



INCREASING **WOMEN'S** ACCESS TO THE LABOR MARKET IN SYRIA

TRAINING NEEDS ASSESSMENT REPORT

NOVEMBER, 2016



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LIST OF ABBREVIATIONS

FGD	Focus Group Discussion
KII	Key Informant Interview
WNE	Women Not Employed
WE	Women Employed
NGO	Non-Governmental Organization
LC	Local Council
LS	Local School
LU	Local University
WEI	Women Empowerment Initiative
HC	Health Center
CC	Community Center
FC	Factory and Commercial Company
SS	Small Shop
AP	Agriculture Project

1. INTRODUCTION

More than five years since the conflict in Syria began, over 250,000 people have been killed, 6.5 million have become Internally Displaced Persons (IDPs) and an estimated 4.8 million registered Syrian refugees¹. The humanitarian crisis inside Syria has resulted in one of the most complex and tragic in history. Besides many other implications, the ongoing violent conflict has resulted in a change of gender relations in Syria over the last years. Due to the consequences of the conflict, many men are in one way or the other absent from their families, either because they have been killed, they are in prison, have migrated or are involved in fighting. Others have lost their income-generating possibilities as carpenters, smiths, electricians or construction workers since markets and supply chains have collapsed in many areas. Infrastructure is destroyed, and costs for inputs are soaring due to the siege and widespread violence. Industrial activities, production and small- and medium- size enterprises have seriously suffered. Hence, a significant number of men are shifting toward working in humanitarian aid activities.

The above-mentioned circumstances often force women to take over new roles and responsibilities, including generating income for their families. They face not only entirely new opportunities but also various challenges. Several factors hamper their access to the existing labor market to generate income, including a lack of literacy, insufficient education, lack of previous work experience, location (physical distance from the work opportunity) and in some cases cultural sensitivities and appropriateness of possible employment opportunities.

While these changed patterns increase women's freedom of mobility and enlarge the range of socially accepted activities, it also imposes much more pressure and work burden on those women whose families become dependent on their struggle for survival.

Consequently, the need to assess market dynamics and opportunities is crucial to enhance women's capacities to access the labor market. Hence, vocational training and income-generating activities, especially for women, considering their respective educational level and socio-cultural context and being based on a demand analysis of labor market opportunities and needs seem to be of utmost importance to support Syrian women under the current circumstances. This study is prepared by Orange Capacity Building Organization (Orange) in close cooperation with Conflict Management Consulting (CMC).

¹ Reliefweb: Syrian Arab Republic: Humanitarian Snapshot (30 June 2016). Retrieved from: <http://reliefweb.int/report/syrian-arab-republic/syrian-arab-republic-humanitarian-snapshot-30-june-2016-enar>

2. METHODOLOGY

A gender-sensitive needs assessment tackling the question of how women's access to the Labor Market in Syria can possibly be increased was conducted by Orange Capacity Building Organization (Orange) through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) in September and October 2016.

The assessment's main objective was to gather key information using both qualitative and quantitative research methods to get deeper insight into the main needs, opportunities and challenges women are facing in Syria in order to establish a suitable design and delivery format for future training programs focusing on capacity development of women in this regard. The key objectives were to identify:

- Available employment opportunities for women in the market
- Working conditions and possible job types for women
- Minimum skills needed and according training needs
- Women's learning preferences
- Women's willingness to learn and to join training courses (as well as conditions for them to attend related to child care, security etc.
- Current training and capacity development initiatives that local organizations and INGOs are implementing to enhance women's access to the labor market
- Feedback from past and current training experience
- Challenges and constraints in regards to women's access to the local market including cultural sensitivities, market conditions and logistics constraints
- Suggestions for the design of future training courses

128 people participated in the **69** KIIs and **8** FGDs in **13** locations in Northern Syria. Specific questions were segmented by audience and area of expertise to gather input and different perspectives of participants. The Orange team conducted KIIs and FGDs with employed and non-employed women and a range of professionals from non-governmental organizations, local councils, schools, health care centers, women empowerment initiatives, universities, factories, agricultural projects, community centers, small shops and commercial companies in non-government controlled areas in Northern Syria.

KIIs were conducted with 1-2 participants in person, while FGDs were held in person with an average of about 9 participants. These discussions provided a unique opportunity for professionals with different roles and backgrounds to provide more in-depth insight on the key themes of the assessment and to shed light on challenges that women are facing in accessing the labor market.

In addition to gathering assessment data, the KIIs and FGDs also provided a good chance to raise awareness among organizations about the importance of women's increased access to labor market in Syria. Notes taken from the KIIs and FGDs were aggregated by question and topic, and analyzed in this report.

The enumerators and facilitators were selected based on specific qualifications, responsibilities and specific tasks required. All enumerators and facilitators have

worked with Orange on earlier assignments and were trained by Orange prior to commencing the assessment.

3. KEY FINDINGS

3.1 Key results of interviews with women currently not employed

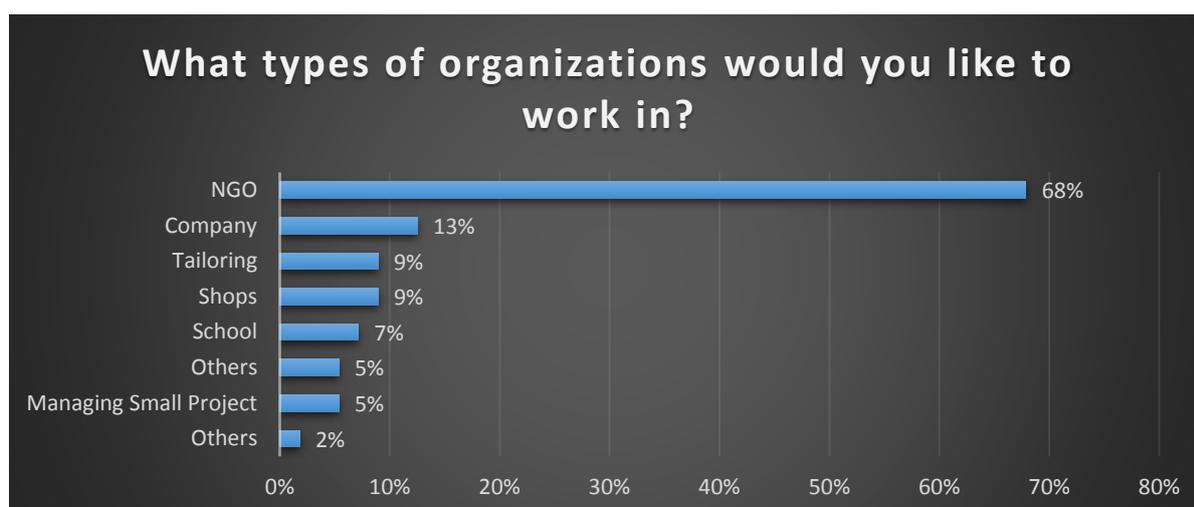
Participants Profile

The average age of respondents was 36 years, with a range varying from 18 to 48 years. A majority of respondents were married (55%), with the rest being single (29%), widow (9%) or divorced (7%). The total number of family members currently in households varied among participants. 45% of the respondents reported to have more than 2 children. 36% have no children, 20% have 1-2 children. The families were usually balanced in terms of males and females.

Among the chosen samples, it is clear that the majority were employed in the past (66%), where over 35% had a job for over 12 months, suggesting the impact of the Syrian crisis on opportunities for women inside Syria. Family (parents, brothers, sisters and close relatives) were the main income earners within the samples chosen, 38% of the husbands and 11% of the respondents reported that they are earning income through humanitarian aid organizations (food, cash and non-food items). The most common jobs for women in Syria were handcraft professions (51%), although a very small proportion reported to be working. The most common activities among them were: employee, cook, teacher, cleaner, dressmaker, farmer, and nurse.

Only 7% of the women interviewed were literate, 70% of the respondents have attended one of the three levels of school, 23% have received a university degree. A majority of the respondents have at least basic education level, which makes interviewed women qualified to get a job in an organization or business. However, and as confirmed by the voices of organizations and businesses interviewed, for women to access the labor market, a new set of soft and professional skills need to be acquired to adapt to the changing market conditions.

Although 88% of women interviewed by the assessment team have handcraft skills, only 19% would prefer to work in a home-based business, which is mainly handcraft type of work, while a majority of respondents would prefer to work in NGOs. Reasons for their preferences are, due to the answers of the, respondents that NGOs have a better payment structure, offer better career development opportunities, provide good training programs and provide a better working environment.



Only 33% of respondents have basic computer skills, 23% have professional skills, suggesting that women to have access to their preferred type of jobs at NGOs, their computer, English language and professional skills would need to be advanced. A majority of respondents would prefer office work rather than field type jobs.

Education	Skills and handcraft	Motivation to work	Preferred type of job	Preferred sector
70% School	88% Handcraft	82% Generate income and independency	57% Office work	68% NGOs
23% University	33% Language and IT	63% Help other family members in need	32% Handcraft	19% Home based business
7% Literacy	23% Professional	52% Career development	11% Field	13% Business

Women's motivation to work

A majority of respondents (82%) answered the question on what would motivate women to work, was the desire to generate independent livelihoods. This factor got the highest percentage of all responses. Indeed, Syrian women have limited access to independent livelihoods. This is due to a number of factors which include gender-blind development policies and research, discriminatory legislation, traditions and attitudes, and lack of access to decision-making. Rural women had insufficient access to land, membership in rural organizations, credit, agricultural inputs and technology, training and extension, and marketing services. Title to land was generally given to the male head of household. In pre-crisis Syria, women had occupied low positions in farms and on the fields. However, rural organizations such as cooperatives, agricultural producers' organizations and farmers' associations had only very limited influence on policymakers and planners, and women's participation was weak. This further limited women's access to productive resources, credit, information, training and other support services.

Potential challenges to work

The interviewees were asked about the potential challenges for women to work in organizations or companies. The challenges that were mentioned were practically the same as the challenges mentioned also by NGOs, organizations and companies that participated in the FGDs, hence reinforcing the need to tackle these challenges first. Indeed, six challenges were mentioned by the highest percentage of participants: logistics in terms of transportation and having children facilities (82%), having children (55%), security (50%), work conditions (43%), family commitments (39%), social and cultural sensitivities (30%). The first four factors can be managed by most potential employers, having such facilities built in are of significant importance.

In addition to logistics, it is obvious that childcare, care for older persons or medical cases as well as household responsibilities are issues that deprive many women to follow income-generating activities outside the house. If mothers leave the household to go to work, multiple questions arise: Who is taking care of the younger children? Are there services available to leave the children for some hours during the day? Who pays for these services? This is one of the reasons for mothers of young children to stay away from the labor market is the cost of these services. One of the solutions to this problem would be for NGOs or any other employing company to offer support in childcare, e.g. by hiring a Nany or establishing day childcare centers close to major work areas in Syria.

Training Preferences

Willingness to join training	Preferred training hours per day	Preferred training days	Essential training logistics to be available
100% Yes	79% (4 hours and less)	75% Weekdays	61% Need children facilities
0% No	14% (5-6 hours)	11% Weekends	91% Need transportation
	7% (6-8 hours)	14% All days	18% Security factors

100% of respondents showed interest to join a training course when available, confirming their willingness to upgrade their skills and get a job. Women reported that they have missed many employment opportunities because of their lack of professional skills in certain areas. A fact that shows the importance of designing and offering trainings especially for women in this regard.

With regards to respondents’ preferences for training, a majority of respondents (79%) would prefer 4 training hours a day, with the training being organized on weekdays rather than weekends. This schedule would be combinable with women’s commitment to family and children, which need to be taken into consideration in all upcoming trainings and potential employment opportunities.

61% of the respondents reported that transportation and children facilities for training courses need to be considered and would encourage women to participate in any upcoming training course. Security factors shall always need to be considered as part of the design of training courses, although only 17% reported t security related issues

as challenge. Selection of training venues should always be in safe places and as close as possible to their target audience, i.e. the women participating in the training.

