StayOn_ A more inclusive, active and creative world!

3rd Impact Assessment

PORTUGAL

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1. INTRODUCTION

The StayOn project aims to create opportunities, benefits, services, and jobs in rural areas for young people. CRESAÇOR is one of eight European partners involved in the project and this report measures and assesses their impact in integrating young adults, especially NEETs, into the labor market. The report is part of the project's "Impact management and research" work package and is managed by the European Center for Social Finance. The report describes the interventions, the methodology used to conduct the evaluation, presents the results, and interprets them. It aims to provide credible evidence to inform decision-making among 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 according to the local needs[1] 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", as shown in Figure 1.

Figure 1. StayOn four-stage community-based development approach (CBD)
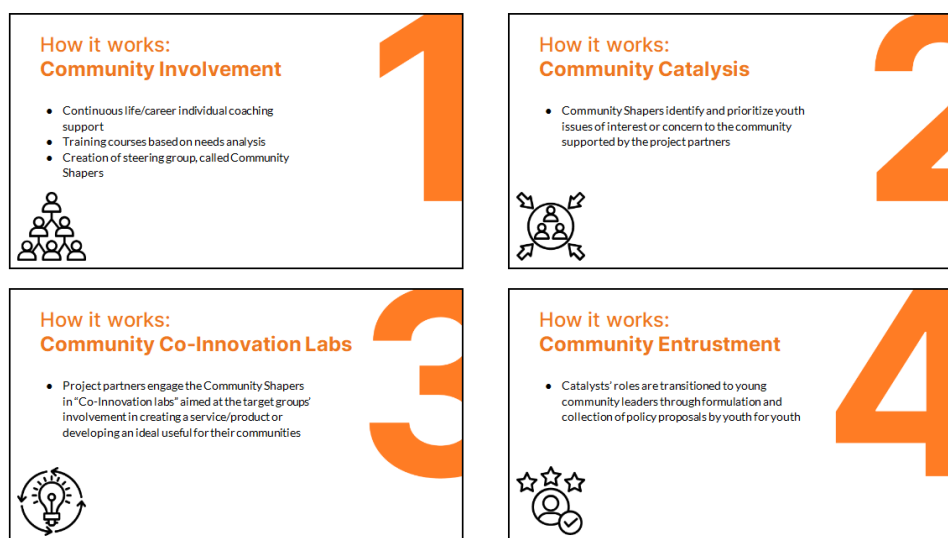
2.1 Community involvement

Training courses. As of 31.03.2023, 26 types of training courses were delivered and coordinated through CRESAÇOR - Regional Cooperative of Solidarity Economy. The organization was founded in 2000 in the form of a Social Solidarity Cooperative. It is made of 33 cooperators and non-profit organizations spread across the entire territory of the Azores archipelago in Portugal. CRESAÇOR aims at increasing access to

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[1] See the potentials assessment report for Ireland available at: https://www.stay-on.eu/impact-compass/

education, and job incubation within the social employment market. 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 this purpose, they learn about different layers that constitute Digital Marketing by distinguishing between channels and contexts.	1-Creative Techniques for Digital Marketing 2-Content management tools 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.
16	Interventions in crisis situations	1	8	Understand psychological intervention in crisis situations; Learn tools of psychological intervention in crisis situations.	The different crisis situations; Psychological and physiological reactions to crisis; Psychological intervention in crisis (individual intervention and intervention in group - approach based on Critical Incident Stress Management); Analysis of practical cases.

17	How to approach sensitive topics with children and adolescents	1	12	To train technicians in strategies and mechanisms that enable them to intervene in difficult situations - both in childhood and adolescence.	Child cognitive development; Traumatic life experiences - how to approach them: Death; Divorce; Illness; Difficult issues - how to approach them: Sexuality and abuse; Bullying Tips / practical strategies to address / intervene; Prevention programmes / primary education; Cognitive development in adolescence; Traumatic life experiences - how to address them: Death, Divorce, Illness Difficult issues - how to address them: Sexuality and abuse; Peer violence; Dating violence; Tips / practical strategies to address / intervene; Prevention / education programmes; Case studies.
18	Portuguese language - Me and My Routine	1	25	To promote the acquisition of oral and written skills in the Portuguese language. To contribute to the integration of Ukrainian refugees.	Identify the Latin/Roman alphabet; Spelling; Distinguish between capital and small letters; Giving personal and professional information, highlighting the most positive aspects; Introduce yourself and others; Greeting; Giving and asking for personal and professional information; Fill in forms; Locating in space; Locating in time; Describing people and places; Talking about daily life actions; Talking about actions taking place in the moment; Asking for and telling the time Identify and specify the means of transport you use Asking for ticket prices;

