The Integration of the European Second Generation – TIES

The TIES project studies the topic of integration, be it economic, social, educational, or in terms of identity. Since little internationally comparable statistical material has been gathered on the second generation, the main objective of the project has been to create the first systematic and rigorous European dataset of close to 10,000 respondents in fifteen European cities. This Data Guide provides information about the survey data collected in The Netherlands in 2006 and 2007. The data files as well as additional documentation files of this survey can be downloaded from the online archiving system EASY of Data Archiving and Networked Services (DANS).

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The Turkish and Moroccan second generation and their comparison group peers in Amsterdam and Rotterdam

The Integration of the European Second Generation Technical Report and Codebook
TIES 2006-2007 – The Netherlands

N.E. Hornstra
G. Groenewold
L. Lessard-Phillips

www.aup.nl
The Turkish and Moroccan second generation and their comparison group peers in Amsterdam and Rotterdam
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Data – and documentation files are available in EASY under:  
Persistent-Identifier: urn:nbn:nl:13-cor-2u9
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The Integration of the European Second Generation TIES 2006-2007 – The Netherlands
Technical Report and Codebook

N.E. Hornstra
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DANS Data Guide 9
Foreword

This publication provides a technical description of the TIES project (The Integration of the European Second generation) survey data collected in the Netherlands in 2006-2007. At the time of writing of this report, all authors were staff members of NIDI. Currently Nienke Hornstra works as a policy advisor at the MBO Raad for Intermediate Vocational Training in Woerden, while George Groenewold works as a senior researcher at the Netherlands Interdisciplinary Demographic Institute (NIDI) in The Hague, and Laurence Lessard-Phillips as a research associate at the Institute for Social Change, University of Manchester.

This publication complements another AUP publication entitled “The Position of the Turkish and Moroccan Second Generation in Amsterdam and Rotterdam”, edited by M. Crul and L. Heering, in the IMISCOE research series.

The TIES project is an international collaborative survey research endeavour of institutes in Austria, Belgium, France, Germany, Spain, Sweden, Switzerland, and the Netherlands. The project was implemented under the umbrella of the IMISCOE (International Migration, Integration and Social Cohesion) Network of Excellence. Funding of the project was obtained from the Swiss Stiftung für Bevölkerung, Migration und Umwelt (BMU), the German Volkswagen Stiftung, the European Science Foundation (ESF), the Netherlands Organization for Scientific Research (NWO), the Royal Academy of Arts and Sciences (KNAW), the Ministry of Justice (DCIM), and the municipalities of Amsterdam and Rotterdam.

The project was designed, implemented and coordinated by Maurice Crul, Hans Vermeulen and Jens Schneider of the Institute for Migration and Ethnic Studies (IMES) at the University of Amsterdam. Technical guidance and coordination of all TIES surveys, including the harmonization of an international dataset of almost 10,000 respondents, was done by a sequence of teams from the Netherlands Interdisciplinary Demographic Institute (NIDI): Jeannette Schoorl and Ernst Spaan; Liesbeth Heering and George Groenewold; and Laurence Lessard-Phillips, Nienke Hornstra and Christopher Ross.

Main sources for this report were the “Appendix: Sample Design, TIES survey implementation and evaluation” (Groenewold, 2008), from the publication mentioned above, and the fieldwork report by the survey bureau that implemented the TIES survey in the Netherlands (Veldkamp, 2007).
The SPSS data files as well as additional documentation files, are available via EASY, the online archiving system of Data Archiving and Networked Services (DANS). The Persistent Identifier of the dataset is urn:nbn:nl:ui:13-cor-2u9.

The upgrading of the dataset to the international standard of the project was realised with additional financial support of DANS. For detailed information of the International TIES Project see: www.tiesproject.eu

DANS – The Hague – November 2011
Acknowledgements

This publication as well as the upgrading of the data set to the international standard of the project, was facilitated by a grant (Klein Data Project, KPD) from Data Archiving and Networked Services (DANS). DANS operates under the auspices of the Royal Netherlands Academy of Arts and Sciences (KNAW) and the Netherlands Organisation for Scientific Research (NWO). The authors thank their NIDI colleagues Drs. Joop de Beer and Drs. Liesbeth Heering as well as the editorial staff of DANS and Amsterdam University Press (AUP) for comments and suggestions on earlier versions of this publication.
1. Introduction

1.1 Background of the TIES surveys

The aim of the TIES project was to investigate the integration of children of immigrants. These children were born in the survey country and have at least one parent who was born in Turkey, Morocco or former Yugoslavia. Such children are also known as ‘the second generation’. The focus was on the second generation living in two major areas of concentration, i.e. cities, in each survey country (Crul and Heering 2008; Mulder and Zorlu 2008). The choice of these three groups was straightforward they have rather similar starting positions as children of labour immigrants while the migration history and cultural background of their parents is comparable. The TIES project also surveyed members of a comparison group of which both parents were born in the survey country. This comparison group was included because they interact with and hold perceptions about the second generation (IMES and NIDI 2010).

Data collection in the two cities in each survey country was carried out by local survey bureaus under the auspices of nine national TIES partner institutes: Netherlands Interdisciplinary Demographic Institute (NIDI) and Institute for Migration and Ethnic Studies (IMES) of the University of Amsterdam in the Netherlands, the Institute for Social and Political Opinion Research (ISPO), University of Leuven in Belgium; the National Institute for Demographic Studies (INED) in France; the Swiss Forum for Migration and Population Studies (SFM) of the University of Neuchâtel in Switzerland; the Centre for Research in International Migration and Ethnic Relations (CEIFO) of the University of Stockholm in Sweden; the Institute for Migration Research and Intercultural Studies (IMIS) of the University of Osnabrück in Germany, the Institute for the Study of Migration (IEM) of the Pontifical Comillas University of Madrid in Spain, and the Institute for European Integration Research (EIF) of the Austrian Academy of Sciences in Austria.

In the Netherlands, respondents of the Turkish and Moroccan second generation were surveyed as well as members of a comparison group. Respondents were residents of the cities of Amsterdam and Rotterdam and in the age range 18-35 at the time of sampling (April 2006). In Amsterdam 237 second generation Turks, 242 second generation Moroccans and 259 comparison group members were interviewed, while in Rotterdam the numbers were, re-
spectively, 263, 251, and 253, totalling 1505 respondents. The interviews were conducted between June 2006 and July 2007.

1.2 Fieldwork and response rate

1.2.1 Preparation of fieldwork

1.2.1.1 Questionnaire
A TIES international questionnaire (in English) was created by the eight participating countries. This questionnaire was to be used by all country teams but also allowed national discretion in the wording of questions and answer choices. The questions were categorised in the following modules:
Id. Identification of the respondent
A. Personal details
B. Education
C. Labour market
D. Partner
E. Parents
F. Housing and neighbourhood
G. Social relations and political participation
H. Gender roles and child care
J. Identity, language and transnationalism
K. Religion and religiosity
L. Income
M. Written questionnaire
Ev. Interview evaluation questions

1.2.1.2 Pilot study
A pilot study was conducted to assess the questionnaire. Twelve trial interviews were conducted among four second-generation Moroccan, four second-generation Turkish and four Dutch respondents in March 2006. Researchers from NIDI and IMES monitored and evaluated the pilot. The main results of the evaluation of the pilot was that: (1) respondents found the number of questions too elaborate; (2) they expressed positive views about the subject matter covered by the questionnaire; and (3) the questions were not difficult to understand.

Based on results of the pilot, the questionnaire was adapted. However, there were limits to the extent to which the questions could be adapted, as it would jeopardize the consistency of the Dutch version of the questionnaire with the international version of the questionnaire, and thus international comparability. For questions where response categories were country-specific (such as names of political parties), and for questions where respondents were invited to choose from different answer categories, the international questionnaire made use of country-specific ‘answer cards’. In case of the
Dutch questionnaire more than 25 answer cards were used. The final version of the questionnaire was completed in May 2006.

During the fieldwork interviews were conducted using a lap-top computer (CAPI, i.e. Computer-Assisted Personal Interviewing). In case of questions from module M, respondents were requested to enter their response by themselves (Computer-Assisted Self Interviewing (CASI)). Several range and consistency checks were embedded in the CAPI questionnaire to ensure that, for instance, a respondent indeed belonged to the 18 to 35 year age group, or that the respondent was indeed member of the intended study group.

1.2.1.3 Sampling

The main aim of the sampling procedure was to create a representative sample of the Turkish and Moroccan second generation in the cities of Amsterdam and Rotterdam.

Second generation Turks and Moroccans, and members of the comparison group were sampled in Amsterdam and Rotterdam. Comparison group members were sampled in the same neighbourhoods where second generation Turks and Moroccans were sampled. Minimum total effective sample size was set at 1500 persons. Independent random samples of equal size were taken in cities (750) and in study groups (250). The municipal population registers (GBA) served as sampling frames because person-records comprise information permitting the identification and classification of residents according to age, sex, birth-place and birth-place of parents (BPR, 2006).

The sampling method can be summarized as follows (for details, see Groenewold 2008). In the first step, in each city, neighbourhoods were sampled with probabilities proportional to the sum of second generation Turkish and Moroccan neighbourhood-residents. To determine how many neighbourhoods were to be sampled in each city, the a priori decision was taken to set cluster-size to 30 respondents (3 groups x 10 persons). This number was a compromise between the desire to secure a fair number of respondents of each study group in sampled neighbourhoods, and to secure that a sufficient number of neighbourhoods would be sampled. This would facilitate multi-level analyses. The selection method for the sampling of neighbourhoods was the systematic selection method (Kish, 1965), whereby a neighbourhood could be sampled more than once, depending on the number of second generation Turkish and Moroccan residents. Effectively, cluster-size was increased by a factor four (4 x 30=120 respondents) because research into non-response rates in comparable studies revealed that high non-response rates could be expected in the field (e.g. Stoop, 2005). Thus, initially, 6000 addresses (=4 x 1500) were sampled from the municipal population registers (GBA). By the end of the fieldwork, non-response among second generation respondents appeared to be higher than expected so that an additional 271 records were sampled from the registers. Of the total of 6271 addresses that were actually sampled from the registers 4999 were valid addresses. The discrepancy was
mostly due to more than one eligible person living on the same address, and because the time elapsed between date of sampling and date of interview was long so that eligible persons had moved to another address. In case that more than one eligible person was living on the same address, the one whose birthday came first was selected (Kish, 1965).

Sample design weights were derived and they were adjusted to reflect differential non-response rates across neighbourhoods and study groups. Selection bias was examined by comparing age, sex and marital status characteristics of non-respondents with those of respondents. This was possible because all sampled municipal person-records (of non-respondents and respondents) comprise such information. The finding was that non-response bias was only slight in terms of these characteristics.

Eventually, 738 persons, slightly below target, were successfully interviewed in 23 of the 90 neighbourhoods in Amsterdam. In 24 of the 77 neighbourhoods in Rotterdam 767 persons were eventually successfully interviewed, which is slightly above the target number of 750. The overall response rate in Amsterdam was 30.1 per cent, and in Rotterdam it was 29.2 per cent. Response rates vary by study group, as shown in the table below.

Table 1.1 Population sizes, sample sizes and response rates

<table>
<thead>
<tr>
<th></th>
<th>Amsterdam</th>
<th></th>
<th>Rotterdam</th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turks</td>
<td>Moroc.</td>
<td>Natives</td>
<td>Total</td>
<td>Turks</td>
<td>Moroc.</td>
<td>Natives</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Population:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City population</td>
<td>38,337</td>
<td>65,426</td>
<td>382,746</td>
<td>486,509</td>
<td>45,415</td>
<td>36,831</td>
<td>317,943</td>
<td>400,189</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,331,742</td>
</tr>
<tr>
<td>Ethnic group population</td>
<td>16,539</td>
<td>30,588</td>
<td>29,351</td>
<td>38,015</td>
<td>22,562</td>
<td>14,560</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>198,574</td>
</tr>
<tr>
<td>2nd generation, all ages</td>
<td>5,088</td>
<td>8,649</td>
<td>102,491</td>
<td>116,228</td>
<td>6,941</td>
<td>4,117</td>
<td>71,288</td>
<td>82,346</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>198,574</td>
</tr>
<tr>
<td>2nd generation, 18-35 y.o. (=level stat. repres.)</td>
<td>3,266</td>
<td>5,398</td>
<td>29,351</td>
<td>38,015</td>
<td>4,772</td>
<td>2,655</td>
<td>24,003</td>
<td>31,430</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69,445</td>
</tr>
<tr>
<td>2nd generation 18-35 y.o. in sampled neighbourhoods</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Sample:</td>
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<td></td>
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<tr>
<td>Target number of respondents</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>750</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>750</td>
<td>1,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhoods sampled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23 of 94</td>
<td></td>
<td></td>
<td>24 of 88</td>
<td>47 of 167</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross effective number of addresses sampled</td>
<td>792</td>
<td>935</td>
<td>646</td>
<td>2,373</td>
<td>863</td>
<td>1,036</td>
<td>727</td>
<td>2,626</td>
<td>4,999</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully interviewed respondents</td>
<td>237</td>
<td>242</td>
<td>259</td>
<td>738</td>
<td>263</td>
<td>251</td>
<td>253</td>
<td>767</td>
<td>1,505</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>29.9%</td>
<td>25.9%</td>
<td>40.1%</td>
<td>31.1%</td>
<td>30.5%</td>
<td>24.2%</td>
<td>34.8%</td>
<td>29.2%</td>
<td>30.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Groenewold, 2008
1.2.1.4 Interviewers
The interviewers were recruited by Bureau Veldkamp at the fieldwork department of TNS NIPO, a sister organisation specialised in market research. Most interviewers were of Dutch origin, experienced in approaching different target groups and certified for conducting interviews. New interviewers were also recruited. In total 83 interviewers participated in the fieldwork, 43 in Amsterdam and 40 in Rotterdam.

A special training program was developed for the interviewers, in which they learnt about how to identify intended respondents from the sample and not other persons in the household, and how to approach them for interviewing. The former is relevant because 10 to 20 per cent of the housing accommodation in these cities is subletted by registered owners to someone else, without notifying the municipal register about this. Further, the interviewers were made aware of the fact that their work performance would be monitored.

