



Qualitative Analysis of TEW-CCA Semi-structured Interviews on Youth NEET in Azerbaijan

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1. Introduction

This working paper provides qualitative analyses on youth “Not in Education, Employment or Training” (NEET) in Azerbaijan. It is part of a series of working papers characterizing youth transitions of countries in the Caucasus and Central Asia. It is based on research conducted in the project “Opportunities and Barriers at the Transition from Education to Work – A Comparative Youth Study in Azerbaijan, Georgia and Tajikistan” (TEW-CCA) that was financed by the VolkswagenStiftung in the period 2015–2019; funding initiative “Between Europe and Orient”, call “Institutional change and social practice. Research on the political system, the economy and society in Central Asia and the Caucasus”. The focus is on youth transition from education to work but also the related youth transitions are considered.

As a prior or complementary reading to this qualitative analysis report it is recommended to read the qualitative methodological report of the “TEW-CCA Semi-structured Interviews on Youth NEET” that were conducted in Azerbaijan, Georgia and Tajikistan (Mandieva & Gebel, 2019). The qualitative methodological report describes the overall research design and general approach of the qualitative study, the rationale for the case selection process, explanations on the method of qualitative data collection, the logic of the semi-structured questionnaire and explanations on data management and ethical principles. Moreover, it is recommended to read the report on the institutional conditions that are seen as relevant for youth transition from education to work and related youth transitions such as family formation in Azerbaijan (Rashidova et al., 2019). It contains an overview of the institutional setting of the education system, the labor market, and the family and welfare regime in Azerbaijan. This knowledge of the country-specific institutional, structural and cultural setting is important to understand the logic of our analysis and operationalizations as well as to read the findings in the specific context of Azerbaijan. It will be also helpful to read the working paper by Hajizadeh et al. (2019) that provides univariate and bivariate descriptive statistics on youth transitions in Azerbaijan based on findings from the quantitative TEW-CCA Youth Transitions Survey in Azerbaijan. Particularly, it contains descriptive statistics on education attainment, the transition from education to work (with analyses on inactivity and job search), first job characteristics, early career mobility, and family formation. The findings from descriptive quantitative analyses provide first important insights into the situation of young people in Azerbaijan and serve as a starting point for the following qualitative study.

In our qualitative study “TEW-CCA Semi-structured Interviews on Youth NEET in Azerbaijan” in-depth interviews were conducted that allow for a deeper understanding of 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 Azerbaijan. A specific focus laid on their self-perception given their respective objective socio-economic position. We intend to gain new insights about how young people self-perceive their situation in different life domains. We try to understand how young people cope with actual problems and risks of social exclusion due to longtime unemployment or inactivity. Specifically, we want to give a voice to particularly vulnerable groups of youths to come up with proposals to improve their social integration.

This report is organized as follows: In Chapter 2 we describe the study design and methodology that was applied in the specific case of Azerbaijan. Chapter 3 explains the research ethics. The method of data analysis is briefly described in Chapter 4. Chapter 5 presents the analysis and findings differentiated by the study group of unemployed people (Chapter 5.1) and the study group of inactive people (Chapter 5.2). Finally, Chapter 6 highlights the main findings.

2. Study Design and Methodology

Based on the objectives of the TEW-CCA project, qualitative research methods were applied in this study. The qualitative study was conducted using in-depth semi-structured interviews technique. The rationale behind the qualitative component of the study was to provide more in-depth and more contextualised insights into how people perceive their circumstances, outcomes and benefits from received education level, their future vision and plans, transition process from the education to labour market. They were asked to reflect upon their learning experience, their reasons why they end-up being inactive or unemployed, how they cope with their situation, and more generally on how they see their future. The semi-structured interview guideline were developed in collaboration with Georgian and Tajikistan team members. The qualitative interview questionnaire included the following divisions: current living conditions of the respondents, education history, work history, job search process and main obstacles, vision of future plans.

The main questions for the deeper understanding of the situation regarding the youth problem were the following:

- Under which circumstances do young people end-up being inactive or unemployed in the Azerbaijan?
- 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?

The questionnaire in Azeri language is provided in the Appendix.

According to the strategy of the qualitative study (Mandieva & Gebel, 2019) the interview sample included 30 young people aged 18 to 35 who left the education system during the last 10 years and who are currently not in education or training. Young people who are unemployed or inactive at least for 12 months were selected for the interview.

Considering the unemployment status, most of the men respondents represented the different educational groups. So, among them there was an unemployed man with secondary education and high education level as well. The age range of housewives or inactive women involved in quality surveys was mostly between the ages of 22 and 34.

The sample is composed according to the following criteria:

- Gender-balance: 15 men and 15 women were interviewed
- All educational groups: One person with basic secondary education, 14 persons with upper secondary education, 5 persons with secondary professional education, eight persons with a Bachelor (BA) degree and two persons with a Master (MA) degree
- Both respondents from urban and rural areas: 11 persons in urban areas and 19 persons in rural areas got interviewed
- So for the participation in the qualitative interview respondents were chosen randomly from the capital city Baku and the different regions of the Azerbaijan, such as Saatli, Aqstafa and Lenkoran. Specifically, there were 11 interviewees from Baku, seven interviewees from Saatli, seven interviewees from Lenkoran, and five interviewees from Aqstafa.

The interviews were done in the period 2nd February to 5th March 2018, in face-to-face mode and lasted between 20 and 45 minutes. All interviews were audio-taped. All interviews were carried out and fully transcribed by the members of the national team in the national language of Azerbaijan.

