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Desk Research on Indicators of Social Impact

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INTRODUCTION

What are the effects of various learning mobility programmes on the individual, organisational and community levels? Even though a basic assumption regarding learning mobility programmes is that they are of use for individuals and youth organisations, as well as having positive effects on the communities to which young people belong or return to after the programme, there is insufficient comprehensive research measuring and analysing these effects. This lack of data and well-developed indicators for monitoring the effects of the impact of learning mobility are most evident at the community level.

This desk research encompasses a mapping of the existing research, literature, best practices, inspirations, programmes, initiatives and mobility projects to examine how they evaluate and approach the assessment of social impact. The key purpose of this exercise is to (1) identify gaps that make evident the need and importance of developing indicators of social impact at the individual, organisational and community levels; and (2) to provide a suggested framework of potential social impact indicators to be developed.

Public policy is a strategy implemented by public authorities in order to address certain social issues. It may aim to change a current situation (for instance, reducing the unemployment rate) or withstand a change in the current situation (such as putting limits on increasing population obesity). In recent decades, there has been a movement for greater use of quality information, including quality evidence of impacts of policy interventions, in guiding policy decisions. Nowadays, it is widely accepted that evaluation research counts and supports the growth of prosperity and social justice (OECD 2012: 4, 6-7). It does so by improving various policy decisions, from service provision to legislation, from organisational and local to cross-national level. In the Organisation for Economic Co-operation and Development (OECD) countries, integration of regulatory impact analysis (which currently is the most widespread form of evaluation in public administration in developed countries) into public policy began in the 1970s and gained momentum in the 1990s (Deighton-Smith, Erbacci and Kauffmann 2016: 10).

In the European Union, the European Commission has been paying attention to improving the quality of regulations since 2002, when the new regulation programme was adopted. The programme also featured obligatory impact assessments (European Commission 2019). The Better Regulation Package, adopted in 2015, sees that regulatory impact evaluation (RIA) and impact evaluation of regulations are of high importance in assuring a high quality of regulations. The better regulation approach foresees utilisation of research and different forms and types of evaluation at all levels and stages of policy processes (European Commission 2017a). The significance of evaluations and assessments is likely to increase because the focus in European Union regulations is now shifting from producing new regulations toward improving the quality of existing regulations (Golberg 2018: 70-71). Evaluation is linked to the notion of using evidence for supporting policy processes.

Evaluation in public policy contexts is a complex enterprise, full of controversies, debates and discussions. As a newcomer to public administration, evaluation has to struggle with more established factors like ideologies, institutions and interest groups. Cairney (2016), Greve (2017) and Hemerijk (2017) open some of the problems and questions around the evaluation of public policy and give the reader a good sense of the environment, expectations and possible contributions of evaluation and evidence to better governance.

As part of the movement toward more evidence-informed policy processes, various systems have been put in place, and indicators constitute part of those systems. What is an indicator? Our primary frame of reference for defining an indicator is the process of public policy and policy intervention. An intervention may be thought of as having different phases, which can be associated with different types of research and evaluation, as depicted in the table below.

Table 1. Policy phases, types of evaluations and indicators

Policy phase	Type of evaluation and research used to support policy	Objective of indicators
Problem identification and agenda setting	(Background research) *	
Policy formulation and decision making	*Ex ante* evaluation (such as the RIA – regulatory impact analysis)	To envision expected outcomes and target levels
Policy implementation	Formative evaluation, monitoring, mid-term evaluation	To describe outputs
Policy evaluation, assessing effectiveness and efficiency	*Ex post* evaluation, summative evaluation, impact evaluation, cost-benefit analysis	To describe societal outcomes/impacts occurring as a result of the intervention

* Background research is not necessarily evaluation research.

Immediate outputs and societal outcomes of an intervention are, naturally, linked: societal outcomes follow from outputs of the intervention. However, outcomes are not determined by outputs as the outcomes usually are also influenced by other factors. This makes establishing the direct causal effect of an intervention at least challenging, if not impossible. However, establishing logical reasoning that links the problem, its underlying causes and the objectives ought to be one of the main goals when it comes to evaluation (European Commission 2017b). Each intervention is accompanied by its own indicators and indicators are developed for a particular intervention; they are used in the complex policy-making

environment. A look at the conceptual map of the youth policy environment and expected impacts of interventions makes it clear how various types of indicators do have their unique role in implementing complex policy programmes – see Figure 1 (p. 5) in the evaluation report of the 2010-2018 EU Youth Strategy (European Commission 2016).

For the purposes of policy processes, an analytical distinction between two types of indicators is in place:

- indicators that are used for capturing how an intervention is implemented and what are its immediate outputs;
- indicators that are used for capturing changes in society, that is outcomes of an intervention.

The table below outlines the main features of the two types of indicators.

Table 2. Features of indicators

Formative/output indicators	Summative/outcome indicators
The focus is primarily on describing the implementation of an intervention, not so much on societal outcomes and effects that the intervention is expected to deliver eventually.	The focus is primarily on societal outcomes and effects that the intervention is expected to deliver eventually not so much on describing implementation of an intervention. Importantly, the objective is to establish direct causal effect of the intervention on societal variables.
This approach is known under the labels performance evaluation, formative evaluation,[1] and monitoring.	This approach is known under the labels impact evaluation, summative evaluation, and *ex post* evaluation.
Two different approaches can be distinguished.	Two different approaches can be distinguished.
In the narrow meaning, the focus is only on immediate outputs, e.g. the number of participants in certain activities or the amount of finances allocated for certain actions.	In the narrower perspective, the analysis seeks to establish the effects of an intervention in relation to programme outcome indicators only.
In the wider perspective, the focus may be extended to include also organisational aspects relevant for implementation – for instance, the collaboration between different units, allocation of resources between organisations, etc. This approach would be based on organisational theories, including street-level bureaucracy.	In the wider meaning the goal is to uncover the link with all consequences (direct and indirect, planned, and undesired). This is a highly complex task as it entails building a causal model that in the policy contexts occurs in the format of the theory of change and programme theory (Data for impact).
Results feed primarily into the intervention that is being carried out.	Results feed primarily into designing the next interventions.

An indicator should be clearly defined. It should feature:

- name/label
- definition
- unit of measurement
- source of data

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1. The primary goal of formative evaluation is to improve implementation of an intervention. As such, it is used in early phases of a programme.

- frequency of measurement
- baseline level
- target level ([European Commission 2017b](#)).

Good indicators are SMART: Specific, Measurable, Achievable, Replicable, Time bound.[2] In the case of indicators – which will be used in cross-national settings, namely, policy measures that are implemented in more than one country and/or cultural group or when policy transfer and peer learning is to be facilitated – cross-national equivalence is of utmost importance.

INDICATORS OF SOCIAL IMPACT AT THE INDIVIDUAL LEVEL

In this part of the study, existing indicators for measuring the impact of learning mobility on individuals are presented. The very fact that some young people acquire new experiences, knowledge and competences through learning mobility programmes indicates that these changes also affect communities (beyond the effect they have on individuals). The number of young people participating in these programmes, multiplied by the direct results of the programme, the skills they acquire and the values and beliefs they accrue result in the sum of changes to a community, even without factoring in the spill-over effects on the community's other actors. This is why investigating the effects of these programmes at the individual level remains highly important. It is precisely at the individual level that we have the best researched effects of learning mobility and the best developed indicators for measuring these effects. Among the reasons for this are the efforts of programme organisers to evaluate the outputs of their programmes. Another is the availability of participants at the start and end of the programme, making it possible to directly measure effects.

This chapter encompasses studies that have been conducted in higher education, volunteering and short-term mobility programmes. These areas are the best researched, given that they include Erasmus+ programmes and the activities of the RAY Network.

Fields of interest and underlying concepts

This section gives an overview of what problems have been addressed, and research questions asked in the literature reviewed for this report.

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2. www.mnestudies.com/monitoring/qualities-and-characteristics-indicators.

Numerous studies have been conducted on the value of learning mobility programmes in higher education, focusing on students' personal development, skill development, employability and their sense of European identity. These studies provide a basis for the selection of indicators in order to measure the impact of mobility.

