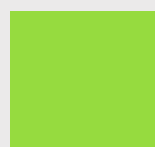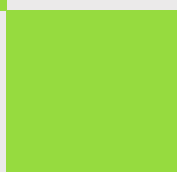# POLICY TOOLKIT FOR CITIES

MC-YOU

PROJECT NAME: MINECRAFTING RESILIENT CITIES: INNOVATIVE YOUTH-LED POLICY PROCESS FOR SUSTAINABLE EUROPE

PROJECT ACRONYM: MC-YOU

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INTRODUCTION, SUMMARY

The project "Minecrafting resilient Cities: innovative YOUth-led Policy process for sustainable Europe - MC-YOU" is focused on engaging young people in rethinking the future and building sustainable and modern European cities using the popular game Minecraft. The project aims to empower young people to take an active role in designing and creating the cities of the future by leveraging the creative and educational potential of Minecraft, but also to raise awareness among young people about the importance of sustainability and modernity in urban planning and development. It is also an opportunity for policymakers to benefit from the much-needed perspective of younger generations.

Minecraft is a video game that, having sold over 350 million copies, remains popular after years, with the number of average monthly players reaching 172,801,145 as of December 2022. More recent research reveals that the trend continues to favour boys as being the majority users, with the divide presently at 56-44% (boys vs. girls) in 2022. Minecraft is a sandbox game that allows players to explore and build worlds made out of blocks. It offers nearly limitless creativity and freedom. It can be a very useful tool to engage in urban planning and development and to simulate natural problems, like deforestation and pollution. Microsoft recognised the educational potential of the game and launched Minecraft Education in 2014, which is now being used in classrooms around the world. By using gamification, it is possible to bolster youth participation in policies by using something that is familiar and entertaining for youth – a video game.

The aims of the MC-YOU project are:

- Supporting the development of young people's digital skills
- Encouraging political involvement of diverse youth groups at the local level
- Creating and testing mechanisms that enable collaboration on policies between young people and policymakers
- Community-building for practitioners in the fields of city planning and youth engagement
- Setting up a capacity-building platform for city administrators

The project is divided into five distinct phases:

1. Analyse&Commit!
2. Educate&Empower!
3. Consult&Develop!
4. Advocate&Sustain!
5. Manage&Impact!

This document, scheduled for phase 4, provides an overview of the project and its objectives. It is based on previous experiences, challenges, and successes to provide a toolkit for cities that wish to implement MC-YOU solutions in their own efforts. It includes a review of European policies on the issue of youth activation and participation in developing urban policies, pointing to gamification as a means to improve it; a description of the MC-YOU Model; and up-to-date experience from pilot cities for its utilisation and adaptation.

The project was piloted simultaneously in three European cities: Faro (Portugal), Sandanski (Bulgaria) and Riga (Latvia). Their experiences and reviews were essential to creating this toolkit.

The MC-YOU project addresses critical urban challenges by empowering youth to take an active role in urban resilience. Youth participation is crucial because young people bring innovative ideas, fresh perspectives, and a vested interest in the future of their communities. By developing and testing a new youth-led policy model, MC-YOU leverages the creative and educational potential of Minecraft to engage young people in the political process at the local level.

In essence, the MC-YOU project aims to empower young people to take a proactive role in creating resilient cities by developing and testing a new youth-led policy model that leverages the creative and educational potential of Minecraft, and also offers policymakers a sustainable solution to engage youth in political processes at the local level.

This toolkit is intended for:
- Cities that are eager to include young people in creating more sustainable and resilient infrastructure.
- Policymakers who wish to leverage the power of youth participation in their cities and benefit from the valuable insights that young people have to offer.
- Municipalities that wish to make their youth feel heard, included, and responsive to their needs, and to provide a sense of responsibility.

For local authorities, MC-YOU offers a valuable insight into how gamification can increase young people's interest in engaging in civil activities and creating policies that have real influence and impact on their communities.

REVIEW OF EUROPEAN POLICIES

The European Union does not produce regulations exclusively targeting the concept of gamification. Instead, gamification is affected by many other documents that concern user protection, financial transactions within gaming, and the prevention of exploitation of vulnerable users (i.e. children). These can have a significant impact on how the gamification process develops, since publishers have to ensure that their gaming products are transparent, fair, and accessible, thus avoiding potential harm to users.