1.2.2 Fieldwork implementation

1.2.2.1 Approaching respondents
All respondents from the sample were informed by a letter from NIDI and IMES sent by bureau Veldkamp, in which the research objective was explained and the visit of an interviewer was announced. In May 2006 interviewers started their fieldwork, whereby they were instructed to try at least five times to contact an intended respondent and obtain his or her collaboration for an interview. Respondents received a gift voucher, worth ten Euros, after the successful completion of an interview.

1.2.2.2 Low response rates
From the start of the fieldwork it proved difficult to obtain the collaboration of prospective respondents for an interview, leading to discouraged interviewers and low response rates. While in May 2006 about 80 interviewers were active, this number reduced to 40 by the end of June 2006. From mid-July until the end of August no interviews were scheduled due to the holiday season. During this period the existing fieldwork was evaluated, resulting in adaptations of the survey instruments (e.g. questionnaire) and fieldwork strategy.

The main problems encountered in the field were the following. First, in about fifteen per cent of the cases, the addresses in the sample appeared to be no longer valid. Second, it was very difficult to get in contact with respondents, appointments were not fulfilled or parents were suspicious. Third, the introduction letter was perceived as too official and lacked an inviting character. Fourth, interviewers were discouraged by the non-response of many intended respondents. Fifth, the duration of a full interview was perceived as too long by respondents as well as interviewers (about 75 minutes). Since
most interviews were conducted in the evening, the time-span was too limited to do more than one interview, while many would have preferred to complete two interviews per evening, to speed up the fieldwork. Sixth, the phrasing of a number of questions appeared to be terse and difficult to interpret, requiring many clarifications by interviewers.

These circumstances resulted in low numbers of completed interviews per week. Figure 1.1 shows the cumulative number of interviews per group and city. The figure shows that in the weeks prior to the summer break the average number of weekly interviews was approximately 25; this number increased towards 42 interviews per week in the two month period following the summer break. However, after this period, it decreased again.

**Figure 1.1 Cumulative numbers of interviews per group and city, 2006**

![Cumulative numbers of interviews per group and city, 2006](image)

Source: Veldkamp 2007

1.2.2.3 *Measures taken to increase response rates*

Several measures were taken to increase the number of respondents. One was to shorten the questionnaire. This was completed in October 2006. However, these changes led only to a modest shortening of the total interview time by 3 minutes for the comparison group, but to an even longer interview time for the second generation Turks and Moroccans.

Furthermore, a number of different interviewing strategies were introduced. One was to offer an online (Computer Assisted Web Interview; CAWI) version of the questionnaire with a reward of twenty Euros for a completed interview to a test group of 800 individuals (September 2006). However, of
the 800 potential respondents only 76 completed the entire questionnaire: The response rate of the CAWI approach turned out to be even lower than for the CAPI approach. Therefore, this approach was not pursued any further.

In an attempt to shorten the duration of the interview, a mixed mode of interviewing was pursued, whereby part of the questionnaire was conducted face-to-face in CAPI-mode while another part (modules F, G, J, K and M) in Paper and pen (PAPI)-mode (where that part of the questionnaire was on paper or computer file, to be completed and submitted by a predefined date). This approach, after testing, was introduced in early 2007 and used by 300 respondents.

After the face-to-face interview (CAPI) was completed and the subset questionnaire (PAPI) was received by Veldkamp, the respondent received their reward of 20 Euros. After six weeks, the response rate with this new approach went up to 38 per cent. The mixed-mode (CAPI-PAPI) interview strategy took on average 45 minutes, a considerably improvement compared to the single mode (CAPI, 75 minutes).

Since this mixed-mode method of interviewing proved to be less time consuming and response-rates higher, it was decided to continue with the CAPI-PAPI strategy from January 2007 onwards. Reminders were sent to respondents who participated in the face-to-face part in order to minimize response rates. During fieldwork monitoring meetings interviewers were trained to interview respondents using the mixed mode CAPI-PAPI method.

An additional measure was to modify the introduction letter. It was shortened and replaced by a less official and more inviting variant. Furthermore, the pool of addresses was enriched with telephone numbers so that prospective respondents could be contacted by telephone for an appointment.

Because of the long duration of the fieldwork and low response rates, the pool of person-records and addresses sampled from the municipal databases, notably those pertaining to Moroccans in Amsterdam, was close to depletion. To cope with the non-response, sampled members of the Turkish and Moroccan second generation in 2006 were again approached. In a new introduction letter, the relevance of their participation was reiterated.

Furthermore, in June 2007, an additional sample of 250 person-records of Moroccan men was taken from the municipal database of Amsterdam and 300 from the database of Rotterdam. Records were sampled from a back-up of the database of April 2006. Respondents were visited at their address and they were given the option to complete an on-line version of the questionnaire on the laptop of the interviewer.

The mix-mode approach together with the deployment of the best interviewers of Veldkamp survey bureau for the remainder of the fieldwork, eventually led to an acceleration of the fieldwork, as shown in figure 1.2. Starting January 2007 approximately 50 interviews were completed during a period of six weeks and in the period that followed it stabilized to about 40 per week.
Outcomes

In the end, out of the 4999 potential respondents selected by the sampling method, 1550 respondents were eventually successfully interviewed, using a variety of interview instruments. The breakdown of respondents by method of interviewing is presented in Table 1.2 and the results show that the majority of the interviews was partly or entirely conducted by a face-to-face interview (i.e. Standard 2006).

Table 1.2 Number of interviews by interview method and study group

<table>
<thead>
<tr>
<th>Interview method</th>
<th>Turks</th>
<th>Moroccans</th>
<th>Comparison</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2006</td>
<td>197</td>
<td>182</td>
<td>341</td>
<td>720</td>
</tr>
<tr>
<td>Mixed mode 2006</td>
<td>23</td>
<td>22</td>
<td>35</td>
<td>80</td>
</tr>
<tr>
<td>Web 2006</td>
<td>53</td>
<td>14</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>Mixed mode 2007</td>
<td>221</td>
<td>182</td>
<td>155</td>
<td>558</td>
</tr>
<tr>
<td>Web 2007</td>
<td>15</td>
<td>28</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>Mor. men 2007</td>
<td>73</td>
<td>1</td>
<td>1</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>509</td>
<td>501</td>
<td>540</td>
<td>1,550</td>
</tr>
</tbody>
</table>

Source: Veldkamp 2007
The paper questionnaire part of the mixed mode interviewing method was not returned by 146 out of the 558 (26 per cent) contacted persons, which added to the number of partially completed questionnaires.

The average duration of interviews for the members of different study groups is displayed in table 1.3. As can be seen, the standard mode of interviewing took the longest, followed by the web version. The mixed mode approach shortened the interview time considerably.

<table>
<thead>
<tr>
<th></th>
<th>Turks</th>
<th>Moroccans</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2006</td>
<td>78.5</td>
<td>78.0</td>
<td>71.3</td>
</tr>
<tr>
<td>Mix mode 2006</td>
<td>41.3</td>
<td>50.5</td>
<td>39.1</td>
</tr>
<tr>
<td>Web 2006</td>
<td>63.3</td>
<td>75.5</td>
<td>47.4</td>
</tr>
<tr>
<td>Mix mode 2007</td>
<td>47.4</td>
<td>47.5</td>
<td>39.7</td>
</tr>
<tr>
<td>Web 2007</td>
<td>75.2</td>
<td>62.8</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Mor. men 2007</td>
<td>Not applicable</td>
<td>62.8</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Source: Veldkamp 2007

1.2.2.5 Monitoring interviewers
The quality and reliability of interviewers was constantly monitored and evaluated by the survey bureau. For instance, electronic checks were carried out to monitor the length, duration, speed and time of each interview, as well as the number of times the interviewer had contact with the survey bureau. Monitoring forms were sent to all respondents, with questions on their opinion about the way in which they were interviewed. Of the 470 persons who returned the form, only 33 people perceived the interview as unpleasant. Overall, respondents perceived the interview as a positive experience and interviewers were evaluated as professional and friendly. Some criticism was given on the content of the questionnaire, as some questions were phrased in a complicated manner and difficult to grasp while others seemed repetitive. Also, and in spite of the measures taken, the duration of an interview was perceived as too long.

1.3 Data processing
1.3.1 Data entry and editing
Special data entry software was used by the survey bureau. After cleaning of the original data, they were translated into one single SPSS (version 15.0) data file. Person-records with too much missing and inconsistent data were removed from the dataset. In total, 45 person-records were deleted from the data-set, leaving to a total of 1505 person-records for analysis. Open-ended questions about current occupation or company were coded according to the
official Standaard Beroepen Classificatie (SBC) used by the Centraal Bureau voor de Statistiek (CBS) of The Netherlands. Furthermore, person-records were extended to include data stored in the database of person-records of the municipal population register, such as marital status, neighbourhood, ethnic identity, date of birth, and sex.

1.3.2 Translation into English
As mentioned, an international standard questionnaire was developed by the project, to be adapted and translated by national country teams. In the case of The Netherlands, the questionnaire was adapted and translated in Dutch. After completion of the survey, the content (labels) was translated back into English. Most questions could directly be translated with help of the international questionnaire and some needed to be translated as they were entirely new. Furthermore, answer categories used in the international questionnaire did not always correspond to the ones used in the Dutch version of the questionnaire and the sequence in which answer categories were presented in the Dutch version of the questionnaire differed from those in the international version of the questionnaire. These, and other issues, were mostly resolved so that the English version of the Dutch TIES dataset has a high degree of consistency with the content of the international version of the TIES-questionnaire.
2. Representativeness

2.1 Representativeness of the sample

Overall non-response rates appeared to be high for all study groups raising doubts about statistical representativeness of the survey data. Fortunately, some characteristics of non-respondents were available in the sampled population register records (i.e. age, sex, place of residence, marital status). Analyses revealed that differences between respondents and non-respondents with respect to these characteristics were either absent or slight.

2.1.1 City level
Response rates in Amsterdam and Rotterdam were rather similar, on average 30.1 per cent (Table 1.1). The Moroccan study group had the lowest response rates of 25.1 per cent in Amsterdam and 24.2 per cent in Rotterdam, while the comparison groups had the highest response rates in both cities, namely 40.1 per cent in Amsterdam and 29.2 per cent in Rotterdam. These response rates were lower than the outcomes of the 2004 Permanent Living Conditions Survey (POLS), in which non-Western second-generation respondents in Amsterdam had a response rate of 33 per cent and those of Dutch decent 41 per cent. For Rotterdam this was 52 and 53 per cent, respectively. Yet, given the lack of origin specificity, it is not possible to pinpoint the response rate of specific second-generation groups.

The characteristics of respondents in Amsterdam, for 18-35 year old TIES respondents and 15-35 year old city residents, are displayed in Table 1.4. The number of women appeared to be slightly overrepresented in the TIES sample compared to the city population. Furthermore, while second generation Turks and Moroccans in the TIES sample tend to be older than the city population, for the comparison group the opposite seems true. It should be noted here that the first age group of the city population refers to 15 to 19 year old persons, while for the sample of TIES respondents it refers to 18-19 year old persons only.
Table 1.4  Amsterdam: sex and age TIES respondents (R), and city population (P) in the age range 15-35, in percentages

<table>
<thead>
<tr>
<th>Age</th>
<th>Turks R</th>
<th>Moroccans R</th>
<th>Comparison group R</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>46.0</td>
<td>52.5</td>
<td>49.2</td>
<td>47.9</td>
</tr>
<tr>
<td>Female</td>
<td>54.0</td>
<td>47.5</td>
<td>50.8</td>
<td>52.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19/15-19</td>
<td>11.8</td>
<td>40.2</td>
<td>18.2</td>
<td>41.8</td>
</tr>
<tr>
<td>20-24</td>
<td>38.8</td>
<td>30.6</td>
<td>40.5</td>
<td>34.7</td>
</tr>
<tr>
<td>25-29</td>
<td>35.9</td>
<td>21.8</td>
<td>29.3</td>
<td>18.2</td>
</tr>
<tr>
<td>30-34</td>
<td>13.5</td>
<td>7.4</td>
<td>12.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Mean</td>
<td>24.5</td>
<td>22.3</td>
<td>23.9</td>
<td>21.9</td>
</tr>
<tr>
<td>Total N</td>
<td>237</td>
<td>6,564</td>
<td>242</td>
<td>11,279</td>
</tr>
</tbody>
</table>

Source: Statline, 2010 and Groenewold 2008, p. 177

Table 1.5 shows the characteristics of respondents and residents in Rotterdam. Unlike Amsterdam, in Rotterdam, men are only slightly overrepresented. The sampled Turkish and Moroccan TIES respondents are somewhat older than the city population from which they were sampled, while members of the comparison group appear to be somewhat older.

Table 1.5  Rotterdam: sex and age of TIES respondents (R), and city population (P) in the age range 15-35, in percentages

<table>
<thead>
<tr>
<th>Age</th>
<th>Turks R</th>
<th>Moroccans R</th>
<th>Comparison group R</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50.6</td>
<td>51.4</td>
<td>50.6</td>
<td>47.8</td>
</tr>
<tr>
<td>Female</td>
<td>49.4</td>
<td>48.6</td>
<td>49.4</td>
<td>52.2</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19/15-19</td>
<td>11.0</td>
<td>39.2</td>
<td>26.7</td>
<td>47.5</td>
</tr>
<tr>
<td>20-24</td>
<td>42.2</td>
<td>30.2</td>
<td>43.8</td>
<td>30.9</td>
</tr>
<tr>
<td>25-29</td>
<td>30.0</td>
<td>22.0</td>
<td>19.5</td>
<td>16.8</td>
</tr>
<tr>
<td>30-34</td>
<td>16.7</td>
<td>8.6</td>
<td>10.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Mean</td>
<td>24.8</td>
<td>22.5</td>
<td>22.9</td>
<td>21.4</td>
</tr>
<tr>
<td>Total N</td>
<td>263</td>
<td>9,065</td>
<td>251</td>
<td>5,652</td>
</tr>
</tbody>
</table>

Source: Statline, 2010, and Groenewold 2008, p. 177
2.1.2 Neighbourhood level
Response rates differed considerably by neighbourhood. This might be explained by a combination of respondent-level, neighbourhood-level, and interviewer performance characteristics (Groenewold, 2008).

