



LAPs – what and why?

**- Locally relevant policies – parts of policies – plans..
etc, etc..=)**

***In order to sustain the best coming out of MY
GENERATION***

Local Support Groups – what and why?

***To embed and sustain learning in collaborative
networks***



generation

LAPS

There is no one format for a LAP

It can have different emphasis.... but...

It must have a real connection to the young and the future of co-creation with the young

It must have real collaborative connections between local communities, education and business

It must address both the good practices in the field and good practice on policy level

Connecting cities
Building successes





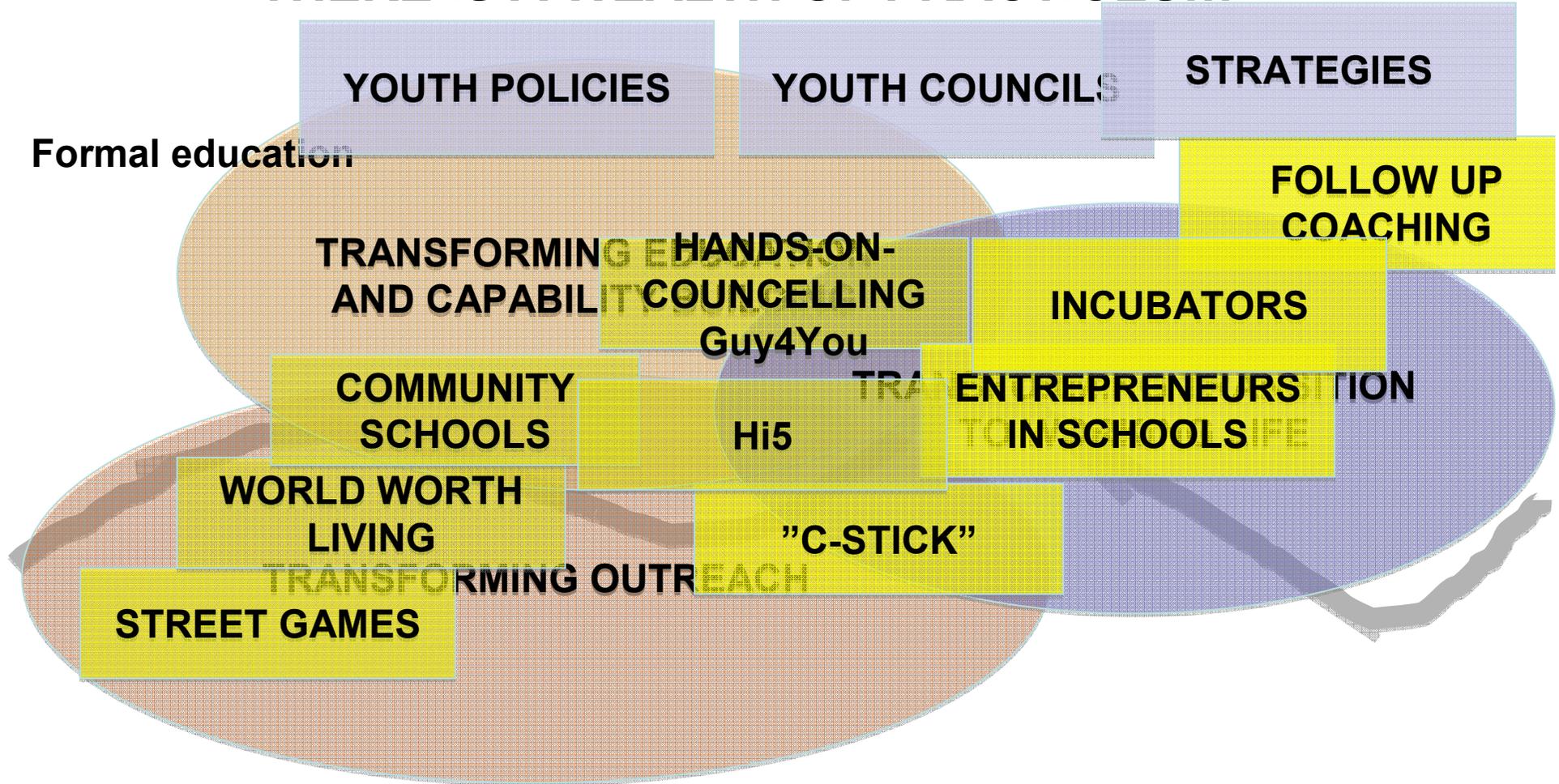
The three lives of LAPS

LAP as it exists in the city (policy+action/good practices, native tongue...),

LAP in a nutshell + city project report (native + english)

