

D.3.3.3. Local Action Plan PP 3 + 4



**Final Version
April 2019**

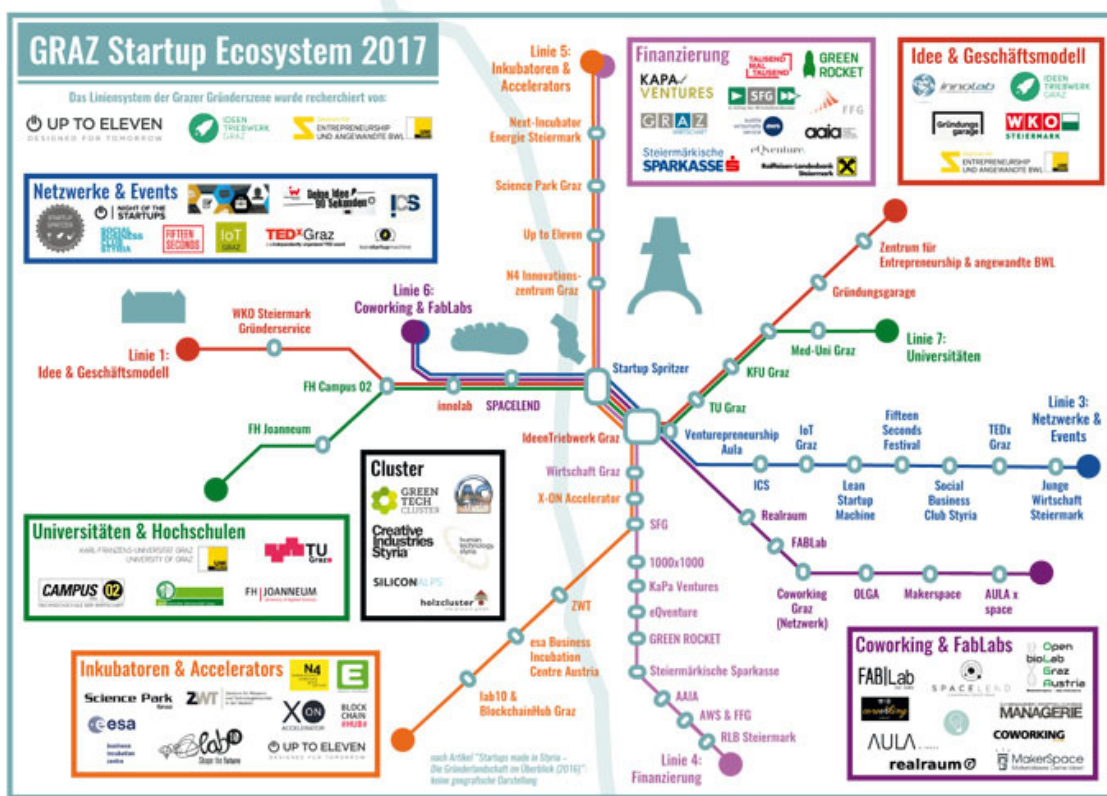
Partner organisations	PP3 - nowa PP4 - akzente
Other partner organisations involved	ASP City of Graz <ul style="list-style-type: none"> • Department for Women & Equality • Department for Education & Integration • Department for Economy & Tourism 29 LIAG Members/Quadruple Helix
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NUTS2 region	Styria
City/Municipality	Graz
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I. Policy context

In the region, there are increasing capacities in the area of young, innovative StartUps, as e.g. Science Park Graz. All universities offer programs in the field of entrepreneurship. Innovation is often linked to technology, less focus on services and social entrepreneurship. There is a lively community also in the direction of services and social entrepreneurship, as e.g. Ideentriebwerk, Annenviertel, Managerie, etc. This community is well networked with Academia, Business and Government (see Ecosystem).



Picture 1: Startup Ecosystem Graz

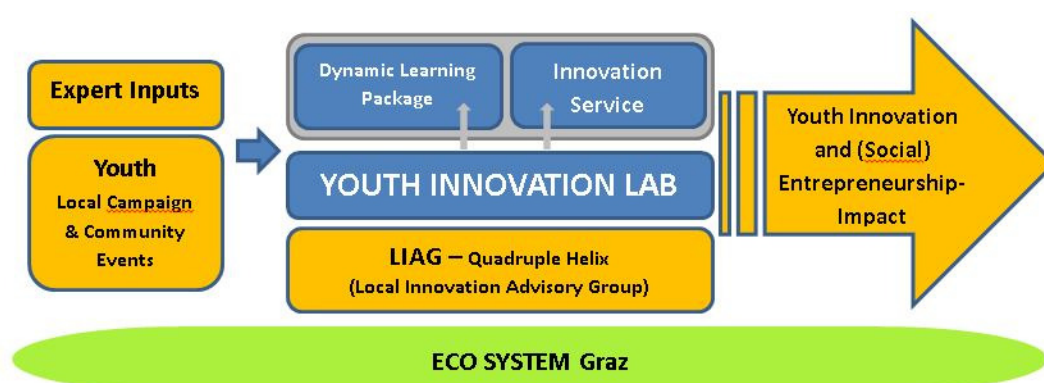
The results from the Local Status Quo analysis, supplemented by further findings are described in a SWOT analysis:

<p>Strengths</p> <ul style="list-style-type: none"> • Issue of youth an founding is very well established • Corresponding strategies within quadruple helix • Countless support offers, esp. for technologies • Topic is included in all economic strategies • Social Entrepreneurship is part of curricula in BHAK (economic school) 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Information lack in the group of 15-19 years old young people regarding founding • A far less broad embedding in the subject of social entrepreneurship • Support offers often perceived as unmanageable by 15-19 agers • Insufficient financial support esp. for the first phase, if not in technical field and/or academical • Very few offers that make entrepreneurship attractive for women, non-academics and apprentices • Less support possibilities for services than for technology
<p>Opportunities</p> <ul style="list-style-type: none"> • Students on academic level are extremely well informed • Special support at the beginning of an entrepreneurial career • Special support for pupils, apprentices and non academics • Incorporation of (social) entrepreneurship into curricula of educational system • More support possibilities for services • Change in culture 	<p>Threats</p> <ul style="list-style-type: none"> • Different explanations and definitions of social entrepreneurship • Insufficient financial support esp. in the very start up-phase, if not in technical field and/or academical • Pupils find no starting point • No culture in „failure“ • No first contact point for various matters reg. Entrepreneurship in growing city • No institution with a preventive approach in order to enable young people during compulsory school education to experience innovation, entrepreneurship and failure as well

There is a strong need for special support for pupils, apprentices and non academics, especially at the beginning of an entrepreneurial career. The integration of (social) innovation and (social) entrepreneurship into curricula of the educational system is a key factor for the successful career and life planning of young people. Failure must be perceived as a positive experience in individual life concepts – there should be given more heed to change our „culture of failure” and there is a need for expanding support possibilities for services.

