

StayOn_

A more inclusive, active
and creative world!

3rd Impact Assessment

IRELAND

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stay-on.eu



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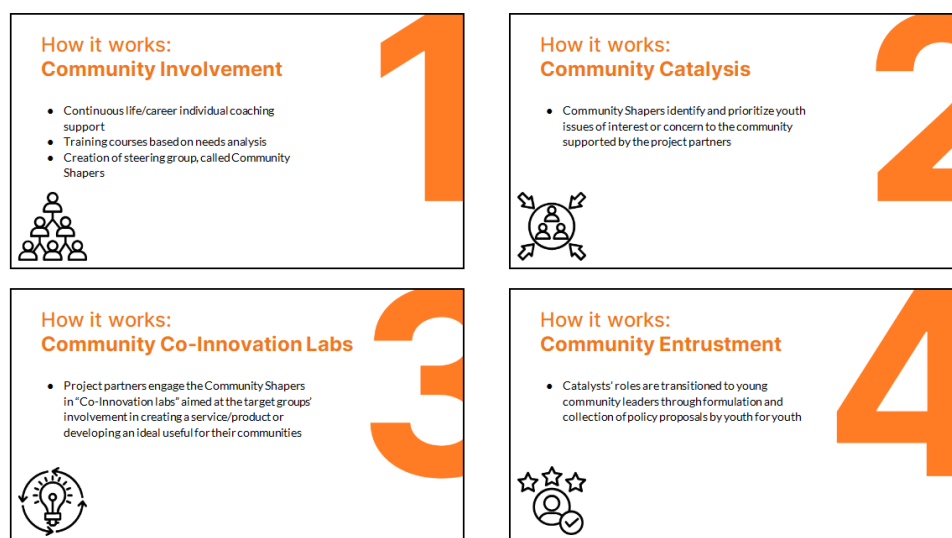
1. INTRODUCTION

The StayOn project aims to create opportunities, benefits, services, and jobs in rural areas for young people. Meath Partnership is one of eight European partners involved in the project and this report measures and assesses their impact on 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, and 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 needs¹ 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, 11 types of training courses were delivered and coordinated through Meath Partnership, a dynamic partnership company founded in 2006 to implement social, economic, and rural programs in County Meath, Ireland. The organization supports individuals and community groups with capital grants, technical assistance, guidance, mentoring, information, training, and development opportunities.

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

Table 1 summarizes the primary information for all training courses in the context of the project StayOn.

Table 1. Summary of training courses

#	Training course title	Number of iterations	Number of hours	Objectives	Modules
1	Construction Safety Skills Workshop	1	40	To provide a range of necessary skills and knowledge needed for employment in the rural construction industry	Manual Handling, Safe Pass Training, Teamwork and Problem Solving, Communications, General Health and Safety in the Workplace
2	Hospitality Skills Workshop	1	40	To provide a range of necessary skills and knowledge needed for employment in the rural hospitality industry	Basic Food Safety, HACCP Systems, Allergen Awareness, Knife Handling, Customer Care, Manual Handling, General Health and Safety in the Workplace
3	Social Media Skills	3	60	To provide a range of necessary skills and knowledge needed for employment (and self-employment) in media marketing and promotion, which can provide rural employment as this type of work can be office/home based	Creating Your Mission, Vision and Messaging for Your Business, Setting up a Facebook Page, How often to Post and What to Post, Creating Images Using Canva for Social Media, Posting and Scheduling Using Creator Studio, How to Go Live Privately on Facebook, How to do Stories and Posts, How to share others Stories and Posts
4	Community Development Workshop	2	60	To provide a range of necessary skills and knowledge needed for community development-based employment in rural areas	Social Analysis, Environmental Sustainability, Welfare to Work, Active Citizenship, Teamwork, Communications
5	Conversational English (ESOL) workshop	4	110	To equip foreign nationals with knowledge of the English language and the skills needed to integrate into Irish society and to assist them in finding employment in their respective fields.	Intercultural Skills & Global Awareness, Teamwork and Problem Solving, Leadership and Management Styles, Organization and Planning, Accessing the Irish job market, CV writing and Interview Preparation, Green Skills Jobs
6	Business Options	1	30	To provide our budding young entrepreneurs with a range of necessary skills and knowledge needed for self-employment, which will help them to establish their own businesses in rural locations,	The Business Environment, Planning and Decision Making, Managing Compliance, Sales and Marketing, Financial planning, Developing the Business Plan

