



Local Action Plan

(D.3.3.3)

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| Partner organisation | Municipality of Stari Grad |
| Other partner organisations involved (LIAG) | Institute Mihajlo Pupin (project partner), City of Belgrade (associate project partner), LIAG Serbia members |
| Country | Serbia |
| NUTS2 region | Belgrade RS11 |
| City/Municipality | Belgrade / Municipality of Stari Grad |
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I. Policy context

Region of the City of Belgrade (population of 1.7 million) is economically the most developed part of Serbia. More than 30% of GDP in Serbia comes from Belgrade and the city provides more than 30% of the workforce in Serbia.

According to the 2013 data, at the EU level unemployment rate of young people aged 15 - 24 years was 23.4%, while in August 2014 in the Republic of Serbia it was 41.7% for youth aged 15 - 24, or 27% for youth aged 15 - 30. In addition, youth in Serbia is inactive at the labor market. The unemployment rate is the highest for ages between 15 and 24.

Entrepreneurship seems to be part of the solution to youth unemployment. A total of 36% of young individuals in Serbia would consider launching their own business rather than find employment in the private or the public sector (which is higher than the overall national average of 30%).

According to 2016 official data, youth entrepreneurship seems to be gaining on popularity. Out of all entrepreneurs registered throughout 2016, 23.4% represent those owned by people younger than 30.

However, entrepreneurial activity among young people is still low. In addition to risks entrepreneurship carries in itself, youth in Serbia not only faces greater obstacles than entrepreneurs in general, but also major obstacles that stand in front of young people in developed countries.

Based on the situation analysis LAP addresses and tackles several major problems.

- There is a general lack of institutional coordination and systematic approach to support youth entrepreneurship. Each of the relevant public institutions runs their own programs without connecting to or reconciliation with others. The response and the initiatives are fragmented, lacking synergy. The institutional communication (both in public and private sector) regarding youth innovation activities and programs is not well maintained which results in activities overlapping and the lack of program synergy.
- Youth is not aware of the programs and efforts made by relevant institutions. The programs are not communicated well with the intended users and there



is lack of relevant data that accesses the needs, success rate and effects of used funds.

- Lack of experience among young people further marginalizes this population segment in terms of the labor market. On-the-job voluntary trainings (i.e. 'practical experience') do not bring any prosperity as only a number of entrepreneurs take their time to pass on practical knowledge and skills to the youth. Educational institutions are poorly linked with the business sector, which further leads to lack of practical experience. Even if practical education is present, it lasts only for a short period of time which prevents effective learning.
- Young people do not possess adequate knowledge to start their own businesses. This is partly due to the lack of training, courses and workshops to bring young people closer to running their own business, or due to the fact that these programs are not sufficiently and adequately promoted.
- High rate of unemployment of young women. Precisely, the position of women in Serbia at the labor market illustrates high rate of inactivity - more than half (aged between 15 and 30) are unemployed, doing housework, or not looking for a job at all. Level of education significantly determines the position of women at the labor market. The available data show that young women with higher education are in a better position - they are much more interested in engaging in the labor market and their employment rate is significantly higher.
- Access to finance is the single most important bottleneck when it comes to youth entrepreneurship in Serbia. Youth are considered a 'high risk' category and are therefore off the radar of the majority of traditional financial institutions. This is derived from the fact that they lack experience and have no credit/loan records. Alternatives to traditional financing (e.g microfinancing and venture capital), though still underdeveloped, still do not significantly resolve the issue of access to finance.
- Unavailability of continuous counseling services and trainings is also another problem that needs to be addressed. Relevant institutions that young people can contact for information are not widely visible and not adequately promoted to target groups.





- Last but not least, competitiveness is a major challenge for start-ups. There are also issues of poor lending terms (one of the main "five business killers"), inadequate regulatory framework, gray economy and a gap between the labor market needs and the education system.

The Local Action Plan aims at strengthening weaknesses and capitalizing on identified opportunities. As such, the following targets are defined:

1. Develop and introduce a system for youth education through informal education and lifelong learning;
2. Develop and introduce services and mechanisms that encourage and contribute to increased youth employment;
3. Contribute to strengthening youth volunteerism and youth activism;
4. Invest in reputation through continuous awareness raising and promotion of social innovation / social entrepreneurship concept focusing on culture and creative industries.

The municipality of Stari Grad LAP is developed in accordance with the following documents:

- Youth Innovation Agenda, Municipality of Stari Grad (2017);
- National Youth Strategy and its Action Plan (2015-2025);
- Strategy for Education Development in Serbia 20202;
- Strategy for the Support to Development of Small and Medium-Sized Enterprises, Entrepreneurship and Competitiveness (2020);
- Poverty Reduction Strategy in Serbia;
- National Employment Strategy (2016-2020);
- Law on Dual Education;
- Draft Municipality of Stari Grad's Local Youth Strategy and Action Plan (2017-2021);
- City of Belgrade Development Strategy up to 2021.

