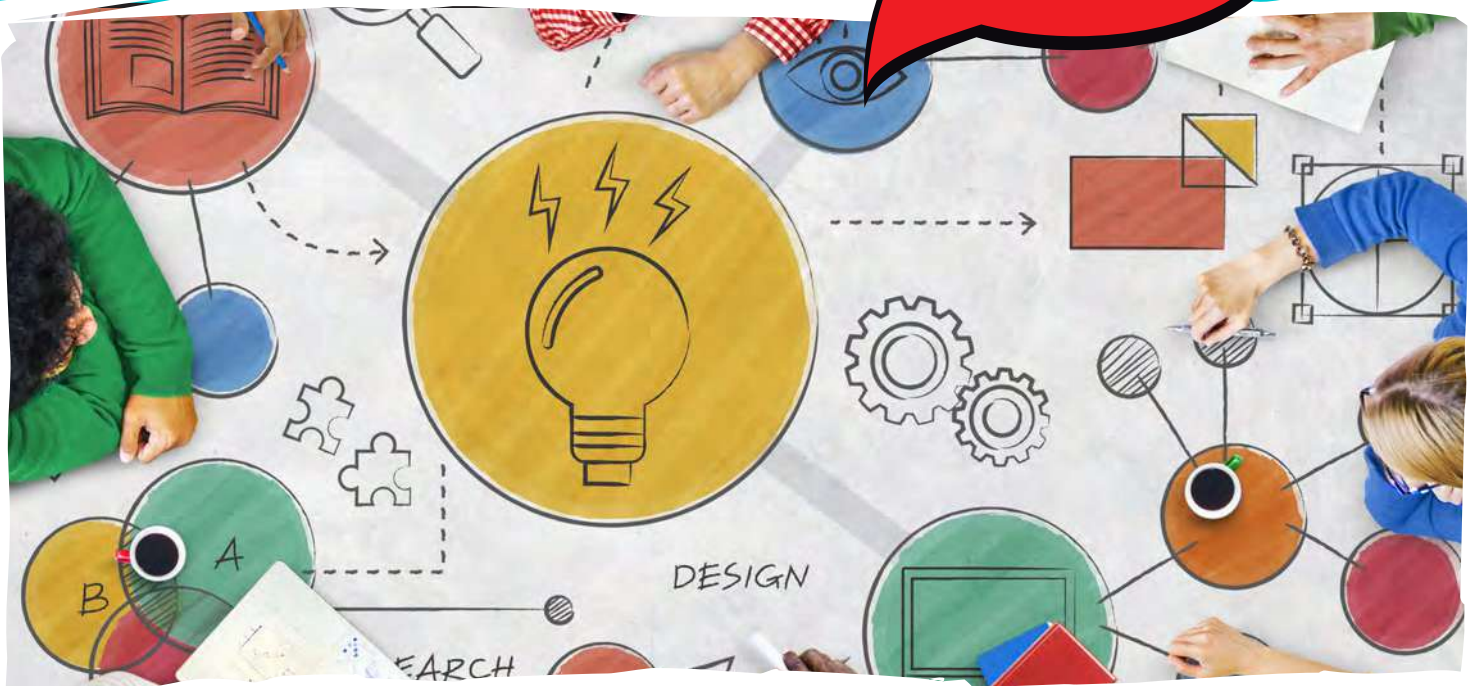


Poland



## Impact Assessment Report 2022 (3)

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#YoungEntrepreneursSucceed

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Impact Assessment Report 2022(3): Poland

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# 1 Introduction

## 1 Introduction

This report presents the findings of the impact evaluation carried out to assess the effectiveness of a series of interventions undertaken by the Polish organization Youth Business Poland (YBP) to help young people develop their emotional capabilities, improve their achievements and behaviors, and, ultimately support them to enter employment or self-employment. The interventions were delivered in the context of the project Young Entrepreneurs Succeed! (YES!) funded by the EEA and Norway Grants Fund for Youth Employment. Coordinated through the cooperation of eight partners, the project aims to improve the employment situation of young people neither in employment nor in education and training (NEETs) through innovative approaches and the partners' transnational cooperation on labor market issues.

The project initially targeted a total sample of 1,600 NEETs spread across four European countries (Greece, Italy, Poland, and Spain) over three and half years (2018-2022). The project got re-financed for another one and half year period (April 2022 - September 2023), targeting additional 970 NEETs across the same regions. This follows the impacts and success stories recorded by the current interventions. This report is to be read in the context of the project's "Impact Management Work Package", representing a systematic effort to provide credible evidence on the causal impact of interventions meant to integrate young adults into the labor market. The Work Package encompasses a series of activities, including establishing clear project objectives, the development of an impact assessment framework, creating periodic impact evaluations, and learning to inform decision-making within and among the organizations involved.

