LOCAL INNOVATION LAB CONCEPT PAPER
WITH PILOT IMPLEMENTATION PLAN
MUNICIPALITY OF ÚJBUDA

DTP1-1-415-1.2

- NewGenerationSkills -

Unlocking the potentials for business and social innovation

in the Danube Region by equipping young people with new generation skills

Table of contents

Introduction

The NewGenerationSkills project has been awarded financial assistance in the context of the Danube Transnational Programme in the (1) *innovation* category, specifically for the specific objective of (1.2.) *Increase competences for business and social innovation* theme. The project was launched on 1 January 2017, for a period of 30 months. Its main purpose is to enhance the utilisation of young people's innovation potential in accordance with the long term development goals of cities, and to involve young people in the implementation of objectives relating to local community and social themes, as well as in business in general. To this end, we wish to support and foster the entrepreneurial and innovation capabilities and skills of the 15-26 year generation.

Our municipal government wishes to promote the accomplishment of the above goals primarily as a facilitator, by interlinking public administration (government, municipal government), secondary schools and universities, and the civil sector and businesses, attracting and involving young people with innovative ideas. Other endeavours include strengthening cooperation among the above functions and sectors and improving young people's labour market competitiveness as employees and as entrepreneurs alike. The project expands the municipal government's innovation management capacity and it enables the introduction of new municipal governmental services, further enhancing thereby the functions and capacities of administrative and social innovation.

Antecedents

Phase I of the project was focused on an assessment of the existing situation and identifying the strategically most important intervention areas – based on a joint evaluation of the findings of the surveys carried out – as well as on working out concrete actions in detail.

The Újbuda Case Study – describing the local innovation ecosystem – presents a comprehensive and complex picture of the current situation of local education and economy, as well as the opinions of young people and those in direct contact with them. Moreover, the surveys that have been conducted managed to identify factors that should be dealt with by actions taken in the context of youth protection, focusing on the objective of facilitating entry of the labour market and/or the business sector.

The partners have started work on their own strategies on the basis of the Youth

Innovation Agenda and the Local Action Plan Methodology, both of which were worked out in the first half of 2017.

Local and youth-related innovation resources, conditions, deficiencies, challenges and opportunities were identified, and plans and strategic goals were worked out in relation to these, in the context of the Újbuda Youth Innovation Agenda. Moreover, the first version of the Local Action Plan was put together with the aim of improving the innovation environment of Újbuda based on the conclusions presented in the already available case study and on identified good practices, adapting them with the aim of improving the local innovation environment. The documents were prepared with the active participation of Local Innovation Advisory Group (LIAG) members representing the business, civil and education sectors. The Local Action Plan will be finalised during the last period of the project, integrating results of pilot activities and input from exchanges of experience.

Preparations for the PILOT programmes got under way in the second half of 2017, on the basis of the results of local level analyses. One of the instruments used is a transnational model and the service portfolio methodology, developed by the Serbian IMP partner, providing guidance for setting up and operating the Local Innovation Lab.

In preparing the LAB a so-called 'future planning workshop' was organised in Újbuda in early December 2017, where young people could talk about their needs and wishes concerning their future. It turned out during the course of the workshop that having a programme generating requirements would be more effective than focusing solely on satisfying existing ones. The reason for this is that a significant proportion of young people have a realistic vision of their futures only for the period of secondary school and university. Other than this, they are not really interested, nor do they have any particularly clear idea, and they do not have adequate information either, in relation to their prospective careers or the world of work in general.

Interreg
Danube Transnational Programme
NewGenerationSkills
ÚJBUDA

Project co-funded by European Union funds (ERDF, IPA)
http://www.interreg-danube.eu/approved-projects/newgenerationskills

The Újbuda Innovation Lab was officially opened on 20.04.2018, primarily by holding presentations and roundtable discussions, on a variety of themes relating to business and entrepreneurship. Also, role models discussed the life of an entrepreneur from a variety of angles, based on their own personal experiences. Although two test programmes took place (on 30 May and 9 June) with the help of our most important professional partner, it became clear that the more complete services and programmes of the IL should be launched in the autumn.

Tasks at hand

Dynamic Learning Programme (DLP)

On the basis of the transnational training methodology a total of 25 young people were selected in Újbuda for participation in an atypical training course between early April and December 2018, with the aid of developing entrepreneurial knowledge and skills. One of the key strengths of the training is that rather than transferring pure theoretical facts and information it is aimed at providing the participants with practical knowledge and, through the realisation of real ideas, at helping them acquire experience. Instead of teachers, training is provided in the context of the DLP by successful businesspersons, cooperating with young people as role models and mentors as well at the same time.

A handful of the participants also took part in the Belgrade Youth Camp in June 2018, where partners' delegates exchanged their ideas with each other.

