

**Children of Immigrants Longitudinal Survey  
in Four European Countries  
CILS4EU**

**Technical Report**

**Wave 3 – 2012/2013**

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## **1 Introduction**

The Technical Report deals with the sampling and fieldwork of the third wave of the Children of Immigrants Longitudinal Survey in Four European Countries CILS4EU. CILS4EU is a panel survey with three waves of data collection, starting with the first wave in 2010/2011 and ending with the third wave in 2012/2013. The present report describes the activities of the final wave.

## **2 Sampling design**

### **2.1 Target Population**

The target population of the third wave of CILS4EU comprises all students who were successfully interviewed in the first or the second wave and for whom contact details (postal address, email address or telephone number) were available. Additionally, students are included who were part of the class list of the first wave, and therefore form part of the first wave's target population, but were absent at the days of the school surveys in wave 1 and wave 2. However, only ten students who did not participate in the first or the second wave of CILS4EU were interviewed in wave 3 for the first time.

Most target persons experienced a crucial transition in their educational career between wave 2 and 3 and changed school, started vocational training or entered the regular labour market. Given that they could no longer be approached via the schools they were interviewed in before, a mixed-mode survey outside of the school context was conducted in three of the four countries, using telephone, postal and web surveys. Only in the Netherlands, target persons were additionally interviewed in schools, provided that this was possible and reasonable.

In the following, the use of the term “students” always refers to respondents of the CILS4EU target population, regardless of whether they are still attending school or not. As in the second wave, the third wave of CILS4EU aimed at surveying only at students of the

relevant target population, but not at parents and teachers, who were additionally interviewed in the first and the second wave.

## 2.2 Response rates, sample sizes and composition

In the following, the participation rates will be presented (2.2.1), together with the number of participating students (2.2.2) and the composition of the overall student sample of the third wave (2.2.3).

### 2.2.1 Response rates

In contrast to the first two waves of data collection, the majority of students were interviewed outside the school context. With the exception of a small school sample in the Netherlands, the third wave of CILSEU did not use a multi-stage sampling design (schools, classes and students). Therefore, the overall student participation rate in wave 3 ( $PR_{studentw3}$ ) simply corresponds to the ratio of all students participating in the third wave ( $n_{studentpw3}$ ) to all students of the target population as described above ( $n_{studentw3}$ ):

$$PR_{studentw3} = \frac{n_{studentpw3}}{n_{studentw3}}$$

Table 1 should be read as follows: The first column indicates the percentage of students participating in wave 3 among all students of the overall target sample, that is, all students who are part of the class list of the first wave. As contact details were only collected for students who have already participated, the second column shows response rates conditional on participation in wave 1 or 2.

For example, according to Table 1 and depending on the survey country, between 43.9 (England) and 55.7 (Netherlands) per cent of the initial sample agreed to participate again in the survey. Given participation in wave 1 or wave 2, the figures are higher. For instance, in Sweden, 50.8 per cent of the respective students were interviewed in wave 3.

**Table 1: Response rates**

		Student Participation Rate	
		Overall (in %)	Given participation in wave 1 or 2 (in %)
England	Strata 1	35.4	43.7
	Strata 2	44.4	53.5
	Strata 3	45.1	52.9
	Strata 4	45.4	52.6
	Indep.	54.5	58.1
	Total	43.9	51.9
Germany	Strata 1	69.4	78.6
	Strata 2	62.7	72.5
	Strata 3	51.9	64.4
	Strata 4	44.6	56.9
	Total	55.3	66.9
Netherlands	Strata 1	66.3	68.7
	Strata 2	59.6	61.4
	Strata 3	56.8	58.8
	Strata 4	37.7	40.2
	Total	55.7	57.9
Sweden	Strata 1	48.1	50.5
	Strata 2	46.0	49.1
	Strata 3	49.5	52.7
	Strata 4	46.6	51.3
	Total	47.5	50.8

### 2.2.2 Sample sizes

The following tables report the sample sizes. Table 2 provides an overview of the number of cases in all countries, differentiated by the stratum in which the schools and students were located in wave 1. In total, more than 11,000 interviews were conducted, with the vast majority of students being questioned via telephone or web surveys. Given differences with respect to the order of modes (see section 4), web interviews constituted the most frequently used survey mode in three countries, while only in Germany the telephone mode was the predominant instrument.

