.83163</td>
<td>1.10018</td>
<td>1.47860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7082776</td>
<td>1</td>
<td>0.64143</td>
<td>0.82055</td>
<td>0.60313</td>
<td>0.64108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7084639</td>
<td>1</td>
<td>0.64143</td>
<td>0.73783</td>
<td>0.53456</td>
<td>1.28266</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7010233</td>
<td>1</td>
<td>1.50254</td>
<td>1.14390</td>
<td>1.94420</td>
<td>3.61998</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plausible Values (PV) are a way of describing the competencies of individuals at the group level. They allow (unbiased) estimates of effects at the population level that are adjusted for measurement errors. In contrast to point estimators such as Weighted Likelihood Estimates (WLE), the use of Plausible Values is suitable for more precise inferential statistical tests in correlation and mean value analyses.

Plausible Values are based on the individual answers in the competence tests and additional background characteristics (e.g. gender, age, socioeconomic status). For each person, the probability distribution of his or her competence is first determined and then several values are randomly drawn from it (hence *Plausible Values*). Hypothesis tests for the specific question of interest are calculated for each of these values and combined into an overall result.
Data Structure

Please find more information on Plausible Values in the corresponding NEPS Survey Paper (Scharl et al., 2020) and on our website:

→ www.neps-data.de > Data Center > Overview and Assistance > Plausible Values

Example 35 (Stata): Working with xPlausibleValues

```stata
** open datafile.
use $datapath$/XPlausibleValues_D_$version.dta, clear
label language en

** as the 'x' in the filename indicates, this is a cross sectional file
** (no wave structure). You can verify this by asking if one row is
** solely identified by the respondents ID
isd ID_t

** note that competence testing has been conducted in multiple waves.
** An indicator marks if a row contains information for a specific wave.
tabl wave_w*

** see more on how to work with this data in the Survey Paper mentioned above!
```
## 4.2.36 xTargetCompetencies

**Description**

Test data of respondents

**File structure**

- **Wide format**: 1 row = 1 target
- **ID variables needed to identify a single row**
  - ID_t
- **Other ID variables useful for linkage**
  - wave_w*

Number of variables / number of rows in file:

371 / 11,810

Contains data from waves:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**Exemplary data snapshot**

<table>
<thead>
<tr>
<th>ID_t</th>
<th>wave_w1</th>
<th>wave_w5</th>
<th>mas1_sc1</th>
<th>mas1_sc2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7002061</td>
<td>1</td>
<td>1</td>
<td>0.37981</td>
<td>0.78140</td>
</tr>
<tr>
<td>7006079</td>
<td>1</td>
<td>1</td>
<td>1.30902</td>
<td>0.81613</td>
</tr>
<tr>
<td>7017980</td>
<td>1</td>
<td>1</td>
<td>1.20750</td>
<td>0.59542</td>
</tr>
<tr>
<td>7003776</td>
<td>1</td>
<td>1</td>
<td>0.72425</td>
<td>0.71967</td>
</tr>
<tr>
<td>7016368</td>
<td>1</td>
<td>1</td>
<td>0.07366</td>
<td>0.66568</td>
</tr>
</tbody>
</table>

File xTargetCompetencies contains data from competence assessments conducted. Scored item variables as well as scale variables are available in a cross-sectional format. Note that not all respondents took part in the assessment. Since assessments were conducted in CAPI mode, those persons who were interviewed in CATI-mode have been excluded from testing. Additionally, those who had severe visual impairments or were even blind were excluded from the assessment.

**Example 36 (Stata)**: Working with xTargetCompetencies (find R example here)

```stata
** open datafile
use ${datapath}/SC5_xTargetCompetencies_D_${version}.dta, clear

** change language to english (defaults to german)
label language en
```
** as the 'x' in the filename indicates, this is a cross sectional file
** (no wave structure). You can verify this by asking if one row is
** solely identified by the respondents ID
`isid ID_t`

** note that competence testing has been conducted in multiple waves
** an indicator marks if a row contains information for a specific wave
`tab1 wave_w*`

** to work with competence data, you might want to merge it to CohortProfile.
** if you want to keep the panel logic (and not only add all competencies
** to every wave), you need a mergeable wave variable in xTargetCompetencies.
** in this example, we focus on math competencies, which have been tested in wave 1.
`generate wave=1`

** now, remove cases which did not took part in the testing
`drop if wave_w1==0`

** and reduce the dataset to the relevant variables
`keep ID_t wave mas1_sc1 mas1_sc2`

** save a temporary datafile
`tempfile tmp`
save 'tmp'

** and merge this to CohortProfile
`use $(datapath)/SCS_CohortProfile_D_${version}.dta, clear`
`merge 1:1 ID_t wave using 'tmp', nogen`
5.1 Service Variables (Area of studies, ISCED-97 subject)

**subject of study** The variables `tg2416*` were edited due to discrepancies between subspells. Subjects are filled for the first explicit mention only, missing information was labeled accordingly.

Currently the code -29 “Value from last-mentioned sub-episode” describes two cases: missing information can be found in the previous sub-spell or in the previous spell (the latter means a person started a new study-episode but claims that the subject is still the same as in the previously recorded episode).

The missing code -28 “Value from recruitment pTargetCATI” denotes that the missing information can be found in the recruitment data in file pTargetCATI.

The service variables `tg2417*` contain the respective subject of study, thus the variables `tg24170_g1-5, tg24173_g1-5, tg24176_g1-5` provide complete subject information for all study episodes. Working with the service variables is recommended.

**type of university** The variable `tg01003_g1` (type of university, four levels) is originally a part of the first wave recruitment information contained in dataset pTargetCATI. The variable `ts15201` (type of vocational training program, twenty-four levels) is part of the core education questionnaire and is recorded for each educational spell; it is part of spVocTrain. The service variable `tg01003_ha` (type of university) provides an aggregated version of `ts15201` in spVocTrain partly using information from `tg01003_g1` for first wave spells, as seen in table 7.

### Table 7: Harmonization of type of university

<table>
<thead>
<tr>
<th><code>tg01003_ha</code></th>
<th><code>tg01003_g1</code></th>
<th><code>ts15201</code></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 University of applied sciences (incl. cooperative state university)</td>
<td>1 University of applied sciences (incl. cooperative state university)</td>
<td>6 Degree course at an administration and business academy (VWA)</td>
</tr>
<tr>
<td>2 University</td>
<td>2 University</td>
<td>7 Degree course at a Berufsakademie/cooperative state university</td>
</tr>
<tr>
<td>8 Degree course at a college of public administration</td>
<td>9 Degree course at a university of applied sciences (not a college of public administration)</td>
<td></td>
</tr>
<tr>
<td>10 Degree course at a university, including college of education, art college, music college</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
vocational education history In waves 3, 5, and 7, an attempt has been made to retrospectively gather additional information about vocational education episodes that were concurrent with the first study episode of the winter term 2010/11. This has led to duplicate and/or right-censored episodes in the dataset spVocTrain. In order to deal with those episodes, the variable tx20100 was introduced to give a recommendation which episodes should be used for analyses. The rule applies that episodes from wave 1 are always recommended when the start date lies at or before the beginning of the first study episode of the winter term 2010/11. Episodes from wave 1 are never recommended when the start date lies after the beginning of the first study episode of the winter term 2010/11.

5.2 Coding subject of study

5.2.1 Recruitment

data collection Information on subject of study of initial studies was collected in PAPI and CATI mode (for information on sampling in SC5, see Aßmann et al., 2011, and Zinn et al., 2017). PAPI questionnaires were typewritten and delivered to NEPS by the data collecting institute (infas). Information on subject of study collected in first CATI was delivered to NEPS as original string variable.
coding Coding of subject of study was provided by the NEPS department From Higher Education to the Labor Market at DZHW Hannover (formerly HIS), based on data delivered by the data collecting institute (infas) from both modes (CATI and PAPI). The coding process faced a few challenges due to a change of the destatis classification between recruitment and first wave data collection: sampling was based on the destatis-classification of 2009/10 while the coding of recruitment information was based on the destatis-classification of 2010/11 (see Statistisches Bundesamt, 2011).

Coding was done manually by occasionally using additional information when a decision could not be taken only based on the string variable.
classification used The classification used for coding the recruitment information on subject of study is based on the destatis classification of 2010/11. Coding decisions can differ from destatis recommendations for coding degree programs into subjects of study due to individual decisions based on extensive research (Ibid.).

5.2.2 Panel Waves

data collection For higher education episodes reported after recruitment, the subject of study has been recorded using lists – in CATI as well as in online surveys. In cases where inter-
viewers were unable to fit a respondents answer into the respective list, the subject of study been recorded as an open string. Both in CATI and online panel waves, the lists are based on the destatis classification 2010/11 and the recruitment information.

To facilitate the allocation of respondent answers, the CATI-list has been continuously extended with supplementary information (based on open responses and changes in the academic landscape in Germany); the online list has remained the same.

Up until wave 13 subjective decisions in the maintenance of the CATI-lists and technical restrictions have led to deviations from the original classification. In some cases, subjects of study were assigned to different codes within the list. The idea behind this was for the other subjects within the same code to serve as covariates, so interviewers (and respondents) could choose the right list entry. Starting with wave 13, the CATI-lists will only be extended in the sense that new subject names will be added to the existing subject groups corresponding to a code if those subject names are not already listed under another code. The allocation will follow the coding rules described below to ensure consistency and transparency. This way, the list documented below will not be changed but will be enhanced over time. Starting with wave 14, online waves will use the CATI-list of the previous CATI-wave to harmonize the recording of subject of study in CATI and online mode.

coding Coding of open responses on subject of study has been provided by the NEPS department From Higher Education to the Labor Market for all panel waves so far. Since SUF 6.0.0 all strings that have been coded once have been collected in a reference list with their corresponding code by the LIfBi Research Data Center to avoid inconsistencies. In the following waves, open strings have been matched with that list first and strings in the list automatically get assigned the same code. Open strings that have been reported for the first time were coded manually until SUF 9.0.0. Starting with SUF 10.0.0, coding has followed a set of standardized rules and the software CODI has been used.

classification used Data collection and coding of subject of study largely follows the destatis 2010/11 classification of subjects of study.

derivation of SUF-variables In the Scientific Use File, several alternative variables containing subject of study are offered. Variables with the suffix _g1R and _g2 contain the first four digits of the seven digit destatis 2010/11 classification (“Studienbereich” and “Fächergruppe”), _g3R, _g4R and _g5 contain derivations of the destatis classification into different levels of the ISCED 97 classification (Statistisches Bundesamt, 2011). All derivations are based on the seven digit version of the destatis classification, using a transcoding table supplied by the Federal Statistical Office.


References


A.1 R examples

In this Appendix, you will find R usage examples that correspond to the Stata usage examples in the main body of the data manual. Before working with R, it is recommended to set a working directory and to install the package `readstata13`:

**Example 37 (R): Setting working directory**

```r
setwd("C:/User/..../Desktop/R_examples")
# set working directory
install.packages("readstata13")
# install the package readstata13 that reads Stata files
library(readstata13)
# import the package readstata13 into library
```

If you'd like to work with the English version of the data, it is recommended to switch the language in Stata first, save the Stata file and then import it in R. The language can be switched by running the command `label language en` in Stata.

To import a data set, use:

**Example 38 (R): Importing the data**

```r
's** here based on the example of the data set spEmp:'
spEmp = read.dta13("SC5_spEmp_D_version.dta", convert.factors = T)
# convert.factors = T converts value labels from Stata into factor label in R
# i.e. "1", "2" data class: integer becomes "yes", "no" data class: factor
```

The following step is not absolutely necessary. However it is recommended, if you attach great importance to keep the variable labels handy during your analysis. After importing the data set, you can display an overview over all variable labels by running the command `varlabel(spEmp)`. However, this command doesn't work anymore after modifying the data by e.g. deleting or merging variables, since the single variable labels aren't attached to the single variable names. To prevent that, following steps are necessary:

**Example 39 (R): Assigning variable labels**

```r
'** here based on the example of the data set spEmp:'
install.packages("Hmisc")
library(Hmisc)
```

# First, create a dataframe with all variable names and labels for spEmp
spEmp_meta = data.frame(attr(spEmp, "names"), attr(spEmp, "var.labels"))

# renames the columns in "names" and "labels"
colnames(spEmp_meta) = c("names", "labels")

spEmp_meta_names = as.vector(spEmp_meta$names)
# extracts the column "names" as vector "spEmp_meta_names"

spEmp_meta_labels = as.vector(spEmp_meta$labels)
# extracts the column "labels" as vector "spEmp_meta_labels"

names(spEmp_meta.labels) = spEmp_meta_names
# assigns the names to the labels, so that the vector "spEmp_meta_labels" is now a named vector
# this procedure produces the same result as the following command:
spEmp_meta_labels = c(ID_t = "Target-ID", splink = "Link für Spell-Merging", subspell = "Teilepisode number", ... for all variables)

for(i in seq_along(spEmp)){
  label(spEmp[,i]) = spEmp_meta_labels[i]
}
# assigns variable labels that are stored in spEmp_meta_labels to the single columns

label(spEmp)
label(spEmp$subspell)
# Now the variable labels are assigned to the single columns

---

**Example 40 (R): Working with Basics**

'** import the data files'
CohortProfile =
  read.dta13("SC5_CohortProfile_D_version.dta",
  convert.factors = T)

Basics =
  read.dta13("SC5_Basics_D_version.dta",
  convert.factors = T)

'** merge the data from Basics, enhancing every entry in CohortProfile'
CohortProfile = merge(CohortProfile, Basics, by = "ID_t", all = TRUE)
# The option all = TRUE makes sure that both, matched AND unmatched cases are kept during the merging process

'** tabulate gender by wave'
addmargins(table(Data$wave, Data$t700001))

---

**Example 41 (R): Working with Biography**

'** import the data file'
Biography =
Example 42 (R): Working with CohortProfile

```r
read.dta13("SC6_Biography_D_9-0-0.dta",
   convert.factors = T)

'** check out which spell modules you can merge to this file'
addmargins(table(Biography$sptype))

'** check that you will need splink to merge information
** from other modules to this file'
anyDuplicated(Biography[,c("ID_t","splink")])
# returns "0" if there are no duplicates.
# If there are duplicates this command returns the index of the first duplicate

Example 43 (R): Working with Education

```r
read.dta13("SC6_Biography_D_9-0-0.dta",
   convert.factors = T)

'** import the data file'
CohortProfile =
   read.dta13("SC5_CohortProfile_D_version.dta",
   convert.factors = T)

'** how many different respondents are there?
length(unique(CohortProfile$ID_t))
# number of distinct ID_t

'** respondents in each wave'
cbind(addmargins(table(CohortProfile$wave)),
   addmargins(prop.table(table(CohortProfile$wave))))

'** check participation status by wave'
cbind(addmargins(table(CohortProfile$wave, CohortProfile$tx80220))}

Example 43 (R): Working with Education

```r
read.dta13("SC6_Biography_D_9-0-0.dta",
   convert.factors = T)

'** we want to merge the school type from spSchool to this datafile.
** For this to work, we first have to prepare spSchool and keep only
** harmonized episodes (subspell == 0)
spSchool =
   read.dta13("SC5_spSchool_D_version.dta",
   convert.factors = T)

spSchool = subset(spSchool, spSchool$subspell == 0)

'** open the Education data file'
Education =
   read.dta13("SC5_Education_D_version.dta",
   convert.factors = T)

'** check which spell modules you can merge to this file'
table(Education$tx28100)

'** check that you will need splink to merge information
** from other modules to this file'
```
Appendix

anyDuplicated(Education[,c("ID_t","slink")])
# returns "0" if there are no duplicates.
# If there are duplicates this command returns the index of the first duplicate

'** merge spSchool to Education'
# After merging, Stata merge has one variable more than R, because in Stata
# a merge indicator is produced during the merging process and in R isn't.
# Since we need a merge indicator here, the merge command has to be extended:
Education = transform(merge(
  x = cbind(Education, source = "master"),
  # x contains the Education data set plus one extra column "source",
  # where source = "master"
  y = cbind(spSchool[,c("ID_t", "slink", "ts1l204")], source = "using"),
  # y contains only the columns ID_t, spline and ts1l204 from spSchool
  # plus one extra column "source" where source = "using"
  all.x = TRUE, by = c("ID_t", "slink")),
  # merges x and y by ID_t and spline
  source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  # in the merged dataset, source = "both" if the observations is in x AND in y
  ifelse(!is.na(source.x), "master", "using")),
  # otherwise, source = "master" if the obs. is only in x
  # and source = "using" if the obs. is only in y
  source.x = NULL,
  source.y = NULL
  # the columns "source" in x and y are deleted)

'** see that this only added information to the rows corresponding to spSchool'
cbind(addmargins(table(Education$tx28100, Education$source)))

Example 44 (R): Working with MethodsCATI

'** import the data file'
MethodsCATI =
  read.dta3("SCS_MethodsCATI_D_version.dta",
  convert.factors = T)

'** check out participation status by wave'
cbind(addmargins(table(MethodsCATI$wave, MethodsCATI$tx80220)))

'** how many different interviewers did CATI surveys?'
length(unique(MethodsCATI$ID_int))

'** create one single variable containing the interview date'
Sys.setlocale("LC_TIME", "C")
# turns off the location-specific language, so that the english months are recognized.
MethodsCATI$intdate =
  as.Date(paste(MethodsCATI$intm, MethodsCATI$intd, MethodsCATI$inty, sep = "-'"),
  "%m-%d-%Y")
# binds the three columns "intm", "intd" and "inty" into one new column "intdate"
Appendix

head(MethodsCATI[c("intd", "intm", "inty", "intdate"), 10])
#displays first 10 rows of intd, intm, inty and intdate

Example 45 (R): Working with MethodsCompetencies

'*' open the data file'
MethodsCompetencies =
  read.dta13("SC5_MethodsCompetencies_D_version.dta",
  convert.factors = T)

