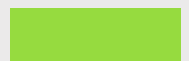
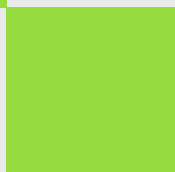
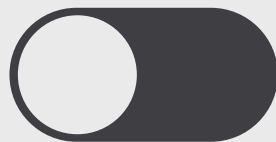


MINECRAFT AS A YOUTHFUL POLICY TOOL

MC-YOU



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

PROJECT ACRONYM: MC-YOU

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COLLECTION OF BEST PRACTICE OF EXAMPLES

INTRODUCTION

The aim of this publication is to gather some good practices of how Minecraft was used in meaningful youth participation. Therefore, all project partners researched some promising best practice examples on the basis of agreed criteria.

The collection gives the possibility to get inspired and learn from various ways of using Minecraft in creative ways of youth participation throughout Europe. The focus is city planning and spatial design.

The ten examples span diverse Minecraft projects that were conducted in 21 different places, spanning 18 different European countries. The description of each of the examples indicates the timeline, participants, goals, organizations and cities, methodology, the exact implementation of Minecraft as well as comments and links. The collection helps to give an overview of what is already there, how it was done and can help us in the Minecraft as a Youthful Policy Tool [MC-YOU] project to get inspired, learn and build upon the previous experiences made.



LIST OF ALL EXAMPLES

- 1.** FIRENZE PER BAMBINI
Florence, Italy
- 2.** BLOCK BY BLOCK
Pristina and Mitrovica, Kosovo
- 3.** FOLLOW ME TO MINECRAFT
Netherlands, Ireland, Bulgaria, Cyprus, Czech Republic
- 4.** GOTHENBURG IN BLOCKS
Gothenburg, Sweden
- 5.** IMAGINE THE CITY OF THE FUTURE
France, Germany, Italy, Denmark, Latvia, UK
- 6.** MINECRAFT RIGA BUILDING CHAMPIONSHIP
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- 7.** URBCULTURAL: MAPPING RIGA IN MINECRAFT
Riga, and Bolderāja, Latvia
- 8.** "SMART CONTROL OF THE CLIMATE RESILIENCE IN EUROPEAN COASTAL CITIES" (SCORE)
Massa, Italy
- 9.** YOUTH 4 BAUHAUS
Slovakia, Portugal, Romania, Belgium
- 10.** MI.MOMO.FARO
Faro, Portugal

MINECRAFT FOR “FIRENZE PER BAMBINI”

Place:

Firenze, Museo del Novecento

Time Frame:

20/05/2017 – 21/05/2017

Organiser(s):

MUS.E.; City of Florence; Marco Vigelini

(one of the 60 internationally-recognized Minecraft educators and the first to introduce Minecraft to Italian schools as a teaching/learning tool)

Participants:

Number: -

Age group: Not specified (children)

Socio-demographic background etc.: -

Project aims:

- Bring kids closer to art
- Express creativity using old and new technologies
- Historical reconstruction through a digital environment
- Promote digital learning

MINECRAFT FOR “FIRENZE PER BAMBINI”

Ways of participation/project methodology

Children’s artworks will be digitized and shared on the safe social platform for artists from all around the world, Creatubbles.com. Thanks to the Creatubbles mod, these digitized works can be easily transformed into Minecraft paintings ready to be hung for exhibit at the virtual Museo Novecento: in short, the project moves from a physical museum to a virtual one, but the works on show will be real, physical artworks created by the children.

How was Minecraft (or other digital tools) implemented in the project?

Giovanni Carta, in charge of the communications and external relations area at MUS.E., says: “Besides the fact that it gives children the chance to exhibit their artworks at the virtual Museo Novecento and it shows off the sights of Florence to children all over the world, we also found the idea of Minecraft attractive because we will be using it as a tool for delivering the contents of the REPLICATE [REnaissance of PLaces with Innovative Citizenship And TEchnology] European project to young people. They will be able to interact with several characters who will explain how the solutions individuated by REPLICATE – for sustainable mobility, energy efficiency, Internet Of Things development – can heighten the quality of life for every citizen, so demonstrating the positive impact of the new technologies.”



Comments

Marco Vigelini said: “The Museum of London and the Tate Modern have created Minecraft worlds to show children such things as what the 20th-century London art scene was like or to relive the Great Fire that swept the city centre in 1666. But with MUS.E, we decided to go where no museum had gone before. The children will be donning artist’s smocks and, for the first time anywhere, the real works they create in these two days at the Museo Novecento workshops will be ‘exhibited’ in the virtual spaces of the Minecraft reconstruction of the same museum. With the aid of Creatubbles, the Shapescape team of Minecraft world builders and internationally- known YouTubers such as Adam Clarke and Stephen Reid, the entire city centre of Florence has been entirely reconstructed, block after block, in the Minecraft virtual environment and is available to the children.’

