



TechDiversity

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URBACT IV
2021-2027

TechDiversity

Diversity and Inclusion in Knowledge-based Digital and Tech Ecosystems

INTEGRATED ACTION PLAN

District 6, Bucharest

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1. TechDiversity

TechDiversity is an URBACT network of eight partners representing small and medium-sized European cities, that aim to boost and facilitate diverse local communities that are not active in Tech&Digital sector, facing specific challenges in terms of diversity, gender equality and inclusion. Furthermore, the partner cities will mainly focus on an identified pressing aspect and will support at least one diverse local group in each of the participating cities, through the action plans.

The network operated from July 2023 to December 2025.

- e-Trikala
- Amarante
- Municipality of Arezzo
- Bielsko Biala Regional Development Agency
- Bucharest District 6
- Idrija
- Larnaka
- National and Kapodistrian University of Athens (Evripos Complex, Psachna)

2. URBACT Integrated Action Plans

An URBACT Integrated Action Plan (IAP) is a city-level output that defines actions to be implemented within the city in order **to respond to a specific urban policy challenge** - reflecting the lessons learned from local stakeholders, transnational partners and the testing of actions at local level.

IAPs thus provide both **a focal point and end goal of the action planning journey** that cities undertake within their URBACT Action Planning Network (APN). IAPs help to ensure that both local-level discussions (within the URBACT Local Group) and transnational exchange (between the network partners) have a practical focus on planning a coherent set of actions to address the local policy challenge in each participating city, embedding an integrated and participative approach.

IAPs are **future oriented** – setting out the actions that cities will implement beyond the life cycle of the URBACT network. For this reason, each IAP not only sets out what the city intends to do on its specific topic, but also has a **strong implementation focus**, for example through the identification of specific funding opportunities, governance structures and timelines for how the actions will be implemented and monitored.



The IAP links with the overall URBACT Action Planning Cycle.

Figure 1. Action-planning cycle

3. Context, needs and vision

4.1 Overall theme being addressed – Current situation

4.1.1 Profile and current challenges

Located in the West of Bucharest, District 6 borders District 1 to the north, District 5 to the south, and in its western extremity Ilfov County (Domnești and Chiajna communes as well as Chitila town). District 6 is connected via Iuliu Maniu Boulevard to the A1 highway, being the road connection between Bucharest and the western part of the country and Europe, and vice versa.

Its main function is a residential one, however it has the largest retail buildings surface, of 317,000 sqm.

Population: 397.546

Gender: 184,537 male and 213,009 female inhabitants

Education: 70.200 pupils and students.

Ethnicity: Romanian 88,45 %, Roma 0,48%, Hungarian 0,17%, Turkish, Germans, Russians, Greeks, Tatars, Bulgarians, Armenians, Ukrainians, Italians, Macedonians, Serbians, Polish under 0,10% each.

Vulnerable group: Roma.

Key figures	Notes
Financially active population: 161.361 citizens	
Unemployed citizens (%): 0.53% of district population	District 6 houses 5 HQs for companies from Top 100 in Romania (i.e. Auchan Romania, Mega Image, Renault Commercial Roumanie, Telekom Romania Mobile and Electrocentrale București).
D6 encompasses an approximate number of 128.500 employees	Key local industry/employment sectors, employment levels, developing/declining sectors, trade etc.: secondary production sector (industry) 10% of total economy, 90% percent of the economy being tertiary (energy production, buildings, wholesale and retail commerce, transport, hotels and restaurants, real estate, administrative services, healthcare and social assistance etc.)
Per capita GDP is 49,700 EUR (for year 2019)	The district's economy is based on retail and tertiary services, although some tech companies have activities in the district
Primary sector: N/A	There is an existing decommissioned industrial platform located in the southern part of District 6
Secondary Production Sector: 3,236,898.46 EUR	
Tertiary Production Sector: 13,427,411.20 EUR	

The Bucharest-Ilfov region is the most developed in Romania, with a GDP per capita (expressed in purchasing power parity) of 190% of the European average (EU27), thus surpassing regions including other European capitals such as Athens, Madrid, Rome, Vienna, Berlin or Budapest (Eurostat 2025, based on 2023 data). The evolution of this indicator has been continuously rising in the last decade, in 2009 registering 116% of the EU average.

The district's economy is largely based on retail and tertiary sector, while an important number of tech companies have activities in the district. District 6 is known for being oriented towards hosting infrastructure for tech companies. While tech and digital sectors companies are attracted to Bucharest, the challenge is to shift their interest towards District 6 and to match their workforce needs with the suitable diverse available candidates and to provide a good environment for the development of tech careers.

There is no existing database in relation to Diversity and Inclusion in Knowledge-based Digital and Tech Ecosystems. There are some sets of data at Social Services level, containing data regarding all sorts of marginalised groups. It would be a solution to broaden the scope of the existing database in the future to cover other areas as well.

A Strategy on Digitalisation was previously developed in the framework of another District 6 EU funded project named SMART 6. There is potential complementarity between the scope of the strategy in terms of identifying possible recommendations for creating a more comprehensive data set and monitoring tools that could support the collection of data in the field of Diversity and Inclusion in Knowledge-based Digital and Tech Ecosystems.

Existing urban strategy/local plans, policies, strategic framework in place related with the policy issue:

- ✓ [Integrated Urban Development Plan for the 2021-2030 cycle](#) (PIDU), currently under revision
- ✓ [National Recovery and Resilience Plan \(Component 15 -Education\)](#)
- ✓ [Regional Program Bucharest-Ilfov 2021-2027](#)
- ✓ [Bucharest's Integrated Strategy for Urban Development](#)
- ✓ [Local Strategy for Digital Transformation – District 6 – 2023-2030](#).

Specific challenges are related to the inclusion in the tech economy related sector of the local population (including women, young student graduates, members of vulnerable groups, migrants, and Roma).

There were two main problems initially identified in local group meetings:

The first one is a lack of attractiveness of technical education at high-school level, which leads to a significant dropout rate and a large unfulfilled workforce demand, that employers try to address through on the job training and importing workforce from abroad. This lack of attractiveness is directly related to the existence of old educational buildings, undersized spaces, inadequate infrastructure and lack of proper equipment.

The second one relates to the lack of a comprehensive infrastructure and programs related to tech entrepreneurship and career development, including mentorship and counselling opportunities for high school and university students.

Another pressing issue later identified in the project relates to connecting young graduates to meaningful career and entrepreneurship opportunities by addressing the gap in soft skills, career counselling and mentorship, as well as by creating significant public-private partnerships. This is especially relevant for vulnerable communities and underrepresented groups, which face additional biases and barriers to entering the workforce.

Core challenges:

Developing relevant career pathways: One key insight from educational stakeholders was that young people enrolling in technical or digital career tracks have little to no knowledge about possible career pathways, which leads to dropout rates, brain drain and completely changing careers after graduation. At the same time, many private employers are severely understaffed and seeking graduates. The main challenge here is to connect employers with educational institutions and current students from earlier stages through creating relevant career pathways that address the issue.

Addressing the skill gap: Some of the skills related to the current and future market needs seem to be underrepresented in educational institution programs. There is an opportunity to create, through private-public partnerships, the opportunity for specific training and specialization in skills and occupations that become more relevant.

Supporting entrepreneurial activities: Entrepreneurship should be stimulated from early educational stages, by supporting programs such as living labs, incubators and accelerators to connect with educational institutions and offer both training and internship opportunities to stimulate the interest in the entrepreneurial ecosystem and increase the existing know-how. Second, there is a need for specific programs that assist young skilled people in starting an entrepreneurship career, both through administrative assistance and training and mentorship programs.

Learning needs and contribution:

- ✓ Ecosystem integration and collaboration: better collaboration between the local administration, government agencies, educational institutions, NGO's and the private sector in order to create the missing links between relevant actors and have an integrated approach at the district level.
- ✓ Digital skills and access: increasing digital literacy among district 6 residents, especially vulnerable groups, and increasing their access and participation in the digital ecosystem. This also relates to removing barriers to entry in the IT&C sector for underrepresented groups, from women to minority groups.
- ✓ Mentorship: stimulating mentorship programs that can help bridge the gap between the potential workforce and the digital and entrepreneurship ecosystem.
- ✓ Increased awareness and training in ED&I.
- ✓ Data collection and analysis: learning to identify, collect and analyse specific data related to diversity, equity and inclusion at district level, and integrating it into policy making processes.
- ✓ Living labs, incubators and accelerators: stimulating the development of living labs, incubators and accelerators, especially with a DE&I focus.