Numbers of respondents, residents and response rates by neighbourhood are shown in Tables 1.6 and 1.7. The neighbourhood “Katendrecht” in Rotterdam has the lowest response rate of 10.8 per cent and “Nieuwe Westen” in Rotterdam has the highest of 64.2 per cent. Overall, neighbourhood differences in response rates are considerable and, as mentioned, many factors might be at work.

Table 1.6 Amsterdam: number of respondents (R), number of inhabitants (P) and response rates (RR) per neighbourhood

<table>
<thead>
<tr>
<th>Neighbourhood</th>
<th>Respondents</th>
<th>Population</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oostelijke Eilanden en Kadijken</td>
<td>26</td>
<td>12,640</td>
<td>21.7</td>
</tr>
<tr>
<td>Frederik Hendrikbuurt</td>
<td>28</td>
<td>7,560</td>
<td>23.3</td>
</tr>
<tr>
<td>Indische Buurt West</td>
<td>32</td>
<td>12,640</td>
<td>26.7</td>
</tr>
<tr>
<td>Indische Buurt Oost</td>
<td>25</td>
<td>10,600</td>
<td>20.8</td>
</tr>
<tr>
<td>Landlust</td>
<td>66</td>
<td>18,260</td>
<td>55.0</td>
</tr>
<tr>
<td>De Kolenkit</td>
<td>34</td>
<td>6,920</td>
<td>28.3</td>
</tr>
<tr>
<td>Van Galenbuurt</td>
<td>23</td>
<td>5,630</td>
<td>19.2</td>
</tr>
<tr>
<td>Volewijck</td>
<td>30</td>
<td>9,940</td>
<td>25.0</td>
</tr>
<tr>
<td>Oostzanerwerf</td>
<td>34</td>
<td>8,880</td>
<td>28.3</td>
</tr>
<tr>
<td>Buikslotermeer</td>
<td>44</td>
<td>11,760</td>
<td>36.7</td>
</tr>
<tr>
<td>Slotermeer-Noordoost</td>
<td>20</td>
<td>9,110</td>
<td>16.7</td>
</tr>
<tr>
<td>Slotermeer-Zuidwest</td>
<td>42</td>
<td>16,280</td>
<td>35.0</td>
</tr>
<tr>
<td>Geuzenveld</td>
<td>48</td>
<td>13,490</td>
<td>40.0</td>
</tr>
<tr>
<td>Osdorp-Oost</td>
<td>30</td>
<td>14,380</td>
<td>25.0</td>
</tr>
<tr>
<td>Osdorp-Midden</td>
<td>32</td>
<td>10,230</td>
<td>26.7</td>
</tr>
<tr>
<td>Middelveldsche Akerpolder en Sloten</td>
<td>33</td>
<td>14,940</td>
<td>27.5</td>
</tr>
<tr>
<td>Slotervaart</td>
<td>28</td>
<td>16,220</td>
<td>23.3</td>
</tr>
<tr>
<td>Overtoomse Veld</td>
<td>28</td>
<td>9,520</td>
<td>23.3</td>
</tr>
<tr>
<td>Bijlmer-Centrum D, F en H</td>
<td>33</td>
<td>21,340</td>
<td>27.5</td>
</tr>
<tr>
<td>Dapperbuurt</td>
<td>25</td>
<td>8,440</td>
<td>20.8</td>
</tr>
<tr>
<td>Transvaalbuurt</td>
<td>31</td>
<td>9,610</td>
<td>25.8</td>
</tr>
<tr>
<td>Nieuwe Pijp</td>
<td>30</td>
<td>11,300</td>
<td>25.0</td>
</tr>
<tr>
<td>Scheldebuurt</td>
<td>16</td>
<td>13,180</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Source: TIES NL 2006/2007
Table 1.7 Rotterdam: number of respondents (R), number of inhabitants (P) and response rates (RR) per neighbourhood

<table>
<thead>
<tr>
<th>Neighbourhood</th>
<th>Respondents</th>
<th>Population</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oude Westen</td>
<td>30</td>
<td>5,907</td>
<td>25.0</td>
</tr>
<tr>
<td>Delfshaven</td>
<td>29</td>
<td>4,368</td>
<td>24.2</td>
</tr>
<tr>
<td>Tussendijken</td>
<td>28</td>
<td>5,698</td>
<td>23.3</td>
</tr>
<tr>
<td>Spangen</td>
<td>45</td>
<td>4,294</td>
<td>37.5</td>
</tr>
<tr>
<td>Nieuwe Westen</td>
<td>77</td>
<td>5,999</td>
<td>64.2</td>
</tr>
<tr>
<td>Oud-Mathenesse</td>
<td>24</td>
<td>3,513</td>
<td>20.0</td>
</tr>
<tr>
<td>Agniesebuurt</td>
<td>34</td>
<td>7,907</td>
<td>28.3</td>
</tr>
<tr>
<td>Liskwartier</td>
<td>29</td>
<td>6,224</td>
<td>24.2</td>
</tr>
<tr>
<td>Oude Noorden</td>
<td>37</td>
<td>7,199</td>
<td>30.8</td>
</tr>
<tr>
<td>Schiebroek</td>
<td>30</td>
<td>2,491</td>
<td>25.0</td>
</tr>
<tr>
<td>Nieuw-Crooswijk</td>
<td>21</td>
<td>4,682</td>
<td>17.5</td>
</tr>
<tr>
<td>Kralingen-West</td>
<td>38</td>
<td>5,681</td>
<td>31.7</td>
</tr>
<tr>
<td>Het Lage Land</td>
<td>31</td>
<td>3,077</td>
<td>25.8</td>
</tr>
<tr>
<td>Vreewijk</td>
<td>25</td>
<td>4,014</td>
<td>20.8</td>
</tr>
<tr>
<td>Bloemhof</td>
<td>23</td>
<td>5,993</td>
<td>19.2</td>
</tr>
<tr>
<td>Hillesluis</td>
<td>35</td>
<td>4,578</td>
<td>29.2</td>
</tr>
<tr>
<td>Katendrecht</td>
<td>13</td>
<td>2,721</td>
<td>10.8</td>
</tr>
<tr>
<td>Afrikaanderwijk</td>
<td>21</td>
<td>5,078</td>
<td>17.5</td>
</tr>
<tr>
<td>Feijenoord</td>
<td>32</td>
<td>3,890</td>
<td>26.7</td>
</tr>
<tr>
<td>Lombardijen</td>
<td>35</td>
<td>2,706</td>
<td>29.2</td>
</tr>
<tr>
<td>Tarwevijk</td>
<td>36</td>
<td>5,557</td>
<td>30.0</td>
</tr>
<tr>
<td>Carnisse</td>
<td>32</td>
<td>5,029</td>
<td>26.7</td>
</tr>
<tr>
<td>Oud-Charlois</td>
<td>22</td>
<td>3,399</td>
<td>18.3</td>
</tr>
<tr>
<td>Pendrecht</td>
<td>40</td>
<td>2,840</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Source: TIES NL 2006/2007

2.2 Measuring bias: Comparison of respondents and non-respondents

As non-response was high and information on non-respondents is available from the population registers, it makes sense to compare characteristics of respondents with those of non-respondents to see to what extent bias exists in the data.

Data on age, sex, and marital status were compared and the results are shown in Table 1.8. The underrepresentation of men, especially Moroccan second generation men, is noticeable and the overrepresentation of women, while age differences appear to be slight in all groups. It is worth noting that, on average, comparison group members are three to four years older than members of the other two study groups. Furthermore, there seems to be a small overrepresentation of married respondents, especially among second
generation Turks, which is according to expectations as they tend to be more often home-based than their spouse. Overall, the differences between respondents and non-respondents are slight and according to expectations.

Table 1.8 Differences between respondents (R.) and non-respondents (NR.) regarding characteristics recorded in municipal population registers (GBA)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>48.4</td>
<td>54.4</td>
<td>52.6</td>
<td>41.4</td>
<td>49.4</td>
<td>47.4</td>
<td>49.2</td>
<td>51.6</td>
<td>50.7</td>
<td>50.2</td>
</tr>
<tr>
<td>Female</td>
<td>51.6</td>
<td>45.6</td>
<td>47.4</td>
<td>58.6</td>
<td>50.6</td>
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<td>50.8</td>
<td>48.4</td>
<td>49.3</td>
<td>49.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
</tr>
<tr>
<td><strong>Age</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>17.8</td>
<td>17.9</td>
<td>17.9</td>
<td>26.9</td>
<td>21.8</td>
<td>23.0</td>
<td>7.8</td>
<td>7.2</td>
<td>7.4</td>
<td>16.7</td>
</tr>
<tr>
<td>20-24</td>
<td>39.0</td>
<td>42.0</td>
<td>41.1</td>
<td>43.3</td>
<td>46.5</td>
<td>45.7</td>
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<td>25.1</td>
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<td>25-29</td>
<td>32.0</td>
<td>29.7</td>
<td>30.4</td>
<td>21.7</td>
<td>24.1</td>
<td>23.5</td>
<td>30.1</td>
<td>33.3</td>
<td>32.1</td>
<td>28.5</td>
</tr>
<tr>
<td>30-34</td>
<td>11.2</td>
<td>10.4</td>
<td>10.6</td>
<td>8.1</td>
<td>7.6</td>
<td>7.8</td>
<td>36.5</td>
<td>34.6</td>
<td>35.4</td>
<td>16.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>24.4</td>
<td>24.2</td>
<td>24.3</td>
<td>23.3</td>
<td>23.5</td>
<td>23.5</td>
<td>27.5</td>
<td>27.5</td>
<td>27.5</td>
<td>24.9</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never married</td>
<td>56.6</td>
<td>68.5</td>
<td>64.9</td>
<td>77.6</td>
<td>78.2</td>
<td>78.1</td>
<td>86.3</td>
<td>88.5</td>
<td>87.7</td>
<td>76.2</td>
</tr>
<tr>
<td>Married</td>
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<td>27.8</td>
<td>31.7</td>
<td>20.5</td>
<td>19.0</td>
<td>19.3</td>
<td>11.9</td>
<td>9.5</td>
<td>10.4</td>
<td>21.1</td>
</tr>
<tr>
<td>Separated</td>
<td>2.8</td>
<td>3.6</td>
<td>3.4</td>
<td>1.9</td>
<td>2.7</td>
<td>2.5</td>
<td>2.5</td>
<td>2.0</td>
<td>1.9</td>
<td>2.6</td>
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<tr>
<td>Divorced</td>
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<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total N</strong></td>
<td>500</td>
<td>1,155</td>
<td>1,655</td>
<td>420</td>
<td>1,240</td>
<td>1,660</td>
<td>512</td>
<td>861</td>
<td>1,373</td>
<td>4,688</td>
</tr>
</tbody>
</table>

Source: Groenewold, 2008

2.3 Weighting

As the sample selection method was not according to the proportionate representation of study group members in cities and neighbourhoods, and because response rates of study groups varied by city and neighbourhood, the survey design and implementation resulted in a non-self-weighting sample. Therefore, compensation weights were derived. In the data-file, weights for all respondents are represented by the variable “WEIGHT_NL”. This weight is the result of combining the sample-design weight and non-response weight.

To fine-tune the sample population to the population from which it was sampled, an additional type of weight was derived, the so-called post-stratifi-
cation weight. The rationale behind the derivation and use of this weight is that, out of the numerous samples that can be drawn, one may have drawn an unlucky sample in the sense that the sample population may not exactly correspond to the target population from which it was sampled in terms of age, sex, and other characteristics. The variables “PSWEIGHT_NL” and “PSWEIGHT_NL_new” were included. The first weight compensates for differences between age and sex distributions of the sample and the population at the city level, regardless of ethnic group, while the second one compensates distributional differences in age, sex as well as ethnic group.

For more information on the different types of weights and their application, see ESS (2007).
3. Documentation of the variables

Variables description list

In this section all variables in the dataset are presented. The section provides an overview of variable names, labels and other characteristics, sorted by theme (Module). The names of the modules are also included in the dataset as variables, but they are only included to visualize the start of a set of variables belonging to new module.

The last two sections include neighbourhood- and municipality-level variables. These are not called ‘modules’ per se, since they were not directly asked but they were added to the end of the list of variables in the data file at a later point in time (Fall 2010). These variables were derived from “Statline” of the Centraal Bureau voor de Statistiek (CBS). The values of the variables are consistent with the year in which the interview was conducted (INTYEAR).