I.I. Local Action Plan – Specific Objectives

- ➔ Create strong awareness that innovation and entrepreneurship also includes services and creative businesses and clarify the term “social entrepreneurship”.
- ➔ Identify and point out good practices and role models leading to entrepreneurial behavior with a special emphasis on women.
- ➔ Initiate a discussion about potentials and an integrated culture of failure.
- ➔ Empower and encourage young people – women, young agers, non-academics – to identify (social) innovation and (social) entrepreneurship as a career option to run a startup as well as being part of a company (intrapreneurship).
- ➔ Provide low-threshold, transparent and holistic offers (training, consulting, advise, ...) especially for women, 15-19 agers, as well as non-academics and apprentices.

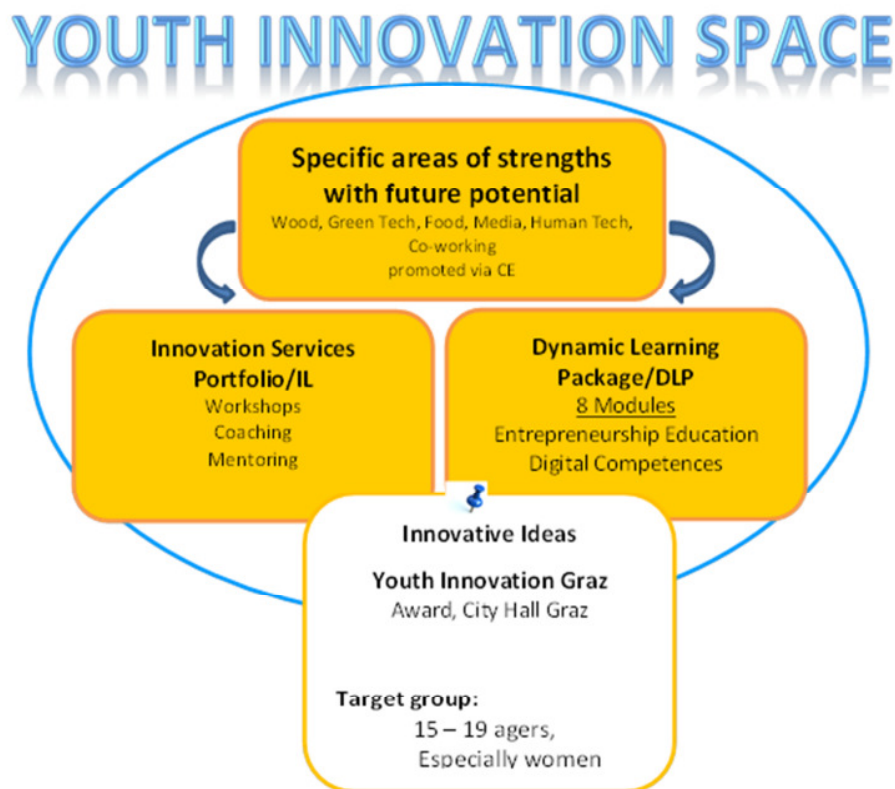


Picture 21: YOUTH INNOVATION LAB - Model Graz

II. Details of actions envisaged

II.I. YOUTH INNOVATION SPACE

The implementation process started at the beginning of 2018. In close cooperation and commitment with the relevant departments of the City of Graz, Education & Integration, Women & Equality and Economy and Tourism, a basic structure and design of the activities was elaborated. Specifications were supplemented during the process.



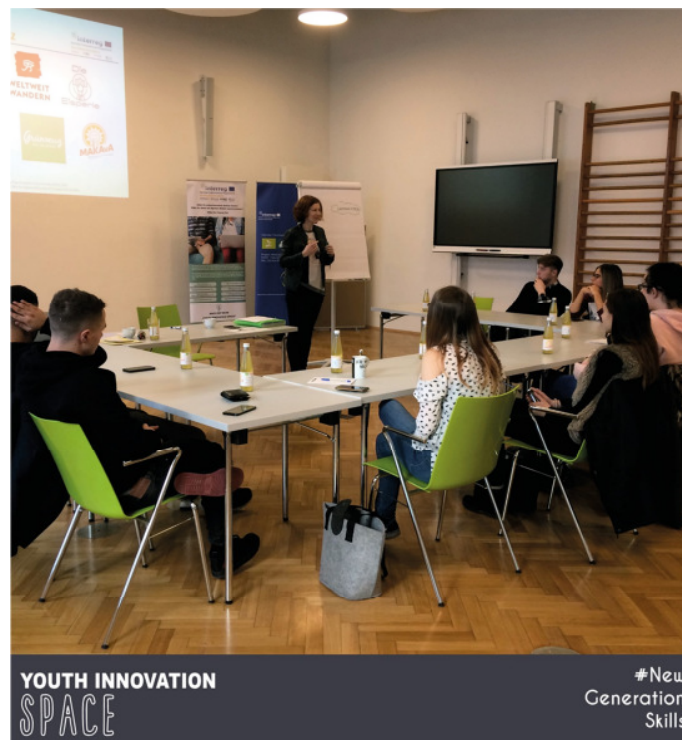
Picture 3: YOUTH INNOVATION SPACE Graz

a. Action: Awareness Raising/ Local Innovation Lab / Workshops

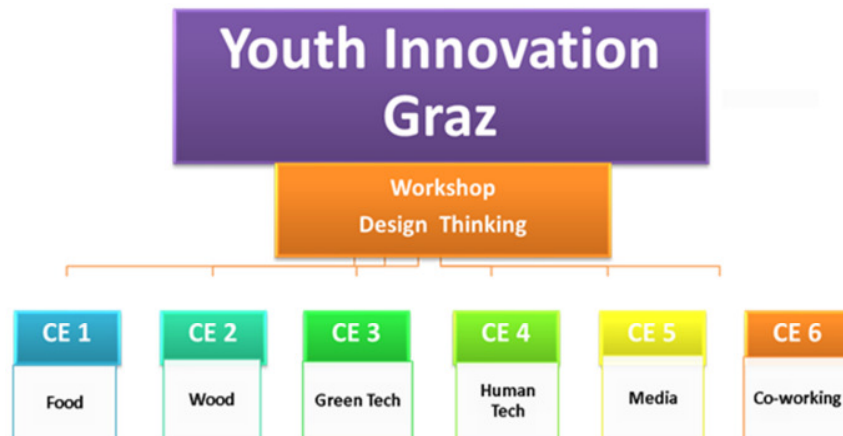
In order to reach pupils in particular, the structures had to be adapted to the formal school system in Austria, the Local Innovation Lab was partly taken into the schools.

For this purpose, WP 2 (information and awareness raising) and WP 5 (social innovation, social entrepreneurship, Idea Generation, etc.) were linked to each other as part of the Community Events. Additional offers such as individual coaching, innovation discourse, Design Thinking workshop, marketplaces, networking and role models, etc. were established and offered.

The home base of all offers is the **IBOBB-Space** in the Department of Education & Integration of the City of Graz.



Community Events - Awareness Raising/ Disambiguation/Idea Generation



Picture 4: Community Events/Local Innovation LAB

The target group was addressed via **Community Events** dedicated to **6 special topics**, oriented on the eco-system Styria:

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- ➔ Food
- ➔ Wood
- ➔ Green Tech
- ➔ Human Tech
- ➔ Media
- ➔ Co-working

Representatives of **25 (social) entrepreneurs and Styrian Clusters** stood for these **specific areas of strengths**.