The study on the professional value of ERASMUS (mobility programme in higher education) focused on the eye-opening ERASMUS experience, which resulted from a period in another European country: students returning from an ERASMUS period in another European country "do not trust a single professor and a single paradigm anymore", which means that their critical thinking skills have developed. Second, the focus was on the transition to the labour market, especially in the international context – finding a job in another country. Third, the authors were concerned with students' socio-economic background and its influence on mobility (Janson, Schomburg and Teichler 2009).

Another study by Souto-Otero (2019) focused on the effects of the Erasmus+ programme on tertiary education students – in particular, on their employability skills (including technical, inter-personal, inter-cultural skills and competences, and their self-confidence, ability to achieve goals, and social and cultural openness) and on the transition from education to work and finding a job in a foreign country. The study also looked into how students related to and valued new learning methods and their sense of European identity (Souto-Otero 2019).

A study carried out by the European project "Europemobility" examined the impact of learning mobility on language skills, intercultural skills and professional skills, and a sense of "European identity". It compared self-assessment data between "learners, who were abroad for at least one period for learning and/or working (mobile group) and learners, who never were abroad for learning and/or working (control group)" (Kropp 2014: 3).

Desk research summarised two strands of the literature on learning mobility in European higher education: the literature on the determinants of student mobility and the existent evidence of the impact of student mobility. The determinants, according to earlier research, include socio-economic background, language skills and international exposure, general motivations and choice of host country and main obstacles to mobility. Outcomes include the impact of mobility on individual labour market outcomes (transition to work, international aspects of a job), language, personal and cultural outcomes and European identity (Rodrigues 2012).

The study on the effect of European Voluntary Service (EVS) was motivated by the need to document outcomes of a multi-year policy measure that spanned more than 100 countries around the globe. The study was conducted with the purpose of identifying the impact of EVS on beneficiaries and using the findings towards the further development of the programme (European Commission 2017b: 14). The study analysed effects such as volunteers' subsequent employability, impact on their social background, internationalisation of participating organisations and impact on the openness and cultural diversity of communities (European Commission 2017b: 15; 197-98).

The study on the volunteering activities supported by the Heritage Lottery Fund (HLF) in the United Kingdom (UK) focused on the social impact of volunteering in HLF-funded projects that ran from 2008 to 2010. The study looked, in particular, at the impacts of volunteering in the cultural sector in the UK, based on the experience of volunteers within HLF-funded projects. Volunteering is the cornerstone of HLF funding. Almost all projects work with volunteers in some capacity, and many have volunteers that play critical roles in the management, design and leadership of projects (Rosemberg et al. 2011).

A World Bank study sought to identify methods that would be appropriate for describing outcomes of youth service programmes which involve volunteering activities. The study used rigorous methodology, with clear conceptual foundations and quantitative data that enabled evaluations, providing an overview of a few impact studies (Mattero and Campbell-Patton 2008).

The Voluntary Service Overseas (VSO) programme conducted a study aimed at addressing the gap in knowledge on volunteering effects, by exploring whether volunteering resulted in changes in understanding, behaviour and attitudes for the volunteer, and if these changes led to development impacts in the communities in which volunteers lived and interacted after their placements. The study was informed by the theory that pre-placement contextual factors and changes that occur while volunteering influence post-placement action and outcomes (Clark and Lewis 2017).

A study on the effects of international volunteering experience covered four broad areas: international awareness, intercultural relations, international social capital and international career intentions. The study relied on self-reported effects but used a control group for comparison (McBride, Benjamin and Sherraden 2010).

Short-term learning mobility

The multinational network RAY – <u>Research-based analysis of European youth programmes</u> – devotes its attention and effort to studying the effects of short-term mobility supported by the Erasmus+ youth strand. It examines the effects of the European Union Programmes Erasmus+: Youth in Action and European Solidarity Corps on young people, youth workers and youth leaders involved in the projects funded by this programme. What and how do they learn through their participation in these projects? Which competences do they develop, and how? Which specific contexts, settings, conditions, educational approaches, methodologies and methods are successful in fostering the development of key competences for lifelong learning in Youth in Action projects funded through the Youth in Action Programme (2007-2013) and through the Erasmus+: Youth in Action Programme (and European Solidarity Corps)? How does the programme contribute to the achievement of the objectives and priorities of the European youth programmes, in particular to the promotion of active/democratic citizenship and participation in civil society, tolerance, solidarity and understanding between young people in different countries, the inclusion of young people with fewer opportunities and the development of quality and networking in youth work?[3]

Methods of measurement

A review of the reports shows that for most research projects, data collection has been carried out using quantitative methods: online and pencil-and-paper surveys. The use of qualitative methods, such as long, in-depth interviews and diaries, and focus groups for data collection, is relatively rare, as is the triangulation of data collected using different methods.

When it comes to the research design, the majority of the research falls into the category of "expert opinion", which often is just participants' opinion and experience. While this method is perfectly accurate for describing participants' experiences and their opinions developed during those projects, it might not work so well when it comes to various forms of evaluation (ex-ante, formative, and summative/impact evaluations being the main forms) that feed into policy processes. These opinions are useful, but not sufficient or exhaustive for carrying out these types of evaluation and producing quality information that would support policy processes. As recommended by the World Bank, rigorous research designs should be used, including (quasi) experimental designs (see Mattero and Campbell-Patton 2008). Choices regarding research design are important because research design directly

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3. More information about RAY Leading Questions is available at www.researchyouth.eu/inclusion-and-participation.

influences methods of measurement – selection and development of concrete indicators and similarly sampling.

Gaps identified and suggestions

The review of the reports and articles clearly shows that there is only a little research on short-term mobility, especially when compared to research that has been carried out on higher education. However, supporting short-term mobility is an increasingly important policy goal and more resources are being allocated to this area.

Similarly, there is also a lack of research on using youth work methods in short-term learning experiences. There is a substantive overlap between the sphere of youth work and short-term learning mobility experiences supported by the Erasmus+ programme in terms of methods used for supporting learning in both activity areas as well as in terms of individuals active in both areas. However, there is little, if any, research on using youth work methods in learning mobility.

There is also a lack of other forms of evaluation research that bear relevance for policy making, such as formative evaluation for supporting the implementation of a policy measure and achieving higher effectiveness; *ex ante* or prospective evaluation which can help in planning a policy measure.

When it comes to methodological rigour of evaluations, research is mostly limited to collecting participants' opinions on effects of policy measures. Contemporary understandings of evaluation research (in the EU, OECD, World Bank) also recommend using other evaluation methods like quasi-experimental designs and triangulation of data.

None of the reports addressed more sophisticated (evaluation) themes like cost-benefit analysis, analysis of unintended consequences, long and short-term effect, and direct and indirect effect, interactions between individual, organisational and societal level effects. These types of effects, however, are crucial in evaluating the effects of a policy at different levels.

Learning mobility research could benefit from making more extended use of already existing knowledge in the spheres of labour market, education, learning, transition from education to labour market, social inclusion/exclusion, multiculturalism, and other spheres. Existing knowledge in these areas could be used for developing high-quality research projects that support policies.

The main shortcomings and gaps in knowledge and research practice are presented in the section addressing the gaps. When developing indicators for future research projects, taking

these remarks into account would help to increase the quality of knowledge produced and this, in turn, could support policy processes and societal development.

However, indicators are just one part of any research project; or, more concretely, just part of data collection. As such, indicators are integrally linked to research questions, conceptual frameworks, research design, data analysis methods, and intended users of research outputs of a concrete project, especially if the research addresses policy themes. Hence, developing indicators starts with and from developing research objectives, research questions, methodologies, and making decisions regarding other aspects of a research project.

When developing indicators for an evaluation research project, the recommendations for any evaluation research project should also be considered. Evaluation research, as well as putting the produced knowledge into use, is a highly complex enterprise which follows its own logic. This logic is influenced both by conventions of high-quality social research and the rules of how public administration operates, in particular how it relates to research and uses it in policy processes. It is good to keep in mind that learning mobility operates within the same social and administrative environment as other fields of activities and that this provides opportunities to learn from what is already there.

INDICATORS OF SOCIAL IMPACT AT THE ORGANISATIONAL LEVEL

Fields of interest and underlying concepts

Youth organisations are defined as: "those social organisations (associations, clubs or movements) that are set up to serve young people and where young people are in charge of the organisational structure" and "which are democratic, non-governmental and not for profit" (European Youth forum 2016). The different factors, such as aims, structure, development, quality, scale and contexts in which these organisations operate, contribute to marked differences in the social value that these organisations create for young people. They also influence different outcomes for young people and society, including personal and social, civic and political outcomes.

