StayOn_ A more inclusive, active and creative world!

3rd Impact Assessment
ITALY

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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. Association ATIS 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[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)
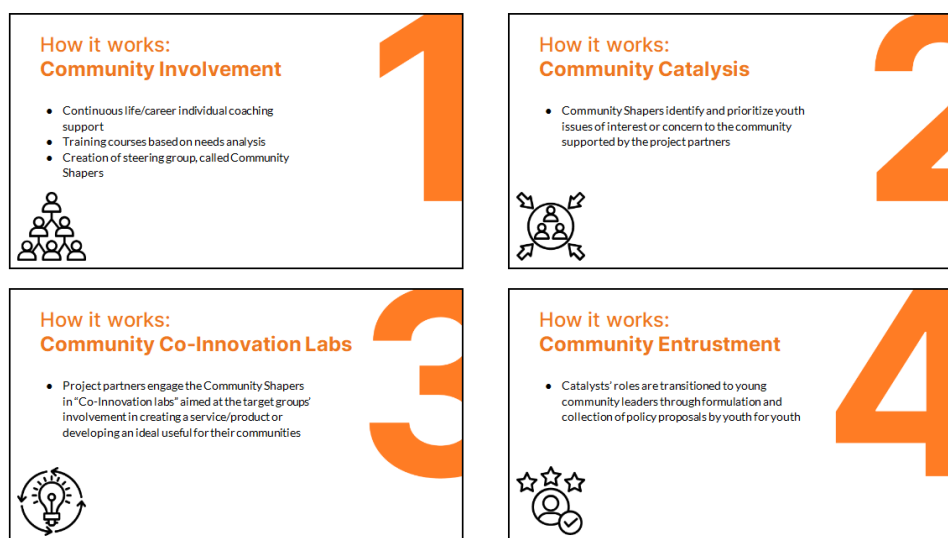
2.1 Community involvement

Training courses. As of 31.05.2023, seven training courses were delivered and coordinated through Association ATIS. This is an Italian employment agency founded in 2003 in Palermo (Sicily) to promote career interventions aimed at at-risk young people. Table 1 summarizes the primary information for all training courses in the context of the project StayOn.

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

Table 1. Summary of training courses

#	TITLE	NUMBER OF ITERATIONS	NUMBER OF HOURS	MODULES
1	Digital marketing	1	20	1. Introduction to Digital Marketing 2. Web 2.0 and social media management 3.: Creating effective advertising campaigns 4. Search Engine Optimization (SEO) 5. Content Marketing 6. Advanced Social Media Marketing 7. Conservation Marketing and e-commerce management
2	Rural heritage valorization and sustainable developement	1	30	1. Grape cultivation and wine production 2. Administrative and management aspects of the farm 3. Accounting 4. Customer and distributor relations 5. Aromatic herbs cultivation. 6. Herbal tea preparation herbal teas and their health benefits 7. Wine pairing
3	Dressmaking and enterpreneurship	1	150	1. Introduction to tailoring and entrepreneurship 2. Analysis of tools and fabrics 3. Pattern making and placement of patterns on fabric 4. Fabric marking and size development 6. Machine cutting and sewing techniques 7. Embroidery techniques 8. Making children's clothing 9. Defect correction techniques and finishing continuation 10. Introduction to labor law 11. European labor law directives and labor union law 12. PC use, file management, and software installation 13. Creating presentations with Power Point 14. Spreadsheet use and data management 15. Clothing item packaging and finishing
4	Photography, post-production and images copywriting	2	54	1. Introduction to Photography 2. Building Sets for Photography 3. Post-Production in Photography 4. Legal Aspects of Image Distribution 5. Fiction and Documentary in Photography
5	Crafting wooden boats	1	30	1. Introduction to boat construction 2. Techniques of sailboat and rowboat construction 3. Maintenance and repair of boats 4. Safety at sea 5. Management of entrepreneurial activity
6	Pottery and creation of artworks	1	30	1. Introduction to ceramics and materials 2: Material preparation 3. Modeling techniques 4. Firing and finishing 5. Final project
7	Learning Italian as a second language and helping in job placement	7	420	Module 2: Civics Education Module 3: English Language Module 4: Italian Literacy

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

ATIS has successfully implemented the community catalysis phase in Italy through a series of community-based workshops. These workshops, titled "Dialogues on Cities," were conducted on different days and facilitated by university professors, moderators, and professionals who were experts in the field. The workshops focused on three main themes: the political and social crisis in Western societies, the European city from a young Catania perspective, and the challenges of infrastructure in the South.

