

10 Reasons

Giving young adults voice & power over what gets built: advocating for youth participation in planning, regeneration, and neighbourhood management.

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This research was commissioned to support the launch of Voice.Opportunity.Power, a free toolkit to enhance youth participation in how places are made and managed, created by Grosvenor Britain & Ireland, Sport England, the TCPA and ZCD Architects. Find out more about the toolkit at [VoiceOpportunityPower.com](https://voiceopportunitypower.com)

Participation and young people.

The 2020 White Paper 'Planning for the Future'¹ identifies young people as 'those who stand to gain from development' but whose voice is 'not heard loudly enough'. This essay aims to set out the case for involving young people in the development and management process, and support the launch of [Voice.Opportunity.Power](https://voiceopportunitypower.com), a toolkit designed to help give young adults direct influence over what gets built.

It provides background to the importance of participation in the planning process, systemises some of the main arguments for the inclusion of young people in order to achieve better outcomes, and then presents successful models of youth inclusion backed up by selected case studies.

In policy documents, the term 'young people' is usually accompanied by the term 'children', often generating perceptions of inexperienced, and therefore insignificant, voices. Engaging with them may tick off diversity goals, yet their voices are largely ignored. In recent years, increasing attention has rightly been devoted to children's right to play², be safe in and to occupy urban environments^{3,4}. However, a significant demographic of young people is often forgotten in the dichotomy between children and adults, a group that often tends to be simply addressed by councils or developers through the construction of a skate park or a multi-use games area⁵.

This essay adopts the United Nations' Department of Economic and Social Affairs⁶ distinction of teenagers (13-19 years of age) and young adults (20-24 years of age). It is important to note that young people within that age range will most likely be economically active, able to make informed decisions, developing their education or career, and eager to be engaged with their peers and wider society. A good proportion would be politically active and an even larger proportion would have reached voting age. For context in 2018⁷, 7.75% of the UK population fell in the teenage category and 6.3% were young adults.

This transitional period between being a child and a fully-fledged adult contains a diverse population, without a homogenous outlook, making it difficult to effectively engage with them in a straightforward way. However, investing the time and effort in consulting this demographic and implementing their suggestions can pave the way for the long-term sustainable management of places.

Meaningful engagement requires adults to provide access to information, share their power and respect the decisions taken by the consultees, leading to better outcomes for all. Both the new Planning White Paper and the Raynsford Review of Planning in England⁸ advocate for much wider participation of communities in the planning process, and in particular young people. Now is the time to put this into practice.

What are the arguments for increased participation of young people?

Our cultural perceptions condition us to see development projects through an adult-centred world view⁹. Young people, by contrast, are often dismissed or placated, particularly those that are disadvantaged, under the age of eighteen, financially dependent or dealing with intersectional experiences (the interplay between different social categorizations such as race and class). This essay presents ten arguments that can strengthen the case for giving serious and effective consideration to youth participation in the planning, regeneration, and ongoing management of places.

1. The statutory argument.

Young people have the right to be involved.

2. The democratic argument.

Young people have the agency to change their communities.

3. The stewardship argument.

Young people will inherit the places that we build, so they must have a say.

4. The embodied knowledge argument.

Young people provide new perspectives on the place where they live.

5. The personal development argument.

Young people can benefit from engagement and develop themselves.

6. The social cohesion argument.

Young people can be agents of change and connection in their communities.

7. The cultural argument.

Young people create and shape the culture of a place.

8. The economic argument.

Young people's activities and presence can boost the economy.

9. The betterment argument.

Young people can physically improve the built environment for the whole community.

10. The innovation argument.

Young people are a source of inspiration and ideas to reinvent design and planning.

1. The statutory argument.

Young people have the right to be involved.

The UK is a signatory of several international conventions and treaties. The United Nations Convention on the Rights of the Child (UNCRC, 1989)¹⁰ aims to protect the human rights of people under the age of eighteen. Of particular interest is Article 12, stipulating the rights of children to participate in decision-making processes that directly impact them. This human right of young people under the age of 18 is often ignored in design and planning processes. Furthermore, Article 7 of the Aarhus Convention on access to information (1998) requires public participation concerning plans, programmes and policies relating to the environment, strengthening the UNCRC's Article 12.

