Erasmus+ Action Type: KA220-HED - Cooperation partnerships in higher education
Climate change, cities, communities and Equity in health Cli-CC.HE
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Joint intensive course/students

Lisbon, May 23-26, 2023

Session 7

Methodology and Toolkit Presentation

steps taken, results and improvements

ISCTE and UNICAM

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Results of CLICCHE Project

R1
Research on mitigation and adaptation strategies of climate change effects on human health in urban áreas

R2
Healthy urban planning Teaching Methodological Guideline

R3
Educational toolkits for healthy urban planning and urban participation

R4
Research on mitigation and adaptation strategies of climate change effects on human health in urban areas

The toolkit is a training instrument to transfer and apply the methodology elaborated in R1 and R2.

The toolkit is based on documents, presentations, maps, videos, and a web tutorial, and will include indications on how to involve stakeholders, how to reach the target groups, and how to make students and stakeholders take part in the construction of shared design scenarios.

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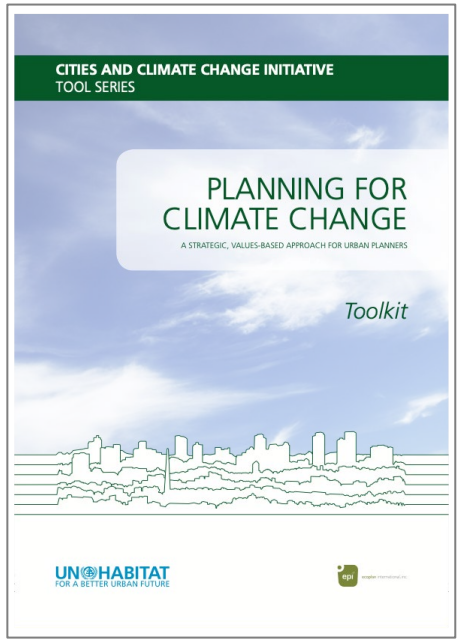
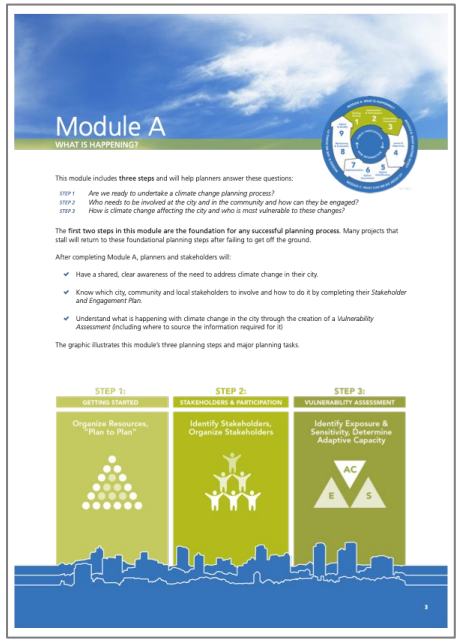
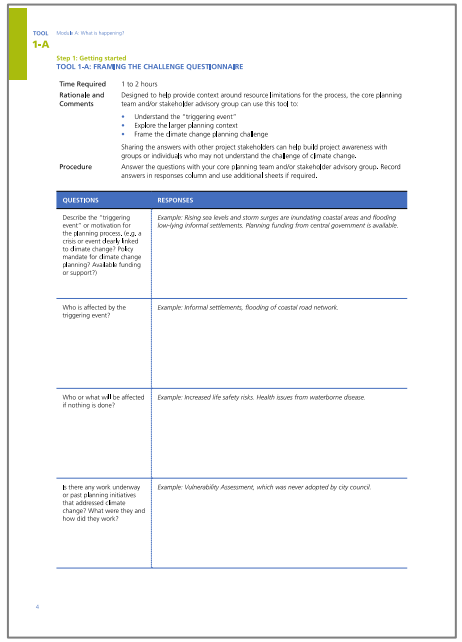
Proposal from a Reference (Ascoli meeting in November 2022)

https://unhabitat.org/planning-for-climate-change-toolkit







Toolkit is divided into modules (activities)

Each module is divided into steps (phases)

Each step has a series of tools explained in template sheets (tools structure and web tutorial)

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TOOLKIT (Draft)

Table of Contents

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Toolkit step by step guide

This guide is intended to help students understand the Clicche methodology in the clearest and most communicable way possible.

