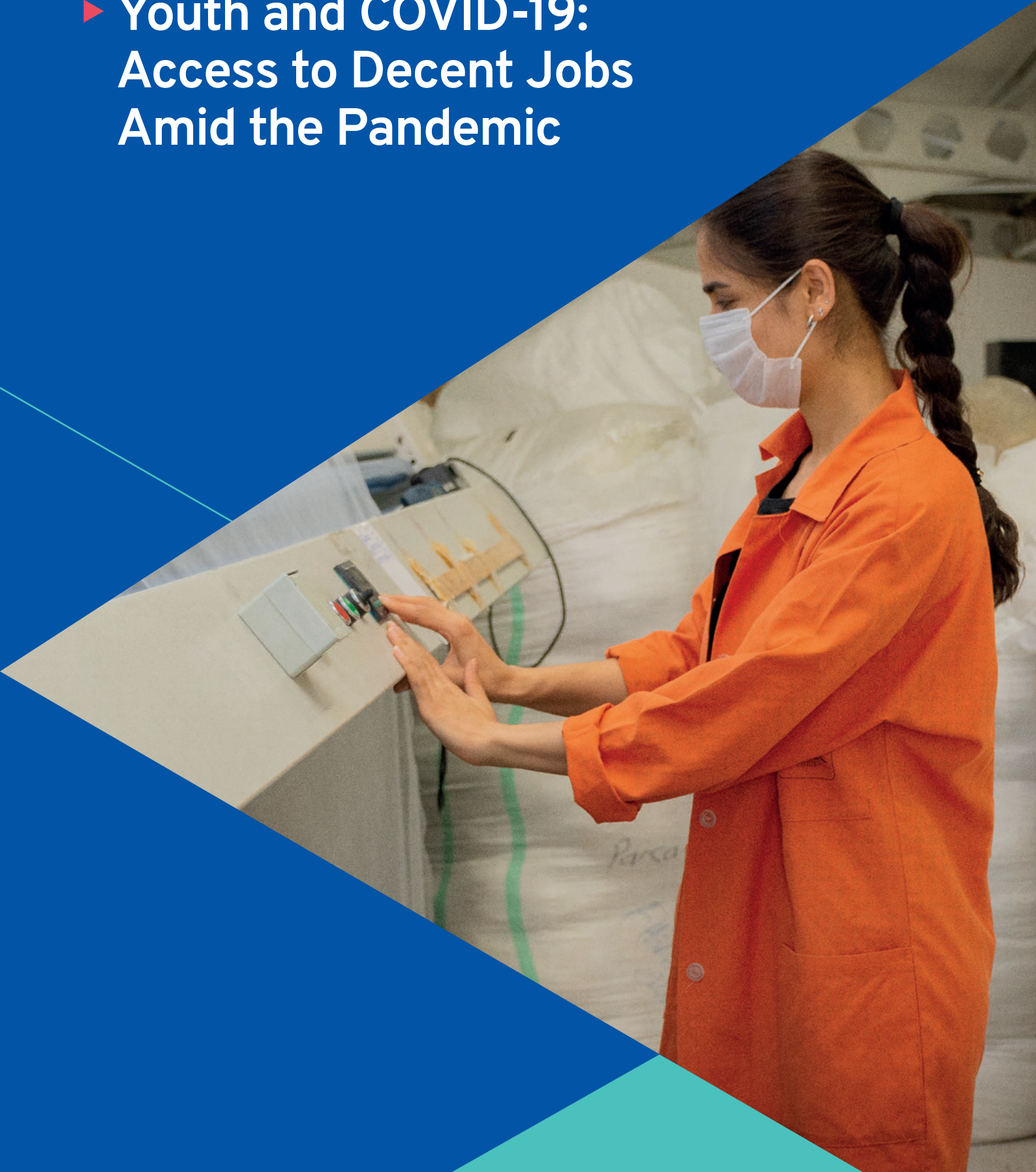




International  
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## ▶ Youth and COVID-19: Access to Decent Jobs Amid the Pandemic



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Youth and COVID-19: Access to decent jobs amid the pandemic

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- ▶ **Youth and COVID-19:  
Access to Decent Jobs  
Amid the Pandemic**

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- Turkish Confederation of Trade Unions
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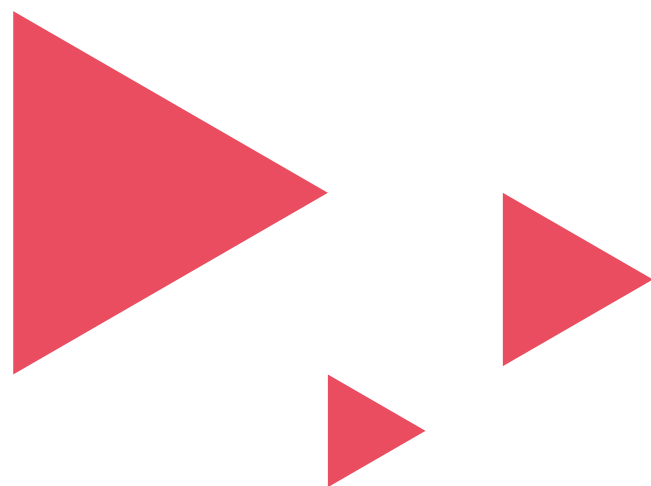


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## List of Abbreviations

<b>AFAD</b>	Presidency of Disaster and Emergency Management
<b>DGMM</b>	Directorate General of Migration Management
<b>ESSN</b>	Emergency Social Safety Net
<b>EU</b>	European Union
<b>HLFS</b>	Household Labour Force Survey
<b>ILO</b>	International Labour Organization
<b>IOM</b>	International Organization for Migration
<b>ISKUR</b>	Turkish Employment Agency
<b>LLL</b>	Lifelong Learning
<b>MoFLSS</b>	Ministry of Family, Labour and Social Services
<b>MoNE</b>	Ministry of National Education
<b>NGO</b>	Non-Governmental Organisation
<b>NEET</b>	Not in Employment, Education or Training (also: Neither in Employment nor Education or Training)
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PEC</b>	Public Education Centre
<b>SBB</b>	Presidency of Strategy and Budget
<b>SES</b>	Socio-Economic Status
<b>SuTPs</b>	Syrians under Temporary Protection
<b>TOG</b>	Community Volunteers Foundation
<b>TURKSTAT</b>	Turkish Statistical Institute
<b>UK</b>	United Kingdom
<b>UN</b>	United Nations
<b>WHO</b>	World Health Organization

## Executive Summary

This report provides a comprehensive analysis of the youth population “not in employment, education or training (NEET)” in Turkey among host and refugee communities affected by the COVID-19 pandemic, using the data collected by qualitative and quantitative methods from 15 May to 10 August 2020. The report starts with detailed background information on the NEET population in Turkey, institutional framework and policies targeting NEETs, and points out that the COVID-19 pandemic significantly affected a large segment of the population and labour force participation of both host and refugee communities in Turkey. The report reveals the current situation of NEETs in Turkey based on an analysis of the empirical data collected in the field. A large group of NEETs, with different social and economic characteristics, are analysed. The study also provides up-to-date evidence on refugee youth and their status on being in education, training, or employment in Turkey, as well as insights into the differences between host NEETs and refugee NEETs.

The study shows that the majority of NEETs, both host and refugee, in the analysed sample are single, living with their families, in good health and have no disability. This finding is in line with the Household Labour Force Survey patterns of Turkey. Taking into account a number of drivers, the majority of NEETs are not in education due to poor economic conditions. It emerges that a large percentage of NEETs have not had any job since leaving full-time education and those who had a paid jobs had problems of long working hours, irregular working conditions, and low wages.

With regard to socio-economic background, refugee NEETs are highly concentrated in less privileged socio-economic groups. The effect of education on employment status often emerges as a critical factor especially for females. The findings point to the importance of continuous education through a lifelong learning approach.

The analysis indicates that most of NEETs do not participate in training courses, and are not registered with ISKUR for they do not consider ISKUR to be an effective agency.

The majority of NEETs participation in voluntary activities are reported as low. The analysis reveals that COVID-19 acts as a stimulus to look for a paid job as it made NEETs feel that making their own money is more important than ever.

The data shows the most common way for both host and refugee communities to find a job is online platforms. However, COVID-19 seems to have increased the fear and uncertainty about career prospects.

The expectations of NEETs include more funding for new business ideas, more loans to start new businesses and more skills development opportunities as well as more hygienic working environments. There is also a considerable demand for the creation of employment opportunities.

The study concludes with a list of policy recommendations. In particular, it points to an education first approach, a more holistic policy framework, better-funded programmes, closer coordination between social partners along with the need to conduct more research on the subject, and take drastic measures to ensure that COVID-19 effects are not long-lasting.







# ▶ A. Introduction

---



A novel coronavirus known as COVID-19 was identified in China in the last days of 2019. In March 2020, the World Health Organization (WHO) announced that COVID-19 could be characterized as a pandemic. Since then, the pandemic has been the main item on the global agenda, with countries implementing immediate and multi-dimensional responses. By the end of September 2020, the pandemic has affected more than 34 million people and killed more than 1 million people over merely six months.<sup>1</sup>

Once the COVID-19 virus was declared as a pandemic threatening public health at a global scale, countries began to take drastic social and economic measures. Social mobility decreased, and the concept of social distancing and/or isolation became a critical concept to public life. A shift in lifestyles limited economic activity, resulting in a contraction of the global economy and closure of many businesses. Consequently, global unemployment rates increased dramatically.

Unprecedented monetary expansion policies and financial incentives have been implemented to date to prevent the collapse of the global economy. Nevertheless, despite such extensive measures, working hours corresponding to 155 million full-time equivalent jobs were lost during the first quarter of 2020 globally, according to a recent ILO report.<sup>2</sup>

As in other countries, the COVID-19 pandemic has negatively affected the labour market in Turkey. Refugee communities who are among the most vulnerable segments of the population have been deeply affected. Similarly, NEETs have been hit by increased unemployment because of the pandemic.

This study is unique in its attempt to identify the needs and expectations of NEET populations, both host and refugee, in the post-COVID era in Turkey. With an additional focus on gender gaps, the report hopes to contribute to achieving the United Nations Sustainable Development Goal 8, Decent Work and Economic Growth to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”.

The report starts with a detailed profile of NEETs in Turkey among host communities (i.e. host NEETs) and summarizes the government measures to address NEET unemployment and COVID-19 related measures. It then describes the current profile of NEETs among the refugee population (i.e. refugee NEETs) with a particular emphasis on Syrians under Temporary Protection (SuTPs). The second part of the report explains the methodology used in this survey, while the third chapter focuses on the findings. The report provides examples from different countries, and concludes with policy recommendations for host and refugee NEETs with a particular emphasis on NEET women in Turkey.

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**155 million** full-time equivalent jobs were lost during the first quarter of 2020 globally

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<sup>1</sup> <https://covid19.who.int>

<sup>2</sup> [https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefingnote/wcms\\_749399.pdf](https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefingnote/wcms_749399.pdf)

## ▶ 1. NEET Profile in Turkey

NEET is a heterogeneous group and needs to be analysed by disaggregating data by demographic variables. The following section attempts to analyse NEET statistics in detail to provide an introductory understanding of this segment of the population in Turkey.

Table 1 shows the youth NEET rates (%) in Turkey from 2006 to 2019 according to the Eurostat data. This table reveals that the high rates of NEET in Turkey can be explained by high female NEET rates, arguably as a result of both low levels of female labour force participation and curtailed access to education and training.

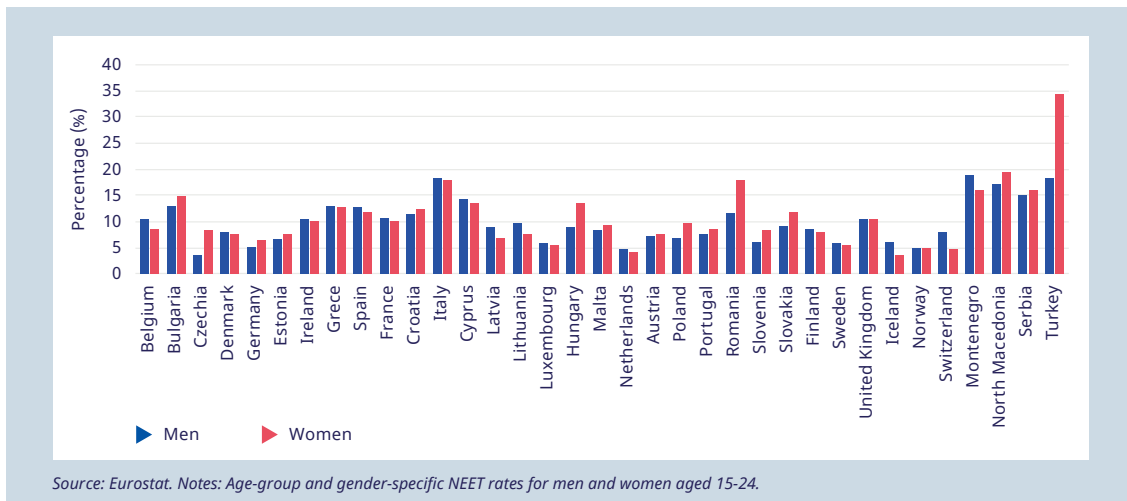
▶ Table 1. Youth NEET (aged 15-24) in population by gender, Turkey, 2006-2019 (&)

Year	Female (%)	Male (%)	Total (%)
2006	62.3	18.9	40.8
2007	62.5	19.2	41.1
2008	60.5	18.8	39.9
2009	57.7	20.0	39.1
2010	55.1	17.3	36.4
2011	52.6	15.0	34.0
2012	50.6	15.2	32.9
2013	48.0	13.8	30.9
2014	46.6	13.8	30.2
2015	45.9	13.3	29.6
2016	45.1	13.9	29.4
2017	44.7	13.8	29.1
2018	44.2	14.3	29.1
2019	44.7	17.3	30.9

Source: Eurostat

The severity of gender inequality in Turkey is more visible in international comparisons. Figure 1 reveals this gender gap. Turkey is not only among the countries with the high NEET rate but also has large gender gap.

► **Figure 1. Youth NEET (aged 15-24) in population by gender EU Members states and Candidates (%) 2019**



Furthermore, Table 2 indicates how the gender gap widens with age in Turkey between men and women. It is important to note that there are no other countries in the European Union (EU) with a larger gender gap at any age bracket, suggesting that policies that primarily target women would bring benefits in Turkey.



► Table 2. NEET by Age and Gender in the EU Members States and Candidates (%)

Country	Total			Men			Women		
	15-24 years	25-29 years	30-34 years	15-24 years	25-29 years	30-34 years	15-24 years	25-29 years	30-34 years
Belgium	9,3	16,3	15,4	10,1	13,1	11,1	8,4	19,6	19,7
Bulgaria	13,7	21,1	19,2	12,7	13,9	12,8	14,8	28,6	26,0
Czechia	5,7	15,8	20,8	3,3	5,0	4,7	8,2	27,2	37,9
Denmark	7,7	12,9	11,4	8,8	12,3	8,7	7,4	13,5	14,2
Germany	5,7	11,0	13,6	5,2	7,0	7,6	6,2	15,2	19,8
Estonia	6,9	13,8	15,5	6,6	5,2	6,5	7,3	23,2	25,4
Ireland	10,1	14,3	15,8	10,3	11,0	9,3	9,9	17,6	21,9
Greece	12,5	27,3	28,3	12,7	22,8	18,2	12,4	32,2	38,2
Spain	12,1	20,0	18,8	12,5	18,0	14,0	11,7	22,1	23,5
France	10,6	17,9	16,9	10,9	14,9	12,2	10,3	20,8	21,4
Croatia	11,8	18,8	17,2	11,4	13,7	12,7	12,1	124,1	21,7
Italy	18,1	29,7	28,1	18,2	24,0	19,0	18,0	35,7	37,3
Cyprus	13,7	14,7	15,7	14,2	9,6	10,8	13,2	19,4	20,4
Latvia	7,9	13,8	15,7	8,8	11,7	10,7	6,9	15,9	21,1
Lithuania	8,6	15,1	12,9	9,7	12,9	10,2	7,5	17,5	15,7
Luxembourg	5,6	7,9	8,0	5,8	9,1	5,0	5,5	6,5	10,9
Hungary	11,0	16,7	18,4	8,9	8,3	6,3	13,2	25,6	31,0
Malta	8,6	7,0	213,5	8,2	4,2	4,9	9,0	10,3	23,7
Netherlands	4,3	8,4	11,1	4,6	7,4	7,7	3,9	9,3	14,5
Austria	7,1	10,1	11,7	7,0	6,6	7,4	7,3	13,7	16,1
Poland	8,1	17,7	16,5	6,8	8,7	7,4	9,5	27,1	26,0
Portugal	8,0	11,5	10,6	7,4	9,9	8,2	8,6	13,1	12,8
Romania	14,7	20,8	18,6	11,5	12,3	9,5	17,9	30,0	28,5
Slovenia	7,0	11,9	9,3	6,0	7,7	5,7	8,1	16,4	13,4
Slovakia	10,3	20,7	23,3	9,1	10,7	9,8	11,6	31,2	37,4
Finland	8,2	11,8	12,4	8,5	8,8	8,8	7,8	14,9	16,3
Sweden	5,5	7,5	6,6	5,6	6,7	4,6	5,4	8,4	8,7
United Kingdom	10,5	12,9	12,6	10,5	8,8	6,5	10,6	17,2	18,6
Iceland	4,7	7,3	5,6	6,0	7,5	5,0	3,3	7,0	6,3
Norway	4,8	9,2	9,9	4,7	7,7	7,9	4,8	10,8	12,0
Switzerland	6,2	6,3	7,8	7,9	4,3	3,9	4,5	8,6	11,8
Montenegro	17,3	28,6	32,7	18,8	25,1	30,4	15,8	32,5	34,8
North Macedonia	18,1	34,9	32,1	17,1	27,1	24,4	19,2	43,1	40,2
Serbia	15,3	25,2	22,1	14,9	21,0	15,9	15,8	29,7	28,6
Turkey	26,0	36,1	35,0	18,3	18,4	14,6	34,0	53,7	55,6

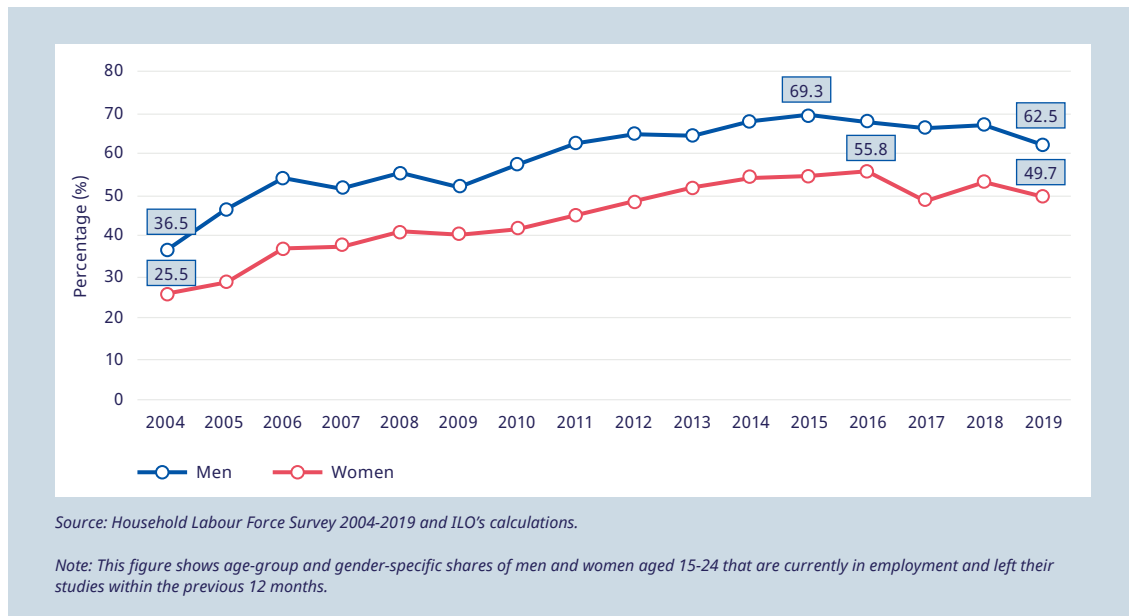
Source: Eurostat

Education is another factor influencing NEET rates. However, it is important to note a global trend that shows, “over the past decade or so, the expansion in the supply of graduates has, in most countries, outpaced the growing demand for graduate labour associated with technological advances” (ILO, 2020:114). Turkey, in this regard, does not buck the trend, as high levels of education are not necessarily associated with high levels of employment, as shown in Figure 2, the impact of education on NEET employment a complicated one.

Although school-to-work transition context tends to be accompanied by high unemployment rates, and young women giving up on the idea of working, the percentage of drop-outs able to find a job a year after finishing their course of studies have been gradually increasing since 2004 until 2015/2016. As can be seen in Figure 3, the share of female drop-outs (aged 15-24) working after a year increased from 25.5% to 55.8%, partially closing the existing gender gap.

The improvement that Turkey experienced in the labour force participation of the young people was slowed down by the Global Financial Crisis of 2009 and even reversed due to the recent economic crisis. The worsening economic situation of Turkey has also affected young people where the share of young men and women in employment a year after finishing their studies decreased to 62.5% and 49.7% respectively. This situation is estimated to have worsened due to the COVID-19 pandemic and our research delve on the effects of the pandemic on this vulnerable group of people.

► **Figure 2. School to Work Transition, Share of Youth (aged 15-24) in Employment 1 Year After Graduation, 2004-2019**



On the other hand, the impact of COVID-19 is straightforward, with an apparent decrease in both labour force participation and employment rates among youth in Turkey, as shown in Table 3. As of February 2020, there is an increase in the percentage of NEET among young men and women.

► Table 3. Basic Employment Data, Total, Men and Women (aged 15-24), February 2020

	Male			Female			TOTAL		
	2019	2020	Difference	2019	2020	Difference	2019	2020	Difference
Labour Force Participation Rate (%)	9,3	16,3	15,4	10,1	13,1	11,1	8,4	19,6	19,7
Employment Rate (%)	13,7	21,1	19,2	12,7	13,9	12,8	14,8	28,6	26,0
NEET (%)	5,7	15,8	20,8	3,3	5,0	4,7	8,2	27,2	37,9

► The improvement that Turkey experienced in the labour force participation of the young people was slowed down by the Global Financial Crisis of 2009 and even reversed due to the recent economic crisis.

## ▶ 2. Institutional Framework and Policy Priorities Targeting NEETs

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### NEETs in Policy Documents

Vocational training programmes became major policy tools in Turkey throughout the 1990s to diversify the skills of the labour force, particularly to support women's employability (ISKUR, 2011). At the beginning of the 2000s, economic instabilities, changing labour market structure, IMF stand-by agreements and European Union accession process required an overall change in employment policies, as well as in institutional frameworks.

The 9<sup>th</sup> Development Plan (2007-2013) was a key policy document which supported the formulation of the National Employment Strategy (NES). For the first time, the need was emphasised in Turkey for efforts to direct the agricultural labour force towards non-agricultural sectors, and development and encouragement of entrepreneurship to boost diverse employment options (DPT, 2006: 92). The 10<sup>th</sup> Development Plan (2014-2018), adopted in 2013, reiterated similar objectives as the 9<sup>th</sup> Plan. The goals and targets were identified as: "to form a labour market in which decent job opportunities are provided to all segments of the society, skills of the labour force are upgraded and utilized effectively, gender equality and occupational health and safety conditions are improved and flexicurity is embraced" (Ministry of Development, 2015). The 10<sup>th</sup> Development Plan targeted NEETs for the first time with the inclusion of the Basic and Vocational Capacity Building Programme. The programme aimed at reducing the NEET rates by improving school-to-work transition, increasing vocational training facilities, and reducing long-term unemployment of youth. The programme was coordinated by the then Ministry of Labour and Social Services through ISKUR (Ministry of Development, 2015).

In May 2014, the High Council of Planning adopted the new National Employment Strategy (2014-2023) (published in the Official Gazette of 30 May 2014 issue 29015), which aimed to reduce the unemployment rate to 5%; increase the employment rate to 55%, and reduce the informal employment in non-agricultural sectors to 15% by 2023. As a follow-up to these targets, the 10<sup>th</sup> ISKUR General Assembly in November 2019 defined the current policy priorities targeting youth. These priorities were identified as a continuation of apprenticeship, internship and vocational training programmes, including digital technologies in vocational training programmes, incentivizing the employment of people with disabilities and efficient job counselling, involving private employment agencies in policy-making and implementation (ISKUR, 2019).

The current 11<sup>th</sup> Development Plan (2019-2023) aims at encouraging the potential of youth as an important driver of economic development (Presidency of Strategy and Budget, 2019:138). For this purpose, the Productive Structural Transformation and Employment Mobilization in Vocational and Technical Education was launched in order to provide a smoother school-to-work transition. Moreover, new incentive mechanisms will be implemented for the private sector to open vocational and technical schools or training programmes (Presidency of Strategy and Budget, 2019:142). Particular emphasis is placed on the effects of digital transformation on labour markets, as new professional fields emerge in due course. Active labour force programmes are also planned to be implemented according to the skill needs of different sectors (Presidency of Strategy and Budget, 2019:144).

The policy framework described both by the 11<sup>th</sup> Development Plan and National Employment Strategy has placed particular emphasis on active employment policies. On the other hand, both documents address major challenges in integrating the youth into the labour market on a long and sustainable basis to ensure that they do not fall back into unemployment or inactivity.

## Institutional Framework

Regarding the institutional framework for designing and implementing NEET programmes, the Turkish Employment Agency (ISKUR) is the key actor and works in coordination with the Ministry of Youth and Sports, Ministry of National Education, Council of Higher Education as well as trade unions, chambers and other related stakeholders. ISKUR undertakes various projects employing both national and international resources (Yıldız, 2016:117-134).

