

# Designing Streets for Kids



## Designing Streets for Kids

Global Virtual Launch

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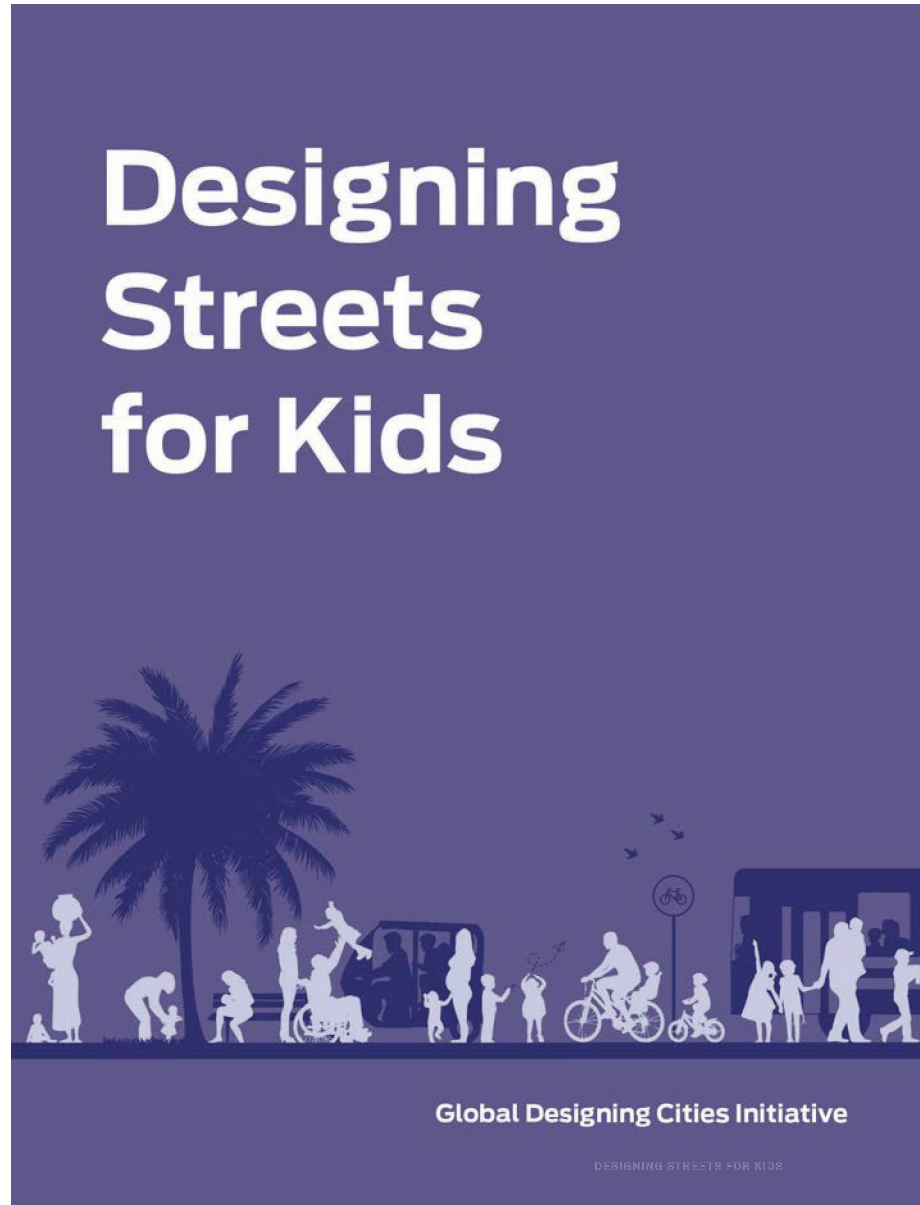
Global Virtual Launch | August 2020

@GlobalStreets  
[www.globaldesigningcities.org](http://www.globaldesigningcities.org)

NACTO National Association of City  
Transportation Officials  
GDCI Global Designing Cities Initiative



# Designing Streets For Kids - Introduction



**Skye Duncan**  
Director, Global Designing  
Cities Initiative, NACTO



# Streets for Kids Speakers



**Susanna Hausmann-  
Muela**  
Botnar Foundation



**Cecilia Vaca Jones**  
Bernard van Leer  
Foundation



**Natalie Draisin**  
FiA Foundation



**Rebecca Bavinger**  
Bloomberg  
Philanthropies



# Designing Streets for Kids



## Designing Streets for Kids

Global Virtual Launch

Skye Duncan

[skye@nacto.org](mailto:skye@nacto.org)

Global Virtual Launch | August 2020

[@GlobalStreets](https://twitter.com/GlobalStreets)  
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# STREETS



The background of the slide is a high-resolution aerial photograph of a city, likely New York City, showing a dense grid of buildings and streets. A prominent diagonal feature is a river or canal that runs from the bottom left towards the center. Several rectangular areas, primarily parks and green spaces, are highlighted in a semi-transparent green color, illustrating the 'continuous public space' mentioned in the text. These green spaces are distributed across the grid, often following the river's path or filling larger blocks.

# Largest network of continuous public space



Largest network of continuous public space

ONE OF OUR BIGGEST ASSETS IN CITIES!



























# We are killing kids slowly...







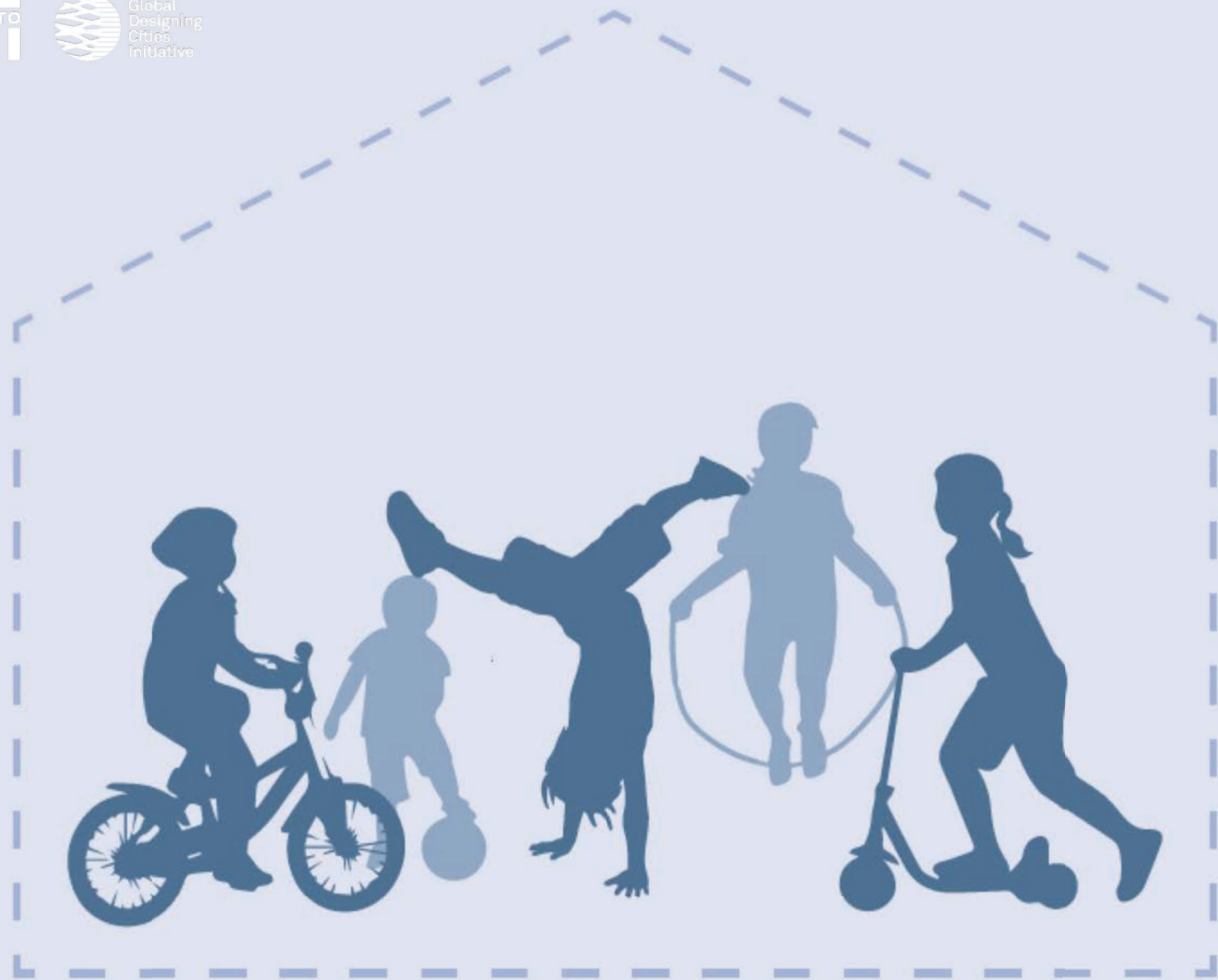
AMBIENT AIR POLLUTION

Around  
**127,000**  
children  
under age five  
die each year  
from outdoor  
air pollution  
worldwide



**We are killing kids slowly...**





LACK OF PHYSICAL ACTIVITY

**81% of  
adolescents  
(age 11 to 17)  
worldwide  
are  
insufficiently  
physically  
active.**





**We are killing kids quickly...**





ROAD TRAFFIC CRASHES

Globally,  
**500**  
children  
die each  
day from  
road traffic  
crashes.





1  
Number killer  
of ages 5-29 (WHO)





# Global Designing Cities Initiative

Janette Sadik-Khan  
(2014)





# Global

# Street

# Design

# Guide

Global Designing Cities Initiative

Free Download



Global  
Designing  
Cities  
Initiative



Bloomberg  
Philanthropies

INITIATIVE FOR GLOBAL ROAD SAFETY

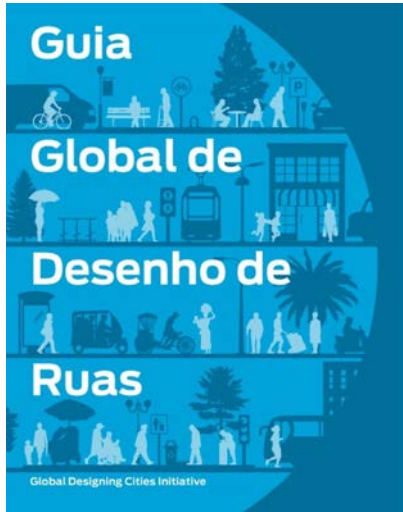


# Endorsed by over 100+ Cities and Organizations

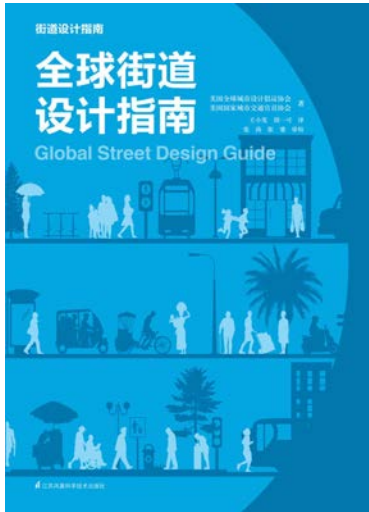




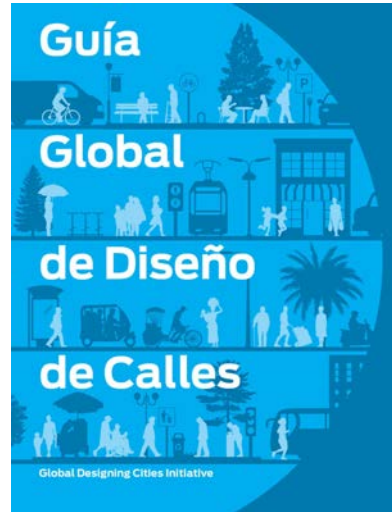
# GSDG Translations



Portuguese



Chinese



Spanish



Italian



Russian



Japanese



# From Global Agenda to Local Action



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**Inspire  
Leaders**



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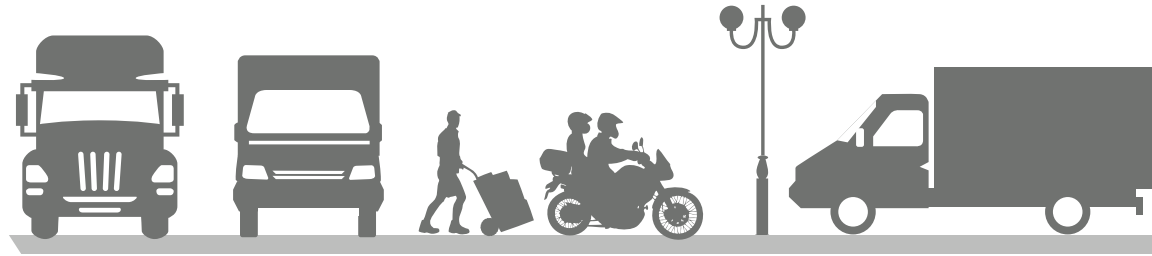
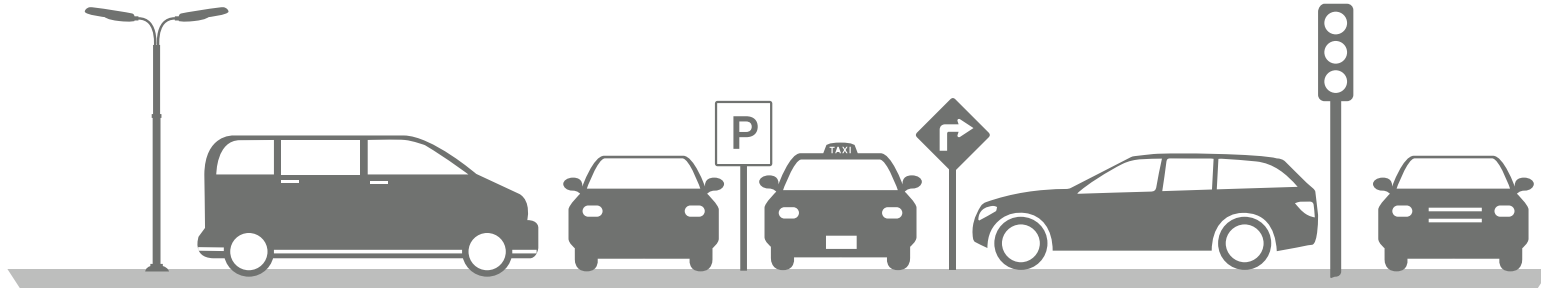
**Inform  
Practitioners**



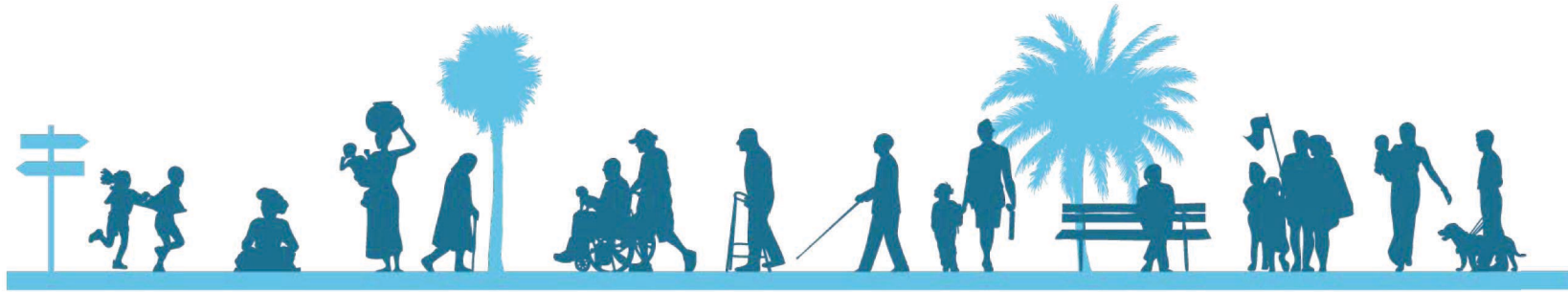
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**Empower  
Communities**









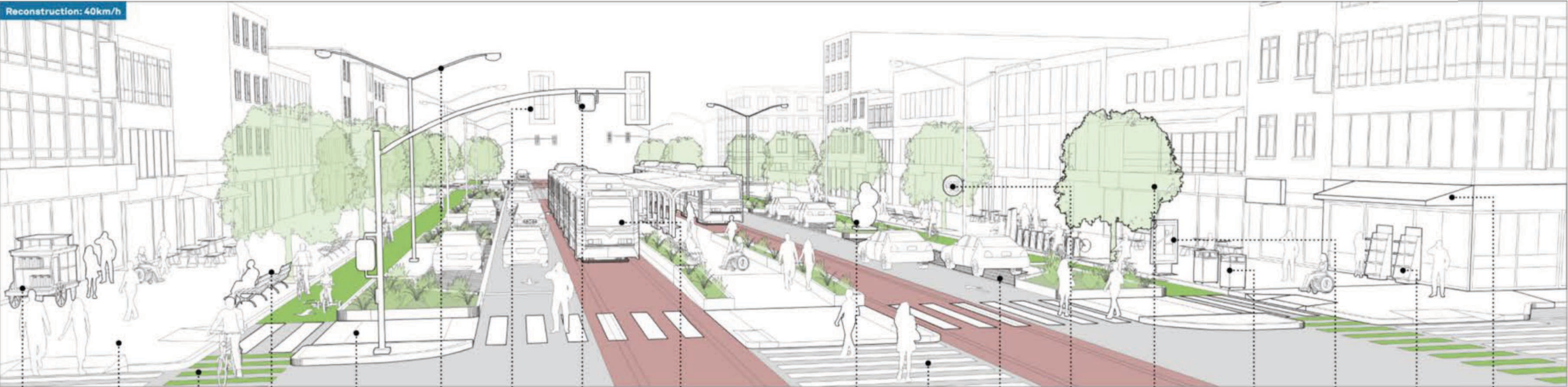


# What is Possible?

Existing: 60km/h



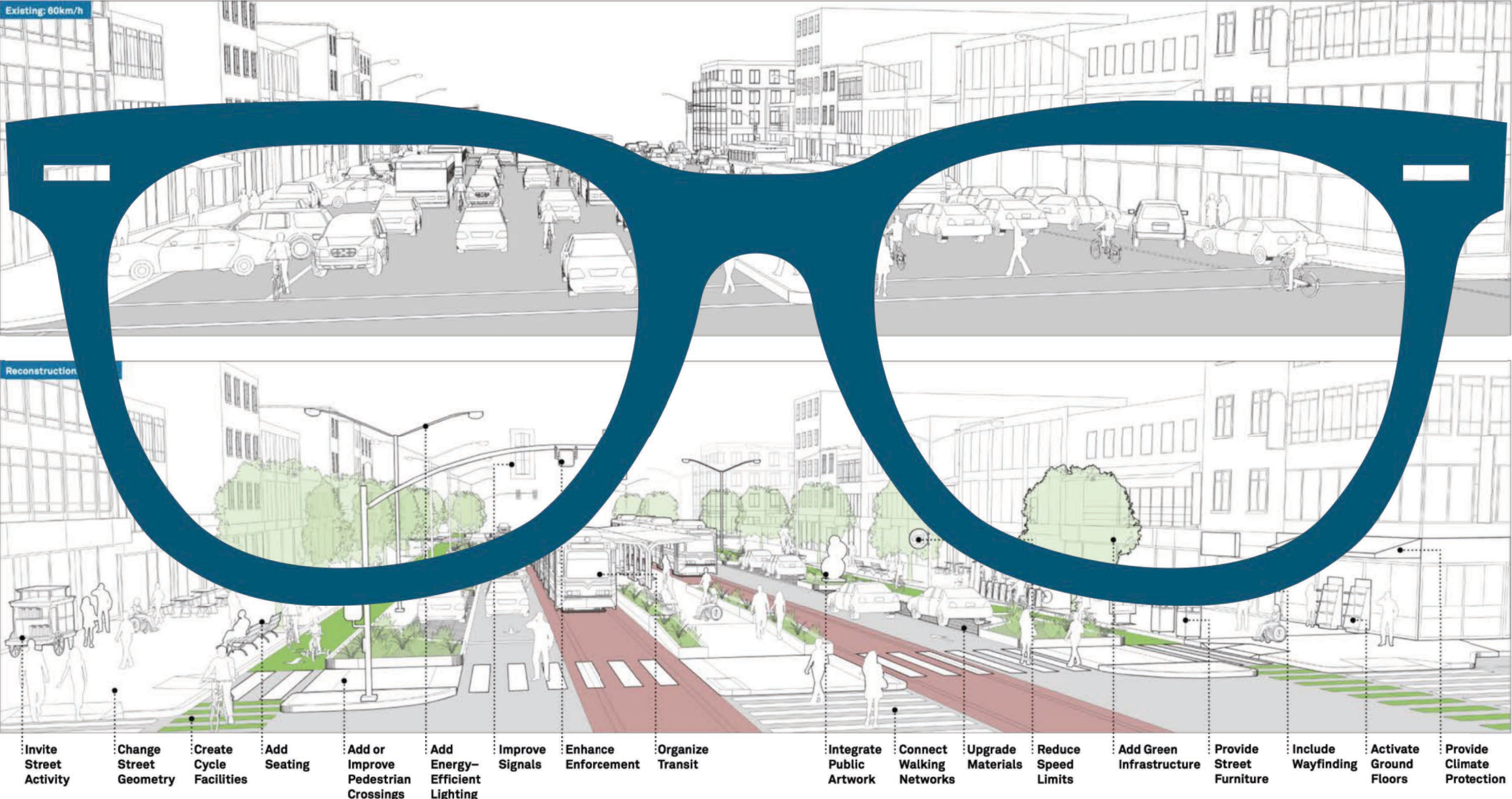
Reconstruction: 40km/h



- Invite Street Activity
- Change Street Geometry
- Create Cycle Facilities
- Add Seating
- Add or Improve Pedestrian Crossings
- Add Energy-Efficient Lighting
- Improve Signals
- Enhance Enforcement
- Organize Transit
- Integrate Public Artwork
- Connect Walking Networks
- Upgrade Materials
- Reduce Speed Limits
- Add Green Infrastructure
- Provide Street Furniture
- Include Wayfinding
- Activate Ground Floors
- Provide Climate Protection



