TRAINING YOUNG CHANGEMAKERS IN TECHNOLOGY

Findings from the Samsung Adappt Evaluation 2013 - 2014

Prepared by Foundation for Young Australians
May 2015
**Samsung Adappt** is a joint initiative of Samsung Electronics Australia and the Foundation for Young Australians.

This report was prepared by the Foundation for Young Australians (FYA). FYA is the only national independent non-profit organisation dedicated to all young people in Australia. Delivering a range of initiatives (co)designed with young people, together we deliver change across Australia.

Find out more at fya.org.au

**Prepared by:**
Jeanette Pope & Stephanie Amir  
Strategy, Policy and Research  
Foundation for Young Australians  
May 2015

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National finalists – 2013

Hey Buddy
Need a buddy? We've got your back.
The app that helps helping hands. Hey Buddy allows you to bond and...

Traveller
Ride-sharing made simple.
4 out of 5 cars in Melbourne's CBD have 4 out of 5 seats empty. Traveller...

From A to B to C
Connecting enthusiastic locals to tourists.
The app that connects travelers with locals, and local...

Mentor Me
Connecting students to their passions.
Mentor Me allows young people to take the career path less...

Eat Healthier! Live Longer!
Inspiring kids to lead healthier lives.
Eat Healthier! Live Longer! is launching a food revolution. By...

Crime Watch
Would you risk it?
Crime Watch is the app that fights for your safety. With features such as Safe Zone...
Introduction

*Samsung Adappt* is Australia’s first social purpose app development initiative for young people, and specifically designed to be inclusive of young women. Co-created by Samsung Electronics Australia and the Foundation for Young Australians (FYA), it brings together young people to develop a mobile app that addresses a social or environmental challenge.

This evaluation report examines why young Australians need digital skills and presents evaluation findings that show how *Samsung Adappt* is building them in young people.

The model

*Samsung Adappt* is for young people aged 12 to 25 with a particular focus on young women. No previous experience in coding or app design is required. Young people can get involved because of an interest tech, design, marketing or social change.

In 2013 a pilot of two-day workshops was run in Melbourne and Sydney. At the workshops young people created apps for social good with advice from industry mentors. The workshops culminated in a “pitch” to Samsung, FYA and industry leaders, with winners going on to a national workshop to further develop their idea. The winning ideas from the national workshop won an internship at SquareWeave to work intensively on their app for market.

Following the pilot in 2014, *Samsung Adappt* officially launched with the *Big Ideas* competition, encouraging young people to submit ideas for an app with social purpose. Two hundred and forty nine ideas were received from across Australia. The creators of the best ideas won a “bootcamp” weekend in Melbourne, where tech coaches mentored them to bring their app to life.

In 2014 the online *Adappt Academy* was launched. It provides online video tutorials and lesson guides designed to help young people access app design content at any time. It also serves as a driver of *Big Ideas* to the website. Online lessons include:

- Lesson 1 App Design 101
- Lesson 2 The Modern Telephone
- Lesson 3 The Idea Factory
- Lesson 4 Think Big, Start Small
- Lesson 5 Map Your App
- Lesson 6 How to Talk to Humans
- Lesson 7 The Pitch
HeyBuddy - 2013 winner

Who? Nat, Milly and Marcy

What? An app to ask for help when needed, and offer help (time or resources) to solve a problem.

What's happened? In 2013, the team won an internship at Squareweave to help develop a prototype.

What next? The team developed a minimum viable product to test in the market and two team members secured tech-related jobs.

She says: “[Samsung Adappt] perfectly combined my interests in technology, social change, teamwork, and getting an entrepreneurial skillset… in a supportive environment.”

