Peer Learning & Capacity Building Masterplan

Deliverable D4.3

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About REALLOCATE

REALLOCATE transforms streets into inclusive, green, safe, and future-proof urban spaces, where communities live and thrive. The project enables researchers, mobility experts, urban planners, and local citizens to collectively re-imagine our cities and redesign how we move from one place to another.

REALLOCATE aligns with the climate neutrality goals of the Mission Cities 2030, supporting cities in working towards their net-zero carbon objectives, and accelerating the development of integrated and innovative sustainable urban mobility solutions and tools for safe, inclusive, and smart cities.

List of abbreviations

DT	Digital Twin
DRT	Demand Responsive Transport
KPIs	Key Performance Indicators
SSMLs	Safe & Sustainable Mobility Labs
SUMP	Sustainable Urban Mobility Plan
VR	Virtual Reality
VRUs	Vulnerable Road Users
WPs	Work Packages

Executive Summary

The present deliverable provides the framework for peer learning and capacity building activities within REALLOCATE. This deliverable is part of WP4 which fosters collaboration between cities on shared challenges, barriers, good practices, successful innovative approaches, and supports them with technical expertise. WP4 and the activities described in this deliverable aim to increase the potential for replication, upscaling, and the long-term impact of interventions in cities as well as maximise the contribution towards climate neutrality and Vision Zero, all key objectives of REALLOCATE and of Mission Cities 2030.

The masterplan laid out in this document is a direct outcome of Task 4.1 'Baseline for peer learning and capacity building' which was designed to identify partners cities' capacity building and learning needs and plan a coherent set of activities to support cities with their pilots. It is also informed by the work conducted in WP2, 3 and 4 during the first year of the project (see Section 2). The deliverable is WP4's first milestone (Milestone 8). In tandem with Deliverable 2.2 'SSMLs deployment plans', this deliverable will serve as a reference point for the 10 SSMLs cities, cascade cities and all horizontal partners and guide the upcoming activities of Work Package (WP) 4.

The deliverable first outlines the peer learning approach adopted in REALLOCATE and the range of knowledge exchange and capacity building activities within it. Drawing from self-assessments (task 4.1.3), section 4 identifies the transversal, cluster and pilot specific learning needs expressed by REALLOCATE cities in the first year of the project. It provides concrete indications about future WP4 activities alongside an indicative timeline.

The present deliverable will be updated in Month 24 of the project to identify and reflect the needs of REALLOCATE cities corresponding to the mid and final stages of the project.

1 Introduction

1.1 Background

REALLOCATE is a four-year project (May 2023-April 2027) that catalyses change in mobility practices by enabling European cities to exchange knowledge, experiences, and ideas, and inspire other cities to replicate and adapt the developed solutions to their own context. Together with relevant experts and stakeholders, the project team is developing integrated and innovative sustainable urban mobility solutions in **10 cities**, divided in five Lead Cities (Barcelona; Budapest, Gothenburg, Heidelberg, Lyon) and five associated Twin Cities (Bologna, Zagreb, Tampere, Utrecht, Warsaw).
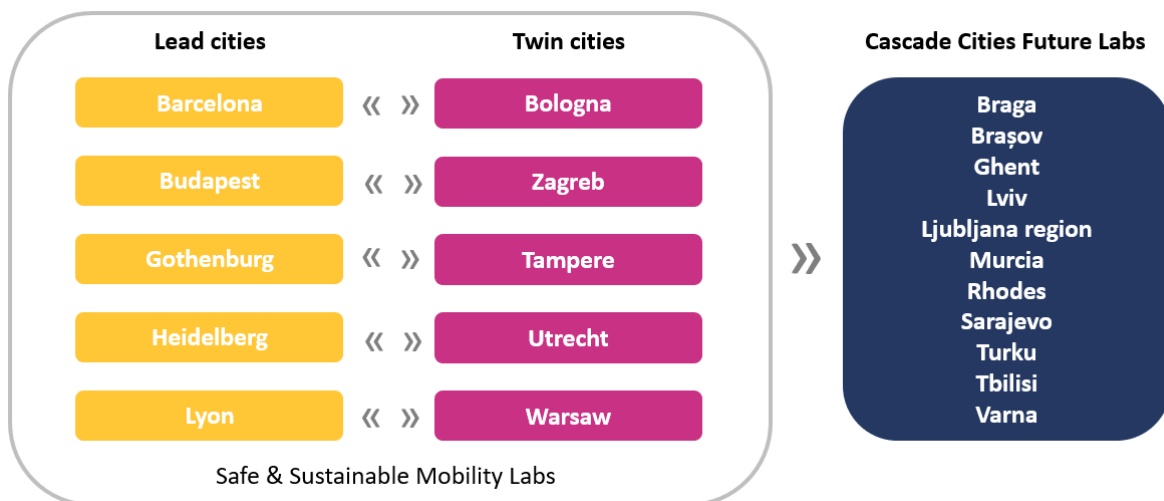
Figure 1: Overview of Lead, Twin and Cascade cities and region in REALLOCATE

