



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

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Contents

- 1. Introduction..... 3
- 2. Study Design and Methodology 4
- 3. Study Results 5
 - 3.1 Inactive Youth..... 5
 - 3.1.1 Education..... 5
 - 3.1.2 Work 8
 - 3.1.3 Reasons of Inactivity..... 8
 - 3.1.4 Role of State 11
 - 3.1.5 Assessment of Life 12
 - 3.1.6 Future Plans..... 14
 - 3.2 Active Youth 15
 - 3.2.1 Education..... 15
 - 3.2.2 Work 18
 - 3.2.3 Reasons of Unemployment 18
 - 3.2.4 Job Finding Strategies..... 21
 - 3.2.5 Role of State 22
 - 3.2.6 Assessment of Life 22
 - 3.2.7 Future Plans..... 23
- 4. Main Findings 25
 - 4.1 Education..... 25
 - 4.2 Work 25
 - 4.3 Assessment of Life 26
- 5. References..... 27
- 6. Appendix: Interview material..... 28

1. Introduction

This working paper provides qualitative analyses on youth “Not in Education, Employment or Training” (NEET) in Georgia. 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 Georgia (Badurashvili et al., 2019b). It contains an overview of the institutional setting of the education system, the labor market, and the family and welfare regime in Georgia. 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 Georgian context. It will be also helpful to read the working paper by Badurashvili et al. (2019a) that provides univariate and bivariate descriptive statistics on youth transitions in Georgia based on findings from the quantitative TEW-CCA Youth Transitions Survey in Georgia. 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 Georgia and serve as a starting point for the following qualitative study.

In our qualitative study “TEW-CCA Semi-structured Interviews on Youth NEET in Georgia” 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 Georgia. 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 Georgia. Chapter 3 presents the study results for active (i.e. unemployed) youth (Section 3.1) and for inactive youth (Section 3.2). Each of these sections provides insides on education, work, reasons of inactivity, the role of the state, the assessment of life and future plans for both study groups. Finally, Chapter 4 highlights the main findings with regard to education (Section 4.1), work (Section 4.2) and the assessment of life (Section 4.3).

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.

According to the strategy of the qualitative study 30 respondents in total had to be interviewed in Georgia using the semi-structural questionnaire designed by the TEW-CCA research consortium. Before the start of the interview each potential respondent was provided with information on the TEW-CCA project and explanations on the major aims of this qualitative study. Each interviewer was obliged also to express to potential respondent the guarantee of full confidentiality of the gathered information that has to be recorded during the interview. The special consent form designed by the Coordinator team was signed by each respondent before starting the interview. The shortest interview lasted 15 minutes and the longest one lasted 45 minutes. The majority of interviews had a duration of 30 to 35 minutes.

The fieldwork in Georgia lasted for two months. The first interview was conducted on 15 of February and the last one was done on 31 of March 2018. The gender composition of respondents is well differentiated. There are 16 women and 14 men interviewed in total. Out of the studied respondents 17 were unemployed, i.e. active job searcher (looking for job) and 13 were inactive (i.e. not looking for job).

The respondents had the following education levels:

- 3 respondents have reached the upper secondary level,
- 4 respondents have reached the professional education level,
- 16 respondents have a lower tertiary (Bachelor) degree, and
- 1 respondent has a higher tertiary (Master) degree.

6 respondents dropped-out their education at the bachelor degree, so they also have upper secondary educational level completed. That means that 9 respondents in total among 30 interviewed were with upper secondary education which was the lowest educational level achieved by respondents of our qualitative study. If we look through demographic data of the respondents participating in the study, both the active and inactive young people were born and live in the city, mainly in the capital city.

Both young people (women/men) and inactive men have never been married mainly and live with their family (parents, siblings). The parents of the study participants of both categories have a higher education mostly and at least one person from the couple is employed.

In case of both young people (women/men) and inactive men, the respondents have no responsibility to take care of others. As for inactive women, who are mainly married, responsibility to take care about the family is not uncommon for them. In particular, husbands are generally responsible for financial support of the family but domestic chores are the responsibility of inactive women. It can be said that such role models are natural for inactive women from the childhood because their mothers also have never worked mainly.

The detailed interview material in Georgian can be found in the Appendix.

3. Study Results

3.1 Inactive Youth

3.1.1 Education

According to the semi-structured in-depth youth interviews, in accordance with one of the main discourses, the main reason for non-continuation of study on the Master's program and refusal to work by the inactive married women is **marriage and childbirth**. It is noteworthy that in the narratives the study participants underlined the circumstance that refusal to study and work is their personal decision and not the "demand" of the family members, primarily of the husband. According to inactive women, they saw themselves more necessary in the role of mothers. According to one of the narratives, the respondent realized that it would be very difficult for her to study together with undertaking family responsibilities while she was undergoing the Bachelor's program. This served as the basis for refusal to continue the Master studies.

*"I was planning to continue [studies on Master's program] but I got married. I have a baby now and many of my plans changed together with his birth. When he was born I went to the University and it was so difficult for me to combine studies and the family that I don't think I will be able to physically overcome this." **Woman, 25 years old, Bachelor's degree, inactive***

*"I wanted to continue studies in the residency but I got married, gave birth to a child and these plans were temporarily shelved for future. I will have to stay home until the child starts going to the kindergarten. I am planning to continue studies, to start working; If I do not study in the residency, these 6 years of study make no sense." **Woman, 25 years old, Bachelor's degree, inactive***

As it is seen from the narratives, refusal to study and work after marriage seems to be natural not only for the women participating in the study but also for their parents. We can assume that codes are already introduced in the socialization process which forms the respective mood in the girls in advance and stopping thinking about studies or working after marriage is not unnatural for them anymore. In this context, it should be mentioned that ideas of the family about the future of their children may not necessarily be connected with career advancement or the activities relevant to their education. Often, the diploma confirming the higher education is perceived as a necessary "attribute", a certain traditional continuation of secondary education and not necessarily the way to career advancement or even just employment.

*"I was studying International Relations at the private institute. 2 years later when I got married I gave up the studies based on my own desire." **Woman, 25 years old, secondary education, inactive***

*"Receiving education has never been a priority in my family, however my parents wanted me to study. It was absolutely satisfactory for my parents that I would study at the higher education institution... Continuation of studies at the higher education institution after finishing the school – the expectation was limited to this." **Woman, 25 years old, secondary education, inactive***

*„It was obvious that I should continue study at university after school because it was disire of my parents, granparents... Something like a tradition..." **Woman, 25 years old, secondary education, inactive***

*"I need to have my BA diploma just to have it, just to say that I have a diploma." **Man, 25 years old, secondary education, inactive***

The study results also showed that continuation of studies at the higher vocational school after the secondary school is considered by the respondents as a less desirable alternative and **financial problems** are named as the reason for inability to continue studies at the University. It should be mentioned that the higher vocational school is not perceived as one of the desirable ways of acquiring a profession and having real chances of employment. On the contrary, it is perceived as one of the least desirable ways to continue the post-school life. Unresolved financial issues are named as reason for inability to continue studies by the respondents with higher vocational education. As mentioned in

one of the narratives, the school cannot ensure conveying knowledge necessary for admission at the University to the youth and the services of private tutors require certain finances.

"Even to prepare for the national exams, the school does not give you enough education. In addition, you should pay the tuition fee. I would not be able to receive 100% grant..." **Woman, 23 years old, secondary education, inactive**

„Now I think that it would be better to continue study at the vocational school and not to waste my time (at the university). It would give me specific profession and my life would be more easy [in regard to finding job]. But it [vocational education] is not what society wishes, what they expect from you." **Man, 25 years old, Bachelor's degree, inactive**

It is noteworthy, that in addition to lack of funds, **lack of motivation** was also named as one of the reasons for non-continuation of studies after finishing the school. Though in one of the narratives it is underlined that she had to start working after finishing school due to lack of funds and she soon realized that she would not be able to manage to study and work together. However, it is also mentioned that she did not have sufficient motivation for that. In addition, it should be mentioned that the parents of the respondent also did not have specific ideas about their daughter's future. The narrative allows us to conclude that it seems that in the ideas of parents the future of their child is not necessarily associated with his/her education and refusal to continue studies after the school was also predetermined by this.

"Of course, I wanted to study Law but who could afford it?! When I started working I could not allocate time, maybe I did not have sufficient motivation too ... This had its reasons, the family conditions, both financial and social. Education of the parents, their low demands and interest in my future. I do not blame my parents but the plans of the child, what is initially formed by the parent is very important." **Woman, 26 years old, secondary education, inactive**

The study results show that notwithstanding under whose influence the respondents made a decision to continue studies or selected a profession after the school, they consider significant to **possess** a converted form of cultural capital – **diploma**. Diploma is reviewed as a certain symbolic capital which is necessary to be possessed to gain the good disposition of society.

„You need diploma necessarily. You need to say, that you have finished university, it is important for your family, everyone." **Woman, 25 years old, secondary education, inactive**

Like in case of inactive women, inactive *men* participating in the study in their narratives mention continuation of studies at the higher education institution after school as a certain norm which is seldom violated. In this context it should be mentioned that certain pressure is made on the youth with the demand to continue studies at the university in general. On the other hand, pressure may be made when selecting professions. It is noteworthy that the study participants underlined their indetermination in connection with desirable professions. This circumstance makes the youth more vulnerable and it is easier to influence them. According to the respondents, on the one hand, it is difficult to have a clear understanding about the future profession immediately after finishing school and on the other hand, the desire of gaining recognition from the closest social environment is also important. These factors, ultimately, influence the choice of profession.

"This choice [admission at the university] was automatic – applying to the university after school. What should I have done after finishing studies at school, if not study?!" **Woman, 25 years old, secondary education, inactive**

"I want to have my BA diploma just like a diploma, so that I can say that I have a diploma". **Man, 25 years old, Bachelor's degree, inactive**

"Perhaps I was influenced by my mother [when selecting the profession]. I did not want to start the Bachelor's program at all. The university in which I was enrolled was their [of my parents] choice and not mine and therefore, I lost the years spent at the university. [I spent those years] not for my

*pleasure and future but to make my parents happy and maybe that was the reason why I could not manage the studies." **Man, 22 years old, complete secondary education, inactive***

Enrollment at the university by desire of others and not by one's own desire is named as one of the main reasons for non-continuation of study by inactive men participating in the study. However, among the reasons for non-continuation of study was also mentioned the circumstance that the desirable profession is not taught in Georgia (vehicle restoration, auto engineering). It is also noteworthy that the necessity of long-term work for achievement of specific result was named as one of the reasons for non-continuation of studies at a higher level after receiving the Bachelor's degree. In particular, after passing the first step at the Medical University, the respondent refused to study in residency because "to be a good doctor" one should study and work for a very long time. It should be considered here that enrollment in the faculty of medicine after finishing school was his decision and he had full support from the family and they even promised him to open a clinic for him after graduation. However, based on his narrative we may conclude that this profession was not his vocation and his choice was initially associated with high remuneration. The latter factor – low remuneration of the medical staff became the main reason for non-continuation of studies.

Another reason for non-continuation of studies at the Master's Program was the unpromising nature of the profession which the respondent's chose by his own desire after finishing the school and liked it very much.

