

ENTERPRISING GENERATIONS

In Search of New Attitudes,
Skills and Collaboration
to Create Work
with the Young Generations in Cities

My Generation at Work Project Baseline



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My Generation at Work Baseline: In search of new attitudes, skills and collaboration to create work for the young generations in cities

1. A gap opening between young people and the changing world of work

Today's news is filled with messages of crisis and change in the global markets and the world of work. It is a confusing, precarious and scary world for the young generation thinking about careers, skills and jobs. At the same time Europe is aging; post-war generations are being pensioned, but the emerging opportunities and the new world of work is not the same as for them.

The crisis facing Europe since 2008 has disproportionately affected young people. Across Europe, youth unemployment rates have rocketed in recent years. Within the EU 27, and within the partnership of My Generation at Work, there are wide variations both between and within Member States ranging from under 10% to parts of Spain with a staggering 50%.

Finding and sustaining a job is profoundly different today and tomorrow from the past decades, and young people are exposed to sudden changes, precarious employment and careers, and a need for continual re-adaptation. Back in the day, most young people finished school and went straight into work, and stayed there. In cities, there were plenty of opportunities and a wide variety of threshold entry-level jobs. If you were fortunate enough to have attended university or college, your prospects were even better, and you could often pick and choose your preferred professional career path.

That's all changed now, and the transition into employment has become longer and, for many young people, less direct, also for the better educated. Moving straight from education into employment – particularly permanent stable employment – is becoming less typical for young people. Instead, their initial experience of the workplace is less predictable, often fragmented and prolonged.

At the same time attitudes and behaviours of young people have changed, reflecting the changes in society, families, work and the rising awareness of global threats and limits of traditional growth. Young people are more aware and connected – and at the same time often inadequately empowered to deal with the new challenges.

The world of work has also changed profoundly in ways that affect everybody, not only those who have traditionally been in a weaker position – young people, women, low educated, immigrants, disabled people. Today even the strong can stumble. Everybody is trying to find ways of navigating through the turbulent waters of change.

In fact there is a gap between the 'ways of being in the world' of young people and the changing world of work. On the one hand there are the 'X, Y and Z' generations – full of energy and creativity and with new ways of connecting and learning, proficient in the digital world and rising environmental values - but often with fragmentary educational and working careers, frustration with their aspirations being blocked, and disillusionment with the way the people in power are handling the challenges (see figure 1).

Picture 1: Generations at work (adapted from Tapscott 2009 and Gratton 2011)

Generation	Share in labour	Share in 2030 (hypothetical)	Traits
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	market 2012	erage esti- mate)	
Post-war baby boomers (1946 - 64)	40%	10%	Belief in progress and education and growth, relatively stable careers, TV-generation, last mass-production generation
Generation X (1965 - 76)	30%	20%	Deterioration in belief of progress and education, more fragmentary working careers, computer- and Internet generation 1.0., generation that suffered from the depression of first half of 1990ies.
Generation Y (1977 - 97)	30%	50%	Wish for more freedom, individuality, hedonism, impatience, value-sensitive, new kind of (digi-) sociality, cooperative and negotiative, internally polarised (winners and losers not along old divides of education and old hierarchies of working-life), innovative, generation of interactive Internet 2.0., 'gaming generation'
Generation Z (1998 -)	---	20%	Connectivity, born and lived first years under the present transition and challenges of society
Sum	100%	100%	

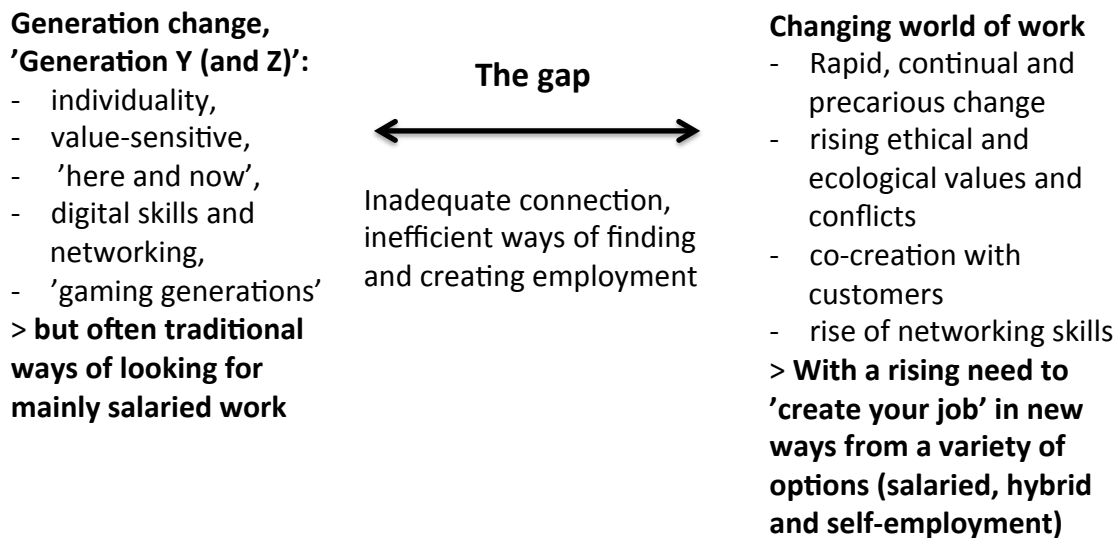
On the other hand the work of is rapidly changing. The technology-societal model based on mass-production, cheap energy, raw materials and labour is receding, albeit in a contradictory way, and happening at different pace in different parts of the world, and also within individual countries. New networking and decentralised production models, based on rising environmental awareness and values, and ICT are on the rise. (Gratton 2011).

At the moment we are at a contradictory crossroads, a change period, where the actions, structures and attitudes – in working life, safety nets, organisations, career and employment models, education and management are still often burdened by the 'mass-society' model, and are often poorly geared to the emerging new. These contradictions are felt particularly hard by young people, who have not yet been able to establish themselves, and to enjoy the safety nets developed in the industrial era. (Boyer 2004, Freeman and Louca 2001, Perez 2004).

The changes also open up new possibilities, challenge old ways of building skills, finding employment and creating jobs. Finding employment is no longer just a linear process of basic education – vocational education – looking for a ready job – being employed (and staying there) – as it was at the heyday of the mass-production society.

The young people are caught in the middle – aware that the society and the world of work has changed, but often left without adequate possibilities to acquire skills and behaviours to deal with the new situations. Their 'being in the world' is new, but the ways of finding employment and creating work are often traditional. In education possibilities of using new ways of learning and digi-learning, connections to the world of work, work practice and counselling are often inadequate and rigid. Searching for work through official channels is often traditional and inefficient. There is inadequate awareness of other possibilities than traditional salaried work, and even salaried work has changed into a multi-faceted world of flexiwork, telework and hybrid arrangements of salaried and self-employment. There is still a stiff divide between salaried and entrepreneurial work –in terms of attitudes, contractual arrangements and safety-nets. The recruitment channels of the business world do not reach the young generations in efficient ways. There is a gap between the world of the young people and the needs of the world of work (figure 2).

Figure 2: The gap between the world of young people and world of work



2. Lessons from My Generation project in bridging the gap

My Generation at Work had a predecessor, My Generation, an URBACT project run from 2009 to 2011.¹ It was about promoting the potential of young people in cities by developing insights into the lifestyles and aspirations of the young people, fostering their genuine involvement throughout the project, providing positive activity and career alternatives, and promoting collaboration of local communities, education, public officials and the business community.

In My Generation, it was recognized, that young people were left in a passive role, treated not as a vital resource, but as a problem to be 'treated'. In fact, My Generation identified three problems plaguing projects and policies in Europe: target-group thinking, fragmentation of action and low sustainability of results.

