

M12.1 - Development of baseline indicators for measuring impact

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1. Introduction

The primary objective of Task 12.1. is to develop mechanisms for monitoring and maximizing the impact generated by the YUFE Alliance within its current Higher Education Institution partners, as well as those that will be integrated in the future. This includes considering the impact on immediate stakeholders such as students and learners, as well as the wider ecosystem within the quadruple helix.

This alignment corresponds to the effort to create partnership schemes and collaborations with external stakeholders. Particularly, when our aim is to expand our activities, outcomes, and vision beyond the Alliance, it becomes crucial to have a comprehensive understanding of the distinctive aspects that set YUFE apart from other Alliances and other high education as well as its added value within the wider education sector and to partner institutions.

Hence, we need to recognize the overreaching impact of YUFE as a transformative driving force, a pan-European model of a student-centered, equalitarian, open, and inclusive European University that reinforces the structural collaboration within the framework of the quadruple helix concept.

Impact is a broad term that can be defined in many different ways. In general, impact refers to the change or effect that something has. It can be positive or negative, direct, or indirect, short-term or long-term. Understanding impact involves recognizing the broader implications of an intervention that was previously absent and its contribution to transformative change. It is important to differentiate between impact and effectiveness, as these concepts bear similarities but are not identical.

Effectiveness primarily revolves around the attainment of explicitly stated objectives. On the other hand, impact encompasses higher-level effects that transcend the mere fulfilment of deliverables and objectives. For instance, certain project actions may exhibit effectiveness in achieving their intended goals but lack the transformative power to engender the desired higher-level or transformative change.

Hence, the impact of YUFE pertains to the ultimate significance and transformative effects of YUFE, emphasizing the added value and transformative potential of the YUFE Alliance. It encapsulates what is accomplished within and attributed to the Alliance, outcomes that would not happen without its existence. Transformative change is the profound and lasting alteration of educational, social, economic, or political systems, aligned with sustainable development goals.

YUFE's transformative change lies in the transformation of the European higher education and research landscape through its pioneering student-centred, open-curriculum approach, equitable and inclusive values, and strong collaboration with non-academic stakeholders. YUFE is a leading example of a pan-European university for the future, recognized as a socially responsible European University with a broad impact beyond its partner universities. YUFE's impact is captured in YUFE Pillars, the fundamental dimensions of YUFE's mission and strategic actions.

2. Scope of the work of the Task 12.1 – Impact¹

It is extremely important to have a clear picture of the scope of work for the task because the scope of the work sets the boundaries of what it is included under the work of the task and what it is not.

The scope of the work is explicitly derived from the work plan of the project and is an irreplaceable part of the Grand agreement. It includes the description of the task, the upcoming milestone (month 12) and the final deliverable (month 48).

2.1 Description of the Task

The task will develop the mechanisms **for the a. monitoring and b. maximisation** of impact created by the YUFE Alliance **within the current 9 HEI partners** (as well those that will be integrated in the future), **their immediate stakeholders** (e.g., their students) and **the wider ecosystem** (quadruple helix). Creating strong connections with stakeholders and fostering their engagement will aid sustainability by building long-term stakeholder commitment.

In order to do so, we will develop targeted indicators for monitoring impact (**quantitative and qualitative indicators**). Impact measures will include:

- **policy** impact (e.g., contribution to EC policy reports, recommendations)
- **societal** impact (e.g., debating with citizens, white papers)
- **economic** impact (services rendered/grant applications succeeded)
- **scientific/research** impact (e.g., articles), wider impact (participants in open events)
- **enabling** impact (new YUFE students, new joint YUFE research projects) etc.

The initial situation (baseline) will be clearly defined at the beginning of the project in order to monitor the achievement of the agreed indicators from that point forward by **using analytical tools such as impact measurement through KPI monitoring and assessment of key stakeholder engagement**. Monitoring activities will take place continuously starting from the point in which first interim deliverables are developed.

2.2 Milestone

Baseline indicators will be developed as the first step towards measuring impact of YUFE on its wider ecosystem (quadruple helix). **This milestone will mark the beginning of operational work** on impact assessment and maximisation.

2.3 Deliverable

The Deliverable will analyse the outcomes of Task 12.1 and provide an analytical overview of: 1) **activities conducted to measure impact**, 2) **results of impact monitoring**, 3) **suggestions for improvement and next steps** (e.g., corrective actions).