3.2 Key results of interviews with stakeholder groups

The assessment team identified ten specific sectors that represent potential employers for women in Syria. These sectors constitute the stakeholder groups for this analysis. In addition, interviews with employed women were also conducted to include their views as part of this section. The overall objective of interviews with stakeholder groups is to study the larger market environment for employment, as well as gather rich, qualitative data on opportunities, challenges, and suitable work conditions for women, minimum skills needed to satisfy available opportunities and suggestions to increase women’s access to the labor market in Syria. The assessment team conducted 36 KIIs and 4 FGDS with the stakeholder groups including NGOs, LCs, education institutions, health care centers, community centers, factories, small shops, agriculture projects. Women empowerment initiatives and women currently employed have also been consulted. The results will be analyzed and discussed in the following pages.

Employment opportunities

FGDs participants highlighted the fact that women’s employment opportunities need to be “suitable” for females such as teaching, nursing, sewing, hairdressing, knitting, cooking, etc. Besides, participants highlighted that the biggest employment opportunities in most sectors are jobs that can, at least in Syria, only be undertaken by women due to traditional and cultural reasons such as professions related to reproductive health, psychosocial support for women, girls education etc. Some types of physical work were not considered appropriate for most participants. Due to security reasons, working in fields was also not preferred by many of the participants. Income generating activities that women can do from home were strongly advised by most of respondents. Number of work hours should ideally not exceed 7-8 hours a day for jobs outside home. The answers to the question “What types of employment opportunities would be available for women in your organization or in other sectors” are summarized in the following table. In addition, cleaning and servicing in organizations, companies and households were recognized as one of the employment opportunities for women of above 40 years old especially those who do not have any education and work experience. However, the income out of such jobs is not sufficient to assist women in meeting their household income gap, when comparing with other types of jobs.

Sector	Role
Humanitarian aid	<ul style="list-style-type: none"> ● Data collection ● Protection projects ● Monitoring & Evaluation ● Administrative and clerk work ● Humanitarian aid for households ● Community need assessment ● Project coordination ● Report writing ● Translation

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Sector	Role
	<ul style="list-style-type: none"> • Managing social media channels
Local councils	<ul style="list-style-type: none"> • Office of women affairs • Office of protection • Office of female education
Schools	<ul style="list-style-type: none"> • Teaching • Supervisory • Psychological support • Human resource management • Administrative and clerk work
Universities	<ul style="list-style-type: none"> • Teaching • Administrative and clerk work
Health Care Centers	<ul style="list-style-type: none"> • Nursing • Physician • Midwife
Community Centers	<ul style="list-style-type: none"> • Childcare • Social workers • Gender based violation • Administrative and clerk work
Factories and commercial companies	<ul style="list-style-type: none"> • Cashier • Selling female products • Administrative and clerk work • Assembling and packaging
Small shops	<ul style="list-style-type: none"> • Cashier • Selling female products • Administrative and clerk work
Agriculture and livestock projects	<ul style="list-style-type: none"> • Picking crops • Sowing • Application of fertilizers • Weeding • Harvesting • Threshing • Winnowing • Cleaning • Sorting • Grading • Bagging
Home based business	<ul style="list-style-type: none"> • Selling cooked food • Sewing • Knitting wool • Hairdresser • Translation • Managing social media channels • Design and programming • Childcare • Bread bakery

Required soft and technical skills for women

When asked “what type of soft and technical skills would you see important for women to hold these positions?” a majority of FGDs participants agreed that women need training to help them find a suitable job at a company or organization or, help them to better manage their home-based business. It was suggested that any training for women should be designed on two levels: beginner and advanced.

Beginner training: the objective of such a training would be to build a basic English language skills, enable women to use computers and IT, and other soft skills including communication, situational leadership, time management, community engagement, presentation skills, conflict resolution, peace building, civil defense and first aid. This level of training is essential for women who are either looking to get a job at a company or organization or aiming to establish and manage a home-based business. It was highlighted by most participants that a lack of such skills is a major obstacle for women to access the labor market, to secure a suitable job and generate sufficient income. These kind of trainings would ideally be 4 to 6 months long (4 to 5 hours a day for 4 or 5 days a week).

Advanced training: the objective here would be to build advanced functional skills such as (finance, administration, organizational structure, human resource, programs, operations, marketing etc.). There are specific principles and methodologies for each sector needed to be taken into consideration. For women who aim to work in NGOs for example, there are certain topics that need to be covered in this level of training including Sphere, disaster management, project management, project life cycle, psychological support, need assessment, monitoring and evaluation, and the like. For women who aim to establish or manage a home-based business: Entrepreneurship, product design, pricing, cash management, business management, freelancing skills should be covered. This training could generally be 6-8 weeks long (4 to 5 hours a day for 4 or 5 days a week). These training courses need to be better adapted to the specific needs of different women, and should consider different age, educational and skills background and experience.

Motivation factors to employ women

Reasons for employing women by the stakeholder groups were investigated. The main reasons given were: 1. If a certain type of job can only be done by women including teaching female students, nursing in female departments of health care centers, women department projects such as protection and gender based violation and sales of women products. 2. Economic reasons (wages paid to women are generally less). 3. Women have specific capability and patience to perform certain jobs that they are generally better than men are (cleaning, nursing, secretary). Replying to the question what would be the most important skills they would look for in a potential employee, many participants rather explained certain characteristics rather than skills. The most popular answers were commitment, integrity, patience, honesty and ability to learn. The other responses covered professional skills and experience.

Advertisement of employment opportunities

It was clear from discussions with FGDs participants that there is no formal channel to advertise employment opportunities women can use to find a new job. Social media (67%), recruitment through personal connections (48%), wallpapers and newspapers (36%) and recruiting (22%) were the main channels to advertise for new jobs.

Challenges to offer employment opportunities for women

The biggest challenge for companies and organizations to offer employment opportunities for resp. to women is the ability to provide suitable work conditions that fit their expectations. Providing transportation, security, childcare and having separate offices for women require certain financial commitments and logistics that employers may find uneconomic or are sometimes not willing to undertake. Most of organizations and companies interviewed were established without considering these factors from the beginning. The situation is looking better in terms of work conditions and suitability of environment for women when discussing these challenges with international NGOs, leading local NGOs, female dominated organizations and organizations that were designed to serve women (girls schools, social centers, factories and women empowerment projects). These usually fulfill the above-mentioned criteria and therefore represent suitable places for women to work in.

4. RECOMMENDATIONS TO INCREASE WOMEN'S ACCESS TO THE LABOR MARKET IN SYRIA

As a result of this assessment, a range of forward-looking recommendations for the audience of this assessment to engage in female employment promotion is listed here:

In regards to possible training curricula:

- Implementing beginner and advanced training courses for women complemented with material support to on-the-job training and start-up business (in-kind or cash) and support to market home-generated products through fairs.
- Supporting women's organizations, women empowerment initiatives, and sexual and gender based violence (SGBV) projects taking into consideration offering additional training and employment opportunities for women and designing solutions to address major risks and issues affecting Syrian women.

In general:

- Implementing labor-intensive projects in selected businesses, the humanitarian sector and governorates by enhancing gender-sensitive employment opportunities and supporting livelihoods projects, which lead to tangible short-term employment opportunities for women.
- Supporting childcare, transportation and security projects designed specifically to support female workers in selected areas or inside existing local organizations to facilitate solutions to major challenges faced by women aiming to get a job.
- Fostering social dialogue led by local councils in selected governorates focusing on women' access to labor markets and creating solutions that enhance women's access to labor market.
- Engaging with livelihood programming to increase employment opportunities for women carefully designed in consultation with community members.
- Building sustainable partnerships with local women organizations to combine their comparative advantages and maximize impact. Such partnerships will enable effective and efficient collaboration on mutual capacity building, data collection, joint assessments, program implementation, advocacy and other activities.

ANNEX 1: ASSESSMENT LOCATIONS, REASON/CRITERIA FOR SELECTING

1.1. Assessment locations

Locations were selected based on the following criteria:

- Availability of significant number of hosting families;
- Availability of significant number of IDPs and camps where displaced women and families are;
- Availability of significant number of education, health care, community services, factories and companies;
- Accessibility and security;

Key Informant Interviews (KIIs)

KIIs were held in Aleppo countryside, Idleb city and countryside. The following table lists the cities where the interviews were held. Security and transportation matters were taken into consideration during the implementation phase. The interviews were held at women's private houses and at the local NGO and companies' offices.

Assessment Tool	Aleppo countryside	Idleb city & countryside
KIIs	Atareb	Idleb city
	Oram Al Kubra	Harem
	Daret Ezza	Atmah
	Ein Jarah	Maarat Al Noaman
	Tal Al Karameh	Sarakeb
	Kafar Karmeen	Termanin
	-	Maarat Mesreem

Focus Group Discussions (FGDs)

FGDs were held in Aleppo countryside, Idleb city and countryside. The following table lists the cities where the FGDs were held. Security and transportation matters were taken into consideration during the implementation phase. The FGDs were held at the local NGO and companies' offices.

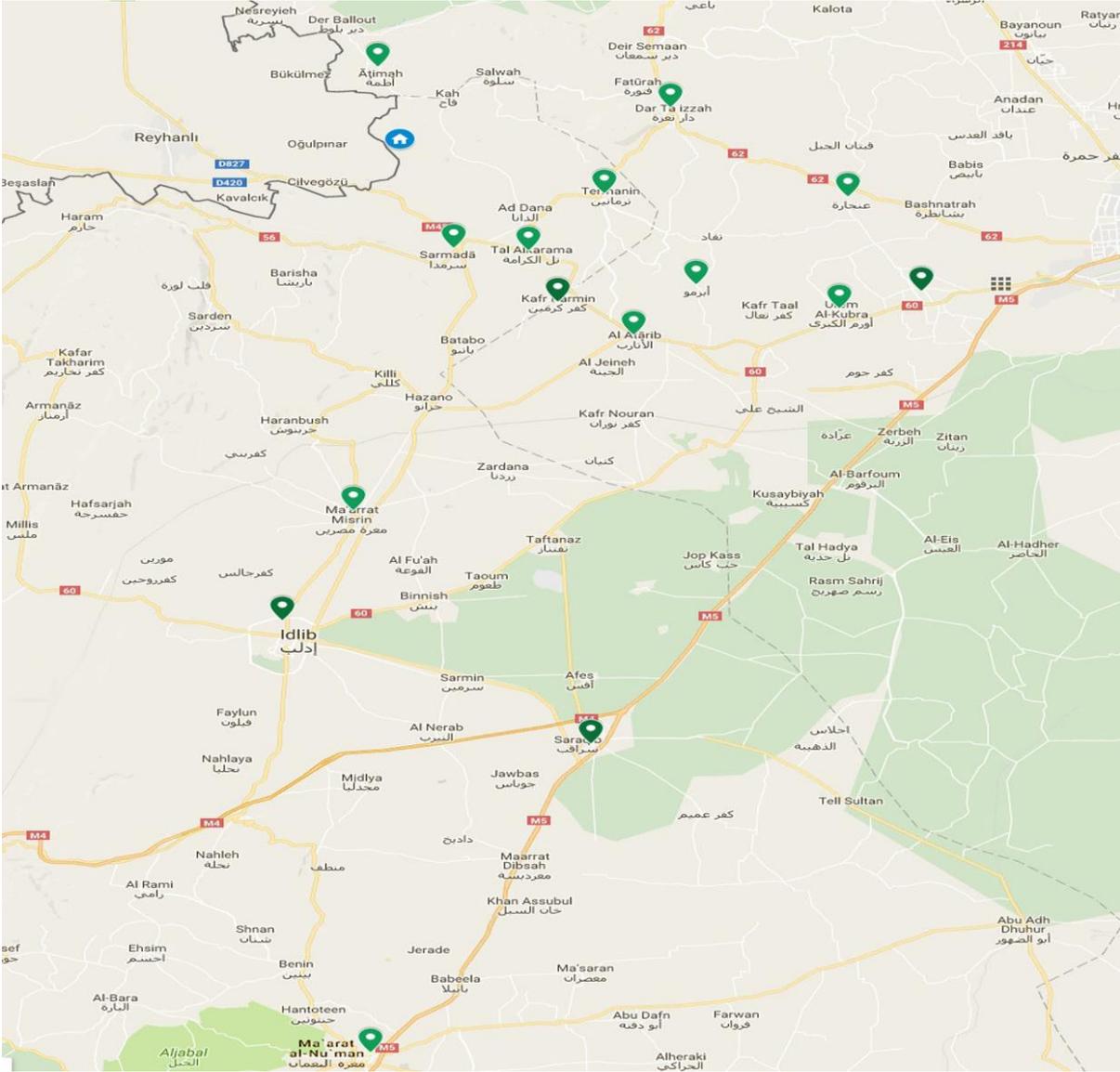
Assessment Tool	Aleppo countryside	Idleb city & countryside
FGDs	Oram Al-Kubra	Idleb city
	Daret Ezza	Harem
	Tal Al-Karameh	Atmah
	Kafar Karmeen	Maarat Al Noaman
		Sarmada

For ease of reference, the map and table below display the cities where the KIIs and FGDs were conducted inside Syria.