Module Intro: Introduction

<table>
<thead>
<tr>
<th>COUNTRYCODE</th>
<th>ISO-two character country code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIN_NL</td>
<td>Respondent case identifier (PIN=Person Identification Number)</td>
</tr>
<tr>
<td>WEIGHT_NL</td>
<td>original sample design weight (including city, group, neighbourhood, response rate weight components)</td>
</tr>
<tr>
<td>PSWEIGHT_NL</td>
<td>Simplified weight for International comparison based on city, group, gender, age (18-24,25-35), city specific</td>
</tr>
<tr>
<td>psweight_nl_new</td>
<td>Simplified weight for International comparison based on city, group, gender, age (18-24,25-35), city and group specific</td>
</tr>
<tr>
<td>IRS4</td>
<td>Target group</td>
</tr>
<tr>
<td>IL4</td>
<td>City</td>
</tr>
<tr>
<td>IL6</td>
<td>In what kind of house do you currently live?</td>
</tr>
<tr>
<td>IL7</td>
<td>How many floors does that building have?</td>
</tr>
<tr>
<td>R1</td>
<td>Sex</td>
</tr>
<tr>
<td>R3</td>
<td>In which country were you born?</td>
</tr>
<tr>
<td>INTVIEWERNR_NL</td>
<td>Interviewer number</td>
</tr>
<tr>
<td>STIME</td>
<td>Date and Start of Interview (concatenation)</td>
</tr>
<tr>
<td>INTMETHOD_NL</td>
<td>Method of interviewing</td>
</tr>
<tr>
<td>QVERSION_NL</td>
<td>Questionnaire version (affects potential number of cases with stated answers due questionnaire changes in 13 months fieldwork period)</td>
</tr>
<tr>
<td>INTTIME_NL</td>
<td>Interview duration (sec)</td>
</tr>
</tbody>
</table>
Module A: Demographic characteristics of respondents and household

R2b  Month of birth
R2c  Year of birth
AGEGR_NL  Age group (based on birthday-birth month-birth year), 4 categories
AGEGR2_NL  Age group (based on birthday-birth month-birth year), 2 categories
AGE_NL  Age in completed years (based on birthday-birth month-birth year)
A1b_1  Sex of hhmember 1 (=respondent)
A1c_1  Age of hhmember 1 (=respondent)
A1d_1  Country of birth of hhmember 1 (=respondent)
A1e_1  Relationship to respondent of hhmember 1 (=respondent)
A1b_2  Sex hhmember 2
A1c_2  Age hhmember 2
A1d_2  Country of birth of hhmember 2
A1e_2  Relationship to respondent of hhmember 2
A1b_3  Sex hhmember 3
A1c_3  Age hhmember 3
A1d_3  Country of birth hhmember 3
A1e_3  Relationship to respondent of hhmember 3
A1b_4  Sex hhmember 4
A1c_4  Age hhmember 4
A1d_4  Country of birth hhmember 4
A1e_4  Relationship to respondent of hhmember 4
A1b_5  Sex hhmember 5
A1c_5  Age hhmember 5
A1d_5  Country of birth hhmember 5
A1e_5  Relationship to respondent of hhmember 5
A1b_6  Sex hhmember 6
A1c_6  Age hhmember 6
A1d_6  Country of birth hhmember6
A1e_6  Relationship to respondent of hhmember6
A1b_7  Sex hhmember 7
A1c_7  Age hhmember 7
A1d_7  Country of birth hhmember7
A1e_7  Relationship to respondent of hhmember7
A1b_8  Sex hhmember 8
A1c_8  Age hhmember 8
A1d_8  Country of birth hhmember 8
A1e_8  Relationship to respondent of hhmember8
A1b_9  Sex hhmember 9
A1c_9  Age hhmember 9
A1d_9  Country of birth hhmember 9
A1e_9  Relationship to respondent of hhmember9
A1b_10  Sex hhmember 10
A1c_10  Age hhmember 10
A1d_10  Country of birth hhmember 10
A1e_10  Relationship to respondent of hhmember 10
A1f_NL  Respondents position in the household
Module B: Education

career0  CAREERSTEP 0: PRESCHOOL, PRIMARY SCHOOL, INTERMEDIARY CLASS
B1  Age respondent went to school for the first time
B2a_NL  Did you attend pre-school or kindergarten?
B2b  How long did you attend pre-school or kindergarten?
B3a_NL  What educational philosophy underpinned your most important primary school?
B3b_NL  Which religion/life philosophy is associated with that primary school?
B4a  Because this was the local school for children who live in this area
B4b  Because this school had no particular religion or philosophy of life
B4c  Because this school was known to be a better school than others in the area.
B4d  Because this school offered specific study programs
B4e  Because this school had a particular religion or philosophy of life
B4f  Because my parents decided so
B4g  Because my brother(s) / sister(s) attended it too
B4h  Because in this school there were few children of immigrants
B4i  Because other schools in the area didn’t accept children of immigrant origin
B4j  Other reason
B4k  Does not know
B5  How many children of immigrant origin were there at this primary school?
B6  Have you ever changed schools in primary school?
B7  Have you ever repeated a grade or class in primary school?
B8  Ever interrupted primary school to go abroad for more than three months?
B9  At what age did you complete or leave primary school?
B10b_1_NL  School advice: Special education (SE)
B10b_2_NL  School advice: Preparatory vocational education (PVE)
B10b_3_NL  School advice: Mix PVE\Middle General Preparatory Education (MGPE)
B10b_4_NL  School advice: Mix SE\Preparatory Middle Vocation Education Basic level (PMVEBL)
B10b_5_NL  School advice: PMVEBL
B10b_6_NL  School advice: Mix Preparatory Middle Vocational Education Mid level (PMVEML)/PMVEBL
B10b_7_NL  School advice: PMVEML
B10b_8_NL  School advice: Mix Lower Secondary General Education Theoretical level (LSGETL)/PMVEML
B10b_9_NL  School advice: Mix LSGETL/Preparatory Middle Vocational Education Mixed Level (PMVEML)
B10b_10_NL School advice: Middle General Preparatory Education (MGPE)/LSGETL
B10b_11_NL School advice: Mix MGPE/Higher General Preparatory Education (HGPE) or LSGETL/HGPE
B10b_12_NL School advice: HGPE
B10b_13_NL School advice: Mix HGPE\Preparatory Scientific Education (PSE)
B10b_14_NL School advice: PSE
B10b_15_NL School advice: does not remember
B10b_16_NL School advice: no advice or not applicable
B10c_NL  Did you attend an intermediary class?
B10d_NL  For which type of education or school level did this intermediary class prepare you?
B11  At what level did you first enter secondary school?
Career1  FIRST CYCLE/STEP INTO SECONDARY SCHOOL
B12_1  Are you currently/still attending this school or school level?
B13_1_NL  Did you complete this school or school level and obtain a diploma or certificate?
B14a_1  Reason interrupting school: Level was too low
B14b_1  Reason interrupting school: Level was too high
B14c_1  Reason interrupting school: Wanted to do another type of education
B14d_1  Reason interrupting school: Did not like the school
B14e_1  Reason interrupting school: Parents thought the school was not good
B14f_1  Reason interrupting school: Had problems with teachers
B14g_1  Reason interrupting school: Had problems with other pupils
B14h_1  Reason interrupting school: Other reason
B15_1  At what age did you complete or leave this school or level?
B16_1  Did you get an advice for another education at the end of this school level?
B17_1_1_NL  Continuation advise: Special education (all)
B17_1_2_NL  Continuation advise: Special education (lvbo)
B17_1_3_NL  Continuation advise: Preparatory Vocational Education
B17_1_4_NL  Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
B17_1_5_NL  Continuation advise: Mix special education\Preparatory Middle Vocational Education-Basic Level
B17_1_6_NL  Continuation advise: Preparatory Middle Vocational Education- Basic Level
B17_1_7_NL  Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level
B17_1_8_NL  Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
B17_1_9_NL  Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level
Continuation advice: Preparatory Middle Vocational Education – mixed Level

Continuation advice: Lower Sec. General Education- Theoretical Level Higher General Preparatory Education

Continuation advice: Middle General Preparatory Education Lower Sec. General Education- Theoretical Level

Continuation advice: Mix of Middle General Preparatory Education Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level Higher General Preparatory Education

Continuation advice: Higher General Preparatory Education

Continuation advice: Mix Higher General Preparatory Education Preparatory Scientific Education

Continuation advice: Preparatory Scientific Education

Continuation advice: Short Middle Vocational Education

Continuation advice: One year Middle Vocational Education

Continuation advice: Two year Middle Vocational Education

Continuation advice: Three year Middle Vocational Education

Continuation advice: (Four year) Middle Vocational Education

Continuation advice: Any type of Middle Vocational Education

Continuation advice: Higher Vocational Education

Continuation advice: University

Continuation advice: Does not know

Did you follow advice and continue with another type of education or school level?

Reason discontinuation: I was satisfied with my education

Reason discontinuation: I did not like to go to school anymore

Reason discontinuation: I wanted to work and earn money

Reason discontinuation: I had to work and earn money

Reason discontinuation: I got married

Reason discontinuation: My parents made me stop

Reason discontinuation: I had to take care of the children or family

Reason discontinuation: Other reasons

Did you later in life return to school to pick-up education again?

Which type of education or school level did you pick-up and continue?

career2 CAREERSTEP 2

Are you currently/still attending this school or school level?

Did you complete this school or school level and obtain a diploma or certificate?

Reason quit school: Level was too low

Reason quit school: Level was too high

Reason quit school: Wanted to do another type of education

Reason quit school: Did not like the school

Reason quit school: Parents thought the school was not good

Reason quit school: Had problems with teachers

Reason quit school: Had problems with other pupils

Reason quit school: Other reason

At what age did you complete or left this type of education/school level

Did you get continuation advise at the end of this type of education/school level

Continuation advise: Special education (all)

Continuation advise: Special education (lvbo)

Continuation advise: Preparatory Vocational Education
Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
Continuation advise: Mix special education\Preparatory Middle Vocational Education – Basic Level
Continuation advise: Preparatory Middle Vocational Education – Basic Level
Continuation advise: Mix Preparatory Middle Vocational Education – Basic Level\Preparatory Middle Vocational Education – Middle Management Level
Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level
Continuation advise: Preparatory Middle Vocational Education – mixed Level
Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level
Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
Continuation advise: Higher General Preparatory Education
Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education
Continuation advise: Preparatory Scientific Education
Continuation advise: Short Middle Vocational Education
Continuation advise: One year Middle Vocational Education
Continuation advise: Two year Middle Vocational Education
Continuation advise: Three year Middle Vocational Education
Continuation advise: (Four year) Middle Vocational Education
Continuation advise: Any type of Middle Vocational Education
Continuation advise: Higher Vocational Education
Continuation advise: University
Continuation advise: Does not know
Did you follow advice and continue with another type of education or school level?
Reason discontinuation: I am satisfied with my education
Reason discontinuation: I did not like to go to school anymore
Reason discontinuation: I wanted to work and earn money
Reason discontinuation: I had to work and earn money
Reason discontinuation: I got married
Reason discontinuation: My parents made me stop
Reason discontinuation: I had to take care of the children or family
Reason discontinuation: Other reasons
Did you later in life return to school to pickup education again?
With which type of education or school level did you continue?
Are you currently/still attending this school or school level?
Did you complete this school or school level and obtain a diploma or certificate?
Reason quit school: Level was too low
Reason quit school: Level was too high
Reason quit school: Wanted to do another type of education
B14d_3 Reason quit school: Did not like the school
B14e_3 Reason quit school: Parents thought the school was not good
B14f_3 Reason quit school: Had problems with teachers
B14g_3 Reason quit school: Had problems with other pupils
B14h_3 Reason quit school: Other reason
B15_3 At what age did you complete or left this type of education/school level
B16_3 Did you get continuation advise at the end of this type of education/school level
B17_3_1_NL Continuation advise: Special education (all)
B17_3_2_NL Continuation advise: Special education (lvbo)
B17_3_3_NL Continuation advise: Preparatory Vocational Education
B17_3_4_NL Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
B17_3_5_NL Continuation advise: Mix special education\Preparatory Middle Vocational Education- Basic Level
B17_3_6_NL Continuation advise: Preparatory Middle Vocational Education- Basic Level
B17_3_7_NL Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level
B17_3_8_NL Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
B17_3_9_NL Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level
B17_3_10_NL Continuation advise: Preparatory Middle Vocational Education – mixed Level
B17_3_11_NL Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_3_12_NL Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level
B17_3_13_NL Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_3_14_NL Continuation advise: Higher General Preparatory Education
B17_3_15_NL Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education
B17_3_16_NL Continuation advise: Preparatory Scientific Education
B17_3_17_NL Continuation advise: Short Middle Vocational Education
B17_3_18_NL Continuation advise: One year Middle Vocational Education
B17_3_19_NL Continuation advise: Two year Middle Vocational Education
B17_3_20_NL Continuation advise: Three year Middle Vocational Education
B17_3_21_NL Continuation advise: (Four year) Middle Vocational Education
B17_3_22_NL Continuation advise: Any type of Middle Vocational Education
B17_3_23_NL Continuation advise: Higher Vocational Education
B17_3_24_NL Continuation advise: University
B17_3_25_NL Continuation advise: Does not know
B26a_3_NL Did you follow advice and continue with another type of education or school level?
B33a_3_NL Reason discontinuation: I am satisfied with my education
B33b_3_NL Reason discontinuation: I did not like to go to school anymore
B33c_3_NL Reason discontinuation: I wanted to work and earn money
B33d_3_NL Reason discontinuation: I had to work and earn money
B33e_3_NL Reason discontinuation: I got married
B33f_3_NL Reason discontinuation: My parents made me stop
B33g_3_NL Reason discontinuation: I had to take care of the children or family
B33h_3_NL Reason discontinuation: Other reasons
B27_3_NL Did you later in life return to school to pickup education again?
B27a_3_NL With which type of education or school level did you continue?
career4 CAREERSTEP 4
B12_4 Are you currently still attending this school or school level?
B13_4_NL Did you complete this school or school level and obtain a diploma or certificate?
B14a_4 Reason quit school: Level was too low
B14b_4 Reason quit school: Level was too high
B14c_4 Reason quit school: Wanted to do another type of education
B14d_4 Reason quit school: Did not like the school
B14e_4 Reason quit school: Parents thought the school was not good
B14f_4 Reason quit school: Had problems with teachers
B14g_4 Reason quit school: Had problems with other pupils
B14h_4 Reason quit school: Other reason
B15_4 At what age did you complete or left this type of education/school level
B16_4 Did you get continuation advise at the end of this type of education/school level
B17_4_1_NL Continuation advise: Special education (all)
B17_4_2_NL Continuation advise: Special education (lvbo)
B17_4_3_NL Continuation advise: Preparatory Vocational Education
B17_4_4_NL Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
B17_4_5_NL Continuation advise: Mix special education\Preparatory Middle Vocational Education-Basic Level
B17_4_6_NL Continuation advise: Preparatory Middle Vocational Education- Basic Level
B17_4_7_NL Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level
B17_4_8_NL Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
B17_4_9_NL Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level
B17_4_10_NL Continuation advise: Preparatory Middle Vocational Education – mixed Level
B17_4_11_NL Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_4_12_NL Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level
B17_4_13_NL Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_4_14_NL Continuation advise: Higher General Preparatory Education
B17_4_15_NL Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education
B17_4_16_NL Continuation advise: Preparatory Scientific Education
B17_4_17_NL Continuation advise: Short Middle Vocational Education
B17_4_18_NL Continuation advise: One year Middle Vocational Education
B17_4_19_NL Continuation advise: Two year Middle Vocational Education
B17_4_20_NL Continuation advise: Three year Middle Vocational Education
B17_4_21_NL Continuation advise: (Four year) Middle Vocational Education
B17_4_22_NL Continuation advise: Any type of Middle Vocational Education
B17_4_23_NL Continuation advise: Higher Vocational Education
B17_4_24_NL Continuation advise: University
B17_4_25_NL Continuation advise: Does not know
B26a_4_NL Did you follow advice and continue with another type of education or school level?
B33a_4_NL Reason discontinuation: I am satisfied with my education
B33b_4_NL Reason discontinuation: I did not like to go to school anymore
B33c_4_NL Reason discontinuation: I wanted to work and earn money
B33d_4_NL Reason discontinuation: I had to work and earn money
B33e_4_NL Reason discontinuation: I got married
B33f_4_NL Reason discontinuation: My parents made me stop
B33g_4_NL Reason discontinuation: I had to take care of the children or family
B33h_4_NL Reason discontinuation: Other reasons
B27_4_NL Did you later in life return to school to pickup education again?
B27a_4_NL With which type of education or school level did you continue?

