Universitat de Girona

ANALYSIS OF EDUCATIONAL OUTCOMES IN GERMANY: ANOTHER WAY TO DIVIDE BERLIN?

The background of the education in the city in times of the Wall

Sergi Urzay Gómez

Treball Final de Grau - Economia

TUTOR: DR. JAVIER VALBUENA GÓMEZ

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FACULTAT DE CIÈNCIES ECONÒMIQUES I EMPRESARIALS

ABSTRACT

This study aims to show the educational differences resulting from the powerful division that suffered the city of Berlin until the year 1989, when the wall that separates the city in two was destroyed, from the citizens that lived at that time. However, what the follow pages try to do, is to see if the fact of living in the capitalist sector or Federal Republic of Germany (*Bundesrepublik Deutschland*) or the communist sector also known as German Democratic Republic (*Deutsche Demokatische Republik*), influenced the decision of individuals in terms of education. That is, if the fact of living in one sector or another, meant a greater or lesser degree of studies obtained by their inhabitants. It has also proven the post-education period of the individuals, observing when they enter the work environment. In addition, a second part of this study correlates the education variable with socioeconomic variables to see if they also have an important effect when individuals choose. We do all of this always separating individuals by the sector they receive education and by gender. To carry out this study we used the database provided by the G-SOEP (German Socio-Economic Panel).

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INTRODUCTION

Education will be always important as long as it promotes a series of lessons that may be significant, if we look it from the point of view of social demands and personal development. However, if it is the case that education is not appropriate, it may be the case where this does not happen, that is, if we do not consider that learning differences are the result of the characteristics and needs of each person, which are influenced by social and cultural context in which they live.

The following pages focus on this, in education. Nelson Mandela once said: "*Education is the most powerful weapon which you can use to change the world*". This study is focused on people who have had to fight a lot, given the circumstances they have lived. They lived in a complicated world situation, especially their situation. The individuals studied in this work suffered an ideological, political, economic, family separation. Two very different worlds, although they lived in a city, which we want to find out if they were decisive in terms of education. Because the following pages want to discover if the wall that divided the city of Berlin for 28 years, was also a turning point in the educational field.

On the one hand, the capitalist area, the Federal Republic of Germany (*Bundesrepublik Deutschland*), the area that belonged to the United States of America, the Great Britain and France, i.e. the Allies. The prosperity zone, open to the world, with free elections and freedom of movements.

On the other hand, the communist area, the Democratic Republic of Germany (*Deutsche Demokratische Republik*), the Soviet zone, being heir to the ideology of the USSR. Area closed, the ones who imposes the wall.

This study has the following structure. After this introduction, we have made a review of the theoretical literature concerning the subject matter hereof. Made a long and thorough reading of a large number of studies, we have highlighted the works mentioned in the following point. As expected, we focus on studies that had conducted a study which topic was the same as this study.

The methodology used will continue as a second part, where we briefly describe the methods used to carry out this study, as the analysis of descriptive statistics and Pearson correlations.

Then we carried out a little research in order to explain how the German education system works. Firstly, we present the Federal Republic of Germany education system, which has the same structure today than years ago, and then we explain how the educational system was in the German Democratic Republic. We talk about very complex systems which have tried to summarize in this section with the help of documents that belong to the German government department of education.

Then, we take advantage of this explanation to put the reader in context. Specifically, the historical situation, using that the study is about a specific moment in the history of the city of Berlin. We thought it appropriate to conducting a section to explain broadly and not delve too much into the subject, as how was the Berlin's society at that time. This

section will help us to know the daily lives of Berliners at the end of 1980 and the fall of the Wall in 1989.

Ended the previous section, we enter to the section that concerns the study. The description of the database is an important procedure to understand the content (variables) in this study. In this study, we proceeded to use the database provided by the G-SOEP (German Socio-Economic Panel). We name the files which the variables has been extracted and the exact variables used in this study.

Reaching the end of the study, we take a look at the descriptive statistics of the variables, which we divide into two parts. The first part examines individuals older than 23 years old, separated by sex and place of residence (East or West Berlin). Here we look which of the individuals in both sectors got a higher education throughout his life and how this led to individuals' workplace. The second part focuses more on correlations performed in order to find which socioeconomic variables are more correlated with the reference educational variable.

Finally, we close this study with conclusions that summarize what has been exposed in these pages. The annex provides additional information such as graphs and tables, in order to know more aspects that have been hard to understand.

The motivation for this study is based on whether the political ideology of a country and an architectural effect as a wall, are specific factors to individuals when they decide to take their educational career.

All of this includes the study, which the author hopes to contribute to the expansion of economic knowledge and, particularly, in the area of the Germany divided by the wall.

LITERATURE REVIEW

It's difficult to find a study which has a close approximation to this study, in terms of what is being studied and as well as in this specifically historical moment. However, it's named a series of studies that have helped when it was written.

First of all, we can find Charlotte Lauer (2002). In her study, she tells us that the model used, obtaining education is based on the theory of human capital. This model has different educational alternatives (ordered by level). Each of these alternatives provides a utility to each individual.

In her study, *net utility = returns – costs*; associated with each of the alternatives of each individual. The individual chooses, given its characteristics and constraints, to achieve the level of education that maximises his net income.

To do this, firstly: She uses a *Probit Model* → The individual assesses the marginal cost and the marginal returns that are associated with the next highest level of education. If the ratio of the previous to the last, given its characteristics, is below a specific threshold, he will opt to choose the next higher level.

Secondly: She divides the educational process in the school achievements and successes in the post-school period.

So, in general and according to the results obtained by Lauer, background family variables play an important paper in the achievements reached in school period and post-school period.

This helps us to understand the "how-to-do" of German individuals when they look to reach their maximum utility in terms of education.

We also see that Gang-Zimmermann (1999), examine the educational aspect of the assimilation of immigrants rather than the outcome of the assimilation of the results of the labour market. → Educational success compared to natives.

They take waves of immigrants from the 1950s and 1970s and can be seen that these immigrants ended their studies before coming to Germany. Without an education equivalent to the German system, the integration of immigrants in the German economy is more difficult.

This study is focused on achieving the education of the children.

The activity of the children takes place with the entry of goods in the market and the available hours of the mother. At this point, it is assumed that the father works full-time (exogenous) and his salary is only an income effect, in terms of increased demand from household for pre-school education. However, the mother's labour supply is endogenous, as the wage changes that brings income and substitution effects in demand pre-school education.

The author also takes in mind ethnic differences. Here, these ethnic differences remained even after controlling the influences of human capital of parents, social support, measures of assimilation and competence of natives. The author concludes that the parent's education has an important effect on educational outcomes for immigrants while for German people, father education has a greater impact than the mother.

German children are influenced by their community and society in general. Whereas non German children, the size of their ethnic group at the time they enter the German education system is a turning point: the bigger, the more years of schooling.

If there is more migration movements to Germany, the results of education level will be higher.

This study is also very useful for the field in which it's focused. In our case, a comparison between two different communities, being advantageous when compared to an equivalent society with a different educational tasks to the country of study.

Entering more in the field of positioning of the historical situation, Grömling (2008) in his study makes us an overview of the economic situation since German reunification.

He says that from 1995 to 2005, the German economy had an average growth of less than 1% of the countries of the European Monetary Union. The author distinguishes three parts:

- Reunification boom and bankruptcy (1990-1996)
- New economic boom (1997-2000)
- Standstill (2001-2004)

- Small recovery (2005-2008)

German economic situation in the 80s:

"Small economic miracle" in West Germany: Real GDP increased by 3.8% in 1988 and 1989, on average. The number of employees were increased by 1.7% in 1988 and 1989. Unemployment fell from 2.33 million in 1987 to 2.04 million in 1989.

In 1989, the government budget balance and the surplus of exports meant the engine of growth for the West German economy.

The author gives three reasons for the general economic situation in the late 80s:

1- Negative shocks caused by oil prices in the late 70s and early 80s; rising higher wages; high real interest rates → this worsened the situation of costs and returns of capital.
2- Rise of the *Deutschmark* in relation to other currencies.
3- Institutional deterioration: rigid labour market; regulations and bureaucracy that inhibit the flexibility of enterprises to adjust to external challenges.

But in West Germany, in the 40th anniversary of *Deutschmark*, was enjoying a small economic miracle, triggered by improving conditions along the supply side; unit labour costs improved; tax reforms in 1986, 1988 and 1990 improve work incentives and investment.

In 1985, the European institutions decide to complete the internal market. All obstacles to the free movement of people, goods, capital and services should be abolished before 1992.

In addition, the Single European Act (1st of July 1987) supposed the gradual realization of economic and monetary union in Europe. All this, improved the economic situation in the late 80s.

Economic collapse in the GDR: We see a very marked contrast compared with West Germany. The GDR deteriorated. The period from 1980 to 1989, was described by Lehmann as an "economic collapse overlapped by a bankrupt government".

The lack of support in the future prospects for the inhabitants of the GDR, led to an increase of leave the country (especially in summer of 1989, when many people escaped to eastern countries, Austria and West Germany).

The author emphasise four factors that explain the structural deficit of the GDR:

1- Interruptions in the provision and shortage of products for taking centralized decisions. Most economic activities were organized in large conglomerates called *Kombinate*[1]. Inputs and consumer goods for companies were not available in sufficient quantities they needed. The government controls and fixes prices.
2- At the end of 1980, social capital in the GDR was obsolete. The absence of private ownership and control of capitals caused that employers had no incentive to maintain the capital stock intact. Lack of modernization accompanied by slow

[1] Common in socialist countries. Is an association in terms of production, of industrial enterprises into a large company.

technological change (as opposed to the USA and Western Europe). The ecological situation underwent modernization and technological backwardness.

3- Production process in the GDR was characterized by a relatively little division of labour. It was hoped that companies (and their management) could achieve the objectives and fulfil the government's plan. As companies cannot go bankrupt, they had little incentive to improve its efficiency.
4- Like many socialist economies, the service sector (especially banks, insurance sector and the wholesale and retail) were quite underdeveloped. In the late 80s, the industry of the GDR and the economy based on agriculture were very backward compared to the developed countries of the western world.

As a result of these differences, the per capita production of the GDR was only 57% of the per capita production of West Germany in the late 80s.

According to Haisken et al. (1996), they found that foreign children in Germany are more likely to reach a level of just *Hauptschule*[2], but that the longer they stay in the country and absorb German culture, the lower this discrepancy will be. Also, they add that the differences of gender, regardless of their nationality, are not significant. They also see that among the foreigners, Turks, Italians and Spanish are the most likely to achieve only the *Hauptschule*; however, the Greeks are the most assimilated to the Germans. Finally, if household incomes are higher and the more educated the parents are, more likely for the children is to reach the level of *Gymnasium*[3].

But this work also raises the question of whether there are differences in terms of sex and not only in terms of the ideology of where the individuals lived. As Lauer (2000) found gender differences on human capital acquisition and affected after the inequalities in wages in favour of men. In this case, the author focuses on full-time workers of West Germany in 1980 in the private sector. She says that if women had on average less education level than men, the educational expansion would be stronger among women themselves and that, this would lead to a convergence in the structure of qualifications of workers. But at the same time, wage increases were higher for women than for men in all educational levels, but especially at lower rating levels, which led to a reduction in the wage gap between men and women. This finding suggests that developments in education could have been the origin of the reduction of the gender wage gap. Using G-SOEP data, Lauer says that variables related to education are responsible to a large extent, of the wage gap between genders. This happens, mainly because women have a lower level of education than men, but also because similar levels of education bring fewer returns to women. Changes related to education have the opposite effect on wages for men and for women.

To conclude this section, a very interesting study is Gang (1996) which summarises some of the main ideas that have been carried out in the study. Gang extract us from his study that children usually follow in the footsteps of parents in terms of education and that its argument is based mainly on intervening factors such as gender, ethnicity and economic system of the country. What he especially stands out is that the country and the ethnicity of the individual are the most decisive factors in educational success and that there is a

[2] I.e. secondary modern school; from year 5 to 9 in Germany.
[3] I.e. Secondary school

direct effect between the economic system of the country and achieving education for individuals.

METHODOLOGY

This work divided into two parts, contains two methods to interpret their results. In the first part we have used a simple descriptive statistical analysis, taking reference to the average of these values, segregated by age, sex and place of residence. Recall that the cutting age was 23 years old (age considered to have a university degree by the individual) and if the individual lived in East Berlin or West Berlin.

For the second part we used contingency tables. When working with categorical variables, data arranged in double entry tables in which each entry represents a classification criterion. The result of this classification frequencies is organized in boxes that contain information about the relation between the two criteria. They are two-dimensional contingency tables.

The Pearson's chi-square statistical allows the hypothesis of independence in a contingency table, but tells us nothing about the strength of association between the variables. This is because their value depends not only on the extent to which the data fit the model of independence, but the number of cases consisting of the sample. With large sample sizes, relatively small differences between observed and expected frequencies can lead to chi-square values too high. For this reason, to study the scale of relationship between two variables, association measures that attempt to quantify the scale of relation by eliminating the effect of sample size are used.

Measures based on the chi-square, are measures that attempt to correct the values of the statistic X^2 to give a value between 0 and 1, and to minimize the effect of sample size on the quantification of the scale of association (Pearson, 1913; Cramer, 1946).

- **Contingency coefficient**: $\boldsymbol{C = \sqrt{X^2/(X^2 + n)}}$. Take values between 0 and 1, but hardly reaches 1. The maximum value depends on the number of rows and columns. If the number of rows and columns are the same (k), then the maximum value of *C* is obtained as follows: $\boldsymbol{C_{max} = \sqrt{(k-1)/k}}$. A coefficient value of 0 indicates independence, while a coefficient value which reaches its maximum indicates a perfect partnership.

GERMAN EDUCATION SYSTEM

BUNDESREPUBLIK DEUTSCHLAND (Federal Republic of Germany)[4]

The German education system is quite complicated but satisfactory and successful in terms of results. Straightaway is going to be mentioned, in general terms and without going into much detail, how is structured and how works the educational system of the country concerned in this work.

Up to 3 years old, children are not required to going to kindergarten, although there are *Kinderkrippe*[5] schools. From 3 to 6 years old (when children begin school), German

[4] Scheme in the annex, section A.
[5] Nursery school

children can go to *Kindergarten*, which would be equivalent to the nursery in our country and that would function like a complementary education that parents provide. At this level there is no presence of courses, because children are usually in groups of mixed ages. These centres are not part of the BMBF[6], and are not regulated by this body, therefore, opening hour is according to each centre being able to 5 hours in the morning to 6-7 hours throughout the day or 7 full hours with a lunch-break.

After this level, we enter to primary education as compulsory, called *Grundschule* which lasts throughout the academic year and includes from 1st to 4th school year (the *Länder*[7] of Berlin and Brandenburg covers 6 years). The courses are established by the age of the students (6 to 10 years, but from 6 to 12 years in Berlin and Brandenburg). The school week is 5 days and 188 days a year on average (since you subtract 75 days of vacation, 10 holiday elective, 52 Sundays and 40 Saturdays). We can find a *Land* which has 6-day school week (there are 2 Saturdays a month without class) and amounted to 208 days per year (as are 20 Saturdays). In primary, the students have between 20 and 29 weeks of class (many *Länder* starts with 20 or 22 weeks a year and rising to reach 29 weeks the 4th year). Generally, the classes last for 45 minutes in the morning and are divided into six classes per day starting between 7:30 and 8:30 am.

Once completed the primary school, began the secondary school which has two distinct parts. First we find lower secondary education or *Sekundarstufe I*, which includes courses 5/7 to 9/10, and upper secondary education or *Sekundarstufe II*, which covers the rest of the remaining courses. The first one covers the ages from 10 to 15/16 years old, and the second one between 15/16 to 18/19 years old. However, we find another dissection leading different types of institutions that form, being:

- *Hauptschule*: provides basic general education that allows students, based on their performance and preferences, with specialization and subject to their marks, follow their educational life in a direction that leads to professional education courses and entry to higher education. Tends to cover courses from 5th to 9th (can also finish the 10th year depending on the *Land*)
- *Realschule*: offers general education more extensive than *Hauptschule*, with the same understanding and the same courses.
- *Gymnasium*: Provides more intensive general education. This level includes both the lower secondary education and the upper secondary education with courses from 5th to 12th or 13th (or 7 to 12/13 years old). Students who studied at the *Hauptschule* or *Realschule* can change to *Gymnasium* in 6th or 7th year.
- *Gesamtschule*: Is a mix between the other three that, instead of separating students in the different schools, kept them together for certain subjects and for other subjects separating by levels.

In lower secondary education or *Sekundarstufe I*, class hours usually range between 7:30/8:30 am to 13:30 from Monday to Friday. Saturdays' schedule completion of the classes is 11:30. The students have between 28 and 30 weeks of class and compulsory

[6] Bundesminiterium für Bildung und Forschung – Federal Ministry of Education and Research.
[7] Plural of *Land*. One of the states that consists Germany.

and optional subjects (between 5th and 6th) and 30 to 32 weeks of class in courses 7th to 10th. The classes lasts for 45 minutes.

The marks (mark to pass is a 4) at this level are regulated by the called "six-mark System" being:

- 1 = very well
- 2 = good
- 3 = satisfactory
- 4 = right
- 5 = bad
- 6 = very bad

The educational path goes on and we focus now on vocational training, which takes part of tertiary education and there are various types such as:

- *Berufsfachschule*: schools that are full-time and forms students for a particular job.
- *Fachoberschule*: covers courses from 11th to 12th. Form students for a particular job with theoretical and practical sessions in the company.

And in the same tertiary education, we find higher educational institutions, which are:

- University: there are also technical schools called *Technische Hochschulen* or *Technische Universitäten*, specialized in the field of engineering and which enjoy a university status.
- Schools of art and music.
- *Fachhochschulen*: are universities of applied sciences, introduced in 1970 for the *Bundesrepublik Deutschland*.

<u>DEUTCHE DEMOKRATISCHE REPUBLIK (German Democratic Republic)</u>

The youngest section of education in the eastern part was very similar to the western part. Firstly, we can see the already mentioned *Kinderkrippe*, nurseries for children up to 3 years old. Many of these institutions were located in the same factory where the parents of the children were working.

Secondly, we find *Kindergartens* for children between 3 and 6 years old. The children spent these 3 years with the same preschool classmates and teachers. Already in this period, children were "forced" to follow a routine as help their classmates serving food, cleaning the school, etc.