The 7 activities foreseen in the methodology are expressed within an educational sequence of 4 main phases.

The sequence of these phases is not necessarily linear, with several steps that may be recursive; the same tool can be used in more than one activity but with a different meaning, just as some activities can alternatively refer to more than one tool.

The task of the guide is to give the right information to allow students to select the most suitable one.

7 METHODOLOGY ACTIVITIES:

1. Integrated vision of “Urban Health” Regeneration
2. Local inquiry and mapping
3. Health and Climate Profile Model
4. Framework for Model Evaluation
5. Project Scenario
6. Project Proposals selection
7. Results communication and Dissemination

4 PHASES:

1. Background & problem specification
2. Mapping
3. Design Development and selection
4. Experimentation

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Toolkit compendium

This section consists of a collection of techniques, lectures, workshops and tools that could be applied in one or multiple steps throughout the Clicche methodology.

The Tools are not mutually exclusive or inherently complementary; rather the planning of how, when, and which are used must be subordinated to the concrete needs and aims of each project.

In this part will be explained all the materials produced to create the toolkit as tools used in Local Workshops and Lectures (8 and 15 may).

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STRUCTURE OF A TOOL (Not mandatory but most of our tools have)

- ✓ **Time required**
- ✓ **Resources required**
- ✓ **Rationale and Comments**
- ✓ **Participants**
- ✓ **Procedure**
- ✓ **Contents and variations**
- ✓ **References**
- ✓ **Examples and visual contents**
- ✓ **Support Documents**

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Tools by methodology's activity

ACTIVITIES	4.1: Integrated vision of "Urban Health" Regeneration	4.2: Local inquiry and mapping	4.3: Health and Climate Profile Model	4.4: Framework for Model Evaluation	4.5: Project Scenario	4.6: Project Proposals selection	4.7: Results communication and Dissemination
TOOLS	1_Debate (CYI) 2_Expert panel (CYI) 3_Flipped classroom (CYI) 4_Self-study activity (CYI)	5_Data collection and best practises examples (UNICAM) 6_Walking through (ISCTE) 7_Recording fieldnotes (ISCTE) 8_Interviewing (ISCTE)	9_LadyBug Suite - Video Tutorial (UNICAM)	10_SWOT analysis (UNICAM) 11_Place Standard with climate lens (UNICAM) 12_15 minutes proximity (ISCTE) 13_RETEACH Questionnaire (CNR)	14_Stone Soup game (ISCTE) 15_Photo elicitation (ISCTE) 16_Urban game: "REBUS ®- REnovation of public Buildings and Urban Spaces" (UNICAM) 17_Immersive reality Software (CYI) 18_EASW Click Scenario Building (UNICAM)	19_Rainbow framework (UBFA) 20_Healthy Urban Planning Checklist (UBFA) 21_Healthy Cities Generator (UBFA) 22_Multi-criteria analysis (UBFA) 23_Selecting Project Proposal through public participation (UBFA)	24_Audio/oral presentation (UBFA) 25_Printed presentation: posters and leaflets (UBFA) 26_Public art presentation (UBFA)

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Tools by phases (tools present in more than one phase)

