



## **Qualitative Analysis of TEW-CCA Semi-structured Interviews on Youth NEET in Tajikistan**

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## **1. Introduction**

This working paper provides qualitative analyses on youth “Not in Education, Employment or Training” (NEET) in Tajikistan. 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.

The issue of youth unemployment and low economic activity of young people is becoming more problematic in most of countries. Although youth unemployment has been in the focus of researchers for a long time, the phenomenon of NEET (Not in Employment, Education or Training) has gathered attention relatively recently in terms of taking also inactive youth, i.e. jobless youth who are not actively searching for job into the study focus. Researchers' interest in studying NEET, i.e. unemployed and inactive youth, has grown, but most studies of NEETs are done in the United States, EU, Japan, and other developed countries. There is significantly less research in developing countries. We fill this research gap by a qualitative study on Tajikistan.

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 Tajikistan (Ashurov, 2019). It contains an overview of the institutional setting of the education system, the labor market, and the family and welfare regime in Tajikistan. This knowledge of the country-specific institutional, structural and cultural setting is important to understand the logic of our analysis and operationalizations as well as to read the findings in the specific context of Tajikistan. It will be also helpful to read the working paper by Gebel et al. (2019) that provides univariate and bivariate descriptive statistics on youth transitions in Tajikistan based on findings from the quantitative TEW-CCA Youth Transitions Survey in Tajikistan. Particularly, it contains descriptive statistics on education attainment, the transition from education to work (with analyses on inactivity and job search), first job characteristics, early career mobility, and family formation. The findings from descriptive quantitative analyses provide first important insights into the situation of young people in Azerbaijan and serve as a starting point for the following qualitative study.

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

This report is organized as follows: In Chapter 2 we describe the study design and methodology that was applied in the specific case of Azerbaijan. Chapter 3 presents the detailed analysis and findings on inactive persons. Chapter 4 contains the analysis and finding on unemployed persons.

## **2. Study Design and Methodology**

### **2.1 Research Questions**

Based on the objectives of the TEW-CCA project, qualitative research methods were applied in this study. Qualitative research was carried out using the method of in-depth semi-structured interviews. Respondents were asked to think and tell about their educational experience, the reasons why they are inactive or unemployed, how they manage their current situation in general, and how they see their future.

The qualitative interview questionnaire included the following divisions: current living conditions of the respondents, education history, work history, job search process and main obstacles, vision of future plans.

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

- In which circumstances young people in Tajikistan end-up being inactive or unemployed?
- As a NEET-youth what do they do in typical day?
- How they feel, especially regarding financial security?
- How do they cope with their situation and by who normally helps them?

The questionnaires in Russian and Tajik language is provided in the Appendix.

### **2.2 Sampling**

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

This sample is composed according to the following criteria:

- Gender-balance (14 men and 16 women were interviewed) (Table 1)
- Respondents from urban and rural areas ( 20 respondents from rural area, 10 from urban area ) (Table 1)
- All educational groups (e.g. persons with basic or upper secondary education only, persons with initial or secondary professional education, persons with undergraduate or graduate education) were included ( Table 2 )
- Respondents from different regions of Tajikistan

**Table 1: Summary of Survey Sample in Tajikistan**

Interviews	Gender F/M	Rural/urban	Age	Primary education	Secondary education	Vocational education	Tertiary education
30	16/14	20/10	19-35	3	13	6	8

Source: Own illustration.

Respondents were selected from a quantitative survey database. Members of the research group called the respondents who participated in the quantitative survey and selected the respondents for

interviews in accordance with the research objectives and such categories as age, gender, education, rural / urban, labor market status and desire to share a rich history of their life.

Respondents were chosen randomly from the capital city Dushanbe and the different regions of the Tajikistan, including Sughd region (Khujand, Isfara, Konibodom, Istaravshan districts), Khatlon region (Kurgan-tuba, Danghara, Bokhtar, Temurmalik districts), Districts of republican subordination (Vakhdat, Rudaki districts). For detailed descriptive statistics on the interviewees see Table 2.

**Table 2: Education of respondents (distributing by gender and employability status)**

Country	Interviews	Rural/urban	Primary education	Secondary education	Vocational education	Tertiary education
<i>Inactive</i>						
Overall	21	15/6	3	12	3	3
Men	10	8/2	0	5	2	3
Women	11	7/4	3	7	1	0
<i>Unemployed</i>						
Overall	9	5/4	0	1	3	5
Men	7	5/2	0	1	2	4
Women	2	0/2	0	0	1	1

Source: Own illustration.

A total of 16 women and 14 men were interviewed. Of all the respondents, 9 people were unemployed (i.e., they were looking for work), and 21 people were inactive (i.e. they were not looking for work).

20 respondents live in a rural area, 10 respondents live in an urban area.

Respondents had the following education levels:

- 3 respondents have primary and incomplete secondary education (4-9 classes)
- 13 respondents received secondary general education,
- 6 respondents reached the level of professional education,
- 8 respondents have tertiary education (specialist, Bachelor, Master).

All respondents are members of complete families with stable inter-family relations. Only three of the 14 male respondents are single, the rest are married and have one to three children. The male respondents have a significantly higher level of education than their wives.

Most of respondents- males live with their parents or in bigger extended families encompassing several generations. Only two respondents live separately from their parents.

Fathers are much more educated than mothers in the parental families of all respondents

12 respondents - women are married and have children, two unmarried and two divorced and have children. All respondents -women live either in the parental family or in the husband's family with the husband's parents.

The financial situation of the parent families of the respondents is low or average. Most of the respondents' parents are small-scale farmers, teachers and local public servants.

Households of respondents from rural area have household plots and livestock. Respondents are engaged in rural labor and partially provide the household with food.

Many families have migrants. For example, several respondents had parents working abroad and two respondents had elder brother working abroad. Very often, respondents have experience of working abroad.

### **2.3 Ethics**

All respondents agreed to be interviewed. 12 respondents agreed to an audio recording, the rest agreed to notes on paper. All respondents were informed about the context of the study and information about the use of their data. The procedures regarding confidentiality, the use of data in research, publication, exchange and archiving were clearly explained to the participants. The interview data was anonymous.

Transcripts are stored in a secure directory, with an access to only authorized personnel. Names and addresses of participants are separated from transcripts, analytical databases and output data, and the possibility of their connection is limited by authorized personnel. The project will not provide external access to qualitative data for data protection reasons.

### **2.4 Data Collection**

Interviews were conducted in 2019 during 2 months ( March, April) using Face-to-face technique and took from 45 minutes up to 90 minutes. 21 interviews were conducted in tajik language, 7 in Russian and 2 in uzbek language.

### **3. Analysis and Findings on Inactive Persons**

#### **3.1 Men's Education**

##### **3.1.1 Education Strategies**

Interviews show wide range of educational strategies. Choice of strategies depends on the type of respondents' residence (city vs. village), households' wealth, education level of parents. Respondents in rural areas reported that they had to work and attend school at the same time. This in turn affected their choice of profession, type of college, and employment plans.

*"I didn't have any plans for the future. When I was at school, I had to herd livestock from one pasture to another and stay there for 3 months. I got sick of herding and wanted to become a free style wrestler. That's why I submitted an application to the college of physical education. My uncle is a sports coach, and he supported me in my plan."* **Man, 31 years old, Bachelor's degree, inactive**

In rural areas there is a possibility of informal attitude toward certificates of educational attainment. This was common in the first decade after the civil war in Tajikistan (1992-1997). Large-scale displacement of the population of the Republic of Tajikistan during the period of conflict and post-conflict reconstruction led to the fact that many children, together with their parents, changed their place of residence and school, studied at home. Therefore, school leaders, especially in rural areas, allowed children who had not attended this school to graduate exams and issued them with a diploma of graduation. Sometimes this was done for money or via informal contacts.

*"I have complete secondary education. I had good grades before 9<sup>th</sup> grade. After the 9<sup>th</sup> grade, I went to professional school. I studied there for 6 month, dropped out, and started working at the Korvon (market) as a seller. Then I returned back to my village, where my father is a school official. He helped me to get my complete secondary school diploma."* **Man, 29 years old, general secondary education (Grade 11), inactive**

There are differences between plans and real educational strategies, which young men develop under the pressure from their relatives or circumstances.

*"I dreamed of becoming a journalist, but it was just a dream. After I failed to enter the university, my father advised me to study somewhere else and acquire a profession. Therefore, I entered the vocational school as a computer accountant. A year later I graduated from the vocational school and received a diploma."* **Man, 23 years old, secondary professional education, inactive**

At the same time, interviews showed that some young people during their studies aspired to achieve self-realization and purposefully studied to obtain proficiency in their chosen field of study.

*"When I was a schoolboy, I read many books by Tajik writers and participated in school competitions. In the eleventh grade, I won the 2nd place in the Republican History Olympiad. After that, I decided to go to university. According to the law, the winners of the Olympiad enter the university on favorable terms. So I entered the history department of the Tajik National University."* **Man, 29 years old, postgraduate education (Aspirantura), inactive**

##### **3.1.2 Education Decision Making**

Many respondents said that the main factor in choosing an educational strategy was the prospect of future earnings.

*"I wanted to acquire a profession to earn a living."* **Man, 31 years old, secondary professional education, inactive**

The interview materials show that most often young people choose a profession, educational institution and higher education level under the active influence of parents and relatives.

*"My dad wanted by to enter the vocational school." Man, 23 years old, secondary professional education, inactive*

*"My cousin is a rais (government official), is well acquainted with one faculty member from the national university. When I worked at Korvon (market), he persuaded me to enter a university. He supported us (financially) and I followed his advice." Man, 31 years old, Bachelor's degree, inactive*

However, there is a high degree of independence in choosing a profession and level of education. 8 out of 10 male respondents made decisions regarding education by themselves, independently. Respondents indicate support for their individual decisions by parents or relatives.

*"I myself decided to go to college. My parents were against it, but my uncle supported me." Man, 25 years old, Bachelor's degree, inactive*

### 3.1.3 Education Financing

All respondents got their education in public educational institutions. Primary and secondary education at the public institutions in Tajikistan is for free and costs are covered by state. They studied at schools, vocational schools, and colleges for free, although parents very often incurred additional costs.

*"Neither my parents nor I paid for my education." Man, 29 years old, general secondary education (Grade 11), inactive*

Those respondents who receive education at universities are divided into two groups:

- a) "budget" students — those who study at the expense of the state. They get a scholarship. After graduation, they are required to work for some time where the university will send them;
- b) "contract" students - they pay for their studies and receive a diploma.

Interview materials show that even with the full state funding for education, students do not have enough money to cover living and studying expenses. As a rule, students' parents have to help. In addition, many respondents earned a living and partially paid for their education.

*"I got into the budget group of the university. My parents also helped me. Over the weekends, I worked as a salesman in the bazaar. I received a scholarship in graduate school, but my parents continued to help. They supported me during my studies, support my scientific work and pay for my life now." Man, 29 years old, Postgraduate education (Aspirantura), inactive*

*"When I was in college, I worked and my parents helped as well." Man, 25 years old, Bachelor's degree, inactive*

*"In university, I paid for my education. I made clay bricks, sold them, and paid for tuition at the university." Man, 31 years old, Bachelor's degree, inactive*

Difficulties encountered by students from poor families are often associated with high tuition fees. Beside of official tuition fees informal fee is common among all groups of students. Informal payments in the education system have become an additional barrier to obtain education for poor students.