3. Research Ethics

All interviewees gave their consent to being interviewed and to being audio-recorded. They were informed of the context of the research and the information about the use that would be made of their data (see Appendix). The procedures regarding confidentiality, the use of the data in research, publications, sharing and archiving have been clearly explained to participants. The interview data were anonymized. The interview transcripts contain all real information answered by respondents. To further preserve the anonymity of the interviewees, the list with the full demographic characteristics of interviewees (such as place of residence, name of course providers, employment status, etc.) is not integrated to the present report.

4. Data Analysis

The interview data were analysed based on a systematic coding segments. Using the inductive method the coded segments are then grouped and synthesised into more general categories, which in turn get linked to more general themes and theoretical concepts. So, the thematic qualitative text analysis that were developed based on the coding process was developed gradually. So, we end-up with the following interview guideline:

- Educational history
- Working history
- Job searching process
- Living condition and future plans

5. Analysis and Findings

5.1 Unemployed People

5.1.1 Education History

According to the result of the conducted qualitative interviews the main part of the men respondents was single and living with their parents. Respondents from the different educational groups were participated in semi-structured interview.

Indicated the reasons for the decision regard the education the main part of respondents draw attention to the lack of resources and money for the continuing the education level. So, some respondents having the will for continuing the education did not do it. The main reason was the poor financial situation of their family and the lack of the recourses.

Examples:

"I thought about the financial situation, I needed more money, so it was not possible to study."
Man, 26 years old, Secondary education, unemployed.

"I did not go to the Master level of education at that time, I was studying and working, so there was no time to study more." **Man, 35 years old, Bachelor's degree, unemployed**

"I could not continue my education as I needed to work." **Man, 27 years old, Bachelor's degree, looking for a job**

"I didn't take it as the highest level of education. I was late for the exam to the higher school."
Man, 23 years old, professional secondary education, looking for a job

From another side respondents with the first level of undergraduate education tried to continue for master degree. As the main reasons they mentioned the unemployment issues depended on the level of education which you have been received.

Example:

"In fact, after getting a bachelor's degree, I looked for a job for a while. But I could not get a positive answer anywhere. After that, I decided that if at least a master's degree was received, I would have some positive impact on my job. But this did not produce any results." **Man, 28 years old, master's degree, unemployed**

Most of the respondents receive their education without any payment.

Examples:

"No, I've never made a payment for my education. It has been provided by the State without any charge." **Man, 28 years old, Master's degree, unemployed**

"No, education was free of charge for me." **Man, 27 years old, Bachelor's degree, looking for a job**

Regarding the decision for choosing the education, most part of the respondents noted that it was their own decision regard the choosing of the education level. But for the rest of them there was influences from their family members.

According to the family expectation regarding the receiving the education all families were expected for the higher education for their children. Most commonly parents wished for the doctor speciality.

Some of respondents regretted and have not any will for receiving the higher education. But only few cases reported.

Example:

"I am not regretted because I am not a high-educated person, because there is no difference between secondary education and higher education. Everyone is unemployed now or working on the same position." **Man, 34 years old, secondary education, unemployed**

All respondents were received the support from their family regarding the receiving the education. We can not ignore that, all respondents think that if they can not find job, they will continue to study and get the next step of education.

By the respondent's opinion regarding the answer what brought your education

Examples:

"The main problem is being without undergraduate education which has created that I can not find a job anymore, and I am unemployed for more than a year. I think I could find a job in case if I had received higher education. Yes, the 80% is true" **Man, 26 years old, Secondary education, unemployed**

"University, never gives people proper education as in secondary school." **Man, 23 years old, secondary professional education, looking for a job**

"I can not find a normal job that I am currently satisfied with. I think that I have not chosen my education properly." **Man, 27 years old, Bachelor's degree, looking for a job**

"I find it difficult to find a suitable job with my speciality. My specialty is business organization and management." **Man, 27 years old, Bachelor's degree, looking for a job**

Regarding the issue that what kind of education would you like to receive, most part of respondents mentioned that they want to receive the higher education. Generally, respondents put forward different views regard the education issue. Most of them would like to study abroad.

Examples:

"I would like to study abroad". **Woman, 22 years old, secondary education, unemployed**

"I would like to get the highest level of education. Even abroad, I would like to study." **Woman, 33 years old, secondary education, unemployed**

"I would like to study economics and to work in any company" **Man, 25 years old, secondary education, looking for a job**

"If I had a choice, I would choose more accounting and similar fields. Man, 29 years old, Bachelor's degree, looking for a job

5.1.2 Working history

When you research the work experience of the respondents, there are also different experiences were found. Thus, the results show that the respondents were mainly involved for a temporary work. As a result, interviews covered people working at cafes and restaurants as the waiter, bartender and administrator, as worker at construction industry, sweets shop etc., as a driver, as a specialist worked a on small projects temporarily. So, number of respondents as state employed and with permanent workplace were very few. Completion of the house construction, project or contract completion, closure of restaurant or café were noted by respondents as the main cause of stopping the job. So, from the respondent's opinion the decision to discontinue the job was more dependent on the respondents themselves. In this case, there were no serious conflicts or problems with the employer.

Examples:

*"How many restaurants have been destroyed in recent years, our restaurant also closed." **Man, 34 years old, secondary education, looking for job***

*"We built the house." **Man, 28 years old, secondary education, looking for job***

*"My last job was to build a house in our neighborhood, where I worked as a worker." **Man, 28 years old, secondary education, looking for job***

*"Because of there is no customer, restaurant closed." **Man, 23 years old, professional secondary education, inactive***

According to female respondents, the main reason for leaving the work is related to their marrying and the birth of children. The results show that women do not decide on their own, the decision is made by their spouse.