Main challenges outlined in the Youth Innovation Agenda set the framework for improved innovative performance of the Municipality of Stari Grad with focus on social innovation and social entrepreneurship in culture and creative industries.



DLP Programme implementation

Social Innovation by the youth can be catalyzed when different ideas, talents, experiences and resources are put together. This activity develops a transnational model building on cross-disciplinary, multi-actor collaboration for the (S)ILs, mainstreaming a new culture for co-creation of ideas together with the youth.

DLP as a transnational learning tool offers young people skills and competences, beyond the curricula of formal education, that drives them towards taking initiative and engaging them in social innovation driven entrepreneurship. The tool targets youth that can significantly contribute to social innovation and sustainable local growth.

DLP is foundational learning tool composed of modules to develop skills and competences generally not available in the formal educational system and identified as being in deficit in partner cities/regions/countries.

The overall objective of “Dynamic Learning Package (DLP)” is providing necessary set of skills adapted to the circumstances specific for the youth of the Municipality of Stari Grad and the City of Belgrade, focusing on innovative approach to entrepreneurship and social entrepreneurship, and implement and realize this adapted program during the 6 month training program implemented in the scope of work of the municipality’s Local Innovation Lab for youth.

1 DLP learning concept and goals

The program will enable young people to discover personal competencies and potential for further career development, either as a (social) entrepreneur, member of civil initiative (NGO) or as a member of a team that addresses the practical challenges of companies with a social impact.

To those who want to build on social innovative ideas using entrepreneurial or NGO’s business structure, with its “Social Innovation Bootcamp” path, local DLP will provide (social) entrepreneurial knowledge that guides an individual or initiative from generating socially innovative ideas and basic (social)entrepreneurial competences, to product/services design and finally to market entry.

For those who will be interested in becoming a member of a team that addresses the practical challenges of companies with a social impact, the “Social Innovation Employability Booster” path as part of DLP will offer set of activities to give young people insights into the labour market and work practices.



1.2 DLP Teaching and learning methods

Selected techniques and learning tools need to be adapted for the work with the local youth.

1.3 DLP and career development

At the beginning of the program each participant will create an individual career pathway based on the assessment of personal potential and interests.

Following their career goals, participants should be divided into groups/teams in which social innovative ideas are developed.

1.4 Evaluation

During the DLP program delivery the effectiveness and impact of learning should be analysed to enable improvement in the future. The evaluation of reaction will help to understand how well the training was received by participants and to improve the program for future participants, including identifying important areas of topics that are missing from the training. Evaluation techniques and tools to be chosen and adapted from the proposed DLP tool kit. 4

2. Dynamic Learning Package implementation

The project has to be implemented in two phases:

- ***Adaptation of the "Transnational Dynamic Learning Package (DLP)" to the circumstances specific for the local youth;***
- ***Realization and implementation of the adapted Local Dynamic Learning Package (DLP)***

Phase 1 is an introductory phase which consists of local inspirational events, warm up workshops and empowerment of growth program. The aim of the introductory phase of the DLP model is to raise awareness about social challenges and social innovation and activate young people to start developing their abilities to be able to react to this challenge.

Phase 2 will be realized through Social innovation boothcamp that is modular training process. The main aim of the programme is to give participants insight what needs to be done first with their business and give them confidence that their socially innovative ideas are good and can be successful.



Learning Package (DLP) through different activities that include: meetings with experts/successful entrepreneurs; linking to existing enterprise development programmes; match-making between innovative ideas and companies/public services; hackathons; counselling; networking with innovation stakeholders at local and transnational level etc. The primary idea of the 'One-Stop-Shop' is to support the local youth in their (social) innovative ventures. It consists of a set of services that will be offered by the IL helping youth in developing and putting their ideas into practice.

2.1. Phases of project

Phase 1: Adaptation of the "Transnational Dynamic Learning Package (DLP)" to the circumstances specific for the local youth;

Adaptation of the "Transnational Dynamic Learning Package (DLP)" to the circumstances specific for the local youth The Transnational Dynamic Learning Package (DLP) is foundational learning tool composed of modules to develop skills and competences generally not available in the formal educational system and identified as being in deficit. DLP as a transnational learning tool offers young people skills and competences, beyond the curricula of formal education that drives them towards taking initiative and engaging them in social innovation driven entrepreneurship.

