StayOn_

A more inclusive, active and creative world!

1st Impact Assessment

PORTUGAL

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1. INTRODUCTION

StayOn is a transnational project coordinated through the cooperation of eight European partners whose ultimate objective is to create conditions that enable young people to "stay on" rural areas by ensuring access to opportunities, benefits, services, and jobs. With this impact assessment report, we intend to measure and assess CRESAÇOR's impact to improve it. This report is to be read as part of the project's "Impact management and research" work package, representing a systematic effort to provide credible evidence on the causal impact of interventions meant to integrate young adults, and NEETs[1] especially in the labor market.

The work package is managed by the European Center for Social Finance (ECSF). It encompasses a series of activities, including developing a Theory of Change and related impact management framework, creating periodic impact evaluations, and learning to inform decision-making within and among the organizations involved. This report proceeds as follows. After a brief introduction, Section 2 describes the interventions. In Section 3, the report focuses on detailing the methodology used to conduct the evaluation. Section 4 presents the results, while Section 5 interprets them and discusses the lessons learned to facilitate the translation of findings into practice for the project's partners.

2. INTERVENTIONS

The project StayOn foresees the implementation of a four-stage community-based development approach (CBD) in five European countries. The first stage is called "community involvement" and includes the implementation of continuous life/career individual coaching support and a series of training courses on digital and environmental topics according to the local needs[2] aimed at developing soft and hard skills that are useful for personal development and facilitate entry to the labor market. This step includes creating a group of young local NEETs, the "community shapers", who are interested in the social and economic development of their community and will continue their StayOn path through the three following phases: "community catalysis", "community co-innovation labs", and "community entrustment".

Training courses

As of 30.06.2022, fifteen types of training courses were delivered and coordinated through CRESAÇOR Regional Cooperative for Solidarity Economy. The organization was founded in 2000 in the form of a Social Solidarity Cooperative. It is made of 30 cooperators and non-profit organizations spread across the entire territory of the Azores archipelago in Portugal. CRESAÇOR aims at increasing access to education, and job incubation within the social employment market, supporting the creation of solidarity economy initiatives, provide support and assistance to private individuals and community groups active at the local level through capital grant aid, technical assistance, guidance and mentoring, information and support, training opportunities,

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[1] Young persons not engaged in education, employment or training.
[2] See the potentials assessment report for Portugal available at: https://www.stay-on.eu/impact-compass/

and development initiatives. Table 1 summarizes the primary information for all training courses.

Table 1. Summary of training courses

#	Training course title	Number of iterations	Number of hours	Objectives	Modules
1	Entrepreneurial Skills – How to create your own business	11	6	For this training, it is expected that the participants understand the concept of entrepreneurship, find their entrepreneur's profile and identify their business idea, before settling its phases.	1-What is entrepreneurship? 2-Entrepreneur profile. 3-Factors that inhibit entrepreneurship. 4-Business idea and project. 5-Coherence of the personal/business project. 6-Project definition phases.
2	Active Job Search Techniques	40	3.5	For this training, the participants are meant to learn the process of creating their own CV, to prepare themselves for different kind of job interviews and to take action when it comes to job search.	1-Work categories. 2-Visible and hidden labor market. 3-Active employment and training measures. 4-Geographic mobility – identifying different levels of labor communities. 5-Networking. 6- Create a Curriculum vitae. 6- Submit spontaneous applications. 7- Practice a job interview.
3	Health and Safety at Work (HSW)	3	4	For this training, we expect participants to be able to list the different factors that explain HSW's importance, whilst identifying their risks and prevention measures in association with its signage.	1-Basic concepts of HSW: recognize the importance of safety, hygiene and health at work. 2-Personal Protective Equipment: its importance and the associated biological, physical, chemical and ergonomic risks. 3-Identify the main risks present in the workplace and in professional activity. 4-Application of adequate prevention and protection measures. 5-Safety and health signage.
4	Graphic Design - Introduction	2	3.5	The trainer intends that the participants get a sense of the Graphic Design field, by exploring some software and its main tools while creating a graphic design proposal that suits each participant's companies of interest and their personal style.	1-Introduce participants to different software. 2- Understand the main requirements in the area. 3-Create a personalized graphic design proposal. 4-Identification and signage of companies and professionals in the area.
5	Creativity in Digital Marketing	12	4	In this training course, the participants learn ways to highlight their communication channels in order to stand out. For	1-Creative Techniques for Digital Marketing 2-Content management tools