'*' how many respondents have been tested together in a group'
MethodsCompetencies = within(MethodsCompetencies,
  groupsize = ave(ID_tg, ID_tg, FUN = length))
#creates a new variable "groupsize" and counts the observations in each ID_tg group

#Problem: NEPS-Missings are also counted as regular values and summarised in groups
for (i in 1:length(MethodsCompetencies$ID_tg)) {
  if(!is.na(MethodsCompetencies$ID_tg[i]) & MethodsCompetencies$ID_tg[i] < 0){
    MethodsCompetencies$groupsize[i] = NA
  }
}
summary(MethodsCompetencies$groupsize)
#displays Min, Max and Mean for "groupsize"
sd(MethodsCompetencies$groupsize, na.rm = TRUE)
#displays Std.Dev. for "groupsize"
length(MethodsCompetencies$groupsize[!is.na(MethodsCompetencies$groupsize)])
#displays the number of observations in "groupsize" without NA

'*' create duration of math test'
for (t in names(MethodsCompetencies[,c(38, 39)])) {
  #run over columns 38 and 39 (variables tx80603 and tx80804)
  for (i in 1:length(MethodsCompetencies[[t]])) {
    #run over every single observation
    if(nchar(MethodsCompetencies[[t]][i]) == 3 & MethodsCompetencies[[t]][i] > 0) {
      #if the observation length is 3 and positive (e.g., "923", but not ":-54")
      MethodsCompetencies[[t]][i] = paste("0", MethodsCompetencies[[t]][i], sep = ")
    }
  }
}
install.packages("chron")
library(chron)
#package for creating chronological objects
for (i in names(MethodsCompetencies[,c(38, 39)])){
  MethodsCompetencies[[paste(i, 't', sep = "")]] =
  #creates new variables tx80603_t and tx80604_t

Appendix

```r
# assigns the values from tx80603 and tx80604 in time format to them
MethodsWithCompetencies$duration = MethodsWithCompetencies$tx80604.t - MethodsWithCompetencies$tx80603.t
# creates a new variable "duration", subtracting start time from end time
summary(MethodsWithCompetencies$duration)
# displays Min, Max and Mean for "duration" in time format
mean(MethodsWithCompetencies$duration) * 60 / 24
# displays the mean in minutes format
# one unit equals one day, thus it has to be multiplied by 60 minutes and 24 hours
sd(MethodsWithCompetencies$duration, na.rm = TRUE) * 60 / 24
# displays Std.Dev. for "duration" in minutes format
times(sd(MethodsWithCompetencies$duration, na.rm = TRUE))
# displays Std.Dev. in time format
length(MethodsWithCompetencies$duration[!is.na(MethodsWithCompetencies$duration)])
# displays the number of observations in "duration" without NA
```

**Example 46 (R): Working with pTargetCATI**

```r
'''' open the CohortProfile dataset'
CohortProfile =
  read.dta13("SCS_CohortProfile_D_version.dta",
             convert.factors = T)

'''' merge some variable from pTargetCATI'
pTargetCATI =
  read.dta13("SCS_pTargetCATI_D_version.dta",
             convert.factors = T)
# imports the pTargetCATI dataset
CohortProfile =
  merge(x = CohortProfile,
        y = pTargetCATI[1, c("ID_t", "wave", "t400500_g1", "t525204")],
        by = c("ID_t", "wave"), all.x = TRUE)
# merges only variables "t400500_g1" and "t525204" from pTargetCATI to CohortProfile

'''' note: this information is available only in waves which have surveyed the topic'
addmargins(table(CohortProfile$wave, CohortProfile$t400500_g1))

'''' if it makes sense, you can copy this information to cells of other waves.
** This copies information downwards (i.e., to late waves), unless a new
** value has been reported (which is usually what you want in a panel study'
for (i in 2:length(CohortProfile$ID_t)) {
  if(CohortProfile$ID_t[i] == CohortProfile$ID_t[i-1]) {
    if(is.na(CohortProfile$t400500_g1[i]) ||
            CohortProfile$t400500_g1[i] == "Missing by design") {
      CohortProfile$t400500_g1[i] = CohortProfile$t400500_g1[i-1]
    }
  }
  # do something with the new value
}
```

138
addmargins(table(CohortProfile$wave, CohortProfile$t400500_g1))

---

**Example 47 (R): Working with pTargetCAWI**

```r
'** open the pTargetCAWI dataset'
pTargetCAWI = read.dta13("SC5_pTargetCAWI_D_version.dta", convert.factors = T)

'** only keep single variables and IDs'
pTargetCAWI = subset(pTargetCAWI, select = c(ID_t, wave, t289902))

'** suppose you want to know if somebody ever lived with roommates.
** t289902 == "Specified" if there has been a roommate,
** and t289902 == "Not specified" otherwise. The maximum of
** this expression over waves results in 1 if any wave ever evaluated to true,
** and 0 otherwise.'
for (i in 1:length(pTargetCAWI$ID_t)){
  if(pTargetCAWI$t289902[i] == "Specified")pTargetCAWI$roommate[i] = 1
  else pTargetCAWI$roommate[i] = 0
}

pTargetCAWI = within(pTargetCAWI, {roommate = ave(roommate, ID_t, FUN = max)})
# for every ID_t with at least one roommate == 1, all other roommate observations
# are also replaced by 1 within this ID_t.

'** only keep this variable; as all waves contain the same information, we
** can fall back to cross-sectional structure'
pTargetCAWI = subset(pTargetCAWI, select = c(ID_t, roommate))
pTargetCAWI = pTargetCAWI[!duplicated(pTargetCAWI),]

'** finally, open CohortProfile and merge this variable'
CohortProfile = read.dta13("SC5_CohortProfile_D_version.dta", convert.factors = T)
CohortProfile = merge(CohortProfile, pTargetCAWI, by = c("ID_t"), all = TRUE)
addmargins(table(CohortProfile$wave, CohortProfile$roommate))
```

---

**Example 48 (R): Working with pTargetMicrom**

```r
'** open pTargetMicrom datafile. Note that this data file is only available OnSite!

pTargetMicrom = read.dta13("SC6_pTargetMicrom_O_version.dta", convert.factors = T)

'** additionally to ID_t and wave, line identification in this file is done
** via variable regio, denoting the regional level of information'
anyDuplicated(pTargetMicrom[,c("ID_t", "wave","regio")])
# returns 0 if there are no duplicates
# If there are duplicates this command returns the index of the first duplicate

'** tabulating wave against regio shows availability of all levels
```
Appendix

** in wave 5 and 7, but only the most detailed level available
** in wave 1 and 3 (usually housing level)
`adddmargins(table(pTargetMicrom$wave, pTargetMicrom$regio))`

'** only keep housing level'
`pTargetMicrom = subset(pTargetMicrom, pTargetMicrom$regio == 1)`

'** now you can enhance CohortProfile with regional data'
`CohortProfile = read.dta13("SC6_CohortProfile_D_version.dta", convert.factors = T)`
`pTargetMicrom = merge(CohortProfile, pTargetMicrom, by = c("ID_t", "wave"), all = TRUE)`

Example 49 (R): Working with `spChild`

'** open the data file'
`spChild = read.dta13("SC5_spChild_D_version.dta", convert.factors = T)`

'** only keep full or harmonized episodes'
`spChild = subset(spChild, spChild$subspell == 0)`

'** generate the total count of children for each respondent
** you can do this either by taking the maximum child number:'
`spChild = within(spChild, {children = ave(child, ID_t, FUN = max)})`

'** or counting the number of rows:'
`spChild = within(spChild, {children2 = ave(ID_t, ID_t, FUN = length)})`

'** which both computes the same result'
`identical(spChild$children, spChild$children2)`

'** recode rough values (e.g., end of year) to real months'
`levels(spChild$ts3320m)[levels(spChild$ts3320m) == "Beginning of the year/winter"] = "January"`
`levels(spChild$ts3320m)[levels(spChild$ts3320m) == "Spring/Easter"] = "April"`
`levels(spChild$ts3320m)[levels(spChild$ts3320m) == "Mid-Year/Summer"] = "July"`
`levels(spChild$ts3320m)[levels(spChild$ts3320m) == "Fall"] = "October"`
`levels(spChild$ts3320m)[levels(spChild$ts3320m) == "End of year"] = "December"`

'** compute the age of 'ones children today
** first, create a date of the birth variables'
`spChild$ts3320m = match(spChild$ts3320m, month.name)`

`install.packages("zoo")`
`library(zoo)`

#the zoo package is needed to transform time data

#transforms month names into month numbers
`spChild$birth_ym = as.yearmon(paste(spChild$ts3320y, spChild$ts3320m), "%Y %m")`

'** then, create the same for the current date'
`spChild$today_ym = as.yearmon(rep(cut(Sys.Date(), "month"), length(spChild$ID_t)))`

'** the age is then easily computed'
spChild$age = (spChild$today - spChild$birth)$

summary(spChild$age)
# displays Min, Max and Mean of "age"
sd(spChild$age, na.rm = TRUE)
# displays Std.Dev. of "age"
length(spChild$age[!is.na(spChild$age)])
# displays the number of observations in "age" without NA

Example 50 (R): Working with spChildCohab

'** open the data file'
spChildCohab = read.dta13("SC5_spChildCohab_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spChildCohab = subset(spChildCohab, spChildCohab$subspell == 0)

'** recode rough values (e.g., end of year) to real months'
for (i in names(spChildCohab[1:8])){
  # run over the variables ts3331m and ts3332m in columns 16 and 18
  levels(spChildCohab[[i]])[levels(spChildCohab[[i]]) == "Beginning of the year/
      winter"] = "January"
  levels(spChildCohab[[i]])[levels(spChildCohab[[i]]) == "Spring/Easter"] = "April"
  levels(spChildCohab[[i]])[levels(spChildCohab[[i]]) == "Mid-Year/Summer"] = "July"
  levels(spChildCohab[[i]])[levels(spChildCohab[[i]]) == "Fall"] = "October"
  levels(spChildCohab[[i]])[levels(spChildCohab[[i]]) == "End of year"] = "December"
}

'** generate the following durations in months:
  * a) the total duration of a cohabitation episode'
for (i in names(spChildCohab[1:8])) {
  spChildCohab[[i]] = match(spChildCohab[[i]], month.name)
  # transforms month names into month numbers
}

install.packages("zoo")
library(zoo)
# the zoo package is needed to transform time data
spChildCohab$cohab_start = as.yearmon(paste(spChildCohab$ts3331y, spChildCohab$ts3331m, "%Y %m")
spChildCohab$cohab_end = as.yearmon(paste(spChildCohab$ts3332y, spChildCohab$ts3332m, "%Y %m")
spChildCohab$cohab_duration = (spChildCohab$cohab_end - spChildCohab$cohab_start)*12

' * b) the total duration a respondent lived together with specific child'
spChildCohab = within(spChildCohab,
  {total_duration_per_child =
    ave(cohab_duration, ID_t, child, FUN =
      function(x) round(sum(x, na.rm = TRUE)))})
Appendix

'* c) the total duration a respondent lived together with any child'
spChildCohab = within(spChildCohab,
    {total_duration_per_target =
        ave(cohab_duration, ID_t, FUN =
            function(x) round(sum(x, na.rm = TRUE)))})

'* ** to work with the latter information in other files, you could do
** which gives you a cross-sectional display of cohabitation time per respondent'
spChildCohab = subset(spChildCohab, select =
    c("ID_t", "total_duration_per_target"))
spChildCohab = spChildCohab[!duplicated(spChildCohab),]

Example 51 (R): Working with spCourses

'* ** open the data file'
spCourses = read.dta13("SCS_spCourses_D_version.dta", convert.factors = T)

'* ** check which modules provided course information'
cbind(addmargins(table(spCourses$sptype)))

'* ** only keep courses from employment spells'
spCourses = subset(spCourses, spCourses$sptype == "Emp")

'* ** open the employment module'
spEmp = read.dta13("SC5_spEmp_D_version.dta", convert.factors = T)

'* ** merge spCourses to spEmp
** note that this is an m:1 merge, as there are still subspeells in spEmp'
#Since the variable tx80211 is in both data sets spCourses AND spEmp
#intersect(names(spCourses), names(spEmp))
#and since the variable is not one of the merging variables, both versions
#are contained in the new merged data set as tx80211.x and tx80211.y.

#To avoid that there are two possibilities:
#1. You can include the variable in the merging process by:
spEmp = merge(spEmp, spCourses, by = c("ID_t", "wave", "splink", "tx80211"), all.x = TRUE)
# In that case the version from the master data set, here spEmp, is kept

#OR

#2. If you'd like to compare the both versions first, you can merge the
#data sets as usual by:
spEmp =
    merge(spEmp, spCourses, by = c("ID_t", "wave", "splink"), all.x = TRUE)

#compare the two versions of the variable tx80211 by:
addmargins(table(spEmp$tx80211.x, spEmp$tx80211.y))

#and then drop one of the variables by:
spEmp$tx80211.y = NULL
'** you now have the spEmp datafile, enhanced with information from spCourses, ** and can proceed with this in the usual way'  

Example 52 (R): Working with spEmp

```r
'** open the data file'
spEmp = read.dta3("SC5_spEmp_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spEmp = subset(spEmp, spEmp$subspell == 0)

'** open the Biography data file'
Biography = read.dta3("SC5_Biography_D_version.dta", convert.factors = T)

'** merge the spEmp to Biography'
#After merging, Stata merge has one variable more than R, because in Stata 
#a merge indicator is produced during the merging process and in R isn't.
#Since we need a merge indicator here, the merge command has to be extended:
Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  #x contains the Biography data set plus one extra column "source",
  #where source = "master"
  y = cbind(spEmp, source = "using"),
  #y contains the spEmp data set plus one extra column "source",
  #where source = "using"
  all.x = TRUE, by = c("ID_t", "splink"),
  #merges x and y by ID_t and splink
  source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  #in the merged dataset, source = "both" if the observations is in x AND in y
  otherwise = is.na(source.x), "master", "using"),
  #otherwise, source = "master" if the obs. is only in x
  #and source = "using" if the obs. is only in y
  source.x = NULL,
  source.y = NULL
  #the columns "source" in x and y are deleted
))

#Since the variables wave and spms are in both data sets, Biography AND spEmp
#check before merging by: intersect(names(Biography), names(spEmp))
#and since the variables are not part of the merging process,
#both versions are contained in the new merged data set as
#wave.x/wave.y and spms.x/spms.y
#For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))
```
**Example 53 (R): Working with spFurtherEdu1**

```r
** open the datafile'
spFurtherEdu1 = read.dta13("SC5_spFurtherEdu1_D_version.dta", convert.factors = T)

** one row contains information for one course.
** The only possibility to use this file is to merge it to the data for this
** respondents wave (we use CohortProfile). So first, we have to remodel
** the file so one row contains one wave.'
spFurtherEdu1$course_nr = ave(spFurtherEdu1$ID_t, spFurtherEdu1$ID_t, 
spFurtherEdu1$wave, FUN = seq_along)

spFurtherEdu1 = reshape(data = spFurtherEdu1, 
  # data in long format
  idvar = c("ID_t","wave"), 
  # idvar is/are the variable/s that need/s to be left unaltered 
  v.names = names(spFurtherEdu1[,3:11]), 
  # v.names contains names of variables in the long format that
  # correspond to multiple variable in the wide format
  timevar = "course_nr", 
  # timevar is/are the variable/s that need/s to be converted to 
  # wide format
  direction = "wide") 
  # direction is to which format the data needs to be transformed

** open CohortProfile'
CohortProfile = read.dta13("SC5_CohortProfile_D_version.dta", convert.factors = T)

** merge the data'
CohortProfile = 
  merge(CohortProfile, spFurtherEdu1, by = c("ID_t", "wave"), all.x = TRUE)
  ** Please note that you now have multiple variables added to CohortProfile,'
  ** one set of variables for each course reported in spFurtherEdu1'
```

**Example 54 (R): Working with spFurtherEdu2**

```r
** Two possibilities to use spFurtherEdu2'

'*'-----------------------------------------------'*
** A) Merge data to spCourses'

'*' open spCourses datafile'
spCourses = read.dta13("SC5_spCourses_D_version.dta", convert.factors = T)

** one row contains information for up to three courses.
** To make merging possible, you first have to reshape the datafile
** so one row contains only one course'
spCourses = reshape(data = spCourses, 
  # data in wide format
  idvar = c("ID_t","wave","splink"),
  # idvar is/are the variable/s that need/s to be left unaltered
```
Appendix

```r
# varying = c("course_w1", "course_w2", "course_w3"),
# varying are the variables that need to be converted from
# wide to long
v.names = c("course"),
# v.names defines the name of the variable in that the in
# varying defined variables are summarized
times = c(1, 2, 3),
# new variable "time" is created with levels 1, 2 and 3
# for the three courses
new.row.names = 1:100000,
# sets row names asnumeric
direction = "long"
# direction is to which format the data needs to be transformed

names(spCourses)[names(spCourses) == "time"] <- "course_nr"
# renames the variable "time" to "course_nr"

'*'** merge spFurtherEdu2 using ID_t and course'  
#open spFurtherEdu2 datafile
spFurtherEdu2 = read.dta13("SC5_spFurtherEdu2_D_version.dta", convert.factors = T)

intersect(names(spCourses), names(spFurtherEdu2))
# common variables in the both data sets are "ID_t", "wave", "tx80211" and "course"
# Since the variables "wave" and "tx80211" are not part of the merging process,
# both versions are contained in the new merged data set
# as wave.x/wave.y and tx80211.x/tx80211.y.

'*'** To avoid that, there are two merging options:
# 1. You can include the variables in the merging process by:
spCourses = merge(spCourses, spFurtherEdu2,
    by = c("ID_t", "course", "wave", "tx80211"), all.x = TRUE)
# In that case the versions from the master data set are kept (wave.x and tx80211.x)

# OR

# 2. If you'd like to compare the both versions first,
# you can merge the data sets as usual by:
spCourses = merge(spCourses, spFurtherEdu2, by = c("ID_t", "course"), all.x = TRUE)

# compare the two versions of the variables by:
addmargins(table(spCourses$wave.x, spCourses$wave.y))
addmargins(table(spCourses$tx80211.x, spCourses$tx80211.y))

# and then drop one of the versions by:
spCourses$wave.y = NULL
spCourses$tx80211.y = NULL

'---------------------------------------------------------'

'*'** B) merge to spFurtherEdu1'```
Appendix

```
'*' open spFurtherEdu1 and FurtherEdu2 datafiles'
spFurtherEdu1 = read.dta13("SC5_spFurtherEdu1_D_version.dta", convert.factors = T)
spFurtherEdu2 = read.dta13("SC5_spFurtherEdu2_D_version.dta", convert.factors = T)

'*' merge spFurtherEdu2 using ID_t and courses'
intersect(names(spFurtherEdu1), names(spFurtherEdu2))
#Since the variables "wave" and "tx80211" are not part of the merging process,
#both versions are contained in the new merged data set
#as wave.x/wave.y and tx80211.x/tx80211.y.