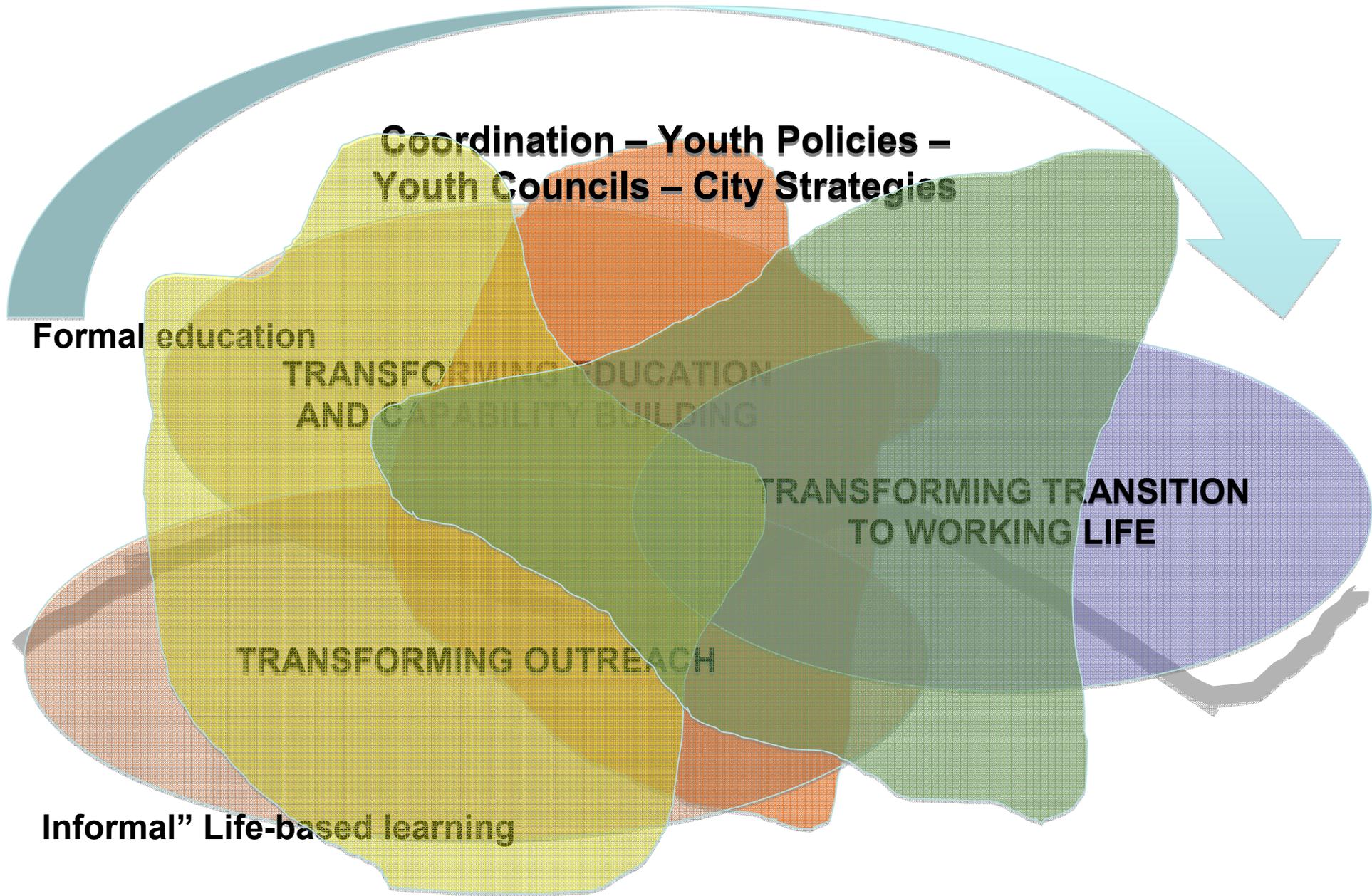
LAP animated (all that lively stuff... to communicate, illustrate)

THERE IS A WEALTH OF PRACTICES...



Informal" Life based learning







generation

LAPS + MY GENERATION final city report

**Outline for LAPs & reports will be given by end of
October 2010**

Submitting the LAPs & reports by 15 February

Connecting cities
Building successes





MY GENERATION – A CULTURAL CHANGE ON FIVE ACCOUNTS:

- (1) Young as co-creators – *and not as a “target group”*
- (2) Tapping into both informal and formal skills and knowledge – *and not just formal*
- (3) Transforming the way we interact – *not just text but picture, film, music, dance...*
- (4) Connecting local communities, education and business – *not just being “boxed in in silos”*
- (5) Sustaining all this with holistic youth policies, youth councils, action plans and strategies – *not just the young as an “add on”*

Three themes in MY GENERATION "landscape"

