

Translation of established public health measurement instruments into Arabic and Dari (ENSURE)

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GESIS Project Report

2021|02

Translation of established public health measurement instruments into Arabic and Dari (ENSURE)

Cognitive Pretest

January 2021

*Patricia Hadler, Désirée Nießen,
Timo Lenzner, Patricia Steins,
Friederike Quint & Cornelia Neuert*

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1 Aims of the pretest

As part of the DFG-funded research project "Ensuring Valid Comparisons of Self-Reports in Heterogeneous Populations and Marginalized Groups (ENSURE)" (project number 409654512) at the Chair of Empirical Social Research (Institute of Sociology, Dresden University of Technology), already established measurement instruments of quantitative surveys in health research are subjected to a cognitive pretest to ensure that they can also be used in other language and cultural contexts (cross-linguistic and cross-cultural measurement invariance). The target group consists of people with refugee experience (refugee migration) from Syria, Iraq and Afghanistan living in Germany.

For this purpose, the GESIS pretest laboratory was commissioned to conduct a cognitive pretest using video-connected consecutive interpreters in Arabic and Dari.

Please note:

This report is written in English. The cognitive interviews were carried out by German-speaking interviewers based on a German-language interview protocol. The report shows an English translation of the German source questions. The German source questions can be found in the Appendix (Chapter 6). The Arabic and Dari translations of the reported measurement instruments are property of Dresden University of Technology. The German interview protocol and an English translation thereof can be found in the Appendix (Chapter 7).

2 Sample

Number of cognitive interviews:	18
Selection of target population:	People with refugee experience from Syria, Iraq and Afghanistan.
Characteristics:	The target persons should be as heterogeneous as possible in terms of gender, age and level of education.

Table 1. Key characteristics of the respondents

Characteristic	Country of origin: Syria	Country of origin: Iraq	Country of origin: Afghanistan
Sex			
Male	3	2	3
Female	3	4	3
Age group			
Less than 30 years	1	1	3
30–50 years	2	4	3
More than 50 years	3	1	-
Education			
Low	2	5	4
High	4	1	2

3 Methods

Field time:	December 4 th , 2020 to January 8 th , 2021
Number of interviewers:	4
Tests conducted via video conference (audio recording):	18 (of which the test person was connected by telephone in six cases, i.e. without a picture)
Survey mode:	Web and if necessary PAPI
Pretest mode:	Remote interview: Video or telephone conference with self-completion paper questionnaire
Procedure:	<p>The cognitive interviews were conducted via video conference. Test persons who did not have the option of video conferencing were able to join in by telephone.</p> <p>The test persons were sent the questionnaire in advance in paper form, which they should have with them for the interview. They were also sent a link for the video conference. The test person, an interviewer and an interpreter took part in the video conference. The test persons read a question or question battery, answered it and communicated their respective answers to the interviewer. Cognitive follow-up questions were asked after each of the questions to be tested (concurrent probing).</p>
Cognitive Techniques:	Comprehension Probing, Category Selection Probing, General Probing, Specific Probing, Emergent Probing
Incentive for respondents:	30 Euro

4 Results across all questions

- **Lack of experience with surveys:**

Overall, five participants frequently expressed comprehension problems (SY05, IR05, IR06, DA02, DA05). In addition, several individuals were apparently unfamiliar with questionnaires and felt the need to periodically check with the interpreter and interviewer to ensure that they had understood the questions and completion format correctly. These findings are consistent with previous findings on survey methodological challenges in interviewing refugee populations (Röder, 2018)¹.

- **Literacy:**

One test person from Syria had clear problems reading Arabic, so the interpreter had to help with reading some questions or read them out completely (SY05). Another subject had to have a question explained in Syrian dialect in order to understand it (SY03, question 8). One respondent from Afghanistan explained that she had hardly attended school due to the war situation in her home country and therefore could not read Dari (DA02). In this interview, the interpreter had to read all questions and answer options aloud. One person from Iraq who had indicated that she wanted to participate in the pretest surprisingly dropped out of the interview after a few minutes. It was assumed that she could not read and therefore did not want to talk about the questionnaire.

Based on these results, it cannot be recommended to offer a questionnaire exclusively in written and especially self-administered form, since it must be assumed that people who have reading difficulties or cannot read at all will not be able to participate in the survey. In addition, it proved very helpful that interviewers and interpreters could provide follow-up questions on the understanding of the scales and the interpretation of the questions, which contributed significantly to the understanding of the respondents.

- **Questionnaire design:**

The cognitive interviews took place via a video conferencing platform. It was noticeable that almost all test subjects were connected via their cell phones and not via a stationary device such as a PC or laptop. It can therefore be assumed that test subjects will also fill out an online questionnaire more often on a mobile device with a small screen. Based on these findings, a mobile-optimized layout is strongly recommended for programming, as well as a uniform layout across mobile and static devices. Item batteries should be presented as individual items on mobile devices. If a matrix form is used, the introductory question text should be clearly set off above the matrix and not formulated as a question, since the test subjects tend to interpret the introductory text as an additional item/question (see in particular questions 4 and 7).

¹ Röder, A. (2018). Methodische Herausforderungen quantitativer Befragungen von Geflüchteten am Beispiel einer Vorstudie in Sachsen in: Z'Flucht. Zeitschrift für Flucht- und Flüchtlingsforschung, pages 313 – 329. <https://doi.org/10.5771/2509-9485-2018-2-313>

- **Comprehensibility of the translation:**

With regard to the Arabic questionnaire, one interpreter noted that the translation used the so-called "feminine T", which could make it difficult to read.

5 Results for the individual questions

Question 1: General health

Measurement instrument: Short Form Health Survey–12 (SF-12_1)

How is your health in general? Would you say it is... (SF-12_1)

- very poor
- rather poor
- partly, partly
- rather good
- very good
- not specified*

Frequency distribution (N = 18)

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
very poor	-	-	-
rather poor	-	-	1
partly, partly	2	4	1
rather good	2	2	2
very good	2	-	2
<i>not specified</i>	-	-	-

Cognitive Techniques:

General Probing, Comprehension Probing, Specific Probing

Key questions and findings:

What do test persons think of when they think of their "health in general"?

Five of the six Arabic-speaking test persons from Syria referred exclusively to their physical state of health. Health status included whether one had (chronic) illnesses (SY03, SY05, SY06) or pain (SY03, SY04), needed surgery or had had surgery (SY04, SY06), or how one ate (SY02). Only one test

person emphasized that physical and mental health should be used equally to assess overall health (SY01).

In the case of the Arabic-speaking test persons from Iraq, on the other hand, all answers indicated that both physical and psychological aspects had been included in the state of health. Among the physical aspects that constitute good health, the absence of pain or not taking painkillers (IR06), the absence of high blood pressure (IR01, IR03), back problems (IR03, IR06), and diseases (IR04) were mentioned. One test person stated that she was perfectly healthy physically, but occasionally suffered from depression, which is why she chose "rather good" rather than "very good" (IR04). Several test persons related their physical and mental health status. One test person explained that she was single with several children, which was very stressful and therefore had a physical impact (IR02). Another test person explained that she had always been employed in Iraq. Since this was different in Germany, she suffered from high blood pressure (IR03). One test person explained that her health was impaired because the climate in Germany did not agree with her (IR06).

Of the Dari-speaking test persons, three referred to both their physical and mental state, while two named only physical aspects and one test person referred only to their mental state. According to the test persons, physical aspects that constituted a good or bad state of health included illnesses of any kind (DA03) as well as complaints (DA05) or injuries (DA06). In addition, two test persons included aspects that were indirectly attributable to health status; these were fitness or exercise (DA01, DA03) and diet (DA03). One test person also stated that having a job was also important for achieving a good state of health (DA02).

In summary, the test persons from Syria took a narrower view of the question and referred primarily to their physical state of health, while the test persons from Iraq and Afghanistan more frequently formed a holistic judgment of their physical and mental health. In addition, they also referred much more frequently to peripheral aspects that can influence health status but do not define it, such as sporting activities or having a job.

Is general health declared as the test persons' own perception or an attribution from outside (endogenous vs. exogenous)?

In all cases, test persons referred to self-assessment of their health, even in cases where test persons mentioned contacts with doctors (SY03) or stays in hospitals (SY04).

Other findings

During one of the Dari interviews, the interpreter noticed that the top two response categories in the Dari translation were the same, both "very poor." The second category should read "rather poor". Only one test person from Afghanistan selected this category (DA02), which made the duplication noticeable; the other test persons did not notice this error.

Recommendation:

- Question: We recommend that Arabic language experts review the translation to see if the translation of the word for "state of health" could be interpreted differently in the Arabic-speaking countries.
- If this is not the case, we recommend adding an explanation to the question that clarifies whether the respondents should refer exclusively to their physical or also to their mental state in their answer.
- Response format: The Dari translation of the response categories should be corrected to correctly reflect the gradation between "very poor" and "rather poor."

Question 2: Impairment when climbing stairs

Measurement instrument: Short Form Health Survey-12 (SF-12_2_neu)

If you have to climb stairs, that is, walk up several flights of stairs:

How often do you feel impaired due to your health when you do this? (SF-12_2_neu)

- never
- rarely
- sometimes
- often
- always
- not specified*

Frequency distribution (N = 18)

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	2	-	1
Rarely	1	3	3
Sometimes	3	-	1
Often	-	3	-
Always	-	-	1
<i>Not specified</i>	-	-	-

Cognitive Techniques:

General Probing, Specific Probing

Key questions and findings:

Are there test persons who think that the question does not apply to them because they rarely have to climb stairs in everyday life?

Three test persons stated that they never felt impaired when climbing stairs because of their health. When asked, two of these test persons explained that they did not have to climb stairs every day because they could often take the elevator (SY03, SY05), but that this was not the decisive factor for their answer, but rather their physical fitness.

The seven test persons who stated that they "rarely" felt impaired when climbing stairs due to their health either explained that they rarely had to climb stairs or were only exhausted from doing so on rare occasions. One test person who climbed stairs regularly explained that she usually had no problems, but that it occasionally happened that she had difficulty breathing when she was in a hurry (IR02). Another test person explained her occasional troubles by the fact that she smokes (IR04).

In summary, it can be stated that test persons who stated that they did not experience any impairments when climbing stairs did not base their answers exclusively on the fact that they did not have to climb stairs in everyday life. All test persons who did not have to climb stairs regularly themselves included their general physical fitness and other health aspects, such as smoking, in their answers.