My Generation set out to do things differently. The most important point was to have the young as genuine co-creators all along the way, and not as a 'target group'. It also meant new

¹ <http://urbact.eu/en/projects/active-inclusion/my-generation/homepage/>

ways of engaging with the young. A key lesson was to transform the *ecology of engagement* with people – it had to be creative, lively and use all the senses through the possibilities of multi-media. Also dissemination of results had to be changed. It meant that the products coming out of the project had to be 'hybrid': not only analysis and written text, but pictures, stories and videos to liven and illustrate new possibilities and communicate better to the young people.

Nobody can solve complex societal challenges alone. So another key idea of MG was about establishing better contacts in the cities between the actors in the "youth cause", particularly the local communities, various forms of education and the business community. Complex problems call for holistic action, and My Generation challenged the cities to combine good practice in reaching out for troubled young people, good practice in new ways of education and good practice in finding and creating employment. In My Generation a special good practice 'Cityscape' policy analysis tool was created, where the whole 'palette' of city actions and services needed in good youth policy were identified, ranging from outreach activities via education to finding employment.

The main focus of My Generation turned out to be how to engage with the young in real and creative ways, and how to use this connection to create new ways for positive alternatives in young people's lives. The main emphasis was on outreach and reintegration of the young people, with also looking into working-life geared curriculums and new ways of searching for work.

But many things could be done better and taken further. The 'change of ecology' in terms of real co-creation with the young people and in new kinds of products, and promoting collaboration in cities on cross-cutting youth policies was a good step forward, but better focus and more definite results are needed.

This is where My Generation at Work wants to build on the best ideas and achievements of My Generation – and take them further. The key focus is already in the name of the new project – My Generation AT WORK. My Generation at Work is about promoting the employability of young people in the changing labour market and the future of work.

3. Lessons from good practices to create social innovations in cities

Youth unemployment is an acute problem, but My Generation at Work takes a mid-to-long-term approach towards contributing towards solutions to enhance youth employment. Small projects with very limited resources, like MGatWork in the cities cannot make a difference against the global downturn in terms of directly providing jobs for young people. But it can make a difference by identifying and developing good practices, and catalysing and mobilising multi-stakeholder cooperation, where with mid-to-long-term efforts the cities can put in place good practices against the city landscape, the 'cityscape' of promoting the employability and job creation of young people.

My Generation at Work is about promoting the employability of young people in the changing labour market and the future of work. Even more at that, My Generation at Work has a special focus on *enterprising attitudes and skills* of young people, as one of the keys to close the gap between the changing world of being of the young people and the changing world of work. In this MGatWork set out to identify, develop and embed good practices, social innovations and policies, so that cities can enrich their youth policy 'cityscape' in the coming years and decade. In this mid-to-long term effort it is important to listen to some lessons on good practices in cities and elsewhere.

Lesson 1: We need a co-creation approach

There is a paradox that at the same time that society has reached a mature level, it is facing severe challenges in terms of credibility and sustainability from a citizen's point of view, economically and politically. The main response and alternative is now not about expanding the welfare society any more (as it was in the industrial era), but how to become more effective in responding to citizen's needs and also to rely more on the activity of the citizens themselves.

There is a red thread, a "DNA-strand" running through the entire innovation debate today, including social innovation, concerning the core of developing good practices. It is *new ways of enabling real citizen involvement, participation and co-creation in all activities* – ranging from strengthening democratic institutions and making economies stronger to re-inventing public services and partnerships, and combatting social exclusion.

In the innovation debate the basic model has so far been co-creation with a 'triple helix' – co-creation between science, public sector and business. This model is now, in various ways, including a 'fourth strand', real and deeper customer and citizen involvement, into the process at all stages – ideas, planning, piloting, developing and executing. This has also been called *user participation*, where the participation can happen at different degrees – design for the user, with the user and by the user. 'Living labs', incubators of new connections for co-creation, under different names and guises, are popping up everywhere. This re-invention is taking place also in cities and within the public sector.

The whole debate about good practice is about re-inventing and repositioning citizen and customer activity towards the system/ the services/ the professionals. All good practices emphasise the importance of identifying the real societal and individual *needs* in a sensitive way, and to validate the practices against the needs and the context. In good practice citizens and customers are no longer just objects of activity, or targets of "ready-made" products, but more and more co-creators of the service or product.

So taking a cue from the global innovation debate, the key message for the re-invention for strategies, policies and practices in cities is developing good practices for co-creation - new ways of working with all stakeholders – and in the instance of My generation at Work, in particular with the young people themselves. The key word here is *co-creation*, because no stakeholder alone can secure better solutions, not the citizen, user, public official, professional or anybody else.

Key lesson for My Generation at Work: Co-creation with the young people is both a necessity for the success for creating social innovations, and an opportunity for young people to acquire new skills and attitudes for creating work for themselves.

Lesson 2: We need new interfaces in the front line of services

The importance of the quality of front line service is strongly emphasised in all of the good practice debates. The "acid test" of city good practice *is* front line service, the contact with the customer, the citizen. Without good contact, without rapport, there is no good practice.

The old service model emphasised, that the "official knows better" than the citizen. The professional was equipped to know "what", and to know "how" and then find a solution. Activation or employment plans were not made, co-created, *with* the customer, but *for* the customer – resulting in poor commitment and poor results. The new one is where the 'what and how' has become co-creation, "knowing from within" the good contact with the customer.

This has meant also, that the “interface”, the way in which we communicate with the citizens need re-inventing and co-creation. This is particularly true with the young people – and all customers who don’t represent the mainstream, or the cultures in power. Many of the old ways of service delivery simply don’t work.

Methods using multiple and alternative channels of communication (narratives, stories, metaphors, social media) are used more and more. The services must be taken to the communities, where the young people hang out. And we need convincing, ‘street savvy’ young ambassadors to establish rapport and contact with the young people.

Key lesson for My Generation at Work: The input, skills and creativeness of young people is indispensable to re-invent the interfaces in the front-line of services, and at the same time offers possibilities for the young people to develop skills and attitudes they need in the labour market

Lesson 3: We need real teamwork and peer learning

The further the development of expertise has evolved, the more the theme of cooperation across different professions and disciplines, and a holistic grasp of matters has been on the rise. The paradox here is that the more we attain knowledge through specialization, the more there is a need for grasping the whole. We are constantly confronted by fragmenting of action.

Nobody works completely alone, and in all organisational, management and good practice debates, the question of the quality of teamwork is high on the agenda. *Peer learning* and support is the hinge of good practice here. It offers the individual, and the team effective ways to learn, assimilate and interpret the complex influences and impressions from around (from partners, other teams, management).

Key lesson for My Generation at Work: Peer learning offers young people effective ways of acquiring new contacts, skills and attitudes, so opportunities for young people to learn and act in teams should be arranged and encouraged by the cities

Lesson 4: We need brokers and ‘spaces’ for border-crossing and partnerships

The divisions, created in the expansion of services and organisations in the post-war build up of societies, corresponds poorly to the needs of citizens and communities today. The problems and challenges in the peoples’ lives defy the rigid boundaries between education, social work, housing, health, culture, employment services and business creation.

Also, there is more and more a shift to outsourcing, subcontracting and principal-agent structures, which means that the customer service chains and structures become even more complicated, extended and time-consuming. More often than not, responsibilities become unclear, and the red thread is lost. All this entails a lot of border crossing, working on borders and solving “turf battles”, all strong themes in the good practice debate.

In fact border *crossing* becomes more important than *drawing borders*. The most interesting things often happen “on borders”, either across internal or internal-external borders. For border crossing, spanning gaps and to promote cooperation we need brokers. Brokers come in different guises, and they are needed on all levels of activities, and between levels: Good results have been achieved with personal coaches, case-managers, networkers and network coordinators. There is a whole debate going on the need to have ‘tertius iungens’², “a third who

² Obstfield, D. (2005) Social Networks, the Tertius iungens Orientation, and Involvement in Innovation. Administrative Science Quarterly 50:100. Sage.

connects”, in order to span gaps, and gain good cooperation and results. Being a good broker calls for special skills and experience, and it is fact a set of rising new professions.