Formal education

**TRANSFORMING
EDUCATION – TO
BECOME BETTER
CONNECTED TO NEEDS OF
YOUNG AND BUSINESS**

**TRANSFORMING
TRANSITION TO
WORKING LIFE – TO
BOTH SALARIED AND
ENTREPRENEURIAL
CAREERS**

**TRANSFORMING
OUTREACH – REACHING THOSE
"HARD TO REACH"**

Informal" Life-based learning

**Coordination – Youth Policies –
Youth Councils – City Strategies**

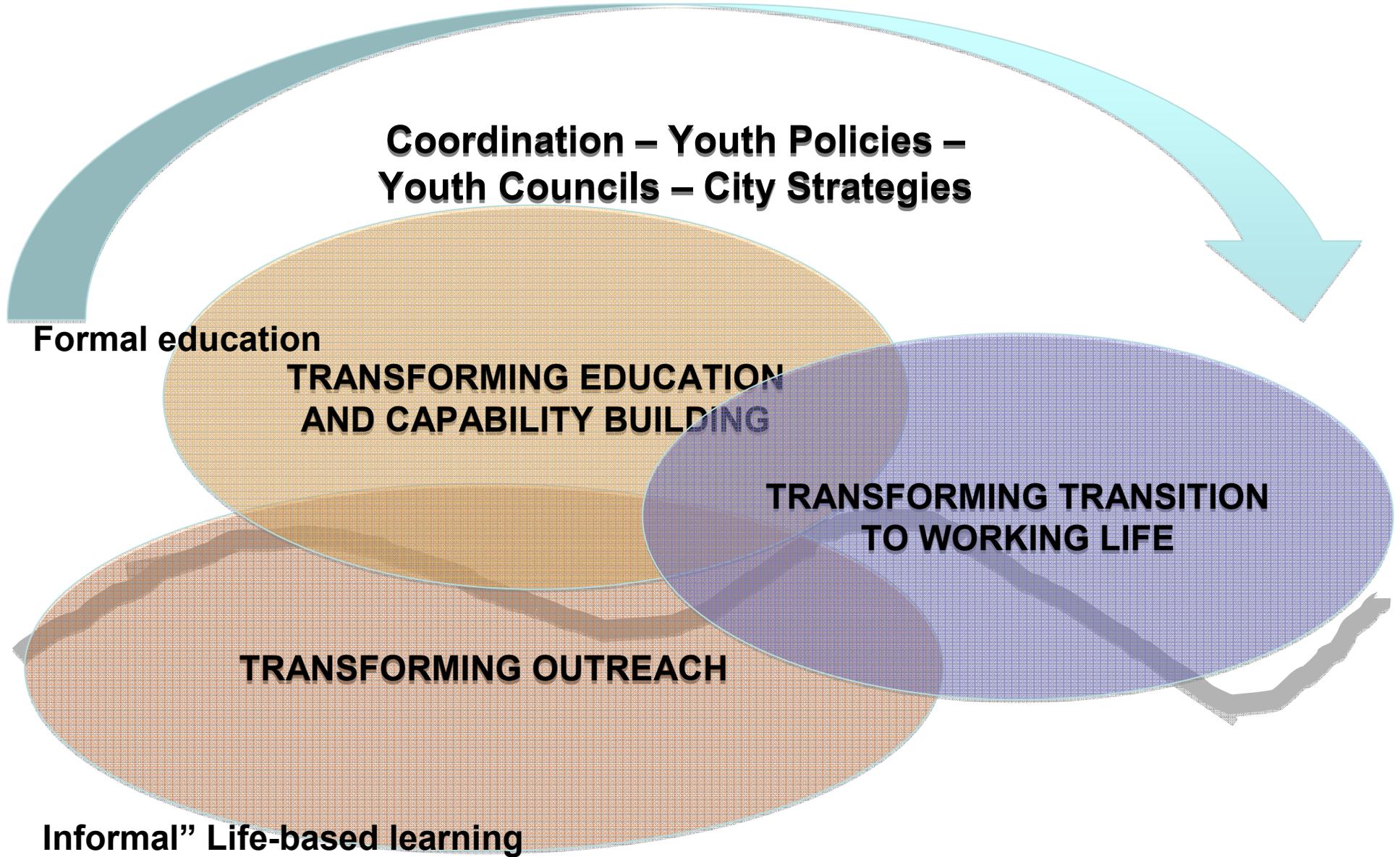
Formal education

**TRANSFORMING EDUCATION
AND CAPABILITY BUILDING**

**TRANSFORMING TRANSITION
TO WORKING LIFE**

TRANSFORMING OUTREACH

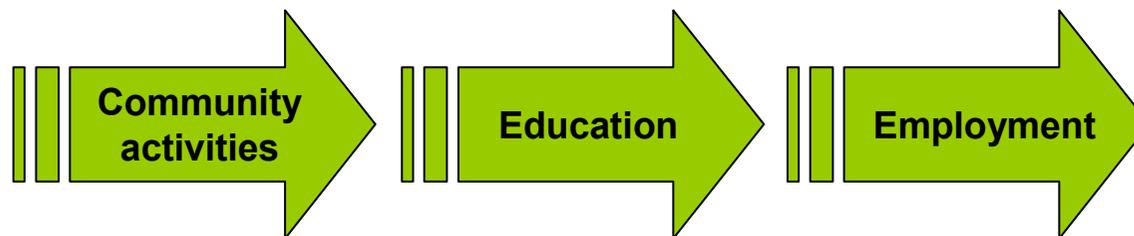
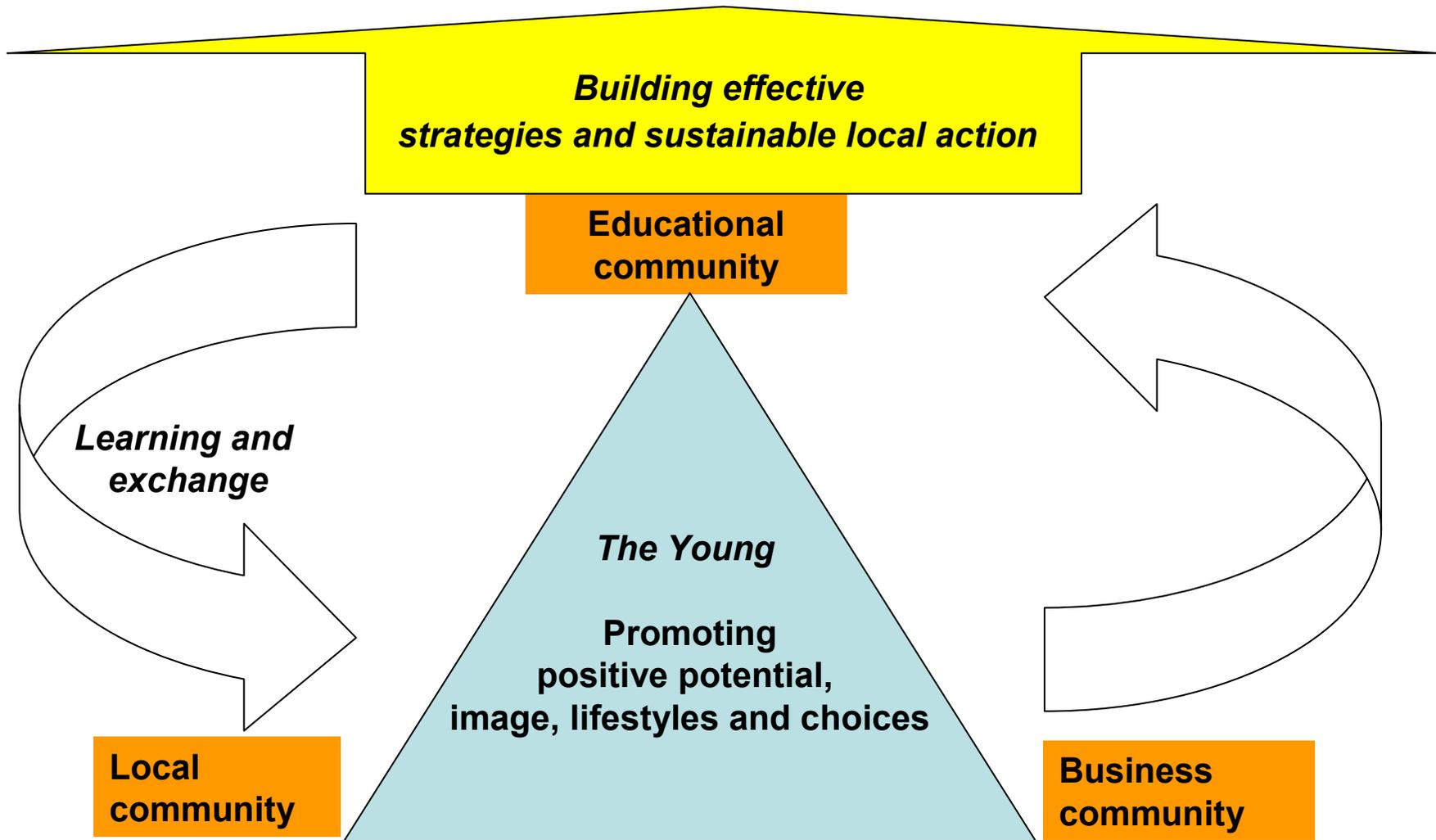
Informal” Life-based learning





MY GENERATION WANTS TO

- **challenge perspectives on youth**
- **invite cities to enrich their practices in outreach, education and transition to work**
- **to strive towards a comprehensive approach with active transitions**
- **and sustain this with local policies and networks**



ACTIVE TRANSITIONS AND "BORDERLANDS"

Formal education

**TRANSFORMING EDUCATION
AND CAPABILITY BUILDING**

**TRANSFORMING
TRANSITION TO WORKING
LIFE**

**Borderland of formal and
informal skills
and learning and
moving into positive
activity**

**Borderland of formal and
informal and moving into
self reliance and
employment**

TRANSFORMING OUTREACH

Informal" Life based learning

**From inactivity and
exclusion**

**via mediation and co-
creation.....**

**...to active life and self
reliance**



**FOR THE YOUNG: SUPPORT, FACILITATION,
RESOURCES, EXPERIENCE, IDEAS**

**WITH THE YOUNG: CO-CREATION OF PRACTICES,
PRODUCTS, POLICIES – FROM DAY ONE**

**BY THE YOUNG: BUILDING THEIR OWN LIVES AND
FUTURE OF THE CITIES**



**USING A "LANDSCAPE" IN POLICY
AND COORDINATION DEVELOPMENT**

**AND TRANSFORMING OUR "PRODUCT
AND ACTION ECOLOGY"**



ACTIVE INCLUSION LANDSCAPE

- Active Inclusion Landscape is a tool to explore policies and measures of activation
- It provides a quick *synoptic view* of the overall *coverage* of policies and measures
- MY GENERATION aims at a comprehensive coverage of activation policies and measures