Objectives

Samsung Adappt aims to build a movement of young people using technology for social good. Its objectives are to:

» Provide young people, and women in particular, with an alternative real world learning environment in which they can develop employability skills in technology

» Enhance young people’s networks within the social entrepreneurship and technology space

» Provide young people with the opportunity to engage with a social purpose shared by others

» Increase examples of young people, and women in particular, demonstrating entrepreneurship through technology and hence inspiring others

» Spark an interest in technology as a tool for social purpose amongst young Australians.

Why young Australians need digital skills

The Australian economy needs young people with digital skills

Digital skills and technological innovation are one of the major drivers of productivity and economic growth in our increasingly competitive globalised economies (MacPherson 2013). Technology reduces business costs and increases efficiency, reach, and market access. It also increases the connection between business, researchers and others, which spreads learning and new ideas around the globe, fostering innovation (Pope 2011).
These benefits are not limited to business innovation for economic growth. Businesses, governments and communities are also harnessing technology to solve social and environmental challenges including increasing inequality, geopolitical instability, climate change and environmental sustainability.

Technology has the potential to contribute scale and speed to innovation that will improve our economic wellbeing and quality of life.

“This generation of young people will promote innovation and entrepreneurialism and grow our economy to maintain our standard of living despite the fact that more older people are about to leave the workforce than younger people are about to enter it.” - Deputy Governor of the Reserve Bank Philip Lowe, 2014

The Information and Communications Technology (ICT) industry in Australia is large and diverse, contributing around 7 per cent of Australian GDP – nearly as much as the mining industry (ACS 2013). ICT jobs are dispersed and growing throughout other industries as technology is used to innovate, for example in finance (ATMs), education (online learning) and health (e-medicine) (Australian Government 2013a). Technology will become an even bigger part of our lives in the future and more jobs will require digital skills (Australian Government 2013b). In Australia it has been estimated 44% of jobs are likely to be computerized (automated by technology) over the next 20 years (PWC 2015).

**Technology development skills are not taught as core in schools**

While young Australians have an enormous thirst for technology, they are not all as confident in using it as the popular view of them being “digital natives” would have it. While Australian young people have good access to ICT (Australia is ranked 9th in the world for ICT (Cornell University et al 2014)), and are the most confident age group using technology, a national survey found a quarter of those under age 30 reported being unsure or left behind by it (Qu & Weston 2015). Twelve per cent felt left behind now and forty two per cent reported feeling unsure or that they will be left behind in the future (Qu & Weston 2015). The 2013 *OECD Skills Outlook* also lists young Australians (aged 16 to 24) as below average on “proficiency in problem solving in technology-rich environments” compared to young people of the same age in other countries (OECD 2013).

While technology is taught in Australian schools, the curriculum mostly focuses on the use of technology rather than its creation (ACARA 2014). Teaching skills for technology development (such as coding) can be included in the curriculum but is not a core component (ACARA 2013a). A study of students aged 12 to 18 found that only 53 per cent had studied ICT in school, and that it was more common in boys than girls (MacPherson 2013). This low rate looks unlikely to change in the near future. A recommendation from the Australian Government’s Review of the Australian Curriculum in 2014 was that that technology be limited
in primary school years and only introduced as a core part of curriculum from Year 9 (Australian Government 2014).

The lack of skills and interest in technology developed in schools flows on to university. Enrolments in ICT courses are declining in Australia, and completions have also declined by nearly 30 per cent since 2003, almost all of which has been in domestic students (Australian Government 2013a). Female enrolments in university are particularly low (ACS 2013). In 2012, only 13 per cent of computer science bachelor graduates under 25 in Australia were women (Graduate Careers Australia 2013 in MacPherson 2013). Despite reporting they would like to know more about “how computers work, how to fix them, and how to program them” young female secondary students reported the study of ICT would be “tedious” (MacPherson 2013).

There is a gender imbalance in the ICT industry

Currently Australia does not have labour supply shortages in ICT because they are filled by sponsored migration, which has been increasing over time (Australian Government 2013a). It does however, have a gender imbalance in the industry, as the lack of education plays out in employment. While women are 52 per cent of the population, they only make up 24 per cent of ICT occupation employment (ACS 2013). A global survey confirmed women are uncommon in management roles and technical teams (Harvey Nash 2012).