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Assessment Locations and Statistics																		
Category	Kills	FGDs	Aleppo						Idleb									
			Aleppo Countryside	Oram Al-Kubra	Abzemo	Daret Ezza	Tal Al-Karameh	Kafar Karmeen	Atareb	Maaret AINoman	Maarat Mesreem	Atmah	Sarakeb	Idleb City	Sarmada	Kafr Naha	Idleb countryside	
NGO	0	2		FGD												FGD		
LC	0	2	FGD													FGD		
WE	5	0		1					1	1		1	1					
LS	5	0		1				1		1	1					1		
LU	2	0											2					
WEI	3	0		1						1		1						
HC	5	0	1			1			1			1				1		
CC	3	0					1		1						1			
FC	6	0	2													4		
SS	7	0		1	1	1			1	1		1			1			
AP	4	0				1		1			1					1		
WNT	29	0		2	3	2	2	2	2	1	3	3	2	2	3	2		
WNT	0	4		FGD		FGD				FGD			FGD					
# Kills	69	0	0	3	6	4	5	3	4	6	5	5	4	5	5	3	4	7
	0	8		1	2	0	1	0	0	0	1	0	0	1	0	0	0	2

Increasing women's access to the Labor market in Syria



1.2. Sampling of KIIs and FGDs participants

The following groups were selected, to gather more information and further understanding of possible access of women to the labor market to help shaping future training programs and content:

Target Group	FGDs	KIIs
Women living inside Syria not currently working or employed	4	24
Non-governmental organizations	2	0
Local councils	2	0
Women currently employed in organizations or companies	-	5
School management	-	5
University management	-	2
Women empowerment project management	-	3
Health Care Centers	-	4
Community Centers	-	3
Factories and commercial companies	-	6
Small shops	-	4
Agriculture projects	-	4
Total	8	60

1.3. Quality assurance during data collection

Notes and recordings from the KIIs and FGDs were reviewed and analyzed during the data collections by the assessment team immediately after the interviews and discussions. FGDs were led by a facilitator and a co-facilitator to enhance the facilitators’ ability to focus on the discussion while the co-facilitator is taking adequate notes. A summary of observations was documented and communicated to the enumerators and facilitators. All notes and recordings from the KIIs and FGDs were backed up and kept in the Orange database. Before finalizing the KIIs and FGDs, the assessment team reviewed the list of key KIIs and FGDs participants to ensure that it is representative.

1.4. Analysis of data

As mentioned above, the main objective of the assessment was to collect information on opportunities, needs and challenges in regards to women’s access to the labor market serving as a baseline for the development of future training curricula to increase capacities of women in this regard. The data and findings from the assessment provide an overview of the top priority learning needs and knowledge gaps of the target user group. As a follow-up of the assessment, Orange team will work with Subject Matter Experts (SMEs) on the identified topic areas to develop detailed curricula. Assessed data and findings, in cooperation with GIZ and CMC will drive the training program’s design in terms of:

- Priority topics and content needs
- Learning objectives to meet identified knowledge and capacity needs and gaps
- Performance support activities and learning paths
- Suitable delivery methods based on constraints (if any).

ANNEX 2: MAIN RESEARCH QUESTIONS FOR NEEDS ASSESSMENT

The below set of questions is differentiated by target group for the KIIs and FGDs. Once the participants for the interviews and focus groups are identified and the sessions are scheduled, the enumerators and facilitators will prioritize questions and topics in terms of relevance and time available, and as needed, customize questions according to the context of the group and the participant's profile.

Target Group: Women living inside Syria not currently employed (ID: WNT)

Target Group: Women living inside Syria not currently employed (ID: WNT)		
ID	Topic	Question
WNT.PR.1.0	Profile	Age? Family status? Number of children (if any)?
WNT.PR.1.1	Profile	Do you have a job now?
WNT.PR.1.2	Profile	Have you ever been employed by a company or organization or anywhere else? Please specify the period? In which field?
NG.PR.1.3	Profile	Among the household members, who is currently earning income? (Can have more than 1 choice) a. Husband b. You c. Son d. Daughter e. Others, please specify
WNT.PR.1.4	Profile	What is the highest education you have completed? - Elementary - Preparatory School - Secondary - Uni. Degree or above
WNT.S.2.0	Skills	What skills do you have best? a. Computer b. English language c. Field work d. Others, please specify
WNT.S.2.1	Skills	What handcraft skills do you have best?
WNT.M.3.0	Motivation to work	What would motivate you to work? - Need to money - Personal Development and having experience - My family and children - Liking work - Independence
WNT.M.3.1	Motivation to work	What types of jobs would you like to do? - Office work - Teaching

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WNT.M.3.2	Motivation to work	<ul style="list-style-type: none"> - Field works (Sales rep. – Farmer – Data Collector ,...) - Selling Point - Others, please specify <p>What types of organizations or companies would you like to work in?</p> <ul style="list-style-type: none"> - Humanitarian Organizations - Factories - Commercial Companies - Retail shops / Groceries - Others, please specify
WNT.T.4.0	Training	<p>Would you be interested to attend a training course?</p> <ul style="list-style-type: none"> - Yes - No - I don't know.
WNT.T.4.1	Training	<p>How would you like the training course to be?</p> <ol style="list-style-type: none"> a. Location and distance b. Training hours a day c. Preferred days of the week d. Logistics? transportation e. Facilities for your children (if any) f. Others, please specify
WNT.C.5.0	Conditions	<p>What work conditions would you see important for you to work in organizations or companies? (Choose one)</p> <ol style="list-style-type: none"> a. Offices b. Environment c. Logistics d. Security
WNT.G.6.0	Challenges	<p>Are there any potential challenges you can see for you to work in organizations or companies? If so, please describe the challenges.</p> <ol style="list-style-type: none"> a. Family b. Children (if any) c. Social / Customs and Traditions d. Logistics e. Work conditions f. Security

Target Group: Women currently employed in an organization or company inside Syria (ID: WE)

Target Group: Women currently employed in an organization or company inside Syria (ID: WE)		
ID	Topic	Question
WE.PR.1.0	Profile	Age? Family status? Number of children (if any)?
WE.PR.1.1	Profile	What is your current role? What main activities do you perform for your job?

WE.PR.1.2	Profile	In which sectors does your organization work?
WE.PR.1.3	Profile	What is the highest education you have completed?
WE.F.2.0	Finding the Job	How did you find your job? a. Direct application b. Announcement on organization or company website or Facebook page c. Announcements in newspapers d. Announcements on internet e. Word of mouth f. Other, please specify
WE.O.3.0	Opportunities	What types of employment opportunities would be available for women in your organization?
WE.O.3.1	Opportunities	What types of employment opportunities would be available for women in other organizations?
WE.O.3.2	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
WE.S.4.0	Skills	What types of soft and technical skills do have?
WE.M.5.0	Motivation to work	What would motivate you to work?
WE.T.6.0	Training	What types of training courses would you recommend for women to be able to hold these positions in organizations or companies? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
WE.C.7.0	Conditions	What work conditions would you see important for women to work in organizations or companies? a. Offices b. Environment c. Logistics d. Security
WE.G.8.0	Challenges	Are there any potential challenges you can see for women to work in organizations or companies? a. Family b. Children (if any) c. Social d. Logistics e. Work conditions f. Security
WE.U.9.0	Suggestions	Do you have any suggestions on how to help women get a job?

WE.U.9.1	Suggestions	<p>How women can find a job in the market?</p> <ol style="list-style-type: none"> a. Direct application b. Announcement on organizations or companies' websites or Facebook pages c. Announcements in newspapers d. Announcements on internet e. Word of mouth f. Other, please specify
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Target Group: Non-governmental Organizations (ID: NG)

Target Group: Non-governmental Organizations (ID: NG)		
ID	Topic	Question
NG.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
NG.PR.1.1	Profile	In which sectors does your organization work?
NG.PR.1.2	Profile	How many staff members are based in Syria?
NG.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
NG.O.2.1	Opportunities	What types of employment opportunities would be available for women in other organizations?
NG.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
NG.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
NG.O.2.4	Opportunities	<p>How does your organization announce for new jobs?</p> <ol style="list-style-type: none"> a. Your organization's website or Facebook page b. Newspapers c. Internet d. Other, please specify
NG.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
NG.T.4.0	Training	<p>What types of training courses would you recommend for women to be able to hold these positions in organizations?</p> <ol style="list-style-type: none"> a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
NG.C.5.0	Conditions	<p>What work conditions would you see important for women to work in organizations?</p> <ol style="list-style-type: none"> a. Offices b. Environment

		<ul style="list-style-type: none"> c. Logistics d. Security
NG.G.6.0	Challenges	<p>Are there any potential challenges you can see for women to work in organizations?</p> <ul style="list-style-type: none"> a. Family b. Social c. Logistics d. Work conditions e. Security
NG.U.7.0	Suggestions	<p>Do you have any suggestions on how to help women get a job in organizations?</p>

Target Group: Local Councils operating inside Syria (ID: LC)

Target Group: Local Councils operating inside Syria (ID: LC)		
ID	Topic	Question
LC.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
LC.PR.1.1	Profile	In which sectors does your organization work?
LC.PR.1.2	Profile	How many staff members are based in Syria?
LC.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
LC.O.2.1	Opportunities	What types of employment opportunities would be available for women in other organizations?
LC.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
LC.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
LC.O.2.4	Opportunities	<p>How does your organization announce for new jobs?</p> <ul style="list-style-type: none"> a. Local Council's website or Facebook page b. Newspapers c. Internet d. Other, please specify
LC.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
LC.T.4.0	Training	<p>What types of training courses would you recommend for women to be able to hold these positions in organizations?</p> <ul style="list-style-type: none"> a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?

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LC.C.5.0	Conditions	What work conditions would you see important for women to work in organizations? a. Offices b. Environment c. Logistics d. Security
LC.G.6.0	Challenges	Are there any potential challenges you can see for women to work in organizations? a. Family b. Social c. Logistics d. Work conditions e. Security
LC.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in organizations?

Target Group: Schools operating inside Syria (ID: LS)

Target Group: Schools operating inside Syria (ID: LS)		
ID	Topic	Question
LS.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
LS.PR.1.1	Profile	How many staff do you employ?
LS.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
LS.O.2.1	Opportunities	What types of employment opportunities would be available for women in other education organizations?
LS.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
LS.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
LS.O.2.4	Opportunities	How does your school announce for new jobs? a. Your school's website or Facebook page b. Newspapers c. Internet d. Other, please specify
LS.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
LS.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in organizations?

		<ul style="list-style-type: none"> a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
LS.C.5.0	Conditions	<p>What work conditions would you see important for women to work in organizations?</p> <ul style="list-style-type: none"> a. Offices b. Environment c. Logistics d. Security
LS.G.6.0	Challenges	<p>Are there any potential challenges you can see for women to work in organizations?</p> <ul style="list-style-type: none"> a. Family b. Social c. Logistics d. Work conditions e. Security
LS.U.7.0	Suggestions	<p>Do you have any suggestions on how to help women get a job in organizations?</p>

Target Group: Universities (ID: LU)

Target Group: Universities (ID: LU)		
ID	Topic	Question
LU.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
LU.PR.1.0	Profile	How many staff do you employ?
LU.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
LU.O.2.1	Opportunities	What types of employment opportunities would be available for women in other education organizations?
LU.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
LU.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
LU.O.2.4	Opportunities	<p>How does your university announce for new jobs?</p> <ul style="list-style-type: none"> a. Your university's website or Facebook page b. Newspapers c. Internet d. Other, please specify
LU.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?