One of the important outcomes that youth organisations create for young people is experiences and opportunities to "experiment" and do things that they would otherwise not be able to do, including opportunities to travel nationally and internationally. The term "learning mobility in the youth field" refers to the mobility of young people across countries, inside and outside Europe, and in formal and non-formal learning settings. Defined as stays abroad undertaken for a period of time and with a clear educational purpose, the term has been at the core and an integral feature of European youth policies and practices for a very

long time, promoted by civil society organisations and political institutions, as a means to foster intercultural dialogue and peace.

However, the phenomenon of learning mobility in the youth field has not been systematically measured. One of the reasons for a lack of evidence or research on the impact of learning mobility on organisations is the fact that sending or hosting organisations (which are sometimes also referred to as "communities") are considered to be the "second beneficiaries" of youth mobility projects, while the direct beneficiaries of the learning mobility activities or whole programmes are the young people or youth workers who take part in the activities. This means that the impact on the organisations is less direct, more difficult to grasp and requires a sophisticated research methodology, which, especially in short-term projects, is not the main aim. In addition, many organisations are focusing exclusively on the measurement of "micro-level" type of impact focusing on the youth project itself and the participants of the project, young people in the youth organisations, the local community and partner organisations directly linked to the project (Geudens 2010).

Quality of learning mobility – principles and indicators

The Handbook of Learning Mobility (Bačlija Knoch et al. 2019) offers 22 quality principles that help organisations deliver high-quality mobility projects. Some of them, more or less directly, refer to the measurement of the impact that the projects have on organisations. For example: "the mobility project fits to the needs of the organisations"; "the organisers formulate indicators for assessing outcomes collaboratively with participants"; "the learning outcomes are evaluated at project and individual level, and in a short-term and long-term perspective"; "the evaluation also includes non-intended outcomes", meaning that in the evaluation, organisers cover both explicit objectives and other outcomes, positive or negative, that resulted from the project.

The indicators for quality in learning mobility, endorsed by the Steering Group of the European Platform for Learning Mobility (EPLM) in 2018, explicitly include the dimension "Organisation" and define several sub-dimensions and indicators related to it. The sub-dimension "Evaluation" and the related two (out of eight) indicators are particularly relevant in this context, as they set "organisational learning" as a significant outcome of the learning mobility project.

Indicator 40: Does the evaluation consider not only learning outcomes of participants, but also things like the project's impact on hosting and sending communities and on your own organisation?

"'Organisational learning' happens when an organisation (for example, a youth club or a school) changes attitudes or develops new practices as a result of being involved in an

activity like a learning mobility project, where it is confronted with new elements and aspects that challenge its usual routines. Examples of organisational learning occur, for example, when an organisation that has only operated at local or regional level also starts incorporating an international dimension in their activities; or when an organisation introduces new work forms (e.g., volunteering)" (Bačlija Knoch et al. 2019: 79).

Indicator 41: Does your evaluation plan also include the possibility for identifying unintended outcomes?

The "unintended learning outcomes" should be included in the evaluation plans from the beginning, together with the specific learning outcomes. "They may occur as a result of project activities that did not go quite as one has planned or of things that happened in the participants' free time. They may be positive or negative, but irrespective of their nature the organisations should try to capture and describe them in the evaluation, because they may hold important messages to the organisers" (Bačlija Knoch et al. 2019: 80).

European Youth Programmes' effects on organisations

Compared with other programmes or initiatives that support learning mobility, Erasmus+ Youth in Action receives the most attention among researchers and the RAY network significantly contributes to the research in this area.

a) **RAY – Factsheet Effects on Organisations (RAY Factsheet 2019)**

The evidence explicitly shows that the ERASMUS+: Youth in Action Programme strengthens the role of youth organisations. The effects of the involvement of project leaders in the programme on their organisations are multi-faceted. Group leaders strongly agree or agree that their participation in an Erasmus+: Youth in Action programme has the following impact on their organisation:

- More contacts/partnerships with other countries: 96%

- Increased project management competences: 94%

- Increased knowledge transfer and implementation of good practices within the organisation: 94%

- Increased participation of young people in the organisation/group: 92%

- More international projects: 90%

- Increased commitment to include young people with fewer opportunities: 89%

(N=2.951 project leaders, survey conducted October 2015 to April 2016)

b) RAY MON (Böhler et al. 2019) – Transnational Analysis 2017/2018

One of the key youth-specific aims of the Erasmus+ Youth in Action Programme is to strengthen the role of youth organisations as support structures for young people, in particular through enhanced co-operation.

This analysis explored the effects of the programme on organisations and communities and showed that the effects of projects on organisations are assessed to be positive by project participants and project leaders alike. However, these effects are less strong than those on the individual level – in part because they are less immediate and can only be seen at the time of surveying. Understandably, systemic effects need more time to take hold than individual effects. The most highly rated effects on organisations rated from 76% to 90% by both project participants and project leaders are increased appreciation of cultural diversity, more contacts/partnerships with other countries and more networking at European level, increased competences for the provision of non-formal education, improved processes of recognition and validation of competences of young people other than Youthpass and indicate an increased knowledge transfer and implementation of good practices within the organisation – thus showcasing an improved, extended, enriched and enriching international dimension of youth work (Böhler et al. 2019).

c) RAY CAP (RAY 2018) — Impact of training and support activities on organisations

The effects of the Erasmus+ Youth in Action programme on organisations are visible and important but remain unstable and often unstructured, while more profound effects are perceived at an individual level.

The Erasmus+ Youth in Action programme is also appreciated and used for the professional development of staff members through increased competence development.

In addition, the Erasmus+ Youth in Action programme trainings and activities are an external source for organisational change through funding opportunities for youth projects and participation in international trainings.

To bolster organisational development, beneficiaries need to develop long-term organisational strategies that facilitate organisational change.

Table 3: Systemic effects of Erasmus+ Youth in Action at organisational level

Type of impact	Effects on organisations

Organisational development	● The Erasmus+ Youth in Action programme contributes to organisational development in *indirect and long-term ways*. ● The Erasmus+ Youth in Action programme influences are *different between newly and "older" established* organisations.
Organisational strategies	• Most of the interviewed organisations *do not have strategies for sustainable effects* for organisational development. • If there is an understanding about the need for strategic management and how to support employees, there are good chances that the Erasmus+ Youth in Action programme activities will have a greater impact on sustainable systemic effects/ organisational development.
Increased visibility and recognition	• Increased recognition and acknowledgement of the organisation in the youth sector through implemented activities at local and national level. • Better visibility and recognition of the youth sector and in the youth field through participation in the Erasmus+ Youth in Action programme. • The Erasmus+ Youth in Action programme contributed to an increased visibility and positive perception of non-formal education and youth work.

Professionalism	• Innovations and new methods of application of non-formal methods. • New partnerships and networks and wider network of contacts (partners are seen as "source" of tools and for establishing new projects). • Learning ground to develop intercultural knowledge, attitudes and skills (i.e. foreign language). • Better in project management, preparation and implementation of projects. • Enhanced the ability of staff (and volunteers) to pass on the benefits directly to young people. • Challenges and "stretches" staff, taking them outside their comfort zones, which is beneficial to the organisation and young people.
(Inter-)National projects	• Allow organisations to expand and create European and global networks. • Encourage young team members to put their own ideas for new projects forward. • Strengthen work in organisations through widening relationships and allowing for the acquisition of new knowledge.
Entrepreneurs in the youth sector	• Continued involvement in the Erasmus+ Youth in Action programme creates and sustains the motivation of actors to become entrepreneurs in the youth sector and develop European youth

	work and run such projects.
	• According to some organisations, their organisation is formed by the training and support activities in the programme Erasmus+: Youth in Action and has turned it into the organisation it is now

d) EVS Impact Study – Organisational Perspective

The European Voluntary Service (EVS) Impact Study (European Commission 2017b) analyses the impact of EVS on individuals, organisations and local communities. The study shows that the EVS brings clear benefits for participating organisations such as a higher focus on diversity and improved project management. It also identifies several options to further improve the impact of EVS for individuals and organisations, with a specific focus on the role of young people with fewer opportunities. Overall, the study shows the following:

- The benefits of the EVS for organisations are multiple, although they are not as visible and direct as those for programme participants.
- The impact is greater for small, local organisations than on larger organisations.
- Volunteers believe that the programmes have a direct and positive impact on youth workers and other project leaders involved in EVS projects by contributing to the development of skills and intercultural learning.
- Volunteers see their impact on the host organisation as being somewhat lower (European Commission 2017b: 19).

