Inclusion Policy Lab: Evaluation Results

Community of Madrid – Project for Enhancing Youth Employability and Training

April 2024

This report has been prepared by the General Secretariat of Inclusion of the Ministry of Inclusion, Social Security, and Migration has prepared this report within the framework of the Inclusion Policy Lab, as part of the Recovery, Transformation and Resilience Plan (RTRP with funding from the Next Generation EU funds. As the agency in charge of carrying out the project, the Madrid Community has participated in the writing of this report. This collaborating organization is one of the implementers of the pilot projects and has collaborated with the General Secretariat of Inclusion in the design of the RCT methodology, actively participating in the provision of the necessary information for the design, monitoring, and evaluation of the social inclusion itinerary. Furthermore, their collaboration has been essential to gathering informed consent, ensuring that participants in the itinerary were adequately informed and that their participation was voluntary.

A research team coordinated by CEMFI (Center for Monetary and Financial Studies) has substantially contributed to this study. Specifically, Miguel Almunia, professor at the University of CUNEF and Tom Zohar, professor at CEMFI, have participated under the coordination of Mónica Martínez-Bravo (until January 8, 2024) and Samuel Bentolila, professors at CEMFI. The researchers have actively participated in all phases of the project, including the adaptation of the initial proposal to the needs of the evaluation through randomized experiments, the evaluation design, the definition of measurement instruments, data processing, and the performance of econometric estimations that lead to quantitative results.

The partnership with J-PAL Europe has been a vital role in the efforts of the General Secretariat of Inclusion to improve social inclusion in Spain. Their team has provided technical support and shared international experience, assisting the General Secretariat in the comprehensive evaluation of pilot programs. Throughout this partnership, J-PAL Europe has consistently demonstrated a commitment to fostering evidence-based policy adoption and facilitating the integration of empirical data into strategies that seek to promote inclusion and progress within our society.

This evaluation report has been produced using the data available at the time of its writing and it is based on the knowledge acquired about the project up to that date. The researchers reserve the right to clarify, modify, or delve into the results presented in this report in future publications. These potential variations could be based on the availability of additional data, advances in evaluation methodologies, or the emergence of new information related to the project that may affect the interpretation of the results. The researcher is committed to continuing exploring and providing more accurate and updated results for the benefit of the scientific community and society in general.

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Executive Summary

- The **Minimum Income Scheme,** established in May 2020, is a minimum income policy that aims to guarantee a minimum income to vulnerable groups and provide ways to promote their social and labor integration.

- Within the framework of this policy, the Ministry of Inclusion, Social Security, and Migration (MISSM) fosters a strategy to promote inclusion through pilot projects of social innovation, which are carried out in the **Inclusion Policy Lab**. These projects are evaluated according to the standards of scientific rigor and using the methodology of Randomized Controlled Trials.

- This document presents the evaluation results and main findings of the project "Enhancing youth employability and training", which has been conducted in **cooperation between the MISSM and the Ministry of Family, Youth and Social Affairs** of the Community of Madrid.

- This study evaluates work immersion intervention and personalized support, compared to a traditional support model. Both the control group and the treatment group received an initial activation plan for educational return. In particular, the **treatment group** receives, in addition to this activation plan to combat educational dropout, a training program for job immersion with intensive assistance in the workplace. The **control group** received only an initial activation plan.

- The project took place in the Community of Madrid in the following municipalities: Madrid, Alcalá de Henares, Fuenlabrada and Parla. A total of 396 people participated (192 in the treatment group and 204 in the control group).

- On average, participants present Spanish nationality, and they have 21 years old. In addition, 47% of the participants are women and almost all of them were unemployed at the time of the initial intervention. Regarding the educational level of the participants, 23% have only completed secondary education and almost 30% of the participants do not have primary education. These data reflect the close relationship between educational levels and youth unemployment.

- The degree of follow-up of participants in the job training was 91% for the treatment group, since a total of 191 participants completed the work immersion intervention, compared to 211 participants who started.

- The main results of the evaluation are as follows:
  - **Improved employability**: participants in the treatment group improved their employability rate by around 20% compared to the control group.
  - **Occupation**: the short-term results are not significant, reflecting the need for extended research over time, as the intervention measures are aimed at medium and long-term outcomes.
  - **Self-esteem and perceived self-efficacy**: the results are contradictory and generally not significant. This must be considered within the short time frame, as such a short

term does not encourage participants to significantly value improvements in satisfaction and skills.

o **Educational return**: as with self-esteem indicators, the tight time frame determines enrollment levels and incompatibility with project timelines.

1 Introduction

General Regulatory Framework

The Minimum Income Scheme (MIS), regulated by Law 19/2021[1], is an economic benefit whose main objective is to prevent the risk of poverty and social exclusion of people in situations of economic vulnerability. Thus, it is part of the protective action of the Social Security system in its non-contributory modality and responds to the recommendations of various international organizations to address the problem of inequality and poverty in Spain.

The provision of the MIS has a double objective: to provide economic support to those who need it most and to promote social inclusion and employability in the labor market. This is one of the social inclusion policies designed by the General State Administration, together with the support of Autonomous Communities, the Third Sector of Social Action and local corporations[2]. It is a central policy of the Welfare State that aims to provide minimum economic resources to all individuals in Spain, regardless of where they live.

Within the framework of the National Recovery, Transformation, and Resilience Plan (RTRP)[3] the General Secretariat of Inclusion (SGI) of the Ministry of Inclusion, Social Security, and Migration (MISSM) participates significantly in Component 23 "New public policies for a dynamic, resilient, and inclusive labor market", framed in Policy Area VIII: "New care economy and employment policies".

Investment 7: "Promotion of Inclusive Growth by linking socio-labor inclusion policies to the Minimum Income Scheme" is among the reforms and investments proposed in this Component 23. Investment 7 promotes the implementation of a new model of inclusion based on the MIS which reduces income inequality and poverty rates. Therefore, the MIS goes beyond being a mere economic benefit and supports the development of a series of complementary programs that promote socio-labor inclusion. However, the range of possible inclusion programs is very wide, and the government decides to pilot different programs and interventions to evaluate them and generate knowledge that allows prioritizing certain actions. With the support of investment 7 under component 23, the MISSM establishes a new framework for pilot inclusion projects constituted in two phases through two royal decrees covering a set of pilot projects based on experimentation and evaluation:

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[1] Law 19/2021, dated December 20, establishing the Minimum Income Scheme (BOE-A-2021-21007).

[2] Article 31.1 of Law 19/2021, of December 20, 2021, establishing the Minimum Income Scheme.

[3] The Recovery, Transformation, and Resilience Plan refers to the Recovery Plan for Europe, which was designed by the European Union in response to the economic and social crisis triggered by the COVID-19 pandemic. This plan, also known as Next Generation EU, sets out a framework for the allocation of recovery funds and for boosting the transformation and resilience of member countries' economies.

- **Phase I: Royal Decree 938/2021**[4], through which the MISSM grants subsidies for the execution of 16 pilot projects of inclusion pathways corresponding to autonomous communities, local organizations, and the Third Sector of Social Action organizations. This royal decree contributed to the fulfillment of milestone number 350[5] and monitoring indicator 351.1[6] of the RTRP.
- **Phase II: Royal Decree 378/2022**[7], which grants subsidies for a total of 18 pilot projects of inclusion pathways executed by autonomous communities, local organizations, and the Third Sector of Social Action organizations. Along with the preceding Royal Decree, this one helped the RTRP's monitoring indicator number 351.1 to be fulfilled.

To support the implementation of evidence-based public and social policies, the Government of Spain decided to evaluate the social inclusion pilot projects using the Randomized Controlled Trial (RCT) methodology. This methodology, which has gained relevance in recent years, represents one of the most rigorous tools to measure the causal impact of a public policy intervention or a social program on indicators of interest, such as social and labor insertion or the well-being of beneficiaries.

Specifically, RCT is an experimental method of impact evaluation in which a representative sample of the population potentially benefiting from a public program or policy is randomly assigned either to a group receiving the intervention or to a comparison group that does not receive the intervention for the duration of the evaluation. Thanks to the randomization in the allocation of the program, this methodology can statistically identify the causal impact of an intervention on a series of variables of interest. This methodology enables us to analyze the effect of this measure, which helps determine whether the policy is adequate to achieve the planned public policy objectives. Experimental evaluations enable us to obtain rigorous results of the intervention effect, i.e., what changes the participants have experienced in their lives due to the intervention. In addition, these evaluations provide an exhaustive analysis of the program and its effects, providing insights into why the program

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[4] Royal Decree 938/2021, of October 26, 2021, which regulates the direct granting of subsidies from the Ministry of Inclusion, Social Security, and Migration in the field of social inclusion, for an amount of €109,787,404, within the framework of the Recovery, Transformation, and Resilience Plan (BOE-A-2021-17464).

[5] Milestone 350 of the RTRP: "Improve the rate of access to the Minimum Income Scheme and increase the effectiveness of the MIS through inclusion policies, which, according to its description, will translate into supporting the socio-economic inclusion of the beneficiaries of the MIS through itineraries: eight collaboration agreements signed with subnational public administrations, social partners and social action entities of the third sector to conduct the itineraries. The objectives of these partnership agreements are: (i) to improve the MVI access rate; ii) increase the effectiveness of the MVI through inclusion policies."

[6] Monitoring indicator 351.1 of the RTRP: "at least 10 additional collaboration agreements signed with subnational public administrations, social partners and social action entities of the third sector to conduct pilot projects to support the socio-economic inclusion of MVI beneficiaries through itineraries".

[7] Royal Decree 378/2022, of May 17, 2022, regulating the direct granting of subsidies from the Ministry of Inclusion, Social Security, and Migration in the field of social inclusion, for an amount of €102,036,066, within the framework of the Recovery, Transformation and Resilience Plan (BOE-A-2022-8124).

was effective, who has benefited most from the interventions, whether there were indirect or unexpected effects, and which components of the intervention worked, and which did not.

These evaluations have focused on the promotion of social and labor inclusion among MIS beneficiaries, recipients of regional minimum incomes, and other vulnerable groups. In this way, the MISSM establishes a design and impact evaluation of results-oriented inclusion policies, which offers evidence for decision-making and its potential application in the rest of the territories. The promotion and coordination of 32 pilot projects by the Government of Spain has led to the establishment of a laboratory for innovation in public policies of global reference named the Inclusion Policy Lab.

For the implementation and development of the Inclusion Policy Lab, the General Secretariat of Inclusion has established a governance framework that has made it possible to establish a clear and potentially scalable methodology for the design of future evaluations and promoting decision-making based on empirical evidence. The General State Administration has had a triple role as promoter, evaluator, and executive of the different programs. Different regional and local administrations and the Third Sector of Social Action organizations have implemented the programs, collaborating closely in all their facets, including evaluation and monitoring. In addition, the Ministry has had the academic and scientific support of the Abdul Latif Jameel Poverty Action Lab (J-PAL) Europe and the Centre for Monetary and Financial Studies (CEMFI), as strategic partners to ensure scientific rigor in the assessments. Likewise, the Inclusion Policy Lab has an Ethics Committee[8], which has ensured the strictest compliance with the protection of the rights of the people participating in the social inclusion pathways.

This report refers to "Project for Enhancing Youth Employability and Training", executed within the framework of Royal Decree 378/2022[9] by the Ministry of Family, Youth and Social Affairs of the Community of Madrid. This report contributes to the fulfillment of milestone 351 of the RTRP "Following the completion of at least 18 pilot projects, the publication of an evaluation on the coverage, effectiveness and success of the MVI, including recommendations to increase the level of application and improve the effectiveness of social inclusion policies."

Context of the project

Youth unemployment is a multidimensional problem that jeopardizes the future employability of young people, especially when linked to poverty and social exclusion situations (Ramírez-Guerrero, 2002). It reflects a lack of opportunities for young people, leading to problems with self-esteem and social integration.

