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Learning and Innovation Network (LINK) Project

Final Evaluation Report

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1. Introduction; Project Background and Context

- 1.1 The rationale and need for the Learning and Innovation Network (LINK) project was based on background research and pilot initiatives by the R&D Centre Linköping and other project partners which identified the urgent need for a new more integrated and client centred approach to the delivery of health and social care services capable of fostering collaboration and overcoming professional and managerial barriers to change, and to provide flexible access to the skills required by front line professional staff and stakeholders to achieve this. A major pan- EU study 'Integrated Care and Support' (Sept 2021), led by one of the partners, the European Social Network (ESN), examined services to older people with complex needs, vulnerable families and adults with mental health problems and identified the 'key drivers' of integration of these services as including the need

(i) To 'wrap services around the person' through care packages tailored to individual needs

(ii) For greater coordination between services to reduce fragmentation,

(iii) To reduce duplication and maximise cost efficiency.

The report argued that to achieve greater integration service providers would also need to promote multi-disciplinary working across professional boundaries, empower front line staff to respond directly to client needs, adapt top down management structures to enable this and build in the views of the service users in the co-creation of solutions to their needs. Critically, the report recommended that *"Professionals should be equipped with the knowledge and skills to implement integrated services"*.

- 1.2 The project also built on pilot initiatives by the partners and in particular small pilot Learning and Innovation Labs developed by the R&D Centre Linköping and NTNU Trondheim. The Linköping lab had focused on frail elderly people in the community of Kinda, South Östergötland whilst NTNU Trondheim Child and Family Welfare Lab (FAMWEL) focused on vulnerable families with complex needs. The project also complemented other initiatives in which partners had been involved; the R&D Centre Linköping led the successful ESF funded EVIKOMP 1 and 2 projects, for instance, which developed a blended learning methodology to support front line elderly care workers to upgrade their skills through workplace learning and FAD Barcelona worked successfully with Barcelona City Council's Konsulta'm programme which had been developing community based early intervention services for young people aged 12 – 22 facing mental health challenges.

- 1.3. The project proposal was initiated by the Research and Development Centre Linköping which is a collaboration of municipalities in the Region of Ostgötland and the University of Linköping and has close working relations with a network of public and private providers of care, social services and social work within the region as well as with the national R&D Centres network in Sweden. The other 6 partners in the project are;
- The European Social Network (ESN), based in Brussels is an independent European network for public social services which brings together over 160 organisations from 37 countries, including national associations of social services directors, social services departments at national, regional and local authority levels, universities and other applied research organisations and large care providers. ESN has produced a series of major research studies on trends in health and social care needs and provision and organises Europe wide conferences and seminars on a wide variety of relevant themes.
 - The Avenida Donabedian Research Institute (FAD) is a multi-disciplinary research institute on Quality and Safety in Health and Social Care at the Autonomous University of Barcelona (UAB). It conducts research and supports implementation in the fields of health care, social care, patient centred care, patient safety and implementation in more than 60 countries. It specialises in the provision of professional eLearning programmes, enrolling 20,000 professionals per annum, and has extensive experience of managing and participating in EU programmes including Horizon 2020 and Erasmus Plus.
 - The Faculty of Social Work at the University of Ljubljana is the only institution in Slovenia which educates social workers and worked with R&D Centre Linköping and NTNU Trondheim in the Erasmus Plus LIFE project which focussed on the development of innovative methodologies in working with families with complex needs. The university is the oldest in Slovenia with over 40,000 students per annum and has participated in over 600 European partnership projects.
 - The Norwegian University of Science and Technology (NTNU) Trondheim is Norway's largest multi faculty university with 42,000 students and 3,500 academic staff members. The Department of Social Work is the biggest provider of social work training in the country and the Centre of Child Welfare and Innovation is the largest research group within the department. It led one of the largest studies of vulnerable families ever undertaken in Europe involving 900 families in 12 municipalities in Norway and Sweden and participated in the LIFE Erasmus Plus project with R&D Centre Linköping and the University of Ljubljana.
 - Zemgale Planning Region (ZPR) is located in south central Latvia and consists of 6 local municipalities. As a regional public authority it has

responsibility for regional planning and development and the coordination of services including social services, education, transport, environmental protection and business support. It has been a partner in over 30 funded projects in the past 7 years and worked with R&D Centre Linköping in the Care Skills Escalator (CASE) Erasmus Plus project and the RETHINK Central Baltic Interreg project.

- The University of Belgrade is the oldest and largest university in Serbia. The Department of Social Policy and Social Work is part of the Faculty of Political Science which has been involved in a range of EU funded projects including through Horizon 2020 and Erasmus Plus. The faculty also led a research programme 'Roma families and child protection services in Serbia (2017)' which provided the basis for its involvement in this project.

1.4 The overall aim of the LINK project identified in the project application was to develop and test a new 'Learning and Innovation Lab' model and approach to the delivery of more integrated and person-centred health and social care services to particularly disadvantaged groups in the community including the elderly, families with young children facing multiple challenges, young people with mental health challenges and vulnerable families in the Roma community. The main activities and products included the following;

- To prepare a Baseline Study focussing on the needs and problems faced by the different client groups targeted by each of the partners. The study would identify trends in the needs and services provided for these groups, relevant staff training programmes / gaps in provision, and the results of relevant research / pilot projects undertaken by the partners.
- Joint development of a Learning and Innovation Lab model including key objectives, characteristics and components and establishing pilot labs in each of the partner regions which would include key stakeholders including providers of relevant health and social care services at front line / management levels, researchers training providers and user groups.
- To develop a transnational Learning and Knowledge Platform to host the Competency Framework / Learning Programme being developed through the project, provide flexible access to the learning opportunities created, support the exchange of practice experience and promote dissemination at regional, national and transnational levels.
- To develop a Competency Framework and online / blended learning programme for frontline health and social care staff from a variety of disciplines and managers / stakeholders. These would focus on generic skills e.g. identifying problems, developing innovative solutions, working in multi-disciplinary teams, developing personalised care packages, working with local communities.

- Piloting the learning and innovation lab model, the platform, competency framework and learning programme with staff in each of the partner regions.
- Organising regional, national and transnational mainstreaming and dissemination.

1.5 The main results identified included;

- The development of a robust model and set of products and tools which can support the integration of a range of health and social care services by providing stakeholders and front-line staff with the new skill sets they need to overcome systemic barriers and provide more person centred higher quality services.
- The piloting activities will result in the development of 6 Learning and Innovation labs in partner regions and will develop the competencies / skills of at least 150 staff and stakeholders participating in the pilots.
- The project's dissemination activities will result in a substantial roll out of the products within the partner countries and elsewhere in the EU.