The DLP concept paper defines key modules as the key pillars along with list of innovative methodologies for engaging the youth in the learning process building of self-management, responsibility and peer-learning. 6

Phase 2: Realization and implementation of the adapted Local Dynamic Learning Package (DLP)

Second phase is realized through **Social innovation boothcamp** that is modular training process. The main aim of the programme is to give participants insight what needs to be done first with their business and give them confidence that their socially innovative ideas are good and can be successful. This program includes several modules in the form of interactive workshop. Participants are to be involved in all modules, but there is still possibility to select some of them according to the previous competences. List of modules to be offered are:

- Generating ideas and initiatives for social innovation*
- Module – Start up socially innovative business



- Module – Strategic & Business planning
- Module – Ethical Marketing & Communication
- Module - Sales
- Module - Finance & Income & Tax
- Module - Measuring social impact
- Module - Management & Leadership

Second phase *Social innovation employability booster* is training program for enhancement of employability of youth with emphasis on (social) entrepreneurial spirit and linking with companies with social impact. To promote and raise awareness on social challenges the competition to solve practical social challenges of companies will be organized (generating, selecting, match making ideas and linking with teams of youngsters who will further on prepare social business solution for selected companies), with 1 day Pitching event at the end of program.

At the end of the second phase of DLP program, participants of the training program with support of mentors, coaches and counsellors will prepare presentation of the idea of social innovation and present it during the Pitching event. The selected evaluation commission will select and award the 3 best rated ideas.

MODULE DESCRIPTION AND SYLLABI

Module 1: Start up socially innovative business Start up socially innovative business
Name of module:

Number of hours: 6

Objective of module:

The aim of the module is to enable participants to understand the concepts of business models for socially innovative business, processes of development and application of business model and to develop the knowledge and skills needed to plan and apply business models for socially innovative business.

Outcome:



Participants will be trained to: (1) use tools to analyze company's business model; (2) to draw conclusions, propose and improve business models based on the results of the analysis; (3) participate in the application of the business model through the development of an independent socially innovative business.

Module content:

Introduction - Business model and customer development

Business model vs social business model

Market segment

Proposed value

Distribution channels

Developing relationships with users

Revenues

Key resources

Key activities

Key partners

Costs

Representative business models

Concept of minimum sustainable product

Testing a Business Model

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea on which students will develop their own business model.

Literature:

| Author: | Name: | Year: | Publisher: |
|-----------|----------------|-------|----------------|
| Alexander | Business Model | 2010 | John Wiley and |



| | | |
|-----------------------|-------------------------------|-------------|
| Osteewalder | Generation | Sons |
| Bob Dorf, Steve Blank | The Startup 2012 Owner Manual | K & S Ranch |

Module 2: Strategic & Business planning Strategic & Business planning
Name of module:

Number of hours: 6

Objective of module:

Develop the ability of participants to think strategically, analyze the competitive environment, and recommend firm positioning and value creation. In this module, the underlying theory and frameworks that provide the foundations of a successful business strategy will be explored and tools needed to understand that strategy will be provided.

Outcome:

Strategic analysis is critical for analyzing the competitive context in which an organization operates and for making reasoned and reasonable recommendations for how that organization should position itself and what actions it should take to maximize value creation. The underlying theory and frameworks that provide the foundations of a successful business strategy will be explored and tools needed to understand that strategy will be provided.

Module content:

- Introduction to strategic and business planning
- Smart gals
- SWOT analysis
- Competitor analysis
- Environmental analysis
- Five Forces
- Capabilities Analyses



Strategy Maps

Product life cycle and BCG matrix

Ansoff matrix

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea on which students will develop their own business model.

Literature:

| Author: | Name: | Year: | Publisher: |
|---------------------------------------|-------------------------------------|-------|------------------------------|
| Project Management Institute | Business Analysis For Practitioners | 2015 | Project Management Institute |
| Babette Bensoussan, Craig S. Fleisher | E. Analysis Without Paralysis | 2015 | FT Press; |

Module 3: Ethical Marketing & Communication Ethical Marketing & Communication
Name of module:

Number of hours: 6

Objective of module:

This module is designed as an introduction to the field of Ethical Marketing & Communication, to help participants make better marketing decisions. First, a definition of Ethical Marketing & Communication is provided. Then, an introduction of marketing process is provided and insight into how to elaborate on the important decisions that marketing managers need to take through the marketing process is given. Additionally, participants will learn about the latest trends in the marketing and how they can establish brand equity and loyalty, and talk to several experts in the field.

Outcome:



In this module, the underlying theory and frameworks that provide the foundations of a successful ethical marketing communication. Development of participants' ability to think strategically is the priority that will be achieved by providing them with the tools for conducting an integrated marketing communication plan.

Module content:

Introduction to marketing
Ethical marketing and marketing communication
Integrated marketing communication
Marketing mix and IMC planning process
Marketing communication mix

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea that is generated by participants themselves and that will be used to develop their own business model.

Literature:

| Author: | Name: | Year: | Publisher: |
|----------------|---|-------|---------------------------------|
| Robyn Blakeman | Integrated Marketing Communication: Creative Strategy from Idea to Implementation | 2018 | Rowman & Littlefield Publishers |
| Larry Percy | Strategic Integrated Marketing Communications | 2014 | Routledge |



Module 4: Sales Name of module: Sales

Number of hours: 6

Objective of module:

What does it takes to be a highly successful professional salesperson? This module answers this question and guides participants to explore and understand successful sales and sales management behaviors. Participants will develop their competence in professional selling theory and approaches, presentation skills, and sales management techniques.

