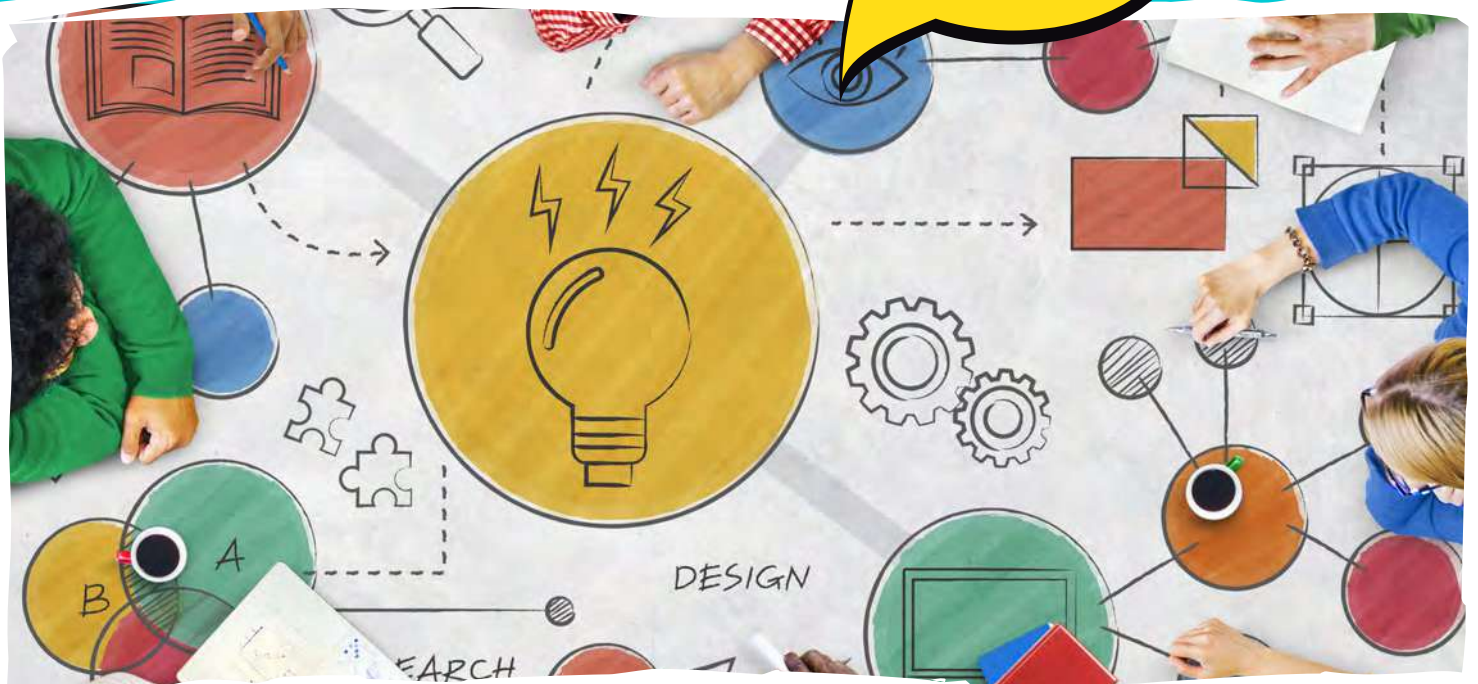


Spain



## Impact Assessment Report 2022 (3)

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*#YoungEntrepreneursSucceed*

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Impact Assessment Report 2022(3): Spain

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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 Spanish organization Autoocupació 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 a cooperation of eight partners, the project aims at improving 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.

In total, the project targeted a sample population of 1,600 NEETs spread across four European countries (Greece, Italy, Poland, and Spain) over three and a 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 in the labor market. The Work Package encompasses a series of activities, including establishing clear project objectives, developing an impact assessment framework, creating periodic impact evaluations, and learning to inform decision-making within and among the organizations involved.

