



This project is funded by the European Union



# Needs Analysis of **NEET Women**



This report was created and maintained within the framework of the “Strong Civic Space for Gender Equality” project, implemented by UN Women with the financial support of the European Union. Its contents do not necessarily reflect the views of UN Women, United Nations, and any of its associated organizations, or the official position of the European Union. This report serves no purpose other than presenting research findings and does not reflect the corporate preferences or opinions of INGEV. INGEV cannot be held responsible for the use of the information contained herein in any manner.

## Contents

<a href="#">INTRODUCTION</a> .....	5
<a href="#">OBJECTIVE OF THE STUDY</a> .....	6
<a href="#">LIMITATIONS OF THE STUDY</a> .....	7
<a href="#">LITERATURE REVIEW</a> .....	8
<a href="#">NEEDS</a> .....	11
<a href="#">BEST PRACTICES</a> .....	13
<a href="#">RESEARCH FINDINGS</a> .....	15
<a href="#">PROFILE OF THE SAMPLE</a> .....	15
<a href="#">LABOR MARKET STATUS</a> .....	19
<a href="#">WORK EXPERIENCE</a> .....	20
<a href="#">JOB SEARCH</a> .....	22
<a href="#">DEMANDS AND NEEDS</a> .....	25
<a href="#">KNOWLEDGE OF PUBLIC SERVICES</a> .....	31
<a href="#">TRUST IN INSTITUTIONS AND INDIVIDUALS</a> .....	32
<a href="#">INTERNET ACCESS AND USE</a> .....	34
<a href="#">CONCLUDING REMARKS &amp; SUGGESTIONS</a> .....	36
<a href="#">ANNEX 1 – AFTERMATH OF THE EARTHQUAKE: Rapid Needs Assessment</a> .....	40
<a href="#">INTRODUCTION</a> .....	40
<a href="#">EFFECT OF THE KAHRAMANMARAŞ EARTHQUAKE</a> .....	40
<a href="#">LIVING CONDITIONS &amp; BURDEN OF CARE AFTER THE KAHRAMANMARAŞ EARTHQUAKE</a> .....	41
<a href="#">NEEDS OF WOMEN AFTER THE KAHRAMANMARAŞ EARTHQUAKE</a> .....	41
<a href="#">LIVELIHOOD AND EDUCATION NEEDS</a> .....	42
<a href="#">RECOMMENDATIONS</a> .....	44
<a href="#">ANNEX 2 – SURVEY QUESTIONNAIRE</a> .....	47
<a href="#">ANNEX 3 – RAPID ASSESSMENT SURVEY QUESTIONNAIRE</a> .....	67

## LIST OF TABLES

<a href="#">TABLE 1 COUNTRY OF ORIGIN / CITY (NUMBER OF RESPONDENTS)</a> .....	15
<a href="#">TABLE 2 AGE GROUP/ CITY (NUMBER OF RESPONDENTS)</a> .....	15
<a href="#">TABLE 3 EDUCATIONAL LEVEL/ COUNTRY OF ORIGIN (%)</a> .....	16
<a href="#">TABLE 4 EDUCATIONAL LEVEL/ CITY (%)</a> .....	16
<a href="#">TABLE 5 EDUCATIONAL LEVEL/ AGE GROUP (%)</a> .....	16
<a href="#">TABLE 6 MARITAL STATUS/ COUNTRY OF ORIGIN (%)</a> .....	17
<a href="#">TABLE 7 MARITAL STATUS/ CITY (%)</a> .....	17
<a href="#">TABLE 8 MARITAL STATUS/ AGE (%)</a> .....	17
<a href="#">TABLE 9 CHILDCARE RESPONSIBILITY AND NUMBER OF CHILDREN/ COUNTRY OF ORIGIN</a> .....	17
<a href="#">TABLE 10 CHILDCARE RESPONSIBILITY AND NUMBER OF CHILDREN/ CITIES</a> .....	18
<a href="#">TABLE 11 HOUSEHOLD INCOME TOTAL INCOME (MONTHLY)/ COUNTRY OF ORIGIN (%)</a> .....	18
<a href="#">TABLE 12 HOUSEHOLD INCOME TOTAL INCOME (MONTHLY)/ CITY (%)</a> .....	18
<a href="#">TABLE 13 HAVING AN INCOME OF THEIR OWN/ COUNTRY OF ORIGIN (%)</a> .....	19
<a href="#">TABLE 14 CURRENT LABOR MARKET STATUS/ COUNTRY OF ORIGIN (%)</a> .....	19
<a href="#">TABLE 15 CURRENT LABOR MARKET STATUS/ CITY (%)</a> .....	19
<a href="#">TABLE 16 CURRENT LABOR MARKET STATUS/ AGE (%)</a> .....	19
<a href="#">TABLE 17 CURRENT LABOR MARKET STATUS/ EDUCATIONAL LEVEL (%)</a> .....	20
<a href="#">TABLE 18 CURRENT LABOR MARKET STATUS/ MARITAL STATUS (%)</a> .....	20
<a href="#">TABLE 19 REASONS FOR DISCONTINUITY IN WORK/ CITY (%) (TOP 3 REASONS ARE HIGHLIGHTED)</a> .....	21
<a href="#">TABLE 20 REASONS FOR DISCONTINUITY IN WORK/ EDUCATIONAL LEVEL (%) (TOP 3 REASONS ARE HIGHLIGHTED)</a> .....	22
<a href="#">TABLE 21 METHODS USED IN JOB SEARCH/ HOST OR REFUGEE COMMUNITY (%)</a> .....	22
<a href="#">TABLE 22 METHODS USED IN THE JOB SEARCH/ CITY (%)</a> .....	23
<a href="#">TABLE 23 METHODS USED IN JOB SEARCH/ EDUCATIONAL LEVEL (%)</a> .....	23
<a href="#">TABLE 24 METHODS USED IN JOB SEARCH/ AGE GROUP (%)</a> .....	24
<a href="#">TABLE 25 JOB SEARCH SKILLS/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	24
<a href="#">TABLE 26 JOB SEARCH SKILLS/ CITY (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	24
<a href="#">TABLE 27 MOST IMPORTANT PROPERTIES IN A JOB/ COUNTRY OF ORIGIN (%) (TOP 3 RESPONSES HIGHLIGHTED)</a> .....	25
<a href="#">TABLE 28 MOST IMPORTANT PROPERTIES IN A JOB/ CITY (%) (TOP 3 RESPONSES HIGHLIGHTED)</a> .....	25
<a href="#">TABLE 29 MOST IMPORTANT PROPERTIES IN A JOB/ AGE GROUP (%) (TOP 3 RESPONSES HIGHLIGHTED)</a> .....	26
<a href="#">TABLE 30 THE MOST PREFERRED 10 SECTORS/ COUNTRY OF ORIGIN (%)</a> .....	26
<a href="#">TABLE 31 THE MOST PREFERRED 10 SECTORS (%)</a> .....	27
<a href="#">TABLE 32 TYPES OF SUPPORT NEEDED TO INCREASE THE PROBABILITY OF EMPLOYMENT/ COUNTRY OF ORIGIN (%) (TOP 3 RESPONSES HIGHLIGHTED)</a> .....	27
<a href="#">TABLE 33 TYPES OF SUPPORT NEEDED TO INCREASE THE PROBABILITY OF EMPLOYMENT/ CITY (%) (TOP 3 RESPONSES HIGHLIGHTED)</a> .....	28
<a href="#">TABLE 34 KNOWLEDGE ON WHERE TO FIND SUPPORT/ COUNTRY OF ORIGIN (%)</a> .....	28
<a href="#">TABLE 35 KNOWLEDGE ON WHERE TO FIND SUPPORT/ CITY (%)</a> .....	29
<a href="#">TABLE 36 DEMAND FOR VOCATIONAL TRAINING/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	29
<a href="#">TABLE 37 DEMAND FOR VOCATIONAL TRAINING/ CITY (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	30
<a href="#">TABLE 38 PREFERRED SECTORAL TRAININGS/ COUNTRY OF ORIGIN (%) (TOP 3 PREFERENCES HIGHLIGHTED)</a> .....	31
<a href="#">TABLE 39 PREFERRED SECTORAL TRAININGS/ CITY (%) (TOP 3 PREFERENCES HIGHLIGHTED)</a> .....	31
<a href="#">TABLE 40 AWARENESS OF PUBLIC SERVICES/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	32
<a href="#">TABLE 41 AWARENESS OF PUBLIC SERVICES/ CITY (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	32
<a href="#">TABLE 42 LEVEL OF TRUST IN INSTITUTIONS &amp; SERVICES/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	32
<a href="#">TABLE 43 LEVEL OF TRUST IN INSTITUTIONS &amp; SERVICES/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	33
<a href="#">TABLE 44 LEVEL OF TRUST IN INSTITUTIONS &amp; SERVICES/ CITY (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</a> .....	33

<u>SCALE)</u> .....	33
<u>TABLE 45 LEVEL OF INTERPERSONAL TRUST/ COUNTRY OF ORIGIN (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</u> .....	33
<u>TABLE 46 LEVEL OF INTERPERSONAL TRUST/ CITY (% OF TOP 3 POSITIVE RESPONSES ON A 10 POINT SCALE)</u> .....	34
<u>TABLE 47 POSSESSION OF ELECTRONIC DEVICES &amp; INTERNET ACCESS/ COUNTRY OF ORIGIN (% OF "YES" RESPONSES)</u> .....	34
<u>TABLE 48 POSSESSION OF ELECTRONIC DEVICES &amp; INTERNET ACCESS/ CITY (% OF "YES" RESPONSES)</u> .....	35



## INTRODUCTION

The concept of NEET Women is used to address young women (15-29 age) who are “not in Education, Employment, or Training”. The category is used to highlight circumstances in which the young population is excluded from employment, education, and other forms of training. NEETs are viewed as a high-risk group in several issue areas such as social instability, increased crime, economic costs, social costs, social isolation, and adaptation challenges. For this reason, the transition of the young people from school to work is one of the major policy priorities in the international arena. Türkiye has one of the highest NEET rates among OECD countries for women, indicating a significant number of young women are facing exclusion from educational and employment opportunities.

Understanding the needs of NEET women and addressing the barriers they encounter is crucial for their successful integration into the workforce. According to the Household Labour Force Survey of TurkStat, the unemployment rate was 10.7% in Türkiye among overall population (15+ age) as of February 2022 while this rate was 9.3% for men and 13.4% for women. The rate of unemployment for youth (15-24 age) was considerably higher; 20.7%, and there was significant gender discrepancy between women and men (26.5% for women vs. 17.7% for men). Both in the general population and among youth, there is a large gender divide among the unemployed. Yet still, it is striking to see that while the gender gap in unemployment is 4.1 percentage points it rises to 8.8 within youth unemployment. These considerable disparities underscore the need for assistance in areas such as training, consulting, and mentorship, especially for young women who want to participate in employment. When it comes to young people, according to TurkStat data, the proportion of young people who are neither in education nor in employment in Türkiye was 24.7% in 2021. From gender perspective, the figure was 32.4% for women whereas, the rate for men was 17.5% in 2021. A young woman in Türkiye is thus approximately twice more likely to be NEET than a young man.

On the other hand, unemployment rate for young people was 22.6% in 2021; it was 19.4% for men and 28.7% for women. According to the TurkStat report, when men’s and women’s education levels improve, their labor force participation rates increase as well. However, despite the fact that women and men have similar education levels, women’s labor force participation rate is less than half of that of men (72% vs. 34.4%). Women have the same disadvantaged position when it comes to employment. When men and women’s employment rates are compared, there is a significant disparity among all education levels. The employment rate of women with only higher education are relatively close to that of men, although there is still a gap of roughly 19 points (77% vs. 58.3%). The main reasons for lower female labor force participation are traditional prejudices, the challenge to balance work and family roles, lack of equality in access to educational opportunities, effects of migration, low wage, and high number of children. Problems women experience while working also work as an impediment to young women entering the labor force. Women’s exposure to psychological and physical violence at work, difficulty to reconcile work and family life, experiences with gender discrimination are among these problems. Lack of gender equality in employment makes it difficult for women to participate the labour force as well. In addition to the prejudices of the society, women’s problems in accessing education and decent working conditions all contribute to women’s exclusion from the workforce. Promoting gender equality at work involves implementing various policies and practices. These include ensuring equal pay, eliminating bias in recruitment, offering flexible work arrangements, and enforcing anti-discrimination and harassment policies. Additionally, regularly collecting and analyzing workforce data, conducting training sessions on gender equality, and fostering a culture of awareness are also important. By combining these efforts, organizations can create a more inclusive and equal workplace for everyone.



Understanding the needs of NEET women is essential for designing targeted interventions and policies that address these barriers. By recognizing the unique challenges faced by NEET women in Türkiye, policymakers, organizations, and stakeholders can develop strategies to empower them and support their transition into the workforce. This may involve providing training programs, vocational guidance, mentorship opportunities, childcare support, and initiatives that promote work-life balance.

Addressing the needs of NEET women is not only important for their individual well-being and economic independence but also for the overall socio-economic development of Türkiye. Unlocking the potential of NEET women and integrating them into the workforce will contribute to economic growth, reduce gender inequalities, and enhance

## OBJECTIVE OF THE STUDY

INGEV has developed a program called AccomplISHed: “Supporting NEET Women in The Southeast Region Through Economic Empowerment, Access to The Labor Market, and Development of Local Partnership.” that is supported within the scope of the “Strong Civic Space for Gender Equality Project” implemented by the UN Women Türkiye Office and financed by the European Union. The initiative aims to empower economically inactive young women between the ages of 18 and 29 in the Southeast region, with a specific focus on three cities: Şanlıurfa, Gaziantep, and Mardin. The selection of these cities was based on their underserved status, as empowering interventions tend to be more concentrated in Western cities. Additionally, the region experiences a higher population growth rate. Furthermore, local government institutions, NGOs, and women’s initiatives in the area have limited opportunities to receive customized support tailored to the region’s unique needs, which is a primary objective of the project.

“Needs Analysis of NEET Women” research aims to conduct a comprehensive needs analysis of NEET (Not in Employment, Education, or Training) women, with a particular focus on the challenges they face in accessing job opportunities, identifying the re-skilling, training, and mentorship support required, assessing the level of awareness regarding available services, and determining the extent to which municipal and local government services are utilized. The findings of this study will play a crucial role in the design of targeted training programs and facilitate effective communication with stakeholders and municipalities.

social inclusion. It is crucial to create an enabling environment that supports the aspirations and talents of NEET women, ensuring they have equal access to educational and employment opportunities, and providing the necessary resources and support for their successful transition into the workforce.

In summary, understanding the situation of NEET women in Türkiye and recognizing the importance of addressing their needs to start or go back to work life is crucial for promoting gender equality, economic development, and social inclusion. By removing barriers, providing support, and designing targeted interventions, Türkiye can empower NEET women and harness their talents and potential, contributing to a more equitable and prosperous society.

The primary objective of this study is to conduct a thorough needs analysis focusing on NEET women. The category of NEET women refers to those who are currently not engaged in any form of employment, education, or training. By examining the challenges, they encounter when attempting to access job opportunities, this research aims to shed light on the specific barriers and constraints faced by NEET women.

Furthermore, the study will identify the re-skilling, training, and mentorship support that NEET women require in order to enhance their employability and overcome the obstacles hindering their access to suitable jobs. Understanding their specific needs in terms of acquiring new skills, receiving appropriate training, and accessing mentorship programs will enable policymakers and stakeholders to develop targeted interventions to address these gaps effectively.

Additionally, this research seeks to assess the level of awareness among NEET women regarding the services and resources available to them. By understanding their knowledge and familiarity with existing support systems, such as vocational training programs, employment centers, and counselling services, the study aims to determine whether lack of awareness contributes to their limited engagement with these services. This information can then be utilized to improve outreach efforts and bridge the awareness gap, ensuring that NEET women are aware of the various services at their disposal.

Lastly, the study will investigate the extent to which NEET women utilize municipal and local government services. By examining their engagement with these services, such as job placement initiatives, social welfare programs, or community development projects, the research aims to gauge the effectiveness and accessibility of these resources for NEET women. Understanding the utilization patterns will assist in identifying any barriers or gaps in the delivery of services and formulating recommendations for improvements.

## LIMITATIONS OF THE STUDY

The research study focuses on three provinces in Türkiye: Gaziantep, Şanlıurfa, and Mardin. Prior to the fieldwork, the data collection tools were developed by INGEV in collaboration with UN Women. Subsequently, on January 23<sup>rd</sup>, enumerators who would conduct the telephone interviews received the necessary training, including training on the Prevention of Sexual Exploitation and Abuse (PSEA) and Working with Vulnerable Groups. The fieldwork officially began on 27 January 2023. However, the data collection process had to be halted due to the destructive Kahramanmaraş earthquakes that occurred on February 6<sup>th</sup>, causing significant disruptions in the research activities. The study aimed to conduct interviews with 800 NEET women. However, at the time of suspension, only 372 interviews had been completed with NEET women in the three provinces. After a series of evaluation meetings with UN Women, it was decided not to resume the fieldwork. Therefore, this research report presents the findings derived from interviews conducted with a total of 277 local women and 95 Syrian women in Gaziantep, Şanlıurfa, and Mardin.

The discontinuation of the fieldwork for the research study led to the inability to reach the intended sample size of 800 interviews, significantly impacting the research's scope and

The research findings will be instrumental in designing targeted training programs tailored to the specific needs of NEET women. Additionally, the outcomes of the study will facilitate effective communication with relevant stakeholders and municipalities. By sharing the insights gained from the needs analysis, policymakers and organizations can collaborate with local authorities to develop strategies that address the challenges faced by NEET women and ensure the provision of appropriate support services.

its ability to explore specific subgroups in greater depth. Consequently, the data collected from the intended sample is limited in its capacity to provide a comprehensive analysis due to the insufficient number of participants in the predetermined breakdowns. In simpler terms, the research lacks a suitable sample size to thoroughly examine and compare the differences between the host community and migrant community, as well as between the age groups of 18-24 and 25-29 at the provincial level.

However, the available data still provides valuable information to shed light on the diverse needs and experiences of women within the host community and migrant community across all three provinces, as well as among different age brackets of 18-24 and 25-29.

Additionally, in the aftermath of the Kahramanmaraş earthquakes, efforts were made to assess the post-earthquake situations and understand the needs of the 372 women who had already been interviewed. Out of these women, 100 were successfully contacted and further interviewed via telephone. Various reasons hindered the ability to conduct interviews with the remaining 272 women, including their unavailability, unanswered calls, inactive phone lines, or reluctance to participate in follow-up discussions.



## LITERATURE REVIEW

### YOUNG WOMEN NEETS: RISK FACTORS, NEEDS, BEST PRACTICES

Assoc. Prof. Dr. Feyda Sayan-Cengiz<sup>1</sup>

The concept of NEET, which refers to individuals not in education, employment or training, has become an established concept to account for the situation of vulnerable youth more specifically than the concept of unemployment (Erdoğan et.al., 2017). NEET groups generally include vulnerable youth, such as “early school leavers, the unemployed or discouraged young people, as well as those outside the labor force for various reasons (family carers, sick or disabled)” (Bardak et.al., 2015:6). Therefore, the definition of NEET includes not just unemployed individuals but also individuals out of the labor market and excludes individuals who remain out of the labor force due to studying or training. Thus, it puts a specific focus on vulnerable youth who are not in the process of investing in the development of their human capital (Benotmane & Stoeffler, 2022). Moreover, the concept particularly highlights the patterns of remaining out of employment, education and training based on age and gender (Benotmane & Stoeffler, 2022).

As the NEET definition includes a heterogeneous population, various categorizations of NEETs have been suggested in the literature. One such categorization suggested in Bardak et.al.’s (2015) report on European Training Foundation (ETF) partner countries, divides NEETs as “active” and “inactive” youth. The active NEETs include those who are unemployed and have not recently been enrolled in education or training yet are seeking work. The inactive NEETs, on the other hand, include discouraged individuals that have lost hope in the prospects of employment, those who have family duties and thus remain out of labor force, the sick and disabled youth, and

voluntary NEETs in search of other life prospects such as travel, artistic pursuits, etc. (Bardak et.al. 2015:10). Eurofound (2016) report acknowledges the relevance of these categories, however, suggests further divisions within “active” and “inactive” categories: Accordingly, there are different degrees of being an active NEET, such as re-entrants, short-term unemployed, and long-term unemployed (Eurofound, 2016: 32). It is significant to point out that even though the long-term unemployed are still seeking work, they are at high risk of disengagement and turning into inactive NEETs. The other categories in Eurofound’s (2016) seven-partite categorization includes those unavailable due to illness or disability, due to family responsibilities, discouraged workers, and the residual category of “other inactive”; a category that may include individuals ranging from the most disengaged and most disadvantaged to the most privileged.

Researchers commonly note a lack of global consensus on different age definitions and measurements of the concept (Erdoğan et. al., 2017; Lüküslü & Çelik, 2022). Nevertheless, it is a generally stated fact that young women are much more likely than young men to be in the NEET category. Therefore, researchers emphasize that NEET studies need a gender perspective (Lüküslü & Çelik, 2022).

In the EU, the young women NEETs in the 15-29 age group stood at 15.4% in 2020, which was higher than the 12.1% rate for young men<sup>2</sup>. More recent Eurostat data on young NEETs in the EU shows that in 2022, the NEETs in the 18-24 age group stood at 19.4%, with 22.8% for women and 16.3% for

1)Dr. Feyda Sayan-Cengiz earned her distinguished PhD in Political Science from Bilkent University, Türkiye in 2014. She holds a Bachelor’s degree in Political Science and International Relations from Boğaziçi University, as well as a Master’s degree in European Studies from Istanbul Bilgi University. Dr. Sayan-Cengiz also conducted research as a Visiting Researcher at Columbia University’s Department of Anthropology during 2009-2010. She has authored numerous articles and book chapters covering topics such as Türkiye’s neoconservative and neoliberal gender climate, the headscarf issue in relation to precarious work, mediated Islamic consumerism, and the gender politics and discourses of radical right populist political parties in Western Europe. In 2016, Dr. Sayan-Cengiz published her book titled “Beyond Headscarf Culture in Türkiye’s Retail Sector” through Palgrave Macmillan.

2)<https://www.eurofound.europa.eu/topic/neets> (Access May 7, 2023)



men<sup>3</sup>. The percentage of young NEETs in the 15-29 age group in the OECD countries, on the other hand, was 12.8% for men and 16.5% for women according to 2021 data.<sup>4</sup>

It is essential to underline that not just the percentage of young women NEETs, but also the gender gap among young NEETs in Türkiye, is much higher when compared to both EU and OECD countries. Among the OECD countries, Türkiye is among those with the largest gender gap in NEET ratios alongside Mexico and Colombia. The 2021 data shows that in Türkiye the NEETs ratio in the 15-29 age group is 28.7% (much higher than the OECD average of 14.5), with 39.5% for women, and 18.4% for men<sup>5</sup>. Moreover, we should note that the gap remains high also in the 15-19 age group, with 12.7% for men, and 20.6% for women, which contrasts with the almost non-existent gender gap in the OECD average for this age group, with 8.5% for men and 8.4% for women. In the 18-29 age group, the NEET ratio for Türkiye in 2020 has been reported as 37.4% in total, 24.4% for men and 50.5% for women (UNDP Türkiye, 2022).