Each city hosts its **Safe & Sustainable Mobility Labs** (SSMLs) which are urban areas dedicated to piloting mobility solutions with a focus on co-designing and co-developing technologies and interventions to promote a modal shift towards more active travel. Pilots are carried out in **15 urban and peri-urban areas** (two pilots in each Lead city and one in each Twin city).

Additionally, 11 entities (10 cities and one urban region) have committed to supporting the project in testing the replicability of the mobility solutions developed under the umbrella of **Cascade Cities Future Labs**. They will be able to take part and contribute to REALLOCATE peer learning and capacity building activities as well as receive guidance from technical experts to develop their own replication plans.

The project consortium brings together a wide range of **technical expertise** provided by horizontal partners (see Figure 2) to support REALLOCATE cities in deploying innovative safe, affordable, and sustainable mobility solutions in their SSMLs and more broadly in their endeavour to become climate neutral.

Figure 2: Expertise of horizontal partners to support cities to become climate neutral

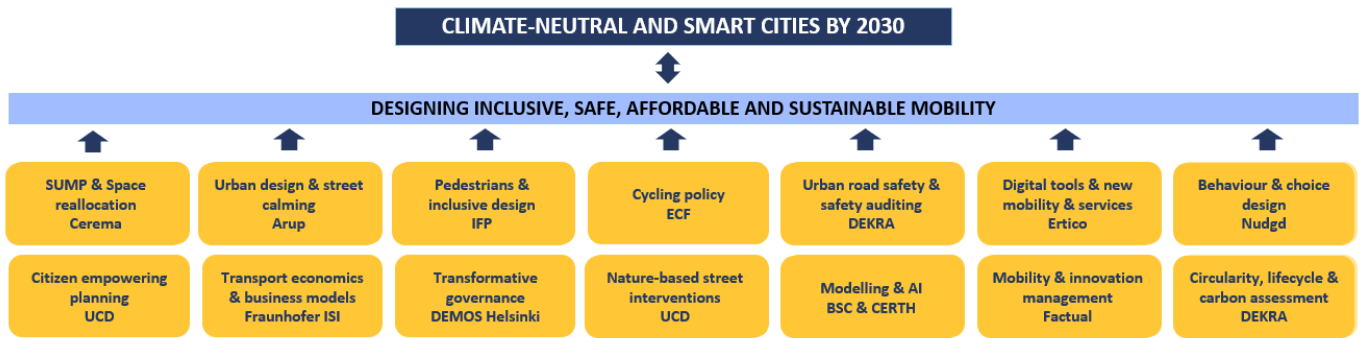The project is divided into six **work packages** (WPs), tightly connected, and coordinated by WP1 (UCD). WP2, led by Factual, is focused on coordinating the SSMLs and local partnerships; while WP3, led by UCD, proactively links horizontal partners and their specific expertise with cities. WP4 (Eurocities) is developing and facilitating peer learning and capacity building to foster knowledge transfer and collaborative learning between cities (incl. via the actions presented in this deliverable).WP5, led by CERTH, is dedicated to developing a continuous assessment and evaluation of the interventions in collaboration with all WPs and partners. Finally, WP6 (ICLEI) provides the means for effective communication, dissemination, and exploitation of the project results, to facilitate and maximise the wide-scale uptake of the solutions demonstrated in the SSMLs.

1.2 Aims & objectives

The present document lays out a **baseline and integrated programme** (i.e. masterplan) for peer learning and capacity building throughout the project, including methodologies deployed and cities' needs identified. The baseline aims to:

- Facilitate **knowledge exchange and peer learning** between REALLOCATE cities on shared challenges, barriers, good practices, successful innovative approaches and policies through regular webinars, study visits, and twining activities
- Facilitate **capacity building** between horizontal technical partners and cities through mentoring and technical webinars

REALLOCATE Deliverable 4.3 Peer Learning & Capacity Building Masterplan

- Engage the Cascade Cities into the peer learning and capacity building programme to support **transferability and replication of solutions and policies**.

