
Short summary

The following chapter contains a short presentation of the main evaluation results. A distinction is made between results based on interviews with the students and mentors along with cooperating companies and register-based data regarding levels of completion and status on the job market etc.

Initially we will present some key background results regarding HackYourFuture, that have been uncovered by the evaluation:

- ▶ HackYourFuture is an educational process that according to experts¹ impart the students who are part of the process with essential and relevant IT-abilities that the IT job market in Denmark find appealing.
- ▶ The amount of job openings with job titles such as web developer is larger than the number of jobseekers with the suitable educational capabilities. The previous two year's employment prospects have been positive for web developers across the country.
- ▶ Most of the students who are starting the HackYourFuture education are relatively resourceful considering their educational backgrounds from their home country and their status on the labour market. It has furthermore been estimated that most students at the beginning of the course have a functioning social network since neither friendships nor social network is the reason, they wish to participate in HackYourFuture. A well-functioning social network is considered a sign of personal health.
- ▶ The students are met with high expectations during their education as a result of anticipated additional preparation work (about 25 hours a week) alongside their weekly schooldays. Many of the students have jobs or are additionally taking part in employment offers since they do not qualify to receive the State Educational Grant while taking the

¹ In collaboration with HYF, LG Insight arranged a workshop in April 2019 with actors who were selected because they could, through their work and competence, make contributions to the project development, etc. The actors were i.e., municipal integration actors or actors with extensive knowledge of the municipalities' needs and interests (e.g., KL), personnel managers from IT companies, language schools and/or representatives of professional organizations. At the workshop, experts with knowledge of the IT labor market assessed, among other things, the project's value to the professional labor market.

HackYourFuture education because the education cannot meet potential activation requirements.

- ▶ HackYourFuture has generally shown great flexibility regarding e.g. the students wishes and needs for breaks and team shifts during the course. This helps many of the students who may need to take breaks during the course due to work or family related matters etc.
- ▶ HackYourFuture has a great visibility amongst possible students and many students are seeking acceptance into the education. It is therefore not a challenge to find students with a non-Danish background with the visibility of HackYourFuture today. At the project stage's beginning the focus was on visibility through Facebook and word of mouth marketing, but during the last few years of application rounds they have also contacted municipalities, DFUNK, Student Refugees as well as posted in different Facebook groups.
- ▶ HackYourFuture is (continuingly) having difficulties becoming an offer the municipalities can use in their employment- and integrational efforts. This is because the educational course is very demanding – both in content and in extent – and HackYourFuture does not count as an offer of employee activation according to the current legislation. There furthermore is a group of unemployed citizens with a non-western background who do not have the required cognitive and personal (and linguistic) abilities.

Results of the qualitative evaluation

- ▷ In interviews the students express their satisfaction with the educational course. The students find the professional content of the process particularly exciting and relevant and they largely compliment their mentors' teaching.
- ▷ The students are furthermore appreciative of the professional and social activities throughout the course. They are grateful for the network they have established through the education both professionally and socially.
- ▷ The mentors (the volunteer teachers) have continued to become more satisfied with their tasks during the evaluation period (even though the level of satisfaction was initially high-ranking). They specifically praise the project team for having planned clear curriculums/goals as well as having contributed with good and efficient professional support.
- ▷ Through a questionnaire the cooperating companies express that they think of HackYourFuture as a professional and relevant business part-

ner. They experience that HackYourFuture provides relevant and professional IT abilities, and several businesses consider opportunities in hiring IT employees through HackYourFuture.

Effects of HackYourFuture

The following page contains key effects from HackYourFuture presented in the table summary on p. 10. It is among other things evident that:

- ▶ 71 pct. of the students who started the education finishes with an average duration of 36 weeks. This level of completion is considered due to the student's concurrent work schedule. Some of the dropouts left HYF because they needed more time for employment or other education.
- ▶ HackYourFuture has a remarkably high attendance rate at 90 pct. which is interpreted as a sign of satisfaction and motivation amongst the students. The attendance rate is especially impressive considering that the education's schooldays take place on Sundays (and has been online as a result of COVID-19) along with some of the participants having to spend a long time on transportation to the classroom in Copenhagen.
- ▶ At the end of the course 22 pct. are self-supporting in their own business/as an employee or attaining an education. 6 months after the finishing point 38 pct. of the newly qualified are either employees at a workplace/at their own business or participating in an education. Furthermore are 38 pct. of the students taking part of internship programs and are therefore likely heading towards everyday employment.
- ▶ The evaluation shows that HackYourFuture gives the newly qualified students access to the IT job market (primarily after 6 months and mainly women). A big part of the participants was originally employed outside of the IT industry but is hired at IT workplaces after the education at HYF.
- ▶ In particular, it should be emphasized that the female students have high effects of the HackYourFuture education. 75 pct. of the students in jobs right after graduation are women (women constitutes 52 pct. of the students). The male students have had difficulties getting into the IT job market and needs to take part of internships to a larger extend.
- ▶ Meanwhile, it is also noted that the level of self-support at the beginning was 44 pct. (in ordinary jobs or educations supported by State Educational Grant as well as those running their own business) whereas the level of self-support is 38 pct. after 6 months at the end of the course. A large part of the students has become a part of the IT job market, but the overall number of self-supporting students is nearly unchanged. The female students have experienced an increase in their

level of self-support after being part of HackYourFuture while the level has decreased for the male students.

