

**LA mia SCUOL
VA in CLASSE A**

NEW MOBILITY PLAN FOR THE DAILY HOME-SCHOOL JOURNEYS: “La mia Scuola va in Classe A”

Comune di Venezia
Dipartimento Politiche Territoriali
Direzione Mobilità



EU strategies: white paper 2011

a roadmap of 40 concrete initiatives for the next decade to build a competitive transport system that will increase mobility, remove major barriers in key areas and fuel growth and employment..

MAIN OBJECTIVE:

carbon emissions reduction in transport by 70% by 2050

In our cities: NEW PLANNING APPROACH



PUMAS PILOT project

Alpine Space Programme

European Territorial Cooperation 2007 – 2013

EU Territorial cooperation between Alpine Regions:

PUMAS PROJET: Sustainable Urban Mobility Plan

7 Cities Partners

7 different Pilots

www.alpine-space.eu



SUMP means...

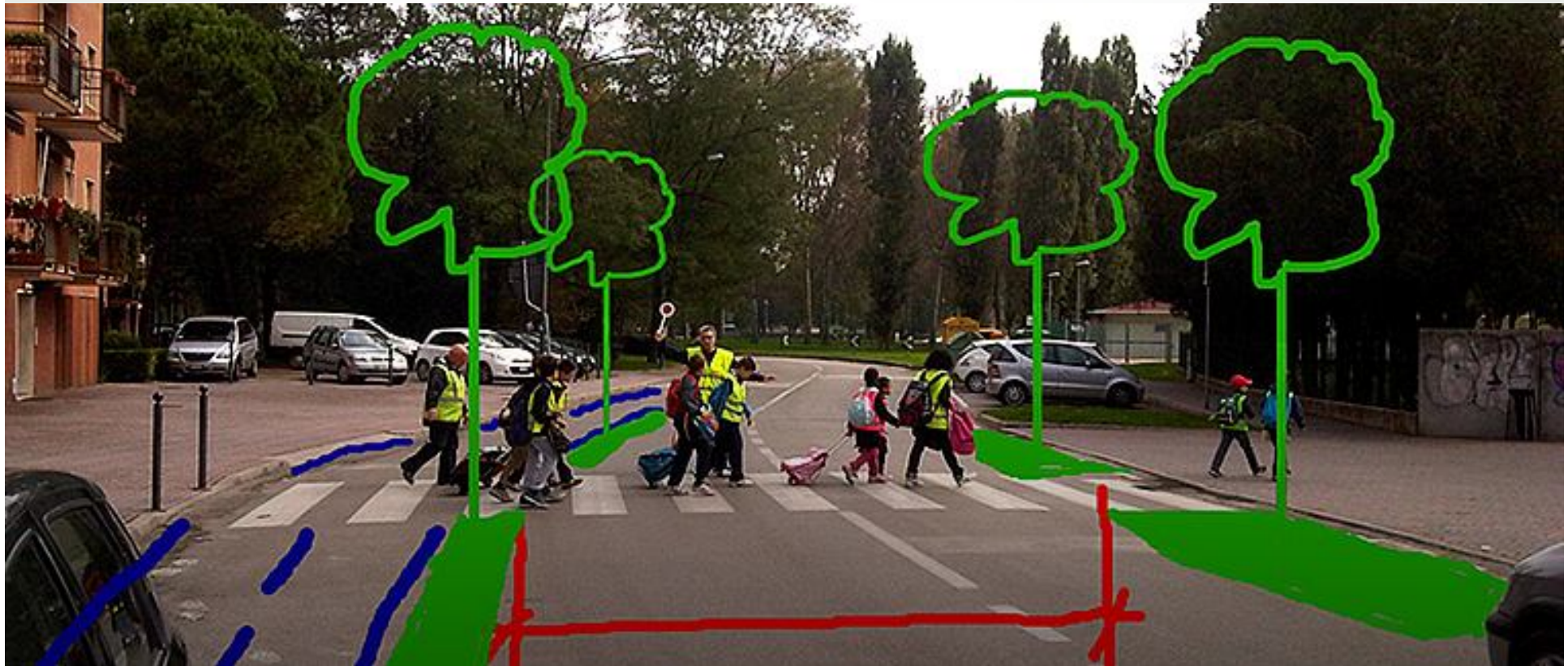
- Integrated approach between Institutions and Depts.
- Develop SMART Targets, costs internalization
- **STAKEHOLDERS INVOLVEMENT**



The Venice Pilot Project Goals

develop a “New Mobility Plan for the daily Home-School Journeys” to make school routes and arrivals safer and healthier and to promote new forms of sustainable accessibility, **INVOLVING...**

7 primary and middle school in the City, **2500 students** , their parents and teachers...