*"Actually, doctors are not paid much for their job. I was young when I was passing the exams and I thought I would have much money ... but when I grew up I realized that I had to study for 20 years to have normal salary." **Man, 25 years old, Bachelor's degree, inactive***

*"I liked to create designs on my own and I found myself in graphic design... I did not want to continue studies in graphic design because I think it is an unpromising profession in Georgia and I decided to take a rest for some time." **Man, 24 years old, Bachelor's degree, inactive***

According to the results, choice of profession at the Bachelor's level by desire of respondents and not under influence of social environment does not guarantee that the specific choice will never be questioned. Moreover, according to some participants, the reason for non-continuation of Master studies was realization of the fact that the profession chosen by their own desire was not their vocation actually. Together with the wrong choice, it is also important that part of the participants cannot see the sense in continuation of Master studies and does not think that he/she should incur financial expenses for what he/she does not need and is not interested in. In this context it is very important to accentuate that in the opinion of inactive men participating in the study, people should make decision in connection with the high step, such as the Master's program after they become sure of necessity to continue the studies.

*"Nobody influenced [my choice of profession], I made the decision myself. My parents gave me the full freedom of choice. Therefore, I did not feel any pressure to take any specific career path ... I am not going to continue Master studies. Marketing did not interest me. I did not find myself in this area and there is no sense in continuing studies in the same area." **Man, 23 years old, Bachelor's degree, inactive***

*"Maybe you should do your Master degree when you are sure that it is necessary in this field, for example, if you want to become a professor. I will not be requested to have a Master's degree in standard jobs. It means I do not want it, I do not need it and I am not interested in it. Moreover, it is connected with high financial expenses." **Man, 23 years old, Bachelor's degree, inactive***

The problem of integration with the foreign environment while staying abroad was named as a one more reason for non-continuation of Master studies after the Bachelor program. According to the author of this narrative, he could not integrate into the foreign environment and instead of second-class citizen in the foreign environment he preferred to return to Georgia where he feels himself "as the full-fledged member of society". However, as it becomes clear from the narrative, the main reason for returning to Georgia after the studies was that he could not find a job there. One factor should be

emphasized here - ignorance of language (Polish). The latter was named as one of the largest obstacles for integration into society and ignorance of knowledge of Polish language prevented the respondent from finding a job.

"Doing nothing" is absolutely acceptable for the respondent and this does not create any barriers for him to be accepted in the native environment and does not make him feel a second-rate citizen. Therefore, the decision to return to the home country was made absolutely reasonably.

*"I could not integrate in the society of that country, I did not speak the language and realized that whatever I did, I would always be a 7th-rate citizen for them ... It was not worth [staying there] when I had good friends, family in Tbilisi and could feel myself as a full-fledged member of society. Actually, it was the reason for not staying for a longer period, and I arrived to Georgia after finishing my studies due to the fact that I could not find a job there [in Warsaw]. I decided to arrive and "do nothing" here." **Man, 23 years old, Bachelor's degree, inactive***

3.1.2 Work

The study showed that a part of inactive women have certain work experience and **marriage and childbirth** are named as the main reason for refusal to work as well as continue studies. In this context it is interesting that the study participants think less about starting and/or resuming jobs not temporarily, until their child reaches a certain age, but in the long-term perspective too. Quitting jobs after the childbirth is a certain "automatic" reaction. As for the comparatively long-term perspective, inactive married women rarely associate it with their own career goals.

*"I worked before I gave birth to the child and I worked at school for about a year. I automatically stopped working when I gave birth to the child... I do not know what will be [in the future]" **Woman, 25 years old, Bachelor's degree, inactive***

*"The child is still young and I have no idea what I would do in future. Now I am neither looking for a job, nor thinking about studying." **Woman, 27 years old, Bachelor's degree, inactive***

Some inactive men participating in the study have certain work experience but mainly short-term. The main discourse of the narratives is that the main reason for quitting the job was low salary. In addition, the inactive men participating in the study also emphasized that they could not find themselves in the specific job and therefore, gave up the job. However, it can also be deducted from the narratives that their job was not associated with the high status, was not prestigious and that's why it did not become "their".

*"I covered part of the tuition fee and I had the money for daily expenses too. But I realized that time passed and this job did not give me anything special. So, I quit the job and focused on my studies. In Georgia, the main areas of employment are working as a waiter or in other service areas ..." **Man, 24 years old, Bachelor's degree, inactive***

*"I quit my job due to low salary. If my salary were normal and proportionate with my activity, I would stay. I think that I knew more than I had to, but on the other hand, it was not my area of interest." **Man, 22 years old, complete secondary education, inactive***

*"Working for 200 GEL did not suit me and therefore, I thought that I do not want to work in this field anymore." **Man, 25 years old, Bachelor's degree, inactive***

3.1.3 Reasons of Inactivity

As the study results show, refusal to work as well as the reason for inactivity for women respondents, are associated with **marriage and childbirth**. Some respondents think about starting to work in the future, but this alternative is reviewed in the long-term perspective and only after the child "grows up".

"I have not worked since I got married. I want to wait for a couple of years until my child grows up. My child is the first-grade pupil." **Woman, 34 years old, vocational education, inactive**

"I was planning to give up this job and find a better one because I did not like this job and after I got engaged I quit this job. I did not start looking for a job in that period because I was busy with my family. First, I gave birth to the baby soon and second, I wanted to work but I did not have time. I was raising two children and took care of such a large family. I did not even think about continuing studies. I did not care that I had no higher education and I was already focused on raising children".
Woman, 34 years old, vocational education, inactive

Apart from recognition of the role of the housewife and the mother as the most important one, the women participating in the study named the **low-paid jobs** at the labor market of Georgia is a one more reason for inactivity in terms of finding a job. In this context it would be emphasized that the inactive women participating in the study evaluate the financial standing of their family as average and do not consider employment necessary for financial support of the family.

"Marriage influenced the fact that I don't work today. Marriage and childbirth occupied my free time and not I think less about the job, but maybe I start looking for a job in the future ... my child is small yet and I cannot decide what to do in the future. I am neither looking for a job nor thinking about studies now." **Woman, 26 years old, Bachelor degree, inactive**

"My current financial condition does not allow me to agree on any job." **Woman, 27 years old, Master's degree, inactive**

According to the study results, the reason for unemployment of inactive women is primarily the **undertaken responsibility of care of the family member**. In particular, if at any stage of life, the main reason for unemployment is the childcare, later it may be predetermined by care about other family member. Even in case when a woman is willing to work, due to the circumstance that care about family members is perceived as the woman's responsibility in our culture, she has a little choice to change her life at least during the child caring period.

"The fact that I am not working today is caused by my marital status; My children grew up and I would be able to work, but my mother-in-law is ill. I am very busy at home. All domestic chores are done mainly by me. I look after the children and the ill mother-in-law. I feel myself like all housewives and unemployed people: I am doing what I have to do. Everybody wants more free time and better everything ... but what shall we do?! There are no more women in our family." **Woman, 32 years old, vocational education, inactive**

"I'm doing all housework. I am a woman, the only woman in the family..." **Woman, 31 years old, secondary education, inactive**

"The fact that I'm not working now is affected by my marriage, having new duties due to the family. I am caring about my baby, of course, and less think about job." **Woman, 26 years old, Bachelor degree, inactive**

It should be mentioned that some respondents had an alternative to have a babysitter for the child and continue studies or work but they chose to raise the child on their own. Instead of having the mother-in-law as a babysitter they preferred to move and live separately, they also considered the option of hiring a babysitter but refused as "they wanted to raise their child themselves". However, financial support from the husband was also stressed here because if she had "financial problems" she would have to work. The main reason for her not working is the child and the obligation to take care of the child. In connection with a babysitter it is also interesting that she mentioned in the narrative that she does not think it's necessary because the child "is deprived of care" by doing so and moreover, it required additional financial expenses.

"I thought a lot about it [about living together with the mother-in-law] but I've always wanted to have my own family where I will say the decisive word in connection with the house design, two housewives are too much for one house. Therefore, I preferred to give up my job, live separately.

We have less money than we had before, but we have no financial difficulties. I did not want my child to be raised by a babysitter. I wanted to raise my child with my own resources ... Maybe it was the financial support from my husband, too." **Woman, 25 years old, Bachelor degree, inactive**

"I am breastfeeding my baby and I should always stay with him. I find it very difficult to leave him. I could have hired a babysitter and start working but this would be an additional expense for our family. I had to go out, work and deprive my baby of care... It is not urgent and there is no need for me to go and start working now." **Woman, 25 years old, Bachelor degree, inactive**

However, it is also interesting that undertaking a responsibility for childcare and explaining unemployment by this reason do not always imply that inactive women undertake a responsibility for childcare only themselves. One of the respondents has a babysitter who helps her to raise the child. It should be emphasized that the above respondent and her husband do not work. The main source of their income is the family business and the parents (her parents and the husband's parents) who live and work abroad.

"As we live alone we hired a babysitter and she helps in childcare and domestic chores. When she is not at home, my husband helps me." **Woman, 26 years old, Bachelor degree, inactive**

The study showed that the respondents name **education** or having relevant **acquaintances** as the necessary precondition for starting a job which is problematic in their case. However, from the narratives we can conclude that the real reason for unemployment is **lack of desire**. In particular, according to one narrative, a woman needs money to study the desirable activity – makeup – but she cannot ask the family to give her this money. However, she does not think about starting to work anywhere to save financial resources required for attending the courses. Moreover, she refuses to work as a sales assistant in the shop and explains this by "lack of interest". It is noteworthy that the same respondent has just several weeks of work experience and she gave it up because she did not like it. But she does not take any real steps to study what she likes. One more narrative, according to which the study participant does not want to be set within limits and work during specific hours, as well as being "subordinated to another person" also allows us to say that actually, the one of the main problems in case of some respondents, is unwillingness to work. Having a profession, holding the status of the employed is not a necessary condition to achieve the effect of socially desirable. Employment does not represent a necessary condition for self-realization other. Therefore, the main reason for inactivity is unwillingness and all the other is just an excuse.

"In order to work you need education, profession. I am not interested in being a sales assistant even though I am unemployed... The call center was a nightmare ... I could not work at the milk factory because it was physically difficult and I got tired. I cannot work physically the whole day. The salary was low but I would not stay even if it were higher. I did not like any of them." **Woman, 23 years old, secondary education, inactive**

"I don't want to work. I don't want a job in general. I cannot work from 9 am till 6pm. I don't want to work in the private or public sector." **Woman, 27 years old, Master's degree, inactive**

As for the men participating in the study, the results revealed several **reasons for inactivity**, in particular, (1) low-paid jobs at the labor market of Georgia; (2) difficulties related to employment by the own profession; (3) lack of social capital for starting the job; (4) sufficient obstacles as financial resources needed to meet the minimum vital requirements to starting the work.

The study shows that inactive men do not agree to work at **low-paid or uninteresting jobs**. In the opinion of the study participants, there is no sense in looking for a job without having **acquaintances**. It was also outlined that unemployment and lack of own income did not become a **serious obstacle** to motivate finding a job. It is noteworthy that satisfaction of vital needs is significant for respondents. The fact that they have no "problem of food" is a sufficient reason for not feeling uncomfortable by the financial support received from the family members and not thinking about the own career advancement.