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[8] Regulated by Order ISM/208/2022, of March 10, 2022, which creates the Ethics Committee linked to social inclusion itineraries, on 20/05/2022 it issued a favorable report for the realization of the project that is the subject of the report.

[9] On September 16, 2022, an agreement was signed between the General State Administration, through the SGI, and the Community of Madrid for the implementation of a project for social inclusion within the framework of the Recovery, Transformation, and Resilience Plan, which was published in the "Official State Gazette" on September 27, 2022 (BOE no. 232).

The reasons leading to youth unemployment are numerous. Poverty and social exclusion closely relate to the employability of young people, where the intergenerational transmission of poverty plays a key role. Additionally, the structural gap between the skills and competencies required in the labor market and those available among workers exacerbates further unemployment, with medium and long-term consequences. Early school dropout is another determinant of employability levels, resulting in a significant loss of opportunities for improving individual and social educational levels, as well as a misallocation of public resources (Vaquero García, 2005).
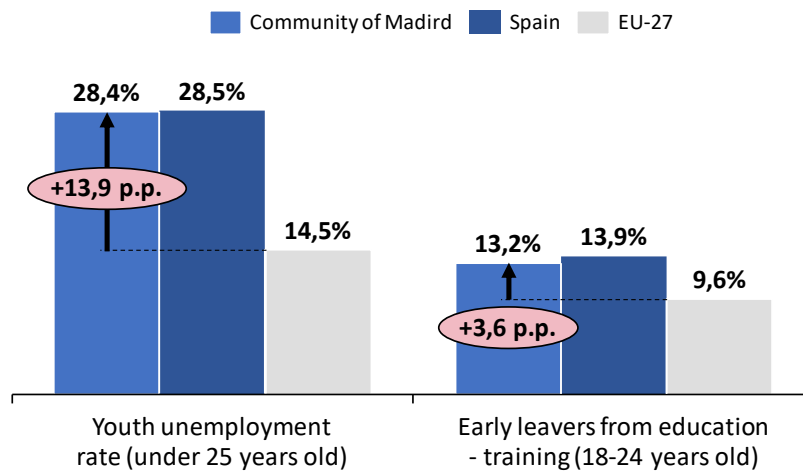
The consequences of youth unemployment are significant in multiple areas. From an economic perspective, there is a contraction in aggregate demand and savings, due to a lack of income of the younger population. In addition, the skills gap linked to early school leaving can lead to situations of poverty, social exclusion, conflict situations, and health problems. Thus, situations of inequality and the transmission of intergenerational poverty are perpetuated.

In Spain, youth unemployment shows significantly high figures, outperforming other age groups, with an average unemployment rate of 28.5% among those under 25 in 2023. This figure is almost double the EU-27 average rate for this group (14.5%). One of the main causes of this disparity is the high early dropout rate from education-training[10], which reached 13.9% in 2022, compared to the EU-27 average of 9.6%. A larger number of individuals aged 18 to 24 who have not finished high school or pursued further training leads to a decline in young people's skills for entering the job market, widening the gap between European nations. Examining unemployment rates by age reveals that young individuals constitute the most at-risk demographic, with a rate surpassing Spain's 2023 average unemployment rate (12.1%) by 16 percentage points.

Limiting the problem to the Community of Madrid, subject of this project, the youth unemployment rate reached 28.35% among those under 25 years of age in 2023, in line with the national average. Likewise, the early dropout rate from education-training stood at 13.2% in 2022, 0.7 percentage points below the Spanish average. Therefore, the results obtained in the Community of Madrid reflect the national trend, showing rates significantly higher than the EU-27 average.

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[10] Early leavers from education and training are the percentage of people aged 18 to 24 who have not completed upper secondary education and have not completed any training in the last four weeks.

Figure 1: Youth unemployment rate and early leavers from education and training

Community of Madird   Spain   EU-27

Youth unemployment
rate (under 25 years old)

28,4%   28,5%

+13,9 p.p.

14,5%

Early leavers from education
- training (18-24 years old)

13,2%   13,9%

9,6%

+3,6 p.p.

Note: The data on the youth unemployment rate is for 2023, while the data on early leaving of education-training is for 2022.

Source: Labor Force Survey, INE

Given this context, the Community of Madrid proposes a labor immersion model to enhance the employability, educational return, and socio-labor integration of young people experiencing early educational dropout. This model includes labor immersion in companies, with also social, technical, and professional support, to facilitate either labor insertion or educational return for the beneficiaries.

Regulatory framework associated with the project and the governance structure

Diverse European institutions have addressed youth unemployment problematic situation. The European Union is promoting among Member States the reduction of youth unemployment and their inactivity, with the aim of encouraging their development and integration into the labor market. Recent measures include the strengthening of the Youth Guarantee, which ensures that young people have access to employment, continuing education, apprenticeships and traineeships. In addition, European countries promote the modernization of vocational education and training systems in line with the 2020 Council Recommendation, to make them more attractive and fit for the digital and sustainable economy.

In addition, through the Osnabrück Declaration 2020, the Ministers of Education and Vocational Training of the Member States established a set of policy actions on Vocational Training for the period 2021-2025. These measures include the development and reinforcement of professional excellence centers, conceived as innovative spaces that integrate learning, training, research, entrepreneurship support, and the use of digital and technological resources.

At national level, the Royal Decree-Law 6/2016 stands out, on urgent measures to promote the National Youth Guarantee System. Particularly, this measure intends to promote the employability of young people. In 2019, Spain approved the First Strategic Plan for Vocational Training of the Education System, highlighting business collaboration, updating qualifications and flexibility in the organization of VET qualifications as key aspects. On the other hand, the Secretary of State for Employment and

Social Economy approved the Youth Guarantee Plus 2021-2027 Plan for decent work for young people, which aims to improve educational levels and thus encourage their integration into the labor market.

This pilot project aligns with European and national youth education and employment strategies, and the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), contributing specifically to SDGs 1, 4, 8, and 10.

Given the strong link between education and youth employment, the Community of Madrid has developed an innovative project. This project leverages a comprehensive understanding of the skills across different administrative units and departments to improve youth employability through individualized job immersion services.

The scientific objective of the project is to understand and evaluate the impact of this new model of labor immersion aimed at increasing the employability and socio-labor insertion of young people, through personalized support.

The governance framework established for the correct execution and evaluation of the project includes the following actors:

- The **Ministry of Family, Youth and Social Affairs of the Community of Madrid** is the entity responsible for the execution of the project. Within this Ministry, the General Directorate of Social Services and Integration leads the project, collaborating with the Pinardi Federation, a social entity pro of young people in vulnerable situations and in collaboration with the network of companies adhering to the project.

- The **Ministry of Inclusion, Social Security and Migration** (MISSM) is the funding source of the project and responsible for the RCT evaluation. For this reason, the General Secretariat for Inclusion assumes a series of commitments with the Ministry of Family, Youth and Social Services of the Community of Madrid:
    - Provide the beneficiary entity with support for the design of the actions to be carried out, for the execution and monitoring of the object of the subsidy, as well as for the profiling of the potential participants of the pilot project.

    - Design the randomized controlled trial (RCT) methodology of the pilot project in coordination with the beneficiary entity and scientific collaborators. Also, carry out the evaluation of the project.

    - Ensure strict compliance with ethical considerations by obtaining the approval of the Ethics Committee.

    o **CEMFI and J-PAL Europe,** as scientific and academic institutions that support MISSM in the design and RCT evaluation of the project.

In the light of the above, the present report follows the following structure. **Section 2** provides a **description of the project**, detailing the issue to address, the specific interventions associated with the personalized youth employment model based on individual support, and the target audience to which the intervention is directed. Next, **section 3** contains information relating to the **evaluation**

design, defining the Theory of Change linked to the project and the hypotheses, sources of information and indicators used. **Section 4** presents **t**he **implementation of the intervention**, analyzing the sample, the results of randomization, and the degree of participation and attrition of the intervention. This section is followed by **section 5** where **the results of the evaluation** are presented, with a detailed analysis of the econometric analysis carried out and the results for each of the indicators used. The **conclusions** of the project evaluation are described in **section 6**. Finally, in the **Economic and regulatory management** appendix additional information is provided on the management tools and governance of the pilot project.

Ethics Committee linked to the Social Inclusion Itineraries

During research involving human subjects in the field of biology or the social sciences, researchers and workers associated with the program often face ethical or moral dilemmas in the development of the project or its implementation. For this reason, in many countries it is common practice to create ethics committees that verify the ethical viability of a project as well as its compliance with current legislation on research involving human beings. The Belmont Report (1979) and its three fundamental ethical principles – respect for individuals, profit and justice – constitute the most common frame of reference in which ethics committees operate, in addition to the corresponding legislation in each country.

With the aim of protecting the rights of participants in the development of social inclusion itineraries and ensuring that their dignity and respect for their autonomy and privacy are guaranteed, Order ISM/208/2022 dated March 10 creates the Ethics Committee linked to the Social Inclusion Itineraries. The Ethics Committee, attached to the General Secretariat of Inclusion and Social Welfare Objectives and Policies, is composed of a president – with an outstanding professional career in defense of ethical values, a social scientific profile of recognized prestige and experience in evaluation processes – and two experts appointed as members.

The Ethics Committee has conducted analysis and advice on the ethical issues that have arisen in the execution, development, and evaluation of the itineraries, formulated proposals in those cases that present conflicts of values and approved the evaluation plans of all the itineraries. In particular, the Ethics Committee issued its approval for the development of this evaluation on February 22, 2023.

2 Description of the program and its context

This section describes the program that the Ministry of Family, Youth and Social Services implemented within the framework of the evaluation project. Furthermore, it describes the objective of the project, the target population, the territorial scope, and provides a detailed description of the interventions.

2.1 Introduction

The project aims to evaluate a labor immersion model designed to enhance employability, educational return, and socio-labor insertion for young people who are in a situation of early educational leaving. This is achieved through personalized advice and support focused on social recovery, activation and life planning, with intervention in both education and employment.

In addition, this report has a solid base of scientific literature, including experimental projects similar to this pilot. Notably, Colley (2003) provides a critical analysis of the impact of mentoring on the social inclusion of young people in vulnerable situations, aiming to facilitate their access to the labor market and enhance their employability. Another relevant study is the research performed by Cottier et al. (2018), which through the use of an RCT in Switzerland examines how attendance at job search training contributes to improving the level of employability achieved. Furthermore, the study by Card et al. (2010), an RCT that combines employment and training, demonstrates how this type of intervention can increase employability levels.

The project's robustness is further enhanced by several complementary studies exposing the effectiveness of similar programs. For instance, Attanasio et al. (2011) evaluated the impact of an RCT program for youth in Colombia. This study involved executing a six-month employment and training intervention, which yielded noteworthy enhancements in future job employment and productivity. Likewise, Barrera-Osorio (2020) conducted an experimental study on skills training for employment in Colombia, with positive short and medium-term impacts on employment. Additionally, Van Den Berg and Van Der Klaauw (2001) performed an RCT study on the effects of counselling and monitoring on individual transition to employment. Their results show how monitoring can influence the transition from informal employment to formal job search, emphasizing the positive effect of monitoring on the job search type.

In conclusion, those programs that offer a multidisciplinary approach, with services for skills development, self-esteem improvement, job search assistance, and proactivity, increase the chances of insertion, compared to other interventions implemented with a single approach (Liu et al., 2014).

2.2 Target population and territorial scope

The target audience of the project is young people between 18 and 29 years of age who are in a situation of early school leaving, and it has been carried out in the following municipalities of the Community of Madrid: Alcalá de Henares, Madrid, Fuenlabrada and Parla.

Besides ensuring the motivation and commitment of young participants to enter the labor market, their characteristics include:

- **Age**: young people between 18 and 29 years old
- **Level of studies:** second stage of secondary education not completed or young people who, having obtained a qualification from the secondary stage, are inactive and do not have training in a professional profile since their work experience is non-existent or precarious

- **Work permit:** be in possession of a valid work permit
- **Pinardi Federation:** participants in various programs of the Pinardi Federation, the entity that ultimately carries out the intervention, or that attend to the different recruitment channels implemented by this federation to incorporate participants into the project.

