WP4 Consolidated Piloting report

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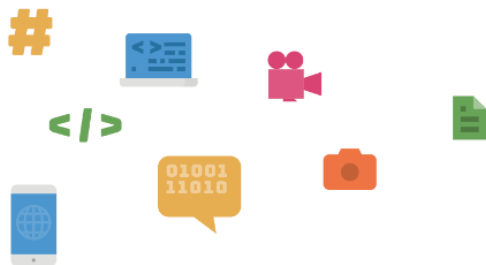
Contents

The national piloting context

PILOTING PARTNERS

Training Courses

All the partners held three courses on the three topics identified in the project: web design, graphic design and mobile app. Some of the partners even extended the number of course to attract more students and give a more tools to the students. Duration, starting and ending day, varied for each partner country and these decisions were mainly influenced by Covid19 restrictions. While the Croatian partner decided to hold the three courses one after another, the other countries organized the courses simultaneously.

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

In all the partner countries the learners for each course were between 30 and 20, with the exception of the Mobile App course in Italy and Croatia, where the enrolled learners were respectively 11 and 13. The number of students who completed the course were overall 70% of the number of initially enrolled students, 45% in Greece, 60% in Italy and 90% in France and Croatia.

Training course were planned to be blended, but due to the COVID19 pandemic almost the full training was held online in all the partner countries. For each topic every partner identified one trainer, for a total of 12 trainers, with one extra trainer for the mobile app course in Greece. The duration of lessons was decided by each partner according to the trainers needs and suggestion, but was never more than 2 hours, to keep the attention high among the learners.

Partner Country	Web Design	Graphic Design	Mobile App
Italy	March 16th – May 11th	April 12th – May 18th	March 15th – May 10th
Croatia	March 31st – May 3rd	March 15th – 29th	April 6th - May 5th
Greece	April 12th – June 6th	April 12th – May 31st	April 12th – May 31st
France	March 19th – May 28th	March 19th – May 18th	Match 19th – May 18th

Table 1 - Training courses calendar in partner countries

Partner Country	Web Design	Graphic Design	Mobile App
France	78,5	51	58,5
Croatia	42	21	42
Greece	40	20	40
Italy	26	16	26

Table 2 - Duration of training course in partner countries (in hours)
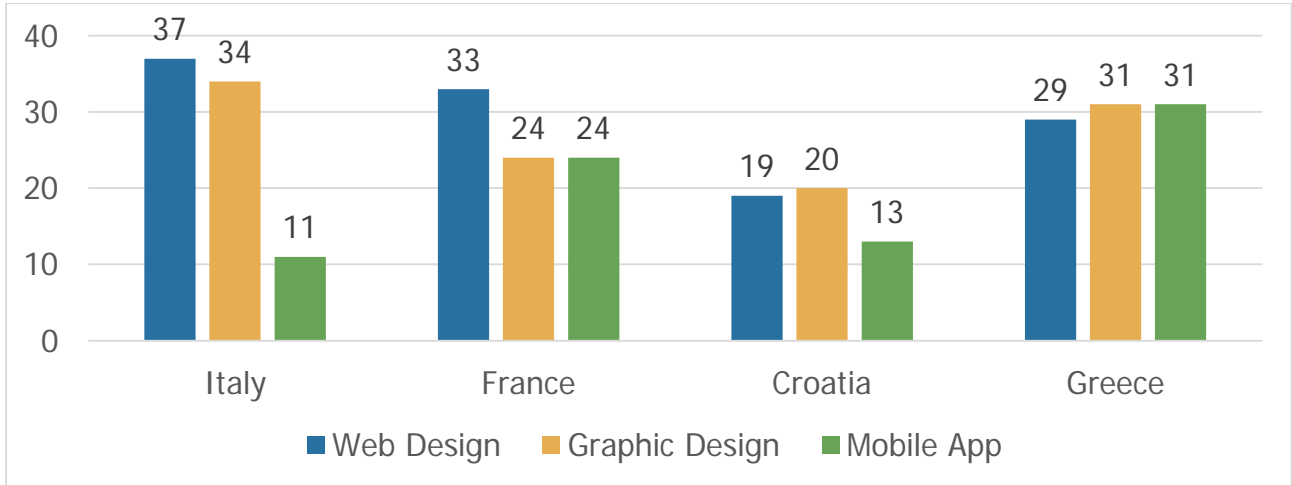
Chart 1 - N. of participants enrolled in training coures in partner countries

SELECTION OF PARTICIPANTS.

Selection process and strategy for participants reach out

Selection process and strategy

Participants were selected through a targeted promotion carried out at different levels. Each country designed and launched a campaign to attract two different targets: young learners between 16 and 30 years old and CSOs interested in proposing a challenge for the project works. According to the local target behaviour, each partner chose the most effective strategy. Graphics and animation videos were produced based on the project visual identity in order to give international consistency to the communication materials.

In each country the campaign lasted about two months and acted on different levels. Partners started with the identification of possible stakeholders in the sourcing process, through research and leveraging their network at national and local level, via newsletters and direct contact as email, call, meeting. Simultaneously they launched the campaign on both traditional and digital social media targeted campaign (TV, radio, OOH, websites, SEO, social networks), using infographics and videos. On the partners' and project's websites, and on social networks posts learners could register with online registrations form with a set deadline.

Application forms were then analysed and applicants were called to a pre-selection of candidates by the project managers. Open webinars and online events were also organized in each country to present the project's objectives and methodology, the courses program and the social hackathon concept.