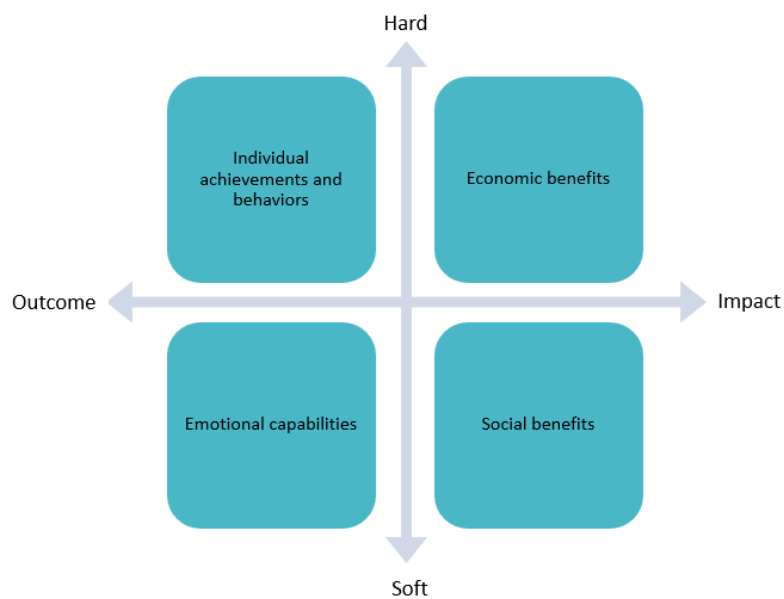
This report proceeds as follows. After a brief introduction provided in Section 1, Section 2 explains the impact assessment framework in use. Section 3 provides a description of the interventions. In Section 4, the report moves its focus on detailing the methodology used to conduct the evaluation. Section 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 to 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. Therefore, on an individual level, four variables were selected: proactivity, self-efficacy, resilience, and search goals. The variables chosen in this category 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 detecting advancement via small steps of progress, 2) to avoid evaluating 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 31.05.2022, 23 training courses for a total of 1630 hours delivered were coordinated by Autoocupació, a Spanish foundation that actively promotes self-employment as an alternative in the fight against youth unemployment through the provision of information, guidance, and training. 435 individuals participated in the training courses offered by Autoocupació. Table 2 summarizes the primary information for all training courses. JR\_BCN\_2\_off and JR\_GIR\_1\_off were excluded from the calculation since the two courses were suspended due to the corona virus outbreak and did not resume.

Autoocupació coordinated and delivered four major types of training courses. The first type includes a series of community manager training courses that teach how to build, grow and manage a company's or brand's online community. The second type of training courses included a series of modules to train future entrepreneurs. The third type of training courses focused on enhancing the employability of the participants. Finally, the last type of training courses includes a series of office manager training courses that teach how to use the set of computer tools that facilitate office work.

Table 2. Summary of primary information for all training courses

Training courses	Duration	Start date	End date	Content description	Mode of delivery	Average hours per week	Hours in total	Number of participants
JR_BCN_1_off	5 weeks	08.10.2019	14.11.2019	Employability	Offline	~6	40	14
EC_BCN_1_off	4 weeks	05.11.2019	28.11.2019	Entrepreneurship	Offline	~10	40	9
EC_TGN_1_off	5 weeks	19.11.2019	20.12.2019	Entrepreneurship	Offline	~8	40	21
EC_GIR_1_off	3 weeks	27.11.2019	18.12.2019	Entrepreneurship	Offline	~15	40	12
EC_BCN_2_off	4 weeks	04.02.2020	03.03.2020	Entrepreneurship	Offline	~10	40	14
EC_GIR_2_ble	3 weeks	04.03.2020	08.04.2020	Entrepreneurship	Blended	~15	40	12
JR_BCN_2_off	1 weeks	06.03.2020	SUSPENDED	Employability	Offline	~20	25	16
JR_GIR_1_off	2 weeks	11.03.2020	SUSPENDED	Employability	Offline	~10	15	12
CM_1_on	6.5 weeks	14.04.2020	29.05.2020	Community manager	Online	self-managed	40	80
CM_2_on	6.5 weeks	29.04.2020	15.06.2020	Community manager	Online	self-managed	40	80
EC_1_on	5 weeks	22.06.2020	29.07.2020	Entrepreneurship	Online	~8	40	21
OM_1_on_BCN	7.5 weeks	14.10.2020	4.12.2020	Office Manager	Online	~25	190	14
OM_1_on_TGN	7.5 weeks	14.10.2020	4.12.2020	Office Manager	Online	~25	190	6
EC_2_on	3 weeks	15.10.2020	5.11.2020	Entrepreneurship	Online	~13	40	15

