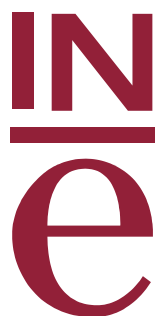


INSTITUTO NACIONAL DE ESTADISTICA



Educational-Training Transition and Labour Insertion Survey

ETEFIL-2019

Methodology

December 2020

Index

1. Introduction	3
2. ETTLIS Working Group	3
3. Objectives of the survey	4
4. Research scopes	4
5. Characteristics of the statistical process	6
5.1 Use of Administrative Records	6
5.2. Sample Design	8
5.3 Estimators	13
5.4 Sampling errors	15
5.5 Collection of information	17
6. Study and classification variables	19
6.1. Relationship of variables	23
6.2. Classification variables	69
7. Information processing	70
7.1. Purification and validation	70
7.2. Obtaining of Results	70
8. Dissemination plan	71
8.1. Tabulation Plan	71
8.2. Dissemination	73
Annex	74

1. Introduction

The Educational-Training Transition and Labour Insertion Survey (ETTLIS) aims to study the labour insertion of young people in regard to the paths taken through the educational system and the study-work transitions made.

This is the second Educational-Training Transition and Labour Insertion Survey that the INE has carried out - the first was conducted in 2005.

It arises out of a need to deepen knowledge regarding the educational paths taken by non-university graduates, as well as people who leave compulsory secondary education without obtaining the corresponding degree. It also seeks to investigate the job placement processes, and the two-way relationship between these areas, since the strategic frameworks at the European level in the field of education and training aim to make lifelong learning and mobility a reality and improve the quality and effectiveness of education and training by promoting equity and social cohesion.

It seeks to investigate educational transitions and labour market placement, obtaining information on labour market placement quality for the graduate population at different educational stages, understanding the routes of access and the adequacy of training for the work carried out, along with the periods of unemployment and inactivity once graduates have left the educational system. Special attention is also to later training, which allows us to deepen our knowledge regarding the field of ongoing training. Highly valuable statistical information is thus provided to monitoring the objectives of the European Education and Training 2020 strategy, particularly in relation to reducing the early dropout rates of education and training, ensuring completion of higher education, improving the employability of recent graduates, and monitoring international mobility associated with studies.

2. ETTLIS Working Group

In order for the survey to reflect primary users' true needs, a Working Group was created in which the INE and the Ministry of Education and Vocational Training participated through the General Sub-secretary of Statistics and Studies and the General Sub-secretary for Guidance and Professional Training.

The Working Group set the Survey objectives, the groups to be investigated, and the geographic and degree level for which significant estimates were required, along with defining questionnaire content.

3. Objectives of the survey

GENERAL OBJECTIVE

The main objective is to study the subsequent educational trajectory and the labour placement process in relation to the studies carried out by each of the 5 survey groups of interest, as well as the work-study transitions.

SPECIFIC OBJECTIVES

The specific objectives that this survey hopes to achieve are:

1. For each of the groups being studied¹, monitor the educational paths followed, from obtaining the corresponding academic degree until the interview: Graduates in the 2013-2014 academic year in General Certificate of Secondary Education (GCSE), General Certificate of Education, Vocational Education and Training (VET), Certificates in Higher Education (CHE) and students who dropped out of the GCSE without obtaining their degree in the 2013-2014 academic year (WGCSE²).
2. Obtain the work paths followed by each of these groups during the same period.
3. Analyse labour market placement in detail, and study the characteristics of the jobs found and their suitability to the training received.
4. Study the periods of unemployment and inactivity passed through by former students once they have left the educational system, paying special attention to the training they have received.
5. Obtain information that allows for the different groups under study to be compared.
6. Obtain information that is comparable within each group between Autonomous Communities, or between professional families.

4. Research scopes

POPULATION SCOPE

The population scope of the survey is made up of the five previously mentioned study populations:

- *Graduates in GCSE*: Students who, upon completion of the General Certificate of Secondary Education (GCSE) in the 2013-2014 academic year, reached the programmed objectives and obtained the Degree of Graduate in Secondary Education.

¹ Graduates of university education are subject to an independent statistical operation, the Survey on Labour Insertion of University Graduates (SLIU), which was carried out in 2019.

² Basic Vocational Training, which began to be implemented in the 2014-15 academic year, is indirectly collected through the GCSE Dropout group.

Students obtaining the Degree of Graduate in Secondary Education through Adult Education (Secondary Education for Adults), either through an in-person or virtual modality, and those who obtain the Degree through free tests or after passing a voluntary module of an Initial Professional Qualification Module.

- *General Certificates of Education*: Students who successfully completed the General Certificate of Education in the 2013-2014 academic year and obtained the baccalaureate degree.
- *Graduates in Vocational Education and Training (VET)* Students who successfully completed Vocational Education and Training in the 2013-2014 academic year and obtained the title of Technician for the corresponding profession.
- *Graduates in Certificates in Higher Education (CHE)*: Students who successfully completed a Certificate in Higher Education in the 2013-2014 academic year and obtained the title of Senior Technician for the corresponding profession.
- *Students who dropped out of GCSE without obtaining a degree (WGCSE)* : Students enrolled at the beginning of the 2013-2014 academic year in Compulsory Secondary Education (GCSE), who were no longer enrolled the 2014-2015 academic year and who did not obtain the Degree Certificate.

In order to simplify the delimitation of this group and associate it with the final years of GCSE, it is defined as a grouping of the following subgroups:

1. 4th year GCSE students in the 2013-2014 academic year who in the final evaluation were not proposed for the Degree Certificate of Secondary Education; and who, in the 2014-2015 academic year, did not repeat the 4th year of GCSE (ordinary regime) or request transfer to another centre to continue their studies.
2. Students enrolled in 4th year GCSE in the 2013-2014 academic year who dropped out during the course, without being evaluated, and who did not request transfer to another centre to continue their studies.
3. Students enrolled in 3rd year GCSE in the 2013-2014 academic year, who turned 16 in 2014, and who in the 2014-2015 academic year did not enrol in GCSE and did not request a transfer to another centre to continue their studies.
4. Students enrolled in 2nd year GCSE in the 2013-2014 academic year, who turned 16 in 2014, and who in the 2014-2015 academic year did not enrol in GCSE and did not request a transfer to another centre to continue their studies.

GEOGRAPHICAL SCOPE

The territorial scope is the entire Spanish territory: that is, students who completed any of their studies at an educational centre in Spain, regardless of their current place of residence.

TEMPORAL SCOPE

There are various reference periods associated with certain variables and characteristics.

It is a structural operation.

Data collection was carried out in the period between September 2019 and January 2020.

5. Characteristics of the statistical process

This project not only stands out for its statistical relevance, but also for the methodology that has been applied in its elaboration since the most recent improvements introduced in the statistical production processes have been put into practice: web collection to optimize data collection and reduce the cost, and use of administrative records to improve the selection framework, reduce the burden of informants, obtain auxiliary information for the estimation and purification processes, as well as reduce the cost.

All this has led to the use of a combined data collection method: administrative records and direct surveys.

5.1 USE OF ADMINISTRATIVE RECORDS

The administrative information sources used in this statistical operation were the framework data (provided by the Ministry of Education and Vocational Training), the Affiliations and Contribution Bases files (Social Security), the Contract and Occupational Training files (State Public Employment Service - SPES), the State Database of People with Disabilities (IMSERSO-CERMI-MSCBS) and the Population Register (INE).

– *Framework data*

The Ministry of Education and Vocational Training has provided the framework to select a sample containing information on the total number of graduates in the 2013-2014 academic year at the educational levels under consideration, and the students who dropped out of GCSE during the same period. It also provided several variables for student classification and identification.

Access by the INE to information from the Ministry of Education and Vocational Training has been formalised through a Collaboration Agreement.

– *General Social Security Treasury Registers*

The administrative information provided by Social Security is contained in the Affiliations file and in the Contribution Bases file. The data on Social Security affiliation and the characteristics of said affiliation, on the contribution accounts of all the schemes and of self-employed workers and the data on contribution bases have been extracted from these files. All this has made it possible to

obtain part of the section of the questionnaire relating to the process of incorporation into employment.

The INE sent the GSST the students identifiers from the samples of the different ETTLIS groups. The Treasury returned the following files:

1. Identification data file corresponding to the persons in the requested samples. Through its content and using similarity measures, it was verified that the identification returned by the TGSS corresponded to the correct persons.
2. Registration file referring to the persons identified in 1. It has provided the ETTLIS samples with the characteristics of their various contracts throughout the reference years.
3. File of accounts and contribution bases referring to the persons identified and who have provided information related to said bases.

Access by the INE to information from the SS is contemplated in the Collaboration Agreement between the SS and the INE on statistical matters, in force since 2007.

– *State Public Employment Service Registers*

The administrative information provided by the SEPE is contained in the Contract file and in the Occupational Training file. Information has been obtained on the contracts and the professional occupation carried out both in the first job and in the current job. Information has also been obtained on the training courses received and their results.

– *State Database of Persons with Disabilities*

It State Database of People with Disabilities (SDPD) contains the data on all those persons resident in Spain who have requested the assessment of the degree of disability, considering all those persons recognized to have a degree of disability greater than or equal to 33% (a requirement to access certain benefits, tax benefits, payments in social contributions, parking vouchers and others) to have disabilities. The files with the student identifiers from the samples of the different ETTLIS groups were cross-referenced with this Database to determine out the number of students included therein.

INE access to SDPD information is contemplated in the Collaboration Agreement between the INE - IMSERSO - CERMI - MSCBS.

– *Population Register*

The administrative information provided by the Population Register has been used to obtain postal addresses and certain sociodemographic variables to be investigated.

5.2. SAMPLE DESIGN

5.2.1 Introduction

The objective of the survey is to provide information on the characteristics of the labour market placement for each of the following groups:

- I. Students graduated from Compulsory Secondary Education in the 2013-2014 academic year (GCSE) Total: 327,916
- II. Students who left the educational system during the 2013-2014 academic year without a Compulsory Secondary Education (WGCSE) degree. A total of 102,583 is estimated
- III. Students who graduated with a General Certificate of Education from the 2013-2014 academic year. Total: 233,281
- IV. Students who graduated from Vocational Education and Training in the 2013-2014 academic year (VET). Total: 97,642
- V. Students who graduated with a Certificate in Higher Education in the 2013-2014 academic year (CHE). Total: 113,910

The survey should provide estimates, with the following levels of disaggregation, for each of the five groups under study:

- Groups I and II (GCSE and WGCSE): AC, Type of Centre and Sex (76 cells)
- Collective III (General Certificate of Education):
 - AC, Type of Centre and Sex (76 cells)
 - AC, Modality and Sex (152 cells)
- Collective IV (VET):
 - AC, Type of Centre and Sex (76 cells)
 - Degree group and sex (58 cells)
- Group V (CHE):
 - AC, Type of Centre and Sex (76 cells)
 - Degree group and sex (96 cells)

5.2.2. Type of sampling

In accordance with the disaggregation objectives indicated for the estimates, **an independent sample** of students is selected for each group.

Two different types of sampling have been carried out, depending on the group:

Type 1.- In all groups, except II (WGCSE), a single-stage sampling is carried out without replacement and with equal probabilities. The selection is made in each of the estimation domains considered, according to the procedure described later.

Type 2.- In group II (WGCSE) a two-stage and stratified sampling is carried out (depending on whether the type of centre is public or private). The first-stage units are made up of the schools, and the second-stage units are the students.

5.2.3. Sample size and distribution

To determine the sample size, several aspects have been taken into account, such as the existence of various groups with their own characteristics and the different disaggregation level of the results.

Just as with the previous edition of this survey, the sample is intended to provide estimates with a relative error of no more than 5 percent for the most significant characteristics. In addition, in determining the size, the change in the information collection channel (only CAWI/CATI) has been taken into account to compensate for a possible increase in the lack of response. All in all, the estimated total sample size is 40,000 units.

The sample has been distributed among the different groups, taking into account:

- The different behaviour of the groups. Greater variability is to be expected in Vocational Training and General Certificate of Education and GCSE groups.
- The different type of sampling in the selection of the sample in the different groups.

The sample size finally established for the different groups is as follows:

- I. Students graduated with GCSE: 8,625
- II. Students who dropped out of GCSE: 7,019
- III. Students graduated with a General Certificate of Education: 5,388
- IV. Students graduated from Vocational Education and Training: 8,267
- V. Students graduated with a Certificate in Higher Education: 11,031

Distribution of the sample in GCSE and General Certificate of Education

The sample is distributed using a compromise distribution that takes into account, on the one hand, the precision of the estimates in each estimation domain and, on the other, the size of each of these domains.

Using the first criterion that distributes around 80% of the sample size, an allocation is established to provide estimates of similar precision in all cells for which estimates are intended.

The method to achieve equal precision starts from the expression of the standard deviation of the estimate of a proportion p in simple random sampling without replacement.

$$\sigma(\hat{p}) = \sqrt{\frac{pq}{n} \cdot \frac{N-n}{N}} = \sqrt{\frac{pq}{f} \cdot \frac{1-f}{N}}$$

To maintain the same precision in another cell of size N' , a sampling fraction f' must be used which will be given by:

$$f' = \frac{1}{1 + \frac{1-f}{f} \cdot \frac{N'}{N}}$$

In this way, a proportion p is estimated with equal precision in a cell of size N with a sampling fraction f , as in a cell of size N' with a sampling fraction f' .

In the case of GCSE, the initial sampling fraction f is 0.05 for a population $N = 2000$.

In the General Certificate of Education, $f=0.03$ and $N=2000$ have been taken, except in the communities of Asturias, Navarra and the País Vasco, where $f=0.06$ and $N=2000$ have been used. This last fraction is higher because in these communities there is no information in the framework on the type of centre.

The second criterion distributes the remaining 20% of the sample, strictly proportional to the size of each cell. In this way, the size differences between the different estimation domains are taken into account and too-high elevation factors are avoided.

In the case of the General Certificate of Education in Comunitat Valenciana, since there is no information on the modality, a sample size of 520 units has been established - somewhat larger than that of other communities with a similar number of students.

Distribution of the sample in training cycles (VET and CHE)

To distribute the sample among the domains that are the object of estimation, we started from the classification that provides a greater number of cells for which estimates must be provided.

The total sample is distributed according to this classification, and then the part necessary to ensure that the other three classifications contain sampling units in all their estimation cells is redistributed.