Recruiting, and assessment of needs and requirements, with the involvement of community development experts

Since owing to the elusiveness of the target group communication efforts so far have not yielded adequate results in terms of recruitment, at the end of May project staff members performing technical/professional tasks, as well as experts of community development, contacted directors, teachers and students of the district's secondary schools. In most places the efforts made to establish contacts proved to be successful despite the fact that the school year was coming to its close. Work on assessing needs and requirements, as well as community development, could be started in September.

The Újbuda Innovation Lab concept

What is an Innovation Lab?

The Innovation Lab offers a physical and/or visual community and cooperation space for generating and developing innovative ideas among young people and for the completion of adequate training courses, with the help of mentoring and technology. ILs promote social responsibility among young people in a variety of areas, such as social and cultural entrepreneurship, and in other fields. Young people are enabled to acquire experience and are provided with further practical support for their ideas. ILs may also provide additional, supplementary services: they may organise meetings with experts and successful entrepreneurs who may provide assistance in improving and promoting ideas. In addition to the above, an ILs may organise events linking existing business development programmes and, as the case may be, public institutions, with individuals and groups working out innovative ideas. Networking with innovation stakeholders at local and/or transnational levels may be another important task of an IL.

The activities of ILs is facilitated by the so-called quadruple helix model. On the one hand, in enabling an IL to determine its role in the community, build up its structures, methodologies, tasks and operational objectives. Examples include acceleration of communication and building up bridges of connections among participants of the quadruple helix, as well as the encouraging of two-way knowledge exchanges.

Ideas relating to the Innovation Lab in Újbuda

The goal of the Újbuda Municipal Government is to make a variety of services and information available – through the NewGenerationSkills project and, specifically, on the basis of the objectives worked out by Újbuda – for young people aged 15-25, living and/or studying in Újbuda, assisting them in job seeking, employment and/or becoming entrepreneurs, in forming and realising their ideas.

Further goals of the Újbuda Municipal Government

Based on its resources the Újbuda Municipal Government intends to

- provide specific assistance to business wishing to launch/continue business activities in or relating to social innovation;
- actively promote improvements in the perception of trades in which craftsmen are on short supply (e.g. bakers, carpenters) and strengthen training leading to vocational qualifications;
- actively promote the development of such values in students among which working is viewed positively.

The guiding principle underlying the organisation of the Újbuda Innovation Lab

The Újbuda IL regards itself as an organisation that is continuously evolving and learning. Based on earlier assessments of the prevailing situation it is continuously surveying assessing the needs and satisfaction of primarily the target group and secondarily its network partners, to make all of the elements of the programmes and services increasingly accurately targeted and effective.

The tasks of the Újbuda IL, as envisaged today:

- community space that is suitable not only for using services but also as a meeting place and/or workshop (e.g. for meetings, or for use as office space by individuals or for shared use etc.), to facilitate inspiration and learning etc.;
- possibility for meeting technical/professional mentors and/or role models – learning about and getting to know various organisations, trades, continued learning/further studies and/or relationship building for employment;
- helping participants to learn about/get to know programmes and services of other (Budapest, national) levels;
- programmes (presentations, workshops, trainings, thematic discussions,

> demonstrations etc.) and;
> – services (e.g. general and technical/professional mentoring, organisation of trainee work, job seeking assistance etc.);
> – building relationships with various organisations;
> – providing for knowledge exchange;

The concept of Municapility of Újbuda concerning the launch, organisation and operation of the Innovation Lab

Phase I (September – December 2018)

– **Újbuda Innovation Lab's own Facebook page** is planned **to be started in September**

after preparations during the summer (on the basis of earlier recorded requirements and demand, preparation of: seeking out people to deliver presentations, and trainers, preparation of database, sourcing of equipment, communication and registration background etc.), where the target group will be informed, with the help of colourful and trendy content elements, of the launching of the IL and its services.

– With the help of our contacts with secondary schools and universities a process will be started in early September with the aim a of **thorough assessment of the needs and requirements and a registration interface will be put in place where students can get registered for various programmes and services.** This will only be necessary where it is required by the physical location

or the nature of the service (e.g. face to face mentoring).

– Two physical centres will be launched in phase I. The first centre (UP Centre – a civil society organisation, the municipal government's strategic partner in the project), will be launched as early as the beginning of September with its technical/professional programmes, while the other centre (whose prospective name is about to be decided) will be launched in early September. This centre and partner will provide technical/professional programmes about how a business is to be launched. Mentor services will be provided, presentations will be delivered and other programmes will be organised, primarily in relation to subjects such as self-management, self-brand building, marketing, accounting and web-page building, in Phase I already. In addition to programmes of technical/professional relevance this is where a coworking space will be

operating to enable the development of project ideas and build up relationships.

