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Handbook for trainers

CTC Rijeka, EGIInA, HOU



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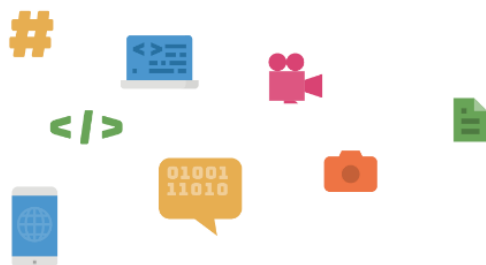


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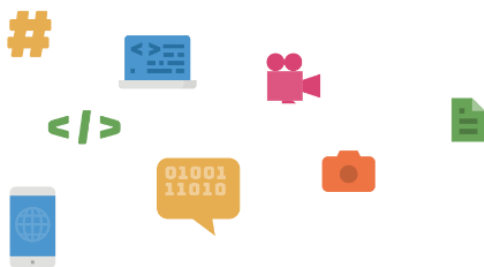
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Introduction

The purpose of this handbook is to help the trainers and organizations deliver training courses to youth from disadvantaged background, help them organize Social Hackathons and get them acquainted with Social Hackademy Online Platform, as well as to convey the assessment methods to trainers that they will carry out during the training and hackathons.

The first part, about how to deliver Training Courses focuses on the training methods, useful classroom aids, and how to use the OERs to deliver the training to learners. After that, there are guidelines and methods for trainers on how to assess the learners' skills and knowledge that they acquired during the training and solidified while working on projects during the hackathon. The third part focuses on Social Hackademy Methodology, the art of organizing Social Hackathons, while the final part is all about the Social Hackademy Online Platform.

The goal of this Handbook is to enable the trainers and organizations to:

- ▶ To transfer ICT knowledge to learners
- ▶ To motivate learners to have an active role in the project
- ▶ To be communicators between the learners and organizations (understanding both sides)
- ▶ To be supportive of learners
- ▶ To evaluate knowledge and skills that learners will gain
- ▶ To help organize Hackathons
- ▶ To give feedback





How to deliver training courses

To deliver the training to youth from the disadvantaged background the trainer has to have certain skills that define the ways he/she interacts with learners, engages them in learning, helps them overcome obstacles, and motivates them to achieve.

To deliver the digital skills and knowledge the trainers must be skilled and experienced in their fields (Native Mobile App Development, Visual and Graphic Design, Web Design).

As a trainer, you are expected to have certain qualities to be able to deliver the training with your learners. Here are some of these qualities:

PATIENCE - I have learned to wait until others make up their own experience! I can watch group processes and wait for the result they will achieve!

HUMOUR - I can laugh with others and sometimes also about myself! In difficult situations, e.g. if the motivation in the group is in danger of disappearing, some sense of humor at the right time can help a lot.

EMPATHY - I can respond to the emotions of others, like anger, fear, worry, or shame without being frightened! I always try to understand the point of view of the person facing me.

CAPABILITY OF SELF REFLECTION - I know my strengths and weaknesses! I know my limits and I'm able to refer to them!

PERSONAL STANDING - I have both feet on the ground! I can feel comfortable in my surroundings. Because of this, I have people I can talk to if I need to reflect on the classroom situation.

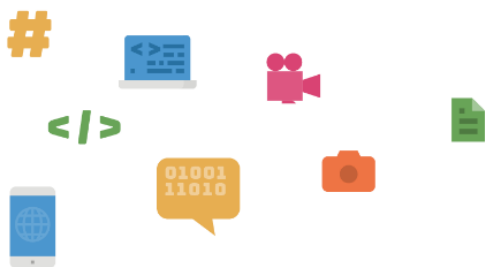
CONFLICT AND RELATIONSHIP ATTITUDE - I'm able to solve conflicts and critical situations with others positively and constructively!

KNOWLEDGE ABOUT GROUP PROCESSES - I gather experiences and observations of how groups interact and which processes they use regularly! This helps me to understand the emotions and reactions of the learners in each step of the process.

COMMUNICATION TECHNIQUES - I know one or more techniques of communication e.g. person-centered individual consultation! This helps me to moderate the group communication in difficult situations.

TEACHING METHODS - I know some creative methods to visualize or moderate situations and processes! Those can be helpful to structure ideas and opinions within the group and support the decision making process.





COACHING EXPERIENCE - I have experience in coaching groups or individuals! Out of this experience, I know about different reactions of learners in different situations.

EXPERT KNOWLEDGE - I have expert knowledge in some particular areas, which I can offer to others!

PERSONAL CONTACTS WITH OTHER ADVISORS - I have an existing network of contacts with other experts whom I can contact for feedback and suggestions!

PSYCHOLOGICAL AND PEDAGOGICAL SKILLS - I have experience in psychological or pedagogical support activities!

Do you possess some of these skills or maybe a lot of them? Keep them in mind in your work and your results will certainly improve!

TEACHING YOUTH FROM DISADVANTAGED BACKGROUNDS

There are many different types of disadvantages that youth can come from and in many cases, they overlap. To deal with this is not an easy task, and can be quite challenging, but with some considerations, it can be a very satisfying and fulfilling experience.

Youth from a disadvantaged background can generally experience issues from these categories:

1. Social obstacles – discrimination based on different social factors (gender, ethnicity, sexual orientation, etc.)
2. Economic obstacles – low living standard, low income, long-term unemployed, and other financial problems
3. Disability – mental, physical, or sensory disabilities
4. Educational difficulties – youth who quit education early, learning problems, problems achieving appropriate academic results
5. Cultural differences – immigrants, refugees, minorities, linguistic barriers
6. Health problems – youth with chronic and serious disease, psychological and mental problems
7. Geographical obstacles – youth from isolated or rural areas and areas with lack of public services (public transportation, infrastructure, etc.) and youth from problematic urban areas

It is important to be sensitive about these problems, and since it is not possible to answer this problem universally or in short terms, here is some advice on how to approach these youth:

- At the beginning of the course have learners make their own classroom rules about how to communicate with each other, what will be permitted and what will not be tolerated, etc. You, as a trainer, must facilitate this process and guide the learners to agree on the rules that suit all of them and ensure their mutual respect, understanding, and good work



atmosphere. These rules might be similar to these: 1. While 1 person talks, others listen without interruptions; 2. I will respect everyone as I wish to be respected by everyone; 3. There are no stupid questions; 4. If I prefer to listen to music while working, I will use headphones; etc. These rules need to be created by learners themselves but guided in the right direction by the trainer.

- Do not engage the learners in talking about their difficulty unless they initiate the conversation about it. Some of them might be embarrassed or scared to mention or talk about their problems, so put the focus on the classwork and their *fortés*. If someone is willing to talk about their difficulty and wants to talk with you, be supportive and understanding.
- If possible, offer the learners the opportunity to study at your learning center since some of them might not have the necessary equipment to study more at home. You can also advise learners to do so regardless of their situation since they can use the time to become friends and bond, which is a plus.
- Speak loudly, and repeat yourself if you think that someone didn't hear or understand you.
- Try to make your examples worldlier, in a sense that you don't delve too much into complicated or scientific lingo, since not all of the learners have the same level of education.
- If you see that some of the learners are suffering because of some physical ailment or have trouble following you due to some other problem, give the learners a break to fresh up, get some rest from the classwork, and clear their head.
- If you need to change something in the structure of the classes (e.g. schedule, etc.), always make sure that everyone in the group is fine with this decision.
- Encourage the learners to give the best they can, and explain to them that this isn't school, that they are not going to be graded, and that they are here to learn something that they will use to create something.
- Treat the disadvantaged learners as completely regular individuals, but on the other hand, be sensitive to their needs.
- If possible, to engage the participant, try to create initial conversations to understand learners' specific training needs and possible personal outcomes they can achieve





RESOLVING POSSIBLE CONFLICTS

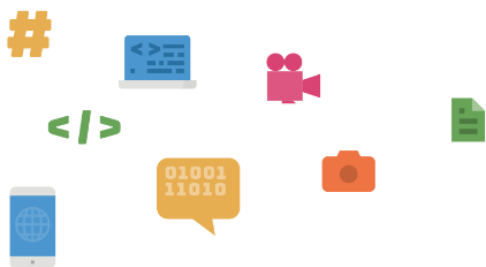
When working with youth there is always a chance that some conflict between them will arise. To help you deal with that situation here is some advice about how to prepare yourself and how to handle these situations if they happen:

- Set the rules – it is very important to set the rules of conduct at the beginning as that will help everyone to know what is allowed and what kind of behavior is not acceptable. If everyone agrees to these rules in the beginning they will feel obliged to follow them.
- Wait for things to calm down – it is never good to resolve issues while people are still hot-headed. Calm down the situation and have a calm talk with whomever you need to resolve the problem with
- Be specific and ask that from other parties involved – if someone conflicts with someone else, get them to talk about the exact thing that is bothering them. General accusations are difficult to accept and don't lead to successful conflict resolution
- Listen, listen, listen – Have the conflicted parties to listen to each other without interruptions and have them say their mind. No one can suggest any advice before they have heard the whole story.
- Agree to disagree – If the conflict is so severe that talking doesn't help, have the learners agree to disagree and continue working together in some alternative way or separate them. This isn't the best solution, but sometimes it is the only one.
- Resolve the problem individually – if the issue doesn't involve everyone, just talk with the conflicted parties
- Forgive and forget – after the conflict is resolved, get the parties to apologise to each other for rude behavior (if there was any) and to shake hands as a sign of friendship

CREATE A SUPPORTIVE AND POSITIVE ENVIRONMENT

It is very important to create a supportive and positive environment among learners, and this especially counts when you are teaching youth from disadvantaged backgrounds. Many of them didn't or still don't have the same opportunities, and with that comes the feeling that the world is not fair and that no matter how hard they try others will get better results just because of their social position. Your task, as a trainer, is to show them that this is not the case. That they are completely capable of achieving great results, even if they had a troubled past or very few opportunities. To achieve this, keep these guidelines in mind:





Make a positive impression

You have to prove that you are a person who is worth listening to

Stand out, catch their attention and hold it

Be vocal - informative, intelligent, not afraid to speak your mind, NOT arrogant and self-centered

Be passionate about what you're teaching – learners will tend to mark you as a *genuine* person

Be energetic - enthusiasm is contagious

Put an effort into your appearance

Go the extra mile

Do *more* than the average teacher is expected to do

Be attentive - answer all questions and make sure learners completely understand your actions

Understand the difference between going the extra mile and letting your learners take advantage of you

Offer extra information about your subject

If you want the learners to be excited about what you're teaching, then you'll have to go above and beyond the curriculum

It is your job to get the learners interested, not the job of the material you present to them

Give assignments that let learners think outside the box

Get learners to think about solving a problem outside the conventional methods

Give learners examples of great ideas which most of the people wouldn't even think of

Have a good sense of humor

If you're serious 100% of the time, it'll be much harder for learners to care and to connect with you

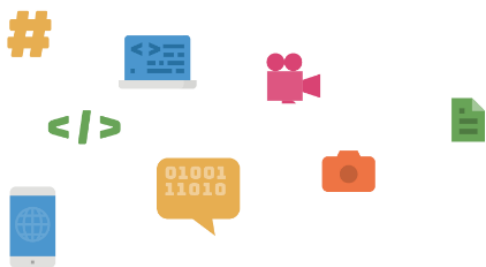
Don't be a goofball all the time

Show that you're competent

Convince learners about your competences with your knowledge and skills not with status and hierarchy.

Exhibit your talents





It is almost like how you would present yourself during a job interview

Be humble about it, but don't hide it

If your learners think that you don't know your stuff, then they'll be more likely to get lazy when it comes to assignments or to think that you won't notice if they haven't read the material carefully.

Be on the lookout for learners who need extra reassurance

If someone looks depressed or unwell, call him or her out after class and just ask if he or she is all right

If someone who is having trouble sees that you care enough to notice him or her, then this will motivate the learner to work harder

Consider bending a few rules if someone is having a hard time

You need to recognize when something is wrong

Ask the learners to share their opinions

Your learners are less likely to be motivated if they feel that you are simply lecturing at them and not caring what they think

Remember that there's a difference between encouraging healthy debate and having learners share their unsubstantiated opinions

Encourage lively class discussion

Facilitate meaningful class discussions throughout your class

Get to know the learners before you praise them

To a good trainer, each learner is different

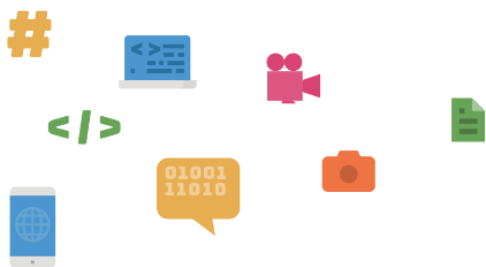
If you praise the learner without getting to know them they will feel that you are lying to them, and you won't be able to praise them for their individual qualities

It could be useful to organize individual informal interviews or have learners to write their expectations and aspirations as a part of the application process to get to know the learners better to have an overview of the group

Show the learners how your subject matter impacts the world

If they see practical, real-life applications to the subject matter, they will be much more inclined to care about it

Expose them to the stimulus that they were blocking off before - issues concerning people, the community, the country, the world



CREATING CHALLENGES

To achieve better results from your learners it is vital to create some challenges for them. Apply these guidelines to achieve this.