The data presented above demonstrates a somewhat unique position of Türkiye in terms of the high gender gap in young NEET ratios. This begs the question, first, of what the obstacles that keep young women in the NEET category are; and second of how young women can be integrated into the labor force.

The reasons of being NEET have been studied extensively by researchers on a global scale, and a range of risk factors that increase the likelihood of being NEETs have been recurrently noted, such as low levels of education, coming from a low-income family, disability, immigration<sup>6</sup>, living in a rural area, and problems related to family responsibilities (Eurofound, 2012). It has been argued that one of the most important reasons for the high percentages of young women NEETs is related to gender roles and family care (Erdoğan et.al.2017; Furlong, 2007). Eurofound report further notes that “the category who are NEET due to family responsibilities is almost entirely composed of young women” (2016:.3). Therefore, researchers emphasize the significance of social services, particularly regarding childcare, which will help women reconcile the demands of the labor market and family responsibilities, and thus will encourage them to pursue employment opportunities (Maguire, 2018; Contini et.al., 2019).

This argument is supported strongly by previous research on Türkiye’s young women NEETs, and especially more so with regard to married women (Toksöz, 2008; Susanlı, 2016; Lüküslü & Çelik, 2022; Benotsmene & Stoeffler, 2022). Lüküslü and Çelik (2022:206) point out that the early marriages in Türkiye reinforce gender inequality and patriarchal values, and thus play out as a factor that keeps young women in the NEET category. Benotsmene & Stouffer’s (2022) research demonstrates that young women in Türkiye are further discouraged from entering the labor market and pursuing education and training opportunities once they become mothers. The insufficiency of state-supported childcare services and the decrease of childcare support from extended families both work to the effect of pushing women into the NEET category. This factor is further amplified by the fact that women with low education are mostly employed in the informal sector and/or low paying, dead-end private sector jobs that do not pay decent wages or contribute fairly to the payment of social security premiums (Lüküslü & Çelik, 2022; Benotsmene & Stoeffler, 2022). As childcare is seen as women’s duty in Türkiye, the low wages make it hard for women with young children to pursue employment, especially if they do not have childcare support from their extended family. Informal sector jobs and low paying jobs also tend to have demanding working hours and harsh working conditions, which makes participation in the labor market even less desirable.

Leaving school early also correlates positively with the high rate of young NEETs (Eurofound 2012; Bardak et al. 2015; Erdoğan et.al. 2017). According to Eurofound findings, “those with low levels of education are three times more likely to be NEET than those with tertiary education and two times more likely than those with secondary education” (2012:56). Yet, this risk factor is also highly gendered. Bynner and Parsons’ research (2002) found out that in the UK, the reasons of male NEETs dropping out of education is related to the low levels of education in their families and residing in poor areas without favorable prospects of education, whereas female NEETs who similarly come from less educated and less well-off families are additionally disadvantaged due to their parents’ neglect of girls’ education.

In Türkiye, the rate of women dropping out of education early is higher than men, which puts early school leavings among the major factors of high percentages of women NEETs and the gender

3)[https://ec.europa.eu/eurostat/databrowser/view/EDAT\\_LFSE\\_23\\_custom\\_6081754/default/bar?lang=en](https://ec.europa.eu/eurostat/databrowser/view/EDAT_LFSE_23_custom_6081754/default/bar?lang=en) (Access May 7, 2023)

4)<https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm> (Access May 7, 2023)

5)<https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm>

6)Eurofound (2012) states that immigration background is a major risk factor to become NEET, putting refugee youth at a 70% higher risk of becoming NEETs when compared to other young people.

gap in NEET ratios in Türkiye (Erdoğan et.al. 2017; Lüküslü & Çelik, 2022). Among women who have not completed secondary education between the

On the other hand, it has also been pointed out for the case of Türkiye that more schooling is not necessarily enough to find better labor market opportunities, “unless followed by an efficient school-to-work transition” (Susanlı, 2016:55).

The findings of previous research on young women NEETs and the risk factors of being NEET in Türkiye outlined above suggest that the processes of becoming NEET are particularly anchored to early marriages, family care responsibilities, insufficient schooling and the harsh working conditions that make labor market undesirable for less educated young women. These main factors are weaved together by the predominance of traditional gender roles. Following the gendered process of dropping out of school early, marriage is presented to young women as a way to social and economic security, which is hardly provided by informal sector jobs and low-paying jobs. As Lüküslü & Çelik put aptly, “traditional gender roles are combined with the deficiencies of the education system and labor market, which become the main determinants toward becoming NEET in Türkiye” (2022:204).

There is abundant evidence which shows that such interconnected barriers embedded in traditional gender roles are felt even more acutely by young women in southeastern Türkiye. TurkStat’s (Turkish Statistical Institute) 2022 data shows that women’s employment is much lower in the southeastern region when compared to the nationwide average of 28%<sup>7</sup>. The employment ratios of women in the region are as follows: 22% in TRC1 region (Gaziantep, Adıyaman, Kilis); 15,9% in TRC2 region (Şanlıurfa, Diyarbakır) and 14,5% in TRC3 region (Mardin, Batman, Şırnak, Siirt). The latter two regions rank the lowest in terms of women’s employment in Türkiye.

The literature notes various reasons leading to women’s low employment rates in southeastern Anatolia. The rate of early marriages in the region is higher when compared to the national average (Çınar, 2021)<sup>8</sup>, and girls receive fewer years of schooling than boys (Atalay-Güneş, 2012b). The history of tribal social organization, weak institutional ties, and the high rate of extended

ages of 15-29, there is a 75% ratio of being NEETs (Lüküslü & Çelik, 2007:204).

family households<sup>9</sup> have been noted as factors that ossify the patriarchal social structure in the region (Çınar, 2021:235-240). Moreover, TÜİK data shows that women are perceived to be responsible for housework at a significantly higher rate in this region than other regions<sup>10</sup>. Ethnographic research on Şanlıurfa delineates that gendered perceptions—which associate women’s confinement to home with their respectability—prove resilient in the process of rapid urbanization (Purcell, 2017). Along similar lines, research on the TRC1 region (Gaziantep, Adıyaman, Kilis) underlines that rural to urban migration has not directly increased women’s employment. This is because many rural-to-urban Syrian women were formerly working as unpaid family labor in agriculture and lack the qualifications to enter the urban labor market (Ipekyolu Development Agency, n.d.). The TRC1 region is also among the regions with the highest rate of women’s involvement in the informal labor force: According to 2010 data, the informal labor rate among the region’s women was 73,6%, most of them being in the agriculture sector as unpaid family labor (Ipekyolu Development Agency, n.d., 2010:39).

On the other hand, research on poor young women’s employment patterns in Mardin points out how young women’s labor, as well as their participation in the labor market, are controlled by their families. Accordingly, particularly in marginalized poor urban families, there is a pattern of young women dropping out of school early, and entering into the labor market as precarious workers until they get married. The decisions in these processes, and the income these women earn, are at the disposal of their extended families. The control of their labor power is then transferred to the families into which they marry (Çınar, 2021).

Research on Syrian women<sup>11</sup> makes it clear that migrant women face several barriers in education and in employment. The school drop-out rate is high among Syrian girls, and 2018 data shows that only 23% of those between 15-17 ages attend school (UN Women, 2018). According to the same research, the participation of young Syrian women in vocational training is 7.2%, and most women

7) <https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Kadin-2022-49668> (Access May 15, 2023).

8) See also Saha Araştırmaları Merkezi (2019) <https://sahamerkezi.org/dogu-ve-guneydogu-anadolu-bolgesinde-yas-ve-evlilik-verileri-ile-erken-ve-co-cuk-yasta-evlendirmelere-dair-calisma-2/>. (Access May 15, 2023)

9) For example, the ratio of extended family households in Mardin stands at 23.4%, which is significantly higher than the national average of 15.9% (Çınar, 2021, p. 233).

10) <https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Kadin-2022-49668>. (Access May 15, 2023)

who attend such training prefer hairdressing, needlework, cooking, computer and language training. Researchers point out the precarious position of Syrian women in the labor market (Şenses, 2020). The low wages and long hours of insecure work are central to Syrian women's narratives on their working experiences. Such negative experiences, combined with issues of legal status, language barriers, the burden of traditional gender roles and family responsibilities, lead to low employment rates (20%) among Syrian women.

## NEEDS

In assessing what is needed to encourage young women NEETs to participate in the labor market, and to help them find favorable employment opportunities, it is necessary to acknowledge (1) the different critical stages of the pathway to employment, (2) the gender perspective and (3) the diverse needs of women in the heterogeneous NEET category. This section will focus on the needs of NEETs with respect to these axes.

Eurofound (2012) defines five main stages in the pathway that leads youth to employment. Each stage requires different policy measures and different types of interventions to increase the participation of youth in education and employment: (1) Prevention of early school leaving (2) Reintegration of early school leavers (3) Facilitating transition from school to work (4) Fostering employability among young people (5) Removal of practical barriers to employment and employer incentives. In the school-to-work transition phase, policy interventions include offering career guidance and providing young people with work experience opportunities and/or training opportunities. In the fourth phase of fostering employability, the main objective is to help young people develop skills and gain work experience that match the requirements of the employers. The measures include developing apprenticeship and vocational training programs and internships. Particularly apprenticeship programs which combine training and paid employment, have proven to be highly effective in terms of easing young people's way to the labor market, while at the same time giving them the opportunity of training.

Whereas focusing on different needs in different phases of the school-to-work transition is important to develop youth employment programmes, gender perspective is essential to align these programmes with the needs of young NEET women (Lüküslü & Çelik, 2022). UNDP's 2022 research findings on Türkiye's young women NEETs in three cities (Adana, Diyarbakır, İzmir) suggests that the development of regional networks,

Home-based income generating activities of Syrian women, are mostly handcrafts, such as sewing, knitting, and embedding bead (UN Women, 2018). Even though it brings a very small income, home-based work is preferred by many Syrian women in southeastern Türkiye, especially because women have childcare duties and they do not generally have access to any type of support in that respect. Therefore, childcare support, as well as Turkish language courses, are crucial for Syrian women to pursue employment (CARE International, 2020).

community targeting, and institutionalization are essential steps for the sustainability of effective programmes targeting NEET women. The development of regional networks and cooperating with local institutions is necessary to reach local NEET women and address their needs more efficiently. Sustainability of education and training programs also requires community targeting at the micro level. When training programmes target beneficiaries who are in -not just physically but also socially and culturally- adjacent communities who may potentially sustain their relationships in the long term, the effects of programmes will be more sustainable. Thirdly, institutionalization and building institutional standards in the sectors towards which NEET women will be trained, stand out as very important steps to remedy the lack of trust that NEET women have towards working life. This lack of trust is related to a variety of dimensions, such as ambiguity in job definitions and working hours, disrespectful communication, and sexual harassment (UNDP Türkiye, 2022). Such distrust of NEET women towards working life caused by previous experiences or anecdotes of sexual harassment has also been noted in Lüküslü & Çelik's (2022) findings on Türkiye's NEET women. Consequently, emphasizing the significance of decent work during this transitional phase becomes crucial, as it not only safeguards their economic well-being but also fosters a sense of dignity, stability, and purpose in their professional journey. It is possible to argue that building sustainable local community networks among women who benefit from training programs targeting NEETs, could also be a remedy against such problems. Moreover, integrating trusted local stakeholders to guide NEET women towards employment opportunities, ensuring follow-up and mentoring services to women after employment, could also help overcome NEET women's insecurities (UNDP Türkiye, 2022:133).



Research on women's employment in southeastern Anatolia underlines that along with long working hours, physical exhaustion, and lack of childcare support, the feeling of insecurity is among the major factors discouraging women from joining the labor force. Women prefer jobs in larger and more institutionalized firms, as sexual harassment is perceived to be more common in small enterprises. However, jobs in large scale firms may require night shifts, which discourages young women, especially upon marriage. Secure transportation between home and place of work also is an important issue, and if the companies do not provide such a service, it becomes very difficult for women to continue working (Ipekyolu Development Agency, n.d.). At least as important a problem is women's

Young women in NEETs category are a heterogeneous group, particularly with regard to level of education and socioeconomic background. Different groups of women have different needs of training and skills development in order to find desirable employment opportunities. UNDP (2022) focused on three categories of young women NEETs in Türkiye: those who seek employment, women NEETs who do not seek employment, and women who work in insecure jobs. Accordingly, job-seeking NEETs have the highest level of education whereas women in insecure jobs have the lowest levels. NEETs who do not seek jobs explain their inactivity with reference to housework responsibilities, motherhood roles, and lack of childcare support, whereas jobseekers are more likely to show low wages and lack of social security as the reasons to why they remained out of employment. In other words, the reasons for the higher educated group to be NEETs are strongly linked to the search for better employment prospects, signaling their need for a better and smoother school-to-work transition process.

Young NEET women of different educational backgrounds point out different needs in terms of training in order to become employed in desirable jobs. According to the UNDP report mentioned above (2022), the higher educated group of women NEETs express more interest in learning better English and basic computer programs when compared with groups of women with lower education. The lower-educated groups, on the other hand, express the need for vocational training which will teach them specific skills towards certain sectors, such as manufacturing, tourism, agriculture and food. The higher educated group show more interest in vocational training

high rate of involvement in informal labor in the southeastern Anatolia. Lack of social security benefits makes employment unsustainable, and also undesirable for young women, especially considering that they are expected to shoulder domestic work and care work as well. Moreover, as long as they are constrained in informal labor, women are more likely to work in less qualified jobs that also reproduce gendered patterns. Such employment has only limited effect when it comes to empowering women. Therefore, it has been suggested that young women should be supported with training opportunities in qualified vocations other than those that reinforce traditional gender roles (Ipekyolu Development Agency, n.d.)

that will prepare them for creative and innovative sectors. The needs assessment of the UNDP report (2022) highlights the necessity of reaching out to different NEET groups of different educational and socioeconomic backgrounds with different approaches. With regard to the relatively higher educated young women, vocational training, networking skills and awareness of employment and training opportunities, should be prioritized. For those women with lower levels of education, specific training towards specific jobs and development of social skills stand out as priorities (UNDP Türkiye 2022: 106).

In southeast Türkiye, women are mostly employed in agriculture. As of 2018, the percentage of women workers in agriculture in the sub-regions of TRC1 (Gaziantep, Adıyaman, Kilis), TRC2 (Şanlıurfa, Diyarbakır) and TRC3 (Mardin, Batman, Şırnak, Siirt) respectively were as follows: 36,5%; 40.7% and 27%. Women's employment in the services sector is relatively lower (27% in TRC1, 23% in TRC2, 22% in TRC3) but on a consistently rising trend. Women's employment in industry is the lowest among the three: 11,5% in TRC1, 9% in TRC2, 11% in TRC3 (Field Research Center, 2019). In Şanlıurfa, employers express the need for textile workers, customer relations assistants, sales personnel, call center personnel, waiters/waitresses, receptionists/front desk personnel<sup>12</sup> (Karacadağ Development Agency, 2018). In the case of Mardin, tourism (Dicle Development Agency, 2013), food production, organic agriculture and greenhouse cultivation stand out as sectors that may provide employment prospects for women. According to the Dicle Development Agency (2014), there is high potential for greenhouse cultivation in Mardin, and vocational training towards this

11)Syrian girls and Syrian women refer to those under temporary protection status.

12)It should also be noted that the "Culture Island Project" in Şanlıurfa includes the restoration of buildings into boutique hotels in a part of old town and may have some potential for employment in the hospitality sector (Karacadağ Development Agency, 2021).

labor-intensive sector is in need. It has also been suggested that migrant community should be encouraged towards employment in the food production sector in Mardin, and entrepreneurship among women should be encouraged through microcredits. (Ministry of Industry and Technology, General Directorate of Development Agencies, 2021).

In Gaziantep, women are employed mostly in the textile sector, yet the sector has problems terms of working conditions as well as the wages and benefits offered to employees (Ipekyolu Development Agency, nd.). Health services and social services, wholesale and retail trade, and education are also sectors that employ women. In a vocational training programme organized for women by İŞKUR (State Employment Agency) in 2011, courses in disabled care services, tailoring, human resources, computerized accounting, hotel management, hairdressing, call center work, soap production, knitwear machine operating, machine embroidery, were among the most popular. The beneficiaries of the programme were able to find employment opportunities in soap production, human resources, tourism and hotel management, call centers, and as knitwear machine operators (İŞKUR cited in Ipekyolu Development Agency, n.d.).

The employment trends of women from different educational levels in Gaziantep are such that those

women with low levels of education tend to do informal, low-paid jobs, like cracking pistachios at home or working in textile workshops. Women with high-school degrees are more likely to work as office clerks and customer relations staff. University graduates, on the other hand, are very much likely to opt out of employment (Ipekyolu Development Agency, n.d.). Employers express that their women workers need training on basic computer programmes, communication techniques, and work safety.

It is often highlighted that Southeastern Anatolia has important potential for becoming an alternative touristic destination, and there are prospects for the development of cultural and religious tourism targeting not only international but also domestic travelers (Egresi et.al. 2012; Seckelmann, 2002). Promoting the region as an alternative touristic destination, was among the objectives of Türkiye's 11<sup>th</sup> Development Plan (TR Ministry of Development, 2018). The region has recently been branded as "Mesopotamia" to promote the region's touristic potential<sup>13</sup>. However, employers in the sector underline the difficulty of finding qualified workers. Especially the lack of English speaking workers, has been noted as a problem (TR Ministry of Development, 2018).

## BEST PRACTICES

The best practices of programmes that aim to increase the youth's labor force participation and employment in different national and regional contexts take a variety of forms. One of such forms is apprenticeship programs, which have been implemented in various EU countries. A successful example of such apprenticeship programs has been implemented in Italy. Italy's "higher level apprenticeship scheme" which targeted the 18-29 age group, has been carried out at the regional level with a wide range of stakeholders, including regional employer organizations and institutions of higher education. The beneficiaries of this programme are employed as apprentices and do paid work under a formal contract, while training at the same time. The contract turns into an employment contract at the end of the apprenticeship period. The programme proved successful, with high rates (70.9 %) of young people continuing to be employed in the same companies three years after (Eurofound, 2012: 120-134).

Offering beneficiaries, a formal contract—under which they can get paid decent amounts while at the same time receiving training—could be very effective to increase women's employment in the context of southeastern Türkiye. As young women in the region underline low wages, lack of social security, irregular and long working hours, and gendered insecurities as among the main barriers to their employment, a similar apprenticeship programme that is under institutional and official supervision could provide women with a secure framework.

Research on the best practices of increasing the labor force participation and employment of youth in non-Western and developing countries, points out to two main programmatic approaches, namely the vocational training model also known as the "Latin American model", and the "livelihoods skill building" approach (Katz, 2008). Accordingly, the Latin American model puts relatively more weight on decentralized vocational training towards specific sectors. The programmes

13)See <http://www.mezopotamya.travel>, a website that has been launched to promote various destinations of the region



based on livelihoods skill building approach, on the other hand, take a more holistic perspective that aims to develop self-esteem, trust, and social skills among young women. Such programmes focus on younger groups of women, and on adolescent girls in some cases (Kalyanwala et.al. 2006), combining vocational trainings with peer group formation to the aim of developing young women's social capital, financial literacy and knowledge about social services (Amin, 2011).

One of the successful examples of the Latin American model of youth employment programmes, is the Jóvenes en Acción programme which was implemented in Colombia between 2001 and 2005. The programme targeted low-educated young people of the 18-25 age group, and combined three months in-class training with three months on-the-job training in local companies that were priorly registered for the programme. Women with pre-school children were given an additional daily stipend to support childcare. The programme yielded better results for women than for men. Women's probability

The Population Council, which organized several programmes in different non-Western developing countries such as India, Bangladesh, and Kenya, tends to take on a "livelihoods approach." One example of such programmes is the Council's Gujarat programme in 2002-2004. The programme focused on adolescent girls in the 13-19 age group from rural areas. Small groups were formed from among the beneficiaries, and those groups met regularly for three years. The programme included both vocational skills training and trainings on a wide range of issues such as leadership skills, agriculture, water management, etc. Moreover, visits were organized to banks, post-offices, universities in nearby cities to the aim of broadening adolescents' horizons (Kalyanwala et.al., 2006; Amin, 2011). The reported results suggest that the programme increased the beneficiaries' self-esteem, decision making skills and social skills, empowering them in the long run. The success of the Gujarat programme, as well as the other livelihoods skills programmes, are mainly based on providing safe, supportive spaces to girls through

of employment clearly increased, as well as their salaried earnings, which surged by almost 20 percent (Attanasio et.al., 2011). It is argued that the additional stipend for childcare, and the fact that the programme was run by well-known NGOs located in neighborhoods, were main reasons for why it yielded so successful results especially for women (Katz, 2008).

Providing specific vocational training to match the regional labor market requirements is the strong aspect of the Latin American model. However, a gender perspective that will address the specific needs of young women is essential for such programmes to reach the objective of increasing labor force participation and employment of women in southeastern Turkiye. Jóvenes en Acción programme is a good example, as women with young children were given additional stipend for childcare support, and local NGOs were included. In the case of southeastern Turkiye, the literature shows us that women would also need secure transportation, and assurance on the security of the working environment.

forming groups in which they can develop their social capital, supported by strong mentorship services (Katz, 2008; Amin, 2011).

Livelihoods programmes take a holistic and gender sensitive approach to development, which could prove very beneficial in the context of southeastern Turkiye. These programmes are strong on the aspect of community targeting, which is essential to build sustainable community networks. In the Gujarat programme case mentioned above, beneficiaries formed communities and groups, and received mentorship services, which help them sustain their connection to the public sphere, and their commitment to be involved in education and labor force. Another strong suit of the livelihoods approach is the emphasis on developing self-esteem, social adaptation skills, communication skills, and knowledge of state provided services, which would be very helpful for young women of southeastern in their pursuit of employment, especially in relatively more qualified jobs.



## RESEARCH FINDINGS

### PROFILE OF THE SAMPLE

The research reached a sample of 372 young NEET women in the 18-29 age group from three cities, all of which are in the Southeast region of Türkiye: Gaziantep, Mardin and Şanlıurfa. All three cities are at the border with Syria, hence are major recipients of migration from Syria. Among the 372 women, 277 are from the host community and 95 women are from the migrant community. With respect to the cities, the sample of migrant community is larger in Gaziantep (44% of the whole Gaziantep sample) when compared to the migrant samples in Mardin (12% of the Mardin sample) and Şanlıurfa (18% of the Şanlıurfa sample). To summarize, the distribution of the sample based on city and membership in either the host or migrant community is as follows:

**Table 1 Country of origin / city (number of respondents)**

	Gaziantep	Mardin	Şanlıurfa	TOTAL
Host community	75	109	93	277
Migrant community	60	15	20	95
TOTAL	135	124	113	372

In terms of age segmentation, the study successfully obtained data from 205 women within the 18-24 age group, with 145 belonging to the host community and 60 from the migrant community. Additionally, data was collected from 167 women between the ages of 25 and 29, consisting of 132 from the host community and 35 from the migrant community. When considering the distribution across cities, the number of women in these two age groups was similar in both Gaziantep and Mardin. However, it is worth noting that the sample size for the 25-29 age group was comparatively smaller in Şanlıurfa:

**Table 2 Age group/ city (number of respondents)**

	Gaziantep	Mardin	Şanlıurfa
18-24	65	59	81
25-29	70	65	32

In terms of educational attainment, the analysis of NEET women within the host and migrant communities reveals that the largest subgroup in both categories consists of individuals who have completed 8 years of schooling, corresponding to secondary school graduates. Conversely, the smallest subgroup comprises those who have dropped out of primary school. Notably, a significantly higher proportion of young NEET women, both from the host and migrant communities, have attained 8 years of education or less, in contrast to those who have obtained a high school diploma. Furthermore, it is important to highlight that a considerably low percentage of women from both groups have attended vocational high schools. However, the Syrian women exhibit a lower likelihood of possessing a high school or vocational high school degree, and the proportion of primary school graduates within the migrant community surpasses that of the host community.