'*' To avoid that, there are two merging options:
#1. You can include the variables in the merging process by:
spFurtherEdu1 =
    merge(spFurtherEdu1, spFurtherEdu2,
        by = c("ID_t", "course", "wave", "tx80211"), all.x = TRUE)
#In that case the versions from the master data set are kept (wave.x and tx80211.x)

#OR
#2. If you'd like to compare the both versions first,
#you can merge the data sets as usual by:
spFurtherEdu1 =
    merge(spFurtherEdu1, spFurtherEdu2,
        by = c("ID_t", "course"), all.x = TRUE)

#compare the two versions of the variables by:
addmargins(table(spFurtherEdu1$wave.x, spFurtherEdu1$wave))
addmargins(table(spFurtherEdu1$tx80211.x, spFurtherEdu1$tx80211.y))

#and then drop one of the versions by:
spFurtherEdu1$wave.y = NULL
spFurtherEdu1$tx80211.y = NULL
'*'-----------------------------------------------'
```

Example 55 (R): Working with spGap

```
'*' open the data file'
spGap = read.dta13("SC5_spGap_D_version.dta", convert.factors = T)

'*' only keep full or harmonized episodes'
spGap = subset(spGap, spGap$subspell == 0)

'*' open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)

'*' merge the spGap to Biography'
#After merging, Stata merge has one variable more than R, because in Stata
#a merge indicator is produced during the merging process and in R isn't.
#Since we need a merge indicator here, the merge command has to be extended:
```
**Appendix**

```r
Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  #x contains the Biography data set plus one extra column "source",
  #where source = "master"
  y = cbind(spGap, source = "using"),
  #y contains the spGap data set plus one extra column "source",
  #where source = "using"
  all.x = TRUE, by = c("ID_t", "splink")),
  #merges x and y by ID_t and splink
  source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  #in the merged dataset, source = "both" if the observations is in x AND in y
  ifelse(!is.na(source.x), "master", "using")),
  #otherwise, source = "master" if the obs. is only in x
  #and source = "using" if the obs. is only in y
  source.x = NULL,
  source.y = NULL
  #the columns "source" in x and y are deleted)

#Since the variables wave and spms are in both data sets, Biography AND spGap
#check before merging by: intersect(names(Biography), names(spGap))
#and since the variables are not part of the merging process,
#both versions are contained in the new merged data set as
#wave.x/wave.y and spms.x/spms.y
#For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))
```

**Example 56 (R): Working with spInternship**

```r
'** open the data file'
spInternship = read.dta13("SC5_spInternship_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spInternship = subset(spInternship, spInternship$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)

'** merge spInternship to Biography'
#After merging, Stata merge has one variable more than R, because in Stata
#a merge indicator is produced during the merging process and in R isn't.
#Since we need a merge indicator here, the merge command has to be extended:
Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  #x contains the Biography data set plus one extra column "source",
```

147
Appendix

```r
#where source = "master"
y = cbind(spInternship, source = "using"),
#y contains the spInternship data set plus one extra column "source",
#where source = "using"
all.x = TRUE, by = c("ID_t", "splink"),
#merges x and y by ID_t and splink
source = ifelse(is.na(source.x) & !is.na(source.y), "both",
#in the merged dataset, source = "both" if the observations is in x AND in y
    !is.na(source.x), "master", "using"),
#otherwise, source = "master" if the obs. is only in x
#and source = "using" if the obs. is only in y
source.x = NULL,
source.y = NULL
#the columns "source" in x and y are deleted

#Since the variables wave and spms are in both data sets, Biography AND spMilitary
#check before merging by: intersect(names(Biography), names(spMilitary))
#and since the variables are not part of the merging process,
#both versions are contained in the new merged data set as
#wave.x/wave.y and spms.x/spms.y
#For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$stype, Biography$source))
```

Example 57 (R): Working with spMilitary

```r
'** open the data file'
spMilitary = read.dta13("SCS_spMilitary_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spMilitary = subset(spMilitary, spMilitary$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SCS_Biography_D_version.dta", convert.factors = T)

'** merge spMilitary to Biography'

#After merging, Stata merge has one variable more than R, because in Stata
#a merge indicator is produced during the merging process and in R isn't.
#Since we need a merge indicator here, the merge command has to be extended:
Biography = transform(merge(
x = cbind(Biography, source = "master"),
#x contains the Biography data set plus one extra column "source",
#where source = "master"
y = cbind(spMilitary, source = "using"),
```

148
# y contains the spMilitary data set plus one extra column "source",
# where source = "using"
all.x = TRUE, by = c("ID_t", "splitslink")
# merges x and y by ID_t and splitslink
source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  # in the merged dataset, source = "both" if the observations is in x AND in y
  ifelse(!(is.na(source.x), "master", "using")),
  # otherwise, source = "master" if the obs. is only in x
  # and source = "using" if the obs. is only in y
source.x = NULL,
source.y = NULL
# the columns "source" in x and y are deleted

# Since the variables wave and spms are in both data sets, Biography AND spMilitary
# check before merging by: intersect(names(Biography), names(spMilitary))
# and since the variables are not part of the merging process,
# both versions are contained in the new merged data set as
# wave.x/wave.y and spms.x/spms.y
# For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))

---

**Example 58 (R): Working with spParLeave**

'** open the data file'
spParLeave = read.dta13("SC5_spParLeave_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spParLeave = subset(spParLeave, spParLeave$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)

'** merge spParLeave to Biography'

# After merging, Stata merge has one variable more than R, because in Stata
# a merge indicator is produced during the merging process and in R isn't.
# Since we need a merge indicator here, the merge command has to be extended:
Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  # x contains the Biography data set plus one extra column "source",
  # where source = "master"
  y = cbind(spParLeave, source = "using"),
  # y contains the spParLeave data set plus one extra column "source",
  # where source = "using"

Example 59 (R): Working with spPartner

```r
#** open the data file'
spPartner = read.dta13("SC5_spPartner_D_version.dta", convert.factors = T)

#** only keep full or harmonized episodes'
spPartner = subset(spPartner, spPartner$subspell == 0)

#** to find out if a respondent has ever been lived together with a partner,
#** you could'
cbind(addmargins(table(spPartner$t733030)),
   addmargins(prop.table(table(spPartner$t733030))))
```

Example 60 (R): Working with spSchool

```r
#** open the data file'
spSchool = read.dta13("SC5_spSchool_D_version.dta", convert.factors = T)

#** only keep full or harmonized episodes'
spSchool = subset(spSchool, spSchool$subspell == 0)

#** open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)
```
Appendix

```r
'** merge spSchool to Biography'

#After merging, Stata merge has one variable more than R, because in Stata
#a merge indicator is produced during the merging process and in R isn't.
#Since we need a merge indicator here, the merge command has to be extended: Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  #x contains the Biography data set plus one extra column "source",
  #where source = "master"
  y = cbind(spSchool, source = "using"),
  #y contains the spSchool data set plus one extra column "source",
  #where source = "using"
  all.x = TRUE, by = c("ID_t", "splink")),
  #merges x and y by ID_t and splink
  source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  #in the merged dataset, source = "both" if the observations is in x AND in y
  ifelse(!is.na(source.x), "master", "using"),
  #otherwise, source = "master" if the obs. is only in x
  #and source = "using" if the obs. is only in y
  source.x = NULL,
  source.y = NULL
  #the columns "source" in x and y are deleted
)

#Since the variables wave and spms are in both data sets, Biography AND spSchool
#check before merging by: intersect(names(Biography), names(spSchool))
#and since the variables are not part of the merging process,
#both versions are contained in the new merged data set as
#wave.x/wave.y and spms.x/spms.y
#For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))

Example 61 (R): Working with spSchoolExtExam

'** aim of this example is to evaluate the age of the respondent
** at the exam'

'** first, we have to get the birth date of the respondent'
#open pTargetCATI
pTargetCATI = read.dta13("SCS_pTargetCATI_D_version.dta", convert.factors = T)

#display value labels
levels(pTargetCATI$wave)

#keep only the first wave as this data is time-invariant
```
pTargetCATI =
    subset(pTargetCATI, pTargetCATI$wave == "2010/2011 (CATI+competencies")

# keep only ID_t, t70000m and t70000y from pTarget
pTargetCATI =
    subset(pTargetCATI, select = c("ID_t", "t70000m", "t70000y"))

'** now, open the data file spSchoolExtExam'
spSchoolExtExam =
    read.dta13("SCS_spSchoolExtExam_D_version.dta", convert.factors = T)

'** merge the previously extracted birth dates in pTargetCATI to spSchoolExtExam'
spSchoolExtExam = merge(spSchoolExtExam, pTargetCATI, by = c("ID_t"), all.x = TRUE)

'** recode the two date variables (year, month) into one:'
Sys.setlocale("LC_TIME", "C")
# turns off the location-specific language, such that the english month names
# are recognized as months.
spSchoolExtExam$ts1130m = match(spSchoolExtExam$ts1130m, month.name)
spSchoolExtExam$t70000m = match(spSchoolExtExam$t70000m, month.name)
# transforms month names into month numbers

install.packages("zoo")
library(zoo)
# the zoo package is needed to transform time data

spSchoolExtExam$exam_date =
    as.yearmon(paste(spSchoolExtExam$ts1130y, spSchoolExtExam$ts1130m), "%Y %m")
spSchoolExtExam$birth_date =
    as.yearmon(paste(spSchoolExtExam$t70000y, spSchoolExtExam$t70000m), "%Y %m")
# recode the two date variables (year, month) into one

'** calculate the age (in years)'
spSchoolExtExam$age = (spSchoolExtExam$exam_date - spSchoolExtExam$birth_date)

'** show some deviation'
aggregate(spSchoolExtExam$age, by = list(spSchoolExtExam$ts11302),
    FUN = function(x)
        c(mean = mean(x, na.rm = TRUE),
           sd = sd(x, na.rm = TRUE), Freq = length(x))
# displays mean and sd of age by school-leaving qualification

summary(spSchoolExtExam$age)
# display mean of age in general

sd(spSchoolExtExam$age, na.rm = TRUE)
# display sd of age in general
Example 62 (R): Working with \texttt{spSibling}

```r
# Example 62 (R): Working with \texttt{spSibling}

# ** aim of this example is to evaluate the number of older and younger siblings of a respondent

# ** first, we have to get the birth date of the respondent

# open \texttt{pTargetCATI}

pTargetCATI = \texttt{read.dta13("SCS\_pTargetCATI\_D\_version.dta", convert.factors = T)}

# display value labels

levels(pTargetCATI$\texttt{wave})

# keep only the first wave as this data is time-invariant

pTargetCATI = \texttt{subset(pTargetCATI, pTargetCATI$\texttt{wave} == "2010/2011 (CATI+competencies)")}

# keep only ID, t70000m and t70000y from \texttt{pTarget}

pTargetCATI = \texttt{subset(pTargetCATI, select = c("ID\_t", "t70000m", "t70000y"))}

# now, open the data file \texttt{spSibling}

spSibling = \texttt{read.dta13("SCS\_spSibling\_D\_version.dta", convert.factors = T)}

# merge the previously extracted birth dates in \texttt{pTargetCATI} to \texttt{spSibling}

spSibling = \texttt{merge(spSibling, pTargetCATI, by = c("ID\_t"), all.x = TRUE)}

# recode the two date variables (year, month) into one:

Sys.setlocale("LC\_TIME", "C")

# turns off the location-specific language, such that the English month names are recognized as months.

spSibling$tg3270m = \texttt{match(spSibling$tg3270m, month.name)}

spSibling$t70000m = \texttt{match(spSibling$t70000m, month.name)}

# transforms month names into month numbers

install.packages("zoo")

library(zoo)

# the zoo package is needed to transform time data

spSibling$sibling\_bdate = \texttt{as.yearmon(paste(spSibling$tg3270y, spSibling$tg3270m), "%Y %m")}

spSibling$target\_bdate = \texttt{as.yearmon(paste(spSibling$t70000y, spSibling$t70000m), "%Y %m")}

# recode the two date variables (year, month) into one

# check the difference between the two

spSibling$older = \texttt{rep(NA, times = length(spSibling$ID\_t))}

# create an empty variable "older"

# check the difference between the two bdates:

for (i in 1:length(spSibling$older)) {

}
```
if(!is.na(spSibling$sibling_bdate[i]) & !is.na(spSibling$target_bdate[i]) & spSibling$sibling_bdate[i] > spSibling$target_bdate[i]) {
  spSibling$older[i] = 0
} else {
  if ((!is.na(spSibling$sibling_bdate[i]) & !is.na(spSibling$target_bdate[i]) & spSibling$sibling_bdate[i] < spSibling$target_bdate[i]) {
    spSibling$older[i] = 1
  } else {
    spSibling$older[i] = NA
  }
}

'** generate the total amount of older siblings' 
spSibling = within(spSibling, {total_older = ave(older, ID_t, FUN = function(x) sum(x, na.rm = TRUE))})

'** generate the total amount of younger siblings' 
spSibling = within(spSibling, {total_younger = ave(older, ID_t, FUN = function(x) sum(1-x, na.rm = TRUE))})

'** aggregate to a single line for each respondent. 
* the file then is cross-sectional with ID_t the sole identificator'
spSibling = subset(spSibling, select = c("ID_t", "total_older", "total_younger"))
#keep only the variables ID_t, total_older and total_younger
spSibling = unique(spSibling)
#drops duplicate rows from spSibling

Example 63 (R): Working with spUnemp

'** open the data file'
spUnemp = read.dta13("SC5_spUnemp_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spUnemp = subset(spUnemp, spUnemp$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)

'** merge spUnemp to Biography'
#After merging, Stata merge has one variable more than R, because in Stata 
#a merge indicator is produced during the merging process and in R isn't. 
#Since we need a merge indicator here, the merge command has to be extended:
Biography = transform(merge( x = cbind(Biography, source = "master"),
  #x contains the Biography data set plus one extra column "source",
  #where source = "master" 
}
Appendix

y = cbind(spUnemp, source = "using"),
# y contains the spUnemp data set plus one extra column "source",
# where source = "using"
all.x = TRUE, by = c("ID_t", "spLink")),
# merges x and y by ID_t and splink
source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
# in the merged dataset, source = "both" if the observations is in x AND in y
  ifelse(!is.na(source.x), "master", "using")),
# otherwise, source = "master" if the obs. is only in x
# and source = "using" if the obs. is only in y
source.x = NULL,
source.y = NULL
# the columns "source" in x and y are deleted

# Since the variables wave and spms are in both data sets, Biography AND spUnemp
# check before merging by: intersect(names(Biography), names(spUnemp))
# and since the variables are not part of the merging process,
# both versions are contained in the new merged data set as
# wave.x/wave.y and spms.x/spms.y
# For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))

Example 64 (R): Working with spVocExtExam

'** aim of this example is to evaluate the age of the respondent
** at the exam'

'** first, we have to get the birth date of the respondent'
# open pTargetCATI
pTargetCATI = read.dta13("SC5_pTargetCATI_D_version.dta", convert.factors = T)
# display value labels
levels(pTargetCATI$wave)

# keep only the first wave as this data is time-invariant
pTargetCATI =
  subset(pTargetCATI, pTargetCATI$wave == 
    "2010/2011 (CATI+competencies")

# keep only ID_t, t70000m and t70000y from pTarget
pTargetCATI = subset(pTargetCATI, select = c("ID_t", "t70000m", "t70000y"))

'** open the data file spVocExtExam'
spVocExtExam = read.dta13("SC5_spVocExtExam_D_version.dta", convert.factors = T)
Appendix

```
'** merge the previously extracted birth dates in pTargetCATI to spVocExtExam'
spVocExtExam = merge(spVocExtExam, pTargetCATI, by = c("ID_t"), all.x = TRUE)

'** recode the two date variables (year, month) into one:
Sys.setlocale("LC_TIME", "C")
# turns off the location-specific language, such that the english month names are
# recognized as months.
spVocExtExam$ts1530m = match(spVocExtExam$ts1530m, month.name)
spVocExtExam$t70000m = match(spVocExtExam$t70000m, month.name)
# transforms month names into month numbers
install.packages("zoo")
library(zoo)
# the zoo package is needed to transform time data
spVocExtExam$exam_date = as.yearmon(paste(spVocExtExam$ts1530y, spVocExtExam$ts1530m), "%Y %m")
spVocExtExam$birth_date = as.yearmon(paste(spVocExtExam$t70000y, spVocExtExam$t70000m), "%Y %m")
# recode the two date variables (year, month) into one
'** calculate the age (in years)'
spVocExtExam$age = (spVocExtExam$exam_date - spVocExtExam$birth_date)

'** show some deviation'
aggregate(spVocExtExam$age, by = list(spVocExtExam$ts15304), FUN = function(x)
        c(mean = mean(x, na.rm = TRUE),
          sd = sd(x, na.rm = TRUE),Freq = length(x)))
# displays mean and sd of age by school-leaving qualification
summary(spVocExtExam$age)
# displays mean of age in general
sd(spVocExtExam$age, na.rm = TRUE)
# displays sd of age in general
```

Example 65 (R): Working with spVocPrep