				this purpose, they learn about different layers that constitute Digital Marketing by distinguishing between channels and contexts.	3-Innovation in Entrepreneurship and Social Media Management 4-Creative communication processes
6	Basic Life Support	6	3.5	In this training course, the participants must understand the steps that need to be taken during an emergency care procedure, distinguishing the behavior to adopt between age groups and contexts.	1-Introduction to the emergency care procedure. 2-Learning to react in a life-threatening situation in the work context. 3-Know how to proceed during a heart attack (Automatic External Defibrillation). 4-Learn proper behavior in a choke.
7	English – Work Context Conversations	5	3.5	For this training, it is important that the participants learn speak in different job market circumstances, adapting to a variety of situations and using the specific terms for each professional area of interest.	1-Stimulate conversations in English using vocabulary geared to the job market. 2-Identify different types of discourse (formal and informal). 3-Diversify the vocabulary of the English language. 4-Stimulate conversation in English.
8	IT Validation	6	2	Learning the basic skills of an IT with an IT professional as supervisor. Identifying the problem and be able to choose the most adequate solution.	1-Validation of IT technician skills. 2-Windows Formatting and Installation. 3-Diagnosis. 4-Programing.
9	Hygiene Care for the Elderly	1	4	In this training, the participants are encouraged to put care and empathy at the center of their hygiene care practice, whilst being aware of the surrounding environment of the elderly.	1-Address good practices and basic human care for the elderly person. 2-Identify basic hygiene care. 3-Recognize the effects of the environment on personal hygiene. 4-Adapt personal hygiene care to the needs of each person. 5-Determine the degree of dependence. 6-Anticipate possible risks associated with the tasks to be performed.
10	Computer Basics for Business	1	4	The goal for this particular training is to know how to apply IT competencies within the SME contexts.	1-Promote the acquisition of basic computer skills for small businesses. 2-Mastering, at a fundamental and application level, the techniques associated with computer systems. 3-Identify the main IT tools from the user's perspective. 4-Identify advantages and risks of the internet. 5-Identify digital tools to support small businesses.

					6-Learn the General Data Protection Law.
11	Learning How to Write and Read	5	3.5	This training was specifically created for the participants who struggle with reading and writing. The trainer supports participants in their job applications and interview making, whilst assuring the acquisition of basic reading and writing skills.	1-Settle basic reading and writing skills; 2-Promote reading and writing autonomy; 3- Support with day-to-day reading and writing needs; 4- Encourage reading and writing habits in different contexts (personal finances, job search, mail and e-mail literacy, internet knowledge).
12	Support Children in Need (care and social integration)	3	8	For this training, the trainees are meant to learn specific skills, techniques, tricks and games to apply within formal and informal educational environments with children with specific needs.	1-Promote the acquisition of specific skills needed when working with children with specific needs; 2-Encourage the integration and socialization of children with specific needs in the educational context. 3- Learn/create techniques and Games to be applied in situations of emotional instability. 4-Forecasting associated risks.
13	Boat Maintenance	4	2	This training is based on two main aspects: the Nautical Skills component (related to the sea and navigation, like coastal cleaning, meteorology, geography, physics and basic safety at sea), and the component of Professional Restoration and Maintenance Skills (practical and theoretical skills for restoration, maintenance and conservation processes).	1-Use natural resources as a work base for the promotion of healthy lifestyles; 2-Promote alternative personal and professional paths; 3-Deepen nautical skills; 4-Gain professional Restoration and Maintenance skills; 5-Acquire knowledge in terms of nautical nomenclature and typologies.
14	Child Development and Parental Education	2	9	Knowing the importance of playing and promoting it in a therapeutic and/or educational context: Planning and developing educational activities in animation, using musical, dramatic, motor and plastic expressions.	1-Child Development: Theoretical Perspectives and Piaget's Approach; 2. Playing and Educator Planning: Benefits, strategies and activities to implement; 3. Parental Education: Parenting styles and practices and parental rights and duties 4. Parental Rules and Limits; 5. New Forms of Parenting: Strategies for positive education and intervening with parents and family.
15	Search Engine Marketing and Web Marketing and Analytics	1	16	In this training course, participants learn how to identify different types of web campaigns and how to use some digital platforms/tools.	1-Understand clearly and distinctly the usefulness of advertising on Google AdWords and identify the various types of campaigns, namely in the search and display network;

					2-Understand the advantages of organic positioning of a website with SEO, and know the two kinds of optimization, on and off the page; 3-Explain why link building is so essential for a good SEO strategy; 4.-Learn why email marketing is one of the best ways to convert and what are the advantages of using Mailchimp as an email marketing platform; 5.-Recognize the importance of a well-optimized landing page to obtain previously established results; 6-Learn why analyzing results is essential and recognize the types of reports analytics provides us.