The first distribution criteria to establish an allocation that provides similarly precise estimates in all the cells of the most disaggregated classification. To calculate the sampling fraction using this criteria, see the theoretical development of the previous section. In this case, $f=0.05$ with $N=2000$ has been taken as a starting point.

The same study is then carried out with the rest of the classifications and the sample is completed until the sample size is reached in each cell.

Distribution of the GCSE dropout sample (WGCSE)

The distribution among the Autonomous Communities of the sample of 5,000 WGCSE students was carried out through a compromise distribution: assigning a uniform section of 150 students per Autonomous Community, and the rest proportional to the number of students in the community. With this distribution, we can expect that characteristics whose population proportion is 20 percent will be estimated with a maximum relative error of 10 percent.

The distribution between the strata defined according to the type of centre (public or private) is then carried out in a way that is strictly proportional to the number of WGCSE students in each stratum.

The following table shows the *initial* distribution of the sample of WGCSE students:

AC	No. of students	Public Centre	Private Centre
01	650	568	82
02	215	195	20
03	172	140	32
04	212	162	50
05	262	235	27
06	165	130	35
07	228	225	3
08	278	248	30
09	410	324	86
10	410	360	50
11	212	180	32
12	235	188	47
13	407	285	122
14	257	216	41
15	174	132	42
16	226	128	98
17	169	115	54
18	158	152	6
19	160	160	0
	5000	4143	857

Since sampling in this group is two-stage, the number of centres (primary sampling units) that allow us to access this number of sample students (secondary units) in each community and stratum still needs to be determined. To this end, the average number of students per centre in each community and stratum has been used. With this value, an initial value of the centres in the sample is established, as follows:

$$\text{Número inicial de centros} = \frac{\text{Número de alumnos afijado}}{0,2 * \text{Número medio de alumnos por centro}}$$

This number is subsequently adjusted according to the sample of centres obtained, until the target for the theoretical number of sample students indicated in the table in the previous section is reached.

The size of the final sample of WGCSE students will depend on the centres randomly selected in the first stage. It is expected that this will be slightly different from that of the table above.

Note 1.- No centres with less than 2 students were included in the selection of centres.

Note 2.- There is a small proportion of centres for which there is no information on WGCSE students. The sample is therefore expanded to obtain information from these centres.

A sample of around 500 additional individuals is thus estimated. The distribution of the centre sample among the Autonomous Communities has been carried out using a distribution proportional to the information on the number of centre students in GCSE. In order to fulfil the objectives, one hundred percent of the students in this group will be interviewed in these centres.

5.2.4. Sample selection

CSE

A simple random sample of students has been selected in each cell, defined by autonomous community, type of centre and sex.

Prior to the systematic selection, the records of each cell are sorted by nationality. This is in order to ensure that sample representation is adequate according to this last variable.

General Certificate of Education

A simple random sample of General Certificate of Education graduates has been selected in each cell, defined by autonomous community, modality and type of centre.

Prior to the systematic selection, the records of each cell are sorted by sex and nationality. Sex is a variable that is also considered in the estimation objectives.

In the case of Comunitat Valenciana, a systematic selection is carried out after sorting by province, type of centre, sex and nationality.

Vocational Education and Training

A simple random sample has been selected in each cell, defined by the cross-referencing of autonomous community, type of centre, and sex, thereby obtaining a global sample of around six thousand units. Prior to the systematic selection, the records of each cell are ordered by the variables that define the other two levels of disaggregation of the estimates, that is, by degree group and nationality.

Finally, the initially planned sample has been slightly increased to complete those cells corresponding to the classification by degree group and sex, in those cases that, after carrying out the selection process described, did not have a sufficient sample. In this section, the selection was also carried out with equal probability and involved a sample increase of around two thousand units.

Certificates in Higher Education

A simple random sample has been selected in each cell, defined by cross-referencing degree group and sex, with a total sample of around 9,000 units. Prior to the systematic selection, the records of each cell are ordered by the variables that define the other levels of disaggregation of the estimates, that is, by autonomous community, type of centre, and nationality. In this way, it is intended that the sample representation, according to these last variables, is adequate.

Finally, the initial sample has been increased by about two thousand units, to complete the cells corresponding to the classification obtained from cross-referencing autonomous community, type of centre and sex.

GCSE Dropouts

Following sorting by centre size, the selection of the first-stage units in each autonomous community and type of centre is carried out through a systematic sampling with equal probabilities.

The selection of students is also carried out using systematic sampling with equal probabilities, after sorting by sex and age.

5.3 ESTIMATORS

5.3.1 Estimators for all groups except WGCSE

Design-based estimators . Elevation factors prior to calibration

Post-stratified estimators have been used. Each of the cells produced by cross-referencing the classification variables that define estimate disaggregation (see introduction) for each study group are considered post-stratum.

Under the hypothesis that in each of the previous cells, the sample units have the same probability of being selected, the estimator of a characteristic X has the expression:

$$\hat{X} = \sum_{i \in S} d_i x_i$$

where $d_i = \frac{\text{Alumnos en el marco en la celda a la que pertenece el elemento } i}{\text{Alumnos en la muestra efectiva en la celda a la que pertenece el elemento } i}$

Calibrated estimators

The elevation factors obtained in the previous section are calibrated to marginal totals from sources outside the sample, using the CALMAR software, written in SAS by the INSEE.

The calibration variables used have been those detailed below for each of the groups under study:

- Students graduated with GCSE:
 - AC, Type of Centre and Sex
 - Registered in the State Database of People with Disabilities
- Students graduated with a General Certificate of Education:
 - AC, Type of Centre and Sex
 - AC, Modality, and Sex
 - Registered in the State Database of People with Disabilities
- Students graduated from Vocational Education and Training:
 - AC, Type of Centre and Sex
 - Degree group and sex
 - Registered in the State Database of People with Disabilities
- Students graduated from Vocational Education and Training
 - AC, Type of Centre and Sex
 - Degree group and sex
 - Registered in the State Database of People with Disabilities

In this way, the calibrated factors provide correct estimates of the population totals corresponding to all the previous variables.

5.3.2 Estimators for the WGCSE group

According to the characteristics established for the sample design for this group, the sample of students is self-weighted at the stratum level:

$$\text{Prob}(\text{sample student}) = (k_h/K_h) \cdot (0,2 \cdot N_{ch}/N_{ch}) = (k_h/K_h) \cdot (0,2)$$

so that the direct estimator of a characteristic Y in an autonomous community is of the form:

$$\hat{Y}_d = \sum_h \hat{Y}_{dh} = \sum_h \frac{K_h}{k_h \cdot 0,2} y_h$$

where

K_h is the total number of centres in stratum h

k_h is the total number of centres of stratum h in the sample

Correction for non-response is made by multiplying each elevation factor by the inverse of the estimated probability of response. In this way, we obtain the expression:

$$\hat{Y}'_d = \sum_h \hat{Y}'_{dh} = \sum_h \frac{K_h}{k_h \cdot 0,2} \frac{n_h}{n'_h} y_h$$

where

N_h is the theoretical number of the sample's students in stratum h .

N_h is the effective number of the sample's students in stratum h .

Finally, the preceding estimate is improved by using a separate ratio estimator:

$$\hat{Y}_R = \sum_h \frac{\hat{Y}'_{dh}}{\widehat{N}'_{dh}} N_h = \sum_h \frac{\frac{K_h}{k_h \cdot 0,2} \frac{n_h}{n'_h} y_h}{\frac{K_h}{k_h \cdot 0,2} \frac{n_h}{n'_h}} N_h = \sum_h \frac{N_h}{n'_h} y_h$$

where, N_h is the total number of students in stratum h

However, it should be noted that in the case of dropping out of GCSE, the total number of students cannot be precisely known. In accordance with all of the above, the expression of the estimators is as follows:

$$\hat{Y} = \sum_h \frac{\widehat{N}_h}{n'_h} y_h$$

similar to the previous section, but with the estimation of N_h instead of its real value. The estimate is obtained using the expression:

$$\widehat{N}_h = \frac{N_{ch}}{k_h} K_h$$

where, N_{ch} is the number of students who drop out of GCSE in the centres in the stratum h sample

5.4 SAMPLING ERRORS

5.4.1 Errors for all groups except WGCSE

For the estimation of sampling errors, the Jackknife method has been used, which allows the estimation of the variance of the estimator of the total of a characteristic Y by means of the expression:

$$\hat{V}(\hat{Y}) = \sum_h \frac{n_h - 1}{n_h} \sum_{i \in h} (\hat{Y}_{(hi)} - \hat{Y})^2$$

being:

\hat{Y} the estimate of the total characteristic Y obtained with the complete sample

$\hat{Y}_{(hi)}$ the estimate of the total characteristic Y obtained after removing the unit i of stratum h from the sample.

n_h the number of sample units in t stratum h

To obtain the estimator $\hat{Y}_{(hi)}$, and for simplicity's sake, instead of recalculating the raising factors (with correction of non-response, calibration, etc...), the factors of the stratum where the unit has been removed are multiplied by the factor $\frac{n_h}{n_h - 1}$

Accordingly:

$$\hat{Y} = \sum_{l,k \in S} F_{lk} y_{lk}$$

$$\hat{Y}_{(hi)} = \sum_{l \neq h} F_{lk} y_{lk} + \sum_{\substack{l=h \\ j \neq i}} F_{lk} \frac{n_h}{n_h - 1} y_{lk}$$

Where F_{ijk} is the raising factor of unit k of stratum l in the complete sample S. That is to say, the available raising factor. In this way the variance can be estimated without the need to recalculate the raising factors.

The tables publish the relative sampling error in percentage, coefficient of variation, whose expression is:

$$\widehat{CV}(\hat{Y}) = \frac{\sqrt{\hat{V}(\hat{Y})}}{\hat{Y}} 100$$

The sampling error allows obtaining a confidence interval, within which the true value of the estimated characteristic is found.

Sampling theory determines that in the interval

$$\left(\hat{Y} - 1,96 \sqrt{\hat{V}(\hat{Y})} \quad , \quad \hat{Y} + 1,96 \sqrt{\hat{V}(\hat{Y})} \right)$$

there is a 95 percent confidence that the true value of parameter Y be found.

5.4.2 Estimators for the WGCSE group

As for the rest of the groups, estimation of the sampling errors was carried out using the Jackknife method; however, in this case, it is a Two-Stage sampling. As

we have already mentioned, this method allows the estimator variance to be estimated for the total of a characteristic Y by means of the expression:

$$\hat{V}(\hat{Y}) = \sum_h \frac{n_h - 1}{n_h} \sum_{i \in h} (\hat{Y}_{(hi)} - \hat{Y})^2$$

being:

\hat{Y} the estimate of the total characteristic Y obtained with the complete sample

$\hat{Y}_{(hi)}$ the estimate of the total characteristic Y obtained after removing the units from the centre i of stratum h from the sample.

n_h the number of students in the sample in stratum h, except in the WGCSE group, which would be the number of schools.

To obtain the estimator $\hat{Y}_{(hi)}$, and for simplicity's sake, instead of recalculating the raising factors (with correction of non-response, calibration, etc...), the factors of the stratum where the centre has been removed are multiplied by the factor $\frac{n_h}{n_h - 1}$

Accordingly:

$$\hat{Y} = \sum_{l,j,k \in S} F_{ljk} y_{ljk}$$

$$\hat{Y}_{(hi)} = \sum_{l \neq h} F_{ljk} y_{ljk} + \sum_{\substack{l=h \\ j \neq i}} F_{ljk} \frac{n_h}{n_h - 1} y_{ljk}$$

Where F_{ijk} is the raising factor of unit k of the centre j of stratum l in the complete sample S. That is to say, the available raising factor. In this way the variance can be estimated without the need to recalculate the raising factors.

5.5 COLLECTION OF INFORMATION

5.5.1 General approach

Two collection methods are established: through a web questionnaire (CAWI) and using a personal telephone interview (CATI). Each unit is asked to fill in the online questionnaire (CAWI). If it is not received within a set time, contact is made by phone to fill out the questionnaire using CATI (although the possibility of filling in by CAWI is kept open if the person so wishes).

The sample is divided into eight blocks to facilitate its management, both with regard to the flow of calls to the 900 line, as well as filtering of the CAWI questionnaires, coding of variables, and realization of the CATI surveys.

5.5.2 Phases

The collection is designed according to the two planned stages:

1. FIRST STAGE (CAWI)

The first stage begins at the end of August 2019. The internet collection channel is enabled for first block of sample units, allowing all the people assigned to said block to fill out the questionnaire. To do this, they are sent a letter announcing the survey and containing the keys to enter the integration system for the collection of information and administration (IRIA) of the INE. The CAWI channel will be opened successively for the rest of the blocks.

After one week from the beginning of the CAWI phase in each block, the units of the same that have not completed the questionnaire are sent a second reminder letter, where they are also announced that it is possible that if they do not complete the questionnaire online, soon an agent will contact them to conduct the interview by phone (this will be the second stage, CATI). A new CAWI completion opportunity is provided in the letter. The codes included in it, which allow access to the completion web portal, are used as a reference so that the informant has the assurance that the telephone interviewer is INE personnel.

Likewise, a few days after the beginning of this phase, the units are called to encourage completion online.

The electronic questionnaire has been designed through the IRIA application, including flows, serious errors, valid questionnaire controls, warnings and pre-recorded information. In the event that a questionnaire cannot be considered valid, it is purged by an agent, after a time considered sufficient for the person to complete the information.

2. SECOND STAGE (CATI)

In the event that during the first stage of the block (CAWI) the units that belong to it still do not complete the questionnaire online, several days after the reminder letter was sent, an agent contacts them to carry out the interview by phone. However, the CAWI channel remains open during the time these units are in the CATI phase, in case they wish to complete it online.

When contacting by telephone, the CATI centre must ensure that it is calling the selected person. If it is not possible to get the information directly from the selected person, but from a sufficiently informed proxy, he or she is requested to provide the person's information. On the other hand, if it is derived from the telephone contact that, by mistake, it is not the person or there is a proxy that can report, the interview is not carried out and an incident is assigned.

The calls are generated by an algorithm that searches for the most likely time to conduct the interview, based on available information. This algorithm, before generating the call, takes into account:

- The existence of dating
- The existence of filters with interview schedule preferences

- Whether the person has already been called or not
- The time she has not been called
- The time of the previous interview attempt
- If the survey is incomplete, an attempt will be made to assign the call to the same operator for completion
- The geographical location of the units

The usual working method for a CATI operator is what we call “new call”, which indicates the willingness of the interviewer to make the call automatically generated by the algorithm.