Table 3 displays the sample sizes given participation in wave 1, meaning that this table is restricted to cases for which an additional wave 1 interview exists. Comparing Table 2 and Table 3, it becomes evident that 408 students for whom no first wave interview exists were surveyed in the third wave ( $11,146 - 10,738 = 408$ ). Table 4 shows the sample sizes given participation in wave 1 and 2, meaning that this table comprises all students who participated in all three waves. In total, we have conducted three interviews for almost 10,000 students during the project.

**Table 2: Sample sizes in wave 3**

		Achieved sample sizes (% in brackets)				Overall
		School survey	Telephone	Postal	Web	
England	Strata 1	-	81 (12.0)	82 (16.9)	154 (16.8)	317 (15.3)
	Strata 2	-	244 (36.2)	175 (36.0)	322 (35.2)	741 (35.7)
	Strata 3	-	172 (25.5)	121 (24.9)	230 (25.1)	523 (25.2)
	Strata 4	-	177 (26.3)	108 (22.2)	210 (22.9)	495 (23.8)
	Total (State)	-	674	486	916	2,076
	Indep.	-	53 (7.3)	68 (12.3)	87 (8.7)	208 (9.1)
	Total (All)	-	727	554	1,003	2,284
Germany	Strata 1	-	452 (16.4)	96 (18.4)	27 (17.3)	575 (16.8)
	Strata 2	-	969 (35.3)	177 (33.9)	64 (41.0)	1,210 (35.3)
	Strata 3	-	610 (22.2)	132 (25.3)	41 (26.3)	783 (22.9)
	Strata 4	-	718 (26.1)	117 (22.4)	24 (15.4)	859 (25.1)
	Total	-	2,749	522	156	3,427
Netherlands	Strata 1	112 (21.1)	79 (18.3)	41 (16.5)	299 (20.5)	531 (19.9)
	Strata 2	211 (39.7)	160 (37.1)	100 (40.2)	488 (33.5)	959 (36.0)
	Strata 3	188 (35.4)	124 (28.8)	67 (26.9)	455 (31.3)	834 (31.3)
	Strata 4	20 (3.8)	68 (15.8)	41 (16.5)	214 (14.7)	343 (12.9)
	Total	531	431	249	1,456	2,667
Sweden	Strata 1	-	-	-	431 (15.6)	431 (15.6)
	Strata 2	-	-	-	883 (31.9)	883 (31.9)
	Strata 3	-	-	-	788 (28.5)	788 (28.5)
	Strata 4	-	-	-	666 (24.1)	666 (24.1)
	Total	-	-	-	2,768	2,768
Total	Strata 1	112 (21.1)	612 (15.9)	219 (17.4)	911 (17.2)	1,854 (17.0)
	Strata 2	211 (39.7)	1,373 (35.6)	452 (36.0)	1,757 (33.2)	3,793 (34.7)
	Strata 3	188 (35.4)	906 (23.5)	320 (25.5)	1,514 (28.6)	2,928 (26.8)
	Strata 4	20 (3.8)	963 (25.0)	266 (21.2)	1,114 (21.0)	2,363 (21.6)
	Total (State)	531	3,854	1,257	5,296	10,938
	Indep.	-	53 (1.4)	68 (5.1)	87 (1.6)	208 (1.9)
	Total	531	3,907	1,325	5,383	11,146