Then comes the primary period that would last eight years. The first four years were called low level, and the following four years, intermediate level. It's noteworthy that the Russian language was mandatory learning from 5th course.

Then comes the secondary, which includes from the 9th to the 12th course. The duration of the classes were 45 minutes and started at 7:00 or 7:30 in the morning. The academic week was six-day class and each day were approximately three or four subjects. Learning Russian was still required. The second secondary period is for technical school or *Polytechnische Oberschule*.

Completing this, students could specialize in areas such as construction, electronic and telecommunications. It was called vocational education. The student would be part of a company or farm. At the end of this period, the student could do the *Abitur*, an entrance exam similar to the selectivity exam in our country, and go to the University.

HISTORICAL SITUATION[8]

Before going on, we should contextualise and put ourselves into the historical moment which the study takes place. The construction of the Berlin Wall and its fall were part of the most important moments in the modern history of the 20th century. This wall divided the city into two sectors for 28 years, separating families and friends. Before the rise of the wall, keep in mind that at the end of World War II, after the victorious forces distributed themselves Germany, Berlin was also divided into four sectors differentiated belonging to each of the winners, being the following: American, Soviet, French and English. Despite this division, tension and bad relation between the communist and the other sectors led to the emergence of two distinct political ideals, two currencies, and therefore all this, two Germanys very uneven.

In 1949, the Allied sector, formed by the United States of America, the Great Britain and France, called their respective sectors *Bundesrepublik Deutschland* (Federal Republic of Germany – FRG), nevertheless, the Soviet sector became the *Deutsche Demokratische Republik* (German Democratic Republic – GDR). The city of Berlin was split into two and 81 crossing points were created between the two parts of the city.

Until 1961, almost 3 million people left the German Democratic Republic to live in the Federal Republic of Germany, given that they enjoyed better living conditions. On the night of August 12, 1961, was decided to build a provisional wall and close 69 of the 81 checkpoints. The next day, Berliners stood up with a temporary fence of 155 kilometres which split Berlin in two, being affected not only the citizens but also the ground transportation, given that they couldn't cross from one side to the another. In the following days began the construction of the brick wall. It turns out that, people whose house was in the middle of the line of construction of the wall, were forced to leave their homes.

Over time, many escape attempts took place, some (not many) successfully, for this reason the wall was expanded enough to increase safety. So, the wall had becoming a concrete wall between 3.5 and 4 meters high, with an interior composed of steel wires so as to increase the resistance. At the top, they placed a hemispherical surface, so no one could catch the wall. The wall had a companion called "death strip", which consisted of a ditch, a fence, a road where there drove military vehicles, alarm systems, automatic weapons, watchtowers and patrols accompanied by dogs 24 hours per day. Between 1969 and 1989 more than 5,000 people tried to cross the wall, of which over 3,000 were arrested. About a hundred people died in the attempt, the last one on 5 February 1989.

In late 1975, 43 kilometres of the wall had these security measures and the so-called "death strip".

[8] The sources are Dionisio Garzón (2013); Gordon L. Rottman (2008); Thomas A. Davey (1987) and Frederick Taylor (2006).

The fall of the Berlin Wall is motivated by the opening of the border between Austria and Hungary in May 1989, as more and more Germans travelled to Hungary to seek asylum in various embassies of the Federal Republic of Germany. All these events led to large demonstrations throughout the city that trigger the government of the German Democratic Republic to decide and sign a treaty, on 9 November 1989, which the passage to the German Federal Republic was allowed. That same day, thousands of people went to different checkpoints in mass.

From here, is where we remember the image of people from both sides throwing to the ground the wall that separated the city for 28 years.

DESCRIPTION OF THE DATABASE

For the realization of this study, has been required a particular database by topic pertained. In this regard, we asked to make use of the data provided by the G-SOEP (German Socio Economic Panel) in a period between 1984 and 2013. The G-SOEP offers diverse possibilities for regional and spatial analysis. With regional anonymously information in the resident's respondents (households and individuals) we can link numerous regional indicators at different levels such as the German states (*Bundesländer*), spatial planning regions, districts and postal codes with de G-SOEP data from these homes. However, the specific safety makes, given the sensitivity of the data, that the data are protected by law.

Being a matter of principle, the classification of the sample does not change, either by a change of citizenship or a change of address or region (for example, from West Germany to East Germany and vice versa). The person remains in the sample population, the east or the west.

In this database are provided numbers which comes from official German statistics agencies. In this case, it's an update (made in 2013) where the data is provided both old and new, separate and together. These different cases helped to facilitate the work done, since its design allows to analyse the various specific research topics, such as education in this study. Since this database is very large, for the accomplishment of this work it was decided to opt for input files in *ppfad* and *pgen* for the first part[9].

The first file is designed to support longitudinal analysis linking the personal information of several waves. This file, contains variables related to basic demographics of the individuals surveyed, such as: *SEX* (sex of the individual); *GEBJAHR* (year of birth); *TODJAHR* (year of the death in four numbers); *IMMIYEAR* (the first year of immigration to Germany); *GERMBORN* (born in Germany); *CORIGIN* (country of origin); *MIGBACK* (history of immigration); *MIGINFO* (source of information of variable *MIGBACK*); *LOC1989* (resident of West Berlin or East Berlin in 1989). These variables are adjusted in a wave-by-wave form in the context of demographic evidence. We must say that since 1993 a number of individuals from different households original in G-SOEP were moved into the same household. These individuals share the same identification number of the wave home, but have different number of original homes.

We haven't found appropriate the use of all the variables previously mentioned for this work, because it provides a range of information that may not be relevant to the study that

[9] Sections B and C show more information of these variables, in the annex.

was carried out. Thus, we choose the variables *SEX*, *GEBJAHR*, *CORIGIN* and *LOC1989*. The reason for the suitability of these variables is simple, we just had to find out the year of birth of individuals (thus restrict the sample to individuals who can enjoy a minimum age of 23 years old in 1989 to have a university degree), the sex of the individuals, the country they come from and his place of residence in 1989 (the year of the fall of the wall, which we assume that if the individual lived in the East that year, he lived the previous years as well).

The type of the variables is: *SEX* is a dichotomous variable, being the only answer man or woman; *GEBJAHR* has a result of a four-digit number that says the year of birth of the individual respondents (for example, 1981); CORIGIN is qualitative, the response of the respondent is his country of origin (for example, Germany) and LOC1989, also a qualitative variable, due to the response of the individual could be East Berlin, West Berlin or abroad.

For the second file, we will focus exclusively on variables that we selected to conduct the study, given that the file has a large number of variables. We found the presence of economic and educational variables. Being the variables PGERWTYP (type of occupation), PGSBIL (diplomas/degrees from secondary/tertiary education), PGBBIL01 (vocational degree attained), PGBBIL02 (completed college education), PGBBIL03 (no vocational degree), PGSBILA (secondary school degrees/diplomas abroad), PGBBILO (vocational degree attained east), PGBILZT (amount of education or training, in years), PGISCED (highest degree/diploma attained), PGLABGRO (current gross labour income in €, generated), PGLABNET (current net labour income in €, generated) and PGEMPLST (employment status).

From here, being this study a study of the effect of the fall of the Berlin Wall on its residents from both sides in terms of education, the variables have proven to be most appropriate are the variable related to the diplomas of secondary or tertiary education; amount of years of education and training and level of highest degree/diploma attained (this variable is a standard measurement created in order to level and find a midpoint between studies conducted in other countries with regarding to the German studies). Later we wanted to see in the post-education period, as these historical events have led to the job that the individuals has, using variables regarding to the type of occupation and the employment status.

The type of the variables of the second file is the following:

- PGSBIL, variable related to the diplomas of secondary or tertiary education with the responses: basic-track secondary school (9^{th} grade); intermediate-track secondary school (10^{th} grade); technical secondary school (12^{th} grade); academic-track secondary school (graduation from 13^{th} grade); other graduation diploma; left school without graduating and not yet graduated.
- PGBILZT, variable related to amount of years of education or training: being the range from 7 to 18 years.
- PGISCED, variable related to the highest degree of education attained: in school; inadequately; general elementary; middle vocational; vocational + *Abitur*; higher vocational and higher education.

- PGERWTYP, variable related to the type of education of the individual with the responses: not employed; not employed (first-time respondent); employed (first-time respondent); employed (no change); employed (no info if change); employed (with change or first time employed) and employed (in part-time work with approaching retirement).
- PGEMPLST, variable related to the employment status of the individual with the responses: full-time employment; regular part-time employment; vocational training; marginal, irregular part-time employment; not employed and sheltered workshop.

All variables of this study are qualitative, excepting those related to sex (which is dichotomous); amount of years of education or training; net and gross employment income generated (in €) and country of origin. It should be mentioned that it was deemed appropriate to remove any and all responses that contained negative values that corresponded to a possible answer as *not applicable* or *no response*, thus not to distort the results of the descriptive analysis of the data.

The sample of this database, after the selection of different cases for the study of this work, is reduced to 56,401 individuals.

For the second part of this study, we wanted to see what socioeconomic variables have effect on individuals choosing their academic path. To carry it out, we extracted some variables from the file named *bio*, which we mention and expose briefly right after:

- Bei Eltern aufgewachsen? → Grew up with parents? With responses: *both parents*; *with mother*; *with father* and *no, other relatives*.
- Wo lebt der Vater? → Where the father lives? With responses: *at home*; *lives in West Germany*; *lives in East Germany* and *lives in another country*.
- Wo lebt die Mutter? → Where the mother lives? Same answers like the last variable.
- Vater in Deutschland geboren? → Father born in Germany? With responses: *yes* or *no*.
- Mutter in Deutschland geboren? → Mother born in Germany? Same answers like the last variable.
- Schulabschluss Vater → Graduation father. With responses: *without graduation*; *Hauptschulabschluss (8th grade)*; *Realschulabschluss (10th grade)* and *Abitur*.
- Schulabschluss Mutter → Graduation mother. Same answers like the last variable.
- Vater: Religion → Father: religion. With responses: *catholic*; *evangelic*; *other Christian religion*; *Islamic*, *other religion* and *unaffiliated with any religion*.
- Mutter: Religion → Mother: religion. Same answers like the last variable.
- Note Deutsch → Note German. With six-mark System responses.
- Note Mathe → Note maths. With six-mark System responses.
- Note 1. Fremdsprache → Note first foreign language. With six-mark System responses.
- Ausbildung Vater → Education father. With responses: *industrial education*; *vocational business school*; *professional school*; *functionary*; *college of higher education* and *university*.
- Ausbildung Mutter → Education mother. Same answers like the last variable.

DESCRIPTIVE STATISTICS OF THE VARIABLES

The first part of this study focuses on which differences arose from the separation of the city of Berlin, due to the Wall, during the 28 years of its existence. Now, we will proceed to mention the results of this study, emphasizing the variables that we have been called in the previous section. First, however, to successfully carry out this study we have been done a segment and sectioning to the sample in the following ways[10]:

- Men / Women older than 23 years old.
- Individuals from East Berlin and West Berlin older than 23 years old.
- Men / Women from East Berlin older than 23 years old.
- Men / Women from West Berlin older than 23 years old.

To carry out this study we used the statistical program *IBM SPSS Statistics*. Likewise, to avoid distortions in the results, negative values of the corresponding variables have been removed and omitted:

- -2 = not applicable
- -1 = no answer

So, we did a more correct calculation of the average of each of the selected variables. For more information of this part of the study, the tables are in section B of the annex (from Table B1 to Table B8).

Thus, for the selection of the sample of men older than 23 years, if we take a look at the variable "*Schulabschluss*[11]", which refers to the diplomas or degrees gained by individuals in secondary or tertiary education, we see that his rank goes from 1 to 7 and the average is 2.02. From that we can draw that on average in this sample, men individuals older than 23 years old reach a level of education "*Realschuleabschluss*[12]".

The variable "*ISCED-1997-Klassifikation*" refers to the classification made by the ISCED (International Standard Classification of Education) to assimilate the qualifications of individuals from different countries. Its range includes values from 1 to 6 and we observed that on average, men individuals older than 23 years old received an average rating of 3.34, which wants to assimilate to a level of "*middle vocational*".

The variable "*Dauer der Ausbildung, in Jahren*" determines the amount of years of schooling of individuals. Its range comprises from 7 to 18 years, which is the maximum number of years an individual can complete his studies. Its average value for men older than 23 years old is 11.65, i.e. almost 12 years.

"*Erwerbstypus*" is the variable that indicates what kind of job the individual has, gives us a score of 2.93, which tells us that on average, men older than 23 years old have a typo of education "*employed (first-time respondent)*".

[10] Section D shows more table information for this segmentations, in the annex.
[11] School leaving certificate
[12] General Certificate of Secondary Education; school-leaving certificate usually taken after the fifth year of secondary school.

Finally, the variable "*Employment status*" shows us the employment status of the individual, with a result of 2.91, that is, on average men older than 23 years old are in an employment situation of "*vocational training*".

In the case of women older than 23 years old, the results says that on average, men and women get nearly the same results if we look at the variables previously mentioned. In any case, women have a slightly higher value compared to men, being 2.03 in the variable "*Schulabschluss*", 3.35 in the variable "ISCED-1997-Klassifikation", 11.66 regarding to "*Dauer der Ausbildung, in Jahren*", 2.94 in "*Erwerbstypus*" and the same value, 2.91, in the variable "Employment status".

Following the segmentation of our sample, for individuals of East Berlin we wanted to make a check. Initially the previously chosen variables were taken. But there is a variant of "*Schulabschluss*" built specifically for individuals from the east part (*Ost-Schulabschluss*) and it's added. By eliminating negative values of the variables involved, we can note that the sample falls sharply (only 74 individuals now being compared to the prior number of individuals). Given this, it is considered that this sample may not be significant and therefore, it is not included. So, the analysis is carried out without this variable, being the result to the variable "*Schulabschluss*", the average value obtained by the citizens of East Berlin older than 23 years old is 2.16. I.e. "*Realschuleabschluss*".

Emphasising on variable "*ISCED-1997-Klassifikation*", the average value for this case is 3.43. A value that provides a medium level of "middle vocational".

For this segmentation, the variable for the duration of years of education, takes an average value of 11.91 years, i.e. 12 years.

In terms of type of employment, the variable gives us a value of 2.96, "employed, first-time respondent". Finally, the occupation status takes an average value of 2.88, "vocational training".

However, for individuals who lived in West Berlin, its average value for the variable "*Schulabschluss*" is lower, being 1.99. That leads them to a level of "*Hauptschulabschluss*[13]", being practically "*Realschulabschluss*". Its average rating is 3.32 for ISCED, which leads to a level of "vocational training" and years of study on average are 11.58. For economic variables, the variable regarding to the type of employment have a value of 2.94, and the variable occupation status a value of 2.91.

If we distinguish men and women from the eastern Berlin, we can see that men take a slight advantage over women. For the variable "*Schulabschluss*" we obtain values of 2.16 against 2.16 (men and women respectively), ISCED classification average is 3.44 and 3.42, and the average years of studying are 11.93 and 11.89. In terms of economic variables, the values are 2.91 and 2.96 for the variable "type of employment" and 2.88 for both sexes in the "occupation status" variable.

Whereas, the differentiation between men and women in western Berlin, the cases turn over and women take a slight advantage over men. In the variable "*Schulabschluss*", women and men have a value of 1.99. For ISCED classification, the results are 3.32 for women and 3.31 for men. Women study a bit more than men, being 11.6 years for women

[13] Certificate of Secondary Education

versus 11.57 years for men. Also, women have a value of 2.95 versus 2.93 for men in type of employment, but 2.90 against 2.91 for men in occupation status.

As we can see in table 1, here is a summary table[14] for the average of the previous variables:

Table 1: Average for the variables

		AVERAGE EDUCATIONAL VARABLES			ECONOMIC VARIABLES	
	Sample[15]	**A**	**B**	**C**	**E**	**F**
MEN	*16888*	2,02	11,65	3,34	2,93	2,91
WOMEN	*17769*	2,03	11,66	3,35	2,94	2,91
WEST BERLIN	*25476*	1,99	11,58	3,32	2,94	2,91
WEST MEN	*12544*	1,99	11,57	3,31	2,93	2,91
WEST WOMEN	*12932*	1,99	11,6	3,32	2,95	2,9
EAST BERLIN	*7429*	2,16	11,91	3,43	2,96	2,88
EAST MEN	*3521*	2,16	11,93	3,44	2,97	2,88
EAST WOMEN	*3908*	2,15	11,89	3,42	2,96	2,88

Source: Own calculations from IBM SPSS Statistics

The second part of the study focuses on which socioeconomic variables influence the decision of individuals choosing their academic life. Here, the study focused only on differentiate the two parts of the city of Berlin, watching their respective differences. In both cases, the same variables were observed. Then, we mention the results in a table with the values "contingency coefficient" and "significance". All this information has been obtained from the program *IBM SPSS Statistics* and the full results can be seen in the annex[16]. For the city of East Berlin, we obtained the following results shown in table 2:

Table 2: Values for the variables from the second part for East Berlin

Variable observed	Contingency coefficient	Significance	Reject H_0?
Grew up with parents?	*0.068*	*0.105*	*No*
Where the father lives?	*0.081*	*0.083*	*No*
Where the mother lives?	*0.081*	*0.024*	*Yes*
Father born in Germany?	*0.076*	*0.015*	*Yes*
Mother born in Germany?	*0.065*	*0.071*	*No*
Graduation father	*0.072*	*0.000*	*Yes*
Graduation mother	*0.092*	*0.000*	*Yes*
Father: Religion	*0.112*	*0.032*	*Yes*
Mother: Religion	*0.116*	*0.016*	*Yes*
Note German	*0.068*	*0.829*	*No*
Note Math	*0.075*	*0.596*	*No*
Note first foreign language	*0.093*	*0.111*	*No*
Education father	*0.074*	*0.922*	*No*
Education mother	*0.077*	*0.926*	*No*

Source: Own calculations from IBM SPSS Statistics

[14] A = Diplomas/degrees from secondary/tertiary education; B = Amount of education or training (years); C = Highest degree/diploma attained (ISCED-1997); E = Type of occupation; F = Employment status
[15] Number of individuals.
[16] Section E for West Berlin and section F for East Berlin.