The alternative work method is what we call “personal”. In this case, the operator calls one of the people assigned to him by the supervisor for some reason.

Throughout this second stage, people can complete the survey by CAWI, provided that the CATI interview has not been carried out successfully. As soon as it is completed by CAWI, the unit becomes a partner in the database that handles the calls and, therefore, is no longer called again, except for possible debugging.

5.5.3 Calendar

As mentioned, the information is collected by dividing the sample into eight blocks. The following table shows the time scheme proposed at the beginning for each of. It indicates the anticipated dates for the start of the CAWI phase of each block, the sending of the letter claiming the collaboration, the beginning of the CATI phase and the closing of the block (closing date of both channels):

Block	CAWI start date	First claim	Home CATI	Closing
1	29/08/2019	05/09/2019	09/09/2019	24/09/2019
2	11/09/2019	18/09/2019	23/09/2019	08/10/2019
3	25/09/2019	02/10/2019	07/10/2019	22/10/2019
4	09/10/2019	16/10/2019	21/10/2019	05/11/2019
5	23/10/2019	30/10/2019	04/11/2019	19/11/2019
6	06/11/2019	13/11/2019	18/11/2019	03/12/2019
7	20/11/2019	27/11/2019	02/12/2019	17/12/2019
8	04/12/2019	11/12/2019	16/12/2019	03/01/2020

6. Study and classification variables

Taking into account the survey objective, the study variables have been grouped as follows for each of the two groups under study:

I. CHARACTERISTICS OF THE 2013-2014 ACADEMIC YEAR GROUP

- Degree completed (For the General Certificate of Education, VET and CHE groups).
- Type of centre
- Autonomous Community of study.
- Nationality.
- Disability.

II. PLACE OF RESIDENCE IN 2019

- Country or region of residence of the group at the time of the interview.

III. EDUCATIONAL-TRAINING TRANSITION FOR THE 2013-2014 ACADEMIC YEAR GROUP

This section is for the groups: GCSE, General Certificate of Education, VET and WGCSE

- Studies in which they were enrolled in each of the years.
- Studies in which they were enrolled and completed in each of the years.
- Dropout and reason for dropout in each of the years.
- Reincorporation and year of reinstatement in each of the years.
- Type of studies to which they returned to in each of the years.
- Other formal training completed after 2014.
- Professional family of Vocational Training or Intermediate Sports Education carried out.
- Professional family of Vocational Training or Higher Level Sports Education or Higher Artistic Studies carried out.
- Scope of study of the university studies carried out.
- Later transition in the Educational System.
- Completion of part of the studies abroad (For the VET group).

IV. EMPLOYMENT SITUATION IN 2019

- Employment situation of the group at the time of the interview.

V. CURRENT JOB

- Country or region in which they were working at the time of the interview.
- Autonomous Community in which they were working at the time of the interview.

- Professional status of their current job.
- Type of workday in their current job.
- Work they perform at their current job.
- Main economic activity of the company in which they currently work.
- Most appropriate level of training to perform their current job.
- Training received to perform the current job.
- Net monthly salary in current job
- Factors that have influenced them to obtain the current job (only employed workers).

VI. UNEMPLOYED

- Starting time of the job search and time searching for it.
- Job search medium.
- Difficulties finding employment.

VII. INACTIVE

- Situation of inactivity
- Job search and time they have looked for it.

VIII. FIRST JOB AFTER FINISHING OR ABANDONING STUDIES IN 2014

- Time elapsed since they finished school or dropped out in 2014 until they found their first job.
- Means used for job search.
- Country or region of the first job.
- Professional status of the first job.
- Professional status of the first job.
- Type of working day at the first job.
- Work performed in the first job.
- Most appropriate level of training to carry out the first job.
- Training received to perform the first job.
- Net monthly salary at the first job.

IX. EMPLOYMENT HISTORY (Students who have had a paid job following completion of studies or after dropping out in 2014)

- Number of employers they have worked for following completion of studies or after dropping out in 2014.
- Total time spent working following completion of studies or after dropping out in 2014.
- Usefulness of the studies completed in 2014 in finding employment (Not collected for WGCSE).
- Satisfaction with the educational-training trajectory (Not collected for CHE).
- Repetition of the same educational-training itinerary (Not collected for CHE).
- Have rejected employment, and reasons for rejecting it.

X. PAID WORK WHILE STUDYING

- Students who have worked during their training, prior to completion of studies or dropping out in 2014)

XI. STUDENTS WHO HAVE NOT WORKED FOLLOWING COMPLETION OF STUDIES OR AFTER DROPPING OUT IN 2014

- Job search and time they have been looking for work.
- Job search form.
- Difficulties finding work.
- Have rejected employment, and reasons for rejecting it.

XII. OTHER TRAINING

The following points are analysed only for the CHE group, except the first, which is also analysed for VET:

- Internships in businesses.
- Completion of part of the studies abroad.
- Other training carried out (intermediate and higher level).
- Professional family of vocation training or sports education of mid level degree or professional artistic education carried out.
- Professional family of vocational training or higher level sports education or higher artistic studies carried out.
- Scope of studies for post graduate/diploma/undergraduate studies carried out.
- Branch of knowledge of the masters completed.
- Completion of other official studies at the time of the interview.
- Satisfaction with studies carried out and with their degree.

The following points are analysed for all groups:

- Knowledge of languages.
- Computer skills.
- Courses to improve professional qualification and their usefulness in finding employment.
- SPES training courses imparted and their results.

XIII. MOBILITY

- Mobility within Spain.
- International mobility.

XIV. SOCIAL SECURITY

- Affiliation to Social Security.
- Bases of contribution of affiliates employed by others.

6.1. RELATIONSHIP OF VARIABLES

The variables are listed and described below. Differentiation is made between direct use variables, available in administrative records (Framework data, GSST, SPES, BEDP and Municipal Register), and variables obtained through an interview.

6.1.1 Administrative record variables

- *Variables provided by the Ministry of Education and Vocational Training (MEVT)*

- Sex
- Date of birth
- Nationality
- Province of the centre from which the student graduated or where they were enrolled prior to leaving GCSE studies
- Type of centre:

The centres can be public or private depending on whether they depend on a public body, regardless of the origin of their economic resources.

- Public centres are those that are publicly owned, either by the General Administration (Ministry of Education or any other Ministry), Autonomous (Regional Ministries of Education or other Regional Ministries of the Autonomous Communities), Local (Town Halls, Provincial Councils ...), or any other public entity.
- Private centers are those owned by a private institution, entity or person. All foreign centres are considered private, regardless of their owner.

- General Certificate of Education Modality:
 - Three different modalities are contemplated:
 - Arts (this modality includes two tracks: Visual arts, Design and Image; and Performing Arts, Music and Dance).
 - Sciences and Technology.
 - Humanities and Social Sciences.
 - VET and CHE degree groups
- *Social Security variables*
1. Affiliation variables
 - Listing regime
 - Listing group
 - Type of contract
 - Part time coefficient
 - Actual date of entry
 - Actual date of exit
 - Economic activity of the contribution account
 - Number of workers in the contribution account
 2. Variables in contribution bases
 - A- Contribution bases, employee
 - Actual date of entry
 - Actual date of exit
 - Year of listing
 - Monthly contribution base for common contingencies, corresponding to the month of March of each year
 - B- Contribution bases, personal account and others
 - Year of contribution
 - Contribution base personal account and others, corresponding to the month of March of each year
- *State Public Employment Service Variables*
1. Contract File
 - Occupation (first job and current job)
 - Contract start date
 - End date of the contract
 - Contract class

- 2. Occupational Training File
 - Course code
 - Year of realization
 - Course duration
 - Course result
- *Variables for State Database of Persons with Disabilities*
 - Recognized disability with a degree equal to or greater than 33%
- *Register variables*
 - Province of residence

6.1.2 Variables collected by interview

The following variables are collected through CAWI or CATI interviews.

A. Personal and sociodemographic data

The following set of variables indicates the nationality, place of birth and current residence of the interviewee, their address prior to and while they were completing the studies for which they were selected, and the country and level of education of their parents.

- A3: What is your nationality?

Indicate if your nationality is Spanish, Spanish and another, or Another nationality. We also identify the country for those who indicate another nationality: NAC1 and NAC2 (we allow two possible nationalities to be identified).

- A3_PAÍS: In which country were you born?

Indicates if the interviewee was born in Spain, in another EU country, or in another country outside the EU.

- A4: In which country do you CURRENTLY reside?

Country of residence of the interviewee.

The country of residence is considered a basic variable, especially in the context of comparison within the different countries of the European Statistical System. The information is complementary to that of the variables "country of birth" and "nationality".

- A4_PAÍS: Please indicate the country in which you CURRENTLY reside

For those who lived abroad at the time of the interview, this is identified by place of residence: United Kingdom, Germany, France, Another EU country, Another European country (outside the EU), A North American country, A

Central or South American country, An Asian country, An African country or A country of Oceania.

- **A4_PROV:** Please indicate the province in which you CURRENTLY reside
Identify, for those who were living in Spain, the province in which the graduate resided at the time of the interview.
- **A5/A5_PROV:** (*Asked only of the VET and CHE groups*) In which country was your usual residence BEFORE starting your studies of "..."? Please indicate the province in which you were residing BEFORE you began studying "..."?
You want to know where the interviewee resided prior to beginning the studies for which they were selected as a reference in the mobility block.
- **A6:** (*Asked only of the VET and CHE groups*) Which province did you reside in WHILE you were studying "..."?
You want to know where the interviewee resided while they were carrying out the studies for which they were selected as a reference in the mobility block.
- **A7/A8:** Which country was your father born in? / What is the highest education level achieved by your father?
You want to know the country of birth and the level of training of the interviewee's father.
- **A9/A10:** In which country was your mother born? / What is the highest education level achieved by your mother?
You want to know the country of birth and the level of training of the interviewee's mother.

B. Education and learning of the graduate

This block will be different and specific to each group:

– B.1 Training completed - GCSE graduates

The following questions are related to the studies carried out by the interviewee who belongs to the group of GCSE graduates.

The first two questions serve as a filter for the survey framework, since the students who completed GCSE through Adult Education and those who obtained it through free tests or after passing a voluntary module of an Initial Professional Qualification Program are left out.

- **B0:** Did you complete CSE studies through Adult Education, either in person or distance learning?
- **B1:** Did you obtain the Certificate of CSE through free tests or by passing a voluntary module of an Initial Professional Qualification Programme?

The following questions will serve to determine the path taken by the interviewee following the completion of their studies. For each course,

starting the 2014-2015 academic year, you will be asked about your studies in the educational system and the characteristics of these studies.

- B2: In the school year 2014/15, were you enrolled in any of the following educational system studies? *(You continued the studies for at least 2 months, otherwise check the option "I left ...")*

We want to know the interviewee's situation the year after completing the studies for which they were selected. The options can be:

- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
- Professional education in Music and Dance
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B3 to B7 are asked if the interviewee has marked that they were enrolled in studies for the 2014-2015 academic year

- B3: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the vocational training cycle/specialisation in which you were enrolled

We wish to know the General Certificate of Education modality or the type of cycle in which the interviewee was enrolled. The General Certificate of Education modalities indicated are: Sciences / Science and Technology; Social Sciences; Humanities; Arts.

- B4. What course you were enrolled in?

For those who marked some type of study, we wish to know the course in which they were enrolled.

- B5. What was the main reason that you chose these studies?

We want to inquire about the main reason why they decided to carry out these studies. The options available are:

- In order to access University or Higher Education
- For opportunities to access the labour market
- Because they were easier
- Due to the guidance I received at the centre at the end of GCSE
- Because I liked them
- Family members' influence
- Friends' influence

- Because I didn't know what to study
- Because I couldn't get into the studies that I initially chose
- B6: What was the type of centre in which you undertook your studies?
We wish to know the type of centre in which they undertook their studies. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education, only the public or private options will be shown.
- B7: In the 2014/15 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?
We also ask if, at the end of the 2014-2015 academic year, the interviewee finished the studies in which they were enrolled; that is, if they passed all the corresponding courses and had the option to request their degree.

Questions B8 to B11 are asked if the interviewee has indicated that they left the education system in the 2014-2015 academic year

- B8: What was the main reason for leaving your studies?
We want to inquire about the main reason why the interviewee decided to drop out. The options available are:
 - I achieved the desired level of training/qualification
 - Due to changes in my personal/family situation (personal reasons, economic reasons.).
 - I found a job
 - I prepared/I passed a competitive examination
 - To undertake other studies
 - I did not want to continue studying because I was tired of studying
 - I did not want to continue studying because I did not like the studies I was doing
 - I didn't want to continue studying because the studies undertaken were difficult/I got poor results
 - I did not want to continue studying because I wanted to look for work
- B9: Did you later re-enrol to any studies of the educational system?
We also ask if the interviewee at any time returned to school.

- B10. What was the primary reason for re-enrolling in studies?

In the event that the interviewee returned to their studies, they are asked to indicate the primary reason for returning. The different options given are:

- To find a better outlet to the labour market
- Family members' influence
- Friends' influence
- Because I preferred studying to being in other situations
- Because before it had not been possible to undertake my studies and later it became possible

- B11: In what year did you re-enrol in the educational system?

The interviewee is also asked the year of re-enrolment. The following options are given: academic year 2015-2016; academic year 2016-2017; academic year 2017-2018; academic year 2018-2019; academic year 2019-2020.

The following questions will then be asked for the 2015-2016 academic year, adding other studies that could be carried out

- B12: In the school year 2015/16, were you enrolled in any of the following educational system studies? *(You continued the studies for at least 2 months, otherwise check the option "I left ...")*

We wish to know the interviewee's educational situation in the year indicated. The options can be:

- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
- Professional education in Music and Dance
- Higher Education (includes Arts and Design courses and Higher Sports Education)
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B13 to B19 are asked if the interviewee has marked that they were enrolled in studies for the 2015-2016 academic year

- B13: *(If the General Certificate of Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year): Were you enrolled in the same modality for the General Certificate of Education as for the previous year (2014/15)? / (If Vocational Education and Training was marked in the previous academic year, but was not completed, and it is marked again for this academic year): Were you enrolled in the same educational cycle/specialty as the past year (2014/15)?*

We wish to know if the interviewee who is continuing in the same studies as for the previous (unfinished) academic year, has continued with the same modality for the General Certificate of Education, or in the same educational cycle/specialty.

