Report on WP2A3 masterclass "From Idea to Action"

Author:	**Kateryna Boichenko, Kostiantyn Ploskyi, Stefania Oikonomou, Katerina Zourou, Web2Learn**
Version Status	**V1.0**
Submission Date	**17/06/2025**
Dissemination Level	**PU**

Deliverable Factsheet

Project Number:	**2024-2-LU01-KA220-YOU-000288427**
Project Acronym:	**UAnited**
Project Title:	**Fostering youth empowerment for Ukraine through open innovation**
Title of Document:	**Report on the masterclass "From Idea to Action"**
Due date according to contact:	**17/06/2025**
Editor(s):	**Kateryna Boichenko, Kostiantyn Ploskyi, Stefania Oikonomou, Katerina Zourou, Web2Learn**
Approved by:	**All Partners**
Abstract:	**The report provides an overview, including an evaluation and recommendation, of the online masterclass, "Hackathons: From Idea to Action".**
Keyword list:	**Youth, Ukraine, resilience, refugees, internally displaced persons (IDPs), entrepreneurial capacity, civic innovation, hackathon tools, online masterclass**
Copyright	**Creative Commons License 4.0 International**
Please cite as	**Boichenko, K., Ploskyi, K., Oikonomou, S., Zourou, K. (2025).** *Report on the masterclass "Hackathons: From idea to action".* **Web2Learn. UAnited consortium.**

Consortium

The consortium governing the project is adequately representing a wide range of expertise, as 3 Non-governmental organizations (LUkraine Asbl, Charity Organization Charity Foundation of Ukrainian Chamber of Commerce and Industry Stand with Ukraine, Liberitutti Societa Cooperativa Sociale) join hands with a web education specialist (Web2Learn). This mix of knowledge, skills, experiences and networks guarantees a layered approach toward a diverse range of stakeholders.

	Name	Short Name	Country
1	**LUkraine Asbl**	**LUkraine**	Luxemburg
2	**Charity Organization Charity Foundation of Ukrainian Chamber of Commerce and Industry Stand with Ukraine**	SwUA	Ukraine
3	**Web2Learn**	W2L	Greece
4	**Liberitutti Societa Cooperativa Sociale**	Liberitutti	Italy

Revision History

Version	Date	Revised by	Reason
V0.1	**10/06/2025**	Stefania Oikonomou (W2L)	First draft
v1.0	**17/06/2025**	Stefania Oikonomou (W2L)	Final version

Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

Disclaimer:

Table of Contents

List of Figures

List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

Abbreviations	Description
IDPs	Internally displaced persons
UAnited	Acronym of the Project "Fostering youth empowerment for Ukraine through open innovation

Executive summary

Amid war-induced disruption, the UAnited online masterclass "Hackathons: From idea to action" equipped Ukrainian youth in Luxemburg, Italy, Greece and internal displaced persons (IDPs) in Ukraine with hackathon tools for civic innovation. Using online digital tools and Zoom breakout rooms for beginners and advanced hackathon contributors, participants mapped key priority social, educational and cultural problems, formed interdisciplinary teams and prototyped inclusive employment, language-learning and cultural-heritage solutions. The session met the UAnited targets for skills, teamwork and confidence. The masterclass followed-up mentoring, hackathon participation and dissemination will sustain the UAnited project momentum.

1 Introduction

Russia's full-scale invasion of Ukraine in 2022 has triggered unprecedented challenges for an entire generation of young people, many of whom, until recently, had been building ambitious educational and professional trajectories. According to a joint UNDP-UNFPA survey, 82% of Ukrainian youth reported experiencing "significant losses" due to the war, while the share of respondents reporting anxiety and depression nearly doubled, rising from 11% in 2021 to 22% in 2022 (UNDP and UNFPA, 2023). Hundreds of thousands of young Ukrainians have been forced to leave their homes. Some integrate into host countries across the EU, others – relocate within Ukraine, but all of them strive to maintain agency, continue their education, and contribute to national recovery. This deep socio-economic imbalance requires innovative approaches to youth policy, with a central role played by open innovation tools and crowd-driven initiative development.

In this context, the UAnited project "Fostering Youth Empowerment for Ukraine through Open Innovation", funded under the Erasmus+ KA220-YOU programme, is especially timely and relevant. Its overarching aim is to strengthen the resilience and entrepreneurial capacity of young Ukrainian refugees and internally displaced persons (IDPs) through open innovation methodologies that combine educational, social, and cultural practices. Within this framework, activity A3 under work package 2 (WP2) involved the delivery of the online masterclass *"Hackathons: From idea to action"*, the outcomes of which are documented in this report (deliverable D4).