Outcome:

Participants will develop their competence in professional selling theory and approaches, presentation skills, and sales management techniques.

Module content:

Selling process
The buying process
Creating value in buyer-seller relationships
Prospecting
Sales call planning
Communicating the message
Negotiating for win-win solutions
Closing the sale
How to motivate, compensate and train sales people

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea that is generated by participants themselves and that will be used to develop their own business model.



Literature:

| Author: | Name: | Year: | Publisher: |
|-------------------------------|--|-------|-----------------------|
| Mark Johnston, W. Marshall | W. Contemporary Selling: Building Relationships, Creating Value | 2016 | Routledge |
| John C Westman | The Top Ten Best Selling Tips of All Time: Your quick fix for more effective selling and persuading | 2013 | Any Subject Books |
| Mike Adams, | Seven Stories Every Salesperson Must Tell | 2018 | Sales Focus Growth |

Module 5: Finance & Income & Tax Finance & Income & Tax
Tax Name of module:

Number of hours: 6

Objective of module:

Participants of this course will learn how to read and understand financial statements such as balance sheets, income statements and cash flow statements. They will also practice simple financial planning of a startup. This course also covers the concept company valuation as well as the way startups get funding. This is a practical course aimed at direct application of the knowledge gained into running real startups. It also aims to enable entrepreneurs and would-be-entrepreneurs to understand the "language of finance" so that they can talk to professionals with confidence.

Outcome:



Participants will learn:

how to build a financial model, value a company, and raise the right type of capital,

understand how to determine the best source of capital for their company

understand how to find revenue and expense assumptions

understand how to find and pitch investors

Module content:

Understanding Finance

Finance Statements

Income Statmenet

Balance Sheet

Financial Structure

Financial modeling and metrics

Spreadsheets

Revenue Assumptions

Expense Assumptions

Metrics - Customer Acquisition Cost and Lifetime Value

Metrics - Viral Coefficient, Funnel Analysis, and Traffic

Metrics - Monthly Active Users, Daily Active Users, and Churn

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea that is generated by participants themselves and that will be used to develop their own business model.

Literature:



| Author: | Name: | Year: | Publisher: |
|-------------------------------------|--|-------|-------------------------|
| Kyle Brennan | Startup CFO: The Finance Handbook For Your Growing Business | 2018 | Independently published |
| Alnoor Bhimani | Financial Management for Technology Start-Ups: A Handbook for Growth | 2017 | Kogan Page |
| Karen Berman, Joe Knight, John Case | Financial Intelligence for Entrepreneurs: What You Really Need to Know About the Numbers | 2008 | Harvard BusinessPress; |

Module 6: Measuring Social Impact Measuring Social Impact
Impact Name of module:

Number of hours: 6

Objective of module:

This course will introduce participants to frameworks and practical tools for measuring the social impact of their company, organization, or initiative. Participants will learn how to articulate short-term outcomes and long-term goals, and connect them to quantifiable metrics that support their decisions.

Outcome:

Participants will craft a theory of change for their organization or initiative. Additionally, participants will learn from case studies of how other social enterprises have measured their social impact in lean and rigorous ways.



Module content:

The State of Social Impact Analysis
 The Lean Social Impact Mindset
 How to Develop a Social Impact Hypothesis
 Why Measuring Social Impact Matters
 Breadth of Impact
 Depth of Impact
 Target Population
 Case Studies

Methodology of module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea that is generated by participants themselves and that will be used to develop their own business model.

Literature:

| Author: | Name: | Year: | Publisher: |
|---|---|-------|-----------------------|
| Volker Christian Schober, Rauscher, Konstantin Kehl | Then, Olivia Social Return on Investment Analysis: Measuring the Impact of Social Investment | 2017 | Palgrave Macmillan |
| Margaret Heffernan | Beyond Measure: The Big Impact of Small Changes | 2015 | Simon & Schuster/ TED |
| Ann Mei Chang, Eric Ries | Lean Impact: How to Innovate for Radically | 2018 | Wiley |



Greater Social
Good

Module 7: Management & Leadership
Leadership Name of module:

Number of hours: 6

Objective of module:

In this course participants will learn about the “head and the heart” of everyday leadership, individual decision making, group decision making, and managing motivation. The objectives are to understand why and how leadership skills are so critical to organizational success, and learn the foundations of effective leadership skills.

Outcome:

Participants will:

Understand why and how leadership skills are so critical to organizational success

Learn how to use leadership skills to work more effectively with others,

Develop skills to be able to organize teams to work more effectively together

Be able to apply the foundations of effective leadership skills to everyday situations faced by leaders.

