



# Future STEAM Cities

## Investment Plan for Alytus

URBACT



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## SECTION 1: The context and local needs

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### 1.1 The policy context for STEAM for the city

The city's strategic direction towards smart, sustainable growth, innovation and investment attractiveness is firmly grounded in approved national and municipal strategies. These documents provide a solid basis for fostering entrepreneurship, strengthening digital and STEAM skills, enhancing cross-sectoral cooperation, and creating conditions for long-term economic and urban development.

In 2022, Alytus city established its Strategic Development Plan for 2030. This strategy encourages the development of conditions that foster a creative, responsible, and open national outlook through local and urban development.

The project responds to Priority II: Opportunity City, which indicates that Alytus city is a forward-looking, sustainably growing city. Its development is driven by intelligent, sustainable solutions that create a comfortable, opportunity-rich urban environment. Local expansion is guided by an advanced approach to establishing a more environmentally friendly, vibrant, and attractive city for future generations. Furthermore, the city remains receptive to innovation and creativity, boldly implementing unconventional solutions. For this reason, the project aligns with this priority's task 2.3. „Develop the potential of the city“ goal 2.3.1. “Create conditions for residents' self-realization and for entrepreneurship to flourish” and goal 2.3.2. “Enhance the city's accessibility and attractiveness for investments”.

Alytus city has also embraced the Sustainable Development Strategy for 2024–2029, which aims to invest in the city's sustainable development to enhance its attractiveness.

The strategy emphasizes that in Alytus city, the lack of infrastructure and territories necessary for business investment limits opportunities to attract higher-value-adding enterprises. This limitation hampers the creation of higher-paying, more diverse employment opportunities for residents of the city and surrounding municipalities. Consequently, the strategy allocates 16,5 million Euros to foster a positive business environment.

### 1.2 Needs analysis in the territorial context

Alytus city is located in the southern part of Lithuania and serves as the economic, educational and service centre of Alytus County, which comprises five municipalities. The city combines extensive green areas with industrial, business and cultural functions, creating a distinctive urban environment. Alytus has a long-standing industrial tradition that began to develop in the mid-20th century and played a key role in the city's growth. Today, Alytus remains one of the most important manufacturing centres in Southern Lithuania, hosting companies operating in furniture production, textiles, electronics, chemicals, plastics, food processing, engineering and construction-related industries.

As the regional centre, Alytus concentrates a significant share of jobs, educational institutions and business services. In 2024, there were 2,279 active business entities in the city, accounting for almost half of all 5,008 active business entities operating in Alytus County. Despite this strong industrial base, a substantial share of economic activity remains concentrated in traditional sectors such as furniture, wood processing, plastics and related manufacturing activities, where value creation remains relatively low compared to knowledge-intensive industries.

According to the State Data Agency, more than sixty percent of gross value added generated in Alytus County in 2022 came from wholesale and retail trade, transport, accommodation and food services, industry and the public sector. Although the region has a strong manufacturing tradition, its economic structure remains insufficiently diversified towards higher value-added and innovation-driven sectors. This is also reflected in business dynamics. While Alytus city municipality registers approximately 136 new companies annually, only around three companies engaged in information and communication activities and approximately eighteen companies operating in professional, scientific and technical sectors are established each year. Although the number of newly registered companies has increased in recent years, reaching 155 in 2024 and 160 in 2025, the share of knowledge-intensive businesses remains limited.

Demographic trends further reinforce the need for intervention. According to the State Data Agency, the population of Alytus city municipality decreased from 53,066 residents in 2020 to 50,741 residents in 2025, representing a decline of 4.4%. During the same period, the share of working-age residents decreased from 66.2% to 63.5%, while the share of pension-age residents increased from 21.1% to 24.6%. Birth rates also continue to decline, falling from 336 births in 2020 to 248 births in 2024. These trends highlight the importance of retaining young people and creating attractive educational and career opportunities within the city.

Labour market indicators reveal both strengths and challenges. Employment among people aged 20–64 reached 79.6% in Alytus city in 2023, exceeding both the Lithuanian and EU averages. However, a large share of employment remains concentrated in traditional manufacturing and service sectors. At the same time, the supply of future technical specialists remains limited. Alytus Region produces only 86 graduates annually from engineering-related vocational education programmes, representing approximately 5% of the national total. Over the past five years, the number of graduates from vocational education institutions in the region has decreased by almost 50%, from 1,287 to 640 graduates. This creates increasing challenges for local employers seeking specialists with engineering, technological and innovation-related competencies.

The city has already established several foundations for entrepreneurship and innovation support, including Alytus Industrial Park, the Alytus "Spiečius" co-working space and the Dzūkija Arts Incubator "Menų pirtis". Nevertheless, regional and municipal analyses continue to identify insufficient business incubation infrastructure, limited science and technology support ecosystems, weak cooperation between education and business, and a shortage of platforms that encourage entrepreneurship, creativity and innovation among young people.

The Future STEAM Cities Investment Plan directly responds to these challenges. Beyond improving educational quality, the initiative aims to strengthen digital, technical, creative and entrepreneurial competencies from early education through secondary schooling. By connecting schools, businesses, cultural organisations and public institutions, the project will create stronger pathways between education and the labour market while supporting talent retention and entrepreneurship development.

Entrepreneurship contests and Business Open Days are designed not only as awareness-raising initiatives but also as mechanisms for early talent identification, practical exposure to local career opportunities and long-term cooperation between students and businesses. Over time, these measures are expected to strengthen local human capital, increase the attractiveness of Alytus for innovation-oriented investment and contribute to the gradual transition of the local economy towards higher value-added and knowledge-intensive activities.

## SECTION 2: The URBACT Transfer Journey

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### 2.1 Background to the proposal

Alytus city is joining the „Future STEAM Cities” project to adapt and implement elements of the Aveiro STEAM City model. This approach is based on the need to address current challenges related to youth emigration, skills mismatch with labor market demands and limited high-value employment opportunities in the city. Although Alytus has strong industrial traditions and an extensive network of educational institutions, it is necessary to strengthen and systematize the connections between education, business, culture and innovation sectors so that youth can develop future skills and see long-term career prospects in Alytus.

By participating in the “Future STEAM Cities” network, Alytus aims not only to adopt best practices from Aveiro but also to actively share its own experiences. International cooperation provides an opportunity to apply proven models of STEAM education, entrepreneurship promotion, and cross-sector partnerships, ensuring their integration into the city’s long-term strategic planning.

### 1.2 Our starting point

Alytus city joins the “Future STEAM Cities” project with a solid strategic foundation and a clear political commitment to becoming a progressive, digitally transformed, and innovative city. Strong support from the mayor and local government provides a favorable environment for launching and scaling STEAM-related initiatives.

Although the city of Alytus has great potential to become an innovative city, it faces certain barriers.

