

DESCRIPTION OF THE VARIABLES OF
THE FILE “MONTHS_12” AND
“MONTHS_36”

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	<p>Sample of the respondent:</p> <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	<p>Id of the University faculty:</p> <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 (only for months_12)
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_00	Numerical	1	Respondent's current prevalent activity: <ul style="list-style-type: none"> • 1 = Working • 2 = Looking for work • 3 = Conducting an internship • 4 = Attending a graduate school

				<ul style="list-style-type: none"> • 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	b8_0	Numerical	1	<p>- (Only if b8_00 = 2, 4, 5, 6, 9) Whether, in the last week, the respondent worked for at least an hour</p> <p>- (Only if b8_00 = 3) Whether, in addition to internship, in the last week, the respondent worked for at least an hour</p> <p>- (Only if b8_00 = 7) Whether, in addition to post-graduate stage, in the last week, the respondent worked for at least an hour</p> <p>- (Only if b8_00 = 8) Whether, in addition to community service, in the last week, the respondent worked for at least an hour:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No • 3 = Permanently unable to work
18	b8_0_sp	Numerical	2	Number of hours spent working
19	b8_1	Numerical	1	<p>- (Only if b8_00 = 2, 4, 5, 6, 9) Whether, in the last week, the respondent had a job that he/she did not perform, for example: due to reduced activity, due to illness, vacation, layoff, etc.</p> <p>- (Only if b8_00 = 3) Whether, in addition to internship, in the last week, the respondent had a job that he/she did not perform, for example: due to reduced activity, due to illness, vacation, layoff, etc.</p> <p>- (Only if b8_00 = 7) Whether, in addition to post-graduate stage, in the last week, the respondent had a job that he/she did not perform, for example: due to reduced activity, due to illness, vacation, layoff, etc.</p>

				<p>- (Only if <i>b8_00</i> = 8)</p> <p>Whether, in addition to community service, in the last week, the respondent had a job that he/she did not perform, for example: due to reduced activity, due to illness, vacation, layoff, etc.:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
20	b8_2	Numerical	1	<p>Whether this period of absence from work has lasted or will last a total of more than three months:</p> <ul style="list-style-type: none"> • 1 = More than three months • 2 = Less than three months
21	b8_3	Numerical	1	<p>Whether during this period of absence from work the respondent is paid at least 50%:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
22	b8	Numerical	1	<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)
23	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)
24	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

				<ul style="list-style-type: none"> • 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				
25	c1	Numerical	1	Number of jobs currently made by the respondent: <ul style="list-style-type: none"> • 1 = One • 2 = More than one
26	c1a	Numerical	1	Whether the current job is paid (only if C1 = 1): <ul style="list-style-type: none"> • 1 = No • 2 = Yes
27	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
28	c2a	Character	/	Activity that provides the highest income for the respondent
29	c2b	Numerical	2	Month in which the respondent started the job
30	c2b_a	Numerical	2	Year in which the respondent started the job
31	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

				<ul style="list-style-type: none"> • 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?)
32	c3d_sp1	Character	/	Specification of the previous answer
33	c3d_sp2	Character	/	Specification of the previous answer
34	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
35	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

				<ul style="list-style-type: none"> • 2 = Preadolescents • 3 = Adolescents • 4 = Young people • 5 = Adults • 6 = Seniors • 7 = Various age groups
36	c4a	Numerical	1	<p>Whether the respondent has a regular employment contract:</p> <ul style="list-style-type: none"> • 1 = No • 2 = Yes
37	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
38	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)
39	c4c_sp	Character	/	Specification of the previous answer
40	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
41	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

				<p>proprietor) including in family business</p> <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)
42	c4e_sp	Character	/	Specification of the previous answer
43	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
44	c4g	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)
45	c4g_sp	Character	/	Specification of the previous answer
46	c4h	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)
47	c4h_sp	Character	/	Specification of the previous answer
48	c5	Numerical	1	<p>Whether the respondent mainly works 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

				<ul style="list-style-type: none"> • 3 = In a team of experts with different skills
49	c5a	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
50	c5b	Numerical	1	<p>Whether the respondent usually coordinates other people's work:</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
51	c6	Numerical	2	Weekly hours spent working
52	c6a	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)
53	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)
54	c6b_sp	Character	/	Specification of the previous answer

55	c6c	Numerical	4	Only if c6a \neq c6b, correct monthly income
56	c7	Numerical	1	Whether the respondent has a second job: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
57	c7a	Character	/	What the second job is
58	c8	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
59	c8_sp1	Character	/	Name of the municipality (only if c8 = 2)
60	c8_sp2	Character	/	Name of the province (only if c8 = 3)
61	c8_sp3	Character	/	Name of the region (only if c8 = 4)
62	c8_sp4	Character	/	Name of the Country (only if c8 = 5)
63	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
64	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
65	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)
66	c9_1	Numerical	1	Whether the respondent ever thought about changing company or entity: <ul style="list-style-type: none"> • 1 = No, never • 2 = Would change to improve pay and contractual conditions • 3 = Would change to improve activity, use of skills • 4 = Would change for better work environment, distance from home • 5 = Other condition (Specify)

67	c9_1_sp	Character	/	Specification of the previous answer
68	c10	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
69	c10a	Character	/	Jobs that the respondent refused
70	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
71	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
72	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
73	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
74	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
75	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
76	c10b_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

77	c10b_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
78	c10b_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
79	c10b_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
80	c10b_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
81	c10b_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
82	c10b_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
83	c10b_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
84	c10b_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

				<ul style="list-style-type: none"> • 1 = Yes
85	c10b_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
86	c10b_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
87	c10b_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
88	c10b_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
89	c10b_20	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify)</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
90	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				
91	e1	Numerical	1	<p>Whether the respondent's current work is paid:</p> <ul style="list-style-type: none"> • 1 = No, only not paid work • 2 = Both paid and not paid work • 3 = Yes, only paid work
92	e2	Numerical	1	<p>Whether this one is the respondent's first job (only if s6 = 1):</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
93	e2a	Numerical	1	<p>Whether this one is the respondent's first job (only if s6 > 1):</p> <ul style="list-style-type: none"> • 1 = Yes • 2 = No
94	e2a2	Character	/	Description of the previous jobs

95	e2b	Numerical	1	Whether the respondent had a regular employment contract: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
96	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
97	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)
98	e2d_sp	Character	/	Specification of the previous answer
99	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 • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
100	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)

