Batumi Safe Way to School Tactical Urbanism Playbook

Batumi Safe Way to School Project | June 2022

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BATUMI CITY HALL

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FOREWORD

A message from Mr. Archil Chikovani, Mayor of Batumi

The Municipality of Batumi has a clear interest in green urban development and promoting sustainable urban transport. Based on these interests, the city has developed a Sustainable Energy Action Plan, an Integrated Sustainable Urban Mobility Plan, a Green City Action Plan and gradually implements measures offering sustainable, safe and affordable public transport to citizens and city visitors, arranging and rehabilitating relevant infrastructure, and encouraging sustainable mobility.

In 2021, Batumi City Hall, in cooperation with the regional programme ‘Sustainable Urban Mobility in the South Caucasus’ (Mobility4Cities), realized an exciting opportunity to facilitate a community-driven solution: With the aim to create a safe route to school for children and encourage them to be more active we launched the ‘Safe Way to School’ project in Batumi - a concept that promotes walking and cycling to school through infrastructure improvements, creating a safer environment for children and parents, impacting the overall well-being of citizens. The concept also entailed educational and awareness-raising activities.

Representatives of different public entities, local civil society, as well as the students, teachers and parents of N14 public school were actively involved in identifying the challenges on the way to school. With their active participation, in spring 2022, the Safe Way to School Tactical Urbanism Pilot project was implemented. This offered an opportunity for children, their parents, and other stakeholders to re-imagine how the route to school in Batumi can be made safe, attractive, and active for all. The locally implemented project like a 'Safe Way to School' can influence the next generation of Batumi's children and adults, contribute to their health and well-being, and develop habits of an active lifestyle from an early age. Furthermore, this approach addresses the regional issues of vehicle emissions by offering more alternatives for sustainable mobility.

I would like to thank all the organizations and people involved in this project. Their engagement was crucial for the success of the project. I am confident that the recommendations and measures outlined in this document will significantly contribute to making the routes to school safer and creating a more child-friendly and healthy environment in the school zone and surrounding areas.

Sincerely,

Archil Chikovani
Mayor of Batumi

Message from school N14 public school student

`I am extremely happy that school N14 became a part of the `Safe Way to School` project and implemented Tactical Urbanism Pilot, because I think that school location is vulnerable in terms of road safety due to heavy traffic that poses danger to school children and people living in the neighborhood. The process itself was very interesting, educational, and fun. Almost the whole school community was involved in various activities. Painting the street in front of school was my favorite activity. It was a great pleasure for me to observe how the school territory was transformed into a colorful and beautiful place and how happy and satisfied the children were while walking, cycling or playing in the area`.

Ananno Makharadze
Student at School N14, Batumi, Georgia

INTRODUCTION

A SAFE WAY TO SCHOOL

In many cities around the world children walk to school. This is not only important for a child's physical health, but also improves their ability to focus during class, properly assess risk and feel well-connected to their surroundings. But in a growing number of cities, active mobility (walking, cycling, skateboarding, or other active means of active travel) to school is under threat. One cause is the raise in levels of car ownership and use, increasing traffic volumes around schools, often leading parents to drive their children to school. This means even more cars on the road and less priority for pedestrian safety.

Many cities around the world are trying to address this challenge as crashes due to road traffic are a leading cause of death for people ages 5 to 29. Additionally, increased carbon emissions continue to negatively impact air quality, causing respiratory issues in children. Finally, more children being brought to school by car means that a growing number of children are not getting enough physical exercise.

Negative effects of car traffic on children include:

- Globally 500 children die each day from road traffic crashes
- Around 127,000 children under age five die each year from outdoor air pollution worldwide
- 81% of adolescents (age 11 – 17) worldwide do not get sufficient amounts of physical activity, leading to physical and mental health issues (Source: Designing Streets for Kids (NACTO, 2020))

Positive effects of active mobility for children include:

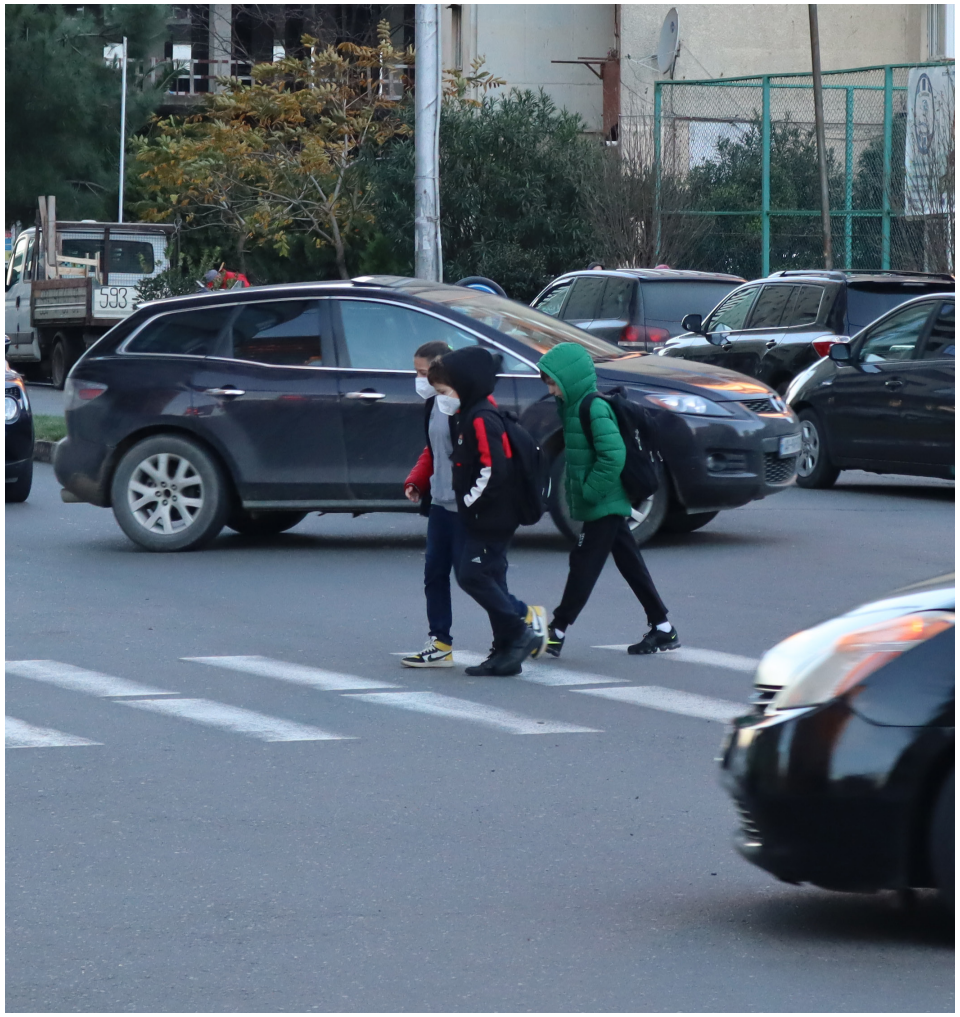
- Walking and cycling are healthy: The more active children are at a young age, the more the chance to establish those habits long term
- Children arrive to school fresh and open-minded – studies show physical activity improves a child's ability to focus and retain new information
- Builds trust within children
- Builds community connections
- It is safe for others
- There is less congestion

COMMON SAFETY ISSUES ON THE WAY TO SCHOOL

Typically, the most common safety issues children face on their way to school relates to motorized traffic. There are a growing number of cars on the road generally, as well as near schools. This is especially so around school drop-off and pick-up times. This can cause unclear situations around right of way and parking, as well as and reduced visibility of smaller children.

Common traffic safety issues around school are, for example:

- Speeding traffic
- Parked cars blocking the view of children, and blocking space to walk
- Double parking, further reducing clarity and visibility (drivers do not see children and the car blocks the view of the children)
- Parents dropping off children who do not consider the needs of the other children walking on footpaths or crossing the street – creating unsafe conditions for those children
- Unsafe crossings on the streets along the walk (or cycle) to school (at intersections, or mid-block)



Children crossing at Inasaridze, Batumi, Georgia

TACTICAL URBANISM

Tactical Urbanism[1] is an approach that can be used to address traffic safety on the way to school. It is an action-oriented approach that is used for neighbourhood building in a short-term, temporary way at low cost. It brings changes in the built environment at a specific location, and it is scalable to other locations. The aim is to test the changes in the built environment with the aim of a long-term change. Typically, programming, communications actions and support from the community are part of the process of doing a Tactical Urbanism pilot. The materials, tactics and actions showcased in **Figure 1** are the most used in tactical urbanism projects.

Tactical Urbanism is different from conventional city planning, which typically deals with large scale, expensive, inflexible projects, that need slow processes. These projects are often not transparent due to long duration as well as technical jargon. **Appendix I** provides a reading list with more information about Tactical Urbanism practices and examples.

1 Other terms that are used: DIY urbanism, pop-up urbanism, or urban acupuncture.

Figure 1: Low cost and removable materials and tactics that are used in Tactical Urbanism. (Source: Jacqueline Sherlock Norheim, Street Plans Collaborative)

Figure 2: Small scale intervention with potted plants that prevent drivers from parking in a space (Batumi)

Figure 3: Larger scale intervention of a multiple day school street at Public School number 14 (Batumi)

CREATING YOUR OWN PROJECT

No matter whether you are a school principal, a teacher, a parent, or you are working for a city, anyone can initiate a Tactical Urbanism project. The first project can be very small-scale, like the example in **Figure 2**. It can also be a larger scale intervention like the creation of a multiple day School Street with activities, like the Safe Way to School pilot in Batumi at Public School Number 14, as shown in **Figure 3**.

This Playbook is the result of the Tactical Urbanism pilot for Safe Way to School in Batumi that was developed together with a variety of stakeholders. It contains general information on the process of setting up a pilot and outlines how that pilot developed in Batumi between June 2021 and May 2022. The Playbook is meant to inform and inspire school principals, teachers, parents, as well as city administration or politicians.

The chapters in this Playbook follow the process of the pilot in Batumi from 1) Choosing a school; 2) Mapping the situation; 3) Developing the tactical urbanism concept; and 4) Implementing the street transformation; followed by 5) Documenting the results of the tactical urbanism pilot.

1.0 CHOOSING A SCHOOL

A Tactical Urbanism pilot for improving a safe way to school starts with deciding which school will be the pilot school.

Preferred Qualifications of a pilot school are:

- Primary schools with a small catchment area (ideally less than 3km)
- An active parent group or parent-teacher association
- An active student's council or student leadership group would be an asset but not required
- Qualified schools able to designate at least one staff member and one parent-lead to "champion" the Safe Way to School pilot and be a point-of-contract for the project team
- School containing on-site facilities that can be used for workshops with children, parents, and school staff

In case multiple schools meet the qualifications, a competition for the schools can be considered. In this case, the initiators should strive for clear and consistent communications with all stakeholders, including the public, to inform them and build support for the project. Selection criteria for the competition should be established and communicated with interested parties. The team will need to encourage schools and community groups to submit their interest in participating in the project. A short press release announcing the project and providing interested groups with details of the selection criteria and where to submit their proposals will be an important step.

The team may draw upon past project experience to highlight school submissions that are geographically set up for planning safe mobility routes and offer the best opportunity for participatory planning.

Here we list several **Selection Criteria** that interested schools should meet:

- Explain why they would like to be part of the pilot project. Ask schools to include any existing challenges or opportunities they recognize within their school community
- Express a desire to keep up or increase the number of children that walk and cycle to school, including identifying the willingness from the school community (parents, teachers, and students) to participate in the process
- Demonstrate an interest and ability to involve students, parents and staff in interactive workshops that are led by the project team
- Express willingness to support the project team in raising awareness of the pilot and publicising educational campaigns
- Be open to participating in a tactical urbanism project that will temporarily change the design of the street to create a safer environment for children to walk, cycle or roll to school

CASE STUDY: N14 PUBLIC SCHOOL

SAFE WAY TO SCHOOL PILOT AIMS TO HELP SCHOOLS BY IMPROVING WALKABILITY

Walking to school is a great way for children of all ages to start the day. In addition to providing physical health benefits, walking is a social activity, allowing children time to connect with peers outside of the classroom, forming friendships and bonds that help them feel happy in their school environment. Walking each day also improves concentration in the classroom, so children arrive alert and ready to learn. Improving walkability around school communities leads to happy students, happy teachers and happy schools!

In an effort to improve the safety of walking in Batumi and get more kids walking to school, City Hall is coordinating with Mobility4Cities and the Dutch-International consultancy Mobycon to develop a tactical urbanism pilot aimed at creating safe ways to walk to school. Focused on creating temporary changes to the street design, the pilot will help make the streets and surrounding areas of one local school safer and more comfortable for school children to walk with their caregivers and friends.

The project team along with Batumi City Hall will work with one local primary school to temporarily change the environment surrounding the school. Working with staff, the students and their parents, visioning exercises and interactive workshops will help identify why students don't walk to school already, and what would make them feel more comfortable. A plan will then be developed for the temporary intervention, which the school community will help install in early to mid-2022. Although the project is aimed at improving walking, the installation of the temporary changes will also be a community event, strengthening the connection between students, teachers, caregivers and the whole school community!

Improving the safety of walking to school in Batumi is a vital part of improving a child's confidence, independence and health. Through this pilot, we can come together to find solutions that will make Batumi safer for walking to school and build a stronger community.