The Venice Pilot Project Goals

1_MOBILITY GOALS

- Improving road safety in local home-school trip;
- Improving the sustainable accessibility and the mobility system near the schools;
- Reduce traffic congestion during the rush hours.

2_HEALTH, ENVIRONMENT AND SUSTAINABILITY GOALS

Reducing school age health problems which are potentially related to the home-school trips (obesity and respiratory illnesses) .



Pilot Actions



Venice local Task Force: Identified Stakeholders

Constituted in November 2012 and just improved with the 7 school representatives

Composed by **30** people with different knowledges and skills:

- **10 technicians** of local public authorities (City of Venice Depts)
- **3 External EXPERTS** (urban planning)
- **11 SCHOOLS Representatives** (teachers-parents)
- **1 City Municipality** repr.
- **5 Local Associations** repr.



Task – Force OBJECTIVES

Supporting, developing, monitoring “La mia scuola Va in Classe A” Pilot Project:

HELD TF MEETINGS and ACHIEVED RESULTS

- **2012 Nov. 28:** PP presentation, TF set-up, school selection criteria
 - **2013 Mar. 12:** Collected DATA overview (pollution/obesity -illness correlation)
 - **2013 Apr. 07:** VISIONS and GOALS: a common vision, SCHOOLS selection, LOGO sel.
 - **2013 June 04:** BEST PRACTICE SEMINAR
-
- 2013 June: Best Practices elaboration, Set priorities and measurable Targets
 - 2013 Sept: New Plan elaboration
 - 2013 Oct: New Plan elaboration
 - 2013 Nov: Presentation to the Regional Forum
 - 2013 Dec: PLAN APPROVAL by City Municipality Council

2014

- MONITORING the IMPLEMENTATION WORKS in the Schools
- SUPPORTING the **Regional Forum**
- DESIGNING and MANAGING the last phase of results sharing
(*Going to School without car DAY*)



Task – Force meetings: **METHODOLOGY**

Each TF meeting is assisted by **2 experts in Facilitation**, co-ordinating the interactions in the work group in order to achieve one result by different knowledges and skills.





LOGO and Pilot Project TITLE: “La mia scuola va in classe A”



**La mia SCUOLA
VA in CLASSE A**

The local Pilot Project title
“La mia scuola va in classe A”
 It’s a “wordplay” meaning **“My school is going to A class”**
 taking inspiration from the building’s
Energy Performance Certificate
 In this case is related to the most virtuous means of transport
 to get to school: by bike and by foot
THE “A” WAY TO GO TO SCHOOL

this LOGO was chosen by our local Task Force



HOW to INVOLVE?

STAKEHOLDERS:

- 30 representatives involved in our local TF
- 7 SCHOOL involved in the Pilot Project
- 2500 students

COMMUNICATION:

- 50000 LEAFLETS distributed in the school
- 10000 FLIERS distributed in the city
- 4500 GADGETS (pens-stickers-bookmarks)
- SOCIAL NETWORK

3 BEST PRACTICE SEMINARS

- 15 Best Practices Italian-EU cities invited as speakers
- 200 people participating (TF, stakeholders)
- 2000 Best Practice publications (to be distributed to schools)



PARTICIPATORY ACTIVITIES IN THE SCHOOLS

LAUNCH and SELF-ASSESSMENT

Carried out with the help of a Facilitators Team

- **LAUNCHES** in the 6 schools: Celebration Day with several actions and surprises held in February-March 2014

ACTION 1: how do you usually come to school?

A «picture» of the current school community modal split made by children



PARTICIPATORY ACTIVITIES IN THE SCHOOLS

ACTION 2: self-made flowers FLASH MOB

Let's take our city back!

Children disseminated joy and wish of changing
around their school entrance:

A provocatory action with a deep meaning...