				<ul style="list-style-type: none"> • 4 = Opened VAT number for self-employed professional activity • 5 = Other condition (Specify)
101	e2f1	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
102	e2f_sp	Character	/	Specification of the previous answer
103	e2g	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)
104	e2g_sp	Character	/	Specification of the previous answer
105	e2h			<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)
106	e2h_sp	Character	/	Specification of the previous answer
107	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

108	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
109	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
110	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
111	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
112	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
113	e3_7	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to stop the previous job: <i>family commitments that have arisen</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
114	e3_8	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

115	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
116	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
117	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
118	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
119	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
120	e3_sp	Character	/	Specification of the previous answer
121	e3a	Numerical	2	Month in which the respondent ended the previous job
122	e3a_b	Numerical	4	Year in which the respondent ended the previous job
123	e4	Numerical	2	Month in which the respondent started the new job
124	e4_a	Numerical	4	Year in which the respondent started the new job
125	e5	Character	/	Description of the current job
126	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

127	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
128	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)
129	e6b_sp	Character	/	Specification of the previous answer
130	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
131	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 • 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)

132	e6d1	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
133	e6d_sp	Character	/	Specification of the previous answer
134	e6e	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)
135	e6e_sp	Character	/	Specification of the previous answer
136	e6f			Type of atypical contract (only if e6a = 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)
137	e6f_sp	Character	/	Specification of the previous answer

138	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?)
-----	------------	-----------	---	---

139	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
140	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
141	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
142	e8_sp1	Character	/	Name of the municipality (only if e8 = 2)
143	e8_sp2	Character	/	Name of the province (only if e8 = 3)
144	e8_sp3	Character	/	Name of the region (only if e8 = 4)
145	e8_sp4	Character	/	Name of the Country (only if e8 = 5)
146	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
147	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
148	e9b	Numerical	1	Whether the respondent usually coordinates other people's work: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
149	e10	Numerical	2	Weekly hours spent working

150	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
151	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
152	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
153	e15_1	Numerical	1	Whether the respondent ever thought about changing company or entity: <ul style="list-style-type: none"> • 1 = No, never • 2 = Would change to improve pay and contractual conditions • 3 = Would change to improve activity, use of skills • 4 = Would change for better work environment, distance from home • 5 = Other condition (Specify)
154	e15_1_sp	Character	/	Specification of the previous answer
155	e16	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
156	e10a	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)
157	e10b	Numerical	2	Categorized monthly income: <ul style="list-style-type: none"> • 1 = Less than 250 € • 2 = From 250.1 to 380 € • 3 = From 250.1 to 380 € • 4 = From 380.1 to 500 € • 5 = From 550.1 to 600 € • 6 = From 600.1 to 650 € • 7 = From 650.1 to 700 € • 8 = From 700.1 to 750 € • 9 = From 750.1 to 800 € • 10 = From 800.1 to 850 € • 11 = From 850.1 to 900 € • 12 = From 900.1 to 950 € • 13 = From 950.1 to 1000 € • 14 = From 1000.1 to 1050 € • 15 = From 1050.1 to 1100 € • 16 = From 1100.1 to 1150 €

				<ul style="list-style-type: none"> • 17 = From 1150.1 to 1200 € • 18 = From 1200.1 to 1250 € • 19 = From 1250.1 to 1300 € • 20 = From 1300.1 to 1400 € • 21 = From 1400.1 to 1600 € • 22 = From 1600.1 to 1800 € • 23 = From 1800.1 to 2000 € • 24 = From 2000.1 to 2600 € • 25 = From 2600.1 to 3600 € • 26 = More than 3600 € • 27 = Doesn't know/ Doesn't answer • 28 = Other (Specify)
158	e10b_sp	Character	/	Specification of the previous answer
159	e10c	Numerical	4	Only if c6a ≠ c6b, correct monthly income
160	e14a	Character	/	Activity performed by the respondent in addition to the one described above
161	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
162	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
163	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)
164	e14_sp	Character	/	Specification of the previous answer
165	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

				<ul style="list-style-type: none"> • 4 = Clerk, intermediate • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
166	e14f	Numerical	1	Professional position in which the respondent carries out self-employed work (only if C4B = 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)
167	e14f1	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
168	e14f_sp	Character	/	Specification of the previous answer
169	e14g	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)
170	e14g_sp	Character	/	Specification of the previous answer
171	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)

				<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)
172	e14h_sp	Character	/	Specification of the previous answer
173	e15_0	Numerical	1	<p>Way in which the respondent found his/her current job:</p> <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)
174	e16a	Character	/	Jobs that the respondent refused
175	e16b_1	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>already had another job</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
176	e16b_2	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>health reasons</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
177	e16b_3	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>wedding</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
178	e16b_4	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>caring for children, family members or relatives</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
179	e16b_5	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>waiting to start practicum/internship</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

180	e16b_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
181	e16b_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
182	e16b_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
183	e16b_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
184	e16b_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
185	e16b_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
186	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

187	e16b_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
188	e16b_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
189	e16b_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
190	e16b_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
191	e16b_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
192	e16b_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
193	e16b_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
194	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
195	e16b_sp	Character	/	Specification of the previous answer

Section 5: PEOPLE WHO WERE WORKING BUT AREN'T WORKING NOW

196	g1	Numerical	2	Month in which the respondent ended the job he was practicing at the moment of the graduation
197	g1a	Numerical	4	Year in which the respondent ended the job he was practicing at the moment of the graduation
198	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
199	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
200	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
201	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
202	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
203	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

204	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
205	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
206	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
207	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
208	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
209	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
210	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
211	g2_sp	Character	/	Specification of the previous answer
212	g3a	Numerical	1	Whether, since he/she left the previous job, the respondent has been engaged in paid work activities
213	g3b	Character	/	Work activities performed

214	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
215	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
216	g5	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
217	g5a	Character	/	Jobs that the respondent refused
218	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
219	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
220	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
221	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
222	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

223	g5b_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
224	g5b_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
225	g5b_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/she applied:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
226	g5b_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
227	g5b_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
228	g5b_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
229	g5b_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
230	g5b_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

				<ul style="list-style-type: none"> • 1 = Yes
231	g5b_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
232	g5b_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
233	g5b_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
234	g5b_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
235	g5b_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
236	g5b_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
237	g5b_20	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to refuse this jobs: <i>other reason (Specify):</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
238	g5b_sp	Character	/	Specification of the previous answer
Section 6: PEOPLE WHO PERFORM ONLY UNPAID WORK ACTIVITIES				
239	h1	Character	/	Description of the unpaid work activities

240	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?)
-----	------------	-----------	---	--