Examples:

*"I went out. I did not give up with family and the children. It is very difficult to manage. My husband also supports me. That's why I left." **Woman, 32 years old, Bachelor's degree, unemployed***

*"When I got married and left my job, my husband did not want me to work." **Woman, 33 years old, secondary education, unemployed***

5.1.3 Job Searching

According to the respondents' opinions, the main reason why they can not find a job was the lack of higher education. When they get higher education appears that in most cases the working positions are not compatible with their speciality and qualifications.

Examples:

*"The main reason of my jobless is the lack of job offers compatible with my profession. That's the main reason." **Man, 28 years old, Master's degree, looking for job***

*"The main reason is education, I do not have higher education." **Man, 20 years old, secondary education, looking for job***

*"Finding a job in the country itself is a very serious problem." **Man, 30 years old, Bachelor's degree, unemployed***

*"It is very difficult to find a job compatible with your specialty" **Man, 35 years old, Bachelor's degree, unemployed***

Compared to respondents living in Baku as the main problem in finding a job the limited employment opportunity was in the regions. The direction in which respondents want to work different opinions were put forward when investigating. It turns out that people with secondary education ready to work in offered jobs in different fields. People with higher education is thinking that, to get a job which corresponds to their specialty. According to the survey results, respondents which looking for a job sent their CV more often through certain Internet sites and through the friend-acquaintance. Also, they are searching for a job through certain sites.

When examining the issue of the help of friends and acquaintances in looking for a job, it turns out that in many cases people always receives support from their family. Some respondents reported that in the recruitment process they also received help even by friends.

From the survey results it appears that respondents generally not well informed on the activities of the State Employment Service. While some respondents have a very limited information about this service, there is no sense of reliability and confidence. Some of respondents have said that jobs offered by the service do not meet their requirements.

Examples:

*"If it were good I would like to get help from them." **Man, 35 years old, Bachelor's degree, looking for job***

*"In my opinion, this should not be job proposals offered in a quick decision. That is, they should search about the suitability of the offered jobs to my skills." **Man, 29 years old, Bachelor's degree, looking for job***

*"I would like the State Employment Service get more help for young people in ensuring work on various vacancies, specialties and professions to submit." **Man, 23 years old, secondary education, looking for job***

*"At least during my stay unemployed it would be better to pay compensation for my jobless." **Man, 28 years old, Master's degree, looking for job***

*"In fact, even in case if the jobs not offered according to the unemployment status the allowance should be paid. But I did not face the case when the allowance was paid." **Woman, 32 years old, Master's degree, looking for job***

*"In fact, I do not think that this allowance is enough. (Unemployment insurance allowance are 75 AZN)" **Woman, 35 years old, Bachelor's degree, looking for job***

*"Because an amount which will meet daily needs is not offered." **Woman, 32 years old, Master's degree, looking for job***

"If I am not mistaken, you will be offered an amount of subsistence minimum. And it's not something that will meet people need. " **Woman, 32 years old, Master's degree, looking for job**

"They can offer long-term support for carry out business activity" **Man, 27 years old, Bachelor's degree, looking for job**

"A larger amount of allowances may be offered, for the support of the person permanent employment." **Man, 21 years old, professional secondary education, unemployed**

5.1.4 Living Conditions and Future Plans

According to the respondents opinion regarding the sources from which they finance their everyday expenses it turns out that unmarried people often receive material support from their families during their employment. Some of the respondents having some skills earns money daily even if its few and even if they officially does not work anywhere. The married women or men are financially supported by their working mates. Respondents living in the provinces or rural areas are mainly trying to cover their daily expenses by selling products they have.

According to the respondent's opinions, their monthly material income is unstable. It creates a sense of fear among people because there is no guarantee for the future.

Examples:

"Daily expenses are still covered by the family, my family." **Man, 27 years old, Bachelor's degree, looking for job**

"My father helps me to meet my daily expenses, my mother also helps. I spend 30-35 manats per day." **Man, 27 years old, secondary education, looking for job**

"All needs covered at the expense of the house and working family members." **Man, 23 years old, secondary education, looking for job**

Researching the view of respondents regarding the financial support from the state all respondents unequivocally support the receiving of financial support and allowances from the government. They noted that support or allowances from the state they wanted to receive not just in money form, but more being provided by the job and employment. According to the respondents' opinion, as in foreign countries, it would be better to receive social benefits or amounts which will really meet the needs of people during the unemployment period. The amount of unemployment benefits mainly showed as a range of 130-500AZN.

Examples:

"Firstly it will be great to provide unemployed persons with job." **Man, 21 years old, professional secondary education, unemployed**

"It will be sufficient to give us around 450-300 AZN until we will find a job." **Man, 25 years old, secondary education, looking for job**

"Of course, I would like to receive any support from the state. But I can not say that this should be a stable amount." **Man, 28 years old, secondary education, looking for job**

Asking respondents regarding their feelings about not having an own income, gave us interesting results. From the survey results, it turns out that, all respondents, due to the absence of personal income were unmotivated. Almost there is no self-confidence feeling among the respondents. They feel themselves very tense and not necessary persons for their family and society in general. This can also be accomplished by psycho-neurological trauma in the future because of depression and tension.

Examples:

*"I feel myself psychologically very intense. I started the day with not positive mood." **Man, 22 years old, secondary education, unemployed***

*"In some sense, I feel like an unnecessary person. Get so much education, work on yourself, reach somewhere but all the doors are closed to you." **Man, 25 years old, secondary education, unemployed***

According to the interview results, regarding the issue how impact not having an own income on their relationship with other household members as well as their role in the decision-making turned out that unemployment and not earning the money creates some problems in communicating with other family members and participation in decision-making.

