

ZA5083

**Regulation of biographical transitions in second
generation immigrants in Germany and Israel**

**[Regulation biographischer Übergänge bei Migranten der
zweiten Generation in Deutschland und Israel]**

Transition 2: School

- Codebook -

CODING BOOK

**“Entwicklungsregulierung von Statusübergängen im
Akkulturationsprozess der zweiten Migrantengeneration in
Deutschland und Israel”**

**(“Regulation of biographical transitions in second
generation immigrants in Germany and Israel”)**

**Friedrich-Schiller-University Jena
University of Chemnitz
University of Haifa**

TRANSITION TO SCHOOL

Funding: German Ministry of Education and Research (BMBF)

Legend:

Groups:

GER = in Germany

T = Turkish

RJ = Russian Jewish

RR = Russian Repatriates

D = Native Germans

ISR = in Israel

R = Russian Jewish

A = Arab

I = Veteran Israeli

Missing Values:

0. System missings: question was not asked in country/group

1. Ratingscales: -9X, -9X+1, -9X+2 with X being the number for highest value of the rating scale

e.g. given a ratingscale from 1 to 6:

→ -96: does not apply (as answering option)

→ -97: not answered due to application of filter-rules

→ -98: real missing value/ missing answer

e.g. given a ratingscale from 1 to 5:

→ -95: does not apply (as answering option)

→ -96: not answered due to application of filter-rules

→ -98: real missing value/ missing answer

2. String Variables: - 98 (filter), -99 (real missing)

3. Dichotomous variables coded 0-1: -98 (filter), -99 (real missing) → like string variables

4. real dates (e.g., day, month, year, numbers): -98 (filter), -99 (real missing) → like string variables

Scale/ variable name(s)	Groups (all groups/ both waves, if not other specified)	Variable label(s)/ specifics	Values & values labels (Missing values as defined above)
<i>Wave 1</i>			
<i>Wave 2</i>			
particip			1 – only first wave 2 – only second wave 12 – both waves
consec_1 consec_2	GER	serial number	
countr_1 countr_2		country	1 - Germany 2 - Israel
town_1 town_2	GER	survey location	1 - Stuttgart 2 - Frankfurt
trans_1 trans_2		Questionnaire type (transition)	1 - Kindergarten 2 - School 3 - romantic relation (mother) 4 - romantic relation (child) 5 - marriage
wave_1 wave_2		wave	
day_1 day_2		date of data collection (day)	
month_1 month_2		date of data collection (month)	
year_1 year_2		date of data collection (year)	
int_id_1 int_id_2	GER	Interviewer ID	
strth_1	GER	time (hour)	
strtm_1	GER	time (minute)	
group_1 group_2		Ethnic group	1 - native Germans 2 - Russian (ethnic German repatriates (GER))

			3 - Russian (Jewish quota refugees (GER)) 4 - Turks 5 - Veteran Israeli 6 - Russian (Jewish immigrants (ISR)) 7 - Arabs
code_1 code_2	GER	Interviewee Code	
code_m	GER	Interviewee Code merged	
code_i_1 code_i_2	ISR	Interviewee code for merging waves in israel	
quest_1 quest_2	GER: RJ, RR	Questionnaire type (language)	1 - native Germans 2 - Russian (ethnic German repatriates (GER)) 3 - Russian (Jewish quota refugees (GER)) 4 - Turks 5 - Veteran Israeli 6 - Russian (Jewish immigrants (ISR)) 7 - Arabs
<i>Background characteristics : Questions about children in the household</i>			
nr_ch_1 nr_ch_2	GER & ISR ISR	number of children number of children (only ISR)	
nr_t_1		number of target child	
b_y_t_1		birth - year (target)	
b_m_t_1		birth - month (target)	
sex_t_1		sex (target)	1 - male 2 - female
b_y_c1_2		year of birth child 1	
b_m_c1_2		months of birth child 1	
sex_c1_2		sex of child 1	1 - male 2 - female
b_y_c2_2		year of birth child 2	
b_m_c2_2		months of birth child 2	
sex_c2_2		sex of child 2	1 - male 2 - female

b_y_c3_2		year of birth child 3	
b_m_c3_2		months of birth child 3	
sex_c3_2		sex of child 3	1 - male 2 - female
b_y_c4_2		year of birth child 4	
b_m_c4_2		months of birth child 4	
sex_c4_2		sex of child 4	1 - male 2 - female
b_y_c5_2		year of birth child 5	
b_m_c5_2		months of birth child 5	
sex_c5_2		sex of child 5	1 - male 2 - female
b_y_c6_2		year of birth child 6	
b_m_c6_2		months of birth child 6	
sex_c6_2		sex of child 6	1 - male 2 - female
b_y_c7_2		year of birth child 7	
b_m_c7_2		months of birth child 7	
sex_c7_2		sex of child 7	1 - male 2 - female
b_y_c8_2		year of birth child 8	
b_m_c8_2		months of birth child 8	
sex_c8_2		sex of child 8	1 - male 2 - female
b_y_c9_2	ISR: R, A, I	year of birth child 9 (only ISR)	
b_m_c9_2	ISR: R, A, I	months of birth child 9 (only ISR)	
sex_c9_2	ISR: R, A, I	sex of child 9 (only ISR)	1 - male 2 - female
b_y_c10_2	ISR: R, A, I	year of birth child 10 (only ISR)	
b_m_c10_2	ISR: R, A, I	months of birth child 10 (only ISR)	
sex_c10_2	ISR: R, A, I	sex of child 10 (only ISR)	1 - male 2 - female
n_ps_1		day care: primary school	0 - no 1 - yes
n_psm_1		primary school since when - (month)	

n_psy_1		primary school since when - (year)	
n_dc01_1 n_dc01_2		now kindergarten (yes/no)	0 - no 1 - yes
n_dc02_1 n_dc02_2		'now kindergarten since (month)'	
n_dc03_1 n_dc03_2		'now kindergarten since (year)'	
f_sh01_1 f_sh01_2		primary school when – (month)	
f_sh02_1 f_sh02_2		primary school when – (year)	
f_sh03_1 f_sh03_2		selection of school	0 - no 1 - yes
f_sh04_1 f_sh04_2		different selection	0 - no 1 - yes
f_sh05_1 f_sh05_2		removal	0 - no 1 - yes
f_sh06_1 f_sh06_2		change of child	0 - no 1 - yes
f_sh07_1 f_sh07_2		social permission	0 - no 1 - yes
f_sh08_1 f_sh08_2		none	0 - no 1 - yes
f_sh09_1 f_sh09_2		other (Y/N)	0 - no 1 - yes
f_sh10_1 f_sh10_2	GER	other (string)	
f_sh11_1 f_sh11_2		how many primary school consultations	0 - none 1 - 1-2 2 - 3-4 3 - more than 5
f_sh12_1 f_sh12_2		opening times	1 - absolutely unimportant 2 -