Make the learners "experts" on a topic

You'll be amazed by how motivated learners get if you ask them to present on a topic either in groups or individually

Give extra credit assignments

Extra credit assignments can help learners take the material to a new level

You can give assignments that show a larger application of your material

Encourage group work

Helps learners get to know each other, see the material in a new light, feel motivated to succeed

You can encourage some healthy competition between groups

Give extra credit assignments

Extra credit assignments can help learners take the material to a new level

You can give assignments that show a larger application of your material

Provide choices

Learners get more motivated when they are given some choices during their coursework

Choices help them feel like they have some control over their learning and motivation

You can still provide plenty of structure while allowing learners to have some choices as well

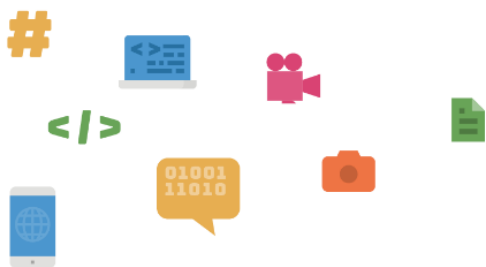
Give helpful feedback

Your feedback has to be thorough, clear, and meaningful

If they see what their strengths are and where they can improve, they will be much more motivated to learn

Let learners see that you care about their success and that you would love to help them improve





Make your expectations clear

Give learners rubrics, clear instructions, and even examples of successful assignments to show them what you're looking for

Clear directions and a teacher who is willing to answer any questions they may have about the assignment can help motivate them to do well

Take the time to answer questions after you explain an assignment

Mix things up in the classroom

Keeping a dynamic class schedule will keep learners motivated and on their toes

Having an agenda for each class can also help motivate learners, who like to know what to expect



TRAINING COURSES AND UN'S SUSTAINABLE DEVELOPMENT GOALS

The UN's Sustainable Development Goals (SDGs) are the core of the UN's Agenda for Sustainable Development adopted in 2015. These goals represent universal, transformational, and inclusive tendencies that describe major development challenges for humanity. These SDGs aim to secure a sustainable, peaceful, prosperous, and equitable life on Earth for everyone now and in the future.

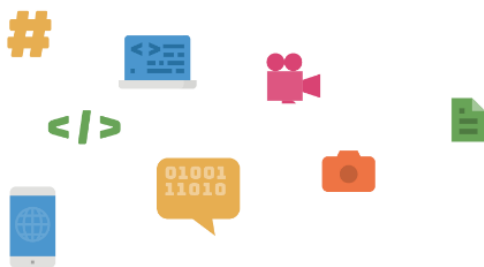


Image source: UN in collaboration with Project Everyone

As the name of the project itself says, Social Hackademy, it is necessary to bring the social component to the table, and explain to the learners that they have the capabilities and will soon have the knowledge to make an impact through their work. SDGs are very useful in this part since they can be used as a frame of reference when thinking about creating digital solutions to the issues that surround us. They are also important to give the external stakeholders (local NGOs, humanitarian organizations, etc.) a direction in which they can focus their requirements for the solutions that learners will produce.

As a trainer, you will need to facilitate the co-creation process between the learners and the external stakeholders. Of course, it is up to the solution seeker to tell their requirements and needs but it would be good to guide them in the right direction. To help you align this process with SDGs here are some examples of how this could work:

1. Let's say that the stakeholder who needs a solution is an NGO that focuses on improving the quality of life in your community and social equality of its members. You can guide the NGO by suggesting the creation of a mobile app for the exchange of goods and products which



are not needed by someone, but someone needs them very much. This way, this NGO can help people with low income to get some of the things they need for a cheaper price or even for free. The learners will of course, besides the technical skills needed to develop the project, improve their knowledge about how the people in their community live, how this helps to reduce the amount of waste, etc. With one mobile app, you can influence several SDGs.

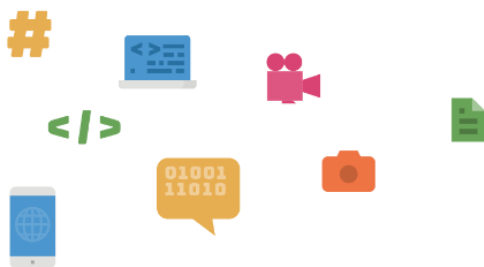
2. The second example is for the organization which deals with environmental protection. You and the learners can work with the organization to create a website with a virtual map where users can pinpoint the locations on which they come across trash or other contaminants. This can be helpful since there are several occasions during the year (Planet Earth Day, etc.) when volunteers pick up the trash and this can help them find the locations where their help is most needed. This example can help in achieving several SDGs from Life on Land and Climate Action, but also Good Health and Well-being since this kind of action usually involves people spending time doing physical activities in nature.
3. One more example could be a graphic design for a campaign targeting the SDGs Gender Equality and Reduced Inequality. The learners can work with organizations dealing with equality to help them create a media campaign including graphics for various purposes (from social media posts to posters or even billboards).

These examples are here to give ideas on how you can facilitate the co-creation process between the learners and organizations in need of solutions and include the social component in this process concerning the UN's SDGs.

DELIVERING THE TRAINING

The training methods depend much on the types of training they are used for, and in the case of teaching digital skills and knowledge, the best approach is to focus on practical training methods which engage the learners more and enable them to do the thing themselves, of course with constant monitoring and support from the trainers.

In the beginning, the trainer must, of course, provide the learners with some introduction and examples of what is it that they are learning, but that must be accompanied by some practical assignment or short task which the learners will carry out individually or in a small group.



Some of the methods that can be used for the training are:

- Traditional (frontal) lecture

It is what the learners are most accustomed to in formal education systems. It should be avoided except for some minor parts, like introduction, but even then it can be substituted by some other methods such as group discussion or brainstorming.

- Group discussion

It is very useful for the introductory part of the learning session when instead of just lecturing the learners, the trainer can engage them in a way that they together investigate what is it they will be learning about. This approach is better for learners, but for it to be successful it is necessary to establish contact with learners via some ice-breaker game or similar activity just to get learners relaxed and more engaged.

- Demonstration

The trainer demonstrates how to achieve some goals, how to go about some tasks or how to use a certain tool. In this approach, the learners are engaged with small simple tasks they have to do themselves after they have repeated what the trainer demonstrated.

- Brainstorming

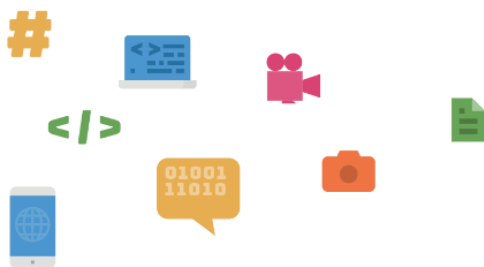
It is a very well known method, especially used for problem-solving or when the task at hand requires creativity. The learners along with the trainer propose solutions to a given problem or task. It is very important to set the ground rules in brainstorming such as "There are no stupid ideas", "You should listen carefully to each other and not interrupt" and similar. The trainer can always start the brainstorming session to entice the others to participate.

- Small group assignments

Sometimes the task which learners must do is simply too broad for one person to do so it is wise to add such assignments to small groups of learners. That way you are encouraging teamwork and fostering best results because two (or more) heads are better than one. When doing this it is good to let the group members themselves choose a team leader who will try to organize the team, but it must be explained to the team leader that his/her job is not to boss around, but to be an example to others, try to organize work efficiently and make sure everyone participates and is satisfied with their role in the assignment.

- Individual work

Individual work is mostly self-explanatory but there are still some things that need to be taken into consideration for it to reap the best results. The first thing is to give clear



instructions on what needs to be achieved and how to achieve this, after that it is important to give constant feedback and support with any problems that the learner might have, and, in the end, to help the learner to evaluate the work he/she has produced. This method is especially valuable after the participant has learned some knowledge and is ready to put to work what he/she has learned.

- Games

Games can be a very good tool for motivating the learners and getting them to know each other as well as to break the ice at the beginning of the training. Games can intensively enhance the group dynamics, but one must always take care of the appropriateness of a certain game.

- Problem-solving

Problem-solving can be a great tool for teaching and motivating learners. Especially if you make it competitive. Competitive problem solving can be a great tool for learning, but to avoid someone winning or losing you can make the competition be about beating one's own best result or have the learners solve different problems.

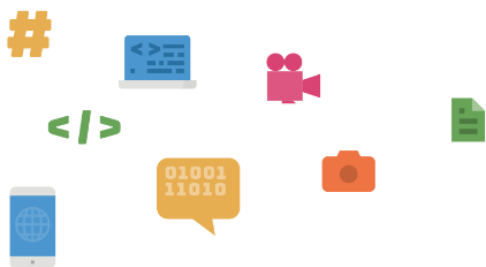
- Case study

A case study can be a great exemplary tool. Why talk to learners about how something can be achieved, when you can directly show them how someone solved some problem. This can draw the line between what they are learning with the real world, and thus be more interesting to them. The important thing here is to prepare before presenting the case to learners to show that you understand what and why and how of someone's case.

- Prototyping

Prototyping is another great training method since it correlates to the highest learning values. Prototyping is, in short terms, the process of testing an idea. It involves analyzing, designing, planning, implementing, debugging, and testing the solution in a fun and engaging way. The learners create something from scratch, solve the possible obstacles on the ways, and simply try to make the best solution they can.

There are many more training methods to deliver training and it is up to each trainer to find the ones which best suit his/her style. Many of the mentioned methods can be combined with others or with some methods not mentioned here. The important thing to keep in mind is to always be attentive to learners. They are the best tool for evaluating the methods chosen for teaching. If you see that some method doesn't suit your learners well, change it. The goal is that everyone learns something new and enjoy themselves doing it.



GENERAL ADVICE

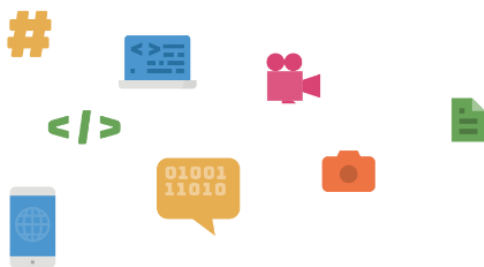
- Be friendly, but set the boundaries!
- Set the communication channel for your group – Forum, Facebook, Viber, mailing list, whatever seems logical.
- If you see a potential, give an effort to develop it.
- Be flexible!
- Understand your learners' interest and prepare examples for lessons according to them.
- Go the extra mile!
- Be creative!
- Have fun!
- Be yourself, everybody else is taken ;-)

FOLLOWING THE TRAINING COURSE OUTLINES

The training courses should be delivered according to the plan described in the Social Hackademy Course Outlines, and the learners should achieve the Learning Outcomes defined there. This is important since these Learning Outcomes represent requirements that learners need to accomplish to be able to participate in the Hackathon. The time estimations for each of the chapters in the Course Outlines are tuned to be in line with the difficulty of certain topics or lessons, but minor deviations during training are acceptable, especially if the learners are doing very well or struggling on some topic.

Below are three tables that present sample session plans that can help with the planning of implementation of the Training Course with learners. These samples illustrate how to implement training sessions for the three Training Courses with the 4-hour duration of one session. Only certain session plans are presented, as the other sessions can be planned similarly. The resources (Tools/OERs) listed in the tables are not concrete because trainers need to use localized versions of OERs and different OERs exist in different languages.





