Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth

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Desk research on social impact tools and resources

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INTRODUCTION

The [Power of Learning Mobility – Changing Lives, Changing Society](#) conference, held in Ostend, Belgium on 2-4 April 2019, gave primacy to a question that everyone involved in learning mobility programmes (be it as researchers, practitioners, policy makers or end users) sees as fundamental: what impacts do learning mobility programmes have at the individual, social and community level? The aim of the conference was to initiate approaches that would help young people to increase these impacts, to provide benefits for both hosting and receiving communities and to ensure that benefits reach all young people, rather than just those who are privileged and well resourced. Above all, this raised the question of how to measure the effects of learning mobility and how to ensure an appropriate balance between personal and societal gain by deploying suitable programmes, tools and methodologies.

The conference report (Garbauskaitė-Jakimovska 2019) summarised what we know so far about this topic, and presented experiences, dilemmas and issues from the perspective of practitioners, policy makers and researchers. It also offered a preliminary list of tools and resources developed and used in the youth field to date. Even though many examples of best practices were cited, everyone agrees that it is important to further improve knowledge and practice in this field on the basis of expert analysis. Above all, it is important to develop high-quality (quantitative) indicators and analysis that would measure community level benefits. This would be a useful tool for policy advocacy for such programmes but would also enhance the programmes themselves so that they benefit both the host and sending communities. The impacts that should be isolated are the direct outputs and the unintended and even negative consequences of these programmes, whether short- or long-term. Researchers have highlighted that isolating the effects of learning mobility programmes is a considerable task that involves the application of complex methodologies – longitudinal, panel and (quasi-)experimental studies. Such approaches are necessary for robust analysis but, at the same time, it is important to develop less complex forms that could be of use to practitioners who see precisely this as a basic requirement.

Current practices that can increase individual and societal impact aside, the conference participants agree that sharing best practices is significant and that local programmes should be thought about and implemented in other social contexts. These practices can provide "universal steps", which are good for planning the activities before, during and after implementation, including some form of impact measurement at all stages. It is clear that learning mobility has a prominent role in the European youth field. The conclusions from the conference indicate that learning mobility has multiple effects on participants, the local community, the national context and Europe. Consequently, researching and monitoring the ways in which different types of activities contribute to social cohesion are crucial.

The key idea behind this desk analysis is to map and analyse the existing material, resources and tools within five pillars.

1. **Civic engagement**: aiming to identify how learning mobility develops democratic capacities, civic and political participation and creates European identities among young people and the communities to which they belong.

2. **Quality**: aiming to identify learning mobility quality standards through outcomes, impacts and best practices.

3. **Competencies**: making it possible to identify which competencies the programmes develop in young people, what training and guidelines are available to teachers to transfer to users and how these competencies affect individual paths and the communities in which young people live.

4. **Social impact**: the approach to impact here is twofold – through the changes that take place at the individual level, in such a way that individual changes cumulatively combine to effect social change, and the spill-over of these impacts to other members of society, where new knowledge, opinions and values start to be shared with peers and other members of the community.

5. **Youth policy**: aiming to recognise the key aspects in which the policy has been developed as well as the gaps to be filled.

The pillars are important for identifying resources and ensuring their visibility, and for identifying gaps and enabling the development of new tools and resources for each of the subject areas. These pillars were selected as the result of trends in contemporary research and existing practices within the youth field and based on the recommendations of [The Power of Learning Mobility – changing lives, changing society](#) conference.

The analysis presented in this report is divided into five main parts. The first part emphasises the importance of learning mobility; the second defines different ways of recognising and measuring social impact; the third part discusses the aspects of different process mechanisms, monitoring and measuring; the fourth part presents the main findings and conclusions, while the fifth provides a list of tools and resources in this field.

On learning mobility

Leading EU strategic and policy documents put youth mobility at the top of their priorities. The European Union Youth Strategy (2019-2027) points to the importance of youth mobility in Europe as a tool that helps maintain and improve solidarity: "Young people in Europe are getting more and more connected. Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility." (European Commission 2018: 4) The EU Youth Strategy invites member states and the European Commission to "[e]nable access for all young people, as well as for youth workers, to cross-border mobility opportunities, including volunteering in the civil society sector, by eliminating obstacles and implementing support measures with special attention to young people with fewer opportunities" (ibid.). With the aim of improving the mobility, in addition to its ongoing programmes (Erasmus+, Europass, etc.), the EU has introduced a special programme – the European Solidarity Corps. This initiative has at its core "to provide young people with the support of participating organisations, with easily accessible opportunities for engagement in solidarity

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activities effecting positive societal change, … as well as facilitating their active citizenship, employability and transition into the labour market, including by supporting the mobility of young volunteers, trainees and workers" (European Solidarity Corps 2018: 6).

At the Council of Europe level, following the previous youth strategy Agenda 2020 (Council of Europe 2008), there is a new Youth Sector Strategy 2030 (Council of Europe 2020), which guides the work of the youth sector. In addition to these, there are also the Competence framework for democratic culture (CDC), which improves the framework for development of competences, and the Recommendation (2017)4 on Youth work. The latter states that in order to help young people transition into adulthood and have an active role in society and the labour market, "the package needed is a mosaic of enabling and formative experiences in addition to formal schooling, such as mobility, exchanges, advice and information, counselling, guidance and coaching, engagement with new technologies and social media, and social and political participation".