CM_3_on	5 weeks	01.02.2021	08.03.2021	Community manager	Online	self-managed	40	67
CM_4_on	5 weeks	21.06.2021	20.07.2021	Community manager	Online	self-managed	40	47
EC_4_on	5 weeks	21.06.2021	28.07.2021	Entrepreneurship	Online	~6	40	8
EC_3_on	5 weeks	24.02.2021	31.03.2021	Entrepreneurship	Online	~6	40	10
EC_5_on	6.5 weeks	19.10.2021	30.11.2021	Entrepreneurship	Online	~6	40	5
OM_2_on_TGN	6.5 weeks	03.02.2022	18.03.2022	Office manager	Online	~29	190	15
OM_2_on_GIR	6.5 weeks	03.02.2022	18.03.2022	Office manager	Online	~29	190	14
OM_2_on_BCN	6.5 weeks	03.02.2022	18.03.2022	Office manager	Online	~29	190	12
EC_6_on	5.5 weeks	15.02.2022	22.03.2022	Entrepreneurship	Online	~7	40	11
<b>Total (Excluding JR_BCN_2_off and JR_GIR_1_off)</b>							<b>980</b>	<b>435</b>

### 3.1 Community manager training courses

A total of 274 individuals were trained on community manager training courses. The objectives of the courses were: a) learning how to monitor one's brand and competition through social networks, b) analyzing conversations and opinions on social networks about products or brands, c) mastering techniques for generating positive online reputation about a company, product or service. Additionally, the training courses aimed at developing the following skills: linguistic and audiovisual communication abilities, information processing and digital competence, knowledge and interaction with the online world, social skills.

All the courses lasted 40 hours, and were delivered online over a period between 5 weeks and 6.5 weeks respectively by Autoocupació. These training courses were provided in collaboration with Centro de Estudios Adams Barcelona S.A. A total of two trainers were involved in the delivery of the training courses. The curriculum was the same for both courses and it comprised the following training modules:

- Introduction to marketing
- New digital marketing
- Digital contents 2.0
- Social Networks
- Community Manager as a professional job
- Analytics & measurement

### 3.2 Entrepreneurship training courses

A total of 138 individuals were trained through ten training courses on Entrepreneurship, whose objective were: developing participants' entrepreneurial skills to support them in becoming self-employed, learning how to set up a sustainable business, improving employability and professional performance. All courses lasted 40 hours that were delivered over a period that ranged between 3 weeks and 6.5 weeks. Five of the courses were delivered online, four were delivered offline while one was delivered via hybrid mode. The offline courses were delivered at different locations (Autoocupació Barcelona, Autoocupació Girona, and Autoocupació Tarragona).

A total of five trainers was involved in the delivery of the training courses. The curriculum was the same for all the ten courses and it comprised the following training modules:

- Building connections & self-assessing your entrepreneurial profile
- Developing your business idea
- Developing your business model
- Testing your market

- Planning your business
- Selling your product/service
- Funding your business
- Pitching your business & closure

### 3.3 Employability training courses

A total of 14 individuals were fully trained on Employability training courses, whose objective were: developing participants' professional skills to support them in finding a job, improving their employability and professional performance. Two additional training courses (JR\_BCN\_2\_off and JR\_GIR\_1\_off) started offline in Barcelona and Girona venues respectively. The delivery of the courses was later switched to online mode due to COVID-19 outbreak. Low participants' engagement, however, led to their suspension and cancellation. JR\_BCN\_1\_off was delivered offline in Autoocupació Barcelona venues and lasted 5 weeks. The curriculum comprised the following training modules:

- Building connections & self-assessing your employability
- Developing your professional goals & strategy
- Identifying job opportunities & channels
- Developing your personal brand & job search plan
- Building your CV
- Preparing your job interviews
- Preparing your first day at work
- Pitching yourself & closure

### 3.4 Office manager training courses

A total of 61 individuals were trained through seven to eight-week training courses, which were delivered concurrently. The objective of the courses was to assist the participants in acquiring the necessary knowledge required to use the set of computer tools that facilitate office work. Specifically, learning how to manage operating systems such as word processor, spreadsheets, databases, and graphical information presentations. Additionally, both training courses aimed at developing the following skills: information processing and digital competence, knowledge, and interaction with the online world.

The training courses lasted 190 hours each, and were delivered online over a period of 7-8 weeks by Autoocupació. Two trainers were involved in the delivery of the training courses. The curriculum was the same for both courses and it comprised the following training contents:



- Operating system and information retrieval; internet / intranet and email
- Computer applications for word processing
- Spreadsheet computer applications
- Computer applications of relational databases
- Computer applications for graphical information presentations

### 3.5 Overview of coaching and mentoring activities

Coaching and mentoring sessions were tailored and delivered specifically according to two categories (Job seekers and entrepreneurs). A total of 905 hours of coaching sessions was delivered to the participants. This includes 359 hours of entrepreneurship coaching and 546 hours of job seeking coaching. 2555 hours of mentoring sessions was delivered in total.

# 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. 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 of time.

The questionnaire was developed by the research staff involved in the project, and it contained 46 questions (see the Appendix). 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 the presented 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 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 31.05.2021. 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 the 515 beneficiaries, 377 completed pre/post-intervention questionnaires, and the data they provided was used for subsequent analysis. 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 samples are presented. Table 3 presents the overall data, while gender-disaggregated data and data representing the economic description of beneficiaries are presented in Table 4 and Table 5 respectively.

As presented in Table 3, from the total sample of beneficiaries that participated in the intervention, a little more than half of the participants 216 (53.2%) were below 25 years old, and the remaining participants 190 (46.8%) were between the ages of 25 - 29 years old. Female participants 284 (70%) constituted more than half of the total beneficiaries who participated in the intervention, while 118 participants (29.1%) were male. 4 participants (0.9%) did not respond to the question. With regard to education, a little more than half of the participants 204 (50.2%) completed tertiary education, 157 participants (38.7%) completed upper secondary education, 34 participants (8.4%) completed lower secondary education, 4 participants (1%) completed both primary education and post-grad education (PhD) respectively. 3 participants (0.7%) did not respond to the question.

Presented in Table 4 is the demographic information disaggregated by gender. Of the 284 female participants, 154 (54.2%) were less than 24 years old, and 130 participants (45.8%) were between the ages of 25 - 29 years old. Among the 118 male participants, 61 (51.7%) were below 25 years old, and 57 participants (48.3%) between the ages of 25 - 29 years old. With regards to education, 146 (51.4%) of the female participants completed tertiary education, 106 participants (37.3%) completed upper secondary education, 23 participants (8.1%) completed lower secondary education, 4 participants (1.4%) completed post-grad education (PhD), and 3 participants (1.1%) completed primary education. 2 participants (0.7%) did not respond to the question. Among the male participants, 55 participants (46.6%) completed tertiary education, 51 participants (43.2%) completed upper secondary education, 11 participants (9.3%) completed lower secondary education, and one participant (0.9%) completed primary education.

Presented in Table 5 is the pre-and post-comparison of the economic data. The pre-test result of labor status revealed majority of the participants 246 (60.6%) were not in employment or education, while 158 participants (38.9%) were either self-employed or students. 2 participants (0.5%) did not respond to the question. Post-intervention data on the other hand revealed 212 participants (52.2%) were either self-employed or students, while 190 participants (46.8%) were not in employment or education. 4 participants (1.0%) did not respond to the question.