**Table 3 Educational level/ country of origin (%)**

	Host community	Migrant community
Primary School Drop-out < 5 yrs.	3%	5%
Primary School Graduate 5 yrs.	28%	34%
Secondary School Graduate 8 yrs.	39%	38%
High School Graduate 11 yrs.	23%	20%
Vocational High School Graduate 11 yrs.	7%	3%

Upon examining the educational levels across different cities, a noticeable disparity emerges between the educational attainment of young NEET women in Şanlıurfa as compared to Gaziantep and Mardin. Specifically, in Şanlıurfa, a significantly lower level of education is observed. The primary school graduates constitute the largest subgroup among NEET women in Şanlıurfa, whereas the proportion of secondary school graduates is notably smaller compared to Gaziantep and Mardin.

**Table 4 Educational level/ city (%)**

	Gaziantep	Mardin	Şanlıurfa
Primary School Drop-out < 5 yrs.	3%	3%	5%
Primary School Graduate 5 yrs.	23%	24%	44%
Secondary School Graduate 8 yrs.	47%	47%	21%
High School Graduate 11 yrs.	22%	19%	25%
Vocational High School Graduate 11 yrs.	5%	7%	5%

Significant variations in educational levels can be observed among the two age groups analyzed. In the 18-24 age group, a notable proportion of individuals, totaling 36%, have obtained high school and vocational high school degrees. This percentage is significantly higher when compared to the 17% of high school and vocational high school graduates in the 25-29 age group. Conversely, within the 25-29 age group, a substantial cluster of 47% consists of individuals who have completed secondary school, surpassing the 33% of secondary school graduates in the 18-24 age group.

**Table 5 Educational level/ age group (%)**

	18-24	25-29
Primary School Drop-out < 5 yrs.	4%	3%
Primary School Graduate 5 yrs.	27%	33%
Secondary School Graduate 8 yrs.	33%	47%
High School Graduate 11 yrs.	29%	13%
Vocational High School Graduate 11 yrs.	7%	4%

Among the total sample of young NEET women, 180 women are currently married, whereas 182 women have never been married. Additionally, there are 10 women who identify themselves as widows or divorced. It is noteworthy that the percentage of women who have never been married and those who are currently married is similar in both the host and migrant communities. However, the group of women who are widows or divorced is slightly larger among the migrant community.

**Table 6 Marital status/ country of origin (%)**

	Host community	Migrant community
Never been married	50%	47%
Married	48%	48%
Divorced or widow	2%	5%

The low percentage of married women in Şanlıurfa can likely be attributed to the relatively smaller sample size of respondents within the 25-29 age group in this particular city. As indicated in Table 8, a significant majority of individuals within the 18-24 age group have never been married, while there is a clear majority of married women within the 25-29 age group.

**Table 7 Marital status/ city (%)**

	Gaziantep	Mardin	Şanlıurfa
Never been married	36%	48%	66%
Married	60%	49%	34%
Divorced or widow	4%	3%	0%

**Table 8 Marital status/ age (%)**

	18-24	25-29
Never been married	73%	19%
Married	25%	77%
Divorced or widow	2%	4%

The presence of childcare responsibilities is a significant factor contributing to the NEET status among the women included in this research. The data from the participants indicates that approximately 41% of women from the host community and 43% of Syrian women reported having responsibilities related to childcare. This suggests that the demands and obligations associated with caring for children can hinder women's ability to engage in employment, education, or training activities, thereby contributing to their NEET status.

**Table 9 Childcare responsibility and number of children/ country of origin**

	Host community	Migrant community
NEET women with childcare responsibility	41%	43%
Average number of children (among those with childcare responsibilities)	2.23	2.36

In both Mardin and Gaziantep, an equal percentage of women, specifically 52%, reported having childcare responsibilities. However, the Şanlıurfa sample exhibited a lower percentage, which can be attributed to the smaller sample size of women within the 25-29 age group in this city. Despite the lower percentage, it is noteworthy that women with childcare responsibilities in Şanlıurfa have a higher average number of children compared to the other two cities. This indicates that although a smaller proportion of women in Şanlıurfa have childcare responsibilities, those who do have a relatively larger number of children to care for. This finding emphasizes the unique childcare dynamics and challenges faced by women in Şanlıurfa, highlighting the importance of considering regional differences when addressing childcare-related barriers to women's participation in education and employment.

**Table 10 Childcare responsibility and number of children/ cities**

	Gaziantep	Mardin	Şanlıurfa
NEET women with childcare responsibility	52%	52%	17%
Average number of children (among those with childcare responsibilities)	2.04	2.38	2.68

The majority of the sample, encompassing both the host and refugee communities, reported a monthly household total income of 8.500 TL or less, which corresponds to the minimum wage as of May 2023. This indicates that most of the NEET women in the study face financial constraints, regardless of their community background. Notably, in the case of Mardin, the sample of NEET women tends to have a slightly higher household income ratio. Specifically, 28% of women from Mardin declared a monthly household income ranging from 8.501 to 10.500 TL, which is higher compared to the percentages observed for Gaziantep and Şanlıurfa, as depicted in Table 12. This suggests that, on average, NEET women in Mardin may have relatively better economic conditions compared to their counterparts in the other two cities.

**Table 11 Household income total income (monthly)/ country of origin (%)**

	TOTAL	Host community	Migrant community
< 8,500 TL	62%	62%	61%
8,501-10,500 TL	19%	16%	27%
10,501-12,500 TL	8%	9%	4%
12,501-14,000 TL	3%	2.5%	3%
14,001-16,000 TL	2%	1.5%	3%
16,000 <	<1 %	<1 %	0%
Don't know/ no response	6%	8%	1%

**Table 12 Household income total income (monthly)/ city (%)**

	Gaziantep	Mardin	Şanlıurfa
< 8500 TL	71%	53%	60%
8501-10500 TL	15.5%	28%	13%
10,501-12,500 TL	1.5%	10%	14%
12,501-14,000 TL	2%	2%	4.5%
14,001-16,000 TL	0	0	6%
16,000 <	0	<1%	<1%
Don't know/ no response	10%	6.5%	<1%

Among the total sample of young NEET women, approximately 55% reported having their own income, which could include social aid, rent, inheritance, and other sources. The majority of those with an income had amounts of 8500 TL or less. However, when examining the host and refugee communities separately, a significant difference emerges. Specifically, 83% of women from the migrant community have their own income, which is substantially higher than the 48% among women from the host community. Furthermore, there is variation among the cities included in the study. In Gaziantep, 77% of NEET women reported having their own income, which is notably higher than the 48% in Mardin and the 38% in Şanlıurfa. It is important to note that the lower ratio in Şanlıurfa may be partially attributed to the smaller sample size of women within the 25-29 age group in this particular city.



**Table 13 Having an income of their own/ country of origin (%)**

	TOTAL	Host community	Migrant community
< 8500 TL	41%	36%	58%
8501-10500 TL	9,5%	4%	24%
10,501-12,500 TL	3,5%	5%	0
12,501-14,000 TL	<1 %	<1 %	1%
14,001-16,000 TL	<1%	<1 %	0
16,000 <	0	0	0
No income	43%	52%	17%
Don't know/no response	2%	2%	0

## LABOR MARKET STATUS

In terms of the labor market status of young NEET women, the available data indicates that a majority of the total sample (51%) falls under the category of “active NEETs” and currently actively seeking employment. Additionally, approximately 28% expressed their intention to actively seek employment, while 21% expressed a desire to establish their own businesses in the near future. When examining the data based on country of origin, it is noteworthy that the proportion of active NEET women actively searching for employment appears to be lower within the migrant community compared to the host community.

**Table 14 Current labor market status/ country of origin (%)**

	Host community	Migrant community
Currently seeking employment	54.5%	42%
Will seek employment in near future	21%	49.5%
Wish to start own business in near future	24.5%	8.5%

Active jobseekers are the majority group in all three cities, yet Sanliurfa’s active NEETs are the largest group when compared to the other two cities.

**Table 15 Current labor market status/ city (%)**

	Gaziantep	Mardin	Şanlıurfa
Currently seeking employment	42%	54%	60%
Will seek employment in near future	39%	25%	19%
Wish to start own business in near future	19%	21%	21%

Among NEET women, those in the younger age group display a higher tendency (60%) to actively seek employment. Furthermore, when considering the age group of 25-29, a combined total of 59% of women express their intention to either pursue employment or establish their own businesses in the near future.

**Table 16 Current labor market status/ age (%)**

	18-24	25-29
Currently seeking employment	60%	41%
Will seek employment in near future	24%	33%
Wish to start own business in near future	16%	26%

Across all educational levels, active NEETs constitute the largest subgroup among women. However, it is notable that the highest proportion of active job seekers can be found among women who have completed 11 years of schooling.

**Table 17 Current labor market status/ educational level (%)**

	Primary school drop-out	Primary School Graduate	Secondary School Graduate	High school Graduate	Vocational High School Graduate
Currently seeking employment	57%	48%	43%	68%	55%
Will seek employment in near future	29%	35%	28%	16%	36%
Wish to start own business in near future	14%	17%	29%	16%	9%

Married women exhibit the lowest ratio of active NEETs, which aligns with expectations due to the allocation of domestic and unpaid responsibilities such as childcare, elderly care, and household chores, which disproportionately burden women within marital relationships.

**Table 18 Current labor market status/ marital status (%)**

	Never been married	Married	Divorced/ widow
Currently seeking employment	62%	39%	70%
Will seek employment in near future	21%	35%	30%
Wish to start own business in near future	17%	26%	-

## WORK EXPERIENCE

Among the total sample, it is noteworthy that 25% of the respondents had prior involvement in gainful employment in any form or capacity before the month preceding the research. However, when disaggregating the data based on country of origin, it is observed that 30% of NEET women from the host community and 13% of migrant respondents reported having prior work experience. Furthermore, the incidence of prior work experience is more prevalent among NEET women with 11 years of schooling, with 38% of high school graduates and 36% of vocational high school graduates having such experience, which significantly exceeds the percentages among women with 8 years of schooling (20%), 5 years of schooling (20%), and less than 5 years of schooling (29%). Substantial disparities in work experience also emerge across different cities, as 40% of women from Mardin reported prior work experience, significantly surpassing the figures of 12% in Gaziantep and 25% in Şanlıurfa.

Within the total sample, individuals with prior work experience have reported working in various sectors. Specifically, 24% of women have experience in educational services, 17% in textile and footwear manufacturing and sales, 16% in handcrafts, 10% in food and beverage services, 10% in domestic labor, and 7% in office services. Other responses were scattered across sectors such as health services, retail, logistics, event organization, and a small group (3%) mentioned prior experience in software development and web design.

Regarding occupations, the most common work experience among NEET women is as service and sales staff, accounting for 39% of the respondents. Professional occupations were reported by 11% of women, while 26% mentioned having worked in unqualified jobs. Among NEET women from the migrant community who have previous work experience, the most prevalent occupation is service or sales staff, with 50% of women indicating such experience.

When asked about the reasons for not continuing their employment, the top three responses among the total sample were: (1) low wages, (2) lack of social security benefits, and (3) family disapproval. These top three reasons were commonly expressed by women from both host and migrant communities. However, variations emerged between cities, with women from Gaziantep emphasizing factors such as engagement and marriage, as well as family responsibilities including childcare and housework, as major reasons for leaving their jobs.

**Table 19 Reasons for discontinuity in work/ city (%) (Top 3 reasons are highlighted)**

	Gaziantep	Mardin	Şanlıurfa
Childcare responsibility	50%	24%	14%
No childcare support services	6%	6%	7%
Elderly care responsibility	-	8%	4%
Care responsibility for a sick/ disabled person	-	6%	4%
Engagement/marriage	56%	14%	4%
Housework responsibility (cleaning, cooking etc.)	38%	22%	32%
Low wages	56%	68%	86%
No social security provided by employers	31%	66%	61%
Health issues	6%	34%	14%
Family disapproval	19%	30%	50%
My husband does not allow me	31%	18%	14%
Other	6%	4%	11%

Indeed, low wages pose a significant barrier to women’s employment, particularly when there is a lack of access to free childcare support. Given that low wages often fail to cover the costs of childcare, women with children are more inclined to leave their jobs. This pattern is evident in the data, as 58% of married women cited childcare responsibilities as a reason for discontinuing their employment, along with the lack of approval from their spouses, which was similarly indicated by 58% of married women as a reason for discontinuity.

Low wages emerge as the most prevalent reason for the discontinuity of working life across all levels of education, followed by the lack of social security benefits in all educational categories except for primary school graduates. Notably, women with 11 years of schooling highlighted “family disapproval” among their top three reasons for leaving employment.

**Table 20 Reasons for discontinuity in work/ educational level (%) (Top 3 reasons are highlighted)**

	Primary school drop-out	Primary School Graduate	Secondary School Graduate	High school Graduate	Vocational High School Graduate
Childcare responsibility	-	55%	28%	10%	13%
No childcare support services	25%	9%	7%	3%	-
Elderly care responsibility	25%	-	3%	10%	-
Care responsibility for a sick/ disabled person	25%	-	3%	6%	-
Engagement/ marriage	25%	27%	34%	-	-
Housework responsibility	25%	32%	34%	19%	25%
Low wages	100%	64%	66%	77%	75%
No social security provided by employers	50%	36%	55%	74%	75%
Health issues	25%	18%	28%	23%	25%
Family disapproval	-	23%	14%	58%	63%
My husband does not allow me	-	36%	21%	10%	13%
Other	-	-	7%	10%	13%

## JOB SEARCH

The research data sheds light on the limited knowledge among NEET women regarding effective job-seeking strategies. It reveals that the most prevalent method of job search for these women is through personal connections and family networks, which provide access to only a restricted range of job opportunities. In fact, 55% of women from the host community and a higher percentage of 71% among Syrian women rely on their family relations for job search. Importantly, there is a significant disparity between NEET women from the host and migrant communities. Host community NEETs are more likely than migrant community to explore alternative means, such as utilizing the services of İŞKUR (State Employment Agency) and online human resources (HR) websites, as illustrated in the table below. However, it is worth mentioning that both host and migrant communities commonly employ social media platforms as a means of job search.

**Table 21 Methods used in job search/ host or migrant community (%)**

	Host community	Migrant community
Via İŞKUR (State Employment Agency)	30%	6%
Internet HR websites	39%	9%
Via municipal employment offices	27%	1%
Via personal/family relations	55%	71%
Mass media job announcements	28%	7%
Private employment offices	30%	9%
Social media platforms	42%	41%

When examining the differences across cities, it becomes apparent that NEET women from Şanlıurfa display a lower inclination to utilize various job search methods compared to the other two cities, as evident in Table 22. Conversely, women from Mardin have responded with higher percentages across nearly all job search methods, indicating a more active and diverse approach to job search among NEET women in Mardin.

**Table 22 Methods used in the job search/ city (%)**

	Gaziantep	Mardin	Şanlıurfa
Via İŞKUR (State Employment Agency)	15%	42%	16%
Internet HR websites	30%	51%	12%
Via municipal employment offices	14%	39%	8%
Via personal/family relations	73%	81%	19%
Mass media job announcements	21%	37%	9%
Private employment offices	16%	45%	12%
Social media platforms	45%	56%	23%

The level of education significantly influences the methods employed for job search, as evidenced by a positive correlation between the level of education and the utilization of İŞKUR, internet HR websites, municipal offices, private employment offices, and social media platforms. Notably, vocational high school graduates exhibit a higher proficiency in utilizing a diverse range of job search methods compared to other educational levels, including regular high school graduates.

**Table 23 Methods used in job search/ educational level (%)**

	Primary school drop-out	Primary School Graduate	Secondary School Graduate	High school Graduate	Vocational High School Graduate
Via İŞKUR (State Employment Agency)	14%	17%	19%	33%	64%
Internet HR websites	21%	20%	30%	39%	68%
Via municipal employment offices	14%	15%	17%	27%	50%
Via personal/family relations	43%	49%	63%	66%	73%
Mass media job announcements	21%	12%	19%	33%	64%
Private employment offices	21%	10%	24%	35%	59%
Social media platforms	21%	27%	43%	56%	68%

Age also plays a role in determining the methods employed for job search, albeit to a lesser extent compared to the level of education. Nonetheless, it is observed that younger NEET women are more inclined to utilize mass media, private employment offices, and social media platforms as means of searching for employment opportunities.



**Table 24 Methods used in job search/ age group (%)**

	18-24	25-29
Via İŞKUR (State Employment Agency)	23%	26%
Internet HR websites	30%	33%
Via municipal employment offices	20%	20%
Via personal/family relations	57%	62%
Mass media job announcements	25%	19%
Private employment offices	28%	20%
Social media platforms	46%	37%

When inquired about their proficiency in job search skills, NEET women from the host community tend to report lower levels of knowledge across a wide range of skills compared to Syrian women.

**Table 25 Job search skills/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
Knowledge on access to job ads	6%	17%
Preparing resume	6%	24%
Job interview techniques	7%	19%
Searching employment via İŞKUR	8%	11%
Online job search	9%	25%
Knowledge on access to vocational training opportunities	4%	11%
Knowledge on access to internship opportunities	6%	3%

When examining the data on job search skills in relation to cities, it is evident that NEET women from Gaziantep exhibit a higher level of knowledge in terms of preparing resumes and utilizing online platforms for job search compared to women from the other two cities.

**Table 26 Job search skills/ city (% of top 3 positive responses on a 10 point scale)**

	Gaziantep	Mardin	Şanlıurfa
Knowledge on access to job ads	15 %	6%	4%
Preparing resume	20%	4%	7%
Job interview techniques	16%	6%	8%
Searching employment via İŞKUR	10%	10%	6%
Online job search	21%	10%	6%
Knowledge on access to vocational training opportunities	8%	5%	4%
Knowledge on access to internship opportunities	7%	5%	4%

There is no notable distinction between different age groups in terms of their knowledge regarding tracing and accessing employment opportunities. However, when examining the impact of educational attainment, the data reveals that vocational high school education plays a more influential role. Specifically, women with vocational high school degrees demonstrate significantly higher levels of proficiency compared not only to women with lower levels of education, but also to women with regular high school degrees. For instance, the data indicates a 36% positive response among vocational high school graduates in terms of online job search, which is three times higher than the percentage observed among regular high school graduates. This suggests that vocational high school education positively contributes to women's ability to utilize online platforms effectively for job search purposes.

**Priorities**

The research findings reveal that within the total sample of young NEET women, the most prominent priorities identified are a decent wage (63%) and social security (48%). Moreover, considerations such as a secure environment for women (42%) and proximity to home (41%) closely follow in importance. Strikingly, career prospects emerged as the least prioritized aspect, with only 19% of NEET women emphasizing its significance. Notably, this pattern persisted consistently across all variables examined in the study. The findings suggest that career prospects hold a relatively lower priority among these women. This observation can be attributed to their low levels of education and correspondingly low household incomes. As a result, their primary concerns center around securing decent wages and obtaining social security rather than focusing on long-term career opportunities. Given their current circumstances, the immediate financial stability and social protection afforded by adequate income and social security take precedence over the pursuit of career advancement.

**Table 27 Most Important properties In a job/ country of origin (%) (top 3 responses highlighted)**

	Host community	Migrant community
Social security benefits	54%	31%
Decent wage	69%	44%
Close to home	36%	57%
Institutionalization	24%	18%
Flexible hours	28%	33%
Career prospects	23%	5%
Secure for women	42%	40%
Other	0%	4%

**Table 28 Most important properties in a job/ city (%) (top 3 responses highlighted)**

	Gaziantep	Mardin	Şanlıurfa
Social security benefits	48%	69%	25%
Decent wage	49%	60%	81%
Close to home	49%	35%	38%
Institutionalization	39%	15%	11%
Flexible hours	43%	29%	13%
Career prospects	17%	24%	14%
Secure for women	58%	48%	16%
Other	3%	0%	0%

The priorities among NEET women exhibit notable variations when analyzed based on age and marital status. Specifically, women in the older age group (25-29) tend to place a higher emphasis on social security benefits, proximity to home, flexible working hours, and a secure environment for women, as evidenced in the provided table. This divergence between age groups closely aligns with the disparities observed between the priorities of married and unmarried women. The disparities in priorities among NEET women, based on age and marital status, can be attributed to the presence of children within these groups. It is evident that women in the older age group (25-29) have a higher likelihood of having children (68%) compared to younger women (18-24; 20%). Consequently, for women who are mothers, factors such as the proximity of the workplace to their home and the flexibility of working hours become more significant. These priorities are influenced by the additional responsibilities and challenges associated with childcare and managing household chores.

**Table 29 Most important properties in a job/ age group (%) (top 3 responses highlighted)**

	18-24	25-29
Social security benefits	39%	59%
Decent wage	59%	68%
Close to home	37%	47%
Institutionalization	20%	25%
Flexible hours	25%	35%
Career prospects	15%	23%
Secure for women	36%	49%
Other	1%	1%

## Sectors in Demand

The analysis of preferred sectors among young NEET women reveals that the education sector is the most prominent choice across all variables. This is consistently followed by handcrafts and food and beverage services, which are also highly favored. Notably, these top three sectors are commonly preferred by both host community and Syrian women, as evidenced in Table 30. Additionally, Syrian women exhibit a relatively higher interest in sectors such as software development, web design, and office support services. However, it is important to acknowledge that, apart from their top five preferred sectors, Syrian women demonstrate lower levels of interest in all other sectors when compared to women from the host community.

**Table 30 The most preferred 10 sectors/ country of origin (%)**

	Host community	Migrant community
1	Educational services (52%)	Educational services (35%)
2	Food and beverage services (38%)	Handcrafts (27%)
3	Handcrafts (35%)	Food and beverage services (13%)
4	Food production (28%)	Software development, web design (13%)
5	Textile & shoes production & sales (27%)	Office support services (7%)
6	Tourism services (24%)	Domestic services – cleaning, childcare etc. (5%)
7	Health services (23%)	Support services for electronic devices (5%)
8	Retail sales (21%)	Retail sales (4%)
9	Domestic services – cleaning, childcare etc. (21%)	Food production (3%)
10	Event organization (19%)	Print and press services (3%)

The three most preferred sectors among young NEET women in all three cities are educational services, handcrafts, and food and beverage services. These sectors garner the highest levels of interest and appeal among the surveyed women across the different cities.