Within the framework of the Council of Europe and the European Commission's joint work, and more precisely, the EU-Council of Europe Youth Partnership also co-ordinates the European Platform for Learning Mobility in the youth field (EPLM). The EPLM is a network where youth organisations, practitioners, researchers and decision makers co-operate with one another, with the aim of enabling and enhancing the conditions for high-quality, sustainable learning mobility programmes in Europe. The EPLM connects several different international mobility programmes, including representation from Erasmus+ and European Solidarity Corps National Agencies, regional and bilateral programmes and others that offer work camps, youth exchanges, volunteering, school exchanges, youth worker mobility, vocational apprenticeships, etc. The EPLM has developed several analyses and recommendations on youth mobility. The EPLM's initiative A Quality Framework for Learning Mobility in the Youth Field and its indicators for Quality in Learning Mobility have special significance, since the focus is not only on mobility projects for and with young people, but because it also covers youth workers and leaders who work with youth. Additionally, the EPLM has an important role in setting quality standards for learning mobility projects and providing guidelines for monitoring and improving the quality in this field, through its quality tools

Social impact

Even though the impact of learning mobility on the individual level (programme participants) has been a frequent research topic, the importance of mobility on the social level is not a thoroughly researched nor explained phenomenon. There are relatively few studies that look at the impact of learning mobility on the social environment participants travel to and on the social environment to which they return upon completing the mobility project. As Garbauskaitė-Jakimovska concludes, "the impact of learning mobility on communities is to the most extent implied, but rarely supported by data, evidence or actual research with the members of local communities..." What would be interesting to know is the details, the exact experiences that members of communities had while interacting with the participants of learning mobility and how it affected their lives, or the actual initiatives that are undertaken by former learning mobility participants after they return home and how members of communities perceive them. (Garbauskaitė-Jakimovska 2018: 28).

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Research also indirectly shows that learning mobility can lead to the development of new social inequalities just as much as it can lead to increasing social cohesion. The question of who applies for mobility programmes inevitably opens the subsequent question of how these can contribute to creating/reproducing class differences, as the members of the middle class are more likely to participate in mobility programmes. Another question that can be raised is whether participation in mobility programmes is the only factor that creates the social divide between those who leave and those who stay. Questions like these reveal gaps in knowledge, and in order to fill those gaps, we need more longitudinal and comparative research.

This desk study offers a list of studies, reports and evaluations that directly or indirectly measure and analyse the effects of learning mobility at the societal level across five pillars. As such, they are the first step in synthesising existing knowledge in this field and are a valuable resource for any subsequent research – as well as being a starting point for identifying gaps that need to be filled.

Resources and tools for measuring the social impact of learning mobility

Tools and resources which will be analysed in this desk research are divided into:

1. various tools developed to help the young people, the organisers of learning mobility programmes or policy makers to structure and direct their activities;

2. academic and research tools (comprised of academic/ scholarly studies/ case studies/ books/articles);

3. projects and initiatives run by youth/NGOs;

4. official reports of project activities and evaluation;

5. web resources, blogs.

Institutions and organisations with mandates in the youth field use the aforementioned tools to achieve better results in terms of youth empowerment and to include as large a number of young people as possible from different social groups. The same tools help to make the content more interesting and appealing to young people and achieve a higher degree of social inclusion and higher social cohesion. Some of the frequently used resources and tools in youth organisations are manuals, exercises, video material, courses, workshops, reports, presentations, MOOCs (Massive Open Online Course) etc. In addition to those, there is also a significant body of resources put forward by academia in the form of books, articles and studies available to policy makers and youth workers. These resources usually present basic research in the field of youth and offer information on the general characteristics of the population (either youth considered as a whole or a segment, e.g. rural youth) and the challenges it faces. Other resources include official reports at the EU, Council of Europe, national and local levels, analysing and giving recommendations from the perspective of political goals and practical, political measures. They are usually created through a wide consultation process that includes both young people and youth organisations, as well as the researcher's community. Various projects and initiatives are the key resources for young people and youth organisations. An additional and very important resource is linked to personal experience and

accounts and that can be found in blogs, stories and social networks, which are increasingly becoming a significant supporting tool for young people.

MAIN FINDINGS

In this section, we first briefly present each of the five pillars before laying out the results of a comprehensive analysis of existing and available resources. The following information is presented for each of the pillars: type of resource, name of the product, brief content outline, purpose of the resource, connection with other pillars and further observations.

Civic engagement

The field of monitoring, studying and supporting the link between civic engagement and learning mobility is only partially developed. Official documents state that the key goals of learning mobility are to address the development of democracy, the development of European identity among new generations, civic engagement and political participation. Nevertheless, existing tools and resources in the field do not provide a clear agenda, indicators, and toolkits for research, monitoring, improving, and mastering the wider spectre of learning mobility programmes.

The importance of this link has been recognised within Erasmus+ projects and mostly explored within its mobility framework. Focusing on the participants of the Erasmus+ projects, RAY uses a developed sociological and political science methodology for longitudinal monitoring of the relationship between mobility and civic and political engagement, representing a good research example in the area. However, most of this research is focused exclusively on participants taking part in learning mobility projects, not including the control groups of those who did not take part. Studies are also designed as post hoc research and do not measure the effects before and after the completion of the mobility programmes. Most small-scale projects do not measure these dimensions at all, or include only some aspects (for example, European identity). Small organisations and short-term mobility projects usually do not involve monitoring civic engagement practices during and after learning mobility activities. The analysis also points to a lack of standardisation of methodology (qualitative and quantitative) in this field.

The tools and resources analysed through this review recognise the effects of learning mobility at the individual, organisational and social level. However, the most developed indicators/measurements and tools regard the individual level. There is significantly less research and there are fewer recommendations focusing on the organisational level, while the effects of mobility at the community level have been even less explored.

Quality

There are several resources on the quality of learning mobility: reports, books, articles and tools on quality standards. The general aims of these resources are to present and analyse the quality and impact of mobility projects on the education system, institutions and participants (learners and staff) in the education, training and youth sectors. Furthermore, these tools and resources also put forward recommendations to beneficiaries on how to improve the implementation, positive impact

and quality of the programmes. These resources can be found mainly at the national and European levels.

Reports on the quality of learning mobility are focused on the quality of outcomes and presentation of good practices. Furthermore, there is a contextual element to the practices, since the quality frameworks of the learning mobility programmes tend to depend on each country context. In this sense, there are many reports, tools, initiatives and projects on learning mobility which are only available in national languages. The key methodological approach of the reports are mixed methods, tracer studies and online surveys.

Five quality dimensions are presented in the [Handbook on Quality in Learning Mobility](), developed by the EU-Council of Europe Youth Partnership: rationale, organisation, formal framework, resources and participants. The reports on quality in learning mobility are mainly focused on organisational issues but also address impact both at the individual and societal levels. The other quality dimensions are not significantly present in the reports and sources.