Youth and disadvantaged categories reach out

Innovative learners sourcing strategy was carried out by leveraging and mobilising the ecosystems of committed local partners, associations and structures under common law as the following: schools, local youth associations, state organisations and NGOs dedicated to the socio-professional integration of young people, national agency for jobseekers, agencies for adult vocational training, neighbourhood residents, mutual aid networks. This sourcing strategy was effective in reaching NEET and young people in different situations of disadvantage, among them students living in remote areas and people with different kind of disabilities.

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

Local CSOs active in different social related fields were contacted directly and targeted with the social media campaign. The organizations actively responded and participated to the training courses presenting their needs and challenges to be analysed and solved in the project works. Other CSOs representatives also took part to social hackathon, but this time they were recruited at all levels: National, International and local level. Local government institutions were also noticed about the activities and involved in their promotion.

From the chart below, it is clear how the most common barriers among those who have finally enrolled in the training courses had some type of economic barriers (eg. in Croatia 63% of young people were long-term unemployed), educational difficulties (eg. in France 20 participants had not obtained neither a school diploma nor a vocational qualification or geographical barriers (with 21 participants coming from rural areas or isolated neighbourhoods).
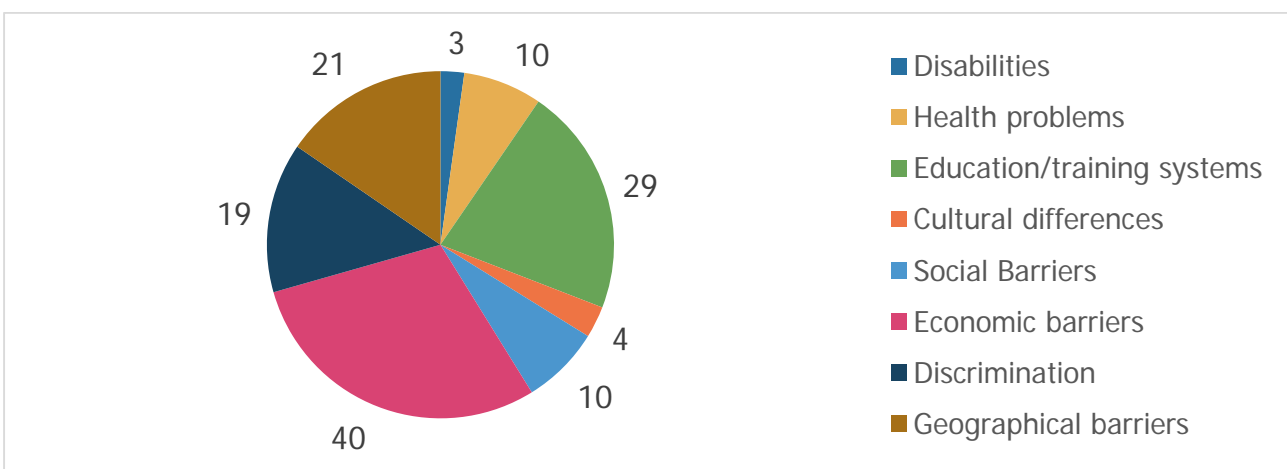

Chart 2 - Number and type of disadvantages faced by the young people enrolled in the courses

TRAINING OF YOUNG PEOPLE.

Process, methods and results

Process

Once the recruitment was complete, all learners and CSOs representatives met with the trainers in a plenary session where the activities' organizers introduced the training contents and process, and the social hackathon final event. All learners were invited to take part to the final social hackathon to be able to receive a participation certificate.

The first part of the course was dedicated to an introduction to the 17 SDGs and to digital skills theory. The trainer provided tools and guidelines about his/her digital competence and explained the process of application in the context of a social need or challenge.

The next step was that of introducing the Social Hackademy methodology and the selected CSOs with their mission, projects, activities and services. Learners then identified with them their challenges and needs which would become the bases for the project works. At this point the students were divided in groups and to each group was assigned one CSO project work. Based on the needs and challenges of the CSOs, learners had to start looking for shape a strategy and find digital solutions. With a learning-by-doing approach guided step by step by the trainers, once the strategy was identified, the learners started applying the digital competences acquired and producing tools prototypes.

Methods

Learning-by-doing and problem-solving methods were largely applied as they revealed to be the most engaging ones. Small groups practice helped fostering the creation of particularly productive learning levels, in which gamification, peer education and participatory approaches sustained processes of co-creation, visual thinking strategies and project-based learning. Design thinking and human centred processes were taught and applied to the definition of strategies and search of digital solutions effective for the identified needs. Moreover, the use of a series of open-source software and online boards for visual collaboration insured an inclusive approach. This also helped sustaining the full on-line based education or blended, imposed by the Covid19 restrictions.

Results

Part of the students participated to more than one course, supporting the development of interdisciplinary project works. Especially for graphic and web design courses it was possible to align the project works and reach a co-created result.