No differences in the interpretation of the question or the rationale of the answers could be discovered between the different languages or countries of origin.

Other findings

One test person asked whether the question referred to the current situation or was meant in general; in her opinion, this was not clear from the question (DA06). She finally interpreted the question as referring to the current situation. Since she had injured her leg about a month before the interview, climbing stairs was 'always' a problem at the time of the interview, which is why she had chosen this answer. Before the injury, she would have answered 'never'.

Recommendations:

Question:	We recommend that the time period to which respondents should refer is clearly defined in the question text.
Response format:	No changes recommended.

Question 3: Problems in the last four weeks

Measurement instrument: Short Form Health Survey-12 (SF-12_4-12)

How many times in the last four weeks did it happen that you ... (SF-12_4_i)

... felt rushed or under time pressure? (SF-12_5a)

- never
- rarely
- sometimes
- often
- always
- not specified*

... had severe physical pain? (SF12_6)

- never
- rarely
- sometimes
- often
- always
- not specified*

... felt down and gloomy? (SF-12_12)

- never
- rarely
- sometimes
- often
- always
- not specified*

...felt lots of energy? (SF-12_10)

- never
- rarely
- sometimes
- often
- always
- not specified*

...because of mental or emotional problems in your work or your daily activities you have achieved less than you wanted? (SF-12_8)

- never
- rarely
- sometimes
- often
- always
- not specified*

Frequency distribution (N = 18)

... felt rushed or under time pressure? (SF-12_5a)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	4	-	1
Rarely	-	-	2
Sometimes	1	3	1
Often	1	3	2
Always	-	-	-
<i>Not specified</i>	-	-	-

... had severe physical pain? (SF-12_6)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	2	-	3
Rarely	-	-	1
Sometimes	2	4	1
Often	2	2	1
Always	-	-	-
<i>Not specified</i>	-	-	-

... felt down and gloomy? (SF-12_12)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	2	-	1
Rarely	-	-	3
Sometimes	2	1	-
Often	2	4	2
Always	-	1	-
<i>Not specified</i>	-	-	-

... felt lots of energy? (SF-12_10)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	-	-	-
Rarely	1	-	2
Sometimes	-	2	4
Often	1(2) ²	3	-
Always	3(4)	1	-
<i>Not specified</i>	-	-	-

... because of mental or emotional problems in your work or your daily activities you have achieved less than you wanted? (SF-12_8)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	3	1	2
Rarely	-	-	2
Sometimes	3	1	1
Often	-	3	-
Always	-	1	-
<i>Not specified</i>	-	-	1

Cognitive Techniques:

General Probing, Comprehension Probing, Emergent Probing

Key questions and findings:

The items SF-12_6, SF-12_12 and SF-12_8 were systematically tested. For the other items, only spontaneous responses of the test persons were available, if at all.

Item SF-12_6) What do test persons mean by "severe physical pain"?

The question posed no difficulties for the test persons, who had a homogeneous understanding of severe physical pain. Moreover, no differences by language or country of origin were apparent.

Five test persons explained that severe pain was often caused by injuries, especially accidents or sports (IR05, IR06, DA01, DA03, DA06). Four test persons defined severe pain as a physical impairment (DA04) experienced by not being able to walk (SY01, SY04), stand (SY01), or stand up (IR02).

² One test person gave as an answer between "often" and "always" (SY02).

Likewise, four test persons explained when pain, in their understanding, should be considered "severe". This was the case when one could not sleep (SY02, IR02), one fainted from it (IR03) or one could not stand the pain without medication (DA05).

Most of the test persons mentioned typical site-specific pain in their explanations. These included headaches or migraines (SY03, IR01, DA02, DA03), back pain or problems with the intervertebral disc (IR01, IR02, IR03), pain in the hip, legs, joints, bones (e.g., due to a fracture) or chest (SY04, IR01, IR05, IR06, DA01), pain in internal organs, abdomen, or muscles (SY02, SY03, DA03), and dental pain (SY03) and pain after surgery (SY06).

Two test persons also mentioned emotional pain. One of the Iranian test persons even referred exclusively to psychological pain, which was an important topic for the test person for personal reasons at the time of the interview (IR04). A Dari-speaking test person, on the other hand, seemed to have over-read the word "physical" and first explained that there was external, internal, and psychological pain, all of which needed to be considered (DA03). When asked if all forms were meant, she noticed this mistake and focused exclusively on physical pain.

Item SF-12_12) What do the test persons mean by feeling "down" or "gloomy"?

Of the Arabic-speaking test persons, six stated that the feelings of dejection and gloom were pressures that were felt (SY04, SY05, SY06, IR01, IR03, IR05). They explained in more detail that this pressure was internal (SY04, IR03) or general (IR01) or a pressure in everyday life (SY06). Four Arabic-speaking test persons equated the words with depression or feeling depressed (SY03, SY04, SY05, IR04). Other explanations included mental stress (IR02), psychological or emotional problems (IR01, IR04), feeling stressed (SY03), or not having peace of mind (IR05). There were no differences in understanding between Arabic-speaking test persons from Syria and Iraq.

The Dari-speaking test persons did not name any synonyms for these emotional states, with the exception of DA01, who also spoke German and spoke of depressive. Instead, the Dari-speaking test persons increasingly mentioned (as did a few Arabic-speaking test persons) effects of dejection and gloom. These effects were characterized by either withdrawal or inner turmoil. One test person stated that when she felt this way, she had no desire to exercise or work (SY01). Another said that one did not feel pleasure or was even deprived of pleasure (DA05). Another test person tried to withdraw in such cases and was then not very talkative (DA02). Another explained that she sometimes had so much to do that she no longer knew what to do first. In the end, when she didn't accomplish anything because she had so much on her mind, she felt down. In the case of gloom, it felt like someone was sitting next to her and holding her down in such a way that she couldn't do anything (IR02). Lastly, one test person stated that for her, feeling down or gloomy was feeling angry and that this mood did not go away throughout the day (DA01).

The most frequently cited triggers for these problems were homesickness for the country of origin, longing for and concern about the well-being of the family, and fear of whether they would see them again (SY03, SY06, IR03, DA02, DA05). Also frequently mentioned was frustration at not making progress, not achieving goals, or experiencing other obstacles (SY02, SY03, DA01, DA04). In addition, the test persons mentioned work-related problems or the problem of not having a job or having lost their job (SY01, IR04, DA02).

Two test persons mentioned physical pain as the only trigger for feeling down and depressed (IR06, DA06). Possibly this is due to the directly preceding item on the topic of pain.

Item SF-12_8) What do the test persons understand by "mental and emotional problems"?

Four test persons (across both languages and all three countries of origin) explicitly distinguished between mental or psychological problems on the one hand and emotional problems on the other (SY03, SY06, IR03, DA06). They related emotional problems to family ties, family life, or personal relationships. Two of these test persons explained that they were happily married and therefore had no emotional problems (SY03, SY06). Another explained that she was currently suffering from emotional problems because her spouse was ill (IR03). They defined emotional or psychological problems somewhat more heterogeneously. One respondent spoke of psychological problems due to experiences in the home country that led to flight (SY03). Another remained vague but seemed to refer to mental illnesses (IR03). One test person each mentioned homesickness (SY06) and discrimination or lack of attention (DA06) as psychological problems. The explanations indicate that the question was perceived as a double stimulus at least by individual test persons; however, none of the test persons mentioned having had problems with the question.

A total of four other test persons mentioned physical problems that impaired their work or everyday activities. Of these, one test person, even when asked, defined mental problems exclusively as physical problems (SY05). It should be noted that this test person generally showed reading difficulties and comprehension problems throughout the interview. Another test person, when filling out the question, stated that she had health problems that affected her work and that she therefore answered "always" (IR03). However, when asked, she explained what she meant by mental and emotional problems, suggesting that she had rather skimmed over the orientation of the item when first reading and answering. The third test person stated that she understood emotional problems to mean both physical and psychological stress, although in her case the psychological stress also had physical effects such as abdominal pain due to her family situation (IR02). The fourth test person first mentioned psychological problems and then wanted to talk about physical problems (SY03). The interpreter intervened, however, and pointed out to the test person that it was about psychological problems.

One test person did not answer the question because she did not currently have a job and felt that the question therefore did not apply to her (DA03). Even the interviewer's inquiry as to whether she had seen the addition of "everyday occupations" did not convince the test person that she could complete this question. For her, work was clearly related to occupation. In addition, she had not experienced any impairment due to mental or emotional problems in the last four weeks, although she attested to suffering from such problems. Another test person, on the other hand, explained that she was currently a housewife and that her daily occupation was therefore her children, even though this did not constitute work (DA05). She had no problems understanding the question or applying it to her circumstances.

None of the test persons understood the word "psychic" in a religious context.

Other findings

Two Dari-speaking test persons left out the temporal frame of reference and asked whether the question was about whether they were currently suffering from these troubles or whether they were suffering from them in general (DA03, DA05). In addition, one test person asked whether the temporal frame of reference also applied to the last two items in this question, which were on a separate page (IR01).

One test person noted that she lacked the appropriate response option for item SF-12_12 ("...felt down and gloomy?") (IR04). She suffers from depression and would want to answer the question with "almost always" or "most of the time." The options given were not specific enough for her. She finally selected the option "often." None of the other test person had comments on the answer categories.

One test person initially misunderstood the sentence structure of item SF-12_8 ("...because of mental or emotional problems in your work or your daily activities you have achieved less than you wanted?") and then misinterpreted the scale (SY04). She chose "always" to express that she always gets her work done. When asked or pointed out by the translator, she corrected her answer to "never".

Recommendations:

Introduction: We recommend emphasizing the temporal frame of reference. This can be done, for example, by underlining the corresponding words or by bringing them forward in an introductory sentence:

“Now please think about the last four weeks.”

Item SF-12_6: No changes recommended.

Item SF-12_12: No changes recommended.

Item SF-12_8: No changes recommended.

Response format: No changes recommended.

