

# Local Action Plan

## DEX Innovation Centre

(D 3.3.3)

Partner organisation	DEX Innovation Centre
Other partner organisations involved (LIAG)	-----
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**Final version**

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## I. Policy context

The **Local Action Plan (LAP)** was prepared in accordance to the Local-level comparative case study of Liberec region, Youth Innovation Agenda (YIA).

<b><u>STRENGTHS</u></b>	<b><u>WEAKNESSES/ CHALLENGES</u></b>
<p><b>(1) UNIVERSITY/STUDENTS</b></p> <ul style="list-style-type: none"> <li>- Existing potential of students and young people of Technical University Liberec (TUL)</li> <li>- Existence and active operation of Student Business Club (SBC) of TUL, led by one of our LIAG partners</li> </ul> <p><b>(2) SOCIO-CULTURAL POTENTIAL</b></p> <ul style="list-style-type: none"> <li>- Recent development of new social and cultural initiatives in the city/region</li> <li>- Mostly educational (EDUCA MY JOB), social (Liberec Civic Society) and socio-entrepreneurial (KultiVar) activities and initiatives</li> </ul> <p><b>(3) PEOPLE AS POTENTIAL</b></p> <ul style="list-style-type: none"> <li>- (Young) educated and open minded people present/ living in Liberec region</li> </ul> <p><b>(4) REGIONAL AUTHORITY</b></p> <ul style="list-style-type: none"> <li>- Well working professional relationship, cooperation and network established and ongoing with Regional Authority Liberec</li> </ul> <p><b>(5) DLP COMMUNITY</b></p> <ul style="list-style-type: none"> <li>- IL-based community, thanks to the DLP program realization</li> </ul>	<p><b>(1) ICT SKILLS &amp; OUTDATED EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>- Lack of ICT skills since the early age, starting at primary schools, caused partly by the outdated and obsolete ICT equipment (primary, secondary schools, universities)</li> </ul> <p><b>(2) QUADRUPLE HELIX COOPERATION</b></p> <ul style="list-style-type: none"> <li>- Insufficient cooperation and link/ interconnection between educational institutions; industry ; local and regional authorities</li> </ul> <p><b>(3) SKILL GAP</b></p> <ul style="list-style-type: none"> <li>- Lack of training programs based on creative methods in public education system and gap between market demand and youth education</li> <li>- Strong influence and impact of formal education</li> </ul> <p><b>(4) REGIONAL BRAIN DRAIN</b></p> <ul style="list-style-type: none"> <li>- To industrial fields of employment, or to other cities (e.g. Prague)/ eventually neighboring countries</li> </ul> <p><b>(5) EMPOWERMENT OF YOUTH</b></p> <ul style="list-style-type: none"> <li>- Lack of skills that enable youth to take actions and initiatives</li> </ul>

	<ul style="list-style-type: none"> <li>- Lack of practical experiences</li> <li>- Lack of own entrepreneurship initiatives and weak entrepreneurship culture in Liberec region</li> </ul> <p><b>(6) LACK OF “INCUBATION”</b></p> <ul style="list-style-type: none"> <li>- complete absence of any kind of Innovation center/Startup Incubator/Startup Accelerator facilities in the city of Liberec</li> </ul>
<p style="text-align: center;"><b><u>OPPORTUNITIES</u></b></p> <p><b>(1) COMPLEMENTARY EU PROJECTS</b></p> <ul style="list-style-type: none"> <li>- Projects funded and/or co-funded by the EU sources with the aim to improve and develop regional economy and boost innovative ecosystem</li> <li>- e.g. NGS - Accelerator - InnoSchool(all by Danube Transnational Programme) + SoDiCE (Interreg Central Europe)</li> </ul> <p><b>(2) INCREASED COOPERATION OF THE NEW INITIATIVES</b></p> <ul style="list-style-type: none"> <li>- As an inspiration for development of more social innovative ideas and activities</li> <li>- To strengthen socio-cultural potential</li> <li>- Student Business Club (SBC) of Technical University Liberec (TUL), KultiVar, Lipo.ink as good examples of good practices in Liberec region</li> </ul> <p><b>(3) HIGH SCHOOLS AND SECONDARY GRAMMAR SCHOOLS</b></p> <ul style="list-style-type: none"> <li>- graduates as a potential and as an future generation for further development of innovative environment and ecosystem in the region and city</li> </ul>	<p style="text-align: center;"><b><u>THREATS</u></b></p> <p><b>(1) DEMOGRAPHY</b></p> <ul style="list-style-type: none"> <li>- brain-drain, young skilled and educated people leaving the city and region/ country</li> </ul> <p><b>(2) (FORMAL) EDUCATION</b></p> <ul style="list-style-type: none"> <li>- too many enrolment opportunities for first time students in respect to the needs of the labor market</li> </ul>

