

DESCRIPTION OF THE VARIABLES OF
THE FILE “MONTHS_6”

Data were collected through a questionnaire that was divided into the following 19 parts:

- Section 1: GENERAL DATA
- Section 2: CHARACTERISTICS OF THE GRADUATE AND HIS/HER FAMILY
- Section 3: PEOPLE WHO ALREADY WORKED AND ARE WORKING NOW
- Section 4: PEOPLE WHO ARE WORKING NOW AND BEFORE DIDN'T WORK OR WAS DOING A DIFFERENT JOB
- Section 5: PEOPLE WHO WERE WORKING BUT AREN'T WORKING NOW
- Section 6: PEOPLE WHO PERFORM ONLY UNPAID WORK ACTIVITIES
- Section 7: STUDY AND PROFESSIONAL QUALIFICATION
- Section 8: OPINIONS, USE OF SKILLS
- Section 9: OPINIONS
- Section 10: NOT WORKING, NOT STUDYING, NOT LOOKING FOR A JOB
- Section 11: PLANNED CHANGES AND CLOSURE
- Section 12: JOB SEARCH
- Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY
- Section 14: CURRICULAR AND SOCIAL VARIABLES
- Section 15: PRACTICUM AND INTERNSHIP FOR ADMISSION TO THE STATE EXAMINATION
- Section 16: GRADUATE SCHOOL OR UNIVERSITY COURSE OF AT LEAST ONE YEAR
- Section 17: COMMUNITY SERVICE
- Section 18: INTERNSHIP POST LAUREAM
- Section 19: WORK ACTIVITY PERFORMED UPON GRADUATION

Not relevant answers are always coded “-1”

<i>Progressive number of field</i>	<i>Name of field</i>	<i>Type of field</i>	<i>Length of field</i>	<i>Contents</i>
Section 1: GENERAL DATA				
1	Id	Numerical	6	Id of the respondent
2	campione	Numerical	1	Sample of the respondent: <ul style="list-style-type: none"> • 1 = Graduates from the first sample (graduation between January 2007 and April 2007) • 2 = Graduates from the second sample (graduation between May 2007 and August 2007) • 3 = Graduates from the third sample (graduation between September 2007 and December 2007) • 4 = Graduates from the fourth sample (graduation between January 2008 and April 2008) • 5 = Graduates from the fifth sample (graduation between May 2008 and August 2008) • 6 = Graduates from the sixth sample (graduation between September 2008 and December 2008)
3	s2	Numerical	2	Id of the University faculty: <ul style="list-style-type: none"> • 1 = Faculty of Agriculture • 2 = Faculty of Economics • 3 = Faculty of Pharmacy • 4 = Faculty of Law • 5 = Faculty of Engineering • 6 = Faculty of Letters and Philosophy • 8 = Faculty of Veterinary Medicine • 9 = Faculty of Psychology • 10 = Faculty of Education Sciences • 11 = Faculty of Education Sciences • 12 = Faculty of Education Sciences • 13 = Faculty of Mathematical, Physical and Natural Sciences • 14 = Faculty of Political Sciences • 15 = Faculty of Statistical Sciences

4	interf	Numerical	1	Interfaculty: <ul style="list-style-type: none"> • 0 = No interfaculty • 1 = Interfaculty
5	facol	Character	/	Name of the faculty
6	corso	Character	/	Full name of the degree course
7	settore	Numerical	1	Type of degree: <ul style="list-style-type: none"> • 1 = Bachelor's degree • 2 = Master's degree • 3 = Single cycle degree
8	sede	Character	/	Seat of the faculty
9	s6	Numerical	1	Number of post-lauream dection for the respondent
Section 2: CHARACTERISTICS OF THE GRADUATE AND HIS/HER FAMILY				
10	sex	Numerical	1	Sex of the respondent: <ul style="list-style-type: none"> • 1 = Female • 2 = Male
11	b4	Numerical	1	Whether the respondent ever used Skype: <ul style="list-style-type: none"> • 1 = He/she doesn't even know what Skype is • 2 = He/she knows it, but he/she never used it • 3 = He/she used it, but now he/she doesn't have access to it anymore • 4 = Yes, he/she currently uses it
12	b6	Numerical	1	Whether the respondent lives with his family: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
13	b7	Numerical	1	Marital status of the respondent: <ul style="list-style-type: none"> • 1 = Married, cohabiting • 2 = Unmarried • 3 = Separated, divorced • 4 = Widowed
14	b7a	Numerical	1	Whether the respondent has children living with him/her: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
15	b7b	Numerical	2	Number of children under the age of six

16	b8	Numerical		<p>Respondent's current prevalent activity:</p> <ul style="list-style-type: none"> • 1 = Working • 2 = Looking for work • 3 = Conducting an internship • 4 = Attending a graduate school • 5 = Attending PhD or other university courses (at least one year) • 6 = Pursuing another type of study or professional qualification • 7 = Carrying out a post-graduate internship • 8 = Performing community service • 9 = Not working, not looking for work, not studying, not doing community service (out of market)
17	b8t0	Numerical	1	<p>Respondent's activity at the moment of the graduation:</p> <ul style="list-style-type: none"> • 1 = Working • 2 = Looking for work • 3 = Not working nor looking for work (only studying)
18	b8post	Numerical	1	<p>Activities that the respondent stated that he/she performed at the time of the previous interview:</p> <ul style="list-style-type: none"> • 0 = First interview (six months) • 1 = Working • 2 = Looking for work • 3 = Conducting an internship • 4 = Attending a graduate school • 5 = Attending PhD or other university courses (at least one year) • 6 = Pursuing another type of study or professional qualification • 7 = Carrying out a post-graduate internship • 8 = Performing community service • 9 = Not working, not looking for work, not studying, not doing community service (out of market)

Section 3: PEOPLE WHO ALREADY WORKED AND ARE WORKING NOW

19	c1	Numerical	1	Number of jobs currently made by the respondent: <ul style="list-style-type: none"> • 1 = One • 2 = More than one
20	c1a	Numerical	1	Whether the current job is paid (only if C1 = 1): <ul style="list-style-type: none"> • 1 = No • 2 = Yes
21	c1b	Numerical	1	Whether at least one of the current jobs is paid (only if C1 = w): <ul style="list-style-type: none"> • 1 = No • 2 = Yes, one • 3 = Yes, more than one
22	c2a	Character	/	Activity that provides the highest income for the respondent
23	c2b	Numerical	2	Month in which the respondent started the job
24	c2b_a	Numerical	2	Year in which the respondent started the job
25	c3c	Numerical	2	Sector and branch of economic activity in which the respondent mainly works: <ul style="list-style-type: none"> • 1 = Agriculture, hunting, forestry • 2 = Fishing, fish farming and related services • 3 = Food • 4 = Paper • 5 = Chemical and petrochemicals • 6 = Building and construction • 7 = Electronics • 8 = Electromechanical • 9 = Mining • 10 = Pharmaceuticals • 11 = Photo-cine, optical • 12 = Toys • 13 = Graphics and publishing • 14 = High Tech • 15 = Plant engineering • 16 = Mechanical • 17 = Furniture, wood industry • 18 = Leather, leather, footwear • 19 = Petroleum • 20 = Steel, metallurgy • 21 = Telecommunications • 22 = Textiles and clothing • 23 = Other industry (Specify)

				<ul style="list-style-type: none"> • 24 = Banking (credit), insurance, financial services • 25 = Trade, public establishments, organized distribution • 26 = Information technology, information technology-related services • 27 = Business services and consulting • 28 = Telecommunications • 29 = Leisure, entertainment • 30 = Transportation, communications • 31 = Pre-University School • 32 = University • 33 = Health • 34 = Other public administration, including municipal utilities • 35 = Other services (Which one?)
26	c3d_sp1	Character	/	Specification of the previous answer
27	c3d_sp2	Character	/	Specification of the previous answer
28	c3e	Numerical	1	<p>Whether the respondent mainly works in the public or private sector:</p> <ul style="list-style-type: none"> • 1 = Public, including municipal companies • 2 = Private, self-employment, professional firms
29	c3f	Numerical	1	<p>Target group to which the respondent's activity primarily aims at (only if facol = Scienze della formazione and C3C = 31-34):</p> <ul style="list-style-type: none"> • 1 = Children • 2 = Preadolescents • 3 = Adolescents • 4 = Young people • 5 = Adults • 6 = Seniors • 7 = Various age groups
30	c4a	Numerical	1	<p>Whether the respondent has a regular employment contract:</p> <ul style="list-style-type: none"> • 1 = No • 2 = Yes
31	c4b	Numerical	1	<p>Type of work:</p> <ul style="list-style-type: none"> • 1 = Employed, employed member of cooperative • 2 = Self-employment • 3 = Atypical/parasubordinate contract • 4 = Temporary employment

32	c4c	Numerical	1	<p>Whether the respondent has a permanent work or a fixed-term work and whether it is full-time or part time:</p> <ul style="list-style-type: none"> • 1 = Permanent full-time work • 2 = Permanent part-time work • 3 = Fixed-term full-time work • 4 = Fixed-term part-time work • 5 = Training and employment contract • 6 = Apprenticeship • 7 = Other (Specify)
33	c4c_sp	Character	/	Specification of the previous answer
34	c4d	Numerical	1	<p>Professional position in which the respondent carries out salaried work:</p> <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
35	c4e	Numerical	1	<p>Professional position in which the respondent carries out self-employed work (only if C4B = 2):</p> <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
36	c4e_sp	Character	/	Specification of the previous answer
37	c4f	Numerical	1	<p>Whether the respondent started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established

38	c4g	Numerical	1	If the respondent doesn't have a regular employment contract, what's the way in which he/she is paid: <ul style="list-style-type: none"> • 1 = Regularly • 2 = From time to time • 3 = At the end of the task • 4 = Other (Specify)
39	c4g_sp	Character	/	Specification of the previous answer
40	c4h	Numerical	1	Type of atypical contract (only if C4B = 3): <ul style="list-style-type: none"> • 1 = Occasional service, contract work • 2 = Coordinated and continuous collaboration without subordination (co.co.co), or project collaboration • 3 = Agency contract ("agent") • 4 = Cooperative member (non-employee) • 5 = Paid collaboration on research, surveys, prospecting, evaluations, etc. • 6 = Paid collaboration with charities, charitable works, etc. • 8 = Job placement plans • 9 = Other position (Specify)
41	c4h_sp	Character	/	Specification of the previous answer
42	c5	Numerical	1	Whether the respondent mainly works alone or in a team of experts: <ul style="list-style-type: none"> • 1 = Alone • 2 = In a team of experts with the same skills • 3 = In a team of experts with different skills
43	c5a	Numerical	1	Qualification of the members of the team: <ul style="list-style-type: none"> • 1 = Mainly degree • 2 = Roughly, half degree and half high school diploma • 3 = Mainly high school diploma • 4 = Mainly without higher education
44	c5b	Numerical	1	Whether the respondent usually coordinates other people's work: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
45	c6	Numerical	2	Weekly hours spent working
46	c6a	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)

47	c6b	Numerical	2	<p>Categorized monthly income:</p> <ul style="list-style-type: none"> • 1 = Less than 250 € • 2 = From 250.1 to 380 € • 3 = From 380.1 to 500 € • 4 = From 500.1 to 600 € • 5 = From 600.1 to 650 € • 6 = From 650.1 to 700 € • 7 = From 700.1 to 750 € • 8 = From 750.1 to 800 € • 9 = From 800.1 to 850 € • 10 = From 850.1 to 900 € • 11 = From 900.1 to 950 € • 12 = From 950.1 to 1000 € • 13 = From 1000.1 to 1050 € • 14 = From 1050.1 to 1100 € • 15 = From 1100.1 to 1150 € • 16 = From 1150.1 to 1200 € • 17 = From 1200.1 to 1250 € • 18 = From 1250.1 to 1300 € • 19 = From 1300.1 to 1400 € • 20 = From 1400.1 to 1600 € • 21 = From 1600.1 to 1800 € • 22 = From 1800.1 to 2000 € • 23 = From 2000.1 to 2600 € • 24 = From 2600.1 to 3600 € • 25 = More than 3600 € • 26 = Doesn't know/ Doesn't answer • 27 = Other (Specify)
48	c6b_sp	Character	/	Specification of the previous answer
49	c6c	Numerical	4	Only if c6a ≠ c6b, correct monthly income
50	c7	Numerical	1	<p>Whether the respondent has a second job:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
51	c7a	Character	/	What the second job is
52	c8	Numerical	1	<p>Where the respondent currently works:</p> <ul style="list-style-type: none"> • 1 = Municipality of residence • 2 = Another municipality in the province of residence • 3 = Another province in the region of residence • 4 = Another region • 5 = Abroad
53	c8_sp1	Character	/	Name of the municipality (only if c8 = 2)
54	c8_sp2	Character	/	Name of the province (only if c8 = 3)
55	c8_sp3	Character	/	Name of the region (only if c8 = 4)
56	c8_sp4	Character	/	Name of the Country (only if c8 = 5)

57	c8a	Numerical	1	Number of workers in the company in which the respondent works: <ul style="list-style-type: none"> • 1 = Up to 9 • 2 = 10-19 • 3 = 20-49 • 4 = 50-249 • 5 = 250 or more
58	c9	Numerical	1	Whether, in the last six months, the respondent looked for other jobs: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
59	c9_0	Numerical	1	Way in which the respondent found his/her current job: <ul style="list-style-type: none"> • 1 = Continuation after internship or apprenticeship • 2 = It was offered (no active research) • 3 = Looked for a job (on his/her own or with the help of others, or through competitions)
60	c10	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
61	c10a	Character	/	Jobs that the respondent refused
62	c10b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
63	c10b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
64	c10b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
65	c10b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

66	c10b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
67	c10b_6	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
68	c10b_7	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin an internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
69	c10b_8	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
70	c10b_9	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
71	c10b_10	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
72	c10b_11	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
73	c10b_12	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

74	c10b_13	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
75	c10b_14	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
76	c10b_15	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
77	c10b_16	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
78	c10b_17	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
79	c10b_18	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
80	c10b_19	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
81	c10b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
82	c10b_sp	Character	/	Specification of the previous answer

Section 4: PEOPLE WHO ARE WORKING NOW AND BEFORE DIDN'T WORK OR WAS DOING A DIFFERENT JOB

83	e1	Numerical	1	Whether the respondent's current work is paid: <ul style="list-style-type: none"> • 1 = No, only not paid work • 2 = Both paid and not paid work • 3 = Yes, only paid work
84	e2	Numerical	1	Whether this one is the respondent's first job (only if s6 = 1): <ul style="list-style-type: none"> • 1 = Yes • 2 = No
85	e2a	Numerical	1	Whether this one is the respondent's first job (only if s6 > 1): <ul style="list-style-type: none"> • 1 = Yes • 2 = No
86	e2a2	Character	/	Description of the previous jobs
87	e2b	Numerical	1	Whether the respondent had a regular employment contract: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
88	e2c	Numerical	1	Type of work: <ul style="list-style-type: none"> • 1 = Employed, employed member of cooperative • 2 = Self-employment • 3 = Atypical/parasubordinate contract • 4 = Temporary employment
89	e2d	Numerical	1	Whether the respondent had a permanent work or a fixed-term work and whether it is full-time or part-time: <ul style="list-style-type: none"> • 1 = Permanent full-time work • 2 = Permanent part-time work • 3 = Fixed-term full-time work • 4 = Fixed-term part-time work • 5 = Training and employment contract • 6 = Apprenticeship • 7 = Other (Specify)
90	e2d_sp	Character	/	Specification of the previous answer
91	e2e	Numerical	1	Professional position in which the respondent carried out salaried work: <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate

				<ul style="list-style-type: none"> • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
92	e2f	Numerical	1	Professional position in which the respondent carried out self-employed work (only if e2c = 2): <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
93	e2f1	Numerical	1	Whether the respondent started the business (alone or with partners) or the firm/studio was already established: <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established
94	e2f_sp	Character	/	Specification of the previous answer
95	e2g	Numerical	1	If the respondent didn't have a regular employment contract, what was the way in which he/she was paid: <ul style="list-style-type: none"> • 1 = Regularly • 2 = From time to time • 3 = At the end of the task • 4 = Other (Specify)
96	e2g_sp	Character	/	Specification of the previous answer
97	e2h			Type of atypical contract (only if C4B = 3): <ul style="list-style-type: none"> • 1 = Occasional service, contract work • 2 = Coordinated and continuous collaboration without subordination (co.co.co), or project collaboration • 3 = Agency contract ("agent") • 4 = Cooperative member (non-employee)

				<ul style="list-style-type: none"> • 5 = Paid collaboration on research, surveys, prospecting, evaluations, etc. • 6 = Paid collaboration with charities, charitable works, etc. • 8 = Job placement plans • 9 = Other position (Specify)
98	e2h_sp	Character	/	Specification of the previous answer
99	e3_1	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>activity inconsistent with the direction of studies, low professional duties, poor career prospects, lack of legitimacy of professional role:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
100	e3_2	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>unsatisfactory employment contract, precarious/unstable work, lack of security:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
101	e3_3	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>inadequate income, poor reward system:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
102	e3_4	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>inadequate work environment, inadequate colleagues or superiors:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
103	e3_5	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>excessive distance from home:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
104	e3_6	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>excessive or too variable hourly commitment:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

105	e3_7	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>family commitments that have arisen</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
106	e3_8	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>Dismissal, expiration of contract, no possibility of continuation (even unpaid), company decision</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
107	e3_9	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>simple desire for change</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
108	e3_10	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>to start a practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
109	e3_11	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>to begin a course of study or attendance at graduate school</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
110	e3_12	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>to begin community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
111	e3_13	Numerical	1	Whether the following sentence represented one of the two main reasons to stop the previous job: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
112	e3_sp	Character	/	Specification of the previous answer
113	e3a	Numerical	2	Month in which the respondent ended the previous job
114	e3a_b	Numerical	4	Year in which the respondent ended the previous job
115	e4	Numerical	2	Month in which the respondent started the new job

116	e4_a	Numerical	4	Year in which the respondent started the new job
117	e5	Character	/	Description of the current job
118	e6	Numerical	1	Whether, in the new work, the respondent has a regular employment contract: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
119	e6a	Numerical	1	Type of work: <ul style="list-style-type: none"> • 1 = Employed, employed member of cooperative • 2 = Self-employment • 3 = Atypical/parasubordinate contract • 4 = Temporary employment
120	e6b	Numerical	1	Whether the respondent has a permanent work or a fixed-term work and whether it is full-time or part-time: <ul style="list-style-type: none"> • 1 = Permanent full-time work • 2 = Permanent part-time work • 3 = Fixed-term full-time work • 4 = Fixed-term part-time work • 5 = Training and employment contract • 6 = Apprenticeship • 7 = Other (Specify)
121	e6b_sp	Character	/	Specification of the previous answer
122	e6c	Numerical	1	Professional position in which the respondent carries out salaried work: <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
123	e6d	Numerical	1	Professional position in which the respondent carries out self-employed work (only if e6a = 2): <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business

				<ul style="list-style-type: none"> • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
124	e6d1	Numerical	1	<p>Whether the respondent started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established
125	e6d_sp	Character	/	Specification of the previous answer
126	e6e	Numerical	1	<p>If the respondent doesn't have a regular employment contract, what's the way in which he/she is paid:</p> <ul style="list-style-type: none"> • 1 = Regularly • 2 = From time to time • 3 = At the end of the task • 4 = Other (Specify)
127	e6e_sp	Character	/	Specification of the previous answer
128	e6f			<p>Type of atypical contract (only if e6a = 3):</p> <ul style="list-style-type: none"> • 1 = Occasional service, contract work • 2 = Coordinated and continuous collaboration without subordination (co.co.co), or project collaboration • 3 = Agency contract ("agent") • 4 = Cooperative member (non-employee) • 5 = Paid collaboration on research, surveys, prospecting, evaluations, etc. • 6 = Paid collaboration with charities, charitable works, etc. • 8 = Job placement plans • 9 = Other position (Specify)
129	e6f_sp	Character	/	Specification of the previous answer

130	e7a	Numerical	2	<p>Sector and branch of economic activity in which the respondent mainly works:</p> <ul style="list-style-type: none"> • 1 = Agriculture, hunting, forestry • 2 = Fishing, fish farming and related services • 3 = Food • 4 = Paper • 5 = Chemical and petrochemicals • 6 = Building and construction • 7 = Electronics • 8 = Electromechanical • 9 = Mining • 10 = Pharmaceuticals • 11 = Photo-cine, optical • 12 = Toys • 13 = Graphics and publishing • 14 = High Tech • 15 = Plant engineering • 16 = Mechanical • 17 = Furniture, wood industry • 18 = Leather, leather, footwear • 19 = Petroleum • 20 = Steel, metallurgy • 21 = Telecommunications • 22 = Textiles and clothing • 23 = Other industry (Specify) • 24 = Banking (credit), insurance, financial services • 25 = Trade, public establishments, organized distribution • 26 = Information technology, information technology-related services • 27 = Business services and consulting • 28 = Telecommunications • 29 = Leisure, entertainment • 30 = Transportation, communications • 31 = Pre-University School • 32 = University • 33 = Health • 34 = Other public administration, including municipal utilities • 35 = Other services (Which one?)
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131	e7a_b	Numerical	1	Target group to which the respondent's activity primarily aims at (only if facol = Scienze della formazione): <ul style="list-style-type: none"> • 1 = Children • 2 = Preadolescents • 3 = Adolescents • 4 = Young people • 5 = Adults • 6 = Seniors • 7 = Various age groups
132	e7a_e	Numerical	1	Whether the respondent mainly works in the public or private sector: <ul style="list-style-type: none"> • 1 = Public, including municipal companies • 2 = Private, self-employment, professional firms
133	e8	Numerical	1	Where the respondent currently works: <ul style="list-style-type: none"> • 1 = Municipality of residence • 2 = Another municipality in the province of residence • 3 = Another province in the region of residence • 4 = Another region • 5 = Abroad
134	e8_sp1	Character	/	Name of the municipality (only if e8 = 2)
135	e8_sp2	Character	/	Name of the province (only if e8 = 3)
136	e8_sp3	Character	/	Name of the region (only if e8 = 4)
137	e8_sp4	Character	/	Name of the Country (only if e8 = 5)
138	e9	Numerical	1	Whether the respondent mainly works alone or in a team of experts: <ul style="list-style-type: none"> • 1 = Alone • 2 = In a team of experts with the same skills • 3 = In a team of experts with different skills
139	e9a	Numerical	1	Qualification of the members of the team: <ul style="list-style-type: none"> • 1 = Mainly degree • 2 = Roughly, half degree and half high school diploma • 3 = Mainly high school diploma • 4 = Mainly without higher education
140	e9b	Numerical	1	Whether the respondent usually coordinates other people's work: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
141	e10	Numerical	2	Weekly hours spent working

142	e11	Numerical	1	Number of workers in the company in which the respondent works: <ul style="list-style-type: none"> • 1 = Up to 9 • 2 = 10-19 • 3 = 20-49 • 4 = 50-249 • 5 = 250 or more
143	e14	Numerical	1	Whether the respondent also performs other work activities in addition to the one described above: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
144	e15	Numerical	1	Whether, in the last six months, the respondent looked for other jobs: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
145	e16	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
146	e10a	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)
147	e10b	Numerical	2	Categorized monthly income: <ul style="list-style-type: none"> • 1 = Less than 250 € • 2 = From 250.1 to 380 € • 3 = From 380.1 to 500 € • 4 = From 500.1 to 600 € • 5 = From 600.1 to 650 € • 6 = From 650.1 to 700 € • 7 = From 700.1 to 750 € • 8 = From 750.1 to 800 € • 9 = From 800.1 to 850 € • 10 = From 850.1 to 900 € • 11 = From 900.1 to 950 € • 12 = From 950.1 to 1000 € • 13 = From 1000.1 to 1050 € • 14 = From 1050.1 to 1100 € • 15 = From 1100.1 to 1150 € • 16 = From 1150.1 to 1200 € • 17 = From 1200.1 to 1250 € • 18 = From 1250.1 to 1300 € • 19 = From 1300.1 to 1400 € • 20 = From 1400.1 to 1600 € • 21 = From 1600.1 to 1800 € • 22 = From 1800.1 to 2000 € • 23 = From 2000.1 to 2600 € • 24 = From 2600.1 to 3600 € • 25 = More than 3600 € • 26 = Doesn't know/ Doesn't answer

				<ul style="list-style-type: none"> • 28 = Other (Specify)
148	e10b_sp	Character	/	Specification of the previous answer
149	e10c	Numerical	4	Only if c6a \neq c6b, correct monthly income
150	e14a	Character	/	Activity performed by the respondent in addition to the one described above
151	e14b	Numerical	1	Whether, for this second activity, the respondent has a regular employment contract: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
152	e14c	Numerical	1	Type of work: <ul style="list-style-type: none"> • 1 = Employed, employed member of cooperative • 2 = Self-employment • 3 = Atypical/parasubordinate contract • 4 = Temporary employment
153	e14d	Numerical	1	Whether the respondent has a permanent work or a fixed-term work and whether it is full-time or part-time: <ul style="list-style-type: none"> • 1 = Permanent full-time work • 2 = Permanent part-time work • 3 = Fixed-term full-time work • 4 = Fixed-term part-time work • 5 = Training and employment contract • 6 = Apprenticeship • 7 = Other (Specify)
154	e14_sp	Character	/	Specification of the previous answer
155	e14e	Numerical	1	Professional position in which the respondent carries out salaried work: <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated

156	e14f	Numerical	1	<p>Professional position in which the respondent carries out self-employed work (only if C4B = 2):</p> <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
157	e14f1	Numerical	1	<p>Whether the respondent started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established
158	e14f_sp	Character	/	Specification of the previous answer
159	e14g	Numerical	1	<p>If the respondent doesn't have a regular employment contract, what's the way in which he/she is paid:</p> <ul style="list-style-type: none"> • 1 = Regularly • 2 = From time to time • 3 = At the end of the task • 4 = Other (Specify)
160	e14g_sp	Character	/	Specification of the previous answer

161	e14h	Numerical	1	Type of atypical contract (only if e14c = 3): <ul style="list-style-type: none"> • 1 = Occasional service, contract work • 2 = Coordinated and continuous collaboration without subordination (co.co.co), or project collaboration • 3 = Agency contract ("agent") • 4 = Cooperative member (non-employee) • 5 = Paid collaboration on research, surveys, prospecting, evaluations, etc. • 6 = Paid collaboration with charities, charitable works, etc. • 8 = Job placement plans • 9 = Other position (Specify)
162	e14h_sp	Character	/	Specification of the previous answer
163	e15_0	Numerical	1	Way in which the respondent found his/her current job: <ul style="list-style-type: none"> • 1 = Continuation after internship or apprenticeship • 2 = It was offered (no active research) • 3 = Looked for a job (on his/her own or with the help of others, or through competitions)
164	e16a	Character	/	Jobs that the respondent refused
165	e16b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
166	e16b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
167	e16b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

168	e16b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
169	e16b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
170	e16b_6	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
171	e16b_7	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin a internship:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
172	e16b_8	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
173	e16b_9	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
174	e16b_10	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
175	e16b_11	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

176	e16b_12	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
177	e16b_13	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
178	e16b_14	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
179	e16b_15	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
180	e16b_16	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
181	e16b_17	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> :</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
182	e16b_18	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
183	e16b_19	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

184	e16b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
185	e16b_sp	Character	/	Specification of the previous answer
Section 5: PEOPLE WHO WERE WORKING BUT AREN'T WORKING NOW				
186	g1	Numerical	2	Month in which the respondent ended the job he was practicing at the moment of the graduation
187	g1a	Numerical	4	Year in which the respondent ended the job he was practicing at the moment of the graduation
188	g2_1	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>activity inconsistent with the direction of studies, low professional duties, poor career prospects, lack of legitimacy of professional role:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
189	g2_2	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>unsatisfactory employment contract, precarious/unstable work, lack of security:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
190	g2_3	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>inadequate income, poor reward system:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
191	g2_4	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>inadequate work environment, inadequate colleagues or superiors:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
192	g2_5	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>excessive distance from home:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

193	g2_6	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>excessive or too variable hourly commitment</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
194	g2_7	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>family commitments that have arisen</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
195	g2_8	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>Dismissal, expiration of contract, no possibility of continuation (even unpaid), company decision</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
196	g2_9	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>simple desire for change</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
197	g2_10	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>to start a practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
198	g2_11	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>to begin a course of study or attendance at graduate school</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
199	g2_12	Numerical	1	Whether the following sentence represented one of the two main reasons to end the job: <i>to begin community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
200	g2_13	Numerical	1	Whether the following sentence represented one of the two main reasons end the job: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
201	g2_sp	Character	/	Specification of the previous answer

202	g3a	Numerical	1	Whether, since he/she left the previous job, the respondent has been engaged in paid work activities
203	g3b	Character	/	Work activities performed
204	g3c	Numerical	1	Duration of these activities: <ul style="list-style-type: none"> • 1 = Less than one month • 2 = 1-2 months • 3 = 3-4 months • 4 = 5-6 months • 5 = 7-12 months • 6 = 13-18 months • 7 = 19-24 months • 8 = More than 24 months
205	g4	Numerical	1	Whether, in the last six months, the respondent looked for other jobs: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
206	g5	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
207	g5a	Character	/	Jobs that the respondent refused
208	g5b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
209	g5b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
210	g5b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
211	g5b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
212	g5b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

213	g5b_6	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
214	g5b_7	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin a internship:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
215	g5b_8	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
216	g5b_9	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
217	g5b_10	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
218	g5b_11	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
219	g5b_12	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
220	g5b_13	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

221	g5b_14	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
222	g5b_15	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
223	g5b_16	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
224	g5b_17	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
225	g5b_18	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
226	g5b_19	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
227	g5b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
228	g5b_sp	Character	/	Specification of the previous answer
Section 6: PEOPLE WHO PERFORM ONLY UNPAID WORK ACTIVITIES				
229	h1	Character	/	Description of the unpaid work activities

