



D5.2 – Knowledge Transfer Assessment Report

WP5 Outcomes and Impact Monitoring



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1. Introduction

1.1 Background

The **DO Impact** project aimed to strengthen the digital and data-driven capabilities of enabling organisations and Social Economy SMEs through a structured learning journey combining transnational and local capacity-building activities. By fostering collaboration, peer learning and the exchange of good practices across European regions, the project supported organisations in adopting digital solutions and data-driven approaches adapted to their local contexts.

Within this framework, **Work Package 5 (Outcomes and Impact Monitoring)** has been responsible for monitoring and evaluating the effectiveness of the project's learning journey. Throughout the project, a common monitoring framework has been implemented to assess participants' engagement, knowledge acquisition, satisfaction, application of learning and organisational impact across both transnational and local activities. This process has combined quantitative and qualitative evidence to provide a comprehensive assessment of the project's capacity-building activities.

The foundations for this assessment were established in **Deliverable D5.1 – Impact Evaluation Framework**, which defined the common evaluation methodology, the Key Performance Indicators (KPIs) and the data collection tools applied throughout the project. Building upon this framework, the present report analyses the evidence collected during the implementation of the learning journey and assesses the effectiveness of the project's knowledge transfer activities. The findings presented in this deliverable also provide the evidence base for **Deliverable D5.3 – Best Practices and Recommendations Report**, which capitalises on the project's experiences, successful approaches and lessons learned to support future capacity-building initiatives.

1.2 Purpose of the report

The purpose of this report is to assess the effectiveness of the capacity-building activities delivered throughout the DO Impact project and evaluate their contribution to knowledge transfer across participating organisations and regions. Based on the monitoring framework established in Deliverable D5.1, this assessment analyses both quantitative and qualitative evidence collected during the implementation of the learning journey to provide a comprehensive overview of its outcomes.

More specifically, the report aims to:

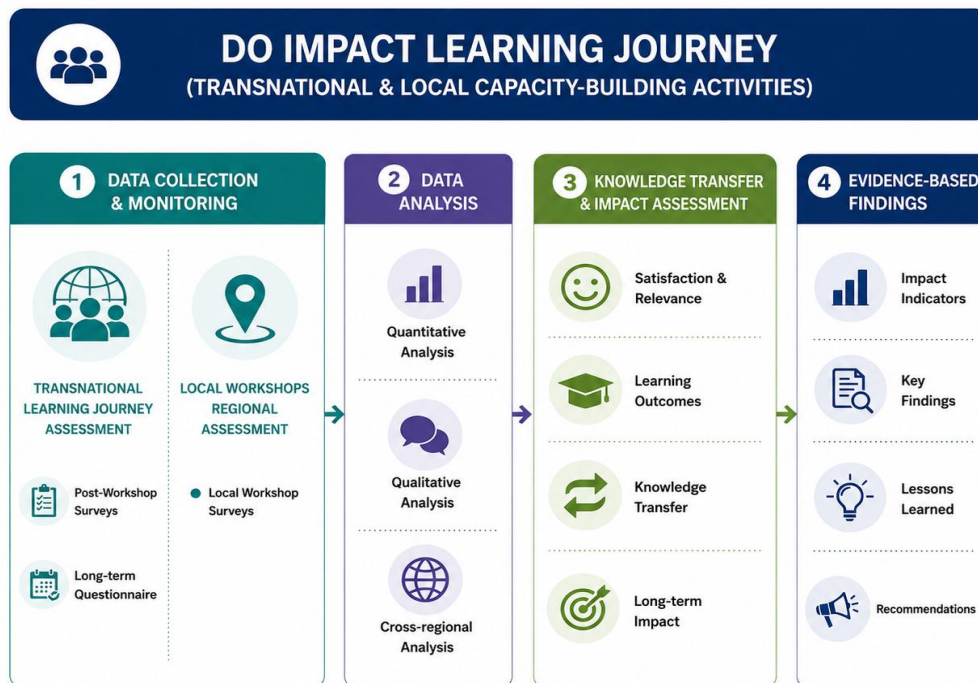
- Evaluate the effectiveness of the transnational and local capacity-building activities in achieving their intended learning objectives.

- Assess the extent to which knowledge has been transferred between participants and across regional ecosystems.
- Analyse both the immediate outcomes of the learning activities and their longer-term impact on participants and their organisations.
- Identify evidence of the practical application of the knowledge, skills and digital approaches acquired throughout the project.

2. Assessment of Methodology

The assessment methodology applied in this report follows the evaluation framework established in D5.1 and combines both quantitative and qualitative approaches to evaluate the effectiveness of the DO Impact learning journey. Throughout the project, data has been collected at different stages and through multiple complementary tools, allowing the consortium to assess participants' learning outcomes, knowledge transfer and long-term impact from different perspectives. This mixed-method approach provides a comprehensive and evidence-based assessment of the project's capacity-building activities.

The overall assessment methodology is illustrated in the following figure:



2.1 Quantitative assessment

The quantitative assessment was structured around **two complementary assessment components**, covering both the transnational and regional dimensions of the DO Impact learning journey. Together, they provided the evidence base for

assessing participants' satisfaction, learning outcomes, knowledge transfer and longer-term impact, and for calculating the impact indicators presented in this report.

1. **Transnational Learning Journey Assessment** – The assessment of the Transnational Learning Journey combined data collected at two different stages:
 - **Post-Workshop Surveys**, distributed after each Transnational Workshop to evaluate participants' satisfaction, the quality and relevance of the activities, and the immediate learning outcomes achieved.
 - **Long-term Questionnaire**, distributed at the end of the project to assess the longer-term effects of participation in the Transnational Learning Journey, including the extent to which participants had transferred and applied the knowledge, skills and approaches acquired through the workshops within their organisations.
2. **Local Workshops Regional Assessment** – Conducted across the participating regions to assess the overall experience, relevance and learning outcomes of the Local Workshops delivered throughout the project.

The data collected through these two assessment components was subsequently analysed and consolidated into quantitative indicators, shown in this deliverable, which provide an overall picture of the effectiveness and impact of the DO Impact capacity-building activities.

2.2 Qualitative assessment

The qualitative assessment complemented the quantitative analysis by providing a deeper understanding of participants' experiences, perceptions and the overall impact of the DO Impact learning journey. The assessment was based on the following sources of qualitative evidence:

- 1) **Interviews** - Conducted throughout the project with participants and stakeholders to collect insights on their learning experience, the relevance of the activities and the application of the knowledge acquired.
- 2) **Final Roundtable** - Organised during the final DO Impact event to gather participants' reflections on the overall learning journey, knowledge transfer and future needs.
- 3) **Collaborative Reflection Exercise** – conducted during the final event, where participants collectively identified the most valuable learnings, future skills need, preferred learning formats and recommendations for future initiatives through thematic posters.

