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Research Report

SOEP-Core v33.1 - BIOAGE17: The youth questionnaire

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2018

SOEP-Core v33.1 – BIOAGE17: The Youth Questionnaire

Tabea Naujoks, Marco Giesselmann, and SOEP Group

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SOEP-Core v33.1 – BIOAGE17: The Youth Questionnaire

Tabea Naujoks, Marco Giesselmann, and SOEP Group

BIOAGE17: The Youth Questionnaire¹

by Tabea Naujoks and Marco Giesselmann²

A special group of first time respondents are young persons living in a panel household, who reach the surveying age of 17 years. From this specific group of panel entrants, we are able to obtain some more detailed information on youth and socialisation than from other new sample members. At the same time, certain life-course dimensions (as the partnership- or employment biography) have not yet developed in 17 year-olds. With regard to these specifics, the standard Biography Questionnaire (see Chapter \$\$\$) is not appropriate to this group. Thus, we use a specific questionnaire for this special group of first time respondents: the Youth Questionnaire. This instrument is used since the year 2000 and can be understood as an alternative version of the Biography Questionnaire, collecting more comprehensive information on relationships with parents, leisure-time activities, and past achievements in school, as well as on personality characteristics. In addition, there are numerous prospective questions about educational plans and plans for further training, as well as questions about expectations for future career and family.

A number of statements regarding specific circumstances—including the expectations for the future mentioned above—are directly related to the time at which the questionnaire was completed. However, they provide a multifaceted background for long-term analyses since these young people will continue to be interviewed in subsequent years like other SOEP respondents. The Youth Questionnaire also contains retrospective questions, for example, at what age the teenager started his or her first job or first music lessons, what recommendations he or she received regarding choice of secondary school level, and which grades he or she repeated.

Before the development of the Youth Questionnaire, the Biography Questionnaire was used to collect biographical data from the 17 year-olds. These data are stored in the longitudinal dataset BIOL.

1 Genesis and Target Population of the Youth Questionnaire

The Youth Questionnaire is aimed at youths who have reached the surveying age of 17 years³ and are therefore being interviewed for the first time.

A preliminary version of the Youth Questionnaire was tested in 2000 in samples A-E on individuals born in 1983. An expanded and revised questionnaire entered the field one year

¹ In earlier SOEP-data releases BIOAGE17 was called BIOYOUTH.

² Replaces earlier versions by Henning Lohmann and Sven Witzke, Jürgen Schupp and Michaela Frühling, Thorsten Schneider, Bettina Isengard and Mila Staneva.

³ More precisely, this refers to youths who live in an already existing panel household and are or will turn 17 years old in the year of the survey. They are therefore 16 or 17 years old at the time of the interview.

later, in 2001, for all samples (A-F). In samples A-E, young people born in 1984 were surveyed, and in sample F, those born in the years 1982 to 1984. With the expansion of the number of birth cohorts, entries for the birth year 1983 are also collected for sample F (data previously existed only for samples A-E), which also creates a clear increase in the number of entries. In the following years, also the youths from additional samples have been interviewed. **In 2014, Data from the SOEP-related FID-study from the years 2010 to 2014 has been integrated in the SOEP (Sample L). Therefore, the number of cases in BIOAGE 17 has increased with SOEP Version 31 retrospectively for the years 2010 to 2013, compared with previous versions. You might want to use the psample-variable as filter, if you want to exclude these cases and reproduce your old sample.** For an overview of the target population in each survey year, see Table 1. In total, we have gathered interview data from 6,641 analysable observations up to the present.