The main organisational EVS impacts are, first, on the organisational development, especially in terms of positive changes in skills, aptitudes and attitudes of staff and, second, the international character of the organisation in relation to new partners and cultural awareness.

Table 4: The main types of organisational EVS impacts

Type of impact	Effects on organisation

EVS impacts on the organisational development	EVS increases intercultural awareness and openness towards cultural diversity in the organisations.
	EVS contributes to staff skills development (project management, technical and language skills).
	EVS builds the capacity of organisations and facilitates their development through an increase in resources (mainly human and financial resources) that benefit small NGOs in particular; new ideas and perspectives brought in by EVS volunteers; good practices and know-how learned from the EVS partner organisations.
	EVS activities strengthen the bond between the organisation and young people.
EVS impacts on the internationalisation of organisations	EVS has strengthened the international profile of organisations.
	Through EVS, the organisations gained international contacts and started new partnerships.
	Organisations participating in EVS learn how to work with their partners, who may have different approaches.
	EVS enabled the realisation of new transnational youth projects.
	The strong international profile that organisations gain through participation in EVS projects raises their visibility and reputation in the community.

Suggestions for improvements of EVS for organisations

This study provides recommendations for volunteer organisations and emphasises that it is important to include a greater number of young people with fewer opportunities, more organisations and that the quality of systems should be improved, as should monitoring and evaluation protocols. Particular emphasis is placed on the importance of sending organisations adequately selecting volunteers, providing them with sufficient support and increasing efforts to reach young people with fewer opportunities, who should be properly motivated and mobilised. Also recommended is the greater inclusion of newer and smaller EVS organisations, in which volunteers have the opportunity to realise more significant impacts. It is important to raise the capacity of host organisations, with the aim being to ensure a high-quality EVS experience for all volunteers. Monitoring the implementation of projects could aid the establishment of shared EVS standards globally, making volunteering more predictable. The recommendations include enhancing the capacities and resources of EVS host organisations with the aim of adequate preparation prior to volunteers starting their work, monitoring their activities and enabling sufficient follow-up after the programme ends. In order to achieve this, it is important to include mentor training and training on how to maximise the impact on local communities, both of which could be supported by national agencies and co-ordinating organisations. For EVS sending organisations, suggestions for improvement involve guidance on how to reach target groups and how to prepare them for mobility. After the end of a programme, it is important to secure the reintegration of volunteers into their home community. Among the mechanisms for achieving this are career guidance and other forms of transferring experiences to peers who could benefit from this process (European Commission 2017b: 20-22).

Gaps identified and suggestions

The evidential base on the measurement of the social value of youth organisations (and the different outcomes related to it) is, overall, very weak, which reflects weakness in the measurement of outcomes and in the approaches taken to assess impact.

The diversity of the sector, coupled with weakness in the way outcomes are measured and impact is evaluated, also makes it difficult to assess the aggregate social value created by youth organisations definitively. "Robust measurement of the social value of youth organisations requires robust measurement of outcomes – i.e. what changed. However, many organisations do not systematically or robustly collect data on outcomes" (Holton et al. 2016: 47).

Therefore, improving both the measurement of outcomes and impact evaluation is vital to ensure that youth organisations can better understand their impact and how it can be maximised. A key weakness has been the failure to develop effective approaches to evaluate impact at the organisational level (Holton et al. 2016). The development of all

approaches that measure impact evaluation is important. It is significant because it supplements efforts to measure programme outcomes. There are two ways this can be approached: the first including a theory-based approach, with the second involving experimental design (i.e. the outcomes of an experiment and control group) (Holton et al. 2016: 50)

There is also a lack of evidence or research on the impact of learning mobility on organisations. Overall, effects of youth mobility projects on organisations are assessed to be positive but less strong than those on the individual level, due to the fact that systemic effects need more time to take hold than individual effects. Various studies show that effects of the youth mobility programmes on organisations are visible and important but remain unstable and often unstructured, while more profound effects are perceived at an individual level.

The different types of impact on organisations have been identified referring mainly to the organisational development (e.g. capacity building and positive changes in skills, aptitudes and attitudes of staff but also strengthening the bond between the organisation and young people); the international character of the organisation (in relation to new partners, knowledge transfer and cultural awareness); visibility of youth organisations and recognition of non-formal and informal learning.

Although "organisational learning" has been defined as a significant outcome of learning mobility projects, such impacts may not be easy to detect immediately after the project has ended, as many organisations require a certain amount of time to change practices and attitudes. Many evaluations therefore fail to capture these impacts, because the signs are still so small that they do not catch the attention of the evaluators. It is therefore recommended to write them into the evaluation plan from the beginning, so that attention is drawn to them from the start. Evaluations that seek to identify such organisational learning may actually play a significant role in accelerating these processes by making this learning visible and a topic for discussion among actors and stakeholders. Furthermore, the unintended learning outcomes should also be included in the evaluation plans from the beginning, together with the specific learning outcomes.

Long-term organisational strategies need to be developed to support organisational development and facilitate organisational change – for organisations to share, disseminate, sustain and build on learning outcomes within the broader context of EU youth learning mobility projects/programmes.

In this sense, despite the evidence on the positive impact of mobility programmes on youth organisations, there is a lack of research on short-term learning mobility, and potential closer direct links between development of organisations and the impact of organisations on societies and learning mobility. Additional research could also be undertaken to explore the effect on organisations from the perspective of those stakeholders who did not directly

participate in the mobility project/programme. Finally, apart from the indicators of quality for learning mobility (which only partly address the organisational effects), the availability of indicators of impact of mobility project on organisations remains limited, as they are usually created for a particular (usually narrow) project/programme related context.

INDICATORS OF SOCIAL IMPACT AT COMMUNITY LEVEL

Fields of interest and underlying concepts

Assessing the impact of learning mobility for communities or society is difficult, because the mobility projects are not the only influential factors for change. Usually, only a few individuals of a community are participating in mobility projects and the impact on personal development can be pointed out quite clearly. It is also possible, but already far more challenging, to analyse the impact on the level of organisations (schools, NGOs, universities, administration etc.) since these systems are closed, and there is a tendency to neglect influences from outside the systems. But on the level of communities, this impact assessment is far more difficult.

However, individuals build communities and individual changes might impact their families, friends and peers, their schools and organisations and, consequently, also the communities they are living in. As the Impact study on EVS points out, a ripple effect can be observed:

"Overall, the impact of EVS on the local community is perceived as being less visible and less significant than the impact on individual volunteers and their host organisations. Local community impact also seems to be more difficult and less frequently assessed than the other two types of impact, partly due to the often informal nature of interactions between the community and volunteers, and partly due to the lack of tools to structure impact at local level. However, EVS leads to a ripple effect: volunteers have a direct impact on the target groups (direct beneficiaries) and local volunteers they engage with, but also on other locals in the wider community" (European Commission 2017: 19).

This citation can function as the guiding message for this chapter. The analysis of many reports, papers and studies (list in the Annex) showed that the impact and effects of youth activities and especially of learning mobility for the society or a community are claimed, and even expected. The concrete indicators or methods for measuring the impact on the community level are seldom formulated. Furthermore, the expected effects, outcomes and impact on the community level are seldom described. Impact on the communities is expected, is wished for but rarely assessed/described. Furthermore, the emphasis of the evaluations is on intended positive outcomes, possibly leaving negative effects ignored, when these are well recognised, namely: alienation of the returnee – reinforcing social inequalities – or the wish to leave the sending community to stay in the surroundings of the project in which the individual took part.

One challenge for discussing the impact on the community is the lack of clarity on whether we are focusing on the sending (i.e. the home) or the hosting community (i.e. where the learning experience takes place). Evaluations of exchange programmes and of learning mobility programmes (EVS, Erasmus+ education mobility, Comenius, IES, AFS etc.) focus mainly: (i) on the impact on the individual participant and (ii) on the impact on the (hosting) organisation.