The second limitation of the reports is the time frame: since the 1950s, learning mobility in the youth field was included among other major areas of the Council of Europe. The Council of Europe was the first international organisation to address learning mobility in the youth field at the European level, in 1956. The main reports on learning mobility present the situation after 2000s. In this sense, the main focus of these reports is Erasmus+ programmes and projects and their impacts.

Competencies

Generally, based on the analysis of existing tools and resources, it can be concluded that it is acknowledged that the competencies developed through learning mobility programmes and projects have social effects. Yet, most of the studies do not delve into details to reveal the levels and degrees of the developed competencies and they mainly focus on the aspects of language and intercultural skills, European identity and personal development.

The competencies developed in mobility projects are the subject of a very specialised field which has attracted limited research studies so far. Furthermore, it is largely based on the evidence of personal experience assessed through surveys. For example, there is abundant literature on mobility as a tool for acquiring intercultural competences, but apparently very little on youth workers' or teachers' skills for guiding that same development of competences. The existing evidence also shows that the impacts of mobility are mainly assessed at the individual rather than at the social level.

Other limitations can be found when analysing the target groups, i.e. the majority of the existing evidence is based on mobility students' surveys, while there is no reference to the competencies of other mobile youth groups. This might not be the best approach to measure the social impact and youth competencies, since generalised trends and findings can only be established when the majority of the different mobile youth groups and the effects on those are researched.

When they are mentioned or addressed, competencies and their links to mobility are weakly put into practice and rarely validated empirically or tested in different cultural settings. Therefore, there

seems to be evidence to prove that more solid evidence and a more substantial level of research in the field of competencies, youth mobility and their social impact are valuable and needed.

Social impact

The tools and resources regarding social impact of learning mobility focus on the impact at the individual level and on the host society. At the individual level, tools and resources are focused on highlighting certain effects and behaviours of participants after joining a learning mobility programme (especially in volunteering or studying abroad). This social impact should, in fact, be considered as indirect, since it is not the learning mobility that necessarily leads to changes in terms of social impact, but it might have changed the behaviour or interests of volunteers or students, which induced a social impact. The more direct social impact is highlighted at the level of the hosting community or society. Here, the impact on education, intercultural understanding, diversity or democracy is mentioned. Almost no direct social impact on the sending community is analysed, nor do tools and resources focus concretely on this field.

The studies focusing on Erasmus+ Youth in Action programmes (e.g. the impact of EVS on local communities, RAY-LTE, RAY-MON – presented in the table for civic participation) point to a strong social impact of mobility. In addition, evaluation studies on AFS, IVS, or American Youth Exchange also provide items which can be applied to evaluate and assess social impact.

While the tools for measuring social impact and online resources with information and collections of methods and tools are available, these toolboxes do not focus directly on learning mobility, but rather on projects in general. Nevertheless, these approaches are still valuable to assess the social impact of learning mobility.

Policy briefs developed in the Horizon2020 project MOVE seem to hold special information value, since they address policy and ask for interventions and support, even considering that they are based on rather general observations. In this sense, these political interventions could have a strong impact on fostering and increasing social impact as described before.

Youth policy

Recent youth policy documents on the European level – either at the Council of Europe or the European Union – point to the value of intercultural dialogue (in youth work) and refer to mobility in (singular) general terms. This serves as implicit support of learning mobility. Direct connection of European youth policy and learning mobility can be found in the Erasmus+ programme, the European Solidarity Corps and in the European Youth Strategy. In the youth policy of the Council of Europe, the Partial Agreement on the European Youth Card is the most influential document regarding learning mobility.

Keeping the insights for social impact of learning mobility and on youth policy in focus, it seems necessary that the implementation of experience after returning should be highlighted in future. Additionally, the question of impact at the level of the community to which the young people belong should be raised and policy measures should be focused in the direction of activities that have a broader and longer lasting impact at the societal level.

Appendices: Tables for civic engagement, quality, competencies, youth policy and social impact

Legend

	Types of Resource
1	Tool
2	Project/initiative
3	Academic/scholarly/studies/case studies/books
4	Official reports/EU/government/Council of Europe
5	Web resources/blogs
6	News articles

	Pillars
1	Civic engagement
2	Social impact
3	Youth policy and learning mobility
4	Quality
5	Competencies

Civic engagement

Type of resource	Name/ (promoted/produced by)	Content (description)	Purpose	Connection to other pillars	Other observations
1	Student mobility and European identity (DAAD)	Special attention is given to the issues of whether and how Erasmus contributes to establishing a European identity among students.	The aim of the study was to foster various skills and competences of young people included in learning mobility projects and feeling of European identity in Europe.	2, 3, 4, 5	Focus on identity
1	Handbook on quality of youth mobility projects (EPLM)	"A set of 22 quality principles for mobility, which constitutes a tool for reflection to frame the overall discussion of quality in mobility; A set of detailed 119 quality indicators that function as a targeted checklist for practitioners to ensure that learning outcomes of the project, as well as issues linked to inclusion, health and safety for participants, their active participation in the process, etc. are safeguarded; A quality handbook that underpins the principles and the indicators with more extensive explanations and references to relevant resources that provide further information, relevant tools, or examples of implementation in practice".	"The aim of the tools is to reach a clear and shared understanding of what concept of "quality in mobility" actually is and to develop concrete guidelines and definitions that can help practitioners to achieve better quality in the projects they are undertaking."	2, 3, 4, 5	General approach to measuring the quality of projects
3	European Civil Society for Education Erasmus+ Implementation Survey Results - 2017 (Lifelong Learning Platform)	"Results of the survey is from a mix of European/international, national and local civil society organizations from 27 countries – all of the EU Member States, excluding Cyprus, Slovakia and Latvia – as well as Iceland and Turkey."	The aim of the book was to research the experience of beneficiaries in the fourth round of the Erasmus+ programme.	3, 4, 5	General satisfaction and mainly focused on civic engagement