- ▶ The evaluation shows that the majority of the students who graduate the HYF-course and becomes employed within 6 months after the course gets a job in the IT industry. They thereby raise their employment status from having unskilled jobs to getting jobs with higher competence requirements.

Putting it into perspective

HackYourFuture has contributed a number of experiences and learning points that are valuable for the general integration efforts in Denmark. A few of the important learning points are highlighted in the following:

- ▶ It is of great importance that the educational process is specifically based on the need for competence in a specific sub-labour market such as the IT industry, which provides good employment opportunities. In the evaluation the IT companies point out that the training course provides the participants with important and relevant IT competencies.
- ▶ The participant's motivation is maintained as they experience gaining competencies that are in demand in the labour market. The participants believe that the course strengthens their opportunities for employment in IT, and the clear learning goals provide motivation.
- ▶ The volunteer mentors (teachers) are considered of great importance for the project's results. Partly because the mentors do an exceptionally large amount of volunteer work in HackYourFuture considering that they have employment themselves in addition to the volunteer work. Partly because the volunteers offer applicable IT competencies which will be relevant and valuable for IT companies. This ensures that the teaching meets the professional requirements on the labour market. HackYourFuture is a genuine proposal as to how IT companies and civil society cooperate in solving some of the critical problems regarding the labour market.
- ▶ Due to Corona restrictions, teaching has been online for a big part of 2020. In the evaluation the participants mention that online classes have not had a noticeable impact on their occupational level, welfare and network. HackYourFuture can thus consider whether parts of - or the entire course - should be online in the future to benefit the participants who live far away from Copenhagen and who do not have the opportunity to spend time on transportation.
- ▶ In the future, the Danish labour market will essentially not lack hands, but heads - i.e., skills. It is therefore necessary to provide the citizens with non-Danish backgrounds with educational competencies that are

in demand in the labour market. HackYourFuture has shown that it is an offer that raises their participant's level of competency on the labour market thus providing them with a more secure and stable employment base compared to working in non-skilled positions.

- ▶ HackYourFuture has been particularly attractive and effective for women with non-Western backgrounds. HackYourFuture is an interesting offer considering the general difficulties regarding increasement of employment among women with a non-Western background.

Key results from the HackYourFuture course

Measurement points	Results
Number of participants who started the HackYourFuture course	165 participants (who started on the total of 10 teams included in the evaluation basis). The goal was 144 participants (goal for 2018-2021).
Gender ratio	52 pct. of the participants are women. HackYourFuture's sub-goal is to have at least 25 pct. of the participants be women. The goal is therefore beyond reached.
Number of graduates/Graduation rate	117 participants have graduated the course (from team 1-7). 71 pct. of the students who starts the education also graduates (the goal was a graduation rate of 60 pct.)
Reasons for interruption/drop-out from HackYourFuture	54 pct. discontinue the course in favor of everyday employment (37 pct.) or education (17 pct.) Reasons for discontinuance also include e.g. problems with residence permits (13 pct.), lack of motivation (8 pct.), personal reasons (8 pct.), partaking in internships (8 pct.).
Average duration of the educational course	The average duration is 36 weeks.
Number of teams	16 teams have been started up, of which data from 10 teams are included in the evaluation. The goal for the entire project period was 12-15 teams.
The employment rate at the end of the HackYourFuture course	22 pct. are self-supporting through employment/in their own business or through education.
The employment rate 6 months after the course finished	6 months after the course finished 38 pct. of the newly qualified are either employed/in their own business or continuing education (the goal was 50 pct. of the graduates).
The participant's employment statuses after the HackYourFuture course	This result includes both ordinary effects in form of employment and education as well as the participants who have started business offers under the act of Active Employment Policy. At the end of the course 38 pct. were either part of the labor market or the educational system. 6 months after the course 76 pct. of the participants were either employed or studying.
The labor market situation before and after graduating the HackYourFuture course	44 pct. of the participants were either employed (including self-employed) or studying previous to starting the HackYourFuture course. 6 months after the course 38 pct. were self-supporting. The decline in the employment rate cannot necessarily be ascribed to

	<p>HackYourFuture, as some of the employees in non-skilled positions before the start of the project might still have lost their labour market affiliation.</p>
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	<p>The evaluation details that 88 pct. of the previously occupied participants were not working in the IT industry before the course's beginning (preferably in non-skilled positions). 6 months after graduating HackYourFuture 98 pct. were employed in the IT industry of which 53 pct. are in company internships and 45 pct. are in everyday employment or self-employed.</p>
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	<p>The evaluation shows that HackYourFuture changes the participants jobs from mainly non-skilled jobs before project start, to jobs within the IT industry. The participants thus achieve an increase in their level of competence in the labour market.</p>
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