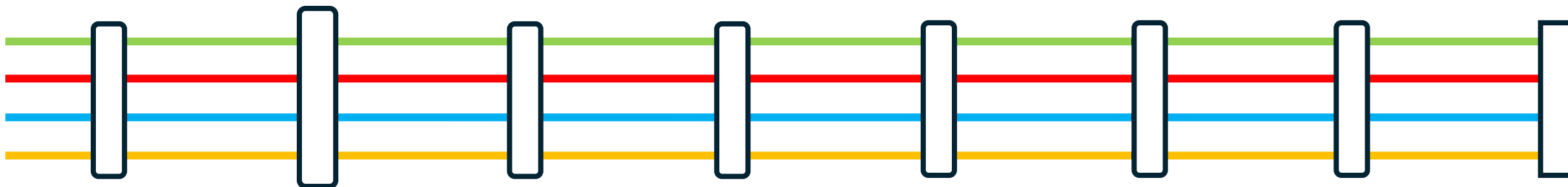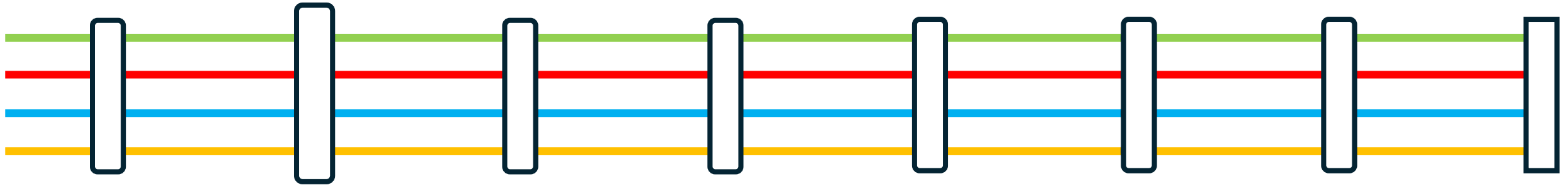# SCHOOLHOODs'
# Second Quarterly Network Report

April – June 2024

The SCHOOLHOODs network time table
Second stop – vision, objectives & actions

Line 1 - learning and exchange @ network level
Line 2 - putting things on the ground
Line 3 - what else is out there?
Line 4 - creative work with methods and tools

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Connecting to our first stop!
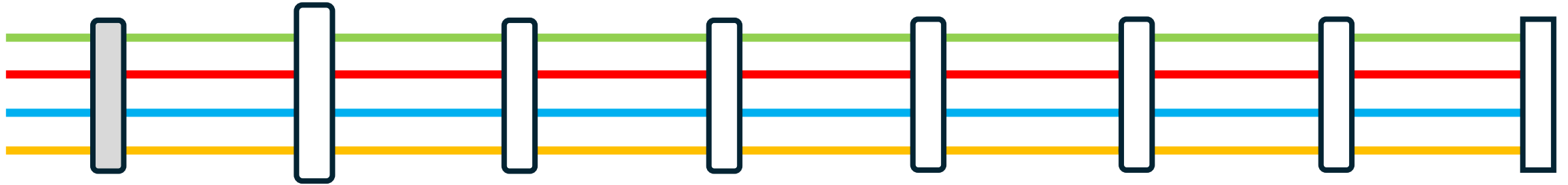
„From data to vision and actions" – this is the work theme of the SCHOOLHOODs team for its second quarter on the pathway to produce integrated actions plans to push for safe, green and happy ways to school in our network cities! Taking up knowledge an instruments for assessing the actual mobility reality and needs of our pupils (and also at least parents), SCHOOLHOODs assessed the local conditions for school journeys and compared the results to the desired „ideal" situation. Which brought the question on „What do we want to achieve" to the foreground!

Our URBACT Local Groups worked on their vision statements to clearly express how they want school mobility in their cities to be. And which specific objectives they want to pursue to arrive at the vision statement. The work on both required discipline and patience to avoid reversing the planning process: which is to „rush" to defining measures and then trying to express where this leads to. But working along the planning process stages proved highly valid, since it created a good view on how the change should look like and allowed to start researching for fitting measures that asnwer to objectives and help to come up to our visions on how children come to school in our cities.

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Line 1 – learning & exchange @network level

Working with pupils for better understanding and better actions!