These CEs had the goal to set impulses regarding the regional impact of social innovation and social entrepreneurship.

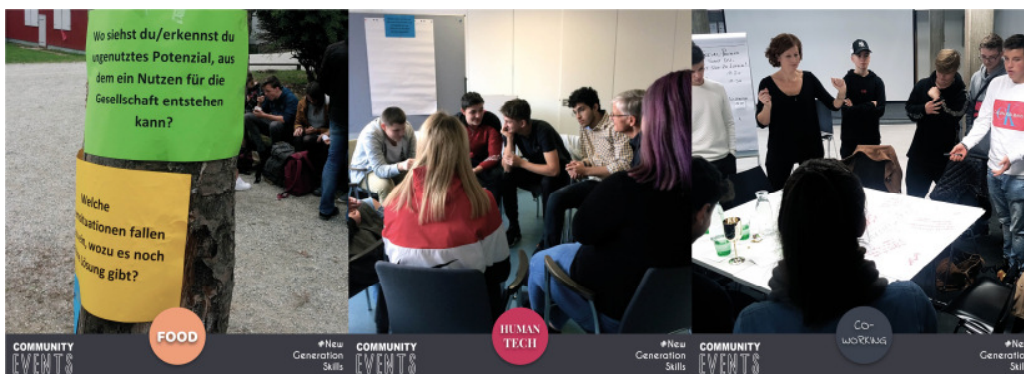
Procedure of CE

Workshops regarding “**Social Innovation/Social Entrepreneurship**” – “**Socially entrepreneurial activity**” were followed by **best practices** and **innovation discourses** with the following questions:

1. Which problem situations do you think about, for which there is no solution yet?
2. Where do you recognize opportunities no one has ever thought of?
3. What ideas do you have, how do we live in the future and what do you think, what does that mean for these areas (branches)?
4. Where do you see / do you recognize untapped potential that can benefit society?

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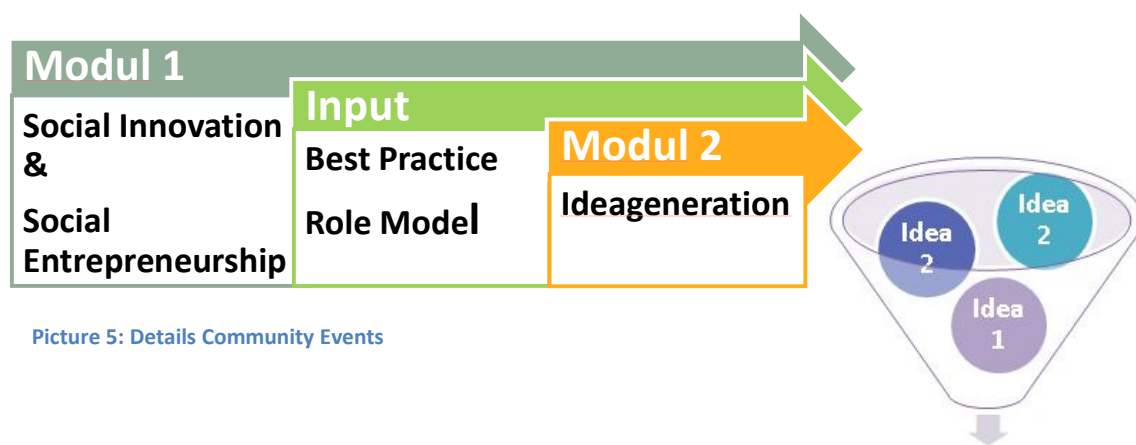
Brain-walking - adding ideas and suggestions on flipcharts finalized these events.



Several methods as **marketplace**, **excursions**, **discussion rounds**, **storytelling**, etc. were provided for the young people.

In these events as well as in the modules of the Dynamic Learning Package students and apprentices (15-19) had the possibility to elaborate idea fact sheets, short description of the idea (product / service), and a short explanation, which groups of people would benefit from this product / service.

They created and presented innovative ideas in the field of social entrepreneurship. NGS provided and introduced further creative methods and supported as well as encouraged young people to use them.



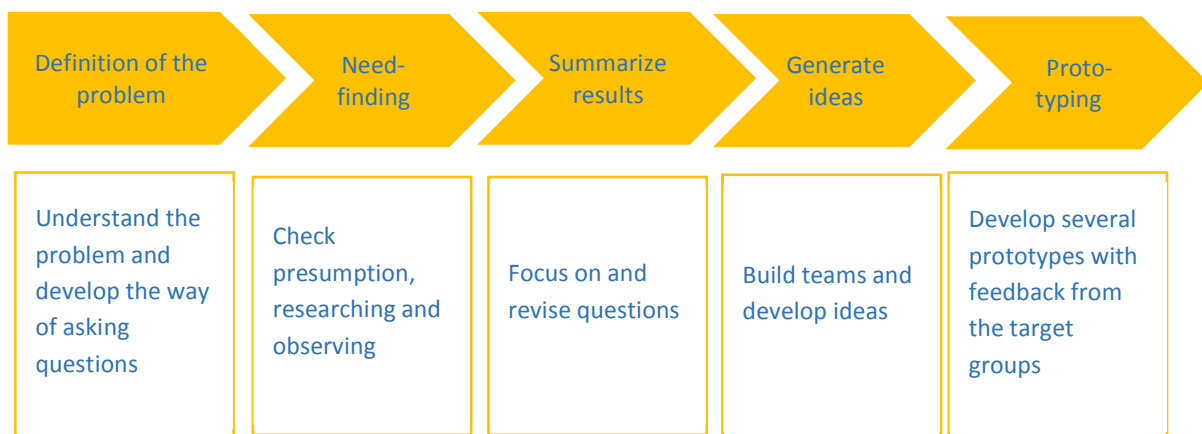
Picture 5: Details Community Events

Additionally, young people who have gained enthusiasm from the first workshops and who want to work with creative approaches on their ideas and want to go the way to start their own company, get a **coaching** from **representatives of the Startup Ecosystem Graz and LIAG Members**. A pool of professional experts for specific topics is provided (e.g. marketing, product/services development, financial issues, etc.).

Design Thinking – Prototyping

For further development of their innovative ideas, young people got the possibility to develop a prototype supported by a **Design Thinking Process**. A special focus was on the social impact of the products/services. During the workshop NGS provided experts who accompanied the innovative youngsters during the process.