¹ Proposal, p.110 (Work Plan)

Based on the three requirements (description, milestone, deliverables) the scope of work entails developing mechanisms to monitor and optimize impact in relation to the key stakeholders or target groups. This will be achieved using targeted indicators, like Key Performance Indicators (KPIs), which will enable us to measure impact in these key stakeholders effectively.

3. What is YUFE Impact

3.1 Vision of YUFE in relation to Impact²

YUFE's vision of a student-centred, equalitarian, open, and inclusive European University is founded on the commitment to build a truly innovative European University which goes beyond the traditional internationalisation of the status quo and is instead based on offering completely new models of education, research, and pathways towards societal impact at the local, regional and European level.

Therefore, YUFE is focused not only on offering an international version of existing activities, services, and products, but even more so on building pioneering models of offer for **students, staff, and other local, regional, and transnational stakeholders (highlighted again the impact on the key stakeholders- targeted groups).**

3.2 YUFE Impact definition³

Contribution to **regional development** and **societal impact** has been immediately prioritised in order to contribute to solving the challenges that European societies face. As a result, YUFE is already now contributing to all dimensions of the future European Higher Education Area (EHEA) and generates European added value through the concrete opportunities offered **to students, staff, learners, and citizens.**

In YUFE 2030, the YUFE Alliance aims to build upon the solid groundwork set in the pilot phase to implement a long-term education strategy, establish a European higher education inter-university campus, and build European knowledge-creating teams in YUFE 2030.

To demonstrate the **impact of achieving our ambitions established both at the onset of our project and now, we connect to our seven Pillar YUFE Vision 2030** (pillars overarching foreseen impacts). The scale of our efforts across nine universities, non-HEI partners and our local ecosystem will allow YUFE to be not only innovative, but truly impactful in the short-, medium- and long-term.

Pillars:

1. Pillar I: YUFE Identity – from values to policies and actions
2. Pillar II: Education for the Future
3. Pillar III: YUFE Academic Research and Innovation
4. Pillar IV: Societal impact of YUFE

² Proposal, p.18

³ Proposal, p.53

5. Pillar V: YUFE Digital University
6. Pillar VI: YUFE Institutional Development
7. Pillar VII: Dissemination and Capacity-Building

4. Overall approach of managing and monitoring Impact

In our work, we went beyond the scope outlined in section 1 and adopted a more comprehensive approach. We considered both section 1 and section 2, which have a broader impact, as the foundation for determining the appropriate methodology to manage and maximize impact. Consequently, Task 12.1's impact approach took into account the key stakeholders that are currently impacted or will be impacted by the YUFE Alliance, as well as the overarching foreseen impacts represented by the YUFE pillars.

4.1 Quantitative and qualitative impact aspect – Inclusive approach

- Defining the target groups as the key stakeholders - relate the pillars with the WPs, **General expected Impacts**, and the Impacts measures (Table 1).
- Defining the explanation for each impact measure (p.111 of the proposal) (Table 3) and relate them with the related impact values (Data derived from p.54 of the proposal) (Table 2).
- Involve WP leaders in receiving feedback on the impact measures and the monitoring part (Table 4, Table 5, Table 6, and Table 7)
- Consolidate all the data under the **General expected Impacts** (narratives - quantitative and qualitative indicators)

Starting from the **General expected Impacts** to end up with **General Expected Impacts** after considering **Target groups (key stakeholders)**, **Pillars**, **Definition / Explanation of Impacts and Impacts values**, **WPs and related deliverables** and in order to **set the mechanisms for monitoring the Impact within our Task**.

Table 1 Target Groups

Target Groups	YUFE Friends (businesses, civic actors, citizens, and organisations)	TG1
	Higher Education Stakeholders (Universities (Institutes, Secondary schools), University Alliances and Networks - within and beyond the EU)	TG2
	Decision makers (European Commission, governments, local and national ministries)	TG3
	Students, Lifelong Learners, and Staff (academic/research/admin)	TG4