With our SCHOOLHOODs webinar #2, we focused on how to integrate pupils in the work to foster more green and safe trips to school.

Our first speaker, Maja Simoneti of IPoP in Ljubljana, introduced us to the „Active Travel to School and Healthy City" programme in Slovenia. The first action concentrated on creating **Walking Buses** and **Bike Trains** in about 150 schools since 2016. Both actions simulate a bus line but instead collect pupils alongside a fixed route who walk or cycle together to school accompanied by „adult drivers".

The programme did a further step by **directly involving pupils in planning school trips**, since they are the experts in the end! Pupils **compared how they travel to school** vs. **how they would like to travel**. And then engaged in the research on suitable route and school trip conditions.

Ultimately, local communities get involved to create **walking plans** that place **schools as hubs** for slower driving, better road safety and a change on the traffic culture and regime at hand.

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#2 webinar
22.04.2024 9:00 - 12:00 CET

SAVE THE DATE

UNDERSTANDING SAFE AND SUSTAINABLE SCHOOL TRAVEL

Maja Simoneti [How do children travel to school? IPoP, Slovenia]
Loredana Modugno [Sustainable Mobility and Creative Communities, Italy]

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Line 1 – learning & exchange @network level

Working with pupils for better understanding and better actions!

Our second speaker, Loredana Modugno, showcased **gamification approaches** with children and youth to engage in public space use and its design.

The MetroGames challenged players to experience their neighbourhoods in a competition among city districts. Making use of MetroMinuto – a walkability map of the city using metro map indications of lines and distances in minutes (invented in Pontevedra), the players explored the city by scanning icons alongside the routes.

Minecraft your city invites youth to evaluate their einvironment using the Minecraft game and based on their results set objectives and designs for improvement to public space.

MyBitMap focused to develop a perceptual Community Map. Starting with the school environment and school routes, young students explored on their peceptions of space and how to change it in the light of placemaking ideas and space as a resource for people.

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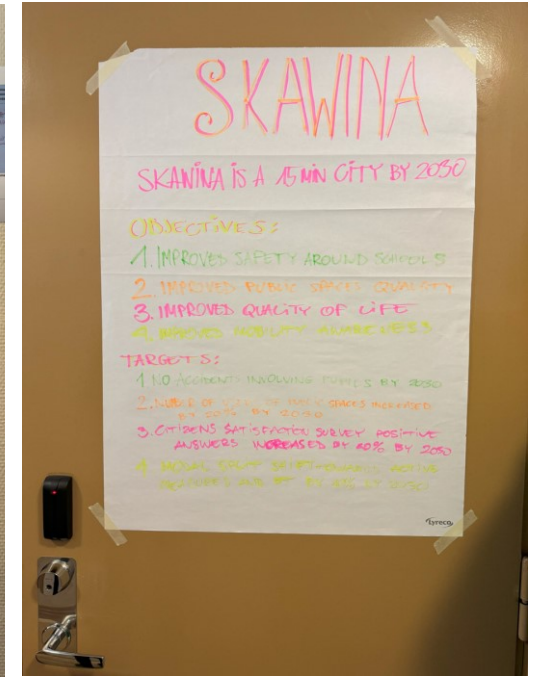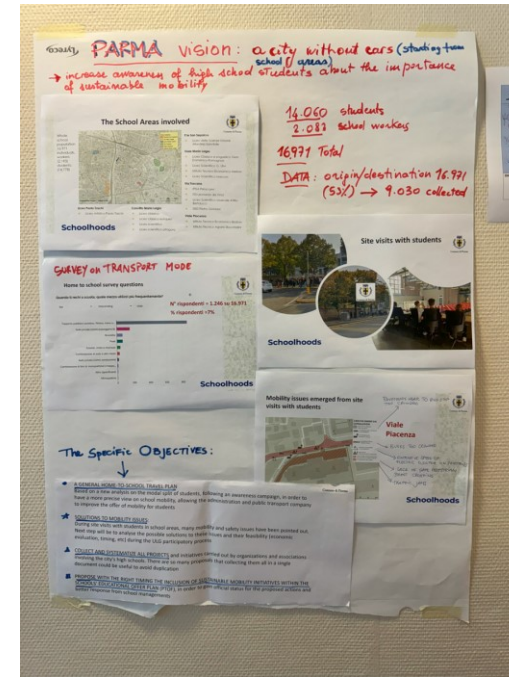# Line 1 – learning & exchange @network level

About visions, objectives and targets @ the Turku network meeting

The SCHOOLHOODs team exchanged on vision building and defining objectives bringing the local work state of play „on the wall".