# What is Possible?



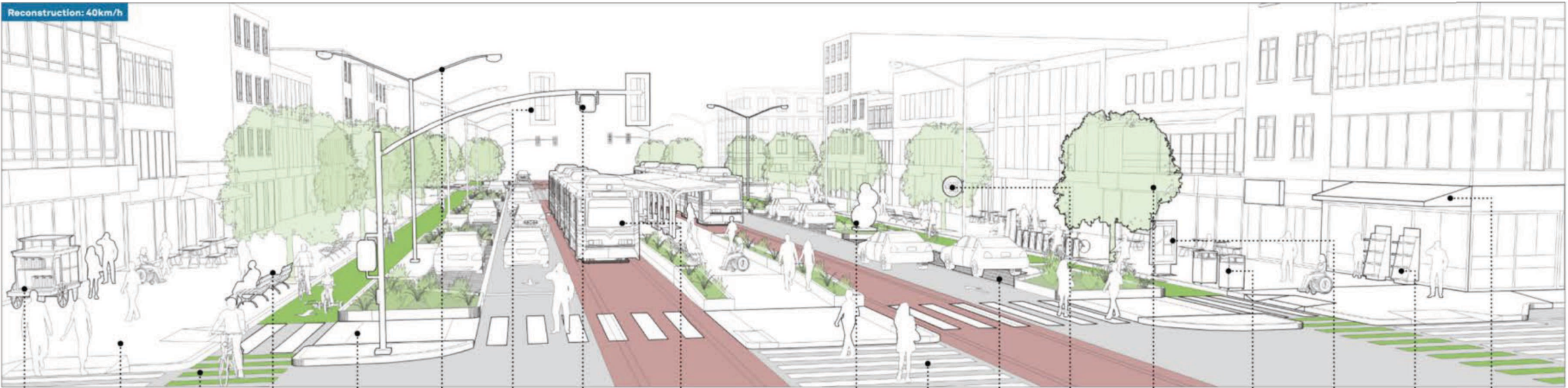


# What is Possible?

Existing: 60km/h



Reconstruction: 40km/h



- Invite Street Activity
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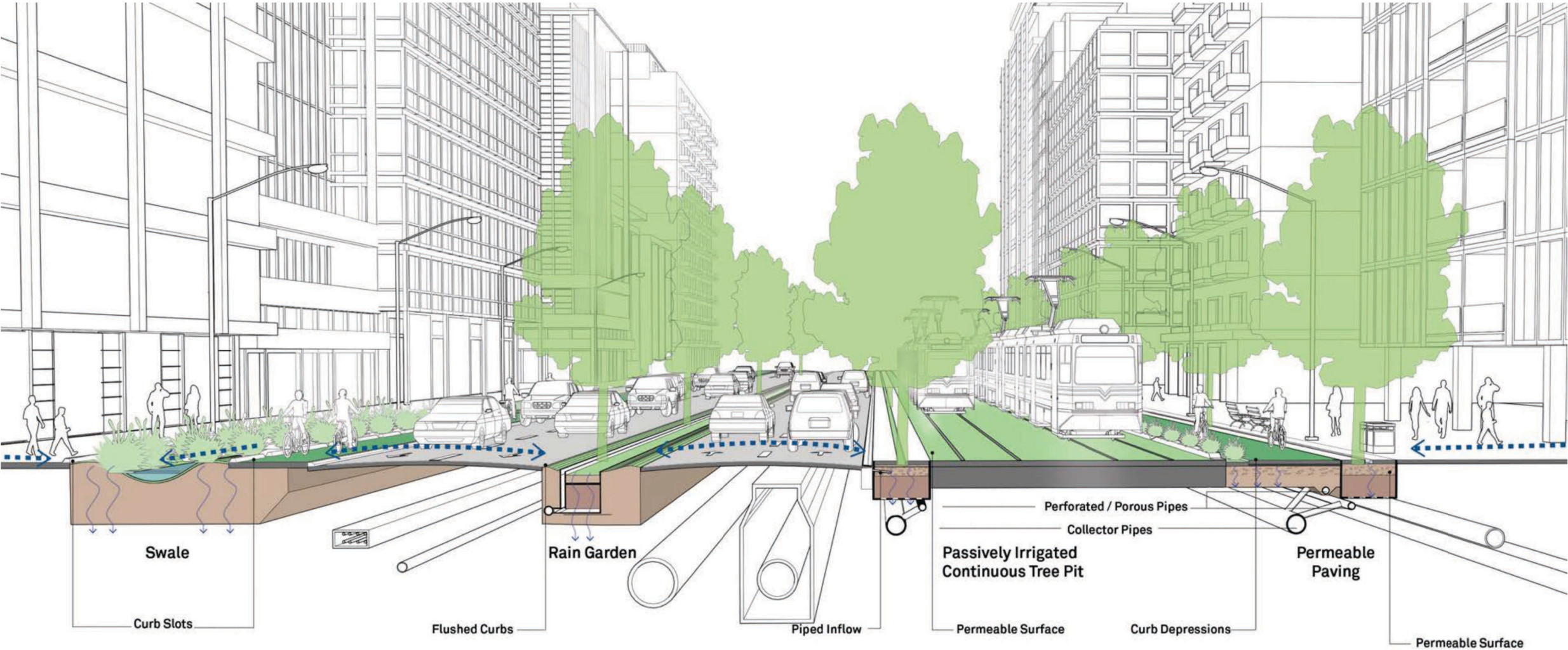


NACTO Global Designing Cities Initiative





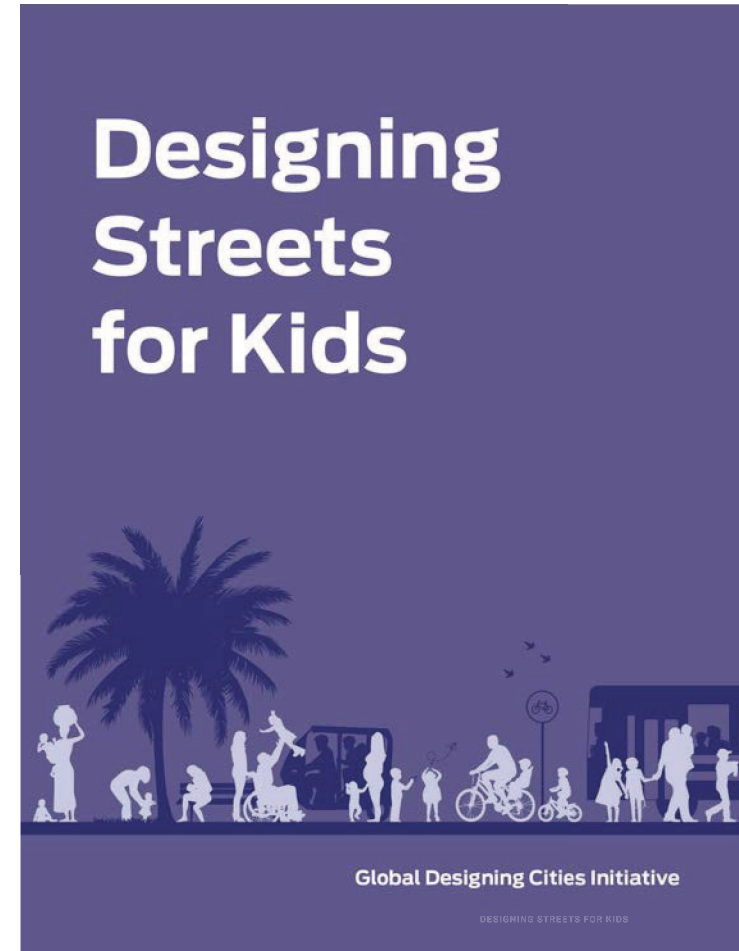
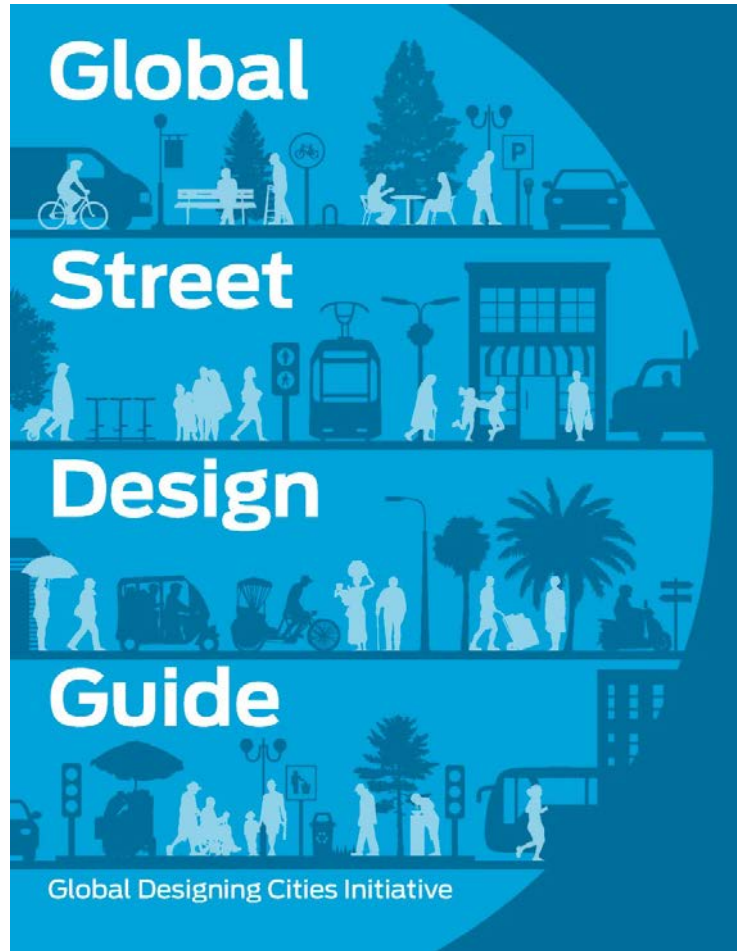
# Design for More Functions



Water Table



# ‘Expanding the Family’





# Designing Streets for Kids







OFFICIALLY  
LAUNCHED!!!!

# Designing Streets for Kids



# Pre-launch events (in person 😊)



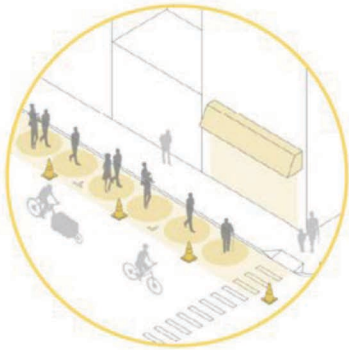
**World Urban Forum**  
Abu Dhabi, Feb 2020



**3rd Global Ministerial Conference on Road Safety**  
Stockholm, Feb 2020

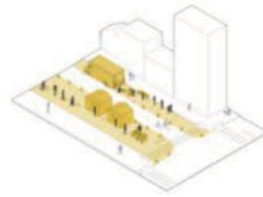


# Streets for Pandemic Response & Recovery



## Streets for Pandemic Response & Recovery

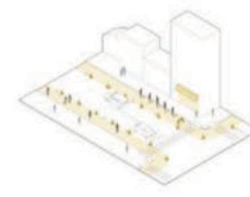
CRITICAL SERVICES



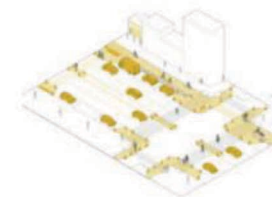
MANAGING SPEEDS



SIDEWALK EXTENSION



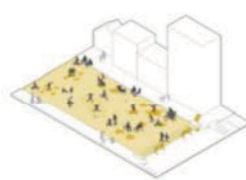
SAFE CROSSINGS



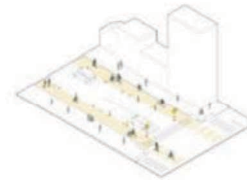
SLOW STREETS



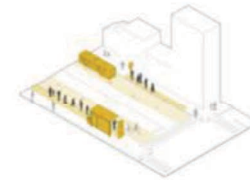
OPEN/PLAY STREETS



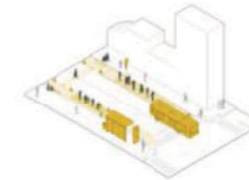
BIKE & ROLL LANES



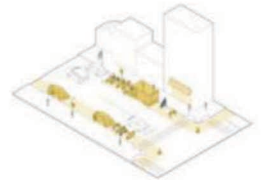
TRANSIT LANES



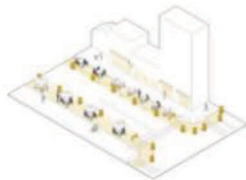
TRANSIT STOPS & ACCESS



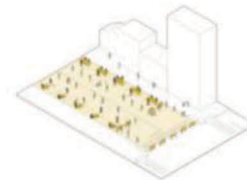
PICK-UP & DELIVERY



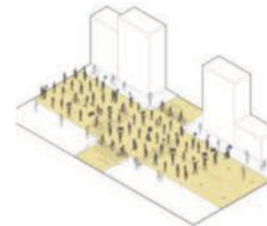
OUTDOOR DINING



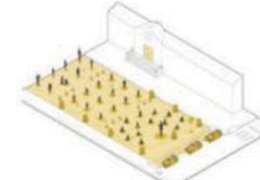
MARKETS



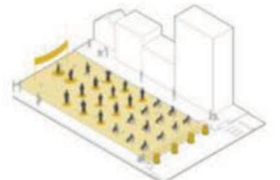
STREETS FOR PROTEST



SCHOOL STREETS

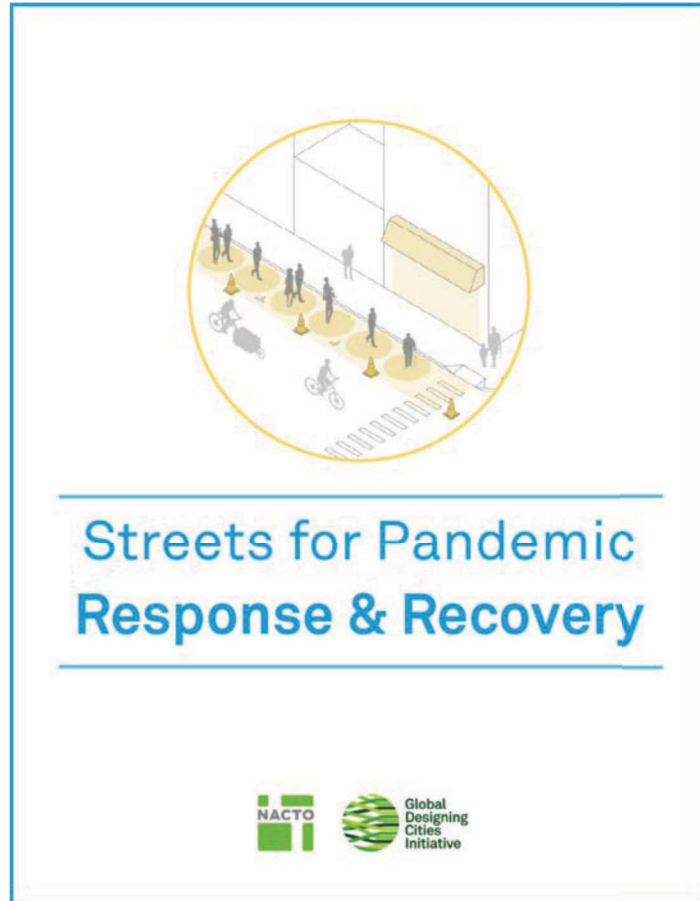


GATHERINGS & EVENTS

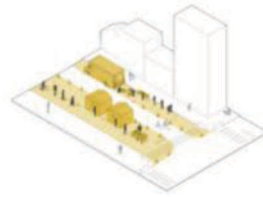




# Streets for Pandemic Response & Recovery



CRITICAL SERVICES



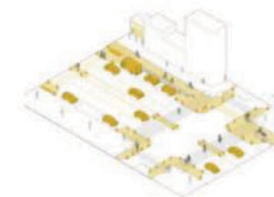
MANAGING SPEEDS



SIDEWALK EXTENSION



SAFE CROSSINGS



SLOW STREETS



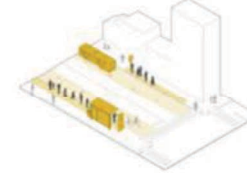
OPEN/PLAY STREETS



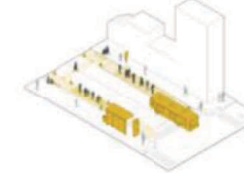
BIKE & ROLL LANES



TRANSIT LANES



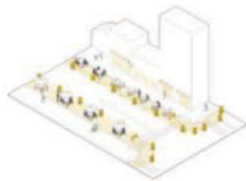
TRANSIT STOPS & ACCESS



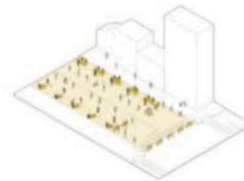
PICK-UP & DELIVERY



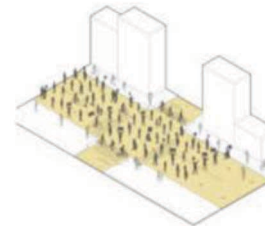
OUTDOOR DINING



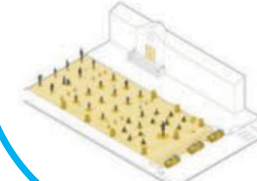
MARKETS



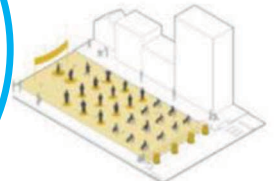
STREETS FOR PROTEST



SCHOOL STREETS



GATHERINGS & EVENTS



<https://globaldesigningcities.org/2020/04/03/covid-19-resources/>







**Anna  
Siprikova**

**Kat  
Gowland**

**Ankita  
Chachra**

**Annie  
Peyton**





# Advisory Group



**AJ Pearlman**  
Kaboom  
USA



**Amanda O'Rourke**  
8-80 Cities  
Canada



**Ayikai Poswayo**  
AMEND  
Ghana



**Carolina Tohá**  
Former Mayor of  
Santiago  
Chile



**Gabriella Gómez-Mont**  
Laboratorio  
para la Ciudad  
Mexico



**Jens Aerts**  
UNICEF  
Belgium/USA



**Julia Nebrija**  
Metro Manila  
Development Authority  
Philippines



**Joyati Das**  
Botnar Healthy Cities  
for Adolescents  
Challenge, International  
Society for Urban  
Health, General  
Assembly of Partners  
for the New Urban  
Agenda  
Australia



**Kathy Hirsh-Pasek**  
Temple University/  
Brookings Institute  
USA



**Lotte Bech**  
Urban Cycle Planning  
Denmark



**Seung Lee**  
Save the Children  
USA



**Tim Gill**  
Rethinking Childhood  
UK



NACTO Global Designing Cities Initiative

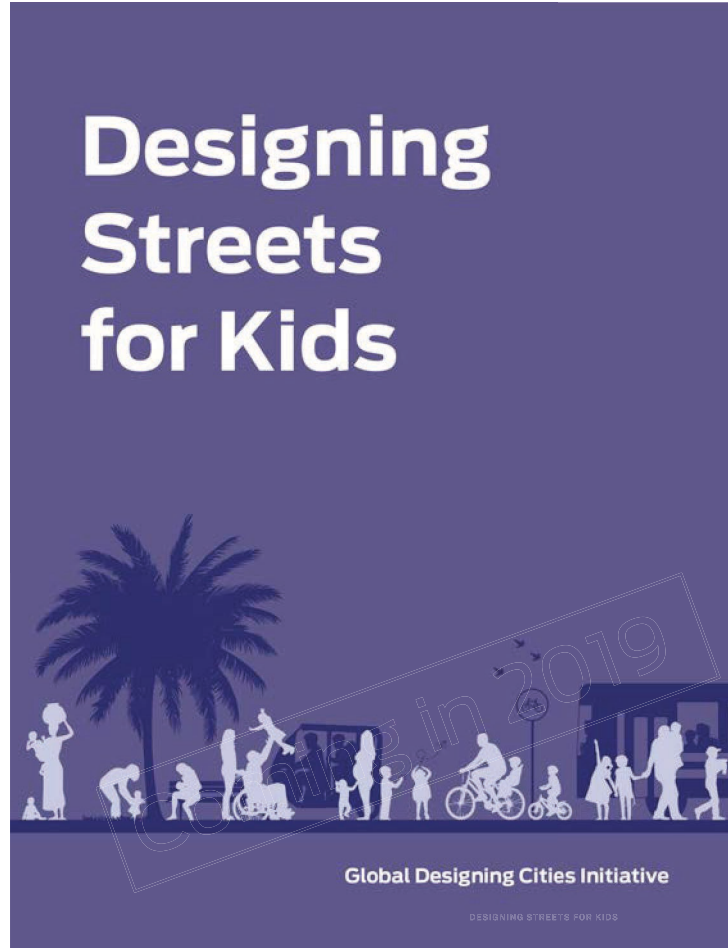


- 
- Expert Group**

- ## Contributing Network

- 132 people
- 39 countries





**GSDG Supplement**

**12 cities = training &  
technical assistance**



# Technical Assistance & Trainings for 12 cities



## Technical Assistance

1. Fortaleza, Brazil
2. Santiago, Chile
3. Tirana, Albania
4. Kigali, Rwanda

## Trainings

5. Lima, Peru
6. Udaipur, India
7. State of Colima, Mexico
8. Tbilisi, Georgia
9. Tulsa, USA
10. Cape Town, South Africa
11. Manila, Philippines
12. Kazan, Russia







# Streets for Kids

Improved &  
Independent mobility



Places to pause,  
sit, and play





## Safe + Accessible



## Healthy + Comfortable



## Inspiring + Educational







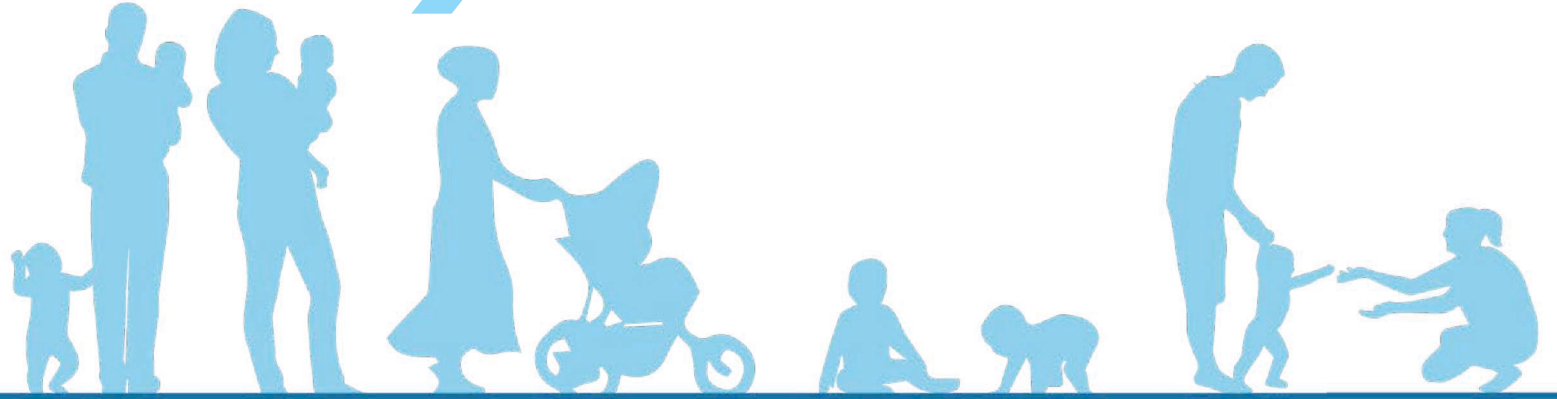
Love + Joy



## ➤ Pregnancy



## ➤ Caregivers



## ➤ Breastfeeding

## ➤ Early Childhood

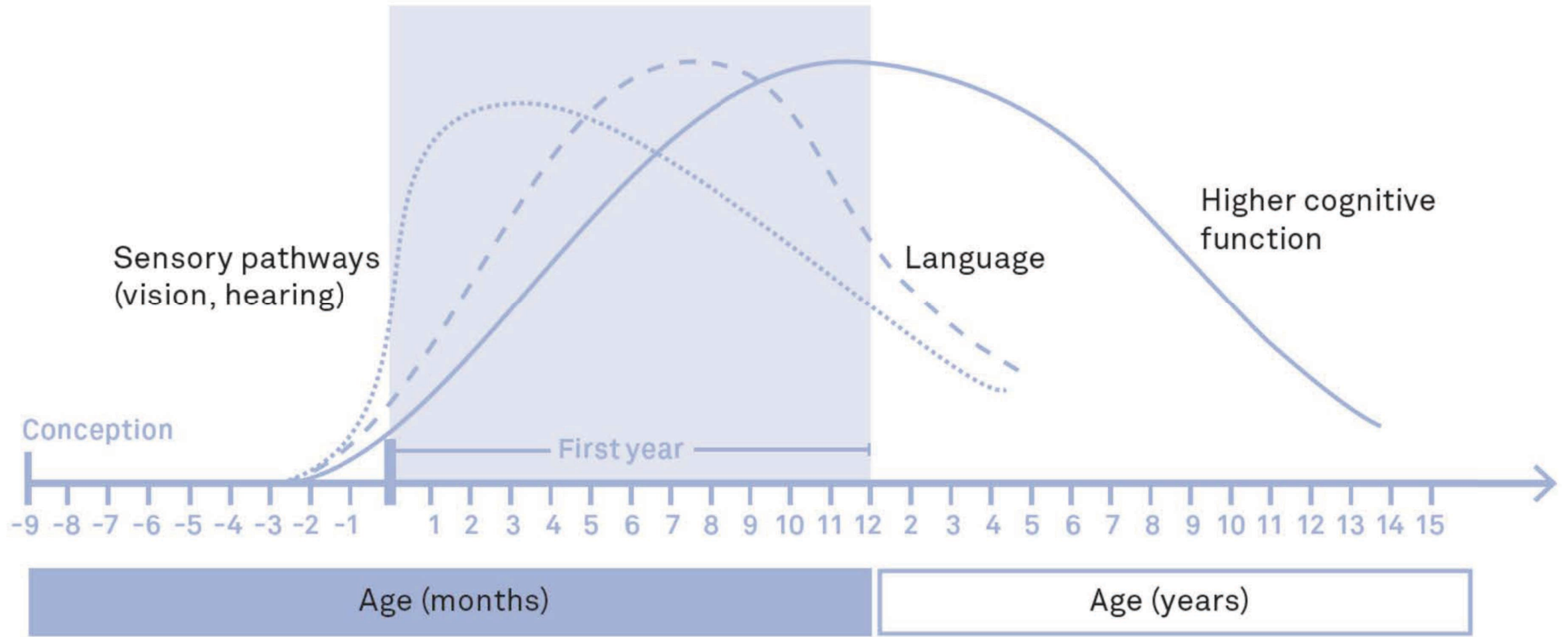


## ➤ Toddlers

## ➤ School aged kids + teenagers



# An infant's brain creates more than one million new neural connections every second.



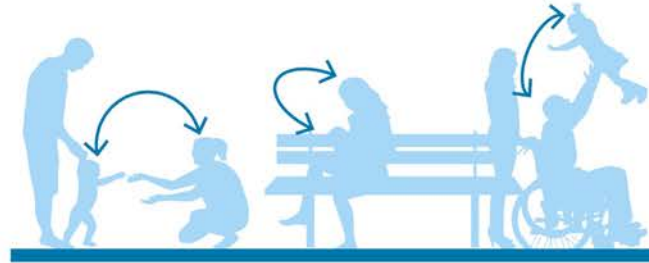
(Adapted from Center on the Developing Child, Harvard University.)