During these workshops, participants actively engaged in group discussions, brainstorming sessions, and various activities to identify and prioritize issues that were important to them. With the guidance of facilitators, the participants expressed their ideas and developed practical proposals for action. The topics explored during the workshops were wide-ranging and encompassed areas such as youth unemployment, access to education, and social exclusion.

The proposals generated by the participants were then presented to local policymakers and stakeholders, with the aim of influencing political decisions and garnering support for initiatives led by young people. This community catalysis phase proved effective in

empowering young individuals in the region, providing them with a platform to voice their opinions and contribute to the development of their communities.

The workshops not only fostered dialogue and collaboration but also strengthened the relationship between young people and their communities. As a result of the project's success, a photography association was established, and its services were utilized to manage social media reporting during the opening of the Ateneo store. Additionally, some of the workshop participants were selected to work as photographers and content creators during Etnacomics 2023.

2.3 Community co-innovation labs

The Co-Innovation Labs organized by ATIS in Catania took place at the E.R.S.U "TOSCANO SCUDERI" residence, thanks to ATIS partner "La finestra Liberi di Scegliere-ETS." This location, known for hosting Erasmus students, served as a meeting place for students and non-students to engage in different activities.

Throughout the day, partners and teachers who had assisted us during the training organized a photography exhibition showcasing the works created by the trainees. Under the guidance of a photography teacher, they decided on the exhibition setup and theme (street photography). The participants of the digital marketing course documented the behind-the-scenes of the exhibition and the day, creating reels and photos for social media.

Additionally, participants from the "Rural heritage valorization and sustainable development" course set up a stall where they presented wines produced at "Monte Gorna," explaining their qualities. There were also herbal teas made by the company S.A.R.l using aromatic herbs collected and processed by the trainees.

The second part of the day focused on a discussion about the importance of organizing such events in the city and supporting new initiatives. University representatives, partners, and participants in the innovation labs participated. At the end of the meeting, the idea of establishing a photography association was proposed, supported by teachers and ATIS, to bring together participants from the photography and digital marketing courses. The association has already been involved in managing content creation during the official opening of the Ateneo store. Some of the trainees have also secured opportunities to work as photographers and content creators during Etnacomics 2023, while others have joined communication agencies (FEC LAB).

Overall, the Co-Innovation Labs fostered collaboration and the sharing of ideas among various entities, including companies and institutions. The establishment of the photography association further demonstrates ATIS's commitment to promoting culture and innovation in the field of photography and digital.

Key details:

- Number of participants: 54 trainees and 90-110 visitors
- Duration: 14:00 (backstage start) - 20:30
- Type of event: Public meeting
- Facilitators: 9
- Result: Strengthened presence of Stay On in the area through the creation of a photography association, which was hired to manage social media reporting for

the opening of the Ateneo store. Some trainees will also work as photographers and content creators during Etnacomics 2023.

2.4 Community entrustment

The community entrustment phase, ATIS in Italy implemented the community empowerment phase, which involved training and supporting a group of young community leaders selected from the previous community catalyzation phase. The phase focused on providing practical training in project management and initiative promotion to equip the young leaders with the necessary skills for implementing policy proposals.

Workshops, training sessions, and ongoing dialogues with local political figures, including a youth policy councilor, were organized to develop the leaders' projects. The community empowerment phase aimed to actively involve the young leaders in the political and social life of their community. Two policy proposals emerged from the discussions: the creation of a public transport bonus system for young people and the improvement of the road and rail network.

The proposal to strengthen the road and rail network is particularly crucial in Sicily, where the existing Syracuse-Trapani railway route takes an excessively long time. Enhancing the transportation infrastructure is aimed at reducing isolation in underdeveloped communities and improving mobility for citizens, including better access to job and education opportunities.

The second policy proposal focuses on promoting Italian language training for foreigners and providing start-up training managed by local municipalities. This initiative aims to support newcomers in the community by helping them acquire the language and entrepreneurial skills necessary for integration and successful entrepreneurship.

The community empowerment phase is ongoing, with the young leaders actively working to implement these policy proposals and potentially others. Through their commitment, the local community is already benefiting from small yet positive initiatives that contribute to the well-being of young people and their families.

Key details:

- Number of participants: 10
- Duration: Approximately 5-6 months (ongoing)
- Type of events: Round tables, workshops, training, coaching for implementation
- Facilitators: 3

Figure 2. Some pictures from the StayOn activities organized by ATIS

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
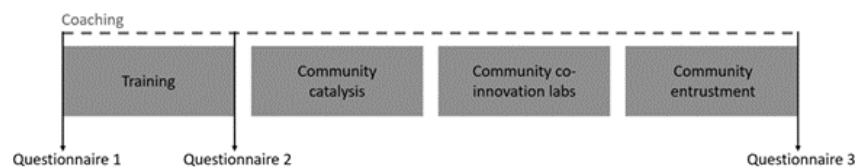
The questionnaire included the following groups of variables:

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).[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 15-16.