					Giving and asking for information about transport and its routes Interpreting timetables; Asking for help when they don't understand something; Expressing obligations.
19	English - Attendance	1	50	Applying specific vocabulary of the English language in verbal communication with foreign customers in the customer service process.	Specific language applied to the different phases of the assistance, both oral and written; Idiomatic expressions
20	Salary processing	1	12	Carrying out salary processing according to the rules of the new labor code and the new code of social security contribution schemes.	Apply the main changes arising from the New Labour Code regarding salary calculations; Know the concept of retribution; Distinguish the various types of remuneration Calculate the values of holiday allowance and Christmas bonus; Know and calculate the special cases of retribution; Identify the legal obligations to fulfil in the payment of wages; Know the mandatory elements that must be included in the pay slip Know the effects of absences on wages; Recognise the main forms of termination of the employment contract and its effects on wage processing Know the new deadlines for the declaration and payment of contributions; Analyse the effects arising from the breach of the obligation to contribute Know the basis for calculating the contributions due to social security Identify the contribution rate according to the type of employment contract Identify the main contributory regimes and respective rates.
21	Suicide and self-injurious behaviours	1	3.5	Defining the concept and identify behaviours associated with it;	Define the concept of suicide; Know the most relevant statistical data related to suicide;

				Identifying the various factors that contribute to suicide, as well as assess the risk of committing suicide.	Differentiate between self-injurious behaviors, suicidal ideation, suicidal intent, suicide attempt and completed suicide; To know the most used methods of suicide To identify risk factors and protective factors in suicide To evaluate the risk of suicide Intervene in situations of suicide risk and self-injurious behaviors.
22	Literacy in mental health	1	3.5	The focus of this training is a better understanding of mental illness for better management in the challenges faced in day to day work.	Know the regulatory framework related to prevention and protection against electrical hazards; Know what electricity is and how it contacts; Identify dangers and risks of electricity and prevention and protection measures; Know the main collective and individual protection equipment to be used in protection against electrical risks; Know how to act in case of an emergency involving electrical risks.
23	Individual processes -PIA, PIT, PII, PIC's - Senior citizens and disabilities	1	4	Managing social responses to comply with the rules and requirements imposed by the legislation.	To provide trainees with the skills to design, implement, monitor/update and assess the global content of an individual process in articulation with the law in force for social responses in the senior and disability areas; To ensure compliance with the rules and requirements imposed by legislation in an effective and efficient manner.
24	Kindergarten Expressions	1	25	Exploring different areas of expression in a kindergarten setting.	Recognise the importance of exploring the various areas of artistic expression for the full development of children; List activities of musical expression; List activities of dramatic expression; List activities of motor expression; List activities of plastic expression; Plan and develop animation techniques, using the musical expression, dramatic, motor and plastic expression.

25	Parental education	1	30	To distinguish different parenting practices and types of parenting. In addition, trainees should be able to recognise, identify and reflect on family intervention, communication and the definition of rules and limits.	Define Parenting Education; Identify and characterize parenting styles; Distinguish parenting styles and practices; Understand the importance of rules and limits; Know the different ways of exercising discipline; Understand the importance of positive communication; Identify the 3C's of rules and limits; Develop strategies to exercise discipline; Reflect on the tools of Positive Education; Recognize the importance of family intervention; Distinguish Positive Parenting from Conscientious Parenting.
26	Electrical risks - Prevention and actions	1	7	To provide trainees with skills that will enable them to better perform professionally as electricians.	Know the regulatory framework related to prevention and protection against electrical hazards; Know what electricity is and how it contacts; Identify dangers and risks of electricity and prevention and protection measures; Know the main collective and individual protection equipment to be used in protection against electrical risks; Know how to act in case of an emergency involving electrical risks.

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 and 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.