			3 - 4 - 5 - 6 - vitally important
f_sh13_1 f_sh13_2		costs	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
f_sh14_1 f_sh14_2		distance	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
f_sh15_1 f_sh15_2		type of program	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
f_sh16_1 f_sh16_2		education materials	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
f_sh17_1 f_sh17_2		ethnic staff background	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
p_dc01_1 p_dc01_2		external day care prior to this	0 - no 1 - yes, since...
p_dc02_1 p_dc02_2		external day care prior to this - (month)	

p_dc03_1 p_dc03_2		external day care prior to this -(year)	
n_sh01_1 n_sh01_2		different selection	0 - no 1 - yes
n_sh02_1 n_sh02_2		removal	0 - no 1 - yes
n_sh03_1 n_sh03_2		change of child	0 - no 1 - yes
n_sh04_1 n_sh04_2		social permission	0 - no 1 - yes
n_sh05_1 n_sh05_2		none	0 - no 1 - yes
n_sh06_1 n_sh06_2		other (Y/N)	0 - no 1 - yes
n_sh07_1 n_sh07_2	GER	other (string)	
n_sh08_1 n_sh08_2		school at present - school number	
n_sh09_1 n_sh09_2		day care: kind of school	1 - all-day school 2 - half-day school 3 - no care offering 4 - residential school
n_sh10_1 n_sh10_2		after school care centre	0 - no 1 - yes
n_sh11_1 n_sh11_2		how many primary school consultations	0 - none 1 - 1-2 2 - 3-4 3 - more than 5
n_sh12_1 n_sh12_2		opening times	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
n_sh13_1		costs	1 - absolutely unimportant

n_sh13_2			2 - 3 - 4 - 5 - 6 - vitally important
n_sh14_1 n_sh14_2		distance	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
n_sh15_1 n_sh15_2		type of program	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
n_sh16_1 n_sh16_2		education materials	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
n_sh17_1 n_sh17_2		ethnic staff background	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh02_2		reasons for leaving the previous school - opening hours	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh03_2		costs	1 - absolutely unimportant 2 - 3 - 4 -

			5 - 6 - vitally important
q_sh04_2		proximity	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh05_2		concepts	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh06_2		educational equipment	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh07_2		ethnic composition staff	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh08_2		problems with the institution	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh09_2		removal	1 - absolutely unimportant 2 - 3 - 4 - 5 - 6 - vitally important
q_sh10_2		others	1 - absolutely unimportant

			2 - 3 - 4 - 5 - 6 - vitally important
f_ed01_1 f_ed01_2		education goal (target)	1 - Primary Education; First stage of basic education 2 - Lower Secondary education; Second stage of basic education 3 - (Upper) secondary education: non tertiary education 4 - Post secondary education; non tertiary education 5 - First stage of tertiary education 6 - Second stage of tertiary education 7 - I don't think about the qualifications my child should attain
f_ed02_1 f_ed02_2		how sure	1 - Very unsure 2 - Unsure 3 - Maybe 4 - Sure 5 - Very sure
<p>Regulation strategies: Engagement & Disengagement - parental regulation strategies (Heckhausen & Schulz, 1993; Tomasik & Pinguart, 2008): <i>“Two situations that some parents experience when their child starts school will now be described to you. Please imagine yourself in these situations as best as you can.”</i></p>			
<p><i>“Please imagine that your child is performing much worse at school than many other children. You find it hard to accept this. How would you typically react to this situation? Please indicate to what extent you agree with the following statements.”</i></p>			
mrs11_1 mrs11_2		worse achievement: do sth. without hesitation	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs12_1		worse achievement: ask others	1 - strongly disagree

mrs12_2			2 - 3 - 4 - 5 - 6 - strongly agree
mrs13_1 mrs13_2		worse achievement: tell myself I can manage	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs14_1 mrs14_2		worse achievement: reasons not to blame myself	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs15_1 mrs15_2		worse achievement: stop thinking about it	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs16_1 mrs16_2		worse achievement: how often	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
<p><i>“Please imagine that the teachers in school frequently use reward and punishment quite differently from your expectations. You find it hard to accept this. How would you typically react to this situation? Please indicate to what extent you agree with the following statements.”</i></p>			
mrs21_1 mrs21_2		teacher reaction: do sth. without hesitation	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree

mrs22_1 mrs22_2		teacher reaction: ask others	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs23_1 mrs23_2		teacher reaction: tell myself I can manage	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs24_1 mrs24_2		teacher reaction: reasons not to blame myself	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs25_1 mrs25_2		teacher reaction: stop thinking about it	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
mrs26_1 mrs26_2		teacher reaction: how often	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
<p>Regulation strategies – Child / Positive Development child (C2 : confidence) (Eisenberg et al., 1993; Kalpidou, Power, Cherry, & Gottfried, 2004):</p> <p><i>“The following questions deal with your child’s reactions in difficult situations. Please imagine that it is hard for your child to cope with tasks, such as painting a picture. She / he is frustrated. Please rate how your child would typically react in such a situation.”</i></p>			
crs1_1 crs1_2		distracts itself	1 - strongly disagree 2 - 3 -

			4 - 5 - 6 - strongly agree
crs2_1 crs2_2		talks to others	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
crs3_1 crs3_2		asks others	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
crs4_1 crs4_2		avoids the problem situation	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
crs5_1 crs5_2		avoids thinking about the problem	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
crs6_1 crs6_2		constructive action	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
crs7_1 crs7_2		tells other	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree

crs8_1 crs8_2		does nothing	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
<p><i>Investments (5 S): Safety/ Sustenance, Stimulation, Socio-emotional Support, Structure, Surveillance (based on Bradley & Corwyn, 2004):</i> <i>“There are different ways of dealing with children. Please tell me to what extent each of these statements applies to you or not.”</i></p>			
s001_1 s001_2		never decide against partners decision	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s002_1 s002_2		know what my child is worried about	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s003_1 s003_2		often hug my child	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s004_1 s004_2		support to develop contacts	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s005_1 s005_2		familiarize with colors, letters, numbers	1 - doesn't apply at all 2 - 3 - 4 -

			5 - 6 - completely applies
s006_1 s006_2		teach lots of new things	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s007_1 s007_2		cover sockets	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s008_1 s008_2		talk to other parents	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s009_1 s009_2		cope with disappointment	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s010_1 s010_2		eat meal together	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s011_1 s011_2		cope with fears, problems, conflicts	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s012_1		tidy away toys after playing	1 - doesn't apply at all

s012_1 s012_2			2 - 3 - 4 - 5 - 6 - completely applies
s013_1 s013_2		child seat	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s014_1 s014_2		road safety	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s015_1 s015_2		not too many sweets	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s016_1 s016_2		support curiosity	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s017_1 s017_2		bedtime	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s018_1 s018_2		look at books together	1 - doesn't apply at all 2 - 3 - 4 -