**Table 3: Sample sizes in wave 3 (given participation in wave 1)**

		Achieved sample sizes (% in brackets)				Overall
		School survey	Telephone	Postal	Web	
England	Strata 1	-	76 (11.7)	80 (16.9)	153 (17.1)	309 (15.3)
	Strata 2	-	227 (35.0)	170 (35.9)	311 (34.7)	708 (35.1)
	Strata 3	-	172 (26.5)	121 (25.5)	230 (25.6)	523 (25.9)
	Strata 4	-	173 (26.7)	103 (21.7)	203 (22.6)	479 (23.7)
	Total (State)	-	648	474	897	2,019
	Indep.	-	53 (7.6)	68 (12.6)	87 (8.8)	208 (9.3)
	Total (All)	-	701	542	984	2,227
Germany	Strata 1	-	441 (16.3)	94 (18.4)	27 (17.4)	562 (16.7)
	Strata 2	-	956 (35.4)	171 (33.4)	64 (41.3)	1,191 (35.4)
	Strata 3	-	598 (22.2)	130 (25.4)	41 (26.5)	769 (22.9)
	Strata 4	-	704 (26.1)	117 (22.9)	23 (14.8)	844 (25.1)
	Total	-	2,699	512	155	3,366
Netherlands	Strata 1	112 (22.2)	76 (18.5)	40 (16.8)	287 (20.7)	515 (20.3)
	Strata 2	197 (39.0)	154 (37.6)	96 (40.3)	456 (32.8)	903 (35.5)
	Strata 3	176 (34.9)	115 (28.1)	64 (26.9)	441 (31.7)	796 (31.3)
	Strata 4	20 (4.0)	65 (15.9)	38 (16.0)	206 (14.8)	329 (12.9)
	Total	505	410	238	1,390	2,543
Sweden	Strata 1	-	-	-	403 (15.5)	403 (15.5)
	Strata 2	-	-	-	833 (32.0)	833 (32.0)
	Strata 3	-	-	-	738 (28.4)	738 (28.4)
	Strata 4	-	-	-	628 (24.1)	628 (24.1)
	Total	-	-	-	2,602	2,602
Total	Strata 1	112 (22.2)	593 (15.8)	214 (17.5)	870 (17.3)	1,789 (17.0)
	Strata 2	197 (39.0)	1,337 (35.6)	437 (35.7)	1,664 (33.0)	3,635 (34.5)
	Strata 3	176 (34.9)	885 (23.6)	315 (25.7)	1,450 (28.8)	2,826 (26.8)
	Strata 4	20 (4.0)	942 (25.1)	258 (21.1)	1,060 (21.0)	2,280 (21.7)
	Total (State)	505	3,757	1,224	5,044	10,530
	Indep.	-	53 (1.4)	68 (5.3)	87 (1.7)	208 (1.9)
	Total	505	3,810	1,292	5,131	10,738

**Table 4: Sample sizes in wave 3 (given participation in wave 1 and 2)**

		Achieved sample sizes (% in brackets)				Overall
		School survey	Telephone	Postal	Web	
England	Strata 1	-	76 (11.7)	80 (16.9)	153 (17.1)	309 (15.3)
	Strata 2	-	227 (35.0)	170 (35.9)	311 (34.7)	708 (35.1)
	Strata 3	-	172 (26.5)	121 (25.5)	230 (25.6)	523 (25.9)
	Strata 4	-	173 (26.7)	103 (21.7)	203 (22.6)	479 (23.7)
	Total (State)	-	648	474	897	2,019
	Indep.	-	53 (7.6)	68 (12.6)	87 (8.8)	208 (9.3)
	Total (All)	-	701	542	984	2,227
Germany	Strata 1	-	429 (16.1)	87 (19.0)	27 (19.0)	543 (16.7)
	Strata 2	-	949 (35.7)	158 (34.5)	60 (42.3)	1,167 (35.8)
	Strata 3	-	590 (22.2)	114 (24.9)	37 (26.1)	741 (22.7)
	Strata 4	-	692 (26.0)	99 (21.6)	18 (12.7)	809 (24.8)
	Total	-	2,660	458	142	3,260
Netherlands	Strata 1	111 (23.2)	59 (18.3)	28 (14.1)	261 (20.9)	459 (20.4)
	Strata 2	178 (37.2)	118 (36.5)	77 (38.9)	403 (32.3)	776 (34.6)
	Strata 3	169 (35.4)	96 (29.7)	59 (29.8)	418 (33.5)	742 (33.0)
	Strata 4	20 (4.2)	50 (15.5)	34 (17.2)	165 (13.2)	269 (12.0)
	Total	478	323	198	1,247	2,246
Sweden	Strata 1	-	-	-	361 (16.2)	361 (16.2)
	Strata 2	-	-	-	697 (31.3)	697 (31.3)
	Strata 3	-	-	-	644 (29.0)	644 (29.0)
	Strata 4	-	-	-	522 (23.5)	522 (23.5)
	Total	-	-	-	2,224	2,224
Total	Strata 1	111 (23.2)	564 (15.5)	195 (17.3)	802 (17.8)	1,672 (17.2)
	Strata 2	178 (37.2)	1,294 (35.6)	405 (35.8)	1,471 (32.6)	3,348 (34.3)
	Strata 3	169 (35.4)	858 (23.6)	294 (26.0)	1,329 (29.5)	2,650 (27.2)
	Strata 4	20 (4.2)	915 (25.2)	236 (20.9)	908 (20.1)	2,079 (21.3)
	Total (State)	478	3,631	1,130	4,510	9,749
	Indep.	-	53 (1.4)	68 (5.8)	87 (1.9)	208 (2.1)
	Total	478	3,684	1,198	4,597	9,957