The New Urban Agenda, endorsed by UN Member States in 2016, places particular emphasis on 'youth' as one of the key demographics with which international, national, and local actors need to work in the context of urban development. Young people have also been identified as a key demographic for the successful delivery of the Sustainable Development Goals, part of the UN 2030 Agenda for Sustainable Development, through the 'Young leaders for the SDGs' programme.¹¹ To substantiate and understand the statutory argument we recommend looking at the 2019 RTPI-led review about child-friendly planning in the UK¹², as well as Dr Jenny Wood's 2015 review of the Scottish system¹³.

2. The democratic argument.

Young people have the agency to change their communities.

Young adults over the age of eighteen in the UK may have the right to vote but many often lack key information to be able to meaningfully exercise their democratic rights. As reported by a city-wide survey in Birmingham, young people feel short-changed by existing power structures¹⁴ and would like to be involved in all stages of development of a built project.

Young people can also positively challenge existing power relations¹⁵ by transforming adult-to-adult exchanges, altering the status quo, and sparking new solutions. By actively seeking youth involvement, a private organisation or a public body can ensure a more transparent and democratic process of development¹⁶, as well as tap into the underestimated potential and enthusiasm of a neglected demographic. The work of the charity 'A Place in Childhood'¹⁷ in the development of the Scottish Place Standards for children and young people offers one strong example of how to do this.

3. The sustainability and stewardship argument.

Young people will inherit the places that we build, so they must have a say¹⁸.

To secure long-term sustainable development and the management of a place, communities must be able to retain and engage with future generations. Involving young people can also highlight long-term societal issues, such as climate change, and bring them to the top of the agenda, as demonstrated by the 'Student Strike 4 Climate'¹⁹ movement.

In a project in Dapto, Australia²⁰, children's involvement and advocating of environmental issues has resulted in a long-term relationship with the property developer, recognising young people as social agents and implementing better-informed designs. Young people can also be actively involved in the management of place. In the United States context, for example, the creation of Youth Masterplans²¹ demonstrates the value of young people involved in the long-term management of place, when this governance participation is driven by clear visions and goals.

4. The embodied knowledge argument.

Young people provide new perspectives on the place where they live.²²

Children and young people often know a neighbourhood intimately and can contribute insights which would otherwise be inaccessible or overlooked by users outside of that demographic. In redeveloping the A428, Highways England engaged with Blockbuilders to seek feedback from young people on the suitability of crossing points and highway proposals, a topic otherwise reserved for the realm of engineers.²³ Young adults in particular often possess skills and expertise which have been developed in education or work, and which can supplement communities' activities (e.g. students of architecture, art, engineering and other disciplines).

Live projects²⁴ is a methodology and teaching that promotes student work with real-life clients. The projects have served as the catalysts for the development of masterplans, securing funding for cultural and arts organisations, providing research outcomes together with local stakeholders across the world, demonstrating the value of young adults in the design process and their ability to act as mediators.

5. The personal development argument.

Young people can benefit from engagement and develop themselves.

If young people are involved in the process, they can develop planning, design and development skills; increase their self-confidence; learn how to lead change; better understand the environment and community; and develop the habit of participation²⁵. This all builds capacity for future local action and further professional development.

Enhancing the skills of young people can also benefit organisations within the local area. In the case of Bruntwood, their partnership with youth organisations such as Manchester Youth Zone²⁶ has created social mobility opportunities and directly fed into the recruitment model of the company. In London, projects delivered by organisations such as the Build Up Foundation²⁷ and Matt + Fiona²⁸ develop construction, project management and architectural skills amongst young people.

6. The social cohesion argument.

Young people can be agents of change and connection in their communities.

Involving young people in the development of places can foster social integration²⁹ where young people feel valued and have a sense of belonging, stimulate better intergenerational relations, and develop networks of similarly-minded young people. In particularly challenging contexts, such as post-disaster re-development or places where youth violence is high, involving young people in the planning process can improve their health and safety, emotional security, stability, and mental development³⁰. Giving young people responsibility and a voice can shape their identities. It allows society to grow and tackle issues of inequality and inclusion in the city³¹.

7. The cultural argument.

Young people create and shape the culture of a place.

