



**Methodological Report on TEW-CCA Semi-structured
Interviews on Youth NEET in Azerbaijan, Georgia and
Tajikistan**

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List of Abbreviations

CCA	Caucasus and Central Asia
ILO	International Labor Organization
NEET	Not in Education, Employment and Training
TEW	Transition from Education to Work
WP	Working Package

1. Introduction

The present report introduces the overall methodology of semi-structured in-depth interviews for a multiple case study on youth “Not in Education, Employment, or Training” (NEET) in Azerbaijan, Georgia and Tajikistan, which was conducted within TEW-CCA research project implemented in the above-mentioned countries between 2015 and 2019. The specific tasks and objectives of this qualitative study are defined under the Working Package 6 (WP6) in order to achieve the third objective of the TEW-CCA project (See table 1). As it is seen in the table below, one of the objectives of the research project was to bring in the perspective of youths, specifically their self-perception and coping strategies, into the researchers’ perspective.

Table 1. Overall objectives of the TEW-CCA research project

Research dimension 1: “Micro-level perspective”	Research dimension 2: “Institutional perspective”
(I) Describing youths’ transition from education to work in Azerbaijan, Georgia and Tajikistan in a dynamic process and life course perspective	(IV) Describing institutions and policies that are expected to affect youths’ transition from education to work
(II) Explaining patterns of social inequality in the transition from education to work	(V) Identifying effects and evaluating the effectiveness of institutions and policies
(III) Bringing in the perspective of youth: self-perception and coping strategies	
Overarching goal: Scientific capacity development, particularly among young scholars, in Azerbaijan, Georgia and Tajikistan	

Source: own illustration

Based on the descriptive analyses of the TEW-CCA survey data (Badurashvili, Gebel, Kobakhidze, Meladze, & Nadiradze, 2019; Gebel, Olimova, Olimov, & Mirov Loikdzhon, 2019; Hajizadeh, Sattarov, Faradov, & Gebel, 2019) and after intensive discussions at the Project Workshop in Tbilisi in October 2017 the international project team identified the theme of NEET, i.e. unemployment and labor market inactivity, among youth in the Caucasus and Central Asia (CCA) region as theme to be explored further in order to understand the complexity of the transition process from education to work. Accordingly, the main aim of the study is to understand the self-assessment of the subjective situation of youths who face serious labor market problems in terms of long-term unemployment or labor market inactivity in the three project countries.

Considering the lack of empirical academic literature on youth inactivity and youth unemployment for the Caucasus and Central Asia region semi-structured in-depth interviews were conducted in all three project countries in order to gain primary data. The interview guideline for the in-depth interviews was developed based on the international literature on youth NEET as well as on the experiences of TEW-CCA national experts. The interview guideline was formulated around the following three main questions we had in mind to answer in this qualitative study on youth unemployment and inactivity:

- Under which circumstances do young people end-up being inactive or unemployed in the Caucasus and Central Asia?

- Being inactive or unemployed, how do they feel about their life, especially in regard to financial security? And how about their emotional well-being?
- How do they cope with their situation and by whom do they normally get a help?

This qualitative study is designed as a complementary study to the quantitative TEW-CCA Youth Transitions Surveys conducted in 2017 (Gebel et al. 2019) in terms of the sequential mixed-methods research (Creswell, 2009). Thus, the semi-structured in-depth interviews were conducted after finishing of the TEW-CCA Youth Transitions Surveys and conducting preliminary quantitative descriptive analysis of the survey data. In each project country, the TEW-CCA research consortium conducted 30 interviews, with individuals whose cases were considered as information rich, between February and April of 2018.

The sample was defined very similar to the quantitative survey as the qualitative study is seen a complementary to quantitative study. Hence our sample includes young persons aged between 18 and 35 who left the education system during the last 10 years. People who were older than 35 were excluded because the research focus of the TEW-CCA research project is the experience of the recent young generation is. Persons who are younger than 18 were not considered because they have not yet collected enough experiences in their life to tell many interesting subjective experiences. Moreover, the exclusion of minors circumvents special legal and ethical problems. Persons who were still enrolled in formal education were not considered because the focus is on the NEET concept that requests by definition that young people are not in education. By adoption of an additional restriction of having left education during the last 10 years, it is guaranteed that the interviewees are in the same life course period of the early career. Moreover, this restriction generates up-to-date information on education leaver cohorts whose labor market entry was too long ago. Whereas the quantitative survey did not impose any restrictions on the current labor market status in order to avoid the problem of “selection on outcomes”, the sample of the qualitative study is consciously restricted to persons who have been unemployed and inactive (NEET) at least 12 months at the time of the interview. This allows us to get insights into the subjective situation of the very specific group of young people who were not working for a longer time period. The restriction of being in the NEET status for at least 12 months avoids the sampling of persons who are just for a very short time in the situation of being unemployed or inactive.

In the following we deliver a detailed description of the overall research design of the qualitative study including the methods of data collection process and fieldwork summary of the conducted interviews. Chapter 2 describes the general approach of the qualitative study “TEW-CCA Semi-structured Interviews on Youth NEET in Azerbaijan, Georgia and Tajikistan” conducted within the TEW-CCA project. Chapter 3 provides the rationale for the case selection process. In Chapter 4 the method of data collection is explained. Chapter 5 presents all interview and fieldwork instruments developed within WP6 of the TEW-CCA project. Chapter 6 presents the interview guideline delivering detailed explanations for each chosen topic covered in the interviews. In Chapter 7, the implementation of the interviews in the fieldwork in Azerbaijan, Georgia and Tajikistan is described. Chapter 8 explains the data management and transferability. Finally, in Chapter 10 we give general information on the ethical principles applied in the qualitative study.

Detailed qualitative analyses of the “TEW-CCA Semi-structured Interviews on Youth NEET in Azerbaijan, Georgia and Tajikistan” will be implemented and published as country-specific working papers No. 6.2 (Azerbaijan), No. 6.3 (Georgia) and No. 6.4 (Tajikistan) in the TEW-CCA Working Papers series.

2. A multiple case study on youth NEET in the Caucasus and Central Asia

The project team has identified numerous reasons for an additional qualitative study. First, the third goal of the research project, to bring in the youth perspectives and interpretations of certain issues, could be achieved only through a qualitative study considering the limitations of the quantitative research approach. Second, in view of the lack of primary data and academic literature on youth NEET in the CCA region, additional qualitative studies can generate new insights. Third, considering the overall study design of the TEW-CCA project in terms of a life course approach, we know that the life course events occur not sequentially but more in parallel form in the project countries. However, we do not have any information about the how youth experience and feel about their life course constellations and how they make decisions with regard to their labor market behavior. Furthermore, variables that are hard to measure in quantitative surveys, such as the perception of youth of their own labor market chances and their acquired skills, can be better studied through in-depth qualitative interviews with affected youth, who are the main source of information. Finally, a qualitative approach to study youth unemployment and inactivity can help the researchers to identify events and aspects of youth life courses which are unknown and very specific for the CCA region.