More broadly, the activities laid out in this deliverable aim to increase the potential for replication, upscaling, and the long-term impact of interventions as well as maximise the contribution towards climate neutrality & Vision Zero.

The masterplan feeds into tasks and milestones of all project's WPs especially in relation to:

- Coordination and deployment of the SSMLs (WP2): Identification of cities' learning, and capacity building needs to support deployment of interventions (Milestone 3)
- Horizontal partners' expertise (WP3): Connections of relevant experts to address cities' needs in several types of activities (e.g. Attendance of twinning visit, mentoring, development of a technical webinar, etc.)
- Assessment and evaluation of SSMLs' interventions (WP5): Identification of cities' needs, and technical gaps related to the SSMLs' KPIs and data collection, analysis, and evaluation.

The masterplan will serve as a **reference point** throughout the project and will be updated in Month 24.

2 Baseline Development

The development of the baseline and integrated programme for peer learning and capacity building (i.e. the masterplan) is informed by the inputs gathered during various tasks conducted in the first year of the project (Figure 3).

Figure 3: Overview of baseline development

Firstly, the **Benchmark for integrated learning,** developed by Demos Helsinki (Task 4.1.2), identified cities' foreseen challenges, and learning needs in the planning, implementation, and scaling of their SSMLs. The benchmark clustered learning needs in four categories; 'technical,' 'community-related,' 'transformation management', 'governance related' and their associated subcategories (see Table 1). In short:

1. **Technical needs** focus on the practical and technical aspects of managing and implementing sustainable mobility solutions.
2. **Community-related needs** are concerned with engaging relevant communities, collecting, and integrating citizens' input, and addressing the needs of residents and in particular Vulnerable Road Users (VRUs).
3. **Transformation management needs** relate to the organisational skills and approaches required by cities to lead and facilitate change, manage resistance, and create a culture of innovation and adaptation. This category focuses on the question 'how to lead and sustain organisational change?', expanding beyond the limits of the project into replication, upscaling, and implementation.
4. **Governance-related needs** encompass the organisational skills required and internal challenges faced by city teams when navigating their specific governance frameworks such as breaking internal silos, collaborations between the city teams and strategic actors within the specific context of each city, region, and country.

REALLOCATE Deliverable 4.3 Peer Learning & Capacity Building Masterplan

Category of needs	Associated subcategories
Technical learning needs	• Analysis and utilisation of data • Solutions to decrease traffic volumes and speeds • Space reallocation and urban infrastructure • Implementation of nature-based solutions
Community- related learning needs	• Behavioural change and nudging citizens • Inclusive participation, co-creation, and community engagement • People-centric data integration
Transformation management learning needs	• Organisational capability to change and adapt • Evaluation methods and implementation • Ensuring continuity and scaling up of project results • Budgeting and financial implementation
Governance-related learning needs	• Cross-sectoral and internal collaboration • Management of roles and responsibilities • Systemic barriers and organisational inertia

Table 1:Categories of learning needs identified in benchmark for integrated learning

The categories of learning needs, presented in the Benchmark, were developed iteratively based on qualitative data (i.e. interviews, focus groups) collected from the cities between August and October 2023. More detailed information about the methodology used to develop the Benchmark can be found in Deliverable 4.1 Benchmark for integrated learning (Demos Helsinki).

The benchmark served as the basis for the **Cities' Self Assessments** (Task 4.1.3) which drew on the four categories of needs identified in the benchmark (see Appendix 1). Self-assessments templates were designed to support cities in going deeper in the identification of their learning needs and comprehensively analysing the context and existing practices in which the pilots are embedded.

All 10 REALLOCATE cities completed their self-assessments which were then analysed following a thematic approach. Emerging themes were clustered together under three categories: *'transversal themes'* (e.g. addressing conflicts between road users, addressing the needs of VRUs, changing mobility habits,) *'thematic peer learning clusters'* (e.g. co-design with children, maintenance of tactical urbanism interventions/nature-based solutions, modelling and integration of data in digital twin) and *'specific pilot needs'* (e.g. citizen engagement with virtual reality, benchmark for existing door-to-door services for people with additional support needs). Reported priorities (see Appendix 2) were also taken into consideration.