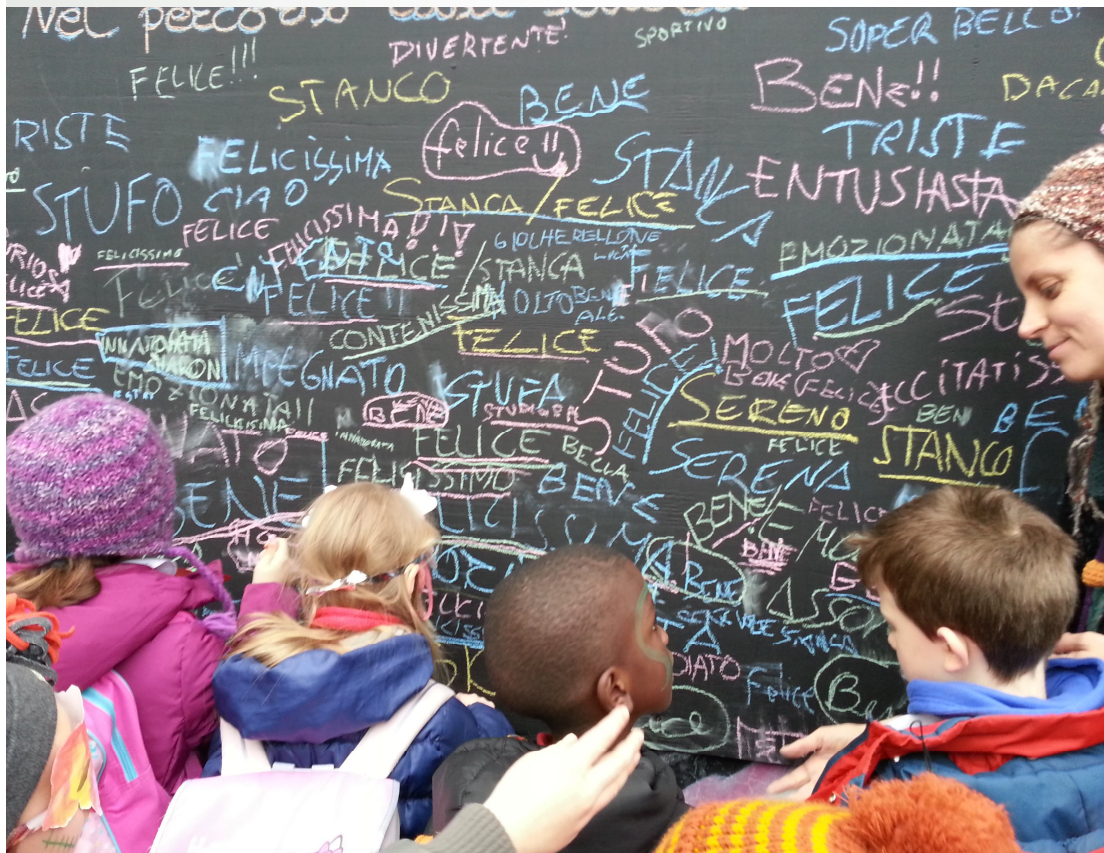
PARTICIPATORY ACTIVITIES IN THE SCHOOLS

ACTION 3:

the «MESSAGE BLACKBOARD».....Let's communicate our feelings!

What do you feel coming to school?

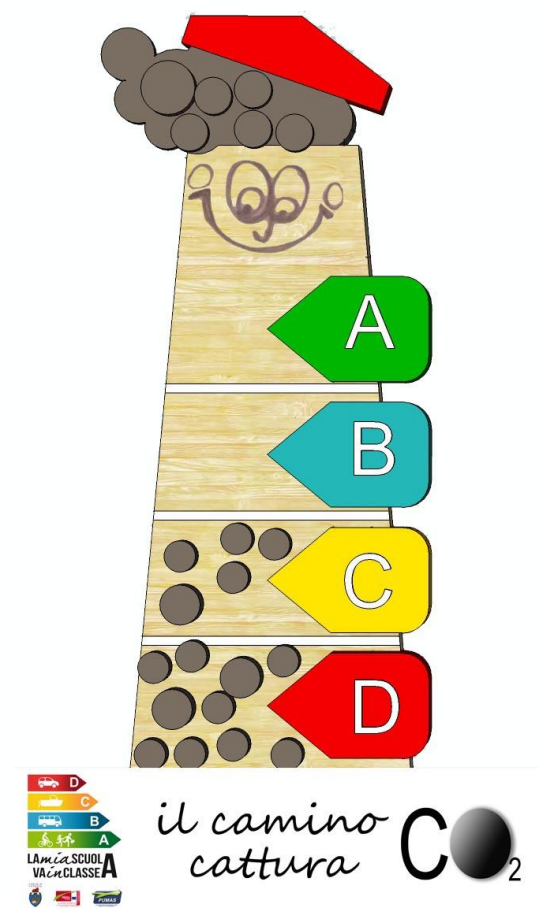
My school entrance is /should be...