230	h1a	Numerical	2	<p>Sector and branch of economic activity in which the respondent works:</p> <ul style="list-style-type: none"> • 1 = Agriculture, hunting, forestry • 2 = Fishing, fish farming and related services • 3 = Food • 4 = Paper • 5 = Chemical and petrochemicals • 6 = Building and construction • 7 = Electronics • 8 = Electromechanical • 9 = Mining • 10 = Pharmaceuticals • 11 = Photo-cine, optical • 12 = Toys • 13 = Graphics and publishing • 14 = High Tech • 15 = Plant engineering • 16 = Mechanical • 17 = Furniture, wood industry • 18 = Leather, leather, footwear • 19 = Petroleum • 20 = Steel, metallurgy • 21 = Telecommunications • 22 = Textiles and clothing • 23 = Other industry (Specify) • 24 = Banking (credit), insurance, financial services • 25 = Trade, public establishments, organized distribution • 26 = Information technology, information technology-related services • 27 = Business services and consulting • 28 = Telecommunications • 29 = Leisure, entertainment • 30 = Transportation, communications • 31 = Pre-University School • 32 = University • 33 = Health • 34 = Other public administration, including municipal utilities • 35 = Other services (Which one?)
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231	h1a_sp1	Character	/	Specification of the previous answer
232	h1a_sp2	Character	/	Specification of the previous answer
233	h1b	Numerical	1	Target group to which the respondent's activity is mainly aimed at: <ul style="list-style-type: none"> • 1 = Children • 2 = Preadolescents • 3 = Adolescents • 4 = Young people • 5 = Adults • 6 = Seniors • 7 = Various age groups
234	h1c	Numerical	1	Where the respondent currently works: <ul style="list-style-type: none"> • 1 = Municipality of residence • 2 = Another municipality in the province of residence • 3 = Another province in the region of residence • 4 = Another region • 5 = Abroad
235	h1c_sp1	Character	/	Name of the municipality (only if e8 = 2)
236	h1c_sp2	Character	/	Name of the province (only if e8 = 3)
237	h1c_sp3	Character	/	Name of the region (only if e8 = 4)
238	h1c_sp4	Character	/	Name of the Country (only if e8 = 5)
239	h1d	Numerical	1	Whether the respondent mainly works alone or in a team of experts: <ul style="list-style-type: none"> • 1 = Alone • 2 = In a team of experts with the same skills • 3 = In a team of experts with different skills
240	h1e	Numerical	1	Qualification of the members of the team: <ul style="list-style-type: none"> • 1 = Mainly degree • 2 = Roughly, half degree and half high school diploma • 3 = Mainly high school diploma • 4 = Mainly without higher education
241	h1f	Numerical	1	Whether the respondent usually coordinates other people's work: <ul style="list-style-type: none"> • 1 = Yes • 2 = No

242	h2			<p>Whether the respondent is bound by a defined (though unpaid) agreement with the employer:</p> <ul style="list-style-type: none"> • 1 = Unpaid contract work as part of a project • 2 = Voluntary unpaid collaboration with teachers, experts, professionals, ... • 3 = Voluntary collaboration with welfare agencies, hospitals (including international), etc. • 4 = Adjunct in family business • 5 = No type of contract • 6 = Other (Specify)
243	h2_sp	Character	/	Specification of the previous answer
244	h3	Numerical	2	Number of months since the respondent started this work activity
245	h3a	Numerical	1	<p>Main reason for doing unpaid work activity:</p> <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = I have been promised that they will start paying me shortly • 2 = Ethical reasons, of volunteerism/social participation • 3 = Personal gratification, work gratifies me even if unpaid • 4 = Waiting for a position, having won a contest, fellowship, or other, waiting for a competition to be completed, waiting to start a new course of study • 5 = Desire to gain experience, waiting to see what comes up • 6 = Prospect of future employment • 7 = Other (Specify)
246	h3a_sp	Character	/	Specification of the previous answer
247	h3b	Numerical	1	<p>Work activity made at the time of graduation:</p> <ul style="list-style-type: none"> • 1 = The same he/she performs now • 2 = A different one
248	h3c	Character	/	Description of the work activity

249	h3d	Numerical	1	Whether, at the time of graduation, the respondent was enrolled in employment centers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
250	h4	Numerical	1	Whether, in the last six months, the respondent looked for paid jobs: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
251	h4_0	Numerical	1	Way in which the respondent found his/her current job: <ul style="list-style-type: none"> • 1 = Continuation after internship or apprenticeship • 2 = It was offered (no active research) • 3 = Looked for a job (on his/her own or with the help of others, or through competitions)
252	h6	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
253	h6a	Character	/	Jobs that the respondent refused
254	h6b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
255	h6b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
256	h6b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
257	h6b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
258	h6b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
259	h6b_6	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
260	h6b_7	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin a internship:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
261	h6b_8	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
262	h6b_9	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
263	h6b_10	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
264	h6b_11	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
265	h6b_12	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

266	h6b_13	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
267	h6b_14	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
268	h6b_15	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
269	h6b_16	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
270	h6b_17	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
271	h6b_18	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
272	h6b_19	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
273	h6b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
274	h6b_sp	Character	/	Specification of the previous answer

Section 7: STUDY AND PROFESSIONAL QUALIFICATION

275	i1	Numerical	1	Whether, in the last six months, the respondent completed a post lauream internship: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
276	ila	Numerical	1	Duration of these activities: <ul style="list-style-type: none"> • 1 = Less than one month • 2 = 1-2 months • 3 = 3-4 months • 4 = 5-6 months • 5 = 7-12 months • 6 = 13-18 months • 7 = 19-24 months • 8 = More than 24 months
277	ila1_m	Numerical	2	Month in which the respondent ended the internship
278	ila1_a	Numerical	4	Year in which the respondent ended the internship
279	ilb	Numerical	1	Whether the respondent received job offers or collaboration offers as a consequence of the internship: <ul style="list-style-type: none"> • 1= Yes, occupation consistent with education • 2 Yes, employment but not consistent with education • 3 Only general promises • 4 No, no promise • 5 Other (Specify)
280	ilb_sp	Character	/	Specification of the previous answer
281	i2	Numerical	1	Whether, in the last six months, the respondent has been engaged in study or training supported by fellowship or research grant (including post-doctoral): <ul style="list-style-type: none"> • 1 = Yes, post-doctoral fellowship • 2 = Yes, study activity supported by other grant (Specify) • 3 = No
282	i2_sp	Character	/	Specification of the previous answer
283	i2a	Numerical	1	Whether the grant and the study activity have been completed: <ul style="list-style-type: none"> • 1 = Yes • 2 = The grant is exhausted, but the activity is going on • 3 = Both the grant and the activity are going on

284	i3	Numerical	1	<p>Whether, in the last six months, the respondent attended a training course promoted by the European Social Fund:</p> <ul style="list-style-type: none"> • 1 = Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
285	i4	Numerical	1	<p>Whether, in the last six months, the respondent attended a professional training course promoted by a public institution:</p> <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
286	i501	Numerical	1	<p>Whether, in the last six months, the respondent attended a foreign language course:</p> <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
287	i502	Numerical	1	<p>Whether, in the last six months, the respondent attended an informatics language course:</p> <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
288	i503	Numerical	1	<p>Whether, in the last six months, the respondent attended an internal business course:</p> <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
289	i10	Numerical	1	<p>Whether the respondent is taking an interest in the educational offerings of the University of Padua regarding bachelor's, master's or PhD:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
290	i10a	Numerical	1	<p>Main media that the respondent uses to get informed:</p> <ul style="list-style-type: none"> • 1 = Internet • 2 = Newspapers • 3 = News sent by the University (also through the Internet) • 4 = Other (Specify)
291	i10a_sp	Character	/	Specification of the previous answer

Section 8: OPINIONS, USE OF SKILLS

292	j1	Numerical	2	Respondent's satisfaction about his/her current job (on a scale from 1 to 10)
293	j1a_a	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>stability, job security</i>
294	j1a_b	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>acquisition of professionalism</i>
295	j1a_c	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>social prestige that work gives</i>
296	j1a_d	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>responsiveness to one's cultural interests</i>
297	j1a_e	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>social utility of what it does</i>
298	j1a_f	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>independence and autonomy at work</i>
299	j1a_g	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>flexibility of working hours and time</i>
300	j1a_h	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>free time after work</i>
301	j1a_i	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>location and characteristics of the workplace</i>
302	j1a_j	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>earning prospects</i>
303	j1a_k	Numerical	2	Respondent's satisfaction about the following aspect of his/her current job (on a scale from 1 to 10): <i>career prospects</i>

304	j2	Numerical	1	<p>How much the respondent makes use of his/her forma mentis (the general professional culture derived from university education):</p> <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
305	j3	Numerical	1	<p>How important are basic teachings in respondent's working activity:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
306	j4	Numerical	1	<p>How important are the theoretical and practical activities and the laboratory exercises in respondent's working activity:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
307	j4a	Numerical	1	<p>How important are professionalizing teachings in respondent's working activity:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
308	j5	Numerical	1	<p>If the respondent graduated with an applied or experimental thesis, how useful it was in relation to his/her professional education:</p> <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much • 5 = Didn't graduate with an applied or experimental thesis
309	j5a	Numerical	1	<p>If the respondent attended an interfaculty degree program, whether it was an advantage or not in relation to his/her professional education:</p> <ul style="list-style-type: none"> • 1 = An advantage • 2 = No difference • 3 = A disadvantage

310	j6	Numerical	1	<p>Informatics skills used by the respondent in his/her job:</p> <ul style="list-style-type: none"> • 1 = No informatics skills • 2 = General user • 3 = Expert user • 4 = Programmer or analyst
311	j7	Numerical	1	<p>How much the respondent uses English in his/her job:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly, with some frequency • 4 = Much, it is fundamental for some activities
312	j8	Numerical	1	<p>Whether, in the respondent's job, is important to know another foreign language:</p> <ul style="list-style-type: none"> • 1 = No • 2 = Yes (Specify)
313	j8_sp	Character	/	Specification of the previous answer
314	j9	Numerical	1	<p>Whether, in the respondent's job, is more important the knowledge in writing or in speaking foreign languages:</p> <ul style="list-style-type: none"> • 1 = Writing • 2 = Speaking • 3 = Both
315	j10_a01	Numerical	1	<p>How important are the following skills in respondent's working activity: <i>interpersonal and relationship skills:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
316	j10_a02	Numerical	1	<p>How important are the following skills in respondent's working activity: <i>decision making and problem solving skills:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
317	j10_a03	Numerical	1	<p>How important are the following skills in respondent's working activity: <i>working in team:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

318	j10_a04	Numerical	1	How important are the following skills in respondent's working activity: <i>organizing and coordinating other's work:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
319	j10_a05	Numerical	1	How important are the following skills in respondent's working activity: <i>practically organizing your own work:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
320	j10_a06	Numerical	1	How important are the following skills in respondent's working activity: <i>retrieving and managing information and data:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
321	j10_a07	Numerical	1	How important are the following skills in respondent's working activity: <i>writing reports in your own language:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
322	j10_a08	Numerical	1	How important are the following skills in respondent's working activity: <i>writing reports in order to get funds/finance activities:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
323	j10_a09	Numerical	1	How important are the following skills in respondent's working activity: <i>presenting/supporting your own ideas in public:</i> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
324	j11_a01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of agronomic and herbaceous and/or tree crop analysis listening skills (only if facol = Agraria):</i>

				<ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
325	j11_a02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of forest analysis, forest management</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
326	j11_a03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using knowledge of economics, estimation, etc.</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
327	j11_a04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of livestock analysis, animal husbandry</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
328	j11_a05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>applying plant defense techniques (in the field and post-harvest)</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
329	j11_a06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowledge of agricultural product processing processes</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

330	j11_a07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using technical scientific, laboratory instrumentation</i> (only if facol=Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
331	j11_a08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using topological analysis techniques, GIS</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
332	j11_a09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using special computational programs (statistical analysis, simulation models ...)</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
333	j11_b01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>understanding the logic and operation of public enterprises and nonprofit activities</i> (only if facol = Economia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
334	j11_b02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>interpreting and analyzing macroeconomic phenomena</i> (only if facol = Economia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
335	j11_b03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>knowing how to make decisions in financial markets</i> (only if facol = Economia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

336	j11_b04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing the commercial legal aspects of business management</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
337	j11_b05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing the tax and fiscal aspects of business management</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
338	j11_b06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>conducting audit and auditing activities</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
339	j11_b07	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>constructing and analyzing a financial statement</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
340	j11_b08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>planning and managing business and marketing activities</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
341	j11_b09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>planning and managing production and logistics activities</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

342	j11_b10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using mathematical models for decision making</i> (only if facol = Economia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
343	j11_b11	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using statistical methods and models to analyze business data</i> (only if facol = Economia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
344	j11_c01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using laboratory techniques and instrumentation</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
345	j11_c02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>performing chemical, biological, microbiological, technological analyses</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
346	j11_c03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>doing research for the development of new pharmaceuticals, chemicals, cosmetics</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
347	j11_c04	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>knowing pharmaceutical legislation, code of ethics</i> (only if facol=Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

348	j11_c05	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>knowing patenting and other on intellectual property</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
349	j11_c06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>having business culture</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
350	j11_c07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>designing or carrying out market research, marketing</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
351	j11_c08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>knowing about pharmacoeconomics, pharmacovigilance</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
352	j11_c09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>realizing preparations and control of medicines</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
353	j11_c10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>giving technical advice on drugs, health products, dietary supplements</i> (only if facol = Farmacia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

354	j11_c11	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing how to synthesize organic molecules or active ingredients</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
355	j11_d01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>philosophical theoretical reflection on legal systems</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
356	j11_d02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>historical-comparative reflection on legal systems</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
357	j11_d03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>economic reflection on legal discipline</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
358	j11_d04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to identify the legally relevant elements of facts, ability to trace the concrete case into legal categories</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
359	j11_d05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>supporting a legal discussion</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly

				<ul style="list-style-type: none"> • 4 = Much
360	j11_d06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to draft a legal document or opinion</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
361	j11_d07	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowledge of economics, financial science</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
362	j11_d08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowledge of business administration</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
363	j11_d09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowledge of contract regulations</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
364	j11_d10	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to interpret or apply new regulations (that have not been the subject of previous study)</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
365	j11_d11	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to navigate the application and understanding of procedural rules and process</i> (only if facol = Giurisprudenza):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
366	j11_e01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>discussing technical and scientific issues</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
367	j11_e02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>developing mathematical models</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
368	j11_e03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>performing simulations and analysis of systems</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
369	j11_e04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using scientific/technical laboratory instrumentation</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
370	j11_e05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>finding and using information from databases and literature</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
371	j11_e06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>managing and analyzing data</i> (only if facol = Ingegneria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

372	j11_e07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using economic/business skills</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
373	j11_e08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>developing software and computer networks</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
374	j11_e09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>conducting simulations and systems analysis</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
375	j11_e10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>designing systems and facilities</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
376	j11_f01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying economic/business knowledge</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
377	j11_f02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>cataloging and classifying cultural, museum, environmental assets</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