2.2 Community catalysis

The Community Catalysis workshop involved 21 participants and 7 facilitators over a span of 2 days. The intervention methodology varied across the two islands where the project was implemented (São Miguel and Terceira) but both utilized the design thinking model aligned with the goals of Sustainable Development. The workshop included several stages such as presenting the Stayon Project, ice-breaker activities, constructing empathy/problem maps, identifying themes of interest, integrating problems into the SDGs, and prioritizing problems. As a result, the group identified fourteen community issues including mental health stigmas, lack of transportation options, violence, and inadequate community support. They also identified the need for more diversity in businesses and investment, support for the elderly and victims of domestic violence, and improved education and employment opportunities. The workshop facilitated a deeper understanding of these issues and potential solutions to address them.

2.3 Community co-innovation labs

The Community Co-innovation Labs organized by CRESAÇOR in Portugal aimed to involve the target groups in creating useful services, products, or ideas for their communities. The Labs were implemented with 22 participants and 6 facilitators over a period of 7 days. To start, the groups visited institutions related to the addressed issues and summarized the identified problems by area. This helped to narrow down the problems to six, which were presented in the "President for a Day" session. The young people selected to make the final presentation were coached on verbal communication and body posture.

The young people had their first contact with local authorities through parish mayors, where they presented their ideas and received feedback. The Labs ended with four technical visits (one to the Gorreana tea plantation, to the Embroidery of the Azores, to the Madeira de Penas carpentry shop and to the São Miguel Cão de Fila Club) enabling the young people to acquire knowledge, strengthen relationships, and get to know different economic sectors. The Labs resulted in the selection of six problems that need assertive answers and rapid intervention. These include taboo around mental illness, transportation, violence in schools, the increase in precarious work and undignified working conditions, support for the elderly, and poor supply of public transport. The Labs also strengthened the participants' relational, communication, and intervention skills, and enabled the idealization, planning, and construction of the manifesto presentation. The young people had the opportunity to dialogue with government entities and receive feedback.

Figure 2. Some pictures from the co-innovation labs organized by CRESAÇOR

2.4 Community entrustment

During the community entrustment phase, CRESAÇOR organized an exchange between the two islands, Terceira and São Miguel, where the young participants publicly presented their manifesto. The exchange involved air travel, which was a first-time experience for many of the young people. The events were attended by representatives of the Regional Government of the Azores, local town halls, local businessmen, and social institutions, as well as other young people. In addition, the regional television of the Azores, RTP Açores, covered the event and interviewed the young people about the process of developing the manifesto.[2] There were 21 participants and four facilitators involved in this phase, which lasted for two days.

3. METHODS

3.1 Data collection

All participants in the interventions were asked to fill out the same questionnaire on the day the intervention started and the day it ended, as shown in Figure 3. We administered the survey to participants through an online questionnaire, which is available in full in Appendix A.

Figure 3. Data collection timeline
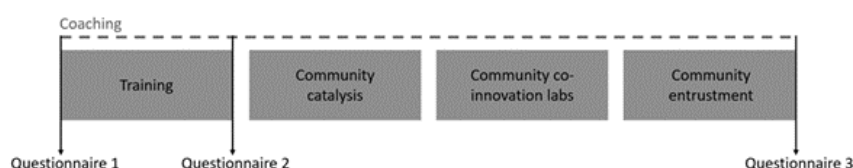
The questionnaire included the following groups of variables:

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).[3]

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.

3.2 Data analysis

As of 31.03.2023, CRESAÇOR involved 217 coachees and 153 trainees in the project. 105 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.

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[2] Video available at https://www.facebook.com/cooperativacresacor/videos/535142755252453
[3] The question inquiring about participants' belonging to a minority background was optional.

For all of the variables analyzed, the differences between pre and post-test are normally distributed; hence, paired samples t-tests were used to compare the two sets of scores. Finally, 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 'reception of a state payment'.