Coaching

The main goal of the coaching in the context of StayOn is to support participants on their journey through the whole StayOn process:

- training, where they gain new skills and knowledge to improve their future career options; and also
- community shaping process, where they further explore their ideas for developing opportunities for youth in their communities.

The StayOn coaching process is aimed at developing a goal-oriented mindset with participants. The suggested methods to be used by coaches range from SMART goal methodology to dialogue groups. All sessions have a suggested outline to follow. However, these guidelines can be adjusted according to the coach's judgment to best use the process for the participants. The coach's role is to support the participants to make a change, learn something new and/or achieve their goals. The essence of coaching is not giving answers to participants but instead guiding them with curiosity and empathy to help them find answers on their own. Coaches in the StayOn project lead participants through the process of training & community involvement, help them identify their potential, and support them in overcoming obstacles to their empowerment.

Through the StayOn project, participants receive, on average, four individual coaching hours, mainly over a series of four sessions with the coach. Coaching sessions are divided into three main categories: I) introductory / starting session; II) implementation support / intermediate session; and III) follow-up/closing session. The coaches and coachees meet preferably in person, but some meetings also take place online. In order to create a relationship and create a more substantial impact, the coachees are encouraged to meet regularly and with a defined development goal, which also supports their training in the context of the StayOn project (or further). Coaches in the StayOn project participate in individual and group supervisions to help them better address the

obstacles and opportunities of the coaching process. They help them be more flexible and open to opportunities in the process.

Implementation figures

As of 30.06.2022, CRESAÇOR has trained 78 young people and coached 120 young people for a total of 474.38 hours in São Miguel and Terceira islands. Table 2 summarizes the number of participants in the training courses and coaching by month.

Table 2. Summary of implementation figures

| Type	March 2022	April 2022	May 2022	June 2022	Total
Trainees	2	26	48	5	78
Coachees	49	37	15	19	120

3. METHODS

Data collection

StayOn's impact management system is made of three impact layers which, in turn, include six clusters (derived from StayOn Theory of Change).[3]

- Layer I Management of StayOn's impact on the participants (CLUSTERS 1, 3, and 4)
- Layer II Management of StayOn's impact on the project partner organizations in terms of capacity building (CLUSTERS 2 and 5)
- Layer III Management of StayOn's impact on society (CLUSTER 6)

This report covers clusters 1, 3, and 6. The output data presented in the previous sections make up Cluster 2. While data related to StayOn's outcomes and impact, clusters 3 and 6, respectively, were collected through a survey administered at the beginning and end of the training courses, as Figure 1 shows. All participants in the training courses were asked to fill out the same questionnaire on the day the intervention started and the day it ended.

Figure 1. Data collection timeline
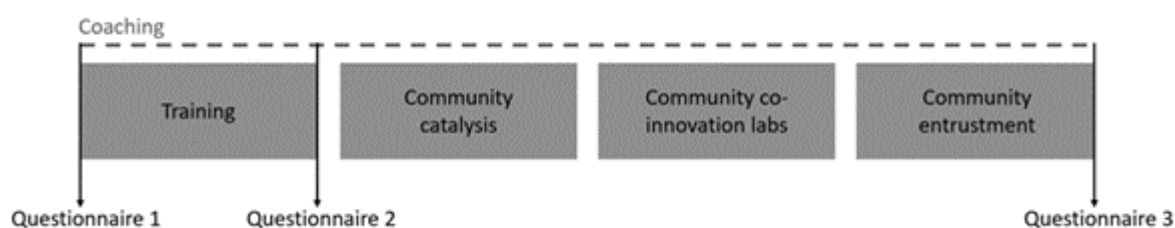
We administered the survey to participants through an online questionnaire, which is available in full in the Appendix to this report. The questionnaire included the following groups of variables:

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[3] See pages 3-4 of the Impact Management Toolkit available at: https://www.stay-on.eu/impact-compass/

Demographics (*labor status*, *income*, *age*, *gender, belonging to a minority background*) were measured through multiple choice, checkboxes, and open-ended options (see questions 15-19).[4]

Social inclusion was measured by looking at:

- *access* to knowledge of resources in the community, see question 2;
- *support* from social networks, see questions 11-14 (Bernal et al., 2003);
- *participation* in labor markets, see questions 15-16.