Question 4: Health-Screener

Measurement instrument: Refugee Health Screener-15 (RHS-15)³

To what extent did you experience the following troubles during the last four weeks? (RHS)	Not at all	Little	Moderate	Quite	Extreme	Not specified
Feeling unhappy, sad or depressed most of the time (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling restless, unable to sit still (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cry easily (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliving a trauma (emotional injury) from the past; behaving or feeling as if it were happening again now (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling emotionally numb (for example, feeling sad but not being able to cry, not being able to feel loving feelings) (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequency distribution (N = 18)

Feeling unhappy, sad or depressed most of the time (2)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Not at all	1	-	1
Little	2	-	3
Moderate	3	3	-
Quite	-	3	1
Extreme	-	-	-
Not specified	-	-	1

³ Some of the Arabic-speaking test persons were inadvertently given this question without the question text (RHS). This was read out to them by the interpreter.

The Dari-speaking participants were inadvertently given a different item instead of the last item (12) in the printed questionnaire. The correct item was read out to them by the interpreter. Item 12 could not be tested for two subjects, namely for the first subject and for another subject who spoke German and for whom, accordingly, no interpreter accompanied the interview (DA01, DA03).

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Feeling restless, unable to sit still (8)			
Not at all	4	1	3
Little	-	2	-
Moderate	1	2	1
Quite	1	1	2
Extreme	-	-	-
<i>Not specified</i>	-	-	-

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Cry easily (9)			
Not at all	2	-	1
Little	1	2	2
Moderate	-	2	2
Quite	1	-	1
Extreme	1	1	-
<i>Not specified</i>	1	1	-

Reliving a trauma (emotional injury) from the past; behaving or feeling as if it were happening again now (10)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Not at all	2	-	4
Little	2	1	1
Moderate	-	1	1
Quite	1	2	-
Extreme	-	2	-
<i>Not specified</i>	1	-	-

Feeling emotionally numb (for example, feeling sad but not being able to cry, not being able to feel loving feelings) (12)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Not at all	4	1	2
Little	-	-	-
Moderate	2	-	1
Quite	-	4	1
Extreme	-	-	-
<i>Not specified</i>	-	1	-
<i>Question not asked</i>	-	-	2

Cognitive Techniques:

Comprehension Probing, Category Selection Probing, Specific Probing, Emergent Probing

Key questions and findings:

Introductory question text) What do the test persons understand by the word "troubles"?

In the run-up to the pretest, concern was expressed on the part of the translators that the translation of the word for "troubles," especially in the Dari translation, might be misleading. However, none of the test persons spontaneously commented on the question text, showed signs of confusion, or were bothered by it. After completing the battery of questions, the test persons were asked what they understood by the word "troubles".⁴ Two test persons stated that troubles were what

⁴ The first Arabic-speaking test person who participated had not received the question text, which was also not available to the interpreter. Therefore, this test person could not be questioned about it. (IR03).

was listed in the individual items (SY03, SY06), and two others defined troubles solely in terms of examples given in the matrix (IR05, DA06). Four test persons defined troubles as reactions to negative events that happen to you from the outside (IR01, IR02), that can surprise you (SY01), or that can affect your everyday life (DA01). One test person explained that troubles include everything that lead to the fact that one is not free of troubles and thus cannot feel lightheartedness (DA03).

Four test persons stated that troubles included physical as well as psychological or emotional aspects (SY02, IR05, DA03, DA06) or concerned general well-being (DA05). The physical aspects mentioned included troubles of illness in general (SY02), (head) pain (SY04, IR05, DA06), and physical exhaustion (SY05). Regarding the psychological aspects of "troubles," sadness (SY03, IR05), being sad (DA06) or having to cry quickly (IR05), loneliness (DA02), depression (IR05), depressed (SY03), or pressure (SY02) were mentioned.

The test person who had received the uncorrected Arabic-language questionnaire without the question text (IR03) had answered the items without any visible problems, and the missing question text only became apparent when asked about it.

In summary, the question text was well understood by all test persons and no differences were found by language or country of origin.

Item 2) What do the test persons understand by feeling "unhappy, sad, or depressed"?

While all of the Iraqi test persons stated that they felt "moderately" or even "quite" unhappy, sad or depressed, the Syrian test persons stated that this was "not at all," "not very much" or "moderately." The test persons from Afghanistan used the entire range of answers, with "little" being the most frequently selected answer category and thus more similar to the Syrian test persons.

Another difference between the test persons from Iraq on the one hand and from Syria and Afghanistan on the other hand was that only test persons from Syria and Afghanistan (SY01, SY02, SY04, DA05, DA06) made a clear distinction between "unhappy/sad" on the one hand and "depressed" on the other. Sadness was described as something caused by an external event (SY01), such as losing one's house or home due to war (SY01, SY02) or losing an important person (SY03, SY04). Sadness is a negative feeling when one does not feel joy (DA05), but a rather short-term feeling (DA06). Depressiveness, on the other hand, is a stronger negative feeling than sadness (DA05), which is more equivalent to depression (DA06), and especially more persistent than sadness (SY02, DA06). Moreover, depressiveness is not caused by external events, but one carries it within oneself (SY01). One test person explained that sadness is felt when one loses someone, whereas depressiveness is felt when one basically has no one (SY04). For a test person from Afghanistan, the item even contained a double stimulus. She herself was often sad, but not at all depressed, and therefore did not know how to answer (DA06, answer: not specified). None of the test persons from Iraq explicitly made this distinction between sadness/unhappiness and depressed, and all used all three terms synonymously in their explanations.

Despite these differences, the test persons from all three countries named similar triggers and also effects of the feelings, so that the item as a whole was understood in the same way across all three countries of origin. States in which one feels "unhappy, sad or depressed" were often described in connection with the social environment. Some test persons were concerned with the loss of family members (SY03, SY04), while others were concerned with the state of being alone (SY04, IR01) and

loneliness (SY02, DA02). One test person mentioned the distance to the family, which was in the country of origin (IR06). Not being able to integrate in Germany (currently due to the Corona pandemic; SY06) and general uncertainty about the future (IR02, IR04) were also mentioned as reasons. The effects mentioned included feelings of restlessness (DA02), but also the need to withdraw into oneself (DA05).

Item 8) How do the test persons understand "not being able to sit still"?

Across both languages and all three countries of origin, the test persons showed a good and very homogeneous understanding of the item. The only exception was a test person from Syria (SY05), who did not understand the first part of the item, "feeling restless". Moreover, she could only imagine physical causes for "not being able to sit still". This test person showed comprehension problems several times during the interview.

All other test persons understood the item in the intended sense, that inner restlessness could be expressed physically, so that one could no longer sit still. There were hardly any differences between the countries of origin with regard to the triggers and effects of this feeling. The test persons described the emotional state mainly as restlessness (SY02, SY05, DA02, DA03), excitement (DA01) or nervousness (SY03, IR04, IR05).

The Arabic-speaking test persons from Syria and Iraq saw the reasons for restlessness or "not being able to sit still" more in psychological aspects, such as grief (SY06) or internal pressure (IR01, IR02). The test persons from Afghanistan also described aspects related to work, such as unemployment (DA02) or unsuccessful applications (DA03), as well as family problems (DA02) and living conditions (DA04, DA05). Only one test person stated that feelings of restlessness, at least in her case, were mainly due to personal predisposition (SY02).

Item 9) Is the question about having to "cry easily" perceived as uncomfortable?

When translating the item into Arabic and Dari, the translators expressed fears that the translation could be interpreted as "tearful" or even "pretending to cry" and that the question could make the test persons uncomfortable. The cognitive interviews contained evidence that the Arabic-speaking test persons in particular found the item uncomfortable or at least wanted to make sure when answering that they did not portray themselves as tearful. These instances are explained below.

Two test persons left the item unanswered (SY05, IR05). Both spontaneously stated that they did not understand the question. SY05 wanted to know whether it was about herself or about other people in general. Although she was supposed to answer in general, she answered that she did not know such situations. When asked if she could imagine why someone else might indicate that they cry easily, she replied that it probably has to do with that person's psyche. The test person seemed to want to avoid any discussion of crying. IR05 explained that she would have to cry quickly if something bothered her that involved a friend or family member, but most of all it was because some people would cry quickly as a matter of principle. She chose to leave the question unanswered.

Two other test persons who answered the question with "not at all" also spontaneously indicated comprehension problems (SY01, SY03). For example, one test person remarked that she did not

understand the question and asked what was supposed to make her cry (SY03). Pictures and videos showing her home under fire would naturally make her cry, but otherwise this did not happen. Finally, a fourth person made sure whether it was tears of joy or sadness (SY01). She decided herself that it was about tears from sadness. Furthermore, one test person stated that showing tears was a sign of weakness (SY02, answer: little).

The remaining seven Arabic-speaking and all Dari-speaking test persons did not seem to find the question unpleasant. The Arabic-speaking test persons focused more on their personality and predisposition to cry in their answers. For example, four Arabic-speaking persons stated that they described themselves as very emotional and empathetic and would therefore cry more easily (SY04, SY06, IR01, IR03). Occasions for this were when they saw other people crying (SY04), when they noticed that others were unwell because they could not manage their daily tasks (IR01), during films or series (SY04, SY06) or also to express their emotional state (IR03). Another test person said that it was basically very difficult for her to cry, especially in front of other people (IR02).

The test persons from Afghanistan, on the other hand, included more concrete situations in their explanations that made them cry easily. Two test persons explained that this was triggered primarily by memories and news from their homeland (DA02, DA03, DA05) or interpersonal conflicts (DA03, DA05). Across both languages, only one test person (DA02) explicitly referred to the period of the last four weeks in her answer.

In summary, the item was perceived as unpleasant by several test persons; moreover, several test persons understood the item to be about their general disposition to cry. If the health screener is to record whether the respondents have had to cry quickly more often than usual in the last four weeks, this should be emphasized in the item wording.

Item 10) What do the test persons understand by the term "trauma"?

The word trauma only caused problems for one test person from Afghanistan, who knew the word but in the sense of a physical trauma from the medical field (DA03). This test person spontaneously asked how the word was to be understood, because she noticed that the explanation as "mental injury" in brackets behind it contrasted with her understanding of the term.

All other test persons were able to define the term without any problems. Trauma exists when events from the past have a negative influence on the future (SY01) or when one is psychologically impaired by the past (DA05, DA06). Negative sensations are considered a trauma if one cannot escape them, but one's thoughts revolve around them again and again (SY02). Traumas are events that cannot be explained (IR02).