Gamification enables the use of game designs and mechanics as a tool in non-leisure contexts, which European Union institutions use successfully. It provides a means to engage people in areas such as:

- civic engagement: incorporating game-like elements to encourage public participation in politics and to raise awareness about how European policies are created;

- education and awareness: using gamification as an important tool in educational programmes, especially regarding European history, culture, and the complex mechanisms of EU functioning;

- training and capacity building: using gamification as a tool for training new employees or improving occupational qualifications;

- social inclusion and EU values: using games to teach about empathy, collective action, sustainable development, etc.

The concept of gamification as an innovative approach to education has been present in several European Commission initiatives, including:

The Horizon 2020 Research and Development programme mentions gamification as a possibility for the inclusion of non-integrated groups, while stressing the need for the development of new tools and methodologies for further research on how gamification can benefit governments, enterprises, etc. Gamification is considered important to educational processes, not only for children and minors, but also for adult professionals. Horizon 2020 included, for example, the EU-funded LAW-GAME, which aimed to enable the training of police officers from Greece, Spain, Lithuania, Romania, and Moldova in a safe virtual environment.[3] Information and Communication Technology (ICT)-24-2016 document directly targets gaming and gamification. It addressed the application of gaming technologies to non-leisure contexts, including the use of modern gaming innovative technologies such as augmented and mixed reality, 3D audio and video, virtual worlds, interactive storytelling, narratives, modelling and data, combined with social science aspects such as potential risks and challenges, privacy, gender, and ethical issues, etc. Several more documents, such as ICT 20-2015, PHC-26-2014 and MG-4.5-2016, mention the beneficial effects of using gamification to create business, health, urban, and transportation learning ecosystems.

1. Community-building for practitioners in the fields of city planning and youth engagement
2. https://mycreativenetworks.com/news/2186039
3. https://cordis.europa.eu/project/id/101021714#:~:text=As%20a%20training%20strategy%2C%20gamification%20is%20being,in%20Greece%2C%20Spain%2C%20Lithuania%2C%20Romania%2C%20and%20Moldova.

Another European Commission Decision C(2021)4200, in the scope of "Culture, creativity and inclusive society", a part of Horizon Europe programme, concerned, inter alia, the impact of games on European society. Specifically, the following expected outcomes were presented:

- Evidence of the impact of games on European society, including their cultural value and risks.
- Evidence of the innovation potential of games and play (online or other).
- New knowledge on the role of the games industry and non-commercial creative practices in the EU benefiting society.
- Improved knowledge of legal and intellectual property rights issues linked to the gaming population and the games industry in international markets.
- Proposals for improving games in terms of positive impact on education, skillsets, responsible business models, employment opportunities, social cohesion, and creativity.[4]

Gamification in the gaming industry is also indirectly subject to various requirements and directives created by the EU. The European Accessibility Act (2025) will require AI tools and gaming products to be accessible to people with various disabilities.[5]

Gamification is also of particular interest for various EU institutions viewed through their particular area of expertise. For example, the General Directorate of Migration and Home Affairs published a Spotlight on Games, Gaming and Gamification, which concerned, inter alia, the spread of extremism through gamification processes.[6]

The European Union, in general, seems to view gamification mostly as an educational tool. Its benefits are being researched in various ways to provide universities, educational institutions, enterprises, etc., with modern solutions that take advantage of the newest technological advancements in creating a digital learning ecosystem in Europe.

4. Community-building for practitioners in the fields of city planning and youth engagement
5. https://gamificationnation.com/blog/gamification-ai-and-the-eu-accessibility-act-what-businesses-need-to-know-now/
https://agilie.com/blog/unlocking-inclusivity-navigating-the-invention-of-the-european-accessibility-act-2025
6. https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran/ran-media/ran-spotlight/spotlight-games-gaming-and-gamification_en

THE MC-YOU MODEL

Before starting the process, the key question is education. It is advisable to hold preparatory meetings to introduce the MC-You concept to teachers, young multipliers, and municipal specialists.

Afterwards, the implementing city shall create at least four teams containing at least five young people, one youth stakeholder, and one policymaker to support the process.

The MC-YOU model consists of six Project Phases in the form of workshops, with a recommended length of 30 hours.