For border crossing in networks also ‘spaces’ for multi-stakeholder meeting, dialogue and collaboration are needed. These range from community events to fairs, workshops and conferences. How to use those events effectively to promote real dialogue and co-creation has become a key challenge, and cities can here play a vital enabling and catalysing role.

Key lesson for My Generation at Work: Young people can be vital and creative brokers in re-inventing contact with different stakeholders, first and foremost with the young people themselves, and at the same time brokering can offer and opportunity to young people to acquire useful skills and attitudes towards the labour market.

Lesson 5: We need enabling and catalysing management and governance

The more front line service and their networks move into a multi-vocal, multi-actor, negotiating, dialogical and networking mode and practice, the more all levels of management, and governance are challenged and forced to adopt new methods. Old “line management”, or “silo-management”, reflecting the Industrial Society, is a thing of the past, and in comes management by learning, by results, by negotiation, by networking. ‘Management 2.0’ becomes “enabling” and ‘catalysing’. You cannot “manage” learning, or good practice in traditional ways. You can empower, facilitate, enable, catalyse and resource it.

A very strong theme in the good practice debate is what is happening to management, and a concern that management is, in relative terms, lagging behind the “paradigm change” of practice in the front line.

As a response to these pressures, management is being re-invented. To address the dialogical challenges, enabling management, caring management, coaching management, experimenting management is put in place. To address the complex networks arising, and the proliferation of projects, management which is adept in building multi-stakeholder ‘spaces’ ` forums, events, workshops, ‘Living Labs - is needed. In order to address the whole complexity of management, new holistic approaches, social auditing, evaluation and estimating Social Return of Investment are put in place.³

Key lesson for My Generation at Work: Young people can be vital and creative partners in providing management and governance with fresh ideas, skills and input, to close the gap that now has opened between the changes in front-line services and out-dated modes of management. By participating in this transformation, young people can acquire useful skills and attitudes for the labour market.

Lesson 6: We need hybrid learning environments and products

There is a need to tap into the rapidly developing new world of communication and learning, and create a ‘hybrid’ face-to-face and digital environment to maximise rapid, serendipitous and open learning.

There are basically three kinds of ways of using new ways of communication and learning environments with urban young people in their everyday media activity, and the possibilities of

³ <http://www.thesroinetwork.org/>

adults and public agents supporting this: Public online networks, friendship driven networks and interest driven networks.⁴

(1) Public online networks = 'networked publics' (more and more young and young adults participate daily in networked publics)

(2) Friendship driven networks = Facebook, My Space, Google Plus... etc.

Examples to support working life skills in friendship driven networks:

- Profile production > personal branding skills
- Sharing of every day artefacts
- Photos, videos, audios, music, experiences, all self-valued things -> equal collaboration skills

(3) Interest driven networks = usage of all possible social media for peer production, etc.

Examples to support working life skills in interest driven networks:

- *in school/after school* centres pupils/students are allowed to practice/train their creative production skills
- *in peer-to-peer commerce* (not necessarily money included) -> entrepreneurial skills, working life skills
- *in publishing media products* and in freelancing hobbies -> paid work experiences - in enterprises (e.g. paid uploading of music for others)
- *entrepreneurial skills* - non-market work (e.g. helping neighbours to setup and update computers, smart phones etc.) -> working life skills - non-market peer production (e.g. open source software development) -> team work and collaboration skills

Key lesson for My Generation at Work: Young people, being of the 'digital and gaming generations' are a vital and creative partner in transforming education, curriculums, learning models, brokerage, and at the same time, participating in these transformations offers young people endless possibilities to acquire and develop their skills and establish themselves in the labour market

Lesson 7: We need a powerful concept of learning

The changing world and labour market calls for powerful concepts and practices in learning – not only for the young people, but also for the projects and programmes promoting the learning of young people, or other stakeholders.

In My Generation the concepts of the trailblazing work of Ijikuro Nonaka and his colleagues, together with other seminal work, like Etienne Wenger and Bjorn Gustavsen, were used as inspirational sources for designing good learning in the My Generation workshops.

It was particularly important in My Generation, the predecessor of My Generation at Work, that the workshops and engagement was designed so that particularly young people could relate to the process well, as well as other stakeholders. This meant that particular attention was paid

⁴ Mizuko Ito (2009) Hanging Out, Messing Around and Geeking Out
http://www.itofisher.com/mito/publications/hanging_out_mes_2.html

to establishing good contact in terms of socialising, and enriching the ways of expressing and articulating oneself. Here the work of Nonaka was the key source of inspiration.

A key concept in Nonaka's model is "*learning space*", or "*ba*", in Japanese. This 'space' is at the same time physical and mental and emotional, and can be also virtual and a hybrid space combining face-to-face and virtual communication.. It is a "platform of knowledge", a shared context, where knowledge is shared, created and utilized. A typical example would be a team with a task, which shares certain face-to-face meeting places backed up with virtual communication, and entering, in their task, "a stream of meaning" (Bohm 1996). In other words, the "*ba*" provides the energy, time and space to perform the knowledge conversions, and the task for knowledge management is to enable the emergence of such "*ba*'s".

In Nonakas learning concept, the process of learning revolves through four different stages, which all call for a different 'space': Socialisation > Externalisation > Connection > Internalisation, constituting what is called the SECI-process.

Good learning requires good "learning spaces", i.e. in the SECI process we have different kinds of *ba*'s, with different qualitative requirements in order to function properly.

So, simplifying matters, we have the "everyday *ba*", *socialization*, where the key issue is the quality of everyday conversational life of the organization. Not only inside the organization, but outside, at the borders of the organization – with customers, with partners. Key questions would be: is there time and space for the people to engage with each other, is there a possibility to "move around", both in the physical and mental sense, in the organization, and outside it. The importance of this socialising, getting to know each other, is too often underestimated or neglected.

Then we have the "articulation *ba*", *externalization*, where the key issue is providing tools for knowledge conversion from internal 'speak' to external 'speak'. Here the first phases are critically important. In order to be able, and to dare to articulate oneself, one needs a good and trustful "*ba*", something that facilitates articulating matters that don't readily "come out" easily, because they are so ingrained in our life experience. The use of metaphors, stories, pictures, symbols are typical examples of methods in this "*ba*". The importance of articulating, having a real possibility to express oneself, is too often underestimated or neglected. The meetings and workshops are dominated by the people in power, and 'versed in powerpoint', and the losers are people not used to that culture of communication. These would often turn out to be young people, old people, unemployed people, people not in power and people from ethnic minorities.

Then we have the "knowledge library *ba*", *combination*, where the key issue is tapping into the existing knowledge in the world. We don't want to keep reinventing the wheel – perhaps somebody has already found a solution to what we are struggling with. This is where also the new ICT possibilities, googling, really kick in, and should be utilized in a creative and efficient way.

Finally, we have the "experimenting *ba*", *internalization*, where the key issue is "learning by doing". In order to be successful, every practice, every tool, has to be tried out, experimented, modified to one's own practice. This means, that in a good learning process there is a possibility for personal experimenting, trying it out, at best with somebody more experienced to guide you.

So knowledge management, in Nonaka's model, in a nutshell, is about arranging, enabling and facilitating the SECI-process and its *ba*'s. Knowledge cannot be MANAGED (in the traditional, "big letter" sense), but rather *enabled* by sensitizing people and organisations to the importance of knowledge creating good opportunities for learning.