Additional information regarding participant recruitment is available in **section 3.5**, forming an integral part of the evaluation design.

2.3 Description of interventions

Due to the multidimensional nature of youth unemployment, the project aims to improve youth employability through individual, intensive, and comprehensive support. The intervention is designed to allow for assessment using the RCT methodology, comprising a control group and a treatment group. Both groups receive an initial activation plan to foster vocational exploration, increase motivation and self-esteem, and provide appropriate social support for integration and educational return. Furthermore, the treatment group receives a labor immersion training program with intensive workplace support to address early educational dropout. **Figure 2** summarizes the proposed intervention scheme.

Figure 2: Scheme of the intervention
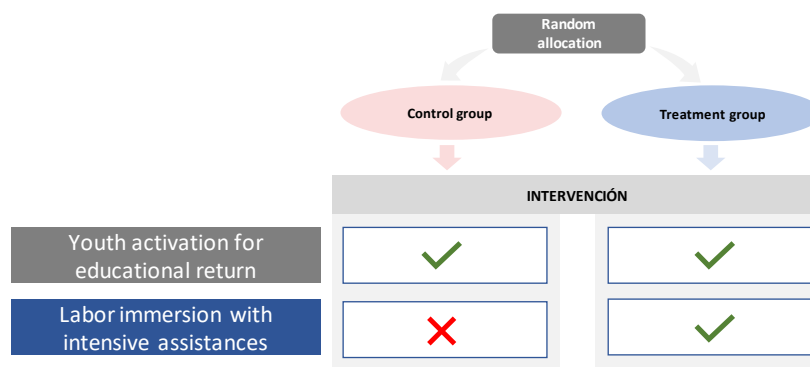
The intervention contemplates the following actions:

Youth activation for educational return

The project planned several measures to facilitate vocational discovery, boost motivation and self-esteem among youth, and provide adequate social support for educational integration and reentry. These actions involve reevaluating past setbacks through interactions with other young people, with professionals in the labor market, and influential educators in experiential settings, and welcoming environments aimed at reconstructing personal life experiences.

All participants, both in the control group and in the treatment group, are the target of these actions.

Social and employability diagnosis

Within the first fifteen days of the participant's enrollment, the technical team conducted a social employability diagnosis, establishing the foundation for a personalized social activation and support plan. The process involves the active participation of the young beneficiary, through tutorials and self-assessment tools to measure their level of responsibility. This assessment also considers the individual's strengths, social barriers, and factors influencing their entry into the job market. Moreover, it encompasses the evaluation of personal and transversal competencies, which are periodically reassessed in case of any changes. The technician assigned is responsible to make the diagnosis through Pinardi's own scale[11].

In general terms, throughout the project a total of 525 participants benefited from reception and group tutorials to perform social and employability diagnosis. However, only 421 people received the activation training package, with transversal, digital and basic skills, assigning 211 young people to the treatment group and 210 to the control group.

Personalized plan design for activation and social support

Based on this initial diagnosis, Pinardi's professional team prepares a personalized plan for activation and social support, with all the objectives and lines of work defined. The services and support offered to the person, and the monitoring moments during the execution of the project are also collected. The team designed these plans with each of the participants, attending to their needs and requests.

Development of the personalized activation plan

The activation plan lasts between one and three months, depending on the level of employability and social situation of the participant. The support provided in these plans, based on an experiential learning and gamification methodology, is encompassed in the following areas:

- Acquisition of transversal and digital skills, which includes a training package in soft skills through group workshops and individual tutoring.
- Acquisition of basic professional skills, through training workshops and introductory training on professional profiles.
- Acquisition of digital skills focused on the professional field, through group workshops.

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[11] Employ+ tool designed by the Accenture Foundation. It is a tool for diagnosis, self-measurement of people, training of competencies and *reporting*.

- Vocational discovery activities to get closer to the world of work, through visits to the companies, motivational talks with managers and recreational activities for employment.
- Increased knowledge of the labor market, through guidance and training actions in workshops: preparation of a CV, analysis of the labor market in Spain, labor documentation, and learning to read pay slips.
- Community participation, through participation in assemblies, celebratory, and convivial activities.

Furthermore, personalized social support is provided throughout these actions, offering a range of services and resources tailored to the participants. This support is coordinated with the Social Services. The portfolio of resources includes social support, meeting basic needs, legal guidance, psychotherapeutic assistance, legal and administrative processing, and coordination with relevant social agents.

Regarding contact with companies and groups of experts, a total of 509 people visited companies over the course of 31 sessions. In addition, 3 days were held with groups of experts and 5 motivational days that combine practical training and meetings with professionals for their self-affirmation, in which 509 individuals participated.

Labor immersion with intensive assistances

During this phase, only the treatment group receives intervention: participants engage in apprenticeship training and receive intensive on-the-job support with social, technical and professional guidance to enhance employability.

Each participant in the treatment group is assigned to a job, initiating the support process through triple mentoring.

Before participants begin their jobs, Pinardi selects companies and establishes the necessary partnerships for participants' job immersion. These alliances are formalized through agreements that outline commitments and coordination mechanisms for conducting work immersion. In addition, a business support plan is established, including a shared vision of alliance goals, result measurement, company monitoring, identification of potential specific needs, and support for candidate incorporation.

In this context, it is important to note that all participants in the treatment group receive triple mentorship:

- Educational mentoring, led by a Pinardi educational mentor, provides educational support for awareness, challenges for improvement, and evaluation of competency development.
- Operational mentoring by individuals responsible for the operational part of the receiving company, through a tutor in job-specific functions for the transfer and acquisition of related technical knowledge.
- Professional mentoring by the people in charge of the strategic aspects of the recipient company, offering participants a development plan through periodic challenges, acquisition

of basic transversal skills, guidance, and vocational motivation. This mentoring provides a strategic vision for attracting and developing talent from vulnerable social sources within companies.

During the job immersion period, participants receive a training grant aimed at covering the costs of transport and training material. In addition, monthly follow-up meetings are held with each participant.

Upon completion of the job immersion process, the technical team managed the departure of participants, either through the confirmation of a job offer from the companies involved in the job immersion, or through other Youth Employment programs from the Pinardi Federation. In addition, participants have the opportunity to return to formal education, to obtain their ESO graduate (Superior secondary education in Spain). The disengagement or exit process from the intervention is carried out gradually, according to the needs of each participant.

During the employment activation phase, the project provided 1,659 sessions of personalized social support for processing benefits and/or housing aid, social bonus, etc. These sessions occurred monthly basis and were scheduled upon request by the participants. Regarding the prospecting and selection of companies, the team conducted one session in the first, second and third quarters of the project, and two sessions in the last quarter of the project, aiming to disseminate and raise awareness about the program. These activities resulted in a total of 35 collaboration agreements, benefiting 211 beneficiaries who became part that give rise to the work immersion of the people belonging to the treatment group. A total of 1,312 training grants and personalized basic support have also been awarded as part of the work immersion and personalized accompaniment.

3 Evaluation design

This section describes the impact design assessment outlined in the preceding section. The section describes the Theory of Change, which identifies the mechanisms and aspects to measure, the hypotheses to test in the evaluation, the sources of information and the design of the experiment.

3.1 Theory of Change

This report, with the aim of designing an evaluation that enables understanding the causal relationship between the intervention and its final objective, develops a Theory of Change. The Theory of Change schematizes the relationship between the needs identified in the target population, the benefits, or services that the intervention provides, and the immediate and medium-long term results sought by the intervention, to understand the relationships between them, the assumptions on which they are based, and to outline measures or outcome indicators.

> ### Theory of Change
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> A Theory of Change begins with the correct identification of the needs or problems to address and their underlying causes. This situational analysis should guide the design of the intervention, i.e., the activities or products that are provided to alleviate or resolve the needs, as well as the processes necessary to properly implement the treatment. Next, we identify the expected effect(s) based on the initial hypothesis, i.e., what changes – in behavior, expectations, or knowledge – are expected to be obtained in the short term with the actions conducted. Finally, the process concludes with the definition of the medium- to long-term results that the intervention aims to achieve. Sometimes, the effects directly obtained with the actions are identified as intermediate results, and one identifies the indirect effects in the final results.
>
> The development of a Theory of Change is a fundamental element of impact evaluation. At the design stage, the Theory of Change helps to formulate hypotheses and identify the indicators needed for the measurement of results. Once the results are achieve, the Theory of Change makes it easier, if results are not as expected, to detect which part of the hypothetical causal chain failed, as well as to identify, in case of positive results, the mechanisms through which the program works. Likewise, the identification of the mechanisms that made the expected change possible allows a greater understanding of the possible generalization or not of the results to different contexts.

The need identified in the population between 18 and 29 years of age in a situation of early school leaving is the lack of job opportunities they face. There are many causes that lead to unemployment, where a low level of education is a determining factor in the employability levels of this population.

This problem or need constitutes the starting point prior to the areas of action and the activities associated with each of them. In particular, the intervention includes a training module taught by collaborating companies during a period of work immersion, as well as a training grant that allows transport and travel expenses. Likewise, with the aim of reinforcing the training during the work immersion, the intervention offers a mentoring session offered by three different tutors and an evaluation of competencies and monitoring, which allows the evolution of the participants to be analyzed, as well as the challenges encountered.

All these resources and activities result in a set of outputs. By measuring the outputs, to identify whether and to what extent beneficiaries have received the activities or inputs. It is crucial for the program to ensure proper receipt of resources and activities to attain the anticipated intermediate and final outcomes. If beneficiaries don't effectively receive the program, observing enhancements in employment, social inclusion, or educational outcomes becomes challenging. In this project, outputs are defined, on the one hand, as the number of young people trained in specific job courses and, on the other hand, as the total number of young people oriented into the chosen professional activity.

In the short term, this study expects an acquisition of job skills thanks to the training modules taught, the scholarship and the mentoring carried out throughout the intervention. Additionally, we expect participants to gain a clearer understanding of their desired professional profile through training modules and participants monitoring, thereby improving their empowerment and employability.

In the medium term, the acquisition of skills and job advice increases the chances of returning to the education system, where participants express their intention to obtain the cycle of Compulsory Secondary Education, Baccalaureate or other basic or technical training. It is also expected that there will be an improvement in labor market insertion, reducing unemployment in this age group. Both results lead to the same conclusion, the improvement of the social inclusion of young people in the long term.

The following figure illustrates this causal sequence of actions, initiated by the identified needs or problems, the activities, and resources necessary to obtain the expected changes in the participants.

Figure 3: Theory of Change
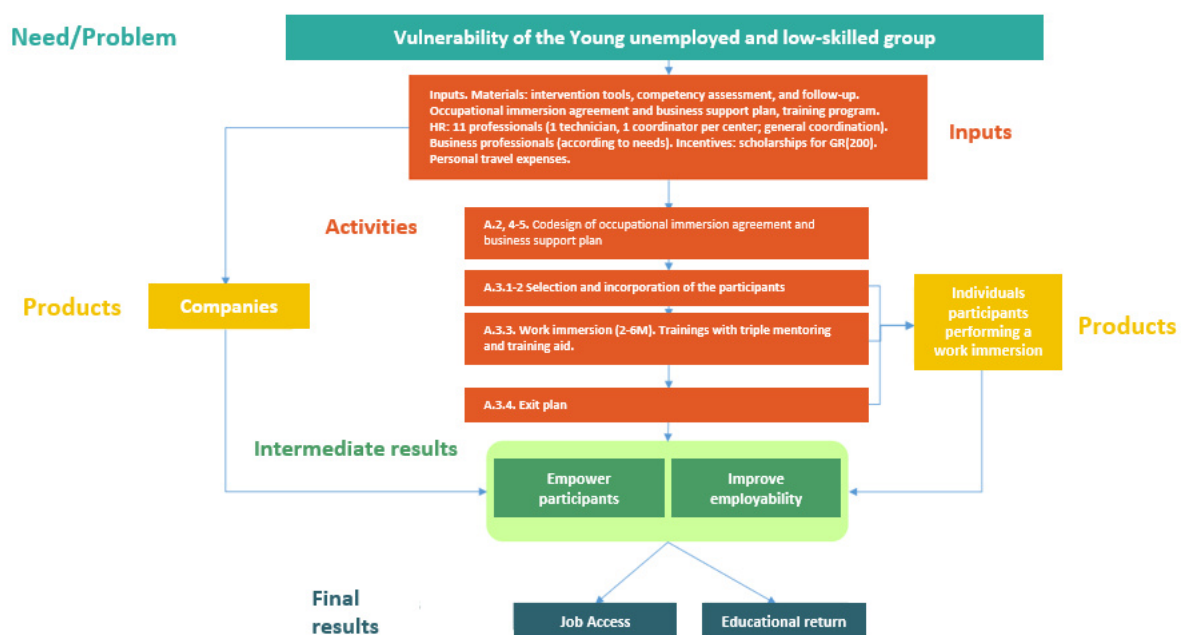
3.2 Hypothesis

The general objective of the project is to evaluate a model of labor immersion focused on improving the employability, educational return, and socio-labor insertion of those young people who are in a situation of early educational dropout.