Overall project work results were very good and the participating CSOs were satisfied both about the process and the produced products and ideas. Most of the CSOs used the produced digital tools after the end of the course, or further developed the ideas and prototypes formulated during the project works. This is particularly true for graphic and web design as the developed products were ready to be put online and used for CSOs communication purposes.
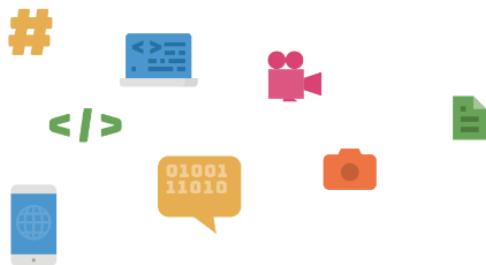
The transgenerational, cross-field and multidisciplinary character of this co-creation process produces a very good impact on both young learners and adult participants from CSOs, boosting a wider and open minded approach to the world around them, boosting, understanding of processes, sustainability and mutual learning.

Each partner agreed with representatives of CSOs and the young participants to the Social Hackademy that all the solutions could be further developed in the Social Hackademy Labs, created in each partner countries, adding more features to the solutions where there is need for them.

Here below, we present a gallery of the digital solutions co-created by the participants at the Social Hackademy Labs in the different countries:
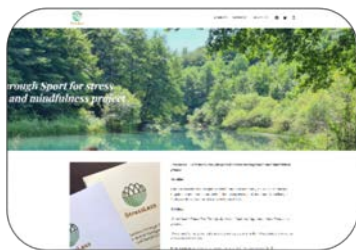
StressLess project website for Lotina kutija

Beyond What They Sell Logo

Nezavisna udruga mladih Lepoglava Website

Social Media Post for NoGap

Ocean Znanja Website

Social Media Post for ATLAS

Mozzilla Hub Space for NoGap

Savez izviđača Rijeke Website

Prenditi cura di te Website

ORGANISATION OF THE SOCIAL HACKATHONS.
Participants' recruitment and community involvement

Participants' recruitment process

The Social Hackathon was also promoted with a communication campaign on social networks and through other networks and media channels. The campaign ran during the training courses and targeted 3 different groups: young people looking for fun and an opportunity to acquire news skills; digital experts to become member of the hackers' teams; CSOs and individuals with an idea or a project to propose ("solution givers") and active in the different topic areas included in the SDGs. The first call launched was the "call for ideas/solutions", based on which the hackathon's 4 challenges were also identified. The call for trainers and participants was launched right after. Most of the hackathon's young participants came from the Social Hackademy experience and had medium and medium-law digital skills. Other school students and young people passionate about digital technology participated widening the number of team members. The balance between digital experts and CSOs representative participants in the teams was quite stable in all countries, with about 5 young members, 1 team manager and 1 CSO representative. Even if in all countries feedback from participants showed that a stronger presence of digital expert could help developing more complete projects and young people learn more, the transgenerational, cross-field and multidisciplinary collaboration was overall successful.

Figure 1 - Post for the promotion of Hackathon in HR

Figure 2 - Hackathon's promotional banner in IT

Community involvement and local and national level

4 CSOs were selected based on the basis of their involvement in local ecosystems, their needs, availability of participating to the event and adherence of their activities to the 17 SDGs. In some countries, even if working in social fields related to the SDGs, some CSOs representatives didn't know about them, therefore they valued very much the experience as they came out of it with full knowledge about the UN goals, how they're directly linked with local grassroot activities. The hackathon was organized in collaboration with local entities, while pre and after-event communication also reached National level in some countries. In Italy the collaboration extended to FAO (World Food and Agriculture Organization, UN) which was part of the challenges definition, focusing on food, waste, circular economy and awareness raising about these topics.

In some countries the social hackathon event included side event activities which ran before, during and after the teams 48h work to produce the digital solutions. The activities all focusing on raising awareness about the SDGs and also to promote local entities producing social impact through digital technology, target all generations.

Listed below start, end date and venue of all the National Hackathons:

- ITALY   1st July – 4th July 2021 at Colfiorito, in the town school building;
- CROATIA 10th – 13th June 2021, CTK Office in Rijeka;
- GREECE 6th – 8th September 2021, HOU Campus;
- FRANCE 31st May – 21st June, Halle Tropisme, Montpellier.

The piloting guidelines were very detailed, but flexibility was allowed to adapt to each context and situation. Due to the Covid19 restrictions, hackathon has to be organized in shorter time compared to what was planned. For example, in Greece the hackathon had to be moved from June/July to September.

The methodology as well as the Social Hackathon piloting guidelines proved to be very constructive in setting up the hackathon, providing a very good tool to meet the strategy and coordination specifications: from the selection of the venue, the challenges and solutions identification, the team structure, to the product and prototypes development process.

Some challenges were found in applying the methodology in the training and during the 48h hackathon. More detailed guidelines should be given in this guide to ease trainers and team managers in the involvement process of participants in the development process of the solution, from the needs analysis, to the strategy definition, until the product or prototype development.

CHALLENGES AND SOLUTIONS

4 partner countries' challenges, solutions and winners

Each country identified 4 challenges. Here listed the challagnes for each country.

ITALY

Challenge 1: #Zerohunger (SDG n.2)

Solutions:

1.FaOH - An APP to respond to urgent help requests from areas of hunger crisis through the collaboration with on ground NGOs. The tool uses Google Maps to identify and monitor locations with hunger emergency crisis using FAO's data.

2.Alimenta - Alimenta, is a gamification project which targets the online game players' community all around the world. The concept consists in an online game which engages young game players with information and activities on different issues in developing countries, providing education, fund and boosting creativity to find solutions. Using data from FAO the gamification app creates virtual scenarios based the real world and real situation of different regions. Through the app players can provide solutions and at the same time also make donations.