Steps in the Process



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Guidelines for questions within the Design Thinking Process

- ➔ Do not specify a solution
- ➔ Inspiration and emotion
- ➔ Give a direction
- ➔ Templates

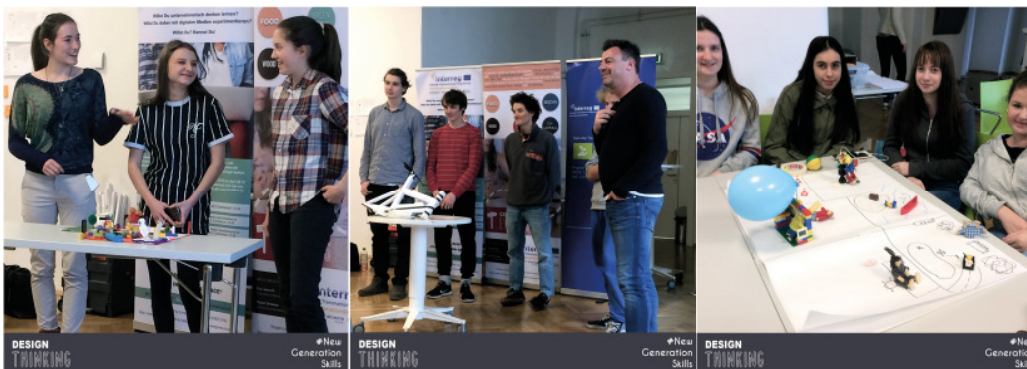
Methods and Tools within the Design Thinking Process

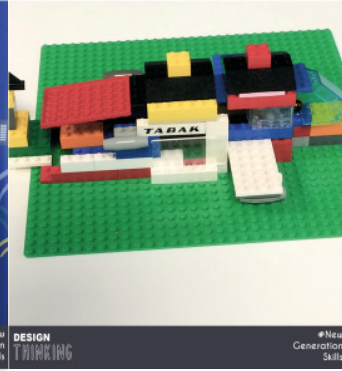
- ➔ **Problem definition and re-definition**
 - Scoping and “SFD
 - Design Charette
 - Framing and Re-Framing
 - Research Planning
- ➔ **Need finding and synthesis**
 - Desk Research
 - Interviews
 - Shadowing
 - Observation
 - Empathy Map
 - Nethnography

- Persona
- Customer
- Camera Study
- ➔ **Generation of Ideas**
 - Brainstorming
 - Brainwriting
 - Six hats
 - Superhero
- ➔ **Prototyping and Storytelling**
 - Wireframing
 - Mock-ups
 - Role-playing-games
 - Paper Prototyping
 - Storytelling
 - Storywriting
 - Video Prototyping
 - Sketches and Scribbles
 - LEGO
- ➔ **Business Model Generation**
 - Visualization of the business model/service/innovative idea.

Results – 7 Prototypes

- ➔ Date Café
- ➔ Hydration system bicycle frame
- ➔ Support Systems-Watch
- ➔ Vegie Shop
- ➔ Plastic free supermarket
- ➔ E-Plane
- ➔ Fair Cotton





YOUTH INNOVATION Graz - Final Ceremony and Awarding

The City of Graz as **City of Design and Creative Industries Styria** is very interested in promoting innovative creative ideas. All relevant departments of the City (Education & Integration, Women & Equality and Economy & Tourism) contributed to the project since the beginning of the development phase.

The prototypes developed in the Design Thinking Workshop will be presented and awarded in a **joint event in the City Hall Graz** in May, which will be supported by all departments.

EINLADUNG ZUR ABSCHLUSSVERANSTALTUNG

des EU-Projektes NewGenerationSkills

**YOUTH INNOVATION
Graz**

Social Innovation
Social Entrepreneurship

21. Mai 2019
14:00 - 16:00

Rathaus Graz
Gemeinderatssaal

Junge Menschen haben das Potenzial Innovationen proaktiv zu fördern und so einen wertvollen Beitrag zu regionalen, sozialen Veränderungsprozessen zu leisten.

Das YOUTH INNOVATION LAB Graz, das im Rahmen des EU-Projektes NewGenerationSkills von nowa und akente umgesetzt wurde, zielte darauf ab, Impulse bezüglich der regionalen Auswirkungen des Themas zu setzen.

Jugendliche im Alter von 15 bis 19 Jahren erfuhren anhand von regionalen Beispielen aus den Bereichen Food, Wood, Human Tech, Green Tech, Media und Co-Working was sich hinter dem Begriff „Social Innovation / Social Entrepreneurship“ verbirgt. In weiterer Folge entwickelten sie innovative Ideen und planten in einem Design Thinking Workshop ihre ersten Prototypen.

Im Dynamic Learning Package, Lernmodulen, in denen Entrepreneurship Education und Digital Competences kombiniert wurden, erweiterten Schüler*innen und Lehrlinge ihre unternehmerischen, digitalen und sozialen Innovationfähigkeiten. Verschiedene Lernmethoden (E-Learning, Selbsteinschätzung, Gruppenarbeit usw.) werden implementiert.

PROGRAMMABLAUF

- Ergebnisse des Projektes NewGenerationSkills
- Präsentation der Prototypen aus dem Design Thinking Workshop
- Statements der Verantwortlichen der Stadt Graz und Prämierung

Wir freuen uns auf Ihr Kommen!

Anmeldungen bitte bis 15.05.2019 per Email an eva.janusch@nowa.at

Networking

Services are offered in the form of connecting relevant responsible persons of the Ecosystem Graz considering the quadruple helix. **Networking meetings** are used, on the one hand, to dive into current information, trends, facts and figures and, on the other hand, to attract more and more interesting people as role models.



With the resource-oriented alignment of the service (specifically to fill the gaps between the existing ecosystem and not on more of the same), the offer can continue beyond the project term!

b. Action: Dynamic Learning Package

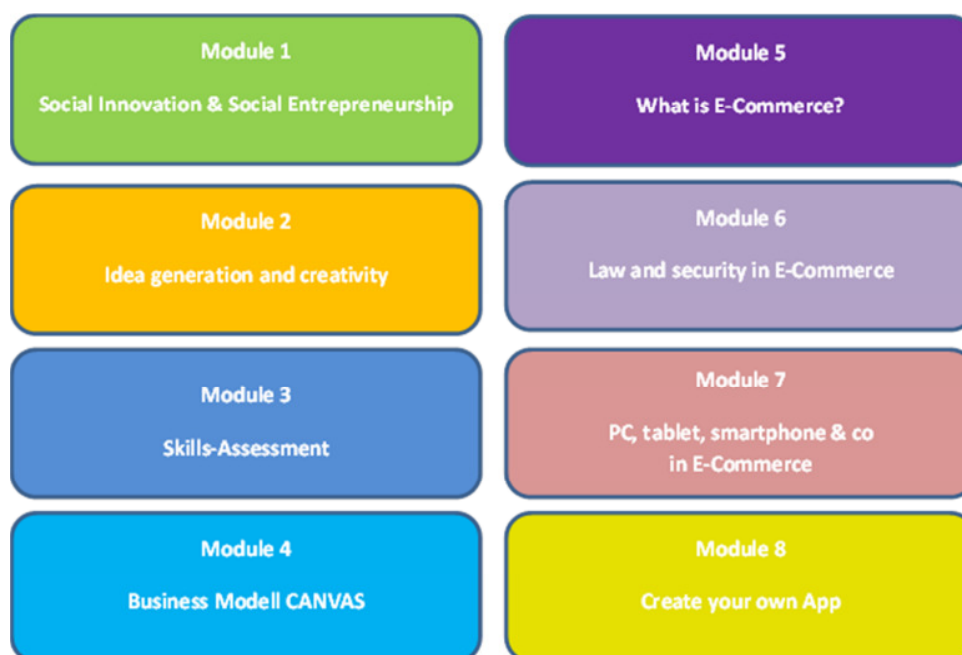
Offered within the **YOUTH INNOVATION LAB** for students and apprentices aged 15-19 years

Young people have the potential to proactively promote innovation and thus make a valuable contribution to regional, social change processes.