Based on the above arguments the team developed a research design for the qualitative study of youth NEET in the CCA region. The general research idea and its concept has many parallels with the qualitative study of the EXCEPT project on “Young adults in insecure labor market positions”, which was implemented partially by the University of Bamberg (www.except-project.eu). Several working papers published within the project were of great support in the beginning of the concept and interview instruments development process (Bertolini et al. 2018; Unt & Gebel, 2018).

In the following we describe the research design of the multiple case study (WP6) conducted within TEW-CCA project. The general research design of this qualitative study was developed from the social constructivist perspective. From this perspective we assume that the individuals participating in the study develop subjective meanings of their experiences. These meanings are varied and multiple and accordingly complex. These complex meanings are formed and developed based on the historical and social realities of the individuals. Furthermore, the subjective views on the phenomena by the individuals are not only a result of the social realities, but they are shaped through interaction with other individuals and institutions as well as cultural norms given in the society (social constructivism). Thus, in order to understand the complexity of the phenomena the researchers rely on the views and interpretations of the affected ones (Creswell, 2009).

Considering the aim of the study and based on the above sociological perspective, the research team decided to adopt a case study approach. This approach is best suited to explore processes, which need to be analyzed to understand the social phenomena. Adopting this assumption in the given study, we can say that this approach allows researchers to explore the young peoples’ decision-making process related to unemployment and inactivity as well as to gain valuable information in regard to the interpretation of the consequences of these processes. Furthermore, other aspects of the study such as socio-economic and cultural diversity of the participating countries were also taken into account for the design of the study. This led to the adoption of a multiple case study research design in order to fully comply with the demands of the project idea and goals (Creswell, 2007; Flick, et al., 2004; Ragin & Becker, 1992). However, it is a well-known fact that the multiple case studies are conducted at the risk of losing depth, which is one of the main advantages of the qualitative study approach. At the same time, the study aims at covering not only similarities, but also divergences of cases in all three countries. The multiple case study approach is perfectly suitable to achieve the coverage of cases, especially in the data and later in the study outcome (Pauwels & Matthyssens, 2004).

3. Case selection process

Considering the results of the descriptive analysis of the TEW-CCA survey data (Badurashvili, Gebel, Kobakhidze, Meladze, & Nadiradze, 2019; Gebel, Olimova, Olimov, & Mirov Loikdzhon, 2019; Hajizadeh, Sattarov, Faradov, & Gebel, 2019) and by the choice of the study theme, the case selection process was defined already at the beginning of the study. The main criteria for case selection were age (as the study was about young people), the length of unemployment or inactivity (the length of unemployment or inactivity was considered in order to define the richness of the cases), gender, educational background and place of living (as the study aimed to see differences in the experiences of young people based on their socio-educational background). According to the above criteria, our sample included young people aged 18 to 35 who left the education system during the last 10 years and who were unemployed or inactive for at least 12 months at the time of interviewing. Furthermore, due to the application of a set of criteria in the sampling procedure mentioned above, the sample of the study can be defined as a stratified sample (Flick, et al., 2004; Yin, 2009).

Due to the specific definition of the sample, the research team adopted a selective and purposeful sampling procedure (Coyne 1997, Patton 1990, Schatzman/Strauss 1973). This sampling method allows a researcher to select the interviewees according to the aim of the research and to reach out for participants who cover full range of specific perspectives, which are under examination. The logic and power of the purposeful sampling lies in selecting information-rich cases in order to study a research object in depth (Patton, 1990). Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Specifically, respondents will be selected such that they represent a variety of objective positions young people face during their transition from education to work.

4. Method of data collection: face-to face in-depth interviews

Considering the aim of the study and sample characteristics as well as the intricate sampling method of it, the TEW-CCA research team has identified a face-to-face in-depth interviewing method as the most appropriate method for primary data collection in all three project countries. Just to remind, the main aim of the study is to generate narratives of experiences of youth who are unemployed and inactive for a long time period (at least for 12 months at the time of interview). These detailed narratives should encompass (A) diverse live courses of unemployed and inactive youth, (B) their subjective understanding and interpretation of their unfavorable labor market situation and as result of it, and (C) feelings of exclusion. In order to cover such broad and at the same time sensible themes, there is the need of guiding and motivating the interviewees. Additionally, trust into interviewer is a key to achieve the purpose and depth in the conversation. Accordingly, a face-to-face interviewing mode was adopted. The face-to-face interviewing provides a strong basis for the establishment of an environment of trust by the interviewer. Furthermore, this mode of interviewing gives the researcher opportunity to take the non-verbal signals and reactions into account during the interview, which might be very crucial during the data analysis. Regarding the relationship between the interviewer and interviewee, the interviewers are required to apply so called “feminist interviewing”, which aims to be reflexive and interactive, taking a non-hierarchical approach and avoiding the objectifying the participant (Ritchie et al., 2014).

Additional interviewing techniques from the exploratory research studies were adopted, so the interviewees were encouraged to take the lead and shape their own narratives. Thereby the research perspectives include the description of processes of creation of social situations and access to subjective viewpoints. Hence, information obtained within this interview helps the researchers to explore the forms

and features of the unemployment and inactivity issue as well as to interpret data correctly considering the youth perceptions and interpretations on the above-mentioned study theme (Lamnek, 2010).

While the face-to-face mode of interviewing allows insuring a trustworthy environment and guiding for the interviews, achievement of the depth of the conversation was still a concern. So, adoption of the in-depth interviewing was crucial. In the qualitative research, the in-depth interviewing method is considered to be as a powerful method for generating description and interpretation of an individual's social world. In ethnography the importance of talking to people who have the knowledge or experience with the problem of interest is stressed in order to understand their point of view. Thus, the research team assumed that the in-depth interviews will allow for a deeper understanding of the self-assessment of the subjective situation of youths (Ritchie et al., 2014).

The main focus of this additional study was the self-perception and formation of youth identities given their respective socio-economic position. However due to a lack of literature on youth unemployment and inactivity in the project countries and knowledge specific to the CCA region on this issue, the researchers were motivated to gain new insights about how young people self-perceive their situation in different life domains in Azerbaijan, Georgia and Tajikistan. Last but not least, within this study the research team aimed at generating new knowledge with regard to coping strategies of youths with actual problems and risks of social exclusion, which are considered to be a direct outcome of the long-term unemployment and NEET (Gebel & Heyne, 2014; Maguire, 2013; Vuković & Rončević, 2015).

In order to generate detailed information about feelings, concerns or fears of the study group, the interviewers were required and trained in the adoption of additional interviewing techniques from the participatory and emancipatory studies. Just to name one of the techniques, the deployed interviewers were trained to act as a “miner and as a traveler” in order to achieve the purpose of the conversation (Kvale & Brinkman, 2009). So, during the fieldwork, they ask first for existing knowledge and in case that does not exist and need to be created and negotiated, it will be done by interviewee and researcher, actively participating and interpreting in the process of knowledge generation (Reflection). Accordingly, the interviewer is not only a “passive vessel” through which knowledge is transmitted. She is an active collaborator in knowledge generation at the same time giving the interviewee the lead in issues to be discussed. The interviewer is conscious that an active interviewing will shape form and features of the generated data. Still in the qualitative research, the interviewer normally is considered to be a research instrument and as such, can influence the interaction. Despite the critics of postmodern position that the participants are not able to share meaningfully their experiences with the researcher, the in-depth interview remains the only instrument to obtain the explicit interpretations and understanding of the issue from the perspective of the study group (Ritchie et al., 2014).