1.6 An interim evaluation report was completed in December 2023. This concluded that overall the project had achieved the majority of planned objectives and outputs at that stage in the original project application and the project work plan agreed at its inaugural project steering group meeting in Brussels in November 2022. It had in particular

- Undertaken a comprehensive mapping exercise on the needs of the different vulnerable client groups targeted by the partners, trends in the development of health and social care services provided for them and relevant staff training programmes focusing on the integration and personalisation of care services.
- Jointly developed a Learning and Innovation Lab Model including key objectives, characteristics and components and established pilot labs in an initial 3 partner regions, Barcelona, Trondheim and Ljubljana consisting of key stakeholders including front line staff and managers of relevant health and social care services, researchers, training providers and user groups.
- Developed the framework for a transnational Learning and Knowledge Platform to support the exchange of practice experience between the labs, to host the learning programme being developed and provide flexible access to learning opportunities for staff implementing the labs. It would also be a powerful vehicle for the promotion of dissemination at regional, national and transnational levels.
- Developed a draft Competency Framework which provided the basis for joint development of the draft learning programme which was due to be completed in Spring 2024.

- Undertaken extensive dissemination activity despite the fact that the piloting of the project's main products was only in its early stages.

It concluded that the outstanding issues that needed to be addressed in the final 20 months of the project included;

- An intensive effort over the following 5 months to populate the Learning and Innovation Platform with content relating to its exchange / sharing of experience and knowledge transfer component and to complete the draft learning programme to ensure that both elements could be piloted effectively by the partner labs.
- Developing a flexible and accessible blended learning programme complete with learning resources and materials which addresses the range of front line health and social care staff, service managers, and stakeholders delivering the labs.
- Ensuring that the pilot labs were effectively implemented in 6 partner area, using them to pilot the platform and learning programme and analysing the results.
- Finalising the content of the main products, the Learning and Innovation Lab model, the Learning and Innovation Platform and the learning programme based on the results of the piloting.
- Ensuring that the products were effectively mainstreamed in the care sector of the partner regions and countries and disseminated to a wider audience in the EU.

- 1.7 In the next section we will describe the aims and objectives of the evaluation process and the methodology used to carry it out. This will be followed by a description and analysis of the project activities undertaken and the results achieved, management of the project and its efficiency in achieving its objectives and results and partnership and transnationality within the project.

Finally, we will assess the impact of the project..

2. Evaluation Aims and Methodology

2.1 The aims and objectives of the project evaluation were described by an evaluation framework agreed by partners at the inception of the project. They were to;

- Assess the success of the project in achieving its objectives and projected outputs.
- Assess the efficiency of the processes put in place to achieve these outputs and to manage the project.
- Assess the effectiveness of the partnership and transnational working and the contributions from the individual partners.
- Inform funding bodies and other stakeholders of the project's results, and the actual and potential impact of the project.

2.2 The evaluation has involved;

(a) Analysis of the quantitative data relating to;

- Achievement of timescales set out in the Work Plan.
- Evidence of results identified and projected for each set of activities and the products developed.

(b) Reviewing and analysing qualitative evidence in relation to;

- The project's effectiveness in meeting its objectives.
- The project's efficiency in meeting its objectives.
- The relevance of the project's activities to the needs identified.
- Valorisation activities.
- Value added to the project as a result of transnational activity.

2.3 The main evaluation activities and methodology to date have also included;

- Observation of partnership meetings. During the project so far 6 partnership meetings have been held in Brussels, Barcelona, Trondheim, Ljubljana Slovenia, Jelgava Latvia and Lind in Sweden and these have been supplemented virtually by regular project working group meetings to plan the development of the project's products and the implementation of the work packages.
- Questionnaires completed by each partner after each partnership meeting.
- Reviews / Interviews with individual partners which have coincided with the partnership meetings or taken place soon afterwards.
- Analysis of partner records on evidence of dissemination and impact

2.4 This report will summarise the results of these activities and assess the extent to which the project has achieved its proposed objectives and results within the timescales set in the original application and project workplan. The report will be widely circulated, including to the project partners, stakeholders at regional level including those who participated in the

learning and innovation labs, and organisations who have participated in the dissemination process as well as to the Erasmus Plus authorities.

3. Project Activities

3.1 The main project activities identified in the original application were as follows;

- The preparation of a joint Baseline Study / Needs Analysis based on individual national studies prepared by each of the partners and to use the findings to develop the other main products and tools to be developed by the project.
- The joint development of a generic Learning and Innovation Lab model including objectives, characteristics and components and to use this as a basis for establishing 6 pilot labs in the partner regions which will include key stakeholders including providers of health and social care services at front line / professional and managerial levels relevant to the client group targeted, researchers, training providers, NGOs and user groups.
- To develop a Learning and Knowledge Platform to host the learning programme being developed through the project and provide flexible access to learning opportunities and to support the exchange of experience between labs at regional, national and transnational levels.
- The development of a Competency Framework and on line / blended learning programme for front line health and social care staff from a variety of professional disciplines and for managers / stakeholders.
- Piloting the Learning and Innovation Lab model, the platform, competency framework and learning programme in each of the partner regions (excluding ESN based in Brussels).
- Organising national and transnational dissemination and mainstreaming.

3.2 Work on the Baseline Study

3.2.1 At the inaugural project steering group meeting held in Brussels on 30th November to 2nd December 2022 a detailed project workplan was agreed for the delivery of the main project activities, objectives and results together with timescales for delivery and the roles and responsibilities of the individual partners.

3.2.2 Shortly after the meeting, a detailed questionnaire was circulated to the partners including a series of questions which were designed to assist partners to prepare regional / national reports addressing the following issues;

- A description of the welfare model relating to the partner country, how social services to the target group selected are delivered, and the main

- gaps in services. This included a description of education / training provision for staff delivering the services.
- A description of the problem that each partner wanted to address through the project. This would include data on the needs of the target group and the extent to which existing services were meeting or failing to meet these needs.
- Examples of social innovation relating to the needs of the target group in each partner regions / country.
- The extent to which existing services were integrated or fragmented and delivered a holistic and person centred service tailored to the needs of the individual.

3.2.3 Each of the partners had already identified their key target group of beneficiaries and the problem(s) they intended to address through the research undertaken during the preparation of the original project application but the Baseline Study provided the opportunity to build on and consolidate this work and undertake further consultations with key stakeholder organisation in each of the regions / countries and identify priorities for action. The main client groups targeted were as follows;

- R&D Centre, Linköping – Sweden; Isolated elderly people in the community of Kinda, a municipality with approximately 10,000 citizens.
- NTNU, Trondheim, Norway; Families with complex challenges.
- University of Belgrade, Serbia; Early childhood development of children from Roma families.
- University of Ljubljana, Slovenia; Families with complex challenges.
- FAD Barcelona, Catalonia, Spain; Community based intervention to support young people aged 12 – 22 with mental health challenges.
- Zemgale Planning Region, Latvia; Young people engaged in or at risk of offending behaviour.