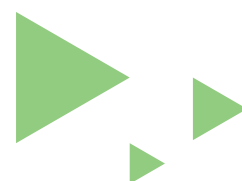
## Major Programmes for Youth

**Apprenticeship Training:** Apprenticeship training has a long history in Turkey. It is included in the national formal education system with a “dual education” method. Apprenticeship programmes aim to provide training for people aged 14 and above, with no upper limit. These training programmes are provided in 27 sectors and 142 occupations. The vocational training centres offer theoretical training for one or two days a week, depending on the industry and profession, with the rest of the week dedicated to practical training at workplace. Enterprises that employ student apprentices are given cash incentives while the student apprentices are paid not less than one-third of the minimum wage. After graduation, the students are considered as high school graduates, and they receive a certificate of mastership.

**On-the-job Training Programme:** The on-the-job training programme (İşbaşı Eğitim Programı) is a skill development programme managed by ISKUR for people aged 15 and above with no upper age limit. Young unemployed registered at ISKUR are provided with a work-based training programme in various vocational tracks. After matching the young unemployed with an employer, ISKUR places beneficiaries in workplaces to receive practical training at work. The programme involves five to eight hours (no more than 45 hours per week) of daily training, depending on the sector. The time frame of the programme changes according to the sectors (up to 9 months in journalism, cyber-security, coding and programming and game development; up to six months in communication and manufacturing; up to 3 months in other sectors). Participants are paid per diem (TRY 89.40) for their expenses. Women with two to five-year-old children are paid an extra allowance (TRY 400/per month) for their childcare during the programme. Women with a child aged between 0 and 15 that receive the training in the manufacturing sector are paid extra TRY 95 per diem (ISKUR, 2020). The training programme is entirely cost-free for the employers, and there are financial incentives for hiring the trainers at the end of the programme.

**Lifelong Learning System:** In 2004, to increase the cooperation between EU Member States and candidate countries, the Lifelong Learning Programme was launched. The programme was operated from 2004 to 2013. In 2014, a new programme, Erasmus+ combined all schemes related to education, training, youth and sports. Parallel to the EU initiated programmes, Non-Formal Educational Institutions (*Yaygın Eğitim Kurumları*) were established within the Ministry of National Education in 2020. Lifelong learning as part of non-formal education aims to substitute formal education for youth that have dropped out of school. Training programmes are delivered through Public Education Centres (Halk Eğitim Merkezleri-PECs), in collaboration with a variety of public, private institutions and non-governmental organisations as training providers. These training programmes include a rich set of skills training modules, including vocational and technical skills from basic literacy education to advanced vocational training, crafted according to the specific needs of regions. These programmes also target immigrant youth to provide them with the necessary training for their adjustment into their new environment (Official Gazette, 21.05.2010).

Programmes such as Lifelong Learning are crucial to deal with rapid technological advances and skills obsolescence. The Lifelong Learning System of Turkey has been an essential alignment with EU programmes along the same line. Furthermore, the expansive network of PECs across the country has rendered these programmes highly accessible to vulnerable groups, including NEETs, refugees, women, and people with disabilities.





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“Cash wage support” providing **TRY 1,117** per person whose employment contract has been terminated due to the pandemic and is not eligible for unemployment benefits, or who is subject to unpaid leave at her/his workplace and is not eligible for short-time working allowance

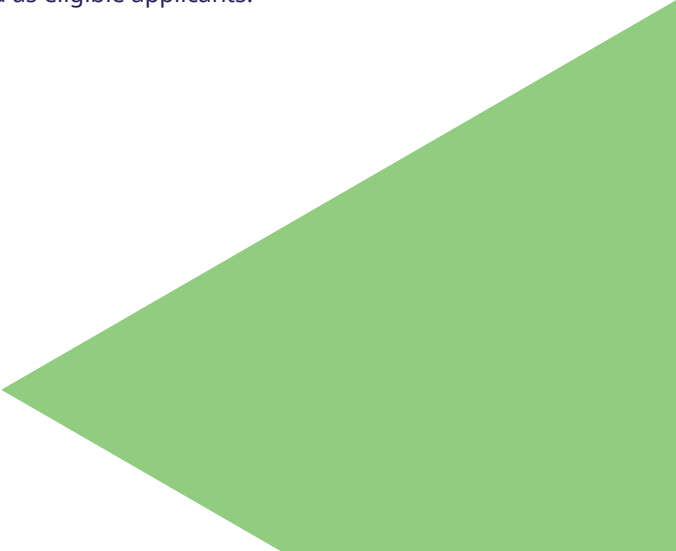
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### Government's Immediate Response to COVID-19 Impact on NEETs

Research and national statistics indicate that COVID-19 pandemic's adverse effects will be most visible on vulnerable groups such as refugees, NEETs and women. It is highly likely that diminishing education opportunities, exclusion from the job market, diminishing opportunities for decent jobs will lead to social marginalization and result in social and psychological problems for vulnerable groups.

In response to the COVID-19 pandemic, the Turkish Government has introduced a set of immediate measures. One of the first measures is “short-time working allowance” which is a government payment to the employees of businesses which have stopped or reduced their activities due to extraordinary crisis and/or disaster. The Unemployment Insurance Fund partially compensates workers' wages based on eligibility criteria, and termination of a contract is banned. Another support scheme is the “cash wage support” providing TRY 1,117 per person whose employment contract has been terminated due to the pandemic and is not eligible for unemployment benefits, or who is subject to unpaid leave at her/his workplace and is not eligible for short-time working allowance. Many young workers are only eligible for this support since they lack minimum insurance premium payment required to receive short-time working allowance or unemployment benefits. The last policy scheme was an additional cash transfer programme for mitigating the impact of COVID-19 on household income by the Ministry of Family, Labour and Social Services (MoFLSS) for households already receiving some sort of social assistance payments. A total budget of TRY 2 billion is allocated to 2 million beneficiaries, with up to TRY 1,000 per household. Working-age members of the households receiving social assistance payments are referred to ISKUR for employment.

The most recent support programme for NEETs is a project-based grant by MoFLSS with a budget of €17 million (financed 85% by EU, 15% by the government). The grant programme aims to support NEETs through training programmes, counselling, jobseekers' allowance and related activities. Youth NGOs, cooperatives, municipalities, trade unions, union confederations, chambers of commerce, universities, international organisations are listed as eligible applicants.



## ▶ 3. Refugees and Refugee NEETs in Turkey

Previously known as a ‘sending/origin’ country in international migration movements, Turkey has become a ‘receiving/destination’ and a transit country over recent decades. According to IOM, the number of migrants and refugees residing in Turkey now stands at millions, with over 90% being Syrian. These migrants came to Turkey as a result of the ongoing conflict in Syria. So far, 3.6 million Syrians have been registered under the Temporary Protection regime in Turkey. Other migrant groups include different nationalities seeking asylum, international protection or refugee status.<sup>3</sup> Most of these refugees reside in urban settings with very few still living in the camps. According to 2020 data published by the General Directorate of Migration Management, 98% of the refugees live outside the refugee camps, in low-income areas of towns and cities.

Demographic surveys show that the refugee population is much younger than the overall population of Turkey (Adalı and Türkyılmaz, 2020). Data also indicate that the Syrian population consists of more than 70% unskilled workers, with only 9.1% having tertiary education.

One of the key drivers of refugee social integration is their employment in a host country (Ager & Strang, 2008; De Vroome & Van Tubergen, 2010; Markaki & Longhi, 2013). Yet refugees often are disadvantaged in labour markets, with higher likelihood of being exploited, and fewer career opportunities (Cheung & Phillimore, 2013) than host community members. A report published by the Turkish Confederation of Employer Associations (TISK) and the Immigration and Political Research Centre of Hacettepe University (HÜGO) revealed that the Syrian refugees often worked informally with wages lower than the minimum wage without social security. They are employed in various sectors, from textile to construction, agriculture to heavy industry.

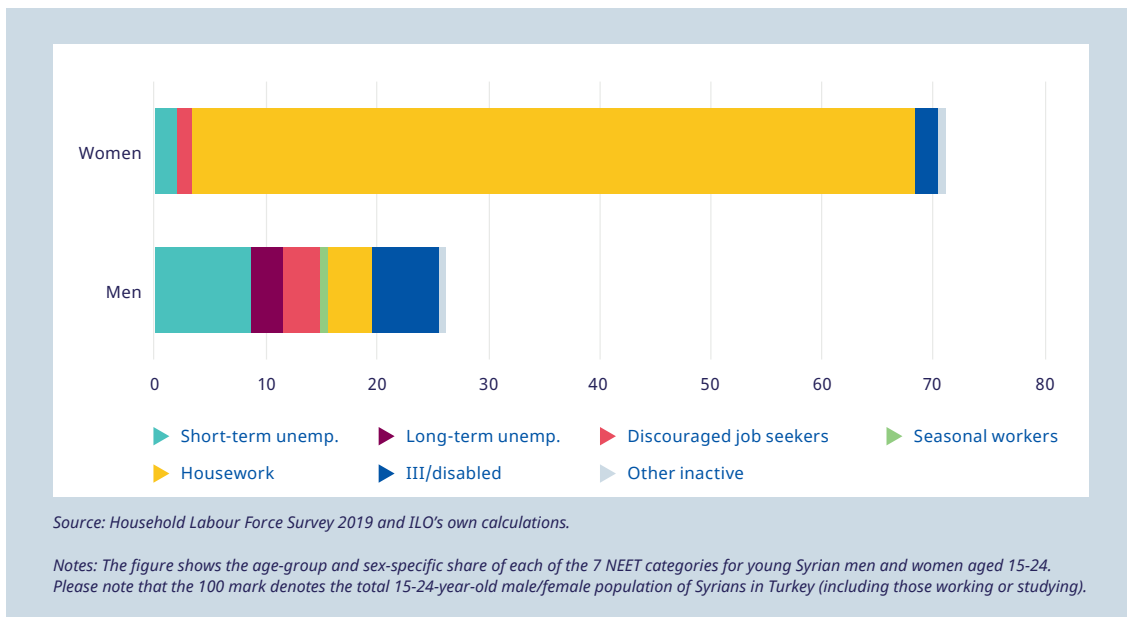
According to the statistics published by AFAD, 87% of Syrian women in Turkey are economically inactive. Of these, 56 percentage points are housewives, and the remaining 30 percentage points have no vocational training. AFAD estimates that the percentage of women aged 30-44 and working is only 7% (Kıvılcım, 2016; Knappert et al., 2018).

In 2019, the NEET rate among Syrian refugee women stood at 70.9% while that of men was much lower at 26.0%. The evolution since 2017 is mixed; the NEET rate decreased among women by roughly 9%, not because of a higher female employment rate but because of an increase in the number of students among those aged 15-24. The share of young men in education has also increased in the last two years; however, the difficult labour market conditions experienced in Turkey have also increased the share of unemployed Syrians thus increasing the NEET rate by around six percentage points. Low female employment rates and small number of young Syrian women in education result in one of the highest female NEET rates in the world. In contrast, the male NEET rate of Syrian refugees is much lower than that of Syrian women. This gap is a result of men being engaged in employment from an early age, which does not have positive implications for their career development (Caro, 2020:8).

Differences across genders are not limited to NEET rates; differing gender roles also shape the “type” of NEETs as can be seen in the 7 categories of NEET classification proposed by the Eurofound. Disaggregation criterion of this classification combines an individual’s willingness to work, job-seeking intensity as well as the activities/reasons for not wanting a paid job enriches the analysis. As can be seen in Figure 2, most women fall under the category “houseworkers”, meaning they have the overall responsibility of the household chores and duty of care. On the other hand, men constitute a rather mixed bunch, with around half of them being willing to accept a job (with varying degrees of job-seeking intensity).

Even though the 7-category classification provides an acceptable justification for the male NEETs’ motives and statuses, it does not provide much information on women. We invite the reader to the research findings chapter of the report, where in-depth interviews with Syrian women allow us to understand this group of young people better.

<sup>3</sup> For further information, see <https://turkey.iom.int/migration-turkey>

► **Figure 3. Syrian Refugee NEET Rates by Category, 2019**

The number of Syrians aged 15-30 is 1,182,671, equivalent to about one-third of Syrians in the country, and 1,047,536 Syrians in Turkey are at school age (MoNE, 2018; DGMM, 2019). The schooling rate is 62.53% (MoNE, 2018). While the highest schooling rate is observed at the primary school level, where 375,063 of 382,748 school-age Syrians are enrolled, the enrolment rate is lower at the high school level, with only 51,636 of the 269,236 Syrians of school-age receiving education (MoNE, 2018). Moreover, the number of registered Syrian students with higher education institutions in Turkey is about 20,000, which corresponds to less than 5% of all tertiary-education-age Syrians in Turkey. Data indicate that as the age increases after primary school, the schooling rate of young refugees decreases sharply for various reasons, with “having to work” as the prominent one (30.2%) (TOG, 2020:25).

According to the survey conducted by the Community Volunteers Foundation (Toplum Gönüllüleri Vakfı, TOG), 51.3% of the young working refugees stated that they found their job through their own efforts, while 25.7% stated that they found it through their friends and 13.7% through their relatives. As a source of income, only 30.4% of young refugees said that they could earn income by working in a regular or irregular job; 55.2% indicated “family support” as their primary source of income, while 4.1% did not have an income source, including support from their family. Half of the respondents in the TOG Survey stated that they had attended a course in Turkey. Among those who participated in a course, 64.8% attended Turkish language courses.











## ▶ B. Research Methodology

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Both qualitative and quantitative methods are utilized to study the NEET population in Turkey.



## ▶ 1. Quantitative Research

The quantitative survey consists of a computer assisted-telephone survey administered to a total of 1,250 eligible participants, of whom 250 are members of a refugee community. The questionnaire for the telephone survey (Appendix 1) was translated and proofread by native speakers of Arabic and Pashto. All questionnaires were cognitively tested and piloted with a sample of respondents.

Xsights used its database (consumer panel) and a snowballing technique to reach eligible individuals. Both panel recruitment and snowballing have important implications in terms of representativeness. It is important to remember that it is challenging to reach out to a representative sample of NEETs unless a large and randomly selected household survey is conducted. However, within a restricted timeframe, it was not possible to complete a fully representative study with random sampling methodology. Therefore, quotas, based on the NEET statistics collected by TURKSTAT for the host population, were set on the final sample to increase the level of representativeness. Nevertheless, it is essential to note that some of the findings may differ from the results of the Household Labour Survey (HLFS) due to the differences in sampling methodologies. Below are some of the demographic details of the final sample used in this survey:

▶ Table 4. NEET Sample by Geographic Region, Gender and Age, %

	Overall Population (%)	NEET Sample (%)
<b>NUTS 1</b>		
Mediterranean	11	11
West Anatolia	8	8
West Black Sea Region	4	4
West Marmara	3	3
East Black Sea Region	2	2
East Marmara	9	9
Aegean	11	11
South East Anatolia	16	15
North East Anatolia	2	2
Central Anatolia	5	5
East Central Anatolia	6	6
Istanbul	22	23
Total	100	100
<b>Gender</b>		
Male	36	36
Female	64	64
<b>Age</b>		
15-19	40	40
20-24	60	60

DGMM statistics guided the refugee sample distribution for NEET.<sup>4</sup> According to these statistics, nearly 90% of refugees are from Syria as reflected in the sample. The remaining 10% are composed of several different nationalities, with Afghan, Iranian, and Iraqi refugees forming the largest three groups. Therefore, participants from these nationalities were recruited to form the remaining 10% of the sample roughly. Table 5 shows the detail of the country of origin and distribution of refugees among 250 participants.

► Table 5. Sample Distribution by Country of Origin

	%	N
Syrians	89	226
Afghans	5	13
Iraqis	4	11
Iranians	2	5
Total	100	255

Interviews with the refugees from Afghanistan, Iran and Iraq were conducted in Istanbul, Adana, Bursa, Hatay and Gaziantep. Syrian refugees who participated in the study were from Istanbul, Gaziantep, Hatay, Şanlıurfa and Adana, the top five cities with the highest number of Syrian refugees.

► Table 6. Distribution of Syrians by Province of Residence

	N
Istanbul	56
Gaziantep	53
Hatay	48
Şanlıurfa	48
Adana	28
Bursa	22
Total	255

The reliability and consistency checks were performed on the collected data, and the project team coded all open-ended questions. SSI software was used for the data collection, and SPSS was used for data analysis.

<sup>4</sup> <https://www.goc.gov.tr/uluslararasi-koruma-istatistikler>

## ▶ 2. Qualitative Component of Research

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The qualitative study provides further in-depth analysis and understanding of the NEETs' needs and expectations. In-depth interviews were conducted with NEETs and representatives of the social partners; trade unions, employers' organisations and MoFLSS.

### Key Informant Interviews with Social Partners

The research included key social partners to encapsulate current activities and policies on the target group. The ILO Office for Turkey contacted the social partners directly and requested their participation in the survey. Social partners were given the choice of responding either online or offline. There were interviews with 11 experts from 11 institutions. Seven of these interviews were conducted over the phone by an experienced moderator. Interviews lasted around 30 minutes each. The interviews were recorded with prior consent, and the content was transcribed with no modification for analysis purposes. Four interviewees preferred to fill out the form online. Below are the names of the organisations that participated in this survey:

- ▶ Confederation of Progressive Trade Unions of Turkey

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- ▶ Hak-İş Confederation

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- ▶ Turkish Employment Agency (ISKUR)

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- ▶ Ministry of National Education, General Directorate of Vocational and Technical Education

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- ▶ Social Security Institution

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- ▶ Confederation of Tradesmen and Artisans of Turkey

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- ▶ Turkish Confederation of Employer Associations

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- ▶ Turkish Confederation of Trade Unions

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- ▶ General Directorate of International Labour Force of MoFLSS

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- ▶ Community Volunteers Foundation (TOG)

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- ▶ Habitat Association.

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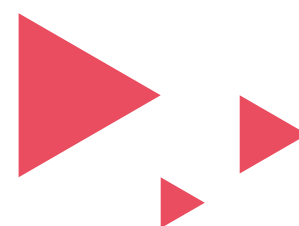
### Online In-Depth Interviews

A total of 20 eligible young individuals, 14 from host communities and 6 from refugees, were interviewed. The gender balance was ensured with 10 female and 10 male interviewees. The youngest participant was 17, and the oldest one was 24 years old. Each participant received a gift card for their time and contribution to the survey.

The questionnaire consisted of closed and open-ended questions: Closed-ended questions focused mostly on demographic information, while the open-ended ones focused on the experiences and suggestions. Male and female interviewers were assigned to male and female interviewees respectively. All interviews were recorded and transcribed for analysis purposes. Table 7 summarizes the characteristics of participants for in-depth interviews.

► Table 7. Characteristics of In-Depth Interviewees

Gender	Age	Education	Marital status	City	Living with	Care responsibility, any illness	Nationality
Female	20	8 <sup>th</sup> grade (Syrian)	Single	Gaziantep	Family	None	Syrian
Male	23	9 <sup>th</sup> grade certificate (Syrian)	Single	Istanbul	Family	Severe depression	Syrian
Male	20	Secondary school dropout (Syrian)	Single	Hatay	Family	Spine injury	Syrian
Female	18	High school graduate	Single	Gaziantep	Family	None	Syrian
Female	23	High school graduate	Single	Kayseri	Family	None	Turkish
Male	19	High school graduate	Single	Gaziantep	Family	None	Turkish
Female	23	University graduate	Single	Istanbul	Family	None	Turkish
Female	23	University dropout	Single	Gaziantep	Family	None	Iraqi
Male	23	University graduate	Single	Istanbul	Family	None	Turkish
Male	23	High school graduate	Single	Ankara	Family	None	Turkish
Female	23	University graduate	Single	Ankara	Family	None	Turkish
Female	23	University graduate	Single	Gaziantep	Family	None	Turkish
Male	18	High school graduate	Single	Istanbul	With friends	None	Afghan
Female	21	Vocational high school graduate	Single	Istanbul	Family	Grandmother cared at home	Turkish
Male	22	University graduate	Single	Istanbul	Family	None	Turkish
Male	17	High school graduate	Single	Adana	Family	None	Turkish
Female	24	University graduate (sociology)	Single	Izmir	Family	None	Turkish
Female	21	High school graduate	Single	Adana	Family	Grandmother cared at home	Turkish
Male	19	High school graduate	Single	Istanbul	Family	Cardiac arrhythmia	Turkish









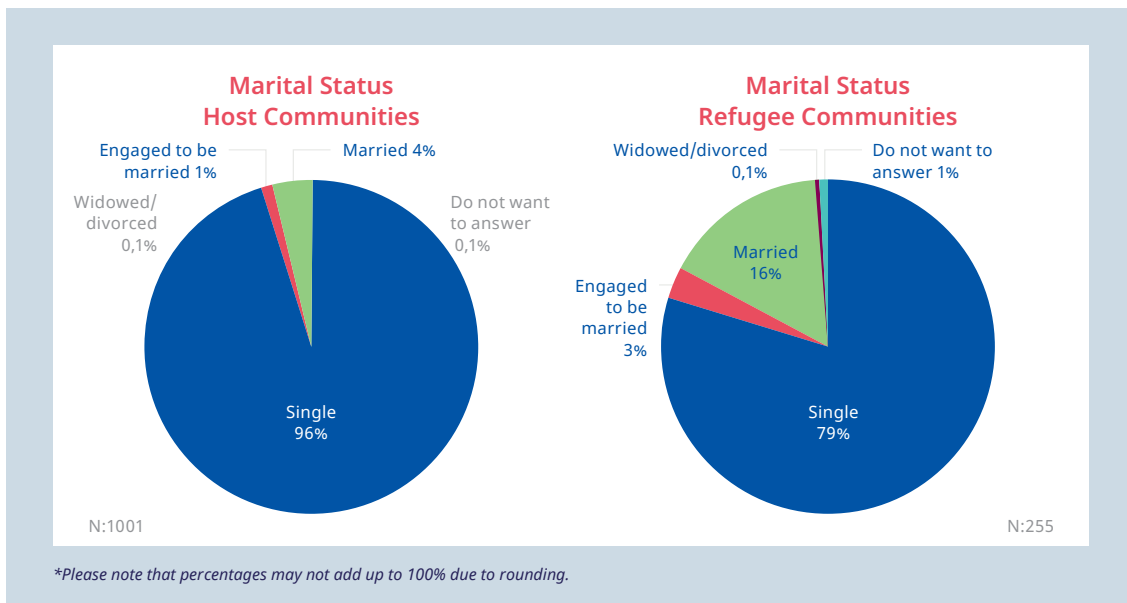
## ▶ C. Research Findings



# ▶ 1. Demographic Profile of NEET Sample

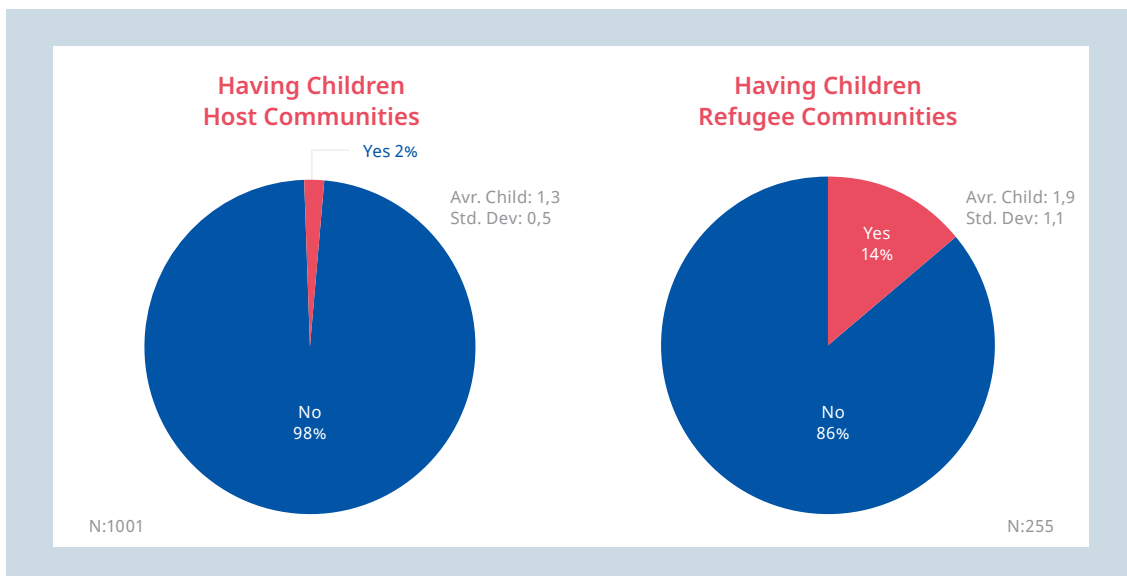
Single individuals constitute the majority of both local and the refugee NEETs interviewed. The percentage married or engaged tends to be higher among refugees (19%) than host communities (5%). Also, women are more likely than men to be married in both groups.

▶ **Figure 4. Distribution of Marital Status**



While only 2% of the host NEETs have children, 14% of the refugee NEETs do so. Among those, the average number of children is two. Women NEETs are more likely than men to have children in both groups.