PARTICIPATORY ACTIVITIES IN THE SCHOOLS

- COMMUNICATION: THE PUMAS TOTEMS**

The CO₂ capturing Chimney Stack: gaining CO₂ particles...we can get the A class!



PARTICIPATORY ANALYSIS: SAFARI

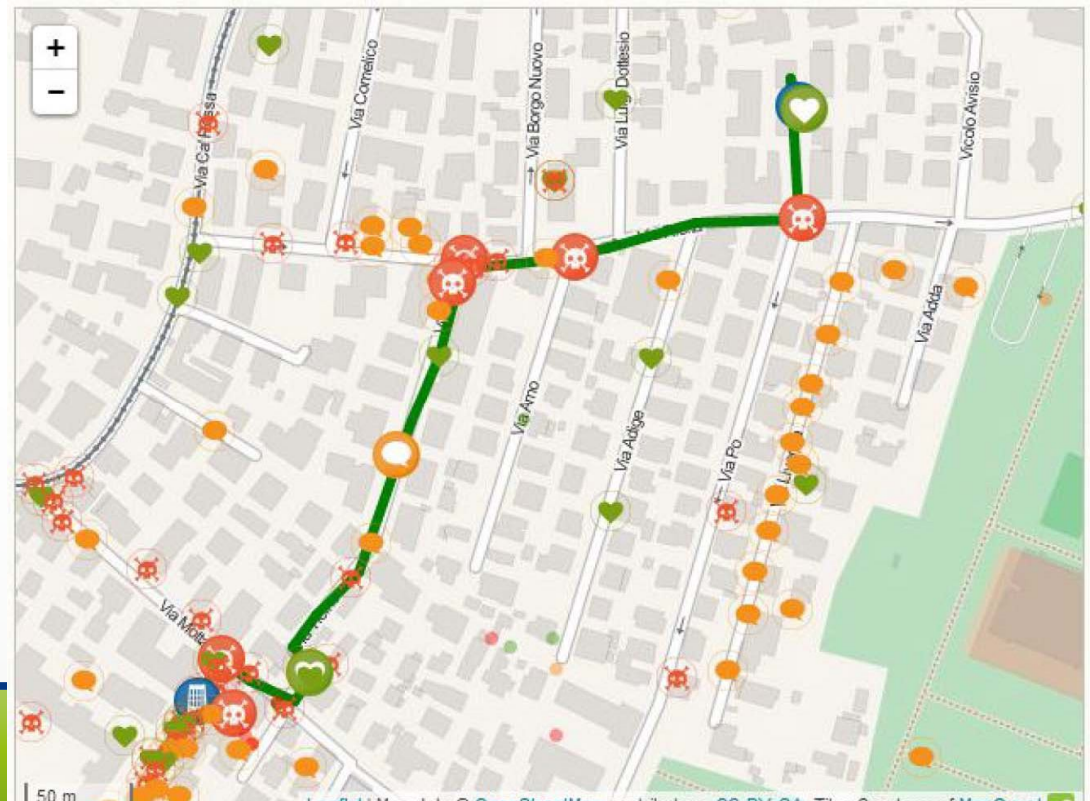
PARTICIPATORY ANALYSIS and STAKEHOLDERS INVOLVEMENT

- Hi tech VOYAGE Safari (INNOVATIVE TOOLS) and Paper Safari (TRADITIONAL TOOLS)

VOYAGE application developed by FERN-UNI_ Divided into 3 phases (MARCH-APRIL 2014):

PHASE 1 (Parents and pupils at home):

- Defined their «Avatar» and
- traced their home-school journey (output: Aecological footprint)
- Localized negative and positive spots



PARTICIPATORY ANALYSIS: SAFARI

VOYAGE

PHASE 2: SAFARI

Pupils at schools, with the help of facilitators and PUMAS team
(and at home for 1 week with parents)

Using IPADS

Defined their home school journey COMIC STRIP
(adding pictures, comments...)