# The Street can Build Connections



**Between neurons**



**Between child & caregiver**



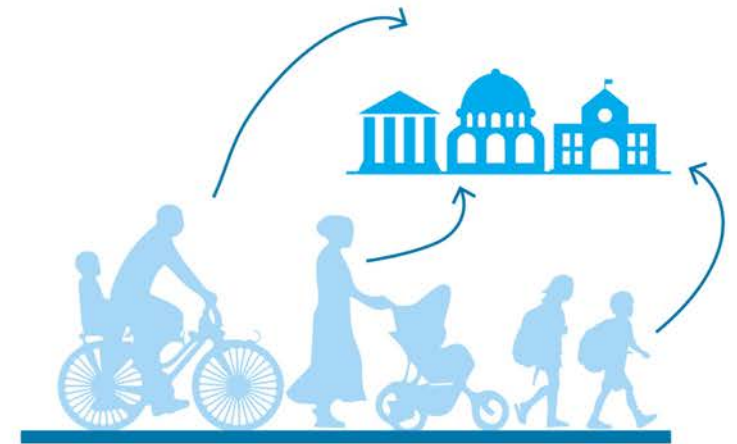
**Between children**



**Between caregivers**



**Between caregivers & children with their surrounding space**



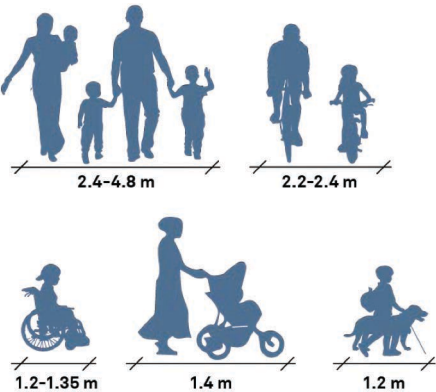
**Between caregivers & children and their destinations**



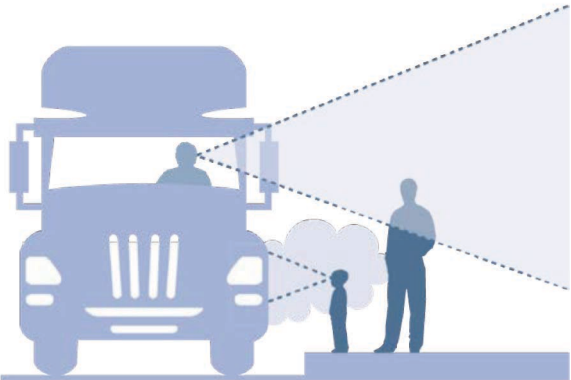
# Children's Needs from Streets



Reliable mobility choices



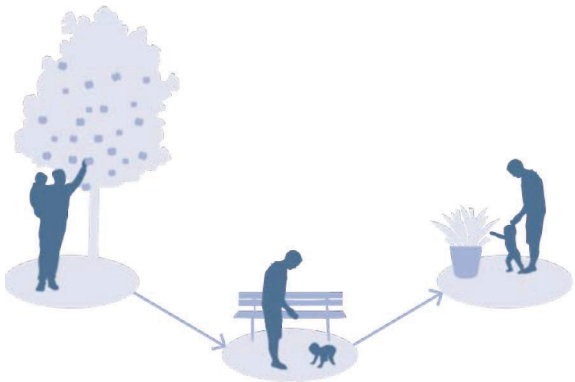
Space



Visibility



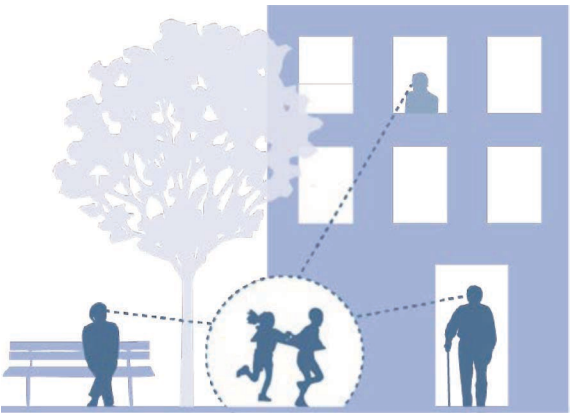
Play and learning



Places to pause and stay



Social interaction



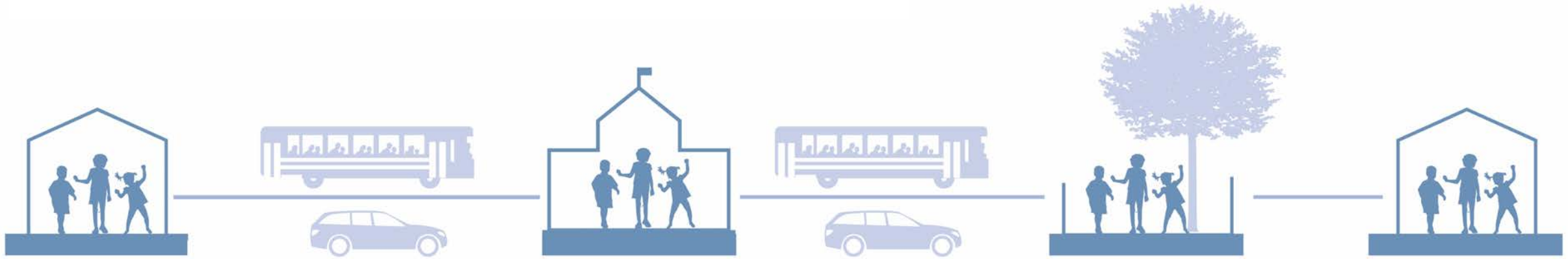
Security



A safe environment

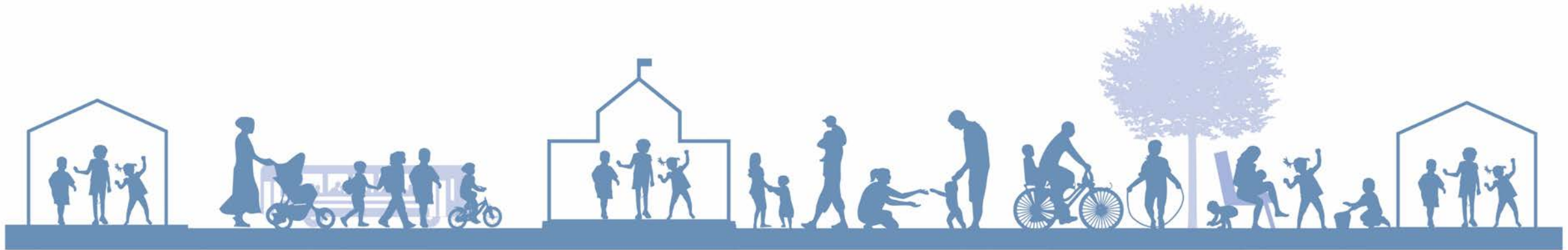
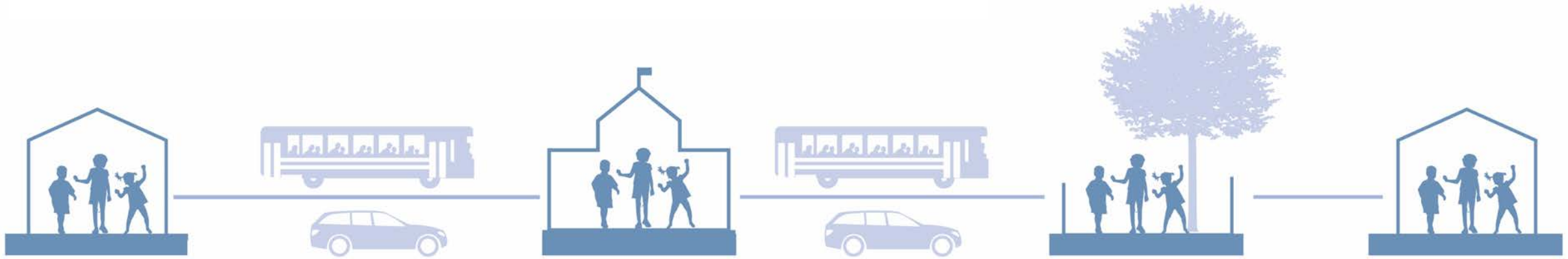


# Kids ‘contained’





# Kids ‘contained’



## Making kids **VISIBLE** in the city & streets



# From surviving....







to thriving...