The second centre, to be operated and financed solely by the Municipal Government, will be launched at the end of September or in early October, focusing personality development and strengthening for students. Programmes to be organised here will be focused on themes such as interpersonal communication, skills coming handy in interviews for admission to educational institutions, job interviews, general mentoring (and lifeskills mentoring where necessary), the sourcing of financial assistance required for continued studies, training of volunteers and community development experts, provision of trainee opportunities etc.

Acceleration of communication and building up bridges of connections among participants of the quadruple helix, as well as the encouraging of two-way knowledge exchanges will also be among the functions of this centre. Although the concept will be rewarded by the target group's satisfaction, our preliminary opinion is that such sharing of functions and the coordinated activities of the two physical centres should be sufficient for meeting existing demand and requirements, and for generating new ones.

– Virtual programmes and presentations It is also from September on that the first videos recorded at programmes, presentations and trainings organised earlier by the first centre (the UP centre) will be uploaded to IL's own Facebook page. Efforts will be made to ensure that photos and videos are recorded of most of our programmes, which will be uploaded so that they can be watched subsequently.

Phase II (January – December 2019)

* If interested participants turn out in large numbers for the programmes to be organised at the physical locations during Phase I, Phase II will be launched even before January 2019.

– Organisation of continuously communicated and reviewed programmes at the two centres.

We hope able to provide high quality targeted programmes and services at the two centres by the end of Phase I, which we intend to continue in the next phase as well.

– Launching the community venues Community venues are physical spaces where direct or indirect activities supporting the project goals and its target group are carried out, where the governmental, civil society organisation or non-profit organisations

running the programmes are ready to engage in mutual communication, to organise and host programmes, i.e. to work in complex cooperation with the municipal government. Such venues may include community centres, student cafes (e.g. Szatyor, B32, KÉK), university clubs, school's student organisations etc. At least four such community spaces are envisaged to start to cooperate with our municipal government, thereby becoming, at the same time an IL partner, from January 2019 at the latest.

- Local centres In this phase the first generation of local centres will be formed by schools that – by their very nature, such as vocational types of schools – are more strongly motivated, on the part of both students and teachers/directors, to work towards our goals, and have some services and/or programmes in place (e.g. regular career guidance programmes). Four secondary schools in our district are envisaged to start operating as local centres in the first half of Phase II.

– The next stage in the organisation and evolution of the IL is a medium encompassing, nourishing and forming the IL as a whole (in brief: **Network**) which will bring together all of the organisations operating in the district, that are committed to our goals and that undertake to provide assistance for students and young people in general, in any relevant form. The external environment of the Innovation Lab must be formed of a network that is being consciously, professionally and continuously organised, comprising for-profit, educational, municipal governmental and civil society organisation partners, who will be both sustaining and using the IL, just like young people living and/or studying in Újbuda. There can be no doubt about how useful a diverse network of a quadruple helix structure is for both students and the organisations concerned. It is practically impossible to envisage the full range of the benefits and opportunities that may stem from cooperation.

Some of the definitely identifiable achievements:

What students may be given by the IL network

- – useful knowledge, experience, opportunities for acquiring experience (as volunteers, trainees);
- – helpers, mentors, concerning an extensive range of matters;
- – opportunity to get to know trades and businesses directly;
- – financial assistance (e.g. student work, jobs, other forms of support, e.g. Start-up

Interreg
Danube Transnational Programme
NewGenerationSkills
ÚJBUDA

Project co-funded by European Union funds (ERDF, IPA)
http://www.interreg-danube.eu/approved-projects/newgenerationskills

application schemes);
- technical/professional relationships, partners (e.g. suppliers, clients, subcontractors) for business undertakings;
- more predictable future for which plans can be worked out.

What a partner organisation may be given by the IL network
- qualified/trained employees (even by own training), subcontractors whom they can get to know/check in advance suppliers etc.;
- inspiration, new knowledge that is less expensive to acquire, projects, innovative ideas, more easily accessible knowledge owners;
- sponsors, partners in application schemes;
- additional cost saving, e.g. by sharing advertisement costs, through jointly organised events, shared communication surfaces/interfaces, networking;
- recognition (of use particularly in the case of non-profit organisations: CSR, PR benefits);
- all of the advantages and benefits of larger associations (without profit sharing).

A total of 46 for-profit organisations have been identified so far in Újbuda that are expected to become useful and active members of the network, on account of their success, achievements, size and profitability.

It must be noted that for the success of the project and the network (and, indirectly, Újbuda as a whole) it is indispensable that the target group is made sufficiently interested and that the IL is operated with appropriate programmes and services. This is why it is key that the actual organisation of the network, particularly, work on motivating the for-profit sector, is only started once certain results have already been achieved, that is, probably in the second half of Phase II.