Despite the fact that the respondent men talk about various reasons for inactivity in the narratives, we may conclude that like in the case of inactive women, working and being employed does not represent a values not the necessary way for self-realization.

"A person will do everything if he/she is paid enough. It was worth working for the Polish salary and work for some time and live abroad. In Georgia it is not worth doing the same job for 800 GEL."
Man, 23 years old, Bachelor degree, inactive

"My father also prefers that I do not work where I don't like to and prefers that I help him in his affairs."
Man, 23 years old, Bachelor degree, inactive

"No, I am not looking for a job actively, I used to but I realized that it makes no sense [because I have no acquaintances] and I stopped."
Man, 22 years old, complete secondary education, inactive

"[Lack of my own income] has not created me obstacles to such extent that I was motivated to start a job and have my own money ... I feel stable yet."
Man, 24 years old, Bachelor degree, inactive

"If I was dying of hunger, I would work as a waiter again ... at least I don't have so big financial difficulties ... It is not a problem for any young person to start working at the bar."
Man, 23 years old, Bachelor degree, inactive

3.1.4 Role of State

Two main discourses were outlined in the study in connection with support of the unemployed by the state. According to one discourse, **payment of financial assistance/unemployment benefit to the unemployed** is inadmissible because the citizens should work and care about maintenance of their own life. According to the other discourse, the state should take care of **creation of jobs and facilitation of employment for the citizens**. It is noteworthy that the discourses in connection with the role of the state are identical in case of inactive women and men.

"No state benefits. Then nobody will work in this country. Everybody should rely on himself/herself and earn one's own living."
Woman, 25 years old, secondary education, inactive

"The state is not obliged to assist a young man... I think it is better that the state increases the market and the competition to create more jobs so that I develop in my field."
Man, 23 years old, complete secondary education, inactive

"The state should create new jobs, employ people, this will be the best and nobody should request that the unemployed should be financed in any way; they should work and sponsor their life through their work."
Man, 22 years old, complete secondary education, inactive

It is noteworthy that in the context of creation of jobs and facilitating employment of citizens by the state, in the opinion of inactive women it is significant that the *state trains the citizens, creates internship programs and prepares them for the labor market*.

"I would like that the government provides training courses. Today both the public and the private sector require 2 years of work experience from 18-year-old children. Many of them require even the internship. I would like that the government at least provide internship opportunities to the unemployed youth."
Woman, 27 years old, Master's degree, inactive

Inactive women also focused on the *significance of offering a less busy/flexible working schedule for mothers by the state*. It was also noted in the study that it would be desirable to establish not necessarily direct financial assistance for the unemployed but certain benefits, for example, in payment of utility bills or assistance to specific vulnerable groups (for example, socially vulnerable).

"I cannot leave the child to anybody in the family. Who will let me work from 11am till 5pm only? Nobody will. Where is such a working schedule? ... Any job does not suit me. It is important for me not to deprive my child of my attention."
Woman, 26 years old, secondary education, inactive

"My family does not need financial assistance from the state. If there is any assistance for socially vulnerable, old people and those in need, it will be good." **Woman, 25 years old, Bachelor degree, inactive**

"I think that the best assistance for the unemployed would be if the state set any benefits for the utility payments ... My son goes in for sport and swimming is a very expensive kind of sport. It would be good if some discount applied to the child." **Woman, 25 years old, Bachelor degree, inactive**

In addition, there was a narrative in the study in favor of payment of financial assistance to the unemployed by the state. It is noteworthy that supporting financial assistance to the unemployed is not linked to dissatisfaction with the own income. However, the main discourse indicates that in the opinion of inactive respondents of the study, the state should not pay financial assistance to the unemployed and its main task is to create jobs and prepare the citizens for the labor market.

"I am very satisfied [with the income] ... the government should have allocated an elementary assistance program for all unemployed citizens. For example, in the North European countries the government pays the unemployment benefit to the population." **Man, 24 years old, Bachelor degree, inactive**

"My spouse's job is not stable. Therefore, we often have no money. Of course, I am not satisfied. There are many things that a woman needs apart from family items and I am deprived of them. The salary of my spouse is hardly enough for basic necessities. There should be the benefits [from the state] by categories. Unemployment cannot become the reason for receiving the assistance. However, the state should facilitate people to find a job." **Woman, 26 years old, secondary education, inactive**

3.1.5 Assessment of Life

According to the study results inactive women do not use many criteria when evaluating their own life. **Having a family, having enough money for food and ability to pay utilities** are the criteria used by inactive women when evaluation their life satisfaction.

"Generally, we are OK, we pay utilities, eat food, do not walk naked and what more do we need..." **Woman, 34 years old, vocational education, inactive**

"I have everything that is required for basic needs. I have shoes, clothes and food and I am satisfied with it. At this stage this does not bother me. I can't say that I cannot sleep at night and think about it. I have the daily money." **Woman, 23 years old, secondary education, inactive**

"I receive enough money from leasing a rent and it is enough for me. I don't feel any discomfort yet [because of lack of job/unemployment]; As soon as I feel it I will start correcting it." **Woman, 27 years old, Master's degree, inactive**

As it seen from one narrative, even though the respondent says that lack of personal income does not create any discomfort to her, but the phrase in the same narrative – "If I lacked something I would feel worse", allows us to say that lack of personal income may be the reason for discomfort. Also, some respondents have a feeling of uneasiness because they are not financially independent, however, in the narratives it was underlined that this does not necessarily happen because of any negative qualities of the husband – "My husband is not like this but ...". It should also be emphasized that as a rule, the respondents who feel uncomfortable because of lack of own income, talk about the possibility of working in the future. However, in case of inactive women, the main discourse of the study was that they are satisfied and happy with the life which is associated with having a family (husband, child).

"I do not feel bad because of lack of personal income. If I lacked something I would feel worse." **Woman, 26 years old, Bachelor degree, inactive**

"Just imagine, there are so many necessities and you should ask your husband for everything. You feel uncomfortable. However, this [financial dependence] does not influence the relations. My husband is not the type of man to make you feel anything. He always has the money for food. But when you feel uneasiness because you have to ask him for money, this is a feeling of discomfort in relations with your spouse, isn't it? How much can you ask for or how many times?" **Woman, 26 years old, secondary education, inactive**

"I am satisfied because I have a family, I have the sweetest 4 year old child who makes me happy every day." **Woman, 25 years old, Bachelor degree, inactive**

"I am very happy and this happiness is predetermined by our relations, relations of me and my husband to each other and to our child and I feel it on a daily basis. I have never regretted this decision [marriage]." **Woman, 25 years old, Bachelor degree, inactive**

"I am satisfied, it's a pleasure for me to take care of my family. I haven't forgotten my friends either. I find enough time to entertain with them seldom but enough ... Yes, I am satisfied, I take care of my family and thanks God for what I have." **Woman, 25 years old, secondary education, inactive**

In the context of life assessment the study results show that in case of both the women and inactive men participating in the study they are actively involved in decision-making process. However, it is noteworthy that in the narratives, inactive men talk about their involvement in the decision-making process more confidently than the women.

"One person does not make decisions in our family. If we have to make any decision, the whole family (my sister, my brother, my mother and me) gather together and discuss it. But I should say that the final decision is made by my brother not because he is a man or elder than me, but because he has more experience in the area of business. However, he takes our opinion into consideration. If he did not consider them, we would not hold these meetings and discussions." **Woman, 27 years old, Master's degree, inactive**

"We make decisions together but a woman's money is a woman's money. You cannot beg your husband for everything, that you want money. I have not had any problems because of it and we have not argued about money but I really know that I want my money, I really need it." **Woman, 34 years old, vocational education, inactive**

"It would be better if I had my own income. Certainly, your own income is your own income whatever. Lack of my own income does not in any way affect my relations with other family members. I cannot say that I am oppressed. I define the amounts related to me." **Woman, 32 years old, vocational education, inactive**

"I have an important role in decision-making. I decide some things." **Man, 22 years old, complete secondary education, inactive**

"Of course, we make decisions together because I am the only child and therefore, whatever they do will be finally transferred to me and my descendants." **Man, 25 years old, Bachelor's degree, inactive**

It is noteworthy that despite several narratives when assessing their own life inactive respondents talk less about not meeting the expectations of the family members. Those who think that they disappointed their parents consider their "assistance" in domestic chores as a certain compensation (in case of men) and marriage (in case of women). It should be mentioned that even in case when lack of own income wounds the pride, makes a person dependent on others and he/she is not like he/she wants to be but is like his/her family wants, this is still not a sufficient reason for the young person to start looking for a job.

Moreover, as he/she "does not experience so big financial problems", he/she does not think a lot about working. We may conclude that an unemployed young person does not cause discontent of society. Also, independence is not such a value which would stimulate young people to start a job. Less

satisfaction with life may be caused by financial income lower than desirable but not necessarily the fact that the young person is unemployed. Moreover, dissatisfaction is not so big or uncomfortable to make the young people think about employment.

*"When I disappointed my parents, I had to spend their money and of course, I feel bad and I do my best to help them in any domestic chores until I have my own money." **Man, 25 years old, Bachelor's degree, inactive***

*"My parents expected that I would get married later, would be more engaged in studies and then think about my career." **Woman, 26 years old, Bachelor's degree, inactive***

*"I feel bad, because lack of funds affects everything, first of all your pride... when you depend on your family, i.e. you do not have your place. You have to be what your family wants you to be, because they pay the cost of your living and you are not an independent man and this affects a proud person." **Man, 24 years old, Bachelor's degree, inactive***

3.1.6 Future Plans

The study showed that the plans of inactive men are rather vague and it is difficult to say whether they are associated with anything specific or not. As for inactive women who are mainly married, apart from the fact that they do not work at this stage, they do not associate their nearest future with work and career. Though, they say in the narratives that they will start working as soon as their children start going to the kindergarten/school but this is less convincing because they often use the words "maybe", "perhaps", "I'll see" in the narratives and a comparatively specific vision of future associated with career is rarely seen.

*"I think that the Bachelor's degree only is not enough if you want a good job. That's why I plan to continue studies at the Master program... when the child grows up and it will be possible to leave him with the babysitter or at least take him to the kindergarten, I will think about my job more. Maybe when I have more free time, I will take care of my studies and think about my job." **Woman, 26 years old, Bachelor's degree, inactive***

*"The child will go to school. I will resume my work. I will work at school with children of elementary level and I don't know, maybe I will go on this way." **Woman, 25 years old, Bachelor's degree, inactive***

*"Perhaps I will find a job with the help of my acquaintances. I don't think I can find a job by my profession. Maybe I will undergo a training and study something else or take some courses, let's see." **Woman, 34 years old, vocational education, inactive***

According to the study results, for inactive women who are mainly married, employment is not seen as the necessary precondition for self-realization. Moreover, they consider undertaking of responsibility for financial support of the family by the husband as an automatic action and if they are willing to work, this is not because they want to be realized or socially desirable. The main motivation for employment is "not to sit at home", "to satisfy their basic necessities" and also because "it is good for a child to have an employed mother". At the same time, according to another opinion, the current situation (woman – housewife, man – employed) is an acceptable role model and actually, there is no willingness from the part of women to change this situation.