Each city presented the ULG work on the topic in a poster show with the must-have elements on vision and specific objectives and if already at hand, adding targets and indicators fitting to these. Aside the posters, critical friends sheets asked all but the poster owners to give their feedback on vision and objectives collecting valuable input for their further refinement. Questions were if the vision statement is understandable, if the objectives fit to it and if they are complete (remember SMART objectives!) and finally if one feels inspired by the vision.

Feedback from the critical friends were to make sure that the vision statement should be light and catchy and not complicated. And on the specific objectives, that they need to answer to all parts of „SMART", specifically on timing and measurement options.

Line 1 – learning & exchange @network level

Taking a look ahead – talking on measures @ the Turku network meeting

„Measures, measures, measures" would be the top three answers when asking stakeholders what they want to work on. Finally, after considering how to collect data, and which, as well as taking a look to what one wants to achieve, the SCHOOLHOODs team started to look on what measures are out there. All network cities joined a measure fair by bringing their favourite two measures to the fair, be they from own experiences or from another city.

The range of measure pitched at the fair covered infrastructure, organisation and behaviour change actions. Most popular were School Streets and a Walking Bus. But the measures covered other innovative ideas as well:

→ Using **Street Mural** to demonstrate a shared space use of roads

→ Making cycling to school fun by **installing a cycling parkour** – possible for walking as well!

→ Ask students to **design a parklet** as their space to meet with friends

Line 1 – learning & exchange @network level

Talking on measures – a work case on planning actions

„Welcome to the City of Weiz!" The SCHOOLHOODs team worked on a real-world case by addressing the challenges of school mobility in the setting of the Austrian town of Weiz. The case presented the mobility conditions, services and use figures, the school environment of the example of a primary school as well as stakeholder opinons and calls for action on improving school mobility.

The SCHOOLHOODs teams was called on by the Mayor of Weiz to find solutions for the poor traffic conditions of the school. Which is facing a high volume of cars arriving at school start connected to poor road safety conditions and low levels of active mobility use. And which is facing a high level of unhappiness and concerns from parents', teachers' and pupils' side.

Welcome to the city of Weiz!

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Line 1 – learning & exchange @network level

Talking on measures – a work case on planning actions

The first appeal of the Mayor was to present him choice of solutions to the problem.

The work used an alteration of OPERA by starting with individual ideation on suitable solutions and then refining the most suitable out of these in a pairwise discussion. The chosen measures were pitched in plenary to all and to the Mayor.

As the next step, the Mayor asked the team to identify which of the many measures would help him the most. The team clustered the measures in the two fields of „motivation and organisation of traffic" and „traffic services" and then assessed these using two methods: the „Agile Focus Dartboard" for traffic services and the „NUF Test" for motivation and organisation of traffic.

The top measures brought forward to the Mayor were a Walking Bus, a Car Pooling initiative as well as an green day campaign, school streets and installing a Mobility Officer for school journeys.