Slow  
vehicles  
by design

Disincentivize  
private vehicles  
and increase  
transit reliability

Add trees  
and green  
spaces

Build wide  
sidewalks and  
protected bike  
lanes

Improve  
pedestrian  
crossings

Think for  
95 cm

Add  
places to  
play and  
learn





# Working across multiple scales



City and Regional  
Planning



Neighborhood  
Scale



Block  
Scale



Detail  
Scale

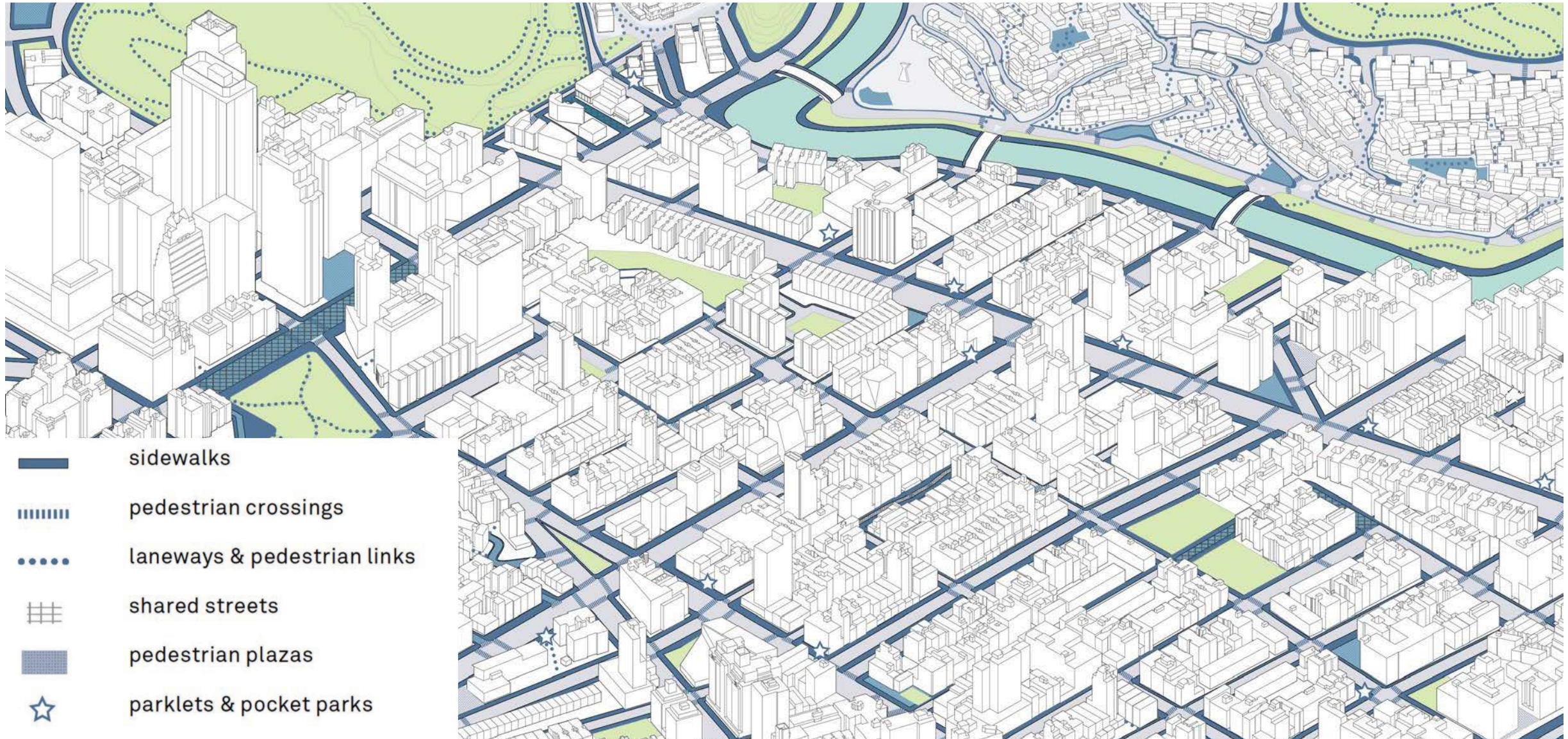


# Citywide policies



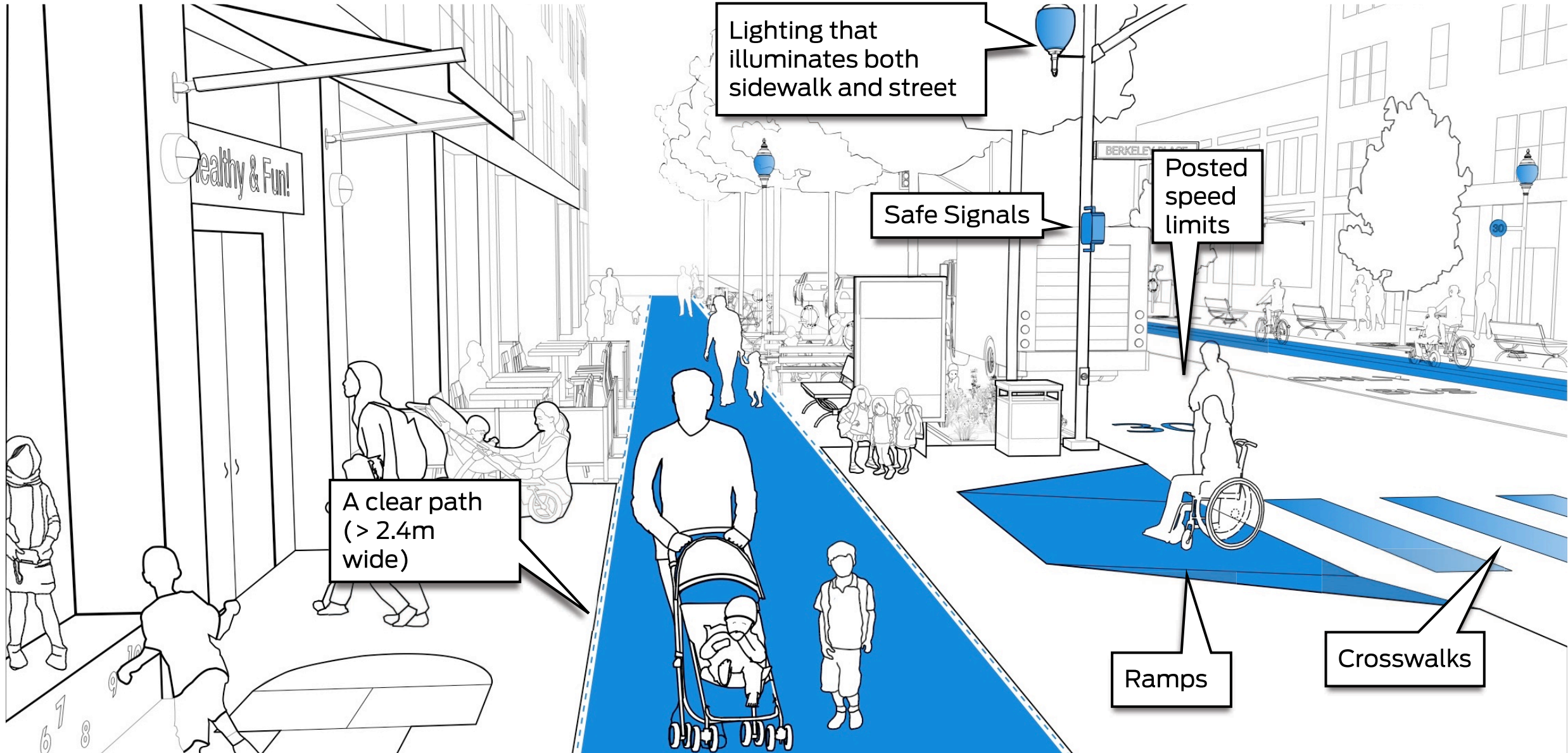


# Neighborhoods for Walking



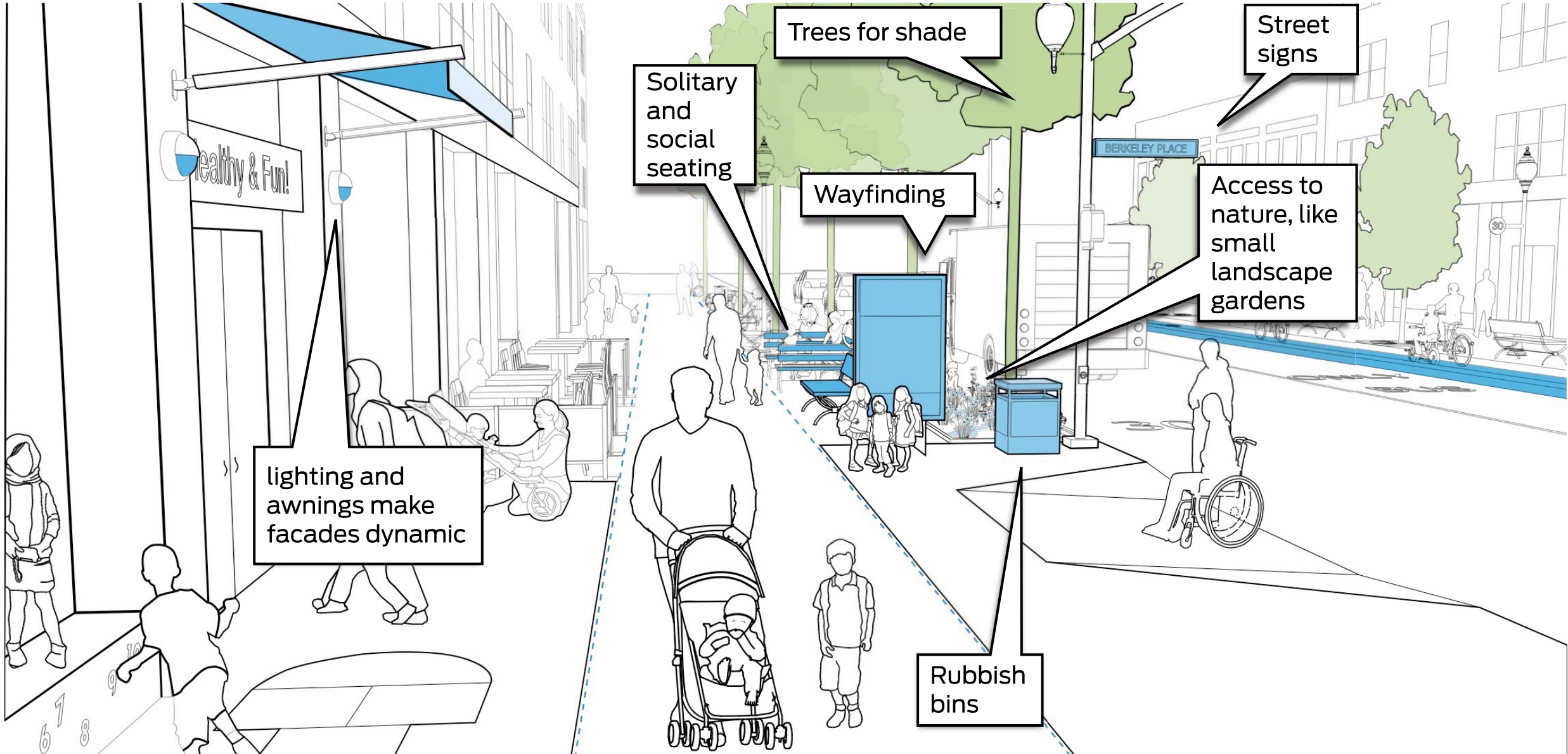


# Safe and healthy



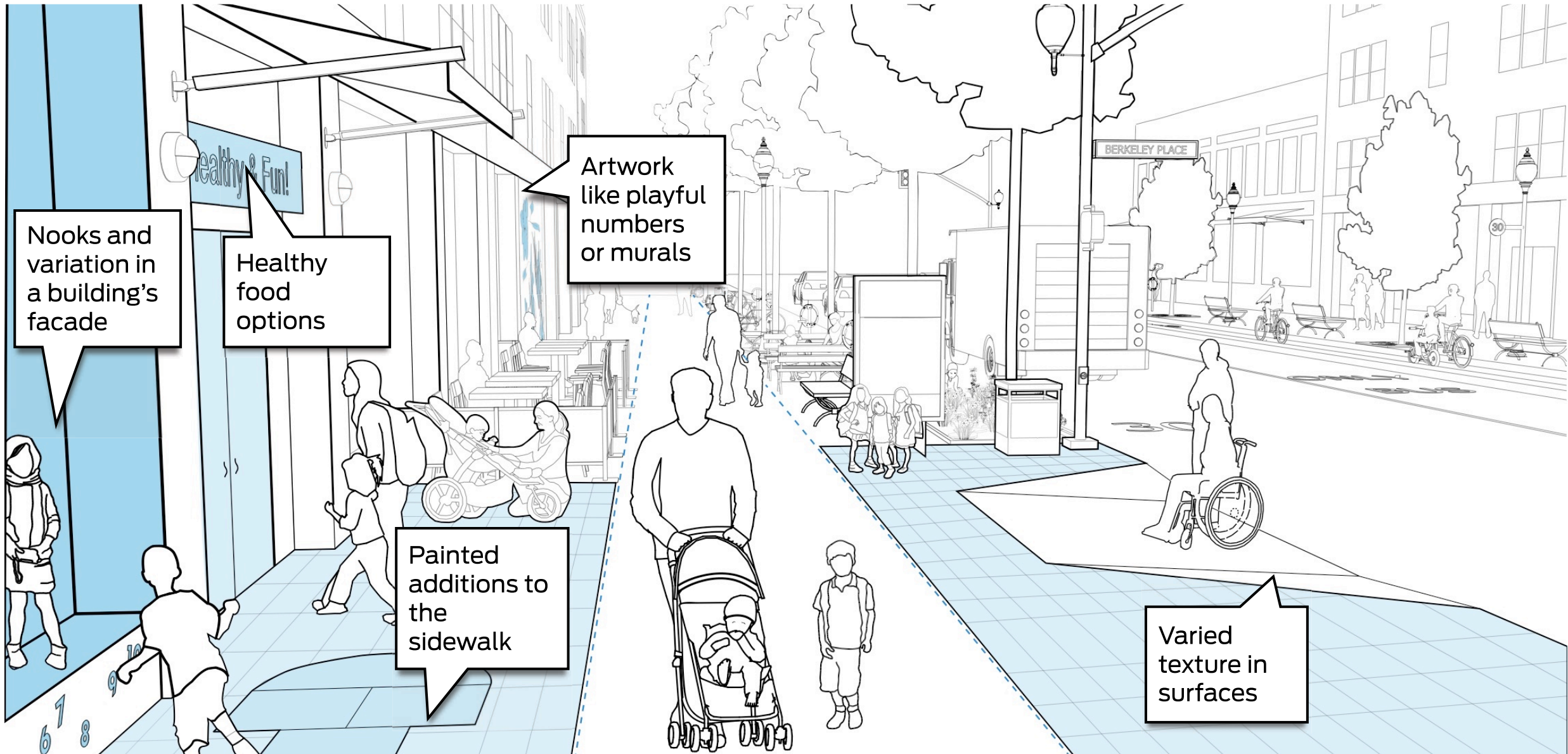


# Comfortable and convenient



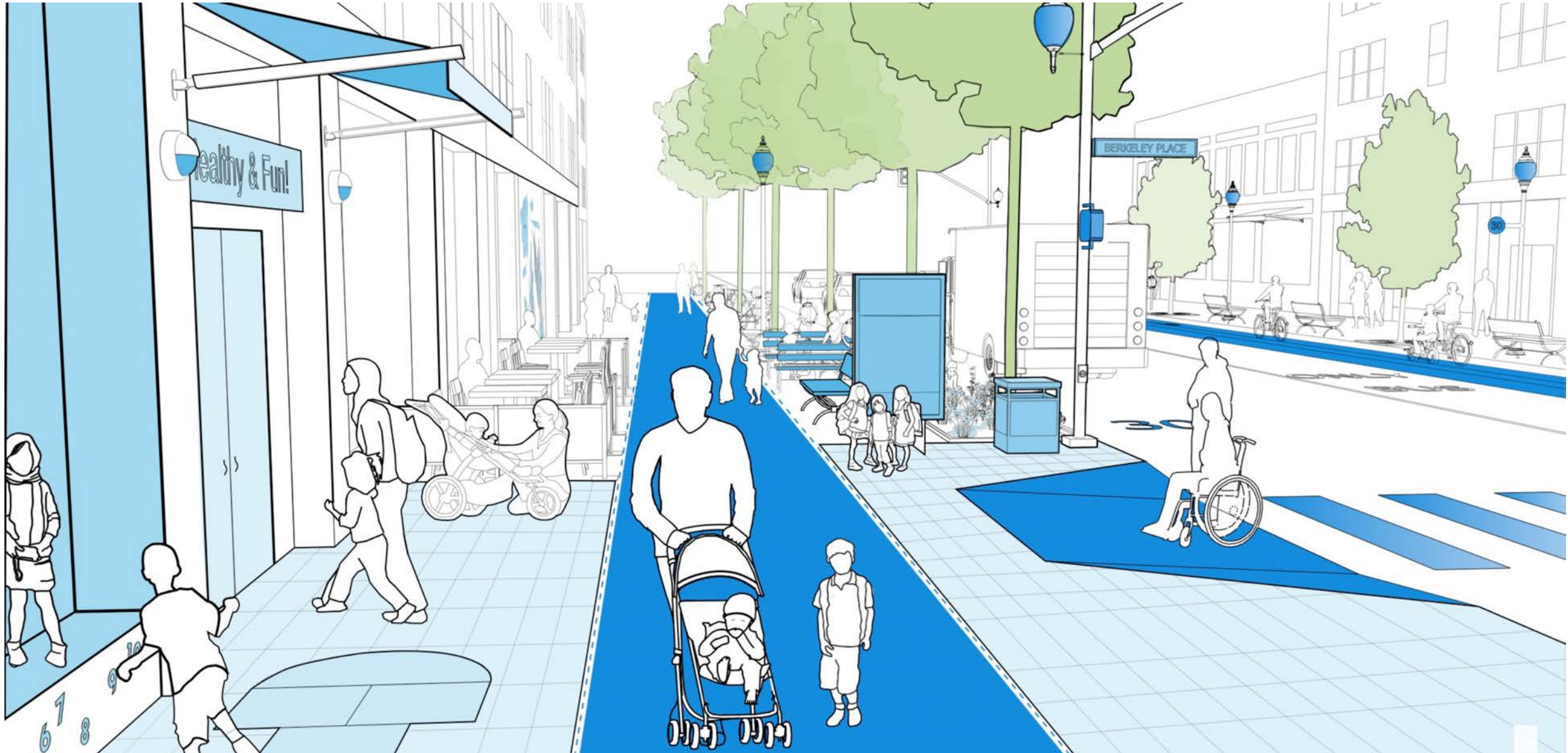


# Inspirational and educational





# Pedestrian experience



















Helsinki, Finland













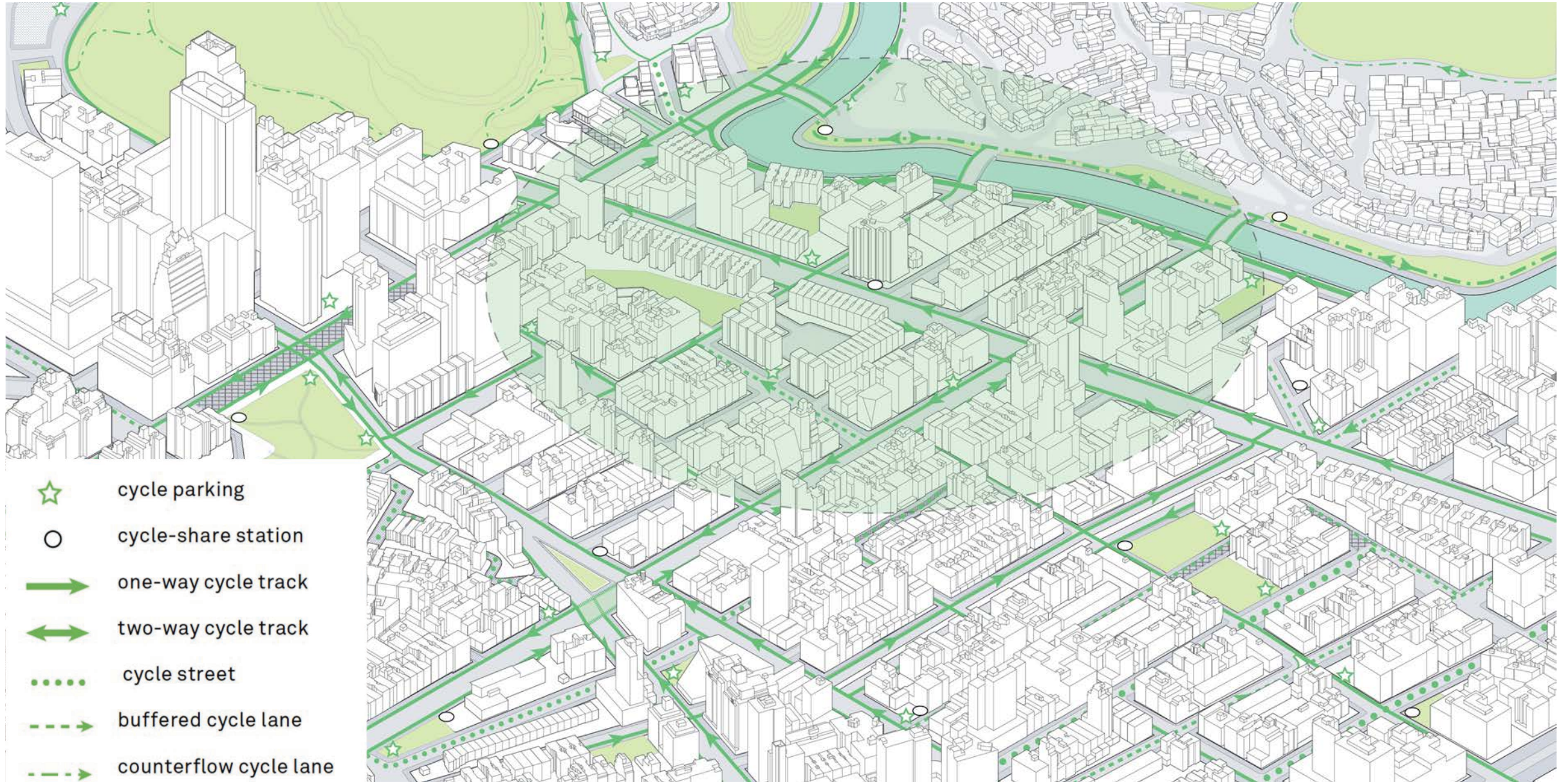
UITO  
E MAIS  
TE QUE UM  
PAÍS INTERO.







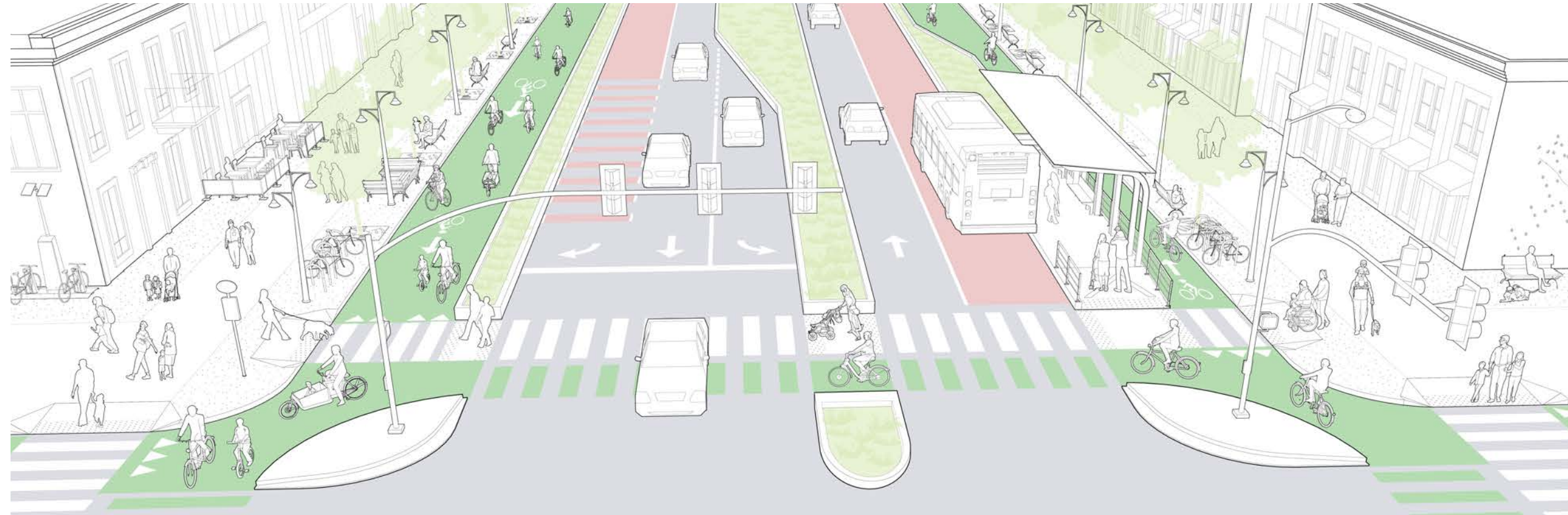
# Neighborhoods for Cycling





# Streets for Kids: Streetscape

## Bicycle Infrastructure



**1.** Wide,  
Protected  
Facilities

**2.** Safe  
Intersections

**3.** Complete  
Network



# Cyclists

## Designing for All Ages and Abilities



<http://www.belfasttelegraph.co.uk/news/uk/bicycle-courier-wins-fight-for-employment-rights-at-tribunal-35348614.html>













ESTO  
COSTADO  
TODA LA CUADRA







# Kids Bike Share



Fortaleza, Brazil





(Source: City of Fortaleza)

Fortaleza









POSTES  
CANADA

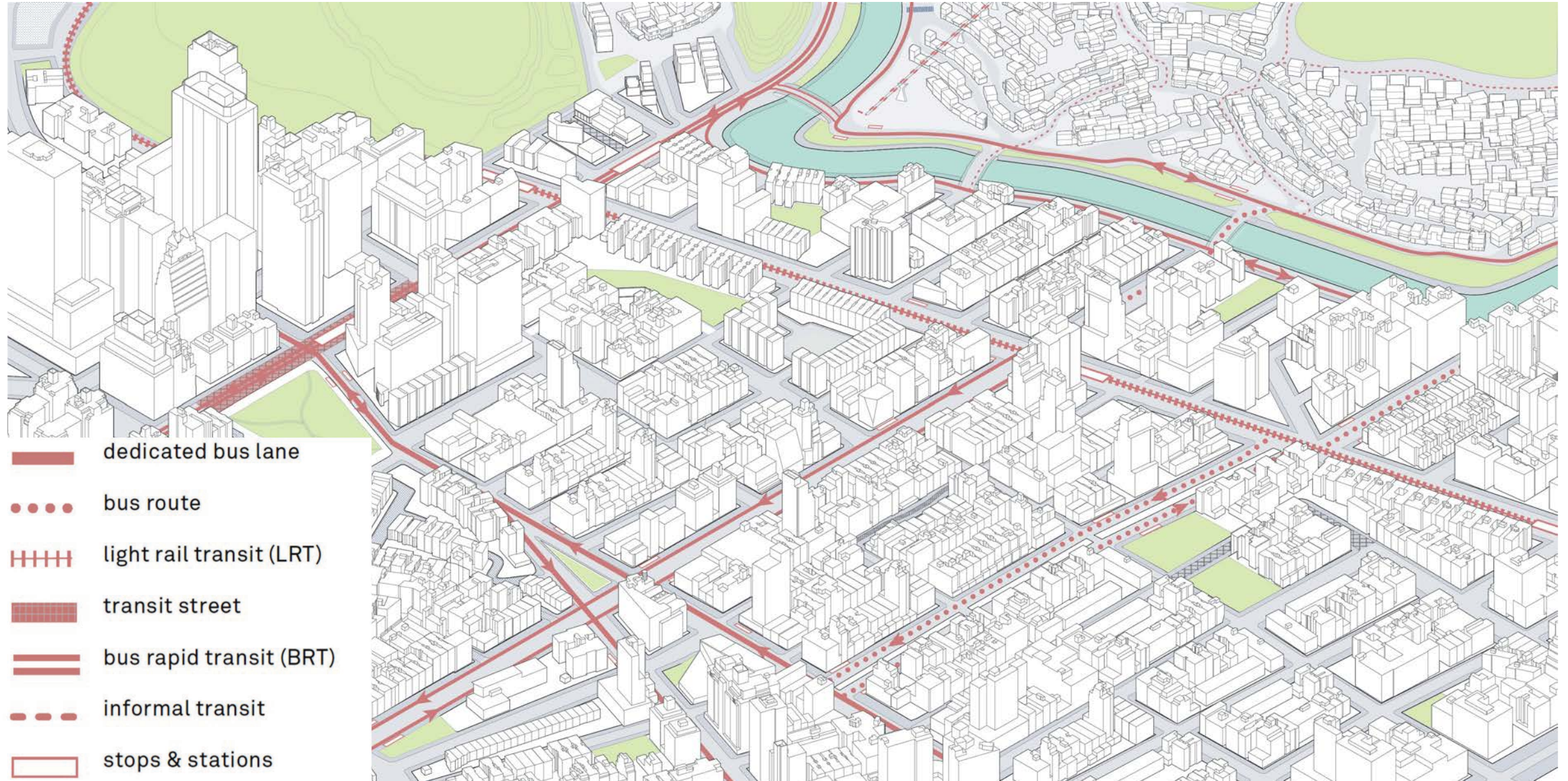
NACTO  
PO



Global  
Designing  
Cities  
Initiative



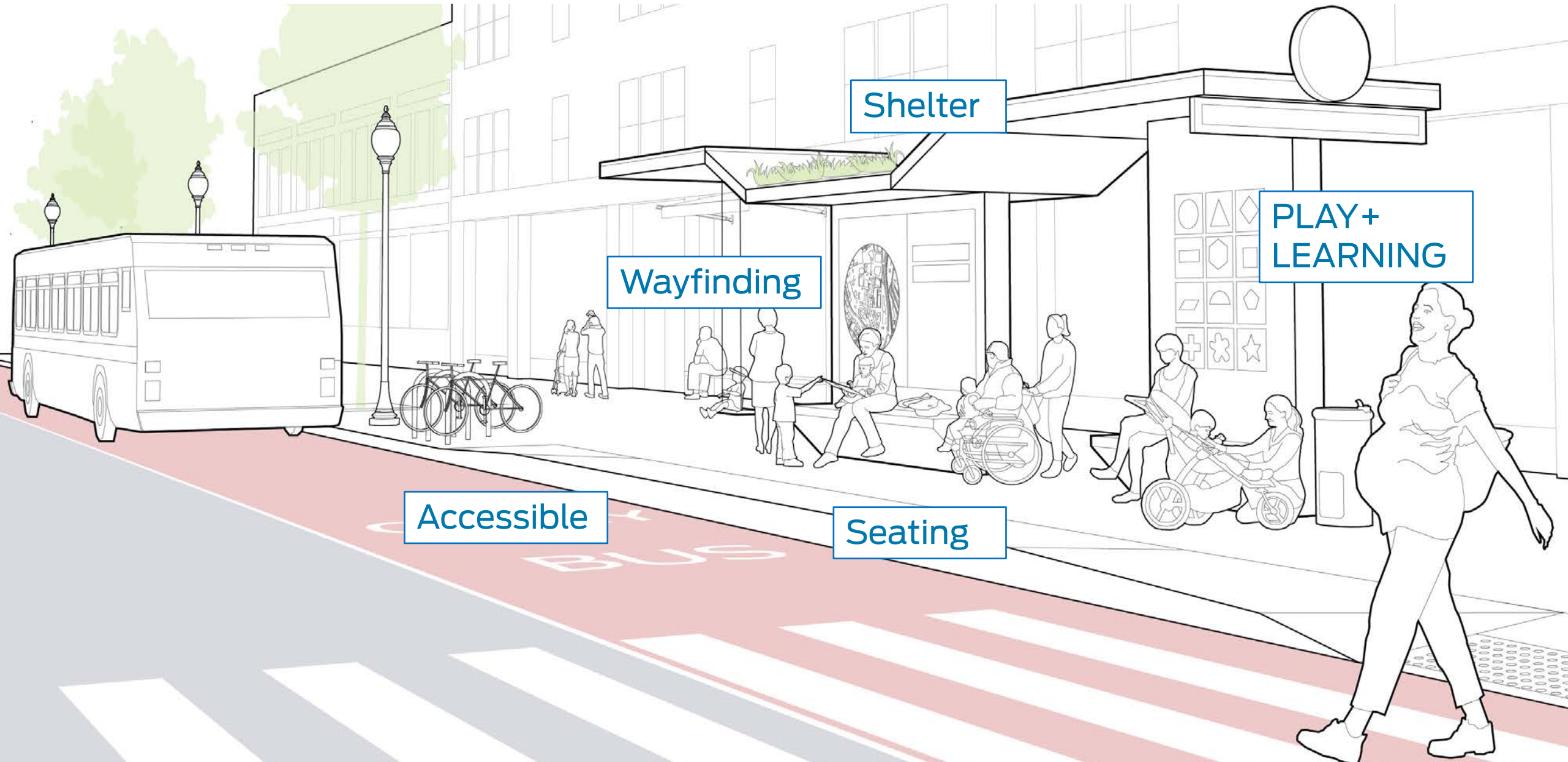
# Neighborhoods for Transit





# Streets for Kids: Streetscape

## Transit Infrastructure











Global  
Designing  
Cities  
Initiative



Global  
Designing  
Cities  
Initiative











Lexington, USA





Baltimore

Image: [http://www.mmmm.tv/img/prensa/busstop/DSC\\_0111.jpg](http://www.mmmm.tv/img/prensa/busstop/DSC_0111.jpg)









# Street Design

# Strategies



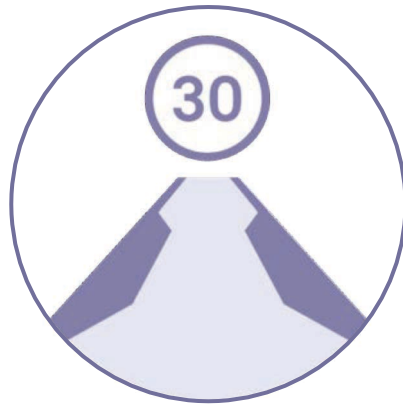
# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



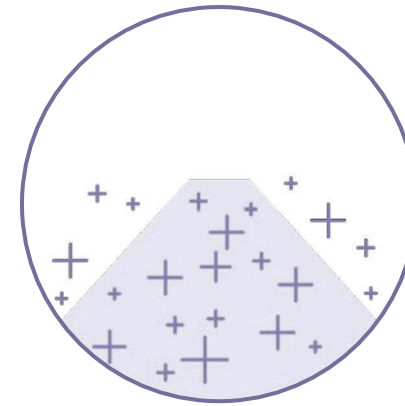
Design for  
safe  
speeds

## Reclaim



Efficient and  
fair distribution  
of space

## Activate



Incorporate  
places to  
pause, sit  
and play

## Extend



Think beyond  
the ground  
plane – Street  
as a 'room'



# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



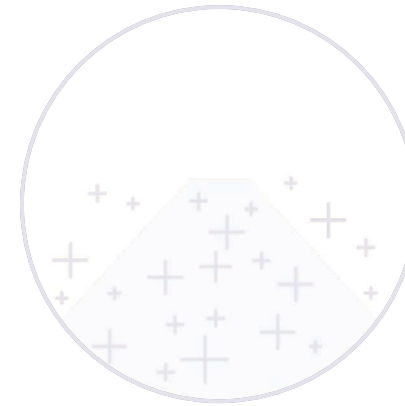
Design for  
safe  
speeds

## Reclaim



Efficient and  
fair distribution  
of space

## Activate



Incorporate  
places to  
pause, sit  
and play

## Extend

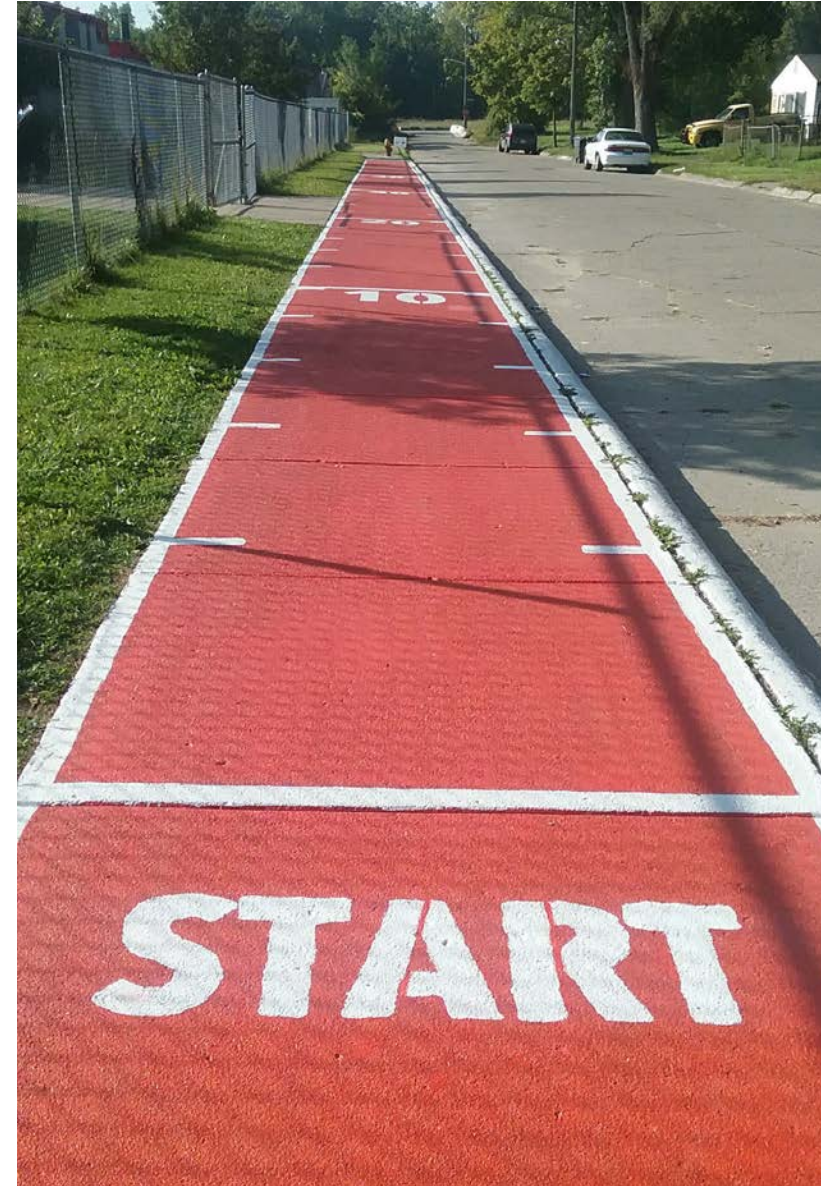
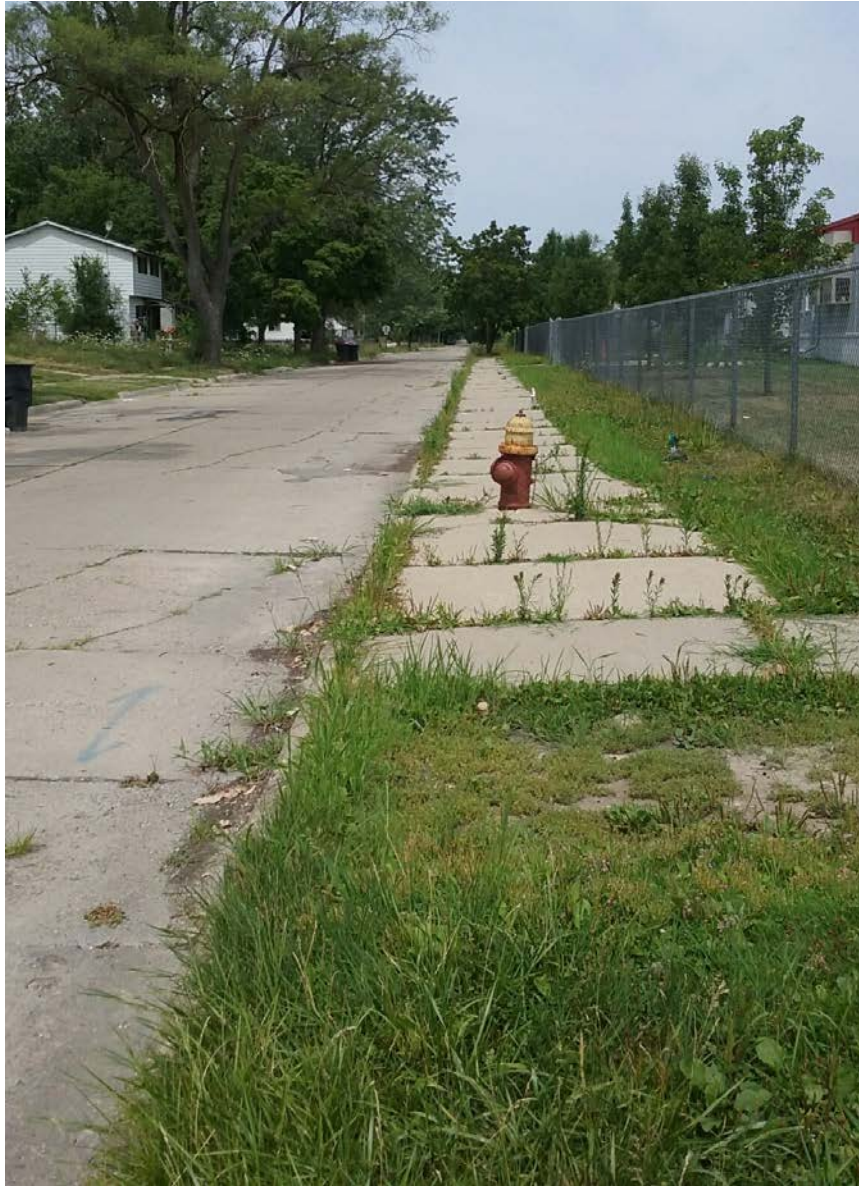


Think beyond  
the ground  
plane – Street  
as a 'room'





# Upgrade



Credit: Kaboom





# Upgrade





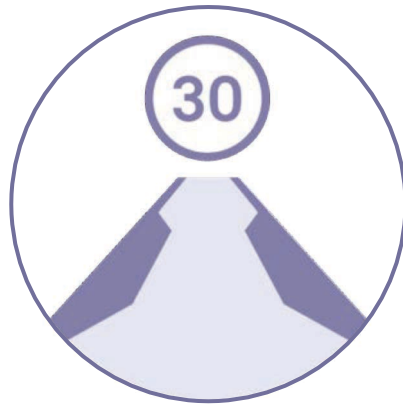
# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



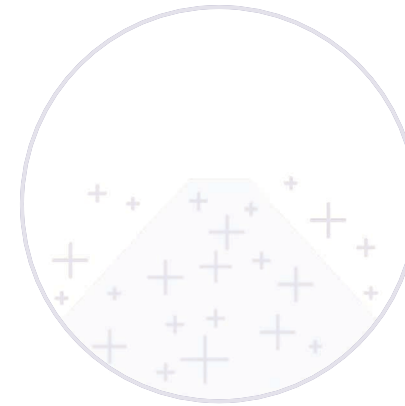
Design for  
safe  
speeds

## Reclaim



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places to  
pause, sit  
and play

## Extend



Think beyond  
the ground  
plane – Street  
as a 'room'





# Protect/ Slow



Fortaleza





# Protect/ Slow



Fortaleza





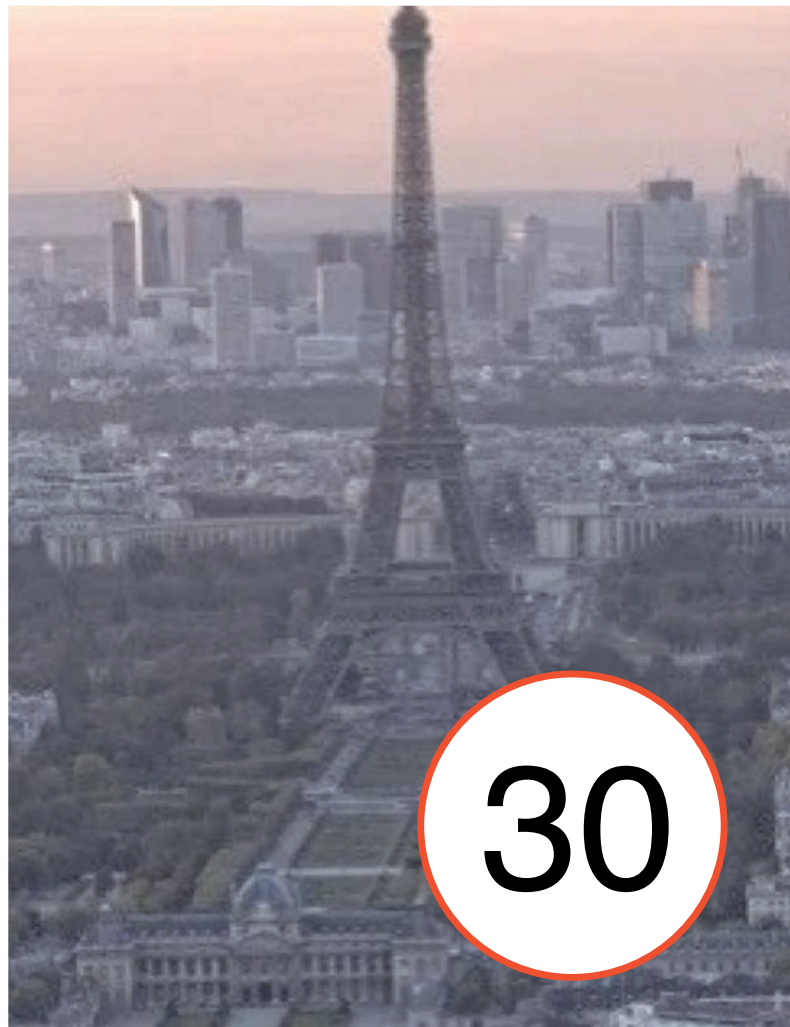
# Protect/ Slow







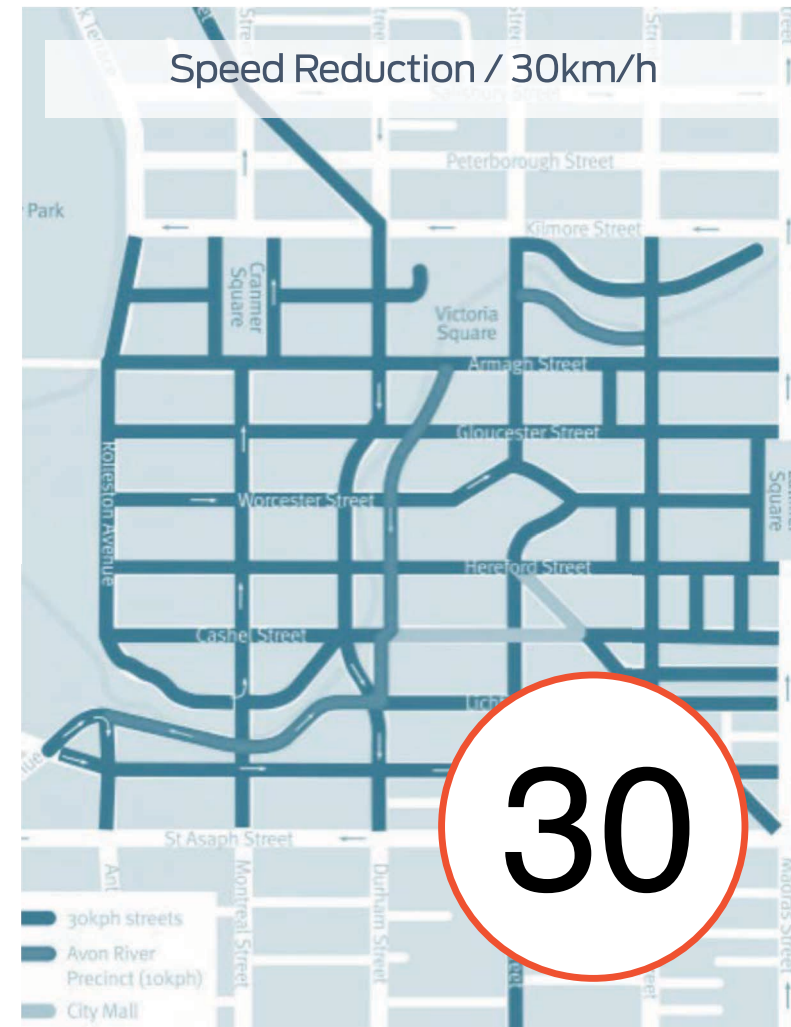
# Protect/ Slow



Paris



United Kingdom (mph)



Christchurch, New Zealand



# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



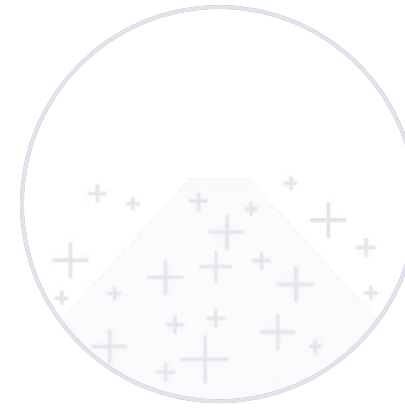
Design for  
safe  
speeds

## Reclaim



Efficient and  
fair distribution  
of space

## Activate



Incorporate  
places to  
pause, sit  
and play

## Extend



Think beyond  
the ground  
plane – Street  
as a 'room'





# Reclaim



Paris





# Reclaim



Copenhagen





# Reclaim



Bogotá





# Reclaim







# Reclaim





# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



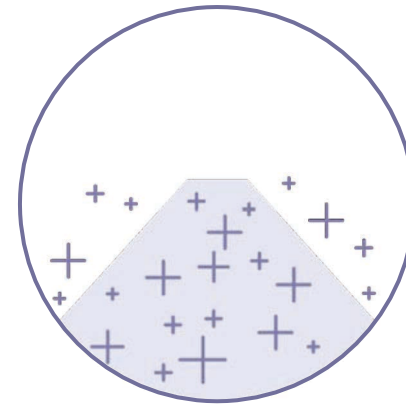
Design for  
safe  
speeds

## Reclaim



Efficient and  
fair distribution  
of space

## Activate



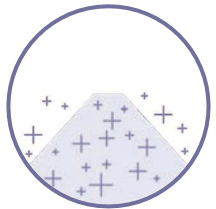
Incorporate  
places to  
pause, sit  
and play

## Extend



Think beyond  
the ground  
plane – Street  
as a 'room'



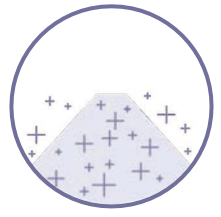


# Activate



Copenhagen





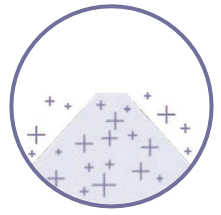
# Activate



São Paulo

Credit:Cidade Ativa





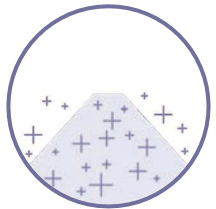
# Activate



São Paulo

Credit:Cidade Ativa





# Activate



Sao Paulo

Credit: Cidade Ativa



# Street Design Strategies

## Upgrade



Meeting  
minimum  
standards

## Protect



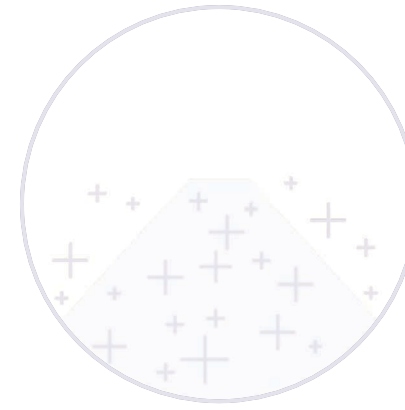
Design for  
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speeds

## Reclaim



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## Extend

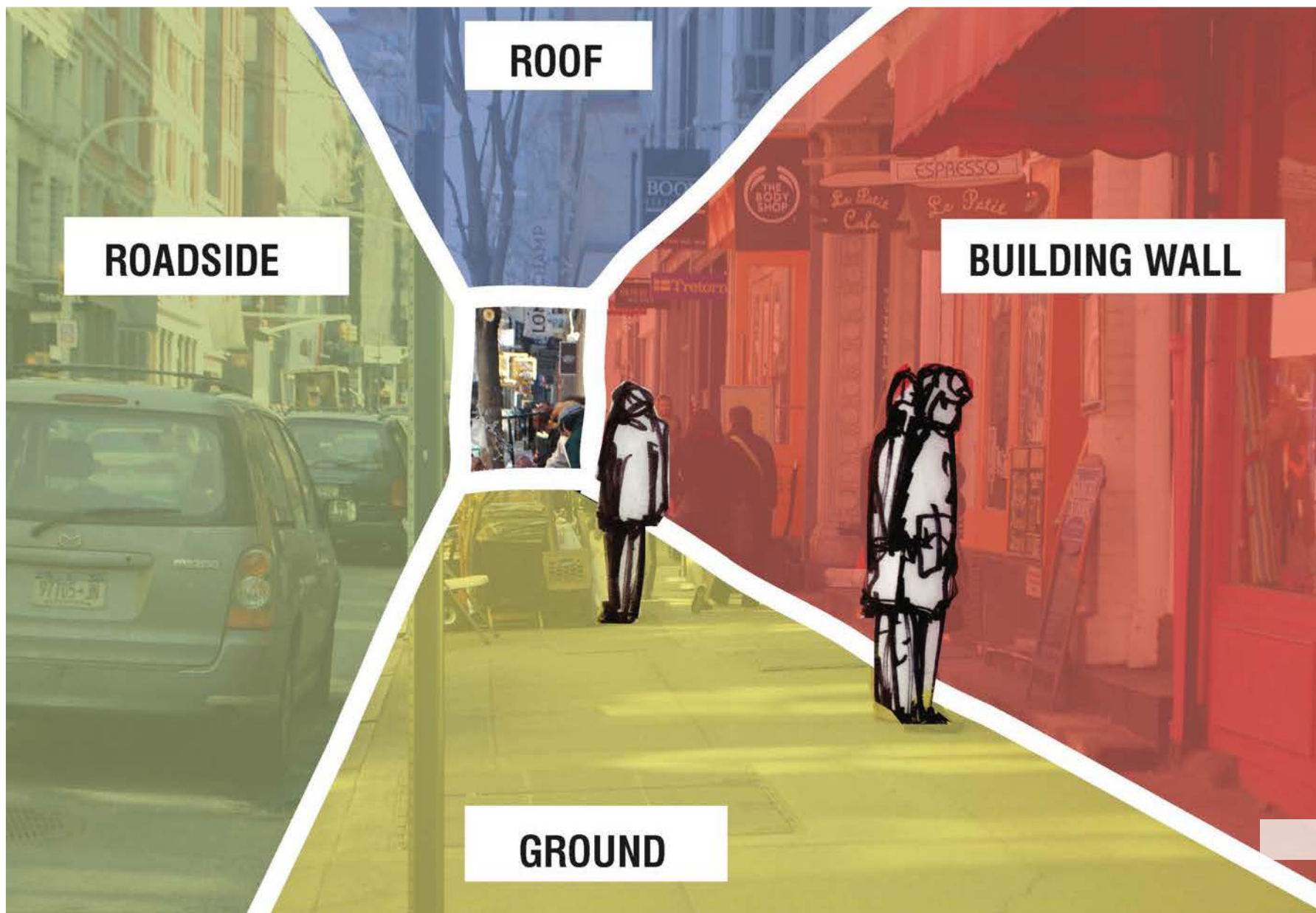


Think beyond  
the ground  
plane – Street  
as a 'room'

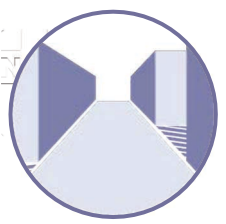




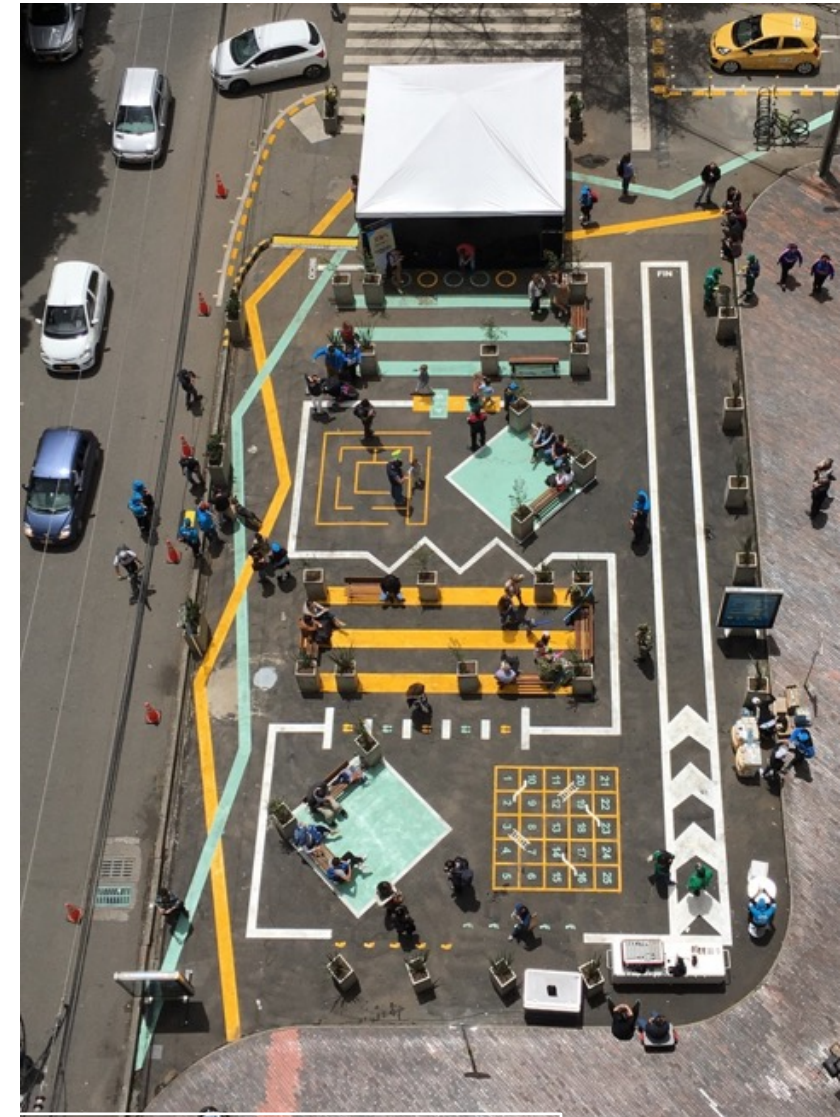
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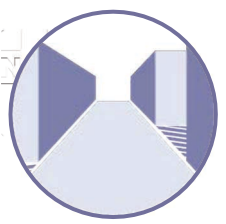