*"I wanted to become a political scientist, but I did not have enough points (when I entered university). I had enough points for a sociology major. In the second year, we celebrated two weddings - mine and my brother's. The deputy dean let me go for a week for wedding celebrations. When I returned, I was expelled from school for absenteeism. I had to run to re-enter. At first they demanded \$ 500 for re-entry, and then \$ 400. Then one of my classmates, who knew the sister of*

*the rector's wife, offered to help. Money was transferred through her, but they did not restore me at the university and did not return the money.*

*Then, through another faculty member, I re-entered the university, but they did not admit me to the Sociology department, but sent me to the department of Social work. So, I became a student in the department of Social work.*

*Originally I was admitted as a "budget" student. After the expulsion, I was reinstated at the university on a contract basis. Then, I wrote a petition to be transferred to a budget group. I waited for another year, and then took a "budget" spot. Thus, having entered in 2008, I graduated from the university in 2016. In the first year I studied full-time, and then in absentia. Thank God received a diploma." **Man, 29 years old, Master's degree, inactive***

### **3.1.4 The Expectations Regarding the Results of Education**

The vast majority of respondents sought a degree that would give them better job opportunities in the future. The parents of all male respondents viewed education of their sons as a life strategy, which could ensure high competitiveness in the labor market, well-being, and also an increased social status for the whole family.

*"Relations with parents: they wanted me to get a higher education." **Man, 29 years old, postgraduate education (Aspirantura), inactive***

*"My parents supported me. Most of all, my mother wanted me to become a journalist, and she went with me everywhere. After my failure, she was also upset. My father always said: if only you studied and received a diploma. Sometimes I showed him my marks. He saw that I was studying and was happy." **Man, 31 years old, Bachelor's degree, inactive***

### **3.1.5 Perceptions of Which Education is More Helpful**

When asked about the kind of education they would like to receive and what they would have done differently, the respondents' answers were:

(1) If possible, they would prefer to study abroad

*"Students who graduate from university want to study abroad, want to study foreign languages in the hope of getting a good job abroad." **Man, 25 years old, Bachelor's degree, inactive***

(2) They would study foreign languages

*"I studied French at school, but I needed English or Chinese. In university I studied English and attended paid Sadr English courses. I have now passed English tests at the testing center, and I am waiting to be included in any group." **Man, 29 years old, postgraduate education (Aspirantura), inactive***

(3) They would have shown better diligence at school to obtain free higher education.

*"If I returned to school in the 6-7th grade, I would have participated in school competitions. Then, I would be able to enter a university for free." **Man, 23 years old, secondary professional education, inactive***

(4) They would have chosen different field of study or different university.

*"If I went back, I would have studied pharmacy. I would enter a medical university." **Man, 31 years old, Bachelor's degree, inactive***

### **3.2 Women's Education**

#### **3.2.1 Education Strategies**

The overwhelming majority of surveyed females share the traditional ideas of Tajik society about gender roles. Their priority is the creation of a family, the birth and the upbringing of children. None of the respondents dreamed of a professional career.

*"In our families, girls get married early. In our family, 6 girls and both parents were married early. Some got married at the age of 17 and some at the age of 18. I dreamed of a successful marriage, my own family, and having many children."* **Woman, 29 years old, general basic education (Grade 9), inactive**

Gender inequality also depends heavily on household income, as low-income households find it sub-optimal to invest in girls' education. According to the legislation of Tajikistan, only 9 years of schooling is compulsory for all children regardless of gender. But most female respondents completed 11 years, as they share a strong view of the value and prestige of education.

*"Almost all of us go to school. Therefore, I went to school as well. A person needs at least some kind of education. I decided to complete 11 grades, because a certificate of complete secondary education can always come in handy."* **Woman, 34 years old, general secondary education (Grade 10-11), inactive**

Interview materials show that although girls prefer complete secondary education (11 grades), sometimes they cannot complete high school education for various reasons. Most often, they drop out due to financial problems in the family.

*"At first, I really wanted to study. But over time, when financial problems arose in our family, I decided not to study further. It was difficult for parents to pay for school, my books, school uniforms and other expenses."* **Woman, 26 years old, general basic education (Grade 9), inactive**

Sometimes girls drop out of school because of a sense of hopelessness or a lack of opportunities to study normally.

*"My parents wanted me to graduate from high school, but I was in an Uzbek school, and at that time our Uzbek school was on the verge of closing. There were not enough teachers and textbooks, and very often there were no lessons. So, I decided to drop out and completed only 9 grades."* **Woman, 29 years old, general basic education (Grade 9), inactive**

Some respondents said they left school after completing 9 grades not only because of financial and other difficulties, but also because of a lack of motivation.

*"There was no point in continuing my studies, since in any case I could not have gone anywhere, and I did not have enough knowledge to continue."* **Woman, 34 years old, general secondary education (Grades 10-11), inactive**

#### **3.2.2 Education Decision Making**

It is important to note the crucial role of the parents in the decision to continue education.  
*"Like all parents, my parents wanted me to be happy in marriage, have a strong family, and many children."* **Woman, 29 years old, general basic education (Grades 5-9), inactive**

As a rule, parents impose traditional views about the importance of secondary education for females.

*"First of all, my parents wanted me to be happy, to have a happy family, and children. But they were not against me completing 11 grades, and also wanted this for myself."* **Woman, 33 years old, general secondary education (Grade 11), inactive**

Some female respondents wanted to have a professional career outside households.

*"I really enjoyed cooking and baking. I always wanted to open my own bakery."* **Woman, 35 years old, general secondary education (Grade 11), inactive**

However, in many cases parents and then husbands believed that if women wanted to have their own income, then they should do paid work at home (sewing, baking, making traditional types of food). Several respondents reported that their parents organized individual sewing and cooking classes for them.

*"Due to our difficult financial situation, my parents did not insist on me graduating with high school diploma. They told me to study sewing from one of our cousin. My parents wanted me to acquire at least some skills, so that in the future I would have a piece of bread and not be hungry."* **Woman, 26 years old, general basic education (Grade 9), inactive**

*"After school, on the advice of my parents, I began to learn from one seamstress how to sew national clothes. And I do not regret it. For almost half a year I went to study with her. After that I started taking orders (for sewing clothes). When I got married, at first I was hesitant to take home orders, but gradually I began to earn money by sewing at home."* **Woman, 33 years old, general secondary education (Grade 10-11), inactive**

According to interviews, parents of female respondents agreed that medical professions outside households were appropriate for females.

*"My dad wanted me to go to a medical school and become a nurse. He still regrets that I did not listen to him."* **Woman, 34 years old, general secondary education (Grade 11), inactive**

*"My parents wanted me to become a nurse, go to the district medical school, but I did not want to. I liked to bake cakes and other pastries."* **Woman, 35 years old, general secondary education (Grade 11), inactive**

*"I've always wanted to become a medical professional. My parents want me to become a nurse because it is my choice. So far, these hopes have not come true, because I could not pass the tests. But I took a 6-month paid medical course and received a diploma from private course. But hospitals do not accept this diploma. They need a diploma from the state medical school. I've been studying been sitting at home and preparing for the tests for two years. My parents support me."* **Woman, 21 years old, general secondary education (Grade 11), inactive**

### **3.2.3 Education Financing**

Most of females reported that they did not officially pay for school. At the same time, they all indicated that parents systematically made small payments to school.

*"No, we did not pay officially for the school, but the teachers collected 5-10 somoni per student each month (half a US dollar)."* **Woman, 34 years old, general secondary education (Grade 11), inactive**

Respondents who informally studied sewing or cooking reported that they did not pay for the training. At the same time, their parents gave the mentors gifts, for example, by systematically supplying them with vegetables and fruits from their garden.

*"They didn't charge me for training. Of course, as we usually do, my dad brought fruits and vegetables from our garden to my mentor."* **Woman, 26 years old, general basic education (Grade 9), inactive**

Almost all respondents believe that it would be easier for them to find an acceptable job if they had a diploma from a professional or vocational school. In addition, having a diploma from a vocational school carries prestige and is a form of a social capital.

*"Having a diploma is prestigious. A person with diploma has respect in the society."* **Woman, 26 years old, general basic education (Grade 9), inactive**

*"First of all, a diploma gives the right to work. People who have a diploma have a different perception. They are respected and reckoned with. Most people who do not have a diploma work in markets, commerce, and other places where hard work is necessary. And with a diploma you can get a lighter and more prestigious job.", Woman, 19 years old, general secondary education (Grade 11), inactive*

### **3.2.4 Perceptions of Which Education is More Helpful**

When we asked about whether the respondents would have done anything differently, the majority replied that they would like to get a profession or to graduate from a secondary vocational educational institution (for example medical school or college) before marriage.

*"I wish I learned sewing or embroidery. After that I would think about marriage.", Woman, 29 years old, general basic education (Grade 9), married, inactive*

*"If I could start all over again, I would obey my father and go to a medical school before marriage", Woman, 35 years old, general secondary education (Grade 11), married, inactive*

## **3.3 Men's Working History**

### **3.3.1 Working Experience**

All interviewed inactive men have work experience. Moreover, most have experience working abroad in Russia.

*"At first I worked at Korvon (market) as a loader, seller. In 2010, I went to Moscow to work and stayed there for 5 months, but could not find a good job, was engaged in casual work and returned to my homeland. Entered the university and continued to work part time in the Korvon market. Then I returned to the my village, and began to graze cattle. At this time, my sisters got married. Therefore, we borrowed money. To pay off debts I had to go to Moscow again. This time I went with my sister's husband. In Russia, we worked at a construction site. Our boss deceived us and paid very little. We returned home again. I worked at Korvon for a year and returned to the village. From that moment I live at home, I don't work anywhere, but I graze cattle a bit." Man, 29 years old, Bachelor's degree, inactive*

Most of the respondents spoke about the frequent change of jobs and specialties.

When I couldn't pass University entering exams, I went to Moscow. There I worked at soap and shampoos factory. I worked there for a year and a half, and then worked a little at a construction site. I also had a job in a sausage factory, after - again at a construction site. Also, I worked in one advertising agency. Last time I worked as a tiler at a construction site. In Russia there were times when I did not work for months, I was looking for work.

*"I have some experience in Tajikistan. In Tajikistan, I worked in a car wash and sold cigarettes." Man, 32 years old, Master's degree, inactive*

None of those with professional education worked in their specialty.

*"After graduating from vocational school with a degree in computer accountant, I began working as a loader in a grocery store." Man, 23 years old, initial professional education, inactive*

The main reasons for dismissal in Russia: the end of construction, the end of the period of permission to stay, deportation from Russia. Migrants also quit and return home due to family problems, trauma, poor health, and no need to earn money.

*"I had problems in my family and I returned home from Russia." Man, 32 years old, Master's degree, inactive*

*"I got sick in Russia, it's expensive to be treated there and I returned home to improve my health." Man, 29 years old, upper secondary education inactive*

*"I did not want to stay long in Russia. I only wanted to repay debts. As soon as we paid off our debts, I returned home." Man, 29 years old, Bachelor's degree, inactive*

According to interviews with inactive men, the main reason for their inactivity in Tajikistan was the low salary. Some quit due to the fact that the salary did not match the severity and volume of labor.

Rarely, but sometimes young people quit after conflicts with superiors due to humiliation and deception (underpayment of salary).

*"I worked in a store. Store's master was bad mannered. He had bad behaviors with workers and customers. I could not work with him. I was offended that the owners did not respect me. They probably think that the rich can be polite with poor people." Man, 23 years old, initial professional education, inactive*

### 3.3.2 Reasons of Inactivity

Interview results show that the reasons of inactivity are:

(1) Lack of decent jobs, low-paid work in Tajikistan labor market.

*"Here in Tajikistan, the salary is very low." Man, 31 years old, upper secondary education, inactive*

(2) Lack of connections and money to buy a position/job.

*"There was one job, but it needed \$ 2,000 to get a job." Man, 29 years old, Bachelor's degree, inactive*

(3) Reluctance to work between labor migrations. The periods between two trips to foreign work can take several years if the migrant was deported from the Russian Federation.

*"I'm not looking for a job right now. I am going to return to Russia again. The main problem why I am not looking for work in Tajikistan is a small salary. I do not want to work in the public sector. Now we are building many enterprises, but there is a very small salary." Man, 31 years old, upper secondary education, inactive*

(4) Lack of money to travel to labor migration - there is no money to buy a ticket, money to buy food during the job search period. Respondents said they were waiting for someone from their relatives to help with money or they could save the necessary amount from income from family farming and casual earnings.