**The primary issue pertains to the education and retention of individuals.** The ongoing migration of skilled individuals, particularly among the youth, reflects limited local career opportunities and weakened, fragmented connections between education, industry and the city. Although educational innovations and the development of STEAM are supported, inconsistent collaboration and limited business engagement diminish the city's capacity to attract, nurture and retain entrepreneurs and young people.

**The other significant challenge pertains to the uneven integration of STEAM education.** Although Alytus city boasts a network of 15 schools spanning all educational levels, STEAM activities remain fragmented and poorly coordinated, particularly in preschools and early childhood education. Current initiatives often depend on individual institutions, private service providers or short-term projects. The absence of centralized school management and dedicated coordination structures may further restrict flexibility and inter-institutional collaboration.

**Additionally, the city faces difficulties in establishing a cohesive innovation ecosystem.** Cultural institutions and companies show interest in collaboration within the STEAM field, however, such cooperation remains inconsistent and many initiatives

lack interactive, digital or community-wide engagement. The gap between the education, culture, business and innovation sectors hinders the development of a fully integrated environment that fosters creativity, entrepreneurship and technological advancement.

**Alytus city continues to face major challenges due to its modest investment appeal and limited business infrastructure.** Underdeveloped industrial zones, limited research, development, business support infrastructure and a dearth of inclusive collaboration and entrepreneurial spaces collectively hinder the city's capacity to attract companies that generate higher value-added activities. Consequently, these limitations restrict the creation of well-compensated, diverse employment opportunities and diminish Alytus's position as a competitive regional center.

**Ultimately, long-term financial sustainability presents an ongoing risk.** Many initiatives are heavily dependent on EU funding and municipal budgets, however, diversified funding models and structured investment plans remain underdeveloped.

These barriers underscore the necessity for more robust coordination mechanisms, closer collaboration between business and education sectors, improved investment infrastructure, stable long-term management and financing. Such measures are vital to supporting Alytaus' strategic development objectives to transform it into a progressive and innovative city.

| Category                                    | Assets                                                                                                                                                                                                                                                                        | Barriers                                                                                                                                                           |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fit with city's strategic priorities</b> | Strong alignment with the city's goal to become a digitally transformed city, with a focus on STEAM education and talent retention.                                                                                                                                           | The challenge of talent outflow remains a significant obstacle, impacting long-term workforce development and innovation capacity.                                 |
| <b>Level of political support</b>           | Strong commitment from the mayor and local government, with budget allocation and ongoing support for education initiatives.                                                                                                                                                  | Centralised governance of schools may limit flexibility in decision-making and implementation of STEAM initiatives.                                                |
| <b>Available resources</b>                  | A network of 15 schools covering all educational levels and existing STEAM assets in some institutions. Collaboration with project partners and administrative units to address skill gaps. Private STEAM providers and businesses are motivated and willing to get involved. | Gaps in STEAM education, especially at the kindergarten level, and a lack of dedicated personnel or platforms to coordinate efforts across schools and businesses. |

| Category                       | Assets                                                                                                                         | Barriers                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Availability of finance</b> | Access to EU funds and city budget allocations that support educational initiatives and innovation.                            | Long-term financial sustainability remains uncertain, with a need for structured investment planning and diversified funding sources.       |
| <b>Other</b>                   | Cultural institutions are interested in STEAM collaboration, and businesses are open to engagement in educational initiatives. | Limited interaction between cultural and educational sectors, and businesses are not yet fully integrated into talent retention strategies. |

### 2.3. How we adapted Aveiro's innovative practice

During the Adapt Phase of the Future STEAM Cities project, Alytus city tested selected practices inspired by the Aveiro STEAM City model together with local stakeholders and URBACT Local Group (ULG) members. Taking into account local educational, social and economic challenges, Alytus aimed to identify STEAM solutions that could strengthen cooperation between schools, businesses, cultural institutions and the municipality.

Based on the experience of the Aveiro STEAM City model, Alytus seeks to create a coordinated and future-oriented STEAM ecosystem focused on strengthening STEAM education, entrepreneurship, creativity and links between education and the labour market.

During the project, Alytus city implemented several testing actions related to STEAM education, entrepreneurship, digital skills and collaboration between education, business and cultural sectors. The implemented actions and their contribution to the long-term vision of Alytus as an innovative, creative and youth-friendly STEAM city are presented in the table below.

| Name of the Testing Action                                         | Adapted Aveiro's Practice | Action Description                                                                                                                                                                                                                       | Action Results                                                                                                                                                                                                           |
|--------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entrepreneurship Contests for Alytus Education Institutions</b> | Entrepreneurship Contests | An eXpo event was organized, bringing together students, educators, businesses and the local community. Students presented business ideas addressing environmental, social and economic challenges and competed for participation in the | Students strengthened entrepreneurial competencies through real-life business practice, improved communication and problem-solving skills, and increased engagement with local business communities. The initiative also |

| Name of the Testing Action      | Adapted Aveiro's Practice | Action Description                                                                                                                                                                                                                                                        | Action Results                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                           | national entrepreneurship competition.                                                                                                                                                                                                                                    | supported the visibility and development of innovative student ideas and entrepreneurship culture in Alytus.                                                                                                                                                                                                                                           |
| <b>Alytus Business Open Day</b> | Aveiro Tech City Open Day | Open Business Days were organized in 4 Alytus companies for 60 students from Alytus gymnasiums, allowing them to experience real-world work environments, innovation processes, and future career opportunities in STEAM-related sectors.                                 | The initiative strengthened cooperation between schools, local businesses, and the municipality, increased students' awareness of local career opportunities, and encouraged interest in STEAM and entrepreneurship pathways. It also helped reduce the gap between education and labour market needs.                                                 |
| <b>STEAM Labs</b>               | Technical Laboratories    | 3 schools in Alytus city tested TechLAB Aveiro methods, including robotics, coding, 3D modelling, digital fabrication and experimental learning activities using tools such as Ozobot, LEGO® Education SPIKE, Scratch & Makey Makey, LEGO WeDo and 3D printing solutions. | Students strengthened practical STEAM competences, creativity, teamwork and problem-solving skills through hands-on learning activities. Teachers improved their ability to implement inquiry-based and technology-rich learning approaches. The pilot also provided a practical model for establishing technical laboratory spaces in Alytus schools. |
| <b>Cultural and STEAM</b>       | STEAM Artistic residences | An interactive iSTEAM-based light installation                                                                                                                                                                                                                            | The pilot increased public and youth                                                                                                                                                                                                                                                                                                                   |

| Name of the Testing Action     | Adapted Aveiro's Practice | Action Description                                                                                                                                                                                                                                                                       | Action Results                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Collaboration Programme</b> |                           | was implemented during Alytus City Days at Alytus I Hillfort and the White Rose Bridge. The installation combined science, technology, engineering, arts and mathematics through public artistic experiences and youth workshops focused on programming, sensors and data visualisation. | engagement in STEAM disciplines through experiential learning, strengthened the connection between technology, art and urban public spaces, and enhanced Alytus' image as a creative, innovative and future-oriented city.                                                                                                      |
| <b>UBBU code</b>               | UBBU Code                 | 5 schools in Alytus city tested the UBBU coding platform for students in grades 1–6, focusing on learning-by-doing activities that develop computing science, logical thinking and problem-solving skills.                                                                               | Students improved computational thinking, logical reasoning and digital literacy skills, while teachers strengthened digital competences and integrated coding into different subjects. The pilot promoted a STEAM-oriented learning culture and provided evidence for wider implementation across Alytus municipality schools. |

## 2.4. The integrated approach and the participative process

The coordinating institution for the project will be the Alytus city municipality. The Municipality will oversee the entire process, coordinate activities and serve as an intermediary between participating institutions and stakeholders, facilitating collaboration across education, business, culture, and the public sector. Furthermore, the Municipality will coordinate project activities with regional and national development strategies and initiatives to enhance territorial cohesion and optimize long-term outcomes impact.