4.1.2 City's local stakeholders: Inputs & methodology

4.1.2.1 Composition of the URBACT Local Group

Public administration	<ul style="list-style-type: none"> • Bucharest District 6 City Hall (Local Development, Digitalisation, Projects with External Funds Directorate) • DGASPC D6 (Child Protection and Social Assistance Directorate, District 6) • AMOFM București (Bucharest's Municipal Workforce Placement Agency)
Educational / Research Institutions	<ul style="list-style-type: none"> • Polytechnics University Bucharest • University of Bucharest, Faculty of Administration and Business • INCSMPS (National Research Institute for Workforce and Social Protection) • Postal and Telecommunications Technical College "Gheorghe Airinei" • "Iuliu Maniu" Technical College • "Gheorghe Asachi" Technical College • "Petru Maior" Technical College
NGOs	<ul style="list-style-type: none"> • AOAR -The Romanian Businessmen Association • RDCC (Romanian Diversity Chamber of Commerce) • ClusteRO Association– Romania's representative body of clusters • EfDEN • "Între Vecini" Association • Romanian Business Leaders Foundation • Association „Vreau să fiu antreprenor" • Association of Romanian Automotive Specialists • College of Romanian Psychologists
Business Representatives	<ul style="list-style-type: none"> • Jobful • Impact Hub • ECDL Romania • BCR • Depanero • InnovX • SIMTEL • TEAMJOB • Beia Consult International • Teamjob • PHOTON EXPERT • Hardware and Software Solutions • Romanian Commercial Bank (BCR) • Beia Consult International

4.1.2.2 ULG Meetings Key Results

ULG 1 20.12.2023	<ul style="list-style-type: none"> •Tools used: <ul style="list-style-type: none"> •Problem tree + Stakeholder power/ interest matrix •Results: <ul style="list-style-type: none"> •Defining the main problems and possible solutions
ULG 2 03.04.2024	<ul style="list-style-type: none"> •Tools used <ul style="list-style-type: none"> •Problem tree + Newspaper of tomorrow •Results: <ul style="list-style-type: none"> •Main problem was redefined and the stakeholders agreed upon a shared vision for the future of the project
ULG 3 30.05.2024	<ul style="list-style-type: none"> •Tools used <ul style="list-style-type: none"> •User persona canvas + Aarhus Test cards •Results: <ul style="list-style-type: none"> •Multiple user personas were drafted, as well as a few possible testing actions for the next stage
ULG 4 12.09.2024	<ul style="list-style-type: none"> •Tools used <ul style="list-style-type: none"> •Refining an action table •Results <ul style="list-style-type: none"> •Testing action has been defined
ULG 5 05.11.2024	<ul style="list-style-type: none"> •Tools used <ul style="list-style-type: none"> •Action table •Results <ul style="list-style-type: none"> •Areas of intervention and relevant actions have been drafted
ULG 6 10.02.2025	<ul style="list-style-type: none"> •Tools used <ul style="list-style-type: none"> •Refining an action table •Results <ul style="list-style-type: none"> •Testing action planned
ULG 7 29.04.2025	<ul style="list-style-type: none"> •Results <ul style="list-style-type: none"> •Additional actions have been refined with new ULG members, especially related to entrepreneurship

Figure 2. ULG meetings' key results



Figure 3. Photos from ULG meetings organized within TechDiversity project

4.2 (Overall) Vision

A community where the integration of vocational and technical education and the business environment leads to better career paths, keeps young people in the city (country) and becomes an example of public engagement, especially in terms of diversity and inclusion policies.

4.3 Main integration challenges

The main challenge identified during the ULG meetings was a lack of alignment between educational programs, both in technical colleges and universities, and the specific needs of the employers (imposed

by the market). This is both a horizontal integration challenge and a vertical one, as it strongly links with policy issues addressed at national level.

At the level of Bucharest, high school' students from vulnerable groups are frequently overrepresented in categories associated with educational risk, such as early school leaving, low participation in educational activities, and below-average academic performance. Technical colleges, in particular, are associated with decreased educational results both at admission and graduation and increased number of students from vulnerable environments.

Students from disadvantaged groups have limited access to additional educational resources (such as tutoring, extracurricular activities, or psycho-pedagogical counselling), which perpetuates educational inequalities. In Bucharest, 1 in 4 students from low-income families does not participate in any educational activity outside the regular school program, according to the 2023 Barometer of Education in Romania.

Therefore, an intervention aiming to enhance the infrastructure of technical colleges is expected to positively impact the access to education for students coming from vulnerable groups.

At the university level, the situation is improved.

The main integration challenges identified are:

- **Skills Mismatch:** there is a lack of alignment between educational programs, both in technical colleges and universities, and the needs of the employers.
- **Underrepresentation and Inequality:** Persistent gender, ethnic, and socioeconomic disparities limit participation and innovation in the tech sector.
- **Infrastructure:** Inadequate educational infrastructure, especially in technical and vocational colleges, restricts access to relevant tech careers.
- **Insufficient counselling, tech career orientation and entrepreneurship skills development:** There are not enough counselling and soft skills development programs to guide students.

Addressing these challenges requires coordinated action across education, infrastructure entrepreneurship and community engagement.

4.4 Testing actions at local level

According to the URBACT methodology of action learning, before planning large-scale interventions, a testing action was implemented to validate the basic hypotheses of the IAP. This pilot action served as a small-scale experiment, providing valuable information and confirming the need for broader programs.

Challenge tested: Young people preparing to enter the IT&C labour market, although they may have technical skills, face major difficulties in writing a convincing CV and developing the necessary soft skills to successfully pass a job interview.

Hypothesis tested: If a group of qualified young people are offered specialized support (mentoring, practical tools) to prepare their applications and understand the recruitment process, their interest in such programs will be high, and their chances of employment will increase.

Description of the testing action: A pilot event was organised on April 3rd, 2025, in partnership with the Polytechnics University, Technical Highschools and a key ULG member from the non-profit sector, the RBL Foundation, through its ApV program (Training for the Future). The action aimed to help students learn how to draft a CV and how to present themselves at a job interview. It involved experienced mentors as well as representatives from the private sector.



Figure 4. Testing Action photo, April 3rd, 2025

Results and lessons learned: The testing action validated the central hypothesis of the IAP: targeted interventions, based on public-private-academic partnerships, can effectively reduce the gap between qualified young people and opportunities in the technology sector.

The success of the pilot confirmed the need for and directly informed the design of larger-scale actions in this plan, such as the Professional Orientation and Counselling Program (Action 3.1) and the Digital Platform for Skill Development and Career Opportunities (Action 4.2). Thus, the practical application of the URBACT principle of moving from testing to scaling was demonstrated, ensuring that the proposed actions are based on evidence and real needs.

5. Overall logic and integrated approach

The Integrated Action Plan for District 6 is based on an inclusive and participatory approach, aimed at fostering career paths for vocational and technical education. It is structured around the following core principles:

- Enhancing infrastructure for technical and vocational education in District 6;
- Providing support and facilitating partnerships for tech education, entrepreneurship and career development initiatives in District 6.

The approach follows these steps:

1. **Needs Assessment and Data Analysis:** Through stakeholder engagement & local research.
2. **Participatory Planning:** Extensive collaboration with the URBACT Local Group (ULG) and key partners (public authorities, private companies, NGOs, academia) has ensured that multiple perspectives are integrated into the planning.
3. **Strategic Alignment:** The IAP is aligned with EU-level frameworks (such as the Digital Agenda for Europe, European Green Deal) and local strategies, ensuring policy coherence and funding opportunities.
4. **Pilot Actions and Testing:** A small-scale Testing Action was conducted to validate assumptions, collect user feedback, and adjust future actions accordingly, reducing implementation risks.
5. **Sustainability and Scalability:** All proposed interventions are designed with a long-term perspective, balancing economic growth, social inclusion, and environmental sustainability. Actions are modular and scalable, allowing gradual growth based on available resources.
6. **Continuous Monitoring and Adaptation:** A dynamic monitoring and evaluation system is established, allowing timely adjustments and ensuring that objectives remain achievable in a changing environment.

5.1 Challenge Areas & Strategic Objectives

The following challenge areas & strategic objectives have been identified as key priorities within the framework of the Integrated Action Plan:

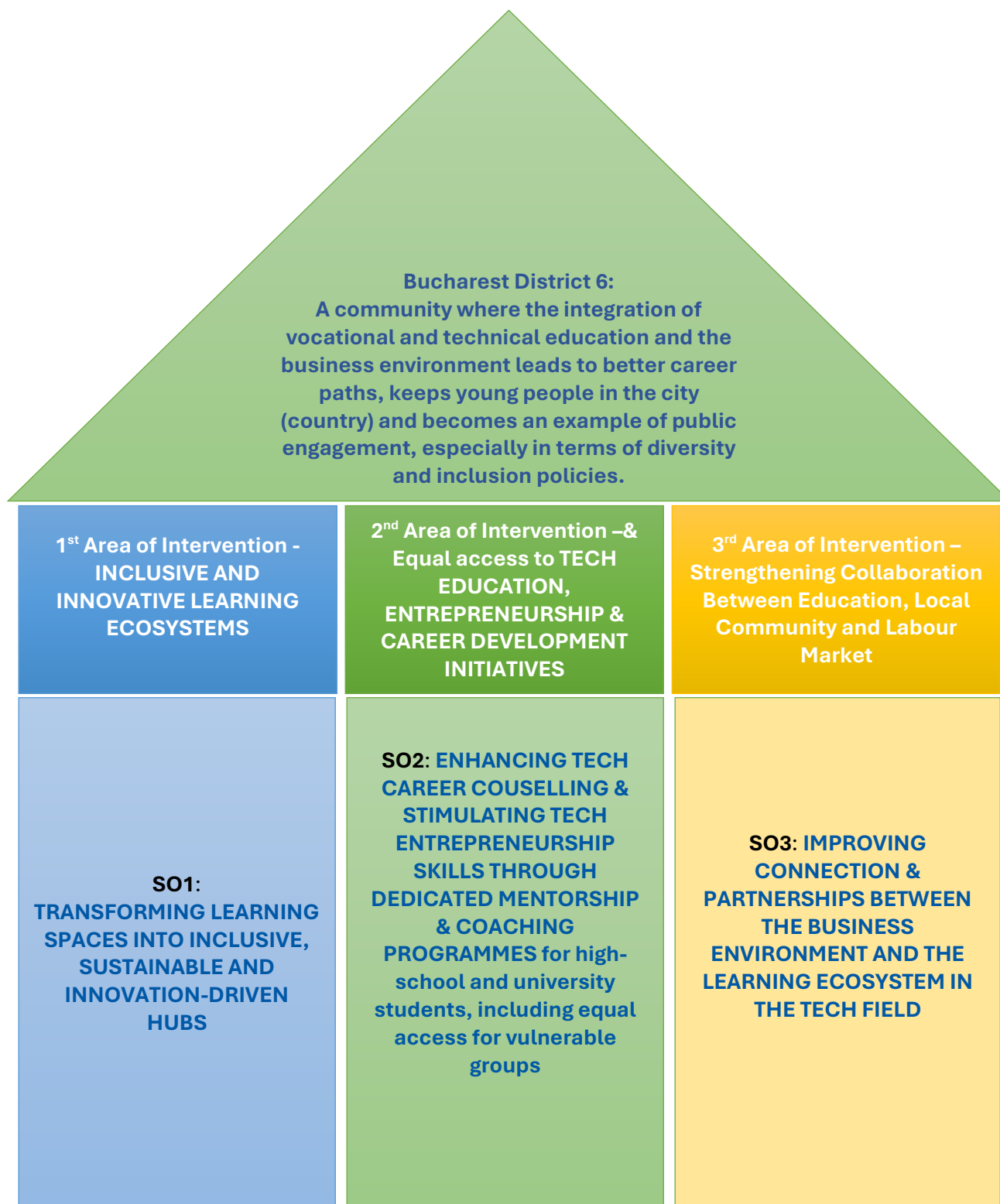


Figure 5 – Overview of intervention areas and strategic objectives

5.2 Actions Overview

The current section outlines the key actions designed to implement the Strategic Objectives identified in the Integrated Action Plan (IAP). These actions have been developed based on local needs and stakeholders' input, ensuring an integrated approach to fostering diversity and inclusion in the tech sector.

1st Area of Intervention - INCLUSIVE AND INNOVATIVE LEARNING ECOSYSTEMS

- **SO1: TRANSFORMING LEARNING SPACES INTO INCLUSIVE, SUSTAINABLE AND INNOVATION-DRIVEN HUBS:**

- **Action 1.1. Building a Landmark Technical High School through Strategic Stakeholder Engagement – PTTR Living Lab;**
- **Action 1.2: Create a Community Innovation Hub – FAVORIT+ Living Lab - as a collaborative space for co-creation of sustainable solutions, stimulating social innovation and support for the local community (European Urban Initiative project awarded);**
- **Action 1.3: Invest in specialized equipment dedicated to technical & vocational high schools (PNRR project under implementation);**

2nd Area of Intervention – Equal access to TECH EDUCATION, ENTREPRENEURSHIP & CAREER DEVELOPMENT INITIATIVES

- **SO3: ENHANCING TECH CAREER COUSSELLING & STIMULATING TECH ENTREPRENEURSHIP SKILLS THROUGH DEDICATED MENTORSHIP & COACHING PROGRAMMES for high-school and university students, including equal access for vulnerable groups**

- **Action 2.1: Implement a District-Wide Professional Orientation and Counselling Program for tech/ vocational high school and university students, with a focus on equal access for vulnerable groups**
- **Action 2.2. Creating and Providing a Dedicated Youth Entrepreneurship Programme for Tech/ Vocational Students, including access for vulnerable groups**

3rd Area of Intervention – STRENGTHENING COOPERATION BETWEEN TECHNICAL EDUCATION AND THE LABOUR MARKET

- **SO3: IMPROVING CONNECTION & PARTNERSHIPS BETWEEN THE BUSINESS ENVIRONMENT AND THE LEARNING ECOSYSTEM IN THE TECH FIELD**

- **Action 3.1.: Establishing Scalable Consultative Boards for Technical High Schools in District 6**
- **Action 3.2: Facilitating Access to Digital Platforms for skill development and tech career opportunities (with a focus on at risk target groups)**

5.2 Integration

Despite a generally high level of alignment with the principles of integrated urban development, the IAP of Bucharest's District 6 faces **a number of integration challenges**, particularly in areas requiring coordination across governance levels, territories, and time. These challenges are key to ensuring the long-term sustainability and effectiveness of the plan.

1. Multi-Level Governance – Critical Weakness

Current Status:

- This is the only dimension marked explicitly as “*Not Relevant*”, which in context reflects a low **coordination with higher levels of governance** – namely the municipal (Bucharest), regional (Ilfov and beyond), and national authorities.
- The IAP is currently anchored at the district level with no formal links to city-wide strategies or to broader policy and funding frameworks.

Challenge:

- Without multi-level governance, **scaling, policy coherence, and access to national/EU funding channels are at risk. Recommended Actions:**
 - Integrate higher-tier governance bodies in the planning process and future implementation phases.
 - Set up **structured dialogues with Bucharest General City Hall** and regional agencies.
-

2. Territorial Integration – Needs Strengthening

Current Status:

- The plan shows **low baseline performance** in terms of collaboration with neighbouring areas or regional actors.
- Territorial integration is acknowledged as a potential future strength due to the replicability of actions.

Challenge:

- District 6 operates in relative isolation from adjacent municipalities or districts, hence **opportunities are missed for economies of scale, knowledge sharing, and regional impact.**
- The risk is that innovative actions remain localised and their systemic impact diluted.

Recommended Actions:

- Develop partnerships with adjacent city halls and regional stakeholders.
 - Include territorial considerations in project design (e.g., mobility, labour markets, education).
-

3. Sustainable Development – Environmental Component Underdeveloped

Current Status:

- The IAP integrates economic and social sustainability well, but **the environmental pillar is less visible.**

Challenge:

- Without stronger environmental integration, the plan risks overlooking long-term ecological resilience and climate-related priorities.

Recommended Actions:

- Strengthen the environmental axis of the plan (e.g., green infrastructure, energy efficiency, circular economy).
 - Define **quantitative environmental KPIs** and incorporate them into the monitoring system.
-

4. Stakeholder Involvement in Implementation – Risk of Dilution Over Time

Current Status:

- Planning involved a wide array of stakeholders from all relevant sectors.
- Implementation engagement is relatively strong, but **not yet formalised or fully secured.**

Challenge:

- There is a risk of **decreasing stakeholder motivation or inconsistent participation** in implementation if partnerships are not formalised and roles are not clearly defined.

Recommended Actions:

- Strengthen **partnerships** and define formal roles in implementation.
- Regularly update the stakeholder map and engagement plan to ensure continuous involvement.

5. Sectoral and Spatial Integration – Strong but Needs Reinforcement

Current Status:

- The plan shows a high degree of integration across sectors (education, entrepreneurship, tech) and spatial coordination within District 6.
- However, **there remains a need to ensure full territorial coverage**, especially in vulnerable or under-resourced areas.

Challenge:

- Sectoral integration must be preserved and deepened throughout implementation.
- Spatial inclusion may falter if actions concentrate only in central or accessible zones.

Recommended Actions:

- Conduct **territorial needs assessments** to identify under-served micro-areas.
- Use cross-sectoral pilot projects in disadvantaged zones to strengthen both spatial and sectoral integration.

6. Mobilising and Combining Diverse Funding Sources – Ongoing Priority

Current Status:

- Funding integration is strong; multiple sources (public, EU, private) have been identified.
- Some projects are designed to be self-sustaining, which is a strategic strength.

Challenge:

- Continued mobilisation of diverse and **complementary funding** remains essential for scaling and replicability.

Recommended Actions:

- Develop a **dynamic funding strategy** that evolves with project phases.
- Include **private sector co-investment frameworks** and capacity-building for public stakeholders on accessing funding.

7. Temporal Integration and Monitoring – Needs Formalisation

Current Status:

- The IAP considers long-term impacts and systemic change.
- However, **monitoring mechanisms (especially for sustainability and stakeholder input) are under-defined.**

Challenge:

- Without a robust monitoring framework, long-term goals risk losing momentum or accountability.

Recommended Actions:

- Establish a **clear monitoring and evaluation (M&E) system** with time-bound KPIs.
- Involve ULG (URBACT Local Group) members in monitoring to ensure transparency and shared ownership.

Conclusion

While the Integrated Action Plan of District 6 demonstrates **a strong foundation of integrated urban planning**, it still faces several critical challenges that must be addressed to unlock its full potential. The most pressing include:

- **Weak multi-level governance and territorial integration**
- **Insufficient formalisation of stakeholder roles in implementation**

- **Need for ongoing coordination across time, space, and funding instruments**

Addressing these gaps will be essential for ensuring the IAP's long-term success, systemic impact, and replicability at broader territorial levels.