Despite the fact that the respondents are young, they consider that significant part of their life has passed and it is already late to receive education or change something drastically. Accordingly, they associate their future not to self-development but to care about the family, primarily, the children. Apart from the family, the idea of the future is not clear and readiness for finding reasonable solutions is not observed.

"I have never been a career-oriented person and never dreamed about having a big income. However, I want to have a job to be able to buy elementary personal items and satisfy my personal

needs. At the same time, I want my husband to maintain the family... It will also be good for the child to have an employed mother." **Woman, 25 years old, Bachelor's degree, inactive**

"I realized that I have to raise my children. I cannot leave them, can I? In addition, I have no idea at what kind of job I should work. This is a reality and this is suitable for my family ... I am a mother of two little children. This [undergoing culinary courses] may be a good option for me, but I have not thought about seriously. I have not taken any steps for this and I don't plan to because study and then work require to leave the family. I have nobody to leave my children with. I take care of them and I can't say that I want to change something in reality." **Woman, 25 years old, secondary education, inactive**

"It is difficult to imagine my future independently from my children. My plans are connected with raising my children and receiving education by them. At this stage I am not thinking about education or job." **Woman, 25 years old, secondary education, inactive**

"I was unable to receive education for a number of reasons. Meanwhile the life passed... Now I have to care about the education of my child. I have neither time, nor resources, not energy for my education. We do not have so much problems to ... I am still satisfied with what I have. If there is a special necessity, maybe the God will show me the way." **Woman, 26 years old, secondary education, inactive**

3.2 Active Youth

3.2.1 Education

Similar to inactive young people, the active respondents, those who are not employed, but are seeking for a job, participating in the study also underline that the Georgian culture expect the young person to continue studies after finishing the school. Moreover, expectations of the society are mostly associated with continuation of studies at the university and not at the higher vocational school. Continuation of studies at the higher education institution after school represents a certain tradition followed by the youth. Enrollment at the university after school is not seen as a reasonable decision by the study participants but is considered to be an automatic response to the expectations of society. Despite the fact that studies at the university is initially less seen as the condition necessarily associated with self-realization or future plans, it can still be considered as a reasonable decision aiming to reach the socially desirable effect.

The study showed that it is difficult to have a clear idea about the future profession or about what the young persons is willing to do in the future by the moment of finishing the school. However, the active *women* participating in the study made a decision to apply to the university for **adequate response to expectations of society**. As the main reason was to respond to these expectations, it is not illogical that the decisions made in connection with the future profession are not well realized and understood. Some active *women* participating in the study chose their profession absolutely pragmatically. The latter relied on the high changes of employment linked to the specific profession. But despite the above, the active *women* participating in the study were guided by the criteria of prestige/popularity of the profession when making a choice.

"I did not want to apply to the university that year. I was not in mood. I studied well at school and was planning to receive education but I wanted to have more time after finishing school [to think] but my parents wanted me to apply the same year. Their opinion was decisive and of course, they influenced me to apply to the university the same year. Some people do not know exactly what they want to become even at the age of 30." **Woman, 22 years old, Bachelor's degree, active**

"It [choice of profession] was my interest. Nobody interfered. I considered both my interest and abilities and also thought in terms of employment opportunities. There is a wide range of jobs. You

can be employed at various companies at various positions [by my profession]." **Woman, 24 years old, Bachelor's degree, active**

It is noteworthy that while the choice of profession at the Bachelor's level was not always realized by active women, the decision of non-continuation of Master studies is absolutely realized. The study participants **do not see the necessity to continue Master studies for employment at this stage**, however, if it becomes necessary, they are ready to continue studies.

"I don't see the necessity to continue [Master studies] yet. I want to work, to see how things happen in practice and if I see that lack of Master's degree creates any obstacles to me, then I will study." **Woman, 25 years old, Bachelor's degree, active**

"I don't know, I had not thought about where I wanted to apply or what I wanted to become ... At the age of 18 I was not ready to make a decision, but I don't regret. I already like psychology very much and have learnt many things. My friends were applying to the same university, to the same department and as I did not want and did not know where to apply specifically, I decided to study at the same department ... I don't think that the Master's degree will help me in anything ... I should study for 2 more years, pay a lot of money and then what?" **Woman, 25 years old, Bachelor's degree, active**

On the one hand, continuation of studies at the Master Program is not perceived as the necessary condition for employment by the study participants. On the other hand, the necessity of specific skills/knowledge for success is realized and taking short-term courses is considered as the good choice to acquire them. In the opinion of active women, the latter saved times and financial resources in addition to gaining specific knowledge.

"The Master diploma only does not mean anything to me. Actually, the same is taught as at the Bachelor program. I think it would not give me a lot. At the same time, there is the factor of time and money. So, I decided to invest my resources to the Accounting [and take short courses]." **Woman, 24 years old, Bachelor's degree, active**

Similar to inactive young people and active women, active *men* also think that continuation of studies at the university after finishing school is a certain necessary step to be taken by a young person and the youth is not against it. Study at the university after school is natural and other alternative does not seem to be reviewed by the youth or their parents.

"Starting the Bachelor's program is considered so natural in this country... both of my parents have MA diploma and therefore, nobody asked me whether I wanted to apply to the university or not. This was always implied. Actually, I was not against it. The faculty chosen by me was totally my choice and I wanted to apply to it..." **Man, 22 years old, incomplete Bachelor's degree, active**

"Initially I wanted [to study tourism] but when you finish school, you don't know what you want. As I liked to travel, I considered to study tourism, I saw myself in this field but [it appeared not to be mine] ..." **Man, 22 years old, secondary education, active**

Similar to respondents of the other category, the active men participating in the study also consider that having a diploma is necessary for an individual not just to make a career but to achieve the socially desirable effect. According to one narrative, in order that society accepts and "take you seriously", possession of materialized cultural capital in the form of a diploma is a necessary condition.

"I think that today at least the Bachelor degree is necessary to think about career advancement at least and to be taken seriously by the society". **Man, 23 years old, Bachelor degree, active**

Though, according to the main discourse outlined as a result of the study, the social environment expects a young person to continue studies after finishing school but there are different cases too. In particular, absence of such expectation is explained not by lack of financial resources necessary for studies but **by less interest in collection of cultural capital** by the young person and the parents. As it is stressed in one narrative, on the one hand, the parents having a comparatively lower cultural capital had not expected their children to continue studies at the university. On the other hand, since the

respondent was not study-oriented ("*I was not good at studies*"), therefore, continuation of studies did not become a priority.

In addition, **lack of financial resources** may also serve as the basis for non-continuation of studies at the university after finishing school. Despite the fact, that the opportunity of obtaining the state grant is real in the country, according to one narrative, the education received at school is not enough for applying to the university and it is necessary to use the services of private tutors which requires financial resources.

"I was not good at studying at school. My parents also did not expect that I would continue higher education ... My parents did not receive higher education. Nobody expected that I would become an educated man." **Man, 20 years old, vocational education, active**

"You need financial resources at least to study with private tutors and obtain 100% grant. You cannot manage to obtain 100% grant at the national exams on your own." **Man, 21 years old, secondary education, active**

The study results show that similar to women, active man did not have a clear idea when choosing a profession upon finishing school. However, according to one narrative, the decision was made not in favor of a specific profession, but against it. In particular, the respondent did not like the profession of his parents so much that he chose another profession, but now he thinks that it would be pragmatic to choose the profession of his parents. In particular, their social capital would strongly help him in employment.

"My mother, father and both grandmothers are biologists. I had a serious antipathy of biology and hated that subject at school. Now I think that it would be good in terms of employment. The social contacts of my mother and my father would be very useful for me in Georgia. At least it would be the source of information. But I disliked it so much that decided to choose math." **Man, 23 years old, Bachelor degree, active**

Among the study respondents there have been a case of termination of studies at the Bachelor program. In particular, the respondent who studied political science in the USA, suspended the status of the student within 2 years for two reasons: (1) he could not get accustomed to climatic conditions and, (2) he found it difficult to stay away from his family.

"I was in the US State of Maine. As you know, it is a very cold region. I often could not go out because of bad weather ... In addition, I was far from home and my beloved people. I had a depression [and returned] ... I was planning to return abroad and did not think about studying here; but then I changed my mind..." **Man, 22 years old, incomplete Bachelor degree, active**

As for non-continuation of studies at the Master program, in the opinion of the study participants, it is necessary that a person **has a good understanding in connection with the specific profession** and make a decision to continue studies only after that. In this context, work and determination in the process of work were considered significant. As for employment, active respondent men consider that the Bachelor level must be enough.

"I think that before you decide which area of Social Sciences offered by the Master Program to specialize in, you should try yourself in the actual working environment and have a good understanding in which area you want to continue career growth..." **Man, 23 years old, Bachelor degree, active**

"If the field of education, specific diploma is significant for employment, then it should be possible to find an initial job at the Bachelor level too, the first step from which you will start and then you may need the Master and PhD programs but as I understand, at this moment the Bachelor diploma was not useful for me and therefore, I think that it is not worth spending additional time and energy on studies at the Master and especially, PhD Programs." **Man, 23 years old, Bachelor degree, active**

3.2.2 Work

The study results show that active respondents have scarce work experience which mainly implies short-term employment or internship. Though the study participants name tense relations with the employer, uninteresting job, poor working conditions related to busy work schedule as the reasons for giving up their jobs but according to the dominating discourse, the main reason for quitting jobs is **low salary** both in case of active women and men.

*"At the end of internship my direct supervisor and me discussed and decided that we would not be able to work together." **Woman, 25 years old, Bachelor degree, active***

*"This is not my area of interest (call center). I worked there before. It is unbearable to answer the question all day long. The salary is minimal, I don't want it... The conditions are not so good in the banking sector. It is a boring, routine job where you cannot develop and the salary is very low. If you have certificate, why would you want to work for 300 GEL?" **Woman, 24 years old, Bachelor degree, active***

*"I could not endure the work schedule, because we were calling abroad. The working day began at 4 p.m. and ended at 2 a.m. The salary was very good but my day and night were mixed. I was always tired and almost could not see my friends. So, my job was not worth it." **Man, 22 years old, incomplete Bachelor degree, active***

*"I started working at 7 p.m. and finished at 3 p.m. The entire day and night were turned upside down and I used to wake up late in the daytime, go to work directly and did not see the daylight. This had a very bad influence on. Despite the fact that I was not in a bad financial situation, but mentally I was ruined." **Man, 23 years old, Bachelor degree, active***

3.2.3 Reasons of Unemployment

The study showed that in the opinion of active *women*, apart from the fact that it is not easy to find a job in the country, employment is often associated not with cultural capital (respective knowledge, skills) but with social capital (acquaintances). It is also noteworthy that critical assessment of the practice of employment through acquaintances is not seen in the narratives, rather on the contrary. It can be said that use of a similar practice is not uncommon for the study participants and they would not refuse to use it.