3	Youth in Action Findings and Implications for Practice (RAY)	The study includes four areas: "1. The key principles of Youth in Youth in Action how they are expressed in the practice of the programme; 2. How learning takes place and practices of education and learning in Youth in Action; 3 the practice of project management in Youth in Action; 4. and the place of ideas about quality and practices related to quality in Youth in Action".	The aim of this brief is to give a summary of the data available in the RAY transnational studies.	3, 4, 5	Focused on Erasmus+/Youth in Action programmes
3	Good Practices on social integration of young migrants through participation (ODIHR)	The training manual comprises 10 modules focusing on different aspects of the migrant integration process in receiving countries.	The aim of the tool is to share examples of good practices on the promotion of social integration of young migrants through different participation activities.	2, 3, 5	Focused on immigrants
3	Our Space: Online Civic Engagement Tools for Youth	Research on interactive online civic engagement, exploring webpages and internet sites based around various web-based social tools.	The aim is to explore different forms of online civic engagement.		Research on online civic engagement
3	Learning mobility and non-formal learning in European contexts: Policies, approaches and examples (Council of Europe)	A book/collection of essays dealing with various aspects of learning mobility, including civic and political participation of young people.	The general aim of the book is to contribute to current debates on the learning mobility of young people and to exchange insights into quality factors and programme formats that contribute to the desirable impact of learning mobility schemes for young people.	2, 3, 4, 5	
3	Time to engage - Youth participation (CIE Sweden)	Using several non-formals tools and methods, the participants of the project Time to Engage (from eight different countries) present their engagement in the booklet.	"The booklet is an important document for all dedicated youth workers and leaders, as well as interested NGOs, National Agencies, decision makers and citizens, who are standing for active participation of youth, especially, in the democratic processes in their local communities		

			and in youth work."		
5	http://lllplatform.eu/learning-democracy-and-myeustory (Lifelong Learning programme)	Different personal stories about learning mobility experiences.	"The campaign of young Europeans (and beyond) who tell their personal story, as an attempt to share reasons to develop the learning dimension of our societies and wake consciousness in the continent."		
3	How European Voluntary Service Impacts Communities: Research Summary (EVS, Agency of international youth cooperation)	Research summary of main findings. Results, among others, show how the people involved contribute towards the meaning of the programme and what impact it has on them.	The aim of the research is to assess what happens in the organisations and the communities that host the European Voluntary Service volunteers.	2, 3, 4, 5	National focus
3	Study on the impact of Transnational Volunteering through the European Voluntary Service / Directorate-General for Education, Youth, Sport and Culture (European Commission)	Comprehensive study about impact of EVS on individuals, organisations and local communities. A special focus is also on participation in civic and political life of young people.	"The European Voluntary Service (EVS) Impact Study analyses the impact of EVS on individuals, organizations and local communities. It describes how 5 different types of EVS volunteers - 'Standard students', 'Mediterranean students', 'Experienced workers', 'Disadvantaged jobseekers' and 'Western pupils' - benefit differently from EVS."	2, 3, 4, 5	

3	The impact of European Voluntary Service projects on local communities (EVS)	Research summary of main findings. Results, among others, show how the people involved contribute towards the meaning of the programme and what impact it has on them.	The aim of the research is to assess what happens in the organisations and the communities that host the European Voluntary Service volunteers.		
3	Assessment of the social impact of volunteering in HLF-funded projects: Yr 3 Heritage Lottery Fund (Heritage Lottery Fund)	Among other results, this research shows that "volunteering helps people to meet with others from different age groups, but there is only a mild effect on volunteers' ability to get on better with those of differing ages. HLF volunteers have a strong sense of belonging and are extremely active in wider civic and civil life".	"The study examines the experience of volunteers within HLF-funded projects. The research is comprehensive and includes many relevant indicators related to learning mobility."		National focus
3	Measuring the Impact of Youth Voluntary Service Programs (The World Bank)	The study consists of a review of the current research on whether mobility contributes to youth development, a map of the gaps in existing research and a framework for evaluating youth service programmes.	One of the aims is to explore whether "youth service empowers young people to become more actively engaged in their communities and provides them with a means to do so, increasing the likelihood that they will stay involved in the future."	2, 3, 4, 5	
3	Transforming Communities Through Service: A Collection of the Most Innovative AmeriCorps State and Volunteer Generation Fund Programs in the United States (Innovations in Civic Participation)	The study addresses 32 case studies from 21 states in the USA. The cases are grouped by the issue area in which they have an impact, where civic engagement is one of the areas.	One of the aims is to find programmes that provide opportunities for citizens to play an active role in addressing community needs.		

5	www.icicp.org/ (Innovations in Civic Participation)	"Innovations in Civic Participation (ICP) is a global leader in the field of Youth Civic Engagement. ICP envisions a world where young people in every nation are actively engaged in improving their lives and their communities through civic participation."		2, 3, 4, 5	
2	Innovations in International Youth Volunteering (The International Forum for Volunteering in Development)	The forum regularly commissions and shares research on issues related to international volunteering that is relevant to its members and in the wider development discourse.	The forum regularly shares information and contribute in developing good practice and co-operation across the international volunteering and development sectors.	2, 3, 4, 5	
3	Effects of International Volunteering and Service: Individual and Institutional Predictors (VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations)	The paper recommends a model that suggests that effects for host communities, volunteers and sending communities vary depending on individual and institutional characteristics and capacities.	Academic research paper		
3	Perceived Impacts of International Service on Volunteers: Interim Results from a Quasi-Experimental Study (Global Economy and Development)	Findings in the paper suggest that international service has an important role in promoting international perspectives, relationships and interests.	Academic research paper		

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4	[DiscoverEU for all: travelling, learning & volunteering](#) (European Youth Forum)	The text represents situation of the European Youth Forum on the new DiscoverEU action for the Erasmus programme 2021-2027. It examines the proposal from a youth perspective and outlines proposals as to how to improve the action and make it aligned with the idea of youth organisations for the Youth Chapter.			
3	[Young People And Democratic Life In Europe](#) (European Youth Forum)	"The study looks in particular at the situation in six broadly representative countries, opting for "the most different" model of case selection: Croatia, Estonia, Georgia, Poland, Spain, and the United Kingdom were selected."	This study offers an outline of the themes and trends around the subject of young people's association with democratic life in Europe.		
2	[Study abroad for global engagement: The long-term impact of mobility experiences](#) (Lifelong Learning programme)	The study employs a tracer study and mixed-methods research design. Survey results from 6 391 study-abroad participants indicate that to study in a foreign country has impact on five dimensions of global engagement (civic engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity).	The paper reports on the initial results of a research project, Beyond immediate impact: Study abroad for global engagement (SAGE), which look at the impact of studying abroad on various forms of global participation.		