- 4) **Event Reports** - Prepared after each transnational and local activity, documenting the main discussions, outcomes, participants' feedback and key conclusions.

2.3 Data analysis approach

The data collected throughout the project was analysed using complementary quantitative and qualitative methods to ensure a comprehensive assessment of the DO Impact learning journey. The analysis included:

- **Statistical analysis** – to evaluate survey responses, identify trends and measure participants' satisfaction, learning outcomes and long-term impact.
- **Regional comparison** – to compare results across participating regions and identify common patterns and regional differences.
- **Thematic analysis** – applied to open-ended survey responses, interviews and roundtable discussions to identify recurring themes, challenges and lessons learned.

3. Transnational Activities

3.1 Overview and Feedback Collection

Throughout the DO Impact project, **eight transnational capacity-building activities** were organised, combining onsite and online formats. These activities addressed key topics related to digital transformation, data-driven decision making and impact measurement within the social economy, while fostering collaboration, peer learning and knowledge exchange among participants from different European regions.

The table below provides an overview of the Transnational Workshops implemented throughout the project.

Event	Format	Location	Date	Main topic
Boosting Digitalisation and Data Strategies in the Social Economy	Onsite	Turin	April 2025	Digitalisation & Data Strategies
Creating Social Impact through the Use of Open Data	Online	Catalonia	May 2025	Open Data
Data Ethics and Accessibility	Onsite	Riga	Nov 2025	Data Ethics & Accessibility
Boosting Social Impact Measurement Capacity	Online	Italy	Jan 2026	Impact Measurement

Advancing Digital Transformation through Data Use & AI	Onsite	Barcelona	Mar 2026	Applied AI & Digital Transformation
Using Data to Tell a Digital Impact Story	Online	Lithuania	Apr 2026	Data Storytelling
Managing Relations to Achieve Impact	Onsite	Göteborg	May 2026	Stakeholder Engagement
Forward Planning with Data	Onsite	Brussels	Jul 2026	Future Data Strategies & Collaboration

To assess the results and impact of this transnational learning journey, and in line with the **Impact Evaluation Framework established in D5.1**, two complementary assessment moments were implemented: a **short-term assessment** and a **long-term assessment**.

The **short-term assessment was conducted for each individual Transnational Workshop**, during or immediately after the activity. A common set of questions was used across all workshops, allowing participants' immediate experience, perceived knowledge gain and intended application of learning to be assessed consistently, while also enabling both an aggregated analysis and comparison across the different activities.

The **long-term assessment was conducted at the end of the project among participants in the transnational learning journey**. A common set of questions was also used for this assessment, focusing on participants' experience after they had had time to assimilate and potentially apply the learning acquired. Rather than evaluating individual workshops, this assessment examined the longer-term effects of participation in the learning journey, including knowledge retention, practical application, knowledge transfer and organisational impact.

Together, these two assessment moments provide a complementary perspective on the effectiveness of the Transnational Workshops: the **short-term assessment captures participants' immediate experience, learning and intentions**, while the **long-term assessment examines the extent to which these initial outcomes were subsequently retained, applied and transferred into practice**.

The following sections present the results of both assessments.

3.2 Short-Term Assessment

To assess participants' **immediate experience and learning outcomes**, a short-term feedback questionnaire was administered for each Transnational Workshop, in line with the Impact Evaluation Framework established in D5.1.

Depending on the format and characteristics of each activity, different data collection tools were used. In some cases, feedback was collected **in situ through interactive tools such as Mentimeter**, while in others participants received a **Google Forms questionnaire immediately after the workshop**. Regardless of the tool used, responses were collected during or immediately after each activity, ensuring that participants provided feedback while their experience was still recent.

A **common set of questions was used across all Transnational Workshops**, ensuring consistency in the information collected throughout the learning journey. As the same feedback framework was applied to each individual workshop, results could be analysed both **at workshop level and in aggregate**, allowing common patterns across the activities to be identified.

The short-term assessment focused on **participant satisfaction, perceived knowledge gain, and immediate outcomes and potential application of learning**, complemented by qualitative feedback on the most valuable aspects of the activities, networking opportunities and suggestions for improvement.

The following questions formed the common short-term feedback framework:

Dimension	Question
Satisfaction	How do you feel about today's overall experience?
Satisfaction	Did the event content meet your expectations?
Qualitative feedback	What part of the event was most valuable to you?
Knowledge gain	How would you rate your knowledge improvement regarding digitalisation and data for good for the social economy sector?
Immediate outcomes	How likely are you to apply in your organisation what you learned in this workshop?
Immediate outcomes	Which new skills or acquired knowledge do you plan to adopt in your organisation and/or for your members?
Networking	Would you like to get in touch with some organisations participating in this Workshop?
Participant identification	Please include the name of the entity you represent.
Improvement	How can we improve future Transnational Workshop events?

The following sections present the results of the short-term assessment, combining aggregated findings across the Transnational Workshops with workshop-level results and participants' qualitative feedback.

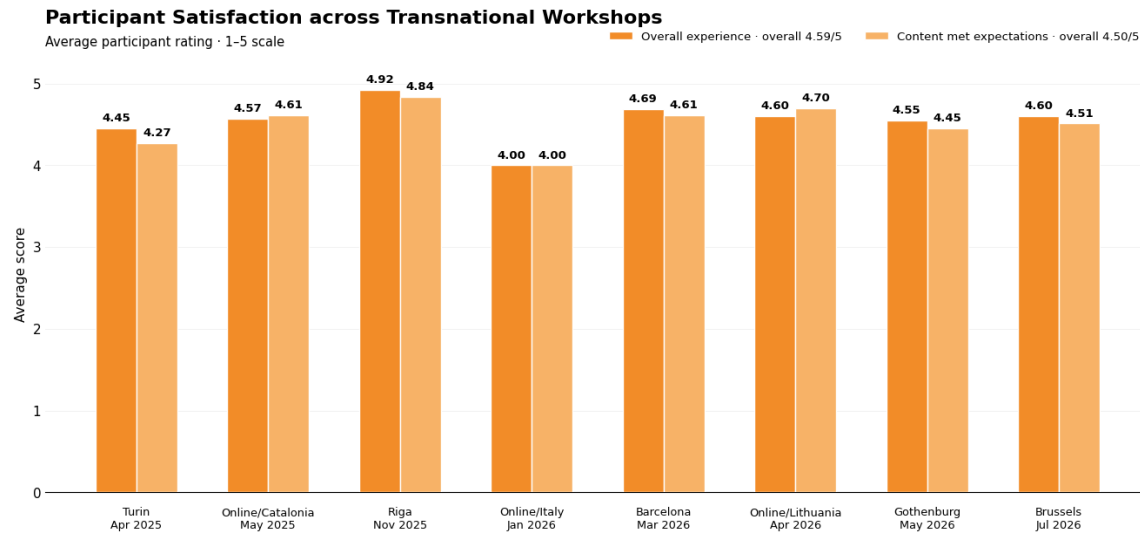
3.2.1 Participant Satisfaction

Participant satisfaction was assessed through two common questions: participants' rating of their **overall experience** and the extent to which the **event content met their expectations**.