Links to Project:

- <https://musefirenze.it/en/minecraft-per-firenze-dei-bambini/>
- Firenze Minecraft reconstruction:
<https://www.youtube.com/watch?v=BvHlhT-FAa8&t=86s>
- Marco Vigelini YouTube Channel:
https://www.youtube.com/channel/UC21F45qbLbBVgChW_snX2Yw

BLOCK BY BLOCK

Place:

Pristina and Mitrovica, Kosovo

Time Frame:

2015-2020

Organiser(s):

UN-Habitat, Municipality of Pristina

Participants:

Number: 70 in Pristina, number for Mitrovica is not stated

Age group: Teenagers and young adults

Socio-demographic background etc.: Kosovo has a long history of conflict between its Albanian and Serbian populations. Kosovo's cities have experienced rapid growth in the past 10 years, and there is a growing need for well-designed public spaces that can be enjoyed by everyone.

Empowering Youth for Positive Change The involvement of youth has been a defining aspect of the project's success. By incorporating Minecraft as a participatory tool, the initiative provided young people with a platform to contribute their ideas and actively shape their communities. The inclusive nature of the project encouraged collaboration, ownership, a sense of civic responsibility among participants, and it demonstrated that even the youngest members of society can play a meaningful role in urban development. Youth participants expressed their excitement and pride in seeing their Minecraft designs transform into real-life spaces and making their cities better places to live.

BLOCK BY BLOCK

Project aims:

- Post-conflict rehabilitation
- Youth involvement in decision making processes
- Sports and recreation
- Social inclusion and human rights
- Multigenerational use
- Economic opportunity
- Policy change



Ways of participation/project methodology

The Municipality of Pristina was one of the first sites in Europe selected by UN- Habitat to test the Block by Block Methodology for upgrading public space. The initial project focused on revitalizing a former green market in Sunny Hill, one of Pristina's largest and most populous neighbourhoods. The removal of the market structures left an abandoned, concrete-covered space that was rarely used by the community's 4,000 residents. In September 2015, more than 70 Pristina residents participated in a Block by Block Workshop to redesign the former Sunny Hill marketplace. The success of the Sunny Hill project inspired another initiative in Mitrovica, 40 km north of Pristina. Mitrovica suffers from heavy unemployment and ethnic tension. The bridge over the Iber River symbolizes the traditional ethnic division between the Serbian and Albanian communities. The project aimed to revitalize the city market neighbourhoods around the bridge, one of few areas in the city where the two communities meet.

BLOCK BY BLOCK

How was Minecraft (or other digital tools) implemented in the project?

Pristina:

After initial discussions on urban design and the importance of public space, the participants divided into small teams to model different solutions. The participants then co created the final design on a multiplayer Minecraft server, based on the ideas generated by the teams. The designs were presented to a wide audience of urban professionals, including the mayor of Pristina. The final concept featured a range of facilities addressing the needs of various groups, including gardens, comfortable resting places, a playground, and Kosovo's first skatepark.

Mitrovica:

In October 2016, a Block by Block Workshop brought together residents of diverse ethnic communities from both sides of the bridge. Using Minecraft to design ideas for the market neighbourhood and both river banks helped the people think of Mitrovica North and South as one city. Designs developed in the Minecraft environment paved the way for a market concept emphasizing social and functional mixes, community interaction, and urban regeneration. Construction began in 2017. Kosovo is also exploring city-to-city cooperation mechanisms to accelerate progress on market management, urban revitalization, and socioeconomic development.



Comments

The impact of engaging youth in city planning through Minecraft extends far beyond the physical transformation of public spaces. The project has contributed to social inclusion, bridging divides among diverse communities and fostering interethnic cooperation. By involving residents from all walks of life, the initiative has nurtured a sense of shared ownership and pride in the public spaces they co-created.

Furthermore, the project has highlighted the potential of youth engagement in influencing policy change. By showcasing the valuable insights and creativity of young participants, decision-makers have been inspired to reconsider traditional approaches to city planning. The success of the initiative in Pristina and Mitrovica has prompted discussions on replicating the model in other areas, ensuring that every willing citizen has a chance to contribute to the positive transformation of their cities.

Links to Project:

- <https://www.blockbyblock.org/projects/Kosovo>
- <https://www.youtube.com/watch?v=wGFRz39Lj3I>
- <https://www.unhabitatyouth.org/en/engaging-youth-in-city-planning-through-minecraft-building-peace-in-kosovo/>
- <https://www.urbanet.info/gamification-in-urban-planning-participation-through-minecraft/>



FOLLOW ME TO MINECRAFT

Type:

Erasmus + funded project, Partnerships for cooperation and exchanges of practices, Cooperation partnerships in school education

Place:

Netherlands, Ireland, Greece, Bulgaria, Cyprus, Czech Republic

Time Frame:

2022 - 2023

Organiser(s):

Channel Crossings s.r.o.

Participants:

Number: Between 300 and 400 students

Age group: High school students aged 16 – 19 years

Socio-demographic background etc.: Diverse

Follow Me to Minecraft developed a complete framework to support PBL for English teaching in Minecraft. Follow Me to Minecraft harnesses the power of Minecraft to create a fun learning experience through activities aligned to level A2-B1 of the CEFR. The project's ultimate goal was to enable students to embrace complexity, find relevance and joy in their learning, and enhance their capacity to make creative contributions to real-world problems using critical thinking. The project developed “challenges” in Minecraft as every challenge contains a driving question of the world which starts the game and motivates the players.