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.

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

3.2 Data analysis

As of 31.05.2023, ATIS involved 144 coachees and 191 trainees in the project. 52 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 of the variables analyzed but one, 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. For the variable common good, we used a t-test since the differences between pre and post-test are normally distributed. 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 52 participants are presented in Table 2. 39 (75%) people in the sample analyzed were women, while 13 (25%) were men. Most participants (40 people, 76.92%) were between 20 and 24 years old. 10 (19.23%) participants were between 25 and 29 years old and two (3.85%) were outside of both these age ranges. 48 people (92.31%) were self/employed or students at the start of the intervention, while four people (7.69%) were unemployed or inactive and constituted the remainder of the sample. These values changed after the interventions: 22 people (42.31%) were self/employed or students at the start of the intervention, while 30 people (57.69%) were unemployed or inactive. Prior to joining the project, 34 (65.38%) participants stated that their income was less than or equal to the national minimum wage, while only six participants (11.54%) reported having an income that is more than the national minimum wage. After the interventions, 40 (76.90%) participants stated that their income was less than or equal to the national minimum wage and eight (15.38%) said they earned more than the national minimum wage. Finally, six people answered the question about minority backgrounds: one (1.93%) reported belonging to the group of people with disabilities, four (7.69%) to a sexual minority, and one (1.93%) to a racial, ethnic, and linguistic minority.

Table 2. Descriptive statistics

Gender	n	%
Female	39	75.00
Male	13	25.00
Other	0	0.00
Total	52	96.15
Age	n	%
20-24	40	76.92
25-29	10	19.23
Other (36 and 39)	2	3.85
Total	52	96.15
Labor status (post values)	n	%

Employed, self-employed, enrolled in high school or university	22	42.31
Other	30	57.69
Total	52	100.00
Labor status (pre values)	n	%
Employed, self-employed, enrolled in high school or university	48	92.31
Other	4	7.69
Total	52	100.00
Income (post values)		
Less than or equal to the national minimum wage, i.e., EUR 740.25	40	76.92
More than the national minimum wage, i.e., EUR 740.25	8	15.38
Total	48	92.30
Income (pre values)	n	%
Less than or equal to the national minimum wage, i.e., EUR 740.25	34	65.38
More than the national minimum wage, i.e., EUR 740.25	6	11.54
Total	40	76.92
Minority background	N	%
People with disabilities	1	1.93
Sexual minority	4	7.69
Racial, ethnic, and linguistic minority	1	1.93
Religious minority group	0	0.00
Total	6	11.55

4.2 Outcomes: evaluation of social inclusion

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

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	4.21	4.69	11.40% increase	4.00	5.00	25% increase
Support from social networks	4.60	4.73	2.83% increase	5.00	4.63	7.40 % decrease

Regarding the variables *access* to knowledge of resources in the community, a Wilcoxon signed rank test showed a significant positive difference (Z= -2.264, p=0.024) 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.

Regarding *support* from social networks, a Wilcoxon signed rank test revealed that the difference (Z= -0.199, p=0.842) between post- and pre-observation was not statistically significant, as shown in Table 4. This means that, after the interventions, participants did not feel they have been receiving more emotional, interpersonal and material support than before joining the project StayOn.

Table 4. Wilcoxon test statistics table for the variables access to knowledge of resources in the community and support from social networks

	Access to knowledge of resources in the community pre-test – Access to knowledge of resources in the community post-test	Social networks support pre-test – Social networks support post-test
Z	-2.264[b]	-0.199[b]
p	0.024	0.842
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		
c. Based on positive ranks.		

Regarding the variables meant to assess *participation* in labor markets, namely 'employment status' and 'income', we have seen in Table 2 that 48 people (92.31%) were self/employed or students at the start of the intervention, while 4 people (7.69%) were unemployed or inactive and constituted the remainder of the sample. After the interventions, 22 people (42.31%) were self/employed or students, while 30 people (57.69%) were unemployed or inactive. A McNemar's test determined that the differences in the proportion of self/employed or students vs unemployed or inactive pre- and post-intervention were statistically significant, as reported in Table 5.

Table 5. McNemar[a] test statistics for labor status

	Labor status pre & Labor status post
N	52
Chi-Square[b]	20.833
Asymp. Sig.	<.001
a. McNemar Test	
b. Continuity Corrected.	