378	j11_f03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>critically analyzing texts and data</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
379	j11_f04	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>conceptually classifying and placing data, events, and processes in time</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
380	j11_f05	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>finding, selecting and processing information from different sources</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
381	j11_f06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>processing texts, documents and measures at different levels of complexity</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
382	j11_f07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>understanding cultures and customs of different countries</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
383	j11_f08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>mediating linguistically and culturally between three people</i> (only if facol = Lettere e filosofia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
384	j11_f09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>classifying and cataloging cultural, museum, environmental goods</i> (only if facol = Lettere e filosofia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
385	j11_f10	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>designing and producing multimedia products</i> (only if facol = Lettere e filosofia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
386	j11_f11	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>translating texts from/into foreign languages</i> (only if facol = Lettere e filosofia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
387	j11_h01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>managing and analyzing data</i> (only if facol = Medicina veterinaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
388	j11_h02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>conducting laboratory tests and collateral diagnostic investigations</i> (only if facol = Medicina veterinaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
389	j11_h03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>conducting clinical activities</i> (only if facol = Medicina veterinaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
390	j11_h04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using technical and scientific instrumentation</i> (only if facol = Medicina veterinaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
391	j11_h05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>defining and/or managing business management programs</i> (only if facol = Medicina veterinaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
392	j11_i01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>designing training interventions</i> (only if facol = Psicologia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
393	j11_i02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>analyzing observable and experimental data</i> (only if facol = Psicologia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
394	j11_i03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>orienting to study, work</i> (only if facol = Psicologia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
395	j11_i04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>designing a therapeutic intervention</i> (only if facol = Psicologia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

396	j11_i05	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>analyzing group dynamics</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
397	j11_i06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>conducting clinical interviews</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
398	j11_i07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying personality investigation techniques</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
399	j11_i08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of behavior observation</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
400	j11_i09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>doing experimental research</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
401	j11_i10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>constructing instruments for measuring psychological variables</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

402	j11_i11	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>administering and correcting psychometric tests</i> (only if facol = Psicologia): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
403	j11_j01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>active listening skills</i> (only if facol = Scienze delle formazione): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
404	j11_j02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to communicate effectively, constructively and flexibly while respecting human dignity</i> (only if facol = Scienze delle formazione): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
405	j11_j03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>capacity for critical-constructive analysis of one's behaviors and experiences</i> (only if facol = Scienze delle formazione): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
406	j11_j04	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>reflective and metacognitive skills</i> (only if facol = Scienze delle formazione): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
407	j11_j05	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to integrate knowledge and interpret events in light of educational sciences</i> (only if facol = Scienze delle formazione):

				<ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
408	j11_j06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to implement different modes of research</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
409	j11_j07	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to systematically observe and use related methods and tools</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
410	j11_j08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to understand and interpret person and community needs and resources</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
411	j11_j09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to value dimensions of the person, diversity and multiculturalism</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
412	j11_j10	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to promote participation and interactions among people, groups, cultures</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

413	j11_j11	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to choose and use contextualized strategies, techniques and technologies</i> (only if facol = Scienze delle formazione):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
414	j11j101	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to reflect on one's professional values, practices and teaching contexts</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
415	j11j102	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to be a participatory and purposeful subject for the school organization</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
416	j11j103	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to work with disciplinary information and knowledge</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
417	j11j104	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to develop complex projects, including interdisciplinary ones</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

418	j11j105	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to choose and use specific and contextualized teaching strategies and techniques</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
419	j11j106	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to use a multiplicity of materials and tools in teaching</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
420	j11j107	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to conduct educational and instructional interventions that are coherent and functional to the goals set</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
421	j11j108	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to motivate learning and personalize interventions in relation to learners</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
422	j11j109	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to foster cooperation among learners and create a classroom climate for learning</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

423	j11j110	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to choose learning assessment tools that are functional for learner growth</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
424	j11j111	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to handle complex situations on the level of intercultural or disability</i> (only if facol = Scienze delle formazione primaria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
425	j11j201	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to adapt to different socio-cultural contexts and situations</i> (only if facol = Cooperazione allo sviluppo):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
426	j11j202	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to construct spatial representations and recognize the interests of all stakeholders</i> (only if facol = Cooperazione allo sviluppo):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
427	j11j203	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to read power relations in territorial processes</i> (only if facol = Cooperazione allo sviluppo):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

428	j11j204	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to identify and activate resources for territorial development</i> (only if facol = Cooperazione allo sviluppo): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
429	j11j205	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to promote participation and interaction among actors involved in development processes</i> (only if facol = Cooperazione allo sviluppo): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
430	j11j206	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to negotiate and mediate in conflict situations</i> (only if facol = Cooperazione allo sviluppo): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
431	j11j207	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to design, implement and evaluate development-related projects and documents</i> (only if facol = Cooperazione allo sviluppo): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
432	j11j208	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>action-research skills</i> (only if facol = Cooperazione allo sviluppo): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
433	j11j209	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>ability to promote and manage network actions among actors involved in development processes</i> (only if facol = Cooperazione allo sviluppo):

				<ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
434	j11j210	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>self-entrepreneurship and spirit of initiative</i> (only if facol = Cooperazione allo sviluppo):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
435	j11j211	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>capacity for critical-constructive analysis of one's thinking styles, behaviors and experiences</i> (only if facol = Cooperazione allo sviluppo):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
436	j11j301	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>active listening skills</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
437	j11j302	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to communicate effectively, constructively and flexibly while respecting human dignity</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
438	j11j303	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to apply educational/rehabilitative methods and techniques</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

439	j11j304	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to manage, lead, animate groups</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
440	j11j305	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to contribute to the planning, management and verification of educational and rehabilitative interventions</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
441	j11j306	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to work in a network</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
442	j11j307	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to involve families and the social context</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
443	j11j308	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to implement different modes of research</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
444	j11j309	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to identify latent needs and residual potential</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all

				<ul style="list-style-type: none"> • 2 = Slightly • 3 = Fairly • 4 = Much
445	j11j310	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to implement insertion or reintegration of social subjects in difficulty</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
446	j11j311	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ability to understand major pathological pictures by interacting with physicians and nurses</i> (only if facol = Educazione in ambito sanitario):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
447	j11k01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using known solutions to solve new problems</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
448	j11k02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>understanding the theoretical basis of a phenomenon</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
449	j11k03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>ese of mathematical and numerical methods</i>. (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

450	j11k04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>having a deep understanding of the fundamentals of a discipline</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
451	j11k05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>being familiar with experiments and knowing how to interpret them</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
452	j11k06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>being able to construct models of a phenomena</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
453	j11k07	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>making calculations by developing programs</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
454	j11k08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>finding data, doing a literature search to address a problems</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
455	j11k09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>adapting models to new experimental data</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

456	j11k10	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>being aware of the social implications of one's discipline</i> (only if facol = Scienze):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
457	j11l01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>evaluating complex services, projects, processes</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
458	j11l02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>orienting to study, work, etc., labor market analysis</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
459	j11l03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>creating and using indicators, using statistical methods</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
460	j11l04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing and using official sources of data, including through the Internet</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
461	j11l05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>planning and managing business activities, marketing</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
462	j11106	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing how to understand cultures and customs of different countries</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
463	j11107	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing how to analyze international phenomena</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
464	j11108	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing about the European Union and international bodies/bodies</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
465	j11109	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing commercial, labor, contract, civil, technical area law</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
466	j11110	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing public law, public administration</i> (only if facol = Scienze politiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
467	j11111	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing economics, financial science, accounting</i> (only if facol = Scienze politiche):</p>

				<ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
468	j11m01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>database construction and management, computer programming:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
469	j11m02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>research on official statistical sources, including via the Internet:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
470	j11m03	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>design and execution of sample surveys and market research:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
471	j11m04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>data processing and descriptive analysis:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
472	j11m05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>multivariate statistical analysis, data mining:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
473	j11m06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>design of experiments and interpretation of results, clinical trials, simulations:</i></p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

474	j11m07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>quality planning, control and certification</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
475	j11m08	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>design and evaluation of services, implementation of indicator systems</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
476	j11m09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>analysis of financial markets</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
477	j11m10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>cost analysis, management control, budget analysis</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
478	j11m11	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>analysis and forecasting of demographic, social, health, economic phenomena</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
479	j1201	Numerical	1	How important is the following personality trait in respondent's working activity: <i>having adaptability</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
480	j1202	Numerical	1	How important is the following personality trait in respondent's working activity: <i>being able to learn</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
481	j1203	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>being persuasive and influential</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
482	j1204	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>being precise, accurate, neat</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
483	j1205	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>being imaginative, being able to produce new ideas, innovating</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
484	j1206	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>having critical thinking and self-criticism</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
485	j1207	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>having self-control</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
486	j1208	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>having mental and physical stamina and concentration</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

487	j13	Numerical	1	Whether the respondent feels he/she misses of any skills that he/she didn't get during University: <ul style="list-style-type: none"> • 1 = No • 2 = Yes, one or more
488	j13a	Character	/	Skills that the respondent misses
489	j14	Numerical	1	Whether the respondent's current work activity is consistent with his/her university education: <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
490	j14a_1	Numerical	1	Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>don't know/don't answer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
491	j14a_2	Numerical	1	Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>familiarity with the profession already practiced</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
492	j14a_3	Numerical	1	Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>personal gratification</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
493	j14a_4	Numerical	1	Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>lack of interesting alternatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

494	j14a_5	Numerical	1	<p>Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>to access the state exam</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
495	j14a_6	Numerical	1	<p>Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>lack of economiccaly advantageous alternatives</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
496	j14a_7	Numerical	1	<p>Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>personal incompatibility with professions related to the degree awarded</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
497	j14a_8	Numerical	1	<p>Whether the following sentence represents one of the two main reasons for having accepted a job that is inconsistent with the respondent's university education: <i>other reason (Specify)</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
498	j14a_sp	Character	/	Specification of the previous answer
499	j15	Numerical	1	<p>Whether respondent's work activity may be equally performed by people with different school education:</p> <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = No, the respondent's qualification is needed • 2 = Yes, by other graduates • 3 = Graduation not needed, high school diploma is enough • 4 = A lower qualification is enough
500	j16	Numerical	1	<p>How much the respondent enhances his/her professional skills in his/her job:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
501	j17	Numerical	1	<p>Whether the respondent thinks that the professional education that he/she got at University is adequate to his/her job:</p> <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = It is unspecialized • 2 = It is adequate • 3 = It is too specialized
502	j18	Numerical	2	<p>How adequate is the professional education that the respondent got at University in relation to his/her current job (on a scale from 1 to 10)</p>
503	j19	Numerical	1	<p>Whether the respondent would attend the same University course or would enroll elsewhere:</p> <ul style="list-style-type: none"> • 0 = Doesn't know/ doesn't answer • 1 = Wouldn't even enroll in University • 2 = Would attend another faculty • 3 = Same faculty, but different study address • 4 = Same study address, but in another Italian University • 5 = Same study address, but in a University abroad • 6 = Would attend it again
504	j20	Character	/	<p>Main reason because of the respondent wouldn't even enroll in University</p>
505	j21	Character	/	<p>Reasons to think so about the University the respondent attended</p>
506	j21a	Character	/	<p>Faculty that the respondent would attend instead</p>
507	j22	Character	/	<p>Study address that that the respondent would attend</p>
508	j23	Character	/	<p>Reasons to choose another Italian University</p>
509	j23a	Character	/	<p>Best Universities in Italy (according to the respondent)</p>
510	j24	Character	/	<p>Reasons to choose a University abroad</p>
511	j24a	Character	/	<p>Best Universities abroad (according to the respondent)</p>
512	j25_1	Numerical	1	<p>Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>doesn't know/doesn't answer</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

513	j25_2	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>little or no changes</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
514	j25_3	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>economic improvements</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
515	j25_4	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>economic worsenings</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
516	j25_5	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>career advancement</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
517	j25_6	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>career troubles</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
518	j25_7	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>broadening the operational scope of your own profession</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
519	j25_8	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>issues for the operational scope of the practicing profession</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

520	j25_9	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>institutionalization of the profession</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
521	j25_10	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>greater social recognition of the profession</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
522	j25_11	Numerical	1	Whether the following sentence represents one of the two main expectations for the respondent's professional future two years from now: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
523	j25_sp	Character	/	Specification of the previous answer
Section 9: OPINIONS				
524	k0	Numerical	1	On what the respondent mainly focuses on when he/she is looking for a job: <ul style="list-style-type: none"> • 1 = Have no idea of my future job • 2 = Focus on a specific job (Specify)
525	k0_sp	Character	/	Specification of the previous answer
526	k1	Numerical	2	How adequate is the professional education that the respondent got at University in relation to the job he/she is focused on (on a scale from 1 to 10)
527	k2	Numerical	1	Whether the respondent thinks that the professional education that he/she got at University is adequate to the job he/she is focused on: <ul style="list-style-type: none"> • 1 = It is unspecialized • 2 = It is adequate • 3 = It is too specialized
528	k4_a	Character	/	Main aspect of University education that caused discomfort in the search of a job
529	k4_b	Character	/	Second main aspect of University education that caused discomfort in the search of a job

530	k4a	Numerical	1	If the respondent attended an interfaculty degree program, whether it was an advantage or not in relation to his/her search of a job: <ul style="list-style-type: none"> • 1 = An advantage • 2 = No difference • 3 = A disadvantage
531	k5	Numerical	1	Whether the respondent would attend the same University course or would enroll elsewhere: <ul style="list-style-type: none"> • 0 = Doesn't know/ doesn't answer • 1 = Wouldn't even enroll in University • 2 = Would attend another faculty • 3 = Same faculty, but different study address • 4 = Same study address, but in another Italian University • 5 = Same study address, but in a University abroad • 6 = Would attend it again
532	k6	Character	/	Main reason because of the respondent wouldn't even enroll in University
533	k7	Character	/	Reasons to think so about the University that the respondent attended
534	k7a	Character	/	Faculty that the respondent would attend instead
535	k8	Character	/	Study address that that the respondent would attend
536	k9	Character	/	Reasons to choose another Italian University
537	k9a	Character	/	Best Universities in Italy (according to the respondent)
538	k10	Character	/	Reasons to choose a University abroad
539	k10a	Character	/	Best Universities abroad (according to the respondent)
Section 10: NOT WORKING, NOT STUDYING, NOT LOOKING FOR A JOB				
540	11_1	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
541	11_2	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

542	11_3	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
543	11_4	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
544	11_5	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
545	11_6	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
546	11_7	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to begin a internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
547	11_8	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
548	11_9	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
549	11_10	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

550	11_11	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to start community service</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
551	11_12	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
552	11_13	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to start your own business</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
553	11_14	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
554	11_15	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
555	11_16	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
556	11_17	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> :</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
557	11_18	Numerical	1	<p>Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>sick of searching in vain</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

558	11_19	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
559	11_20	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
560	11_sp	Character	/	Specification of the previous answer
561	12	Numerical	1	Whether, in the last six months, the respondent looked for a job: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
562	13	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
563	13a	Character	/	Jobs that the respondent refused
564	13b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
565	13b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
566	13b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
567	13b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
568	13b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

569	I3b_6	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
570	I3b_7	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin a internship:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
571	I3b_8	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
572	I3b_9	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
573	I3b_10	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
574	I3b_11	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
575	I3b_12	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
576	I3b_13	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

577	13b_14	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
578	13b_15	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
579	13b_16	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
580	13b_17	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
581	13b_18	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
582	13b_19	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
583	13b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
584	13b_sp	Character	/	Specification of the previous answer
Section 11: PLANNED CHANGES AND CLOSURE				
585	m4	Character	/	Suggestions for improving the survey or making better use of the survey results