Examples:

*"Most of the time my father's opinion passess probably if I bring more income my opinion would pass." **Man, 25 years old, secondary education, unemployed***

*"Exactly, I participate in decision-making, but regarding the financial issues I have no right." **Man, 30 years old, Bachelor's degree, unemployed***

*"I do not have any difficulties in decision making process, but it certainly creates problems related financial issues." **Man, 34 years old, secondary education, unemployed***

Related to the life situation of the survey participants noted basically they think that their lifestyle and living conditions is low. As the main reason they pointed out the unemployment problem. They are unemployed and can not earn additional income, so they can not improve their living conditions. The life they live not interesting, unmotivated and without any meaning noted by respondents.

Examples:

*"Lifestyle is very monotone that does not have any income, and sometimes leads to conflicts in the family." **Woman, 32 years old, master's degree, looking for job***

*"When people do not engage in labor activity it leads to mental decreasing and also leads to the fact that the level of living does not fit well." **Man, 28 years old, Master's degree, looking for job***

According to the results, looking at plans for the future, it is clear that, people with secondary education are willing to receive higher education. They want to work, especially in state-owned enterprises. On the other hand, they would like to receive the state support for the establishing of their own business.

5.2 Inactive People

5.2.1 Education History

In most cases the highest level of education among the *inactive women* participated in survey is secondary. Indicating the reasons for decision of the highest level of education survey participants noted the opinion below. The main reason of not receiving higher education by women or generally not to continue education is the pressure shown by their parents and spouse. Especially in rural areas receiving the education by girls not well accepted. Parents are trying, girls get married than only receive education. In other words, the main task is to care for the family and children. Sure in future it will lead to the problems inside the family, to the miscommunication, pressure in the process of decisionmaking.

Examples:

"I got married that is why could not continue my education." **Woman, 34 years old, Bachelors degree, inactive**

"I got married, That is why I could not raise my education to a higher level." **Woman, 32 years old, Bachelor's degree, inactive**

"I wanted to prepare for the high school, but my dad did not allow me. In our region girls do not receive a higher education, that is, they are not allowed by their fathers mainly. So, I was forced to finish the 11th grade." **Woman, 22 years old, secondary education, inactive**

Asking the respondents by whom they influenced regard their decision making at that time they noted that in most cases regard the decision making for continuing education the role and influence of parents, father and mother are great. By the point of view reflected by the respondents in case if you are married at an early age, then the decision related to education made by spouse. Generally, in case if the respondents influenced for the decision-making, it happened by their parents or spouse.

Examples:

"My parents have been influenced by the decision." **Woman, 28 years old, secondary education, inactive**

"Most of the women in our society does not work. Even though my father has higher education he did not put my mother to work." **Woman, 33 years old, secondary education, inactive**

Because of the fact that mostly respondents were receiving secondary education their education was free of charge, that means without any payment. Respondents who continued education acknowledged that, in the case of payment, families have paid their education fee.

According to respondents, even if their education is secondary or professional secondary, even if they do not work right now, the education they received brought them and allowing them to acquire relevant knowledge and skills. So, that, it more allowed to deal with the children and helping with their education and homework. According to opinions, their education has played a key role in increasing the worldview, communicating with people, and socializing. In another hand, some respondents noted that their education did not give them anything.

Examples:

"The education I received has taught me how to deal with my children, behaving well, and my worldview has increased." **Woman, 31 years old, secondary education, inactive**

" Now to nurture my own children or increasing their interest to education, in a word, gave me a lot of things." **Woman, 34 years old, Bachelor's degree, inactive**

Asking the question regarding the kind of education which they would like to receive and do anything differently today the following responds shows that totally all respondents wish to continue education and absolutely getting higher education. Even so, they wish to marry and built their family life a little bit late, after receiving higher education. In general, respondents would like to get more medical specialties.

Examples:

"I would like to have a higher education." **Woman, 31 years old, secondary education, inactive**

"That, after marriage my husband did not allow me continue education and to work." **Woman, 33 years old, vocational education, inactive**

"As a profession, still I would like to be a doctor." **Woman, 33 years old, secondary education, inactive**

"That is, I 'd like did not be marry and would be busy just fully with studying." **Woman, 32 years old, Bachelor's degree, inactive**

"I would study and continue education, I would go ahead I would stand firm on my own feet then I set up a family." **Woman, 33 years old, secondary education, inactive**

5.2.2 Working History

According to the results, almost two out of the all respondents ever temporarily worked. Most of them never worked. It turned out that the rest of respondents, none of them have ever worked.

Example:

"No, I did not try anything, because I knew that it would already be meaningless. I will not be allowed to study and to work." **Woman, 22 years old, secondary education, inactive**

By the people's opinions it can be concluded that, the persons which has ever been involved in labor activities or working leaved the job because of the fact that they did not manage the working life with their family life and children.

In general, according to the opinions, most of respondents after completing their education they have not shown any attempts to look for work. As a key reason for the latter, not to allow work by family or spouse, setting up a family and lack of higher education was noted by survey participants.

Examples:

*"No, I'm already married that is why I did not try to find a job." **Woman, 31 years old, secondary education, inactive***

*"My family not allowed me to study or to work." **Woman, 33 years old, secondary education, inactive***

*"I have never tried because I have no higher education." **Woman, 33 years old, secondary education, inactive***

So, that as a result, according to the respondents' opinion the direct impact on inactive position of women did by their family members, parents and often by father. In most cases after getting married, their spouses do not allowed to work.

Examples:

*"No one of women in our generation does not work. Yes it is not allowed by their spouses." **Woman, 33 years old, secondary education, inactive***

*"Even if I had higher education, my husband would not let me to work." **Woman, 22 years old, secondary education, inactive***

*"It was my husband's decision and my father's influence to sit at home and do not work." **Woman, 32 years old, Bachelor's degree, inactive***

As the main reason for the decision of staying at home and not working by someone were the presence of young children in the family of respondents and the low level of education that they can not find a good job.