Gaining the potential of the young generation starts on the regional level, on the one hand, through targeted expansion of competencies and, on the other hand, through the creation of framework conditions and opportunities to develop ideas in the direction of social innovation and one's own company. In the learning modules, young people expand their entrepreneurial, digital and social innovation competence.

Modules - Dynamic Learning Package

The individual modules were available to young people (students and apprentices) free of charge for the period from September 2018 to April 2019 and could also be booked individually. From the needs identified in the prototypes-development, offers within the contents for the DLP were adapted and expanded.



Picture 6: Dynamic Learning Package Graz

Entrepreneurship Education

Sometimes the challenges we face seem insurmountable. When young people develop and implement ideas using their talents, strengths and experiences, innovations lead to a successful future.

Modul 1 Social Innovation – Social Entrepreneurship

What does "Social Innovation – Social Entrepreneurship" mean?

Sometimes the challenges we face seem insurmountable. When young people develop and implement ideas together with their talents, strengths and experiences, innovations succeed for a successful future.

The European Commission defines "social innovation" as follows:

"Social innovation is new ideas (products, services, models) that at the same time respond effectively to the needs of society and create new social relationships and collaborations. These are innovations that increase the ability to act in addition to the general benefits for society"

Characteristics of "Social Innovation"

- Social innovation meets the needs of society,
- at the same time creates new social relationships and
- increases community performance (empowerment)

What are "Social Entrepreneurs"?

Social entrepreneurs combine social goals with entrepreneurial spirit. These organizations focus on achieving broader social, environmental or community goals.

Learning goals:

- Acquire a basic understanding of "social innovation" and "social entrepreneurship"
- Discuss characteristics of "social innovation" and "social entrepreneurship" based on good practices
- Develop personal strengths and interests
- Create a collection of ideas on social challenges and untapped potentials

Duration: 2 Lessons

Method: Workshop



Modul 2 Idea-generation and Creativity

New ideas and creativity need not to be a coincidence

When we observe children, they often spray with ideas and want to try everything, while many people later find it difficult to motivate and inspire an idea based on perceived experiences.

The creative production of meaning is particularly pronounced at a young age and later is increasingly being replaced by knowledge-related, logical production of meaning. Through practice, this ability can be reactivated and consciously integrated into everyday life.

Creativity is the ability to create something new to problems through acquired skills and creative activity.

In the brainstorming phase, creativity techniques are used as structural and mental aids with the aim of generating as many ideas as possible. In general, the principle "Quantity breeds Quality" applies - the quantity makes it.

According to Th. Edison "I'm a lucky guy. I know more than 5000 ways of not making a light bulb."

- Learning goals:
- Learn how to create the prerequisites for creativity
 - Test selected methods for generating ideas and experience the diversity of solution finding

- Recognize creativity killer
- Complement your team skills with creativity

Duration: 2 Lessons

Method: Workshop



Modul 3 Skills-Assessment

Essential skills in the context of innovation and social entrepreneurship

More and more social and ecological challenges are coming to us, for which sustainable strategies and innovative solutions are needed. Not only for start-ups, but also as employees in companies, social skills and competences are becoming increasingly important for the economy and society. This means that young people need to be aware of their abilities and skills in order to be able to develop and use them selectively.

Skills such as Problem solving skills, creativity, flexibility, teamwork, communication, empathy, creative will are considered essential to be successful in innovation and social entrepreneurship.

This module gives young people the opportunity to try, demonstrate and recognize their potential and abilities.

In four stations different tasks are required, which require specific competencies and skills. The teenagers work in groups and rotate from one ward to another. After each round, they judge where their strengths and interests lie.

In addition, they are observed and receive feedback on their strengths and abilities at the end of the module.

Learning goals:

- Develop personal strengths and interests with different approaches
- Know your strengths and abilities in terms of innovation and social entrepreneurship
- Receive feedback on your strengths and abilities in terms of innovation and social entrepreneurship

Duration: 3 Lessons

Method:

- Rotation - 4 stations - 4 small groups
- Self-assessment by questionnaire
- Observation and feedback by trainers



Modul 4 Business Modell Canvas

With the Business Model Canvas you pack your business model on a single sheet of paper

An idea alone does not guarantee success. Is the idea really good? Can it be turned into a viable project? What are the costs? How does the financing succeed? Can the right target groups be inspired at all? How does the idea have to be designed to really work?

The business model of a company or project describes the system of how a (customer) benefit is generated and delivered in the long term. No matter if it is a concrete product or a service.

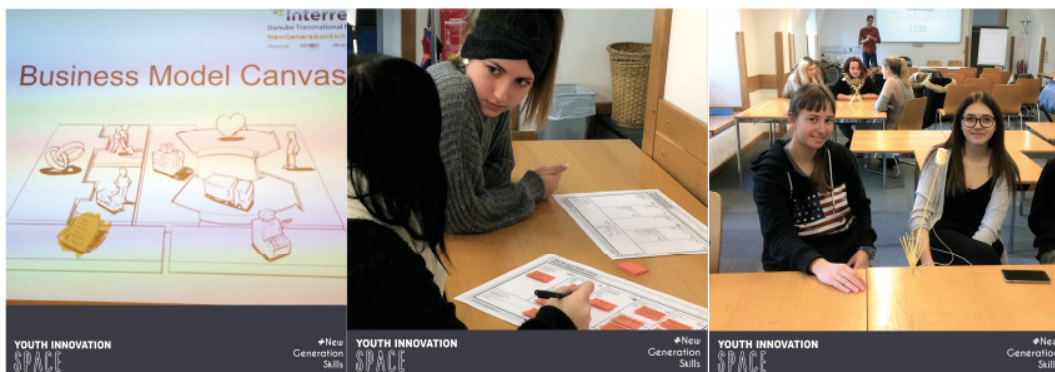
Thinking in business models has become easy to learn by means of the "Business Model Canvas" method at the latest. Illustrative, striking and playful are the first ideas that work.

Learning goals:

- get to know thinking in business models and the method "Business Model Canvas"
- Can design your own project ideas with the help of the "Business Model Canvas"
- Gain experience of how successful (social) entrepreneurship projects work

Duration: 4 Lessons

Method: Workshop



Digital Competences – E-Learning

The key problem of "digitization" must be answered by "digital literacy" as a key competence

Trade is one of the most dynamic sectors in the European Union and is in a state of flux. The ever-growing e-commerce sector offers new opportunities for entrepreneurs and employees and changes the behavior and expectations of consumers.

Modul 5 What is E-Commerce?

E-commerce takes place in a variety of constellations. Simple web shops are just as important as service portals, online file sharing, etc. In addition, shopping via smartphone is becoming increasingly popular.

For a good understanding of what e-commerce encompasses, knowledge of technical terms and the different business models in this area is required.