The needs identified in Deliverable 2.1 (WP2, led by FACTUAL) were also incorporated in the analysis. Deliverable 2.1 provided a comprehensive overview of the 15 SSMLs, detailing the context, location, objectives, and actions of each pilot, with a focus on analysing mobility gaps and needs in month 10 of the project (see Figure 4).
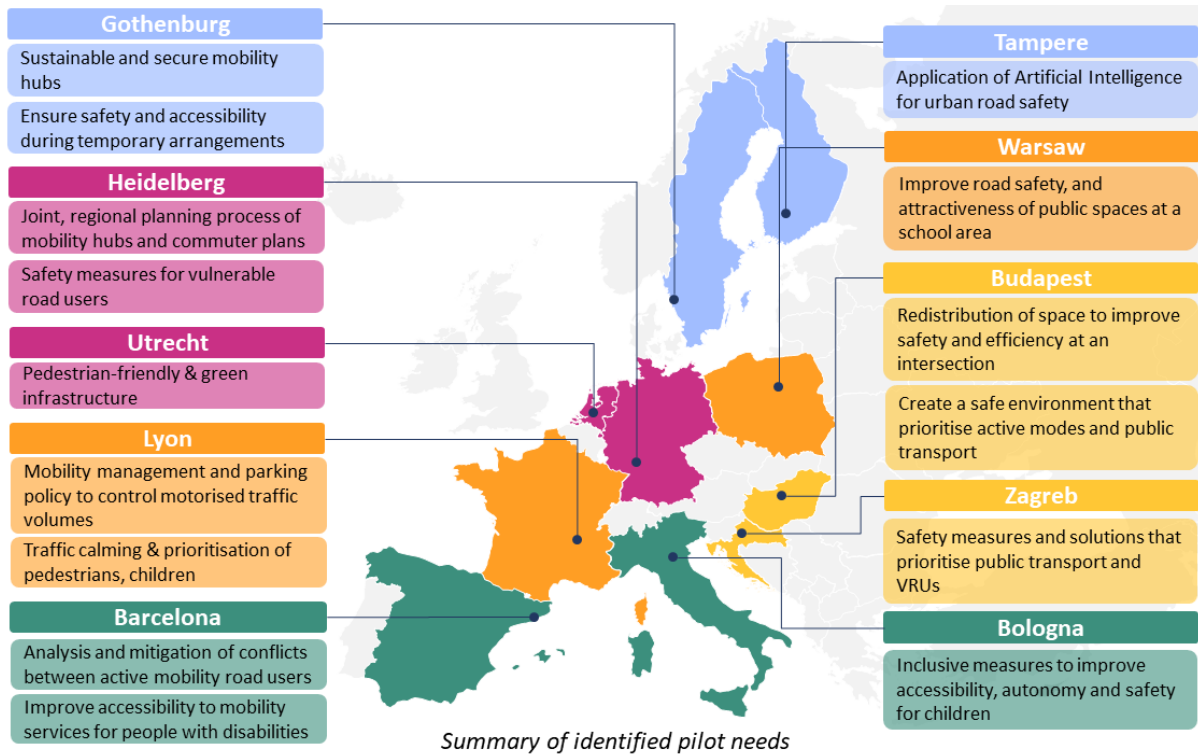
Gothenburg
Sustainable and secure mobility hubs
Ensure safety and accessibility during temporary arrangements

Heidelberg
Joint, regional planning process of mobility hubs and commuter plans
Safety measures for vulnerable road users

Utrecht
Pedestrian-friendly & green infrastructure

Lyon
Mobility management and parking policy to control motorised traffic volumes
Traffic calming & prioritisation of pedestrians, children

Barcelona
Analysis and mitigation of conflicts between active mobility road users
Improve accessibility to mobility services for people with disabilities

Tampere
Application of Artificial Intelligence for urban road safety

Warsaw
Improve road safety, and attractiveness of public spaces at a school area

Budapest
Redistribution of space to improve safety and efficiency at an intersection
Create a safe environment that prioritise active modes and public transport

Zagreb
Safety measures and solutions that prioritise public transport and VRUs

Bologna
Inclusive measures to improve accessibility, autonomy and safety for children

Summary of identified pilot needs

Figure 4: Summary of identified pilot needs in D2.1 (source Factual)

In addition, the masterplan has been informed by **12 knowledge exchange and technical webinars** conducted in the first year of the project (Tasks 4.2.1 & 4.3.1, see Table 2). Six technical webinars were conducted to allow horizontal partners to present their technical expertise to all REALLOCATE cities and match them with relevant pilots. In parallel, six knowledge exchange webinars were organised in collaboration with WP2 and 3 to allow cities to provide an update on their SSMLs and develop concrete actions to involve horizontal partners in their deployment plans.

Further input from cities, local and horizontal partners have also been gathered during the face-to-face **pilot-focused workshops** which took place in Lyon in April 2024.