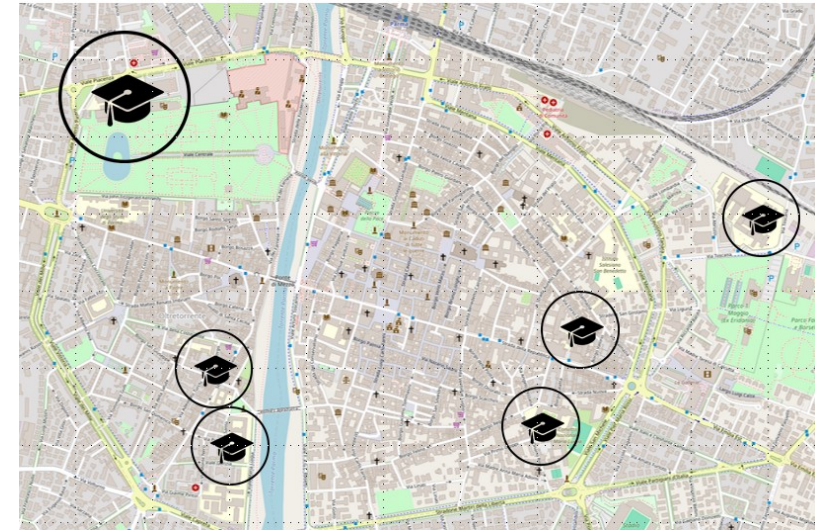# Line 2 - putting things on the ground

The Parma work case on data collection

Parma did a survey with 6 high schools on how students come to school involving 6 school locations. The results are that the vast majority (more than 800 of the respondents) is coming by public transport with private cars taking the second place with close to 200 responses. Cycling and walking is at half the figure of car use each and other transport options like motor scooters or a combination of car use with other modes take even less prominent roles.

The work with schools included school environment scans as well. The example of the Viale Piacenza (location of 2 school units) highlighted that

- there is too little space at bus stops since pedestrian areas at this point are overcrowded,
- the buses themselves are overcrowded as well,
- electric scooters are using the pavements, additionally at a far to high speed,
- there is a lack of safe pedestrian crossings and
- traffic levels are too high resulting in congested streets.

These findings form the basis for the local SCHOOLHOODs team and pupils to work on measures to improve attractiveness of sustainable travel and of road safety conditions.

High school location in central Parma, Viale Piacenza highlighted

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Line 2 - putting things on the ground

Lighter, Quicker, Cheaper – tool used in Skawina

Connected with the upcoming opportunity on testing actions, Maciej Zacher explained tool used by Skawina for piloting that are easy to implement:

- Re-use of "leftover" materials like cable reels as tables

- Use of equipment like sun loungers to create pop-up lingering spaces

- Use of spray templates with chalk or spray to give information on active mobility (wayfinding, orientation in traffic, parking of e-scooters, walkability of the town)

- Positive messaging with note boards and posters in the street

- Larger scale pavement design to create livable outdoor spaces in traffic areas
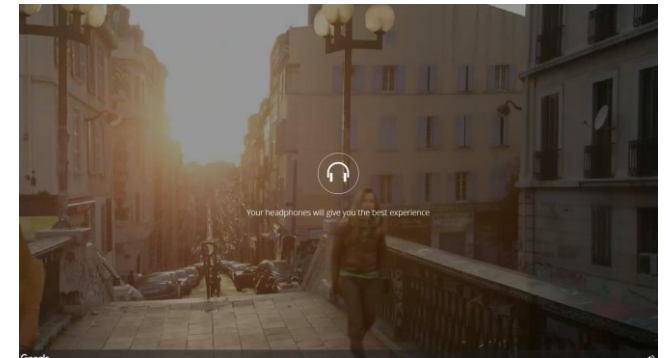
Line 3 - what else is out there?

The use of gamification for (exploring) public space

More inspiration on what is done outside our network was given by Maciej concentrating on the options of gamification:

- Play Streets using games and equipment for play in road space and public space

- Using events to bring play to public space for everyone – the example of the water slide in Bristol

- Audio guides of diverse nature bring new experiences to people walking in public space, such as by night walks with google

- And other smartphone-based gamification options that engage people in going out to public spaces to play and learn (Pokemon Go is probably the biggest example that makes people go out and walk)

Line 3 - what else is out there?

The use of gamification for (exploring) public space

More examples on smartphone APPs and games are:

- City of Memory where people can post why a location is of importance to them

- Geocaching

- Competitions with rewards applicable to outdoor environments like planting trees

- Large-scale games with designing cities and environments like SimCity, Blockhood, and Minecraft

AND not to forget the examples by Loredana Modugno in the SCHOLHOODs webinar #2, such as the MyBitMap of Bitonto!