3	[Study On The Impact Of Learning Mobility: Investigation Of The Impact Of Mobility On Language Skills, Intercultural Skills, Professional Skills And On The Sense Of European Identity](#) (Lifelong Learning mobility)	The study is carried out by the project "Europe mobility" and explores the effect of learning mobility on different skills: language skills, intercultural skills, professional skills and a sense of "European identity". "The study compares self-assessment data between learners, who have been broad for at least one period for learning and/or working (mobile group) and learners, who have never been abroad for learning and/or working (control group)."	The aim of the study is to "improve the skills of young people particularly language skills, intercultural skills and professional skills in order to improve the employability of young people".	2, 3, 4, 5	Small-scale research
3	[Erasmus+ Higher Education Impact Study](#) (European Commission)	The study examines the degree to which the expected effects of the programme occur and for which groups of applicants. The results are aimed to support further development of the programme and its design.	The main objective of the study is to evaluate the impact of the Erasmus+ programme on higher education students, staff and institutions across multiple dimensions.	2, 3, 4, 5	Focused on Erasmus+ programmes and European identity
3	[Exploring Erasmus+ Youth in Action Effects and outcomes of the Erasmus+ Youth in Action Programme from the perspective of project participants and project leaders](#) (RAY)	The analysis includes data on four "activity types": 1 Youth Exchanges (YE; Key Action 1) 2 European Voluntary Service (EVS; Key Action 1) 3 Structured Dialogue (SD; Key Action 3) 4 Mobility of Youth Workers (YWM; Key Action 1) 5 Transnational Cooperation Activities (TCA)	This study presents a transnational analysis of the results from surveys between October 2017 and April 2018 with project participants and project leaders/team members involved in Erasmus+ Youth in Action projects.	2, 3, 4, 5	Focused on Youth in Action programme
3	[Long-Term Effects Of Erasmus+: Youth In Action Draft Interim Transnational Analysis 2018](#) (RAY)	The RAY study presents a transnational analysis of the results from surveys and interviews between 2015 and 2017 with project applicants, project leaders and team members involved in E+/YiA projects.	The results of the study suggest that Erasmus+: Youth in Action programmes do contribute to participation and citizenship competence and practice of participants involved.	2, 3, 4	Focused on Erasmus+/Youth in Action programmes

2	[Ray Research Projects](#) (RAY-CAP)	The RAY-CAP research project includes several dimensions: • competence development of youth workers and youth leaders, in particular in the framework of E+/YiA; • transfer of learning outcomes from training and support activities to youth work practice and policy; • transfer of learning outcomes from training and activities to organisations, platforms and networks; • long-term systemic effects of training and support activities.	The aim of the project is competence development and capacity building of youth workers and youth leaders involved in training/support activities in Erasmus+ Youth in Action. Some 16 RAY Network members were involved in the project.	2, 3, 4	Focused on Erasmus+/Youth in Action programmes
2	[Ray Research Projects](#) (RAY-LTE)	The RAY-LTE research project includes several dimensions: • competence development through formal and informal learning in Erasmus+: Youth in Action projects, with a special attention on participation and active citizenship competences • long-term effects of participation and active citizenship practice.	The research project examines participation and citizenship of the actors involved, development of participation and citizenship competences and practices. Some 10 RAY network members were involved in the project.	2, 3, 4	Focused on Erasmus+/Youth in Action programmes

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2	Ray Research Projects (RAY-MON)	The RAY-MON research project includes several dimensions of interest: • the effects of projects on the participant, and organisations and on the local environments of these projects; • the access to Erasmus+ Youth in Action at the level of young people, organisations, bodies and groups in the youth field; • the profile of participants, project leaders, members and organisations; • the management of projects; • project implementation	The project aims to contribute to monitoring and developing Erasmus+: Youth in Action and the quality of projects supported by it. The action is a co-operative activity of all RAY Network members.	2, 3, 4	Focused on Erasmus+/Youth in Action programmes
2	www.ymobility.eu/	Multifaceted international scientific research project.	YMOBILITY develops a broad research programme which addresses the following issues: "(i) identifying, and quantifying, the main types of international youth mobility in the EU, and their key characteristics; (ii) understanding what determines which individuals do and which do not participate in international mobility as personal and professional development strategies: their motives, migration channels and information sources; (iii) analysing the individual outcomes in terms of both employability and careers and non-economic terms; (iv) analysing the territorial outcomes for the regions of both origin and destination, in economic, demographic and cultural terms; (v) differentiating between short-term and long-term outcomes, taking into account return migration and future intentions to migrate; (vi) identifying implications for policies in migration but also of education, the economy and housing."		

