Example of social, political and scientific impact of a Framework Programme Research Project

These are examples of some impacts gathered from the INCLUD-ED project, which is the only research in SSH in the Framework Programme highlighted by the European Commission in the list of 10 success stories1.

### SOCIAL IMPACT2

<table>
<thead>
<tr>
<th>Social Indicator (EU 2020 Target)</th>
<th>Social Impact Indicator</th>
<th>Evidence from INCLUD-ED research</th>
</tr>
</thead>
</table>
| Reducing early school leaving below 10% | Percentage of students with good results in instrumental learning (reading, maths) | Spain  
- Case 1: After implementing “interactive groups”, percentage of 4th grade students (primary ed) with low scores decreased in 47% between 2009 and 2011, and high levels increased in 18%.  
- Case 2: After implementing “interactive groups”, the results of 4th grade students (primary ed) in maths improved from 2008 to 2010. They moved from score 1 to 3 (over 5), which is close to the average of their region (Castilla la Mancha).  
- Malta: After implementing the “after school club”, in 2011 students improved in maths and language. Their scores show an improvement especially in English (67%) and maths (82%). |
| 70% of 20-65 year olds employed | Number of jobs created in unemployed areas or neighbourhoods | Spain  
The creation of a competitive cooperative in the poorest neighbourhood of Albacete contributed to create jobs for people at risk of exclusion. Since 2011, 13 jobs were created, 10 of them with permanent contracts and 3 with temporary contracts. Additionally, 317 people were employed in the agriculture sector, six jobs to manage the training of employers and four jobs to manage cooperative own issues. |
| 20 million fewer people in/at risk of poverty and social exclusion | Number of low income people who participate in health literacy programmes | Spain  
3 out of 5 mothers in risk of poverty and exclusion who get involved in health literacy activities when the school of their children implements “family educative participation”. This changes attitude towards healthier food for their children, e.g.: “The kids used to show up eating cakes and sweets (…) and the other day in the association they told us, “please don’t give them rubbish, but sandwiches and fruit [instead]”.” |

### POLITICAL IMPACT

<table>
<thead>
<tr>
<th>Social Indicator (EU 2020 Target)</th>
<th>Political Impact Indicator</th>
<th>Evidence from INCLUD-ED research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing early school leaving below 10%</td>
<td>Recommendations and resolutions from EU on tackling early school leaving which include this research results</td>
<td></td>
</tr>
</tbody>
</table>
- Communication from the EC (January 2011). Tackling early school leaving: A key contribution to the Europe 2020 Agenda  
- Council Recommendation on policies to reduce early school leaving (June 2011) (10544/11).  
- European Parliament resolution of 2 April 2009 on educating the children of migrants (2008/2328(INI)).  
- European Parliament resolution of 9 March 2011 on the EU strategy on Roma inclusion (2010/2276(INI)). |
| 20 million fewer people in/at risk of poverty and social exclusion | Agreement with public administrations addressed to implement this research results | Boletín Oficial de la Junta de Andalucía. (BOJA). Orden de 8 de junio de 2012, por la que se regula el procedimiento de inscripción y continuidad de centros reconocidos como «Comunidad de Aprendizaje» y se crea la Red Andalucía «Comunidades de Aprendizaje». |

### SCIENTIFIC IMPACT

<table>
<thead>
<tr>
<th>Scientific Impact Indicator</th>
<th>Evidence from INCLUD-ED research</th>
</tr>
</thead>
</table>
| Number of articles indexed in JCR (Journal Citation Report) | Quartile 1: 3  
Quartile 2: 18  
Quartile 3: 8  
Quartile 4: 23  
TOTAL: 52 |
| Number of articles indexed in other data bases | SCOPUS: 7  
Other data bases: 36  
TOTAL: 43 |

---


2 The social indicators are decided by society, for example, the EU2020 targets. The social impact indicators are the ones that show social improvements that, according to the scientific community, they are related to improvements in the social targets. In this example about the INCLUD-ED project, we have provided the scientific evidence demonstrating the link between each social impact indicator with one of the EU2020 targets.

3 Scientific evidence: The study first examined whether all students benefited from an accelerated algebra course in 8th grade, defining benefit as continued participation in the accelerated math program and enrolment in other advanced math courses in grades 9–12. The research documented a statistically significant increase in the percentages of all students who took math courses beyond Algebra 2 in high school. This benefit applied to every subgroup. Among students completing trigonometry before they graduated from high school, the percentage of students from low socioeconomic backgrounds increased from 32 to 67 percent; African American and Latino students increased from 46 to 67 percent; initial low achievers increased from 38 to 53 percent, average achievers from 81 to 91 percent, and even initial high achievers from 89 to 99 percent. (pp.69-70). Reference: Burris, C.; Hesselt, J & Levin, H. (2004). Math acceleration for all. Educational Leadership, 61 (5):68-71.

4 Scientific evidence: The standardized regression weight of three moderating variables indicates that total amount of loan respondents received from AIM’s micro-credit schemes has significantly increased the “number of gainfully employed members per household” and “total market value of productive assets owned by respondents”. (…) The asset model indicates that total loan significantly increased number of gainfully employed members and number of gainfully employed members significantly increased household assets. All these findings indicate that participation of AIM’s microcredit schemes lead to an increase in the hard core poor household’s assets in Peninsular Malaysia. (pp:9295). Reference: Al-Mamun, A; Malavizhi, C; Hossain, S; A-Wahab, S. (2011). Examining the effect of participation in microcredit programs on assets owned by hard core poor households in Malaysia. *Journal of Business Management*, 5 (22), 9286-9296

5 Scientific evidence: Critical health literacy entails the more advanced cognitive skills that when coupled with social skills improve individual and community capacity to critically analyze information and apply new learnings to bring about better living conditions. Low-income mothers by this stage are empowered with new confidence but external constraints may impinge upon execution of their established skills and abilities. (pp. 331). Reference: Poor, C; Drummond, J & Richter, S. (2006). Health literacy as an empowerment tool for low-income mothers. *Family & Community Health* 29 (4), 328-335