*"I'm not looking for a job right now. I'm going back to Russia. So far I have not found enough payed job to buy a ticket to Russia. I don't have money for a ticket and I'm still waiting for my passport (I'm in the process of getting new International passport of Tajikistan)." Man, 27 years old, upper secondary education, inactive*

(5) Poor health

*"I've been at home for a year and a half. I'll recover and go to work in Russia." Man, 29 years old, Upper secondary education, inactive*

(6) Despair, depression

*"My nerves were very shaken after a conflict with the owners, I did not look for work and sat at home. Then he gradually got used to inactivity. While I was not working, I was busy with household*

*duties. Built a house for myself, brought building materials, sand, gravel, stones, etc., made clay bricks. My house was old.”* **Man, 23 years old, initial professional education, inactive**

### 3.3.3 Role of the State

Some respondents believe that they do not need state assistance, that the state should develop employment, create jobs, promote employment, and most importantly, maintain law and order, fight corruption and limit the arbitrariness of those in power.

*“I have never received outside help. Who is helping the poor now? Nobody. We need not help, but orderliness.”* **Man, 26 years old, secondary professional education, inactive**

*The Government could create jobs in our village. The Government must support young people who want to work”.* **Man, 23 years old, Bachelor’s degree, inactive**

Others believe that social benefits are needed for the unemployed, while others indicate the need for consular assistance to migrants working outside the homeland.

*“Of course, I would like to receive financial support from the Government in the form of unemployment benefits.”* **Man, 28 years old, secondary professional education, inactive**

*“I did not receive help from the Government neither in Tajikistan nor in Russia. In Russia, I had problems, but our Government did not solve them at all. If only our consulate in Russia would help us formalize documents.”* **Man, 26 years old, secondary professional education, inactive**

### 3.4 Women’s Working History

Interview results showed that some inactive women have work experience after graduation. They worked for short periods in low-paid jobs that they found by chance. All of these women in our sample are divorced and unmarried women

*“At one time I worked in a cafe, made sambusa (traditional pastries). It was a cafe in the district center. I worked there for almost two years. Received 35 TJS (\$ 3.5) per day.”* **Woman, 29 years old, basic secondary education, inactive**

*“I worked as a cleaner at the Limpopo children’s entertainment center for 2-3 months. This is a private establishment. I had financial difficulties then, I really needed money. A neighbor worked in this center and called me with her.”* **Woman, 34 years old, upper secondary education, inactive**

Some married female respondents also have paid work experience. But all this work at home is sewing, making pastries and sweets.

*“I have never looked for work outside the home. I can sew at home and make some money.”* **Woman, 33 years old, upper secondary education, inactive**

*“I did not get a job and did not want this. I baked cakes at home and sent to the market.”* **Woman, 35 years old, upper secondary education, inactive**

Most of the female respondents have never looked for work outside the home, since in society in Tajikistan, gender roles are fixed. According to common belief, men should provide material support for their families and work outside the home, and women should support the life of the household, including caring for children, the elderly, and farming (Kasymova,2003).

### **3.4.1 Reasons for Dismissal from the Job**

Interview materials show that most often women who work outside the home are personally tied to their employers. As a rule, employers are relatives or friends of the parents or husband. If the employer sells his business or loses it (bankruptcy), women quit.

*"The employer sold his business, so I left. I didn't get a job anymore."* **Woman, 19 years old, Upper secondary education, inactive**

### **3.4.2 Reasons of Inactivity**

According to interview results, reasons of inactivity for women are:

- (1) Traditional ideas about the main mission of a woman as a wife and mother

*"My husband does not allow me to work outside the house for religious reasons (according to him). And also small children do not allow me to work, they need care."* **Woman, 26 years old, Basic secondary education, inactive.**

- (2) The dominant idea in the village is that women should not leave the house, with the exception of areas legitimized by public opinion - medicine, teaching.

*"I never tried to get a job. Because my parents don't want me to work, they want me to study and get the profession of a nurse."* **Woman, 19 years old, Upper secondary education, inactive**

- (3) Low pay

*"I was not satisfied with the job. First of all, the salary was small. So I left."*, **Woman, 35 years old, Upper secondary education, inactive.**

- (4) Inconvenient work schedule

*"Employers offer very low salaries. Sometimes the working conditions are not suitable. Usually in such institutions you have to come early and leave late. It doesn't suit me right now. I have a little daughter, mom can not always look after her. I need half-day shift work. For example, so that I bake the right amount of sambusa and can go home."* **Woman, 29 years old, Basic secondary education, inactive**

- (5) The need to care for children and the elderly, domestic work

*"I have an elderly mother-in-law and small children. Unfortunately, the husband now works in another area and is at home once a week. There is practically no one to help me. I somehow manage it myself."* **Woman, 35 years old, Upper secondary education, inactive**

- (6) A satisfactory financial position of the family, allowing women not to work

*"I myself decided so. Before marriage, I did not work outside the house, after, too. Moreover, now I have a family, children. More duties. I can take orders at home and there is no need to work outside the house."* **Woman, 33 years old, Upper secondary education, inactive**

- (7) The dictatorship of the parents or husband. Respondents said that when making decisions, they primarily take into account the position of the father and husband. They not only depend entirely on the decisions of their parents, husband and his parents, but also fully accept the gender ideology of society.

*"Parents say it's better for me to be at home than to work somewhere outside the home."* **Woman, 34 years old, upper secondary education, inactive**

*"I currently have 4 small children, all of them are little. It is very difficult to work with children outside the home. We have enough work at home. Laundry, cleaning, children, etc. In addition, my*

*husband forbids me to work outside the home." Woman, 35 years old, Upper secondary education, inactive*

### **3.5 Men's Living Conditions and Future Plans**

#### **3.5.1 Income Sources of Inactive Men**

Respondents said that their sources of income include the following:

- (1) Small personal savings that they made during the period of work abroad. One respondent lives on rent from an apartment that he bought on income from labor migration.
- (2) Help from parents and relatives. Most often, this is the father's salary and remittances from brothers from Russia.
- (3) Products of our own garden, kitchen garden, livestock and poultry.
- (4) Loans

Respondents maintain an acceptable, albeit low, standard of living due to the fact that they live together with their parents and other relatives in large families. Related families have common or integrated budgets. This helps all members of such micro-communities survive.

*"My brothers are migrants, work in Russia. Now they are helping. There are some small savings. We also live off the sale of fruits from the infield. In principle, I am satisfied with the standard of my life." Man, 29 years old, upper secondary education, inactive*

*"Now while I am not working, my father works and helps the family. We can only buy food. Not enough clothes. My younger brother is in school, but we could not buy him school supplies." Man, 25 years old, upper secondary education, inactive*

An important source of income is a kitchen garden. Many respondents reported that they produce food for their own consumption.

*"We live by what we collect from our garden. Also the salary of the father." Man, 23 years old, initial professional education, inactive*

#### **3.5.2 Current Normal Day**

The majority of respondents, inactive men, live in the village, have small plots of land, livestock. As a rule, they are engaged in housekeeping, gardening, communicate with relatives. They also help relatives and neighboring families, which sent the men to labor migration.

*"I usually do farming and graze cattle. If this is not a planting season, I get up in the morning, cook food and feed cattle, do household chores, work in the garden, feed cattle again in the evening, then I go to bed and that's all." Man, 29 years old, Bachelor's degree, inactive*

Interview materials show that there is a great danger of marginalization of inactive men. They are dissatisfied with their life, the aimlessness of existence, anxiety and fear of the future. Some respondents withdraw in themselves, refuse to communicate, move away from wives and children. Others get involved in gambling.

*"I'm already a professional loafer (laughs). I sleep before lunch, and get out of bed two to three hours after lunch. I pray. Then I go to one store where I play lotto for an hour every day. Sometimes I go to the bookmaker and bet. Sometimes I watch football. I walk around the city until midnight, or*

*sometimes until three at night. I back, watch movies and go to bed. The next day, everything repeats again.”* **Man, 32 years old, Master’s degree, inactive**

### **3.5.3 Assessment of Life**

All respondents said that the lack or meagerness of their income negatively affects their well-being, undermines their self-confidence, but does not change family relationships, their position and authority in the family. They participate in decisions according to their marital status - like father, husband, eldest or youngest son.

*“Regardless of financial condition, our family has always had a good relationship. We respect each other, despite who currently brings money to the family.”* **Man, 31 years old, upper secondary education, inactive**

When evaluating their own lives, almost everyone expressed satisfaction with the situation.

*“Thank God I’m not complaining. Peace over our head and all is well.”* **Man, 29 years old, Bachelor’s degree, inactive**

*“We live normally. Praise the Lord to eat bread.”* **Man, 25 years old, Upper secondary education, inactive**

Nevertheless, several respondents with higher education said that parents were disappointed in the results of their investments in the education of sons. They regret that they spent so much time, money and effort on the education of children.

*“Parents do not tell me, but I understand that they are disappointed - I studied for so many years, they spent so much money and all in vain. But they still support me, they say that in the future everything will change for the better.”* **Man, 34 years old, Master’s degree, PhD candidate, inactive**

### **3.5.4 Future Plans**

Many respondents try to be optimistic, develop plans for the future.

*“I think everything will be much better. I try to learn further. Maybe I’ll find the money and open my shop. In the end, the state must support young people who want to work.”* **Man, 23 years old, Initial professional education, inactive**

Some are going to look for work in their specialty, but they have little hope for it. Therefore, they are going to return to traditional occupations: agriculture and cattle breeding.

*“I would like to find a job by profession, but if I can’t find it, I will increase the number of livestock and will be engaged in cattle breeding.”* **Man, 29 years old, Bachelor’s degree, inactive**

Some are desperate to establish their life in their homeland and want to migrate to Russia forever to start a new life there.

*“In my personal opinion, if I stay in Tajikistan, I will start drinking vodka. I’m not drinking right now. If this continues, I will become an alcoholic here. Maybe in Russia I will have a different life.”* **Man, 32 years old, Master’s degree, inactive**

### **3.6 Women's Living Conditions and Future Plans**

A typical respondent's day is filled with domestic work, caring for children, elderly, farm animals, work on a plot of land.

*"I am responsible for almost everything in the house. Starting from cleaning the house, ending with the care of the hens. I wash, clean, iron, cook, bathe my children, light a stove, clean it, etc. The eldest son goes to the 2nd class, helps a little with hens, feeds them, cleans the chicken coop .. If I don't do it all, then who will look after my children?"* **Woman, 35 years old, upper secondary education, inactive**

Despite the fact that all respondents reported that they have access to electricity rural respondents talked about the need to procure fuel for home heating and cooking. A big problem in rural areas is the provision of households with water for drinking and domestic needs. Women and children carry water from open sources (canals, rivers) and spend a lot of time and energy for this

*"It is difficult when you have to carry water from a canal, you have to work hard to live, but what to do."* **Woman, 29 years old, basic secondary education, inactive**

Many take care of farm animals and cultivate personal plots.

*"I live with my parents, daughter and younger sister. Usually I have a very busy day, because there are a lot of things to do in the village. In the morning, I first go to look after the cattle, milk the cow, and clean the stall. If the manure has accumulated, I make a tappak (fuel briquettes from manure). Then I cook breakfast, raise my daughter, wash her, feed her. Then, if there are any orders for sambusa, I bake it. After I clean, wash, cook. If the season is seedling, then I help my parents in the garden. I collect seedlings, greens, etc. After sweeping the yard. In the late afternoon I am preparing dinner, we are having dinner together."* **Woman, 26 years old, basic secondary education, inactive**

Interview materials with women seamstresses and pastry chefs show that respondents hardly combine a large amount of home duties with work at home. They can engage in revenue-generating activities for only a few hours a day.

*"I get up at 8 in the morning. I wash, have breakfast, do household chores, including cleaning, washing, preparing dinner, my dishes, etc. When I have free time, I do sewing. I can sew from 2 to 4 hours daily."* **Woman, 34 years old, upper secondary education, inactive**

#### **3.6.1 Sources of Income**

Sources of funding for women's daily expenses are money that their husbands, sometimes fathers, brothers and sisters and their husbands give to them. Some respondents reported their income from the sale of agricultural products, sewing, and baking. In two cases, mother-in-law gave part of their pension to their daughter-in-law.