In line with the analysis of the LAP the Youth Innovation Agenda (YIA), we have identified the following challenges:

- A.) To lower regional brain drain
- B.) To strengthen/develop entrepreneurship culture and skills within youngsters
- C.) To boost non-formal education outside of the traditional school facilities
- D.) Lack of the ICT skills and the problem of outdated and obsolete ICT equipment at the educational institutions, essentially primary and secondary schools
- E.) To create and establish innovative & start-up-friendly and sustainable network in regional ecosystem

In order to deal with all above mentioned challenges which Liberec region is facing, and in addition to exploit the potential and take opportunities to establish triggering, motivating and innovative environment for young people;

**Local Action Plan** will cooperate on 4 targets (and its appropriate activities):

**Target 1** – Development of the ICT skills via an establishment of the Innovation Lab (IL) supplied with appropriate up-to-date ICT equipment-> Ensure sustainable functioning of IL -> positive impact on the regional economy

**Target 2** - Raising awareness/promo about the opportunities of operation of the IL and implementation of Dynamic Learning Package (portfolio of services) + network establishment/creation → *to the future maybe on EDUCA fair+ collaboration with schools (career advisors)*

**Target 3** – To enrich and boost current innovative environment and to reinforce entrepreneurship culture within young generation (15-29yo) in Liberec region → decrease (regional) brain drain

**Target 4** – *Innovation platform, established as a permanent and sustainable support network for innovation for and by young people in the city (and region) + its active usage (secondary school and, university students, young people up to 29 or ∞ years old)*

## II. Details of actions envisaged

### 1. Action 1 - Establishment of the Equipped Innovation Laboratory (“DEXIC FABLAB”)

#### a. Action

The aim of this concrete action is to establish physical premises of Innovation Lab with all its necessary ICT equipment in order to strengthen and develop ICT and entrepreneurship skills within young generation via following list of services provided. The second goal is to open this laboratory to the target groups after its completion.

SPACE – currently DEX Innovation Centre

#### Innovation Lab –Proposed portfolio of services

**DEX Innovation Centre, Liberec, Czech Republic**

STAKEHOLDER	TECHNICAL SUPPORT/SERVICE	Description of technical support/service
<b>Municipality (in our case currently DEX Innovation Centre)</b>	<b>Co-working space</b>	DEX Innovation Centre will currently provide the possible available space of ILs as well as the furniture, fixtures and equipment for ILs.
	<b>Infrastructure</b>	Infrastructure can be defined as the basic facilities, services, and installations, or underlying framework or features required for the operation of an Innovation Lab. The lab environment is designed to provide full hardware, software, institutional and scientific support for the proper growth of any good youth initiative that fits the IL course of action.
	<b>Open Innovation Lab</b>	Following the definition of the open innovation as distributed innovation process based on purposively managed knowledge flows across organizational boundaries, using pecuniary and non-pecuniary mechanisms in line with the

Project co-funded by the European Union funds (ERDF, IPA, ENI).

<http://www.interreg-danube.eu/newgenerationskills>

<b>Business</b>		organization's business model, IL should acknowledge that open innovation is not solely firm-centric: it also includes creative consumers and communities of user innovators. The boundaries between a firm and its environment have become more permeable; innovations can easily transfer inward and outward between firms and other firms and between firms and creative consumers, resulting in impacts at the level of the consumer, the firm, an industry, and society. Therefore, IL should serve as infrastructure for networking the young people with innovative ideas; business firms with financial, organisational and other necessary resources for realisation of these ideas, and IP (Intellectual Property) created in this venture should be distributed among actors in predefined but fair proportions.
	<b>Space/Facilities including IT and cloud services</b>	Stakeholders from business sector can offer their facilities to IL activities and also to offer their expertise in IT services e.g. development of on-line platforms for e- matchmaking etc. As to other sectors, businesses could also provide different resources depending on sectors. For example, in agriculture, companies could offer their land for the experimental work in the field or their laboratories. It is expected that the business will be interested to provide this facilities to young entrepreneurs because they could also benefit from it, i.e. to recruit talents in their company's pool of talents. Also, special offer by companies could be designed for women's innovative project, which could be also promoted as a part of the social responsible strategy