Table 1: Target Population for the Youth Questionnaire by year, sample and age

Suvey year	Sample									frequency
	A-E	F	G	H	I	J	K	L	M	
2000	17 yrs									232
2001	17 yrs	17-19 yrs								618
2002	17 yrs	17 yrs								352
2003	17 yrs	17 yrs	17 yrs							365
2004	17 yrs	17 yrs	17 yrs							373
2005	17 yrs	17 yrs	17 yrs							368
2006	17 yrs	17 yrs	17 yrs							307
2007	17 yrs	17 yrs	17 yrs	17 yrs						346
2008	17 yrs	17 yrs	17 yrs	17 yrs						261
2009	17 yrs	17 yrs	17 yrs	17 yrs						243
2010	17 yrs	17 yrs	17 yrs	17 yrs	17 yrs			17 yrs		404
2011	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs		17 yrs		531
2012	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs	17 yrs	17 yrs		537
2013	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs	17 yrs	17 yrs		567
2014	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs	17 yrs	17 yrs	17 yrs	577
2015	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs	17 yrs	17 yrs	17 yrs	560
2016	17 yrs	17 yrs	17 yrs	17 yrs		17 yrs	17 yrs	17 yrs	17 yrs	535

Status: up to wave BG (2016)

In 2006, a new questionnaire on cognitive potential was introduced. Like the Youth Questionnaire, this instrument is aimed at youths who have reached the surveying age of 17 years. In order to keep the Interview at an acceptable length, the standard Individual Questionnaire is now left out for respondents of the Youth Questionnaire. The 2006 data on cognitive potentials was provided for secondary analysis in 2009 (dataset COGDJ).

2 Contents and Structure of the Data Set BIOAGE17

From a technical perspective, four different types of questions are asked in the Youth Questionnaire:

A) Questions used to complete certain biographical files (BIOIMMIG, BIOPAREN). These questions are identical to questions in the standard Biography Interview. This applies to the topic blocks ‘Origin’ (questions 65⁴ to 78) and ‘Childhood and Parents’ House’ (questions 79-87). The corresponding variables are *not* included in BIOAGE17, but combined with biographical information from non-youth new entrants in the files BIOIMMIG and BIOPAREN.

B) Questions that are similar to items in the standard Biography Interview, but go further into detail. This applies to the topic blocks ‘Relationships’ (questions 17-20), ‘Free time and Sport’ (questions 21-31) and ‘Education and Career plans’ (questions 32-63). These variables are stored in BIOAGE17. Corresponding Variables obtained from other new sample members (with a standard Biography Interview) are included in the dataset BIOSOC. Depending on the complexity and scope of the analysis, the user might want to combine corresponding data from BIOAGE17 and BIOSOC in order to access all panel members.

C) Questions that specifically relate to young persons and therefore have no equivalent in the standard Biography Interview. This applies to the topic blocks ‘Residence’ (questions 1-3), ‘Jobs and Money’ (questions 7, 9-16), ‘Future’ (question 64) and ‘Attitudes and Opinions’ (questions 93-95, 97). These Variables are stored in BIOAGE17 and have no equivalent for other panel entrants in BIOSOC.

D) Since 2006, selected time-variant questions from the unanswered regular individual questionnaire (which is not handed out to first time panel respondents from existing panel households, see 1.3) are added to the Youth Questionnaire. This refers to the questions 4-6, 8, 96, 97 and the topic block ‘personality’ (questions 98 to 107). This data is *not* included in BIOAGE17⁵, but stored in an additional dataset \$PAGE17.

⁴ The question numbers in this section refer to the question number in the Youth Questionnaire 2016.

⁵ The first ten items in question 92 are still stored in BIOAGE17, for details see 13.3.

The design of the dataset BIOAGE17 is patterned according to the 2001 Youth Questionnaire. As in the biographical data survey, every youth answers the Youth Questionnaire only once. The data is therefore presented in column form, just as it would be in a cross-sectional dataset. The variable SYEAR makes it possible to quickly identify the year of the survey. The entries to the questions that were only asked in 2000 and not in 2001 are not included in BIOAGE17. The complete dataset from 2000 is provided free of charge upon request. However, all entries from 2000 that are also included in 2001 are contained in BIOAGE17⁶! With the integration of questions from the Individual Questionnaire in 2006, some changes have occurred in the Youth Questionnaire, especially in the numbering of the questions.