3.2.4 Each of the partner organisations used the questionnaire as a framework for the preparation of their draft national reports which were completed by mid March 2023. The R&D Centre Linköping took the lead in analysing the reports and identifying common areas of concern and interest in relation to issues such as trends in the needs of the different client groups targeted, gaps in service provision and professional training programmes for front line staff, the extent to which services were standardised or personalised, the degree of inter professional working and collaboration in service delivery and so on. They pulled together the findings in a draft joint Baseline Study which was considered along with the national reports at the second project steering group meeting in Barcelona in April 2023. This provided the basis for in depth discussions on the content and development of the main work packages of the project both at the steering group and at subsequent working group meetings.

3.2.5 We have studied the content of the Baseline Study report and in our view it is comprehensive and achieves the main objective identified in the original project application, of helping partners to clarify the priorities at regional /

national levels and of enabling them to jointly identify priorities to be addressed in the development of the main work packages and products.

3.3 **Developing the Learning and Innovation Lab Model (Work Package 2)**

3.3.1 The work on the development of the Learning Innovation Lab model was led by the R&D Centre Linköping and a working group consisting of representatives from each of the partners and a consultant from the IT University Copenhagen who had previously undertaken extensive research on the lab concept. The initial work on the model took place from March to September 2023 and the draft model developed at that stage included guidelines on some of the key issues involved in developing a lab including;

- Identifying the 'wicked' problem(s) or challenge that the lab would address.
- Identifying the organisation who will take responsibility for ownership and leadership of the lab.
- Inviting relative stakeholders and professional staff who need to be involved.
- Establishing open / inclusive and egalitarian culture and management structure to encourage debate and innovation.
- Involving clients / beneficiaries in the 'co-creation' of possible solutions to their needs.
- Being prepared to experiment with alternative working methods and interventions and evaluating their impact.

3.3.2 During the initial development of the model there appears to have been some tension within the partnership between the desire to develop guidelines which were sufficiently flexible to give individual partners the freedom to develop their own pilot labs in their own way, and the need on the part of some partners for firmer guidelines and clearer direction. However, NTNU Trondheim, FAD Barcelona and the University of Ljubljana established their pilot labs from autumn 2023, the University of Belgrade and R&D Centre Linköping set up their labs early in 2024 and Zemgale Planning Region established theirs in Spring 2024.

3.3.3 The piloting of the Learning and Innovation Lab Model through the 6 regional / national partner labs continued through to Spring 2025. Each of the partners was successful in establishing a lab. Frequent meetings of the lab partner working group were held during the course of the piloting and feedback from the partners was that this exchange of experience was an important positive factor in informing their approach to their development of their individual labs. The experience of the individual labs included the following;

a) Konsulta'm Lab Barcelona

The lab was established to address youth emotional and

mental health needs for the 12-22 age group through a community based, preventative and holistic approach. A key result was that strengthened collaboration between the 10 service providers, agencies and inter-professional working together with the involvement of community organisations resulted in a substantial increase in the number of young people assisted and more coordinated intentions to support the individual young person. During the course of 2024, 816 young people were assisted through 2,346 consultations, compared to only 185 young people and 429 consultations provided by the same services in the previous year, and services were de-stigmatised by placing them in community locations e.g. libraries. The lab achieved a significant level of autonomy during the course of the piloting and its professional staff took on a new role as trainers of voluntary community representatives. Discussions are ongoing on the mainstreaming of the work of the lab and extending its services to 22+ age groups.

b) FAMWEL NTNU Trondheim

The lab sought to develop a range of micro innovations in work with families with complex needs including through increased collaboration between services to this group, greater involvement of the families themselves in identifying solutions to their needs, and a more open, less hierarchical approach to encourage participation and innovation. 16 initial lab trials involved placing masters degree social work students in social services offices in Trondheim, Oslo and other cities and this resulted in a range of innovations including the development of a community based approach involving local social service offices, voluntary organisations and families to develop services to support families, the development of support groups for parents who had lost custody of their children and other initiatives.

c) Ptuj Lab, Slovenia

The lab was established in collaboration with the Ptuj Social Work Centre in the Spodnje Podravje Region and focused on developing innovative approaches to the services for families with complex needs with a particular focus on encouraging their active involvement in the process through cocreation rather than professionals deciding on solutions for them. The lab was successful in strengthening collaboration between the 20 strong social work team and services in the area to develop a more holistic approach and in establishing more consistent involvement of families in the process, as well as in developing a stronger link between research, practice based and policy making bodies at regional and national levels.

d) 'Meeting in Kinda' Lab, Sweden

The main aim of the lab was to reduce involuntary loneliness among older people in a community of 9,000 people. It sought to achieve this by promoting collaboration between NGOs including PROKISA, churches and 'Heart to Heart' and succeeded in engaging 17

organisations in the process. It identified a range of 70 activities including senior fairs and 'theme nights', a digital calendar, a brochure with details of activities available in the area, and organised escorts of seniors to events. The work of the lab has now developed its own momentum.

e) **Zemunsko Cavororo Zemuns (Little Child in Roma Language) Serbia**

The lab sought to improve parenting and early child development provision for vulnerable Roma families with children aged 0-6 years. It mobilised an impressive range of stakeholders including UNICEF, the Municipality of Zemun, Social Work, Health care and Preschool departments and institutions, and representatives of the Roma community. A particular feature has been the role of an 'Influencer Mom' from the Roma community whose social media posts on early childhood health and positive parenting issues achieved over 70,000 views over a 6 month period. The lab found that contrary to received opinion the Roma community were receptive to offers of support and it managed to achieve enhanced participation of children in primary healthcare, day care programmes and immunisation programmes.

f) **Zemgale Lab, Latvia**

The lab, based in Jelgava City and county in Zemgale region was established to address the problems faced by marginalised young people involved in or at risk of involvement in offending behaviour, and the need to develop a more coordinated approach on the part of institutions and professionals working with them. The lab secured the involvement of 39 organisations, including municipalities, the police, social services, children and youth resource centres, schools, and the Latvian Child Welfare Network, and a particular feature of the approach developed has been the active involvement of young people themselves, who took the lead in organising the final dissemination event. A survey of participants including young people found that 65% felt that services to young people had improved through the work of the lab, and 35% that they were in the process of improving.

- 3.3.4 From the Steering Group meeting held in Lund, Sweden in March 2025 through to the final steering group meeting at the end of June, a series of working group meetings of partners analysed the results of the piloting and its impact on the Learning and Innovation Lab Model. This resulted in the production of a comprehensive report on the lab model which describes the process undertaken, and key features of the model developed through the project. This was also presented in diagrammatic form.