<b>Business</b>		of the companies/corporations.
	<b>“Role models”</b>	<p>Role model is a person who serves as an example of the values, attitudes, and behaviours associated with a role. In the context of ILs, role models will be successful entrepreneurs who distinguish themselves in such a way that others admire and want to emulate them.</p> <p>A role model will be the entrepreneur whose behaviour, example, or success is or can be emulated by young people who are the participants of ILs.</p> <p>These will include primarily the regional successful entrepreneurs in the given topical fields of the Innovation Lab – digital skills and business in 3D printing, IoT, PCB etc. Such businesses will be invited to launching events of IL and DLP and will cooperate through LIAG and also the various DLP sessions and community events.</p>
<b>Academia</b>	<b>Up to date (Knowledge, Trend)</b>	Business sector is usually running faster than Academia regarding the novelties in business trends. They could be interested to provide to talented trainings in particular fields, updating their Academia knowledge and make it more applicable in business/practice.

## **b. Players involved**

Currently, primarily only DEX Innovation Centre, in its “double-role” – acting as a business sector and municipality at the same time (see why in Youth Innovation Agenda). Other actors will be involved primarily through specific IL events and DLP sessions.

**c. Timeframe**

Preparation of DEXIC FabLab – autumn 2018

Launch of DEXIC FabLab – December 2018 - January 2019

Running of DLP programme – February – April 2019

Realizing business and digital workshops – from April 2019

Opening of the Laboratory to the wider public – from April 2019

**d. Costs**

Costs related to establishment of the IL is for the equipment (see below) + space (DEX Innovation Centre)

+ maintenance (DEX Innovation Centre) + services provided – see listed above (NGS project + DEX IC)

Partner	Original Description including Unit nr. And Unit rate	Revised Unit nr.	Revised Unit rate*	Total amount approx.*
PP9 DEX	3D FDM Printer - Prusa I3 MK3	2	800,00 €	1600,00 €
PP9 DEX	3D SLS Printer – Sinterit Lisa 1	1	2500,00 €	2500,00 €
PP9 DEX	PCB printer + drill headset - Voltera V-One	1	1950,00 €	1950,00 €
PP9 DEX	Working space with PCs	2	1800,00 €	3600,00 €
PP9 DEX	CAD working space	2	2200,00 €	2200,00 €
PP9 DEX	IOT workshop/workroom - multimeters, oscilloscopes, power sources, programators	1	950,00 €	950,00 €
PP9 DEX	Basic and IOT kits	10	150,00 €	1500,00 €
PP9 DEX	Other equipment	1	17000 €	1700,00 €
<b>TOTAL (€)</b>				<b>16000,00 €</b>
<b>TOTAL (CZK)</b>				<b>416000 CZK</b>

*\*considering change rate 1euro = 26 CZK*

**e. Funding sources**

NGS project, DEX Innovation Centre

**2. Action 2 – ALUMNI CLUBS**

**a. Action**

Participants that benefited from the IL services will become active alumni, offering in turn their support to the community and the later participants. Alumni will be asked to share their stories and career trajectories, and perform mentorship duties to new and incoming members.

- Implementation of the NGS project portfolio of services provided in the IL
- Implementation activities of the complementary project (Danube Transnational Programme) ACCELERATOR
- Organization of hackathons and bootcamps

**b. Players involved**

- DEX Innovation Centre
- Previous participants of DLP programme and users of Innovation Lab
- Businesses + Academia
- Secondary Schools
- Liberec region

**c. Timeframe**

After realization of DLP programme – from April 2019

**d. Costs**

Minimal - Related to the communication with alumni members + realization of further events.