Challenge 2: #Zerowaste (SDG n.12)

Solution:

1.Just in time - The project consists in an APP which aims to create a collaboration between consumers and market places to avoid food waste. The app records the expiration date of food products through the scan of a QR code on the packaging, and then notifies people when the products is close its expiration.

Challenge 3: #Zeroimpact (SDG n.15)

Solution:

1.Circular Colfiorito - The project objective is to showcase and promote the local transition to a circular economy. It consists in a website format aiming to showcase local examples of circular economy pioneers, already involved and active in the transformation of the economy. Through multimedia storytelling, including video stories, interviews, gamification & creative data visualisation,

Challenge 4: #Zeroignorance (SDG n.4)

Solutions:

1.Zig4All - A web platform designed to include different kind of digital creative materials to disseminate and raise awareness about the challenges of today's world. The scope is to stimulate conversations and exchange by translating the real community into a virtual one using web blogs, social networks, gamification and mixed reality.

2.Lapis Stories - The web platform is designed to engage with people in a bottom-up process aiming to create a better world for youth. Going beyond the cold numbers of statistics, through storytelling and a pedagogical approach, the platform will showcase stories of success with stories of human rights denial in the poorest areas of the world.

1st awarded project: Alimenta.

CROATIA

Challenge 1: A healthy mind in a healthy (SDG n.3)

Solutions:

1.Fenix App – mobile app to help people with mood disorders track their moods

2.Scout Games App – web app to promote spending time in fresh air and physical well-being

Challenge 2: Knowledge is power (SDG n.4)

Solution:

1.MemoRI mobile game – mobile version of the memory (connect 2 associated cards) game which will be used as digital fundraising game for funding education and science

Challenge 3: Love and do what you like (SDG n.8)

Solutions

1.Aunts Storytellers – mobile app which will help organize volunteers who tell children's stories to patients in Rijeka's children's hospital

2.Akcija za 5! – promotional materials to engage youth to participate in the project which connects them with local authorities in creation of projects that benefit local society

Challenge 4: Peace, brother! (SDG n.16)

1.Peace award "Krunoslav Sukić" website – website to ease the process of nominations, showcasing previous winners and informing the public about the importance of peace and non-violence.

1st awarded project: Fenix App.

GREECE

Challenge 1: Visualization of data on surplus drugs in Greece (SDG n.3)

1. MedFind- A website has been created to display medical data on a geographical map of Greece.

Challenge 2: Emotional intelligence, transformational leadership and workplace prosperity (SDGS n. 4 and 8)

1.EMo-Gen - The proposed solution created a website with a questionnaire related to emotional intelligence.

2.QuestionMark - A WordPress with a free add-on questionnaire plugin/tool was used to design the questionnaire.

Challenge 3: Natural Biodiversity (SDG n.15)

1.ClimAP - The team created an application to help the environmental problem caused by weeds destroying the local flora. The application has three main dimensions.

2.BioWeb. A web site that used Google Maps and allows the user to tag locations and add metadata relating to the bromo tree, level of risk, type of infestation. It also allows connection to social media apps.

Challenge 4: Waste Management (SDG n.12)

1.Poll-App: A mobile application was created by the team. The main aim of the team was to create a fast and effective way to report a source of pollution. Through the application a user can take some photos of the polluted place, add some description and post in various social media and/or sent it by email. The location (longitude, latitude) and the date are also attached to the post.

1st Award project: ClimAP.

FRANCE

Challenge 1: The professionalization of young artists (SDGS n. 4 and 8)

Solution: Creation of a community app for project participants that can connect young artists and established artists to promote peer to-peer transmission and enrich the proposed support method.

Challenge 2: Connecting new and new arrivals to fight against the isolation of foreign people (SDGs n. 10 e 16)

Solution: The main goal of the federation of international associations Yeobi is to promote the inclusion of newcomers in cities and to allow them to discover common passions between them and the locals. The solution is the creation of a web-app that will allow newcomers to Montpellier to meet and create friendships through thematic walks in the city and hikes in the region.

Challenge 3: #Je suis (SDG n.4)

Solution: a website to regulate information on actions carried out by the association, to provide a directory of supporting structures (legal and psychosocial, medical) and to present the association. The website is also linked to social network pages.

Challenge 4: Feminist Surge (SDG n.5)

Solution: an information and capitalisation website for local support and assistance relays and solutions, which would be easy to use and replicable for all local associations.

1st Award project: Feminist Surge.

International winner: Alimenta (Italian Social Hackathon Umbria, Challenge 1: #Zerohunger)

Adaptability, transferability, exploitation, openness and further development and sustainability of the solutions

Some solutions were designed to be scaled up or transferred to different contexts, like small communities or organizations similar to the ones they were created for. Transferability and adaptability were among the evaluation criteria used by the jury.

Some have been created specifically for the needs of the organizations represented in the teams and are not very likely to be exploited by other organizations. Although, they have the potential to be further developed and exploited within the contexts they were thought for.

Some solutions were presented in the form of a structured project, complete with needs and target analysis, financial and sustainability plan, description of the tool and their functions. Most of the teams developed some of the digital tools included in the project: the home page of a web platform, the visual identity of the product, social networks pages, mobile app or game graphic prototypes.

Each partner agreed with the team members that all the solutions could be further developed in the Social Hackademy Labs, created in each partner countries, adding more features to the solutions where there is need for them.