Across all valid responses, participants rated their **overall experience at an average of 4.59 out of 5**, with **94.7% of respondents providing a score of 4 or 5**. Similarly, the extent to which the workshop content met participants' expectations received an **average score of 4.50 out of 5**, with **91.4% rating it 4 or 5**.

These results indicate a **very high and consistent level of satisfaction with the Transnational Workshops**.

Workshop	Overall experience	Content met expectations
Turin – Apr 2025	4.45	4.27
Online/Catalonia – May 2025	4.57	4.61
Riga – Nov 2025	4.92	4.84
Online/Italy – Jan 2026	4.00	4.00
Barcelona – Mar 2026	4.69	4.61
Online/Lithuania – Apr 2026	4.60	4.70
Göteborg – May 2026	4.55	4.45
Brussels – Jul 2026	4.60	4.51
Overall	4.59	4.50



The workshop-level results confirm a broadly positive and stable pattern throughout the programme. Some particularly strong results can nevertheless be highlighted. For example, the Riga workshop received an average overall experience rating of **4.92/5**, while Barcelona reached **4.69/5**, both reinforcing the strong overall satisfaction observed across the programme.

The qualitative feedback supports these results and helps explain what participants valued. Across the workshops, participants repeatedly highlighted the combination of **relevant content, practical activities, expert contributions, opportunities for interaction and networking**.

In Riga, for example, participants particularly valued the balance between theory and practice, practical exercises, the World Café format and opportunities to socialise and exchange experiences. One respondent described the workshop as offering time *“to socialize, to collaborate, to find synergies and to learn.”*

Likewise, Barcelona participants frequently referred to the practical use of AI tools, prompt engineering, open data and data spaces as particularly useful elements. Several responses stressed the value of being able to connect the content directly with organisational needs and real applications.

Overall, the feedback indicates that the Transnational Workshops provided participants with a **positive, relevant and engaging learning experience throughout the programme**.

3.2.2 Short-Term Knowledge Gain

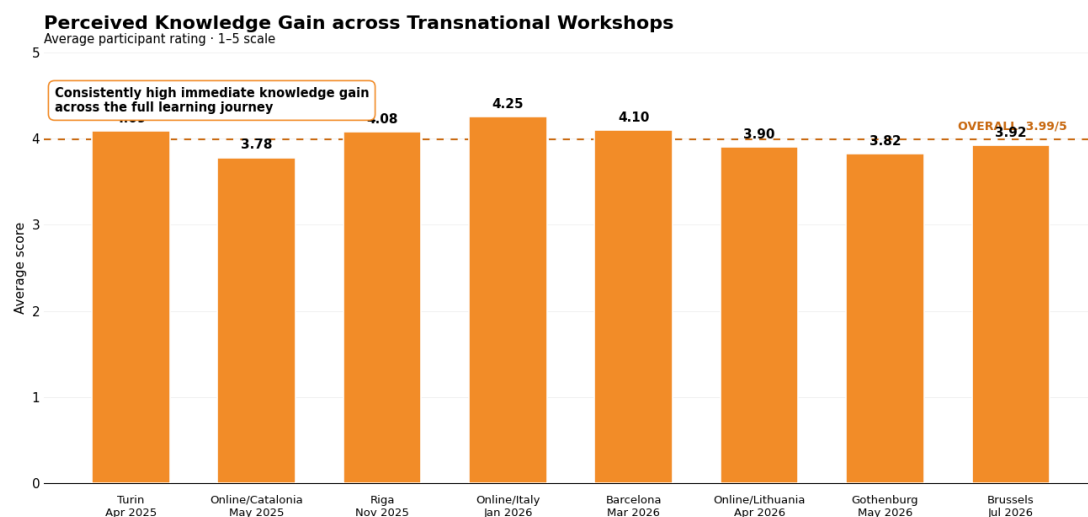
Perceived knowledge gain was assessed through the question:

“How would you rate your knowledge improvement regarding digitalisation and data for good for the social economy sector?”

This question is directly linked to the **Knowledge Gain KPI established in the Impact Evaluation Framework (D5.1)** and provides a common measure of participants' perceived improvement across the Transnational Workshops.

Across the valid responses, participants reported an **average perceived knowledge improvement of 3.99 out of 5**, with **76.1% rating their knowledge improvement at 4 or 5**.

Workshop	Perceived Knowledge Gain
Turin – Apr 2025	4.09
Online/Catalonia – May 2025	3.78
Riga – Nov 2025	4.08
Online/Italy – Jan 2026	4.25
Barcelona – Mar 2026	4.10
Online/Lithuania – Apr 2026	3.90
Gothenburg – May 2026	3.82
Brussels – Jul 2026	3.92
Overall	3.99



These results should be interpreted in the context of the evaluation methodology. **Feedback was collected during or immediately after each Transnational Workshop**, meaning that this indicator captures participants' **immediate perception**

of learning, before they had sufficient time to further assimilate the knowledge acquired or transfer it into their organisational practices.

In this context, the results are particularly relevant: they show that **participation in the activities alone already generated a perceived increase in knowledge**, with more than three quarters of respondents reporting a high level of knowledge improvement immediately following the workshops.

The qualitative responses reinforce this finding and show that participants were already able to identify specific knowledge acquired during the activities. In Riga, for example, respondents referred to learning related to **data protection, GDPR, data minimisation and responsible AI**, while Barcelona participants highlighted **AI tools, prompt engineering, data spaces, open data and data visualisation**.

Similarly, participants in the Lithuania workshop highlighted learning around **digital storytelling and the use of data to communicate impact**, including how to transform data into more compelling and engaging narratives.

At this stage, however, participants had not necessarily had the opportunity to **apply, consolidate or transfer this knowledge within their organisations**. For this reason, the immediate feedback should be considered together with the **long-term impact assessment presented in Section 3.3**, which examines participants' experience several months after the activities and provides further evidence on the extent to which the knowledge acquired was retained and translated into organisational practices.

