

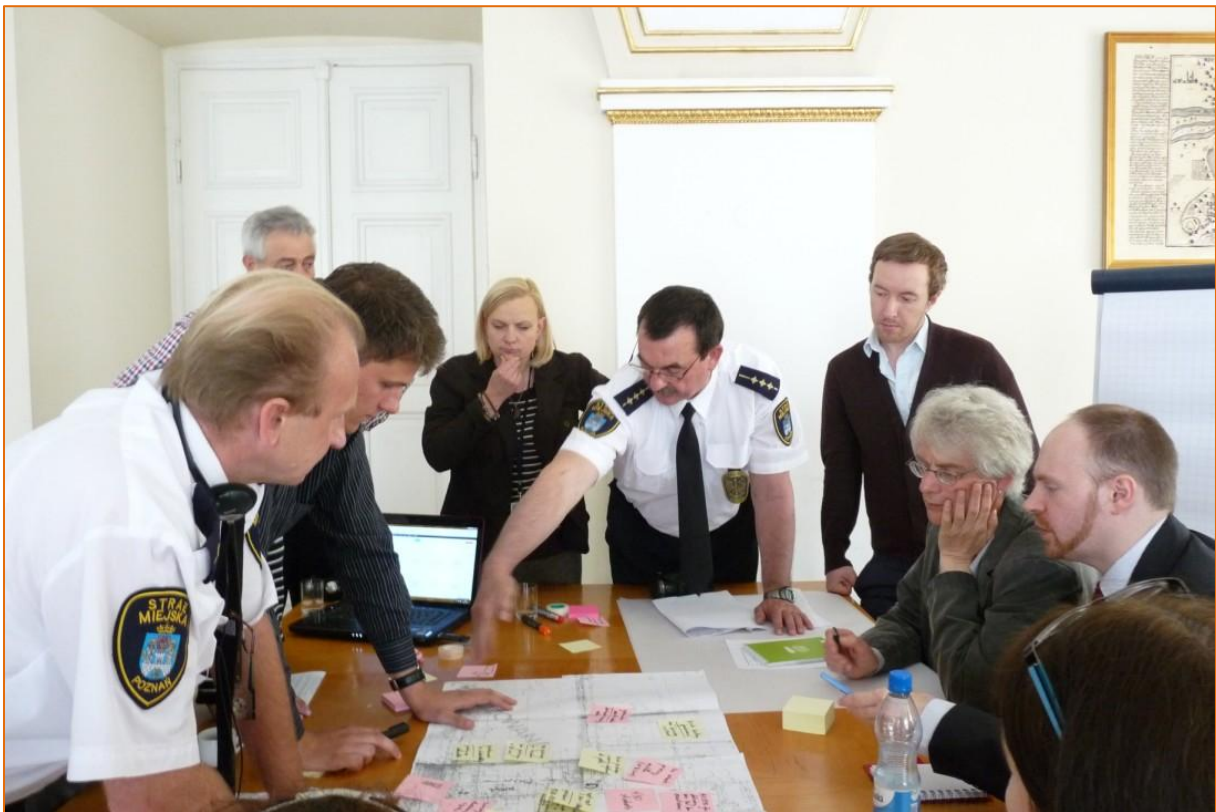


Kingdom of the Netherlands

POZnan* *zdm
*Miasto know-how Zarząd Dróg Miejskich

ThinkBike Workshop Poznan

29th of May 2013



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1 Introduction

After a successful ThinkBike workshop in Warsaw in May 2012, commissioned by the Embassy of the Royal Kingdom of the Netherlands in Poland, the Dutch Cycling Embassy was invited to conduct a second ThinkBike workshop in Poland in May 2013, this time in the city of Poznan. Poznan is a smaller city in the western part of Poland and it has the ambition to create better conditions for cyclists in the city. For this purpose the city has established a programme, outlining the principles of its cycling policies and identifying the projects.

The ThinkBike workshop format is meant to enable the host city to get acquainted with the Dutch *cycling culture* and related Dutch *cycling-inclusive policies* and subsequently to discuss one or two local cycling-related problems with Dutch experts. Poznan had chosen to discuss how to deal with school environments, as pupils are considered to be an important target group for cycling promotion. Two schools locations were chosen to be discussed by the workshop participants: one school located at the corner of two rather busy arterials, and another school in the middle of a residential area.