			5 - 6 - completely applies
s019_1 s019_2		ask others about child	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s020_1 s020_2		no dangerous objects	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s021_1 s021_2		talk about feelings	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s022_1 s022_2		can always rely on me	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s023_1 s023_2		keep track of what child is doing	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies
s024_1 s024_2		bedroutine	1 - doesn't apply at all 2 - 3 - 4 - 5 - 6 - completely applies

Positive Development child (C1 : competence) - language competence and early writing/reading (Academic Rating Scale of the NICHD study of early child care and youth development:

“First of all we would like to know how well your child can speak or understand things. Please take into account the behavior that is shown spontaneously by your child, not behavior your child may show after some practice.”

cl10_1 cl10_2		several steps instructions	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl11_1 cl11_2		discussion	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl12_1 cl12_2		understands and interpretes story	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl13_1 cl13_2		reading activities	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl14_1 cl14_2		reads books independently	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl15_1 cl15_2		reads books fluently	1 - never 2 - 3 -

			4 - 5 - 6 - very often
cl16_1 cl16_2		workaday experience	1 - never 2 - 3 - 4 - 5 - 6 - very often
cl17_1 cl17_2		writing activities	1 - never 2 - 3 - 4 - 5 - 6 - very often
<p>Positive Development child (C4 : character; Gresham & Elliott, 1990). <i>“Now please think about the current behavior of your child. Decide how often your child behaves in the way described.”</i></p>			
cs01_1 cs01_2		makes friends easily	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs02_1 cs02_2		controls temper when arguing	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs03_1 cs03_2		shows interest	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs04_1		controls temper in conflicts	1 - never

cs04_1 cs04_2			2 - 3 - 4 - 5 - 6 - very often
cs05_1 cs05_2		starts conversations	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs06_1 cs06_2		obeys instructions	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs07_1 cs07_2		follows rules when playing	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs08_1 cs08_2		selfconfident in social situations	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs09_1 cs09_2		ends disagreements calmly	1 - never 2 - 3 - 4 - 5 - 6 - very often
cs10_1 cs10_2		is liked by others	1 - never 2 - 3 - 4 -

			5 - 6 - very often
<p>Self-efficacy (Jerusalem & Schwarzer, 1992; Schwarzer & Jerusalem, 1993): <i>“The following statements relate to your behavior when dealing with difficult situations. Please indicate to what extent you agree with each statement.”</i></p>			
sem1_1 sem1_2		solve problems if try hard	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
sem2_1 sem2_2		deal with unexpected events	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
sem3_1 sem3_2		solve most problems with effort	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
sem4_1 sem4_2		remain calm when difficulties	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
sem5_1 sem5_2		in trouble, I can think of a solution	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree

Personality factors (Schupp & Gerlitz, 2008):

“Our everyday behaviour is influenced by our basic beliefs. Here are various characteristics a person can have. Please indicate to what extent you agree with each statement.”

pfm01_1 pfm01_2		I do thorough job	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm02_1 pfm02_2		I´am talkative	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm03_1 pfm03_2		I´am sometimes rude	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm04_1 pfm04_2		I´am original	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm05_1 pfm05_2		I worry a lot	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm06_1 pfm06_2		I have a forgiving nature	1 - strongly disagree 2 - 3 - 4 -

			5 - 6 - strongly agree
pfm07_1 pfm07_2		I tend to be lazy	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm08_1 pfm08_2		I´am outgoing	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm09_1 pfm09_2		I value artistic experiences	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm10_1 pfm10_2		I get nervous easily	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm11_1 pfm11_2		I do things efficiently	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm12_1 pfm12_2		I´am reserved	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm13_1		I´am considerate and kind	1 - strongly disagree

pfm13_2			2 - 3 - 4 - 5 - 6 - strongly agree
pfm14_1 pfm14_2		I have an active imagination	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
pfm15_1 pfm15_2		I´am relaxed	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
Background characteristics - Biographical information and religion (interviewee/ partner): “Now let’s move on to some general information about you.”			
b_y_m_1		birth - year (mother)	
b_c_m_1	GER: T, RJ, RR ISR: R, A	birth place (mother)	1 - host country 2 - home country 3 - elsewhere
fc_m_1	GER: T, RJ, RR ISR: R, A	first come to host country	
fm_2	GER: T, RJ, RR ISR: R, A	family members in germany before you	0 - no 1 - yes
pr_m_1 pr_m_2	1. wave: GER: T, RJ, RR ISR: R, A 2. wave: GER: RJ ISR: R	permanent residence (mother)	
es1_m_1 es1_m_2	1. wave: GER: RJ, RR 2. wave: GER: RJ	entry status (mother)	1 - (limited) resident´s permit 2 - (unlimited) settlement permit 3 - naturalization has been applied for 4 - none

			5 - host country citizenship
es2_m_1 es2_m_2	1. wave: GER: RJ, RR 2. wave: GER: RJ	entry status - other (mother)	0 - no 1 - yes
rs1_m_1	GER: T, RJ, RR ISR: R, A	residential status (mother)	1 - (limited) resident's permit 2 - (unlimited) settlement permit 3 - naturalization has been applied for 5 - host country citizenship
rs2_m_1	GER: T, RJ, RR ISR: R, A	host country citizenship since birth (mother)	0 - yes, since birth [in ISR: 0 - since birth 1 - no, since... otherwise: Missing value]
rs3_m_1	GER: T, RJ, RR ISR: R, A	host country citizenship - month (mother)	
rs4_m_1	GER: T, RJ, RR ISR: R, A	host country citizenship -year (mother)	
oh01_m_1	GER: T, RJ, RR ISR: R, A	how often travel to home country (mother)	0 - Never 1 - More seldom 2 - Every 2 or 3 years 3 - Once a year 4 - Several times a year
ed01_m_1		highest qualification (mother)	0 - Pre-Primary education 1 - Primary Education; First stage of basic education 2 - Lower Secondary education; Second stage of basic education 3 - (Upper) secondary education: non tertiary education 4 - Post secondary education; non tertiary education 5 - First stage of tertiary education; not leading directly to a research qualification 6 - Second stage of tertiary education: leading to a research qualification
ed02_m_1	GER: T, RJ, RR ISR: R, A	training country (mother)	1 - host country 2 - home country 3 - elsewhere
w02_m_1 w02_m_2	GER	main form of employment (mother)	

w02i_m_1 w02i_m_2		main form of employment (mother) - ISCO88 coded	4 - unclear 5 - in training 6 - housewife <i>for other values refer to ISCO-88-Code (international standard classification of occupations)</i>
w02p_m_1 w02p_m_2	GER	main form of employment (mother) - siops (Standard International Occupational Prestige Scale)	
w02s_m_1 w02s_m_2	GER	main form of employment (mother) - isei (International Socio-Economic Index of Occupational Status)	
w02m_m_1 w02m_m_2	GER	main form of employment (mother) - mps (magnitude prestige scale)	
w01_m_1 w01_m_2		gainfully employed (mother)	0 - yes 1 - no
w03_m_1 w03_m_2		hours a week (mother)	
w04_m_1 w04_m_2		what working hours (mother)	1 - Only in the day on workdays 2 - Shift work (only one shift system) 3 - Varying shift work (2 or 3 shift system) 4 - No Work rules 5 - Other
re1_m_1		which religion (mother)	4 - Other religion 5 - No religion 10 - Christian 11 - Protestant 12 - Roman catholic 13 - Orthodox 19 - Other christian religious community 20 - Jewish 21 - Orthodox 22 - Religious 23 - Secular 29 - Other jewish religious community 30 - Muslim 31 - Sunni muslim 32 - Shi'a muslim