5. Development of the interview instruments for the face-to-face in-depth interviewing

Developing interview instruments that fully comply with the aim and methodological requirements of the study definitely represented one of the main methodological challenges for the research team. All three national research teams from Azerbaijan, Georgia and Tajikistan and the German coordinator team, were part of the instrument development process. While the German team was responsible for ensuring the international quality standards of the instruments developed within the qualitative study, the national teams of Azerbaijan, Georgia and Tajikistan were responsible for a meaningful adaptation of the instruments to the regional and national specific macro-context of the fieldwork. An intensive cooperation

and coordination work of the international and interdisciplinary team of the research project was one of the main strengths in the process of instrument development.

The main instrument in the data collection process was an interview guideline (see. Appendices III & IV). In order to develop interview guidelines, the researchers took into account all possible ins and outs of the data collection procedure. It started with the review of the international literature (Bertolini, Bolzoni, Moiso, & Musumeci, 2018; Schlee, 2018), especially methodological chapters of qualitative studies given in the CCA region (Tunçer-Kılavuz, 2014; Aliyev, 2015), fieldwork experiences (Purwaningrum & Shtaltovna, 2017), and explicitly for this task, features and forms of in-depth interviews conducted in the project countries (Petesch & Demarchi, 2015; Dadabaev & Komatsu, 2017). Regarding the mode of interviews, the face-to-face in-depth interviewing is mostly practiced in the CCA countries. In our qualitative study the selection of the interviewing form was based on the methodological rationale (see chapter 3). Accordingly, this stage of the research was more about the features of the in-depth interviewing. Based on the aim of the study and general methodological concept the researchers had to choose between fully unstructured/open and semi-structured interviews.

Fully structured interviewing was excluded from the beginning. There were two imperative reasons for. First, the fully structured interviewing does not allow interviewers to react to new information and limit them in their flexibility in probing and exploring the new and relevant information and consequently in creating of a new knowledge. Second, according to the few qualitative studies conducted in CCA region, which also documented their methodological concept and fieldwork experiences, using structured interviews in Central Asia often resulted in short, non-inclusive, incomprehensive answers because of the lack of rapport between interviewee and interviewer (Dadabaev & Komatsu, 2017).

Based on the perspectives and experiences of the national research teams, the fully unstructured/open interviewing can be very time consuming, which can lead to several complications during the fieldwork. As the interviews were to be conducted for an additional study in the second phase of the project implementation, there were concerns in regard to fieldwork funding.

From a methodological perspective, the fully open and unstructured in-depth interviewing helps to achieve the depth in the data collection process, however at the cost of lower coverage, which was one of the main purposes of this qualitative study. The review of fieldwork experiences in the CCA region also revealed that using an open-ended interview might have the potential risk of developing into an extensive exchange of opinions between interviewee and interviewer and as a result the conversation might develop into a direction unrelated or distant from the topic and purpose of the interview (Ritchie et al., 2014; Dadabaev & Komatsu, 2017).

Against the background of the above arguments, the research team has decided to adopt semi-structured in-depth interviewing, because it allows the team to combine two crucial features of the interviewing, structure and flexibility, in order to achieve the purpose of the study – coverage of most relevant themes addressed within the youth NEET concept (structure) and at the same time offering enough space to cover the youth subjective perceptions on the issues related to unemployment and inactivity (flexibility). The semi-structured interviews are known not only for giving more flexibility to the interviewers during the fieldwork, but also for being interactive. So, the interviewer is able to re-frame some of the questions on the basis of the interviewee's answers and thus maintain a smooth and dynamic interviewing process. The flexibility feature of the semi-structured in-depth interviewing contributes additionally to generate new knowledge and thoughts (generative feature) through the questioning techniques to achieve depth of exploration and explanation (Yeo, et al., 2014). These theoretical reflections were also confirmed by the fieldwork experiences of other qualitative researchers. According to the fieldwork experiences of Dadabaev & Komatsu (2017) by applying semi-structured interviewing technique, they gave opportunity

to the study group to develop their stories and share their concerns without moving far away from the main theme of the interview.

For the development of the interview guideline, the research team had to reflect on the other aspects of qualitative interviewing next to the general theoretical features of in-depth interviewing. Especially two non-theoretical aspects of fieldwork were considered. These were general characteristics of the study group and local customs, traditional practices of the society, as well as the social and geographic contexts, in which the study group lives and works. In regard to general characteristics of the study group, the international literature on youth unemployment and inactivity highlights the negative consequences of these phenomena toward youth's health, self-esteem as well as their mental well-being (Voßemer et al., 2018; Maguire, 2013). So, it is not an easy task for interviewees to talk about their negative experiences in general. Additionally, in the interview, they need to describe retrospectively the decision-making process behind their unfavorable labor market situation from one side and share their thoughts and feelings about this from the other side. This is even more complicated if we consider the fact that the interviewers are theoretically "strangers" for interview participants. In the context of the CCA region, it is not an accepted norm to speak about the negative aspects of life with "strangers" (Dadabaev & Komatsu, 2017; Purwaningrum & Shtaltovna, 2017). As it is seen from the context, environment in which interviews are conducted might negatively impact the dynamic of the interview as well as the relationship between interviewer and interviewee. In turn, the dynamics of the interview and the relationship between the interview participants define the depth and breadth of the gathered data (Yeo, et al., 2014). Therefore, within the interview guideline development process the above aspects of interviewing procedure were addressed through methodological adaptations of the interview guideline. For example, considering the general characteristics of the interviewees and cultural realities of the CCA region (e.g. long introductory conversations before proceeding to the actual issue they want to talk about), the researchers conceptualized the interview guidelines by giving more space and time for introduction and beginning stages of the interview. A detailed introduction to the interview guideline will be given in the next chapter.

In addition, to establish more trust into the project and interviewers, the research team developed additional instruments, such as an introductory letter with the information about the project goals and ethical principles adopted by the project (see Appendix I), e.g. use of anonymized data exclusively for scientific purposes and about safety methods used to keep the personal background information available only for the authorized researchers (see also Chapter 9). Furthermore, in order to enhance the trust between interviewer and interviewee, the research team prepared informed consent forms (see Appendix II) for both parties to sign. This kind of contract between interview participants symbolizes, first, accountability of the interviewer and project towards interviewee and, second, responsibility by the interviewee for the given information.

The above-mentioned interview instruments were developed based on the reflections about the fieldwork particularities of the project country and the study group in order to guarantee a successful implementation of the fieldwork in all three project countries.

