

# StayOn\_

A more inclusive, active  
and creative world!

3rd Impact Assessment

## GREECE

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Giulia Parola & Mine Tülü  
European Center for Social Finance  
Dimitrios K. Tsolis,  
Rezoz Brands



**stay-on.eu**



## Table of contents

1. INTRODUCTION.....	3
2. INTERVENTIONS.....	3
2.1 Community involvement.....	3
2.2 Community catalysis .....	6
2.3 Community co-innovation labs .....	6
2.4 Community entrustment .....	7
3. METHODS .....	7
3.1 Data collection.....	7
3.2 Data analysis.....	8
4. FINDINGS .....	8
4.1 Descriptive statistics: demographic variables .....	8
4.2 Outcomes: evaluation of social inclusion .....	10
4.3 Impact: evaluation of social benefits to rural areas .....	11
5. DISCUSSION AND CONCLUSION .....	12
REFERENCES.....	14
APPENDIX .....	15

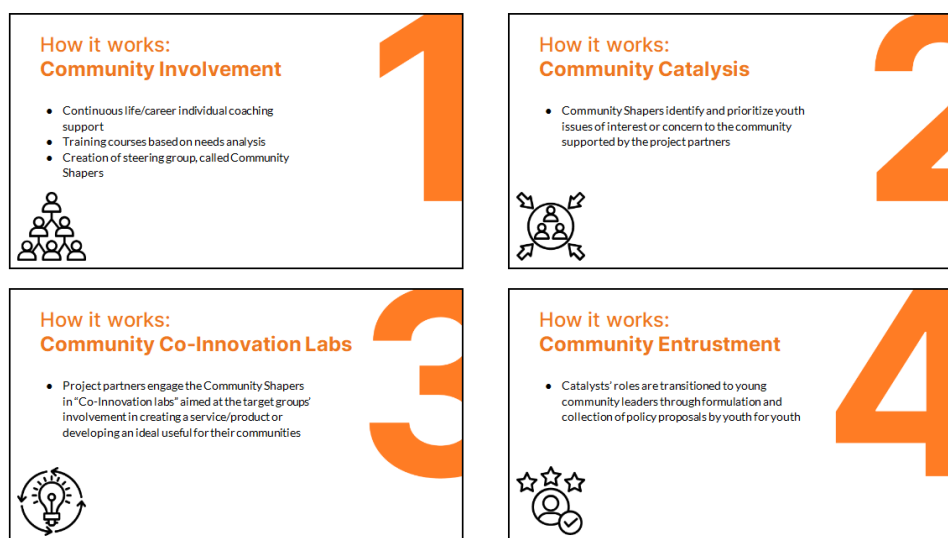
# 1. INTRODUCTION

The StayOn project aims to create opportunities, benefits, services, and jobs in rural areas for young people. Rezos Brands 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 needs<sup>1</sup> 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 31.05.2023, 7 types of training courses were delivered and coordinated through Rezos Brands, a food-oriented Greek SME founded in 1983. The organization aims at contributing to the competitiveness of Europe, its sustainable economic growth and job creation by promoting and strengthening synergies and cooperation among start-ups, SMEs, educational institutions and the third sector.

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

Table 1 summarizes the primary information for all training topics 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	Training and Certification in Food Industry focusing on Environmental Sustainability: Chapter 1 Environment and Production	4	5	To provide training and certification in Environmental Management that have proved to be necessary for workers active in food production.	The role and structure of Environmental Management Systems (EMS) in food production; Major advantages and disadvantages of EMS; The EMAS regulation, The EMAS certification process through ISO; Environmental Aspects
2	Training and Certification in Food Industry focusing on Environmental Sustainability: Chapter 2 Environmental Management and Sustainable Development	4	5	To present and analyze the key qualitative and quantitative indicators of an Environmental Management System which affect and ensure Sustainable Development.	The importance of monitoring and the of the indicators of success in production; What is an indicator? How to collect and analyze data?; Examples of qualitative and quantitative indicators; The role of data analysis so as to optimize quality; Optimization methods: Kaizen, SMED, 5s, 6σ; Monitoring environmental impact; The ISO 14031; Key indicators for monitoring environmental impact; Eco-Labeling for food products; ISO14000
3	Introduction to Informatics	4	5	To introduce the trainees and coachees to the basic concepts of informatics	The “datum” concept; Key architectural modules of mobile and other devices; Data representations;