The test persons named a wide variety of events that could trigger trauma. The most frequently mentioned were experiences from home that had led to flight (SY03, SY05, IR03, IR04, IR06, DA02, DA03), or the flight itself (SY02, DA02, DA03). In Syria, the events described included the shelling of civilians by the air force and the sight of the dead, as well as the unaccounted for whereabouts of relatives (SY03, SY05). The test persons from Iraq told that they had witnessed murders and acts of IS and Al-Qaeda and that terrorists had come to their place of residence and kidnapped young people who had never returned (IR03, IR06).

In addition to the flight-related aspects, the loss of important people (e.g., parents or own children) was named as the most frequent trigger of trauma, especially by test persons from Syria

(SY02, SY03, SY04, SY05, SY06, IR01). Two test persons mentioned occupational events as possible triggers of trauma (SY01, DA03), such as a dismissal or the frustration of not finding a job in Germany. In addition, the family situation in marriage, betrayal or cheating up to separation (SY01, IR01, IR04) could trigger trauma. Lastly, the reason for trauma could also lie in childhood (DA04).

Item 10) How do the test persons arrive at their answers?

Five test persons stated that they suffered "quite" or "extremely" from reliving traumas from the past. The explanations of three of these test persons indicated that they suffered from a re-experiencing of past situations that clearly went beyond a mere recollection. One test person from Iraq had experienced terrorists coming to her hometown in Iraq and kidnapping young people who never returned. She said she had to think about that when she went to sleep. These memories still caused her such anxiety that she feared it might happen to her as well (response: extreme). Another test person stated that memories from home "buzzed around" in her head as if they were happening now (IR03, response: extreme). The third test person stated that her memories even preoccupied her more since she was in Germany (IR04, response: quite). For the other two test persons, it remained unclear whether they were reliving traumatic events as if they were happening now, or whether they "merely" had to think about these events often and intensely. One of these test persons spontaneously asked how it was to be understood that something occurred to one "as if it were happening again now" (SY05). She understood it as grief or sorrow and thought of the unresolved whereabouts of relatives and the death of a parent, which bothered her a lot. The second test person had thought of the separation of her own family, which had thrown her into a deep crisis (IR05). In both cases, the test persons suffered from traumatic events that strongly influenced their current lives.

On the other side of the response scale, four test persons stated that they relive traumas from the past "a little". Two of them stated that they had suffered more from recurring traumas in the past. One test person had been repeatedly traumatized in the course of her life and had always relived these situations internally until about a year ago. In recent months, she had been able to work on this with the help of a psychiatrist, which is why she gave "little" as her answer (IR02). Another test person stated that in the meantime she no longer had to think only of negative events in and in a sad mood about her homeland but could enjoy beautiful memories again (SY06). Six test persons stated that they did not relive traumas "at all," two of whom stated that they had experienced traumatic events in their homeland; however, they would not take such events with them so easily (SY01) or had come to terms with them in the meantime (SY02). The other test persons stated that they had not experienced any traumas (DA01, DA04, DA05, DA06).

Item 10) What time periods do test persons think of when answering the question?

To answer the item, test persons had to consider two time spans: First, Item 10 vaguely asked about a trauma "from the past"; in addition, test persons were asked to indicate whether they had relived such a trauma "in the past four weeks".

Regarding the phrase "from the past," seven test persons stated that they would refer exclusively to the time in their home country and their flight (SY03, SY06, IR03, IR04, IR06, DA01, DA02), while six test persons stated that the question referred to their entire life, from birth to yesterday (SY01, SY02, SY04, IR02, DA03, DA06). Two test persons from Iraq related the question exclusively to their immediate past in Germany and mentioned a period of no more than two years (IR01, IR05). One test person was also of the opinion that it was primarily about childhood (DA04).

Regardless of the different time spans, the test persons included all potentially traumatizing events from their lives. Several test persons also stated that they were less likely to relive trauma in the meantime, indicating that they related the question to their current situation in the last four weeks. There were no differences regarding the time periods mentioned by language or country of origin.

Item 12) What do the test persons mean by feeling "emotionally numb"?

Two test persons from Afghanistan did not receive this item because it had been accidentally replaced by another item in the Dari translation. The interpreter read the item to be tested orally to the other four test persons and asked the test persons to answer using the answer scale. All Arabic-speaking test persons received the item.

Two Arabic-speaking test persons spontaneously expressed problems understanding the question (SY05, IR05). One of them asked about the meaning of "numb" in this context (SY05) but seemed to understand the explanation in the brackets behind it. The other found feeling sad but not being able to cry contradictory (IR05). This test person made no statement because of the perceived contradiction. One Dari-speaking test person commented that she did not find the question easy to understand but was able to answer the item without further difficulty (DA05).

A total of seven test persons stated that they felt "quite" or "moderately" emotionally numb. Most of the explanations showed that they had correctly understood the feeling described in the item text. For example, one test person explained that she currently felt rather emotionally cold because of bad events she had experienced (IR01, response: moderate). Another stated that although she was very emotional, especially when witnessing the suffering of others, she was unable to cry (IR06, response: quite). One test person from Syria stated that showing one's emotions openly is a sign of weakness and that even one's partner should not know when one is crying inside (SY02, response: moderate). Another test person from Syria explained that she consciously tried not to deal emotionally with events from the past, but to ignore them (SY05, response: moderate). Meanwhile, in the case of one test person from Afghanistan, it remained unclear whether she was referring to internal numbness. She stated that she had been in very severe pain but had not been able to cry (DA06, response: moderate). She seemed to be referring to an injury to her leg from the previous month.

Likewise, seven test persons stated that they did not feel emotionally numb "at all". These test persons either stated that they considered themselves to be an emotional person who could weep easily (SY04, SY06), or commented rather succinctly that they did not feel as described in the item.

Other findings

One test person initially had problems understanding the matrix format of the question (DA06). She initially answered only the introduction and stated how much she had suffered from troubles in the last four weeks. This led to a spontaneous exchange between the test person and the interpreter, who pointed out to the test person that she should only answer the individual statements.

Recommendations:

Introduction: We recommend formulating the introductory question text as a sentence. In addition, the introduction should not be presented as part of the matrix, but as a detached heading. The temporal frame of reference should be visually emphasized, for example by underlining:

“Please indicate the extent to which you experienced the following troubles during the last four weeks.”

All Items: We recommend formulating the items in a uniform manner as far as possible. For the German version, we therefore recommend formulating the items uniformly in the first person and as complete sentences.

Since the response scale refers to the extent of the respective trouble, we recommend not to additionally include the frequency of the respective trouble (e.g., "most of the time" in item 2) in the item text.

In this population, it cannot be assumed that respondents know how to proceed if they do not suffer from the aforementioned troubles, i.e. that they should still answer the question, as this only becomes clear from the answer options. We therefore recommend that a corresponding instruction be added:

“If you have not suffered from the above trouble, please tick “not at all””

Item 2: We recommend splitting the item into two items, one asking about "unhappy or sad" and the other asking about "depressed" or "down":

“I felt unhappy or sad.”

“I felt depressed/down.”

Item 8: In order to standardize the item formulations, we recommend the following wording:

“I felt restless, could not sit still.”

Item 9: We recommend formulating the item in such a way that it is clear that it is not a general disposition to cry, but a deviation from the general condition:

“I cried quickly, even without a special occasion.”

Item 10: For better comprehensibility and in accordance with the goal of standardization, we recommend formulating the item in the first person and shortening the text:

“I was reliving a trauma (emotional injury) from the past, i.e., it felt like it was happening now.”

Item 12: We recommend formulating the item in the first person to make the explanation of "emotionally numb" easier to understand:

"I felt emotionally numb (for example, I felt sad but couldn't cry, or had a hard time feeling loving emotions)."

Response format: No changes recommended.

Question 5: Life satisfaction

Measurement instrument: Life Satisfaction (LS)⁵

How satisfied are you currently... (LS)

all in all, with your life (1)									
fully satisfied							totally & completely not satisfied		
10	9	8	7	6	5	4	3	2	1

with your health? (2)									
fully satisfied							totally & completely not satisfied		
10	9	8	7	6	5	4	3	2	1

...with your living situation in general? (4)									
fully satisfied							totally & completely not satisfied		
10	9	8	7	6	5	4	3	2	1

⁵ Some Arabic-speaking participants received a different formulation for items 1 and 2. The correct items were read to them by the interpreters.

Frequency distribution (N = 18)

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
..., all in all, with your life? (1)			
10 fully satisfied	4	2	1
9	-	-	-
8	-	-	-
7	-	-	2
6	-	2	1
5	1	2	1
4	1	-	-
3	-	-	-
2	-	-	1
1 totally & completely not satisfied	-	-	-
<i>Not specified</i>	-	-	-

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
... with your health? (2)			
10 fully satisfied	3	1	1
9	-	-	2
8	-	-	-
7	1	-	-
6	1	1	-
5	1	3	2
4	-	1	-
3	-	-	-
2	-	-	-
1 totally & completely not satisfied	-	-	1
<i>Not specified</i>	-	-	-

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
... with your living situation in general? (4)			
10 fully satisfied	3	-	2
9	-	-	-
8	-	-	-
7	-	2	2
6	1	1	1
5	1	1	-
4	1	-	1
3	-	1	-
2	-	-	-
1 totally & completely not satisfied	-	1	-
<i>Not specified</i>	-	-	-

Cognitive Techniques:

Category Selection Probing, Comprehension Probing, Specific Probing, Emergent Probing

Key questions and findings:

Item 4 was tested systematically. For the other items, only spontaneous responses of the test persons are available, if at all.

Item 4) What do the test persons understand by the word “living situation”?

Among the Arabic-speaking test persons, there was no difference between the countries of origin Syria or Iraq in their understanding of the term “living situation”. On the one hand, the term was understood as the living constellation, i.e., with whom one lives (alone, in a shared apartment or with one's family) and the number of persons in the household (SY01, SY04, SY06, IR05). On the other hand, this includes things like whether one lives in an apartment or a house (SY05, IR03), the size (SY01, IR02) and the cut of the apartment (SY02), the furnishings (IR01) and the rent (SY06). The place of residence (SY03, IR01, IR04), neighbors, living environment and neighborhood (SY03, SY05, SY06, IR02) were also included in "housing situation". In addition, two test persons also linked the term to emotional matters, namely to whether one has an apartment in which one feels comfortable and to which one can retreat (SY02, IR02).