It is important to highlight that, as detailed in the Theory of Change, this project is eminently limited to the field of training and advice for the improvement of social inclusion, through the return to the educational system and labor insertion. This multidimensional approach allows for a comprehensive assessment of the impact of the intervention on the lives of the beneficiaries and enables a more complete understanding of its effectiveness in different dimensions.

The following are the hypotheses to test in each of the major areas:

1. **Enhancing Empowerment**

This hypothesis postulates that a training model of labor immersion improves the empowerment of the beneficiaries in terms of their labor insertion, compared to the traditional intervention. Thus, the improvement in empowerment is determined by an increase in the self-esteem of young people and by the perception of being able to better develop work activities (self-efficacy at work). In addition, this report proposes that the new model increases the perception of not remaining unemployed, compared to traditional models.

2. Improved employability

This hypothesis focuses on how a training model of labor immersion and assistance improves the labor insertion of young people by increasing their levels of employability, compared to those who participate in traditional training itineraries for employment.

3. Improving access to employment

This hypothesis stipulates that a training model of job immersion and support improves access to employment, increasing the possibilities of professional development, compared to a traditional model of training for employment.

4. Increased return to education

This last hypothesis postulates that a model of job immersion with personalized educational and job training increases the chances of a return to the educational system, compared to more traditional models of training and employment.

3.3 Sources of information

To gather the necessary information to construct the outcome indicators, this report uses mainly surveys from the participants in the work immersion and support pathway.

Pinardi's team of professionals performed the surveys *ad-hoc* in two stages: **before the procedure** (baseline), and **after the procedure** (final line)**.** The technical team carried out these questionnaires in three different cycles, according to the process of recruiting participants detailed in the **section 3.5**, both the control group and the treatment group participants and are the main source of information for the pilot project. The collection of information through surveys is complemented by the information provided by the Emplea+ tool, an assessment and action instrument that has been used by Pinardi for years.

This evaluation structures the information in the following blocks:

- **Survey of young participants**: all participants answered these surveys, and they are completed by Pinardi professionals[12], in an initial interview before the intervention, and at the end of the intervention. In this way, this survey includes the socio-demographic characteristics of the respondent, as well as the current educational situation, i.e., whether they are enrolled in any course or training. It also wonders about interest in future enrollment in educational courses.

  On the other hand, this questionnaire also includes questions related to the employment situation of the participants and the perceived ease of finding or not finding a job. It presents a total of ten statements regarding the work, to assess the self-perceived situation of the participants from 1 (not at all able) to 5 (very capable).

  Finally, this section proposes a total of ten statements, where the respondent must answer regarding their self-perceived situation in relation to their ability at work, satisfaction and personal value, ranging from 1 (strongly disagree) to 4 (strongly agree).

  For the information gathered through a survey at the end of the intervention, Pinardi's team conduct an additional measurement of the variables with the most significant medium and long-term impacts (employment and educational return) approximately three months post-intervention.

- **Emplea+ tool:** it is a tool for diagnosis, self-measurement of the beneficiary, skills training and *reporting*. Developed by Accenture, it aims to provide indicators on participants' core and transversal competencies. In particular, an analysis of basic competencies is presented by assessing between 0 (absence) and 6 (high) the following five basic competencies: self-confidence; self-control; communication; compliance with standards and tasks; and digitalization. It also includes an analysis of six transversal competencies, also rated from 0 to 6: flexibility; teamwork; frustration tolerance; self-organization; achievement orientation; and analysis and problem solving. Therefore, this section presents a total of 11 competencies selected for the assessment of the level of employability.

- **Interviews with the participating companies and Pinardi professionals:** in order to proceed with the evaluation of the intervention, this project contemplates in-depth interviews with the professionals of the participating companies and Pinardi professionals to evaluate potential improvements in the project, outside the general framework of the RCT evaluation.

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[12] The survey was completed in person by external professionals with the support of computer software (CAPI format) in the premises made available by Pinardi, except in cases where the needs of the respondent have required telephone administration (CATI format).

3.4 Indicators

This section describes the indicators used for the evaluation of the impact of the pathway, divided by themes related to the hypotheses described above.

1. Empowerment

Measurement of youth empowerment through the following indicators**:**

Self-esteem scale: this is an indicator based on a subjective scale of perception of self-esteem, the Rosenberg Self-Esteem Scale (1965). This scale consists of ten items, each of which is a statement about self-worth and self-satisfaction. Each item is scored from 1 to 4, resulting in a minimum score of 10 and a maximum score of 40. This measurement is done both at the beginning and at the end of the treatment. For the present analysis, the indicator is standardized to have a mean equal to 0 and a standard deviation equal to 1.

Self-efficacy at work scale: indicator based on the subjective scale of Avallone et al. (2010) on the perception of the development of tasks in the workplace. It measures the participants' assessment of their ability to plan and execute certain tasks in the workplace. This scale consists of ten items, each of which is a statement about worth and job satisfaction. Each item is scored from 1 to 5, resulting in a minimum score of 10 and a maximum score of 50. This measurement is done both at the beginning and at the end of the treatment. For the present analysis, the indicator is standardized to have a mean equal to 0 and a standard deviation equal to 1.

Job expectations (risk of unemployment): this is an indicator based on a subjective scale on the perception of the expectations of remaining unemployed. It is measured at the beginning and end of the treatment and takes values between 1 (minimum risk of unemployment) and 4 (maximum level of risk of unemployment).

2. Employability

This study uses two indicators for the employability of young people:

Job expectations (access to employment): this is an indicator based on a subjective scale of perception of the expectations of finding a job. This evaluation measures both at the beginning and at the end of the intervention and takes values between 1 (minimum expectations of finding employment) and 4 (maximum expectations of finding employment).

Level of employability: indicator based on the objective construction of the improvement of the level of employability of the participants. It takes values between 0 (low level of employability) and 3 (high level of employability) points and is measured at the beginning and end of the intervention. The study uses the *Emplea+* tool to collect this indicator, which allows us to present an aggregate index on employability and examine the individual indicators that comprise it. These basic indicators belong to two basic types (1 self-confidence, 2 self-control, 3 communication, 4 compliance with rules and tasks

and 5 being digital) and transversal (1 flexibility, 2 teamwork, 3 tolerance to frustration, 4 self-organization, 5 achievement orientation and 6 analysis and problem solving).

The basic indicators are weighted according to the professional profile on which the training and work practice are focused.

3. Occupation

Two indicators measure the employment levels of the young participants:

Days worked: the number of days worked in the two months following the completion of the project. It comes from information in the administrative register of participants' working lives.

Contracted participants: indicates whether the participant is hired after the intervention within the period considered where the days worked are computed. This variable is obtained from the same administrative source as the previous indicator. It is a variable (0,1), which is worth 1 if the participant has worked at some point during that period

4. Educational Return

Two indicators measure the educational return of the participants:

Participants with intention to re-enter indicates whether the participant expresses the intention to re-enter the education system. Its estimation is made before and after the intervention. In individual terms, it takes the value 1 if the participant shows that interest and 0 otherwise.

Participants enrolled in the education system indicates whether the number of participants confirms their enrollment within the education system. Its estimation is made before and after the intervention. On an individual level, it takes the value 1 if the participant has registered on the given date and 0 otherwise.

3.5 Design of the experiment

This report employs an experimental evaluation known as a Randomized Controlled Trial (RCT) to assess the impact of interventions on the mentioned indicators. Participants are randomly assigned to the two treatment groups and the control group.

Next, the next section details the process of recruitment and selection of young women in a situation of early school leaving of the intervention, as well as the random assignment and time frame of the experiment.

Recruitment of the beneficiaries of the intervention

The target population of this project are young people between 18 and 29 years of age who are in a situation of early school leaving and who participate in the Pinardi Youth Employment Program in several municipalities of the Community of Madrid (Madrid, Alcalá de Henares, Fuenlabrada and Parla). In the same way, the target audience is also those people who, having obtained a degree from the secondary education stage, are inactive and do not have training in a professional profile and/or do not have work experience. In addition, they must present a valid work permit, with high motivation and show a commitment to access the labor market.

In this way, the technical team conducted a series of recruitment activities for the access of the participants:

- Direct recruitment campaign through social networks, advertisements in local media and direct *mailing*.
- Presentation of the project and the process to the referring agents, such as the social centers in the area, educational centers and institutes, territorial employment committees, significant forums and networks of third sector entities.
- Identification of potential participants in other Pinardi programs.
- People collected in the Pinardi database.
- Regular information sessions for new participants at each center.
- Weekly welcome service for new referrals or direct requests.
- Coordination with the Public Employment Service Network for the referral of the target population sector

After defining the recruitment activities, the experiment design proposed a recruitment process structured in three cycles. Each cycle replicates the overall project and includes an initial phase to activate young people for educational re-engagement, followed by a second phase of work immersion with intensive support (for the treatment group only):

The recruitment methos varied across the different cycles of the project. In the first cycle, intensive promotional activities were conducted through channels such as email and social media, reaching an estimated 2,500 people. This effort complemented more personal, or telephone interactions based on the Pinardi network. However, the results fell short of expectations, as only 74 out of the expected 80 individuals began the activation phase.

These challenges led to the enhancement of the final recruitment method, involving coordination with the Public Employment Service Network. This network, through its regular activities, could identify suitable candidates for the project and encourage their participation.

Table 1: Overview of the recruitment process

	Cycle I	Cycle II	Cycle III	TOTAL
Individuals show interest	212	449	469	**1130**
Attendance at the interview	114	361	387	**862**

Activation starts	74	241	225	**540**
Do not proceed to the work itinerary	8	21	90	**119**
Begin CAPTADO pathway (random assignment)	66	220	135	**421**
Survey PRE	64	213	134	**411**

- In the **first cycle,** the study estimates a recruitment of 80 young people
  - Youth Activation for Educational Return (October 2022 - December 2022)
  - Work immersion with intensive assistance (January 2023 - March 2023)
- In the **second cycle,** the evaluation estimates a recruitment of 190 young people
  - Youth Activation for Educational Return (February 2023 - April 2023)
  - Work immersion with intensive support (April 2023 – June 2023)
- In the **third and final recruitment cycle,** the study estimates 130 young people
  - Youth Activation for Educational Return (June 2023 - July 2023)
  - Work immersion with intensive assistance (August 2023 – October 2023)

Once the professional team recruited participants for each wave, they are asked to sign an informed consent form. Participants directly signed this informed consent in the activation of young people for educational return between 5 and 15 days before the randomization of each of the editions. Thus, the signatory group goes on to define the final sample of the study.

Throughout the project, a total of 525 participants benefited from reception and group tutorials to carry out the social and employability diagnosis. Additionally, 509 people visited companies over the course of 31 sessions. Furthermore, the project organized 3 days with groups of experts and 5 motivational days that combine practical training and meetings with professionals for their self-affirmation, involving 509 participants. These activities occurred in the pre-implementation phase of the project, part of the activation phase.