1. Kick-Off & Target-Setting
2. Exploring
3. Agora 1
4. Designing and Feedback Giving
5. Agora 2 / Presenting
6. Wrapping-Up & Celebrating

1. PHASE: KICK-OFF & TARGET-SETTING
Participants learn about the problems of their city. In this brainstorming phase, participants collect problems and things they dislike about their city, which can then be addressed in their designs.

2. PHASE: EXPLORING
Participants explore a part of their city to identify buildings or spaces that they want to remodel. It is important to choose locations where the changes proposed by young people can be applied.

Participants take photos and video material of the spaces to use for their models.

3. PHASE: 1ST AGORA

The Teams organise Agoras – public hearings, covering the broad cross-section of society, including citizens from different age groups, professions, social backgrounds, and political affiliations.
The aim of Agoras is to facilitate discussion in society, and to give their opinions and feedback on these criteria. This will allow for a better understanding of the needs of society concerning public spaces.

During these meetings, the teams will present the aspects of resilient cities and use Minecraft in the process.

The key issues to be discussed: resilient city challenges, sustainability, youth participation, urban planning, and gamification.

The Agoras shall be held both in physical space and in a virtual space - MC Metre, which shall be used during the physical meeting, but also a week before or after it. This tool operates on the principle of a decision tree, containing a set of simple guided questionnaires.

Participants should also be informed about the follow-up steps and how their input will be utilised. It is advised to create newsletters.

4. PHASE: DESIGN AND GIVING FEEDBACK

During the next several sessions, the teams reflect on the trip and the Agora meeting, as well as feedback from the MC Metre.

The results from the Agora should be shared with decision-makers, who will consider them in the policymaking process.

The MC-YOU teams decide what spaces/buildings they want to remodel and begin to redesign.

Subsequently, the teams take part in consultations with the experts in the field: City Architects, Representatives from Universities or NGOs. Having received valuable feedback, the teams continue re-designing. Finally, the teams prepare the presentations of their models.
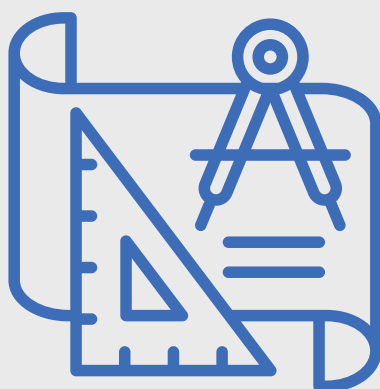
5. PHASE: 2ND AGORA SESSION – AGORA AWARDS.

The aim of the MC-YOU Award event is to celebrate the successful completion of the piloting cycle of the MC-YOU project and to recognise the innovative ideas developed by young people through Minecraft. The teams will make presentations of their models to the audience. The presentation can also be made online a week before the Agora Awards. Participants in each event are young people, Youth stakeholder representatives, policymakers from the City Administration, as well as citizens.

Then the audience votes for the best project.

Policy adjustment

The winning team shall have a meeting in the City Administration with the mayor and members of the administration and related departments (youth, urban planning, sustainable development) so that they can advocate for a policy adjustment.

The MC-YOU Model allows for combining activities, for example, the 2nd Agora meeting can include the presentation of the team's work and the introduction to voting. This meeting can also be combined with the Policy Adjustment meeting.

CITIES' EXPERIENCES

FARO

Participants in the project: 10 teachers, 39 youth (ages 13–15), 7 policymakers/experts. Eight Minecraft Teams (MC-Teams) were formed.

Three introductory sessions for students were conducted, based on the Resilient Cities Toolkit.

During the third session, students visited all locations listed in the inventory and applied the Dotmocracy method to select sites for development. Out of the original seven locations, four were chosen by the students.

Over 20 curriculum-integrated workshops were delivered by multidisciplinary teachers during the project span, aligned with the Toolkit.

The MC-Agora concept was transformed into a long-running public exhibition combined with an Ideas Box, where students submitted their ideas for over two months. The exhibition was hosted in the main atrium of Afonso III School.

RIGA

Participants in the project: around 80 students forming 16 teams, 20 youth practitioners, 6 policymakers.

Inventory included 8 locations selected based on: (1) public ownership, (2) development status/uncertain future, (3) youth relevance.