FOLLOW ME TO MINECRAFT



Project aims:

- Reinvigorate English Language Training (ELT) with engaging Problem – based learning (PBL) in a digital environment using the potential of Minecraft.
- Provide a comprehensive framework for ELT in Minecraft.
- Foster joy, relevance, and creativity in language learning.
- Facilitate adaptation of face-to-face teaching to online platforms.

Ways of participation/project methodology

The "Follow Me to Minecraft" project offers a dynamic way for English teachers to engage with students in a Massively Multiplayer Online environment, specifically Minecraft. The project's methodology involves interactive, problem-based learning activities aligned with the A1 level of the Common European Framework of Reference for Languages (CEFR). These activities are designed to be fun and engaging, encouraging students to embrace complex problem-solving while finding joy and relevance in their learning. By integrating the interactive world of Minecraft, the project makes learning English a more immersive and creative experience. Teachers are provided with a collection of resources, including a guide to problem-based learning in Minecraft and a feedback loop for continual assessment and improvement of the learning process. This approach not only enhances students' language skills but also their digital literacy, critical thinking, and collaborative abilities. The project's aim is to transform the traditional face-to-face teaching model into an effective and enjoyable online learning experience.

FOLLOW ME TO MINECRAFT

How was Minecraft (or other digital tools) implemented in the project?

Minecraft serves as the primary digital tool of the project. It is utilised as a virtual learning environment where English language teaching is facilitated through problem-based learning (PBL). This approach involves creating specific Minecraft worlds, such as an airport or a museum setting, each designed to develop language skills like vocabulary, grammar, and communication. These virtual environments simulate real-world scenarios, like navigating an airport or getting lost in a museum, to engage students in problem-solving while learning English. This method allows students to actively participate in tasks and activities relevant to the ELT curriculum, combining gameplay with language learning objectives. These activities are structured to enhance communication skills, encourage creativity, and foster collaborative problem-solving. The immersive and interactive nature of Minecraft provides a unique platform for delivering educational content in an engaging and innovative way.



Comments

One of the key outputs of the project is the Interactive Resource featuring words, instructions, and a troubleshooting guide. This resource provides comprehensive technical specifications for delivering PBL in Minecraft, along with a complete package of methods, challenges, and handbooks for implementation. Additionally, the materials available, such as the Minecraft worlds and ELT challenges, are designed to be extendable and adaptable for teaching other languages.

Links to Project:

- <http://followme2minecraft.eu/>



GOTHENBURG IN BLOCKS:

ENGAGING YOUTH IN URBAN PLANNING THROUGH
MINECRAFT / MINECRAFT AS A TOOL FOR DEMOCRACY

Type:

Series of workshops and a contest part of the EU project IRIS Smart Cities

Place:

Gothenburg, Sweden

Time Frame:

2017 - Present

Organiser(s):

City of Gothenburg, IRIS Smart Cities project, Johanneberg Science Park, Chalmers University, White Architects, the Tenants' Association and the Gothenburg Region, etc.

Participants:

Number: Citizens of the Gothenburg, Sweden

Age group: All ages, with a focus on school students

Socio-demographic background etc.: Residents of Gothenburg and particularly socially disadvantaged areas

GOTHENBURG IN BLOCKS:

ENGAGING YOUTH IN URBAN PLANNING THROUGH MINECRAFT / MINECRAFT AS A TOOL FOR DEMOCRACY

The project uses Minecraft as a participatory tool in urban planning, inviting young people to contribute ideas for their neighbourhoods' development, particularly in Bergsjön, a suburb of Gothenburg. In 2022, the City Planning Office in the City of Gothenburg held a series of workshops on urban development at a school in Lärjeskolan, where Minecraft was tested as a mediating tool to create engagement with the students and collect their thoughts and ideas on their ideal living environment. These ideas would then be channelled towards the development of Hjällbo, a socially disadvantaged area in Gothenburg. In a subsequent phase of the IT IS Smart Cities project, participants in the initiative will collect, analyse and package the results into a method that will be shared with other member countries of IRIS Smart Cities and beyond.

Project aims:

- Foster youth involvement in urban planning through Minecraft.
- Collect and incorporate children's perspectives on neighbourhood development.
- Create an engaging learning environment about urban development.
- Develop sustainable city solutions in energy, mobility, and ICT.



GOTHENBURG IN BLOCKS:

ENGAGING YOUTH IN URBAN PLANNING THROUGH MINECRAFT / MINECRAFT AS A TOOL FOR DEMOCRACY

Ways of participation/project methodology

Young people from Bergsjön participated in workshops collaborating with city planners and educators. They explored a Minecraft version of their neighbourhood, providing insights and ideas for urban development projects. This participatory approach was complemented with outdoor walks and mapping activities to understand youths' experiences and preferences in their local environment. Experts highlighted that Minecraft bridges barriers that can arise in the conversation between adults and children, as the child can be the expert both in their living environment and with the tool, which benefits the communication and exchange of ideas.