Examples:

*"I could not get a good job because I did not have higher education and decided to stay home and not work because I did not want to do the other not suitable for me work." **Man, 28 years old, secondary education, unemployed***

*"My husband says that do not work my money is enough to keep the family." **Woman, 34 years old, professional secondary education, inactive***

Spending more time for the family, housekeeping and children respondents did not give up time for their self development. For women since mostly dealing with housekeeping, with the elderly and children at home, impossible to continuing education and self-improvement. Only in some cases women have receive the help from their spouses. So, very rarely happens the help of men at home.

Example:

*"All day long I'm doing home work. Send the children to school, meet them, prepare their meals, and then help them with their homework I spend 3 to 4 hours per day. I do not get any help, doing by myself. Doing the same things each day not interesting but I force myself to do it." **Woman, 34 years old, Bachelor's degree, inactive***

5.2.3 Living Conditions and Future Plans

According to the survey results, in case if the respondents unemployed and do not earn the money the main financial support have been received by their parents or spouses reported. Some families noted that for the meeting of their daily expenses they used their retirement pension of family members. In general, it is reported that the financial resources included in the family budget are unstable.

Examples:

“In truth, my husband finances all my expenses.” **Woman, 34 years old, professional secondary education, inactive**

“My wife works, but our source of funding is unstable. We are not happy with the financial support we receive, it is very low.” **Man, 27 years old, Bachelor’s degree, inactive**

Regarding to the financial support from the state respondents have noticed that they have not receive any help or financial support from the state. But they think, this should be applied in absolute manner, as allowances for unemployed and housewives. Thus, all respondents are waiting for the help from the state, especially financial. Additionally, the main task of the state reported by the respondents is to provide people, especially youth with working places. Also providing jobs appropriate to their specialties. Because very often if even places are offered by the State Employment Agency they do not meet the needs of respondents.

Examples:

“I want to receive the support from the state, who does not want it.” **Woman, 33 years old, secondary education, inactive**

“Yes, I would also like the salary to be stable. It would have been better for the housewives to be given the allowance.” **Woman, 33 years old, professional secondary education, inactive**

Analyzing the responds of survey participants regarding their feeling of not having personal income gave us the result that almost all respondents feel very bad because they do not have earnings and own income. Generally, they feel themselves uncomfortable, unmotivated and anxious.

Example:

“Not having own income not too much but somehow affect the relation with my husband” **Woman, 31 years old, secondary education, inactive**

“Not having an own income impact my relationship with my husband in decision-making” **Woman, 33 years old, professional secondary education, inactive**

Women admit that, If their spouses employed the force of influence is greater. In general, the discussion of any issue occurs often with the participation of women. But the final decision is given by a man.

In general, respondents do not agree with their living standards and conditions. According to respondents, their plans for the future mainly associated with their own family, children’s life and education. So, in the future they see themselves as housewives again. With regard to the

future, they had almost no plans for their own development. They fall into despair that they will not be able to develop being the level of secondary education.

6. Findings

- The main reason of can not find a job by the respondents, unemployed persons as well relate to the fact that they have secondary education.
- In the provinces and rural areas, unemployment and inactivity cases also are generally higher than in urban areas.
- As the reason of unabling to continue education is related to financial difficulties in families, except the cases where it is not allowed to continue the education. Mostly it is applicable for women
- The level of awareness about the state employment service is very low. Those who aware about the activities of the employment services from their own environment are dissatisfied with the level of service provided by them.
- In the job search process respondents along with web pages, job announcements more often use personal contacts.
- Most of the respondents (for both groups) prefer provision of employment and working places by state than financial support
- Compared to men, in most cases for women not having the own income impact relationship with husband in decision-making. According to housewives opinion, revenues generated by their spouses are unstable, especially in rural and rural areas.
- Man respondents mostly involved in short-term jobs, which is the main reason of unstable income
- The monthly financial position of the respondents is unstable and is accompanied by a lack of confidence in people and a lack of guarantees for the future.

7. References

- Hajizadeh, A., Sattarov, R., Faradov, T., & Gebel, M. (2019). *Descriptive analyses of youth transitions in Azerbaijan. TEW-CCA Working Paper No. 4.1*. Bamberg: TEW-CCA Project, University of Bamberg.
- Mandieva, E., & Gebel, M. (2019). *Methodological report on TEW-CCA semi-structured interviews on youth NEET in Azerbaijan, Georgia and Tajikistan. TEW-CCA Working Paper No. 6.1*. Bamberg: TEW-CCA Project, University of Bamberg.
- Rashidova, A., Faradov, T., & Sattarov, R. (2019). *The institutional context of the transition from education to work in Azerbaijan. TEW-CCA Working Paper No. 2.2*. Bamberg.: TEW-CCA Project, University of Bamberg.

8. Appendix

Məlumatlı razılıq forması

TEW-CCA layihəsi - "Təhsildən işə keçid zamanı imkanlar və maneələr". Azərbaycan, Gürcüstan və Tacikistanda gənclər arasında keçirilən müqayisəli tədqiqat "Azərbaycan, Gürcüstan və Tacikistanda beynəlxalq və ixtisaslararası elmi tədqiqat layihəsidir. Layihə Volkswagen Fondu tərəfindən maliyyələşdirilir. Məqsəd qeyri-müəyyənliyin artması zamanı Azərbaycan, Gürcüstan və Tacikistanda gənclərin əmək bazarına inteqrasiyasının araşdırılmasıdır. Daha ətraflı məlumat üçün baxa bilərsiniz: www.tew-cca.de

Mən imza ataraq təsdiq edirəm ki:

TEW-CCA layihəsi haqqında məlumatı aldım və anladım;