**e. Funding sources**

*NGS project, DEX Innovation Centre*

**2. Action 3 – MENTORING, COACHING, SPECIAL COUNSELLING**

**a. Action**

ILs offers, through its network of stakeholders, a **mentoring service** with the aim of accompanying the youth during the process of setting up and consolidating their business ideas. Mentoring is

Project co-funded by the European Union funds (ERDF, IPA, ENI).

<http://www.interreg-danube.eu/newgenerationskills>

provided by entrepreneurs and experienced professionals who share, as volunteers, their time and experience with the young entrepreneurs who start their first business venture. Mentoring is based on establishing a space of trust that allows an objective analysis of the challenges facing the new business, strengthening the skills of young entrepreneurs and favouring their personal and professional development from the experience of volunteer mentors.

The coach = “facilitator of learning.” **By coaching**, young innovators will have the opportunity to improve their own performance: in other words, coaching service will help them to learn. Proper coaching can help young (social) innovators to ensure that they can handle situations on their own when they arise.

ILs participants get a coaching tailored to their needs to reach their milestones.

#### **b. Players involved**

- DEX Innovation Centre – business mentoring
- Regional successful businesses – specific expertise with 3D printing, IoT, etc.
- Academia – professors + PhD students with advanced digital skills

#### **c. Timeframe**

- From start of the DLP programme – from February 2019 to April 2019
- Business workshops – from April 2019
- Digital workshops – from April 2019

#### **d. Costs**

- Mentors
- Counselling services

#### **e. Funding sources**

- DEX Innovation Centre

### **III. Local Action Plan Assessment and Indicators ~~–to be specified in the next version~~**

#### **1. Dimensions of sustainability**

- The integration and placement of the innovation system into the DEXIC portfolio will enable interconnection by supporting European projects that DEXIC focuses on. In these

projects, DEXIC is supporting entrepreneurship, innovation, education, health service, etc.

- Renting space and equipment to companies that can realize their projects at a low cost, thanks to IL equipment.
- Implementation of digital and business workshops to help promote innovation and start-up entrepreneurs from the region.
- Cooperation with schools and use of IL equipment for students and their final school work.

## **2. Risk assessment**

- An unstable political situation
- Obtaining a suitable space for IL
- Low interest of university students