Social benefits to rural areas were measured by looking at:

- *common good*, see questions 3-8 (Looman, 2006);
- participants' *willingness to migrate,* see questions 9-10.

Data analysis

72 beneficiaries completed pre/post-intervention questionnaires, and the data they provided was used for subsequent analysis. We first examined the distribution of differences between two sets of scores to analyze the pre-and post-test comparison. For the variables *common good, willingness to migrate*, *support* from social networks, and *access* to knowledge of resources in the community the differences between pre and post-test are normally distributed; hence, paired samples t-test was used to compare the two sets of scores. To compare paired proportions related to *participation* in labor markets, a McNemar test was used to assess the significance of the pre- and post-intervention differences in the variables 'employment status' and 'income'.

4. FINDINGS

Descriptive statistics: demographic variables

Descriptive statistics of the pre- post-observations related to the sample of 72 participants are presented in Table 3. 42 people in the sample analyzed were women (58.33%), while 27 (37.50%) were men and three participants chose the option "Other" (4.17%)*.* Most participants (65 people, 90.28%) were between 25 and 29 years old. 6 participants (8.33%) were between 18 and 24 years old, while one person (1.39%) constituted the remaining sample. Only three people (4.17%) were self/employed or students at the start of the intervention, while 69 people (95.83%) were unemployed or inactive and constituted the remainder of the sample. 72 participants in the sample analyzed completed the question inquiring about income: the great majority (70 out of 72, 97.22%) stated their income is less than or equal to the national minimum wage, while only two people (2.78%) reported having an income that is more than the national minimum wage. Finally, nine people answered the question about minority backgrounds: five out of seven (55.55%) reported belonging to the group of people with disabilities, one out of seven (14.28%) to a sexual minority, two to a racial, ethnic and linguistic minority (15.89%), and one (14.28%) to a religious minority group.

Table 3. Descriptive statistics

Gender	n	%
Female	42	58.33

	Male	27	37.50
	Other	3	4.17
	Total	72	100.00
Age		n	%
	18-24	6	8.33
	25-29	65	90.28
	Other	1	1.39
	Total	72	100.00
Labor status		n	%
	Employed, self-employed, enrolled in high school or university	3	4.17
	Other	69	95.83
	Total	72	100.00
Income			
	Less than or equal to the national minimum wage, i.e., EUR 740.25	70	97.22
	More than the national minimum wage, i.e., EUR 740.25	2	2.78
	Total	72	100.00
Minority background		n	%
	People with disabilities	5	55.55
	Sexual minority	1	14.28
	Racial, ethnic, and linguistic minority	2	15.89
	Religious minority group	1	14.28
	Total	9	100.00

Outcomes: evaluation of social inclusion

Table 4 below shows the mean and median for pre- and post-observations, together with the related percentage change.

Table 4. Percentage change, pre/post mean and median for outcome variables

Variables	Mean (Pre)	Mean (Post)	Mean % change	Median (Pre)	Median (Post)	Median % change
Access to knowledge of resources in the community	3.88	4.89	26.03% increase	4.00	5.00	25.00% increase
Support from social networks	4.51	5.35	18.62% increase	4.63	5.50	18.79% increase

Regarding *access* to knowledge of resources in the community, a paired-samples t-test revealed that pre/post means of the variable were statistically significant, as shown in Table 5. This means that participants were more likely to know where to get the career development resources, they needed in their community after the interventions.

Table 5. T-test statistics table for the variable access to knowledge of resources in the community

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper			One-Sided p	Two-Sided p

	Mean	Std. Dev	Std. Error	Lower	Upper	t	df	One-Sided p	Two-Sided p
Access to knowledge of resources in the community pre-test – Access to knowledge of resources in the community post-test	-1.014	1.850	.218	-1.449	-.579	-4.650	71	<.001	<.001

Regarding *support* from social networks, a paired-samples t-test revealed that pre/post means of the variable were statistically significant, as shown in Table 6. This means that, after the interventions, participants felt they have been receiving more emotional, interpersonal, and material support than before joining the project StayOn.