Table 2 Pillars - WPs - General Expected Impacts - Impact Measures

Pillar	WP	Proposal: General Expected Impacts	Impact Measures
Pillar I: YUFE Identity – from values to policies and actions	WP9 Equity, Diversity, and Inclusivity	Deep Institutional Cooperation and Transformation	Policy
	WP10 Quality Culture		
Pillar II: YUFE Education for the Future	WP2 YUFE Student Journey	Education, Lifelong Learning, Innovative Pedagogies and Student Mobility	Scientific (Educational/Research) Economic
	WP3 YUFE Lifelong Learning		
	WP5 YUFE Responsible, Interdisciplinary and Inclusive Research		
	WP6 YUFE Approach to Doctoral and Postdoctoral Training		
	WP7 YUFE Entrepreneurship and Innovation		
Pillar III: YUFE Academic Research and Innovation	WP5 YUFE Responsible, Interdisciplinary and Inclusive Research	Digitalisation, Inclusion and Openness	Scientific (Educational/Research) Economic
	WP6 YUFE Approach to Doctoral and Postdoctoral Training		
	WP7 YUFE Entrepreneurship and Innovation		
Pillar IV: Societal Impact of YUFE	WP7 YUFE Entrepreneurship and Innovation	Digitalisation, Inclusion and Openness	Societal Wider
	WP8 Community and Civic Engagement		
Pillar V: YUFE Digital University	WP11 Digitalisation	Digitalisation, Inclusion and Openness	Societal Wider
Pillar VI: YUFE Institutional Development	WP1 Management, Coordination, and Institutional Development	Deep Institutional Cooperation and Transformation	Policy
	WP4 YUFE Staff Journey		
	WP9 Equity, Diversity, and Inclusivity		
	WP10 Quality Culture		

Pillar VII: YUFE Dissemination and Capacity-building	WP1 Management, Coordination, and Institutional Development	Deep Institutional Cooperation and Transformation	Societal Wider
	WP12 Impact and Dissemination		

Table 3 Strategic Impacts (Definitions) – Impact Values

1. Strategic Impacts (proposal, pp. 97-98)	Impact Values (proposal, pp. 90-97)
Policy Impact: - contribution to local policy development, community-building programming support, capacity building (Cities and municipalities) - insights from HEIs and the industry inform the EU policies, access to useful tools for the enhancement of education, research, and innovation (Policymakers) - contribution to EC policy reports and policy recommendation (Governments)	Equity, Diversity & Inclusivity
	Quality culture
	Digital security
	Staff development and life-long learning
	Integrated joint long-term strategy for education
	Responsible, Interdisciplinary and Inclusive Research
Societal Impact: - responsive integration of YUFE student programmes in facing real world societal challenges, establishing partnerships (NGOs)	Service to Society
	Service to Society through Research and Innovation
	Service to Local Communities
Economic Impact: - networking opportunities, new partnership formation (Higher Education Institutions (HEIs)) - potential integration of YUFE student programmes for support in real-world economic challenges (SMEs and start-ups) - partnership opportunities for joint (European) funding applications	<i>Impact Value under economic impact is numeric and cannot be quantified at this stage</i>
Educational Impact (includes Enabling Impact): - cross-Alliance awareness and cooperation with other involved HEIs, increase in alliance effectiveness and sustainability (Higher Education Institutions (HEIs)) - upscaling of faculty training and development, increase in programme offerings and attractiveness (Higher Education Institutions (HEIs)) - increased opportunities for physical and virtual mobility	Student-learner- centred
	Equity, Diversity & Inclusivity
	Multilingualism

<p>opportunities(Students)</p> <ul style="list-style-type: none"> - new programme development (Students) - awareness of and access to continuous development programme opportunities for life-long learners and events (Lifelong learners) - awareness of and engagement with YUFE programming that empowers continuous upskilling, catered to individual needs (Workers and professionals) - networking and team building opportunities, development, training and mentoring opportunities (Staff academics) 	Open Education
	Skills for the Future
	Pan-European careers
	Digitalization, Inclusion and Openness - Digital transition
<p>Research Impact:</p> <ul style="list-style-type: none"> - cross-national research training (Students) - participation in joint YUFE research projects, contribute to solving current societal, economic and scientific challenges, access other researchers working with open science principles (Staff- researchers) 	Responsible, Interdisciplinary and Inclusive Research
	Pan-European careers
<p>Wider Impact (Community Engagement):</p> <ul style="list-style-type: none"> - contribution to civic debate opportunities, access to new knowledge, integration of local citizen with university communities, mutually supportive collaboration with students and university staff, and volunteering opportunities ((Local Communities) 	Deep Institutional Cooperation and Transformation
	Collaborations and partnerships outside Alliance (quadruple helix)