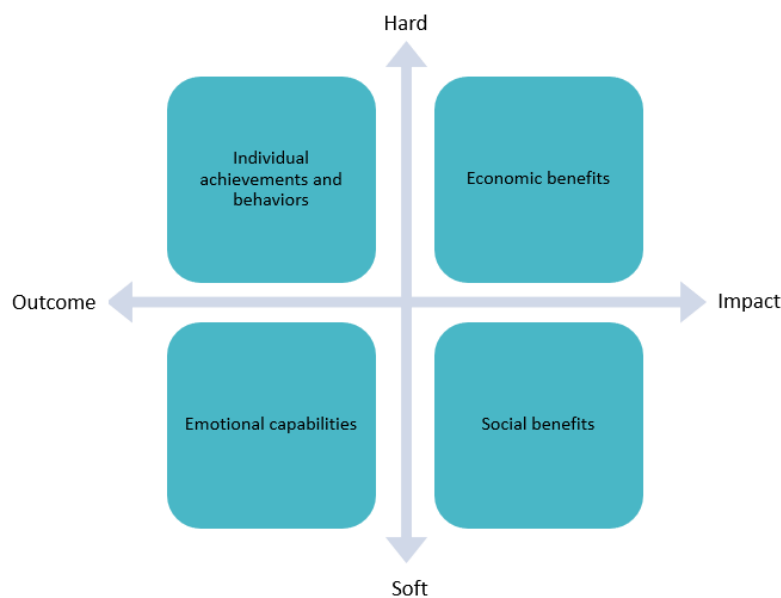
This report proceeds as follows. After a brief introduction provided in Section 1, Section 2 explains the impact assessment framework adopted. Section 3 describes the interventions. In Section 4, the report moves its focus on detailing the methodology used to conduct the evaluation. Section 5 presents the results, while Section 6 interprets them and discusses the lessons learned to facilitate the translation of findings into practice for the project's partners. The last section concludes and generalizes on potential implications for employment services providers outside the project context.

## 2 Impact assessment framework

## 2 Impact assessment framework

On a general level, the choice of variables for the assessment of outcomes and impact was guided by the conceptual framework by McNeil, Reeder, and Rich (2012), which revolves around four primary areas of evaluation as shown in Figure 1: soft outcomes, hard outcomes, soft impact, and hard impact.

Figure 1. Conceptual framework guiding outcomes and impact assessment adapted from McNeil, Reeder, and Rich (2012).



The categories in the two quadrants on the left-hand side of Figure 1 represent the outcomes (the effects of the project on the target group) whereas the two sections on the right-hand side refer to the impact (the effects of the project on society). The framework also distinguishes between "soft" and "hard" categories. While soft outcomes and impact are valued by and relate participants to the project and rely on self-assessment measures, hard outcomes and impact can usually be measured more objectively by other people such as researchers and trainers. Drawing on the conceptual framework described above, during the project workshop in Offenbach in March 2019, evaluators of the project and implementation partners defined the objectives of the planned interventions and discussed potential variables in the four different categories.

Table 1 provides an overview of the variables all partners agreed on to assess the effectiveness of their interventions. Since the activities foreseen by the four organizations responsible for the implementation of the project were partly different due to the diverse local contexts, the category "Individual achievements and behaviors" has been left empty as the choice of hard outcomes variables and the consequent evaluation were left at the discretion of each implementing organization.



Partners, however, agreed on the ultimate purpose of the project and decided to measure the progress in the development of beneficiaries and its effects on society using common variables in the remaining three categories.

Table 1. Overview of outcome and impact variables.

	Outcome	Impact
Hard	/	labor status, lifetime cost, disposable income
Soft	proactivity, self-efficacy, resilience, search-goals	social responsibility, social trust, institutional trust

All project partners agreed that the assessment of "Emotional capabilities" should include evaluations of self-worth and self-belief, personal skills, attitudes, and aspirations. On an individual level, therefore, four variables were selected: proactivity, self-efficacy, resilience, and search goals. The variables chosen in this category are meant to represent different steps of a staircase to employment or self-employment. The assessment of each step on the staircase has a twofold purpose: 1) thoroughly detect advancement via small steps of progress, 2) to avoid judging a complex issue in black and white, for instance, by measuring only a key variable such as labor status before and after the intervention.

Therefore, different steps in Figure 2 below correspond to the different outcome variables selected, namely proactivity ("I want to do it"), resilience ("I'll try to do it"), self-efficacy ("I can do it"), and search-goals ("I will do it"). On a social level, all project partners agreed that the evaluation of impact should comprise both a social and an economic dimension. To measure progress in building pro-sociality and social capital, partners selected the variables social responsibility, social trust, and institutional trust in the category "Social benefits." Regarding the "Economic benefits" that the intervention could potentially bring to society, variables selected include labor status (specifically, a transition from NEET status to education, employment, or self-employment), lifetime cost, and disposable income.

Figure 2. Staircase to employment or self-employment.



# 3 Interventions

### 3 Interventions

As of 31.12.2022, eleven training courses (YES! I - XIII) totaling 643 hours were delivered and coordinated through Youth Business Poland by Fundacja Inkubator Technologiczny (Technological Incubator Foundation), an organization established for the development of entrepreneurship in Poland. Youth Business Poland's mission is to develop entrepreneurship and provide comprehensive support to young people so that they can fully develop their potential, create stable businesses and new jobs. In total, 308 individuals participated in the training courses offered by Youth Business Poland. Table 2 summarizes the primary information for all training courses.