2 Programme ThinkBike Workshop Poznan 29 mei 2013

- | | |
|---------|---|
| 8.30 h | Arriving workshop participants |
| 9.00 h | Welcome speech by deputy mayor of Poznan Miroslaw Kruszynski |
| 9.15 h | Tom Godefrooij: <ul style="list-style-type: none">▪ Introduction workshop programme▪ Cycling Mobility in the Netherlands▪ Answering questions |
| 9.45 h | Andrzej Billert <ul style="list-style-type: none">• Poznan for cyclists• Programme 'Cycling to School', addressing social and transport problems• Choice Of schools to be discussed, explanation of problems at those locations. |
| 10.15 h | Coffee break |
| 10.45 h | Arie Vijfhuizen: <ul style="list-style-type: none">• School environments in the Netherlands |
| 11.15 h | Splitting up in two groups, start workshops. <ul style="list-style-type: none">• School at busy arterials moderated, by Arie Vijfhuizen• School in residential area, moderated by Tom Godefrooij |
| | Steps of the workshop process: <ol style="list-style-type: none">1. What are the problems?2. What are the causes of these problems?3. What do we want to achieve? (Setting goals)4. Possible solutions and their pros and cons.. |
| | Before lunch the groups will discuss step 1 & 2 |
| 12.30 h | Lunch |

13.30 h	Continuation workshops, step 3 & 4
15.00 h	Plenary reports of the groups and discussion.
15.45 h	Closing
17.00 h	Bicycle tour

3 Preparation of the workshop

The Dutch team of expert consisted out of Tom Godefrooij, senior policy advisor of the Dutch Cycling Embassy, and Arie Vijfhuizen, Senior Advisor Road Design, Road Safety and Spatial Planning at Royal HaskoningDHV Nederland B.V. On 28th of May they explored the city of Poznan by bicycle with special attention to the two proposed study areas.

4 Workshop report

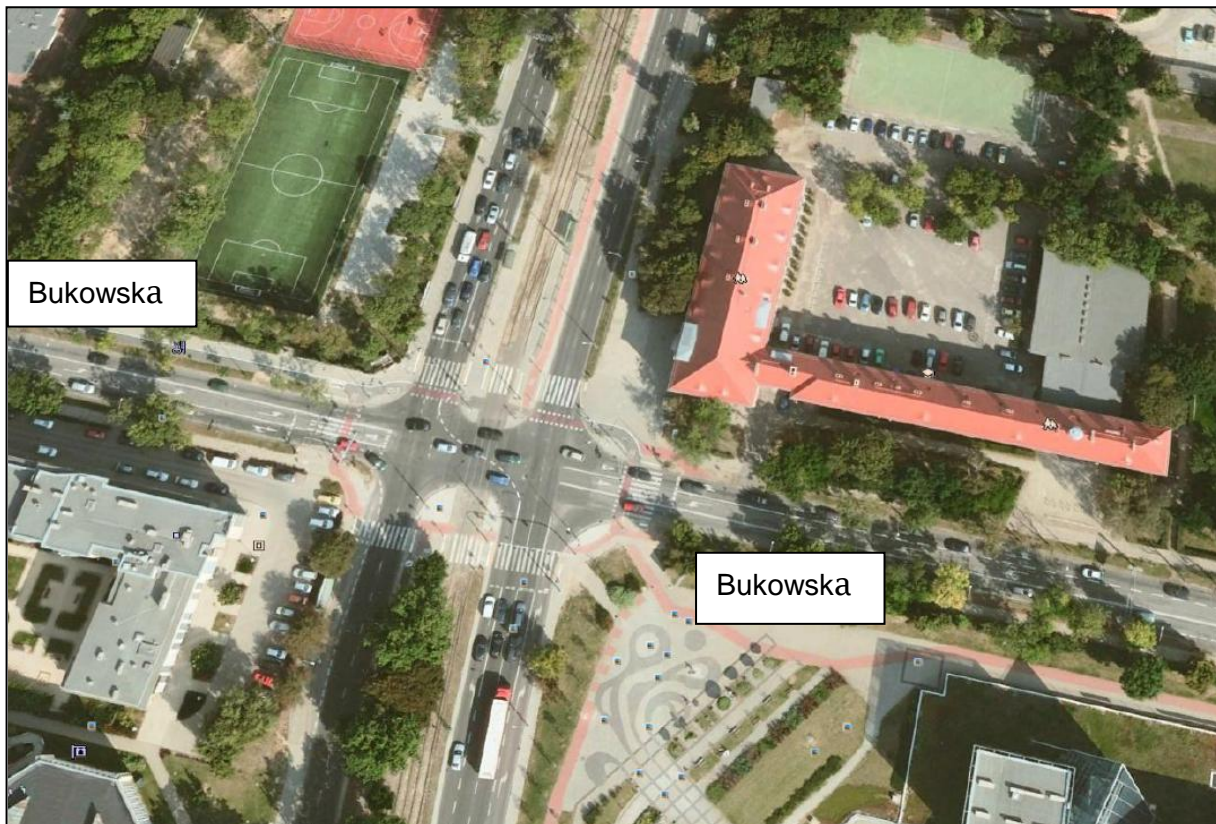
The workshop started according to the programme with the welcome speech of deputy mayor of Poznan Miroslaw Kruszynski, and presentations of Tom Godefrooij, Andrzej Billert and Arie Vijfhuizen. These presentations can be found on the website of the Netherlands Embassy in Poland: <http://poland-pl.nlembassy.org/news/2013/05/warsztaty-rowerowe-thinkbike-w-poznaniu.html>. After these presentations the participants on the workshop were divided into two groups to discuss two concrete problems in Poznan.