The Dari-speaking test persons from Afghanistan, on the other hand, referred to their entire living situation when using the term "living situation" without exception and did not limit themselves to their housing situation. The housing-related things mentioned by the test persons from Afghanistan were living in an apartment or a house (DA04), living in a city (DA06), having water (DA04), and having a home (DA02), for example. In addition, many different living situation-related aspects were listed: One's own health as well as that of one's family (DA05), one's financial situation (DA05), having a job (DA03, DA06), coping with the demands in life (DA03, DA04), having friends (DA06), the status of one's asylum application (DA02), living in Germany as a refugee (DA05), the support you get from the city (DA04), the society you live in (DA06), the opportunities there are in Germany (to get educated, to study, to put your children in kindergarten) (DA04), living in safety (DA04) and peace (DA05).

Do the test persons differentiate between item 1 on living situation and item 4 on housing situation?

Five test persons selected the same scale item for items 1 and 4, two of whom were from Syria (SY04, SY05) and three from Afghanistan (DA01, DA04, DA05). The answers to the respective item-specific probing questions show that the two Arabic-speaking test persons, although they selected the same answer category, understood different things (living vs. housing situation) and understood both items correctly.

Of the three Dari-speaking test persons, two stated that they understood both items in the same way (DA04, DA05), while one saw a difference (DA01). The latter test person explained this by saying that, in her opinion, the first item was about her life situation, where she lived, who she lived with and how she was physically and mentally, whereas the last item was about how her life was. Both questions were somehow the same, but then not the same. This test person spoke fluent German. When asked whether the German translation "Wohnsituation" (living situation) corresponded to the wording in the question in the original language, she answered in the negative; she would have translated the original wording as "Lebenssituation im Gesamten" (living situation as a whole).

A similar minimal distinction that DA01 made between items 1 and 4 was also made by test person DA04, who had indicated that she understood both items in the same way. For her, both questions were very similar. Item 1 is about life as a whole, how one's (private) life is overall, and item 4 is about one's life situation, the circumstances of how one is currently living, and the needs one has in life.

For DA05, housing and living situation also have approximately the same meaning, because both times she compared her current life with her previous one. According to the interpreter, this is due to the translation, because living and dwelling are the same thing in Dari. There are no different words for "to be alive" and "to live somewhere. One can only understand such a question from the context.

Those Dari-speaking test persons who had given different information on both items, but who had summarized their entire life situation in the probing inquiry about item 4, indicated that they saw a difference between the two items. DA02 had understood the items to mean that the first referred to her past life, and the fourth referred to her current situation. Informed that both items referred to the present, DA02 changed her answer from scale point 2 to scale point 10, so that thereafter both items had the same answer category. During this interview, the interpreter also noted that the translations of both items were very similar and both referred to the life situation.

DA03 saw the difference between the items in the fact that item 1 referred to the life situation as a whole, including childhood, i.e. including one's entire life (response: scale point 6), while item 4 referred to the life situation, to the labor market, but also to the family situation (parents, spouse, children [response: scale point 4]). DA06 also stated that item 1 was about life in general (response: scale point 5) and item 4 was about the situation in which one lived (response: scale point 6).

In summary, it can be said that in the Dari-translation the word "living situation" does not seem to have been translated or understood correctly.

Other findings

The Arabic translation of the first item contained one word too many, which caused the sentence structure to be incorrect. This meant that the item as presented was incomprehensible to the test persons. To make it understandable, the interpreters read the item without the extra first word. The problem was that the words for "currently" from the introduction to the question and "all in all" from item 1 did not form a grammatically correct sentence structure. In addition, according to the interpreter, "all in all" is a formulation that must be connected with a context in Arabic in order to be understandable.

Recommendations:

Introduction: No changes recommended.

Item 1: The wording of the item should be slightly adapted in Arabic to create a grammatically correct sentence structure and transition from the question introduction to the item.

Item 2: No changes recommended.

Item 4: Since no Dari-speaking test person had (exclusively) thought of her living situation for this item, we recommend that translation experts be consulted once again for the Dari-language formulation. If necessary, an explanation could be added, differing from the Arabic translation or the original German formulation, in order to clarify the context.

Response format: No changes recommended.

Question 6: Loneliness

Measurement instrument: Loneliness (LONE)

How often do you have the feeling, ... <i>(Lone)</i>	Very rarely	Rarely	Sometimes	Often	Very often	Not specified
...that you miss the company of others? <i>(1)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... being on the outside? <i>(2)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...that you are socially isolated? <i>(3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequency distribution (N = 18)

	Syria <i>(n = 6)</i>	Iraq <i>(n = 6)</i>	Afghanistan <i>(n = 6)</i>
... that you miss the company of others? <i>(1)</i>			
Very rarely	-	1	-
Rarely	-	1	4
Sometimes	1	-	1
Often	2	3	-
Very often	2	1	-
<i>Not specified</i>	1	-	1

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
... being on the outside? (2)			
Very rarely	2	-	1
Rarely	1	5	1
Sometimes	2	1	1
Often	-	-	2
Very often	-	-	-
<i>Not specified</i>	1	-	1

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
... that you are socially isolated? (3)			
Very rarely	3	1	1
Rarely	1	1	1
Sometimes	-	4	1
Often	1	-	1
Very often	-	-	1
<i>Not specified</i>	1	-	1

Cognitive Techniques:

Category Selection Probing, Comprehension Probing, Specific Probing, Emergent Probing

Key questions and findings:

Items 2 and 3 were systematically tested. For item 1, only spontaneous responses of the test persons were available.

Item 2) What do the test persons understand by “being on the outside”?

With one exception, all test persons understood "being left out" to mean being excluded and ignored. There were neither country-specific nor language-related differences. In addition to the two expressions "being excluded" and "being ignored", terms such as not being noticed by others (SY01, SY02), feeling disinterested by others (SY06, IR02), not being paid attention to (DA01), feeling isolated and left alone (DA03), not being taken seriously (DA04), not being wanted (DA05), and being distanced by others (DA05) were mentioned. One test person also mentioned that she understood this to mean having a degree and being educated, but not being able to find a job or work (SY02).

Only test person IR06 understood "being on the outside" to mean the other perspective, i.e., withdrawing, excluding oneself from others and isolating oneself. However, this test person said short-

ly before that it rarely happened that, for example, a friend on the street pretended not to see her, and thereupon selected the answer category "rarely". Furthermore, she stated that she saw a difference between items 2 and 3, but could not explain it further, and made different statements for items 2 and 3 ("rarely" vs. "sometimes"). Therefore, the comprehension problem seemed to be minor or possibly due to a comprehension problem of the probing question and not of the item itself.

Item 3) What do the test persons understand by "being socially isolated"?

When the test persons were asked what they understood by "being socially isolated", two things immediately stood out. While on the one hand, with one exception, all those who had answered this item with "very rarely" or "rarely" stated what they understood by the opposite, i.e., by "not being socially isolated", those who had selected one of the other answer categories or had not stated anything explained the social isolation in question. On the other hand, this was only the case for the Arabic-speaking test persons. Without exception, the Dari-speakers stated what they understood by "being socially isolated", regardless of the answer category selected.

The Arabic-speaking test persons understood social isolation to mean having little or no contact with other people, be it family, friends, acquaintances, etc. (SY02, SY05, IR01), feeling lonely (SY02, IR04), withdrawing socially (SY01, IR06), and wanting to be alone (IR06). In addition, the lack of ability to interact with others or to build relationships with others (SY01, IR04, IR06) and the feeling of being in between the Arab and German cultures and not being able to connect to either the Arab or German cultures (IR02) were also mentioned. On the contrary ("not being socially isolated"), the Arabic-speaking test persons indicated sociability (SY04, SY06, IR03), having and maintaining contacts with other people, be it family, friends, acquaintances (SY03, IR05), and meeting new people (SY06, IR03).

A further difference of a content-related nature was noted between the two language versions. While the focus of the Arabic-speaking test persons was on the pure fact of (lack of) contact with fellow human beings, the responses of the Dari-speaking test persons were on the emotional level and on their own active behavior. Accordingly, the test persons from Afghanistan understood social isolation to mean withdrawing socially (DA04, DA05), distancing oneself (DA03), not communicating with others (DA05), not making contact with unknown people (DA02), building a protective wall (DA01), not belonging to a social environment (DA04, DA05), not being noticed (DA04) and feeling left alone by society (DA06). Test person DA02 also stated that she understood this to mean not being able to afford many things if she did not have enough money.

However, the aforementioned differences did not lead to a "false" understanding of the term "being socially isolated".

Do test persons perceive item 2 and item 3 to be the same or different?

In each case, half of the test persons gave the same answer (SY04, SY05, SY06, IR02, IR03, DA02, DA04, DA05, DA06) or different answers (SY01, SY02, SY03, IR01, IR04, IR05, IR06, DA01, DA03) for items 2 and 3. Here, there were no systematic differences between countries of origin or language versions. Regardless of the equality or difference of the answers given, as well as of the countries

of origin and language versions, the vast majority of test persons (n = 16) reported seeing a difference between the two items.

In the main, the difference was seen in the fact that item 2 asked whether one was ignored by others (SY02, SY03, SY05, IR02, IR03, DA01, DA03, DA04, DA05), whereas item 3 asked whether one isolated oneself from others (SY03, IR02, IR03, DA01, DA03, DA04, DA05). The key here is that "being on the outside" was understood as something that comes from others, i.e., others do to you, whereas "being socially isolated" was understood as your own doing. In addition, test person DA04 saw in item 3 the automatic consequence of item 2, that if one has the feeling of not being noticed, one automatically feels isolated and therefore withdraws. Two test persons (SY02, SY05), on the other hand, saw the difference in the fact that item 2 was about being generally ignored by others, i.e., not being paid attention to, whereas item 3 was about active isolation, i.e., actively showing with looks or words that one was not wanted. Both are therefore initiated by others.

In the case of the two test persons who stated that they perceived both items as the same (IR05, DA02), it turned out upon closer examination that they did see a difference between the two. IR05 had made different statements for the items ("rarely" vs. "very rarely") and indicated that item 3 had more emphasis than item 2 (being isolated [item 3] vs. being ignored [item 2]). DA02 had given the same answer for both items ("often") and indicated seeing a connection of one item with the other and yet a difference, which she could not explain further.