In the landscape there are three "subregions"

- Outreach = Transforming measures and policies addressing those "hard to reach"
- Education = Transforming education to address better individual needs and informal knowledge
- Transition to Working Life = Transforming connections and transition to working life
- MY GENERATION wants to develop interconnected policies and measures in all these "regions"

The landscape has two zones: below and above

- Below: Informal learning = spontaneous, "life-based" learning and skills development
- Above: Formal education = Learning and skills development in different educational institutions
- MY GENERATION wants to develop measures that use and promote BOTH forms of learning

Promoting Active Transitions

- MY GENERATION wants to develop policies and measures that promote active transitions in life – from inactivity and negative activity to positive activities, capability building and self-reliance
- MY GENERATION emphasises co-creation of all stakeholders
- MY GENERATION wants to promote a "policy landscape" of active transitions

ACTIVE TRANSITIONS IN THE LANDSCAPE

Formal education

**TRANSFORMING EDUCATION
AND CAPABILITY BUILDING**

**TRANSFORMING TRANSITION
TO WORKING LIFE**

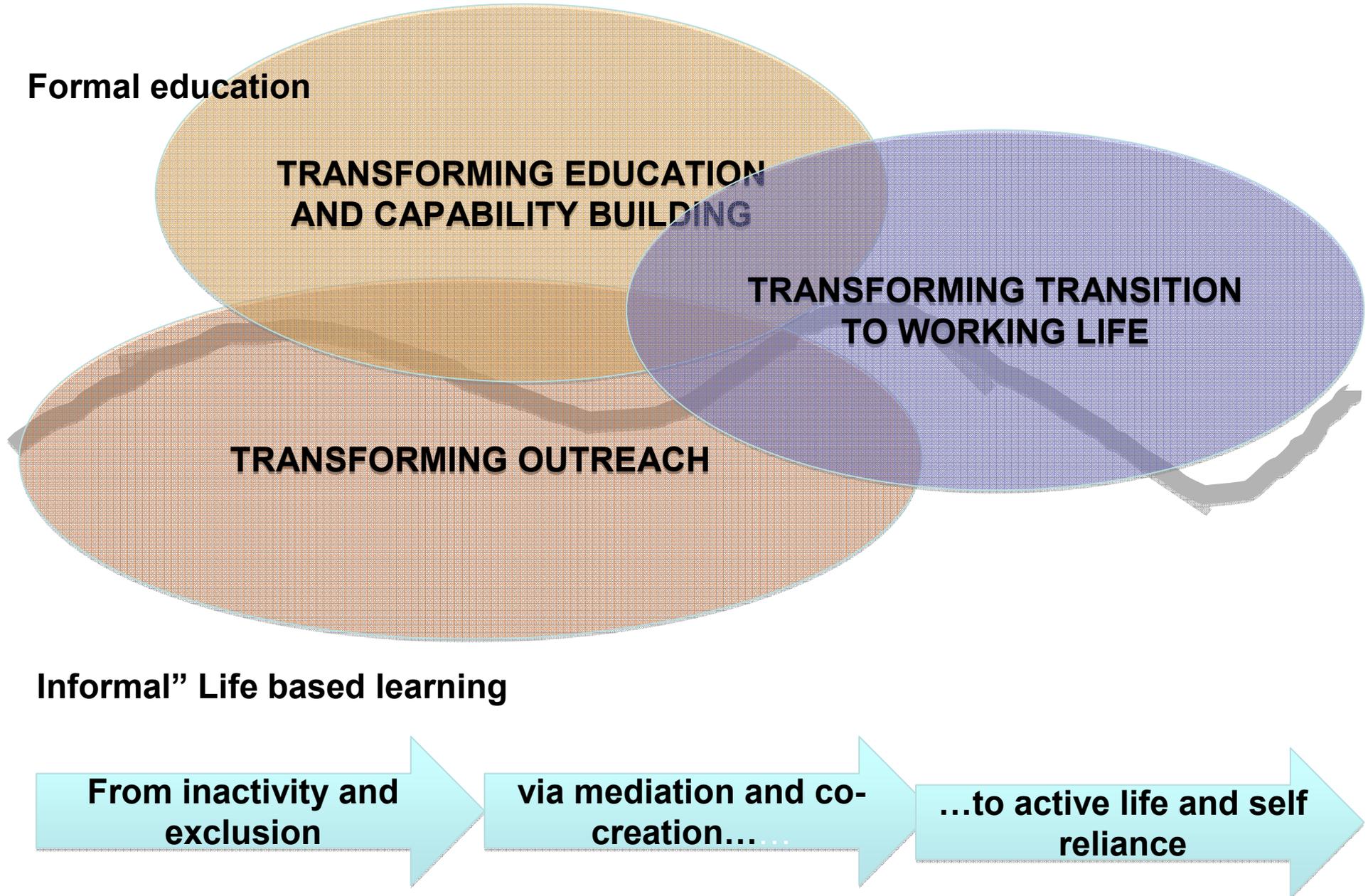
TRANSFORMING OUTREACH

Informal” Life based learning