				and potentially create employment opportunities for other young people in these rural areas	
7	Aromatherapy Workshop	1	16	To introduce participants to the world of essential oil therapy and provide them with a comprehensive understanding of the various aromatherapy practices currently in use.	Working with essential oils, Blending home remedies for oil burners, Use of natural, dried herbs, Using mindfulness products for home use and massage, Making bath salts, Making body scrubs
8	Food Production Workshop	1	24	To provide a hands-on learning experience that teaches participants how to grow, harvest, and prepare their own food. The workshop covers a wide range of topics related to sustainable food production.	Food Safety, Nutrition, Menu Planning, Culinary Techniques, Food Product Development, Food Product Optimization
9	Paediatric First Aid Workshop	1	8	To provide practical and theoretical knowledge of First Aid skills to support during first aid emergencies when a child or infant become ill or injured.	CPR, Choking, Wounds, Head injuries, Fractures, Sprains & strains, Burns, Temperature control, Allergic reactions, Seizures, Childhood illnesses
10	Essential Driver Training Workshop	1	60	To provide essential driver training lessons will help young people to develop their skills and improve their road safety knowledge and behaviors to become better and safer drivers. Many rural youths need this skill in order to access employment opportunities.	N/A
11	Transformational Workshop	1	16	To enable young people to learn how to build their confidence and set goals for their futures. It enables them to step outside their comfort zones and create their life plans by instilling confidence and self-belief in their own unique abilities to transform their lives. By participating in this workshop, these young people have the confidence to set goals, not limits, which will allow them to create and seize development opportunities on both a community and personal level.	N/A

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

During the Community Catalysis phase of the project, Meath Partnership involved 14 participants from three different training workshops: Aromatherapy, Food production, and Essential Driver Training. Each workshop included one day to identify and prioritize issues of interest or concern to the community. In the following two days, participants from all workshops came together to voice their own concerns. Together, they prioritized the issues that had been identified, which led to the identification of eight key problems, including 1. public transport issues, 2. lack of youth facilities and activities in rural areas, 3. bridging knowledge gaps, 4. Low-paying jobs, 5. high cost of living, 6. limited accommodation, 7. capped age for youth initiatives, and 8. no help for employed and single people in terms of budget (e.g., housing incentives).

All of the identified key issues centered around the lack of support available to young people. These issues indicate the difficulties faced by young people today in Ireland and County Meath, more specifically, regarding the high cost of living and accommodation, limited transport links, and a lack of facilities or activities in their current rural areas.

2.3 Community co-innovation labs

11 participants from three different workshops (Aromatherapy, Food production, and Paediatric First Aid) took part in the Community Co-innovation Labs, which lasted for five days with one facilitator and expertise from a local SME. Participants learned new skills that helped them create various products and services. For instance, the participants in the Paediatric First Aid workshop can now provide emergency services for children, and both the Aromatherapy and Food Production Workshop participants can make items such as bath salts, body scrubs, soups, and breads, as well as provide services for future employment in their rural communities.

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



2.4 Community entrustment

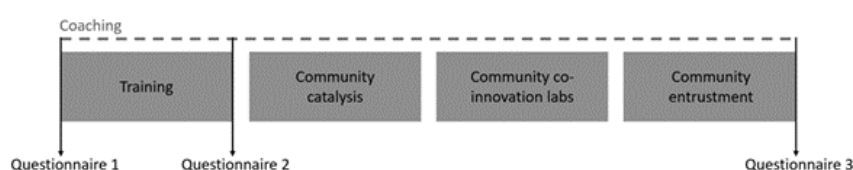
Jennifer Smith, a registered educator with the Teaching Council of Ireland, facilitated the Community Entrustment phase of the project, with support from project manager Stephanie Kirwan. The 14 participants from the Community Catalysis phase became young community leaders by formulating policy proposals for youth issues identified during the community catalysis phase. Michael McLoughlin, Head of Advocacy and Communications at Youth Work Ireland, joined the policy proposal meetings to offer his expertise in policy making. The group formulated three policy proposals on Public Transport Issues, Lack of youth facilities and activities in rural areas, and Bridging Knowledge Gaps, which were then reviewed and approved by the participants and submitted as part of the project's "Vertical and horizontal mainstreaming" work package.