The cultural and economic production of young people relies on spatial provisions. Hanging out gives rise to youth cultures which, in turn, can generate outputs, trends and cultural developments that are used by and define society at large. Youth clubs' musical programmes across the UK are an example of a network of spaces training future musical professionals, directly linked to musical genres such as grime and providing the base for an industry worth £5.2 bn.³² Providing the space and opportunity for young people to be expressive can stimulate cultural advances and benefit the local area. The creative and cultural industries are one of the fastest expanding sectors in the UK.

8. The economic argument.

Young people's activities and presence can boost the economy.

Attractive places with an active intergenerational population can attract investment, increased footfall and interest, sustaining business based there. In their report 'Cities Alive: Designing for Urban Childhoods'³³, Arup identify retention of families, vibrant destinations, attractive developments and space saving as some of the key economic drivers a child-friendly city can provide. Using tools such as crowdfunding can enable localised activities to take root and enhance local areas, creating jobs in the process. The initiative 'Crowdfund London' has also provided spaces for young people, such as Tottenham Fast Food – a restaurant aimed at providing healthier alternatives for young people³⁴ and a music space in Tower Hamlets³⁵. On a strategic level, the Portuguese government trailed a youth participatory budgeting initiative in 2017³⁶, which demonstrated the creative ability of young people to generate project proposals and resulted in the successful funding of seven proposals across the country.

9. The betterment argument.

Young people can physically alter the built environment for the benefit of the whole community.

Young people can identify problems, develop solutions, pitch for and secure funding from public and private bodies and physically construct interventions if given the freedom and support to take on such initiatives³⁷. Young people use space differently, giving rise to new ways of designing places. Teenagers often use urban and rural environments in ways contrary to adult expectations,³⁸ which might give rise to new ways of developing, regenerating, or maintaining places. Often it leads to positive unforeseen change, as in the case of Foodhall, Sheffield³⁹, where a youth-led group of graduates has regenerated a space in the city centre to provide a community kitchen and a public dining space.

10. The innovation argument.

Young people are a source of inspiration and ideas to reinvent design and planning.

Youth involvement in the planning and design process can be an opportunity to innovate and change organisational practice and policy. When they design with children and young people, practitioners have to alter their approach in order to create more inclusive places. The emergence of the UNICEF Child-Friendly Cities Initiative in 1996 is a great example of an expanding network of practitioners innovating in planning practice. Young people also tend to be more digitally savvy and to respond more positively to new and innovative methods of engagement.⁴⁰ They can serve as a link to other generations and act as an agent of digital transformation. In the case of the local plan consultation in Brisbane⁴¹, Australia, the introduction of a digital game testing development density resulted in increased participation from young people which, in turn, has provided the city with much more comprehensive data on which to base a policy decision.

These ten arguments begin to shape the case for engagement with young people in the planning, design and management of places. However, there is still a real lack of structured and systematic evidence being collected by governments, local authorities, professionals and research institutions about the value that young people can bring to the placemaking process. What we need now is to be aware of the value of young people, collect the necessary evidence base by conducting further research, and engage with an open and scientific mind.

Designing with, not for, young people

While there are several established theoretical models of youth participation, in the context of planning and design practice, these are often not applied. Roger Hart's Ladder⁴², an adaptation of Sherry Arnstein's famous 'ladder of participation', is a useful tool for practitioners to understand the meaning of designing 'with' young people. The ladder presents a hierarchical view of types of engagement, where the pinnacle of involvement is a youth-initiated and set-up project in which adults are seen as equal partners. Harry Shier's 'Pathways to Participation'⁴³ adopts a more practical representation for organisations to measure and track their commitment to engaging young people in decision making.

A useful summary of theoretical models of youth participation employed since the 1960s has been compiled by Andreas Karsten⁴⁴, a researcher at Youth Policy Labs. Putting those models into practice, however, requires an understanding of the landscape of youth work and youth needs. The toolkit Voice.Opportunity.Power seeks to plug that gap by providing practical advice on how to conduct meaningful engagement linked to the RIBA Plan of Work.

Examples of successful youth engagement

Here, four different projects have been selected, covering different scales and functions.

Placeshapers⁴⁵ is an urban design project in Blanchardstown, a suburb of Dublin, Ireland. Commissioned by the Irish Architecture Foundation and Fingal County Council Arts Office, the project was delivered in 2014 by Robert Bourke Architects, together with architect Kate Dowling and film maker Peter Kelly.