Bucharest's District 6 Integrated Action Plan incorporates key aspects of urban development, ensuring a coherent and coordinated approach, based on the URBACT programme methodology, described as follows:

12 aspects of integrated urban development	Relevant (Yes/No)	Why?	Initial self-assessment of integration (Baseline)	Future actions for integration of aspects
Stakeholder involvement in planning	Yes	All relevant local stakeholders were involved in the planning process, from educational institutions (high schools and universities) to the public administration departments and institutions as well as relevant NGOs and company representatives	High. Good assortment of stakeholders across all relevant domains.	Keep relevant stakeholders from all groups engaged throughout the process and make sure the actions get thoroughly discussed and vetted.
Coherence with existing strategies	Yes	Aligns with District 6 initiatives and strategic goals, who also fit national and European level strategies.	High – Actions are consistent with existing urban and economic development strategies.	Ensure the continuous alignment with District 6 strategies, especially as it leads to securing relevant funding and long-term results.
Sustainable urban development (economic, social, environmental)	Yes	Actions address sustainability, and especially economic and social inclusion. The IAP favours approach that are building sustainable, and replicable action frameworks with long term sustained effects.	The IAP is successfully addressing all of the three pillars of sustainable development in its various aspects.	Monitor the actions and their results with relevant KPIs and increase the environmental component.
Integration over time	Yes	Actions are all targeted towards not only short, but also long-term systemic impact.	High. Actions are ranked according to impact over time, while favouring sustainable long-term change.	Continuous monitoring of the implementation and results.
Stakeholder involvement in implementation	Yes	Stakeholders are all interested in implementation and eager to participate.	High: Most of the stakeholders are involved in the actions.	Engaging more of them while making sure they vet all the actions of the IAP, and formalizing as much as possible the public private partnerships.
Sectoral integration	Yes	Actions are aimed towards integrating various sectors and involve private public partnerships.	Actions show strong cross-sectoral collaboration, integrating areas such as education, entrepreneurship, technology, and planning.	Strengthen the collaboration between the sectors.

Spatial integration	Yes	The District 6 City Hall is acting as a central liaison for the public sector making sure impact reaches all across the territory.	High spatial coordination in the D6 area, while also involving stakeholders and initiatives that address larger areas.	Make sure initiatives span across the full D6, especially in more vulnerable areas.
Territorial integration	Yes	Regional collaboration is low, but could lead to much wider impact.	Low. Limited focus on territorial and regional integration. However, when successful, the actions might lead to a wider impact and be replicated by other relevant authorities.	Strengthen territorial integration through involving adjacent municipalities.
Multi-level governance	No	Low collaboration with local and regional stakeholders.	Low level: we have the involvement at district level. We are not having any links to city, regional and national governance.	Integrate higher level governance in planning
Integration of cross-cutting thematic aspects	Yes	Integrates entrepreneurship, diversity and inclusion as well as digital and technical skills.	High, especially through involving a diverse set of stakeholders in the ULG.	Ensure the various themes all well linked and addressed throughout the IAP.
Complementary types of investment	Yes	Diverse funding has been taken into account. The IAP draws on existing measures and projects that can benefit from additional funding but that can also become self-sustainable.	The IAP has actions that can be funded from different regional, national or even EU schemes, but where there is also the possibility of private investment, even from the ULG members.	Continue to identify additional and complementary sources of funding.
Mobilising all available funding	Yes	Some of the actions are self-sustainable, while others require large amounts of funding in order to have a stronger impact.	High. Funding opportunities have already been identified.	Identify additional funding opportunities, as well as how to integrate private and public funding schemes.

6. Action planning details

6.1 Actions Details

AREA
1

INCLUSIVE AND INNOVATIVE LEARNING ECOSYSTEMS

This area focuses on the physical and conceptual transformation of educational infrastructure into inclusive, green, and community-embedded learning environments. It supports the integration of social innovation, sustainability, and modern equipment into the learning experience through collaborative models like living labs.

SO1: TRANSFORMING LEARNING SPACES INTO INCLUSIVE, SUSTAINABLE AND INNOVATION-DRIVEN HUBS

Action 1.1. Building a Landmark Technical High School through Strategic Stakeholder Engagement – PTTR Living Lab

Short Description:

Set up a **consultative board**, with civic and private sector representatives, to address the modernization project of one of the landmark technical high schools in District 6. This aims to become a successful living lab partnership case study in how to address educational challenges in the sector and create a modern educational space with input from all relevant stakeholders.

Implementation Steps:

1. Establishment of a dedicated consultative board bringing together stakeholders from the private sector, academia, NGOs and student-parent representatives **actively involved in overseeing and guiding the modernization initiative**
2. Execution of robust stakeholder engagement strategies, including regular meetings, workshops, and transparent communication
3. Comprehensive review and **strategic adjustment of existing modernization plans to align with best practices, innovative educational standards, and stakeholder inputs**
4. Ongoing supervision of construction and technical implementation phases, ensuring adherence to timeline, quality standards, and stakeholder expectations.
5. Continuous monitoring and evaluation using predetermined performance and impact metrics and overseeing by the dedicated consultative board.

Timings:

- **Months 1-2: Consultative board establishment and initial strategic planning**
- **Months 3-5: Stakeholder consultations and plan finalization**
- **Months 6-36: Construction, renovation and technological implementation phases**
- **Months 37-41: Final evaluations, adjustments and dissemination of results.**

Responsibilities:

- **Leader: Bucharest District 6 City Hall, Technical College for Mail and Telecommunications „Gheorghe Airinei”.**
- **Key Partners: private sector contributors, NGOs, educational institutions, community representatives.**

Costs:

- Consultative board management and stakeholder engagement activities: €3,000.

Funding:

- District 6 funds/ EU funds: €3,000

Monitoring Indicators:

- Degree of stakeholder involvement (number of participants, number of meetings)
- Timely completion and budget adherence of modernization activities
- Improvement in student outcomes, enrolment, and progression rates post-renovation

Risk Mitigation:

- Potential delays in infrastructure completion: rigorous project management and milestone monitoring
- Stakeholder disengagement: regular communication, transparency, and inclusive decision-making processes
- Financial overruns: stringent budgeting, financial oversight, and contingency funding provisions.

Intended Result:

A modernized technical and vocational high-school with state-of-the-art facilities, relevant partnerships for practice and internships, a living lab that ensures collaboration between relevant stakeholders.

Action 1.2: Create a Community Innovation Hub – FAVORIT+ Living Lab - as a collaborative space for co-creation of sustainable solutions, stimulating social innovation and support for the local community (European Urban Initiative project)

- an area dedicated to experimenting, presenting bio materials and supporting young entrepreneurs in developing innovative ideas in the fields of energy and materials

Short Description:

Leverage the recently awarded European Urban Initiative (EUI) project to transform the Favorit Restaurant space into a community innovation hub. This action focuses on integrating the TechDiversity objectives within the EUI project, specifically by developing the hub's component dedicated to supporting young entrepreneurs and innovators in fields like sustainable materials and solutions.

Implementation Steps:

1. Co-designing of the facilities
2. Infrastructure works
3. Facilities in place
4. Workshops

Timings:

- Months 1-7: co-designing process
- Months 8-24: tendering + infrastructure works
- Months 24-30: facilities put into place
- Months 36-48: workshops

Responsibilities:

- **Leader:** Bucharest District 6 City Hall
- **Key Partners:** EUI Project Partners among with ULG members (EfDEN, Smart City Association, Impact Hub).

Costs:

- 670.000 €.

Funding:

- EUI, Local Budget co-financing

Monitoring Indicators:

- Number of operational Community Innovation Hubs (1);
- Number of dedicated space for young entrepreneurs within the hub (1);
- Number of workshops/events for innovators hosted in the first year (10)

Risk Mitigation:

- Misalignment between EUI project goals and TechDiversity objectives. **Mitigation:** Ensure the IAP Coordination Unit works closely with the EUI project management team to guarantee synergy.

Intended Result:

A vibrant collaborative space that stimulates social innovation, supports local entrepreneurs, and provides a platform for co-creating sustainable solutions, with a specific focus on empowering youth and underrepresented groups.

Action 1.3: Invest in specialized equipment dedicated to technical & vocational high schools (PNRR project under implementation)

- equipment for: automotive, robotics, media, design, smart labs, printing etc

Short Description:

Endowment of the technical & vocational high schools with educational materials

Implementation Steps:

1. Preparation of tenders
2. Facilities in place
3. Workshops

Timings:

- **Months 1-14: Supply of educational materials**

Responsibilities:

- **Leader: Bucharest District 6 City Hall**

Costs:

- **700.000 euros.**

Funding:

- **EU Funds**

Monitoring Indicators:

Number of technical high schools endowed with teaching materials
Number of IT cabinets created/endowed
Number of practice laboratories created/endowed
Number of beneficiaries (students, teachers)

**AREA
2**

Equal access to TECH EDUCATION, ENTREPRENEURSHIP & CAREER DEVELOPMENT INITIATIVES

This area targets the structural barriers that limit participation in technical education and tech careers for underrepresented and vulnerable groups. It focuses on ensuring access to resources and tailored development programmes to promote diversity and inclusion at the local level.

SO2: ENHANCING TECH CAREER COUNSELLING & STIMULATING TECH ENTREPRENEURSHIP SKILLS THROUGH DEDICATED MENTORSHIP & COACHING PROGRAMMES for high-school and university students, including equal access for vulnerable groups

Action 2.1: Implement a District-Wide Professional Orientation and Counselling Program for tech/ vocational high school and university students, with a focus on equal access for vulnerable groups

Short Description:

A completely funded professional orientation and counselling program for all students enrolled in high schools in District 6, with a focus on at-risk groups, that allows them to identify relevant study and career paths and better integrates them in the workforce.