Key lesson for My Generation at Work: We need to continue the good experiences of My Generation of using the 'spaces' concept and process - socialising, articulating, connecting and doing-it-yourself in My Generation at Work. This means continuing to co-create the events as good learning spaces, where young people can thrive as partners. It also means putting in place an experimental, do-it-yourself piloting dynamic into the Partner city projects. And finally it means that also the products, the way the social innovations are presented, need to be enriched so that they communicate well in terms of learning.

Lesson 8: We need to understand good practice and social innovation as 'locally embedded practice'

There is general agreement in the good practice debate, that at the end of the day, practice is always local and contextual, locally "embedded", and in this sense there is no general of good practice in promoting employment, or any other topic.

But there are plenty of examples of practices, policies and approaches that do work, and make a difference.

To use a metaphor, all good songs consist of the same chords and notes, but in unique combinations. There is no end for creativity in creating new songs from those same chords and notes. And what is more, those chords and notes are only the 'script' of good music. A living band is needed to breathe life into it, and perform it – for and with audiences.

Much in the same way the essence of good practice is not in separate tools, methods or concepts, but rather in the unique combination of them, fit for purpose and circumstances, and first and foremost, in the activity of teams, 'communities of practice' (Wenger 1998) to make them work.

Any good idea of promoting employment needs to be fitted in to the local circumstances, and it can only be done by "communities of practice", the local 'bands'. Even the best and most ingenious of individual practices is always embedded in a community of practice, and can only be sustained in it. In this sense the practices are not "components" or commodities, but rather manifestations of a "community whole"(Senge 1990), very much like the chords, notes and bands do not exist in a vacuum, but constitute a living network.

In this sense it could be useful to think of practice always being a "360-degree" practice, meaning that every practice is embedded in a 360-degree context: there is a citizen and customer dimension, a horizontal networking and partnership dimension and a vertical management and governance dimension in every practice. In order for a practice to be good, and sustainable, it needs to be successfully 'embedded' in the 360-degree context, so that its able to establish a sufficiently good contact to customers, horizontal partners, management and decision making.

In fact, the Local Support Group approach, applied in URBACT and My Generation at Work, is a 360-degree approach in the sense that a good composition of the LSG has representation of the customer/ citizen (in the instance of MGatWork it is the young people, horizontal partners (in MGatWork educators, NGOs, business community) and management and decision making (managers), sometimes politicians, but more often indirectly, in a supportive role.

The LSG is best understood as a 'microcosm', representing in an important way the core of people, who are needed to embed and sustain the social innovations coming out of the project. The LSG directs the experiments made in the different topics identified in MGatWork, and then indicates in the Local Action Plan, how the work can be carried on further, scaled up and sustained.

What is more, by understanding good practice as '360-degree' good practice, we can at times enhance mutual learning across contexts by using *360-degree teams* in the learning process, by inviting representatives of citizens, front-line services, horizontal partners, management and decision making to our learning events. The 360-degree team is a 'microcosm' of the learning organisation, and it means that instead of bringing separate individuals to the learning event, small groups, 'microcosms', which represent some of the vertical and horizontal actors of the practice, come and participate. Embedding the practice in the '360' degree context starts already in the dialogue event. This makes it easier to put the practice in context, and also start to work on it, when returning home.

In the URBACT and MGatWork context this means, that it is easier to understand the social innovations of another city, when we understand how the practice operates in a 360-degree context, i.e. what is the customer contact, the horizontal partnership and the role of management, governance and resourcing.

Key lesson for My Generation at Work: The social innovations, good practices and service products need to be understood, described and embedded in a 360-degree context, which is also the 'microcosm' approach of the Local Support Groups, and needs to be treated also in the Local Action Plans, so that the context of sustaining the practice can be more readily understood. Participating in such a 360-degree approach gives the young people also a learning opportunity about how society and working-life function, and is thus fruitful for developing their skills and attitudes towards the labour market

4. Lessons from partner cities of My Generation at Work

4.1. Identifying the focus and topics in My Generation at Work

According to the thorough mapping of the situations and challenges of the partners in My Generation with Partner the partners – Rotterdam, Antwerp, Braga, Gdansk, Glasgow, Maribor, Riga, Tampere, Turin, Thessaloniki and Warsaw – have very similar challenges in relation to employment of young people. All cities feel the effect of the economic crisis, some of them very badly. The partner cities all have the common problem of deteriorating employment rates, particularly of young people, and people with immigrant backgrounds and poor education. The focus of challenges and the rates of unemployment, as well as the traditions and collaboration of actors and institutions in relation to the youth issues vary considerably, however.

Drop out from education, the NEET problem (neither in education or employment), attractiveness and performance of vocational education, inadequate availability of good counselling and brokerage at different transitions – within education, and from education to employment, and from unemployment to employment are likewise challenges – to different degrees - in all of the cities. Some cities are facing brain drain and a threat of loss of the young workforce, and all have the challenge of how to improve the cities to attractive for young people to live and establish themselves.

A synoptic overview of the problems, needs, policies and actions of the Partners is given in Appendix I of this Baseline.

These findings were further elaborated and corroborated by running a multi-stakeholder workshop in all cities, as kick-offs for My Generation at Work. In the workshops young people, students, unemployed, young entrepreneurs, educators, public officials, voluntary actors and

business people participated, ranging from 20 to 60 participants. In all workshops an initial Local Support Group (LSG) participated, representing in a nutshell (a beginning of a 360-degree approach) the core of a multi-stakeholder approach in tackling the youth employment issue in the city.

In the workshops, a Good Future Dialogue method was used, developed over the years by the Lead Expert of My Generation at Work, and his colleagues, where a multi-stakeholder panel (the LSG, always also with a young person included) was first asked, what do they consider as good achievements at the end of MGatW in 2015, concerning young people gearing into employment. This was done by making an imagery trip to the future, and assuming positive things have been achieved in the city, in terms of employment of young people. This formed the basis of the open discussion in the workshop, where the different stakeholders could express their ideas how to achieve this good future, what focus, actions and collaboration are needed. This, in turn, formed the basis for the cities to identify their focus and priorities in My Generation at Work.

On the basis of the Baseline work and Partner Profiles, the gap between young peoples changing 'world of being' and the changing world of work was identified. Then it became a question of finding ways, good practices, social innovations, of bridging this gap. With mapping good practices in cities and service innovations, the partner profiles and the dialogical workshops, a key theme and a set of key topics for My Generation at Work were identified. The key theme is promoting the employability and employment of young people, with special focus on enterprising skills and attitudes. The topics were identified as developing enterprising curriculums in education, developing 'spaces' of creative multi-stakeholder connection, developing 'spaces' for young business creation, developing brokerage for young peoples' re-integration to education and employment, brokerage between young people and business and as an over-arching topic, the development of catalysing and enabling Local Action Plans/Youth Policies, to coordinate the different actions in the topics. These topics form the basis for social innovations and service products in My Generation at Work.

Identifying the key topics and the priorities of the cities was further elaborated by having the cities express their priorities in relation to the topics, so that on the one hand there is a division of labour according to the needs of the cities, and an identification of 'learning clusters', where the My Generation at Work cities can engage in co-creation of better and/or new innovations and services for promoting employment or young people. A red thread running all the topics is co-creation with the young people, having young people as a key partner in every single topic.

5. Summary - My Generation at Work and the change of paradigm dealing with young people's employment

On the basis of drawing lessons from debate on the changing world of work and young people, the debate on the needs to reinvent cities and their services, from the innovation debate, on the changes in governance, management, organisational thinking and learning – and the message coming from the Partner Cities of My Generation at Work – we can now draw a synoptic view on the 'paradigm change' needed in the understanding of the youth employment issue, and the dynamic of projects dealing with it.

The lessons range all the way from understanding the world of work and the world of young people to the ways of trying to promote the employment of young people, to the needs of re-inventing services and partnerships in cities, to the need of transforming learning methods and behaviours – and all the way to transforming our understanding how developmental projects can disseminate their results.