The motto of the Újbuda IL network

'Then I undertook the toughest job: a riveting worker from the workshop of the Ford Works, and managed to pull it off with four chain links. The worker knows his shop manager, who in turn, knows Ford himself, Ford is a friend of the CEO of the publisher Hearst, with whom Mr. Árpád Pásztor got closely acquainted last year, and the latter is not

Project co-funded by European Union funds (ERDF, IPA)
http://www.interreg-danube.eu/approved-projects/newgenerationskills

Interreg
Danube Transnational Programme
NewGenerationSkills

ÚJBUDA

only an acquaintance of mine but, as far as I know, an excellent friend – so I only have to ask him to send a telegram to the CEO, to ask Ford to instruct the shop manager to instruct the riveting worker to quickly rivet a car together for me because I happen to need one.'

Source: Karinthy: Láncszemek (Címszavak a Nagy Enciklopédiához)

'According to the **six degrees of separation** *theory anyone anywhere in the world can be associated with anybody else through a chain 'of a friend of a friend', through a maximum of five elements between the two end points.*

The idea cropped up first in a novel by Frigyes Karinthy , entitled 'Láncszemek' (links in a chain) published in 1929[1]. The concept started off from an idea that occurred to Karinthy. He thought that the number of acquaintances grows exponentially in a chain as it grows longer, so it is enough for one to have just a few acquaintances to start with and the acquaintances of acquaintances will cover humankind as a whole.

This theory, together with its name, can be extended to all sets in which individual elements are related to other individual elements. For instance, in the 'see also' section of a dictionary there is a reference leading the reader to another entry; after six such references to entries, according to the theory, one can get to any other entry to which any reference is made. In the special case of dictionaries this rule is sometimes also referred to as the 'six references rule'.

The theory was confirmed by Stanley Milgram, an American psychologist in1967 by studying the so-called small world phenomenon.[2] In the course of his experiment Milgram asked people selected at random in the states of Kansas and Nebraska to try and send a letter by mail to a person living in Massachusetts whom they did not know. He asked each participant to send the letter who he assumes may know the target person, or at least lives closer to him/her. .[3] On one 'branch' a total of 60, on the other, as many as 1600 letters were sent off. Only 3 of the 60 letters made it to the addressee through 8 persons (9 steps distance), but more did so of the 160 letters: 44 of these ended up in Massachusetts, with 2-10 steps between sender and recipient.'

(Source: wikipedia.org)

Phase III (January 2020 -)

The objectives, tasks and content of Phase III will, essentially, be determined on the basis of the experience and lessons drawn from the first two phases. The Municipal Government expects to perform practically only coordinating and assistance functions in this phase. A lot of things are required for a network to be functioning efficiently but we are convinced that the Újbuda IL network has what it takes, and at the same time it will be capable of providing continuous and high level support for students.

The infrastructure, management and organisation of the Újbuda IL

Infrastructure

The organisation structure of the Újbuda IL will have to be fairly simple during the experimental phase (Phases I and II), minimising the burdens on the programmes, communication, recruitment, and the assessment, generation and satisfaction of the requirements – these are the most problematic issues in Újbuda.

For this reason the Újbuda Municipal Government (from its own funds and from NGS applications) as well as its strategic partner, the UP centre, provides the necessary resources, including software, hardware, physical locations and personnel.

Management and operation

During the experimental phases the IL will be managed by the Municipal Government, with the involvement of the LIAG (particularly, the LIAG manager). The partnership and the growth in the tasks will necessitate its transfer at a later stage to the technical/professional staff of the mayor's office, performing the tasks at present as members of the project team.

The IL will coordinated and managed later on (probably from the autumn of 2019) under the direction of a body of 5 representatives of network partners, as an extended version of the project's LIAG team. This steering body will be supported on the basis of the quadruple helix model by four sections (one for each type of partner), when this is justified by the size of the network and the activities and results of the IL.

A body comprising students, representing the target group (self-governments of students, representative bodies etc.) should be set up as a fifth element performing management and planning functions. This solution will be able to directly represent the needs and requirements of the target group, without subordinating them to the

academic/education section. The work of each of the five sections and the body of five representing them will be supported by the Municipal Government. Their main task – besides providing technical/professional support to the IL – is to carry out advisory tasks for the leaders of the municipal government (mayor, vice-mayor) in preparing decisions concerning young people.

Financing and financial background of the Újbuda IL

Budgeting
Funding of the following costs and types of costs appears at present to be necessary for running the IL.

- public utility, maintenance and other costs (e.g. equipment, software) of the centres ;
- costs of service providers and programmes (costs of trainers, programme managers, equipment required for programmes);
- remuneration for expert (e.g. Facebook experts, YouTube vloggers) ;
- administrative and personnel costs relating to network activities (telephone, travelling, training of and rewards for volunteers, community developer teachers) ;
- costs of communication (printed and digital publications etc.) and organised events .