LU.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in organizations? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
LU.C.5.0	Conditions	What work conditions would you see important for women to work in organizations? a. Offices b. Environment c. Logistics d. Security
LU.G.6.0	Challenges	Are there any potential challenges you can see for women to work in organizations? a. Family b. Social c. Logistics d. Work conditions e. Security
LU.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in organizations?

Target Group: Women empowerment initiatives (ID: WEI)

Target Group: Women empowerment initiatives (ID: WEI)		
ID	Topic	Question
WEI.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
WEI.PR.1.1	Profile	In which sectors does your organization work?
WEI.PR.1.2	Profile	How many staff members are based in Syria?
WEI.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
WEI.O.2.1	Opportunities	What types of employment opportunities would be available for women in other organizations?
WEI.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
WEI.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
WEI.O.2.4	Opportunities	How do organizations or companies announce for new jobs? a. Their website of Facebook pages

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		<ul style="list-style-type: none"> b. Newspapers c. Internet d. Other, please specify
WEI.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
WEI.T.4.0	Training	<p>What types of training courses would you recommend for women to be able to hold these positions in organizations?</p> <ul style="list-style-type: none"> a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
WEI.C.5.0	Conditions	<p>What work conditions would you see important for women to work in organizations?</p> <ul style="list-style-type: none"> a. Offices b. Environment c. Logistics d. Security
WEI.G.6.0	Challenges	<p>Are there any potential challenges you can see for women to work in organizations?</p> <ul style="list-style-type: none"> a. Family b. Social c. Logistics d. Work conditions e. Security
WEI.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in organizations?

Target Group: Health Care Centers (ID: HC)

Target Group: Health Care Centers (ID: HC)		
ID	Topic	Question
HC.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
HC.PR.1.1	Profile	How many staff members are based in Syria?
HC.O.2.0	Opportunities	What types of employment opportunities would be available for women in your health care organization?
HC.O.2.1	Opportunities	What types of employment opportunities would be available for women in other organizations?
HC.O.2.2	Opportunities	What would motivate you or other organizations to employ women?

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HC.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
HC.O.2.4	Opportunities	How does your center announce for new jobs? a. Your center's website or Facebook page b. Newspapers c. Internet d. Other, please specify
HC.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
HC.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in organizations? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
HC.C.5.0	Conditions	What work conditions would you see important for women to work in organizations? a. Offices b. Environment c. Logistics d. Security
HC.G.6.0	Challenges	Are there any potential challenges you can see for women to work in organizations? a. Family b. Social c. Logistics d. Work conditions e. Security
HC.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in organizations?

Target Group: Community Centers (ID: CC)

Target Group: Community Centers (ID: CC)		
ID	Topic	Question
CC.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
CC.PR.1.1	Profile	How many staff members are based in Syria?
CC.O.2.0	Opportunities	What types of employment opportunities would be available for women in your organization?
CC.O.2.1	Opportunities	What types of employment opportunities would be available for women in other social services organizations?

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CC.O.2.2	Opportunities	What would motivate you or other organizations to employ women?
CC.O.2.3	Opportunities	Do you have women staff working in your organization? If yes, how many? Percentage of total staff?
CC.O.2.4	Opportunities	How does your center announce for new jobs? a. Your center's website or Facebook page b. Newspapers c. Internet d. Other, please specify
CC.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
CC.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in organizations? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
CC.C.5.0	Conditions	What work conditions would you see important for women to work in organizations? a. Offices b. Environment c. Logistics d. Security
CC.G.6.0	Challenges	Are there any potential challenges you can see for women to work in organizations? a. Family b. Social c. Logistics d. Work conditions e. Security
CC.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in organizations?

Target Group: Factories and commercial companies (ID: FC)

Target Group: Factories and commercial companies (ID: FC)		
ID	Topic	Question
FC.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
FC.PR.1.1	Profile	In which sectors does your company work?
FC.PR.1.2	Profile	How many staff members are based in Syria?

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FC.O.2.0	Opportunities	What types of employment opportunities would be available for women in your company?
FC.O.2.1	Opportunities	What types of employment opportunities would be available for women in other companies?
FC.O.2.2	Opportunities	What would motivate you or other companies to employ women?
FC.O.2.3	Opportunities	Do you have women staff working in your company? If yes, how many? Percentage of total staff?
FC.O.2.4	Opportunities	How does your factory or company announce for new jobs? <ul style="list-style-type: none"> a. Your factory or company's website or Facebook page b. Newspapers c. Internet d. Other, please specify
FC.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
FC.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in companies? <ul style="list-style-type: none"> a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
FC.C.5.0	Conditions	What work conditions would you see important for women to work in companies? <ul style="list-style-type: none"> a. Offices b. Environment c. Logistics d. Security
FC.G.6.0	Challenges	Are there any potential challenges you can see for women to work in companies? <ul style="list-style-type: none"> a. Family b. Social c. Logistics d. Work conditions e. Security
FC.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in companies?

Target Group: Small Shops (ID: SS)

Target Group: Small Shops (ID: SS)		
ID	Topic	Question
SS.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
SS.PR.1.1	Profile	In which sectors does your shop work?
SS.PR.1.2	Profile	How many staff members are based in Syria?
SS.O.2.0	Opportunities	What types of employment opportunities would be available for women in your shop?
SS.O.2.1	Opportunities	What types of employment opportunities would be available for women in other shops?
SS.O.2.2	Opportunities	What would motivate you or other shops to employ women?
SS.O.2.3	Opportunities	Do you have women staff working in your shop? If yes, how many? Percentage of total staff?
SS.O.2.4	Opportunities	How does your shop announce for new jobs? a. Facebook page (if any) b. Friends c. Newspapers d. Internet e. Other, please specify
SS.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
SS.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in shops? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
SS.C.5.0	Conditions	What work conditions would you see important for women to work in similar shops? a. Offices b. Environment c. Logistics
SS.G.6.0	Challenges	Are there any potential challenges you can see for women to work in similar shops? a. Family b. Social c. Logistics d. Work conditions
SS.U.7.0	Suggestions	Do you have any suggestions on how to help women get a job in similar shops?



Target Group: Agriculture Projects (ID: AP)

Target Group: Agriculture Projects (ID: AP)		
ID	Topic	Question
AP.PR.1.0	Profile	What is your current role? What main activities do you perform for your job?
AP.PR.1.1	Profile	How many staff members are based in Syria?
AP.O.2.0	Opportunities	What types of employment opportunities would be available for women in your project?
AP.O.2.1	Opportunities	What types of employment opportunities would be available for women in other similar projects?
AP.O.2.2	Opportunities	What would motivate you or other projects to employ women?
AP.O.2.3	Opportunities	Do you have women staff working in your project? If yes, how many? Percentage of total staff?
AP.O.2.4	Opportunities	How does your project announce for new jobs? a. Your project's website or Facebook page b. Newspapers c. Internet d. Other, please specify
AP.S.3.0	Skills	What types of soft and technical skills would you see important for women to have to hold these positions?
AP.T.4.0	Training	What types of training courses would you recommend for women to be able to hold these positions in agriculture projects? a. What are the main topics? b. How would recommend it to be delivered? c. What makes the training effective?
AP.C.5.0	Conditions	What work conditions would you see important for women to work in agriculture projects? a. Offices b. Environment c. Logistics d. Security
AP.G.6.0	Challenges	Are there any potential challenges you can see for women to work in agriculture projects? a. Family b. Social c. Logistics d. Work conditions

AP.U.7.0



e. Security

Do you have any suggestions on how to help women get a job in agriculture projects?

ANNEX 3: KEY INFORMANT INTERVIEW (KII) TEMPLATE

Key Informant Interview (KII) Template			
Enumerator			
Date			
Location			
Participant & Organization or Company			
Question ID	Topic	Question	Answer/Notes

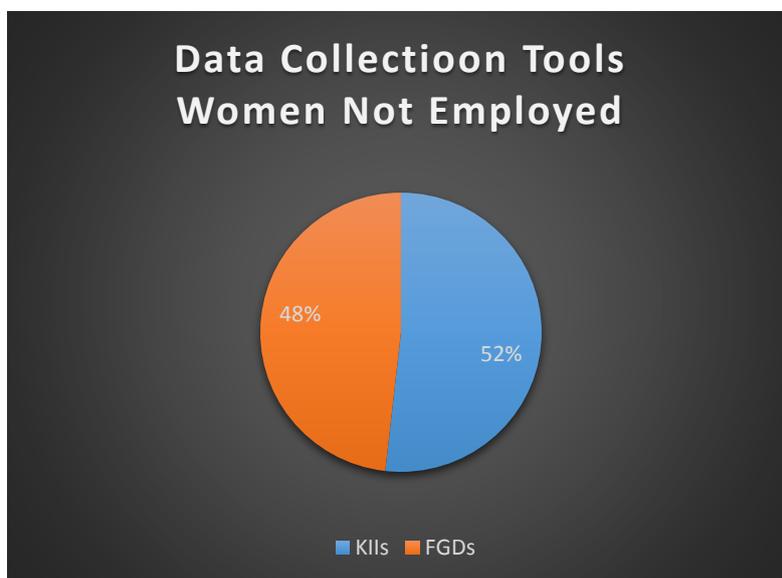
ANNEX 4: FOCUS GROUP DISCUSSION (FGD) TEMPLATE

Focus Group Discussion (FGD) Template			
Facilitators			
Date			
Location			
Participants & Organization			
Question ID	Topic	Question	Answer/Notes

ANNEX 5: TARGET GROUP AND OBJECTIVES

Target Group	FGDs	KIIs	Objectives
Women living inside Syria not currently working or employed (ID: WNT) Scope: Employment and training needs	4	24	<ul style="list-style-type: none"> ○ Education ○ Work experience ○ Family acceptance to work independently ○ Skills, handicrafts and personal characteristics ○ Motivation to work ○ Preferred job conditions ○ Preferred job type ○ Challenges ○ Willingness to learn and join training courses <ul style="list-style-type: none"> ✓ Family situation ✓ Current sources of income ○ Willingness to work in a male dominated environment ○ Challenges

Two kinds of data collection tools were used: 52% KIIs and 48% FGDs:



ANNEX 6: TARGET STAKEHOLDER GROUPS AND OBJECTIVES

Stakeholder Group	FGDs	Klls	Objectives
<p>Non-governmental organizations</p> <p>Scope: Employment, needs of women for employment and training</p>	2	0	<p>Available employment opportunities for women at NGOs being interviewed</p> <p>Available employment opportunities for women at other NGOs</p> <p>Minimum skills needed and training needs</p> <p>Work conditions for women</p> <p>Challenges</p> <p>Suggestions</p>
<p>Local councils</p> <p>Scope: Employment, needs of women for employment and training</p>	2	0	<p>Available employment opportunities for women at LCs being interviewed</p> <p>Available employment opportunities for women at other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions for women</p> <p>Challenges</p> <p>Suggestions</p>
<p>Women currently employed in organizations or companies</p> <p>Scope: Employment and training needs for unemployed women</p>		5	<p>Education</p> <p>Experience</p> <p>Current role and responsibilities</p> <p>Skills</p> <p>Workplace design</p> <p>Distance between work and home</p> <p>Opportunities to grow</p> <p>Challenges</p>
<p>School management</p> <p>Scope: Employment, needs of women for employment and training</p>		5	<p>Available employment opportunities for women in schools</p> <p>Available employment opportunities for women in education sector</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>
<p>University management</p> <p>Scope: Employment, needs of women for employment and training</p>		2	<p>Available employment opportunities for women in universities</p> <p>Available employment opportunities for women in education sector</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>