# Extend



Bogotá, Colombia



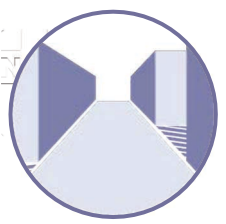


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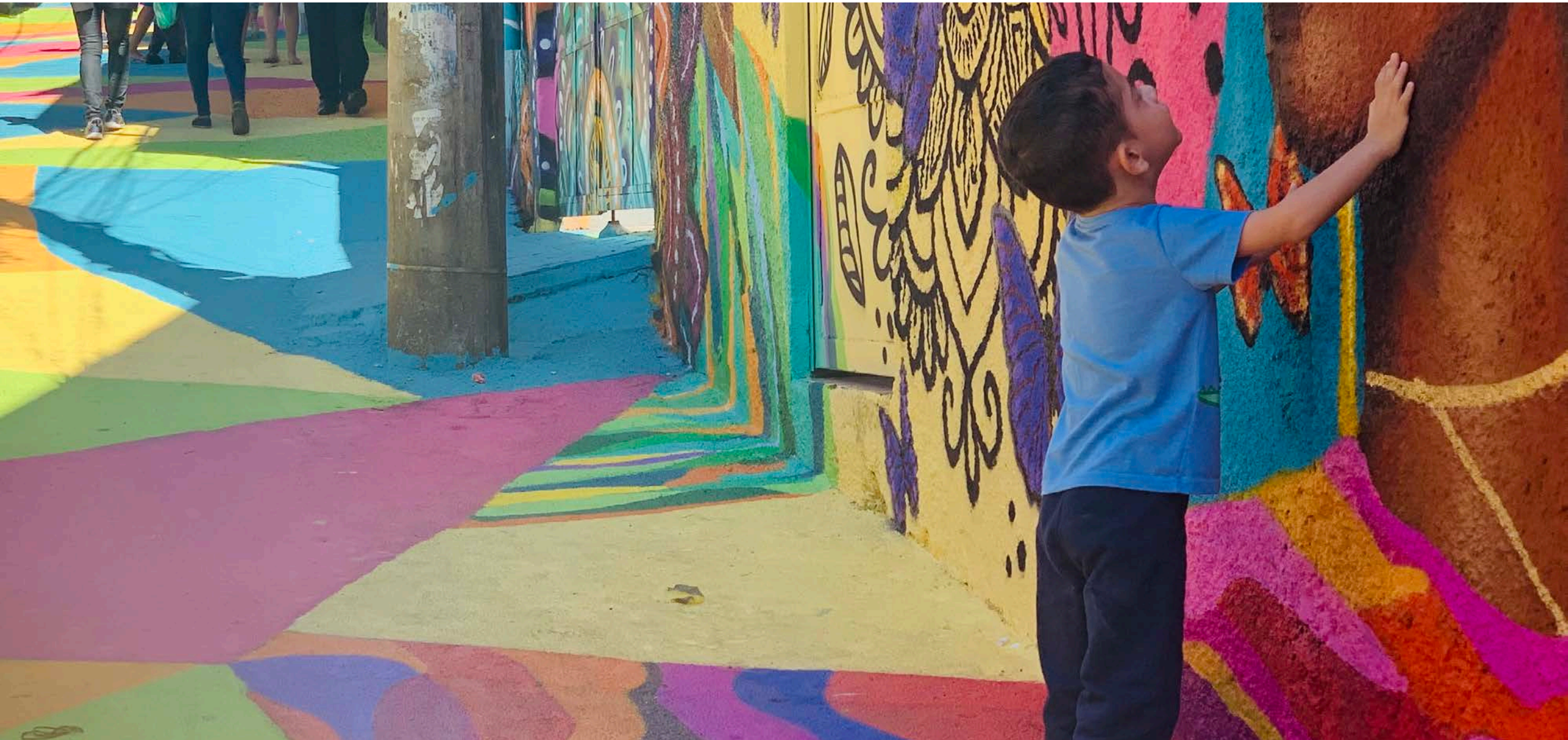