During the labor activation phase, we facilitated 1,659 personalized social support sessions on housing benefits and/or aid, social bonus, etc. These sessions occurred on a monthly basis and at the participants' request. The technical team also conducted company prospecting and selection sessions in the first, second, and third quarter, and two sessions in the last quarter to promote the itinerary. These efforts led to 35 collaboration agreements, benefiting 211 individuals in the treatment group with work immersion opportunities. Additionally, the treatment included 1,312 training grants and personalized basic support, as part of the job immersion and personalized support.

Informed Consent

One of the fundamental ethical principles of research involving human beings (respect for individuals) requires study participants to be informed about the research and consent to be included in the study. Informed consent is usually part of the initial interview and has two essential parts: the explanation of the experiment to the person, and the request and registration of their consent to participate. Consent should begin with a comprehensible presentation of key information that will help the person make an informed decision, i.e., understand the research, what is expected of it, and the potential risks and benefits. Documentation is required as a record that the process has taken place and as proof of informed consent, if so.

Informed consent is required in most research and may be oral or written, depending on different factors such as the literacy of the population or the risks posed by consent. Only under very specific circumstances, such as when the potential risks to participants are minimal and the informed consent is very complex to obtain or would harm the validity of the experiment, informed consent may be avoided, or partial information may be given to participants with the approval of the ethics committee.

Random assignment of participants

After signing the consent, the participants of the intervention are randomly assigned to the treatment group or the control group. Randomization is the cornerstone of RCTs for identifying a causal relationship between treatment and outcomes. When properly carried out, this process ensures that the treatment and control groups are statistically comparable, encompassing both observable and unobservable variables. This homogeneity provides the structure required to make an accurate measurement of the possible effects derived from the intervention.

The assignment to each group is carried out randomly in the three cycles by the MISSM, in line with the waves of recruitment, with the aim of matching the development to the effective opportunities in the labor market and guaranteeing the effectiveness in the individualized accompaniment, as well as the adherence of the participants to the program. The randomization process is the same in all waves using the following stratification variables: age group (18-24 years and 25-29 years) and motivation level (high and medium).

Thus, a random assignment is made in the first cycle in December 2022; the random allocation of the second cycle takes place at the beginning of March 2023; and for the third cycle, this assignment takes place in mid-July 2023.

Figure 4: Sample Design
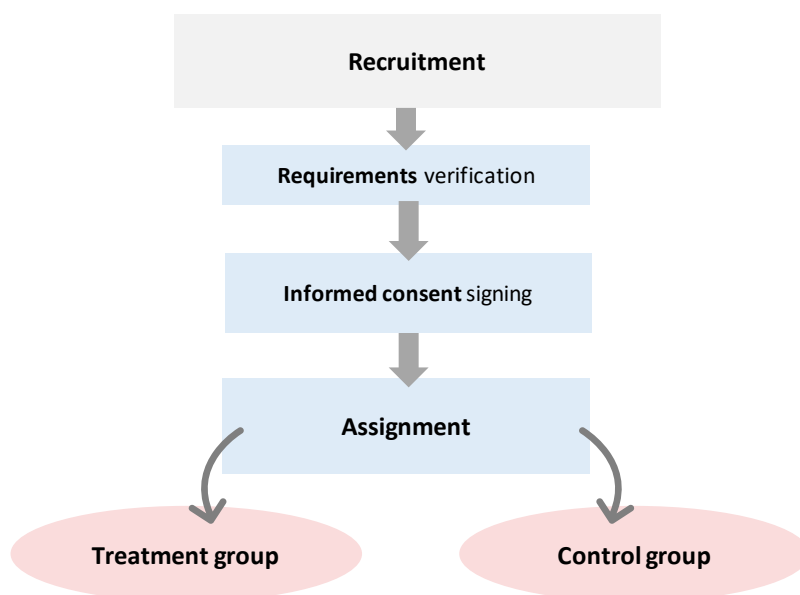
Figure 5 illustrates the timeline for the implementation and evaluation of the itinerary. After completing the experimental evaluation design, the process of recruiting participants – in which potential beneficiaries are recruited and whether they meet the participation criteria are analyzed – is carried out in three distinct waves, which took place between October 2022 and October 2023. At the time of recruitment, participants signed the informed consent and, subsequently, the participants who meet the criteria and who are interested in participating are randomly assigned. The baseline survey is conducted prior to the commencement of the work immersion intervention and intensive assistances. The itinerary unfolds in stages across each wave from January to October 2023. After completing the intervention, we conduct the final survey of participants. Additionally, three months post-intervention, the study analyzes administrative records to assess the medium-term effects.

Figure 5: Timeframe of the evaluation
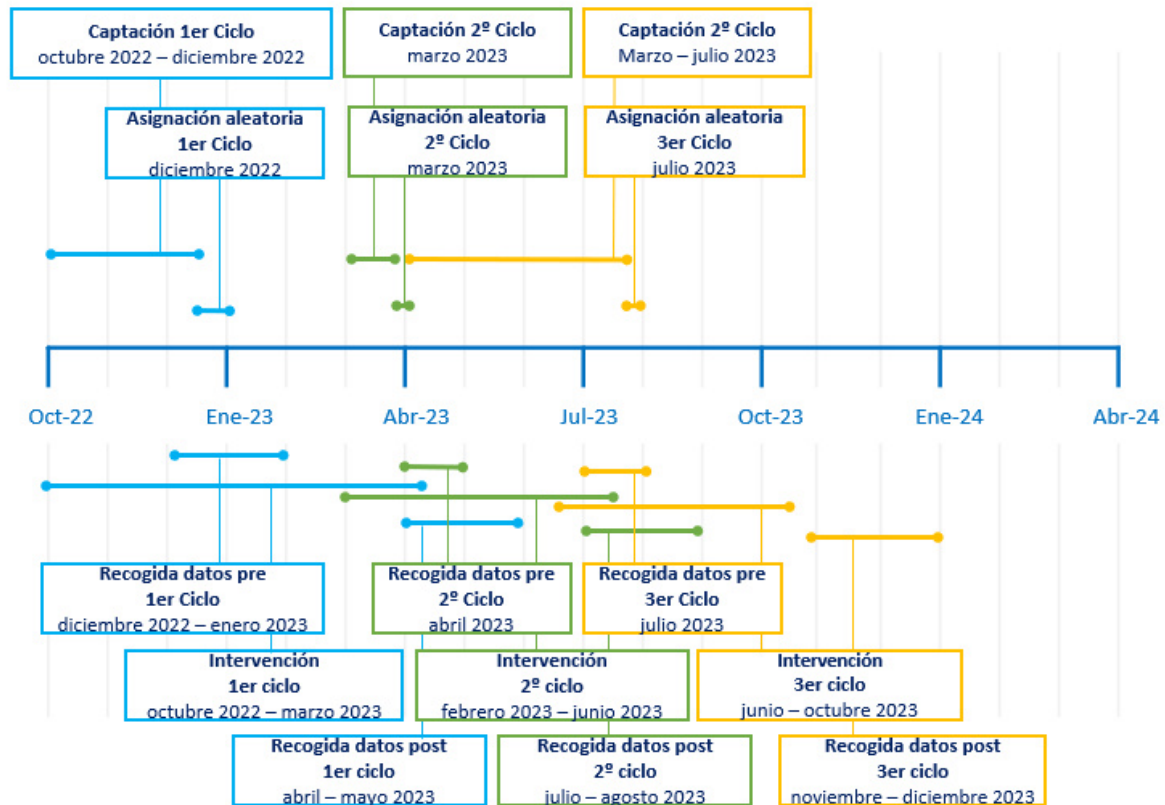
4 Description of the implementation of the intervention

This section describes the practical aspects of how the intervention was implemented as part of the evaluation design. It describes the results of the participant recruitment process and other relevant logistical aspects to contextualize the results of the evaluation.

4.1 Sample Description

The first sample estimation was 400 young participants, distributed in three recruitment cycles. However, the total number of participants recruited has varied slightly from what was expected, as defined in **Table 2**. Initially, the professional team contacted a total of 633 people and 469 showed interest in participating.

The initial sample of the project consists of 421 participants, 211 in the treatment group and 210 in the control group, recruited in each cycle as follows.

Table 2: Recruitment results

	First cycle	Second cycle	Third Cycle	Total
Expected	80	190	130	**400**
Recruited	66	220	135	**421**

Characteristics of the final evaluation sample

Despite the 421 participants initially registered, 396 people were available for whom information is available and actually completed the project, 192 corresponding to the treatment group and 204 to the control group. This reflects a reduced level of attrition, which is analyzed in more depth in **section 4.3.**

Table *3* shows the descriptive statistics of the variables related to the intervention, according to the information collected in the baseline survey of those participants who complete the project. The table has six columns: the name of the variable, the number of observations, the mean, the standard deviation, and the minimum and maximum values.

Regarding the gender of the participants, 47% of the participants are women. In addition, 68% of the sample has Spanish nationality and they have an average age of 21 years. The vast majority of participants do not have any type of disability, with only 6% having some type of disability.

On the other hand, 94% of the participants in the sample were unemployed at the initial time of the intervention and had low work experience, with the average sample having less than 6 months of work experience. Likewise, the majority of the participants have been unemployed for more than 6 months (82%).

Regarding the distribution by municipalities, on average 21% of the participants live in the Centro municipality, 18% in Carabanchel and also 18% in Parla. 17% of the participants register in Fuenlabrada and 8% in other centers.

Analyzing the level of education, only 26% of the participants have higher education than secondary education or basic vocational training.

Regarding the outcome indicators, the expectations of risk of job loss are high with a medium-low level of employability. It is also important to note that on average 70% of the participants are highly motivated.

Table 3: Descriptive statistics of the sample

Variable	N	Mean	Standard deviation	Minimal	Maximum
Sociodemographic variables (pre-intervention)					
High initial motivation	411	0.68	0.47	0	1

Variable	N	Mean	Standard deviation	Minimal	Maximum
Women	411	0.46	0.50	0	1
Spanish nationality	411	0.68	0.47	0	1
Age	411	0.46	0.50	0	1
Disability	411	0.60	0.49	0	1
Labor experience[13]	411	21.27	3.29	17	29
Unemployed time[14]	411	0.14	0.35	0	1
Unemployment inscription[15]	411	2.34	1.39	1	6
Employment[16]	411	3.56	1.49	1	7
Center of Carabanchel	410	3.15	0.64	1	4
Center from Centro	410	1.94	0.24	1	2
Center Fuenlabrada	411	0.18	0.39	0	1
Center Parla	411	0.21	0.41	0	1
Other centers	411	0.18	0.38	0	1
Without primary education	411	0.08	0.26	0	1
Up to primary education	411	0.26	0.44	0	1
Secondary education	411	0.48	0.50	0	1
Higher education	411	0.23	0.42	0	1

Outcome indicators (pre-intervention)

Variable	N	Mean	Standard deviation	Minimal	Maximum
Self-esteem Index	404	0.03	1	-3,62	2,21
Self-efficacy at Work Index	409	0.00	1	-5,79	1,83
Perception of Unemployment Risk	26	3.04	1,64	1	9
Expectation of Finding a Job	408	1.95	1,18	1	9
Employability Level[17]	411	1.53	0,49	0,51	3,53
Intention of Educational Return	398	0.69	0.46	0	1
Enrollment in Educational Return	449	0.18	0.38	0	1

Note: The possible categories of the various variables are presented in the footer. The Self-Esteem and Self-Efficacy at Work indices are standardized so that they have a mean equal to 0 and a standard deviation equal to 1.

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[13] **Categorization of work experience**: 1 (none); 2 (up to 6 months); 3 (more than 6 months); 4 (between 1 and 3 years); 4 (between 3 and 5 years); and 6 (more than 5 years).