Financing
The costs of the first two phases of the Újbuda IL will be financed by the Újbuda Municipal Government and the NGS project.

Other forms of financing are expected to be introduced thereafter, in the following order:

- domestic and EU application schemes;
- support from for-profit organisations (in the framework of PR and CSR, contributions in the form of services and professionals, support provided for professionals, donations in the form of assets, e.g. computers etc.);
- sponsorship (in the case of for-profit organisations, after the elaboration of adequate legal background);
- membership fees paid by IL members. The membership fees must be diversified

in accordance with the different categories of the members, but a certain annual fee must be paid be every single member, including start-up ventures launched by young people, mentored civil society organisations, small, medium-sized and large enterprises.

At the end of the first (or possibly second) year of Phase III of the network the type and weight, as well as the market value, of the name of the network will have to be assessed. Thereafter, even larger amounts may be collected from new entrants, possible business partners and clients appearing in the environment of the network.

These sources of financing, as well as concrete business activities (e.g. the production of services and products, carrying out assignments, intermediating of workforce etc.) will need careful consideration. Before embarking any such undertaking it shall be carefully thought over how it supports or impedes, in the long run, cooperation in the network, and the primary purpose of the network, that is, supporting students.

Stakeholders and their roles in the operation of the IL on the basis of the quadruple helix model

Municipal Government and the central Government

The primary goal of municipal governments in the context of the project is to set up, organise and coordinate LIAG activities. Additionally, they may also offer an excellent platform to young people for assistance in realising their ideas. Municipal governments and political decision makers must commit to creating an environment that recognises and supports young people's active role at all levels of society. The benefits of the links with local businesses and universities will enable the municipal government to channel market demand and requirements towards young entrepreneurs. Moreover, it will provide better access to skills and competences that are indispensable for successful implementation of innovative initiatives, enabling young people to acquire valuable practical experience through the mentoring process facilitated by the IL.

According to Újbuda's experience and ideas the establishment and operation of the IL will take a more direct form of intervention and leadership during the first year or two, because the number of concrete requests appears in a rather low percentage rate in

comparison to the numbers of the target group. The municipal government and the central government will have to appear in Újbuda also as sponsors, in addition to performing coordinating, organisational, communication, recruitment etc. functions. Based on our vision and results our municipal government can, in a few years' time, back out of the actual activities, leaving its managing and governing role to the body managing the network, retaining only its coordinative and supportive roles.

For-profit sector

Successful local entrepreneurs are, for the most part, well-known and highly recognised. By sharing their own stories they may encourage more and more young people to start their own businesses. Moreover, by way of their experience and active assistance (e.g. as trainers, mentors, employers, clients, as organisations providing opportunities for trainees and volunteers) as well as through sponsorship, they are crucially important participants of the IL.

Civil sector

The civil sector usually provides access to funding sources that are not accessible for the private sector, but they can create partnerships and submit applications for funding for innovative projects facilitating business undertakings of young people, which is also beneficial for all stakeholders. The diversity and sensitiveness of civil existence provide opportunities for taking atypical and innovative steps (e.g. testing new services, organisation and performance of activities that are not profitable etc.).

Academic sector (universities, secondary schools, alternative training institutions etc.)

Based on their roles in providing information, assisting recruitment and forming values, generating and maintaining interest, in their capacities as organisations admitting and teaching/training young people, they are by far the most important partners of the Újbuda IL. Their roles may change and expand during later phases, since they can not only transfer knowledge but, adapting network experience and achievements, they can also learn, develop and improve their training methods. All of these may be valuable for, and benefit, all students and even the schools themselves, in a way that can even be expressed in terms of money.

The Lab's general activities

The introduction and organisation of the following list of activities is an important goal for the Újbuda IL as well. Their introduction and organisation is of particular importance, and we aim to have them ready to be launched as quickly as possible, if there is real demand and sufficient capacities.

- Educational activity:

Assisting young people in acquiring the entrepreneurial skills and knowledge as required for attaining their goals: workshops, trainings, case studies, scientific research, simple presentations etc.

- **Mentoring activity:** mentors provide very important assistance in the development and execution of young people's ideas, as well as in the development, and the fostering of the development, of young people.

In terms of its form, mentoring may be individual or collective, in terms of its subjects it may provide assistance in technical/professional matters (e.g. in launching and building up businesses), or it may be a general type of activity, promoting the development, and assisting the activities of the young entrepreneur.

It is particularly important that in regard to matters relating to business undertaking and employment the mentors should be successful entrepreneurs, offering their practical experience and presenting real-life business environments, and that general personal mentoring should be taken care of by authentic, helping professionals with experience in coaching, lifeskills and mental hygiene. Having experienced the target group's sensitiveness, the employment of psychologists in the mentoring services is not recommended, however, their involvement is highly important as regards the provision of assistance to, and the supervision of, mentors, and the development of various self-knowledge and capability development tests, methods and services.