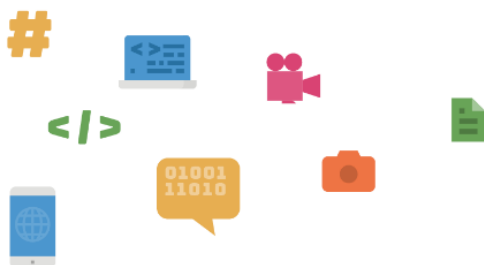
Sample session plan for Native mobile app development course

Session	Time	LOs	Teaching methods	Tools/OERs	Description
1	9:00-9:05	/	Ice-breaker and group building activities	Ball Empty clock printed on A4	Presentation of the trainers and the group. Participants get to know each other through a short dating game. They find appointments for 6-time slots and have 3 minutes to speak to their "date" to present themselves and why they decided to join the course.
	9:05-9:50	1.1	Presentation Group work	PPT Video	In the first part of the session, the trainer uses the presentation to give an overview of the field of mobile app development (types of mobile apps with pros and cons, main OSs, technologies, and frameworks), and then it presents a bit further the technology which will be used during the course. This can be supplemented by a video.
	9:50-10:10	1.2	Presentation Individual work	PPT App Development tool	The learners download and install the tools for app development. Important instruction to participants: They need to download the app and get familiarized with the user interface. Trainers are available to help the trainees overcome any technical issues that may arise.
	10:10-10:55	1.3, 1.4	Demonstration	App Development tool	The trainer opens the development software and explains the main parts of the software tool and the structure of a typical app to the learners by creating a simple "Hello World" app.
	10:55-11:05				BREAK

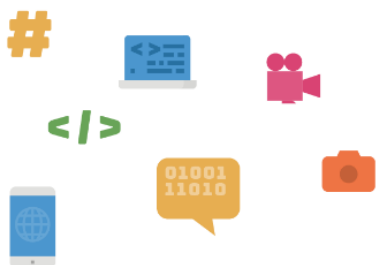


	11:05-11:35	1.5	Demonstration	A mobile device, app development tool	Learners set-up and test the application in an emulator and on the devices with the trainer's guidance.
	11:35-13:05	1.3, 1.4	Demonstration, individual work	Assets for apps, app development tool	The trainer shows the learners 2-3 examples of small apps which they code together.
	13:05-13:15	/	Group discussion	/	Q & A session
End of session					
2	9:00-11:00	3.1, 3.2	Demonstration	External assets App development tool List of useful web resources	The trainer builds a layout for example app with learners step-by-step explaining how to import external assets such as images, fonts, etc. advising on where to find free resources.
	11:00-11:15				BREAK
	11:15-13:05	3.1, 3.2	Individual work	Prepared example	The learners are given the assignment to create a layout of the application with the guidance from the trainer for a specific





				e with assets App Development tool	problem (e.g. To-Do list with multiple screens – displaying the list, adding the item to list, etc.) using simple layout elements.
	13:05-13:15	/	Group discussion	/	Q & A session
End of session					
3	9:00-10:30	2.2, 2.3	Demonstration	Prepared examples App Development tool	The trainer further explains to the learners how to refine the design they have created during the last session using external libraries and tweaking the elements' properties.
	10:30-11:00	2.2	Group discussion	/	The learners display what they have created and evaluate their accomplishments among each other and trainer.
	10:55-11:10				BREAK
	11:15-13:05	2.1, 2.2, 2.3	Individual work	App Development tool	The learners are given the assignment to create a layout for the app of their choosing that they need to accomplish individually with the guidance from the trainer.
	13:05-13:15	/	Group discussion	/	Q & A session
End of session					



9	9:00-13:00	5.1	Small group assignment, Individual work, Prototyping	App Development tool	<p>Trainers divide the learners into small teams (2 – 3 persons per team) depending on the final assignment complexity and the skills acquired by learners.</p> <p>The learners are presented with the task (challenge) they need to accomplish during two sessions and start to work on the assignment. Trainer mentors the teams in the creation of their solutions.</p> <p>Tasks can be an app for groceries shopping, reminder app, an app for playing board games – timer, dice, etc.,</p>
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Sample session plan for the Web design course

Session	Time	LOs	Teaching methods	Tools/OERs	Description
1	9:00-9:05	/	Ice-breaker and group building activities		<p>Presentation of the trainers and the group.</p> <p>Participants get to know each other through a short game. Each participant has to introduce themselves and tell 3 things about themselves – one false, and 2 true. The other participants have to guess which statement was false.</p>
	9:05-9:50	1.1	Presentation	PPT, video, handouts	The trainer gives a short lecture to the learners about how the web (HTTP) works. This can be accompanied by a video and infographic to be handed out to learners.
	9:50-10:30	1.2	Presentation	Website examples with code, video	Trainer explains several examples of different ways to create a website and shows different parts of the website and languages used to create these parts (HTML, CSS, JS, back-end





				languages). This can be accompanied by a short video.
10:30-11:00	1.3	Presentation, Group discussion	PPT, video, quiz	<p>Trainer leads a guided discussion with the learners about the web design workflow emphasizing important moments and milestones in the process. The trainer can use a short video, in the beginning, to start the discussion. In the end, learners can be given a short quiz to summarize what they have learned.</p> <p>A trainer can also present a video or a presentation about the basics of UI/UX design.</p>
11:00-11:15				BREAK
11:05-11:40	2.1	Group discussion	Examples of website mock-ups, web resources where mock-up designs can be found	The trainer presents 3-4 mock-ups for different types of websites and discusses with learners about what are the features of mock-ups, what is required and what is optional, how would they go about creating their mock-up and why is there a need for website mock-ups. At the end of this part, the trainer can ask the learners to try to find some examples of mock-ups they particularly like.
11:40-13:05	2.2	Demonstration Individual work	Tools for website mock-ups	The trainer presents the learners with a few website mock-up tools, emphasizing the pros and cons of each one, and chooses one that they will be working with. After this the trainer demonstrates the main features of the user interface to learners and shows them how to create a simple wireframe for some website, discussing different tools used to create it. In the end, the trainer gives a short assignment to the



					learners in which they have to create a basic wireframe for a website.
	13:05-13:15	/	Group discussion	/	Q & A session
End of session					
2	9:00-11:00	2.3	Demonstration	Mock-up creation tool Examples of usage of different elements	The trainer demonstrates how to use and combine different layout elements to create a one-page layout. After the trainer explains each layout element, the learners are given a short task in which they have to use this element to create something.
	11:00-11:15				BREAK
	11:15-13:05	3.1, 3.2	Small group assignment	Prepared assignments Mock-up creation tool	The learners are divided into small groups (2-3 persons) and given the assignment to create a mock-up for some website that includes multiple web pages (e.g. home page, posts page, login page, etc.). The learners create their designs and in the end, they present their results and the philosophy behind their solution to others. The group votes for the best solution.
	13:05-13:15	/	Group discussion	/	Q & A session
End of session					





Sample session plan for Visual and graphic design

Session	Time	LOs	Teaching methods	Tools/OERs	Description
1	9:00-9:05	/	Ice-breaker and group building activities	Ball Empty clock printed on A4	<p>Presentation of the trainers and the group.</p> <p>Participants get to know each other through a short game. Each of the players has to say their name and one adjective that starts with the same letter as their name (e.g. Wonderful Wendy). Each player who comes next must repeat the name and the adjective of all previous players and then say their own. The last player has to repeat all adjectives and names.</p>
	9:05-9:30	1.1	Presentation	PPT Video	In the first part of the session, the trainer uses the presentation to give an introduction to graphic design and terminology used in graphic design (what is graphic design and design in general, most commonly used terminology in design, etc.).
	9:30-10:00	1.2, 1.3	Presentation Group discussion	PPT, Examples of promotional material	The trainer presents the topic of visual (or corporate) identity, logo design, branding, and other primary design principles. Also, it is good for the class if the trainer prepares in advance physical examples of corporate promotional material (business cards, maps, letterhead paper, envelope, etc.) so that the class can comment on how to prepare good graphical elements for different media.





10:00-10:55	1.4, 1.5	Demonstration, Presentation, individual work	Online tool, Exercise printed examples,	<p>The trainer explains to the group the main differences between raster and vector-based graphics – with examples (also an example of printed material of the two graphic types would be good). The trainer also explains when to use which.</p> <p>Trainer continues to explain the color theory, mentioning complementary contrast, swatches, Pantones, and other color modes in graphic design. Learners then do a short exercise where they explore an online tool (like Color Wheel or Color Picker) that eases color choosing when creating a design.</p>
10:55-11:05	BREAK			
11:05-11:35	2.1	Demonstration	Raster based graphic design software, Additional learning resources	Learners are introduced to the raster-based graphic design software, to its user interface and main tools. It is good if the trainer also provides information on where to get additional resources on learning to use the selected raster-based graphic design software.
11:35-13:10	2.2	Demonstration, individual work	Raster based graphic design software, exercises	The trainer prepares in advance exercises in the chosen raster-based graphic design software. It is important that during the workshop all learners try exercises on their computer – each learner needs to learn basic design tools in the software. Exercises should include actions like cropping, straightening the horizon, removing blemishes and imperfections, changing the colour of objects in the photograph, adding new shapes, using filters, saving different file types, etc.

End of session



HOW TO USE OPEN EDUCATIONAL RESOURCES (OERS) IN TRAINING

The OERs were collected or created in Croatian, French, Greek, and Italian language for every course of the project, and for this reason, they differ among each other. You can find the OERs in national languages on Social Hackademy Online Platform:

<https://platform.socialhackademy.eu/category/oers/>

The OERs serve multiple purposes. Some of them can be used as resources for trainers to prepare for the lesson, as direct learning content for the learners during class or as resources for additional learning, or as examples to be used in the classroom when studying.

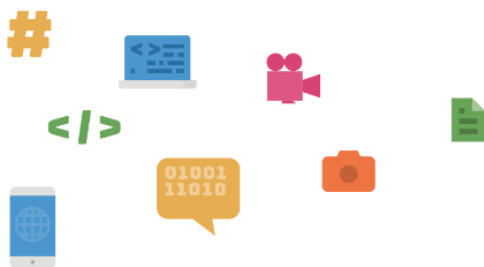
Special OERs were also collected to serve as guidelines and manuals on how to work with youth from disadvantaged backgrounds and the social context of the project.

At the beginning of the Course, the trainer could explain to the learners what they are going to create at the end and then work to achieve this step-by-step during classes.

Here are some examples of how to organize lessons around the OERs:

1. The lesson in this example is addressing the Web Design Learning Outcome 1.1 HTTP and Client-Server Communication. The lesson could start with a short discussion (5 min) to see if any of the learners have heard of or know about HTTP. After this part, the trainer can show the learners the following video about the HTTP and response-request cycle (<https://www.youtube.com/watch?v=eesqK59rhGA>) (10 min). After this, the trainer should explain a bit more about the important parts of the video and answer any questions that learners might have (15 min). In the end, the trainer could share this infographic (https://0701.static.prezi.com/preview/v2/bjlipij3qtr7peg2c5in7laldd6jc3sachvcdoazecfr3dnitcq_3_0.png) to serve as a reminder to learners and to recommend this video about HTTP2 (<https://www.youtube.com/watch?v=fVKPrDrEwTI>) to learners who want to find out more at home about this topic.
2. This example shows how to organize a lesson and exercise from the Native Mobile App Development Learning Outcome 2.2 Creating Layout. The session could start with the trainer showing the learners some interesting app layout designs (e.g. <https://search.muz.li/inspiration/mobile-app-design-inspiration/>) and asking the learners to present some examples of app layout design that they especially like. In this phase, the trainer needs to engage the learners in the discussion about why some design is good and what are advantages and limitations of some designs (15 min). After this, the trainer needs to go through several examples about how to incorporate different elements into the design. Using the OERs (examples here are given in two different platforms - <http://appinventor.mit.edu/explore/sites/all/files/hourofcode/AppInventorTutorials.pdf> for MIT App Inventor or <https://flutter.dev/docs/development/ui/layout/tutorial> for Flutter) the trainers can go through examples to create a sample layout with the learners repeating each step to create the same layout (45 min). After this, the trainer can give the learners an exercise (<https://blog.bitsrc.io/15-app-ideas-to-build-and-level-up-your-coding-skills-28612c72a3b1>) – to create a layout for some app (all learners create the design for the same





app). The learners can then individually work on creating this layout while the trainer helps them if they get stuck. This part ends with an evaluation of different designs (1 h and 15 min). The last part consists of learners creating layouts for the simple application of their choice and the showcase of created designs (2 h). This way of learning enables the learners to do much of the work themselves and engages them more in the creative process. The trainer's role is to explain what is needed in the beginning and to go through the examples with the learners, as well as to provide support in learners' work on the exercise. At the end of this session, the trainer can recommend to the learners to watch this video tutorial at home if they want to learn more about the creation of a good user interface (https://www.youtube.com/watch?v=82_e4TOu13U&list=PL5eJgcQ87sgfTfa339_OSuAcDsyPSDSjJ).

3. The third example is about Learning Outcome 3.1 Psychology of Colors from the Visual and Graphic Design course. The trainer could show the learners several examples of designs and ask them what they think about them (15 min). After this, the trainer could explain to learners how different colors affect our mood, behavior, etc. using this video (<https://www.youtube.com/watch?v=x0smq5ljf4>), and discuss the implications of this concerning creating a design (30 min). In the last part, the trainer asks the learners to color the template (e.g. <https://www.dummies.com/wp-content/uploads/348994.image0.jpg>) using different colors (monochrome, duo-tone, complementary contrast, and other color harmonies) and discuss different results produced by learners (1h and 15 min).

These are some examples to show you how to use OERs during classes or as resources to learn more outside the classes and for the preparation of the course. You can also use other OERs that you, as a trainer, consider suitable for achieving the Learning Outcomes listed in the Course Outlines.



How to assess learners' progress during the course and in the Hackathon

Since the Social Hackademy fosters an inclusive approach and produces both tangible and intangible results such as learner's digital competences and other entrepreneurial and social skills, as well as finished projects and solutions for different public and private entities that are active at the social level, the best way to approach the assessment of learners' knowledge and skills and their preparedness to use them in the real world is to monitor them and observe during the whole process.

At first, during the face-to-face training courses, the trainers must monitor the progress of learners' topic by topic to see if they are struggling with some concepts or they need further clarification. The best way to achieve that is to give the learners some small tasks which they need to do by themselves or in small groups. If they succeed, then the trainer can know that they have achieved the learning outcome(s) concerning the given task. Learners' progress should be noted in the template table (Appendix 1) for each of the learning outcomes in the course. Whether the learner has acquired a certain learning outcome or not is at the trainer's discretion. The trainer should follow each learner's progress and give further guidance or additional tasks to make sure that all of the learners finish the course successfully and acquire all of the required learning outcomes.