We need an integrated approach, avoiding splitting the labour market into the 'good' and 'bad' ends, because it blocks the possibilities of dealing with the challenges in an effective way, disconnects resources – and on top of all, is not true against the real situation, where everybody is affected by the changes.

The traditional employment behaviour and model is 'waiting or searching for employment', in salaried jobs. We need a new set of skills and behaviours, termed here as 'enterprising skills and attitudes' towards a more hybrid and varied labour market, where one's work has to be proactively 'created', more than 'found'.

We need to move away from 'target-group' thinking, and have the 'target' as real co-creators. This is more than just changing project modes. It is the change of paradigm occurring everywhere, where better solutions are found by co-creation. We need to have the young people as real co-creators, because by co-creating they learn enterprising skills and attitudes.

Competences and skills are still understood often in a very formal and rigid way, underestimating and under-using the possibilities of building on people's assets, informal skills and 'life-activities'. In fact, we can learn everywhere.

The dynamic in projects is too often burdened by planning – and yet more (often internal) planning, and the real action to try out different ways of acting lets wait itself. We need more small multi-stakeholder experiments, inviting inspiring 'outsiders' to provide fresh ideas and a dynamic to our work.

City services, based on the tradition of the expansion of the welfare society, are operating in silos, which correspond poorly to the holistic life-worlds and situations of citizens and families. We need border crossing, spanning of gaps, cooperation. For this we need also brokers, go-betweens, skilful coordinators, who help to span those often rigid divisions. The tradition of meetings and workshops is also too much burdened with monologue – we need listening, connection and dialogue.

The ecology of products coming out of projects and dissemination of results is often rigid, life-less, boring, and does not inspire the audiences aimed at. We need multi-mode products, which are tailored to the needs and behaviours of the audiences we are trying to reach.

Figure 5 Synoptic view of the thinking and dynamic needed in MG@Work

	Traditional model	MG@Work Co-creation model
Dealing with the labour market challenge	Splitting: Dealing separately with the 'bad' and the 'good' end of the labour market	Everybody on the same boat. Integrated way of bridging the gap between young peoples' behaviours and skills and the needs of the changing world of work
Employment behaviour and model	"Waiting for employment" Looking for jobs Salaried employment 'Industrial' employment Being hired by someone	"I create my work" Enterprising (even in salaried work) Many forms of salaried work Hybrids of salaried and self-employment Self employment Co-operatives Entrepreneurship
The role of the young people	They are outside and a problem	They are inside and a resource of co-creation

Understanding of development of skills and competences	Formal	Learning from experience, Building also on non-formal skills, Translating informal to formal. Apprenticeships. Work practice
Working mode in projects	Looking for problems	Looking for solutions, resources and connections
Working dynamic in projects	Planning – planning – planning – acting – measuring - planning	Piloting with small experiments – learning – redirecting – enriching -
Service model in cities	Silos, sectors, separate actions	Cross-cutting, building bridges, holistic, co-creation with all stakeholders
Networks	Lack of skilful, legitimate and sensitive brokers	Skillful brokers, coaches, case-managers, coordinators, role-models
Learning model	“Learning from books and lectures” as separate individuals	Learning from everywhere, including virtual learning spaces as teams and peers
Workshops and meetings	Monologue	Dialogue
Ecology of products and dissemination of results	Traditional ecology of products (mainly written text) to ‘indefinite’ audiences	Multi-mode products – text, stories, pictures, video, sound, performances – produced to identified audiences and tailored to their needs

Synthesis: Bridging the gap - My Generation at Work in search of new attitudes, skills and collaboration to create work for the young generations

1. The what: Enterprising skills and attitudes in bridging the gap

Youth unemployment is an acute problem, but My Generation at Work takes a mid-to-long-term approach towards contributing towards solutions to enhance youth employment. Small projects with very limited resources, like MGatWork in the cities cannot make a difference against the global downturn in terms of providing jobs for young people. But it can make a difference by catalysing multi-stakeholder cooperation, where with mid-to-long-term efforts the cities can put in place good practices against the city landscape, the 'cityscape' of promoting the employability and job creation of young people.

My Generation at Work is about promoting the employability of young people in the changing labour market and the future of work. Even more at that, My Generation at Work has a special focus on *enterprising attitudes and skills* of young people, as one of the keys to close the gap between the changing world of being of the young people and the changing world of work. In this MGatWork set out to identify, develop and embed good practices, social innovations and policies, so that cities can enrich their youth policy 'cityscape' in the coming years and decade.

With the concept of *enterprising attitudes and skills* My Generation at Work wants to capture the new thinking and acting needed in the changing times towards the labour market. In short the changes call for an approach where work and jobs are more *self-created and carved out*, than searched for, as something waiting out there. There is a whole palette of options to be used in a flexible way – different modes of salaried employment, hybrid combinations of salaried and self-employment, cooperatives, social enterprises, self-employment, team-entrepreneurship and launching business. All opportunities for building skills and networks, social capital and connections should be used. As a working hypothesis My Generation at Work assumes, that whether you are aiming at a salaried or a self-employment career, *proactive enterprising skills and attitudes* are what the present and future working life needs.

Job-finding and job-creating actions need to be adjusted and re-adjusted, opportunities need to be grabbed – instead of 'waiting for employment' and looking for some stable jobs and careers. Also the ways of connecting and learning and creating skills has profoundly changed – and education needs to be transformed to meet this challenge. Today it is a 'hybrid world': A whirlwind of informal and formal learning, connecting face-to-face and in the digital world. It is a combination of planned action, surprises and even chaos. It is more like an adventure and a discovery journey, than the traditional 'career path'. Overall, it is about enriching your connections and grabbing opportunities.

This is what MY Generation at Work has set out to explore and discover together with the young generations of cities in Europe. In many ways this is uncharted territory, and the journey remains precarious with the uncertainties of the world economy. Nevertheless, also a wealth of good and new practices exist. The challenge is to identify them, co-create new, and find ways how cities can facilitate, catalyse and enable this process, and connect disparate activities into better wholes.

2. The how: Cross-cutting, co-creating and brokering

It is fine to create new practice here and there, but at the end of the day, cities need a well-functioning framework to enable positive agency and transitions for the young people at the critical points in their lives. This calls for not just separate good practices, but a set of inter-connected good practices, where, again, the 'borderlands' – the transitions from one activity to the other, both for the young people and to the actors and services helping them.

A strong message coming from the investigation is the need for honest and sustainable commitment from decision-making and management to promote the youth cause in urban environments.

We need to re-vitalise our electorate and democratic mechanisms. This means turning the tide of diminishing participation in voting of the young people, putting in place Youth Councils, Youth Juries and all through the services promoting participation and co-creation.

Another strong message is delivering crosscutting services in and with communities. The better working solutions are delivered with hands-on and within-communities approaches. This calls for nothing less than re-inventing and re-structuring public services and partnerships. Here particularly, the role of education, guidance, coaching and hands-on brokerage to prevent drop out, and secure positive transitions stands out.

There is a whole new set of intermediary activities, professions and businesses evolving. Particularly successful concerning young people is peer brokerage and coaching by young people. This holds true for both providing second chance re-launches for young people dropping out of education, and also finding work, and developing their skills. A particularly important role here is for middle management and team leaders, who can bind together many aspects of the '360'degrees' spoken about above. The skills and experience needed to act as an intermediary, both in terms of middle management in services, and as other brokers are subtle and challenging, and cities need to secure the sustainability of these activities and recruitment.

The business community needs to be engaged in new and more efficient ways. The young people are the future of business, too, but education, public services and the business community are not often working together, and certainly not often enough in co-creation with the young people. The world of work has changed. No more permanent security of finding a job even for the well-educated, not to speak of those with weak educational careers. No more secure and long careers in job either. This calls for a proactive attitude and skill in carving out your own career and jobs, often from bits and pieces, and with also surprising and lucky contacts. Places for work practice and apprenticeships are desperately needed. Advice, coaching and ideas from the business community are needed to transform education to become better geared to the needs of employers.