Young hackers involved in the Social Hackademy and Social Hackathon will be encouraged to co-create more solutions useful for the community and in collaboration with CSOs.

The solutions proposed to the challenges also had different levels of sustainability, which was another evaluation criteria used by the jury.

Partner countries, in particular Italy, Greece and Croatia stated that after the 2021 event they have mobilized their resources to replicate the event in 2022. As the local impact and the community response was very positive, some of the partners already have set the basis for the next event and are planning to make it an annual activity.

In particular in Italy, where EGInA has organized the event for already 5 years, it was possible to attract high level international partners for the local event. This gave the social hackathon good national resonance and provided the best awarded teams with quality chances of a follow up, visibility and dissemination of their idea. Three solutions were presented to a team of representative of FAO, which took part both to the event organization in the definition of the challenges and to the jury. Two other solutions won other special prizes: the first is provided by a social promotion association and network, NeXT Economia which offered the tame a training in social business through which the idea proposed to the hackathon could be further developed and connected within
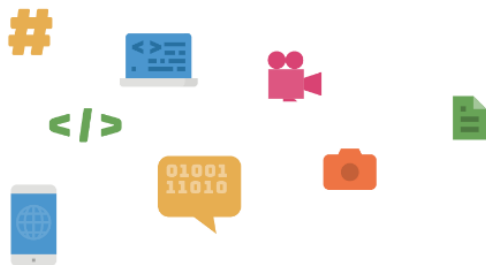
their network; the second was provided by DigiEduHack, and gave the team the chance to participate to a new digital challenge, this time at a European level.

The Greek partner HOU has decided to organize the Social Hackathon annually and has already started discussing the challenges' theme of the 2022 HOU Social Hackathon, which will probably be STEAM Technology. There's a chance that the event could be linked to the institutions' annual Educational Conference. The activity will benefit of the tools developed within HackAD project, as the methodology and train of trainers and facilitators guidelines. Moreover, different CSOs recognized the potential of some of the proposed solutions and showed interest in implementing them, even mixing different solutions features. HOU is now in the process of signing an MOU with the four CSOs that participated in the hackathon for further promoting and developing solutions related to the SDGs topics.

Overall, the sustainability element of the social hackathon can be seen in the involvement of young people in the verge of social exclusion which through a training on digital competences, collaboration processes in a mixed context, had the chance to improve their digital and soft skills, to know more about global objectives and civil society needs and processes, and feel protagonist of change co-creating solutions to real problems. Raising the sense of capacity to contribute to society and to themselves, is a key to the empowerment of youth, especially for the marginalized ones.

In all the four countries, project partners, organizers and participants all stated that the Social Hackathon was not just about the solutions developed, but more about the people. Networking, making friends with same or different passions, and learn how to make the most of everyone competences, is the real acquired value.

Visibility, dissemination and networking will give the Social Hackathon and the produced solutions the chance to reach a wider range of people, organizations and institutions. This could potentially lead to find way of application of the projects, with the organizations or through investments. Moreover, it will open the doors to further collaborations for new activities using the Social Hakcademy and Hackathon methodology and guidelines.

The evaluation from the target groups

YOUNG PEOPLE PARTICIPANTS ANALYSIS AND EVALUATION

Social Hackademy Labs

The Social Hackademy training courses had a higher female participation (55% overall, with over 60% in Croatia) among young learners, showing there's a high interest in both digital technologies and social change in this target group. NEET involvement was various in each country as the course and event promotion approach was different for each partner. Some country involved people with physical and cognitive disabilities, others targeted young people from areas with low digitalization and a small number of refugees were also enrolled. The high presence of these young people categories also led to the fact that a good number of the developed projects focused on the topics of inclusion and gender equality, and this is true for the hackathon event's side activities too.

In all the countries the highest number of enrolled people chose Web Design. Graphic Design was also successful, while a significantly lower number of learners chose the Mobile App course. The reason for this is obviously that Mobile App course requires much higher digital skills from the beginning and this was clearly communicated during the training promotion.

Demographics and expertise level was diverse. Expertise, age and provenience of participants coming from the CSOs worlds was overall older, with good knowledge of the social sector and low experience about digital technology tools.

The majority of the participants were between 20 and 30 years old, constituting about the 70% of the learners' total number in all countries, with just a 30% of participants below 20 years old.

Learners came from different places within the regional area, allowing young people from more remote areas to participate. The level of expertise about digital technology was medium-low and part of the learners already had been involved in activities in the social sector.

About 40% of the participants were students, mostly university students as can be deduced also by their age. About 40% of the learners were unemployed, with a very hight percentage in both Greece and France (60%). 20% were employed or with very low income.

These numbers show that highly educated people are the ones mostly interested in the improvement of their skills and understand the need of good digital competences, knowledge about the social sector and how to produce sustainability.