In this sense, the analysis will start with the recognised effects in the host community (a-c) and move to the perceived issues impacting the sending community. Naturally, all the mentioned effects impact society as whole.

a) Direct impact on the hosting society

Extensive research on volunteering and its impact is available from evaluations of programmes to literature reviews both on volunteering programmes in communities or international developing programmes. Nevertheless, these programmes are not per se declared for youth and are not always learning mobility projects. Often the volunteering is happening in the community of residence and no mobility is involved.

Furthermore, these evaluations also focus primarily on the personal experiences of the volunteers and the projects themselves and their intended outcomes in the host societies. Good examples of these evaluations – including descriptions of impact – are The Global Impact Report (Projects Abroad 2015) and the impact assessment of the American Peace Corps (Kerley and Jenkins 2010).

The most obvious outcome of learning mobility projects or programmes for youth is described as the project itself in which young people participated. It was mentioned that some of the projects organised were only possible due to the participation of young people from somewhere else. The variety of these projects ranged from child care to support for the elderly, from (inter- and multi-) cultural activities to environmental issues. This was pointed out for the US Youth Exchange Services (InterMedia 2009) as well as for International volunteering and services (Sherraden, Lough and Moor McBride 2008) and the EVS (European Commission 2017b).

b) Initiating and promoting local activities/projects

In many cases, these projects were initiated by the young persons in the mobility programme themselves. This aspect is highlighted in an analysis of EVS (Wit Jeżowski, Zaidova and Zsiday 2017). In the same study, the impact of a volunteer with special needs working in a local organisation was pointed out, leading to a different view of people with special needs in the community. Also, the activities supported by foreign volunteers led to more visibility of the local organisation and thus to higher participation of local young people. This effect of promotion of an existing local organisation through the involvement of foreigners is of great interest.

c) Learning effect in the host community

This effect is described in various papers naming improved language skills in hosting families as well as in hosting organisations, increased openness to and acceptance of other cultures in the community (Wit Jeżowski et al. 2017). Furthermore, direct and intended learning effects from projects are pointed out. This seems to be the most concrete impact of mobility in the host community. Indicators for learning outcomes are manifold and could easily be implemented.

d) Fostering of co-operation in the hosting community

This effect of a mobility/exchange project was mentioned for a Comenius project (Zevgitis and Emvalotis 2015). Here, co-operation between schools and other organisations in communities in Greece was induced but was not sustainable. Also, the RAY research network analyses this possible outcome of synergies in the community (Böhler et al. 2017).

e) Increased participation in mobility projects

This ripple effect was put forward by the EVS impact analysis (European Commission 2017b). This outcome holds both for sending and for hosting communities but seems to be more visible in the sending communities – after young people come back from exchange or EVS and tell family and peers about it, therefore triggering interest on such experience. Here it was again perceived as one impact of Erasmus+ Youth in Action (E+ YiA) projects by project leaders. Again, it has to be pointed out that any such changes in participation – at least at the level of applications – could easily be observed and described with indicators.

f) Increased involvement in community issues

Evaluations of exchange programmes highlight that participants say that they have now more interest in getting involved in community issues. This increase can be ascribed to the activity aspect rather than to the mobility itself, since similar responses are found after individuals participated in (volunteering) activities and programmes in their own community (e.g. AmeriCorps 1998 or Institute for Volunteering Research 2002). However, since youth exchange projects are often the first experience of young people with fewer opportunities in active engagement, this impact should not be belittled. The challenge with this topic is the reliance on self-assessment of the participant and not on the result of a robust analysis of activities in the community. For example, in the RAY MON study, the item asked for improved ability to achieve something in the interest of the community or society, as an individual learning effect (Böhler et al. 2017).

g) Increased interest in political issues

The RAY Long Term Effect study shows that many participants claim a higher interest in political and social issues due to having participated in the learning mobility experience resulting in increased levels of participation. Additionally, this item is only assessed via questionnaires to the participants. The indicators for the individual perception include interest in political issues, European issues, environmental issues and more (Bárta, Fennes and Gadinger 2018).

h) Higher acceptance of diversity in society/community

Similar arguments hold for the development of greater openness towards diversity. In many evaluations and impact assessments, the individual perception of increased acceptance for diverse societies is highlighted (e.g. InterMedia 2009). Attitudes towards diversity are difficult to measure and any impact on changes is even harder to establish.

i) Impact of return migration

The topic of impact assessment of mobility is also part of migration research since short-term migration is defined as the change of residency for a time between three months up to one year. This would also include many student exchange programmes and voluntary service programmes. Some student exchange programmes are even focusing on longer periods of time abroad for students. Therefore, indicators for impact on home societies developed in migration studies might also be interesting for the learning mobility scheme. One assessment of student mobility scholarship programmes also focuses on the impact on the sending societies (British Council and DAAD 2014). In this study, it is highlighted that scientists that return from the mobility have an obligation to work in the former job for a certain period of time with the aim of developing the scientific arena of the sending community.

Other research focuses on challenges for people returning home after a considerable time in another culture – the culture shock for returnees – regardless if they are returning emigrants, returning young volunteers or students (e.g. Youth Action for Peace and Council of Europe 2006, ETH Zürich s.a.). These challenges often lead to a lack of feeling of belonging and new migration (circular migration).

Migration research emphasises the impact on education, democracy, economy or societal development. These aforementioned effects could, to a lesser extent, be also observed in mobility research.

For assessing the impact on the host community and for measuring the changes regarding participants in the sending community, robust assessments could be developed. However, this would need measuring the baseline the behaviour before the mobility. Qualitative descriptions are possible as well, but there would still be a need for a pre- and a post-assessment stage.

Examples for claimed/described impact

When it comes to the direct users of voluntary services, it has been shown that the work of the EVS is particularly important for the "hardest-to-reach target groups (e.g. as people at risk of social exclusion, the Roma community, NEETs, people with disabilities or learning difficulties)". Without EVS volunteers, it is unlikely that individuals belonging to these groups would have the opportunity to participate in such activities, to learn languages or to become more open to the experiences of other groups and cultures. The volunteers

themselves become role models through this process. The EVS has a positive impact on the broader community through intercultural learning and dialogue between the volunteers and community members, which succeed in motivating young people to participate in these and other mobility programmes. Another benefit that has been identified are positive attitudes towards the EU among the local population since – in addition to reducing the distance between peoples and cultures – programmes such as these also successfully develop European solidarity and strengthen European identities. They also ultimately raise the local population's interest in volunteering itself, which leads to a greater degree of mobility. Finally, EVS projects develop local community capacities and, in so doing, support the development of civil society (European Commission 2017b: 193-94).

Regarding intercultural learning, two indicators are mentioned:

- interest in travelling abroad; and

- motivation to engage in transnational mobility.

Additional descriptors could be put forward:

- intercultural activities inside the community (migrants, minorities, youth cultures);

- ongoing contacts between volunteers and community (after the project).

Regarding European issues, three indicators are mentioned, but all of them are difficult to measure and are influenced strongly by both political developments and the media:

- awareness about Europe(an Union);

- feeling European;

- reduction of prejudices.

Regarding the awareness and level of interest in the local community, indicators to describe the participation in the community are needed as well as descriptors to assess the meaning of "feeling of belonging to the community".

Last but not least, the systemic impact on local structures can be described best in qualitative means and in the development of quantitative indicators eventually. The RAY LTE study (Bárta, Fennes and Gadinger 2018) pointed to various statements regarding the impact on local communities. All of these statements – which in itself already indicate a strong impact on individuals – could be raised from the level of project leader or project participant to robust measuring of impact on communities before and after the mobility experience.

Similarly, The RAY MON studies (Böhler et al. 2017), include project leaders' perception of the impact on the local community. A comparison with experts from the community or even robust measuring could underline the claimed effects on (i) the community's "active involvement in the project", that (ii) the "community has become more aware of the

concerns and interests of young people", or that (iii) the "local community has become more committed to the inclusion of young people with fewer opportunities". Furthermore, the statement that the project created synergies between different stakeholders in the local community could and should be analysed on the level of the stakeholders.

The impact on the infrastructure should also be analysed as it was described in the BC-DAAD study in the example of a scholarship programme in Egypt: "Perhaps most fundamentally, there is a primary interest in assuring … building a strong, qualified scientific community that is capable of fulfilling its role as the engine of future scientific advancement in Egypt. In addition, efforts to improve and expand Egyptian tertiary education overall must run parallel to the country's foreign scholarship initiatives so that the system can absorb returnees and incorporate what they have learned from their experiences abroad"(British Council and DAAD 2014: 17). But especially here, indicators have to be developed to measure such intended and expected impact.