Paris

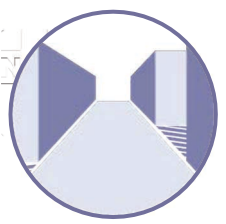




# Extend







# Extend



Fortaleza

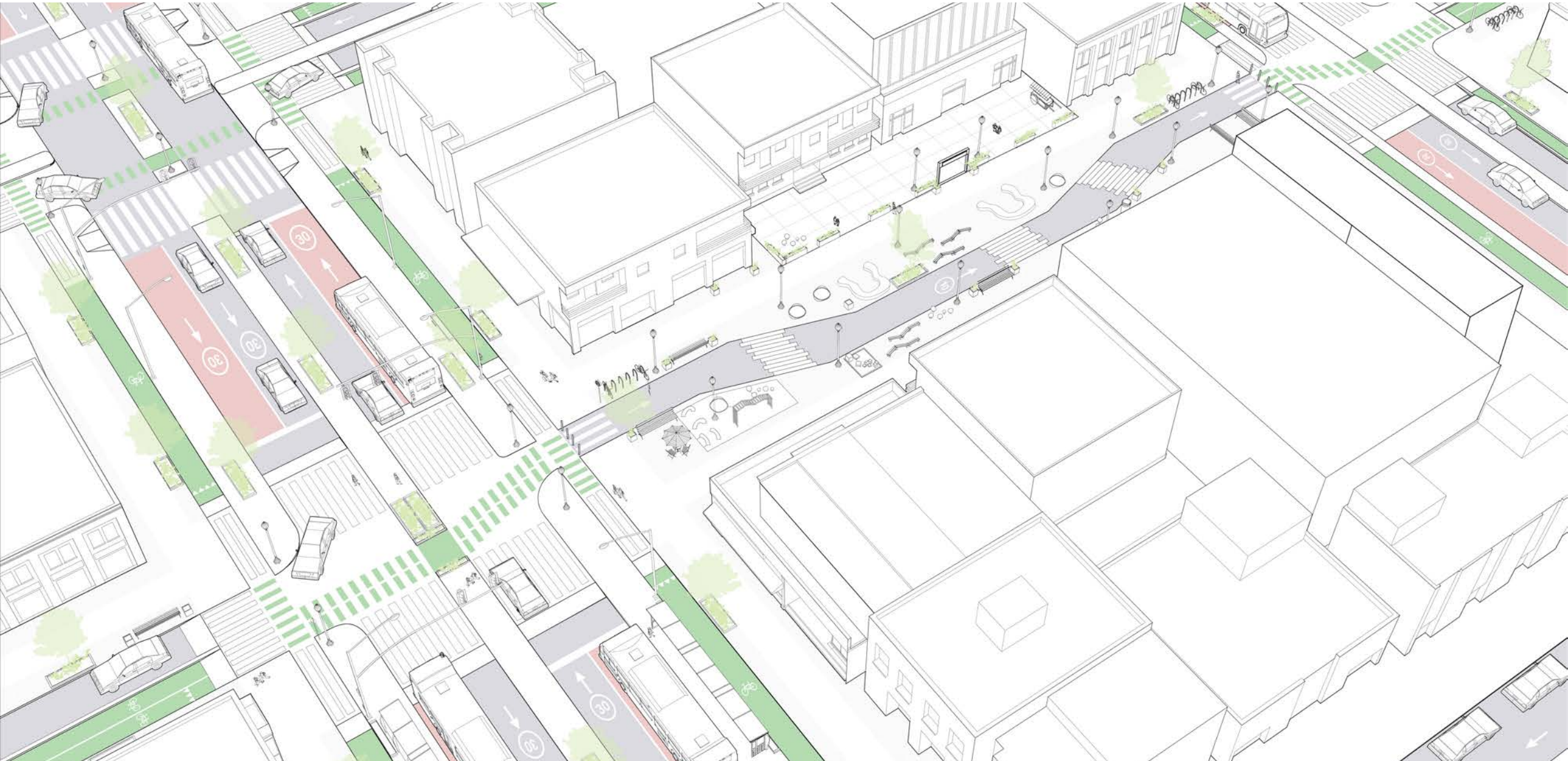


# Street Transformations





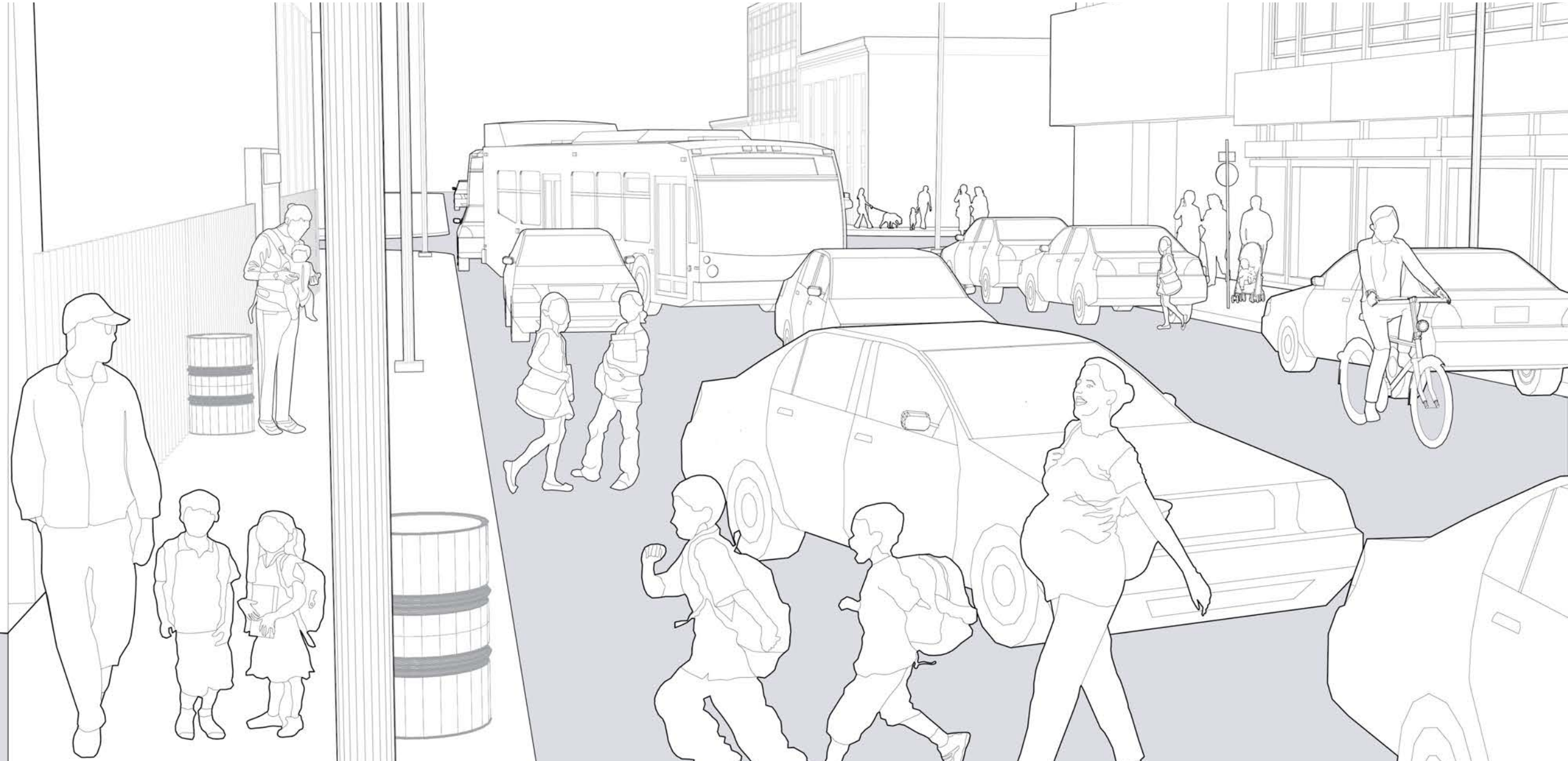
# Streets Near Key Destinations





# Streets Near Key Destinations

Before





# Streets Near Key Destinations

After





# Streets Near Key Destinations

## Case Study – Milan, Italy





# Streets Near Key Destinations

## Case Study – Milan, Italy





# Streets Near Key Destinations

Case Study – Milan, Italy





# Streets Near Key Destinations

## Case Study – Milan, Italy





# Streets Near Key Destinations

## Case Study – Milan, Italy





# Streets Near Key Destinations

## Case Study – Milan, Italy





# Streets Near Key Destinations

## Case Study – Fortaleza, Brazil





# Streets Near Key Destinations

## Case Study – Fortaleza, Brazil





# Streets Near Key Destinations

## Case Study – Fortaleza, Brazil





# Residential Streets

Before





# Residential Street

After





# Residential Street

Copenhagen, Denmark



Copenhagen



# Residential Street

Copenhagen, Denmark



Copenhagen



# Residential Street

Copenhagen, Denmark



Copenhagen



# Commercial + Mixed-use Streets

Before – Option 3 – Transit-priority Street





# Commercial + Mixed-use Streets

## After – Option 3 – Transit-priority Street





# Commercial + Mixed-use Streets

## Case Study – Ljubljana, Slovenia





# Commercial + Mixed-use Streets

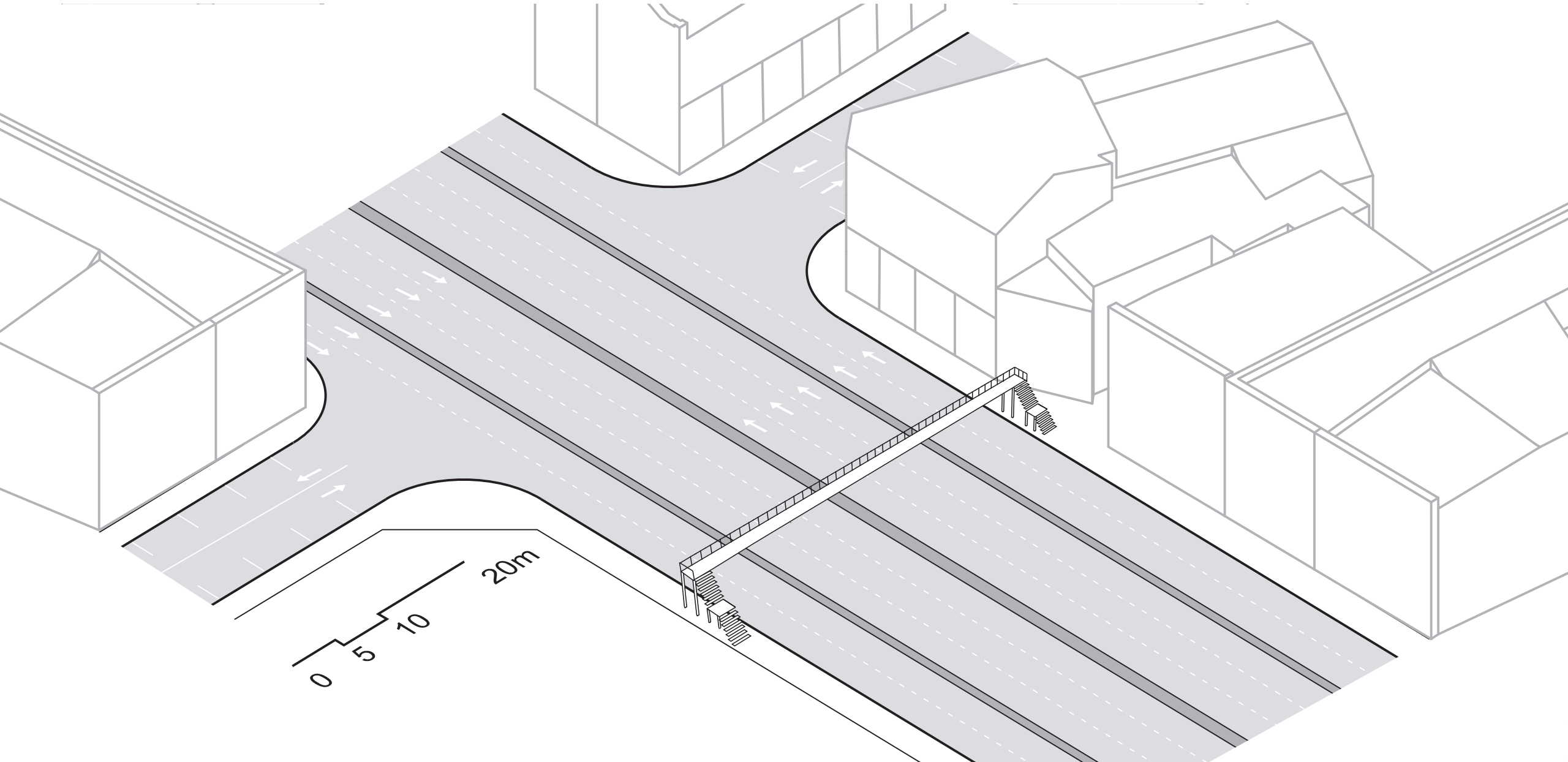
## Case Study – Ljubljana, Slovenia





# Large Thoroughfare

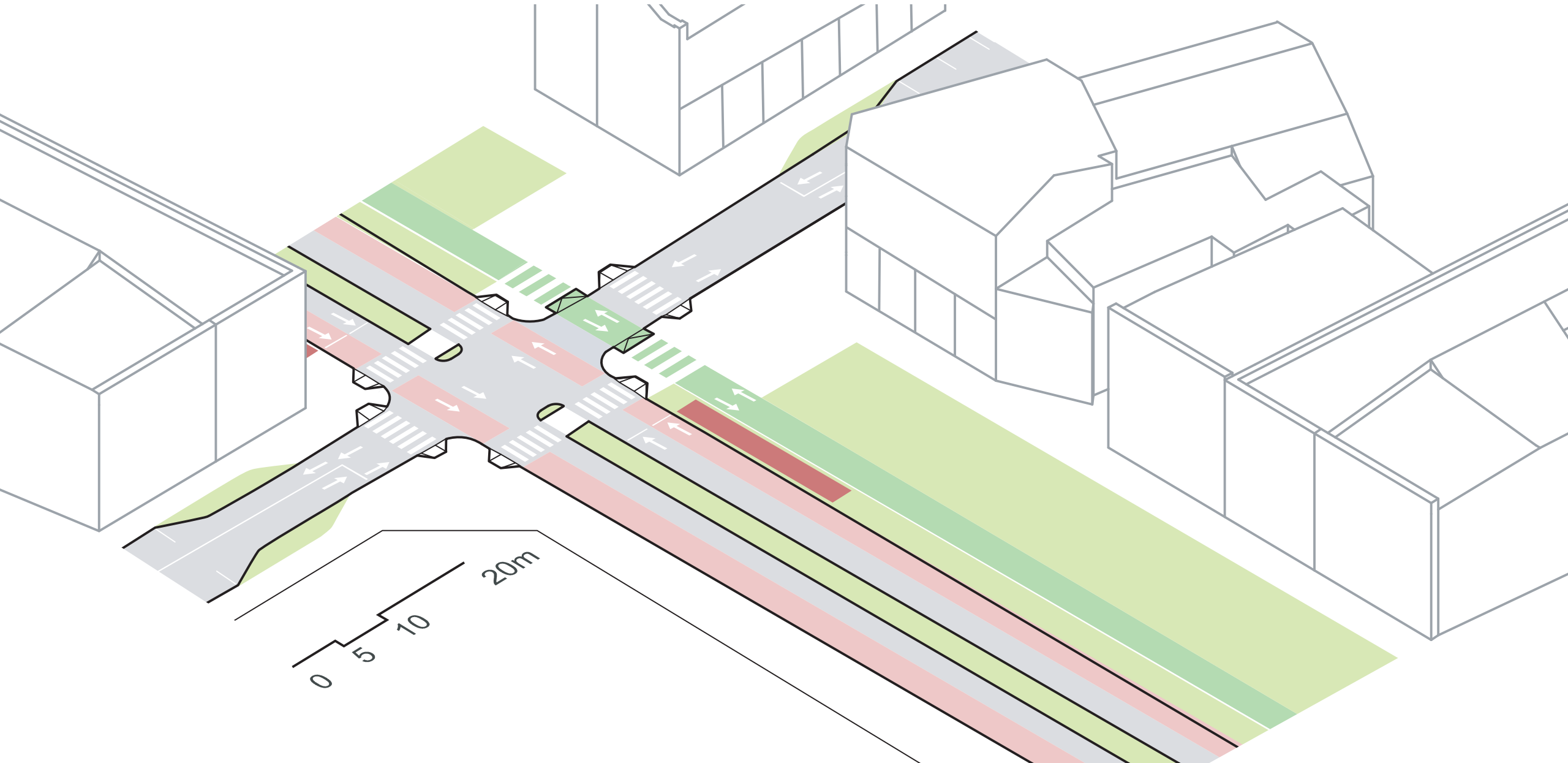
Before





# Large Thoroughfare

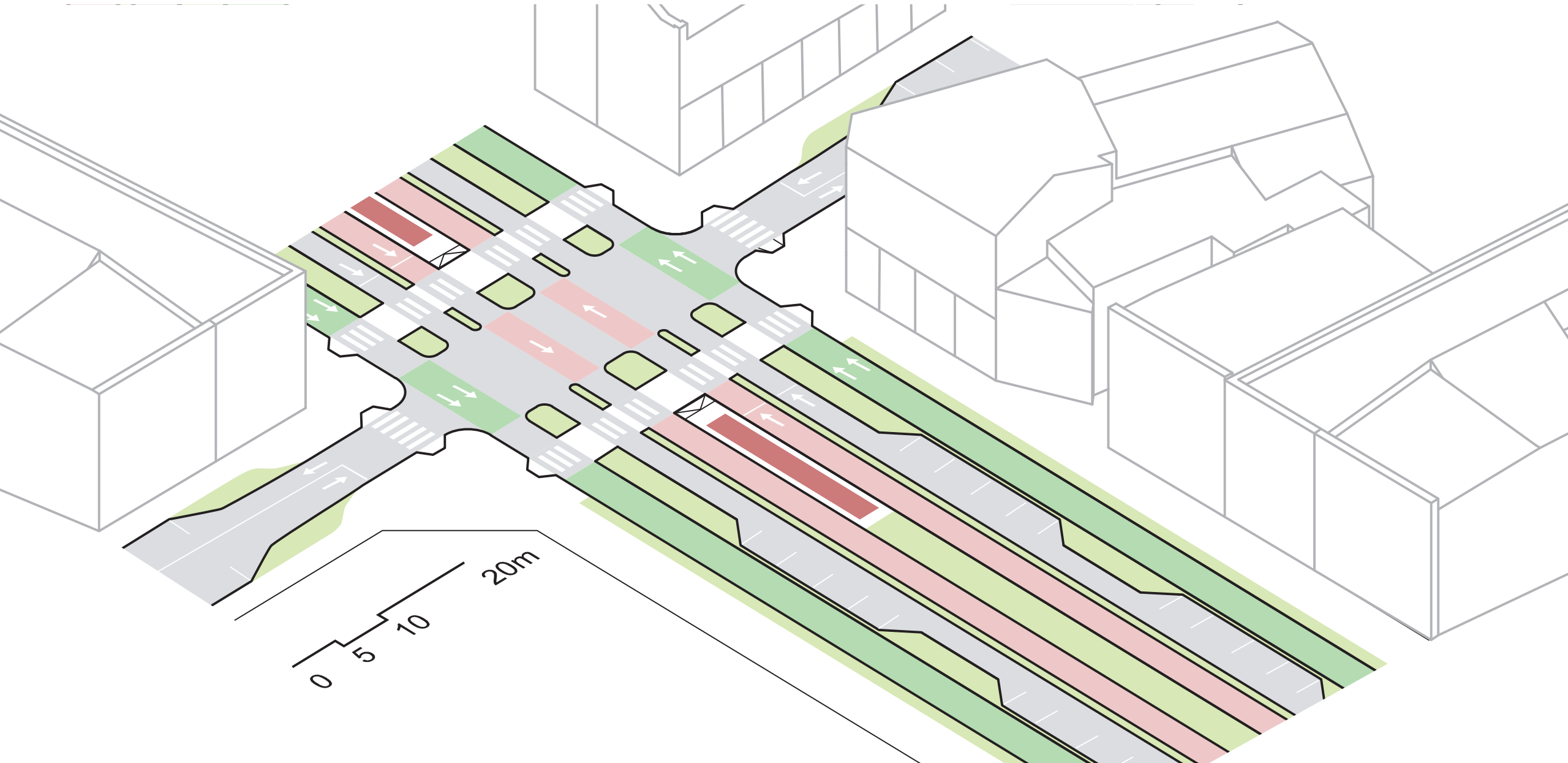
After – Option 1





# Large Thoroughfare

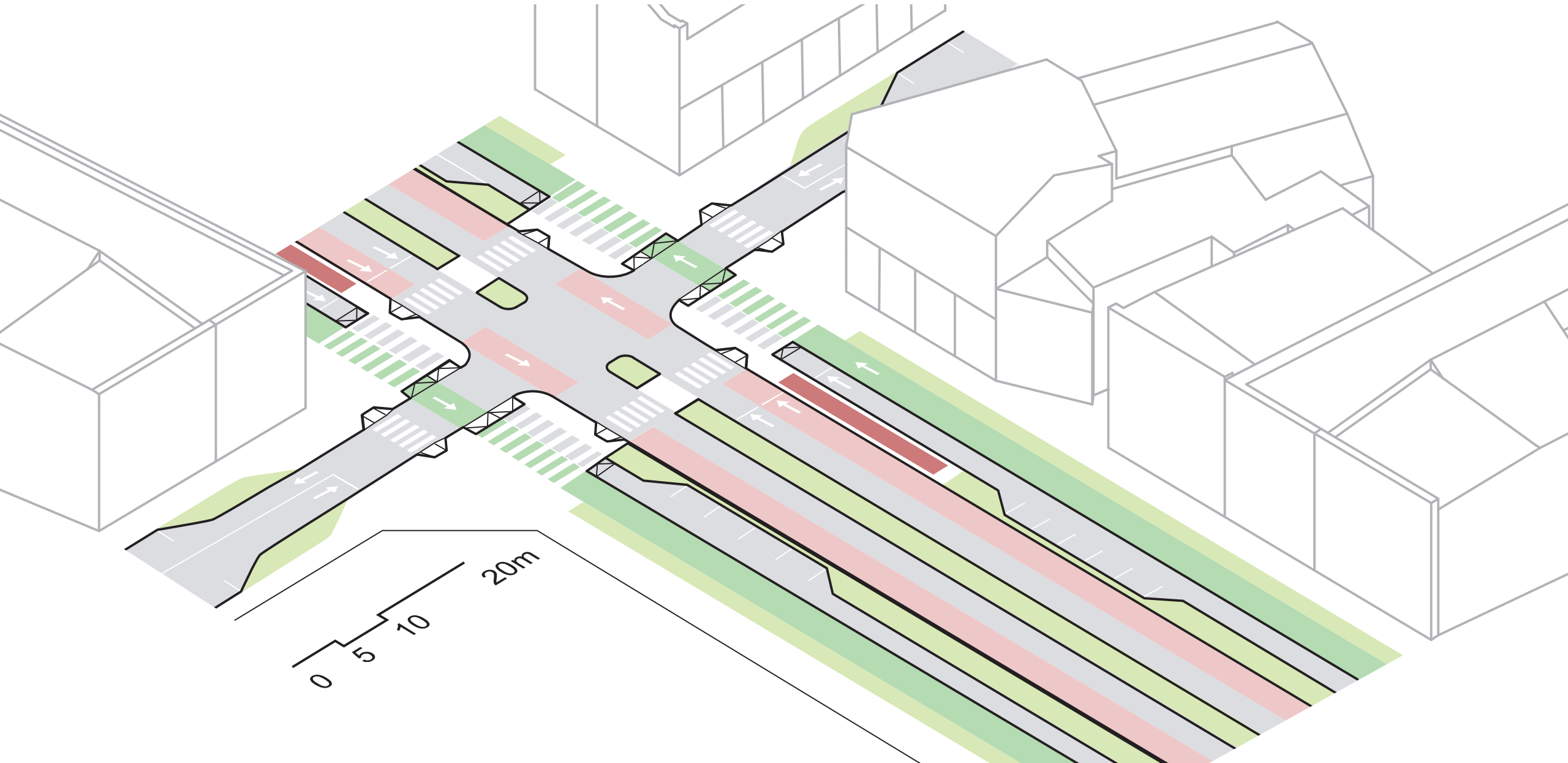
After – Option 2





# Large Thoroughfare

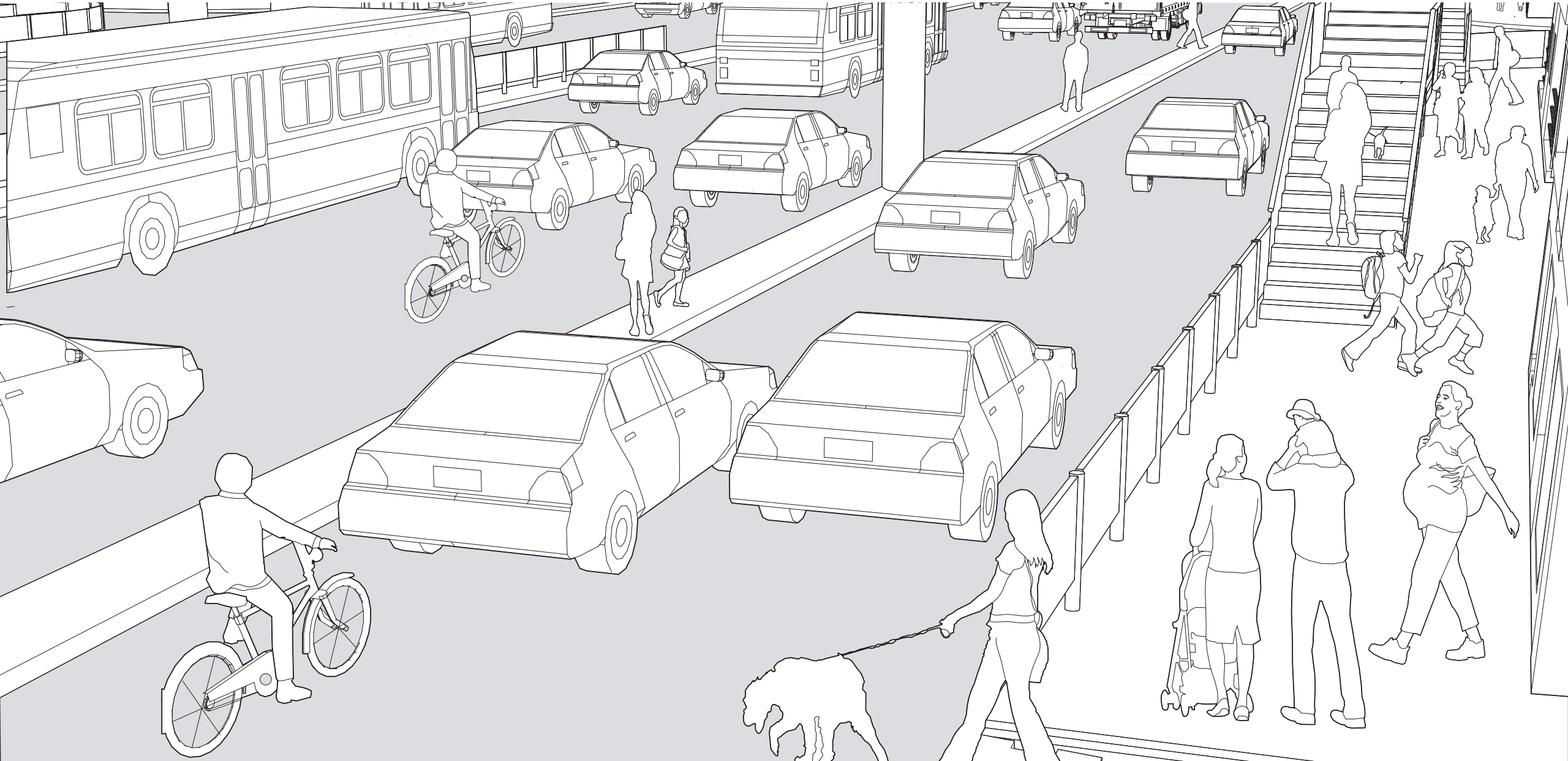
After – Option 3





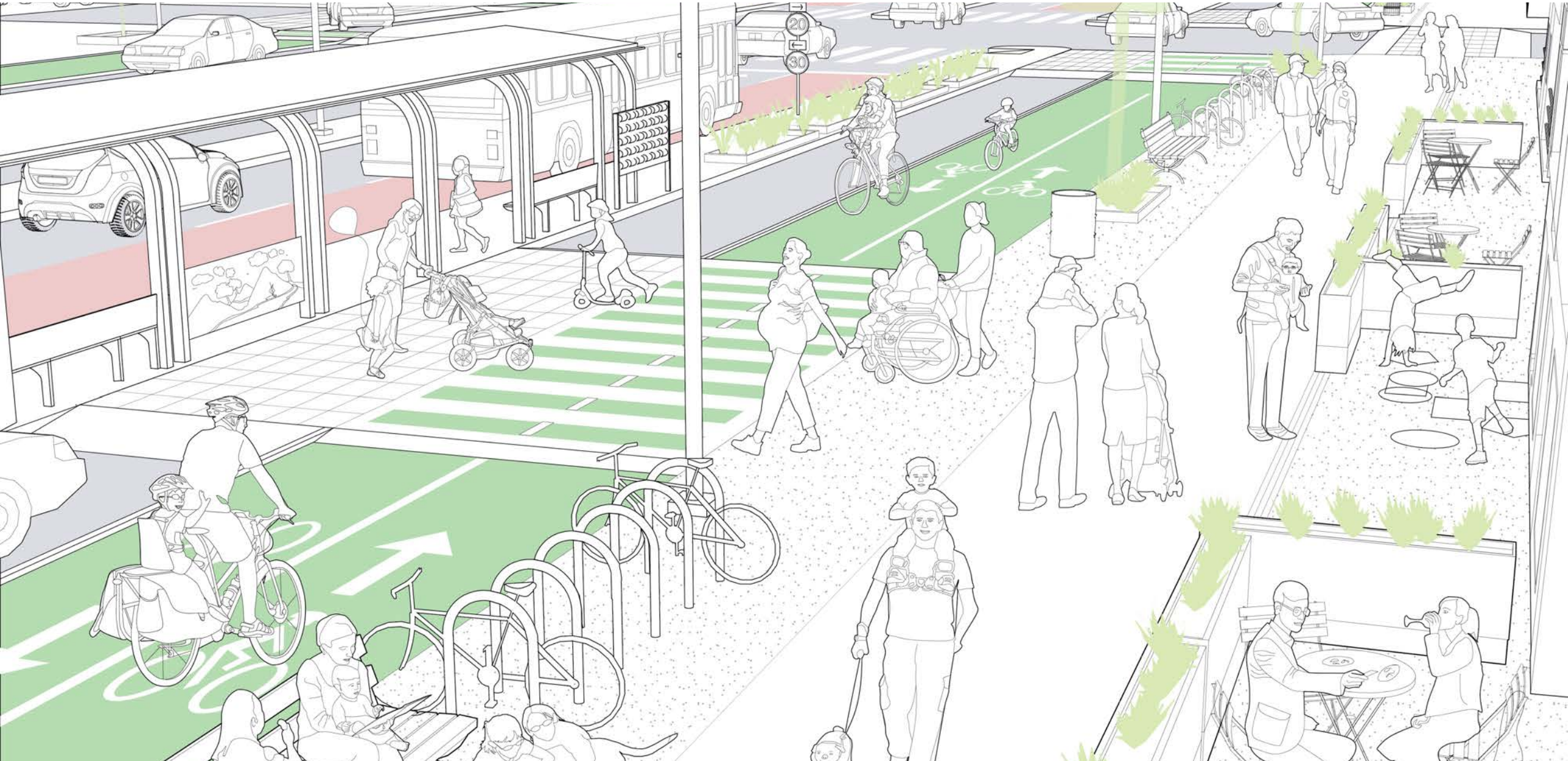
# Large Thoroughfare

## Before





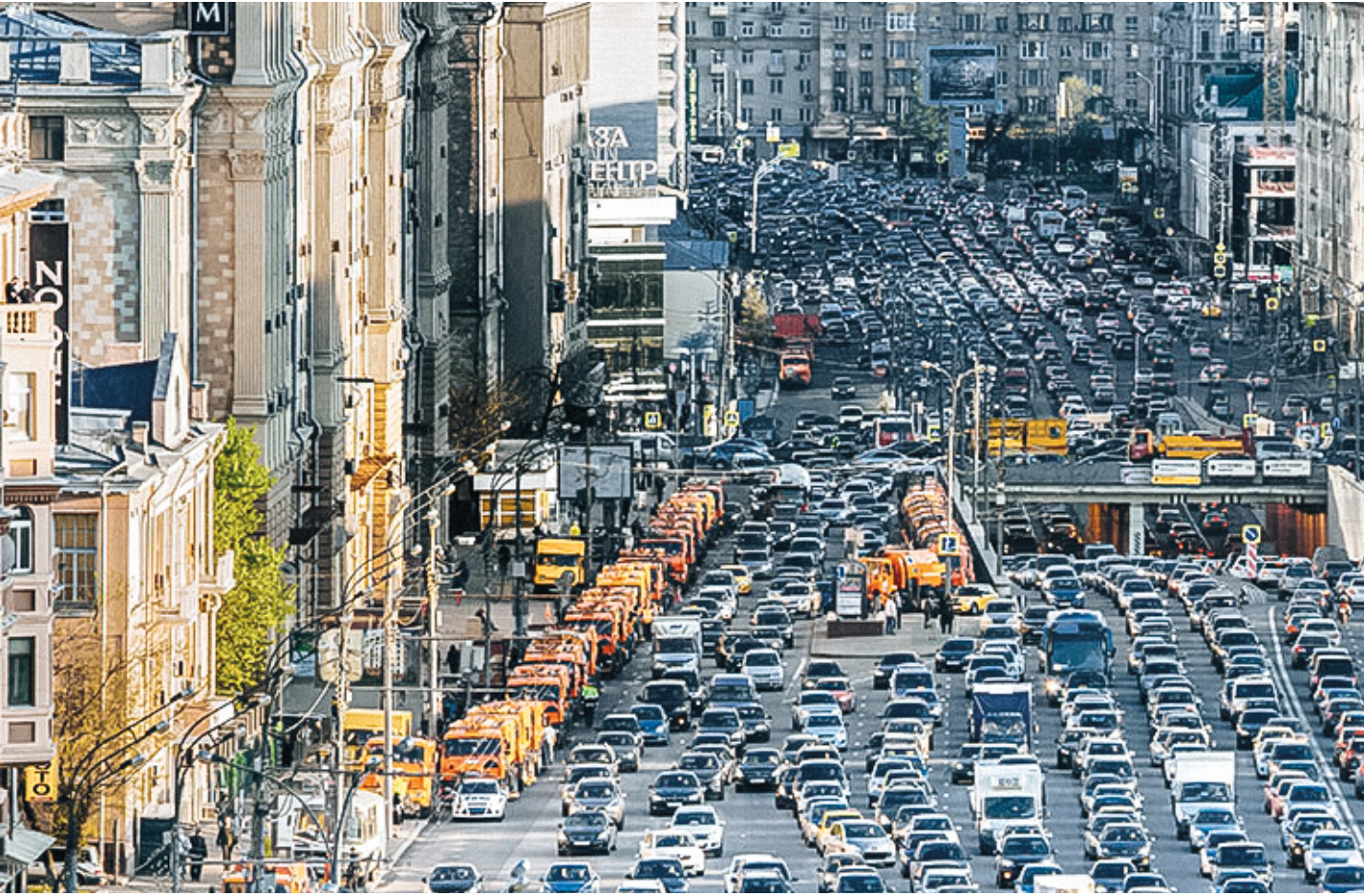
## After





# Large Thoroughfare

## Case Study - Moscow, Russia





## 6.1 | Build a Plan for Implementation

The steps below can help make cohesive change towards child-friendly streets. These actions can be applied to an individual street design project or to influence a formal citywide action plan. While city governments hold

the most power to change the status quo of street design, there are various entry points to instigate the conversation and catalyze change, from nonprofits and foundations to community advocates.



### CROSS-POLLINATE CITY DEPARTMENTS

Street redesign requires actions from different city government departments and services, which are often siloed. It is important to engage these different departments early in the process to work toward the same goal and to connect less-traditional agencies involved such as police departments and educational institutions. Highlight the city's planning and design needs and priorities, and bring evidence that supports investment in street redesign or improvements.



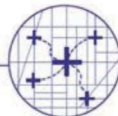
### UNDERSTAND THE LOCAL CONTEXT

While the design principles of creating streets for kids are universal, it is critical to consider aspects of a city's local context. Conditions such as climate, transportation and mode-share, and cultural behaviors will affect the final design and implementation of projects. Gather existing data related to children and caregivers, and make sure to collect site-specific data to inform design decisions. If possible, make this data accessible to city agencies and to the public.



### START WITH A VISION

Set a long-term vision to design safer, healthier, more-beautiful, and more-inspiring streets. Bold and confident statements encourage support from stakeholders and the public, even through challenging times. Each decision, goal, and project should respond to this vision. Set goals that are specific, measurable, achievable, and time-bound, and ensure that budgets align.



### ALIGN WITH EXISTING EFFORTS

Creating great streets for kids requires a holistic approach and alignment with other local projects, programs, or initiatives with similar goals. Work together with other teams to align efforts and resources while scaling up impact. Examples include mobility plans and zoning codes updated to incorporate child-focused planning strategies, new street furniture programs that include designs for children, or school improvement projects that might extend to include adjacent streets.



### GET INSPIRED AND LEARN FROM OTHER CITIES

Look to other cities around the world for ideas for child-friendly projects, programs, and policies. Identify case studies that may be applicable to the project's context or examples that inspire bolder ideas and show what is possible. Copy and adapt these ideas to local contexts as appropriate. Consider how the planning and design strategies behind those projects influenced their success.



### DEMONSTRATE POSSIBILITIES

Consider starting with short-term, pilot, or temporary projects. These are easier to implement, considering time constraints, budgets, and often, building codes and permits. Pilot projects can demonstrate the potential for success, which is a crucial way to inspire demand for child-friendly streets and potentially secure additional funding for permanent construction or scaling up. The temporary or interim nature often reduces a fear of change. For more information, see Chapter 6.5.

## 6



### ENGAGE STAKEHOLDERS

To build support and long-term commitment for any project, it is critical to identify stakeholders and engage them early and often. These include children, parents, caregivers, community members, experts, politicians, and members of various city agencies. Involving stakeholders can be critical to a project's long-term success: when people feel ownership of a space, they are more likely to use and maintain it, and to act as the local guardians of the space.



### IDENTIFY CHAMPIONS

Find and empower people who can mobilize others, are seen as local leaders, and have the ability to inspire and support change. These individuals might be politicians, business owners, foundation leaders, police officers, engineers, librarians, and others. Most importantly, children themselves can be champions who demand change!



### IDENTIFY IMPACTFUL PROJECTS

Decide on specific project areas based on where the biggest needs for kids and caregivers are, where current investments are being made, and where communities are demanding change. To identify where opportunities are, use both data and open calls to solicit projects. Focusing on the projects with the greatest chance of success and impact can help demonstrate the importance of the work and push forward an overall vision of child-focused streets and cities.



### MEASURE, MAINTAIN, AND PROGRAM

Projects are not over when construction finishes. When planning interventions, consider the time and resources required for post-implementation activities such as maintaining the space, ongoing cleaning, and programming. This is made easier by initial community engagement and buy-in and by developing a maintenance plan with stakeholders. Collect metrics before and after implementation to measure the impact of projects over time.



### SCALE UP AND INSTITUTIONALIZE SUCCESS

There are many opportunities to improve streets for kids. Consider how one-off or smaller projects can be scaled up and institutionalized through formalizing programs, removing policy impediments, allocating funding, building capacity of city officials, and improving guidelines. For more information, see Chapter 7.



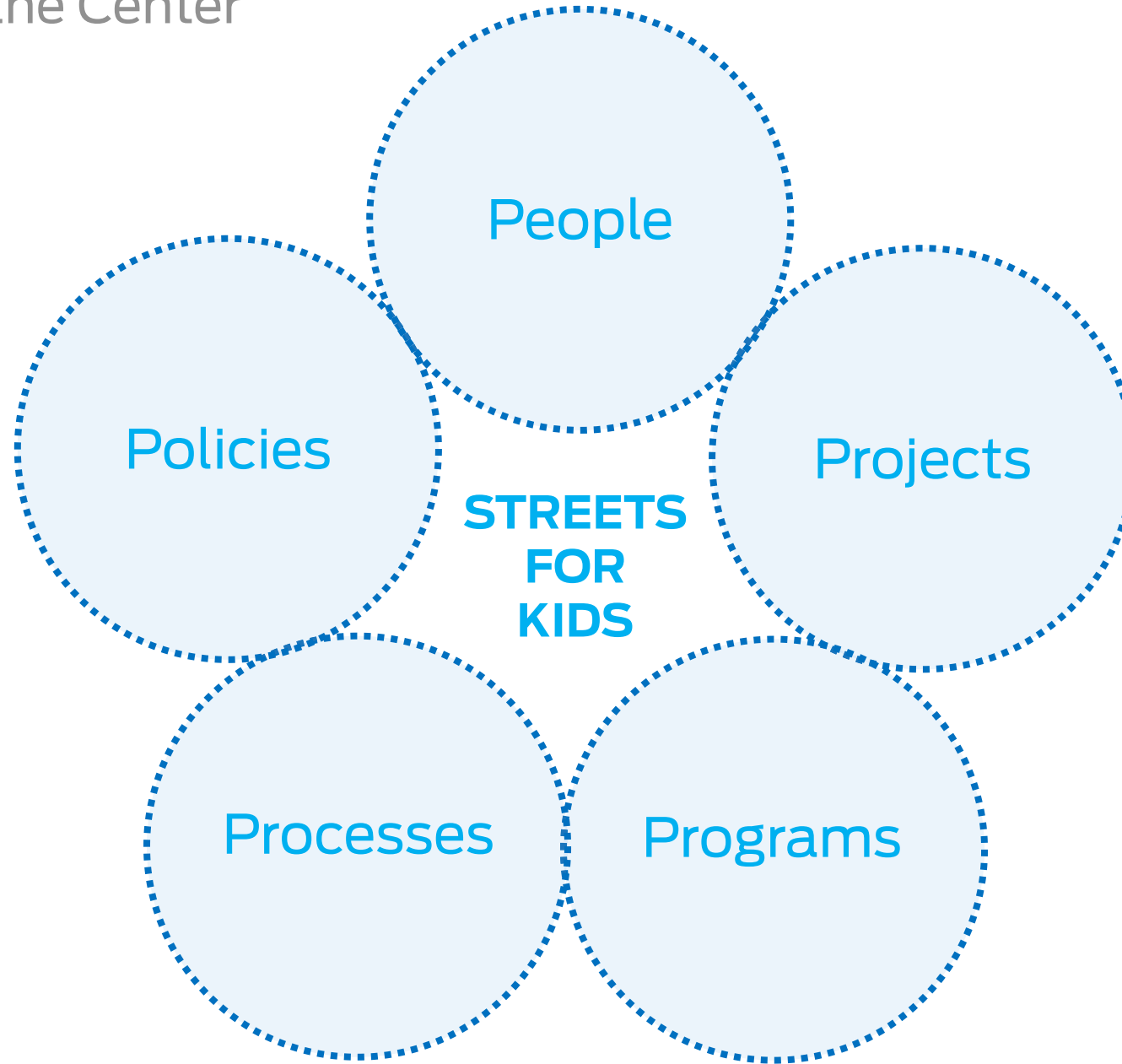
### TELL YOUR STORY

Share impacts and lessons learned after projects are implemented. Be patient: narratives do not shift overnight, and change is rarely easy. Involve press and media early and often. Ensure that street redesigns are driven by global best practices and data about child well-being. Sticking to the core mission of making better streets for all children can help address and move past criticism.