**From inactivity and
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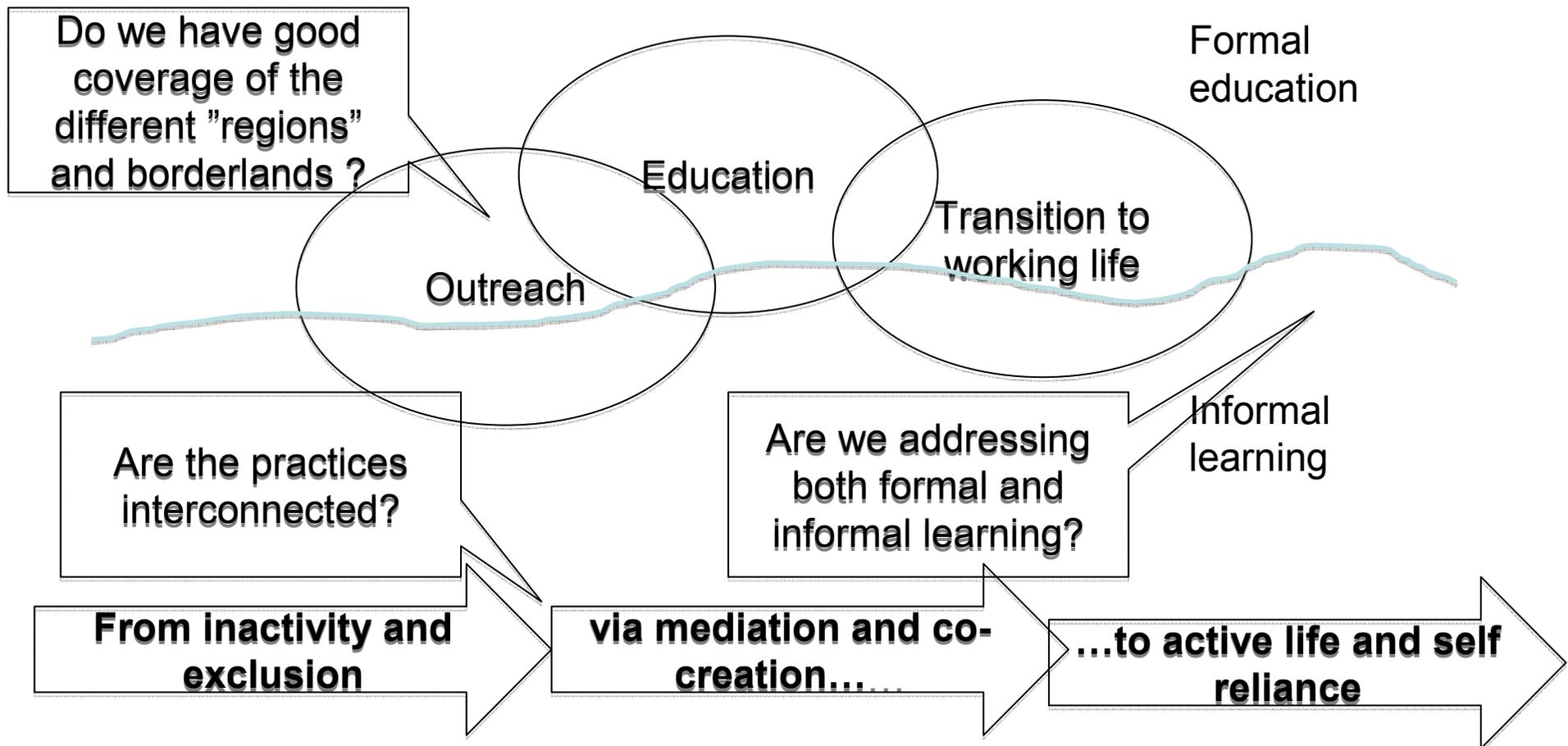


Examples of Good Practices in the different regions and zones of the Landscape

- There is already a wealth of practices addressing Outreach, Education and Transition to Working Life in URBACT cities
- Many practices have addressed also both informal and formal learning and made informal learning and skills more visible and used
- MY GENERATION wants to promote a comprehensive coverage and interlinks of such practices underpinned by city policies

USING THE LANDSCAPE

The landscape can be used to review the existing practices and policies, to identify "missing links" and to map out good practices and learn from others





TRANSFORMING OUR "PRODUCT AND ACTION ECOLOGY"



Product Ecology Matrix

Mode of existence Level of existence	Planning: Texts	Learning: Scripts	Living: Stories & animation
Governance/management	Management plans	Plans for building learning cultures	Politicians and managers telling their stories
Horizontal/ middle management	Networking plans	"Scripts" for multi-actor dialogical workshops	Stories and animation from workshops in action
Front-line services and citizen activities	Good practices of service engagements	Front line good practice scripts	Stories and animation of front-line and citizen activities

MARK'S STORY. (MYGENERATION-2010)



ME...?