PHASES	1. Background & problem specification	2. Mapping	3. Design Development and selection	4. Experimentation & Divulgation
TOOLS	1_Debate (CYI) 2_Expert panel (CYI) 3_Flipped classroom (CYI) 4_Self-study activity (CYI)	5_Data collection and best practises examples (UNICAM) 6_Walking through (ISCTE) 7_Recording fieldnotes (ISCTE) 8_Interviewing (ISCTE) 12_15 minutes proximity (ISCTE) 13_RETEACH Questionnaire (CNR) 9_LadyBug Suite - Video Tutorial (UNICAM) 14_Urban Game: Stone Soup game (ISCTE) 15_Urban game: Photo elicitation (ISCTE) 16_Urban game: “REBUS ®- REnovation of public Buildings and Urban Spaces” (UNICAM) 17_Immersive reality Software (CYI) 10_SWOT analysis (UNICAM) 11_Place Standard with climate lens (UNICAM)	19_Rainbow framework (UBFA) 20_Healthy Urban Planning Checklist (UBFA) 21_Healthy Cities Generator (UBFA) 22_Multi-criteria analysis (UBFA) 23_Selecting Project Proposal through public participation (UBFA) 10_SWOT analysis (UNICAM) 11_Place Standard with climate lens (UNICAM) 14_Stone Soup game (ISCTE) 15_Photo elicitation (ISCTE) 16_Urban game: “REBUS ®- REnovation of public Buildings and Urban Spaces” (UNICAM) 16_Immersive reality Software (CYI) 18_EASW Click Scenario Building (UNICAM) 9_LadyBug Suite - Video Tutorial (UNICAM)	All tools+ 24_Audio/oral presentation (UBFA) 25_Printed presentation: posters and leaflets (UBFA) 26_Public art presentation (UBFA)

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1° PHASE: BACKGROUND & PROBLEM SPECIFICATION

(Methodology Activity 4.1 Integrated vision of "Urban health" Regeneration)

Why? **General objectives and topics**	1.Background literature on urban challenges, principles of regeneration, urban health etc.	2.Successful regeneration projects
	3. Teaching/learning approaches (debate, self-study, expert panel, flipped classroom)	4. Presentation of Urban games and Immersive experience
Who? **Target Group participant**	**Students/Teachers/Tutors**	
Teachers' activities	1. Lecture on urban challenges, adaptation and mitigation design tools	2. Lecture on impacts of regeneration, successful examples
	3. Stimulate teaching/learning approaches	
	4. Examples of urban games, immersive reality and interactive tools experiences	
Students' activities	Know more about the subject (literature) and the object (state of art) Understand the role of community and different stakeholders' participation in decision making	
Where?	In Class	
What? **The expected outcomes of the activity**	1. Study design options for urban regeneration to improve urban health to be used in the selected area	2. Study appropriate adaptation and mitigation strategies to mitigate the impacts of climate change to be used in the selected area
	3. Apply appropriate teaching/learning approaches	4. Study appropriate urban games and/or digital tools for immersive and interactive experience
When **Timing of the activities**	**Total 6-7 hours?**	
Outputs/Deliverables	Background Literature of the topics State of art of the case study Research questions	
Tools proposed	1.R1 Report (Background literature on urban challenges, principles of regeneration, urban health etc.) 2. Data collection and best practices examples 3. Teaching/learning tools (debate, self-study, expert panel, flipped classroom)	

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2° PHASE: MAPPING

(Methodology Activities: 4.2 Local inquiry and mapping; 4.3 Health and Climate Profile Model; 4.4 Framework for Model Evaluation)