Taken together, the immediate and long-term assessments provide a more complete picture of the learning process: **the immediate feedback demonstrates that knowledge acquisition already takes place as a direct result of participation in the Transnational Workshops, while the long-term assessment allows the project to evaluate how this initial learning develops, is retained and is subsequently transferred into practice.**

3.2.3 Immediate Outcomes and Participant Feedback

Beyond satisfaction and perceived knowledge gain, the feedback questionnaires collected qualitative information to understand the **immediate outcomes generated by the Transnational Workshops**. In particular, participants were asked which parts of the activities they found most valuable, which knowledge or skills they intended to adopt, and how future activities could be improved.

As with the Knowledge Gain indicator, these responses were collected **during or immediately after the workshops**. Therefore, they primarily capture participants' initial intentions and perceived relevance of the learning, rather than confirmed organisational changes.

What participants valued most

Across the eight Transnational Workshops, the open-ended responses show three recurrent sources of value: **practical learning and real-life applications, peer-to-peer exchange, and networking with organisations from other European regions.**

Participants particularly appreciated opportunities to move from theoretical concepts to practical applications. Across workshops, responses highlighted hands-on experimentation with AI and digital tools, data storytelling and real-life applications, together with opportunities to exchange experiences and approaches with organisations from other European regions. For example, Barcelona participants highlighted the practical use of AI tools, while participants in Lithuania emphasised learning how to transform data into compelling stories to communicate impact.

What participants valued most

Selected voices from the Transnational Workshop surveys

PRACTICAL LEARNING

Hands-on tools and real-life use

AI tools real examples

“ The most valuable part for me was the hands-on AI workshops... It was practical and easy to apply in real work.”

Barcelona · Mar 2026

STORYTELLING

Turning data into impact stories

data storytelling impact

“ The most valuable part was learning how to turn data into a compelling digital story that clearly communicates impact and engages audiences.”

Lithuania · Apr 2026

PEER EXCHANGE

Learning through other organisations

networking exchange

“ They gave me the opportunity to step outside my 'bubble', exchange experiences with other participants, and find new ideas and inspiration.”

Brussels · Jul 2026

Practical experimentation • Real-life application • Transnational peer learning

Peer exchange and networking were equally important. This became particularly visible during the final event in Brussels, where participants repeatedly highlighted group work, networking, speed pitching and exchanges with organisations from different European countries. Responses described these interactions as opportunities to discover other organisational realities, exchange experiences, generate new ideas and identify potential future collaborations.

Overall, the responses indicate that the value of the Transnational Workshops came not only from the content delivered, but from the **combination of expert knowledge, practical experimentation and transnational peer learning.**

Intention to apply the acquired knowledge

Importantly, immediately after the workshops, participants were already able to identify **concrete ways in which the knowledge acquired could be relevant to**

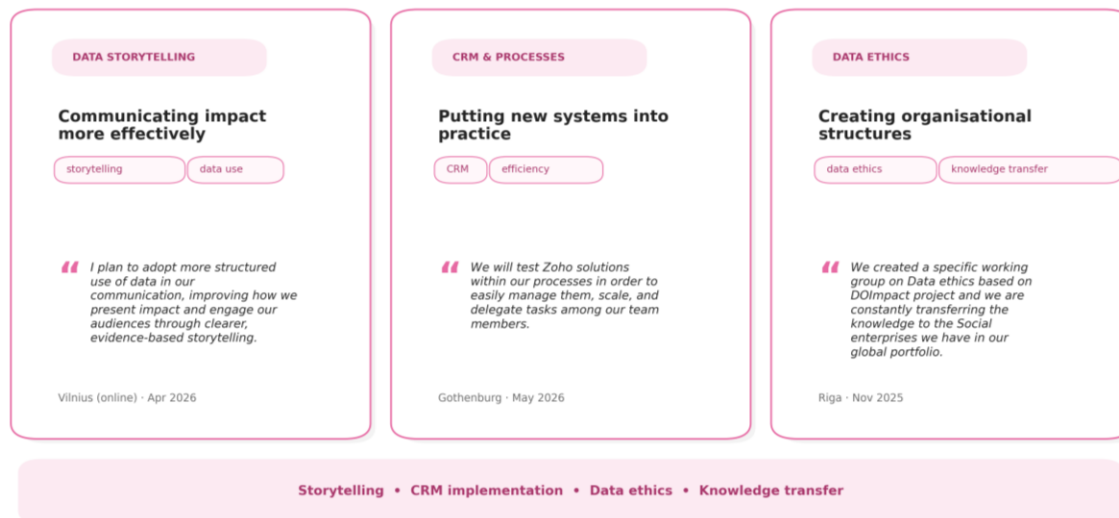
their organisations. This indicates that the workshops were not perceived only as learning opportunities, but also as a source of **practical ideas that participants could translate into organisational action.**

The intended applications covered a broad range of areas, including **AI adoption, data collection and analysis, ethical data management and responsible AI, open data and data sharing, data storytelling and visualisation, impact measurement, CRM systems and knowledge transfer to colleagues and other social economy organisations.**

Participants' responses also show different levels of intended application, ranging from **improving existing practices to introducing new tools, processes and organisational structures.** For example, participants referred to using data more systematically to communicate impact and strengthen evidence-based storytelling, testing CRM solutions to improve internal efficiency and task management, and establishing dedicated structures to address data ethics and transfer the acquired knowledge across their organisations and networks.

From learning to organisational action

Examples of intended application identified immediately after different Transnational Workshops



The examples presented in the figure illustrate this transition **from learning to intended organisational action** across different Transnational Workshops. They demonstrate that participants were already able, immediately after attending the activities, to connect the topics discussed with **specific organisational needs and possible next steps.** This is particularly relevant given that the feedback was collected directly after the workshops: at this stage, the responses capture **intention and perceived applicability.**

Lessons for future Transnational Workshops

Participants' suggestions for future workshops largely reinforced the elements they valued most. The main recommendations were to include more hands-on activities, practical exercises, real-life case studies and interactive formats, while allowing additional time for networking, peer exchange and collaboration opportunities. Participants also highlighted the value of receiving materials, templates and key outcomes after the workshops to facilitate knowledge transfer within their organisations.

A more comprehensive analysis of **these** best practices and recommendations is provided in D5.3 – Best Practices and Recommendations Report.

3.3 Long-Term Impact of the Transnational Learning Journey.

To complement the immediate assessment of the individual Transnational Workshops, a **long-term questionnaire was distributed at the end of the project to participants in the transnational learning journey**. The purpose of this assessment was to examine whether the knowledge and skills acquired through the activities had translated over time into **practical application, organisational improvements and sustained digital capacity**.

Unlike the short-term questionnaire, which was administered separately after each workshop, the long-term questionnaire provided **a single assessment of the overall transnational learning journey**. A **common set of questions was used for all respondents**, ensuring consistency in the information collected and enabling an aggregated analysis of longer-term outcomes across participants and organisations.