The MC-Agoras were implemented as a series of virtual sessions over a two-week period, engaging 104 participants—including youth, educators, municipal councillors, representatives of neighbourhood associations, citizens, and policy makers.

SANDANSKI

Participants in the project: 35 young multipliers organised into nine Minecraft teams across four participating schools.

Six potential visioning locations were pre-selected based on three criteria: public ownership, current development status or uncertain future, and relevance or potential utility for youth. These sites included public swimming pools, a former army house, and several deteriorating buildings in the city centre.

Each team prepared its own open-day Agora event in its school. Young people presented their work to other students, teachers, and parents.

WHAT WENT WELL AND WAS SUCCESSFUL?

1. TEACHER ENGAGEMENT AND INTERDISCIPLINARY INTEGRATION

As Faro underlined, the teachers' involvement across multiple disciplines, including citizenship, visual arts, physical education, science, history, mathematics, Portuguese, English, and French, was pivotal. Educators actively integrated spatial concepts into their curricula and allocated dedicated class time to project activities, continuously supporting the youth throughout all phases.

2. EXPERT FEEDBACK, MUNICIPAL SPECIALIST PARTICIPATION

In Faro, expert feedback sessions constituted a critical component of the project, ensuring quality and diversity in student proposals. All seven teams successfully incorporated sustainability and resilience principles, demonstrating strong conceptual foundations and innovative approaches to storytelling and design.

In Riga, the active involvement of municipal specialists was a key success factor. Experts from urban planning, heritage, greening, and market sectors contributed through presentations and direct participation in Agoras. The briefing session for them emphasised accessible language and practical examples, fostering constructive dialogue with students. This approach enhanced engagement and led to continued expert involvement, including participation as jury members.

3. COMMUNICATION AND PUBLIC ENGAGEMENT STRATEGY

In Faro, the promotional strategy that combined digital outreach via municipal social media channels with physical posters featuring QR codes strategically placed in reimagined urban areas proved to be successful. This hybrid approach yielded measurable results: 112 MC-Meter responses and over 500 votes in online voting within one week, a significant achievement in Faro's local context.
In Sandanski, extensive media coverage following the public launch generated strong community interest, mobilising families and students and indirectly increasing teacher participation.

5. INSTITUTIONAL ENDORSEMENT

In Sandanski, early endorsement from the municipal leadership, including the Mayor and Deputy Mayors, was instrumental in establishing project credibility and mitigating initial resistance from educators.

6. STAKEHOLDER ENGAGEMENT AND CUSTOMISATION

Sandanski underlined that individual consultations with school principals proved more effective than general presentations, enabling tailored discussions on curriculum integration and demonstrating alignment with existing educational frameworks. Personalised engagement strategies for each team were essential for maintaining motivation and ensuring project continuity.

WHAT DIDN'T WORK?

1. STAKEHOLDER ENGAGEMENT

In Faro, despite invitations extended to all schools, only one school actively participated in the initiative. The limited participation was attributed to the timing of the academic year, which coincided with staff shortages and unfilled teaching positions. As a result, the number of lessons required for the MC-YOU process proved demanding.

In Riga, adult citizens were active on social media but did not attend Agoras. Neighbourhood associations, NGOs, and other civic organisations eventually played a key role in representing community interests. Additionally, initial engagement with Microsoft was promising; however, the company ultimately declined to provide gadgets for finalist teams and instead proposed sending a representative to the final conference — a significantly more costly option.

Sandanski stressed that due to insufficient collaboration and a lack of commitment from the educators, two teams out of ten withdrew from the program.

2. MC-METER DATA COLLECTION AND TOOL PERFORMANCE

In Faro, the tool was launched after the students had already developed their proposals, based on prior activities (site visits, Agora Exhibition, workshops, and expert feedback), so the MC Meter produced only partial insights. Nevertheless, the data reinforced one team's vision and validated ongoing ideas.

In Riga, the MC-Metre tool did not function as intended, likely due to excessive survey length (covering eight locations instead of five) and incompatibility of certain location features with questionnaire design. It is recommended to use locally appropriate data collection methods, like a municipal survey system.

Sandanski reported that the MC-METRE survey presented notable challenges for some educators who perceived it as too difficult.

3. EVENT SCHEDULING

In Faro, the final event was held during school hours due to scheduling constraints near the end of the academic year. This may have limited public participation.