Implementation Steps:

1. Formation of strategic partnerships with NGOs, private entities, and educational institutions specializing in career guidance and psychological support
2. Development of a comprehensive, evidence-based counselling framework tailored to the specific needs of at-risk groups within the district
3. Identification of relevant tests and suppliers
4. Intensive training sessions for existing counselling personnel, emphasizing contemporary methodologies in vocational counselling and professional development
5. Implementation of a pilot phase in select educational institutions to evaluate program effectiveness and to refine methodologies based on empirical feedback
6. Procurement phase for identifying test sellers and suppliers, as well as vocational counselling providers
7. Full-scale deployment of the refined program across all high schools in District 6, with regular iterative improvements informed by continuous data analysis and stakeholder feedback.
8. Implementation of robust monitoring systems to evaluate program outcomes and impacts

Timings:

- Months 1-4: Program development, strategic partnership formation
- Months 5-7: Resource allocation and comprehensive training
- Months 8-10: Pilot phase execution and evaluation
- Months 11-12: Adjustments based on pilot insights
- Months 13-24: District-wide rollout and continuous evaluation

Responsibilities:

- Leader: Bucharest District 6 Administration
- Key Partners: Educational institutions, specialized NGOs, corporate internship providers and other private parties, accredited counselling practitioners.

Costs:

- **Total Estimated Cost:** To be determined based on procurement of tests and services.

Funding:

- Educational and Employment Programme (PEO) 2021-2027 (Priority 9, OS ESO4.5), Local Budget.

Monitoring Indicators:

- Rate of student program completion and satisfaction
- Post-program employment rates and alignment with career goals
- Enrolment in higher education institutions and technical training programs

Risk Mitigation:

- Risk of low student engagement: proactive, targeted communication strategies, peer-to-peer mentoring programs
- Economic volatility affecting vocational relevance: regular program reviews and dynamic content updates

Intended Result:

A much better trained and equipped workforce, with more graduates pursuing relevant careers and specializations in their chosen field of study.

Action 2.2. Creating and Providing a Dedicated Youth Entrepreneurship Programme for Tech/ Vocational Students, including access for vulnerable groups

Short Description:

Enabling young people, both students and graduates, to pursue relevant career opportunities either as entrepreneurs or in entrepreneurial businesses, including startups.

Implementation Steps:

1. Detailed mapping and analysis of the existing entrepreneurship ecosystem and identification of structural gaps.
2. Establishment of formal cooperation agreements with startup incubators, accelerators, private sector innovation hubs, and/or specialized NGOs.
3. Design and delivery of entrepreneurial curricula integrating best international practices and customized mentoring programs and/or integration of existing capabilities into a sector wide scaling plan
4. Deployment of pilot entrepreneurship initiatives accompanied by robust evaluation processes.
5. Comprehensive district-wide implementation of entrepreneurship programs, supported by sustained mentorship and access to funding channels.

Timings:

- Months 1-4: Ecosystem mapping and partnership formalization.
- Months 5-12: Entrepreneurship curriculum and initiative development and mentor training.
- Months 12-16: Pilot implementation and initial evaluation.
- Months 16-24: Expansion and full-scale implementation.

Responsibilities:

- Leader: Bucharest District 6 Administration, relevant stakeholders/ULG members (RBL Foundation - VSFA Programme)
- Key Partners: Educational institutions, startup incubators and accelerators, innovative private enterprises, NGOs.

Costs:

- Curriculum and training modules development: € 11,400.

- Comprehensive program implementation: € 22,600.
- Networking, mentoring, and promotional events: € 13,900 .
- Total Estimated Cost: € 47,900.

Funding:

- Secured contributions from private and corporate sponsors.
- Supplemental financing from national entrepreneurship funding streams, and co-investment schemes.

Monitoring Indicators:

- Number of students exposed to entrepreneurship (~1500)
- Entrepreneurship program participation metrics (75 young people/teams going through the whole curricula).
- Number and sustainability of startups created (min 10 startups).
- Job creation and economic contribution from supported entrepreneurial ventures.

Risk Mitigation:

- Potential startup failure: dedicated mentoring and structured follow-up support.
- Limited student engagement: robust marketing, showcasing successful alumni/ entrepreneurial experiences.

Intended Result:

More startups and entrepreneurial careers in the district.

**AREA
3**

**STRENGTHENING COOPERATION BETWEEN TECHNICAL EDUCATION
AND THE LABOUR MARKET**

This area supports sustainable collaboration between the educational sector and the business environment through digital tools and joint initiatives aimed at improving skills alignment, employability, and innovation-driven partnerships.

SO3: IMPROVING CONNECTION & PARTNERSHIPS BETWEEN THE BUSINESS ENVIRONMENT AND THE LEARNING ECOSYSTEM IN THE TECH FIELD

Action 3.1. Establishing Scalable Consultative Boards for Technical High Schools in District 6

Short Description:

Helping create consultative boards in all the technical and vocational high schools in the district, where most at risk groups are represented. The consultative boards will each have at least a representative from the business sector, a representative from the academia, preferably universities, as well as at least a representative from the alumni or a student parent. The boards will help high schools better connect with higher education, attract private partnerships, funding, and develop strategies better suited for the current economy.

Implementation Steps:

1. Development and validation of a replicable consultative board governance model.
2. Strategic recruitment of board members from academia, private industry, alumni networks, and parent associations.
3. Launch and rigorous evaluation of a pilot consultative board.
4. Adjustment of the governance framework based on pilot feedback.
5. Structured scaling of the consultative board model across technical high schools.

Timings:

- Months 1-3: Framework creation and partner mobilization.
- Months 4-5: Pilot board operationalization.
- Months 6-8: Performance review and adjustments.
- Months 9-24: Full-scale implementation and continuous monitoring.

Responsibilities:

- Leader: Bucharest District 6 Administration, Romanian Business Leaders Foundation.
- Partners: Educational institutions, private sector, universities, expert NGOs.

Costs:

- Pilot phase and governance structure setup: €0 (administrative resources).
- Comprehensive scaling operations: €0 (administrative resources)
- Total Estimated Cost: €0 (administrative resources)

Funding:

- Local funds, various other funding sources

Monitoring Indicators:

- Number of operational boards established (min. 2)
- Frequency and outcomes of consultative meetings (min. 3/year).

Risk Mitigation:

- Institutional resistance: advocacy through successful case examples, incentive systems.

Intended Result:

Better connecting educational institutions, especially high schools and technical and vocational institutions, to the economy, in order to access more external funding and have more alumni in successful and relevant careers.

Action 3.2: Facilitating Access to Digital Platforms for skill development and tech career opportunities (with a focus on at risk target groups)

Short Description:

Support the development and access to digital platforms for the youth of District 6, in direct partnership with ULG member Jobful or other actors. The platform will serve as a central hub, integrating opportunities for skill development, internships, mentorship, and jobs in the tech sector, with a focus on creating pathways for at-risk groups. The technology will be provided pro-bono by Jobful.

Implementation Steps:

1. Conduct detailed requirements analysis to define specific functionalities tailored to the needs of District 6 youth, ensuring alignment with current and future workforce trends.
2. Establish collaborative partnerships with tech companies, NGOs, educational institutions, and community management experts for comprehensive platform development.
3. Initiate platform design and development, incorporating user-centered design principles and agile methodologies to ensure adaptability and responsiveness.
4. Execute comprehensive beta testing phases involving representative user groups and stakeholders to gather critical feedback and refine functionalities.
5. Officially launch the digital platform with extensive marketing and outreach campaigns targeted at youth demographics within District 6.
6. Implement a continuous feedback loop and regular updates based on user data and community insights.
7. Continuously reach out to new stakeholders

Timings:

- Months 1-6: Requirements analysis, partnership formation, and detailed planning.
- Months 6-10: Platform development and alpha testing.
- Months 10-12: Extensive beta testing and platform refinement.
- Month 13: Platform launch preparations and marketing strategy deployment.
- Months 14-24: Platform operational, iterative updates, and continuous user engagement.

Responsibilities:

- Leaders: Bucharest District 6 Administration, Jobful
- Key Partners: Technology firms, educational institutions, private companies, NGOs specializing in youth development and digital education.

Costs:

- Total Estimated Cost: €20,000+ (for promotion, community management, content).

Funding:

- PR BI 2021-2027 (Priority 1 & 2), PEO 2021-2027, Local Budget, private co-financing.

Monitoring Indicators:

- Number of fully operational digital youth platform launched (1)
- Number of registered users in the first 2 years (5,000+)
- Number of youth accessing training or internship opportunities via the platform (500+)

Risk Mitigation:

- Low initial uptake: proactive marketing, targeted youth engagement campaigns, continuous community interaction.
- Technological challenges and user experience issues: rigorous testing cycles, dedicated technical support, and iterative design improvements.

Intended Result:

A digital youth platform with countless personal and professional development opportunities, creating communities of practice and allowing people from at risk groups to enter the workforce, find employment and learn relevant skills.

6.2 Action details table

This section provides the detailed planning for each action within the Integrated Action Plan. Following the URBACT methodology and best practices from partner cities, each action is presented in a two-part table: a summary box providing a high-level overview, and a detailed activity breakdown outlining the implementation steps. The content integrates data gathered during the ULG process. All indicators are categorized as Outputs (direct, tangible deliverables of an action) and Results (the changes or effects achieved through those outputs) to ensure a robust monitoring framework.

