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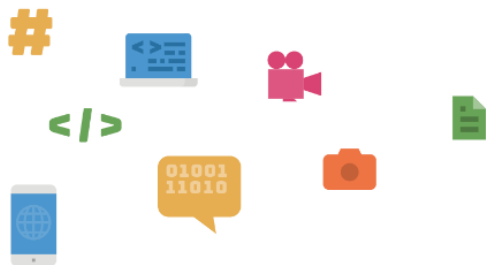


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Executive summary of the Piloting report





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ABOUT THE PROJECT

The #hackAD piloting phase represents the final stage of a KA3 Erasmus+ project financed in 2019 with the framework of the call "Social inclusion and common values: the contribution in the field of education and training".

The project aimed at transferring and scaling-up a good practice, the Social Hackathon Umbria, implemented by one of the partners since 2016, which promotes the development of digital skills for young people and their involvement in project based activities for the co-creation of digital solutions to societal challenges.

In particular, the partners of #hackAD have cooperated for the design of three courses outlines on Web Design, Graphic and Visual design and Mobile App Development, as well as guidelines and toolkits for trainers who want to adapt and implement the good practice at local level.

All trainers engaged to carry out the three courses have taken part in three online preparatory workshops where they have discussed on the best strategies for reaching disadvantaged youths and actively involve them in the co-creation labs and hackathons, how to use the platform and toolkit developed by the project partners and how to plan and implement the trainings effectively by ensure the active involvement of Civil Society Organisations.

Each country chose different duration for the course, according to their selected trainers' suggestion and methodology and their target learners. Including all the three course Italy totally held 68 hours of training, while Croatia 105, Greece 80 and France 188.

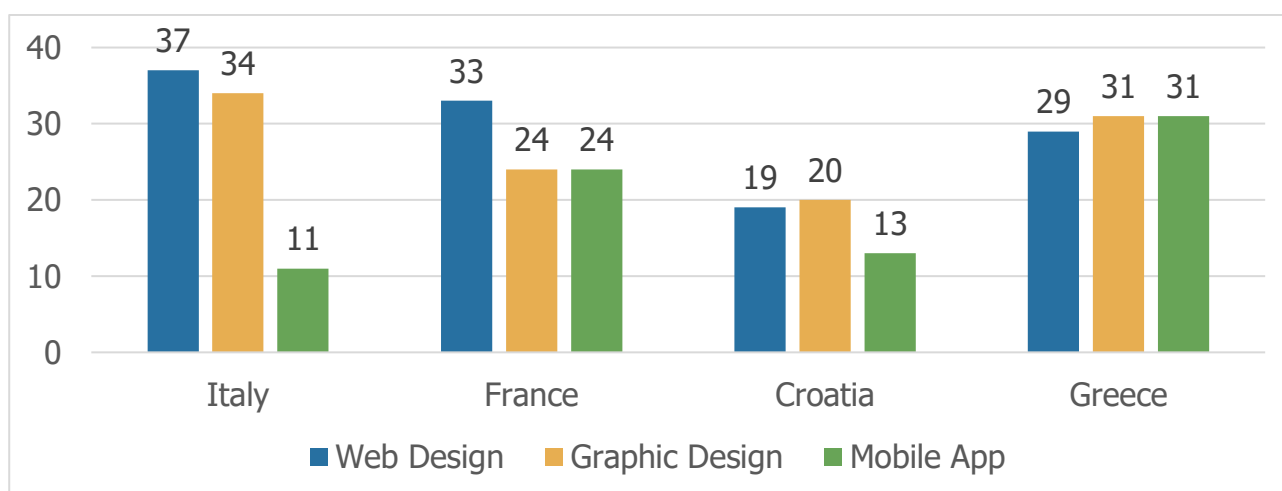


Chart 1 - N. of participants enrolled in training courses in partner countries





TARGETING DISADVANTAGED YOUTHS

Participants were selected through a targeted promotion carried out at different levels. Each country designed and launched a campaign to attract two different targets: young learners between 16 and 30 years old from disadvantaged backgrounds and CSOs interested in proposing a challenge for the project works.

Participants were attracted through social media, television and radio appearances, website posts and direct contact with potential participants or organizations that could send them. All of the participants had to fill out the application form in which they had to state what type of disadvantage, if any, they have as defined in the [Inclusion and Diversity strategy](#) of the Erasmus+ and European Solidarity Corps, and based on that, the ones with disadvantaged background had priority to ones that didn't have any.

Part of the students participated to more than one course, supporting the development of interdisciplinary project works. Especially for graphic and web design courses it was possible to align the project works and reach a co-created result. The transgenerational, cross-field and multidisciplinary character of this co-creation process produces a very good impact on both young learners and adult participants from CSOs, boosting a wider and open minded approach to the world around them, boosting, understanding of processes, sustainability and mutual learning.

THE SUCCESS OF SOCIAL HACKATHONS

Representing the final stage and celebration of the training path followed by the young people enrolled in the Social Hackademy Labs, four Social Hackathons were organized in Italy, France, Croatia and Greece in the period between the 31st of May and the 8th of September.

In all the four countries, project partners, organizers and participants all stated that the Social Hackathon was not just about the solutions developed, but more about the people. Networking, making friends with same or different passions, and learn how to make the most of everyone competences, is the real acquired value. Some solutions were designed to be scaled up or transferred to different contexts, like small communities or organizations similar to the ones they were created for. Some have been created specifically for the needs of the organizations represented in the teams and are not very likely to be exploited by other organizations. Some solutions were presented in the form of a structured project, complete with needs and target analysis, financial and sustainability plan, description of the tool and their functions. Most of the teams developed some of the digital tools included in the project: the home page of a web platform, the visual identity of the product, social networks pages, mobile app or game graphic prototypes.

The Social Hackademy and Social Hackathon training methodology together, demonstrated that promoting collaboration, co-creation and transversal skills, pulling together people with different expertise, passions and competences, can reach very good results. Moreover, the project empowered young participants and CSOs representatives with important tools for their self-development, both professionally and personally.