### 2.2.3 Composition of the sample

The focus of this section lies on the composition of the student sample with respect to the respondents' immigrant status. Table 5 represents the composition of the student sample in terms of immigrant proportion (Dollmann et al. 2014). Accordingly, the share of immigrants in this sample is similar to the one in the first and the second wave, with a reduction of only 2.6% (45.7% in wave 1 versus 43.1% in wave 3). For Germany and the Netherlands, a reduction from 51 to 48% (Germany) and from 34 to 28% (Netherlands) can be identified, whereas in England and in Sweden these figures are similar to those of the first wave.

These figures change only slightly when taking into account participation in former waves (see Table 6 and Table 7). In total, 43% of the 9,957 respondents who participated in all three waves have an immigrant background, compared to 57% of respondents without immigrant background.

**Table 5: Composition of the student sample**

		With immigrant background (% of total)	Without immigrant background (% of total)	Immigrant background unclear (% of total)	Total
England	Strata 1	42 (13.3)	273 (86.1)	2 (0.6)	317
	Strata 2	230 (31.0)	508 (68.6)	3 (0.4)	741
	Strata 3	313 (59.9)	205 (39.2)	5 (1.0)	523
	Strata 4	416 (84.0)	74 (15.0)	5 (1.0)	495
	Indep.	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	1,088 (47.6)	1,181 (51.7)	15 (0.7)	2,284
Germany	Strata 1	126 (21.9)	436 (75.8)	13 (2.3)	575
	Strata 2	428 (35.4)	770 (63.6)	12 (1.0)	1,210
	Strata 3	426 (54.4)	348 (44.4)	9 (1.2)	783
	Strata 4	675 (78.6)	177 (20.6)	7 (0.8)	859
	Total	1,655 (48.3)	1,731 (50.5)	41 (1.2)	3,427
Netherlands	Strata 1	86 (16.2)	445 (83.8)	0 (0.0)	531
	Strata 2	212 (22.1)	741 (77.3)	6 (0.6)	959
	Strata 3	246 (29.5)	585 (70.1)	3 (0.4)	834
	Strata 4	191 (55.7)	152 (44.3)	0 (0.0)	343
	Total	735 (27.6)	1,923 (72.1)	9 (0.3)	2,667
Sweden	Strata 1	83 (19.3)	348 (80.7)	0 (0.0)	431
	Strata 2	281 (31.8)	598 (67.7)	4 (0.5)	883
	Strata 3	385 (48.9)	402 (51.0)	1 (0.1)	788
	Strata 4	571 (85.7)	93 (14.0)	2 (0.3)	666
	Total	1,320 (47.7)	1,441 (52.1)	7 (0.3)	2,768
Total	Strata 1	337 (18.2)	1,502 (81.0)	15 (0.8)	1,854
	Strata 2	1,151 (30.4)	2,617 (69.0)	25 (0.7)	3,793
	Strata 3	1,370 (46.8)	1,540 (52.6)	18 (0.6)	2,928
	Strata 4	1,853 (78.4)	496 (21.0)	14 (0.6)	2,363
	Indep.(EN)	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	4,798 (43.1)	6,276 (56.3)	72 (0.7)	11,146