- B14: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the vocational training cycle/specialisation in which you were enrolled

For those who have indicated different studies than the previous year or have indicated the same studies but have not continued in the same modality or training cycle/specialty; or have marked the same studies having finished in the previous year, we wish know the General Certificate of Education modality or the type of cycle in which they enrolled for these new studies.

- B15: What academic year you were enrolled in?

They are then asked to indicate the academic year in which they were enrolled.

- B16: What was the main reason you changed studies?

If the interviewee changed their studies from the previous year, they are asked the main reason for this change. The options available are:

- Because they were difficult/I got poor results
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- Because I wanted to pursue other studies

- B17: Did you change the centre in which you undertook the studies?

We then ask if they changed centres.

- B18: What was the type of centre to which you changed?

For all those who indicate that they changed centres, they are asked what type of centre they changed to. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education, only the public or private options will be shown.

- B19: In the 2015/16 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

For those who indicated that they were enrolled in studies in the 2015-2016 academic year, they were asked if at the end of the 2015-2016 academic year they finished the education in which they were enrolled; that is, if they passed all the courses for their studies and therefore had right to request the corresponding degree.

For those who dropped out in the 2015-2016 academic year, the same questions were asked that were asked as for those who dropped out in the 2014-2015

academic year: that is, questions B8 to B11 referring to the main reason for dropping out, if they later re-enrolled in the educational system, the primary reason for re-enrollment and in what course they did so. This would correspond to questions B20 to B23.

For the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 academic years, the same questions are asked as in the 2015-2016 academic year, including university studies as a new study option. In the case that they are pursuing university studies, we ask what their course of study is.

– B.2 Training completed - General Certificate of Education Graduates

The following questions are related to the studies carried out by the interviewee who belongs to the group of General Certificate of Education graduates.

The first two questions are asked only if the framework information is not filled in.

- B0_MOD: What was the form of General Certificate of Education you were enrolled in during the academic year 2013/14?
- B0_TIPO: What was the type of centre in which you undertook your General Certificate of Education studies in the academic year 2013/14?
- B1: What was your situation regarding the University entrance exam in 2014?
All General Certificate of Education graduates are asked if they took and/or passed the university entrance exam in the year they graduated. The different options provided are:
 - I passed the entrance exam in June
 - I passed the entrance exam in September
 - I took the test but I did not pass
 - I did not take the test

The following questions will serve to determine the path taken by the interviewee following the completion of their studies. For each course, starting the 2014-2015 academic year, you will be asked about your studies in the educational system and the characteristics of these studies.

- B2: In the school year 2014/15, were you enrolled in any of the following educational system studies? (You continued the studies for at least 2 months, otherwise check the option "I left ...")

We want to know the interviewee's situation the year after completing the studies for which they were selected. The options can be:

- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
- Professional education in Music and Dance

- Higher Education (includes Arts and Design courses and Higher Sports Education)
- University education
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B3 to B7 are asked if the interviewee has marked that they were enrolled in studies for the 2014-2015 academic year

- B3: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the vocational training cycle/specialisation in which you were enrolled / *(If university education was marked)* Please indicate the university degree in which you were enrolled.

We wish to know the General Certificate of Education modality or the university degree in which the interviewee was enrolled. The General Certificate of Education modalities indicated are: Sciences / Science and Technology; Social Sciences; Humanities; Arts.

- B4. What academic year you were enrolled in?

For those who marked some type of study, we wish to know the course in which they were enrolled.

- B5. What was the main reason that you chose these studies?

We want to inquire about the main reason why they decided to carry out these studies. The options available are:

- Because I liked them
- For opportunities to access the labour market
- Because they were easier
- Because I didn't get the grade needed to do what I wanted.
- So I didn't have to go to live in a city different from where I lived
- Family members' influence
- Friends' influence

- B6: What was the type of centre in which you undertook your studies?

We wish to know the type of centre in which they undertook their studies. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education or University education, only the public or private options will be shown.

- B7: In the 2014/15 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

We also ask if, at the end of the 2014-2015 academic year, the interviewee finished the studies in which they were enrolled; that is, if they passed all the corresponding courses and had the option to request their degree.

Questions B8 to B11 are asked if the interviewee has indicated that they left the education system in the 2014-2015 academic year

- B8: What was the main reason for leaving your studies?

We want to inquire about the main reason why the interviewee decided to drop out. The options available are:

- I achieved the desired level of training/qualification
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- I found a job
- I prepared/I passed a competitive examination
- To undertake other studies
- I did not want to continue studying because I was tired of studying
- I did not want to continue studying because I did not like the studies I was doing
- I didn't want to continue studying because the studies undertaken were difficult/I got poor results
- I did not want to continue studying because I wanted to look for work

- B9: Did you later re-enrol to any studies of the educational system?

We also ask if the interviewee at any time returned to school.

- B10. What was the primary reason for re-enrolling in studies?

In the event that the interviewee returned to their studies, they are asked to indicate the primary reason for returning. The different options given are:

- To find a better outlet to the labour market
- Family members' influence
- Friends' influence
- Because I preferred studying to being in other situations
- Because before it had not been possible to undertake my studies and later it became possible

- B11: In what year did you re-enrol in the educational system?

The interviewee is also asked the year of re-enrolment. The following options are given: academic year 2015-2016; academic year 2016-2017; academic year 2017-2018; academic year 2018-2019; academic year 2019-2020.

Then the following questions will be asked for the 2015-2016 academic year

- B12: In the school year 2015/16, were you enrolled in any of the following educational system studies? *(You continued the studies for at least 2 months, otherwise check the option "I left ...")*

We wish to know the interviewee's educational situation in the year indicated. The options can be:

- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
- Professional education in Music and Dance
- Higher Education (includes Arts and Design courses and Higher Sports Education)
- University education
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B13 to B19 are asked if the interviewee has marked that they were enrolled in studies for the 2015-2016 academic year

- B13: *(If the General Certificate of Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year):* Were you enrolled in the same modality for the General Certificate of Education as for the previous year (2014/15)? / *(If Vocational Education and Training or Certificates in Higher Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year):* Were you enrolled in the same educational cycle/specialty as the past year (2014/15)? / *(If University studies was marked in the previous academic year, but was not completed, and it is marked again for this academic year):* Were you enrolled in the same university degree program as the previous year (2014/15)?

We wish to know if the interviewee who is continuing in the same studies as for the previous (unfinished) academic year, has continued with the same modality for the General Certificate of Education, or in the same educational cycle/specialty or in the same university degree program.

- B14: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the educational cycle/specialty in which you were enrolled / *(If University studies was indicated):* Please indicate the university degree program in which you were enrolled

For those who have indicated different studies than the previous year or have indicated the same studies but have not continued in the same modality or training cycle/specialty or degree program; or have marked the same studies

having finished in the previous year, we wish know the General Certificate of Education modality or the type of cycle in which they enrolled for these new studies.

- B15: What academic year you were enrolled in?

They are then asked to indicate the academic year in which they were enrolled.

- B16: What was the main reason you changed studies?

If the interviewee changed their studies from the previous year, they are asked the main reason for this change. The options available are:

- Because they were difficult/I got poor results
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- Because I wanted to pursue other studies

- B17: Did you change the centre in which you undertook the studies?

We then ask if they changed centres.

- B18: What was the type of centre to which you changed?

For all those who indicate that they changed centres, they are asked what type of centre they changed to. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education or University education, only the public or private options will be shown.

- B19: In the 2015/16 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

For those who indicated that they were enrolled in studies in the 2015-2016 academic year, they were asked if at the end of the 2015-2016 academic year they finished the education in which they were enrolled; that is, if they passed all the courses for their studies and therefore had right to request the corresponding degree.

For those who dropped out in the 2015-2016 academic year, the same questions were asked that were asked as for those who dropped out in the 2014-2015 academic year: that is, questions B8 to B11 referring to the main reason for dropping out, if they later re-enrolled in the educational system, the primary reason for re-enrolment and in what course they did so. This would correspond to questions B20 to B23.

For the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 academic years, the same questions are asked as in the 2015-2016 academic year.

– B.3 Training completed - VET Graduates

The following questions are related to the studies carried out by the interviewee who belongs to the group of Vocational Education and Training graduates.

The first three questions refer to the studies for which the interviewee was selected for the survey.

- B0A: Did you complete part of your studies for “...” outside of Spain?
We want to know if graduate completed part of their studies at a university in another country.
- B0B: Please indicate the destination country.
Country or region in which the interviewee carried out part of their studies outside of Spain.
- B0C: For how many months?
Time, in months, that the interviewee was outside of Spain completing part of their studies.
- B1: What was the form of access to Vocational Education and Training that you completed during 2013/14?
All VET graduates are asked to indicate the form of access to said VET. The different options provided are:
 - Graduate in GCSE
 - Optional modules of an Initial Professional Qualification Programme
 - Compulsory modules of an Initial Professional Qualification Programme
 - Entrance test to In
 - Other

The following questions will serve to determine the path taken by the interviewee following the completion of their studies. For each course, starting the 2014-2015 academic year, you will be asked about your studies in the educational system and the characteristics of these studies.

- B2: In the school year 2014/15, were you enrolled in any of the following educational system studies? *(You continued the studies for at least 2 months, otherwise check the option "I left ...")*
We want to know the interviewee's situation the year after completing the studies for which they were selected. The options can be:
 - General Certificate of Education
 - Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
 - Professional education in Music and Dance
 - Higher Education (includes Arts and Design courses and Higher Sports Education)
 - University education
 - Higher Artistic Education

- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B3 to B7 are asked if the interviewee has marked that they were enrolled in studies for the 2014-2015 academic year

- B3: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the vocational training cycle/specialisation in which you were enrolled / *(If university education was marked)* Please indicate the university degree in which you were enrolled.

We wish to know the General Certificate of Education modality or the university degree in which the interviewee was enrolled. The General Certificate of Education modalities indicated are: Sciences / Science and Technology; Social Sciences; Humanities; Arts.

- B4. What academic year you were enrolled in?

For those who marked some type of study, we wish to know the course in which they were enrolled.

- B5. What was the main reason that you chose these studies?

We want to inquire about the main reason why they decided to carry out these studies. The options available are:

- Because I found it difficult to find a job
- Because I liked them
- Because I considered that these studies would increase my chances of finding a job
- Because before it had not been possible to undertake them and then it became possible
- Family members' influence
- Friends' influence

- B6: What was the type of centre in which you undertook your studies?

We wish to know the type of centre in which they undertook their studies. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education or University education, only the public or private options will be shown.

- B7: In the 2014/15 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

In addition, we ask if the end of the 2014-2015 academic year they finished the studies in which they were enrolled; that is, if they passed all the courses and therefore had the right to request the corresponding degree.

Questions B8 to B11 are asked if the interviewee has indicated that they left the education system in the 2014-2015 academic year

- B8: What was the main reason for leaving your studies?

We want to inquire about the main reason why the interviewee decided to drop out. The options available are:

- I achieved the desired level of training/qualification
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- I found a job
- I prepared/I passed a competitive examination
- To undertake other studies
- I did not want to continue studying because I was tired of studying
- I did not want to continue studying because I did not like the studies I was doing
- I didn't want to continue studying because the studies undertaken were difficult/I got poor results
- I did not want to continue studying because I wanted to look for work

- B9: Did you later re-enrol to any studies of the educational system?

We also ask if the interviewee at any time returned to school.

- B10. What was the primary reason for re-enrolling in studies?

In the event that the interviewee returned to their studies, they are asked to indicate the primary reason for returning. The different options given are:

- To find a better outlet to the labour market
- Family members' influence
- Friends' influence
- Because I preferred studying to being in other situations
- Because before it had not been possible to undertake my studies and later it became possible

- B11: In what year did you re-enrol in the educational system?

The interviewee is also asked the year of re-enrolment. The following options are given: academic year 2015-2016; academic year 2016-2017; academic year 2017-2018; academic year 2018-2019; academic year 2019-2020.

Then the following questions will be asked for the 2015-2016 academic year

- B12: In the school year 2015/16, were you enrolled in any of the following educational system studies? (You continued the studies for at least 2 months, otherwise check the option "I left ...")

We wish to know the interviewee's educational situation in the year indicated. The options can be:

- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)
- Professional education in Music and Dance
- Higher Education (includes Arts and Design courses and Higher Sports Education)
- University education
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B13 to B19 are asked if the interviewee has marked that they were enrolled in studies for the 2015-2016 academic year

- B13: *(If the General Certificate of Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year):* Were you enrolled in the same modality for the General Certificate of Education as for the previous year (2014/15)? / *(If Vocational Education and Training or Certificates in Higher Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year):* Were you enrolled in the same educational cycle/specialty as the past year (2014/15)? / *(If University studies were marked in the previous academic year, but were not completed, and are marked again for this academic year):* Were you enrolled in the same university degree program as the previous year (2014/15)?

We wish to know if the interviewee who is continuing in the same studies as for the previous (unfinished) academic year, has continued with the same modality for the General Certificate of Education, or in the same educational cycle/specialty or in the same university degree program.

- B14: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the educational cycle/specialty in which you were enrolled / *(If University studies was indicated):* Please indicate the university degree program in which you were enrolled

For those who have indicated different studies than the previous year or have indicated the same studies but have not continued in the same modality or training cycle/specialty or degree program; or have marked the same studies, having finished in the previous year, we wish know the General Certificate of Education modality or the type of cycle in which they enrolled for these new studies.

- B15: What academic year you were enrolled in?

They are then asked to indicate the academic year in which they were enrolled.

- B16: What was the main reason you changed studies?

If the interviewee changed their studies from the previous year, they are asked the main reason for this change. The options available are:

- Because they were difficult/I got poor results
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- Because I wanted to pursue other studies

- B17: Did you change the centre in which you undertook the studies?

We then ask if they changed centres.

- B18: What was the type of centre to which you changed?

For all those who indicate that they changed centres, they are asked what type of centre they changed to. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education or University education, only the public or private options will be shown.

- B19: In the 2015/16 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

For those who indicated that they were enrolled in studies in the 2015-2016 academic year, they were asked if at the end of the 2015-2016 academic year they finished the education in which they were enrolled; that is, if they passed all the courses for their studies and therefore had right to request the corresponding degree.

For those who dropped out in the 2015-2016 academic year, the same questions were asked that were asked as for those who dropped out in the 2014-2015 academic year: that is, questions B8 to B11 referring to the main reason for dropping out, if they later re-enrolled in the educational system, the primary reason for re-enrolment and in what course they did so. This would correspond to questions B20 to B23.