Seven of the thirteen training courses were intensive monthly entrepreneurship development courses filled with the practical knowledge needed to develop a company. The remaining two were centered on career guidance and digital marketing. These courses aim to provide comprehensive support to young people aged 18-29 that are unemployed and not in education, and who would like to develop their business idea. The courses help the participants to acquire basic business skills and understand business management strategies. Thanks to practical workshops, participants can build their business idea, create a vision for themselves, and their company, choosing the right career and the goals they want to achieve. Additionally, they learn how to undertake marketing activities and how to sell effectively. The courses are also designed to provide participants with knowledge about planning the company's budget and expertise in raising funds or acquiring loans for its operations.

The seven training courses on Entrepreneurship, fundraising, and career guidance contained the following modules:

- Specify your idea and create a business model
- Customer Development - customer orientation
- Lean startup
- Effective sales in the company
- Digital marketing
- Co-financing and subsidies - funds to start a company
- Planning of the company's budget
- How to promote your company on Facebook and Instagram

The two training courses on Career guidance and development of digital marketing skills contained the following training modules:

- The role of marketing in business
- Review of specialization and career development path

- Value Proposition Design for a marketer
- Digital marketing law
- Marketing plan - in the service of sales
- Copywriting part 1 & 2
- Creating advertising on Facebook and Instagram
- Creating an Effective Landing Page

The intervention also supported the beneficiaries with coaching and mentoring sessions in order to support them in building the needed resilience and emotional capacities to thrive and believe in themselves. A total of 150 hours of coaching and 396 hours of mentoring sessions were delivered by the team at Youth Business Poland to help support the beneficiaries.

Training courses	Duration	Start date	End date	Content	Mode of delivery	Hours per week	Hours in total	Number of participants
YES! I	6 weeks	23.04.2020	28.05.2020	Entrepreneurship, fundraising, and career guidance	Online	~8	48	17
YES! II	7 weeks	17.09.2020	09.11.2010	Entrepreneurship, fundraising, and career guidance	Online	~7	52	20
YES! III	5 weeks	17.11.2020	14.12.2020	Entrepreneurship, fundraising, and career guidance	Online	~10	52	17
YES! IV	6 weeks	15.01.2021	24.02.2021	Entrepreneurship, fundraising, and career guidance	Online	~8	52	19
YES! V	6 weeks	04.03.2021	08.04.2021	Entrepreneurship, fundraising, and career guidance	Online	~8	52	21
YES! VI	7 weeks	16.04.2021	03.06.2021	Entrepreneurship, fundraising, and career guidance	Online	~7	52	11
YES! VII	5 weeks	17.11.2021	14.12.2021	career guidance, development of digital marketing skills	Online	~8	46	24
YES! VIII	7 weeks	12.10.2021	30.11.2021	Entrepreneurship, fundraising, and career guidance	Online	~7	52	11
YES! IX	5 weeks	22.11.2021	22.12.2021	Career guidance, development of digital marketing skills	Online	~8	41	89
YES! X	6 weeks	15.02.2022	22.03.2022	Entrepreneurship, fundraising, and career guidance	Online	~8	52	20
YES! XI	8 weeks	07.05.2022	02.06.2022	career guidance, development of digital marketing skills	Online	5	40	29
YES! XII	8 weeks	08.06.2022	04.07.2022	Entrepreneurship, fundraising, and career guidance	Online	~6	52	9
YES! XIII	8 weeks	27.09.2022	08.11.2022	Entrepreneurship, fundraising, and career guidance	Online	~6	52	21
<b>Total</b>							<b>643</b>	<b>308</b>

Table 2. Summary of primary information for all training courses

# 4 Methodology

## 4 Methodology

### 4.1 Evaluation design

This research relies on a pre-experimental design. Specifically, the evaluation follows a pre-test/post-test design. Data was collected from the participants twice: once before the beneficiaries took part in the intervention (baseline information) and immediately after they finished the training courses for the beneficiaries who participated in training only. For beneficiaries who went further into coaching and mentoring sessions, the exit questionnaires were collected after the coaching/mentoring sessions ended. Although this type of design is often criticized because of 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). This design might prove less valid for long-term interventions because a higher amount of circumstances outside the project may arise and interfere with the effects of the project's activities over a more extended period.

The questionnaire was developed by the research staff involved in the project, and it contained 46 questions (see the Annex). Five questions were used to collect demographic information (identification code, gender, age, education, and place of residence), while the remaining 41 questions were used to measure the variables listed in Table 1. Participants answered using a five-point Likert-type scale (ranging from 1 to 5) according to their level of agreement with what was described by the item.

### 4.2 Measures

#### 4.2.1 Emotional capabilities

**Proactivity** is a personality trait and attitude to be fostered as proactive individuals "are more likely to engage in career management activities such as seeking out job and organizational information, obtaining sponsorship and career support, conducting career planning, and persisting in the face of career obstacles" (Seibert, Crant & Kraimer, 1999, p. 417). To measure proactivity, we chose to administer Seibert et al. (1999) 10-item version of Bateman and Crant's scale (1993).