Section 12: JOB SEARCH

586	n1a	Numerical	1	<p>Whether, since the last survey, the respondent moved toward employment, toward self-employment, in both directions, or relied on temporary companies:</p> <ul style="list-style-type: none"> • 1 = Employment • 2 = Self-employment • 3 = Both directions • 4 = Temporary companies • 5 = Not relevant
587	n1b	Numerical	1	<p>Whether the respondent sent curricula while searching a job:</p> <ul style="list-style-type: none"> • 1 = No • 2 = Yes (Specify)
588	n1b_sp	Numerical	3	Number of curricula sent
589	n1c_1	Numerical	1	<p>Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>University of Padua counters</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
590	n1c_2	Numerical	1	<p>Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>Job centers, public employment agencies</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
591	n1c_3	Numerical	1	<p>Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>private recruitment agencies or centers, temporary employment agencies</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
592	n1c_4	Numerical	1	<p>Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>Informagiovani</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

593	n1c_5	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>electronic databases</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
594	n1c_6	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>newspaper advertisements</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
595	n1c_7	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>Radio, TV including closed circuit TV</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
596	n1c_8	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>University professors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
597	n1c_9	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>family members, relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
598	n1c_10	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>work colleagues, friends, acquaintances</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
599	n1c_11	Numerical	1	Whether the following was one of the three main source of information where the respondent found the addresses where he could send curricula: <i>other source (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
600	n1c_sp	Character	/	Specification of the pervious answer

601	n1d	Numerical	1	Whether, in the last six months, the respondent placed or answered to advertisements in newspapers: <ul style="list-style-type: none"> • 1 = Yes, placed advertisements • 2 = Yes, answered to advertisements • 3 = Yes, both • 4 = No
602	n1d1	Numerical	1	Whether they were local or national newspapers: <ul style="list-style-type: none"> • 1 = Only local • 2 = Only national • 3 = Both
603	n1e	Numerical	2	Number of placed advertisements (99 = doesn't remember)
604	n1f	Numerical	2	Number of databases in which the respondent entered his/her curriculum (99 = doesn't remember)
605	n1g_1	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>temporary agency</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
606	n1g_2	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>AlmaLaurea</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
607	n1g_3	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Industrial association, Unindustria, Confindustria</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
608	n1g_4	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Cliccalavoro</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
609	n1g_5	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Farmaonline.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
610	n1g_6	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Il Corriere della Sera</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

611	n1g_7	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Infoimprese.it (CCIAA)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
612	n1g_8	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Informagiovani</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
613	n1g_9	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Jobline</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
614	n1g_10	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Miojob.it, Repubblica.it, Kataweb.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
615	n1g_11	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Oracle</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
616	n1g_12	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>University internship service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
617	n1g_13	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>www.gazzettaufficiale.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
618	n1g_14	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>other databases (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
619	n1g_15	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>doesn't know/doesn't remember</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
620	n1g_sp	Character	/	Specification of the previous answer

621	n1h_1	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>never held a job interview:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
622	n1h_2	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>hand-carried curricula:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
623	n1h_3	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>mailed curricula:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
624	n1h_4	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>newspaper advertisements:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
625	n1h_5	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>curricula entry on electronic databases:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
626	n1h_6	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>job offers found on the Internet:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
627	n1h_7	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>word of mouth from relatives, friends, acquaintances:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
628	n1h_8	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>thanks to the lecturer I graduated with:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

629	n1h_9	Numerical	1	Whether, in the last six months, the respondent was able to get job interviews through the following tool: <i>other initiatives (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
630	n1h_sp	Character	/	Specification of the previous answer
631	n1i	Numerical	2	Number of job interviews had by the respondent in the last six months (99 = doesn't remember)
632	n1j	Numerical	1	Place where the respondent mainly wanted to work: <ul style="list-style-type: none"> • 1 = Municipality of residence • 2 = Province of residence • 3 = Region of residence • 4 = Italy • 5 = Italy or abroad • 6 = Only abroad • 7 = Anywhere
633	n1k	Numerical	1	If the respondent looked for a job abroad, where he mainly wanted to work: <ul style="list-style-type: none"> • 1 = Europe • 2 = USA • 3 = Other continent • 4 = Didn't look for a job abroad
634	n1l	Numerical	1	Responses received from abroad: <ul style="list-style-type: none"> • 1 = Positive responses, more than in Italy • 2 = Sometimes positive, sometimes negative responses • 3 = Generally negative responses
635	n1m_1	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>none</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
636	n1m_2	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>temporary agency</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
637	n1m_3	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>AlmaLaurea</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

638	n1m_4	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Industrial association, Unindustria, Confindustria</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
639	n1m_5	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Cliccalavoro</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
640	n1m_6	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Farmaonline.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
641	n1m_7	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Il Corriere della Sera</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
642	n1m_8	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Infoimprese.it (CCIAA)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
643	n1m_9	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Informagiovani</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
644	n1m_10	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Jobline</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
645	n1m_11	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Miojob.it, Repubblica.it, Kataweb.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
646	n1m_12	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>Oracle</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
647	n1m_13	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>University internship service</i> : <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
648	n1m_14	Numerical	1	<p>Whether the following was one of the two most useful databases to get job interviews: <i>www.gazzettaufficiale.it</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
649	n1m_15	Numerical	1	<p>Whether the following was one of the two most useful databases to get job interviews: <i>other databases (Specify)</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
650	n1m_16	Numerical	1	<p>Whether the following was one of the two most useful databases to get job interviews: <i>doesn't know/doesn't remember</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
651	n1m_sp	Character	/	Specification of the previous answer
652	n1n_1	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>nothing</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
653	n1n_2	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>University of Padua counters</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
654	n1n_3	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>job centers, Veneto Lavoro, other public employment agencies</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
655	n1n_4	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>private recruitment agencies or centers, temporary employment agencies</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
656	n1n_5	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>Informagiovani</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
657	n1n_6	Numerical	1	<p>Whether, in the job search, the respondent relied on the following tool: <i>Electronic databases</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

658	n1n_7	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>Newspaper advertisements</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
659	n1n_8	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>radio, TV including closed circuit TV</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
660	n1n_9	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>University professors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
661	n1n_10	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>family members, relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
662	n1n_11	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>work colleagues, friends, acquaintances</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
663	n1n_12	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>other source (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
664	n1p_sp	Character	/	Specification of the previous answer
665	n2	Numerical	1	Whether the respondent entered competitions or offered his/her availability to enter the school as a teacher: <ul style="list-style-type: none"> • 1 = No • 2 = Only applied, offered availability for teaching even as a temp • 3 = Made successful competitions • 4 = Made unsuccessful competitions • 5 = Other (Specify)
666	n2_sp	Character	/	Specification of the previous answer
667	n2a	Numerical	1	Whether the respondent participated in competitions to enter a public agency or offered for temporary forms of employment (scholarships, community service, other) in a public agency:

				<ul style="list-style-type: none"> • 1 = No • 2 = Offered for temporary forms • 3 = Enrolled in a public competition not yet held • 4 = Sustained a public competition in Italy • 5 = Sustained many public competitions in Italy • 6 = Other form of participation (Specify)
668	n2a_sp	Character	/	Specification of the previous answer
669	n2b	Numerical	1	<p>Where is the job for which the respondent competed:</p> <ul style="list-style-type: none"> • 1 = Municipality of residence • 2 = Province of residence • 3 = Region of residence • 4 = Italy • 5 = Italy or abroad • 6 = Only abroad • 7 = Anywhere
670	n2c	Numerical	1	<p>If the respondent looked for a job abroad, where he mainly wanted to work:</p> <ul style="list-style-type: none"> • 1 = Europe • 2 = USA • 3 = Other continent • 4 = Didn't look for a job abroad
671	n2d	Numerical	1	<p>How the competitions went:</p> <ul style="list-style-type: none"> • 0 = Doesn't know/ doesn't answer • 1 = Negatively • 2 = Positively, close to employment • 3 = Positively, but refused the job • 4 = Still doesn't know the results • 5 = Positively, already hired • 6 = No competitions held
672	n3	Numerical	1	Whether the respondent has enrolled to a professional register or taken state examinations to gain access to it or to be licensed
673	n3a	Numerical	2	<p>Professional register to which the respondent has enrolled or state examination taken:</p> <ul style="list-style-type: none"> • 1 = Agents and sales representatives • 2 = Agronomists and foresters

				<ul style="list-style-type: none"> • 3 = Lawyers and Attorneys at Law, Practitioners • 4 = Biologists • 5 = Chemists • 6 = Accountants, Certified Public Accountants, Accountants • 7 = Dietitians • 8 = Doctors of agricultural sciences and forestry sciences, Land surveyors • 9 = Pharmacists • 10 = Physiotherapists • 11 = Geologists • 12 = Journalists • 13 = Nurses • 14 = Engineers and architects, industrial experts • 15 = Professional nurses, health care assistants, child care workers • 16 = Physicians • 17 = Notaries • 18 = Psychologists • 19 = Publicists • 20 = Laboratory technician • 21 = Veterinarians • 22 = Other (Specify)
674	n3a_sp	Character	/	Specification of the previous answer
675	n3b	Numerical	1	<p>Whether the respondent started self-employment alone or with partners:</p> <ul style="list-style-type: none"> • 1 = Didn't start self-employment • 2 = Alone • 3 = Founded a new company with partners • 4 = Joined an already existing company as a new partner • 5 = Other type of self-employment (Specify)
676	n3b_sp	Character	/	Specification of the previous answer
677	n3c	Numerical	1	<p>Legal form of the company:</p> <ul style="list-style-type: none"> • 1 = Individual company • 2 = Partnership • 3 = Other corporation (ltd, spa)
678	n3d	Numerical	1	<p>Whether it was the continuation of a pre-existing family business or a completely new business:</p> <ul style="list-style-type: none"> • 1 = Pre-existing • 2 = Completely new • 3 = Not relevant

679	n4_1	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>doesn't know/doesn't answer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
680	n4_2	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>Current job does not satisfy me for income, internal environment:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
681	n4_3	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>Current job does not satisfy professionally, inconsistent with studies done:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
682	n4_4	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>Current job is far from home, forces travel, other organizational inconveniences:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
683	n4_5	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>Just for information, always good to have other doors open:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
684	n4_6	Numerical	1	<p>Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>I'm tired of doing the same job over and over again:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

685	n4_7	Numerical	1	Whether the following sentence represents for the respondent one of the two main reasons for looking for a job even though he/she already had one: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
686	n4_sp	Character	/	Specification of the previous answer
687	n5	Numerical	1	What research channel enabled the respondent to find his/her current job: <ul style="list-style-type: none"> • 1 = Independent CV submission, including on electronic databases • 2 = University of Padua counters • 3 = Job centers, Veneto Lavoro, other public employment agencies • 4 = Private recruitment agencies or centers, temporary employment agencies • 5 = Newspaper advertisements • 6 = University professors • 7 = Family members, relatives • 8 = Work colleagues, friends, acquaintances • 9 = Public competitions • 10 = Professional membership/professional association, professional qualification • 11 = Other (Specify)
688	n5_sp	Character	/	Specification of the previous answer
689	n6	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
690	n6a	Character	/	Jobs that the respondent refused
691	n6b_1	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
692	n6b_2	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

693	n6b_3	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
694	n6b_4	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
695	n6b_5	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
696	n6b_6	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin postgraduate study (master's degree, PhD, graduate school, other training), desire for further education</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
697	n6b_7	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to begin a internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
698	n6b_8	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to hold a competition for which he applied</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
699	n6b_9	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>awaiting employment following competition and/or interview</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
700	n6b_10	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

701	n6b_11	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
702	n6b_12	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not stable jobs, they were precarious, fixed-term jobs</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
703	n6b_13	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start your own business</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
704	n6b_14	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>they were not jobs consistent with the course of study and/or appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
705	n6b_15	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wealthy (I don't need to work)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
706	n6b_16	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>rest after title attainment or for other labors</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
707	n6b_17	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>lack of interest in looking for work, lost interest in work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
708	n6b_18	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

709	n6b_19	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>not found any interesting work</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
710	n6b_20	Numerical	1	Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
711	n6b_sp	Character	/	Specification of the previous answer
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Education)				
712	q10_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>animator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
713	q10_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental educator (expert in environmental education)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
714	q10_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>sociocultural educator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
715	q10_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>social and health educator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
716	q10_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in human resource management</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
717	q10_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>worker in intercultural training</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
718	q10_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orientation trainer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

719	q10_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>trainer designer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
720	q10_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>tutor trainer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
721	q10_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in media management and planning:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
722	q10_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orientator for jobs and occupations:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
723	q10_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>school guidance counselor:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
724	q10_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>documentalist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
725	q10_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>support teacher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
726	q10_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>psycho-pedagogical worker:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
727	q10_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>educational technology worker:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
728	q10_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>preschool teacher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

729	q10_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>elementary school teacher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
730	q10_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>secondary school teacher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
731	q10_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>cooperator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
732	q10_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Faculty of Mathematical, Physical and Natural Sciences)				
733	q11_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>astronomer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
734	q11_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biochemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
735	q11_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
736	q11_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>molecular biologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
737	q11_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biotechnologist (specialist):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
738	q11_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in chemical sciences:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

739	q11_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>ethologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
740	q11_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>physicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
741	q11_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>geologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
742	q11_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>mathematician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
743	q11_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>mineralist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
744	q11_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>naturalist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
745	q11_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>petrographer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
746	q11_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>materials scientist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
747	q11_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>sedimentologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
748	q11_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>stratigrapher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

749	q11_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>commercial office worker in pharmaceutical, chemical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
750	q11_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality control clerk in pharmaceutical, cosmetic, dietetic-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
751	q11_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical and scientific documentation clerk in pharmaceutical, chemical, cosmetic and dietetic-food products:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
752	q11_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality assurance officer in the pharmaceutical, cosmetic, and dietetic-food fields:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
753	q11_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>marine biologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
754	q11_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>industrial biotechnologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
755	q11_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>chemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
756	q11_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>industrial chemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
757	q11_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>mineral water plant manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

758	q11_26	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical director in pharmaceutical, chemical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
759	q11_27	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in microbiology and virology (technical address):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
760	q11_28	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in materials design, preparation and characterization (materials scientist):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
761	q11_29	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in electromagnetic radiation detectors:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
762	q11_30	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in space systems:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
763	q11_31	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in image analysis:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
764	q11_32	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in pharmacovigilance (in pharmaceutical companies):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
765	q11_33	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in mariculture and aquaculture:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

766	q11_34	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in optics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
767	q11_35	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in computer systems networks:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
768	q11_36	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in research and development in pharmaceutical, chemical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
769	q11_37	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in numerical simulation and optimization:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
770	q11_38	Numerical	1	Whether the respondent's work is comparable to the following job: <i>applied physicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
771	q11_39	Numerical	1	Whether the respondent's work is comparable to the following job: <i>electronic physicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
772	q11_40	Numerical	1	Whether the respondent's work is comparable to the following job: <i>applied geologist of georesources:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
773	q11_41	Numerical	1	Whether the respondent's work is comparable to the following job: <i>production manager in pharmaceutical, chemical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

