Social Hackademy Pilots in EU

A service learning experimentation to close the gap between social and digital innovation
Objectives

• Empowering young people (age 16-29) from disadvantaged background in the acquisition and development of digital skills for finding digital solutions to social challenges

• Improving trainers’ capacity to foster digital skills of youth at risk of social and digital exclusion.
Social Hackademy 
Methodology

1. Developing digital skills courses and formalizing Social Hackademy Methodology
2. Training Courses for young people
3. Social Hackathons in Croatia, France, Greece and Italy
4. Social Hackademy Labs established
5. Training of Trainers in Social Hackademy Methodology

- Social Hackademy Online Platform
- 3 Course Outlines
- Social Hackademy Methodology guide
- Handbook for Trainers

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PROJECT TITLE: Social Hackademy - #HackAD
Social Hackathon Umbria
Social event of digital co-creation!

Stories and figures from #SHU

The past five editions of the Umbria Social Hackathon have focused on:

- #SHU2016 digital for non-profit
- #SHU2017 digital for cultural heritage
- #SHU2018 digital for work and entrepreneurship
- #SHU2019 digital for environment
- #SHU2020 digital for SDGs
- #SHU2021 digital for accessibility
- #SHU2022 digital for energy

Thanks to Social Hackaton Umbria we involved:

- 1160 people among NEET, unemployed young people and refugees who have attended one or more training courses, with an average duration of 30 hours each focused on web design, online collaboration tools, e-journalism, coding, mobile application development, digital videos, video game development, digital storytelling, augmented reality content production and graphic design.

- 150 organisations among non-profit organisations, social enterprises, associations, public bodies and individual social innovators across Europe. All of them have applied with a proposal for the development of a digital solution to a social problem.

- 480 high school students, who attended the event at different levels: as members of co-development teams, supporting the media coverage team, participating in parallel events and workshops.

- 56 concrete digital solutions (6 per year), which have been developed and shared under Creative Commons CC BY-NC 3.0 EN
SDGs Learning Scenarios

SDGs digital training scenarios

**Goal 8: Decent work and economic growth**

Prospects and information

Even before the current crisis, the global economy was growing at a slower rate than in previous years, reflecting ongoing improvements in labor productivity and unemployment. The crisis has caused a deep and sudden contraction of economic activity, pushing the world into a recession. The unprecedented shock to the world’s labor markets is expected to result in a decrease of around 10.0 percent in aggregate working hours in the second quarter of 2020, equivalent to 556 million full-time workers. Small and medium enterprises, workers in informal employment, the self-employed, taxi- and delivery drivers and workers in sectors at the highest risk of disruption have been hit the hardest.

In 2019, the rate of growth of global real GDP per capita was 2.6 percent. In addition, the rate for least-developed countries was 4.3 percent in 2018, less than the 7.7 percent growth rate targeted in the 2030 Agenda. The pandemic is pushing the world into the worst global economic crisis since the Great Depression.

After a brief recovery during the global economic downturn of 2008-2009, labor productivity has continued to grow. In 2019, it increased by 1.4 percent from the previous year. Globally, 41 percent of workers were in informal employment in 2016. The effects of non-informal employment were more pronounced in sub-Saharan Africa, Central and South America, where 58 percent and 86 percent of workers, respectively, were in such employment. Owing to the unemployment and underemployment caused by the crisis, some 2.5 billion workers in the informal economy, half of the global workforce, are affected significantly. Globally, the income of informal workers is estimated to fall by 30 percent in the first months of the crisis.

Data on average hourly earnings as a share of income inequality. In a global study conducted by the International Labour Organization, a gender-weighted gender pay gap of 20 percent in 2017 was revealed.

In 2019, the global unemployment rate stood at 3.9 percent, with the highest rate, 11 percent, in Northern Africa and Western Asia. The rate was considerably higher among young workers than for adults in all regions of the world, with the difference reaching 10 percentage points in Northern Africa and Western Asia, 8 percentage points in Central and Southern Asia and 12 percentage points in Latin America and the Caribbean.
SDGs Learning Scenarios
### SDGs Learning Scenarios

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Indicator</th>
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<tbody>
<tr>
<td>C080201</td>
<td>8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors</td>
<td>8.2.1 Annual growth rate of real GDP per employed person</td>
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<tr>
<td>C080302</td>
<td>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</td>
<td>8.3.1 Proportion of informal employment in total employment, by sector and sex</td>
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<tr>
<td>C200202</td>
<td>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead</td>
<td>8.4.1 Material footprint, material footprint per capita, and material footprint per GDP</td>
</tr>
<tr>
<td>C200203</td>
<td></td>
<td>8.4.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP</td>
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<tr>
<td>C080501</td>
<td>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</td>
<td>8.5.1 Average hourly earnings of employees, by sex, age, occupation and persons with disabilities</td>
</tr>
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SDGs Learning Scenarios

Related digital project

Challenge: Substantially reduce waste generation through prevention, reduction, recycling and reuse is one of the most important EC policies for supporting developing countries. With the Social Hackademy we intend to create a digital solution aimed at suggesting ways of reusing organic and inorganic household waste. To do so, the digital solution will offer several categories and the related suggestions may be given by experts in the field, who are already active in campaigns to raise awareness of recycling and reuse. In this way, each of us can contribute to reduce waste production by making recycling and reuse a daily practice.

Digital co-creation plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Possible Tasks</th>
<th>Design guidelines and Semiotics</th>
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<tbody>
<tr>
<td>Native Mobile App</td>
<td>Students can design and implement an application aimed at channeling &quot;waste&quot; supply and demand, by geographical area, sector, etc.</td>
<td>• Colors - Colour palette generator (Tool)</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td>• 10 Usability Heuristics for User Interface Design</td>
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<tr>
<td>Web Design</td>
<td>Students can develop a website that will provide good practices and examples of innovative global resources management, as well as inspiration and practical tips on how to repurpose resources, e.g. artistic</td>
<td>• Colour psychology for mobile apps</td>
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<tr>
<td></td>
<td></td>
<td>• Sustainable user experience (Article)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sustainable web design (Article)</td>
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</tbody>
</table>
Call for young hackers

• 30 participants in each country (16-29 yos)

• **100 hours online training on digital skills** delivered following a flipped, project-based and real-cases approach, promoting a laboratorial environment open to the local community and aimed at developing both digital and entrepreneurial skills (creativity, critical thinking, team working, etc.).

• Access to the **Social Hackademy Online Platform for direct interaction with local and national Civil Society Organizations (CSOs)** interested to establish collaboration with young digital creatives.

• Fully covered participation in a three days long Social Hackathon for the co-development of digital solutions to societal challenges.

• Attendance certificates and open badges for those who will take part at all training, evaluation and dissemination activities.
Calls for local CSOs

- Local networking for collaboration during the courses
- Identification of the challenges
- Production of real digital projects
- Call for the selection of solution givers
- Participation of selected CSOs’ representatives during the Hackathon

SERVICE LEARNING
HACKING FOR GOOD!
Memories from the first ADELE LTAA

Umbria, Italy
THANK YOU!

For more information
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