The results for individual development from the Assessment of impact of AFS Study abroad experience (Hammer 2005) might also lead to findings at the community level. This study showed an increase in intercultural competence, knowledge of the host culture, fluency in the language of the host country, and also in less anxiety in interacting with people from different cultures. Greater intercultural networks and more friendships with people from other cultures should have an impact on more intercultural contacts inside the community too – but this requires further analysis and research.

Gaps identified and suggestions

The findings of the above research provide sufficient basis to claim that learning mobility is having an impact on society and communities beyond participants (the individual level). Notwithstanding this, the current measurements and the methods of evaluation and assessment are focusing almost completely on the participants and project leaders or project managers.

At the community level, the effects are described and the changes are plausible; however, indicators to measure those elements are missing.

Descriptors and indicators for the situation in the local communities must be developed and implemented to measure any outcome and the effect of certain activities. Descriptors for behavioural change or changes in attitudes of participants should be reformulated to encompass the community level and, in the fields with expected variation of results, pre- and post-mobility data collection should be carried out.

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ANNEXES

Annex 1. Indicators on impact of learning mobility at individual level.

This section presents indicators that were included in the reports of studies on the impact of learning mobility at individual level, reviewed for this paper. The level of detail of each set of indicators is different, though, depending on how indicators and concepts were presented in a study report. Using thematic analysis of the indicators, the following main categories of indicators can be elicited. There are indicators describing:
- labour market position;
- transition to labour market;
- learning content and outcomes in the context of labour market participation (e.g. vocational skills);
- civic awareness and activism, community contributions, also volunteering;
- intercultural relations and related attitudes, opinions, beliefs; includes also foreign language proficiency;
- social capital: contacts, networks, connections, both national and international;
- European and national identities.

Below, concrete indicators are presented.

During a national volunteering event, acquisition of the following skills during the civic service period was considered significant (Mattero and Campbell-Patton 2008):
- ability to deal with different situations;
- relations with others;
- ability to work in a group;
- more mature attitude;
- awareness of territorial problems;
- vocational skills;
- civic awareness;
- time management;
- use of PC;
- social participation by association (e.g. sports, parish, cultural, religious, volunteer work, student, environmental and political associations);
- employment situation (student, employed, working, other).

In the "Perceived Impacts of international service on volunteers" study (McBride et al. 2010), participants were asked to indicate the degree of agreement with a range of statements presented to them in a questionnaire. For all questions, a scale ranging from 1 (strongly disagree) to 7 (strongly agree) was used. The indicators were grouped based on the strength of correlation between them.

The following set of indicators was grouped into a wider scale of International Awareness:

● I think a lot about the problems of nations outside my own and how they might be solved.

● I have a good understanding of the reasons for global poverty.

● I have a good understanding of how low-income countries can better develop their economies.

● International issues and affairs play an important role in my life.

The following set of indicators was grouped into a wider scale of Intercultural Relations:

● I frequently interact with people from different cultural or ethnic backgrounds.

● Many of my friends are of different backgrounds from me (racial, cultural, ethnic, or language).

● I am highly interested in working or forming friendships with people of different cultural backgrounds.

● I am very comfortable talking about diversity with people of different cultures.

The following set of indicators was grouped into a wider scale of International Social Capital:

● I have many friends, acquaintances, or contacts that live in other countries.

● I frequently write letters send e-mails or have other correspondence with people in other countries.

● I am closely connected with an organisation that works internationally.

● I have personally given money or other useful resources to contacts living in other countries.

● I have used my international contacts to link people or organisations to useful resources.

● I have used my connections to advocate for people or organisations internationally (e.g. lobbied for policy changes, wrote an e-mail or newsletter, etc.).

The following set of indicators was grouped into a wider scale of International Career Intentions:

● I plan to pursue a career related to social or economic development.

● I plan to pursue a career in an internationally related field.

The Study on the Impact of Transnational Volunteering through the European Voluntary Service (European Commission 2017b) used the following list of indicators used for reviewing the volunteering experience:

● increase in self-confidence and self-esteem;

● increase in autonomy, independence;

● learning about oneself (self-discovery);

● more friends and contacts from other countries;

● acquired new skills (i.e. how to plan finances);

● increase in awareness and knowledge of non-formal learning;

- intention to learn foreign languages;
- developed professional skills and attitudes, matching employers' demands;
- increased chances to find a job;
- clearer idea about career aspirations and goals;
- increase in participation in voluntary activities;
- better prepared to participate actively;
- increase in participation in similar youth projects;
- more aware of common European values;
- higher interest in European topics;
- feeling more European than before;
- improved readiness to work/study/live abroad;
- increased confidence to travel to other countries;
- increase in intercultural skills (communicating with people from different countries/cultures);
- better understanding of other cultures;
- more receptivity towards multiculturalism;
- more tolerance and respect for other cultures;
- improved intercultural dialogue;
- increase in social awareness.

The Outcomes and Indicators of the IYF-Nokia Central European Volunteerism Model Evaluation study, presented in Mattero and Campbell-Patton (2008), made use three sets of indicators:
- increased life skills (team work, communication, conflict management);
- increased project management skills (planning, implementation, budget management);
- increased volunteerism/contribution/leadership in communities.

The Impact beyond volunteering study report (Clark and Lewis 2017) reported the following indicators that were employed to capture the impact of volunteering experience using the three category scale (small increase, medium increase, large increase).

During your placement did your awareness increase in any of the following areas? (Tick all that apply and indicate the level of increase) (Multiple choice)
- Power dynamics
- Poverty
- Inequality and injustice
- Environment
- Development
- Culture

- Community needs
- Community challenges
- Volunteering

During your placement did you personally experience any of the following changes? (Tick any that apply and indicate the level of change) (Multiple choice)
- Change in attitude
- Increased adaptability
- Increased confidence
- Increased resilience
- Motivation
- Widened professional networks and contacts
- New knowledge and learning
- New skills
- Increased self-awareness
- Increased ability to work and live with limited resources

Please indicate which of the following statements best describes your action post placement (Single choice):
- After my first VSO placement I have been LESS involved with community/social/political action than before my placement.
- After my first VSO placement I have been MORE involved with community/social/political action than before my placement.
- After my first VSO placement I have been involved with community/social/political action at a SIMILAR level to before my placement and doing SIMILAR things.
- After my first VSO placement I have been involved with community/social/political action at a SIMILAR level to before my placement but doing DIFFERENT things.

If there has been any change (increase or decrease) in the level of type of community/social/political action since your placement to what extent did your VSO volunteer placement influence this change?
- A significant extent
- To some extent
- A small extent
- Not at all
- Unsure
- Not applicable

Do you think that your first VSO placement has influenced any of the following? A four-category scale was used (not at all, a little, some extent, a lot).
- Career change or direction
- Consumer patterns

- The way you approach your work
- Knowledge of development issues
- Your resilience
- Attitude towards family relationships
- Your adaptability
- Attitude towards volunteering
- Your confidence
- Desire to learn more about development/social justice
- Other (please describe)

A study authored by Margarida Rodrigues (2014) focused on three wide areas: labour market, culture and foreign language and European identity.

Labour market related outcomes:
- obtaining the first job: the proportion of former mobile students believing that mobility is an advantage in finding the first job;
- international work experience and intention;
- intention to work abroad;
- have worked at least for some time in a foreign country (five years after graduation);
- actually work abroad at the time of the survey;
- wages and income levels.

Language, personal and cultural outcomes of students reported improvements to a large extent in the understanding of people from another cultural or ethnic background and mentioned changes in personal values. Improvement in foreign language proficiency was seen as a very important consequence of the study period abroad.

Finally, the study also took a look into European identities.

A study by Kropp had most respondents from academic or educational institutions but 17% of responses were given by participants in Youth in Action supported projects (Kropp 2014). A six-category scale was used to capture their opinions and experiences after their learning mobility experience (completely agree, agree, slightly agree, slightly disagree, disagree, completely disagree). The study used indicators in the large areas of foreign language proficiency, intercultural attitudes, labour market relevant skills and European identities.

<u>Foreign language proficiency</u>

I am familiar with at least one foreign language on a level that ...
- ... it doesn't take long for me to find words or grammatical constructions. Even in conversations with native speakers, I can easily participate.
- ... I can recognise delicate meanings in texts and oral communication (e.g. jokes, metaphors, irony).