**Table 6: Composition of the student sample (given participation in wave 1)**

		With immigrant background (% of total)	Without immigrant background (% of total)	Immigrant background unclear (% of total)	Total
England	Strata 1	42 (13.6)	265 (85.8)	2 (0.7)	309
	Strata 2	227 (32.1)	479 (67.7)	2 (0.3)	708
	Strata 3	313 (59.9)	205 (39.2)	5 (1.0)	523
	Strata 4	407 (85.0)	69 (14.4)	3 (0.6)	479
	Indep.	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	1,076 (48.3)	1,139 (51.2)	12 (0.5)	2,227
Germany	Strata 1	126 (22.4)	435 (77.4)	1 (0.2)	562
	Strata 2	421 (35.4)	770 (64.7)	0 (0.0)	1,191
	Strata 3	420 (54.6)	346 (45.0)	3 (0.4)	769
	Strata 4	665 (78.8)	176 (20.9)	3 (0.4)	844
	Total	1,632 (48.5)	1,727 (51.3)	7 (0.2)	3,366
Netherlands	Strata 1	83 (16.1)	432 (83.9)	0 (0.0)	515
	Strata 2	200 (22.2)	703 (77.9)	0 (0.0)	903
	Strata 3	234 (29.4)	562 (70.6)	0 (0.0)	796
	Strata 4	180 (54.7)	149 (45.3)	0 (0.0)	329
	Total	697 (27.4)	1,846 (72.6)	0 (0.0)	2,543
Sweden	Strata 1	80 (19.9)	323 (80.2)	0 (0.0)	403
	Strata 2	267 (32.1)	563 (67.6)	3 (0.4)	833
	Strata 3	357 (48.4)	381 (51.6)	0 (0.0)	738
	Strata 4	540 (86.0)	87 (13.9)	1 (0.2)	628
	Total	1,244 (47.8)	1,354 (52.0)	4 (0.2)	2,602
Total	Strata 1	331 (18.5)	1,455 (81.3)	3 (0.2)	1,789
	Strata 2	1,115 (30.7)	2,515 (69.2)	5 (0.1)	3,635
	Strata 3	1,324 (46.9)	1,494 (52.9)	8 (0.3)	2,826
	Strata 4	1,792 (78.6)	481 (21.1)	7 (0.3)	2,280
	Indep.(EN)	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	4,649 (43.3)	6,066 (56.5)	23 (0.2)	10,738



**Table 7: Composition of the student sample (given participation in wave 1 and 2)**

		With immigrant background (% of total)	Without immigrant background (% of total)	Immigrant background unclear (% of total)	Total
England	Strata 1	42 (13.6)	265 (85.8)	2 (0.7)	309
	Strata 2	227 (32.1)	479 (67.7)	2 (0.3)	708
	Strata 3	313 (59.9)	205 (39.2)	5 (1.0)	523
	Strata 4	407 (85.0)	69 (14.4)	3 (0.6)	479
	Indep.	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	1,076 (48.3)	1,139 (51.2)	12 (0.5)	2,227
Germany	Strata 1	120 (22.1)	422 (77.7)	1 (0.2)	543
	Strata 2	407 (34.9)	760 (65.1)	0 (0.0)	1,167
	Strata 3	403 (54.4)	335 (45.2)	3 (0.4)	741
	Strata 4	641 (79.2)	165 (20.4)	3 (0.4)	809
	Total	1,571 (48.2)	1,682 (51.6)	7 (0.2)	3,260
Netherlands	Strata 1	73 (15.9)	386 (84.1)	0 (0.0)	459
	Strata 2	160 (20.6)	616 (79.4)	0 (0.0)	776
	Strata 3	220 (29.7)	522 (70.4)	0 (0.0)	742
	Strata 4	142 (52.8)	127 (47.2)	0 (0.0)	269
	Total	595 (26.5)	1,651 (73.5)	0 (0.0)	2,246
Sweden	Strata 1	68 (18.8)	293 (81.2)	0 (0.0)	361
	Strata 2	212 (30.4)	482 (69.2)	3 (0.4)	697
	Strata 3	309 (48.0)	335 (52.0)	0 (0.0)	644
	Strata 4	450 (86.2)	71 (13.6)	1 (0.2)	522
	Total	1,039 (46.7)	1,181 (53.1)	4 (0.2)	2,224
Total	Strata 1	303 (18.1)	1,366 (81.7)	3 (0.2)	1,672
	Strata 2	1,006 (30.1)	2,337 (69.8)	5 (0.2)	3,348
	Strata 3	1,245 (47.0)	1,397 (52.7)	8 (0.3)	2,650
	Strata 4	1,640 (78.9)	432 (20.8)	7 (0.3)	2,079
	Indep.(EN)	87 (41.8)	121 (58.2)	0 (0.0)	208
	Total	4,281 (43.0)	5,653 (56.8)	23 (0.2)	9,957

### 3 Development of the instruments

#### 3.1 Instruments for the student survey

The objective of the student survey of the third wave was to find a well-balanced mix between questions that were already asked in the first and second wave and new questions, especially in order to capture possible changes in the situation of the students. The student questionnaire of the third wave again focusses on three core dimensions of integration: structural, social, and cultural integration. Furthermore, this instrument is also designed to measure possible changes in key demographic and migration-specific characteristics of the students, such as possible visits of immigrant children to the sending country, etc. In all but one country, the final student questionnaire consisted of two parts: the main student questionnaire (section 3.1.1) and a name generator to assess the five best friends (section 3.1.2). The Dutch team also repeated the sociometric measure to capture the relations within the class context every time they conducted the survey in school (section 3.1.3).