4. SITE SELECTION

In Sandanski, multiple teams selected the same location, which finally led to imbalanced geographic coverage and repetitive solutions for popular areas, while other key sites remained unaddressed.

WHAT CHALLENGES WERE OBSERVED? HOW DID PARTNERS COPE WITH THEM?

1. PARTICIPANT DIVERSITY AND GROUP DYNAMICS
In Faro, to ensure balanced collaboration, students were grouped to mix varying levels of Minecraft proficiency, as well as to promote diversity in terms of gender and nationality. To solve interpersonal conflict in one of the groups, teachers intervened and reorganised the groups at the start of the MC-YOU workshops.

Sandanski underlined that each team required a tailored approach, particularly due to age differences. Communicating the concept of sustainability required adapting both language and methodology when engaging with children aged 10–14 versus teenagers aged 16–18.

2. EMOTIONAL IMPACT OF COMPETITION
In Faro, to manage disappointment among non-winning teams, the organisers ensured that all teams were recognised and celebrated throughout the final event. Each team was invited on stage to be thanked for their hard work and creativity. All students and teachers received certificates, applause, and symbolic prizes, such as Faro tote bags, for example.

3. EDUCATOR ENGAGEMENT
For Riga, the main challenge was the participation of some teachers, who were insufficiently prepared in terms of skills, openness, and readiness to change. This required additional dialogue with them. Sandanski observed declining engagement of some educators due to competing priorities and technical challenges.

4. CONTENT DEVELOPMENT
In Sandanski, constant guidance was required to balance environmental sustainability with economic realism in youth visions.

5. STAKEHOLDER AVAILABILITY
In Sandanski, the limited availability of municipal staff due to competing investment projects required strategic scheduling of the meetings.

POTENTIAL THREATS TO INCORPORATING THE MODEL IN THE FUTURE

1. STAKEHOLDER AVAILABILITY, MOTIVATION

For Faro, the limited or inconsistent availability of youth stakeholders to support the process, as well as the risk of discouragement among non-winning teams, proved potentially demotivating for incorporating the model in the future.

As Sandanski indicates, teacher involvement may decline if professional development benefits are unclear or if curricular demands conflict. Additionally, dependence on individual teacher commitment risks making the program's success overly dependent on personal initiative.

2. TECHNICAL INFRASTRUCTURE

As Faro indicates, Minecraft Education licenses may incur costs in certain countries (e.g., Portugal), while remaining free in others (e.g., Bulgaria).

According to Riga, the possible declining popularity of Minecraft in the future could undermine program relevance, so it is important to treat Minecraft as a tool that can be replaced by other instruments capable of utilising the youth engagement.

Sandanski emphasises the critical importance of reliable IT support at schools, to prevent challenges with technical requirements and server management for Minecraft Education.

3. EXPECTATION MANAGEMENT

According to Sandanski, youth expectations for idea implementation may exceed municipal capacities and budgets, causing disappointment and diminished trust in future participatory initiatives.

4. EQUITY IN LOCATION SELECTION

As Sandanski states, challenges in the fair selection of project sites may hinder the program's ability to address all priority areas within the city.

RECOMMENDATIONS

The MC-YOU Model was crafted for replication purposes. It allows the model to be tailored to different local contexts, requirements and challenges.

A series of recommendations for entities interested in adopting the MC-YOU Model is presented below to ensure successful adaptation and implementation. The recommendations are based on the implementation experiences of the cities of Faro, Riga and Sandanski, but also on two Sustainability Conferences: MC-YOU Project Session "New Ways of Participation for youth" held in Brussels by OTB on 23.10.25 and Workshop directed to UBC Cities, held in Słupsk/Dolina Charlotty on 3.11.25.

RECOMMENDATIONS FOR POLICY MAKERS

- <u>Youth participation must evolve beyond consultation.</u>
Young people should not be only consultants, and not only on youth issues – they shall participate and contribute to different policy areas as equal partners.

- <u>Well-being and participation are interconnected.</u>
There is a strong interconnection between mental health, social belonging, and civic engagement. To ensure meaningful youth participation, policies should embed emotional well-being as a fundamental pillar of engagement strategies.