OUTPUT: comic STRIPS on home-school journeys



Ciao ELENA'S ROAD!

Personaggi

Percorso

Fumetti

Messaggi

Esci

PUMAS

Disegna il tuo viaggio scuola.

Emissioni di CO₂ del percorso in 1 anno



Un albero di media grandezza
ha bisogno
di **6 anni** per
ripulire
questo inquinamento!

Ciao ELENA'S ROAD!

Personaggi

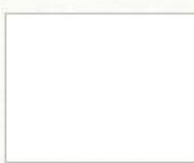
Percorso

Fumetti

Messaggi

Esci

PUMAS



Vado in macchina per 996 metri.



Vignetta



Punto

La tua vignetta ora non è collegata alla mappa. Clicca su uno dei cinque bottoni e posiziona il simbolo corrispondente sulla mappa.



Ciao ELENA'S ROAD!

Personaggi

Percorso

Fumetti

Messaggi

Esci

PUMAS

←

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+

+

Vignetta

Punto
 La tua vignetta ora non è collegata alla mappa. Clicca su uno dei cinque bottoni e posiziona il simbolo corrispondente sulla mappa.

→

pista ciclabile

in questo punto causa
aiuola di pietra si è
costretti ad invadere la
pista ciclabile con
pericolosità



aiutante vigile



ROAD SAFETY: ADULT'S EYES



ROAD SAFETY: CHILDREN'S EYES



PARENTS INVOLVEMENT

VOYAGE PHASE 3

Parents at home

Voted and Commented the comics



Per visualizzare i punti da commentare: Clicca sulla mappa per posizionare il centro del cerchio. A destra verranno visualizzati i 5 punti più vicini. Clicca sulla lista a destra sul punto che ti interessa, vota e commenta!



1) clicca sulla mappa per scegliere la zona che ti interessa

2) clicca sul fumetto da commentare e votare

- 1 di alessia (-- comments, -- votes) nessun pericolo
- 2 di a (-- comments, -- votes)
- 3 il ponte sull'osellino di flavia (-- comments, -- votes) è bello perchè ci sono molte barche
- 4 di a (-- comments, -- votes)
- 5 di alessia (-- comments, -- votes) la pista ciclabile non è delle migliori


Clicca su una descrizione per vedere la vignetta e aggiungere i tuoi commenti.

Fumetto di alessia



**3) scrivi un
commento QUI**

Aggiungi nuovi commenti
4) VOTA QUI

 Vota (-- voti)

 Invia  Annulla

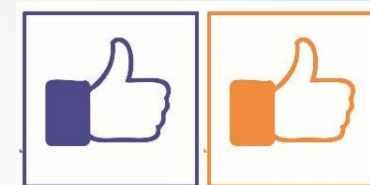
PARENTS INVOLVEMENT

PARTICIPATORY ANALYSIS and STAKEHOLDERS INVOLVEMENT

VOYAGE results Exhibitions

the results of PUMAS VOYAGE are (currently) shared in **interactive exhibitions**

Parents and pupils are invited to vote the best comic strip (by LIKE stickers)



Activity sheet with a cartoon boy character and various scenes. The sheet includes a grid of thumbs-up icons and a hand interacting with the grid.

Top Row:

- Scene 1: A yellow plastic container. A speech bubble says: "Questo è un contenitore per rifiuti". A red skull and crossbones icon is in the top right corner.
- Scene 2: A boy walking on a crosswalk. A speech bubble says: "Quando attraversi la strada, guarda bene in tutti i sensi". A red skull and crossbones icon is in the top right corner.
- Scene 3: A boy standing in front of a shop. A speech bubble says: "Questo è la mia gelateria preferita". A red skull and crossbones icon is in the top right corner.
- Scene 4: A boy walking on a road. A speech bubble says: "Non giocare sull'asfalto, sei a rischio di incidenti ed è molto pericoloso". A red skull and crossbones icon is in the top right corner.
- Scene 5: A boy walking towards a school building. A speech bubble says: "Finalmente a scuola". A red skull and crossbones icon is in the top right corner.