Are you a school leader and interested in participating in this pilot? Read the participation criteria below and submit your interest. On behalf of the whole project team, we look forward to working with you to create a safe, fun and enjoyable experience for walking to school!

Sample section of Pilot Announcement of School Search (See **Appendix II** *for full announcement)*

2.0 MAPPING THE SITUATION

When it comes to creating a Safe Way to School pilot, there needs to be a good understanding of the existing situation before creating a concept. Namely, the following questions should be addressed: What exactly is the traffic situation on the way to school; and Which parties should be involved in understanding the situation and developing a plan? In this chapter we first look at the landscape of local parties and from there we move to the topic of mapping the traffic safety challenges on the way to school.

2.1 Mapping the Landscape of Local Stakeholders to Build Partnerships

Building partnerships in the community is an important factor for the success of a tactical urbanism project. It helps to understand the needs of a variety of voices and define the goals of the project. It also helps to create awareness and the excitement that is needed to mobilize volunteers and supporters of the project.

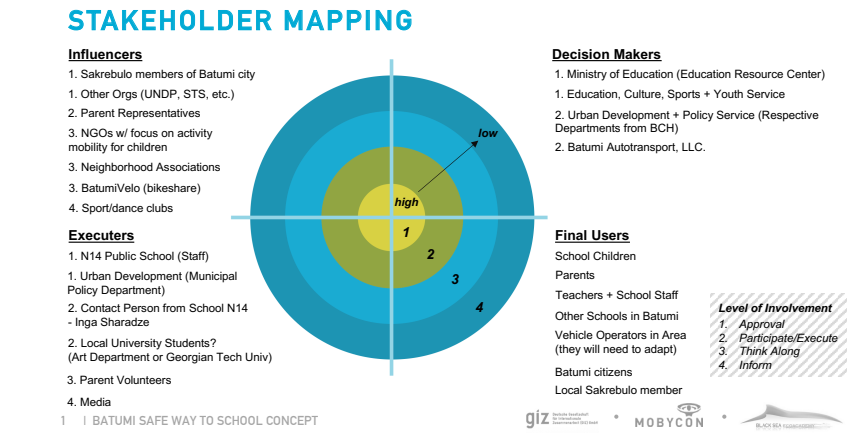
2.1.1 Kick-off and Stakeholder Analysis

At the start of the project, the initiators should organize a kick-off meeting to begin thinking about key players in the community that should be involved in the process.

Key questions are:

1. Who's needs should we consider?
2. Who are the key players that represent those needs?
3. Can these key players be our potential partners?
4. What will be the influence of the key players in the project?
5. How do we want to collaborate and build positive relationships with them?

CASE STUDY: N14 PUBLIC SCHOOL



Stakeholder Mapping diagram Batumi Safe Way to School Pilot

A **Stakeholder Analysis** can be a good tool to map the answers to these questions. In the analysis the stakeholders are grouped together in a quadrant, based on the expectations for their role within the 'Safe Way to School' project. It is a visual overview that helps to define key communication channels and helps the initiators establish a unified strategy for stakeholder engagement.

2.2 Mapping the Traffic Safety Challenges on the Way to School

Once the school has been selected and stakeholders are mapped, it is time to begin forming a project team and preparing for the engagement activities that will inform the concept of the intervention. This is the stage in which the traffic safety challenges on the way to school are mapped in a participatory way.

2.2.1 Baseline Information

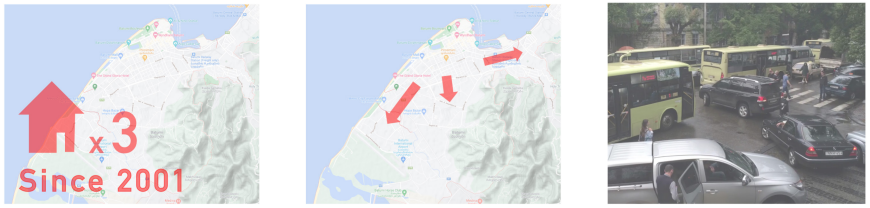
Beginning with background research, the initiators gather baseline information about the physical context and knowledge about the location. The following list of topics is a starting point for creating your topics and questions list that guides your interviews with the different stakeholders you've identified in the previous step and want to interview. The collected information is then summarized to provide a clearer picture of desires in the community.

LIST OF TOPICS
Catchment area of the school
Routes to school, identifying different modes
Planned (road construction, education, etc.) projects that should be considered
Character of the streets around the school
Current barriers to getting the community to arrive to school safely
Has the school community been vocal about improving traffic safety around the school?
Can we anticipate any push back from the community/business owners/ etc., for the tactical urbanism intervention that could negatively impact the perception and outcome of the project?
School details, such as number of children, school times, entrances etc.
School policies around drop-off / pick-up (i.e. minimum age for independent arrival and departure from school)
Street painting policies, policies around closing streets to car traffic, or accessibility legislation
The image of cycling/walking related to private car use
Engagement of children and parents
Existing communications channels

The responses to the interviews and the enthusiasm it sparks amongst stakeholders will inform the initiators about content for the project as well as determine which stakeholders should be involved more closely in the project by becoming a project partner. As a follow-up step, the initiators establish partnerships with clear roles and from this point on there is a project team. The team meets regularly (i.e., bi-weekly) and collaborates in subsequent preparatory activities, as well as in the implementation and documentation of the project.

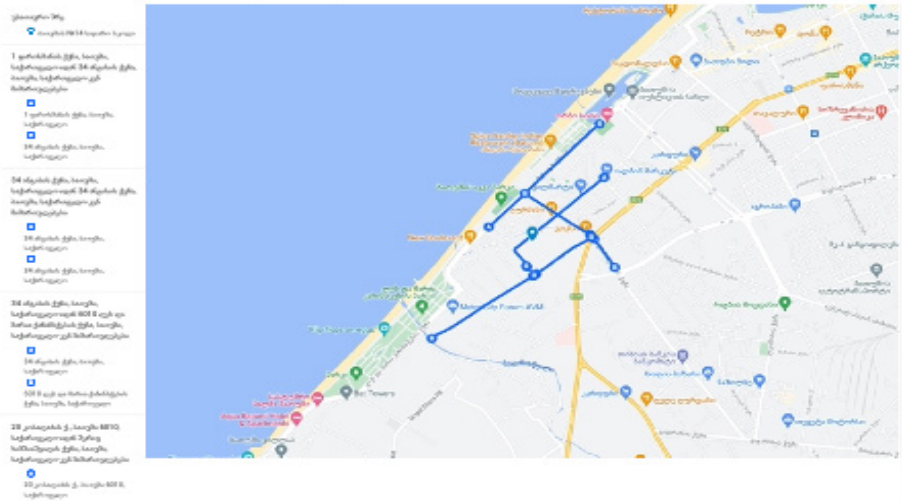
CASE STUDY: N14 PUBLIC SCHOOL

DEVELOPMENT TRENDS



Real Estate Competition → Growth of Outer Neighborhoods → Pressure on Existing Street Network

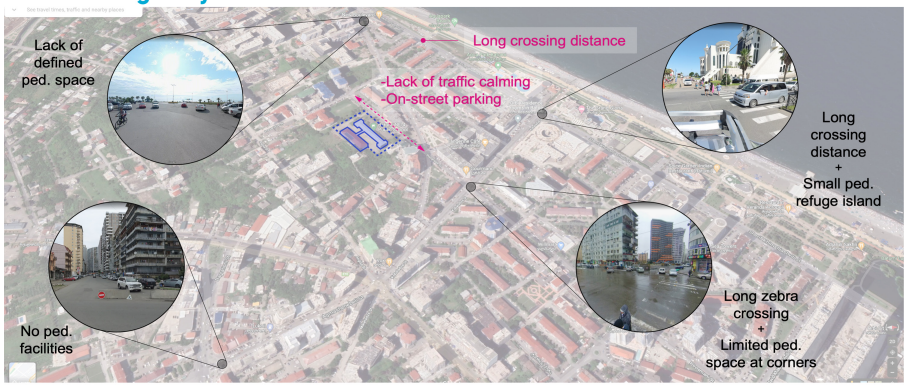
Batumi School Surrounding Territory



Baseline Route Mapping Batumi Safe Way to School Pilot

CASE STUDY: N14 PUBLIC SCHOOL (continued)

Existing Physical Barriers



2.2.2 Collecting Needs and Wants - Planning the Engagement

To collect needs and wants from children and parents, several interactive engagement activities should be conducted. Possible activities could include walk-in cafes with interactive maps, “Draw Your Route” activities, child-led walking tours, games and treasure hunts with children, and walking tours with parents/adults where they evaluate the safety of the streets between home and school.

The project team decides on which activities to conduct for different groups (children of different ages, parents, and teachers). Once this is defined, balanced agreements are made about the division of responsibilities and tasks between the various parties and persons on the project team. The team can now begin preparation for the engagement, collecting and creating materials, establishing a schedule of events, and planning for outreach.

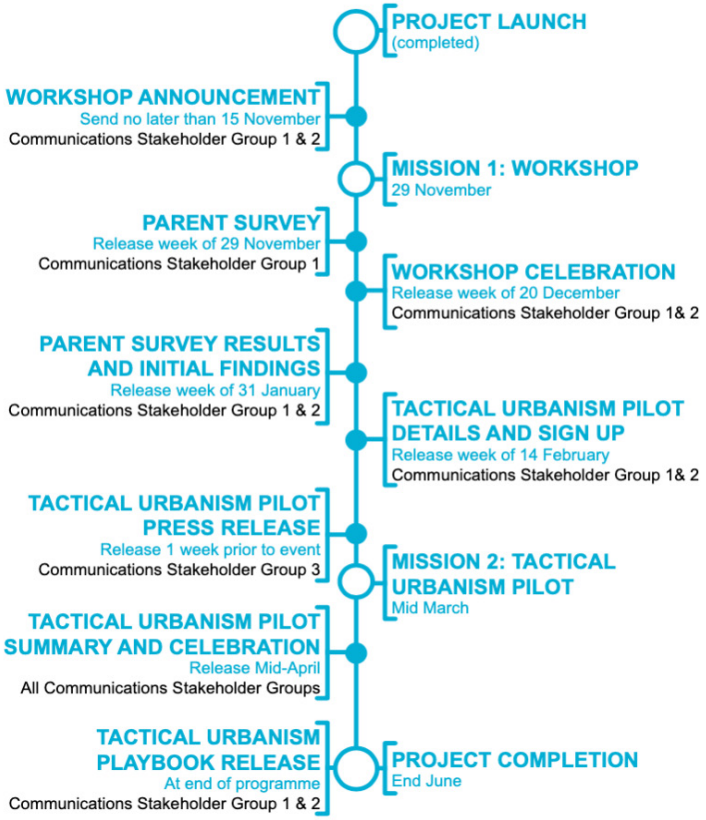
2.2.3 Establish a Communications Plan for Engagement

With stakeholder groups defined and activities planned, it is now time to communicate with the intended audience for these and future activities. At this point, it is helpful for the team to develop a **Communications Plan and Timeline**. This plan identifies who needs to be communicated with, at which stage of the project they need to be informed, and what mediums should be used to effectively communicate with each group. Mediums can be channels through the selected school, local newsletters, social media communication, etc.

CASE STUDY: N14 PUBLIC SCHOOL

COMMUNICATIONS TIMELINE

Based on the programme work timeline, the following communications timeline is suggested to maintain communication with all above identified groups in a timely manner and when appropriate.



2.2.4 Using Participatory planning to inform the concept

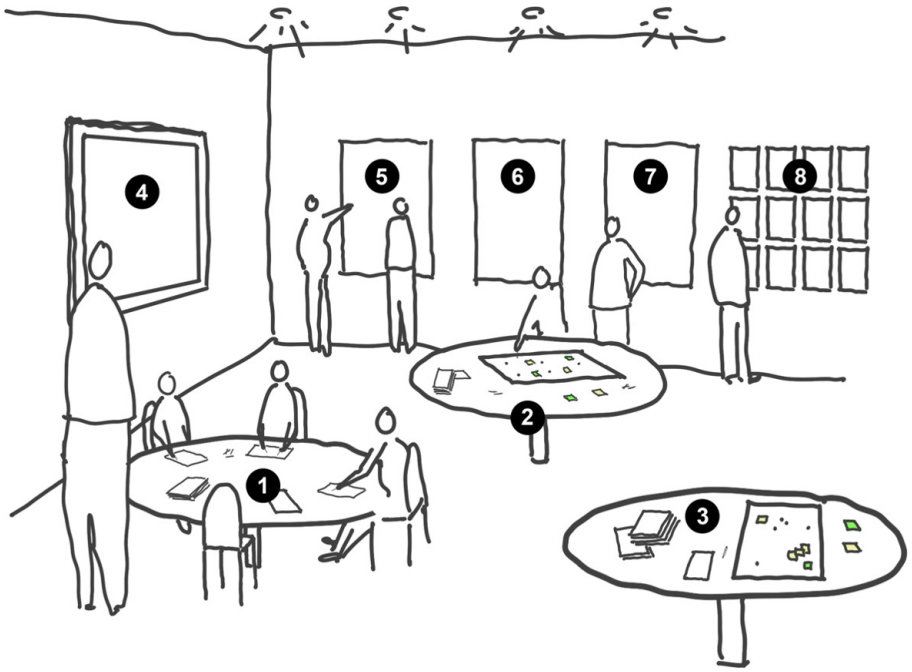
Now the fun work gets to begin: Engaging with the stakeholders to understand which traffic safety problems are experienced, including an understanding of their root causes. After all, the aim is to develop a meaningful concept for a tactical urbanism intervention that will address these causes. The following paragraphs describe various engagement activities that will ensure your tactical urbanism project meets the **needs and wants** of the community as best as possible. Through the process of delivering the activities, the project team will be well-informed about the main problems and root causes.