- 3.4 **Developing the Learning and Knowledge Platform (Work Package 3)**
- 3.4.1 Led by R&D Centre Linköping, the partners established a joint working group in February 2023 which has scoped the key characteristics and features of the platform based on its objectives of providing a hosting faculty for ongoing exchange and transfer of knowledge, experience and best practice relevant to the pilot innovation labs during the course of the project, as well as providing flexible access to the learning programme and supporting dissemination at regional, national and transnational levels. A technical specialist was appointed by R&D Centre Linköping to support the work and the working group interviewed individual partner organisations to identify priority features and services that the platform needed to provide to achieve its overall objectives.
- 3.4.2 The structure and the framework of the platform was developed by Spring 2024 along with content which included descriptions of the overall aim and objectives of the project, the 7 individual partners and the 6 regional Learning and Innovation Labs. However, the platform did not become fully operational until the work on the Learning 2 Innovate Learning Programme was completed in late June 2024 and loaded onto the platform.
- 3.4.3 The overall feedback from the partners on the effectiveness of the platform has been mixed. The consensus is that although it has provided a useful source of information to users on the partnership and the work of the individual labs, it has not been very effective as a knowledge transfer vehicle within the partnership; staff working in the individual labs, for instance, have generally not used the forum or chat facilities to exchange experiences or ideas. The partners feel that direct interaction through working group and steering group meetings have been much more productive. However, despite 'glitches', the partners felt that the platform was more effective as a host to the learning programme and that it could continue to have a role in the delivery of learning post project.
- 3.5 **Development of the Learning 2 Innovate Competency Framework and Learning Programme (Work Package 4)**
- 3.5.1 The project application stated that the purpose of the learning programme would be to assist professional front line staff, managers and stakeholders to develop the skills and knowledge required to establish and implement learning and innovation labs. The skill areas concerned would include generic skills such as identifying problems, developing innovative solutions, working in multi-disciplinary teams, as well as practical skills such as developing personalised care packages, managing budgets and working with local communities.
- 3.5.2 The initial focus of the work was on the development of the draft Competency Framework which was considered by the partners and approved at the project steering group meeting in Trondheim in

September 2023. The framework was based on the findings of the Baseline Study and provided the basis for the work on the learning programme, which it was agreed would consist of the following 5 units each of which included 1 or more modules;

Unit 1 – The Context and Challenge

Unit 2 – What are Social Innovation and Learning and Innovation Labs?

Unit 3 - Setting up a Learning and Innovation Lab.

Unit 4 - Making your Learning and Innovative Lab work.

Unit 5 - Evaluating Impact and Mainstreaming Innovation.

3.5.3 Partners were allocated roles in the production of the online content for each of the units. The European Social Network led the development of Unit 1, R & D Centre Linköping and NTNU Trondheim Unit 2, NTNU Trondheim Unit 3, the University of Ljubljana and FAD Barcelona Unit 4 and the University of Belgrade Unit 5. The units included audio visual clips, case study material from the work of the labs and elsewhere and both reflective questions and quiz questions to facilitate the validation of participants. Feedback questions were also included to identify satisfaction levels and areas of potential improvement in the programme. The work on the draft programme was completed in early autumn 2024 when the first phase of piloting began. A relatively high level of participation in the piloting was achieved with over 259 learners taking part considerably in excess of the original target of 150 and over 85% of participants in feedback stating that they would recommend the programme to other learners.

3.5.4 Following the initial piloting amendments and additions were made to the learning programme from Spring 2025 and work on the programme was finalised at the end of June 2025. This work included the inclusion of further audio visual content and case study material as well as additional translation work to maximise accessibility to learners from all the partner countries.

3.6 **Piloting the Products (Work Package 5)**

3.6.1 The project application identified the main objectives of the Work Package as being;

- To test the relevance, effectiveness and impact of the Learning and Innovation lab model by establishing / implementing labs in 6 partner regions and through these to establish multi-disciplinary teams to develop new holistic person-centred working methods with the priority target groups identified by each lab.
- To test the effectiveness of the Learning and Knowledge Platform in supporting knowledge transfer between the regional labs and for the project as a whole and in delivery of the Learning2Innovate Learning Programme.
- To test the relevance and quality of the Learning2Innovate Competency Framework and Learning programme.
- To evaluate the results of the piloting and use them to amend and finalise the products prior to their mainstream and dissemination.

3.6.2 As indicated in Section 3.3, a framework for the lab model was agreed by autumn 2023 prior to the 6 pilot partner labs being established between late 2023 and spring 2024 and piloted through to Spring / early Summer 2025. Both quantitative and qualitative indicators demonstrate that the pilot labs were effective as mechanisms to develop innovative solutions / working methods and in delivering more integrated and person-centred solutions to the needs of the different target groups of beneficiaries involved. An average 92% of staff and stakeholders involved in the work of the labs agreed in surveys that the lab had enhanced the quality of services delivered. The target of 150 people participating in the work of the labs was comfortably exceeded (estimate 250) as was the target of 120 beneficiaries / families supported (estimate 300-320). The lab model was amended and finalised following the piloting and was agreed by the partners to be sufficiently robust to be used for mainstreaming purposes and an extensive dissemination programme at national and international levels.

3.6.3 The Learning and Knowledge Platform was designed to be a vehicle for both knowledge transfer between the labs and more widely and online learning delivery of the learning programme. The development of the structure and framework of the platform was undertaken by an external specialist in consultation with a working group of the partners, and was not completed until Spring 2024, only becoming fully operational in June 2024 when content about the background to the project, the individual partners and their pilot Learning and Innovation Labs could be loaded onto it. This meant that the pilot labs had already been in operation for a number of months when ideally the staff and stakeholders involved in them would have been able to use the platform before lab piloting began.

Although the quality of the content about the project and work of the labs was good and improved over time, the platform did not become a vehicle for the ongoing exchange of experience originally envisaged, and other means tended to be preferred by the partners and labs, including working group meetings established to discuss specific topics. The knowledge aspects of the platform have been more

widely used in dissemination activities. However, it proved to be much more successful as a learning delivery vehicle, with average satisfaction levels of 85% being achieved for learners using it to participate in the learning programme.

- 3.6.4 As indicated in section 3.5 the Competency Framework, which provided the framework and basis for the Learning Programme was agreed by the partners in September 2023. The content of the 5 units of the programme was developed over the following year with partners individually and collectively taking the lead in developing of each unit. The first phase of piloting began in autumn 2024 and by the end of May 2025, 259 people had registered for and participated in the programme compared to the original target of 150. Of these 138 completed the evaluation questionnaire with 85% stating that they would recommend the programme to other learners. There were a range of suggested improvements to the programme, including the need for a better balance between theory and practice (less of the former, more of the latter), less text, more examples of innovation and good practice from the labs, and opportunities for interactive sessions with experts and group discussions.