During an interview with an Arabic-speaking test person, the interpreter noted that "to be left out" posed a problem in the translation because it was not entirely clear what it referred to. It would be better to translate it as "to be ignored", since this formulation always refers to the fact that it comes from others. "To be socially isolated", on the other hand, in the Arabic context always refers to oneself and is understood to mean that one isolates oneself or is shy of people. Accordingly, this formulation does not mean in Arabic that others isolate one socially. Since the same was also found in the Dari-speaking test persons, there seems to be a problem here that should be examined again.

Other findings

For item 1, three respondents stated that they did not really understand what was meant by the question (SY03, DA01, DA05). One test person, who spoke fluent German, said when she was shown the German translation that it had nothing to do with the version in Dari and that the latter was worded strangely. She did not know whether it was about feeling uncomfortable when you are in a group of people or about not having enough of something that the others have, e.g., in a conversation topic, when you do not know as much about it as the others and then you cannot have as much of a say.

Three test persons would also have liked the answer category "never" (SY05, DA04, DA05).

Recommendations:

Introduction: No changes recommended.

Item 1: We recommend that you consult translation experts once again, especially for the Dari-language wording, to ensure that the translation corresponds to the German original.

Item 2: No changes recommended.

Item 3: The translated item is understood to mean that the respondent actively withdraws. We recommend checking whether there are translations into Arabic and Dari that are to be understood more strongly in such a way that (also) the external circumstances cause a feeling of isolation.

Response format: We recommend adding "never" as an additional response category.

Question 7: Discrimination

Measurement instrument: Perceived personal discrimination (German measurement instrument: „Wahrgenommene individuelle Diskriminierung“ [Wahr_Dis])

When you think about your time in Germany, how often were you discriminated against in everyday situations? <i>(Wahr_Diss)</i>	Never	Rarely	Sometimes	Often	Always	Not specified
You were treated rudely or unkindly. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People act as if they think you are stupid. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were threatened. (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequency distribution (N = 18)

You were treated rudely or unkindly. (1)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Never	2	1	1
Rarely	-	1(2) ⁶	-
Sometimes	1	2(3)	5
Often	2	1	-
Always	-	-	-
<i>Not specified</i>	1	-	-

⁶ One test person chose the value between "rarely" and "sometimes" (IR02).

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
People act as if they think you are stupid. (4)			
Never	4	2	3
Rarely	-	1(2) ⁷	2
Sometimes	-	1(2)	1
Often	1	1	-
Always	-	-	-
<i>Not specified</i>	1	-	-

	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
You were threatened. (9)			
Never	6	4	5
Rarely	-	2	1
Sometimes	-	-	-
Often	-	-	-
Always	-	-	-
<i>Not specified</i>	-	-	-

Cognitive Techniques:

Comprehension Probing, Specific Probing, Emergent Probing

Key questions and findings:

The introductory question text and item 4 were systematically tested. For the other items, only spontaneous responses of the test persons are available, if at all.

Introductory question text) What do the test persons understand by "being discriminated against" and what do they count as "everyday situations" in which this happens?

The test persons showed a very broad understanding of discrimination that went beyond the expression of prejudice or disadvantage and included in particular open xenophobia, verbal and even physical violence. One test person emphasized that discrimination included many facets ranging from trivialities to serious experiences (DA04). Most of the test persons named several and variously drastic forms of discrimination: Discrimination manifested itself in the way one was treated, in words or insults, with looks, how one was judged and one's own performance, and

⁷ One test person chose the value between "rarely" and "sometimes" (IR02).

finally in physical violence. Most frequently, the test persons stated that they experienced or witnessed discrimination on the basis of external characteristics. These included in particular the wearing of a headscarf (SY02, SY03, SY06, IR01, IR03, IR06, DA05), but also a foreign or Arabic appearance (SY02, IR03, DA01), for example by wearing a beard (SY02) or by clothing (DA05). In addition, language (DA05) and number of children (SY06, IR02) were mentioned as reasons for discrimination.

With regard to everyday situations in which they had experienced discrimination, the test persons mainly referred to incidents in public spaces, i.e., on the street, in stores, on public transport, when applying for jobs or at work. Regarding experiences in public transport, one test person said that the door was not always opened for her when she wanted to get on, but if a German person joined her, the door would be opened (IR01). Two others said that Germans avoided sitting next to them on the bus or tram and that they let them sit next to them; they would put bags on the seats if necessary (SY02, IR06). One test person mentioned that she had been insulted and yelled at on the bus in the presence of her children by people who accused her of taking everything from the Germans (IR02).

The Arabic-speaking test persons in particular reported discrimination against migrant women. For example, one test person reported how a German woman had counted her children in the street in order to indicate that she had too many children (IR01). Another test person told how a woman had to justify her headscarf to a stranger on the open street (IR03). A third had been spat at on the sidewalk by young men from a car and had received rude hand signals (SY03). In addition, two test persons recounted violence against women. Someone stranger had hit a subject's wife in the back on the open street without cause and walked on (SY01). One test person said she had been hit with a bag by strangers and loudly insulted (IR01).

A total of five test persons mentioned cases of discrimination in the professional context. These included disadvantages in the application process (SY01, IR01), non-recognition of foreign degrees (DA03) and discrimination in the workplace (DA06), for example in dispute situations (SY01). One test person said that a colleague did not agree with her living and working in Germany (DA02). Two test persons said that they were treated worse as customers in stores (IR02) and did not always get an answer when they approached someone (IR01). Finally, one test person explained that although people often only think of discrimination by Germans, discrimination also occurs within different migrant groups, citing the relationship between Eastern European and Arab migrants as an example (DA05).

The test persons from Afghanistan cited examples in a professional context somewhat more frequently and cases of verbal or physical violence less frequently than the Arabic-speaking test persons. However, there were no differences in the definition of discrimination by language or country of origin, but only by personal experience.

One test person from Afghanistan also did not know the word "discrimination" (DA02). The test person was illiterate and had difficulties with several terms. The interpreter explained the term, whereupon the test person was able to answer the items without further problems.

Item 4) What does it mean to “think someone is stupid”?

Four test persons expressed problems with the wording of the item (SY05, SY06, IR05, DA02), and in all cases the core of the misunderstanding was ambiguity about whether it was about "acting stupid" or "being thought stupid". In addition, one of these test persons asked whether it was about someone else behaving in a way that made them think they were stupid, or whether it was about behaving stupidly oneself (IR05). Two other test persons understood the item to mean that they were considered stupid if they said illogical things (SY06, DA02). For another test person it remained unclear whether she had understood the item text. She claimed not to be able to explain how "thinking someone is stupid" is expressed, because she had never experienced anything like it (IR01, answer: rarely).

The other 13 test persons showed a good understanding of the item. Two test persons from Syria and four from Afghanistan stated that "thinking someone is stupid" is expressed primarily in the way one is spoken to. One test person gave the example of professional instructions being repeated several times, even though they were already clear the first time (SY01). Another test person explained that she understood German quite well but could not express herself well in German. This bothered her, for example, when she could not articulate herself well in conversations while shopping and her counterpart behaved as if she did not understand anything (SY04). Another test person also expressed frustration that others thought they did not understand even simple sentences (DA03). One test person explained that the tone of the other person's voice also changed (DA04). Another suggested that Germans pretend not to understand them as an excuse to treat them worse (DA05).

The Arabic-speaking test persons in particular also mentioned cases in which they were made fun of or teased. For example, two test persons said they were taken for fools when someone made fun of them (IR06) or when someone took something from them (IR03) and pretended it was fun. One test person felt sold for stupid when Germans demanded that she stand up for them on the bus and clear the seat (SY03). Another test person said that she was kind-hearted and liked to give, which was often interpreted as naivety (IR04).

Other findings

Five Arabic-speaking test persons, especially from Syria, first answered the question text instead of the individual items (SY01, SY04, SY05, SY06, IR04). Thus, they indicated in general terms how often they had been discriminated against in everyday situations. In all cases, the interpreters intervened to clarify the misunderstanding and directed the test persons to the first item.

Three test persons showed problems with the answer scale. SY02 spontaneously stated when reading the question that she would prefer to represent her answers as a percentage. When answering the items, she further commented that she had already been threatened once and would therefore answer here with “hundred percent”. Discussing her answers later, the test person made another suggestion. It would fit the question better if the answer choices reflected the number of incidents experienced, i.e., "once, twice, three times, four times". The interpreter commented that the Arabic translation of the introductory text was more like "how many times" rather than "how often", which caused the test person to feel that the answer categories did not fit the question. Another test person could not decide on a scale value for the first two items and fluctuated be-

tween "rarely" and "sometimes" (IR02). She justified this by saying that these events would occur again and again, so that it could not be described as "rare", but they would also not occur "always", but at irregular intervals. A third test person, while selecting values based on the response scale when asked, answered the items first with "Yes, it happened to me" or "No, it did not happen to me" when reading. These cases all indicated that the use of relative frequencies in the response scale caused problems for this question.

Four Arabic-speaking test persons spontaneously mentioned physical attacks they had experienced in relation to the question text or the first item. Nevertheless, all of these test persons selected the answer "never" for item 9, which testifies to a very narrow understanding of the word "threatened. Having been threatened seemed, at least for these test persons, to refer exclusively to situations in which one knows the threatener personally and this person threatens violence or other negative consequences but does not become physical. For example, SY02 recounted that she was once pushed off her bicycle by strangers on the street, her bicycle was destroyed, and she was beaten. She answered "never" to Item 9 because she did not know these people and they had not made any threats before attacking her. Test person SY04 recounted that she had once been accosted and yelled at in the open street by a strange man whom she classified as a Nazi. She had not understood enough German to be sure what he had said to her and answered "never" to Item 9. Another respondent told that she had been beaten by Nazis (IR04). IR05 related that she had once been thrown to the ground and beaten on a train without cause. However, she related this experience to the first item on unfriendly behavior and answered item 9 with "never".

Recommendations:

Introduction: The introductory question text should not be phrased as a question and should be presented above the matrix to avoid test persons trying to answer the introduction instead of the top item:

“Please indicate how often you have been discriminated against in everyday situations in Germany in the following ways.”

All items: We recommend to put all items into the imperfect tense.

Item 1: No changes recommended.

Item 4: We recommend formulating the item less abstractly, but by means of an example:

“Someone spoke to you as if you were stupid.”

Item 9: No changes recommended.

Additional Item: Since many test persons perceived physical violence as a possible form of discrimination, we recommend to list this in a separate item:

“They were beaten or otherwise physically assaulted.”

Response format: We recommend not to design the response scale with relative frequencies.