					Data long-term digital preservation; Introduction to networks; Introduction to social media
4	Build Your Own Simple Website Quickly and Efficiently	4	8	To support the trainees and coachees to build quickly their own web site from scratch. The goal is twofold: Initially the trainees are introduced to web technologies which will be very useful throughout their career in any position and organization. Secondly, it is widely proved that building a simple web site step-by-step can help trainees overcome their prejudices towards technology's complexity (technophobia)	Lab-type courses in basic programming languages such as HTML, CSS and JAVASCRIPT
5	Build Your Sophisticated Website Quickly and Efficiently	4	8	To gain more advanced knowledge and build complex websites	Lab-type courses in WordPress and Joomla
6	Distributed Ledger Solutions in Holistic Quality Control in Organic Food Supply Chains	4	5	To introduce trainees and coachees to the concept of blockchain and distributed ledger and then to present key examples of how these technologies are being applied to the organic food supply chains	Introduction to blockchain and distributed ledger; Distribute ledgers in organic food supply chains; Key tools and technologies; Mobile and web applications for the organic food sector; Presentation of the main benefits; Presentation of the main disadvantages; Conclusions and results
7	Blockchain technology and NFTs: How the pandemic boosted the "Digital Original" Trading & the Future Prospects	3	5	To present new opportunities that have been raised during the pandemic; To show that throughout complicated periods and crises young people can find new ways to self-express and use the digital networks so as to re-invent themselves, be creative and gain prospect for the future	Pandemic and its impact in future prospect; Blockchain and NFTs a whole new market of digital creation and digital arts; What are NFTs and how they are created and traded? What is the relationship between NFTs, © and the artwork? What are the futures of NFTs? Conclusions

**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, 15 NEETs and two facilitators participated in structured discussions aimed at prioritizing youth issues, establishing effective communication, and creating a comprehensive list of key concerns. The sessions were interactive, encouraging active engagement among all participants. The facilitators, representing prominent organizations in youth empowerment and employment, provided valuable feedback and ensured alignment with relevant policies. The phase spanned 11 days and 82.5 hours, resulting in a finalized list of prioritized youth issues, validated and optimized by the facilitators. Additionally, the phase established a two-way communication channel between the NEETs and facilitators, promoting ongoing dialogue and collaboration.

## **2.3 Community co-innovation labs**

The co-innovation lab engaged a group of 20 NEETs in an immersive learning experience. Throughout multiple sessions, participants utilized their acquired knowledge and expertise to create various "products". The co-innovation labs focused on three key areas:

- Digital Skills: Digital skills in web development, Mobile apps focusing on holistic agrifood quality control, and Blockchain technologies for enhanced traceability.
- Environmental Skills: Skills focusing on sustainable energy, Apps relevant to energy consumption management and optimization.
- Digital Agripreneurs: Career orientation sessions.