Learning goals:

- Understand the general basics of e-commerce
- Know the role and function of e-commerce
- Identify e-commerce principles

Duration: 1,5 Lessons

Method:




- E-learning incl. learning target control on moodle (e-learning platform)
- On request with tutorial accompaniment
- Computer equipment can be provided

DLP

- Teilnehmer/innen
- Auszeichnungen
- Kompetenzen
- Bewertungen
- Startseite

Was ist E-Commerce?

Für ein gutes Verständnis, was E-Commerce alles umfasst, ist Wissen über Fachbegriffe und die unterschiedlichen Geschäftsmodelle in diesem Bereich erforderlich.

-  Was ist E-Commerce?
-  Nützliches zum E-Commerce
-  Lernzielkontrolle "Was ist E-Commerce?"

Modul 6 Law and security in E-Commerce

The areas of law and security are important conditions for the successful use of e-commerce. Only if these two areas are well covered, success is possible. Especially young people are often aware of the fact that it makes a difference whether they use digital media privately or for business and are not aware of the potential dangers involved.

The flood of virus e-mails, spams and chain letters must be handled professionally. To protect Internet users, certain types of e-mailing are prohibited, while others are allowed. The module explains the most important sections and gives tips for daily practice.

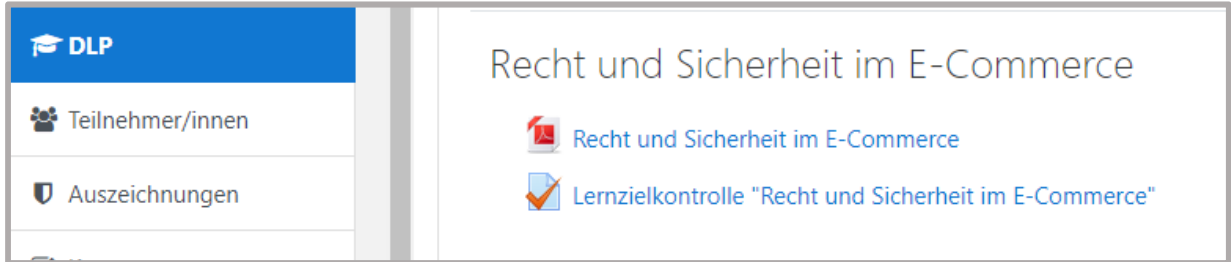
Learning goal:

- Know interpretation and application of standards and legal regulations regarding IT Security

Duration: 1,5 Lessons

Method:

- E-learning incl. Learning target control on moodle (e-learning platform)
- On request with tutorial accompaniment
- Computer equipment can be provided



Modul 7

PC, Tablet, Smartphone & Co in E-Commerce

Searching for and finding information, reviews and prices on the products and services of companies - including their own - is one of the key skills in e-commerce.

The module explains the possibilities of the various technical systems and gives hints for their application.

Learning goals:

- Use interactive and digital media to improve processes
- Identify critical factors of commercial communication on the Internet


Duration: 1,5 Lessons

Method:

- E-learning incl. Learning target control on moodle (e-learning platform)
- On request with tutorial accompaniment
- Computer equipment can be provided

PC, Tablet, Smartphone & Co im E-Commerce

 [PC, Tablet, Smartphone & Co im E-Commerce](#)

 [Lernzielkontrolle "PC, Tablet, Smartphone & Co im E-Commerce"](#)

Modul 8 Create your own App

Programming is one of the cultural techniques besides reading, writing and arithmetic.

Anyone who knows basic programming skills will not only have better chances on the job market, but will be able to move independently through our media-dominated world and actively shape it.

With Apps like Pocket Code (developed by Graz University of Technology) you can create your own games, animations, stories or music videos directly on your tablet or smartphone. Pocket Code uses an intuitive visual programming language inspired by Lego building blocks.

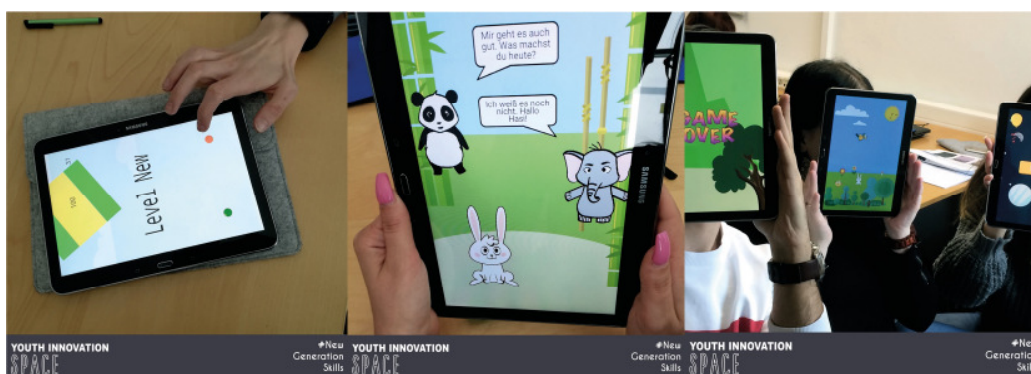
Learning goals:

- Train foresighted networked thinking
- Develop problem-solving skills and find their own creative solutions
- Learn to organize sequences disciplined
- Develop symbol understanding

Duration: 4 Lessons

Method:

- Face-to-face Workshop
- Android tablets can be provided on request



c. Players involved

- Representatives of relevant departments of the City of Graz
- LIAG Members
- Experts of the ecosystem
- Representatives of clusters, companies and organizations
- Students 15-19 with a special focus on women
- Apprentices with a special focus on women

Activity	Application Form	Results
Local Campaign	300 persons	<ul style="list-style-type: none"> ■ 1458 persons
Community Events (CE)	6 Events 70-100 young people	<ul style="list-style-type: none"> ■ 8 Events (September 2018-January 2019) ■ 301 students, 209 female ■ 11 teachers <p>Schools: HLW Caritas, HLW Schrödinger, Freie Waldorfschule, BRG Körösi, ORG Schulschwestern, BG Seebacher</p> <p>Cooperation with 25 Companies</p>
Dynamic Learning Package (DLP)	5-7 Teams 25-30 young people	<ul style="list-style-type: none"> ■ 12 Workshops ■ 146 students and apprentices, 113 female ■ 8 teachers/ trainers <p>Schools/Institutions: HLW Caritas, HLW Schrödinger, NMS Webling AMS Steiermark/bfi/Jugend am Werk (ÜBA) Apprentices Federal Government of Styria Apprentices City of Graz</p>
Design Thinking Workshop		<ul style="list-style-type: none"> ■ 7 Teams/4 girls-teams – 7 Prototypes ■ 24 young people, 14 female ■ 2 teachers
LIAG	7 Meetings	<p>29 representatives of Quadruple Helix</p> <ul style="list-style-type: none"> ■ 6 Meetings so far

d. Timeframe

January 2018 - April 2019

Timeline LAP Graz																														
Tools/Activity	2017												2018												2019					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Stakeholder mapping																														
translation leaflets, communication materials																														
translation newsletters																														
LIAG Meetings																														
Development and distribution of local promotional material for young people																														
CE FOOD [28.9.2018 8.10.2018]																														
CE WOOD [30.1.2019]																														
CE GREEN TECH [22.10.2018]																														
CE HUMAN TECH [1.10.2018 22.10.2018]																														
CE MEDIA [20.11.2018]																														
CE Co-Working [14.11.2018]																														
DLP HLW Caritas																														
DLP AMS																														
DLP HLW Schrödinger [7.12.2018], NMS Weblog [14.12.]																														
DLP Land Steiermark: Part 1, Part 2, Part 3																														
DLP Stadt Graz Part 1, Part 2, Part 3																														
DLP HLW Schrödinger																														
Design Thinking Workshop																														
YOUTH Innovation Graz (final event)																														
Peer Review Meeting																														
Learning Session																														
Networking Breakfast																														
Transnational Partner Meeting Graz																														

e. Costs

For the pilot phase as foreseen in the project budget, non-financial support by the City of Graz regarding venues, equipment, etc.