Involving women in ICT represents a considerable opportunity to fill labour shortages and bring innovation as women bring their interests and problem solving skills to the industry. Attracting women however, will require a range of strategies, including changing education learning environments. Women who have withdrawn from university ICT courses reported they did so because they could not obtain help when needed, the teaching of their ICT course was poor, and their inability to combine their studies with other commitments (Roberts et al 2012). Female ex-students also reported they found their classes boring, too fast paced, and the exercises not well explained (Roberts et al 2012).

Young people want to be prepared for the future of work

While the lack of participation in ICT studies might seem to indicate a lack of interest by young people, young people are worried they are not learning the skills they need for work in the future. So are employers. In general both employers and young people have reported they are not confident that schools are equipping students with the skills they need for work. One study has shown that, while 72 per cent of education providers were confident their graduates were prepared, only 45 per cent of young people and 42 per cent of employers agreed (Mourshed et al undated). The International Labour Organisation (ILO) has suggested that to prevent young people becoming disadvantaged in labour markets they need job seeking insights, work experience and networks within the world of work (ILO 2010 in Mann 2012). In addition, many are now arguing young people need enterprise skills – generic skills that will help them find work across industries (Figure 1).
**Samsung Adappt** demonstrates that skills, experience and networks can be taught, if delivered in a way that young people want to learn: through experience, immersion and with peers.

**Figure 1. Young people will need more enterprising skills to find work**

<table>
<thead>
<tr>
<th>Foundational skills</th>
<th>Technical skills</th>
<th>Skills that help young people be enterprising</th>
<th>Career management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Related to disciplines (e.g. science, technology, humanities, engineering, business studies)</td>
<td>Confidence &amp; agency</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>Creativity &amp; innovation</td>
<td>Decision-making to build career</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>Enthusiasm for ongoing learning</td>
<td>Job-seeking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to critically assess information</td>
<td>Use of career services/information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working with others</td>
<td>Lifelong learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>Work-life balance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Financial literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Global enthusiasm/citizenship</td>
<td></td>
</tr>
</tbody>
</table>

Source: Mourshed et al undated; Casner-Lotto & Barrington 2006; CISCO 2010; Loader 2011; Furlong et al 2011; Kahn et al 2012; ACARA 2013b

**Summary evaluation findings**

This section summarises the evaluation of the **Samsung Adappt** program during 2013 and 2014. The results are based on:

- Surveys of 58 participants
- Surveys of 11 mentors
- In depth interviews with five participants (all from winning teams)
- Program data (including registrations data and ideas submissions)
- Web analytics data collected through Google Analytics
- Views and demographics of viewers through YouTube analytics.

Details of the data sources can be found at Appendix A.
The evaluation framework

This evaluation applies a model of a “strategic triangle” of skills considered necessary for success in social purpose initiatives, described by Moore and Khagram (2004). It argues that young people who want to make change in the world need:

1. **A clear social purpose and understanding of the “public value” they are trying to create (“ideas”).** This will be contested, and the challenge is for them to enter into the wider social debate about purpose. It is not enough for a young person to have their own purpose/idea – others have to share it. They will therefore need a robust analysis to determine what constitutes “valuable means and ends” for their idea (Moore & Khagram 2004).

2. **Sources of legitimacy and support that will allow their enterprise to take action and that will provide resources (“networks”).** This means building networks with stakeholders who have an interest in their idea: customers, investors, community, government, media, etc (Moore & Khagram 2004).

3. **Enterprise skills (“skills”).** This means building the enterprise skills, and understanding of the process to develop a project for a given market, that will allow young people to be successful (Moore & Khagram 2004).

The Samsung Adappt evaluation primarily focuses on developing a generation of tech savvy entrepreneurial young Australians with the skills above, rather than on the success of their apps.