Table 6. T-test statistics table for the variable support from social networks

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper			One-Sided p	Two-Sided p
Social networks support pre-test – Social networks support post-test	-.83333	1.29599	.15273	-1.13787	-.52879	-5.456	71	<.001	<.001

With respect to *participation* in markets, we analyzed data regarding income and employment status. The pre-and post-intervention proportions of individuals who were not in employment nor education (versus self/employed, student) and low-income earners (versus high) are shown in Table 7.

Table 7. Pre/post proportions for labor status and income

Variables	Pre-intervention		Post-intervention	
Labor status	n	%	n	%
Employed, self-employed, enrolled in high school or university	3	4.17	7	9.72
Other	69	95.83	62	86.11
Income	n	%	n	%
Less than or equal to the national minimum wage, i.e., EUR 663	70	97.22	70	97.22
More than the national minimum wage, i.e., EUR 663	2	2.78	2	2.78

A McNemar's test determined that the differences in the proportion of employed, self-employed, enrolled in high school or university and low-earners pre- and post-intervention were not statistically significant, as reported in Table 8 and 9.

Table 8. McNemar test statistics for labor status[a]

	Labor status pre & Labor status post
N	72
Exact Sig. (2 tailed)	.344[b]
a. McNemar Test	
b. Continuity Corrected	

Table 9. McNemar test statistics for labor status and income[a]

	Income pre & Income post
N	72
Exact Sig. (2 tailed)	1.000[b]
a. McNemar Test	
b. Binomial distribution used	

Impact: evaluation of social benefits to rural areas

Table 10 below shows the mean and median for pre- and post-observations, together with the related percentage change.

Table 10. Percentage change, pre/post mean and median for impact variables

Variables	Mean (Pre)	Mean (Post)	Mean % change	Median (Pre)	Median (Post)	Median % change
Common good	4.79	5.01	4.59% increase	5.00	5.17	3.40% increase
Willingness to migrate	3.05	2.98	2.34% decrease	2.50	2.25	1.00% decrease

Regarding the variable *common good*, a paired-samples t-test revealed that pre/post means of the variable were not statistically significant, as shown in Table 11. This means that after the interventions, participants had not increased their contributions to the common good significantly by bringing more benefits to their community than before they joined the project StayOn.

Table 11. T-test statistics table for the variable common good

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper			One-Sided p	Two-Sided p
Common good pre-test – Common good post-test	-.22000	1.12635	.13274	-.48468	-.04468	-1.657	71	.051	.102

Regarding participants' *willingness to migrate*, a paired-samples t-test revealed that pre/post means of the variable were not statistically significant, as shown in Table 12. This means that, after the interventions, participants were not less inclined to move elsewhere in the Azores or abroad for employment reasons.

Table 12. T-test statistics table for the variable willingness to migrate

	Paired Differences				t	df	Significance
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			One-Sided p	Two-Sided p
Willingness to migrate pre-test – Willingness to migrate post-test	.0694	1.8372	.2165	-.3623	.5012	.321	71	.375	.749

5. DISCUSSION AND CONCLUSION

This report leaves a positive overall impression on the work that CRESAÇOR and the participants in their interventions are doing in this first implementation phase. Regarding demographic variables, the participants' age and labor status align with the EEA & Norway Fund for Youth Employment's conditions and the specific objectives of the call for proposal. Additionally, the high share of female trainees and coachees (58.33%) gives evidence that the threshold required (50%) to assure the project's target values are met is far surpassed. The differences between post- and pre-intervention for the variables *access* to knowledge of resources in the community and *support* from social networks analyzed are statistically significant, while the differences between post- and pre-intervention for the variables *common good* and *willingness to migrate* analyzed are not statistically significant.

Regarding outcomes, this impact assessment evaluation reveals that young adults living in the Azores who have benefited from CRESAÇOR's training and/or coaching services from March to June 2022 were more likely to know where to get the career development resources they needed in their community after the interventions (+26.03 mean % change). Additionally, the data show they have been receiving more emotional, interpersonal, and material support than before joining the project StayOn (+18.62 mean % change). Overall, it can be deduced that participants have been experiencing more social inclusion. Results regarding *participation* in markets were not statistically significant suggesting that changes in labor status and income might need some more time to emerge.