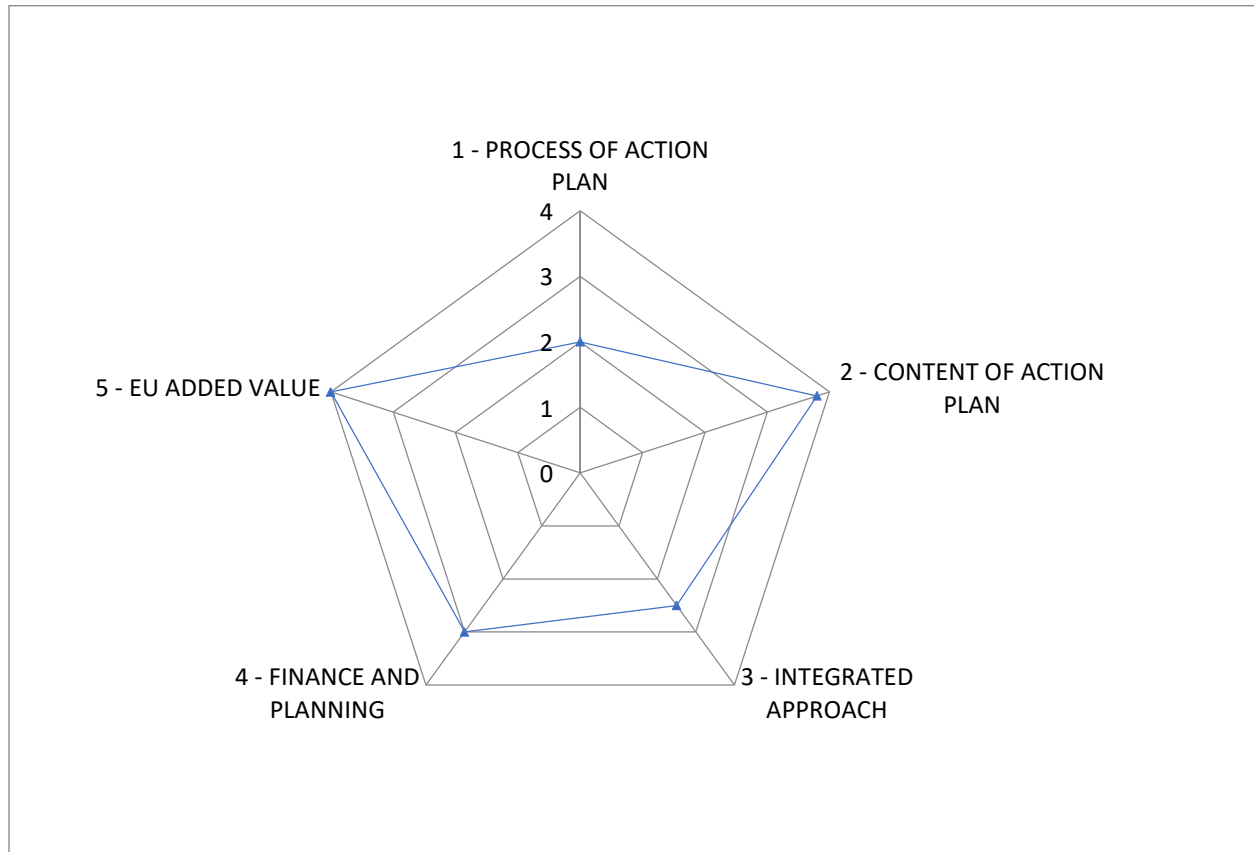
## **3. Risk mitigation measures**

- Targeted communication campaign that will target to university students, but will continue to reach out to high school students and young people from Liberec and its surroundings
- Ensuring space thanks to DEXIC and its use thanks to other DEXIC activities
- Developing cooperation with secondary schools and universities
- Implementation of workshops and other activities for young people

## **4. Post-implementation operations and maintenance**

- IL (DEXIC  $\mu$ FabLab) should be part of the DEXIC portfolio and the DLP program should be implemented repeatedly. Its repeatability is real mainly thanks to its collaboration with mentors and low cost for mentor rewards.

## **IV. Local Action Plan Assessment and Indicators**



**V. Signature**

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Stamp of the organisation (if available):

## Appendix 1

<b>Instructions</b>	For each indicator (row) complete the score column by entering a score between 1 and 5 where 1 is weak and 5 is strong. You can use the score criteria on the right to see what score to give. Complete the evidence column for each indicator. The radar plot and summary scores at the bottom of the table will be calculated automatically.		
<b>1 - PROCESS OF ACTION PLAN</b>			
Indicators	Score awarded out of 5	Evidence for score - why was the score given -	Indications for scoring
<b>Description of how the action plan was developed with the partners</b>	3		<u>score 1:</u> not addressed <u>score 3:</u> thin description <u>score 5:</u> clear outline of how the ULSG worked
<b>Consultation meetings with stakeholders (who are not part of LIAG)</b>	1		<u>score 1:</u> no meetings held with stakeholders <u>score 3:</u> small number of meetings <u>score 5:</u> meetings held with all stakeholders
<b>1 Total Score</b>	<b>4</b>		
<b>2 - CONTENT OF ACTION PLAN</b>			
Indicators	Score awarded out of 5	Evidence for score - why was the score given -	Indications for scoring
<b>Organisation of document</b>	5		<u>score 1:</u> no coherent structure <u>score 3:</u> some structure but no progression <u>score 5:</u> clear logical progression from description of situation to problem analysis to proposed actions
<b>Coherence of objectives with actions and indicators</b>	5		<u>score 1:</u> solutions do not have link to problems <u>score 3:</u> not much linkage <u>score 5:</u> solutions and indicators relate clearly to problems
<b>Evidence to support definition of problem</b>	3		<u>score 1:</u> no data presented on problem <u>score 3:</u> some data presented <u>score 5:</u> full and comprehensive data presented
<b>Problem analysis</b>	3		<u>score 1:</u> no problem analysis <u>score 3:</u> weak attempt at problem analysis <u>score 5:</u> clear problem analysis based on evidence from data, causes and effects identified