Table 4 WP Leaders' Feedback and Input – 1st Round

1. Strategic Impacts (proposal, pp. 90-97)	Impact Values (proposal, pp. 90-97)	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	WP10	WP11	WP12
Policy Impact : - contribution to local policy development, community-building programming support, capacity building (Cities and municipalities) - insights from HEIs and the industry inform the EU policies, access to useful tools for the enhancement of education, research, and innovation (Policymakers) - contribution to EC policy reports and policy recommendation (Governments)	Equity, Diversity & Inclusivity												
	Quality culture	D1.1 YUFE Communication and Marketing Strategy and action plan		(Locally) YUFE Academy Events (T3.4) and Skills of the Future Programme (T3.2 & T3.3) as part of the cooperation with the Campus cities. Influential participation on regional, national and EU level in LLL related networks. Reaching out also to the under-served target groups. Concrete deliverable: Skills of the Future Programme Course Catalogue		Policy Impact through the BBRA policy reform which derives from Task5.1/Deliverable 5.1	Contribution to policy by piloting YUFE DIOS Graduate Tracking framework (D6.3)	Policy Impact through the innovation ecosystems practices reform which derives from T7.2 and task 7.5 / Deliveries D7.2	T8.1, T8.2, T8.3, T8.4, T8.5, T8.6, D8.1, D8.2, D8.3	Policy Impact through the development of YUFE ED&I policies which derives from Task4.1	Policy Impact through the Extended YUFE Quality Culture Vision, Policy and framework which derives from Task10.1/Deliverable 10.1 and the multi-annual quality reports which derives from Task 10.2/D10.2	Policy impact on VC derives from T11.6 Develop and implement Cyber security and data privacy policies	
	Digital security	D1.2 First report on the Management, Coordination and Institutional Development of the Alliance											
	Staff development and life-long learning	D1.3 Second and final report on the Management, Coordination and Institutional Development of the Alliance											
	Integrated joint long-term strategy for education												
	Responsible, Interdisciplinary and Inclusive Research												
Societal Impact: - responsive integration of YUFE student programmes in facing real-world societal challenges, establishing partnerships (NGOs)	Service to Society	D1.1 YUFE Communication and Marketing Strategy and action plan	Impact on long-term cooperation with regions through (a) challenge team integration in YUFE minors & YUFE Bachelor, task 2.2. & task 2.3.	Introducing a whole new - and diverse - learner group to YUFE: Lifelong learners, people who are not YUFE students or staff. Task 3.3 requires cooperation with NGOs, at least in some of the Partner Universities.				Societal impact through the Challenge Teams and Entrepreneurial training not only to YUFE students but stakeholders from T7.1, and T7.3 / Deliveries D7.1, D7.3	T8.1, T8.2, T8.3, T8.4, T8.5, T8.6, D8.1, D8.2, D8.3				
	Service to Local Communities												
Economic Impact: - networking opportunities, new partnership formation (Higher Education Institutions (HEIs)) - potential integration of YUFE student programmes for support in real-world economic challenges (SMEs and start-ups) - partnership opportunities for joint (European) funding applications													
	Impact Value under economic impact is numeric and cannot be quantified at this stage	D1.1 YUFE Communication and Marketing Strategy and action plan T1.4 Establishing the YUFE Central Office, Professional Services, and monitoring and evaluation of financial sustainability	Impact on long-term cooperation with regions through (a) challenge team integration in YUFE minors & YUFE Bachelor, task 2.2. & task 2.3.	Especially Task T3.2 (re- and up-skilling courses for professionals) requires cooperation with the employers and can open new cooperation chances. T3.3 and T3.4 require strong networks in the Civic Society & NGOs, that also include both challenges and possibilities for joint EU funding applications (with or without direct YUFE connection)				Economic impact through the execution of the Entrepreneurship incubation and acceleration programme, the Flipped Knowledge Transfer Communities and the Innovation Platforms which derives from T7.2, T7.3 y T7.5/Deliverables D7.2 y D7.3			Enabling integration of the YUFE Virtual Campus with the back-end systems of all partner universities, like Course Catalogues, LMS, etc. T11.3	T12.3 Capacity-building programmes for other HE and non-HE institutions; T12.4 Setting up cooperation schemes with partners outside of the Alliance	