```
'** open the data file'
spVocPrep = read.dta13("SC5_spVocPrep_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spVocPrep = subset(spVocPrep, spVocPrep$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SC5_Biography_D_version.dta", convert.factors = T)

'** merge spVocPrep to Biography'
# After merging, Stata merge has one variable more than R, because in Stata
# a merge indicator is produced during the merging process and in R isn't.
Appendix

# Since we need a merge indicator here, the merge command has to be extended:

```r
Biography = transform(merge(
  x = cbind(Biography, source = "master"),
  # x contains the Biography data set plus one extra column "source",
  # where source = "master"
  y = cbind(spVocPrep, source = "using"),
  # y contains the spVocPrep data set plus one extra column "source",
  # where source = "using"
  all.x = TRUE, by = c("ID_t", "spLink")),
  # merges x and y by ID_t and spLink
  source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
  # in the merged dataset, source = "both" if the observations is in x AND in y
  otherwise = is.na(source.x), "master", "using")),
  # otherwise, source = "master" if the obs. is only in x
  and source = "using" if the obs. is only in y
  source.x = NULL,
  source.y = NULL
  # the columns "source" in x and y are deleted)
)
```

# Since the variables wave and spms are in both data sets, Biography AND spVocPrep
# check before merging by: intersect(names(Biography), names(spVocPrep))
# and since the variables are not part of the merging process,
# both versions are contained in the new merged data set as
# wave.x/wave.y and spms.x/spms.y
# For each variable, one of the versions can be dropped by:

```r
'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))
```

Example 66 (R): Working with spVocTrain

```r
'** open the data file'
spVocTrain = read.dta13("SCS_spVocTrain_D_version.dta", convert.factors = T)

'** only keep full or harmonized episodes'
spVocTrain = subset(spVocTrain, spVocTrain$subspell == 0)

'** open the Biography data file'
Biography = read.dta13("SCS_Biography_D_version.dta", convert.factors = T)

'** merge spVocTrain to Biography'

# After merging, Stata merge has one variable more than R, because in Stata
# a merge indicator is produced during the merging process and in R isn't.
# Since we need a merge indicator here, the merge command has to be extended:

Biography = transform(merge(
  \```
Appendix

x = cbind(Biography, source = "master"),
#x contains the Biography data set plus one extra column "source",
#where source = "master"
y = cbind(spVocTrain, source = "using"),
#y contains the spVocTrain data set plus one extra column "source",
#where source = "using"
all.x = TRUE, by = c("ID_t", "splink"),
#merges x and y by ID_t and splink
source = ifelse(!is.na(source.x) & !is.na(source.y), "both",
#else if the observations is in x AND in y
  ifelse(!is.na(source.x), "master", "using")),
#otherwise, source = "master" if the obs. is only in x
#and source = "using" if the obs. is only in y
source.x = NULL,
source.y = NULL
#the columns "source" in x and y are deleted

#Since the variables wave and spms are in both data sets, Biography AND spVocTrain
#check before merging by: intersect(names(Biography), names(spVocTrain))
#and since the variables are not part of the merging process,
#both versions are contained in the new merged data set as
#wave.x/wave.y and spms.x/spms.y
#For each variable, one of the versions can be dropped by:
Biography$wave.y = NULL
Biography$spms.y = NULL

'** you now have an enhanced version of Biography, enriched by
** information from the spell module. The number of total episodes
** (i.e., the amount of rows in the Biography file) did not change.
** Verify this by tabulating the spell type by the merging variable
** generated during the merge process.'
addmargins(table(Biography$sptype, Biography$source))

Example 67 (R): Working with Weights

'** open the data file'
Weights = read.dta3("SC5_Weights_D_version.dta", convert.factors = T)

'** note that this file is cross-sectional,
** although the weights seem to contain panel logic'
attr(Weights, "var.labels")

'** only keep weights corresponding to all waves'
Weights = subset(Weights, select = c(ID_t, w_t123456789))

'** create a "panel" logic, i.e., clone each row'
Weights = Weights[rep(seq_len(nrow(Weights)), each = 9),]

'** then create a wave variable'
Weights$wave = ave(Weights$ID_t, Weights$ID_t, FUN = seq_along)

'** open CohortProfile'
Appendix

```r
CohortProfile = read.dta13("SC5_CohortProfile_D_version.dta", convert.factors = T)

# value labels of "wave" in "CohortProfile" and "Weights"
# have to be synchronized before merging
levels((CohortProfile$wave))
levels(Weights$wave)

Weights$wave = as.factor(Weights$wave)
# sets "wave" in "Weights" as factor

for (i in 1:9) {
  levels(Weights$wave)[i] = levels(CohortProfile$wave)[i]
  # assigns the same value labels to "wave" in "Weights" as in "CohortProfile"
}

'** and merges weights to CohortProfile'
CohortProfile = merge(CohortProfile, Weights, by = c("ID_t", "wave"), all = TRUE)

'** note that this weight is only nonzero if respondents participated in all waves'
with(subset(CohortProfile, w_t123456789 != 0), addmargins(table(wave, tx80220)))
```

Example 68 (R): Working with xInstitution

```r
'** open datafile pTargetCATI'
pTargetCATI = read.dta13("SC5_pTargetCATI_D_version.dta", convert.factors = T)

'** copy the information from the first wave downwards for each target,
'** unless a new value has been reported'
for (t in names(pTargetCATI[c("ID_i", "tg04001_g7")])) {
  # run over variables ID_i and tg04001_g7
  for (i in 2:length(pTargetCATI$ID_t)) {
    # run over all observations
    if(pTargetCATI$ID_t[i] == pTargetCATI$ID_t[i-1]){
      # for the same ID_t, check...
      if(is.na(pTargetCATI[[t]][i]) | pTargetCATI[[t]][i] == "Missing by design"){
        #... whether missing value or -54 (Missing by design)
        pTargetCATI[[t]][i] = pTargetCATI[[t]][i-1]
        # copy information downwards, unless a new value has been reported
      }
    }
  }
}

'** drop all observations where no satisfaction with studies was reported'
levels(pTargetCATI$t514008)