Bottom Row:

- Scene 1: A boy walking on a path. A speech bubble says: "Ho appena fatto un'ottima scoperta". A red skull and crossbones icon is in the top right corner.
- Scene 2: A boy walking towards a school building. A speech bubble says: "Finalmente a scuola". A blue school icon is in the top right corner.

Grids:

- Top row: 5 grids of thumbs-up icons. The first grid has 10 icons, the others have 12 icons.
- Bottom row: 5 grids of thumbs-up icons. The first grid has 10 icons, the others have 12 icons.

Hand Interaction:

- A hand is pointing at the grid of thumbs-up icons in the bottom row, specifically at the 10th icon in the first grid.

COGNITIVE QUESTIONNAIRES

PARTICIPATORY ANALYSIS and STAKEHOLDERS INVOLVEMENT COGNITIVE (paper and online) QUESTIONNAIRES

*to understand school community
habits, feelings, modal split, hot spots*

*divided into two parts :
questions to children and to parents,
in order to discover any difference
between parents and children mentality.*

There where some open and closes questions like:

- *my son/daughter usually go to school by...why?*
- *we use this specific mean of transport because...*
- *around my school I'd like to have*
- ... *(more green areas, less traffic..)*
- *My school entrance is...*

Nova Gorica | 05/06/2014

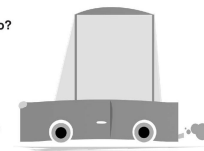


QUESTIONARIO RAGAZZI (da compilare a cura degli alunni)

classe _____
scuola _____

Inserisci una crocetta per ogni domanda, tranne dove indicato diversamente. GRAZIE!

- Quando penso al percorso casa-scuola, mi viene in mente il colore... _____
- Faccio il percorso tra casa e scuola con altri/e ragazzi/e?
☐ sì ☐ no ☐ a volte
- Di solito vado a scuola accompagnato/a da un adulto?
☐ sì ☐ no ☐ a volte
- Quando mi accompagnano, ci salutiamo ...
☐ davanti al cancello della scuola
☐ vicino alla scuola ma non davanti
☐ un po' distante dalla scuola
☐ altro _____
- Vorrei andare a scuola da solo/a (senza adulti)?
☐ sì ☐ no ☐ non so ☐ vado già da solo/a
- Il percorso casa-scuola è sicuro?
☐ sì ☐ abbastanza ☐ no
- Il percorso casa-scuola è
☐ noioso ☐ tranquillo
☐ divertente ☐ lento
☐ caotico ☐ veloce
- Se potessi scegliere, nel percorso tra casa e scuola vorrei muovermi con ...
☐ l'auto ☐ la bici ☐ a piedi
☐ l'autobus scolastico ☐ l'autobus ACTV
☐ la moto ☐ il vaporetto
☐ la barca privata ☐ Altro _____
- Vorrei che intorno alla scuola ci fosse:
(puoi inserire 2 crocette)
☐ più verde e alberi ☐ piste ciclabili sicure
☐ meno traffico ☐ segnaletica migliore
☐ uno spazio per giocare ☐ altro _____
- L'ingresso della scuola mi sembra ...
☐ Bello ☐ così e così ☐ Brutto



QUESTIONARIO GENITORI (da compilare a cura dei genitori)

Inserisci una crocetta per ogni domanda, tranne dove indicato diversamente. GRAZIE!

- Solitamente mio/a figlio/a va e torna da scuola utilizzando...
☐ l'auto ☐ la bici ☐ a piedi
☐ l'autobus scolastico ☐ l'autobus ACTV
☐ la moto ☐ il vaporetto
☐ la barca privata ☐ Altro _____
- Usiamo questo mezzo di trasporto nel percorso casa-scuola per ...
☐ per andare anche in altre scuole
☐ unicamente per accompagnare mio/a figlio/a
☐ per permettermi di andare/tornare al/dal lavoro
☐ per poter fare anche altre cose (fare la spesa, andare in alcuni uffici, ecc.)
☐ Altro _____
- Quando piove o fa freddo mio/a figlio/a utilizza ...
☐ l'auto ☐ la bici ☐ a piedi
☐ l'autobus scolastico ☐ l'autobus ACTV
☐ la moto ☐ il vaporetto
☐ la barca privata ☐ Altro _____
- Per fare il percorso casa-scuola mio/a figlio/a impiega...
☐ meno di 10 minuti ☐ tra 10 e 20 ☐ più di 20 minuti
- Lo spazio davanti alla scuola per l'ingresso e l'uscita degli alunni/e secondo me è ...
☐ ottimo ☐ buono ☐ così e così
☐ inadeguato ☐ pessimo
- Le condizioni delle strade intorno alla scuola mi sembrano...
☐ ottime ☐ buone ☐ così e così
☐ inadeguate ☐ pessime
- Il percorso casa-scuola mi sembra sicuro?
☐ sì ☐ abbastanza ☐ no
☐ non abbastanza
- Se potessimo scegliere tra l'andare a scuola con i mezzi pubblici, a piedi o in bicicletta, la soluzione più veloce sarebbe andare _____
(indica il mezzo che pensi sarebbe il più veloce che rientra tra le categorie sopra indicate)
e potremmo arrivare a scuola in ...
☐ meno di 10 minuti ☐ tra 10 e 20 ☐ più di 20 minuti