# Taking a Comprehensive Approach

Streets for Kids at the Center







**National**



**Regional**



**City/ Local**





## 6.4 | Engagement Tools and Methods

Engaging children should be at the forefront of a collaborative approach to designing better streets among all interested stakeholders. However, most cities fall short when engaging children consistently and meaningfully.<sup>6</sup> Below are some ideas for tools and methods that can be used to gather children's and caregivers' insights throughout different steps of

the process. There are no one-size-fits-all solutions, and engagement strategies can range from informal conversations, walks, and play to drawings, model-building, role playing, mapping, and photo stories. Consider working with local schools to scale up the engagement and make sure to include different languages in multilingual communities.



### CHILD-TO-CHILD

A E

Older children can help younger children learn about road safety and street improvements through guided walkshops and tours.



### JOURNALING

A E

Encourage kids to keep a journal. For example, ask kids to document how they travel to school, the paths they take, and how long this takes.



### STREET AUDIT

A D E

Do a street audit with children and caregivers. Compare their different perspectives and discuss key challenges and potential solutions.



### PHOTO STORY

A

Ask children to take pictures of places they like and things that need to be improved on their local streets. Share and discuss their findings.



### CHILD-LED TOURS

A E

Children are passionate about the places where they live. Let children lead and show what works and what does not.



### VISUAL SURVEYS

A D E

Use a visual preference survey to get quick results. Make it accessible for those who cannot read.



### MAPPING

A E

Help identify and prioritize sites, routes, and mobility areas. Use large-scale maps to document children's environments.



### ART AND PLAY

A D

Use drawings to engage people of any age, especially kids from ages 4 to 11.<sup>6</sup> Re-purpose materials such as cardboard boxes, straws, toys, leaves, and branches to create models of neighborhoods to use for street design exercises.



### TECHNOLOGY

A D E

Help children co-create with adults, for example by using computer games such as Minecraft or SimCity.

Ask children to report poor road conditions and document their travel to school by walking and biking via gamified apps.



### INTERVIEWS, FOCUS GROUPS, AND SURVEYS

A D E

Conduct interviews and surveys, and organize focus groups before and after project completion. Use these tools consistently to understand where changes are needed.



### CHANGE PERSPECTIVE

D

See a street from a child's or caregiver's perspective to be better informed for a meaningful discussion. This can be through a different eye level (for example, 95 cm, the height of an average three-year-old), pace, safety perception, and more.



### OBSERVATIONS AND COUNTS

A E

Understand how the street is used and who the users are with quantitative counts.

Steps in the process:

- A Analysis
- D Design
- E Evaluation

## 6

### Pick the right place and time

When planning engagement activities for kids and caregivers, pick locations that are close to the project site and convenient to access. Meet children and caregivers at locations where they already are spending time such as schools, grocery stores, and events.

Consider what hours will allow people to participate, including school and work hours and schedules related to families with small children, teenagers, older adults, and pregnant people. Provide childcare and compensation when possible.

#### AT SCHOOL



Milan, Italy

#### AT THE GROCERY STORE



Lima, Peru

#### AT THE LIBRARY



Vienna, Austria

#### AT HEALTHCARE FACILITIES



Recife, Brazil

#### AT THE PLAYGROUND



New York City, USA

#### AT THE PARK



Thessaloniki, Greece

#### AT OPEN STREET EVENTS



Cape Town, South Africa

#### ON THE SPORTSFIELD



Vyksa, Russia

#### AT COMMUNITY EVENTS



Sao Paulo, Brazil



## 6.5 | Demonstrate Possibilities

Challenging the status quo can be difficult, and it may be hard for people to imagine their streets differently or to convince them that change will bring positive impact. Demonstrating what is possible can help cities and practitioners build support for their projects. Pop-up and

interim transformations are opportunities to move from ideas to practice, test design strategies, and identify quick wins. These projects can be powerful ways to quickly demonstrate how streets can bring safer mobility and play while building support for long-term change.

### Effective strategies to demonstrate what's possible



#### GIVE SPACE BACK TO PEOPLE

In many places, kids do not have opportunities to play safely in public spaces. Therefore, removing or reducing vehicles can be a powerful way to show how streets can be used by children to play immediately.

Consider pop-up and interim transformations as a means to gain support for a permanent change. These interventions alone should not be used as a substitute for permanent or long-term space or facilities for children and caregivers.

Focus on the final goal and select interventions strategically.

Children may be the first ones to occupy a transformed space. Kids, caregivers, and families quickly realize the hidden opportunities of transforming streets and reclaiming space for walking, socializing, and play.

#### GET PARTNERS ON BOARD

Pop-ups and interim transformations require multiple partners and buy-in from the local community. Designers and engineers from city agencies should contribute to the design and evaluation of the intervention. Just as important are local civil society organizations, universities, advocates, and community members, including children, who can help plan and implement interventions.

Champions from city agencies can help by planning the process, identifying best strategies to get timely permits, and identifying opportunities for pushing boundaries.

Plan launch events where key stakeholders—from high-level politicians to local residents, including children—are invited to attend and use the space. Invite media to spread the word about the success of the project.

#### IMPLEMENT QUICKLY AND AT LOW COST

Use cones, chalk, paint, and moveable furniture such as beach chairs and planters. These changes can be done overnight by city professionals and community members. Testing street designs as real-life simulations can be an effective and efficient way to make design decisions and achieve consensus among city agencies.

Pop-ups and interim transformations can be more successful by including programming. Consider music, dance, and other performances; classes and workshops; open air cinemas; food vendors; and other engaging and fun activities.

#### MEASURE AND MAKE THE CASE

Use data and anecdotes to communicate a project's success and gain support from the public and from key stakeholders.

Set appropriate indicators for analyzing baseline scenarios and post-intervention data. Monitoring and evaluating both the process and the physical transformation will offer valuable input for future projects.

#### MAINTAIN AND MANAGE

Streets require ongoing maintenance and management. Identify who is taking care of planters, street furniture, and other amenities and where they are stored.

#### ITERATE AND SHARE LESSONS LEARNED

Build in an iterative learning process so that each location can continue to adapt and evolve based on the latest, most robust evidence emerging from practical experience and ongoing scientific studies.

## 6

### Common tools to create successful pop-ups and interim projects



CHALK AND PAINT MATERIALS



SEATING, CHAIRS, TABLES, UMBRELLAS, ETC.



GAMES, PLAYABLE STRUCTURES, AND TOYS



CONES, FLEX POSTS, AND CURB STONES



PLANTS, PLANTERS, AND TURF GRASS



PROGRAMMING SUCH AS MUSIC, WALKING TOURS, HEALTH CHECK-UPS, ETC.

### Cidade 2000

Location: Fortaleza, Brazil

Implementing organization(s): City of Fortaleza, State of Ceará, NACTO-GDCI, World Resources Institute

Timeline: 2017, 2019-present

#### OVERVIEW

As part of the plan to implement a low-speed zone in the Cidade 2000 neighborhood, Avenida Central was completely transformed over two nights. More than 1,200 m<sup>2</sup> of underutilized parking spaces was reclaimed as a new plaza where people can walk, sit, and spend time together. A narrow travel lane preserves local access for motor vehicles, allowing for delivery of goods, pick-up and drop-off, and some parking. Three new pedestrian crossings were introduced, giving clear priority to pedestrians. Together, these measures encourage vehicles to move at safer speeds and enhance safety and comfort for all street users.

In the new square, children have a place to play, neighbors of all ages and abilities have new benches where they can sit and talk, cyclists have a safer route to ride, and local businesses have new customers. Immediately after the transformation, the number of children playing in the area more than doubled. A vast sea of asphalt became the new heart of the neighborhood.

An intervention was trialed for 15 days, and a local business owner started a petition to make it permanent. The petition collected many signatures and the mayor approved the permanent transformation with capital improvements. The project catalyzed a citywide public space program.

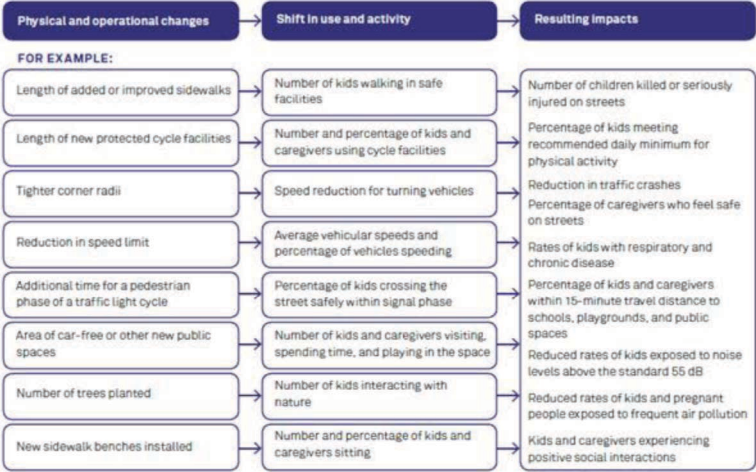




## 7.6 | Measure Impact

Measuring and monitoring the impact of a project or program is important to make a case, know what works, build support, and secure funding for longer-term change. Metrics should include quantitative and qualitative evaluation, and be completed before, during, and after project implementation. Measuring physical

and operational improvements can demonstrate short-term progress as well as long-term success, and the impact of multiple projects, programs, and policies can be measured at a neighborhood or citywide scale. For more information, see Appendix D and Global Street Design Guide Chapter 3.



### Tips for collecting metrics

#### ALWAYS COLLECT "BEFORE" DATA

This is critical: without it, there is no comparison or baseline with which to measure impact.

#### CONDUCT QUALITATIVE SURVEYS

Surveys ensure individual anecdotes that might be against a project do not trump the overall success. They allow a broad group of people to provide input and can be critical in scaling up projects or making them permanent.

#### MEASURE WHAT MATTERS MOST

Use resources strategically to measure the project's challenges and its objectives, such as improving road safety, adding mobility choices, reducing travel time, and providing more space to play and spend time. It is impossible to measure everything, so choose the most important metrics.

#### COLLECT BEFORE AND AFTER VISUALS

Photos and videos of street transformations with kids and caregivers using them are key to communicate the challenges that exist, who is using the street, and how activities can change over time.

#### COLLECT QUANTITATIVE METRICS

Collecting before-and-after counts of children and babies using different transportation modes or spending time in a street can inform if a project has achieved its objectives.

#### MEASURE OVER TIME

To inform the success of a project over time, repeat metrics collection immediately after a project's implementation, after multiple days or weeks, and after multiple months. Identify the most relevant time of day, or day of week, to best understand the impact for kids and caregivers.

## CurieuzeNeuzen Vlaanderen/ Citizen Science

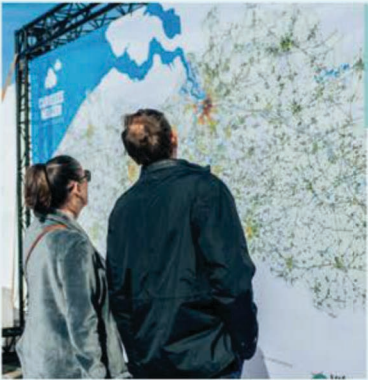
Location: Flanders, Belgium

Implementing organization(s): University of Antwerp

Timeline: May 2018

### OVERVIEW

CurieuzeNeuzen Vlaanderen is a citizen science project in which 20,000 citizens measured the air quality near their houses during May 2018. The aim was to acquire a detailed map of air quality in Flanders, a region of Belgium, in both cities and the countryside. Participants installed a simple, standardized measurement device on a street-facing window of their residence to measure the mean concentration of nitrogen dioxide (NO<sub>2</sub>), an important indicator for traffic pollution. Air quality can vary significantly over short distances, especially due to the street canyon effect, by which pollutants accumulate in higher concentrations in narrow, poorly ventilated streets with more motor vehicles. Because of this variable air quality, many measurement locations are required to properly assess the predictive capacity of the air quality model. Help from citizens is extremely valuable to gather enough data on the spatial distribution of air quality.



SNA PHOTO

## Routes to School

Location: Mexico

Implementing organization(s): Liga Peatonal, Bernard van Leer Foundation

Timeline: 2017-present

### OVERVIEW

Liga Peatonal (Pedestrian League), an organization focused on safe routes to school, created an online tool that helps communities assess safety in school surroundings through an interactive map, understand changes needed in infrastructure, implement physical improvements, or implement programs and engage with local authorities. The website acts as tutorials to empower communities. It offers three different audits for assessing road safety that vary in difficulty and investment levels, and offers detailed information such as photographs and financial resources about potential projects to implement, including "Routes to School," "Walking Bus," sidewalk widening, and furniture making.

Communities can learn about project implementation processes, including official approvals needed and recommendations for designing campaigns or organizing demonstrations. Caminito de la Escuela (Routes to School) also has an online library with data, templates for official documents, and policy information.

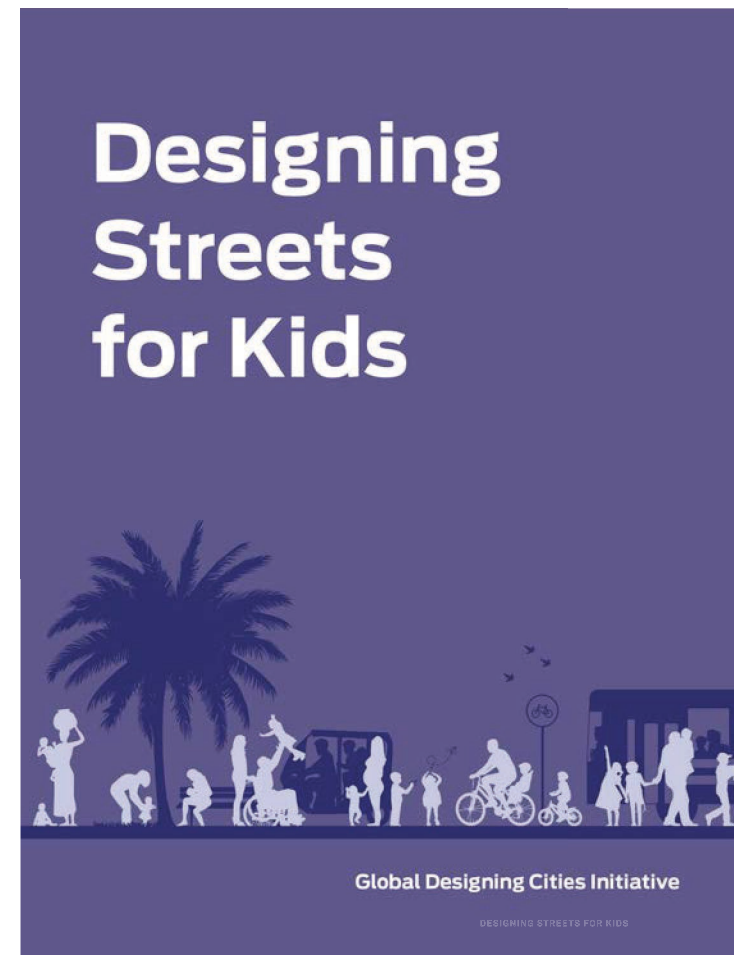
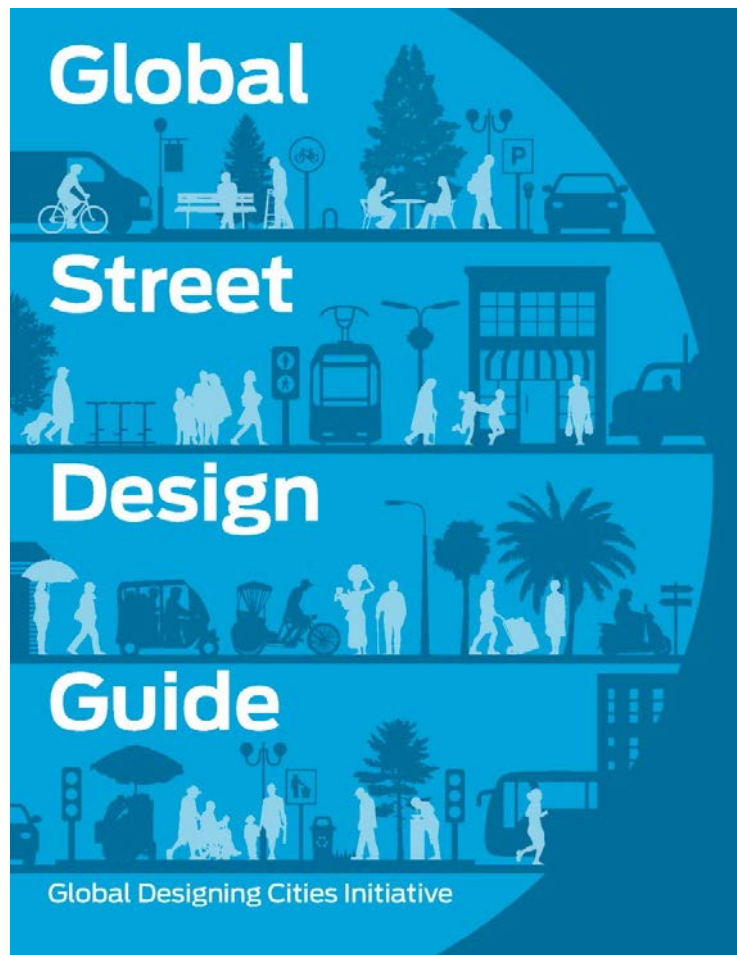
By sharing detailed but also clear information and recommendations, this guide is a powerful tool to call citizens to action.



SNA PHOTO



# Provide the tools to **reimagine, reinvent, and redesign** safer, more **sustainable streets!**





# Provide the tools to reimagine, reinvent, and redesign safer, more sustainable streets!





# Designing FOR kids Designing WITH kids





A young girl with dark hair and glasses, wearing a pink patterned dress and grey sneakers, is bent over and painting a white crosswalk on a dark asphalt street. She is using a blue-handled brush. To her right, another child in a purple dress and white tights is standing. The background shows more of the street and some green paint. The text 'Designing FOR kids' and 'Designing WITH kids' is overlaid in large white font.

# Designing FOR kids Designing WITH kids

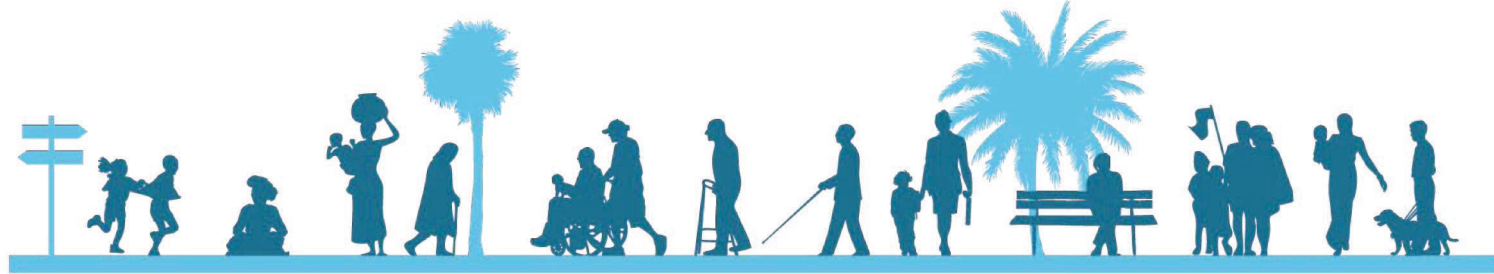




# Designing FOR kids Designing WITH kids



# DESIGN STREETS THAT PUT KIDS FIRST!



@GlobalStreets  
#Streetsforkids



**BUT BE  
WARNED!!**



# Gossiping





# Lingering





# Congestion





# 'Barricades'

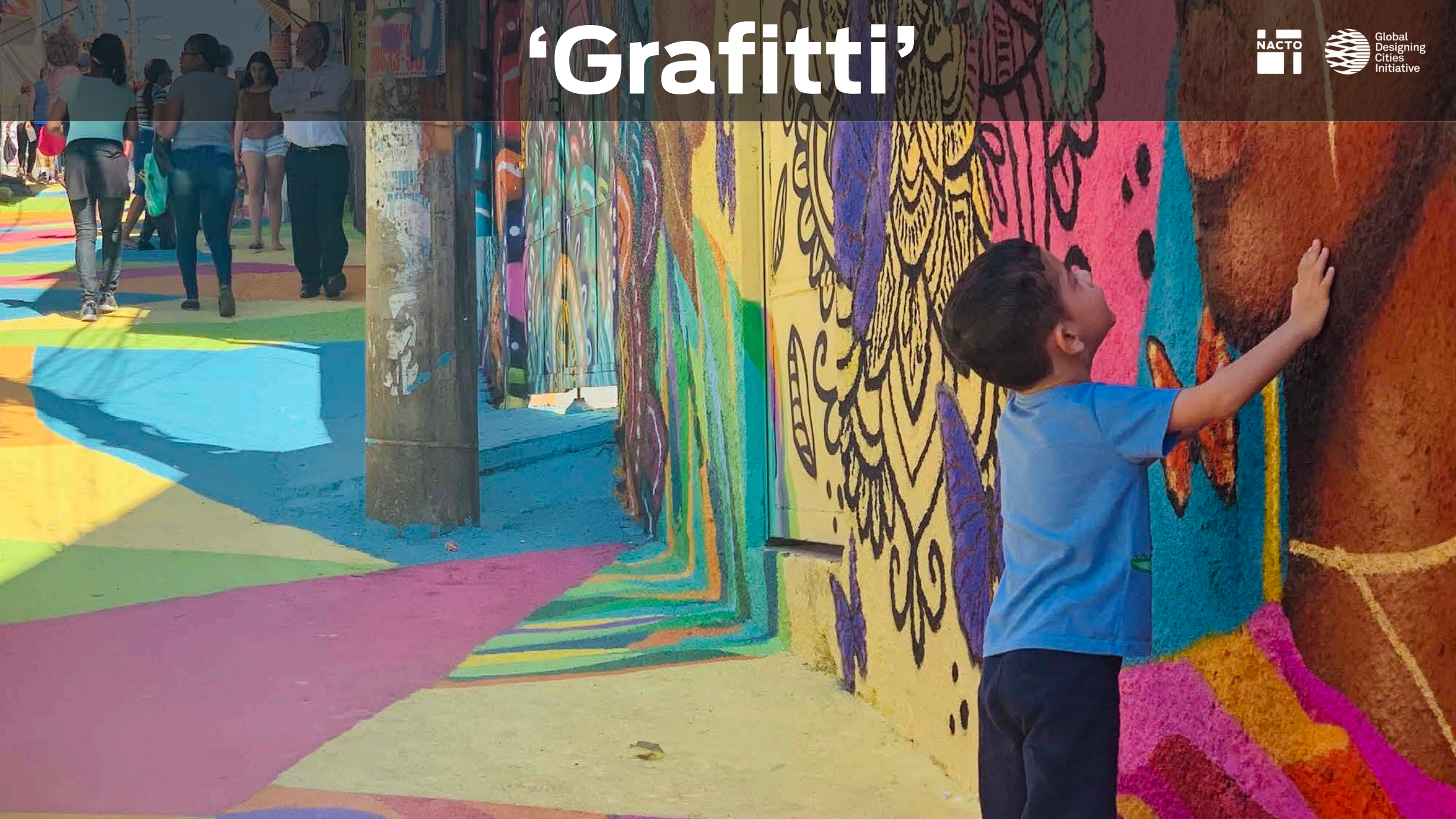


Global  
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Cities  
Initiative





# 'Grafitti'





# Intergenerational Interactions





# Sword-fighting





# Fist-fighting



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# Thank you!

Order or download your copy of  
*Designing Streets for Kids* at:

[www.globaldesigningcities.org](http://www.globaldesigningcities.org)

**Skye Duncan**  
[skye@nacto.org](mailto:skye@nacto.org)

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