Importantly, the masterclass "Hackathons: From idea to action" is a strategic element within UAnited's broader open innovation framework. It aligns with contemporary models of sustainable human capital development, helping to form a proactive, digitally competent, and socially responsible generation of young Ukrainians, capable of leading the country's reconstruction and European integration.

Within the theoretical paradigm of open innovation, a hackathon functions as an "accelerator of action", because it is a 24-48-hour sprint where interdisciplinary teams move from ideas to prototypes by applying design thinking, rapid validation, and pitching methodologies (Beitane at al., 2024). For war-affected youth, this format fulfils four strategic functions:

1) agency – participants define the agenda by selecting the problems they wish to solve;
2) accelerated learning – the process enhances both soft and hard skills aligned with global labour market needs;
3) transnational solidarity – joint work between youth in Ukraine, Luxemburg, Italy and Greece, and in the diaspora transcends physical borders;
4) tangible social impact – the outcomes of hackathons can feed directly into pan-European initiatives such as *DigiEduHack*, reinforcing open innovation pipelines and EU-level civic engagement.

Specific objectives of the masterclass:
➔ demystify the hackathon format by presenting clear definitions, phases, roles, and examples of successful projects;

➔ equip participants with practical tools such as Miro boards for problem mapping, mini team canvases, and rapid validation checklists;

➔ facilitate initial team formation by matching participants' "superpowers" (strengths) with shared problems and assigning responsibility;

➔ boost participants' confidence, with a target of ≥ 80% of respondents self-reporting readiness to join a full-scale hackathon.

Following the 90-minute masterclass, each participant was expected to:

● explain the three phases of a social-impact hackathon: ideation – prototyping – pitching;

● apply the mini team canvas to turn a chosen social, cultural, or educational problem into a project concept;

● identify their own competencies and match them with others to form a team;

● commit to the next step in the engagement ladder (registration for an ideation workshop or hackathon).

These outcomes were verified through a post-event survey and correlated with participant engagement in subsequent UAnited project activities.

2 Event design and implementation

The masterclass "Hackathons: From idea to action" was held on 7 May 2025 via Zoom, ensuring broad accessibility for participants located both in Ukraine and across the EU. The 90-minute session was designed to be dynamic, interactive, and inclusive, introducing the concept and practice of hackathons as tools for civic innovation.

The target groups included Ukrainian youth currently residing in Ukraine, Italy, Greece, and Luxembourg, with particular focus on refugees, internally displaced persons (IDPs), and students interested in innovation, social change, and European cooperation. The outreach strategy combined direct email invitations via project partners, promotion in youth networks, and a dedicated Telegram channel. The registration link enabled streamlined access, with over 123 registrations collected, and 66 participants attended the masterclass online.

The design of the masterclass was carefully structured to foster active engagement and collaborative learning throughout the session.
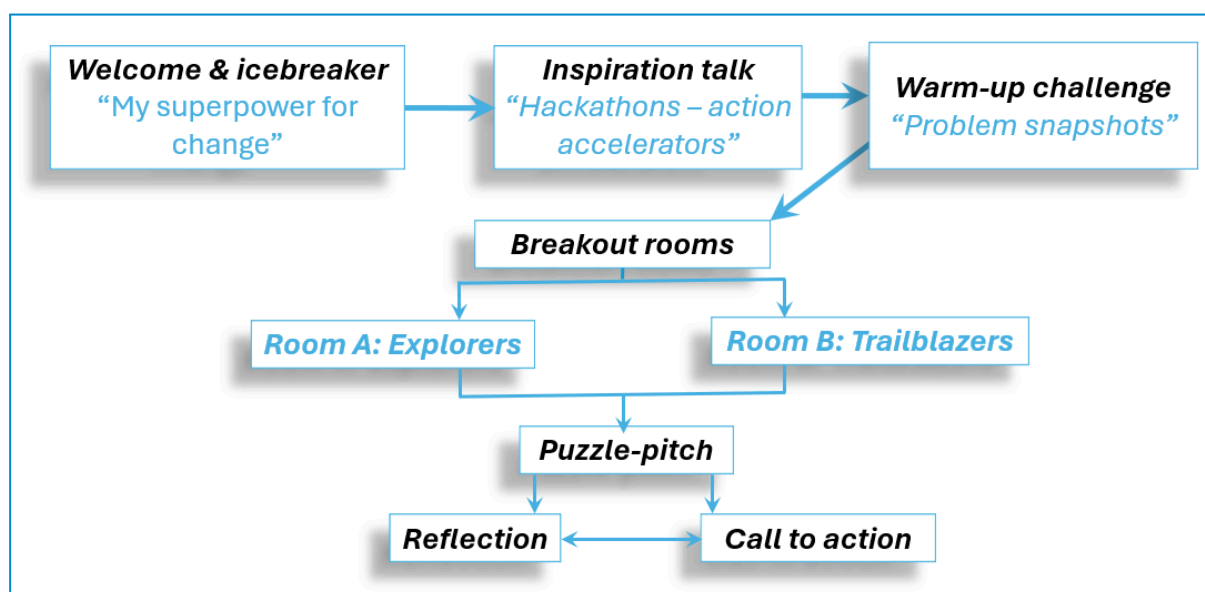