774	q11_42	Numerical	1	Whether the respondent's work is comparable to the following job: <i>responsible for occupational safety and environmental protection in pharmaceutical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
775	q11_43	Numerical	1	Whether the respondent's work is comparable to the following job: <i>assessor:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
776	q11_44	Numerical	1	Whether the respondent's work is comparable to the following job: <i>patent officer in pharmaceutical, chemical, cosmetic and dietary-food fields:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
777	q11_45	Numerical	1	Whether the respondent's work is comparable to the following job: <i>work safety and environmental protection officer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
778	q11_46	Numerical	1	Whether the respondent's work is comparable to the following job: <i>operations analyst:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
779	q11_47	Numerical	1	Whether the respondent's work is comparable to the following job: <i>programmer analyst:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
780	q11_48	Numerical	1	Whether the respondent's work is comparable to the following job: <i>customer assistant for instrumentation and chemicals:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
781	q11_49	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biologist operator in health care area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
782	q11_50	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biologist health officer in pest control operations:</i> <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
783	q11_51	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>ship cargo non-dangerousness certifier</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
784	q11_52	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>ISO9000 and ISO14000 quality certifier</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
785	q11_53	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>analytical chemist</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
786	q11_54	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>appraisal chemist</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
787	q11_55	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>consultant for the chemical industry</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
788	q11_56	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>consultant for the pharmaceutical, cosmetic and dietary-food industry</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
789	q11_57	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>curator of collections in natural history museums and botanical gardens</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
790	q11_58	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in microbiology</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
791	q11_59	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in project management</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

792	q11_60	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in restoration:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
793	q11_61	Numerical	1	Whether the respondent's work is comparable to the following job: <i>computer physicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
794	q11_62	Numerical	1	Whether the respondent's work is comparable to the following job: <i>health physicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
795	q11_63	Numerical	1	Whether the respondent's work is comparable to the following job: <i>geophysicist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
796	q11_64	Numerical	1	Whether the respondent's work is comparable to the following job: <i>geologist applied to construction and slope stability:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
797	q11_65	Numerical	1	Whether the respondent's work is comparable to the following job: <i>scientific informant for pharmaceutical, cosmetic, herbal and dietary food industry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
798	q11_66	Numerical	1	Whether the respondent's work is comparable to the following job: <i>occupational safety and environmental protection manager in pharmaceutical, cosmetic and dietary-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
799	q11_67	Numerical	1	Whether the respondent's work is comparable to the following job: <i>risk manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
800	q11_68	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in clinical biochemistry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

801	q11_69	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in medical genetics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
802	q11_70	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in chemical control and analytical methodologies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
803	q11_71	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in microbiology and virology (technical address):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
804	q11_72	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in clinical pathology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
805	q11_73	Numerical	1	Whether the respondent's work is comparable to the following job: <i>specialist in food science:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
806	q11_74	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in optometry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
807	q11_75	Numerical	1	Whether the respondent's work is comparable to the following job: <i>evaluator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
808	q11_76	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental biologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
809	q11_77	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental chemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
810	q11_78	Numerical	1	Whether the respondent's work is comparable to the following job: <i>plant ecologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

811	q11_79	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental educator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
812	q11_80	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in analysis and monitoring of the environment, parks and protected areas:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
813	q11_81	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in environmental planning and management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
814	q11_82	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in management of natural parks and protected areas:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
815	q11_83	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/operator in nature and environmental education:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
816	q11_84	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in environmental education:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
817	q11_85	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental geologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
818	q11_86	Numerical	1	Whether the respondent's work is comparable to the following job: <i>surveyor geologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
819	q11_87	Numerical	1	Whether the respondent's work is comparable to the following job: <i>geomorphologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

820	q11_88	Numerical	1	Whether the respondent's work is comparable to the following job: <i>hydrogeologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
821	q11_89	Numerical	1	Whether the respondent's work is comparable to the following job: <i>chemical, microbiological, environmental analysis laboratory manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
822	q11_90	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Political Science)				
823	q12_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>account:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
824	q12_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>public relations officer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
825	q12_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>controller:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
826	q12_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>communications expert/technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
827	q12_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in human resource management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
828	q12_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in marketing:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

829	q12_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>journalist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
830	q12_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>practitioner in ethical finance and microcredit:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
831	q12_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>worker or executive in administration, finance and control:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
832	q12_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>operator or executive in commercial area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
833	q12_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>operator or executive in the banking, financial markets, insurance area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
834	q12_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>legal clerk:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
835	q12_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>judicial clerk:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
836	q12_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>institutional communicator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
837	q12_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>diplomat:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

838	q12_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>police official:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
839	q12_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>prefecture official:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
840	q12_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official expert in non-jurisdictional protection of citizens' rights:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
841	q12_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official in international institutions and organizations:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
842	q12_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>civil servant:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
843	q12_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>worker in preventive diplomacy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
844	q12_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>worker in human rights and democracy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
845	q12_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>social researcher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
846	q12_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>coordinator of social cooperatives:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
847	q12_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>housing community worker:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

848	q12_26	Numerical	1	Whether the respondent's work is comparable to the following job: <i>labor consultant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
849	q12_27	Numerical	1	Whether the respondent's work is comparable to the following job: <i>certified public accountant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
850	q12_28	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management of socio-economic area</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
851	q12_29	Numerical	1	Whether the respondent's work is comparable to the following job: <i>financial services promoter</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
852	q12_30	Numerical	1	Whether the respondent's work is comparable to the following job: <i>certified public accountant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
853	q12_31	Numerical	1	Whether the respondent's work is comparable to the following job: <i>auditor</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
854	q12_32	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Statistical Sciences)				
855	q13_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>budget analyst</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
856	q13_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>financial analyst</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

857	q13_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>controller:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
858	q13_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>decision support system expert/technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
859	q13_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>marketing expert/technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
860	q13_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality controller:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
861	q13_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental statistician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
862	q13_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>economic statistician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
863	q13_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medical statistician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
864	q13_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>social and health statistician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
865	q13_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>demographer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
866	q13_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>economic researcher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

867	q13_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>social researcher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
868	q13_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management of socio-economic area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
869	q13_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>statistician evaluator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
870	q13_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

**Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY
(Faculty of Agriculture)**

871	q1_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>manager of agricultural and forestry enterprise:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
872	q1_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality assurer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
873	q1_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>agricultural-vegetable biotechnologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
874	q1_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>enologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
875	q1_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>middle managers and purchasing managers in agro-industrial and forestry enterprises and large-scale retail trade:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

876	q1_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>managers and technical and commercial executives in agroindustrial and forestry enterprises:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
877	q1_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>food industry technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
878	q1_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in the wood and furniture industry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
879	q1_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in land defense and redevelopment:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
880	q1_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>horticultural-floricultural nursery technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
881	q1_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>agro-industrial technologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
882	q1_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>zoonome:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
883	q1_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical assistant, consultant and trainer for management of agricultural and forestry enterprises:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

884	q1_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in plant and agri-foodstuff defense:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
885	q1_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in rural and forestry assessments:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
886	q1_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>scientific informant for the pharmaceutical, cosmetic, herbal and dietary-food sectors:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
887	q1_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>herbalist technician:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
888	q1_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in land use planning:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
889	q1_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in community agricultural and rural development policies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
890	q1_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in protection and restoration of agricultural and forestry environments:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
891	q1_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in forestry techniques and soil defense:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

892	q1_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in the management of forestry systems:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
893	q1_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in the management of natural parks and protected areas:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
894	q1_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>landscape and green space designer and manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
895	q1_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Economics)				
896	q2_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>budget analyst:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
897	q2_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>controller:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
898	q2_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in decision support system:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
899	q2_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>economic researcher:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
900	q2_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>risk manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

901	q2_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>worker in ethical finance and microcredit:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
902	q2_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>account:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
903	q2_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in marketing:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
904	q2_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>business area practitioner or executive:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
905	q2_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>marketing and communication area practitioner or executive:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
906	q2_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in human resource management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
907	q2_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmacoeconomist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
908	q2_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>operators or managers in the area of procurement and logistics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
909	q2_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>workers or managers in the area of banking, financial markets, and insurance:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

910	q2_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>civil servant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
911	q2_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>prefecture official</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
912	q2_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official in international institutions and organizations</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
913	q2_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>economic researcher</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
914	q2_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>labor consultant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
915	q2_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>management consultant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
916	q2_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>certified public accountant</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
917	q2_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management of economic area</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
918	q2_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>financial services promoter</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
919	q2_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>auditor</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

920	q2_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Pharmacy)				
921	q3_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmacist</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
922	q3_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>scientific informant for the pharmaceutical, cosmetic, herbal and dietary food sector</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
923	q3_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>herbalist technician</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
924	q3_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>sales office worker in pharmaceutical, chemical, cosmetic and dietary-food companies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
925	q3_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>patent clerk in pharmaceutical, chemical, cosmetic and dietetic-food companies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
926	q3_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality control officer in pharmaceutical, chemical, cosmetic and dietetic-food companies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
927	q3_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical and scientific documentation officer in pharmaceutical, chemical, cosmetic and dietetic-food products</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

928	q3_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>quality assurance officer in pharmaceutical, cosmetic, dietetic-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
929	q3_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmaceutical biotechnologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
930	q3_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical director in pharmaceutical, chemical, cosmetic and dietetic-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
931	q3_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmacovigilance expert/technician (in pharmaceutical companies):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
932	q3_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in research and development in pharmaceutical, chemical, cosmetic and dietetic-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
933	q3_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>production manager in pharmaceutical, chemical, cosmetic and dietetic-food companies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
934	q3_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>responsible for occupational safety and environmental protection:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
935	q3_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>consultant for the pharmaceutical, cosmetic and dietary-food sector:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

936	q3_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmacoeconomist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
937	q3_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official in national and international health institutions and organizations:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
938	q3_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>manager of pharmaceutical warehouses:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
939	q3_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>head of chemical, microbiological, environmental analysis laboratory:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
940	q3_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Explain):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Law)				
941	q4_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>advocate:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
942	q4_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>financial services promoter:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
943	q4_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>state attorney:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
944	q4_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>judicial clerk:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

945	q4_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>registrar of notarial archives:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
946	q4_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>diplomat:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
947	q4_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>civil service official:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
948	q4_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>police official:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
949	q4_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>prefecture official:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
950	q4_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official expert in non-jurisdictional protection of citizens' rights:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
951	q4_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>official in international institutions and organizations:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
952	q4_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>magistrate:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
953	q4_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>legal clerk:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
954	q4_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>employment counselor:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

955	q4_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>notary public:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
956	q4_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>auditor:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
957	q4_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Explain):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Engineering)				
958	q5_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>analyst programmer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
959	q5_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>business consultant:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
960	q5_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>management consultant:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
961	q5_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technical director:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
962	q5_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in decision support system:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
963	q5_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in marketing:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
964	q5_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>chemical engineer:</i> <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
965	q5_8	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>materials engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
966	q5_9	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>electrical engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
967	q5_10	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>management engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
968	q5_11	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>mechanical engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
969	q5_12	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>mechanical engineer specializing in space systems:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
970	q5_13	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>procurement and logistics area operator/manager:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
971	q5_14	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>quality controller:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
972	q5_15	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in chemical engineering:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
973	q5_16	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in energy engineering:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
974	q5_17	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in mechanical engineering:</i></p> <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
975	q5_18	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>telecommunications engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
976	q5_19	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>electronics engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
977	q5_20	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>computer engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
978	q5_21	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in electronic engineering:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
979	q5_22	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in computer engineering:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
980	q5_23	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>civil engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
981	q5_24	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>construction engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
982	q5_25	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>biomedical engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
983	q5_26	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>environmental and land use engineer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
984	q5_27	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technician in biomedical engineering:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

985	q5_28	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other</i> (Specify): <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Humanities and Philosophy)				
986	q6_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>archaeologist</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
987	q6_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>archivist</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
988	q6_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>librarian</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
989	q6_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>documentalist</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
990	q6_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>restoration expert/technician</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
991	q6_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>land and environmental heritage historian</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
992	q6_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>art historian</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
993	q6_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>translator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
994	q6_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>intercultural mediator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