Site Visit/Orientation

The project team meets for a walking tour of the neighbourhoods that are part of the school catchment zone. The team observes the built environment as well as the behaviour of children, parents, and other road users. In this phase each team member takes notes, and pictures and videos are taken. The findings are discussed within the team and the first impressions are established.

Walk-in Cafes

As key stakeholders of the project, children and parents are a focal point of the engagement process. The project team can host Walk-in Cafes with interactive maps and “Draw Your Route” activities. Project posters that describe the project and tactical urbanism can be hung on the wall of the room. Furthermore, photos and descriptions of examples of projects from other cities and schools will help to explain the ideas behind the project.



Walk Along to School

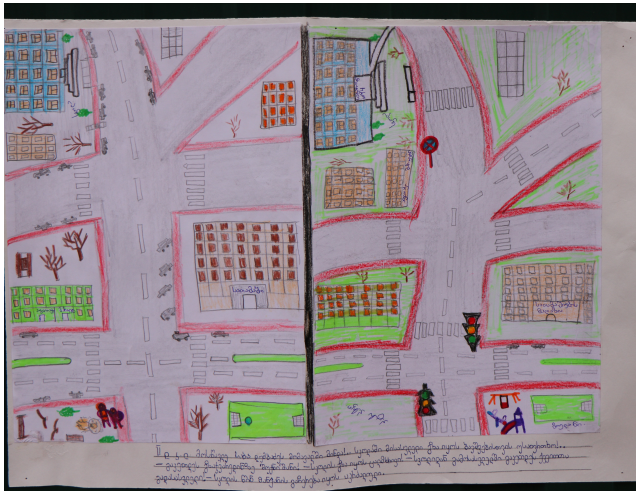
To experience what it is like for a child to walk to school, it is recommended to have a walk along with schoolchildren (one at a time). The child can explain in real time what they see, hear, or feel and the person from the project team who walks along can experience this first hand. Also, the traffic behaviour of the child can be observed, and questions can be asked real time, on site, which may reveal new insights.

Parent Survey

Apart from gathering qualitative information through the types of activities that already have been described, there is generally also a wish to collect some quantitative information. This typically includes information about how children get to school (per age group), and how parents perceive the traffic safety on the way to school.

In **Appendix III** you can find the project explanation boards that were used to introduce the topic. **Appendix IV** includes several case studies that showcase examples from other parts of the world. **Appendix V** contains examples of questions for a parent’s survey and **Appendix VI** contains examples of sheets used for the engagement of the children.

CASE STUDY: N14 PUBLIC SCHOOL

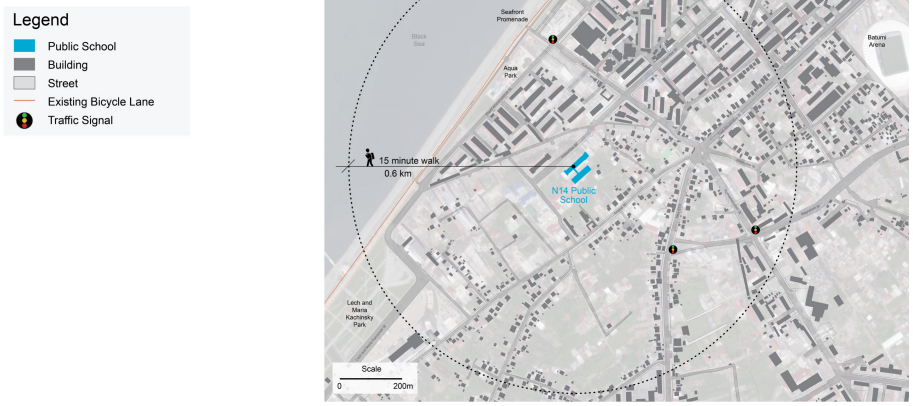


2.2.5 Engagement Summary and Potential Location Site Visits

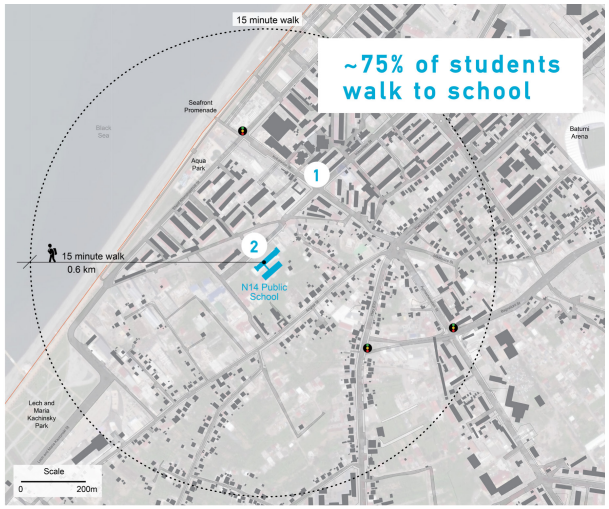
With engagement activities completed, the project team will summarize what they learned throughout the engagement and formulate a summary of the main safety issues on the way to school. They can also begin to identify locations for the tactical urbanism project and visit these locations again to further assess suitability and necessity. The engagement summary and location review will be used in the next phase of the project.

CASE STUDY: N14 PUBLIC SCHOOL

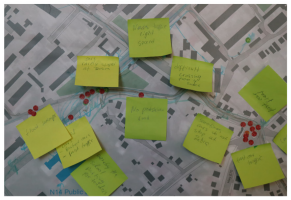
SCHOOL LOCATION



WAY TO SCHOOL

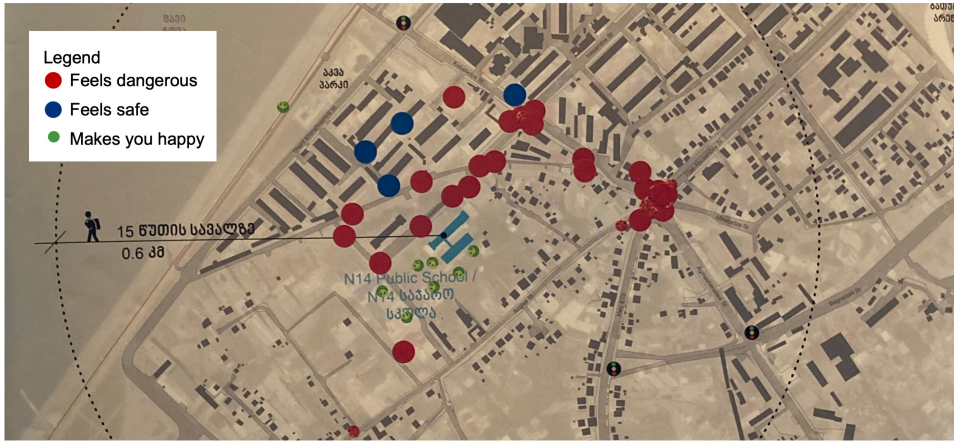


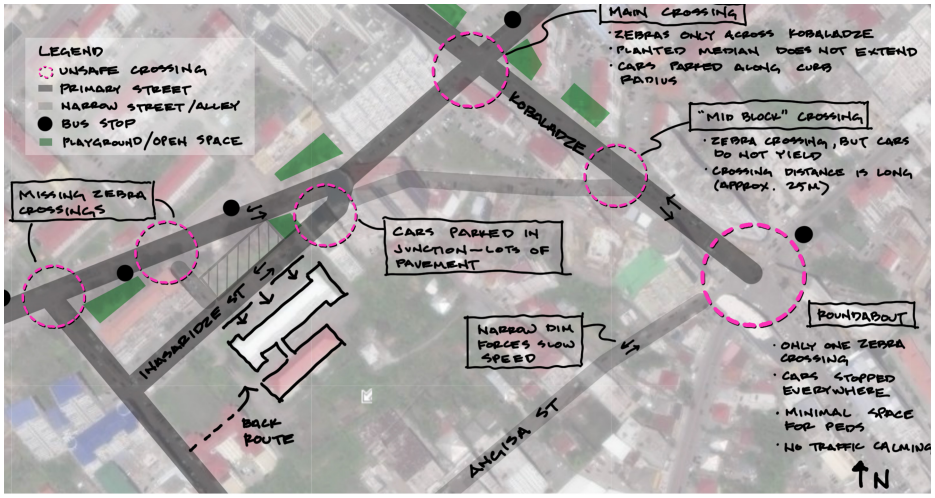
FEEDBACK FROM PARENTS, CHILDREN & TEACHERS



CASE STUDY: N14 PUBLIC SCHOOL (continued)

CLEARLY DEFINED CHALLENGES





DESIGN OPPORTUNITIES

3.0 DEVELOPING THE TACTICAL URBANISM CONCEPT

Now that the team has learned what the main safety issues on the way to school are, including an understanding of the root causes, it is time to create a concept that will be implemented in the tactical urbanism project. Using the feedback from the engagement process, collected references of best practices and intervention styles, this step will focus on bringing together all the elements to create a complete and engaging temporary intervention for the selected space.

3.1 Draft Preliminary Concept

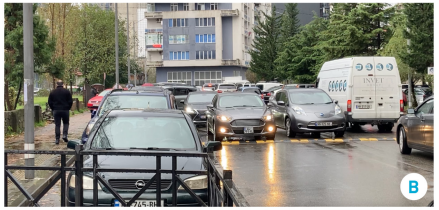
The draft concept will draw from the engagement summary in the previous step. The project team will develop core principles for implementing a 'Safe Way to School' tactical urbanism project. These may include a combination of spatial interventions, social programs, strategic partnerships, or policy proposals—it is dependent upon the needs and interests of the pilot school and other local stakeholders. The concept developed can utilize a variety of materials from paint, temporary barricades, plants, trees, etc., to enhance the space and meet the needs identified.

Depending on the scale, budget, and purpose of the intervention, the concept can employ ***light, medium*** or ***heavy*** interventions. Each of these interventions vary in terms of flexibility: *light* - easily moved, adapted, or removed depending on the success of the event; *medium* - semi-permanent, removed with assistance, or fading over time; *heavy* - permanent and therefore immovable without large effort and/or expense. By having these levels of materials and options available, the project team and local partners can easily measure and evaluate the intervention in execution if necessary or establish it as a more permanent feature with a little more ease. This also allows for flexibility in available budgets if needed.

The draft design should be presented to key stakeholders and then be refined based on comments and feedback.

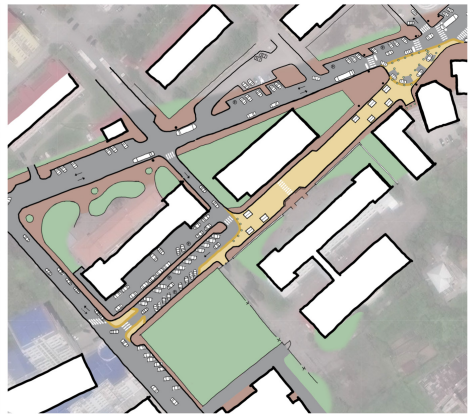
CASE STUDY: N14 PUBLIC SCHOOL

EXISTING CHALLENGES – INASARIDZE STREET



DESIGN IDEAS – INASARIDZE ST

- Close vehicular access immediately in front of the school using paint, vertical elements and vendor stands
- Define southern zebra crossing with painted curb extensions
- Switch the west side of Inasaridze to one-way to make space for angles parking
- Discuss if a school drop-off zone is necessary at one or both sides