4.1 School at busy arterials moderated by Arie Vijfhuizen

The school is located at the corner of two urban arterials: Stanisława Przybyszewskiego and Bukowska. Stanisława Przybyszewskiego has a dual carriageway with two lanes in each direction, and a tramline in the median. At the entrance of the intersection there are additional turning pockets, that result in a rather large scale intersection. Along Stanisława Przybyszewskiego there are no cycling facilities.



Bukowska has an undivided carriageway with one lane in each direction and an additional turning lane upon approaching the intersections. At the school side of the road there is a physically segregated cycling track of about 2m width.



The group used the following method to analyze these two schools and ultimately come to solutions:

Problem	-	What are the problems?
Cause	-	What is the cause of each problem?
Objective	-	What is the objective for each problem?
Solution	-	What is of what are the probable solutions for this problem?

Problems

1. Parking at the schoolyard.
2. There are only two possible entrances to the school and these are located right along the busy roads.
3. Stanisława Przybyszewskiego has a maximum speed of 70 km/h and has top priority in the traffic structure.
4. Bukowska has a maximum speed of 50 km/h, and it is a main route for public transport (buses).
5. For pedestrians crossing the intersection with traffic lights takes a lot of time, as they often have to wait again halfway. Hence they tend to ignore the red light.

Causes

1. No possibilities to park along the main road and bring children into the school.
2. In the residential area behind the schools there is no entrance available.

3. Too high speeds on Stanisława Przybyszewskiego.
4. No room for adjustments in Bukowska because of the presence of a separate bus lane (also for taxis).
5. In the adjustment of the traffic lights priority is given to the car traffic and public transport. As a consequence cyclists and pedestrians get less time to cross to the extent that they cannot cross the entire road in one cycle and thus have to wait two times.

Objectives

1. Improve the accessibility of the schoolyard.
2. Make the school accessible from multiple entrances.
3. Make Stanisława Przybyszewskiego less important in the traffic system (lower maximum speed, reduced flow) so that the crossing can be made safer.
4. Look for opportunities to make this road safer and more orderly.
5. Allot more time in the traffic light cycle to pedestrians and cyclists so as to allow them to cross the entire road in one go and try to prevent as much as possible pedestrian and cyclists crossing at red light.

Solutions

Each problem has its own possible solutions. Thinking of solutions, the group has been dreaming about possible solutions without restrictions. This has led to the following proposals:

Possible solutions for problem 1 →

In order to improve the accessibility of the school the proposal is to create a one-way circuit on the schoolyard for the bringing and picking up of children. There should only be a maximum of 10 parking spaces for parents who bring their children into the school, and also the number of parking spaces for teachers should be reduced. Investigate how pupils travel to school to establish the modal split (how many come walking to school, how much with the bike, how much with the car and how much with the OV).