**Table 31 The most preferred 10 sectors (%)**

	Gaziantep	Mardin	Şanlıurfa
1	Educational services (52%)	Educational services (57%)	Educational services (33%)
2	Handcrafts (41%)	Handcrafts (36%)	Food and beverage services (26%)
3	Food and beverage services (35%)	Food production (33%)	Handcrafts (19%)
4	Food production (27%)	Tourism services (31%)	Domestic services – cleaning, childcare etc. (8%)
5	Textile & shoes production & sales (24%)	Textile & shoes production & sales (28%)	Health services (7%)
6	Office support services (22%)	Health services (26%)	Tourism services (5%)
7	Software development, web design (22%)	Retail sales (24%)	Retail sales (4%)
8	Event organization (21%)	Domestic services – cleaning, childcare etc. (23%)	Real estate (4%)
9	Retail sales (19%)	Office support services (19%)	Office support services (2%)
10	Health services (19%)	Real estate (18%)	Food production (2%)

### Type of Supports Needed

In order to assess the types of support that NEET women required to enhance their employment prospects, they were asked on their specific needs. The findings underscore a strong demand for assistance in acquiring the necessary skills to access job opportunities and effectively apply for jobs. This particular response emerged as the most prevalent choice across nearly all variables. Additionally, support for vocational and technical training, facilitation of professional networking, and transportation support were among the other highly desired forms of assistance. The expressed need for support in establishing connections with professionals in relevant sectors could be attributed to the importance of developing the aptitude to navigate and identify job opportunities, which, once again, emerged as a prominent priority. Furthermore, the request for transportation support extends beyond the financial aspect and encompasses concerns regarding personal security. This is particularly relevant due to the potential risks associated with long commutes and extended working hours, which may pose security challenges for women.

**Table 32 Types of support needed to increase the probability of employment/ country of origin (%) (Top 3 responses highlighted)**

	Host community	Migrant community
Vocational and technical training	42%	53%
Support to contact with sectors' professionals	46%	11%
Training in social skills for professional purposes	40%	18%
Transportation support	44%	26%
Support in care responsibilities child/elderly/sick/disabled)	26%	11%
Support in job search	51%	59%
Other	1%	4%

**Table 33 Types of support needed to increase the probability of employment/ city (%) (Top 3 responses highlighted)**

	Gaziantep	Mardin	Şanlıurfa
Vocational and technical training	50%	54%	29%
Support to contact with sectors' professionals	35%	46%	30%
Training in social skills for professional purposes	42%	46%	12%
Transportation support	50%	43%	25%
Support in care responsibilities (child/elderly/sick/disabled)	31%	31%	9%
Support in learning methods of job search	64%	44%	49%
Other	2%	2%	1%

When examining the data based on marital status, it is notable that the most preferred forms of support, such as learning job search methods and vocational training, remain consistent regardless of marital status. However, married women also expressed a need for support (38%) in managing responsibilities related to childcare, sickness, and elderly care, which was less prominent among single women (11%).

Regarding awareness of available support services to enhance their employment prospects, a significant majority of women across various factors indicated a lack of knowledge in this regard. However, they expressed interest in learning about potential sources of support. Notably, when considering the breakdown between host and migrant communities, Syrlan women exhibited lower levels of awareness about support services and expressed a greater interest in obtaining information about them, in comparison to women from the host community. The discrepancy in awareness about support services between Syrlan women and host community women may be attributed to differences in their prior work experiences. The data reveals that a higher percentage (30%) of women from the host community have previous work experience, compared to a lower percentage (13%) among Syrlan women. Previous work experience can contribute to a better understanding of available support services, as individuals who have been engaged in the workforce may have encountered and accessed such services in the past. Therefore, the lower level of awareness among refugee women regarding support services may be attributed to their comparatively lower rate of previous employment.

**Table 34 Knowledge on where to find support/ country of origin (%)**

Q: Do you know where to find support?	Host community	Migrant community
Yes	25%	7%
No, and I am not interested	18%	8%
No, but I would like to learn	57%	84%

Upon examining the data across the three cities, it is evident that respondents from Şanlıurfa expressed a considerably lower level of interest in acquiring knowledge about employment support sources. Conversely, the percentage of women from Mardin who reported being aware of such support sources was significantly higher compared to the other two cities. The higher percentage (40%) of women in Mardin who reported previous work experience in an income-generating job may partially explain their greater familiarity with job search methods and support sources. In contrast, a lower percentage (25%) of women in Şanlıurfa stated prior work experience. When comparing job search paths, competencies, and previous working experiences, women in Şanlıurfa lag behind both Mardin and Gaziantep. Despite the lower levels of knowledge about support sources, a considerable proportion (60%) of women in Şanlıurfa indicated that they are actively seeking employment currently. However, their enthusiasm for learning about the available support sources appears to be relatively low.



**Table 35 Knowledge on where to find support/ city (%)**

Q: Do you know where to find support?	Gaziantep	Mardin	Şanlıurfa
Yes	10%	42%	10%
No, and I am not interested	2%	2%	47%
No, but I would like to learn	87%	56%	43%

## Demands for Training

Regarding vocational training, it is evident that young women who are NEET and belong to the migrant community express a substantial need for Turkish language instruction. In addition, Syrian women display a greater inclination towards acquiring proficiency in fundamental office software programs, fundamental principles of business law, advanced software utilization, English for professional contexts, and skills relevant to job applications in comparison to the members of the host community.

**Table 36 Demand for Vocational training/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
Job application skills	27%	40%
Basic Office programs (Word, Excel, etc.)	26%	45%
Basic business law	26%	37%
Turkish language for professional purposes	25%	42%
Information technology skills (social media management, graphic design, etc.)	25%	31%
Specific vocational training (such as call center training, cookery training, etc.)	24%	27%
English language for Professional purposes	24%	34%
Entrepreneurship skills (finance, cash-flow management, etc.)	23%	25%
Social skills for professional purposes (presentation, conflict management, etc.)	23%	25%
Advanced digital skills, coding	22%	26%
Training for personal wellbeing, social skills (self-expression, fundamental rights, health and well-being)	22%	25%
Advanced software (web design, supply chain management, etc.)	19%	34%

The vocational training demands exhibit variations across different cities. Notably, basic office programs emerge as the most sought-after educational domain in both Mardin and Gaziantep. Additionally, in Gaziantep, there is significant demand for job application skills and English language training for professional purposes. Conversely, in Mardin, there is a greater emphasis on social skills for professional purposes, basic business law, and IT skills. It is worth noting that women from Şanlıurfa express comparatively lower levels of interest in all the training programs when compared to the other cities. However, their vocational training preferences predominantly revolve around job application skills and Turkish language acquisition.

**Table 37 Demand for Vocational training/ city (% of top 3 positive responses on a 10 point scale)**

	Gaziantep	Mardin	Şanlıurfa
Turkish language for professional purposes	43%	28%	15%
Entrepreneurship skills (finance, cash-flow management, etc.)	29%	31%	10%
Social skills for professional purposes (presentation, conflict management, etc.)	25%	34%	12%
Basic Office programs (Word, Excel, etc.)	44%	35%	11%
Advanced digital skills, coding	28%	31%	9%
Training for personal wellbeing, social skills (self-expression, fundamental rights, health and well-being)	28%	27%	12%
Specific vocational training (such as call center training, cookery training, etc.)	31%	31%	11%
Basic business law	39%	33%	12%
Advanced software (web design, supply chain management, etc.)	32%	27%	9%
English language for Professional purposes	40%	30%	6%
Information technology skills (social media management, graphic design, etc.)	34%	32%	10%
Job application skills	41%	32%	15%

In the overall sample, training related to the textile sector, encompassing instruction on textile design, manufacturing, and marketing, emerges as the most favored area of specialization. Among the total sample, 59% of respondents expressed a keen interest in pursuing training in this sector, with 68% of the host community sample and 32% of the migrant community sample indicating a similar inclination. Following the textile sector, the demand for training in manufacturing (34%), tourism (31%), and creative industries (29%) ranked prominently. The preference for sector-specific training among host community NEET (Not in Education, Employment, or Training) women aligns closely with that of the entire sample. However, it is noteworthy that migrant community NEET women exhibited comparatively lower levels of interest across all sectors surveyed when compared to host community women.

**Table 38 Preferred sectoral trainings/ country of origin (%) (Top 3 preferences highlighted)**

	Host community	Migrant community
Textile (design, production, marketing, etc.)	68%	32%
Manufacturing (production, operation, finance, marketing, etc.)	40%	19%
Tourism (planning, operation, management)	38%	12%
Creative sectors (social innovation, AI, etc.)	32%	21%
Logistics (planning, operation)	26%	12%
Food and agriculture (smart agriculture, production techniques, etc.)	23%	13%
Other	2%	29%

Young NEET women residing in all three cities expressed a heightened level of interest in sectors such as textiles, manufacturing, and tourism, as evidenced by the data presented in the table below. However, sectors related to food and agriculture, as well as logistics, demonstrated relatively lower levels of interest. Notably, it is important to highlight that the demand for training in the textile sector remains consistently high across all educational backgrounds.

**Table 39 Preferred sectoral trainings/ city (%) (Top 3 preferences highlighted)**

	Gaziantep	Mardin	Şanlıurfa
Textile (design, production, marketing, etc.)	50%	57%	71%
Manufacturing (production, operation, finance, marketing, etc.)	43%	46%	12%
Creative sectors (social innovation, AI, etc.)	37%	35%	13%
Tourism (planning, operation, management)	33%	44%	17%
Logistics (planning, operation)	27%	33%	5%
Food and agriculture (smart agriculture, production techniques, etc.)	19%	31%	12%
Other	16%	4%	5%

## KNOWLEDGE OF PUBLIC SERVICES

The research reveals that young NEET women have limited knowledge and awareness regarding the availability of public services. An important finding is that Syrian women exhibit higher levels of awareness across all public social services compared to women from the host community.

**Table 40 Awareness of public services/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
Legal advice	4%	17%
Psychological support	4%	11%
Education/training services	8%	19%
Health services	6%	22%
Support in job search	6%	8%
Protective services (against victims of violence, abuse)	3%	14%
Childcare services	4%	15%

**Table 41 Awareness of public services/ city (% of top 3 positive responses on a 10 point scale)**

	Gaziantep	Mardin	Şanlıurfa
Legal advice	10%	7%	4%
Psychological support	9%	2%	5%
Education/training services	11%	10%	11%
Health services	13%	12%	4%
Support in job search	7%	7%	5%
Protective services (against victims of violence, abuse)	9%	4%	4%
Childcare services	10%	4%	6%

## TRUST IN INSTITUTIONS AND INDIVIDUALS

The level of trust in institutions, individuals, and the sense of security in public spaces within a city play vital roles in facilitating women's participation in the labor force. Thus, this research focuses on examining the extent of both institutional and interpersonal trust among young women classified as NEETs in order to identify trust and security issues that may hinder women from transitioning out of the NEET category.

According to the findings, trust in major institutions and the services they provide is significantly low. However, notable disparities emerge between NEET women from the host and migrant communities. Syrian women express considerably higher levels of trust in all institutions and services, as indicated in Table 42. Conversely, the responses from host community women demonstrate a higher level of trust in municipality services compared to other institutions and services, with the private sector instilling the least amount of trust among this group, as depicted in Table 43. While Syrian women also exhibit a relatively low level of trust in the private sector, their level of trust in this sector is considerably higher than that of host community women.

**Table 42 Level of trust in institutions & services/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
Private sector in general	8%	23%
Universities	8%	34%
Public services	19%	47%
Municipality services	21%	40%
NGOs (foundations, associations)	14%	34%
International aid organizations	12%	24%

**Table 43 Level of trust in institutions & services/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
Private sector in general	40%	6%
Universities	33%	9%
Public services	33%	3%
Municipality services	30%	9%
NGOs (foundations, associations)	32%	9%
International aid organizations	31%	8%

The level of trust exhibits variation across different cities as well. NEET women from Gaziantep demonstrate significantly higher levels of trust in all institutions and services (excluding the private sector) compared to women from the other two cities. Particularly noteworthy is the substantial trust instilled by municipality services among Gaziantep’s NEET women. Conversely, women from Şanlıurfa display the lowest level of trust in institutions among the three cities.

**Table 44 Level of trust in institutions & services/ city (% of top 3 positive responses on a 10 point scale)**

	Gaziantep	Mardin	Şanlıurfa
Private sector in general	11%	12%	13%
Universities	26%	7%	8%
Public services	36%	22%	19%
Municipality services	38%	25%	12%
NGOs (foundations, associations)	30%	12%	12%
International aid organizations	27%	11%	6%

Regarding interpersonal trust, the study reveals that 42% of NEET women from the migrant community express trust in people residing in Türkiye. This percentage is significantly higher than the level of trust (9%) reported by women from the host community. However, in terms of feeling secure in public areas such as streets and crowded places, Syrian women declare considerably lower levels of trust compared to their host community counterparts.

**Table 45 Level of interpersonal trust/ country of origin (% of top 3 positive responses on a 10 point scale)**

	Host community	Migrant community
How much do you trust people in Türkiye in general?	9%	42%
How secure do you feel on the streets of your city?	8%	13%
How secure do you feel in crowded places such as public transportation?	9%	13%

Among the three cities included in the sample, Şanlıurfa exhibits the lowest level of trust in people. However, it is worth noting that the feeling of security in public spaces, including streets and crowded areas, is remarkably low across all three cities.

The considerable lack of trust among women in Şanlıurfa towards other individuals may have significant implications for their lifestyle, potentially leading to a more introverted and isolated existence. This could, in turn, contribute to the lower awareness among women in Şanlıurfa (explained in earlier section) regarding available support resources compared to the other two cities. The lack of trust may also explain their hesitance and reluctance to engage in training programs for reintegration into the workforce. The absence of trust in others may create a sense of vulnerability and apprehension, making women less inclined to seek out training opportunities or take risks in starting or transitioning careers. Therefore, the low trust levels



observed in Şanlıurfa appear to be influential factors impacting women’s access to support networks, their involvement in business endeavors, and their overall willingness to participate in training programs.

**Table 46 Level of interpersonal trust/ city (% of top 3 positive responses on a 10 point scale)**

	Gaziantep	Mardin	Şanlıurfa
How much do you trust people in Turkiye in general?	23%	18%	10%
How secure do you feel on the streets of your city?	13%	6%	9%
How secure do you feel in crowded places such as public transportation?	10%	7%	12%

## INTERNET ACCESS AND USE

Online educational resources present promising opportunities to offer convenient training options for NEET women. However, engaging with these resources necessitates technological proficiency and access to the internet. Inquiring about the possession of such capacities among NEET women through survey questions revealed that a majority of both host and migrant community women affirmed their possession of these resources. The exception, however, lies in the availability of computers, as the majority of women, including Syrian women, reported not having access to a computer. Nonetheless, this limitation can be compensated by the widespread ownership of smartphones with internet connectivity, which was prevalent among 90% of the host community and 97% of the migrant community. It is important to note that 42% of host community women still lack internet access, which poses a significant constraint to their engagement with online education resources.

**Table 47 Possession of electronic devices & Internet access/ country of origin (% of “Yes” responses)**

	Host community	Migrant community
Do you have a computer or a tablet computer at your disposal?	40%	14%
Do you have internet access?	58%	81%
Do you have a smart phone with internet access?	90%	97%
(For those who have an electronic device) Does your electronic device support online education?	72%	84%
Do you have time for online education?	69%	89%

Upon disaggregating the data by cities, a clear pattern emerges, revealing that a majority of women from Şanlıurfa lack essential resources such as computers, internet access, and suitable devices for online education. Moreover, they face challenges in terms of time availability.

**Table 48 Possession of electronic devices & internet access/ city (% of “Yes” responses)**

	Gaziantep	Mardin	Şanlıurfa
Do you have a computer or a tablet computer at your disposal?	39%	47%	12%
Do you have internet access?	81%	86%	19%
Do you have a smart phone with internet access?	97%	85%	82%
(For those who have an electronic device) Does your electronic device support online education?	98%	78%	39%
Do you have time for online education?	98%	89%	31%



## CONCLUDING REMARKS & SUGGESTIONS

The research findings highlight the following points:

- In the present study, it is imperative to analyze the reasons behind the discontinuation of work among NEET women, which constitutes 25% of the total sample. These reasons play a crucial role in understanding the dynamics of this research. The identified reasons can be categorized into two main groups: (1) those associated with the structure of the labor market and (2) those linked to gender relations. Firstly, the most commonly cited reasons for leaving jobs are **low wages** and the **absence of adequate social security measures**. This phenomenon is observed among women from both the host and migrant communities, as well as across all three cities under study. It is important to note that these challenges are prevalent even among women who have completed 11 years of schooling. Secondly, disapproval from families, as well as responsibilities related to childcare and household chores, are also significant factors contributing to the withdrawal of women from the labor force. These reasons are consistent across various variables and affect both host and migrant community women, irrespective of the city they reside in.
- An important observation is that NEET women exhibit **remarkably low levels of trust** in both institutions and individuals. Particularly, the private sector elicits the lowest level of trust among NEET women. This lack of trust may stem from their personal experiences of working in low-wage jobs without social security benefits, characterized by an absence of institutionalized structures. Additionally, anecdotes shared by other women may contribute to their skepticism towards the private sector. Ultimately, this lack of trust in the private sector acts as a significant

deterrent, discouraging NEET women from entering or rejoining the labor force. Equally significant is the expressed sense of insecurity among NEET women in crowded places, public transportation, and on the streets. This feeling of insecurity presents a notable barrier that potentially perpetuates the NEET status among young women. Their concerns about personal safety and vulnerability in public spaces contribute to their hesitance to engage in activities that could lead to employment opportunities.

To address the lack of trust among NEET women, NGOs can establish trust-building initiatives tailored specifically to this group. These initiatives may encompass various activities such as awareness campaigns, workshops, and community dialogues. The primary objective is to address the concerns and misconceptions that contribute to the lack of trust. By providing accurate information and dispelling myths, NGOs can help alleviate the specific challenges and barriers faced by NEET women.

Additionally, skills development training plays a significant role in enhancing self-confidence among NEET women. These trainings should cover a wide range of areas, including **communication skills, problem-solving, and decision-making**. By equipping NEET women with these valuable skills, NGOs could empower them to navigate the job market with confidence.

Furthermore, soft skills trainings are also essential for building confidence. NGOs can organize workshops and sessions focused on personal development, fostering **self-esteem, goal setting, resilience, and stress management**. These workshops serve as platforms for NEET women to acquire tools and knowledge to overcome self-doubt, develop a positive mindset, and build their self-confidence.

By implementing these trust-building initiatives and providing comprehensive skills development and personal development trainings, NGOs can effectively address the lack of trust and help NEET women develop the necessary self-confidence to pursue their goals and aspirations. These efforts contribute to the empowerment of NEET women and enhance their prospects for successful integration into the workforce.

- The examination of women's employment preferences reveals the salience of various factors, including equitable remuneration, social security, and a secure work environment. Notably, Syrian women exhibit a distinct inclination toward proximity-based employment opportunities. The significance of fair wages and social security for NEET women, particularly those with childcare responsibilities, cannot be overstated. The insufficiency of wages to cover childcare expenses, coupled with the absence of social security benefits, poses significant barriers to their labor force participation.

To address this issue, it is important for stakeholders, including NGOs, public institutions, and the private sector, to prioritize policies and initiatives that **promote** fair wages, social security, and accessible childcare services. One of the important barriers faced by NEET women with children or childcare responsibilities is the lack of childcare support. This could involve advocating for legal protections, such as minimum wage regulations and comprehensive social security benefits, as well as collaborating with relevant institutions to **expand affordable and quality childcare options, partnering with childcare facilities, providing subsidies for childcare expenses, or establishing on-site childcare services**. By addressing these underlying structural issues, it becomes possible to enhance the participation and inclusion of NEET women in the labor market, ultimately contributing to their economic empowerment and overall well-being.

- The research findings highlight the significant need for substantial support in the employment-seeking process among NEET women. Both host community and Syrian women primarily rely on limited resources, primarily personal and family relations, as well as social media platforms, in their job search endeavors. This reliance on individual resources severely limits their access to a narrow pool of job opportunities.

Additionally, NEET women require assistance in developing their skills for effective job searching. A key challenge they face is accessing information regarding available jobs, vocational training opportunities, and relevant training programs. Their knowledge about essential aspects of job search, such as resume preparation and job interview techniques, is also limited.

To address these challenges, it is crucial to provide NEET women with the necessary support to enhance their knowledge and navigate institutional avenues for job searching, such as İŞKUR (Turkish Employment Agency) and municipal employment offices. This support will enable them to **diversify their job search methods** effectively. It is also essential to provide **comprehensive and supportive training programs** that empower NEET women with the necessary skills and knowledge in these areas. This includes conducting workshops that train them on **how to utilize resources** like İŞKUR (Turkish Employment Agency) and municipal employment offices. Additionally, offering **skill-building workshops and courses** is essential to equip NEET women with the necessary knowledge in effective job search techniques, resume writing, and interview skills. By implementing these measures, NEET women can be better prepared and equipped to navigate the job market and increase their chances of securing employment.

- In connection with the aforementioned point, NEET women consistently express the need for assistance in establishing connections with established professionals within specific sectors, as this significantly enhances their chances of securing employment opportunities. This indicates a clear demand for mentorship support, wherein experienced professionals provide guidance and networking opportunities to NEET women. Furthermore, it is imperative to recognize the significance of childcare support, particularly for women with children or childcare responsibilities. By addressing this critical need, such support enables NEET women to effectively balance their family obligations with their pursuit of employment.

To address these needs, **mentorship programs** could be developed to connect NEET women with established professionals in specific sectors. Guidance, advice, and networking opportunities can be provided by these mentors to help

NEET women enhance their chances of securing employment. By fostering these connections, valuable insights and support can be gained by NEET women in navigating their chosen industries.

Additionally, networking opportunities should be fostered by NGOs through the organization of **networking events, job fairs, and industry-specific gatherings** that facilitate connections between NEET women and potential employers. Through these platforms, NEET women are provided with valuable opportunities to showcase their skills and qualifications, establish professional relationships, and gain access to a broader range of employment opportunities.

- In the survey conducted, the preferred sectors for employment among women from both the host and migrant communities, as well as women from all three cities, were found to be educational services, food and beverage services, and handcrafts. Additionally, when presented with various sector options for vocational training, the textile sector, including textile design, production, and marketing, emerged as the most preferred choice. The manufacturing and tourism sectors also garnered significant interest. These findings shed light on the sectors that align with the aspirations and interests of NEET women, presenting valuable insights for the design and implementation of targeted vocational training programs and employment opportunities within these sectors.