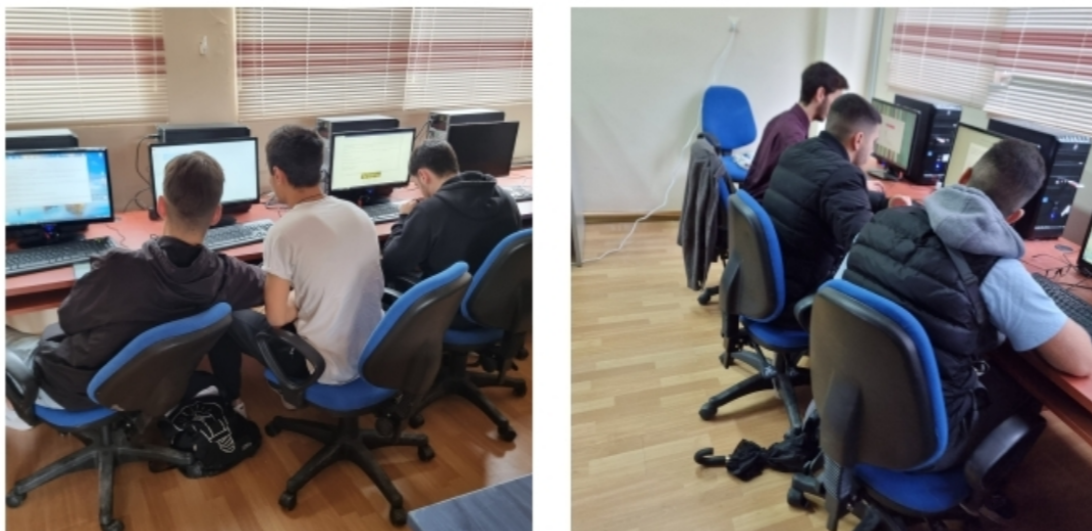
Additionally, a Digital Lab was established, providing a space for interactive learning in web and mobile app design and development. Similarly, an Environmental Lab was created to facilitate collaborative learning, analyze procedures, methodologies, and certification standards related to environmental initiatives. Over the course of 55 days and a total of 412.5 hours, the co-innovation lab enabled the NEETs to actively participate in the creation of innovative projects across these six topics.

## 2.4 Community entrustment

During the community entrustment phase, existing policies and key strategies were gathered and utilized to develop policy proposals. These proposals were based on the prioritized list generated in the previous community catalysis phase, ensuring that they addressed the most important concerns identified by the participants.

A crucial aspect of the community entrustment phase was the strong intercommunication between the NEETs and the facilitators, primarily representing the Region of the Western Greece Authority and the Employment Agency. This collaborative effort played a vital role in shaping the policy proposals and facilitating their adaptation by the facilitators. The active involvement and input from both the NEETs and the facilitators contributed to the development of comprehensive and relevant policy recommendations.

Figure 2. Some pictures from the StayOn activities organized by Rezos Brands



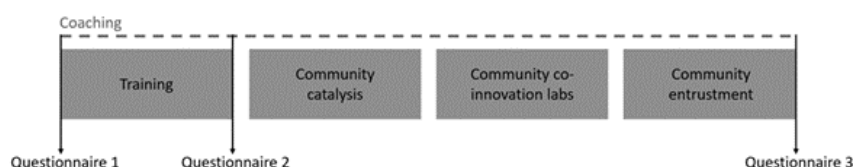
## 3. METHODS

### 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 the Appendix.

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).<sup>2</sup>

**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 31.05.2023, Rezos Brands involved 82 coachees and 266 trainees in the project. 127 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 variable *support* from social networks, the data of differences between pre and posttest are normally distributed; hence, paired samples t-test was used to compare the two sets of scores. For the remaining variables analyzed, the differences between pre and post-test are not normally distributed; hence, a non-parametric test (Wilcoxon signed-rank test) was used to compare the two sets of scores from the same participants for all variables. 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 'income'.

## 4. FINDINGS

### 4.1 Descriptive statistics: demographic variables

Descriptive statistics of the pre- post-observations related to the sample of 127 participants are presented in Table 2. 83 people (66.35%) in the sample analyzed were women, while 40 (31.50%) were men. 4 people (3.15%) chose the option 'other'. Most participants (124 people, 97.64%) were between 25 and 29 years old. 3 participants

<sup>2</sup> The question inquiring about participants' belonging to a minority background was optional.