6. A General Overview of the interview guideline

The interview outline of the in-depth interviews for the “TEW-CCA Semi-structured Interviews on Youth NEET in Azerbaijan, Georgia and Tajikistan” was developed in terms of topic guides. Such an outline helps to overview the key topics and subtopics to be explored. It ensures the right degree of consistency in data collection in all three project countries while allowing for flexibility to reach the breadth and depth in each interview. The topic guides are also an important documentation of the fieldwork process and a tool that can be used for consultation between the countries as well as for discussions about the direction of the conversation during the interview (Ritchie et al., 2014).

The choice of the relevant topics for the in-depth interview is based on the international theories of school-to-work-transition and empirical researches on youth (for a review, see, Gebel, 2019). While the topics give a structure to the interviews and guide both interviewer and interviewee through the interviewing process, the open and non-leading questioning techniques, used within each theme, guarantees the flexibility of the interview process. The factual questions in the beginning of some topics or subtopics are used by the interviewers as a “hook” for follow-up questions. The probing questions in turn are used in order to achieve the depth in the conversation. Next to general open-ended questions, it was also used specific open-ended questions by the interviewers. In order to ensure dynamic and smooth interviews, the different types of questions were used in interplay, using one type to lead into the other (Keats, 2000).

The research team developed two separate outlines, one for unemployed and another one for inactive youths. The main reasons for two separate interview guidelines derived from the theoretical perspective. The two phenomena of unemployment and inactivity, although both subsumed under the umbrella concept of NEET, are conceptualized and statistically approached separately. However, the theoretical and conceptual differences are given mostly in regard to work history and actual status (current situation). Other topics addressed within the in-depth interviews are similar. Accordingly, the general overview of the interview guidelines will be presented here comparatively but not separately. The general overview of the interview guideline for the interview is presented below (see Table 2).

Table 2. General overview of the Interview guideline

Part I	Warm up
Part II	Education history
Part III	Work history
Part IV	Current situation: job search/inactivity
Part V	Current situation: living condition
Part VI	Conclusion

Source: Own illustration

6.1 Part I: Warm up

Both interview guidelines for in-depth interviews have the classical character of a qualitative interview guideline. It starts with a warm up. This section consists of two parts: (A) a reminder note for interviewer and (B) a general open-ended question to open the conversation and additional specific open-ended questions. The reminder note for interviewer advises to start the interview with a small-talk. Such a start of the interview helps especially the interviewee to relax and begin the conversation as natural as possible. The first interview question is accordingly very general and asks for background information, e.g. to begin,

could you please tell me a little about yourself and about your current living situation. In case the interviewee is not talkative, we formulated one specific follow-up question and one probing question within this section. The specific question on where and with whom the interviewee lives was an important factual question for later analysis and the probing question was given for interviewer's disposal if it was necessary, e.g. would you please describe it/ would you please tell me more about?

The warm up part of the interview is important to build up a comfortable setting for the interview and confidence of the interviewee that her/his story will be heard without judgement. The easier questions or often called "daily" questions used in the beginning of the interview makes the interviewee more confident to be able to answer the questions (Bronéus, 2011). For the researcher, the gathered background data in the beginning of the interview is crucial to understand the context and life conditions of the interview partner. Additionally, it helps the interviewer to judge the interviewee's answer behavior, which in turn is very important for the interviewer in order to adapt the interviewing approach (style) accordingly for later stages of the interview (Keats, 2000).

6.2 Part II: Education history

After the introductory warm up, the second part of the interview starts with the questions about the interviewee's education history. According to international comparative quantitative empirical studies on school-to-work transition, low education is one of the main determinants of the disadvantaged status of the youth in the labor market (Gangl & Müller, 2003; Gebel & Giesecke, 2016; Gebel & Heyne, 2014; Kogan, Noeke, & Gebel, 2011; Shavit & Müller, 1998). This finding is also confirmed for Azerbaijan, Georgia and Tajikistan by first descriptive quantitative analyses (Badurashvili et al., 2019; Gebel et al., 2019; Hajizadeh et al., 2019). However, we do not know much about the subjective perception of the education attainment process and especially about the reasons for "early school leaving". The qualitative studies, which address youth unemployment and inactivity in several European countries (Bertolini, Bolzoni, Moiso, & Musumeci, 2018; Schlee, 2018), give first insights in this regard. The authors assume that young people stop their education early, without getting any skill or professional formation due to socio-economic reasons and the environment given in the education institutions. These are low socio-economic living conditions, bullying at school, exclusion and absenteeism, low attainment, special education needs of the individuals, parental support and lack of it etc. Such sensitive information can be better obtained through qualitative in-depth-interviewing.

Considering the sensitivity of the topic, factual information is collected at first within this part of the interview, such as the highest degree of education acquired by the interviewee as well as descriptive information about the individual's education attainment process. Only in the second step, the interviewers address the decision-making process, which includes questions about persons involved in and events that influenced the education attainment process.

In order to get a full picture of the education history of young individuals and related events retrospectively, the interviewer opens the topic with a factual question, e.g. what is your highest level of education? In the previous chapters it was mentioned that answers of such factual questions serve as a hook for further probing or specific follow-up questions. Accordingly, this factual question is followed by a more specific question, which retrospectively asks for more descriptive information about the reasons for the highest level of education the individual attained and decision-making process around it. For example, the interviewer asks, why the individual decides to get the education he/she has, the reasons behind this decision and events and persons who influenced the decision-making process. Furthermore, all relevant sub-themes related to education attainment process were addressed. For example, the interviewer asks also about education funding options used by the interview participants, opinions of close

relatives and expectations of parents with regard to the educational achievements. After discussing the relevant sub-topics related to the education attainment process, the interviewer continues with the reflection questions, which helps to gather information about the perceptions and interpretations of the achieved education and education attainment process by youth themselves. In this regard, we formulated two reflection questions. The first one addresses the meaning and role of education received by the interviewee. We assume that the young individuals are capable to report about how far their educational level was helpful or not in their daily lives. So, interviewees were asked to report about what their education brought them in general and how far it was meaningful or helpful for them. The last question within the education section is about general reflections on the education received by the individuals and the wishes or ideas about the education they wish to get from today's perspective. From such comparative-reflection questions we expect to get to know more about how individuals interpret their educational achievements and its role in their lives especially in context of their disadvantaged labor market situation.

From the methodological perspective, using of reflection questions in order to close the topic is very helpful for both the interviewer and the interviewee. Such questions signal towards the interviewee that the section is approaching the end. The fieldwork experiences show that in such cases the interviewees tell and add additional information which they consider important. At the same time, for the interviewer it is easier to close the section, as the interviewer already have the signal and mentally prepared for the closing of the chapter (Ritchie et al., 2014; Keats, 2000).

6.3 Part III: Work history of unemployed/inactive

From the existing literature we know that inactive and unemployed youth tend to lack a solid work history compared to the youth who managed to integrate themselves successfully into the labor market. In regard to unemployed youth, most of them have a history of unemployment and poor working conditions. Previous research has shown that many young people experience initial episodes of unemployment and precarious employment such as informal employment, temporary jobs and skill-inadequate jobs when entering the labor market, which may have detrimental effects on their early working career (Gebel, 2015). There are causal path dependencies in the early career when previous experiences of unemployment cause long-term unemployment episodes in the early career. Bad working conditions can also cause unemployment if the jobs are poorly paid such that persons are at the verge of poverty and without career support such that the persons are poorly informed about their opportunities and without a clear strategy for their personal development. However, the characteristics of the unemployed youth and the consequences of unemployment are more complex than the above description and vary depending on the institutional conditions of the countries they live in (Unt & Gebel, 2018; Voßemer, et al., 2018; Vuković & Rončević, 2015).