Participants and reach

Samsung Adappt has had wide reach through social media and high participation in activities such as: submitting an idea; watching an online lesson; and participating in workshops. Women visited the website in equal numbers to men, but were less likely to participate in the online activities. They were however, over-represented in face-to-face workshops.

A large number of young people have been exposed

There has been over 1.8 million exposures to Samsung Adappt through social media news feeds and a media reach of 1.4 million. The 2014 promotional video has been watched almost 550 000 times on YouTube (Figure 3). Young people have also been exposed through short workshops, through a range of youth events including the Youth In IT Conference (run by the Australian Computer Society), the Unleashed Festival (FYA), and EduHack (FYA), the UTS Build (University of Technology Sydney) and a collaborative event with Project Rockit (a youth-lead anti-bullying program).
Figure 2. *Big Ideas* submitters by state and territory

“A significant number of young people participated

There have been over 7000 viewings of YouTube lessons in the *Adappt Academy* (Figure 4). Two hundred and thirty-three individuals and teams (aged 12 to 26) submitted two hundred
and forty-nine ideas to the Big Ideas competition. Around 7000 people voted on the ideas. 609 young people have been involved in face to face workshops or presentations (aged 11 to 25) (Figure 3).

**Figure 3. Reach of, and participation in, Samsung Adappt activities.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of people</th>
<th>Age</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Bootcamp workshop</td>
<td>10</td>
<td>16-25</td>
<td>60% (6)</td>
</tr>
<tr>
<td>2013 State workshops</td>
<td>50</td>
<td>12-24</td>
<td>34% (17)</td>
</tr>
<tr>
<td>Big Ideas submissions</td>
<td>233</td>
<td>99% 12-26</td>
<td>33% (77)</td>
</tr>
<tr>
<td>Other short workshops or presentations</td>
<td>549</td>
<td>&gt;90% 12-19</td>
<td>Unknown</td>
</tr>
<tr>
<td>Academy video lesson views</td>
<td>7149</td>
<td>80% 12-34</td>
<td>34% (2438)</td>
</tr>
<tr>
<td><em>Samsung Adappt</em> trailer video views –</td>
<td>547 822</td>
<td>83 % &lt;24</td>
<td>35% (191 738)</td>
</tr>
<tr>
<td><em>On average watched 54 seconds (83% of the trailer)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big Ideas votes</td>
<td>6928</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>Unique website visitors</td>
<td>27 899</td>
<td>Unknown</td>
<td>51%</td>
</tr>
<tr>
<td>- <em>Aust. visitors (Ave. time per website</em></td>
<td>23 527</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>session 3:21 minutes*)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <em>Return visitors (Ave. time per website</em></td>
<td>12 672</td>
<td>Unknown</td>
<td>51%</td>
</tr>
<tr>
<td>session 6:12 minutes*)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendees at Youth IT conference</td>
<td>1100</td>
<td>400 &lt;18</td>
<td>Unknown</td>
</tr>
<tr>
<td>Social media reach</td>
<td>1 884 258</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>Media reach</td>
<td>1 425 826</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

**Figure 4. Views of Adappt Academy videos.**

<table>
<thead>
<tr>
<th>Views</th>
<th>Average percentage viewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>4666</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>509</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>457</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>422</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>390</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>379</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>347</td>
</tr>
</tbody>
</table>

The model was appropriate for women

Women visited the website in equal numbers to men but were less likely to participate in the online activities (~34%) (Figure 3). Nonetheless, the proportion of women in the online activities is larger than has been reported for ICT university courses (13%) (MacPherson 2013).
Women were overrepresented in the workshops, with 60% in the Bootcamp workshop as a result of young women winning the Big Ideas competition.

The women involved in the initiative felt that it was appropriate, relevant and welcoming. Women attending the bootcamp also reported that the content was pitched at the right level for them and that they would recommend the program to their friends.

