



Sustainable Accessible Future Environments

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**Preparing for ISPs with local cooperation partners,
planning event and mapping the urban area**

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Welcome!

Welcome to SAFE!

We hope you will find this Intensive Study Programme stimulating and rewarding.

The course is a collaboration between five European Universities

UNIVERSITY OF LJUBLJANA (UL),

AUREA-AMMATTIKORKEAKOULU OY (LAUREA),

ACHHOCHSCHULE KIEL (Kiel UAS),

NIVERSIDAD DE GRANADA (UGR), and

YZSZA SZKOLA GOSPODARKI Z SIEDZIBA W BYDGOSZCZ UCZELNIA NIEPANSTWOWA (WSG).

The following guide provides a basic framework for the week.

On behalf of the SAFE team,

prof. dr Alenka Fikfak and assist. Aleš Švigelj, local organisers

Mapping SAFE Accessibility

- Task 1 Mapping accessibility of services in selected urban areas (WP2)
- Task 2 Interviewing users of services of selected urban areas (WP2)
- Task 3 Develop a behavioral mapping tool incl. safety (WP2)
- Task 4 Designing scenarios with stakeholders to generate material for future scenario workshops (WP4)
- Task 5 Surveying experiences of stakeholders (WP5)
- Task 6 Creating tools for planning evacuation of individuals in time of crisis, such as war, and for safe, accessible travel planning (WP2)
- Task 7 Develop local guidelines for stakeholder groups in local areas (WP4)
- Task 8 Developing an accessibility tool package for businesses (WP2)
- Task 9 Develop training materials for businesses and target groups on how to develop accessible communities (WP3)
- Task 10 Policy recommendations for urban areas (WP4)
- Task 11 Planning Inclusive Safe Travel and Living Case Studies (WP5)
- Task 12 Develop an Online Community for Learning and Training (WP3)

Behavior is what an individual or group of people is always doing in a certain environment (Goličnik and Ward-Thompson, 2002) It is also certain that people never stop to behave and the link between the environment and their behavior is always established. In recent years, people's behavior has become attractive not only for psychologists and sociologists but also for urban planners, architects, landscape architects, and all those involved in designing people's environment (Ittelson, Rivlin and Proshansky, 1970). Various researches and related sample models can make a key contribution to the design of open public spaces, which are an extremely complex phenomenon due to the extreme increase of heterogeneity in cities. One of the approaches is Behavioral mapping which is an observing tool that can define or describe with quantitative parameters the behavior of an individual or one group of people. At the same time, behavioral maps can also show the differences between the purpose for which space was designed and its actual use. Ittelson, Rivlin, and Proshansky (1970) have already developed spatial behavior mapping. It includes manual mapping by observation and pre-prepared tables with the help of which we determine individual parameters for an individual space. With the development of technology, this type of mapping has also been upgraded with GIS systems. In GIS we can build and develop different empirical data gained from various behavioral maps. Its database offers a transparent examination of places through different combinations of behavior pattern attributes e.g. the type of activity, gender, age, etc. (Goličnik Marušić, 2011).

Jane's walk (Jane Jacobs walk). Jane's Walk is an urban walking event that gathers people from the neighborhood to get to know the local area or neighborhood on foot. In the walking events, people walk around with guides and get to know, e.g., the nearby cultural sites, architecture, history, and generally both the built and natural environment. Anyone interested can participate in Jane's Walk. It is an easy and fun way to enable social and cultural activities. At the same time, it improves the interaction between different stakeholders and can improve the spirit of unity in the region.

Involving citizens and consumers in city planning is an essential pillar of democracy. It also makes it possible to improve the quality of life. People's needs can be understood through participation, and feedback from locals and visitors can be obtained.

City walks accompanied by facilitated discussions are ways to invite people to observe and discover public spaces and services. Participants are invited to walk in small groups and visit specific points. At



designated points, they observe their surroundings and discuss predetermined themes. Participants are encouraged to share their experiences and stories about the destinations.

Walkability reflects how attractive or untrustworthy an area is from the perspective of walkers. There is more and more interest in walking in cities, and there is a clear connection between walking and social liveliness. The built environment, for example, schools, public buildings, and other facilities, supports walking and contains many benefits. The value of the area increases, people's healthy quality of life improves, and the area's environmental sustainability improves, e.g., greenhouse emissions are reduced, etc.

Safety walk differs from the Jane's walk concept, even though there are some similarities as well. While Jane's walk can be defined more like a social and cultural event, safety walk is purely concentrating on safety issues in the specific area. The main principle of a safety walk is to bring local people together with officials and have a common walk where all participants can observe positive and negative safety related findings, which might affect the safety, comfort and equality of the residents and other people visiting the area.

As a sense of safety and safety related needs vary between different user groups, for example, according to their age, disabilities, gender, or background, there can be different target groups when planning a safety walk. It is possible to perform a generic safety walk or narrow the scope and set a target from one of the user groups' point of view. Different timings, such as daytime, nighttime, summer or winter conditions can also offer a new perspective for a safety walk.