# remove observations with NA in t514008
pTargetCATI = pTargetCATI[(!is.na(pTargetCATI$t514008))]

# remove observations with other missings in t514008
pTargetCATI = subset(pTargetCATI, !(t514008 == "Don't know"|
  t514008 == "Refused" | t514008 == "Does not apply")
```
Appendix

| t514008 == "Missing by design")

'** some respondents reported satisfaction with studies in 7th and in 9th waves
  ** to keep the latest information, create a seq and a max variables'
  pTargetCATI = within(pTargetCATI, {seq = ave(ID_t, ID_t, FUN = seq.along))
  pTargetCATI = within(pTargetCATI, {max = ave(ID_t, ID_t, FUN = length))

'** only keep the latest reported information'
  pTargetCATI = 
    subset(pTargetCATI, pTargetCATI$seq == pTargetCATI$max)

'** only keep the variables relevant for the merge and the analysis'
  pTargetCATI =
    subset(pTargetCATI, select = c("ID_t", "ID_i", "tg04001_g7", "t514008"))

'** merge two variables from xInstitution'

#open datafile xInstitution
xInstitution = read.dta13("SC5_xInstitution_0_version.dta", convert.factors = T)

#merge xInstitution to pTargetCATI
pTargetCATI =
  merge(x = pTargetCATI, 
      y = xInstitution[, c("ID_i", "tg04001_g7", "tg92601_R", "tg92104_O")], 
      by = c("ID_t", "tg04001_g7"), all.x = TRUE)

'** assuming that the less students at university the more intensive the support by
  ** the university staff per student and the more satisfied are students with their
  ** studies tableRate Satisfaction with studies by Students 2010 total
  ** note that the following analysis is feasible in both, RemoteNEPS and Onsite'
  cbind(addmargins(table(pTargetCATI$t514008, pTargetCATI$tg92601_R)))
  cbind(addmargins(prop.table(table(pTargetCATI$t514008, pTargetCATI$tg92601_R))))

'** assuming that students at excellence universities are more satisfied with
  ** their studies, tabulate the distribution of satisfaction by tg92104_O
  ** note that the following analysis is only feasible in the Onsite version of SUF,
  ** since the variable tg92104_O is anonymized in RemoteNEPS'
  cbind(addmargins(table(pTargetCATI$t514008, pTargetCATI$tg92104_O)))
  cbind(addmargins(prop.table(table(pTargetCATI$t514008, pTargetCATI$tg92104_O))))

** Example 69 (R): Working with xTargetCompetencies

'** open the data file xTargetCompetencies'
xTargetCompetencies =
  read.dta13("SC5_xTargetCompetencies_D_version.dta", convert.factors = T)

'** as the x in the filename indicates, this is a cross sectional file
  ** (no wave structure). You can verify this by asking if one row is
  ** solely identified by the respondents ID'
  anyDuplicated(xTargetCompetencies[,c("ID_t")])
  #returns "0" if there are no duplicates.
# If there are duplicates this command returns the index of the first duplicate

'** note that competence testing has been conducted in multiple waves
** an indicator marks if a row contains information for a specific wave'
table(xTargetCompetencies$wave.w1)
table(xTargetCompetencies$wave.w5)
table(xTargetCompetencies$wave.w7)

'** to work with competence data, you might want to merge it to CohortProfile.
** if you want to keep the panel logic (and not only add all competencies
** to every wave), you need a mergeable wave variable in xTargetCompetencies.
** here, we focus on math competencies, that have been tested in wave 1.'
xTargetCompetencies$wave = 
  rep(levels(CohortProfile$wave)[1], length(xTargetCompetencies$ID_t))
xTargetCompetencies$wave = as.factor(xTargetCompetencies$wave)

'** now, keep cases which did took part in the testing'
xTargetCompetencies = subset(xTargetCompetencies, wave_w1 == "ja")

'** and reduce the dataset to the relevant variables'
xTargetCompetencies = 
  subset(xTargetCompetencies, select = c(ID_t, wave, mas1_sc1, mas1_sc2))

'** and merge this to CohortProfile'

#open the data file Cohort Profile
CohortProfile = read.dta13("SC5_CohortProfile_D_version.dta", convert.factors = T)

#look for common variables in both data sets
intersect(names(CohortProfile), names(xTargetCompetencies))

#merge CohortProfile with xTargetCompetencies
CohortProfile = 
  merge(CohortProfile, xTargetCompetencies, by = c("ID_t", "wave"), all = TRUE)
The following is the release note taken from the documentation page at the time this document has been computed:

---
**NEPS STARTING COHORT 5 − RELEASE NOTES a.k.a CHANGE LOG**
**changes and updates for release NEPS SC5 15.0.0_beta**
**[doi:10.5157/NEPS:SC5:15.0.0_beta]**
---

**Known issues:**

**in general:**
- new variable names for intm inty intd corresponding to those in SC3 and SC4
- supplemental meta information on several auxiliary variables was added
- A duplicate was removed from the data

**StudyStatesAddon:**
- this dataset will be possibly provided in the next major release to analyze target persons with multiple episodes within waves

---

*Changes introduced to NEPS:SC5 by version 15.0.0*

---

**New dataset added: StudyStates**

**StudyStates:**
- {experimental} dataset on states, breaks and changes of tertiary education
- structure of dataset should stay that way, certain states of persons are not fully plausibilized yet!
- dataset contains variable tx24000 to recommend usage of data for persons with less than two simultaneous episodes in any wave, this excludes 641 target persons.

Multiple episodes in waves cause problems to generate states, change of subjects, study breaks etc.

**pTargetCAT!:**
- versionized variable t514008_v1 for wave 7 had to be added. In this wave all target persons were asked about their satisfaction with the course of studies – no matter if they were actually studying at this time. Because of this, interviewers were instructed to tell non-students to choose the "does not apply"-button. From wave 9 on, non-students were filtered and interviewer instructions were removed.
- job related information on social capital was implemented in wave 15 by mistake. After this problem has been recognized, the items were removed from the instrument. As only a part of the respondents answered these questions, this variables were removed for wave 15. These variables are: t324110 t324111k t324111l t324111m t324111o t324111p t324111q t324111n t324111r t324111s t324111t t324111u t324111v t324111w t324111x t324111y t324111z t324111a t324111b t324111c t324111d t324111e t324111f t324111g t324111h t324111i t324111j t324111k t324111l t324111m t324111n t324111o t324111p t324111q t324111r t324111s t324111t t324111u t324111v t324111w t324111x t324111y t324111z t324111a t324111b t324111c
- variable t515039_g1 "Job characteristics: episode number of employment episode" was generated for wave 15 for merging information from spEmp to information on job characteristics in pTargetCAT!
Appendix

pTargetCORONA:
- Information on satisfaction with course of study, school or apprenticeship (variable t514010) is also available for those respondents who previously indicated that they were employed, although the response option "does not apply" was available; in these cases, it is unclear what respondents were referring to with their answer to the satisfaction question, so this variable should be treated with caution, depending on the research question.
- Information on satisfaction with work (variable t514009) is also available for those respondents who previously indicated that they studied, were in vocational educational training or did nothing, although the response option "does not apply" was available; in these cases, it is unclear what respondents were referring to with their answer to the satisfaction question, so this variable should be treated with caution, depending on the research question.
- Information on health-related limitations are also available in pTargetCORONA (variable t521055). However, some respondents indicated very strong or strong limitations; they stated that they are in good or very good physical and mental health, though. In these cases, it is unclear, how respondents interpreted the question regarding limitations in daily activities.

spPartner:
- Variables ts31226_g1 - ts31226_g16 "Partner: Profession" were edited. If the partner’s profession did not change since the last interview (th32369 == 1), the code -29 "Value from the last sub-episode" was implemented.

====================================================================
* Changes introduced to NEPS:SC5 by version 14.1.0 *
====================================================================

New dataset added: pTargetCORONA

pTargetCATI:
- Added values to t751004_g* - variables for wave 12 and wave 13

====================================================================
* Changes introduced to NEPS:SC5 by version 14.0.0 *
====================================================================

General remarks:
- Some variable labels were corrected.
- Supplemental meta information on several variables was added.

CohortProfile:
- Further smoothing on ID_i has been done (should be stable... by now).

MethodsCAWI:
- Variables added: tx80102, tx80103, tx80210, tx80310
- erroneously added waves 6 and 8 were dropped.

pTargetCATI:
- Versionized variables had to be added due to change of item-battery-composition:
  - tg51101_v1, tg51102_v1, tg51103_v1, tg51104_v1, tg51109_v1, tg51110_v1, tg51111_v1, tg51112_v1, tg51113_v1, tg51114_v1, tg51115_v1, tg51116_v1, tg51117_v1, tg51118_v1
- Polarity of categories in variable t428050 have changed since wave 11 as the field instrument was edited in this way:
Appendix

− in releases prior to version 11 the coding was: 1="not at all"; 2="hardly"; 3="average"; 4="strongly"; 5="very strongly";
− since version 11 the coding is: 1="very strongly"; 2="strongly"; 3="average"; 4="hardly"; 5="not at all"

spPartner:
− variable ts31410 corrected

xEcoCAPI:
− plausible values for competency data were added

xPlausibleValues:
− new dataset since release 13-0-0: provides plausible values for competency data stored in xTargetCompetencies

====================================================================
★ Changes introduced to NEPS:SC5 by version 13.0.0 ★
====================================================================

********************************************
Known issues:
MethodsCAWI: waves 6 and 8 erroneously added to MethodsCAWI, data in those lines is completely missing, please drop these waves

********************************************

General remarks:
− some versionized variables were dropped, some were introduced ...  
− some intro variables are back again ... 
− some variable labels were corrected 
− supplemental meta information on several variables was added

CohortProfile:
− some checks on plausibility and smoothing on ID_i has been done

EditionsBackup:
− new dataset since release 12-0-0: provides original data prior to coding and smoothing during the process of data preparation

pTargetCATI:
− variable tg26390_g1 "Spell number with reference to transition questions (from spEmp)" was generated for merging information from spEmp to information on transitions into the labormarket in pTargetCATI

spVocTrain:
− variable t724401 (grades of academic degrees) dropped – information is integrated into variable ts15265 (the variable concerning grades of vocational qualification) 
− variable ts15219_g1 dropped – information provided in variable ts15219_g1 is redundant to information provided by variable ts15219

====================================================================
★ Changes introduced to NEPS:SC5 by version 12.0.0 ★
====================================================================

General remarks:
Appendix

- for several variables information of the respective \_v-variables was integrated into the variables without suffixes. The respective \_v-variables were dropped.
- intro-variables were dropped, except for intro-variables in spChild and spPartner.

pTargetCATI:
- variable tg24201_g1, tg24202_g2 and tg02001_ha were generated to provide detailed information on teaching degrees gathered in wave 1. For further information, see Data Manual (5.4 Teacher Education Students and Teachers)
- variable tg12001_g2 was generated to provide missing information on the desired subject of study for target persons who claim to study in their desired subject. Therefore it combines information from variable tg04001 and tg12003.

pTargetCAWI:
- for several variables open answers were (belatedly) coded.

spChild:
- variable ts33204_g1 was generated to provide information on the status of the child. Therefore category “other child in household” was added.

spEmp:
- variable tg2608a “student or other occupation” has been renamed to ts23256 to match the corresponding variable’s name in other starting cohorts.

spSchoolExtExam:
- additional information on external examinations from wave 1 and 3 was gathered from file spSchool.

spVocExtExam:
- additional information on external examinations from wave 1 and 3 was gathered from file spVocTrain.

spVocPrep:
- variable ts13101 was deleted by mistake. Please use information on the program type for wave 1 and 3 from earlier SUF releases.

spVocTrain:
- variables tg24162_g1, tg24165_g1 and tg24168_g1 were generated to provide information on major or minor subjects for each subspell of an episode. For further information, see Data Manual (5.1 service variables).
- information on external examinations from waves 1 and 3 was removed and integrated in file spVocExtExam.
- variable ts15221_g1 was edited to provide (the revised) information on the intended vocational qualification for all target persons and for all spellss of an episode. For further information, see Data Manual (5.1 service variables).
- variable tg01003_ha was edited and now excludes administration and business academies.
- service variables with information on subject of studies (tg2417*) were revised.

Changes introduced to NEPS:SCS by version 11.0.0

General remarks:
- several variables surveyed have been renamed to *_v1 and *_v2 in prior releases;
this has been improved by renaming some variables with suffix _v1 to variable names without suffixes and some variables with suffix _v2 to suffix _v1; a detailed list and comparison of _v1 variables can be found in the Data Manual (Appendix A.3).

CohortProfile:
- testy testm testd erroneously coded to -56 for testing data in wave 7 have now been coded with correct dates

pTargetCAWI:
- there have been changes during the field phase regarding interviewer instructions in variable "tg51001"; the new indicator variable "Version_tg51001" contains information about the version of the survey instrument

MethodsCAWI:
- a new data file including para data from the CAWI interviews has been added

====================================================
* Changes introduced to NEPS:SC5 by version 10.0.0 *
====================================================

General remarks:
- several variables surveyed prior to wave 10 have been renamed to *_v1 and * _v2, as wording of question texts has changed in recent survey instruments

CohortProfile:
- testy testm testd erroneously had been coded to -56 even though tx80522 == 1; this has been fixed
- new indicator variable tx80121 has been introduced: subsample “students of economics”
- tx80921 has been revised

xEcoCAPI:
- new dataset featuring items from CAPI-shortquestionaire, economics-competency -test and the corresponding methods data that has been administered to students of economics in wave 7; all of these data has been removed from pTargetCATI, xTargetcompetencies, and MethodsCompetencies, respectively, for this subsample

====================================================
* Changes introduced to NEPS:SC5 by version 9.0.0 *
====================================================
pTargetCATI:
- ts15911 (highest degree obtained) was falsely programmed in wave 9. Therefore ts15911_g1 was generated for all participants.

spVocTrain:
- original variables tg2416* (subjects) were edited due to discrepancies between subspells. Subsequently, subjects are filled for the first explicit mention only. Missing information was labeled accordingly. Working with service variables is recommended.
- service variables tg2417* (subjects) have been revised so that each subspell of a corresponding spell is now filled with the first information available, still variables tg24170_g1-_g5, tg24173_g1-_g5 and tg24176_g1-_g5 provide complete information for all study episodes.
− ts15221 (qualification sought) was falsely derived in some cases. Therefore, ts15221_g1 was generated for the affected episodes

Changes introduced to NEPS:SC5 by version 8.0.0

General remarks on harmonization of variables concerning subjects, type of university and type of vocational training program:
− harmonization of type of university-variable: tg01003_g1(pTargetCATI) >>
tg01003_ha (spVocTrain, considering values of ts15201)
− harmonized service variables on subjects: tg24160_g*, tg24163_g*, tg24166_g*
  (spVocTrain) >> tg24170_g*, tg24173_g*, tg24176_g* in spVocTrain (considering values of tg04001_g1−5, tg04004_g1−5, tg04007_g1−5 in pTargetCATI)
− harmonization provides valid values for type of university and subjects where information on study episode from winter term 2010/11 was missing
− missing codes -28, -29 were introduced in the original variables tg24160_g*, tg24163_g*, tg24166_g*, tg01003_g1, ts15201

CohortProfile:
− tx80951 indicates the participation status for students of economics in wave 7. Besides CATI survey and competency testing, these students had also the possibility of taking parting in a short CAPI questionnaire as well.

pTargetCATI:
− the concept of reflecting migrational background in NEPS SUFs has been improved in order to also represent migrants in 3.75th generation; thus, the older variables on migrational background [t400500_g1, t400500_g2, t400500_g3] in the pTargetCATI dataset have been renamed using the "v1" suffix [t400500_g1v1,t400500_g2v1,t400500_g3v1], and the new ones have been introduced
− variables of students of economics who took part in a short CAPI questionnaire were added to pTargetCATI

spVocTrain:
− service variables tg2417* (subjects) and tg01003_ha (type of university)* were introduced to simplify working with the dataset. Small discrepancies from the original variables (tg2416*) cannot be ruled out and have to be considered by the user.
− each subspell of a corresponding spell was filled with the most recent information available, so that the variables tg24170_g1−5, tg24173_g1−5, tg24176_g1−5 provide complete information for all study episodes.

Changes introduced to NEPS:SC5 by version 6.0.0

General:
− starting with this release, all NEPS Scientific Use Files will ship with an additional, unicode-enabled Stata data set version; this version is only readable in Stata version 14 or younger, and is placed in the subdirectory "Stata14"
Appendix

- translation for all meta data (variable and value labels, question texts, etc) have been revised and completed
- meta data for all variables have been revised and updated where appropriate