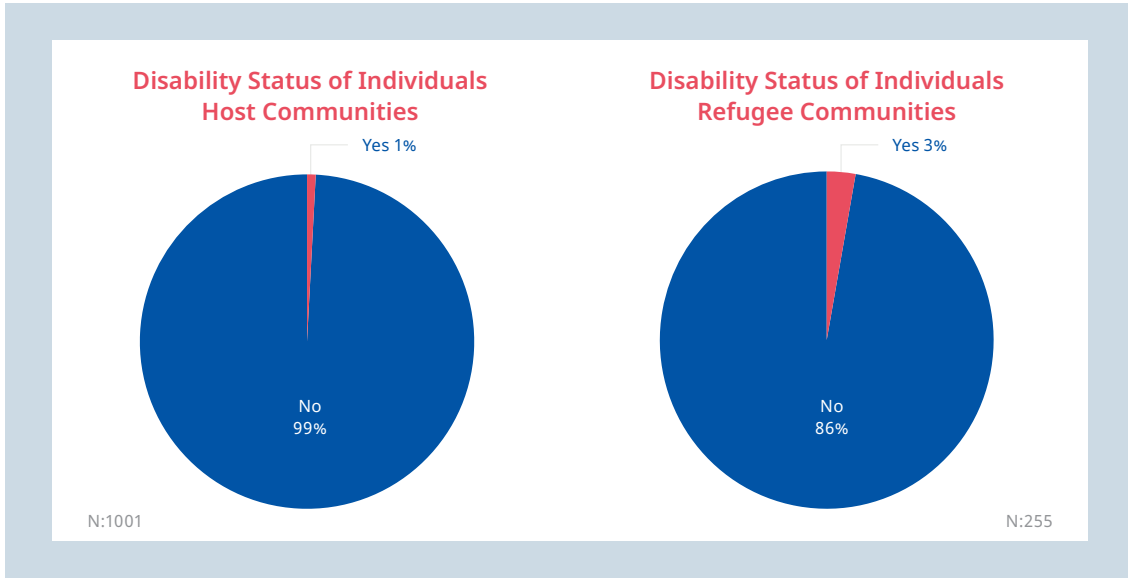
▶ **Figure 5. Distribution of Having Children**





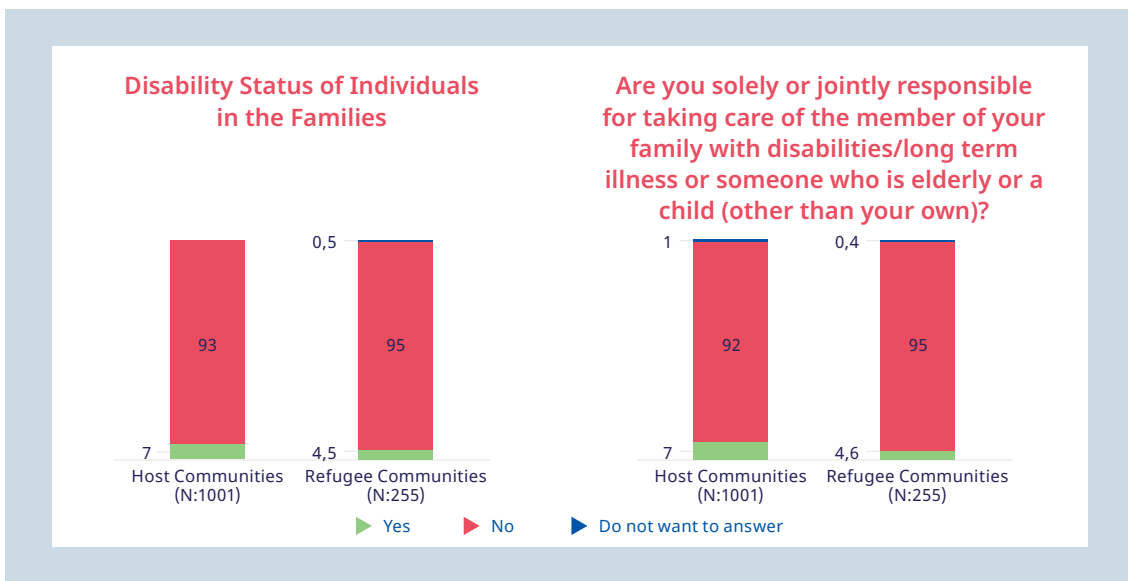
When the health status is analysed, the majority have reported being healthy while only 1% for host and 3% of refugee communities reported disability at the time of the survey.

► **Figure 6. Disability Status of Individuals**



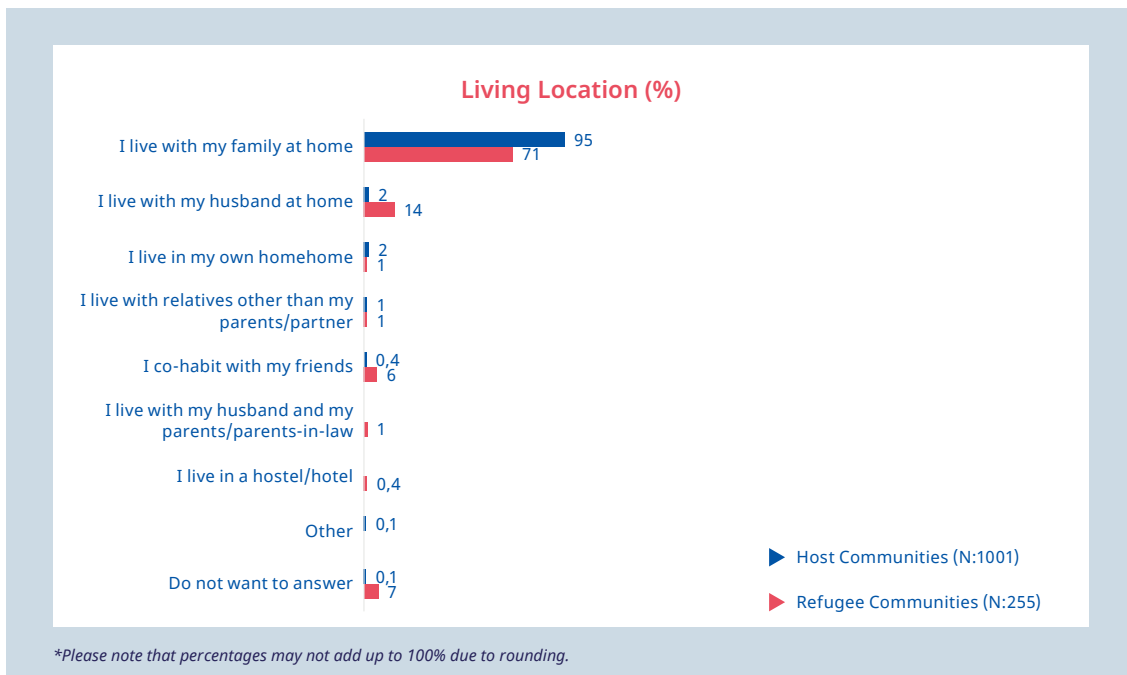
However, when the disability status of individuals within their family is examined, larger percentages of NEETs reported individuals with a disability in their family (7%, among host communities and 4% among refugees). Among these, almost all have the responsibility of care either solely or with another member of the family. It is important to note that no question on the degree of disability was included in the survey.

► **Figure 7. Disability Status of Individuals in Families**



When accommodation conditions are questioned, 95% of the host NEETs reported to live with their families, 2% of respondents live with their spouses, and 2% of the respondents live in their own houses. The rest live in other conditions (1.5%). Compared to host communities, refugee NEETs are less likely to live with their families (71%) and more likely to live with their spouses or spouses' families (14%). Similarly, living with friends is significantly higher among refugee NEETs (6%) compared to host NEETs (less than 1%). Living arrangements and conditions are positively correlated with marital status: Refugee NEETs are more likely to start a family earlier; hence they are more likely to live with their partners.

► **Figure 8. Living Location**



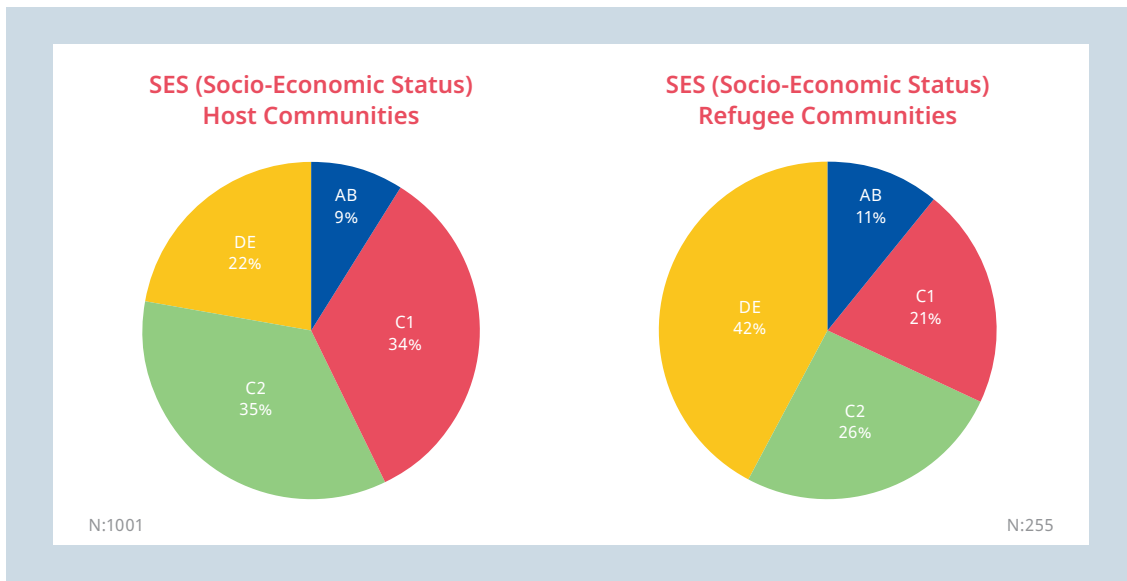
Youth is considered as a transitional period, defined mostly by school-to-work transition but also transitions from the family homes to their own. However, in Turkey, the latter form of change is a challenging one due to the high rate of youth unemployment and limited decent job opportunities particularly for young women. These difficulties mean that young people often depend on the family income and live with their parents until they get married. It is not uncommon in Turkey to live with parents even after marriage. The findings of the qualitative study indicate that NEETs are doubtful and unsure about leaving their family homes any time soon. Living with parents reproduces the traditional gender roles, with young women spending significantly more time on household chores and responsibilities while young men have more free time.

*"I am accustomed to getting up early, at 9:00 the latest. After watching TV for some time, I do some daily household chores and then call my friends. In the evening there is TV again and more phone calls. I sometimes study to improve myself in the subject that I studied at the university." (Female, 23, university graduate, Istanbul).*

*"In my spare time, I do not do much because I do not go out because of the virus, so I surf on the internet. I generally try to read books in English, and spend all day researching in English, which is something I love... During the day, I do things to improve myself." (Male, 22, university graduate, Istanbul).*

The living arrangements of NEETs change in line with the socio-economic levels; NEETs from higher-income families are more likely to have left the parental home in both groups. Socio-Economic Status (SES) groups<sup>5</sup> developed by the Turkish Research Association (TUAD) is used as a combined economic and sociological measures reflecting the economic and social level of individuals and households. In this survey, it is not surprising to observe that the social grades of host NEETs are better off than refugee communities. Among host communities, 9% belong to the socio-economic level of AB, 69% are among the middle class (C1-C2) and the remaining 22% from less advantaged classes. On the other hand, refugee NEETs were much more likely to belong to DE SES groups (42%). Figure 9 indicates the distribution of SES among both groups.

► **Figure 9. Distribution of Socio-Economic Status (SES)**

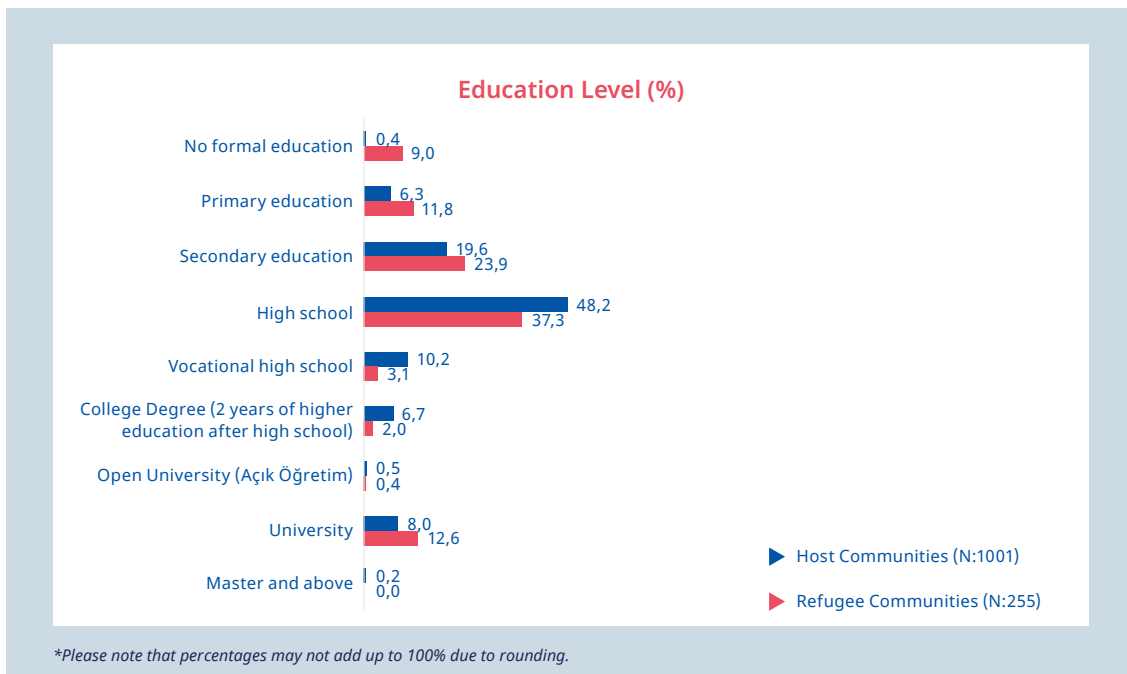


<sup>5</sup> [https://tuad.org.tr/upload/dosyalar/SES\\_English\\_1.pdf](https://tuad.org.tr/upload/dosyalar/SES_English_1.pdf)

## ▶ 2. Educational Profile of NEET Sample

The quantitative survey reveals that, among host communities, 31% of the participants are primary school graduates, 28% are high school graduates, and 24% are secondary school graduates. 7% are university graduates, while 2% reported having no formal education. The level of education among the refugee group is different with more university graduates and a higher number of participants with no formal education.<sup>6</sup> 12% of refugee participants in this study are primary school graduates, 37% are high school graduates, 24% are secondary school graduates, 13% of these individuals are university graduates, while 9% of participants did not receive any formal education.

▶ **Figure 10. Educational Level**

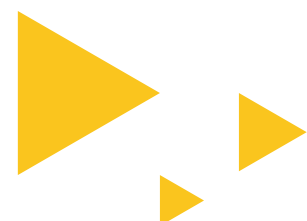
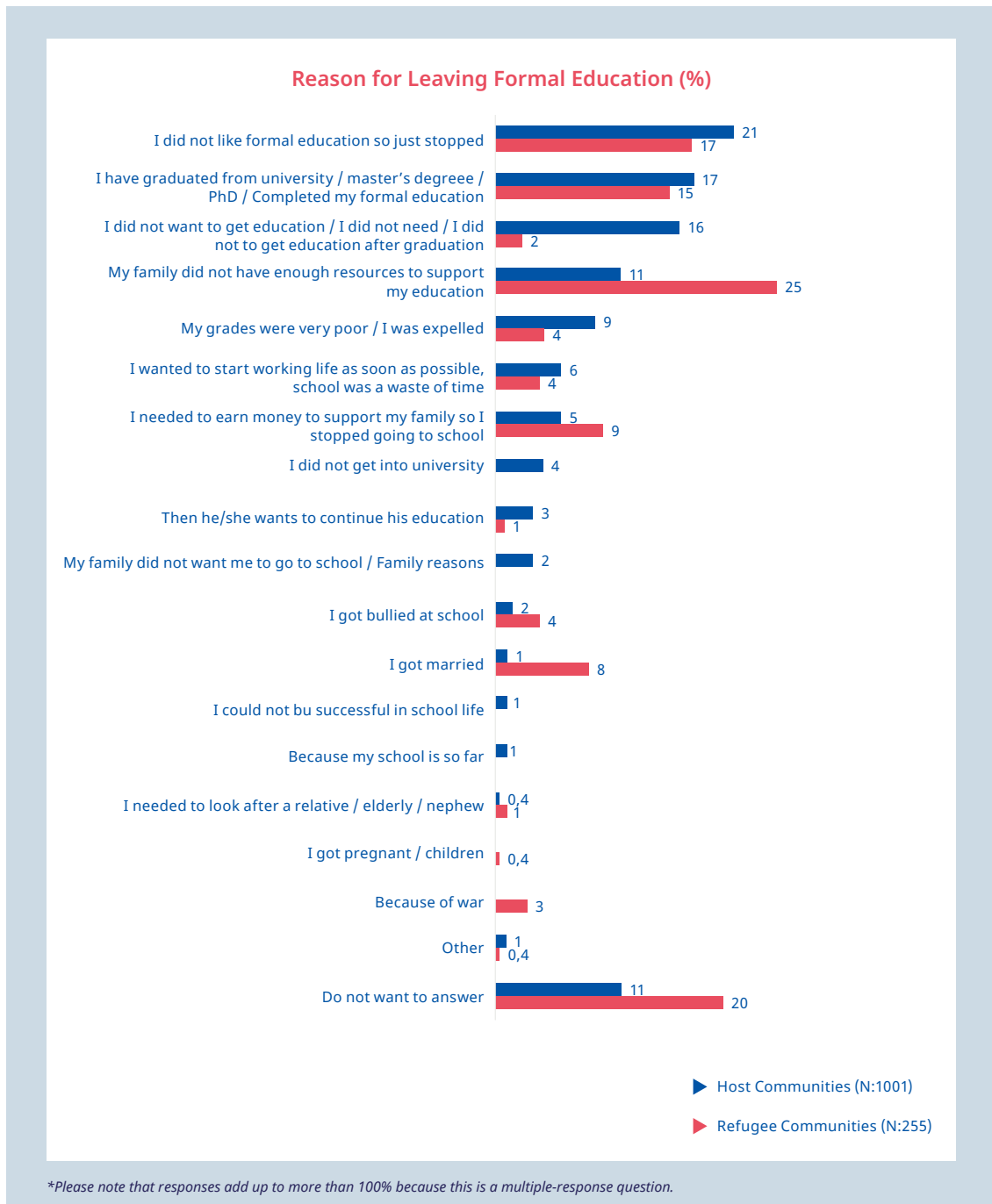


### 2. 1. Reasons for Not Being in Education

When asked about reasons for leaving formal education, 21% of the host communities and 17% of the refugee communities stated they did not like formal education and dropped out. When it comes to higher education, similar percentages of youth in both communities (17% for host and 15% for refugee communities) reported completing formal education and being awarded bachelor's, master's or PhD degrees. 16% of host respondents did not want to continue their education any further, whereas a reverse trend is observed among the refugees with 2% not wishing to continue their education. Among host communities, 11% reported dropping out due to the limited financial resources of their families while the percentage increases to 25% among the refugees. The rate of those who dropped out to support their families (5%), and those who had to work (9%) are higher among refugee communities. In both groups, men were more likely than women to have had low grades and more eager to 'start life early'.

<sup>6</sup> The limitations on the representativeness of the survey as detailed in the methodology section should be noted.

► **Figure 11. Reasons for Leaving Formal Education**





The qualitative survey offers more insights into the reasons for dropping out. The decision mostly results from the necessity to work due to 'material conditions'. Lack of formal education and training inevitably results in informal, low-paid and temporary jobs; starting a cycle of poverty.

*"After finishing high school, I could not afford to go to another city and study there. I have only my mother, and she gets minimum wage, she could not support my education." (Male, 23, high school graduate, Ankara).*

*"It is because of material conditions. To share some more detail; my father was imprisoned when I graduated from high school, my elder sister followed him after 3-4 months and then my elder brother. So I said I have to work instead of studying and it would be good for all of us if I give it a break." (Male, 20, high school graduate, Istanbul).*

*"I cannot study; given the present family income, we have to work to contribute to the family livelihood. It is a must." (Male, 19, high school graduate, Gaziantep).*

Although not as common, in-depth interviews indicate that NEETs may not continue their education due to low expectations about the returns of investment in education, especially among the youth from low socio-economic status and vocational high school graduates.

*"I mean nothing would have changed in my life, even if I went to a university. I would be working again. I started a little earlier." (Female, 21, high school graduate, Adana).*

Limited access to higher education has several underlying reasons: Low school performance and low self-confidence have led some of the respondents to drop out.

*"How should I put it... I did not continue... I did not want to. I mean my grades were not good and I did not want to go on, I did not have that confidence." (Female, 23, high school graduate, Kayseri).*

Most of the young refugees left education because of the war. Circumstances in their home country forced them to leave their schools and move to another country. Lacking required documentation (diplomas, certificates et.) and not being able to speak Turkish have hindered many refugees from continuing their education. On top of that, having to work to earn a livelihood makes it impossible to continue education.

*"I finished high school and left education after that because of the circumstances. Now I am looking for an open university...." (Female, 18, high school graduate, Syrian).*

*"I could not continue my education after high school solely because of war." (Male, 18, high school graduate, Afghan)*

Whatever the reasons are for not being in formal education, the qualitative survey indicates that they regret that they could not remain in formal education longer. NEETs in this survey expressed that it is better to be an unemployed university graduate than an unemployed high school graduate; they state they would like to continue their education if they get a chance, not just for the diploma but also for self-development. Being in education seems to be particularly important for young refugee women since they are less likely to work.

*"I had kind of noticed it earlier but could not properly explain. Now I see I have no occupation, no diploma. You know elderly people say 'Have a diploma and just keep it'. Now I understand better. Jobs that I can find consist of working as a waiter or having a small role in a company.... If I continued my education now I would be waiting for my school to reopen... They say university education changes people; at least I could have experienced that change." (Female, 23, high school graduate, Adana).*

According to the social partners interviewed, the major underlying reason for leaving formal education is poor economic conditions. They strongly note that families with low income cannot allocate sufficient resources for their children's education and this limits the possibility of children receiving higher degrees of education. In addition, poverty forces families to apply negative coping strategies, one of the worst form of which is child labour. When children's right to education on the basis of equal opportunity is not ensured, they grow up to be frustrated and discouraged young people mostly forced to unprotected and low paid jobs with difficult working conditions. Women are more likely than men to be affected by this negative chain of reactions due to culturally defined gender roles.

*"NEETs are mostly children of low-income families. In Turkey, impoverished families do not have enough income to spare for their children's education and are forced to make their children work for additional income. In an environment where mechanisms of the social state and social protection are limited, families have to put their children to work. Starting work at an early age, children drop out of school, and it becomes almost impossible for them to have decent jobs or to re-enter the education system again." (Trade union representative).*

*"As you know, women make up a significant part of all NEETs. In other words, there are some obstacles to women's participation in the labour market. Some of these obstacles are socio-political, and some derive from faults in the labour market." (Trade union representative).*

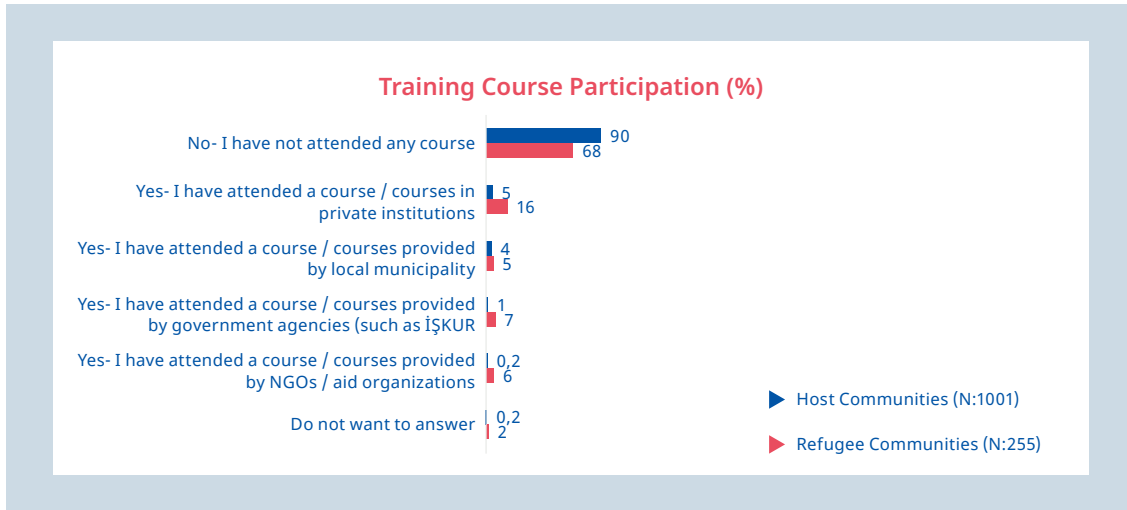
Social partners believe that a low level of self-confidence and low expectations from life in general result in high rates of NEET.

*"I think psychological effects are worse... These young people have very low self-confidence and seem to have lost their hopes. I think they are convinced that they'll never be a part of the labour market." (Trade union representative).*

## 2.2. Participation in Non-Formal Education and Training Programmes

The quantitative survey reveals that only 10% of the host communities had benefited from non-formal education and training after leaving formal education. This incidence is higher among the refugees, with 32%. For the refugees, the majority of these courses are Turkish language courses (58%) followed by (i) various technical vocational training courses such as software development, web designing, accounting and hairdressing (22%), (ii) courses offering skills on entrepreneurship and trading (9%), (iii) English language courses (5%) and finally (iv) courses on arts and handcrafts (5%). For host communities, the same trend is observed for technical vocational training courses though with a significantly smaller percentage (22%). This category is followed by (i) English language courses with 13% and (ii) courses on other second languages with 5%.