			33 - Alevi 39 - Other muslim religious community
re2_m_1		how religious (mother)	1 - not religious at all 2 - 3 - 4 - 5 - 6 - very religious
mp_1		lives partner in household (mother)	0 - no 1 - yes 2 - no partner
b_y_mp_1		birth - year (partner)	
b_c_mp_1	GER: T, RJ, RR ISR: R, A	birth place (partner)	1 - host country 2 - home country 3 - elsewhere
fc_mp_1	GER: T, RJ, RR ISR: R, A	first come to host country (partner)	
rs1_mp_1	GER: T, RJ, RR ISR: R, A	residential status (partner)	1 - (limited) resident´s permit 2 - (unlimited) settlement permit 3 - naturalization has been applied for 4 - none 5 - host country citizenship
rs2_mp_1	GER: T, RJ, RR ISR: R, A	host country citizenship since birth (partner)	0 - yes, since birth [in ISR: 0 - since birth 1 - no, since... otherwise: Missing value]
rs3_mp_1	GER: T, RJ, RR ISR: R, A	host country citizenship - month (partner)	
rs4_mp_1	GER: T, RJ, RR ISR: R, A	host country citizenship - year (partner)	
cp_2		any changes of partnership	0 - no 1 - yes, no partner anymore 2 - yes, new partner 3 - yes, partner now
w02_mp_1	GER	main form of employment (partner)	
w02i_mp_1		main form of employment (partner) - ISCO88 coded	4 - unclear 5 - in training 6 - housewife <i>for other values refer to ISCO-88-Code</i>

			<i>(international standard classification of occupations)</i>
w02p_mp_1	GER	main form of employment (partner) - siops (Standard International Occupational Prestige Scale)	
w02s_mp_1	GER	main form of employment (partner) - isei (International Socio-Economic Index of Occupational Status)	
w02m_mp_1	GER	main form of employment (partner) - mps (magnitude prestige scale)	
w01_mp_1 w01_mp_2		gainfully employed (partner)	0 - no 1 - yes
w03_mp_1		hours a week (partner)	
w04_mp_1		what working hours (partner)	1 - Only in the day on workdays 2 - Shift work (only one shift system) 3 - Varying shift work (2 or 3 shift system) 4 - No Work rules 5 - Other
re1_mp_1		which religion (partner)	4 – Other religion 5 – No religion 10 – Christian 11 – Protestant 12 – Roman catholic 13 – Orthodox 19 – Other christian religious community 20 – Jewish 21 – Orthodox 22 – Religious 23 – Secular 29 – Other jewish religious community 30 – Muslim 31 – Sunni muslim 32 – Shi’a muslim 33 – Alevi 39 – Other muslim religious community
re2_mp_1		how religious (partner)	1 - not religious at all 2 - 3 - 4 -

			5 - 6 - very religious
oh02_m_1		real estate in host country (Germany / Israel)	0 - no 1 - yes
oh03_m_1		real estate in home country (Immigrants)/ outside of germany/Israel (Natives)	0 - no 1 - yes
fi01_1 fi01_2		financial situation	1 - We almost can afford everything. 2 - We can afford not everything but a lot. 3 - It suffices for what is necessary. 4 - We cannot afford many things. 5 - Completely insufficient.
fi02_1		unemployment benefit	0 - no 1 - yes
fi03_1		benefits for securing basic income (in Germany for instance Hartz IV)	0 - no 1 - yes
fi04_d1	GER	Sozialgeld - benefits for unemployable people living with an unemployed partner	0 - no 1 - yes
fi04_i1	ISR	income subsidy - additional money to bring a person to minimum income	0 - no 1 - yes
fi05_1		accomodation allowance	0 - no 1 - yes
fi06_1		kindergarten allowance	0 - no 1 - yes
fi07_1		others (Y/N)	0 - no 1 - yes
fi08_1	GER	others (wich)	
oh04_m_1 oh04_m_2	GER: T, RJ, RR ISR: R, A, I	thought about leaving host country (mother)	1 - no 2 - yes, but I don't want to leave 3 - yes, I want to live in [home country] 4 - yes, I want to live somewhere else
<p><i>Ethnic identification (Doosje, Ellemers, & Spears, 1995):</i> <i>“What is your view of yourself? Please tell me how much you agree with each of the following statements.”</i></p>			
id01_m_1 id01_m_2	GER: T, RJ, RR ISR: R, A	Turk / Russian / Russian Jew / Arab (mother)	1 - strongly disagree 2 - 3 - 4 -

			5 - 6 - strongly agree
id02_m_1 id02_m_2	GER: T, RJ, RR ISR: R, A, I	German / Israeli (mother)	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
id03_m_1 id03_m_2	GER: T, RJ, RR	plaintext (mother)	
id04_m_1 id04_m_2	ISR: R, A, I	identification with own religion (only ISR)	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
<i>Acculturation - language and consumption of culture (child & parent, adapted from Hazuda, Stern, & Haffner, 1988):</i> <i>“The next section deals with culture and language.”</i>			
<i>“We would like to know in which language you talk to different persons.”</i>			
ln01_m_1 ln01_m_2	GER: T, RJ, RR ISR: R, A	what language to child (mother)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln02_m_1 ln02_m_2	GER: T, RJ, RR ISR: R, A	what language to partner (mother)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln03_m_1 ln03_m_2	GER: T, RJ, RR ISR: R, A	what language to relations (mother)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln04_m_1 ln04_m_12	GER: T, RJ, RR ISR: R, A	what language to friends (mother)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln05_m_1 ln05_m_2	GER: T, RJ, RR ISR: R, A	what language to colleagues (mother)	1 - primarily ethnic language 2 - equally