- additional waves 5 (CAWI) and 6 (CATI/CAPI) have been incorporated into the data
- the subspell harmonization routine in all spell datasets ("sp**") has been updated, leading to more accurate harmonized subspell information (subspell==0) for panel continuation spells
- staff from NEPS stage 7 at the DZH have excessively reviewed and overworked all syntax for generated tg**-variables, which may lead to slightly different contents
- staff from NEPS stage 7 at the DZH reviewed the cohorts’ sample frame in consultation with NEPS methods department, leading to 3 observations removed from the SUF
- all datasets from version 4.0.0 did not reflect the correct doi in their dataset labels; the correct doi would have been "10.5157/NEPS:SC5:4.0.0", not "none";
  this issue has been fixed and all datasets of version 6.0.0 correctly are labeled with doi:10.5157/NEPS:SC5:6.0.0

xTargetCompetencies:
- all variables of domains "maths" and "reading" erroneously contained the missing value −54 ("missing by design") in versions 4.0.0 and 3.1.0;
  as there were no additional competency assessments in wave 4, it was safe to use the xTargetCompetencies dataset file from version 3.0.0 instead without missing any information; this has been fixed

pTargetCATI:
- variables "Specialized fair/congress: professional/personal reasons" [t272802_w1] and "Specialized fair/congress: Learned something new" [t272802_w2]
  as well as the corresponding variables for "Lectures" [t272802_w2, t272802_w2] and "Self-instruction programs" [t272802_w3, t272802_w3] in version 4.0.0 and earlier erroneously are not filled for all interviewees reporting the specific further education activity; this has been fixed
- variable names of variables "Father’s mother: Country of birth" [t405240*] and "Mother’s father: Country of birth" [t405230*] in dataset pTargetCATI erroneously had been flipped in version 4.0.0, also leading to slight inconsistencies in generated variables for migrational background; this has been fixed

spChild:
- all wide variables documenting cohabitation (*_w*) in version 4.0.0 and earlier with the focal child have been extracted and are now saved in the separate dataset "spChildCohab"

spChildCohab:
- new dataset containing child cohabitation spells that formerly had been saved in wide format inside of spChild

spEmp:
- version 4.0.0 and earlier did not contain coded occupational information for studentical employment episodes reported in wave 1; this has been fixed

Biography:
Appendix

- additional spells of type "data edition gap" have been inserted to fill gaps between
  (a) the eighth birth day and the first reported episode and
  (b) the most recently reported episode and the most recent interview date

Changes introduced to NEPS:SC5 by version 4.0.0

General:
- full translations have been added
- wave 4 (online survey in semester 5) has been added
- several minor bug fixes to data edition scripts have been introduced

pTargetCATI:
- when generating variable "Global self-esteem" [t66003a_g1] in the pTargetCATI dataset, variable "Global self-esteem: competence" [t66003d] erroneously had been ignored; this has been fixed; t66003a_g1 can be re-generated in 3.1.0 using the following Stata syntax:
  * begin stata
  local target_variable t66003a_g1
  nepsmss t66003a t66003b t66003c t66003d t66003f t66003g t66003h
tempvar t66003b_r t66003e_r t66003f_r t66003h_r t66003i_r rowmissings
  recode t66003b (1=5) (2=4) (3=3) (4=2) (5=1), generate('t66003b_r')
  recode t66003e (1=5) (2=4) (3=3) (4=2) (5=1), generate('t66003e_r')
  recode t66003f (1=5) (2=4) (3=3) (4=2) (5=1), generate('t66003f_r')
  recode t66003h (1=5) (2=4) (3=3) (4=2) (5=1), generate('t66003h_r')
  recode t66003i (1=5) (2=4) (3=3) (4=2) (5=1), generate('t66003i_r')
  egen 'rowmissings'=rowmiss(t66003a t66003b_r t66003e_r t66003f_r t66003h_r t66003i_r)
  egen 'target_variable'=rowtotal(t66003a t66003b_r t66003e_r t66003f_r t66003i_r)
  replace 'target_variable'=−54 if wave==3
  replace 'target_variable'=−55 if missing('target_variable')
  * end stata

xTargetCAWI:
- as wave 3 data makes this a panel dataset, the filename has changed from "xTargetCAWI" to "pTargetCAWI"

Changes introduced to NEPS:SC5 by version 3.1.0

General:
- meta data in all datasets have been revised and updated where appropriate
- English translation for all datasets except xTargetCAWI have been introduced to the data
- end dates in episodes neglected in the panel interview erroneously contained the interview
date of the panel wave instead of the first interview’s date; this has been fixed
- 185 duplicate respondents have been identified by the survey institute;
  the redundant observations have been dropped from the data, resulting in slightly smaller number of cases

pTargetCAT:
  - variables indicating migrational background (t400500_g1 through _g3) have been added

spVocTrain:
  - spell integration and recommendation (via variable tx20100) was erroneous; this has been fixed
  - spell linkage between waves 1 and 3 was erroneous; this has been fixed

spEmp:
  - spell linkage between waves 1 and 3 was erroneous; this has been fixed

Weights:
  - dataset containing weighting variables has been added

Basics:
  - dataset containing oversimplified, “flat” cross-sectional data on the cohort has been added;
    use for orientation, not for analyses!

xInstitution:
  - dataset containing detailed information on the targets’ institutions has been added for onsite access in Bamberg
A.3 Comparison of _v1 variables

The following tables shows all changes of variables where construction of a _v1-variable seemed necessary. Note that by v1, we generally mean first version or version one. Thus, this usually is the old variant of a variable, which has been updated in a later wave. Small arrows indicate if an entry belongs to the old version («) or if it is an update (»). Grayed out entries did not change between the versions, and are printed for your orientation only.

<table>
<thead>
<tr>
<th>Label</th>
<th>Generation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>no migrant background</td>
</tr>
<tr>
<td>1</td>
<td>1st generation</td>
</tr>
<tr>
<td>2</td>
<td>1.5th generation</td>
</tr>
<tr>
<td>3</td>
<td>2nd generation</td>
</tr>
<tr>
<td>4</td>
<td>2.25th generation</td>
</tr>
<tr>
<td>5</td>
<td>2.5th generation</td>
</tr>
<tr>
<td>6</td>
<td>2.75th generation</td>
</tr>
<tr>
<td>7</td>
<td>3rd generation</td>
</tr>
<tr>
<td>8</td>
<td>3.25th generation</td>
</tr>
<tr>
<td>9</td>
<td>3.5th generation</td>
</tr>
<tr>
<td>10</td>
<td>3.75th generation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Missing/contradicting information about country of birth for generation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>Unique assignment possible</td>
</tr>
<tr>
<td>2</td>
<td>Information for target person unknown</td>
</tr>
<tr>
<td>3</td>
<td>Information for one parent unknown</td>
</tr>
<tr>
<td>4</td>
<td>Information for both parents unknown</td>
</tr>
<tr>
<td>5</td>
<td>Information for one grandparent unknown</td>
</tr>
<tr>
<td>6</td>
<td>Information for two grandparents unknown</td>
</tr>
<tr>
<td>7</td>
<td>Information for three grandparents unknown</td>
</tr>
<tr>
<td>8</td>
<td>Information for four grandparents unknown</td>
</tr>
<tr>
<td>9</td>
<td>no assignment to a generation status possible</td>
</tr>
</tbody>
</table>
### Group of origin

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>Germany</td>
</tr>
<tr>
<td>2</td>
<td>Italy</td>
</tr>
<tr>
<td>3</td>
<td>Poland</td>
</tr>
<tr>
<td>4</td>
<td>Romania</td>
</tr>
<tr>
<td>5</td>
<td>Turkey</td>
</tr>
<tr>
<td>6</td>
<td>Former Yugoslavia</td>
</tr>
<tr>
<td>7</td>
<td>Former Soviet Union</td>
</tr>
<tr>
<td>8</td>
<td>Central and South America, Caribbean</td>
</tr>
<tr>
<td>9</td>
<td>Northern and Western Europe</td>
</tr>
<tr>
<td>10</td>
<td>North America</td>
</tr>
<tr>
<td>11</td>
<td>Oceania/Polynesia</td>
</tr>
<tr>
<td>12</td>
<td>other country of Middle East and North Africa</td>
</tr>
<tr>
<td>13</td>
<td>other country of Africa</td>
</tr>
<tr>
<td>14</td>
<td>other country of Asia</td>
</tr>
<tr>
<td>15</td>
<td>other Central and Eastern Europe</td>
</tr>
<tr>
<td>16</td>
<td>other Southern Europe</td>
</tr>
<tr>
<td>17</td>
<td>abroad, but cannot be assigned to a specific group of origin</td>
</tr>
</tbody>
</table>

### Satisfaction with higher education

<table>
<thead>
<tr>
<th>Label</th>
<th>Satisfaction with course of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>How satisfied are you with your higher education?</td>
</tr>
<tr>
<td>»</td>
<td>noch nicht angegeben</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>completely dissatisfied</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>completely satisfied</td>
</tr>
</tbody>
</table>
If parliamentary elections were to be held tomorrow, which party would you give your second vote to?

- Don’t know
- Refused
- Does not apply
- Not determinable
- Missing by design
- Would not vote
- not entitled to vote, because no German citizenship

1. CDU or CSU
2. SPD - Social Democratic Party of Germany
3. FDP (political party)
4. Bündnis 90/Die Grünen [green political party]
5. Die Linke - Left Party
6. NPD - National Democratic Party of Germany
7. Die Republikaner - The Republicans
8. other party
9. Would not vote
10. Piratenpartei - Pirate Party
11. AfD
<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Party election (another party)</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-55</td>
<td>Not determinable</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>1</td>
<td>Citizens’ initiatives</td>
</tr>
<tr>
<td>2</td>
<td>Voter participation with invalid vote</td>
</tr>
<tr>
<td>3</td>
<td>Indifferent</td>
</tr>
<tr>
<td>5</td>
<td>APPD - Anarchistic pogo party Germany</td>
</tr>
<tr>
<td>6</td>
<td>AUF-Party, for work, environment, family (Christian)</td>
</tr>
<tr>
<td>7</td>
<td>Bayernpartei - Bavarian party</td>
</tr>
<tr>
<td>8</td>
<td>PBC - Party of Bible-abiding Christians</td>
</tr>
<tr>
<td>9</td>
<td>BIG - Alliance for innovation and justice (party of Germans of Turkish origin)</td>
</tr>
<tr>
<td>10</td>
<td>Die Frauen - Feminist party The Women</td>
</tr>
<tr>
<td>11</td>
<td>Die Freien Wähler - The Free Voters</td>
</tr>
<tr>
<td>12</td>
<td>Die Freiheit - Civil rights’ party for more freedom and democracy</td>
</tr>
<tr>
<td>13</td>
<td>Die PARTEI - Party for Labour, Rule of Law, Animal Protection, Promotion of Elites and Grassroots Democratic Initiative</td>
</tr>
<tr>
<td>14</td>
<td>Die Tierschutz-Partei - Party Humans Environment Animal Rights</td>
</tr>
<tr>
<td>15</td>
<td>Die Violetten - The Purples</td>
</tr>
<tr>
<td>16</td>
<td>DKP - German Communist Party</td>
</tr>
<tr>
<td>17</td>
<td>FAMILIE - Family Party of Germany</td>
</tr>
<tr>
<td>18</td>
<td>MLPD - Marxist-Leninist Party of Germany</td>
</tr>
<tr>
<td>19</td>
<td>ÖDP - Ecological Democratic Party</td>
</tr>
<tr>
<td>20</td>
<td>PDV - Party of Reason</td>
</tr>
<tr>
<td>21</td>
<td>Pro NRW - Pro North-Rhine Westphalia</td>
</tr>
<tr>
<td>22</td>
<td>SSW - South Schleswig Voters’ Association</td>
</tr>
<tr>
<td>23</td>
<td>AfD - Alternative for Germany</td>
</tr>
<tr>
<td>24</td>
<td>Bündnis 21/RRP - Pensioners’ Party</td>
</tr>
<tr>
<td>25</td>
<td>KPD - Communist Party of Germany</td>
</tr>
<tr>
<td>26</td>
<td>UDP - Union of German Patriots</td>
</tr>
<tr>
<td>27</td>
<td>Alfa (Allianz für Fortschritt und Aufbruch [alliance for progress and awakening]) since 2016 LKR (Liberal-Konservative Reformer [liberal-conservative reformers])</td>
</tr>
<tr>
<td>28</td>
<td>Deutsche Mitte - German Middle</td>
</tr>
<tr>
<td>29</td>
<td>V-Partei (Party for Change, Vegetarians and Vegans)</td>
</tr>
<tr>
<td>30</td>
<td>Liberale (New Liberals - The Social Liberal)</td>
</tr>
<tr>
<td>31</td>
<td>Die Republikaner - The Republicans</td>
</tr>
</tbody>
</table>
### Appendix

<table>
<thead>
<tr>
<th>Label</th>
<th>Smoking status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Did you smoke in the past or do you currently smoke?</td>
</tr>
<tr>
<td></td>
<td>Do you currently smoke - even if only occasionally?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>have never smoked</td>
</tr>
<tr>
<td></td>
<td>yes, daily</td>
</tr>
<tr>
<td>2</td>
<td>did smoke before</td>
</tr>
<tr>
<td></td>
<td>yes, occasionally</td>
</tr>
<tr>
<td>3</td>
<td>currently smoke occasionally</td>
</tr>
<tr>
<td></td>
<td>no, not anymore</td>
</tr>
<tr>
<td>4</td>
<td>currently smoke every day</td>
</tr>
<tr>
<td></td>
<td>have never smoked</td>
</tr>
</tbody>
</table>

### Alcohol consumption

<table>
<thead>
<tr>
<th>Label</th>
<th>Alcohol consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Alcohol consumption Frequency last 12 months</td>
</tr>
<tr>
<td></td>
<td>How often do you consume alcoholic drinks?</td>
</tr>
<tr>
<td></td>
<td>How often do you consume alcoholic drinks? Think about the average over the last 12 months.</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>(almost) never</td>
</tr>
<tr>
<td></td>
<td>never</td>
</tr>
<tr>
<td>2</td>
<td>once a month or less</td>
</tr>
<tr>
<td>3</td>
<td>twice or three times a month</td>
</tr>
<tr>
<td>4</td>
<td>once a week</td>
</tr>
<tr>
<td>5</td>
<td>several times a week</td>
</tr>
<tr>
<td>6</td>
<td>(almost) every day</td>
</tr>
<tr>
<td></td>
<td>daily</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doctorate context - Research project higher education institution</td>
<td>[MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?</td>
</tr>
<tr>
<td>Doctorate context - Third-party funded position higher education institution</td>
<td>We have noted that you have started to do your doctorate. In the following we would like to ask you some questions. A doctoral thesis can be written in very different institutional contexts, e.g. at a higher education institution or a research institution as a research assistant, in a structured doctoral program or as a freelance doctoral student without institutional involvement. In which institutional context are you currently doing your doctorate?</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-98 Don’t know</td>
</tr>
<tr>
<td>Refused</td>
<td>-97 Refused</td>
</tr>
<tr>
<td>Question erroneously not asked</td>
<td>-92 Question erroneously not asked</td>
</tr>
<tr>
<td>Missing by design</td>
<td>-54 Missing by design</td>
</tr>
<tr>
<td>Implausible value removed</td>
<td>-52 Implausible value removed</td>
</tr>
<tr>
<td>none of it</td>
<td>-20 none of it</td>
</tr>
<tr>
<td>0</td>
<td>0 not specified</td>
</tr>
<tr>
<td>1</td>
<td>1 specified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate context - Chair higher education institution</td>
<td>[MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?</td>
</tr>
<tr>
<td>Doctorate context - Budget funded position higher education institution</td>
<td>We have noted that you have started to do your doctorate. In the following we would like to ask you some questions. A doctoral thesis can be written in very different institutional contexts, e.g. at a higher education institution or a research institution as a research assistant, in a structured doctoral program or as a freelance doctoral student without institutional involvement. In which institutional context are you currently doing your doctorate?</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-98 Don’t know</td>
</tr>
<tr>
<td>Refused</td>
<td>-97 Refused</td>
</tr>
<tr>
<td>Question erroneously not asked</td>
<td>-92 Question erroneously not asked</td>
</tr>
<tr>
<td>Missing by design</td>
<td>-54 Missing by design</td>
</tr>
<tr>
<td>Implausible value removed</td>
<td>-52 Implausible value removed</td>
</tr>
<tr>
<td>none of it</td>
<td>-20 none of it</td>
</tr>
<tr>
<td>0</td>
<td>0 not specified</td>
</tr>
<tr>
<td>1</td>
<td>1 specified</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doctorate context ‐ Non‐university research institution</td>
<td>[MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>-20</td>
<td>none of it</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
</tbody>
</table>

| Doctorate context ‐ Doctoral program                                | [MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate? |
| -98                                                                  | Don’t know                                                                                                                                                                                          |
| -97                                                                  | Refused                                                                                                                                                                                              |
| -92                                                                  | Question erroneously not asked                                                                                                                                                                          |
| -54                                                                  | Missing by design                                                                                                                                                                                      |
| -52                                                                  | Implausible value removed                                                                                                                                                                               |
| -20                                                                  | none of it                                                                                                                                                                                            |
| 0                                                                    | not specified                                                                                                                                                                                          |
| 1                                                                    | specified                                                                                                                                                                                             |
We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?

Don’t know
Refused
Question erroneously not asked
Missing by design
Implausible value removed
none of it
not specified
specified
### Doctorate context - Alongside studies

We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?

**Label**
- 98: Don’t know
- 97: Refused
- 92: Question erroneously not asked
- 54: Missing by design
- 52: Implausible value removed
- 20: none of it

**Text**