*"I found my last job with the help of my friend and not by sending my data. It is very important who stands by you... I can't say that it is easy to find a job in Georgia. You can start working but the salary is not adequate. I am planning to look for a job by sending a CV... My friends will facilitate me in this ..." **Woman, 25 years old, Bachelor degree, active***

*"This is not only my problem, but the problem of the entire country. There are no jobs and if there are any jobs, everybody employs their people. Perhaps, I would behave the same way." **Woman, 35 years old, Bachelor degree, active***

Simply finding a job is not the main thing for the active women participating in the study and they are not looking for any types of job anywhere. *Location* represents one of the most significant criteria for the study participants. In particular, the significant factor was the city in which the active women will live and the place where they will work. As a rule, in this context, decision is made in favor of the capital city. According to the case of one of the respondents, due to family circumstances she had to return to her native city from Tbilisi, quit her job and she is not looking for a job in another city, considering that she stayed in her native city for a longer time than she planned and the chances of finding a job were absolutely realistic. It is noteworthy that loss of qualification, significance of having temporary but own source of income is not mentioned in the narrative. That's why we can conclude that for the respondent it is not necessary to have her own job, self-realization for own identity but it is important to live in another reality (in the capital city) and the job will later be linked to it. It is also important

that the respondents are not willing to be employed at all types of jobs. Like in case of inactive youth, less prestigious jobs related to low status are less acceptable for active youth too.

*"I will not work as a cashier at the shop or at the bank for any financial interest." **Woman, 35 years old, Bachelor degree, active***

*"... While I am in Tkibuli, I am not actively looking for a job at this stage. This does not mean that I don't want to work. I am just waiting for arrival to Tbilisi ... I have not thought about starting to work here. I thought that if I started working here, I would have to stay here for some time and I did not want to stay in Tkibuli, however, it was possible to find some job here. Now I am waiting for the period when I go to Tbilisi and then I will start looking for a job actively." **Woman, 25 years old, Bachelor degree, active***

According to the study results, one of the reasons for unemployment is associated with the *age of the young people* which was linked to perception of the young staff as inexperienced by society. However, on the other hand, there is another narrative, according to which there is a demand on young people at the labor market but the problem arises in connection with the experience. In particular, as it was mentioned during the study, the employer requests work experience, but it is difficult to meet this requirement considering the Georgian reality.

*"I am a beginner and they view me as an inexperience done." **Woman, 22 years old, Bachelor degree, active***

*"Everybody requests employees between the age of 20 and 30. I fall within this category, but they also request 10-year experience." **Woman, 24 years old, Bachelor degree, active***

According to one narrative, the respondent explains unemployment by the profession which is not enough for the labor market today. However, it is noteworthy that she has no specific idea about acquiring new knowledge/skills and she stresses that her age does not allow her to gain new skills.

*"I thought before that this [studying as the specialist of English language] was a correct decision. But years passed, the life changed, requirements of the labor market changed and I realized that English language is not a profession. Now, when the employer sets requirements, English language is mandatory in any case. Even the cashier is required to know it. Another knowledge is required today... Now they speak a lot about professional education as the quick opportunity of employment. I don't know where exactly but I've been willing to learn something new. I might have tried something from professional point of view, but I have to pass exams in skills. I finished school 18 years ago. I cannot pass exams in skills at my age." **Woman, 35 years old, Bachelor degree, active***

Though one narrative mentioned lack of motivation as the reason for unemployment, but this idea is not dominating and it does not point to self-reflection by active women participating in the study. Unemployment is mainly predetermined by external reasons in their narratives.

*"The reason for not being able to find a job is probably my lack of motivation... Maybe I am not willing enough." **Woman, 25 years old, Bachelor degree, active***

As for the active *men* participating in the study, they emphasize several reasons for unemployment. In particular, (1) **insufficient activity of the youth**, (2) **labor market**, which offers an absolutely different position to candidates under a different name, and (3) **low salary**. It is noteworthy that despite the fact that the young people financially depend on others, they have less experience and gathering experience should be considered as one of the significant priorities, they do not think it's worthwhile to work at the low-paid job, even at the initial stage. They provide the argument that they have spent serious financial resources in their studies and therefore it is unreasonable to agree on low-paid job which is not associated with gathering of valuable experience and at the same time, requires serious time resources.

"Maybe I am not as active as I might have been. However, there have been many cases when I came for the interview for the position of business analyst/consultant and it appeared to be just the vacancy of TV sales... There is scarcity of acceptable jobs, highly-paid jobs in Georgia. I understand

*that it sounds egoistic, but I have studied and I've invested much money in my studies. Therefore, it is not worthwhile to work at the position for the salary of 500 GEL which cannot teach me anything and develop my career." **Man, 23 years old, Bachelor degree, active***

*"I would be able to find a job, but not the one I would like to.. It is easy with my CV [to find a job]. I know three foreign languages... There are very few people who speaks Russian well, can write and communicate. Therefore, I think I can find a job easily. But I don't work now. In offices you have to sit all day long, look at the computer, be paid 700 GEL and work on Saturdays. If they need you, you should go on Saturday too and it is not worth suffering for 700 GEL." **Man, 26 years old, Bachelor degree, active***

It is noteworthy that the respondents do not agree to some jobs not just because of the low salary but also due to the low status of the position. Though it was not expressly said, but stressing in the narratives that "it is not uncomfortable for them" to do a specific job, but rather they "simply do not want" to do it, considering the Georgian context allows us to assume that it is related to the low prestige of some activities.

*"There was a vacancy of a lifeguard in the aqua park and I went there. But I left 3 days later. It appeared that they needed a cleaner, not a lifeguard. I am not against cleaning but you should keep your words. You tell me that I am a lifeguard and you make me clean. Tell me that I am cleaner and I will decide whether I want to work or not. If they said from the beginning that they needed a cleaner, I would not go. Not because I feel uncomfortable to clean but because I do not want". **Man, 21 years old, secondary education, active***

*"There have been no rejections. The main problem is that I do not like their conditions... They called me now but we did not agree on the salary... They want cheap labor force in Georgia. They have requirements of quality and experience but finally they need cheap labor". **Man, 22 years old, secondary education, active***

*"In my opinion, the requirements are so high, that a person who meets these requirements will not work there because the salary is unrealistically low and the working environment does not correspond to the required conditions". **Man, 21 years old, secondary education, active***

Another obstacle for employment is the **work experience** requested by the employer which creates serious problems to the youth. On the one hand, the employer requests work experience from young candidates and on the other hand, nobody gives them a job to gather some experience.

*"The main obstacle due to which I cannot find a job by this moment is that all jobs requiring my profession require certain work experience in this specific field which is an absurd because they request one-year experience even for the job of the initial level. If they do not give you this basic job, how can you have this one-year work experience?!" **Man, 23 years old, Bachelor's degree, active***

It is noteworthy that active men respondents use the selection principle before offering their candidacy for the vacant position. As it becomes clear from the narratives, they do not agree to be employed at any job. However, it can be said that the selection principle operates because the respondents have satisfied their vital necessities. Otherwise, the readiness to work at any type of jobs is clear.

*"If I had big financial problems and for example, my family could not provide me with food, it would not be difficult for me to start working. I would go in the field of sales at least and work in the field which is not interesting for me and I do not want now, but I would have money." **Man, 22 years old, incomplete Bachelor's degree, active***

It is noteworthy that self-reflection observed in active men respondents because in the narratives they are looking for the reasons for unemployment, non-continuation of studies, non-gathering of enough experience in themselves and are not looking "for something bad in others". For example, according to one narrative, though the respondents discovered some skills and talent in himself while studying,

but he considers that due to his own "laziness" he could not gain more life experience. According to another narrative, his knowledge is insufficient for employment by his own profession.

"I should have gained more life experience, but as I am a bit lazy person, I gained only this during these two years. During my stay there I discovered that I had a great interest in arts, I joined the painting club in the campus and discovered that I like painting very much and it's a pleasure for me."
Man, 22 years old, incomplete Bachelor's degree, active

"Since IT is a highly demanded profession, there are many good specialists in this field. I wasn't to study more specific craft – vehicle diagnostics. My father also works in this field. It is easier, the study expenses are less and employment opportunities are more considering that my father will support me and maybe employ me in the same service center where he works and then I may move to another place... I have a less hope of employment as an IT specialist because I have no work experience and to tell you the truth, I am not a good specialist."
Man, 20 years old, vocational education, active

Despite identification of various reasons, according to the study results it can be said that active men consider low-paid jobs as the main reason for unemployment. The circumstance that they have satisfied their vital necessities, are free from responsibility to take care of other people, "entitles" them to wait for the desirable job.

"I have no big financial problems to start any job. I prefer to wait and find a better vacancy which I am interested in."
Man, 27 years old, secondary education, active

3.2.4 Job Finding Strategies

The study showed that active people look for jobs through web portals such as hr.ge and jobs.ge. Another significant source of finding a job is the social capital (friends, acquaintances). Though the study participants are willing to find a job "without assistance of others", but this is not a dominating discourse. It is also noteworthy that the social capital is considered to be significant not just at the stage of finding a job, but for disseminating information about an experienced or more or less experienced candidate in a certain group and offering a job to such candidate.

"I mainly look for jobs in the Internet, on the websites like hr.ge, jobs.ge..."
Man, 23 years old, Bachelor's degree, active

"Earlier I used to look for jobs at online sites - jobs.ge, hr.ge, LinkedIn. This was not successful and now I am not looking for them actively. My friends know that I am looking for a job and if they learn of any interesting vacancy, they tell me ..."
Man, 22 years old, incomplete Bachelor's degree, active

"You should have an acquaintance to start working in Georgia, or you should be a Wunderkind and a very good candidate everybody would need ... When you start working, when somebody learns that you are a good candidate, then it becomes easier to find a job."
Man, 26 years old, Bachelor's degree, active

"jobs.ge, hr.ge... my friends also tell me if they find any vacancy..."
Woman, 25 years old, Bachelor's degree, active

"There is a group in Facebook and lecturers write there so that students and former students can see. The students also post vacancies."
Woman, 25 years old, Bachelor's degree, active

Apart from specialized portals and acquaintances, sending one's own CV to companies was also named as one (not dominant) of the job-finding strategies.

"I've tried to send a CV to some companies. I know that this method works: when you send a CV to a company, they will call you if they need you. There have been short-term contracts but nothing long-term. Searching in the Internet, sending CV to companies and asking the acquaintances of they know about any vacancy – that's how I look for a job."
Man, 23 years old, Bachelor's degree, active

3.2.5 Role of State

According to the study results, both active and inactive young people share the idea of **creation of jobs instead of allocation of financial assistance for unemployment** to the citizens by the state. In this context, young people consider significant not just creation of jobs, but activation of work for improvement of the work environment in general and protection of labor rights.

*"They should create more jobs and this will be the best assistance for people." **Woman, 25 years old, Bachelor's degree, active***

*"I would not like to be paid allowance in the monetary form. This is offensive and I think this is a wrong policy. It would be more correct to facilitate employment of people." **Woman, 35 years old, Bachelor's degree, active***

*"The state should attempt to correct the labor market situation. It is really desirable to help people in this regard. At least, the work ethics and labor rights should be more protected than now." **Woman, 23 years old, Bachelor's degree, active***

3.2.6 Assessment of Life

The study showed that when assessing their life, active women have a feeling of discomfort due to financial dependence on others. Though there is a different opinion too, but it is noteworthy that the dominant narratives indicate that active respondents feel inconvenience because of being financially dependent. Moreover, it is significant for them that their family members know that they are taking specific steps for employment.