The inactive youths are also characterized as vulnerable, socially excluded and officially not entitled to any social benefits, as they are not considered in the national statistics as unemployed (Unt & Gebel, 2018). Accordingly, they are considered to be "invisible". Similarly to unemployment, low levels of education increase the risk of inactivity (Badurashvili et al., 2019; Gebel et al., 2019; Hajizadeh et al., 2019). Currently inactive young people might have gained working experiences prior to their current inactivity status. In developing countries, it makes sense to subsume under working experience also informal/unregistered work, self-employment and work as family helpers/employees in agricultural and non-agricultural family businesses. Compared to unemployed youth, it is more often the case that inactive youth never worked as they experienced a so called "school-to-home transition", i.e. entering permanent labor market inactivity directly after leaving school and devoting their life to housework and care (Gebel & Heyne, 2014).

There is also the phenomenon of discouraged workers, i.e. initially unemployed people stopping to look for jobs due to personal or non-personal circumstances. An important characteristic of labor market inactivity is that this status is heavily gendered in Azerbaijan, Georgia and Tajikistan as predominately young women are inactive and only few young men (Badurashvili et al., 2019; Gebel et al., 2019; Hajizadeh et al., 2019).

Based on the above mentioned characteristics of the study group and literature review, the researchers developed the following questions for the section work history. At the beginning, both unemployed and inactive interviewees are asked if they ever worked outside home. This question is a yes-no question. It is used to as a start for the work history section. As we discussed in the previous chapters such a factual “hook” question helps to start the conversation easily. In this case it serves also as a guide within the interview guideline. If the interviewees have working experiences outside home, the following questions for both groups are almost the same. First, the interviewer asks about the last job they had. After getting general description of the job, they follow with clarifying-probing questions, such as why the job relation ended, who ended (employer or employee/interviewee) this job relation and more importantly we ask here in detail about the circumstances in which this event took place. Information gained through these questions can give insights about the experiences of the individuals and their perceptions of the events. We can also compare later in the analysis these experiences, which can help to understand why part of the youth still remain in the labor market and search for job while others exit the labor market and inactive.

The inactive individuals, who never had work experiences outside home, are asked generally if they ever tried to get an employment after finishing/stopping education. If it is the case, the following questions ask about the reasons for not finding a job and later for stopping the job search. The inactive individuals, who never looked for a job after finishing or stopping education are forwarded to the next section of the interview, i.e. the section on the current situation of inactivity. The unemployed individuals who never worked outside of home at the same time looking for job are directed to the next section on the current situation job search.

The general aim of this section is to gain detailed information about the circumstances, which led individuals to stay inactive or lose jobs and stay unemployed. Particularly, we are interested in the interpretations of these circumstances by the affected ones and the subjective reflections on the decisions made.

6.4 Part IV: Current situation: job search/inactivity

The first two topics of the interview had a retrospective character as we asked for retrospective information about the education and work history of the interviewee. While these previous topics were focused on the past, the third section of the interview outline is focused on the current situation as we address the job search of unemployed people and inactivity decision of inactive persons. Accordingly, this topic is considered to be sensitive and requires many efforts from all participants of the interview. Therefore, this topic is placed in the mid of the interview.

The questions asked in this section of the interview were developed based on the experiences of the TEW-CCA project national teams and reports from international organizations. There are no qualitative and only very limited quantitative academic studies describing the current situation of the unemployed and inactive youth in the CCA region. Another orientation source for questions developed within this section were the working papers on institutional context of the transition from education to work in all three project countries, Azerbaijan, Georgia and Tajikistan, generated within the same project (Ashurov, 2019; Badurashvili, Kobakhidze, Meladze, & Rusudan, 2019; Rashidova, Faradov, & Rajab, 2019). Moreover, first

insights of the findings of the descriptive analyses of the TEW-CCA Youth Transition Surveys were taken into account (Badurashvili et al., 2019; Gebel et al., 2019; Hajizadeh et al., 2019). Based on these limited sources we formulated the following questions in order to explore the actual state of young individuals as an unemployed or inactive person in the three project countries.

In this interview section we clearly distinguish between the two study groups of unemployed and inactive young people. Therefore, we describe the rationale behind the guiding questions for this interview sections in two parts. In the first part, we provide explanations of the questions developed for unemployed young people who are in a job search process. In the second part, we address questions developed for inactive young people.

The third interview section for **unemployed young people** begins with the specific open-ended question about the obstacles the unemployed person is currently facing in finding a job. In this respect it is important to underline that we ask for the interviewee's own opinion in this regard, e.g. what do you think, what are the main obstacles that you cannot find a job at the moment? So, within this section we do not aim at getting objective information about the obstacles that young unemployed face in their job search process. Instead, our aim is to explore the opinions of young unemployed about their current situation, which is formed through their individual perceptions of the events they experienced during the transition from education to work. The next follow-up question follows these thinking patterns and, hence, asks for a more detailed description of the ways the interviewee is looking for a job and her/his experiences in this regard. Furthermore, several follow-up questions were formulated addressing the sub-topics of the theme in terms of help from family members and friends in the job search process. The interviewer asks first for detailed information and descriptions about from whom and in which way the young individuals normally get help in the job search process and more important, about their feelings when they need help and they get help.

In this third interview section we also address the sub-theme of public employment services and its role for youth in the job search process. First, the interviewer asks if the interviewee has got any help from public employment services in the process of job search. If it is the case the interviewer continues with probing questions such as, in which way they got the help and how satisfied they were with the services of the public institution. If it is not the case, the interviewer asks standard wish-questions like, do you wish such a support from state employment services and how such support should be? The gained information from this section is crucial to understand young people's experiences and relations with formal state support institutions and informal support by the family or other persons.

The questions developed for **inactive young people** within the third section of the interview address the reasons for inactivity. The first question is a factual question, which makes it easy to step into the topic. So, the interviewer asks the interviewee if the decision for being inactive was made by the individuals themselves or whether the decision was made or influenced by someone else. Depending on the answer, the interviewer asks for more information about this decision-making process. For example, if the decision to stay home and be inactive was made by the individual, the interviewer continues the interview with "why"-questions in order to explore the reasons behind the decision making in favor of inactivity. If the individuals were "forced" to inactivity by family members, the interviewer asks for reasons the family might have had for this decision.