The project is also supported by the network of partners — The URBACT Local Group (ULG), which was established during the project "URBACT TechRevolution 2.0". This network includes:

- Alytus city municipality;

- Alytus Region Development Council;
- Vilnius Chamber of Commerce (Alytus Branch);
- Labour Force Institution;
- BNI Alytis;
- Cooperation Center "Spiečius";
- Alytus College;
- Alytus Professional Training Centre.

The ULG ensures that the seven project actions are implemented as a coherent and mutually reinforcing package. Each partner contributes according to its expertise and mandate.

Business-oriented partners support entrepreneurship development, business engagement, and the organisation of Business Open Days, mentoring activities, and networking events. Their involvement helps strengthen connections between students and local employers while improving awareness of career opportunities in the city and region.

Educational partners play a central role in implementing STEAM-related activities. Through collaboration between general education schools, vocational education institutions and higher education providers, they contribute to curriculum development, practical learning activities and educational initiatives that strengthen links between education and labour market needs.

Cultural and supplementary education stakeholders contribute to the integration of cultural and creative elements into STEAM activities, enriching interdisciplinary learning and supporting STEAM laboratories, project-based learning and hands-on educational experiences, particularly in early childhood, primary and non-formal education settings.

All partners work together to create clear pathways from early STEAM exposure to advanced skills development, entrepreneurship support and direct contact with employers. This integrated approach ensures that education, skills development, business engagement and innovation mutually reinforce one another and jointly address Alytus' key challenges related to youth retention, skills mismatch and limited high-value-added economic activity.

The partnership also contributes to strengthening territorial cohesion within Alytus city and the wider Alytus Region. As the regional centre, Alytus concentrates educational institutions, employers and business support organisations that serve not only city residents but also surrounding municipalities. At the same time, the city faces challenges related to youth outmigration to larger urban centres, particularly Vilnius and Kaunas, where many young people pursue further education and employment opportunities.

The Future STEAM Cities approach seeks to address these territorial challenges by creating stronger links between local education providers, businesses and innovation actors. Through Business Open Days, entrepreneurship contests, mentoring programmes and collaboration with regional employers, young people will gain greater

visibility of educational and career opportunities available within Alytus and the wider region. This will help strengthen local talent pipelines, support regional competitiveness and contribute to retaining skilled young people within Southern Lithuania.

Particular attention will be given to engaging students, educators and stakeholders from neighbouring municipalities through regional events, knowledge-sharing activities and cooperation initiatives. In this way, the project's benefits will extend beyond the administrative boundaries of Alytus city and contribute to the development of the wider functional area and regional innovation ecosystem.

During the implementation of the project, the network of partners may be expanded as needed. Additional organisations representing education, business, culture, innovation and youth interests may be invited to participate in specific activities and contribute to the implementation of the Investment Plan. This flexible approach will strengthen stakeholder engagement and support the long-term sustainability of project results.

To reinforce the participatory dimension of the project, mechanisms for structured youth involvement will be strengthened. The Municipality will explore opportunities to involve representatives of the Youth Council and student representatives in selected ULG meetings and consultation processes.

In addition, a STEAM Youth Ambassador initiative will be developed to encourage students to contribute ideas, provide feedback on activities and act as multipliers within their schools and communities. Youth ambassadors will help communicate project opportunities, support peer-to-peer engagement and contribute to the continuous improvement of project activities.

This approach ensures that young people are not only beneficiaries of STEAM initiatives but also active contributors to their design, implementation and long-term evolution. Through this collaborative governance model, the project will build a sustainable ecosystem that connects education, entrepreneurship, innovation and regional development objectives while strengthening Alytus' capacity to retain talent and support future economic transformation.

## SECTION 3: The Investment Proposition

### 3.1. The Value Proposition

The project will create long-term value for Alytus by laying the foundations for a city where STEAM education, creativity, innovation and cross-sector collaboration shape everyday learning, working and living. By adapting the Aveiro STEAM City model to the local context, **Alytus will move towards becoming a place where young people are empowered with future-oriented skills, organisations collaborate around shared challenges, and innovation becomes an integral part of the city's identity.**

The project's implementation aims to contribute to the main objectives set.

| Objective                                                                                        | Objective description                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strengthen the status of Alytus city as a dynamic and innovative city</b>                     | This objective seeks to shape the image of Alytus as a city that actively implements innovations, invests in future competences and creates a favourable environment for creativity, technological progress and entrepreneurship. |
| <b>Promote the development of digital, technical and creative skills through STEAM education</b> | This objective is to ensure that students of various ages acquire the practical skills needed for the future labor market through interdisciplinary, experiential, and innovative learning.                                       |
| <b>Develop entrepreneurship and youth involvement in real business and innovation activities</b> | The objective is to provide young people with opportunities to test themselves by developing business ideas, solving real challenges and cooperating with companies, thus strengthening their initiative and practical skills.    |
| <b>Strengthen cooperation between the education, business and culture sectors</b>                | The objective is to create sustainable partnership models that encourage joint projects, knowledge exchange and interdisciplinary activities combining technology, science and creativity.                                        |