Module content:

Head and Heart of Everyday Leadership

The Challenge, tasks and levers of Everyday Leadership

Individual Decision Making

Decision Analysis

Subjectivity and Anchoring

Fostering Creativity in Decision Making



Group Decision Making

The Composition Problem

The Participation Problem

The Influence Problem

Managing Motivation

The Law of Effect and Expectancy Theory

Managing Perceptions & Social Dilemmas

The Promise of Groups Realized

Methodology of the module:

Module content is provided through the theoretical and practical part of the training. Training is focused on applying theoretically acquired knowledge to the idea that is generated by participants themselves and that will be used to develop their own business model.

Literature:

| Author: | Name: | Year: | Publisher: |
|------------------|---|-------|-------------------|
| Peter Northouse | G. Leadership: Theory and Practice | 2015 | SAGE Publications |
| Patrick Lencioni | The Five Dysfunctions of a Team: A Leadership Fable | 2002 | Jossey-Bass |



SWOT analysis is presented below:

| | |
|---|--|
| <p>STRENGTHS</p> <ul style="list-style-type: none"> • Lower employment cost • Motivated people • Better quality of life (value for money) • English speaking • Western business culture • Centrally located – attractive locations • Readiness of young people to improve in virtually all segments • Excellent cooperation with state and local institutions • Presence of a number of higher education institutions • Readiness of the municipal management to improve the overall youth-related situation • Available infrastructure • Existence of a number of cultural, sports and other institutions and organizations | <p>WEAKNESSES</p> <ul style="list-style-type: none"> • Brain drain • Outdated financial and business framework • Inert administration • Educational gaps in relation to labor market needs • Inexistence of adequate youth development programs on local and regional levels • Unavailability of continual advisory services and trainings for youth • Lack of funds • Inability of youth to experience independent living at earlier age |
| <p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Fast growth and lower costs of running business • Good mobility • Growing tech community • Cooperation with educational institutions • Youth networking on local, regional and international level • New technologies and innovation • Culture • PPP • Youth entrepreneurship • EU youth programs and projects | <p>THREATS</p> <ul style="list-style-type: none"> • Lack of awareness of potentials, lack of synchronized support • Slow response from state regulators • Lack of access to local finance • Brain drain • Unmotivated private sector to take part in youth development • Unavailability of financial means for start-ups • Lack of interest to participate in every-day social life |



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II. Details of actions envisaged

1. Action 1

a. Action

Setting up the Innovation Lab in Belgrade for Social Entrepreneurship and Social Innovation (official name TBD)

Innovation Lab in Belgrade is envisaged to serve as core framework and infrastructure that supports and encourages innovative environment for youth social entrepreneurship and start-ups in the Municipality of Stari Grad and wider city area. It is an umbrella entity that fosters achieving of all four core targets through its functioning and operations. As such, it will foster new skills development (through specific training and education) along with promotion of lifelong learning, stimulation of local creativity and innovation for increased youth self-employment and employment, mechanisms that support youth volunteerism and activism as well as expansion of high-quality audiences primarily in culture and creative industries domains.

The Innovation Lab in Belgrade is to work in line with thematic and horizontal priorities set up in the Youth Innovation Agenda. Creative industries sector in Serbia is composed of small enterprises (49%) and entrepreneurs (48%) that belong to small sized organizations that operate in flexible and innovative business models. Entrepreneurs in creative industries most often become the ones who have some creative knowledge and skills and, as time goes by, establish cooperation with major stakeholders in creative industries' value added chains.

In terms of infrastructure the Innovation Lab in Belgrade is located centrally, in a space of local community "Dorćol", recognized by the locals as a place where "culture and creativity meet". The space is about 100 square m. offering natural light. It is designed to cover all needs of emerging business realities - well-equipped office of a design and comfort appealing to youth, allowing people to learn and work in an informal and comfortable environment.



Target 1: Develop and introduce a system for youth education through informal education and lifelong learning.

Target 2: Develop and introduce services and mechanisms that encourage and contribute to increased youth employment

Activities:

- a) Introduction of a “Dynamic Learning Package” (DLP, adapted to local needs) as part of the Innovation Lab services. DLP should be adapted to the needs and requirements of the youth of the Municipality of Stari Grad and the City of Belgrade, focusing on innovative approach to entrepreneurship and social entrepreneurship. The topics such as socially innovative business, strategic and business planning, marketing and communication, sales, finance, social Impact, management and leadership should be a part of the programme. The learning programme should result in Business plan creation for socially innovative business.
- b) Recruitment and selection of participants (youth aged 18-25). Special focus is to be put on encouraging young women to apply and participate. Young potential social entrepreneurs will submit their ideas and based on this, they will be selected for the training programme.
- c) Organisation of inspirational meet-ups. Meet-ups with young people will be organize before DLP implementation and their intention is to encourage them to take action by presenting some successful local stories and inspire them to listen for local needs they can answer to.
- d) Implementation of a local DLP – new skills development, process of preparing and empowering youth to start their own business. The implementation and realization of this program would be during the 6 month training program implemented in the scope of work of the municipality’s Local Innovation Lab for youth.
- e) Setting up the framework for other services to be offered to youth – co-working space, advisory services related to access to capital, networking. Enabling the quality daily management and operation of the Belgrade Innovation Lab (IL) for youth and satisfied beneficiaries of it services.