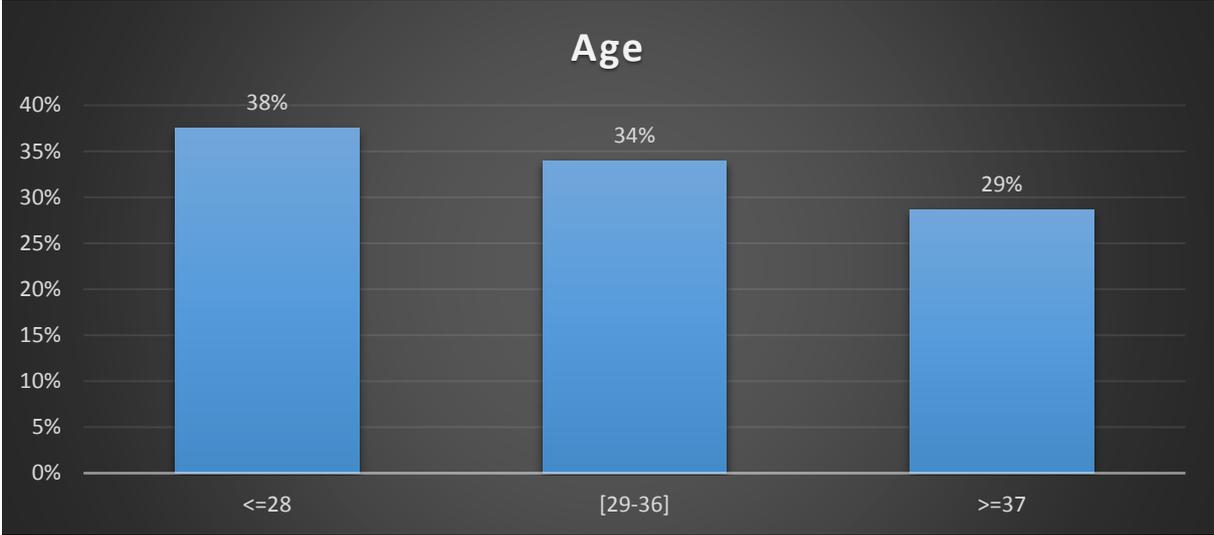
Stakeholder Group	FGDs	KIIs	Objectives
<p>Women empowerment project management</p> <p>Scope: Employment, needs of women for employment and training</p>		3	<p>Available employment opportunities for women</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>
<p>Health Care Centers</p> <p>Scope: Employment, needs of women for employment and training</p>		4	<p>Available employment opportunities for women in health care centers</p> <p>Available employment opportunities for women in health sector</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>
<p>Community Centers</p> <p>Scope: Employment, needs of women for employment and training</p>		3	<p>Available employment opportunities for women in community centers</p> <p>Available employment opportunities for women in community services sector</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>
<p>Factories and commercial companies</p> <p>Scope: Employment, needs of women for employment and training</p>		6	<p>Available employment opportunities for women in factories</p> <p>Available employment opportunities for women in industrial sector</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p> <p>Suggestions</p>
<p>Small shops</p> <p>Scope: Employment, needs of women for employment and training</p>		4	<p>Available employment opportunities for women in small shops</p> <p>Available employment opportunities for women in other places</p> <p>Minimum skills needed and training needs</p> <p>Work conditions</p> <p>Challenges</p>

Increasing women's access to the Labor market in Syria

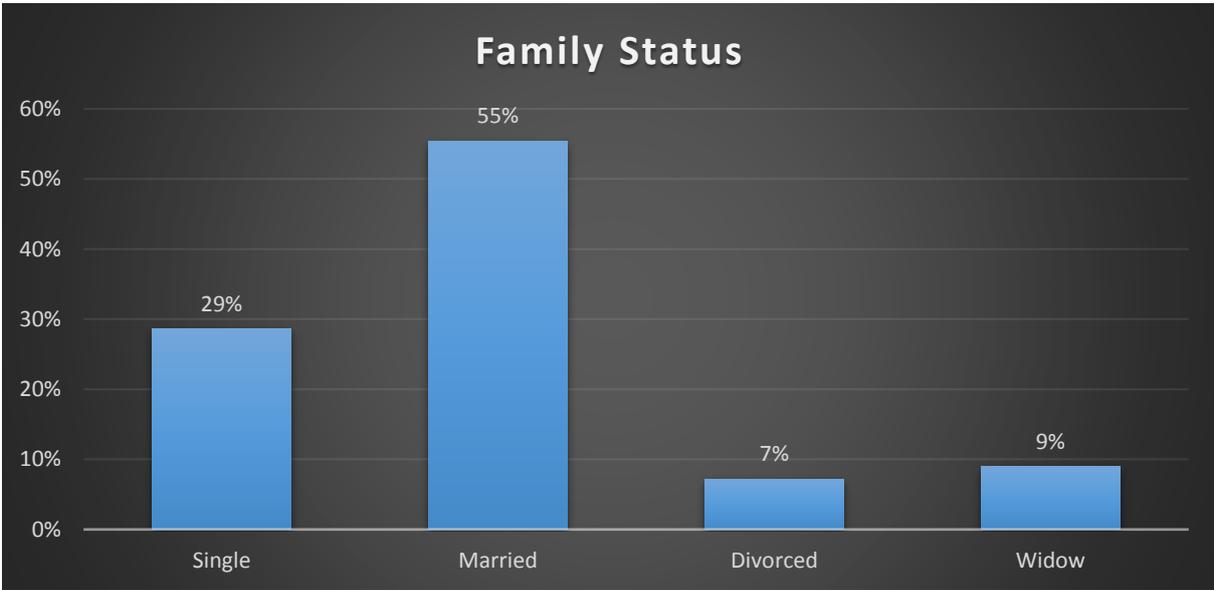
Stakeholder Group	FGDs	KIIs	Objectives
			Suggestions
Agriculture projects Scope: Employment, needs of women for employment and training		4	Available employment opportunities for women in agriculture projects Available employment opportunities for women in agriculture sector Available employment opportunities for women in other places Minimum skills needed and training needs Work conditions Challenges Suggestions
Total	4	36	

ANNEX 7: SNAPSHOTS OF KEY STATISTICS OF INTERVIEWS WITH WOMEN

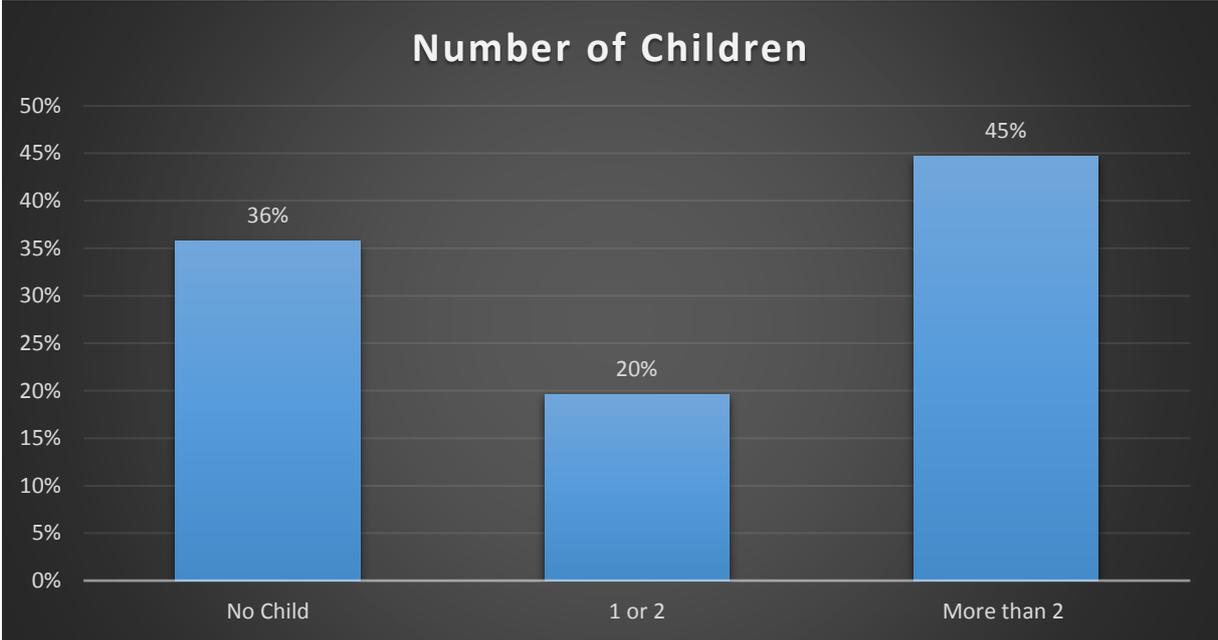
Q: Age



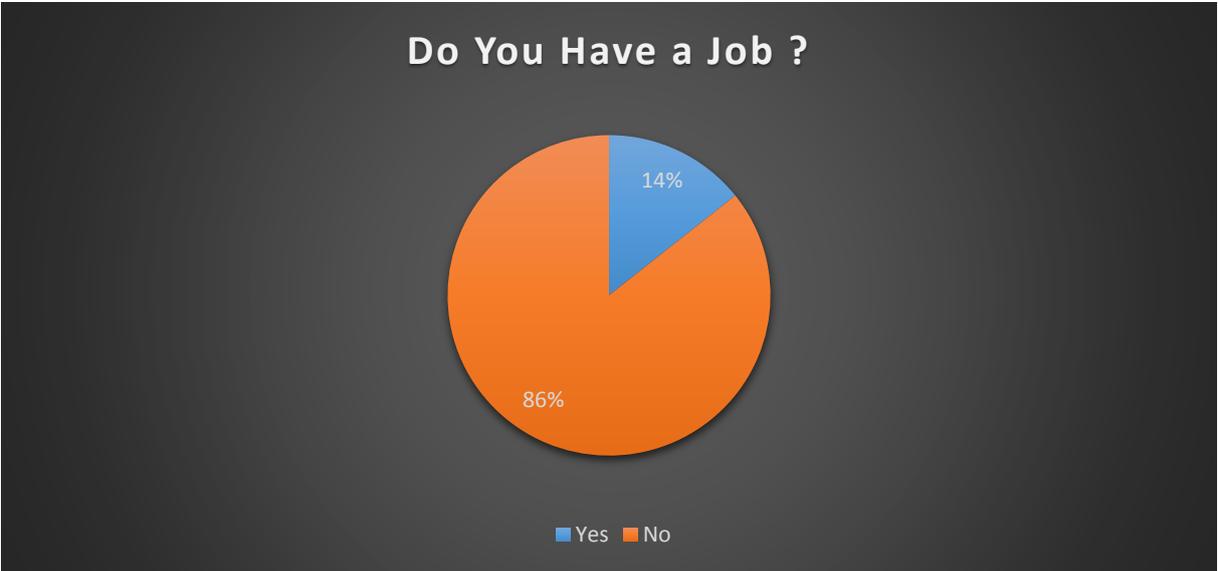
Q: Family Status



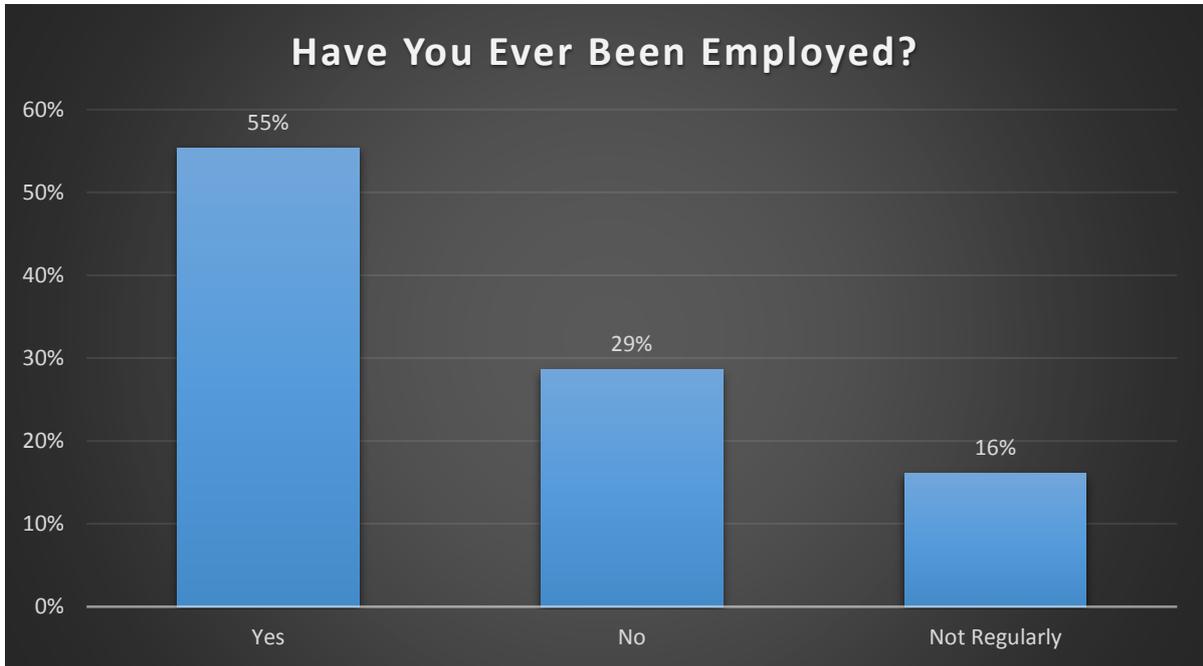
Q: How many children do you have?