Type	Description
Knowledge Exchange Webinars – Jan – March 2024	Six knowledge exchange webinars 'Hands-on SSMLs' were organised to support cities to identify their pilots' needs and develop concrete plans on how horizontal partners can support the pilot. 1. Safe & Sustainable School Districts (Warsaw, Bologna, Barcelona) 2. Safe & Sustainable School Districts #2 (Utrecht, Lyon) 3. Peri-urban traffic reorganisation (Heidelberg, Gothenburg, Budapest) 4. Central areas traffic reorganisation (Gothenburg, Zagreb) 5. Tactical Space Reallocation (Budapest, Heidelberg, Barcelona) 6. Hi-tech for safety & accessibility (Lyon, Tampere, Barcelona)

Technical Webinars – Sept- Feb 2024	Six technical webinars were conducted to create awareness of horizontal partners' expertise and match the technical expertise available within the consortium with the planning of the SSMLs: 1. Street design: Traffic calming and shifting the modal share towards sustainable modes (IFP, ECF, Arup) 2. Street design: Beyond mobility (UCD, DEKRA, Demos) 3. Strategies and planning tools to reduce the climate impact of mobility (Cerema, Fraunhofer, Demos) 4. Safe system approach and vision zero (Cerema, IFP, ECF, DEKRA) 5. User-centric mobility: behaviour, participation, and inclusive design (Nudgd, UCD, IFP, Cerema) 6. Digital tools and new mobility services contributing to low-carbon mobility (Factual, Ertico, CERTH, BSC)
Pilot-focused workshops – Lyon	Five face-to-face workshops focusing on specific actions, timeline, and concrete plans of each of the SSMLs and the involvement of horizontal partners. The structure was similar to the knowledge exchange webinars described above.
Study visits – Lyon	Three-day consortium meeting combined with five study visits: 1. Cycling Network including Cycle highway 'Les voies lyonnaises' 2. School Streets 'Rues aux enfants' (six sites visited) 3. Multimodal corridor 'Rue Garibaldi' 4. Superblock space reallocation 'super ilot Danton' 5. Mobility control room

Table 2: WP4 related activities during Year 1

The emerging themes and needs identified through the different methods presented above served as a basis to select the most suitable peer learning and capacity building methods and mapped them into a coherent programme in the present deliverable. The iterative approach adopted is key to delivering the expected outcomes, given the ambition and complexity of the REALLOCATE project.

3 REALLOCATE peer learning & capacity building approach

REALLOCATE deploys a range of peer learning and capacity building methods to foster collaboration between cities on shared challenges, barriers, good practices, successful innovative approaches, and policies, support them with technical expertise and facilitate the implementation and replication of innovative mobility solutions.

The **peer learning approach** is based on the knowledge generated through the 15 SSMLs (Lead and Twin cities) and on the existing technical expertise, tools, and practical knowledge across the consortium partners within the project.

The structure of the project allows for peer learning between cities which have been paired on common interests and needs (Lead and Twin cities), between pilots clustered around themes (see Figure 9), and between cities and horizontal partners. Furthermore, to support wider replication and take-up, the project integrates a Cascade Cities Future Labs programme, which provides peer learning and selected capacity building opportunities for the committed cities (See Figure 5).
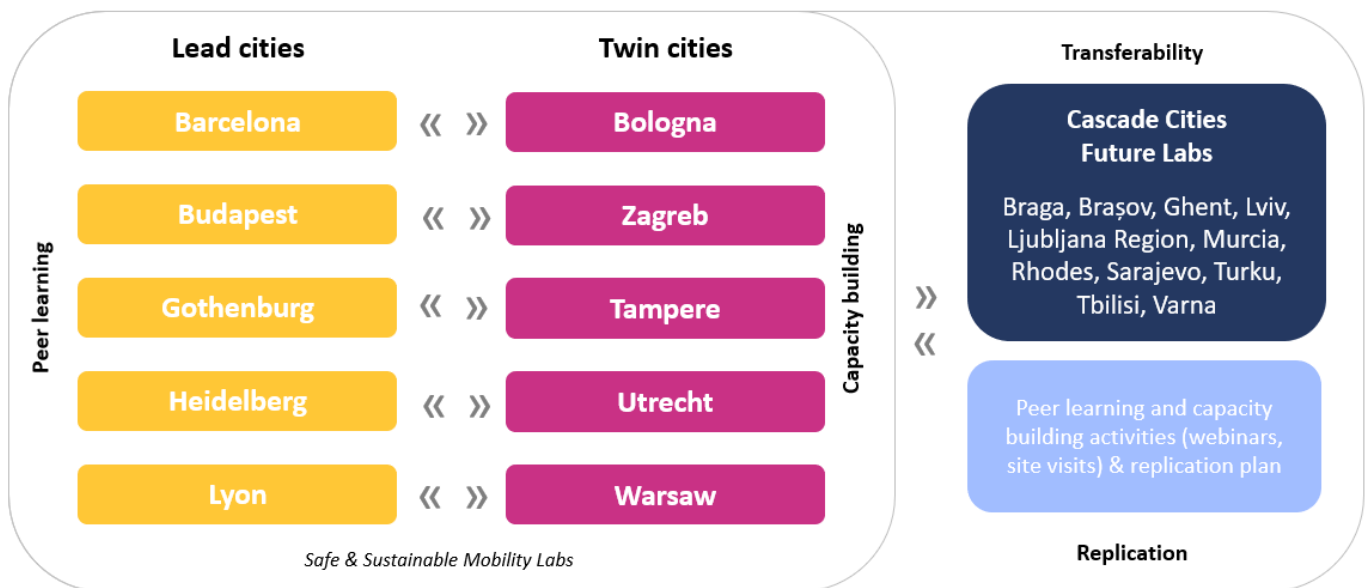