Table 2 (at the end of this chapter) lists all of the variables for the dataset BIOAGE17. The first column contains the name of each variable, the second a brief specification of its content, and the third the number of the question as it appears in the Youth Questionnaire distributed in 2000, wave Q. The fourth column lists the corresponding questions in the Youth Questionnaires 2001 to 2005. In the fifth column, the question number from 2006 to 2015 youth questionnaires is noted. The sixth column lists the question number for 2016. The last column lists the corresponding questions in the Youth Questionnaire for the migration samples in 2016.

3 Special Features of Some Questions and Variables

The question regarding the support received by youths from their parents (question 20) is based on the Supportive Parenting Scale of Simons et al. (1992)⁷, which was transformed for Germany by Schwarz and Walper (1997)⁸. The instrument used to compile career orientation (question 62) was taken from Kracke (1996)⁹.

Before 2006, problems arose with the question concerning school attendance (question 25 from 2001 to 2005) because of discrepancies between the information from the Youth Questionnaire and the information on the variable “type of general school attended” from the Individual Questionnaire. Since 2006, 17-year-olds no longer receive the Individual Questionnaire, so the question about school type has been integrated into the question on school attendance. For the previous years, the variable was generated using information from the Individual Questionnaire and questions 25 and 45¹⁰ from the Youth Questionnaire.

⁶ In the event that a question was asked in 2001 but not in 2000, the variable will have the value -3 for the persons who were surveyed in 2000.

⁷ Simons, R.L., F.O. Lorenz, R.D. Conger and C.-I. Wu (1992): Support from spouse as mediator and moderator of the disruptive influence of economic strain on parenting. in: *Child Development* 63: 1282-1301.

⁸ Schwarz, B. and S. Walper (1997): *Erziehung aus Sicht von Eltern und Kindern. Erste Erfahrungen mit den Instrumenten der 1. Erhebung. Berichte aus der Arbeitsgruppe “Familienentwicklung nach der Trennung” #19/97.* Ludwig-Maximilians-Universität München.

⁹ Kracke, B. (1996): *Fragebogen zur Berufsorientierung bei Realschülern.* University of Mannheim, unpublished manuscript.

¹⁰ For 2000 questions 24 and 45.

If the question on school attendance in the Youth Questionnaire is answered with ‘yes’ when at the same time information from the regular Individual Questionnaire indicates that the person does not attend the general school system, or vice versa, a recoding is undertaken. In this case the variable BYSCHBES is changed to the value -3 (-3: Entry deleted after intensive examination). Another problem arises if a person states in the Youth Questionnaire that she attends school but does not specify school type in the Individual Questionnaire. In this case the variable BYSCHBES is given the value -1 (-1: no answer).

In question 59, young people are asked whether they know what career they would like to start. If they give a positive answer (‘yes, with some certainty’, ‘yes, with a lot of certainty’), then they are asked to specify the occupation in plain text. This plain-text entry is coded according to the classification of occupations of the Federal Statistical Office, Germany, (Statistisches Bundesamt), version 1992, and according to the ISCO 1988. In addition, the values for Ganzeboom’s International Socio-Economic Index of Occupational Status (ISEI), for Treiman’s Standard International Occupational Prestige Scale (SIOPS) for Erikson’s and Goldthorpe’s Class Category (EGP)¹¹ as well as Wegener’s Magnitude Prestige Scale (MPS)¹² are also given.

Since 2005 some respondents have a value of -3 in variables BYMUSART, BYMUSMW and BYSPRTMW. This means that they gave more than one answer to the question although only one answer was possible. Because of this, it was not possible to assign a single valid answer.

By extending the questions about personality, we meanwhile ask the questions regarding attitudes about life and the future on a seven-point scale instead of the four-point scale we started with in the earlier version of this battery. From 2006, the variables BYESVERL to BYESENGA are stored with the values 1 (no acceptance) to 7 (total acceptance) and with the values 11 (total acceptance) to 14 (no acceptance) for respondents of previous years. Thus, the normative decision on how to integrate these two scales is up to the user.