For the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 academic years, the same questions are asked as in the 2015-2016 academic year.

– B.4 Training completed - CHE Graduates

The following questions are related to the studies carried out by the interviewee who belongs to the group of graduates in Certificates in Higher Education.

The following questions refer to the studies for which the interviewee was selected for the survey.

- B1: Did you complete part of your studies for “...” outside of Spain?
We want to know if graduate completed part of their studies at a university in another country.
- B2: Please indicate the destination country.
Country or region in which the interviewee carried out part of their studies outside of Spain.
- B3: For how many months?
Time, in months, that the interviewee was outside of Spain completing part of their studies.
- B4: What was the form of access to Certificates in Higher Education that you completed during the 2013/14 academic year?
All CHE graduates are asked to indicate the form of access to said CHE. The different options provided are:
 - Baccalaureate Degree
 - Qualification of Technician (Intermediate Vocational Training)
 - Qualification of Higher Technician, Specialist Technician or equivalent for academic purposes
 - University degree or equivalent
 - Entrance exam for Certificates in Higher Education
 - University entrance exam for those aged over 25 years.
 - Other
- B5: What was the main reason that led you to carry out your studies in “...”?
We want to know the main reason why the graduate carried out the studies for which they were selected.
- B6: If you had to start over again, would you return to Certificates in Higher Education?
We want to know if the interviewee would pursue a Certificate in Higher Education, were they to start over again.
- B7: Would you study the same training cycle/specialty?
We want to know if the graduate would study the same training cycle/specialty, if they started over again.

In the following we determine if the interviewee has completed other training, of what type, if they did so before or after finishing the studies for which they were selected, and where.

- B8_1 to B8_7. Aside from the studies in "...", indicate if you have ever completed any of the following studies.

We want to know if the interviewee has completed other studies in addition to the university studies for which they have been selected, regardless of when they took them (before or after completing this study).

These studies can be:

- Intermediate Vocational Training Cycles (vocational training, arts and design) or Intermediate Sports Education
 - General Certificate of Education
 - Other Higher Education (vocational training, arts and design) or Higher Sports Education
 - Higher Art Studies (arts, design, music and dance, drama or preservation and restoration of cultural heritage)
 - Post-graduate Degree / Diploma / Bachelor's degree or equivalent
 - Master's degree
 - University PhD
- B9: You indicated that you have completed Vocational Education and Training. How many of these studies have you completed?

We want to know the total number of Vocational Education and Training studies completed by the interviewee.

- B10_GFGM1 to B10_GFGM3. What are these studies? (If B9 is greater than 3: Indicate the name of the three that you consider most important)

We want to know the family of the vocational training completed by the interviewee, up to a maximum of three.

- B11_1 to B11_3: When did you finish these studies?

Moment in which the interviewee completed each of the training cycles indicated above, taking as a reference the study for which they have been selected:

- Before they began studying "...". Finished before starting the study for which they have been selected.
 - During the studies for "...". Finished while completing the studies for which they have been selected.
 - After finishing the studies for "...". After finishing the studies for which they have been selected.
- B12_1 to B12_3. Where did you study this?

You want to know if any of the training cycles indicated above were carried out in part or completely abroad.

This same information is required for the other types of studies that the interviewee has pursued (Other CHE or Higher artistic studies; Post-graduate / Diploma / Bachelor's Degree; University Master's Degree; University

Doctorate), taking into account that for Master's studies, the knowledge branch of the three studies considered most important will be asked, and for Doctoral studies, only one of those completed will be asked (if more than one have been completed).

- B28: If you are currently carrying out any of the following studies, please indicate which one (If you are carrying out more than one, indicate the studies you spend the most time on)

We want to know if the graduate was studying any of the following studies at the time of the interview:

- University degree of 180 credits (3 years)
 - University degree of 240 credits (4 years)
 - University degree of more than 240 credits (5 years or more)
 - Master's degree
 - University PhD
 - Higher Art Studies (arts, design, music and dance, drama or preservation and restoration of cultural heritage)
 - Higher Education (vocational training, arts and design) or Higher Sports Education
 - Intermediate Vocational Training Cycles (vocational training, arts and design) or Intermediate Sports Education
- B.5 Training completed - GCSE dropouts

The following questions are related to the studies carried out by the interviewee who belongs to the group of GCSE dropouts.

The first two questions help us to design the survey framework, determining if the interviewee in fact dropped out of GCSE in the 2013-2014 academic year and did not re-enrol in the following year.

- B1: During the academic year 2013/14 or at the end of the year, did you leave your GCSE studies without obtaining a Certificate of Secondary Education and not enrol in GCSE in the academic year 2014/15?
- B1.FIN: Did you continue your studies outside of Spain during the academic year 2014/15?

The following questions will serve to determine the path taken by the interviewee after abandonment of their studies. They are first asked about the GCSE studies they dropped out of.

- B2: What year were you in when you left your studies (1st, 2nd, 3rd, 4th)?

We want to know what course the interviewee was in when they dropped out of the GCSE.

- B3: In what month and year did you leave GCSE studies?

We ask about the month and year in which the interviewee dropped out of their GCSE studies.

- B4: What was the main reason for leaving your studies?

We investigate the main reason why the interviewee dropped out of the GCSE. The different options provided are:

- I could not continue due to age
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- I found a job
- I prepared / I passed a competitive examination
- To undertake other studies
- I did not want to continue studying because I was tired of studying
- I did not want to continue studying because I did not like the studies I was doing
- I didn't want to continue studying because the studies undertaken were difficult/I got poor results
- I did not want to continue studying because I wanted to look for work

- B5: Since dropping out of Compulsory Secondary Education, have you re-enrolled or continued in some other type of studies in the educational system?

We also ask if the interviewee if they resumed their studies after dropping out of the GCSE.

- B6. What was the primary reason for re-enrolling in studies?

In the event that the interviewee returned to their studies, they are asked to indicate the primary reason for returning. The different options given are:

- To find a better outlet to the labour market
- Family members' influence
- Friends' influence
- Because I preferred studying to being in other situations
- Because before it had not been possible to undertake my studies and later it became possible

- B7: In what year did you re-enrol in the educational system?

The interviewee is also asked the year of re-enrolment. The following options are given: academic year 2013-2014; academic year 2014-2015; academic year 2015-2016; academic year 2016-2017; academic year 2017-2018; academic year 2018-2019; academic year 2019-2020.

If the interviewee re-enrolled in the same academic year in which they dropped out of the GCSE, that is, 2013-2014, they are asked about the studies in which they were able to enrol, the type of centre, and if they finished these studies at the end of the 2013-2014 year.

- B8: In the academic year 2013/14, which of the educational system's studies were you enrolled in?

We wish to know the studies they re-enrolled in after having dropped out of the GCSE in the same year. The options can be:

- Adult Secondary Education
- Initial Professional Qualification Programme.

- B9: What was the type of centre in which you undertook your studies?

We wish to know the type of centre in which they undertook their studies. The options given are: public; private (subsidised); private (non-subsidised).

- B10: In the 2013/14 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

We also ask if, at the end of the 2013-2014 academic year, the interviewee finished the studies in which they were enrolled; that is, if they passed all the corresponding courses and had the option to request their degree.

For each academic year, starting from the year in which they re-enrol, they are asked if they have carried out any educational system studies, and the characteristics of said study.

- B11: In the school year 2014/15, were you enrolled in any of the following educational system studies? *(You continued the studies for at least 2 months, otherwise check the option "I left ...")*

We want to know the interviewee's situation, who re-enrol in the 2014-2015 academic year. The options can be:

- Adult Secondary Education
- Basic Vocational Training
- Initial Professional Qualification Program / Other Training Programs
- Compulsory Secondary Education
- General Certificate of Education
- Intermediate Education (includes Arts and Design courses and Intermediate Sports Education)
- Professional education in Music and Dance
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

This question also optimizes the framework, leaving out of the survey those who indicate that they began Compulsory Secondary Education in the 2014-2015 academic year.

Questions B12 to B16 are asked if the interviewee has marked that they were enrolled in studies for the 2014-2015 academic year

- B12: *(If General Certificate of Education was selected):* What form of General Certificate of Education were you enrolled in? / *(If a Vocational Training Cycle was selected):* Please indicate the vocational training cycle/specialisation in which you were enrolled

We wish to know the General Certificate of Education modality or the type of cycle in which the interviewee was enrolled. The General Certificate of Education modalities indicated are: Sciences / Science and Technology; Social Sciences; Humanities; Arts.

- B13. What academic year you were enrolled in?

For all those who marked a study, except those who indicated Basic Vocational Training or Initial Professional Qualification Program / Other Training Programs, we want to know the course in which they were enrolled.

- B14: Did you change the centre in which you undertook the studies?

We then ask if they changed centres.

- B15: What was the type of centre to which you changed?

For all those who indicate that they changed centres, they are asked what type of centre they changed to. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education, only the public or private options will be shown.

- B16: In the 2014/15 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

We also ask if, at the end of the 2014-2015 academic year, the interviewee finished the studies in which they were enrolled; that is, if they passed all the corresponding courses and had the option to request their degree.

Questions B17 to B20 are asked if the interviewee has indicated that they left the education system in the 2014-2015 academic year

- B17: What was the main reason for leaving your studies?

We want to inquire about the main reason why the interviewee decided to drop out. The options available are:

- I achieved the desired level of training/qualification
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- I found a job

- I prepared/I passed a competitive examination
- To undertake other studies
- I did not want to continue studying because I was tired of studying
- I did not want to continue studying because I did not like the studies I was doing
- I didn't want to continue studying because the studies undertaken were difficult/I got poor results
- I did not want to continue studying because I wanted to look for work
- B18: Did you later re-enrol to any studies of the educational system?

We also ask if the interviewee at any time returned to school.

- B19. What was the primary reason for re-enrolling in studies?

In the event that the interviewee returned to their studies, they are asked to indicate the primary reason for returning. The different options given are:

- To find a better outlet to the labour market
- Family members' influence
- Friends' influence
- Because I preferred studying to being in other situations
- Because before it had not been possible to undertake my studies and later it became possible
- B20: In what year did you re-enrol in the educational system?

The interviewee is also asked the year of re-enrolment. The following options are given: academic year 2015-2016; academic year 2016-2017; academic year 2017-2018; academic year 2018-2019; academic year 2019-2020.

Then the following questions will be asked for the 2015-2016 academic year

- B21: In the school year 2015/16, were you enrolled in any of the following educational system studies? (*You continued the studies for at least 2 months, otherwise check the option "I left ..."*)

We wish to know the interviewee's educational situation in the year indicated. The options can be:

- Adult Secondary Education
- Basic Vocational Training
- Other Training Programmes
- Compulsory Secondary Education
- General Certificate of Education
- Vocational Education and Training (includes Vocational Training in Visual Arts and Design and in Intermediate Sports Education)

- Professional education in Music and Dance
- Higher Education (includes Arts and Design courses and Higher Sports Education)
- Higher Artistic Education
- I left the education system (I didn't enrol or I was enrolled for less than two months)

Questions B22 to B28 are asked if the interviewee has marked that they were enrolled in studies for the 2015-2016 academic year

- B22: (If the General Certificate of Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year): Were you enrolled in the same modality for the General Certificate of Education as for the previous year (2014/15)? / (If Vocational Education and Training or Certificates in Higher Education was marked in the previous academic year, but was not completed, and it is marked again for this academic year): Were you enrolled in the same educational cycle/specialty as the past year (2014/15)?

We wish to know if the interviewee who is continuing in the same studies as for the previous (unfinished) academic year, has continued with the same modality for the General Certificate of Education, or in the same educational cycle/specialty.

- B23: (*If General Certificate of Education was selected*): What form of General Certificate of Education were you enrolled in? / (*If a Vocational Training Cycle was selected*): Please indicate the vocational training cycle/specialisation in which you were enrolled

For those who have indicated different studies than the previous year or have indicated the same studies but have not continued in the same modality or training cycle/specialty; or have marked the same studies having finished in the previous year, we wish know the General Certificate of Education modality or the type of cycle in which they enrolled for these new studies.

- B24: What academic year you were enrolled in?

Next - except for the interviewees who indicated Basic Vocational Training or Other Training Programs - we ask them to indicate the year of academic enrolment.

- B25: What was the main reason you changed studies?

If the interviewee changed their studies from the previous year, they are asked the main reason for this change. The options available are:

- Because they were difficult/I got poor results
- Due to changes in my personal/family situation (personal reasons, economic reasons.).
- Because I wanted to pursue other studies

- B26: Did you change the centre in which you undertook the studies?

We then ask if they changed centres.

- B27: What was the type of centre to which you changed?

For all those who indicate that they changed centres, they are asked what type of centre they changed to. The options given are: public; private (subsidised); private (non-subsidised). If the selected study is Professional Music and Dance Education or Higher Artistic Education, only the public or private options will be shown.

- B28: In the 2015/16 school year, did you complete the education you were pursuing (did you have the option to apply for the degree)?

For those who indicated that they were enrolled in studies in the 2015-2016 academic year, they were asked if at the end of the 2015-2016 academic year they finished the education in which they were enrolled; that is, if they passed all the courses for their studies and therefore had right to request the corresponding degree.

For those who dropped out in the 2015-2016 academic year, the same questions were asked that were asked as for those who dropped out in the 2014-2015 academic year: that is, questions B17 to B20 referring to the main reason for dropping out, if they later re-enrolled in the educational system, the primary reason for re-enrolment and in what course they did so. This would correspond to questions B29 to B32.

For the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 academic years, the same questions are asked as in the 2015-2016 academic year, including university studies as a new study option. In the case that they are pursuing university studies, we ask what their course of study is.

C. Additional Training

The following blocks are common for the different groups, although the formulation of the questions has been adapted to each of them.

- C1_1 to C1_7: *(For all groups except WGCSE) Since you finished your studies for "... in the 2013/14 academic year, have you taken any of the following tests? / (For WGCSE) Since you left CSE studies in the academic year 2013/14, have you ever taken any of the following tests?*

We begin by determining if the interviewee has taken any of the following entrance exams. Depending on the group to which they belong, certain options are shown and; if nothing is indicated, the option is available to everyone. The different options are:

C1_1. *(Only for WGCSE)* Open exams to obtain the Certificate of Secondary Education

C1_2. (Only for GCSE and WGCSE) Open exams to obtain the Baccalaureate

C1_3. (Only for WGCSE) Entrance exams for Vocational Education and Training

C1_4. Open exams to obtain the qualification of Technician (Intermediate Vocational Training)

C1_5. (For GCSE and WGCSE) Entrance exams for Certificates in Higher Education

C1_6. Open exams to obtain the qualification of Higher Technician (Higher Vocational Training)

C1_7. University entrance exams for those aged over 25 years.