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2	http://move-project.eu/	The general motivation of the MOVE project is to provide a research-informed impact towards an improvement of the conditions of the mobility of young people in Europe.	The main research questions are: "how can the mobility of young people be 'good' both for socio-economic development and for individual development of young people? And what are the factors that foster or hinder such beneficial mobility?"		
3	Mapping mobility – pathways, institutions and structural effects of youth mobility Deliverable N° 6.7 Final Public Project Report (MOVE projects)	Research report of the MOVE project. It summarises the first results of the project.	Research report of the MOVE project. It summarises the first results of the project.		
3	Everybody Counts! A Handbook on Inclusion and Participation of young people in Eastern Partnership Countries / (EaP CSF and NED)	The handbook has the following points as crucial: "Lack of language skills and financial barriers present major obstacles to mobility. • Peer and family support, both financially and psychologically, can be crucial during the mobility experience. Mobility may occur as a result of a personal choice, collective decision making (family, peers) or institutionally (firm, company, school etc.) but the youth mobility experience must give young people some autonomy, and the organizations involved in mobility programmes must be transparent in their functioning."	The aims of the tool are to tackle youth inclusion and participation issues and to include them in the youth strategies and policies in Armenia, Moldova and Ukraine and to contribute to the efforts of improving youth participation in the Eastern Partnership countries.	2, 3, 4, 5	

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1	Partnerships for Participation (International Falcon Movement-Socialist Educational International)	The handbook is divided into three parts. The first part presents the different concepts of children's participation. The second part is more explicitly aimed at educators, where many tips for participation work are included. The third part includes educational methods on participation to use with children based on their experience.	The aims of the tool are to raise awareness of the significance of children and youth participation and to support educators in similar programmes.		
5	https://europa.eu/youth/solidarity/video_en	Stories of young people engaged in volunteering activities	Promotion of volunteering activities		
5	https://europa.eu/youth/EU/volunteering/volunteer-stories_en	Stories of young people engaged in volunteering activities	Promotion of volunteering activities		
3	The contribution of youth work in the context of migration and refugee matters A practical toolbox for youth workers and recommendations for policymakers (Directorate-General for Education, Youth, Sport and Culture (European Commission))	The expert group that includes policymakers, researchers and practitioners defined the role of youth work when dealing with the integration of young migrants. These dimensions prove to be crucial: "young migrants in need of safety, young migrants in uncertainty, young migrants with a long-term perspective and the hosting society."	The toolbox is designed for youth workers who deal with the integration process of young migrants. It provides tips, instruction and guidance to youth workers and youth organisations.		
4	Their Future is our Future: Youth as Actors of Change (Directorate-General for Education, Youth, Sport and	Collection of the projects dealing with young people including projects of learning mobility	The booklet gives an overview of the most relevant projects on youth and youth-related policies.	2, 3, 4, 5	

	Culture (European Commission))				
4	Quality Youth Work A common framework for the further development of youth work (Directorate-General for Education, Youth, Sport and Culture (European Commission))	The report demonstrates the importance of systematic and holistic quality approach, (including the youth work context, from young people to the political level) for enhancing quality and the recognition of youth work.	The aim of the report is to raise awareness "that the present resources and support available for youth work does not meet the steadily growing expectations for both quantitative and qualitative outcomes."	2, 3, 4	Not directly connected to learning mobility

Quality

Type of resource	Name / (promoted /produced)	Content (description)	Purpose	Connection to other pillars	Other obs.
3	Mobility in Erasmus+ 1 First results in the fields of school education, higher education and adult education. [Italy] Agenzia Nazionale Erasmus+ (INDIRE)	The resources describe and analyse Staff Learning mobility Erasmus+: first results in the field of school education and in the field of adult education.	The analysis builds on the results of the implementation of mobility projects and emphasises critical issues and innovative aspects introduced by the structural changes of the European Union programme.	5	

3	A path is made by walking. Analysis of UK Outward Student Mobility in 2013-14 and 2014-15 (Joan-Anton Carbonell Porro Kingston University)	- The typology of outward student mobility - The destinations of UK mobility students - The mobility of British students - The total number of students going abroad -The result of student mobility in the UK countries: how many students graduate with international experience? -Comparison with other European countries -Kingston University: a case study	This report focus on and describes the current situation of outward mobility, although some mobility data was not included in the HESA return.		
3	Should I Stay or Should I Go? Museums and heritage staff development and student learning from the Erasmus+ international mobility programme' in Journal of Education in Museums issue 39 ([United Kingdom] British Council, in partnership with Ecorys UK)	An analysis of participant report (survey) responses from participants in museum and heritage-based Erasmus+ mobility projects from 2014 to 2017. The article explores the relevance of Erasmus+ to priorities in the cultural and heritage sector.	Impact assessment is the process of examining the effect of Erasmus+ activity on individuals, organisations and society. The effects could be positive or negative, intentional or accidental, short- or long-term.		www.frse.org.pl/research-mapping/

3	Erasmus… and what next? Tracer study on education and careers of Polish students participating in Erasmus mobility projects, ([Poland] Foundation for the Development of the Education System (FRSE))	The analysis of career pathways of higher education students participating in mobility projects under the Erasmus and Erasmus + programmes carried out by FRSE combines two research schemes: tracking (cross-sectional) and panel (longitudinal). The results presented in the report refer to the research carried out with the use of the tracking method. It was initiated in 2017, when a pilot study was carried out in a group of three thousand respondents. The first measurement began in November 2017 and ended in January 2018. The study showed how the transition from education to the labour market takes place; career pathways of Polish universities graduates; and how the mobility projects influenced the lives of their participants. Participants of mobility projects under Erasmus + and Erasmus programmes took part in the survey, i.e. students who studied or completed apprenticeships abroad .	The study aimed to verify how the transition from education to the labour market took place, how the Polish university graduates' careers progressed and how mobilities abroad impact the lives of grant holders. The study covered participants of mobilities under the Erasmus+ (Higher Education sector) and Erasmus programmes, i.e. students who had been awarded grants to undergo a study period or serve a work placement abroad.	5	.
3	Is mobility the key to a successful career? Tracer study report on vocational learners with transnational mobility experience ([Poland] Foundation for the Development of the Education System (FRSE))	The research refers to the issue of competence development, choice of vocational pathways of VET school students, as well as cultural and social aspects, including mobility aspects within the EU in terms of education, residence and work. The research was carried out in 2017 (desk research and development of methodology – first quarter of 2017; quantitative and qualitative research – second quarter of 2017).	The aim of the research was to collect information on the educational and career pathways of mobility participants within the framework of the Erasmus programme (including Leonardo) in order to assess whether and to what extent programme mobility had affected the careers of their participants.	5	