After this, the learners will come into contact with external stakeholders. This phase is very important since it provides the learners to gradually get simple tasks from the real world. The process consists of external stakeholders registering on the online platform and placing tickets for simple content creation tasks, after which the learners choose which tickets they want to take on according to their preferences. The trainer's job here is to facilitate this process so that the co-creation process between the learners and external organizations runs smoothly and that it results in good quality outputs. The trainers have to explain to the external stakeholders how the Social Hackademy Online platform functions, what they can expect and what are the limitations of the work that can be produced by learners (time, scope, technology, expertise, and other constraints), what is expected from them (availability for meetings, information, and content needed by learners to produce desired results, etc.). This is important as not to set unrealistic requests upon the learners, nor to make their work unnecessarily difficult. On the other hand, the trainer must also prepare the learners and guide them during the communication with external organizations, check how their work is progressing and help solve any issues that may arise. This activity will serve a two-fold objective of (1) creating a community around the local Social Hackademy, so to favor also its sustainability after the end of the project eligibility period, and (2) prepare the learners to use their competencies for the co-development of concrete and socially useful results.

The third part of the assessment is during the Hackathon, and in this part, the trainer must pay attention to what the teams are doing, how they are interacting, does anyone display leadership skills or is someone a great team player, how is the communication between the team and the client,





etc. The template table for this assessment is in Appendix 2. It is also very important to pay attention to the division of work within the teams. Is anyone doing the most of the work or is the workload distributed evenly? The trainer should be engaged throughout this whole process and give guidance to teams about all of these issues, so that everyone learns what it means to be in a team, to work for someone, to respect the wishes and deadlines, and to participate and enjoy themselves in general.

If the trainer decides that the learner has performed well, acquired the necessary competences and participated in the Hackathon to the best of their abilities, showed progress and enthusiasm, as well as teamwork and entrepreneurial spirit then he/she has successfully been a part of the Social Hackademy experience and can be awarded the Final Certificate.

Besides that, the trainer can award certain learners who perform very well in some specific areas with badges on the Social Hackademy Online Platform. This can be of great benefit throughout the face-to-face course and the Hackathon because it can boost the morale of individuals who do exceptionally well while encouraging others to give their best so they can win the badges too. To help award the badges you can use the Soft skills assessment table (Appendix 2), which contains skills that correspond to the badges.

The badges which can be awarded to learners are:



Great Team Player

This badge corresponds to the Interaction with Team Members (Teamwork) skill and it is awarded when the learner has good communication and relationship with other team members. If he tries to calm down the possible tensions among the team and displays a friendly and positive attitude toward others.



The Negotiator

The Negotiator badge is given when a participant has good Interaction with Client skills. This can be achieved if the learner displays a patient, positive, and agreeable attitude toward the client whose project the team is working on. The learner needs to listen to the client's wishes and give professional advice to help make the project the best it can be, but also know the technical and professional limitations that can affect the project's completion on time.



Leader Extraordinaire

Leader extraordinaire is a badge given for the Leadership skill. If a team member shows organizational skills and a vision of how the project is going to be implemented, gives support to other members, and assumes an important (not bossy) role in all of the segments of the project's creation than this badge can be awarded. A leader also knows the qualities of each team member and encourages the team members to be the best they can be.



Always Here to Help

This badge is awarded to someone who is attentive to the needs and problems of others and always gives advice and helps others if they struggle in any phase of the project. He is here to write you that small portion of code you are having a problem with, to show you the keyboard shortcut to make your work faster, or just make you a cup of coffee after you have been working for hours. This badge corresponds to the Support of the Team skill.



Enthusiasm Booster

An enthusiasm booster is a very important value to have in a team. When you see that a team is struggling, thinking that they will not be able to achieve the results or simply are feeling exhausted this person will tell a joke, play a song, give a small pep talk, or something else to restore the faith of the team and inject them with the dose of positive energy. This badge is related to Positive and Enthusiastic Attitude skills.



Goal Seeker

The goal seeker badge corresponds to Goal Orientation skill and describes a person who always has results on their mind. This person will help the team stay on track if the team goes astray. They will also try to organize the job into smaller, achievable tasks that the team members can more easily understand and accomplish.



Problem Solver Pro

A problem solver is the one who is analytical and creative. First, he/she dissolves the problem into smaller parts and creates a model of the problem in the mind and then suggests different solutions to the problem with an explanation for each solution on



how and why something is better in certain situations. The problem solver badge is awarded to a learner who displays good Problem Solving skills.



Deadline Champion

The deadline champion badge corresponds to the Time Management skill. The person who is Deadline Champion will always keep the track of the time and can estimate the time needed to accomplish some tasks while keeping in mind the project as a whole.



Creative Genius

The person who is Creative Genius can come up with innovative ideas which respond to some issue or task. They can create original solutions that are functionally and aesthetically pleasing to the Client, think outside the box to provide originality of the project, and use the resources at disposal to make a difference. This badge corresponds to Creativity skill.

Change Maker



The Change Maker is the true hero. His/her devotion and aspiration to help others and create a change in society are inspiring to others. The Change Maker is invested in making a difference, contributing to the SDGs, and doing the extra effort to achieve a positive impact in the community. This badge corresponds to the Engagement to Social Issues skill.



Mobile App Wizard

This badge is awarded when a learner successfully finishes the Native Mobile Apps Development Training Course.



Graphic Design Guru

This Badge is awarded when a learner successfully finishes the Visual and Graphic Design Training Course.

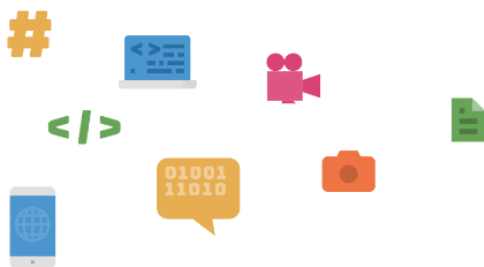


Web Design Expert

This Badge is awarded when a learner successfully finishes the Web Design Training Course.

The Badges will be awarded to learners manually by trainers through the Social Hackademy Online Platform. The guide about how to do this is presented in the part about Social Hackademy Online Platform.





Social Hackademy Methodology

PREAMBLE

White paper on the future of Europe. European Commission, COM(2017)2025 of 1 March 2017

"Many of today's jobs did not exist a decade ago. Many more will emerge in the years ahead. It is likely that most children entering primary school today will end up working in new job types that do not yet exist. The challenges of increased use of technology and automation will affect all jobs and industries. Making the most of the new opportunities whilst mitigating any negative impact will require a massive investment in skills and a major rethink of education and lifelong learning systems. It will also call for the roll-out of new social rights to accompany the changing world of work."

The need to transform local populations into digital talent. European Commission, Digital Transformation Monitor – May 2017

"The growth of digital talent is becoming increasingly important for the economic development of regions and cities. Digital talent can encourage entrepreneurship and innovative thinking, increase prosperity, and lead to the diversification of local communities. By encouraging the development of digital talent, cities can decrease unemployment and prepare their local communities to the future economy."

Rethinking education in the digital age. EPRS | European Parliamentary Research Service, Scientific Foresight Unit (STOA), PE 641.528 – March 2020

"Only education can provide the preconditions for the social inclusion and equal participation of European citizens in a digitalized democracy. Rethinking education in the digital age, therefore, matters for safeguarding European values such as equality, democracy, and the rule of law."

Future jobs, local digital talent, and new educational approaches are the three main pillars of the **Social Hackademy Methodology** proposed and promoted by the #hackAD European partnership. With this document, the conceptual and operational elements that have characterized the consolidation of good practice in the field of digital skills for social innovation into a permanent laboratory of grassroots digital co-creation initiatives are presented.

The main objective of the chapter is to describe the methodology for the establishment and exploitation of a local Social Hackademy in a detailed manner to support its transfer and application in the project partner countries and possibly at the European level.



INSPIRED BY SOCIAL HACKATHON UMBRIA



#SHU

Originally planned as the Italian final event of the [Generation0101 project](#), the first edition of [Social Hackathon Umbria](#), SHU2016, has immediately demonstrated to impact positively and sustainably on all the actors involved in the co-creation process of digital solutions to societal challenges. The initiative has been carried out for the last four years involving an increasing number of participants (from 80 in 2016 to more than 180 in 2019) who have benefited from different learning activities implemented during a timeframe of 3-4 months.

The SHU training methodology provides the involvement of two main target groups:

- **young learners** who follow a structured training program on one or more digital competencies to enhance their vocational profile and put in practice what they have learned contributing to the development of digital solutions that answer specific social challenges (acting as junior hackers during the final hackathon);
- **representatives from public or private entities** that are active at the social level and have a personal or institutional interest in identifying and developing a digital solution to a social issue (acting as challenge givers and actively participating at the event).

The main strength of SHU is to base the entire process on the educational potential that a co-creation experience could offer to all the participants, regardless of their digital competence level and professional or personal profile. Therefore, based on the annual focus of every single edition of SHU, different additional groups have been invited to take part at the final event, which lasts 48 hours and represents the final phase of a quite long-term process where **everyone involved has finally the feeling to have won something**, although they have been effectively awarded a plate or a prize.

A LEARNING EXPERIENCE FOR EVERYONE

In other words, the main pedagogical objective of SHU consists of **enhancing the impact that a training intervention has on the learners at the maximum possible grade**, by letting them experience how:

- they can use the competencies acquired during the training in the realization of a concrete product or service, which is useful to the rest of the society;
- cooperation and teamwork are key elements for the successful implementation of a project; and
- answering to the needs of a certain target group cannot disregard the involvement of those directly affected by those needs or, at least, of some representative of relevant organizations.





Indeed, the third aspect of this list can be recognized as the second innovative element of the SHU format: **making sure that the direct beneficiaries of the solutions which will be developed during the contest will not only actively participate in the definition of the challenge, but they will also be part of the co-creation groups**, thus:

- acquiring those basic (or maybe advanced) digital competences that will ensure the sustainability of the developed solutions, and
- influencing the technical/digital development, as well as the creative process, by ensuring an immediate quality check in terms of feasibility, relevance, usability, etc...

Last, but not least, the third crucial aspects of the organization of SHU is the selection of motivated and skilled team managers who monitor and lead the co-creation process and guarantee the finalization of the outputs.

A COMMUNITY OF SOCIAL HACKERS

Over the last four years, several pieces of evidence of the short-term positive effects on the participating youths were collected, such as the **creation of professional and educational opportunities for NEETs** who finally realized what direction to take in the future, but also refugees who had the chance to show their talents and competences in the digital field.

Moreover, it is now possible to register the long-term impact that the digital solutions developed thanks to the SHU can bring to the wider society; for example, the FuoriRiga website (<https://www.fuoririga.org/>), which is managed by the homonym NGO, has been recognized by the Italian Government as the only adequate website to allow communication and exchange of anonymous letters between teenagers inside and outside the prison!





What has been more important for the consolidation and the growth of the initiative, though, was the offer of follow-up opportunities to the community of social hackers who took part in the event year after year. In particular, three different strategies have been adopted to support the hackers in exploiting the results achieved with the participation at the Social Hackathon.

A more traditional one consists of **partnering with ideas and business incubators that offer the opportunity to follow acceleration programs** to enhance the market and/or technological readiness of the projects co-developed during the event. This is the case, for example, of the special award assigned to the [Trekify](#) team in 2019 by [NEX – New Economy for All](#), a national association that has developed an innovative approach to assess the social impact of start-ups and businesses against their capacity in supporting the achievement of the Sustainable Development Goals of the UN Agenda 2030.

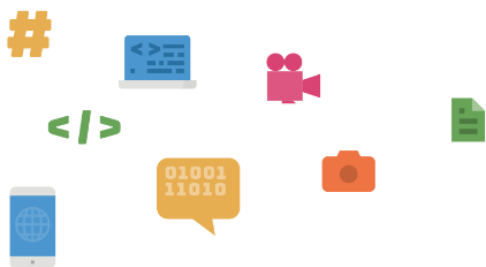
A second strategy is to promote the hackathon as a **capacity-building and networking opportunity** for everyone interested to learn more about **innovative approaches for cooperative and inclusive learning**. Indeed, the experience gained with the participation at SHU2019 has allowed a lower secondary teacher from southern Italy to coordinate, on behalf of her school, the organization of a local event in the occasion of the [DigiEduHack](#), a global Hackathon promoted by the European Commission to identify key challenges for education in the digital age and co-create innovative solutions. Moreover, one of the ideas developed by the students has even been awarded as the best project among 130 innovative solutions from 21 countries.





The third one, which also represents the main inspiration on which the #hackAD project is based, consists of **the evolution of the Social Hackathon event into a permanent local Social Hackademy**. A strategy that is possible only with a strong and active engagement of local stakeholders, which in Foligno (the host city of the good practice) has concretized in the inauguration of a new Volunteering Youth Association called [CrHack Lab Foligno 4D](#), supported by a multidisciplinary team of inspired mentors who share the passion in guiding young people to develop an addiction to innovative thinking and to acquire a conscious digital practical culture, exposing them in advance to the most advanced technologies to prepare them for the new jobs that will arise in the next decade.





CROWDHACKING A NEW WORLD!

CLOSING THE GAP BETWEEN SOCIAL AND DIGITAL INNOVATION

In Europe of the 21st century, with all its societal challenges and cultural tensions, ***social inclusion* is progressively becoming the common answer and strategy for a smart, sustainable and, not only 'inclusive' but also community-based future.**

Regardless of the level of awareness on the concrete application of such a holistic practice, *social innovation* is vertically mainstreamed into the majority of European local policies' agenda, and it has been certainly confirmed as the "red thread" linking the seven official flagship initiatives of the EU2020 strategy.