Why? **Topics**	1.Neighborhood from Above -Neighborhood data and facts -Shapes, spaces and functions -People, actors and networks	2.Neighborhood from within -Observing the district: walking as a -research method -Meeting and knowing the community -Participating with the community
	3.Climate Profile	4.Health Profile
	5.Evaluation framework (SWOT Analysis, Place Standard Model, 15 minutes proximity)	
Who? **Target Group participant**	Students/Teachers/Tutors/ community and stakeholders	
Teachers and experts' activities	1. Lectures regarding different approaches on knowledge of the study area "From Above" and "From Within"	2. Seminars with experts or with public administration technicians on significant aspects and projects
	3. Examples of cataloging demographic and socio-economic data	4. Examples of interpretive maps on the characteristics of the neighborhood
	5. Support and facilitation activities in workshops and urban games; examples of interviews with privileged stakeholders	
	6. Lecture about the construction of Climate and Health Profile	7. Lecture about the assessment of sustainability and urban quality
Students' activities	1. Laboratory/In class	3.Workshop with citizens and stakeholders for the evaluation phase
	2.Excursion/Walking/Recording	4. Application of Urban games
Where?	**In class** Laboratory Lectures/Seminars	**In the neighborhood** Interviews Workshop Urban games Questionnaires

What? **The expected outcomes of the activity**	Ability in interpreting the quantitative and qualitative data that characterize the neighborhood.	Ability to understand the hierarchy of problems, resources, threats and opportunities by categories of actors: citizens, administration, stakeholders
	Ability in interpreting the needs of the neighborhood and its community (technical capacity)	
When **Timing of the activities**	**Total 16 hours?**	
Outputs/Deliverables	1. Reports and Interpretive maps of the neighborhood, diagrams and schemes 2. Report interviews and social collage 3. Climate and health profile of the district 4. Report main results of the evaluation activity and maps with main "topics" emerging from the evaluation process to be placed at the basis of the design phase 5. Oral and design presentation	
Tools proposed	1.**Neighborhood from Above** Data collection and best practices examples 2. **Neighborhood from within** Walking as a research method Recording Fieldnotes (photo, drawing and writing) Interviewing **3. Climate and Health Profile** Tool 3.1.Ladybug Suite 4. **Evaluation models** Swot analysis Place standard evaluation tool guideline 15 inutes proximity **5. Urban Games & Immersive reality** Stone Soup's game Photo elicitation Immersive reality	

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3° PHASE: DESIGN DEVELOPMENT AND SELECTION

(Methodology Activities: 4.5 Project Scenario and 4.6 Project Proposals selection)

Why? **General objectives and topics**	1.Main environmental and social vulnerabilities and threats	2.Adaptation Actions
	3.Project Concept	4. Project Proposals Selection
Who? **Target Group participant**	**Students/Teachers/Tutors/Local Stakeholders**	
Teachers' activities	Lecture about the construction of Scenario analysis	Examples of adaptation measures and best practices
Classroom students' activities	Preparation and Coordination of the EASW Workshop Scenario	
Where? **The extension and delimitation of the territory under scrutiny**	**In Class** Laboratory Lectures/Seminars	**In the neighborhood** Scenario Workshop EASW Results of the Urban Games Immersive reality/Interactive tools
What? **The expected outcomes of the activity**	- Ability to recognize and assess the risks of climate change for health and living spaces in the neighborhood under study - Understanding the importance of comparing different skills and needs in the selection of actions and projects for adaptation to climate change -Development of an ethics of responsibility towards the risks of climate change	- Ability to know different future scenario and to choose the most suitable one - Understanding the role of community and different stakeholders' participation in decision making
When? **Timing of the activities**	**Total 12 hours?**	
Outputs/Deliverables	Report: Summary test about the result of EASW Scenario workshop Project Concept map Oral and design presentation scenario workshop results	
Tools proposed	1. **Project Proposals Selection** Rainbow framework (UBFA) Healthy Urban Planning Checklist (UBFA) Healthy Cities Generator (UBFA) Multi-criteria analysis (UBFA) Selecting Project Proposal through public participation (UBFA) 2. **Decision-Making Process** EASW Click Scenario Building (UNICAM)	