– **Pitching events**: possibility for young innovators to introduce themselves (and their innovative ideas) to potential investors, or 'business angels'.

– **Innovation contests**: any idea or proposal aiming at solving any problem at an academic level may be entered, e.g. in environmental protection, IT, mathematics etc.

– **Development of online platforms**

– **Making contacts and networking activities** with similar Labs and other innovative units of the region.

– **Development of synergies with relevant programmes in the context of innovation policies**

- **Communication and relationship building activities** networking, preparation of demonstrations and development of communication contents (e.g. videos), building relationships with media and market participants, etc.

– **Various managing/governing activities** e.g. proposing/initiating and supporting projects, setting up teams, specification of leadership/managerial tasks, creating and developing processes, organising team meetings, checks and controls.

- **Other e.g.. hackathon events**

The sustainability of the Újbuda IL, elements required for successful operation in the long run

Besides providing for the necessary requisites, the following basic requirements must be met if the Újbuda IL is to be able to perform its functions in the long term:

– the activity of the IL must be useful and successful for both the target group and all supporting stakeholders (network partners);

– the IL should be financially sustainable;

– the IL should be capable of developing, adapting itself, managing problems and learn from errors experienced during its operation;

– the IL should be capable of utilising all of its results, outputs and products, e.g. some of the graduate students should become mentors and role models, that they do not quit the IL but participate in growth by assuming roles

– the IL should be able to reach and retain young people;

– the IL should be capable of obtaining resources and using them in an optimised and adequately targeted way.

Budapest, 21 June 2018

Author:

Tamás Toldi
Municipality of Újbuda
NGS project technical/professional manager

Interreg
Danube Transnational Programme
NewGenerationSkills
ÚJBUDA

Project co-funded by European Union funds (ERDF, IPA)
http://www.interreg-danube.eu/approved-projects/newgenerationskills

List of Annexes

Annex 1 - Portfolio of the NGS Innovation Lab Újbuda

Annex 2 – Table of services

Annex 3 – Rules of Procedures

Portfolio of the NGS Innovation Lab Újbuda

1. Table of contents

2. The Organizer

The portfolio was created by the Digital Knowledge Academy on behalf of the Újbuda Municipality. The Innovation Lab is implemented in the framework of the following project „NewGenerationSkills – Unlocking the potentials for business and social innovation in the Danube Region by equipping young people with new generation skills". The portfolio is based and developed on the principles of the NGS project document: WP4 D.2.4.1 Local Innovation Labs- Transnational concept paper on the proposed support service portfolio.

3. Prefix

The organizers of the IL's programmes will keep the rights of reorganizes and changes of the programmes and services, based on the needs and opportunities.

4. What is Innovation Lab about?

Innovation Lab is a physical space with a virtual background and service centre, where the students (aged between 15-29) living/studying in Ujbuda can use the services supporting their seek for employment, being employed and becoming an entrepreneur. The surrounding environment of the Innovation Lab is a network of for-profits, educational and civil partners, who will be the base and users of the collaboration as well as the students aged 15-29, living or studying in Ujbuda. By the growth and awareness of the IL, the connection and the flow of information among the Innovation Lab and its surrounding environment will keep on strengthening, which we would like to do so involving experts to engage the local community.

What this means is that the 'in-house' programmes will expand:
▪ with more Innovation Lab locations,
▪ with activities having as a goal to support ex. internships and seek of employment,
▪ with supporting the network of the youth by company visits etc,

4.1 Generating and following the needs

Considering the fact that at the moment, there is a lack of interest among the youth in Ujbuda, during the first phase, we would like to organize activities, lectures with well-known speakers, that would take and keep the attention of the youth. Right from the launch of the IL, using the activities and the communication options, we will pay attention and study the participants, to be able to organize and offer efficient and accurate services.

Feedback is essential for us, the participants have the opportunity to vote about the activities (to keep/take them out) all the time, in the meantime looking for new ideas, suggestions, wishes about the content and type of the activities, using these feedback to shape the activities and organize them.

4.2 Community development

The formation of the concept, the launch of the pilot training and the growth principles of the living-lab community will be followed by the team building and community management work.