Many participants evaluated the training as "very satisfying" and above their expectations, while most of participants defined it "satisfying". All the learners felt their competences improved, both the ones with law and medium level familiarity with the topics. Besides the digital technical skills, they also underlined that the project work methodology helped them understand the design process of a project and how think outside the box. They enjoyed and found useful the co-creation approach
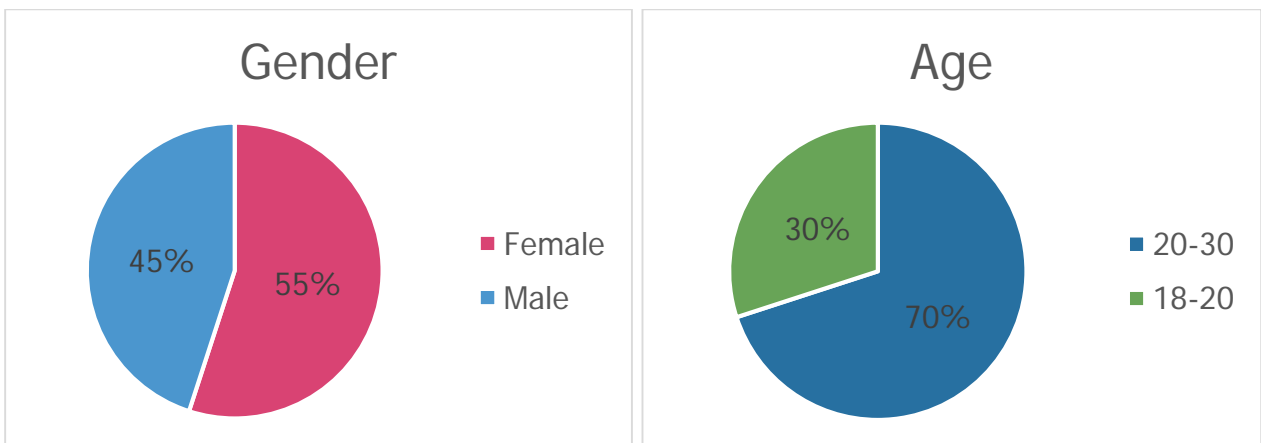
which allowed them to compare and connect with different people, ages and backgrounds. Moreover, they found exciting working on real projects because they felt they actually produced concrete results. Their knowledge about the SDGs was very law before the training, therefore the goals of raising awareness among youth about this topic was widely reached. Overall, most of them found they acquired a series of skills of very useful and spendable in their job or to find a job.
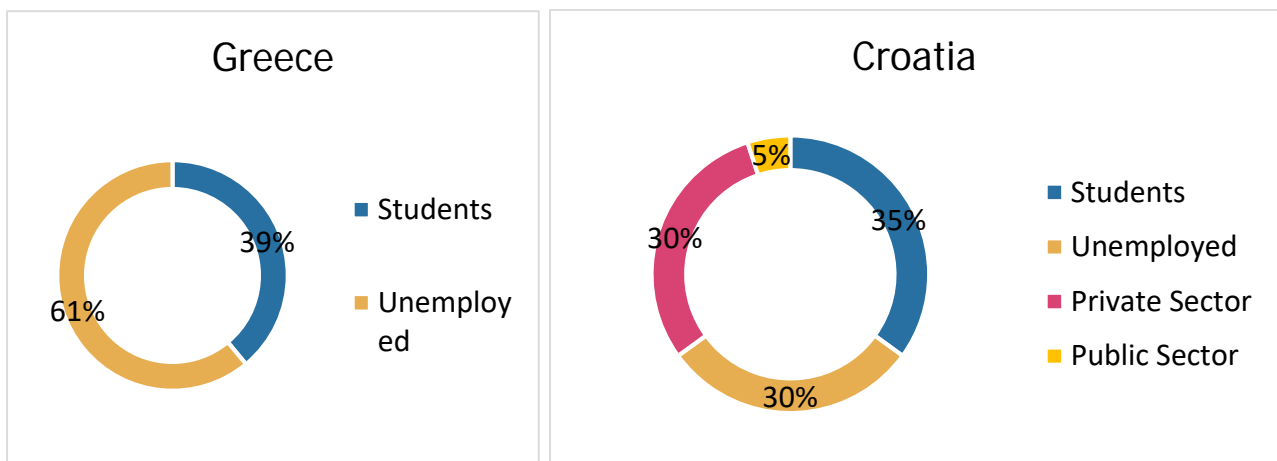
In all the countries learners stated that a blended course allowing them to meet their peers at a certain point of the program, and to have face-to-face lessons at least during the project works, would have eased the learning process and the projects results. They also commented that they felt that courses could have lasted longer or at least extended the practical exercise phase.

According to the learners the digital platform developed for their interaction and project works sharing could be improved simplifying some features.

Participants' Gender & Age

Gender

45% Male
55% Female

- Female
- Male

Age

30% 18-20
70% 20-30

- 20-30
- 18-20

Participants' employment situation

Greece

39% Students
61% Unemployed

- Students
- Unemployed

Croatia

35% Students
30% Unemployed
30% Private Sector
5% Public Sector

- Students
- Unemployed
- Private Sector
- Public Sector

France

- Students
- Unemployed

50% 50%

Italy

- Students
- Unemployed
- Private sector
- Social Sector

27% 24% 45% 4%
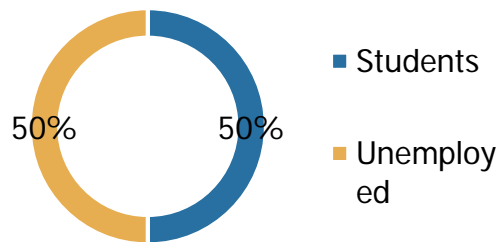
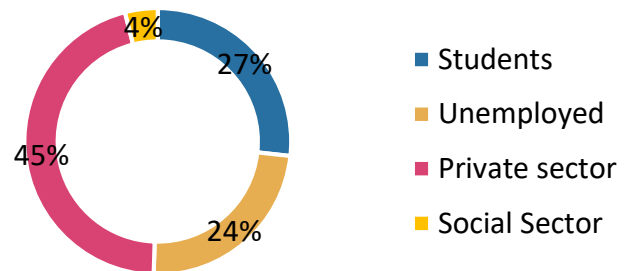## Social Hackathon

Overall, the event was a success and had high participation. Each partner country had about 150 participants.