Figure 5: WP4 Peer learning approach

3.1 Peer learning methodology and activities

REALLOCATE deploys a **peer-to-peer learning methodology** which builds upon the idea that people who work on similar issues in different contexts, have similar roles and

professional backgrounds, and face similar challenges in their cities can share experiences and learn from each other. According to United Cities and Local Government (UCLG), the objectives of peer-to-peer learning in the context of cities are 'the *transfer of knowledge, skills and experience from one municipality to others, understanding the change or reform happening through individuals and leaders… peer learning can entail technical assistance or feedback to solve specific municipal challenges, benchmarking to inspire change, or other forms of peer support relying on continued exchange in networks*"[1]. Peer learning is a dynamic and interactive process whereby participants contribute with their first-hand knowledge, experiences and solutions and learn from each other.

Peer learning is strongly valued by representatives of the REALLOCATE SSMLs who see it as key in the successful deployment and implementation of their pilots. Indeed, the importance of meaningfully sharing experience and exchanging with peers to address together the local obstacles and challenges was highlighted by the representatives of cities in the self-assessments they provided.

> '*How do other cities address these topics? Do they have innovative methods, projects, tools that we can learn from? Sometimes a different context leads to new ideas and inspiration. You also learn to reflect on your own situation, to look at it with an outsider's perspective.'*
> (Representative Twin city)

> '*[It is] not only looking at what have been already done, but also examining a problem, a real issue of the administration, and see how peers would face it'.*
> (Representative Lead city)

To meet these expectations, the project puts forward an ambitious programme to support peer learning and replication. It includes various activity formats, complementing each other as shown in the Figure 6.

Knowledge exchange is the foundation of **peer learning**. It is a two-way process which facilitates the sharing of individuals or organisations' learnings, ideas, and experiences. Knowledge exchange activities include webinars, on-site visits, and other informal exchanges via the online hub (see Figure 7). These exchanges are structured around contributions from stakeholders from one or more cities and/or project experts.

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[1] https://www.effectiveinstitutions.org/files/MC2CM_Report_4e.pdf p16

Figure 6: Overview of WP4 activities

Figure 7:Landing page of Online Exchange Hub

Capacity building is the process of developing and strengthening individuals' and organisations' skills and knowledge and, by doing so, increasing the potential for replication, upscaling, and long-term impact of the interventions. Capacity building activities often encompass webinars and mentoring with a more technical focus than knowledge exchange activities.

Twinning combines first-hand knowledge exchange between REALLOCATE cities and capacity building with selected technical partners. Twinning visits are organised in each Lead

and Twin cities which have been paired based on common interests and needs. Concretely, the twinning visit offers a group of representatives from the visiting city (e.g. municipality representatives, local partners representatives, etc.) the opportunity to see in situ how the projects and policies at the intersection of mobility, urban planning, and climate adaptation are implemented from planning to deployment in the host city. By doing so, the visit encourages both cities to discuss the drivers, challenges, and lessons learned in transforming urban spaces, becoming climate resilient and shifting to sustainable mobility modes through short presentations, on-site visits, and interactive peer-to-peer discussions. In addition, both cities select horizontal partners to attend the visit and provide advice on specific aspects of their pilots. Twinning visits also offer the opportunity for work shadowing whereby representatives of the visiting city can shadow representatives of the host city in their daily work to better understand organisational set-ups and processes.