How was Minecraft (or other digital tools) implemented in the project?

Minecraft was used to simulate the Bergsjön neighbourhood, allowing youth to virtually explore and redesign their community. This provided a more tangible and relatable experience than traditional planning methods. The game was also used as a tool to gather unique ideas and feedback from children, who could freely shape and modify their virtual surroundings.



Comments

This project illustrates the power of interactive digital tools in urban planning, emphasising the importance of including young voices in community development. It demonstrates a unique blend of technology, education, and civic engagement, offering valuable insights into the needs and desires of younger generations in urban spaces. In a previous successful initiative, the City Planning Office of Gothenburg has also reproduced the entire city of Gothenburg in Minecraft with the aim to generate interest in urban development among the city's young people and further promote their active participation in the community development process.

Links to Project:

- <https://www.johannebergsciencepark.com/en/news/minecraft-tested-tool-dialogue>
- <https://irissmartcities.eu/wp-content/uploads/2023/01/Minecraft-as-a-tool-for-democracy-SCEWC22.pdf>
- <https://irissmartcities.eu/wp-content/uploads/2023/01/Minecraft-as-a-tool-for-democracy-SCEWC22.pdf>



IMAGINE THE CITY OF THE FUTURE

Type:

Erasmus + project, KA2, Schools exchange partnership

Place:

France, Germany, Italy, Denmark, Latvia, UK

Time Frame:

2018 - 2021

Organiser(s):

Collège La Source (France) and various European schools

Participants:

Number: 600 directly involved, over 5000 impacted

Age group: 11 – 14 years

Socio-demographic background etc.: Diverse, including pupils with learning, difficulties or disabilities

IMAGINE THE CITY OF THE FUTURE

The main goal of our project ("Imagine the city of the future") was to contribute to the emergence of European citizenship. It created a European collaboration platform in order to imagine and then "build" together the city of tomorrow, which is a great illustration of what citizenship means : the ability to live together in the same and shared space. First, students had to imagine their ideal city of the future. Then, they had to take a more rational approach: identifying and listing the needs of the future population, before inventing and finding solutions to satisfy these needs. Their final production was a virtual model of this city of the future, on Minecraft.

Project aims:

- Foster European citizenship and collaboration.
- Encourage creativity and imagination in envisioning a future city through Minecraft.
- Enhance pupils' mobility within the European Union.
- Improve foreign language proficiency and digital skills.



Ways of participation / project methodology

Pupils first imagined their ideal future city, then identified and addressed future population needs, culminating in a Minecraft virtual city model. Activities included writing stories, creating city symbols, and studying urban planning. The project involved interdisciplinary learning across literature, arts, history, geography, and technology, with special attention to inclusive education.

How was Minecraft (or other digital tools) implemented in the project?

Minecraft was used to build a virtual model of the envisioned future city. Each school partner developed a specific city area or theme in Minecraft, integrating concepts like future energies, transportation, and urban planning.

Comments

The project effectively integrated technology with education, fostering a comprehensive learning experience. It adapted to pandemic challenges, maintaining engagement through digital platforms. The project also emphasised inclusive education, ensuring participation from diverse learner groups.

Links to Project:

- <https://erasmus-lus.ec.europa.eu/projects/search/details/2018-1-FR01-KA229-048059>



MINECRAFT RIGA

BUILDING CHAMPIONSHIP

Place:

Riga, Latvia

Time Frame:

2020 - 2021

Organiser(s):

Riga municipality City development department

Participants:

Number: 56 children

Age group: 8-15

Socio-demographic background etc.: any school (19 teams from 16 schools) in Riga municipality could participate with pupils making their own teams.

Project aims:

- To build a sense of belonging and social connection for pupils with the city in general, its places and especially the historical centre Riga;
- To continue creating and testing new methods of participation in Minecraft;
- To improve the Riga Minecraft model by reconstructing landmarks, cultural monuments and other recognizable urban construction objects;
- To promote Minecraft Education and MinecraftRiga model as an environment of opportunities.

MINECRAFT RIGA BUILDING CHAMPIONSHIP

Ways of participation/project methodology

- 1.** A pre-established "raw" virtual setting of Riga in Minecraft for the project was provided by Riga municipality (built during the previous UrbCultural project);
- 2.** The announcement was made for a maximum of 20 Riga municipality school teams (2-5 pupils+1 teacher) to apply for the building championship. Each pupil needed to register on the official education portal of Riga municipality. Participants under 18 (in case) were ordered to have a parent-signed approval of participation (at SmartLaws).
- 3.** Teachers were provided with free Minecraft Education training and pupils were ordered to fulfil a free training course "What is e-sport?" prior to the event.
- 4.** In the first stage of the competition, each team was given 12 days during which time they must study, describe and reconstruct a Minecraft exterior model of a randomly assigned object from a list of 26 places at the historical centre of Riga;
- 5.** In the second stage of the competition an online speed building competition was held within which one participant from each team fought for the title of the most technically accurate and fastest builder.