			3 - primarily host language
<i>“We would also like to know in which language your child talks to different persons.”</i>			
ln01_t_1 ln01_t_2	GER: T, RJ, RR ISR: R, A	what language to mother (target)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln02_t_1 ln02_t_2	GER: T, RJ, RR ISR: R, A	what language to partner (target)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln03_t_1 ln03_t_2	GER: T, RJ, RR ISR: R, A	what language to relations (target)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln04_t_1 ln04_t_2	GER: T, RJ, RR ISR: R, A	what language to best friends (target)	1 - primarily ethnic language 2 - equally 3 - primarily host language
ln05_t_1 ln05_t_2	GER: T, RJ, RR ISR: R, A	what language to friends (target)	1 - primarily ethnic language 2 - equally 3 - primarily host language
<i>“Please try to assess your German/ Hebrew language skills.”</i>			
ln07_m_1 ln07_m_2	GER: T, RJ, RR ISR: R, A	understand host language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln08_m_1 ln08_m_2	GER: T, RJ, RR ISR: R, A	read host language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln09_m_1 ln09_m_2	GER: T, RJ, RR ISR: R, A	speak host language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln10_m_1 ln10_m_2	GER: T, RJ, RR ISR: R, A	write host language	1 - not at all 2 - little / not well 3 - well 4 - very well

“Please also try to assess your Turkish/ Russian/ Arabic language skills.”

ln11_m_1 ln11_m_2	GER: T, RJ, RR ISR: R, A	understand ethnic language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln12_m_1 ln12_m_2	GER: T, RJ, RR ISR: R, A	read ethnic language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln13_m_1 ln13_m_2	GER: T, RJ, RR ISR: R, A	speak ethnic language	1 - not at all 2 - little / not well 3 - well 4 - very well
ln14_m_1 ln14_m_2	GER: T, RJ, RR ISR: R, A	write ethnic language	1 - not at all 2 - little / not well 3 - well 4 - very well

“Please estimate, how often you use the following media.”

ln15_m_1 ln15_m_2	GER: T, RJ, RR ISR: R, A	read newspaper (ethnic language)	1 - never 2 - monthly 3 - weekly 4 - daily
ln16_m_1 ln16_m_2	GER: T, RJ, RR ISR: R, A	watch TV (ethnic language)	1 - never 2 - monthly 3 - weekly 4 - daily
ln17_m_1 ln17_m_2	GER: T, RJ, RR ISR: R, A	watch movies (ethnic language)	1 - never 2 - monthly 3 - weekly 4 - daily
ln18_m_1 ln18_m_2	GER: T, RJ, RR ISR: R, A	read newspaper (host language)	1 - never 2 - monthly 3 - weekly 4 - daily

ln19_m_1 ln19_m_2	GER: T, RJ, RR ISR: R, A	watch TV (host language)	1 - never 2 - monthly 3 - weekly 4 - daily
ln20_m_1 ln20_m_2	GER: T, RJ, RR ISR: R, A	watch movies (host language)	1 - never 2 - monthly 3 - weekly 4 - daily
<i>Acculturation - acculturation strategies/ -orientation</i> <i>(for immigrants: Ryder, Alden, & Paulhus, 2000; for natives: Zagefka & Brown, 2002)</i>			
<i>„The following statements relate to your cultural origin and to the German/ Israeli culture. Please indicate to what extent you agree with each statement.” (Ryder, Alden, & Paulhus, 2000)</i>			
ac01_m_1 ac01_m_2	GER: T, RJ, RR ISR: R, A	social activities with Turks / Russians / Russian Jews / Arabs	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac02_m_1 ac02_m_2	GER: T, RJ, RR ISR: R, A	social activities with Germans / Israelis	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac03_m_1 ac03_m_2	GER: T, RJ, RR ISR: R, A	maintain ethnic culture	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac04_m_1 ac04_m_2	GER: T, RJ, RR ISR: R, A	maintain host culture	1 - strongly disagree 2 - 3 - 4 -

			5 - 6 - strongly agree
ac05_m_1 ac05_m_2	GER: T, RJ, RR ISR: R, A	ethnic values	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac06_m_1 ac06_m_2	GER: T, RJ, RR ISR: R, A	host values	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac07_m_1 ac07_m_2	GER: T, RJ, RR ISR: R, A	ethnic friends	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac08_m_1 ac08_m_2	GER: T, RJ, RR ISR: R, A	host friends	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
<p><i>“The following statements relate to immigrants in Germany/ Israel. Please indicate to what extent you agree with each statement.”</i> <i>(Zagefka & Brown, 2002)</i></p>			
ac10_m_1 ac10_m_2	GER: D ISR: I	immigrants keep their culture	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac11_m_1 ac11_m_2	GER: D ISR: I	immigrants keep their religion, language, clothing	1 - strongly disagree 2 - 3 -

			4 - 5 - 6 - strongly agree
ac12_m_1 ac12_m_2	GER: D ISR: I	immigrants keep their lifestyle	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac13_m_1 ac13_m_2	GER: D ISR: I	immigrants German / Israeli friends	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac14_m_1 ac14_m_2	GER: D ISR: I	immigrants spend time with Germans / Israelis	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
ac15_m_1 ac15_m_2	GER: D ISR: I	immigrants remain among themselves	1 - strongly disagree 2 - 3 - 4 - 5 - 6 - strongly agree
<p><i>Discrimination (Strobl & Kühnel, 2000):</i> <i>“Sometimes people from other countries are treated unequally. During the last 12 months, how often have you been discriminated against in the following every day situations due to your country of origin or ethnic background?”</i></p>			
ds01_m_1 ds01_m_2	GER: T, RJ, RR ISR: R, A	work / university	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds02_m_1	GER: T, RJ, RR	public / governmental organisations	1 - never

ds02_m_2	ISR: R, A		2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds03_m_1 ds03_m_2	GER: T, RJ, RR ISR: R, A	bars / restaurants	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds04_m_1 ds04_m_2	GER: T, RJ, RR ISR: R, A	shopping	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds05_m_1 ds05_m_2	GER: T, RJ, RR ISR: R, A	neighborhood	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds06_m_1 ds06_m_2	GER: T, RJ, RR ISR: R, A	kindergarten/ school	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times
ds07_m_1	ISR: R	army (only ISR)	1 - never 2 - 1-2 times 3 - 3-5 times 4 - 6-10 times 5 - more than 10 times

Social capital (Lin, Fu, & Hsung, 2001; van der Gaag, Snijders, & Flap, 2000):

“Now we are interested in your contacts and relationships with other people.”