<b>Option analysis - does the plan show that other options were examined?</b>	3		<p><u>score 1</u>: no other options looked at</p> <p><u>score 3</u>: options identified but no evaluation</p> <p><u>score 5</u>: different options have been considered and evaluated</p>
<b>Strategic goal with clear objectives</b>	5		<p><u>score 1</u>: lack of clear goal and objectives</p> <p><u>score 3</u>: some objectives but lacking clarity</p> <p><u>score 5</u>: clear strategic goal and sub objectives shown in logical format</p>
<b>How well are the actions described? Do they give a clear picture of what is intended?</b>	3		<p><u>score 1</u>: barely described, just headings</p> <p><u>score 3</u>: some description of what is intended</p> <p><u>score 5</u>: full description including rationale, nature of intervention, anticipated results</p>
<b>Use of indicators to measure anticipated results</b>	3		<p><u>score 1</u>: no indicators</p> <p><u>score 3</u>: indicators are mentioned but targets are not quantified</p> <p><u>score 5</u>: full set of quantified indicators with milestones in specific section of action plan</p>
<b>2 Total Score</b>	<b>30</b>		
<b>3 - INTEGRATED APPROACH</b>			
Indicators	Score awarded out of 5	Evidence for score - why was the score given -	Indications for scoring
<b>Economic, social and environmental factors are looked at together</b>	3		<p><u>score 1</u>: no consideration of other aspects</p> <p><u>score 3</u>: two out of three are addressed (e.g. Social and economic)</p> <p><u>score 5</u>: full integration of sustainable development in both conception of plan and delivery actions proposed</p>
<b>Contributions from range of agencies within the area to the action plan (horizontal partnership)</b>	1		<p><u>score 1</u>: No engagement by other bodies (i.e. Only local authority involved)</p> <p><u>score 3</u>: some engagement by other bodies</p> <p><u>score 5</u>: all relevant departments and agencies are engaged</p>
<b>Contributions from higher levels of government in the action plan (vertical partnership)</b>	3		<p><u>score 1</u>: no involvement of higher levels</p> <p><u>score 3</u>: limited involvement of higher levels</p> <p><u>score 5</u>: higher levels of government have committed to the plan, including financially</p>



<b>Actions from both ERDF and ESF type are included</b>			
<b>3 Total score</b>	<b>7</b>		
<b>4 - FINANCE AND PLANNING</b>			
Indicators	Score awarded out of 5	Evidence for score - why was the score given -	Indications for scoring
<b>Gantt chart showing actions and timetable</b>	3		<u>score 1</u> :no clear timetable <u>score 3</u> :rough timetable <u>score 5</u> :fully developed timetable for life of action plan
<b>Detailed financial planning</b>	3		<u>score 1</u> :no costings of individual projects or actions <u>score 3</u> :some costings <u>score 5</u> : projects are fully costed with clear requirements for future years
<b>Identifies and relates to specific measure in ERDF and/or ESF programmes</b>	3		<u>score 1</u> :no identification <u>score 3</u> :programme identified <u>score 5</u> : specific measure and action identified
<b>Financial support</b>	3		<u>score 1</u> :no financial breakdowns at project level <u>score 3</u> :some breakdowns but unclear who pays for what <u>score 5</u> : contributions from different national and regional parties and from ERDF ESF measures identified
<b>4 Total Score</b>	<b>12</b>		
<b>5- EU ADDED VALUE</b>			
Indicators	Score awarded out of 5	Evidence for score - why was the score given -	Indications for scoring
<b>There is an explicit link to exchange and learning activities</b>	5		<u>score 1</u> :no link <u>score 3</u> :some links <u>score 5</u> : ULSG members participated in exchange and brought back new ideas
<b>LAP summary translated into English so that other cities can read and review</b>	5		<u>score 1</u> : only available in local language <u>score 3</u> :summaries translated <u>score 5</u> : full version translated



<b>Learning from good practice elsewhere in Europe</b>	3		<u>score 1</u> : no evidence of learning from elsewhere <u>score 3</u> : some evidence of learning but not clear how this features in LAP <u>score 5</u> : evidence of incorporation of best practices in local action plan
<b>LAP has been peer reviewed by other cities</b>	3		<u>score 1</u> : no peer review <u>score 3</u> : some exchange but no review <u>score 5</u> : time set aside to present and review each others LAPs
<b>5 Total Score</b>	<b>16</b>		