» 100% of women interviewed after bootcamp/workshops thought the initiative was gender inclusive. They could not report any obvious barriers to women’s participation.

“I think Adappt [is] gender-inclusive, largely because nothing specifically was ever mentioned about our gender, and therefore our team … felt included … never excluded or different.” - Female, participant

“One of the mentors/judges also held a board position in an organisation aimed at helping underrepresented women in tech fields… Having connections like this was great. It opened … connection into female networks that we wouldn’t otherwise have known existed, and also increased our awareness of the fact that we could be role models for other females in tech.” - Female, participant

Ideas

Samsung Adappt provided an opportunity for young people to use technology as a tool for social purpose. It also got young people inspired to think about technology as a career.

An opportunity to get involved in a social issue

Participants reported they liked the social purpose focus and enjoyed applying tech to social problem solving. Some became involved specifically because of the focus on social issues, while others became involved because of technology, and then developed an interest in social action.

“Previously I was interested in making entertaining games but now I realize that you can have a far more interesting application that does social good.” - Male, participant

[The best thing was…] challenging yourself and actively developing something that impacts change.” - Female, participant

Young people want to solve problems in their community

Ideas generated by the Big Ideas competition tackled a broad range of issues that fell into six broad categories (in order):
» **78% individual wellbeing** – with mental health the most popular issue. Other issues included healthy eating; safety; transport; artistic expression. *Example:* An app that provides information about how to live with or care for someone with dementia.

» **8% community contribution** – supporting existing charities; making it easier for others to donate time or money to causes; volunteering. *Example:* An app that showed volunteer options for age, availability, occupation, interests, and time available.

» **6% environment** – environmental sustainability; reducing waste; carbon emissions; food wastage. *Example:* An app that tracks the carbon emissions of your vehicle.

» **6% equity and fairness** – equity or inclusion for a minority group, including LGBTI (lesbian, gay, bisexual, transgender and intersex) people, women, older Australians, Aboriginal Australians and asylum seekers. *Example:* An app that enables young people to learn Aboriginal languages and share stories, encouraging young Aboriginal people to be proud of their culture.

» **2% international development** – aid for developing countries. *Example:* An app that modernised project and construction management software and provided real-time data from the field for the global projects of large NGOs and Government organisations working in international aid.

» **2% politics and media** – advocacy; influencing media. *Example:* An app that provides a global news centre, where young people can access information about global issues.

**Figure 5. Problems to be solved through apps in the Big Ideas competition**

This spread of issues has been found in other studies that have shown young people are:

» more likely to connect issues to their everyday lives and local environments

» more focused on personal, individualised strategies to contribute to social change (Loader et al 2014).
The most popular ways young people tried to solve problems were through apps that either:

» **connected people**, either online or in person, to make it easier for people to work together, provide advice, trade goods or services, support each other, or make new friends.

» **provided information**, either by looking something up (such as brands of clothes that are ethically produced), live updates (such as showing the safest cycle routes depending on traffic), or encouraging sharing of information (such as people posting reviews or advice for others to read).

» **used a technical innovation**, where the solution used technology in a way not currently employed in apps (such as a new data management systems).

**Young people were inspired to consider different pathways**

The young people who were intensively involved in the initiative reported they were considering new pathways, including work or study in the tech field as a result. The survey of participants attending the pilot state workshops found that:

» **77%** were more likely to consider starting a business, including **58%** of the women

» **76%** would consider pursuing a career in technology, including **77%** of the women

» **70%** were more likely to consider future studies in technology, including **69%** of the women

» **15%** learned skills in how to start a business/be an entrepreneur.

“Before Samsung Adappt, did you ever think you would work in tech, or in app design?”

“No, not at all. [It was] definitely not my area of expertise. I always thought tech was useful for getting social change happening, but [through Samsung Adappt] I realised that I could get involved in the production of the app….”