In general we know from academic literature on school-to-home transition and informal house work (Gebel & Heyne, 2014; Alter-Chen, 2012; Bernabe, 2002) that, in most of the cases, due to their unfavorable situation in the labor market the young persons are engaged in housework and care. In order to understand such cases, we address also the household relations of the individuals within this section. So, the interviewers ask if the interviewees have to take care for children or elderly. If it is the case, they

continue with follow-up questions in order to get more detailed information about the time the interviewee spend on these caring activities, the help he/she gets from other family members and about her/his feelings and opinions about the household activities he/she has to perform every day. If the interviewee is not responsible for any caring activities, the interviewers continue with the general open-ended question and asks for which kinds of household/family related activities the interviewee is responsible. Depending on the answer to this question, the interviewee is asked to describe the household/family duties, the time spend on and other related themes. At the end of the section, the interviewer asks again the inactive young person about her/his feelings and opinions about the household /family duties he/she has to perform.

While the answers to some of the questions asked within this section might not be “new” in the study of youth unemployment and inactivity, the detailed description of their current circumstances and their feelings and perceptions of their situation however, can deliver broader explanations of these two phenomena at the micro level in the specific context of Azerbaijan, Georgia and Tajikistan. Additionally, the information gained within this section can be helpful to develop middle-range theories for micro level studies in regard to determinants of youth inactivity as well as unemployment in Azerbaijan, Georgia and Tajikistan.

6.5 Part V: Current situation: living conditions

The last topic of the interview is the current living conditions of the young individuals. Bringing back the interviewee to everyday life to the end of the interview is important from a methodological perspective (Keats, 2000). However, this topic is equally important as previous topics for the qualitative study. Within this last section we ask interviewees about their financial situation. We assume that at the end of the interview, the interviewee has enough confidence and trust towards the interviewer in order to talk about his/her financial situation. Especially if we consider the sensitiveness of the topic due to the current disadvantaged labor market situation of the interviewee. We address here also other sub-topics related to financial well-being of the two study groups.

In order to open this section, the interviewer asks for general information about the sources from which the interviewee finance his/her everyday expenses. The interviewer continues with clarifying questions and asks about stability of the financial sources and if the person is satisfied with the amount of the financial support in general. If the interviewee only mentions financial support from non-state sources, the interviewers ask if the person got also support from state institutions. If this is not the case, the interviewer is required to apply so called wish-questions in order to get the interviewee’s opinion on it. So, the interviewee is asked if he/she wishes financial assistance from state in general and how such assistance should be like.

After discussing the income sources, the interviewee is asked about his/her feelings in regard to the lack of own income or an opportunity to earn own income. This general open-ended question is followed by questions which address the consequences of the financial situation for the young person. The questions address the relationship of the individual with other family members and her/his agency in the decision-making process, e.g. what is your role in the household decision-making process and what is your relationship with other family members in the context of a lack of own income?

At the end of this interview section we build in two more general open-ended questions in regard to standard of living and life satisfaction. These questions allow the interviewee to reflect once again about her/his general well-being prior to the end of the conversation. So, the interviewee is asked how he/she

feels about her/his standard of living and how satisfied he/she is with her/his life situation in general terms.

6.6 Part VI: Conclusion

The conclusion part of the interview is developed in terms of a classical end of the interview. So, we ask about the future plans of the interviewee in general and give him/her some time for reflection. By devoting time for conclusion by the interviewee her-/himself, we allow the interviewee to share an important information considered as such from her/his own perspective. For researchers, the gained information through the closing part of the interview can provide additional information about the general well-being and attitudes to life circumstances of the interviewee. Additionally, by talking about future plans, which are normally optimistic and full of hope by young individuals, we allow both the interviewee and interviewer to relax and close the interview in a more positive atmosphere.

7. Fieldwork

Within this chapter we present summary information on the fieldwork for each country and the overall sampling outcome of the conducted interviews in the “TEW-CCA Semi-structured Interviews on Youth NEET” of WP6 of the TEW-CCA project.

Azerbaijan implemented its fieldwork from 8th of February to 11th of March 2018. Overall, 30 interviews were conducted. The sample includes respondents from both rural and urban areas. The respondents from rural areas outnumber the respondents from urban areas (rural: 20; urban: 10). Men and women are equally represented as interviewees. The age range of respondents is between 23 and 35 years. In the sampling strategy it is required to sample respondents from all educational levels, so the sample includes here one person with primary education, 14 persons with secondary education, five persons with vocational and 10 persons with tertiary education.

In the case of Georgia, the fieldwork was implemented between 15th of February and 31st of March 2018. The national team conducted 30 interviews in line with the sampling strategy goals. 16 females vs. 14 males were interviewed, which reveals a rather gender-balanced sample. In regard to rural/urban ratio, the Georgian national team conducted interviews only in the Tbilisi city due to capacity constraints. The age range of the respondents lies between 20 and 35 years. The sample includes respondents with secondary education (nine persons), vocational education (four persons) and 17 respondents with tertiary education.

The national team of Tajikistan implemented the fieldwork from 20th of March to 9th of April 2018. Compared to other project teams, Tajikistan conducted interviews later due to the weather conditions of the country, e.g. long and hard winter time in the country limits travels to rural areas. In line with the sampling strategy plan, 30 interviews were conducted. The gender ratio is almost equal, 16 female and 14 male respondents were interviewed. As in the case of Azerbaijan, the number of respondents from rural areas outnumber the respondents from urban areas (rural: 20; urban: 10). The age range of interviewees is between 19 and 35 years. The sample includes respondents from all levels of education as required in the sampling strategy. These are four persons with primary education, 13 persons with secondary education, 6 persons with vocational education and eight persons with tertiary education.

The overall summary of the semi-structured interviews conducted within the TEW-CCA project is presented below in Table 3.

Table 3. Fieldwork summary of the semi-structured interviews conducted within TEW-CCA project

Country	No. of interviews	Gender ratio m/w	Rural/urban ratio	Age range	Primary educ.	Second. Educ.	Vocational educ.	Tertiary educ.
Azerbaijan	30	15/15	20/10	23-35	1	14	5	10
Georgia	30	14/16	0/30	20-35	0	9	4	17
Tajikistan	30	14/16	20/10	19-35	3	13	6	8
Total	90	43/47	40/50	19-35	4	36	15	35

Source: Own illustration

Overall, 90 interviews were conducted in the three countries in the “TEW-CCA Semi-structured Interviews on Youth NEET” of WP6 of the TEW-CCA project. Each country team conducted 30 interviews with young people between 19 and 35 years old. Each case was selected according to the case selection strategy defined prior to fieldwork. So, the sampled cases include both genders, whereas the number of female respondents is slightly higher than the male respondents, 47 to 43. In regard to the rural urban ratio, due to Georgian case, the overall case sample includes more respondents from urban (40 interviewees) areas than rural (50 interviewees). The overall case sample includes respondents with from education levels as required in the initial strategy. The number of respondents with secondary and tertiary education is almost equal, 36 to 35. The second large group represented in the sample is respondents with vocational education (15 persons). There are four respondents with primary education, making them the smallest group, which reflects the fact that due to compulsory education laws only few young people leave education just with primary education.