The team had worked with Transition Year students (ages 15-16) over a five-month period. The focus of the project was to identify ways for improvement of their neighbourhoods by critically appraising it through a series of workshops.

After defining permeability as a key issue, the team of students had developed design proposals, presented those to the local council and constructed a temporary playground straddling a fence, capturing the attention of local politicians and residents. The project demonstrates how young people can provide valuable insights about their local area and mobilise community and political action.

Growing Up Boulder⁴⁶ is an initiative by the University of Colorado with the support of local authorities and other stakeholders in the city of Boulder, USA.

The initiative started in 2009 and works with children (0-18 years of age) to include their input in local government decisions. The initiative has developed a model of integrating young people's views in the workings of the local planning department. It places particular importance on diversity and at least half of their youth population has to come from under-represented backgrounds (e.g. immigrants, ethnic minorities and young people with disabilities).

A review of local improvement projects between 2012 and 2014⁴⁷ stressed the importance of planning officials going to the places where young people are, and to recognise the ability of young people to consider the needs of the whole community – animals, other age groups, the homeless – when developing their ideas.

The projects have evolved significantly and tackle areas such as transportation; parks and nature; housing and sustainability; arts; youth voice; and parents' needs. It also maintains online teen and child-friendly maps of the city.





Cambridge Road Estate⁴⁸ The modern-day Cambridge Road Estate was built by Kingston Council in 1969 and contains 832 homes and a community of around 1,810 people, of whom 26% are under 15.

Over a period of six months in 2019, the council worked with a group of 18 young people to help them understand and influence plans to demolish and rebuild the estate. Over the course of five sessions, they ran design training, listened to their experiences and conducted spatial analysis of the estate together, culminating in a direct critique by the young people of the masterplan itself.

The project found that young people's fundamental interest was in the public space - not the buildings. They conceived of all external spaces in their neighbourhood as somewhere to meet friends, get about and play. They had a strong sense of justice and positively welcomed the presence of adults in their world.

These insights were applied to the design of the masterplan which helped secure a 73% vote in favour of regeneration in a ballot of the estate.

Handlebar Café⁴⁹ is a café and bike workshop at the Viaduct Cycle Path, near Winchester, England. The project has been created by young people attending creative workshops at the local charity SpudYouth and is managed by Bespoke Biking, a local Community Interest Company.

The project has initiated a development from the ground up, where young people have been able to identify a need in the community, then design and develop a proposal for spatial intervention. Having presented the idea to Winchester City Council and to the Town Forum, Spud and the student participants were invited to develop the designs further and explore whether this was a feasible design.

After five years, the development opened its doors in late 2019, providing a local amenity to the wider community of cyclists and other path users. The project has been supported by Winchester City Council, the University of Portsmouth, ArchitecturePLB and other commercial organisations who have developed the plans, designs, and business case more fully. The project demonstrates that if ideas generated by young people are listened to meaningfully, then they can generate built projects serving a wider community.

Summary

These examples provide a glimpse of what is possible if young people are invited around the decision-making table and given a voice equal to that of adults. From analysing and initiating engagement projects to the design and creation of better places, young people provide unique insights based on their lived experience which can benefit the whole community and will not emerge from other groups.

Experience suggests that the cost - benefit ratio of engaging young people is overwhelmingly positive. Done well, it can spark change, promote long-term management of a place and empower young people to contribute to the neighbourhood in which they live. Designers, planners, investors and developers need to recognise this value that young people bring to the development process and also understand that young people have a right to be involved.

Toolkits such as [Voice.Opportunity.Power](https://www.VoiceOpportunityPower.com) create an opportunity to equip professionals with a way to develop these relationships and succeed in planning, regenerating, and managing successful places.

