



Practical guide

8 – 9 March 2024

Summary

This document contains the practical details of YUFETHON, it includes an operational guide and the challenges for the event.

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Welcome to the third edition of YUFETHON!

In this guide you will find all the practical and operational details you need to know to participate in the event.

1. What is YUFETHON?

It is an online event where participants will meet for two days (20h) to work intensively on a solution to a specific problem. Participants will work in small groups in a unique environment that encourages creative thinking and will result in new concepts and innovative ideas.

2. Objective of YUFETHON

The aim of YUFETHON is to promote and encourage innovation, talent and the development of new ideas that add value to society. During YUFETHON, we aim to create an ecosystem of creativity and inspiration between students and the YUFE community, where knowledge and experiences can be shared.

3. YUFETHON's operation

- YUFETHON will be held over 2 days, online (8 – 9 March). Link to the platform will be provided the same day via mail to those register and accepted in the event.
- Teams will be created by the participants themselves on the starting day of the event and will be composed of 4 to 6 participants. Teams must meet the following requirements:
 - At least 3 universities represented (if possible)
 - At least 3 different fields of study or degrees (if possible)
 - Gender diversity teams (if possible and balanced)
- The event is divided into five team working sessions, preceded of a specific session forming the teams. Each team working session has different objectives and scopes:
 - **Session 0: Knowing each other and Team building** – different team building and networking activities that will converge into constructing teams for the next phases.
 - **Session 1: understanding the problem** – the team starts deepening into the chosen problem: what is known about the problem? which includes a comprehensive search for the problem.
 - **Session 2: definition and ideation** – the team shapes and defines the idea and starts exploring solutions. It includes the planning and organisation of the team (necessary resources, distribution of tasks, etc.).
 - **Session 3: value proposition** – the team states the value proposition: How the product, service, solution solves the problem or need, what benefits are expected, what is the differential value compared to other alternatives.
 - **Session 4: Building the solution** – the team focuses on the selected solution (prototyping, storytelling, etc.).
 - **Session 5: Preparing your presentation and final pitch** – the team works on the speech that will be presented to the jury.

At the end of each team working session, the team will have to give a 5-minute pitch about the work done in the session. Where appropriate, the team will receive comments/suggestions to further advance the solution. The only session that will not have a pitch is session five, because in that working session the team will have to prepare the final presentation.

Teamwork sessions are flexible, each team will organise themselves in the way they consider most appropriate and using the resources they wish (the important thing in this activity is teamwork and creativity). Thus, the length of the sessions and the speed of the workflow depends on the team.

- Teams will present their final solution to the jury in the form of a 20-minute pitch followed by a 10-minute question and answer session. Teams are free to choose the format in which to present their project or idea.
- The projects will be evaluated by the committee according to the following criteria:
 - Project design and final solution: learning process, novelty of the idea and degree of development.
 - Communication and presentation skills.
 - Team criteria requirements and Team work: extent of collaboration, involvement of team members.
- After the teams have presented their solution to the evaluation committee, the members of the mentioned committee will gather and choose the best proposal. The proposal selected by the evaluation committee will be announced the same day by the organisers. The team with the best score will be awarded with a winning certificate and a golden pass to the incubation program starting in January 2024.

In case there are 6 teams or more to present the project, the evaluation phase will be divided in 2 phases. In the first stage, two evaluation committees will operate in parallel, each committee will assess half of the teams and select the best of the teams as finalist.

In the second stage, the finalists of each evaluation will go through to a second round. The presentation in this case will be cut-down to half the time of the previous round (10-minutes pitch).

In any case, final indications will be given at the event.

- All participants will receive a letter of attendance for the YUFETHON.
- English is the main language of the YUFETHON.
- If participants have any questions during the event, there will be support people available to help you with your questions in the room provided for this purpose.

4. What are the challenges to be solved?

The questions for this event have been proposed by the municipalities of the different regions where the YUFE universities are located. They have been grouped by categories, called challenges, due to the similarity between the proposals received. The original list and the clustering process are clarified in the Annexes (annex I “Complete list of the collected problems, challenges or ideas related to the YUFE Areas”, annex II “The collected problems, challenges or ideas related to the SDGs”, and annex III “Challenges Final Grouping”).