```
[MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?

We have noted that you have begun a doctorate. In the following we would like to ask you some questions. A doctoral thesis can be written in very different institutional contexts, e.g. at a higher education institution or a research institution as a research assistant, in a structured doctoral program or as a freelance doctoral student without institutional involvement. In which institutional context are you currently doing your doctorate?
```

### Doctorate context - Without institutional integration, free doctorate student

We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?

**Label**
- 98: Don’t know
- 97: Refused
- 92: Question erroneously not asked
- 54: Missing by design
- 52: Implausible value removed
- 20: none of it

**Text**

```
[MF] We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?

We have noted that you have begun a doctorate. In the following we would like to ask you some questions. A doctoral thesis can be written in very different institutional contexts, e.g. at a higher education institution or a research institution as a research assistant, in a structured doctoral program or as a freelance doctoral student without institutional involvement. In which institutional context are you currently doing your doctorate?
```
<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF</td>
<td>We have noted that you have begun a doctorate. In the following, we would like to ask you a few questions about this doctorate. Under what circumstances are you currently studying for a doctorate?</td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td></td>
</tr>
<tr>
<td>Question erroneously not asked</td>
<td></td>
</tr>
<tr>
<td>Missing by design</td>
<td></td>
</tr>
<tr>
<td>Implausible value removed</td>
<td></td>
</tr>
<tr>
<td>none of it</td>
<td></td>
</tr>
<tr>
<td>not specified</td>
<td></td>
</tr>
<tr>
<td>specified</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO</td>
<td>Auxiliary variable: teaching groups, current status</td>
</tr>
<tr>
<td>No teaching reference or status unknown</td>
<td></td>
</tr>
<tr>
<td>First phase teacher training not yet completed</td>
<td></td>
</tr>
<tr>
<td>Completed teaching degree course and Referendariat is intended or completed teaching degree course and employment as a teacher is intended</td>
<td></td>
</tr>
<tr>
<td>Ongoing teaching Referendariat</td>
<td></td>
</tr>
<tr>
<td>Completed Referendariat and employment as a teacher is intended</td>
<td></td>
</tr>
<tr>
<td>Employment as teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO</td>
<td>Preload completed teacher education program (CATI), as of 13th wave</td>
</tr>
<tr>
<td>No teaching degree course completed</td>
<td></td>
</tr>
<tr>
<td>Teaching degree course completed</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix**

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Auxiliary variable: highest degree</td>
<td>-54</td>
</tr>
<tr>
<td>[AUX]</td>
<td>[AUX] Highest degree</td>
<td>0</td>
</tr>
<tr>
<td>BA, MA, Diploma, state examination</td>
<td>No higher education qualification</td>
<td>1</td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MA, Diploma, state examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>« t242400_g2v1</td>
<td>pTargetCAWI</td>
</tr>
<tr>
<td>» Subject group reference subject learning environment (destatis 2010/11)</td>
<td></td>
</tr>
<tr>
<td>» The following is about your experiences in your current course of study. If you are studying several subjects, these can be very different, e.g. in terms of content and/or organization of teaching. For this reason, we ask you to select the main or teaching subject to which you would like to refer to in the next questions.</td>
<td></td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-96</td>
<td>Not in list</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-55</td>
<td>Not determinable</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-29</td>
<td>Value from the last sub-episode</td>
</tr>
<tr>
<td>-28</td>
<td>Value from recruitment pTargetCAWI</td>
</tr>
<tr>
<td>-20</td>
<td>no further subject</td>
</tr>
<tr>
<td>1</td>
<td>Linguistic and cultural studies</td>
</tr>
<tr>
<td>2</td>
<td>Sport</td>
</tr>
<tr>
<td>3</td>
<td>Law, economics and social science</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics, sciences</td>
</tr>
<tr>
<td>5</td>
<td>Human medicine/health sciences</td>
</tr>
<tr>
<td>6</td>
<td>Veterinary medicine</td>
</tr>
<tr>
<td>7</td>
<td>Agricultural-, forest- and nutrition sciences</td>
</tr>
<tr>
<td>8</td>
<td>engineering</td>
</tr>
<tr>
<td>9</td>
<td>Arts, fine arts</td>
</tr>
<tr>
<td>10</td>
<td>Outside the study area structure</td>
</tr>
</tbody>
</table>

182
The following is about your experiences in your current course of study. If you are studying several subjects, these can be very different, e.g. in terms of content and/or organization of teaching. For this reason, we ask you to select the main or teaching subject to which you would like to refer to in the next questions.

-99 Filtered
-98 Don’t know
-97 Refused
-96 Not in list
-92 Question erroneously not asked
-91 Survey aborted
-55 Not determinable
-54 Missing by design
0 general educational programs
1 Education
2 Humanities and Arts
3 Social sciences, Business and Law
4 Natural sciences, mathematics and computer science
5 engineering, manufacturing and construction
6 Agriculture and Veterinary
7 Health and welfare
8 Services
9 not known or unspecified
Now we would like to ask you a few questions about your living situation and your spending. During term time, do you stay primarily...

-99  « Filtered
-97  « Refused
-92  « Question erroneously not asked
-91  « Survey aborted
-54  « Missing by design
  1  « with parents or relatives?
    » with your parents?
  2  « in a dormitory?
  3  « in some other rental accommodation?
    » in another type of rented apartment?/in a rented apartment?
  4  « in an apartment/house that you own?
    » in a condo/own house?
  5  « with private individuals for subtenancy?
  6  » with relatives?

« tg51101_v1  |  pTargetCAWI  |  tg51101  »

Curr. activity: employed

[MF] Which of the following activities are you currently doing? I am currently ...

[MF] Which of the following positions do you currently work in? I am currently ...

-99  Filtered
-97  Refused
-92  Question erroneously not asked
-91  Survey aborted
-54  Missing by design
  0  not specified
  1  specified
<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curr. activity: Volontariat</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td></td>
<td>[MF] Which of the following positions do you currently work in? I am currently ...</td>
</tr>
<tr>
<td>-99 Filtered</td>
<td></td>
</tr>
<tr>
<td>-97 Refused</td>
<td></td>
</tr>
<tr>
<td>-92 Question erroneously not asked</td>
<td></td>
</tr>
<tr>
<td>-91 Survey aborted</td>
<td></td>
</tr>
<tr>
<td>-54 Missing by design</td>
<td></td>
</tr>
<tr>
<td>0 not specified</td>
<td></td>
</tr>
<tr>
<td>1 specified</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curr. activity: internship</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td></td>
<td>[MF] Which of the following positions do you currently work in? I am currently ...</td>
</tr>
<tr>
<td>-99 Filtered</td>
<td></td>
</tr>
<tr>
<td>-97 Refused</td>
<td></td>
</tr>
<tr>
<td>-92 Question erroneously not asked</td>
<td></td>
</tr>
<tr>
<td>-91 Survey aborted</td>
<td></td>
</tr>
<tr>
<td>-54 Missing by design</td>
<td></td>
</tr>
<tr>
<td>0 not specified</td>
<td></td>
</tr>
<tr>
<td>1 specified</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curr. activity: vocational training</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td></td>
<td>Are you currently ...?</td>
</tr>
<tr>
<td>-99 Filtered</td>
<td></td>
</tr>
<tr>
<td>-97 Refused</td>
<td></td>
</tr>
<tr>
<td>-92 Question erroneously not asked</td>
<td></td>
</tr>
<tr>
<td>-91 Survey aborted</td>
<td></td>
</tr>
<tr>
<td>-54 Missing by design</td>
<td></td>
</tr>
<tr>
<td>0 not specified</td>
<td></td>
</tr>
<tr>
<td>1 specified</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix

#### tg51108_v1 | pTargetCAWI | tg51108

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>Cur. activity: retraining or further education</td>
</tr>
<tr>
<td>»</td>
<td>Voc. train./further educ.: retraining, further education</td>
</tr>
<tr>
<td>«</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td>»</td>
<td>Are you currently ...?</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-21</td>
<td>none of both</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
</tbody>
</table>

#### tg51109_v1 | pTargetCAWI | tg51109

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>Cur. activity: (voluntary) services, (military/alternative/community/social)</td>
</tr>
<tr>
<td>»</td>
<td>other activities: volunt. military service/social year/fed. volunt. service</td>
</tr>
<tr>
<td>«</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td>»</td>
<td>Are you also or exclusively doing any of the following activities? I am currently ...</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Curr. activity: on parental leave</strong></td>
<td><strong>other activities: parental leave</strong></td>
</tr>
<tr>
<td>[MF] Which of the following activities are you currently doing? I am currently ...</td>
<td></td>
</tr>
<tr>
<td>Are you also or exclusively doing any of the following activities? I am currently ...</td>
<td></td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curr. activity: housewife/househusband</strong></td>
<td><strong>other activities: housewife/househusband</strong></td>
</tr>
<tr>
<td>[MF] Which of the following activities are you currently doing? I am currently ...</td>
<td></td>
</tr>
<tr>
<td>Are you also or exclusively doing any of the following activities? I am currently ...</td>
<td></td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
</tbody>
</table>
### Curr. activity: unemployed

other activities: unemployed

| [MF] Which of the following activities are your currently doing? I am currently ...
| Are you also or exclusively doing any of the following activities? I am currently ...
| -99  | Filtered
| -97  | Refused
| -92  | Question erroneously not asked
| -91  | Survey aborted
| -54  | Missing by design
| 0    | not specified
| 1    | specified

### Curr. activity: on sick leave

other activities: on sick leave

| [MF] Which of the following activities are your currently doing? I am currently ...
| Are you also or exclusively doing any of the following activities? I am currently ...
| -99  | Filtered
| -97  | Refused
| -92  | Question erroneously not asked
| -91  | Survey aborted
| -54  | Missing by design
| 0    | not specified
| 1    | specified
### Appendix

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
</table>
| Curr. activity: other | [MF] Which of the following activities are your currently doing? I am currently ...
| other activities: other, namely: Are you also or exclusively doing any of the following activities? I am currently ... |
| Filtered | Refused |
| Question erroneously not asked | Survey aborted |
| Missing by design | not specified |
| specified | |

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
</table>
| Curr. activity: Referendariat | [MF] Which of the following activities are your currently doing? I am currently ...
| [MF] Which of the following positions do you currently work in? I am currently ... |
| Filtered | Refused |
| Question erroneously not asked | Survey aborted |
| Missing by design | not specified |
| specified | |

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
</table>
| Curr. activity: vicariate | [MF] Which of the following activities are your currently doing? I am currently ...
| [MF] Which of the following positions do you currently work in? I am currently ... |
| Filtered | Refused |
| Question erroneously not asked | Survey aborted |
| Missing by design | not specified |
| specified | |
### Curr. activity: trainee program

<table>
<thead>
<tr>
<th>Text</th>
<th>Curr. activity: trainee program</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td>»</td>
<td>[MF] Which of the following positions do you currently work in? I am currently ...</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
</tbody>
</table>

### Curr. activity: probationary year / practical year

<table>
<thead>
<tr>
<th>Text</th>
<th>Curr. activity: probationary year / practical year</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>[MF] Which of the following activities are your currently doing? I am currently ...</td>
</tr>
<tr>
<td>»</td>
<td>[MF] Which of the following positions do you currently work in? I am currently ...</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</td>
<td>specified</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>« tg51300_v1</td>
<td>pTargetCAWI</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>« Change of subject since starting university</td>
<td>Have you changed your field of study since starting your studies in winter semester 2010/2011?</td>
</tr>
<tr>
<td>« Change of subject since last survey</td>
<td>Have you changed your field of study since `&lt;h_zebepre(Label)&gt;'?</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
</tr>
</tbody>
</table>

| « tg51400_v1 | pTargetCAWI | tg51400 » | « Change in leaving qualification since starting university | « Change Leaving qualification since last survey |
| Label | Text |
| « Change in leaving qualification since starting university | Have you switched your chosen leaving qualification since the starting your studies in winter semester 2010/2011 (for example, from a bachelor’s degree to a state examination)? |
| « Change Leaving qualification since last survey | Have you changed the leaving qualification since `<h_zebepre(Label)> (for example, from a Bachelor degree to a state examination)? |
| -99 | Filtered |
| -98 | Don’t know |
| -97 | Refused |
| -92 | Question erroneously not asked |
| -91 | Survey aborted |
| -54 | Missing by design |
| -52 | Implausible value removed |
| 1 | yes |
| 2 | no |
### Appendix

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>« tg51500_v1</td>
<td>pTargetCAWI</td>
</tr>
<tr>
<td>« Change of higher education institution since last survey »</td>
<td><strong>Have you changed universities since starting your studies in winter semester 2010/2011?</strong></td>
</tr>
<tr>
<td>»</td>
<td><strong>Have you changed higher education institution since &lt;h_zobePRE(Label)&gt;?</strong></td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>1</td>
<td>yes</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
</tr>
</tbody>
</table>

### spEmp

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>« ts23228_v1</td>
<td>spEmp</td>
</tr>
<tr>
<td>»</td>
<td><strong>Type of required training</strong></td>
</tr>
<tr>
<td>« What kind of training is usually required to do this job? »</td>
<td></td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>no qualification</td>
</tr>
<tr>
<td>2</td>
<td>a training on the job</td>
</tr>
<tr>
<td>3 « a completed vocational training »</td>
<td>completed vocational training</td>
</tr>
<tr>
<td>4 « a completed training at a Fachschule »</td>
<td>leaving certificate from a Fachschule</td>
</tr>
<tr>
<td>5 « a completed higher education qualification (university of applied sciences or university) »</td>
<td>a master craftsman’s/craftswoman’s certificate or technician certificate</td>
</tr>
<tr>
<td>6 « a completed higher education qualification (university of applied sciences or university) »</td>
<td>a doctorate or habilitation</td>
</tr>
<tr>
<td>7 « a Master’s degree or state examination, a diploma or a Magister (degrees from a university of applied sciences or university) »</td>
<td>a Bachelor’s degree (university of applied sciences or university)</td>
</tr>
<tr>
<td>8 »</td>
<td></td>
</tr>
<tr>
<td>9 »</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix

**ts23901_v1 | spEmp | ts23901**

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUX</td>
<td>Auxiliary variable: current employment</td>
</tr>
<tr>
<td>Implausible value</td>
<td>[AUX] Auxiliary variable Current employment</td>
</tr>
<tr>
<td>Missing by design</td>
<td>-95</td>
</tr>
<tr>
<td>currently employed</td>
<td>-54</td>
</tr>
<tr>
<td>Completed employment</td>
<td>1</td>
</tr>
<tr>
<td>not employed within the last year / end not assignable</td>
<td>2</td>
</tr>
</tbody>
</table>

**ts23911_v1 | spEmp | ts23911**

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUX</td>
<td>Auxiliary variable: type of employee</td>
</tr>
<tr>
<td>Value from the last sub-episode</td>
<td>-29</td>
</tr>
<tr>
<td>not assignable</td>
<td>-20</td>
</tr>
<tr>
<td>Worker/ employee</td>
<td>1</td>
</tr>
<tr>
<td>Civil servants/soldiers</td>
<td>2</td>
</tr>
<tr>
<td>temporary/seasonal worker</td>
<td>3</td>
</tr>
<tr>
<td>2nd job market/training opportunities</td>
<td>4</td>
</tr>
<tr>
<td>self-employed/assistant/ freelancer</td>
<td>5</td>
</tr>
<tr>
<td>2nd job market</td>
<td>6</td>
</tr>
<tr>
<td>Freelancer</td>
<td>7</td>
</tr>
<tr>
<td>Self-employed</td>
<td>8</td>
</tr>
<tr>
<td>Positions in an assisting capacity</td>
<td>9</td>
</tr>
<tr>
<td>Vocational training jobs</td>
<td>13</td>
</tr>
<tr>
<td>semi-skilled or unskilled work/student assistant</td>
<td>14</td>
</tr>
<tr>
<td>private student tuition/homework supervision</td>
<td>193</td>
</tr>
</tbody>
</table>
### Appendix

#### spInternship

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average working hours Internship</td>
<td>How many hours per week are your average working hours in this internship?</td>
<td>-98 Don’t know, -97 Refused, -54 Missing by design, -21 no fixed working hours, -20 more than 50 hours per week, more than 90 hours per week</td>
</tr>
</tbody>
</table>

#### spPartner

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Partner</td>
<td>Is your partner currently full-time employed, part-time employed or unemployed?</td>
<td>-98 Don’t know, -97 Refused, -54 Missing by design, 1 primarily working full-time employed, 2 part-time employed, 3 part-time employed in a side job, 4 unemployed</td>
</tr>
</tbody>
</table>
### Appendix

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>Termination of partnership (separation/death, moving out without separation)</td>
</tr>
<tr>
<td>»</td>
<td>End of the partnership due to separation from or death of the partner</td>
</tr>
<tr>
<td>«</td>
<td>Have you divorced, separated or is your partner deceased?</td>
</tr>
<tr>
<td>»</td>
<td>Did you get divorced, did you split up, or did your partner die?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>divorced/civil partnership annulled</td>
</tr>
<tr>
<td>2</td>
<td>separated</td>
</tr>
<tr>
<td>3</td>
<td>Partner deceased</td>
</tr>
<tr>
<td>4</td>
<td>marital status unchanged</td>
</tr>
<tr>
<td>5</td>
<td>moved back together, currently living together</td>
</tr>
<tr>
<td>6</td>
<td>living apart, but still in partnership</td>
</tr>
<tr>
<td>9</td>
<td>Do not live together any more, with partnership still persisting</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>External examination qualification</td>
</tr>
<tr>
<td></td>
<td>What leaving qualification did you obtain?</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-55</td>
<td>Not determinable</td>
</tr>
<tr>
<td>-20</td>
<td>no qualification</td>
</tr>
<tr>
<td>1</td>
<td>Completion of an apprenticeship (administrative, company-based, industrial, agricultural), journeyman’s/journeywoman’s certificate (craft certificate), dual vocational training</td>
</tr>
<tr>
<td>2</td>
<td>Leaving qualification from a school of public health</td>
</tr>
<tr>
<td>3</td>
<td>Leaving certificate of Berufsfachschule or commercial school</td>
</tr>
<tr>
<td>4</td>
<td>Other type of leaving certificate of a Fachschule</td>
</tr>
<tr>
<td></td>
<td>Leaving qualification from another Fachschule</td>
</tr>
<tr>
<td>5</td>
<td>Master craftsman’s/craftswoman’s diploma</td>
</tr>
<tr>
<td>6</td>
<td>Technician certificate</td>
</tr>
<tr>
<td>7</td>
<td>Diploma</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor</td>
</tr>
<tr>
<td>9</td>
<td>Master</td>
</tr>
<tr>
<td>10</td>
<td>Diploma from a university of applied sciences (Dipl(FH))</td>
</tr>
<tr>
<td></td>
<td>Diploma from university of applied sciences (Dipl(FH))</td>
</tr>
<tr>
<td>11</td>
<td>Diploma from a university</td>
</tr>
<tr>
<td>12</td>
<td>Bachelor (in teaching)</td>
</tr>
<tr>
<td>13</td>
<td>Bachelor (not in teaching)</td>
</tr>
<tr>
<td>14</td>
<td>Master (in teaching)</td>
</tr>
<tr>
<td>15</td>
<td>Master (not in teaching)</td>
</tr>
<tr>
<td>16</td>
<td>Magister</td>
</tr>
<tr>
<td>17</td>
<td>First state examination (in teaching)</td>
</tr>
<tr>
<td>18</td>
<td>First state examination (not in teaching)</td>
</tr>
<tr>
<td>19</td>
<td>Second/third state examination</td>
</tr>
<tr>
<td></td>
<td>Second/third state examination (not in teaching)</td>
</tr>
<tr>
<td>20</td>
<td>Doctorate</td>
</tr>
<tr>
<td>21</td>
<td>Habilitation</td>
</tr>
<tr>
<td>22</td>
<td>Medical specialist</td>
</tr>
<tr>
<td>23</td>
<td>Civil service examination for the subclerical class</td>
</tr>
<tr>
<td>24</td>
<td>Civil service examination for the clerical class</td>
</tr>
<tr>
<td>25</td>
<td>Civil service examination for the executive class</td>
</tr>
<tr>
<td>26</td>
<td>Civil service examination for the administrative class</td>
</tr>
<tr>
<td>27</td>
<td>IHK (Chamber of Industry and Commerce) examination</td>
</tr>
<tr>
<td>28</td>
<td>other qualification</td>
</tr>
<tr>
<td>29</td>
<td>Other degree from a higher education institution (e.g., ecclesiastical examination, artistic examination)</td>
</tr>
<tr>
<td>30</td>
<td>Second state examination (in teaching)</td>
</tr>
</tbody>
</table>
### Appendix

<table>
<thead>
<tr>
<th><strong>Label</strong></th>
<th><strong>Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of time decision for Master</strong></td>
<td><strong>When did you make the decision for your Master’s degree program?</strong></td>
</tr>
<tr>
<td>1</td>
<td>Missing by design</td>
</tr>
<tr>
<td>2</td>
<td>before starting the previous higher education program</td>
</tr>
<tr>
<td>3</td>
<td>during the previous higher education program</td>
</tr>
<tr>
<td>4</td>
<td>after completion of the previous course of study</td>
</tr>
</tbody>
</table>
What is your (male) partner’s highest vocational qualification?

-98 Don’t know
-97 Refused
-93 Does not apply
-55 Not determinable
-54 Missing by design
-29 Value from the last sub‐episode
-20 No vocational qualification

1 Completed apprenticeship (commercial, corporate, trade-orientated, agricultural journey person’s or assistant’s certificate, dual vocational education and training, GDR: skilled worker’s certificate
2 Master, technician’s certificate
3 Civil service vocational training (civil service examination)
4 Leaving certificate from a school for health care professionals
5 Leaving certificate of Berufsfachschule, leaving certificate of a commercial school
6 Leaving qualification of the Fachschule (also leaving qualification of Fachakademie [type of school in Bavaria offering advanced vocational education and the possibility to obtain the entrance qualification for universities of applied sciences])
7 Leaving certificate from a Fachschule in the former GDR
8 Bachelor (e.g. B.A., B.Sc.)
9 Diplom, Master (M.A.)
10 Magister, state examination
11 Doctorate, habilitation [post-doctoral lecturing qualification]
12 Berufsakademie, dual university without further details
13 Berufsakademie without further specific information
14 College of public administration without further specification
15 University of applied sciences
16 University without further details
17 Higher education degree (degree course) without further specification
18 Semi-skilled vocational training with a company
19 GDR: Qualification as a semi-skilled worker
20 Other vocational qualification
### Institution awarding higher education qualification to partner

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>« Institution awarding higher education degree partner »</td>
<td>And at which educational institution did your partner acquire this leaving certificate? Was that a Berufsakademie or dual university, a college of public administration, Fachhochschule or a university?</td>
</tr>
<tr>
<td>« Don’t know »</td>
<td>And at which educational institution did your partner obtained this qualification? Was that a Berufsakademie or a cooperative state university, a college of public administration, a university of applied sciences or a university?</td>
</tr>
<tr>
<td>« Refused »</td>
<td></td>
</tr>
<tr>
<td>« Missing by design »</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Berufsakademie, dual university</td>
</tr>
<tr>
<td>2</td>
<td>College of public administration</td>
</tr>
<tr>
<td>3</td>
<td>University of applied sciences</td>
</tr>
<tr>
<td>4</td>
<td>University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art)</td>
</tr>
<tr>
<td>5</td>
<td>Other institution</td>
</tr>
</tbody>
</table>

### Doctorate partner

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>« Doctorate partner »</td>
<td>Was your (male) partner awarded a doctorate or is he currently working towards his doctorate?</td>
</tr>
<tr>
<td>« Don’t know »</td>
<td>Has your partner completed his doctorate degree or is he currently doing a doctorate?</td>
</tr>
<tr>
<td>« Refused »</td>
<td></td>
</tr>
<tr>
<td>« Missing by design »</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Yes, doctorate completed</td>