A number of these suggestions have since been incorporated into the programme by the partners and part of the agreed sustainability programme for the project is that the content of the learning programme will continue to be monitored and updated after the project funding ends.

3.7 Mainstreaming and Dissemination

- 3.7.1 In the Interim Evaluation Report published in December 2023, we explained how, despite the fact that the key project products were still in the process of development at that stage, the partners had already achieved impressive dissemination results, details of which were provided. This has been consolidated since then by a continuing strong emphasis on dissemination by each of the partners at regional, national and EU levels.
- 3.7.2 The activities of the individual partners in sharing and disseminating results to date have included the following;
- a) The R&D Centre Linköping have organised regular meetings with staff in all 13 municipalities of the Ostergötland region updating them on the progress of the project and have backed this up with the circulation of regular newsletters, whose circulation averaged 250 people. It has made extensive use of social media to inform stakeholders about the progress of the Kinda learning and innovation lab and the project as a whole including regular Facebook postings which averaged 750-800 exposures. At national level it has made presentations to the national board of R&D Centres in Sweden, and at EU level it coordinated a workshop on the work of the project presented to the European Social Network annual conference in Aarhus, Denmark in June 2025. This was attended by 108 participants from a wide variety of countries in Europe and a subsequent post about the workshop attracted 1,655 participants and 55 interactions.

- b) FAD Barcelona has been regularly sharing updates on the project's results with the 13 organisations involved in the Konsulta'm youth mental health initiative, the 12 teams involved in Barcelona City Council's Youth Mental Health Initiative, the city's Education Department and local community organisations involved in the work of the lab. The FAD website which disseminates the work of the project had 4,600 visits and 1575 users in the first year of the project alone (<https://www.fadq.org/portfolio/link.learning-and-innovation-network/>). The dissemination of the learning programme prior to piloting in December 2024 was accessed by 4,484 people, mainly professional staff (<https://aulavirtual.fadq.org>) FAD have presented the project to regional / national and international conferences including the National Social Policy Congress organised by Spain's Journal of Social Policy in October 2023 (300+ attendees), the EoF Conference on community mental health care at Copenhagen in June 2025 (25 attendees) and the Catalonia Social Action Congress in July 2025 (120 attendees)
- c) The University of Ljubljana has organised regular stakeholder forum meetings with local, regional and national partners involved in the development of the Learning and Innovation Lab and has used these to disseminate updates on the progress of the project. Those involved include 16 frontline workers involved in the Ptuj Social Work Centre, the director of the centre, the National Institute of Public Health, the National Education Institute of Slovenia, the Ministry of Labour, Families, Social Affairs and Equal Opportunities, the Ljubljana Family Justice Department and professionals working with NGOs working with families. The work of the project has been disseminated to over 2,300 people including through the use of social media activity e.g. https://www.fsd.uni-lj.si/raziskovalno_in_razuojno_de10/projeckti/aktualni_projeckt/2023032813012108 The project newsletter on the Faculty of Social Work webpage was read by an average of 600 people and the announcement of the project's final dissemination event by 2,300 followers. The event at which the lab's results were presented was attended by 81 professionals. Transnational dissemination included presentation of the project and the work of the Slovenian Lab at the European Social Network (ESN) annual conference in Antwerp in June 2024 which was attended by 120 people.
- d) The University of Belgrade has developed a strong partnership which has been a powerful vehicle for disseminating the results of the project and obtaining feedback. Partners include UNICEF, who are a national partner of the Serbian Government on early childhood development issues, the National Centre for Social Work, the Municipality of Belgrade's Social Protection Department's specialist team working with minority groups, Belgrade Psychology Centre and NGOs including the Roma Women's Centre for Youth Integration. Regular updates on the progress of the project on the Social Policy and Social Work Department of the University's Facebook page have been viewed by an average of 900 students and professionals and similar updates on Instagram by an average of 750, but the most dramatic innovation in dissemination has been the use of a Roma influencer to make 26 posts on Instagram and TikTok on various aspects of early childhood development and parenting. This has resulted over 100,000 viewings, 3,000 likes and 300 comments

on posts and has substantially enhanced awareness of the project's work within the Roma community.

- e) Zemgale Planning Region has shared the results of the project and provided updates, and regular meetings of partners and stakeholders involving 39 organisations including municipalities, police, social services, children's and youth centres, schools, the Latvian Child Welfare Network and NGOs working with young people. Feedback about the work of its Stakeholder Forum meetings reached 950 recipients and its newsletter resulted in up to 3,900 followers. Its youth festival 'Impulss' attracted 82 participants and 39 organisations with a high level of engagement of young people including many involved in organising the event. See <https://www.zemgale.lv/jaunums/festivals-impulss-jauniesu-un-professionalu-satiksanas-drosa-radosa-vide>
In June 2025, national dissemination included a presentation at the 7th Latvian Rural Communities Parliament Thematic Working Group.
- f) NTNU Trondheim have organised regular Stakeholder Forum meetings with 3 municipalities in Oslo and Trondheim, as well as frontline professionals and researchers involved in the work of the labs, and national policy makers from the Ministry of Social Affairs. Regular newsletters providing updates on the progress of the project were publicised on the Faculty's Facebook page and mainstreaming has included the incorporation of the LINK Learning Programme into the University's masters degree social work course. Transnational dissemination has included the publication of joint articles about the work of the project with the University of Ljubljana.
- g) The European Social Network (ESN) is an independent European Network for local public social services organisations with over 160 member bodies in 37 countries both within and outside Europe. The ESN did not organise a pilot Learning and Innovation Lab during the project but used its network to disseminate its work and share its results. This included dissemination of the work of the project through the ESN website and a range of social media platforms including LinkedIn, Instagram and Twitter (X) and posts have been averaging 1500 impressions, views, clicks and reactions in response to postings. Information on the project is updated on their website and the link for this is as follows; <https://www.esn-eu.org/learning-and-innovation-network-link>.
ESN hosted a presentation on the work of the project at its annual conference in Aarhus, Denmark in June 2025, an event attended by 108 people from a wide range of organisations throughout Europe. A post issued on the workshop subsequently attracted 1,655 participants.

3.8 Project Results

- 3.8.1 The project has achieved the key activities and objectives described in the original application within the timescales set. These were;

- (a) To prepare a Baseline Study based on individual national studies prepared by each of the partners focussing on problems identified in services to distinct ultimate target client groups and identifying trends in the needs of / services provided to these groups, policy development, relevant staff training programmes / gaps in provision and the results of relevant research and projects piloted by partners.
- (b) To jointly develop a Learning and Innovation Lab Model including key objectives, characteristics and components and establishing pilot labs in each partner region which would include key stakeholders including providers of relevant health and social care services / disciplines at front line / professional and managerial levels, researchers, training providers and user groups.
- (c) To establish a Transnational Learning and Knowledge Platform to host the learning programme developed through the project and provide flexible access to learning opportunities created, to support the exchange of practice experience and promote dissemination at regional, national and transnational levels.
- (d) To develop a Competency Framework and online / blended learning programme for frontline health and social care staff from a variety of disciplines, and managers / stakeholders. These would focus on generic skills e.g. identifying problems, developing innovative solutions, developing alternative working methods, working in multi-disciplinary teams, developing personalised care packages, and working with local communities.
- (e) Piloting the Learning and Innovation Lab Model, the Learning and Innovation Platform, and learning programme with health and social care staff and stakeholders in each of the regions.
- (f) Organising regional, national and transnational mainstreaming and dissemination.