8. Data management and transferability

The national teams have transcribed interviews and were responsible for the translation into English. All personal information of the interviewees is anonymized. The background records of the interviewees were translated and anonymized as well, which then will be used for analysis of the gathered data. The transcriptions and background information of the interviewers are kept separately. The digital record of the interviews is kept also separate directory and will be deleted after finishing the data analysis. For this methodological report each country prepared a summary of the fieldwork implementation and an overview of the sample. Additional information in regard to fieldwork implementation can be found in the country-specific reports (TEW-CCA Working Papers No. 6.2, 6.3 and 6.4), which will be published next to this methodological report.

Additionally, the national teams constructed a synopsis of each interview. The synopsis is a short report of the main issues regarding the interview. It is structured in three parts, the first one summarizes background data of interviewees like age, educational status, current labor market status, etc. The second part of the synopsis is structured around sections connected with the guideline of interviews and reports a synthesis of the main issues emerging on the different topics covered by the interview. In this section some quotations will be inserted (extracted from interview) for exemplify the synthesis. The last part of the synopsis reports about emerging mechanisms/strategies that were identified by the interviewers during the fieldwork.

The transcriptions and interview synopsis of interviews in English allows the international TEW-CCA team to collaborate in the analysis of the data by simplifying in parallel the transferability of the gathered data

in the later stages of the project. The data management, including a data access authorization, will be managed by the project leaders.

9. Ethical principles

Through interview instruments mentioned in Chapter 5 and thorough interviewer training, the principles of informed and free decision participation within “TEW-CCA Semi-structured Interviews on Youth NEET” of WP6 of the TEW-CCA project was ensured in each country. Our interviewers informed potential participants about the aims and procedures of the qualitative study and gave guarantee that interviewees will not suffer any consequences for refusing to participate prior to interviewing, so that interviewees can make an informed and free choice of whether or not to participate. For this reason, the project management team developed information leaflets (introductory letter about project and its aims) that described various aspects of the research to participants. In case of acceptance, interviewees were required to sign a consent form on terms of confidentiality and use of information gathered within the interview at first. They were also informed about their rights of skipping any question or withdrawing their consent even at any stage. This can be done by contacting the TEW-CCA national teams, whose contacts were given to the interview participants after signing of the consent form on confidentiality and data use.

The TEW-CCA research team will use only anonymized data for analysis in accordance with national and general data protection legislation. It will be made clear that results of the research will be reported in such a way that no individual is publicly identifiable. The digital versions of the raw data (files) are downloaded from the recorder on return to the office in a secure directory. Access to these files is restricted to authorized personnel. Transcripts in all languages are stored in a secure directory with access to these restricted to authorized personnel. The background information of the interviewees such as names and addresses etc. will be kept separately from transcripts, analytical databases as well as study outputs in order to diminish the threat of data leakage. The project does not provide external access to qualitative datasets (either transcripts or charted summarized data).

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11. Appendices

Appendix I: Introduction to the target person and explaining the major aim of the qualitative study

My name is INTERVIEWER NAME. I am an interviewer working in a scientific project of the INSTITUTION in CITY. In this research project we are interviewing 30 young persons all over COUNTRY in order to learn about the experiences of young people who do not have a job and their experiences and living conditions. We want to understand the problems young people in COUNTRY face but also their successful experiences in coping with problems. The results of the project will be provided to the general public in COUNTRY and should help to improve the situation of the young generation.

The interview will just take between ESTIMATE and ESTIMATE minutes. We ask open questions which you can freely answer in the way you like. The collected information will be completely anonymized. Your participation in the study is voluntary.

If you accept to take part in this interview/study we guarantee full confidentiality of the gathered information. Any private information (e.g. address, names, phone numbers) will be removed and only anonymized data about your responses to the questions in the questionnaire will be used for scientific research only. You have rights to skip questions or withdraw your consent at any time during the interview.

We would highly appreciate if you help us in the following by completing the interview. By providing this information you can help that the general public will learn more about the situation of young people and help to further improve the situation of young people in COUNTRY.

<p>→ <i>Country-specific adaptations of this introductory text are possible; please document if the text was changed</i></p>
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Appendix II: Informed consent form

The TEW-CCA project – “Opportunities and Barriers at the Transition from Education to Work. A Comparative Youth Study in Azerbaijan, Georgia and Tajikistan” is an international and interdisciplinary scientific research project in Azerbaijan, Georgia and Tajikistan. It is funded by Volkswagen Foundation. This project studies youths’ labor market integration in Azerbaijan, Georgia and Tajikistan in times of increasing uncertainty. For further information see

www.tew-cca.de

I, the undersigned, confirm that:

I have got and understood the information about the TEW-CCA project;

I have been given the opportunity to ask questions about the project and my participation in the in-depth interview conducted within the TEW-CCA project;

I voluntarily agree to participate in the above-mentioned interview;

I give my consent to the recording of the interview;

I understand I can withdraw at any time without giving reasons;

The procedures regarding confidentiality have been clearly explained to me;

The use of the data in research, publications, sharing and archiving has been explained to me;

I have understood the information about the interview and the TEW-CCA project.

Signature

Date:

I agree and sign this informed consent form

Signature

Date:

Appendix III: Interview outline for currently unemployed people, i.e. people who are looking for a job

(I) Warm Up
<i>For interviewer: Before you start with interview, after signing the informed consent letter twice, please start with small talk in order to show that the interview is a kind of conversation with purpose.</i>
1. Could you please tell me a little about you and your current living condition? Where and who do you live with? Would you please describe it?

(II) Education History
1. What is your highest level of education?
2. Think about the time you have done your decision regarding the highest level of education, why you decided for this highest level of education? Would you please indicate reasons for your decision?
3. Who influenced your decision making at that time?
4. <i>[Only if the respondent did not mention it yet]</i> Did you have to pay for your education and if yes who financed your education?
5. What do you know about the expectations of your parents or other family members' regarding your results? Would you please tell me more about?
6. When you think about the education you have received, what do you think, what brought you your education?
7. Looking back, would you have done anything differently today, what kind of education would you like to have received?

(III) Work History
Have you ever worked outside home?
<i>[If yes]</i>
1. Would you please tell me more about your last job?
2. Can you please tell me why did this job ended? Was it your decision or the employer's decision? Please describe the circumstances.

(IV) Current Situation: Job search
1. What do you think what are the main obstacles that you cannot find a job at the moment?
2. What kind of jobs are you looking for at the moment?
3. Can you please describe in which way you are currently looking for a job and what kind of experiences have you made in this respect?
4. Have you got any help from your family or friends in your job search process? <i>[If yes]</i> Describe who supported you and in which way? How did you feel about getting this help?

5. Have you got any support from public employment services in your job search process? *[If yes]* In which way and how satisfied were you with the support? *[If no]* Do you wish such a support from public employment services and how should it look like in your opinion?

(V) Current Situation: Living conditions

1. Can you please describe your current normal day?
2. Can you please describe from which sources do you finance your everyday expenses; how stable these sources are and how satisfied you are with the amount of financial support you get from these sources?
3. *[Only if the person did not mention financial support from the state]* Do you wish financial support from the state and how should it look like?
4. How do you feel about not having an own income?
5. *[Only for those who live in a household with parents or spouse]* How does not having an own income impact your relationship with other household members as well as your role in the decision-making process in the household?
6. How do you feel in general about your standard of living?
7. All in all, how do you feel in general about your life situation?