241	h1a_sp1	Character	/	Specification of the previous answer
242	h1a_sp2	Character	/	Specification of the previous answer
243	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
244	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
245	h1c_sp1	Character	/	Name of the municipality (only if e8 = 2)
246	h1c_sp2	Character	/	Name of the province (only if e8 = 3)
247	h1c_sp3	Character	/	Name of the region (only if e8 = 4)
248	h1c_sp4	Character	/	Name of the Country (only if e8 = 5)
249	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
250	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
251	h1f	Numerical	1	Whether the respondent usually coordinates other people's work: <ul style="list-style-type: none"> • 1 = Yes • 2 = No

252	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)
253	h2_sp	Character	/	Specification of the previous answer
254	h3	Numerical	2	Number of months since the respondent started this work activity
255	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)
256	h3a_sp	Character	/	Specification of the previous answer
257	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
258	h3c	Character	/	Description of the work activity

259	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
260	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
261	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)
262	h6	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
263	h6a	Character	/	Jobs that the respondent refused
264	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
265	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
266	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
267	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
268	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
269	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
270	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
271	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
272	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
273	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
274	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
275	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

276	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
277	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
278	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
279	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
280	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
281	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
282	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
283	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
284	h6b_sp	Character	/	Specification of the previous answer

Section 7: STUDY AND PROFESSIONAL QUALIFICATION

285	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
286	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
287	ila1_m	Numerical	2	Month in which the respondent ended the internship
288	ila1_a	Numerical	4	Year in which the respondent ended the internship
289	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)
290	ilb_sp	Character	/	Specification of the previous answer
291	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
292	i2_sp	Character	/	Specification of the previous answer
293	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

294	i3	Numerical	1	Whether, in the last six months, the respondent attended a training course promoted by the European Social Fund: <ul style="list-style-type: none"> • 1 = Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
295	i4	Numerical	1	Whether, in the last six months, the respondent attended a professional training course promoted by a public institution: <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
296	i501	Numerical	1	Whether, in the last six months, the respondent attended a foreign language course: <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
297	i502	Numerical	1	Whether, in the last six months, the respondent attended an informatics language course: <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
298	i503	Numerical	1	Whether, in the last six months, the respondent attended an internal business course: <ul style="list-style-type: none"> • 1 = 1 Yes, and it is concluded • 2 = Yes, and it is in progress • 3 = No
299	i10	Numerical	1	Whether the respondent is taking an interest in the educational offerings of the University of Padua regarding bachelor's, master's or PhD: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
300	i10a	Numerical	1	Main media that the respondent uses to get informed: <ul style="list-style-type: none"> • 1 = Internet • 2 = Newspapers • 3 = News sent by the University (also through the Internet) • 4 = Other (Specify)
301	i10a_sp	Character	/	Specification of the previous answer
Section 8: OPINIONS, USE OF SKILLS				
302	j1	Numerical	2	Respondent's satisfaction about his/her current job (on a scale from 1 to 10)

303	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>
304	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>
305	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>
306	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>
307	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>
308	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>
309	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>
310	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>
311	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>
312	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>
313	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>
314	j2	Numerical	1	How much the respondent makes use of his/her <i>forma mentis</i> (the general professional culture derived from university education): <ul style="list-style-type: none"> • 0 = Doesn't know/doesn't answer • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
315	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
316	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
317	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
318	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
319	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
320	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

321	j7	Numerical	1	How much the respondent uses English in his/her job: <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
322	j8	Numerical	1	Whether, in the respondent's job, is important to know another foreign language: <ul style="list-style-type: none"> • 1 = No • 2 = Yes (Specify)
323	j8_sp	Character	/	Specification of the previous answer
324	j9	Numerical	1	Whether, in the respondent's job, is more important the knowledge in writing or in speaking foreign languages: <ul style="list-style-type: none"> • 1 = Writing • 2 = Speaking • 3 = Both
325	j10_a01	Numerical	1	How important are the following skills in respondent's working activity: <i>interpersonal and relationship skills</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
326	j10_a02	Numerical	1	How important are the following skills in respondent's working activity: <i>decision making and problem solving skills</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
327	j10_a03	Numerical	1	How important are the following skills in respondent's working activity: <i>working in team</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
328	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

329	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
330	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
331	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
332	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
333	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
334	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

335	j11_a02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of forest analysis, forest management</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
336	j11_a03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using knowledge of economics, estimation, etc.</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
337	j11_a04	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>applying techniques of livestock analysis, animal husbandry</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
338	j11_a05	Numerical	1	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): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
339	j11_a06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>knowledge of agricultural product processing processes</i> (only if facol = Agraria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
340	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

				<ul style="list-style-type: none"> • 4 = Much
341	j11_a08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using topological analysis techniques, GIS</i> (only if facol = Agraria):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
342	j11_a09	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
343	j11_b01	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
344	j11_b02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>interpreting and analyzing macroeconomic phenomena</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
345	j11_b03	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
346	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

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
347	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
348	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
349	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
350	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
351	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
352	j11_b10	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using mathematical models for decision making</i> (only if facol = Economia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly

				<ul style="list-style-type: none"> • 4 = Much
353	j11_b11	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
354	j11_c01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>using laboratory techniques and instrumentation</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
355	j11_c02	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>performing chemical, biological, microbiological, technological analyses</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
356	j11_c03	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
357	j11_c04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing pharmaceutical legislation, code of ethics</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
358	j11_c05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing patenting and other on intellectual property</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all

				<ul style="list-style-type: none"> • 2 = Slightly • 3 = Fairly • 4 = Much
359	j11_c06	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>having business culture</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
360	j11_c07	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>designing or carrying out market research, marketing</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
361	j11_c08	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>knowing about pharmacoeconomics, pharmacovigilance</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
362	j11_c09	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>realizing preparations and control of medicines</i> (only if facol = Farmacia):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
363	j11_c10	Numerical	1	<p>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):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
364	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

				<ul style="list-style-type: none"> • 2 = Slightly • 3 = Fairly • 4 = Much
365	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
366	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
367	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
368	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
369	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 • 4 = Much
370	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

				<ul style="list-style-type: none"> • 2 = Slightly • 3 = Fairly • 4 = Much
371	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
372	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
373	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
374	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
375	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 • 3 = Fairly • 4 = Much

376	j11_e01	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>discussing technical and scientific issues</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
377	j11_e02	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>developing mathematical models</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
378	j11_e03	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>performing simulations and analysis of systems</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
379	j11_e04	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>using scientific/technical laboratory instrumentation</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
380	j11_e05	Numerical	1	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): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
381	j11_e06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>managing and analyzing data</i> (only if facol = Ingegneria): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