</tr>
<tr>
<td>2</td>
<td>Yes, currently doing doctorate / did doctorate back then</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
### Appendix

<table>
<thead>
<tr>
<th>ts31223_v1</th>
<th>spPartner</th>
<th>ts31223</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Label</strong></td>
<td>Employment Partner</td>
<td><strong>Employment partner</strong></td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>Is your partner currently employed full or part-time, working 'on the side' or not employed?</td>
<td>Is your partner currently employed full or part-time, has a side-job or is unemployed?</td>
</tr>
<tr>
<td>0</td>
<td>Don't know</td>
<td>98</td>
</tr>
<tr>
<td>97</td>
<td>Refused</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Missing by design</td>
<td>97</td>
</tr>
<tr>
<td>1</td>
<td>Full-time employed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Part-time employed</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>Side-job</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Unemployed</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ts31224_v1</th>
<th>spPartner</th>
<th>ts31224</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Label</strong></td>
<td>Working hours, partner</td>
<td><strong>Working time partner</strong></td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>How many hours does your (male) partner work on average per week – including any side jobs?</td>
<td>How many hours does your partner on average work per week – including possible side-jobs?</td>
</tr>
<tr>
<td>0</td>
<td>Don't know</td>
<td>98</td>
</tr>
<tr>
<td>97</td>
<td>Refused</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Missing by design</td>
<td>97</td>
</tr>
<tr>
<td>21</td>
<td>no fix working hours</td>
<td>54</td>
</tr>
<tr>
<td>-20</td>
<td>More than 90 hours per week</td>
<td>21</td>
</tr>
<tr>
<td>-20</td>
<td>More than 90 hours per week</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Non-employment, partner</td>
<td>What does your partner currently do predominantly?</td>
<td></td>
</tr>
<tr>
<td>Unemployment Partner</td>
<td>What does your partner currently mainly do?</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>-98</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>-97</td>
<td></td>
</tr>
<tr>
<td>Missing by design</td>
<td>-54</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Short-time working</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>One-euro-job, job creation scheme, or similar program offered by the Federal Employment Agency/Job Center or ARGE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Partial retirement irrespective of what phase</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General school education</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Vocational training</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Vocational training for Master, technician’s certificate</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Higher education</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Vocational retraining, advanced or further education</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>On maternity leave/parental leave</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Housewife/househusband</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sick / temporarily unable to work</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Retiree, pensioner, (preliminary) retirement</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>(Voluntary) military/community service, Federal Volunteers Service, alternative service or voluntary social/ecological year or European Voluntary Service</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
<td>Value</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>«</td>
<td>Professional position, partner</td>
<td>»</td>
</tr>
<tr>
<td>»</td>
<td>Professional position partner</td>
<td></td>
</tr>
<tr>
<td>«</td>
<td>What is your (male) partner’s current professional position?</td>
<td>»</td>
</tr>
<tr>
<td>»</td>
<td>What is your partner’s current occupational status?</td>
<td></td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
<td></td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
<td></td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Worker</td>
<td></td>
</tr>
<tr>
<td>»</td>
<td>Employee</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Employee, also employee of the public service</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Civil servant, including judges</td>
<td></td>
</tr>
<tr>
<td>»</td>
<td>Civil servant, also judge</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Regular / professional soldier</td>
<td></td>
</tr>
<tr>
<td>»</td>
<td>Regular or professional soldier</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Self-employed person</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Assisting family member</td>
<td></td>
</tr>
<tr>
<td>»</td>
<td>assisting family member</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Freelancer</td>
<td></td>
</tr>
<tr>
<td>»</td>
<td>freelancer</td>
<td></td>
</tr>
</tbody>
</table>
And what is your (male) partner’s exact professional position there?

Don’t know

Refused

Missing by design

Unskilled worker

Semi-skilled worker/partially skilled worker

Skilled worker, journeyperson [trained craftsperson]

Assistant foreman, group leader, Brigadier [former GDR: Leader of a work unit]

Master, construction foreman

Low-skill occupation, e.g. salesperson

Qualified occupation, e.g. office clerk, technical draftsman

Highly qualified occupation or leading position, e.g. engineer, research assistant, department manager

Occupation involving extensive management duties e.g., director, CEO, member of the executive board

Production or plant foreman

In sub-clerical class (up to and including ‘Oberamtsmeister’)

In the clerical class, from assistant to principal secretary or office inspector, inclusively

Executive class (from inspector to Amtsrat inclusive and/or Oberamtsrat as well as elementary, secondary or intermediate school teacher inclusive)

In the administrative class, including judge, e.g. teacher starting from level of Studienrat [junior position held by school teachers upon career entry], senior government official

Military team rank

Non-commissioned officer, e.g. staff sergeant, sergeant, master sergeant

Simple officer to captain (included)

Staff officers from major to general/admiral

Self-employed as an academic, self-employed professional, e.g. physician, lawyer, architect

Self-employed person in agriculture

Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship
### Management position partner

<table>
<thead>
<tr>
<th>Label</th>
<th>Management position partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>« Does your partner have a leading position in his activity? »</td>
</tr>
<tr>
<td></td>
<td>» Does your partner hold a management position?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

### Marriage / registered civil partnership

<table>
<thead>
<tr>
<th>Label</th>
<th>Marriage / registered civil partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>« Did you marry your partner (&lt;28109&gt;)? »</td>
</tr>
<tr>
<td></td>
<td>» Have you married your partner or have you registered the civil partnership?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>« Date of marriage (month) »</td>
<td>When did you marry your partner &lt;28109&gt;?</td>
</tr>
<tr>
<td>« Marriage date (month) »</td>
<td>When did you marry or register your civil partnership?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6</td>
<td>June</td>
</tr>
<tr>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12</td>
<td>December</td>
</tr>
<tr>
<td>21</td>
<td>Beginning of the year/winter</td>
</tr>
<tr>
<td>24</td>
<td>Spring/Easter</td>
</tr>
<tr>
<td>27</td>
<td>Mid-Year/Summer</td>
</tr>
<tr>
<td>30</td>
<td>Fall</td>
</tr>
<tr>
<td>32</td>
<td>End of year</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Date of marriage</td>
<td>When did you marry your partner?</td>
</tr>
<tr>
<td>(year)</td>
<td>When did you marry or register your civil partnership?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Filtered</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td></td>
</tr>
<tr>
<td>Not in list</td>
<td></td>
</tr>
<tr>
<td>Implausible value</td>
<td></td>
</tr>
<tr>
<td>Not reached</td>
<td></td>
</tr>
<tr>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>Question erroneously</td>
<td></td>
</tr>
<tr>
<td>Survey aborted</td>
<td></td>
</tr>
<tr>
<td>Unspecific missing</td>
<td></td>
</tr>
<tr>
<td>Not participated</td>
<td></td>
</tr>
<tr>
<td>Not determinable</td>
<td></td>
</tr>
<tr>
<td>Missing by design</td>
<td></td>
</tr>
<tr>
<td>Anonymized</td>
<td></td>
</tr>
<tr>
<td>Implausible value</td>
<td></td>
</tr>
<tr>
<td>No estimate in check</td>
<td></td>
</tr>
<tr>
<td>module</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the partnership</td>
<td>Did you get divorced, did you separate or is your (male) partner</td>
</tr>
<tr>
<td>due to separation</td>
<td>deceased?</td>
</tr>
<tr>
<td>or death of a partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Divorced / civil</td>
<td>Divorced / civil partnership annulled</td>
</tr>
<tr>
<td>partnership annulled</td>
<td></td>
</tr>
<tr>
<td>Separated</td>
<td></td>
</tr>
<tr>
<td>Partner deceased</td>
<td></td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
</tr>
<tr>
<td>unchanged</td>
<td></td>
</tr>
<tr>
<td>Moved back in with</td>
<td>Moved back in with partner, currently living together</td>
</tr>
<tr>
<td>partner, currently</td>
<td></td>
</tr>
<tr>
<td>living together</td>
<td></td>
</tr>
<tr>
<td>No longer living</td>
<td>No longer living together but partnership still exists</td>
</tr>
<tr>
<td>together but</td>
<td></td>
</tr>
<tr>
<td>partnership still</td>
<td></td>
</tr>
<tr>
<td>exists</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Date of partner’s death (month)</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Text</td>
<td>When did your partner pass away?</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6</td>
<td>June</td>
</tr>
<tr>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12</td>
<td>December</td>
</tr>
<tr>
<td>21</td>
<td>Beginning of the year/winter</td>
</tr>
<tr>
<td>24</td>
<td>Spring/Easter</td>
</tr>
<tr>
<td>27</td>
<td>Mid-Year/Summer</td>
</tr>
<tr>
<td>30</td>
<td>Fall</td>
</tr>
<tr>
<td>32</td>
<td>End of year</td>
</tr>
</tbody>
</table>
When did your partner pass away?  
-99 Filtered  
-98 Don’t know  
-97 Refused  
-96 Not in list  
-95 Implausible value  
-94 Not reached  
-93 Does not apply  
-92 Question erroneously not asked  
-91 Survey aborted  
-90 Unspecific missing  
-56 Not participated  
-55 Not determinable  
-54 Missing by design  
-53 Anonymized  
-52 Implausible value removed  
-51 No estimate in check module
<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6</td>
<td>June</td>
</tr>
<tr>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12</td>
<td>December</td>
</tr>
<tr>
<td>21</td>
<td>Beginning of the year/winter</td>
</tr>
<tr>
<td>24</td>
<td>Spring/Easter</td>
</tr>
<tr>
<td>27</td>
<td>Mid-Year/Summer</td>
</tr>
<tr>
<td>30</td>
<td>Fall</td>
</tr>
<tr>
<td>32</td>
<td>End of year</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>« ts3152y_v1</td>
<td>spPartner</td>
</tr>
<tr>
<td>«</td>
<td>When did you or your partner move out of the shared home?</td>
</tr>
<tr>
<td>»</td>
<td>When did you or your partner moved out of the common household?</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-96</td>
<td>Not in list</td>
</tr>
<tr>
<td>-95</td>
<td>Implausible value</td>
</tr>
<tr>
<td>-94</td>
<td>Not reached</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-90</td>
<td>Unspecific missing</td>
</tr>
<tr>
<td>-56</td>
<td>Not participated</td>
</tr>
<tr>
<td>-55</td>
<td>Not determinable</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-53</td>
<td>Anonymized</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>-51</td>
<td>No estimate in check module</td>
</tr>
</tbody>
</table>
### What leaving qualification did you obtain?

- **No qualification**

- **Completed apprenticeship (commercial, corporate, trade-oriented, agricultural) journey person’s or assistant’s certificate (skilled worker’s certificate), dual vocational education and training**

- **Leaving certificate from a school for health care professionals**

- **Leaving certificate of Berufsfachschule, leaving certificate of a commercial school**

- **Other type of leaving certificate of the Fachschule**

- **Other type of leaving certificate from a Fachschule**

- **Master’s / foreman’s certificate**

- **Technician’s certificate**

- **Diplom from a university of applied sciences (Dipl(FH))**

- **Diplom from a university**

- **Bachelor’s degree teaching profession**

- **Bachelor (not for teaching post)**

- **Master teaching post**

- **Master (not for teaching post)**

- **Magister**

- **Second or third state examination**

- **Second/Third State Examination (without teaching post)**

- **Doctorate**

- **Habilitation**

- **Medical specialist**

- **Civil service examination for the subclerical class**

- **Civil service examination for the clerical class**

- **Civil service examination for the executive class**

- **Civil service examination for the administrative class**

- **IHK (Chamber of Industry and Commerce) examination**

- **Other leaving qualification**

- **Other degree from a higher education institute (e.g., ecclesiastical examination, artistic examination)**

- **Second State Examination teaching post**
Appendix

**spVocTrain**

<table>
<thead>
<tr>
<th>Label</th>
<th>Change of type of leaving qualification as against pre-episode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Will your next degree course result in the same leaving qualification as the degree course we talked about before, or is it another leaving qualification, e.g. Bachelor instead of state examination or elementary school teaching qualification instead of Gymnasium teaching qualification?</td>
</tr>
<tr>
<td></td>
<td>Will your next degree course result in the same leaving qualification as the degree course we talked about before, or is it another leaving qualification, e.g. Master instead of Bachelor or elementary school teaching qualification instead of Gymnasium teaching qualification?</td>
</tr>
</tbody>
</table>

-99 Filtered
-98 Don’t know
-97 Refused
-92 Question erroneously not asked
-54 Missing by design
-29 Value from the last sub-episode

1 Same leaving qualification
2 Other qualification

**tg24205_v1 | spVocTrain | tg24205**

<table>
<thead>
<tr>
<th>Label</th>
<th>Point of time decision for master</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>When did you make the decision for your master degree program?</td>
</tr>
</tbody>
</table>

-54 Missing by design
1 before starting the previous higher education program
2 During the previous higher education program
3 after ending the previous higher education program

**ts15219_v1 | spVocTrain | ts15219**

<table>
<thead>
<tr>
<th>Label</th>
<th>Vocational qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Which civil service examination did you take?</td>
</tr>
<tr>
<td></td>
<td>Which civil service examinations did you do?</td>
</tr>
</tbody>
</table>

-99 Filtered
-98 Don’t know
-92 Question erroneously not asked
-55 Not determinable
-54 Missing by design

(…)

212
<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Without any qualification</td>
</tr>
<tr>
<td>2</td>
<td>Completed apprenticeship (commercial, corporate, trade-oriented, agricultural) journey person’s or assistant’s certificate (skilled worker’s certificate), dual vocational education and training</td>
</tr>
<tr>
<td>3</td>
<td>Completion of an apprenticeship (commercial, corporate, trade-oriented, agricultural), journeyman’s or assistant’s certificate (skilled worker’s certificate), dual training</td>
</tr>
<tr>
<td>4</td>
<td>Leaving certificate from a school for health care professionals</td>
</tr>
<tr>
<td>5</td>
<td>Leaving certificate of Berufsfachschule, leaving certificate of a commercial school</td>
</tr>
<tr>
<td>6</td>
<td>Leaving certificate of a Berufsfachschule, leaving certificate of a Handelsschule</td>
</tr>
<tr>
<td>7</td>
<td>Other type of leaving certificate of the Fachschule</td>
</tr>
<tr>
<td>8</td>
<td>Other type of leaving certificate from a Fachschule</td>
</tr>
<tr>
<td>9</td>
<td>Master’s / foreman’s certificate</td>
</tr>
<tr>
<td>10</td>
<td>Technician’s certificate</td>
</tr>
<tr>
<td>11</td>
<td>Technician’s training certificate</td>
</tr>
<tr>
<td>12</td>
<td>Bachelor</td>
</tr>
<tr>
<td>13</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>14</td>
<td>Master</td>
</tr>
<tr>
<td>15</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>16</td>
<td>Diplom from a university of applied sciences (Dipl(FH))</td>
</tr>
<tr>
<td>17</td>
<td>Diplom from a Fachhochschule (Dipl(FH))</td>
</tr>
<tr>
<td>18</td>
<td>Diplom from a university</td>
</tr>
<tr>
<td>19</td>
<td>University Diplom</td>
</tr>
<tr>
<td>20</td>
<td>Bachelor’s degree teaching profession</td>
</tr>
<tr>
<td>21</td>
<td>Bachelor (not for teaching post)</td>
</tr>
<tr>
<td>22</td>
<td>Bachelor’s degree (without teaching profession)</td>
</tr>
<tr>
<td>23</td>
<td>Master teaching post</td>
</tr>
<tr>
<td>24</td>
<td>Master’s degree teaching profession</td>
</tr>
<tr>
<td>25</td>
<td>Master (not for teaching post)</td>
</tr>
<tr>
<td>26</td>
<td>Master’s degree (without teaching profession)</td>
</tr>
<tr>
<td>27</td>
<td>Magister</td>
</tr>
<tr>
<td>28</td>
<td>First state examination for teaching post</td>
</tr>
<tr>
<td>29</td>
<td>First state examination teaching profession</td>
</tr>
<tr>
<td>30</td>
<td>First state examination (not for teaching post)</td>
</tr>
<tr>
<td>31</td>
<td>First state examination (without teaching)</td>
</tr>
<tr>
<td>32</td>
<td>Second state examination</td>
</tr>
<tr>
<td>33</td>
<td>Second/Third state examination</td>
</tr>
<tr>
<td>34</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

(...)
### Appendix

<table>
<thead>
<tr>
<th>21</th>
<th>Habilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Medical specialist</td>
</tr>
<tr>
<td>23</td>
<td>Civil service examination for the subclerical class</td>
</tr>
<tr>
<td>24</td>
<td>Civil service examination for the clerical class</td>
</tr>
<tr>
<td>25</td>
<td>Civil service examination for the executive class</td>
</tr>
<tr>
<td>26</td>
<td>Civil service examination for the administrative class</td>
</tr>
<tr>
<td>27</td>
<td>IHK (Chamber of Industry and Commerce) examination</td>
</tr>
</tbody>
</table>
| 28 | « Other leaving qualification  
   » other qualification  |
| 29 | Other degree from a higher education institute (e.g., ecclesiastical examination, artistic examination)  |

« ts15221_v1 | spVocTrain | ts15221 »

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
</table>
| «     | Aspired vocational education qualification (reconstructed)  
   » aspired vocational training qualification  |
| «     | Which civil service examination [final exam for the different classes of German civil service careers] do you/did you want to do?  
   » Which civil service examinations do/did you want to do?  |
| -98   | Don’t know  |
| -97   | Refused  |
| -92   | Question erroneously not asked  |
| -55   | Not determinable  |
| -54   | Missing by design  |
| -20   | « no qualification  
   » No degree  |
| 1     | « Completed apprenticeship (commercial, corporate, trade-oriented, agricultural) journey person’s or assistant’s certificate (skilled worker’s certificate), dual vocational education and training  
   » Completion of an apprenticeship (commercial, corporate, trade-oriented, agricultural), journeyman’s or assistant’s certificate (skilled worker’s certificate), dual training  |
| 2     | Leaving certificate from a school for health care professionals  |
| 3     | « Leaving certificate of Berufs­schule, leaving certificate of a commercial school  
   » Leaving certificate of a Berufs­schule, leaving certificate of a Handelsschule  |
| 4     | « Other type of leaving certificate of the Fach­schule  
   » other type of leaving certificate from a Fach­schule  |
| 5     | « Master’s / foreman’s certificate  
   » Technician’s certificate  |
| 6     | « Technician’s training certificate  
   » Other leaving qualification  |

(...)

214
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Diplom</td>
</tr>
<tr>
<td>8</td>
<td>« Bachelor</td>
</tr>
<tr>
<td></td>
<td>» Bachelor’s degree</td>
</tr>
<tr>
<td>9</td>
<td>« Master</td>
</tr>
<tr>
<td></td>
<td>» Master’s degree</td>
</tr>
<tr>
<td>10</td>
<td>« Diplom from a university of applied sciences (Dipl(FH))</td>
</tr>
<tr>
<td></td>
<td>» Diplom from a Fachhochschule (Dipl(FH))</td>
</tr>
<tr>
<td>11</td>
<td>« Diplom from a university</td>
</tr>
<tr>
<td></td>
<td>» University Diplom</td>
</tr>
<tr>
<td>12</td>
<td>Bachelor’s degree teaching profession</td>
</tr>
<tr>
<td>13</td>
<td>« Bachelor (not for teaching post)</td>
</tr>
<tr>
<td></td>
<td>» Bachelor’s degree (without teaching profession)</td>
</tr>
<tr>
<td>14</td>
<td>« Master teaching post</td>
</tr>
<tr>
<td></td>
<td>» Master’s degree teaching profession</td>
</tr>
<tr>
<td>15</td>
<td>« Master (not for teaching post)</td>
</tr>
<tr>
<td></td>
<td>» Master’s degree (without teaching profession)</td>
</tr>
<tr>
<td>16</td>
<td>Magister</td>
</tr>
<tr>
<td>17</td>
<td>« First state examination for teaching post</td>
</tr>
<tr>
<td></td>
<td>» First state examination teaching profession</td>
</tr>
<tr>
<td>18</td>
<td>« First state examination (not for teaching post)</td>
</tr>
<tr>
<td></td>
<td>» First state examination (without teaching)</td>
</tr>
<tr>
<td>19</td>
<td>« Second state examination</td>
</tr>
<tr>
<td></td>
<td>» Second/Third state examination</td>
</tr>
<tr>
<td>20</td>
<td>Doctorate</td>
</tr>
<tr>
<td>21</td>
<td>Habilitation</td>
</tr>
<tr>
<td>22</td>
<td>Medical specialist</td>
</tr>
<tr>
<td>23</td>
<td>Civil service examination for the subclerical class</td>
</tr>
<tr>
<td>24</td>
<td>Civil service examination for the clerical class</td>
</tr>
<tr>
<td>25</td>
<td>Civil service examination for the executive class</td>
</tr>
<tr>
<td>26</td>
<td>Civil service examination for the administrative class</td>
</tr>
<tr>
<td>27</td>
<td>IHK (Chamber of Industry and Commerce) examination</td>
</tr>
<tr>
<td>28</td>
<td>« Other leaving qualification</td>
</tr>
<tr>
<td></td>
<td>» other qualification</td>
</tr>
<tr>
<td>29</td>
<td>Other degree from a higher education institute (e.g., ecclesiastical examination, artistic examination)</td>
</tr>
</tbody>
</table>
### And when did you begin the content-related work on your doctorate?

<table>
<thead>
<tr>
<th>Label</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>«</td>
<td>Start of the doctorate (month)</td>
</tr>
<tr>
<td>»</td>
<td>Starting time of the doctorate (month)</td>
</tr>
<tr>
<td>«</td>
<td>And when did you begin the content-related work on your doctorate?</td>
</tr>
<tr>
<td>»</td>
<td>And when have you started with the content work for your doctorate?</td>
</tr>
<tr>
<td>-99</td>
<td>Filtered</td>
</tr>
<tr>
<td>-98</td>
<td>Don’t know</td>
</tr>
<tr>
<td>-97</td>
<td>Refused</td>
</tr>
<tr>
<td>-96</td>
<td>Not in list</td>
</tr>
<tr>
<td>-95</td>
<td>Implausible value</td>
</tr>
<tr>
<td>-94</td>
<td>Not reached</td>
</tr>
<tr>
<td>-93</td>
<td>Does not apply</td>
</tr>
<tr>
<td>-92</td>
<td>Question erroneously not asked</td>
</tr>
<tr>
<td>-91</td>
<td>Survey aborted</td>
</tr>
<tr>
<td>-90</td>
<td>Unspecific missing</td>
</tr>
<tr>
<td>-56</td>
<td>Not participated</td>
</tr>
<tr>
<td>-55</td>
<td>Not determinable</td>
</tr>
<tr>
<td>-54</td>
<td>Missing by design</td>
</tr>
<tr>
<td>-53</td>
<td>Anonymized</td>
</tr>
<tr>
<td>-52</td>
<td>Implausible value removed</td>
</tr>
<tr>
<td>-51</td>
<td>No estimate in check module</td>
</tr>
<tr>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6</td>
<td>June</td>
</tr>
<tr>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12</td>
<td>December</td>
</tr>
<tr>
<td>21</td>
<td>Beginning of the year/winter</td>
</tr>
<tr>
<td>24</td>
<td>Spring/Easter</td>
</tr>
<tr>
<td>27</td>
<td>Mid-Year/Summer</td>
</tr>
<tr>
<td>30</td>
<td>Fall</td>
</tr>
<tr>
<td>32</td>
<td>End of year</td>
</tr>
<tr>
<td>Label</td>
<td>Text</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Start of the doctorate (year)</td>
<td>And when did you begin the content-related work on your doctorate?</td>
</tr>
<tr>
<td>Starting time of the doctorate (year)</td>
<td>And when have you started with the content work for your doctorate?</td>
</tr>
<tr>
<td>Filtered</td>
<td>-99</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-98</td>
</tr>
<tr>
<td>Refused</td>
<td>-97</td>
</tr>
<tr>
<td>Not in list</td>
<td>-96</td>
</tr>
<tr>
<td>Implausible value</td>
<td>-95</td>
</tr>
<tr>
<td>Not reached</td>
<td>-94</td>
</tr>
<tr>
<td>Does not apply</td>
<td>-93</td>
</tr>
<tr>
<td>Question erroneously not asked</td>
<td>-92</td>
</tr>
<tr>
<td>Survey aborted</td>
<td>-91</td>
</tr>
<tr>
<td>Unspecific missing</td>
<td>-90</td>
</tr>
<tr>
<td>Not participated</td>
<td>-56</td>
</tr>
<tr>
<td>Not determinable</td>
<td>-55</td>
</tr>
<tr>
<td>Missing by design</td>
<td>-54</td>
</tr>
<tr>
<td>Anonymized</td>
<td>-53</td>
</tr>
<tr>
<td>Implausible value removed</td>
<td>-52</td>
</tr>
<tr>
<td>No estimate in check module</td>
<td>-51</td>
</tr>
</tbody>
</table>

Appendix