Figure 1: The masterclass design

The masterclass was opened with a warm welcome and an icebreaker activity in which participants shared their personal "superpower for change" using Mentimeter. This exercise helped to establish a positive and inclusive atmosphere from the outset, encouraging openness and interaction.

Figure 2: A screenshot of the participants' performance in Mentimeter during the masterclass

The first content segment featured an inspiration talk titled "Hackathons – action accelerators". This session offered participants a dynamic overview of the hackathon model, highlighting real-world success stories and illustrating its particular relevance for civic engagement and innovation in post-crisis contexts such as Ukraine.

Next, the warm-up challenge "Problem snapshots" invited participants to engage with a shared Miro board. The participants identified and posted key social, educational or cultural problems they personally care about. This activity surfaced a wide range of concerns, helped reveal common priorities and opportunities for collaboration.

Following this, the audience split into two breakout rooms based on experience level. The beginners joined "Room A: Explorers" and focused on mapping the relationship between problems and potential solutions, and team roles. Meanwhile, more experienced participants joined "Room B: Trailblazers" and developed hackathon strategy boards, including goal setting, defining roles, and drafting 48-hour action plans.

Finally, all participants reconvened in the main room for the puzzle pitch and reflection session. Here, ideas and skills were matched across both breakout groups, enabling teams to present brief pitches that synthesized their earlier work and set the stage for future collaboration.

The session was facilitated by Kateryna Boichenko from Web2Learn with mentorship provided by:
- Room A "Explorers":
  - Oksana Shatilo, expert in financial literacy and youth initiative development;

- Oksana Shvydka, expert in business modelling and team strategy development for startups;
- Room B "Trailblazers":
  - Mariia Tepluk, expert in innovation development and youth idea facilitation
  - Olha Maliarchuk, expert in digital education and technology-driven learning solutions.

To ensure accessibility and ethical engagement, the session was recorded with consent, and a Code of Conduct was shared in the chat. Participants could disable cameras or anonymise their names if needed. The event was conducted primarily in Ukrainian, ensuring accessibility and comfort for all participants regardless of location. To support broader understanding and inclusivity, the presentation slides were bilingual, featuring both Ukrainian and English text. This dual-language approach reflected the international nature of the project and encouraged cross-border engagement among youth in Ukraine and the diaspora.

3 Outcomes and results

WP2 of UAnited delivers on the specific objective of the project: "to enhance the knowledge and skills of Ukrainian youth in open-innovation solutions to address war-related educational and social challenges." The masterclass (A3) served as the entry point into a structured learning and innovation pathway: A3 introduced hackathon methodology and facilitated initial team formation; A4 will deepen ideation and explore social entrepreneurship models; A5 will consist of hackathons in Luxembourg, Italy, and Ukraine, resulting in implementable solutions. In this way, D4 establishes the foundational learning environment and baseline competence indicators that will be monitored throughout WP2.

The masterclass yielded highly tangible results thanks to the structured exercises in ideation and team-based collaboration. All participants jointly identified priority problems, which also helped form teams based on shared interests and develop early-stage action concepts addressing civic, educational, and cultural challenges. The engaging brainstorming process laid the foundation for developing critical thinking, teamwork, and motivation for further participation in UAnited project activities.