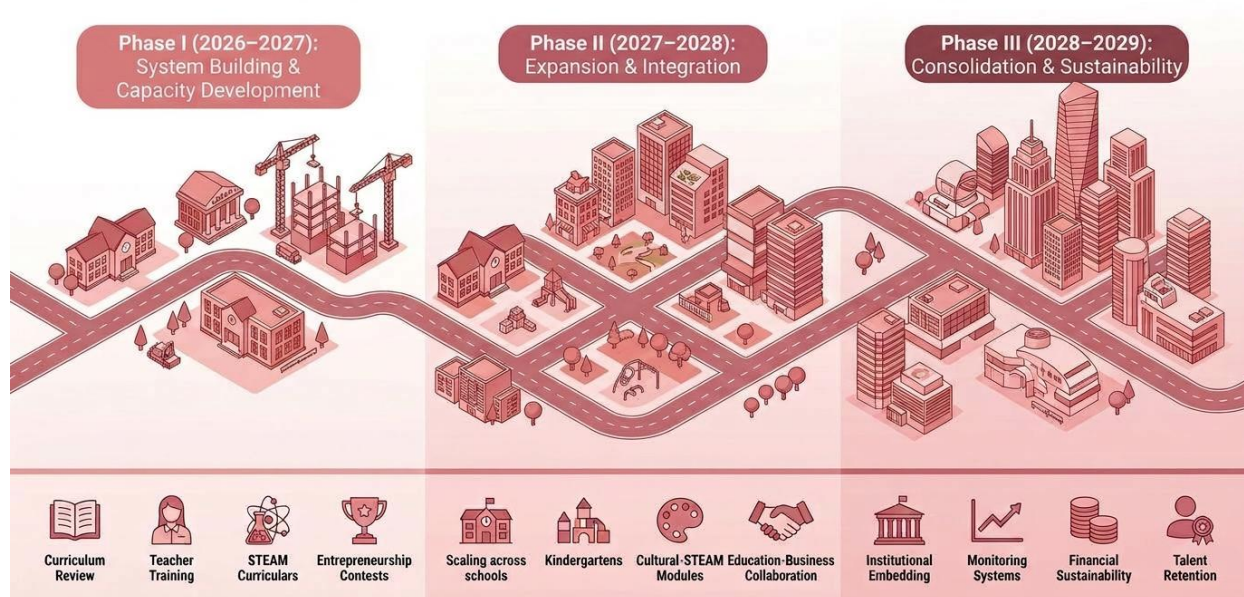
The project vision and objectives set a clear direction for the development of Alytus city. Although all efforts may continue beyond this project, it is a decisive step toward creating a resilient, future-oriented and opportunity-rich Alytus city.

### 3.2. Overall project schedule

To ensure coherent and feasible implementation, the seven actions of the Investment Plan will be phased strategically across three stages:

- 1) Phase I (2026–2027): System Building and Capacity Development;
- 2) Phase II (2027–2028): Expansion and Integration;
- 3) Phase III (2028–2029): Consolidation and Sustainability.

## STEAM Investment Plan 2026–2029 Phasing



During **Phase I (2026–2027): System Building and Capacity Development**, the focus will be on establishing the foundations of the STEAM ecosystem, including curriculum review and development, stakeholder coordination, teacher training, and strengthening cooperation with business partners. The priority actions in this stage are STEAM Curriculars at Schools, Entrepreneurship Contests, and preparation for STEAM Labs.

During **Phase II (2027–2028): Expansion and Integration**, STEAM education will be scaled across schools and kindergartens, interdisciplinary cultural-STEAM modules will be piloted, and structured collaboration between education and business sectors will be reinforced.

During **Phase III (2028–2029): Consolidation and Sustainability**, the focus will be on embedding STEAM practices into institutional structures, strengthening monitoring systems, ensuring financial sustainability, and enhancing long-term talent retention mechanisms.

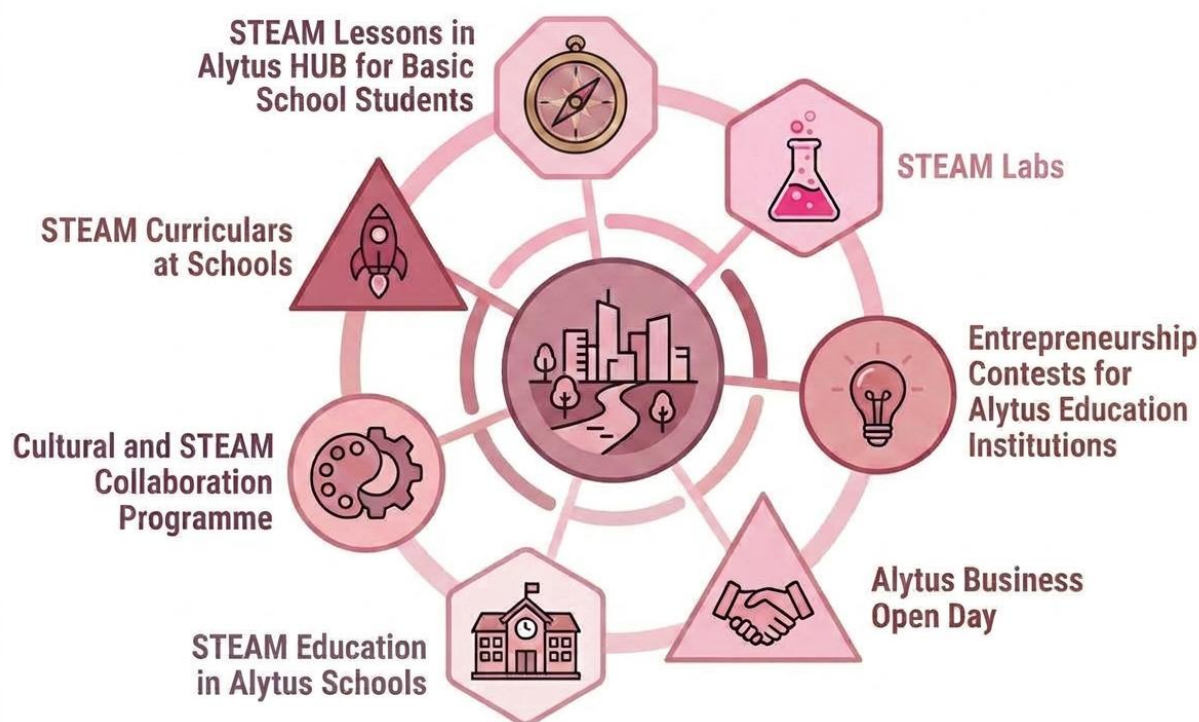
This phased approach allows the city to prioritise systemic capacity-building before expanding activities and ensures long-term sustainability.

To support the effective implementation of the three phases and ensure that all planned actions are delivered in a coordinated and timely manner, a detailed implementation schedule has been prepared. The schedule defines the timing and sequencing of project actions and key tasks, enabling project partners to monitor progress, coordinate responsibilities, and track the achievement of planned outputs and objectives throughout the implementation period.

The detailed schedule of project actions and tasks is provided in a separate document attached to this Investment plan.

### 3.3. The Action Plan

The project entails implementing **seven actions** to enhance STEAM education, promote entrepreneurship and strengthen collaboration among the education, business and cultural sectors.