Read "[I live here too](#)" - Research by Grosvenor on young adults' experiences of the planning system

Find out more about the national youth engagement toolkit backed by almost 30 organisations on launch at www.VoiceOpportunityPower.com

End notes

- ¹ The White Paper is available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907647/MHCLG-Planning-Consultation.pdf, The reference to young people is at pg. 12.
- ² See Tim Gill's work on child-friendly places at: <https://rethinkingchildhood.com/>
- ³ See UNICEF, Child Friendly Cities Initiative, Accessible at: <https://childfriendlycities.org/>
- ⁴ See European Network for Child Friendly Cities, Accessible at: <https://playfulplanet.org.uk/child/>
- ⁵ Bishop, K. and Corkery, L. (2017) *Designing Cities with Children and Young People: Beyond Playgrounds and Skate Parks*, Routledge, Abingdon.
- ⁶ United Nations, Department of Economic and Social Affairs, Department on Youth, FAQs, Accessible: <https://www.un.org/development/desa/youth/what-we-do/faq>, Accessed 15/08/2020.
- ⁷ Office for National Statistics, interactive demographic pyramid can be accessed: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/ukpopulationpyramidinteractive/2020-01-08>
- ⁸ The Raynsford Review of Planning in England is available at the TCPA's website on: <https://www.tcpa.org.uk/raynsford-review>
- ⁹ Further information and examples can be found at the Journal of the Academy of Urbanism, Issue 14: Creating Inclusive Cities, accessible at: https://issuu.com/theaou/docs/here_now_autumn_2019_compressed/30
- ¹⁰ United Nations Convention on the rights of the Child (UNCRC), 1989, accessible at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> Accessed 15/08/2020
- ¹¹ UN Sustainable Development Goals and Youth, Accessible at: <https://www.un.org/sustainabledevelopment/youth/> Accessed 15/08/2020
- ¹² Wood, J., Bornat, D. and Biquelet-Lock, A. (2019) *Child Friendly Planning in the UK: A Review*, RTPi publication, accessible at: <https://www.rtpi.org.uk/practice/2019/november/child-friendly-planning-in-the-uk-a-review/> Accessed 15/08/2020
- ¹³ Wood, J. (2015) *Children and Planning: To What Extent Does the Scottish Town Planning System Facilitate the UN Convention on the Rights of the Child?*, *Planning Practice and Research*, 30:2, 139-159, DOI: 10.1080/02697459.2015.1014222
- ¹⁴ "We can no longer make the excuse that young people do not want to engage with, participate in and contribute to society. The above reiterates that young people want a seat at the table, but our current methods and structures of civic, political, and societal participation leaves them without a chair, plate, or cutlery, let alone anything to eat." (pg 51.) *Beatfreeskies* (2019) *Brum Youth Trends*, online report, pg. 51. Accessible on: <https://www.beatfreeskiestrends.com/2019> Accessed 15/08/2020
- ¹⁵ Nordström, M., Wales, M., (2019). Enhancing urban transformative capacity through children's participation in planning. *Ambio* 48, 507–514. <https://doi.org/10.1007/s13280-019-01146-5>
- ¹⁶ Read Commonplace's Youth Urban Panel views on engaging young people: <https://www.commonplace.is/blog/young-people-as-the-driving-force-of-our-built-environment>
- ¹⁷ You can find out more about the work of 'A Place in Childhood' and child-led placemaking here: <https://aplaceinchildhood.org/child-led-placemaking-2/>
- ¹⁸ Derr, V., Chawa, L., Mintzer, M. (2018) *Placemaking with Children and Youth: Participatory Policies for Planning Sustainable Communities*, New Village Press, page 8.
- ¹⁹ Thomas, A., Cretney, R. and Hayward, B. (2019) *Student Strike 4 Climate: Justice, emergency and citizenship*, *New Zealand Geographer*, 019:75:96–100, New Zealand Geographical Society.
- ²⁰ Malon, K (2013) "The future lies in our hands": children as researchers and environmental change agents in designing a child-friendly neighbourhood, *Local Environment: The International Journal of Justice and Sustainability*, 18:3, 372-395, DOI: 10.1080/13549839.2012.719020
- ²¹ Flanders Cushing, D (2015) Promoting youth participation in communities through youth master planning, *Community Development*, 46:1, 43-55, DOI: 10.1080/15575330.2014.975139
- ²² Nordström, M., Wales, M., (2019). Enhancing urban transformative capacity through children's participation in planning. *Ambio* 48, 507–514. <https://link.springer.com/article/10.1007/s13280-019-01146-5>
- ²³ See: <https://blockbuilders.co.uk/highways>
- ²⁴ See University of Sheffield's Live Project programme in South Yorkshire, available at: <http://www.liveprojects.org/>, as well as the Live Projects Network website, maintained by Oxford Brookes, collating examples of student involvement in community projects, available here: <https://liveprojectsnetwork.org/>, Accessed 15/08/2020