3	The Evaluation Study to Find out the Problems Faced by Grant Beneficiaries within the Erasmus+ Process of 2014-2016 and to Propose Solution Recommendations, ([Turkey] The Centre for European Union Education and Youth Programmes (CEUEYP))	Analysing and reporting qualitative research results specific to programmes made it possible to identify recommendations for remedial actions which contribute to further improvement of effectiveness and efficiency in project management.	The aim of the study is to reveal the problems encountered by grant beneficiaries and participating institutions during the project cycle management.		.
2	Creating a network of Quality Ambassadors (the European Platform on Learning Mobility (EPLM))	To increase the knowledge and use of these two brand new tools across Europe, the team of the EU-Council of Europe Youth Partnership (co-ordinating EPLM), in co-operation with the SALTO Inclusion and Diversity Resource Centre ,organised a meeting to create a network of Quality Ambassadors (multipliers).	Objectives: • to get to know the two new EPLM quality tools in more detail; • to discuss and design a dissemination and usage plan at European and national level; • to enhance the content of the app, and envisage possible developments for the handbook.		
1	Quality Mobility App (Q! App for the friends)	This Quality Mobility App (Q! App for the friends) has been developed in the framework of the European Platform for Learning Mobility (EPLM) in line with the European Quality Principles for Learning Mobility.			

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| 1 | HANDBOOK ON QUALITY IN LEARNING MOBILITY (EU-Council of Europe Youth Partnership) | The handbook presents the learning mobility quality framework: 22 principles and 119 indicators in five dimensions: rationale, organisation, formal framework, resources, participants. | "In recent times, learning mobility has received growing recognition as a valuable educational tool. More and more young people and other actors are getting involved while more and more funds are being made available for learning mobility projects. While this is a very positive fact, and comes as a recognition of the value of learning mobility for young people in the youth field and in non-formal learning contexts, it inevitably brings the issue of quality to the fore, since how can we ensure that this investment we are making in learning mobility – in terms of time, efforts and money – actually brings about the results that we are aiming for? By trying to answer this crucial question, through this comprehensive set of tools, our ambition is to ensure that quantity of learning mobility activities in the youth field does not come at the detriment of their quality." | | |

3	Conceptual background paper Quality in learning mobility	"This background paper will therefore initially and in a very general way examine notions of quality and hold these up against the phenomenon of learning mobility with a view to eliciting the questions that can frame the discussion. Afterwards, it will try and provide answers – or perhaps more humbly: steppingstones to the answers – by drawing on relevant policy and practice, as well as theory and evidence."	"This paper is designed as an input to the discussion on quality in learning mobility in the context of the European Platform for Learning Mobility (EPLM). It is accompanied by a draft for a concrete quality framework (quality criteria for learning mobility in the field of youth)."		
4	Towards an Erasmus School Mobility Charter	Charter holders should meet certain criteria (i.e. inclusion of newcomers and evidence of outreach, quality of learning mobility, experience in the development of internationalisation plans for educational institutions, and experience in managing grants), in order to submit simplified Key Action 1 applications with a consortium of partners (such as schools, pupil exchange organisations, and public authorities) which could vary over the years.	An Erasmus School Mobility Charter could be a way for organisations experienced in pupil and/or school staff mobility to support and reach out to schools struggling to use the programme and access a simplified procedure to apply for a number of mobilities every year under Key Action 1 for the whole duration of the funding programme.		
3	The Quality Observatory & Toolbox for Mobility	"This publication offers an overview on various initiatives and projects accomplished across Europe to support quality in learning mobility. This document is focusing on the Quality Observatory and Toolbox for mobility, developed by the following steps: 1. Collecting and analysing good practices 2. Defining a framework to map the good practices 3. Selecting the quality criteria to define quality in mobility 4. Collecting the methods to realize quality in mobility	"This publication represents a tool to support and promote quality in transnational learning mobility."		

		5. Selecting the indicators and benchmarks to measure quality in mobility. "			

Competencies

Type of resource	Name (promoted/produced by)	Content (description)	Purpose	Connection to other pillars	Other observations
4	The determinants of international student mobility flows: an empirical study on the Erasmus programme	The report presents a brief history of EU support to student mobility, an overview of the trends in student mobility, a conceptual framework to analyse mobility, the determinants and impacts of students' mobility.	To give a short review of mobility determinants (socio-economic background, language skills, general motivations, etc.) and impacts (labour market outcomes, language, personal and cultural outcomes, identity).	4	This report reviews the existing evidence on the factors that determine the decision to study abroad and the impacts of that decision, mainly at the individual level.
3	Does Student Mobility During Higher Education Pays? Evidence From 16 European Countries https://publications.jrc.ec.europa.eu/repository/handle/JRC83872	The study provides insight into distributions of data in the mobility group and in the control group; the study supports several assumptions about the impact of mobility on the learner's skills and competencies and on learners' "European identity".	To investigate the impact of learning mobility on language skills, intercultural skills, professional skills and the impact on a sense of "European identity". The objective of this study is to analyse the impact of mobility on the development of skills and competences of learners.	4	The study is focused on one target group – students. Only language skills, intercultural skills, and professional skills have been analysed in the report.

3	"Learning mobility, social inclusion and non-formal education. Access, processes and outcomes" (Maurice Devlin (Editor-in-Chief), Soren Kristensen, Ewa Krzaklewska, Magda Nico)	This book addresses the questions of how learning mobility can be used as a tool for inclusion, providing disadvantaged and excluded people with opportunities and assets, and how focusing on inclusion can become a more intrinsic part of learning mobility projects and initiatives.	To provide an explanation of the main concepts and issues in the light of current developments in youth policy and practice in Europe.		The book highlights challenges relating to learning mobility and disadvantaged young people.
3	"The Impact of International Student Mobility in Romania", (Anatolie Cosciug)	The article emphasises possible consequences and how return environments may benefit from students' international experience. Significant differences are detected in terms of students' impact on the education system and on the working environment.	To examine the impact of Romanian international mobile students on the origin communities.	4	Only the Romanian case study of learning mobility is analysed. Only language and academic knowledge are taken as the main conclusions. Limited target group – students.
3	"The Erasmus impact study" (European Commission)	The study on the impact of the European Union's Erasmus student exchange programme shows that young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transverse skills. The study is based on a mixed-methods approach to research, merging large-scale quantitative surveys with qualitative surveys	To analyse the effects of mobility on the skills and employability of students and the internationalisation of higher education institutions		