DOUBLE INTERVIEWS

PARTICIPATORY ANALYSIS and STAKEHOLDERS INVOLVEMENT

DOUBLE INTERVIEWS



ANALYSIS RESULTS: WHAT'S UP?

- **PRIMARY SCHOOLS:**
- **Average home school journeys : 400-500 m**
- **8% of pupils are going to school on their own... (Europe average 50% !)**
- **Car is the most used mean of transport**
- **70% of pupils would like to go to school not accompanied by parents...**

WHY?

- **Lack of SAFETY**
- **Fear, Anxiety (Unsafe feeling)**

RESULTS: NO INDEPENDENCE = NO GROWTH



**70% of
parents
used to go to
school
on their own**

NEXT STEPS: PARTICIPATORY PLANNING



**I bambini disegnano e raccontano i
PERCORSI CASA**



NEXT STEPS AND AIMS

**SPERIMENTAL WORKS
PLANNING**

**SPERIMENTAL WORKS
IMPLEMENTATION**

**EDUCATIONAL
ACTIVITIES**

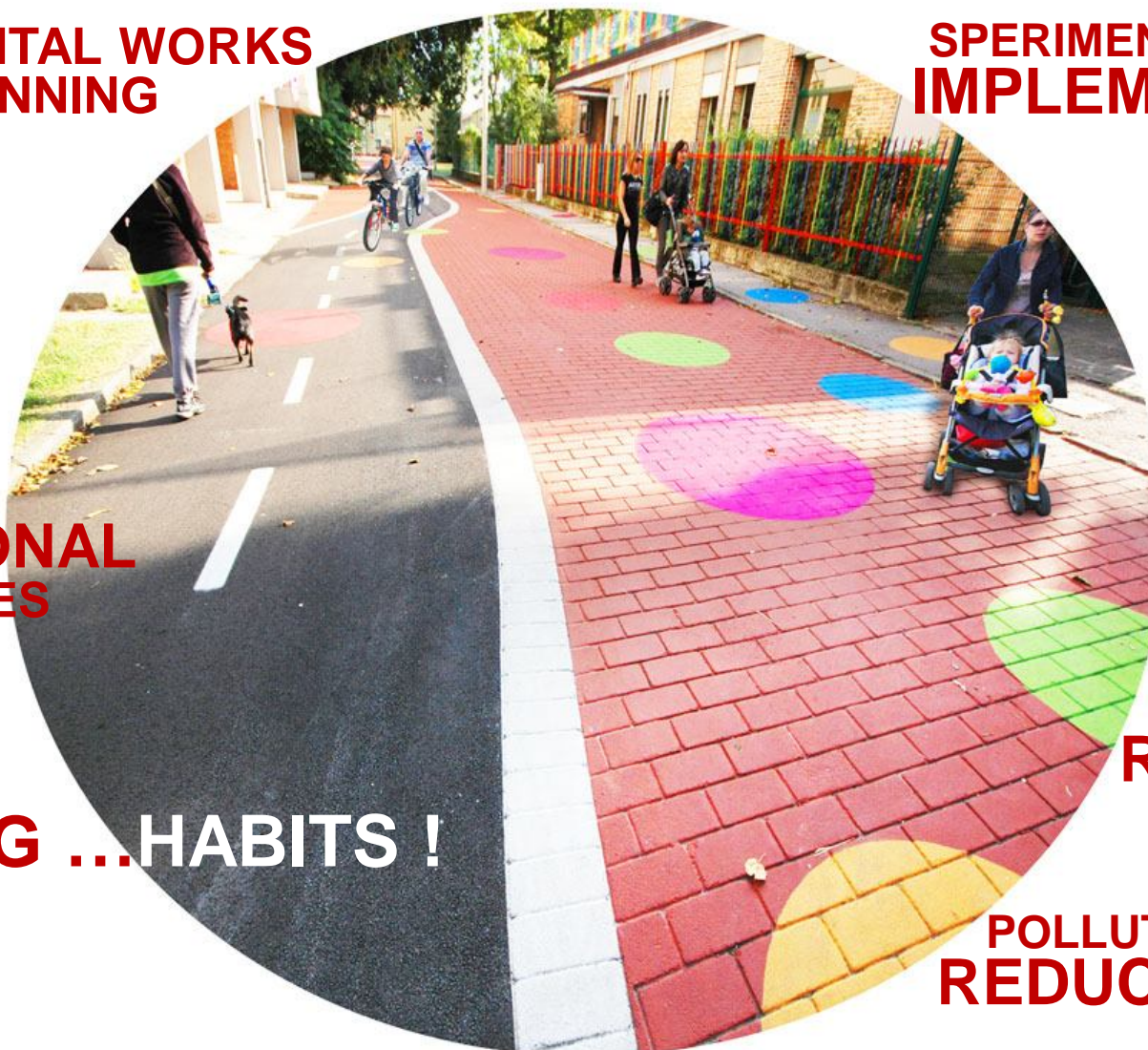
CHANGING ... HABITS !