The assessment explored several dimensions of impact: **application of acquired knowledge and skills, implementation of digital tools and strategies, confidence in future application, perceived organisational improvements, current digital knowledge, contribution to organisational sustainability, and future capacity-building needs**. It also captured participants' perceptions of the **most valuable long-term outcomes of their participation in DO IMPACT**.

The following questions formed the common long-term assessment framework:

Assessment dimension	Question
Application of learning	<i>To what extent have you applied the digital skills and knowledge gained from the capacity building programme in your work?</i>
Implementation	<i>Which specific digital tools or strategies have you implemented within your organisation since the capacity building programmes?</i>
Barriers	<i>Have you experienced any challenges when applying what you learned?</i>

Future application	<i>How confident do you feel about continuing—or starting—to apply the knowledge gained through the DO IMPACT events in your future work?</i>
Organisational impact	<i>Have you noticed any improvements in your organisation as a result of applying what you learned?</i>
Areas of improvement	<i>In which areas have you observed improvements?</i>
Digital knowledge	<i>How would you rate your current knowledge of digital solutions for SMEs in the social economy sector?</i>
Sustainability	<i>Do you feel that the learning has contributed to your organisation's long-term sustainability?</i>
Future support	<i>What further training or support would help you continue improving your digital capabilities and applying them in your organisation?</i>
Overall value	<i>Would you recommend participating in similar DO IMPACT activities?</i>
Long-term outcome	<i>What has been, or what do you expect will be, the most valuable long-term outcome of your participation in DO IMPACT?</i>

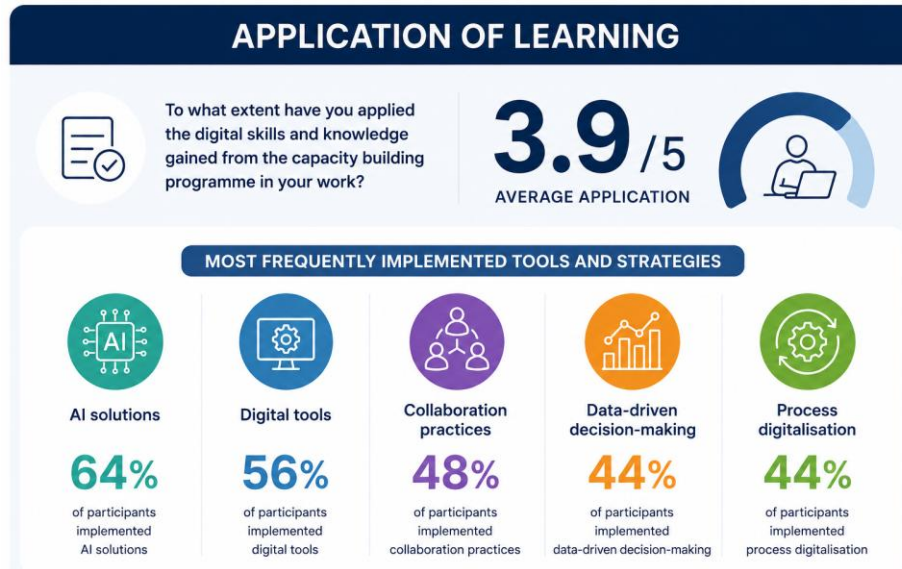
The results presented below combine **quantitative indicators with participants' qualitative feedback** to assess how the learning generated through the Transnational Workshops translated into longer-term outcomes.

- **Application of acquired knowledge**

When participants were asked **“To what extent have you applied the digital skills and knowledge gained from the capacity building program in your work?”**, the average score was **3.9 out of 5**. More specifically, **65% of participants rated their level of application with a 4 or 5**, while **32% selected 3**, and only **3% selected 1**.

This indicates that, by the end of the project, the knowledge acquired through the learning journey had already moved beyond initial learning and was being **applied in participants' professional contexts**.

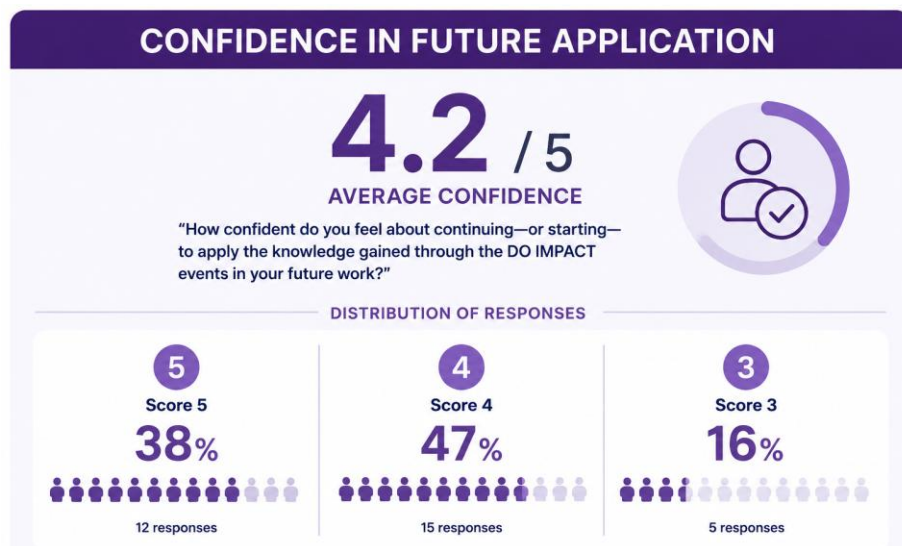
When asked **“Which specific digital tools or strategies have you implemented within your organization since the capacity building programs?”**, the most frequently selected areas were **AI solutions (64%)**, **digital tools (56%)**, **collaboration practices (48%)**, **data-driven decision-making (44%)** and **process digitalisation (44%)**. Only **12%** indicated that no changes had yet been implemented.



- **Confidence in continued application**

The assessment also explored whether this application was likely to continue beyond the project. In response to **“How confident do you feel about continuing—or starting—to apply the knowledge gained through the DO IMPACT events in your future work?”**, participants reported an average confidence level of **4.2 out of 5**.

All responses were between 3 and 5: **38% selected 5, 47% selected 4 and 16% selected 3**. This means that **84% reported a high level of confidence (4 or 5)**, suggesting that participants not only applied the learning acquired but also felt equipped to **continue integrating it into their future work**.



- **Organisational improvements**

The questionnaire then moved from individual application to organisational effects. When asked **“Have you noticed any improvements in your organisation as a result of applying what you learned?”**, **75% of participants answered “Yes”**, while the remaining responses mainly indicated that improvements had **not yet** been observed, rather than rejecting the possibility of future impact.

The follow-up question, **“In which areas have you observed improvements?”**, provides a clearer picture of where this impact was occurring. Among participants reporting improvements, the most frequently identified areas were **organisational processes (71%)**, **data use (58%)**, **collaboration (58%)**, **digital skills (50%)**, **decision-making (50%)** and **innovation (33%)**.