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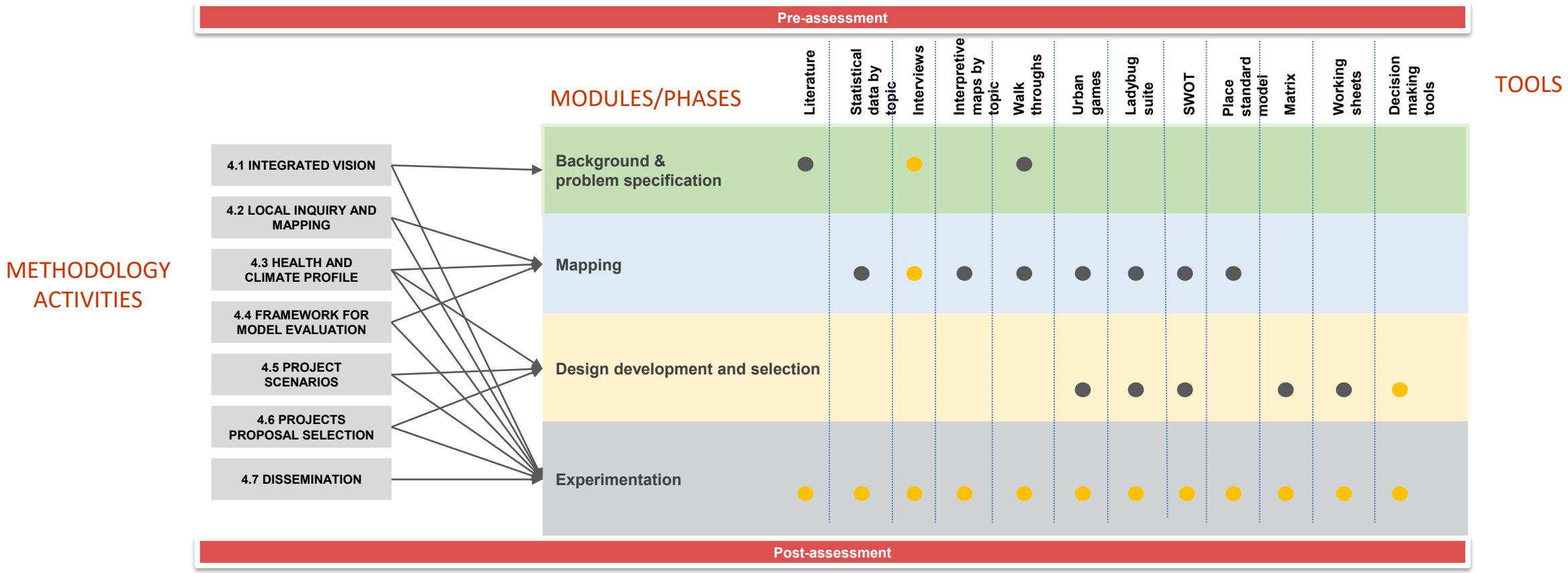
List of tools (Linking activities and phases)