²⁵ Frank, K.I., (2006). The Potential of Youth Participation in Planning. *J. Plan. Lit.* 20, 351–371. <https://doi.org/10.1177/0885412205286016>

²⁶ See Bruntwood Partnership with Manchester Youth Zone, Accessible at: <https://bruntwood.co.uk/partnerships/the-factory-youth-zone/>

²⁷ You can see the work of the Build Up Foundation on here: <http://www.buildup.org.uk/>

²⁸ You can see the work of Matt + Fiona on here: <http://mattandfiona.org/>

²⁹ Driskell D. (2002), *Creating Better Cities with Children and Youth: A Manual for Participation*, Paris, London, UNESCO Publishing/Earthscan Efrogmson, Pg.24

³⁰ Barlett, S., Iltus, S. (2006) *Making Space for Children: Planning for post-disaster reconstruction with children and their families*, Save the Children Report,

³¹ Derr, V., Chawla, L., Mintzer, M., Cushing, D., Van Vliet, W., (2013). *A City for All Citizens: Integrating Children and Youth from Marginalized Populations into City Planning*. *Buildings* 3, 482–505. <https://doi.org/10.3390/buildings3030482>

³² See Emma Warren writing in the *Developer Magazine* No.3, Spring/Summer 2020, pg 70: 'It's no surprise that during the lockdown, youth workers rolled up their sleeves and got creative'.

³³ You can access the Arup report 'Cities alive: Designing for Urban Childhoods' and read about the case studies examined in the report on here: <https://www.arup.com/perspectives/cities-alive-urban-childhood>

³⁴ The Tottenham Fast Food Project can be seen: <https://www.spacehive.com/tottenhamfastfood>

³⁵ The Tower Hamlets music space four young people can be seen on here: <https://www.spacehive.com/multi-media-music-space-4-young-people>

³⁶ Bernardino, S., & Freitas Santos, J. (2020). Crowdsourcing ideas for public investment: the experience of youth participatory budgeting in Portugal. In Gajda, O., Marom, D. & Wright, T. (Eds.). *CrowdAsset: Crowdfunding for Policymakers*, Chapter 17, pp. 353-379, World Scientific, Singapore.

³⁷ See BuildUp Foundation Projects where young people construct physical developments across London, Accessible at: <http://www.buildup.org.uk/projects>

³⁸ Pacione, M. (2009) *Urban Geography: A Global Perspective*, Routledge, Abingdon, pg 398

³⁹ See Foodhall Project's website, accessible at: <https://www.foodhallproject.org/>

⁴⁰ Read the full report by Commonplace entitled 'Where are the young people?', discussing the role of young people in placemaking and in particular digital engagement here: <https://www.commonplace.is/blog/new-commonplace-research-points-the-way-for-better-engagement-with-younger-people-in-the-making-of-places>

⁴¹ See Plan Your Brisbane game summary, accessible at: <https://jsacreative.com.au/projects/plan-your-brisbane/>

⁴² A great graphical representation of both Hart's and Shier's models can be found on the New Zealand's Ministry of Youth Development's website, here: <http://myd.govt.nz/working-with-young-people/youth-participation-in-decision-making/youth-participation-models.html>

⁴³ Harry Shier's pathways can be found here: <http://www.harryshier.net/>

⁴⁴ See the full list of Youth Participation models from 1969 to 2012 on here: <https://www.nonformality.org/2012/11/participation-models/>

⁴⁵ Place Shapers project, Accessible at: <https://www.rba.ie/project/placeshapers/>

⁴⁶ Growing Up Boulder, Accessible at: <http://www.growingupboulder.org/>

⁴⁷ Victoria Derr & Emily Tarantini (2016): "Because we are all people": outcomes and reflections from young people's participation in the planning and design of child-friendly public spaces, *Local Environment*, DOI: 10.1080/13549839.2016.1145643

⁴⁸ Designing a new community with young people in Kingston: <https://cambridgeroadestate.com/assets/pdf/CRE-Youth-Panel-report-October-2019.pdf>

⁴⁹ More information about the project is available at: <https://www.handlebar.cafe/about>