(2.36%) were between 20 and 24 years old. 17 people (13.39%) were self/employed or students at the start of the intervention, while 110 people (86.61%) were unemployed or inactive and constituted the remainder of the sample. After the interventions, 28 people (22.05%) were self/employed or students at the start of the intervention, while 99 people (77.95%) were unemployed or inactive. Before the of the interventions, 49 (38.58%) participants stated that their income was less than or equal to the national minimum wage, while only 8 participants (6.30%) reported having an income that is more than the national minimum wage. After the interventions, 32 (25.20%) participants stated that their income was less than or equal to the national minimum wage and none claimed to earn more than the national minimum wage. Finally, 13 people answered the question about minority backgrounds: seven (5.51%) reported belonging to a sexual minority group, five (3.94%) to a racial, ethnic, and linguistic minority and one (0.79%) to a religious minority group.

Table 2. Descriptive statistics

<b>Gender</b>	<b>n</b>	<b>%</b>
Female	83	65.35
Male	40	31.50
Other	4	3.15
Total	127	100.00
<b>Age</b>	<b>n</b>	<b>%</b>
20-24	3	2.36
25-29	124	97.64
Total	127	100.00
<b>Labor status (post values)</b>	<b>n</b>	<b>%</b>
Employed, self-employed, enrolled in high school or university	28	22.05
Other	99	77.95
Total	127	100.00
<b>Labor status (pre values)</b>	<b>n</b>	<b>%</b>
Employed, self-employed, enrolled in high school or university	17	13.39
Other	110	86.61
Total	127	100.00
<b>Income (post values)</b>		
Less than or equal to the national minimum wage	32	25.20
More than the national minimum wage	0	0.00
Total	32	25.20
<b>Income (pre values)</b>	<b>n</b>	<b>%</b>
Less than or equal to the national minimum wage	49	38.58
More than the national minimum wage	8	6.30
Total	57	44.88
<b>Minority background</b>	<b>n</b>	<b>%</b>
People with disabilities	0	0.00
Sexual minority	7	5.51
Racial, ethnic, and linguistic minority	5	3.94
Religious minority group	1	0.79
Total	13	10.24

## 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	2.96	5.40	82.43% increase	3.00	5.00	66.67% increase
Support from social networks	2.51	4.38	74.50% increase	2.50	4.25	70.00 % increase

Regarding the variable *access* to knowledge of resources in the community, a Wilcoxon signed rank test showed a significant positive difference ( $Z = -9.423$ ,  $p < 0.01$ ) 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	-9.423 <sup>b</sup>
p	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	
c. Based on positive ranks.	

Regarding the variables *support* from social networks, a paired-samples 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	-1.86614	.90402	.08022	-2.02489	-1.70739	-23.263	126	<.001	<.001

Regarding the variables meant to assess *participation* in labor markets, namely employment status and income, we have seen in Table 2 that 17 people (13.39%) were self/employed or students at the start of the intervention, while 110 people (86.61%) were unemployed or inactive and constituted the remainder of the sample. After the interventions, 28 people (22.05%) were self/employed or students at the start of the intervention, while 99 people (77.95%) were unemployed or inactive. However, a McNemar's test determined that the differences in the proportion of self/employed or students versus 'other' were not statistically significant, as shown in Table 6.

Table 6. McNemar<sup>a</sup> test statistics for employment status

	Employment status pre & Employment status post
N	127
Chi-Square <sup>b</sup>	2.703
Asymp. Sig.	.100
a. McNemar Test	
b. Continuity Corrected	

Regarding income, Table 2 reveals that before the of the interventions, 49 (38.58%) participants stated that their income was less than or equal to the national minimum wage, while only 8 participants (6.30%) reported having an income that is more than the national minimum wage. After the interventions, 32 (25.20%) participants stated that their income was less than or equal to the national minimum wage and none claimed to earn more than the national minimum wage. However, also in this case, the change recorded was not statistically significant, as shown in Table 7.