995	q6_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>account:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
996	q6_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>public relations officer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
997	q6_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>institutional communicator:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
998	q6_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>copywriter:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
999	q6_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in media management and planning:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1000	q6_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in marketing:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1001	q6_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>journalist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1002	q6_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in human resource management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1003	q6_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>tour leader:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1004	q6_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>tourist entertainer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1005	q6_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>tour guide</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1006	q6_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>cultural tourism worker</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1007	q6_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Medicine and Surgery)				
1008	q7_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>dietetics</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1009	q7_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>physiotherapy</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1010	q7_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>dental hygiene</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1011	q7_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>nursing</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1012	q7_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>speech therapy</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1013	q7_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>health care worker - vocational educator</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1014	q7_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orthoptics and ophthalmic care</i> : <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
1015	q7_8	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>midwifery:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1016	q7_9	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>exercise science:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1017	q7_10	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>audiometric techniques:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1018	q7_11	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>hearing aid techniques:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1019	q7_12	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>prevention techniques in the environment and workplace:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1020	q7_13	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>neurophysiopathology techniques:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1021	q7_14	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>biomedical laboratory techniques:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1022	q7_15	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>medical radiology imaging and radiotherapy techniques:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1023	q7_16	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>developmental neuro and psychomotor therapy:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1024	q7_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>occupational therapy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1025	q7_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medical biotechnology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1026	q7_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medicine and surgery (single-cycle):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1027	q7_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>dentistry (single-cycle):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1028	q7_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>diagnostic technical health professions sciences:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1029	q7_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>nursing and midwifery sciences:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1030	q7_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>allergology and clinical immunology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1031	q7_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pathologic anatomy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1032	q7_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>anesthesia and resuscitation:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1033	q7_26	Numerical	1	Whether the respondent's work is comparable to the following job: <i>audiology and phoniatrics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1034	q7_27	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biochemistry and clinical chemistry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1035	q7_28	Numerical	1	Whether the respondent's work is comparable to the following job: <i>cardiac surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1036	q7_29	Numerical	1	Whether the respondent's work is comparable to the following job: <i>cardiology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1037	q7_30	Numerical	1	Whether the respondent's work is comparable to the following job: <i>general surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1038	q7_31	Numerical	1	Whether the respondent's work is comparable to the following job: <i>maxillofacial surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1039	q7_32	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pediatric surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1040	q7_33	Numerical	1	Whether the respondent's work is comparable to the following job: <i>plastic and reconstructive surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1041	q7_34	Numerical	1	Whether the respondent's work is comparable to the following job: <i>thoracic surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1042	q7_35	Numerical	1	Whether the respondent's work is comparable to the following job: <i>vascular surgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1043	q7_36	Numerical	1	Whether the respondent's work is comparable to the following job: <i>dermatology and venereology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1044	q7_37	Numerical	1	Whether the respondent's work is comparable to the following job: <i>hematology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1045	q7_38	Numerical	1	Whether the respondent's work is comparable to the following job: <i>endocrinology and metabolic diseases:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1046	q7_39	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pharmacology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1047	q7_40	Numerical	1	Whether the respondent's work is comparable to the following job: <i>gastroenterology and digestive endoscopy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1048	q7_41	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medical genetics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1049	q7_42	Numerical	1	Whether the respondent's work is comparable to the following job: <i>geriatrics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1050	q7_43	Numerical	1	Whether the respondent's work is comparable to the following job: <i>gynecology and obstetrics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1051	q7_44	Numerical	1	Whether the respondent's work is comparable to the following job: <i>hygiene and preventive medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1052	q7_45	Numerical	1	Whether the respondent's work is comparable to the following job: <i>diseases of the respiratory system:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1053	q7_46	Numerical	1	Whether the respondent's work is comparable to the following job: <i>infectious diseases:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1054	q7_47	Numerical	1	Whether the respondent's work is comparable to the following job: <i>occupational medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1055	q7_48	Numerical	1	Whether the respondent's work is comparable to the following job: <i>sports medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1056	q7_49	Numerical	1	Whether the respondent's work is comparable to the following job: <i>community medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1057	q7_50	Numerical	1	Whether the respondent's work is comparable to the following job: <i>physical medicine and rehabilitation:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1058	q7_51	Numerical	1	Whether the respondent's work is comparable to the following job: <i>internal medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1059	q7_52	Numerical	1	Whether the respondent's work is comparable to the following job: <i>forensic and insurance medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1060	q7_53	Numerical	1	Whether the respondent's work is comparable to the following job: <i>nuclear medicine:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1061	q7_54	Numerical	1	Whether the respondent's work is comparable to the following job: <i>microbiology and virology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1062	q7_55	Numerical	1	Whether the respondent's work is comparable to the following job: <i>nephrology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1063	q7_56	Numerical	1	Whether the respondent's work is comparable to the following job: <i>neurosurgery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1064	q7_57	Numerical	1	Whether the respondent's work is comparable to the following job: <i>neurology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1065	q7_58	Numerical	1	Whether the respondent's work is comparable to the following job: <i>child neuropsychiatry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1066	q7_59	Numerical	1	Whether the respondent's work is comparable to the following job: <i>ophthalmology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1067	q7_60	Numerical	1	Whether the respondent's work is comparable to the following job: <i>oncology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1068	q7_61	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orthognathodontics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1069	q7_62	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orthopedics and traumatology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1070	q7_63	Numerical	1	Whether the respondent's work is comparable to the following job: <i>otolaryngology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1071	q7_64	Numerical	1	Whether the respondent's work is comparable to the following job: <i>clinical pathology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1072	q7_65	Numerical	1	Whether the respondent's work is comparable to the following job: <i>pediatrics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1073	q7_66	Numerical	1	Whether the respondent's work is comparable to the following job: <i>psychiatry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1074	q7_67	Numerical	1	Whether the respondent's work is comparable to the following job: <i>radiodiagnostics</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1075	q7_68	Numerical	1	Whether the respondent's work is comparable to the following job: <i>radiotherapy</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1076	q7_69	Numerical	1	Whether the respondent's work is comparable to the following job: <i>rheumatology</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1077	q7_70	Numerical	1	Whether the respondent's work is comparable to the following job: <i>food science</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1078	q7_71	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medical toxicology</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1079	q7_72	Numerical	1	Whether the respondent's work is comparable to the following job: <i>urology</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1080	q7_73	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Veterinary Medicine)				
1081	q8_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary practitioner of farm animals</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1082	q8_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary practitioner of companion animals or unconventional animals</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1083	q8_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary physician of the sport horse:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1084	q8_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>zoonome:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1085	q8_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary physician employed by the National Health Service:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1086	q8_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary physician employed by experimental zooprophyllactic institutes or analytical laboratories:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1087	q8_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>veterinary doctor employed by regions, border offices and other agencies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1088	q8_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in food safety and hygiene:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1089	q8_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify):</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Psychology)				
1090	q9_1	Numerical	1	Whether the respondent's work is comparable to the following job: <i>occupational psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1091	q9_2	Numerical	1	Whether the respondent's work is comparable to the following job: <i>educational psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1092	q9_3	Numerical	1	Whether the respondent's work is comparable to the following job: <i>sports psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1093	q9_4	Numerical	1	Whether the respondent's work is comparable to the following job: <i>psychologist in the legal field:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1094	q9_5	Numerical	1	Whether the respondent's work is comparable to the following job: <i>research psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1095	q9_6	Numerical	1	Whether the respondent's work is comparable to the following job: <i>school psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1096	q9_7	Numerical	1	Whether the respondent's work is comparable to the following job: <i>clinical and community psychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1097	q9_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>psychotherapist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1098	q9_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>rehabilitation psychologist,</i> <i>neuropsychologist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1099	q9_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management of socio-economic area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1100	q9_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in communication:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1101	q9_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in marketing:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1102	q9_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in human resource management</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1103	q9_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orientator for jobs and occupations</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1104	q9_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>school guidance counselor</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1105	q9_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>trainer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1106	q9_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>orientation trainer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1107	q9_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>tutor trainer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1108	q9_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1109	qall_sp	Character	/	Specification of the previous answers
Section 14: CURRICULAR AND SOCIAL VARIABLES				
1110	r1	Numerical	3	Graduation grade
1111	r1a	Numerical	1	Whether the respondent graduated cum laude: <ul style="list-style-type: none"> • 1 = Yes • 2 = No • 3 = Doesn't know • 4 = Doesn't answer
1112	r1a1	Numerical	2	Respondent's high school diploma: <ul style="list-style-type: none"> • 1 = Scientific high school • 2 = Classical high school • 3 = High school of art • 4 = Language high school • 5 = Teacher training school

				<ul style="list-style-type: none"> • 6 = Industrial technical institute • 7 = Commercial technical institute • 8 = Other technical institute • 9 = Vocational institute (e.g., hotel management school) • 10 = Other (Specify)
1113	r1a1_sp	Character	/	Specification of the previous answer
1114	r1b	Numerical	3	High school graduation grade
1115	r2	Numerical	1	<p>Whether the respondent did a period abroad during University:</p> <ul style="list-style-type: none"> • 1 = Yes, Erasmus • 2 = Yes, not Erasmus, but other initiative promoted by University • 3 = No
1116	r3	Numerical	1	<p>Whether the respondent did a period of internship or internship outside the University before graduation:</p> <ul style="list-style-type: none"> • 1 = Yes, internship • 2 = Yes, internship • 3 = No
1117	r4	Numerical	1	<p>Whether the respondent has been student representative during University:</p> <ul style="list-style-type: none"> • 1 = Yes, representative in University bodies • 2 = Yes, representative of the faculty or course of study • 3 = Yes, representative in other bodies • 4 = No
1118	r5	Numerical	1	<p>Whether the respondent held relationships with some professors after graduation:</p> <ul style="list-style-type: none"> • 1 = Yes, for job search • 2 = Yes, for scientific research collaboration • 3 = Yes, for other researches, didactic collaboration • 4 = No
1119	r6	Numerical	1	<p>Whether, when he/she enrolled in the degree program, the respondent had to pass an entrance examination:</p> <ul style="list-style-type: none"> • 1 = Yes, upon matriculation in the first year, but it was only orientation • 2 = Yes, at first-year matriculation and was ranked for admission

				<ul style="list-style-type: none"> • 3 = Yes, for admission to the master's degree, but it was orientation • 4 = Yes, for admission to the master's degree, and it did ranking • 5 = No
1120	r7	Numerical	1	<p>What the respondent would have done if he had had to pass an entrance examination for the course of study he/she attended (only if r6 = 5):</p> <ul style="list-style-type: none"> • 0 = Doesn't answer • 1 = Would have tried the exam • 2 = Would have attended the same course in another University without entrance examination • 3 = Would have looked for a course without entrance examination in the same University • 4 = Would have looked for a course without entrance examination in another University
1121	r8	Numerical	1	<p>What the respondent would have done if he/she hadn't passed the entrance examination (if r6 ≠ 5):</p> <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Would have tried the admission to another course he/she liked (Specify) • 2 = Would have attended the same course, or a similar one, in another University without entrance examination • 3 = Would have looked for a course without entrance examination in the same University • 4 = Other (Specify)
1122	r8_sp1	Character	/	Specification of the previous answer (if r8 = 1)
1123	r8_sp2	Character	/	Specification of the previous answer (if r8 = 4)
1124	r9	Numerical	1	<p>Last working position of the respondent's father:</p> <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Employee • 2 = Self-employment

1125	r9a	Numerical	1	<p>Professional position in which the respondent's father carried out salaried work:</p> <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
1126	r9b	Numerical	1	<p>Professional position in which the respondent's father carried out self-employed work (only if C4B = 2):</p> <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
1127	r9b1	Numerical	1	<p>Whether the respondent's father started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established
1128	r9b_sp	Character	/	Specification of the previous answer
1129	r9c	Numerical	1	<p>Whether the respondent's father is currently working:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No, he died • 3 = No, retired, unable to work • 4 = No, other (Specify)
1130	r9c_sp	Character	/	Specification of the previous answer

1131	r10	Numerical	1	<p>Last working position of the respondent's mother:</p> <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Housewife, still alive • 2 = Housewife, deceased • 3 = Employee • 4 = Self-employment
1132	r10a	Numerical	1	<p>Professional position in which the respondent's mother carried out salaried work:</p> <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
1133	r10b	Numerical	1	<p>Professional position in which the respondent's mother carried out self-employed work (only if C4B = 2):</p> <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
1134	r10b1	Numerical	1	<p>Whether the respondent's mother started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company • 4 = Firm or company of others, already established
1135	r10b_sp	Character	/	Specification of the previous answer

1136	r10c	Numerical	1	Whether the respondent's mother is currently working: <ul style="list-style-type: none"> • 1 = Yes • 2 = No, he died • 3 = No, retired, unable to work • 4 = No, other (Specify)
1137	r10c_sp	Character	/	Specification of the previous answer
1138	r11	Numerical	1	Qualification of the respondent's father: <ul style="list-style-type: none"> • 0 = No title • 2 = Elementary school diploma • 3 = Junior high school or vocational school diploma • 4 = Vocational school diploma • 5 = High school diploma • 6 = University degree
1139	r11_sp	Character	/	Specification of the previous answer
1140	r11a	Numerical	1	Qualification of the respondent's father: <ul style="list-style-type: none"> • 0 = No title • 2 = Elementary school diploma • 3 = Junior high school or vocational school diploma • 4 = Vocational school diploma • 5 = High school diploma • 6 = University degree
1141	r11a_sp	Character	/	Specification of the previous answer
Section 15: PRACTICUM AND INTERNSHIP FOR ADMISSION TO THE STATE EXAMINATION				
1142	u1	Numerical	2	Month in which the respondent started practicum/internship
1143	u1a	Numerical	4	Year in which the respondent started practicum/internship
1144	u2	Numerical	1	Exam or competition to which it is aimed at: <ul style="list-style-type: none"> • 1 = Lawyer, attorney at law • 2 = Notary public • 3 = Magistrate • 4 = Psychologist • 5 = Accountant • 6 = Other (Specify) • 7 = None, I will do the internship, then I will see
1145	u2_sp	Character	/	Specification of the previous answer
1146	u3	Numerical	1	Whether the respondent has completed, suspended or left the practicum/internship: <ul style="list-style-type: none"> • 1 = Completed • 2 = Suspended

				<ul style="list-style-type: none"> • 3 = Left • 4 = In progress • 5 = Never started
1147	u3a	Numerical	2	Month in which the respondent suspended/left practicum/internship
1148	u3a_a	Numerical	4	Year in which the respondent suspended/left practicum/internship
1149	u3a1	Numerical	1	Reason why the respondent suspended/left practicum/internship: <ul style="list-style-type: none"> • 1 = Found another job, won a competition, founded a company • 2 = I was getting nothing or too little, couldn't make it • 3 = They didn't value me professionally • 4 = Too demanding, far from home, too much travel • 5 = Personal, family, organizational problems • 6 = Changed my mind, professional outlook • 7 = Other (Specify)
1150	u3a1_sp	Character	/	Specification of the previous answer
1151	u3a2	Numerical	2	Month in which the respondent completed practicum/internship
1152	u3a2_a	Numerical	4	Year in which the respondent completed practicum/internship
1153	u4	Numerical	1	Whether the respondent has already held an exam or competition related to the practicum/internship: <ul style="list-style-type: none"> • 1 = No • 2 = Yes, passed • 3 = Yes, not passed • 4 = Don't know the results of the exam
1154	u4a	Numerical	2	Month in which the respondent held the exam/competition for the first time
1155	u4a_b	Numerical	4	Year in which the respondent held the exam/competition for the first time
1156	u4b	Numerical	2	Month in which the respondent passed the exam/competition
1157	u4b_b	Numerical	4	Year in which the respondent passed the exam/competition
1158	u6	Numerical	1	Whether the practicum/internship is paid: <ul style="list-style-type: none"> • 1 = No, not even expense reimbursement • 2 = Flat-rate expense reimbursement • 3 = Compensation of inconstant amount

				<ul style="list-style-type: none"> • 4 = Compensation of constant amount • 5 = Other (Specify)
1159	u6_sp	Character	/	Specification of the previous answer
1160	u6a	Numerical	4	How much, on average per month, is the reimbursement (9999 = Doesn't know, doesn't answer)
1161	u7	Numerical	1	Reason why the respondent decided to take the practicum/internship: <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Natural continuation of the degree held; the training received with the degree is insufficient for one's aims • 2 = Registration is necessary for the job he/she aims for • 3 = Tried to find a job and could not find it; start it, then will see what the market offers; waiting • 4 = Other (Specify)
1162	u7_sp	Character	/	Specification of the previous answer
1163	u8	Numerical	1	Whether, in the last six months, the respondent looked for a job: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1164	u8_0	Numerical	1	Way in which the respondent found his/her current job: <ul style="list-style-type: none"> • 1 = Continuation after internship or apprenticeship • 2 = It was offered (no active research) • 3 = Looked for a job (on his/her own or with the help of others, or through competitions)
1165	u9	Numerical	1	Whether, at the time of the previous interview, the respondent was working: <ul style="list-style-type: none"> • 1 = Yes • 2 = No • 3 = Doesn't remember the last interview

Section 16: GRADUATE SCHOOL OR UNIVERSITY COURSE OF AT LEAST ONE YEAR

1166	v1	Numerical	1	Graduate school attended by the respondent: <ul style="list-style-type: none"> • 1 = SSIS • 2 = Graduate School of Legal Professions • 3 = Graduate School of Pharmacy • 4 = Graduate School of Archaeology • 5 = Other school (Specify)
1167	v1_sp	Character	/	Specification of the previous answer
1168	v2	Numerical	1	University course attended by the respondent: <ul style="list-style-type: none"> • 1 = Level I master • 2 = Level II master (after master's degree) • 3 = Master's degree • 4 = Ph.D. • 5 = Other (Specify)
1169	v2_sp	Character	/	Specification of the previous answer
1170	v2a	Character	/	Name of the course
1171	v3	Numerical	1	University in which the respondent is attending the course: <ul style="list-style-type: none"> • 1 = Padova • 2 = Another University in Veneto (Specify) • 3 = In another Italian region (Specify) • 4 = Abroad (Specify)
1172	v3_sp	Character	/	Specification of the previous answer
1173	v3a	Numerical	2	Month in which the respondent started attending the course
1174	v3a_b	Numerical	4	Year in which the respondent started attending the course
1175	v4	Numerical	1	Whether the respondent took an entrance exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1176	v4a	Numerical	2	Month in which the respondent took the entrance exam
1177	v4a_b	Numerical	4	Year in which the respondent took the entrance exam
1178	v5	Numerical	1	Whether the respondent received a scholarship: <ul style="list-style-type: none"> • 1 = State scholarship • 2 = Private scholarship from public agencies • 3 = Private scholarship (companies, foundations, etc.)