Nowadays, that we are moving towards a new programming period, which has already demonstrated of being highly unpredictable under both the social and economic point of view, **the main role of a Social Hackademy is to support the implementation of innovative actions and projects with the final aim of demonstrating how *digital* and *social* innovation can mutually beneficial** for the realization of a "Digital Europe" founded on social value and social investments.

Indeed, if, on one hand, it is important to address the centralized policy agenda of the Commission with periodical position papers, on the other hand, *social innovation* should not remain a cosmetic intellectual practice. *Social innovation* cannot exist without *social subjectivity* and a *grassroots* approach.

So, what is the mission of a Social Hackademy in this scenario?

MISSION AND VALUES

MISSION

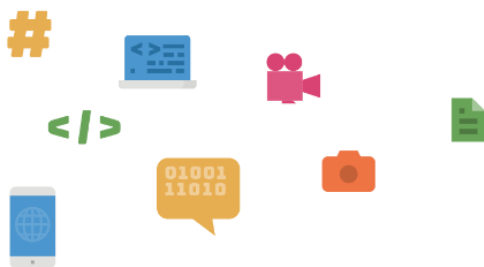
A Social Hackademy is generated **to support the wider understanding of the digital transformation impact on civil society.**

Increasing the number of young and adult citizens who can, at least, understand the basic principles of designing and programming, would already generate a dramatically huge impact on the speed and the socio-cultural acceptance of many ongoing processes of the digital transformation era, also ensuring the development of a more ethical vision of the world as an interactive space of four-dimensional material processes to be handled responsibly to make the planet Earth a better place.

Initiatives should be promoted to accelerate the maturation of a "digital thought" and its fusion with "object thinking", retracing a path similar to that which led from the "Era of Printification" to the Renaissance. In other additional words, we all should aim to a democratic and sustainable civilization process of the digital dimension of our planet, thus developing new eyes capable of seeing and making available to everyone the complete reality of the world around us.

To carry out such a revolutionary mission, we must agree on a set of specific values.





VALUES

Learning by Hacking

- Not didactics, but education of young people through the offer of a space where you can practice experiences that allow you to generate innovative ideas to be applied in everyday life, to finally invent new processes and expand our world.

Stigmergic model

- Not a planned transfer of skills, but the delivery of stimuli that direct individual behavior towards a useful result for the whole community. Bringing out and proposing these stimuli is the task of the senior members of the Hackademy

Glocal approach

- Starting from the needs of the local community, but being able to consider the wider scope and scale-up potential of the digital solutions co-developed by all participants.

CrowdHacking

- Creating addiction to connective creative thinking and disruptive innovation that allow the individual to elaborate generative visions of an unimaginable future before the advent of digital technologies.

Sustainable engagement

- Making sure that everyone who is directly or indirectly affected by the digital creative process is taken into consideration and personally involved (or, at least, represented) in the training and development activities.

Starting from these values, the Social Hackademy operates based on **5 Pillars -- Technology & Talent, Treasures & Tales, Time** – and **3 main Paths – Exploration, Orientation, and Experimentation**.



Exploration

- Digital technologies are very young and the progresses that the speed of information and the simulation power are generating in every field follow one another at a pace never seen before. There is much to explore both in terms of technologies and methods.
- The Social Hackademy facilitates a **participatory exploration of promising practices, processes and products** and a no less important and constant co-curation of news, articles and case studies.

Orientation

- Making sense of exploration results is equally important for "colonists" to benefit from the activities of "explorers".
- **Travel diaries, tutorials and interactive stories** are needed to map the new dimension of the processes' space and make it usable.

Experimentation

- Discoveries and maps are the basis for developing hypotheses on new processes that can be created. The hypotheses need to be validated or falsified through experimental projects, which in any case teach something and suggest new directions of exploration.
- Furthermore, external inputs improve the perception of the world around us, of its needs and desires, relaunching new explorations that we would never have undertaken alone.
- Experiments must have a specific time limit, usually one year. After this term they must evolve into something else (a business? a funded project? a case study? It depends ...). In the case of testing new services, therefore, **the Social Hackademy produces prototypes, non-profit and possibly with a high social impact.**
- The elaborated models or their evolutions can then become a launching pad for other more markedly entrepreneurial activities, managed by groups of members or other organizations (which may therefore also have an interest in financing the Hackademy activities).

VALUE PROPOSITION

DISCOVERING CONGENIAL SPIRITS [CONNECTIVE MINDS]

The world goes too fast to do everything alone, but it is not always easy to find travel companions. Especially when you want to start discovering the unknown. Finding companions to overcome the "solitude of the explorer/innovator" is a big job in itself. **Social Hackademy acts as an aggregator of people of different skills and backgrounds but united by the passion for exploring the new digital dimension of the world.**

The aggregation action always takes place around projects with an immediate practical fallout [Hacking], but on two levels. Some projects are primarily digital and guided by an interest in a shared theme, which primarily lives on the net internationally and is co-designed and co-created by different local hubs of the Hackademy. There are projects where instead the territorial element prevails as the cause of aggregation and is the responsibility of one specific hub. Of course, the two levels can intersect.





Social Hackademy favors the formation of Connective Minds that apply to the resolution of shared problems. From this point of view, it also works to encourage the establishment of work teams for projects promoted by the Members, who have met the interest of others.

DISCOVER NEW IDEAS AND TOOLS

The Social Hackademy allows you to continuously discover and experiment practically new technologies and methods, especially through **Labs and Units (physically identified spaces where mentors and tools are available)**.

A Social Hackademy Lab is formally or informally established as a new collaborative space to digitally answer to the societal needs of a local community and it is managed by a group of people with different backgrounds who come together for the first time as an original mentoring team.

A Social Hackademy Unit originates within the framework of an already existing organization (ex. a school, a youth center, a library, etc.) where some of the members (staff or volunteers) start cooperating for the design and offer of training and cooperative activities that are in line with the mission and values of the Social Hackademy.

Social Hackademy makes a continuous effort to create local and online labs and units, were to guarantee shared access to technologies and tools that are difficult for individuals to access, especially if they are young. Particular attention is paid to the exposure of young people to the technologies of the immediate future to prepare them for entering the job market and to live with greater awareness of the opportunities and risks of an increasingly complex society.

PRACTICING

Eclecticism, orientation towards problem-solving, and the ability to learn well and quickly are not learned in books. They derive from practice and experience. **The Social Hackademy promotes project-based training experiences, based on the 4Ds of Digital Distributed Didactic Dreamworks.** You learn by playing, or in any case having fun, to let converge the factual and digital dimensions of the material world and you don't do it in a classroom, but where such convergence can take place. "*The whole world is a stage*".

CREATE JOB OPPORTUNITIES

The ability to create sustainable real value is an important requirement of Social Hackademy experiments. Creating job opportunities for members - especially young socially excluded members - is a primary indicator of success.





TARGET AUDIENCES

As one can easily understand by interpreting the Vision and the Mission of the Social Hackademy, the main direct target groups are those most involved in shaping the future. Therefore, when setting up a local hub or unit, particular attention should be given to:

- **Who will necessarily be involved in shaping the future? [Young people]**

Young people are those on whom an investment in innovation capacity is potentially more profitable. Particular attention is paid to the world of formal and informal education of young people, as well as to the inclusion of those who are at risk of social exclusion.

Intergenerational and peer-learning transmission mechanisms, also creating "teens" and "junior" teams, are key strategies to develop the transversal competences of the older ones, as well as to guarantee a more genuine innovation process.

- **Who personally feels strongly engaged to help young people in shaping a better future. [Mentors]**

Great attention must be given to passionate educators, trainers, and youth workers.

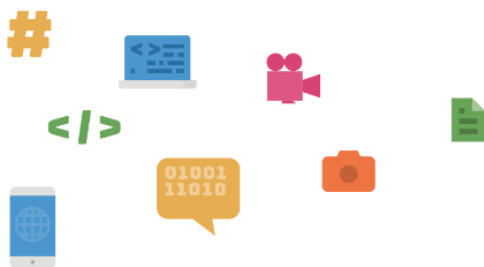
The Social Hackademy reserves a strong emphasis on digital technologies, but not with a "technology for technology" approach. Technicians and digital experts are welcome, but having the primary interest in helping the new generations to face the epoch-making challenge of creating and safeguarding digital cultures is the key factor for active involvement.

- **Organizations that are more attentive to the future, young people, and innovation and development of the digital world in terms of mission and history. [Organizations]**

These organizations are sought both as project partners and sponsors.

Two major platforms are used to facilitate the generation, monitoring, and exploitation of digital co-creation activities and the interrelation among the different actors of local and international hubs and units. These are **(1) the Social Hackathon**, which recurs annually and it represents the final phase of the cooperative learning experience, and **(2) the Social Hackademy Online Platform** that offers e-learning, showcases the products developed by young people in different languages, supports an online assessment of acquired competencies and awarding of badges and offers a collaboration space for youth, missionaries, and organization in each country where a hub or a unit is present.





How to organize a Social Hackathon

"A hackathon (also known as a hack day, hackfest or codefest) is a design sprint-like event in which computer programmers and others involved in software development, including graphic designers, interface designers, project managers, and others, often including subject-matter-experts, collaborate intensively on software projects."

Wikipedia: <https://en.wikipedia.org/wiki/Hackathon>

Differently from the majority of the hackathons, which are usually addressed to IT experts and base their marketing strategy on the availability of cash prizes or the access to business acceleration programs, a Social Hackathon is characterized by:

- a **participatory process in the identification of the specific challenges**, which relate to the improvement of one or more societal issues or to the digital empowerment of those stakeholders that contribute to the sustainable development of the society;
- the **protagonism and collaboration of people who have a low level of digital skills and take part at the hackathon with different roles**, but all with the expectation of learning new skills while having fun and contributing to the development of a digital solution at social impact;
- a quite **extensive preparation period** that includes targeted training interventions, social incubation strategic planning, as well as the design and implementation of a well-structured promotional campaign that focuses on the openness and gratuity of the event for everyone.

Therefore, although the Hackathon represents the most visible event of the whole educational path, its organization should start well in advance (at least six months) and it encompasses four consecutive phases with ongoing parallel and interconnected activities that interest several key players:



YOUNG PEOPLE

- Participants in digital training courses to improve their professional profile and put into practice what they have learned by contributing to the development of digital solutions that respond to specific social challenges
- **ROLE IN THE HACKATHON**
Junior hackers who join co-development teams and are led by an experienced team manager for the duration of the event

TRAINERS

- They follow and coordinate the entire learning process, thus ensuring consistency and relevance among all training activities carried out during the preparatory phase and the Hackathon itself.
- **ROLE IN THE HACKATHON**
Team managers who facilitate the collaboration between *Junior Hackers* and *Solution Givers*, ensuring the effective co-design of a digital output

ORGANIZATIONS

- Selected through public call, they are active at a social level and have a personal or institutional interest in identifying and developing a digital solution to one of the challenges proposed in the annual edition
- **ROLE IN THE HACKATHON**
Solution givers ensure that the developed solution effectively responds to the identified need in the context of the challenge

PARTNERS

- Local, national and international organizations that allow us not only to highlight the event and ensure the participation of hackers and the public, but also to offer follow-up for the best solutions
- **ROLE IN THE HACKATHON**
Technical and economic sponsors, mentors and judges, suppliers of special awards with incubation paths for the winning ideas... etc.

PHASE 1 – PLANNING THE HACKATHON

This is the longest and the most critical phase for a successful organization and implementation of the event. You will need an experienced event manager and an effective secretariat with skilled collaborators who can solve problems fast and independently, communicate and promote the event to the relevant stakeholders in a timely and targeted way, as well as to take care of all the logistics aspects and coordinate the external providers.

Here below we will present a list of the most important aspects that you have to take into consideration when planning your Hackathon. For each aspect, a description of the process developed and refined during the years with the implementation of the Social Hackathon Umbria will be presented, together with tips and the key issue at the organisational and logistic level.

DEFINE THE DATES AND THE VENUE

The decision on the dates of the event and the venue where to organize it is a crucial one and should be taken at least six months in advance.





Useful tips

- The event should last at least 24 hours and include one night. Shorter initiatives are of course possible, but they should be limited to the co-design of pitches and innovative ideas
- When you plan the event, put the Social side in front of the Hackathon one. Besides the digital contents, you should propose various side-events addressed to both the participants at the Hackathon and the general audience
- This means that the overall programme of the initiative should last longer than the Hackathon itself and that you need a venue that provides all the facilities you need to organize the different events in dedicated areas at the same time



Social Hackathon Umbria

- The Social Hackathon Umbria takes place every year the first weekend of July, when there are not other major events going on in Foligno
- The main event starts on Thursday at 20.00 and it lasts 48 hours, until Saturday at the same hour. The awarding ceremony is organized the day after in the morning
- So far, the event has been always hosted by the Association Study Centre City of Foligno (CSF), which is located in the city centre at the local branch of the University of Perugia
- The CSF operates also a DigiPass, a public digital competence centre that provides support, training and networking services to all citizens in the field of digital skills

These are two examples of venues that can host a Social Hackathon. The first one reproduces the map realized for the Social Hackathon Umbria 2019.





The second one is how the organization of the fifth edition of SHU was originally planned in 2020 at Colfiorito, a beautiful mountain village only 10 minutes far from Foligno, before the decision to cancel the event due to the COVID-19 pandemic.