During the *"Problem Snapshots"* warm-up challenge using the Miro board, participants formulated over 23 problem statements, which were organically grouped into three thematic areas: social, educational, and cultural challenges. In particular, youth participants identified the three most pressing problems in each area, including:

- barriers to employment for persons with disabilities;
- lack of mental health support in local communities;
- prejudice toward IDPs and returnees;
- language barriers for displaced youth;
- absence of bilingual learning tools and support for learners with hearing impairments;
- inequality in access to digital education in rural areas;

- limited number of youth-friendly art platforms;
- stereotypes about other cultures among young people;
- low visibility of Ukrainian culture abroad.

Figure 3: A screenshot of the masterclass participants' performance in "Problem Snapshots" through the Miro board

These insights shaped the direction of solution development during the breakout sessions.

In Room A: Explorers, participants identified and developed three main problem-solution pathways for each area:

1) Employment of people with disabilities. Proposals included mentorship programmes involving public figures, upskilling initiatives, and inclusive employment support services;
2) Language barriers. Solutions ranged from free conversation clubs and sign language courses to bilingual mobile apps and peer tutoring systems;
3) Access to culture. Teams proposed inclusive digital art communities, online exhibitions, and creative youth spaces combining the functions of libraries, media labs, and maker hubs.

Figure 4: A screenshot of the masterclass participants' performance in Room A through the Miro board

In Room B Trailblazers developed 48-hour strategies to turn Room A's ideas into actionable plans. Specifically, Trailblazers outlined:

1. Inclusive job search tools, such as a Telegram bot mapping accessible employers for people with disabilities;
2. Language learning tools, including an AI-powered chatbot that delivers essential survival phrases in Ukrainian and host-country languages;
3. Creative platforms, including a pilot version of an online art platform with embedded mentoring from professional artists and communication via social media.
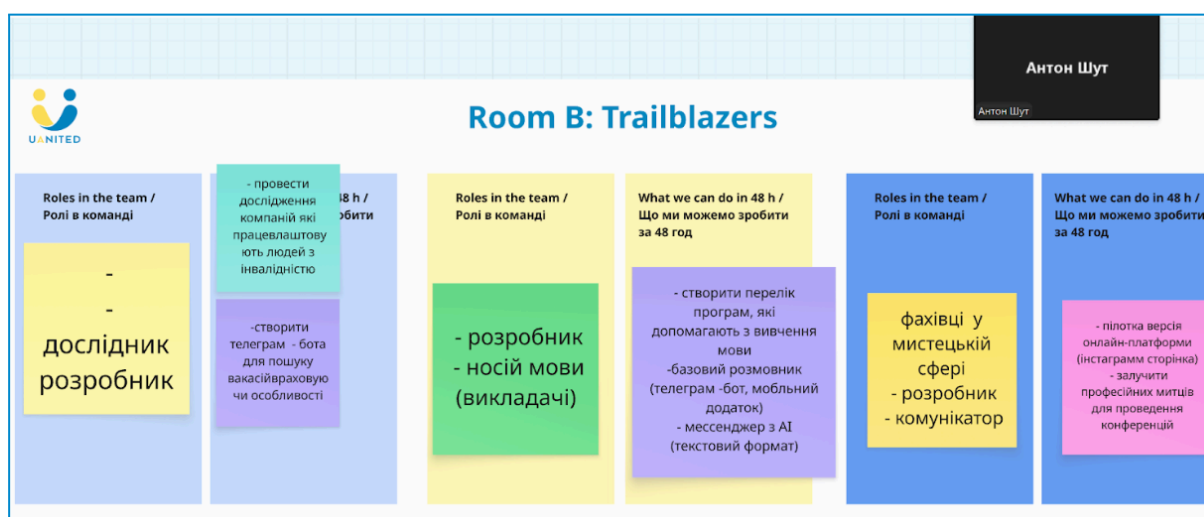

Figure 5: A screenshot of the masterclass participants' performance in Room B through the Miro board