4. FINDINGS

4.1 Descriptive statistics: demographic variables

Descriptive statistics of the pre- post-observations related to the sample of 105 participants are presented in Table 2. 67 people in the sample analyzed were women (36.81%), while 36 (34.29%) were men and two participants chose the option "Other" (1.90%). Most participants (81 people, 77.14%) were between 25 and 29 years old. 24 participants (22.86%) were between 20 and 24 years old. Only four people (3.81%) were self/employed or students at the start of the intervention, while 101 people (96.19%) were unemployed or inactive and constituted the remainder of the sample. At the end of the interventions, there were 13 (12.38%) employed/self-employed/student participants and 92 (87.62%) that fell into the NEET category. 104 (pre) and 102 (post) participants in the sample analyzed completed the question inquiring about income[4]: the great majority (102 out of 104, 97.14%) stated their income before the interventions was less than or equal to the national minimum wage, while only two people (1.90%) reported having an income that is more than the national minimum wage. After the interventions, 102 participants replied to the question regarding income, 94 (89.52%) thereof stated their income was less than or equal to the national minimum wage and 8 (7.62%) said they earned more than the national minimum wage. Finally, 13 people answered the question about minority backgrounds: six (5.71%) reported belonging to the group of people with disabilities, three (2.86%) to a sexual minority, two to a racial, ethnic and linguistic minority (1.90%), and one (1.90%) to a religious minority group.

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[4] This question was not mandatory.

Table 2. Descriptive statistics

Gender	n	%
Female	67	63.81
Male	36	34.29
Other	2	1.90
Total	105	100.00

Age	n	%
20-24	24	22.86
25-29	81	77.14
Total	105	100.00

Labor status	n (pre)	n (post)	% (pre)	% (post)
Employed, self-employed, enrolled in high school or university	4	13	3.81	12.38
Other (NEET)	101	92	96.19	87.62
Total	105	105	100.00	100.00

Income	n (pre)	n (post)	% (pre)	% (post)
Less than or equal to the national minimum wage, i.e., EUR 740.25	102	94	97.14	89.52
More than the national minimum wage, i.e., EUR 740.25	2	8	1.90	7.62
Total	104	102	99.04	97.14

Minority background	n	%
People with disabilities	6	5.71
Sexual minority	3	2.86
Racial, ethnic, and linguistic minority	2	1.90
Religious minority group	2	1.90
Total	13	12.37

4.2 Outcomes: evaluation of social inclusion

Table 3 below shows the mean and median for pre- and post-observations, together with the related percentage change.

Table 3. 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	3.93	4.80	22.14% increase	4.00	5.00	25.00% increase
Social networks support	4.60	5.29	15.00% increase	4.75	5.50	15.79% 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 4. This means that participants were more likely to know where to get the career development resources, they needed in their community after the interventions. Regarding *support* from social networks, a paired-sample t-test revealed that pre/post

means of the variable were statistically significant, as shown in Table 4. 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 4. T-test statistics table for the variable access to knowledge of resources in the community and support from social networks

	Paired Differences					t	df	Significance	
	Mean	Std. Deviatio n	Std. Error Mea n	95% Confidence Interval of the Difference					
				Lower	Upper			One-Side d p	Two-Side d p
Access to knowledge pre test – Access to knowledge post test	-.867	1.871	.183	-1.229	-.505	-4.74 6	10 4	<.00 1	<.00 1
Social networks support pre test – Social networks suppor t post test	-.6809 5	1.38480	.13514	-.9489 4	-.4129 6	-5.03 9	10 4	<.00 1	<.00 1

Regarding the variables meant to assess *participation* in labor markets, namely employment status and income, we can see the crosstabulation tables below (Tables 5 and 6). Consulting the top-left cell of Table 5, we can see that 130 participants were originally in the category 'other' and remained so following the interventions. However, consulting the top-right cell of Table 5, we can see that 13 NEETs became employed/self-employed/students following the interventions.

Concerning income, we can see in Table 6 that 88 participants were originally earning less than the minimum wage and continued doing so following the interventions. However, consulting the top-right cell of Table 6, we can see that 8 participants reported increased incomes following the interventions.

Table 5. Crosstabulation table for the variable employment status

	After	
Before	Other	Employed, self-employed, enrolled in high school or
Other	88	13
Employed, self-employed, enrolled in high school or university	4	0

Table 6. Crosstabulation table for income

	After	
Before	Less than min. wage	More than min. wage
Less than min. wage	91	8
More than min. wage	2	0

A McNemar's test determined that the differences in the proportion of employed, self-employed, enrolled in high school or university pre- and post-intervention were statistically significant, as reported in Table 7. However, those the differences in proportion of and low- and high-earners were not statistically significant, see Table 8.