The whirlwind of change is a very challenging environment in which to design projects. That is why it has to combine being focussed with an ability to adapt and re-create.

The changing world of work calls for a proactive, adaptive and creative approach to work and jobs. Understood in a profound sense, this means a kind of an 'entrepreneurial' attitude to one's career and employment. To distinguish this from traditional business creation, we call this an *enterprising* position to working life. It means an attitude, skills and action that resembles more the attitude, skills and action of a self-employed person and an entrepreneur, instead of a salaried employee – whether you actually aim at being an entrepreneur or not.

An *enterprising position* means that you are at the same time aware of the opportunities and the precariousness of the world of work today – preparing yourself for it, connecting to people and partners and being ready to re-adapt and grab opportunities.

This *enterprising way* of acting is already all around us – and not only at the traditionally strong end of the labour market, i.e. where the well-educated and rich are setting up business. Today we can see that the drop-outs, the disengaged, the vulnerable are showing surprising creative skills in different walks of working life ranging from new media and arts to services and manufacturing.

What is more, we can see these worlds – the ‘weak’ and ‘strong’ connecting to each other, and needing each other. A dramatic example is companies (and even the army!) recruiting hackers to jobs. Or drop out game-geeks being connected to business people and coming up with a global success product! Meanwhile, social media organisations – Facebook, Twitter etc. – continue to re-write the business rulebook.

3. The topics and products of My Generation at Work

No city has a perfect coverage of the gap between young peoples’ changing world of being and the needs and changes of the labour market. Some are strong at the outreach practices and reintegration, some more in education and counselling, some in business creation and entrepreneurship. Some have a well-established youth and employment policy landscape, some are only beginning to develop it. Some have been active in getting young people on board as real partners, some have only just started on the road of this ‘paradigm change’.

In the Development Phase key topics were identified, as ‘areas’, where good practices, social innovations and new service products are needed.

The topics were identified as developing enterprising curriculums in education, developing ‘spaces’ of creative multi-stakeholder connection, developing ‘spaces’ for young business creation, developing brokerage for young peoples’ re-integration to education and employment, brokerage between young people and business and as an over-arching topic, the development of catalysing and enabling Local Action Plans/Youth Policies, to coordinate the different actions in the topics. These topics form the basis for social innovations and service products in My Generation at Work.

3.1. Building enterprising curriculums in education with young people

The first topic is transforming education to be better geared to the world of work. Young people need to be co-creators of this transformation. The transformation needs to build on the passions and assets, and also the informal and new skills of young people. It was a uniform discovery from all the partner cities, that there is widespread dissatisfaction with the educational curriculums in terms of providing inspiring, motivating and useful connections to working life. *Enterprising* – a proactive activity and attitude towards the labour market and one’s career – could be considerably enhanced in education on all accounts: teachers’ skills and attitudes and connections to work, curriculums, counselling and guidance, information on working life, work practice, study visits to business, business visits to education, business and talent events. Self-employment and entrepreneurial careers, and hybrids of salaried and self-employment should be better represented in curriculums and work practice to enrich options and provide inspiration for the young people. The enterprising curriculums can be in many ways connected to the other topics – ‘spaces’ and ‘brokerage’ of MGatW.

The key stakeholders here are the young people, educational communities, parents and families, city services and the business community.

In My Generation at Work many cities were already building enterprising curriculums, and these constitute one topic of co-creation and learning in MGatW.

3.2. Spaces of creative multi-stakeholder connection

In his trailblazing work, Nonaka introduced the concept of 'learning space', a physical, mental and virtual 'space', where a diversity of people can connect and engage in a creative learning process. This 'space' needs to have a) informal socializing in order to build trust, connection and understanding b) a diversity of modes of expressing and articulating yourself – not only by words, but also by movement, sound, pictures, metaphors – in order to be able to connect over cultural and societal boundaries c) connections to the 'world of knowledge', the wisdom and good practices developed elsewhere and by others, in order to avoid reinventing the wheel, and to be more efficient in discovering new ways of acting and finally d) being able to do it yourself – experimenting, getting to know how the idea works in practice, also with the help of more experience guidance.

These kinds of 'spaces' are being created everywhere, as creative meeting places, 'events', and cities can have a key role in providing, promoting and enabling such spaces. In transforming city services and getting new ideas these spaces can turn out to be invaluable.

The key stakeholders here are the young people, city services, voluntary actors, and the business community.

In My Generation at Work many cities were already building and experimenting with such 'spaces', and these constitute one topic of co-creation and learning in MGatW.

3.3. Spaces for business boosters for young people

Self-employment and entrepreneurship needs to be put more firmly at the reach of young people. This can be done by business advice, business boosters and incubators, designed and operating especially with young people and by young people. Young entrepreneurs are needed as role models and advisors. The work can start already within the enterprising curriculums, and continuing after that. 'Spaces' can be used for these purposes, sometimes overlapping with the creative spaces of connection of the topic 2.

The key stakeholders here are the young people, city services, voluntary actors, educators and the business community.

In My Generation at Work many cities were already building and experimenting with such 'spaces', and these constitute one topic of co-creation and learning in MGatW.

3.4. Brokerage for re-integration of young people

Drop out of education, poor educational careers and poor connection to jobs can be a major obstacle for young people, especially from deprived neighbourhoods and families, and people with foreign backgrounds. This is where brokerage for 'second chances', outreach and spaces for re-integration are needed. Young people as street-savvy brokers, ambassadors and role models can play a seminal role, connected to 'spaces' for positive activities, building on passions, hobbies and aspirations of the young people, and providing links to skills-development, enterprising, education and employment.

The key stakeholders here are the young people, voluntary actors, city services, educators and the business community.

In My Generation at Work many cities were already creating such brokerage and spaces, and these constitute one topic of co-creation and learning in MGatW.

3.5. Brokerage between young people and business

Connections between the young generations and the business world need improvement from both directions. The young people don't know and realise what opportunities exist, have misconceptions about working life, and are not necessarily geared to the existing work opportunities and demand in their cities. They might have poor educational careers, but can be talented people, but unable to 'state their case' and present themselves. The business community, including the Chamber of Commerce might be using very traditional channels and means of recruitment. Employment services, public and private, are not necessarily well geared into the behaviours and skills of young people, and are using often stiff and formal ways of finding employment.

This is where brokerage, performed by young people themselves, between young people and business, well connected to young peoples' networks and at the same time to the business world, can play a seminal role.