The project will draw on the expertise provided by the REALLOCATE consortium to deliver this programme. It will also bring relevant external experts and stakeholders for the knowledge exchange and technical webinars as well as create synergies with other mobility related projects and initiatives where appropriate.

The table below details each of the REALLOCATE activities, outlining their aims, formats, and indicative frequency.

Methods	Description
Online exchange hub	The secure Online exchange hub serves as a dedicated space for REALLOCATE pilots' representatives and horizontal partners. The hub has a page for each of the SSML cities, several discussion boards, a calendar for meetings, and news feeds (see Figure 7). This hub is linked with the project's overall document repository, allowing easy access to all project documents.
Knowledge exchange webinars	Knowledge exchange webinars are organised throughout the project (approx. three per year) to facilitate exchange between cities on shared challenges and specific solutions deployed. Webinars will focus on selected themes based on the present deliverable, WP2 SSML implementation plans and cities' self-assessments as well as on cities' specific requests. Knowledge exchange webinars in Year 4 will focus on transferability and the SSMLs tested solutions and will be joined by Cascade cities.
Study visits	Each of the Lead cities (i.e. Barcelona, Budapest, Gothenburg, Heidelberg, Lyon) will host a face-to-face three-day consortium meeting with on-site visits. These visits will be organised to see first-hand how the city has implemented its mobility-related plans, policies, projects and/or initiatives and engage in an interactive and direct exchange of experiences with local stakeholders.
Technical webinars	Technical webinars will be organised throughout the duration of the project (approx. three per year) to support the living labs' activities, focusing specifically on the technical aspects of the pilots' implementation. Relevant horizontal partners of the project will provide input according to needs.
Mentoring	Individual mentoring exchanges between horizontal thematic partners and cities will be organised as needed according to each city's individual challenges, self-assessment and SSML specific plans.

Twinning	Peer review task	Each of the SSML cities prepared a self-assessment of their learning needs against the Benchmark for integrated learning (see section 2) Prior to the twinning visit, each city will review the assessment of their paired city. This task aims to support paired cities to identify common needs and challenges and share expert know-how, practical experience, and local solutions (see Appendix 3).
	Twinning study visits	Representatives from the paired cities (e.g. staff from local administration, local experts, service providers, NGOs, etc.) will meet for two twinning visits (one in each city). During the twinning visit, participants will learn from the host city by means of short presentations, site visits, and peer-to-peer discussions. Participants will also exchange shared challenges and specific solutions deployed. Selected horizontal partners will attend the visits according to the specific needs from both cities. At the end of the visit, a feedback session will be organised, followed by a short feedback report (See Appendix 4).
	Work shadowing	Twinning visits will offer the opportunity for work shadowing whereby one or two people from the city pairs can spend a brief period of time together, matched based on their working fields, roles and/or projects. During the visit, they can 'shadow' the host city representatives in their daily work to better understand the organisational set-ups and processes

Table 3: Methods used for peer learning and capacity building

3.2 Indicative timeline for WP4 activities

The Gantt chart below provides an *indicative timeline* of the peer learning activities which will take place throughout the project. These include:

- Three knowledge exchange webinars (Task 4.2.1) and three technical webinars (Task 4.3.1) will be organised per year, some of them in synergy with other projects and initiatives.
- One study visit (Task 4.2.2) in each of the Lead cities from M6 to M40 alongside the project consortium meetings.
- Individual mentoring exchanges between the horizontal thematic partners and the cities will take place at least once a year and organised on expression of interest from cities and in collaboration with WP2 and 3, based on each city's individual challenges, self-assessment and SSML's specific plans.
- Ten twinning visits (Task 4.4), one in each Lead and Twin Cities. will be organised by M40.

Figure 8: Indicative Gantt chart for WP4 activities

4 Findings: Peer learning & capacity building baseline

The following section provides an overview of the main themes and specific capacity building needs and knowledge exchange interests that emerged from the work conducted in WP2, 3 and 4 so far (see Section 2). The learning needs are categorised in two types: (1) 'Transversal themes' and (2) 'Peer learning clusters needs.'

4.1 Transversal themes

Transversal themes encompass needs that cut across all the pilots and are crucial in the successful implementation of all SSMLs. For example, **engaging citizens and communities**, especially the vulnerable ones (e.g. digitally excluded, not able to attend workshops due to work/caring responsibilities, language skills, etc.) was a recurrent theme mentioned in the self-assessments. This could be addressed through a technical webinar which will showcase the different methodologies (e.g. walking interviews, surveys parents/teachers, co-creation with inhabitants, etc.) which cities could deploy, their strengths and weaknesses. It could also be the focus of a knowledge exchange webinar during which cities share their experiences with engaging local communities. If there is still an unaddressed area which is specific to one or more of the pilots, a selected horizontal partner could provide dedicated mentoring.