**Self-efficacy** is defined by Bandura (1977) as one's belief about the ability to execute a specific task. Self-efficacy beliefs "determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experience" (Bandura, 1977, p. 194). Therefore, they have proven to be a reliable outcome measure when predicting an individual's behavior in several fields, including job search (Lent, Brown & Hackett, 1994). We employed a short form (six items) of the well-known General Self-efficacy Scale (GSE) by Romppel and colleagues (2013).



**Resilience** is a personal skill “that enables one to thrive in the face of adversity” (Connor & Davidson, 2003, p. 77), and it is, therefore, a significant asset to have when coping with unemployment and job search. We measured resilience using the two-item Connor-Davidson Resilience Scale (CD-RISC 2).

**Search goals** refer to the level of aspiration that people have concerning employment that is rewarding and satisfying rather than merely settling for whatever employment might be available (Rich & Delgado, 2010). We used the Work Aspiration subscale by Rich and Delgado (2010) to measure search goals, as suggested by Dahling, Melloy, and Thompson (2013).

#### 4.2.2 Social benefits

**Social responsibility** indicates an obligation to behave in a way that benefits society. To measure social responsibility, we used the 8-item scale developed by Berkowitz & Lutterman (1968).

**Social or generalized trust** represents the most prominent element of social capital (Putnam, 1993). It can be defined as a general “faith in people”, including individuals we do not know personally. In this report, generalized trust was measured using the five-item trust scale by Yamagishi (1986).

**Institutional trust** is an “evaluative, performance-based orientation toward political actors and institutions” (Hakhverdian & Mayne, 2012, p. 2). This variable was measured with the four-item subscale (trust in government in general) developed by Grimmelikhuijsen and Meijer (2014).

#### 4.2.3 Economic benefits

**Labor status** was measured by asking participants about their current employment situation; possible answers were:

- employed
- self-employed
- unemployed and currently looking for work
- unemployed and currently not looking for work
- enrolled in a formal educational institution

**Disposable income** was measured by asking participants to select one answer from the following:

- Less than 600 EUR
- 600-1,300 EUR
- 1,300-2,000 EUR
- 2,000-2,700 EUR
- More than 2,700 EUR

The aggregate lifetime public finance costs (from now on **lifetime costs**) are usually estimated using three main elements: benefits, tax loss (both loss of direct and indirect taxes), and national insurance (Coles, Godfrey, Keung, Parrott, & Bradshaw, 2010). In the context of this research, an estimation of the total lifetime cost was not conducted, and this variable was assessed by measuring a change in the proportions of participants that receive unemployment benefits pre/post-intervention.

### 4.3 Data collection and analysis

Data was collected from 30.09.2019 until 31.12.2022. During this time, all participants in the training courses were asked to fill out the same questionnaire on the day the intervention started, and the day it ended. Of 308 beneficiaries, 137 completed pre/post-intervention questionnaires were analyzed and they formed the basis for this report. Data analysis includes a descriptive analysis of basic demographic information of beneficiaries. A non-parametric test (Wilcoxon signed-rank test) was used to compare the two sets of scores from the same participants for all ordinal variables. To compare paired proportions related to the hard impact variables, a McNemar test was used to assess the significance of the pre-and post-intervention differences. Finally, an independent-samples t-test was used to check if the means of the variables were reliably different from each other at baseline and, therefore, post-intervention results could be compared between the two groups.

# 5 Results

## 5 Results

### 5.1 Descriptive statistics

Descriptive statistics of the pre-and post-observations related to the sample are presented. Table 3 presents the overall data, while gender-disaggregated data and data by type of intervention activities are presented in Table 4 and Table 5. Table 6 presents the results from economic data.

As presented in Table 3, from the total sample of beneficiaries that participated in the intervention, more than half of the participants 76 (55.5%) were between the ages of 25 - 29 years old, while the remaining participants 61 (44.5%) were less than 25 years old. More female participants 19 (66.4%) participated in the intervention, and 46 participants (33.6%) were male. With regard to education, more than half of the participants 89 (65%) completed tertiary education. 38 participants (27.7%) completed upper secondary education, 7 participants (5.1%) completed lower secondary education, 2 participants (1.5%) completed primary education, while one participant (0.7%) completed post-grad education (Ph.D).

As presented in Table 4, gender-disaggregated data revealed more than half of the participants 91 (66.4%) were female, and 46 participants (33.6%) were male. 55 (60.4%) of the female participants were between the ages of 25 - 29 years old, while 36 participants (39.6%) were less than 25 years old. Among the male participants, 25 (54.3%) were less than 25 years old, while 21 participants (45.7%) were between the ages of 25 - 29 years old. With regards to education, 65 (71.4%) of the female participants completed tertiary education, 21 participants (23.1%) completed upper secondary education, 3 participants (3.3%) completed lower secondary education, while one participant (1.1%) each completed primary and post-grad (Ph.D) education respectively. Among the male participants, 24 participants (52.1%) completed tertiary education, 17 participants (37%) completed upper secondary education, 4 participants (8.7%) completed lower secondary education, and one participant (2.2%) completed primary education.