Strong ties:

”Assuming you or your partner need someone to help you in the following situations. Which of the persons listed would be most likely to help you in these situations?”

sc01am_1 sc01am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	legal advice	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc01bm_1 sc01bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	legal advice (same origin)	0 - no 1 - yes
sc02am_1 sc02am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	borrowing money	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc02bm_1 sc02bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	borrowing money (same origin)	0 - no 1 - yes
sc03am_1 sc03am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	official letters	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc03bm_1 sc03bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	official letters (same origin)	0 - no 1 - yes
sc04am_1 sc04am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	problems at work place	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc04bm_1 sc04bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	problems at work place (same origin)	0 - no 1 - yes
sc05am_1	1. wave: GER: D, T, RR, RJ	official appointment	0 - Nobody

sc05am_2	ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A		1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc05bm_1 sc05bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	official appointment (same origin)	0 - no 1 - yes
sc06am_1 sc06am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	caring for children	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc06bm_1 sc06bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	caring for children (same origin)	0 - no 1 - yes
sc07am_1 sc07am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	school / vocational training information	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc07bm_1 sc07bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	school / vocational training information (same origin)	0 - no 1 - yes
sc08am_1 sc08am_2	1. wave: GER: D, T, RR, RJ ISR: A 2. wave:GER: D, T, RR, RJ ISR: I, R, A	school matters	0 - Nobody 1 - Member of your household 2 - Relations 3 - Friends and Acquaintances
sc08bm_1 sc08bm_2	1. wave: GER: T, RJ, RR ISR: A 2.wave: GER: T, RJ, RR ISR: R, A	school matters (same origin)	0 - no 1 - yes
Weak ties:			

“For each of the following occupations, please tell me if you know anyone in Germany/ Isreal who works in that occupation. Please name only the people of whom you at least know the name and with whom you could begin a short conversation if you met them in the street. If you know several people who work in a particular occupation, please think of the first one who comes into your head at the time.”

sc10am_1 sc10am_2		nurse	0 - no 1 - yes
sc10bm_1 sc10bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	nurse (same origin)	0 - no 1 - yes
sc10xm_2	2. wave: ISR: A	nurse (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc10cm_1 sc10cm_2		nurse (connexion)	1 - not close at all 2 - close 3 - very close
sc11am_1 sc11am_2		engineer	0 - no 1 - yes
sc11bm_1 sc11bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	engineer (same origin)	0 - no 1 - yes
sc11xm_2	2. wave: ISR: A	engineer (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc11cm_1 sc11cm_2		engineer (connexion)	1 - not close at all 2 - close 3 - very close
sc12am_1 sc12am_2		doctor	0 - no 1 - yes
sc12bm_1 sc12bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	doctor (same origin)	0 - no 1 - yes
sc12xm_2	2. wave: ISR: A	doctor (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc12cm_1		doctor (connexion)	1 - not close at all

sc12cm_2			2 - close 3 - very close
sc13am_1 sc13am_2		barber	0 - no 1 - yes
sc13bm_1 sc13bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	barber (same origin)	0 - no 1 - yes
sc13xm_2	2. wave: ISR: A	barber (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc13cm_1 sc13cm_2		barber (connexion)	1 - not close at all 2 - close 3 - very close
sc14am_1 sc14am_2		teacher	0 - no 1 - yes
sc14bm_1 sc14bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	teacher (same origin)	0 - no 1 - yes
sc14xm_2	2. wave: ISR: A	teacher (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc14cm_1 sc14cm_2		teacher (connexion)	1 - not close at all 2 - close 3 - very close
sc15am_1 sc15am_2		unskilled worker	0 - no 1 - yes
sc15bm_1 sc15bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	unskilled worker (same origin)	0 - no 1 - yes
sc15xm_2	2. wave: ISR: A	unskilled worker (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc15cm_1 sc15cm_2		unskilled worker (connexion)	1 - not close at all 2 - close 3 - very close
sc16am_1		secretary	0 - no

sc16am_2			1 - yes
sc16bm_1 sc16bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	secretary (same origin)	0 - no 1 - yes
sc16xm_2	2. wave: ISR: A	secretary (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc16cm_1 sc16cm_2		secretary (connexion)	1 - not close at all 2 - close 3 - very close
sc17am_1 sc17am_2		musician / artist / writer	0 - no 1 - yes
sc17bm_1 sc17bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	musician/ artist / writer (same origin)	0 - no 1 - yes
sc17xm_2	2. wave: ISR: A	musician/ artist / writer (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc17cm_1 sc17cm_2		musician / artist / writer (connexion)	1 - not close at all 2 - close 3 - very close
sc18am_1 sc18am_2		policeman	0 - no 1 - yes
sc18bm_1 sc18bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	policeman (same origin)	0 - no 1 - yes
sc18xm_2	2. wave: ISR: A	policeman (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc18cm_1 sc18cm_2		policeman (connexion)	1 - not close at all 2 - close 3 - very close
sc19am_1 sc19am_2		insurance agent	0 - no 1 - yes
sc19bm_1	GER: T, RJ, RR	insurance agent (same origin)	0 - no 1 - yes

sc19bm_2	1. wave: ISR: R, A 2. wave: ISR: R		
sc19xm_2	2. wave: ISR: A	insurance agent (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc19cm_1 sc19cm_2		insurance agent (connexion)	1 - not close at all 2 - close 3 - very close
sc20am_1 sc20am_2		lawyer	0 - no 1 - yes
sc20bm_1 sc20bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	lawyer (same origin)	0 - no 1 - yes
sc20xm_2	2. wave: ISR: A	lawyer (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc20cm_1 sc20cm_2		lawyer (connexion)	1 - not close at all 2 - close 3 - very close
sc21am_1 sc21am_2		cook	0 - no 1 - yes
sc21bm_1 sc21bm_2	GER: T, RJ, RR 1. wave: ISR: R, A 2. wave: ISR: R	cook (same origin)	0 - no 1 - yes
sc21xm_2	2. wave: ISR: A	cook (last contact - only ARABs)	1 - last month 2 - last year 3 - more than a year
sc21cm_1 sc21cm_2		cook (connexion)	1 - not close at all 2 - close 3 - very close
Weak ties in home country: “For each of the following occupations, please tell me if you know anyone in your country of origin who works in that occupation.”			
sc10dm_2	GER: T, RJ, RR ISR: R	nurse	0 - no 1 - yes

sc10em_2	GER: T, RJ, RR ISR: R	nurse (last contact)	1 - last month 2 - last year 3 - more than a year
sc10fm_2	GER: T, RJ, RR ISR: R	nurse (connexion)	1 - not close at all 2 - close 3 - very close
sc11dm_2	GER: T, RJ, RR ISR: R	engineer	0 - no 1 - yes
sc11em_2	GER: T, RJ, RR ISR: R	engineer (last contact)	1 - last month 2 - last year 3 - more than a year
sc11fm_2	GER: T, RJ, RR ISR: R	engineer (connexion)	1 - not close at all 2 - close 3 - very close
sc12dm_2	GER: T, RJ, RR ISR: R	doctor	0 - no 1 - yes
sc12em_2	GER: T, RJ, RR ISR: R	doctor (last contact)	1 - last month 2 - last year 3 - more than a year
sc12fm_2	GER: T, RJ, RR ISR: R	doctor (connexion)	1 - not close at all 2 - close 3 - very close
sc13dm_2	GER: T, RJ, RR ISR: R	barber	0 - no 1 - yes
sc13em_2	GER: T, RJ, RR ISR: R	barber (last contact)	1 - last month 2 - last year 3 - more than a year
sc13fm_2	GER: T, RJ, RR ISR: R	barber (connexion)	1 - not close at all 2 - close 3 - very close
sc14dm_2	GER: T, RJ, RR ISR: R	teacher	0 - no 1 - yes
sc14em_2	GER: T, RJ, RR ISR: R	teacher (last contact)	1 - last month 2 - last year 3 - more than a year
sc14fm_2	GER: T, RJ, RR ISR: R	teacher (connexion)	1 - not close at all 2 - close