► **Figure 12. Training Course Participation**



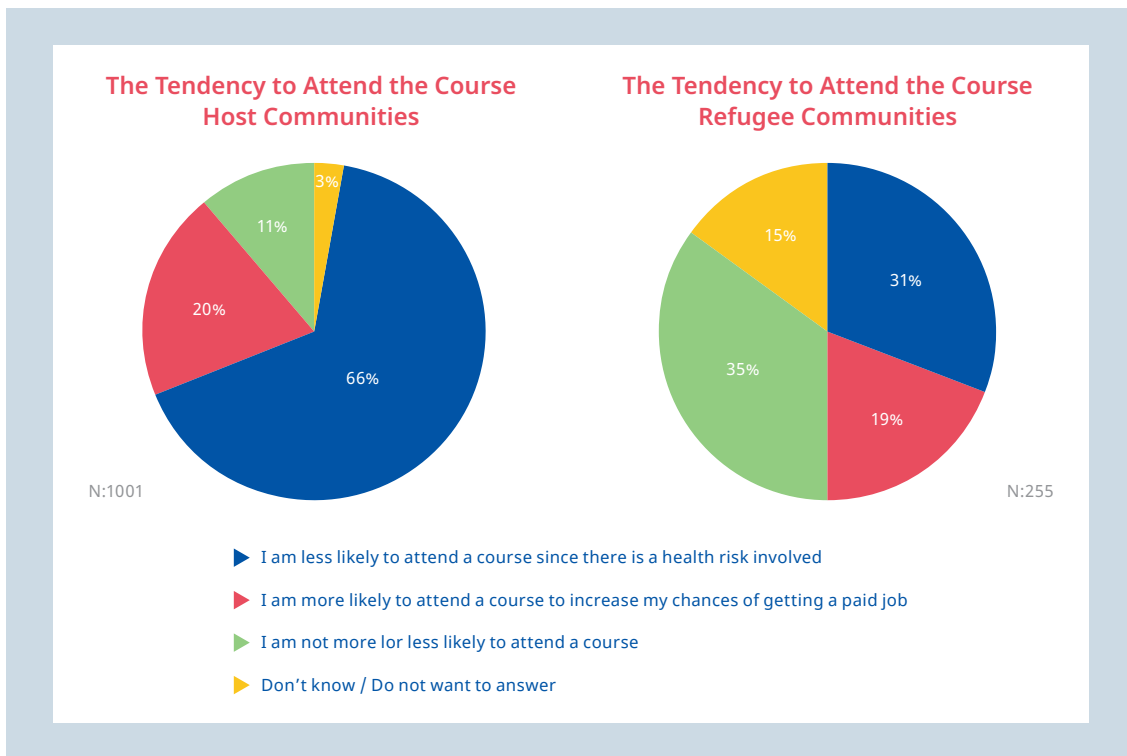
In the qualitative part of this survey, it was also observed that NEETs had a low level of awareness on lifelong learning programmes that offered opportunities for developing both technical and soft skills. An interesting finding of the report shows that host respondents listed personal development as the reason for their interest in learning a second language, not considering it as a professional investment for increasing their employability. It should also be noted that women respondents showed more interest in self-development than men.

*“I would like to attend language courses. I would like to continue my education abroad to improve my foreign language.”(Female, 23, university graduate, Gaziantep).*

### 2.3. Participation in Non-Formal Education and Training Programmes after COVID-19

The majority of host NEETs indicate that they are less likely to attend a training course during the COVID-19 pandemic (66%). Refugee NEETs on the other hand are still eager to benefit from these courses with only 31% stating they are not willing to attend any training course due to the pandemic.

► **Figure 13. Propensity to Attend Training Programmes after COVID-19**



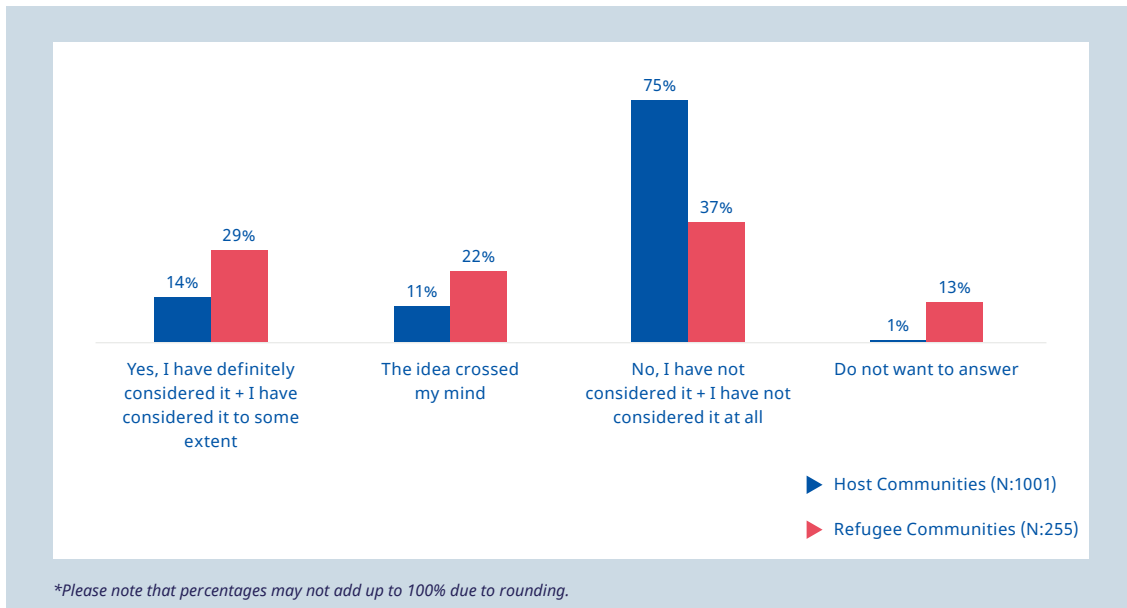
It is important to note that respondents have shown significant interest in free online courses that they could participate from home without the risk of contracting COVID-19.

*"I am not very eager to attend any course because of the health risks." (Female, 21, vocational high school graduate, Istanbul).*

*"I did not prefer to go out and enrol because of this virus. But I could have enrolled if there were any training over the internet." (Male, 22, university graduate, Istanbul).*

*"I want it less these days since it is too risky." (Female, 24, university graduate, Izmir).*

*"For the time being, I do not feel like participating in any course whatever it might be. The reason is the pandemic, and it affects me. I am openly afraid of being infected." (Male, 23, high school graduate, Ankara).*

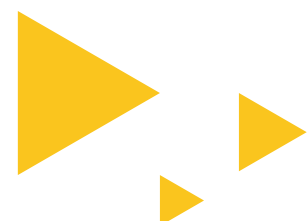
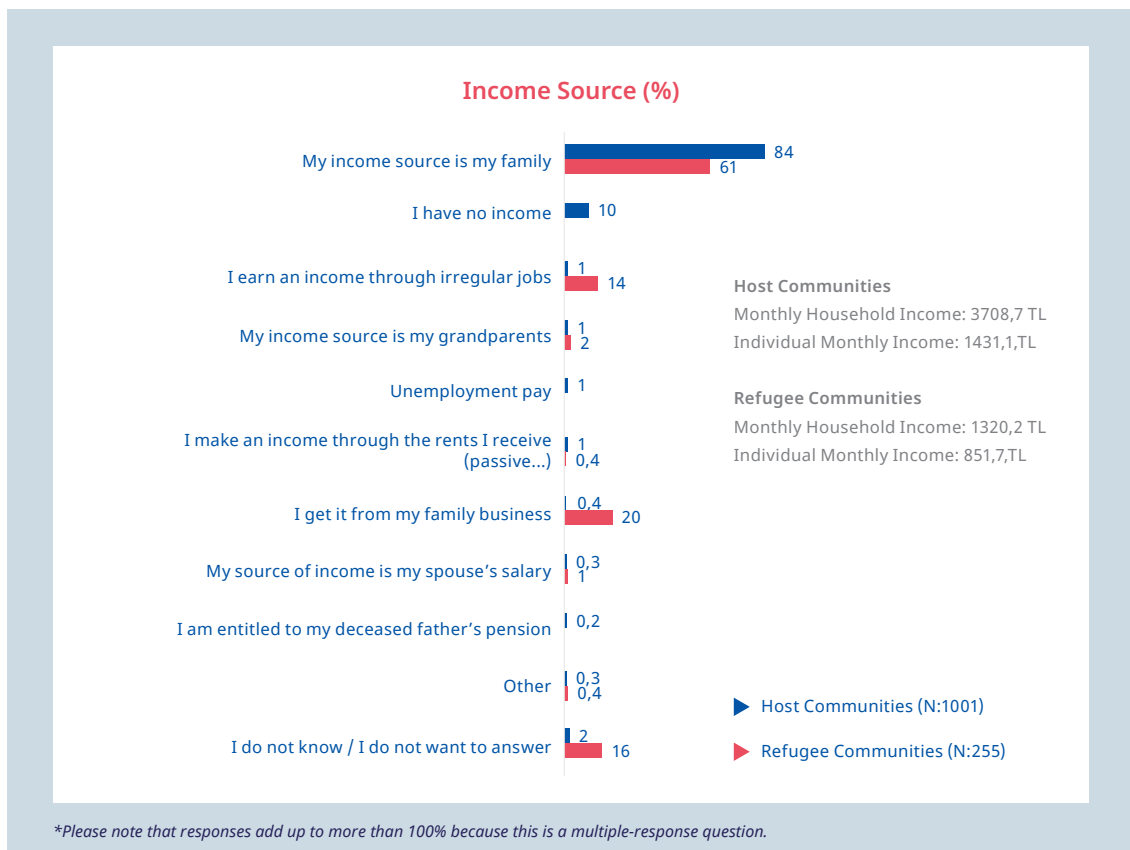
► **Figure 14. Propensity to Return to Formal Education or Attend Training during COVID-19**

The results on the propensity to go back to school have also been negatively affected by the pandemic. Only 14% of host NEETs, and 29% of refugee NEETs consider returning to school or attending a training course. Those who live in big cities are more likely to consider returning while NEETs with children are significantly less likely to do so.

### ▶ 3. Level of Income and Social Support Profile

The scope of the study includes an examination of the economic conditions of individuals based on monthly household income. The monthly average household income of host respondents is 3,708 Turkish Liras (TRY), and the individual monthly average income is limited to TRY 1,431. The income levels of refugees are significantly lower: Average monthly household income is TRY 1,320, while individual monthly income is only TRY 851.70 for the refugee respondents.

▶ **Figure 15. Income Source**





The results demonstrate two primary sources of income; (i) income generated through irregular jobs (both formal and informal), (ii) dependency on the family as the source of income. Being economically dependent on their families frustrates and exhausts young people. They see themselves as a 'burden on their families.' The respondents' dependency on their families has been reported to increase with the pandemic.

*When the source of income is asked: "None, unfortunately... Now I get money from my family for I am not working anywhere." (Male, 22, university graduate, Istanbul).*

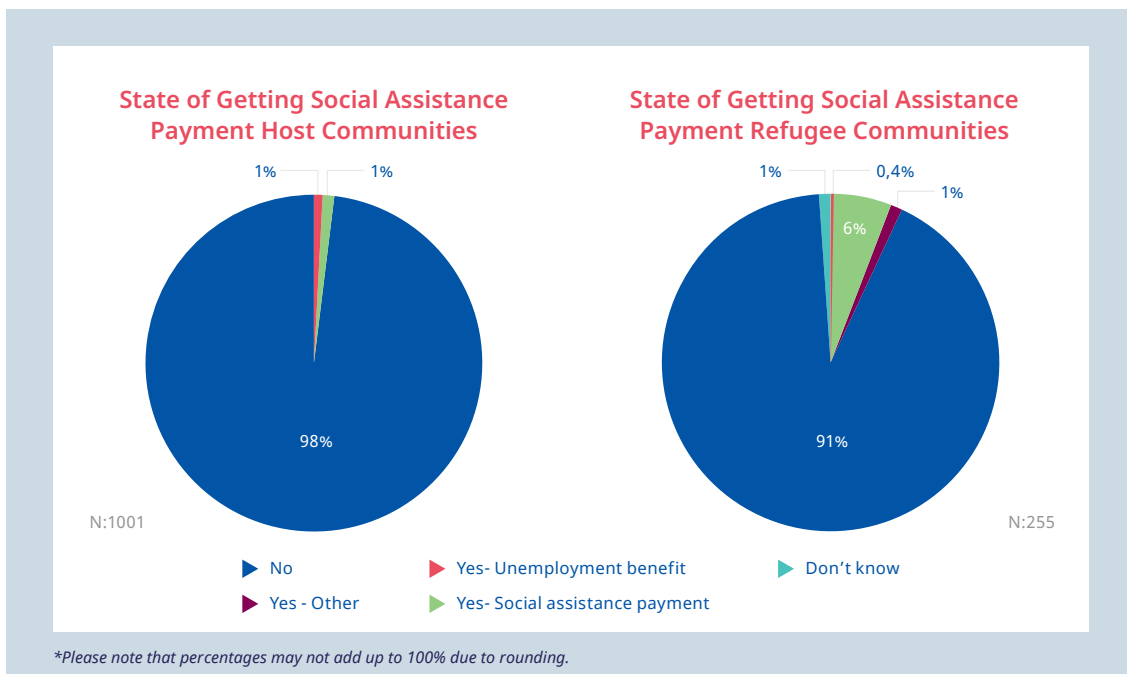
*"I get pocket money from my father." (Male, 19, high school graduate, Gaziantep).*

In the qualitative study, participants report that they have occasionally worked while in formal education, but these jobs were mostly for gaining some work experience, earning some pocket money and socializing.

*"Both of my jobs lasted for one month. Both started as an internship and ended as such. Neither was the sector that I actually wanted to work in. I worked just for some experience." (Female, 23, university graduate, Istanbul).*

Even though NEETs have very low levels of both household and individual income, quantitative data reveal that 98% of respondents do not receive any government benefits. Among host communities, 1% of respondents receive 'unemployment benefits from the government, and 1% receive social assistance payments from the government. Refugees are more likely to receive social assistance (from any source) than host communities.

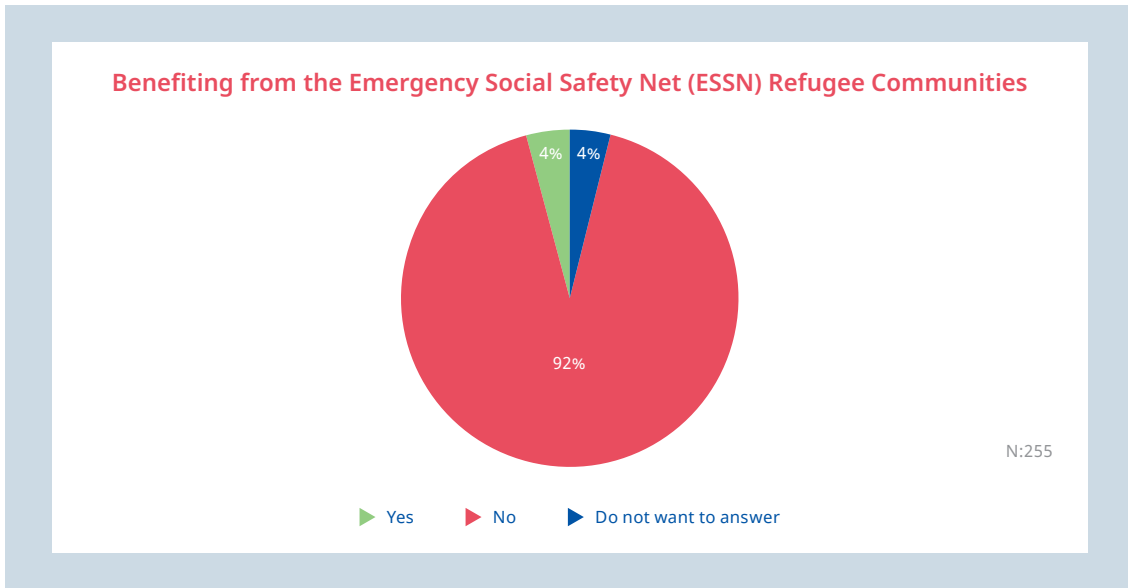
► **Figure 16. State of Receiving Social Assistance Payments**



In total, 6% of refugee NEETs have access to social assistance, 4% of which consist of beneficiaries of the Emergency Social Safety Net.<sup>7</sup>

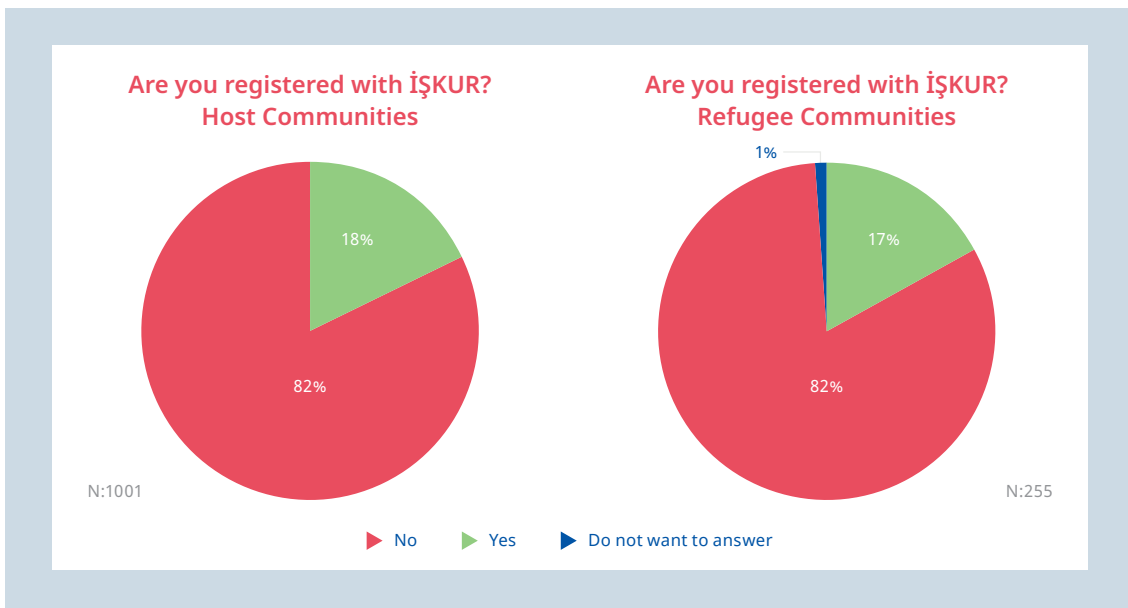
<sup>7</sup> [https://ec.europa.eu/echo/essn\\_en](https://ec.europa.eu/echo/essn_en)

► **Figure 17. Benefiting from Emergency Social Safety Net (ESSN)**



Based on these figures, it could be concluded that NEET groups have very limited access to social assistance mechanisms, and a large majority is not even informed/aware of such schemes. NEETs have also low access to official employment mechanisms. Only 18% of host respondents are registered with İŞKUR. Those who live in Istanbul (24%), and Izmir (26%) are more likely to be registered. Among refugee NEETs, 17% of the respondents reported having registered with İŞKUR. There is no statistically significant difference between males and females.

► **Figure 18. İŞKUR Registration**



Key informants indicate that ISKUR is not widely known, and expectations from this institution are low among the NEET population. Even those who know about it do not consider ISKUR as an effective agency, or think they can find decent jobs through its support. University graduates consider the institution as an agency that focuses on finding jobs for unskilled youth and youth with low educational attainment. Finding a 'good' job through this institution is not considered possible.

*"Some friends of mine are registered with ISKUR; they tried many times but could not get any proper response. Having seen what they have gone through, I consider it as useless. I thought there is no point in applying. ISKUR has its incentives for employers, but maybe employers do not find it sufficient, so they do not recruit through ISKUR." (Female, 23, university graduate, Istanbul).*

*"Secondary or even primary school graduates register with ISKUR. I think my level is not that low." (Male, 23, university graduate, Istanbul).*

The study confirms that social partners, i.e., trade unions, employers' organisations and public institutions, are well informed about the NEET rate and profile in Turkey and the problems that NEETs face. While they think it is an important issue, they address it indirectly, through a limited number of initiatives and projects.

*"We do not have any comprehensive work. We defend their rights to education, training and decent work, but unfortunately we do not have any work (project) which specifically focuses on NEETs." (Trade union representative).*

Social partners mention the projects they have been implementing to improve the digital skills of refugee NEETs, through on-the-job training programmes and language courses. They believe that refugee communities are positively impacted by the social partners' efforts to reach out NEET groups.

*"We launched an initiative called 'young transformation.' It is a digital skills transformation platform for youth that targets NEETs or those who have just started a job. It is not actually specific to NEETs but covers them as well." (Employers' organisation representative).*

*"Syrians under temporary protection was the first target group. We implemented a project called 'Adapt Test' which aimed to deliver on-the-job training programmes to increase their employability. This programme was successful and ended last year. About 25,000 people benefitted from the training programmes. Among them, there were also some Turkish citizens." (Employers' organisation representative).*

*"Firstly, youth in this age interval among the foreigners, migrants and Syrians under temporary protection must undergo language training, vocational training, on-the-job training and apprenticeship training. It must be ensured that these people benefit from the skills development and adaptation programmes. Currently, there are many projects carried out in coordination to ensure that these young people, once in employment, are aware of their rights and obligations." (MoFLSS).*

*"Refugees may also register with ISKUR and benefit from job counselling services, vocational training courses and on-the-job training programmes. Those found eligible also benefit from the job placement services. Furthermore, there are projects on building vocational skills and experience of the Syrians under temporary protection in cooperation with the EU FRIT Fund and various international organisations." (MoFLSS).*

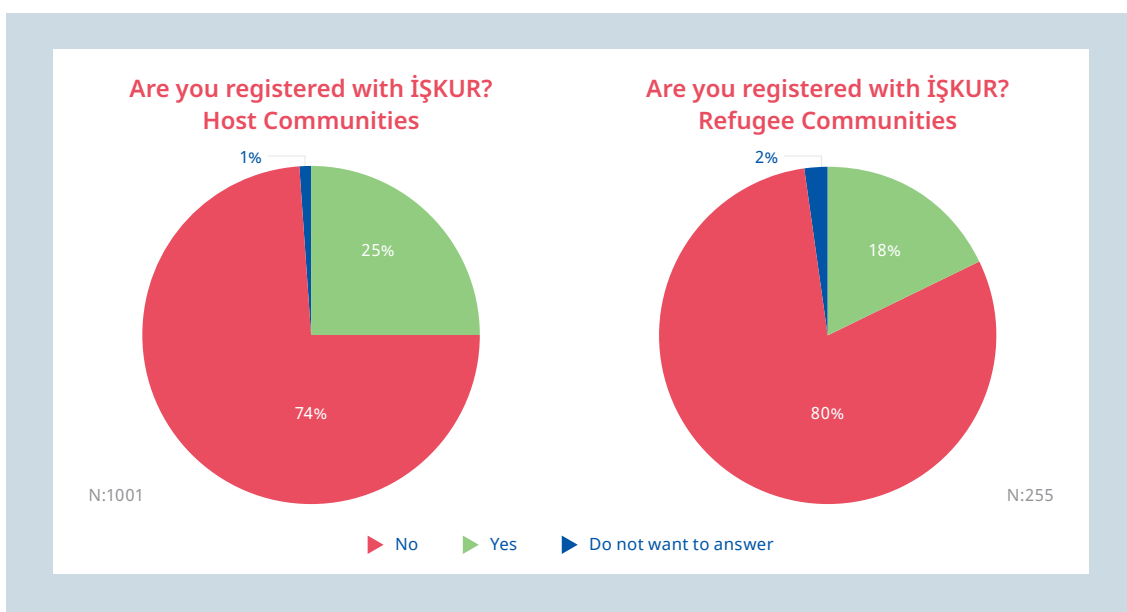
Social partners also mention that they often have difficulty to reach out NEETs directly as they are less visible and there is a need for better cooperation with public institutions both at national and local levels.

*"If we are talking about NEETs, it is a group difficult to reach out. They are also sensitive and fragile. Particularly concerning youth, we are working to see what can be done to include this group in education or employment. But you must reach them first. How? Maybe ISKUR, maybe municipalities... They can register with these people." (Trade union representative).*

## ▶ 4. Employment Profile and Job Search

One in four (25%) of the respondents who participated in the quantitative survey stated that they were working in a paid job after completing their education, while 74% did not have any job since leaving full-time education. The ratio of paid employment after completing education is 18% among refugee communities. Those who live in Istanbul are significantly more likely to have had paid employment (48%) than NEETs who live in other cities among refugee communities.

▶ **Figure 19. Work Experience**



Being employed is considered as a formative experience. The qualitative study suggests that even if the duration of the employment is short in a NEET's life, it shapes their perceptions of work significantly. All participants attached great importance to paid work, considering this period as important as they could stand 'on their own feet' and not be a financial burden on their families.

*"I learned how to stand on my own feet with nobody helping me. I found that I could survive without help including my family's... It was this way." (Male, 19, high school graduate, Gaziantep).*

*"It was a pleasure at that time to see that I could find my own path without family support." (Female, 23, university graduate, Gaziantep).*

The period of employment, however brief it may be, is considered as having contributed to personal development, by teaching the dynamics of human relations in life.

*"I've learned how to talk with people, how to work with others and to defend my rights. I realized what kind of work brings in which benefits." (Female, 23, university graduate, Istanbul).*

*"I had my personal experience in avoiding any direct contact with top-level people, doing just what they said in order to avoid trouble. I also learnt how to build relations with clients. It helped me to become more patient with people. It was indeed a great experience for me..." (Female, 21, vocational high school student, Istanbul).*



However, the jobs that the participants report are mostly “temporary” and “low paid” jobs with “long working hours”; hence the employment experience is often not positive. The qualitative study revealed several problems with employers who were not paying wages or delaying payment while asking for extended hours of work.