MINECRAFT RIGA BUILDING CHAMPIONSHIP

How was Minecraft (or other digital tools) implemented in the project?

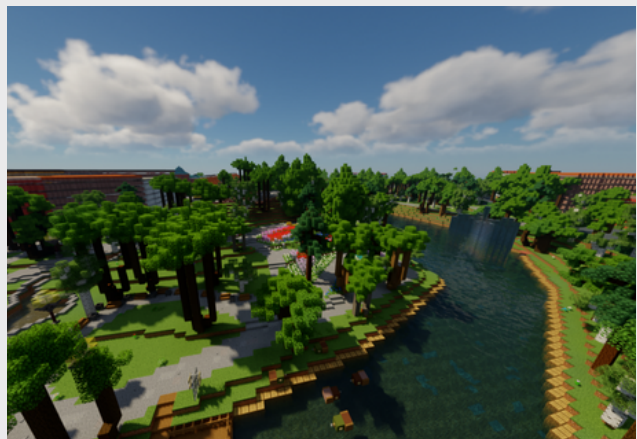
After a “raw” virtual setting of Riga was created during an earlier project (UrbCultural), Riga municipality decided to continue using it for follow-up activities. The Minecraft Riga building championship was seen as the next step to cement the qualities and opportunities Minecraft can give to participation and youth engagement matters in cities.

One of the key successes was partnering with an e-sport and gaming education company “esporta skola” (The School of esport) who helped run the technical and functional matters (they oversaw the championship Discord channel, were responsible for organising the teacher and pupil training and headed the final event).

At the end of the championship, a public virtual tour took place to present the results of the work done by the student teams in the first stage, and the three best teams were awarded.



Final result
(Latvian National Opera and Ballet)



Final result
(Bastekalns hill)

Comments

Virtual settings of actual places in Minecraft can be a good tool to learn and explore the local cultural heritage and build on that to create a sense of identity and belonging to the place for the pupils and youth.

The core value is the opportunity to mix the real with the imagined. In our case, it is to learn and to develop interest in the real world while playing in the digital environments and make mistakes/speculate with ideas when it could not be possible off the keyboard.

Takeaways from the project - 1) technology is a tool, not the goal, 2) empowering local actors, and ownership of ideas and processes matters, 3) municipality must serve as a mediator /connecting point, but it should not take a lead in community driven projects - the community must hold the ownership of their actions, 4) participation always needs to be meaningful and impactful - it leads nowhere to use Minecraft for the sake of availability and hype.

Links to Project:

- Project website (in Latvian):
<https://www.esportaskola.lv/RigasBuvesana>
- Final event (virtual tour) video on Youtube (in Latvian):
<https://www.youtube.com/watch?v=YZlB1fQLxGc>



Final result (Blu Hotel Latvia)



Locations of the built projects

MAPPING RIGA IN MINECRAFT

(URBCULTURAL PROJECT)

Place:

Riga (Bolderāja), Latvia; similar activities in Gdansk, Poland and Kiel, Germany

Time Frame:

2019 - 2020 (actual work 12 weeks)

Organiser(s):

Riga municipality City development department (during the Interreg project "UrbCultural planning")

Participants:

Number: 8 children

Age group: 11-12

Socio-demographic background etc.:

The project was the very first time Minecraft was tested as a youth engagement tool in Riga municipality. The peripheral, yet historical Bolderāja neighbourhood was chosen - it is characterised as a relatively low income area with multiple social challenges, but is rich with historical, social and industrial contexts, and interest from schools to innovate. Two in the area were participating - Bolderāja Art and music school and Riga 19th secondary school.

MAPPING RIGA IN MINECRAFT

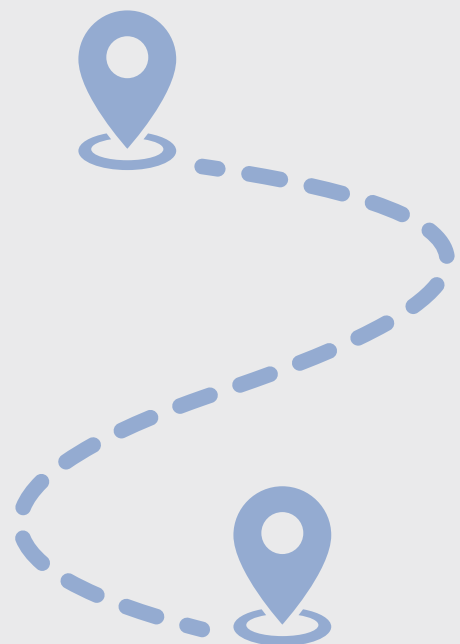
(URBCULTURAL PROJECT)

Project aims:

- To pre-establish a "raw" virtual setting of Riga (also Gdansk and Kiel) in Minecraft for the project and future users' purposes to use and experiment with;
- To empower youth in community/city development via gamification (the approach promoted Minecraft as an open, flexible access to mapping and co-creating urban social innovations);
- To connect traditional planning approaches with the virtual interface of Minecraft which offers users, individually and collectively, to play, manipulate, transform reality to immediately unfold more radical forms of planning;
- To develop methodology and a systematic approach/strategy for the Minecraft usage in planning, participation and empowerment.