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f. Funding sources

Non-financial support by the City of Graz regarding venues, equipment, ...

III. Local Action Plan Assessment and Indicators

The several versions of the Local Action Plan were discussed with LIAG members and other relevant actors. This guaranteed a wider range of opinions and feedback. Assessment activities took place during the whole process and the action plan was supplemented accordingly.

1. Dimensions of sustainability

- ➔ The integration of the department for education & integration and the location of the Innovation LAB in the IBOBB Cafe, which operates at the interface between school / apprenticeship and businesses, ensures a high level of sustainability.
- ➔ The integration of the department for women & equality ensures a gender sensible procedure and boosts the inclusion of women.
- ➔ The integration of the department for economy & tourism ensures a close connection to economy and creative industry.
- ➔ The involvement of political representatives of all departments involved makes clear that it is in the interest of the City of Graz when young people think and act innovatively and economically and creates a motivating environment.
- ➔ The public offer allows access for all population groups.
- ➔ By including the quadruple helix actors in the decision-making process, "different" realities are taken into account and horizons are broadened. This leads to maximum transferability of the products / services.

2. Risk assessment

- ➔ Achievement of all relevant youth groups
- ➔ Clarifying the topic
- ➔ Selecting methods according to this heterogeneous target group

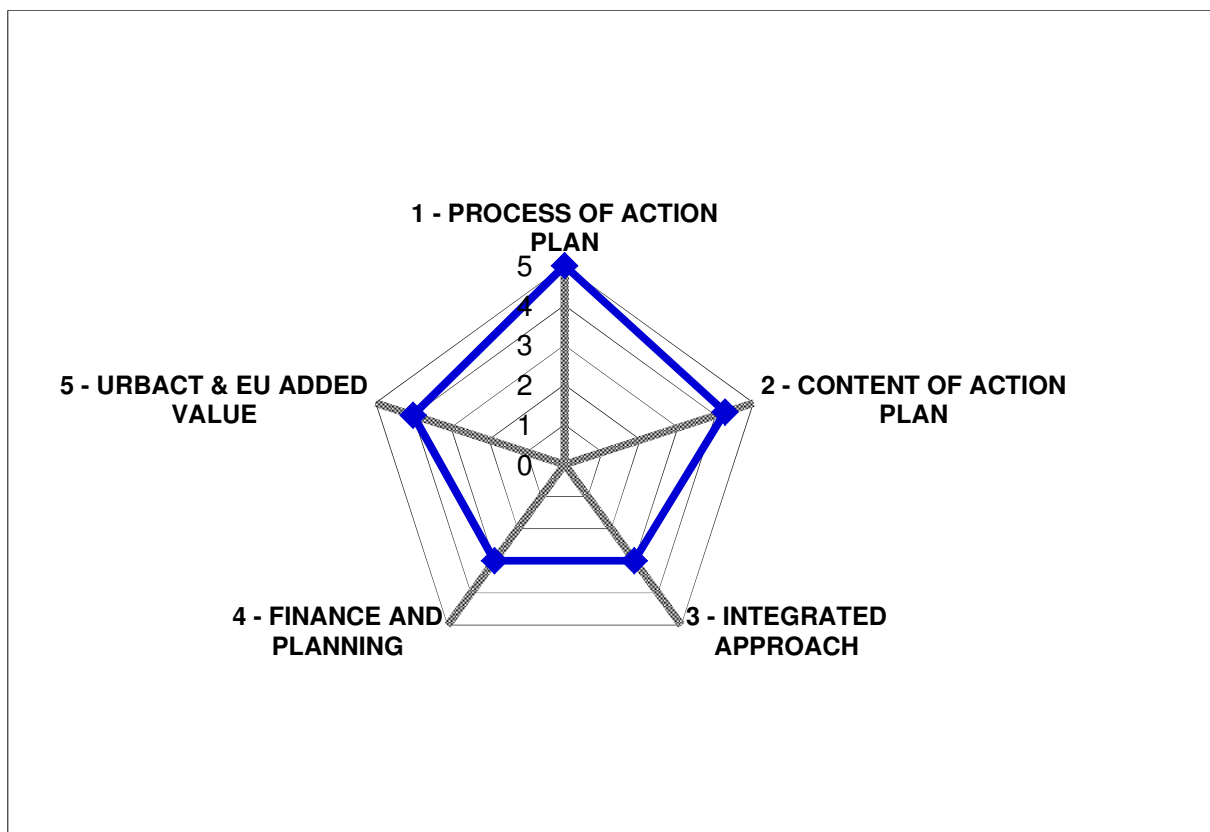
3. Risk mitigation measures

- ➔ Targeted communication campaign tailor-made for the different groups with the special focus on women and young agers (15-19).
- ➔ A common understanding within the LIAG based on the result of the 1. LIAG Meeting, involvement of all other relevant actors - raise awareness for the topic.
- ➔ Ongoing involvement of LIAG-members and all relevant stakeholders in the development process
- ➔ Collect a wide range of different innovative and creative methods within the whole partnership and to embed the feedback from the workshops.



4. Post-implementation operations and maintenance

The IL should be anchored into the public services (if possible IBOBB-Café) which requires financial support and additional human resources provided by public authorities.