- <u>Digital tools and gamification significantly enhance engagement.</u>
Digital platforms such as Minecraft can translate complex concepts—urban planning, resilience, and sustainability—into immersive, interactive experiences that promote ownership, emotional engagement, civic learning, and creative problem-solving. Therefore, they should be used to enhance youth engagement in policy-making. However, to maximise impact, online participation should be complemented by in-person dialogue and structured mentorship.

- <u>Local implementation faces structural challenges.</u>

Municipalities often face constraints such as limited institutional capacity, low stakeholder engagement, administrative hurdles, and demographic decline, reducing youth presence. These factors undermine sustained participation unless addressed through streamlined processes and the involvement of local facilitators.

- <u>Successful participation requires adaptation.</u>

Local contexts differ significantly, making effective youth engagement depend on tailored facilitation approaches. Success requires strong partnerships between young people and policymakers, hybrid models that integrate digital and in-person interaction, and clear follow-up mechanisms to demonstrate that youth contributions lead to tangible outcomes.

- <u>Measuring quality is as important as measuring participation</u>

Develop and implement comprehensive impact assessment frameworks that go beyond participation metrics to evaluate the depth of engagement, levels of youth empowerment, influence on policy outcomes, and contributions to learning and civic development.

- <u>Trust, transparency, and communication are essential.</u>

To keep the trust of the young people with the local authorities, and eagerness to participate in policy making, the institutions shall demonstrate how the input of the youth is used and provide meaningful feedback loops.

RECOMMENDATIONS FOR CITIES

- <u>Make simple mechanisms and funding for youth engagement and develop micro-grants to attract young people.</u>

To maintain interest in the processes, consider annual competitions or recurring programs.

- <u>Build partnerships.</u>

To ensure broad participation of young people, collaborate with schools. For outreach and support, cooperate with local NGOs and civic organisations. Engage municipal departments at an early stage to align goals with city strategies.

- <u>Provide visible support from municipal leaders – Mayor, Deputy Mayors.</u>

It builds credibility, strengthens trust and maintains involvement.

- <u>Engage Municipal Specialists.</u>

Involve city experts (urban planning, heritage, greening, etc.) as presenters but also as active participants in workshops and discussions. Provide briefing sessions to specialists on effective communication with young people. Invite specialists to serve as jury members for final evaluations.

- <u>Increase visibility: combine online and offline channels for project promotion.</u>

Engage media early to build community interest and sustain participation. Organise public events and media campaigns to showcase the project.

Use municipal social media platforms for updates and voting. Use localised branding (e.g., "Dates with the City") for better appeal. Place physical posters in relevant public places.

- Empower educators.

Educators are key facilitators. The success of the project depends on their motivation and preparedness. Provide dedicated and comprehensive training sessions for teachers, especially on digital tools like Minecraft Education, to build confidence and competence.

Offer continuous support to them. To keep the teachers motivated, offer incentives or official recognition of their involvement. To ensure continuous engagement, maintain regular dialogue with educators and other actors of the process.

- Encourage collaboration among teachers from various subjects (e.g., arts, sciences, languages, physical education) to integrate spatial and civic concepts into their programs.

- Take a special approach to youth.

Develop a structured engagement plan to secure consistent participation from youth representatives. Integrate activities into the school program to reduce workload and prevent weariness. Avoid longer breaks between workshops, Agoras and visioning.
Offer individualised coaching and tailored support for each participating team to maintain motivation and engagement. Use different communication approaches for different age groups. Consider different incentives, such as e.g. certificates.

Manage participants' expectations throughout the process, especially regarding implementation. It is essential to honestly discuss municipal capacity limitations and realistic timelines to maintain trust and credibility.

Regardless of the outcome, all students should be recognised and celebrated for their creativity, critical thinking, and the future-oriented contributions to the city, as well as for the civic awareness they developed.

Clearly define what constitutes a "winner" within the context of the specific rules and criteria established for each scenario. This ensures transparency and helps maintain motivation and trust among participants.

Consider introducing a broader range of award categories, such as: "Most Creative", "Most Inclusive", Greenest Project", "Top Jury Choice", "Top Public Pick", "Most Punctual Team", "Most Original Team Name", "Best Minecraft Video", "Best Team Presentation", so that all contributions are valued and celebrated.