Based on the findings of the literature review, the textile sector demonstrates significant potential in all three provinces examined in this research. Given the existing market gap and the educational requirements of both employers and NEET women, it is advisable to prioritize vocational training programs in the textile sector. This strategic focus on textile training aligns with the identified needs and opportunities within the sector, allowing for targeted skill development and increased employment prospects for NEET women. Stakeholders can collaborate to develop and offer specialized training programs that cater to the identified sectors of interest, particularly in textile. These programs should focus on equipping NEET women

with the necessary skills, knowledge, and practical experience required to excel in these sectors. Furthermore, it is essential to establish partnerships with relevant industry stakeholders to create job placement programs, apprenticeships, or internships that provide hands-on training and employment opportunities specifically tailored for NEET women in these sectors. By aligning vocational training and employment initiatives with the preferred sectors of NEET women, it becomes possible to enhance their employability and facilitate their successful integration into the labor market. Additionally, ensuring women's requirement of decent work conditions is crucial to promote gender equality and empower women in the workforce. By providing safe and fair working environments, equal opportunities, and support for work-life balance, women's professional growth and contribution to various industries could be fostered. Moreover, addressing these needs not only benefits individual women but also leads to more diverse, inclusive, and thriving workplaces.

The findings of this study highlights the presence of structural barriers that hinder the labor force participation of NEET women. Resolving these challenges necessitates long-term strategies involving policy reforms and social and cultural transformations. However, in the short-term, the implementation of tailored training programs specifically designed to promote the inclusion of NEET women in the labor market can yield positive outcomes.

The research findings indicate a pressing need for a comprehensive approach that combines specific vocational training initiatives with educational programs aimed at raising awareness about public services and employment opportunities among NEET women. It is important to acknowledge, however, that relying solely on training and educational interventions may have limited efficacy due to the complex challenges faced by young NEET women. These challenges include limited access to low-wage jobs without social security benefits, lack of trust (to both other individuals and institutions), childcare and household responsibilities, and gender-based societal expectations that impede their ability to sustain meaningful careers.



Addressing these multifaceted issues may require comprehensive programs that provide young women with community and mentorship support, as well as rigorous monitoring of employing institutions.

Promising insights can be obtained from best practices, such as collaborative apprenticeship and internship programs that engage multiple local stakeholders. Such initiatives afford women the opportunity to gain work experience within closely supervised and institutionalized settings while earning income. Moreover, a collaborative program involving various stakeholders would provide a more secure environment for women. However, the successful implementation of such a program necessitates offering economic incentives to participating companies, entailing the allocation of substantial funding.

To facilitate sustainable employment opportunities for women, it is crucial to foster community support. One viable approach could involve establishing groups of young women from closely-

knit communities who benefit from these programs and receive ongoing mentorship throughout their vocational training, job search, and potentially even during the initial stages of employment. This method would effectively cultivate communities of empowered young women capable of sustaining their social networks long after the program's conclusion.

In conclusion, addressing the structural obstacles hindering NEET women's labor force participation demands a holistic and multifaceted approach. Combining targeted training programs, community support, mentorship, and diligent oversight of employing institutions is key to empowering and supporting NEET women on their path toward sustainable employability. Drawing lessons from best practices, such as collaborative apprenticeship programs, and securing sufficient funding are critical considerations in devising effective interventions to facilitate the advancement of NEET women in the labor market.



## ANNEX 1 – AFTERMATH OF THE EARTHQUAKE: Rapid Needs Assessment

### INTRODUCTION

After the devastating Kahramanmaraş earthquakes on February 6, the Eleeyiz project's Need Analysis fieldwork was suspended, and a Rapid Needs Assessment study was carried out by recontacting 372 women interviewed before the earthquake. The interviews with 103 of the 372 women who were recontacted were successful while the rest could not be reached via phone after the earthquake or declined to participate in the interview.

A total of 103 interviews were conducted with NEET women between the ages of 18-29 who are looking for a job. Of these women, 44 are living in Gaziantep, 34 in Şanlıurfa, and 25 in Mardin. Due to the number of interviews on the provincial basis, the findings are hereby reported on an overall basis.

### EFFECT OF THE KAHRAMANMARAŞ EARTHQUAKE

More than half (53%) of the women interviewed reported being affected by the catastrophic Kahramanmaraş earthquake in some way.

Were you or your loved ones affected in any way by the Kahramanmaraş earthquake? (n:103)	%
Yes, we are affected	53%
No, we are not affected	47%

The earthquake's most significant effects are damage to housing and loss of livelihood. More than half (62%) of the women affected by the earthquake reported that their home was damaged, and 31% said they had lost their source of income. Additionally, 25% stated that they were injured during the earthquake, 16% reported they have limited access to clean water and food, 13% mentioned their house is destroyed.

How were you affected by the earthquake? (n:55)	%
Our house is damaged.	62%
We lost our source of income (loss of livelihood).	31%
I was injured in the earthquake.	25%
We have limited access to clean water and food.	16%
Our house is destroyed.	13%
Some of our family members lost their lives in the earthquake.	9%
Some of our family members injured in the earthquake.	9%
We have limited access to sanitation facilities.	4%

## LIVING CONDITIONS & BURDEN OF CARE AFTER THE KAHRAMANMARAŞ EARTHQUAKE

When asked where participants lived after the earthquake, 81% of the women said they continued to reside in their pre-earthquake home, while 13% indicated they began living with a relative. In addition, 4% of women reported they had moved to a new house, while 2% began to live in temporary settlements.

Where did you live after the earthquake? (n:103)	%
In the same house that we were living before the earthquake.	81%
We took shelter with a relative.	12%
We moved to a new house.	4%
We stay in temporary settlements.	2%

Following the earthquake, the burden of care, which already fell disproportionately on women before the earthquake, has increased. In interviews with women, 20% of women reported that their burden of care and the number of people requiring their care increased after the earthquake. The majority of women who reported an increase in their burden of care stated that they began living with elderly family members or relatives after the earthquake which increased their burden of care.

Has the earthquake changed your burden of care? Has the number of people in need of your care increased due to the earthquake? (n:103)	%
Yes	20%
No	80%

## NEEDS OF WOMEN AFTER THE KAHRAMANMARAŞ EARTHQUAKE

The interviewees were asked what their needs were for the next three months under their new living conditions. More than half of the women reported needing food (58%) and financial assistance (54%). Other urgent needs include personal hygiene products (32%), dignity kits for women (25%), access to clean water and sanitation facilities (19%), finding a stable source of income (17%), washbasins for hand washing and laundry detergent (16%), and blankets, mattresses, and clothing (13%). In terms of personal hygiene product majority of women reported that they need shampoo, diaper and soap.

When you think about the next three months, what are the top 5 products or needs you will need? (n:103)	%
Food	58%
Cash assistance	54%
Personal hygiene products	32%
We do not need anything	26%
Women dignity kits	25%
Access to clean water and sanitation facilities	19%
Finding a job and to have a source of stable income	17%
Basin, wash bowl and laundry detergents	16%
Blankets, mattresses and clothes	13%
Heating and winterization products	7%
Cooking utensils	6%
Access to medical care and medical facilities	6%
Diaper / Wet wipes	5%

34% of the women surveyed reported that they or their families did not experience emergency and existing risks or problems due to the earthquake. On the other hand, among women at risk, vital issues such as sheltering and access to livelihoods are more prominent among the needs of women and their families. 25% of the women reported damaged house and 21% expressed psychosocial support for adults as an immediate and current risks. Furthermore, 14% indicated unemployment, access to livelihoods, and loss of income as the major risk. On the other hand, access to psychosocial support and education for children ranks very low among emergency and existing risks.

What are the emergency and existing risks or problems experienced by you and your family due to the earthquake? (n:103)	%
There is no emergency & existing risks or problems	34%
Damaged house	25%
Psychosocial support for adults	21%
Unemployment, livelihood and loss of income	14%
Psychosocial support for children	4%
Access to education	1%
Access to clean water	1%

More than half (52%) of the women indicated they do not have access to information about the available services and how to access them. On the other hand, only a few percent of women reported that although they receive the information, they're experiencing difficulties verifying its source (4%), and even if they receive the information, they possess problems benefiting from it due to the language barrier (2%).

Do you have access to information about the services offered, how to access them, government procedures and other important information? (n:103)	%
No	52%
Yes	42%
We receive information but cannot verify the source	4%
We receive information but cannot benefit from it due to language barrier	2%

## LIVELIHOOD AND EDUCATION NEEDS

Among all women surveyed, 17% of women stated employment as their most urgent need for the next three months; among those who reported being affected by the earthquake, this rate increased to 31%. Among those who reported employment as an urgent need, 44% indicated that they wanted to find a job.

38% of the women who would like to find a job expressed they want to work in the service sector, 13% in the healthcare sector, and 7% in the manufacturing sector. 20% of the women reported that they could work in any sector; they primarily seek employment regardless of sector. On the other hand, 65% of women believe that the earthquake hindered their opportunity to find a job. Regarding education, 40% of the respondents indicated that they would like to continue their education.

In which sector and in which line of business do you intend to find a job? (n:45)	%
Service sector	38%
Do not have any sector preference	20%
Healthcare sector	13%
Manufacturing sector	7%
ICT sector	4%
Food sector	4%
Social services sector	4%
Education sector	2%
Real estate sector	2%
Agriculture, Forestry and Fishing sector	2%
Textile sector	2%

While 28% of women who stated that they want to continue employment reported they need financial assistance, 23% stated they need employment and job placement services, and 10% indicated they need support for accessing childcare services. On the other hand, 64% of the women who indicated they would like to find a job indicated they are interested in receiving vocational training on employment and income generation.

What kind of support will you need for employment? (n:45)	%
I do not need any support	28%
Financial support	28%
Employment and job placement services	23%
Childcare/nursery services	10%
Computer / Tablet / Internet support	8%
Personal development supports	5%

Of the women who stated that they wanted to return to education, 45% indicated that they needed financial assistance, 15% reported they needed support for exam preparation, 13% needed computer, tablet or internet support, and 8% said they needed transportation support.

What kind of support will you need to return to education? (n:41)	%
Financial support	38%
I do not need	18%
Exam preparation support	15%
Computer / Tablet / Internet support	13%
Transportation support	8%
Access to healthcare	3%
Psychological support	3%
Personal development supports	3%

## RECOMMENDATIONS

It is possible--up to an extent—to rank the interviewed beneficiaries in terms of the urgency of their needs. The following simple criteria were applied to set apart the interviewees who are in need of emergency support. These beneficiaries may be provided with emergency aid as a short-term action, and they will also be prioritized for the ELELEYIZ project conducted in cooperation between UN Women and INGEV:

- 1) Those who have lost their homes after the earthquake and currently have no permanent shelter (19 people)
- 2) Those whose access to livelihoods have worsened so much that their children's nutrition is now compromised and/or other core needs of their family members cannot be provided. (13 people)

Select responses to the question on what their “most urgent needs”:

- “Our house was completely destroyed. We need financial support to move into a new home. We also need food support; the nutritional status of the children is very bad.”
- “Food support is needed the most. We meet our food needs from neighbors and mosque aids. There are 4 babies living in our house now with all our extended having moved into the same house and diapers are needed.”
- “I need with buying food -most important. I can't send my children to school, and I cannot even feed them. Cash assistance needed. I can't pay our energy bills, so we can't get warm in our house.”
- “We now live in my sister-in-law's house. The house has 2 bedrooms and 1 living room and 12 people have to live here. I share my room with 5 people. My husband is unemployed since the earthquake, so we have no income. We cannot contribute to any of the expenses in my sister-in-law's house. Home meals are not enough for all of us. That's why we need support for food and daily goods.”
- “We need food products more than usual because our extended family now has to live together. But we can't get them because we are in financial stress.”
- “I have four children who need diapers and now my husband cannot work. Children's nutrition situation is really bad and at home food is lacking.”
- “We are in financial stress. We have experienced trouble even meeting our daily needs. We have a request for food support. We don't have money to buy our daily food.”
- “We can't support any of our family's needs. Food is the most important thing. Moreover, we need materials like blankets.”
- “Financial support needed; I cannot buy any outfits or diapers for my baby.”
- “My husband had brain hemorrhage after the earthquake. He cannot work. We have no income at home. We need financial support.”
- “Our jobs we lost. We are looking for jobs. We have no income. There is no one helping. To cash support is the most important need.”
- “We need food support because only my husband has work. I am pregnant now. I'm about to give birth. I also have a 2 year old daughter. That's why we need diapers. We can't afford it, prices increased after the earthquake. The landlords are going to evict us. We need financial support for moving costs. Since there is only one person working in the house, only food and rent can be covered. Cleaning, children's products and hygiene products are missing.”
- “We need financial help because we are homeless. My wife is not working. Children need food support because their nutritional status is poor. We cannot enter the house because our house is heavily damaged. That's why we need clothes and clothing.”
- “We need jobs. There is no income at home. Nobody is working. The landlord has increased the rent. We need financial support.”
- “The house rent has increased. Financial support is needed. One person works at home. Therefore, food support is needed.”

- “We need financial support as we are moving to a new house. There is no electricity in the house. The nutritional status of the children is very bad. Therefore, there is a need for food support and hygienic support.”

## REFERENCES of LITERATURE REVIEW

- Amin, S. (2011). “Enhancing the benefits of girls’ livelihood initiatives”. Promoting Healthy, Safe, and Productive Transitions to Adulthood Brief no. 17. New York: Population Council.
- Atalay-Güneş, Z. N. (2012). KEEP Mardin İl Raporu. Unpublished Project Report. Mardin.
- Attanasio, O., Kugler, A., and Meghir, C. (2011). “Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial”. *American Economic Journal: Applied Economics*, 3(3): 188-220.
- Bardak, U., Maseda, M.R., and Rosso, F. (2015). “Young People Not in Employment, Education or Training (NEET). An Overview in ETF Partner Countries”. ETF Working Papers, European Training Foundation. <http://www.etf.europa.eu/web.nsf/pages/NEET ETF partner countries> (last access: 02.05.2023)
- Benotsmane, R., Stoeffler, Q. (2022). “Understanding female ‘not in employment, education or training’ (NEET) in Turkey”. Paper presented at the VI. Anadolu International Conference on Economics, Eskişehir.
- Bynner, J., & Parsons, S. (2002). “Social exclusion and the transition from school to work: The case of young people not in education, employment, or training (NEET)”. *Journal of Vocational Behavior*, 60(2): 289–309.
- CARE International In Turkey (2020). Women’s Economic Empowerment in Protracted Crisis: Syrian Refugee Women in Southeastern Turkey. Gaziantep.
- Contini, D., Filandri, M. & Pacelli, L. (2019). “Persistency in the NEET state: a longitudinal analysis”. *Journal of Youth Studies*, 22(7): 959-980.
- Çınar, S. (2021). “Women, work and family: Becoming women workers in the context of underdevelopment in Mardin”. In *Urban Inequalities: Ethnographically Informed Reflections* (eds. Pardo, I., Prato, G.B.). Cham: Palgrave Macmillan.
- Dicle Kalkınma Ajansı (2013). TRC3 Bölgesi 2014-2023 Bölge Planı Cilt2- Bölgesel Gelişme Stratejisi. Mardin.
- Dicle Kalkınma Ajansı (2014). Mardin Seracılık Sektör Analiz Raporu. Mardin.
- Egresi, I., Bayram, B., Kara, F. (2012). “Economic impact of religious tourism in Mardin, Turkey”. *Journal of Economics and Business Research*, 2: 7-22.
- Erdoğan, E., Yentürk, N., Akyüz, A.A., Kurtaran, Y., Yurttagüler, L., Dursun, K., Oy, B. (2017). “Being a NEET in Turkey: Determinants and Consequences”, *Power 2 Youth Working Paper No. 30*.
- Eurofound (2012). NEETs – Young people not in employment, education or training: Characteristics, costs and policy responses in Europe. Publications Office of the European Union: Luxembourg.
- Eurofound (2016), Exploring the diversity of NEETs. Publications Office of the European Union: Luxembourg.
- Furlong, A. (2007). “The Zone of Precarity and Discourses of Vulnerability: NEET in the UK”. *The Journal of Social Sciences and Humanities*, 381: 101-121.
- Ipekyolu Development Agency (n.d.). Kadın İstihdamı Raporu TRC1 Bölgesi. Gaziantep.
- Kalyanwala, S., Acharya, R., and Deshpande, S., SEWA Academy (2006). *Influencing girls’ lives: Acceptability and effectiveness of a livelihoods skill building intervention in Gujarat*. New Delhi: Population Council.
- Karacadağ Kalkınma Ajansı (2018). TRC2 (Diyarbakır-Şanlıurfa) Bölgesi İstihdam ve İşgücü Piyasası Raporu. Diyarbakır.



Katz, E. (2008). *Programs Promoting Young Women's Employment: What Works? The Adolescent Girls' Initiative*, The World Bank: Washington DC.

Lüküslü, D., Çelik, K. (2022). "Gendering the NEET category: young NEET women in Türkiye". *Turkish Studies*, 23(2): 200-222.

Maguire, S. (2018) "Who cares? Exploring economic inactivity among young women in the NEET group across England". *Journal of Education and Work*, 31(7-8): 660-675.

Purcell, B. (2017). "The house unbound: Refiguring gender and domestic boundaries in urbanizing Southeast Türkiye". *City & Society*, 29(1): 14-34.

Saha Araştırmaları Merkezi (2019). <https://sahamerkezi.org/kadinin-genel-istihdamdaki-yeri-ve-istihdam-edildigi-is-kollarindaki-durumu-uzerine-calisma/> (Access May 13, 2023).

Sanayi ve Teknoloji Bakanlığı Kalkınma Ajansları Genel Müdürlüğü (2021). *Gıda Sektörü Analiz Raporu ve Kılavuzu TRC3 Bölgesi (Mardin, Batman, Şırnak, Siirt)*. Ankara.

Seckelmann, A. (2012). "Domestic tourism—a chance for regional development in Türkiye?". *Tourism Management*, 23(1): 85-92.

Susanli, Z. B. (2016). "Understanding the Neet in Türkiye". *Eurasian Journal of Economics and Finance*, 4(2): 42-57.

Şenses, N. (2020). "Gender, women and precarity: Examples from Türkiye". In *Women, Migration and Asylum in Türkiye* (eds. Williams, L., Çoşkun, E., Kaşka, S.). Cham: Palgrave Macmillan.

T.C. Kalkınma Bakanlığı (2018). *On Birinci Kalkınma Planı (2019-2023) Turizm Özel İhtisas Komisyonu Raporu*. Ankara.

Toksöz, G. (2008). *Decent Work Country Report-Türkiye*. International Labour Organization: Geneva.

UNDP Türkiye (2022). *Ne Eğitimde Ne İstihdamda Yer Alan Genç Kadınlar Mevcut Durum ve İhtiyaç Analizi Araştırması*. Ankara.

UN Women (2018). *Needs Assessment of Syrian Women and Girls Under Temporary Protection Status in Türkiye*. Ankara.

## ANNEX 2 – SURVEY QUESTIONNAIRE

### GİRİŞ METNİ | INTRODUCTION

Merhaba, ismim .....

Bugün INGEV tarafından gerçekleştirilen bir araştırma çalışması için sizinle görüşmek istiyoruz. Bu araştırmayla ne eğitimde ne istihdamda olmayan kadınların iş hayatına girmekle ilgili ihtiyaçları hakkında bilgi toplamayı ve bu bilgiler ışığında proje faaliyetlerini tasarlamayı amaçlıyoruz.

İsminiz ve telefon numaranız dahil vereceğiniz tüm bilgiler gizli tutulacak ve genç kadınların eğitim ve istihdama katılımı için nasıl destekler sağlanabileceği ile ilgili fikir üretmekte kullanılacaktır. Üçüncü kişi veya kurumlarla paylaşılmamak şartıyla proje ekibi, mevcut eğitim ve çalışma fırsatları için sizinle iletişime geçme ve iletişim bilgilerinizi kullanma hakkını saklı tutar. Araştırma ile ilgili daha detaylı bilgi almak isterseniz bize INGEV'in (0216) 540 50 21 numaralı telefonundan ulaşabilirsiniz.

Araştırmaya katılımınız gönüllülük esasına dayanmaktadır. Araştırmaya katılmamanızın herhangi olumsuz bir sonucu olmayacaktır. Görüşmemiz sırasında herhangi bir nedenle ara vermek ya da görüşmeyi bitirmek isterseniz lütfen bana söyleyin.

Sorularıma geçmeden önce sormak istediğiniz bir konu var mı?

Çalışmaya katılmayı kabul ediyor musunuz?

Evet	1	Tarama sorularından devam edin.
Hayır	2	Teşekkür edin ve görüşmeyi sonlandırın.

Hello, my name is .....

Today, we would like to speak with you regarding a research study conducted by INGEV. With this research, we aim to gather information about the needs of women who are neither in education nor in employment regarding entering the workforce, and design project activities based on this information.

All the information you provide, including your name and phone number, will be kept confidential and will be used to generate ideas on how to support young women's participation in education and employment. The project team reserves the right to contact you and use your contact information for existing educational and employment opportunities, as long as it is not shared with third parties or institutions. If you would like to obtain more detailed information about the research, you can reach us at INGEV's phone number: (0216) 540 50 21.

Your participation in the research is based on a voluntary basis. There will be no negative consequences if you choose not to participate in the research. If at any point during our conversation you wish to take a break or end the interview for any reason, please let me know.

Before I proceed with the questions, do you have any questions you would like to ask?

Do you agree to participate in the study?

Evet	1	Continue with the screening questions.
Hayır	2	Thank you and end the conversation.

## TARAMA SORULARI | SCREENINGG QUESTIONS

2F1-Görüşülen kişinin ismini kaydedin   Please record the name of the person you spoke with.	[İSİM   NAME]	[SOYİSİM   SURNAME]			
2F2- Görüşülen kişinin cep telefonu numarasını kaydedin   Please record the mobile phone number of the respondent	GSM KODU (3 HANELİ) veya ALAN KODU (3 HANELİ)   GSM CODE (3 DIGITS) OR AREA CODE (3 DIGITS)	GSM NUMARASI (7 HANELİ) VEYA SABİT HAT (7 HANELİ)   GSM NUMBER (7 DIGITS) OR LANDLINE NUMBER (7 DIGITS)			
2F3- Görüşmenin gerçekleştiği adresi girin   Please enter the address where the interview took place.	Şehir   CITY	ilçe   DISTRICT	Mahalle   NEIGHBORHOOD	Cadde   STREET	Apartman ve Daire No'su   NO
2F4-ANKETÖR Hedef Kitle Grubunu işaretleyin.   Please mark the target audience group on the questionnaire.	1-Ev sahibi topluluk/ yerel halk üyesi   Member of Host Community	2-Mülteci topluluk üyesi   Member of Migrant Community			

2A1- Cinsiyet   Gender	1- Kadın   Female	2- Erkek   Male	
<b>DİKKAT: ÇALIŞMA KAPSAMINDA SADECE KADINLARLA GÖRÜŞÜLECEKTİR. 2 NO'LU SEÇENEK SEÇİLİRSE ANKETİ SONLANDIRINIZ.   "ATTENTION: ONLY WOMEN WILL BE INTERVIEWED WITHIN THE SCOPE OF THIS STUDY. IF OPTION 2 IS SELECTED, PLEASE TERMINATE THE SURVEY."</b>			
2A2-Şehri Seçin   Select the City	1.GAZİANTEP	2-MARDİN	3.ŞANLIURFA
2A3-Tarihi kaydedin   Enter the Date	Gün   Day	Ay   Month	Yıl   Year

2B- Yaşınızı öğrenebilir miyim?   Age	2B1- ANKETÖR, Tam yaşı giriniz   Enter the exact date: _____			
2B2- ANKETÖR, Yaş grubunu işaretleyiniz: Select the age Interval	1- [0-17]	2- [18-24]	3- [25-29]	4- [30 yaş ve üzeri]
<b>DİKKAT: 1 VEYA 4. SEÇENEK İŞARETLENİRSE GÖRÜŞMEYİ SONLANDIRINIZ.   ATTENTION: IF OPTION 1 OR 4 IS SELECTED, PLEASE TERMINATE THE INTERVIEW.</b>				

2C1- Şu an herhangi bir eğitim kurumunda öğrenci misiniz?   Are you currently a student at any educational Institution?	1-Evet   Yes	2-Hayır   No
<b>DİKKAT: 1. SEÇENEK İŞARETLENDİYSE GÖRÜŞMEYİ SONLANDIRINIZ   ATTENTION: IF OPTION 1 IS SELECTED, PLEASE TERMINATE THE INTERVIEW.</b>		

2C2- Şu anda Belediye/İŞKUR/Halk Eğitim/Sivil Toplum Kuruluşları gibi kurumlar tarafından düzenlenen meslek edindirmeyi amaçlayan ya da iş arama-bulma sürecine destek veren herhangi bir kursa devam ediyor musunuz? | Are you currently attending any vocational training courses or programs organized by Institutions such as Municipality/İŞKUR (Turkish Employment Agency)/Public Education institutions/Non-Governmental Organizations aimed at providing vocational skills or supporting the job search process?