“I was always really interested in technology and pairing that with social good, but I never knew how that would work out.”

“Never, ever ever did I think I would be doing something in tech, ever.”
**Networks**

Networks are important to young people and meeting other young people was described as the best thing about *Samsung Adappt*. They also valued the mentors and working with FYA staff. Some participants, reported feelings of belonging. Others formed professional relationships that led to the transformation of their app idea to a potentially viable product. Networks were largely built through the face-to-face activities.

“I met good, intelligent, kind and warm people.” – Female participant

“[The best thing was…] being able to work with young people all passionate in their specific fields but sharing a passion for change.” – Male participant

“[I met] some pretty fantastic people... We met the other participants who were great and had great ideas. I met lovely [FYA staff member] who was AWESOME... Lots of individuals doing great stuff in the tech space: builders, developers, people being creative and innovative using tech. And every interaction brought its own thing.” – Gender diverse participant

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**Better Practice Better Care - 2014 winner**

**Who?** Jacob and Michael

**What?** Better Practice Better Care enables lesbian, gay, bisexual, trans, queer, intersex and asexual young people to find a local doctor who is friendly, supportive and inclusive.

**What’s happened?** They are working on a full version for release in 2015 with their mentors at Agency and have gone on to FYA’s yearlong entrepreneur training: Young Social Pioneers program at FYA.

**What next?** Pro bono research is allowing them to examine the factors which enable/prevent access to GPs. In addition, assistance has been offered from Gay and Lesbian Health Victoria, Royal Australian College of General Practitioners, the Victorian Minister for Health, Monash University, South-Eastern Health and others. The app will be prototyped in 16 other “It Gets Better” chapters around the world with the hope it will be useful in other contexts.

**They say:** “[Adappt is] a fantastic project. It’s so necessary.”

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Find out more at

Finding “a tribe” is important to young people

Connection to like-minded peers, and the friendships formed, are consistently reported as being highly valued by young people. A number of participants reported they enjoyed working in teams and with different aged peers. Participants felt that the environment was supportive and fun. Others connected them to new ideas, inspired them, gave them a place they felt they belonged, and provided new information or insights.

» 100% reported to the value of meeting and working with new people
» 80% reported one of the best things about the experience was the people they met: other participants, mentors, FYA staff and Samsung staff.

“[The best thing was] meeting young motivated people. The world is not lost after all!” – Male participant

The new connections made with staff and industry mentors were highly valued

Time with industry mentors was also highly valued by participants. Some of the younger participants were amazed that staff from companies like Facebook would take time out to teach them. Other older participants valued the chance to network and find out more about getting work in the industry. All of the participants from the bootcamp reported they connected to networks they otherwise would not have encountered.

From the pilot:

» 100% of participants thought the mentors were valuable
» 88% liked the multiple mentors (rather than only one)
» 100% of the young women wanted to stay in touch with their mentors (compared to three quarters of young men).

“I loved sitting around with the developers and bouncing ideas off them. That was the best part.” (female, participant)

“[The best thing was] access to brilliant range of genuinely helpful mentors.” – Female participant

Some of the participants maintained connections with mentors. They reported the longer-term benefits included ongoing mentoring support, motivation, problem solving support, and additional opportunities for personal and professional development.

“He really was number one, all the way… The support afterwards has been fantastic. [If I ask for help] it’s always been ‘Great question, we’ll get onto that’ (and they do).” – Gender diverse participant
The mentors were satisfied
Mentors enjoyed being involved in the initiative, and demonstrated their interest through their ongoing support of participants. Of the 11 mentors surveyed at the conclusion of the 2013 program:

- **88%** reported that they were very satisfied with being a mentor and indicated they would be interested in doing it again.

HomeGrown Exchange – 2014 winner

**Who?** Sonia and Patrick

**What?** Connects people who grow garden produce to swap produce, seeds, advice and gardening anecdotes with those who live nearby.