		of various target groups and control groups of mobile and non-mobile individuals. Empirical, perceptional and attitudinal items were combined to explore the effects of Erasmus mobility.			
3	"International youth projects benefit most those with fewer opportunities" (SALTO-YOUTH resource centre)	The study contains comparisons of the international mobility projects' impact on the competencies, behaviour and values of young people with fewer opportunities (as well as 'well-off' young people with most opportunities.	To measure the effects of mobility.		
3	"Exploring Erasmus+: Youth in Action. Effects and Outcomes of the Erasmus+: Youth in Action Programme" (Doris Bammer, Helmut Fennes, Andreas Karsten)	This study presents a transnational analysis of the results from surveys between October 2015 and April 2016, with project participants and project leaders/team members involved in Erasmus+ Youth in Action projects.	To analyse effects and outcomes of the Erasmus+ Youth in Action programme.		

Social impact

Type of resource	Name (promoted/produced by)	Content (description)	Purpose	Connection to other pillars	Other observations
3	Hechenberger, E. (2019). The impact of international volunteers on education quality in developing countries – An assessment of organisations' volunteer recruitment and management practices. *Iberoamerican Journal of Development Studies* 8(2):142-170. DOI: 10.26754/ojsried/ijds.4216	Research article on the impact of international volunteering on social development – specifically on education in the host community.	Identifying social impact of volunteer activity abroad.	3	
3	Roman, M.; Paraschiv, D.M: The young entrepreneurs of Europe and the role of international mobility in: mfiteatru Economic, 21(Special No. 13), pp. 763-777. DOI: 10.24818/EA/2019/S13/763	Research article on the correlation of mobility and entrepreneurial development.	Highlighting the impact of mobility on the entrepreneurial skills.		
3	Hansel, Bettona: AFS Long Term Impact Study	Report on the impact of the student mobility programme AFS.	Highlights the importance of learning mobility for future acceptance of diverse living.		

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3	Paige et al: Study Abroad For Global Engagement: The Long-Term Impact Of Mobility Experiences	Research on the impact of studying abroad on the individual level, shows strong effect on social entrepreneurship.	Highlighting the positive impact on education, career and social engagement of learning mobility.		
3	Hammer: Assessment of the impact of the AFS Study Abroad experience	Report highlights the positive impact of AFS study abroad experiences on living together in diverse societies.			
4	Policy brief on youth mobility with general EU recommendations MOVE project – Mapping Mobility Pathways, Institutions and Structural Effects of Youth Mobility.	Proposes changes in EU mobility programmes to enhance social inclusion.	Highlighting impact of mobility programmes on social inequity.	3	
4	European policy brief 1 MOVE project — Mapping Mobility Pathways, Institutions and Structural Effects of Youth Mobility. http://move-project.eu/fileadmin/move/downloads/MOVE_Policy_Brief_I_EN.pdf	Policy brief developed from data from EU mobility programmes pointing to the unequal distribution between centre-receiving and periphery-sending countries.	Highlighting the positive effect of volunteer mobility on altruistic attitudes.	3	
4	European Policy brief 2 MOVE project — Mapping Mobility	Policy brief developed in the MOVE project, analysing existing EU mobility programmes data and in-depth interviews.	Proposing development of EU mobility programmes to reach new groups (social inclusion).	3	

	Pathways, Institutions and Structural Effects of Youth. Mobility.				
1, 5	inFocus: 7 steps to effective impact measurement	Overview on planning and methods to measure social impact.	Description of social impact, description of methods.	4	
5	ImpactInFocus tools and resources	Collection of tools and resources in connection to social impact assessment.	Searchable online data base of methods for delivery agencies, funders, policy makers.		
1, 5	NGÒ impact toolbox,	Guideline on how to assess impact of projects.	Toolbox.		
1	Workshop on low/medium season tourism for seniors and youth in Europe	Materials on the economic and social impact of tourism (e.g. youth hostels).	Highlights the influence of low/medium season mobility on employment.		
1, 2	ESF Germany: Integration through exchange ESF TLN	Information on an ESF programme in Germany focusing on the integration in the labour market for disadvantaged youth. ESF TLN offers this in various countries.	Transnational exchange programme to empower disadvantaged youth.		
2, 5	Impact of Work camps,	Explains the impact of work camps for volunteers and for the community.	Interesting result maps, a good form of presenting the impact of mobility.		
3, 4	Intermundo: Impact Compendium on Youth Exchange	The report is based on a literature review, highlighting the effects of intercultural exchange (including mobility).	It shows the social impact of exchange (learning mobility) on intercultural competences, employment.		

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Youth policy

Type of resource	Name (promoted/produced by)	Content (description)	Purpose	Connection to other pillars	Other observations
4	COUNCIL RECOMMENDATION of 20 November 2008 on the mobility of young volunteers across the European Union	EU political support of youth mobility for volunteering.	Recommendation to the EU member states to foster and promote mobility.		
4	European Quality Charter on Mobility	The recommendations highlight the effect of learning mobility.	Offers a quality framework in the field of learning mobility.	4	
4	The European Union Youth Strategy 2019-2027	New EU youth strategy.	Mobility plays an important role in the area "connect". Learning mobility, specifically also plays a key role in the area "empower".		
4	EU Programme: Youth on the MOVE	Outline of the Europe 2020 programme.	Overview of EU mobility programmes.	3	
4	European Commission: Evaluation of the EU Youth Strategy and the Council Recommendation on the mobility of young volunteers across the EU		Highlights the *ex ante* impact assessment and actual impact of mobility on social impact of mobility of volunteers.		
5	Erasmus+	Description of the Erasmus+ mobility programmes			

| 2, 4, 5 | [Partial agreement on Youth mobility through the Youth Card](#) | The European youth card was established in 1991; among the major areas of the programme are youth employability and active citizenship. | Description of the partial agreement, and under the link to EYCA (https://www.coe.int/en/web/youth/eyca) the programme areas are described. | | |