These results suggest that the effects of the Transnational Learning Journey extended beyond individual skills development, contributing to changes in **how organisations work, use data, collaborate and make decisions**.

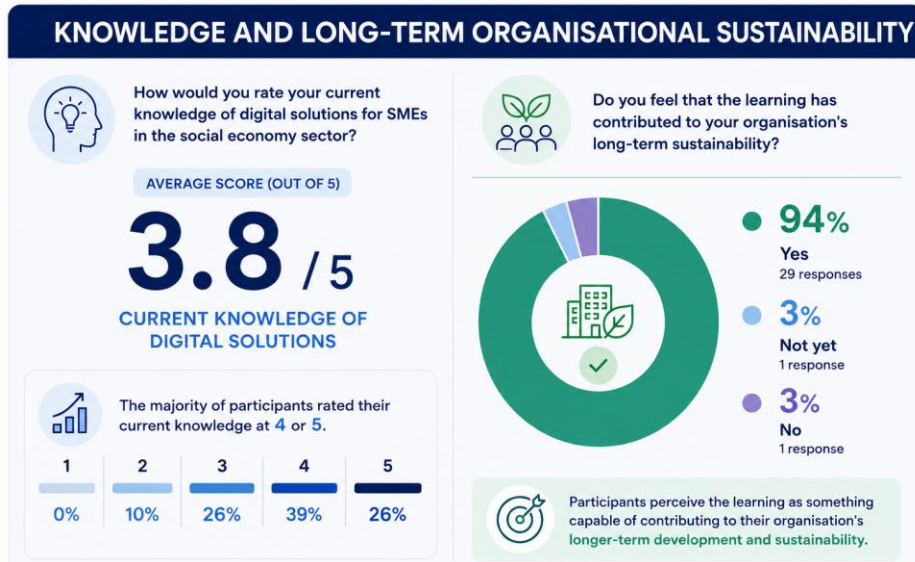


- **Knowledge and long-term organisational sustainability**

Participants were also asked **“How would you rate your current knowledge of digital solutions for SMEs in the social economy sector?”**. The average score was **3.8 out of 5**, with the majority rating their current knowledge at 4 or 5.

More significantly, when asked **“Do you feel that the learning has contributed to your organisation's long-term sustainability?”**, **94% answered “Yes”**, while only **3% selected “Not yet”** and **3% “No”**.

This provides an important indication that participants perceived the learning not simply as an isolated training experience, but as something capable of contributing to their organisation's **longer-term development and sustainability**.



- What participants expect to remain in the long term

The qualitative question “What has been, or what do you expect will be, the most valuable long-term outcome of your participation in DO IMPACT?” helps explain what participants understood by long-term impact.

Responses repeatedly referred to **digitalisation of internal processes, data-driven decision-making, stronger digital capabilities, international networking, collaboration, impact measurement and the integration of digital tools into organisational strategy.**



Continuing the learning process

Finally, the questionnaire asked **“What further training or support would help you continue improving your digital capabilities and applying them in your organization?”**. Participants identified further needs around **AI, data analysis, data governance, digital tools, impact measurement and visualisation**, alongside practical workshops, mentoring, peer learning and continued exchange of experiences with other organisations.

This feedback is consistent with the idea that digital capacity building is not a one-off intervention but an ongoing process. As one participant explicitly stated, it is **“a continuous process not a one-off moment.”**

This willingness to continue is also reflected in the question **“Would you recommend participating in similar DO IMPACT activities?”**, for which **all respondents answered “Yes”**.

Overall, the long-term questionnaire provides evidence of a progression from **learning → practical application → organisational improvement → longer-term value**. Participants were applying the knowledge acquired, felt confident about continuing to do so, reported concrete improvements within their organisations and overwhelmingly perceived the learning as contributing to their organisations' longer-term sustainability. The qualitative responses further show that the impact was not limited to digital skills themselves, but also included **changes in organisational approaches, data-driven decision-making, collaboration, networking and strategic thinking**.

4. Local Activities

4.1 Overview

Local activities constituted an important component of the DO IMPACT learning journey, translating the project's broader objectives into activities adapted to different regional ecosystems and organisational contexts.

In line with the evaluation approach established in D5.1, the assessment focused on four main dimensions:

- **Knowledge retention** – the extent to which participants retained knowledge and considered the content applicable after the activities.
- **Application of knowledge** – whether participants had subsequently used the concepts, methodologies or digital tools introduced.
- **Satisfaction and relevance** – participants' assessment of the quality and relevance of the activities.
- **Organisational impact** – evidence that learning had contributed to changes in digital practices, internal processes or organisational decisions.

The same local questionnaire structure was used across all project regions, enabling comparison around these common dimensions.

4.2 Regional Comparison

The regional comparison shows an overall positive assessment of the DO IMPACT local learning activities. Across the available evidence, participants reported high satisfaction and relevance, meaningful retention of the knowledge acquired and numerous examples of practical application and organisational change.

4.2.1 Comparative results

The table below provides a consolidated overview of the main assessment dimensions across the regional and EU-level activities. Percentages derived from rating-scale questions represent the average score as a percentage of the maximum possible score.

Indicator	Italy	Latvia	Lithuania	Spain / Catalonia	Sweden	Brussels / EU level
Current knowledge / perceived knowledge improvement	70.0%	80.0%	58.2%	75.0%	—	84.0%
Knowledge retained / applicable	83.4%	76.6%	76.8%	75.0%	—	—
Satisfaction / overall experience	90.0%	92.2%	93.4%	90.0%	—	95.2%
Relevance / expectations met	86.6%	86.6%	89.8%	90.0%	—	92.0%
Workshop format suited participants' needs	—	100%	99.1%	100%	—	—
Direct application of learning	50.0%	94.4%	100%	Mixed qualitative evidence	—	—

Improved use of digital tools	50.0%	66.7%	77.8%	—	—	—
Organisational decisions / actions	50.0%	77.8%	64.4%	50.0%	—	—
Would recommend the activities	100%	100%	100%	100%	—	—

Overall, the results show consistently high levels of **satisfaction and relevance**. Satisfaction reached **90% or above** across all regions with available data, with scores ranging from **90% in Italy and Spain/Catalonia to 95.2% in Brussels**. Relevance was similarly high, ranging from **86.6% to 92%**. The workshop format was also positively assessed, reaching approximately **100%** in the regions where this question was included. In addition, **100% of respondents** to the recommendation question indicated that they would recommend the DO IMPACT activities to other organisations.