A summary of each action is provided in the table below, while more detailed information on the planned activities, implementation arrangements and key tasks is included in a separate document attached to this investment plan.

| Action                              | Brief Description                                                                                                                                                          | Objectives                                                                                                                                                                                                                                                                                                              | Key Tasks                                                                                                                                                                                                                                                                            | Timescale |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>STEAM Curriculars at Schools</b> | Integrating STEAM approaches into school curricula to promote interdisciplinary, practical learning and strengthen students' digital, technical, and creative competences. | <ol style="list-style-type: none"> <li>1. Strengthen cooperation between the education, business and culture sectors</li> <li>2. Promote the development of digital, technical and creative skills through STEAM education</li> <li>3. Strengthen the status of Alytus city as a dynamic and innovative city</li> </ol> | <ol style="list-style-type: none"> <li>1. Review and mapping of existing curricula</li> <li>2. Development of STEAM curricula</li> <li>3. Validation and approval of STEAM curricula</li> <li>4. Teacher training</li> <li>5. Implementation STEAM curriculars at schools</li> </ol> | 2026–2028 |

| Action                                                             | Brief Description                                                                                                                                 | Objectives                                                                                                                                                                                                                                                                                                                             | Key Tasks                                                                                                                                                                                                                                                                                                                   | Timescale |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Entrepreneurship Contests for Alytus Education Institutions</b> | Aimed at fostering entrepreneurial thinking among school students through real-world business challenges and innovative solutions.                | <ol style="list-style-type: none"> <li>1. Develop entrepreneurship and youth involvement in real business and innovation activities</li> <li>2. Promote the development of digital, technical and creative skills through STEAM education</li> <li>3. Strengthen the status of Alytus city as a dynamic and innovative city</li> </ol> | <ol style="list-style-type: none"> <li>1. Creation of the contest concept and format</li> <li>2. Attracting partners and mentors</li> <li>3. Attracting participants</li> <li>4. Contest implementation</li> <li>5. Results dissemination and continuity</li> </ol>                                                         | 2026–2029 |
| <b>Alytus Business Open Day</b>                                    | An initiative to connect students with businesses, providing first-hand exposure to local companies and career opportunities in the STEAM sector. | <ol style="list-style-type: none"> <li>1. Develop entrepreneurship and youth involvement in real business and innovation activities</li> <li>2. Strengthen cooperation between the education, business and culture sectors</li> <li>3. Strengthen the status of Alytus city as a dynamic and innovative city</li> </ol>                | <ol style="list-style-type: none"> <li>1. Establish cooperation with companies in the Alytus County</li> <li>2. Prepare the Alytus Business Open Day program</li> <li>3. Organize student registration</li> <li>4. Implement the Alytus Business Open Day event</li> <li>5. Results dissemination and continuity</li> </ol> | 2026–2029 |
| <b>STEAM Education in Alytus Schools</b>                           | Expansion of STEAM education across Alytus educational institutions, focusing on technical and creative skill development at different levels.    | <ol style="list-style-type: none"> <li>1. Promote the development of digital, technical and creative skills through STEAM education</li> <li>2. Strengthen the status of Alytus city as a dynamic and innovative city</li> </ol>                                                                                                       | <ol style="list-style-type: none"> <li>1. Development of STEAM education programs and methodological tools</li> <li>2. Teacher qualification improvement in STEAM education</li> </ol>                                                                                                                                      | 2027–2029 |

| Action                                            | Brief Description                                                                                                      | Objectives                                                                                                                                                                                                                            | Key Tasks                                                                                                                                                                                                                                   | Timescale |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                   |                                                                                                                        |                                                                                                                                                                                                                                       | 3. Integration of STEAM activities into formal education<br>4. Implementation of STEAM projects and student initiatives in schools                                                                                                          |           |
| <b>STEAM Labs</b>                                 | Establishing STEAM labs in schools to introduce hands-on, inquiry-based learning experiences for children.             | 1. Promote the development of digital, technical and creative skills through STEAM education<br>2. Strengthen the status of Alytus city as a dynamic and innovative city                                                              | 1. Development of the education STEAM laboratory concept<br>2. Establishment of STEAM Labs<br>3. Teacher qualification improvement in STEAM education<br>4. Implementation of STEAM education activities according to children's age groups | 2027–2029 |
| <b>Cultural and STEAM Collaboration Programme</b> | Integrating cultural and creative industries into STEAM projects to promote interdisciplinary learning and innovation. | 1. Strengthen cooperation between the education, business and culture sectors<br>2. Promote the development of digital, technical and creative skills through STEAM education<br>3. Strengthen the status of Alytus city as a dynamic | 1. Mapping and engagement of cultural, educational and STEAM stakeholders<br>2. Co-creation of interdisciplinary cultural-STEAM activities and learning modules<br>3. Pilot implementation of collaborative                                 | 2027–2028 |

| Action                                                       | Brief Description                                                                                                                                 | Objectives                                                                                                                                                                                                                                                | Key Tasks                                                                                                                                              | Timescale |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                              |                                                                                                                                                   | and innovative city                                                                                                                                                                                                                                       | cultural-STEAM experiences<br>4. Dissemination and sustainability planning                                                                             |           |
| <b>STEAM Lessons in Alytus HUB for Basic School Students</b> | Organize at least 2 hour STEAM learning for each grade during the year in order stimulate children's desire to delve deeper into the field of TEC | 1. Strengthen cooperation between the education, business and culture sectors<br>2. Promote the development of digital, technical and creative skills through STEAM education<br>3. Strengthen the status of Alytus city as a dynamic and innovative city | 1. Development of STEAM lesson content<br>2. Planning and coordination with schools<br>3. STEAM lessons at Alytus HUB<br>4. Evaluation and improvement | 2029      |

The seven actions form a coherent STEAM ecosystem rather than isolated initiatives. Early exposure through STEAM Labs in kindergartens builds foundational curiosity and creativity. School-level STEAM curricular integration and HUB activities deepen technical and interdisciplinary competences.

Entrepreneurship contests and Business Open Days connect students with real economic actors, while the Cultural and STEAM Collaboration Programme strengthens interdisciplinary and creative dimensions.

Together, these actions create a structured pathway from early education to advanced skills development and entrepreneurship engagement, contributing to talent retention and long-term economic competitiveness.

### 3.4. Risk analysis

The project aims to strengthen STEAM education, entrepreneurship and cross-sectoral collaboration in Alytus city. Its implementation may encounter risks that could impact the scope, quality or sustainability of the planned activities. Identifying these risks in advance allows project partners to anticipate challenges and apply preventive measures.

To enhance risk management, each identified risk will be accompanied by clearly assigned responsibilities, early warning indicators and predefined mitigation

measures. A periodic risk review will be conducted during ULG meetings to assess likelihood, impact and necessary corrective actions.

Scenario planning will be applied in cases of reduced funding availability or limited institutional capacity, allowing prioritisation of core actions while postponing non-essential activities.

