**Factors leading to sustainable social impact on the affected communities of engineering service learning projects**

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| **Study ID** | **indicators** | **methods** | **scale** | **practices** |
| 43 | --- | --- | --- | --- |

It is a literature review to extract factors practitioners believe are connected to the success of service learning projects. Neither indicators nor methodologies for measuring social impact are made explicit. Reference is made only to the "universal metric", referencing the work of Stevenson et al. (2018).

Stevenson, P.D., Mattson, C.A., Bryden, K.M., MacCarty, N.A., 2018. Toward a universal social impact metric for engineered products that alleviate poverty. J. Mech. Des.140 (4), 41404.

“the product impact metric (PIM), which quantifies the impact a product has on impoverished individuals - especially those living in developing countries. It measures social impact broadly in five dimensions: health, education, standard of living, employment quality, and security. By measuring impact multidimensionally, it captures impacts both anticipated and unanticipated, thereby providing a broader assessment of the product's total impact than with other more specific metrics. The PIM is calculated based on 18 simple field measurements of the consumer. It is inspired by the UN's Multidimensional Poverty Index (UNMPI) created by the United Nations Development Programme (UNDP). The UNMPI measures how level of poverty within a nation changes year after year, and the PIM measures how an individual's poverty level changes after being affected by an engineered product. The PIM can be used to measure social impact (using specific data from products introduced into the market) or predict social impact (using personas that represent real individuals).”