Educational Impact (Includes Enabling Impact): - cross-Alliance awareness and cooperation with other involved HEIs, increase in alliance effectiveness and sustainability (Higher Education Institutions (HEIs)) - upscaling of faculty training and development, increase in programme offerings and attractiveness (Higher Education Institutions (HEIs)) - increased opportunities for physical and virtual mobility opportunities (Students) - new programme development (Students) - awareness of and access to continuous development programme opportunities for life-long learners and events (Lifelong learners) - awareness of and engagement with YUFE programming that empowers continuous upskilling, catered to individual needs (Workers and professionals) - networking and team building opportunities, development, training and mentoring opportunities (Staff academics)	Student-learner- centered			Once again, WP3 is introducing a whole new - and diverse - learner group to YUFE: Lifelong learners, all those not YUFE students or staff. T3.2 providing up- and re-skilling opportunities especially for workers and professionals. The enabling impact includes also T3.3, T3.4 and T3.5: Facilitating free open to all learning opportunities, both on-site and online, in English and in local languages. Concrete deliverable: Skills of the Future Programme Course Catalogue. Other outcomes: courses with micro-credentials, Online Language Cafes for Lifelong learners etc.									
	Equity, Diversity & Inclusivity				Educational impact through the YUFE Staff Development Programme, which derives from Task 4.3/deliverable 4.2	Educational Impact through the research on Innovation in Education, which derives from Task5.2/Deliverable 5.2	Contribution by piloting YUFE DIOS Model (D6.3), Development of postdoc training and development scheme (D6.2)	Educational Impact through the Challenges Teams execution and the transversal entrepreneurial competences mindset, which derives from Task T7.1, and T7.3/Deliverable D7.1 and D7.3		Educational Impact through the development and delivery of ED&I training which derives from Task4.3	Educational Impact through the multi-annual quality reports which derives from Task10.2/D10.2	Enabling educational impact by Coordinating and managing the development and maintenance of the Virtual Campus and the digitization of the YUFE Alliance. (T11.0)	T12.3 Capacity-building programmes for other HE and non-HE institutions; D12.3 YUFE Dissemination and Capacity Building Forum
	Multilingualism	D1.1 YUFE Communication and Marketing Strategy and action plan	Impact through task 2.1, task 2.2, task 2.3, task 2.4, task 2.5, task 2.6										
	Open Education	T1.6 Facilitate integration of YUFE structures in all partner universities											
	Skills for the Future												
	Pan-European careers												
	Digitalization, Inclusion and Openness - Digital transition												
Research Impact: - cross-national research training (Students) - participation in joint YUFE research projects, contribute to solving current societal, economic and scientific challenges, access other researchers working with open science principles (Staff- researchers)	Responsible, Interdisciplinary and Inclusive Research	D1.1 YUFE Communication and Marketing Strategy and action plan T1.6 Facilitate integration of YUFE structures in all partner universities		There are possibilities to include e.g. Masters' thesis research opportunities regarding the different tasks of the work package (especially for students of Adult Education) - in case this kind of grassroots level research on YUFE activities is considered relevant.	Research impact through YUFE Career Tracks, which derive from Task 4.2/deliverable 4.1	Research impact through the establishment of long term research synergies among YUFE research teams which derives from Task5.3/Deliverable 5.3		Research impact through the Innovation Platforms, incubation and acceleration programmes and the Flipped Knowledge Transfer communities, which derives from task T7.2, T7.3 and T7.4 /Deliverables D7.2, D7.3					
	Pan-European careers												
Wider Impact (Community Engagement): - contribution to civic debate opportunities, access to new knowledge, integration of local citizen with university communities, mutually supportive collaboration with students and university staff, and volunteering opportunities (Local Communities)	Deep Institutional Cooperation and Transformation			YUFE Academy Events (T3.4 deliverable) provide an ideal civic debate opportunity. Skills of the Future Programme gives access to new knowledge and skills, opens University contents to regular citizens - and may require new partners to provide contents we as PUs do not have to offer. T3.5 will offer language learning opportunities also for Lifelong learners. Collaboration with the employers, NGOs and civic society is a must to make our offerings worthwhile to the new learner group. T3.1, YUFE Star System 2030 will have 500 stars awarded.				As all the activities of this WP (Entrepreneurship and Innovation) considers the involvement of the different agents, municipalities and citizens, there is an impact on community engagement. The expression of it is illustrated in T7.1 and T7.3 /Deliveries D7.2 and D7.3	T8.1, T8.2, T8.3, T8.4, T8.5, T8.6, D8.1, D8.2, D8.3			T12.3 Capacity-building programmes for other HE and non-HE institutions; T12.4 Setting up cooperation schemes with partners outside of the Alliance; D12.3 YUFE Dissemination and Capacity Building Forum	
	Collaborations and partnerships outside Alliance (quadruple helix)	D1.1 YUFE Communication and Marketing Strategy and action plan											