			3 - very close
sc15dm_2	GER: T, RJ, RR ISR: R	unskilled worker	0 - no 1 - yes
sc15em_2	GER: T, RJ, RR ISR: R	unskilled worker (last contact)	1 - last month 2 - last year 3 - more than a year
sc15fm_2	GER: T, RJ, RR ISR: R	unskilled worker (connexion)	1 - not close at all 2 - close 3 - very close
sc16dm_2	GER: T, RJ, RR ISR: R	secretary	0 - no 1 - yes
sc16em_2	GER: T, RJ, RR ISR: R	secretary (last contact)	1 - last month 2 - last year 3 - more than a year
sc16fm_2	GER: T, RJ, RR ISR: R	secretary (connexion)	1 - not close at all 2 - close 3 - very close
sc17dm_2	GER: T, RJ, RR ISR: R	musician / artist / writer	0 - no 1 - yes
sc17em_2	GER: T, RJ, RR ISR: R	musician / artist / writer (last contact)	1 - last month 2 - last year 3 - more than a year
sc17fm_2	GER: T, RJ, RR ISR: R	musician / artist / writer (connexion)	1 - not close at all 2 - close 3 - very close
sc18dm_2	GER: T, RJ, RR ISR: R	policeman	0 - no 1 - yes
sc18em_2	GER: T, RJ, RR ISR: R	policeman (last contact)	1 - last month 2 - last year 3 - more than a year
sc18fm_2	GER: T, RJ, RR ISR: R	policeman (connexion)	1 - not close at all 2 - close 3 - very close
sc19dm_2	GER: T, RJ, RR ISR: R	insurance agent	0 - no 1 - yes
sc19em_2	GER: T, RJ, RR ISR: R	insurance agent (last contact)	1 - last month 2 - last year

			3 - more than a year
sc19fm_2	GER: T, RJ, RR ISR: R	insurance agent (connexion)	1 - not close at all 2 - close 3 - very close
sc20dm_2	GER: T, RJ, RR ISR: R	lawyer	0 - no 1 - yes
sc20em_2	GER: T, RJ, RR ISR: R	lawyer (last contact)	1 - last month 2 - last year 3 - more than a year
sc20fm_2	GER: T, RJ, RR ISR: R	lawyer (connexion)	1 - not close at all 2 - close 3 - very close
sc21dm_2	GER: T, RJ, RR ISR: R	cook	0 - no 1 - yes
sc21em_2	GER: T, RJ, RR ISR: R	cook (last contact)	1 - last month 2 - last year 3 - more than a year
sc21fm_2	GER: T, RJ, RR ISR: R	cook (connexion)	1 - not close at all 2 - close 3 - very close
<p>Positive Development (C3 : connection): friends of child (Nauck & Kohlmann, 1998; Smith, 2002) <i>“It is important for children to have good friends. Could you please name up to five best friends of your child (e.g., children he/ she likes to do things or spend spare time with) and give me some information about them?”</i></p>			
f12_m_2		friend 1 of target (mother): sex	0 - male 1 - female
f13a_m_2	GER: D	friend 1 of target (mother): culture (Germans)	0 - host 1 - other
f13b_m_2	GER: T, RJ, RR	friend 1 of target (mother): culture (Migrants)	0 - ethnic 1 - host 2 - other
f13c_m_2	ISR: I	friend 1 of target (mother): culture (veteran Israeli)	0 - Russian immigrant 1 - Arab 2 - veteran Israeli (or other)
f13d_m_2	ISR: R	friend 1 of target (mother): culture (Arabs)	0 - Russian/ Arab 1 - other

			2 - Israeli
f14_m_2		friend 1 of target (mother): relationship	0 - no 1 - yes
f15_m_2		friend 1 of target (mother): age	
f22_m_2		friend 2 of target (mother): sex	0 - male 1 - female
f23a_m_2	GER: D	friend 2 of target (mother): culture (Germans)	0 - host 1 - other
f23b_m_2	GER: T, RJ, RR	friend 2 of target (mother): culture (Migrants)	0 - ethnic 1 - host 2 - other
f23c_m_2	ISR: I	friend 2 of target (mother): culture (veteran Israeli)	0 - Russian immigrant 1 - Arab 2 - veteran Israeli (or other)
f23d_m_2	ISR: R	friend 2 of target (mother): culture (Arabs)	0 - Russian/ Arab 1 - other 2 - Israeli
f24_m_2		friend 2 of target (mother): relationship	0 - no 1 - yes
f25_m_2		friend 2 of target (mother): age	
f32_m_2		friend 3 of target (mother): sex	0 - male 1 - female
f33a_m_2	GER: D	friend 3 of target (mother): culture (Germans)	0 - host 1 - other
f33b_m_2	GER: T, RJ, RR	friend 3 of target (mother): culture (Migrants)	0 - ethnic 1 - host 2 - other
f33c_m_2	ISR: I	friend 3 of target (mother): culture (veteran Israeli)	0 - Russian immigrant 1 - Arab 2 - veteran Israeli (or other)
f33d_m_2	ISR: R	friend 3 of target (mother): culture (Arabs)	0 - Russian/ Arab 1 - other 2 - Israeli
f34_m_2		friend 3 of target (mother): relationship	0 - no 1 - yes
f35_m_2		friend 3 of target (mother): age	
f42_m_2		friend 4 of target (mother): sex	0 - male