				<ul style="list-style-type: none"> • 4 = No scholarship
1179	v6	Numerical	1	Reason to attend the course in a different University from the University of Padova (only if v3 ≠ 1): <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = The course exists only in that University • 2 = More attractive than Padova • 3 = Tried to enter in the University of Padova, but rejected • 4 = It's close to home/work • 5 = Other reason (Specify)
1180	v6_sp	Character	/	Specification of the previous answer
1181	v6a_1	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>doesn't know, doesn't answer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1182	v6a_2	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>to work in the world of research (including universities)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1183	v6a_3	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>to be able to enter teaching, because he/she is precarious in schooling</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1184	v6a_4	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>to acquire a more technical-specific professionalism</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1185	v6a_5	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>to elevate culture</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1186	v6a_6	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>a degree is too little to work or to qualify education</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1187	v6a_7	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>he/she tried to find a job and could not find it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1188	v6a_8	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>everyone does it, to remain with colleagues from the previous course</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1189	v6a_9	Numerical	1	Whether the following sentence represented one of the two main reasons to attend the course: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1190	v6a_sp	Character	/	Specification of the previous answer
1191	v7	Numerical	1	Extent to which attendance at this school/course matches respondent's expectations: <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Little or nothing, I make a virtue of necessity • 2 = For now, quite satisfactory • 3 = Very much, I mainly focus on the activities that open up by attending this course/school • 4 = Other (Specify)
1192	v7_sp	Character	/	Specification of the previous answer
1193	v8	Numerical	2	Month in which the respondent ended the school/course he was attending
1194	v8_a	Numerical	4	Year in which the respondent ended the school/course he was attending
1195	v9	Numerical	1	Whether the respondent already took the final exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1196	v10	Numerical	2	Month in which the respondent took the final exam

1197	v11	Numerical	1	Whether the respondent passed the exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1198	v12	Numerical	1	Whether, in the last six months, the respondent looked for a job: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1199	v13	Numerical	1	Whether the respondent was working at the time of the previous survey: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
1200	v10_a	Numerical	4	Year in which the respondent took the final exam
Section 17: COMMUNITY SERVICE				
1201	x1	Numerical	2	Month in which the respondent started community service
1202	x1a	Numerical	4	Year in which the respondent started community service
1203	x2	Numerical	4	Average monthly income
1204	x3	Numerical	1	Whether the respondent is able to attend a graduate school or University course of at least one year while doing community service: <ul style="list-style-type: none"> • 1 = No • 2 = Yes, graduate school • 3 = Yes, University course of at least one year
1205	x4	Numerical	1	Whether the respondent is able to do practicum/internship while doing community service: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1206	x4a	Numerical	2	Month in which the respondent ended community service
1207	x4a_b	Numerical	4	Year in which the respondent ended community service
1208	x5_0	Numerical	1	Way in which the respondent found his/her current job: <ul style="list-style-type: none"> • 1 = Continuation after internship or apprenticeship • 2 = It was offered (no active research) • 3 = Looked for a job (on his/her own or with the help of others, or through competitions)
1209	x5	Numerical	1	Whether, in the last six months, the respondent looked for a job: <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1210	x6	Numerical	1	Whether the respondent was working at the time of the previous survey: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
Section 18: INTERNSHIP POST LAUREAM				
1211	y1	Numerical	1	Whether the respondent is still doing the same internship, with same conditions, that he was doing at the time of the last survey: <ul style="list-style-type: none"> • 1 = No • 2 = Same internship, same conditions • 3 = Same internship, different conditions
1212	y2	Numerical	2	Month in which the respondent started the current internship
1213	y2_a	Numerical	4	Year in which the respondent started the current internship
1214	y3	Numerical	2	From what source the stage was organized: <ul style="list-style-type: none"> • 1 = University of Padua counters • 2 = Job centers, public employment agencies • 3 = Private recruitment agencies or centers, temporary employment agencies • 4 = Informagiovani • 5 = Electronic databases • 6 = Newspaper advertisements • 7 = Radio, TV including closed circuit TV: • 8 = University professors • 9 = Family members, relatives • 10 = Work colleagues, friends, acquaintances • 11 = Other source (Specify):
1215	y3_sp	Character	/	Specification of the previous answer
1216	y4	Numerical	1	Whether the internship is part of a larger training program, such as an ESF course, or is a stand-alone initiative: <ul style="list-style-type: none"> • 1 = Larger training program (ESF, etc.) • 2 = Stand-alone initiative
1217	y4a	Numerical	1	Reason to do an internship post lauream: <ul style="list-style-type: none"> • 0 = Doesn't know, doesn't answer • 1 = Had no work experience, wanted one; for experience to

				<p>place on CV, do not hire without work experience</p> <ul style="list-style-type: none"> • 2 = Already had internship during studies, wanted to supplement • 3 = Promised job after internship, hoped for job after internship • 4 = Felt he/she did not have adequate technical and practical training • 5 = Other (Specify) • 6 = Internship embedded in an ESF or similar course
1218	y4a_sp	Character	/	Specification of the previous answer
1219	y5	Numerical	1	<p>Whether the respondent receives compensation, perhaps in the form of expense reimbursement:</p> <ul style="list-style-type: none"> • 1 = No • 2 = Meal vouchers or other in-kind benefits only • 3 = Expense reimbursement • 4 = Compensation
1220	y5a	Numerical	4	Average monthly income
1221	y6	Numerical	1	<p>Whether, in the last six months, the respondent looked for a job:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1222	y7	Numerical	1	<p>Whether the respondent was working at the time of the previous survey:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
Section 19: WORK ACTIVITY PERFORMED UPON GRADUATION				
1223	z1	Numerical	1	<p>Whether the respondent is still doing the same activity he was doing at the time of the last survey:</p> <ul style="list-style-type: none"> • 1 = The same • 2 = A different one
1224	z1bis	Numerical	2	Month in which the respondent ended the activity he was doing at the time of the last survey
1225	z1bis_a	Numerical	4	Year in which the respondent ended the activity he was doing at the time of the last survey
1226	z1a	Numerical	1	<p>Whether, in his main work activity, the respondent still works in the same company and in the same workplace:</p> <ul style="list-style-type: none"> • 1 = New company, same municipality • 2 = New municipality, same company

				<ul style="list-style-type: none"> • 3 = New company, new municipality • 4 = Same company, same municipality
1227	z1b_1	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>activity inconsistent with the direction of studies, low professional duties, poor career prospects, lack of legitimacy of professional role:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1228	z1b_2	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>unsatisfactory employment contract, precarious/unstable work, lack of security:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1229	z1b_3	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>inadequate income, poor reward system:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1230	z1b_4	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>inadequate work environment, inadequate colleagues or superiors:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1231	z1b_5	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>excessive distance from home:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1232	z1b_6	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>excessive or too variable hourly commitment:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1233	z1b_7	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>family commitments that have arisen</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1234	z1b_8	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>Dismissal, expiration of contract, no possibility of continuation (even unpaid), company decision</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1235	z1b_9	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>simple desire for change</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1236	z1b_10	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>to start a practicum/internship</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1237	z1b_11	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>to begin a course of study or attendance at graduate school</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1238	z1b_12	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>to begin community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1239	z1b_13	Numerical	1	Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>other reason (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1240	z1b_sp	Character	/	Specification of the previous answer

1241	z1c	Numerical	1	Whether, since the last survey, the respondent has obtained promotions or economic or contractual improvements: <ul style="list-style-type: none"> • 1 = Both promotions and economic improvements • 2 = Only economic improvements • 3 = Same working position, same income, same contract • 4 = Lost career positions
1242	z1d	Numerical	1	Whether the improvements came as a consequence of the title of study obtained by the respondent: <ul style="list-style-type: none"> • 1 = Yes • 2 = No • 3 = Don't know
1243	z1e	Character	/	Reason why the respondent lost career positions
1244	z2	Numerical	1	Whether the main activity done by the respondent at the time of attainment of title was paid: <ul style="list-style-type: none"> • 1 = No, only unpaid work • 2 = Yes
1245	z3	Character	/	Activity made at the time
1246	z4a	Numerical	2	Sector and branch of economic activity in which the respondent mainly worked: <ul style="list-style-type: none"> • 1 = Agriculture, hunting, forestry • 2 = Fishing, fish farming and related services • 3 = Food • 4 = Paper • 5 = Chemical and petrochemicals • 6 = Building and construction • 7 = Electronics • 8 = Electromechanical • 9 = Mining • 10 = Pharmaceuticals • 11 = Photo-cine, optical • 12 = Toys • 13 = Graphics and publishing • 14 = High Tech • 15 = Plant engineering • 16 = Mechanical • 17 = Furniture, wood industry • 18 = Leather, leather, footwear • 19 = Petroleum • 20 = Steel, metallurgy • 21 = Telecommunications

				<ul style="list-style-type: none"> • 22 = Textiles and clothing • 23 = Other industry (Specify) • 24 = Banking (credit), insurance, financial services • 25 = Trade, public establishments, organized distribution • 26 = Information technology, information technology-related services • 27 = Business services and consulting • 28 = Telecommunications • 29 = Leisure, entertainment • 30 = Transportation, communications • 31 = Pre-University School • 32 = University • 33 = Health • 34 = Other public administration, including municipal utilities • 35 = Other services (Which one?)
1247	z4b	Numerical	1	<p>Target group to which the respondent's activity primarily aims at (only if facol = Scienze della formazione and Z4A = 31-34):</p> <ul style="list-style-type: none"> • 1 = Children • 2 = Preadolescents • 3 = Adolescents • 4 = Young people • 5 = Adults • 6 = Seniors • 7 = Various age groups
1248	z4b_sp1	Character	/	Specification of the previous answer (if z4a = 23)
1249	z4b_sp2	Character	/	Specification of the previous answer (if z4a = 35)
1250	z4c	Numerical	1	<p>Whether the respondent mainly worked in the private or public sector:</p> <ul style="list-style-type: none"> • 1 = Public • 2 = Private, self-employment, professional firms
1251	z5	Numerical	1	<p>Type of work:</p> <ul style="list-style-type: none"> • 1 = Employed, employed member of cooperative • 2 = Self-employment • 3 = Atypical/parasubordinate contract • 4 = Temporary employment • 5 = No contract

1252	z6	Numerical	1	<p>Whether the respondent had a permanent work or a fixed-term work and whether it is full-time or part-time:</p> <ul style="list-style-type: none"> • 1 = Permanent full-time work • 2 = Permanent part-time work • 3 = Fixed-term full-time work • 4 = Fixed-term part-time work • 5 = Training and employment contract • 6 = Apprenticeship • 7 = Other (Specify)
1253	z6_sp	Character	/	Specification of the previous answer
1254	z6a	Numerical	1	<p>Professional position in which the respondent carried out salaried work:</p> <ul style="list-style-type: none"> • 1 = Manager (also university professor, magistrate, etc.) • 2 = Managerial official, board • 3 = Kindergarten, basic (elementary and middle) or high school teacher • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
1255	z6a_sp	Character	/	Specification of the previous answer
1256	z7	Numerical	1	<p>Professional position in which the respondent carried out self-employed work (only if C4B = 2):</p> <ul style="list-style-type: none"> • 1 = Entrepreneur (agriculture, industry and services) • 2 = Self-employed (as a craftsman, merchant, sole proprietor) including in family business • 3 = Self-employed (even if constantly working inside firm or professional service company) • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
1257	z7_sp	Character	/	Specification of the previous answer
1258	z7a	Numerical	1	<p>Whether the respondent started the business (alone or with partners) or the firm/studio was already established:</p> <ul style="list-style-type: none"> • 1 = Started alone • 2 = Started with partners • 3 = Family firm or company

				<ul style="list-style-type: none"> • 4 = Firm or company of others, already established
1259	z7b	Numerical	1	<p>If the respondent didn't have a regular employment contract, what was the way in which he/she was paid:</p> <ul style="list-style-type: none"> • 1 = Regularly • 2 = From time to time • 3 = At the end of the task • 4 = Other (Specify)
1260	z7b_sp	Character	/	Specification of the previous answer
1261	z8	Numerical	1	<p>Type of atypical contract (only if C4B = 3):</p> <ul style="list-style-type: none"> • 1 = Occasional service, contract work • 2 = Coordinated and continuous collaboration without subordination (co.co.co), or project collaboration • 3 = Agency contract ("agent") • 4 = Cooperative member (non-employee) • 5 = Paid collaboration on research, surveys, prospecting, evaluations, etc. • 6 = Paid collaboration with charities, charitable works, etc. • 8 = Job placement plans • 9 = Other position (Specify)
1262	z8_sp	Character	/	Specification of the previous answer
1263	z9	Numerical	1	<p>Whether the respondent mainly worked alone or in a team of experts:</p> <ul style="list-style-type: none"> • 1 = Alone • 2 = In a team of experts with the same skills • 3 = In a team of experts with different skills
1264	z9a	Numerical	1	<p>Qualification of the members of the team:</p> <ul style="list-style-type: none"> • 1 = Mainly degree • 2 = Roughly, half degree and half high school diploma • 3 = Mainly high school diploma • 4 = Mainly without higher education
1265	z10	Numerical	2	Weekly hours spent working
1266	z11	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)

1267	z11a	Numerical	2	<p>Categorized monthly income:</p> <ul style="list-style-type: none"> • 1 = Less than 250 € • 2 = From 250.1 to 380 € • 3 = From 380.1 to 500 € • 4 = From 500.1 to 600 € • 5 = From 600.1 to 700 € • 6 = From 700.1 to 800 € • 7 = From 800.1 to 900 € • 8 = From 900.1 to 1000 € • 9 = From 1000.1 to 1100 € • 10 = From 1100.1 to 1200 € • 11 = From 1200.1 to 1300 € • 12 = From 1300.1 to 1400 € • 13 = From 1400.1 to 1500 € • 14 = From 1500.1 to 1600 € • 15 = From 1600.1 to 1700 € • 16 = From 1700.1 to 1800 € • 17 = From 1800.1 to 1900 € • 18 = From 1900.1 to 2000 € • 19 = From 2000.1 to 2200 € • 20 = From 2200.1 to 2400 € • 21 = From 2400.1 to 2600 € • 22 = From 2600.1 to 2800 € • 23 = From 2800.1 to 3000 € • 24 = From 3000.1 to 3200 € • 25 = From 3200.1 to 3400 € • 26 = From 3400.1 to 3600 € • 27 = More than 3600 € • 28 = Doesn't know/ Doesn't answer • 29 = Other (Specify)
1268	z11a_sp	Character	/	Specification of the previous answer
1269	z12	Numerical	1	Whether, at the time of graduation, the respondent was enrolled in employment centers
1270	peso_ateneo	Numerical	8	<p>Graduates were selected with unequal probabilities. They must, therefore, be weighted so that the estimates obtainable by statistical analysis are correct. The weights are inversely proportional to the probabilities of inclusion in the sample.</p> <p>In this case we have:</p> <ul style="list-style-type: none"> - quantities inherent to the University of Padua (<u>university_weight</u>).
1271	peso_facolta	Numerical	8	<p>Graduates were selected with unequal probabilities. They must, therefore, be weighted so that the estimates obtainable by statistical analysis are correct. The weights are inversely proportional to the probabilities of inclusion in the sample.</p>

				In this case we have: - quantities inherent in the graduates of a faculty (faculty_weight)
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