This structured mitigation approach strengthens institutional resilience and improves implementation reliability.

| Risk                                                                       | Likelihood | Impact | Preventive measures                                                                                                  | Responsible party                    |
|----------------------------------------------------------------------------|------------|--------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Limited availability of STEAM specialists</b>                           | High       | High   | Teacher training, knowledge exchange between schools, and involvement of external STEAM experts.                     | Alytus city municipality and schools |
| <b>Low engagement or interest from students</b>                            | Medium     | Medium | Early and continuous student engagement in organized activities, encouraged with prizes.                             | Schools                              |
| <b>Centralised governance and limited institutional flexibility</b>        | Medium     | Medium | Stable political support to facilitate decision-making and ensure institutional backing.                             | Alytus city municipality             |
| <b>Insufficient financial resources</b>                                    | Medium     | High   | Structured financial planning and diversification of funding sources.                                                | Alytus city municipality             |
| <b>Insufficient business engagement and lack of partnership continuity</b> | Medium     | High   | Active collaboration through the ULG, Business Open Days, and mentorship programs to demonstrate value to companies. | ULG                                  |
| <b>Teacher burnout and resistance to change</b>                            | High       | Medium | Creation of a knowledge-sharing platform and providing administrative/emotional support to teachers.                 | Schools                              |
| <b>Gaps in monitoring and data collection</b>                              | Medium     | High   | Implement a baseline reporting system in 2026 to monitor long-term impacts.                                          | Alytus city municipality             |
| <b>Technological obsolescence and lack of maintenance</b>                  | Medium     | Medium | Regular budget allocation for equipment updates and technical maintenance for "STEAM Labs".                          | Alytus city municipality and schools |

## SECTION 4: The Budget

### 3.5. Plan costs

Approximately 1 205 000,00 EUR will be required, based on detailed cost estimates provided in the annex for all actions.

Information on the plan budget by actions and their tasks is presented in the table below.

| Action                                                                | Budget            | Notes                                                                                                                        |
|-----------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>1. STEAM Curriculars at Schools</b>                                | <b>114 000,00</b> |                                                                                                                              |
| 1. Review and mapping of existing curricula                           | 14 250,00         | Expert services, analytical tools, report preparation, coordination work.                                                    |
| 2. Development of STEAM curricula                                     | 19 000,00         | Translation of Aveiro methodological materials, localization for the needs of Alytus, expert fees.                           |
| 3. Validation and approval of STEAM curricula                         | 9 500,00          | Peer-review services, document preparation, administrative costs.                                                            |
| 4. Teacher training                                                   | 42 750,00         | Trainer fees, training materials, venue preparation.                                                                         |
| 5. Implementation STEAM curriculars at schools                        | 28 500,00         | Assistance of implementation specialists (mentors), monitoring reports, administration.                                      |
| <b>2. Entrepreneurship Contests for Alytus Education Institutions</b> | <b>83 750,00</b>  |                                                                                                                              |
| 1. Creation of the contest concept and format                         | 19 000,00         | Drafting of contest regulations, expert consultations, publicity concept, administration.                                    |
| 2. Attracting partners and mentors                                    | 2 850,00          | Minimal meeting organization, stationary, and representational expenses.                                                     |
| 3. Attracting participants                                            | 1 900,00          | Internal dissemination in schools (posters, flyers), information sharing.                                                    |
| 4. Contest implementation                                             | 57 000,00         | Venue rental, professional exhibition stands manufacture/rental, audio/video equipment rental, prize fund, event management. |

| Action                                                                                                    | Budget            | Notes                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------|
| 5. Results dissemination and continuity                                                                   | 3 000,00          | Preparation and publication of press releases, local social media promotion, and digital photo/video summaries.   |
| <b>3. Alytus Business Open Day</b>                                                                        | <b>55 000,00</b>  |                                                                                                                   |
| 1. Establish cooperation with companies in the Alytus County                                              | 2 000,00          | Minimal administrative and coordination meetings.                                                                 |
| 2. Prepare the Alytus Business Open Day program                                                           | 5 000,00          | Program structure preparation, safety guidelines adaptation, and school coordination.                             |
| 3. Organize student registration                                                                          | 3 000,00          | Registration coordination and student flow management.                                                            |
| 4. Implement the Alytus Business Open Day event                                                           | 42 000,00         |                                                                                                                   |
| 5. Results dissemination and continuity                                                                   | 3 000,00          | Press releases, social media highlights, and digital reports shared on educational portals.                       |
| <b>4. STEAM Education in Alytus Schools</b>                                                               | <b>228 000,00</b> |                                                                                                                   |
| 1. Development of STEAM education programs, methodological tools and teachers' knowledge-sharing platform | 71 250,00         | IT programming services, design development, content upload, website maintenance, coordination.                   |
| 2. Teacher qualification improvement in STEAM education                                                   | 52 250,00         | Regular practical workshops, trainer fees, training administration.                                               |
| 3. Integration of STEAM activities into formal education                                                  | 42 750,00         | Work of educational experts with schools, lesson plan adjustments.                                                |
| 4. Implementation of STEAM projects and student initiatives in schools                                    | 61 750,00         | Purchase of licenses, digital administration, coordination with suppliers.                                        |
| <b>5. STEAM Labs for Education</b>                                                                        | <b>484 500,00</b> |                                                                                                                   |
| 1. Development of the education STEAM laboratory concept                                                  | 28 500,00         | Services of technology experts, room design projects, coordination.                                               |
| 2. Establishment of STEAM Labs                                                                            | 342 000,00        | 3D printers, plotters, robotics kits (Ozobot, LEGO Spike), furniture, room refurbishment, procurement management. |

| Action                                                                             | Budget              | Notes                                                                                                                    |
|------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------|
| 3. Teacher qualification improvement in STEAM education                            | 47 500,00           | Training on laboratory equipment (practical trainers), administration.                                                   |
| 4. Implementation of STEAM education activities according to children's age groups | 66 500,00           | Procurement of raw materials for laboratories, coordination of practical sessions.                                       |
| <b>6. Cultural and STEAM Collaboration Programme</b>                               | <b>159 750,00</b>   |                                                                                                                          |
| 1. Mapping and engagement of cultural, educational and STEAM stakeholders          | 4 750,00            | Brief expert review, partner meetings, coordination.                                                                     |
| 2. Co-creation of interdisciplinary cultural-STEAM activities and learning modules | 47 500,00           | Joint working groups, educational content development fees, administration.                                              |
| 3. Implementation of collaborative cultural-STEAM experiences                      | 104 500,00          | LED lighting systems, sensors, weather-resistant structural mounts, electrical equipment, installation work, management. |
| 4. Dissemination and sustainability planning                                       | 3 000,00            | Media publication fees, promotional video clips, and digital documentation of the installation.                          |
| <b>7. STEAM Lessons in Alytus HUB for School Students</b>                          | <b>80 000,00</b>    |                                                                                                                          |
| 1. Development of STEAM lesson content                                             | 15 000,00           | Adaption of educational modules and purchase of specialized lesson materials.                                            |
| 2. Planning and coordination with schools                                          | 5 000,00            | School schedule synchronization and coordination meetings.                                                               |
| 3. STEAM lessons at Alytus HUB                                                     | 55 000,00           | HUB instructor fees and student group transport costs.                                                                   |
| 4. Evaluation and improvement                                                      | 5 000,00            | Survey processing, feedback review, and final evaluation report writing.                                                 |
| <b>TOTAL:</b>                                                                      | <b>1 205 000,00</b> |                                                                                                                          |

### 3.6. Investment sources

Implementation of actions will be financed through a combination of municipal, European, regional, and private sector funding sources. As the proposed actions are planned for gradual implementation between 2026 and 2029, the exact financial

contribution of each source will be determined during the preparation of individual projects and funding applications, taking into account the eligibility requirements and priorities of the available funding programs.