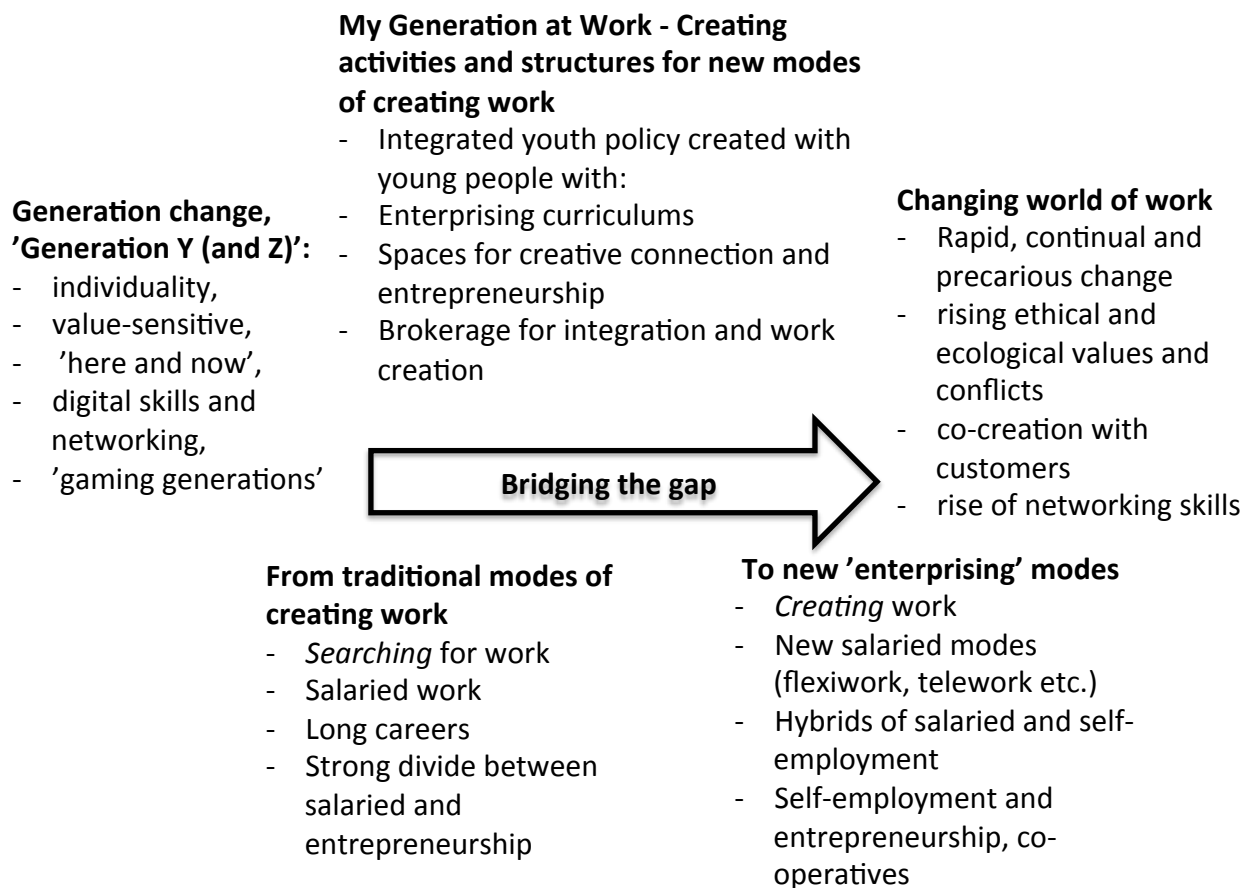
The key stakeholders here are the young people, voluntary actors and the business community.

In My Generation at Work many cities were already creating such brokerage and spaces, and these constitute one topic of co-creation and learning in MGatW.

3.6. Catalysing Local Action Plans

No city has a complete and perfect coverage of good practices ranging from enterprising curriculums to employment and setting one's own business. In fact, the practices and policies concerning promoting young peoples' careers is often fragmented, there are missing pieces, breakdowns in transitions, inadequate models, skills, knowledge and advice. This is why cities need a cross-cutting and holistic youth policy, backed up by good management and political leadership, in order to engage in a long term reform process to make the journey from education to employment an inspiring discovery journey for young people. This means that the journey provides inspiring opportunities for young people to acquire the attitudes and skills needed in today's and tomorrow's labour market. This means that the city leadership and policies engage in building enterprising curriculums, multi-stakeholder spaces and brokerage into a connected process for and with the young people. The role of cities and public services as enablers and catalysts is crucial here. My Generation at Work will provide an 'Ideal Youth Policy Benchmark', where good practices of all the key topic are identified, so that cities can use this as a source for further work.

Figure 3: Bridging the gap



The mid-to-long term result, towards which MGatWork is contributing – but which goes beyond the 3 year life-time of MGatWork as a project - is an 'ideal model' of a city youth policy 'cityscape' where the city has in place a sufficient and reasonable set of good practices covering ALL the topics from enterprising curriculums to business boosters and creating work (consider figure 4).

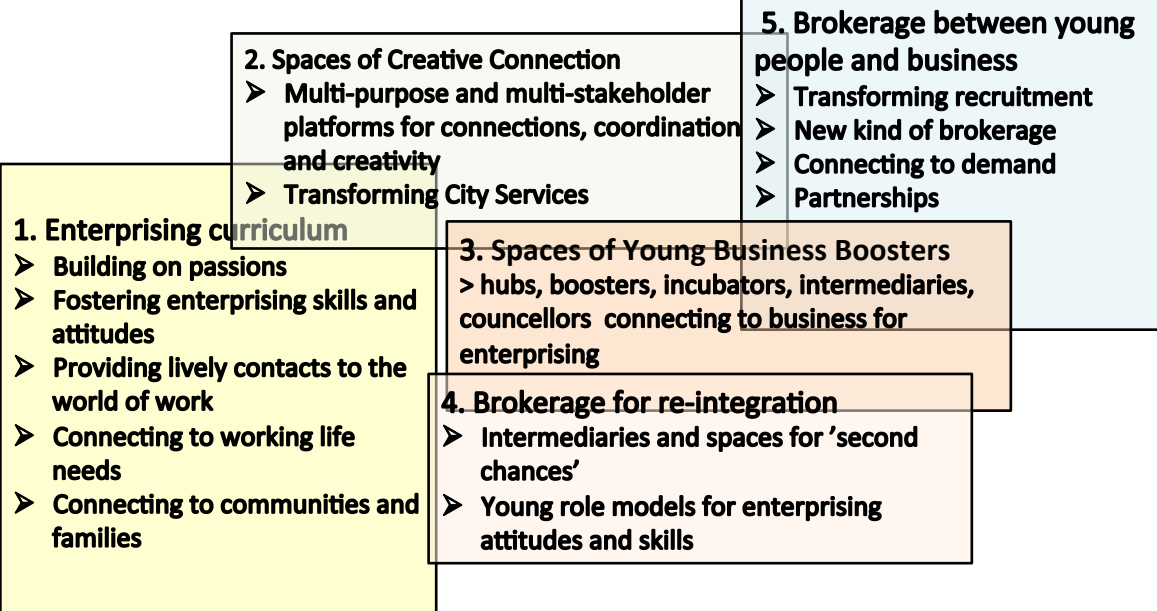
In the life-cycle of MGatWork the individual Partner cities cannot reach this result in all topics, but can reach good results in one or more of the topics, and can then identify in the Local Action Plan, how to consolidate this result and then start on enriching the 'cityscape' with good practices in other topics that need innovations.

Figure 4 : Ideal 'cityscape' model for policy and practice in building enterprising and finding employment for the young generations

MgatWork 'Cityscape': The 6 Products of MG@Work

6 Catalysing Local Action Plan: Attractive City for the Young People

- Catalysing Local Action Plan: *Lifting enabling and integrated* youth policy on the city agenda
- Co-creation with young people to build a dream city
- Building an '*enterprising discovery journey*' through city actions and services



Discovery journey for self efficacy: Young people developing enterprising attitudes and skills

4. MGatWork City Projects, the “MGatWork Enterprises”

In My Generation at Work, the city project and the central ‘hub’, built around the LSG, and with the task of sustaining project results with a LAP in each city is called a “My Generation-Enterprise”. Cities have already given the Enterprise a distinctive name in order to enhance its identity and focus.

The My Generation at Work network emphasizes practicality and focus from the very beginning. This is why the cities have each identified priorities concerning the topics identified in the Development Phase and the kick-off workshops, and the Transnational workshop.

The sub-topics were identified as

- (1) Developing enterprising curriculums in education (Enterprising Curriculum, EC, for short)
- (2) Developing ‘spaces’ of creative multi-stakeholder connection (Creative Spaces, CS,)
- (3) Developing ‘spaces’ for young business creation (Business Spaces, BS,)
- (4) Developing brokerage for young peoples’ re-integration to education and employment (Re-integration Brokerage, RB)
- (5) Brokerage between young people and business, (Brokerage for Business, BB) over-arching topic,
- (6) Over-arching topic: Development of catalysing and enabling Local Action Plans/Youth Policies, to coordinate the different actions in the topics. The whole process of MGatWork aims at useful innovations and service products in these 6 topics. The process is also open to discovering other product opportunities.