As presented in Table 5, demographic information with regards to the type of intervention revealed that 67 participants (48.9%) took part in training alone, while 70 participants (51.1%) took part in either coaching or mentoring or both. Among the participants that took part in training alone, 37 participants (55.2%) were between the ages of 25 - 29 years old, while 30 participants (44.8%) were below 25 years old. More than half of the participants who took part in training alone were female 42 (62.7%), while 25 participants (37.3%) were male. With regards to education, among participants who took part in training alone, 43 participants (64.2%) completed tertiary education, 18 participants (26.9%) completed upper secondary education, 4 participants (6%) completed lower secondary education, while one participant (1.5%) each completed both primary and post-grad (Ph.D) education respectively. Among participants who took part in either coaching or mentoring or both, 39

participants (55.7%) were between the ages of 25 - 29 years old, while 31 participants (44.3%) were below 25 years old. More than half of the participants 49 (70%) were female, while 21 participants (30%) were male. With regards to education, 46 participants (65.7%) completed tertiary education, 20 participants (28.6%) completed upper secondary education, 3 participants (4.3%) completed lower secondary education and one participant (1.4%) completed primary education.

As presented in Table 6, the pre-intervention data on the labor status of the participants revealed almost half of the total participants 65 (47.4%) were not in employment or education, while the rest 72 participants (52.6%) were either self-employed or students. Post-intervention data on the other hand showed 45 participants (32.8%) were not in employment or education, while 92 participants (67.2%) were either self-employed or students.

Pre-intervention data on unemployment benefits revealed that 128 participants (93.4%) were not receiving unemployment benefits, while 9 participants (6.6%) were receiving unemployment benefits. Post-intervention data on the other hand showed that 127 participants (92.7%) were not receiving unemployment benefits while 9 participants (6.6%) were receiving unemployment benefits. One participant (0.7%) did not supply their information.

The pre-intervention data on the net income of participants showed that 91 participants (66.4%) earned less than 600 euros per month, while 41 participants (30%) earned 600 euros and above per month. 5 participants (3.6%) provided no information regarding their monthly earnings. Post-intervention data on the other hand showed that 78 participants (56.9%) earned less than 600 euros per month, while 57 participants (41.6%) earned 600 euros and above per month. 2 participants (1.5%) provided no information regarding their monthly earnings.

Table 3. Descriptive statistics.

Age group	N	%
≤ 24 years old	61	44.5
25-29 years old	76	55.5
<b>Total</b>	<b>137</b>	<b>100</b>
<b>Gender</b>	<b>N</b>	<b>%</b>
Female	91	66.4
Male	46	33.6
<b>Total</b>	<b>137</b>	<b>100</b>
<b>Education</b>	<b>N</b>	<b>%</b>
Primary education	2	1.5
Lower secondary education	7	5.1
Upper secondary education	38	27.7
Tertiary education	89	65.0
PhD	1	0.7
<b>Total</b>	<b>137</b>	<b>100</b>

Table 4. Descriptive statistics, disaggregated data by gender

Age group	Female		Male	
	N	%	N	%
≤ 24 years old	36	39.6	25	54.3
25-29 years old	55	60.4	21	45.7
<b>Total</b>	<b>91 (66.4%)</b>	<b>100</b>	<b>46 (33.6%)</b>	<b>100</b>
<b>Education</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Primary education	1	1.1	1	2.2
Lower secondary education	3	3.3	4	8.7
Upper secondary education	21	23.1	17	37.0
Tertiary education	65	71.4	24	52.1
PhD	1	1.1	0	0
<b>Total</b>	<b>91 (66.4%)</b>	<b>100</b>	<b>46 (33.6%)</b>	<b>100</b>

Table 5. Descriptive statistics, disaggregated data by type of intervention

Demographic information	Training		Coaching/Mentoring	
	N	%	N	%
Age group				
≤ 24 years old	30	44.8	31	44.3
25-29 years old	37	55.2	39	55.7
<b>Total</b>	<b>67 (48.9%)</b>	<b>100</b>	<b>70 (51.1%)</b>	<b>100</b>
<b>Gender</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Female	42	62.7	49	70.0
Male	25	37.3	21	30.0
<b>Total</b>	<b>67 (48.9%)</b>	<b>100</b>	<b>70 (51.1%)</b>	<b>100</b>
<b>Education</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Primary education	1	1.5	1	1.4
Lower secondary education	4	6.0	3	4.3
Upper secondary education	18	26.9	20	28.6
Tertiary education	43	64.2	46	65.7
PhD	1	1.5	0	0
<b>Total</b>	<b>67 (48.9%)</b>	<b>100</b>	<b>70 (51.1%)</b>	<b>100</b>

Table 6. Descriptive statistics of economic variables

Labor Status	Pre-test		Post-test	
	N	%	N	%
Self/employed, student	72	52.6	92	67.2
Not in employment or education	65	47.4	45	32.8
<b>Total</b>	<b>137</b>	<b>100</b>	<b>137</b>	<b>100</b>
<b>Unemployment benefits</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No	128	93.4	127	92.7
Yes	9	6.6	9	6.6
Non-response	0	0.0	1	0.7
<b>Total</b>	<b>137</b>	<b>100</b>	<b>137</b>	<b>100</b>
<b>Net Income</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 600 EUR	91	66.4	78	56.9
More than 600 EUR	41	30.0	57	41.6
Non-response	5	3.6	2	1.5
<b>Total</b>	<b>137</b>	<b>100</b>	<b>137</b>	<b>100</b>