The Alytus City Municipality will act as the lead institution responsible for securing, coordinating and managing the financial resources required for the implementation of the Investment Plan. The Municipality will ensure the alignment of funding opportunities with the planned actions and will coordinate cooperation with funding institutions, educational establishments, businesses and regional partners.

Municipality allocates approximately 22 000 000,00 Eur annually to the education sector, including investments related to educational infrastructure, innovation and STEAM-oriented learning activities. This demonstrates the Municipality's long-term commitment to strengthening education quality, developing future skills and supporting the implementation of the Future STEAM Cities vision.

The Investment Plan foresees the mobilization of funding from the following sources:

- **Municipal budget allocations** for education, innovation and youth development activities;
- **EU funding programs** supporting education, digital transformation, innovation, skills development and regional competitiveness;
- **Regional development and national support instruments** aimed at strengthening human capital, entrepreneurship and innovation ecosystems;
- **Private sector contributions, sponsorships, and partnership agreements** with local businesses supporting STEAM activities, entrepreneurship initiatives, mentoring programs, and educational infrastructure.

The diversified funding approach reduces dependency on a single financing source and increases the resilience and long-term viability of the Investment Plan. Funding opportunities will be continuously monitored throughout the implementation period, allowing the Municipality to adapt financing mechanisms and secure additional resources when appropriate.

### **Long-Term Financial Sustainability Model**

While the initial implementation of the Investment Plan relies on municipal, regional and EU funding sources, the Municipality recognises that long-term financial sustainability requires a dedicated and separate approach beyond project implementation. Therefore, alongside the delivery of planned activities, particular attention will be given to identifying sustainable financing mechanisms that can support the continuation and further development of the STEAM ecosystem after the completion of individual projects and funding periods.

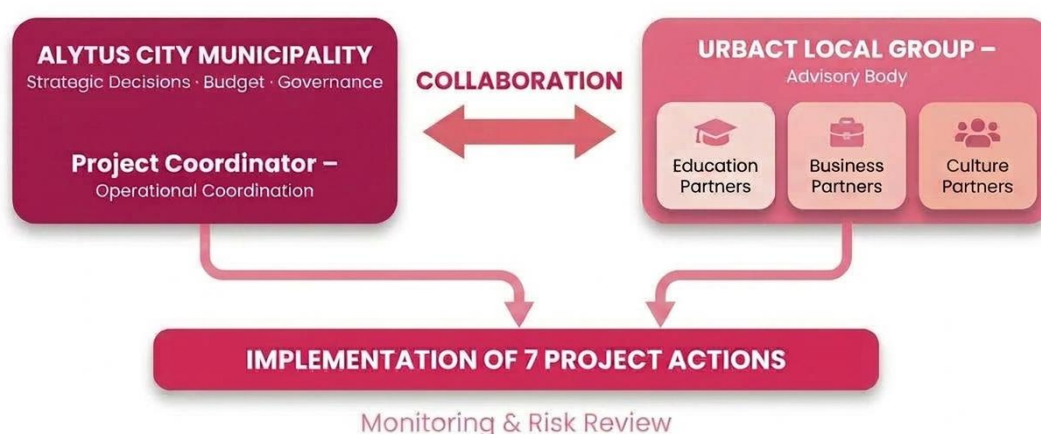
The Municipality will explore the development of structured public-private partnerships, long-term cooperation agreements with local businesses, and potential co-financing models for STEAM infrastructure and educational programmes. In addition, opportunities for establishing a local STEAM partnership platform or support fund will be analysed to ensure continuity beyond project-based financing.

To further strengthen sustainability, successful STEAM activities and initiatives will be gradually integrated into regular municipal education planning and annual education budgets. This approach will reduce dependency on temporary external funding sources and help ensure that the benefits of the Investment Plan continue to contribute to talent development, innovation capacity and entrepreneurship in Alytus over the long term.

## SECTION 5: The Governance and Monitoring

### 3.7. Project Governance Arrangements

To support the successful implementation of the Investment Plan, a clear governance and coordination framework has been established. The framework ensures effective leadership, stakeholder participation, transparent decision-making and continuous oversight of project implementation, contributing to the achievement of planned objectives and long-term sustainability.



The overall responsibility for the governance and coordination of the project lies with the Alytus City Municipality. The Municipality will provide strategic leadership, ensure alignment with municipal, regional and national development strategies, and oversee the implementation of all project actions. It will also be responsible for financial management, reporting, risk management and communication with funding bodies.

The project will be implemented in close cooperation with the URBACT Local Group (ULG). The ULG acts as the main participatory and advisory body and brings together key stakeholders from education, business, culture and business institutions.

The ULG will meet regularly to discuss progress, provide feedback, identify emerging risks and propose corrective measures. It will also ensure that the seven project actions are implemented as a coherent and complementary package with clear linkages between early STEAM education, school-level activities, entrepreneurship support and direct engagement with businesses and cultural institutions.

Decision making will be organized into two levels. Strategic choices concerning priorities, budget allocation and major adjustments will be made by the Alytus City Municipality. Operational decisions for specific actions will be made by the project coordinator in partnership with responsible stakeholders.

Risk management will be integrated into governance arrangements. Potential risks will be reviewed during meetings, and mitigation measures will be agreed jointly with partners. This approach ensures early identification of challenges and timely responses.

### 3.8. The Approach to Monitoring and Evaluation

Monitoring and evaluation will be an integral part of the project implementation and governance, ensuring that progress is tracked systematically, results are assessed, and lessons learned are used to improve delivery throughout the project lifecycle.

The Alytus city municipality, as the coordinating institution, will be responsible for overseeing the monitoring and evaluation process. Daily monitoring will be carried out by the project coordinator.

Monitoring will be primarily cumulative, meaning progress will be tracked continuously throughout the project, allowing the project team to identify deviations from the plan early and implement corrective measures. At key milestones a summative evaluation will be conducted to assess overall effectiveness, relevance, efficiency and sustainability of the project.

Both quantitative and qualitative methods will be used. Quantitative data will include indicators such as number of events organised, number of participating schools, students, teachers and companies, and number of STEAM Labs established. Qualitative data will be gathered through participant feedback, surveys, focus groups and partner reflections to capture changes in skills, attitudes, cooperation and perceived value.