IV. Local Action Plan Assessment and Indicators



V. Appendix

		<h3>Self-Assessment Tool for Local Action Plans</h3>			
Local Action Plan		FP3+4: nowa + akzente			
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	5	<i>The several versions of the Local Action Plan were discussed with LIAG members and other relevant actors. This guaranteed a wider range of opinions and feedback. Assessment activities took place during the whole process and the action plan was supplemented accordingly.</i>		score 1: not addressed score 3: thin description score 5: clear outline of how the ULSG worked	
Consultation meetings with stakeholders (who are not part of LSG)	5	<i>Services are offered in the form of connecting relevant responsible persons of the Ecosystem Graz considering the quadruple helix. Networking meetings are used, on the one hand, to dive into current information, trends, facts and figures and, on the other hand, to attract more and more interesting people as role models.</i>		score 1: no meetings held with stakeholders score 3: small number of meetings score 5: meetings held with all stakeholders	
1 Total Score		10			
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	5	<i>In close cooperation and commitment with the relevant departments of the City of Graz, Education & Integration, Women & Equality and Economy and Tourism, a basic structure and design of the activities was elaborated. Specifications were supplemented during the process.</i>		score 1: no coherent structure score 3: some structure but no progression score 5: clear logical progression from description of situation to problem analysis to proposed actions	
Coherence of objectives with actions and indicators	5	<i>The fact that all objectives were achieved and all indicators more than fulfilled shows that there was a high degree of coherence. See LAP page 27</i>		score 1: solutions do not have link to problems score 3: not much linkage score 5: solutions and indicators relate clearly to problems	
Evidence to support definition of problem	1	<i>no data presented on problem</i>		score 1: no data presented on problem score 3: some data presented score 5: full and comprehensive data presented	

Problem analysis	5	<i>Requirements for changes and adaptations were frequently discussed in national partner meetings, LIAG meetings and individual meetings with experts/trainers.</i>	score 1: no problem analysis score 3: weak attempt at problem analysis score 5: clear problem analysis based on evidence from data, causes and effects identified
Option analysis - does the plan show that other options were examined?	3	<i>With the resource-oriented alignment of the service (specifically to fill the gaps between the existing ecosystem and not on more of the same), the offer is open for additional options and can continue beyond the project term.</i>	score 1: no other options looked at score 3: options identified but no evaluation score 5: different options have been considered and evaluated
Strategic goal with clear objectives	5	<i>There is a strong need for special support for pupils, apprentices and non academics, especially at the beginning of an entrepreneurial career. The integration of (social) innovation and (social) entrepreneurship into curricula of the educational system is a key factor for the successful career and life planning of young people. Failure must be perceived as a positive experience in individual life concepts – there should be given more heed to change our „culture of failure“ and there is a need for expanding support possibilities for services. On that strategic basis 5 specific objectives were defined.</i>	score 1: lack of clear goal and objectives score 3: some objectives but lacking clarity score 5: clear strategic goal and sub objectives shown in logical format
How well are the actions described? Do they give a clear picture of what is intended?	5	<i>With a logical process structure 2 core action were described for the YOUTH INNOVATION SPACE and documented with pictures and graphics. a. Action: Awareness Raising/ Local Innovation Lab/ Workshops b. Action: Dynamic Learning Package</i>	score 1: barely described, just headings score 3: some description of what is intended score 5: full description including rationale, nature of intervention, anticipated results
Use of indicators to measure anticipated results	5	<i>Indicators and milestones were reviewed in regular intervals and finally summarized in a factsheet that represents the high performance of the results achieved compared with the indicators and milestones in the application form.</i>	score 1: no indicators score 3: indicators are mentioned but targets are not quantified score 5: full set of quantified indicators with milestones in specific section of action plan
2 Total Score		34	
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	4	<i>The LAP is operated and implemented by the NGS project team of nowa and akzente in close cooperation with the LIAG established in the NGS project. Representatives of the NGS LIAG were involved in the discussion and development process of the LAP - "YOUTH INNOVATION SPACE". The goal is to become part of the ecosystem after the end of the NGS project and to anchor offers on a public structural level.</i>	score 1: no consideration of other aspects score 3: two out of three are addressed (e.g. Social and economic) score 5: full integration of sustainable development in both conception of plan and delivery actions proposed

Contributions from range of agencies within the area to the action plan (horizontal partnership)	5	<p>1. three relevant departments of the City of Graz</p> <p>2. 25 (social) enterprises</p> <p>3. large LIAG steering group- 29 members from the quadruple helix</p> <p>4. Equality Network Economy -</p> <p>5. Federal Government of Styria- Department for HR and Regional Development</p> <p>6. seven schools: HLW Caritas, HLW Schrödinger, Freie Waldorfschule, BRG Kärösi, OFG Schulschwester, BG Seebacher, NMS Webling</p> <p>7. employment service- training for apprentices</p>	<p>score 1: No engagement by other bodies (i.e. Only local authority involved)</p> <p>score 3: some engagement by other bodies</p> <p>score 5: all relevant departments and agencies are engaged</p>
Contributions from higher levels of government in the action plan (vertical partnership)	3	<p>City of Graz - political representatives as e.g. City Counsellor for Women</p> <p>Federal Government of Styria - Department for HR and Regional Development</p> <p>Employment Service Styria</p>	<p>score 1: no involvement of higher levels</p> <p>score 3: limited involvement of higher levels</p> <p>score 5: higher levels of government have committed to the plan, including financially</p>
Actions from both ERDF and ESF type are included			
3 Total score	12		
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	5	Fully developed timetable available - see page 28 LAP	<p>score 1: no clear timetable</p> <p>score 3: rough timetable</p> <p>score 5: fully developed timetable for life of action plan</p>
Detailed financial planning	3	Some actions can be provided in future supported by several organisations, total funding commitment not possible due to political structures.	<p>score 1: no costings of individual projects or actions</p> <p>score 3: some costings</p> <p>score 5: projects are fully costed with clear requirements for future years</p>
Identifies and relates to specific measure in ERDF and/or ESF programmes	1	no identification	<p>score 1: no identification</p> <p>score 3: programme identified</p> <p>score 5: specific measure and action identified</p>
Financial support	3	Contribution during the project (co-financing, provision of rooms, catering, staff, etc.). Agreement that the project results must continue to be used. Future financial commitments are currently not clear.	<p>score 1: no financial breakdowns at project level</p> <p>score 3: some breakdowns but unclear who pays for what</p> <p>score 5: contributions from different national and regional parties and from ERDF ESF measures identified</p>
4 Total Score	12		

5 - URBACT & 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	5	<i>The implementation of LAP-activities in the frame of the "YOUTH INNOVATION SPACE" is closely linked to the IBOBB Cafe of the Department of Education and Integration of the City of Graz, to the internal training program for apprentices in the Federal government of Styria and to special project trainings in Secondary schools in Styria. EU projects such as DRIM, Best, YOUNIG, which are carried out in the region during the project period, were also included. In order to achieve synergy effects, nova and akzente promoted cooperation with the above-mentioned projects and their activities in the form of networking meetings. The organizations and institutions of the LIAG members are also actively involved. In this way, we achieved a greater visibility of the project and an increased exchange and learning activities.</i>	score 1: no link score 3: some links score 5: ULSG members participated in exchange and brought back new ideas
LAP summary translated into English so that other cities can read and review	5	<i>Full version translated</i>	score 1: only available in local language score 3: summaries translated score 5: full version translated
Learning from good practice elsewhere in Europe	3	<i>Based on the experience of nova and akzente in EU-projects, networking, training and gender equality and on the experience of all other relevant actors in their expert fields in the quadruple helix and on transnational exchange with the project partners and external partners around Europe best practices, lessons learned and ideas were included in the LAP.</i>	score 1: no evidence of learning from elsewhere score 3: some evidence of learning but not clear how this features in LAP score 5: evidence of incorporation of best practices in local action plan
LAP has been peer reviewed by other cities	3	<i>Peer review of first version with 4 participating project partners in October 2017, ongoing exchange with cities on project level.</i>	score 1: no peer review score 3: some exchange but no review score 5: time set aside to present and review each others LAPs
5 Total Score	16		
Final Score	84		