- f) Widening the support network – invite and establish ties with other private, public, education, R&D and local/national government stakeholders (beyond LIAG), including other local/regional/national hubs, spaces and initiatives that foster and promote innovative and creative thinking and encourage youth (social) entrepreneurship.

Target 3: Contribute to strengthening youth volunteerism and youth activism.

Activities:

- a) Setting up an environment that provides young people in the Municipality of Stari Grad the opportunity to engage in tackling local social challenges through creative processes and address those challenges in creative and socially beneficial ways.
- b) Establishing close cooperation and collaboration with the Municipality of Stari Grad Youth Office and foster volunteer-friendly environment in terms of engaging youth as volunteers/interns in operations of the Innovation Lab.

Target 4: Invest in reputation through continuous awareness raising and promotion of social innovation / social entrepreneurship concept focusing on culture and creative industries.

Activities:

- a) Conducting a targeted communication and marketing campaign in order to promote and advertise the Innovation Lab, its services, the DLP and its benefits, raise awareness about social innovation and social entrepreneurship as well as to continuously encourage and inspire youth (through Community Events) to engage and take action.
- b) Engaging the Municipality of Stari Grad Youth Office to actively participate in the campaign.
- c) ...

b. Players involved

(Please indicate the organisations in the region that are involved in the development and implementation of the action and explain their role)



Municipality of Stari Grad will be in charge of securing management of the Innovation Lab externally as in line with planned project activities and budgeted project costs.

The Municipality will also to provide support in terms of connecting to other private and public entities from the Belgrade region.

Teaching, coaching, training and mentoring services are to be provided by experts engaged externally.

c. Timeframe

June 2018 – June 2019.

d. Costs

Until June 30, 2019: planned as part of the NGS project budget.
July 2019 – onwards: Innovation Lab space costs such as AC, electricity, water, office supplies; costs of programs such as materials, catering, stuff etc.

e. Funding sources

Until June 30, 2019: Interreg Danube Transnational Programme (NGS project budget).
July 2019 and onwards – Municipality of Stari grad is obligated to finance space costs of Innovation Lab, thus costs of programs that MSG is implementing will be covered by Municipality; programs that are initiated by local NGO's, local youth groups, LIAG, socially responsible enterprises etc. will be self financed or financed from other funds local, state, EU or international programs.



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III. Local Action Plan Assessment and Indicators

| Action 1. Setting up the Innovation Lab in Belgrade for Social Entrepreneurship and Social Innovation | | | |
|---|--|--|--|
| Targets | Activities | Indicators | Means of Verification |
| <p>Target 1: Develop and introduce a system for youth education through informal education and lifelong learning</p> <p>Target 2: Develop and introduce services and mechanisms that encourage and contribute to increased youth employment</p> | <ul style="list-style-type: none"> • Introduction of a “Dynamic Learning Package” (DLP, adapted to local needs) as part of the Innovation Lab services • Recruitment and selection of participants (youth aged 18-25). Special focus is to be put on encouraging young women to apply and participate • Inspirational Meet-ups • Implementation of a local DLP – new skills development, process of preparing and empowering youth to start their own business • Setting up the framework for other services to be offered to youth – | <p>Number of participants</p> <p>Number of services offered</p> <p>Number of business ideas generated and supported through the IL services</p> <p>Number of entities who joined the stakeholders’ support network</p> | <p>List of participants</p> <p>Media materials</p> <p>Education evaluation assessment sheets</p> <p>IL/project reports</p> |



| | | | |
|---|---|---|--|
| | <p>co-working space, advisory services related to access to capital, networking</p> <ul style="list-style-type: none"> • Widening the support network – invite and establish ties with other private, public, education, R&D and local/national government stakeholders (beyond LIAG), including other local/regional/national hubs, spaces and initiatives that foster and promote innovative and creative thinking and encourage youth (social) entrepreneurship | | |
| <p>Target 3: Contribute to strengthening youth volunteerism and youth activism</p> | <ul style="list-style-type: none"> • Setting up an environment that provides young people in the Municipality of Stari Grad the opportunity to engage in tackling local social challenges through creative processes and addressing those challenges in creative and socially beneficial ways. • Establishing close cooperation and collaboration with the Municipality | <p>Number of participants Number of volunteers who engage in the IL operations and services</p> | <p>List of participants Media materials IL/project reports</p> |



| | | | |
|---|---|---|--|
| | of Stari Grad Youth Office and foster volunteer-friendly environment in terms of engaging youth as volunteers/interns in operations of the Innovation Lab. | | |
| Target 4: Invest in reputation through continuous awareness raising and promotion of social innovation / social entrepreneurship concept focusing on culture and creative industries | <ul style="list-style-type: none"> • Conducting a targeted communication and marketing campaign in order to promote and advertise the Innovation Lab, its services, the DLP and its benefits, raise awareness about social innovation and social entrepreneurship as well as to continuously encourage and inspire youth (through Community Events) to engage and take action. • Engaging the Municipality of Stari Grad Youth Office to actively participate in the campaign. • ... | <p>Number of campaigns conducted</p> <p>Number of Youth Office coordinators engaged in the campaign</p> | <p>Media materials</p> <p>IL/project reports</p> |



1. Dimensions of sustainability

The lab is adapted to support young entrepreneurs and offer education and training of young people, especially in social and cultural entrepreneurship and creative industries. IL offers cozy modular community/co- working space, in order to provide networking, couseilling, mentoring and educational activities. Also, the space is well-equipped for workshops, hackathons and different type of events.