The goals of this
- to more and more young people of the district get to know how to join the programme;
- to an ideal number of young people join the circle of the users of the services, participate as creators, put their connections in there and to engage in it;
- to strengthen the connection between the young people joining the project, to make the collaboration organized and well-planned;
- organizing the network around the integrated results (the participants' contact database with the adaptable communication element) of the studies and innovation processes (living lab)

Phases of the Community development:

I. phase - OUTREACH AND SOLICITATION (2018/05.01-06.20)
- Background tasks: setting up a professional team, coordinating with the expert team of the NGS project, putting together the formal framework package (transcript, demonstration materials, list of institutions), compilation of a training course)
- Seek outs: heads of institutions, classes, departments, societies, teachers, leaders (so-called intermediaries) → students (the goal of the seek outs is to inform, raise attention)
- Training courses: to show the students why it would benefit them to join the project, throughout experience-based activities

II. phase OUTREACH AND SOLICITATION, COMMUNITY ENGAGEMENT AND TEAM BUILDING ACTIVITIES (2018/06.21-12.31)
- Meeting of the professional creator team and the interested young people
  o 1. initial phase: cognition, understanding, engagement with the goal,
  o 2. design phase: collaborational creation towards the mutual concept
- Half-time summary, analysis and if it is needed, making of changes
- The students during the summer seek outs, looking for partners → networking activities

Basically we are building on peer-to-peer connections and launching. It is essential to strengthen the living connections (its role, number and quality) next to the digital connections. For this we are offering several personal, interpersonal activities.

5. Goals, tasks

5.1 The main goal of IL Újbuda

Supporting residences of Ujbuda or students of Ujbuda aged between 15-29 with education and services:
- to be able to work as a successful entrepreneur and
- to become a conscious, efficient, and successful employees

5.2 Additional goals, tasks and current visions

Additional goal for IL Ujbuda is to become an environment for the community that

- does not only offer services but also serves as a meeting point and workshop (ex. an office for meetings, that can be used as an individual or community)
- where the youth can:
    - get inspiration,
    - study,
    - meet with professional mentors, role-models
- where they can get to know:
    - several organizations,
    - professions,
    - different programmes and services (on a local and national level)
    - how to get help if it is needed
- they can attend activities (lectures, workshops, training courses, topic based discussions, exhibitions, etc.)
- they can use our services (ex. general professional mentoring, information about the project and the aims of Ujbuda, collection of needs, later ex. organizing internships in companies, supporting job seeking, financial support, legal aid, etc.) .

5.3 Additional goals of the government of Újbuda

To highly support the young people who:
- would like to start an enterprise in Ujbuda,
- would like to start an enterprise on social innovation,

The government would like to support this initiative based on its opportunities:
- to improve the perception of the professions and
- to shape of values, where working gets a positive judgement

6. Services of the IL

6.1 Types of services of the IL

The services listed above was made based on prior information and surveys. This is a plan, that is flexible to be changed and broaden in case if it is needed.

- lectures, meetup, workshop, small courses, brainstorming sessions about the set topics
- Coworking space for the young people who are already working on a specific project/enterprise using several technical tools (mini PCs, screens, pheripherials)
- General, life hack guidance, professional mentoring

6.2 Recommended lectures-, workshop topics

The topics are shown in the attachment no. 1 IL services

6.3 Upcoming lectures

Will be organized based on the suggestions of the government of Újbuda.

7. Attachments

no. 1. IL services

no.1.IL services

Stakeholders	Title	Type	Goal	Description
Community	Learning Methodolgy	Workshop	Promote effec tive learning and strengthening the related skills of the participant .	The workshop will answer the following questions and suggestions to the participants: How to learn? Overcoming Stres s and processing information. A lone or in a group? Good practices from Hungary and the world.
Community	Success and failure in school Motivation	Workshop	Increase self-confidence, introduce the growth mindset to the participants. Motivational knowledge.	As part of small-groups workshops we are dealing with the following topics: How to mas ter the "growth mindset" while interpret everything is a learning process. Small group proces s ing tasks and real-world examples. How can we maintain our motivation? Handling when you hit bottom and dis cover individual motivation sources.
Community	Communication	Workshop	Expand communication skills, focus on non-violent and assertive communication.	Collaborative communication. Taking into account the well-being of myself and others. Clear communication with compassion, in which a win-win relationship is es tablished where possible. Understanding as sertive communication techniques. The goal of the practice that students be capable to give relevant feedback.

Stakeholders	Title	Type	Goal	Description
Community	Argumentation and persuasion	Workshop	Reasoning techniques, teaching opining to the participants.	The aim is that the students be able to express what they think about a particular topic; Based on debate situations gather pros and cons, discussion and communication.
Community	Stress relief techniques	Workshop	Support personal development by introducing mentoring systems. Mental Health basics.	The mentors , mentees and friends roles, and the importance of a strong, balanced personal life. Where to turn? What is mental health? Depres s ion, alcoholism, drugs, gambling. Causes, how to get out of it?
Community	Emotional Intelligence	Lecture	The basic concepts of EQ.	Understanding emotions and conscious management of social relationships.
Community	Coping with Mental Health problems	Lecture	Mental Health basics.	Where to turn? What is mental health? Depression, alcoholism, drugs, gambling. Causes, how to get out of it?
Community	Time Management	Lecture	Time Management basics and techniques.	Presentation of time management techniques, personalizing them.
Community	Objective	Workshop	Teaching objective techniques to the participants .	Learn about the principles of the SMART goals and draft the "actionplan" through their test suit.
Community	Self-awarenes s in career choices	Workshop	Higher level of self-knowledge for targeted career choices.	5 for workshop, held by a Psychologist of the following subjects, in relation to career choices: Aims Dreams Values Personality Motifs Skills / Abilities