[14] **Categorization of time unemployed**: 1 (less than 3 months); 2 (between 3 and 6 months); 3 (between 6 months and 1 year); 4 (between 1 and 3 years); 5 (between 3 and 5 years); 6 (more than 5 years); 7 (without unemployment).

[15] **Categorization of unemployment registration:** 1 (working and registered); 2 (working and not registered); 3 (not working and registered), and 4 (not working and not registered).

[16] **Employment**: 1 (yes) and 2 (no).

[17] **Categorization of employability level**: 1 (high), 2 (medium) and 3 (low).

4.2 Random Assignment Results

Participants are randomly assigned to either the treatment group or the control group, as explained in **section 3.5.** In fact, this study performs a balance test contrasting that, on average, the observable characteristics of the participants in both groups are statistically equal. The balance between the experimental groups is key to being able to infer the causal effect of the program by comparing its results.

The random assignment includes all the participants as an essential requirement for entering the project under evaluation. However, the initial group's information available for carrying out the random assignment is limited. Indeed, when collecting data, such as through the baseline survey, the group may become smaller. This situation is reflected in the effective sample information presented in the preceding section.

The following table shows the result of the random assignment, stratified by age groups (18-24 years old and 25-29 years old) and by level of motivation (high and medium).

Table 4: Random assignment results

Cycles	Age group	Motivation level	Control group	Treatment group	TOTAL
First cycle	18-24 years		32	32	**64**
	25-29 years		1	1	**2**
Second cycle	18-24 years	Medium	29	29	**58**
		High	55	55	**110**
	25-29 years	Medium	8	7	**15**
		High	18	19	**37**
Third cycle	18-24 years	Medium	18	18	**36**
		High	29	30	**59**
	25-29 years	Medium	5	5	**10**
		High	15	15	**30**
	TOTAL		**210**	**211**	**421**

The following table shows the results of the equilibrium contrasts between the control group and the treatment group. All data reflected in this table refer to the survey conducted prior to the intervention (baseline).

The following table shows that the treatment and control groups are not statistically different in practically all the variables. Both the sociodemographic variables and the main indicators did not show differences between the treatment and control groups.

The lack of significant differences reflects the absence of relevant imbalances between the experimental groups, making it easier to compare. Therefore, random assignment ensures comparability between the two groups.

In detail, the following table reports the balance test between the control group and the treatment group. All the data reflected in this table refer to the survey conducted prior to the intervention. The mean value of each variable for both groups is reported, as well as the number of observations in each group and the p-value resulting from a mean difference contrast (using Student's t-test). The lower the p-value, the more confidently one can reject the hypothesis that the mean of the variable in both groups is equal. For example, if the p-value is less than 0.05, the hypothesis of equality of means can be rejected at a 5% confidence level.

Among the sociodemographic characteristics, the only unbalanced variable is age, however, the difference between groups is less than one year, although it is significant. On the other hand, the outcome indicators did not show significant differences between the treatment group and the control group. In particular, the only indicator that shows a significant difference at 10% is the index of job expectations.

Table 5: Balance test between experimental groups

Variable	Mean				Observations		
	Control	Treatment	Dif.	P-value	Total	Control	Treatment
Sociodemographic variables							
High initial motivation	0.69	0.68	-0.01	0.22	411	204	207
	(14.64)	(15.10)			4	4	4
Medium initial motivation	0.31	0.32	0.01	0.22	411	204	207
	(14.64)	(15.10)			4	4	4
Women	0.43	0.50	0.07	0.14	411	204	207
	(16.63)	(17.25)			4	4	4
Spanish nationality	0.64	0.56	-0.08	0.16	411	204	207
	(15.72)	(17.04)			4	4	4
Age	21.37	21.16	-0.21	0.03**	411	204	207
	(738.56)	(743.25)			4	4	4
Disability	0.14	0.14	0	0.91	411	204	207
	(8.05)	(8.31)			4	4	4
Disability degree	1.17	1.16	-0.01	0.86	390	193	197
	(23.79)	(24.27)			4	4	4
Labor experience	2.37	2.32	-0.05	0.61	411	204	207
	(141.81)	(122.32)			4	4	4
Unemployment duration	3.52	3.59	0.07	0.52	411	204	207
	(152.31)	(152.64)			4	4	4
Unemployment inscription	3.12	3.18	0.06	0.21	410	204	206
	(28.65)	(27.00)			4	4	4
Employment	1.93	1.94	0.01	0.65	410	204	206
	(4.35)	(3.77)			4	4	4
Center of Carabanchel	0.19	0.18	-0.01	0.79	411	204	207
	(10.51)	(10.13)			4	4	4
Center from Centro	0.17	0.25	0.08	0.10	411	204	207
	(9.67)	(12.81)			4	4	4
Center of Fuenlabrada	0.16	0.19	0.03	0.45	411	204	207
	(9.22)	(10.76)			4	4	4

Variable	Mean				Observations		
	Control	Treatment	Dif.	P-value	Total	Control	Treatment
Center of Parla	0.17 (9.44)	0.17 (9.69)	0	0.97	4114	2044	2074
Other centers	0.07 (4.63)	0.08 (4.92)	0.01	0.89	4114	2044	2074
Education level	5.78 (205.47)	5.59 (171.25)	-0.19	0.20	4084	2024	2064
Without primary education	0.26 (13.08)	0.26 (13.14)	0	0.89	4114	2044	2074
Up to primary education	0.45 (16.84)	0.50 (17.25)	0.05	0.18	4114	2044	2074
Secondary education	0.25 (12.58)	0.21 (11.36)	-0.04	0.27	4114	2044	2074
Superior education	0.03 (2.25)	0.03 (1.94)	0	0.48	4114	2044	2074
First cycle	0.16 (8.99)	0.15 (9.02)	-0.01	0.92	4114	2044	2074
Second cycle	0.51 (16.99)	0.52 (17.22)	0.01	0.38	4114	2044	2074
Third cycle	0.33 (15.00)	0.32 (15.10)	-0.01	0.76	4114	2044	2074
Outcomes indicators							
Self-esteem Index	0.03 (73.08)	-0.03 (61.11)	-0.06	0.22	4044	2004	2044
Self-Efficacy at Work Index	0.04 (58.97)	-0.04 (76.86)	-0.08	0.69	4094	2034	2064
Perception of Unemployment Risk	-0.02 (3.36)	0.03 (9.13)	0.05	0.93	263	143	123
Expectation of Finding a Job	-0.14 (25.95)	0.14 (107.00)	0.28	0.05*	4084	2034	2054
Employability Level	0.02 (76.32)	-0.02 (60.26)	-0.04	0.29	4114	2044	2074
Has worked before the intervention[18]	0.00 (66.23)	-0.00 (68.11)	0	0.96	4044	1994	2054
Days worked before the intervention	0.05 (80.03)	-0.04 (54.03)	-0.09	0.34	4044	1994	2054
Intention to Educational Return	-0.05 (68.03)	0.05 (63.97)	0.1	0.60	3984	1974	2014
Enrollment Educational Return	-0.01 (66.73)	0.01 (69.93)	0.02	0.89	4114	2044	2074

Note: Standard errors, grouped by randomization layers.
Levels of significance: * p < 0.10; ** p < 0.05; P < 0.01.

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[18] Latest year, same as the indicator of days worked before the intervention.

4.3 Degree of participation and attrition by groups

The informed consent group was the experimental sample randomly assigned to the control and treatment groups. However, both participation in the program and response to the initial and final surveys are voluntary. On the one hand, it is convenient to analyze the degree of participation in the program, since the estimation of results will refer to the effects on average of offering it, given the degree of participation. On the other hand, this section tests whether the non-completion of the final survey by some of the participants reduces the comparability of the treatment and control groups after the intervention, in the event that the response rate is different between groups or according to the demographic characteristics of the participants in each group.

Degree of participation

421 people became part of the implementation of the project, where they received the activation training package, with transversal, digital and basic skills, assigning 211 young people to the treatment group and 210 to the control group.

Subsequently, a total of 192 people completed the work immersion and completed the project, while a total of 204 participants in the control group completed the project.
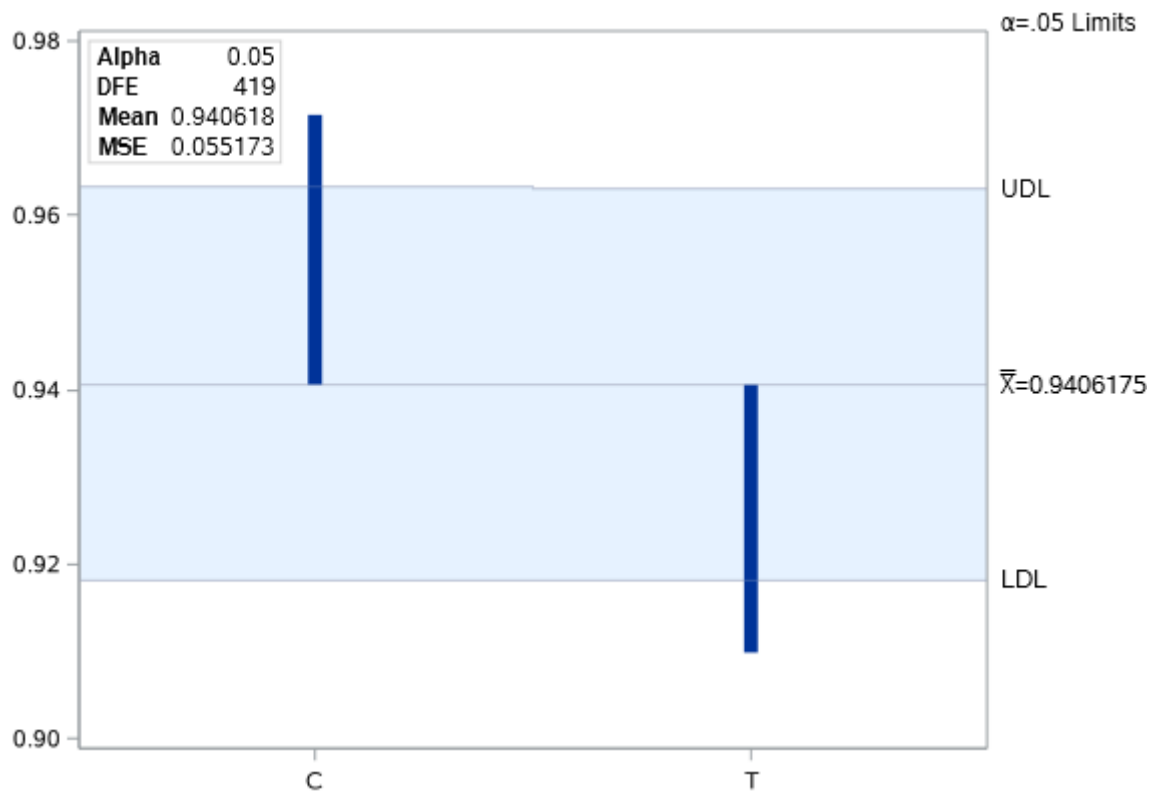
Attrition by groups

Table ¡Error! No se encuentra el origen de la referencia. displays the total number of participants registered for the assessment. Of the 421 young people who started the project, 98% responded to the initial survey and 94% to the final survey. The percentage is similar among the 211 assigned to the treatment group, where 98% respond to the initial survey and 91% to the final survey. The results of the control group are similar, with 97% of the control group responding to the baseline survey and the final survey.

Table 6: Participants record and surveys

Group	Total	Initial survey completed	Final survey completed
Total	**421**	**411** (98%)	**396** (94%)
Treatment	211	207 (98%)	192 (91%)
Control	210	204 (97%)	204 (97%)

Table 6 the following graph shows that the proportion of people who complete the project is significantly higher in the control group than in the treatment group. There is a difference of about 6 points between one and the other, 91% compared to 97%, both averages would exceed below and above the limits that would indicate that they are significantly equal.

However, the extensive project monitoring in the treatment and control group does not imply that the observed attrition, although statistically different between the groups, poses a problem when interpreting the project evaluation results and drawing conclusions. This suggests that there are no significant issues with sample attrition, with an overall attrition of less than 8%. It is also important to note that there have been no program dropouts in practice, although information from some participants could not be collected.