Pre-intervention data on unemployment benefits revealed that 298 participants (73.4%) were not receiving unemployment benefits, while 107 participants (26.4%) were receiving unemployment benefits. One participant (0.2%) did not respond to the question. Post-intervention data on the other

hand revealed that 312 participants (76.9%) were not receiving unemployment benefits while 91 participants (22.4%) were receiving unemployment benefits. 3 participants (0.7%) did not respond to the question.

The pre-intervention data on the net income of participants revealed that 269 participants (66.3%) earned less than 600 euros monthly, while 136 participants (33.5%) earned 600 euros and above monthly. One participant (0.2%) did not provide information about regarding income. Post-intervention data on the other hand revealed that 262 participants (64.5%) earned less than 600 euros monthly, while 143 participants (35.2%) earned 600 euros and above monthly. One participant (0.3%) did not provide information regarding their income.

Table 3. Descriptive statistics

Age group	N	%
≤ 24 years old	216	53.2
25-29 years old	190	46.8
<b>Total</b>	<b>406</b>	<b>100</b>
<b>Gender</b>		
	<b>N</b>	<b>%</b>
Female	284	70.0
Male	118	29.1
Non-response	4	0.9
<b>Total</b>	<b>406</b>	<b>100</b>
<b>Education</b>		
	<b>N</b>	<b>%</b>
Primary education	4	1.0
Lower secondary education	34	8.4
Upper secondary education	157	38.7
Tertiary education	204	50.2
PhD	4	1.0
Non-response	3	0.7
<b>Total</b>	<b>406</b>	<b>100</b>



Table 4. Descriptive statistics, disaggregated data by gender

Age group	Female		Male	
	N	%	N	%
≤ 24 years old	154	54.2	61	51.7
25-29 years old	130	45.8	57	48.3
<b>Total</b>	<b>284 (70.6%)</b>	<b>100</b>	<b>118 (29.4%)</b>	<b>100</b>
<b>Education</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Primary education	3	1.1	1	0.9
Lower secondary education	23	8.1	11	9.3
Upper secondary education	106	37.3	51	43.2
Tertiary education	146	51.4	55	46.6
PhD	4	1.4	0	0
Non-response	2	0.7	0	0
<b>Total</b>	<b>284 (70.6%)</b>	<b>100</b>	<b>113 (29.4%)</b>	<b>100</b>

Table 5. Descriptive statistics of economic variables

Labor Status	Pre-test		Post-test	
	N	%	N	%
Self/employed, student	158	38.9	212	52.2
Not in employment nor education	246	60.6	190	46.8
Non-response	2	0.5	4	1.0
<b>Total</b>	<b>406</b>	<b>100</b>	<b>406</b>	<b>100</b>
<b>Unemployment benefits</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No	298	73.4	312	76.9
Yes	107	26.4	91	22.4
Non-response	1	0.2	3	0.7
<b>Total</b>	<b>406</b>	<b>100</b>	<b>406</b>	<b>100</b>
<b>Net Income</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 600 EUR	269	66.3	262	64.5
More than 600 EUR	136	33.5	143	35.2
Non-response	1	0.2	1	0.3
<b>Total</b>	<b>406</b>	<b>100</b>	<b>406</b>	<b>100</b>

## 5.2 Statistical evaluation of soft outcome and impact variables

Some of the pre-and post-observation of soft outcomes variables were statistically significant as shown in Table 6. A paired-sample t-test was conducted to compare the soft outcome of pre-and post-intervention and to verify the significance of the observed differences. The mean differences between pre-and post-intervention of proactivity (0.016), search-goals (0.004) and resilience (0.016) were statistically significant at 5% significance level. The mean difference between pre-and post-observation of self-efficacy on the other hand was statistically insignificant (0.261).

Table 6. Test of significance difference between pre and post-intervention

Soft outcomes	Mean value (Pre-intervention)	Mean Value (Post-intervention)	p-value
Self-efficacy	3.9471	3.9195	0.261
Proactivity	3.9820	3.9259	0.016
Search-goals	4.6695	4.5773	0.004
Resilience	3.9766	3.8941	0.016

Presented in Table 7 is the summary of the statistical evaluation of pre-and post-intervention differences of the soft impact variables. The mean difference of social responsibility (0.000) and institutional trust (0.025) were significant at 5% level of significance. Social trust (0.692) was insignificant.