## 5.2 Statistical evaluation of soft outcome and impact variables

Some of the observed (pre-and post-observation soft outcomes) variables were statistically significant as shown in Table 7. A paired-samples t-test was conducted to compare the significance of the soft outcome pre-and post-intervention differences. The mean differences between pre-and post-intervention of self-efficacy (0.000), proactivity (0.000), and resilience (0.019) were statistically significant at 5% significance level. The mean difference in search goals on the other hand was statistically insignificant (0.830).

Table 7. Test of significance difference between pre and post-intervention

Soft outcomes	Mean value (Pre-intervention)	Mean Value (Post-intervention)	p-value
Self-efficacy	3.9050	4.1912	0.000
Proactivity	3.9474	4.1905	0.000
Search-goals	4.6205	4.6109	0.830
Resilience	4.0474	4.1788	0.019

Table 8 presents the summary of the statistical evaluation of pre and post-intervention differences of the soft impact variables. The mean difference in social trust (0.920), social responsibility (0.351) and institutional trust (0.972) were insignificant at a 5% level of significance.

Table 8. Test of significance of pre and post-intervention of soft impact variables

Soft impact	Mean value (Pre-intervention)	Mean Value (Post-intervention)	p-value
Social trust	3.1766	3.1810	0.920
Social responsibility	3.5233	3.4892	0.351
Institutional trust	2.5383	2.5401	0.972

Table 9 presents the summary of the statistical evaluation based on the Wilcoxon signed-rank test. The observed differences between pre-and post-impact variables of self-efficacy, resilience, and proactivity were found significant at a 5% level of significance. The resulting significance values are: self-efficacy ( $Z = -6.235$ ,  $P = 0.000$ ), resilience ( $Z = -2.261$ ,  $P = 0.024$ ), and proactivity ( $Z = -5.608$ ,  $P = 0.000$ ). The pre-and post-intervention difference in search goals, social responsibility, social trust, and institutional trust were insignificant.

Table 9. Wilcoxon test statistics for soft outcome and impact variables

	Self-efficacy post-pre	Resilience post-pre	Proactivity post-pre	Search Goals post-pre	Social responsibility post-pre	Social trust post-pre	Institutional trust post-pre
Z	-6.235 <sup>b</sup>	-2.261 <sup>b</sup>	-5.608 <sup>b</sup>	-0.020 <sup>b</sup>	-0.944 <sup>c</sup>	-0.185 <sup>c</sup>	-0.299 <sup>c</sup>
Asymp. Sig. (2-tailed)	0.000	0.024	0.000	0.984	0.345	0.853	0.765
b. Based on negative ranks							
c. Based on positive ranks							

### 5.3 Hard impacts: statistical evaluation of hard impact variables

Table 10 presents the statistical analysis of hard impact variables (labor status, lifetime cost, and disposable income). A McNemar test was conducted to determine the differences of the pre-and post-intervention of hard impact variables. Among the three hard impact variables considered, labor status (0.001) and disposable income (0.018) were statistically significant at 5% significant level. The pre-and post-intervention variables of lifetime cost was statistically insignificant at 5% level of significance.



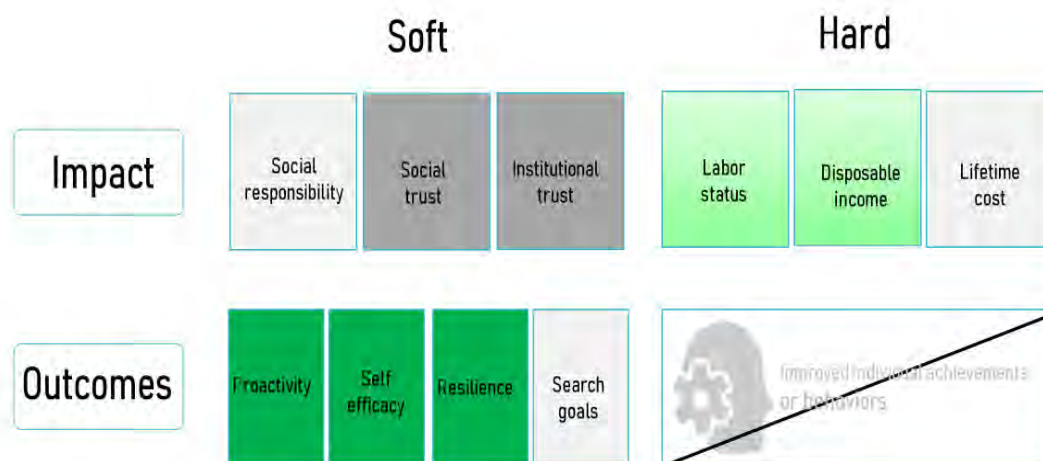
Table 10. Test of significance of hard impact (pre/post) variables.