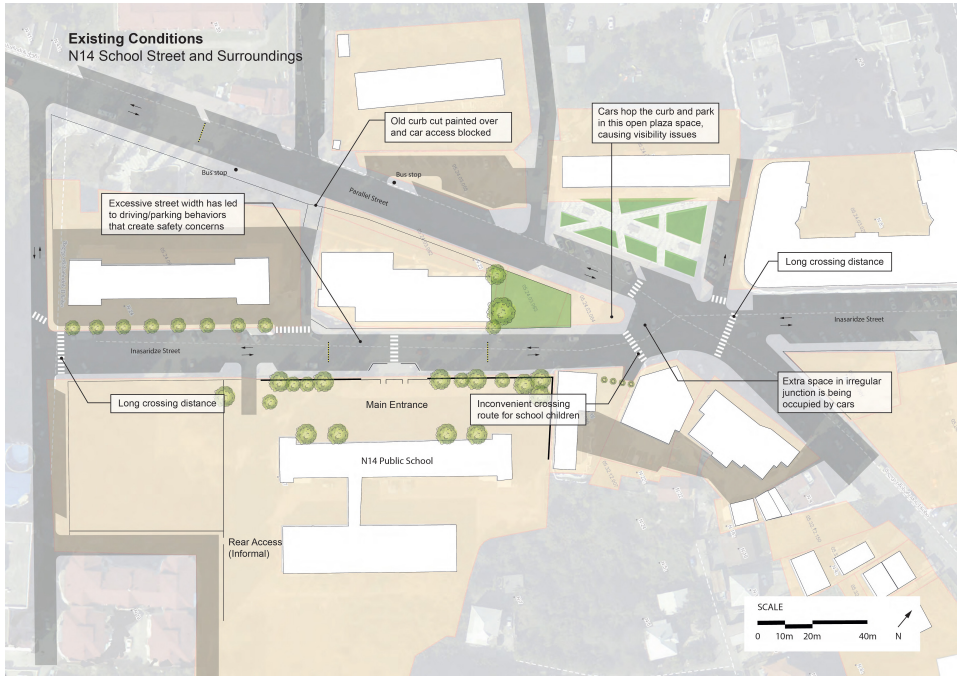


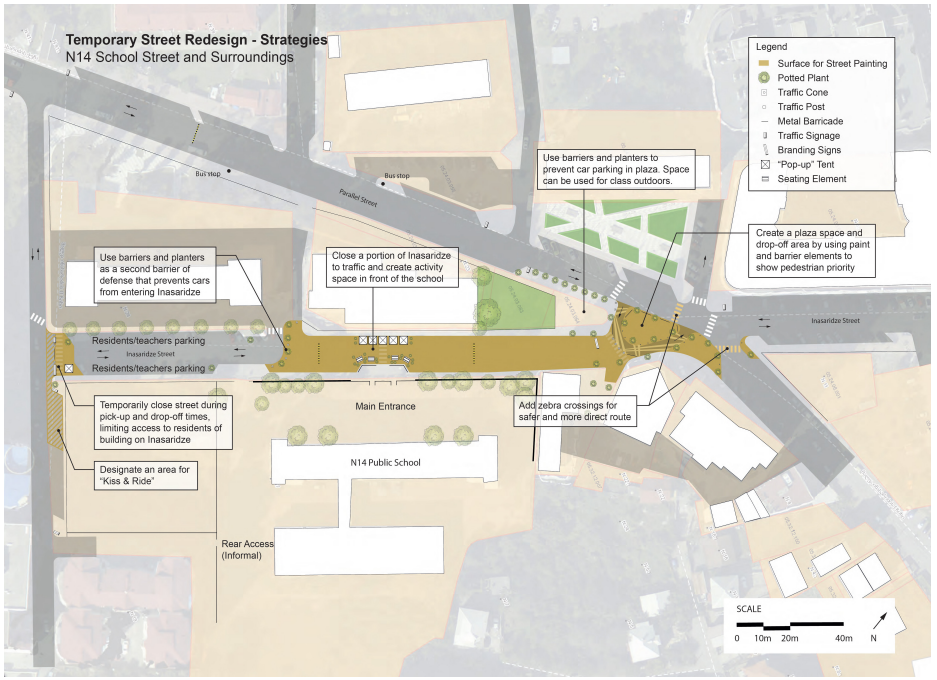
3.2 Finalizing the Tactical Urbanism Project Design

After making refinements to the proposed concept, design visualizations for the tactical urbanism project must be created. These visualizations clearly illustrate changes in geometric design and list the materials that are needed to facilitate a safe and attractive temporary change to the street design.

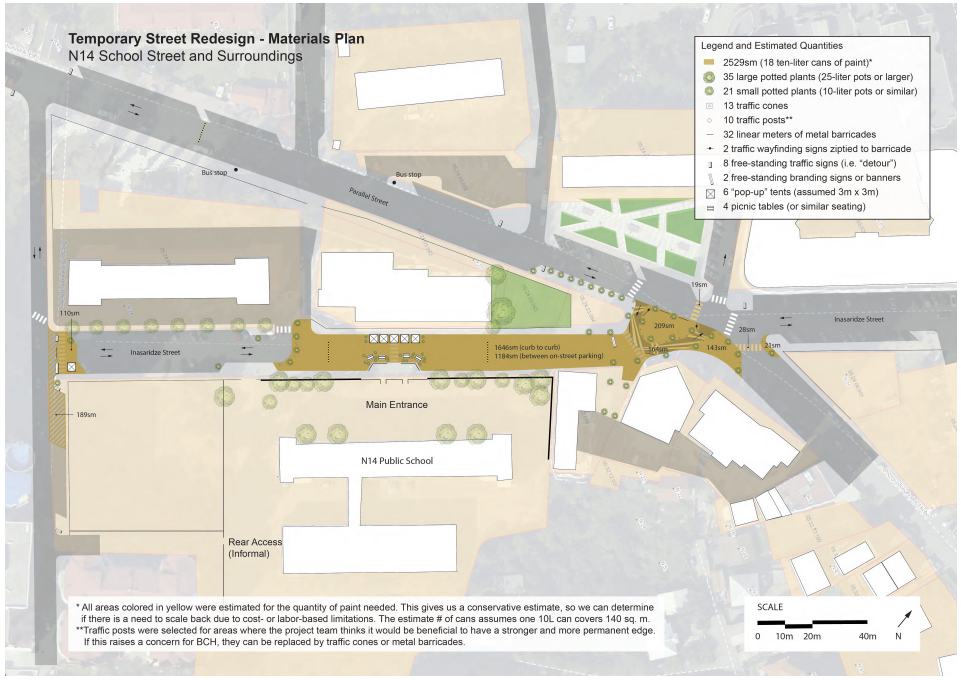
This final design is then presented to all partners for final approval and to build excitement for the project. At this point, the process of preparing for the installation can also begin, with roles and responsibilities clearly identified. This includes who will collect/acquire which materials, who will recruit volunteers, and a timeline of activities. At the end of this step, a completed design, materials list, and an installation and activities schedule should be complete.

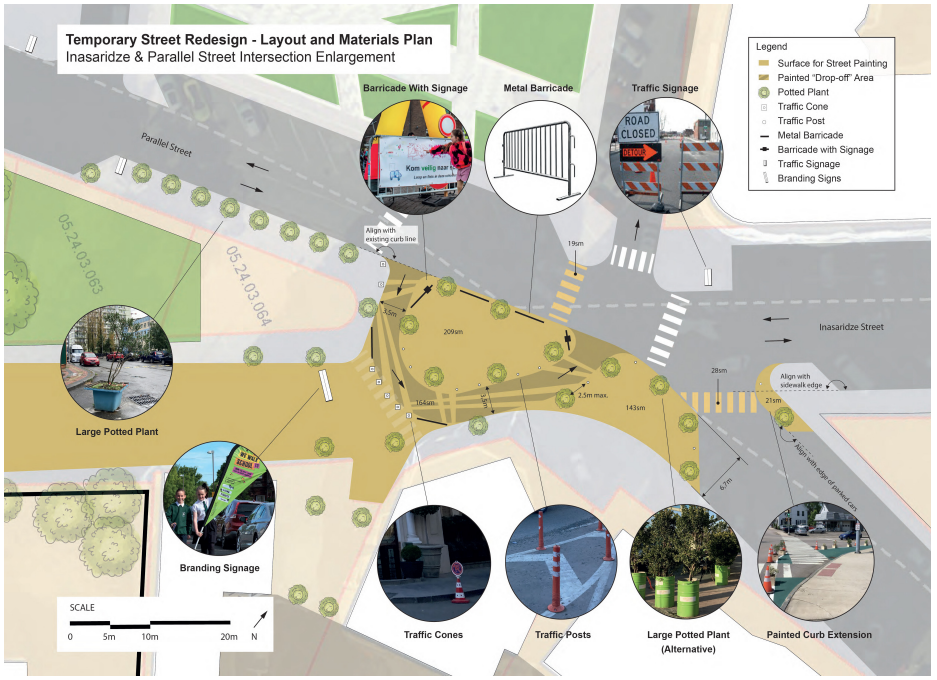
CASE STUDY: N14 PUBLIC SCHOOL



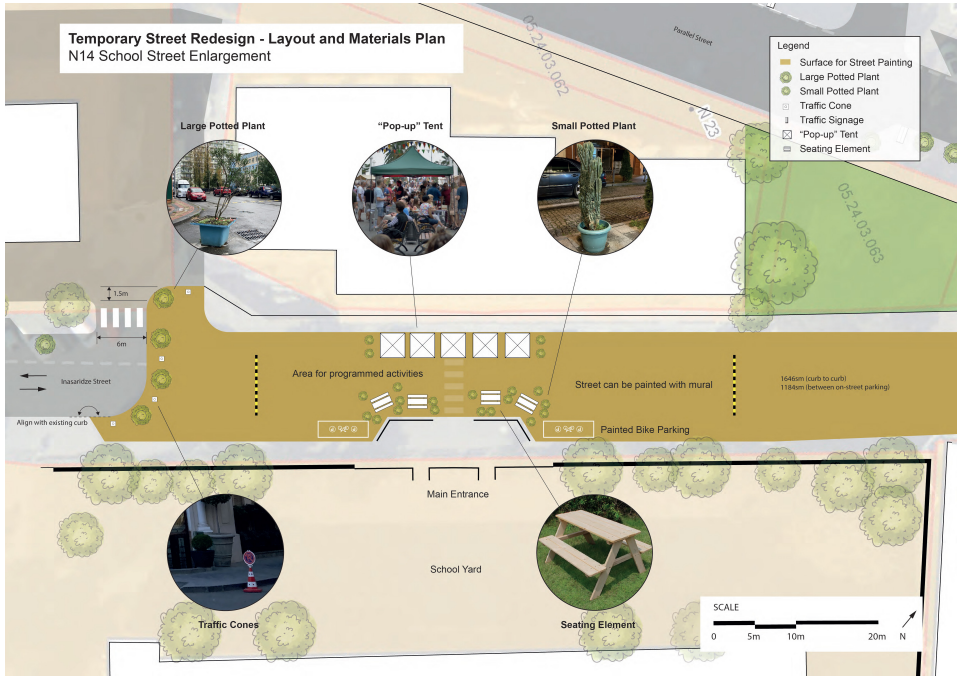


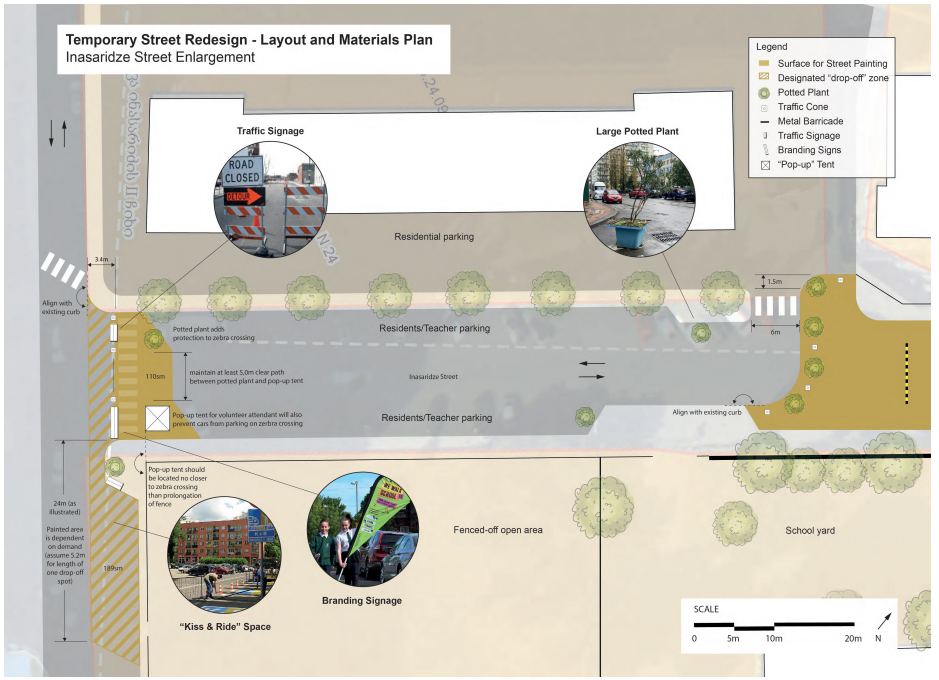
CASE STUDY: N14 PUBLIC SCHOOL (continued)





CASE STUDY: N14 PUBLIC SCHOOL (continued)





3.3 Building Community Buy-in

With the concept finalised and planning well-underway for the installation, it is time to let people know what will happen to their community! A press release about the tactical urbanism intervention should be developed and released to the public celebrating the upcoming intervention. Be sure to be clear about the purpose, timeline, and physical elements of the intervention, including any changes to parking or road use by cars. This avoids misunderstandings or miscommunications about the intervention and helps ensure the event is successful and not overshadowed by potential negative responses. Refer to the **Communications Actions** in **Appendix VII** for an example list of outreach mediums and methods. **Appendix VIII** is an example press release.

At this stage it is also important to make sure that there is outreach to the school community and stakeholders to invite them to volunteer for activities and to participate in the events. The different types of activities that volunteers are expected to execute should be communicated in this stage.

CASE STUDY: N14 PUBLIC SCHOOL

CASE STUDY: N14 PUBLIC SCHOOL (continued)

3.4 Preparing Volunteers

To inform volunteers for the upcoming activities and events, a training workshop can be organized. Topics to include in this workshop are:

- A presentation of the concept that will be tested
- The important role that volunteers play to make it happen
- Getting to know the volunteer coordinator
- Presenting the different volunteer profiles
- Asking the participants to subscribe for one type of volunteer profile

Either during the workshop, or afterwards, volunteers fill out the volunteer schedule to make sure that there are enough volunteers throughout the period of the pilot. **Appendix IX** and **X** are examples of a **Volunteer Plan** and a **Volunteer Scheme**.

CASE STUDY: N14 PUBLIC SCHOOL

During the pilot the volunteers can wear branded t-shirts or a cap, so that they can be recognized by the public.