For the city of West Berlin, we obtained the following results shown in table 3:

Table 3: Values for the variables from the second part for West Berlin

Variable observed	Contingency coefficient	Significance	Reject H_0?
Grew up with parents?	*0.040*	*0.234*	*No*
Where the father lives?	*0.050*	*0.080*	*No*
Where the mother lives?	*0.037*	*0.404*	*No*
Father born in Germany?	*0.026*	*0.453*	*No*
Mother born in Germany?	*0.019*	*0.771*	*No*
Graduation father	*0.048*	*0.000*	*Yes*
Graduation mother	*0.046*	*0.000*	*Yes*
Father: Religion	*0.087*	*0.000*	*Yes*
Mother: Religion	*0.084*	*0.000*	*Yes*
Note German	*0.046*	*0.182*	*No*
Note Math	*0.035*	*0.874*	*No*
Note first foreign language	*0.040*	*0.744*	*No*
Education father	*0.087*	*0.010*	*Yes*
Education mother	*0.099*	*0.467*	*No*

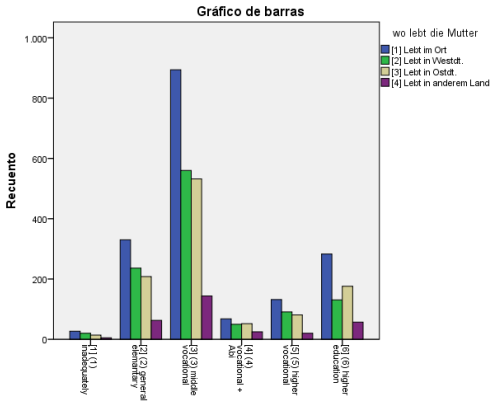
Source: Own calculations from IBM SPSS Statistics

We reject the null hypothesis when their significance has a value less than *0.05*, with a significance level of *10%*. The null hypothesis we do is the independence of the variables, in case we reject it, we accept that the variables are related.

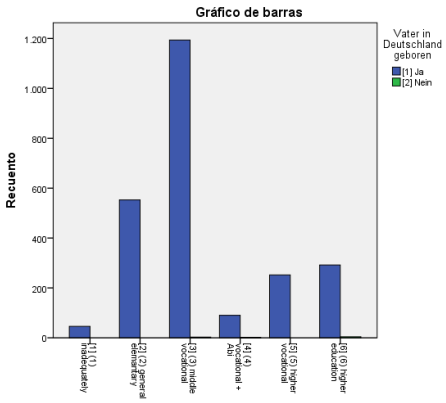
So, in our first case for individuals in East Berlin, we reject the null hypothesis in 6 of 14 cases. The variables affecting the decision of individuals in terms of education, for those who lived in East Berlin, are the location of the mother, if the father was born in Germany and the parents' graduation and religion. These values are significant to a level of 10%.

Then we show[17], in graphics H3, H4, H6, H7, H8 and H9, the important variables for the choosing of the individuals in terms of education.

Graph

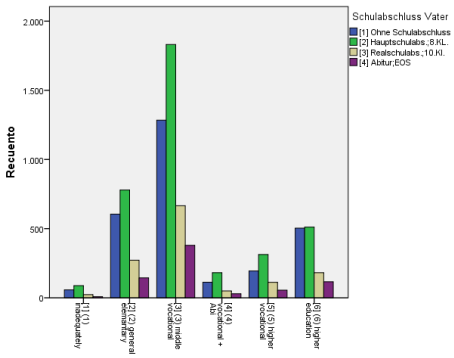


Graph H4

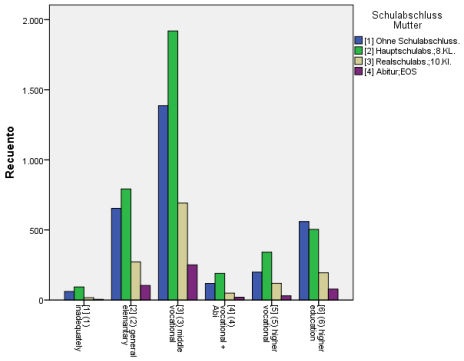


[17] The tables for further information are in section F and other graphics in section H, in the annex.

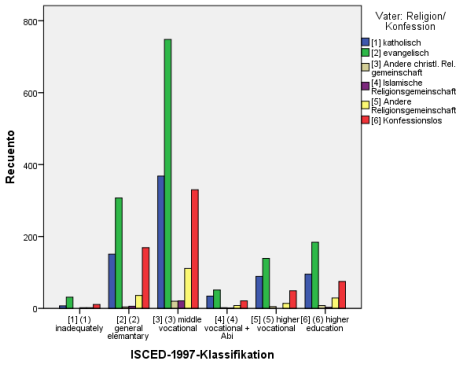
Graph H6



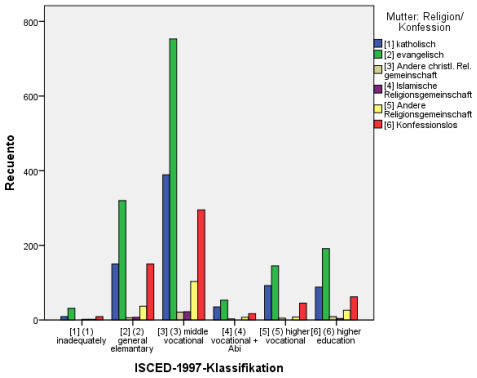
Graph H7



Graph H8

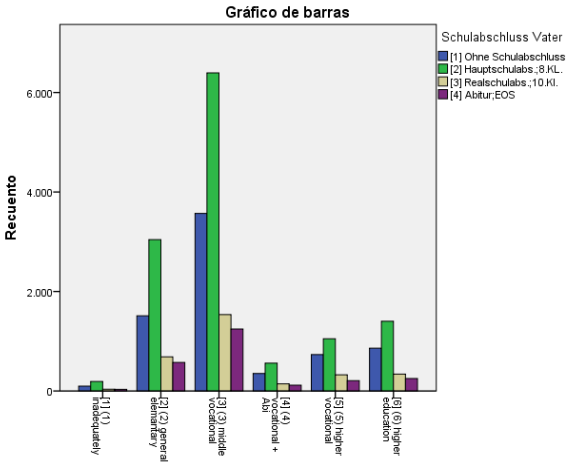


Graph H9

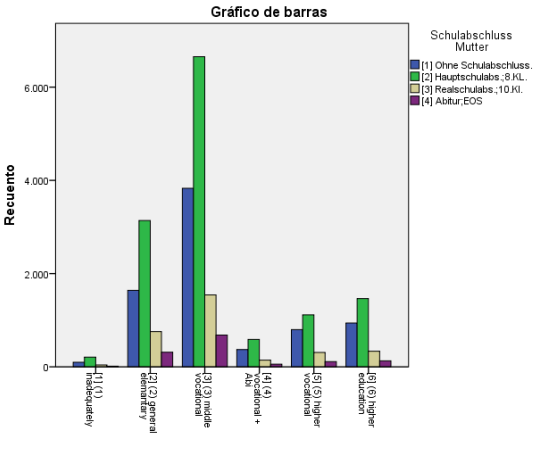


Finally, for those individuals who lived in West Berlin, we see that there are 5 cases affecting the decision of education of individuals. These cases are, like we have seen before, the graduation and religion of the parents, but now the results emphasise the education of the father. It is shown below[18] in graphics G6, G7, G8, G9 and G13.

Graph G6

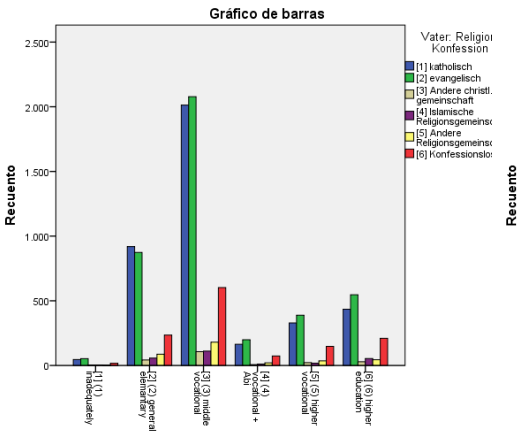


Graph G7

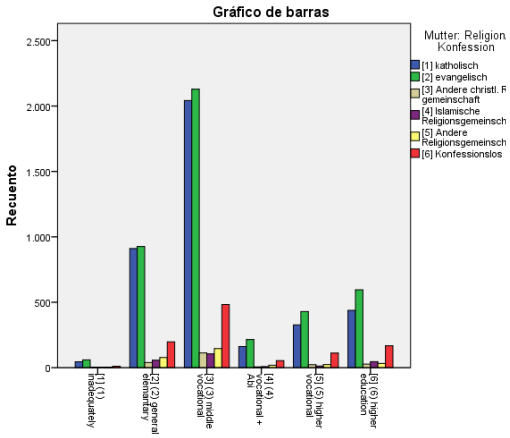


[18] The tables for further information are in section E and other graphics in section G, in the annex.

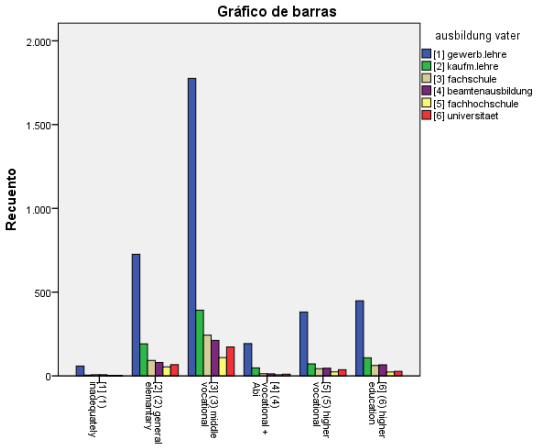
Graph G8



Graph G9



Graph G13



CONCLUSIONS

We conclude this study with the conclusions we can draw from the results. As we have said throughout the study, mainly we want to see what effect caused the separation of the city of Berlin in individuals choosing their academic life. In addition, we conducted a second part where we analyse, broadly speaking, what socioeconomic factors may also effect the choice of education of individuals.

For the first part, mainly and in general terms (always segregating the sample and selecting these individuals older than 23 years old) we can learn that women are able to accumulate more education than men (although the difference is very small) and consequently, an employment and occupation status a little higher. On average, both sexes obtain a result of education of "*Realschule*". If the separation of the sexes do for the cities, this rule remains the same in the city of West Berlin, but changes if we look at the city of East Berlin, where it is the men who take advantage. If the comparison is only between cities without distinguishing sexes, we see that the city of East Berlin is passing ahead in terms of education and employment of individuals.

This is where we can learn that may be the case that the marked lifestyle in the communist zone of the city of Berlin, instil more or compel its citizens to have a lifestyle centred on obtaining education. In the first instance, the sex difference does not appears to be a decisive factor in achieving education for the individual, given that in the results, differences are not very large. However, the difference grows in terms of location, i.e., whether the individual (was man or woman) living in East Berlin or West Berlin. Being pro-soviet area.

If we look at the second part of the study, which wants to see which socioeconomic factor from the atmosphere of the individual, have an effect on the achievement of individual education, was conducted segregating the sample only if it was West Berlin or East Berlin. So, to East Berlin we found that individuals are influenced by the family environment as follows. If the mother lived with the individual and if the father was of German nationality, the children will achieve more education. Apart from that, the parents' graduation school had, was also a decisive factor. Surprisingly, we have seen that religion which follow their parents, is another factor that influenced individuals.

For West Berlin, individuals are only influenced by the parents' graduation school and religion followed. But we must emphasise that the education of the father was especially crucial, since as the father enjoyed more education, more education would get their children.

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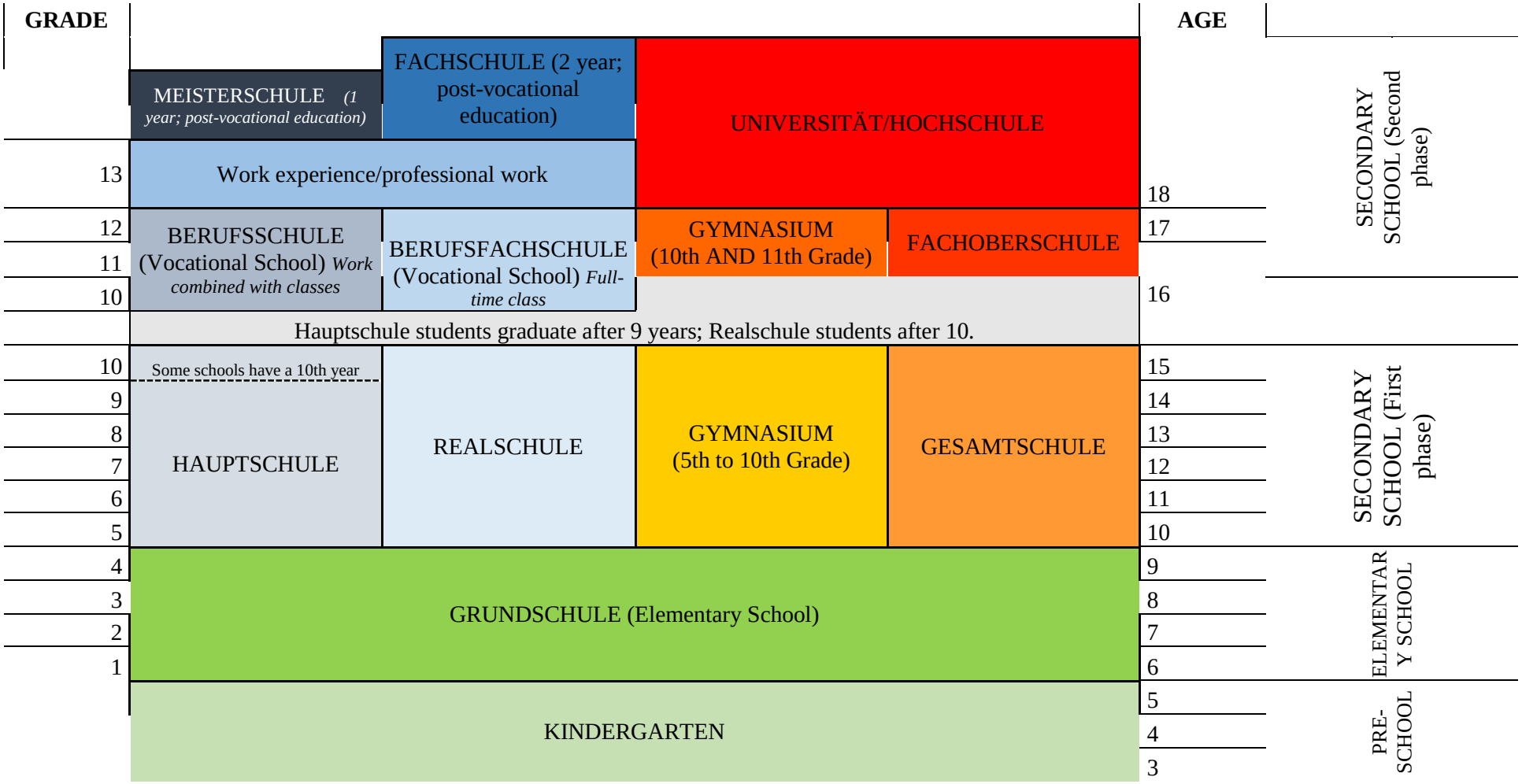
ANNEX

All the tables and graphics that contains this annex are taken from the program IBM SPSS Statistics.

Section A - Scheme 1 of the education system[1] in the *Bundesrepublik Deutschland*



[1] *Source: Own elaboration*

SECTION B - FREQUENCY TABLES FOR VARIABLES (1ST PART OF THE STUDY)

Table B1 - Sex:

Geschlecht

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	[1] maennlich	27442	48,7	48,7	48,7
	[2] weiblich	28959	51,3	51,3	100,0
	Total	56401	100,0	100,0	

Table B2 - Year of birth:

Geburtsjahr

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	1888	1	,0	,0	,0
	1892	6	,0	,0	,0
	1893	2	,0	,0	,0
	1894	3	,0	,0	,0
	1895	4	,0	,0	,0
	1896	13	,0	,0	,1
	1897	12	,0	,0	,1
	1898	10	,0	,0	,1
	1899	25	,0	,0	,1
	1900	33	,1	,1	,2
	1901	29	,1	,1	,2
	1902	43	,1	,1	,3
	1903	36	,1	,1	,4
	1904	49	,1	,1	,5
	1905	52	,1	,1	,6
	1906	59	,1	,1	,7
	1907	76	,1	,1	,8
	1908	88	,2	,2	1,0
	1909	99	,2	,2	1,1
	1910	108	,2	,2	1,3
	1911	106	,2	,2	1,5
	1912	133	,2	,2	1,7
	1913	117	,2	,2	2,0
	1914	139	,2	,2	2,2
	1915	132	,2	,2	2,4
	1916	105	,2	,2	2,6
	1917	91	,2	,2	2,8

Table B3 - Where did you live in 1989?