career5 CAREERSTEP 5
B12_5 Are you currently/still attending this school or school level?
B13_5_NL Did you complete this school or school level and obtain a diploma or certificate?
B14a_5 Reason quit school: Level was too low
B14b_5 Reason quit school: Level was too high
B14c_5 Reason quit school: Wanted to do another type of education
B14d_5 Reason quit school: Did not like the school
B14e_5 Reason quit school: Parents thought the school was not good
B14f_5 Reason quit school: Had problems with teachers
B14g_5 Reason quit school: Had problems with other pupils
B14h_5 Reason quit school: Other reason
B15_5 At what age did you complete or left this type of education/school level
B16_5 Did you get continuation advise at the end of this type of education/school level
B17_5_1_NL Continuation advise: Special education (all)
B17_5_2_NL Continuation advise: Special education (lvbo)
B17_5_3_NL Continuation advise: Preparatory Vocational Education
B17_5_4_NL Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
B17_5_5_NL Continuation advise: Mix special education\Preparatory Middle Vocational Education-Basic Level
B17_5_6_NL Continuation advise: Preparatory Middle Vocational Education- Basic Level
B17_5_7_NL Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level
B17_5_8_NL Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
B17_5_9_NL Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level
B17_5_10_NL Continuation advise: Preparatory Middle Vocational Education – mixed Level
B17_5_11_NL Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_5_12_NL Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level
B17_5_13_NL Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education
B17_5_14_NL Continuation advise: Higher General Preparatory Education
B17_5_15_NL Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education
B17_5_16_NL Continuation advise: Preparatory Scientific Education
B17_5_17_NL Continuation advise: Short Middle Vocational Education
B17_5_18_NL Continuation advise: One year Middle Vocational Education
B17_5_19_NL Continuation advise: Two year Middle Vocational Education
B17_5_20_NL Continuation advise: Three year Middle Vocational Education
B17_5_21_NL Continuation advise: (Four year) Middle Vocational Education
B17_5_22_NL Continuation advise: Any type of Middle Vocational Education
B17_5_23_NL Continuation advise: Higher Vocational Education
B17_5_24_NL Continuation advise: University
B17_5_25_NL Continuation advise: Does not know
B26a_5_NL Did you follow advice and continue with another type of education or school level?
B33a_5_NL Reason discontinuation: I am satisfied with my education
B33b_5_NL Reason discontinuation: I did not like to go to school anymore
B33c_5_NL Reason discontinuation: I wanted to work and earn money
B33d_5_NL Reason discontinuation: I had to work and earn money
B33e_5_NL Reason discontinuation: I got married
B33f_5_NL Reason discontinuation: My parents made me stop
B33g_5_NL Reason discontinuation: I had to take care of the children or family
B33h_5_NL Reason discontinuation: Other reasons
B27_5_NL Did you later in life return to school to pickup education again?
B27a_5_NL With which type of education or school level did you continue?
career
B12_6 Are you currently/still attending this school or school level?
B13_6_NL Did you complete this school or school level and obtain a diploma or certificate?
B14a_6 Reason quit school: Level was too low
B14b_6 Reason quit school: Level was too high
B14c_6 Reason quit school: Wanted to do another type of education
B14d_6 Reason quit school: Did not like the school
B14e_6 Reason quit school: Parents thought the school was not good
B14f_6 Reason quit school: Had problems with teachers
B14g_6 Reason quit school: Had problems with other pupils
B14h_6 Reason quit school: Other reason
B15_6 At what age did you complete or left this type of education/school level
B16_6 Did you get continuation advise at the end of this type of education/school level
B17_6_1_NL Continuation advise: Special education (all)
B17_6_2_NL Continuation advise: Special education (lvbo)
B17_6_3_NL Continuation advise: Preparatory Vocational Education
B17_6_4_NL Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education
B17_6_5_NL Continuation advise: Mix special education\Preparatory Middle Vocational Education-Basic Level
B17_6_6_NL Continuation advise: Preparatory Middle Vocational Education- Basic Level
B17_6_7_NL Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level
B17_6_8_NL Continuation advise: Preparatory Middle Vocational Education – Middle Management Level
Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level

Continuation advise: Preparatory Middle Vocational Education – mixed Level

Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education

Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level

Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education

Continuation advise: Higher General Preparatory Education

Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education

Continuation advise: Preparatory Scientific Education

Continuation advise: Short Middle Vocational Education

Continuation advise: One year Middle Vocational Education

Continuation advise: Two year Middle Vocational Education

Continuation advise: Three year Middle Vocational Education

Continuation advise: (Four year) Middle Vocational Education

Continuation advise: Any type of Middle Vocational Education

Continuation advise: Higher Vocational Education

Continuation advise: University

Continuation advise: Does not know

Did you follow advice and continue with another type of education or school level?

Reason discontinuation: I am satisfied with my education

Reason discontinuation: I did not like to go to school anymore

Reason discontinuation: I wanted to work and earn money

Reason discontinuation: I had to work and earn money

Reason discontinuation: I got married

Reason discontinuation: My parents made me stop

Reason discontinuation: I had to take care of the children or family

Reason discontinuation: Other reasons

Did you later in life return to school to pickup education again?

With which type of education or school level did you continue?

career7

Are you currently still attending this school or school level?

Did you complete this school or school level and obtain a diploma or certificate?

Reason quit school: Level was too low

Reason quit school: Level was too high

Reason quit school: Wanted to do another type of education

Reason quit school: Did not like the school

Reason quit school: Parents thought the school was not good

Reason quit school: Had problems with teachers

Reason quit school: Had problems with other pupils

Reason quit school: Other reason

At what age did you complete or left this type of education/school level

Did you get continuation advise at the end of this type of education/school level

Continuation advise: Special education (all)

Continuation advise: Special education (lvbo)
B17_7_3_NL  Continuation advise: Preparatory Vocational Education

B17_7_4_NL  Continuation advise: Mix Preparatory Vocational Education\Middle General Preparatory Education

B17_7_5_NL  Continuation advise: Mix special education\Preparatory Middle Vocational Education- Basic Level

B17_7_6_NL  Continuation advise: Preparatory Middle Vocational Education- Basic Level

B17_7_7_NL  Continuation advise: Mix Preparatory Middle Vocational Education- Basic Level\Preparatory Middle Vocational Education – Middle Management Level

B17_7_8_NL  Continuation advise: Preparatory Middle Vocational Education – Middle Management Level

B17_7_9_NL  Continuation advise: Mix Preparatory Middle Vocational Education – Middle Management Level\Preparatory Middle Vocational Education – mixed Level

B17_7_10_NL Continuation advise: Preparatory Middle Vocational Education – mixed Level

B17_7_11_NL Continuation advise: Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education

B17_7_12_NL Continuation advise: Middle General Preparatory Education\Lower Sec. General Education- Theoretical Level

B17_7_13_NL Continuation advise: Mix of Middle General Preparatory Education\Higher General Preparatory Education or Lower Sec. General Education- Theoretical Level\Higher General Preparatory Education

B17_7_14_NL Continuation advise: Higher General Preparatory Education

B17_7_15_NL Continuation advise: Mix Higher General Preparatory Education\Preparatory Scientific Education

B17_7_16_NL Continuation advise: Preparatory Scientific Education

B17_7_17_NL Continuation advise: Short Middle Vocational Education

B17_7_18_NL Continuation advise: One year Middle Vocational Education

B17_7_19_NL Continuation advise: Two year Middle Vocational Education

B17_7_20_NL Continuation advise: Three year Middle Vocational Education

B17_7_21_NL Continuation advise: (Four year) Middle Vocational Education

B17_7_22_NL Continuation advise: Any type of Middle Vocational Education

B17_7_23_NL Continuation advise: Higher Vocational Education

B17_7_24_NL Continuation advise: University

B17_7_25_NL Continuation advise: Does not know

B26a_7_NL Did you follow advice and continue with another type of education or school level?

B33a_7_NL Reason discontinuation: I am satisfied with my education

B33b_7_NL Reason discontinuation: I did not like to go to school anymore

B33c_7_NL Reason discontinuation: I wanted to work and earn money

B33d_7_NL Reason discontinuation: I had to work and earn money

B33e_7_NL Reason discontinuation: I got married

B33f_7_NL Reason discontinuation: My parents made me stop

B33g_7_NL Reason discontinuation: I had to take care of the children or family

B33h_7_NL Reason discontinuation: Other reasons

B27_7_NL Did you later in life return to school to pickup education again?

B27a_7_NL With which type of education or school level did you continue?

sec

school  LIFE EXPERIENCES/CHARACTERISTICS DURING SECONDARY SCHOOL

B32_NL Highest level of education completed with a diploma

B32_NL_EDC Highest level of education completed with a diploma (EduCode)

B32_NL_EDCR Highest level of education completed with a diploma (EduCode-Reduced)

B34_NL What was/ is the field or domain of your highest qualification or current study?
How often did you change schools at secondary school level?

How often did you repeat a grade or class in secondary school?

Have you ever interrupted going to Dutch secondary school to go abroad for a period of more than three months?

Went abroad during: 1st grade
Went abroad during: 2nd grade
Went abroad during: 3rd grade
Went abroad during: 4th grade
Went abroad during: 5th grade
Went abroad during: 6th grade

Which philosophy of education underpins your most important secondary school?

Which life philosophy/religion underpins your most important secondary school?

Because this was the local school for students who live in this area
Because this school was known to be a better school than others in the area
Because this school offered specific study programs
Because this school had a particular religion or philosophy of life
Because this school had no particular religion or philosophy of life
Because siblings or friends attended this school
Because class mates of my elementary school went to this school
Because my parents decided it likewise
Because in this school there were/ are few children of immigrants
Because other schools in the area didn’t accept children of immigrant origin.
Because of my school advice
Because of other reasons

Did you ever go to a remedial teacher during secondary school?

Did you ever have homework guidance during secondary school?

At my most important secondary school: could get along with most teachers
At my most important secondary school: could get along with most students
At my most important secondary school: most teachers really listened to what I had to say
At my most important secondary school: when needed, teachers gave me extra help
When you were in secondary school, had a quiet place at home to do homework?

How many books were there at your home?

Do you have one or more older siblings with a school diploma or certificate?

What is the highest diploma or certificate obtained among your older sibling(s)?

Do you have older siblings who have left secondary school without diploma or certificate?

Do you have younger siblings who have left secondary school without diploma or certificate?

When in secondary school, had friends who left secondary school without diploma or certificate?

Important during secondary school: Mother
Important during secondary school: Father
Important during secondary school: Elder sibling(s)
Important during secondary school: Peer(s)
Important during secondary school: Teacher(s)
During secondary school, how often did your parents control the time you spent on homework?

B52b During secondary school, how often did your parents help you with your homework?

B52c During secondary school, how often did your parents let you do household chores or look after siblings?

B52d During secondary school, how often did your parents talk with you about school or studies?

B52e During secondary school, how often did your parents meet with or talk to your teachers?

B53a During secondary school, how often did your older siblings help with your homework?

B53b During secondary school how often did your older siblings talk with you about school or studies?

B54 In secondary school, perceived degree of welcome of second generation compared to comparison group?

B55 In secondary-school, experienced hostility or unfair treatment?

B56a Experienced hostility or unfair treatment from: Students

B56b Experienced hostility or unfair treatment from: Teachers

B56c Experienced hostility or unfair treatment from: Principal

B56d Experienced hostility or unfair treatment from: Supervisor or headmaster

B56e Experienced hostility or unfair treatment from: Others

B57 Looking back, how satisfied are you with the level of education that you have achieved?

B58 The school system in the Netherlands offers equal opportunities to everybody.

Module C: Labour market

C1 Current position on the labour market

C2_ISCO Current job according to ISCO ILO classification of occupations

C2sbc_NL Current job according to Dutch SBC classification of occupations

C2pres_NL Current job position on U&5-92 prestige scale

C2ses_NL Current job position on Isei-92- socio-economic status scale

C2socla_NL Current job position on Egp-92- social class scale

C2salary_NL Current job position Salary or non-salary worker

C2supervise_NL Current job position Supervising how many people

C2headman_NL Current job position Head or manual

C2reqskills_NL Current job position Required skill level

C2manlabsup_NL Current job position Supervising manual laborers

C3 Current job: since when do

C4 Current job: economic sector of company/organization in which respondent works

C5 Current job: kind of company or organization

C6_NL Current job: name of municipality of working address

C7 Current job: How many hours per week do you usually work

C8 Current job: Working/contract status in current job position

C9a_NL Current job: Do you supervise other employees?

C9b_NL Current job: How many employees do you supervise?