3.8.2 As indicated above, the Baseline Study was comprehensive and provided a sound basis for the development work on the main products of the project, the Learning and Innovation Lab Model, the platform and the learning programme. The initial joint development work on the lab model provided a good basis for the piloting of the 6 regional partner labs, although some partners felt that the preliminary guidelines could have been more comprehensive. The 6 pilot labs, although very diverse in content and approach, were all successful in both their impact on the working practices of the staff and stakeholders most directly involved and on the quality of services provided to the different client groups targeted. This was demonstrated by the positive feedback from surveys of staff involved, and the qualitative and quantitative evaluation of the impact on the client groups. The work also informed the further development of the overall lab model which the partners now believe is sufficiently robust to be mainstreamed and widely disseminated. The platform has proved to be effective in hosting the learning programme and providing flexible access of learners to online learning opportunities and is also an effective vehicle for dissemination of the work and progress of the project, but did not prove to be the best vehicle for the exchange of practice experience between the pilot

labs, with face to face virtual working group meetings organised by the partners proving to be more fruitful. The learning programme faced the challenge of getting the balance right between theory and practice and meeting the needs of target groups with diverse levels of experience and needs including front line staff with different levels of professional qualifications and nonexecutive members of stakeholder organisations. Because of the time required to develop the programme, the piloting also took place several months after the launch of the pilot labs, whereas ideally it would have happened prior to the labs being established. Despite this, the evaluation feedback was overwhelmingly positive with 85% of learners completing evaluation forms reporting that they would recommend the programme to other learners.

3.8.3 The project has exceeded its expectations in the following ways;

- (a) The numbers of individuals directly benefitting from the products developed during the course of the piloting. 258 learners, consisting mainly of front line staff working in the labs, enhanced their knowledge and skills through their participation, significantly exceeding the target of 150 participants in the original application.
- (b) The impact of the Learning and Innovation Lab Model and the 6 pilot labs was greater than anticipated. In Barcelona for instance, the lab achieved independence and sustainability at an early stage and resulted in major improvement in services at community level resulting in a substantial increase in numbers of young people with mental health challenges being engaged by services, and in Serbia, widespread assumptions among service providers that the Roma community would be resistant to support were proved to be false, and partly through innovative approaches such as the use of a Roma influencer, the lab developed a framework for effective collaborative intervention to improve access to early years childcare support for Roma families.
- (c) The impact of the mainstreaming and dissemination activities of the project also exceeded expectations. The 6 pilot labs all appear likely to continue their work after the period of project funding and the partner organisations have all mainstreamed the main products of the project eg NTNU Trondheim and the University of Ljubljana including the learning programme in their degree programmes. The project's dissemination programme has reached thousands of people and organisations at national and transnational levels, far exceeding the numbers anticipated in the project application.

4. Efficiency in Achieving Objectives and Results, Project Management

- 4.1 In the original LINK application, the R&D Centre Linköping were identified as managers and coordinators of the project. This role included;
- Planning the inaugural project steering group meeting held in Brussels in November 2022 and preparing the draft project work plan which identified the key project objectives and deliverables, timetables for their delivery and the roles and responsibilities of each partner in this.
 - Overall project administration, including planning and hosting steering group and working group meetings, preparing and circulating agendas and minutes of these meetings and progress chasing action points to ensure that partners deliver actions they have agreed to undertake within agreed timescales.
 - Drawing up and agreeing contracts with each partner.
 - Establishing a financial system to ensure that all expenditure is eligible and that full transaction records are monitored for audit purposes.
 - Monitoring progress towards the achievement of the project's objectives and outputs.
 - Ensuring that monitoring reports are completed and submitted within agreed timescales to the Erasmus funding authority.
- 4.2 Overall, based on feedback provided by the partner organisations during the course of the project and objective analysis, the project's management arrangements appear to have been effective. In relation to financial management, the R&D Centre Linköping Director Mats Eriksson, was responsible for budget control and was supported by a designated financial officer whilst each of the transnational partners nominated an individual responsible for the financial management. The project budget was drawn up which showed expenditure by partner taking account of their contribution to each task, and expenditure against the dates on which key tasks would be achieved (project milestones). The budget was agreed by the partnership along with quarterly reporting arrangements; through regularly reviewing expenditure against progress in achieving milestones in the work plan the management were able to identify whether the project was spending in accordance with expectations and to identify the need for any adjustments at an early stage.
- 4.3 Transnational project steering group meetings were well organised in accordance with the original project timetable, with agendas being sent out in advance, and minutes being circulated promptly complete with any action points and allocation of responsibilities for individual partners for following them up with timescales for doing so. Following the inaugural steering group meeting in Brussels in December 2022, a further 5 full meetings were organised in Barcelona, Ljubljana, Trondheim, Jelgava in Latvia and finally Lund in Sweden, with an additional final meeting being

held virtually in June 2025. In addition, regular meetings of working groups, on which all partners were represented, were organised to support the development of the project's main products, the Learning and Innovation Lab Model, the Learning and Knowledge Platform, and the Learning Programme. In relation to the overall management of the project, the partners also decided that steering group meetings were too infrequent to suffice, and over the last 2 years they organised fortnightly working group meetings at which all partners were represented, to monitor progress on the main activities of the project and discuss outstanding issues of concern.

- 4.4 Whilst the partners agreed that the overall management of the project was effective, a number felt that more structure would occasionally have been beneficial. This was particularly the case with the regular working groups, which often did not have fixed agenda in order to encourage open discussion and enable individual partners to raise issues. Similarly, during the development of the Learning and Innovation Lab Model, some partners felt that the initial framework did not provide adequate guidance in helping them to establish their pilot labs, although partners also welcomed the freedom that they were given to shape their individual labs and felt that ultimately this contributed to the outcomes achieved during the piloting.

There were additional concerns over the relative levels of input required to deliver the main products of the project and the impact that this had on the overall project delivery process. The development of the Learning Programme in particular was a complex process and it was only possible to pilot it and the platform several months after the pilot labs were established whereas ideally they would have been available when the labs were being launched. However, it is difficult to see how this could have been avoided and ultimately the high level of participation in the piloting of the learning programme indicates that the delay did not deter participation or the final outcomes.