These results on sample attrition do not indicate that corrective measures are necessary, or that any reservations should be raised about the results.

5 Results of the evaluation

Random assignment of the experimental sample to the control and treatment groups ensures that, a sufficiently large sample given, the groups are statistically comparable and therefore any differences observed after the intervention can be causally associated with the treatment. Econometric analysis provides, in essence, this comparison. Nevertheless, this analysis has the advantages of allowing other variables to be included to increase accuracy in the estimates and provide confidence intervals for the estimates. In this section, the econometric analysis and the estimated regressions are presented, as well as the analysis of the results obtained.

5.1 Description of the econometric analysis: estimated regressions

The regression model specified to estimate the causal effect in a randomized experiment is usually simply the difference in the variable of interest between the treatment group and the control group, as these groups are statistically comparable thanks to randomization, conditional on taking into account stratification and unbalanced variables at baseline (thus ensuring that the differences between the treatment groups and control before performing the intervention are taken into account in the analysis). In addition, the following analysis presents regressions in which the initial value of the dependent variable, i.e., the value before the intervention, is controlled whenever possible, which improves the accuracy of the estimates.

Specifically, the specification of the regressions presented below is as follows:

$$Y_{i,t=1} = \alpha + \beta T_i + \gamma Y_{i,t=0} + \delta X_{i,t=0} + \varepsilon_i$$

where $Y_{i,t=1}i$ is the dependent variable of interest observed after the intervention for youth; T_i indicates whether the young person has been assigned to treatment (=1) or control (=0), $Y_{i,t=0}$ is the initial value of the dependent variable (i.e., before the intervention), $X_{i,t=0}$ is a control vector (Carabanchel center; Centro district center; Fuenlabrada center; Parla center; other centers; sex; standardized baseline self-esteem index) and ε_i is the error term.

Standard errors are grouped at the level of the randomization layer. As explained above, the variables used in stratification are age groups (18-24 years; 25-29 years) and motivation (high and medium).

5.2 Analysis of the results

5.2.1 Main results

This section presents the results of the evaluation on indicators, following the structure of the evaluation scheme. All outcome variables have been standardized to have a mean equal to zero and standard deviation equal to one. This allows all regression coefficients to be interpreted in terms of standard deviations, which is useful for comparing the size of effects across domains.

1. Empowerment

In relation to the results of the intervention on the empowerment of the youth participants, **Yes6** presents three specifications for each of the analyzed indicators: (1) no controls; (2) with additional controls; and (3) with controls and controlling for the initial value of the dependent variable, i.e., value before the intervention.

The impact on empowerment is estimated through the indicators of self-esteem, self-efficacy at work and the perceived risk of being in a situation of unemployment of the young participants. The coefficients obtained are not significant for the regressions. Likewise, the signs of the coefficients are apparently contrary to those expected, especially the one related to the self-esteem index.

Yᴇꜱ6: Effects on youth empowerment

	Self-esteem index			Self-efficacy at work index			Unemployment risk		
	(1)	(2)	(3)	(4)	(5)	(6)	(5)	(6)	(7)
Treatment	-0.22	-0.16	-0.16	-0.08	-0.10	-0.04	0.12	0.04	-0.03
	(0.12)	(0.12)	(0.12)	(0.19)	(0.17)	(0.20)	(0.08)	(0.14)	(0,49)
Observations	353	347	347	353	347	345	143	141	14
R^2	0.01	0.34	0.34	0.00	0.10	0.26	0.00	0.06	0.98
Mean control group	0.11	0.11	0.11	0.04	0.04	0.04	-0.05	-0.05	-0.05
Var. Dep. Pre	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes
Controls	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes

Note: Standard errors are grouped at the level of the random allocation strata. As explained above, the variables used in stratification are age groups (18-24 years; 25-29 years) and motivation (high and medium). Added controls include downtown Carabanchel; the center of the Centro municipality; the center of Fuenlabrada; Parla downtown; other centers; gender.
Levels of significance: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

2. Employability

In relation to the results of the intervention on the employability levels of the young participants, **Table 8** includes three specifications for each of the indicators analyzed.

This study estimates the impact on the job expectations indicator and the level of employability. The coefficients of the treatment variable with respect to the level of employability are around 0.51 points of the standard deviation of the indicator, being significant at 1% in regressions with controls and controlling for the initial value of the dependent variable. Therefore, this report presents that the intervention of the treatment group generated a very positive effect on employability levels of young people. In particular, the effect on the level of employability represents a significant increase compared to the control group, close to 20%.

In the case of the other indicator, its significance is also confirmed, despite being negative and small. In any case, its behavior would be the opposite of what was expected, as observed in the previous indicators of self-esteem and self-efficacy at work.

Table 8: Effects on employability

	Employment expectations			Employability level		
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	-0.14*	-0.12**	-0.12*	0.55**	0.51***	0.53***
	(0.05)	(0.03)	(0.05)	(0.10)	(0.07)	(0.08)
Observations	353	347	344	396	389	389
R^2	0.01	0.02	0.03	0.08	0.14	0.56
Mean control group	0.07	0.07	0.07	-0.27	-0.27	-0.27
Var. Dep. Pre	Yes	No	Yes	Yes	No	Yes
Controls	No	Yes	Yes	No	Yes	Yes

Note: Standard errors are grouped at the level of the random allocation strata. As explained above, the variables used in stratification are age groups (18-24 years; 25-29 years) and motivation (high and medium). Added controls include downtown Carabanchel; the center of the Centro municipality; the center of Fuenlabrada; Parla downtown; other centers; sex.

Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

3. Occupation

Table 9 reports the results of the intervention on the occupation of the participants and presents three specifications for each of the indicators.

This evaluation estimates the impact of the indicators of the worked days of the contracted participants. The coefficient of the treatment variable of days worked did not show significant results and registered a negative sign.

Table 7: Effects on occupation

	Days worked			Hired participants		
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	-0.06	-0.05	-0.02	0.02	0.05	0.06
	(0.07)	(0.06)	(0.05)	(0.07)	(0.04)	(0.04)
Observations	389	389	382	389	382	382
R^2	0.00	0.10	0.09	0.00	0.03	0.11
Mean control group	0.03	0.03	0.03	-0.01	-0.01	-0.01
Var. Dep. Pre	No	No	Yes	No	No	Yes
Controls	No	Yes	Yes	No	Yes	Yes

Note: Standard errors are grouped at the level of the random allocation strata. As explained above, the variables used in stratification are age groups (18-24 years; 25-29 years) and motivation (high and medium). º. Added controls include downtown Carabanchel; the center of the Centro municipality; the center of Fuenlabrada; Parla downtown; other centers; sex.

Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

4. Educational Return

Table 10 reports the results of the intervention on the participant's educational return. This table presents three specifications for each of the indicators.

The study estimates the impact on two indicators with respect to the education system: an indicator of educational return, i.e., those participants who express the intention to rejoin the education system, and an indicator that includes new enrollments within the education system. In this sense, the coefficient of the treatment variable with respect to new registrations is -0.25 standard deviation of the indicator in the specification with all the controls (controls and initial value of the dependent variable) and is significant at 5%. However, the results seem to be in the opposite direction to that expected, where the effect on new registrations presents a reduction compared to the control group.

Table 10: Effects on educational return

	Educational return			Enrollment educational return		
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	-0.12	-0.15	-0.14	-0.23*	-0.25**	-0.25**
	(0.11)	(0.11)	(0.11)	(0.08)	(0.08)	(0.07)
Observations	396	389	377	392	385	385
R^2	0.00	0.10	0.12	0.01	0.02	0.03
Mean control group	0.06	0.06	0.06	0.11	0.11	0.11
Var. Dep. Pre	Yes	No	Yes	Yes	No	Yes
Controls	No	Yes	Yes	No	Yes	Yes

Note: Robust standard errors have been used. Added controls include downtown Carabanchel; the center of the Centro municipality; the center of Fuenlabrada; Parla downtown; other centers; sex; The baseline self-esteem index.
Levels of significance: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

5.2.2 Heterogeneity analysis

Although this report performs an analysis of the heterogeneity of the project according to the participants' gender, the results do not indicate that the program has relevant differential effects on the impact variables. These results can be found in the **Heterogeneity analysis** appendix.

6 Conclusions of the evaluation

This pilot project has made it possible to evaluate the effects of a work immersion intervention and personalized support in young people who have left school early. The evaluation is experimental, using stratified randomization by age groups and by level of motivation, assigning randomly participants to one group or another. The initial sample includes 421 young people, 211 within the treatment group and 210 within the control group.

Figure 6: Effect of the intervention on key indicators
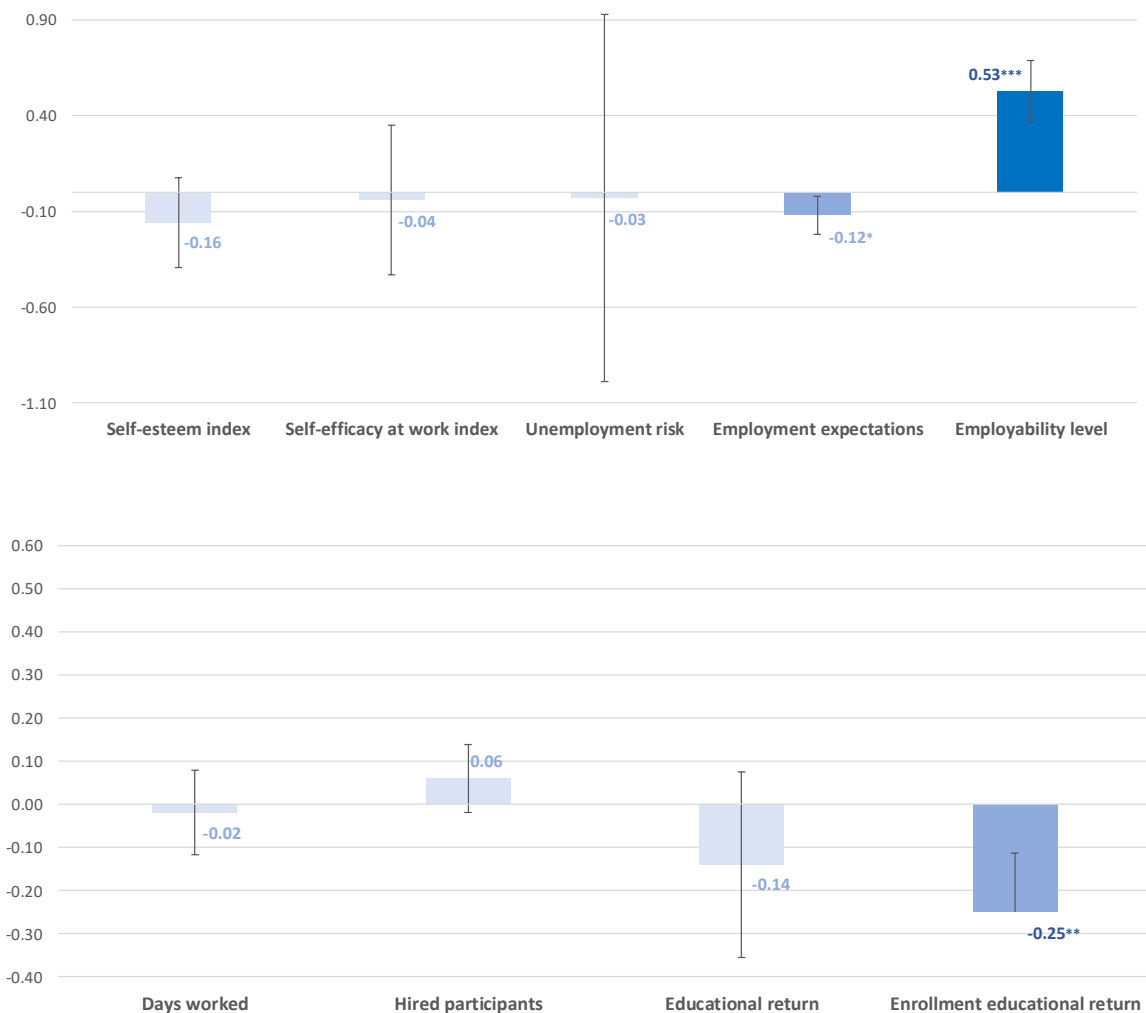
Note: in dark blue, the significant indicators are presented at 1% (level of employability); In blue, the significant indicators at 5% and 10% are shown (enrollment, educational return and job expectations); while light blue shows indicators that are not significant. The effects included in the graphs refer to regressions with controls and controlling for the initial value of the dependent variable, except for indicators related to days worked and contracted participants that do not have pre-intervention values. All indicators are standardized with a mean equal to 0 and standard deviation equal to 1.