¹¹ For ISCO 88, SIOPS, ISEI and EGP see Ganzeboom, H.B.G. and D.J. Treiman (1996): Internationally Comparable Measures of Occupational Status for the 1988 International Standard Classification of Occupations. in: *Social Science Research* 25, 201-239.

¹² Frietsch, R. and H. Wirth (2001): Die Übertragung der Magnitude-Prestigeskala von Wegener auf die Klassifizierung der Berufe. in: *ZUMA-Nachrichten*, 48, 139-163.

Table 2: Description of the data set BIOAGE17

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ^{1,2}	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
Entries for surveyed person						
HHNR	Original household identifier (invariant)					
HHNRAKT	Actual household identifier					
PERSNR	Personal identifier					
BEFRPER	Respondent identifier					
SYEAR	Survey year					
SEX	Sex					
PSAMPLE	Subsample					
BYGEBJAH	Year of birth					
BYMNR	identifier of mother (taken from BIOPAREN social, not necessarily biological relationship)					
BYVNR	identifier of father (taken from BIOPAREN social, not necessarily biological relationship)					
Residence						
BYWOELT	Residing in parents' household (HH)	01	01	01	01	01
BYWOZIM	Own room	02	02	02	02	02
BYWOWEI	Additional apartment outside of parents' HH	04	03	03	03	03
Jobs and Money						
BYVDEIG	Own income	09	04	04	07	07
BYVDART	Type of income	10	05	05	09	09
BYJBFRUE	Worked before (on holiday or while in school)	13	06	06	10	10

¹ If no corresponding question/variable exists, it is assigned a minus sign; numbers/names in parentheses mean that there is no identical question/variable but a corresponding one.

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ^{1,2}	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYJBALT	Age by first job (on holiday or while in school)	14	07	07	11	11
BYJBGRUN	Reason for working	-	08	08	12	12
BYTGELD	Allowance	15	09	09	13	13
BYTGELDW	Amount of allowance per week	16	10	10	14	14
BYTGELDM	Amount of allowance per month	16	10	10	14	14
BYSPAR	Saving money	17	11	11	15	15
BYSPARM	Amount saved every month	17	11	11	16	16
BYSPARUN	Sporadic saving	17	11	11	16	16
	Relationships					
BYANZEFR	Number of friends	-	-	-	17	17
	<i>Importance of various persons:</i>					
BYWIVA	Father	-	12	12	18	18
BYWIMU	Mother	-	12	12	18	18
BYWIBS	Brother, Sister	-	12	12	18	18
BYWIVW	Other related persons	-	12	12	18	18
BYWIFFR	Serious boy/girlfriend	-	12	12	18	18
BYWIBFR	Best friend	-	12	12	18	18
BYWILEHR	Teacher	-	12	12	18	18
BYWICLQ	Clique	-	12	12	18	18
BYWISON	Other person	-	12	12	18	18
	<i>Frequency of fights with:</i>					
BYSTRVA	Father	-	13	13	19	19
BYSTRMU	Mother	-	13	13	19	19
BYSTRBS	Brother, Sister	-	13	13	19	19
BYSTRFFR	Serious boy/girlfriend	-	13	13	19	19
BYSTRBFR	Best friend	-	13	13	19	19
BYBZ01MU	Talk with mother about personal experiences	-	14	14	20	20
BYBZ01VA	Talk with father about personal experiences	-	14	14	20	20
BYBZ02MU	Mother addresses problems	-	14	14	20	20