Where did you live in 1989?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	[1] East Germany (DDR) incl. East Berlin	12059	21,4	21,4	21,4
	[2] West Germany (FRG) incl. West Berlin	39012	69,2	69,2	90,5
	[3] Abroad (Ausland)	5330	9,5	9,5	100,0
	Total	56401	100,0	100,0	

Table B4 - Diplomas/degrees from secondary/tertiary education:

Schulabschluss

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	[1] Hauptschulabschluss	26972	47,8	47,8	47,8
	[2] Realschulabschluss	14804	26,2	26,2	74,1
	[3] Fachhochschulreife	3108	5,5	5,5	79,6
	[4] Abitur	9977	17,7	17,7	97,3
	[5] Anderer Abschluss	606	1,1	1,1	98,3
	[6] Ohne Abschluss verlassen	927	1,6	1,6	100,0
	[7] Noch kein Abschluss	7	,0	,0	100,0
	Total	56401	100,0	100,0	

Table B5 - Highest degree/diploma attained (ISCED-1997-Classification):

ISCED-1997-Klassifikation

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	[1] (1) inadequately	876	1,6	1,6	1,6
	[2] (2) general elemantary	12583	22,3	22,3	23,9
	[3] (3) middle vocational	28058	49,7	49,7	73,6
	[4] (4) vocational + Abi	2539	4,5	4,5	78,1
	[5] (5) higher vocational	5203	9,2	9,2	87,3
	[6] (6) higher education	7142	12,7	12,7	100,0
	Total	56401	100,0	100,0	

Table B6 - Amount of education or training (in years):

Dauer der Ausbildung, in Jahren

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	7,00	704	1,2	1,2	1,2
	8,50	139	,2	,2	1,5
	9,00	8442	15,0	15,0	16,5
	10,00	2808	5,0	5,0	21,4
	10,50	14730	26,1	26,1	47,6
	11,00	3899	6,9	6,9	54,5
	11,50	8030	14,2	14,2	68,7
	12,00	4425	7,8	7,8	76,6
	13,00	2405	4,3	4,3	80,8
	13,50	812	1,4	1,4	82,3
	14,00	835	1,5	1,5	83,7
	14,50	1552	2,8	2,8	86,5
	15,00	2032	3,6	3,6	90,1
	16,00	928	1,6	1,6	91,7
	17,00	166	,3	,3	92,0
	18,00	4494	8,0	8,0	100,0
	Total	56401	100,0	100,0	

Table B7 - Type of occupation:

Erwerbstypus

		Frecuencia	Porcentaje	% válido	% acumulado
Válido	[1] NEWT	21831	38,7	38,7	38,7
	[2] NEWT (Erstbefr.) entfaellt ab 94	1525	2,7	2,7	41,4
	[3] EWT (Erstbefr.) entfaellt ab 94	1968	3,5	3,5	44,9
	[4] EWT Ohne Wechsel	26014	46,1	46,1	91,0
	[5] EWT aber ohne Info ob Wechsel	239	,4	,4	91,4
	[6] EWT mit Wechsel, auch erstmals Erwerbst.	4721	8,4	8,4	99,8
	[7] EWT in Altersteilzeit	103	,2	,2	100,0
	Total	56401	100,0	100,0	

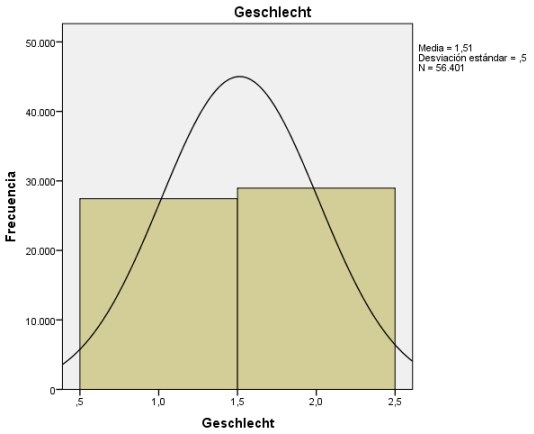
Table B8 - Employment status:

Employment Status

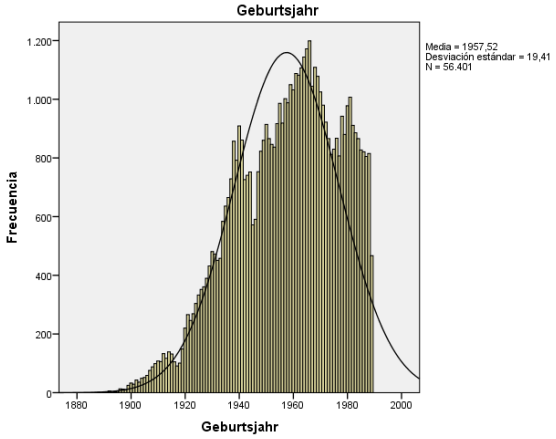
		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	[1] Voll erwerbstaetig	24223	42,9	42,9	42,9
	[2] Teilzeitbeschaeftigung	5304	9,4	9,4	52,4
	[3] Ausbildung, Lehre	1498	2,7	2,7	55,0
	[4] Unregelmaessig,geringfuegig erwerbstaet.	1883	3,3	3,3	58,3
	[5] Nicht erwerbstaetig	23464	41,6	41,6	99,9
	[6] Werkstatt fuer behinderte Menschen	29	,1	,1	100,0
	Total	56401	100,0	100,0	

SECTION C - HISTOGRAMS OF THE VARIABLES (with normal curve)

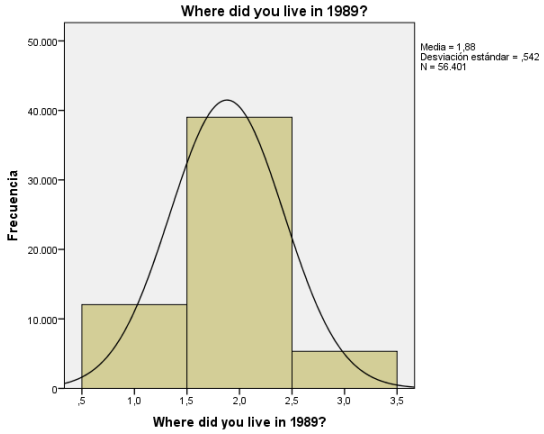
Graph C1



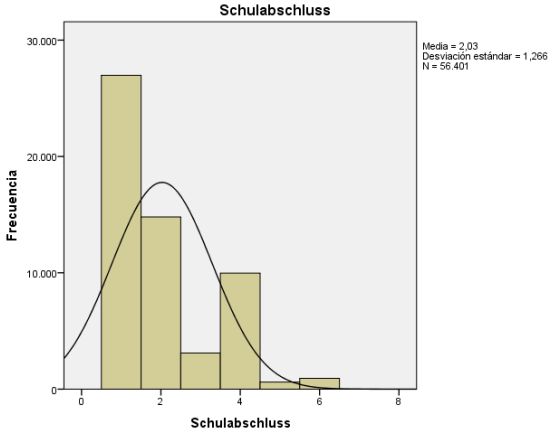
Graph C2



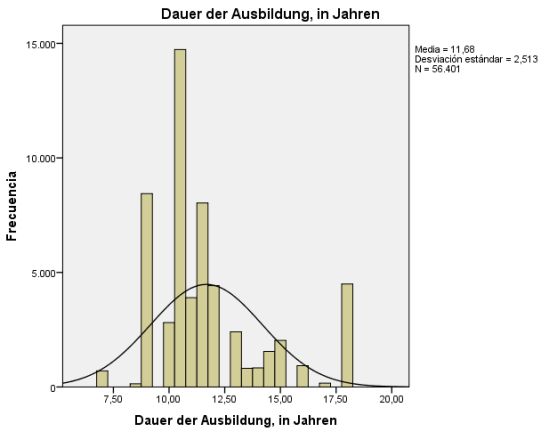
Graph C3



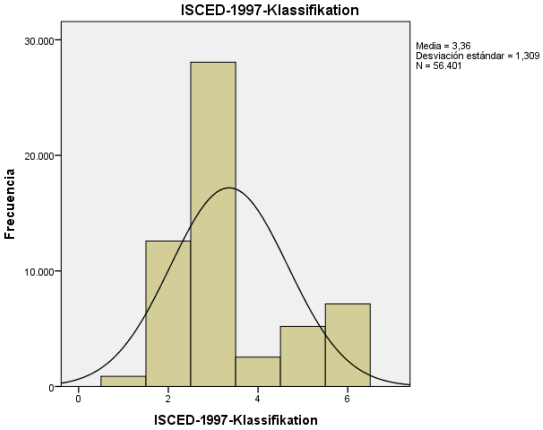
Graph C4



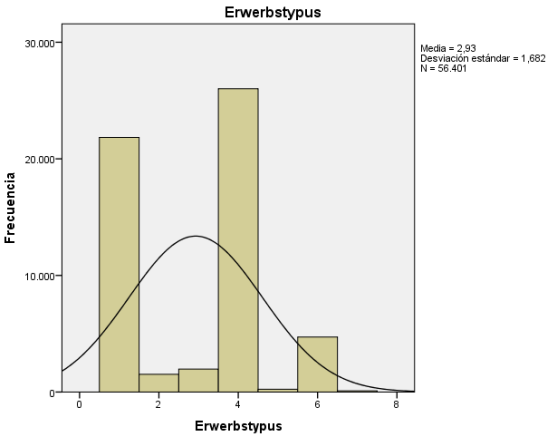
Graph C5



Graph C6



Graph C7



Graph C8

SECTION D - FREQUENCY FOR EACH SEGREGATION (1st part of the study)

Table D1 - Men older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	16888	6	1	7	2,93	1,676	2,811
Schulabschluss	16888	6	1	7	2,02	1,262	1,593
ISCED-1997-Klassifikation	16888	5	1	6	3,34	1,300	1,691
Employment Status	16888	5	1	6	2,91	1,869	3,494
Dauer der Ausbildung, in Jahren	16888	11,00	7,00	18,00	11,6544	2,49270	6,214
N válido (por lista)	16888						

Table D2 - Women older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	17769	6	1	7	2,94	1,688	2,850
Schulabschluss	17769	6	1	7	2,03	1,263	1,595
ISCED-1997-Klassifikation	17769	5	1	6	3,35	1,302	1,696
Employment Status	17769	5	1	6	2,91	1,870	3,497
Dauer der Ausbildung, in Jahren	17769	11,00	7,00	18,00	11,6616	2,49756	6,238
N válido (por lista)	17769						

Table D3 - from West Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	12544	6	1	7	2,93	1,675	2,806
Schulabschluss	12544	6	1	7	1,99	1,237	1,530
ISCED-1997-Klassifikation	12544	5	1	6	3,31	1,276	1,629
Employment Status	12544	5	1	6	2,91	1,869	3,491
Dauer der Ausbildung, in Jahren	12544	11,00	7,00	18,00	11,5745	2,41201	5,818
N válido (por lista)	12544						

Table D4 - Women from West Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	12932	6	1	7	2,95	1,693	2,865
Schulabschluss	12932	6	1	7	1,99	1,239	1,535
ISCED-1997-Klassifikation	12932	5	1	6	3,32	1,276	1,629
Employment Status	12932	5	1	6	2,90	1,868	3,491
Dauer der Ausbildung, in Jahren	12932	11,00	7,00	18,00	11,6027	2,42439	5,878
N válido (por lista)	12932						

Table D5 - Men and women from West Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	25476	6	1	7	2,94	1,684	2,836
Schulabschluss	25476	6	1	7	1,99	1,238	1,532
ISCED-1997-Klassifikation	25476	5	1	6	3,32	1,276	1,629
Employment Status	25476	5	1	6	2,91	1,868	3,491
Dauer der Ausbildung, in Jahren	25476	11,00	7,00	18,00	11,5888	2,41830	5,848
N válido (por lista)	25476						

Table D6 - Men from East Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	3521	6	1	7	2,97	1,675	2,805
Schulabschluss	3521	6	1	7	2,16	1,326	1,760
ISCED-1997-Klassifikation	3521	5	1	6	3,44	1,367	1,868
Employment Status	3521	5	1	6	2,88	1,867	3,484
Dauer der Ausbildung, in Jahren	3521	11,00	7,00	18,00	11,9384	2,71633	7,378
N válido (por lista)	3521						

Table D7 - Women from East Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	3908	6	1	7	2,96	1,679	2,819
Schulabschluss	3908	6	1	7	2,15	1,323	1,750
ISCED-1997-Klassifikation	3908	5	1	6	3,42	1,372	1,883
Employment Status	3908	5	1	6	2,88	1,875	3,516
Dauer der Ausbildung, in Jahren	3908	11,00	7,00	18,00	11,8925	2,69859	7,282
N válido (por lista)	3908						

Table D8 - Men and women from East Berlin older than 23 years old:

Estadísticos descriptivos

	N	Rango	Mínimo	Máximo	Media	Desviación estándar	Varianza
Erwerbstypus	7429	6	1	7	2,96	1,677	2,812
Schulabschluss	7429	6	1	7	2,16	1,324	1,754
ISCED-1997-Klassifikation	7429	5	1	6	3,43	1,370	1,876
Employment Status	7429	5	1	6	2,88	1,871	3,501
Dauer der Ausbildung, in Jahren	7429	11,00	7,00	18,00	11,9143	2,70693	7,327
N válido (por lista)	7429						

SECTION E - CONTINGENCY TABLES FROM VARIABLES – WEST BERLIN (2nd part of the study)

Table E1 - Grew up with parents?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Bei Eltern aufgewachsen?	11496	100,0%	0	0,0%	11496	100,0%

ISCED-1997-Klassifikation*Bei Eltern aufgewachsen? tabulación cruzada

			Bei Eltern aufgewachsen?				
			[1] Beide Elternteile	[2] Bei der Mutter	[3] Beim Vater	[4] Nein, b. anderen Verwandten o.Heim	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	136	9	4	3	152
		% dentro de Bei Eltern aufgewachsen?	1,3%	1,0%	3,8%	1,0%	1,3%
	[2] (2) general elemantary	Recuento	2163	200	25	65	2453
		% dentro de Bei Eltern aufgewachsen?	21,3%	21,3%	23,6%	21,9%	21,3%
	[3] (3) middle vocational	Recuento	5129	460	56	146	5791
		% dentro de Bei Eltern aufgewachsen?	50,5%	48,9%	52,8%	49,2%	50,4%
	[4] (4) vocational + Abi	Recuento	468	38	4	20	530
		% dentro de Bei Eltern aufgewachsen?	4,6%	4,0%	3,8%	6,7%	4,6%
	[5] (5) higher vocational	Recuento	993	105	11	24	1133
		% dentro de Bei Eltern aufgewachsen?	9,8%	11,2%	10,4%	8,1%	9,9%
	[6] (6) higher education	Recuento	1263	129	6	39	1437
		% dentro de Bei Eltern aufgewachsen?	12,4%	13,7%	5,7%	13,1%	12,5%
Total		Recuento	10152	941	106	297	11496
		% dentro de Bei Eltern aufgewachsen?	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	18,565[a]	15	,234
Razón de verosimilitud	17,718	15	,278
Asociación lineal por lineal	,009	1	,923
N de casos válidos	11496		

a. 3 casillas (12,5%) han esperado un recuento menor que 5. El recuento mínimo esperado es 1,40.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,040			,234
	V de Cramer	,023			,234
	Coeficiente de contingencia	,040			,234
Intervalo por intervalo	R de persona	,001	,009	,096	,923[c]
Ordinal por ordinal	Correlación de Spearman	,005	,009	,484	,629[c]
N de casos válidos		11496			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E2 - Where the father lives?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * wo lebt der Vater	9163	100,0%	0	0,0%	9163	100,0%

ISCED-1997-Klassifikation*wo lebt der Vater tabulación cruzada

			wo lebt der Vater				
			[1] Lebt im Ort	[2] Lebt in Westdt.	[3] Lebt in Ostdt.	[4] Lebt in anderem Land	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	52	49	17	10	128
		% dentro de wo lebt der Vater	1,5%	1,2%	2,1%	1,1%	1,4%
	[2] (2) general elemantary	Recuento	794	945	206	209	2154
		% dentro de wo lebt der Vater	22,7%	23,8%	25,3%	23,9%	23,5%
	[3] (3) middle vocational	Recuento	1825	2037	387	433	4682
		% dentro de wo lebt der Vater	52,2%	51,2%	47,5%	49,4%	51,1%
	[4] (4) vocational + Abi	Recuento	145	194	30	44	413
		% dentro de wo lebt der Vater	4,1%	4,9%	3,7%	5,0%	4,5%
	[5] (5) higher vocational	Recuento	311	357	71	96	835
		% dentro de wo lebt der Vater	8,9%	9,0%	8,7%	11,0%	9,1%
	[6] (6) higher education	Recuento	368	395	104	84	951
		% dentro de wo lebt der Vater	10,5%	9,9%	12,8%	9,6%	10,4%
Total		Recuento	3495	3977	815	876	9163
		% dentro de wo lebt der Vater	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	23,214[a]	15	,080
Razón de verosimilitud	22,516	15	,095
Asociación lineal por lineal	,167	1	,683
N de casos válidos	9163		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 11,38.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,050			,080
	V de Cramer	,029			,080
	Coeficiente de contingencia	,050			,080
Intervalo por intervalo	R de persona	,004	,011	,409	,683[c]
Ordinal por ordinal	Correlación de Spearman	-,002	,011	-,200	,841[c]
N de casos válidos		9163			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E3 - Where the mother lives?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * wo lebt die Mutter	11653	100,0%	0	0,0%	11653	100,0%

ISCED-1997-Klassifikation*wo lebt die Mutter tabulación cruzada

			wo lebt die Mutter				
			[1] Lebt im Ort	[2] Lebt in Westdt.	[3] Lebt in Ostdt.	[4] Lebt in anderem Land	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	74	59	13	12	158
		% dentro de wo lebt die Mutter	1,5%	1,2%	1,4%	1,2%	1,4%
	[2] (2) general elemantary	Recuento	1156	1169	225	232	2782
		% dentro de wo lebt die Mutter	23,9%	24,1%	23,4%	23,2%	23,9%
	[3] (3) middle vocational	Recuento	2471	2471	472	508	5922
		% dentro de wo lebt die Mutter	51,1%	50,9%	49,1%	50,8%	50,8%
	[4] (4) vocational + Abi	Recuento	214	239	44	47	544
		% dentro de wo lebt die Mutter	4,4%	4,9%	4,6%	4,7%	4,7%
	[5] (5) higher vocational	Recuento	419	431	78	100	1028
		% dentro de wo lebt die Mutter	8,7%	8,9%	8,1%	10,0%	8,8%
	[6] (6) higher education	Recuento	503	486	129	101	1219
		% dentro de wo lebt die Mutter	10,4%	10,0%	13,4%	10,1%	10,5%
Total		Recuento	4837	4855	961	1000	11653
		% dentro de wo lebt die Mutter	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	15,680[a]	15	,404
Razón de verosimilitud	14,974	15	,453
Asociación lineal por lineal	2,080	1	,149
N de casos válidos	11653		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 13,03.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,037			,404
	V de Cramer	,021			,404
	Coeficiente de contingencia	,037			,404
Intervalo por intervalo	R de persona	,013	,009	1,442	,149[c]
Ordinal por ordinal	Correlación de Spearman	,012	,009	1,278	,201[c]
N de casos válidos		11653			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E4 - Father born in Germany?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Vater in Deutschland geboren	7223	100,0%	0	0,0%	7223	100,0%