### 3.9. The monitoring and evaluation framework

The monitoring and evaluation framework is designed to track both the implementation progress of the planned actions and the achievement of the project objectives. Output indicators focus on measuring the direct results of project activities, including the development of educational programmes, establishment of partnerships, implementation of STEAM initiatives, participation levels, and the creation of collaboration mechanisms between education, business and cultural sectors.

The indicators presented below will enable the Municipality and project partners to monitor implementation progress, assess whether planned activities are delivered as intended, and identify areas requiring corrective action throughout the project period.

| Action                              | Output indicator                 | Baseline (2026) | Targets (2027–2029) |
|-------------------------------------|----------------------------------|-----------------|---------------------|
| <b>STEAM Curriculars at Schools</b> | Situation analysis completed     | 0               | 1                   |
|                                     | STEAM program document developed | 0               | 1                   |
|                                     | STEAM program document approved  | 0               | 1                   |
|                                     | Training sessions delivered      | 0               | 3                   |

| Action                                                             | Output indicator                                                          | Baseline (2026) | Targets (2027–2029) |
|--------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------|---------------------|
| <b>Entrepreneurship Contests for Alytus Education Institutions</b> | STEAM programs implemented in schools                                     | 0               | 15                  |
|                                                                    | Competition rules and evaluation framework developed                      | 0               | 1                   |
|                                                                    | Partners involved in the implementation of the contest                    | 0               | 20                  |
|                                                                    | Mentors engaged to support student teams                                  | 0               | 20                  |
|                                                                    | Contest information disseminated through multiple communication platforms | 0               | 3                   |
|                                                                    | Entrepreneurship contest organised on a regular basis                     | 0               | 3                   |
|                                                                    | Students participating in the contest                                     | 0               | 150-300             |
|                                                                    | List of participating companies compiled                                  | 5               | 20–60               |
|                                                                    | Alytus Business Open Day programme developed                              | 0               | 3                   |
| <b>Alytus Business Open Day</b>                                    | Event information disseminated through multiple communication platforms   | 0               | 3                   |
|                                                                    | Students registered for the event                                         | 0               | 150-300             |
|                                                                    | Alytus Business Open Day organised on a regular basis                     | 0               | 3                   |

| Action                                            | Output indicator                                                                            | Baseline (2026) | Targets (2027–2029) |
|---------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------|---------------------|
| <b>STEAM Education in Alytus Schools</b>          | Teachers participating in STEAM training sessions                                           | 0               | 100–300             |
|                                                   | Developed a platform allowing teachers to exchange STEAM lesson methods and best practices. | 0               | 1                   |
|                                                   | STEAM education programme implemented in schools                                            | 0               | 15                  |
|                                                   | Student STEAM projects developed                                                            | 0               | 15–100              |
| <b>STEAM Labs for Education</b>                   | STEAM laboratory standard developed for educational institutions                            | 0               | 1                   |
|                                                   | Schools equipped with STEAM Labs facilities and equipment                                   | 0               | 15                  |
|                                                   | Teachers participating in STEAM Labs training sessions                                      | 0               | 100–300             |
|                                                   | Schools equipped with TechLabs or implementing UBBU Code Literacy programme                 | 0               | 15                  |
| <b>Cultural and STEAM Collaboration Programme</b> | List of cultural, educational and STEAM organisations and experts compiled                  | 0               | 1                   |
|                                                   | Interdisciplinary learning modules developed or adapted                                     | 0               | 1                   |

| Action                                                 | Output indicator                                                                            | Baseline (2026) | Targets (2027–2029) |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------|---------------------|
|                                                        | Cultural-STEAM activities information disseminated through multiple communication platforms | 0               | 3                   |
|                                                        | Participants involved in cultural-STEAM activities                                          | 0               | 100                 |
|                                                        | Cultural-STEAM activities implemented                                                       | 0               | 3                   |
| <b>STEAM Lessons in Alytus HUB for School Students</b> | Lesson content and program developed                                                        | 0               | 1                   |
|                                                        | Partnerships established with schools                                                       | 0               | 15                  |
|                                                        | Training sessions delivered                                                                 | 0               | 100                 |
|                                                        | Students satisfied with STEAM lessons (%)                                                   | 0               | 60                  |

In addition to output indicators, the project will monitor a set of long-term impact indicators designed to assess broader systemic changes and the sustainability of project results. These indicators focus on areas such as talent retention, participation in STEAM-related education pathways, entrepreneurship development, business engagement, and cross-sector cooperation.

As no comprehensive baseline data currently exists for several of these outcome areas, a few of baseline surveys and data collection activities will be carried out in 2026. Information will be gathered from schools, graduates, businesses and other relevant stakeholders to establish initial benchmark values for the selected indicators. This process will provide a reliable basis for measuring progress and assessing the long-term impact of the project.

These indicators will allow the Municipality to assess whether the project contributes not only to activity implementation but also to long-term economic and social transformation.

| Outcome Area                           | Result Indicator                                                                                       | Baseline (2026)                                                                         | Target (2029)                             | Schedule Link         | Source of Verification                                                                              | Responsible party                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>STEAM Career Pathways</b>           | Percentage of graduates choosing STEAM-related higher education or vocational pathways                 | Baseline to be established using graduate destination data provided by schools in 2026. | 20–30%                                    | Annually in September | Data provided by schools                                                                            | Education and sports division of the Alytus city municipality administration |
| <b>Talent Retention</b>                | Percentage of young professionals remaining in Alytus after graduation                                 | Baseline to be established through a graduate survey in 2026                            | 10%                                       | Every 2 years         | Graduate surveys                                                                                    | Education and sports division of the Alytus city municipality administration |
| <b>Innovation and Entrepreneurship</b> | Increase in the number of new innovation-oriented or STEAM-related enterprises established in the city | 8                                                                                       | At least 9                                | Annually              | Statistics on newly established enterprises                                                         | Business division of the Alytus city municipality administration             |
| <b>Business Engagement</b>             | Level of sustained business participation in educational initiatives beyond project funding            | Initial stakeholder assessment conducted in 2026                                        | Sustained participation                   | Annually              | Cooperation agreements and participation records from Business Open Days, mentorship programs, etc. | Business Division of the Alytus City Municipality Administration             |
| <b>Cross-sector Cooperation</b>        | Perceived improvement in cooperation between education,                                                | Initial stakeholder survey conducted in 2026                                            | Improved cooperation and new partnerships | Every 2 years         | Stakeholder surveys                                                                                 | Business division of the Alytus city municipality administration             |

| Outcome Area | Result Indicator              | Baseline (2026) | Target (2029) | Schedule Link | Source of Verification | Responsible party |
|--------------|-------------------------------|-----------------|---------------|---------------|------------------------|-------------------|
|              | business and cultural sectors |                 |               |               |                        |                   |