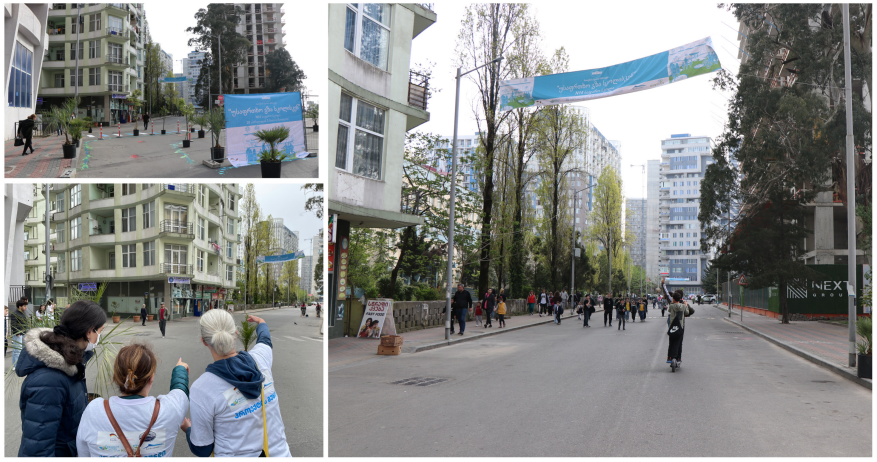
4.0 BRINGING THE CONCEPT TO LIFE: IMPLEMENTATION

After a lot of background research, engagement, designing and feedback, it is time to bring the concept to life and implement the tactical urbanism project. The following steps outline this exciting phase of the project.

4.1 Prepare and Secure the Site

The tactical urbanism site(s) will need to be secured with permits, barricades, and other safety measures as planned in the final design. The project team will meet with other stakeholders to explain the importance and intent of the temporary street transformation and provide direction where needed.

CASE STUDY: N14 PUBLIC SCHOOL



Instructing the volunteers

CASE STUDY: N14 PUBLIC SCHOOL (continued)

Plants, cones and fences

4.2 Implement and Manage Tactical Urbanism Project

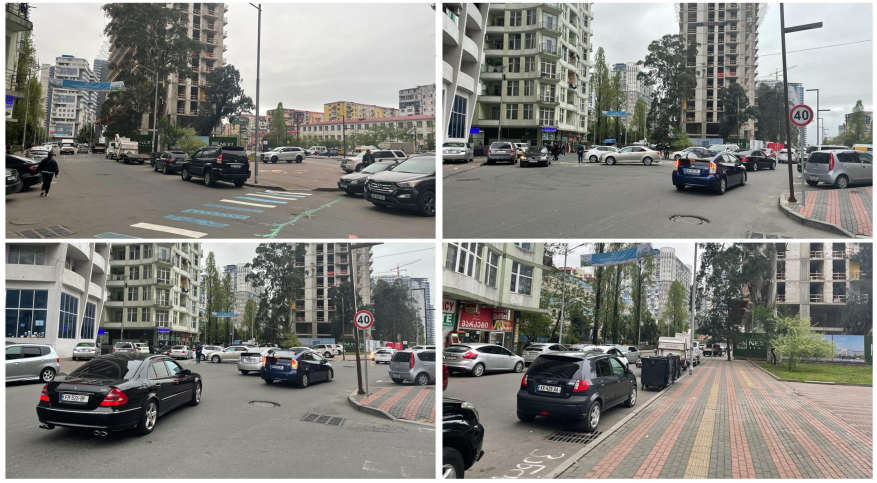
The project team and partners will lead a group of volunteers to transform the street experience with materials, such as orange construction cones, chalk, removable paint, protective barriers, and potted plants. This is a great opportunity to involve community members and children in the transformation and give them first-hand experience of how to reclaim public space.

CASE STUDY: N14 PUBLIC SCHOOL

Painting the street

CASE STUDY: N14 PUBLIC SCHOOL (continued)

CASE STUDY: N14 PUBLIC SCHOOL (continued)



4.3 ‘Safe Way to School’ by Experience

Along with project partners, the project team will take stakeholders on a walk, ride, or roll through the tactical urbanism intervention. It will be an opportunity to test how children respond to a new design and evaluate its effectiveness.

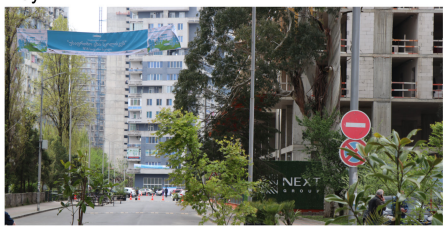
CASE STUDY: N14 PUBLIC SCHOOL

Before/after: the street

CASE STUDY: N14 PUBLIC SCHOOL (continued)

Day 0

Day 1



Day 2

Day 3

5.0 DOCUMENTING THE RESULTS

The Tactical Urbanism pilot is a temporary intervention that tests a concept that changes a public space. The pilot is an opportunity to collect information about how the suggested changes influence the behavior of road users. The overarching question to be answered is: Does the pilot create a space that is safe for children? The following question is then what are the consequences for others, like residents and through traffic? The results of the pilot will inform future decisions for potential permanent changes. Therefore, it is important to monitor the effect of the intervention.

5.1 Monitoring questions and (volunteer) team

The main questions for the monitoring are:

- How do road users behave at the pilot location before the pilot?
- And how do they behave when the pilot is in place?
- Do parents and children feel safer?

These general questions should be translated to the specifics of the pilot and focus on the concept(s) that are being tested.

Ideally a dedicated (volunteer) team will monitor the situation before and during the pilot. This monitoring team is responsible for data collection of indicators before the pilot and during the pilot. Once all the results from the monitoring activities have been collected, the project team will process the results and draw conclusions.

CASE STUDY: N14 PUBLIC SCHOOL

Surveys

Monitoring

The data that was collected during the pilot was:

1. How do children arrive to school? (before the pilot and during the pilot)
2. How do children feel about traffic safety on the way to school? (before the pilot and during the pilot)
3. How do visitors and parents feel about the street transformation and traffic safety? (during the pilot)

Additionally, observations informed the team on the traffic behaviour at the intersection Inasaridse Street and the Parallel Street as well as how well the drop-off zones were used during the pilot.

How children arrive at school and how they feel about traffic safety was collected in the following way:
As the children enter the school, there are 5 flip charts at the entrance, with each sheet representing a way to get to school: **walking, cycling, public transport, car, taxi / private hire**.

There are also sheets with small colored stickers. Two volunteers stand at the door and ask children who enter the school:

- **How did you arrive to school?**
  - Children were given a sticker to place on the sheet representing how they arrive at school
- **How do you feel about safety on the way to school?**
  - This was measured in a similar way, with the children picking a ranking on a scale from 0 (very unsafe) to 10 (very safe)

These questions are asked several days before the pilot and then repeated during the pilot.

CASE STUDY: N14 PUBLIC SCHOOL (continued)

Results of Child-focused Survey

Based on the survey results, the tactical urbanism pilot encouraged more children and their families to arrive actively to school, with 61% walking to school during the pilot, versus 49% prior to the pilot, and 14% cycling versus just 7% prior to the pilot. Those arriving by private car also reduced from 43% before the pilot to 23% during. Additionally, children noted an increase in feelings of safety on their way to school during the pilot. **Figure 4** shows the comparison

Results of Parent-focused Survey

During the first engagement activities, parents of N14 Public School were asked several questions about the trip to school for their children. When asked specifically if they had concerns about or challenge with the trip to school, 56% of responded stated that they were worried about unregulated traffic and crossings. During the pilot, parents were asked to rate the feeling of safety arriving to school because of the transformation, rating on a scale of 1 to 10. Overwhelmingly, parents responded favourably, with 89% rating the transformation with a 10.

Weekend Survey Results

The Safe Way to School pilot continued through the weekend, allowing people to engage with the space outside of school hours. During this time, volunteers asked visitors for their reactions about the space. When asked specifically if they preferred the transformation over the usual allocation of road space for parking, drop offs and through traffic, 94% of respondents said yes. Further supporting the transformation, 94% of respondents also said that more projects like this should happen in the neighbourhood and other parts of Batumi.

Volunteer Monitoring Results

Throughout the pilot, volunteers were asked to provide feedback on how people responded to and moved through the space. It appears that while the response from the users of the space was quite positive, behaviour of people arriving by car to the area was not ideal. Volunteers noted traffic still moving too fast through the space, parking in restricted areas creating unsafe conditions, and some anger about the changes to the space by motorists. It can therefore be suggested that further pilots should execute increased communications to ensure users are aware of the changes, and perhaps evaluate how to discourage unsafe behaviour in the area of the pilot.

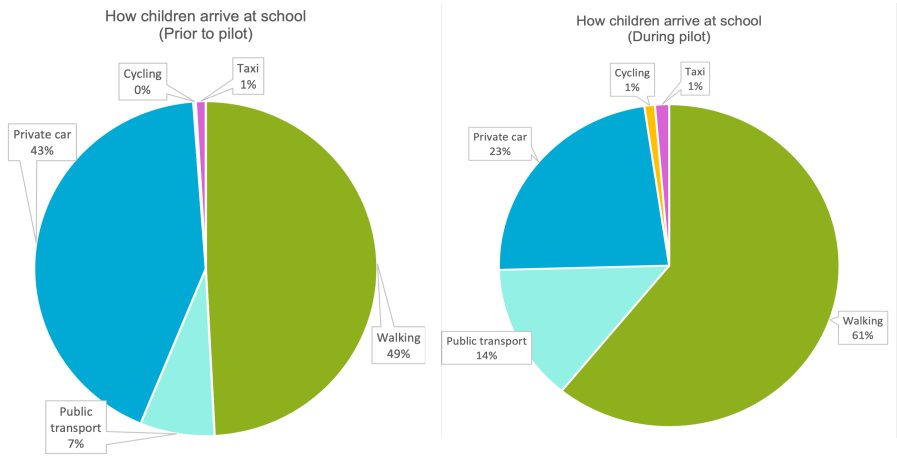


Figure 4: Compariason of how children travel to school before and during the tactical urbanism pilot

5.2 Evaluating the Intervention

Following the completion of the intervention events and activities, it is important to evaluate the success of the project, what worked, what didn't, and what impact it had on the area around the selected school in terms of safety and enjoyment of the space. The project team invites participants and stakeholders to gather to pay tribute to the volunteers and solicit feedback from those who experienced the temporary 'Safe Way to School'. Attendees are asked to provide suggestions for how to further improve the concept to make it even safer and more accessible for children, or to suggest ways forward for permanent changes.

At this final stage of the project, the project team will present to local partners about the process, the successes, the challenges, and a potential path forward for future projects. This is a time to reflect on the entire project, an opportunity to learn from each other's experiences to keep enhancing and improving upon the process. It is also the opportunity to provide a document of the project to be used as inspiration for future activities.

All results, documentation, and feedback from the tactical urbanism intervention inform recommendations for the future. The purpose of these recommendations is to provide the local partners with potential future implementations to further reinforce the 'Safe Way to School' project. These may include permanent changes to the site that would improve safety, encourage greater social interaction, and ultimately provide children with greater access to their school and community on foot and/or cycle.

6.0 CONCLUSION

Developing safe ways to school will be an ongoing goal for many communities in Georgia aspiring to build active travel into the daily lives of children in the community. This not only has a positive impact on their physical and mental health, but also on their academic performance, and building positive social bonds. Walking and cycling to school help to instill long-term habits they will carry into adulthood. As cities move to build sustainable transportation options into their communities, tactical urbanism pilots like the Safe Way to School pilot with N14 Public School in Batumi help provide a tangible example of how small changes to the public space around schools can positively impact how students, their caregivers, and the community can move within the space.

With this Tactical Urbanism Playbook, schools throughout Batumi and Adjara region, and in the larger Georgian context, have a guide to implementing their own tactical urbanism pilots. Using the case study of N14 Public School, along with details of the process, practitioners, schools, volunteers, and other groups now have a clear outline of what steps should be taken in executing this type of project, what materials are needed, and what to plan for. The helpful handouts and extra materials in the Appendices mean that groups do not need to start from scratch. The goal being to demystify the process so that more people can help inspire active travel to school in their community.

Reflecting on Lessons Learned: The importance of communication

In any project, it is important to reflect on the process and learn from what worked, and what could be improved on for future projects. In the Safe Way to School Pilot with N14 Public School, a valuable lesson learned deals with communication. A tactical urbanism pilot works best when the people who use the space regularly are kept well-informed about the process and what to expect in the transformation of the space. Doing so in advance and throughout the process helps ensure that there are fewer miscommunications and/or misinformation about the process.

Successful communication requires resources, particularly for city staff. These resources are on the one hand capacity for staff members to take on communications. At the same time, a clear understanding of available communications channels to reach stakeholders and the public is needed, as well as the establishment of new channels where appropriate. We advise cities to establish those channels for the communication of projects in the public realm, and to use them consistently for public outreach. In this way, you may experience greater participation and engagement for the pilot, leading to greater short- and potentially long-term results.

Start creating your own pilot!

Around the world, tactical urbanism is being used to show people what is possible in a quick, temporary, and community-focused way. With the process outlined in this Playbook, cities have the tools to start creating their own Safe Way to School pilot, and help create a safer, more active way for children to arrive at school, as well as create more vibrant community spaces. Not just for school children now, but for those still to come!