ISCED-1997-Klassifikation*Vater in Deutschland geboren tabulación cruzada

			Vater in Deutschland geboren		Total
			[1] Ja	[2] Nein	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	91	0	91
		% dentro de Vater in Deutschland geboren	1,3%	0,0%	1,3%
	[2] (2) general elemantary	Recuento	1519	11	1530
		% dentro de Vater in Deutschland geboren	21,1%	33,3%	21,2%
	[3] (3) middle vocational	Recuento	3628	16	3644
		% dentro de Vater in Deutschland geboren	50,5%	48,5%	50,4%
	[4] (4) vocational + Abi	Recuento	323	0	323
		% dentro de Vater in Deutschland geboren	4,5%	0,0%	4,5%
	[5] (5) higher vocational	Recuento	661	3	664
		% dentro de Vater in Deutschland geboren	9,2%	9,1%	9,2%
	[6] (6) higher education	Recuento	968	3	971
		% dentro de Vater in Deutschland geboren	13,5%	9,1%	13,4%
Total		Recuento	7190	33	7223
		% dentro de Vater in Deutschland geboren	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	4,704[a]	5	,453
Razón de verosimilitud	6,311	5	,277
Asociación lineal por lineal	1,436	1	,231
N de casos válidos	7223		

a. 4 casillas (33,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,42.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,026			,453
	V de Cramer	,026			,453
	Coeficiente de contingencia	,026			,453
Intervalo por intervalo	R de persona	-,014	,011	-1,198	,231[c]
Ordinal por ordinal	Correlación de Spearman	-,018	,012	-1,508	,132[c]
N de casos válidos		7223			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E5 - Mother born in Germany?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Mutter in Deutschland geboren	7115	100,0%	0	0,0%	7115	100,0%

ISCED-1997-Klassifikation*Mutter in Deutschland geboren tabulación cruzada

			Mutter in Deutschland geboren		Total
			[1] Ja	[2] Nein	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	92	0	92
		% dentro de Mutter in Deutschland geboren	1,3%	0,0%	1,3%
	[2] (2) general elemantary	Recuento	1496	8	1504
		% dentro de Mutter in Deutschland geboren	21,1%	25,8%	21,1%
	[3] (3) middle vocational	Recuento	3562	17	3579
		% dentro de Mutter in Deutschland geboren	50,3%	54,8%	50,3%
	[4] (4) vocational + Abi	Recuento	322	0	322
		% dentro de Mutter in Deutschland geboren	4,5%	0,0%	4,5%
	[5] (5) higher vocational	Recuento	660	2	662
		% dentro de Mutter in Deutschland geboren	9,3%	6,5%	9,3%
	[6] (6) higher education	Recuento	952	4	956
		% dentro de Mutter in Deutschland geboren	13,4%	12,9%	13,4%
Total		Recuento	7084	31	7115
		% dentro de Mutter in Deutschland geboren	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	2,539[a]	5	,771
Razón de verosimilitud	4,351	5	,500
Asociación lineal por lineal	,348	1	,555
N de casos válidos	7115		

a. 4 casillas (33,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,40.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,019			,771
	V de Cramer	,019			,771
	Coeficiente de contingencia	,019			,771
Intervalo por intervalo	R de persona	-,007	,011	-,590	,555[c]
Ordinal por ordinal	Correlación de Spearman	-,009	,012	-,734	,463[c]
N de casos válidos		7115			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E6 - Graduation father

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Schulabschluss Vater	25253	100,0%	0	0,0%	25253	100,0%

ISCED-1997-Klassifikation*Schulabschluss Vater tabulación cruzada

			Schulabschluss Vater				
			[1] Ohne Schulabschluss	[2] Hauptschulabs.;8.KL.	[3] Realschulabs.;10.Kl.	[4] Abitur;EOS	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	97	191	36	32	356
		% dentro de Schulabschluss Vater	1,4%	1,5%	1,2%	1,3%	1,4%
	[2] (2) general elemantary	Recuento	1511	3043	686	574	5814
		% dentro de Schulabschluss Vater	21,2%	24,1%	22,4%	23,7%	23,0%
	[3] (3) middle vocational	Recuento	3569	6395	1535	1246	12745
		% dentro de Schulabschluss Vater	50,1%	50,6%	50,1%	51,4%	50,5%
	[4] (4) vocational + Abi	Recuento	352	559	143	116	1170
		% dentro de Schulabschluss Vater	4,9%	4,4%	4,7%	4,8%	4,6%
	[5] (5) higher vocational	Recuento	732	1049	326	207	2314
		% dentro de Schulabschluss Vater	10,3%	8,3%	10,6%	8,5%	9,2%
	[6] (6) higher education	Recuento	862	1401	340	251	2854
		% dentro de Schulabschluss Vater	12,1%	11,1%	11,1%	10,3%	11,3%
Total		Recuento	7123	12638	3066	2426	25253
		% dentro de Schulabschluss Vater	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	57,945[a]	15	,000
Razón de verosimilitud	57,780	15	,000
Asociación lineal por lineal	11,056	1	,001
N de casos válidos	25253		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 34,20.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,048			,000
	V de Cramer	,028			,000
	Coeficiente de contingencia	,048			,000
Intervalo por intervalo	R de persona	-,021	,006	-3,326	,001[c]
Ordinal por ordinal	Correlación de Spearman	-,024	,006	-3,799	,000[c]
N de casos válidos		25253			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E7 - Graduation mother

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Schulabschluss Mutter	25272	100,0%	0	0,0%	25272	100,0%

ISCED-1997-Klassifikation*Schulabschluss Mutter tabulación cruzada

			Schulabschluss Mutter				
			[1] Ohne Schulabschluss.	[2] Hauptschulabs.;8.KL.	[3] Realschulabs.;10.Kl.	[4] Abitur;EOS	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	98	208	40	15	361
		% dentro de Schulabschluss Mutter	1,3%	1,6%	1,3%	1,2%	1,4%
	[2] (2) general elemantary	Recuento	1641	3138	756	312	5847
		% dentro de Schulabschluss Mutter	21,4%	23,8%	24,2%	23,9%	23,1%
	[3] (3) middle vocational	Recuento	3831	6652	1543	681	12707
		% dentro de Schulabschluss Mutter	49,9%	50,5%	49,3%	52,2%	50,3%
	[4] (4) vocational + Abi	Recuento	370	587	144	57	1158
		% dentro de Schulabschluss Mutter	4,8%	4,5%	4,6%	4,4%	4,6%
	[5] (5) higher vocational	Recuento	798	1115	309	111	2333
		% dentro de Schulabschluss Mutter	10,4%	8,5%	9,9%	8,5%	9,2%
	[6] (6) higher education	Recuento	940	1463	335	128	2866
		% dentro de Schulabschluss Mutter	12,2%	11,1%	10,7%	9,8%	11,3%
Total		Recuento	7678	13163	3127	1304	25272
		% dentro de Schulabschluss Mutter	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	54,436[a]	15	,000
Razón de verosimilitud	54,474	15	,000
Asociación lineal por lineal	23,083	1	,000
N de casos válidos	25272		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 18,63.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,046			,000
	V de Cramer	,027			,000
	Coeficiente de contingencia	,046			,000
Intervalo por intervalo	R de persona	-,030	,006	-4,807	,000[c]
Ordinal por ordinal	Correlación de Spearman	-,034	,006	-5,373	,000[c]
N de casos válidos		25272			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E8 - Father: Religion

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Vater: Religion/ Konfession	10165	100,0%	0	0,0%	10165	100,0%

ISCED-1997-Klassifikation*Vater: Religion/ Konfession tabulación cruzada

			Vater: Religion/ Konfession						
			[1] katholisch	[2] evangelisch	[3] Andere christl. Rel. gemeinschaft	[4] Islamische Religionsgemeinschaft	[5] Andere Religionsgemeinschaft	[6] Konfessionslos	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	46	53	3	4	1	17	124
		% dentro de Vater: Religion/ Konfession	1,2%	1,3%	1,4%	1,6%	0,3%	1,3%	1,2%
	[2] (2) general elemantary	Recuento	919	874	43	57	87	235	2215
		% dentro de Vater: Religion/ Konfession	23,5%	21,1%	20,4%	22,4%	23,6%	18,3%	21,8%
	[3] (3) middle vocational	Recuento	2013	2078	107	111	180	602	5091
		% dentro de Vater: Religion/ Konfession	51,5%	50,2%	50,7%	43,5%	48,9%	46,8%	50,1%
	[4] (4) vocational + Abi	Recuento	164	199	7	11	20	73	474
		% dentro de Vater: Religion/ Konfession	4,2%	4,8%	3,3%	4,3%	5,4%	5,7%	4,7%
	[5] (5) higher vocational	Recuento	329	389	22	18	36	148	942
		% dentro de Vater: Religion/ Konfession	8,4%	9,4%	10,4%	7,1%	9,8%	11,5%	9,3%
	[6] (6) higher education	Recuento	435	547	29	54	44	210	1319
		% dentro de Vater: Religion/ Konfession	11,1%	13,2%	13,7%	21,2%	12,0%	16,3%	13,0%
Total		Recuento	3906	4140	211	255	368	1285	10165
		% dentro de Vater: Religion/ Konfession	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	77,551[a]	25	,000
Razón de verosimilitud	76,373	25	,000
Asociación lineal por lineal	42,423	1	,000
N de casos válidos	10165		

a. 3 casillas (8,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es 2,57.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,087			,000
	V de Cramer	,039			,000
	Coeficiente de contingencia	,087			,000
Intervalo por intervalo	R de persona	,065	,010	6,527	,000[c]
Ordinal por ordinal	Correlación de Spearman	,064	,010	6,504	,000[c]
N de casos válidos		10165			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E9 - Mother: Religion

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Mutter: Religion/ Konfession	10047	100,0%	0	0,0%	10047	100,0%

ISCED-1997-Klassifikation*Mutter: Religion/ Konfession tabulación cruzada

			Mutter: Religion/ Konfession						Total
			[1] katholisch	[2] evangelisch	[3] Andere christl. Rel. gemeinschaft	[4] Islamische Religionsgemeinschaft	[5] Andere Religionsgemeinschaft	[6] Konfessionslos	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	45	60	3	3	2	11	124
		% dentro de Mutter: Religion/ Konfession	1,1%	1,4%	1,4%	1,3%	0,7%	1,1%	1,2%
	[2] (2) general elemantary	Recuento	911	926	39	57	78	197	2208
		% dentro de Mutter: Religion/ Konfession	23,2%	21,3%	18,5%	24,5%	25,9%	19,2%	22,0%
	[3] (3) middle vocational	Recuento	2042	2129	113	106	146	483	5019
		% dentro de Mutter: Religion/ Konfession	52,0%	48,9%	53,6%	45,5%	48,5%	47,2%	50,0%
	[4] (4) vocational + Abi	Recuento	161	215	6	8	19	54	463
		% dentro de Mutter: Religion/ Konfession	4,1%	4,9%	2,8%	3,4%	6,3%	5,3%	4,6%
	[5] (5) higher vocational	Recuento	327	429	23	13	24	112	928
		% dentro de Mutter: Religion/ Konfession	8,3%	9,9%	10,9%	5,6%	8,0%	10,9%	9,2%
	[6] (6) higher education	Recuento	438	595	27	46	32	167	1305
		% dentro de Mutter: Religion/ Konfession	11,2%	13,7%	12,8%	19,7%	10,6%	16,3%	13,0%
Total		Recuento	3924	4354	211	233	301	1024	10047
		% dentro de Mutter: Religion/ Konfession	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	71,782[a]	25	,000
Razón de verosimilitud	71,323	25	,000
Asociación lineal por lineal	24,587	1	,000
N de casos válidos	10047		

a. 3 casillas (8,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es 2,60.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,085			,000
	V de Cramer	,038			,000
	Coeficiente de contingencia	,084			,000
Intervalo por intervalo	R de persona	,049	,010	4,964	,000[c]
Ordinal por ordinal	Correlación de Spearman	,053	,010	5,280	,000[c]
N de casos válidos		10047			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E10 - Note German

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note Deutsch	17168	100,0%	0	0,0%	17168	100,0%

ISCED-1997-Klassifikation*Note Deutsch tabulación cruzada

		Note Deutsch							
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	Total
[1] (1) inadequately	Recuento	20	112	97	19	2	0	4	254
	% dentro de Note Deutsch	1,5%	1,6%	1,5%	1,3%	1,4%	0,0%	0,7%	1,5%
[2] (2) general elemantary	Recuento	318	1771	1580	320	27	5	139	4160
	% dentro de Note Deutsch	24,1%	25,1%	23,7%	22,5%	19,1%	35,7%	25,8%	24,2%
[3] (3) middle vocational	Recuento	650	3494	3424	717	71	5	252	8613
	% dentro de Note Deutsch	49,2%	49,5%	51,3%	50,5%	50,4%	35,7%	46,8%	50,2%
[4] (4) vocational + Abi	Recuento	67	301	277	62	3	2	20	732
	% dentro de Note Deutsch	5,1%	4,3%	4,2%	4,4%	2,1%	14,3%	3,7%	4,3%
[5] (5) higher vocational	Recuento	123	625	588	138	12	1	50	1537
	% dentro de Note Deutsch	9,3%	8,8%	8,8%	9,7%	8,5%	7,1%	9,3%	9,0%
[6] (6) higher education	Recuento	143	761	703	164	26	1	74	1872
	% dentro de Note Deutsch	10,8%	10,8%	10,5%	11,5%	18,4%	7,1%	13,7%	10,9%
	Recuento	1321	7064	6669	1420	141	14	539	17168
	% dentro de Note Deutsch	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	36,830[a]	30	,182
Razón de verosimilitud	35,001	30	,243
Asociación lineal por lineal	4,875	1	,027
N de casos válidos	17168		

a. 6 casillas (14,3%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,21.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,046			,182
	V de Cramer	,021			,182
	Coeficiente de contingencia	,046			,182
Intervalo por intervalo	R de persona	,017	,008	2,208	,027[c]
Ordinal por ordinal	Correlación de Spearman	,014	,008	1,856	,063[c]
N de casos válidos		17168			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E11 - Note Maths

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note Mathe	17386	100,0%	0	0,0%	17386	100,0%

ISCED-1997-Klassifikation*Note Mathe tabulación cruzada

		Note Mathe							
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	Total
[1] (1) inadequately	Recuento	31	86	97	37	5	0	1	257
	% dentro de Note Mathe	1,7%	1,3%	1,5%	1,6%	1,1%	0,0%	1,5%	1,5%
[2] (2) general elemantary	Recuento	453	1612	1503	533	96	10	14	4221
	% dentro de Note Mathe	24,2%	25,3%	23,9%	23,1%	21,9%	21,3%	20,6%	24,3%
[3] (3) middle vocational	Recuento	942	3178	3168	1160	217	26	36	8727
	% dentro de Note Mathe	50,4%	49,9%	50,5%	50,2%	49,5%	55,3%	52,9%	50,2%
[4] (4) vocational + Abi	Recuento	78	280	262	105	15	1	3	744
	% dentro de Note Mathe	4,2%	4,4%	4,2%	4,5%	3,4%	2,1%	4,4%	4,3%
[5] (5) higher vocational	Recuento	177	557	556	211	42	4	5	1552
	% dentro de Note Mathe	9,5%	8,7%	8,9%	9,1%	9,6%	8,5%	7,4%	8,9%
[6] (6) higher education	Recuento	189	662	690	266	63	6	9	1885
	% dentro de Note Mathe	10,1%	10,4%	11,0%	11,5%	14,4%	12,8%	13,2%	10,8%
	Recuento	1870	6375	6276	2312	438	47	68	17386
	% dentro de Note Mathe	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	21,439[a]	30	,874
Razón de verosimilitud	21,876	30	,859
Asociación lineal por lineal	7,485	1	,006
N de casos válidos	17386		

a. 5 casillas (11,9%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,69.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,035			,874
	V de Cramer	,016			,874
	Coeficiente de contingencia	,035			,874
Intervalo por intervalo	R de persona	,021	,008	2,736	,006[c]
Ordinal por ordinal	Correlación de Spearman	,019	,008	2,536	,011[c]
N de casos válidos		17386			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E12 - Note first foreign language

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note 1. Fremdspr.	15501	100,0%	0	0,0%	15501	100,0%

ISCED-1997-Klassifikation*Note 1. Fremdspr. tabulación cruzada

		Note 1. Fremdspr.							Total
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	
[1] (1) inadequately	Recuento	17	66	66	28	3	1	31	212
	% dentro de Note 1. Fremdspr.	1,4%	1,5%	1,3%	1,4%	0,7%	2,3%	1,4%	1,4%
[2] (2) general elemantary	Recuento	310	1119	1188	469	93	13	503	3695
	% dentro de Note 1. Fremdspr.	24,7%	24,9%	23,6%	22,6%	23,0%	30,2%	22,7%	23,8%
[3] (3) middle vocational	Recuento	625	2208	2558	1057	205	20	1132	7805
	% dentro de Note 1. Fremdspr.	49,9%	49,2%	50,9%	51,0%	50,6%	46,5%	51,2%	50,4%
[4] (4) vocational + Abi	Recuento	59	201	229	76	16	2	96	679
	% dentro de Note 1. Fremdspr.	4,7%	4,5%	4,6%	3,7%	4,0%	4,7%	4,3%	4,4%
[5] (5) higher vocational	Recuento	107	399	460	206	46	3	182	1403
	% dentro de Note 1. Fremdspr.	8,5%	8,9%	9,2%	9,9%	11,4%	7,0%	8,2%	9,1%
[6] (6) higher education	Recuento	135	496	526	235	42	4	269	1707
	% dentro de Note 1. Fremdspr.	10,8%	11,0%	10,5%	11,3%	10,4%	9,3%	12,2%	11,0%
	Recuento	1253	4489	5027	2071	405	43	2213	15501
	% dentro de Note 1. Fremdspr.	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	24,605[a]	30	,744
Razón de verosimilitud	24,655	30	,742
Asociación lineal por lineal	2,635	1	,105
N de casos válidos	15501		

a. 4 casillas (9,5%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,59.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,040			,744
	V de Cramer	,018			,744
	Coeficiente de contingencia	,040			,744
Intervalo por intervalo	R de persona	,013	,008	1,623	,105[c]
Ordinal por ordinal	Correlación de Spearman	,016	,008	2,046	,041[c]
N de casos válidos		15501			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E13 - Education father

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * ausbildung vater	5815	100,0%	0	0,0%	5815	100,0%