- <u>Select strategic locations.</u>

Establish transparent criteria for site selection, like potential value for youth and community and development status of the location. Choose the sites where youth can have a real influence on change, avoiding purely symbolic participation.
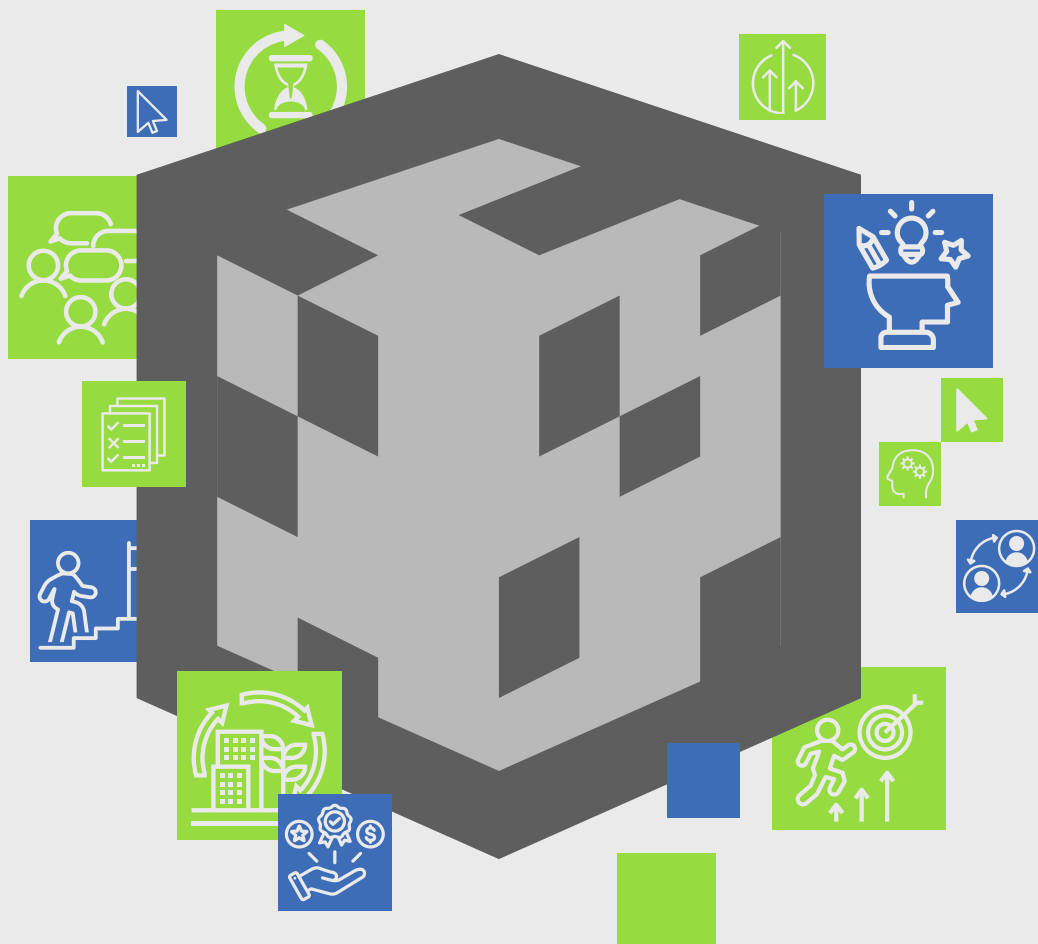
Prioritise peripheral neighbourhoods for better inclusivity and relevance to participants' daily lives.

In reference to the local needs, either select several locations and ensure balanced representation across all priority areas or focus on a single location rather than divide resources across a few sites.

- <u>For data collection, feedback and voting, adapt methods to the local context.</u>

- <u>Consider voting for two proposals instead of just one, to reduce the likelihood of single-option votes based solely on personal connections.</u>

CONCLUSION

Experiences of the cities of Faro, Riga, and Sandanski, implementing the MC-YOU model, proved that gamification as a tool for involving young people in the policy making on the city level can be very successful. It brings not only interesting solutions to the selected sites, but also empowers young people, boosts their sense of belonging, and influences their well-being.

The model is adaptable to different local contexts. The innovative Agora concept can also be implemented in different ways, be it online consultations, exhibitions or open days at school. Involving young people in urban planning brings fresh ideas and makes the youth feel responsible for the future of the cities, their sustainability and resilience.

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SUSTAINABLE EUROPE

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