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“უსაფრთხო გზა სკოლისკენ”
N14 საჯარო სკოლა
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APPENDICES

Appendix I - Tactical Urbanism Resources and School Streets Resources

Tactical Urbanists' Guide: http://tacticalurbanismguide.com/

Street Reclaiming – Creating Livable Streets and Vibrant Communities, by David Engwicht, 2000
See also: http://www.creative-communities.com/learning-centre/

School Streets Initiative: http://schoolstreets.org.uk/

School Streets to shape child-friendly cities, by Streets for Kids, BYCS and Clean Cities, 2022
https://cleancitiescampaign.org/2022/05/03/school-streets-to-shape-child-friendly-cities/

Rethinking School Streets in the Time of COVID-19, Webinar organized by Global Designing Cities Initiative:
https://globaldesigningcities.org/2020/09/02/webinar-school-streets1/
https://globaldesigningcities.org/2021/01/21/webinar-school-streets-2/

Appendix II - Sample Pilot Announcement

SAFE WAY TO SCHOOL PILOT AIMS TO HELP SCHOOLS BY IMPROVING WALKABILITY

Walking to school is a great way for children of all ages to start the day. In addition to providing physical health benefits, walking is a social activity, allowing children time to connect with peers outside of the classroom, forming friendships and bonds that help them feel happy in their school environment. Walking each day also improves concentration in the classroom, so children arrive alert and ready to learn. Improving walkability around school communities leads to happy students, happy teachers and happy schools!

In an effort to improve the safety of walking in Batumi and get more kids walking to school, City Hall is coordinating with Mobility4Cities and the Dutch-International consultancy Mobycon to develop a tactical urbanism pilot aimed at creating safe ways to walk to school. Focused on creating temporary changes to the street design, the pilot will help make the streets and surrounding areas of one local school safer and more comfortable for school children to walk with their caregivers and friends.

The project team along with Batumi City Hall will work with one local primary school to temporarily change the environment surrounding the school. Working with staff, the students and their parents, visioning exercises and interactive workshops will help identify why students don't walk to school already, and what would make them feel more comfortable. A plan will then be developed for the temporary intervention, which the school community will help install in early to mid-2022. Although the project is aimed at improving walking, the installation of the temporary changes will also be a community event, strengthening the connection between students, teachers, caregivers and the whole school community!

Improving the safety of walking to school in Batumi is a vital part of improving a child's confidence, independence and health. Through this pilot, we can come together to find solutions that will make Batumi safer for walking to school and build a stronger community.

Are you a school leader and interested in participating in this pilot? Read the participation criteria below and submit your interest. On behalf of the whole project team, we look forward to working with you to create a safe, fun and enjoyable experience for walking to school!

APPLY TO BE THE TRIAL SCHOOL

This pilot is open to all primary schools within the city of Batumi who are interested in participating in the programme. At this time only one school will be selected to participate with the possibility of expansion to additional schools to be explored after the completion of the first pilot.

Interested schools are encouraged to submit a letter of interested to (insert contact person/email) by (due date). The project team will contact the selected school once a decision has been made to begin the project in late September/early October.

Interested schools should:

- explain why they would like to be part of the pilot programme. Please include any existing challenges or opportunities you recognize within your school community.
- express a desire to increase the number of children that walk and cycle to school, including identifying the willingness from the school community (parents, teachers and students) to participate in the process
- demonstrate an interest and ability to involve students, parents and staff in the interactive workshops that are led by the project team (including representatives from Batumi City Hall)
- express willingness to support project team in raising awareness of the pilot and publicising educational campaigns
- be open to participating in a tactical urbanism project that will temporarily change the design of the street to create a safer environment for children to walk, cycle or roll to school.

Preferred Qualifications:

- Primary schools with a small catchment area (ideally less than 3km)
- An active parent group or parent-teacher association
- An active student's council or student leadership group would be an asset but not required
- Qualified schools should be able to designate at least one staff member and one parent lead to "champion" the Safe Way to School pilot and be a point-of-contract for our project team
- School contains on-site facilities that can be used for workshops with children, parents and school staff

Appendix III - Project Explanation Boards

Safe Way to School Concept

N14 Public School - Batumi, Georgia

INTRODUCTION

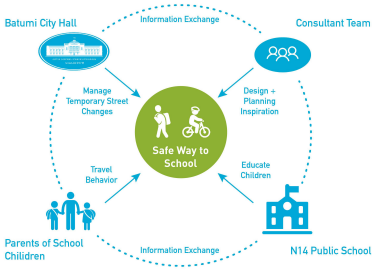
In an effort to improve the safety of walking in Batumi and get more kids walking to school, City Hall is coordinating with Mobility4Cities, Black Sea Eco Academy and the Dutch-International consultancy Mobycon to develop a tactical urbanism pilot aimed at creating safe ways to walk to school. The pilot focuses on creating temporary changes to the street design, which will transform space into a physical testing ground for children and parents during the Spring of 2022. These changes will help make the streets and surrounding areas of School N14 safer and more comfortable for school children to walk with their caregivers and friends.

Walking to school is a great way for children of all ages to start the day. In addition to providing physical health benefits, walking is a social activity, allowing children time to connect with peers outside of the classroom, forming friendships and bonds that help them feel happy in their school environment. Walking each day also improves concentration in the classroom, so children arrive alert and ready to learn. Improving walkability around school communities leads to happy students, happy teachers and happy schools!

The information gathered during this Walk-in Café will inform the tactical urbanism project. The project team will develop a plan for the temporary intervention, which you can help install in Spring 2022. The project is aimed at improving walking to school and the installation of the temporary changes will also be a community event, strengthening the connection between students, teachers, caregivers and the whole school community!

Illustrative sketch of the aspects that symbolize a 'Safe Way to School'

COLLABORATIVE APPROACH



For this project it is important that the school, the parents and City Hall collaborate to achieve the Safe Way to School. City Hall can help manage temporary changes to the streets, the school can inform parents and educate children, and parents can motivate their children and decide to make less use of the car, drive safer or park it further away from the school. Other organizations and institutions in Batumi can support by volunteering for the street transformation, organizing events or offering additional information.

SUSTAINABLE SAFETY IN TRAFFIC

Some theoretical backgrounds from the Netherlands

To support walking and cycling for everyone it is important to make the streets in cities and towns safer. This reduces the number of traffic deaths and injuries, improves air quality and leads to a heightened quality of public space that citizens can take pride in. Sustainable Safety is the approach used in the Netherlands to achieve safety in traffic. It is based on five main principles:

1. **The functionality of roads** – roads are divided into different categories, such as neighborhood streets, main streets and highways. Neighborhood streets are important for pedestrians and cyclists. They can be accessed by cars, but they need to drive slowly (less than 30km per hour) and are not attractive for through traffic.
2. **No mixing of heavy, fast vehicles** (cars, trucks, buses) **with light, slower traffic users** (pedestrians, cyclists, scooters). This means that main streets which carry heavy traffic have physically separated cycle tracks and sidewalks. Similarly, pedestrians and cyclists are protected at intersections.
3. **Physical and social forgivingness** – when designing streets, it is acknowledged that humans in traffic make mistakes, so things can go wrong. In the design of a street there is a 'buffer' that can help mitigate those mistakes. Traffic education contains the principle that the 'right of way' never relieves you from the obligation to choose for the safety of others and yourself.
4. **Recognition and predictability of roads and behavior** – by designing streets, cycle tracks and sidewalks in similar ways throughout the city, non-motorized users can more intuitively know which behavior is expected from them and what behavior they can expect from motorized users.
5. **State awareness** – this is the ability of road users to predict their own competences correctly. Traffic education teaches people what behavior is expected from them and others. It should also teach and stimulate to reflect on situations and their behavior. This supports people in choosing safe behavior when they are in traffic.

Safe Way to School Concept

N14 Public School - Batumi, Georgia

WHAT IS A TACTICAL URBANISM PROJECT?

Tactical urbanism has become a common approach that cities (and citizens) around the world have used to impact physical change in their neighbourhood. Tactical urbanism projects can range in scale from a homemade bench that a shop owner places on the sidewalk in front of their store or a temporary zebra crossing near a school, to a "pop-up" public square in the middle of a city. The common thread is that a tactical urbanism project includes a temporary change to the built environment. The project executers and city administrators use this to evaluate the success of a design before making permanent changes.

Tactical urbanism projects also have the capability to test out a design solution that can be applied to different contexts. For instance, many cities have used paint and barrier elements (such as flexible posts) to shorten the crossing distance at an intersection. This type of temporary design allows the City to study whether it has improved pedestrian safety and been effective for changing traffic behaviour. When this kind of project shows success in one neighbourhood, a similar strategy can be explored in a different area of the city.

Before

Tactical urbanism installation

Safe route to school project in Sao Paulo, Brazil (photo credit: NACTO)

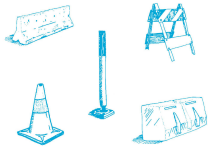
In Batumi, the Safe Way to School pilot will employ a tactical urbanism project to test designs for improving a child's journey to school. The pilot is an opportunity for the community to work together on a temporary change that helps local citizens see—with their own eyes—the value in creating space for children to walk and cycle to school. While the concept is being tested out in Spring 2022, the project team and other partners will collect data. They will also document observations, and interview users to document their experience of the tactical urbanism project. This information will be used to evaluate the success of the temporary street design intervention.

To make a successful tactical urbanism project, the following is needed:

- A clear demand and users to test the design
- A collaborative team (including volunteers)
- Clearly defined opportunities and constraints
- Access to quickly procuring materials for the temporary construction project
- An implementation and communications plan
- Consistent ways to collect data to measure and evaluate success

In December 2021, the project team is meeting with various stakeholders to advance each of these items. The Walk-in Café is one way that the project team will acquire local input to clearly define where there are opportunities and constraints for a tactical urbanism project. Ideas from this workshop will inform the location(s) and type of tactical urbanism project.

The following materials are most commonly used in tactical urbanism projects that focus on temporary changes to the street design:



Eliminate to Define The Edge
traffic cones, flexible posts, barricades, plastic barriers, jersey barriers,

Surface treatment
sidewalk chalk, spray paint, acrylic asphalt (temporary) paint, artificial turfgrass

Landscape: wooden crates/potted planters, small trees, small/medium plants

Signage
informational/directional signs, temporary traffic signs, branding signs

Programming
art project, walk to school week, walking school bus, outdoor classroom

Personnel
volunteers, crossing guard

(illustrative sketch credit: Jacqueline Sherlock Norheim, Street Plans Collaborative)

CASE STUDY 2: TRAFFIC CALMING PLAYSTREETS

Location of the picture:
Wilmington, DE, USA

School areas and living areas are often not very inviting for children to play and meet their peers outside. In a playstreet the public space in front the school, or in a living area is claimed. This increases the amount of space which is available to play outside. This promotes being active by playing as well as active travel (as play).

Picture source: https://www.udel.edu/udaily/2019/september/play-streets-health-communities-wilmington/

CASE STUDY 2: INTERSECTIONS EXTENDED CURBS

Location of picture:
Portsmouth, NH, USA

Sometimes an intersection needs to be safer for pedestrians and cyclists. By extending the curbs at the intersection, the safety for pedestrians and cyclists increases. The sharp bend forces cars to slow down to turn and it gives more space to active travellers. This can for example be implemented by using colourful planters in combination with traffic cones.

Picture source: http://www.street-plans.com/news-post/tactical-urbanism/mike-lydon-leads-demonstration-project-in-portsmouth-nh/

Appendix V - Example Parent Survey

Parent Survey

Survey Title: Batumi Safe Way to School

School N14

Introduction:

As a part of our preparations for the Tactical Urbanism pilot in the Spring of 2022, we would like to better understand how your child(ren) travel(s) to and from school each day, and any barriers they experience that make walking and cycling a challenge. Please take 5 minutes to answer the following questions to help inform our plan.

Q1 How many children do you have attending School N14?

Q2 Please indicate the ages of each child attending School N14

Child 1

Age: _____ Attends school (circle one): Morning Afternoon

Child 2

Age: _____ Attends school (circle one): Morning Afternoon

Child 3

Age: _____ Attends school (circle one): Morning Afternoon

If additional children attend the school, please indicate age and time below:

Q3 Do you **normally** accompany your child(ren) on the trip to and from school?

- ☐ Yes
- ☐ No
- ☐ Only my younger children

If no, please specify which child(ren) (child 1, 2, 3, 3tc.) travel unaccompanied

Q4 How do you and/or your child **normally** travel to and from school?

Child 1

- ☐ Walk
- ☐ Cycle
- ☐ Public transport
- ☐ Car
- ☐ Taxi/private hire
- ☐ Other (please specify) _____

Child 2

- ☐ Walk
- ☐ Cycle
- ☐ Public transport
- ☐ Car
- ☐ Taxi/private hire
- ☐ Other (please specify) _____

Child 3

- ☐ Walk
- ☐ Cycle
- ☐ Public transport
- ☐ Car
- ☐ Taxi/private hire
- ☐ Other (please specify) _____

If additional children attend the school, please indicate which child and mode below:

Q5 Why do you choose that mode of travel (select 3 maximum)?

- ☐ comfort
- ☐ safety
- ☐ because it is easy
- ☐ distance
- ☐ time constraints
- ☐ financial cost
- ☐ better for the environment
- ☐ because it is healthier
- ☐ weather
- ☐ no access to a car
- ☐ Other (please specify) _____

Q6 Do you have any concerns or challenges about the way to school?

Q7 What do you think the city can do to make the way to school safer?

Q8 What do you think the school can do to make the way to school safer?

Q9 What do you think parents can do to make the way to school safer?