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYBZ02VA	Father addresses problems	-	14	14	20	20
BYBZ03MU	Mother asks opinion before a decision is made	-	14	14	20	20
BYBZ03VA	Father asks opinion before a decision is made	-	14	14	20	20
BYBZ04MU	Mother shows approval	-	14	14	20	20
BYBZ04VA	Father shows approval	-	14	14	20	20
BYBZ05MU	Solve problems together with mother	-	14	14	20	20
BYBZ05VA	Solve problems together with father	-	14	14	20	20
BYBZ06MU	Mother shows trust	-	14	14	20	20
BYBZ06VA	Father shows trust	-	14	14	20	20
BYBZ07MU	Mother asks opinion on family issues	-	14	14	20	20
BYBZ07VA	Father asks opinion on family issues	-	14	14	20	20
BYBZ08MU	Mother justifies decision	-	14	14	20	20
BYBZ08VA	Father justifies decision	-	14	14	20	20
BYBZ09MU	Mother shows love	-	14	14	20	20
BYBZ09VA	Father shows love	-	14	14	20	20
	Free time and Sport					
	<i>Frequency of free time activities:</i>					
BYFZFERN	TV, Video	-	15	15	21	21
BYFZPC	Computer games	-	15	15	21	21
BYFZMUSH	Listen to music	-	15	15	21	21
BYFZMUSS	Play music	-	15	15	21	21
BYFZSPRT	Do sports	-	15	15	21	21
BYFZTANZ	Dance, Theatre	-	15	15	21	21
BYFZTECH	Technical work, Programming	-	15	15	21	21
BYFZLESE	Read	-	15	15	21	21
BYFZEHRE	Volunteer activities	-	15	15	21	21
BYFZABH	Do nothing, hang around, day dream	-	15	15	21	21
BYFZMFFR	Spend time with boy/girlfriend	-	15	15	21	21
BYFZMBFR	Spend time with best friend	-	15	15	21	21

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYFZMCLQ	Spend time with clique	-	15	15	21	21
BYFZINT	Internet/chatting (2006-2013)	-	-	15	-	-
BYFZSINT	Surfing in the internet (since 2014)	-	-	15	21	21
BYFZSONW	Social online networks (since 2013)	-	-	15	21	21
BYFZJUGZ	visiting youth center	-	-	15	21	21
BYFZRELI	go to church/religious activities	-	-	15	21	21
BYZSFRA	Number of foreign friends	-	-	-	-	21a
BYMUSSP	Actively make music	-	16	16	22	22
BYMUSART	Style of music made	-	17	17	23	23
BYMUSMW	Play music with whom	-	17a	18	24	24
BYMUSALT	Age starting playing music	-	18	19	25	25
BYMUSUNT	Paid music lessons	-	19	20	26	26
BYSPTTR	Participate in sports	20	20	21	27	27
BYSPTAR	Favourite sport	21	21	22	28	28
BYSPTAL	Age started favourite sport	23b	22	23	29	29
BYSPTMW	Where and with whom favourite sport	23c	23	24	30	30
BYSPTWE	Participation in competitions	23d	24	25	31	31
Education and Career Plans						
BYSCHBES ³	School attendance	24 / PF: 09	25 / PF ⁴	26	32	32
BYKLASS	Current school year (since 2014)			26	33	33
BYSCHEND	Last year of school	25	26a	27	34	34
BYZAAUS	Country in which School certificate was granted	-	-	-	-	34a
BYSCHABS	Type of school certificate	26	26b	28	35	35
BYSCHZUK	Strive for further school certificate	27	27	29	36	36
BYSCHZAR	Type of further school certificate	28	28	30	37	37

³ As mentioned in 13.3, for the years 2000 to 2005 the variable BYSCHBES is generated in consideration of information stemming from the personal questionnaire.

⁴ The relevant question from the personal questionnaire differs from year to year: for 2001 question 11, for 2002 question 14, for 2003 question 33, for 2004 question 08, and for 2005 question 09.