Social Hackathon participants where overall very enthusiastic about the experience, particularly they enjoyed meeting new people with similar interests, and the transgenerational, cross-field and multidisciplinary character of the team collaboration. All the team members actively participated to the co-creation process and team work. There weren't particular complains from the team managers about the members' participation.

People with different age, background, field and level of expertise had the chance to take part or assist to the participative co-creation process, and take part to interesting side activities which approached the SDGs' topics in different ways: talks and round tables involving private, public and third sector, activities for kids, digital technology tools experiencing (VR, AR installations, drones etc.)

As for the Social Hackademy learners also the Hackathon participants were mostly between 20 and 30 years old. Between the target groups the highest participation was among university students, then just graduated students, followed by young unemployed people and employed in the private sector. A very small percentage of participants were employed in the social sector.

Most of the hackathon participants came from the Social Hackademy experience and had medium-low digital skills.

Regarding the competing teams' composition, the balance between digital experts and CSOs representatives was quite stable in all countries, and their collaboration was reported as successful. Although in some countries, feedback from participants showed that a stronger presence of digital experts could help developing and that more time should be given to the teams to meet before the event. These two factors would have allowed the teams develop more complete project, and to the

new non-expert participants to learn more. Unfortunately, the time was limited due to the Covid19 restrictions which gave short time to prepare the event, once the lockdowns were released.
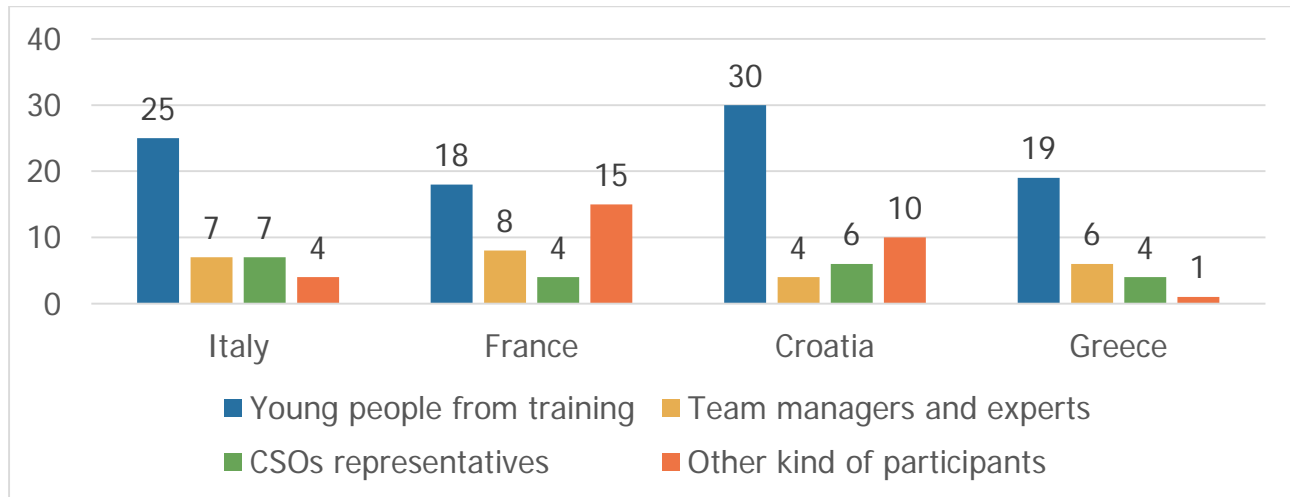

Chart 3 - N. and type of participants at Hackathons in partner countries

TRAINERS EVALUATION

Social Hackademy

Trainers where overall satisfied about the experience and gave very good feedback about the methodology guidelines. They found very useful the "training of trainers" experience, because it provided new teaching tools they didn't know before. The planned learning path and the project work proposed by the CSOs were very interesting and engaging for the students, while leaving the trainer space for creativity.

As the learners, trainers also felt that a blended course would have allowed better results both in the learning process and the development of the projects. Some of them also commented that the training programs should have lasted longer.

Part of the trainers in most the countries felt that, due to the lack of in presence encounters, it was difficult to involve the CSOs organizations during the project works. Most of them participated at the beginning and released a bit their involvement towards the end of the project development, creating some difficulties in completing the projects without their feedbacks, comments and collaboration.

Trainers also commented that the digital platform developed to manage the students' groups and the project works sharing could be improved simplifying some features.

Social Hackathon Evaluation.

The team mangers were overall very satisfied about the event. They felt that the main objective of the event was reached. The event impact on the awareness about SDGs was very good as well as on the soft and technical skills of the learners, even for the ones with law level starting skills. They found the "learning by doing" approach of the hackathon very effective and engaging for the youngsters. Team mangers recognised that this co-creating experience taught them something too, giving them the chance to apply their digital skills to very interesting and complex challenges, different from the ones they find in their work. They were very satisfied about the co-creation process during which they could see that all team members had the chance to acquire or improve their team work, problem solving and time management skills, and understand which are the processes and actors necessary to produce sustainable transformation. Team mangers also appreciated the event as a networking opportunity.