I HAD DROPPED OUT FROM SCHOOL A WHILE AGO AND I HAD BEEN DOING SOME... WELL... LET'S SAY I WAS A FAMILIAR FACE TO THE POLICE...

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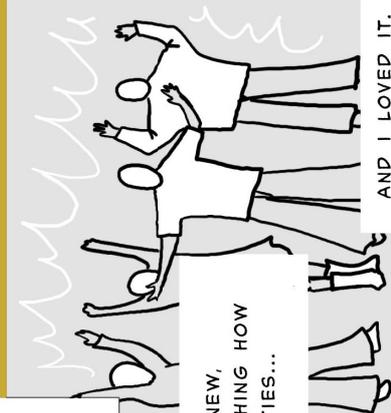
ONE DAY I SAW THESE GUYS DOING GRAFFITIES. THEY ASKED ME TO JOIN THEM - -

- - WELL. BEING WHAT I WAS BACK THEN, I TOLD THEM TO ***K OFF.



TO MY SURPRISE, I SAW THEM AGAIN THE FOLLOWING WEEK AND EVEN MORE SURPRISINGLY - - THEY ASKED ME IF I WANT TO LEARN HOW TO DO GRAFFITIES.

I WAS INVITED TO A LOCAL YOUTH CENTER. I MET OTHERS LIKE ME AND FOR THE FIRST TIME IN MONTHS - I FELT I WAS ACCEPTED AS I AM.



NEXT THING I KNEW, I WAS THE ONE TEACHING HOW TO DRAW GRAFFITIES...

AND I LOVED IT.

LORA'S STORY. (MYGENERATION-2010)

(YEAH, I KNOW -- HE'S GIGGLING BEHIND ME, ISN'T HE?)

SHE'S SO CUTE --
-- SHE REALLY
LOVES THIS STORY...

HOW I MET MARK IS AN INTERESTING STORY.

I NEVER THOUGHT I HAD ANY TALENT IN... ANYTHING I GUESS? THEN I SAW A FLYER ABOUT THIS WORKSHOP MARK WAS RUNNING.

I CAN NEVER THANK MARK ENOUGH --

-- HE LED ME TO THE WORLD OF COMICS, LET ME TRY DIFFERENT STYLES OF DRAWING AND ENCOURAGED ME WHEN I THOUGHT I HAD FAILED (WHICH WAS ABOUT A MILLION TIMES, I WAS NO CARTOONIST I CAN TELL YA').

THEN --

-- AS WE HELPED AN EXHIBITION IN THE YOUTH CENTER...

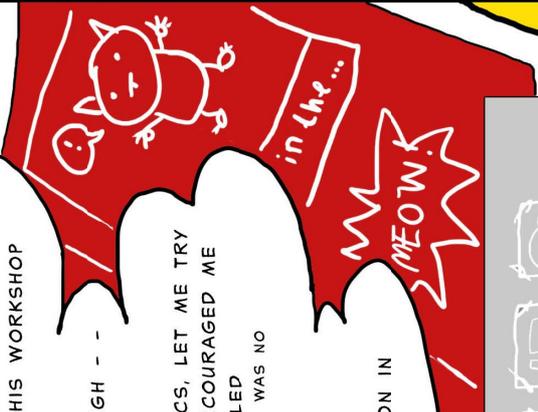
... WE MET MR. TIGRA.

HE TOLD US ABOUT A PROGRAMME CALLED "YOUNG ENTREPRENEURS".

HE WOULD HELP US TO BUILD UP A BUSINESSPLAN AND OPERATE AS A MENTOR FOR US.

ME AND MARK WERE THRILLED. WE WOULD BE JUMPING INTO THE EXCITING UNKNOWN.

CARTOON WORKSHOP



OUR STORY. (MYGENERATION-2010)

WE WERE REINFORCED BY ONE - STEVE. HE HAD MET MR. TIGRA TOO - BUT IN ANOTHER YOUTH CENTER ACROSS THE TOWN.

STEVE HAD HEARD THAT THE YOUTH CENTER MARK HAD STARTED IN - WAS IN TROUBLE. THEY HAD PROBLEMS GETTING THE YOUTH INTERESTED IN THEIR SERVICES.



IN OUR WEEKLY MEETING...



STEVE TOLD US HE HAD SEEN FEW KIDS DOING GRAFFITIES OUTSIDE OUR VENUE. WHEN THEY SAW STEVE - THEY RAN AWAY (JUST LIKE MARK DID WHEN HE WAS YOUNGER). THAT GAVE HIM AN IDEA.