382	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
383	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
384	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
385	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
386	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
387	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

388	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
389	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
390	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
391	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
392	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
393	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
394	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
395	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
396	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
397	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
398	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
399	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
400	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
401	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
402	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
403	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
404	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
405	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

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

412	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
413	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
414	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
415	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
416	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
417	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
418	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
419	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
420	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
421	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
422	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

423	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
424	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
425	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
426	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
427	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

428	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
429	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
430	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
431	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
432	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

433	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
434	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
435	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
436	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
437	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

438	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
439	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
440	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
441	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
442	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
443	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
444	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
445	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
446	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
447	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
448	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

449	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
450	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
451	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
452	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
453	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
454	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
455	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
456	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
457	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
458	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
459	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

460	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
461	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
462	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
463	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
464	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
465	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

466	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
467	j11i01	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
468	j11i02	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
469	j11i03	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
470	j11i04	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
471	j11i05	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
472	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
473	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
474	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
475	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
476	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
477	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
478	j11m01	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>database construction and management, computer programming</i> (only if facol = Scienze statistiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
479	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> (only if facol = Scienze statistiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
480	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> (only if facol = Scienze statistiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
481	j11m04	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>data processing and descriptive analysis</i> (only if facol = Scienze statistiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
482	j11m05	Numerical	1	<p>Whether, in the respondent's opinion, the following skill is important: <i>multivariate statistical analysis, data mining</i> (only if facol = Scienze statistiche):</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much

483	j11m06	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>design of experiments and interpretation of results, clinical trials, simulations</i> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
484	j11m07	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>quality planning, control and certification</i> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
485	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> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
486	j11m09	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>analysis of financial markets</i> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
487	j11m10	Numerical	1	Whether, in the respondent's opinion, the following skill is important: <i>cost analysis, management control, budget analysis</i> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
488	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> (only if facol = Scienze statistiche): <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly

				<ul style="list-style-type: none"> • 3 = Fairly • 4 = Much
489	j1201	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>having adaptability</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
490	j1202	Numerical	1	<p>How important is the following personality trait in respondent's working activity: <i>being able to learn</i>:</p> <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
491	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
492	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
493	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
494	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

495	j1207	Numerical	1	How important is the following personality trait in respondent's working activity: <i>having self-control</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
496	j1208	Numerical	1	How important is the following personality trait in respondent's working activity: <i>having mental and physical stamina and concentration</i> : <ul style="list-style-type: none"> • 1 = Not at all • 2 = Slightly • 3 = Fairly • 4 = Much
497	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
498	j13a	Character	/	Skills that the respondent misses
499	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
500	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
501	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
502	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
503	j14a_4	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 interesting alternatives</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
504	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
505	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
506	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
507	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
508	j14a_sp	Character	/	Specification of the previous answer
509	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

				<ul style="list-style-type: none"> • 2 = Yes, by other graduates • 3 = Graduation not needed, high school diploma is enough • 4 = A lower qualification is enough
510	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 • 3 = Fairly • 4 = Much
511	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
512	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>
513	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
514	j20	Character	/	<p>Main reason because of the respondent wouldn't even enroll in University</p>
515	j21	Character	/	<p>Reasons to think so about the University that the respondent attended</p>
516	j21a	Character	/	<p>Faculty that the respondent would attend instead</p>
517	j22	Character	/	<p>Study address that that the respondent would attend</p>
518	j23	Character	/	<p>Reasons to choose another Italian University</p>

519	j23a	Character	/	Best Universities in Italy (according to the respondent)
520	j24	Character	/	Reasons to choose a University abroad
521	j24a	Character	/	Best Universities abroad (according to the respondent)
522	j25_1	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
523	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
524	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
525	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
526	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
527	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
528	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
529	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
530	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
531	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
532	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
533	j25_sp	Character	/	Specification of the previous answer
Section 9: OPINIONS				
534	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)
535	k0_sp	Character	/	Specification of the previous answer
536	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)

537	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
538	k4_a	Character	/	Main aspect of University education that caused discomfort in the search of a job
539	k4_b	Character	/	Second main aspect of University education that caused discomfort in the search of a job
540	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
541	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
542	k6	Character	/	Main reason because of the respondent wouldn't even enroll in University
543	k7	Character	/	Reasons to think so about the University that the respondent attended
544	k7a	Character	/	Faculty that the respondent would attend instead
545	k8	Character	/	Study address that that the respondent would attend
546	k9	Character	/	Reasons to choose another Italian University
547	k9a	Character	/	Best Universities in Italy (according to the respondent)
548	k10	Character	/	Reasons to choose a University abroad
549	k10a	Character	/	Best Universities abroad (according to the respondent)

Section 10: NOT WORKING, NOT STUDYING, NOT LOOKING FOR A JOB

550	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
551	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
552	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
553	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
554	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
555	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
556	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
557	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

558	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
559	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
560	11_11	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>waiting to start community service</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
561	11_12	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
562	11_13	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
563	11_14	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
564	11_15	Numerical	1	Whether the following sentence represented one of the three 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
565	11_16	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

566	11_17	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
567	11_18	Numerical	1	Whether the following sentence represented one of the three main reasons to refuse this jobs: <i>sick of searching in vain</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
568	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
569	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
570	11_sp	Character	/	Specification of the previous answer
571	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
572	13	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
573	13a	Character	/	Jobs that the respondent refused
574	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
575	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
576	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

577	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
578	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
579	13b_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
580	13b_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
581	13b_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
582	13b_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
583	13b_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
584	13b_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

585	13b_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
586	13b_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
587	13b_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
588	13b_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
589	13b_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
590	13b_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
591	13b_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
592	13b_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

593	l3b_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
594	l3b_sp	Character	/	Specification of the previous answer
Section 11: PLANNED CHANGES AND CLOSURE				
595	m3c	Character	/	Respondent's ideal job
596	m3d	Character	/	What the University could do to improve conditions for its students and to give a helping hand to its graduates
597	m4	Character	/	Suggestions for improving the survey or making better use of the survey results
Section 12: JOB SEARCH				
598	n1a	Numerical	1	Whether, since the last survey, the respondent moved toward employment, toward self-employment, in both directions, or relied on temporary companies: <ul style="list-style-type: none"> • 1 = Employment • 2 = Self-employment • 3 = Both directions • 4 = Temporary companies • 5 = Not relevant
599	n1b	Numerical	1	Whether the respondent sent curricula while searching a job: <ul style="list-style-type: none"> • 1 = No • 2 = Yes (Specify)
600	n1b_sp	Numerical	3	Number of curricula sent
601	n1c_1	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 of Padua counters</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
602	n1c_2	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>Job centers, public employment agencies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