As illustrated in Table 7, the maximum time at disposal in the survey were 20 minutes for the first module plus 5 additional minutes for the second module. Additional time needed to collect contact information is not included in the table.

**Table 8: Time frame for different CILS4EU student instruments**

Instrument (in the order the instruments were administered)	Length
Student questionnaire	20+ minutes
Name generator	5+ minutes

### 3.1.1 *Student main questionnaire*

As in the other waves, the main student questionnaire focusses on several constructs measuring structural, social, and cultural integration, as well as on the key explanatory and intervening variables. With respect to structural integration, the instrument again measures school characteristics such as school grades, tracks, transitions in the educational career, drop-outs, and truancy, but also the financial situation of the students in terms of their economic resources. A new feature of the wave 3 questionnaire is a detailed questionnaire module about the respondents' current situation and educational transitions with specific questions about the circumstances, depending on whether they are still attending school, doing vocational training, or are already working in the regular labour market. The aspect of social integration is captured in the main questionnaire for instance by questions about romantic relations, strong and weak ties, family relations, and participation in clubs. In addition, questions regarding the endowment with cultural capital, use of cultural practices related to the country of origin as well as to the country of destination, religion and religious activities, language usage, and ethnic identity cover the topic of cultural integration. The main questionnaire further includes a wide range of explanatory and intervening variables partly repeating the measures of the first two waves, for example, socio-demographic background, return orientations, in-group identification and out-group rejection, general values, normative attitudes, and information about the migration history of the family, etc.

As in wave 1 and 2, the questionnaire comprises many immigrant- and minority-specific topics. In order to avoid complex filter instructions in the self-completion interview, the survey used simple and sometimes quite general questions that can be answered irrespective of the ethnic and immigration background of the students. Furthermore, in cases

where filters weren't avoidable, a very simple filter structure with only short and straightforward skips was used, complemented by eye-catching instructions. For telephone and web-survey interviews, respective filters were programmed. This holds also true for in-school surveys in the Netherlands, for which a CASI program was applied.

### *3.1.2 Name generator*

The name generator extends the measures of social integration described above and was already used in wave 1 (as well as in wave 2 in the Netherlands). In order to face constraints connected with the mode of data collection, this instrument was slightly reduced compared to the first wave, entailing only four (in Sweden: five) questions about three (in Sweden: five) best friends.

### *3.1.3 Sociometric instrument*

The school and class context is one of the most important contexts for adolescents to build up friendships and social contacts. In order to assess possible changes in the friendship patterns, a shortened version of the sociometric instrument from the first wave was repeated in the third wave for all Dutch students who were surveyed in school. The administration of the sociometric instrument was similar to former waves (CILS4EU 2016).

## **3.2 Adaption and translation of the instruments**

Analogously to the first two waves of data collection, the student instruments described above were initially developed as English master instruments. Again, some questions in the questionnaire had to be modified in order to comply with each country's specific situation, e.g., questions about the educational and vocational system, but also questions dealing with monetary resources, in which the currency had to be adapted. Furthermore, some country teams included country-specific questions that were not asked in the other countries. Before being applied in the different countries, the questionnaires, adjustments and additional questions had to be translated into Dutch, German, and Swedish. In order to account for an increased comparability between the waves, the phrasing of the questions was repeated in the

survey's third wave, despite possible minor changes in cases where the old phrasing turned out to be problematic. The following sections provide an overview of the country-specific questions and adjustments (3.2.1) as well as a description of the translation approach (3.2.2).

### *3.2.1 Adaptions and country-specific questions*

The major adaptations of the international master instrument were due to two circumstances. On the one hand, some country teams included country specific questions that were only asked in one or more, but not in all countries. On the other hand, questions that were designed to be asked in all – or at least in more than one – countries needed adaptation due to the country-specific context they referred to.

In order to achieve an as comprehensive instrument as possible, country-specific questions that were not asked in all four countries due to national specificities, but also due to specific interest of the national research teams were restricted to the bare minimum. The codebook of the third wave (CILS4EU 2017) documents these questions.