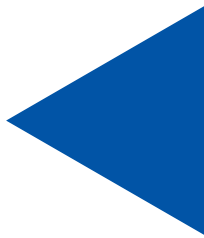
*“I came here from Afghanistan 3 years ago, and I was 15. Since then I have worked as a waiter and with a tailor, both of which lasted only for a short time... I was working for 12 hours a day on average, and they paid me 50 liras daily. It was difficult, and my pay was low. Just think 50 liras for 12 hours of work...” (Male, 18, high school graduate, Istanbul).*

*“In some cases, they pay you less than they said they would and working hours may be too long.” (Male, 17, high school graduate, Adana).*

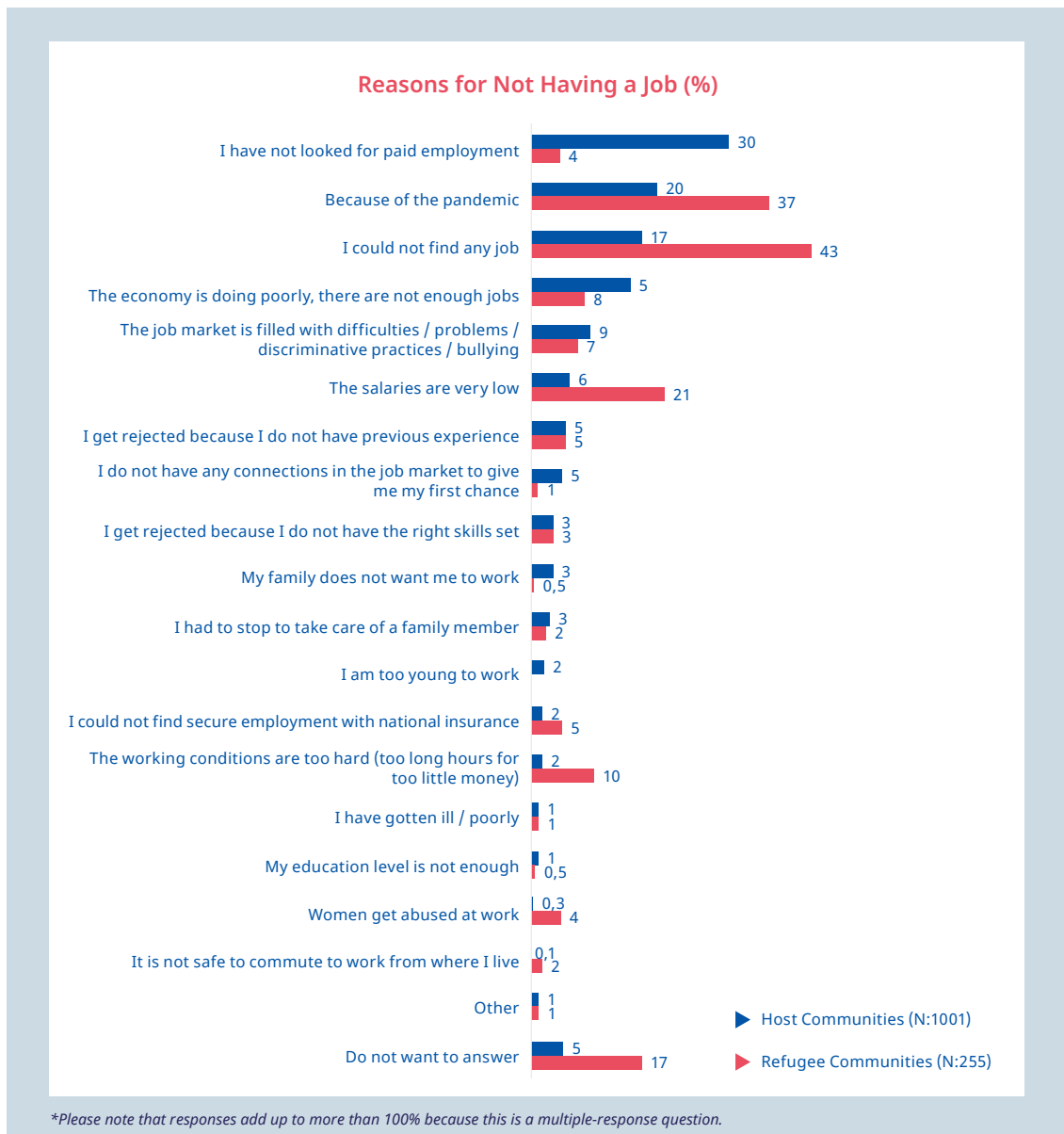
*“While looking for a job, I was invited to interviews and I kept attending interviews with transportation costs from my own pocket... Sometimes what they say on the phone and what they say face-to-face is different, they tell you one thing over the phone and another thing during the interview. When I started to work, the payments were delayed or was not made at all... Companies must be inspected.” (Male, 23, high school graduate, Ankara).*

#### 4.1. Reasons for Not Having a Job

The reasons for long-term unemployment are diverse and differ between the two communities. The host NEET population is at least seven times more likely to say that they have not looked for employment (30% vs 4%). Consequently, refugee NEETs are more likely to report inability to find any job (43% vs 17%). It is important to note that refugee NEETs are also more likely to report low salaries (21%) and difficult working conditions (10%) than host respondents (6%, 2% respectively). Despite the differences between host and refugee groups, it must be noted that women in both groups are less likely than men to look for jobs and that men are more likely than women to think that salaries are very low.



► **Figure 20. Reasons for Not Having a Job**



It is important to note that only 3% of host respondents reported that their family does not allow them to work. These individuals were asked about the reasons why their family does not allow them to work. Two out of six host respondents said their family was concerned that they would not fulfil their household duties if they work, and one stated her family's concern over COVID-19. One refugee respondent said that her family did not want her to work for religious reasons.

The study also focused on the reasons for not searching jobs. The table below outlines the reasons for host communities. As shown in the table, respondents have not searched for jobs primarily because they report having enough resources for a good life without having to work (27%) and unwillingness to do give up their comfort (21%). These responses are followed by (i) high unemployment rates (%14), (ii) increasing health risks due to COVID-19 (6%), (iii) low levels of self-confidence (4%), (iii) depression (3%) and (iv) household chores and/or family business responsibilities (3%).

▶ Table 8. Reasons for Not Looking for Jobs among Host NEETs

Base: 225	%
I do not need money; my family/ spouse has enough financial resources	27
I do not want to give up the comfort of my current life	21
Unemployment is too high	14
There is COVID-19 pandemic now, it is risky to work	6
I am more comfortable with not working – I do not want to get up early / commute / work	6
I do not feel confident enough / I do not trust myself with a paid job	4
My parents do not allow me to work	4
I have other responsibilities (looking after children / taking care of elderly / household chores etc.)	3
I am depressed/poorly /unwell therefore I am not able to work well	3
I am already working for family business, but I do not get paid for it	3
There are no suitable jobs in my province of residence	3
I had to take care of a member of my family	3
I do not know how to find a job by myself	0.4
Other	8
Do not want to answer	9

*\*Please note that responses add up to more than 100% because this is a multiple-response question.*

The results show that the major reason why NEETs are not looking for jobs is the lack of belief and hope; for them, the process is 'just not worth it'. As shown in the table below, the reasons for not searching jobs among the refugee population differs. NEETs in this group reported that there were no suitable jobs in the province they lived (33%) or that their parents did not allow them to work (22%). These two primary reasons are followed by; (i) high unemployment rates (11%), family and household chores (11%), not knowing how to look for a job (11%) and unwillingness to give up the comfort (11%).

► **Table 9. Reasons for Not Looking for Jobs among Refugee NEETs**

Base: 9	%
There are no suitable jobs in my province of residence	33
My parents do not allow me to work	22
I do not want to give up the comfort of my current life	11
I do not feel confident enough / I do not trust myself with a paid job	11
I do not know how to find a job by myself	11
I had to take care of a member of my family	11
Unemployment is too high	11

\*Please note that responses add up to more than 100% because this is a multiple-response question.

Qualitative interviews also suggest that youth are affected by structural difficulties of the labour market, including the absence of social security, low pay, long working hours and having to do things outside of their job description. They perceive the status of the labour market as a kind of “slavery” and choose to remain ‘out of it’.

*“When you go to an interview, you go there with some expectation, but they prefer someone else, not you. You feel rejected and sad; you regret not having a foreign language, not having attended university. Or they impose heavy conditions, and you do not accept. Yes, they offer minimum wage but expect you to do more than that. I mean they use you as if you are a slave and ask you to do their private things too.” (Female, 21, high school graduate, Adana).*

Scarce employment opportunities are often mentioned during the qualitative part of this survey; especially university graduates suffer from this scarcity though they have made considerable investment in their education.

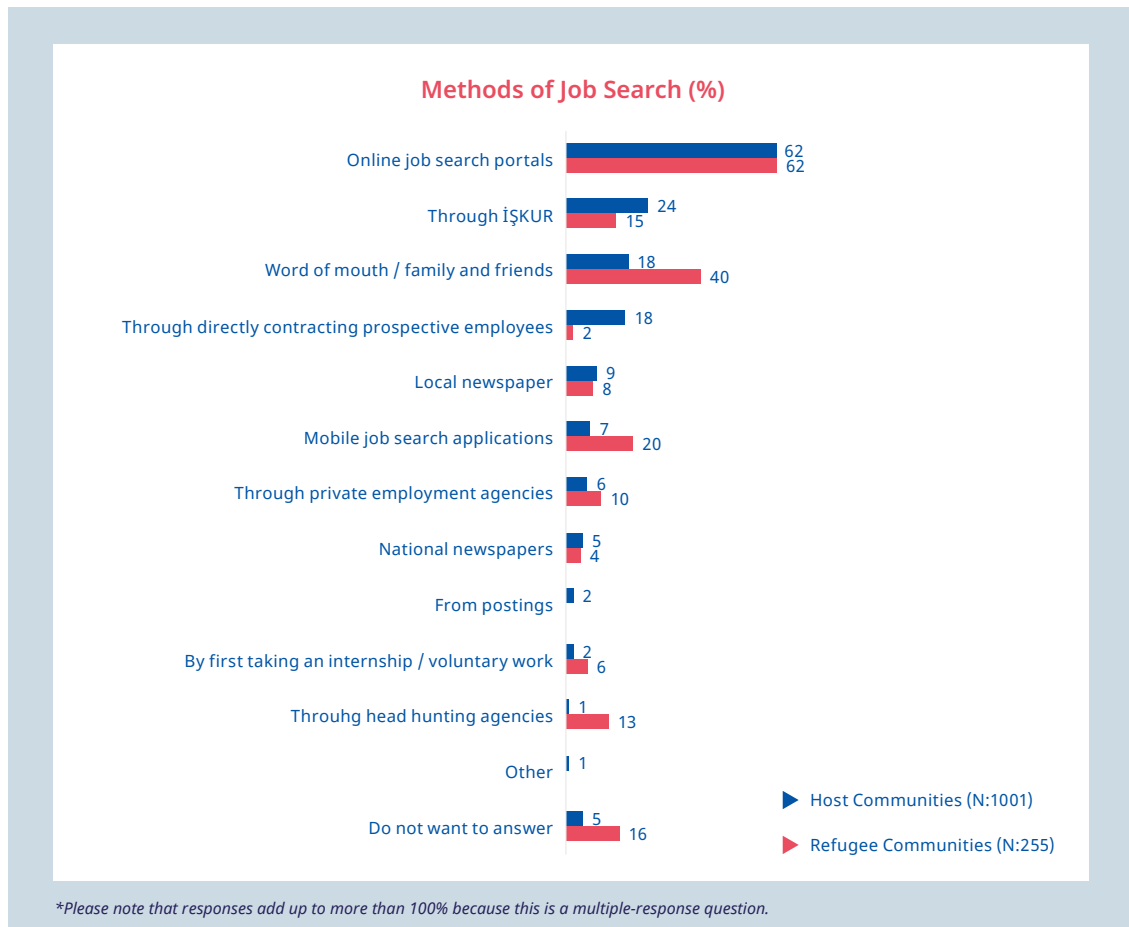
*“There are hundreds of universities and faculties; education offered is far from being satisfactory... Even the brightest graduates are unemployed. We follow on the media that there are people with PhD degrees who are looking for a job.” (Female, 24, university graduate, Izmir).*

*“I studied architecture and it was a difficult department... Hard to get admitted and hard to finish... There were times when I could sleep only 4-5 hours a week. I was offered minimum wage... I do not think the reward of this hard work should be the minimum wage.” (Male, 23, university graduate, Istanbul).*

#### 4.2. Methods of Job Search

The survey reveals that NEETs do know how to look for employment. Online search sites are equally popular among both host and refugee groups (62%). Refugee NEETs seem to rely more on word-of-mouth than host respondents (50% vs 18%) while host NEETs are more familiar with ISKUR (24% vs 15%). As an overall trend, host NEETs tend to rely more on direct contact than refugee NEETs, who are more likely to use mobile applications (20%). University graduates in both groups are more likely to use online job search portals. There are no statistically significant differences between men and women among both communities.

► **Figure 21. Methods of Job Search**



The qualitative study reveals that NEETs classify job search activities into two categories; ‘formal’ and ‘informal’. In the “formal method”, there are some official or institutional procedures and services while the “informal methods” involve acquaintances, family and friend circles. It is observed that temporary jobs, in particular, are usually found through social networks. For refugee NEETs, these networks seem to be the most critical informal channel for finding a job. Friends inform each other when there are temporary jobs available.

*“I personally asked about restaurants and found one to work as a waiter. I have some friends working with tailors. When tailors are too busy, they send me a message through my friends, and I work there too.” (Male, 18, high school student, Istanbul).*

*“Our friends who already have jobs help us. There is a circle of friends in which we help each other and inform others about what is available.” (Male, 23, high school graduate, Ankara).*

Both the quantitative and qualitative data show that university graduates are more likely to use the internet for searching for job openings and uploading/e-mailing CVs.

*“I sent my CV online. I visited them in their place for an interview.” (Male, 23, university graduate, Istanbul).*

*“After finishing school, I did not look for any job for a few months for some relaxation. Then, I started applying to vacancy announcements on the internet.” (Female, 23, university graduate, Gaziantep).*



*"There are a lot of websites. I created profiles with these sites and sent my CV to each. In addition, there are WhatsApp groups formed by certain agencies and I made my job applications through these groups." (Female, 21, vocational high school graduate, Istanbul).*

*"First, I looked over the internet for employment opportunities. I have mostly sent CVs through the internet, but with no reply. Later I started going to municipalities and applying in person. My uncle and some of my teachers said they would help but nothing happened." (Female, 24, university graduate, Izmir).*

The qualitative survey reveals that the job search process presents extra difficulties for women. The most crucial problem is not related to the structure of the labour market but gender inequality. Young women reported facing harassment in both face-to-face and online job-seeking processes. The discrimination starts in vacancy announcements where candidates are required to look "physically presentable."

Women's rate of employment in Turkey is one of the lowest among OECD countries. Among others, labour force participation is undermined by the low levels of safety conditions for women, and existence of different forms of harassment at workplace. As there are no or very few mechanisms to protect women and sanction employers involved in acts of harassment, and when victimized while seeking jobs, women often give up and stay economically inactive.

*"I am 21 years old. I am not sure; maybe in visual terms, I think I draw too much attention to myself... In general, when I go out for job interviews, I am exposed to attitudes that I cannot directly call harassment, but neither can I convince myself they are not. Speaking openly, I face such situations in let us say 4 out of 10 job interviews." (Female, 21, vocational high school graduate, Istanbul).*

*"...There are these absurd vacancy announcements for women where they say they are looking for women with 'presentable appearance'. I do not interview for these types of jobs... (Female, 21, high school graduate, Adana).*

*"Once I sent an e-mail over at LinkedIn to an advertisement. They said they were looking for an assistant with a foreign language to take care of external affairs. I received a phone number and a note that he was looking for someone to please him at his office for a few days. I was shocked." (Female, 23, university graduate, Istanbul).*

Social partners explain the lack of job opportunities by underlining the wide gap between the educational attainment and skill sets of the job seekers and the expectations of the labour market.

*"As far as I can see, unemployed youth consist of both high school and university graduates. Educational institutions do not equip young people with the skills required by the private sector. OK, a student may have finished a university or a technical school with high performance. However, employment may still be difficult if that graduate is not equipped with some basic skills and general competencies. At present, experience outweighs school diploma." (Employers' organisations representative).*

According to social partners, in the absence of immediate policy and programmes addressing youth unemployment both among refugee and host communities may eventually lead to an unfair competition which results in increased informality, low wages and tensions between host communities and refugees.

*"Why are the NEET rates high? It was recently stated that the rate is 29.1%, that is the rate of youth neither in education nor employment. The rate of youth unemployment is 24.4%. This is mainly due to the low job creation capacity in Turkey. There is a serious problem in creating new areas of employment. So, young job seekers can't do much but move into the informal sector. Much has changed during the last five years; now there is competition for informal jobs too; we know there are refugees who have to work even if the wages are too low to accept. There are 6 million foreigners in the country today, and majority of them have to work." (Trade union representative).*





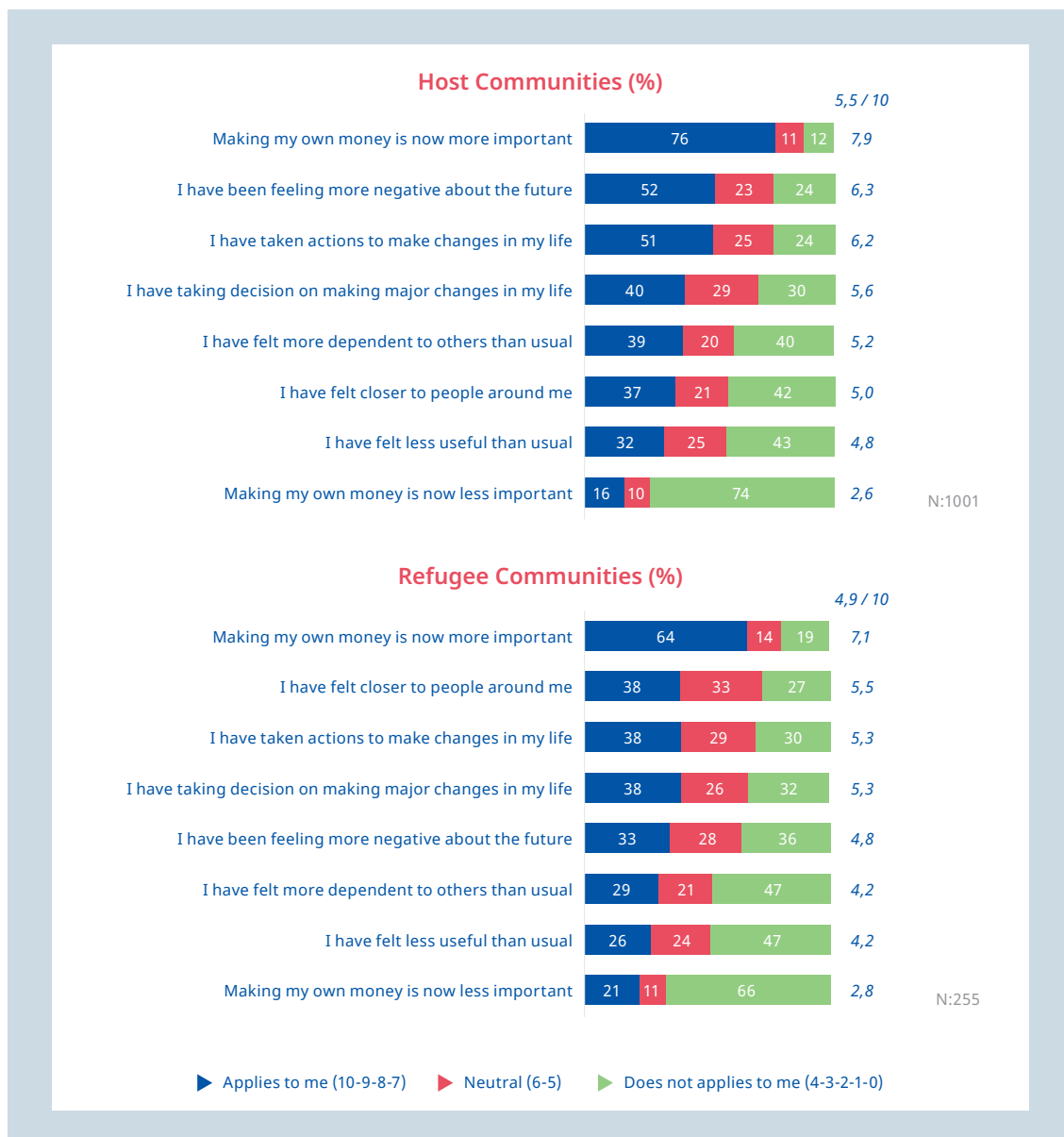
## ► 5. Impact of COVID-19 on NEETs

This section elaborates the impact of COVID-19 on NEETs focusing on how it has influenced NEETs' access to labour markets.

### 5.1. Evaluations on How COVID-19 Affects Individuals

Like other segments of the society, NEETs have also been affected by COVID-19, both financially and psychologically. On a positive note, COVID-19 may have acted as a stimulus to intensify job searching as it has made NEETs feel that making their own money is more important than ever (76% and 64% among host and refugee communities respectively). Similarly, 51% of host NEETs and 38% of refugee NEETs reported taking actions to make major changes in their lives, and 40% of host NEETs and 38% of refugee NEETs reported having made decisions to change their lives. Finally, nearly four in ten NEETs said to feel closer to people around them (37% host; 38% refugee).

► **Figure 22. Evaluations on How COVID-19 Affects Individuals**

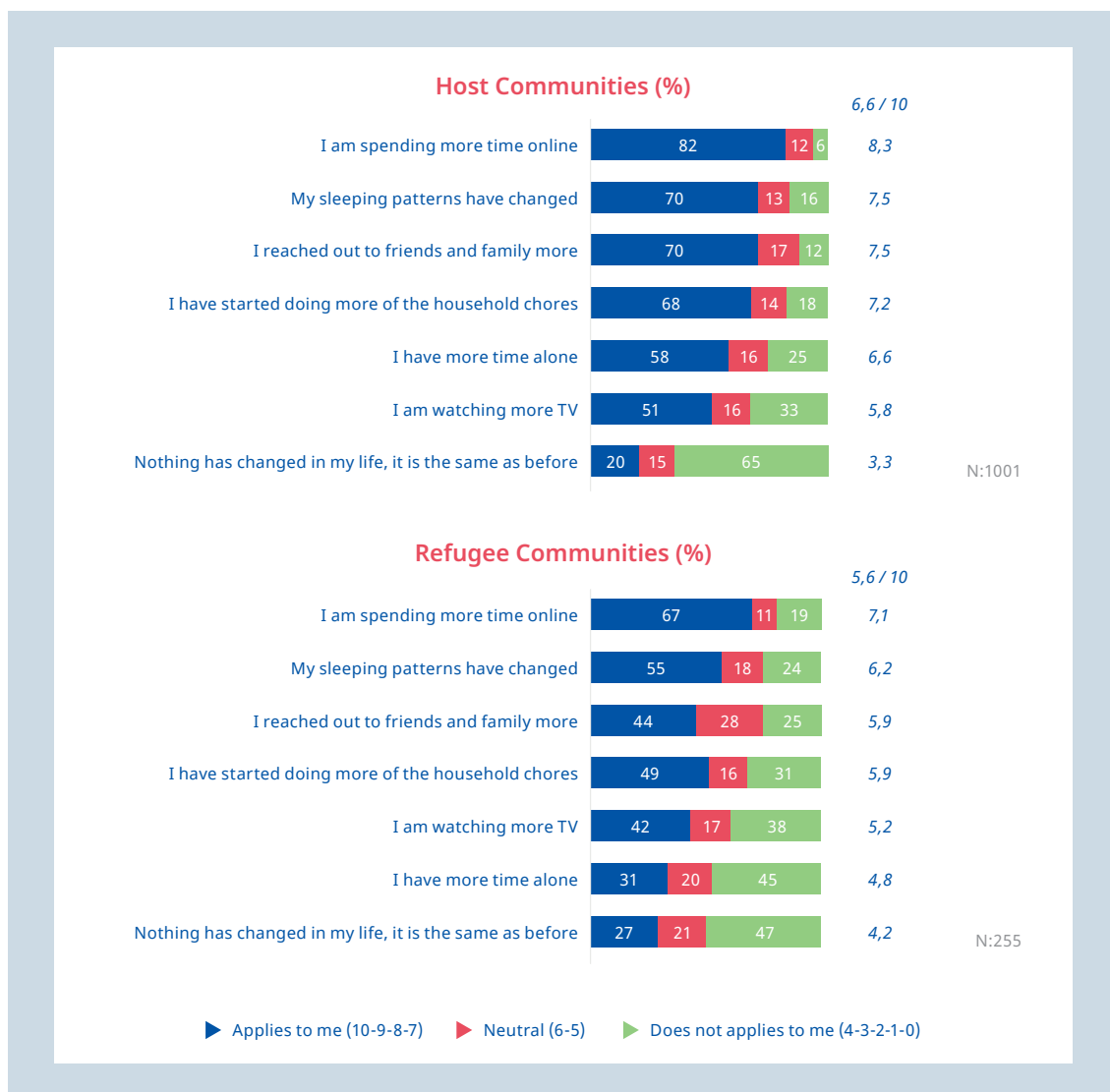




52% of host NEETs and 33% of refugee NEETs reported being in despair of their future. In both groups, around 40% of NEETs felt less useful (43% host; 47% refugee) and more dependent on others (40% host; 47% refugee).

Daily patterns changed more significantly among host NEETs (65%) than refugees (47%). NEETs reported changing sleeping patterns (82% host; 55% refugee), doing more of the household chores (70% host; 55% refugee), watching TV longer (70% host; 42% refugee) and spending more time online (68% host; 67% refugee). 51% of host NEETs and 31% of refugee NEETs reported spending more time alone. In both groups, men are more likely than women to say that nothing has changed in their lives.

► **Figure 23. Effect of COVID-19 on Behavioural Patterns**



The findings of the qualitative study are similar to those of the quantitative study, with NEETs sleeping more, watching TV longer and spending more time online than before COVID-19.