Manager with experience in business, especially in marketing, public relations and consulting is a leader of the lab.

Also, programs are run by several key experts in various business fields.

The legal form of IL should be NGO.

By all this means, IL with its contents can easily apply for new funds in local/state/EU/international programmes, with great experience from previously implemented project under Interreg Danube. Greater sustainability and risk minimise is supported by the fact that space and basic functioning of IL is provided by local Municipality.

2. Risk assessment

Elaboration of the Local Action Plan identified the following risks:

- Lack of interest and lack of motivation of young people to engage in extra-curricular training and education.
- Lack of funds.
- Lack of interest among stakeholders to fully engage and provide additional support.

Adequate tools and measures are foreseen to secure interest and participation of target groups as well as support of all relevant stakeholder groups through carefully planned and monitored promotional activities.

3. Risk mitigation measures

The Municipality of Stari Grad shall streamline towards risk avoidance and risk limitation by applying different sets of measures should risk situations occur.

The main measures to mitigate potential risks are supported by local communication and marketing campaign. This is to be adjusted appropriately to the



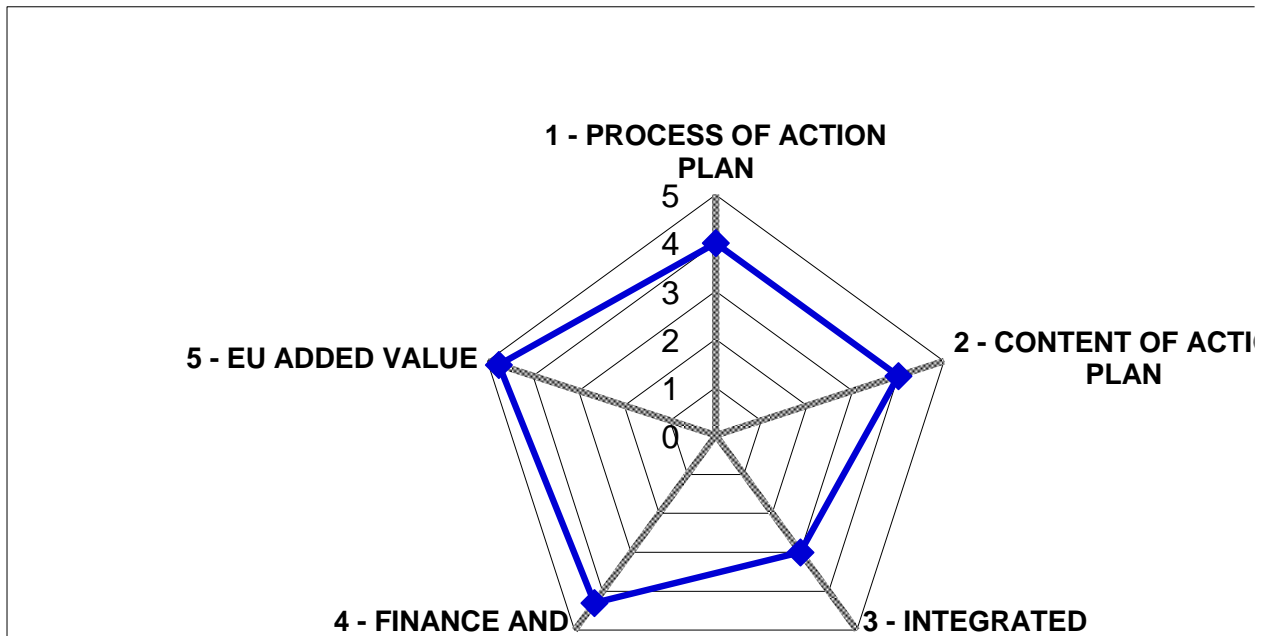
local community / target group needs to instigate increased awareness, interest and motivation of target groups. The Municipality has a contingency plan to engage in fundraising activities for financial and other contributions from the private sector and apply for additional support/funding to national institutions (i.e. ministries).