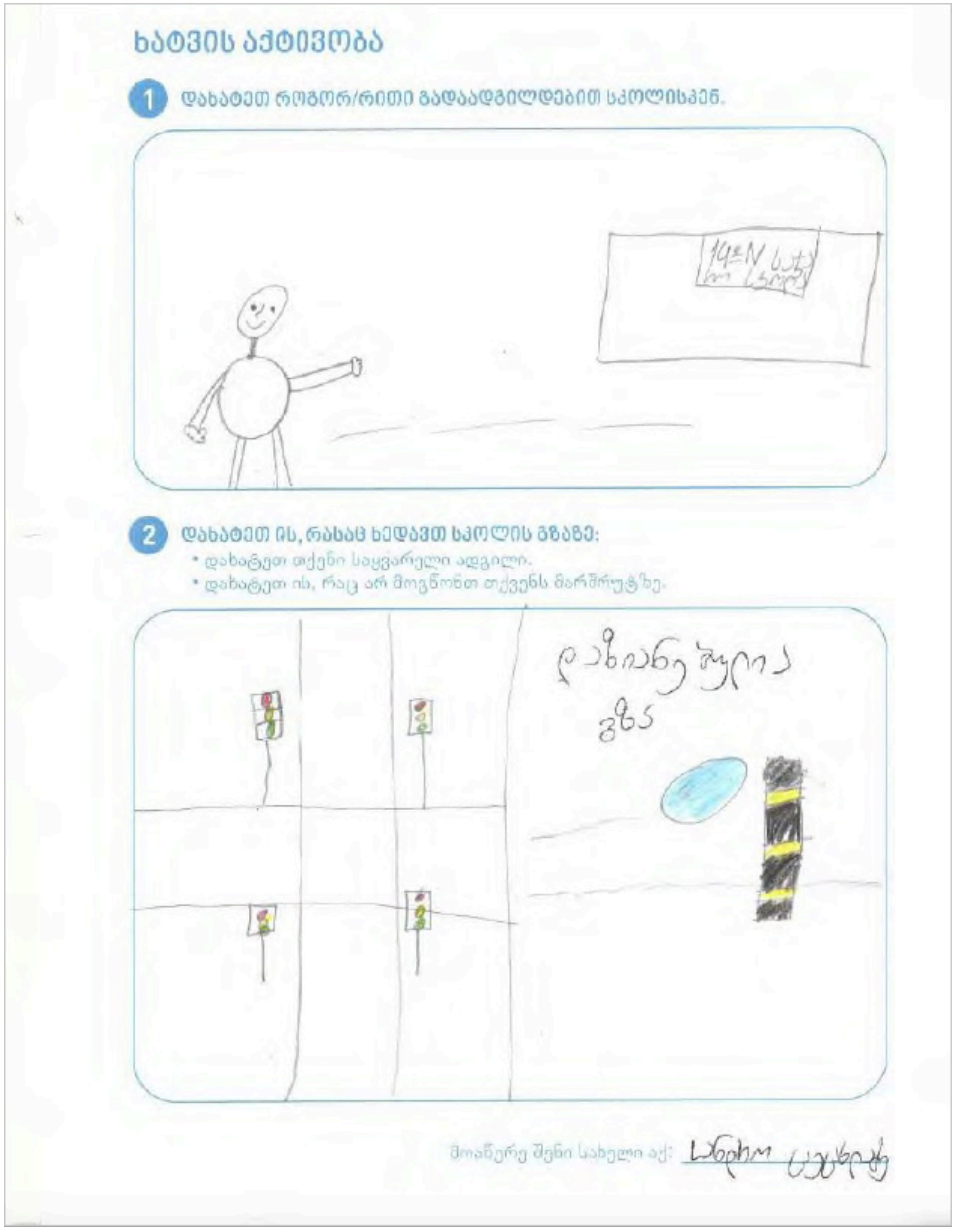
Q10 Please let us know anything else you think we should know about the route to school that would help with the success of this project.

Thank you for your participation in this project.

Sincerely,

Batumi 'Safe Way to School' Project Team

Appendix VI - Example of sheet for engagement of children



ხატვის აქტივობა

1 დახატეთ როგორ/რითი გადაადგილდებით სკოლისკენ.

2 დახატეთ ის, რასაც ხედავთ სკოლის გზაზე:

- დახატეთ თქვენი საყვარელი ადგილი.
- დახატეთ ის, რაც არ მოგწონთ თქვენს მარშრუტზე.

მოაწერე შენი სახელი აქ:

Appendix VII - Communications Actions

Implemented by

Safe Ways to School
Communications Actions
Tactical Urbanism Week
22 March, 2022

This document is a guide for composing and delivering communications to the various stakeholders throughout the Tactical Urbanism Week.

Mission Statement: Safe Way to School

Partner resources
To make communications as easy as possible, Mobycon creates a folder with resources which contains:

- Press release
- Intro Wall Posters from 1st trip
- Icon sketches and drawings for the project
- Consent form
- …

Each key partner can access the resources to create communication materials and use them in their contact with stakeholders.

Key partners (who can freely access and use the resources)
- GIZ
- Black Sea Academy
- School N14 contactperson
- BCH

Stakeholder Groups
We identified three key stakeholder groups for the purposes of the communications strategy and each group has varying levels of involvement in the pilot.

- School Community
- Project Stakeholders
- General Public

The outline below describes the make-up of these key groups and the messaging tools we suggest utilizing in the communication.

Communications Stakeholder Group 1: School Community
Leading key partner: Black Sea Academy, Contact Persons from School
This group is comprised of individuals who will be heavily engaged in the coming weeks and during the pilot. This includes:

- N14 Public School Students and Staff
- N14 Public School Parents/Caregivers (including volunteers)

This group will be most directly involved with the tactical urbanism pilot, and they will be active in making the temporary on-street changes and organizing activities. We suggest general communication via the following tools:

- in-school announcements
- parent newsletters (digital and/or printed)
- communication through classroom parents
- school Facebook page/online forum
- classroom handouts (printed).

Before implementing the temporary street changes we will need:

- Banners / boards explaining the pilot
- Handout/Flyer about parking for parents, teachers and residents in Inasaridze street
- External press release for sharing with general public
- Internal press release advertising event to stakeholder groups 1 and 2
- Schedule of events for presentation on a board throughout pilot

During the pilot week we will need marketing materials like:

- T-shirts for volunteers
- Materials needed for the activities to be carried out
- Consent forms for image use rights
- Survey questions for feedback collection
- Stock responses to questions / concerns from public
- Photos and video of pilot build and use; Black Sea, School and BCH responsible with support from Mobycon while in Batumi
  - BCH responsible for sharing on social media if applicable; photos will also be used in final report / tactical urbanism playbook to be developed by Mobycon

After the pilot week we will need the following:

- Summary press release (external and internal) – within 1 week of event if possible

Communications Stakeholder Group 2: Project Stakeholders

This group is comprised of stakeholders who were consulted and may be involved with the engagement activities during the pilot. This includes:

Governmental entities:

Leading key partner: GIZ

- Ministry of Education (Education Resources Centre)
- Education, Culture, Sports + Youth Service (BCH)
- Urban Development + Policy Service (BCH)
- Batumi Autotransport, LLC.
- Sakrebulo members of Batumi city

Potential involvement in programming on-street activities:

Leading key partner: GIZ / Black Sea Academy

- NGOs w/ focus on activity mobility for children
- Neighborhood Associations
- BatumiVelo (bikeshare)
- Local Sports/dance clubs
- Local University Students (Technical University Art Department)
- Vehicle Operators in Area

We suggest general communication via the following tools:

- stakeholder emails
- project progress emails
- calls for volunteers

Communications Stakeholder Group 3: General Public

Leading key partner: BCH

This group is comprised of individuals who should be informed about the pilot as it will impact the public realm. This includes:

- Residents in Inasaridze street
- Other schools in Batumi
- Batumi Citizens
- Local Sakrebulo member

This groups is comprised of individuals who require being informed prior to the implementation of the tactical urbanism pilot. They must be informed of temporary changes to the public realm. We suggest communication via the following tools:

Batumi's city hall website: https://batumi.ge/ge/*

Newspapers (Digital and Printed)
- 'Batumelebi' : https://batumelebi.netgazeti.ge/ (digital and printed)
- 'Netgazeti' : https://netgazeti.ge/ (digital and printed)
- 'Adjara's newspaper': http://gazetiajara.ge/ (online only)
- 'Georgia today' : https://georgiatoday.ge/ (only in english)
- 'Georgian times' : https://geotimes.com.ge/?lng=eng
- 'Kviris Palitra' : https://www.kvirispalitra.ge/
- 'Civil.ge' : https://old.civil.ge/eng/
- 'Tabula' : https://tabula.ge/ge (online only)

TV Stations
- 'Adjaratv' : https://www.ajaratv.ge/
- 'Tv25' : https://www.tv25.ge/

Social Media Channels
- 'Batuminews.ge' : https://www.facebook.com/BatumiNewsOfficial/
- 'Batumelebi' : https://www.facebook.com/batumelebi/
- Newposts Georgia: https://www.facebook.com/newpostsgeorgia
- forum.ge: https://forum.ge/ (Biggest online forum in the country)

*NOTE: Batumi City Hall website should be the main source for communications material with the general public, and be kept up-to-date including event details and a contact for questions about the project.

Print Campaigns
- Print posters / banners (posted at school, City Hall, local businesses, in public realm)
- Postcard campaign to local residents

KEY Messaging

All communications regarding the Safe Way to School project should maintain a consistent message to ensure clarity and transparency where necessary. Regardless of which Communications Stakeholder Group is being informed, messaging should revolve around these three questions:

What:

Communications should ensure that the reader is informed about what the pilot is. This will vary for each group identified above, but at it's core, communicate this is a pilot exploring what steps need to be taken in and around the N14 Public School community to improve the comfort and safety of actively travelling to school. The tactical urbanism pilot will temporarily change the function of a section of the street, employing movable elements, color and executed by local volunteers and the school community.

Messaging should consistently emphasize that the project is focused on the safety and comfort of children.

Why:

In addition to understanding what the pilot is, communications should clearly explain why it has been launched. Emphasis should be placed on how the project is intended to engage and encourage the students and families to travel to school using active means (walking, cycling, etc.). Explanations around existing barriers to active travel (lack of safety, high car traffic volumes, poor walking

conditions, etc.) should be communicated to help establish the importance of the project in improving the quality of life for children. Any broader messaging from Batumi City Hall around long term goals should also be communicated.

How:
Finally, it is important to communicate how the pilot will be executed. For Communications Stakeholder Groups 1 and 2, this will include clear communications about the dates for the parking enforcement and installation of the tactical urbanism pilot. Ensure that all communications to these groups identify dates, locations, ways to sign up (if applicable), any important links, and any other details regarding things to prepare/bring to engagement activities.
For Communications Stakeholder Group 3, clear communication about the dates of the parking enforcement, the tactical urbanism pilot installation and removal, as well as potential impacts to access to that space should be delivered. Additionally, providing and understanding of how the pilot will be installed and by whom will help reduce misinformation or confusion about the pilot and larger project. Language should be celebratory and positive. Avoid words choices like “street closure” or “no/restricted access” in favor of “open streets” and “improved access for walking and cycling” in order to link this project to positive changes to the street scape for children.

Communications Timeline
T.B.D.

Appendix VIII - Tactical Urbanism External Press Release Copy

Safe Way to School Concept

Batumi, Georgia - N 14 Public School

Tactical Urbanism Public Press Release

Target Group: Stakeholder Group 3 (Batumi residents, neighbouring schools, community leaders)

Date for release: 18 April 2022

Messaging:

In an effort to improve the safety of walking in Batumi and get more kids walking to school, City Hall has been coordinating with Mobility4Cities, Black Sea Eco Academy and the Dutch-International consultancy Mobycon to develop a tactical urbanism pilot aimed at creating safe ways to walk to school. The pilot, which will be implemented at N14 Public School on 28 April, 2022, focuses on creating temporary changes to the street design, which will transform space into a physical testing ground for children and parents. These changes will help make the streets and surrounding areas of School N14 safer and more comfortable for school children to walk with their caregivers and friends.

Walking to school is a great way for children of all ages to start the day. In addition to providing physical health benefits, walking is a social activity, allowing children time to connect with peers outside of the classroom, forming friendships and bonds that help them feel happy in their school environment. Walking each day also improves concentration in the classroom, so children arrive alert and ready to learn. Improving walkability around school communities leads to happy students, happy teachers and happy schools!

About the Tactical Urbanism Approach

Tactical urbanism has become a common approach that cities (and citizens) around the world have used to impact physical change in their neighbourhood. Tactical urbanism projects can range in scale from a homemade bench that a shop owner places on the sidewalk in front of their store or a temporary zebra crossing near a school, to a “pop-up” public square in the middle of a city. The common thread is that a tactical urbanism project includes a temporary change to the built environment. The project executers and city administrators use this to evaluate the success of a design before making permanent changes.

Tactical urbanism projects also have the capability to test out a design solution that can be applied to different contexts. For instance, many cities have used paint and barrier elements (such as flexible posts) to shorten the crossing distance at an intersection. This type of temporary design allows the City to study whether it has improved pedestrian safety and been effective for changing traffic behaviour. When this kind of project shows success in one neighbourhood, a similar strategy can be explored in a different area of the city.