- C2: (For all groups except WGCSE) Since you finished your “...” studies in the 2013/14 academic year, have you obtained any of the following qualifications through open exams? / (For WGCSE) Since you dropped out of GCSE in the 2013/14 academic year, have you obtained any of the following qualifications through open exams?

For the interviewee who marked any of the following tests in the previous question: Open exams to obtain the title of Graduate in Secondary Education, open exams to obtain the title of Baccalaureate, open exams to obtain the title of Technician (Intermediate Vocational Training) or open exams to obtain the title of Higher Technician (Higher Vocational Training); the interviewee is asked if they obtained the corresponding qualification. The different options are:

- Certificate of Secondary Education
- Baccalaureate Degree
- Qualification of Technician (Intermediate Vocational Training)
- Qualification of Higher Technician (Higher Vocational Training)

- C3_1, C3_2: Which language(s) are your native language(s)?

The interviewee is asked to indicate his mother tongues, that is, the languages he used in his childhood.

Possible options are:

Spanish	Portuguese
Co-official language (Galician, Catalan, Basque or Valencian)	Romanian
English	Russian
French	Arabic
German	Chinese
Italian	Other languages

- C4: Not including native language(s) how many different languages can you use?

Number of languages other than their mother tongues that the interviewee can use.

- C5_1 to C5_4, C5_LEVEL_1 to C5_LEVEL_4 and C5a_1 to C5a_4: Please indicate which language(s) you know best, other than your native language(s), your level of understanding of these languages, and if you have official accreditation. (If C4 is greater than 4: Indicate the 4 languages that you consider most important for your job placement)

We want to know what other languages the interviewee can use, to what degree and if they have official accreditation.

The different language options are the same as for the mother tongue.

The different degrees of knowledge of languages are:

- High level: They understand a wide variety of complicated texts and use the language with flexibility
- Intermediate level: They understand what is essential in everyday speech and can write simple texts
- Beginner level: They understand and use the most common expressions

- C6: Have you obtained any of these accreditations through the Official School of Languages?

The interviewee is asked to indicate if any of the accreditations obtained for any of the languages was carried out through the Official Language School.

- C7: Please choose the alternative that best describes your ability to use the computer or other computing devices.

Degree of knowledge and use of the computer and other computing devices.

The different options are:

- Does not know how to use the computer or other computing devices
- Basic level user (surfs the internet, send emails, copies or moves files or folders, writes text using a word processor, uses simple formulas in spreadsheets)
- Intermediate level user (formatting text, use of more advanced formulas and create charts in spreadsheets, install devices and/or programmes, use databases)
- Advanced level user (write macros, programme, solve software and hardware problems when the computer does not work properly)

- C8_1 to C8_7 and C9_1 to C9_7: Have you taken any of the following courses in order to improve your professional qualification or your chances of finding

a job? and Was the completion of this course useful for you to find or perform a job?

The aim is to know if the interviewee has taken any of the following courses in order to improve their professional qualifications or opportunities of finding a job, and if this proved useful. The different courses are:

- Courses leading to Level 1 Certificate of Professionalism
- Courses leading to Level 2 Certificate of Professionalism
- Courses leading to Level 3 Certificate of Professionalism
- Other Occupational Training courses of Public Employment Services
- Language course
- Computer course
- Other unregulated studies

D. Mobility

The following variables are related to geographic mobility. We will begin with variables about mobility within Spain and then questions about travel in other countries.

Interviewee mobility refers to geographical mobility after completing the studies for which they have been selected or after dropping out of the GCSE, depending on the group to which they belong.

– National mobility

- D1: *(For GCSE and Bacalaureate) After completing the studies for "...", have you gone to live in another province within Spain? / (For WGCSE) After dropping out of GCSE studies, have you gone to live in another province within Spain? // (For VET and CHE): After completing the studies for "...", (If you resided in Spain before beginning your studies, and the province in which you resided before and during is the same), have you gone to live in another province within Spain other than A5_PROV? / (If you resided before starting your studies in Spain and the province in which you resided before and while it is different) , have you gone to live in another province within Spain other than A5_PROV or A6? / (If you lived outside of Spain before starting your studies and while you were studying in Spain), have you gone to live in another province within Spain other than A6?*

For the interviewees who resided in Spain before starting their studies or while they were carrying out the studies for which they have been selected, this variable collects information on their mobility within the national territory.

- D2: What province did you transfer to?

Province to which the interviewee moved after completing their studies.

- D3_1 to D3_5: Which of the following reasons have led you to make that decision?

Reasons for which the interviewee has been forced or has had to move residence within the national territory.

Each variable includes the following reasons for transfer: the finding of a job, seeking of employment or other economic reasons, academic factors: continuing study or research, personal or family factors and other reasons.

– International mobility

- D4: (Currently resides in Spain and the residence prior to beginning studies was in Spain (the latter only for the VET and CHE groups)): Have you lived outside of Spain after completing the studies for ".../ abandoning your GCSE studies in the 2013/14 academic year / (Currently resides in another country and residence prior to beginning studies was in Spain (the latter only for VET and CHE groups)) Apart from the country in which you currently reside, have you lived in any other country other than Spain after completing the "... studies / dropping out of your GCSE studies in the 2013/14 academic year? / (Only for VET and CHE group: / (You currently reside in Spain and your residence before beginning your studies was in another country) After completing your studies of "... in the 2013/14 academic year, have you lived outside of Spain in a country other than the one where your usual residence was prior to starting these studies? / (Only for VET and CHE group: / (You currently reside in another and your residence before beginning your studies was in another country) After completing your studies of "... in the 2013/14 academic year, apart from the country where you currently reside, have you lived outside of Spain in a country other than the one where your usual residence was prior to starting these studies?

Variable that identifies mobility outside of Spain after completing the studies for which the interviewee has been selected or after dropping out of GCSE studies.

- D5: Please, tell me in which country/countries other than Spain have you lived since completing your studies for ".../dropping out of GCSE in the 2013/2014 academic year.

Country or countries in which the interviewee has resided since completing the studies for which they were selected or after dropping out of GCSE; excluding the one they currently live in, if they reside abroad.

- D6_1 to D6_6: What were the reasons that led you to live outside of Spain? / What were the reasons that led you to live in the country in which you currently reside?

For interviewees who live or have lived outside of Spain, these variables include the reasons why they moved to other countries. These are: having found a job, searching for a job or other economic reasons, academic factors: continuing with studies or research, personal or family factors, administrative factors (end of residence permit or visa ...) and other reasons.

- D7: Do you have plans or have you considered living outside of Spain?

If the interviewee resides in Spain at the time of the interview, their intention or plans to move out of the national territory is analysed. The following options are considered:

- Yes, I already have everything prepared and I'm going to leave in the coming months.
- Yes, I have considered it and I would live outside of Spain
- Yes, I considered it but I decided to stay living in Spain
- No, I have not considered it

- D8_1 to D8_6: Which of the following reasons led you to make that decision? / Which of the following reasons led you to make that decision?

If the interviewee indicates that he has already decided to move out of Spain or that he has considered it and would leave, these variables include the reasons that led him to make this decision. These are: having found a job, searching for a job or other economic reasons, academic factors: continuing with studies or research, personal or family factors, administrative factors (end of residence permit or visa ...) and other reasons.

- D9: Which country are you going to move to? / Which country would you move to?

Country to which the interviewee plans or is planning to move at the time of the interview.

- D10: Do you have plans to return to live in Spain?

Intention to return to reside in Spain of the interviewees who live abroad at the time of the interview or are going to move in the coming months.

E. Current employment situation

The following variables are related to the interviewee's employment situation at the time of the interview.

- E0: Are you currently working (including unpaid work for a company or family business, internships or training scholarships paid for and internships during dual vocational training)?

It begins by asking the interviewee if he or she currently works, including unpaid work for a family business, paid internships or training scholarships or internships during Dual Vocational Training. The different response options are: yes, part-time; yes, full time; no, it is not working.

Sporadic jobs are excluded and include work in internships, training, scholarships, help in the family business...

An internship job contract can be signed with those who have a university degree or an intermediate or higher vocational training

degree, or officially recognized equivalent degrees, in accordance with the regulatory laws of the current educational system, or a certificate of professionalism in accordance with the provisions of Organic Law 5/2002, of June 19, on Qualifications and Vocational Training, which make such certificates valid for professional practice.

In addition, no more than five years must have elapsed, or seven years when the contract is concluded with a worker with a disability, since the completion of studies.

The contract for training and apprenticeship is a contractual modality that is configured as an instrument aimed at promoting job placement and training of young people in a regime of alternating paid work activity in a company with training activity received within the framework of the vocational training system for employment or the educational system.

People who work normally are temporarily absent from work due to vacations, holidays, voluntary absence, illness or accident, labour dispute, disciplinary suspension of employment and salary, study leave, maternity leave or other kind of leave and are linked to your employment is considered working.

The usual weekly working hours can be full-time or part-time. The distinction is based on the interviewee's assessment, although it should be noted that part-time work must always be equal to or less than the usual 35 hours per week and full-time work must be equal to or more than 30 normal hours per week.

– Job search when not currently working

The following questions (E1-E8) collect the information of the interviewees who answered that they are not currently working:

- E1: What is your current relationship with economic activity?

All interviewees who have indicated that they are not currently working are asked about their current relationship with economic activity, according to the following categories:

- Unemployed
- Preparing for competitive examinations
- Studying (including unpaid internships)
- Retiree (including early retiree)
- Permanently unable to work
- Dedicated to housework, caring for children or others
- Other situation

- E2: During the last 4 weeks, have you actively looked for work?

Active job search of those interviewed who have indicated that they are not currently working.

The interviewee is said to have actively sought employment if they have contacted a private or Government employment office, employers, family, friends, a union, ... or if they have posted, consulted or answered advertisements in the press, radio, television, internet ..., or if they have taken an exam or gone to an interview, or if they have looked for land, premises or machinery, financing, or applied for permits or licenses to establish their own business.

Waiting for results from previous applications, a call from an administration employment office or results from a competitive examination is not considered to be actively searching.

- E3: What is the main reason you have not sought employment in the last 4 weeks?

In the event that the interviewee is unemployed and says that he has not looked for work in recent weeks, he is asked the main reason why he has not looked for a job. The different options are:

- I have already found a job that I will be starting soon / I have passed some competitive examinations and I'm hoping to start work
- I am preparing for competitive examinations
- I don't think I'm going to find work
- I am involved in a dismissal procedure
- Through illness or disability
- I am studying or receiving training
- Due to caring for children or adults who are sick, have disabilities or other family responsibilities
- I am retired (including early retirement)
- Other reasons

It helps us to reclassify, if necessary, the current relationship with the economic activity of the unemployed who are not looking for work. Depending on your answer to this question, question E1 may need to be recoded. Thus, if you answer in E3 that you are *preparing public exams* then question E1 must be recoded with the second option *Preparing competitions*. If in E3 it says that *You are studying or receiving training*, then question E1 must be recoded with the third option *Studying (including unpaid internships)*. If your answer in E3 is *Because you are caring for sick, disabled or elderly children or adults or other family responsibilities*, you must recode question E1 with the sixth option *Dedicated to housework, childcare or other people*. And if in E3 it indicates *You are retired (including early retirement)*, you have to recode question E1 with the fourth option *Retired (including early retirement)*.

- E4: Have you ever looked for a job since you finished your "... studies/dropped out of GCSE in the 2013/14 academic year?

If they are not working and have not looked for a job in the last four weeks, they are asked if they have looked for a job since completing the studies for which they were selected, or after dropping out of the GCSE.

The following questions (E5-E8) collect information from the interviewees who have answered that they are not currently working and have looked for a job at some time since they completed the studies for which they were selected or after dropping out of the GCSE (including those who have searched in the last 4 weeks):

- E5: When did you start looking for work?

It is intended to know if the job search was before finishing the studies for which you have been selected or after finishing said studies. In the GCSE collective, the time reference is before dropping out of the GCSE, or after dropping out.

- E6: How long have you been looking for a job?

We want to know how long the job search has been going on: less than 3 months; from 3 to 6 months; from 6 months to one year; from one year to one and a half years; from one and a half years to two years; two or more years.

- E7_1 to E7_10: How are you searching or have you searched for work?

Options or means of finding work that the interviewee may have used in their search for a job. They can check more than one option.

The different search methods are:

- Through job announcements in the newspaper, internet...
- Through public employment services
- Through temporary employment agencies
- Through a job exchange
- Looking for help among known professionals of the sector or personal contacts (family, friends)
- By making direct contact with the companies
- I am preparing or prepared for a competitive examination
- Looking for equipment to establish my own business
- Another way

- E8_1 to E8_8: **Indicate** each of the following items from 4 (very important) to 1 (not important) regarding your difficulties in finding a job.

Difficulties that the interviewee may encounter in their search for a job. The possible options to be evaluated by the interviewee are:

- Lack of academic training / qualifications

- The studies undertaken were inadequate
 - The shortcomings in the education received
 - Personal activities that prevent work (continued studies, family, others...)
 - Lack of professional experience
 - The need to have a job that meets their economic and professional expectations
 - Lack of language skills
 - Lack of computer skills
- Current main job of the interviewee

The following questions (E9-E18) collect information from the interviewees who answered that they are working at the time of the interview:

- E9: Are you currently working more than one job?
You want to know if the interviewee currently works in one or more jobs. In the event that you are working in more than one job, you are asked to consider only the job to which you dedicate the most hours throughout the week for the following questions.
- E10: In which country do you undertake your professional work?
You want to know if the interviewee carries out his professional work in Spain or abroad.
- E11_OTRO: Please indicate the country where you do your professional work
You want to know the country or region in which the interviewee carries out his professional work when he works outside of Spain.
- E11_PROV: In which province do you do your professional work?
When the interviewee works in Spain, he asks himself in which province he develops his current job.
- E12/E12_MES: What year did you begin to work for the current company or business? / In what month?
Year in which the interviewee began to work in the current company. If you have worked in the company in different periods, you are asked to indicate the year of the last incorporation.
This information is valuable to estimate the degree of fluidity in the labor market and to identify the areas of economic activity where the volume of work changes.
- E13: Which of the following is your professional situation?
The professional status of the respondent in relation to their current main job. The options indicated are: trainee, intern or apprentice; Wage earner with permanent job or work contract of indefinite duration; Employee with a

temporary job or a fixed-term employment contract; Entrepreneur with employees; Independent worker or entrepreneur without employees; Help in the company or family business.