Table 5 Impact suggested KPIs – 1st Round of WP Leaders' Input

Type of Impact	Examples of KPIs	Target Groups	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	WP10	WP11	WP12
Policy Impact	Meetings with policy-makers	TG3	✓									✓		
	Policy reports produced, e.g. RRA Policy, ED&I Code of Conduct, Cyber Security&Data Privacy, YUFE Recruitment and Staff Development Policies etc.	TG3	✓			✓	✓	✓			✓	✓	✓	
	Policy papers, recommendations for possible legal frameworks for the YUFE Alliance and other European universities	TG2	✓						✓	✓				
	New joint initiatives with YUFE Friends and Other European Universities Initiatives/ Alliances	TG1&TG2	✓											✓
Societal Impact	Percentage of YUFE students and staff involved in YUFE events or projects	TG4		✓				✓	✓					
	Meetings with societal stakeholders, e.g. related organisations	TG3		✓						✓				
	Number of staff and students visiting and volunteering (Help Desk and Community Volunteering)	TG4		✓						✓				
Economic Impact	Investments by external stakeholders, e.g. national, local, regional governments, donations etc.	TG3	✓											
	Structural investments by EU funded projects	TG3	✓											
	KPI specifically related to business/labour market	TG3	✓						✓					
	Number of bussiness in cooperation with YUFE Challenge Teams	TG3		✓										
Educational Impact	Student-owned bottom-up representative structure in Student Forum	TG4												
	Number of Minors, Bachelors, YUFE degree label in Open Programme	TG4		✓										
	Number of Lifelong Learners	TG3			✓				✓					
	Number of ED&I Compulsory Trainings	TG4		✓							✓			
	Number of Language Courses in Language Star	TG4			✓									
	Digital Student ID - YUFE Student e-Identity	TG4											✓	
	Number of YUFE Career Tacks	TG4												
	Number of VC users from different stakeholder groups	TG3								✓				
	Number of students enrolled in the YUFE Open Programme	TG4		✓								✓		
	Number of academic and professional service staff who have taken part in the staff development programme from across the YUFE Alliance	TG4				✓		✓						
Research Impact	Research academic staff in joint YUFE projects	TG4					✓		✓					
	Number of newly formed research groups	TG4					✓							
	Number of papers in relevant contemporary societal issues (SDG, green transition)	TG4												
	Number of YUFE Career Tracks	TG4												
	Establishment of Centralised Research, Innovation & Valorization Office	TG4							✓					
Wider Impact (Community Engagement)	Potential Expansion of the Alliance to new partners	TG1&TG2	✓										✓	
	Sustainable development and climate change projects	TG3												
	Number of papers in relevant contemporary societal issues (SDG, green transition)	TG3		✓										
	Number of staff and students tackling global challenges	TG3&TG4		✓					✓					
	Events for the community/wider public attended/organised - Meetings with societal stakeholders, e.g.citizens, Mayors meetings	TG3	✓		✓				✓	✓				
	Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level	TG1&TG2&TG3	✓											✓
	Number of Capacity-building programmes for non-YUFE HEI; Number of institutions from third countries	TG1&TG2	✓											✓
	UN Sustainable Goals addressed	TG3							✓	✓				
	Active inteactions in Social Networks	TG3	✓											

Table 6 Impact suggested KPIs– 2nd Round of WP Leaders' Input

Type of Impact	Suggested KPIs for Impact monitoring	Target Groups	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	WP10	WP11	WP12
Policy	Policy reports produced, e.g. RRA Policy, new ED&I Policies, Cyber Security&Data Privacy, YUFE Recruitment and Staff Development Policies, YUFE LLL Policy, YUFE Strategy on Community Engagement etc.	TG3	✓		✓	✓	✓	✓		✓	✓	✓	✓	
Societal	Number of YUFE students and staff involved in YUFE events, projects, trainings	TG4		✓	✓				✓		✓			
	Number of participants (students, staff and citizens) in Entrepreneurship initiatives	TG1&TG4							✓					
	Number of participants (students, staff and citizens) in Help Desks and Volunteering Programme	TG1&TG4								✓				
Economic	Investments by external stakeholders, e.g. national, local, regional governments, donations etc.	TG3	✓											
Educational	Number of students enrolled in the YUFE Open Programme	TG4		✓								✓		
	Number of academic and professional service staff who have taken part in the staff development programme from across the YUFE Alliance	TG4				✓								
Research	Research academic staff in joint YUFE projects	TG4					✓		✓					
	Number of doctoral candidates and postdoctoral researchers that have participated in the pilot/training activities	TG4					✓	✓						
Wider	Events for the community/wider public attended/organised - Meetings with societal stakeholders, e.g.citizens, NGOs, Mayors meetings	TG1&TG3	✓		✓				✓	✓				
	Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level	TG1&TG2&TG3	✓											✓