Regarding income, Table 2 reveals that prior to joining the project, 34 (65.38%) participants stated that their income was less than or equal to the national minimum wage, while only six participants (11.54%) reported having an income that is more than the national minimum wage. After the interventions, 40 (76.90%) participants stated that their income was less than or equal to the national minimum wage and eight (15.38%) said they earned more than the national minimum wage. A McNemar's test determined that the differences in the proportion of low- and high-earners pre- and post-intervention were not statistically significant, as reported in Table 6.

Table 6. McNemar[a] test statistics for income

	Income pre & Income post
N	39
Exact Sig. (2 tailed)	1.000[c]
a. McNemar Test	
c. Binomial distribution used.	

4.3 Impact: evaluation of social benefits to rural areas

Table 7 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 7. 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	5.38	5.54	2.97% increase	5.59	5.67	1.43% increase
Willingness to migrate	5.15	5.07	1.55% decrease	5.50	5.00	9.09% decrease

Regarding the variable *common good*, a paired-sample t-test revealed that pre/post means of the variables were not statistically significant, as shown in Table 8. This means that after the interventions, participants had not increased their contributions to the common good after joining the project.

Table 8. T-test statistics table for the variable common good

	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper			One-Sided p	Two-Sided p
Common good pre test – Common good post test	-.15115	.87132	.12083	-.39373	.09142	-1.251	51	.108	.217

Regarding the variable *willingness to migrate*, a Wilcoxon signed rank test did not reveal any significant difference between post- and pre-observation, as shown in Table 9. This means that, after the interventions, participants were not less willing to move elsewhere in Italy or abroad for employment reasons.

Table 9. Wilcoxon test statistics table for the variable willingness to migrate

	Willingness to migrate pre-test – Willingness to migrate post-test
Z	-0.579[c]
Asymp. Sig. (2-tailed)	0.563
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. The only significant difference highlighted by the analysis appeared when results were controlled by employment status (self/employed or student=22, unemployed/inactive=30) concerning the variable *common good*. Therefore, employment status seemed to play a role in this regard, as only self/employed or students reported higher levels of *common good* at the end of the intervention as shown in Table 10.

Table 10. T-test statistics table for the variable common good (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
Common good pre test – Common good post test	-.41773	.79437	.16936	-.76993	-.06552	-2.467	21	.011	.022

5. DISCUSSION AND CONCLUSION

This report partly leaves a positive impression on the work that ATIS and the participants in their interventions are doing in this implementation phase. Regarding demographic variables, the high share of female participants (75%) gives evidence that the threshold required (50%) to ensure the project's target values are met is far surpassed. However, as of 31.05.23 and according to the data collected, the proportion of participants not in employment nor education at the start of the interventions (7.69%) is under the threshold required (70%) to ensure the project's target values are met. Additionally, two individuals in the sample fell outside the age range that was the focus of the project.

Regarding outcomes, this impact assessment evaluation reveals that young adults who have benefited from ATIS' services from June 2022 to May 2023 were more likely to know where to *access* the career development resources they needed in their community after the interventions (+11.40 mean % change). However, the changes reported in participants' perceived *support* from social networks were not statistically significant. One possible reason for this could be that the majority of the sample consists of students who already have a strong support system in place, both at home and in their educational environment. As a result, they already exhibited high levels of social network support prior to the interventions.

There were no improvements in participation in the labor market through changes in participants' employment status and income. More specifically, the proportion of participants who were unemployed or inactive increased after the interventions and this change was found to be statistically significant. There are a couple of reasons that could

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explain this observation. A significant portion of the participants in the initiative were students who had completed their studies during their participation in the project. As a result, many of them were unemployed or not engaged in any professional activities by the time they finished the intervention.

Nevertheless, the initiative prioritized students that were about to graduate and provided these individuals with an opportunity to acquire new skills, gain practical experience, and increase their employability in order to overcome the challenges they faced in the job market. Additionally, it is important to consider the timing of the questionnaires. They were filled out immediately after the training, leaving insufficient time for the participants to secure employment. Some individuals might still be in the process of recruitment, while others might have entered unpaid placements as a transitional step toward gaining paid employment.

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, neither were they less inclined to move elsewhere in Italy or abroad for employment reasons. One potential reason for this could be that the majority of individuals in the sample are students, who are generally known to be open-minded and well-equipped with education and foreign language skills that are highly valued abroad. However, the data also show that people who were self/employed or students after joining the project StayOn were more likely to contribute to the *common good* than before participating in the project. This partly extends the project's impact beyond the mere effect of StayOn on the participants and brings social benefits to rural areas.

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.[3]

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[3] The results of the focus group can be found in the second impact assessment report for Italy 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	◯	◯	◯	◯	◯	◯	◯	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. *
Mark only one oval.

	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 more than expected

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Much less 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 780 €

◯ More than 780 €

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