There are 4 categories or challenges: 1) Strengthening the EU Identity, 2) The Earth as Patient, 3) Urban Ecosystems, and 4) Development of Emotional Spheres. The challenges correspondence with the four areas of YUFE and the SDGs are illustrated in table 1.

Table 1 Yufethon’s challenges related to YUFE Areas and the SDGs.

| Challenges Areas | Challenge 1 Strengthening the EU Identity | Challenge 2 The Earth as Patient | Challenge 3 Urban Ecosystems | Challenge 4 Development of Emotional Spheres |
|--|--|--|------------------------------------|---|
| European Identity and Responsibilities in a Global World | SDGs: 8, 16, 17 | SDGs: 7, 13, 16 | | |
| Citizens well- being | | SDGs: 7, 11, 15 | SDGs: 3, 8, 11 | SDGs: 6, 11, 17 |
| Sustainable technologies | | SDGs: 11, 13, 15 | | SDGs: 3, 9, 10 |
| Data driven society | SDGs: 9, 10, 16 | | | |

The SDGs are:

- | | |
|---|---|
| 1: No poverty | 10: Reduced inequality |
| 2: Zero hunger | 11: Sustainable cities and communities |
| 3: Good health and well-being | 12: Responsible consumption and production |
| 4: Quality education | 13: Climate action |
| 5: Gender equality | 14: Life below water |
| 6: Clean water and sanitation | 15: Life on land |
| 7: Affordable and clean energy | 16: Peace, justice, and strong institutions |
| 8: Decent work and economic growth | 17: Partnership for the goals |
| 9: Industry, Innovation, and Infrastructure | |

The following tables express each of the four challenges in the YUFETHON. Each challenge has different approaches referred to in lines and options to frame and focus on a very explicit solution. Each team should choose a different challenge, line, and option if the case. The options are the main concepts, thoughts, or input received from the promoters of the questions. Focusing on one of them will help the team to design and shape an explicit or more precise solution.

Table 2 Challenge 1: Strengthening the EU identity.

| Challenge 1: Strengthening the EU identity |
|--|
| <p>Lines:</p> <ol style="list-style-type: none"> 1. <u>European Awareness and Citizen Participation (SDGs: 8, 16, 17)</u> <ul style="list-style-type: none"> • How to communicate Europe’s added value at the local level in terms of integration and cooperation? • How to engage citizens and involved them in European decisions? 2. <u>Building a data-driven society in Europe (SDGs: 9,10,16)</u> <ul style="list-style-type: none"> • Improve citizens’ life. • Regulations constraints. • Healthcare. |

Table 3 Challenge 2: The Earth as patient.

| Challenge 2: The Earth as patient |
|--|
| <p>Lines</p> <ol style="list-style-type: none"> 1. <u>Sustainable Development (SDGs: 7, 13, 16)</u> Disruptive solutions for sustainability: <ul style="list-style-type: none"> • Waste management. • Business logistics and supplies. • Water distribution network. 2. <u>Climate Change (SDGs 7, 11,15):</u> Disruptive solutions to avoid climate change: <ul style="list-style-type: none"> • Mobility. • Decarbonisation. • Energy (focus on a very precise solution or alternative with one or a pool of sources, but specific). |

Table 4 Challenge 3: Urban Ecosystems.

| Challenge 3: Urban ecosystems |
|--|
| <p>Lines:</p> <ol style="list-style-type: none"> 1. <u>Design of future urban ecosystems (SDGs: 11,13,15)</u> Considering the integration of landscape, family life, and workspace, aspects that could be addressed such as: <ul style="list-style-type: none"> • Services. • Nature integration. • Mobility. • Architecture design. • Sustainable tourism. 2. <u>Current urban ecosystems (SDGs:3, 8,11):</u> <ol style="list-style-type: none"> a) Solutions for improving job conditions in cities: <ul style="list-style-type: none"> • Work-life balance. • Commuting work time. b) <u>Solutions for solving housing crises in urban areas:</u> <ul style="list-style-type: none"> • Affordable housing supply. • Financial assistance. |