*"The main source is the husband's salary. As long as he has work, we have some money for food. The mother-in-law from her pension also helps a little. If you manage to sell cabbage or radish, then you can earn some money on it, but this is seasonal. My relatives, my brother, brother and sister of my husband also help. Thanks at least for that."* **Woman, 35 years old, upper secondary education, inactive**

*"My sister helps me. Usually advice, guidance. In terms of finances, the father helps."* **Woman, 34 years old, upper secondary education, inactive**

*"First of all, my parents help me a lot. They get a pension. We also have seasonal income from the sale of seedlings and herbs. Parents control this income. And my personal income is now from orders for sambusa. I try to save. Sisters and brother also help financially. Sisters give clothes sometimes."* **Woman, 29 years old, basic secondary education, inactive**

### **3.6.2 Assessment of Life**

Interview materials show that inactive women have a limited family range of needs. The main value is the family, husband, children's health. These are the main criteria for life satisfaction.

*"I am glad that we have a roof over our heads, there is something to eat, and we are not starving."*  
**Woman, 19 years old, upper secondary education, inactive**

*"We are living a normal life by today's standards. We have enough for food, for the education of children, for clothes. I am satisfied with my life. The most important thing is that the husband is near, the children are healthy. We can all work and earn a living."* **Woman, 33 years old, upper secondary education, inactive**

The interview materials showed that life satisfaction depends on the level of respondents' social contacts. Satisfied with the life of women, they reported that they maintain close social relationships with distant and close relatives, neighbors, and friends.

*"We have many relatives, friends. We often visit each other. We go to visit, to weddings, etc."*  
**Woman, 34 years old, upper secondary education, inactive**

Respondents rely not only on themselves and their husband, but also on the potential of their family and relatives. All of them provide assistance and support if necessary.

*"Everyone can help. Parents help with the child. Relatives, friends ask friends about orders, etc. I am very grateful to them for this. Also, relatives, acquaintances, neighbors order me a sambusa, I bake them to order."* **Woman, 29 years old, basic secondary education, inactive**

As a rule, the lack of their own income worsens women's self-esteem and life satisfaction. In any case, they are in a subordinate position below the status hierarchy in the family. Therefore, even small personal incomes significantly improve their situation and expand their social contacts. Women who work at home (sewing, baking, making traditional types of food and clothing) do not give their income to the general budget of the household, but dispose of it themselves. Despite the small amount of money earned, they feel more confident than women without personal income. They are more involved in household decision making.

*"My parents are trying to help me. Yes, it's difficult for them, but I don't sit still, I help them in the household, in the garden, etc. I have a fickle little income from sambuses. We more or less understand each other."* **Woman, 29 years old, basic secondary education, inactive**

*"Basically, the husband earns. He is a jack of all trades. I also do sewing myself, I have a small income from this. We live normally."* **Woman, 33 years old, upper secondary education, inactive**

Women without personal income, even if they carry out a large amount of housework and carry a large burden of responsibility, feel worse. They are less satisfied with their life. In one interview, a respondent from a very poor family said that her husband, mother-in-law, and other relatives of her husband reproached her for her lack of ability to earn something.

*"It is very bad that I do not have my own income. Sometimes I manage to sell something from the garden, but basically, I have no income. This affects the attitude of other family members, such as the mother-in-law or other relatives of the husband. They always reproach me with this. They say that I do not know any craft, sewing, etc. If I had my own earnings, maybe I would be treated with respect, I would be considered. My husband often swears with me, reproaches me that I have not learned anything in my parents' home."* **Woman, 35 years old, upper secondary education, inactive**

### **3.6.3 Role of the State**

Respondents see the role of the state in providing child benefits and legal support in case of divorce, i.e. forcing husbands to pay child support. They also believe that the state could pay benefits to vulnerable groups of the population - large families, single women with children, the poor, but do not believe in this prospect.

*"Of course, I would like the state to help me. For example, some benefits for a child. I do not receive child support. There is a court decision on alimony, but the ex-husband ignores it."* **Woman, 29 years old, basic secondary education, inactive**

*"The state should help people. For example, in Russia, maternity capital is paid for a small child, we don't even have benefits."* **Woman, 33 years old, upper secondary education, inactive**

*"No, I have never received any help from the state. Of course, if we were paid any benefits, it would be at least some kind of support. But, unfortunately, the state does not help people like me."* **Woman, 29 years old, basic secondary education, inactive**

*"It would be nice to receive help from the state, but this is unlikely. You don't even have to hope."* **Woman, 35 years old, upper secondary education, inactive.**

*"I have never contacted the Employment Service. There was no need and in my opinion, they do not help anyone. I did not register as unemployed. Moreover, what will it give? I didn't even know that this could be done".* **Woman, 34 years old, upper secondary education, inactive.**

### **3.6.4 Future Plans**

According to the interview materials, the plans of the respondents are related to family and children. The priority and condition for happiness is the well-being of the family, husband and children.

*"In the future, I would like to be with my family at home."* **Woman, 33 years old, upper secondary education, inactive**

Single respondents plan to start a family in the future

*"I hope that in the future I will be happy, like other women. I am not married yet, so I want to find a family, children."* **Woman, 34 years old, upper secondary education, inactive**

Married respondents dream of a time when they will become prosperous mothers of successful children.

*"I did not think about myself in the future, I only think about children. I don't know what I will do in the future, and what will happen to me. I just hope for the children that they will grow up, study and work, then it will become easier for me."* **Woman, 35 years old, upper secondary education, inactive**

However, work is an important part of future plans. Respondents are not going to make a career. Some want to continue their income-generating activities at home and expand it.

*"First of all, I see myself as a happy woman in the future, a mother with children. Regarding work, I would prefer not to change my profession, to remain a dressmaker.*

*As for my sewing classes, I hope that my business will move forward. I hope to expand the clientele in the future."* **Woman, 34 years old, upper secondary education, inactive**

Other respondents would like to advance professionally and, in the future, possibly work outside the home.

*"I will continue to do sewing national clothes at home. Of course, I want to develop, to study modern sewing methods. I think I will master these skills. If they suddenly offer me a good salary, maybe I will go to work."* **Woman, 26 years old, basic secondary education, inactive**

*"Thank God everyone is alive and well. But in general, I would like the best for myself and my daughter. I want to find a normal job with good money, but I can only bake sambusa and other national pastries. I hope that in the future I will find work, I will send my daughter to school. Maybe things will get better in my life."* **Woman, 29 years old, basic secondary education, inactive**

## 4. Analysis and Findings on Unemployed

### 4.1 Education

#### 4.1.1 Reasons for Decision for the Highest Level of Education

The materials of the interview with the unemployed showed that respondents with higher and professional education had a high motivation to study, purposefully studied in their chosen specialty.

*"I studied at a private high school, lyceum No. 1, a paid school. I got 12 highest grades from 14 subjects. We can say that I studied very well. Then I dreamed that I would learn and improve my position. I planned to become an economist."* **Man, 27 years old, Master's degree, unemployed**

Many respondents said that the prospect of future earnings was the main factor in choosing an educational strategy.

At the same time, some respondents spoke of a passion for a particular field of knowledge.

*"I thought that with the specialty "finance and credit" I could work as an accountant, financier, tax specialist. In 2014, I graduated from the undergraduate program and entered the magistracy specializing World Economy. I entered the magistracy as I wanted to teach at the university. My father supported me. At the end of the master's program, I had financial problems, but I was able to get a diploma."* **Man, 25 years old, Master's degree, unemployed**

Among the respondents were young people who, for various reasons, left school. Their responses showed that the most serious barrier to access to formal education is financial difficulties. The main reason for the decision to terminate education for students is the lack of financial resources.

*"I had a dream to become a journalist, but it was just a dream. With financial difficulties dream will not be realized. Because of financial difficulties, I dropped the university on the second year and left for migration to Russia to look for a job."* **Man, 34 years old, upper secondary education, unemployed**

Another reason is the lack of confidence that a higher level of education will provide a better future. Girls indicated a lack of parental support, lack of spouse's consent as barriers to education.

#### 4.1.2 Influences on Education Decision Making

Parents had the greatest influence on respondents

*"Our family is not rich, but father tried to give everything to us children. The main thing is higher education for us. Mom was engaged with home duties, but father thought only about our education. Sometimes we didn't have enough money for some things, but my father tried to have enough for a good school and further education – at an institute, a university."* **Woman, 26 years old, Master's degree, unemployed**

Many respondents reported that they independently chose a profession and level of education.

*"As a child, I was very sick. The hospital was my home. I wanted to treat myself, my relatives and decided to become a doctor. Parents supported me. They always support me." Woman, 26 years old, Master's degree, unemployed*

It should be noted a high level of motivation regarding training among unemployed youth.

*"I graduated from school with a gold medal, entered the university without exams, graduated from the bachelor degree with excellent grades and entered the master level. I entered the master level on my own request, to teach at the university in the future. I always dreamed of learning. Now I have financial difficulties, but I hope to return to university someday and to teach." Man, 31 years old, Master's degree, unemployed*

The main reason for moving to a higher level of education is the achievement of great opportunities for future employment.

*"I graduated from the bachelor program in political science at the university and entered the master's program in international relations. I thought it would provide me with career growth and good earnings in the future." Man, 29 years old, Master's degree, unemployed*

Sometimes young people move on to the next level of education due to unsuccessful job searches.

*"I have a higher education, I have a master's degree in taxation, a bachelor's degree in business law - I graduated from the law faculty. After school in Isfara, I enrolled in a quota at the Faculty of Law. I studied well, but not brilliantly. After graduating, I searched, but could not find a job. I walked, walked, there was a lot of time, so I decided to go to graduate school at the Tax University." Man, 25 years old, Master's degree, unemployed*

These interviews demonstrated a complex attitude towards higher education for women in Tajikistan. Often parents are not ready to spend large amounts on education for their daughters. Sometimes parents want their daughter to graduate, but girls have reduced ambition.

*"My parents always wanted me to study. They wanted me to study as a doctor, but I did not continue my studies after high school. I did not want to study at a university, but I chose the profession of a seamstress." Woman, 34 years old, upper secondary education, unemployed*

#### **4.1.3 Education Financing**

All respondents received education with public funding. They studied at school, vocational school, college for free. Nevertheless, the most motivated parents made big sacrifices and sent their children to expensive private educational institutions.

*"When I was in 7th grade, I decided to become a doctor. My father decided that our school is not good enough to prepare for medical school and transferred me to a strong but expensive school. Each year, tuition at this school increased. My father paid the same for my studies at this school as it costs to study at a university." Woman, 26 years old, Master's degree, unemployed*

*"The financial condition of our family allowed me to study in an expensive private school, and now we certainly would not be able to." Man, 27 years old, Master's degree, unemployed*

*"I went to university for free in a budget group. My father gave me a living, I lived with my uncle and earned some money." Woman, 25 years old, Bachelor's degree, unemployed*

In addition to the high tuition fees, a high level of corruption in educational institutions is a barrier to education. The level of corruption is highest in higher education.

*"Father paid for admission to undergraduate studies. My father paid for the contract in the first year, and then I paid. I worked in various organizations as a representative. Of course, it was hard for me. Sometimes due to lack of time to sleep, I was very tired, I was late for classes, but still I got a red diploma. I tried not to pay for exams. 98-99% of students paid for grades. I basically did not pay for the grades, but received a red diploma." Man, 27 years old, Master's degree, unemployed*

#### **4.1.4 The Expectations Regarding the Results of Education**

The vast majority of respondents sought a diploma that would give them more job opportunities in the future. A diploma is considered a "pass" to a good job.

Parents of all respondents surveyed viewed children's education as an opportunity to earn a high income and achieve a higher social status.

*"My father graduated from secondary vocational school. He worked as an equipment adjuster in a knitwear factory. After the collapse of the USSR, the factory stopped and he became unemployed. Now he is cultivating a small plot of land, but the land does not generate income. Mom has a general secondary education. Parents dreamed that I would graduate from the university, earn good money and become a respected person." Man, 31 years old, Master's degree, unemployed*

#### **4.1.5 Perceptions of Which Education is More Helpful**

When asked what kind of education they would like to receive and what they would do differently, the respondents indicated that they would study foreign languages.