*“Previously, I used to spend 70% of my day out with my friends looking for a job. Now I stay home and can do nothing but sleep.” (Male, 19, high school graduate, Gaziantep).*

*“In general, I watch TV and use my phone. Nothing else... This COVID-19 changed many things in our daily life; normally we could go out and do different things, with this COVID-19 it is not possible anymore. Unemployment, which was already high, now doubled with the pandemic.” (Male, 23, high school graduate, Ankara).*

*“Before COVID-19, I was planning to attend an English language course. I could not. I was about to apply for a driver’s license, I could not. I used to work in summers or whenever I could find jobs, but not anymore. I used to meet and go around with friends, now we are stuck at home. So I am trying to pass the time at home; I have Mancala, a puzzle to play with. I watch movies, and I can’t count the internet series I have watched so far.” (Female, 23, university graduate, Istanbul).*

In parallel with the survey findings, in-depth interviews also indicate that the pandemic has increased the time NEETs spend with their families. This period seems to have contributed to the reconstruction of family relations, to a better understanding of own motivations, propensities, interests and self-development.

*“Earlier, we never had to stay at home for so long. When you get bored, you could at least walk outside, take a tour, and so on instead of exercising at home. We used to spend hours out with friends; now we are with the family all the time... One positive aspect may be turning to our inner world. I mean I’ve had plenty of time to think about important things I must do in the future. There are issues that I dropped in the past to consider later and now I concentrate more on these issues.” (Female, 23, university graduate, Gaziantep).*

*“I am a graduate of a foreign trade school and I am trying to learn English at home. I help my sisters in their studies. I mean there is not much else I can do nowadays except trying to improve myself. We are already isolated from our social environment. Social life now is restricted to the family and social media is our channel for communication with others. As a family, we are confined to limited space.” (Male, 22, university graduate, Istanbul).*

*“No, I had no desire for receiving training, but I started new hobbies at home. I had a guitar, and I started playing it. I mean hobbies like cooking, sports and so on.” (Male, 17, high school graduate, Adana).*

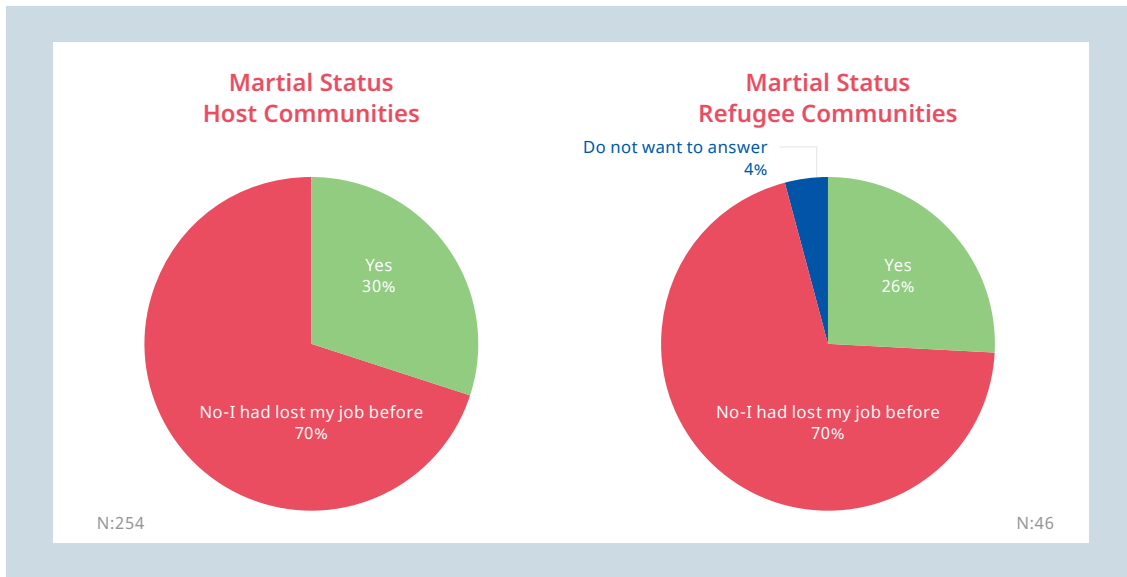
## 5.2. Effects of COVID-19 on Employment

### Losing Job Due to the COVID-19 Pandemic

Among host communities, nearly one-third of NEETs have lost their job because of the pandemic (30%). This ratio is similar among refugees (26%). In both groups, men are more likely than women to have lost their jobs due to the COVID-19 pandemic.



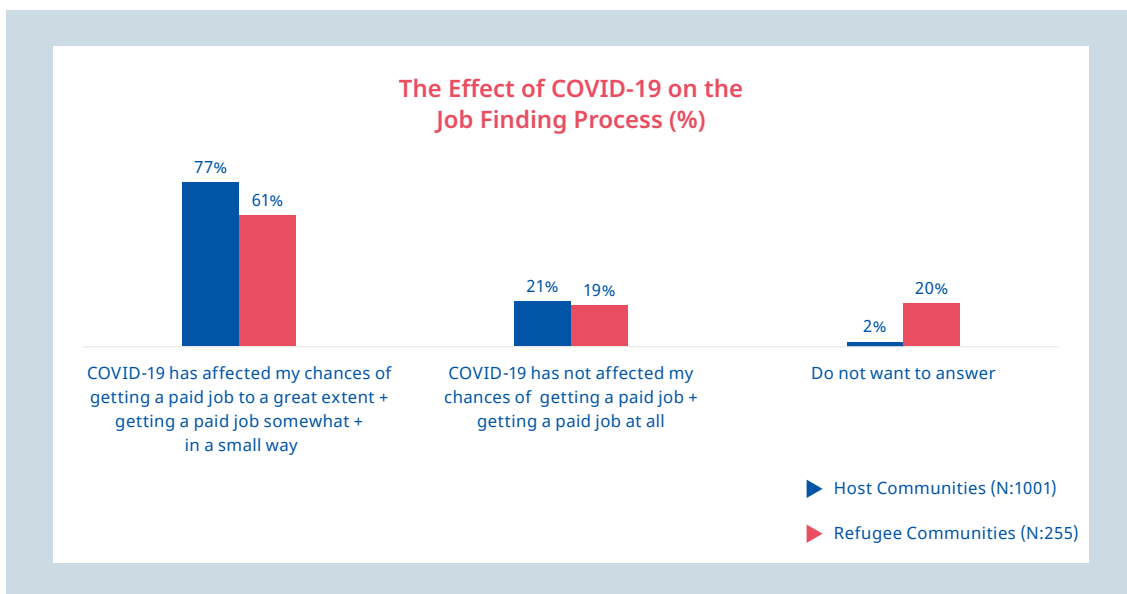
► **Figure 24. Job Losses Due to COVID-19**



**Job Search Processes (Paid Jobs and Volunteering Opportunities)**

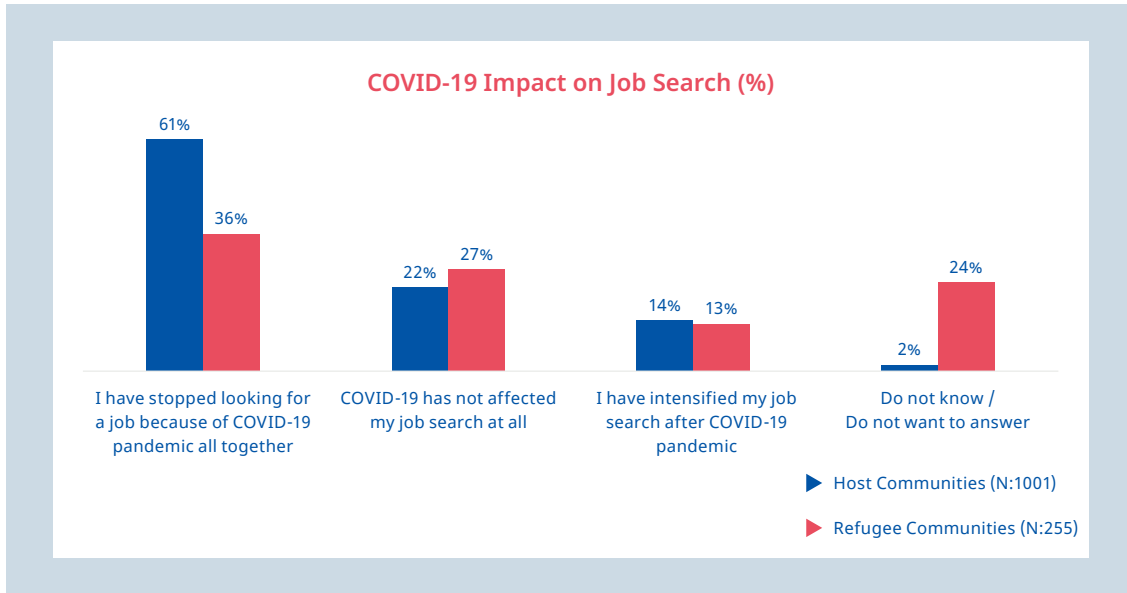
When explicitly asked about the impact of the pandemic on their chances of finding a job, host community members (77%) are more likely to report being negatively affected than refugee respondents (61%). University graduates are more likely to think that their opportunities have been negatively affected by COVID-19, both among host (81%) and refugee communities (69%). In both groups, men are more likely than to think that the pandemic has not affected their chances of finding a paid job.

► **Figure 25. Effect of COVID-19 on Job Finding Process**



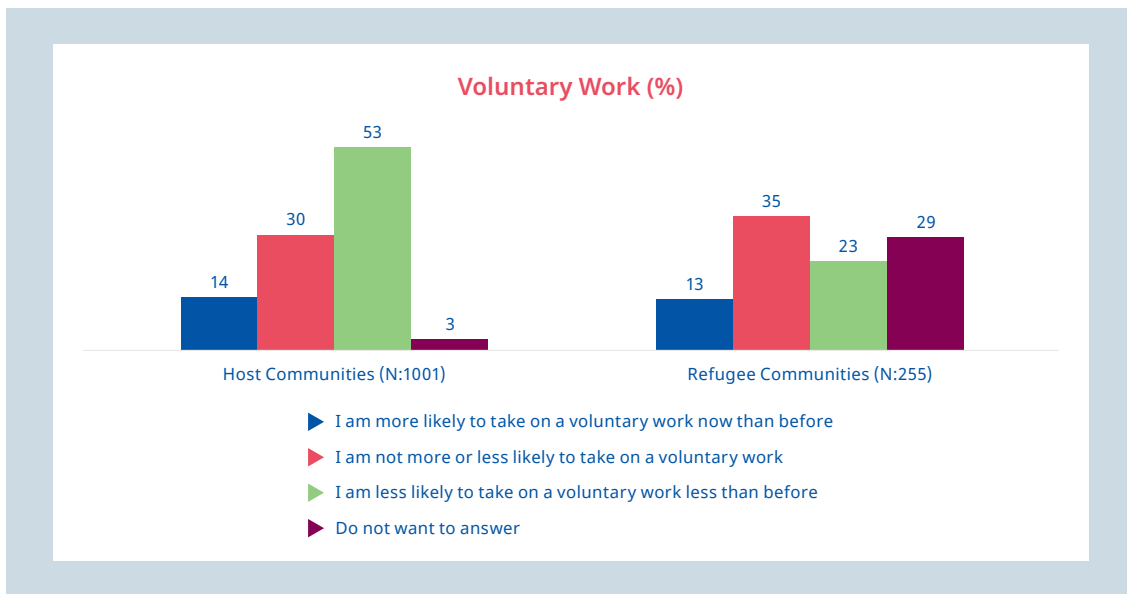
NEETs seeking paid employment report that their efforts to find a job have been affected by the COVID-19 pandemic. Host NEETs are more likely to have stopped looking for a job during the pandemic (61%) than refugees (36%).<sup>19</sup>

► **Figure 26. COVID-19 Impact on Job Search**



The impact of COVID-19 is equally felt on voluntary work opportunities, with 53% of host NEETs and 23% of refugee NEETs feeling that they are less likely to take on voluntary work than before.

► **Figure 27. Likelihood of Finding Voluntary Work**



Studies conducted in Turkey provide us with critical insights into youth civic participation, which is very low.<sup>8</sup> Qualitative data indicate that there are very few who have volunteered, and the large majority are not aware of the positive impact of voluntary work.

*"There were collective dinners, iftars organised by youth organisations; we went to help these organisations as volunteers without asking for any payment, but that is all." (Male, 23, high school graduate, Ankara).*

*"I think about it, but nothing comes to my mind now. While in university, my friends used to engage with to Red Crescent Society (Türk Kızılayı) or Turkish Green Crescent Society (Yeşilay), but I do not remember myself doing this." (Female, 23, university graduate, Gaziantep).*

*"Unfortunately, I had no such time." (Female, 21, vocational high school graduate, Istanbul).*  
*"I worked in municipal theatres as a volunteer. I mean I appeared in some plays and had my pay sent to those in need." (Male, 22, university graduate, Istanbul).*

*"It sounds weird to me to volunteer while I can hardly make my own living. Frankly speaking, I can't think much about others while I have my own problems" (Male, 23, university graduate, Istanbul).*

### Evaluations on Career Prospects

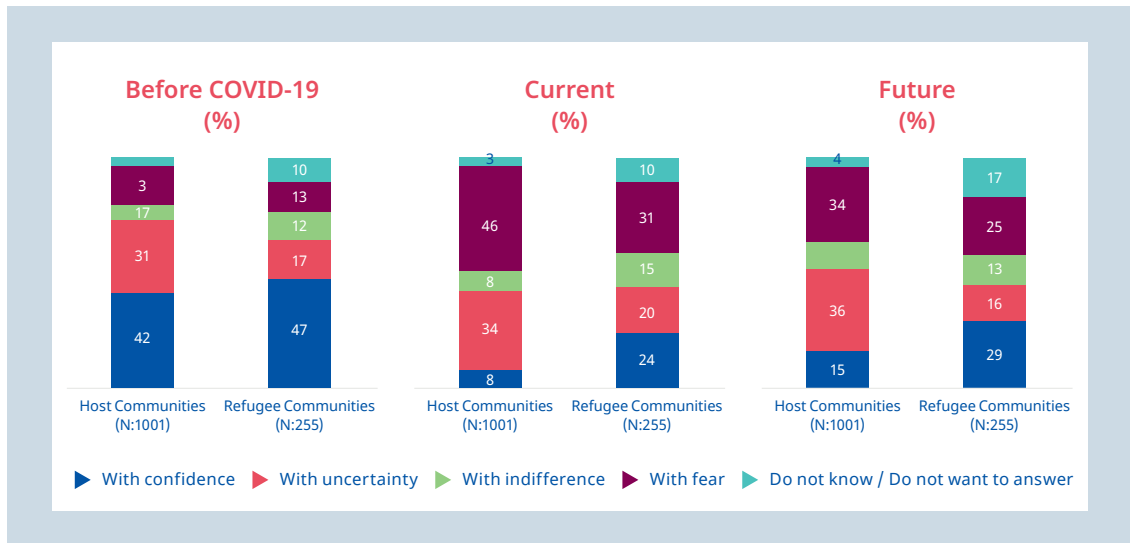
As expected, COVID-19 has increased the fear and uncertainty about career prospects. The percentage of host respondents who fear for their current career prospects is 46%. This rate is significantly higher than it was in the pre-COVID-19 era (17%). The trend is similar among the refugee NEETs with 31% fearing for their career prospects, nearly three times more than before (13%). Similarly, confidence level among NEETs has plummeted from 42% to 8% among host communities, and from 47% to 24% among refugee communities.

More importantly, motivation and positive future expectations have decreased sharply: 34% for host communities and 25% for refugees fear for their future career prospects, and only 15% of host communities and 29% of refugees feel confident about their careers in the future.

In both groups, NEETs with higher levels of educational attainment have been more negatively affected. They are also more concerned about the future. In both groups, women are more concerned than men about their career prospects.

<sup>8</sup> As of March 2016, the number of active associations in Turkey is 109,292. According to 31.12.2015 data of the Republic of Turkey Prime Minister's Office, Directorate General of Foundations, the number of foundations founded in accordance with the new Civil Code is 5,012. The number of associations and foundations per capita in Turkey is still rather low compared to developed countries. The rather low number of voluntary organisations results in limited volunteering activities. When we look at membership, the number of female members of non-governmental organisations is 1,606,739, while the number of male members is 7,246,168. When these numbers are evaluated in terms of volunteers other than members, the rate of volunteers in Turkey is 6.7%. <https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlturkey.pdf>

► **Figure 28. Evaluating Career Prospects before COVID-19**



The qualitative study also indicates that very few NEETs are optimistic about their career prospects. They think that once the current ban on terminating employment contracts is lifted, unemployment will increase.

*“The political agenda of the country is not encouraging employment anyway. I think we’ll all be staying home for a long time. I mean I am not so hopeful.” (Female, 24, university graduate, Izmir).*

*“As you know layoffs are legally prohibited; but when this ban is lifted, I think many people will lose their jobs; there will be more people unemployed.” (Male, 22, university graduate, Istanbul).*

*“The rate of unemployment will rise substantially. It is already high, so we won’t be able to find a job.” (Male, 19, high school graduate, Gaziantep).*

*“As far as we can follow from social media and what our friends say; many people are already unemployed. I do not think COVID-19 will fully end; but if it ever ends, the rate of unemployment will be extremely high.” (Male, 23, high school graduate, Ankara).*

*“Presently, many companies are about to go bankrupt because of COVID-19. There will be widespread unemployment in the country after this pandemic; yes, the state is trying to do something, but these measures remain insufficient.” (Male, 23, high school graduate, Ankara).*

*“Young people who used to visit cafes and shopping centres frequently will now turn to open spaces. So cafes and shopping centres will lose visitors and consequently offer lower wages to their employees; I think working people will face several difficulties.” (Female, 21, high school graduate, Adana).*

Social partners are not optimistic about the impact of COVID-19 on the NEETs either. They believe that vulnerability will increase with the pandemic, especially among women and refugees.

*“They will be affected very badly; past crises were in this direction, and the ILO reports confirm this trend too. In the case of economic crisis, young employees are unfortunately the first to be laid off by companies. The present situation will affect NEETs as the number of unemployed youth will increase.*

*It must be reminded here that the COVID-19 outbreak affects the education actors and institutions as well as labour markets. Today's young people are not properly trained because of COVID-19, and this will have spill-over effects; their skills and competencies may remain lower than what they should be.” (Employers’ organisation representative).*

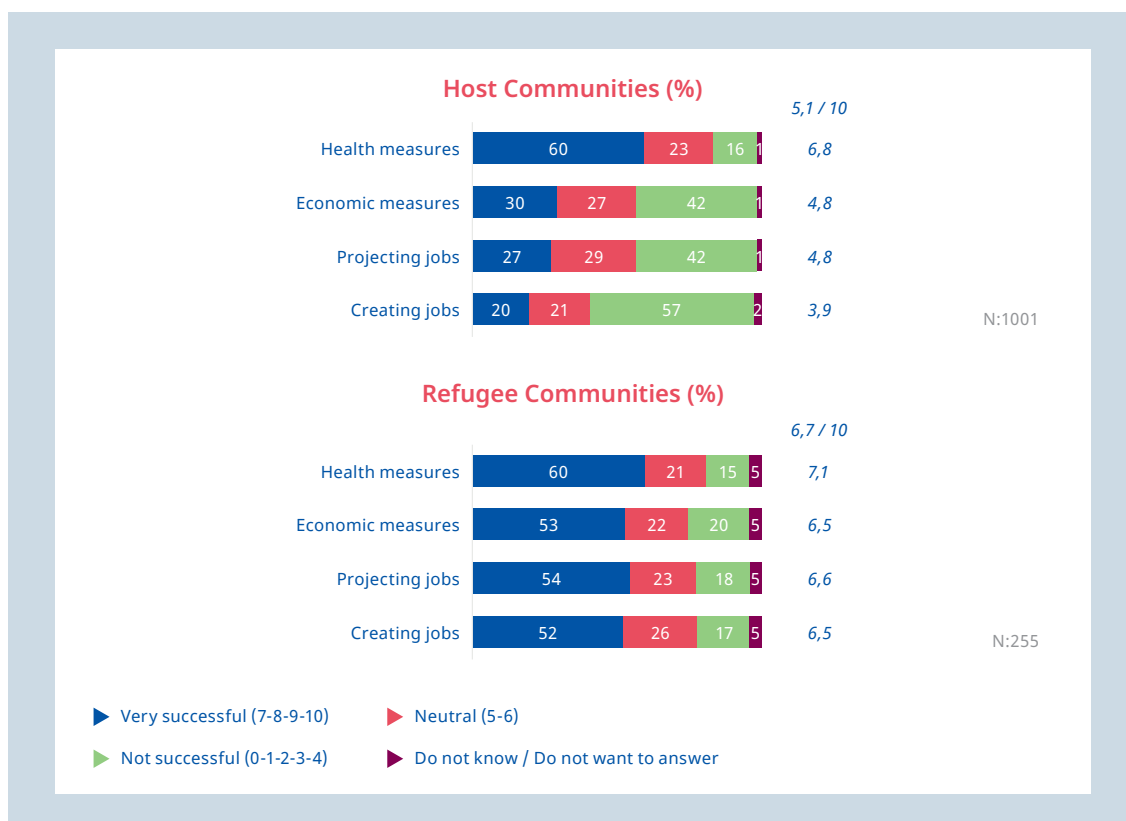
*“Women are affected more by COVID-19. In families where both parents are working; most of the care responsibility still falls on women, be for children or for elderly family members, which may force women to leave their jobs. I think the share of young women among NEETs will be even larger.” (Employers’ organisation representative).*

*“I think this COVID-19 outbreak will affect refugees very negatively. When the core of a society is disturbed, and relations take a different course; disadvantaged groups will automatically be pushed farther away. This is something inherent in human nature.” (Employers’ organisation representative).*

### 5.3. Evaluations on COVID-19 Measures Taken by Turkish Government

When asked about the measures taken by the Turkish Government, NEETs evaluate health measures more favourably than economic ones. Overall, 60% of NEETs reported that the government was successful or very successful in taking precaution measures. On the other hand, the views of host and refugee NEETs differ on economic measures: Refugee NEETs rate the government more favourably than host NEETs in terms of overall economic measures (53% vs 30%), retaining (54% vs 27%) and creating jobs (54% vs 20%). In both groups, women view the measures taken by the government more positively than men do.

► **Figure 29. Evaluation of COVID-19 Measures**





#### 5.4. Recommendations for Job Creation in Post COVID-19 Era

NEETs have also offered solutions to the decision-makers and social partners for creating new job opportunities. Host NEETs proposed more funding for new business ideas (18%), more loans to start their own businesses (18%), increasing access to online courses (10%), and training opportunities (10%) as well as more hygienic working environments (10%).

► Table 10. Measures Recommended by Host Communities for Post COVID-19 Job Creation, %

Base: 1001	%
More funding for new business ideas	18
Loans to start a business	18
Online courses	13
On-the-job-training opportunities	10
Providing a clean and hygienic working environment (social distancing, mask use)	10
Providing a safe working environment	9
Subsidized job schemes	8
Increasing employment opportunities	8
Let those who were laid off due to the pandemic get back to work/Prohibit layoffs/Support for unemployed people by government	2
The measures taken are sufficient	1
Reducing taxes	0
Vocational training programmes	0
Other	5
Do not want to answer	25

Refugee NEETs have suggested increasing the access to online courses (58%) and training programmes (44%), more funding for new business ideas (31%), funds for subsidised jobs (31%) and more loans to start their own businesses (5%).

▶ Table 11. Measures Recommended by Refugee Communities for Post COVID-19 Job Creation, %

Base: 225	%
Online courses	58
On-the-job-training opportunities	44
More funding for new business ideas	31
Subsidized job schemes	31
Do not want to answer	16
Loans to start a business	5

The qualitative study also reveals a vast demand for the creation of employment opportunities. The government is regarded as the ultimate responsible party. It is expected to better regulate the economy and the labour markets, paying equal attention to both demand and supply aspects.

*"Turkey has high labour force potential, but I do not think this potential is adequately utilized. With an improved economy, there may be more factories." (Male, 17, high school graduate, Adana).*

*"There are many branches and departments in universities, but not many employment opportunities for graduates. So I expect the government either to increase employment opportunities or have fewer students at universities. Otherwise, unemployment will grow; I heard it would climb to 6 million in the next years. It is a daunting figure and presents a frustrating prospect for young people. So I expect the government to do things to motivate and encourage students." (Female, 23, university graduate, Gaziantep).*

*"The state can introduce new fields of employment or extend support in job recruitments... It is also possible to orient and encourage unemployed youth as fresh entrepreneurs." (Male, 23, university graduate, Istanbul).*

Another suggestion by NEETs was implementing early retirement policies. NEETs tend to believe to be more dynamic and creative than the elderly. They think older people are "incapable of catching up with their time". Based on this view, they would like the government to encourage people above a certain age to retire from the labour force, opening their places to the younger generation.

*"To boost employment opportunities, elderly people in the public sector must retire. In schools, for example, there are people at age 60 still working in student affairs sections. While the country is struggling with unemployment and there are a lot of unemployed young people around, these old age people should not occupy jobs. But since the age of retirement is too high, people have to work." (Male, 22, university graduate, Istanbul).*

*"First of all, it is important to pull the age of retirement down to replace older employees with young ones. In the public sector, you see many public servants at ages from 50 to 60; some of them are even using walking sticks. They must soon retire and be replaced by young people who cannot find jobs in the government sector." (Male, 23, high school graduate, Ankara).*

*"In the sector I want to work, there are people between the age of 45 and 50. One day while I was waiting in an office, one employee said he was not good at computer and asked me if I could open*

*a file for him. It was effortless. Just think: You can't even do that and still working in a job! I asked that man where he graduated from, and he said he was a high school graduate. I do not think this situation makes any sense... (Female, 24, university graduate, Izmir).*

*"They must clear our way: the age of retirement must be brought down to open fields of employment for young people." (Male, 19, high school graduate, Gaziantep).*

Suggestions for free courses were a recurrent theme during the in-depth interviews. English language courses and free courses to improve social media skills are among the main expectations of those NEETs with beyond-high-school education. This is mostly relevant to young women, whereas young men's expectations focus on job opportunities at decent wages.