!Check the illustrations for links!
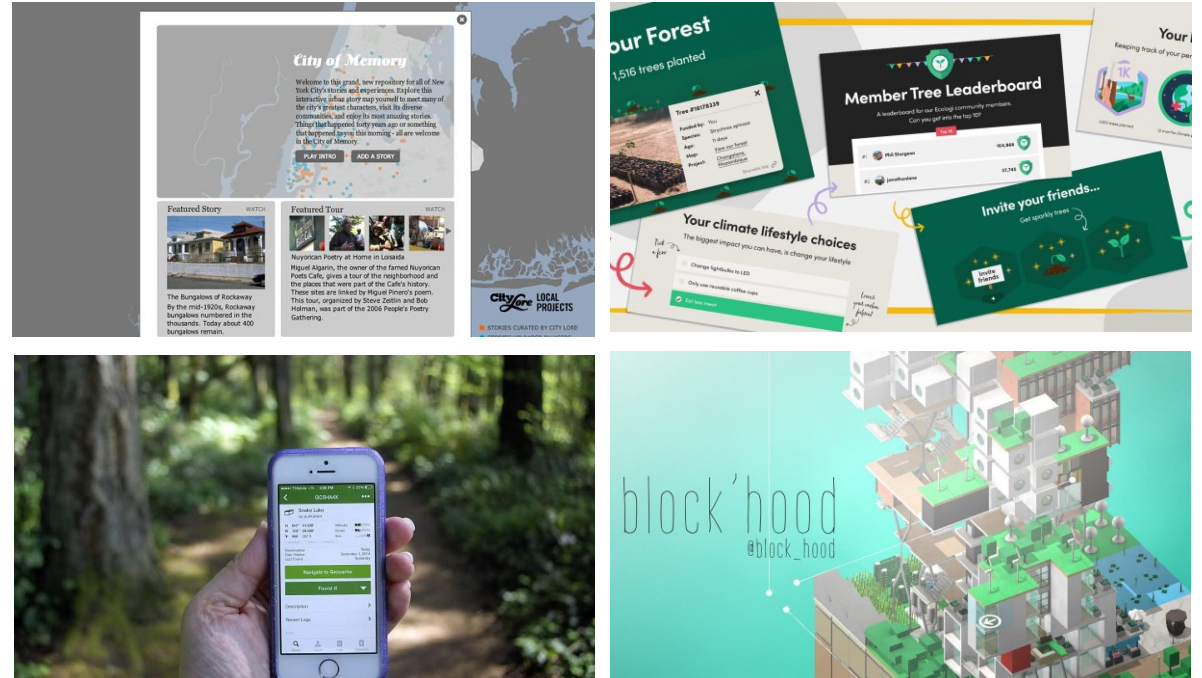
Line 4 - creative work with methods and tools
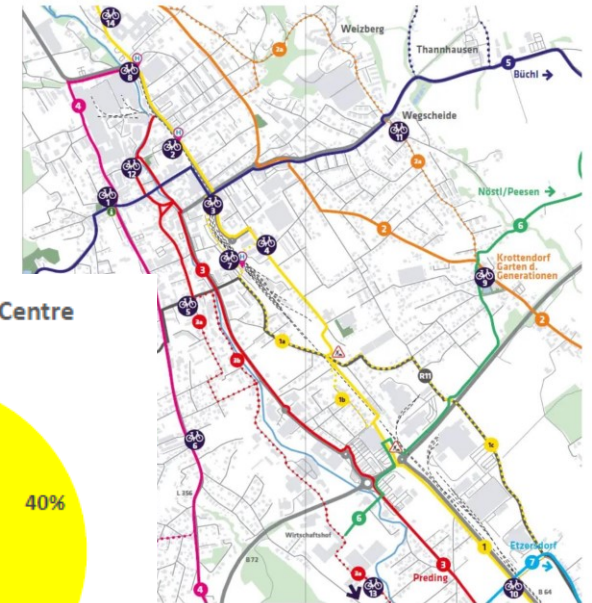
Experiences from using a real-world case

The use of a more elaborated real-word example was a inspiring experience for the SCHOOLHOODs team, but nonetheless connected to a set of recommendations:

Never underestimate the time it takes: albeit that the work was productive and swift, the last step of the tasks planned for the example was not tackled: to take out one measure and detailed it to the extend of implementation readiness using the „refining and action" table.
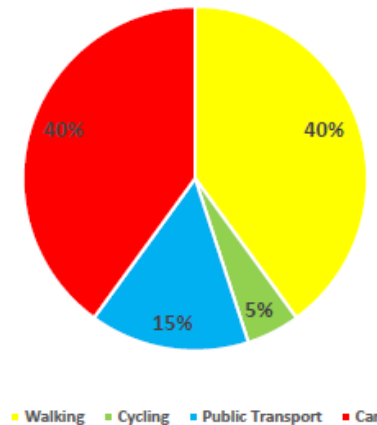
→ When planning a real-world example, consider extra time to allow discussion on the case and of work step results in sufficient depth.