4 MAIN AREAS

Area 1 – Park

Gym: workshop for kids and adults
Green area: drones and robots
Track: concerts and events

Area 2 – School

Main venue for the Hackathon

Area 3 – Commercial area

Coordination and volunteers offices
Catering zone
Shuttle drop in/off for transfers from/to Foligno

Area 4 – Museum

Seminars, exhibitions, meetings and final event

IDENTIFY THE MAIN TOPIC AND THE SPECIFIC CHALLENGES

Together with dates and venue, the identification of the main focus of the Hackathon and the elaboration of the specific challenges that you want to propose to the junior hackers and the possible



solution givers is another key element that will considerably affect the planning phase in many different ways. This decision may depend on various financial and strategical reasons, but it always has to be shared with the relevant stakeholders and the local community.



Useful tips

- When selecting the topic of your Hackathon, valorize the activities that your organization is carrying out anyway so to guarantee an adequate financial coverage of the expenses and to create an opportunity for contamination among different projects and target groups
- It is crucial to co-design the event in collaboration with your team, your local network and other relevant stakeholders. Make sure that the challenges you have identified covers the needs of the local community
- Participants must have a feeling that they are contributing to the creation of something useful for the society, and they should be able to see a concrete product (not only a PPT presentation) at the end of the event. For this reason, ask for the realization of digital solutions that are in line with the training programmes that you are offering to the junior hackers and make sure to enroll competent and motivated team managers

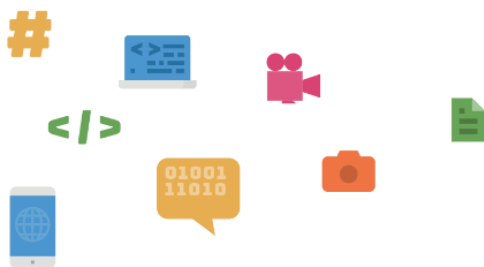


Social Hackathon Umbria

- Every edition of SHU has been focused on a different societal challenge (non-profit organizations in 2016, cultural heritage in 2017, entrepreneurship and occupation in 2018, environment in 2019)
- Starting from 2017, three challenges have been elaborated every year, each one focusing on a different sub-area of the main topic and asking for the co-production of different digital solutions
- The selection of the sub-areas has been always based on EU policies and priorities and validated through the consultation of local and national stakeholders in that area of interest
- A public call has been then published and promoted at EU level for the identification of the best two solutions for each challenge
- The call is addressed to private and public organizations or (starting from 2019) to informal groups of youths with expertise on the annual topic (and not necessarily on the digital element of the challenge)

To give you a concrete example of the full process you should follow to select a relevant topic and the related challenges by following a participatory approach, we have designed a seven steps methodology thinking at the organization of the Social Hackathon within the framework of the #hackAD project.





Step 1 - Selection of the main topic

- Given the overall framework of the Agenda 2030, which has been already agreed by the partners during the preparation of the project proposal, we have decided to work on Sustainable Development Goal n.1 "End poverty in all its forms everywhere", because data show that due to the COVID-19 pandemic there will be an increase of poverty all over the world with serious social consequences. (The selection of SDGs is based on the peculiar interests, structure and network of the host organization)

Step 2 - Identification of the main stakeholders

- Considering the choice of the topic we get in contact with the local or the national NGOs that provide services and assistance to people in need and we ask them to patronage the event and support us in defining relevant challenges

Step 3 - Analysis and selection of the SDGs targets

- Together with the operators of our partner organization(s) we launch a public consultation to select the three most relevant targets of SDG n.1 and gather suggestions on possible digital solutions that may contribute to their achievement

Step 4 - Formulation of the #hackAD challenges

- After having consulted our trainers on the expected competence level of the young people participating at the courses on Web Design, Graphic Design and Mobile App Development, we formulate the three challenges (one per SDG target) making sure that all participants will be able to contribute to the development of the digital solutions proposed by the expert organizations

Step 5 - Publication of the call for solution givers

- A public call for local and national organisations working in the field of poverty reduction and non-formal groups of youths who have an idea that meets the identified challenges will be published and widely disseminated thanks also to the support of the main partner

Step 6 - Selection of the solutions to co-create during the Hackathon

- Two solutions will be selected for each challenge by a committee composed of members from the organizing partner, the main supporting stakeholder and other public supporting partners and private sponsors. The solutions will be selected based on the following criteria: Impact, Innovation, Feasibility and Transferability. Moreover, only those organizations that ensure the presence of two representatives during the Hackathon will be considered eligible

Step 7 - Planning the digital co-creation experience

- Each selected solution will be assigned to a team manager with an adequate profile to ensure the technical development of the proposed digital tool or service. The team manager will get in contact with a representative of the organization that has proposed the solution (the solution giver) and they will start planning the final project to be carried out in occasion of the Hackathon, as well as identifying the necessary digital skills to be included in the team for an effective and fruitful co-creation experience



COMMUNICATION AND LOGISTICS

When you have defined the dates, the venue, and the challenges of your Hackathon, you are ready to start promoting the event and planning all the logistic aspects that will turn your digital co-creation marathon into an unforgettable experience for your team and all the participants!



Useful tips

- A good narrative strategy to promote the event consists of telling the stories and the expectations of those who are involved in planning the event, thus exploiting the grassroots dimension of the initiative from the very beginning
- Try to involve as many partners as possible! They can contribute by taking part at the event or organizing topic-related side activities (partners), they can provide you with essential technical and digital services or gadgets for the participants (technical sponsors) or they can increase the relevance and impact of the Hackathon with financial support, patronages or special awards (supporters)
- Providing complete and clear information is key for a successful event! You can achieve this by: (1) classifying and grouping the information available on the event website based on the profile of the user (eg. participant, curious, kids); (2) distributing an InfoPack to the participants well in advance and making printed portable copies available during the event; (3) taking care of dressing the venue with evident and informative signs, posters and totems



Social Hackathon Umbria

- The promotional campaign and dissemination plan of SHU is always shared with the *junior hackers* who are attending the preparatory training activities. Guided by experts and professionals, they contribute to the creation of digital contents, as well as to their dissemination through the official communication channels
- Operatively speaking, SHU is realized by a team of 20-25 staff members (paid and volunteers), some of them taking care of the event management and coordination (3 people), an accreditation and support team (4 people available all day), a media coverage team (5-6 people), a security team (4 people who also supervise the night activities), some IT experts and other specific collaborators who take care of one or more side events, such as seminars, exhibitions, kids' campus, etc.
- SHU is organized and promoted as an event that involves the local community, including associations and companies that may be interested to show their initiatives in the field of digital innovation, as well as the local restaurants and hotels where the participants can use the event vouchers.

With regards to logistics, here below you can find a visual checklist with all those matters that you **MUST** think about, regardless of the dimension or the length of your event!

Accommodation



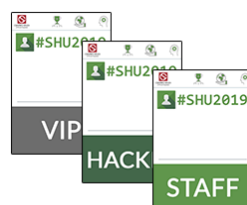
Make sure that all participants coming from other areas of your country or from abroad know where to go to rest and sleep. Provide the partner hostels/hotels with sticky labels

Catering/Food



Provide at least 3 meals per day. If you don't have catering facilities, make agreements with different restaurants and distribute meal vouchers to the participants

Accreditation



Establish an accreditation system to monitor the access to the area dedicated to the Hackathon and allows the participants to recognize each other's role

IT & Workspace



Create/Rent a dedicated (and possibly empowered) WiFi connection for the event. Each team must have enough space (and sockets!) to cooperate without disturbing others

Social agenda



Social Hackathons cannot work if participants don't have fun while they are co-creating digital solutions. Include games, concerts, flash-mobs and other social activities in the agenda

Awards



For each challenge, there should be a winning team that you can award in different ways! However, try to assign different prizes or special mentions to those who have deserved it

Wellbeing



Fresh water, healthy snacks, first aid kit, adequate temperature, continuous surveillance, contingency plan, are all essential elements to ensure the wellbeing of participants

Sustainability



If you really want to make the difference, make sure that the event is inclusive, accessible and environment-friendly. Moreover, all solutions must be released under CC license

Last but not least, while you are planning the Hackathon, it is a good practice to think about and start implementing different strategies to ensure the follow-up and possible up-scaling of the solutions that will be developed by the participating teams. Depending on your partners' network and available resources, many different opportunities can be proposed to the people who contribute to making the event a successful co-creation experience: incubation programs, field application tests, dissemination and exploitation events, etc... **Anyway, it is crucial that all participants are aware since the moment they decide to enroll of how and when you intend to valorize their efforts.**



PHASE 2 – PREPARATORY TRAINING ACTIVITIES

A Social Hackathon is organized to develop **digital competences of youngsters and adults** through the active participation at preparatory training activities that culminate in a Hackathon for the co-creation of innovative digital solutions to one or more societal challenges.

PEDAGOGICAL APPROACH

Any type of digital training can be integrated with a Hackathon and benefit from a different and effective way of assessing the competences acquired by the learners. For this reason, digital competences centers are advantaged as they can easily plan their training programs in a way that facilitates and promote the exchange of experiences and competences between the participants at different courses.



Useful tips

- Trainings must be planned well in advance, taking into consideration the specific needs of the final targets (high-school or university students, NEETs, unemployed or other disadvantaged groups)
- Regardless the topics you are focusing on, you should offer at least two training paths, so to attract learners with different backgrounds, interests and digital competence level
- For the same reason, it is always a good idea to foresee courses on different domains such as programming, communication, creativeness and cooperation
- The pedagogical approach should be as much as possible project-based, hands-on and include cooperation and peer-learning activities
- Most importantly... learning **MUST** be fun!



Social Hackathon Umbria

- Every year we first try to include all ongoing trainings into the framework of SHU, then we decide if and which courses we need to deliver on purpose in order to cover all the digital competences that are necessary to compose teams able to co-create the requested solutions
- SHU dedicated courses last usually between 30 and 40 hours and they are scheduled over a period of 3 months that concludes exactly with the dates of the Hackathon
- All courses are provided for free and involve from 12 to max. 24 participants, thus ensuring to train enough *junior hackers* who can be equally divided into the six competing teams
- When possible, we cooperate with internal or external trainers who are available to follow the entire training programme, included the facilitation of a team during SHU



PHASE 3 – SELECTING THE SOLUTION GIVERS

When all other preparatory activities are up and running, you can start taking care of another fundamental aspect of the Hackathon: **the selection of competent, engaged, and available solution givers!** A *solution giver* in any public or private organization, or an informal group of young people, that can prove to be active in the social challenge tackled by the Hackathon and provide a convincing solution to one of the challenges proposed.

THE PUBLIC CALL

Although you may want to delimitate the geographical scope of your Social Hackathon, involving for example organizations that operate only at the local, regional or national level, it is very important to ensure an open process of selection by publishing and widely disseminating a public call at least two months before the event.



Useful tips

- Make sure that at least two representatives of the organization/group that has submitted the idea is available and willing to take part in the event for its entire duration and as a member of the co-development team
- When selected, present the solutions and their "givers" publicly so to catch the interest of other possible stakeholders and increase the relevance of the event
- Organize pre-events where the *junior hackers* can ask questions and get a deeper understanding of the proposed solutions, so to be better oriented in the selection of the team they want to work with
- Ask the trainers to involve the learners in the development of elements that can contribute to the co-production of the solutions during the upcoming event