**What’s happened?** Costa Georgiadis from Gardening Australia has expressed support for the app.

**What next?** Friends with coding skills are developing the app.

**She said:** “We were supplied with all the tools to keep going … It was such a good experience.”


Enterprise skills
Young people participating in the pilot workshops were asked about the skills they learned (through open-ended questions). After technology/digital skills, the main skills they reported learning were (in order) communication, creativity and innovation, project management and confidence.

“[Knowing] a bit more about [the] technology world and that it is possible to make change using it. The program has made it easier to see how it could happen.” – Female participant

“[My mentor] was very helpful. He said that at the end of the day, your product has to make things easier for people: not just for 10 per cent of people but for 90 per cent of people. He said to ask your friends: “Would they use it?” “Would they pay $5 right now to use it?” If you have an idea and everyone loves it hypothetically, then there’s the reality check – money, minimum viable product. It’s all great as an idea but then everyone shows you how to refine it.” – Female participant
Technology/digital literacy

» 95% of surveyed participants reported they increased their confidence in using technology
» 15% of pilot participants reported they learned technology skills

Communication

» 72% of pilot participants said they learned skills in pitching/communication.
» 6% reported learning the importance of listening and taking advice.
» 83% of bootcamp participants reported learning communication skills including public speaking, storytelling and conversational skills.
» The experience of pitching their idea to potential funders was particularly powerful for participants.

“[I learnt] how to be more convincing when pitching an idea.” – Female participant

Creativity and innovation

» 39% of pilot participants reported they learned about the creativity required for idea generation.
» 38% of bootcamp participants specifically reported learning about design, innovation or the creative process.
» The strongest learning for participants was the design tools and processes they could use to generate ideas, meet the needs of their target group, and develop their idea from a concept into a workable product.
» There was a strong emphasis on human centred design, and this approach was greatly valued by participants.

“I learnt [about] the capacity of technology to have social good – to create and sustain social good.” – Gender diverse participant

Project management

» 30% of pilot participants reported they learned teamwork.
» 21% reported they learned problem solving and planning.
» This skill development was clear from both the interviews and survey responses, with participants referring to the importance of planning, gaining “project implementation skills”, how to work to deadlines, adapting to change, prototyping, self-management, “how possible it is to roll out [an] idea” and overcoming challenges.

“[It was useful] seeing the ins and outs of technology design and being clearly shown the correct ways to gather support for your product.” – Male participant
Confidence and agency

» 6% of pilot participants and 12% of bootcamp participants self-reported the experience built their confidence
» Other participants reported gaining skills in resilience, determination and self-management.

“It has given me confidence in my own ideas and helped me realise the impact that I can have.” – Female participant

“A skill I gained was] learning to never give up” – Male participant

“A skill I gained was] ability to open up my mind to a whole new range of ways to help Australia” – Female participant

Other skills

Samsung Addapt participants also developed a range of other skills through the program, including self-management strategies such as building resilience, how to listen effectively, and learning not only about tech design process but also the world of business.

Figure 6 shows the responses young people gave when asked about skill development.

Figure 6. Word cloud representing skill development
Take 10 – 2014 winner

Who? Kathy

What? Take 10 is a visual manifestation of the strategy of counting to ten when a person feels angry or unfocussed. It can be used to calm, motivate or cheer up.

What’s happened? Kathy learnt a lot about the design process and how to pitch her idea to the market.

What next? She is teaching herself Java code, and thinking about learning code for Android and iOS.

She said: “I liked the fact that it got me out of my comfort zone and that it made me think about my app idea.”


Conclusions

“Anything else you’d like to tell us about Adappt?”

“Wish I could do it all over again.”

“It was awesome. I loved it!”

“It has made me realise my potential.”