5. Partnership and Transnationality

- 5.1 The key to evaluating the effectiveness of partnership and transnationality within the project is an assessment of the extent to which partnership working has helped the project to achieve its forecast objectives and results.

- 5.2 On this basis the partnership and transnationality work within the project has been successful.

As indicated earlier, initial communication and cooperation between partners was greatly strengthened by the established relationships that existed between a number of the partners who worked together on previous Erasmus Plus and other EU funded projects, and the extensive experience and track records of each of the partners. The R&D Centre Linköping worked with NTNU Trondheim and the University of Ljubljana on the 'LIFE' Erasmus Plus project and with Zemgale Planning Region on the 'CASE' Erasmus Plus and the 'Rethink' Interreg projects. Other partners had been invited to participate following careful research into their relevant expertise and experience; the University of Belgrade through their interest in the developing a more concerted approach to the needs of families with young children in the Roma community, FAD Barcelona through their track record of research and delivery in the field of young people's mental health needs, and European Social Network because of their research expertise and EU wide network.

The R&D Centre Linköping as lead partner took overall responsibility for ensuring effective communication and cooperation mechanisms between the partners were in place and maintained throughout the project. A draft workplan was presented to the first Steering Group Meeting in Brussels which defined clear roles and responsibilities between the partners as well as timescales for the delivery of the project's key outputs. Transnational steering group meetings were carefully planned beforehand with agendas, minutes and papers being circulated in good time and care being taken to ensure that sufficient information was available for informed decisions to be taken in accordance with agreed milestones, decisions and actions taken at meetings were clearly recorded along with details of the partners responsible for implementing them.

As indicated earlier, Working Groups were established for each of the main pieces of development work for the main products of the project, the Lab Model, the Learning and Innovation Platform and the Learning Programme and during intensive periods of work these met virtually on a fortnightly basis. During the last 18 months to 2 years of the project generic fortnightly virtual meetings were organised to monitor progress and discuss outstanding issues. In addition, regular one to one meetings were organised between R&D Centre Linköping and individual partner organisations to discuss budgetary and other issues.

- 5.3 The specific roles and contributions of individual partners were as follows;
- (a) The R&D Centre Linköping, as lead partner, undertook overall management responsibility for the project. This included negotiating contracts with each partner, establishing financial reporting arrangements, organising partnership steering group

and working group meetings, preparing the Project Work Plan and ensuring that the plan's activities timelines and outputs were effectively monitored and that robust dissemination plans were in place. The R&D Centre also worked closely with ESN in the preparation of the Baseline Study, played a lead role in coordinating the development work on the Learning Innovation Lab Model and on the Learning Innovation Platform and led on the development of the Competency Framework and Unit 2 of the Learning Programme 'What are Social Innovation and Learning and Innovation Labs?'. The centre organised the piloting of the products in the Kinda municipality as well as a comprehensive dissemination programme at local, regional and transnational levels.

(b) NTNU Trondheim contributed to the preparation of the Baseline Study including by reporting on the FAMWEL project that provided part of the inspiration for the original LINK application, participated in the development work on the Learning and Innovation Lab Model, developed and piloted its own lab which operated in Trondheim and Oslo focusing on families with complex needs, jointly developed Unit 2 of the Learning Programme with R&D Centre Linköping and led the development of Unit 3 'Setting Up a Learning and Innovation Lab' and piloted the programme in Norway. It also mainstreamed the learning programme within its masters' degree programmes and organised a dissemination programme at regional and national levels.

(c) The European Social Network (ESN) played a lead role in the preparation of the Baseline Study pulling together research from the partners and from elsewhere in the EU. It participated in the development of the Learning and Innovation Lab Model (as planned, it did not pilot a lab of its own) and led on the development of Unit 1 of the Learning Programme which focused on changing needs of different target groups and the policy environment. ESN played a key role in the project's dissemination programme helping to produce regular project newsletters and organising a final transnational workshop for the presentation of the project's results at its annual conference in Aarhus, Denmark in June 2025.

(d) FAD Barcelona contributed a regional / national report to the Baseline Study and contributed to the development of the lab model as well as organising a highly successful pilot lab in Barcelona which mobilised a wide range of stakeholders at community level and achieved substantial improvements in the engagement of and services to young people with mental health challenges. FAD led the development work on Unit 4 of the learning programme 'Making Your Learning and Innovation Lab Work' in partnership with the University of Ljubljana. They also successfully mainstreamed the lab which will continue its work after the period of project funding and organised a comprehensive dissemination programme.

(e) Zemgale Planning Region (ZPR) contributed a regional / national report to the Baseline Study and participated in the development work on the lab model, as well as leading the development of a highly successful pilot lab in Jelgava, focusing in developing a more collaborative and community based approach to the needs of marginalized young people at risk of offending behaviour. They participated in the development of the learning programme and successfully piloted it in the region, as well as mainstreaming and disseminating the work of the project at regional and national levels.

(f) The Faculty of Social Work in the University of Ljubljana contributed to a regional / national report to the Baseline Study and participated in the development work on the lab model. They developed a successful pilot lab in the Spodnje Podravje region which focused in developing innovative approaches to working with

families with complex needs, including 'co-creation' with the families in identifying solutions and a more holistic approach through collaboration within the social work team and between them and other services working with the families. They shared the lead role with FAD Barcelona in developing Unit 4 of the learning programme 'Making Your Learning and Innovation Lab Work' and successfully piloted the programme with staff and stakeholders involved in the lab and with students. They organised a highly successful mainstreaming and dissemination programme at regional and national levels involving government ministries and presented the work of their lab at the transnational workshop at ESN's annual conference in Aarhus in June 2025.

(g) The University of Belgrade contributed a national report to the Baseline Study, participated in the work on the development of the lab model and developed the successful Zemunsko Cavororo Zemuns (Little Child) pilot lab which focused on improving parenting and early child development provision for Roma families and their children. As indicated earlier, the lab was successful in breaking down negative assumptions among service providers about the willingness of Roma families to accept support and used highly innovative methods of dissemination to reach members of the Roma community. The university led the development of Unit 5 of the learning programme, 'Evaluating Impact and Mainstreaming Innovation' and successfully piloted the programme in Serbia. Social media was used creatively to successfully disseminate the work of the project.

- 5.4 Overall, the cooperation between the partners was extremely positive during the course of the project. The partners worked effectively together in the preparation of the Baseline Study and during the development of the lab model, the platform and the learning programme. For the learning programme, they agreed on a sharing of responsibilities for leading the work on the different units whilst working together in a dedicated working group on the development of the programme as a whole. Each partner took on responsibility for translating the content into their own language. A particularly positive aspect of the cooperation was the learning process that took place between the partners, although there was some frustration that this could have been even greater. However, learning took place across the partnership, and a key result of the project was that piloting demonstrated that its products were transferable in all partners regions and was well received by participants in all 6 countries.