(VI) Conclusion

1. Where do you see yourself in the future?

(VII) GENERAL INFORMATION (to be completed by the interviewer)

Sex:

Male Female

Year of birth: |||

Country of birth: _____

Place of birth:

Rural area Urban area

Current place of living:

Rural area Urban area

Which religious affiliation do you belong to _____

Marital status

Single
Married
Cohabitant
Widow
Divorced

Now you live (*more than one option is possible*)

On your own
With a spouse or a partner
With brothers and sisters
With one or both parents and/or their partners/spouses
With one or more children
With other relatives
With people who are not your relatives (eg. Roommates)
Other _____

Number of children living in the same household: _____

Education

Basic secondary education or less
Upper secondary education

Initial professional education	__
Secondary professional education	__
Undergraduate (Bachelor)	__
Graduate (Master or PhD)	__

Since when have you not been working outside home and been looking for a job?

Partner information [If the respondent is married or cohabiting]

Year of birth: __ __ __ __
Education
Basic secondary education or less __
Upper secondary education __
Initial professional education __
Secondary professional education __
Undergraduate (Bachelor) __
Graduate (Master or PhD) __
Labour market position
Employed/self-employed __
Unemployed __
Inactive __
Type of job [If not employed ask the last job] _____

Family of origin

Father	Mother
Year of birth: _ _ _ _ _ _ _	Year of birth: _ _ _ _ _ _ _
Education Basic secondary education or less _ _ Upper secondary education _ _ Initial professional education _ _ Secondary professional education _ _ Undergraduate (Bachelor) _ _ Graduate (Master or PhD) _	Education Basic secondary education or less _ _ Upper secondary education _ _ Initial professional education _ _ Secondary professional education _ _ Undergraduate (Bachelor) _ _ Graduate (Master or PhD) _
Current labor market position Employed/self-employed _ Unemployed _ Inactive/Retired _ Deceased _	Current labor market position Employed/self-employed _ Unemployed _ Inactive/Retired _ Deceased _
Type of job [If not employed ask the last job] _____	Type of job [If not employed ask the last job] _____

Appendix IV: Interview outline for currently inactive people, i.e. people who are not looking for a job

(I) Warm Up
<i>For interviewer: Before you start with interview, after signing the informed consent letter twice, please start with small talk in order to show that the interview is a kind of conversation with purpose.</i>
1. Could you please tell me a little about you and your current living condition? Where and who do you live with? Would you please describe it?

(II) Education History
<ol style="list-style-type: none"> 1. What is your highest level of education? 2. Think about the time you have done your decision regarding the highest level of education, why you decided for this highest level of education? Would you please indicate reasons for your decision? 3. Who influenced your decision making at that time? 4. <i>[Only if the respondent did not mention it yet]</i> Did you have to pay for your education and if yes who financed your education? 5. What do you know about the expectations of your parents or other family members' regarding your results? Would you please tell me more about? 6. When you think about the education you have received, what do you think, what brought you your education? 7. Looking back, would you have done anything differently today, what kind of education would you like to have received?

(III) Work History	
Have you ever worked outside home? [yes] → Ever worked [No] → Never worked	
<i>Ever worked</i>	<i>Never worked</i>
<ol style="list-style-type: none"> 1. Would you please tell me more about your last job? 2. Can you please tell me why did this job ended? Was it your decision or the employer's decision? Please describe the circumstances 	<ol style="list-style-type: none"> 1. Would you please tell me whether you have ever tried to find a job after finishing education? 2. <i>[If yes]</i> What do you think, what were the reasons you could not find a job? 3. <i>[If yes]</i> Why did you give up searching for a job?

(IV) Current Situation: Inactivity

1. Was it your decision or someone or something influenced your decision of staying home and not working outside?
2. *[If own decision]* Would you please tell me why you decided to stay home and not work outside home?
3. *[If decision by others]* Could you please tell me who made this decision? What do you think, what were the motives for this decision?
4. Do you have to take care of children or elderly? *[If yes]* Would you please describe how much time you spend for this, whether you get help from other family members and how do you feel about those caring activities?
5. For which housework activities are you responsible for? Can you please describe how much time you spend for these, whether you get help from other family members and how do you feel about those housework activities?

(V) Current Situation: Living conditions

1. Can you please describe from which sources do you finance your everyday expenses, how stable these sources are and how satisfied you are with the amount of financial support you get from these sources?
2. *[Only if the person did not mention financial support from the state]* Do you wish financial support from the state and how should it look like?
3. How do you feel about not having an own income?
4. *[Only for those who live in a household with parents or spouse]* How does not having an own income impact your relationship with other household members as well as your role in the decision-making process in the household?
5. How do you feel in general about your standard of living?
6. All in all how do you feel in general about your life situation?
- 8.

(VI) Conclusion

1. Where do you see yourself in the future?

(VII) GENERAL INFORMATION (to be completed by the interviewer)

Sex:

Male Female

Year of birth: ||||

Country of birth: _____

Place of birth:

Rural area |__| Urban area |__|

Current place of living:

Rural area |__| Urban area |__|

Which religious affiliation do you belong to _____

Marital status:

Single |__|

Married |__|

Cohabitant |__|

Widow |__|

Divorced |__|

Now you live (*more than one option is possible*)

On your own |__|

With a spouse or a partner |__|

With brothers and sisters |__|

With one or both parents and/or their partners/spouses |__|

With one or more children |__|

With other relatives |__|

With people who are not your relatives (e.g. Roommates) |__|

Other _____ |__|

Number of children living in the same household: _____

Education

Basic secondary education or less	_
Upper secondary education	_
Initial professional education	_
Secondary professional education	_
Undergraduate (Bachelor)	_
Graduate (Master or PhD)	_

Since when have you not been working outside home and not looking for a job?

Partner information [If the respondent is married or cohabiting]

Year of birth:	_ _ _ _
Education	
Basic secondary education or less	_
Upper secondary education	_
Initial professional education	_
Secondary professional education	_
Undergraduate (Bachelor)	_
Graduate (Master or PhD)	_
Labour market position	
Employed/self-employed	_
Unemployed	_
Inactive	_
Type of job [If not employed ask the last job] _____	

Family of origin

Father	Mother
Year of birth: _ _ _ _ _ _ _	Year of birth: _ _ _ _ _ _ _
Education Basic secondary education or less _ _ Upper secondary education _ _ Initial professional education _ _ Secondary professional education _ _ Undergraduate (Bachelor) _ _ Graduate (Master or PhD) _	Education Basic secondary education or less _ _ Upper secondary education _ _ Initial professional education _ _ Secondary professional education _ _ Undergraduate (Bachelor) _ _ Graduate (Master or PhD) _
Current labor market position Employed/self-employed _ Unemployed _ Inactive/Retired _ Deceased _	Current labor market position Employed/self-employed _ Unemployed _ Inactive/Retired _ Deceased _
Type of job [If not employed ask the last job] _____	Type of job [If not employed ask the last job] _____