*"If I went back to school, I would have learned a lot of math and English. Now international organizations write reports in English. If I had English, It would not be so hard now." Man, 27 years old, Master's degree, unemployed*

Girls prefer medical education.

*"Probably, I would have entered a medical one and would have become a doctor. I always liked this profession." Woman, 34 years old, upper secondary education unemployed*

### **4.2 Working History**

All interviewed respondents have work experience. Many male respondents have experience working abroad in Russia.

*"When I returned from the army I went to Russia. In Russia, I started working with my uncle. He taught me repair skills - home repair. At first, I worked as a helper. Gradually became an independent master. Every year or two years, I returned to my homeland for 4-6 months. I have worked in various regions of Russia for the past 7 years. Last time I worked in Moscow. They pay very low." Man, 32 years old, upper secondary education unemployed*

The results of the interview show that respondents both abroad and at home mainly engaged in temporary work, often changed jobs. None of those with professional education worked in their specialty. The main reasons for dismissal in Russia: the end of construction, the end of the period of stay, deportation. Migrants quit and return to their homeland due to family problems, trauma, poor health, and the need to earn money.

The main reason for the dismissal of respondents in Tajikistan was the low salary.

*"A neighbor said that there is a place in the mall. She worked there. This was not a planned work, I found it by accident. I was not satisfied with this work. Firstly, the salary was small. I was only happy with the fact that the work was close to home. The rest: a small salary, hard work, the employer treated the workers well, but delayed the salary. So I left on my own because of a small salary."*

**Woman, 34 years old, upper secondary education unemployed**

A frequent reason for dismissals is the closure of enterprises.

*"After the army I returned, and the branch of Access Bank in Istravshan, where I worked, was already closed. I went to Khujand, and there, too, the bank was closed due to the crisis. In Dushanbe, salaries became very small. I used to receive 2500 somoni, but now in Dushanbe 1300 somoni are paid. I have to provide for a family, a son, my wife is studying, there is no apartment, I need to rent. I can't provide for my family right now. Myself alone is difficult to provide. If you move to another bank, you need to go through several months of internship without a salary. Who will support my family at this time?"*

**Man, 27 years old, Master's degree, unemployed**

For women, the main reason for dismissal is marriage, pregnancy and childbirth. Less commonly, the closure of the enterprise in which they worked, the completion of a project or contract.

*"After university, I entered an internship specializing in obstetrics and gynecology. I studied on a budgetary basis, and after graduation I got an appointment to a medical college in Khujand as a teacher of gynecological diseases. I got married, a year later went on maternity leave and left work."*

**Woman, 26 years old, Master's degree, unemployed**

#### 4.2.1 Job Searching

Young people consider the level of education and the presence of the necessary personal connections to be decisive when looking for work. The second most important factor, young people considered the possession of professional competencies. Young people do not consider serious enough factors that can affect their employment, luck and the availability of foreign experience in the form of training, internship or practice. In employment, the most important points are the level of wages and career prospects.

*"First of all, there must be knowledge and skills. Also need a diploma. If you have knowledge, you will always find work. Money is also needed. It's hard to find a job without money. Also, dating, communication can help in finding a job."*

**Woman, 34 years old, upper secondary education unemployed**

Respondents identified low salaries and non-transparent recruitment practices as barriers to finding work.

*"Low salary. And the most basic problem is dishonesty in the selection of employees. They organize a competition, and then just give work to their friends."*

**Man, 27 years old, Master's degree, unemployed**

Respondents said that the best methods for finding a job are broad connections and Internet searches.

*"How are they looking for work? Sometimes there are job postings on the job site via the Internet. You have to go through the competition. There must be a goal, then there will be a person who will help you (intermediary)."*

**Man, 29 years old, Master's degree, unemployed**

Many respondents are ready to start their own business if they can get financial support. The main reason for doing your own business is the lack of a better job choice.

*"At one time I wanted to open my own atelier. But the financial situation did not allow me. I wanted to buy sewing machines, but I did not have enough money. In addition, the rental of premises is high, it is very difficult to cover costs."*

**Woman, 34 years old, upper secondary education unemployed**

*"Once, I was thinking of starting my own business, I joined the army, returned, got married and spent all my savings. A business without money cannot be done. In banks, credit interest is very high - in reality, 40-50%." Man, 26 years old, Bachelor's degree, unemployed*

#### **4.3 Living Conditions and Future Plans**

##### **4.3.1 Sources of Incomes**

Respondents said their sources of income include:

- (1) Help for parents and relatives. Most often, this is the father's salary and remittances from brothers from Russia.

*"Who pays for our expenses? My migrant brother. He sends money, but this is not enough. He sends 6-8 thousand rubles, which is 60-65% of the budget of our household." Man, 26 years old, Bachelor's degree, unemployed*

- (2) Random earnings

*"My father helps me, and sometimes I earn 400-500 somoni (\$ 40- \$ 50) per month." Man, 25 years old, Master's degree, unemployed*

- (3) Products of our own garden, garden, livestock and poultry.

- (4) Loans.

Respondents maintain a certain standard of living due to the fact that they live with their parents and other relatives in large families.

*"Now I live with my parents, with my wife and son. My standard of living is very low. I earn 300-400 somoni per month on various random jobs." Man, 27 years old, Master's degree, unemployed*

Male respondents are experiencing a difficult situation in which they find themselves. The most ambitious women are also experiencing severe stress.

*"I am very nervous. I cry all the time. Very stressful. All this affects the family. We swear a lot with my husband. My relatives say that I'm capricious." Woman, 25 years old, Bachelor's degree, unemployed*

Other women are more optimistic about their lives.

*"My unemployment has little effect on me and my loved ones, since I live with my parents and sister. If someone does not work for a while, his family will always support him. In addition to the household, I sew a little, I knit to order, so for me not to work outside the house is not catastrophic." Woman, 34 years old, upper secondary education, unemployed*

##### **4.3.2 The Role of the State**

The results of the interview show that the respondents are poorly informed about the activities of the State Employment Service or do not trust it. Some of the respondents said that the work offered by the employment service did not meet their requirements.

*"It is difficult to get an acceptable job through the Employment Service. Either uninteresting work, or a small salary, or both together. The main thing in finding a job is communication and relatives." Woman, 26 years old, Master's degree, unemployed*

*"Every two weeks I go to an employment center, but there is no work for me. They tell me - work in the fire department, at school. I am ready, but the salary is small. Other organizations have a free*

*trial period. And I need money to support my family for the first three months.”* **Man, 25 years old, Master’s degree, unemployed**

#### **4.3.3 Assessment of Life**

All respondents said that the lack or meagerness of their income negatively affects their well-being, undermines their self-confidence. Several respondents with higher education said their parents were disappointed in the results of their investment in education.

*“When I got married, my bride’s parents thought that I was an educated person, I would live well. And now I am unemployed and I feel that in the eyes of those close to me I look like the devil (tajik. “Balo Barin Menamoyam”). I am very tired of being unemployed. When I worked, I didn’t get so tired as now. I’m so tired now, my nerves are on stress. Unemployment kills a person. I don’t have any idea what to do. As if you weren’t the right thing.”* **Man, 27 years old, Master’s degree, unemployed**

Interview materials show that there is a great danger of marginalization, hardening of the unemployed. They are dissatisfied with their life, the aimlessness of existence, anxiety and fear of the future.

*“If everything remains as it is now, I will start drinking vodka. I’m not drinking right now. If this continues as now, and I will continue to sit by doing nothing, I will become an alcoholic here”.* **Man, 27 years old, upper secondary education, unemployed**

#### **4.3.4 Future Plans**

Many respondents try to be optimistic, develop plans for the future and take steps to implement them.

*“Now I want to get a new profession as a cosmetologist. Cosmetology has always been my hobby. Now I’m going to take courses at the Center for Medical Cosmetology. In addition, I opened an online store of Korean cosmetics. My husband gave money to start a business. There are no benefits yet. I’m just studying, but I hope that in the future I will succeed”.* **Woman, 26 years old, Master’s degree, unemployed**

Other respondents look to the future with fear.

*“If I find work, it will be better. I have experience, I can handle people. If I can’t find work, it will be even worse. In our city, there are very few jobs. In other places, jobs are being opened, but on the contrary, they are closing us”.* **Man, 27 years old, Master’s degree, unemployed**.

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## Appendix A: Tajik Version of Questionnaire

### **Мундариҷа ва шарҳи мақсади ин пурсиш**

Номи ман \_\_\_\_\_.

Ман - ба сифати сӯҳбаторо дар Маркази илмӣ-тадқиқотии “Шарқ” дар Душанбе кор мекунам. Дар доираи лоиҳаи тадқиқотӣ мо байнӣ 30 нафар ҷавон дар миқёси ҷумҳурӣ пурсиш гузаронида истодаем, то аз ҳоли ҷавонони бекор ҳабардор шавем. Мо меҳоҳем оид ба мушкилоте, ки ҷавонон рӯ ба рӯ мешаванд ва онҳоро чӣ ғуна ҳал мекунанд маълумот пайдо кунем. Натиҷаҳои тадқиқот васеъ паҳн карда мешаванд ва натиҷаҳои он бояд барои беҳтар кардани вазъи ҷавонон кӯмак кунанд.

Лоиҳаи TEW-CCA – “Имконот ва мушкилотҳо ҳангоми гузариш аз таҳсил ба меҳнат. Тадқиқоти муқоисавӣ дар Озарбойҷон, Гурҷистон ва Тоҷикистон” – ин лоиҳаи тадқиқотии байналмилалӣ ва байнисоҳавие мебошад, ки дар Озарбойҷон, Гурҷистон ва Тоҷикистон гузаронида мешавад ва аз ҷониби Бунёди Volkswagen дастгирӣ карда мешавад. Ин лоиҳа масоили мутобиқшавии ҷавононро дар бозори меҳнат дар замони афзоиши номуайяниҳо меомӯзад. Барои маълумоти бештар метавонед ба сомонаи [www.tew-cca.de](http://www.tew-cca.de) ворид шавед.

Сӯҳбат аз 30 то 40 дақиқа давом мекунед. Ман ба Шумо саволҳо медиҳам ва Шумо озодона, чӣ тавре, ки ба Шумо маъқул аст, метавонед ҷавоб дихед. Маълумоти ҷамъовардашуда пурра маҳфӣ нигоҳ дошта мешавад. Иштироки Шумо дар ин пурсиш ихтиёрист.

Агар Шумо дар ин пурсиш иштирок кунед, мо ба Шумо маҳфияти пурраро дар маълумоти ҷамъовардашуда кафолат медиҳем. Ба мо маълумоти шахсии Шумо мухим нест ( масалан, суроғи Шумо, номатон ва ё рақами телефонатон), танҳо ҷавобҳои маҳфӣ ба саволҳо заруранд. Ҷавобҳои Шумо танҳо дар тадқиқотиҳои илмӣ истифода мешаванд. Шумо ҳуқуқ доред, ки ба саволҳо ҷавоб надиҳед ва дар дилҳоҳ вақт пурсишро қатъ кунед.

МО хеле миннатдор мешавем, агар шумо ба саволҳои мо ҷавоб дода, ба таҳқиқот кӯмак намоед. Бо пешниҳод кардани ин маълумот, шумо метавонед ба оммаи васеъ барои дастрас намудани маълумоти бештар дар бораи вазъияти ҷавонон ёри расонед, то ин ки вазъи онҳо беҳтар гардад.

**Саволнома барои гурӯҳи якуми мусоҳибон: Онҳое, ки муддати тӯлонӣ бекор ҳастанд ё ин ки бекор буданд, аммо хоҳиши кор карданро доштанд.**

**(I) Оғоз**

Каме дар бораи худатон нақл кунед, дар бораи он, ки дар зиндагиатон дар айни замон чӣ рух дода истодааст? Дар кӯҷо бо кӣ зиндагӣ мекунед? Каме шарҳ медодед?