1-Evet | Yes

2-Hayır | No

**DİKKAT: 1. SEÇENEK İŞARETLENDİYSE GÖRÜŞMEYİ SONLANDIRINIZ | ATTENTION: IF OPTION 1 IS SELECTED, PLEASE TERMINATE THE INTERVIEW.**

2D1.a- Son 4 haftadaki çalışma durumunuzu öğrenebilir miyim?   Could you please indicate your employment status in the last 4 weeks?	1- İşveren olarak çalışıyorum   I am employed as an employer.	2- Serbest çalışırım (kendi işinde çalışan)   I am self-employed (working in my own business).	3- Düzensiz-yevmiyeli-parça başı iş yapıyorum   I do Irregular, daily wage, or piecework.	4- Mevsimlik/sezonluk işçi olarak çalışıyorum   I work as a seasonal/temporary worker.	5- Maaşlı çalışıyorum   I am employed with a salary.	6- Devletin evde bakım ücreti alıyorum   I receive home care allowance from the government	7- Ücretsiz aile işçisi (Aynı hane içerisinde yaşayan başka birinin işlettiği bir işletmede ücretsiz çalışma)   I am an unpaid family worker. (Working without pay in an enterprise operated by another person in the same household)	8- Son 4 haftada ücretli herhangi bir işte çalışmadım   I did not work in any paid job in the last 4 weeks.
--	---	--	---	--	--	--	---	---

**DİKKAT: 1, 2, 3, 5, 6, 7 İŞARETLENDİYSE GÖRÜŞMEYİ SONLANDIRINIZ | ATTENTION: IF OPTIONS 1, 2, 3, 5, 6, OR 7 ARE SELECTED, PLEASE TERMINATE THE INTERVIEW.**

**F1)** Eğitim durumunuzu en iyi hangisi ifade eder? Lütfen en son mezun olduğunuz okulu düşünerek cevap veriniz. (GEREKLİ DURUMDA SEÇENEKLERİ OKUYUN VE NETLEŞTİREREK İŞARETLEYİN- TEK CEVAP) | Which one best describes your education level? Please consider the last school you graduated from when answering. (READ THE OPTIONS IF NECESSARY AND MARK THE MOST ACCURATE ONE- ONLY ONE ANSWER)

Üniversite yüksek lisans-doktora-tıpta uzmanlık   University graduate (Master's/Ph.D./ Medical specialization)	1
Üniversite mezunu (4 yıllık)   University graduate (4-year degree)	2
Üniversite mezunu (açık öğretim)   University graduate (distance learning)	3
2 Yıllık Üniversite mezunu (meslek yüksek okulu)   2-year college graduate (vocational school)	4
Meslek lisesli mezunu   Vocational high school graduate	5
Düz lise mezunu   General high school graduate	6
Ortaokul mezunu   Middle school graduate	7
İlkokul mezunu   Primary school graduate	8

D1) Hanenizde yaşayan ve evinizin gelirine ve giderlerine katkı sağlayan ve en yüksek gelire sahip kişi kimdir? | Who is the person living in your household and contributing to the income and expenses of your home, and has the highest income?

Ben	1	Amca / Dayı / Enişte	8
Eşim / beyim	2	Teyze / Hala / Yenge	9
Eşim / hanımım	3	Büyükbaba / Dede	10
Babam	4	Büyükanne / Anneanne / Babaanne	11
Annem	5	Kayınpeder/Kayınvalide	12
Kardeşim / Ablam /	6	Diğer (YAZINIZ).....	
Çocuğum / Kızım / Oğlum	7		

D2) Bu kişinin (haneye en çok gelir getiren kişinin) medeni durumunu öğrenebilir miyim? | May I know the marital status of the person (the person with the highest Income In the household)?

Evli   Married	1
Bekar   Single	2
Dul, boşanmış   Widow, divorced	3

D3) Haneye en çok gelir getiren kişinin eğitim durumunu aşağıdakilerden hangisi ifade eder? | Which one of the following best represents the educational level of the person who contributes the most income to the household?

Üniversite mezunu (4 yıllık)   University graduate (4-year degree)	2
Üniversite mezunu (açık öğretim)   University graduate (distance learning)	3
2 Yıllık Üniversite mezunu (meslek yüksek okulu)   2-year college graduate (vocational school)	4
Meslek lisesi mezunu   Vocational high school graduate	5
Düz lise mezunu   General high school graduate	6
Ortaokul mezunu   Middle school graduate	7
İlkokul mezunu   Primary school graduate	8
Eğitimsiz / İlkokul terk   No education	9

Haneye en çok gelir getiren kişi şu an çalışıyor mu yoksa emekli mi? | Is the person who contributes the most income to the household currently working or retired?

Evet   Yes	1
Hayır   No	2

D4) Haneye en çok gelir getiren kişinin çalışma durumunu aşağıdakilerden hangisi ifade eder (EMEKLİ OLANLAR EMEKLİ OLMADAN ÖNCEKİ İŞİNİ BELİRTMELİ)? | Which one of the following best represents the employment status of the person who contributes the most income to the household? (RETIREEES SHOULD INDICATE THEIR PREVIOUS OCCUPATION BEFORE RETIREMENT)



Çalışmıyor	İşsiz / çalışmıyor - ek gelir yok, yardım alıyor	1
	İşsiz / çalışmıyor - düzenli ek gelir var	2
	Ev kadını - ek gelir yok, yardım alıyor	3
	Ev kadını - düzenli ek gelir var	4
	Öğrenci	5
Ücretli Çalışan	İşçi/hizmetli - parça başı işi olan (yevmiye)	6
	İşçi/hizmetli - düzenli işi olan (maaş)	7
	Ustabaşı/kalfa - kendine bağlı işçi çalışan	8
	Yönetici olmayan memur / teknik eleman / uzman vs.	9
	Yönetici (1-5 çalışanı olan)	10
	Yönetici (6-10 çalışanı olan)	11
	Yönetici (11-20 çalışanı olan)	12
	Yönetici (20'den fazla çalışanı olan)	13
	Ordu mensubu (Uzman Er, Astsubay)	14
	Ordu mensubu (Subay)	15
	Ücretli Nitelikli uzman (avukat, doktor, mimar, mühendis vs.)	16
Kendi Hesabına Çalışan ya da İşveren	Çiftçi (kendi başına/ailesiyle çalışan)	17
	Seyyar – Kendi işi (free lance dahil), dükkânda hizmet vermiyor	18
	Tek başına çalışan, dükkân sahibi, esnaf (taksi şoförü dahil)	19
	İşyeri sahibi- 1-5 çalışanlı (Tic., Tarım, İmalat)	20
	İşyeri sahibi- 6-10 çalışanlı (Tic., Tarım, İmalat)	21
	İşyeri sahibi- 11-20 çalışanlı (Tic., Tarım, İmalat)	22
	İşyeri sahibi- 20'den fazla çalışanlı (Tic., Tarım, İmalat)	23
	Serbest nitelikli uzman (avukat, mühendis, mali müşavir, bilgisayar yazılımcısı vs.)	24

**D5) SES GRUBUNU İŞARETLEYİN | CHOOSE THE SES GROUP**

AB	C1	C2	DE
1	2	3	4

**DİKKAT / ATTENTION:**

**D7'DE "1" VEYA "2" İŞARETLENİRSE ANKETİ SONLANDIRIN.**

**TERMINATE THE INTERVIEW IF "1" OR "2" IS CHOSEN FOR D7 (IF THE RESPONDENT BELONGS TO AB OR C1 SES GROUP).**

**DİKKAT / ATTENTION:**

**D1 – SORUSUNDA 1 (BEN) DEDİYSE SONRAKİ BÖLÜME GEÇİNİZ (C1 SORUSUNA GEÇİNİZ).**

**IF "ME" IS CHOSEN IN D1, SKIP TO THE NEXT SECTION (TO QUESTION C1).**

**A1) Medeni durumunuzu öğrenebilir miyim? (TEK CEVAP) | What is your marital status?**

Hiç Evlenmedi   Never married	1
Evli   Married	2
Dul / Eşini kaybetmiş / Boşanmış   Widowed / Lost spouse / Divorced	3

A1a) A1 sorusunda "2-Evli" diyenlere sorulacak:

Evli olduğunuzu belirttiniz. Nikahınız resmi nikah mı yoksa dini nikah mı?

For those who answered "2-Married" In question A1:

You mentioned that you are married. is your marriage a civil marriage or a religlous marriage?

Dini nikahımız var.   We have a religlous marriage	1
Resmi nikahımız var.   We have a civil marriage	2
Hem resmi hem de dini nikahımız var.   We have both a civil and religlous marriage.	3

2D2. Çalışmakla ilgili şu anki durumunuzu okuyacaklarımdan hangisi en iyi tarif eder? | Which of the following best describes your current employment status?

Yakın gelecekte iş arayacağım.   "I will be looking for a job in the near future.	1	
Yakın gelecekte kendli işimi kurmak istiyorum.   I want to start my own business in the near future.	2	
Şu anda iş arıyorum.   I am currentiy looking for a job	3	3A1 SORUSUNDAN DEVAM EDİN   CONTINUE TO 3A1
Yakın gelecekte iş aramayı/çalışmayı ya da iş kurmayı düşünmüyorum.   I do not plan to look for a job or start a business in the near future.	4	Görüşmeyi sonlandırın   End the Interview

**DİKKAT: 2D2 SORUSUNDA "3" – "İŞ ARIYORUM" SEÇENLERE SORULACAK. ATTENTION: THIS QUESTION IS ONLY FOR THOSE WHO SELECTED "3- I AM CURRENTLY LOOKING FOR A JOB" IN QUESTION 2D2.**

3A1- Ne kadar süredir iş arıyorsunuz?   For how long have you been looking for a job?	1) 0-1 ay	2) 1-3 ay	3) 3-6 ay	4) 6-9 ay
	5) 9-12 ay		6) 12 ay ve üzeri	

**DİKKAT: 2D2 SORUSUNDA "3" – "İŞ ARIYORUM" SEÇENLERE SORULACAK. | ATTENTION: THIS QUESTION IS ONLY FOR THOSE WHO SELECTED "3- I AM CURRENTLY LOOKING FOR A JOB" IN QUESTION 2D2.**

3A2- Son BiR AYDA kaç tane iş başvurusu yaptınız?   "How many job applications have you made in the LAST MONTH?"	AÇIK OLARAK RAKAM YAZINIZ   PLEASE WRITE THE NUMBER IN DIGITS
--	---

**DİKKAT: 2D1a SORUSUNDA "8" – "SON 4 HAFTADA ÜCRETİ HERHANGİ BİR İŞTE ÇALIŞMADIM" SEÇENLERE SORULACAK. | ATTENTION: THIS QUESTION IS ONLY FOR THOSE WHO SELECTED "8- I HAVE NOT WORKED IN ANY PAID JOB IN THE LAST 4 WEEKS" IN QUESTION 2D1A.**

3A3- Ne kadar süredir çalışmıyorsunuz?   "For how long have you not been working?"	1) 0-1ay   month	2) 1-3 ay   months	3) 3-6 ay   months	4) 6-9 ay   months	5) 9-12 ay   months
	6) 12-15 ay   months	7)15-18 ay   months	8) 18 ay ve üzeri   18+ months	9) Hiç çalışmadım.   Never	

**DİKKAT: 2D2 SORUSUNDA “3” – “İŞ ARIYORUM” SEÇENLERE SORULACAK. | ATTENTION: THIS QUESTION IS ONLY FOR THOSE WHO SELECTED “3- I AM CURRENTLY LOOKING FOR A JOB” IN QUESTION 2D2.**

3B. Son 12 ayda İŞKUR’a kayıt yaptırдың mı? TEK CEVAP | Have you registered with İŞKUR (Turkish Employment Agency) in the last 12 months? PLEASE PROVIDE A SINGLE ANSWER.

Evet   Yes	1
Hayır   No	2
Bilmiyorum/ Hatırlamıyorum/Cevap Yok   I don't know / Do not remember	3

4B1. Çocuğunuz ya da bakmakla sorumlu olduğunuz çocuk(lar) var mı?   Do you have any children or children for whom you are responsible for their care? TEK CEVAP   SINGLE ANSWER	1	EVET   YES	4B2'YE DEVAM EDİNİZ.   CONTINUE WITH 4B2
	2	HAYIR   NO	4B3'E GEÇİNİZ.   CONTINUE WITH 4B3

4B2. Bakmakla sorumlu olduğunuz kaç tane çocuk var? | How many children are you responsible for caring for?

1	2	3	4	5	6	7	8	9	10 & 10+
---	---	---	---	---	---	---	---	---	----------

4B3. Bakmakla yükümlü olduğunuz engelli ya da yaşlı bir kişi var mı?   Do you have any responsibilities for caring for a disabled or elderly person? TEK CEVAP   SINGLE ANSWER	1	EVET, BAKMAKLA YÜKÜMLÜ OLDUĞUM ENGELLİ BİR KİŞİ VAR.   YES, I AM RESPONSIBLE FOR CARING FOR A DISABLED PERSON.
	2	EVET, BAKMAKLA YÜKÜMLÜ OLDUĞUM YAŞLI BİR KİŞİ VAR.   YES, I AM RESPONSIBLE FOR CARING FOR AN ELDERLY PERSON.
	3	HAYIR   NO

### ÇALIŞMA YAŞAMIYLA İLGİLİ SORULAR | QUESTIONS REGARDING WORK LIFE

CY2a. Daha önce son 4 haftadaki çalışma durumunuzu sormuştum, ancak şimdi daha öncesi için sormak istiyorum. Geçmişte hiç çalıştığınız oldu mu? Düzenli, düzensiz, serbest ya da maaşlı herhangi bir iş yaptınız mı?   I have previously asked about your work status in the past 4 weeks, but now I would like to ask about your previous work history. Have you ever worked before? Have you had any regular, irregular, freelance, or salaried jobs? TEK CEVAP   SINGLE ANSWER	1	EVET   YES	CY2b'YE GEÇİNİZ.   CONTINUE WITH CY2b
	2	HAYIR   NO	SY1 SORUSUNA GEÇİNİZ   CONTINUE WITH SY1

DİKKAT: BU SORU SADECE CY2A SORUSUNDA [1] CEVABI VERENLERE DİĞERLERİ İÇİN SY1 SORUSUNA GEÇİNİZ.

CY2b. İş hayatınız neden devam etmedi? Ekrandan sizin için uygun olan nedenleri seçiniz. Lütfen slzln için en önemli olan 3 nedeni özellikle belirtiniz. Diğerlerini de ifade edebilirsiniz. | “ATTENTION: THIS QUESTION IS ONLY FOR THOSE WHO ANSWERED [1] IN CY2A. FOR OTHERS, PLEASE PROCEED TO SY1 QUESTION.

CY2b. Why did your work not continue? Please select the reasons that apply to you from the screen. Please specifically indicate the top 3 reasons that are most important to you. You can also mention others.”

ANKETÖR: CY2b EKSPANINI GÖSTERİN. GEREKİRSE ŞIKLARI SİZ OKUYUN. ŞIKLAR ROTASYONLU GÖRÜNME-LİDİR. | INTERVIEWER: SHOW CY2b SCREEN. IF NECESSARY, READ THE OPTIONS YOURSELF. THE OPTIONS SHOULD BE DISPLAYED IN ROTATION.

		CY2b.
1	Çocuk bakımı sorumluluğum nedeniyle   Due to my childcare responsibilities	1
2	Çocuğumun bakımı için erişebileceğim bir bakım hizmeti olmadığı için (kreş, gündüz bakım evi, anaokulu, ana sınıfı vb.)   Because I don't have access to childcare services for my child (such as daycare, nursery school, preschool, etc.)	2
3	Yaşlı bakımıyla ilgili sorumluluğum oluştu   I have responsibilities related to elderly care	3
4	Hasta / engelli bakımıyla ilgili sorumluluğum oluştu   I have responsibilities related to caring for a sick/disabled person	4
5	Nişanlandığım/ evlendiğim için   Because I got engaged/married	5
6	Ev işlerindeki sorumluluklarım nedeniyle (temizlik, yemek gibi)   Due to my household chores responsibilities (cleaning, cooking, etc.)	6
7	Düşük ücretler nedeniyle   Because of low wages	7
8	İşveren sigorta yapmadığı için   Because the employer doesn't provide insurance	8
9	Sağlık sorunlarım oldu   I had health issues	9
10	Ailem uygun görmediği için   Due to my family's disapproval	10
11	Eşim izin vermediği için (SCRIPTER: 4A=2 ise bu seçeneği gösterme)   “Because my spouse didn't allow (SCRIPTER: If 4A=2, do not show this option)”	11
12	Diğer (Lütfen yazınız)   Other (Please specify) :	

CY2c. Çalıştığınız tüm işlerli düşünüldüğünüzde şimdiye kadar toplam çalışma süreniz nedir? (Günlük iş, parça başı iş, yevmiyeli iş, maaşlı iş, kendi işi vb.)   When you consider all the jobs you have worked, what is the total duration of your work experience so far? (Daily job, piecework, daily wage, salaried job, self-employment, etc.)	1) 0-1 ay   month	2) 1-2 ay   months	3) 3-6 ay   months	4) 7-9 ay   months	5) 10-12 ay   months
	6) 1-2 yıl arası   Between 1 and 2 years.	7) 2-3 yıl arası   Between 2 and 3 years.	8) 3 yıldan fazla   More than 3 years	9) Hiç çalışmadım.   Never worked.	

**CY2c SORUSUNDA 9 DIYENLER İÇİN SY1 SORUSUNDAN DEVAM EDİN | CONTINUE FROM QUESTION SY1 FOR THOSE WHO ANSWERED 9 IN QUESTION CY2C.**

CY3. Hangi iş kolunda çalışmıştınız? Eğer birden fazla işte çalıştıysanız lütfen bunları sıralayın.  
ÇOKLU CEVAP OLABİLİR

ANKETÖR DİKKAT: ŞIKLARI OKUMAYINIZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLAN(LAR)I SEÇİNİZ. UYGUN ŞIK YOKSA "DİĞER" ALANINA YAZINIZ. | In which industry/sector did you work? If you worked in multiple industries, please list them. MULTIPLE ANSWERS ALLOWED.  
INTERVIEWER ATTENTION: DO NOT READ THE OPTIONS. AFTER LISTENING TO THE RESPONSE, SELECT THE APPROPRIATE ONE(S) FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE IT IN THE "OTHER" FIELD."

### İŞ KOLLARI | INDUSTRIES/ SECTORS

1	Baskı, Matbaa Hizmetleri   Printing, Printing Services	14	Konaklama / Turizm Hizmetleri   Accommodation / Tourism Services
2	Eğitim Hizmetleri   Education Services	15	Madencilik ve Maden ürünleri Satışı   Mining and Sales of Mining Products
3	El işleri   Handicrafts	16	Otomotiv Yan Sanayi ve Tamirat   Automotive Sub-industry and Repair
4	Elektrik, doğalgaz ve klima tesisatı, tamirati   Electrical, Gas and Air Conditioning Installation, Repair	17	Perakende Satış, (Bakkal/ Market dahil)   Retail Sales (Including Grocery/Market)
5	Elektronik cihazlar için Teknik Destek   Technical Support for Electronic Devices	18	Sağlık Hizmetleri (Sağlık Turizmi Organizasyonu dahil)   Health Services (Including Health Tourism Organization)
6	Emlakçılık   Real Estate Agency	19	Sanat; Müzik, Resim, Tiyatro, Sinema, Dans   Arts; Music, Painting, Theater, Cinema, Dance
7	Etkinlik Organizasyon Faaliyetleri   Event Organization Activities	20	Su tesisatı ve lağım işleri tesisatı   Plumbing and Sewage Works installation
8	Ev Hizmetleri (Temizlik, Çocuk- Yaşlı Bakımı dahil)   Household Services (Including Cleaning, Child and Elderly Care)	21	Tarım Sektörü veya Tarım ürünleri satışı   Agricultural Sector or Sales of Agricultural Products
9	Finans ve Sigortacılık Faaliyetleri   Finance and Insurance Activities	22	Tekstil, Ayakkabı ve Giyim Ürünleri Üretimi ve Satışı   Textile, Footwear and Clothing Production and Sales
10	Gıda Üretimi   Food Production	23	Ulaşım, Taşıma ve Depolama Hizmetleri   Transportation, Shipping, and Storage Services
11	İdari işler / Ofis Destek Hizmetleri   Administrative Affairs / Office Support Services	24	Yazılım Geliştirme, Web- Grafik Tasarım   Software Development, Web and Graphic Design



12	Genel İmalat Sektörü (Tekstil Hariç)   General Manufacturing Sector (Excluding Textiles)	25	Yeme- içme Hizmetleri (Restorancılık)   Food and Beverage Services (Restaurant)
13	İnşaat veya Yapı Hizmetleri (yer döşeme, camcılık, yalıtım vb. dahil)   Construction or Building Services (flooring, glazing, Insulation, etc. included)	26	Diğer (Lütfen Belirtin)   Other (Please specify): _____

CY4. Hangi meslekte çalıştınız? Eğer birden fazla meslekte çalıştıysanız lütfen tümünü sıralayın.  
ÇOKLU CEVAP OLABİLİR

ANKETÖR DİKKAT: ŞIKLARI OKUMAYINIZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLAN(LAR)I SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. |

In which profession(s) have you worked? If you have worked in multiple professions, please list them all.  
MULTIPLE ANSWERS ARE ALLOWED.

ATTENTION INTERVIEWER: DO NOT READ THE OPTIONS. AFTER LISTENING TO THE RESPONSE, SELECT THE APPROPRIATE OPTION(S) FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE “OTHER” IN THE FIELD.