The follow-up results also indicate that the learning remained useful after the activities. **Knowledge retained or considered applicable ranged between 75% and 83.4%**. The open responses provide concrete examples of what participants retained and used, including **AI and prompting, data processing and open data, data visualisation, digital communication, project-management tools, CRM systems and impact measurement**.

Application differs across regions and organisations, which is also visible in the questionnaire responses. Direct application was reported by **94.4% of respondents in Latvia and 100% in Lithuania**, while **50% in Italy** reported having already applied the learning. In Spain/Catalonia, responses show different stages of implementation: some participants were already using the knowledge acquired, while others were preparing changes such as **CRM implementation, improved data organisation or the integration of AI and open-data practices**. This suggests that application is not always immediate and may depend on the type of tool or organisational process involved.

This is also reflected in the organisational indicators. Where comparable data are available, **between 50% and 77.8% of respondents reported organisational decisions or actions linked to the activities**, while improvements in the use of digital tools reached **66.7% in Italy and Latvia and 77.8% in Lithuania**. Participants referred to examples such as digitalisation plans, improved data collection and use, staff training, AI-supported processes and changes in communication and project-

development practices. At the same time, the open responses identify **time, human and financial resources, management involvement and access to more tailored support** as factors influencing the capacity to implement the learning within organisations.

5. Other Qualitative insights

5.1 Interviews

In addition to the assessment questionnaires, **participant interviews were conducted throughout the Transnational Learning Journey** as a complementary qualitative mechanism to capture participants' experiences, learning and perceptions in their own words.

The interviews served a dual purpose. **Throughout the Learning Journey, they provided direct participant testimonies that helped capture how the activities were being experienced, what participants considered most valuable and which practices or ideas they were taking from the programme.** At the end of the project, these testimonies also provide a qualitative record of the learning journey, illustrating participants' experiences and showcasing examples and good practices emerging from the different workshops.

Methodology

Interviews were conducted during the different **Transnational Workshops**, recorded in video format and published through the project's [YouTube channel](#). In addition to their role in the assessment, the videos therefore constitute a **dissemination output**, making participant experiences, perspectives and good practices accessible beyond the immediate workshop participants.

For this assessment, the interviews were analysed using a **thematic qualitative approach**, identifying recurring themes and representative experiences related to knowledge acquisition, practical application, peer learning, networking and potential organisational impact.

Main emerging themes

The interviews reinforce the findings obtained through the other assessment mechanisms and highlight four main themes:

- **Digitalisation and data:** participants highlighted the importance of digital tools and data-driven approaches for improving organisational processes, decision-making and impact management.

- **Practical and transferable learning:** participants valued the practical knowledge, methodologies and examples that could be adapted to their own organisations.
- **Peer learning and networking:** exchanging experiences with organisations from different contexts was consistently perceived as an important source of learning and new perspectives.
- **Organisational impact:** testimonies indicate that the knowledge and ideas acquired have the potential to move beyond individual learning and contribute to changes in organisational practices and strategies.

Representative voices from participants

Participants' own words provide direct evidence of how the DO IMPACT learning journey was experienced:

“

“Yesterday's training on GDPR was very inspiring and gave me a lot of new insights that I will use in my daily working environment.”

Antonio Contini
Riga Transnational Workshop

”

“

“The topics covered by DO IMPACT are exactly the ones I work on right now. It's important for me to keep learning, stay updated, bring this know-how into my organisation and implement more efficient and effective processes.”

Alessia Aisosa Caterinella
Exar Social Value Solutions
Turin Transnational Workshop

”

Overall, the **participant testimonies complement the survey-based assessment by providing a direct and continuous qualitative perspective on the Learning Journey**. They help illustrate what participants learned, what they considered most valuable and how this knowledge could be transferred into their organisations. At the

same time, the collection of video testimonies creates a lasting dissemination resource showcasing **participant experiences, good practices, peer exchange and the practical value generated through DO IMPACT.**

5.2 Final Roundtable

As part of the DO Impact Final Event, a dedicated **Knowledge Transfer & Peer Learning roundtable** was organised to bring together organisations that had participated in the project's learning journey. Representatives from different participating regions and organisations involved in the Learning Journey were invited to take part, bringing together different organisational contexts and experiences of digital and data-driven transformation.



Session 1:

“DO Impact in Practice – Knowledge Transfer & Peer Learning”

Facilitated by:



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Gustavs Mārtiņš Upmanis
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Konstantinos Oikonomopoulos
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Laia Vidal
Project Officer,
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The session was designed as a space for participants to share how the knowledge acquired through DO Impact had been translated into practice within their organisations, discuss remaining challenges and exchange perspectives on future needs. The roundtable therefore complemented the quantitative evaluation of the programme with a more qualitative perspective, capturing participants' reflections on organisational change, digitalisation, data use, collaboration and the sustainability of the transformation process.

The discussion highlighted a number of common themes and qualitative conclusions, which are summarised below.

Knowledge transfer and peer learning.

Participants particularly valued the opportunity to learn from other organisations facing similar challenges and to compare concrete practices rather than focusing only on theoretical knowledge. One participant described the most valuable part of DO Impact as *“learning from other organisations”*, stressing that practical examples and honest discussions were more useful than simply learning about new tools. FEDAIA similarly highlighted the combination of expert sessions and peer learning, noting that exchanges with organisations from other countries helped them recognise shared challenges and critically reflect on their own work. Importantly, transfer also took place within organisations: FEDAIA reported that the knowledge gained through DO Impact had been transferred to its Social Lab, where innovation, digitalisation, AI and data are discussed internally.

Digitalisation, data and organisational change.

A common conclusion was that digital transformation should not be understood simply as adopting more tools. Participants described a shift towards a more strategic use of technology and data. PESKO, for example, explained that its approach had moved from asking *“What data can we collect?”* to *“What data do we actually need?”*, with greater attention to outcomes and impact rather than the volume of activities or information collected. Other participants similarly reported moving away from collecting information mainly for reporting purposes towards identifying data that can improve services and support decision-making.

This change was also visible in the use of AI. Participants reported using AI for practical tasks such as analysis, communication, project applications, training content and administrative work, while at the same time becoming more aware of responsible and ethical use. FEDAIA, for instance, reported that DO Impact helped the organisation rethink its use of AI and better understand both its opportunities and ethical implications.

Collaboration and knowledge ecosystems.

The roundtable also highlighted collaboration as an important part of the learning process and of the future digital transformation of the social economy. FEDAIA described becoming part of a European network of organisations working on similar challenges as one of the programme's most valuable aspects, providing opportunities both to learn from others and to receive feedback on its own initiatives. Another participant reported having identified three organisations with which discussions on possible collaboration were continuing after the programme.