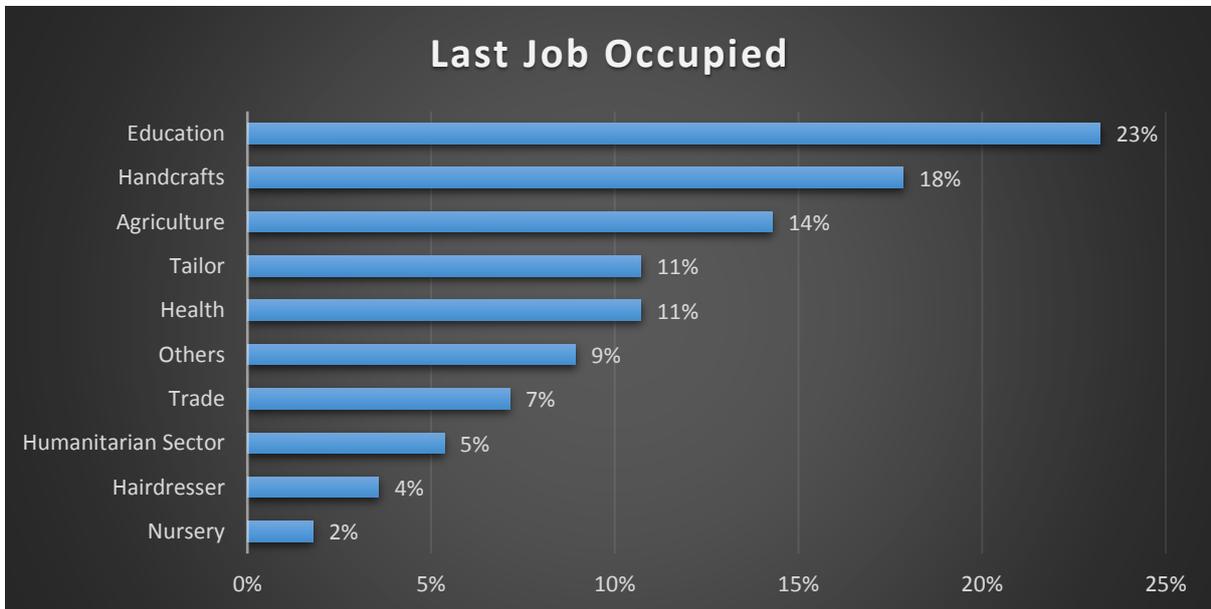
Q: Do you have a job now?



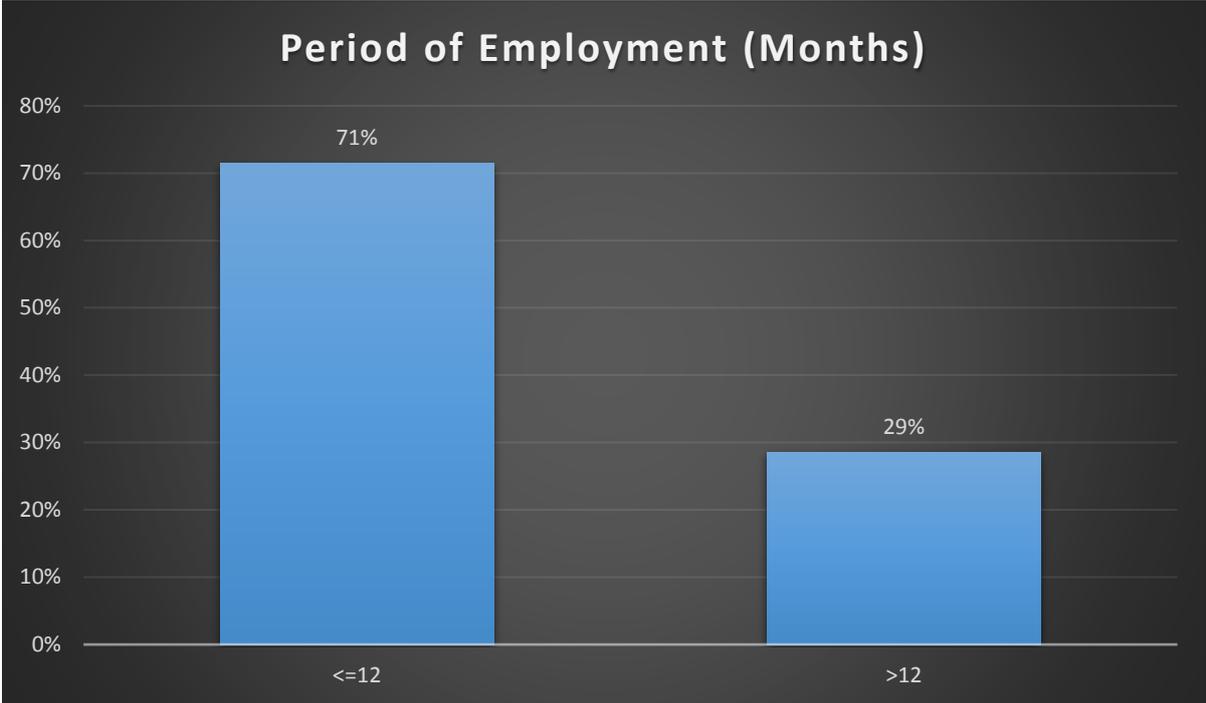
Q: Have you ever been employed by a company or organization or anywhere else? Please specify the period? In which field?



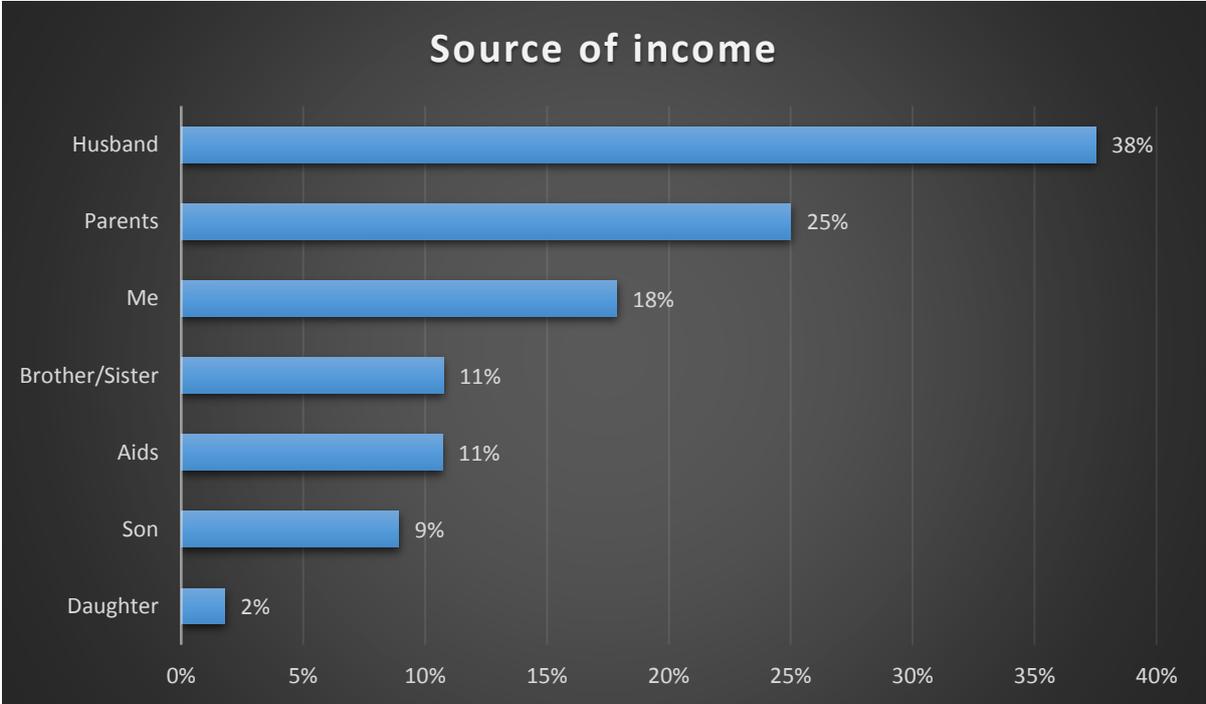
Q: Last Job Occupied



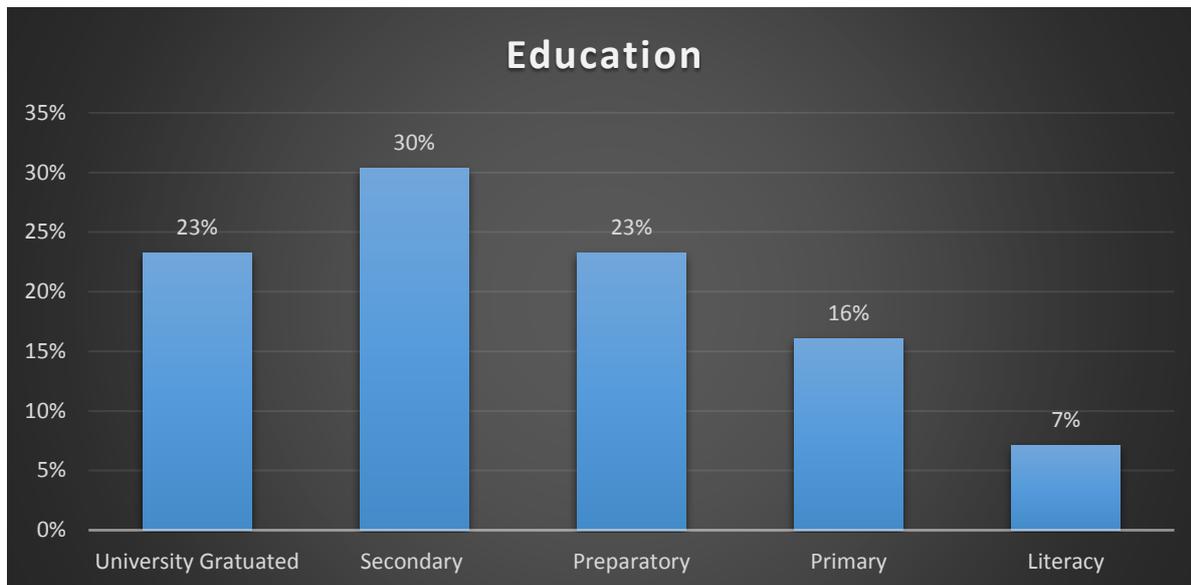
Q: Period of employment?