Possible solution for problem 2 →

Make an entrance at the rear of the school to create direct access from the residential area.

Possible solutions for problem 3 →

Reduce the speed of Stanisława Przybyszewskiego to 50 km/h. Lower the capacity of the Stanisława Przybyszewskiego after the crossing heading north: one lane for through traffic and one lane to be appropriated as kiss and ride zone for parents who bring their children to school or pick them up. This zone should stretch out to the bus stop; after the bus stop the two lanes can be made available again for traffic.

Possible solution for problem 4 →

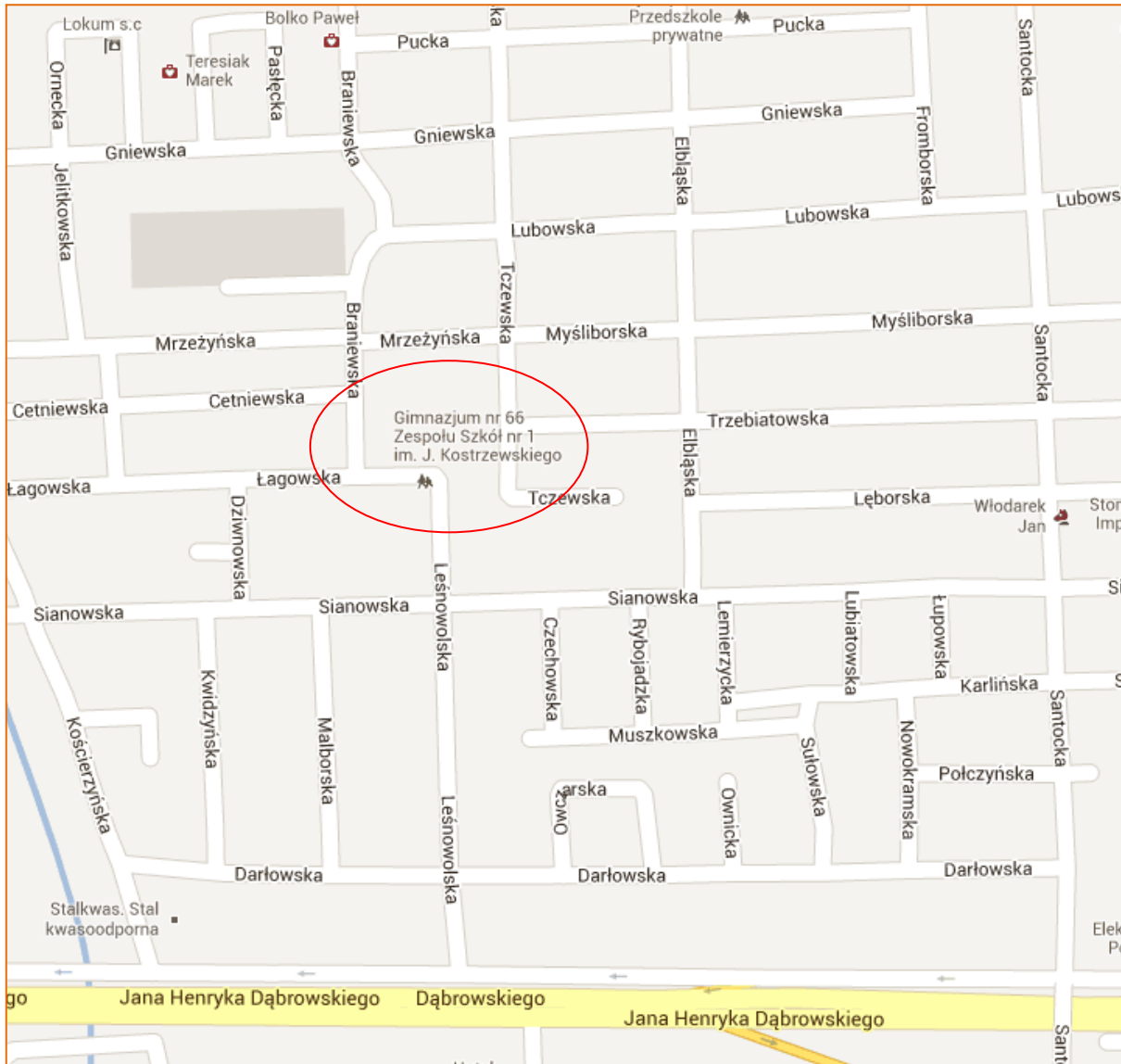
The Group has no solution for this problem.