ISCED-1997-Klassifikation*ausbildung vater tabulación cruzada

			ausbildung vater						Total
			[1] gewerb. lehre	[2] kaufm. lehre	[3] fachschule	[4] beamtenausbildung	[5] fachhochschule	[6] universitaet	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	59	5	7	7	1	1	80
		% dentro de ausbildung vater	1,6%	0,6%	1,5%	1,7%	0,5%	0,3%	1,4%
	[2] (2) general elemantary	Recuento	726	191	92	80	54	67	1210
		% dentro de ausbildung vater	20,3%	23,4%	20,0%	18,9%	24,8%	21,3%	20,8%
	[3] (3) middle vocational	Recuento	1776	392	243	212	109	173	2905
		% dentro de ausbildung vater	49,6%	48,0%	52,8%	50,1%	50,0%	54,9%	50,0%
	[4] (4) vocational + Abi	Recuento	193	48	13	12	7	10	283
		% dentro de ausbildung vater	5,4%	5,9%	2,8%	2,8%	3,2%	3,2%	4,9%
	[5] (5) higher vocational	Recuento	381	72	43	46	24	37	603
		% dentro de ausbildung vater	10,6%	8,8%	9,3%	10,9%	11,0%	11,7%	10,4%
	[6] (6) higher education	Recuento	448	108	62	66	23	27	734
		% dentro de ausbildung vater	12,5%	13,2%	13,5%	15,6%	10,6%	8,6%	12,6%
Total		Recuento	3583	816	460	423	218	315	5815
		% dentro de ausbildung vater	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	44,340[a]	25	,010
Razón de verosimilitud	48,572	25	,003
Asociación lineal por lineal	,746	1	,388
N de casos válidos	5815		

a. 2 casillas (5,6%) han esperado un recuento menor que 5. El recuento mínimo esperado es 3,00.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,087			,010
	V de Cramer	,039			,010
	Coeficiente de contingencia	,087			,010
Intervalo por intervalo	R de persona	-,011	,013	-,864	,388[c]
Ordinal por ordinal	Correlación de Spearman	-,012	,013	-,933	,351[c]
N de casos válidos		5815			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table E14 - Education mother

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * ausbildung mutter	2528	100,0%	0	0,0%	2528	100,0%

ISCED-1997-Klassifikation*ausbildung mutter tabulación cruzada

			ausbildung mutter						Total
			[1] gewerb. lehre	[2] kaufm. lehre	[3] fachschule	[4] beamtenausbildung	[5] fachhochschule	[6] universitaet	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	19	13	2	0	0	1	35
		% dentro de ausbildung mutter	1,5%	1,2%	2,4%	0,0%	0,0%	1,6%	1,4%
	[2] (2) general elemantary	Recuento	256	236	11	5	16	14	538
		% dentro de ausbildung mutter	20,6%	22,3%	13,4%	22,7%	27,1%	21,9%	21,3%
	[3] (3) middle vocational	Recuento	636	497	46	12	32	36	1259
		% dentro de ausbildung mutter	51,1%	47,1%	56,1%	54,5%	54,2%	56,3%	49,8%
	[4] (4) vocational + Abi	Recuento	43	60	5	1	0	1	110
		% dentro de ausbildung mutter	3,5%	5,7%	6,1%	4,5%	0,0%	1,6%	4,4%
	[5] (5) higher vocational	Recuento	120	116	7	2	3	5	253
		% dentro de ausbildung mutter	9,6%	11,0%	8,5%	9,1%	5,1%	7,8%	10,0%
	[6] (6) higher education	Recuento	171	134	11	2	8	7	333
		% dentro de ausbildung mutter	13,7%	12,7%	13,4%	9,1%	13,6%	10,9%	13,2%
Total		Recuento	1245	1056	82	22	59	64	2528
		% dentro de ausbildung mutter	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	24,919[a]	25	,467
Razón de verosimilitud	29,216	25	,255
Asociación lineal por lineal	1,123	1	,289
N de casos válidos	2528		

a. 11 casillas (30,6%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,30.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,099			,467
	V de Cramer	,044			,467
	Coeficiente de contingencia	,099			,467
Intervalo por intervalo	R de persona	-,021	,019	-1,060	,289[c]
Ordinal por ordinal	Correlación de Spearman	-,007	,020	-,360	,719[c]
N de casos válidos		2528			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

SECTION F - CONTINGENCY TABLES FROM VARIABLES – EAST BERLIN (2nd part of the study)

Table F1 - Grew up with parents?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Bei Eltern aufgewachsen?	4689	100,0%	0	0,0%	4689	100,0%

ISCED-1997-Klassifikation*Bei Eltern aufgewachsen? tabulación cruzada

			Bei Eltern aufgewachsen?				
			[1] Beide Elternteile	[2] Bei der Mutter	[3] Beim Vater	[4] Nein, b. anderen Verwandten o.Heim	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	74	14	0	1	89
		% dentro de Bei Eltern aufgewachsen?	1,8%	2,8%	0,0%	1,1%	1,9%
	[2] (2) general elemantary	Recuento	874	103	12	23	1012
		% dentro de Bei Eltern aufgewachsen?	21,5%	20,7%	40,0%	26,1%	21,6%
	[3] (3) middle vocational	Recuento	1892	232	12	32	2168
		% dentro de Bei Eltern aufgewachsen?	46,5%	46,6%	40,0%	36,4%	46,2%
	[4] (4) vocational + Abi	Recuento	161	18	0	8	187
		% dentro de Bei Eltern aufgewachsen?	4,0%	3,6%	0,0%	9,1%	4,0%
	[5] (5) higher vocational	Recuento	310	29	2	5	346
		% dentro de Bei Eltern aufgewachsen?	7,6%	5,8%	6,7%	5,7%	7,4%
	[6] (6) higher education	Recuento	762	102	4	19	887
		% dentro de Bei Eltern aufgewachsen?	18,7%	20,5%	13,3%	21,6%	18,9%
Total		Recuento	4073	498	30	88	4689
		% dentro de Bei Eltern aufgewachsen?	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	22,095[a]	15	,105
Razón de verosimilitud	21,420	15	,124
Asociación lineal por lineal	,003	1	,954
N de casos válidos	4689		

a. 5 casillas (20,8%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,57.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,069			,105
	V de Cramer	,040			,105
	Coeficiente de contingencia	,068			,105
Intervalo por intervalo	R de persona	-,001	,015	-,058	,954[c]
Ordinal por ordinal	Correlación de Spearman	-,005	,015	-,352	,725[c]
N de casos válidos		4689			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F2 - Where the father lives?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * wo lebt der Vater	3487	100,0%	0	0,0%	3487	100,0%

ISCED-1997-Klassifikation*wo lebt der Vater tabulación cruzada

			wo lebt der Vater				
			[1] Lebt im Ort	[2] Lebt in Westdt.	[3] Lebt in Ostdt.	[4] Lebt in anderem Land	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	16	14	15	5	50
		% dentro de wo lebt der Vater	1,2%	1,6%	1,5%	1,7%	1,4%
	[2] (2) general elemantary	Recuento	260	189	201	50	700
		% dentro de wo lebt der Vater	19,5%	21,3%	20,4%	17,5%	20,1%
	[3] (3) middle vocational	Recuento	678	455	475	139	1747
		% dentro de wo lebt der Vater	50,9%	51,4%	48,3%	48,6%	50,1%
	[4] (4) vocational + Abi	Recuento	49	34	46	24	153
		% dentro de wo lebt der Vater	3,7%	3,8%	4,7%	8,4%	4,4%
	[5] (5) higher vocational	Recuento	111	78	77	22	288
		% dentro de wo lebt der Vater	8,3%	8,8%	7,8%	7,7%	8,3%
	[6] (6) higher education	Recuento	218	116	169	46	549
		% dentro de wo lebt der Vater	16,4%	13,1%	17,2%	16,1%	15,7%
Total		Recuento	1332	886	983	286	3487
		% dentro de wo lebt der Vater	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	23,062[a]	15	,083
Razón de verosimilitud	21,195	15	,131
Asociación lineal por lineal	,184	1	,668
N de casos válidos	3487		

a. 1 casillas (4,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es 4,10.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,081			,083
	V de Cramer	,047			,083
	Coeficiente de contingencia	,081			,083
Intervalo por intervalo	R de persona	,007	,017	,429	,668[c]
Ordinal por ordinal	Correlación de Spearman	,007	,017	,390	,697[c]
N de casos válidos		3487			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F3 - Where the mother lives?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * wo lebt die Mutter	4199	100,0%	0	0,0%	4199	100,0%

ISCED-1997-Klassifikation*wo lebt die Mutter tabulación cruzada

			wo lebt die Mutter				
			[1] Lebt im Ort	[2] Lebt in Westdt.	[3] Lebt in Ostdt.	[4] Lebt in anderem Land	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	27	20	14	5	66
		% dentro de wo lebt die Mutter	1,6%	1,8%	1,3%	1,6%	1,6%
	[2] (2) general elemantary	Recuento	330	236	208	63	837
		% dentro de wo lebt die Mutter	19,0%	21,7%	19,6%	20,1%	19,9%
	[3] (3) middle vocational	Recuento	894	560	532	144	2130
		% dentro de wo lebt die Mutter	51,6%	51,5%	50,0%	45,9%	50,7%
	[4] (4) vocational + Abi	Recuento	68	50	52	25	195
		% dentro de wo lebt die Mutter	3,9%	4,6%	4,9%	8,0%	4,6%
	[5] (5) higher vocational	Recuento	132	91	81	20	324
		% dentro de wo lebt die Mutter	7,6%	8,4%	7,6%	6,4%	7,7%
	[6] (6) higher education	Recuento	283	131	176	57	647
		% dentro de wo lebt die Mutter	16,3%	12,0%	16,6%	18,2%	15,4%
Total		Recuento	1734	1088	1063	314	4199
		% dentro de wo lebt die Mutter	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	27,615[a]	15	,024
Razón de verosimilitud	26,975	15	,029
Asociación lineal por lineal	,390	1	,532
N de casos válidos	4199		

a. 1 casillas (4,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es 4,94.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,081			,024
	V de Cramer	,047			,024
	Coeficiente de contingencia	,081			,024
Intervalo por intervalo	R de persona	,010	,016	,624	,532[c]
Ordinal por ordinal	Correlación de Spearman	,005	,016	,302	,762[c]
N de casos válidos		4199			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F4 - Father born in Germany?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Vater in Deutschland geboren	2435	100,0%	0	0,0%	2435	100,0%

ISCED-1997-Klassifikation*Vater in Deutschland geboren tabulación cruzada

			Vater in Deutschland geboren		
			[1] Ja	[2] Nein	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	46	0	46
		% dentro de Vater in Deutschland geboren	1,9%	0,0%	1,9%
	[2] (2) general elemantary	Recuento	553	0	553
		% dentro de Vater in Deutschland geboren	22,8%	0,0%	22,7%
	[3] (3) middle vocational	Recuento	1194	3	1197
		% dentro de Vater in Deutschland geboren	49,2%	37,5%	49,2%
	[4] (4) vocational + Abi	Recuento	90	1	91
		% dentro de Vater in Deutschland geboren	3,7%	12,5%	3,7%
	[5] (5) higher vocational	Recuento	252	0	252
		% dentro de Vater in Deutschland geboren	10,4%	0,0%	10,3%
	[6] (6) higher education	Recuento	292	4	296
		% dentro de Vater in Deutschland geboren	12,0%	50,0%	12,2%
Total		Recuento	2427	8	2435
		% dentro de Vater in Deutschland geboren	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	14,132[a]	5	,015
Razón de verosimilitud	12,151	5	,033
Asociación lineal por lineal	7,610	1	,006
N de casos válidos	2435		

a. 6 casillas (50,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,15.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,076			,015
	V de Cramer	,076			,015
	Coeficiente de contingencia	,076			,015
Intervalo por intervalo	R de persona	,056	,024	2,762	,006[c]
Ordinal por ordinal	Correlación de Spearman	,053	,018	2,623	,009[c]
N de casos válidos		2435			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F5 - Mother born in Germany?

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Mutter in Deutschland geboren	2371	100,0%	0	0,0%	2371	100,0%

ISCED-1997-Klassifikation*Mutter in Deutschland geboren tabulación cruzada

			Mutter in Deutschland geboren		Total
			[1] Ja	[2] Nein	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	44	0	44
		% dentro de Mutter in Deutschland geboren	1,9%	0,0%	1,9%
	[2] (2) general elemantary	Recuento	541	0	541
		% dentro de Mutter in Deutschland geboren	22,9%	0,0%	22,8%
	[3] (3) middle vocational	Recuento	1164	3	1167
		% dentro de Mutter in Deutschland geboren	49,2%	42,9%	49,2%
	[4] (4) vocational + Abi	Recuento	88	1	89
		% dentro de Mutter in Deutschland geboren	3,7%	14,3%	3,8%
	[5] (5) higher vocational	Recuento	245	0	245
		% dentro de Mutter in Deutschland geboren	10,4%	0,0%	10,3%
	[6] (6) higher education	Recuento	282	3	285
		% dentro de Mutter in Deutschland geboren	11,9%	42,9%	12,0%
Total		Recuento	2364	7	2371
		% dentro de Mutter in Deutschland geboren	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	10,144[a]	5	,071
Razón de verosimilitud	9,500	5	,091
Asociación lineal por lineal	4,840	1	,028
N de casos válidos	2371		

a. 6 casillas (50,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,13.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,065			,071
	V de Cramer	,065			,071
	Coeficiente de contingencia	,065			,071
Intervalo por intervalo	R de persona	,045	,023	2,202	,028[c]
Ordinal por ordinal	Correlación de Spearman	,045	,018	2,194	,028[c]
N de casos válidos		2371			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F6 - Graduation father

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Schulabschluss Vater	8497	100,0%	0	0,0%	8497	100,0%

ISCED-1997-Klassifikation*Schulabschluss Vater tabulación cruzada

			Schulabschluss Vater				
			[1] Ohne Schulabschluss	[2] Hauptschulabs.;8.KL.	[3] Realschulabs.;10.Kl.	[4] Abitur;EOS	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	57	88	23	8	176
		% dentro de Schulabschluss Vater	2,1%	2,4%	1,8%	1,1%	2,1%
	[2] (2) general elemantary	Recuento	605	779	272	144	1800
		% dentro de Schulabschluss Vater	21,9%	21,0%	20,8%	19,7%	21,2%
	[3] (3) middle vocational	Recuento	1284	1831	666	379	4160
		% dentro de Schulabschluss Vater	46,6%	49,4%	51,0%	51,8%	49,0%
	[4] (4) vocational + Abi	Recuento	113	182	50	29	374
		% dentro de Schulabschluss Vater	4,1%	4,9%	3,8%	4,0%	4,4%
	[5] (5) higher vocational	Recuento	194	313	112	55	674
		% dentro de Schulabschluss Vater	7,0%	8,5%	8,6%	7,5%	7,9%
	[6] (6) higher education	Recuento	504	511	182	116	1313
		% dentro de Schulabschluss Vater	18,3%	13,8%	13,9%	15,9%	15,5%
Total		Recuento	2757	3704	1305	731	8497
		% dentro de Schulabschluss Vater	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	44,820[a]	15	,000
Razón de verosimilitud	45,078	15	,000
Asociación lineal por lineal	1,541	1	,214
N de casos válidos	8497		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 15,14.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,073			,000
	V de Cramer	,042			,000
	Coeficiente de contingencia	,072			,000
Intervalo por intervalo	R de persona	-,013	,011	-1,241	,214[c]
Ordinal por ordinal	Correlación de Spearman	-,008	,011	-,754	,451[c]
N de casos válidos		8497			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F7 - Graduation mother

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Schulabschluss Mutter	8647	100,0%	0	0,0%	8647	100,0%

ISCED-1997-Klassifikation*Schulabschluss Mutter tabulación cruzada

			Schulabschluss Mutter				
			[1] Ohne Schulabschluss.	[2] Hauptschulabs.;8.KL.	[3] Realschulabs.;10.Kl.	[4] Abitur;EOS	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	61	93	16	5	175
		% dentro de Schulabschluss Mutter	2,0%	2,4%	1,2%	1,0%	2,0%
	[2] (2) general elemantary	Recuento	654	792	272	104	1822
		% dentro de Schulabschluss Mutter	22,0%	20,6%	20,3%	21,3%	21,1%
	[3] (3) middle vocational	Recuento	1386	1919	692	251	4248
		% dentro de Schulabschluss Mutter	46,5%	50,0%	51,6%	51,4%	49,1%
	[4] (4) vocational + Abi	Recuento	118	190	49	20	377
		% dentro de Schulabschluss Mutter	4,0%	4,9%	3,7%	4,1%	4,4%
	[5] (5) higher vocational	Recuento	199	341	119	30	689
		% dentro de Schulabschluss Mutter	6,7%	8,9%	8,9%	6,1%	8,0%
	[6] (6) higher education	Recuento	560	504	194	78	1336
		% dentro de Schulabschluss Mutter	18,8%	13,1%	14,5%	16,0%	15,5%
Total		Recuento	2978	3839	1342	488	8647
		% dentro de Schulabschluss Mutter	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	74,086[a]	15	,000
Razón de verosimilitud	74,939	15	,000
Asociación lineal por lineal	2,810	1	,094
N de casos válidos	8647		

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 9,88.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,093			,000
	V de Cramer	,053			,000
	Coeficiente de contingencia	,092			,000
Intervalo por intervalo	R de persona	-,018	,011	-1,676	,094[c]
Ordinal por ordinal	Correlación de Spearman	-,010	,011	-,939	,348[c]
N de casos válidos		8647			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F8 - Father: Religion

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Vater: Religion/ Konfession	3131	100,0%	0	0,0%	3131	100,0%

ISCED-1997-Klassifikation *Vater: Religion/ Konfession tabulación cruzada

			Vater: Religion/ Konfession						Total
			[1] katholisch	[2] evangelisch	[3] Andere christl. Rel. gemeinschaft	[4] Islamische Religionsgemeinschaft	[5] Andere Religionsgemeinschaft	[6] Konfessionslos	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	7	31	0	2	2	11	53
		% dentro de Vater: Religion/ Konfession	0,9%	2,1%	0,0%	6,1%	1,0%	1,7%	1,7%
	[2] (2) general elemantary	Recuento	151	307	4	6	36	169	673
		% dentro de Vater: Religion/ Konfession	20,3%	21,0%	10,3%	18,2%	18,0%	25,8%	21,5%
	[3] (3) middle vocational	Recuento	368	748	20	21	111	330	1598
		% dentro de Vater: Religion/ Konfession	49,5%	51,2%	51,3%	63,6%	55,5%	50,4%	51,0%
	[4] (4) vocational + Abi	Recuento	34	51	2	1	8	21	117
		% dentro de Vater: Religion/ Konfession	4,6%	3,5%	5,1%	3,0%	4,0%	3,2%	3,7%
	[5] (5) higher vocational	Recuento	89	139	5	0	14	49	296
		% dentro de Vater: Religion/ Konfession	12,0%	9,5%	12,8%	0,0%	7,0%	7,5%	9,5%
	[6] (6) higher education	Recuento	95	184	8	3	29	75	394
		% dentro de Vater: Religion/ Konfession	12,8%	12,6%	20,5%	9,1%	14,5%	11,5%	12,6%
Total		Recuento	744	1460	39	33	200	655	3131
		% dentro de Vater: Religion/ Konfession	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	39,609[a]	25	,032
Razón de verosimilitud	42,087	25	,018
Asociación lineal por lineal	6,703	1	,010
N de casos válidos	3131		

a. 9 casillas (25,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,56.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,112			,032
	V de Cramer	,050			,032
	Coeficiente de contingencia	,112			,032
Intervalo por intervalo	R de persona	-,046	,018	-2,591	,010[c]
Ordinal por ordinal	Correlación de Spearman	-,052	,018	-2,908	,004[c]
N de casos válidos		3131			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F9 - Mother: Religion