● ... I am able to express myself precisely and appropriate to the situation (e.g. talking on the phone call, make a presentation).

● ... I am able to write working documents (e.g. business letters, reports, brochures, minutes of a meeting).

● ... I can understand specialised texts easily (in my working field), e.g. press releases or technical texts.

Intercultural attitudes

● I am able to adapt my non-verbal communication (e.g. gestures) to suit cultures other than mine.

● I can reflect upon my own non-verbal behaviour in specific situations.

● I can act according to the different rules of social behaviour in different cultures, e.g. I know when I am allowed to start to eat.

● I can identify how much personal space a person from a different culture needs, e.g. the number of spare seats between persons in the cinema.

● I can identify and describe different sets of values. I can discuss different cultures and beliefs.

● I can communicate about and reflect upon my own stereotypes and I am able to change my point of view.

● I can adapt my dress code to different social situations in different cultures.

● I can reflect upon my feelings with regard to greeting people in different cultures.

Labour market relevant and professional skills

● I can give examples of situations in which I dealt constructively with criticism of my behaviour or my work results.

● I can give examples of situations in which I was able to continue a constructive dialogue, although my opinion differed from the opinion of the other person(s).

● I can give examples which show that I can contribute well in group work and integrate into existing groups.

● I can show concrete examples that I can work independently.

● I can show concrete examples that I am able to set own priorities and make decisions on the basis of my reflections.

● I can show concrete examples that I can detect wrong decisions of mine and correct them.

● I can give examples of situations in which I took the initiative and introduced my own ideas.

● I can give examples of situations in which I was asked for advice and was able to develop a solution for a problem.

● I can show concrete examples that I am able to analyse a problem from different points of view.

European identity and European attitudes

- I feel myself as European.
- In the near future I rather see myself as:
o a citizen of my home country only
o a citizen of my home country first and secondly as a citizen of Europe
o a citizen of Europe first and secondly as a citizen of my home country
o a citizen of Europe only
- I will vote/have voted for the European election in May 2014:
o yes
o no
o I am not allowed to vote

Indicators used to describe positive impact of ERASMUS study period.

The following question was asked from learning mobility participants: What impact do you feel that your study abroad experience has had with regard to your employment?

Responses to the question were coded and three categories were elicited that described their opinions on the impact of the learning mobility experience of their labour market outcomes:
- obtaining first job,
- type of work task involved,
- income level.

To capture their labour market status after their mobility experience, five different questions were employed:
- What is your current major activity?
- What is the type of your current contract?
- Do you work full-time or part-time?
- Do you work in the public or private sector?
- In which economic sector are you currently working?

Young graduates with international experience were asked to describe their competences after graduation, using this question:

Please state the extent to which you had the following competences at the time of graduation.

Erasmus+ Higher Education Impact Study (Janson et al. 2009) developed separate questions for students and graduates from higher education:
Indicators for students
- I can easily imagine living abroad at some point in the future:

- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ●   I definitely want to work abroad for a while:
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ●   I would like to work in an international context:
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ●   Do you feel…
- o   Primarily "your nationality" and secondly European?
- o   Primarily European and secondly "your nationality"?
- o   European only?
- o   "Your nationality" only?
- ●   How much do you feel you have in common with other Europeans?
- o   Everything in common
- o   Nothing in common
- ●   Do you see the added value of being European?
- o   Very much
- o   Not at all
- ●   Do you believe a European Union is necessary?
- o   Very much
- o   Not at all
- ●   Do you ever think yourself as citizen of Europe?
- o   Very much
- o   Not at all
- ●   To what extent do you believe that you share values with other Europeans?
- o   Very much
- o   Not at all

Please assess the following statements concerning the conditions for internationalisation at your current (home) institution:
- •   Agree
- •   Rather agree

- Rather disagree
- Disagree

● In my study programme, there is a semester well suited to go abroad:

o Agree

o Rather agree

o Rather disagree

o Disagree

● I am convinced that my study programme recognises ECTS credits from a host institution abroad:

o Agree

o Rather agree

o Rather disagree

o Disagree

● The quality in teaching at my institution profits from the staff's international experiences:

o Agree

o Rather agree

o Rather disagree

o Disagree

● There is a lot of information and support:

o Agree

o Rather agree

o Rather disagree

o Disagree

● There is a lot of information and support for students who want to go abroad for an internship/traineeship/work placement:

o Agree

o Rather agree

o Rather disagree

o Disagree

● There is a lot of information and support for students who want to learn/improve a foreign language:

o Agree

o Rather agree

o Rather disagree

o Disagree

How would you assess the change of these aspects during your stay abroad?

● To gain in confidence and have a stronger conviction of my own abilities (actual improvement):

o   Highly improved

o   Not improved at all

●   To learn to be more tolerant towards other persons' values and behaviour (actual improvement):

o   Highly improved

o   Not improved at all

●   To be more open and more curious about new challenges (actual improvement):

o   Highly improved

o   Not improved at all

●   To be more aware of my own strengths:

o   Highly improved

o   Not improved at all

●   To know better what I want and reach decisions more easily (actual improvement):

o   Highly improved

o   Not improved at all

Through my transnational mobility, I learned better:

●   To take into account cultural perspectives/differences when other have different opinions/ideas

o   Definitely

o   To some extent

o   Not so much

o   Not at all

●   To engage in social activities that contribute to the interest of the community or society

o   Definitely

o   To some extent

o   Not so much

o   Not at all

●   To critically analyse media (printed, audio-visual, electronic)

o   Definitely

o   To some extent

o   Not so much

o   Not at all

●   To discuss political topics seriously

o   Definitely

o   To some extent

o   Not so much

o   Not at all

- To get along with people who have a different cultural background
o Definitely
o To some extent
o Not so much
o Not at all

After my mobility, …
- I am now more interested in social and political events/developments at European/international level …
o To a greater extent
o To the same extent
o To a smaller extent
- I am now committed to stand against discrimination, intolerance, xenophobia or racism …
o To a greater extent
o To the same extent
o To a smaller extent
- I am more committed to help the disadvantaged people in society …
o To a greater extent
o To the same extent
o To a smaller extent

What kind of advantages did you experience from your (last) stay abroad?
- I improved my critical thinking skills
o Agree
o Rather agree
o Rather disagree
o Disagree

How would you assess the change of these aspects during your stay abroad?
- To learn to be more tolerant towards other persons' values and behaviour (actual improvement):
o Highly improved
o Not improved at all
- To be actively involved in the life of the local community (through participation in cultural, social or political activities, volunteering etc.) (actual improvement):
o Highly improved
o Not improved at all

Please rate the following skills, competences and areas of knowledge, as to how you feel that they improved by your (last) mobility experience:

● Know how to work in teams
● Sector- or field-specific skills
● (Oral) communication skills
● Reading and writing skills
● To adapt and act in new situations
● Digital skills
● Analytical and problem-solving skills
● Planning and organisational skills
● Ability to reach decisions
● Innovative potential and entrepreneurial skills, get new ideas how to do things
● Foreign language skills

Please rate the following skills, competences and areas of knowledge, as to how you feel that they improved by your (last) mobility experience.

● Being able to interact and work with people from other backgrounds and cultures
● Intercultural competences
● Knowledge of the host country's culture, society and economy
● To feel European, to have Europe-wide perspectives beyond the national horizon, to have a sense of European citizenship

What kind of advantages did you experience from your (last) stay abroad?
● I have new friends who live abroad
o Agree
o Rather agree
o Rather disagree
o Disagree
● I appreciate more multicultural environments
o Agree
o Rather agree
o Rather disagree
o Disagree
● I feel the need for an international dimension in my everyday life
o Agree
o Rather agree
o Rather disagree
o Disagree

Please rate the following skills, competences and areas of knowledge, as to how you feel that they improved by your (last) mobility experience.

● To establish long-lasting relationships with people from different countries (actual improvement):

o Highly improved

o Not improved at all

Through my transnational mobility, I learned better:

● To take into account cultural perspectives/differences when other have different opinions/ideas

o Definitely

o To some extent

o Not so much

o Not at all

● To get along with people who have a different cultural background

o Definitely

o To some extent

o Not so much

o Not at all

What kind of advantages did you experience from your (last) stay abroad?