Table 5 Challenge 4: Development of emotional spheres.

| Challenge 4: Development of emotional spheres |
|--|
| <p>Lines:</p> <ol style="list-style-type: none"> 1. <u>Improvement of educational and emotional spheres for children (SDGs: 6,11,17)</u> <ul style="list-style-type: none"> • Fostering a preventive approach to parenting. • Strengthening the parental role. 2. <u>Combating negative emotional effects (SDGs: 3,9,10):</u> <ul style="list-style-type: none"> • Loneliness. • Depression. • Individualisation. 3. <u>Personal well-being and criteria for quality of life for elderly and disabled people (SDGs: 6, 11, 17):</u> <ul style="list-style-type: none"> • Healthcare services. • Age-friendly environments. • Support for disabled individuals. • Social welfare programs. |

Note: Each team will work on a solution to a different Challenge and approach. For instance, if there are more than 4 teams, more than one team will be allowed to participate in the solution of the same challenge only if the chosen lines and options are different.

Annex I. Complete list of the collected problems, challenges or ideas related to the YUFE Areas

| Number | Question /challenge | Description | YUFE Areas |
|--------|---|---|---------------------|
| 1 | What could be done and how middle schools could be improved in order to be more kind and healthy spaces in term of kids’ emotional development? (Taking into account that those early years are the most important ones when it comes to kids’ personality evolution) | <p>We propose that the emotional health of adolescents and young people be addressed.</p> <p>The alarming data on suicide and emotional disorders that are evident in educational centres and in leisure spaces for young people reveal that they have many difficulties in maintaining a self-esteem that allows them to have healthy relationships with their peers. Young people have always been socialised among peer groups, but in the times in which we live, circumstances come together that add a lot of pressure on young people who have not yet consolidated their self-esteem and self-worth as people and who suffer a lot in their relationships with their peers. Bullying, the abuse of online communication tools, hyper-digitalisation..., aggravated by the post-pandemic that has increased social isolation; all of this causes girls and boys to show emotional problems, which are difficult to manage in families, and, above all, in secondary schools, where they go to school, and where they spend most of their time.</p> | Citizens well-being |
| 2 | What factors would students require from their place of residence, in terms of their own well-being? What are the elements and values for your well-being? What criteria would you set both for your place of residence and for your workplace. | What are the elements and values for your well-being? What criteria would you set both for your place of residence and for your workplace. | Citizens well-being |
| 3 | What factors would students require from their place of residence, in terms of their own well-being?: What are the minimum things required and what would be extra, if we think about the physical environment, landscape, nature, in addition to the services, do they have an effect on the well-being of a new resident? What kind of sense of community and contact with the local population is desired? Should there be an opportunity for hobbies? | What are the minimum things required and what would be extra, if we think about the physical environment, landscape, nature, in addition to the services, do they have an effect on the well-being of a new resident? What kind of sense of community and contact with the local population is desired? Should there be an opportunity for hobbies? | Citizens well-being |

Annex I. Complete list of the collected problems, challenges or ideas related to the YUFE Areas

| Number | Question /challenge | Description | YUFE Areas |
|--------|---|--|---------------------|
| 4 | What factors would students require from their place of residence, in terms of their own well-being?: What is meaningful work? What are the expectations for occupational well-being? What things should be in order in workplace? How much time can commute take? What makes remote work meaningful? | What is meaningful work? What are the expectations for occupational well-being? What things should be in order in workplace? How much time can commute take? What makes remote work meaningful? | Citizens well-being |
| 5 | What factors would students require from their place of residence, in terms of their own well-being?: How would climate issues and sustainable development be included in the consideration, or do they have an impact? | How would climate issues and sustainable development be included in the consideration, or do they have an impact? | Citizens well-being |
| 6 | What factors would students require from their place of residence, in terms of their own well-being?: What kind of life quality is valued, from which element a qualified life is consisting of? Does it include tourism and what kind of tourism. | What kind of life quality is valued, from which element a qualified life is consisting of? Does it include tourism and what kind of tourism. | Citizens well-being |
| 7 | What factors would students require from their place of residence, in terms of their own well-being?: What would be a preferred form of living and place of residence for your own well-being? | What would be a preferred form of living and place of residence for your own well-being? | Citizens well-being |
| 8 | How to manage garbage in the city (mentality, illegal dumping, (lack of) infrastructure (e.g. limiting the number of street bins to prevent illegal dumping and from a terrorism-caution) | Which communication appeals to people who easily leave garbage in public spaces? Develop recommendations for sensitizing communication against illegal dumping. / Are there quick wins to realize by simple and cost-efficient actions that a city can take to make garbage disposal easy in public spaces. Develop concrete ideas for public infrastructure. / What tools can a city develop for low-waste production and shopping? | Citizens well-being |