Eight locations used in the activity

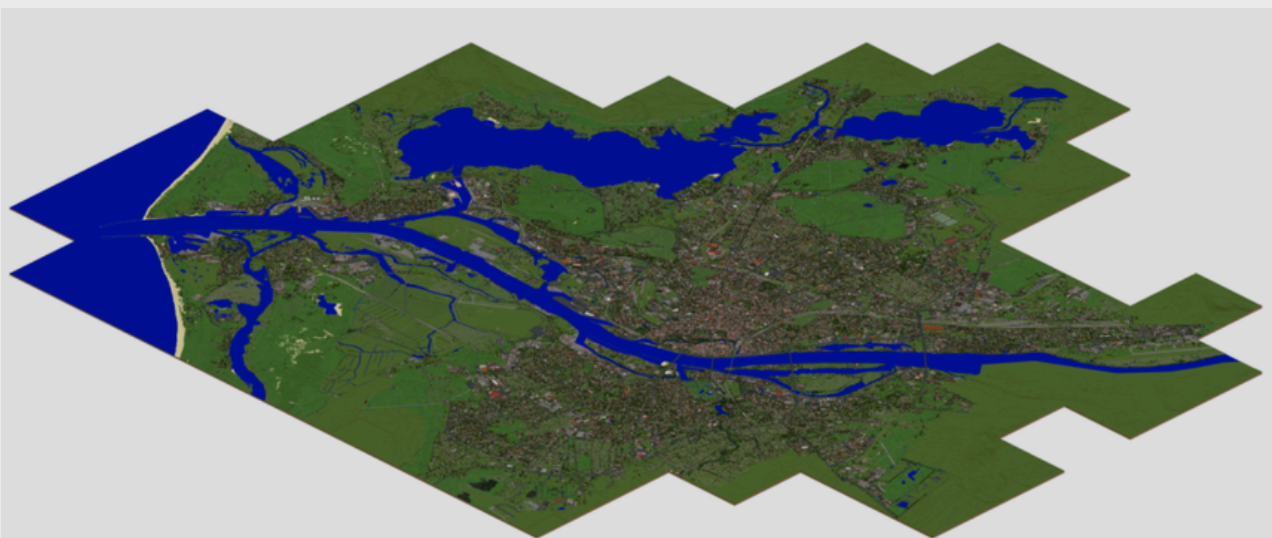


MAPPING RIGA IN MINECRAFT

(URBCULTURAL PROJECT)

Ways of participation/project methodology

- 1.** A "raw" virtual setting of Riga (also Gdansk and Kiel) in Minecraft for the UrbCultural project and future users' purposes was pre-established by Riga municipality;
- 2.** The location of Bolderāja was chosen. The two schools of the neighbourhood were picked as partners. In collaboration with specialists from computing experts and teachers, 8 cultural and historic buildings in the neighbourhood were selected (for example an old fortification or a local church).
- 3.** 8 pupils were selected who showed interest in participating. Introductory lectures and workshops were carried out to familiarise both pupils and teachers with Minecraft Education's possibilities and differences. Pupils were randomly assigned to the chosen buildings.



Raw Minecraft model of Riga (size: 300 km²)

MAPPING RIGA IN MINECRAFT

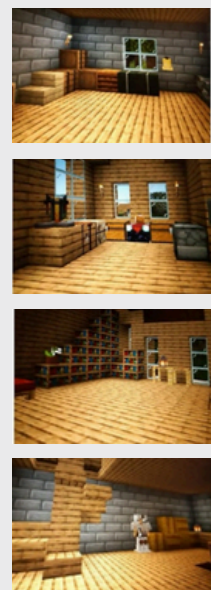
(URBCULTURAL PROJECT)

Ways of participation/project methodology

4. Before recreating the sites in Minecraft, the pupils had to gather information of the historical background about the buildings and the neighbourhood in general. The work heavily involved study tours in the neighbourhood, exploration and sketching the 8 local historical sites.

5. Then the locations were re-created on Minecraft Education and accompanied with an interactive digital classroom where it is possible to learn about the chosen 8 sites. The results were presented to other pupils, teachers, and municipal representatives.

6. The resulting platform was made accessible to children from all Riga's schools to explore Bolderāja and to inspire them to create similar activities in their local neighbourhoods. The learnings of the project were collected and used to create future events regarding Minecraft.



One of the locations and the result

MAPPING RIGA IN MINECRAFT

(URBCULTURAL PROJECT)

How was Minecraft (or other digital tools) implemented in the project?

When the “physical” information was collected and systematised, students created a vision of their building entirely on Minecraft Education. Using the possible tools of it (boards, chests, directions, NPC objects) the necessary information and prepared tasks were placed. Each student worked individually and expressed oneself creatively by offering ideas about the tasks to be played.