Together, Rooms A and B, drawing on different levels of experience, formed a unified puzzle of solutions to jointly identified social, educational, and cultural challenges. They presented a shared pitch, demonstrating the relevance and feasibility of their ideas and expressed interest in continuing their collaboration beyond the masterclass.
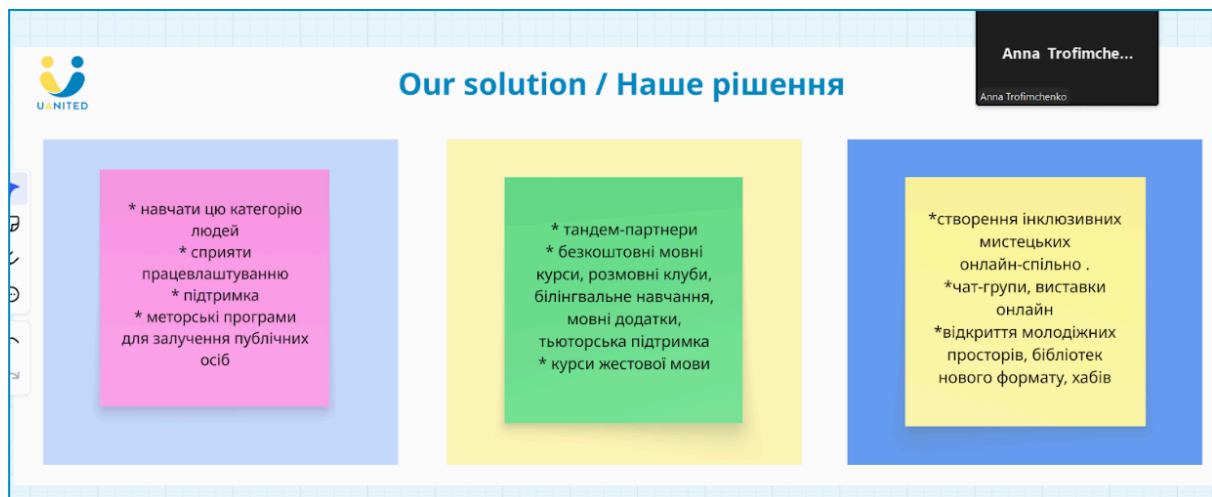

Figure 6: A screenshot of the masterclass participants' performance in puzzle of the Room A and B solutions through the Miro board

Participants were informed about follow-up opportunities, including the chance to join the global DigiEduHack platform to further develop their proposals, as well as to engage with UAnited community channels (notably the UAnited Telegram channel).

This masterclass laid a solid foundation for team-building and collective problem-solving among refugee and displaced youth eager to create change and take action.

4 Evaluation and feedback

The evaluation is based on the UAnited online masterclass "Hackathons: From idea to action" post-event survey, which was conducted between May 9 and 23, 2025. Specifically, the study aimed to evaluate participant satisfaction, assess the impact of the event, and gather suggestions for future improvements.

Most of the survey respondents were from Ukraine (13 respondents), though other countries were also represented, including Luxembourg (2 respondents) and Greece (1 respondent). Furthermore, fourteen out of sixteen participants took part in Ukrainian, while two took part in English. Respondents' ages ranged from 18 to 55, with a significant concentration in the 18–28 age group.

According to the survey, 15 out of 16 respondents (93.8%) indicated that the masterclass met their expectations, and all respondents (100%) expressed an interest in participating in similar events in the future. Moreover, respondents highly rated their satisfaction with the event – the average satisfaction score was 9.06 out of 10. In addition, most respondents (86.7%) would recommend participating in a civic-purpose hackathon or similar event to a friend or colleague.

Has the masterclass you participated met your expectations? / Чи виправдав майстер-клас, у якому Ви взяли участь, Ваші очікування?

16 відповідей

- No / Ні
- I'm not sure / Не впевнений(а)
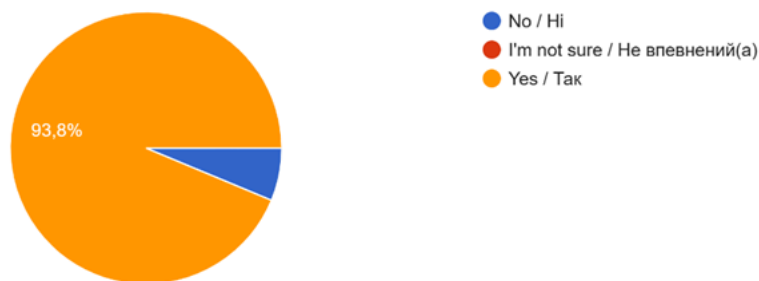- Yes / Так

93,8%

Figure 7: Survey responses to the question "Has the masterclass you participated met your expectations?"

The evaluation showed a significant increase in respondents' confidence about participation in a future hackathon following the masterclass. Indeed, 12 out of 16 respondents (75%) felt much more confident, while three respondents felt somewhat more confident.

Do you feel more confident about joining a hackathon after this masterclass? / Чи відчуваєте ви себе більш впевнено щодо участі в хакатоні після цього майстер-класу?