*Event/Project: an initiative - a unique endeavour organized by the alliance (or from a partner on behalf of the alliance, with a social purpose.

Table 7 Impact target values for the selected KPIs – 3rd Round of WP Leaders' Input

Type of Impact	Suggested KPIs for Impact monitoring	WP1	WP2	WP3	WP4	WP5	WP6	WP7	WP8	WP9	WP10	WP11	WP12
Policy	Policy reports produced, e.g. RRA Policy, new ED&I Policies, Cyber Security&Data Privacy, YUFE Recruitment and Staff Development Policies, YUFE LLL Policy, YUFE Strategy on Community Engagement etc.	6		1	2	1	1		1	2	1	2	
Societal	Number of YUFE students and staff involved in YUFE events, projects, trainings		2000	50				320		2500			
	Number of participants (students, staff and citizens) in Entrepreneurship initiatives							200					
	Number of participants (students, staff and citizens) in Help Desks and Volunteering Programme								200				
Economic	Investments by external stakeholders, e.g. national, local, regional governments, donations etc.	1											
Educational	Number of students enrolled in the YUFE Open Programme		4000								4000		
	Number of academic and professional service staff who have taken part in the staff development programme from across the YUFE Alliance				80								
Research	Research academic staff in joint YUFE projects					50		120					
	Number of doctoral candidates and postdoctoral researchers that have participated in the pilot/training activities					50	300						
Wider	Events for the community/wider public attended/organised - Meetings with societal stakeholders, e.g. citizens, NGOs, Mayors meetings	3		20				80	4				
	Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level	3		2									10

General expected Impact 1: Deep Institutional Cooperation and Transformation

Quantitative indicators:
Policy reports produced e.g., YUFE Recruitment and Staff Development Policies
Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level
Research academic staff in joint YUFE projects
Investments by external stakeholders e.g., national, local, regional governments, donations etc.
Qualitative indicators⁴ (Workshop - physical meeting Rijeka – related questions from the EU monitor tool- wider impact - 4b, 4b, 4c, 6&7):
Policies approved by DMBs of the YUFE partners
Policies aligned with ERA priorities
Perspective of YUFE institution's personnel of the impact created by YUFE 2030 (satisfaction surveys, evaluation of activities, policies/practices/processes improved, innovation introduced)

General expected Impact 2: Education, Lifelong Learning, Innovative Pedagogies and Student Mobility

Quantitative indicators:
Policy reports produced e.g., YUFE LLL Policy
Number of students enrolled in the YUFE Open Programme
Number of academic and professional service staff who have taken part in the staff development programme from across the YUFE Alliance
Number of doctoral candidates and postdoctoral researchers that have participated in the pilot/training activities
Research academic staff in joint YUFE projects
Qualitative indicators (Workshop - physical meeting Rijeka – related questions from the EU monitor tool- wider impact - 4a,4b,4c,4d, 6 & 7):
Satisfaction from specific target groups regarding the YUFE activities (trainings, workshops, etc.)
Perspective of YUFE institution's personnel of the impact created by YUFE 2030 (satisfaction surveys, evaluation of activities, policies/practices/processes improved, innovation introduced)

General Expected Impact 3: Digitalisation, Inclusion and Openness

Quantitative indicators:
Policy reports produced e.g., new ED&I Policies, Cyber Security&Data Privacy
Number of YUFE students and staff involved in YUFE events, projects, trainings
Events for the community/wider public attended/organised - Meetings with societal stakeholders e.g., citizens, NGOs, Mayors meetings