#### MESLEKLER | OCCUPATIONS

1	Yönetici   Manager	1
2	Profesyonel meslek grubu   Professional occupation group	2
3	Teknisyen, tekniker veya yardımcı profesyonel meslek gruplarından biri   Technician, technical or assistant professional occupation group	3
4	Büro ve müşteri hizmetlerinde çalışan eleman   Office and customer service employee	4
5	Hizmet ve satış elemanı   Service and sales personnel	5
6	Nitelikli tarım, hayvancılık, avcılık, ormancılık ve su ürünleri çalışanı   Qualified agriculture, livestock, hunting, forestry, and aquaculture worker	6
7	Sanatkârlar ve ilgili işlerde çalışan   Craftsmen and related occupations	7
8	Tesis ve makine operatörü veya montajcı   Plant and machine operator or assembler	8
9	Nitelik gerektirmeyen işlerde çalışan   Unskilled worker	9

#### KİŞİSEL TUTUM DEĞİŞKENLERİ | PERSONAL ATTITUDE VARIABLES

YM1. Şimdi sizden genel olarak hayatınızı düşünmenizi rica ediyorum. Sahip olduğunuz tüm imkân ve fırsatları göz önünde bulundurarak yaşamınızı bir bütün olarak değerlendirdiğinizde, genel olarak ne derece mutlu olduğunuzu söyler misiniz? 1’le 10 arası bir puan verebilir misiniz? 1-Hiç mutlu değilim, 10- Son derece mutluyum anlamına gelir. Aradaki rakamları da kullanabilirsiniz. (TEK CEVAP) | Now, I kindly ask you to think about your life in general. Considering all the resources and opportunities you have, how would you rate your overall level of happiness? Can you give a score between 1 and 10? 1 means “Not happy at all” and 10 means “Extremely happy.” You can also use the numbers in between. (SINGLE ANSWER)

	1-Hiç mutlu değilim   I am not happy at all	2	3	4	5	6	7	8	9	10- Son derece mutluyum   I am extremely happy
YM. Yaşam Mutluluğu   Life Happiness	1	2	3	4	5	6	7	8	9	10

Yaşam Memnuniyeti Unsurları   Elements of Life Satisfaction										
KT1. 1 ile 10 arasında, size okuyacaklarımdan ne derece memnun olduğunuzu belirtiniz.   Please indicate on a scale of 1 to 10 how satisfied you are with what I have read to you.	Kesinlikle hiç memnun değilim   I am definitely not satisfied at all.									Kesinlikle çok memnunum   I am absolutely very satisfied.
İş hayatımdan [SADECE CY2'DE "EVET" DİYENLER; DİĞERLERİ İÇİN GEÇİNİZ] From my work life [ONLY FOR THOSE WHO ANSWERED "YES" IN CY2; FOR OTHERS, PLEASE SKIP]	1	2	3	4	5	6	7	8	9	10
Şehirdeki iş fırsatlarından   From job opportunities in my city	1	2	3	4	5	6	7	8	9	10
Aile hayatımdan   From my family life	1	2	3	4	5	6	7	8	9	10
Çocuk bakım hizmetlerine erişimimden   From access to child care services	1	2	3	4	5	6	7	8	9	10
Yaşlı bakım hizmetlerine erişimimden   From access to elderly care services	1	2	3	4	5	6	7	8	9	10
Sağlığımdan   From my health	1	2	3	4	5	6	7	8	9	10
Şehirdeki sağlık hizmetlerinden   From health services in my city	1	2	3	4	5	6	7	8	9	10
Eğitimimden   From my education	1	2	3	4	5	6	7	8	9	10
Şehirdeki eğitim hizmetlerinden   From education services in my city	1	2	3	4	5	6	7	8	9	10
Şehirde sunulan diğer kamu hizmetlerinden (ulaşım, sanat vb.)   From other public services in my city (transportation, arts, etc.)	1	2	3	4	5	6	7	8	9	10
Belediye/İŞKUR/Halk Eğitim/Sivil Toplum Kuruluşları gibi kurumlar tarafından düzenlenen kurslardan/ eğitimlerden   From courses/training organized by Institutions such as Municipality/Employment Agency/Public Education/Civil Society Organizations	1	2	3	4	5	6	7	8	9	10
Arkadaşlıklarımın   From my friendships	1	2	3	4	5	6	7	8	9	10
Ekonomik durumumdan   From my economic situation	1	2	3	4	5	6	7	8	9	10

## İHTİYAÇLAR VE İSTEKLER/TALEPLER | NEEDS AND DEMANDS/ REQUIREMENTS

IS1. Okuyacağım iş arama yöntemlerinden hangilerini kullanıyorsunuz?   Which job search methods from the ones I will read are you using?		EVET   YES	HAYIR   NO
1	İŞKUR yoluyla   Through İŞKUR (Turkish Employment Agency)	1	2
2	İş arama portalları /İnternet siteleri yoluyla (Kariyer.net, yenibiris.com)   Through job search portals / websites (Kariyer.net, yenibiris.com)	1	2
3	Belediyelerin istihdam ofisleri aracılığıyla   Through employment offices of municipalities	1	2
4	Aile, akrabalar, arkadaşlar, eğitmenlerim ya da tanıdıklar yoluyla   Through family members, relatives, friends, Instructors, or acquaintances	1	2
5	Yazılı basındaki (gazete, dergi vb.) iş ilanlarına başvuru yoluyla   By applying to job advertisements in print media (newspapers, magazines, etc.)	1	2
6	Özel iş bulma acenteleri/özel istihdam büroları yoluyla   Through private job placement agencies	1	2
7	Sosyal medya platformları yoluyla (Linkedin ya da Facebook)   Through social media platforms (LinkedIn or Facebook)	1	2

IS2. Size okuyacağım becerileri ne kadar iyi bildiğinizi 1-10 arasında puan vererek belirtir misiniz? 1, "hiç bilmiyorum"; 10 "çok iyi biliyorum" demektir. Aradaki dereceleri de kullanabilirsiniz. | Could you please rate your proficiency level in the skills I will mention on a scale of 1 to 10? 1 means "I don't know at all" and 10 means "I know very well." You can use the intermediate levels as well.

Bu konuda...	... hiç bilmiyorum   I don't know at all.	1	2	3	4	5	6	7	8	9	... çok iyi biliyorum   I know very well.
1 İş ilanları ile ilgili bilgi kaynaklarını bulmayı   Finding information sources about job vacancies	1	2	3	4	5	6	7	8	9	10	
2 CV/ özgeçmiş yazmayı   Writing a CV/resume	1	2	3	4	5	6	7	8	9	10	
3 Başarılı bir iş mülakatı yapmayı   Conducting a successful job interview	1	2	3	4	5	6	7	8	9	10	
4 İŞKUR yoluyla iş aramayı   Searching for jobs through İŞKUR (Turkish Employment Agency)	1	2	3	4	5	6	7	8	9	10	
5 Çevrimiçi olarak / internetten iş araştırmayı   Conducting online job searches	1	2	3	4	5	6	7	8	9	10	
6 Mesleki eğitim fırsatlarının nasıl takip edilebileceğini   Tracking professional training opportunities	1	2	3	4	5	6	7	8	9	10	
7 Staj fırsatlarından nasıl haberdar olacağımı   How to stay informed about internship opportunities	1	2	3	4	5	6	7	8	9	10	

**IS3. Aradığınız işte sizin için öncelikli özellikler nelerdir?**(ÇOK CEVAP OLABİLİR) | **What are the priority features for you in the job you are looking for?** (

MULTIPLE ANSWERS ARE ALLOWED)

1	Sigortalı/ sosyal güvenceli bir iş olması   Having job security and social benefits	1
2	Maaşı   Salary	2
3	Eve yakın olması   Being close to home	3
4	Kurumsal bir ortam sağlaması   Providing a corporate environment	4
5	Esnek çalışma saatleri olması   Having flexible working hours	5
6	Kariyerimde ilerleme olanağı sunması   Offering career advancement opportunities	6
7	Kadınlar için güvenli bir iş ortamının olması   Providing a safe working environment for women	7
8	Diğer (Lütfen Belirtin)   Other (Please specify) _____	8

IS4. Çalışmak isteyeceğiniz iş alanı hangisi olurdu? Eğer aklınızda birden fazla iş varsa lütfen bunları sıralayın. ÇOKLU CEVAP OLABİLİR

ANKETÖR DİKKAT: ŞIKLARI OKUMAYINIZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLANI SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. | **What would be the field of work you would like to work in? If you have multiple jobs in mind, please list them.** MULTIPLE ANSWERS ARE ALLOWED. ATTENTION: DO NOT READ THE OPTIONS. AFTER LISTENING TO THE ANSWER, SELECT THE APPROPRIATE ONE FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE “OTHER”

**İŞ KOLLARI | INDUSTRIES/ SECTORS**

1	Baskı, Matbaa Hizmetleri   Printing, Printing Services	14	Konaklama / Turizm Hizmetleri   Accommodation / Tourism Services
2	Eğitim Hizmetleri   Education Services	15	Madencilik ve Maden ürünleri Satışı   Mining and Sales of Mining Products
3	El İşleri   Handicrafts	16	Otomotiv Yan Sanayi ve Tamirat   Automotive Sub-Industry and Repair
4	Elektrik, doğalgaz ve klima tesisatı, tamirata   Electrical, Gas and Air Conditioning Installation, Repair	17	Perakende Satış, (Bakkal/ Market dahil)   Retail Sales (Including Grocery/Market)
5	Elektronik cihazlar için Teknik Destek   Technical Support for Electronic Devices	18	Sağlık Hizmetleri (Sağlık Turizm Organizasyonu dahil)   Health Services (Including Health Tourism Organization)
6	Emlakçılık   Real Estate Agency	19	Sanat; Müzik, Resim, Tiyatro, Sinema, Dans   Arts; Music, Painting, Theater, Cinema, Dance
7	Etkinlik Organizasyon Faaliyetleri   Event Organization Activities	20	Su tesisatı ve lağım işleri tesisatı   Plumbing and Sewage Works Installation
8	Ev Hizmetleri (Temizlik, Çocuk- Yaşlı Bakımı dahil)   Household Services (Including Cleaning, Child and Elderly Care)	21	Tarım Sektörü veya Tarım ürünleri satışı   Agricultural Sector or Sales of Agricultural Products
9	Finans ve Sigortacılık Faaliyetleri   Finance and Insurance Activities	22	Tekstil, Ayakkabı ve Giyim Ürünleri Üretimi ve Satışı   Textile, Footwear and Clothing Production and Sales
10	Gıda Üretimi   Food Production	23	Ulaşım, Taşıma ve Depolama Hizmetleri   Transportation, Shipping, and Storage Services

11	İdari işler / Ofis Destek Hizmetleri   Administrative Affairs / Office Support Services	24	Yazılım Geliştirme, Web- Grafik Tasarım   Software Development, Web and Graphic Design
12	Genel imalat Sektörü (Tekstil Hariç)   General Manufacturing Sector (Excluding Textiles)	25	Yeme- içme Hizmetleri (Restorancılık)   Food and Beverage Services (Restaurant)
13	İnşaat veya Yapı Hizmetleri (yer döşeme, camcılık, yalıtım vb. dahil)   Construction or Building Services (flooring, glazing, insulation, etc. included)	26	Diğer (Lütfen Belirtin)   Other (Please specify): _____

#### IS5. Bu iş kollarını neden tercih ediyorsunuz?

ÇOK CEVAP OLABİLİR. ŞIKLARI OKUYABİLİRSİNİZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLANI SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. | **Why do you prefer these job fields?**

MULTIPLE ANSWERS POSSIBLE. YOU CAN READ THE OPTIONS. AFTER LISTENING TO THE ANSWER, SELECT THE APPROPRIATE OPTION FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE IT IN THE “OTHER” FIELD.

1-Prestijli / Saygın   Prestigious / Respected	2-İyi gelir potansiyeli var   There is a good income potential	3-Kişisel ilgi ve becerilerimle uyumlu   it aligns with my personal interests and skills
4-Bu işte zaten deneyimim var   I already have experience in this field	5- Güvenli / Arzulanan iş koşulları var   it offers secure/desirable working conditions	6- Bu iş kolunda tanıdıklarım var   I have acquaintances in this industry
7- Diğer (Lütfen yazın)   Other (Please specify) _____		

#### CY4. Hangi meslekte çalışmayı tercih edersiniz? Eğer birden fazla meslekte çalışmayı tercih ediyorsanız lütfen tümünü sıralayın.

ÇOKLU CEVAP OLABİLİR

ANKETÖR DİKKAT: ŞIKLARI OKUMAYINIZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLAN(LAR)I SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. | **Which profession(s) would you prefer to work in? If you prefer to work in multiple professions, please list them all.**

MULTIPLE ANSWERS ARE ALLOWED.

ATTENTION RESPONDENT: DO NOT READ THE OPTIONS. AFTER LISTENING, PLEASE SELECT THE APPROPRIATE OPTION(S) FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE “OTHER” IN THE FIELD.”

#### MESLEKLER | OCCUPATIONS

1	Yönetici   Manager	1
2	Profesyonel meslek grubu   Professional occupation group	2
3	Teknisyen, tekniker veya yardımcı profesyonel meslek gruplarından biri   Technician, technical or assistant professional occupation group	3
4	Büro ve müşteri hizmetlerinde çalışan eleman   Office and customer service employee	4
5	Hizmet ve satış elemanı   Service and sales personnel	5
6	Nitelikli tarım, hayvancılık, avcılık, ormancılık ve su ürünleri çalışanı   Qualified agriculture, livestock, hunting, forestry, and aquaculture worker	6
7	Sanatkarlar ve ilgili işlerde çalışan   Craftsmen and related occupations	7
8	Tesis ve makine operatörü veya montajcı   Plant and machine operator or assembler	8

**CY4. Hangi meslekte çalışmayı tercih edersiniz? Eğer birden fazla meslekte çalışmayı tercih ediyorsanız lütfen tümünü sıralayın.**

ÇOKLU CEVAP OLABİLİR

ANKETÖR DİKKAT: ŞIKLARI OKUMAYINIZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLAN(LAR)I SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. | **Which profession(s) would you prefer to work in? If you prefer to work in multiple professions, please list them all.**

MULTIPLE ANSWERS ARE ALLOWED.

ATTENTION RESPONDENT: DO NOT READ THE OPTIONS. AFTER LISTENING, PLEASE SELECT THE APPROPRIATE OPTION(S) FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE “OTHER” IN THE FIELD.”

9 Nitelik gerektirmeyen işlerde çalışan | Unskilled worker

9

**IS6. İş hayatına girme ihtimalinizi artırmak için nasıl bir desteğe ihtiyacınız olurdu?**

ÇOK CEVAP OLABİLİR. ŞIKLARI OKUYABİLİRSİNİZ. CEVABI DİNLEDİKTEN SONRA AŞAĞIDAKİ LİSTEDEN UYGUN OLANI SEÇİNİZ. UYGUN ŞIK YOKSA “DİĞER” ALANINA YAZINIZ. | **To increase your chances of entering the job market, what kind of support would you need?**

MULTIPLE ANSWERS ARE ALLOWED. YOU CAN READ THE OPTIONS. AFTER LISTENING, PLEASE SELECT THE APPROPRIATE OPTION(S) FROM THE LIST BELOW. IF NONE OF THE OPTIONS ARE SUITABLE, WRITE “OTHER” IN THE FIELD.

1- Mesleki veya teknik eğitim için destek | Support for vocational or technical education

2- Sektörü iyi bilen kişilerle bağlantı kurma/ iletişime geçme desteği | Support in connecting with individuals knowledgeable about the industry

3- İş hayatı için gerekli sosyal becerilerle ilgili eğitim (iş yerine uyum, inovasyon kültürü, kurum kültürü, iş sağlığı ve güvenliği, işyerinde iletişim, stresle baş etme yolları vb.) | Training on social skills necessary for the workplace (adaptation to the workplace, innovation culture, organizational culture, occupational health and safety, workplace communication, stress management, etc.)

4- Ulaşım konusunda kolaylık / destek | Support or facilitation with transportation

5- Bakımından sorumlu olduğum kişilerle ilgili destek (Çocuk, yaşlı ve/veya engelli gibi) | Support related to the care of dependents (such as children, elderly, and/or disabled individuals)

6- İş bulma yollarıyla ilgili destek | Support in job search methods

7- Diğer (Lütfen yazın) | Other (please specify) \_\_\_\_\_

**IS7. Bu destekleri nereden alabileceğinizi biliyor musunuz? | Do you know where you can receive these supports?**

1-EVET biliyorum | YES, I know

2- HAYIR bilmiyorum ve öğrenmekle ilgilenmiyorum. | No, I don't know, and I'm not interested in learning.

3- HAYIR bilmiyorum ama bu tip destekler varsa öğrenmek isterim. | No, I don't know, but if such support exists, I would like to learn about it.



**IS8. Okuyacağım eğitimlerin her biri sizin için ne derece önemlidir? ROTASYONLU GÖSTERİNİZ. | How important are each of the trainings I will be taking for you? SHOW IN ROTATION.”**

	Benim için, _____ eğitimi...	... hiç önemli değil   Not important at all									.... çok önemli   Very important
1	işimde kullanacağım İngilizce bilgisi   English language skills for use in my job	1	2	3	4	5	6	7	8	9	10
2	İşimde kullanacağım Türkçe bilgisi   Turkish language skills for use in my job	1	2	3	4	5	6	7	8	9	10
3	Belli bir işi öğreneceğim mesleki eğitim (Mesela çağrı merkezi operatörlüğü ya da aşçılık eğitimi gibi)   Voca- tional training to learn a specifi- c job (such as call center operator or culi- nary training)	1	2	3	4	5	6	7	8	9	10
4	Temel ofis kullanımı İçin bilgisayar programları (Excel ya da Word gibi)   Computer programs for basic of- fice use (such as Excel or Word)	1	2	3	4	5	6	7	8	9	10
5	Gelişmiş yazılımlar (Tasarım, inter- net sitesi geliştirme veya tedarik zinciri yönetimi gibi)   Advanced software skills (such as design, web- site development, or supply chain management)	1	2	3	4	5	6	7	8	9	10
6	Girişimcilik becerileri (iş planı yap- ma, nakit akışı yönetimi, finans gibi)   Entrepreneurship skills (business planning, cash flow management, finance, etc.)	1	2	3	4	5	6	7	8	9	10
7	İşe yönelik sosyal beceriler (Çatışma yönetimi veya sunum yapma becerileri)   Job-specific social skills (conflict management or presenta- tion skills)	1	2	3	4	5	6	7	8	9	10
8	Temel düzeyde iş kanunu / hukuku bilgisi (işçi kanunu ya da ticaret ka- nunu gibi)   Basic level knowledge of labor law / employment law (such as labor law or commercial law)	1	2	3	4	5	6	7	8	9	10
9	İşe başvuru becerileri (CV yazımı, internet kullanımı ya da iş mülakatları hazırlık gibi)   Job ap- plication skills (CV writing, internet usage, job interview preparation, etc.)	1	2	3	4	5	6	7	8	9	10

11	ileri düzey dijital beceri geliştirme kodlama eğitimleri   Advanced digital skills development and coding training	1	2	3	4	5	6	7	8	9	10
12	Kişisel ve/veya sosyal beceri geliştirme eğitimleri (Temel haklar, ifade ve sunum becerileri, sağlıklı yaşam vb.)   Personal and/or social skills development training (basic rights, communication and presentation skills, healthy lifestyle, etc.)	1	2	3	4	5	6	7	8	9	10
13	Bilgi teknolojileriyle ilgili beceriler (sosyal medya yönetimi, web sitesi tasarımı, grafik tasarım gibi)   Skills related to information technology (social media management, web design, graphic design, etc.)	1	2	3	4	5	6	7	8	9	10

**IS9. Hangi sektör(ler)e yönelik eğitim almak istersiniz? | Which sector(s) would you like to receive training for?**

1	Tarım ve gıda sektörüne yönelik teknik eğitimler (akıllı tarım uygulamaları, üretim teknikleri, pazarlama vb.)   Technical training programs for the agriculture and food sector (smart farming applications, production techniques, marketing, etc.)	1
2	Tekstil sektörüne yönelik teknik eğitimler (tasarım, üretim, pazarlama vb.)   Technical training programs for the textile sector (design, production, marketing, etc.)	2
3	İmalat sektörüne yönelik spesifik eğitimler (üretim, operasyon, finans, pazarlama, yönetim vb.)   Specific training programs for the manufacturing sector (production, operations, finance, marketing, management, etc.)	3
4	Turizm sektörüne yönelik spesifik eğitimler (planlama, operasyon, işletme vb.)   Specific training programs for the tourism sector (planning, operations, management, etc.)	4
5	Lojistik sektörüne yönelik spesifik eğitimler (planlama, operasyon vb.)   Specific training programs for the logistics sector (planning, operations, etc.)	5
6	Yaratıcı Sektörler, Sosyal inovasyon, yapay zekâ vb. spesifik eğitim programları   Specific training programs for Creative Industries, Social Innovation, Artificial Intelligence, etc.	6
7	Diğer: [YAZINIZ]   Oter (Please specify) _____ -	

## SOSYAL HİZMETLERE YÖNELİK TUTUMLAR VE SOSYAL UYUM UNSURLARI

<b>SH1. Bilinirlik: 1 ile 10 puan arasında, şehrinizde verilmekte olan okuyacağım kamu veya sivil toplum hizmetlerinden ne derece haberdar olduğunuzu düşünüyorsunuz?</b>										
	Hiç haberdar değilim									Çok iyi biliyorum
Hukuki Danışmanlık Hizmetleri	1	2	3	4	5	6	7	8	9	10
Psikolojik Destek Hizmetleri	1	2	3	4	5	6	7	8	9	10
Eğitim/ Kurs Hizmetleri	1	2	3	4	5	6	7	8	9	10
Sağlık Hizmetleri	1	2	3	4	5	6	7	8	9	10
İş Bulma Destek Hizmetleri	1	2	3	4	5	6	7	8	9	10
Koruma Hizmetleri	1	2	3	4	5	6	7	8	9	10
Çocuk Bakım Hizmetleri	1	2	3	4	5	6	7	8	9	10

<b>ANKETÖR DİKKAT: ÖNCELİKLE SH2 sorusunu yararlanılan hizmetler için sorunuz. Daha sonra "Evet" cevabı verilenler için hizmeti nereden aldığını (SH3) sorunuz.</b>	<b>SH2. Kullanım</b>		Lütfen SH2'DEKİ her "evet" cevabı için sorunuz
	<b>Evet</b>	<b>Hayır</b>	
<b>SH2. Okuyacağım hizmetlerden yararlandıklarınız var mı? Lütfen Evet-Hayır şeklinde cevaplayınız</b>			<b>SH3. Bu hizmeti hangi kurum/ kurumlardan aldınız? (Açık-uçlu)</b>
Hukuki Danışmanlık Hizmetleri	1	2	_____
Psikolojik Destek Hizmetleri	1	2	_____
Eğitim/Kurs Hizmetleri	1	2	_____
Sağlık Hizmetleri	1	2	_____
İş Bulma Destek Hizmetleri	1	2	_____
Koruma Hizmetleri (şiddet mağdurlarına destek verilmesi, istismara uğrayanlara destek verilmesi vb.)	1	2	_____
Çocuk Bakım Hizmetleri	1	2	_____