Дар бораи оилаи волидони худ ва (агар бошад) оилаи худ нақл кунед (кӣ волидони шумо, маълумотнокии онҳо, сатҳи некӯаҳволии моддии оилаи падару модар – нҳо соҳиби замин, чорво, тиҷорат ҳастанд; шароити зиндагӣ чӣ гуна аст - намуди манзил, обтаъминкуни, гармӣ, қувваи барқ)?

Волидонатон барои Шумо чӣ меҳостанд?

Дар хонавода ягон мӯҳоҷире ҳаст? Саҳми онҳо ба бӯчаи оила?

Агар оиладор бошад, ҳамсар чӣ кор мекунад, вай чӣ гуна маълумот дорад, ҷанд фарзанд дора сатҳи некӯаҳволии моддии /молиявии оилаи худ).

Чӣ гуна шумо дар мактаб меҳондед, чӣ гуна баҳоҳо мегирифтед? Шумо дар мактаб дар бораи чӣ орзу менамудед, дар оянда воқеан чӣ кор кардан меҳостед?

**(II) Таърихи таҳсилот**

1. Сатҳи баландтарини таҳсилоти Шумо қадом аст?

2. Дар бораи он замоне, ки шумо хостед ин сатҳи таҳсилотро соҳиб шавед, фикр кунед. Барои чӣ Шумо ба чӣ Шумо ин сатҳи баландтарини таҳсилотро интихоб кардед? Шумо метавонед сабаби ба ҷунин қарор омадани худро шарҳ дишед?

3. Дар он вақт кӣ ба қарори Шумо таъсир расонид?

4. [Танҳо дар он ҳолате пурсад, ки мусоҳиб ёдовар нашуда бошад] Ба Шумо зарурат пеш омад, ки барои таҳсили худ маблағ пардоxt кунед? Агар ҳа, таҳсилоти Шуморо кӣ маблағузорӣ кард?

5. Шумо оид ба интизориҳои волидонатон ва дигар хешовандонатон нисбати дастовардҳоятон чӣ фикр доред? Метавонед оид ба ин бештар нақл намоед?

6. Вақте Шумо оид ба таҳсилоти гирифтаатон сухан мекунед, Шумо чӣ фикр доред, чӣ Шуморо ба ин зинаи таҳсил овард?

Агар ба гузашта назар намоед, Шумо меҳостед, ки ҷизеро дигар кунед имрӯз, қадом таҳсилотро Шумо меҳостед, ки соҳиб шавед?

**(III) Таърихи кор**

1. Оё Шумо боре берун аз хона кор кардаед?

[Агар ҳа]

2. Шумо метавонед оид ба кори оҳиринатон бештар ба ман нақл кунед?

3. Лутфан гӯед, ки ҷаро ин кор ба поён расид? Ин қарори худи Шумо буд ва ё қарори кордех?

Лутфан, ин чӣ гуна сурат гирифт, шарҳ дишед.

#### (IV) Вазъи кунунй. Җустучүй кор

1. Шумо чй фикр доред, дар айни замон чй садди рохи Шумо мешавад барои пайдо кардани кор?
2. Шумо дар айни замон кадом корро җустучүй доред?
3. Лутфан шарҳ дихед, дар айни замон Шумо бо кадом роҳҳо ба җустучүй кор машғулед ва кадом таҷрибаро дар ин самт ба даст овардед?
4. Ҳангоми җустучүй кор аз оилаатон ва ё дустонатон ягон ёрӣ гирифтед? [Агар ҳа] Шарҳ дихед, ки кӣ ба шумо чй гуна кумак расонид? Шумо нисбати ин ёрии гирифтаатон чй фикр доред?
5. Оё Шумо ҳангоми җустучүй кор аз хадамоти давлатии шуғл ягон ёрӣ гирифтед? [Агар ҳа] Чй тавр ва то кадом андоза Шумо аз ин кӯмак қаноатманд будед? [Агар не] Оё ба Шумо кӯмак аз ҷониби хадамоти давлатии шуғл лозим аст ва он кӯмак бояд чй гуна бошад?

#### (V) Шароити зист

1. Шумо метавонед гӯед, ки одатан рӯзи шумо дар айни замон чй гуна мегузарад?
2. Метавонед гӯед, ки ҳаёти ҳаррӯзай Шумо аз ҳисоби кадом сарчашмаҳо мублағузорӣ карда мешавад, рӯзатонро аз ҳисоби чй мегузаронед? То кадом андоза ин даромад мультадил аст ва Шумо то кадом андоза аз ҳачми ин даромад қаноатманд ҳастед?
3. [Танҳо дар ҳоле пурсед, ки мусоҳиб оид ба дастгирии молиявӣ аз ҷониби давлат чизе нагуфтааст] Шумо меҳостед, ки аз ҷониби давлат кӯмаки молиявӣ гиред ва он бояд чй гуна бояд бошад?
4. Шумо нисбати надоштани даромади шахсии худ чй фикр доред?
5. [Танҳо барои он нафароне, ки дар хона бо волидон ва ё бо ҳамсар зиндагӣ мекунанд] Надоштани даромади худ ба муносабати байни Шумо ва аъзоёни оилаатон чй гуна таъсир мерасонад, инчунин ба нақши шумо ҳангоми қабули қарорҳо дар хонавода?
6. Дар умум шумо ба сатҳи зиндагиатон чй гуна баҳо медиҳед?
7. Умуман, шумо нисбати вазъи зиндагиатон чй фикр доред?

#### (VI) Хотима

1. Шумо дар оянда кадом нақшаҳо доред?

**(VII) Маълумоти умумӣ (аз ҷониби сӯҳбаторо пур карда мешавад)**

Чинс:

Мард |\_\_| Зан |\_\_|

Соли таваллуд: |\_\_||\_\_||\_\_||\_\_|

Кишвари таваллуд: \_\_\_\_\_

Чои таваллуд:

Деҳа |\_\_| Шаҳр |\_\_|

Чои зисти кунунӣ:

Деҳа |\_\_| Шаҳр |\_\_|

Шумо ба қадом дин мансубед? \_\_\_\_\_

**Вазъи оилавӣ**

Муҷаррад				—		—
Оиладор				—		—
Якҷоя, аммо бе никоҳ				—		—
Бевазан/бевамард				—		—
Ҷудошуда				—		—

**Шумо ҳамроҳи кӣ зиндагӣ мекунед (зиёда аз як интихоб имконпазир аст)**

Танҳо	__
Бо ҳамсар ё шарики худ	__
Бо бародарону хоҳарон	__
Бо як ё ҳарду волидайн ва / ё шарикон / ҳамсарони онҳо	__
Бо як ё якчанд фарзанд	__
Бо дигар хешовандон	__
Бо одамоне, ки хешовандони шумо нестанд	__
Дигар _____	__

Шумораи кӯдаконе, ки дар ҳамон хонавода зиндагӣ мекунанд: \_\_\_\_\_

**Сатҳи таҳсилот**

Таҳсилоти миёнаи нопурра ва ё поёнтар	__
Таҳсилоти миёнаи пурра	__
Таҳсилоти ибтидоии қасбӣ	__
Таҳсилоти миёнаи қасбӣ	__
Бакалавриат	__
Мутахассис (Магистр ё зинаи болотар)	__

Аз қадом замон Шумо берун аз хона кор намекунед ва дар ҷустуҷӯи кор нестед? \_\_\_\_\_

**Маълумоти оид ба ҳамсар [Агар мусоҳиб оиладор ё якчоя зиндагӣ қунад]**

<b>Соли таваллуд:</b>  __   __   __   __	
<b>Сатҳи таҳсилот</b>	
Таҳсилоти миёнаи нопурра ва ё поёнтар	__
Таҳсилоти миёнаи пурра	__
Таҳсилоти ибтидоии касбӣ	__
Таҳсилоти миёнаи касбӣ	__
Бакалавриат	__
Мутахассис (Магистр ё зинаи болотар)	__
<b>Вазъи шӯғл</b>	
Шӯғл / соҳибкор	__
Бекор	__
Ғайрифаъол/дар ҷустуҷӯи кор нест	__
<b>Навъи кор [агар кор накунад оид ба кори охирин пурсед]</b>	

**Волидон**

Падар	Модар
<b>Соли таваллуд:</b>  __   __   __   __	<b>Соли таваллуд:</b>  __   __   __   __
<b>Сатҳи таҳсилот</b>	<b>Сатҳи таҳсилот</b>
Таҳсилоти миёнаи нопурра ва ё поёнтар  __	Таҳсилоти миёнаи нопурра ва ё поёнтар  __
Таҳсилоти миёнаи пурра  __	Таҳсилоти миёнаи пурра  __
Таҳсилоти ибтидоии касбӣ  __	Таҳсилоти ибтидоии касбӣ  __
Таҳсилоти миёнаи касбӣ  __	Таҳсилоти миёнаи касбӣ  __
Бакалавриат  __	Бакалавриат  __
Мутахассис (Магистр ё зинаи болотар)  __	Мутахассис (Магистр ё зинаи болотар)  __

<b>Вазъи шүғл</b>	<b>Вазъи шүғл</b>
Шүғл / соҳибкор  __	Шүғл / соҳибкор  __
Бекор  __	Бекор  __
Ғайрифаъол/дар ҷустуҷӯи кор нест  __	Ғайрифаъол/дар ҷустуҷӯи кор нест  __
<b>Навъи кор [агар кор накунад оид ба кори охирин пурсед]</b> _____	<b>Навъи кор [агар кор накунад оид ба кори охирин пурсед]</b> _____

**Саволнома барои категорияи дуввуми пурсидашудагон: онҳое, ки муддати дароз тамоман кор намекарданд ва намехостанд кор кунанд**

**(I) Оғоз**

Каме дар бораи худатон нақл кунед, дар бораи он, ки дар зиндагиатон дар айни замон чӣ рух дода истодааст? Дар кӯҷо бо кӣ зиндагӣ мекунед? Каме шарҳ медодед?

Дар бораи оилаи волидони худ ва (агар бошад) оилаи худ нақл кунед (кӣ волидони шумо, маълумотнокии онҳо, сатҳи некӯаҳволии моддии оилаи падару модар – нҳо соҳиби замин, чорво, тиҷорат ҳастанд; шароити зиндагӣ чӣ гуна аст - намуди манзил, обтаъминкуй, гармӣ, қувваи барқ) ?

Волидонатон барои Шумо чӣ мехостанд?

Дар хонавода ягон муҳочирие ҳаст? Саҳми онҳо ба буҷаи оила?

Агар оиладор бошад, ҳамсар чӣ кор мекунад, вай чӣ гуна маълумот дорад, чанд фарзанд дора сатҳи некӯаҳволии моддии /молиявии оилаи худ).

Чӣ гуна шумо дар мактаб меҳондед, чӣ гуна баҳоҳо мегирифтед? Шумо дар мактаб дар бораи чӣ орзу менамудед, дар оянда воқеан чӣ кор кардан мехостед?

**(II) Таърихи таҳсилот**

1. Сатҳи баландтарини таҳсилоти Шумо қадом аст?
2. Дар бораи он замоне, ки шумо хостед ин сатҳи таҳсилотро соҳиб шавед, фикр кунед. Барои чӣ Шумо ба чӣ Шумо ин сатҳи баландтарини таҳсилотро интихоб кардед? Шумо метавонед сабаби ба чунин қарор омадани худро шарҳ дигед?
3. Дар он вақт кӣ ба қарори Шумо таъсир расонид?
4. [Танҳо дар он ҳолате пурсад, ки мусоҳиб ёдовар нашуда бошад] Ба Шумо зарурат пеш омад, ки барои таҳсили худ маблағ пардоxt кунед? Агар ҳа, таҳсилоти Шуморо кӣ маблағузорӣ кард?
5. Шумо оид ба интизориҳои волидонатон ва дигар хешовандонатон нисбати дастовардҳоятон чӣ фикр доред? Метавонед оид ба ин бештар гап занед?
6. Вақте Шумо оид ба таҳсилоти бадастовардаатон гап мезанед, Шумо чӣ фикр доред, чӣ Шуморо ба ин зинаи таҳсил овард?
7. Агар ба гузашта назар намоед, Шумо мехостед, ки чизеро дигар кунед имрӯз, қадом таҳсилотро Шумо мехостед, ки соҳиб шавед?