C10 Current job: Size of the firm/organisation in terms of numbers of employees

C11 Current job: In what way did you find your current job

C12 Current job: corresponds with education and skills level
C13 Current job: Do or did you have on-the-job training in current job
C14 Current job: Did you make promotion in your current job
C15 Current job is also first job?
C16 How many jobs did you have before your current job
C17 How many of these past jobs were full-time jobs
C18 Main reason leaving first job/stopped first business
C19ISCO First job according to ISCO ILO classification of occupations
C19sbcNL First job according to Dutch SBC classification of occupations
C19presNL First job position on U&S-92 prestige scale
C19sesNL First job position on Isei-92- socio-economic status scale
C19soclaNL First job position of first job on Egp-92- social class scale
C19salaryNL First job position Salary or non-salary worker
C19superviseNL First job position Supervising how many people
C19headmanNL First job position Head or manual
C19reqskillsNL First job position Required skill level
C19manlabsupNL First job position Supervising manual laborers
C20a First job: starting year
C20b First job: How many months did you work in first job
C21 First job: Economic sector of company/organization
C22 First job: Kind of company or organization
C23NL First job: Municipality of working address first job
C24 First job: How many hours per week do you usually work
C25 First job: Working/contract status in first job position
C26aNL First job: Do you supervise other employees?
C26bNL First job: How many employees do you supervise?
C27NL First job: Size of the firm/organisation in terms of numbers of employees
C28 First job: In what way did you find your current job
C29 First job: corresponds with education and skills level
C30 First job: Do or did you have on-the-job training in current job
C31 First job: Did you make promotion in your current job
C32 Perceived difficulty of second generation finding a good job compared to comparison group
C33 When looking for a job ever experienced hostility?
C34 At your workplace ever experienced hostility because of your origin?
C35a Hostility/unfair treatment by: Co-workers or colleagues
C35b Hostility/unfair treatment by: Foremen or supervisors
C35c Hostility/unfair treatment by: Boss or director
C35d Hostility/unfair treatment by: Clients
C35e Hostility/Unfair treatment by: Others
C35f Hostility/Unfair treatment by: Don’t know
C36 How many months did it take before you found your first job?
C37 Situation during the first period after finishing school/ study?
C38 Have you been without paid employment since you left school?
C39 What was your longest period without paid employment?
C40 Did your career so far live up to your expectations?
C41 What are your future plans concerning your working career?
C42 Are you currently looking for work?
C43 How are you looking for work?
C44 Did you ever have a paid job?
C45 How long have your been without paid employment since your last paid job?
C46_ISCO Last job according to ISCO ILO classification of occupations
C46sbc_NL Last job according to Dutch SBC classification of occupations
C46pres_NL Last job position on U&S-92 prestige scale
C46ses_NL Last job position on Isei-92- socio-economic status scale
C46salary_NL Last job position Salary or non-salary worker
C46supervise_NL Last job position Supervising how many people
C46headman_NL Last job position Head or manual
C46reqskills_NL Last job position Required skill level
C46manlabsup_NL Last job position Supervising manual laborers
C47a Last job: Starting year
C47b Last job: Job duration in months
C48 Last job: Economic sector of company/organization
C49 Last job: Kind of company or organization
C50b_NL Last job: Municipality of working address
C51 Last job: Usual number of hours working
C52 Last job: Working/contract status in last job position
C53a_NL Last job: Supervision of other employees?
C53b_NL Last job: How many employees under supervision?
C54 Last job: Size of the firm/organisation in terms of numbers of employees
C55 Last job: In what way did you find it
C56 Last job: Corresponds with education and skills level
C57 Last job: Did you have on-the-job training
C58 Last job: Did you make promotion
C59 Was your last job also your first job?
C60 How many jobs did you have before your last job?
C61 How many of the jobs before your last job were full-time?
C62 Main reason leaving first job
C63_ISCO First job according to ISCO ILO classification of occupations
C63sbc_NL First job according to Dutch SBC classification of occupations
C63pres_NL First job position on U&S-92 prestige scale
C63ses_NL First job position on Isei-92- socio-economic status scale
C63salary_NL First job position Salary or non-salary worker
C63supervise_NL First job position Supervising how many people
C63headman_NL First job position Head or manual
C63reqskills_NL First job position Required skill level
C63manlabsup_NL First job position Supervising manual laborers
C64a First job: starting year
C64b First job: How many months did you work
C65 First job: Economic sector of company/organization
C66 First job: Kind of company or organization
C67b First job: Municipality of working address
C68 First job: Usual number of hours per week working
C69 First job: Working/contract status
C70a_NL First job: Did you supervise other employees?
C70b_NL First job: How many employees did you supervise?
C72 First job: In what way did you find that job?
C73 First job: Corresponds with education and skills level?
C74 First job: Do or did you have on-the-job training?
C75 First job: Did you make promotion?
C76 First job: Ever personally experienced hostility or unfair treatment because of your origin?
C77a First job: Hostility/unfair treatment by: Co-workers or colleagues
C77b First job: Hostility/unfair treatment by: Foremen or supervisors
C77c First job: Hostility/unfair treatment by: Boss or director
C77d First job: Hostility/unfair treatment by: Clients
C77e First job: Hostility/Unfair treatment by: Others
C77f First job: Hostility/Unfair treatment by: Don't know
C78 Transition school to first job: months it took to find the job
C79 Situation during the first period after completion of school/ study?
C80 Perceived difficulty of second generation finding a good job compared to comparison group
C81 When looking for a job ever experienced hostility?
C82 Did your career so far live up to your expectations?
C83 What are your future plans concerning your working career?

Module D: Partner

D1month Started living together: month
D1year Started living together: year
D3 First circumstances when meeting your partner
D4 In which country was your partner born?
D5 How old was your partner when coming to survey country?
D6 In which country was mother of your partner born?
D7 Did that mother ever live in survey country?
D8 In which country was father of your partner born?
D9 Did father of your partner ever live in survey country?
D10a Partner has survey country nationality
D10b Partner has Turkish nationality
D10c Partner has Moroccan nationality
D10z_NL Partner has national and country of parents nationality
D10j Other
D11_NL Highest attended level of education of partner
D12_NL Highest diploma/qualification of your partner
D13 Partners employment situation
D14 Has your partner a religion?
D15 Religion of your partner?
D16 Is your marriage a civil registration marriage?
D17month Marriage month
D17year Marriage year
D18 Are you and your partner relatives
D19 Any pressured renouncement of family/relatives of your marriage
D20  Any pressured encouragement of family/relatives of your marriage
D22  Did you want to get married with your partner
D25  Pressure of in-laws to renounce any marriage
D26  Pressure of in-laws to encourage any marriage
D27  Were you married or living-together before current marriage/partnership
D28  Did you ever live together with someone as a couple
D29month Month started living together with last partner
D29year Year started living together with last partner
D30  Age of partner when you started living together
D31b  Year in which relationship with last partner ended
D32  Country of birth of last partner
D33  Country of birth of mother of last partner
D34  Country of birth of father of last partner
D35  Were you and your last partner relatives?
D36  Did you have a civil registration marriage with last partner?
D37  Any pressure to renounce marriage with last partner from family/in-laws
D38  Any pressure to encourage marriage with last partner from family/in-laws
D41  Before last marriage/relatiion, ever lived together with someone as a couple
D42month Month started living together with first partner
D42year Year started living together with first partner
D43  Age first partner when started living together
D44  In which year did relation with first partner end
D45  Country of birth of first partner
D46  Country of birth of mother of first partner
D47  Country of birth of father of first partner
D48  Were you and your first partner relatives/family
D49  Were you having a civil registration marriage with your first partner

Module E: Parents

E1a  In which country was your father born
E1b  Birth year father
E2  Country of usual residence of father until age 15
E3  Province of usual residence of father until age 15
E4  Type of place of usual residence of father until age 15
E5  Is your father still alive?
E6  Year of death of father
E7  Where does your father live now?
E8  Fathers current activity/job status
E9  Fathers current activity/job status at respondents age 15
E10_ISCO Occupation father at respondent age 15 according to ISCO ILO classification
E10sbc_NL Occupation father at respondent age 15 according to DUTCH SBC classification
E10prest_NL Position job father at respondent age 15 on U&S-92 prestige scale
E10ses_NL Position job father at respondent age 15 on Isei-92- socio-economic status scale
E10headman_NL Position job father at respondent age 15 Head or manual
E10reqskills_NL Position job father at respondent age 15 Required skill level
E10manlabsup_NL Position job father at respondent age 15 Supervising manual laborers
E11a In which country was your mother born
E11b Birth year mother
E12 Country of usual residence of mother until age 15
E13 Province of usual residence of mother until age 15
E14 Type of place of usual residence of mother until age 15
E15 Is your mother still alive?
E16 Year of death of mother
E17 Where does your mother live now?
E18 Mothers current activity/job status
E19 Mothers current activity/job status at respondents age 15
E20ISCO Occupation mother at respondent age 15 according to ISCO ILO classification
E20bcbc_NL Occupation mother at respondent age 15 according to DUTCH SBC classification
E20pres_NL Position job mother at respondent age 15 on U&S-92 prestige scale
E20ses_NL Position job mother at respondent age 15 on Isei-92- socio-economic status scale
E20headman_NL Position job mother at respondent age 15 Head or manual
E20reqskills_NL Position job mother at respondent age 15 Required skill level
E20manlabsup_NL Position job mother at respondent age 15 Supervising manual laborers
E21a How old was your father when he came to survey country for the first time?
E21b For what main reason did your father come to survey country
E22a Did your father have paid work before he came to survey country
E22bISCO Job title father according to ISCO ILO classification before coming to survey country
E22bsbc_NL Job title father before coming to NL according to Dutch SBC classification
E22bpres_NL Position job father before coming to NL on U&S-92 prestige scale
E22bses_NL Position job father before coming to NL on Isei-92- socio-economic status scale
E22bheadman_NL Position job father before coming to NL Head or manual
E22breqskills_NL Position job father before coming to NL Required skill level
E22bmanlabsup_NL Position job father before coming to NL Supervising manual laborers
E23a How old was your mother when he came to survey country for the first time?
E23b For what main reason did your mother come to survey country
E24a Did your mother have paid work before she came to survey country
E24bISCO Job title mother before coming to survey country according to ISCO ILO classification
E24bsbc_NL Job title mother before coming to NL according to Dutch SBC classification
E24bpres_NL Position job mother before coming to NL on U&S-92 prestige scale
E24bses_NL Position job mother before coming to NL on Isei-92- socio-economic status scale
E24bheadman_NL Position job mother before coming to NL Head or manual
E24breqskills_NL Position job mother before coming to NL Required skill level
E24manlabsup_NL Position job mother before coming to NL Supervising manual laborers
E25a Are/were your parents married?
E25b How long are/have your parents been married?
E26 Did your parents always remain together?
E27 In which year did your parents separate?
E28NL What is the highest school level attended by father?
E29 Did your father complete that highest level successfully with a diploma?
E30 Can/could your father read and write?
E31aT Father raised in: Survey country language
E31bT Father raised in: Turkish
E31cT Father raised in: Kurdish
E31dT Father raised in: Aramaic
<table>
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<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>E31e</td>
<td>Father raised in: Suryoye</td>
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<tr>
<td>E31f</td>
<td>Father raised in: Armenian</td>
</tr>
<tr>
<td>E31i</td>
<td>Father raised in: Other</td>
</tr>
<tr>
<td>E31k</td>
<td>Father raised in: Does not know</td>
</tr>
<tr>
<td>E31a</td>
<td>Father raised in: Survey country language</td>
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<td>E31b</td>
<td>Father raised in: Moroccan</td>
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<td>E31c</td>
<td>Father raised in: Riffin</td>
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<td>Father raised in: Tashelhiyt</td>
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<td>Father raised in: Tamazight</td>
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<td>E31f</td>
<td>Father raised in: Classical Arabic</td>
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<td>Father raised in: French</td>
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<td>E31h</td>
<td>Father raised in: Spanish</td>
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<td>E31j</td>
<td>Father raised in: Other</td>
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<tr>
<td>E31k</td>
<td>Father raised in: Does not know</td>
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<td>E32</td>
<td>How well does your father speak language of survey country</td>
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<td>E33</td>
<td>Can your father read and write language of survey country</td>
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<tr>
<td>E34</td>
<td>Does/Did your father have the citizenship of survey country</td>
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<td>E35b</td>
<td>Does/Did your father have the nationality of his country of origin</td>
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<tr>
<td>E36</td>
<td>What is the highest school level attended by your mother?</td>
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<tr>
<td>E37</td>
<td>Did your mother complete that highest level successfully?</td>
</tr>
<tr>
<td>E38</td>
<td>Can/could your mother read and write?</td>
</tr>
<tr>
<td>E39a</td>
<td>Survey country language</td>
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<td>Survey country language</td>
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<td>Classical Arabic</td>
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<td>Spanish</td>
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<tr>
<td>E39i</td>
<td>Other</td>
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<tr>
<td>E39k</td>
<td>Does not know</td>
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<tr>
<td>E40</td>
<td>How well does your mother speak language of survey country</td>
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<tr>
<td>E41</td>
<td>Can your mother read and write language of survey country</td>
</tr>
<tr>
<td>E42</td>
<td>Does/Did your mother have the nationality of survey country</td>
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<tr>
<td>E44</td>
<td>Has your mother the nationality of her country of origin</td>
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</table>
Module F: Housing and neighbourhood

F1 Year started living in this house/apartment
F2 Who owns this house?
F2_NL From whom do you rent this house/apartment
F3 Which period was this house/apartment built
F4a How many rooms has your house/apartment
F4b_NL How many square meters of surface does this house measure
F5a In which country did you live when you were between 12 and 16 years old
F5b In which city/town/village did you live when you were between 12 and 16 years old
F5c In which neighbourhood did you live when you were between 12 and 16 years old
F6 What’s your rating of the neighbourhood you are currently living in
F7 How would you describe the neighbourhood you are currently living in
F8 In what kind of neighbourhood would you prefer to live in
F9a I am attached to this neighbourhood
F9c There is hardly any vandalism in this neighbourhood
F9d There are hardly enough good schools in this neighbourhood
F9f I have good contact with my neighbours
F9h I expect liveability in this neighbourhood will deteriorate
F9i A lot of garbage in this neighbourhood
F9j People hardly know each other in this neighbourhood
F9k A lot of crime in this neighbourhood