<b>SH4. Kurum ve Kuruluşlara/Hizmetlere Güven: 1 ile 10 puan arasında, okuyacağım kurumlara ne derece güveniyorsunuz?</b>	Hiç									Tamamen
Genel olarak özel sektör (Şirketler veya imalathaneler vb.)	1	2	3	4	5	6	7	8	9	10
Genel olarak üniversiteler	1	2	3	4	5	6	7	8	9	10
Genel olarak kamu hizmetleri	1	2	3	4	5	6	7	8	9	10
Genel olarak belediye hizmetleri	1	2	3	4	5	6	7	8	9	10
Vakıf ya da dernek gibi Sivil Toplum Kuruluşları	1	2	3	4	5	6	7	8	9	10
Uluslararası yardım kuruluşları	1	2	3	4	5	6	7	8	9	10

SH5. Diğer insanlara Güven: 1 ile 10 puan arasında, okuyacağım ifadelere ne derece güveniyorsunuz?	Hiç										Tamamen
1. Türkiye'deki diğer insanlara genel olarak ne derece güveniyorsunuz?	1	2	3	4	5	6	7	8	9	10	
2. Yaşadığınız şehirde sokakta kendinizi ne derece güvende hissediyorsunuz?	1	2	3	4	5	6	7	8	9	10	
3. Yaşadığınız şehirde toplu taşıma gibi kalabalık ortamlarda kendinizi ne derece güvende hissediyorsunuz?	1	2	3	4	5	6	7	8	9	10	

## GELİR SORULARI

**G1. Hanenizde toplam kaç kişi yaşıyor?**

**G2. Hanenizde yaşayan kişilerin kaç gelir getiren bir işte çalışıyor?**

G1.	G2.
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

<b>G3- Kendi kazandığınız ya da size ait olan (kira geliri, babadan kalan emekli maaşı, sosyal yardım, miras vb.) aylık geliriniz yaklaşık kaç TL'dir?</b> Eğer emin değilseniz yaklaşık bir rakam söylemeniz de yeterlidir.  <b>DİKKAT: ANKETÖR VERİLECEK RAKAMA DENK GELEN ARALIĞI İŞARETLEYİNİZ.</b>	1	8.500 TL altı
	2	8.501- 10.500 TL
	3	10.501- 12.500 TL
	4	12.501- 14.000 TL
	5	14.001- 16.000 TL
	6	16.000 TL üstü
	7	Kendime ait bir gelirim yok
	8	Bilmiyorum / Cevap Yok

<b>G4- Hanenizin toplam aylık geliri yaklaşık kaç TL'dir? Eğer emin değilseniz yaklaşık bir rakam söylemeniz de yeterlidir.</b>  <b>DİKKAT: ANKETÖR VERİLECEK RAKAMA DENK GELEN ARALIĞI İŞARETLEYİNİZ.</b>	1	8.500 TL altı
	2	8.501- 10.500 TL
	3	10.501- 12.500 TL
	4	12.501- 14.000 TL
	5	14.001- 16.000 TL
	6	16.000 TL üstü
	7	Bilmiyorum / Cevap Yok

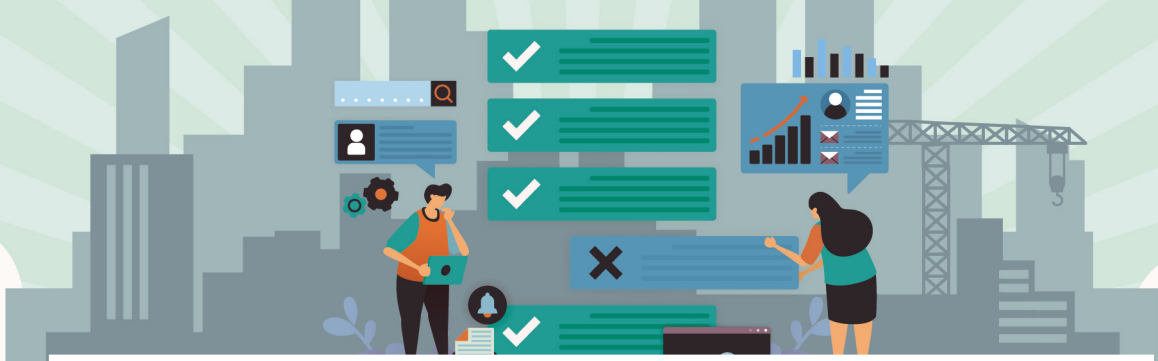
## İNTERNET KULLANIMI

IE1. Şimdi size internet erişiminiz ile ilgili bazı sorular sormak istiyorum. Lütfen her bir soruya Evet/ Hayır yanıtı veriniz.

	Sahip Olunan Eşyalar	Var/ Evet	Yok/Hayır
IE1.1	Evinizde istediğiniz zaman rahatça kullanabileceğiniz bir bilgisayar ya da tablet var mı?	1	2
IE1.2	Evde internet erişiminiz var mı? (Yanl ADSL Modem, 3G Modem, uydu-net, kablonet... gibi.)	1	2
IE1.3	internete bağlanabildiğiniz bir akıllı telefonunuz var mı?	1	2
IE1.4	IE1.1'DE, IE1.2'DE veya IE1.3'TE "1-VAR/EVET" İŞARETLENDİYSE SORU-NUZ: internet üzerinden bir eğitime katılmak istesenez, bilgisayarınız, tabletiniz ya da akıllı telefonunuz bunu destekleyecek nitelikte mi?	1	2
IE1.5	Günlük işlerinizi düşündüğünüzde internet üzerinden böyle bir eğitime katılacak zamanınız var mı?	1	2

IE2. Şehrinizde yapılacak mesleki eğitim, kariyer ile ilgili online eğitimler, kariyer danışmanlığı gibi eğitimlerden haberdar olmak ister miydiniz?

Evet	1
Hayır	2



## ANNEX 3 – RAPID ASSESSMENT SURVEY QUESTIONNAIRE

“Merhaba, müsait misiniz? ismim [.....]. Birleşmiş milletler kadın birimi ve insani gelişme vakfı adına sizi arıyorum. Öncelikle deprem afetinden dolayı derin üzüntümüzü ifade etmek istiyorum. Deprem sonrasında deprem bölgesi veya yakınındaki kadınların durumunu anlamak istiyoruz. Veri tabanımızda kayıtlı olduğunuz için sizi aradık. ihtiyaçlarınızı daha iyi anlamak için birkaç soru sormak istiyorum. Şimdi müsait misiniz?” |

Hello, are you available? My name is [name], and I’m calling on behalf of the United Nations Women and Human Development Foundation. First of all, I want to express our deep condolences for the earthquake disaster. We are interested in understanding the situation of women in the earthquake-affected area or nearby. We reached out to you because you are registered in our database. I would like to ask you a few questions to better understand your needs. Are you available now?”

Görüşülen kişinin adı | Name of the Respondent

### DEMOGRAFİK BİLGİLER | DEMOGRAPHIC INFORMATION

1	Türkçe harflerle Ad ve Soyad   Name and Surname of the Respondent	
2	Telefon numarası   Telephone Number	
3 A	Uyruk   Nationality	Surlye   Syrian Türkçe   Türkiye Diğer Uyruklar: lütfen belirtiniz   Other Nationalities: Please specify
3b	Medeni durumunuz nedir? [SEÇİMLERİ SESLİ OKUMADAN BİR SEÇİM SEÇİN]   What is your marital status? [CHOOSE AN OPTION WITHOUT READING THE CHOICES ALOUD]	Evli   Married Bekar   Single Dul   Widow
3c	Sizin veya evinizdeki herhangi bir kişinin engelliliği var mı?   Do you or anyone in your household have a disability?	Boşanmış   Divorced Evet   Yes Hayır   No
3d	[3C’YE EVET İSE; 3D’YE SORUN] [3D’YE HAYIR İSE; 4A’YA GİT] Lütfen her bir kişi için engel türünü açıklayınız?   [IF THE ANSWER TO QUESTION 3C IS “YES,” PROCEED TO QUESTION 3D. IF THE ANSWER TO QUESTION 3D IS “NO,” GO TO 4A.] Please provide a description of the type of disability for each individual.	[AÇIK UÇLU   OPEN ENDED]
4a	Şu anda hangi şehirde yaşıyorsunuz?   What city are you currently living in?	



4b	Kahramanmaraş depreminden siz veya sevdikleriniz herhangi bir şekilde etkilendiniz mi?   Did you or your loved ones get affected in any way by the Kahramanmaraş earthquake?	Evet   Yes Hayır   No
4c	[4B'YE EVET İSE; 4C'YE SORUN] [4B'YE HAYIR İSE; 5A'YA GİT] Nasıl etkilendin? Lütfen size okuyacağım arasından sizin için geçerli olan seçenekleri seçin. [ANKETÖRÜN DIKKATİNE: LÜTFEN TÜM SEÇENEKLERİ OKUYUN VE UYGULANAN TÜM SEÇENEKLERİ SEÇİN- ÇOKLU SEÇENEKLERE İZİN VERİLİR]   [IF THE ANSWER TO QUESTION 4B IS "YES," PROCEED TO QUESTION 4C.] [IF THE ANSWER TO QUESTION 4B IS "NO," GO TO 5A.] How were you affected? Please select the applicable options from the ones I will read to you. [ATTENTION OF THE SURVEYOR: PLEASE READ ALL OPTIONS AND SELECT ALL APPLICABLE OPTIONS- MULTIPLE CHOICES ARE ALLOWED]	Aile üyelerinin kaybı   Loss of family members Loss of family members Yaralı (kendisi)   injured (self) Yaralı aile üyeleri   injured family members Ev kaybı   Home loss Hasarlı ev   Damaged home Geçim kaynakları kaybı   Loss of livelihood sources İçme suyuna veya yiyeceğe sınırlı erişim   Limited access to drinking water or food Sanitasyon tesislerine sınırlı erişim   Limited access to sanitation facilities
4d	Bunların dışında bahsetmek istediğiniz başka konular var mı? [ANKETÖRÜN DIKKATİNE: CEVAPLARI KELİME KELİMESİNE KAYDEDİN]   Is there any other topic you would like to mention? [ATTENTION OF THE SURVEYOR: PLEASE RECORD THE ANSWERS WORD FOR WORD]	[AÇIK UÇLU   OPEN ENDED]
5A	Depremden önce farklı bir şehirde mi yaşıyordunuz (depremden sonra taşındınız mı)?   Were you living in a different city before the earthquake (did you move after the earthquake)?	Evet   Yes Hayır   No
5B	[5A'DA EVET SEÇİLMİŞSE- 5B'Yİ SORUN YOKSA 6A'DAN DEVAM EDİN] Depremden önce nerede yaşıyordunuz?   [IF "YES" IS SELECTED IN QUESTION 5A, ASK QUESTION 5B. OTHERWISE, CONTINUE FROM 6A.] Where were you living before the earthquake?	[AÇIK UÇLU   OPEN ENDED]

6A	<p>Şu anda nerede kalıyorsun? * [SEÇENEKLERİ SESLİ OKUMADAN UYGULANAN SEÇİMİ SEÇİN- TEK SEÇİM]   Where are you currently staying? * [SELECT THE APPLICABLE CHOICE WITHOUT READING THE OPTIONS ALOUD- SINGLE CHOICE]</p>	<p>Depremden önce yaşadığım evde yaşıyorum   I am living in the same house I lived in before the earthquake.</p> <p>Yeni bir eve taşındım   I moved to a new house.</p> <p>Bir akrabamın evine sığındım   I sought shelter in a relative's house.</p> <p>Geçici Barınak (çadır, konteyner)   Temporary shelter (tent, container).</p> <p>Kamu tesisi (okul, üniversite vb.)   Public facility (school, university, etc.).</p> <p>Barınak yok (terk edilmiş bina da veya açık alanlarda uyumak vb.)   No shelter (sleeping in abandoned buildings or open spaces, etc.)</p> <p>Diğer (Lütfen Belirtin):   Other (Please specify)</p>
6B	<p>Şu anda sizinle aynı evde kaç kişi yaşıyor?   How many people are currently living in the same house with you?</p>	<p>[AÇIK SONLU- SADECE NUMARAYI GİRİN   OPEN ENDED-NUMERIC]: _____</p>
7	<p>Hanenizde hiç çocuk var mı?   Do you have any children in your household?</p>	<p>Evet   Yes</p> <p>Hayır   No</p>
8	<p>Ana bakıcısı olduğunuz kaç çocuk var?   How many children do you have as the primary caregiver?</p>	<p>[AÇIK SONLU- SADECE NUMARAYI GİRİN   OPEN ENDED-NUMERIC]: _____</p>
9	<p>Bunların kaç kız?   How many of them are girls?</p>	<p>[AÇIK SONLU- SADECE NUMARAYI GİRİN   OPEN ENDED-NUMERIC]: _____</p>
10	<p>Evde baktığınız başka kimse var mı? Is there anyone else you take care of at home?</p>	<p>Evet   Yes</p> <p>Hayır   No</p>
11A	<p>Deprem bakım sorumluluklarınızı değiştirdi mi? Deprem nedeniyle bakımınıza muhtaç insan sayısı arttı mı?   Did the earthquake change your caregiving responsibilities? Did the number of people requiring care increase due to the earthquake?</p>	<p>Evet   Yes</p> <p>Hayır   No</p>
11B	<p>[11A'DA EVET SEÇİLİYSE- 11B'Yİ SORUN, yoksa 12'YE DEVAM EDİN] Açıklar mısınız?   [IF "YES" IS SELECTED IN QUESTION 11A, ASK QUESTION 11B. OTHERWISE, PROCEED TO QUESTION 12.] Can you please provide an explanation?</p>	<p>[AÇIK UÇLU   OPEN ENDED]</p>
MEVCUT DURUM   CURRENT SITUATION		
12	<p>Olduğunuz yerde kalmayı mı planlıyorsunuz yoksa farklı bir yere mi taşınacaksınız? *   Are you planning to stay where you are or move to a different place? *</p>	<p>Hayır, taşınacağım   No, I will move</p> <p>Yet kalıyorum   Yes I will stay</p>

13	[CEVAP “HAYIR TAŞINACAĞIM” İSE]: Nereye gittiğinizi söyleyebilir misiniz? (farklı bölge?, şehir?, ülke?) *   [IF THE ANSWER IS “NO, I WILL MOVE,”] Can you please specify where you are planning to go? (Different region? City? Country?) *	
ETKİLENE KİŞİLERİN ÖNCELİKLERİ   PRIORITIES OF THE IMPACTED WOMEN		
14	<p>Şu anda kolayca erişemeyeceğiniz bazı ürünler ve ihtiyaçlar olabilir. Önümüzdeki üç ayı düşündüğünüzde, ihtiyacınız olacak ilk 5 ürün veya ihtiyaç nedir? *   There may be some products and needs that you may not have easy access to at the moment. When you think about the next three months, what are the top 5 products or needs that you will require? *</p>	<p>Battaniye şilteler ve giysiler   Blankets, sleeping mats, and clothing</p> <p>Isıtma ve kışa hazırlık ürünleri   Heating and winter preparedness supplies</p> <p>Temiz içme suyu ve sanitasyon tesisleri   Clean drinking water and sanitation facilities</p> <p>Kişisel hijyen ürünleri (sabun, diş macunu, diş fırçası, deodorant vb.)   Personal hygiene products (soap, toothpaste, toothbrush, deodorant, etc.)</p> <p>Kadın hijyen paketi (kadın ürünleri: pedler, tampon, ıslak mendiller vb.)   Women’s hygiene kit (feminine products: pads, tampons, wet wipes, etc.)</p> <p>Leğen, yıkama kabı ve çamaşır deterjanları   Basins, washing containers, and laundry detergent</p> <p>Mutfak aletleri   Kitchen utensils</p> <p>Tıbbi bakım ve tıbbi tesislere erişim   Access to medical care and medical facilities</p> <p>Yiyecek   Food</p> <p>İş bulmak ve istikrarlı bir gelir kaynağına sahip olmak   Finding employment and having a stable source of income</p> <p>Nakit yardımı   Cash assistance</p> <p>Diğer (Lütfen açıklayınız)   Other (Please specify)</p>

15	<p>[14'TE "KİŞİSEL HİJYEN MALZEMELERİ" SEÇİLMİŞSE]: En çok ne tür hijyen malzemelerine ihtiyacınız var?   [IF "PERSONAL HYGIENE SUPPLIES" HAS BEEN SELEC- TED IN QUESTION 14]: What specific types of hygiene supplies do you need the most?</p>	<p>El sabunu   Hand soap Sabun   Soap Şampuan   Shampoo Diğer (Lütfen açıklayınız)   Ot- her (Please specify)</p> <p>[ANKETÖRÜN DİKKATİNE: LÜTFEN GÖRÜŞÜLEN KİŞİNİN VERDİĞİ HERHANGİ BİR AY- RINTILI YANITI KELİME KELİ- MESİNE YAZIN. AYRICA, TIBBİ MALZEMELER GİBİ BELİRLİ MALZEMELER İÇİN, KATILIMCI TARAFINDAN BU BELİRLİ MAL- ZEMELERE NEDEN İHTİYAÇ OL- DUĞUNA İLİŞKİN BELİRTİLEN HER NEDENİ KAYDEDİN]   [AT- TENTION OF THE SURVEYOR: PLEASE WRITE DOWN EVERY DETAILED RESPONSE WORD FOR WORD AS PROVIDED BY THE RESPONDENT. ALSO, FOR SPECIFIC ITEMS SUCH AS ME- DICAL SUPPLIES, RECORD ANY REASONS STATED BY THE PAR- TICIPANT REGARDING WHY THEY NEED THOSE SPECIFIC ITEMS.]</p>
16	<p>[AÇIK UÇLU   OPEN ENDED] [14'teki diğer tüm ya- nıtlar için] Lütfen ihtiyacınız olan AMA ERİŞEMEKTE SORUN YAŞADIĞINIZ tüm öğeleri mümkün olduğun- ca ayrıntılı bir şekilde listeleyin.   [FOR ALL OTHER ANSWERS IN QUESTION 14] Please list in as much detail as possible all the items that you need but are experiencing difficulty accessing.</p>	
KORUMA RİSKLERİ   PROTECTION RISKS		
17	<p>[AÇIK UÇLU] Deprem nedeniyle sizin ve ailenizin ya- şadığı ACIL VE MEVCUT riskleri veya sorunları tanımla- yabilir misiniz? En önemlileri nelerdir? *   [OPEN ENDED] Can you identify the URGENT AND CURRENT risks or issues that you and your family are facing due to the earthquake? What are the most important ones? *</p>	<p>[GÖRÜŞMECİ DİKKAT: katılımcının verdiği yanıtı ayrıntılı olarak yazdıktan sonra aşağıdan uygun olan seçenekleri işaretleyiniz]   [SURVEYOR'S ATTENTION: After writing down the respondent's answer in detail, please mark the appropriate options below.]</p>

18	<p>[ANKETÖRÜN DİKKATİNE: LÜTFEN İLGİLİ CEVAPLARI, KATILIMCININ 17'YE VERDİĞİ CEVAPLARA GÖRE SEÇİN.]   [ATTENTION OF THE SURVEYOR: PLEASE SELECT THE RELEVANT RESPONSES BASED ON THE ANSWERS PROVIDED BY THE RESPONDENT TO QUESTION 17.]</p>	<p>Hizmetlere erişim zorluğu nedeniyle karşılanamayan sağlık ihtiyaçları (tedavi, prosedürler, cihazlar vb.)   Unmet healthcare needs due to difficulty accessing services (treatment, procedures, devices, etc.)</p> <p>Hanehalkı engelli üyesinin karşılanmamış sağlık ihtiyaçları   Unmet healthcare needs of household members with disabilities</p> <p>Hamile veya emziren kadının karşılanmamış sağlık gereksinimleri   Unmet healthcare needs of pregnant or breastfeeding women</p> <p>Şiddetli Psikososyal sıkıntı   Severe psychosocial distress</p> <p>Cinsiyete dayalı şiddet, istismar veya ihmal   Gender-based violence, abuse, or neglect</p> <p>Şiddetli yoksulluk koşulları/ gelir kaybı/iş kaybı   Severe poverty conditions/income loss/job loss</p> <p>Okuldan ayrılan çocuklar   Children dropping out of school</p> <p>Ayrımcılık   Discrimination</p> <p>Cinsel sömürü   Sexual exploitation</p> <p>Emek sömürüsü   Labor exploitation</p> <p>Erken evlilik   Early marriage</p>
BİLGİYE ULAŞMAK   ACCESSING INFORMATION		
19	<p>Sunulan hizmetler, bunlara nasıl erişileceği, devletin uyguladığı prosedürler ve diğer önemli bilgiler hakkındaki bilgilere erişebiliyor musunuz? *   Are you able to access information about the services provided, how to access them, government procedures, and other important information? *</p>	<p>Evet   Yes</p> <p>Hayır   No</p> <p>Bilgi alıyoruz ancak kaynağı doğrulayamıyoruz   We are gathering information, but we are unable to verify the source.</p> <p>Bilgi alıyoruz ama dil engeli nedeniyle bundan faydalanamıyoruz.   We are gathering information, but we are unable to benefit from it due to language barriers.</p>

İletişim		
20	İnternete erişiminiz var mı? *   Do you have access to the internet? *	Evet   Yes Hayır   No
21	Akıllı cihazlarınız var mı? (akıllı telefon, laptop...vb.) *   Do you have smart devices? (smartphone, laptop, etc.) *	Evet   Yes Hayır   No
22A	İstihdam/iş bulma planınız var mı?   Do you have an employment/ job-seeking plan?	Evet   Yes Hayır   No
22B	[22a'DA EVET SEÇİLMİŞSE- 22B'Yİ SORUN, yoksa 23'E DEVAM EDİN] Hangi sektörde, hangi işkolunda iş bulmayı düşünüyorsunuz?  [IF "YES" IS SELECTED IN QUESTION 22A, ASK QUESTION 22B. OTHERWISE, PROCEED TO QUESTION 23.] in which sector or industry are you considering finding a job?	[AÇIK UÇLU   OPEN ENDED]
23	Deprem sonrasında İş bulma şansınızın azaldığını düşünüyor musunuz?   Do you think your chances of finding employment have decreased after the earthquake?	Evet   Yes Hayır   No
24	Eğitime geri dönme planınız var mı?   Do you have a plan to return to education?	Evet   Yes Hayır   No
25	Eğitime/istihdama geri dönmek için ne tür bir desteğe ihtiyacınız olacak?   What kind of support will you need to return to education/employment?	Evet   Yes Hayır   No
26	İstihdam ve gelir elde etme ile ilgili mesleki eğitimler almakla ilgileniyor musunuz?   Are you interested in receiving vocational training related to employment and income generation?	Evet   Yes Hayır   No
Zaman ayırdığınız için teşekkür eder, güvende kalmanızı dileriz. Acil durumlar için veya acil bilgi gerektiğinde, lütfen iletişime geçin: 112   Thank you for your time, and we wish you to stay safe. in case of emergencies or when urgent information is needed, please contact: 112.		





This project is funded by  
the European Union



# Needs Analysis of **NEET Women** 2023