At the same time, participants stressed that collaboration should not be measured only through immediate formal partnerships. The discussion recognised that trust and meaningful cooperation require time and that programmes such as DO Impact can create the conditions from which future relationships emerge. Sharing methodologies, experiences and data where appropriate was seen as a way to avoid duplication and move from isolated organisational approaches towards stronger social economy ecosystems.

Future needs and sustainability of the transformation.

Despite the progress reported, participants identified important barriers to continuing their digital and data-driven transformation. These were primarily related to capacity, resources and skills, rather than simply access to technology. One organisation identified the need for additional financing and dedicated staff time, noting that data remained scattered across different databases and surveys. Others emphasised the need for affordable digital tools combined with people capable of implementing them. PESKO, for example, proposed support covering both digital technologies and digital talent, arguing that *"Technology alone doesn't create transformation; people do."*

Future areas of interest also included responsible AI, interoperability between existing systems, common impact indicators and better ways of transforming data into usable knowledge. Participants therefore pointed towards longer-term support combining technology with training, mentoring, organisational capacity and opportunities for continued peer exchange.

Overall, the Final Roundtable showed that the learning generated by DO Impact extended beyond the acquisition of specific digital skills. Participants described a broader shift towards **more strategic, selective and impact-oriented uses of data and technology**, accompanied by greater attention to collaboration, ethics and organisational capacity. As FEDAIA summarised, digital transformation is “*not primarily about technology*”, but about “*people, organisational culture and using data responsibly to improve decisions and increase social impact.*”

5.3 Learning Walls

As the DO Impact Learning Journey came to an end, a **Collaborative Reflection Workshop** was organised during the Final Event to create a dedicated space for participants to reflect collectively on their experience throughout the programme. The exercise served as an additional **qualitative feedback and monitoring mechanism**, complementing the questionnaires, interviews and other assessment tools used throughout the project. Its purpose was to capture participants' perspectives on the learning generated through DO Impact, its application in practice, as well as their views on future needs and possible improvements.

Participants worked in small groups using a common **Learning Wall**, which provided a visual and participatory framework to structure the discussion and collect the main conclusions from each group. A total of **eight Learning Walls** were completed.

The Learning Wall was structured around four complementary blocks:

- **Block A – Most Valuable Learning:** the topics considered most useful for participants' organisations and the knowledge or skills already applied in practice.
- **Block B – Future Skills & Needs:** priority digital and data-related skills and the main barriers to further digital transformation.
- **Block C – Learning Formats:** the learning methodologies considered most effective and the elements that could strengthen future capacity-building programmes.
- **Block D – Recommendations:** participants' perspectives on what should be maintained, improved or added in future initiatives.

DO Impact LEARNING WALL

Your ideas today shape tomorrow's impact!

A MOST VALUABLE LEARNING What has created the biggest impact?	B FUTURE SKILLS & NEEDS Looking ahead	C LEARNING FORMATS How do we learn best?	D RECOMMENDATIONS Imagine the next DO Impact programme
1 Which <i>topic</i> from the DO Impact programme was most useful for your organisation and why? ONE POST-IT - ONE IDEA 2 What <i>knowledge</i> or <i>skill</i> have you already applied in practice? ONE POST-IT - ONE IDEA	3 Which digital or data-related <i>skills</i> will be most important for social economy organisations for the next 3 years? DIGITALISATION & DATA STRATEGIES APPLIED AI & PREDICTIVE ANALYTICS OPEN DATA ECOSYSTEMS DATA STORYTELLING ETHICAL & INCLUSIVE DATA USE RELATIONSHIP MANAGEMENT & CBM IMPACT MEASUREMENT FRAMEWORKS DATA SHARING FRAMEWORKS 4 What are the <i>main barriers</i> preventing organisations from advancing their digital transformation? SKILLS FUNDING CULTURE TIME LEADERSHIP TECHNOLOGY DATA QUALITY OTHER	5 Which learning <i>formats</i> work best? (Please tick boxes) WORKSHOPS WEBINARS PEER-LEARNING SESSIONS MENTORING CASE STUDIES HANDS-ON EXERCISES STUDY VISITS 6 What would make future programmes more effective? ONE POST-IT - ONE IDEA	7 If you could design the next DO Impact programme, what would you keep, improve or add? KEEP What's working well? ONE POST-IT - ONE IDEA IMPROVE What can be better? ONE POST-IT - ONE IDEA ADD What's missing? ONE POST-IT - ONE IDEA
KEY LEARNING What is the most important learning you are taking away?	ONE PRIORITY SKILL Which skill do you see as the top priority for the next 3 years?	ONE BEST LEARNING FORMAT Which format works best?	ONE RECOMMENDATION What is your key recommendation for future programmes?

As part of the project's qualitative monitoring approach, the Learning Walls provided an additional source of participant feedback and helped capture collective reflections that complemented the individual evidence collected through questionnaires and interviews.

This section presents the Learning Wall as one of the qualitative tools used within the project assessment. To avoid duplication across deliverables, the results of the exercise are not analysed here, as the complete analysis of the Learning Walls is presented in D5.3 – Best Practices and Recommendations Report.

6. Conclusions.

The assessment carried out throughout the DO Impact project shows that the Learning Journey generated positive learning outcomes and contributed to the transfer and application of digital and data-related knowledge across participating organisations.

At transnational level, participants reported high satisfaction with the workshops, with an average overall experience of **4.59 out of 5**, while **76.1%** rated their perceived knowledge improvement at 4 or 5. The short-term feedback also showed that

participants particularly valued practical learning, real-life applications, peer exchange and networking opportunities.

The long-term assessment provides further evidence that this learning was transferred into practice. Participants reported an average application score of **3.9 out of 5**, with **65%** rating their level of application at 4 or 5. The main areas implemented included AI solutions, digital tools, collaboration practices, data-driven decision-making and process digitalisation. In addition, **75%** of respondents reported organisational improvements resulting from the application of what they had learned.

The regional assessment of local activities confirms a similarly positive picture. Satisfaction was **90% or above** in all regions with available data, while relevance ranged from **86.6% to 92%**. The results also show evidence of knowledge retention, practical application and organisational action, although the degree of implementation varied between regions and organisations.

The qualitative evidence collected through interviews, the Final Roundtable and the Learning Walls complements these results. Participants highlighted the value of practical and transferable learning, peer exchange, networking and a more strategic use of data and digital technologies. The Final Roundtable also showed that participants increasingly associated digital transformation with organisational processes, collaboration, responsible use of technology and impact-oriented decision-making, rather than with the simple adoption of new tools.

Overall, the evidence collected through the different assessment mechanisms indicates that the DO Impact Learning Journey supported a progression from **learning and knowledge acquisition to practical application and organisational improvement**. The findings of this assessment provide the evidence base for **D5.3 – Best Practices and Recommendations Report**, where the successful approaches, lessons learned and recommendations emerging from the project are further analysed.