AREA OF INTERVENTION 1: INCLUSIVE AND INNOVATIVE LEARNING ECOSYSTEMS

SO1: TRANSFORMING LEARNING SPACES INTO INCLUSIVE, SUSTAINABLE AND INNOVATION-DRIVEN HUBS

Action 1.1: Building a Landmark Technical High School through Strategic Stakeholder Engagement – PTTR Living Lab

Short Description:	Establish a consultative board with representatives from the private sector, NGOs, and academia to guide the modernization of a landmark technical high school in District 6. The goal is to transform the physical infrastructure project into a living lab—a dynamic space for public-private partnerships, internships, and innovative educational programs that foster inclusion and diversity.
Responsibilities:	Leader: Bucharest District 6 City Hall. Key Partners: Romanian Business Leaders Foundation, Technical College for Mail and Telecommunications „Gheorghe Airinei”, private sector companies from the ULG, university representatives, student and parent associations.
Timings:	Months 1-2: Establish consultative board. Months 3-5: Review and adapt modernization plans. Months 6-18: Oversee construction and technological implementation. Months 19-24: Final evaluations and dissemination.
Costs & Funding:	Total Estimated Cost: To be determined based on the final technical project. Funding Sources: Local Budget, Regional Programme Bucharest-Ilfov (PR BI) 2021-2027 (Priority 6).
Indicators:	Outputs: 1 consultative board established; 1 modernized school building with state-of-the-art labs; 5+ partnership agreements signed with companies for internships. Results: 20% increase in student enrolment in specialized tech classes; Measurable improvement in student outcomes (e.g., graduation rates, competition results); High stakeholder satisfaction rate (>80%) measured via surveys.
Risk Mitigation:	Risk: Delays in infrastructure completion. Mitigation: Rigorous project management with clear milestones and regular board oversight. Risk: Stakeholder disengagement. Mitigation: Transparent communication channels and inclusive decision-making processes.

Intended Result:	A modernized technical high school that acts as a living lab, fostering continuous collaboration between education, the private sector, and civil society, with relevant partnerships for internships and practical learning, ensuring graduates are prepared for the tech economy.
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Activity	Implementation Steps	Responsible Parties	Timeline
1.1.1 Establish Consultative Board	Identify and invite key stakeholders from the ULG (private sector, academia, NGOs). Formalize the board's mandate and meeting schedule.	District 6 City Hall, ULG Members	Months 1-2
1.1.2 Strategic Plan Review	The board reviews existing modernization plans. Propose adjustments to align with living lab principles, focusing on creating flexible, collaborative spaces and integrating modern technology.	Consultative Board	Months 3-5
1.1.3 Oversee Implementation	The board actively monitors the procurement and construction phases, ensuring adherence to the revised plan, quality standards, and timeline.	District 6 City Hall, Consultative Board	Months 6-18
1.1.4 Develop Partnership Programs	The board facilitates the creation of internship, mentorship, and project-based learning programs in collaboration with ULG business partners.	ULG Business Reps	Months 10-20
1.1.5 Monitor and Evaluate	Continuously monitor progress against KPIs. Conduct final evaluations and disseminate a case study on the living lab model.	District 6 City Hall, INCSMPS	Months 19-24

Action 1.2: Creating a Community Innovation Hub – FAVORIT+ Living Lab

Short Description:	Leverage the recently awarded European Urban Initiative (EUI) project to transform the Favorit Cinema space into a community innovation hub. This action focuses on integrating the TechDiversity objectives within the EUI project, specifically by developing the hub's component dedicated to supporting young entrepreneurs and innovators in fields like sustainable materials and social sciences.
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Responsibilities:	Leader: Bucharest District 6 City Hall. Key Partners: EUI Project Partners, ULG members (EfDEN, Smart City Association, Impact Hub).
Timings:	Aligned with the EUI project timeline (to be detailed).
Costs & Funding:	Total Estimated Cost: Covered by the European Urban Initiative (EUI) grant. Funding Sources: EUI, Local Budget co-financing.
Indicators:	Outputs: 1 operational Community Innovation Hub; 1 dedicated space for young entrepreneurs within the hub; 10+ workshops/events for innovators hosted in the first year. Results: 5+ new innovative projects/startups supported by the hub in the first two years; Increased community engagement in co-creation and social innovation activities.
Risk Mitigation:	Risk: Misalignment between EUI project goals and TechDiversity objectives. Mitigation: Ensure the IAP Coordination Unit works closely with the EUI project management team to guarantee synergy.
Intended Result:	A vibrant collaborative space that stimulates social innovation, supports local entrepreneurs, and provides a platform for co-creating sustainable solutions, with a specific focus on empowering youth and underrepresented groups.

(Detailed activity table for Action 1.2 to be developed in line with the EUI project plan.)

Action 1.3: Invest in specialized equipment dedicated to technical & vocational high schools (PNRR project under implementation)

Short Description:	<p>Increasing access to digital technologies and improving the conditions in which educational activities are carried out for students and teachers in technical high schools in District Sector 6.</p> <p>The project is aimed at all students and teachers in Sector 6 and aims to contribute to the need for innovation and specialisation in education through investment in modern, innovative digital technologies. By providing access to digital technology, applications, and online learning platforms, and familiarizing students with all branches of the STIAM (Science, Technology, Engineering, Arts, and Mathematics) system, the project also contributes to reducing the gaps that Romania in general, and District 6, has in terms of digital skills. Investments are directed towards ensuring optimal conditions for the educational and instructional process by providing age-appropriate furniture and modern teaching materials, including digital equipment.</p>
Responsibilities:	Leader: Bucharest City Hall

Timings:	Months 1-3: preparation of tender dossiers Months 3-5: tendering. Months 6-12: supply of materials Months 12-14 workshops and training of teachers
Costs & Funding:	Total Estimated Cost: 700.000 euros. Funding Sources: National Resilience and Recovery Facility,
Indicators:	Outputs: - increasing access to modern learning tools for students and strengthening the digital skills of students and teachers in the use of digital tools Results: 6 IT laboratories endowed with specific equipment, 6 practical training labs endowed with specific equipment
Risk Mitigation:	<p>Risk of delays in public procurement – Mitigation For specific IPT equipment, the procurement procedure will be initiated before the financing contract is signed, with a suspensive clause. For other procurements, we will also initiate market consultation procedures to ensure transparency and avoid appeals as much as possible. Another positive aspect of market consultation is that it can help identify potential difficulties in the relevant markets at an early stage, allowing us to adjust the requirements in the tender documentation.</p> <p>Risk Low quality of delivered products or provision of inadequate equipment; the identified solution is for the tender documentation to be carefully drafted with a focus on aspects that ensure the delivery of quality products and the acceptance of each delivered product, involving representatives of educational institutions throughout the procurement and delivery process.</p>
Intended Result:	<p>The project will have a substantial impact in terms of:</p> <ul style="list-style-type: none"> - inclusive growth and reducing vulnerabilities, improving the quality of education and lifelong learning opportunities; - poverty reduction: reducing social polarization (with all associated reasons: standard of living, education, health); - combating discrimination; - increasing equal opportunities and treatment, including the gender dimension; - social integration of vulnerable people and children with special needs.

Activity	Implementation Steps	Responsible Parties	Timeline
1.1.1	preparation of tender dossiers	District 6 + beneficiaries	Months 1-3
1.1.2	tendering	District 6	Months 3-6
1.1.3	supply of materials	Suppliers + beneficiaries	Months 6-12

1.1.4	workshops and training of teachers	Suppliers + beneficiaries	Months 12-14
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Intervention Area 2: Equal access to TECH EDUCATION, ENTREPRENEURSHIP & CAREER DEVELOPMENT INITIATIVES

SO2: ENHANCING TECH CAREER COUNSELLING & STIMULATING TECH ENTREPRENEURSHIP SKILLS THROUGH DEDICATED MENTORSHIP & COACHING PROGRAMMES

Action 2.1: Implement a District-Wide Professional Orientation and Counselling Program

Short Description:	Design and implement a fully funded professional orientation and counselling program for all high school students in District 6, with a special focus on at-risk groups. The program will use standardized tests and expert counselling to help students identify suitable study and career paths, thereby improving their integration into the workforce.
Responsibilities:	Leader: Bucharest District 6 City Hall. Key Partners: Technical High Schools in District 6, Polytechnic University, DGASPC D6, AMOFM, specialized NGOs, RBL Foundation, accredited counselling practitioners.
Timings:	Months 1-4: Program design and partnership formation. Months 5-7: Procurement of tests and training of counsellors. Months 8-12: Pilot phase in selected schools. Months 13-24: Full district-wide rollout.
Costs & Funding:	Total Estimated Cost: To be determined based on procurement of tests and services. Funding Sources: Educational and Employment Programme (PEO) 2021-2027 (Priority 9, OS ESO4.5), Local Budget.
Indicators:	Outputs: 1 comprehensive counselling framework developed; 50+ school counsellors trained; Program implemented in all technical high schools in District 6. Results: 80% of participating students report increased clarity on career paths; A measurable decrease in school dropout rates in targeted high schools over 3 years; Increased enrolment in relevant higher education or technical training programs.
Risk Mitigation:	Risk: Low student engagement. Mitigation: Proactive communication campaigns and peer-to-peer mentoring elements. Risk: Economic shifts making vocational advice irrelevant. Mitigation: Regular program review with ULG business partners to ensure content remains up-to-date.
Intended Result:	A better-equipped future workforce, with more graduates pursuing relevant and successful careers in their chosen fields, reducing brain drain and skills mismatch.