### (III) Таърихи кор

1. Оё Шумо боре берун аз хона кор кардаед? [ҳа] боре кор кардааст; [не] боре ҳам кор накардааст

<i>Агар боре ҳам кор карда бошад</i>	<i>Боре ҳам кор накардааст</i>
<p>1. Метавонед нисбати кори охиринатон бештар нақл намоед? Дар кучо ва дар чй вазифа кор кардед, дар баҳши давлатӣ ва ё ҳусусӣ кор кардед, аз рӯи ихтисос кор кардед ва ё на? Ин кор кори ба нақшагирифтаатон буд ё кори дигаре? То қадом андоза аз ин кор қаноатманд будед? Дар ин кор чй Шуморо қаноатманд мекард ва чӣ шуморо қаноатманд намекард.</p> <p>2. Лутфан гӯед, ки барои чӣ Шумо аз ин кор рафтед? Ин қарори худи Шумо буд ва ё қарори кордех? Лутфан, ин чӣ гуна сурат гирифт шарҳ дидед.</p>	<p>1. Лутфан гӯед, ки пас аз ба поён расонидани таҳсилот Шумо боре ҳам кӯшиш кардаед, ки кор пайдо кунед?</p> <p>2. [Агар ҳа] Шумо чӣ фикр доред, барои чӣ Шумо кор пайдо карда натавонистед?</p> <p>3. [Агар ҳа] Барои чӣ Шумо дигар кор накофтед?</p>

### (IV) Вазъи кунунӣ. Бешӯғлий

1. Ин қарори Шумо буд ё қарори Шумо таъсир расонид, ки дар хона монед ва кор накунед?
2. [Агар ин ҳоҳиши шахсӣ буд] Лутфан гуед, ки барои чӣ Шумо қарор қабул кардед, ки дар хона монед ва берун аз хона кор накунед?
3. [Агар қарор аз ҷониби қаси дигаре қабул карда шуда буд] Метавонед гӯед, ки ин қарорро кӣ қабул кард? Ба фикри Шумо барои чӣ он қарор омад?
4. Оё Шумо саробони тифле ё шахси қалонсоле ҳастед? [Агар ҳа] Лутфан шарҳ дидед, Шумо барои ин кор чӣ қадар вақт сарф мекунед? Аз дигарон барои ин кор қумак мегиряд ва Шумо нисбати ин коратон чӣ фикр доред?
5. Шумо масъули қадом корҳои хона ҳастед? Шумо барои ин кор чӣ қадар вақт сарф мекунед? Аз дигарон барои ин кор қумак мегиряд ва Шумо нисбати ин корҳои иҷро мекардаатон чӣ фикр доред?

### (V) Шароити зист

1. Шумо метавонед гӯед, ки одатан рӯзи шумо дар айни замон чӣ гуна мегузарад?
- Метавонед гӯед, ки ҳаёти ҳаррӯзани Шумо аз ҳисоби қадом сарчашмаҳо мублағгузорӣ карда мешавад, рӯзатонро аз ҳисоби чӣ мегузаронед? То қадом андоза ин даромад мӯтадил аст ва Шумо то қадом андоза аз ҳаҷми ин даромад қаноатманд ҳастед?
1. 2. [Танҳо дар ҳоле пурсад, ки мусоҳиб оид ба дастгирии молиявӣ аз ҷониби давлат ҷизе нагуфт] Шумо меҳостед, ки аз ҷониби давлат қумаки молиявӣ гиряд ва он бояд ҷигуна бояд бошад?
2. 3. Шумо нисбати надоштани даромади шахсии худ чӣ фикр доред?
3. 4. [Танҳо барои он нафароне, ки дар хона бо волидон ва ё бо ҳамсар зиндагӣ мекуненد] Надоштани даромади худ ба муносабати байни Шумо ва аъзоёни оилаатон чӣ гуна таъсир мерасонад, инчунин ба нақши шумо ҳангоми қабули қарорҳо дар хонавода?
4. 5. Дар умум, шумо ба сатҳи зиндагиатон чӣ гуна баҳо медиҳед?
5. 6. Умуман, шумо нисбати вазъи зиндагиатон чӣ фикр доред?

**(VI) Хотима**

1. Шумо дар оянда кадом нақшаҳо доред?

**(VII) Маълумоти умумӣ (аз ҷониби сӯҳбаторо пур карда мешавад)**

Чинс:

Мард |\_\_| Зан |\_\_|

Соли таваллуд: |\_\_||\_\_||\_\_||\_\_|

Кишвари таваллуд: \_\_\_\_\_

Чои таваллуд:

Деха |\_\_| Шаҳр |\_\_|

Чои зисти кунунӣ:

Деха |\_\_| Шаҳр |\_\_|

Шумо ба кадом дин мансубед? \_\_\_\_\_

**Вазъи оилавӣ**

Муҷаррад

|\_\_| |\_\_|

Оиладор

— |\_\_|

Якҷоя, аммо бе никоҳ

|\_\_| — |\_\_|

Бевазан/бевамард

|\_\_| — |\_\_|

Ҷудошуда

Шумо ҳамроҳи кӣ зиндагӣ мекунед (зиёда аз як интихоб имконпазир аст)?

Танҳо |\_\_|

Бо ҳамсар ё шарики худ |\_\_|

Бо бародарону хоҳарон |\_\_|

Бо як ё ҳарду волидайн ва / ё шарикон / ҳамсарони онҳо |\_\_|

Бо як ё якчанд фарзанд |\_\_|

Бо дигар хешовандон |\_\_|

Бо одамоне, ки хешовандони шумо нестанд |\_\_|

Дигар |\_\_|

Шумораи кӯдаконе, ки дар ҳамон хонавода зиндагӣ мекунанд: \_\_\_\_\_

**Сатҳи таҳсилот**

Таҳсилоти миёнаи нопурра ва ё поёнтар |\_\_|

Таҳсилоти миёнаи пурра |\_\_|

Таҳсилоти ибтидоии қасбӣ |\_\_|

Таҳсилоти миёнаи қасбӣ |\_\_|

Бакалавриат |\_\_|

Мутахассис (Магистр ё зинаи болотар) |\_\_|

Аз кадом замон Шумо берун аз хона кор намекуненд ва кор намечүед? \_\_\_\_\_

Маълумот оид ба ҳамсар [Агар мусоҳиб оиласдор ё якчоя зиндагӣ кунад]

Соли таваллуд: |\_\_| |\_\_| |\_\_| |\_\_|

**Сатҳи таҳсилот**

Таҳсилоти миёнаи нопурра ва ё поёнтар |\_\_|  
Таҳсилоти миёнаи пурра |\_\_|  
Таҳсилоти ибтидоии касбӣ |\_\_|  
Таҳсилоти миёнаи касбӣ |\_\_|  
Бакалавриат |\_\_|  
Мутахассис (Магистр ё зинаи болотар) |\_\_|

**Вазъи шӯғл**

Шӯғл / соҳибкор |\_\_|  
Бекор |\_\_|  
Ғайрифаъол/дар ҷустуҷӯи кор нест |\_\_|

**Навъи кор [агар кор накунад оид ба кори охирин пурсед]** \_\_\_\_\_

**Волидон**

<b>Падар</b>	<b>Модар</b>
<b>Соли таваллуд:</b>  __  __  __  __	<b>Соли таваллуд:</b>  __  __  __  __
<b>Сатҳи таҳсилот</b> Таҳсилоти миёнаи нопурра ва ё поёнтар  __  Таҳсилоти миёнаи пурра  __  Таҳсилоти ибтидоии касбӣ  __  Таҳсилоти миёнаи касбӣ  __  Бакалавриат  __  Мутахассис (Магистр ё зинаи болотар)  __	<b>Сатҳи таҳсилот</b> Таҳсилоти миёнаи нопурра ва ё поёнтар  __  Таҳсилоти миёнаи пурра  __  Таҳсилоти ибтидоии касбӣ  __  Таҳсилоти миёнаи касбӣ  __  Бакалавриат  __  Мутахассис (Магистр ё зинаи болотар)  __
<b>Вазъи шӯғл</b> Шӯғл / соҳибкор  __  Бекор  __  Ғайрифаъол/дар ҷустуҷӯи кор нест  __	<b>Вазъи шӯғл</b> Шӯғл / соҳибкор  __  Бекор  __  Ғайрифаъол/дар ҷустуҷӯи кор нест  __
<b>Навъи кор [агар кор накунад оид ба кори охирин пурсед]</b> _____	<b>Навъи кор [агар кор накунад оид ба кори охирин пурсед]</b> _____

## **Appendix B: Russian Version of Questionnaire**

### **Введение и объяснение целей этого опроса**

Меня зовут ИНТЕРВЬЮЕР ИМЯ.

Я- интервьюер, работающий в научно-исследовательском центре Шарк в Душанбе. В рамках исследовательского проекта мы проводим опрос 30 молодых людей по всей стране, чтобы узнать о жизни молодых людей, которые не имеют работы. Мы хотим узнать о проблемах, с которыми сталкиваются молодые люди в Таджикистане, а также изучить опыт их решения. Результаты проекта будут широко распространены , они должны помочь улучшить положение молодого поколения.

Проект TEW-CCA - «Возможности и барьеры при переходе от образования к работе.

Сравнительное исследование молодежи в Азербайджане, Грузии и Таджикистане »- это международный и междисциплинарный научно-исследовательский проект в Азербайджане, Грузии и Таджикистане. Он финансируется Фондом Volkswagen. Этот проект изучает вопросы интеграции молодежи на рынке труда в Азербайджане, Грузии и Таджикистане во времена растущей неопределенности. Для получения дополнительной информации см.

[www.tew-cca.de](http://www.tew-cca.de)

Интервью займет полчаса-40 минут. Я задам вопросы, на которые вы можете свободно отвечать так, как вам нравится. Собранная информация будет полностью анонимной. Ваше участие в опросе является добровольным.

Если вы примете участие в этом опросе, мы гарантируем полную конфиденциальность собранной информации. Нас не интересует личная информация (например, адрес, имена, номера телефонов) , только анонимные ответы на вопросы. Они будут использоваться только для научных исследований. У вас есть право не отвечать на вопросы или прекратить интервью в любое время.

Мы будем очень признательны, если вы поможете исследованию , ответив на наши вопросы. Предоставляя эту информацию, вы можете помочь широкой общественности узнать больше о положении молодых людей с целью улучшения их положения.

## **Интервью для безработных в настоящее время людей, то есть людей, которые ищут работу**

### **(I) Разогрев**

Не могли бы вы рассказать немного о себе и своем текущем состоянии жизни? Где и с кем ты живешь? Не могли бы вы описать это?

Немного расскажите о своей родительской семье. Образование родителей, финансовое , социальное положение

Чего они хотели для Вас?

Есть ли в домохозяйстве мигранты? Их вклад в семейный бюджет?

Если женат/замужем, чем занимается супруг(а), какое у нее/него образование, сколько детей, уровень материального благосостояния собственной семьи).

Как Вы учились в школе, какие оценки получали?

О чём вы мечтали в школе, что действительно хотели делать дальше?

### **(II) История образования**

1. Какой у вас самый высокий уровень образования?

2. Подумайте о том времени, когда вы приняли решение о самом высоком уровне образования, почему вы выбрали этот самый высокий уровень образования? Не могли бы вы указать причины своего решения?

3. Кто повлиял на ваше решение в то время?

4. [Только если респондент еще не упомянул об этом] Приходилось ли вам платить за свое образование, и если да, кто финансировал ваше образование?

5. Что вы знаете об ожиданиях ваших родителей или других членов семьи относительно ваших результатов? Не могли бы вы рассказать мне больше о?

6. Когда вы думаете об образовании, которое вы получили, что вы думаете, что привело вас к образованию?