4. Post-implementation operations and maintenance

In order to provide further functioning of Innovation Lab, management must be provided by at least two people, one expert that can work with youth and stakeholders in the area of entrepreneurship, funding options and means, communication with other government levels (ministries, registries, funds) and one communication manager who will be in charge for technical organisation of IL, communication with Municipality, youth, stakeholders and all interested parties. Monthly programmes and activities should be provided in IL, through Municipality bodies such as Youth Office or Department for local economic development, cooperation of NGO's and international cooperation, or IL management, or NGO's, youth groups or other interested group that activities are in line with any basic purpose of Innovation Lab such as social innovations, youth entrepreneurship, creative industry, cross-sector collaboration etc.



IV. Local Action Plan Assessment and Indicators





РЕПУБЛИКА СРБИЈА – ГРАД БЕОГРАД
ГРАДСКА ОПШТИНА СТАРИ ГРАД

V. Signature

Date: _____

Signature: _____

Stamp of the organisation (if available):



Appendix 1

| | | | |
|---|--|---|--|
| Instructions | 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. | | |
| 1 - PROCESS OF ACTION PLAN | | | |
| Indicators | Score awarded out of 5 | Evidence for score - why was the score given - | Indications for scoring |
| Description of how the action plan was developed with the partners | | | <u>score 1</u> : not addressed <u>score 3</u> : thin description <u>score 5</u> : clear outline of how the ULSG worked |
| Consultation meetings with stakeholders (who are not part of LIAG) | | | <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 |
| 1 Total Score | | | |
| 2 - CONTENT OF ACTION PLAN | | | |
| Indicators | Score awarded out of 5 | Evidence for score - why was the score given - | Indications for scoring |
| Organisation of document | | | <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 |
| Coherence of objectives with actions and indicators | | | <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 |
| Evidence to support definition of problem | | | <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 |



| | | | |
|--|------------------------|--|--|
| Problem analysis | | | <p><u>score 1</u>: no problem analysis</p> <p><u>score 3</u>: weak attempt at problem analysis</p> <p><u>score 5</u>: clear problem analysis based on evidence from data, causes and effects identified</p> |
| Option analysis - does the plan show that other options were examined? | | | <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> |
| Strategic goal with clear objectives | | | <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> |
| How well are the actions described? Do they give a clear picture of what is intended? | | | <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> |
| Use of indicators to measure anticipated results | | | <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> |
| 2 Total Score | | | |
| 3 - INTEGRATED APPROACH | | | |
| Indicators | Score awarded out of 5 | Evidence for score - why was the score given - | Indications for scoring |
| Economic, social and environmental factors are looked at together | | | <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</p> |



| | | | |
|---|------------------------|--|---|
| | | | actions proposed |
| Contributions from range of agencies within the area to the action plan (horizontal partnership) | | | <u>score 1</u> : No engagement by other bodies (i.e. Only local authority involved) <u>score 3</u> : some engagement by other bodies <u>score 5</u> : all relevant departments and agencies are engaged |
| Contributions from higher levels of government in the action plan (vertical partnership) | | | <u>score 1</u> : no involvement of higher levels <u>score 3</u> : limited involvement of higher levels <u>score 5</u> : higher levels of government have committed to the plan, including financially |
| Actions from both ERDF and ESF type are included | | | |
| 3 Total score | | | |
| 4 - FINANCE AND PLANNING | | | |
| Indicators | Score awarded out of 5 | Evidence for score - why was the score given - | Indications for scoring |
| Gantt chart showing actions and timetable | | | <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 |
| Detailed financial planning | | | <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 |
| Identifies and relates to specific measure in ERDF and/or ESF programmes | | | <u>score 1</u> : no identification <u>score 3</u> : programme identified <u>score 5</u> : specific measure and action identified |



| Financial support | | | <p><u>score 1</u>:no financial breakdowns at project level</p> <p><u>score 3</u>:some breakdowns but unclear who pays for what</p> <p><u>score 5</u>: contributions from different national and regional parties and from ERDF ESF measures identified</p> |
|---|------------------------|--|--|
| 4 Total Score | | | |
| 5- EU ADDED VALUE | | | |
| Indicators | Score awarded out of 5 | Evidence for score - why was the score given - | Indications for scoring |
| There is an explicit link to exchange and learning activities | | | <p><u>score 1</u>:no link</p> <p><u>score 3</u>:some links</p> <p><u>score 5</u>: ULSG members participated in exchange and brought back new ideas</p> |
| LAP summary translated into English so that other cities can read and review | | | <p><u>score 1</u>: only available in local language</p> <p><u>score 3</u>:summaries translated</p> <p><u>score 5</u>: full version translated</p> |
| Learning from good practice elsewhere in Europe | | | <p><u>score 1</u>: no evidence of learning from elsewhere</p> <p><u>score 3</u>:some evidence of learning but not clear how this features in LAP</p> <p><u>score 5</u>: evidence of incorporation of best practices in local action plan</p> |
| LAP has been peer reviewed by other cities | | | <p><u>score 1</u>: no peer review</p> <p><u>score 3</u>:some exchange but no review</p> <p><u>score 5</u>: time set aside to present and review each others LAPs</p> |
| 5 Total Score | | | |