STEVE WANTED US TO GO TO THE YOUTH CENTER TO SET UP A WORKSHOP. WE WOULD HELP THE YOUTH CENTER TO CONTACT LOCAL ORGANIZATIONS. WE WOULD CONTACT OUR NETWORK WITH THEIRS AND HELP THEM -AND US- TO GET ATTENTION.

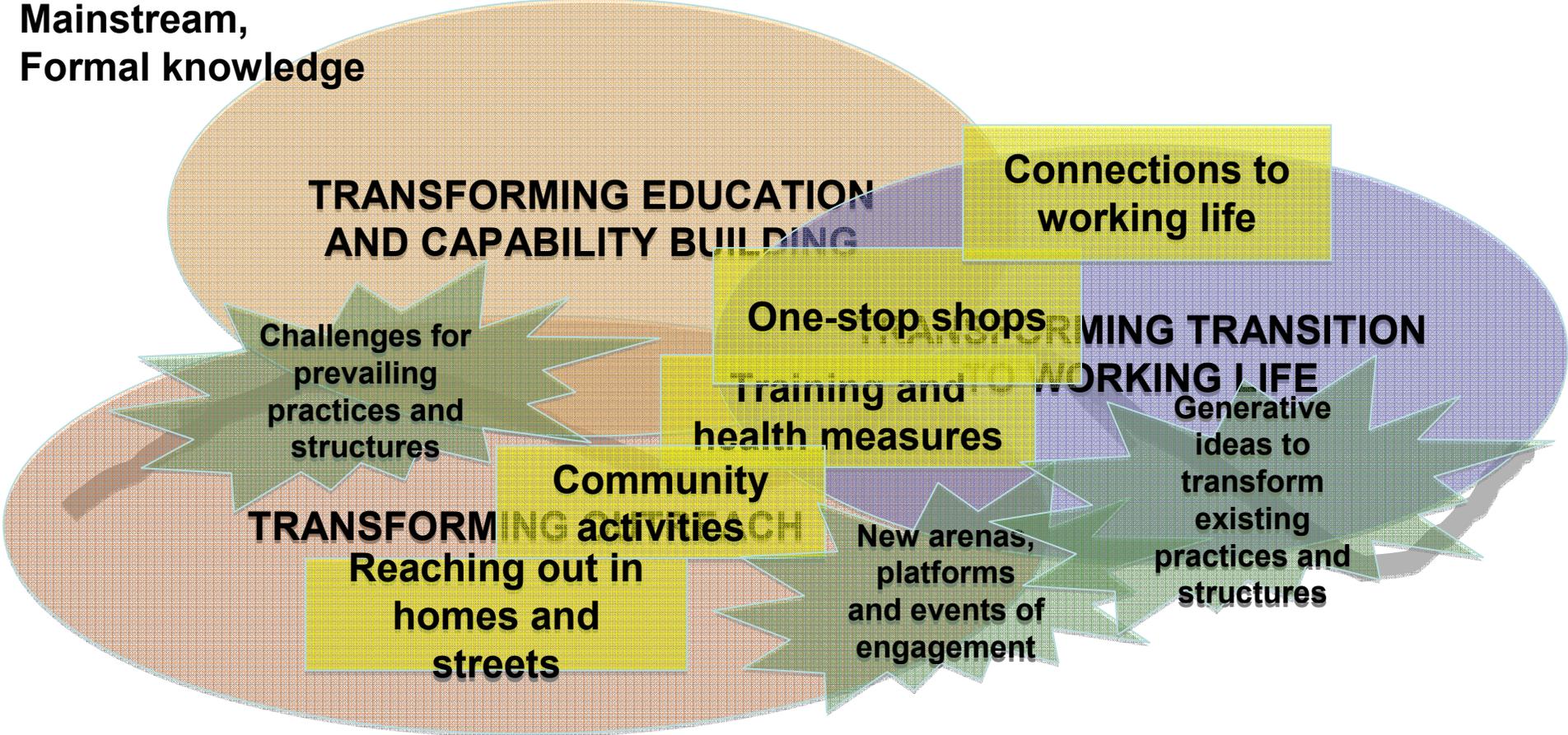


Product Ecology Matrix

Mode of existence Level of existence	Planning Mainly written plans/ analyses/ "texts"	Learning: How it was done and with whom	Living: Stories, animation
Governance/overall management level product/practice/	Description of governance/ management initiative/ plan	Recommendations / plans of learning culture	"Sound bites" of politicians/ managers "testifying"
Horizontal/ middle management level product/practice/	Description of horizontal networking/works hops with stakeholders	Descriptions/ "handbooks" of how to run multi-actor workshops and what we learned	Multi-media and story material of multi-actor workshops and networking
Front-line level product/practice/	Description of action with customers/ young	Front-line training material and examples	Multi-media and story material of front-line activities, citizen input

ACTIVE INCLUSION LANDSCAPE

Mainstream,
Formal knowledge



Informal” Life based learning