Annex I. Complete list of the collected problems, challenges or ideas related to the YUFE Areas

| Number | Question /challenge | Description | YUFE Areas |
|--------|---|---|--|
| 9 | What do youngsters need in a city to experience it as a green and/or youth friendly environment? | What can a city do to be in touch with young people's needs concerning their home, school, free time environment? What should a city provide to answer these needs? / What measures can help to increase biodiversity in a city? How can biodiversity contribute to a youth friendly city? / How can diverse water infrastructure support the city to be attractive for young people? | Citizens well-being |
| 10 | Finding alternatives to fossil fuel to foster sustainable energy transition (with an increased urgency of course due to the ongoing war in Ukraine) | Would you recommend individuals to take actions or would you aim for policy changes? Choose a policy path, list the reasons why and describe which novelty actions can help this path to be successful. | European Identity and responsibilities in a Global World |
| 11 | The reuse of heavy contaminated land in the city | What is the best way to convert contaminated soil in cities into places where people can safely live, work and play? | Citizens well-being |
| 12 | Creation of new urban ecosystems, as a long-term strategy for sustainable local economic development | What incentives could a city give for short chain production and consumption of food and commodities? What are possible principles for a good balance between large scale and small scale/local enterprises in a city? / How can the city accelerate the transition from the linear to the circular economy through local entrepreneurship? | Citizens well-being |
| 13 | Fighting urban loneliness for more human cities | ----- | Citizens well-being |
| 15 | Fight digital loneliness | ----- | Sustainable technologies |
| 14 | Loneliness and depression are common among urban residents. Figure out ways to connect people and to encourage social interactions between people. | ----- | Citizens well-being |
| 16 | Integration of migrants and refugees (also increased urgency due to the war) | Knowledge of public health messages is consistently low among migrants and refugees. Refugees and migrants have low levels of awareness of rights and often struggle to access services. | European Identity and responsibilities in a Global World |

Annex I. Complete list of the collected problems, challenges or ideas related to the YUFE Areas

| Number | Question /challenge | Description | YUFE Areas |
|--------|--|---|---------------------|
| 17 | Fighting the housing crisis in metropolitan areas | (Young) people are moving out of the city center because housing is no longer affordable. Low quality housing: many dwellings lack basic facilities. Increase in real estate prices and rent (for instance with a link to affordable student housing) | Citizens well-being |
| 18 | How can we prevent the future generations of elder people (5-10 years ahead) from experiencing unwanted loneliness? | Times are changing, and we are encountering new and evolving generations of elder people. Therefore, it is necessary to adapt the programs for lonely older adults in preparation for the next 10 years. Efforts should be made to ensure that older adults remain connected within their city, community, and local government, enabling them to take advantage of opportunities and events that are promoted. How can we attract more lonely individuals? How can we engage those who do not want to acknowledge or admit their loneliness? | Citizens well-being |
| 19 | How can we, as a local government, contribute in a financially effective way to the issue of missing social networks in our neighborhoods during a time of increasing individualization? | For students (25,000 students in Maastricht). For seniors (25,000 seniors in Maastricht). For families with young children. For youth between the ages of 12 and 23. For citizens with financial problems. | Citizens well-being |
| 20 | What factors should be considered in developing a decision-making framework for the municipality to determine the necessary social amenities and services focused on citizens wellbeing in different neighborhoods throughout the city? | ----- | Citizens well-being |
| 21 | What solutions/measures/laws are there or are needed to ensure that the data-driven society is a society that benefits everyone, and in which not only companies and agencies and population groups that have a high affinity with data collection and interpretation benefit? | ----- | Data driven society |