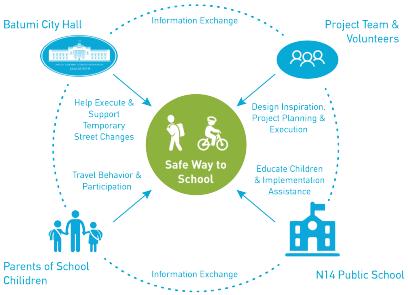
Safe Ways to School Tactical Urbanism Pilot

In Batumi, the Safe Way to School pilot will employ a tactical urbanism pilot to test designs for improving a child’s journey to school. The pilot is an opportunity for the community to work together on a temporary change that helps local citizens see—with their own eyes—the value in creating space for children to walk and cycle to school. While the concept is being tested out from 28 April to 3 May, the project team and other partners will collect data. They will also document observations, and interview users to document their experience of the tactical urbanism pilot. This information will be used to evaluate the success of the temporary street design intervention.

The location of the tactical urbanism pilot in along Inasaridze Street, from the entrance at (INSERT STREET NAME) to the intersection at Parallel Street. During this time, car access will be reduced and, in some places, eliminated to allow safe space to implement the tactical urbanism treatments. These treatments may include but are not limited to:

- Street surface paint
- Planters and temporary barriers
- Signage
- Temporary seating

What you can expect



The Safe Ways to School Tactical Urbanism Pilot is a collaborative project involving Batumi City Hall, the Consulting Team, N14 Public School and students and parents from the school. During the pilot, you can expect to see programming throughout the implementation period in the area along Inasaridze Street in front of N14 Public School which will be converted to an open street for safe walking and cycling. Volunteers will be stationed to help answer questions about the pilot, and assist those in cars navigating the kiss-and-ride area to safely move through.

On 25 April, car parking along Inasaridze in the pilot area will be removed to make space for the tactical urbanism pilot.

Throughout the pilot, the project team will also be evaluating the pilot, interviewing students, parents and local residents about which elements are working, and which could be improved. This will help Batumi City Hall with any future treatments after the pilot period.

On 3 May, the tactical urbanism pilot will be removed. At this time access to the existing car parking will be returned.

Additional information

Details about the Safe Ways to School Concept can be found on the Batumi City Hall website, including information about the project engagement mission in November 2021. If you have any questions regarding this project, please contact (INSERT CONTACT DETAILS).

You are encouraged to come and participate in the tactical urbanism pilot by enjoying the open street and the creative transformation of the space, as well as provide feedback to the project team.

Following the pilot, a summary and evaluation will be provided to Batumi City Hall to use as reference for any potential future projects.

Appendix IX - Volunteer plan Safe Way to School

Volunteer Plan Tactical Urbanism Week

Types and numbers of volunteers
1. Construction team: 5 volunteers
2. Ambassadors team: 20-30 volunteers
3. Monitoring team: 4 volunteers

1. Construction Team
This team of volunteers helps to transform the street based on the design sketches. The team collaborates closely with the painter, with staff from BCH, the police and with our projectteam. The construction team has a common understanding of the design that we're aiming to create during the pilot.

The construction team volunteers are adults who look forward to helping to make changes in the street. It is about painting the street surface, moving potted plants, barricades etc. They should feel comfortable in transforming the space together. These volunteers can, for example, be University students, a parent, a resident from the street.

Tasks & times:
Wednesday 27 April 12:00
The construction volunteers and the painter do some tests with the paint. They create the first zebra crossing and the lay out of the street design changes (an outline). This can probably be done with spray paint. This is useful to study movements of the public, to see that the design works, or that some changes may be needed.

Wednesday 27 April 16:00
The projectteam & the construction team are on-site to direct the police where to close off the street and where to put up barriers or barricades.

Thursday 28 April 9:00 – 17:00
The volunteers work to transform the space at each end of the school street: moving potted planters to secure the border, place other vertical elements to make sure care movements are contained and then once the children begin school they can begin painting.

Painting should tail off before the afternoon rush. The volunteers take a lunch break and then get back to it after the afternoon school session begins.

Friday – Tuesday 8:00
Each morning (2 members of) the construction team check the site to see if all objects are still in place.

Tuesday 16:00
Support the removal of the tactical urbanism objects.

2. Ambassadors Team
This team of volunteers are the ambassadors of the pilot. They inform the public before and during the event, they explain what we are doing and why. The ambassadors help to make sure that everyone understands the importance of a Safe Way to School.

The ambassador team volunteers can consist of adults as well as the older students of N14. They hand out flyers and lead the playful parking action (with parking flyers and a yellow card under the windshield) in the days prior to the pilot. In this playful parking action children of N14 can support to put the flyers under the windshields of parked cars. These volunteers are good at working with people and communicating. The group can be a mix of University students, parents and residents. Ideally, they do their work in couples.

Tasks & times:

Wednesday 20 April 12:00 (suggested time, feel free to adapt as needed)
Distribute parking flyer to parents, teachers and residents in Inasaridze street.
4-8 Ambassadors

Thursday 21 April & Friday 22 April & Tuesday 26 April 16:00
Wednesday 27 April 9:00 & 12:00 & 16:00 (times when parents park in front of the school)
(suggested times, feel free to adapt as needed)
Inform drivers who park their car in the pilot area about upcoming pilot by putting a flyer and a yellow card under the windshield. School N14 children can help the Ambassadors with this playful activity.
(can be moved to Saturday 23, Sunday 24 and Monday 25 if it can be done in the Easter weekend)

Thursday 28 April – Tuesday 3 May 8:00 – 17:00
The aim is to always have 6 ambassadors in the street during all days. The idea is to have two ambassadors on each side of the street (where the road is blocked) and two ambassadors walking around on the street itself. Prior to the events a work schedule will need to be filled with the names of the ambassadors. We suggest working with shifts of 2 hours.

In the training it should be discussed who can be the main contact person of the ambassador volunteers. This person must ensure that all volunteers are filling out the work schedule and that there are no gaps.

3. Monitoring Team
The monitoring team is responsible for data collection of a few indicators before the pilot and during the pilot. These volunteers like to measure, can structure their work and they work accurately. The monitoring team are four dedicated volunteers. This can be University students or parents.

Data to be collected:
1. How do children arrive to school? (before the pilot and during the pilot)
2. How do children feel about traffic safety on the way to school? (before the pilot and during the pilot)
3. What is the traffic behaviour at the intersection Inasaridse Street and the Parallel Street east of the school? (before the pilot)
4. How well are the drop-off zones used? (during the pilot)
5. How do visitors in the weekend feel about the street transformation? (during the pilot)
6. How do parents feel about traffic safety on the way to school? (during the pilot)

How to collect the data, tasks & times:

Tuesday 19 April (before the pilot)
1. How do children arrive to school?
As the children enter the school, there is a table at the entrance. On this table there are 5 boxes, each box representing a way to get to school: walking, cycling, public transport, car, taxi / private hire.
There is also a bigger box filled with small balls.

Two volunteers stand at the door and ask children who enter the school:
“How did you arrive to school?”
They give the child a small ball and the child answers by putting the ball in the box that represents their way of getting to school.

When all children have arrived, the volunteers fill out Monitoring Sheet 1.

2. How do children feel about safety on the way to school?
Once a child has answered how he/she got to school, there are the two other volunteers of the monitoring team. One of them asks the child to rank their feelings of traffic safety on the way to school on a scale of 0 (= very unsafe) to 10 (= very safe).

The volunteer notes the score on Monitoring Sheet 3.

Wednesday 20 April morning schoolrun and afternoon school run (before the pilot)
3. What is the traffic behaviour at the intersection Inasaridse Street and the Parallel Street east of the school?
Two volunteers position themselves at the intersection Inasaridse Street and the Parallel Street east of the school during the morning schoolrun. They observe the traffic behaviour and document the following questions:

Volunteer 1:
- How many children are crossing within the zebra crossings (=making use of the zebra crossing)?
- How many children are crossing outside the zebra crossings (= are crossing the street at other locations)?

Volunteer 2:
- How many drivers are yielding to children and other pedestrians in the zebra crossing?
- How many drivers are not yielding to children and other pedestrians in the zebra crossing?

The volunteers note the score on Monitoring Sheet 5.

This is repeated in the afternoon schoolrun.

The volunteers note the score on Monitoring Sheet 6.

Friday 29 April during school run (during the pilot)
4. How well are the drop-off zones used?
The Monitoring Team splits up in two couples and each couple takes position at one end of the street. The volunteers observe the functioning of the drop-off zone:
- They count the number of cars using the drop-off zone
- They count the number of cars in the area from which children are dropped off, but which do not use the drop-off zone
- They make a note of dangerous situations they encounter

The volunteers collect the results and fill it out on Monitoring Sheets 7, 8, 9 and 10.

Saturday 30 April or Sunday 1 May (during the pilot)
5. How do visitors in the weekend feel about the street transformation? (during the pilot)
The Monitoring Team picks a time to do a short survey amongst visitors of the street:
1. Do you live nearby (within a 15-minute walk from this street)?
2. Have you previously visited this street?
3. Do you prefer this street design (public space for people) or the previous design (space for car parking, drop-offs and through traffic)?
4. Should more projects like this happen in this neighborhood or other parts of Batumi?

The volunteers collect the results and fill it out on Monitoring Sheet 11.

Monday 2 May (during the pilot)

6. How do children arrive to school?
As the children enter the school, there is a table at the entrance. On this table there are 5 boxes, each box representing a way to get to school: walking, cycling, public transport, car, taxi / private hire. There is also a bigger box filled with small balls.

Two volunteers stand at the door and ask children who enter the school:
“How did you arrive to school?”
They give the child a small ball and the child answers by putting the ball in the box that represents their way of getting to school.

When all children have arrived the volunteers fill out the Monitoring Sheet 2.

7. How do children feel about safety on the way to school?
Once a child has answered how he/she got to school, there are the two other volunteers of the monitoring team. One of them asks the child to rank their feelings of traffic safety on the way to school on a scale of 0 (= very unsafe) to 10 (= very safe).

The volunteer notes the score on Monitoring Sheet 4.

Tuesday 3 May

8. How do parents feel about traffic safety on the way to school?
The four volunteers of the monitoring team are in the street and near the school entrance. They approach parents who are bringing their children to school and/or picking them up. The parents are asked to rank their feelings of traffic safety on the way to school on a scale of 0 (= very unsafe) to 10 (= very safe).

The volunteer notes the score on Monitoring Sheet 12.

Appendix X - Volunteer scheme Safe Way to School

Volunteer work scheme Tactical Urbanism Pilot

1. Construction Team: 5 volunteers

Date	Time	Volunteer names (to be filled out)
Wednesday 27 April	12:00 - onwards	1. 2. 3. 4. 5.
Thursday 28 April	9:00 – 17:00	1. 2. 3. 4. 5.
Friday 29 April	8:00 – 9:00	1. 2.
Saturday 30 April	8:00 – 9:00	1. 2.
Sunday 1 May	8:00 – 9:00	1. 2.
Monday 2 May	8:00 – 9:00	1. 2.
Tuesday 3 May	8:00 – 9:00	1. 2.
Tuesday 3 May	16:00 - onwards	1. 2. 3. 4. 5.

2. Ambassadors Team: 20-30 volunteers

Date	Time	Volunteer names (to be filled out)
Wednesday 20 April	12:00 (suggested time, feel free to adapt as needed)	1. 2. 3. 4. (may be up to 8 volunteers)
Thursday 21 April	16:00	1. 2. 3. 4. (may be up to 8 volunteers)
Friday 22 April	16:00	1. 2. 3. 4. (may be up to 8 volunteers)
Tuesday 26 April	16:00	1. 2. 3. 4. (may be up to 8 volunteers)
Wednesday 27 April	9:00 (morning school run)	1. 2. 3. 4. (may be up to 8 volunteers)

	12:00 (lunch school run)	1. 2. 3. 4. (may be up to 8 volunteers)
	16:00 (evening school run)	1. 2. 3. 4. (may be up to 8 volunteers)
Thursday 28 April	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.
	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.
Friday 29 April	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.

	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.
Saturday 30 April	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.

	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.
Sunday 1 May	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.

	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.
Monday 2 May	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.

	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.
Tuesday 3 May	8:00 – 10:00	1. 2. 3. 4. 5. 6.
	10:00 – 12:00	1. 2. 3. 4. 5. 6.
	12:00 – 14:00	1. 2. 3. 4. 5. 6.

	14:00 – 16:00	1. 2. 3. 4. 5. 6.
	16:00 – 18:00	1. 2. 3. 4. 5. 6.

3. Monitoring Team: 4 volunteers

Date	Time	Volunteer names (to be filled out)
Tuesday 19 April	8:00 – 10:00 (school run)	1. 2. 3. 4.
	12:00 – 14:00 (school run)	1. 2. 3. 4.
Wednesday 20 April	8:00 – 10:00 (school run)	1. 2.
Wednesday 20 April	12:00 – 14:00 (school run)	1. 2.
Friday 29 April	8:00 – 10:00 (school run)	1. 2. 3. 4.
	12:00 – 14:00 (schoolrun)	1. 2. 3. 4.
Saturday 30 April or Sunday 1 May	team can choose the best time in line with the activities agenda	1. 2. 3. 4.
Monday 2 May	8:00 – 10:00 (schoolrun)	1. 2. 3. 4.
	12:00 – 14:00 (schoolrun)	1. 2. 3. 4.
Tuesday 3 May	8:00 – 10:00 (schoolrun)	1. 2. 3. 4.
	12:00 – 14:00 (schoolrun)	1. 2. 3. 4.

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