For most test persons, the decisive factor was whether they had already had such experiences. If a dichotomous query is sufficient, the introductory question text and the answer options can be formulated as follows:

“Please indicate whether you have been discriminated against in the following ways in everyday situations in Germany.”

“No, this has never happened to me in Germany before.”

“Yes, this has already happened to me in Germany.”

If a multi-level scale is to be used, we recommend the introductory question text above and a specific query about the number of experiences:

“No, never”

“Yes, once”

“Yes, two to three times”

“Yes, four times or more”

Question 8: Attitude towards democracy

Measurement instrument: Democratic Performance Evaluation Scale (DPE)

Below are some opinions that are sometimes said about a democratic political system. Please indicate how much you agree with each statement. (DPE)	do not agree at all	little agree	agree moderately	pretty much agree	fully agree	not specified
Democracies are weak in decision-making and there is too much bickering and dispute. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Democracy may have problems, but it is better than any other form of government. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequency distribution (N = 18)

Democracies are weak in decision-making and there is too much bickering and dispute. (2)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Do not agree at all	1	1	1
Little agree	1	3	1
Agree moderately	-	1	2
Pretty much agree	1	-	-
Fully agree	1	1	-
Not specified	2	-	2

Democracy may have problems, but it is better than any other form of government. (4)	Syria (n = 6)	Iraq (n = 6)	Afghanistan (n = 6)
Do not agree at all	-	-	-
Little agree	1	-	1
Agree moderately	1	-	1
Pretty much agree	1	1	-
Fully agree	2	4	3
Not specified	1	1	1

Cognitive Techniques:

Comprehension Probing, Specific Probing, Emergent Probing

Key questions and findings:

The introductory question text was systematically tested. Only spontaneous reactions of the test persons to the items are available, if at all.

What do the test persons understand by "democracy"?

There was no difference in the understanding of the word "democracy" between the languages and countries. Slightly more than half of the test persons understood it mainly to mean freedom of opinion and speech (SY01, SY02, SY03, SY06, IR01, IR03, IR06, DA04, DA06). Other types of freedom such as (social) freedoms in general (SY03, SY04, DA02, DA04), pressfreedom (DA04, DA06), freedom of religion (IR01, IR05), freedom of dress (IR01), and personal freedom (IR05) were also mentioned by the test persons. The second aspect mentioned by the test persons was that a democratic government is one elected by the people (DA03, DA05) and that there are referendums (SY02, SY06, IR06). The third item included under "democracy" was equal treatment (IR05, DA01), living in dignity (IR03), and respect (IR05).

Regardless of the country of origin or language version, or across all countries of origin and language versions, the problem was that many test persons (Syria: n = 4, Iraq: n = 1, Afghanistan: n = 4) stated that they were not (well) acquainted with politics in general and political topics in particular and that they did not concern themselves with them. These were also the main test persons who did not answer one or both of the questions. However, many other test persons who selected a scale point also stated that they had nothing to do with politics. In several cases, it remained unclear whether the test persons were actually unfamiliar with democracy and political issues or whether they perceived the topic as sensitive or too personal.

In an Arabic interview, a test person from Syria (SY03) did not understand the question at first, but only when the interpreter explained it to her again in dialect. The interpreter then pointed out that it should be noted again (in the items themselves and not just in the initial instructions) that the question was about the political system itself and not about a party. Another Syrian and an Afghan test person (SY05, DA02) also explicitly stated that they did not know what democracy was and were not familiar with the word.

Recommendations:

Introduction: Since a few test persons were unfamiliar with the term democracy and very many stated that they were unfamiliar with politics, it would be worth considering inserting a brief explanation of this political system and possibly distinguishing it from other forms of government.

In addition, the word "Sie" is missing in the introductory question text in the German template.

Items: No changes recommended.

Response format: No changes recommended.

6 Appendix: German Questionnaire

Question 1: General Health

Wie ist Ihr Gesundheitszustand im Allgemeinen? Würden Sie sagen, er ist ... (SF-12_1)

- sehr schlecht
- eher schlecht
- teils, teils
- eher gut
- sehr gut
- keine Angabe*

Question 2: Impairment when climbing stairs

**Wenn Sie Treppen steigen müssen, also mehrere Stockwerke zu Fuß hochgehen:
Wie häufig fühlen Sie sich dabei aufgrund Ihrer Gesundheit beeinträchtigt? (SF-12_2_neu)**

- nie
- selten
- manchmal
- oft
- immer
- keine Angabe*

Question 3: Problems in the last four weeks

Wie oft kam es in den letzten vier Wochen vor, dass Sie ... (SF-12_4_i)

... sich gehetzt oder unter Zeitdruck fühlten? (SF-12_5a)

- nie
- selten
- manchmal
- oft
- immer
- keine Angabe*

... starke körperliche Schmerzen hatten? (SF12_6)

- nie
- selten
- manchmal
- oft
- immer
- keine Angabe*

... sich niedergeschlagen und trübsinnig fühlten? (SF-12_12)

- nie
- selten
- manchmal
- oft
- immer
- keine Angabe*

Question 8: Attitude towards democracy

<p>Im Folgenden sehen Sie einige Meinungen, die manchmal über ein demokratisches politisches System gesagt werden. Geben Sie bitte an, wie sehr Sie den jeweiligen Aussagen zustimmen. (DPE)</p>	<p>stimme gar nicht zu</p>	<p>stimme wenig zu</p>	<p>stimme mittel-mäßig zu</p>	<p>stimme ziemlich zu</p>	<p>stimme voll und ganz zu</p>	<p>Keine Angabe</p>
<p>Demokratien sind entscheidungsschwach und es gibt zu viel Zank und Streit. (2)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Die Demokratie mag Probleme mit sich bringen, aber sie ist besser als jede andere Regierungsform. (4)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Appendix: Cognitive Interview Protocol

- N1_F1** Können Sie mir Ihre Antwort bitte näher erläutern? Warum würden Sie sagen, dass Ihr Gesundheitszustand im Allgemeinen [Antwort Frage 1] ist?
[Can you please explain your answer in more detail? Why would you say your health is generally [answer question 1]?]
- N2_F1** Was verstehen Sie in dieser Frage unter Ihrem „Gesundheitszustand“?
Was gehört für Sie zu einem guten oder schlechten Gesundheitszustand?
[What do you understand by your "state of health" in this question?
What do you consider to be a good or bad state of health?]
- N3_F1** *Falls noch nicht erkennbar:*
Denken Sie vor allem daran, wie es Ihnen aktuell geht, oder denken Sie in erster Linie daran, ob Sie grundsätzlich bei guter Gesundheit sind?
[If not yet clear:
Do you think primarily about how you are currently doing, or do you think primarily about whether you are fundamentally in good health?]
- N4_F1** *Falls Frage nicht beantwortet:*
Sie haben diese Frage nicht beantwortet. Darf ich Sie fragen, warum Sie die Frage nicht beantworten konnten oder wollten?
[If question not answered:
You did not answer this question. May I ask you why you could not or would not answer the question?]
- N1_F2** Können Sie mir Ihre Antwort näher erläutern? Wieso haben Sie sich für diese Antwort entschieden?
[Can you explain your answer in more detail? Why did you choose this answer?]
- N2_F2** *Falls noch nicht erkennbar:*
Müssen Sie in Ihrem Alltag regelmäßig Treppen steigen?
[If not yet clear:
Do you have to climb stairs regularly in your daily life?]
- N3_F2** *Falls Frage nicht beantwortet:*
Sie haben diese Frage nicht beantwortet. Darf ich Sie fragen, warum Sie die Frage nicht beantworten konnten oder wollten?
[If question not answered:
You did not answer this question. May I ask you why you could not or would not answer the question?]
- N1_F3** Die zweite Frage lautete: „Wie oft kam es in den letzten vier Wochen vor, dass Sie starke körperliche Schmerzen hatten?“

- Was sind für Sie in dieser Frage „starke körperliche Schmerzen“?
[The second question asked, "In the last four weeks, how often did it happen that you had severe physical pain?"
What do you consider "severe physical pain" in this question?]
- N2_F3** Die dritte Frage lautete: „Wie oft kam es in den letzten vier Wochen vor, dass Sie sich niedergeschlagen und trübsinnig fühlten?“
Ihre Antwort lautete [Antwort Item 3].
Woran haben Sie beim Beantworten der Frage gedacht?
[The third question asked, "In the last four weeks, how often did it happen that you felt down and gloomy?"
Your answer was [response item 3].
What did you think about when you answered the question?]
- N3_F3** *Falls noch nicht erkennbar:*
Und was verstehen Sie in dieser Frage darunter, sich „niedergeschlagen und trübsinnig“ zu fühlen?
[If not yet clear:
And what do you understand by feeling "down and gloomy" in this question?]
- N4_F3** Die fünfte Frage lautete: „Wie oft kam es in den letzten vier Wochen vor, dass Sie wegen seelischer oder emotionaler Probleme in Ihrer Arbeit oder Ihren alltäglichen Beschäftigungen weniger geschafft haben, als Sie wollten?“
Was sind für Sie in dieser Frage „seelische oder emotionale Probleme“?
[The fifth question asked, "How many times in the last four weeks did it happen that you, because of mental or emotional problems in your work or your daily activities you have achieved less than you wanted?"
What do you consider to be "mental or emotional problems" in this question?]
- N5_F3** *Falls eines oder mehrere Items nicht beantwortet:*
Sie haben die [Zahl des/r Items] Frage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?
[If one or more items not answered:
You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?]
- N1_F4** Wir beginnen mit der Aussage mit der Zahl 2 davor: „Sich die meiste Zeit unglücklich, traurig oder deprimiert fühlen“.
Was verstehen Sie darunter? Was wären typische Situationen, in denen man sich so fühlt?
[We start with the statement with the number 2 in front of it: "Feeling unhappy, sad or depressed most of the time".
What do you understand by this? What would be typical situations in which you feel this way?]