Suggestions and comments highlights:

Some of them found the challenges too difficult compared to the team members' ability. Those highlighted that more digital experts in each team could guarantee a more effective and faster development of the projects' prototypes, and this could also support and strengthen the learning process of the less experts in the team, involving them more easily.

Good digital equipment, tech support and wi-fi are key elements for the teams to be able to use well the time available. This is something to keep in mind when choosing the event location.

EVALUATION FROM STAKEHOLDERS.

Social Hackathon Evaluation

Most of the stakeholders were from NGOs, but there was a strong presence from the education sector. They all expressed satisfaction about this experience, and highlighted the good impact which the methodology had on the team members' soft skills and knowledge about digital technology, as well as how to apply it to social needs and challenges. In particular they all underlined the high impact was created at the local level on the awareness about the SDGs, and their reflection on the local level.

All stakeholders recognised the activity as very impactful to engage youth with other actors of the society, in the creation of innovative solutions for a sustainable change. They also stated that the hackathon methodology and the approached themes were very relevant to their profession and highlighted that the collaborative work in the teams provided everybody with a very good opportunity to get to know and connect with different worlds.

Challenges and comments highlights:

Some of the stakeholders stated that the biggest challenge during the hackathon was keeping together the team, involving all the members at the same level in the creative and development process, and putting together a good presentation in short time.

Due to Covid 19 pandemic situation, the event was organized in very short time so there was not much time for the event organizers to put the basis for the solutions in advance, which would have been very useful to speed up the development process during the 48h hackathon and to allow the production of more complete results, ready to be sustainably put in practice.

Conclusions and recommendations

Overall conclusions on the impact of the activities

All the Social Hackathon events, even if organized in very difficult conditions, were successfully carried out, had great participation and very good impact on all the participants. This shows that in normal conditions both impact and participation would have been even higher.

The events had good resonance at both local, national and European level and attracted quality stakeholders active in various fields and all united in the common goal of contributing to the SDGs: private sector, education institutions, National and International profit and no-profit organizations active in social innovation, health, social, labour and digital inclusion, environment protection and sustainable development sectors.

The local communities welcomed the initiative with enthusiasm and there was high participation among youth. The inclusive strategy of the whole project was very successful, impacting positively people from disadvantaged categories and areas characterized by very low level of digitalization and disconnected from the urban areas, and the business and cultural national centres. The activities contributed to the improvement of all the participants' digital skills and to bring the communities involved closer to the EU, absorbing and aligning to its values.

Most important, it made all the people participating to the realization of this project, including organizers, trainers, learners, stakeholders and indirectly reached people, understand the importance and the actual possibility of becoming an active part in the process of change, towards a more sustainable society.

Some of the produced solutions prototypes were excellent bases for realistic projects and could be further developed. The Social Hackademy and Social Hackathon training methodology together, demonstrated that promoting collaboration, co-creation and transversal skills, pulling together people with different expertise, passions and competences, can reach very good results. Moreover, the project empowered young participants and CSOs representatives with important tools for their self-development, both professionally and personally.

Suggestions for improvement, transferability and upscaling of the practice

The training should be held as a blended course, not just online. One of the main reasons is that peer to peer learning, exchange of ideas and feedback, when happening in a face-to-face environment have a much higher impact on the quality of the learning process, thus leading to better results.

The length of the training courses should be adjusted to the learning curve of the training course topics and more time for exercises should be integrated in the methodology. We assume that more exercises would help students to be more efficient during the Hackathon and prepared to handle more complex projects.

Planning a short, one-week production session during which participants of all modules will be divided in teams and work on tasks defined by the trainer, could be useful. It would give learners the opportunity to get to know each other, develop relationship and become aware of the skills, knowledge and interest of the other group members. This would lead to better results during both Social Hackademy project works and the Hackathon.

Cooperation with CSOs should be formalized with defined tasks, availability during the training and the Hackathon, as their role and punctuality is crucial in the project design and development.

The social background or special needs of the hackers must be well documented since they may have different expectations, capacity, training and support needs.

Organizers should conduct a preliminary research on the central themes and related challenge topics of the Social Hackathon. The themes should be broad enough to include a diverse range of views but narrow enough to have meaningful dialogue around specific questions.

Creating a moment of guided exchange and discussion among the CSOs, trainers and learners before the start of the project works could ease the people understanding of the training objectives, which for those completely new to the co-creation process and the use of digital technology in the social sector is not always immediate.

Creating a moment of exchange, discussion before the start of the Social Hackathon event to inform participant about the project complexity and different actors, and to make them feel part of it, it's very important. Starting an early brainstorming among the team members about the challenges, could ease and fasten the process to produce more complete solutions.

A good solution to give more resonance to the training methodology event, to create a bigger impact and more engagement in the communities, is to organize a wide range of side activities designed for every age and different interests.

The methodology of the Social Hackathon could be easily integrated in formal educational systems through the organization of competitions among students or schools to promote community-based learning and volunteering. In addition, doing projects with a strong social and civic component as well as working in the development of projects with a real visible impact, have a strong impact on student's further engagement in local community.

When upscaling to EU level, a certain amount of localization of training courses should be considered. Localization could vary according to the age of the target group, specific tools and experts available. Upscaling of the methodology should depend on the resources of the implementing organizations. The number of training courses could vary, being higher or lower, providing higher or lower flexibility to create digital solutions.