Key findings

Samsung Adappt has met its objectives to provide a real world, engaging, learning environment for young people. Through this engagement, they developed ideas, networks and enterprise skills, and used technology in innovative ways to solve problems they saw around them, particularly to connect people and to provide information. Samsung Adappt also gave young people new networks. The young people involved loved “finding a tribe” and found the mentoring helped them not only in skill development but in confidence and knowing more about pathways in the industry.

For some participants Samsung Adappt sparked an interest in pursuing further study or a career in tech – and this included for women. Other participants had a stronger interest in contributing to social good, and saw technology as a tool to achieve those goals. Regardless of what path the young people wanted to take, Samsung Adappt participants self-reported...
acquiring a range of skills that will help them, for working in technology as well as any other work they choose to do. These skills included confidence and agency, creativity and innovation, ability to work with others, communication, project management and technology/digital literacy.

The initiative aimed to be inclusive of women, and this objective was met. Samsung Adappt was successful in attracting women, and female participants reported that the workshops were relevant, inclusive and pitched at the right level for them.

Finally, participants thoroughly enjoyed being involved with the initiative. When asked “Is there anything else you’d like to tell us about Adappt?” in the 2013 workshops the most common response was:

Challenges

There are three challenges identified by this evaluation. The first was that the strongest outcomes, particularly around networks, were generated in the face-to-face workshops. Samsung Adappt is currently working on ways to translate the success of face-to-face mentoring and peer connections into the online space so that a larger number of young people and experts can learn, share ideas and support each other.

The second challenge was that while there was strong engagement from women in face-to-face activities, women were less likely to engage in the online activities. Samsung Adappt is examining getting expert review of its content and pathways to further increase its appeal to young women.

The final challenge is that some young people reported they would like to do more using technology. Australia needs a national strategy to include enterprise education in all schools that: starts early, is repeated, and sees schools, the community and employers working together to ensure young people are taught enterprise skills.

Considerations

The Samsung Adappt team plan to build on successes, by focusing campaigns on issues to build community connection. A new Big Ideas competition will be held over six months
instead of six weeks, including a series of campaigns. Each campaign will focus on a particular issue that young people care about, such as mental health, community and diversity, and gender and sexuality (including women’s rights and inclusion of LGBTI people). This will allow for the stronger development of networks around issues between young people and with community partners working in specific areas.

“Apps might only be around for a certain period of time, then we’ll have to jump on board with the new thing.” – Participant

Young people are keen users of mobile phones and apps, but, as one participant observed, “apps won’t be around forever”. There is an opportunity to extend Samsung Adappt into other areas of technology and areas of digital literacy in which women are under-represented. These areas include:

» New technologies such as virtual reality, robotics, or 3D printing
» Website design and development including user interface and user experience
» Social media, digital campaigns and marketing

This would broaden the Samsung Adappt offering, equipping young people with vital enterprise skills and opportunities to put those into practice and learn through doing. A focus on innovative technologies can provide exciting alternative technology solutions to social challenges.
Appendix A. Data sources

The results are based on a range of data sources including surveys, interviews, program data and online analytics data.

**Surveys**
Four online surveys were undertaken:

- Participants who attended the 2013 state workshops (35 of 50 participants surveyed)
- Participants who attended the 2014 Bootcamp (9 of 10 participants surveyed)
- Young people who entered the Big Ideas competition (14 of 233 entrants – used for quotes only, not analysis)
- Mentors participating in the pilot (11 mentors surveyed)

**Interviews**
Five interviews were conducted in March 2015:

- One interview with a member of the winning team from 2013
- Two interviews with the members of the winning team from 2014
- Two interviews with a bootcamp participant from 2014

Several discussions were also held with members of the Samsung Adappt team to collect information.

**Other data sources**
Other data sources were also used for this evaluation including

- All Big Ideas submissions including the ideas and demographics data (all 249 applications)
- Web analytics data collected through Google Analytics
- Views and demographics of viewers of the Adappt Academy videos through YouTube analytics
References


Australian Government (2013b) Information and communications technology workforce study, Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education: Canberra.


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