Table 7. 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	2.8099	2.8000	0.692
Social responsibility	3.8718	3.7841	0.000
Institutional trust	3.0967	3.0185	0.025

Presented in Table 8 is the summary of the statistical evaluation based on the Wilcoxon signed-rank test. The observed differences between post-and pre-observation impact variables of resilience, proactivity, search-goals, social responsibility and institutional trust were significant at a 5% level of significance. The resulting significance value are: resilience ( $Z = -2.438$ ,  $P = 0.015$ ), proactivity ( $Z = -1.956$ ,  $P = 0.049$ ), search-goals ( $Z = -2.667$ ,  $P = 0.008$ ), social responsibility ( $Z = -3.850$ ,  $P = 0.000$ ), and institutional trust ( $Z = -2.698$ ,  $P = 0.007$ ). The pre-and post-intervention difference in self-efficacy ( $Z = -0.732$ ,  $P = 0.469$ ) and social trust ( $Z = -0.288$ ,  $P = 0.773$ ) were insignificant.

Table 8. 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	-0.732 <sup>b</sup>	-2.438 <sup>b</sup>	-1.956 <sup>b</sup>	-2.667 <sup>b</sup>	-3.850 <sup>b</sup>	-0.288 <sup>b</sup>	-2.698 <sup>b</sup>
Asymp. Sig. (2-tailed)	0.469	0.015	0.049	0.008	0.000	0.773	0.007

b. Based on negative ranks

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

Presented in Table 9 is the statistical analysis of hard impact variables (labor status, lifetime cost, and disposable income). A McNemar test was conducted to determine the significance of the observed differences between the pre-and post-intervention variables. Among the three hard impact variables considered, only labor status was statistically significant (0.000) at 5% significant level. Lifetime cost (0.053) and disposable income (0.542) on the other hand were found insignificant.

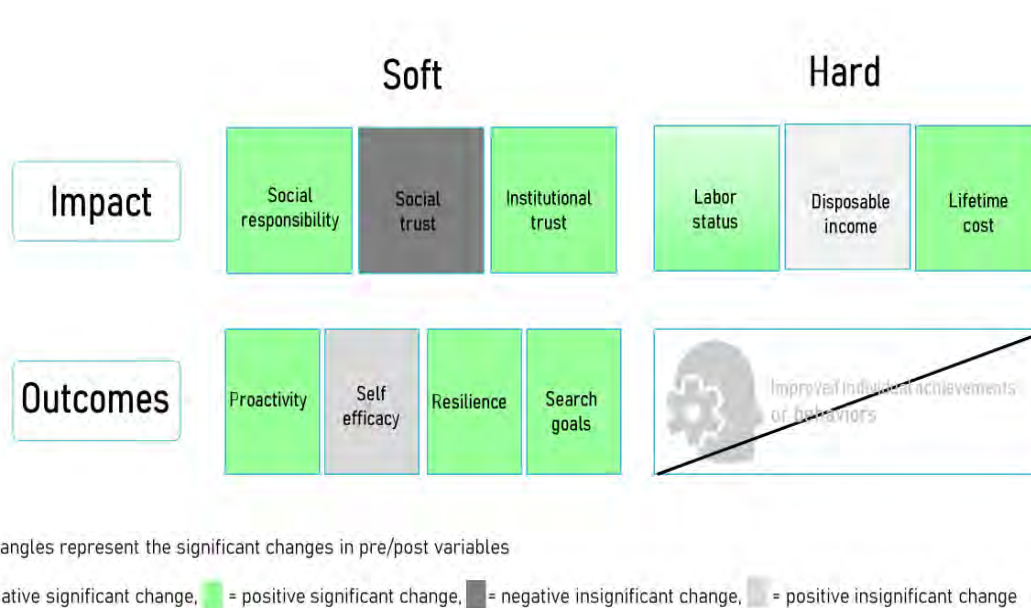
Table 9. Test of significance of hard impact (pre/post) variables

Hard impact	N	Chi-Square value	p-value
Labor status	400	24.64	0.000
Lifetime cost	402	3.75	0.053
Disposable income	405	0.37	0.542

### 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 the development of the emotional capabilities of the beneficiaries. Although not all the contributions were significant, proactivity, resilience, search goals, social responsibility, institutional trust, and labor status contributed significant positive changes to the development of emotional capabilities of the beneficiaries. Self-efficacy, social trust, disposable income, and lifetime cost contributed positive but insignificant changes to the intervention.