Activity	Implementation Steps	Responsible Parties	Timeline
2.1.1 Framework Development	Form a working group with educational and psychological experts to develop the counselling framework, select appropriate vocational tests, and define the program's methodology.	District 6 City Hall, ULG members	Months 1-4
2.1.2 Procurement and Training	Launch public procurement for vocational tests and specialized counselling services. Organize intensive training sessions for existing school counsellors.	District 6 City Hall	Months 5-7
2.1.3 Pilot Implementation	Roll out the program in 2-3 pilot high schools. Gather feedback from students and counsellors to evaluate effectiveness and refine the approach.	Pilot High Schools, Counselling Providers	Months 8-12
2.1.4 Full-Scale Rollout	Deploy the refined program across all technical high schools in District 6. Establish a continuous data collection and evaluation system.	District 6 City Hall, All Technical High Schools	Months 13-24

Action 2.2: Creating and Providing a Dedicated Youth Entrepreneurship Programme

Short Description:	Based on the successful model of "Vreau să fiu antreprenor" (VSFA), this action implements a structured, multi-stage program to develop entrepreneurial competencies among high school youth in District 6. It combines inspirational events, intensive training and mentorship, and a final competition to help young people transform ideas into viable startups.
Responsibilities:	Leader: Bucharest District 6 City Hall. Key Partners: High Schools in District 6, BCR, Impact Hub, other ULG business members for mentorship.
Timings:	Stage 1 (Conferences): Months 1-6. Stage 2 (Training Program): Months 7-12. Stage 3 (Final Competition & Mentorship): Months 13-24.
Costs & Funding:	Total Estimated Cost: €47,900. Funding Sources: PEO 2021-2027, PR BI 2021-2027 (Priority 1), Local Budget, Private Sponsorships (e.g., from ULG members).

Indicators:	Outputs: 15 entrepreneurship conferences held; 1 training program with a 13-module curriculum developed; 1 final pitch competition organized. Results: 1,500 youth participate in conferences; 75 youth complete the intensive training program; 10 new startups are legally established (SRL) and receive follow-up mentorship.
Risk Mitigation:	Risk: Low attendance at conferences. Mitigation: Formal partnership with the School Inspectorate to ensure student participation. Risk: Low engagement in the training program. Mitigation: Promote success stories from past VSFA editions; offer clear incentives (prizes, mentorship).
Intended Result:	A new generation of young entrepreneurs in District 6, equipped with the skills, mindset, and network to launch and grow successful businesses, thereby diversifying the local economy and creating new jobs.

Activity	Implementation Steps	Responsible Parties	Timeline
2.2.1 Stage 1: High School Conferences	Organize "Vreau să fiu antreprenor" events in 15 high schools, with an audience of ~1500. Each event features 2 entrepreneurs. Identify and select 75 students for the next stage.	District 6 City Hall, ULG members	Months 1-6
2.2.2 Stage 2: Intensive Training & Mentorship	Enroll the 75 selected students in a 6-month program. Provide access to the VSFA+ online platform and curriculum. Organize monthly workshops and group mentorship sessions.	ULG Partners (for venues/mentors)	Months 7-12
2.2.3 Stage 3: Competition and Incubation	Organize a final competition for the top 10 participants. Award prizes. Provide legal and financial support for the establishment of 10 startups (for participants 18+).	District 6 City Hall, ULG members	Month 13
2.2.4 Post-Launch Mentorship	Provide 6 months of follow-up mentorship to the newly created startups to ensure their sustainability and growth.	ULG members, RBL Foundation Mentors	Months 14-19

INTERVENTION AREA 3: STRENGTHENING COOPERATION BETWEEN TECHNICAL EDUCATION AND THE LABOUR MARKET

SO3: IMPROVING CONNECTION & PARTNERSHIPS BETWEEN THE BUSINESS ENVIRONMENT AND THE LEARNING ECOSYSTEM IN THE TECH FIELD

Action 3.1: Establishing Scalable Consultative Boards for Technical High Schools in District 6

Short Description:	Establish consultative boards in all technical and vocational high schools in the district. Each board will include representatives from the business sector, academia, and alumni or parents. The boards will help high schools better connect with higher education, attract private partnerships and funding, and develop strategies better suited for the current economy.
Responsibilities:	Leader: Bucharest District 6 City Hall, Romanian Business Leaders Foundation. Key Partners: Educational institutions, private sector, universities, expert NGOs.
Timings:	Months 1-3: Framework creation and partner mobilization. Months 4-5: Pilot board operationalization. Months 6-8: Performance review and adjustments. Months 9-24: Full-scale implementation.
Costs & Funding:	Total Estimated Cost: Primarily administrative resources. Funding Sources: Local funds, various other funding sources.
Indicators:	Outputs: 1 replicable governance model developed; 2+ consultative boards established. Results: Increased number of partnerships between schools and businesses; Measurable increase in external funding attracted by schools; Higher rate of graduates pursuing relevant careers.
Risk Mitigation:	Risk: Institutional resistance. Mitigation: Advocacy through successful case examples and creating clear incentive systems for participation.
Intended Result:	Better connected educational institutions that can access more external funding and guide more alumni into successful and relevant careers, strengthening the local economy.

Activity	Implementation Steps	Responsible Parties	Timeline
3.1.1 Governance Model Development	Develop and validate a replicable governance model for the consultative boards, defining their mandate, structure, and operational procedures.	District 6 City Hall, ULG members, Expert relevant NGOs	Months 1-3

3.1.2 Pilot Board Establishment	Strategically recruit board members for a pilot board. Launch the pilot board in one technical high school and conduct an initial evaluation of its effectiveness.	District 6 City Hall, Pilot High School, ULG members, Expert relevant NGOs	Months 4-5
3.1.3 Framework Refinement	Adjust the governance framework and operational guidelines based on feedback and lessons learned from the pilot board evaluation.	District 6 City Hall, ULG members, Expert relevant NGOs	Months 6-8
3.1.4 District-Wide Rollout	Scale the consultative board model across all technical high schools in District 6. Implement a continuous monitoring system to track performance and outcomes.	District 6 City Hall, All Technical High Schools	Months 9-24

Action 3.2: Facilitating Access to Digital Platforms for Skill Development and Tech Career Opportunities

Short Description:	Develop and launch a dedicated digital platform for the youth of District 6, in direct partnership with ULG member Jobful. The platform will serve as a central hub, integrating opportunities for skill development, internships, mentorship, and jobs in the tech sector, with a focus on creating pathways for at-risk groups. The technology will be provided pro-bono by Jobful. ¹
Responsibilities:	Leaders: Bucharest District 6 City Hall, Jobful. Key Partners: BCR, Polytechnic University, Technical High Schools, ULG companies and NGOs.
Timings:	Months 1-6: Co-design platform functionalities and form content partnerships. Months 6-12: Platform development and beta testing. Month 13: Official platform launch and promotional campaign. Months 14-24: Ongoing community management and content curation.
Costs & Funding:	Total Estimated Cost: €20,000+ (for promotion, community management, content). Funding Sources: PR BI 2021-2027 (Priority 1 & 2), PEO 2021-2027, Local Budget, private co-financing.
Indicators:	Outputs: 1 fully operational digital youth platform launched; 20+ companies and NGOs onboarded as partners providing opportunities. Results: 5,000+ registered users in the first 2 years; 500+ youth accessing training or internship opportunities via the platform; Tangible employment outcomes attributed to platform usage.

Risk Mitigation:	<p>Risk: Low initial user uptake. Mitigation: Proactive marketing campaigns targeting schools and universities; gamification elements on the platform.</p> <p>Risk: Lack of quality content/opportunities. Mitigation: Dedicated community manager responsible for stakeholder engagement and content curation.</p>
Intended Result:	A dynamic and self-sustaining digital ecosystem that connects District 6 youth with real-world personal and professional development opportunities, effectively bridging the gap to the tech workforce and fostering communities of practice.

Activity	Implementation Steps	Responsible Parties	Timeline
3.2.1 Co-design and Partnership Formation	Conduct workshops with youth, schools, and companies to define platform features. Formalize partnership with Jobful and sign content-sharing agreements with other ULG members.	District 6 City Hall, Jobful, ULG Members	Months 1-6
3.2.2 Platform Development & Testing	Jobful develops the platform based on co-design specifications. A beta version is tested with a representative group of students and stakeholders to gather feedback.	Jobful, District 6 City Hall	Months 6-12
3.2.3 Platform Launch & Promotion	Officially launch the platform. Deploy a comprehensive marketing campaign across schools, universities, and social media, targeting youth in District 6.	District 6 City Hall, Jobful	Month 13
3.2.4 Community Management & Curation	Hire/assign a community manager to continuously engage with users and partners, curate new content and opportunities, and manage the platform's social channels.	District 6 City Hall	Months 14-24

7. Implementation framework

This section provides the comprehensive framework for the implementation, monitoring, and long-term sustainability of the Tech Diversity Integrated Action Plan. It establishes the necessary structures for governance, stakeholder collaboration, financing, and performance measurement, ensuring that the plan transitions effectively from a strategic document to a set of impactful, on-the-ground actions. This framework is designed to be robust, adaptive, and compliant with URBACT standards.