603	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
604	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
605	n1c_5	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>electronic databases:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
606	n1c_6	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>newspaper advertisements:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
607	n1c_7	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>Radio, TV including closed circuit TV:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
608	n1c_8	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 professors:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
609	n1c_9	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>family members, relatives:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

610	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
611	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
612	n1c_sp	Character	/	Specification of the pervious answer
613	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
614	n1d1	Numerical	1	Whether they were local or national newspapers: <ul style="list-style-type: none"> • 1 = Only local • 2 = Only national • 3 = Both
615	n1e	Numerical	2	Number of placed advertisements (99 = doesn't remember)
616	n1f	Numerical	2	Number of databases in which the respondent entered his/her curriculum (99 = doesn't remember)
617	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
618	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
619	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

620	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
621	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
622	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
623	n1g_7	Numerical	1	Whether the respondent entered his/her curriculum in the following database: <i>Infoimpresa.it (CCIAA)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
624	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
625	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
626	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
627	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
628	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
629	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

630	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
631	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
632	n1g_sp	Character	/	Specification of the previous answer
633	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
634	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
635	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
636	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
637	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
638	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

639	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
640	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
641	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
642	n1h_sp	Character	/	Specification of the previous answer
643	n1i	Numerical	2	Number of job interviews had by the respondent in the last six months (99 = doesn't remember)
644	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
645	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
646	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

647	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
648	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
649	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
650	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
651	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
652	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
653	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
654	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
655	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
656	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

657	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
658	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
659	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 • 1 = Yes
660	n1m_14	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>www.gazzettaufficiale.it</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
661	n1m_15	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>other databases (Specify)</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
662	n1m_16	Numerical	1	Whether the following was one of the two most useful databases to get job interviews: <i>doesn't know/doesn't remember</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
663	n1m_sp	Character	/	Specification of the previous answer
664	n1n_1	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>nothing</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
665	n1n_2	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>University of Padua counters</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
666	n1n_3	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>job centers, Veneto Lavoro, other public employment agencies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

667	n1n_4	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>private recruitment agencies or centers, temporary employment agencies:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
668	n1n_5	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>Informagiovani:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
669	n1n_6	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>Electronic databases:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
670	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
671	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
672	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
673	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
674	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
675	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
676	n1p_sp	Character	/	Specification of the previous answer

677	n1n01	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>University of Padua counters</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
678	n1n02	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>job centers, Veneto Lavoro, other public employment agencies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
679	n1n03	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>private recruitment agencies or centers, temporary employment agencies</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
680	n1n04	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>Informagiovani</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
681	n1n05	Numerical	1	Whether, in the job search, the respondent relied on the following tool: <i>Electronic databases</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
682	n1n06	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
683	n1n07	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
684	n1n08	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
685	n1n09	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

686	n1n10	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
687	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)
688	n2_sp	Character	/	Specification of the previous answer
689	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)
690	n2a_sp	Character	/	Specification of the previous answer
691	n2b	Numerical	1	Where is the job for which the respondent competed: <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
692	n2c	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

				<ul style="list-style-type: none"> • 4 = Didn't look for a job abroad
693	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 • 5 = Positively, already hired • 6 = No competitions held
694	n3	Numerical	1	<p>Whether the respondent has enrolled to a professional register or taken state examinations to gain access to it or to be licensed</p>
695	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 • 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)
696	n3a_sp	Character	/	<p>Specification of the previous answer</p>

697	n3b	Numerical	1	Whether the respondent started self-employment alone or with partners: <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)
698	n3b_sp	Character	/	Specification of the previous answer
699	n3c	Numerical	1	Legal form of the company: <ul style="list-style-type: none"> • 1 = Individual company • 2 = Partnership • 3 = Other corporation (ltd, spa...)
700	n3d	Numerical	1	Whether it was the continuation of a pre-existing family business or a completely new business: <ul style="list-style-type: none"> • 1 = Pre-existing • 2 = Completely new • 3 = Not relevant
701	n3e	Numerical	1	Whether, while looking for work, the respondent was directed to a specific activity or interested in all kinds of offers: <ul style="list-style-type: none"> • 1 = Specific only • 2 = All kinds of offers
702	n3f	Character	/	What the respondents looks for in a job
703	n4_1	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>doesn't know/doesn't answer</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
704	n4_2	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>Current job does not satisfy me for income, internal environment</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes
705	n4_3	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>Current job does not satisfy</i>

				<p><i>professionally, inconsistent with studies done:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
706	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
707	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
708	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
709	n4_7	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>other (Specify):</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
710	n4_sp	Character	/	Specification of the previous answer
711	n5	Numerical	1	<p>What research channel enabled the respondent to find his/her current job:</p> <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

				<ul style="list-style-type: none"> • 7 = Family members, relatives • 8 = Work colleagues, friends, acquaintances • 9 = Public competitions • 10 = Professional membership/professional association, professional qualification • 11 = Other (Specify)
712	n5_sp	Character	/	Specification of the previous answer
713	n6	Numerical	1	Whether, in the last six months, the respondent refused job offers: <ul style="list-style-type: none"> • 1 = Yes • 2 = No
714	n6a	Character	/	Jobs that the respondent refused
715	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
716	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
717	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
718	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
719	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
720	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

721	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
722	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
723	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
724	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
725	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
726	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
727	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
728	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 appropriate to the degree</i> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

729	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
730	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
731	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
732	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
733	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
734	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
735	n6b_sp	Character	/	Specification of the previous answer
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Education)				
736	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
737	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

738	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
739	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
740	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
741	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
742	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
743	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
744	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
745	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
746	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
747	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

748	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
749	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
750	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
751	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
752	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
753	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
754	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
755	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
756	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)				
757	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

758	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
759	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
760	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
761	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
762	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
763	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
764	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
765	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
766	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
767	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

768	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
769	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
770	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
771	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
772	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
773	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
774	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
775	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
776	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

				<ul style="list-style-type: none"> • 1 = Yes
777	q11_21	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>marine biologist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
778	q11_22	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>industrial biotechnologist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
779	q11_23	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>chemist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
780	q11_24	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>industrial chemist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
781	q11_25	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>mineral water plant manager:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
782	q11_26	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>technical director in pharmaceutical, chemical, cosmetic and dietary-food companies:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
783	q11_27	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in microbiology and virology (technical address):</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
784	q11_28	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in materials design, preparation and characterization (materials scientist):</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
785	q11_29	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in electromagnetic radiation detectors:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

786	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
787	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
788	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
789	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
790	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
791	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
792	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
793	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
794	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