Pupils used game tools (Book and Quil, Portfolio, Camera) to collect information and supplement the text with photos, creating a diary of their project. Prepared material was exported in PDF format. The x, y, and z coordinates of the exported object built using Minecraft Education Edition building block objects were exported in a 3D format (*.glb), which can then be opened on a specific computer, such as 3D file processing software such as 3D Viewer. In the selected app, the pupil could make various improvements and necessary changes using one’s knowledge and skills. The final objects were possible to be printed on a suitable 3D printing machine.

MAPPING RIGA IN MINECRAFT

(URBCULTURAL PROJECT)

How was Minecraft (or other digital tools) implemented in the project?

One of the biggest issues was Minecraft Education Edition not being compatible with other versions of the game (such as Java). Our activities were constructed in Java since it's the most common one to use at home. Therefore, it was important to find a way to transfer the digital classroom to Education Edition so that it is accessible to everyone within school settings. Furthermore, the content of the digital classroom also needed to be translated into English so that more people in the Baltic Sea Region can benefit from it (as the activity was done during the UrbCultural project which was Interregional).

Comments

Virtual settings of actual places in Minecraft can be a good tool to learn and explore the local cultural heritage and build on that to create a sense of identity and belonging to the place for the pupils and youth.

The core value is the opportunity to mix the real with the imagined. In our case, it is to learn and to develop interest in the real world while playing in the digital environments and make mistakes/speculate with ideas when it could not be possible off the keyboard.



Comments

Takeaways from the project - 1) technology is a tool, not the goal, 2) empowering local actors, and ownership of ideas and processes matters, 3) municipality must serve as a mediator /connecting point, but it should not take a lead in community driven projects - the community must hold the ownership of their actions, 4) participation always needs to be meaningful and impactful - it leads nowhere to use Minecraft for the sake of availability and hype.

Links to Project:

- LV Official release

<https://www.rdpad.lv/minecraft-spelosanas-aktivitate-olderaja/>

- ENG Informative video

<https://www.youtube.com/watch?v=f7XS8FBFPWk>

- ENG Rīga's stance on Minecraft and UrbCultural project in 2020 (interview)

<https://urbcultural.eu/news/gamification/minecraft-as-a-tool-to-think-out-of-the-box/>

- ENG about the project on Commons & Communities

<https://www.commonities.org/project/minecraft-riga/Raw>



“SMART CONTROL OF THE CLIMATE RESILIENCE 10 IN EUROPEAN COASTAL CITIES” (SCORE)

ENGAGING YOUNGER GENERATIONS IN DESIGNING OUR CITIES WITH MINECRAFT [HORIZON]

Place:

Massa, Italy

Time Frame:

06.06.2023 – 08.06.2023

Organiser(s):

'Institute of Technology' - Sligo (Ireland)

Participants:

Number: -

Age group: 12+

Socio-demographic background etc.: -

The workshop was designed for kids, but it has been open to everyone.

Project aims:

- Increase climate resilience in European coastal cities
- Enhance imagination in redesigning local spaces
- Co-create and co-design city infrastructures
- Engage local young communities

“SMART CONTROL OF THE CLIMATE RESILIENCE 10 IN EUROPEAN COASTAL CITIES” (SCORE)

ENGAGING YOUNGER GENERATIONS IN DESIGNING OUR CITIES WITH MINECRAFT [HORIZON]

Ways of participation/project methodology

The SCORE's Minecraft workshops focus on giving kids a chance to use their skills in the game to redesign where they live in response to a variety of topics: active transport, park design, urban greening, ecosystem restoration. Each workshop presents a variety of different environmental challenges and a range of responses from local young people. Young people in Massa worked on designing EBAs (Ecosystem-based approach) around the Port of Pisa to create coastal defences such as seagrass restoration, building rain gardens. CCLL (Coastal Cities Living Lab) is an approach that will enable citizens and stakeholders to co-create and co-design the solutions with scientists, researchers and engineers to make sure these are sustainable and acceptable by the society. SCORE includes a network of 10 coastal city 'living labs' that will involve citizens in providing prototype coastal city early- warning systems. (Massa - Italy; Sligo, Dublin - Ireland; Oeiras - Portugal; Benidorm, Villanova, Pais Basque - Spain; Gdansk - Poland; Piran - Slovenia; Samsun - Turkey).

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How was Minecraft (or other digital tools) implemented in the project?

The SCORE team at UCD has been developing the use of Minecraft to engage young people with climate change and how their local area can adapt to it using Ecosystem-Based Approaches. Playing the game allows participants to use their imaginations to address design problems but also lets them work in high levels of detail. They use real world data to create custom Minecraft worlds, everything from buildings to roads, trees and parks can be translated into the game. They use virtual representations of cities (digital twins) to plan optimal interventions before simulating the impact and to produce real-time warnings about the danger of adverse events. Modelling of short-term dynamics, using hydrological- ydraulic-marine coupled models to simulate urban flooding scenarios in the event of extreme events.



Comments

Participants said that the younger generation is an essential group to reach when engaging a local community in designing more resilient cities, as is the core of the SCORE project. There is an opportunity to include young people in the process. They have ideas for what they want their neighbourhoods to look like in the future. Unfortunately, adults and decision-makers have traditionally not been great at including them in the planning and design process.