Annex I. Complete list of the collected problems, challenges or ideas related to the YUFE Areas

| Number | Question /challenge | Description | YUFE Areas |
|--------|---|--|--|
| 22 | How do we make Europe's added value visible at local level? | ----- | European Identity and responsibilities in a Global World |
| 23 | Maastricht as a workplace of Europe > how can we make Maastricht the place for European debate and European innovation and in what ways can we contribute to the further development of the EU? | ----- | European Identity and responsibilities in a Global World |
| 24 | Structural planting in nutritious, water-retaining soil. | ----- | Sustainable technologies |
| 25 | Structural greening of the centre-urban area. | ----- | Sustainable technologies |
| 26 | How can the municipality, in its role as a local government, contribute to enhancing the quality of life during the final 100 days of life? | ----- | Citizens well-being |
| 27 | How can the municipality, in its role as a local government, contribute to strengthening parenthood among expectant parents and during the first 1000 days after birth in a manner that enables parents to adapt to the needs of their current and future children, without resorting to youth assistance services? | ----- | Citizens well-being |
| 28 | How can we bring Europe closer to its citizens in Maastricht? | ----- | European Identity and responsibilities in a Global World |
| 29 | Trees versus solar panels | When planting new trees, we take into account existing solar panels in terms of tree species. As a result, we can only place smaller, pyramidal tree species in many streets with little effect on heat, water, and biodiversity | Citizens well-being |

Annex II. The collected problems, challenges or ideas related to the SDGs

| Number | Challenge | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 7 | SDG 8 | SDG 9 | SDG 10 | SDG 11 | SDG 12 | SDG 13 | SDG 14 | SDG 15 | SDG 16 | SDG 17 |
|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | What could be done and how middle schools could be improved in order to be more kind and healthy spaces in term of kids' emotional development? | | | X | X | X | | | | | X | | | | | | X | |
| 2 | Students+ place of residence, in terms of their own well-being? What are the elements and values for your well-being? What criteria would you set both for your place of residence and for your workplace. | | | X | X | | | | | | | X | | | | | X | |
| 3 | Students + place of residence, in terms of their own well-being? What are the minimum things required and what would be extra, if we think about the physical environment, landscape, nature, in addition to the service | | | X | | | | | X | | | X | | | | X | X | |
| 4 | Students + place of residence, in terms of their own well-being? What is meaningful work? What are the expectations for occupational well-being? | | | X | | X | | | X | X | X | X | | | | | | |
| 5 | Students + place of residence, in terms of their own well-being? How would climate issues and sustainable development be included in the consideration, or do they have an impact? | | | | | | | X | | X | | X | X | X | | X | | |
| 6 | Students + place of residence, in terms of their own well-being? What kind of life quality is valued, from which element a qualified life is consisting of? Does it include tourism and what kind of tourism. | | | X | | | | | X | | | | X | | | | | |

Annex II. The collected problems, challenges or ideas related to the SDGs

| Number | Challenge | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 7 | SDG 8 | SDG 9 | SDG 10 | SDG 11 | SDG 12 | SDG 13 | SDG 14 | SDG 15 | SDG 16 | SDG 17 |
|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| 7 | Students + place of residence, in terms of their own well-being? What would be a preferred form of living and place of residence for your own well-being? | | | X | | | | | X | | | X | | | | | | |
| 8 | How to manage garbage in the city (mentality, illegal dumping, (lack of) infrastructure | | | | | | | | | | | X | X | X | | | | |
| 9 | What do youngsters need in a city to experience it as a green and/or youth friendly environment? | | | | | | | | | | | X | | X | | | X | |
| 10 | Finding alternatives to fossil fuel to foster sustainable energy transition | | | | | | | X | | | | | | X | | | X | |
| 11 | The reuse of heavy contaminated land in the city | | | | | | | | | | | X | X | | | X | | |
| 12 | Creation of new urban ecosystems, as a long-term strategy for sustainable local economic development | | | | | | | | X | | | X | | | | X | | |