*"Currently, my computer and English language skills are at level B1. I'd like to attend courses to go further, and I'd also like to take social media courses since social media is widely used in our day." (Female, 21, vocational high school graduate, Istanbul).*

*"I'd like to attend a course to prepare for university entrance exam" (Female, 21, high school graduate, Adana).*

Social partners believe that the measures should be taken multilaterally, not only by the government but also by trade unions and other players.

*"It is an area where not only governments but social partners, civil society organisations, municipalities and foundations must act together. As I stated earlier, there is a need to reach out these people. Once we reach them, there must be collective action, including NEETs, employers and NGOs. To respond to the question of what can be done, in one sentence; all parties must come together for social dialogue..." (Trade union representative).*

Social partners also believe that more efforts should focus on new, more decent jobs in particular.

*"The important point here is to state clearly what decent jobs are...Required working conditions, environments and so on." (Employers' organisation representative).*

Entrepreneurship seems to be one way forward to create more employment opportunities for NEETs.

*"Here, a point of entry may be to further encourage young entrepreneurs; once there were incentives in this area, but they were later reduced as far as I know. They may be increased again accompanied by awareness building on sustainability." (Employers' organisation representative).*

Social partners underline the importance of enhancing the employability of NEETs by providing assistance in job search or developing more vocational and on-the-job training.

*"I think there may be more focus on such interventions as increasing job-seeking capacity in NEETs, ensuring their correct filling out of the CV forms and their referral to right service providers. I think ISKUR must further strengthen its work in these areas." (Employers' organisation representative).*

*"... First, what skills are largely missing in labour markets can be identified. Then, either through ISKUR or other channels, vocational training or on-the-job training programmes can be delivered widely with the participation of youth." (Employers' organisation representative).*





## ▶ D. Cross-Country Analysis: Selected Country Cases

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<sup>9</sup> NEET is more commonly known as NiNis in Latin America, from the Spanish phrase "NI estudio, NI trabaja."



This section of the report will provide a cross-country analysis to provide information on general trends among NEET populations, as well as policies implemented to mitigate youth unemployment in Greece, Italy, Spain, Mexico and Chile.

### Mexico and Chile

The cases of Mexico and Chile can be compared with Turkey in terms of structural barriers to entering education or employment and policy options to mitigate youth poverty. Similar to Turkey, Mexico and Chile stand out with low levels of female participation in the labour market with high inactive NEETs<sup>9</sup> among young women.

Latin America, as a region, faces a major problem in terms of NEET rates. One in five young people in the region fall into the NEET category, totalling more than 20 million individuals (de Hoyos and Székely, 2016:1). A World Bank report on NEETs in Latin America warns that the high rate of NEETs in the region is due to the general lack of opportunities for young people. Illegal market growth benefits from early school dropouts, eventually enabling organised crime to seek a larger workforce (de Hoyos and Székely, 2016). More concretely, boys who leave school before finishing secondary school typically lack the qualifications to be employed in the formal sector. Consequently, they seek temporary and unstable jobs in the informal sectors, making them vulnerable to illegal tasks (de Hoyos and Székely, 2016: 2).

In Mexico, the NEET rate remained constant at about 22% over the past two decades. However, due to population growth, the number of NEETs increased from about three to almost seven million in the same period. The overall NEET rate in rural areas is higher than in urban areas, indicating an urban-rural gap throughout the country. Economic activities are concentrated in Mexico City, as well as central and northern states, while the south of the country suffers from high levels of exclusion and poverty (Chuayffet, 2018). Nearly 60% of youth aged 15-29 are employed in the informal sectors (Pozos Rivera, 2019). Informality and precarious working conditions are major problems to be addressed.

The share of women in NEET is roughly three times higher than that of men. Moreover, the inactive women in NEET are five times higher than inactive men in NEET. As in Turkey, family and childcare responsibilities appear to be the main reasons for high NEET rates for women. In particular, the presence of pre-school age children increases the likelihood of a woman being in NEET (Ranzai and Rosati, 2013).

The Federal Programme of “Youth Building the Future” is a promising example of youth employment policy. In December 2018, the “Youth Building the Future” Programme was adopted by the government, targeting 2.3 million young people aged 18-29<sup>10</sup> who were neither in education nor employment. The programme aims to provide youth with opportunities for training programmes and scholarships to develop technical capabilities and social abilities for their social inclusion and access to employment opportunities. There are two main branches of the programme; scholarship and training. The scholarship programme consists of payments of 2,400 pesos (USD 105) for low-income youth for their tertiary education. The training programme entails scholarships of 3,600 pesos (USD 160) for up to a year during the training programme for a vocation related to their interest and abilities. The training programme includes 6 to 8 hours of work for five days a week. This programme treats the youth as recipients of scholarships rather than only workers (Pozos Rivera, 2019). It should be noted that the scholarship payments during the training are higher than the minimum wage, which provides the beneficiaries with a positive start-up motivation. In January 2019, all participants of the programme were incorporated into the Social Security System, which meant 2.3 million young men and women were insured for illness, maternity and occupational risks.

OECD figures show that 18.8% of young people in Chile are NEET (Staffing America Latina, 2019). For women, teenage pregnancy is considered to be a major risk of being in NEET. Like Mexico and Turkey, the secondary school drop-out is also a major problem in Chile. The high school drop-

<sup>10</sup> In Mexican policy-making, the category of youth is defined with this age range.

out rate is due to a strong perception that youth do not have any employment opportunities in the market. The Chilean Government has been implementing training programmes for youth to improve their skills and increase their efficiency at work (TVN Chile, 2018). For-profit education has been the main reason behind the low rate of university enrolments. The Chilean education system has been a setting for social conflict since the end of the Pinochet regime in 1990. Secondary school student demonstrations, including the so-called “Penguin Revolution”, which took place in 2006, has brought the condition of public education into the national agenda. Tuition-free higher education was granted in 2015 as a result of a decade of widespread student activism (Zaloom, 2019).

### Republic of Korea

The Republic of Korea provides a positive example of how to eradicate youth unemployment and address high rates of youth NEET. Youth unemployment has been a growing problem in the Republic of Korea whose economy is characterized by long working hours, irregular working condition, and a wage gap between conglomerates (chaebols) and smaller firms. In fact, in January 2017, youth unemployment reached 8.5%, more than double the national average (Statistics Korea, 2017). However, since a new administration assumed political power in 2017, youth employment has become a major policy priority. The government promised to create 810,000 new jobs in the public sector, which had a positive spill-over effect on the private sector (The Korea Herald, 2017). Expanded welfare policies were designed to ease the childcare responsibilities shouldered by women. The government expanded the state-run day-care centres and set up village schools to take care of children while their parents were at work. Unlike the Chilean case, the education system in the Republic of Korea is considered one of the best education systems in the world, with high results in standardized tests and students’ ability to pursue tertiary education. Cumulatively, these factors and policies appear to have had a significant impact; the youth unemployment in August 2019 dropped to its lowest level since 2013 (Kwan Tae, 2019).

### Comprehensive Policy Schemes: EU and UK

For alternative policy schemes directly targeting youth who are NEET, the policy framework of EU countries and the United Kingdom (UK) may provide some insight. The Youth Guarantee Programme in EU and Youth Contract Programme in the UK can be of particular relevance to Turkey.

### Youth Guarantee Programme in EU

The concept of NEET has occupied an essential place in the European policy discussions in 2010 at the Europe 2020 flagship initiative “Youth on the move”, which aspired to “smart, sustainable and inclusive growth.” The programme set to reduce the NEET rate by making education and training more relevant to young people’s needs. It aimed at encouraging more young people to take advantage of EU grants to study or receive training abroad; in addition to inviting EU countries to take measures simplifying the transition from education to work (European Commission, 2015). In April 2013, the European Commission proposed a programme “Youth Guarantee in all Member States” to reduce the size of youth NEET. As the programme’s name suggests, qualifying young people were guaranteed to receive a good-quality offer of employment, continued education or apprenticeship within four months of becoming unemployed or leaving formal education (Eurofound, 2020). The programme is funded by the European Social Fund and supplemented by each countries’ own budget.

Under the Youth Guarantee, the number of NEETs slightly decreased from 14 million in 2008 to 12.5 million in 2016. By 2018, it was reported that young people’s labour market performance improved significantly. Youth unemployment decreased from 24% in 2013 to 14% in 2019. The NEET rate fell from 13.2% in 2012 to 10.3% in 2018 (European Commission, 2020a).

All these programmes are implemented through the Public Employment Services in each country. These employment institutions work together with the civil society and independent youth centres to organise events for youth to increase the registration rates of the inactive youth in these employment centres. Following registration, each young person is given direction in a customized fashion after meetings with employment advisers. Therefore, the professionals in these centres play a central role in the success of these efforts (European Network of Public Employment Services, 2014).

In Germany, youth unemployment became the major debate in the wake of the 2013 elections. The implementation of the European Youth Guarantee Programme became a public policy priority. Shortly after the elections, an implementation plan was passed in April 2014. Although Germany had the lowest youth unemployment rate in the EU at the time, youth unemployment was still significantly higher than unemployment rates in other age ranges (National Implementation Plan, 2014). There were also significant regional differences in youth unemployment along the East-West axis. Youth unemployment was almost twice as high in the east as was in the west, with the highest youth unemployment rate recorded in Berlin (National Implementation Plan, 2014). All of the recommendations of the European Commission were taken up and implemented in Germany. Additionally, the Federal Ministry for Labour and Social Affairs, Federal Employment Agency and local-level job centres worked in coordination with the Guarantee Programme.

In the German case, a mutually binding integration agreement between the employment agency and the applicant clearly defines integration objectives, responsibilities of the employment agency and efforts of the applicant. The integration agreement pushes both the applicant and an employment agency to better engage with the programme, resulting in long-lasting impact. The applicants are guaranteed to be placed in employment or training upon their application. If the applicant cannot be placed in a paid job, they should be directed to vocational schools operated by the employment agencies and job centres. The implementation of the Youth Guarantee also entailed a more active search for the economically inactive NEETs. Welfare service experts reach out young people who do not apply for this programme in selected disadvantaged neighbourhoods. Such efforts are reported to yield positive results for those marginalized, inactive youth and help narrow down the regional disparities in unemployment (European Commission, 2020c).

In Portugal, the Youth Guarantee Implementation Plan was adopted in December 2013, and the Guarantee Scheme for NEETs under 30 was introduced in March 2014. The Public Employment Services (PES) was authorized to coordinate the programme and leveraged its partnerships across all levels and sectors of the country. The implementation brought together several actors and agencies such as ministries, youth organisations, trade organisations, as well as other non-governmental organisations working on education, vocational training and social inclusion. Similar to Germany, Public Employment Service experts in Portugal meet with the applicant to draft an employment and training plan. The Employment and Vocational Training Institute reached out economically inactive NEETs. A unique website was designed to reach possible applicants, which reportedly increased the registered portion of NEETs (European Commission, 2020d). Portugal's Social Innovation Programme was implemented along with the Youth Guarantee Scheme. This programme aimed at job creation by nurturing an ecosystem that supported social innovation and entrepreneurship. Thanks to these programmes, long term and youth unemployment decreased significantly in 2017 (European Commission, 2020d).

The positive impact of the Youth Guarantee Programme motivated European governments to increase the funds available for a new policy scheme, the Youth Employment Initiative, which was launched in 2013. The initial budget of the Initiative was €6.4 billion; however, in September 2016, given the high levels of youth unemployment, the Commission proposed to increase this budget by an additional €2.4 billion (European Commission, 2020b). Meanwhile, in December 2016, the European Commission launched yet another programme, "Investing in Europe's Youth", as a renewed effort to support young people. Most recently, the Commission has proposed to integrate the Youth Employment Initiative into the European Social Fund Plus for the 2021-2027 period (European Commission, 2020b).

### Youth Contract in the UK

In the UK, the social exclusion of youth has been an ongoing concern for policymakers since the late 1970s. In 1988, while unemployment benefits were being restructured, school drop-outs and unemployed teenagers under the age of 18 were excluded. Several policies tailored for this group of youth have been implemented since then. Bynner and Parsons (2002) identified several risk factors determining NEET status in the UK. They claim that family socio-economic background, parental education, parental interest in a child's education, area of residence and children's educational attainment are good predictors of potential NEET status.

Youth in the UK have periodically been subject to extremely precarious economic conditions, particularly since the 2008/9 financial crisis. It is claimed that while the rate of NEET remained steady between 2002 and 2008, the figures increased after the 2008/9 crisis, peaking around July-September 2011. While the rate was 13.4% at the beginning of 2008, it reached 16.9% in July-September 2011. After the peak in 2011 (1.25 million people), a number of policies that aimed to reduce the NEET youth population were implemented.

In 2012, a policy instrument called the Youth Contract was devised to support 16 to 24-year-olds with GBP 1 billion funding to be spent over four years. The key features of the Youth Contract included (Radical Scheme, 2012):

- ▶ Cash payments to encourage employers to recruit young people,
- ▶ An extra 250,000 work experience places in three years,
- ▶ At least 20,000 extra work incentive payments worth GBP 1,500 each for employers to take on young people as apprentices,
- ▶ Extra support through Job Centre Plus in the form of weekly, rather than fortnightly meetings to talk to an advisor.

In July 2012, the Departments of Education and of Work and Pensions launched a Programme to "to get youth NEET back on their feet". The scheme entailed funding worth up to £126 million made available to charities and businesses across England for developing and implementing youth programmes to get 16 and 17-year-olds back to education or training. To help facilitate NEET's re-engagement, organisations had to demonstrate their ability to get young people back on track. "The programme is considered to be a 'win-win' for government, young people and the organisations involved" (Radical Scheme, 2012).

The programme helped a total of 55,000 youth aged 16-17 who were struggling to stay in education to get into jobs and training (Radical Scheme, 2012).

### Lessons Learned from Cross Country Cases

This cross-country analysis suggests that each country's policy framework has to be compatible with its macro-economic structure. Particularly, the problem of NEET requires solutions specific to the structure of the economy. Hence, it would be challenging to adopt policy tools from different countries. Nevertheless, cross-country analysis can provide the following insights:

- ▶ Turkey, as an upper-middle-income country, should design policies to address economically inactive NEETs.

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- ▶ Structural unemployment should be addressed.

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- ▶ Low female labour force participation should be addressed with several social policies concerning the family.

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- ▶ Informal market growth should be brought under the formal economy.

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- ▶ Scholarship programmes, as in Mexico, can motivate youth to study better.

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- ▶ Scholarship payments and training salaries should be set higher than the minimum wage to give youth higher future expectations.

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- ▶ Access to free and quality education should be the main principle in mitigating youth unemployment.

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- ▶ Free public day-care centres should be established in certain neighbourhoods. The primary school system should be reformed to take care of the children while their parents are at work.

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- ▶ Regional disparities should be addressed with training and employment guarantees.

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- ▶ Economically inactive youth should be reached out through door-to-door visits of social workers.

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- ▶ Unique websites for guiding NEETs should be designed with financial incentives to register.

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- ▶ Access to decent jobs should be recognized as a right, not as a security issue.

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- ▶ The quality of employment services should be improved with more specialized staff who can work closely with NEET populations through more efficient employment programmes.

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# ▶ E. Recommendations

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High rates of young people with NEET status cannot be categorised only as a financial problem as it has psychological and sociological implications, not only for youth but also for the entire society. This study indicates that the economic crisis exacerbated by COVID-19 has a negative and potentially long-lasting impact, especially on refugees and women. Recommendations from the findings of the study may be listed as follows:

- ▶ Free and quality education should be recognised as a fundamental human right. Vocational education and training have become important economic policy tools to meet market expectations. They are not only instruments for economic productivity but also means for self-development and emancipation of individuals. In this vein, the ILO Centenary Declaration for the Future of Work has declared “effective lifelong learning and quality education for all” as a pillar for human-centred approach. Hence, the quality of public primary and secondary education in every region of the country should be improved from a human rights perspective. Since quality is the biggest challenge facing the education system, once this condition is met, it will yield better higher education outcomes and employment opportunities for youth. The education system must be reformed to increase student performance in the subject areas of mathematics, sciences, literature, soft/behavioural skills and general competencies for better employability. Both trade unions and employers’ organisations should advocate for such reforms and policies.

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- ▶ Along with the quality of the education, the factors behind school drop-outs need to be addressed with targeted policies. The lack of employment prospects seems to have discouraged youth and families from sending their children to school. Systematic monitoring of school attendance is needed to identify students at risk. Besides, alternative education and training opportunities should be presented to those who drop out of school despite the measures taken. Therefore, an “education first” approach should be adopted.

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- ▶ While an ‘education first’ approach is essential for all young people, it seems it can play a more significant role in the lives of women, both among host and refugee communities. The results of the study indicate that the desire for paid work is very low among women with low educational attainment. Currently, women with low levels of education can only find poorly paid, insecure jobs in the labour market, which reduces their motivation to participate in the labour force. For this reason, it is essential to ensure access to free and high-quality education and skills development programmes for young women.

---

- ▶ Obtaining paid employment is an important step towards being independent and self-reliant and represents a transition from youth to adulthood. On the other hand, employment does not always guarantee economic independence for young people (ILO, 2010). More than half of the working young people are employed in poorly paid, precarious jobs. Such jobs cannot help young people to become economically independent adults. Therefore, it seems crucial that both trade unions and employers’ organisations work for improving the quality of jobs generated in the labour market.

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- ▶ Addressing youth in NEET status is one of the major development challenges in Turkey, as in many other countries. High rates of NEET are an alarming development indicator signalling other long-lasting problems. Indeed, unemployment in the early years of one’s career tends to be followed by unemployment in later years in careers (Schmillen and Umkehrer, 2013). If access to a decent job is not recognised as a civil right of the youth, the problem is often dealt with as a security issue (García-Fuentes and Martínez García, 2020). The survey reveals that young people use online job search methods widely. Therefore, it seems very important to improve the online job search processes. Low-cost, low-intensity interventions like job search assistance, counselling, and short training courses (in CV writing and interview techniques) are needed. Introducing policies, which envisage more internship opportunities, would have a positive impact as addressed in the revised National Employment Action Plan.<sup>11</sup>

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- ▶ It should be underlined that many other countries face challenges regarding gender disparities in the labour market and low shares of female participation in the labour force. Cultural differences aside, the main reason for inactivity among women most often relates

<sup>11</sup> <http://www.uis.gov.tr/media/1437/uis2014-2023.pdf>

to childcare responsibilities, particularly in countries without affordable childcare and child-friendly employment (OECD, 2014:27). Low rates of female labour participation should be addressed with affordable family-friendly care services which should offer assistance not only for childcare but also for elderly care and care of people with disabilities. Child-friendly employment opportunities should be increased. It should be underlined that gender disparity in the labour market has been a significant problem in many other countries with low shares of female participation in the labour force. Cultural differences aside, the main reason for inactivity among women most often relates to childcare responsibilities in countries without affordable childcare and child-friendly employment (OECD, 2014:27). Hence, social services to support childcare, along with gendered support policies, should be implemented to mitigate aspects of the dominant patriarchal culture. Specific labour market policies for young women should be implemented along with training programmes and social services in childcare. Work-family life balance policies should be developed along with the creation of more part-time and decent employment opportunities.

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- ▶ Understanding the problem of NEET should start with data collection and disaggregated data analysis. It is crucial to collect nuanced and more comprehensive qualitative and quantitative data to identify the root causes of the problems. In addition to large-sample surveys, in-depth interviews should also be considered as a possible data collection technique. The complexity of the problem may be grasped better when NEETs are given a voice and made visible. The in-depth interviews should cover the family context, education history, labour market experience, perceptions and aspirations, and expectations from the state. In this manner, the youth should not be stigmatized, victimized or even criminalized for their status. The lack of datasets on the profile of this population is the major challenge to address the problem with targeted policy schemes. Since inactive NEETs are not registered with public employment or welfare services, it becomes more challenging to reach them out. Therefore, programmes that help inactive NEETs to engage with employment institutions may be the first step of contacting them for data collection.
- 
- ▶ For more efficient use of resources, impact analyses of youth programmes should be conducted for identifying the optimal policy options. There have been several policies implemented by different agencies in Turkey. Yet there has not been a follow-up analysis to examine the success of such policies. An OECD estimate of the cost of NEET as a percentage of GDP for 2014 shows that Turkey is a particularly noteworthy case, at 3.4% of GDP, followed by Greece at 2%, while in all other countries with high NEET rates the cost is around 1% and 0.5% (OECD, 2014:23). Given this economic burden, in the absence of such an evaluation, the resources used for the programmes would not be used efficiently.
- 
- ▶ An overarching macro-economic policy scheme is needed to address the processes of deindustrialization, an increasingly informal economy and the 'flexibility and social security nexus' as core factors behind the NEET problem. Skills-gap or skill-mismatch is assumed to be a major reason for youth unemployment. Current policies mostly focus on vocational training. In addition to these active labour policies and programmes, Turkey needs an overarching macro-economic policy scheme to deal with the NEET challenge. The implementation of the employment policy in Turkey has remained a piecemeal effort to alleviate the negative impacts of the economic and financial crises on the labour market and labour force. The institutional and legal measures have mainly entailed incentive mechanisms for employers to hire employees with support from the public budget. In the absence of an overall transformation to inclusive and decent job-rich growth strategies, such piecemeal policies are only symptomatic treatments. Comprehensive programmes such as Youth Guarantees are needed to re-engage NEETs in employment, education or training. In this context, subsidies for private businesses that hire job seekers have proven to be an effective tool for brightening job seekers' employment prospects, particularly for youth. At this point, the role of employers should not be overlooked, and the burden-sharing principle should be adopted. It is essential to strengthen the capacity of ISKUR and address public perceptions of its efficacy with targeted public awareness campaigns.
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- ▶ Cooperation between local and central administrations should include other relevant public and private agencies. The coordination efforts between these actors should be strengthened as it appears to be an important impediment to achieving such a policy scheme. Municipalities could be efficient administrative agencies for designing and implementing policies targeting NEETs. Municipalities' capacity to formulate and implement policies independent from the central administration should be increased. Mayors and governors at provincial and district levels should work in close coordination while designing and implementing policies with the participation of the relevant ministries. (Lüküslü and Ormanoğlu, 2018:4).

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- ▶ Young people should also do their part. They need to be motivated and adopt a 'lifelong learning' approach and keep investing in their skills. A national communication campaign can be organised to inspire and motivate the youth in this regard.

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- ▶ Given the effect of COVID-19 pandemic, youth unemployment will be a critical macro-economic problem (Taymaz, 2020) as it is expected to have long-lasting negative impacts, especially on youth unemployment. Targeted policies should be mobilised to mitigate these impacts promptly. Therefore, immediate policy measures should be developed and implemented, addressing the adverse and potentially prolonged effects of the pandemic on the NEET rate in Turkey.

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## ► Annexes

### ► Annex 1. Quantitative Questionnaire

“Hello, As Xsights Research and Consultancy, we are conducting a research on youth who are not in employment, education or training and refugees. We are pleased to receive your valuable comments as part of this research. All data obtained in this study, will be collected in the framework of Turkey Researchers Association and ESOMAR rules and will be used only for analysis and reporting. Thank you in advance for your participation and time.”