16 відповідей

- Yes, definitely / Так, значно
- Maybe / Можливо
- Not really / Не зовсім
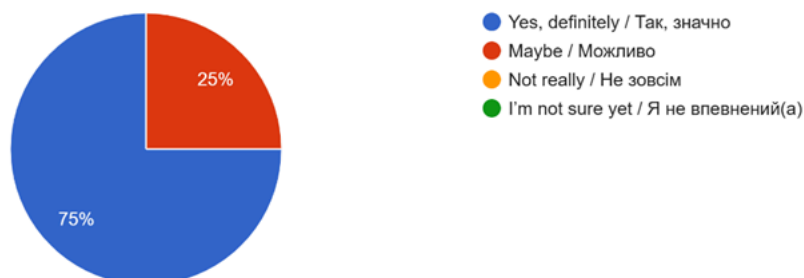- I'm not sure yet / Я не впевнений(а)

25%

75%

Figure 8: Survey responses to the question "Do you feel more confident about joining a hackathon after this masterclass?"

Participants highlighted several positive aspects of the masterclass, including:

- The clear, step-by-step, practical approach.
- The dynamic environment and encouragement for creativity.
- The presentations.
- Structured and interesting content.
- Teamwork.
- Concrete examples and tips.
- The event program and quality organization.
- The overall theme.
- The presence of many people in active civic roles.

Respondents also provided suggestions on how to improve future project sessions, such as:

- Dividing participants into groups in advance (e.g., beginners vs. experienced), so participants feel more confident in discussions.
- Providing more time for discussion.
- Ensuring all participants have proper access during the event to online collaborative tools, such as Miro board.

5 Conclusions and recommendations

The masterclass clearly demonstrated that Ukrainian youth regardless of their displacement status or current location are eager, capable and ready to engage in collaborative problem-solving. The masterclass enabled the identification of key takeaways in the context of achieving the UAnited WP2 goals:

- participants demonstrated active involvement in the ideation process by identifying locally grounded yet universally relevant challenges in employment, education, and cultural inclusion;
- the use of breakout rooms for the beginners and advanced hackathon participants, mini canvases, and idea boards facilitated effective team dynamics, enabling diverse individuals to match their competencies with shared priorities, thus supporting early-stage team formation;
- working with tools like Miro board and Mentimeter within the Zoom environment allowed participants to acquire digital collaboration skills that directly align with WP2 objectives;
- positive feedback at the end of the masterclass and in the post-event survey, along with continued engagement, indicate that the session successfully sparked momentum and interest in further UAnited activities, including DigiEduHack and WP3 initiatives.

The following recommendations are proposed for future masterclasses and hackathon preparation sessions:

1) include more real-time mentoring, as integrating scheduled expert consultations during breakout sessions could provide timely feedback and more effectively support emerging teams;

2) improve pre-event onboarding, for example, short introductory videos or guides explaining hackathon formats, tools, and terminology, that could help reduce the learning curve, particularly for beginners;

3) use pre-event surveys, because brief pre-registration questionnaires could support more intentional team formation by aligning participants' interests, skills, and availability.

Following the masterclass, UAnited will launch targeted support actions for newly formed teams. These will include: a follow-up ideation workshop (WP2A4), building on the mini canvases and progressing toward full concept development and validation; access to mentor pools from partner organisations to assist teams at early stages of design and business modelling; and starter content and toolkits for prototyping during upcoming DigiEduHack events.

The formed teams are encouraged to register for DigiEduHack 2026, where they can further refine their ideas and build global solutions to the suggested challenges. The UAnited partners will coordinate the support process to ensure compliance with DigiEduHack guidelines and help participants prepare their pitches and prototypes. Continued investment in this cohort through mentorship, visibility and cross-border collaboration is essential to sustaining this innovation momentum.

References

United Nations Development Programme (UNDP) & United Nations Population Fund (UNFPA). (2023). *Impact of the war on youth in Ukraine: Key findings and recommendations*. https://www.undp.org/sites/g/files/zskgke326/files/2023-07/undp-ua-impact-war-youth-eng-findings-recommendations_2023_2.pdf

Beitane, A., Kondratyk, Y., Gibson, C., Stučka, M., Boichenko, K., Dovidonytė, R., Jonaityte, L., Teder, L., Vovk, N., & Shilinh, A. Oikonomou, S., Zourou, K. (2024). Open Access Educational Materials for Academic Staff. Baltics4UA consortium. URL: https://zenodo.org/records/14334884