Annex II. The collected problems, challenges or ideas related to the SDGs

| Number | Challenge | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 7 | SDG 8 | SDG 9 | SDG 10 | SDG 11 | SDG 12 | SDG 13 | SDG 14 | SDG 15 | SDG 16 | SDG 17 |
|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| 13 | Fighting urban loneliness for more human cities | | | X | | | | | | | | X | | | | | | X |
| 14 | Loneliness and depression are common among urban residents. Figure out ways to connect people and to encourage social interactions between people. | | | X | | | | | | | | X | | | | | | X |
| 15 | Fight digital loneliness | | | X | | | | | | X | X | i | | | | | | |
| 16 | Integration of migrants and refugees | | | | | | | | | | X | | | | | | X | X |
| 17 | Fighting the housing crisis in metropolitan areas | X | | | | | | | | | X | X | | | | | | |
| 18 | How can we prevent the future generations of elder people (5-10 years ahead) from experiencing unwanted loneliness? | | | X | | | | | | | X | X | | | | | | |

Annex II. The collected problems, challenges or ideas related to the SDGs

| Number | Challenge | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 7 | SDG 8 | SDG 9 | SDG 10 | SDG 11 | SDG 12 | SDG 13 | SDG 14 | SDG 15 | SDG 16 | SDG 17 |
|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| 19 | How can we, as a local government, contribute in a financially effective way to the issue of missing social networks in our neighborhoods during a time of increasing individualization? | X | | X | | | | | | | | X | | | | | | |
| 20 | What factors should be considered in developing a decision-making framework for the municipality to determine the necessary social amenities and services focussed on citizens wellbeing in different neighborhoods throughout the city? | | | X | | | | | | | X | X | | | | | | |
| 21 | What solutions/measures/laws are there or are needed to ensure that the data-driven society is a society that benefits everyone, and in which not only companies and agencies and population groups that have a high affinity with data collection and interpretation benefit? | | | | | | | | | X | X | | | | | | X | |
| 22 | How do we make Europe's added value visible at local level? | | | | | | | | X | | | X | | | | | | X |
| 23 | Maastricht as a workplace of Europe > how can we make Maastricht the place for European debate and European innovation and in what ways can we contribute to the further development of the EU? | | | | | | | | X | X | | | | | | | | X |
| 24 | Structural planting in nutritious, water-retaining soil. | | X | | | | | | | | | | | X | | X | | |

Annex II. The collected problems, challenges or ideas related to the SDGs

| Number | Challenge | SDG 1 | SDG 2 | SDG 3 | SDG 4 | SDG 5 | SDG 6 | SDG 7 | SDG 8 | SDG 9 | SDG 10 | SDG 11 | SDG 12 | SDG 13 | SDG 14 | SDG 15 | SDG 16 | SDG 17 |
|--------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| 25 | Structural greening of the centre-urban area. | | | | | | | | | | | X | | X | | X | | |
| 26 | How can the municipality, in its role as a local government, contribute to enhancing the quality of life during the final 100 days of life? | | | X | | | | | | | | X | | | | | | X |
| 27 | How can the municipality, in its role as a local government, contribute to strengthening parenthood among expectant parents and during the first 1000 days after birth in a manner that enables parents to adapt to the needs of their current and future children, without resorting to youth assistance services? | | | X | X | | | | | | X | | | | | | | |
| 28 | How can we bring Europe closer to its citizens in Maastricht? | | | | | | | | | | | X | | | | | X | X |
| 29 | Trees versus solar panels | | | | | | | X | | | | | | X | | X | | |

Below the process of final clustering is illustrated. From the 29 questions received to the 4 final challenges for the event.

In blue are the challenges in which the different approaches (lines) are deployed. The lines gather the original collected questions or ideas (number and description according to annex 1).