*"I can't say that I have a feeling of discomfort, not at all. When there was an opportunity, I worked. I am sure the unemployment is temporary." **Woman, 24 years old, Bachelor's degree, active***

*"I don't like to ask for money in general and my mother knows about it. Therefore, we have an agreement - she gives me fixed amount of 200 GEL every month which should be enough for me. Of course, I would prefer not to take money from my mother at all, but at this stage the situation is like this and she knows that I am really trying to find a job." **Woman, 25 years old, Bachelor's degree, active***

*"I have an important role in the decision-making process but I feel uneasy about this issue. However, I am totally engaged in the decision-making process in the family." **Woman, 25 years old, Bachelor's degree, active***

In addition to the feeling of uneasiness due to financial dependence on family members, active women do not express satisfaction with their own life. It should be stressed that the assessment of life is not very strict and they are not dissatisfied but they talk less about satisfaction with life which is related to lack of job. When assessing life, the women as well as active men participating in the study mainly rely on the criteria of satisfaction of the basic vital necessities and as their families do not lack food, they assess their life as "normal". It is underlined in the narratives that the general situation in the country is severe and accordingly, supplying the families with food already represents a significant criterion for assessment of life as "normal". However, there has also been a narrative which expressly reflected dissatisfaction with the own life. In this narrative it is noteworthy to underline that such assessment of life is linked not only to the employment status but also to the marital status. In these narratives the age of the respondent is noteworthy. She considers herself as the subject of the age who cannot acquire new skills, gather new knowledge and seems to have lost all hopes.

*"I am not satisfied yet but not dissatisfied either." **Woman, 25 years old, Bachelor's degree, active***

*"Everybody wants better things in life, but I am grateful for what I have." **Woman, 22 years old, Bachelor's degree, active***

"It must be normal. We do not lack food. Well, we have not enough money for buying a car and valuable things but maybe we live well compared to other families in Georgia." **Woman, 25 years old, Bachelor's degree, active**

"I am rather satisfied. I am healthy, have food and I am surrounded by beloved people." **Man, 22 years old, incomplete Bachelor's degree, active**

"How can I, woman of the age of 35 be satisfied when I have no family and actually, no profession and no job." **Woman, 35 years old, Bachelor's degree, active**

Like in case of active women, certain uneasiness and disappointment of family members because of unemployment are also faced by active *men*. It is noteworthy that it is important for the respondents to represent themselves as not the sole persons "to be blamed for it" and that their parents know that the young people are looking for a job.

"I strongly disappointed my parents but still I have a feeling that it is not only my fault ... At this stage my parents and I are disappointed with everything because I cannot find even an elementary job." **Man, 23 years old, Bachelor's degree, active**

"My parents do their best that I do not lack anything but I still have a feeling of discomfort when a 23-year-old boy is trying to take money from his father even now." **Man, 23 years old, Bachelor's degree, active**

"I am reserved, I have complexes. This hinders me in relations with people. I depend on the income of my parents." **Man, 20 years old, vocational education, active**

Apart from these narratives, it is interesting that in one of the narratives not oneself or the circumstances but the parents are "blamed". According to the latter narrative, inability to receive the higher education is the "fault" of the parents who could not financially support the young person. However, the focus on the fault of the parents was not dominant.

"What do they [the parents] want? I could not study because they had no money. Now I want to work and then study'." **Man, 21 years old, secondary education, active**

"I am reserved, I have complexes. This hinders me in relations with people. I depend on the income of my parents'." **Man, 21 years old, secondary education, active**

As for the day of active youth, it does not imply any particular activity apart from watching TV and spending time with friends. Sometimes, the daily activities also imply participation in domestic chores, networking and entertaining.

"I mainly spend my time with my friends, watching TV, drinking beer etc." **Man, 23 years old, secondary education, active**

"I visit my friends, read books, can watch TV all day long." **Man, 21 years old, secondary education, active**

"I spend most of the time in the Internet. I start looking if there is anything interesting from the morning. My nephews often visit us and I spend time with them." **Man, 22 years old, secondary education, active**

3.2.7 Future Plans

According to the study results, the future plans of active *women* are simultaneously related to the **job and changes in the personal life**. Happiness is also associated with two significant components – employment and marriage. It is noteworthy that active women participating in the study have more or less clear understanding of their own future. In this context, it is noteworthy that on the one hand, this understanding is not associated with a long-term perspective and on the other hand, the future is not always associated with the specific job, but as a rule, it is associated with doing something, working.

"Maybe in about five years I will have a job, I hope I will be married and happier than now." **Woman, 25 years old, Bachelor's degree, active**

"The future is associated with the profession and doing a specific job ... I imagine that in the future I will be working as a psychologist in the kindergarten and will be strongly involved in this activity. Now, in my imagination, I am sitting with children and playing special games with them. Or I think about being a trainer and conducting online courses in psychology." **Woman, 22 years old, Bachelor's degree, active**

"I imagine that in the nearest future I will be an accountant if any company with respectable conditions and salary. I have not thought about remote plans yet." **Woman, 24 years old, Bachelor's degree, active**

"I have no [specific] plans. I am so oriented at earning daily income that it is difficult to think about anything other than finding a job, having the daily minimum income which will not make you dependent on others. It is difficult to make plans in such situation." **Woman, 35 years old, Bachelor's degree, active**

It is noteworthy that active *men* participating in the study also mostly think about the short-term future perspectives, however, they have a better idea about the long-term plans than active women do. It is also noteworthy that active men often use "if", "maybe" and "possibly" when talking about the future plans in their narratives.

"I gained some experience from all jobs. I do not like staying in the same place. Now I want to work at the site where the conditions will be good both in terms of salary and standards. As for the long-term plans, I want to save money and go abroad to study and work there and become familiarized with the foreign experience. The final goal is to become a good chef de cuisine or open my own restaurant." **Man, 22 years old, secondary education, active**

"I will have the job which I am looking for and will possibly work there. Professional advancement, maybe travelling in many places where you can rest in summer and to be able to afford all this." **Man, 26 years old, Bachelor's degree, active**

"I have land parcels, apartment in the village and plan to start my business. I have no specific idea what and how I will do in connection with these lands. But I am making plans and I will do it. I will start gradually and will develop. I want to have my private business; I am not going to work as a hired official." **Man, 23 years old, secondary education, active**

4. Main Findings

4.1 Education

- Both active women and men perceive continuation of studies at the university after finishing school as the response to the cultural expectations whose main goal is to achieve the effect of the socially desirable.
- The main reason for non-continuation of studies and refusal to work by inactive married women is the marriage and childbirth. Financial problems and lack of motivation for study are also named among the reasons for non-continuation of studies.
- Among the reasons for non-continuation of studies, inactive men mainly name wrong choice of profession. In one case, wrong choice of profession is associated with the influence of social environment and satisfaction of their expectations. In the other case, they talk about the unpromising career in case of working by the chosen profession in the Georgian reality. In the third case, significance of financial factor is accentuated. In particular, the chosen profession is not linked to highly-paid job, and therefore spending more energy and time on acquiring the chosen profession is considered unreasonable.
- One of the main reasons for non-continuation of studies at the Master Program, in the opinion of inactive men and active young people (women/men) is that they do not see the necessity to continue Master studies.
- Both active and inactive young people consider that choosing a profession at the Bachelor level is not always well realized. Also, during the studies, a young person may realize that the chosen profession is not his/her vocation at all. Therefore, a young person should make a decision in favor of continuation of Master studies after he is exactly determined about the specialization and also after he sees the necessity of studies.
- The young people participating in the study express readiness to continue their Master studies in case they see such necessity.

4.2 Work

- Both active and inactive young people participating in the study have a scarce work experience.
- In case of inactive women, the main reason for quitting a job is marriage and childbirth. In case of inactive men, the main reason is low salary.
- Low salary as well as poor working conditions are the main reason for refusal to work by active young people (women/men). As in the case of both women and men, the problem of satisfaction of elementary necessities or taking care about others is not faced, active young people are reluctant to agree to any type of job.
- The main reason for inactivity of women participating in the study is marriage and performance of the role of the housewife/mother, in case of men – low-paid jobs on the labor market of Georgia. However, we can assume from the narratives that the main reason for inactivity is the fact that that employment does not represent one of the necessary conditions defining identity and self-realization.
- Less prestigious jobs associated with low status are less acceptable both for active women and men. Accordingly, despite financial dependence on family members they do not agree to work at any job.
- Demand on experienced young candidates on the labor market was also named by active young people as not dominant, but one of the reasons for unemployment. Lack of opportunity of gaining work experience is named as the problem.

- Signs of self-reflection and looking for the reasons of unemployment not only in others but also in themselves are observed in active young people. Among them, men tend to look for internal reasons more than women.
- The active young people use two main job-finding strategies – tracking respective web portals (hr.ge, jobs.ge) and use of social capital.
- The young people participating in the study (active/inactive) consider that the state should not give any financial assistance for unemployment. The respondents lay the responsibility for financial support of own life on citizens. As for the state, creation of jobs was considered as its main responsibility.

4.3 Assessment of Life

- When assessing their own life, dissatisfaction is observed in inactive men but not to the extent as to drive them to become active. In case of inactive women, they are more satisfied with their own life. Satisfaction of married inactive women is predetermined by having a family (husband, children). As for single inactive women, despite their dependence on others, their financial income is absolutely enough for them to be satisfied with life.
- When assessing their own life, active young people experience discomfort due to two factors. On the one hand, their discomfort is caused by their financial dependence on others, on the other hand, by the fact that they did not meet the expectations of their family members.
- Though financial dependence on others was not insignificant for inactive men too when assessing their satisfaction with life, but this circumstance is more acutely perceived in case of active men and women participating in the study.
- Both inactive women and men declare that they participate in the decision-making process and having no own income does not affect their relations with family members.
- In case of both inactive and active young people, they are mainly financially supported by their family members.
- Future plans
- Ideas of inactive men in connection with future plans are very vague. As for inactive women, their future is less associated with resumption/continuation of studies or job. Inactive women associate their own plans with the future of their children and all of their thoughts are associated with their future.
- Active young people associate their future plans with job and career. Though the study participants do not have very clear and well-established ideas about the long-term perspective, but the idea that active young people associate their future in short-term perspective with employment is dominant in case of women as well as men.

5. References

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6. Appendix: Interview material

შესავალი რესპონდენტისათვის:

ჩემი სახელია _____. მე ვმუშაობ მოსახლეობის კვლევის ეროვნულ ცენტრში და ამჟამად ჩვენ ვახორციელებთ სამეცნიერო პროექტს, რომელიც შეისწავლის ახალგაზრდების დასაქმების პრობლემებს საქართველოში. ამისათვის ჩვენ ვატარებთ ინტერვიუებს ახალგაზრდებთან, რომლებიც ამჟამად არ არიან დასაქმებულნი.

ინტერვიუს ხანგრძლივობა გასტანს დაახლოებით 30-40 წუთს. თქვენი მონაწილეობა ნებაყოფლობითია. ინფორმაცია, რომელსაც თქვენ მოგვაწვდით კონფიდენციალურია და გამოყენებული იქნება მხოლოდ სამეცნიერო მიზნებისათვის. თქვენ გაქვთ უფლება გამოტოვოთ ნებისმიერი კითხვა, რომელიც არ მოგწონთ ან შეწყვიტოთ ჩვენი ინტერვიუ ნებისმიერ მომენტში.