Mənə TEW-CCA layihəsi çərçivəsində həyata keçirilən dərinləşdirilmiş müsahibədə iştirak etmək və layihə haqqında suallar vermək imkanı verildi;

Mən yuxarıda göstərilən müsahibədə iştirak etmək barədə könüllü olaraq razıyam;

Müsahibənin qeyd olunmasına (səs yazısına) razılıq verirəm;

Anlayıram ki, istənilən vaxt səbəb göstərmədən müsahibəni tərk edə bilərəm;

Məxfiliklə bağlı prosedurlar mənə aydın şəkildə izah edilmişdir;

Məlumatların araşdırmalarda, nəşrlərdə, paylaşmalarda və arxivdə istifadə edilməsinə dair izahı verilmişdir;

Müsahibə və TEW-CCA layihəsi haqqında məlumatları anladım.

imza

Tarix:

Bu məlumatlı razılıq formasını qəbul edir və imzalayıram

imza

Tarix:

Hazırda işsiz olan və iş axtaran insanlarla müsahibənin strukturu

(I) Giriş

İntervyuer üçün: müsahibəyə başlamazdan əvvəl, iki dəfə məlumatlı razılığın imzalanmasından sonra, müsahibənin məqsədli bir söhbət olduğunu göstərmək üçün kiçik müzakirələrlə başlayın.

1. Bir qədər özünüz və mövcud yaşadığınız vəziyyət haqqında məlumat verə bilərsinizmi? Harada və kiminlə yaşayırırsınız? Bunu təsvir edə bilərsinizmi?

(II) Təhsil tarixçəsi

1. Sizin ən yüksək təhsil səviyyəniz hansıdır?
2. Təhsilinizə dair qərar verdiyiniz vaxtı düşünün, niyə məhz ən yüksək təhsil səviyyəsi kimi hazırki təhsil səviyyənizə qərar verdiniz? Qərarınızın səbəblərini göstərməyinizi rica edirik?
3. O zaman qərar verməyinizdə kimin təsiri oldu?
4. *[Yalnız respondent bu haqda hələ danışmadığı halda]* Aldığınız təhsil üçün ödəniş etmisinizmi, əgər etmisinizsə təhsil haqqını maliyyələşdirən kim olub?
5. Valideynlər və ya digər ailə üzvlərinizin nəticələrinizlə bağlı gözləntiləri barədə nə məlumatınız var? Bu haqda daha ətraflı məlumat verə bilərsinizmi?
6. Təhsiliniz haqqında düşündükcə, fikrinizcə aldığınız təhsil sizə nə verdi?
7. Keçmişə nəzər salaraq, bu gün nəyi fərqli etmək istərdiniz, hansı növ təhsili almaq istərdiniz, təhsilin hansı səviyyəsinə yiyələnmək istərdiniz?

(III) İş tarixçəsi

Nə zamansa evdən kənarında çalışmışınızmi?

[Bəli olduqda]

1. Son işiniz barədə daha ətraflı məlumat verə bilərsinizmi?
2. İş fəaliyyətinizi niyə dayandırdığınız (işdən çıxdığınız) haqqında məlumat verə bilərsinizmi? Bu Sizin və ya işəgötürənin qərarı olub? Şəraiti və şərtləri izah edə bilərsinizmi?

(IV) Mövcud vəziyyət: İş axtarışı

1. Fikrinizcə, hazırda iş tapa bilməməyinizin əsas səbəbi nədir?
2. Hazırda hansı növdə (istiqamətdə) iş axtarırsınız?
3. Hazırda hansı şəkildə (hansı yolla, harada) iş axtardığınızı təsvir edə bilərsinizmi və bu istiqamətdə nə kimi təcrübə əldə etmisiniz?
4. İş axtarışı prosesində ailəniz və ya dostlarınızdan hər hansı dəstək (yardım) almısınızmi? (Bəli olduqda) Kimin və nə cür kömək etdiyi haqqında məlumat verə bilərsinizmi? Bu yardımı aldıqda öz hissləriniz haqqında bölüşə bilərsinizmi?

5. İş axtarışı prosesində dövlət məşğulluq xidməti tərəfindən hər hansı bir dəstəyiniz olubmu? (Bəli olduqda) Bu dəstəyi hansı şəkildə almısınız və necə razı qalmısınız? (Xeyr olduqda) Dövlət məşğulluq xidməti tərəfindən belə bir dəstək istərdinizmi və bu sizin fikrinizcə necə olmalıdır?

(V) Mövcud vəziyyət: Yaşayış şəraiti

1. Mövcud, adi bir gününüzü təsvir edə bilərsinizmi?
2. Gündəlik xərclərinizin haradan maliyyələşdiyini, bu mənbələrin nə dərəcədə sabit olduğu və əldə etdiyiniz maliyyə dəstəyi miqdarı ilə nə dərəcədə razı olduğunuzu təsvir edə bilərsinizmi?
3. *[Respondent dövlət tərəfindən aldığı maliyyə dəstəyi haqqında qeyd etmədiyi halda]* Dövlət tərəfindən maliyyə dəstəyi arzulayırsınızmi və bu necə olmalıdır?
4. Şəxsi gəlirinizin olmadığı üçün özünüzü necə hiss edirsiniz?
5. *[Yalnız valideynləri və ya həyat yoldaşı ilə bir ev təsərrüfatında yaşayanlar üçün]* Şəxsi gəlirinizin olmaması amili ev təsərrüfatının digər üzvləri ilə münasibətdə, həmçinin, hər hansı qərarların qəbul edilməsində rolunuza necə təsir edir?
6. Ümumilikdə, yaşayış standartlarınız barədə nə düşünürsünüz?
7. Ümumiyyətlə həyat tərziniz (vəziyyətiniz) barədə nə düşünürsünüz?