The definition is based on the ILO resolution on the International Classification of Status in Employment (15th CISE, 1993).

The two dimensions that are essential to the concept of professional status are economic risk and authority. The basic distinction is that between wage earners and self-employed workers.

Salaried employees are all workers who have the type of employment defined as paid employment: jobs in which the holders have implicit or explicit employment contracts (oral or written), for which they receive a basic remuneration that does not depend directly on the income of the unit for which they work (this unit may be a corporation, a non-profit institution, a government unit or a household). Some or all of the instruments, capital goods, information systems and/or premises used by the title holders are owned by third parties, and the holders may work under direct supervision or in accordance with strict guidelines established by the owner or the persons employed by the owner. (People in salaried employment are usually remunerated with wages or salaries, but they can also be remunerated through sales commissions, piecework payments, bonuses or payments in kind, such as food, board or training).

Self-employed jobs are those jobs in which the remuneration depends directly on the benefits (or the potential to realise benefits) derived from the goods and services produced (in these jobs, personal consumption is considered part of the benefits). Self-employed workers make operational decisions that affect the company, or delegate such decisions, but retain responsibility for the well-being of the company. (In this context, the business includes the operations of a single person.)

Salaried workers with a fixed-term job/contract are employees whose main job will end after a period of time determined in advance, or after a period of time not known in advance, but defined by objective criteria, such as the conclusion of a task or the leave period of the worker who is being replaced temporarily.

- E14: Please write what your main occupation is in your current job (for example: bus driver, construction worker, university professor, etc.)

Respondent's occupation in relation to the current main job. Classified a posteriori following the National Classification of Occupations 2011 (CNO-11) with two digits.

The basis for classification in the CNO-11 scheme is the nature of the job itself and the level of skills required. A job is defined as a set of tasks and functions that must be performed. Skills are those necessary to carry out the tasks and functions of the job. These consist of two dimensions: skill level and field of expertise.

The skill level is assumed to be related to the level of education achieved.

- E15: What is the main activity of the company you work for?

Economic activity of the local unit in which the individual carries out their main professional activity. The CNAE 2009 is applied to two digits.

- E16: How many people work at your company?

Size of the company where the respondent is employed. The options indicated are: from 1 to 10 people; between 11 and 49 people; between 50 - 249 people; 250 or more people.

- E17: What is the territorial scope of the company you work for?

Territorial scope where the respondent is employed. The options indicated are: local company; national company; community business; multinational company.

- E18: Please indicate at which of the following intervals your current net monthly salary is paid.

Net monthly salary of the interviewee in their current job. The different options are:

- Less than 700 Euros
- From 700 to 999 Euros
- From 1,000 to 1,499 Euros
- From 1,500 to 1,999 Euros
- From 2,000 to 2,499 Euros
- From 2,500 to 2,999 Euros
- From 3,000 Euros upwards

– Adequacy of training to current main job

The variables described below (E19-E21) are intended to determine the differences between the interviewee's level of training and the level of training most appropriate to their job, as well as the factors that have influenced their finding a job.

The educational adjustment to the job is defined as the match between the worker's educational level and that required by their job. A person is considered to be over-educated (under-educated) if they have an educational level that is higher (lower) than the most frequent educational level for the occupation carried out. In this case, we will refer to the educational level that the interviewee declares to be most appropriate to the position carried out.

On the other hand, it is said that there is a mismatch in the educational field when a person is performing a job or occupation that is not related to the content of their highest level studies.

- E19: In your opinion, what is the most appropriate level of training to do this work?

The level of training that, in the opinion of the interviewee, is appropriate for the job they carry out. The different options are:

- Doctorate
- Master's degree
- University degree (except Master's or PhD)
- Advanced vocational training
- Intermediate vocational training/Bachillerato [Spanish Baccaalaureate]
- Basic vocational training
- GCSE, BGE, etc.

- E20: According to the requirements of the professional profile in which you currently work, do you think that the training you have received is sufficient?

We want to know if the interviewee thinks that the training received has been sufficient, or if they feel they need more theoretical or practical training, or both.

- E21_1 to E21_6: To get this job, rate how much influence the following factors have had, from 5 (a lot) to 1 (not at all).

Factors influential in the interviewee obtaining their current job.

The following factors have been taken into account for evaluation: theoretical knowledge; practical skills; languages; training or mastery of computer science and information and communication technologies; personal and social abilities: personality, social skills, communication, ability to work in groups; management and planning skills.

- E22: Have you tried to get another paid job in the last 4 weeks?

To end this block, the interviewee is asked if they have tried to get another job in the last four weeks.

F. Employment history

- Work internships carried out during training

This section is specific to VET and CHE groups. We want to know if the interviewee participated in work internships while studying Vocational Training:

- F1: Did you complete the training cycle through Dual Vocational Training?

The interviewee is asked to indicate whether they have completed Dual Vocational Training.

Dual Vocational Training is a new modality within vocational training. Dual VT projects combine teaching and learning processes in the company and in the training centre, and are carried out in alternation between the educational centre and the company, with a variable number of hours or days split between periods at the workplace and at the educational centre.

- F2: Did you complete Work Centre Training (WCT)?

The interviewee is asked to indicate whether they completed Work Centre Training.

Work Centre Training (WCT) is a compulsory professional module that is taken in all VT courses, both Basic VT, as well as intermediate and higher degree.

It is a practical training phase that takes place in the workplace. As a general rule, it should be carried out in the real company environment, once all the vocational training modules have been completed.

Work Centre Training (WCT) is not employment nor is it a scholarship; the students who take it continue to be enrolled in regulated education.

If they have answered affirmatively to either of the two questions, F1 or F2, continue with the questions in this section, otherwise, go to the next section (question F6):

- F3: What was your first work experience?

We want to know if this internship was the first work experience.

- F4: Did it help you to get a job?

We also want to know if it helped them find a job.

- F5: To what extent are you satisfied with the learning that took place *in the dual modality/in the WCT module* ?

The degree of satisfaction with this work experience is also analysed. The options provided are: not at all satisfied; somewhat satisfied; satisfied; quite satisfied; very satisfied.

– Process of incorporation into the labour market

The variables given below are intended to determine the employment situation of the interviewee while carrying out the reference studies. Depending on the interviewee's situation, a different course is followed for the questionnaire . Next we will look at the questions in sequential order. Questions F6 to F8 are asked only to those interviewed who have indicated that they are not currently working or who started working in their current job after graduating or, for those who dropped out of GCSE, started working in their current job from 2013 onwards.

- F6a/F6b/F6C: *(If they carried out an internship while studying, VET and CHE group) Apart from these internships, have you had any paid work while you were completing the studies for “...” (including self-employment, training jobs, internship contract, positions as a scholarship intern, etc.)? / (If they did not do an internship, excluding the WGCSE group) Have you had any paid work while you were carrying out the studies for “...” (including self-employment, training jobs, internship contract, internship positions, etc.)? / (WGCSE group) Did you have any*

paid work while you were studying the GCSE before dropping out in the 2013/14 academic year (including self-employment, training jobs, internship contracts, internship positions, etc.)?

We want to know if the interviewee was working for pay at the time when they were pursuing the studies in question, and if so, what the working day was like.

- F7: Is the paid work that you did while you were studying your current primary job?

If the interviewee worked while studying and is currently working, they are asked to indicate whether this job corresponds to their current main job.

- F8: Did you continue to work in this job for at least 6 months after completing the studies for “...” / from the moment you dropped out of GCSE studies in the academic year 2013/14?

If the job he performed while studying is different from his current job or if he was working while studying but is not currently working, the interviewee is asked to indicate whether he remained in the job he had while studying for at least 6 more months after completing that study.

- F9: You have indicated that you started working for the current company or business before completing the studies for “...”/ dropping out of GCSE studies in the 2013/14 academic year. What was the type of working day for this job like when you were studying?

If the interviewee started working at his current job before they finished or dropped out of studies, they are asked about the type of working day while studying.

– Employment post-completion/drop-out

- F10: (*For all groups except WGCSE*) Once your studies were completed, did the conditions of the work you continued in after completion improve? (*For WGCSE*) Once you left GCSE, did the working conditions for the job you worked in after leaving improve?

This variable collects whether the interviewee's working conditions improved after completion or abandonment of the studies for which they were selected.

- F11: While you had this job, were you searching for a better job?

Respondents who had a job during their studies are asked if they attempted to obtain a better job.

- F12: (*Were not working while studying*) Have you had any paid work since you finished your studies for “...” / dropped out of GCSE in the 2013/14 academic year? / (*Did not continue for more than 6 months in the job held while studying*) Have you had any other paid work since you finished your studies for “...” / dropped out of GCSE in the 2013/14 academic year?

This question is addressed to those interviewed who are not currently working and either did not work while studying or did not continue for more than 6 months in the job they had while studying. We want to determine if the interviewee has obtained any paid work following the completion or abandonment of the studies for which they have been selected. The study objective is the first job.

- F13: (*Were not working while studying*) Is the first paid job you had after finishing the studies of "..." / abandoning GCSE studies your current job? / (*Did not continue for more than 6 months in the job held while studying*) Is the first paid job you had after finishing your studies of "..." / abandoning GCSE studies your current job? Do not count the job that you had while studying and did not continue for more than 6 months after completion of studies / dropping out of GCSE

This question has same objective as question F12 for those interviewed who are currently working. We want to know the first job after studies were completed or abandoned.

– Job search processes after study completion/abandonment

The following variables collect the characteristics of the job search of the interviewees who have had a paid job since they finished the studies for which they have been selected to participate in this survey.

- F14: (*For all groups except WGCSE*) How long did it take from when you finished your studies in 2013/14 until when you started your first job after finishing them? / (*For WGCSE*) How long did it take from when you dropped out of GCSE in 2013/14 until you started at your first job after dropping out?

For the interviewee who did not work while studying, time span from completion of/abandonment of studies, until they started working.

- F15: When did you start looking for work?

For the interviewee who did not work while studying, the moment in time at which they began to work after completion/abandonment of studies is investigated. The moment in which they completed or left the studies for which they were selected is taken as a reference.

- F16: (*For all groups except WGCSE*) How long were you looking for employment until you started to work for the first time after completing studies in the academic year 2013/14? / (*For WGCSE*) How long were you looking for employment until you started to work for the first time after leaving CSE in the academic year 2013/14?

For the interviewee who was not working while studying, time spent looking for a job after graduating or dropping out.

- F17_1 to F17_10: How did you find a job?

Options or means of finding work that the interviewee may have used in their search for a job.

The different search methods are:

- Through job announcements in the newspaper, internet...
- Through public employment services
- Through temporary employment agencies
- Through a job exchange
- Contact with the employer on their own initiative or through personal contacts (family or friends).

- The employer contacted the interviewee.
- Continuation of internships in companies / institutions carried out during the studies.
- Preparation for public exams.
- Open your own business.
- Otherwise.

All interviewees are asked if they have rejected a job because it is not a good fit.

- F18: *(For all groups except WGCSE) Since you completed studies in the academic year 2013/14, have you rejected any work because you considered it inadequate? / (For WGCSE) Since you left GCSE studies in the academic year 2013/14, have you rejected any work because you considered it inadequate?*

- F19_1 to F19_9: For which of the following reasons did you reject it?

For the interviewees who have rejected a job because they consider it unsuitable, the question is to find out why they rejected that job.

The response possibilities that are stored in these variables are:

- Did not allow me to continue studying.
- The work schedule was incompatible with personal or family obligations
- Accepting it implied changing one's place of residence.
- The journey between my home and the place of work was not of a reasonable distance
- Not adequately remunerated.
- The level of the job was not in line with my skills and knowledge
- I had another job offer / I was already working.
- Was preparing for oppositions.
- Other reasons.

– First job after training

- F20: Was your first job after finishing your studies for “...” at the company where you had an internship while you were studying?

For the VET and CHE groups that answered in question F4 that the internship facilitated access to a job, we want to find out if their first job after completing their studies was in the same company where they carried out said internships.

The following variables refer to the situation the interviewee was in when they began to work after graduating or after abandoning GCSE. If they spent more than six months in the job they already had before completing or abandoning studies, this refers to the situation they were in immediately after graduating or abandoning studies.

Questions F21 to F26 are asked of those interviewed whose first job does not correspond to their current job or who are not currently working

- F21: In what country did you do this first job?
You want to know if the interviewee had their first job in Spain or abroad.
- F21_OTRO: Please indicate the country where you worked this first job
You want to know the country or region in which the interviewee had his first job.
- F21_PROV: In which province did you have your first job?
When the interviewee indicates that their first job was in Spain, we ask what province this first job was carried out in.
- F22: Which of the following was your professional status?
The professional situation of the respondent is investigated in relation to their first job. Idem E13.
- F23: What was your working day like?
Time spent at work in your first job after graduating or abandoning GCSE.
- F24: Please write down your first job occupation (examples: bus driver, construction worker, university professor, etc.)
Occupation of the respondent in relation to their first job. Idem E14.
- F25: What do you think was the most appropriate level of training to do that job?
According to the opinion of the interviewee, it determines the level of training that is most appropriate to the first job they occupied after graduating or abandoning GCSE studies.
- F26: According to the requirements of the professional profile of that job, do you consider that the training you received up to that time was sufficient?
We want to know if the interviewee thinks that the training received was sufficient, or if they feel they needed more theoretical or practical training, or both.
- F27: *(If the first job does not correspond to the current job)* Please indicate in which of the following intervals represented your net monthly salary / *(If the first job corresponds to your current job)* Please indicate which of the following intervals represented your net monthly salary when you started working in your current company.
Net monthly salary of the interviewee in their first job.

– Employment history

The following variables have been designed to summarise the interviewee's work experience since they completed the studies for which they have been selected to participate in the survey.

- F28: About how long have you been working, in total, since you finished your studies for "..."/dropped out of GCSE in the 2013/14 academic year?

Total time that the interviewee has been working since they finished or left the studies for which they were selected.

- F29: How many different employers you have worked for since you completed your studies for “...”/dropped out of GCSE?