კვლევაში მონაწილეობის თანხმობის ფორმა

პროექტი „შესაძლებლობები და ბარიერები განათლების დასრულებიდან შრომის ბაზარზე დასაქმებამდე გარდამავალ პროცესში, ახალგაზრდების შედარებითი კვლევა აზერბაიჯანში, საქართველოსა და ტაჯიკეთში“, არის საერთაშორისო სამეცნიერო პროექტი, რომელიც დაფინანსებულია ფოლცვაგენის ფონდის მიერ. კვლევა შეისწავლის ახალგაზრდების შრომის ბაზარზე ინტეგრაციას აზერბაიჯანში, საქართველოსა და ტაჯიკეთში. ჩვენ გვინტერესებს იმ ახალგაზრდების აზრი, რომლებსაც ამჟამად არ აქვთ სამუშაო. გვსურს გავიგოთ რა პრობლემებს უპირისპირდებიან და როგორ უმკლავდებიან მათ.

ინფორმაცია პროექტის შესახებ შეგიძლიათ იხილოთ ვებ-გვერდზე www.tew-cca.de

მე მესმის და ვეთანმები რომ:

მე მივიღე ინფორმაცია TEW-CCA პროექტის შესახებ;

მე მომეცა კითხვების დასმის საშუალება;

მე თანახმა ვარ მივიღო მონაწილეობა აღნიშნულ ინტერვიუში;

მე თანახმა ვარ ინტერვიუ იყოს ჩაწერილი;

მე მესმის რომ შემიძლია ინტერვიუ გავაჩერო ნებისმიერ დროს ახსნა-განმარტების გარეშე;

მე გავეცანი ინფორმაციას კონფიდენციალურობის შესახებ;

მე მივიღე სრულყოფილი ინფორმაცია ინტერვიუს და TEW-CCA პროექტის შესახებ.

ხელმოწერა

თარიღი:

ხელის მოწერით მე ვადასტურებ, რომ თანახმა ვარ ინტერვიუს ჩატარებაზე

ხელმოწერა

თარიღი:

მათთვის ვინც ახლა ეძებს სამსახურს:

(I) შესავალი
<ol style="list-style-type: none">1. თუ შეიძლება მომიყევით თქვენს შესახებ: თქვენი ასაკი, განათლების დონე, პროფესია, შემოსავლის წყარო და ა.შ. ვისთან ერთად ცხოვრობთ ამჟამად?2. თუ შეიძლება მომიყევით თქვენს მეუღლეზე: მისი ასაკი, განათლების დონე, პროფესია, შემოსავლის წყარო და ა.შ.3. ახლა თუ შეიძლება მომიყევით თქვენს მშობლებზე და მშობლიურ სახლზე: თქვენი მშობლების ასაკი, მათი განათლების დონე, პროფესია, სად მუშაობენ, ოჯახის მატერიალური მდგომარეობა და ა.შ.

(II) განათლების ისტორია
<ol style="list-style-type: none">1. რა არის თქვენი განათლების ყველაზე მაღალი საფეხური?2. გაიხსენეთ, რატომ გააკეთეთ არჩევანი განათლების ამ საფეხურზე? თუ შეგიძლიათ დამისახელეთ მიზეზები რატომ მიიღეთ ეს გადაწყვეტილება.3. ვინ მოახდინა გავლენა თქვენს გადაწყვეტილებაზე იმ დროს?4. <i>(მხოლოდ იმ შემთხვევაში თუ რესპოდენტს ეს ჯერ არ უხსენებია)</i> იხდიდით თუ არა სწავლის საფასურს, თუ კი, ვინ აფინანსებდა თქვენი განათლების მიღებას?5. როგორი იყო თქვენი მშობლების და სხვა ოჯახის წევრების მოლოდინი თქვენს მომავალთან დაკავშირებით? თუ შეიძლება მოგვიყვით ამაზე უფრო მეტი...6. როდესაც ფიქრობთ თქვენს მიერ მიღებულ განათლებაზე, თქვენი აზრით, რა მოგიტანათ თქვენ მიერ მიღებულმა განათლებამ?7. დღევანდელი გადასახედიდან, როგორ ფიქრობთ, რაიმეს სხვანაირად გააკეთებდით თუ იგივე განათლების გზას გაივლიდით?

(III) სამუშაო ისტორია
გიმუშავიათ თუ არა ოდესმე? (თუ კი)
<ol style="list-style-type: none">1. თუ შეიძლება მომიყევით უფრო მეტი თქვენი ბოლო სამსახურის შესახებ2. თუ შეგიძლიათ მითხრათ, რატომ შეწყვიტეთ მუშაობა? ეს იყო თქვენი პირადი გადაწყვეტილება, დამსაქმებლის გადაწყვეტილება თუ სხვა რამის გამო შეწყვიტეთ მუშაობა? გთხოვთ მომიყევით უფრო მეტი ამის შესახებ.

(IV) სამსახურის ძებნა

1. როგორ ფიქრობთ, რა არის ის ძირითადი დაბრკოლებები, რის გამოც თქვენ ვერ პოულობთ სამუშაოს?
2. რა სახის სამსახურს ეძებთ თქვენ ამჟამად?
3. რა გზებით ეძებთ სამსახურს? თუ შეიძლება მომიყვით თქვენს გამოცდილებაზე ამასთან დაკავშირებით და შეაფასეთ ძებნის პროცესთან დაკავშირებული ქმედებების ეფექტურობა.
4. მიგიღიათ თუ არა რაიმე დახმარება სამუშაოს ძებნის პროცესში თქვენი მეგობრების ან ოჯახის წევრებისგან? (თუ კი) ვინ დაგეხმარათ და რა სახით? რას ფიქრობთ თქვენ ამის შესახებ?

(V) ამჟამინდელი სიტუაცია

1. თუ შეგიძლიათ აღწერეთ თქვენი ერთი ჩვეულებრივი დღე?
2. თუ შეგიძლიათ მითხარით, რა წყაროებით ფინანსდება თქვენი ყოველდღიური ხარჯები, რამდენად სტაბილურია ეს შემოსავალი და რამდენად კმაყოფილი ხართ ფინანსური დახმარების რაოდენობით, რომელსაც იღებთ?
3. *(მხოლოდ იმ შემთხვევაში თუ რესპონდენტმა არ ახსენა სახელმწიფოსგან დახმარების მიღება)* ისურვებდით თუ არა, რომ გქონდეთ ფინანსური დახმარება სახელმწიფოსგან და თქვენი აზრით, რა სახის უნდა იყოს ის?
4. როგორ გრძნობთ თავს იმის გამო, რომ არ გაქვთ საკუთარი შემოსავალი?
5. *(მხოლოდ მათთვის ვინც არ ცხოვრობს მარტო)* რა ზეგავლენას ახდენს საკუთარი შემოსავლის არქონა თქვენს ურთიერთობაზე ოჯახის სხვა წევრებთან და რა როლი გაქვთ ოჯახში გადაწყვეტილების მიღების პროცესში?
6. ზოგადად როგორ შეაფასებდით თქვენს მატერიალურ მდგომარეობას?
7. ზოგადად, თქვენი ცხოვრების ყველა ასპექტის გათვალისწინებით, რამდენად კმაყოფილი ხართ თქვენი ცხოვრებით?

(VI) დასკვნა

1. როგორ წარმოგიდგენიათ თქვენი მომავალი? რა გეგმები გაქვთ ?

(VII) ზოგადი ინფორმაცია (შევსებული უნდა იქნას ინტერვიუერის მიერ)

სქესი:

კაცი ქალი

დაბადების თარიღი:

დაბადების ქვეყანა: _____

დაბადების ადგილი:

სოფელი ქალაქი

ამჟამინდელი საცხოვრებელი ადგილი:

სოფელი ქალაქი

რომელი რელიგიის მიმდევარი ხართ _____

ქორწინებითი სტატუსი:

არასოდეს ყოფილხართ დაქორწინებული

დაქორწინებული

ცხოვრობთ პარტნიორთან ერთად
(ოფიციალური ქორწინების გარეშე)

ქვრივი

გამორეზული/განქორწინებული

ამჟამად ცხოვრობთ (შესაძლებელია ერთზე მეტი პასუხის გაცემა)

მარტო

პარტნიორთან ან ქმართან ერთად

დასთან ან ძმასთან ერთად

ერთ ან ორივე მშობელთან ერთად/ან მათ მეუღლესთან ერთად

ერთ ან მეტ შვილთან ერთად

სხვა ნათესავებთან ერთად

ადამიანებთან ერთად, რომლებიც არ არიან თქვენი ნათესავები
(მაგ: ოთახის მეგობარი)

სხვა _____

ბავშვების რაოდენობა, რომლებიც ცხოვრობენ იმავე შინამეურნეობაში: _____

განათლება

- საბაზო ზოგადი ან უფრო დაბალი განათლება
- საშუალო ზოგადი განათლება
- პროფესიული განათლება
- უმაღლესი განათლება - ბაკალავრი
- უმაღლესი განათლება - მაგისტრი, დოქტორი

რა დრო გავიდა რაც არ მუშაობთ და არც ეძებდით სამუშაოს?

ინფორმაცია პარტნიორის შესახებ [თუ რესპონდენტი დაქორწინებულია ან ცხოვრობს პარტნიორთან ერთად]

დაბადების თარიღი: <input type="text"/>	
განათლება	
საბაზო ზოგადი ან უფრო დაბალი განათლება	<input type="checkbox"/>
საშუალო ზოგადი განათლება	<input type="checkbox"/>
პროფესიული განათლება	<input type="checkbox"/>
უმაღლესი განათლება - ბაკალავრი	<input type="checkbox"/>
უმაღლესი განათლება - მაგისტრი, დოქტორი	<input type="checkbox"/>
პოზიცია შრომის ბაზარზე	
დასაქმებული/თვითდასაქმებული	<input type="checkbox"/>
უმუშევარი	<input type="checkbox"/>
არააქტიური	<input type="checkbox"/>
სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ] _____	

ინფორმაცია მშობლების შესახებ

მამა	დედა
დაბადების თარიღი: _ _ _ _ _ _ _	დაბადების თარიღი: _ _ _ _ _ _ _
<p>განათლება</p> <p>საბაზო ზოგადი ან უფრო დაბალი განათლება <input type="checkbox"/></p> <p>საშუალო ზოგადი განათლება <input type="checkbox"/></p> <p>პროფესიული განათლება <input type="checkbox"/></p> <p>უმაღლესი განათლება - ბაკალავრი <input type="checkbox"/></p> <p>უმაღლესი განათლება - მაგისტრი, დოქტორი <input type="checkbox"/></p>	<p>განათლება</p> <p>საბაზო ზოგადი ან უფრო დაბალი განათლება <input type="checkbox"/></p> <p>საშუალო ზოგადი განათლება <input type="checkbox"/></p> <p>პროფესიული განათლება <input type="checkbox"/></p> <p>უმაღლესი განათლება - ბაკალავრი <input type="checkbox"/></p> <p>უმაღლესი განათლება - მაგისტრი, დოქტორი <input type="checkbox"/></p>
<p>ამჟამინდელი პოზიცია შრომის ბაზარზე</p> <p>დასაქმებული/თვითდასაქმებული <input type="checkbox"/></p> <p>უმუშევარი <input type="checkbox"/></p> <p>არააქტიური/პენსიონერი <input type="checkbox"/></p> <p>ავადმყოფი <input type="checkbox"/></p>	<p>ამჟამინდელი პოზიცია შრომის ბაზარზე</p> <p>დასაქმებული/თვითდასაქმებული <input type="checkbox"/></p> <p>უმუშევარი <input type="checkbox"/></p> <p>არააქტიური/პენსიონერი <input type="checkbox"/></p> <p>ავადმყოფი <input type="checkbox"/></p>
<p>სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ]_____</p>	<p>სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ]_____</p>

ინტერვიუ მათთვის, ვინც არ ეძებს სამსახურს

(I) შესავალი
<ol style="list-style-type: none"> 1. თუ შეიძლება მომიყევით თქვენს შესახებ : თქვენი ასაკი, განათლების დონე, პროფესია, შემოსავლის წყარო და ა.შ. ვისთან ერთად ცხოვრობთ ამჟამად? 2. თუ შეიძლება მომიყევით თქვენს მეუღლეზე: მისი ასაკი, განათლების დონე, პროფესია, შემოსავლის წყარო და ა.შ. 3. მომიყევით თქვენს მშობლებზე და მშობლიურ სახლზე: თქვენი მშობლების ასაკი, მათი განათლების დონე, პროფესია, სად მუშაობენ, ოჯახის მატერიალური მდგომარეობა და ა.შ.