Social Hackathon Umbria

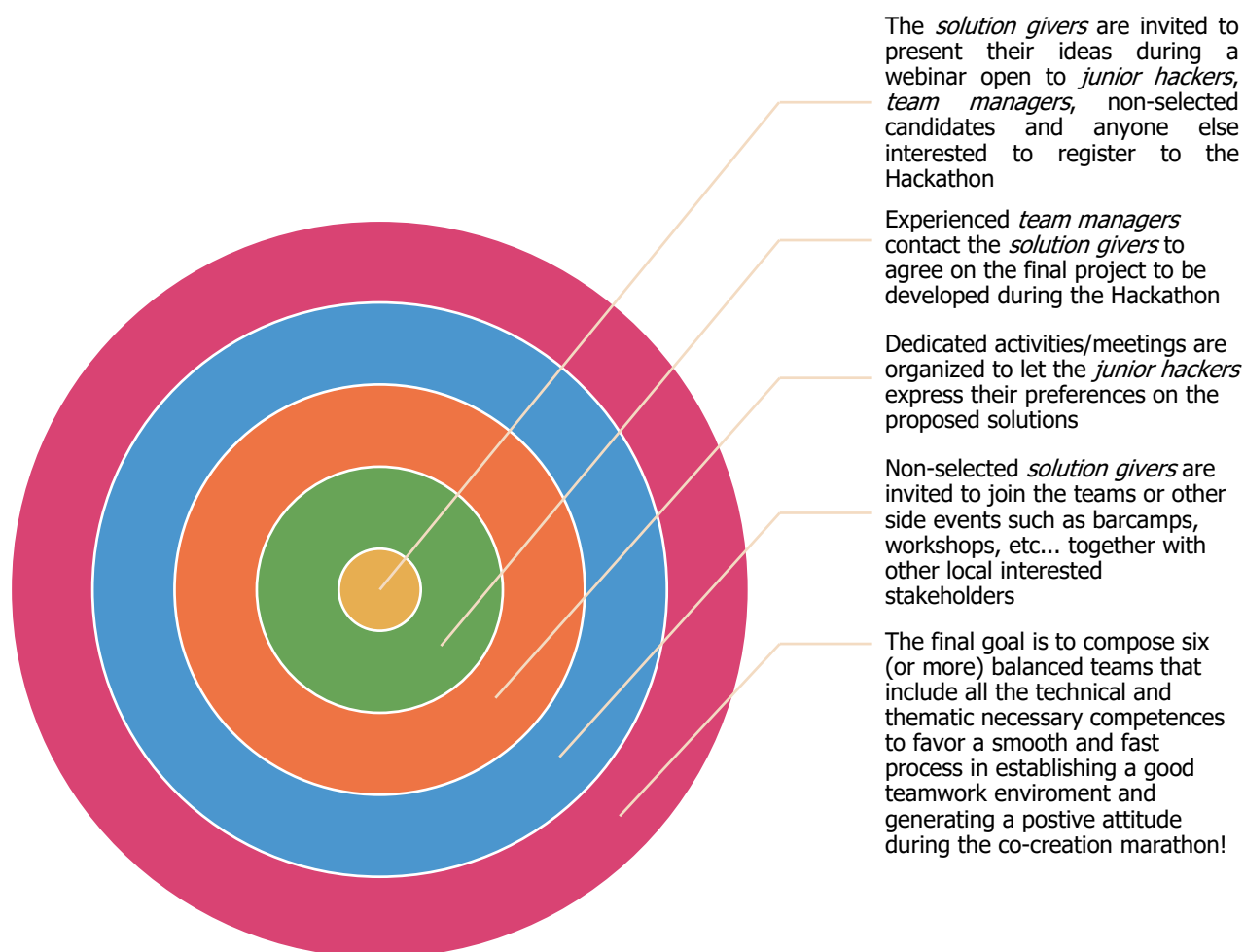
- SHU is an international event hosting participants from many EU countries
- The call is launched two months before the event and interested organizations have 30 days time to propose their solution through an online form
- Two solutions for each open challenge are selected based on the assessment of the following criteria:
 - Relevance: the solution is answering the challenge in a clear way and it is framed within the main topic of event with competence and awareness
 - Feasibility: it is possible to develop at least a prototype of the proposed digital product/service in the given time for the Hackathon
 - Social change potential: the solution can generate multiple beneficial changes aimed at improving the actual situation

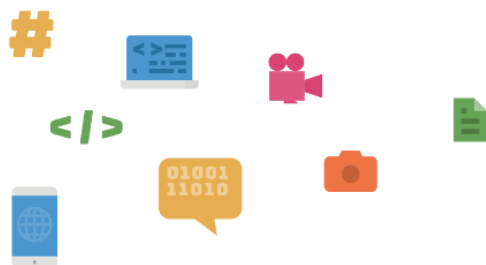


SETTING UP THE TEAMS... A REAL CHALLENGE!

One of the most difficult aspects of the organization of a Social Hackathon is being able to create balanced and motivated teams, **trying not to disregard the expectations of all those involved in the event**. After having experimented with many different models during the various editions of the Social Hackathon Umbria (from drawing by lot to pre-contest mini-challenges, including direct assignment from the organizers or the trainers), ensuring **a participatory approach has proven to be the most effective strategy**.

During the period between the selection of the final solutions and the Hackathon, which is usually and it should be at least one month long, you should allow and support all the actors (expected to take part in one of the co-creation teams) to interrelate and start co-designing the operational strategy they want to put in place during the Hackathon.





PHASE 4 – EVENT PROGRAMME AND REGULATION

The very last phase in the organization of a Social Hackathon starts after the selection of the *solution givers* and it requires the activation of all the resources you have planned for the final arrangements and the implementation of the event. At this stage, **many different processes (training, marketing, logistics, secretariat, etc...) have been already started and you must be able to coordinate them** to facilitate effective cooperation among all the people (staff and volunteers) involved and ensure a continuous exchange of information before, during and after the event! There are two main elements that you should carefully plan and communicate in the right way: **the program of the event and the Hackathon regulation.**

A DOUBLE (OR EVEN TRIPLE) AGENDA

A Social Hackathon is a complex and long event that interests not only those who will be competing in the digital co-creation teams (namely the *junior hackers*, the *solutions givers*, the *team managers*, and all the other stakeholders invited to join the competition) but also the local community who should be involved through the organization of dedicated side-events and the active participation in the selection of the best solutions. Here below, you can find a commented example of the parallel agendas planned for the last editions of the Social Hackathon Umbria.

HACKATHON

With accreditation

SIDE EVENTS

Open to the public

Thursday

During the day (before 18:00)

All participants and support people must complete the accreditation procedures by 18:00. It is a good idea to accredit all the local staff the days before the event starts. Each participant guarantees that the personal information provided in the registration is accurate and true. The secretariat makes sure to collect a signed release form for the use of personal data and images taken during the event. Those who are entitled to receive a reimbursement for travel expenses are asked to provide all the necessary documents and information, which will be transferred to the administrative office that will send a notification when the reimbursement has been processed or it is ready to be collected at the information desk (in case of cash).

During the accreditation, participants receive a hard portable copy of the InfoPack, the meal vouchers, the badge to enter the Hackathon area, eventual gadgets, and all other material that has been produced for the event.

18:00 – Presentation of final projects to be developed during #SHU2019 and teams warm-up

During the day

The opening day of the Hackathon is always very demanding and logistic aspects should have the priority over the promotional ones.

You can organize a press conference in the morning and, if you have the chance, ask your communication team to arrange some dissemination launch on local radios and web portals.

The secretariat can send reminders or call those who have registered to the side events scheduled for the next days.

20:00 – After the official start of the competition

If one of your side events is an exhibition or a permanent play zone where you have invited other organizations to show their activities and practices in the field of the Hackathon, you may want to inaugurate them with a public launch on the first day of the event, why not with a welcome drink where you also invite the accredited participants? Here below, some examples of the permanent events organized for the Social Hackathon Umbria.





This is probably the first time that you manage to have all the participants together in the same room! Take the chance to present the event regulation once again, answering questions and introducing all the staff members. Give the floor to the coordinators of the different support teams (eg. Media coverage, Administration and secretariat, Safety, and IT) to repeat the information you have already included in the InfoPack. Team managers and selected organizations will have 10 minutes to present the final version of the development project for #SHU2019. The map of the venue will be illustrated by the organizers and all teams will be directed to their working area.

20:00 – Official start of the competition

Starting from this moment, access to the venue will be regulated by an accreditation system, which implies acceptance of the event regulation. There are three types of accreditations:

- **Staff:** all those involved in organizing the event
- **Hacker:** event participants, regardless of the access mode and selection
- **VIP:** team manager, representatives of the selected organizations, members of the jury, etc.

The venue will remain open 24/24 hours starting at 20:00 on Thursday to 20:00 on Saturday. From 24:00, if there are no participants in the building, this will be closed and reopened the next morning at 6:00. Each team self-regulate in terms of working times, rotation, and participation at the reserved or public side-events.



2016 – Exhibition on Social Computing arts



2018 – Play zone for kids and adults with AR and VR

Friday

During the day

Participating in a Social Hackathon is a great experience to learn new things and get in contact with new people that share your interest in digital innovation and/or the social topic of the event.

If you have asked all the participants to follow the social pages of the Hackathon or to join a dedicated group on a communication platform/App, it will be easy to keep them informed on the side events that you are organizing along with the main event.

Concerning social events, you can use your creativity and propose as many activities as you want... there will be always someone who needs a break from the digital marathon and will be glad to get in contact with the members of other teams while eating a fresh slice of watermelon or representing his/her

9:30/17:30 – Digital Campus/Labs for kids and teens

The best way to involve the local community in the event is by organizing daily programs for kids (6-10 years old) and teens (11-14 years old).

Depending on the period of the year, you can cooperate with schools, sport and youth clubs, social cooperatives that provide daily services to young people and their families, thus attracting a large number of youngsters who will bring their parents and grandparents to the event.

Moreover, you can link to the digital labs to the discovery of the main topic of the Hackathon, thus contributing to the development of civic and social competencies of the younger generations!

team in a mini-contest for the assignment of special gadgets and secret prizes!



2018 – Watermelon and lemonade cannot miss in July!

Moreover, this day is the most indicated one for the organization of workshops and training sessions where the teams can send some representatives to reinforce their strategic thinking or communication skills, both fundamental aspects to enhance the quality of the project they are working on and to present it engagingly.



2018 – Lego Serious Play workshop

You can organize different type of training and capacity building activities, but always taking care that:

- No one is feeling forced to join (all of) them;
- Teams can freely decide on who is the most appropriate representative to attend;
- The maximum duration of one session is two hours;
- Trainers are aware of the projects carried out by the teams so to provide concrete and relevant examples

15:00/17:00 – Workshops and seminars for teachers, digital passionate, trainers, youth workers, etc. on the new digital opportunities for education

Regardless of the specific social dimension of your event, one of the main objectives of the Hackathon is to promote the acquisition of digital skills for all those who are involved as participants. This aspect can and should be amplified attracting all those educational professionals and social care operators who may be interested in acquiring new knowledge in the field of digital innovation and enhance their capacity to exploit the opportunities offered by the digital transformation.

During the years, we have organized many different side events also taking the chance to present the results achieved with the implementation of local and international projects. Although included in the general program of the Social Hackathon, each event should be disseminated separately and participants should receive at least a certificate of attendance that indicated the learning outcomes and the methodologies experimented.

17:00/19:00 – Tours, visits, and cultural activities

The valorization of the city and the community that is hosting your Hackathon is another important element to maximize the impact of the efforts that you have spent in the overall organization of the event.



2019 – Ecotours with accessible off-road electric car

Don't miss the chance to offer both the participants at the Hackathon and the local citizens the opportunity to discover the surroundings with a new and socially empowered perspective. Get in contact with all the local stakeholders that are active in the social areas covered by the Hackathon and co-organize touristic and cultural activities, site visits, but also follow-up

activities and anything else that can contribute to generating shared ownership of the event at the local level.

Saturday



2018 – Social Jury: delegates from the National Association “*Stati Generali dell’Innovazione*” (General States of Innovation), a community of social innovators from all over Italy that has sponsored the Social Hackathon Umbria from the very first edition and it is now organizing its summer event in Umbria during the days of the Hackathon with a parallel program!

During the day

Saturday is another good day to carry on with the activities for young people, as well as with the thematic and cultural tours, also keeping in mind that most of your partners and the members of the jury will be present from today.

10:00/12:30 – Policy event

Another type of event that is always good to include in the program provides the participation of the policy stakeholders who have a granted patronage to the Hackathon or can contribute the horizontal and/or vertical mainstreaming of the solutions proposed by the co-development teams. Moreover, if you organize it towards the end of the competition, you can probably take advantage of the presence of the majority of the Jury's delegates who will be pleased to share their experience and knowledge on the topic addressed by the Hackathon. The event must be open to the public that should be able to interact with the speakers either during a round-table discussion or taking an active role in generative speaking activities such as, for example, world-cafe, coaching circles, or open space technology.

SOCIAL JURY – 15:00/17:00

Anyone interested in finding out how a Hackathon works and how the six teams are working for the development of digital solutions will have the opportunity to enter the area reserved for the Hackathon, ask questions, observe and fill out an evaluation form. Teams must be prepared to receive the visitors and delegate one or two representatives who will briefly introduce the main elements of the solutions which are being developed and answer the questions. To optimize the process, each group of *social jurors* will be composed of 10-15 participants and it will be guided by a member of the staff who will provide them with an evaluation form where they can take notes and finally assign a vote to each visited team. Overall, the tour shouldn't last more than 1 hour with an average time of 10 minutes' presentation for each team. You can invite experts and professionals to join the event as *social jurors*, including the members of the official jury who will start getting an idea about the solution and can provide useful suggestions for last-minute improvements. At the same time, it is very important to ensure the participation of the local community who could be attracted also by promoting a lottery or other rewarding strategies.

20:00 – Deadline for the submission of projects

All team managers must ensure the submission of the final version of the solution produced by his/her team within 48 hours of the start of the competition, including any support and presentation material that they intend to use the following day during the awarding event.

22:00 onwards – (Mystery) Social Event

Concerts, flash mobs, thematic events are just examples of final social events that you can organize to celebrate the conclusion of an exhausting but incredibly rewarding experience! And if you want to increase the expectations of all participants, keep it secret for them and invite as many friends as possible!

Sunday

OFFICIAL PRESENTATION & AWARDING CEREMONY – 9:30/13:30

After attending the presentation of the final solutions, for which the teams will have a maximum of 10 minutes, the jury members get together for the final evaluation. The results obtained with the evaluation forms collected the previous day will be summarized and made available to the jurors, representing 25% of the total value for the definition of the evaluation ranking (2.5 points). The jury can then proceed with the assignment of points in the three evaluation areas:

Impact: What impact will have a digital solution for the beneficiary organization's development strategy? Will it also ensure a positive impact on the beneficiary target groups? (Max. 3 points)

Innovation: What changes will bring the digital solution for the reference users? Can the product define a new response to the needs of the community? Will this improve the efficiency in achieving institutional goals? (Max. 2,5 points)

Transferability: Can the solution be used in other organizations, to also improve their work? (Max. 2 points)

While the jurors are assessing the solutions and agreeing upon the winners for each challenge and an available special award, you can invite all the participants at the event to join a goodbye reception and take the chance to take a nice group picture like the ones attached below! The event will conclude with the prize-giving ceremony, the anticipation of next year's edition topic and dates, and a thanks-giving session open to all the participants who want to contribute with their positive thoughts.