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYFMD1 ⁵	1. foreign language	32	29	31	38	38
BYFMD2	2. foreign language	32	29	31	38	38
BYDAFA	School offered German as a foreign language	-	-	-	-	38a
BYDAFT	Participated in German as a foreign language	-	-	-	-	38b
BYSCHAUS	School attendance in foreign country	29	30	32	39	39
BYAUSAB	School abroad age begin (since 2014)	-	-	32	40	40
BYAUSAE	School abroad age end (since 2014)	-	-	32	40	40
BYSCHPRI	Attendance in a private school	-	31	33	41	41
	<i>Activities in school:</i>					
BYENKSPR	Class representative	34	32	34	42	42
BYENSSPR	School representative	34	32	34	42	42
BYENSSAN	School paramedic	-	-	-	42	42
BYENSZTG	School newspaper	34	32	34	42	42
BYENTHEA	Theatre, Dance group	34	32	34	42	42
BYENCHOR	Choir, Music	34	32	34	42	42
BYENSPRT	Sport group	34	32	34	42	2
BYENSONS	Other groups	34	32	34	42	42
BYENNEIN	No activities	34	32	34	42	42
BYZFINSG	Satisfaction with effort at school (overall)	31	33	35	43	43
BYZFDEUT	Satisfaction with effort in German	31	33	35	43	43
BYZFMATH	Satisfaction with effort in math	31	33	35	43	43
BYZFFMD1	Satisfaction with effort in 1. foreign language	31	33	35	43	43
BYZFMTS	Satisfaction with effort in native language	-	-	-	-	43 ⁶
BYEMPFEH	Recommendation after elementary school	-	34	36	44	44 ⁷

⁵ Additional category since 2006: value 7 “Spanish”.

⁶ Only for those who are / were at a school abroad.

⁷ Only for those who attended elementary school in Germany.

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYNTDEUT	Last grade ⁸ in German	33	35	37	45	45
BYNTMATH	Last grade in math	33	35	37	45	45
BYNTFMD1	Last grade in 1. foreign language	33	35	37	45	45
BYPTDEUT	Total points ⁹ in German	33	35	37	45	45
BYPTMATH	Total points in math	33	35	37	45	45
BYPTFMD1	Total points in 1. foreign language	33	35	37	45	45
BYGSDEUT	Level of German at comprehensive school ¹⁰	33	35	37	45	45
BYGSMATH	Level of math at comprehensive school	33	35	37		
BYLKDEUT	Complementary / main subject ¹¹ in German	33	35	37	45	45
BYLKMATH	Complementary / main subject in math	33	35	37	45	45
BYLKFMD1	Complementary / main subject in 1. foreign language	33	35	37	45	45
BYKLWDJA	Class repeated	35	36	38	46	46
BYKLWD1	Class level 1. repeated	36	37	39	47	47
BYKLWD2	Class level 2. repeated	36	37	39	47	47
BYNACHHI	Paid tutor lessons	37	38	40	48	48
BYELKUEM	Parents care about efforts at school	39	39	41	49	49
BYELHAUS	Parents help with homework	40	40	42	50	50

⁸ Students normally receive grades ranging from 1 to 6, whereby 1 is the best and 6 the worst. This system of assigning grades is used up to the 11th or 12th grade (level II of upper secondary or comprehensive school) depending on the federal state. After that, a new grading system is used. To make the data set more user-friendly, the information given for school grades and the information on points transformed into grades is stored in this variable. Note: No corrections have been made when a person has reported both grades and point scores and when the two types of information do not correctly correspond.

⁹ From the 11th or 12th grade on, pupils are awarded points in upper secondary or comprehensive school ranging from 0 to 15, whereby 15 points are the best, 0 points the worst. The link between points and grades is as follows: 0 points: 6; grade of 1 to 3 points: grade of 5; 4 to 6 points: grade of 4; 7 to 9 points: grade of 3; 10 to 12 points: grade of 2; 13 to 15 points: grade of 1.

¹⁰ The subjects German, math and the first foreign language are split up into different levels during the secondary school level I in comprehensive schools. Level A is the highest. The number of levels differs between the federal states.

¹¹ From the 11th or 12th grade on, pupils can choose their main subjects. At this stage, German, math and foreign languages can be downgraded from major to minor subjects.