7.1. Governance and Coordination

To ensure effective oversight and coherent execution of the IAP, a clear governance structure will be established. This structure is designed to address the Lead Expert's concern about project coherence and to institutionalize the collaborative spirit of the ULG.

- **IAP Steering Committee:** A high-level Steering Committee will be formed to provide strategic direction, political support, and oversight for the IAP's implementation. It will be composed of senior representatives from the District 6 City Hall (e.g. Deputy Mayor), key ULG partners who are leading actions (e.g. Romanian Business Leaders Foundation, Jobful), and representatives from the Polytechnic University and the technical high schools. The committee will meet quarterly to review progress, approve major adjustments, and champion the IAP at a political level.
- **IAP Coordination Unit:** A dedicated IAP Coordination Unit will be established within the District 6 City Hall's Local Development, Digitalisation and Projects with External Funds Department. This unit, led by a designated IAP Coordinator, will be responsible for the day-to-day management of the plan. Its tasks will include:
 - Coordinating the implementation of all actions with the respective leaders and partners.
 - Managing the overall IAP budget and financial reporting.
 - Overseeing the monitoring and evaluation framework.
 - Facilitating communication among all stakeholders.
 - Preparing progress reports for the Steering Committee and URBACT.
- **Thematic Working Groups:** For complex, multi-stakeholder actions (e.g., Action 2.1 - Counselling Program, Action 3.2 - Digital Platform), dedicated thematic working groups will be formed. These groups will bring together all relevant implementation partners to coordinate operational details and ensure smooth execution.

7.2 Ongoing Stakeholder Engagement

The participatory approach that defined the planning phase must continue throughout implementation to ensure the IAP remains relevant and benefits from the collective expertise of its partners.

- **ULG Forum:** The URBACT Local Group will be maintained as a permanent consultative body. The IAP Coordination Unit will convene a ULG Forum at least twice a year. These forums will serve to:
 - Present progress on IAP implementation.
 - Gather feedback and new ideas from the wider stakeholder community.
 - Identify new partnership opportunities.
 - Ensure the IAP remains aligned with the evolving needs of the local community.
- **Formalized Partnerships:** To secure long-term commitment, key partnerships with action leaders (e.g. technical high schools, ULG members, relevant stakeholders - RBL Foundation, Jobful etc)

will be formalized through Memorandums of Understanding (MoUs) or collaboration agreements. These documents will clarify roles, responsibilities, and contributions, ensuring accountability.

7.3 Overall Funding Strategy and Budget

The implementation of the IAP will be financed through a diversified, multi-source funding strategy, combining local, regional, national, and European funds, as well as private contributions. This approach enhances the plan's financial resilience and sustainability. The table below provides a consolidated overview of the estimated budget and primary funding sources for each action.

Consolidated Funding Plan

Action	Total Estimated Cost	Primary Funding Sources	Secondary/Co-financing Sources
1.1 PTTR Living Lab	TBD	PR BI (P6), PNRR (C15/I11)	Local Budget
1.2 FAVORIT+ Hub	EUI Grant	European Urban Initiative (EUI)	Local Budget
1.3 Equipment for VET	PNRR Grant	PNRR (C15/I13, I14)	-
2.1 Counselling Program	TBD	PEO 2021-2027 (P9/OS4.5)	Local Budget
2.2 Entrepreneurship Program	€47,900	PEO 2021-2027, PR BI (P1)	Local Budget, Private Sponsorships
3.1 Consultative Boards	Administrative	In-kind contributions	-
3.2 Digital Youth Platform	€20,000+	PR BI (P1, P2), PEO 2021-2027	Local Budget, Private Co-financing
Total (Estimated)	>€100,000 + Grants	EU & National Programmes	Local Budget & Private Sector

7.4 Implementation Timeline

The implementation of the IAP is planned over a multi-year horizon, starting in 2025. The following table provides a visual roadmap for the key actions.

Action	Q4 2025	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027	Q1 2028	Q2 2028	Q3 2028	Q4 2028	Q1 2029	Q2 2029	Q3 2029	Q4 2029
1.1. Building a Landmark Technical High School through																	

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Strategic Stakeholder Engagement – PTTR Living Lab																	
1.2: Create a Community Innovation Hub – FAVORIT+ Living Lab - as a collaborative space for co-creation of sustainable solutions, stimulating social innovation and support for the local community																	
1.3: Invest in specialized equipment dedicated to technical & vocational high schools																	
2.1: Implement a District-Wide Professional Orientation and Counselling Program for tech/ vocational high school and university students, with a focus on equal access for vulnerable groups																	
2.2. Creating and Providing a Dedicated Youth Entrepreneurship Programme for Tech/ Vocational Students, including access for vulnerable groups																	
3.1. Establishing Scalable Consultative Boards for Technical High Schools in District 6																	
3.2: Facilitating Access to Digital Platforms for skill development and tech career opportunities (with a focus on at risk target groups)																	

7.5 Risk Assessment and Mitigation

A proactive approach to risk management is essential for the successful implementation of the IAP.¹⁹ The following matrix identifies key strategic risks, assesses their potential impact and likelihood, and outlines mitigation strategies.

IAP Risk Assessment Matrix

Risk Description	Likelihood	Impact	Responsible	Mitigation Strategy
Political Discontinuity - A change in local administration leadership leads to a withdrawal of support for the IAP.	Medium	High	Steering Committee	Secure official endorsement of the IAP by the Local Council. Widely communicate IAP successes to build broad public support.
Partner Disengagement - Key implementation partners (companies, NGOs) lose interest or capacity to contribute.	Medium	High	IAP Coordinator	Formalize partnerships with MoUs. Maintain regular communication and highlight partner contributions in all dissemination activities. Ensure actions provide clear value to partners.
Failure to Secure Funding - Applications for EU or national funds are unsuccessful, leaving actions unfunded.	Medium	High	IAP Coordinator	Develop a diversified funding strategy targeting multiple programs. Build internal capacity for high-quality project proposal writing. Proactively engage with Managing Authorities.
Low Uptake of Programs - Target groups (youth, vulnerable communities) do not participate in the planned programs.	High	Medium	Action Leaders	Involve target groups in the final design of programs (co-creation). Use targeted, youth-friendly communication channels. Leverage peer-to-peer promotion.
Lack of Administrative Capacity - The City Hall lacks the human resources to effectively coordinate the IAP.	Medium	High	District 6 City Hall	Establish the dedicated IAP Coordination Unit with a clear mandate. Provide training for staff. Outsource

				specific technical tasks where necessary.
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7.6 Monitoring and Evaluation Framework

A robust Monitoring and Evaluation (M&E) framework is critical to track progress, measure impact, and facilitate adaptive management. The framework will be managed by the IAP Coordination Unit and will provide the data needed to report to the Steering Committee, ULG, and funding bodies. The absence of baseline data is a key challenge, so an initial activity will be to establish these baselines for each indicator.

Monitoring Framework Table

Strategic Objective	Result Indicator	Baseline (2025)	Target (2028)	Data Source	Frequency
SO1 & SO3	# of active public-private partnerships in technical education.	-	20+	Partnership Agreements, ULG Reports	Annual
	Student satisfaction rate with the relevance of their technical education.	-	>80%	Annual Student Surveys	Annual
SO2	% of technical high school graduates who pursue careers/further studies in their field of study.	-	Increase by 15%	AMOFM data, School graduate tracking	Annual
	# of startups created by youth through IAP programs.	-	10	Trade Registry, Program Reports	Annual
SO3	# of youth from vulnerable groups accessing internships or jobs through IAP initiatives.	-	100+	DGASPC data, Platform user data	Semi-annual
IAP-wide	Level of stakeholder engagement and satisfaction with the IAP process.	-	High (>85%)	ULG Forum Surveys, Feedback forms	Annual

For each action, specific Output Indicators will also be tracked (e.g., # of workshops held, # of users registered on the platform, # of schools with new equipment). These will be detailed in individual action monitoring plans managed by the action leaders and reported to the IAP Coordination Unit.

8. Conclusions and next steps

The IAP is both a roadmap which reflects Bucharest’s commitment towards creating a community where integration of vocational and technical education and the business environment lead to better career paths, keeps young people in the community and becomes an example of public engagement, especially in terms of diversity and inclusion policies.

The collaborative and participatory elaboration process assured that the proposed actions are rooted in the needs of the community and various stakeholders, paving the way towards sustainable growth and development of tech education, careers and entrepreneurship.

As the city moves forward, continuous monitoring will ensure that the IAP delivers lasting benefits for all citizens, particularly those from underrepresented and vulnerable target groups.

Building on the trust and cooperation established within the ULG, Bucharest’s District 6 aims to build a long-term partnership with engaged stakeholders. This partnership will provide a structured platform for ongoing dialogue, co-design, and monitoring of the IAP’s actions. The ULG will continue to serve as a critical forum for sharing best practices, identifying emerging challenges, and co-developing new ideas and actions in the field of tech diversity.

A key next step is the establishment of a dedicated IAP Steering Committee within the city hall, responsible for overseeing the implementation of the plan, working with stakeholders, and ensuring alignment with the city’s broader strategic objectives. To ensure the sustainability and coherence of the IAP’s actions, the city will integrate various actions into other local strategic documents such as the integrated urban development plan, leveraging additional synergies and funding opportunities.

Together, we are not just preparing for the future of work — we are shaping it.