THE EVENT REGULATION

Despite its evident social dimension, the Hackathon is anyway a competition and it requires a clear set of rules that must be shared well in advance with all the participants. Here below you can find a non-exhaustive, but pretty much detailed, list of topics and suggestions to consider when you are drafting the regulation of your event.

Topics	Suggestions and exemplary text
Objectives	Describe the context and the specific challenges of your Hackathon. What do you want to achieve and why participating in the co-creation of the digital solution is beneficial for all those involved and for the society at large?
Participants	List all the eligibility criteria and the different profiles of the individuals who will cooperate in the co-creation teams or are willing to voluntarily support the implementation of the event. Specify deadlines and methods for applying.
Support people	Explain which other persons will be accredited to enter the Hackathon venue and with what role.
Participation rules	Provide all the relevant information about the schedule, non-acceptable behaviors, use of the available resources. As the event organizer, you should ensure the presence of appropriate positions for the team's work: table, chairs, power outlets, and access to the network dedicated to the max. 10 people. <u>Participants must arrange to procure any other necessary equipment for the realization of projects.</u>
Venue	Provide clear instructions for the access and the use of the venue, including accreditation and limitation specificities. Although you are offering a 24 hours opening service, we suggest you clarify that starting from 24:00, if there are no participants in the building, this will be closed and reopened the next morning at 6:00.
Responsibility and obligations	<p>Each Participant will use the premises where the event will take place, as well as the materials and equipment that may be made available by the organizers and / or brought by the participants themselves, with the utmost care and diligence, and will strictly adhere to any instruction given by organizers to ensure the safety and security of all participants.</p> <p>In no event premises may be used:</p> <ul style="list-style-type: none"> • To carry out activities prohibited by law or otherwise contrary to public order or morality; • To carry out activities which could be dangerous to persons or property at the event or could cause hindrance or impediment to the smooth running of the event;

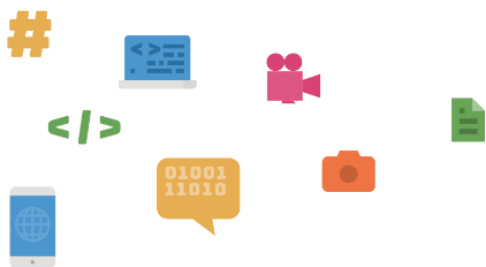


	<ul style="list-style-type: none"> For carrying out activities in violation of the rights of third parties, in consideration, including but not limited to trademarks, patents, copyright, etc. <p>It is agreed between the parties that participants are required to use spaces following the instructions and directives given by the organizer, as well as to any other regulation applicable - safety regulations, fire regulations, etc. In every case, the Participant is required to know and comply with the provisions relating to the use of the space available to it during the presentation of the projects.</p> <p>If in doubt about the correct use of the spaces, the Participant is required to contact the Organizer, who reserves the power to prohibit the carrying out of any activity in contravention of the provisions of this Article, without this leading to any participant right to compensation of sums invested or other charges for participation in the event.</p> <p>Moreover, the Participant acknowledges the event venue and to consider it a safe place and suitable for the performance of the Hackathon's activities. The Organizer will not be responsible for any damage incurred to the Participant due to thefts, robberies, fires, earthquakes, unavailability of services (electricity, Internet, etc.), and any other incident, except in cases where the damage is directly attributable to the wilful misconduct and / or gross negligence of the Organizer itself.</p> <p>Participants are supposed to the supervision of materials used for the Hackathon for the whole duration of the Event.</p>
Guarantees	<p>During the participation at the Hackathon, each participant guarantees that the developed product:</p> <ul style="list-style-type: none"> Is created during the Hackathon and is an original work of the Participant; Does not contain any trademark, logo, or other element protected by an industrial property right or copyright owned by third parties, or, where there are rights of third parties, the Participant has previously obtained all the necessary permissions and licenses from the owner; Does not violate other rights of third parties, including, among other things, patents, trade secrets, rights from contracts or licenses, rights of publicity or rights of privacy, moral rights, or any other right worthy of protection; Does not subject contracts with third parties; Does not contain any defamatory content, representation, outrageous consideration, or any other content that could damage the name, honor, or reputation of the organization that represents the idea of any other person or company;



	<ul style="list-style-type: none"> Does not constitute a violation of applicable laws and does not contain content that encourages illegal behavior.
Jury, evaluation criteria and procedures	List all the members of the expert Jury, specifying their job titles and areas of expertise. Provide all the necessary information for the teams to get prepared in a timely and appropriate way to the different phases of the evaluation.
Prize-giving	Indicate when and how the selected solutions will be notified, including details on the available prizes and eventual special awards.
Intellectual property and mentions	<p>All digital products realized during the Social Hackathon will be published online and licensed under Creative Commons <i>Attribution - Non-commercial 3.0 (CC BY-NC 3.0 GB)</i>. The development teams are responsible for the attribution of that license within the deadline for the presentation of products.</p> <p>All Hackathon's products must bear specific mention of their realization in the context of the specific event (<i>include the title</i>), organized by xxxxxxxxxxxx (<i>include the name of the organizer</i>) from xx to xx xx/xxxx (<i>include the days of the event</i>).</p>
Personal data	<p>Personal data collected through the Hackathon registration will be processed to allow the completion of the Hackathon and, in particular, to send notices about the execution of the connected transactions, as well as to fulfill the obligations required by law.</p> <p>The processing of personal data will take place through the use of manual tools, computers and telematics, and/or automated communication systems, with purposes strictly related to the aforesaid uses and always in full compliance with the confidentiality requirements and data security. The owner of data processing is the (<i>include the name of the organizer</i>).</p> <p>Such data may be disclosed for the above purposes to (<i>include the name of the organizer</i>) subsidiaries and/or affiliates following art. 13-14 of GDPR 2016/679 (General Data Protection Regulation). Notwithstanding the above, we exclude any form of communication or disclosure of personal data to third parties that are not planned as required by law. Each individual may exercise, at any time, the rights referred from art. 15 to art. 22 of the EU Regulation n. 2016/679, by writing to (<i>include the contact email of the organizer</i>).</p>





Conceptual design of the Social Hackademy Online Platform

GENERAL DESCRIPTION

The Social Hackademy Online Platform represents an online space for education, assessment, exchange, and community building among young people, trainers, external experts from all sectors, and other stakeholders. It will provide eLearning and peer learning services, support assessment of acquired competencies and award badges, showcase Hackathon outcomes and products, and support the establishment of online virtual communities. The platform will include tools to offer a personalized experience to its registered users and to support special interest groups, a repository of documents and OERs, a gallery of Hackathon outcomes, instant messaging, forums and blogs, teleconferencing, indexing and searching, etc. Registration to the platform will be free.

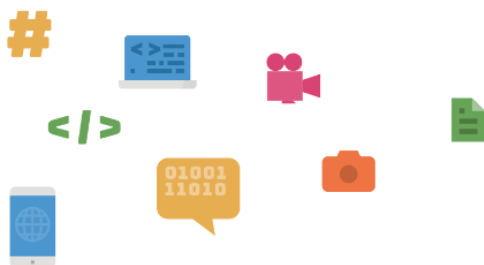
The Social Hackademy Online Platform supports the implementation of the Social Hackademy methodology and the online communities formed around it. The platform will be developed as an open environment and will provide:

- eLearning services that will include the course outlines, the training material (OERs) and the handbooks,
- online assessment based on online exercises for assessing learners' acquired competencies that lead to awarding badges
- showcasing of Hackathon results, by allowing the participating teams to upload the Hackathon outcomes
- virtual community development, by supporting the synchronous and asynchronous collaboration of members of Hackathon teams among themselves and with external experts, the exchange of comments, knowledge, and experience, and the promotion of Hackathon outcomes to the community
- advanced indexing and search facilities based on tagging of resources

The platform will include tools to provide training and collaboration services to its registered users, including services such as:

- multiple level user authentication
- special interest groups
- personalized dashboard, including user profile
- a repository of documents and OERs
- gallery of Hackathon outcomes
- instant messaging





- forums and blogs
- wikis
- teleconferencing
- news and announcements
- tag cloud
- searching (in profiles, groups, repository, blogs, etc.)
- online badges
- interface with social tools

It is a very relevant tool to use and broadly disseminate the project's methodology. The platform will be equipped with an assessment system, aiming to capacitate anyone attending the hackathons to successfully implement knowledge creation, cooperation, learning, and assessment activities within the scope of the project objectives. The platform also aims to promote interactive communication among stakeholders. To this end, the platform will allow the exchange of experiences between the hackathon participants, and will itself adopt a cooperative approach to foster motivation and engagement.

Furthermore, the platform may include additional services such as Hackathon Participant and Hackathon Organiser services designed around popular open source solutions and services.

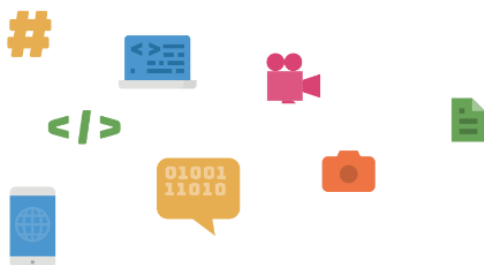
These sets of services are described below by presenting indicative functionality.

HACKATHON OER SERVICES

Service	Description
OER repository	Collections of searchable educational objects.
Collaboration	Online and offline learner-tutor collaboration
Assessment	Assessment in the form of quizzes, projects, and experiments

HACKATHON PARTICIPANT SERVICES

Service	Description
Sign-up	Participants need to sign up to the platform and then they can browse hackathons and comment or post on the Discussion Board, but they won't be able to submit to a hackathon until they register for it.
Profile	The public profile shows the projects in the portfolio of the user, projects submitted to hackathons, and personal information that have been entered upon sign-up, such as photo, location, bio, Twitter handle, website, skills, etc.



Portfolio	<p>The portfolio service is the profile page where users can show off the projects they have made. Projects added to the portfolio can include hackathon projects that have been submitted or anything else users may be working on.</p> <p>Project pages can be created that include details about the project and share them with the world. Anyone can access the portfolio by visiting a portfolio URL.</p> <p>The portfolio also shows hackathons the user has participated in by submitting projects so that followers may access the relevant information.</p>
Registration for a hackathon event	Navigation through available hackathon events is possible. Users may choose to register to a hackathon or unregister from one they have already expressed interest in.
Creating and managing projects	When users create a project they are creating the project page that will house the details about what they are working on. Using a dashboard, the user may manage their projects (edit, upload files, submit).
Project Submissions	Participants can access and work on the projects in their portfolio at any time. When a user wants to enter that project as a submission to a hackathon that's when it is considered a submission. Submissions can be edited at any time.
News	News is presented by date or based on the notification filter settings.
Discussions	Participants can post a question or comment on a hackathon discussion tab. This area can be frequently used to post a public question to the hackathon managers. Users can opt-in to receive an email when new discussion topics or comments are added. By default, any user who posts a topic or comment will receive future email alerts on that thread.
Team Formation	<p>A service where a user registered for a hackathon can indicate if he/she is looking for teammates or not via a checkbox option and a text box to introduce himself, and ideas he/she has, or what kind of teammates he/she is looking for.</p> <p>Team-up is available through team request options that compose a message and sends an email.</p>
Feed service	A user may browse other users' portfolios and follow/ unfollow and like/unlike their projects.



HACKATHON ORGANISER SERVICES

Service	Description
Hackathon creation and management	<p>Hackathons are created by defining the essential information such as title, scope, duration, type, etc.</p> <p>A hackathon site can be created providing an overview of the hackathon and answer questions such as who is running the hackathon, what is the goal of the hackathon, what do participants have to submit etc. Videos, rules, and submission guidelines can be added.</p> <p>Hackathons can be accessed and edited through a hackathon gallery.</p>
Rules	<p>Service to create rules specifically designed for a hackathon. These rules protect organizers and participants while ensuring the hackathon is completely fair and governed by the correct laws.</p> <p>Every hackathon has different rules and every hackathon manager will apply the rules differently but they will generally include key dates, eligibility (who can participate, minimum age, limits on team or organization size, residency and location requirements, etc.), submission requirements, prizes, and winner Selection, etc.</p>
Management of registrations and	New submissions are set as visible automatically. If the gallery is turned on they will be publicly viewable unless you hide them.
To-do service	A "To-do" feature can be used to direct participants to perform actionable tasks that in turn will guide them through the hackathon.
Judging and scoring	<p>Judges can be added to specific hackathons as well as award criteria. Judges have access to hackathon submissions and they can assign scores and write reviews</p> <p>Public voting option: "Popular Choice" prize awarded through public voting.</p> <p>Judging criteria can be added including items such as:</p> <ul style="list-style-type: none"> • Quality of the idea (including creativity, originality, and fit with the target audience) • Implementation of the idea (including user experience, design, and integration) • The potential impact on the target audience





		Judges using the online judging platform are asked to rate using each criterion on a 1-5 scale. Offline judging mode: offline judging is used when judges will review projects via demos or presentations.
Communication with participants		Communication with all participants in a hackathon or a team is possible through this service.
Results Showcase		Final results showcase through the hackathon website.