It is common that residents and service users have better understanding about the local safety related problems and challenges than officials who do not necessarily know the area so well. Safety walks can be arranged in cooperation with residents and local service users, companies, organizations, and officials from the municipality. It has been noted that people are more confident to give feedback to the officials during informal events than through official channels. This is one of the main reasons why safety walk is a useful mapping tool.

Mapping will be the main approach to analyse and present inequalities in selected urban areas. Maps and plans are commonly used for presentations in the fields of urban planning and urban studies. During the ISP, mapping – particularly critical mapping – will be used also as a form of analysis. Critical cartography or critical mapping, is a set of mapping practices and methods of analysis grounded in critical theory. From this perspective, maps reflect and perpetuate power, typically in favour of dominant groups, and in addition, how cities may use maps as tools for urban policies.

Critical mappers work in opposition to the belief that maps are objective and neutral reflections of the environment. Instead, maps need to be understood in their historical context, including the situation in which they were made. Maps are representations in the making and communication of knowledge. Critical mappers use counter-mapping as applications to support local communities to tell their stories and present their own world views and their opposition to 'official' maps.

Set in this background, mapping will be used as a critical tool for investigations and analysis.

Throughout the week, lectures will present examples of urban inequalities and mapping practices from Slovenia, Finland, Germany, Spain and Poland. This will give an insight of similarities and



differences between cities, countries, and regions, and will serve as an introduction to some of the challenges facing European cities.

Role playing. Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

The game encourages players to actively participate, develop their own ideas and stories, because it is about active participation, not passive. “Role playing” offer those involved a safe space where they can act as someone else and develop certain aspects thinking from a different position. “Role play” is also an opportunity to practice cognitive skills. The players are presented with challenges that require systematic thinking and encourage players to think “outside-the-box”, and help them develop new strategies to solve problems.

Designing scenarios. Scenarios describe future situations and define the course of events leading from the initial situation to the future. Looking at the future in the longer term is necessary changes can occur. Future thinking aims to produce information to support decision-making. Student teams will be looking into the future by using Futures Thinking, and especially the tool of designing scenarios, to see the alternatives that might take place in various years from now.

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Mapping SAFE Accessibility: The Programme

The key issue for students to investigate is **ACCESSIBILITY** and **SAFETY**, to investigate inequality through **MAPPING PRACTICES** and **SCENARIOS**. Students can analyse maps by using existing maps and also by drawing maps, by hand, GIS or any other method. Mapping/analysis can be combined with statistics, official maps and policy documents, interviews and/or observations on site.

The focus is on selected urban areas, but references to other examples, possibly from lectures during the week, are very welcome.

Site/s to be Investigated

The pathway runs through a varied urban typology, varying socio-economic conditions and various ethnic backgrounds of the city population.

After being introduced to the selected urban areas, students (groups) can choose to investigate and analyse one location.

We will walk together on the day 1, in selected urban areas using Jane Jacobs approach. On day 2 you will explore the safety questions in a single chosen location using the approach of Safety walk with target groups and using for analytical work the Mapping handbook.

Possible Questions and Investigation/s

Possible questions include (but are not limited to):

What are the visual signs of inequality? How do the users perceive the urban area?

What types of housing/squares/green areas exist in selected urban area? How do people use the selected urban area or places along it: are there differences between locations and between socio-economic conditions? How do people use the spaces along the pathways and other varying ways?

How does your analysis differ from the official maps/representations/plans of the selected urban area? Which aspects do these maps and plans represent and what, by contrast, is left behind or overlooked?

What is the major challenge in the site you have chosen? What forms of improvements could be added to solve the problem identified? What policies would be needed to counteract inequalities?

What do scenarios and Futures Thinking mean?

In your team create a vision (based on your fieldwork and understanding, research) of how this environment will be in 5, 15 and 30 years.



Structure

The intensive course is a three-week period of preliminary learning, a week-long intensive event, and a three-day summarizing post-reflective period, after which the completion of the studies can be assessed by the teachers involved.

In this document we focus on a week-long intensive event.

During the intensive week there will be a mix of lectures, site visits, supervision, and group work.

Lectures will take place according to the schedule; site-visits will be organized by supervisors. Students will be organized in mixed international groups (5 students per group).

Supervisors from all participating universities will participate in site visits and will give feedback and discuss with students throughout the week.

Each student must write their learning diary (see Instructions for the preliminary learning period).

Submission and Presentation

Presentation 1: Students must present a book on a defined topic (preliminary task; added in schedule under lectures).

Presentation 2 (DAY 5): Students (group work) will prepare a powerpoint presentation, a poster and a book, on Friday.

Students must present a design proposal and a written 'report'/text; in the folder of DAY 5 are all templates to use.

Presentations should include the research question, method, theory/concept, analysis and result.

Each group will have 15 minutes for their presentation and leave room for questions and comments.

Readings and information

Free accessible material is added to the Google Drive link,

Assessment

All students/other participants will receive a certificate of attendance.

All students will receive 5 ECTS / those who need the confirmation of subject will be signed by Laurea.