(VI) Nəticə

1. Gələcəkdə özünüzü harada görürsünüz?

(VII) Ümumi məlumat (İntervyuer tərəfindən tamamlanmalıdır)

Cins: Kişi |__| Qadın |__|

Doğulduğu il: (____)-ci il

Doğulduğu ölkə: (_____)

Doğulduğu yer: Kənd |__| Şəhər |__|

Hazırda yaşadığı yer: Kənd |__| Şəhər |__|

Dini mənsubiyyət: (_____)

Ailə vəziyyəti:

Subay |__|
Evli |__|
Birgə yaşayan (partnyor) |__|
Dul |__|
Boşanmış |__|

Hazırda Siz yaşayırınsınız (bir neçə cavab mümkündür):

Tək özüm |__|

Həyat yoldaşı və ya partnyorla

Bacı və qardaşlarla

Validəylərin bir və ya ikisi/ yə ya onların partnyorları/ həyat yoldaşları ilə

Bir və ya çox uşaqlarla

Digər qohumlarla

Qohumunuz olmayan insanlarla (məsələn, otaq yoldaşları)

Digər _____

Eyni ev təsərrüfatında yaşayan uşaqların sayı: (____)

Təhsil:

Ümumi orta təhsil və ya ondan aşağı

Tam orta təhsil

İlk peşə təhsili

Orta ixtisas təhsili

Ali təhsilin birinci pilləsi (Bakalavr)

Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor)

Nə vaxtdan Siz evdən kənarında işləmirsiniz və iş axtarırsınız? _____

Partnyor haqqında məlumat (Respondent evlidirsə və ya partnyorla yaşayırsa)

Doğulduğu il: (____)-ci il	
<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/> <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/> <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/> <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/> <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/> <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/> <input type="checkbox"/></p>	<p>Əmək bazarında mövqeyi</p> <p>İşləyən / özüməşğul <input type="checkbox"/></p> <p>İşsiz <input type="checkbox"/></p> <p>Qeyri-fəal <input type="checkbox"/></p>
İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____	

Ailə mənşəyi:

Ata	Ana
Doğulduğu il: (____)-ci il	Doğulduğu il: (____)-ci il
<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/> <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/> <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/></p>	<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/> <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/></p>

Hazırda əmək bazarında mövqeyi İşləyən / özüməşğul <input type="checkbox"/> İşsiz <input type="checkbox"/> Qeyri-fəal /təqaüdçü <input type="checkbox"/> Rəhmətə gedib <input type="checkbox"/>	Hazırda əmək bazarında mövqeyi İşləyən / özüməşğul <input type="checkbox"/> İşsiz <input type="checkbox"/> Qeyri-fəal /təqaüdçü <input type="checkbox"/> Rəhmətə gedib <input type="checkbox"/>
İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____	İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____

Hazırda qeyri-fəal olan, iş axtarmayan insanlarla müsahibənin strukturu

(I) Giriş
<i>İntervyuer üçün: müsahibəyə başlamazdan əvvəl, iki dəfə məlumatlı razılığın imzalanmasından sonra, müsahibənin məqsədli bir söhbət olduğunu göstərmək üçün kiçik müzakirələrlə başlayın.</i>
1. Bir qədər özünüz və mövcud yaşadığınız vəziyyət haqqında məlumat verə bilərsinizmi? Harada və kiminlə yaşayırsınız? Bunu təsvir edə bilərsinizmi?

(II) Təhsil tarixçəsi
1. Sizin ən yüksək təhsil səviyyəniz hansıdır? 2. Təhsilinizə dair qərar verdiyiniz vaxtı düşünün, niyə məhz ən yüksək təhsil səviyyəsi kimi hazırki təhsil səviyyəyə qərar verdiniz? Qərarınızın səbəblərini göstərməyinizi rica edirik? 3. O zaman qərar verməyinizdə kimin təsiri oldu? 4. <i>[Yalnız respondent bu haqda hələ danışmadığı halda]</i> Aldığınız təhsil üçün ödəniş etmisinizmi, əgər etmisinizsə təhsil haqqını maliyyələşdirən kim olub? 5. Valideynlər və ya digər ailə üzvlərinizin nəticələrinizlə bağlı gözləntiləri barədə nə məlumatınız var? Bu haqda daha ətraflı məlumat verə bilərsinizmi? 6. Təhsiliniz haqqında düşüncə, fikrinizcə aldığınız təhsil sizə nə verdi? 7. Keçmişə nəzər salaraq, bu gün nəyi fərqli etmək istərdiniz, hansı növ təhsili almaq istərdiniz, təhsilin hansı səviyyəsinə yiyələnmək istərdiniz?

(III) İş tarixçəsi	
Nə zamansa evdən kənarında çalışmışınızmi? [bəli] → nə vatsa işləmişəm [xeyr] → heç zaman işləməmişəm	
Nə vatsa işləmişəm	Heç zaman işləməmişəm
1. Son işiniz barədə daha ətraflı məlumat verə bilərsinizmi? 2. İş fəaliyyətinizi niyə dayandırdığınız (işdən çıxdığınız) haqqında məlumat verə bilərsinizmi? Bu Sizin və ya işəgötürənin qərarı olub? Şəraiti və şərtləri izah edə bilərsinizmi?	1. Təhsilinizi bitirdikdən sonra heç bir iş tapmağa cəhd etmisinizmi? 2. <i>[Bəli olduqda]</i> Fikrinizcə, iş tapa bilmədiyinizin səbəbləri nə idi? 3. <i>[Bəli olduqda]</i> Niyə iş axtarmaqdan imtina etdiniz?