From a project monitoring perspective, it can be concluded that participants dropout after the intervention has been extremely rare, indicating great execution. Additionally, there are no significant issues in maintaining balance between the treatment and control groups, suggesting satisfactory random allocation and no technical factors that undermine the validity of the casual chain proposed for project evaluation. Regarding impact indicators, the results align with expectations, although there may be instances where they appear contradictory.

The main objective, which is to improve employability, has a very positive and significant impact: participants in the treatment group see their employability index improved by about 20% compared

to the control group. Indeed, this result is even more positive to the extent that the actions of this program are more oriented to the medium and long term, so these short-term results reinforce a positive assessment in this aspect.

The results in terms of occupation are not significant. This apparent incoherence is a direct consequence of the medium and long-term effect sought by the project and, as in the short term dedication to it may not have had a positive impact on obtaining a formal employment relationship while the project is being developed, this fact is evidenced by the inadequacy of the indicators that capture the effect in the short term. For all these reasons, further research would be needed in a longer reference period to adequately observe the impacts of the project in this aspect, as well as the typology of contracting companies and their impact on the possibilities of professional development for the breaking of the poverty chain.

The presence of a separately negative impact of the project on the self-esteem and self-efficacy at work perceived by the participant, as well as the non-significance of these results, is also framed in the time horizon of the verification of the impact results. The result of the project in these areas in the short term does not mean that the participant in this implementation can significantly assess an improvement in their skills in the short term, but, on the contrary, the verification of the training needs in different areas could make them aware of their situation of vulnerability, with respect to the reality of the labor market, as a first step towards a paradigm shift in its relationship with employment. This change can only be perceived as an improvement over a longer period of time than has been observed since the end of the program.

Finally, in the case of educational return, apart from the considerations on the short-term view, the results are also affected by the rigidity of the enrollment calendar for formal education and its possible incompatibility with project times. In addition, the focus on this regulated education leaves aside the possibility of progress in a more specific educational return towards non-regulated resources that may be responding to more specific training needs in these groups that may additionally have more problems of access to formal education, due to their problems of vulnerability.

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Appendix

Economic and regulatory management

1. Introduction

Within the framework of the Plan for Recovery, Transformation and Resilience, the General Secretariat of Inclusion of the Ministry of Inclusion, Social Security and Migration participates significantly in Component 23 "New public policies for a dynamic, resilient and inclusive labor market", framed in policy area VIII "New care economy and employment policies".

Investment 7 "Promotion of Inclusive Growth by linking socio-labor inclusion policies to the Minimum Income Scheme" is one of the reforms and investments proposed in this Component 23. Investment 7 promotes the implementation of a new model of inclusion based on the Minimum Income Scheme (MIS), which reduces income inequality and poverty rates. To achieve this objective, the development of pilot projects has been proposed, among others, for the implementation of social inclusion pathways with the autonomous communities and cities, local entities, and Third Sector of Social Action entities, as well as with the different social agents.

Royal Decree 938/2021, of October 26, which regulates the direct granting of subsidies from the Ministry of Inclusion, Social Security and Migration in the field of social inclusion, for an amount of €109,787,404, within the framework of the Recovery, Transformation and Resilience Plan[19], contributed to meeting milestone 350 for the first quarter of 2022 as outlined in the Council's Implementing Decision: "Improve the rate of access to the Minimum Income Scheme, and increase the effectiveness of the MIS through inclusion policies, which, according to its description, will translate into supporting the socio-economic inclusion of the beneficiaries of the MIS through itineraries: eight collaboration agreements signed with subnational public administrations, social partners and entities of the Third Sector of Social Action to conduct the pathways. The objectives of these partnership agreements are: (i) improve the MIS access rate; ii) increase the effectiveness of the MIS through inclusion policies". Likewise, together with Royal Decree 378/2022, of May 17[20], "at least 10 additional collaboration agreements signed with subnational public administrations, social partners and entities of the Third Sector of Social Action to conduct pilot projects to support the socioeconomic inclusion of the beneficiaries of the MIS through itineraries" contributed to compliance with

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[19] Royal Decree 938/2021, of October 26, 2021, which regulates the direct granting of subsidies from the Ministry of Inclusion, Social Security and Migration in the field of social inclusion, for an amount of 109,787,404 euros, within the framework of the Recovery, Transformation and Resilience Plan (BOE-A-2021-17464). It can be consulted at the following link: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2021-17464.

[20] Royal Decree 378/2022, of May 17, 2022, regulating the direct granting of subsidies from the Ministry of Inclusion, Social Security and Migration in the field of social inclusion, for an amount of 102,036,066 euros, within the framework of the Recovery, Transformation and Resilience Plan (BOE-A-2022-8124). It can be consulted at the following link: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-8124.

monitoring indicator number 351.1 in the first quarter of 2023, linked to the Operational Arrangements document[21].

In accordance with Article 3 of Royal Decree 938/2021, dated October 26, subsidies will be granted through a resolution accompanied by an agreement of the head of the Ministry of Inclusion, Social Security and Migration as the competent body for granting them, without prejudice to the delegations of existing competences in the matter, upon request by the beneficiary organizations.

On **September 21, 2022**, the Community of Madrid was notified of the Resolution of the General Secretariat for Inclusion and Social Welfare Objectives and Policies granting a subsidy amounting to 3,465,899.00 euros to the Community of Madrid and, on **September 16, 2022**, an Agreement was signed between the General State Administration, through the General Secretariat for Inclusion and Social Welfare Objectives and Policies and the Community of Madrid for the implementation of a project for social inclusion within the framework of the Recovery, Transformation and Resilience Plan, which was published in the "Official State Gazette" on **27 September 2022** (BOE no.232).[22]

2. Time frame of the intervention

Article 17(1) of Royal Decree 378/2022 of 17 May 2022 established that the deadline for the implementation of pilot projects for social inclusion itineraries covered by the subsidies provided for in this text must not exceed the deadline of 30 November 2023, while the evaluation of the same, The purpose of the subsidy will not be extended beyond the deadline of March 31, 2024, in order to meet the milestones set by the Recovery, Transformation and Resilience Plan in terms of inclusion policy.

Within this generic time frame, implementation begins on **October 1, 2022**, with the start of the intervention itinerary, continuing the execution tasks until **November 30, 2023**, and subsequently developing tasks of dissemination, communication and evaluation of the project until **March 31, 2024**.

3. Relevant Agents

Among the relevant agents for the implementation of the project are:

- The **Community of Madrid**, beneficiary entity and coordinator of the project, through the Ministry of Family, Youth and Social Affairs, and especially the General Directorate of Social Services and Integration.
- **Pinardi Federation of Social Platforms,** a social entity for the promotion of young people in vulnerable situations, as the executing entity of the project.

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[21] Decision of the European Commission approving the document 'Operational Provisions of the Recovery, Transformation and Resilience Plan', which can be consulted at the following link: https://www.lamoncloa.gob.es/serviciosdeprensa/notasprensa/hacienda/Documents/2021/101121-CountersignedESFirstCopy.pdf.

[22] Resolution of September 20, 2022, of the General Secretariat for Inclusion and Social Welfare Objectives and Policies, which publishes the Agreement with the Community of Madrid, for the implementation of a project for social inclusion within the framework of the Recovery, Transformation and Resilience Plan. It can be consulted at the following link: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-15752

o The **Ministry of Inclusion, Social Security and Migration (MISSM)** as the founder of the project, and as the main responsible for the RCT evaluation process. To this end, the General Secretariat for Inclusion (SGI) assumes the following commitments:

a) Provide the beneficiary entity with support for the design of the actions to be carried out for the execution and monitoring of the object of the grant, as well as for the profiling of the potential participants of the pilot project.

b) Design the randomized controlled trial (RCT) methodology of the pilot project in coordination with the beneficiary entity.

c) Evaluate the pilot project in coordination with the beneficiary entity.

o **CEMFI and J-PAL Europe,** as scientific and academic institutions that support MISSM in the design and RCT evaluation of the project.

Heterogeneity analysis

Table 11: Heterogeneous effects for men

Panel A

	Self-stem index	Self-efficacy at work index	Unemployment risk	Work expectations
	(1)	(2)	(3)	(4)
Treatment and men	-0.23	-0.35*	0.18	-0.28
	(0.17)	(0.14)	(0.15)	(0.11)
Treatment	-0.08	0.10	0.04	0.02
	(0.12)	(0.16)	(0.14)	(0.04)
Men	0.29*	0.03	0.04	0.31**
	(0.09)	(0.06)	(0.10)	(0.08)
Observations	353	353	143	353
R^2	0.02	0.01	0.01	0.02
Mean of control group	0.11	0.04	-0.05	0.07

Panel B

	Employability level	Days worked	Hired participants	Educational return	Enrollment educational return
	(1)	(2)	(3)	(4)	(5)
Treatment and men	-0.11	0.17**	0.28	0.10	-0.06
	(0.20)	(0.05)	(0.16)	(0.18)	(0.08)
Treatment	0.59**	-0.46**	-0.18*	-0.20	-0.20*
	(0.14)	(0.12)	(0.06)	(0.16)	(0.07)
Men	-0.07	-0.08	-0.06	-0.40	-0.05
	(0.08)	(0.12)	(0.04)	(0.24)	(0.18)
Observations	396	355	373	396	392
R^2	0.08	0.04	0.01	0.03	0.01
Mean of control group	-0.27	0.19	0.02	0.06	0.11

Note: Standard errors, grouped by random allocation strata, reported in parentheses.
Levels of significance: * $p < 0.10$; ** $p < 0.05$; P < 0.01.

Table 12: Heterogeneous effects for women

Panel A

	Self-stem index	Self-efficacy at work index	Unemployment risk	Work expectations
	(1)	(2)	(3)	(4)
Treatment and women	0.23	0.35*	-0.18	0.28*
	(0.17)	(0.14)	(0.15)	(0.11)
Treatment	-0.31	-0.25	0.22**	-0.25*
	(0.18)	(0.24)	(0.07)	(0.10)
Women	-0.29*	-0.03	-0.04	-0.31*
	(0.09)	(0.06)	(0.10)	(0.08)
Observations	353	353	143	353
R^2	0.02	0.01	0.01	0.02
Mean of control group	0.11	0.04	-0.05	0.07

Panel B

	Employability level	Days worked	Hired participants	Educational return	Enrollment educational return
	(1)	(2)	(3)	(4)	(5)
Treatment and women	0.11	-0.17**	-0.28	-0.10	0.06
	(0.20)	(0.05)	(0.16)	(0.18)	(0.08)
Treatment	0.49**	-0.29	0.10	-0.10	-0.26*
	(0.15)	(0.13)	(0.11)	(0.10)	(0.09)
Women	0.07	0.08	0.06	0.40	0.05
	(0.08)	(0.12)	(0.04)	(0.24)	(0.18)
Observations	396	355	373	396	392
R^2	0.08	0.04	0.01	0.03	0.01
Mean of control group	-0.27	0.19	0.02	0.06	0.11

Note: Standard errors, grouped by random allocation strata, reported in parentheses.
Levels of significance: * $p < 0.10$; ** $p < 0.05$; P < 0.01.