How toolkit is linked to methodology

Diagram in Ascoli, November 2022



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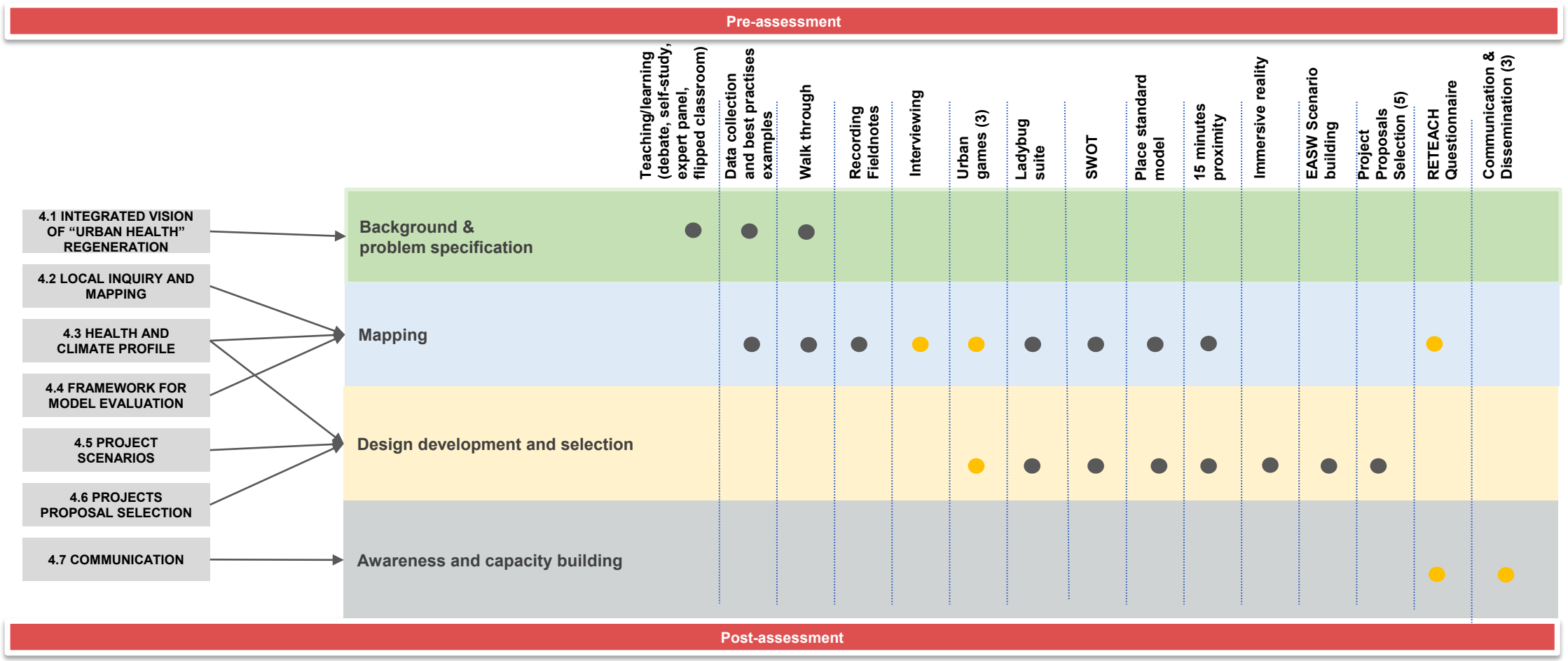
List of tools (Linking activities and phases)

How the toolkit is linked to methodology

New diagram. Lisbon, May 2023



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EXAMPLE OF LIKING ACTIVITIES AND PHASES THROUGH THE TOOLS ISCTE "GET TO KNOW THE NEIGHBORHOOD FROM WITHIN"

METHODOLOGY ACTIVITY 2

Observing and walking through the district	• 1.1 Walking as a research method PHASES 1,4 • 1.2 Recording fieldnotes PHASES 2,4
Meeting and knowing the community	• 2.1 Interviewing PHASES 2, 4
Participating with the community	• 3.1 Stone soup game PHASES 2,3,4 • 3.2 Photo elicitation PHASES 2,3,4

EVALUATION TOOLS

METHODOLOGY ACTIVITY 4

Evaluation tools	• SWOT analysis • Place Standard Model • 15 Minutes proximity PHASES 2,3,4

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Web tutorial

The web tutorial will be displayed in video and flyout and will inspire discussion within local workshops guiding it towards concrete results and it will allow participants to compare the results of the laboratories of each university.
After building all the tools, the document encompassing them all will be a web tutorial explaining them to the students. A web tutorial is formed by:

- The first part will explain how students could build knowledge about the neighborhood and the local community, the Health Profile, and future climate projections for the neighborhood
- The second part will explain the methods for constructing the scenarios and sharing them with local stakeholders.
- The third part will explain the operating methods for constructing urban project scenarios and design solutions.

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