6. Impact

- 6.1 The project enabled the partner organisations to mainstream the key products developed (a) within their own organisations, (b) to other stakeholders at regional, national and transnational levels including frontline professionals from different disciplines and services working with the target client groups concerned, managers, municipalities, VET providers, NGOs and regional / national policy making bodies.

Specific impacts on the partners included;

- (a) The R&D Centre Linköping has a strategic role in supporting the health and social care sector in 13 municipalities in the Ostgötland region as well as strong links with public / private care providers and VET providers which it has used to mainstream the results of the projects products. The results are being used to promote the Learning and Innovation Lab Model approach of more multi-disciplinary and holistic service delivery not only to isolated elderly people but to vulnerable client groups throughout the health and social care sector.
- (b) FAD Barcelona has a strong presence in the city and in Catalonia region and has mainstreamed the results within the university as well as with the 13 organisations involved in the Konsulta'm and the 12 teams involved in Barcelona City Council's Youth Mental Health Initiative. It has succeeded in establishing the pilot lab as an independent entity which will continue after the period of the project funding. It has already been highly successful in enhancing collaborative working among agencies and at community level and in improving the quality of services to rapidly growing numbers of young people with mental health challenges
- (c) The Faculty of Social Work at the University of Ljubljana has successfully mainstreamed the projects results within the university and with the Ptuj Social Work Centre and other agencies involved in the work of the lab. The results mainstreamed included the positive impact on services provided of collaborative team working and multi-disciplinary working within the social work team and with other relevant disciplines, and 'co-creation' involving the direct involvement of families with complex needs in planning priorities and solutions to their needs.
- (d) The University of Belgrade have established a powerful partnership involving national and international partners such as UNICEF, the National Centre for Social Work, the Municipality of Belgrade's Social Protection Department and NGOs such as the Roma Women's Centre for Youth Integration and the work of the lab has been successfully mainstreamed and will continue. The project has had a substantial impact in changing the perceptions of services regarding the receptiveness of the Roma community to offers of support in early years development and other areas and through its innovative use of Roma influencers in this area of work has managed to raise awareness of the availability of support with the client groups. The learning programme has been mainstreamed within the university's curriculum.
- (e) Zemgale Planning Region (ZPR) consists of 6 municipalities in SE Latvia

which it has used to mainstream the results of the project, and successfully engaged 39 organisations in the work of its lab including municipalities, the police, children's and youth centres, schools and NGOs working with young people. It has mainstreamed the innovative work of the lab including the community based approach, and inter-agency working with young people and direct involvement of the young people themselves in planning activities to address their needs.

- (f) NTNU Trondheim have fully mainstreamed the learning programme into their masters degree programmes for social workers as a result of their successful piloting of the programme. The work of the lab will also be mainstreamed with key partners, particularly social services and other relevant departments in Trondheim and Oslo along with the new approaches to work with families with complex needs piloted by the lab.

6.2 A number of the project's target groups have been directly impacted by the work of the project. Over 250 staff and stakeholders were involved in the piloting of the lab model and over 85% reported that the labs had improved the quality of services provided to the different client groups targeted. 259 people participated in the learning programme compared to an original target of 150, and over 85% of these completing evaluations said that they would recommend the programme to other learners. Members of the client groups targeted by the pilot labs have also directly benefitted. The Konsulta'm lab in Barcelona, for instance, contributed to a major increase in the numbers of young people with mental health challenges receiving support (816 during 2024 compared to only 185 previously), the Ptuj lab in Slovenia directly benefitted 34 families with complex needs, and the Zemunsko Cavororo Zemuns, in Serbia directly supported 21 families resulting in increased numbers of children being enrolled in day care programmes and receiving regular immunisations.

6.3 The wider impact achieved by partners at regional, national and transnational levels has included;

- (a) The R&D Centre Linköping has used its network of municipalities, private care providers, VET providers and NGOs to apply the Learning Lab model and its key characteristics to other priority target client groups, and has promoted wider participation in the learning programme. It has used its established links with the Swedish R&D Centre Network and the Swedish Association of Local Authorities (SALAR) to disseminate the products at national level and maximise impact.
- (b) FAD Barcelona has widely disseminated the results of the project through the FAD website and has delivered presentations on the project to the National Social Policy Congress organised by Spain's Journal of Social Policy in October 2023, the EOF Conference on Community Mental Health Care in Copenhagen in June 2025 and the Catalonia Social Action Congress in July 2025

- (c) The Faculty of Social Work at the University of Ljubljana disseminated the results of the project extensively at national as well as regional levels. The announcement of its final dissemination event was seen on social media by 2,300 followers and attended by 81 professionals. The lab was supported by national policy making bodies including the National Institute of Public Health, the National Educational Institute of Slovenia, the Ministry of Labour, Families Social Affairs and Equal Opportunities and direct discussions have taken place with these bodies to discuss the wider application of the projects products and results.
- (d) The University of Belgrade's pilot lab was supported by policy making bodies at regional, national and international levels, as well as by national NGOs representing the Roma community and it has used these to achieve wider impact and take up of the project's key products. They include UNICEF which is the Serbian's Government key partner on early childhood development issues, the National Centre for Social Work, and the Municipality of Belgrade's Social Protection department, and Belgrade Psychology Centre. The role of Roma Women's Centre for Youth Integration and Roma influencers have been critical in broadening reach and impact and posts on TikTok and Instagram resulted in over 100,000 viewings.
- (e) Zemgale Planning Region (ZPR) has extended dissemination to wider regional and national levels to maximise impact. The results of the pilot lab of the project have been disseminated through the national Latvian Child Welfare Network in addition to municipalities, police authorities, NGOs and youth organisations throughout Zemgale Region, and their national dissemination programme included a presentation to the 7th Latvian Rural Communities Parliament Thematic Working Group.
- (f) NTNU Trondheim have maximised impact in Norway by disseminating the project's results to municipalities in the cities of Oslo and Trondheim, mainstreaming the learning programme in their masters' degree programmes (NTNU is the largest social work training provider in Norway) and organising meetings with the national policy makers in the Norwegian Government Ministry of Social Affairs. Transnational impact has been promoted through the publication of joint articles about the work of the project with the University of Ljubljana whose pilot lab focused on the same target group.
- (g) The European Social Network (ESN) have played a key role in promoting transnational impact of the project's results using their extensive network of over 160 member organisations in 37 countries within and outside Europe. They prepared regular newsletters on the progress of the project and published them on LinkedIn and Instagram achieving a regular 1,500 impressions and hosted a major presentation on the work of the project at their annual conference held in Aarhus Denmark in June 2025 attended by 108 people. A post recording the workshop was subsequently seen by 1,655 people.