Number of different employers for whom the interviewee has worked since completing or dropping out of the studies for which they were selected to participate in the survey.

- F30: Do you think your “...” studies have helped you to find a job?

This question is not asked of the WGCSE group. We are investigating whether the interviewee feels that the degree for which we selected them has helped in finding work.

- F31: To what extent are you satisfied with your educational-work trajectory?

This question is not asked of the CHE group. The interviewee’s level of satisfaction regarding their educational-labour trajectory is investigated. The options provided are: very satisfied; quite satisfied; somewhat satisfied; not at all satisfied.

- F32: If you had to start over again, would you return to the same educational trajectory?

This question is not asked of the CHE group. We are investigating whether the interviewee would return to the same educational-training trajectory.

G. Household information

The purpose of the following set of basic social variables is to gather information on the size and composition of the private household to which the informant belongs, on the relationships between household members, and on the economic activity situation of household members of age to work. The social situation of a person reflects, at least in part, the composition of his household. Information on the dynamics of the household structure can be extremely useful.

Private households are classified by the total number of household members. The private household is defined as the person or group of people who jointly occupy a main family home or part of it, and consume and / or share food or other goods with the same budget. According to this definition it should be borne in mind that:

1. *A private household can be made up of a single person (one-person household) or several (multi-person household).*
2. *The people who make up the household may or may not be linked by kinship ties. Indeed, the household may be formed exclusively by unrelated persons, by a family together with unrelated persons or exclusively by a family.*
3. *A private multi-person household is one formed by a group of people who jointly occupy a main family home. Therefore, the group of people who live*

in a collective establishment (hospital, hotel, residence hall ...) does not constitute a private home. However, bear in mind that within the premises of a collective establishment there may be a home, as for example would be the case of the director of a prison who lives in it.

- 4. A private home is made up of a group of people who share expenses, that is, they have a common economy or budget. People who have a partially independent economy are not considered to form different households if they share most of the basic expenses (housing and/or food) with other people. It is generally understood that they have a common economy, both those who contribute resources to it by collaborating to defray common expenses, and those who do not contribute resources benefit from the expenses of the common economy.*

So, the following people, if they share household expenses, should be considered members of it:

- 1. people who habitually reside in that household,*
- 2. resident pensioners, tenants, tenants without a private address elsewhere, who plan to stay in the home for a year or more,*
- 3. Visitors without a private address elsewhere, who plan to stay in the home for a year or more,*
- 4. people who live in the home or intend to do so for a year or more; domestic service, au-pairs without a private address elsewhere, who plan to stay for a year or more,*
- 5. people who habitually reside, but are temporarily absent from the home (for reasons of vacation trips, work, education or similar) without a private address in other places, whose absence is less than a year,*
- 6. home-schooled children with no private address elsewhere, who continue to maintain close ties to home,*
- 7. people who are absent for long periods, but have close ties (for example, people who work outside the home, children or colleagues of other household members), without a private address elsewhere, who continue to maintain close ties with the home,*
- 8. people temporarily absent but who have close ties (hospital staff, domestic nurses, or other institutions) with clear financial ties to the home, whose actual or expected absence is less than one year.*

- G1: What is your legal marital status?

The interviewee is asked his marital status, understanding as such his legal situation even if it does not coincide with his de facto situation.

- G2: How many people live in the household (not including yourself)?

Number of people who make up the household, apart from the interviewee.

- G3: Of the people aged 16-64 who live in the household, please tell me how many currently work (not including yourself)

Number of people that make up the household in relation to their economic situation.

People who live with the graduate and share expenses and / or income with him aged between 16 and 64 who are doing a job or have a job.

- G4_SEX_1 to G4_SEX_12 and G4_AGE_1 to G4_AGE_12: Indicate the sex and age of the people who you live with

The interviewee is asked about the sex and age of the people they live with, up to a maximum of 12.

- G5: What would you say your household is like?

Type of household in which the interviewee resides. The options are:

- Couple living without children
- Couple living with children
- Single father or mother living with a child
- Couple, or a parent, living with children and other people
- Other type of household

We refer to the type of household of the interviewee, classified according to the number of adults and the number of dependent children living in the household.

- The term "couple" includes married couples, registered couples, and couples living in a consensual union (not married to each other but in a conjugal relationship).
- The term "child" refers to blood children, stepchildren, or adopted children (regardless of age and marital status).

- G6: Do you live with a partner?

When the household consists of a couple with children or it is another type of household, the interviewee is asked if he / she lives as a couple.

6.2. CLASSIFICATION VARIABLES

The analysis of the objective variables has been carried out according to the following main classification variables :

- Sex
- Age group (For VET and CHE groups)
- Nationality
- Disability
- Study AC
- Type of centre where studies were undertaken

- General Certificate of Education Modality (For the Baccaureate group)
- Grouping of professional families (For VET and CHE groups)

7. Information processing

7.1. PURIFICATION AND VALIDATION

As the information is collected via CAWI and CAPI, the data is first cleaned using errors implemented in the application that allows inconsistencies to be detected and provides strange value warnings when responses are being entered. In this way, the correction/confirmation of the information is carried out at the same time as the interview.

Once the information corresponding to each batch has been collected, it is downloaded periodically to the unit responsible for processing the information for centralized control and purification. This process is applied immediately at the closing of the first batch in order to check the quality of the collection and correct any systematic collection errors.

The defined validation controls are passed again, checking that there is no data out of range or inconsistencies between the responses defined in the application. We also proceed to review possible recording errors, outliers, and other anomalous values.

The control and purification treatment phases will be as follows:

- *Coverage Phase*: It detects duplicates, compares the number of questionnaires theoretically collected (according to the computer application for monitoring fieldwork) and effectively received.
- *Purification and imputation phase*: Defined validation checks are passed again verifying that there is no data out of range or inconsistencies between the responses defined in the collection application. Also included are warnings related to anomalous values such as possible recording errors, outliers, and mismatched values not included in the collection application. Marginal tables, variable analysis tables, etc. are also obtained. to improve debugging work. These controls are programmed prior to starting the collection. Correction of possible non-concordant values is carried out automatically and, exceptionally, manually (as in the case of outliers or / and extreme values).

7.2. OBTAINING OF RESULTS

Once the information has been refined, we proceed to the factors calculation phases and obtaining results:

- *Calculation of raising factors and estimators*: Estimators are used to estimate the characteristics of the sample, as detailed in section 5.3.

- *Calculation of sampling errors:* The sampling errors of the main tables are calculated as detailed in section 5.4.
- *Analysis of non-response:* To analyse the lack of response to the Survey, information is obtained on the basic characteristics of the units that do not collaborate in the survey either directly from the reporting unit or from administrative records.

8. Dissemination plan

8.1. TABULATION PLAN

The tabulation plan is structured as follows:

For all groups, excluding CHE:

1. Characteristics of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.
2. Place of residence in 2019 of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.
3. Education-training trajectory of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.
4. Employment situation in 2019 of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.
5. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who are working in 2019.
6. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who are unemployed in 2019.
7. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who are economically inactive in 2019.
8. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who have had a paying job since they *finished/dropped out of* studies in 2014. First job after *finishing/leaving* studies.

9. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who have had a paying job since they *finished/dropped out of studies* in 2014.
10. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who had a paying job while studying.
11. *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year who have not had a paying job since they *finished/dropped out of studies* in 2014.
12. Other training of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.
13. Mobility of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year within and outside of the Spanish territory.
14. Social Security affiliation and contribution bases of *GCSE graduates/ Baccalaureate graduates/ Vocational Education and Training graduates/ students who dropped out of GCSE* in the 2013-2014 academic year.

For the CHE group:

1. Characteristics of *graduates with Certificates in Higher Education* from the 2013-2014 academic year
2. Place of residence of *graduates with Certificates in Higher Education* from the 2013-2014 academic year
3. Employment situation of *graduates with Certificates in Higher Education* from the 2013-2014 academic year
4. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who were working in 2019.
5. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who were unemployed in 2019.
6. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who were economically inactive in 2019.
7. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who have had a paying job since they finished their studies in 2014. First job after completion of studies.
8. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who have had a paying job since they finished their studies in 2014.
9. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who had a job while pursuing their studies.

10. *Graduates with Certificates in Higher Education* from the 2013-2014 academic year who have not had a paying job since they finished their studies in 2014.

11. Training and learning of *graduates with Certificates in Higher Education* from the 2013-2014 academic year

12. Mobility of the *graduates with Certificates in Higher Education* from the 2013-2014 academic year within and outside of Spanish territory.

13. Social Security affiliation and contribution base for *graduates with Certificates in Higher Education* from the 2013-2014 academic year.

8.2. DISSEMINATION

The results are published on the INE website.

The results of the Survey are published on the website of the National Statistics Institute (www.ine.es).

The following products are provided in addition to this methodological report:

- 1.- The main statistical tables, for each group, that cover the variables investigated as indicated in point 8.1.
- 2.- The ETTLIS questionnaire.
- 3.- The tables of sampling errors for the main variables are published, as well as a report analysing the lack of response.
- 4.- The microdata file and the registry design are provided for each of the groups analysed.

Annex

GROUPING OF PROFESSIONAL FAMILIES FOR VET

Direct VET Grouping
01 - AGRARIAN
Gardening and floristry technician
Environmental use and conservation technician
Technician in agroecological production and Technician in agricultural production
02 - MARITIME-FISHERIES
03 - FOOD INDUSTRIES
04 - CHEMISTRY
05 - PERSONAL IMAGE
Technician in aesthetics and beauty
Hairdressing and cosmetics technician and Characterization Technician
06 - HEALTH
Health emergency technician
Pharmacy and parapharmacy technician
Nursing assistants
08 - MECHANICAL MANUFACTURING
Machining technician
Technician in welding and boiler-making, Technician in moulding of metals and polymers, and Jewellery Technician
09 - INSTALLATION AND MAINTENANCE
Electromechanical Maintenance Technician
Technician in heat production facilities, Technician in refrigeration and air conditioning facilities and Installation and maintenance (No distribution)
10 - ELECTRICITY AND ELECTRONICS
Technician in electrical and automatic installations
Telecommunication facility technician
Consumer electronic equipment
12 - VEHICLE TRANSPORTATION AND MAINTENANCE
Body Technician
Technician in motor vehicle electromechanics, Technician in machinery electromechanics and Maintenance of railway rolling stock
16 - WOOD, FURNITURE AND CORK
18 - GRAPHIC ARTS
19 - PICTURE AND SOUND
20 - IT AND COMMUNICATIONS
21 - ADMINISTRATION AND MANAGEMENT
22 - COMMERCE AND MARKETING
23 - SOCIOCULTURAL AND COMMUNITY SERVICES
24 - HOSPITALITY AND TOURISM
Kitchen and gastronomy technician
Restoration services technician
25 - PHYSICAL AND SPORTS ACTIVITIES
14 - BUILDING AND CIVIL WORKS; 15 - GLASS AND CERAMIC; 17 - TEXTILE, CLOTHING AND LEATHER

GROUPING OF PROFESSIONAL FAMILIES FOR CHE

Direct CHE Grouping
01 - AGRARIAN
Senior technician in forest and environmental management
ST in landscaping and rural areas and ST in agricultural company management and organization
02 - MARITIME-FISHERIES
03 - FOOD INDUSTRIES
04 - CHEMISTRY
Senior Technician in Laboratory Analysis and Quality Control
Senior Technician in Industrial Chemistry; Manufacture of Pharmaceutical Products and Pulp and Paper Process Industries
05 - PERSONAL IMAGE
Senior Technician in Integral Aesthetics and Wellbeing
ST in hairdressing and styling management and ST in personal and corporate image consultancy
06 - HEALTH
Senior Technician in Prosthetic Audiology
Senior technician in dental prosthetics; Oral hygiene
Imaging for diagnosis and nuclear medicine; Radiation therapy and dosimetry
Other Health Cycles
07 - SAFETY AND ENVIRONMENT
08 - MECHANICAL MANUFACTURING
Senior Technician in Production Scheduling in Mechanical Manufacturing
ST in metal constructions; ST in mechanical manufacturing design; Production scheduling in metal and polymer moulding and eyeglass optics
09 - INSTALLATION AND MAINTENANCE
Senior Technician in Industrial Mechatronics
ST in development of projects for thermal and fluid installations and ST in maintenance of thermal and fluid installations
10 - ELECTRICITY AND ELECTRONICS
Senior Technician in Electrotechnical and Automated Systems
Senior Technician in Telecommunications and Computer Systems
Senior Electronic Maintenance Technician
Senior Technician in Automation and Industrial Robotics
11 - ENERGY AND WATER
12 - VEHICLE TRANSPORTATION AND MAINTENANCE
14 - BUILDING AND CIVIL WORKS
Senior Technician in Construction Projects
Senior Technician in Civil Works Projects and Organization and Control of Construction Works
18 - GRAPHIC ARTS
19 - PICTURE AND SOUND
Senior Sound Technician for Audio-visuals and Shows
Senior Production Technician for Audio-visuals and Shows
Senior Project Management Technician for Audio-visuals and Shows
ST in 3D animations, games and interactive environments and ST in lighting, image capture and processing

20 - IT AND COMMUNICATIONS
Senior Technician in Network Computer Systems Administration
Senior Technician in Cross-Platform Application Development
Senior Technician in Web Application Development
21 - ADMINISTRATION AND MANAGEMENT
Senior Management Assistance Technician
Senior Technician in Administration and Finance
22 - COMMERCE AND MARKETING
Senior Technician in International Trade
Senior Technician in Transport and Logistics
ST in Sales Management and Commercial Spaces; ST in Marketing and Advertising and Consumer Services
23 - SOCIOCULTURAL AND COMMUNITY SERVICES
Senior Technician in Early Childhood Education
Senior Technician in Sociocultural and Tourist Entertainment
Senior Technician in Social Integration
Senior Technician in Gender Equality Promotion; Sign Language Interpretation
24 - HOSPITALITY AND TOURISM
Senior Technician in Tourist Accommodation Management
Senior Technician in Tourist Guiding, Information and Assistance
Senior Technician in Travel Agencies and Event Management
ST in Kitchen Management and ST in Restaurant Services Management
25 - PHYSICAL AND SPORTS ACTIVITIES
15 - GLASS AND CERAMIC; 16 - WOOD, FURNITURE AND CORK; 17 - TEXTILE, CLOTHING AND LEATHER; 26 - ARTS AND CRAFTS