Adaptions that were necessary due to country specificities again mainly deal with the educational and vocational training system of a country. Here, questions as well as answer categories had to be adapted to suit the particular characteristics of the national educational and vocational training system (e.g., questions about the setting system, educational aspirations, and the current situation). Answer categories referring to immigrant groups similarly required adaptations, as the largest immigrant groups of each country had to be included in the answer categories. Furthermore, currency adaptations had to be made for some questions dealing with economic resources (e.g., questions about money earned from jobs and pocket money in the main student questionnaire).

However, adaptations were needed not only with respect to the different countries, but also within a country. In Germany, one federal state expressed its concerns over specific items of the in-school surveys, such as questions about third persons (e.g., parents), which were therefore excluded in wave 1 and wave 2. In order to still obtain this information, some of these questions were included in the wave 3 questionnaire.

### 3.2.2 *Translation of the instruments*

The translation process for new questions in the third wave was based again on the TRAPD approach in order to increase comparability between the countries and between the waves. The acronym captures the five steps translation, review, adjudication, pre-testing and documentation (Harkness, 2007). From the beginning, the translation process relied on a close cooperation of translators, reviewers and an adjudicator for each language.

Detailed guidelines were provided to all countries in order to ensure a high degree of cross-country comparability of the translated instruments. These guidelines were to be respected during the whole translation process and were based on previous research indicating typical problems and sources of errors that can occur during the translation process of questionnaires. On recommendation of the European Social Survey (ESS) coordinators, TRAPD was individuated as the preferred method for the translation of the instruments, including again several cognitive interviews. The fundamental ideas behind TRAPD and its implementation in CILS4EU are described in more detail in the technical report of the first wave (CILS4EU 2016).

## **4 Fieldwork**

In Sweden, the fieldwork was conducted by Statistics Sweden between April and August 2013; in England, it was carried out by the National Centre for Social Research (NatCen) during March 2013 and June 2013. The German and the Dutch team conducted the survey on their own, using student assistants to administer the surveys. German fieldwork lasted from November 2012 to September 2013, the Netherlands collected data between October 2012 and May 2013. In order to guarantee a smooth procedure, extensive training was provided for all test administrators, regardless of who conducted the survey. A unique ID, linked to the specific student, was assigned to the different instruments, in order to ensure that they were completed by the respective students and to allow linking information of wave 1 and 2.

In England, students were initially asked via postal contact to complete the web survey, provided that a postal address was available. Subsequently, a postal questionnaire as a reminder was sent to the students who did not respond. Students who did not make use of one of these options or where no valid postal address was known were contacted by phone and encouraged either to complete the online or postal version of the questionnaire or to participate in a telephone interview.

In Germany, fieldwork was conducted in two different consecutive modes: (1) by telephone and (2) by electronic/postal mail. The telephone surveys were conducted at the telephone laboratory of the Mannheim Centre for European Social Research (MZES) at the University of Mannheim between November 2012 and April 2013 with the help of student assistants. Students who could not be reached by telephone or students without a valid telephone number but with a valid email and/or home address were invited to take part in a postal/web survey combination. The invitations were sent starting from February 2013 in various badges, followed by two reminders, if necessary, at intervals of two to three weeks.

In the Netherlands, the research team repeated school surveys in the higher educational levels that still enroll a sufficient number of target persons as a web-based survey. All students who could not be reached via school (either because the school did not participate or because they were absent during the survey) were invited in the middle of December 2012 via postal and electronic mail to complete an online version of the questionnaire. Non-respondents were reminded twice two to four weeks later (the second reminder entailing a paper-pencil questionnaire) and were contacted again via telephone in case they did not respond by the end of February 2013. The sociometric part of the questionnaire was excluded for these students, as they no longer attended the surveyed classes.

The fieldwork in Sweden lasted from April to August 2013. First, students for whom an email address was known were invited to participate in the online survey. Second, a postal letter was sent out including a link to the online survey. All respondents were reminded three times after approximately two weeks, respectively.

In Germany, regardless of the interview mode that respondents were approached with, incentives for participation were offered in the form of ten euro gift cards valid for a

retail store of their choice. England offered a ten pound Amazon voucher. In the Netherlands, all students who were approached at home received an unconditional incentive (a voucher of five euros), and all participating students could participate in a lottery and win several prizes, for instance, two Apple iPads. In Sweden, respondents who participated in all three waves of CILS4EU were given a cinema voucher.

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