Table 7. McNemar<sup>a</sup> test statistics for income

	Income pre & income post
N	19
Exact Sig. (2 tailed)	.500 <sup>b</sup>
a. McNemar Test	
b. Binominal distribution used.	

### 4.3 Impact: evaluation of social benefits to rural areas

Table 8 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 8. 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	5.55	6.85	23.42% increase	5.83	7.00	20.07% increase
Willingness to migrate	4.08	2.46	39.71% decrease	4.00	2.00	50.00% decrease

Regarding the variable *common good*, a Wilcoxon signed rank test revealed a significant positive difference ( $Z = -7.940$ ,  $p < 0.01$ ) between post- and pre-observation, as shown in Table 9. 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.

Regarding the variable willingness to migrate, a Wilcoxon signed rank test revealed a significant negative difference ( $Z = -7.583$ ,  $p < 0.01$ ) between post- and pre-observation, as shown in Table 9. This means that, after the interventions, participants were less willing to move elsewhere in Greece or abroad for employment reasons.

Table 9. Wilcoxon test statistics table for the variables common good and willingness to migrate

	Common good pre test – Common good post test	Willingness to migrate pre test – Willingness to migrate post test
Z	-9.561 <sup>b</sup>	-7.583 <sup>c</sup>
p	<.001	<.001
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		
c. Based on positive ranks.		

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 Rezos Brands and the participants in their interventions are doing in the 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. The high share of female trainees and coachees (65.35%) gives evidence that the threshold required (50%) to ensure the project's target values are met is far surpassed. Additionally, 13 people out of 127 reported belonging to a minority background.

However, the sample size used in the 3rd impact assessment report ( $n=127$ ) is nearly identical to the sample size we utilized for analysis in the 1st impact assessment report ( $n=126$ ). Unfortunately, due to the lack of collected questionnaires after August 2022, we were unable to assess any improvements resulting from a better delivery of the interventions or any benefits arising from the subsequent phases of community involvement, including community catalysis, co-innovation labs, and community entrustment. The shift from digital to physical coaching after August 2022 has had an impact on the completion of questionnaires. Rezos Brands' team is currently collecting new data that will form the basis for the analysis in the upcoming report.

Regarding outcomes, this impact assessment evaluation reveals that young adults who have benefited from Rezos Brands' services were more likely to know where to get the career development resources they needed in their community after the interventions (+82.43 mean % change)<sup>3</sup>. Additionally, the data show they have been receiving more emotional, interpersonal, and material support than before joining the project StayOn (+74.50 mean % change)<sup>4</sup>. Overall, it can be deduced that participants have been experiencing more social inclusion. However, improvements in participation in the labor market through changes in participants' employment status and income were found to be not statistically significant. This is mostly because the employment status of young adults in the StayOn project is heavily impacted by the underdeveloped market potential in the region, which influences labor market changes.

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 (+23.42 mean % change)<sup>5</sup>. Also, after the training course, participants were less inclined to move elsewhere in Greece or abroad for employment reasons (-39.71 mean % change)<sup>6</sup>. 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 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.<sup>7</sup>

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<sup>3</sup> Cf. +83.05 mean % change in the first impact assessment report.

<sup>4</sup> Cf. +75.20 mean % change in the first impact assessment report.

<sup>5</sup> Cf. +23.42 mean % change in the first impact assessment report.

<sup>6</sup> Cf. -39.46 mean % change in the first impact assessment report.

<sup>7</sup> The results of the focus group can be found in the second impact assessment report for Greece 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!

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**\*Required**

1. Please, include the first 3 letters of your first and last name, and the day of birth (in English <sup>\*</sup> 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. <sup>\*</sup>

*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. <sup>\*</sup>

*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. <sup>\*</sup>

*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. <sup>\*</sup>

*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. What was your income last month?

*Mark only one oval.*

- ☐ Less than or equal to EUR 663
- ☐ More than EUR 663

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

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