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYELDIFF	Problems with parents because of effort at school	41	41	43	51	51
BYELABEN	Parents attend parents' evening	42	42	44	52	52
BYELSPRE	Parents go to parents' day	42	42	44	52	52
BYELLEHR	Parents go to see a teacher	42	42	44	52	52
BYELVERT	Active as parent representative	42	42	44	52	52
BYELNIDA	Parents do not participate in any of these activities	42	42	44	52	52
BYKLAUSL	Number of foreign classmates	(43)	43	45	53	53
BYBAABGE	Vocational education, Internship, training	44	44	46	54	54
BYBABGJ	Vocational introductory year ("Berufsgrundschul- / Berufsvorbereitungsjahr")	45	45	47	55	55
BYBABEGL	Vocational integration training ("Berufl. Eingliederungslehrgaenge")	45	45	47	55	55
BYBALEH	Vocational education, apprenticeship ("Berufsausbildung, Lehre")	45	45	47	55	55
BYBABFS	Full-time vocational school/ School for public health ("Berufsfachschule / Schule des Gesundheitswesens")	45	45	47	55	55
BYBAPRAK	Internship ("Praktikum, Voluntary")	45	45	47	55	55
BYBABA	Dual curriculum ("Duales Studium") (since 2014)	-	-	47	55	55
BYBAUNI	University of Applied Science/University (since 2013)	-	-	47	55	55
BYZAJA	Vocational / university degree is aspired Type of aspired vocational / university degree:	46	46	48	56	56
BYZALEH	Apprenticeship ("Lehre")	47	47	49	57	57
BYZABFS	Full-time vocational school/ School for public health ("Berufsfachschule / Schule des Gesundheitswesens")	47	47	49	57	57
BYZAFSC	Technical school, school for master of a trade ("Fachschule, Meister-, Technikerschule")	47	47	49	57	57

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ^{1,2}	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYZABEA	Training for civil servants (officer) ("Beamtenausbildung")	47	47	49	57	57
BYZABAK	Approved vocational academy ("anerkannte Berufsakademie")	47	47	49	57	57
BYZAFH	Advanced technical college ("Fachhochschule")	47	47	49	57	57
BYZAUNI	University	47	47	49	57	57
BYZAAUS	Aspired vocational / university degree abroad	-	-	-	-	57a
BYSLBALT	Desired age for financial independence	48	48	50	58	58
BYSLBHEU	Already financially independent	48	48	50	59	59
BYBWUNJA	Occupation is aspired	49	49	51		
	Occupation categories, encoded:					
BYKLAS	Classification of career according to the Federal Statistical Office, Germany, (Statistisches Bundesamt), version 1992	50	50	52	60	60
BYISCO88	International Standard Classification of Occupation 1988 (ISCO88)	50	50	52	60	60
BYEGP	Erikson and Goldthorpe's Class Category (EGP)	50	50	52	60	60
BYISEI	International Socio-Economic Index of Occupational Status after Ganzeboom (ISEI)	50	50	52	60	60
BYSIOPS	Treiman's Standard International Occupational Prestige Scale (SIOPS)	50	50	52	60	60
BYMPS	Magnitude Prestige Scale after Wegener (MPS)	50	50	52	60	60
BYZBINF	Information level of planned career	-	51	53	61	61
BYZBELT	Influence of the parents on career choice	-	52	54	62	62
BYZBLAS	No specific career in mind	-	52	54	62	62
BYZBBES	Intensive thoughts about various careers	-	52	54	62	62
BYZBRAU	Still looking for a career	-	52	54	62	62
	Important aspects for the career choice:					
BYWBSICH	Secure job	51	53	55	63	63