#### ► SCREENING QUESTIONS

<b>D1. Please specify the city you live in. (single-response)</b>		
City code :		
<b>D2. Sex</b>		
Female	1	
Male	2	
<b>D3. Age</b>		
Age:..... (Please specify clearly)		
Below 15	1	<b>THANK AND CLOSE</b>
15-19	2	
20-24	3	
25-34	4	<b>THANK AND CLOSE</b>
35-44	5	<b>THANK AND CLOSE</b>
45-54	6	<b>THANK AND CLOSE</b>
55 and above	7	<b>THANK AND CLOSE</b>
<b>D4. Have you been in paid work for at least one hour in last 7 days (single-response)</b>		
Yes	1	<b>THANK AND CLOSE</b>
No	2	<b>CONTINUE</b>
<b>D5. Do you study? (single-response)</b>		
Yes	1	<b>THANK AND CLOSE</b>
No	2	<b>CONTINUE</b>

▶ **DEMOGRAPHIC QUESTIONS**

<b>D6. Marital status (single-response)</b>		
Single	1	
Engaged to be married	2	
Married	3	
Widowed / divorced	4	98 Do not know / 99 Do not want to answer
<b>D7. Do you have children? (single-response)</b>		
Yes, I have children	1	<b>CONTINUE</b>
No, I do not have children	2	<b>CONTINUE WITH D10</b>
<b>D8. How many children do you have? (open-ended)</b>		
.....		
<b>D9. How old is your child / are your children? (open-ended)</b>		
1. child	.....	
2. child	.....	
3. child	.....	
4. child	.....	
5. child	.....	98 Do not know / 99 Do not want to answer
<b>D10. Do you have any disability which prevents you from working? (single-response)</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D11. Do you have any member of family who has disability? (single-response)</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D12. Are you solely or jointly responsible for taking care of the member of your family with disabilities / long term illness or someone who is elderly or a child (other than your own)?</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D13. Where do you live currently? (single-response). PLEASE CHOOSE THE ANSWER BASED ON WHERE YOU SPEND MAJORITY OF YOUR TIME.</b>		
I live with my family at home 1		
I live with my husband at home 2		

I live with my husband and my parents / parents-in-law 3											
I live with relatives other than my parents / partner 4											
I live with my friends 5											
I live in a government facility 6											
I live in a guesthouse supported by a charity / foundation 7											
I live in a hostel / hotel 8											
I live in my own home 9											
Other (Please specify) ..... 10 98 Do not know / 99 Do not want to answer											
<b>D14.</b> Please specify your formal level of education. (single-response) ASK IF THE RESPONDENT LIVES WITH FAMILY (CODES 1-4 AT D13)											
<b>D15.</b> Please specify the formal level of education for the head of household (single-response)											
No formal education			1			1					
Primary education			2			2					
Secondary education			3			3					
High school			4			4					
Distance learning high school (Açık lise)			5			5					
University			6			6					
Open University (Açık Öğretim)			7			7					
Other (Please specify)			8			8					
<b>D16.</b> What is the line of employment of Head of Household? SPECIFY CLEARLY (NOTE: ASK ONLY IF THE RESPONDENT LIVES WITH FAMILY CODES 1-4 AT D13)											
<b>SES CODING</b>											
<b>A</b>	1	<b>B</b>	2	<b>C1</b>	3	<b>C2</b>	4	<b>D</b>	5	<b>E</b>	6
<b>D17.</b> What is your monthly household income in TRY?											
..... TRY 98 Do not know / 99 Do not want to answer											
<b>D18.</b> Please specify your monthly allowance, if any, in TRY?											
..... TRY 98 Do not know / 99 Do not want to answer											
<b>D19.</b> Where do you get your monthly allowance? (multiple-response)											
I get it from my family 1											
I get it from my family business 2											
I get it from my grandparents 3											
I get if from irregular jobs 4											

I receive some rent / passive income 5		
Other (Please specify) ..... 6 98 Do not know / 99 Do not want to answer		
FOR NEETs ONLY		
<b>D20.</b> Do you receive any government benefits? (multiple-response)		
Yes- Unemployment benefit	1	
Yes- Unemployment insurance payment	2	
Yes – Social assistance payment	3	
Yes – Other (Please specify)	4	
No	5	98 Do not know / 99 Do not want to answer
<b>D21.</b> Are you registered with ISKUR? (single-response)		
Yes	1	
No	2	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D22.</b> What is your status in the Republic of Turkey? (multiple-response)		
I have a Turkish citizenship	1	
I have a working permit ONLY	2	
I have a residency permit ONLY	3	
I have both a residency and working permit	4	
I have a SuTP card	5	
I have international protection status	6	
I have international protection applicant status	7	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D23.</b> Is your family a recipient of Emergency Social Safety Net (ESSN)? (single-response)		
Yes	1	
No	2	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D24.</b> Do you receive any government benefits or social assistance from local authorities or humanitarian organisations? (multiple-response)		
Yes -Government (Please specify) .....	1	
Yes -Local government (Please specify) .....	2	
Yes – Humanitarian Aid Organisation (Please specify) .....	3	
Yes – Other (Please specify)	4	
No	5	98 Do not know / 99 Do not want to answer

► QUESTIONS ON EDUCATION

<b>D25. Could you tell us how your formal education ended? (multiple-response)</b>	
My grades were very poor / I was expelled	1
I did not like formal education so just stopped	2
I got bullied at school	3
I wanted to start working life as soon as possible, school was a waste of time	4
I needed to earn money to support my family so I stopped going to school	5
My family did not have enough resources to support my education	6
I needed to look after a relative / elderly/ nephew	7
I got married	8
I got pregnant / children	9
I have graduated from university / master's degree / PhD / Completed my formal education	11
Other (Please specify)	12
98 Do not know / 99 Do not want to answer	
<b>D26. Have you ever been in a training course? (multiple-response)</b>	
Yes - I have attended a course / courses in private institution	1
Yes- I have attended a course / courses provided by local municipality	2
Yes- I have attended a course / courses provided by government agencies (such as ISKUR)	3
Yes – I have attended a course / courses provided by NGOs / aid organisations	4
No - I have not attended any course	5
98 Do not know / 99 Do not want to answer	
<b>D27. What type of course have you attended? (multiple-response)</b>	
Language course (please specify)	1
Vocational training courses (please specify)	2
Soft skills development courses (please specify)	3
Training courses on arts and crafts (please specify)	4
Other (please specify)	5
98 Do not know / 99 Do not want to answer	



<b>D28.</b> What do you think your chances are of attending a course under COVID-19 conditions? (single-response)	
I am more likely to attend a course to increase my chances of getting a paid job	1
I am not more or less likely to attend a course	2
I am less likely to attend a course since there is a health risk involved	3
98 Do not know / 99 Do not want to answer	
<b>D29.</b> During the COVID-19 have you considered returning to formal education or attending a training course? (single-response)	
Yes, I have definitely considered it	1
Yes, I have considered it to some extent	2
The idea crossed my mind	3
No, I have not considered it	4
No, I have not considered it at all	5
98 Do not know / 99 Do not want to answer	

By voluntary work, we mean “activities or work that some people willingly do without pay to promote a cause or help someone outside of their household or immediate family.”

#### ► QUESTIONS ON VOLUNTARY WORK

<b>D30.</b> Have you ever been in a voluntary work since the day you left your formal education? (multiple-response)	
Yes- I have worked voluntarily for a political party / organisation	1
Yes- I have worked voluntarily for NGOs	2
Yes- I have worked voluntarily for a private business	3
Yes- I have worked voluntary for my local municipality	4
No- I have not worked voluntarily at all	5
98 Do not know / 99 Do not want to answer	
<b>D31.</b> What do you think your chances are of taking on voluntary work under COVID-19 conditions? (single-response)	
I am more likely to take on a voluntary work now than before	
I am not more or less likely to take on a voluntary work	
I am less likely to take on a voluntary work less than before	
98 Do not know / 99 Do not want to answer	

► QUESTIONS ON EMPLOYMENT

<b>D32.</b> Have you ever been in paid employment since the day you left formal education? (single-response)	
Yes	1
No	2 98 Do not know / 99 Do not want to answer
<b>ASK TO THOSE WHO HAVE NEVER BEEN IN PAID EMPLOYMENT</b>	
<b>D33.</b> Please tell us what do you think are the barriers in you being in paid employment? (multiple-response)	
I have not looked for paid employment	1
The job market is filled with difficulties / problems / discriminative practices/ bullying	2
The economy is doing poorly, there are not enough jobs	3
I could not find any job	4
I get rejected because I do not have previous experience	5
I get rejected because I do not have the right skills set	6
I do not have any connections in the job market to give me my first chance	7
The salaries are very low	8
Because of the pandemic	9
I could not find secure employment with national insurance	10
The working conditions are too hard (too long hours for too little money)	11
It is not safe to commute to work from where I live FOR WOMEN ONLY	12
Women get abused at work FOR WOMEN ONLY	13
I have gotten ill / poorly	14
I had to stop to take care of a family member	15
Other (Please specify).....	16
98 Do not know / 99 Do not want to answer	
<b>D34.</b> To a want extent, do you think your chances of paid employment have been affected by COVID-19? (single-response)	
COVID-19 has affected my chances of getting a paid job to a great extent	1
COVID-19 has affected my chances of getting a paid job somewhat	2
COVID-19 has affected my chances of getting a paid job only in a small way	3
COVID-19 has not affected my chances of getting a paid job	4
COVID-19 has not affected my chances of getting a paid job at all	5
98 Do not know / 99 Do not want to answer	

<b>ASK THOSE WHO ARE NOT LOOKING FOR PAID EMPLOYMENT</b>	
<b>D35. Why have you not looked for paid employment? (multiple-response)</b>	
My parents do not allow me to work	1
My husband does not want me to work	2
I do not need money; my family/ husband has enough financial resources	3
I do not want to give up the comfort of my current life	4
I am more comfortable with not working – I do not want to get up early / commute / work	5
I have other responsibilities (looking after children / taking care of elderly / household chores etc.)	6
I do not feel confident enough / I do not trust myself with a paid job	7
I am depressed/poorly /unwell therefore I am not able to work well	8
I do not know how to find a job by myself	9
I am already working for family business, but I do not get paid for it	10
There is COVID-19 pandemic now, it is risky to work	11
I had to take care of a member of my family	12
There are no suitable jobs in my province of residence	13
Other (Please specify)	14
98 Do not know / 99 Do not want to answer	
<b>D36. Have you ever received any job and vocational counselling services since the day you left your formal education? (multiple-response)</b>	
Yes - I have at ISKUR	1
Yes- I have at local authority (municipality/district governorship)	2
Yes- I have from a friend / member of a family	3
Yes- I have from my former teachers / employers/company	4
Yes- I have from NGOs	5
No- I have not	6
98 Do not know / 99 Do not want to answer	
<b>D37. If you were to look for jobs, how would you look for jobs? (multiple-response)</b>	
Online job search portals	1
Through private employment agencies	2
Mobile job search applications	3
National newspapers	4
Local newspaper	5

Word of mouth / family and friends	6
Through ISKUR	7
Trough directly contacting prospective employees	8
By first taking an internship / voluntary work	9
Through head hunting agencies	10
Other ( Please specify)	11
98 Do not know / 99 Do not want to answer	
<b>ASK THOSE WHO HAVE LOOKED FOR A JOB</b>	
<b>D38.</b> To a want extent, your job search has been affected from COVID-19 pandemic? (single-response)	
I have stopped looking for a job altogether because of COVID-19 pandemic	1
COVID-19 has not affected my job search at all	2
I have intensified my job search after COVID-19 pandemic	3
98 Do not know / 99 Do not want to answer	
<b>ASK WOMEN WHOSE FAMILY OR HUSBANDS DO NOT WANT THEM TO WORK</b>	
<b>D39.</b> Why do you think your family / husband does not want you to work? (multiple-response)	
Working will reduce my chances of finding a good husband	1
My family / husband / community believe that virtues girls / women do not work	2
It is against our / their religious belief for women to work	3
They are concerned that I will be mistreated at workplace (bullied / shouted at)	4
They are concerned that I will be sexually assaulted at workplace	5
They do not want me to be a financially independent person	6
No women have ever worked for a paid employment in my family, it is just not done	7
They think I will meet boys/ men who are not appropriate for our family	8
They do not trust me with responsibilities of a job	9
They feel our children will suffer if I work	10
They feel I will not be able to do household chores if I work	11
They do not want me to get sick with COVID-19 now	12
Other (Please specify)	13
98 Do not know / 99 Do not want to answer	

<b>ASK THOSE WHO HAD A JOB BEFORE</b>				
Have you lost your job recently because of the COVID-19 pandemic? (single-response)				
Yes	1			
No- I had lost my job before	2			
98 Do not know / 99 Do not want to answer				
<b>D40.</b> Overall, how did you evaluate your career chances before COVID-19 pandemic? (single-response)				
<b>D41.</b> Overall, how do you evaluate your current career chances? (single-response)				
<b>D42.</b> Overall, how do you evaluate your future career chances? (single-response)				
	With confidence	With uncertainty	With Indifference	With fear
Before COVID-19				
Current				
Future				
98 Do not know / 99 Do not want to answer				

#### ▶ QUESTIONS ON MEASURES AGAINST AND RESPONSES TO COVID-19

<b>D43.</b> Overall how would you rate the measures taken by the government to prevent the spread of COVID-19 pandemic on a scale of 0 to 10 where 0 is 'not successful at all' and 10 is 'very successful'? (single-response)										
<b>D44.</b> Overall, how would you rate the measures taken by the government to prevent the negative economic consequences of COVID-19 pandemic on a scale of 0 to 10 where 0 is 'not successful at all' and 10 is 'very successful'? (single-response)										
<b>D45.</b> Overall, how would you rate the measures taken by the government to protect and keep the jobs during COVID-19 pandemic on a scale of 0 to 10 where 0 is 'not successful at all' and 10 is 'very successful'? (single-response)										
<b>D46.</b> Overall, how would you rate the measures taken by the government to create new jobs during COVID-19 pandemic on a scale of 0 to 10 where 0 is 'not successful at all' and 10 is 'very successful'? (single-response)										
Health measures										
Economic measures										
Projecting jobs										
Creating jobs										
98 Do not know / 99 Do not want to answer										
<b>D47.</b> What type of measures would you like to be put in place to create jobs in the post COVID-19 era? (multiple-response)										
Online courses	1									
On-the-job-training opportunities	2									
More funding for new business ideas	3									
Subsidized job schemes	4									
Other (please specify)	5									
98 Do not know / 99 Do not want to answer										



**D48.** Below are some statements about how COVID-19 affects people. Could you please tell us how much do these statements apply to you on a scale of 0 to 10 where 0 is 'does not apply at all' and 10 is 'fully applies to me'? (single-response)

I have been feeling more negative about the future											
I have taken decision on making major changes in my life											
I have felt less useful than usual											
I have felt more dependent on others than usual											
I have felt closer to people around me											
Making my own money is now more important											
Making my own money is now less important											
I have taken actions to make changes in my life											
98 Do not know / 99 Do not want to answer											

**D49.** Below are some ways in which other people reported their lives have been affected by COVID-19 Pandemic. Could you please tell us how much do these statements apply to you on a scale of 0 to 10 where 0 is 'does not apply at all' and 10 is 'fully applies to me'? (single-response)

My sleeping patterns have changed											
I have started doing more of the household chores											
I am watching TV longer											
I am spending more time online											
I reached out to friends and family more											
I have more time alone											
Nothing has changed in my life, it is the same as before											
98 Do not know / 99 Do not want to answer											

Our survey ended. Thank you for your precious time.

## ► Annex 2. Questionnaire for Key Informants

"Hello, As Xsights Research and Consultancy, we are conducting a research on youth who are not in employment, education or training and refugees. We are pleased to receive your valuable comments as part of this research. All data obtained in this study, will be collected in the framework of Turkey Researchers Association and ESOMAR rules and will be used only for analysis and reporting. Thank you in advance for your participation and time."

### ► SCREENING QUESTIONS

<b>D1.</b> Please specify the city you live in. (single-response)		
City code :		
<b>D2.</b> Sex		
Female	1	
Male	2	
<b>D3.</b> Age		
Age:..... (Please specify clearly)		
Below 15	1	<b>THANK AND CLOSE</b>
15-19	2	
20-24	3	
25-34	4	<b>THANK AND CLOSE</b>
35-44	5	<b>THANK AND CLOSE</b>
45-54	6	<b>THANK AND CLOSE</b>
55 and above	7	<b>THANK AND CLOSE</b>
<b>D4.</b> Have you been in paid work for at least one hour in last 7 days (single-response)		
Yes	1	<b>THANK AND CLOSE</b>
No	2	<b>CONTINUE</b>
<b>D5.</b> Do you study? (single-response)		
Yes	1	<b>THANK AND CLOSE</b>
No	2	<b>CONTINUE</b>

**▶ DEMOGRAPHIC QUESTIONS**

<b>D6. Marital status (single-response)</b>		
Single	1	
Engaged to be married	2	
Married	3	
Widowed / divorced	4	98 Do not know / 99 Do not want to answer
<b>D7. Do you have children? (single-response)</b>		
Yes, I have children	1	<b>CONTINUE</b>
No, I do not have children	2	<b>CONTINUE WITH D10</b>
<b>D8. How many children do you have? (open-ended)</b>		
.....		
<b>D9. How old is your child / are your children? (open-ended)</b>		
1. child	.....	
2. child	.....	
3. child	.....	
4. child	.....	
5. child	.....	98 Do not know / 99 Do not want to answer
<b>D10. Do you have any disability which prevents you from working? (single-response)</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D11. Do you have any member of family who has disability? (single-response)</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D12. Are you solely or jointly responsible for taking care of the member of your family with disabilities / long term illness or someone who is elderly or a child (other than your own)?</b>		
Yes 1		
No 2 98 Do not know / 99 Do not want to answer		
<b>D13. Where do you live currently? (single-response). PLEASE CHOOSE THE ANSWER BASED ON WHERE YOU SPEND MAJORITY OF YOUR TIME.</b>		
I live with my family at home 1		
I live with my husband at home 2		

I live with my husband and my parents / parents-in-law 3											
I live with relatives other than my parents / partner 4											
I live with my friends 5											
I live in a government facility 6											
I live in a guesthouse supported by a charity / foundation 7											
I live in a hostel / hotel 8											
I live in my own home 9											
Other (Please specify) ..... 10 98 Do not know / 99 Do not want to answer											
<b>D14.</b> Please specify your formal level of education. (single-response) ASK IF THE RESPONDENT LIVES WITH FAMILY (CODES 1-4 AT D13)											
<b>D15.</b> Please specify the formal level of education for the head of household (single-response)											
No formal education			1			1					
Primary education			2			2					
Secondary education			3			3					
High school			4			4					
Distance learning high school (Açık lise)			5			5					
University			6			6					
Open University (Açık Öğretim)			7			7					
Other (Please specify)			8			8					
<b>D16.</b> What is the line of employment of Head of Household? SPECIFY CLEARLY (NOTE: ASK ONLY IF THE RESPONDENT LIVES WITH FAMILY CODES 1-4 AT D13)											
<b>SES CODING</b>											
<b>A</b>	1	<b>B</b>	2	<b>C1</b>	3	<b>C2</b>	4	<b>D</b>	5	<b>E</b>	6
<b>D17.</b> What is your monthly household income in TRY?											
..... TRY 98 98 Do not know / 99 Do not want to answer											
<b>D18.</b> Please specify your monthly allowance, if any, in TRY?											
..... TRY 98 Do not know / 99 Do not want to answer											
<b>D19.</b> Where do you get your monthly allowance? (multiple-response)											
I get it from my family 1											
I get it from my family business 2											
I get it from my grandparents 3											
I get if from irregular jobs 4											

I receive some rent / passive income 5		
Other (Please specify) ..... 6 98 Do not know / 99 Do not want to answer		
FOR NEETs ONLY		
<b>D20.</b> Do you receive any government benefits? (multiple-response)		
Yes- Unemployment benefit	1	
Yes- Unemployment insurance payment	2	
Yes – Social assistance payment	3	
Yes – Other (Please specify)	4	
No	5	98 Do not know / 99 Do not want to answer
<b>D21.</b> Are you registered with ISKUR? (single-response)		
Yes	1	
No	2	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D22.</b> What is your status in the Republic of Turkey? (multiple-response)		
I have a Turkish citizenship	1	
I have a working permit ONLY	2	
I have a residency permit ONLY	3	
I have both a residency and working permit	4	
I have a SuTP card	5	
I have international protection status	6	
I have international protection applicant status	7	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D23.</b> Is your family a recipient of Emergency Social Safety Net (ESSN)? (single-response)		
Yes	1	
No	2	98 Do not know / 99 Do not want to answer
FOR MEMBERS OF REFUGEE COMMUNITIES ONLY		
<b>D24.</b> Do you receive any government benefits or social assistance from local authorities or humanitarian organisations? (multiple-response)		
Yes -Government (Please specify) .....	1	
Yes -Local government (Please specify) .....	2	
Yes – Humanitarian Aid Organisation (Please specify) .....	3	
Yes – Other (Please specify)	4	
No	5	98 Do not know / 99 Do not want to answer



### ▶ QUESTIONS ON TIME USE

**D25.** Could you tell us how you spend an average day? (open-ended)

**D26.** How is this different than the way you spend your day before COVID-19 pandemic? (open-ended)

### ▶ QUESTIONS ON EDUCATION

**D27.** Could you tell us how your formal education ended? (multiple-response)

My grades were very poor / I was expelled	1
I did not like formal education so just stopped	2
I got bullied at school	3
I wanted to start working life as soon as possible, school was a waste of time	4
I needed to earn money to support my family so I stopped going to school	5
My family did not have enough resources to support my education	6
I needed to look after a relative / elderly/ nephew	7
I got married	8
I got pregnant / children	9
I have graduated from university / master's degree / PhD / Completed my formal education	11
Other (Please specify)	12

98 Do not know / 99 Do not want to answer

**D28.** Have you ever been in a training course? (multiple-response)

Yes - I have attended a course / courses in private institution	1
Yes- I have attended a course / courses provided by local municipality	2
Yes- I have attended a course / courses provided by government agencies (such as ISKUR)	3
Yes – I have attended a course / courses provided by NGOs / aid organisations	4
No - I have not attended any course	5

98 Do not know / 99 Do not want to answer

**D29.** What type of course have you attended? (multiple-response)

Language course (please specify)	1
Vocational training courses (please specify)	2
Soft skills development courses (please specify)	3
Training courses on arts and crafts (please specify)	4
Other (please specify)	5

98 Do not know / 99 Do not want to answer

<b>D30.</b> What do you think your chances are of attending a course under COVID-19 conditions? (single-response)	
I am more likely to attend a course to increase my chances of getting a paid job	1
I am not more or less likely to attend a course	2
I am less likely to attend a course since there is a health risk involved	3
98 Do not know / 99 Do not want to answer	
<b>D31.</b> During the COVID-19 have you considered returning to formal education or attending a training course? (single-response)	
Yes, I have definitely considered it	1
Yes, I have considered it to some extent	2
The idea crossed my mind	3
No, I have not considered it	4
No, I have not considered it at all	5
98 Do not know / 99 Do not want to answer	
<b>IF YES</b>	
<b>D30.</b> What type of support you would require to go back to school or take on a training course? What type of courses would you like to attend? (open-ended)	
<b>IF YES</b>	
<b>D30.</b> What type of courses would you like to attend? (open-ended)	

**▶ QUESTIONS ON EMPLOYMENT**

<b>D31.</b> Can you tell us about your employment history? What type of jobs you had? How long did they last? How did they end? (open-ended)
<b>D32.</b> What was your experience with working life? (open-ended)
<b>D33.</b> What would have kept you in working life? (open-ended)
<b>D34.</b> Do you currently or have you in the past worked voluntarily? If yes, could you tell us about it? If not, could you tell us why not? (open-ended)
<b>D35.</b> Did you get a chance to have a temporary work during COVID-19? (open-ended)
<b>D36.</b> Did you do any voluntary work during COVID-19? (open-ended)
<b>D30.</b> How do you think the work life will change after COVID-19 pandemic? (open-ended)

Thank you for your answer, I would like to focus on your job search efforts.

▶ **QUESTIONS ON JOB SEARCH**

**D37.** You mentioned you have searched for paid jobs before, could you tell us about what type of jobs you have looked for? (open-ended)

---

**D38.** You mentioned you have searched for paid jobs before, could you tell us how you looked for jobs? Who, if anyone, helped you with your job search? (open-ended)

---

**D39.** During your job search, what were your challenges? Which difficulties did you encountered? (open-ended)

---

**FOR THOSE WHO ARE REGISTERED WITH ISKUR**

**D40.** You mentioned you are registered with ISKUR? Could you tell us shortly about your experience with ISKUR? What was negative, what was positive about your experience? (open-ended)

---

**FOR THOSE WHO ARE NOT REGISTERED WITH ISKUR**

**D41.** You mentioned you are NOT registered with ISKUR? Could you tell us why? (open-ended)

---

**D42.** You mentioned you have NOT looked for paid jobs before? Could you tell us why? (open-ended)

---

**D43.** How do you think the job search will change after COVID-19 pandemic? (open-ended)

---

**D44.** Are you going to look for a job after COVID-19 pandemic? Why yes? Why not? (open-ended)

---

**D45.** What are your expectations from the government or aid organisations for increasing job opportunities for young people? Please elaborate with ideas for keeping young people in education, providing training opportunities, offering job and vocational counselling or other areas? (open-ended)

---

Our survey ended. Thank you for your precious time.

► **Annex 3. Questionnaire for Social Stakeholders**

All data obtained in this study will be collected in the framework of Turkey Researchers Association and ESOMAR rules and will be used only for analysis and reporting. Thank you in advance for your participation and time."

<b>D1. Please specify the name of your organisation. (open-ended)</b>	
Name of the organisation: .....	
<b>D2. Please specify your role in the organisation. (open-ended)</b>	
Your role:.....	
<b>D3. What sectors does your organisation cover? (open-ended)</b>	
Please specify:.....	
<b>D4. Have you heard of NEET before? (single-response)</b>	
Yes	1
No	2
<b>D5. Have you come across or are informed about any research about NEETs? (single-response)</b>	
Yes (Please specify which ones).....	1
No	2
<b>D6. Are you aware about programmes / funds which are available for NEETs? (single-response)</b>	
Yes	1
No	2
<b>D7. Does your organisation have any activity targeting NEETs?</b>	
Yes	1
No	2
<b>IF YES</b>	
<b>D8. Could you briefly tell us about what your organisation does for NEETs? What are your policies / activities? (open-ended)</b>	
<b>IF YES</b>	
<b>D9. Could you briefly tell us about your experience with working with NEETs? (open-ended)</b>	
<b>IF NO</b>	
<b>D10. Could you briefly specify the reasons behind which your organisation does not have any activity targeting NEETs? (open-ended)</b>	

<b>D11.</b> Why do you think the percentage of NEET is so large in Turkey? Who tend to be in NEET group? What are the main differences between the general youth and NEETs? (open-ended)	
<b>D12.</b> How do you think COVID-19 pandemic will affect NEETs? (open-ended)	
<b>D13.</b> What would be your recommendations to the government for programmes targeting NEETs? (open-ended)	
<b>D14.</b> What would be your recommendations to the UN agencies / NGOs targeting NEETs? (open-ended)	
<b>D15.</b> What would be your recommendations to NEETs? What should they do? (open-ended)	
<b>D16.</b> Does your organisation have any activity targeting refugees?	
Yes	1
No	2
<b>IF YES</b>	
<b>D17.</b> Could you briefly tell us about what your organisation does for NEETs? What are your policies / activities? (open-ended)	
<b>IF YES</b>	
<b>D18.</b> Could you briefly tell us about your experience with working with refugees? (open-ended)	
<b>IF NO</b>	
<b>D19.</b> Could you briefly specify the reasons behind which your organisation does not have any activity targeting refugees? (open-ended)	
<b>D20.</b> How do you think COVID-19 pandemic will affect refugees? (open-ended)	
<b>D21.</b> at would be your recommendations to the government for programmes targeting refugees? (open-ended)	
<b>D22.</b> What would be your recommendations to the UN agencies / NGOs targeting refugees? (open-ended)	
<b>D23.</b> What would be your recommendations to refugees? What should they do? (open-ended)	

Our survey ended. Thank you for your precious time.







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