Module G: Social relations and political participation

G1a Ethnicity first best friend during secondary school
G1b Ethnicity second best friend during secondary school
G1c Ethnicity third best friend during secondary school
G1da How many of your friends during secondary school were from the other ethnic group(s)
G1db How many of your current friends are from the other ethnic group(s)
G2a Ethnicity best current friend
G2b Ethnicity 2nd best current friend
G2c Ethnicity 3rd best current friend
G3a_NL Education best current friend
G3b_NL Education 2nd best current friend
G3c_NL Education 3rd best current friend
G4a Do you have relatives in this city
G4b Do you have relatives living elsewhere in survey country
G4c Do you have relatives living elsewhere in other European countries
G5 How often do you have contact with the relatives that you have most contact with?
G6a Participates in sports club or team
G6b Participates in student union
G6c Participates in religious organisations
G6d Participates in political parties or groups
G6e Participates in arts, music or cultural activities
G6f Participates in trade unions
G6g Participates in women’s groups
G6i Participates in local community poverty, employment, housing, racial equality or alike groups
G6j Participates in third world development
G6k Participates in conservation, environment, ecology, animal rights
G6l Participates in human rights or peace movement
G6m Participates in professional association
G6n Participates in parents organisation in school
G6o Participates in other kind of groups
G6p Does not participate in any organisations
G7a Mostly oriented towards country of parents: sports club or team
G7b Mostly oriented towards country of parents: student union
G7c Mostly oriented towards country of parents: religious organisations
G7d Mostly oriented towards country of parents: political parties or groups
G7e Mostly oriented towards country of parents: arts, music or cultural activities
G7f Mostly oriented towards country of parents: trade unions
G7g Mostly oriented towards country of parents: women’s groups
G7i Mostly oriented towards country of parents: local community poverty, employment, housing, racial equality or alike groups
G7j Mostly oriented towards country of parents: third world development
G7k Mostly oriented towards country of parents: conservation, environment, ecology, animal rights
G7l Mostly oriented towards country of parents: human rights or peace movement
G7m Mostly oriented towards country of parents: professional association
G7n Mostly oriented towards country of parents: parents organisation in school
G7o Mostly oriented towards country of parents: other kind of groups
G7p Mostly oriented towards country of parents: not in any organization
G8a_NL Have you ever experienced hostility or unfair treatment towards you because of your origin/background
G8b_NL How often experienced hostility or unfair treatment
G9c Context of ethnic/background related hostility: neighbourhood
G9d Context of ethnic/background related hostility: dancings, cafe, restaurants, etc.
G9z_NL Context of ethnic/background related hostility: government/municipality
G9f Context of ethnic/background related hostility: in contacts with police
G10a Reason hostility: Ethnic origin or background
G10b Reason hostility: Language or accent
G10c Reason hostility: Skin colour
G10d Reason hostility: Religion
G10e Reason hostility: Social class or class origin
G10f Other reasons for hostility
G10g Does not know what reason for hostility was
G11a_NL Ever confronted with offensive words because of origin or background
G11b_NL How often confronted with offensive words because of origin or background
G12a Offences came from: Survey country people
G12b Offences came from: Moroccans
G12c Offences came from: Turks
G12d Offences came from: Other immigrant groups
G13a Perception about hostile treatment experiences towards: Survey country comparison group members
G13b Perception about hostile treatment experiences towards: The Moroccans
G13c Perception about hostile treatment experiences towards: The Turks
G13d Perception about hostile treatment experiences towards: The Muslims
G13g Perception about hostile treatment experiences towards: The Dark-skinned
G14a Context of hostility/unfair treatment against second generation: school
G14b Context of hostility/unfair treatment against second generation: workplace
G14c Context of hostility/unfair treatment against second generation: looking for work
G14e Context of hostility/unfair treatment against second generation: disco, cafe, etc.
G14g Context of hostility/unfair treatment against second generation: in their neighbourhood
G14j Context of hostility/unfair treatment against second generation: encounters with police
G15a Voted in the last municipal elections
G15b_NL To which political party did you give your vote
G16 Political positioning on a left to right scale

Module H: Gender roles and child care

H1a Who cares for non-school going kids: Respondent
H1b Who cares for non-school going kids: Partner
H1c Who cares for non-school going kids: Family
H1d Who cares for non-school going kids: Nursery school, Crèche
H1e Who cares for non-school going kids: Others
H2a_NL (Combines H2 and H7) Who generally cares for: the kids
H2b_NL (Combines H2 and H7) Who generally cares for: the household chores
H2c_NL (Combines H2 and H7) Who generally cares for: cooking the daily meals
H2d_NL (Combines H2 and H7) Who generally cares for: finances/administrative matters
H2e_NL (Combines H2 and H7) Who generally cares for: the earnings/income
H3_NL (Combines H3 and H8) Are you satisfied with division of household tasks between you and your partner
H4a_NL (Combines H4 and H11) Women with small children should not work outside the house
H4b_NL (Combines H4 and H11) It is against nature if women in leading positions have authority over men
H4c_NL (Combines H4 and H11) Study and higher education are less important for women than for men
H5a Were you working just before your first child was born
H5b Did you decide to work more, less, or did you quit work when your first child was born
H6a Was your partner working just before your first child was born
H6b Did your partner decide to work more, less, or you quit work when your first child was born
H10a Who should take care in your household of: Kids
H10b Who should take care in your household of: Household chores
H10c Who should take care in your household of: Cooking the daily meal
H10d Who should take care in your household of: Finances/Administrative matters
H10e Who should take care in your household of: Earnings/Income
Module J: Identity

J1a To what extent do you feel being citizen of survey country
J1b To what extent do you feel being citizen of survey city
J1d To what extent do you feel Moroccan/Turk
J1e To what extent do you feel Kurd/Berber
J1g To what extent do you feel European
J1h To what extent do you feel Muslim/Christian
J2 In this city, how is the relationship between the survey country people and members of your ethnic group
J3 How did this relationship between the survey country people and members of your ethnic group develop in recent years
J4 What do you think living together of survey country people and members of your ethnic group does to your culture?
J5 What do you think living together of survey country people and members of your ethnic group does to the economy?
J6 Religious diversity is good for this city
J7a People of immigrant origin should mostly live according their own culture inside the home
J7b People of immigrant origin should mostly live according to survey country peoples culture inside the home
J7c People of immigrant origin should mostly live according to their own culture outside the home
J7d People of immigrant origin should mostly live according to survey country culture outside the home
J7g Government should do more to improve the position of immigrants
J8a_T Language raised: Survey country language
J8b_T Language raised: Turkish
J8c_T Language raised: Kurdish
J8d_T Language raised: Aramaic
J8e_T Language raised: Suryoye
J8f_T Language raised: Armenian
J8j_T Language raised: Other
J8a_M Language raised: Survey country language
J8b_M Language raised: Moroccan
J8c_M Language raised: Riffi
J8d_M Language raised: Tashelhiyt
J8e_M Language raised: Tamazight
J8f_M Language raised: Standard Arabic
J8h_M Language raised: French
J8i_M Language raised: Spanish
J8j_M Language raised: Other
J9a_T_NL Understands Turkish
J9b_T_NL Understands Kurdish
J9c_T_NL Understands Aramaic
J9d_T_NL Understands Suryoye
J9e_T_NL Understands Armenian
J9f_T_NL Understands Other
The Turkish and Moroccan second generation

J9g_T_NL  Understands No other languages in parents country
J9b_M_NL  Understands Moroccan
J9c_M_NL  Understands Riffi
J9d_M_NL  Understands Tashelhiyt
J9e_M_NL  Understands Tamazight
J9x_M_NL  Understands Arabic
J9y_M_NL  Understands French
J9z_M_NL  Understands Spanish
J9f_M_NL  Understands Other
J9g_M_NL  Understands no other languages in parents country
j10a  How well do you speak language of survey country
j10b  How well do you read language of survey country
j10c  How well do you write language of survey country
j11a  How well do you speak the language of your ethnic descent group
j11b  How well do you read the language of your ethnic descent group
j11c  How well do you write the language of your ethnic descent group
J12a_NL  Which language do you speak with your mother
J12b_NL  Which language do you speak with your father
J12c_NL  Which language do you speak with your friends
J12d_NL  Which language do you speak with your brothers/sisters
J12e_NL  Which language do you speak with your partner
J13a  Do you watch TV
J13b  What kind of stations do you watch
J14a  Do you use internet
J14ba  Use of internet for work
J14bb  Use of internet for study
J14bc  Use of internet for religious matters
J14bd  Use of internet for contact with friends
J14be  Use of internet for leisure
J14bf  Use of internet for info on country of origin of parents
j15a  Did you visit the country of your parents origin in the past 5 years
J15b  Number of times respondent visited country of parents in the past 5 years
J16  What was the main reason of your visit(s)
J17a  Did you remit money in the past 5 years to country of origin of parents
J17b  How much was this per year
J18a  Did you invest money in business or real estate in the past 5 years in the country of origin of parents?
J18b  How much money did you invest
J19  Do you intend to go and live in the country of origin of your parents

Module K: Religion and religiosity

K1  Where you raised according to a religion
K2  Which religion was this
K3  As a child did you attend Koran lessons
K4_NL  When you were little, frequency of mosque/reli service visits of FATHER?
K5  Did you attend catechism lessons outside school
K6 When you were little, how often did your parents go to church or attend religious meetings
K7 When you were a child, did you attend Torah lessons
K8 When you were little, how often did your parents go to the synagogue or attend religious services
K9 Do you currently have a religion
K10 Which religion do you have
K11 How often did you fast during the last Ramadan
K12 How often do you eat halal food
K13 How often do you do your daily prayers
K15 To what extent do you observe fasting period in your religion
K16 How often do you pray
K17 How often do you visit mosque/church/synagogue (inc. K14)
K18a Being a [Muslim/ Christian/ etc] is an important part of myself
K18b The fact that I am a [Muslim/ Christian/ other religion mentioned] is something I often think about.
K18c I see myself as a real [Muslim/ Christian/ other religion mentioned]
K18d In many aspects I am like other [Muslims/ Christians/ other religion mentioned]
K18e When somebody says something bad about my religion I feel personally hurt.
K19a Religion should be a private matter between a religious person and God
K19b Religion should be represented in politics and society, along with other religious or political viewpoints
K19c Religion should be the only and ultimate political authority
K20a All religious symbols or signs should be banned from survey country schools.
K20b Islamic women should wear headscarves or cover their heads outside the house.
K21a Are you wearing a headscarf outside the house?
K21b Is your wife or partner wearing a headscarf outside the house?
K21c Did your wife or partner wear a headscarf outside the house?
K21d If you would have a wife or partner, would you want her to wear a headscarf outside the house?
K22a_1 Because it is a religious obligation
K22a_2 Because it is [my/ her] personal free choice
K22a_3 Because it is part of [my/ her] Muslim identity
K22a_4 Because I want to avoid gossip or disrespectful behaviour towards [me/ her]
K22a_5 Because it strengthens mutual trust in [my/ our] family
K22a_6_NL Other
K22a_7_NL No 2nd reason
K22a_8_NL No 3rd reason
K23a_1 Because it is not a real religious obligation
K23a_2 Because it is [my/ her] personal free choice not to wear the headscarf
K23a_3 Because it is better to adapt into the society of survey country
K23a_4 Because I want to avoid discrimination or disrespectful behaviour towards [me/ her]
K23a_5 Because men and women have equal rights
K23a_6_NL Other
K23a_7_NL No 2nd reason
K23a_8_NL No 3rd reason
Module L: Income

L1 Monthly net income of respondent
L2 Do you receive any financial benefits (employment, disability, etc.)
L3a Welfare benefit
L3b Unemployment benefit
L3c Disability benefit
L3d Scholarship
L3e Alimony
L3f Other benefits
L4 Monthly net benefits received by respondent
L5 Monthly net income partner
L6 Receipt of financial benefits of partner (employment, disability, etc.)
L7a Welfare benefit
L7b Unemployment benefit
L7c Disability benefit
L7d Scholarship
L7e Alimony
L7f Other benefits
L8 Monthly net benefits received by partner of respondent
L9a Respondent and/or partner have mortgage for housing
L10a Respondent and/or partner have loan for a car
L11a Respondent and/or partner have loan for other consumption purposes
L12 Which statement best describes your income income/welfare situation

Module M: Psychosocial, personal relations (from written questionnaire)