Figure 3. Summary of results



# 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 Autoocupació 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 female participants and people below 25 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 benefitted 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 in the final report is consistent with the findings of the previous report. Approximately 13% of NEETs transitioned to either self-employment, gainful employment, or enrolled in formal education. A reduction in the proportion of participants receiving unemployment benefits was also observed. To this end, an approximate 4% reduction in unemployment benefit recipients was recorded. This is an improvement compared to the previous report. However, disposable income contributed insignificantly to the intervention. This is also consistent with prior findings. An improvement in the lifetime costs of participants is also observed in this report. Approximately 1.7% of the participants earn above 600 EUR monthly.

Soft outcome variables considered in this intervention are consistent with those reported in the previous report. No observable changes were recorded in this regard. Proactivity, resilience, and search goals contributed significant positive changes to the intervention. In contrast, self-efficacy contributed insignificantly to the intervention. However, the changes were positive. This finding is also consistent with the previous report. Regarding the soft impact variables, the final assessment result remained unchanged from the prior result. Social responsibility and institutional trust contributed significant and positive changes in both reports, while social trust contributed insignificant and negative changes to the intervention.

Even though the improvements recorded in this final round of evaluation are consistent with the previous reports, the improvements observed are likely attributable to the quality of interventions that was organized and provided to the beneficiaries by the representatives of Autoocupació. The training contents were tailored to meet the needs of the beneficiaries in order to support their successful transition into the Spanish labor market. The duration of the intervention could also have played a significant role in the observed improvement. It allowed the beneficiaries 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 Conclusion

## 7 Conclusion

The short- and long-term effects of young people not in education, employment, or training (NEET) suggest a negative impact with regards to their physical, mental, and psychological wellbeing, socioeconomic status, and generally at risk of social exclusion. Interventions such as training, counseling in form of coaching/mentoring, internships, financial incentives, and case management, to mention a few have been identified to help NEETs on their transition journey to becoming self-employed, gainfully employed in a formal job, or enrolling in formal education.

Organizations working with NEETs generally face a large number of challenges. For example, the mere engagement of NEETs into training courses cannot be taken for granted, it requires high level of commitment from the beneficiaries who partake in the interventions in order for it to generate meaningful impact. In the case of Autoocupació, keeping the beneficiaries engaged and committed throughout the interventions was challenging for the team as some of the beneficiaries lost the enthusiasm to continue due to low level of commitment on their part. This was observed through nonparticipation in training exercises offered by the trainers, coaches and mentors, lack of focus to follow through on the training/coaching curriculum, and the loss of zest to further the development of the basic idea the beneficiaries have during the mentoring sessions.

The result of this evaluation however gives clear evidence that even long-term training courses, followed by coaching and mentoring can support NEETs by accompanying them through the last step ("I did it") on the staircase to employment or self-employment depicted in Figure 2. Also, the generation of social and economic impact, a change in labor status, or acquisition of financial autonomy, can be achieved with a strong commitment from the beneficiaries and well-coordinated implementation of long-term interventions.

The evaluation had several limitations. Firstly, the pretest/posttest design impedes the drawing rigorous causal inferences between the project's activities and its results. Secondly, the lack of control groups also restricted the researchers' ability to control for other external factors such as the effect of the pandemic and global recession which happened at the time the delivery of the interventions. Finally, it would be useful to collect and integrate qualitative data (such as interviews and focus groups) to validate and explore the quantitative findings of this evaluation. Furthermore, it is 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?

# #YoungEntrepreneursSucceed

<https://youngentrepreneurssucceed.com/>

Implemented by:



Autoocupació



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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.