**SAFETY
RAISING**

**MOVEMENT
RAISING**

**HEALTH
RAISING**

**POLLUTION
REDUCTION**



THE NEW MOBILITY PLAN IMPLEMENTATION

- **NEW PLAN DEVELOPMENT**
SPERIMENTAL VERSION of the
“New Mobility Plan for the daily Home-School Journeys”

Carried out with the help of an external group of Urban Planners

Based on

- Task Force meeting results (smart targets and actions)
- New Data collected (safety around schools, demographic data, best practices ...)
- Visions and targets built by Stakeholders (during participatory analisys and planning)
- Surveys and questionnaires

FORSEEN OUTCOMES for THE FUTURE:

- TOOL BOX containing and describing all the activities able to carry on the plan in all schools of our City in the future
- New RULES and EFFECTIVE MEASURES to be inserted in our City Urban Traffic and Mobility Plan
- NEW SCHOOL MOBILITY OFFICE
- AGREEMENT between Schools and Administration

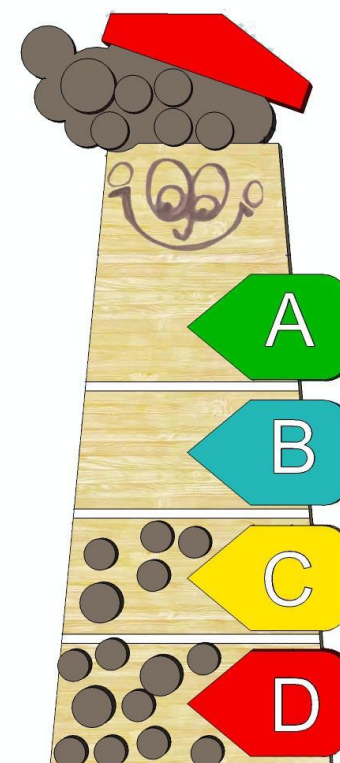
THE NEW MOBILITY PLAN

YEAR 1
Self
Assessment

YEAR 2
ACTIVITIES
Participatory
Planning

YEAR 2
ACTIVITIES
Implementation
MONITORING

«A» CLASS



ADMINISTRATION
Departements
+
NEW school
mobility OFFICE

HOW?

TUTORS
Associations
Depts...

SCHOOL
Task force
MOBILITY
MANAGER

INGRESSO della scuola
L. RADICE



LOMBARDO RADICE SCHOOL, VENICE

DOPO L'INTERVENTO





dopo l'intervento

THANKS!
grazie per
l'attenzione!



www.scuolainclassea.com
www.pumasproject.eu
www.alpine-space.eu

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