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).²

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 15-16³.

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, Meath Partnership involved 143 coachees and 148 trainees in the project. 142 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 all but one 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. For the variables *access to knowledge of resources in the community*, the data of differences between pre and post-test is skewed distributed. A non-parametric test (Wilcoxon signed-rank test) was used to compare the two sets of scores from the same participants for this variable. Finally, to compare paired proportions related to participation in labor markets, a McNemar test was used to assess the significance of

² The question inquiring about participants' belonging to a minority background was optional.

³ Since none of the participants in the sample analyzed completed the questions inquiring about income during the first impact assessment, the question was changed to „Are you receiving a state payment?“.

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 142 participants are presented in Table 2. 92 people in the sample analyzed were women (64.79%), while 49 (34.51%) were men and 1 picked the option 'other' (0.71%). Most participants (98 people, 69.01%) were between 25 and 29 years old. 44 participants (30.99%) were between 20 and 24 years old. Only 12 people (8.49%) were self/employed or students at the start of the intervention, while 130 (91.55 %) fell into the NEET category. Finally, 4 (2.84%) participants declared to be part of a minority group.

Table 2. Descriptive statistics

Gender	n	%
Female	92	64.79
Male	49	34.51
Other	1	0.71
Total	142	100.00
Age	n	%
20-24	44	30.99
25-29	98	69.01
Total	142	100.00
Labor status	n	%
Employed, self-employed, enrolled in high school or university	12	8.45
Other (NEET)	130	91.55
Total	142	100.00
Minority groups	n	%
People with disabilities	1	0.71
Sexual minority group	1	0.71
Racial, ethnical and linguistic minority group	2	1.41

4.2 Outcomes: evaluation of social inclusion

As already pointed out, an analysis of the results indicated a non-normal distribution of scores for some of the variables under study. Therefore, the results are presented using both the mean and the median for each variable in Table 3 below.

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 of resources in the community	3.80	5.56	46.32% increase	4.00	6.00	50% increase
Support from social networks	4.26	5.44	27.70% increase	4.25	5.50	29.41% increase

Regarding the variables *access* to knowledge of resources in the community, a Wilcoxon signed rank test showed a significant positive difference ($Z = -9.146$, $p < 0.01$) between post- and pre-observation, 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.

Table 4. Wilcoxon test statistics table for the variable access to knowledge of resources in the community

	Access to knowledge of resources in the community pre-test – Access to knowledge of resources in the community post-test
Z	-9.146 ^b
p	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	
c. Based on positive ranks.	

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 5. 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 5. 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				One-Sided p	Two-Sided p
				Lower	Upper				
Social networks support pre test – Social networks support post test	-1.18310	.85517	.07176	-1.32497	-1.04123	-16.486	141	.002	.003

Regarding the variables meant to assess *participation* in labor markets, namely employment status and reception of a state payment, we can see the crosstabulation tables below (Tables 6 and 7). Consulting the top-left cell of Table 6, we can see that 130 participants were originally in the category 'other' and remained so following the interventions. Consulting the bottom-left cell of Table 7, we can see that none of the people who were receiving a state payment before the interventions stopped doing so after their participation in the project.

Table 6. Crosstabulation table for the variable employment status

	After	
Before	Other	Employed, self-employed, enrolled in high school or university
Other	130	0
Employed, self-employed, enrolled in high school or university	2	10

Table 7. Crosstabulation table for the variable reception of a state payment

	After	
Before	Doesn't receive a state payment	Receives a state payment
Doesn't receive a state payment	13	0
Receives a state payment	0	24

Accordingly, a McNemar's test determined that the differences in the proportion of employed, self-employed, enrolled in high school or university and receivers of a state payment pre- and post-intervention were not statistically significant, as reported in Tables 8 and 9.

Table 8. McNemar^a test statistics for labor status

	Employment pre & Employment post
N	142
Exact Sig. (2 tailed)	.500 ^b
a. McNemar Test	
b. Binominal distribution used.	