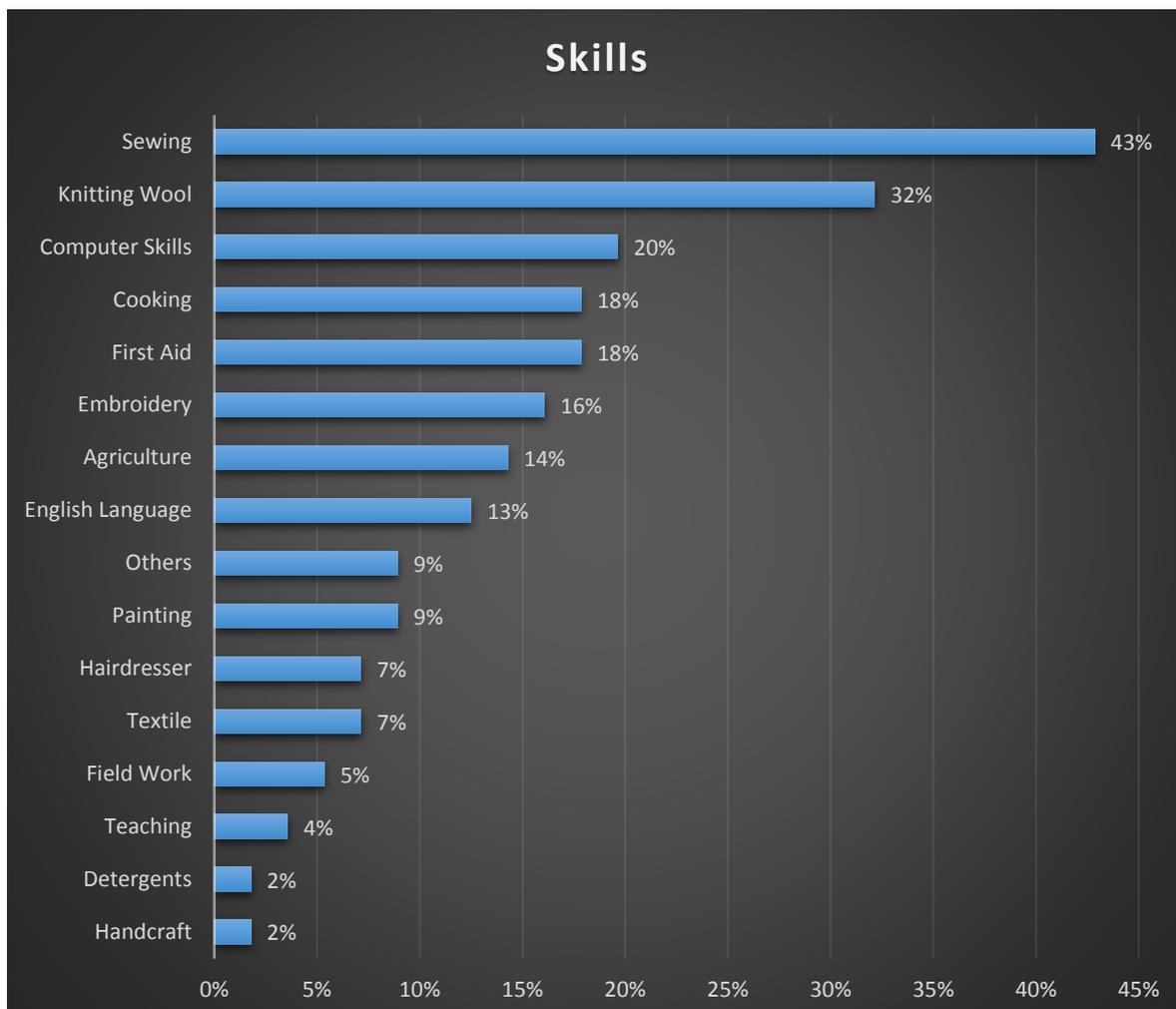
Q: Among the household members, who is currently earning income?



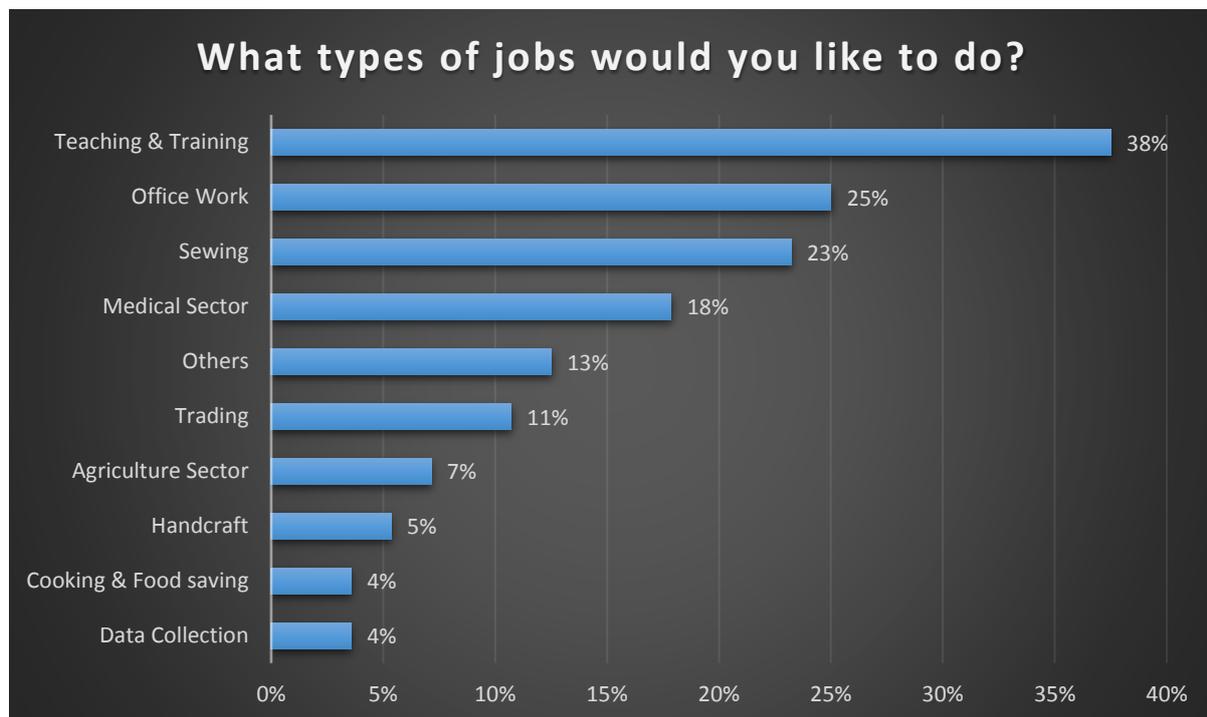
Q: What is the highest education you have completed?



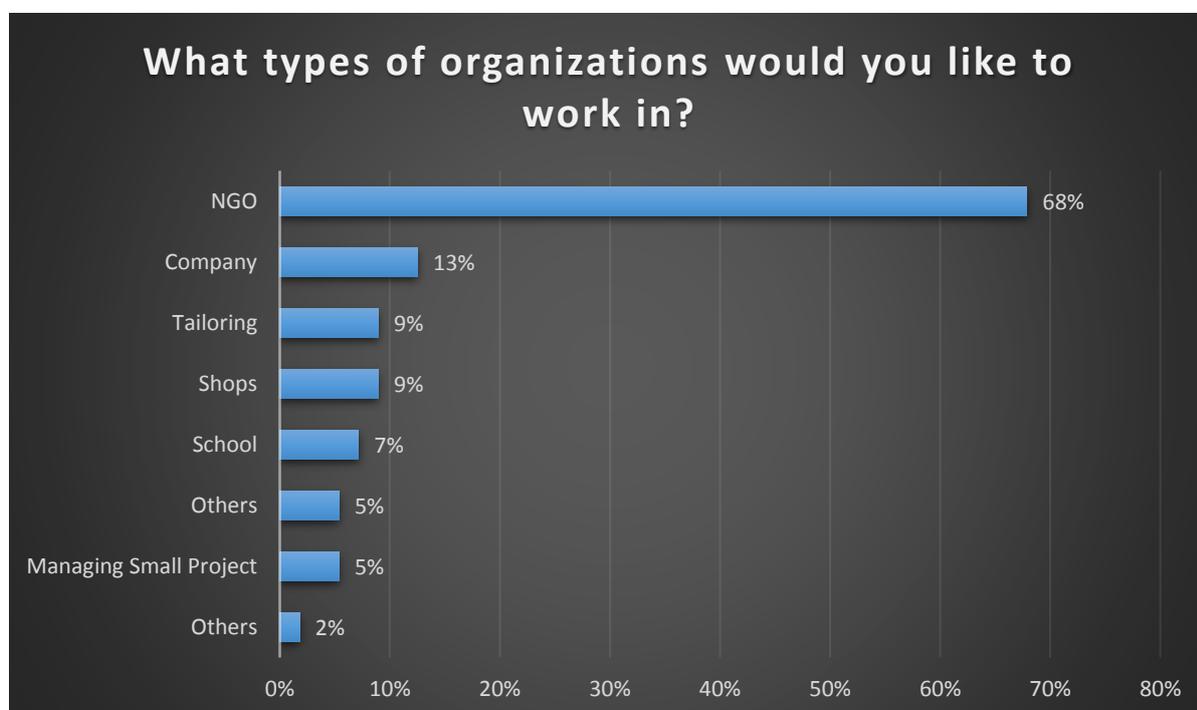
Q: What skills and handcrafts do you have best?



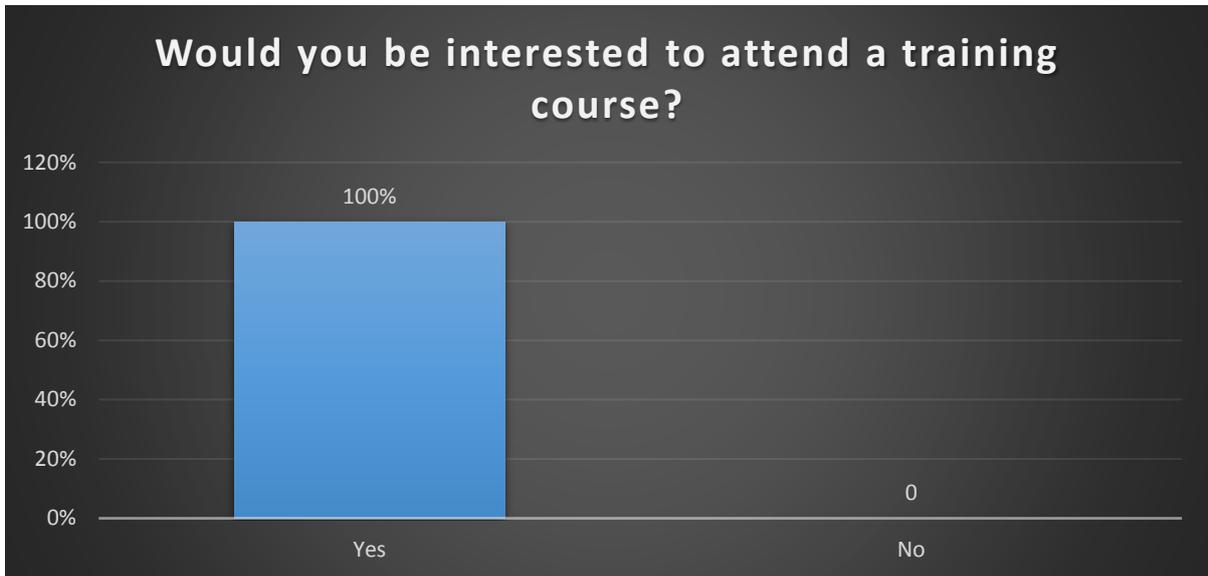
Q: What types of jobs would you like to do?