⁴ To be confirmed by the Task force

Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level
Number of participants (students, staff, and citizens) in Help Desks and Volunteering Programme
Number of participants (students, staff and citizens) in Entrepreneurship initiatives
Qualitative indicators (Workshop - physical meeting Rijeka – related questions from the EU monitor tool- wider impact - 4a,4b, 5a, 6&7):
Policies approved by DMBs of the YUFE partners
Policies align with ERA priorities
Improvement of public awareness regarding 1. EU Values & Identity 2. Major societal challenges
Perspective of YUFE institution's personnel of the impact created by YUFE 2030 (satisfaction surveys, evaluation of activities, policies/practices/processes improved, innovation introduced)

5. Setting the mechanisms for monitoring and maximising Impact

“Target Values” refer to the values at end of the project i.e.,2026 and are defined based on the 3rd round of the WP Leaders’ input. “Baseline Values” are the minimum approved values of an activity result, in this case considered to be 50% of the target values.

Table 8 Suggested KPIs for Impact Monitoring – Baseline and Target Values

Type of Impact	Suggested KPIs for Impact monitoring	Baseline Values	Target Values
Policy	Policy reports produced e.g., RRA Policy, new ED&I Policies, Cyber Security&Data Privacy, YUFE Recruitment and Staff Development Policies, YUFE LLL Policy, YUFE Strategy on Community Engagement etc.	8	16
Societal	Number of YUFE students and staff involved in YUFE events, projects, trainings	1250	2500
	Number of participants (students, staff and citizens) in Entrepreneurship initiatives	100	200
	Number of participants (students, staff and citizens) in Help Desks and Volunteering Programme	100	200
Economic	Investments by external stakeholders e.g., national, local, regional governments, donations etc.	1	1
Educational	Number of students enrolled in the YUFE Open Programme	2000	4000
	Number of academic and professional service staff who have taken part in the staff development programme from across the YUFE Alliance	40	80
Research	Research academic staff in joint YUFE projects	80	170
	Number of doctoral candidates and postdoctoral researchers that have participated in the pilot/training activities	180	350
Wider	Events for the community/wider public attended/organised - Meetings with societal stakeholders e.g., citizens, NGOs, Mayors meetings	50	100

	Number of cooperation schemes with other EUIs, HEI in general, policymakers and other important actors at the EU level	7	15
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The Impact KPIs will be monitored on a regular (yearly) basis by the Impact subgroup. The Dissemination subgroup will be informed for the results of this process for further actions.

6. Conclusions

This report describes the progress on the Task 12.1 Manage, monitor and maximise impact, between M1-M12 of the project. The report presents the methodology followed for the completion of the first WP12 milestone i.e., M12.1 Development of baseline indicators for measuring impact. Targeted indicators, **quantitative and qualitative** for monitoring impact were developed. For the first ones the relative baseline and target values were set, whereas the second ones are still under finalisation. In this respect, during the physical meeting in Rijeka (day two) after a short briefing in the developments of the task, an exercise took place where participants tried to relate the overarching questions defined by the EU monitoring tool for the wider impact with the general expected impacts targeted by this task, in order to provide their input for the finalisation of the qualitative indicators.

Taking this input into consideration (EU directions & taskforce / WP- Leaders) we concluded to the first draft of qualitative indicators presented in the report (Tables - General expected impact 1, 2 & 3). Additionally, we baselined the quantitative indicators for measuring the impact of YUFE on its wider ecosystem. Lastly, a collecting data mechanism was set for encouraging seamless coordination during the yearly assessment.

Specifically, before the end of the yearly assessment, each member of the Impact Task force is responsible for taking input from the WP Leader of the WP he/she is assigned to, based on the following table. More details on this process will be described at a later stage.

Christina Delaporta	WP 1 Management, Coordination and Institutional Development
Elisabeth Lacroix	WP 2 Student Journey
Saija Miina	WP 3 Lifelong Learning
Iria Sorge-Röder	WP 4 Staff Journey
Christina Delaporta	WP 5 Responsible, Interdisciplinary and Inclusive Research
Barbara Tan	WP 6 Approach to Doctoral and Postdoctoral Training
Manuel Hidalgo Trenado	WP 7 Entrepreneurship & Innovation
Amaya García Sierra	
Anna Kuczborska	WP 8 Community & Civic Engagement
Vicky Passingham	WP 9 Equity, diversity & Inclusivity

Barbara Tan	WP 10 Quality Culture
Tatiana Gialama	WP 11 Digitalisation
Kristina Lekić Barunčić	WP12 Impact&Dissemination