			1 - female
f43a_m_2	GER: D	friend 4 of target (mother): culture (Germans)	0 - host 1 - other
f43b_m_2	GER: T, RJ, RR	friend 4 of target (mother): culture (Migrants)	0 - ethnic 1 - host 2 - other
f43c_m_2	ISR: I	friend 4 of target (mother): culture (veteran Israeli)	0 - Russian immigrant 1 - Arab 2 - veteran Israeli (or other)
f43d_m_2	ISR: R	friend 4 of target (mother): culture (Arabs)	0 - Russian/ Arab 1 - other 2 - Israeli
f44_m_2		friend 4 of target (mother): relationship	0 - no 1 - yes
f45_m_2		friend 4 of target (mother): age	
f52_m_2		friend 5 of target (mother): sex	0 - male 1 - female
f53a_m_2	GER: D	friend 5 of target (mother): culture (Germans)	0 - host 1 - other
f53b_m_2	GER: T, RJ, RR	friend 5 of target (mother): culture (Migrants)	0 - ethnic 1 - host 2 - other
f53c_m_2	ISR: I	friend 5 of target (mother): culture (veteran Israeli)	0 - Russian immigrant 1 - Arab 2 - veteran Israeli (or other)
f53d_m_2	ISR: R	friend 5 of target (mother): culture (Arabs)	0 - Russian/ Arab 1 - other 2 - Israeli
f54_m_2		friend 5 of target (mother): relationship	0 - no 1 - yes
f55_m_2		friend 5 of target (mother): age	
<p><i>Satisfaction with life (Pavot & Diener, 1993a; Pavot & Diener, 1993b):</i> <i>“Please state, to what extent you are satisfied with the following aspects of your life: To what extent are you satisfied with ...”</i></p>			
ls1_m_1 ls1_m_2		family life	1 - not at all 2 -

			3 - 4 - 5 - 6 - completely satisfied
ls2_m_1 ls2_m_2		work	1 - not at all 2 - 3 - 4 - 5 - 6 - completely satisfied
ls3_m_1 ls3_m_2		relationship with children	1 - not at all 2 - 3 - 4 - 5 - 6 - completely satisfied
ls4_m_1 ls4_m_2		intimate relationships	1 - not at all 2 - 3 - 4 - 5 - 6 - completely satisfied
ls5_m_1 ls5_m_2		life	1 - not at all 2 - 3 - 4 - 5 - 6 - completely satisfied
endh_1	GER	end quest (hour)	
endm_1	GER	end quest (minute)	
int1_1 int1_2	1. wave: ISR & GER 2. wave: only GER	language of the interview	1 - German 2 - Turkish 3 - Russian 4 - two languages 5 - Hebrew 6 - Arabic
int2_1 int2_2	GER	bilingual: which	

int3_1 int3_2	GER	situation	1 - with others, influence 2 - with others, no influence 3 - alone
int4_1 int4_2	GER	difficulties	

References:

- Academic Rating Scale of the NICHD study of early child care and youth development
- Bradley, R. H. & Corwyn, R. F. (2004). Family process' investments that matter for child well-being. In A. Kalil & Th. DeLeire (Eds.), *Family investments in children's potential: Resources and parenting behaviors that promote success* (pp. 1-32). Mahwah, NJ, US: Lawrence Erlbaum.
- Doosje, B., Ellemers, N., & Spears, R. (1995). Perceived intragroup variability as a function of group status and identification. *Journal of Experimental Social Psychology*, 31, 410-436.
- Eisenberg, N., Fabes, R., Bernzweig, J., & Karbon, M., Poulin, R. & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development*, 64, 1418-1438.
- Gresham, F. M., & Elliott, S. N. (1990). *Social skills rating system manual*. Circle Pines: American Guidance Service.
- Hazuda, H. P., Stern, M. P., & Haffner, S. M. (1988). Acculturation and assimilation among Mexican Americans: Scales and population-based data. *Social Science Quarterly*, 69, 687-706
- Heckhausen, J. & Schulz, R. (1993). Optimisation by selection and compensation: Balancing primary and secondary control in life-span development. *International Journal of Behavior Development*, 16, 287-303.
- Jerusalem, M. & Schwarzer, R. (1992). Self-efficacy as a resource factor in stress appraisal processes. In R. Schwarzer (Ed.), *Self-efficacy: Thought control of action* (pp. 195-213). Washington, DC: Hemisphere.
- Kalpidou, M., Power, T., Cherry, K., & Gottfried, N. (2004). Regulation of emotion and behavior among 3- and 5-year-olds. *Journal of General Psychology*, 131(2), 159-178.
- Lin, N., Fu Y.-C., & Hsung, R.-M. (2001). The position generator: Measurement techniques for investigations of social capital. N. Lin, K. S. Cook, & Burt, R. S. (Eds), *Social capital: theory and research* (pp. 57-81). New York, US: Aldine De Gruyter.
- Nauck, B. & Kohlmann, A. (1998). Verwandtschaft als soziales Kapital – Netzwerkbeziehungen in türkischen Migrantenfamilien. In M. Wagner & Y. Schütze (Hrsg.), *Verwandtschaft: sozialwissenschaftliche Beiträge zu einem vernachlässigten Thema* (S. 203-236). Stuttgart: Enke.
- Pavot, W., & Diener, E. (1993a). Review of the Satisfaction With Life scale. *Psychological Assessment*, 5(2), 164-172.
- Pavot, W., & Diener, E. (1993b). The affective and cognitive context of self-reported measures of subjective well-being. *Social Indicators Research*, 28, 1-20.
- Ryder, A. G., Alden, L. E., & Paulhus, D. L. (2000). Is acculturation unidimensional or bidimensional? A head-to-head comparison in the prediction of personality, self-identity, and adjustment. *Journal of Personality and Social Psychology*, 79(1), 49-65.
- Schupp, J. & Gerlitz, J.-Y. (2008). BFI-S: Big Five Inventory-SOEP. In A. Glöckner-Rist (Hrsg.), *Zusammenstellung sozialwissenschaftlicher Items und Skalen*. ZIS Version 12.00. Bonn: GESIS

- Schwarzer, R., & Jerusalem, M. (1993). Cross-cultural self-efficacy research: Adaptations of the generalized self-efficacy scale. In R. Schwarzer (Ed.), *Measurement of perceived self-efficacy. Psychometric scales for cross-cultural research* (pp. 13-22). Berlin: Freie Universität.
- Smith, T. W. (2002). Measuring inter-racial friendships. *Social Science Research*, 31(4), 576-593.
- Strobl, R., & Kühnel, W. (2000). *Dazugehörig und ausgegrenzt. Integrationschancen junger Aussiedler [Accepted and excluded. Chances of integration of young ethnic German immigrants]*. Weinheim: Juventa.
- Tomasik, M. J., & Piquart, M. (2008). Adaptiver Umgang mit Anforderungen des sozialen Wandels. In R. K. Silbereisen & M. Piquart (Eds.), *Individuum und sozialer Wandel: Eine Studie zu Anforderungen, psychosozialen Ressourcen und individueller Bewältigung* (pp. 99-125). Weinheim: Juventa.
- van der Gaag, M., Snijders, T. A. B., & Flap, H. (2008). Position generator measures and their relationship to other social capital measures. In N. Lin & B. H. Erickson (Eds.), *Social capital. An international research program.* (pp. 27 - 48). New York: Oxford University Press.
- Zagefka, H., Brown, R. (2002). The relationship between acculturation strategies, relative fit and intergroup relations: immigrant-majority relations in Germany. *European Journal of Social Psychology*, 32, 171-188.