The MG enterprises will concentrate on their priority, but will and may address the other identified 5 topics in varying degrees and ways, depending on local needs and circumstances. This variation, together with the relative weaknesses and strengths of the cities, constitute the basis for mutual learning and co-creation of service products and innovations.

The following section describes the MG Enterprises of each city and the results the cities aim to achieve by participation in the My Generation at Work network.

A more full description of the MGatWork ‘Enterprises’ is given in Appendix II.

MG Enterprise City of Rotterdam: Enterprising Public Private partnerships

Focus in My Generation at Work: strengthening the existing multi-stakeholder cooperation platforms for the labour market in co-production with young people, with a specific focus on the medical and technical sector. Priorities in My Generation at Work: CS (Creative Spaces), EC (Enterprising Curriculum), BB (Brokerage for Business), BS (Business Spaces) and RB (Re-integration brokerage).

MG Enterprise City of Antwerp: Enterprising dialogues between employers and young people.

In My Generation at Work Antwerp is building a multi-stakeholder cooperation network to enrich youth counselling and contacts between young people and businesses, with a special focus

on Antwerp's Youth Competence Centres. Priorities in My Generation at Work: RB (Reintegration brokerage), BS (Business Spaces), EC (Enterprising Curriculum)CS, BB (Brokerage for Business), CS(Creative Spaces)

MG Enterprise of Braga: GeNeRation in Progress

In My Generation at Work Braga is strengthening multi-stakeholder cooperation by establishing a connection space, where businesses, education institutes, young people, NGOs promoting young people's employability and government institutions can meet, providing an inspiring example for the young to stay and work in Braga. Priorities in My Generation at Work: CS (Creative Spaces), BS (Business Spaces)

MG Enterprise City of Gdansk: Enterprising youth of Gdańsk – an adventure for life.

Gdansk needs to improve ways of creating jobs and creating entrepreneurial approaches to job seeking, developing voluntary work and networking of business, intermediaries, NGOs, education, young people/students, and unemployed. This can only be achieved through a better and lasting coordination of the various efforts. Gdańsk wants to integrate the various actors, with a difference, by involving the young persons themselves. Priorities in My Generation at Work: EC (Enterprising Curriculum), CS (Creative Spaces), RB (Reintegration brokerage), BB (Brokerage for Business), BS (Business Spaces)

MG Enterprise City of Glasgow: Enterprising Glasgow.

Glasgow has a rich policy landscape and the challenge is reaching an even more cohesive approach in practice with an enhanced focus on enterprise and self-employment development, use of social media and more involvement of young people in the Youth Gateway and wider youth employment activity and development. The city will further develop the Youth Gateway model. Priorities in My Generation at Work: BS (Business Spaces), EC (Enterprising Curriculum), BB (Brokerage for Business), RB (Reintegration brokerage).

My Generation at Work Enterprise of Maribor: Cooperation – Yes we do!

My Generation at Work will be running within the European Youth Capital Office Maribor 2013, and Maribor and Maribor will use EYC to the full to reach impact and contact with young people in the city. The intention is to obtain a range of new programs in the youth sector for the EYC Maribor 2013, in accordance with the objectives and content areas covered by the city of Maribor stated in the application: structural dialogue, promoting the active participation of young people, increasing employability and employment of young people, building on informal education. Priorities in My Generation at Work: BB(Brokerage for Business), RB (Reintegration brokerage), BS (Business Spaces), CS(Creative Spaces), EC (Enterprising Curriculum)

MG Enterprise City of Riga: Connection Spaces for Enterprising.

Within the project in Riga the focus will be on strengthening multi-stakeholder cooperation by establishing a connection space where businesses, educational institutions, young people, NGOs promoting young people's employability and governmental/municipal institutions can meet. Thus new services, interventions and support tools can be developed to empower young people and to inspire them to stay and work in Riga. My Generation at Work priorities: CS (Creative Spaces), EC (Enterprising Curriculum)

MG Enterprise City of Tampere: Trenterprise (Tampere Enterprise)

City of Tampere has over the years been active both on a strategic and an operational level on employment and youth employment. Within this activity, the theme of enterprising and entre-

preneurship of young people, although already on the agenda, needs further enhancement. One of the expected effects of the MGatWork -project is that the services for young unemployed people is a permanent part of the Employment Services Unit of Tampere. Within the services, improving the entrepreneurial skills of unemployed is a popular and well-established part of the services. The collaboration with other authorities dealing with youth unemployment works well and all the available services support each other, and promotes enterprising skills and attitudes. Priorities in My Generation at Work: BS (Business Spaces) CS (Creative Spaces), BB (Brokerage for Business, EC (Enterprising Curriculum) and RB (Reintegration brokerage).

MG Enterprise City of Thessaloniki: Thess Youth Enter The Future ("Thessaloniki's Youth Entrepreneurs to the future")

The city wants to create innovative ways and to realise ideas that will lead in the creation of new jobs and the enhancement of the youth entrepreneurship. That means listening to the youth needs, and to the market's new needs and requirements, in order to be able to show to the young people the right path for them to deplore their creativity and entrepreneurship. The city wants involve all of its stakeholders, such as Chamber of Commerce, education institutions, public and private universities and colleges, work agencies, voluntary associations, youth NGOs, businessmen and of course young people themselves in order to create a healthy circle of work and entrepreneurship, where the market demands will meet work demands. Priorities in My Generation at Work: EC (Enterprising Curriculum), CS (Creative Spaces), BS (Business Spaces), BB (Brokerage for Business, and RB (Reintegration brokerage).

My Generation Enterprise of Turin: Torino be Young - Enterprising social innovation initiative

In My Generation at Work Torino wants to put in place a multi-stakeholder cooperation platform in order to support the development of social innovation project of young people. The initial scope of the LAP is to share knowledge on Youth Entrepreneurship and in the new field of social innovation by promoting a multi-stakeholder platform (young people, business sector, public sector, university and Chamber of Commerce). The ultimate goal is to design and to put in place an incubation service on "social innovation" in order to foster the creation of new business projects. Priorities in My Generation at Work: CS (Creative Spaces), BS (Business Spaces), BB (Brokerage for Business, and RB (Reintegration brokerage).

My Generation at Work Enterprise of Valencia: VYP Valencia Young Project.

VYP (Valencia Young Project) has the objective to promote the employability of young people in the changing labour market, by focusing in aptitudes and attitudes for employment. The chosen acronym "VYP" is the abbreviation for "Valencia Young Project" as the project is aimed at young people and wants to involve them in the initiative. Valencia aims at a better understanding of the job market reality of Valencia in order to adapt to its environment and to the companies' and users' needs. The City of Valencia desires to convert itself into a labour school for young people which would facilitate their access to the job market and wants to strengthen its relations with other local partners, and in particular with companies. Priorities in My Generation at Work: EC (Enterprising Curriculum), BB (Brokerage for Business), CS (Creative Spaces), RB (Reintegration brokerage), BS (Business Spaces)

MG Enterprise City of Warsaw: WORK ON WORK – open dialogue between sectors with stress put on job advising and traineeships.

Warsaw wants to promote mutual openness on dialogue between sectors, facilitation of contacts (with less bureaucracy). Better, constant flow of information about students as future employees and about future workplaces. Openness on cooperation with youth with their participation especially about job advising and traineeships with a new network of stakeholders, preparing more information about technical and vocational schools and possibilities of pursuing

a traineeship, finding new partners in the Business Sector interested in active cooperation with the LSG, Job advisory implemented in early (i.e. beginning of secondary school) classes. Priorities in My Generation at Work: EC (Enterprising Curriculum), BS (Business Spaces), BB (Brokerage for Business)