Table 9. McNemar^a test statistics for reception of a state payment

	Reception of a state payment pre & Reception of a state payment post
N	37
Exact Sig. (2 tailed)	1.000 ^b
a. McNemar Test	
b. Binominal distribution used.	

4.3 Impact: evaluation of social benefits to rural areas

Table 10 below shows the mean and median for pre- and post-observations for the variables *common good* and *willingness to migrate*, 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)	Mean % change
Common good	3.98	4.85	21.86% increase	3.83	4.67	21.93% increase
Willingness to migrate	4.51	3.64	19.29% decrease	4.50	4.00	11.11% decrease

Regarding the variable *common good*, and *willingness to migrate*, a paired-samples t-test revealed that pre/post means of both variables were statistically significant, as shown in Table 11. This means that, after the interventions, participants had increased their contributions to the common good by bringing more benefits to their community than before they joined the project StayOn and were less inclined to move elsewhere in Ireland or abroad for employment reasons.

Table 11. T-test statistics table for the variables common good and willingness to migrate

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
Common good pre test – Common good post test	- .87711	.77668	.06518	- 1.00596	- .74826	- 13.457	141	<.001	<.001
Willingness to migrate pre test – Willigness to migrate post test	.8697	.8027	.0674	.7366	1.0029	12.912	141	<.001	<.001

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. However, this analysis did not yield any new insights or reveal any significant differences. As a result, we have decided to omit this section from the final report. We believe that including this information would not add value to the report and could potentially confuse the reader. Instead, we have focused on highlighting the findings that have proven to be meaningful and relevant to the project.

5. DISCUSSION AND CONCLUSION

This report leaves a positive overall impression on the work that Meath Partnership 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 participants (64.79%) proves that the threshold required (50%) to ensure the project's target values are far surpassed. Finally, the differences between post- and pre-intervention for almost all variables analyzed are statistically significant.

Regarding outcomes, this impact assessment evaluation reveals that young adults living in the towns of Athboy and Kells and their rural hinterlands in County Meath who have benefited from Meath Partnership's services from March 2022 to April 2023 were more likely to know where to get the career development resources they needed in their community after the interventions (+46.32 mean % change)⁴. Additionally, the data show they have been receiving more emotional, interpersonal, and material support than before joining the project StayOn (+27.70 mean % change)⁵. Overall, it can be deduced that participants have been experiencing more social inclusion. The change is quite similar to the values reported in the first impact assessment.

Improvements in participation in the labor market through changes in participants' employment status and reception of state payments were found to be statistically insignificant. There are a couple of reasons that could explain the observations. Firstly, participants complete the post-questionnaires immediately after finishing the interventions, while changes in their employment status may take longer to manifest and should be measured at a later stage. Secondly, participants might have jobs that are subject to volatility and frequent changes. To address these factors, Meath Partnership diligently tracks and follows up with participants after the interventions to monitor their potential entry into the labor market. This comprehensive approach allows for a more accurate assessment of the long-term impact of the interventions on employment outcomes.

Regarding impact, this report shows that participants had increased their contributions to the common good by bringing more benefits to their community than before they joined the project StayOn (+21.86 mean % change)⁶. Also, after the training courses, participants were less inclined to move elsewhere in Ireland or abroad for employment reasons (-19.29 mean % change)⁷. This extends the project's impact beyond the mere effect of StayOn on the participants and brings social benefits to rural areas by equipping them with young adults who feel socially included and want to contribute to the common good.

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

⁴ Cf. +60.41 mean % change in the first impact assessment report.

⁵ Cf. +33.33 mean % change in the first impact assessment report.

⁶ Cf. +25.71 mean % change in the first impact assessment report.

⁷ Cf. -19.91 mean % change in the first impact assessment report.

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.⁸

⁸ The results of the focus group can be found in the second impact assessment report for Ireland available at: <https://www.stay-on.eu/impact-compass/>

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APPENDIX

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

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

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. Young people are important to this community. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

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

Mark only one oval.

	1	2	3	4	5	6	7	
Extremely unlikely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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. Are you in receiving a state payment?

Mark only one oval.

- ☐ Yes
- ☐ No

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

The StayOn project is funded by Iceland,
Liechtenstein and Norway through the EEA and
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