Stakeholders	Title	Type	Goal	Description
Tertiary Education	The Hungarian admission system and beyond	Workshop	A higher degree of knowledge and practices related to the admission system.	What are the charac teristic s of the Hungarian admission system (advantages and disadvantages)? How should we reac t to all these? What should we take into account? What is the trend of education?
Tertiary Education	Studies abroad	Workshop	Learning about education abroad.	In this workshop we talk about the opportunities and the finding of these organizations, resources. We go through the application proces s and talk about the differences between education systems.
Tertiary Education	Start during university	Workshop	Personal branding skills focus on the world of work.Interviewing skills.	CV, cover letter, LinkedIn and everything that is related to the job search.The job interviews have changed in recent years. What a job interview in 2018-2019 and how we can prepare for it?
Community	Student work	Lecture	Legal and practical knowledge of student work.	Personal development opportunities in the student work - (possible cooperation with MELÓ-DIÁK).
Business	The world of work - learning tradesMini profession bourse	Workshop	Introducing the world of work, future work and skills shortages.	Workshops separated by trade groups. Understanding trades for each trade groups by young people representing them. Personal interviews with a selected industry representatives (eg professionals) Learning about a topic in small groups (themes: everyday life, career opportunities etc.)

Stakeholders	Title	Type	Goal	Description
Business	Tendering	Lecture	Basics of writing and submission of tenders.	The process of writing a successful tender, tender possibilities for different age groups.
Business	Manage finances	Workshop	Student-specific financial knowledge.	Money management tips for students. Introduction to basics of financials (credit, interest, investment, taxation).
Community	Social polarization-Country Budapest	Lecture	Understanding the basics of social polarization, focusing on Hungary.	Lagging rural - inadequate infrastructure, poverty, lack of opportunities centralized country, Budapest's role over countryside.
Civil sector	Social issues and innovative solution	Lecture	Social sensitivity, introduction of social innovators as role models.	The presenter representatives held a special field, which will greatly support innovative solution to a social problem. For example, sharing economy, fundraising campaigns, community financing and fundraising micropayment systems for donations, etc.
Civil sector	Corporate Social Responsibility	Workshop	Learning CSR Basics.	What does corporate social responsibility mean? Sensitization during the workshop and presenting specific stories, opportunities.
Civil sector	Conscious Online Presence	Lecture	Learning basic digital skills, with a focus on Internet security.	What are the dangers of the Internet? Privacy conditions and psychological effects. How do I use the online platform well? The future: where does the development of the Internet going?

Stakeholders	Title	Type	Goal	Description
Civil Sector	Social Entrepreneur	Lecture	EntrepreneursLectureBasic knowledge about social entrepreneurship	The presenters are entrepreneurs themselves, who built their company especially around solving a social problem.
Civil Sector	Hackathon Spot	Workshop	Social sensitization, focus on a particular social issue.	This is a workshop where we are brainstorming the subject of a specific social issue. Young people throw in ideas for few hours with a help of a moderator. There will be NGO leaders amongs the participants who can take ideas and make use of their work.
Civil Sector	Social Standup	Lecture	Social sensitization, young social innovators in focus.	Young people tell their stories, who have done, are doing something to make things better for others. A sort of inspirational, sensitizational gatherings where the presenters are young people, they tell short stories about their benefaction.
Civil Sector	NGO presentation / volunteer recruitment	Workshop	Social sensitization, a particular focus of en NGO.	Saturday's program with various NGOs introduce themselves and describe their activities and a specific problem which they are working on. At the same time students can apply to be volunteers.
Civil sector	CSR Pitch	Workshop	Motivate young people to start solving a social problem, seeing that others before them have already done so successfully.	Those young people who already have some innovative solutions at an early stage, present their projects to large companies who may sponsor these programs within the framework of CSR. This is an important connection point of the DLP and IL has, since participants can present high quality projects from DLP as well.

Stakeholders	Title	Type	Goal	Description
Civil sector	Those who are close to the fire	Lecture	Social sensitization focus on current social problems.	In this lecture we would like to introduce the social issues of what young people minght be interested in. Therefore the performers are from the following area working there on a daily basis: nurses, social workers, elderly care, family care, etc.
Civil sector	SocialSlam	Lecture	SocialSlamLectureSocial sensitization focus on current social problems.	When the Community is already being established, there will be entertainment programs. Such is 2019 spring Slam Party, where you can listen to font slap poetry around social problems and social heroes.