				<ul style="list-style-type: none"> • 1 = Yes
795	q11_39	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>electronic physicist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
796	q11_40	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>applied geologist of georesources:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
797	q11_41	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>production manager in pharmaceutical, chemical, cosmetic and dietary-food companies:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
798	q11_42	Numerical	1	<p>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></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
799	q11_43	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>assessor:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
800	q11_44	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>patent officer in pharmaceutical, chemical, cosmetic and dietary-food fields:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
801	q11_45	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>work safety and environmental protection officer:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
802	q11_46	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>operations analyst:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

803	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
804	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
805	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
806	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 • 1 = Yes
807	q11_51	Numerical	1	Whether the respondent's work is comparable to the following job: <i>ship cargo non-dangerousness certifier:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
808	q11_52	Numerical	1	Whether the respondent's work is comparable to the following job: <i>ISO9000 and ISO14000 quality certifier:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
809	q11_53	Numerical	1	Whether the respondent's work is comparable to the following job: <i>analytical chemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
810	q11_54	Numerical	1	Whether the respondent's work is comparable to the following job: <i>appraisal chemist:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
811	q11_55	Numerical	1	Whether the respondent's work is comparable to the following job: <i>consultant for the chemical industry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

812	q11_56	Numerical	1	Whether the respondent's work is comparable to the following job: <i>consultant for the pharmaceutical, cosmetic and dietary-food industry:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
813	q11_57	Numerical	1	Whether the respondent's work is comparable to the following job: <i>curator of collections in natural history museums and botanical gardens:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
814	q11_58	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in microbiology:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
815	q11_59	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
816	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
817	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
818	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
819	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
820	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

821	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
822	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
823	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
824	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
825	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
826	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
827	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
828	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
829	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

830	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
831	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
832	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
833	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
834	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
835	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
836	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
837	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
838	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

839	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
840	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
841	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
842	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
843	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
844	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
845	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
846	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)				
847	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

848	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
849	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
850	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
851	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
852	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
853	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
854	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
855	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
856	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

857	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
858	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
859	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
860	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
861	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
862	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
863	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
864	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
865	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
866	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

				<ul style="list-style-type: none"> • 1 = Yes
867	q12_21	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>worker in preventive diplomacy:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
868	q12_22	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>worker in human rights and democracy:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
869	q12_23	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>social researcher:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
870	q12_24	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>coordinator of social cooperatives:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
871	q12_25	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>housing community worker:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
872	q12_26	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>labor consultant:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
873	q12_27	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>certified public accountant:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
874	q12_28	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>expert in project management of socio-economic area:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
875	q12_29	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>financial services promoter:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
876	q12_30	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>certified public accountant:</i></p> <ul style="list-style-type: none"> • 0 = No

				<ul style="list-style-type: none"> • 1 = Yes
877	q12_31	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>auditor:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
878	q12_32	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>other</i> (Specify):</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Statistical Sciences)				
879	q13_1	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>budget analyst:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
880	q13_2	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>financial analyst:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
881	q13_3	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>controller:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
882	q13_4	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>decision support system expert/technician:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
883	q13_5	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>marketing expert/technician:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
884	q13_6	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
885	q13_7	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>environmental statistician:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
886	q13_8	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>economic statistician:</i></p>

				<ul style="list-style-type: none"> • 0 = No • 1 = Yes
887	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
888	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
889	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
890	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
891	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
892	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
893	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
894	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)				
895	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

896	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
897	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
898	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
899	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
900	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
901	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
902	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
903	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

904	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
905	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
906	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
907	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
908	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
909	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
910	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
911	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
912	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

913	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
914	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
915	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
916	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
917	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
918	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
919	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)				
920	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

921	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
922	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
923	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
924	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
925	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
926	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
927	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
928	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
929	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

930	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
931	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
932	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
933	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
934	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
935	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
936	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
937	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
938	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

939	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
940	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
941	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
942	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
943	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
944	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)				
945	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
946	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
947	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

948	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
949	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
950	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
951	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
952	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
953	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
954	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
955	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

				<ul style="list-style-type: none"> • 1 = Yes
956	q3_12	Numerical	1	<p>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></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
957	q3_13	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>production manager in pharmaceutical, chemical, cosmetic and dietetic-food companies:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
958	q3_14	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>responsible for occupational safety and environmental protection:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
959	q3_15	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>consultant for the pharmaceutical, cosmetic and dietary-food sector:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
960	q3_16	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>pharmacoeconomist:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
961	q3_17	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>official in national and international health institutions and organizations:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
962	q3_18	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>manager of pharmaceutical warehouses:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
963	q3_19	Numerical	1	<p>Whether the respondent's work is comparable to the following job: <i>head of chemical, microbiological, environmental analysis laboratory:</i></p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

964	q3_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>other</i> (Explain): <ul style="list-style-type: none"> • 0 = No • 1 = Yes
Section 13: DISTINCT PROFESSIONS/ACTIVITY BY FACULTY (Faculty of Law)				
965	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
966	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
967	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
968	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
969	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
970	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
971	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
972	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
973	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

974	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
975	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
976	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
977	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
978	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
979	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
980	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
981	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)				
982	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

983	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
984	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
985	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
986	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
987	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
988	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 • 1 = Yes
989	q5_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>materials engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
990	q5_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>electrical engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
991	q5_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>management engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
992	q5_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>mechanical engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

993	q5_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>mechanical engineer specializing in space systems:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
994	q5_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>procurement and logistics area operator/manager:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
995	q5_14	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
996	q5_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in chemical engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
997	q5_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in energy engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
998	q5_17	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in mechanical engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
999	q5_18	Numerical	1	Whether the respondent's work is comparable to the following job: <i>telecommunications engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1000	q5_19	Numerical	1	Whether the respondent's work is comparable to the following job: <i>electronics engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1001	q5_20	Numerical	1	Whether the respondent's work is comparable to the following job: <i>computer engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1002	q5_21	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in electronic engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1003	q5_22	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in computer engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1004	q5_23	Numerical	1	Whether the respondent's work is comparable to the following job: <i>civil engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1005	q5_24	Numerical	1	Whether the respondent's work is comparable to the following job: <i>construction engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1006	q5_25	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biomedical engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1007	q5_26	Numerical	1	Whether the respondent's work is comparable to the following job: <i>environmental and land use engineer:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1008	q5_27	Numerical	1	Whether the respondent's work is comparable to the following job: <i>technician in biomedical engineering:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1009	q5_28	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 Humanities and Philosophy)				
1010	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
1011	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
1012	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

