

# StayOn\_

A more inclusive, active  
and creative world!

Potentials  
Assessment  
Questionnaire



[stay-on.eu](https://stay-on.eu)



## 1. General information

Project partner (*insert the organization's name and country*):

Questionnaire filled on (*insert the date*):

Interview scheduled on (*insert the date*):

Project partner's contact (*insert name, surname, and contact details of the person filling the questionnaire*):

External stakeholder (*insert name, surname, organization's name, contact details of the person present in the interview, and role in the implementation phase - if any*):

## 2. Community or communities of interest

*(insert name of the village/s chosen for the implementation phase, indicate the geographical location within the country and the main economic activities):*

### 3. Driving forces of youth unemployment

The following table lists ten driving forces of youth unemployment according to literature (*read the table and think how these driving forces relate to the labor market in your community or communities of interest*):

| Driving forces                       | Explanation  |
|--------------------------------------|--|
| <b>A. Automation</b>                 | Process of substituting technology for human labor to perform specific tasks or jobs   |
| <b>B. Globalization</b>              | Migratory patterns of young people from rural areas into urban areas   |
| <b>C. State of the economy</b>       | General economic situation at the national and regional levels   |
| <b>D. Types of contracts</b>         | Typical job arrangements available for young people (e.g., temporary contracts)  |
| <b>E. Informal work</b>              | Working off the books can affect and distort unemployment levels as it represents a social safety net for those who are unemployed                                   |
| <b>F. Poor skills of job-seekers</b> | This refers to poor educational systems producing adults who are not particularly highly skilled   |
| <b>G. Type of education</b>          | This refers to secondary education systems with fragile links with the labor market (usually, students have little-to-no practical experience and competencies)      |
| <b>H. Skills mismatch</b>            | Discrepancy between the skills that are sought by employers and the skills that young people possess   |
| <b>I. Demographic factors</b>        | Some demographic factors such as gender, disability, ethnicity have shown closer links to youth unemployment   |
| <b>J. Socioeconomic factors</b>      | Socioeconomic variables such as educational attainment, migration backgrounds, and household income play a role in young people's ability to access the labor market |

#### 3A. Does AUTOMATION affect youth employment in your community or communities of interest? What role does it play?

(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):

**3B. Does GLOBALIZATION affect youth employment in your community or communities of interest? What role does it play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3C. Does the STATE OF THE ECONOMY affect youth employment in your community or communities of interest? What role does it play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3D. Do the TYPE OF CONTRACTS affect youth employment in your community or communities of interest? What role do they play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3E. Does INFORMAL WORK affect youth employment in your community or communities of interest? What role does it play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3F. Do the POOR SKILLS OF JOB-SEEKERS affect youth employment in your community or communities of interest? What role do they play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3G. Does the TYPE OF EDUCATION affect youth employment in your community or communities of interest? What role does it play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3H. Does SKILLS MISMATCH affect youth employment in your community or communities of interest? What role does it play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3I. Do DEMOGRAPHIC FACTORS affect youth employment in your community or communities of interest? What role do they play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**3J. Do SOCIOECONOMIC FACTORS affect youth employment in your community or communities of interest? What role do they play?**

*(Please, answer the question and possibly add any relevant statistics or data that support it, you might include web links useful to researchers):*

**4. “Impact” ranking**

*(Please, considering the driving forces’ impact on the community or communities of interest, rank them from 1 to 10, from 1=most impactful to 10=least impactful, typing a number in the second column):*

| Driving forces                | “Impact” ranking |
|-------------------------------|------------------|
| A. Automation                 |                  |
| B. Globalization              |                  |
| C. State of the economy       |                  |
| D. Types of contracts         |                  |
| E. Informal work              |                  |
| F. Poor skills of job-seekers |                  |
| G. Type of education          |                  |
| H. Skills mismatch            |                  |
| I. Demographic factors        |                  |
| J. Socioeconomic factors      |                  |

**5. “Influenceability” ranking**

*(Please, considering your organization’s ability to the driving forces’ impact on the community or communities of interest, rank them from 1 to 10, from 1=most easily influenced to 10=least easily influenced, typing a number in the second column):*



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**Driving forces****“Influenceability” ranking**

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**A. Automation****B. Globalization****C. State of the economy****D. Types of contracts****E. Informal work****F. Poor skills of job-seekers****G. Type of education****H. Skills mismatch****I. Demographic factors****J. Socioeconomic factors**

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**6. Final comments**

*(Are there any other driving forces affecting youth employment in the community of communities of interest that have not been mentioned in the questionnaire? If yes, please indicate them and add any other comments you consider useful to this study’s objectives):*

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