Hard impact	N	P-value
Labor status	137	0.001
Lifetime cost	136	1.000
Disposable income	131	0.018

#### 5.4 Summary of results

Figure 3 shows a summary of the contributions of all variables considered in the intervention. All the variables considered (including outcome and impact variables) contributed to improving the emotional capabilities of the beneficiaries. Although not all the contributions were significant, proactivity, self-efficacy, resilience, labor status, and disposable income contributed significantly to the development of the emotional capabilities of the beneficiaries involved in the intervention. The contributions of the following variables were found to be insignificant: search goals, social trust, social responsibility, institutional trust, and lifetime cost. However, self-efficacy, resilience, proactivity, social trust and institutional trust contributed negative changes to the intervention. On the other hand, search goals, social responsibility, labor status, lifetime cost, and disposable income contributed positive changes to the intervention.

Figure 3. Summary of results



The rectangles represent the significant changes in pre/post variables

■ = negative significant change, ■ = positive significant change, ■ = negative insignificant change, ■ = positive insignificant change

# 6 Discussion

## 6 Discussion

In comparison with the previous evaluation report, the findings from this final impact assessment report revealed some improved facts. This could potentially be useful to the representatives of Youth Business Poland in the design and planning of future projects and interventions. Although the absence of control groups impedes the establishment of a scientifically causal link between the project's activities and results, the outcomes and impact recorded are likely to be attributed to the longer duration of some of the interventions. While some of the outcomes presented in this final evaluation are similar to the previous evaluation reports, some improvements were observed in this round of assessment. Demographic data revealed that women and people in the age group 25-29 years old benefitted more from the interventions compared to other groups. People with tertiary and upper secondary education constituted the majority of the participants who benefited from the interventions. These results are consistent with the previous findings.

A significant improvement in the economic situation of the NEETs considered in the intervention was demonstrated by the results of the final evaluation in comparison to the previous report. These changes can be attributed to the quality of training programs the participants received during the interventions, which proved the interventions were effective in nudging youth toward free and independent decision-making and self-initiated behaviors. The proportion of participants who moved out of NEET status remained consistent with the previous report. Approximately 14.6% of NEETs transitioned to either self-employment, gainful employment, or enrolled in formal education. The proportion of people receiving unemployment benefits is expected to decrease following the positive and significant changes observed in labor status. Instead, the proportion remains the same. Disposable income also contributed significantly to this final report in comparison to the previous reports.

Soft outcome variables considered in this intervention are consistent with those reported in the previous report. Self-efficacy, proactivity, and resilience contributed significantly to the intervention. This shows the effectiveness of the coaching and mentoring activities offered to support the beneficiaries in developing their emotional capabilities as they transition out of NEET to become gainfully employed or successful entrepreneurs. However, these changes resulted in a negative impact. On the other hand, search goals also contributed to positive changes, but they were insignificant. This result is consistent with the previous report. Some contrasting results were found for the soft impact variables. The final assessment results indicated that none of the variables (social responsibility, social trust, and institutional trust) contributed significantly to the intervention. While the contribution of social responsibility was positive, social trust and institutional trust contributed negatively in this regard. This is in contrast to the previous report where all but social responsibility

had a positive and insignificant contribution to the intervention. Social responsibility had a significant contribution to the intervention in the previous report.

The improvements recorded in this final round of evaluation are likely attributable to the intensive training courses with practical orientations provided to the beneficiaries. This represents the skills and competencies necessary to penetrate the Polish labor market. YBP representatives designed the training to meet the needs of the beneficiaries in order to gain insight into entrepreneurial skills, career guidance, and marketing skills. The duration of the intervention is also a significant factor that could have contributed to the improvement observed. Beneficiaries were allowed enough time to internalize the skills and lessons learned through coaching and mentoring sessions. Furthermore, the beneficiaries participated in intensive workshops that played a crucial role in building the emotional capabilities of youths that participated in the project for several weeks. Other external factors also could have contributed to the observed improvements. For instance, the effect of the global pandemic on younger population is still visible in every sector of the economy. Although economic activities are gradually getting back to the pre-covid era which encourages youths to find employment or other income generating activities to remain engaged in the labor market.

## 7 Concluding remarks

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Youths not in education, employment, or training (NEET) are often at risk of social exclusion in long term. This has a strong impact on their socioeconomic status which in turn negatively affect their physical, mental, and psychological wellbeing. However, a well-designed intervention that includes training, mentoring, and counseling, to mention a few can help them transit into the labor market either through gainful employment, self-employment, or enrollment in formal education.

Generally, organizations working with NEETs face numerous challenges. For example, mentoring may take a longer duration to be completed. For it to be effective, it would require some commitments on part of the beneficiaries and the mentors themselves. Beneficiaries could drop out of the intervention when mentoring sessions become longer, leaving those with stronger commitment to the interventions. However, the effect of the training courses cannot be taken for granted, especially if we consider particularly vulnerable groups in this population. With this report, researchers wanted to avoid judging such a complex issue in black and white and provide a more nuanced view of the work organizations like Youth Business Poland are doing. This evaluation shows that entrepreneurship training courses, together with coaching/mentoring can support NEETs by accompanying them on the staircase to employment or self-employment depicted in Figure 2. The generation of economic impacts, such as a change in labor status or acquisition of financial autonomy, might be feasible for some NEETs sub-groups, for example, those with higher educational attainment, especially when one considers the adverse effects of the current crisis.