1013	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
1014	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
1015	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
1016	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
1017	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
1018	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
1019	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
1020	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
1021	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
1022	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

1023	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
1024	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
1025	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
1026	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
1027	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
1028	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
1029	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
1030	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
1031	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)**

1032	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
1033	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
1034	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
1035	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
1036	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
1037	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
1038	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 • 1 = Yes
1039	q7_8	Numerical	1	Whether the respondent's work is comparable to the following job: <i>midwifery:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1040	q7_9	Numerical	1	Whether the respondent's work is comparable to the following job: <i>exercise science:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1041	q7_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>audiometric techniques:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1042	q7_11	Numerical	1	Whether the respondent's work is comparable to the following job: <i>hearing aid techniques:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1043	q7_12	Numerical	1	Whether the respondent's work is comparable to the following job: <i>prevention techniques in the environment and workplace:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1044	q7_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>neuropsychopathology techniques:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1045	q7_14	Numerical	1	Whether the respondent's work is comparable to the following job: <i>biomedical laboratory techniques:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1046	q7_15	Numerical	1	Whether the respondent's work is comparable to the following job: <i>medical radiology imaging and radiotherapy techniques:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1047	q7_16	Numerical	1	Whether the respondent's work is comparable to the following job: <i>developmental neuro and psychomotor therapy:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1048	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
1049	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

1050	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
1051	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
1052	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
1053	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
1054	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
1055	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
1056	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
1057	q7_26	Numerical	1	Whether the respondent's work is comparable to the following job: <i>audiology and phoniatics:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1058	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
1059	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

1060	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
1061	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
1062	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
1063	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
1064	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
1065	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
1066	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
1067	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
1068	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
1069	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

1070	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
1071	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
1072	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
1073	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
1074	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
1075	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
1076	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
1077	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
1078	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
1079	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

1080	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
1081	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
1082	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
1083	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
1084	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
1085	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
1086	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
1087	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
1088	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
1089	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

1090	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
1091	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
1092	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
1093	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
1094	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
1095	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
1096	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
1097	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
1098	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
1099	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

1100	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
1101	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
1102	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
1103	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
1104	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)				
1105	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
1106	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
1107	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
1108	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

1109	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
1110	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
1111	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
1112	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
1113	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)				
1114	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
1115	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
1116	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
1117	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

1118	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
1119	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
1120	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
1121	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
1122	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
1123	q9_10	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert in project management of</i> <i>socio-economic area:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1124	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
1125	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
1126	q9_13	Numerical	1	Whether the respondent's work is comparable to the following job: <i>expert/technician in human resource</i> <i>management:</i> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1127	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
1128	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
1129	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
1130	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
1131	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
1132	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
1133	qall_sp	Character	/	Specification of the previous answers
Section 14: CURRICULAR AND SOCIAL VARIABLES				
1134	r1	Numerical	3	Graduation grade
1135	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
1136	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 • 6 = Industrial technical institute • 7 = Commercial technical institute • 8 = Other technical institute

				<ul style="list-style-type: none"> • 9 = Vocational institute (e.g., hotel management school) • 10 = Other (Specify)
1137	r1a1_sp	Character	/	Specification of the previous answer
1138	r1b	Numerical	3	High school graduation grade
1139	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
1140	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
1141	r4	Numerical	1	<p>Whether the respondent was 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
1142	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
1143	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 • 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

1144	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
1145	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)
1146	r8_sp1	Character	/	Specification of the previous answer (if r8 = 1)
1147	r8_sp2	Character	/	Specification of the previous answer (if r8 = 4)
1148	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
1149	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

				<ul style="list-style-type: none"> • 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
1150	r9b	Numerical	1	Professional position in which the respondent's father carried out self-employed work (only if C4B = 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)
1151	r9b1	Numerical	1	Whether the respondent's father 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
1152	r9b_sp	Character	/	Specification of the previous answer
1153	r9c	Numerical	1	Whether the respondent's father 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)
1154	r9c_sp	Character	/	Specification of the previous answer
1155	r10	Numerical	1	Last working position of the respondent's mother: <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

1156	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
1157	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)
1158	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
1159	r10b_sp	Character	/	Specification of the previous answer
1160	r10c	Numerical	1	<p>Whether the respondent's mother 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)
1161	r10c_sp	Character	/	Specification of the previous answer

1162	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
1163	r11_sp	Character	/	Specification of the previous answer
1164	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
1165	r11a_sp	Character	/	Specification of the previous answer
Section 15: PRACTICUM AND INTERNSHIP FOR ADMISSION TO THE STATE EXAMINATION				
1166	u1	Numerical	2	Month in which the respondent started practicum/internship
1167	u1a	Numerical	4	Year in which the respondent started practicum/internship
1168	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
1169	u2_sp	Character	/	Specification of the previous answer
1170	u3	Numerical	1	Whether the respondent has completed, suspended or left the practicum/internship: <ul style="list-style-type: none"> • 1 = Completed • 2 = Suspended • 3 = Left • 4 = In progress • 5 = Never started
1171	u3a	Numerical	2	Month in which the respondent suspended/left practicum/internship
1172	u3a_a	Numerical	4	Year in which the respondent suspended/left practicum/internship

1173	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)
1174	u3a1_sp	Character	/	Specification of the previous answer
1175	u3a2	Numerical	2	Month in which the respondent completed practicum/internship
1176	u3a2_a	Numerical	4	Year in which the respondent completed practicum/internship
1177	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
1178	u4a	Numerical	2	Month in which the respondent held the exam/competition for the first time
1179	u4a_b	Numerical	4	Year in which the respondent held the exam/competition for the first time
1180	u4b	Numerical	2	Month in which the respondent passed the exam/competition
1181	u4b_b	Numerical	4	Year in which the respondent passed the exam/competition
1182	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 • 4 = Compensation of constant amount • 5 = Other (Specify)
1183	u6_sp	Character	/	Specification of the previous answer
1184	u6a	Numerical	4	How much, on average per month, is the reimbursement (9999 = Doesn't know, doesn't answer)

1185	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)
1186	u7_sp	Character	/	Specification of the previous answer
1187	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
1188	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)
1189	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				
1190	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)
1191	v1_sp	Character	/	Specification of the previous answer

1192	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)
1193	v2_sp	Character	/	Specification of the previous answer
1194	v2a	Character	/	Name of the course
1195	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)
1196	v3_sp	Character	/	Specification of the previous answer
1197	v3a	Numerical	2	Month in which the respondent started attending the course
1198	v3a_b	Numerical	4	Year in which the respondent started attending the course
1199	v4	Numerical	1	Whether the respondent took an entrance exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1200	v4a	Numerical	2	Month in which the respondent took the entrance exam
1201	v4a_b	Numerical	4	Year in which the respondent took the entrance exam
1202	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.) • 4 = No scholarship
1203	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