M1a I am able to do things as well as most other people
M1b I feel I do not have much to be proud of
M1c On the whole, I am satisfied with myself
M1d At times I think I am no good at all
M2a It is easy for me to stick to my aims and accomplish my goals
M2b I can solve most problems, if I invest the necessary effort
M2c If I am in trouble, I can usually think of a solution
M2d I can usually handle whatever comes my way
M3aa When 17 years old, conflict with father on: study, school
M3ab When 17 years old, conflict with father on: friends
M3ac When 17 years old, conflict with father on: love affairs, relationships
M3ad When 17 years old, conflict with father on: leisure issues
M3ae When 17 years old, conflict with father on: nights out
M3af When 17 years old, conflict with father on: participation in domestic work
M3ag When 17 years old, conflict with father on: money
M3ah When 17 years old, conflict with father on: religious matters
M3ai When 17 years old, conflict with father on: politics
M3ba When 17 years old, conflict with mother on: study, school
M3bb When 17 years old, conflict with mother on: friends
M3bc  When 17 years old, conflict with mother on: love affairs, relationships
M3bd  When 17 years old, conflict with mother on: leisure issues
M3be  When 17 years old, conflict with mother on: nights out
M3bf  When 17 years old, conflict with mother on: participation in domestic work
M3bg  When 17 years old, conflict with mother on: money
M3bh  When 17 years old, conflict with mother on: religious matters
M3bi  When 17 years old, conflict with mother on: politics
M4a   Respondent feelings in degrees Celsius for: Survey country people
M4b   Respondent feelings in degrees Celsius for: Turks
M4c   Respondent feelings in degrees Celsius for: Moroccans
M4d   Respondent feelings in degrees Celsius for: Muslims
M4e   Respondent feelings in degrees Celsius for: Christians
M4g   Respondent feelings in degrees Celsius for: Dark-skinned people
M4aa  Acceptability: women having sex before marriage
M4ab  Acceptability: men having sex before marriage
M4ac  Acceptability: abortion for medical reasons
M4ad  Acceptability: abortion for non-medical reasons
M6a   Policy measure: Stricter application of laws against racist acts and propaganda
M6b   Policy measure: Give priority to applicants of immigrant origin with the same qualifications in the job market
M6c   Policy measure: Teach the principles of tolerance and civic morality in schools
M6d   Policy measure: Improve [national] language mastery of immigrants and their children
M6e   Policy measure: Teach people of immigrant origin in the language and culture of parents country of origin
M6f   Policy measure: Allow people of immigrant origin born in survey country to have multiple nationalities
M6g   Send children to a school where more than 50% of the pupils are from migrant origin?
M6h   Ever go out to places where a lot of second generation youth decent gather?
M7a   Do you currently have a girlfriend/boyfriend/partner?
M7b   Did you ever have a girlfriend/boyfriend/partner?
M8    In which circumstances did you meet your current or last girlfriend/boyfriend/partner for the first time?
M9a   How old were you when you first met your girlfriend/boyfriend/partner?
M9b   How old was your girlfriend/boyfriend/partner when you first met?
M10   In what country does your current/last girlfriend/boyfriend/partner live?
M11   In what country was your current/last girlfriend/boyfriend/partner born?
M12a  Survey country nationality is nationality of current/last girlfriend/boyfriend/partner
M12b  Turkish nationality is nationality of current/last girlfriend/boyfriend/partner
M12c  Moroccan nationality is nationality of current/last girlfriend/boyfriend/partner
M12j  Other nationality is nationality of current/last girlfriend/boyfriend/partner
M13   Parents approve(d) of this relationship
M14   Why did parents disapprove this relationship
M15   Did you ever have sex?
M16a  At what age did you have sex for the first time?
M16b  Age of your first sex partner
M17   Opinion on first sex experience
M18a  Do you currently use contraceptives?
M20   When asked, responded expressed comments on the interview
Module EOI: Interview Evaluation Variables

FQ1 Do you want to receive a summary of the survey results
EV2 How easy difficult was it to obtain cooperation for the interview
EV3a Were other persons present during the interview
EV3b_1 Partner present
EV3b_2 Father present
EV3b_3 Mother present
EV3b_4 Father in-law present
EV3b_5 Mother in-law present
EV3b_6 Children or sisters
EV3b_7 Brothers
EV3b_8 Other persons
EV4 Who responded to the question on the partner of the respondent
EV5 Quality of cooperation of respondent
EV6 How well did the respondent understand the questions
EV7 Atmosphere during the interview
EV8 Events or persons influenced the interviewing
EV9 Any circumstance in the life of the respondent that may have influenced replying
EV10 Respondent has religious symbols in the house
EV11 Respondent wore religious symbols during interview
EV12 Interviewers judgement about the quality of the house/apartment

Neighbourhood level variables

INTYEAR Year of interview
problem_nh Classified as problematic neighbourhood (Vogelaarwijk)
address_nh Number of addresses in neighbourhood per square kilometre
inhab_nh Number of inhabitants neighbourhood
minhab_nh Number of male inhabitants neighbourhood
finhab_nh Number of female inhabitants neighbourhood
density_nh Population density, number of inhabitants per square kilometre
hh_nh Total number of households in neighbourhood
avhh_nh Average number of persons in household in neighbourhood
birth_nh Number of births in neighbourhood
rebirth_nh Relative number of births in neighbourhood per 1000 inhabitants
death_nh Number of deaths in neighbourhood
reldeath_nh Relative number of deaths in neighbourhood per 1000 inhabitants
house_nh Number of houses in neighbourhood
houseva_nh Average house value in neighbourhood
increcnr_nh Number of income receivers in neighbourhood
increcav_nh Average income per income receiver in neighbourhood
incinhab_nh Average income per neighbourhood inhabitant
socsec_nh Number of social security benefit receivers in neighbourhood
relsocsec_nh Relative number of social security benefit receivers in neighbourhood, per 1000 households
<table>
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<tr>
<th>Variable</th>
<th>Description</th>
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<tr>
<td>disab_nh</td>
<td>Number of disability benefit receivers in neighbourhood, only 2006</td>
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<tr>
<td>reldisab_nh</td>
<td>Relative number of disability benefit receivers in neighbourhood, per 1000 inhabitants aged 15-65 year, only 2006</td>
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<tr>
<td>compcode_nh</td>
<td>Companies in neighbourhood, only 2006</td>
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<tr>
<td>compnr_nh</td>
<td>Number of companies in neighbourhood, only 2007</td>
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<tr>
<td>cars_nh</td>
<td>Number of cars in neighbourhood</td>
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<tr>
<td>carshh_nh</td>
<td>Number of cars per household in neighbourhood</td>
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<tr>
<td>carskm_nh</td>
<td>Number of cars per square kilometre in neighbourhood</td>
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<td>comove_nh</td>
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<td>Distance to general practice post in kilometres, only 2007</td>
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<tr>
<td>dishos Nh</td>
<td>Distance to hospital in kilometres, only 2007</td>
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<td>Number of hospitals within 20 kilometres, only 2007</td>
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<td>km3dcc Nh</td>
<td>Number of day-care centres within 3 kilometres, only 2007</td>
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<td>disps Nh</td>
<td>Distance to primary school in kilometres, only 2007</td>
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<td>km3ps Nh</td>
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<td>Surface of land in hectares in neighbourhood</td>
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<td>surwat Nh</td>
<td>Surface of water in hectares in neighbourhood</td>
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<td>urlu Nh</td>
<td>Urban land use in hectares in neighbourhood, only 2006</td>
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<td>Traffic area in hectares in neighbourhood, only 2006</td>
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<td>build Nh</td>
<td>Built-on area in hectares in neighbourhood, only 2006</td>
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<td>Semi-built on area in hectares in neighbourhood, only 2006</td>
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<td>Recreation area in hectares in neighbourhood, only 2006</td>
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<td>Distance to library in kilometres, only 2006</td>
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<td>dispa Nh</td>
<td>Distance to performing arts in kilometres, only 2006</td>
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<td>km5pa Nh</td>
<td>Number of performing arts within 5 kilometres, only 2006</td>
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<td>km20pa Nh</td>
<td>Number of performing arts within 20 kilometres, only 2006</td>
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<tr>
<td>dispop Nh</td>
<td>Distance to pop venue in kilometres, only 2006</td>
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<td>dismus Nh</td>
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<td>km5mus Nh</td>
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<td>km10mus Nh</td>
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<td>km20mus Nh</td>
<td>Number of museums within 20 kilometre, only 2006</td>
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</tbody>
</table>
Municipality level variables

inhaba06_mu  Number of inhabitants Amsterdam, 2006
inhaba07_mu  Number of inhabitants Amsterdam, 2007
inhabr06_mu  Number of inhabitants Rotterdam, 2006
inhabr07_mu  Number of inhabitants Rotterdam, 2007
minhaba06_mu Number of male inhabitants Amsterdam, 2006
minhaba07_mu Number of male inhabitants Amsterdam, 2007
minhabr06_mu Number of male inhabitants Rotterdam, 2006
minhabr07_mu Number of male inhabitants Rotterdam, 2007
finhaba06_mu Number of female inhabitants Amsterdam, 2006
finhaba07_mu Number of female inhabitants Amsterdam, 2007
finhabr06_mu Number of female inhabitants Rotterdam, 2006
finhabr07_mu Number of female inhabitants Rotterdam, 2007
nativea06_mu Number of natives in Amsterdam (with two parents born in the Netherlands), 2006
nativea07_mu Number of natives in Amsterdam (with two parents born in the Netherlands), 2007
nativer06_mu Number of natives in Rotterdam (with two parents born in the Netherlands), 2006
nativer07_mu Number of natives in Rotterdam (with two parents born in the Netherlands), 2007
mnativea06_mu Number of native men in Amsterdam (with two parents born in the Netherlands), 2006
mnativea07_mu Number of native men in Amsterdam (with two parents born in the Netherlands), 2007
mnativer06_mu Number of native men in Rotterdam (with two parents born in the Netherlands), 2006
mnativer07_mu Number of native men in Rotterdam (with two parents born in the Netherlands), 2007
fnativea06_mu Number of native women in Amsterdam (with two parents born in the Netherlands), 2006
fnativea07_mu Number of native women in Amsterdam (with two parents born in the Netherlands), 2007
fnativer06_mu Number of native women in Rotterdam (with two parents born in the Netherlands), 2006
fnativer07_mu Number of native women in Rotterdam (with two parents born in the Netherlands), 2007
moroca06_mu  Number of Moroccans in Amsterdam (with at least one parent born in Morocco), 2006
moroca07_mu  Number of Moroccans in Amsterdam (with at least one parent born in Morocco), 2007
morocr06_mu  Number of Moroccans in Rotterdam (with at least one parent born in Morocco), 2006
morocr07_mu  Number of Moroccans in Rotterdam (with at least one parent born in Morocco), 2007
mmoroca06_mu Number of Moroccan men in Amsterdam (with at least one parent born in Morocco), 2006
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mmorocr07_mu Number of Moroccan men in Rotterdam (with at least one parent born in Morocco), 2007
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fmorocr07_mu Number of Moroccan women in Rotterdam (with at least one parent born in Morocco), 2007

The Turkish and Moroccan second generation
<table>
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<tr>
<td>mturkr06_mu</td>
<td>Number of Turkish men in Rotterdam (with at least one parent born in Turkey), 2006</td>
</tr>
<tr>
<td>mturkr07_mu</td>
<td>Number of Turkish men in Rotterdam (with at least one parent born in Turkey), 2007</td>
</tr>
<tr>
<td>fturka06_mu</td>
<td>Number of Turkish women in Amsterdam (with at least one parent born in Turkey), 2006</td>
</tr>
<tr>
<td>fturka07_mu</td>
<td>Number of Turkish women in Amsterdam (with at least one parent born in Turkey), 2007</td>
</tr>
<tr>
<td>fturkr06_mu</td>
<td>Number of Turkish women in Rotterdam (with at least one parent born in Turkey), 2006</td>
</tr>
<tr>
<td>fturkr07_mu</td>
<td>Number of Turkish women in Rotterdam (with at least one parent born in Turkey), 2007</td>
</tr>
<tr>
<td>birtha06_mu</td>
<td>Number of live births in Amsterdam, 31 December 2006</td>
</tr>
<tr>
<td>birtha07_mu</td>
<td>Number of live births in Amsterdam, 31 December 2007</td>
</tr>
<tr>
<td>birthr06_mu</td>
<td>Number of live births in Rotterdam, 31 December 2006</td>
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<tr>
<td>birthr07_mu</td>
<td>Number of live births in Rotterdam, 31 December 2007</td>
</tr>
<tr>
<td>deatht06_mu</td>
<td>Number of deaths in Amsterdam, 31 December 2006</td>
</tr>
<tr>
<td>deatht07_mu</td>
<td>Number of deaths in Amsterdam, 31 December 2007</td>
</tr>
<tr>
<td>deathr06_mu</td>
<td>Number of deaths in Rotterdam, 31 December 2006</td>
</tr>
<tr>
<td>deathr07_mu</td>
<td>Number of deaths in Rotterdam, 31 December 2007</td>
</tr>
<tr>
<td>empla06_mu</td>
<td>Number of employed people in Amsterdam, for 52 weeks in 2006</td>
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<tr>
<td>emplr06_mu</td>
<td>Number of employed people in Rotterdam, for 52 weeks in 2006</td>
</tr>
<tr>
<td>avinca06_mu</td>
<td>Average net income per inhabitant in Amsterdam, 2006</td>
</tr>
<tr>
<td>avincr06_mu</td>
<td>Average net income per inhabitant in Rotterdam, 2006</td>
</tr>
<tr>
<td>welfa06_mu</td>
<td>Number of welfare benefit receivers in Amsterdam, 2006</td>
</tr>
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<td>welfa07_mu</td>
<td>Number of welfare benefit receivers in Amsterdam, 2007</td>
</tr>
<tr>
<td>welfr06_mu</td>
<td>Number of welfare benefit receivers in Rotterdam, 2006</td>
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<tr>
<td>welfr07_mu</td>
<td>Number of welfare benefit receivers in Rotterdam, 2007</td>
</tr>
<tr>
<td>unbena06_mu</td>
<td>Number of unemployment benefit receivers in Amsterdam, December 2006</td>
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<tr>
<td>unbena07_mu</td>
<td>Number of unemployment benefit receivers in Amsterdam, December 2007</td>
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<tr>
<td>unbenr06_mu</td>
<td>Number of unemployment benefit receivers in Rotterdam, December 2006</td>
</tr>
<tr>
<td>unbenr07_mu</td>
<td>Number of unemployment benefit receivers in Rotterdam, December 2007</td>
</tr>
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</table>
4. References


The Integration of the European Second Generation – TIES

The TIES project studies the topic of integration, be it economic, social, educational, or in terms of identity. Since little internationally comparable statistical material has been gathered on the second generation, the main objective of the project has been to create the first systematic and rigorous European dataset of close to 10,000 respondents in fifteen European cities. This Data Guide provides information about the survey data collected in The Netherlands in 2006 and 2007. The data files as well as additional documentation files of this survey can be downloaded from the online archiving system EASY of Data Archiving and Networked Services (DANS).

DANS promotes sustained access to digital research data. For this purpose, DANS encourages scientific researchers to archive and reuse data in a sustained manner, e.g., by means of the online archiving system EASY. DANS also provides access, through Narcis.nl, to thousands of scientific datasets, e-publications and other research information in the Netherlands. In addition, the institute performs research into sustained access to digital information.

Driven by data, DANS ensures that access to digital research data keeps improving, by its services and by taking part in international projects and networks. Please visit www.dans.knaw.nl for more information and contact details.

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