Several limitations were recorded from this evaluation. To begin with, the pretest/posttest design impedes drawing rigorous causal inferences between the project's activities and its results. Furthermore, the lack of control groups also restricted the researchers' ability to control for other factors such as the COVID-19 outbreak that happened at the time the training courses were delivered. This also influenced the switch of delivery of the courses to online delivery mode. The online delivery of courses also affected the quality of data received from the beneficiaries which resulted in the loss of valuable data accounting for the small sample used for the compilation of this report. For subsequent interventions or projects, constant monitoring of data collection of beneficiaries by the representatives of YBP should be prioritized to ensure completeness of data and information provided. Lastly, for subsequent interventions, it would be useful for partners to integrate qualitative data (such as interviews and focus groups) for the impact assessment. This would further help to validate and explore the quantitative findings from current evaluations. It is also expected that the subsequent rounds of impact assessment will also capture the developments in NEETs lives, and more specifically their labor status which, in this research, is only measured right after the completion of each intervention, and may thus underestimate the actual outcomes of interventions.

# 8 References

## 8 References

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# Appendix

# YES! Young Entrepreneurs Succeed

## Questionnaire

In the context of this project, we are conducting research on employment and entrepreneurship. The survey should only take 10 minutes. Thank you for agreeing to take part in it. We really appreciate your input!

Using a scale from 1 to 5 please indicate to what extent you agree with the following statements (1= strongly disagree 2= disagree 3= neither agree nor disagree 4= agree 5= strongly agree).

\* 1. Please, indicate your registration number:

2. If someone opposes me, I can find the means and ways to get what I want.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

3. It is easy for me to stick to my aims and accomplish my goals.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

4. Thanks to my resourcefulness, I know how to handle unforeseen situations.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

5. I can solve most problems if I invest the necessary effort.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**6. I can remain calm when facing difficulties because I can rely on my coping abilities.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**7. I can usually handle whatever comes my way.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**8. I am able to adapt when changes occur.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**9. I tend to bounce back after illness, injury, illness or other hardships.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**10. I am constantly on the lookout for new ways to improve my life.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

**11. Wherever I have been, I have been a powerful force for constructive change.**

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

12. Nothing is more exciting than seeing my ideas turn into reality.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

13. If I see something I don't like, I fix it.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

14. No matter what the odds, if I believe in something I will make it happen.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

15. I love being a champion for my ideas, even against others' opposition.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

16. I excel at identifying opportunities.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

17. I am always looking for better ways to do things.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

18. If I believe in an idea, no obstacle will prevent me from making it happen.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

19. I can spot a good opportunity long before others can.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

20. I will work hard to improve my work situation.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

21. I am willing to put in effort to have a job I enjoy.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

22. Having a good job is important to my sense of well-being.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

23. It is no use worrying about current events or public affairs, I can't do anything about them anyways.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

24. Every person should give some of his time for the good of his town or country.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

25. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

26. Letting your friends down is not so bad because you can't do good all the time for everybody.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

27. It is the duty of each person to do his job the very best he can.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

28. People would be very better off if they could live far away from other people and never have to do anything for them.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

29. When I was at school, I usually volunteered for special projects.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

30. I feel bad when I have failed to finish a job I promised I would do.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

31. Most people tell a lie when they can benefit by doing so.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

32. Those devoted to unselfish causes are often exploited by others.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

33. Some people do not cooperate because they pursue only their own short-term self-interest. Thus, things that can be done well if people cooperate often fail because of these people.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

34. Most people are basically honest.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

35. There will be more people who will not work if the social security system is developed further.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★



36. Generally, our public administration operates effectively.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

37. In general, our public administration is capable of carrying out its policies.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

38. Generally, our public administration cares about citizens' well-being.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

39. In general, our public administration honors its commitments.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
★	★	★	★	★

40. In what year were you born?

41. What is your gender?

Female

Male

Other

42. What is the highest degree or level of school you have completed?

- Primary education
- Lower secondary education
- Upper secondary education (high school degree)
- Tertiary education (university degree)
- PhD

43. What is your current labour status?

- employed
- self-employed
- unemployed and currently looking for work
- unemployed and not currently looking for work
- enrolled in a formal education institution

44. Are you currently receiving unemployment benefits of other types of social benefits?

- Yes
- No

45. What was your net income last month?

- Less than 600 EUR
- 600-1300 EUR
- 1300-2000 EUR
- 2000-2700 EUR
- More than 2700 EUR

46. What is the postal code of the place where you live?

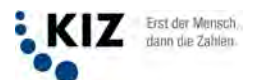
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The Scaling trust-based partnership models to recharge youth entrepreneurship: Supporting underserved communities with innovative entrepreneurship support instruments (TPM-RYE) project, benefits from €3,3M grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The aim of the programme is to activate unemployed youth to access the labour market and promote entrepreneurship.