- N2_F4** Aussage 8 lautete: „Sich ruhelos fühlen, nicht stillsitzen können“.
Können Sie mir Situationen nennen, in denen man sich so fühlt?
[Statement 8 was "Feeling restless, unable to sit still".
Can you tell me situations when you feel like this?]
- N3_F4** Aussage 9 lautete: „Leicht weinen zu müssen“.
Was verstehen Sie darunter, „leicht weinen zu müssen“? Können Sie mir Situationen nennen, in denen man sich so fühlt?
[Statement 9 was: "Having to cry easily".
What do you mean by "having to cry easily"? Can you tell me situations in which one feels like that?]
- N4_F4** Aussage 10 lautete: „ein Trauma (seelische Verletzung) aus der Vergangenheit wieder zu erleben; mich zu verhalten oder zu fühlen, als würde es jetzt wieder passieren“.
Ihre Antwort lautete [Antwort Item 10].
Wieso haben Sie sich für diese Antwort entschieden?
[Statement 10 was "reliving a trauma (psychological injury) from the past; acting or feeling like it is happening again now."
Your answer was [response item 10].
Why did you choose this response?]
- N5_F4** *Falls noch nicht erkennbar:*
In dieser Aussage ist Rede von Sachen „aus der Vergangenheit“. An welchen Zeitraum haben Sie beim Beantworten der Fragen gedacht?
[If not yet clear:
This statement talks about things "from the past". What period did you have in mind when answering the questions?]
- N6_F4** *Falls noch nicht erkennbar:*
Und was verstehen Sie in dieser Aussage unter einem „Trauma“?
[If not yet clear:
And what do you mean by "trauma" in this statement?]
- N7_F4** Aussage 12 lautete: „mich emotional taub gefühlt (zum Beispiel traurig fühlen, aber nicht weinen können, keine liebevollen Gefühle empfinden können)“.
Ihre Antwort lautete [Antwort Item 12].
Wieso haben Sie sich für diese Antwort entschieden?
[Statement 12 was "feeling emotionally numb (for example, feeling sad but not being able to cry, not being able to feel loving emotions)."
Your answer was [response item 12].
Why did you choose this answer?]
- N8_F4** *Falls TP das Wort „Beschwerde“ aus dem Fragetext nicht spontan thematisierte:*
Oben im Fragetext steht: „In welchem Ausmaß traten bei Ihnen während der letzten vier Wochen die folgenden Beschwerden auf?“.

- Was verstehen Sie in dieser Frage unter „Beschwerden“?
[If TP did not spontaneously address the word "trouble" from the question text:
 At the top of the question text, it says: "To what extent did you experience the following troubles during the last four weeks?"
 What do you mean by "trouble" in this question?]
- N9_F4** *Falls ein oder mehrere Items nicht beantwortet:*
 Sie haben auf die [Zahl des/r Items] Aussage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?
[If one or more items not answered:
 You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?]
- N1_F5** Wir beginnen mit der ersten Frage: „Wie zufrieden sind Sie gegenwärtig, alles in allem, mit Ihrem Leben?“
 Ihre Antwort lautete [Antwort Item 1].
 Wieso haben Sie sich für diese Antwort entschieden? An welche Aspekte Ihres Lebens haben Sie beim Beantworten der Frage gedacht?
[We begin with the first question, "How satisfied are you currently, all in all with your live?"
 Your answer was [response item 1].
 Why did you choose this answer? What aspects of your life were you thinking about when you answered the question?]
- N2_F5** Die unterste Frage lautete: „Wie zufrieden sind Sie gegenwärtig mit Ihrer Wohnsituation im Allgemeinen?“
 Was verstehen Sie in dieser Frage unter Ihrer „Wohnsituation“?
[The bottom question asked, "How satisfied are you currently with your living situation in general?"
 What do you understand by your "living situation" in this question?]
- N3_F5** *Wenn TP dieselbe Antwortkategorie bei Item 1 und 4 angegeben hat:*
 Gibt es für Sie einen Unterschied zwischen der ersten und der letzten Frage oder bedeuten sie dasselbe?
[If TP gave the same answer category on item 1 and 4:
 Is there a difference for you between the first and the last question or do they mean the same thing?]
- Sie sind unterschiedlich [They are different]
 Das ist für mich dasselbe [They are the same for me]
- N4_F5** *Falls kein/ein kleiner Unterschied wahrgenommen wird und noch nicht erkennbar:*
 Warum ist das für Sie (eher) dasselbe?
[If no/small difference is perceived and not yet apparent:
 Why is it (rather) the same for you?]

- N5_F5** *Falls eines oder mehrere Items nicht beantwortet:*
 Sie haben auf die [Zahl des/r Items] Aussage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?
[If one or more items not answered:
 You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?
- N1_F6** Die zweite Frage lautete: „Wie oft haben Sie das Gefühl, außen vor zu sein?“. Ihre Antwort lautete [Antwort Item 2].
 Können Sie mir Ihre Antwort bitte etwas näher erläutern? Wieso haben Sie sich für diese Antwort entschieden?
 [The second question was "How often do you feel like you are being on the outside?". Your answer was [response item 2].
 Can you please explain your answer a little more? Why did you choose that answer?]
- N2_F6** *Falls noch nicht erkennbar:*
 Bedeutet „außen vor zu sein“ für Sie eher, dass man von anderen ausgeschlossen wird oder dass man sich selbst zurückzieht, um allein zu sein?
[If not yet clear:
 Does "being on the outside" mean more to you being excluded from others or withdrawing yourself to be alone?]
- (Eher) ausgeschlossen werden [Rather being excluded]
 Sich (eher) selbst zurückziehen [Rather withdrawing yourself to be alone]
 Beides gleichermaßen [Both equally]
- N3_F6** Die dritte Frage lautete: „Wie oft haben Sie das Gefühl, dass Sie sozial isoliert sind?“. Ihre Antwort lautete [Antwort Item 3].
 Wieso haben Sie sich für diese Antwort entschieden?
 [The third question was "How often do you feel that you are socially isolated?". Your answer was [response item 3].
 Why did you choose this answer?]
- N4_F6** *Falls noch nicht erkennbar:*
 Was bedeutet für Sie in dieser Frage „sozial isoliert sein“?
 Was wäre Ihres Erachtens eine typische Situation, in der sich jemand „sozial isoliert“ fühlen könnte?
[If not yet clear:
 What does "being socially isolated" mean to you in this question?
 In your opinion, what would be a typical situation in which someone might feel "socially isolated"?)
- N5_F6** *Wenn TP dieselbe Antwortkategorie bei Item 2 und 3 angegeben hat:*
 Gibt es für Sie einen Unterschied zwischen der zweiten und der dritten Frage oder bedeuten sie dasselbe?

[If TP gave the same answer category on item 2 and 3:

Is there a difference for you between the first and the last question or do they mean the same thing?]

Sie sind unterschiedlich [They are different]

Das ist für mich dasselbe [They are the same for me]

N6_F6 *Falls kein/ein kleiner Unterschied wahrgenommen wird und noch nicht erkennbar:*

Warum ist das für Sie (eher) dasselbe?

[If no/small difference is perceived and not yet apparent:

Why is it (rather) the same for you?]

N7_F6 *Falls eines oder mehrere Items nicht beantwortet:*

Sie haben auf die [Zahl des/r Items] Aussage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?

[If one or more items not answered:

You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?]

N1_F7 Die Frage handelt davon, ob und wie oft Sie seit Ihrer Ankunft in Deutschland diskriminiert wurden.

Was verstehen Sie in dieser Frage darunter, „diskriminiert“ zu werden?

Was zählt für Sie dazu bzw. was zählt nicht dazu?

[The question is about whether and how often you have been discriminated against since your arrival in Germany.

What do you understand by "being discriminated against" in this question?

What counts as discrimination for you, or what does not count as discrimination?]

N2_F7 Und was sind für Sie „alltägliche Situationen“, in denen man Diskriminierung erfahren kann?

[And what do you consider "everyday situations" in which one can experience discrimination?]

N3_F7 Die mittlere Aussage lautete: „Leute tun so, als hielten sie Sie für dumm“.

Was verstehen Sie in dieser Frage darunter, jemanden für dumm zu halten? Wie kann sich das äußern?

[The middle statement was: "People act as if they think you are stupid".

In this question, what do you mean by thinking someone is stupid? How can this manifest itself?]

N4_F7 *Falls eines oder mehrere Items nicht beantwortet:*

Sie haben auf die [Zahl des/r Items] Aussage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?

[If one or more items not answered:

You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?

N1_F8 In den Fragen geht es um die Demokratie als politisches System. Was bedeutet für Sie „Demokratie“?
[The questions are about democracy as a political system. What does "democracy" mean to you?]

N2_F8 *Falls noch nicht erkennbar:*
Wodurch zeichnet sich eine Demokratie aus?
[If not yet clear:
What are the characteristics of a democracy?]

N3_F8 *Falls ein oder mehrere Items nicht beantwortet:*
Sie haben auf die [Zahl des/r Items] Aussage[n] nicht beantwortet. Darf ich Sie fragen, warum Sie diese Frage[n] nicht beantworten konnten oder wollten?
[If one or more items not answered:
You did not answer the [number of item(s)] question[s]. May I ask you why you could not or would not answer this question[s]?

8 Glossary: Cognitive Techniques

Think Aloud	Technique of thinking aloud: <i>“Please vocalize everything that comes to your mind while you answer the following question. Please also vocalize things that seem unimportant to you. The question is...”</i>
Comprehension Probing	Questions on understanding, e.g.: <i>“What do you understand by ‘a highly responsible professional activity’ in this question?”</i>
Category Selection Probing	Question about the choice of answer category, e.g.: <i>“You have said that you ‘fully’ agree with this statement. Why did you choose this answer?”</i>
Information Retrieval Probing	Questions on how information was obtained, e.g.: <i>“How did you remember that you had been to the doctor for the last 12 months?”</i>
General/Elaborative Probing	Non-specific questions, e.g.: <i>“Could you please explain your answer a little more?”</i>
Specific Probing	Specific questions, e.g.: <i>“You answered ‘yes’ in this question. Does this mean that you have already given up on career opportunities for your family, or that you might be willing to give them up but have not yet done so?”</i>
Emergent Probing	Spontaneous questioning in response to an utterance or behavior of the test person, e.g.: <i>“You just frowned and laughed when I read you the answer options. Can you please explain to me why you did that?”</i>
Difficulty Probing	How easy or difficult was it for you to answer this question? <i>If rather/very difficult:</i> <i>“Why did you find the answer to this question rather difficult / very difficult?”</i>
Paraphrasing	Test persons reproduce the question text in their own words: <i>“Please repeat the question I read to you in your own words.”</i>
Confidence Rating	Assessment of the reliability of the response, e.g.: <i>“How sure are you that you've seen a doctor in the last 12 months?”</i>