Оглядываясь назад, вы бы сделали что-нибудь по-другому сегодня, какое образование вы хотели бы получить?

### **(III) История работы**

2. Вы когда-нибудь работали вне дома?

[Если да]

2. Не могли бы вы рассказать мне больше о вашей последней работе?

3. Скажите, пожалуйста, почему эта работа закончилась? Это было ваше решение или решение работодателя? Пожалуйста, опишите обстоятельства.

#### **(IV) Текущая ситуация. Поиски работы**

1. Как вы думаете, каковы основные препятствия, которые вы не можете найти работу в данный момент?
2. Какую работу вы ищете в данный момент?
3. Можете ли вы описать, каким образом вы в настоящее время ищете работу и какой опыт вы приобрели в этом отношении?
4. Получали ли вы какую-либо помощь от вашей семьи или друзей в процессе поиска работы? [Если да] Опишите, кто вас поддерживал и каким образом? Как вы относились к получению этой помощи?
5. Получали ли вы какую-либо поддержку от государственных служб занятости в процессе поиска работы? [Если да] Каким образом и насколько вы были удовлетворены поддержкой? [Если нет] Желаете ли вы такой поддержки со стороны государственных служб занятости и как она должна выглядеть на ваш взгляд?

#### **(V) Условия жизни**

1. Можете ли вы описать свой текущий обычный день?
2. Можете ли вы описать, из каких источников вы финансируете свои повседневные расходы, насколько стабильны эти источники и насколько вы удовлетворены объемом финансовой поддержки, которую вы получаете из этих источников?
3. [Только если человек не упомянул о финансовой поддержке со стороны государства] Желаете ли вы финансовой поддержки со стороны государства и как она должна выглядеть?
4. Как вы относитесь к отсутствию собственного дохода?
5. [Только для тех, кто живет в домашнем хозяйстве с родителями или супругом] Как отсутствие собственного дохода влияет на ваши отношения с другими членами домашнего хозяйства, а также на вашу роль в процессе принятия решений в домашнем хозяйстве?
6. Как вы в целом относитесь к своему уровню жизни?
7. В целом, как вы вообще относились к своей жизненной ситуации?

#### **(VI) Выводы**

1. Где ты видишь себя в будущем?

**(VII) Общая информация (заполняется интервьюером)**

**Пол:**

Мужской |\_\_| Женский |\_\_|

**Год рождения:** |\_\_||\_\_||\_\_||\_\_|

**Страна рождения:** \_\_\_\_\_

**Место рождения:**

Село |\_\_| Город |\_\_|

**Текущее место жительства:**

Село |\_\_| Город |\_\_|

**Представителем какой религии вы считаете себя** \_\_\_\_\_

**Семейный статус**

Холост |\_\_|  
В браке |\_\_|  
Сожительство |\_\_|  
Вдова/вдовец |\_\_|  
Разведенные |\_\_|

**С кем вы живете (можно несколько вариантов)**

Один |\_\_|  
С супругом или партнером |\_\_|  
С братьями и сестрами |\_\_|  
С одним или обоими родителями и / их партнерами |\_\_|  
С одним или несколькими детьми |\_\_|  
С другими родственниками |\_\_|  
С людьми, которые не являются вашими родственниками (например, соседями по комнате) |\_\_|  
Другое \_\_\_\_\_ |\_\_|

**Количество детей живущих в том же домохозяйстве:** \_\_\_\_\_

**Образование**

Среднее неполное или ниже |\_\_|  
Среднее полное образование |\_\_|  
Начальное профессиональное образование |\_\_|  
Среднее профессиональное образование |\_\_|  
Бакалавриат |\_\_|  
Специалист (Магистр или выше ) |\_\_|

**С какого момента вы не работаете вне дома и не ищите работу?**

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**Информация о супруге [если респондент в браке или живет с партнером]**

**Год рождения:** |\_\_| |\_\_| |\_\_| |\_\_|

**Образование**

Среднее неполное или ниже |\_\_|

Среднее полное образование |\_\_|

Начальное профессиональное образование |\_\_|

Среднее профессиональное образование |\_\_|

Бакалавр |\_\_|

Специалист (Магистр или выше ) |\_\_|

**Статус занятости**

Работающий/само-занятый |\_\_|

Безработный |\_\_|

Не ищет работу |\_\_|

**Тип работы [если не работает спросите о последней работе]** \_\_\_\_\_

**Основная семья**

<b>Отец</b>	<b>Мать</b>
<b>Год рождения:</b>  __   __   __   __	<b>Год рождения:</b>  __   __   __   __
<b>Образование</b>	
Среднее неполное или ниже  __	Среднее неполное или ниже  __
Среднее полное образование  __	Среднее полное образование  __
Начальное проф. образование  __	Начальное проф. образование  __
Среднее проф. образование  __	Среднее проф. образование  __
Бакалавр  __	Бакалавр  __
Специалист (Магистр или выше )  __	Специалист (Магистр или выше )  __
<b>Статус занятости</b>	
Работающий/само-занятый  __	Работающий/само-занятый  __
Безработный  __	Безработный  __
Не ищет работу  __	Не ищет работу  __
<b>Тип работы [если не работает спросите о последней работе]</b> _____	
<b>Тип работы [если не работает спросите о последней работе]</b> _____	

**Схема интервью для в настоящее время неактивных людей, то есть людей, которые не ищут работу и не учатся**

**(I) Разогрев**

1. Не могли бы вы рассказать немного о себе и своем текущем состоянии жизни? Где и с кем ты живешь? Не могли бы вы описать это?
- Немного расскажите о своей родительской семье. Образование родителей, финансовое, социальное положение
- Чего они хотели для Вас?
- Есть ли в домохозяйстве мигранты? Их вклад в семейный бюджет?
- Если женат/замужем, чем занимается супруг(а), какое у нее/него образование, сколько детеныш (уровень материального благосостояния собственной семьи).
- Как Вы учились в школе, какие оценки получали?
- О чём вы мечтали в школе, что действительно хотели делать дальше?

**(II) История образования**

1. Какой у вас самый высокий уровень образования?
2. Подумайте о том времени, когда вы приняли решение о самом высоком уровне образования, почему вы выбрали этот самый высокий уровень образования? Не могли бы вы указать причины своего решения?
3. Кто повлиял на ваше решение в то время?
4. [Только если респондент еще не упомянул об этом] Приходилось ли вам платить за свое образование, и если да, кто финансировал ваше образование?
5. Что вы знаете об ожиданиях ваших родителей или других членов семьи относительно ваших результатов? Не могли бы вы рассказать мне больше об этом?
6. Когда вы думаете об образовании, которое вы получили, что вы думаете, что привело вас к образованию?
7. Оглядываясь назад, вы бы сделали что-нибудь по-другому сегодня, какое образование вы хотели бы получить?

### (III) История работы

Вы когда-нибудь работали вне дома? [да] когда-либо работал; [нет] никогда не работал

<i>Если когда-то работал</i>	<i>Никогда не работал</i>
<p>1. Не могли бы вы рассказать мне больше о вашей последней работе? где и кем вы работали, в государственном или частном секторе, по специальности или нет; это то, что Вы планировали делать или что-то другое? насколько вы были довольны этой работой, что вас устраивало и что не устраивало в этой работе?</p> <p>2. Скажите, пожалуйста, почему вы ушли с работы? Это было ваше решение или решение работодателя? Пожалуйста, опишите обстоятельства</p>	<p>1. Скажите, пожалуйста, пытались ли вы когда-нибудь найти работу после окончания обучения?</p> <p>2. [Если да] Как вы думаете, по каким причинам вы не смогли найти работу?</p> <p>3. [Если да] Почему вы перестали искать работу?</p>

### (IV) Текущая ситуация : неактивность

1. Это было ваше решение или кто-то или что-то повлияло на ваше решение остаться дома и не работать вне дома?
2. [Если это собственное решение] Скажите, пожалуйста, почему вы решили остаться дома, а не работать вне дома?
3. [Если решение принимается другими] Не могли бы вы сказать мне, кто принял это решение? Как вы думаете, каковы были мотивы для этого решения?
4. Нужно ли вам заботиться о детях или стариках? [Если да] Пожалуйста, опишите, сколько времени вы тратите на это, получаете ли вы помощь от других членов семьи и как вы относитесь к этим заботливым действиям?
5. За какие домашние дела вы несете ответственность? Не могли бы вы описать, сколько времени вы тратите на это, получаете ли вы помощь от других членов семьи и как вы относитесь к этим домашним обязанностям?

### (V) Текущая ситуация : условия жизни

1. Можете ли вы описать, из каких источников вы финансируете свои повседневные расходы, насколько стабильны эти источники и насколько вы удовлетворены объемом финансовой поддержки, которую вы получаете из этих источников?
2. [Если человек не упомянул о финансовой поддержке со стороны государства] Желаете ли вы финансовой поддержки со стороны государства и как она должна выглядеть?
3. Как вы относитесь к отсутствию собственного дохода?
4. [Только для тех, кто живет в домашнем хозяйстве с родителями или супругом] Как отсутствие собственного дохода влияет на ваши отношения с другими членами домашнего хозяйства, а также на вашу роль в процессе принятия решений в домашнем хозяйстве?
5. Как вы в целом относитесь к своему уровню жизни?
6. В целом, как вы вообще относились к своей жизненной ситуации?

**(VI) Заключение**

1. Где ты видишь себя в будущем?

**(VII) Общая информация (заполняется интервьюером)**

Пол: Мужской |\_\_| Женский |\_\_|

Год рождения: |\_\_||\_\_||\_\_||\_\_|

Страна рождения: \_\_\_\_\_

Место рождения:

Село |\_\_| Город |\_\_|

Текущее место жительства:

Село |\_\_| Город |\_\_|

Представителем какой религии вы считаете себя \_\_\_\_\_

**Семейный статус**

Холост	__
В браке	__
Сожительство	__
Вдова/вдовец	__
Разведенные	__

**С кем вы живете (можно несколько вариантов)**

Один	__
С супругом или партнером	__
С братьями и сестрами	__
С одним или обоими родителями и / их партнерами	__
С одним или несколькими детьми	__
С другими родственниками	__
С людьми, которые не являются вашими родственниками (например, соседями по комнате)	__
Другое _____	__

Количество детей живущих в том же домохозяйстве:\_\_\_\_\_

**Образование**

Среднее неполное или ниже |\_\_|  
Среднее полное образование |\_\_|  
Начальное профессиональное образование |\_\_|  
Среднее профессиональное образование |\_\_|  
Бакалавр |\_\_|  
Специалист (Магистр или выше ) |\_\_|

**С какого момента вы не работаете вне дома и не ищите работу?**

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**Информация о супруге [если респондент в браке или живет с партнером]**

<b>Год рождения:</b>  __  __  __  __
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**Образование**

Среднее неполное или ниже |\_\_|  
Среднее полное образование |\_\_|  
Начальное профессиональное образование |\_\_|  
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**Статус занятости**

Работающий/само-занятый |\_\_|  
Безработный |\_\_|  
Не ищет работу |\_\_|

**Тип работы [если не работает спросите о последней работе]** \_\_\_\_\_

**Основная семья**

<b>Отец</b>	<b>Мать</b>
<b>Год рождения:</b>  __   __   __   __	<b>Год рождения:</b>  __   __   __   __
<b>Образование</b>	
Среднее напольное или ниже  __	Среднее напольное или ниже  __
Среднее полное образование  __	Среднее полное образование  __
Начальное проф. образование  __	Начальное проф. образование  __
Среднее проф. образование  __	Среднее проф. образование  __
Бакалавр  __	Бакалавр  __
Специалист (Магистр или выше )  __	Специалист (Магистр или выше )  __
<b>Статус занятости</b>	
Работающий/само-занятый  __	Работающий/само-занятый  __
Безработный  __	Безработный  __
Не ищет работу  __	Не ищет работу  __
<b>Тип работы [если не работает спросите о последней работе]</b> _____	
<b>Тип работы [если не работает спросите о последней работе]</b> _____	