(II) განათლების ისტორია
<ol style="list-style-type: none"> 1. რა იყო თქვენი განათლების ყველაზე მაღალი საფეხური? 2. გაიხსენეთ, რატომ გადაწყვიტეთ არჩევანის შეჩერება განათლების ამ საფეხურზე? თუ შეგიძლიათ დამისახელეთ ამ გადაწყვეტილების მიზეზი. 3. ვინ მოახდინა გავლენა თქვენს გადაწყვეტილებაზე ? 4. <i>(მხოლოდ იმ შემთხვევაში თუ რესპოდენტს ეს ჯერ არ უხსენებია)</i> იხდიდით თუ არა სწავლის საფასურს, თუ კი, ვინ აფინანსებდა თქვენი განათლების მიღებას? 5. როგორი იყო თქვენი მშობლების და სხვა ოჯახი წევრების მოლოდინი თქვენს მომავალთან დაკავშირებით? და თუ შეგიძლიათ ამაზე უფრო მეტი მოგვიყვით? 6. როდესაც ფიქრობთ თქვენს მიერ მიღებულ განათლებაზე, როგორ ფიქრობთ, რა მოგიტანათ თქვენ მიერ მიღებულმა განათლებამ? 7. დღევანდელი გადასახედიდან, როგორ ფიქრობთ, რაიმეს სხვანაირად გააკეთებდით? იგივე განათლების გზას გაივლიდით?

(III) სამუშაო ისტორია	
გიმუშავიათ თუ არა ოდესმე? [თუ კი] → მიმუშავია [არა] → არასდროს მიმუშავია	
მიმუშავია	არასდროს მიმუშავია
<ol style="list-style-type: none"> 1. თუ შეიძლება მომიყევით უფრო მეტი თქვენი ბოლო სამსახურის შესახებ. 2. თუ შეიძლება მითხარით, რატომ შეწყვიტეთ მუშაობა? ეს იყო თქვენი თუ თქვენი დამსაქმებლის გადაწყვეტილება? გთხოვთ მომიყვით უფრო მეტი ამის შესახებ. 	<ol style="list-style-type: none"> 1. თუ შეიძლება მითხარით გიცდიათ თუ არა სამსახურის მოძებნა სწავლის დამთავრების შემდეგ? <i>[თუ კი]</i> 2. როგორ ფიქრობთ რა მიზეზით ვერ მოახერხეთ სამსახურის პოვნა? 3. რატომ დაანებეთ თავი სამსახურის ძებნას?

(IV) არაქტიურობა

1. ის რომ დღეს არ მუშაობთ, არის თუ არა თქვენი პირადი გადაწყვეტილება თუ ვინმემ ან რამემ მოახდინა გავლენა ამაზე?
2. [თუ ეს იყო საკუთარი გადაწყვეტილება] თუ შეიძლება მითხარით, რატომ გადაწყვიტეთ ასე?
3. [თუ სხვამ მიიღო ეს გადაწყვეტილება] თუ შეიძლება მითხარით, ვინ მიიღო ეს გადაწყვეტილება? როგორ ფიქრობთ რა იყო მისი მოტივაცია ამ გადაწყვეტილების მიღებისას?
4. გიწევთ თუ არა ბავშვების ან ხანში შესული ოჯახის წევრების მოვლა? [თუ კი] დაახლოებით რამდენ დროს ანდომებთ ამას? გეხმარებიან თუ არა ოჯახის სხვა წევრები ამ საქმეში? როგორ გრძნობთ თავს რომ გიწევთ ბავშვების ან ხანში შესული ოჯახის წევრების მოვლა?
5. რა ოჯახურ საქმეებს აკეთებთ თქვენ? თუ შეიძლება აღწერეთ რამდენ დროს უთმობთ ამ საქმეებს? გეხმარებიან თუ არა ოჯახის სხვა წევრები ამ საქმეების შესრულებაში? როგორ გრძნობთ თავს რომ ამ საოჯახო საქმეების შესრულება გიწევთ?

(V) ამჟამინდელი სიტუაცია

1. თუ შეგიძლიათ მითხრათ, რა წყაროებით ფინანსდება თქვენი ყოველდღიური ხარჯები, რამდენად სტაბილურია ეს შემოსავალი და რამდენად კმაყოფილი ხართ ფინანსური დახმარების რაოდენობით, რომელსაც იღებთ?
2. *(მხოლოდ იმ შემთხვევაში თუ რესპოდენტმა არ ახსენა სახელმწიფოსგან დახმარების მიღება)* ისურვებდით თუ არა რომ გქონდეთ ფინანსური დახმარება მთავრობისგან და თქვენი აზრით, რა სახის უნდა იყოს ის?
3. როგორ გრძნობთ თავს საკუთარი შემოსავლის არქონის გამო?
4. *(მხოლოდ მათთვის ვინც არ ცხოვრობს მარტო)* რა ზეგავლენას ახდენს საკუთარი შემოსავლის არქონა თქვენს ურთიერთობაზე ოჯახის სხვა წევრებთან და რა როლი გაქვთ ოჯახში გადაწყვეტილების მიღების პროცესში?
5. ზოგადად როგორ შეაფასებდით თქვენს მატერიალურ მდგომარეობას?
6. ზოგადად, თქვენი ცხოვრების ყველა ასპექტის გათვალისწინებით, რამდენად კმაყოფილი ხართ თქვენი ცხოვრებით?

(VI) დასკვნა

1. როგორ წარმოგიდგენიათ თქვენი მომავალი? რა გეგმები გაქვთ?

(VII) ძირითადი ინფორმაცია (უნდა შეივსოს ინტერვიუერის მიერ)

სქესი:

კაცი ქალი

დაბადების თარიღი:

დაბადების ქვეყანა: _____

დაბადების ადგილი:

სოფელი ქალაქი

ამჟამინდელი საცხოვრებელი ადგილი:

სოფელი ქალაქი

რომელი რელიგიის მიმდევარი ხართ _____

ქორწინებითი სტატუსი:

არასოდეს ყოფილხართ დაქორწინებული

დაქორწინებული

ცხოვრობთ პარტნიორთან ერთად
(ოფიციალური ქორწინების გარეშე)

ქვრივი

გამორეზული/განქორწინებული

ამჟამად ცხოვრობთ (შესაძლებელია ერთზე მეტი პასუხის გაცემა)

მარტო

პარტნიორთან ან ქმართან ერთად

დასთან ან ძმასთან ერთად

ერთ ან ორივე მშობელთან ერთად/ან მათ მეუღლესთან ერთად

ერთ ან მეტ შვილთან ერთად

სხვა ნათესავებთან ერთად

ადამიანებთან ერთად, რომლებიც არ არიან თქვენი ნათესავები (მაგ: ოთახის მეგობარი)

სხვა _____

ბავშვების რაოდენობა, რომლებიც ცხოვრობენ იმავე შინამეურნეობაში: _____

განათლება

- საბაზო ზოგადი ან უფრო დაბალი განათლება
- საშუალო ზოგადი განათლება
- პროფესიული განათლება
- უმაღლესი განათლება - ბაკალავრი
- უმაღლესი განათლება - მაგისტრი, დოქტორი

რა დრო გავიდა რაც არ მუშაობთ და არც ეძებდით სამუშაოს?

ინფორმაცია პარტნიორის შესახებ [თუ რესპონდენტი დაქორწინებულია ან ცხოვრობს პარტნიორთან ერთად]

დაბადების თარიღი: <input type="text"/>	
განათლება	
საბაზო ზოგადი ან უფრო დაბალი განათლება	<input type="checkbox"/>
საშუალო ზოგადი განათლება	<input type="checkbox"/>
პროფესიული განათლება	<input type="checkbox"/>
უმაღლესი განათლება - ბაკალავრი	<input type="checkbox"/>
უმაღლესი განათლება - მაგისტრი, დოქტორი	<input type="checkbox"/>
პოზიცია შრომის ბაზარზე	
დასაქმებული/თვითდასაქმებული	<input type="checkbox"/>
უმუშევარი	<input type="checkbox"/>
არააქტიური	<input type="checkbox"/>
სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ] _____	

ინფორმაცია მშობლების შესახებ

მამა	დედა
დაბადების თარიღი: _ _ _ _ _ _ _	დაბადების თარიღი: _ _ _ _ _ _ _
განათლება	განათლება
საბაზო ზოგადი ან უფრო დაბალი განათლება <input type="checkbox"/>	საბაზო ზოგადი ან უფრო დაბალი განათლება <input type="checkbox"/>
საშუალო ზოგადი განათლება <input type="checkbox"/>	საშუალო ზოგადი განათლება <input type="checkbox"/>
პროფესიული განათლება <input type="checkbox"/>	პროფესიული განათლება <input type="checkbox"/>
უმაღლესი განათლება - ბაკალავრი <input type="checkbox"/>	უმაღლესი განათლება - ბაკალავრი <input type="checkbox"/>
უმაღლესი განათლება - მაგისტრი, დოქტორი <input type="checkbox"/>	უმაღლესი განათლება - მაგისტრი, დოქტორი <input type="checkbox"/>
ამჟამინდელი პოზიცია შრომის ბაზარზე	ამჟამინდელი პოზიცია შრომის ბაზარზე
დასაქმებული/თვითდასაქმებული <input type="checkbox"/>	დასაქმებული/თვითდასაქმებული <input type="checkbox"/>
უმუშევარი <input type="checkbox"/>	უმუშევარი <input type="checkbox"/>
არააქტიური/პენსიონერი <input type="checkbox"/>	არააქტიური/პენსიონერი <input type="checkbox"/>
ავადმყოფი <input type="checkbox"/>	ავადმყოფი <input type="checkbox"/>
სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ] _____	სამუშაოს ტიპი [თუ არ არის დასაქმებული, შეეკითხეთ ბოლო სამუშაოს შესახებ] _____