SCORE Online Minecraft workshop (YouTube video):

<https://www.youtube.com/watch?v=-nNuLn4VLz8>

Links to Project:

- <https://score-eu-project.eu/2023/01/27/engaging-the-younger-generation-in-designing-our-cities-with-minecraft/>
- <https://score-eu-project.eu/2023/05/11/score-climate-adaptation-training-school-first-edition/>



YOUTH 4 BAUHAUS

Type

Erasmus + project, KA2 Partnerships for cooperation and exchanges of practices in the youth field

Place:

Slovakia, Portugal, Romania, Belgium

Time Frame:

2022 - ongoing

Organiser(s):

Creative Industry Košice n.o., Teatro Circo Braga, GEYC, Collective Up, High School of Construction and Geodesy

Participants:

Number: 40 young people directly involved in events, larger impact through wider public involvement and digital dissemination

Age group: Primarily youth (15-17 years)

Socio-demographic background etc.: Young people from diverse backgrounds, including those with handicaps (autism, physical disabilities, deafness)

YOUTH 4 BAUHAUS

The aim of the project is the capacity building of organisations in the use of innovative approaches to empower and engage young people to practise their democracy in participatory processes in regards to public space co-creation in the city in a sustainable, greener, and inclusive way- in the spirit of the New European Bauhaus (beautiful, sustainable, and together). Through the proposed activities, the project refers to the Youth Goals (YG), mainly YG1- Connecting EU with Youth, YG9- Space and Participation for all, and YG10 Sustainable Green Europe. The Youth 4 Bauhaus project aligns with the New European Bauhaus initiative, focusing on creating sustainable, beautiful, and inclusive urban spaces. It integrates digital tools like Minecraft Education to engage young participants in urban planning and public space design, fostering their creativity and digital skills.

Project aims:

- To strengthen the capabilities of consortium organisations in engaging youth in urban space design.
- To foster young people's involvement in creating sustainable, beautiful, and inclusive cities.
- To utilise digital technologies to enhance appeal and develop youth's creativity and digital competencies.



Ways of participation/project methodology

The project employed participatory methods through seminars, workshops, and events, engaging youth from different European countries. It included inclusive practices by involving youth with various handicaps. The methodology emphasised hands-on learning and real-world application, where participants visited urban spaces and proposed improvements. These proposals were then visualised in Minecraft, fostering a practical understanding of urban planning and participatory design.

How was Minecraft (or other digital tools) implemented in the project?

Minecraft Education was the primary digital tool used to visualise urban planning concepts and proposals. This versatile platform allowed young participants to create 3D models of public spaces, thereby translating their ideas into tangible designs. Minecraft's widespread popularity and accessibility among youth made it an ideal tool for fostering engagement, creativity, and learning about sustainable urban development.

Links to Project:

- <https://www.cike.sk/project/youth-4-bauhaus/>
- <https://www.cike.sk/wp-content/uploads/2022/05/New-European-Bauhaus-Enabler-Toolkit.pdf?x61006>
- https://www.cike.sk/wp-content/uploads/2023/12/Inclusive-Guide_on_Participation_in_a_City.pdf?x61006
- <https://youtu.be/MoszW75Ln9U>



MI.MOMO.FARO

Place:

Faro, Portugal

Time Frame:

2021 - 2023

Organiser(s):

Municipality of Faro

Participants:

Number: 600

Age group: Primarily youth (15-17 years)

Socio-demographic background etc.: Students from middle and high schools in the Algarve, and from the Portuguese School of Mozambique

All preparatory and secondary schools in the municipality and neighbouring cities were invited. Students and teachers from the Portuguese school in Mozambique also participated.

Project aims

- Increase young people's knowledge about the heritage of modernist architecture in the city of Faro
- Test new ways of learning with the introduction of digital technologies based on gamification in the classroom context
- Increase young people's connection with their urban landscape
- Increase young people's critical sense of their local context

MI.MOMO.FARO

Ways of participation/project methodology

The project began in March with SPECIFIC TRAINING OF TEACHERS, accredited and in e-learning format, in using Minecraft: Education Edition in context of teaching and learning, as an educational tool, and specifically applied to cultural heritage theme, ministered by qualified trainers. In April we made the SELECTION OF BUILDINGS based on its asset value (meeting the criteria defined in the classification process urban complex) and on the original projects available in the Municipal Works Archive, du.

How was Minecraft (or other digital tools) implemented in the project?

As explained in the methodology, Minecraft was always at the centre of the project. From the training given to teachers to students who had to replicate architectural plans in Minecraft.

Comments

MI.MOMO's final products resulted in several Minecraft worlds with reproductions of the selected buildings, which followed the projects original and tried to remain as faithful as possible to the buildings constructed, taking into account a careful choice of materials. These worlds were completed, in general, with a work of research on the theme of the Modernist Movement in architecture, inserting.

Links to Project:

- <http://www.faro2027.eu/mimomo.html>



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

PROJECT ACRONYM:
MC-YOU

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