● I feel more involved in my field of study

o Agree

o Rather agree

o Rather disagree

o Disagree

● I have a better idea of what I want to do after graduation

o Agree

o Rather agree

o Rather disagree

o Disagree

● I have a better outside perspective, international outlook, critical eye towards my home institution and home country

o Agree

o Rather agree

o Rather disagree

o Disagree

● I am highly motivated to continue and complete my studies

o Agree

o   Rather agree

o   Rather disagree

o   Disagree

To what extent do you agree with the following statements?

●   After spending my period abroad, I am now more aware of my responsibilities as a student

o   Agree

o   Rather agree

o   Rather disagree

o   Disagree

●   During my period abroad, I have started using new techniques during studying I have not been using before

o   Agree

o   Rather agree

o   Rather disagree

o   Disagree

Indicators for the group of graduates

What characteristics of internationalisation does your job today have?

●   International business contacts

●   Co-operation with branches abroad

●   International travel

●   Customers abroad

●   Part of the staff is from abroad

●   For my current job, I moved abroad.

●   My job does not have any characteristic of internationalisation.

●   To what extent do you agree that following characteristics apply to your current professional situation?

●   Possibilities of using acquired knowledge and skills

o   Agree

o   Rather agree

o   Rather disagree

o   Disagree

●   Independent disposition of work and opportunity to develop own ideas

o   Agree

o   Rather agree

o   Rather disagree

- o   Disagree
- ● Opportunity of pursuing continuous learning
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Challenging tasks
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Job security
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Opportunity to grow professionally
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Opportunity for creativity and innovation
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● International environment
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Social recognition and status
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree
- ● Good career prospects
- o   Agree
- o   Rather agree
- o   Rather disagree
- o   Disagree

- Chances of doing something useful for society
  o Agree
  o Rather agree
  o Rather disagree
  o Disagree
- Co-ordinating and management tasks
  o Agree
  o Rather agree
  o Rather disagree
  o Disagree
- Opportunity of undertaking scientific/scholarly work
  o Agree
  o Rather agree
  o Rather disagree
  o Disagree
- High income
  o Agree
  o Rather agree
  o Rather disagree
  o Disagree

Intercultural sensitivity inventory consists of 46 items that seek to capture a wide range of attitudes around relationships with other cultures.[4]

Individualism and collectivism items:
- When I disagree with a group, I would allow a conflict in the group to remain, rather than change my own stance on important issues. (I)
- I would offer my seat in a bus to my supervisor. (C)
- I prefer to be direct and forthright when dealing with people. (I)
- I enjoy developing long-term relationships among the people with whom I work. (C)
- I am very modest when talking about my own accomplishments. (C)
- When I give gifts to people whose co-operation I need in my work, I feel I am indulging in questionable behaviour. (I)
- If I want my subordinate to perform a task, I tell the person that my superiors want me to get that task done. (C)
- I prefer to give opinions that will help people save face rather than give a statement of the truth. (C)
- I say "No" directly when I have to. (I)

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4. https://edutechwiki.unige.ch/en/Cultural_competence/Intercultural_Sensitivity_Inventory.

- I define the other person's status by paying attention to name, gender, age, and other demographic attributes. (C)
- To increase sales, I would announce that the individual salesperson with the highest sales would be given the "Distinguished Salesperson" award. (I)
- I enjoy being emotionally close to the people with whom I work. (C)
- It is important to develop a network of people in my community who can help me out when I have tasks to accomplish. (I)
- I enjoy feeling that I am looked upon as equal in worth to my superiors. (I)
- I have respect for the authority figures with whom I interact. (C)
- If I want a person to perform a certain task, I try to show how the task will benefit others in the person's group. (C)

Flexibility and open-mindedness items
- When I am living abroad, I assess situations as quickly as I do when I am living in my own country. (D)
- I get upset if I do not get a letter or call from my close friend(s) for more than a month, when I am living abroad.
- Given acceptable hygienic conditions, I would not mind if my children ate local food at school, when I am living in another country. (A)
- I do not like to receive unannounced visitors at home. (D)
- I do not like customs officers meddling with my baggage at the airport. (D)
- We all have a right to hold different beliefs about God and religion. (A)
- I do not like to meet foreigners. (D)
- It is unusual for people to eat dogs. (D)
- I decorate my home or office with artefacts from other countries. (A)
- Culturally mixed marriages are wrong. (D)
- A woman's place, truly, is at home. (D)
- I would not allow my subordinate to promote his nephew if there is someone marginally better than him. The person who is better must be promoted at all costs. (D)
- Soviet influence is threatening the national identity of many Asian countries. (D)
- While living abroad, I spend most of my personal time with people from my own country. (D)

Intercultural sensitivity scale[5]

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5. ISS -Intercultural sensitivity scale. This scale is obtained from McMurray A.A. (2007), "A thesis presented to the Graduate School of the University of Florida in partial fulfilment of the requirements for the degree of Master in Arts in Mass Communication University of Florida", available at https://ufdcimages.uflib.ufl.edu/UF/E0/02/12/39/00001/mcmurray_a.pdf, accessed 18 December 2019.

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your co-operation.

5 = strongly agree

4 = agree

3 = somewhat agree

2 = disagree

1 = strongly disagree

- I enjoy interacting with people from different cultures.
- I think people from other cultures are narrow-minded.
- I am pretty sure of myself in interacting with people from different cultures.
- I find it very hard to talk in front of people from different cultures.
- I always know what to say when interacting with people from different cultures.
- I can be as sociable as I want to be when interacting with people from different cultures
- I don't like to be with people from different cultures.
- I respect the values of people from different cultures.
- I get upset easily when interacting with people from different cultures.
- I feel confident when interacting with people from different cultures.
- I tend to wait before forming an impression of culturally distinct counterparts.
- I often get discouraged when I am with people from different cultures.
- I am open-minded to people from different cultures.
- I am very observant when interacting with people from different cultures.
- I often feel useless when interacting with people from different cultures.
- I respect the ways people from different cultures behave.
- I try to obtain as much information as I can when interacting with people from different cultures.
- I would not accept the opinions of people from different cultures.
- I am sensitive to my culturally distinct counterpart's subtle meanings during our interaction.
- I think my culture is better than other cultures.
- I often give positive responses to my culturally different counterpart during our interaction.
- I avoid those situations where I will have to deal with culturally distinct persons.
- I often show my culturally distinct counterpart my understanding through verbal or nonverbal cues.

- I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.

Annex 2. Recommendations and suggestions to develop indicators of social impact

Area of impact in community	Effect	(possible) Descriptor/Indicator
Direct impact on the hosting society	Projects in the host society carried out by volunteers	New project for host community developed by young person(s) from outside Existing programme/project is expanded due to the involvement of young person(s) from outside Existing programme/project can only be provided further due to the involvement of young person(s) from outside
Initiating and promoting local activities/projects	New initiative/project in host society after the mobility	A new initiative is carried out in the community as follow-up of the mobility (e.g. youth centre is established after a youth exchange) A project is organised in the community as follow-up of the mobility (e.g. multicultural street food festival) New NGOs are established as follow-up of mobility (e.g. NGO for youth with special needs)
	Existing organisation is promoted	NGO increases publicity through the mobility and attracts more volunteers in

		the community
		NGO increases recognition after the mobility
Learning effects in the host community	Increased openness	Increased acceptance of cultural differences in the community or in general
		Higher interest in learning about other cultures (e.g. participation in open lectures)
	Increased participation	More members in NGOs
		Higher turn-out in elections
		More democratic initiatives
Fostering co-operation in host community	Different organisations in the host community co-operate	Local networks of institutions/organisations are established
Increased participation in mobility projects	More young people participate in mobility projects	More young people from the sending community apply for mobility projects
		More youth NGOs in the sending community apply for mobility projects
Impact on the individual level with indirect impact on sending community	Increased involvement in community	The returnee establishes an NGO, they are participating more in community activities than before the mobility
	Increased interest in European/environmental/social/political issues	The returnee starts projects/initiatives in one of the fields, becomes a member in NGO in this field, engages more in discussions online and offline than before the

		mobility
	Higher acceptance of diversity	The returnee engages more in discussions online and offline than before the mobility, participates (more often) in inter-/multicultural activities or projects than before the mobility
Impact of return migration	Economic impact	New founded NGOs/business
	Scientific impact	Infrastructural impact/networking