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYWBEINK	High income	51	53	55	63	63
BYWBAUF	Promotion opportunities	51	53	55	63	63
BYWBANE	Established profession	51	53	55	63	63
BYWBFREI	Enough free time	51	53	55	63	63
BYWBINT	Interesting activities	51	53	55	63	63
BYWBSELB	Working independently	51	53	55	63	63
BYWBKONT	Contact with persons	51	53	55	63	63
BYWBGSL	Relevant to society	51	53	55	63	63
BYWBGSD	Healthy conditions at work	51	53	55	63	63
BYWBFAM	Flexibility for family	51	53	55	63	63
BYWBHELP	Help others	51	53	55	63	63
	Future					
	<i>Probability of future career related and private events:</i>					
BYWAAUSP	To be accepted for a desired apprenticeship / place at university	52	54	59	64	64
BYWAERFA	To complete training/ university successfully	52	54	59	64	64
BYWAARBP	Job in desired career	52	54	59	64	64
BYWABERF	Job-related success	52	54	59	64	64
BYWAARBL	Longer unemployment	52	54	59	64	64
BYWAZURU	From family related reasons held back in career	52	54	59	64	64
BYWASELB	Self-employed	52	54	59	64	64
BYWAAUSL	Work in foreign country	52	54	59	64	64
BYWAHEIR	To marry	52	54	59	64	64
BYWAPART	Live together with partner (not married)	52	54	59	64	64
BYWAKID1	Have one child	52	54	59	64	64
BYWAKIDM	Have two or more children	52	54	59	64	64

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
	Attitudes and Opinions					
BYGLPART	Happiness: live with/without partner	82	79	86 ¹²	93	93
BYGLKIND	Happiness: with/without children	-	80	87 ¹³	94	94
	<i>Success in FRG from</i>					
BYEFFLEI	Studiosness	86	81	88 ¹⁴	95	95
BYEFAUSN	Exploitation of others	86	81	88	95	95
BYEFINT	Intelligence	86	81	88	95	95
BYEFFAM	Family's origin	86	81	88	95	95
BYEFFACH	Technical know-how	86	81	88	95	95
BYEFGELD	Money	86	81	88	95	95
BYEFSABS	School education	86	81	88	95	95
BYEFHART	Being inconsiderate and hard	86	81	88	95	95
BYEFBEZ	Networking	86	81	88	95	95
BYEFPOLI	Political activities	86	81	88	95	95
BYEFMANN	Sex/ 'being a man'	86	81	88	95	95
BYEFINI	Being dynamic and taking initiative	86	81	88	95	95
BYESVERL	What happens in life, depends on me	-	(82)	90 ¹⁵	97	97
BYESERRE	Did not reach, what I deserve	-	(82)	90	97	97
BYESGLUE	What you achieve, is a matter of luck	-	(82)	90	97	97
BYESAND	Others decide about my life	-	(82)	90	97	97
BYESHART	You have to work hard for success	-	(82)	90	97	97
BYESZWEI	By difficulties, doubt about own abilities	-	(82)	90	97	97
BYESSOZU	Chances are determined by social circumstances	-	(82)	90	97	97
BYESFAEH	Abilities are more important than efforts	-	(82)	90	97	97

¹² Question 88 in 2012-2015

¹³ Question 89 in 2012-2015

¹⁴ Question 90 in 2012-2015

¹⁵ Question 92 in 2012-2015

Variable Name	Content of the Variable	Number of Question in Youth Questionnaire 2000 ¹²	Number of Question in Youth Questionnaire 2001-2005	Number of Question in Youth Questionnaire 2006 - 2015	Number of Question in Youth Questionnaire 2016	Number of Question in Migration Questionnaire 2016
BYESKNTR	Little control over events in my life	-	(82)	90	97	97
BYESENGA	Change of social circumstances through social/political activities	-	(82)	90	97	97
	Specification of Interview Situation					
BYINTA	Type of interview					
BYDAUER1	Duration of personal interview					
BYDAUER2	Duration of interview filled out independently					
BYANW	Presence of other persons					
BYTAGIN	Day of the interview					
BYMONIN	Month of the interview					
INTID	Identifier of the interviewer					