→ Distribute the case details beforehand, if the nature of the work tasks allow for it. Leave out elements that describe the actual work to avoid that the team is arriving with a fixed set of solutions already.

Invest in preparing the details: albeit faced with a large set of information, the introduction of the case including the existing services at hand connected to the challenge of mobility (for schools) eased to avoid inventing the wheel anew. Proper research on details pays off to create a good learning experience.

Primary School Weiz Centre

40% | 40% | 15% | 5%

Walking | Cycling | Public Transport | Cars

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Line 4 - creative work with methods and tools

## On using the Agile Focus Dart Board and the NUF Test

The real-world case of Weiz experimented with different work methodologies next to the simulation of a planning actions exercise. The team worked with the Agile Focus Dartboard and the NUF-Test and refined the experience in lessons learnt on their use:

Agile Focus Dartboard: the tool helps to prioritise measures. Users have to decide on which measures are ready for use, which need further development but are ready soon and which need to be stored for taking them up later in the process. Factors like available resources, the acceptance level of stakeholders and matureness for starting implementation help user in their discussion. The group working with the tool saw it as an easy and good support to identify the most feasible measure for direct intervention.

NUF-Test (New Useful Feasible): the tool asks to consider if a measure will address the problem, if it is operational for use and if it is already in use (in the town or somewhere else) or novel. It asks for a rating from 1 (poor) to 10 (best). Feedback on the NUF-Test is that it needs more time to discuss compared to the Agile Focus Dartboard. It leaves more room for interpretation, as by deciding which of the three factors are more important if the total result scores a close to each other. The benefit is seen in the flexibility out of this though and in coming to a more sound result from the more detailed discussion.

The look ahead – our next station
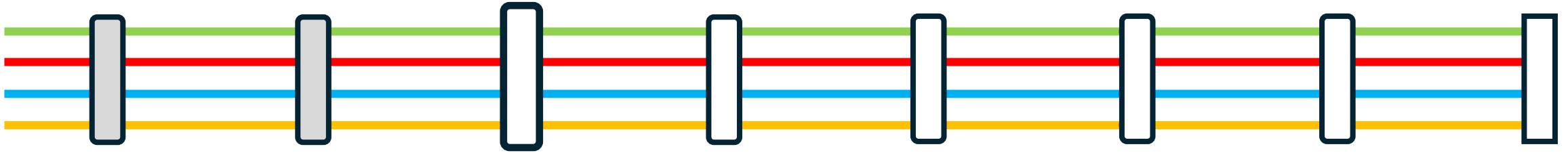
„FINALLY!" is what quite a few of our URBACT Local Group team members would say as our work progresses to focusing on measures.

But sticking to the logic of the integrated planning process to analyse and better understand the given situation and defining how the future situation will look like was worth investing energy and patience. The SCHOOLHOODs team gained ideas and knowledge to substantiate their goals by a sound vision statements and well connected and SMART objectives. And already started the exchange on the manifold measure options present in our own network cities but as well in other cities.

The task now for the next step is to consolidate vision and objectives to their final stage and discuss measure ideas that help us in coming up to the defined future scenario where children can enjoy safe, green and happy ways to school!
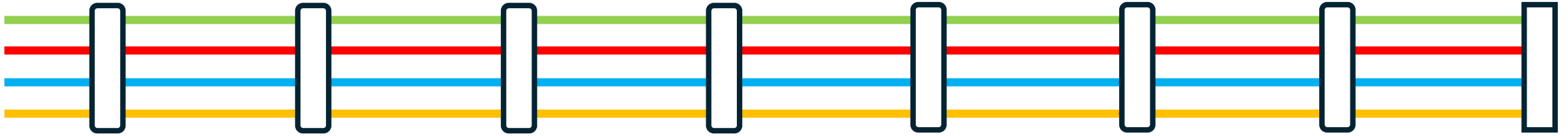
How to get in touch?

Lead Partner:

Municipality of Rethmyno

VASILEIOS MYRIOKEFALITAKIS

vmirioke@rethymno.gr

+30 28310 40019

Lead Expert:

CLAUS KÖLLINGER

koellinger@vision5.at

+43 699 18104566

**Stay tuned to learn more about SCHOOLHOODs
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