1. Strengthening of the European Union (SDGs:8, 9, 10, 16, 17)

Line 1. European Awareness and Citizen Participation:

- 22 How do we make Europe's added value visible at local level?
- 23 Maastricht as a workplace of Europe > how can we make Maastricht the place for European debate and European innovation and in what ways can we contribute to the further development of the EU?
- 28 How can we bring Europe closer to its citizens in Maastricht?
- 16 Integration of migrants and refugees (also increased urgency due to the war).

Line 2. Building a data-driven society in Europe:

- 21 What solutions/measures/laws are there or are needed to ensure that the data-driven society is a society that benefits everyone, and in which not only companies and agencies and population groups that have a high affinity with data collection and interpretation benefit?

2. The Earth as a Patient (SDGs: 7, 11, 13, 15, 16)

Line 1. Sustainable development

- 10 Finding alternatives to fossil fuel to foster sustainable energy transition (with an increased urgency of course due to the ongoing war in Ukraine).
- 11 The reuse of heavy contaminated land in the city.
- 12 Creation of new urban ecosystems, as a long-term strategy for sustainable local economic development.
- 13 Fighting urban loneliness for more human cities.

Line 2. Climate Change

- 24 Structural planting in nutritious, water-retaining soil.
- 25 Structural greening of the centre-urban area.
- 29 Trees versus solar panels.

2. The Earth as a Patient (SDGs: 7, 11, 13, 15, 16)

- 8 How to manage garbage in the city (mentality, illegal dumping, (lack of) infrastructure (e.g. limiting the number of street bins to prevent illegal dumping and from a terrorism-caution).
- 5 Sustainable development and climate change.

3. Urban ecosystems (SDGs: 3, 8, 11)

Line 1. Design of future urban ecosystems

- 9. What do youngsters need in a city to experience it as a green and/or youth friendly environment?

Line 2. Current urban ecosystems

- 2 What factors would students require from their place of residence, in terms of their own well-being?: What are the elements and values for your well-being? What criteria would you set both for your place of residence and for your workplace?
- 20 What factors should be considered in developing a decision-making framework for the municipality to determine the necessary social amenities and services focussed on citizens wellbeing in different neighborhoods throughout the city?
- 3 What factors would students require from their place of residence, in terms of their own well-being?: What are the minimum things required and what would be extra, if we think about the physical environment, landscape, nature, in addition to the services, do they have an effect on the well-being of a new resident? What kind of sense of community and contact with the local population is desired? Should there be an opportunity for hobbies?
- 6 What factors would students require from their place of residence, in terms of their own well-being?: What kind of life quality is valued, from which element a qualified life is consisting of? Does it include tourism and what kind of tourism?
- 7 What factors would students require from their place of residence, in terms of their own well-being?: What would be a preferred form of living and place of residence for your own well-being?

a) Solutions for improving job conditions in cities

- 4 What factors would students require from their place of residence, in terms of their own well-being?: What is meaningful work? What are the expectations for occupational well-being? What things should be in order in workplace? How much time can commute?

b) Solutions for solving housing crises in urban areas

- 17 Fighting the housing crisis in metropolitan areas

4. Development of Emotional Spheres (SDGs: 3, 6, 9, 10, 11, 17)

Line 1. Improvement of educational and emotional spheres for children

1. What could be done and how middle schools could be improved in order to be more kind and healthy spaces in term of kids' emotional development? (Considering that those early years are the most important ones when it comes to kids' personality evolution)
- 27 How can the municipality, in its role as a local government, contribute to strengthening parenthood among expectant parents and during the first 1000 days after birth in a manner that enables parents to adapt to the needs of their current and future children, without resorting to youth assistance services?

Line 2. Combating negative emotional effects:

- 14 Loneliness and depression are common among urban residents. Figure out ways to connect people and to encourage social interactions between people.
- 15 Fight digital loneliness
- 19 How can we, as a local government, contribute in a financially effective way to the issue of missing social networks in our neighborhoods during a time of increasing individualization?

Line 3. Personal well-being and criteria for quality of life for elderly and disabled people:

- 18 How can we prevent the future generations of elder people (5-10 years ahead) from experiencing unwanted loneliness?
- 26 How can the municipality, in its role as a local government, contribute to enhancing the quality of life during the final 100 days of life?