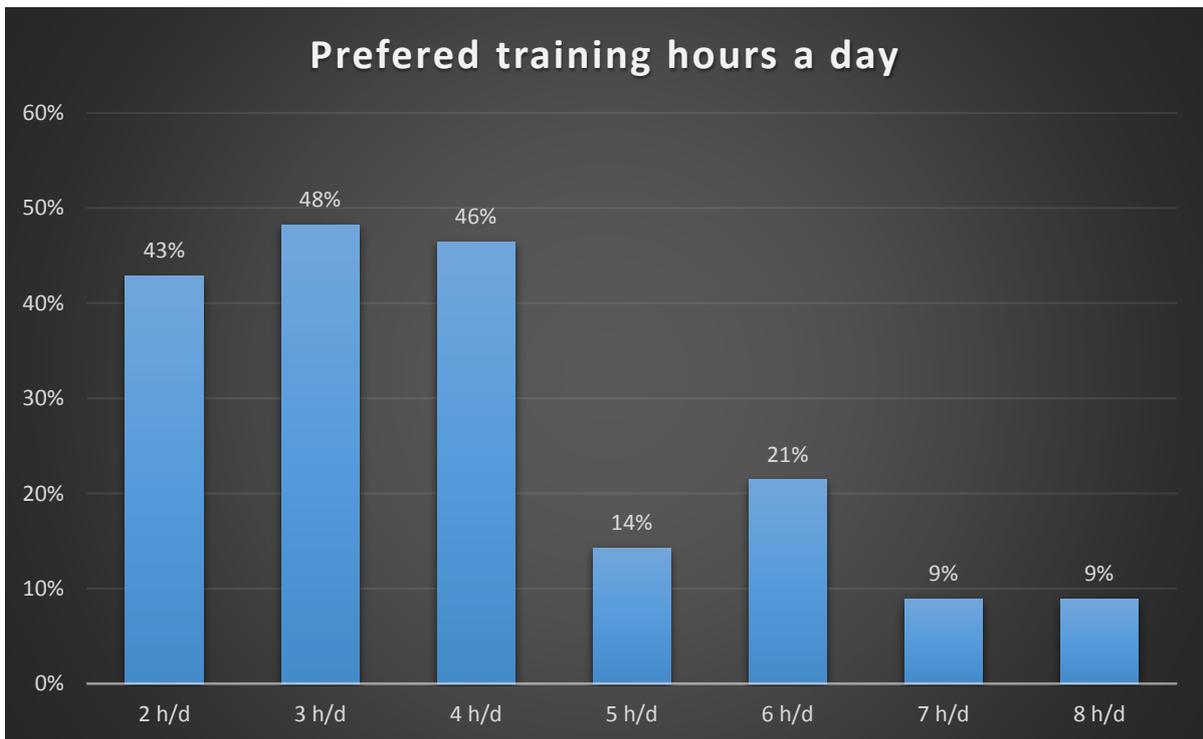
Q: What types of organizations would you like to work in?



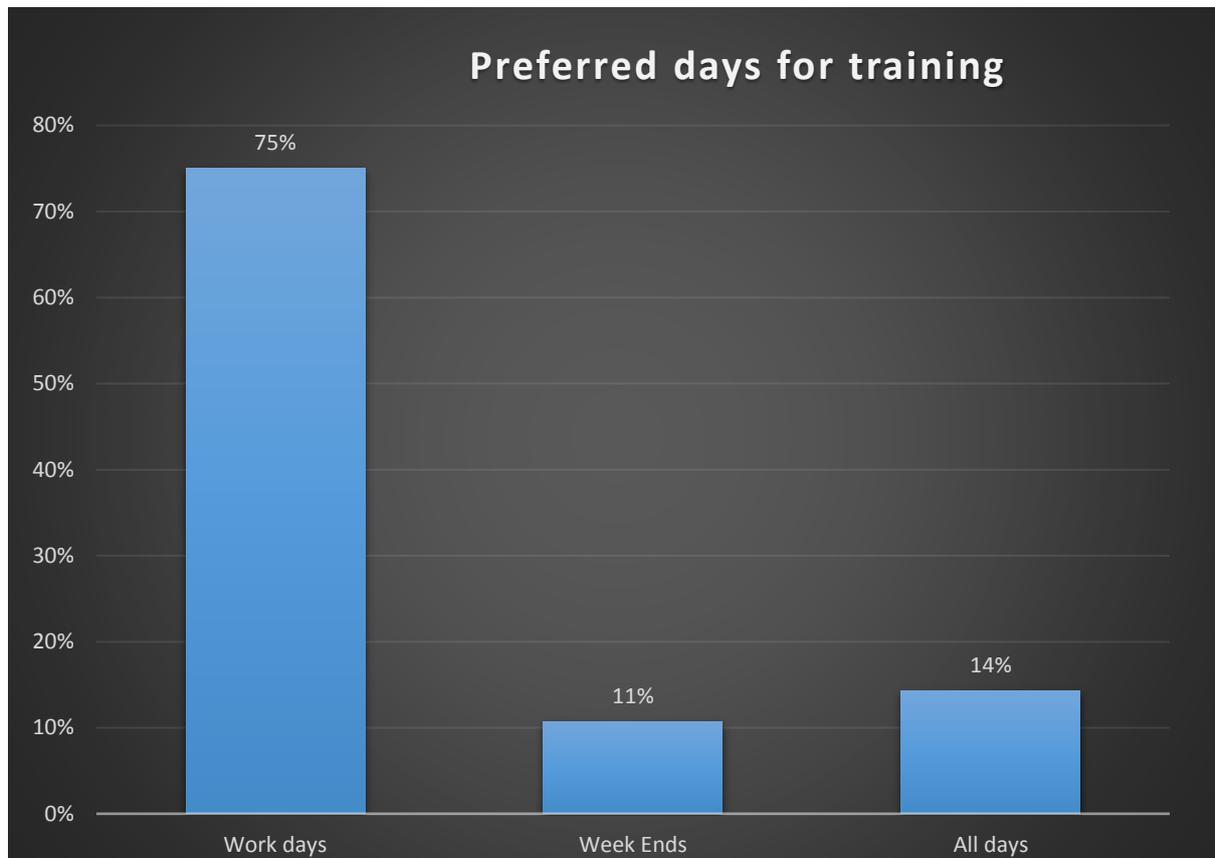
Q: Would you be interested to attend a training course?



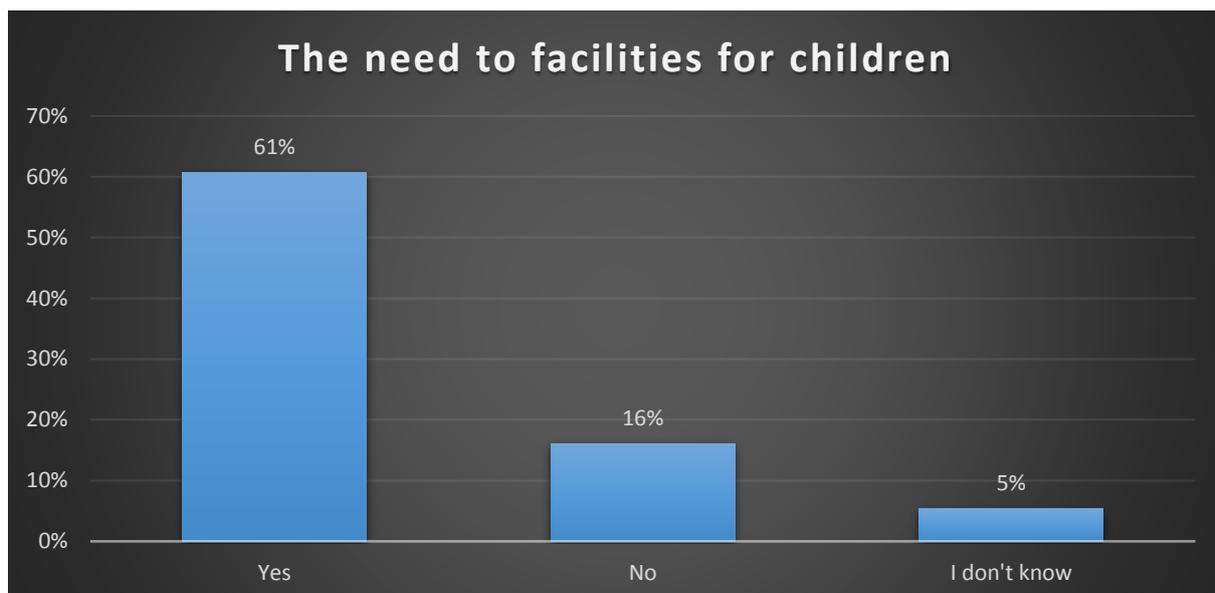
Q: What is preferred training hours a day?



Q: What is your preferred days for training?



Q: Do you need to facilities for your children due the training?



ANNEX 8: CHALLENGES ENCOUNTERED AND LESSONS LEARNT

Item	Context	Lesson Learnt
Security	It is very difficult to conduct needs assessments in Syria because of security constraints. Security was one of the main issues that the assessment team had to deal with throughout the data collection. Implementation plans and target locations were changed several times to avoid any potential risk.	A security officer needs to be hired to work along with the assessment team and prepare security assessment updates on a daily basis. Besides, a flexible assessment schedule is required as delays are common, including setbacks due to insecurity and destruction of infrastructure.
Sharing personal information	Many women are hesitant to share information on their personal life, challenges they are facing to access the labor market and some sensitive cultural issues.	Any assessment should be undertaken by enumerators and facilitators who are from and live in the target assessment areas to ease access to the target participants and build some form of trust which is essential to have a successful KIIs and FGDs
Outcome of the assessment	A large number of actors are undertaking assessments in Syria and some of the assessments did not have a direct benefit to the community. Women interviewed were hesitant to share information as they seem to have lost hope of such need assessment exercises and they believe their opinion will not lead to solutions to the problem they have been facing for years.	Devising a method to maximize the sharing and involvement of assessment plans, data and findings followed by implementation plans amongst participating communities should be an important factor in any need assessment initiatives.
Digital Data Collection	Manual data collection and handwritten notes is time consuming from data analysis perspective and could lead to missing some of the data collected. However, use of digital data collection machines during the KIIs and FGDs can draw suspicion among participants	Using digital data collection tools or software for the data collection, preferably works off-line to avoid any potential internet disconnection (such as KoBo) should always be considered. Organizations should take into consideration procuring tablets for the assessment team and provide necessary training in advance. In addition, the use of this tool should be clearly explained to all respondents involved, including local authorities to avoid any misunderstanding of

Item	Context	Lesson Learnt
		the purpose of the use of this technology
Technical Issues	Due to unavailability of good internet connection inside Syria, uploading data collected and associated files up to the server was a challenge faced by the assessment team	Using digital data collection tools is an ideal solution help solve the problem. Use of the data collections applications and synchronization of the data should be an essential part of the enumerators training before the start of the data collection phase
Feedback and open questions	Terminologies used by the Syrian community could be different from the ones NGOs are using in data collection questionnaires.	It is very important to include a feedback section in questionnaires to allow respondents to openly discuss the issues that they are facing using their own language and terminologies. While having several open questions in the questionnaires could increase complexity of data analysis exercise.
Transportation	It is very difficult for female members of the assessment team to use public transport to reach certain assessment locations and households.	Consider hiring drivers for the female members of assessment teams to ease transportation to assessment location. This will add extra cost to the budget of the data collection
Translation	Translation of questionnaires and data analysis from English into Arabic is complicated and time-consuming issue.	A translator who is familiar with Syrian Arabic and the humanitarian vocabulary is required.
Social and Sectorial Differences	The social and economic situation varies significantly between geographic districts and vulnerable communities. Thus, an assessment in one area or one sector is not representative of the situation.	Several geographic locations and sectors should be taken into consideration to assess different situations and generate representative results
Location of the assessment	For cultural sensitivities, women feel more comfortable to speak more freely when assessed within their homes rather than in public.	Consider arranging all KIIs with women within their homes rather than in public
“Women rights to work” sensitivities	In some areas of Syria, the term “women rights” is very sensitive because of some cultural and social restrictive sensitivities	The term ‘women rights to work’ should therefore be avoided during assessments and replaced with “women’s access to the labor market” as originally used in this assessment

Item	Context	Lesson Learnt
Enumerators and Facilitators’ experience	Although the availability of qualified enumerators and facilitators in Syria has significantly improved since the start of the Syrian crisis, there remains a lack of experienced assessment experts	Consider extending the training program for the assessment team prior to the start of the data collection phase to ensure that the team is aware of several social, security, technical and KIIs and FGDs management skills

ANNEX 9: ASSESSMENT TEAM

The Orange team in Gaziantep, enumerators and facilitators based in Syria, with support of the consulting firm, CMC, conducted the assessment among representatives of the target groups. The assessment team:

- possesses an intimate knowledge of the subject assessed. Such knowledge may be based on their special social positions, experience, and participation in similar projects.
- has experience leading similar KIIs and FGDs and able to create a warm and friendly atmosphere.
- is skilled at drawing information and opinions from participants, asking for clarification, and teasing out detailed information.
- has sufficient maturity, responsibility, a friendly and respectful attitude, appropriate appearance and demeanor, curiosity, attention to detail, and an interest in the project.
- consists of enumerators of KIIs and FGDs with women are female for cultural reasons.