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Mutter: Religion/ Konfession	3096	100,0%	0	0,0%	3096	100,0%

ISCED-1997-Klassifikation*Mutter: Religion/ Konfession tabulación cruzada

			Mutter: Religion/ Konfession						
			[1] katholisch	[2] evangelisch	[3] Andere christl. Rel. gemeinschaft	[4] Islamische Religionsgemeinschaft	[5] Andere Religionsgemeinschaft	[6] Konfessionslos	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	9	31	0	2	2	9	53
		% dentro de Mutter: Religion/ Konfession	1,2%	2,1%	0,0%	5,7%	1,1%	1,6%	1,7%
	[2] (2) general elemantary	Recuento	150	320	6	7	37	150	670
		% dentro de Mutter: Religion/ Konfession	19,7%	21,4%	13,6%	20,0%	20,2%	26,0%	21,6%
	[3] (3) middle vocational	Recuento	389	753	21	22	103	295	1583
		% dentro de Mutter: Religion/ Konfession	51,0%	50,4%	47,7%	62,9%	56,3%	51,0%	51,1%
	[4] (4) vocational + Abi	Recuento	35	53	3	0	7	17	115
		% dentro de Mutter: Religion/ Konfession	4,6%	3,5%	6,8%	0,0%	3,8%	2,9%	3,7%
	[5] (5) higher vocational	Recuento	92	145	5	0	8	45	295
		% dentro de Mutter: Religion/ Konfession	12,1%	9,7%	11,4%	0,0%	4,4%	7,8%	9,5%
	[6] (6) higher education	Recuento	88	191	9	4	26	62	380
		% dentro de Mutter: Religion/ Konfession	11,5%	12,8%	20,5%	11,4%	14,2%	10,7%	12,3%
Total		Recuento	763	1493	44	35	183	578	3096
		% dentro de Mutter: Religion/ Konfession	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	42,412[a]	25	,016
Razón de verosimilitud	46,917	25	,005
Asociación lineal por lineal	7,592	1	,006
N de casos válidos	3096		

a. 8 casillas (22,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,60.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,117			,016
	V de Cramer	,052			,016
	Coeficiente de contingencia	,116			,016
Intervalo por intervalo	R de persona	-,050	,018	-2,758	,006[c]
Ordinal por ordinal	Correlación de Spearman	-,053	,018	-2,938	,003[c]
N de casos válidos		3096			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F10 - Note German

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note Deutsch	4826	100,0%	0	0,0%	4826	100,0%

ISCED-1997-Klassifikation*Note Deutsch tabulación cruzada

		Note Deutsch							
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	Total
[1] (1) inadequately	Recuento	9	48	42	3	0	0	1	103
	% dentro de Note Deutsch	1,9%	2,3%	2,4%	0,9%	0,0%	0,0%	1,0%	2,1%
[2] (2) general elemantary	Recuento	100	442	382	78	12	0	20	1034
	% dentro de Note Deutsch	20,7%	20,8%	22,2%	22,9%	30,8%	0,0%	19,0%	21,4%
[3] (3) middle vocational	Recuento	247	1088	851	184	21	6	60	2457
	% dentro de Note Deutsch	51,0%	51,2%	49,4%	54,0%	53,8%	75,0%	57,1%	50,9%
[4] (4) vocational + Abi	Recuento	27	113	89	14	1	0	4	248
	% dentro de Note Deutsch	5,6%	5,3%	5,2%	4,1%	2,6%	0,0%	3,8%	5,1%
[5] (5) higher vocational	Recuento	37	187	157	32	1	1	7	422
	% dentro de Note Deutsch	7,6%	8,8%	9,1%	9,4%	2,6%	12,5%	6,7%	8,7%
[6] (6) higher education	Recuento	64	249	201	30	4	1	13	562
	% dentro de Note Deutsch	13,2%	11,7%	11,7%	8,8%	10,3%	12,5%	12,4%	11,6%
	Recuento	484	2127	1722	341	39	8	105	4826
	% dentro de Note Deutsch	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	22,664[a]	30	,829
Razón de verosimilitud	27,422	30	,601
Asociación lineal por lineal	,925	1	,336
N de casos válidos	4826		

a. 11 casillas (26,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,17.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,069			,829
	V de Cramer	,031			,829
	Coeficiente de contingencia	,068			,829
Intervalo por intervalo	R de persona	-,014	,014	-,962	,336[c]
Ordinal por ordinal	Correlación de Spearman	-,018	,014	-1,241	,215[c]
N de casos válidos		4826			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F11 - Note Maths

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note Mathe	4842	100,0%	0	0,0%	4842	100,0%

ISCED-1997-Klassifikation*Note Mathe tabulación cruzada

		Note Mathe							
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	Total
[1] (1) inadequately	Recuento	12	34	46	8	3	0	0	103
	% dentro de Note Mathe	2,2%	1,9%	2,6%	1,4%	2,7%	0,0%	0,0%	2,1%
[2] (2) general elemantary	Recuento	111	371	396	126	25	1	4	1034
	% dentro de Note Mathe	20,0%	20,8%	22,2%	21,8%	22,1%	10,0%	18,2%	21,4%
[3] (3) middle vocational	Recuento	275	911	888	308	63	7	14	2466
	% dentro de Note Mathe	49,6%	51,0%	49,9%	53,3%	55,8%	70,0%	63,6%	50,9%
[4] (4) vocational + Abi	Recuento	36	102	82	21	5	1	1	248
	% dentro de Note Mathe	6,5%	5,7%	4,6%	3,6%	4,4%	10,0%	4,5%	5,1%
[5] (5) higher vocational	Recuento	44	152	172	45	10	1	1	425
	% dentro de Note Mathe	7,9%	8,5%	9,7%	7,8%	8,8%	10,0%	4,5%	8,8%
[6] (6) higher education	Recuento	76	215	196	70	7	0	2	566
	% dentro de Note Mathe	13,7%	12,0%	11,0%	12,1%	6,2%	0,0%	9,1%	11,7%
	Recuento	554	1785	1780	578	113	10	22	4842
	% dentro de Note Mathe	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	27,511[a]	30	,596
Razón de verosimilitud	30,104	30	,460
Asociación lineal por lineal	4,093	1	,043
N de casos válidos	4842		

a. 11 casillas (26,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,21.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,075			,596
	V de Cramer	,034			,596
	Coeficiente de contingencia	,075			,596
Intervalo por intervalo	R de persona	-,029	,014	-2,024	,043[c]
Ordinal por ordinal	Correlación de Spearman	-,029	,014	-2,012	,044[c]
N de casos válidos		4842			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F12 - Note first foreign language

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * Note 1. Fremdspr.	4549	100,0%	0	0,0%	4549	100,0%

ISCED-1997-Klassifikation*Note 1. Fremdspr. tabulación cruzada

		Note 1. Fremdspr.							Total
		[1] Sehr gut	[2] Gut	[3] Befriedigend	[4] Ausreichend	[5] Mangelhaft	[6] Ungenuegend	[7] Hatte Fach nicht	
[1] (1) inadequately	Recuento	8	22	26	20	3	0	8	87
	% dentro de Note 1. Fremdspr.	1,8%	1,7%	1,7%	3,3%	3,2%	0,0%	1,4%	1,9%
[2] (2) general elemantary	Recuento	81	247	351	137	28	1	117	962
	% dentro de Note 1. Fremdspr.	18,5%	19,3%	22,5%	22,8%	29,8%	5,9%	21,0%	21,1%
[3] (3) middle vocational	Recuento	227	668	808	292	47	13	288	2343
	% dentro de Note 1. Fremdspr.	51,7%	52,1%	51,8%	48,7%	50,0%	76,5%	51,7%	51,5%
[4] (4) vocational + Abi	Recuento	27	72	72	25	1	0	21	218
	% dentro de Note 1. Fremdspr.	6,2%	5,6%	4,6%	4,2%	1,1%	0,0%	3,8%	4,8%
[5] (5) higher vocational	Recuento	42	118	123	61	7	2	46	399
	% dentro de Note 1. Fremdspr.	9,6%	9,2%	7,9%	10,2%	7,4%	11,8%	8,3%	8,8%
[6] (6) higher education	Recuento	54	154	181	65	8	1	77	540
	% dentro de Note 1. Fremdspr.	12,3%	12,0%	11,6%	10,8%	8,5%	5,9%	13,8%	11,9%
	Recuento	439	1281	1561	600	94	17	557	4549
	% dentro de Note 1. Fremdspr.	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	39,689[a]	30	,111
Razón de verosimilitud	41,108	30	,085
Asociación lineal por lineal	,411	1	,522
N de casos válidos	4549		

a. 7 casillas (16,7%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,33.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,093			,111
	V de Cramer	,042			,111
	Coeficiente de contingencia	,093			,111
Intervalo por intervalo	R de persona	-,010	,015	-,641	,522[c]
Ordinal por ordinal	Correlación de Spearman	-,034	,015	-2,279	,023[c]
N de casos válidos		4549			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F13 - Education father

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * ausbildung vater	2879	100,0%	0	0,0%	2879	100,0%

ISCED-1997-Klassifikation*ausbildung vater tabulación cruzada

			ausbildung vater						Total
			[1] gewerb. lehre	[2] kaufm. lehre	[3] fachschule	[4] beamtenausbildung	[5] fachhochschule	[6] universitaet	
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	35	4	9	0	4	6	58
		% dentro de ausbildung vater	2,0%	1,7%	2,4%	0,0%	1,3%	2,8%	2,0%
	[2] (2) general elemantary	Recuento	369	54	89	1	73	47	633
		% dentro de ausbildung vater	21,3%	23,2%	23,7%	50,0%	22,8%	21,9%	22,0%
	[3] (3) middle vocational	Recuento	823	109	177	1	151	101	1362
		% dentro de ausbildung vater	47,5%	46,8%	47,1%	50,0%	47,2%	47,0%	47,3%
	[4] (4) vocational + Abi	Recuento	69	12	13	0	11	2	107
		% dentro de ausbildung vater	4,0%	5,2%	3,5%	0,0%	3,4%	0,9%	3,7%
	[5] (5) higher vocational	Recuento	128	20	23	0	18	18	207
		% dentro de ausbildung vater	7,4%	8,6%	6,1%	0,0%	5,6%	8,4%	7,2%
	[6] (6) higher education	Recuento	309	34	65	0	63	41	512
		% dentro de ausbildung vater	17,8%	14,6%	17,3%	0,0%	19,7%	19,1%	17,8%
Total		Recuento	1733	233	376	2	320	215	2879
		% dentro de ausbildung vater	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	15,740[a]	25	,922
Razón de verosimilitud	18,148	25	,836
Asociación lineal por lineal	,003	1	,956
N de casos válidos	2879		

a. 8 casillas (22,2%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,04.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,074			,922
	V de Cramer	,033			,922
	Coeficiente de contingencia	,074			,922
Intervalo por intervalo	R de persona	-,001	,019	-,055	,956[c]
Ordinal por ordinal	Correlación de Spearman	-,014	,019	-,738	,461[c]
N de casos válidos		2879			

a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

c. Se basa en aproximación normal.

Table F14 - Education mother

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
ISCED-1997-Klassifikation * ausbildung mutter	1976	100,0%	0	0,0%	1976	100,0%

ISCED-1997-Klassifikation*ausbildung mutter tabulación cruzada

			ausbildung mutter					
			[1] gewerb. lehre	[2] kaufm. lehre	[3] fachschule	[5] fachhochschule	[6] universitaet	Total
ISCED-1997-Klassifikation	[1] (1) inadequately	Recuento	19	14	1	5	1	40
		% dentro de ausbildung mutter	1,9%	2,4%	3,1%	1,7%	1,4%	2,0%
	[2] (2) general elemantary	Recuento	198	121	6	61	13	399
		% dentro de ausbildung mutter	20,0%	20,4%	18,8%	21,0%	17,8%	20,2%
	[3] (3) middle vocational	Recuento	467	286	18	147	41	959
		% dentro de ausbildung mutter	47,3%	48,3%	56,3%	50,5%	56,2%	48,5%
	[4] (4) vocational + Abi	Recuento	33	21	0	8	0	62
		% dentro de ausbildung mutter	3,3%	3,5%	0,0%	2,7%	0,0%	3,1%
	[5] (5) higher vocational	Recuento	69	50	2	21	6	148
		% dentro de ausbildung mutter	7,0%	8,4%	6,3%	7,2%	8,2%	7,5%
	[6] (6) higher education	Recuento	202	100	5	49	12	368
		% dentro de ausbildung mutter	20,4%	16,9%	15,6%	16,8%	16,4%	18,6%
Total		Recuento	988	592	32	291	73	1976
		% dentro de ausbildung mutter	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	11,700[a]	20	,926
Razón de verosimilitud	14,906	20	,782
Asociación lineal por lineal	1,572	1	,210
N de casos válidos	1976		

a. 5 casillas (16,7%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,65.

Medidas simétricas

		Valor	Error estándar asintótico[a]	Aprox. S[b]	Aprox. Sig.
Nominal por Nominal	Phi	,077			,926
	V de Cramer	,038			,926
	Coeficiente de contingencia	,077			,926
Intervalo por intervalo	R de persona	-,028	,022	-1,254	,210[c]
Ordinal por ordinal	Correlación de Spearman	-,029	,022	-1,307	,191[c]
N de casos válidos		1976			

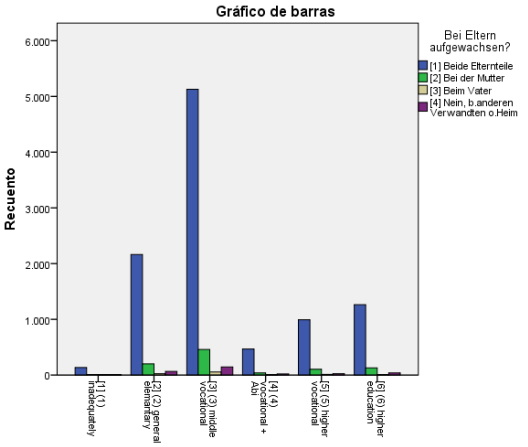
a. No se supone la hipótesis nula.

b. Utilización del error estándar asintótico que asume la hipótesis nula.

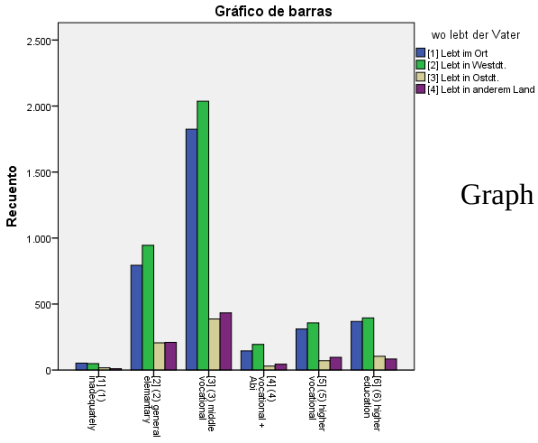
c. Se basa en aproximación normal.