				<ul style="list-style-type: none"> • 5 = Other reason (Specify)
1204	v6_sp	Character	/	Specification of the previous answer
1205	v6a_1	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to attend the course: <i>doesn't know, doesn't answer</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1206	v6a_2	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1207	v6a_3	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1208	v6a_4	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to attend the course: <i>to acquire a more technical-specific professionalism</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1209	v6a_5	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to attend the course: <i>to elevate culture</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1210	v6a_6	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1211	v6a_7	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1212	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
1213	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
1214	v6a_sp	Character	/	Specification of the previous answer
1215	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)
1216	v7_sp	Character	/	Specification of the previous answer
1217	v8	Numerical	2	Month in which the respondent ended the school/course he was attending
1218	v8_a	Numerical	4	Year in which the respondent ended the school/course he was attending
1219	v9	Numerical	1	Whether the respondent already took the final exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1220	v10	Numerical	2	Month in which the respondent took the final exam
1221	v11	Numerical	1	Whether the respondent passed the exam: <ul style="list-style-type: none"> • 1 = No • 2 = Yes
1222	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
1223	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
1224	v10_a	Numerical	4	Year in which the respondent took the final exam

Section 17: COMMUNITY SERVICE				
1225	x1	Numerical	2	Month in which the respondent started community service
1226	x1a	Numerical	4	Year in which the respondent started community service
1227	x2	Numerical	4	Average monthly income
1228	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
1229	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
1230	x4a	Numerical	2	Month in which the respondent ended community service
1231	x4a_b	Numerical	4	Year in which the respondent ended community service
1232	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)
1233	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
1234	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				
1235	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

1236	y2	Numerical	2	Month in which the respondent started the current internship
1237	y2_a	Numerical	4	Year in which the respondent started the current internship
1238	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):
1239	y3_sp	Character	/	Specification of the previous answer
1240	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
1241	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 place on CV, do not hire without work experience • 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
1242	y4a_sp	Character	/	Specification of the previous answer

1243	y5	Numerical	1	Whether the respondent receives compensation, perhaps in the form of expense reimbursement: <ul style="list-style-type: none"> • 1 = No • 2 = Meal vouchers or other in-kind benefits only • 3 = Expense reimbursement • 4 = Compensation
1244	y5a	Numerical	4	Average monthly income
1245	y6	Numerical	1	Whether, in the last six months, the respondent looked for a job: <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1246	y7	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 19: WORK ACTIVITY PERFORMED UPON GRADUATION				
1247	z1	Numerical	1	Whether the respondent is still doing the same activity he was doing at the time of the last survey: <ul style="list-style-type: none"> • 1 = The same • 2 = A different one
1248	z1bis	Numerical	2	Month in which the respondent ended the activity he was doing at the time of the last survey
1249	z1bis_a	Numerical	4	Year in which the respondent ended the activity he was doing at the time of the last survey
1250	z1a	Numerical	1	Whether, in his main work activity, the respondent still works in the same company and in the same workplace: <ul style="list-style-type: none"> • 1 = New company, same municipality • 2 = New municipality, same company • 3 = New company, new municipality • 4 = Same company, same municipality
1251	z1b_1	Numerical	1	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> : <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1252	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
1253	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
1254	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
1255	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
1256	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
1257	z1b_7	Numerical	1	<p>Whether the following sentence represented one of the two main reasons to change company and/or municipality: <i>family commitments that have arisen</i>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes
1258	z1b_8	Numerical	1	<p>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>:</p> <ul style="list-style-type: none"> • 0 = No • 1 = Yes

1259	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
1260	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
1261	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
1262	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
1263	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
1264	z1b_sp	Character	/	Specification of the previous answer
1265	z1c	Numerical	1	Whether, since the last survey, the respondent has obtained promotions or economic/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
1266	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

1267	z1e	Character	/	Reason why the respondent lost career positions
1268	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
1269	z3	Character	/	Activity made at the time
1270	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 • 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

				<ul style="list-style-type: none"> • 31 = Pre-University School • 32 = University • 33 = Health • 34 = Other public administration, including municipal utilities • 35 = Other services (Which one?)
1271	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
1272	z4b_sp1	Character	/	Specification of the previous answer (if z4a = 23)
1273	z4b_sp2	Character	/	Specification of the previous answer (if z4a = 35)
1274	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
1275	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
1276	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)
1277	z6_sp	Character	/	Specification of the previous answer

1278	z6a	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 • 5 = Researcher, including university • 6 = Laborer, apprentice, home worker, subaltern and assimilated
1279	z6a_sp	Character	/	Specification of the previous answer
1280	z7	Numerical	1	Professional position in which the respondent carried out self-employed work (only if C4B = 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)
1281	z7_sp	Character	/	Specification of the previous answer
1282	z7a	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
1283	z7b	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)
1284	z7b_sp	Character	/	Specification of the previous answer

1285	z8	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)
1286	z8_sp	Character	/	Specification of the previous answer
1287	z9	Numerical	1	Whether the respondent mainly worked 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
1288	z9a	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
1289	z10	Numerical	2	Weekly hours spent working
1290	z11	Numerical	4	Monthly income (9999 = Doesn't know/ Doesn't answer)
1291	z11a	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 €

				<ul style="list-style-type: none"> • 12 = From 900.1 to 950 € • 13 = From 950.1 to 1000 € • 14 = From 1000.1 to 1050 € • 15 = From 1050.1 to 1100 € • 16 = From 1100.1 to 1150 € • 17 = From 1150.1 to 1200 € • 18 = From 1200.1 to 1250 € • 19 = From 1250.1 to 1300 € • 20 = From 1300.1 to 1400 € • 21 = From 1400.1 to 1600 € • 22 = From 1600.1 to 1800 € • 23 = From 1800.1 to 2000 € • 24 = From 2000.1 to 2600 € • 25 = From 2600.1 to 3600 € • 26 = More than 3600 € • 27 = Doesn't know/ Doesn't answer • 28 = Other (Specify)
1292	z11a_sp	Character	/	Specification of the previous answer
1293	z12	Numerical	1	Whether, at the time of graduation, the respondent was enrolled in employment centers
1294	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>).
1295	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> <p>In this case we have:</p> <ul style="list-style-type: none"> - quantities inherent in the graduates of a faculty (<u>faculty_weight</u>)