Possible solution for problem 5 →

Larger timeslots for cyclists and pedestrians in the traffic light cycle can be combined with waiting time predictors in the traffic lights (Indication of remaining waiting time) for cyclists and pedestrian at the whole crossing. This will have a positive effect on the willingness to wait for the red light.

4.2 School in residential area, moderated by Tom Godefrooij

The school is located in Krzynzowniki at the corner of Lesnowolska and Lagowska (see map below). These are both not too busy residential streets.



Until the lunch the group discussed the perceived problems and their supposed causes. The problems mentioned were:

- > Congestion at the school entrance
- > Insufficient parking spaces for school personnel (teachers)
- > No bicycle parking facilities
- > Chaotic manoeuvres in front school because of turning car traffic
- > School environment not fit for pupils walking or cycling on their own
- > Disrespectful behaviour of car drivers towards active road users
- > School poorly connected to the public transport system

When it came to identifying the causes of these problems there were different explanations from the different workshop participants. Police officers tend to consider as the main cause of the problems that road users are not complying with the traffic code. Others mentioned the high percentage of pupils being brought to school by car and a culture with related attitudes putting cars before people. Obviously there is currently an imbalance between the parking demand and the available space. In principle this imbalance can be solved by either to create more space for parking or by decreasing the demand for parking (or a combination of the two). These different solutions will have very different effects.



Therefore it is important to consider the desired (societal) effects of any intervention. What should be the goals behind the problem solving exercise? For this reason the workshop participants were asked to contemplate a bit on the 'ideal' situation: what would be their dream about this school environment. It was stressed that this 'dream' didn't have to be realistic upfront as they first of all are meant to identify the important values and interests that should be served by the proposed solution. The invitation to dream is also an invitation to look beyond the obvious and to generate creative 'thinking outside the box'.

In fact it appeared difficult for the workshop participants to imagine their ideal school environment too far beyond the existing situation. Most proposals were very concrete and operational.

- > The police officers were mainly focussing on regulation and facilitation of the existing traffic manoeuvres, proposing a one way traffic circulation, a well designed turning point and the creation of additional parking space.
- > The cyclist advocate in the group proposed a more or less car free school zone. His proposal included a technical elaboration of various interventions in the area to implement his dream. He also proposed to improve the connection of the school to the public transport by suggestions for re-routing the bus routes in the area.
- > One 'dream' was 'improved attitudes' of road users, and another a school environment that would allow children to come to school by themselves safely (without accompaniment by parents).
- > Also the parents perspective was mentioned: parents want to be able to 'hand over' safely their kids to the teachers. Especially for young children this is an important (and even a obligatory) requirement. The adding of this parent perspective made it clear that any solution to be proposed should take into account the legitimate wishes and interests of the 3 main user groups of the school environment: children, parents and teachers.
- > Sidewalks should again be the exclusive domain of pedestrians.

On the basis of the problem analysis and the 'dreams' of the participants the group came with the following concrete proposals for further elaboration:

1. Organise a questionnaire amongst the 3 main user groups (pupils, parents and teachers) to get more insight in their interests, preferences, attitudes, their perception of the problems around the school and on school routes, alternatives for their current way of travelling, et cetera. The results of the questionnaire can help to identify win-win solutions.
2. The group definitely is choosing to decrease the (car) parking demand by:
 - a. High quality routes for cycling and walking;
 - b. Bicycle parking facilities at the school yard;
 - c. Better connection of the school to the public transport system.
3. Traffic calming measures around school.
4. Organise the remaining parking around the school properly
5. Awareness raising campaign aiming at a dialogue with all stakeholders.

4.3 Closing of the workshop

At the end of the workshop both groups shared their findings and results. In the discussion some people raised the question why the groups hadn't paid more attention to the promotion of bicycle use amongst the pupils. The consideration behind the proposed solutions was that such promotion campaigns can only be credible and successful if the circumstances in the school environment allow safe cycling. Thus the groups claimed that the proposed improvements in the school environment are a pre-condition for successful promotion of bicycle use. (No successful marketing without a good 'product'.)

5 List of participants

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