SECTION G - GRAPHS CONTINGENCY TABLES – WEST BERLIN (2nd part)

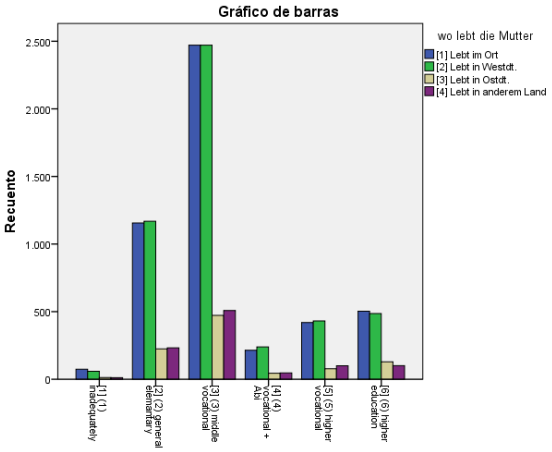
Graph G1



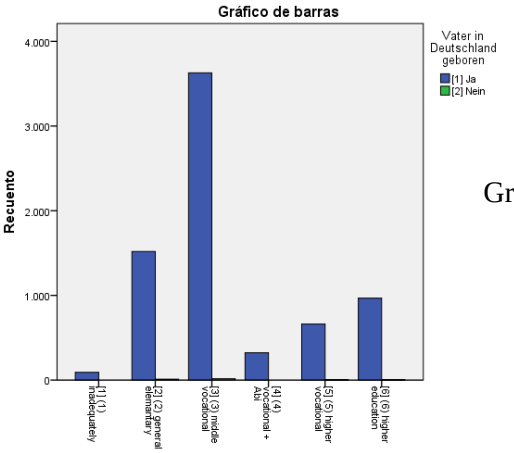
Graph G2



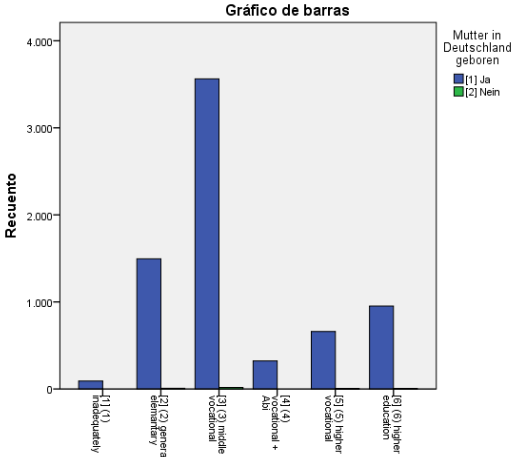
Graph G3



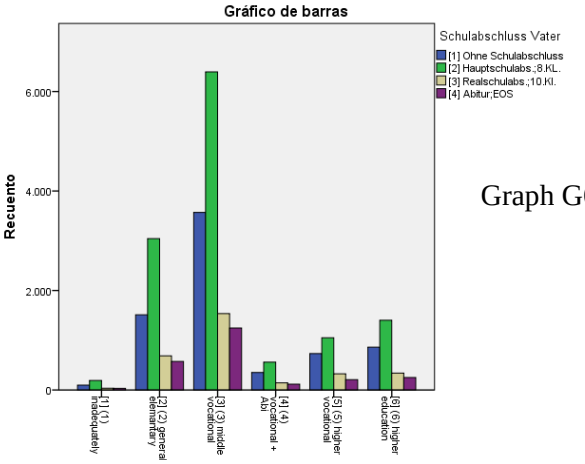
Graph G4



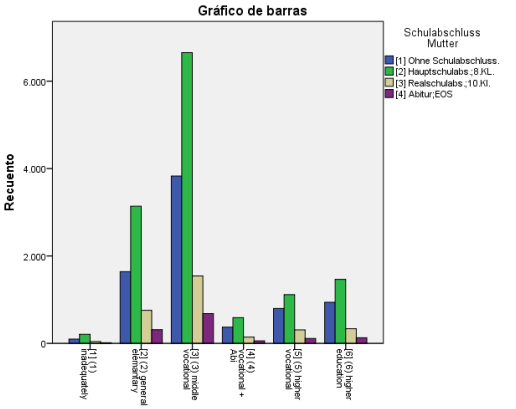
Graph G5



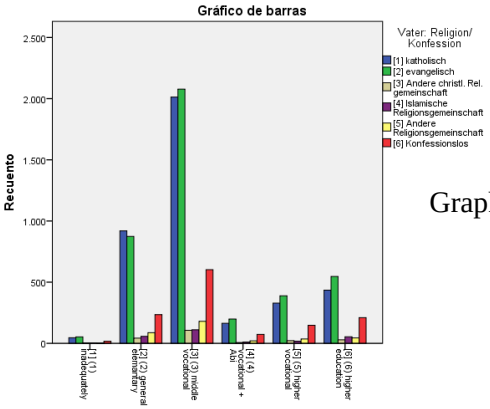
Graph G6



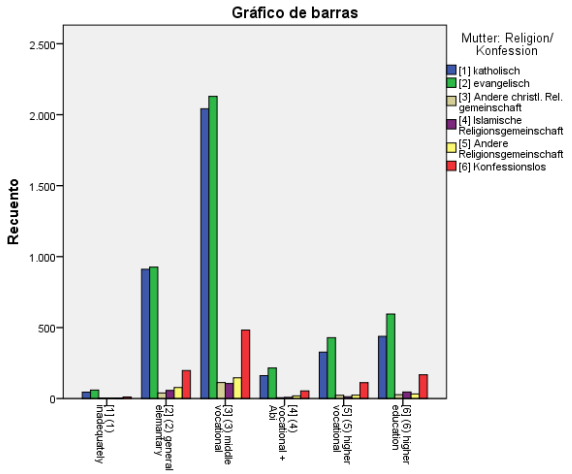
Graph G7



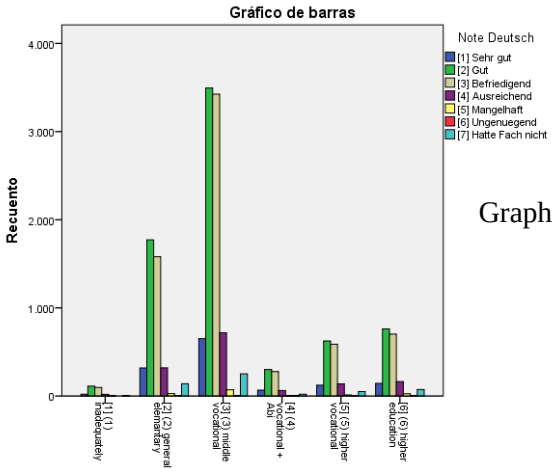
Graph G8



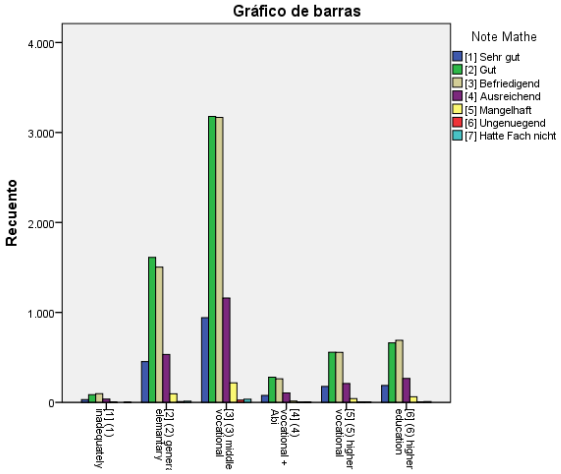
Graph G9



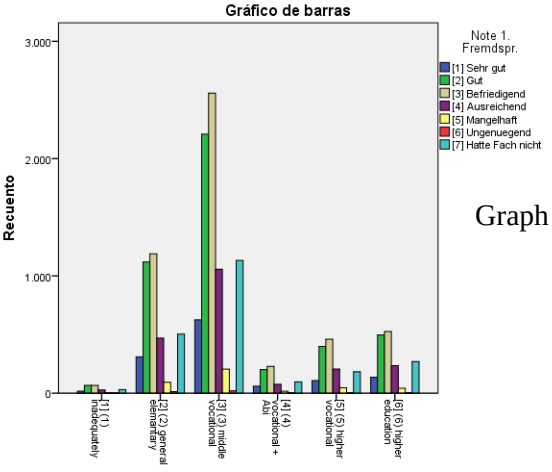
Graph G10



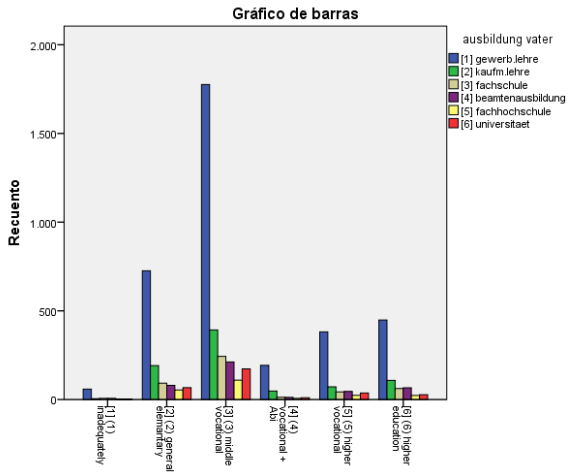
Graph G11



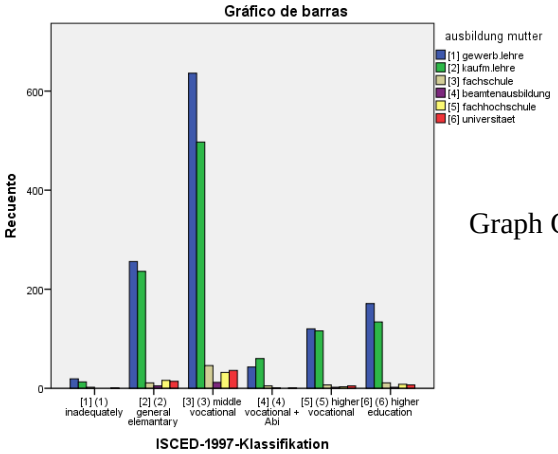
Graph G12



Graph G13

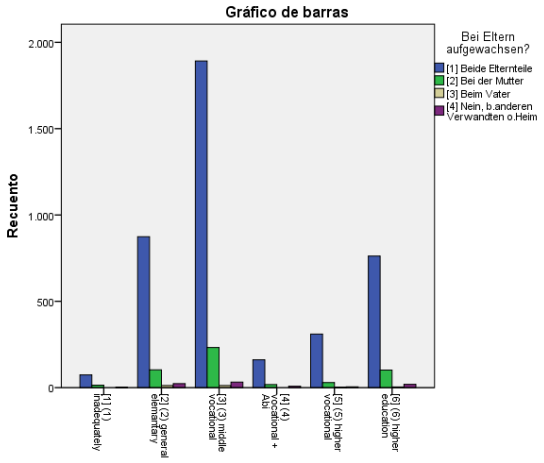


Graph G14

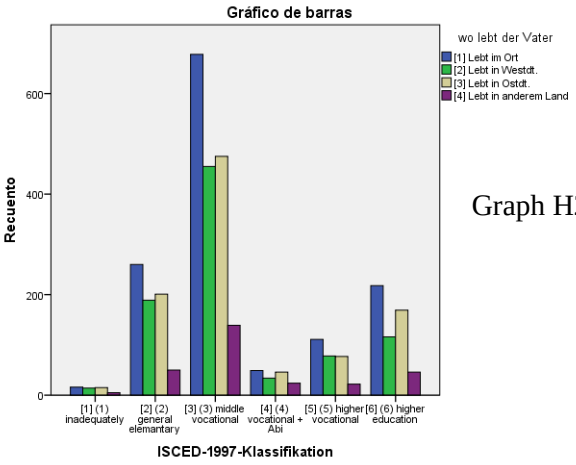


SECTION H - GRAPHS CONTINGENCY TABLES – EAST BERLIN (2nd part)

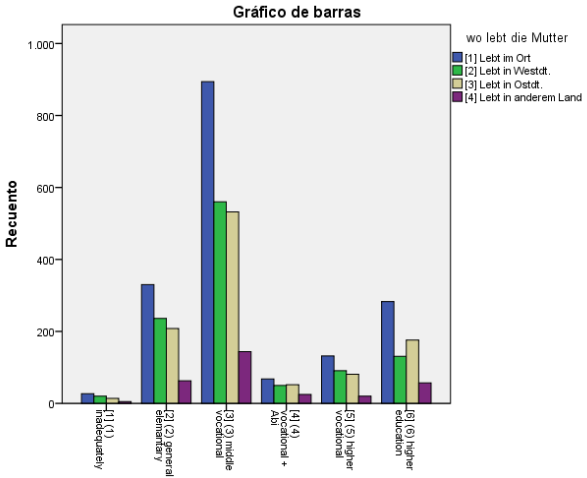
Graph H1



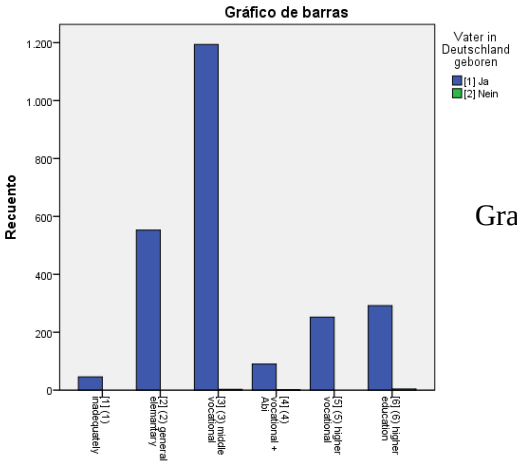
Graph H2



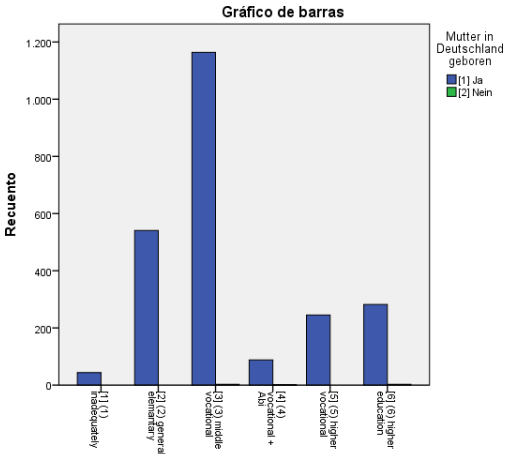
Graph H3



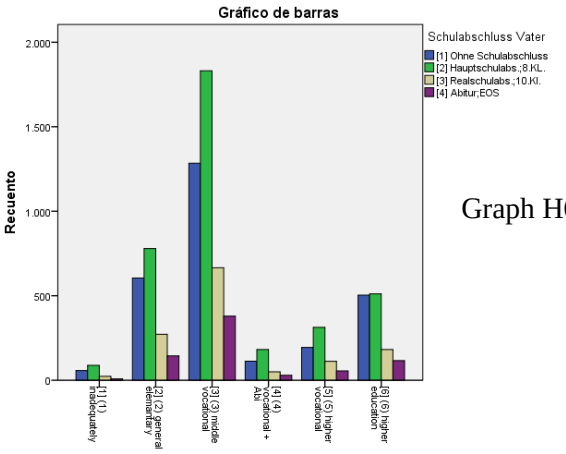
Graph H4



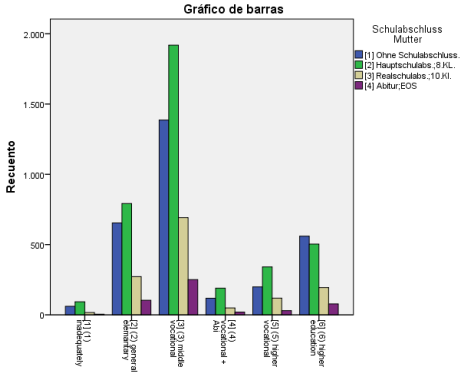
Graph H5



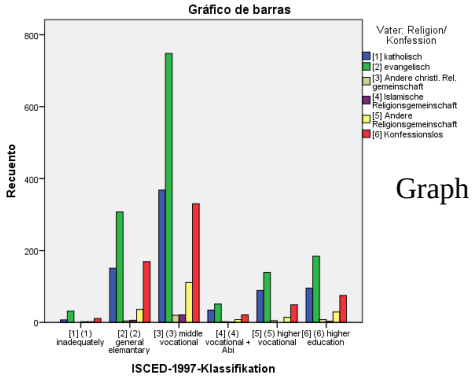
Graph H6



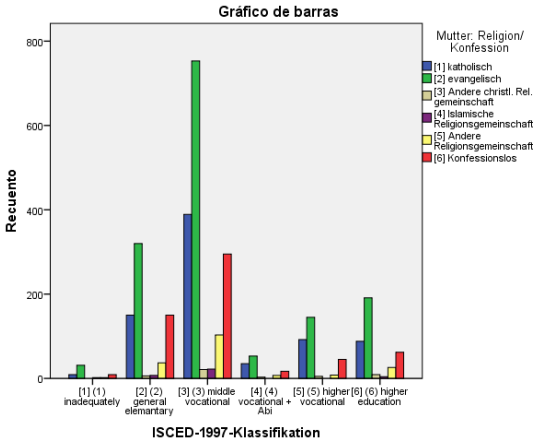
Graph H7



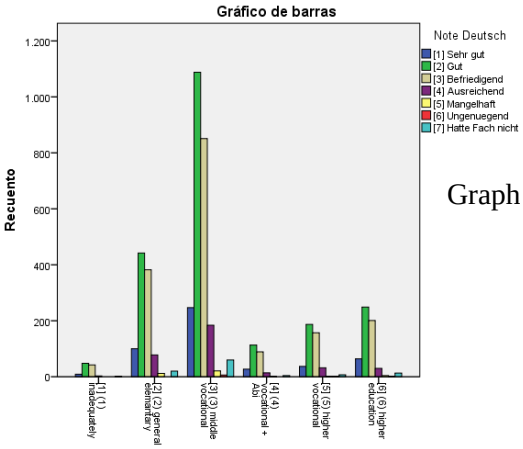
Graph H8



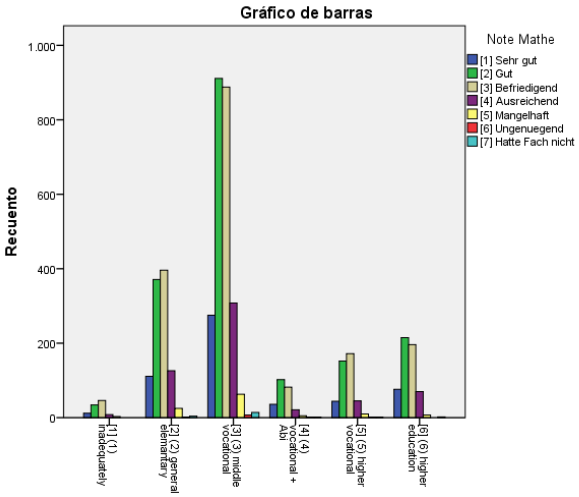
Graph H9



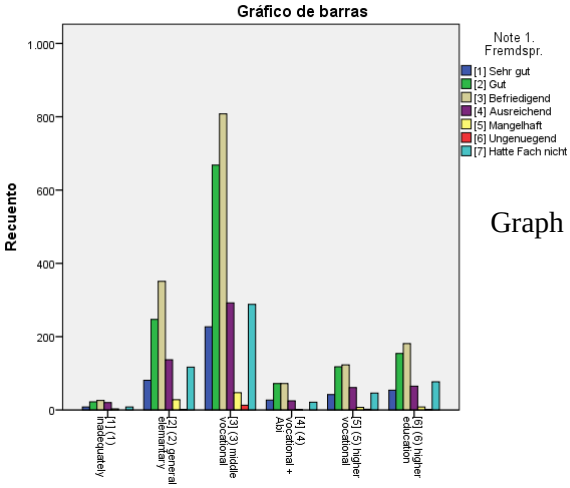
Graph H10



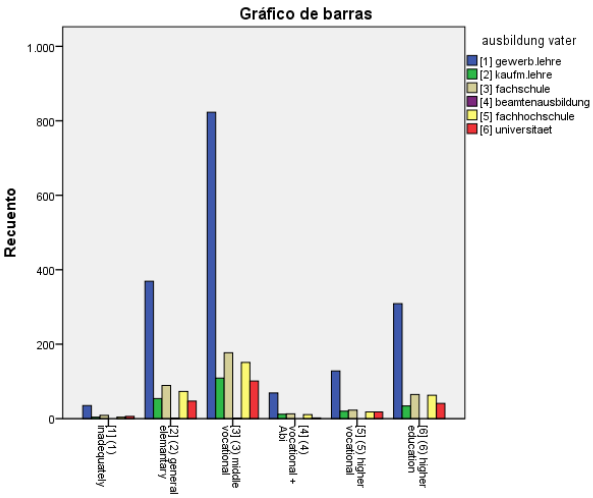
Graph H11



Graph H12



Graph H13



Graph H14