(IV) Mövcud vəziyyət: Qeyri-aktivlik
1. Evdə qalmaq və evdən kənarında işləməmək sizin və ya kiminsə qərarı olub, yaxud nə işə qərar verməyinizə təsir edib?

2. *[Respondent özü qərar verdikdə]* Niyə evdə qalmağınıza və evdən kənarında işləməməyə qərar verdiyiniz haqqında danışa bilərsinizmi?
3. *[Respondent özü qərar verdikdə]* Bu qərarın kimin verdiyini söyləyə bilərsinizmi? Fikrinizcə, bu qərar vermənin səbəbləri nədir?
4. Uşaqlara və ya yaşlılara baxmaq məcburiyyətindəsinizmi? *[Bəli olduqda]* Deyə bilərsinizmi bunun üçün nə qədər vaxt sərf edirsiniz, digər ailə üzvlərindən kömək ala bilərsinizmi və bu cür qayğı haqqında nə düşünürsünüz?
5. Hansı ev işləri üçün məsuliyyət daşıyırsınız? Deyə bilərsinizmi bunun üçün nə qədər vaxt sərf edirsiniz, digər ailə üzvlərindən kömək ala bilərsinizmi və bu cür ev işləri haqqında nə düşünürsünüz?

(V) Mövcud vəziyyət: Yaşayış şəraiti

1. Gündəlik xərclərinizin haradan maliyyələşdiyini, bu mənbələrin nə dərəcədə sabit olduğu və əldə etdiyiniz maliyyə dəstəyi miqdarı ilə nə dərəcədə razı olduğunuzu təsvir edə bilərsinizmi?
2. *[Respondent dövlət tərəfindən aldığı maliyyə dəstəyi haqqında qeyd etmədiyi halda]* Dövlət tərəfindən maliyyə dəstəyi arzulayırsınızmi və bu necə olmalıdır?
3. Şəxsi gəlirinizin olmadığı üçün özünüzü necə hiss edirsiniz?
4. *[Yalnız valideynləri və ya həyat yoldaşı ilə bir ev təsərrüfatında yaşayanlar üçün]* Şəxsi gəlirinizin olmaması amili ev təsərrüfatının digər üzvləri ilə münasibətdə, həmçinin, hər-hansı qərarların qəbul edilməsində rolunuza necə təsir edir?
5. Ümumilikdə, yaşayış standartlarınız barədə nə düşünürsünüz?
6. Ümumiyyətlə həyat tərziniz (vəziyyətiniz) barədə nə düşünürsünüz?

(VI) Nəticə

1. Gələcəkdə özünüzü harada görürsünüz?

(VII) Ümumi məlumat (İntervyuer tərəfindən tamamlanmalıdır)

Cins: Kişi |__| Qadın |__| **Doğulduğu il:** (____)-ci il
Doğulduğu ölkə: (_____) **Doğulduğu yer:** Kənd |__| Şəhər |__|
Hazırda yaşadığı yer: Kənd |__| Şəhər |__| **Dini mənsubiyyət** (_____)

Ailə vəziyyəti:

Subay |__|
 Evli |__|
 Birgə yaşayan (partnyor) |__|
 Dul |__|
 Boşanmış |__|

Hazırda Siz yaşayırsınız (bir neçə cavab mümkündür):

Tək özüm |__|

Həyat yoldaşı və ya partnyorla

Bacı və qardaşlarla

Validənlərin bir və ya ikisi/ yə ya onların partnyorları/ həyat yoldaşları ilə

Bir və ya çox uşaqlarla

Digər qohumlarla

Qohumunuz olmayan insanlarla (məsələn, otaq yoldaşları)

Digər _____

Eyni ev təsərrüfatında yaşayan uşaqların sayı: (____)

Təhsil:

Ümumi orta təhsil və ya ondan aşağı

Tam orta təhsil

İlk peşə təhsili

Orta ixtisas təhsili

Ali təhsilin birinci pilləsi (Bakalavr)

Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor)

Nə vaxtdan Siz evdən kənar işləmirsiniz və iş axtarmırsınız? _____

Partnyor haqqında məlumat (Respondent evlidirsə və ya partnyorla yaşayırsa)

Doğulduğu il: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/></p>	<p>Əmək bazarında mövqeyi</p> <p>İşləyən / özüməşğul <input type="checkbox"/></p> <p>İşsiz <input type="checkbox"/></p> <p>Qeyri-fəal <input type="checkbox"/></p>
İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____	

Ailə mənşəyi:

Ata	Ana
Doğulduğu il: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Doğulduğu il: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/></p>	<p>Təhsil</p> <p>Ümumi orta təhsil və ya ondan aşağı <input type="checkbox"/></p> <p>Tam orta təhsil <input type="checkbox"/></p> <p>İlk peşə təhsili <input type="checkbox"/></p> <p>Orta ixtisas təhsili <input type="checkbox"/></p> <p>Ali təhsilin birinci pilləsi (Bakalavr) <input type="checkbox"/></p> <p>Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/></p>

Ali təhsilin ikinci pilləsi (Maqistrvə ya Doktor) <input type="checkbox"/>	
Hazırda əmək bazarında mövqeyi İşləyən / özüməşğul <input type="checkbox"/> İşsiz <input type="checkbox"/> Qeyri-fəal /təqaüdçü <input type="checkbox"/> Rəhmətə gedib <input type="checkbox"/>	Hazırda əmək bazarında mövqeyi İşləyən / özüməşğul <input type="checkbox"/> İşsiz <input type="checkbox"/> Qeyri-fəal /təqaüdçü <input type="checkbox"/> Rəhmətə gedib <input type="checkbox"/>
İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____	İş növü [İşsiz olduğu halda, sonuncu iş yerini soruşun] _____