Table 7. McNemar test statistics for labor status[a]

	Labor status pre & Labor status post
N	105
Exact Sig. (2 tailed)	.049[b]
a. McNemar Test	
b. Binomial distribution used.	

Table 8. McNemar test statistics and income[a]

	Income pre & Income post
N	101
Exact Sig. (2 tailed)	0.109[b]
a. McNemar Test	
b. Binomial distribution used	

4.3 Impact: evaluation of social benefits to rural areas

Table 9 below shows the mean and median for pre- and post-observations, together with the related percentage change.

Table 9. 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	4.85	5.04	3.92% increase	5.00	5.17	3.40% increase
Willingness to migrate	3.19	3.13	1.88% decrease	3.00	3.00	0.00% increase

Regarding the variables *common good* and *willingness to migrate*, a paired-samples t-test revealed that pre/post means of the variables were not statistically significant, as shown in Table 10. This means that after the interventions, participants had not increased their contributions to the common good significantly by bringing more benefits to their community nor were they less inclined to move elsewhere in Portugal or abroad for employment reasons than before they joined the project StayOn.

Table 10. T-test statistics table for the variable common good and 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
Common good pre test – Common good post test	-.19381	1.12953	.11023	-.41240	.02478	-1.758	104	.041	.082
Willingness to migrate pre test – Willigness to migrate post test	.0571	1.7255	.1684	-.2768	.3911	.339	104	.368	.735

Finally, the results of the outcomes and impact evaluation were controlled by age, gender and employment status to assess if the pre-and post-observations were significantly different for participants' sub-groups. The only significant difference highlighted by the analysis appeared when results were controlled by gender (women=67, men=36) concerning the variable *access* to knowledge of resources in the community. Therefore, gender seemed to play a role in this regard, as only women reported higher levels of *access* to knowledge of resources in the community at the end of the intervention as shown in Tables 11 and 12.

Table 11. T-test statistics table for the variable access to knowledge of resources in the community (male)

	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
Access to knowledge pre test – Access to knowledge post test	-.333	1.867	.311	-.965	.298	-1.071	35	.146	.291

Table 12. T-test statistics table for the variable access to knowledge of resources in the community by gender (female)

| | 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
Access to knowledge pre test – Access to knowledge post test	-1.164	1.847	.226	-1.615	-.714	-5.159	66	<.001	<.001

5. DISCUSSION AND CONCLUSION

This report provides a favorable overall impression of the work being carried out by CRESAÇOR and the participants involved in their interventions. 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 (63.81%) 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, *support* from social networks and *participation* in labor markets (employment status) were 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 2022 to March 2023 were more likely to know how to access the career development resources they needed in their community after the interventions (+22.14 mean % change)[5]. Additionally, the data show they have been receiving more emotional, interpersonal, and material support than before joining the project StayOn (+15.00 mean % change)[6]. Results regarding *participation* in markets were statistically significant for the variable employment status suggesting that the interventions have been successful in supporting participants in securing a job or becoming self-employed/students. Overall, it can be deduced that participants have been experiencing more social inclusion.

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 various factors may contribute to the lack of improvement in participants' sense of contribution to the greater

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[5] Cf. +26.03 mean % change in the first impact assessment report.
[6] Cf. +18.62 mean % change in the first impact assessment report.

good. Persistent low self-esteem remains a prevalent trait among the young individuals that the organization has been supporting. This can be partly attributed to mental health issues and the prevailing practices in job recruitment. Specifically, as young individuals lack work experience, they often find themselves unable to meet the requirement of most job opportunities, which typically demand a minimum of three years of relevant experience. This lack of experience creates a sense of discouragement, as they anticipate being unable to provide a compelling argument when faced with this challenge. Moreover, the unreliable and precarious nature of public transportation further hinders their ability to accept job offers with shift schedules, leaving them feeling trapped and dependent on transportation timetables. Regarding the variable *willingness to migrate*, we can see that the mean pre-intervention (3.19) is relatively low compared to the one in other countries where we conducted the same time of evaluation (e.g., Ireland: 4.51). 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). Additionally, the findings included in this report have been enriched and validated through a focus group.[7]

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[7] The results of the focus group can be found in the second impact assessment report for Portugal available at: https://www.stay-on.eu/impact-compass/

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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. *

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

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