Regarding impact, this report shows that participants have not increased their contributions to the common good by bringing more benefits to their community than before they joined the project StayOn nor were they less inclined to move elsewhere in the Azores or abroad for employment reasons since the results are not statistically significant. A representative from CRESAÇOR pointed out that the first finding is likely to be related to the low self-esteem of the participants, which requires more time to be developed. Regarding the variable *willingness to migrate*, we can see that the mean pre-intervention (3.05) is relatively low compared to the one in other countries where we conducted the same time of evaluation (Ireland 4.62, Greece 4.08, and Poland 4.73). The limited number of participants who want to migrate in the first place may be the source of the non-significant results, as the implementation-related difference cannot be particularly large.

The evaluation conducted has a few limitations. Firstly, the pre-test/post-test design impedes drawing rigorous causal inference between the project's activities and its results. Secondly, the lack of control groups also restricted the researchers' ability to control for other influential events. Although this type of design is often criticized for weakness in establishing a causal link between project activities and outcomes, the pre-

test/post-test design is the most useful in demonstrating the immediate impact of short-term interventions (Monsen, 2018). This design might prove less valid for long-term interventions because a higher amount of circumstances outside the project may arise and interfere with the effects of the project's activities over a more extended period of time. Finally, it would be helpful to collect and integrate qualitative data (such as interviews and focus groups) to validate and explore further the quantitative findings of this evaluation.

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Questionnaire

In the context of the StayOn project, we are conducting research on the effectiveness of our services. The survey should only take 5 minutes, and your responses are completely anonymous.
Thank you for agreeing to take part in it. We really appreciate your input!

*Required

1.   Please, include the first 3 letters of your first and last name, and the day of birth (in English * letters) to allow for initial and final evaluations during the project. For example, the identifier for Mary Smith born on 03.11.1995 would be MARSMI03. Thank you.

Please, rate each of the following statements on a rating scale of 1-7, where 1 is 'strongly disagree' and 7 is 'strongly agree'.

2.   I am aware where to get the career development resources I need in my community. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	○	○	○	○	○	○	○	Strongly agree

3.   I talk to others about ways to improve the community. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	○	○	○	○	○	○	○	Strongly agree

4.   I work with others in the community to make it a good place to live. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	○	○	○	○	○	○	○	Strongly agree

5.   As a young person, I am contributing to the community's well-being. *

6.   I work with other people like me to help the community understand our needs. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly agree

7.   Young people are important to this community. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly agree

8.   There are many things I can do to help others in the community. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly agree

 Please, answer each of the following questions on a rating scale of 1-7, where 1 is 'extremely unlikely' and 7 is 'extremely likely'.

9.   How likely is it that you will move elsewhere in your country for employment reasons? *

Mark only one oval.

	1	2	3	4	5	6	7	
Extremely unlikely	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Extremely likely

10.   How likely is it that you will move abroad for employment reasons? *

	1	2	3	4	5	6	7	
Extremely unlikely	◯	◯	◯	◯	◯	◯	◯	Extremely likely

Please, answer each of the following questions on a rating scale of 1-7, where 1 is 'much less than expected' and 7 is 'much more than expected'.

11. How much advice did you receive in the last month? (e.g., professionals, family, friends, * religious leaders, other groups, etc.)

Mark only one oval.

	1	2	3	4	5	6	7	
Much less than expected	◯	◯	◯	◯	◯	◯	◯	Much more than expected

12. How much companionship from other persons did you receive in the last month? (e.g., * professionals, family, friends, religious leaders, other groups, etc.)

Mark only one oval.

	1	2	3	4	5	6	7	
Much less than expected	◯	◯	◯	◯	◯	◯	◯	Much more than expected

13. How much material support did you receive in the last month? (e.g., professionals, family, * friends, religious leaders, other groups, etc.)

Mark only one oval.

	1	2	3	4	5	6	7	
Much less than expected	◯	◯	◯	◯	◯	◯	◯	Much more than expected

14. How satisfied are you with the support received? *

Mark only one oval.

	1	2	3	4	5	6	7	
Much less than expected	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Much more than expected

Please answer the following questions:

15. Which of the following categories best describes your employment status? *

Mark only one oval.

⬭ Employed, self-employed, enrolled in high-school or university

⬭ Other

16. What was your income last month?

Mark only one oval.

⬭ Less than or equal to € 740.25

⬭ More than € 740.25

17. How old are you? *

_____

18. To which gender identity do you most identify? *

Mark only one oval.

⬭ Male

⬭ Female

⬭ Other

19. Do you belong to or identify with any of these minority groups?

Tick all that apply.

☐ Racial, ethnical and linguistic minority group
☐ Religious minority
☐ Sexual minority group
☐ People with disabilities