A related transversal theme for REALLOCATE cities is **addressing the needs of VRUs** such as children, people with additional support needs, newly arrived population, or ageing people. How can they be empowered to move around independently? How can they be encouraged to use a more active travel mode?

Public acceptance of space reallocation interventions and how to manage resistance and arising conflicts between different road users has been identified as a key theme. Challenges are arising especially due to emerging means of transport such as e-bikes or e-scooters. More broadly, **changing mobility habits and nudging citizens** to opt for active mobility through digital tools and urban design is also a key area for capacity building for cities.

Capacity building and support regarding **data collection, analysis and the impact assessment of the interventions** were also mentioned as a key success factor for the implementation and replication of the SSMLs. This aspect is addressed through WP4 activities as well as within WP3 and 5. Similarly, **transformative governance**, particularly challenges connected to internal silos and processes appeared to be a common challenge (which will also be addressed in Task 2.4: Transformative governance for urban mobility)

Transversal themes	Relevant activities	Relevant expertise
Citizen and community engagement / methods	Knowledge Exchange (KE) webinar Technical webinar	UCD, Arup
Addressing the needs of VRUs and people with additional needs / inclusive design	KE webinar Technical webinar/ Mentoring Study / twinning visits	Arup, Cerema, IFP, ECF, UCD
Public acceptance / conflicts between road users	KE webinar Mentoring Study / twinning visits	Cerema, IFP, ECP, Dekra
Behavioural nudge/ changing mobility habits	Technical webinar Mentoring	Nudgd, Factual
Improving cycling infrastructure	KE webinar Technical webinar Study / twinning visits	ECF, Dekra
Data collection & analysis methodology	Technical webinar/ WP5 Mentoring	BSC, Ertico, Certh
Traffic management & safety auditing	Technical webinar/WP3 Study / twinning visits Mentoring	Dekra, Cerema
Monitoring & impact assessment methods	Technical webinar/ WP5 Mentoring	Certh
Change management & transformative governance	Technical webinar/ WP2 Mentoring	DEMOS
SUMPs	Technical webinar/ WP3 Mentoring	Fraunhofer, Cerema

Table 4: Indicative list of transversal themes identified

4.2 Peer learning cluster themes

WP4 grouped the different pilots into **four peer learning clusters** based on common interests and needs:

PEER LEARNING CLUSTERS
- Safe & Sustainable Schools Districts
- Peri-urban Traffic Safety & Reorganisation
- Street Calming & Tactical Space Reallocation
- Hi-Tech for Safety & Accessibility

LEAD CITIES
- Barcelona 1
- Barcelona 2
- Budapest 1
- Budapest 2
- Gothenburg 1
- Gothenburg 2
- Heidelberg 1
- Heidelberg 2
- Lyon 1
- Lyon 2

TWIN CITIES
- Bologna
- Tampere
- Utrecht
- Warsaw
- Zagreb

Figure 9: Peer learning clusters

The themes covered in each of the clusters will focus on one or several elements closely related to each of the pilots inside the cluster group (e.g. school street approaches across Europe for the cluster on Safe & Sustainable Schools Districts, see Table 4 below).

The clusters are designed to be agile and can be adjusted to accommodate specific requests. Finally, throughout the duration of the project, WP4 will regularly gauge for pilot-specific needs to facilitate mentoring or other appropriate capacity-building activities.

Themes	Relevant activities	Relevant expertise
PEER LEARNING CLUSTERS		
School streets across Europe / different approaches	Safe & Sustainable Schools Cluster KE webinar Mentoring (Lyon on development playbook for secondary school districts)	Cerema
Mobility of schoolteachers / parking requirements	Safe & Sustainable Schools Cluster Technical webinar	Cerema, Nudgd, UCD
Maintenance (tactical urbanism, nature-based interventions)	Safe & Sustainable Schools / Traffic Calming & Tactical Space Reallocation Clusters Technical webinar	UCD
Management of emergency flows & other public services which attract high amount of traffic	Peri-urban Traffic Reorganisation /Traffic Calming & Tactical Space Reallocation Clusters KE Webinar Technical webinar	Cerema, Dekra, Fraunhofer
Public acceptance/ focus on removing parking space	Traffic Calming & Tactical Space Reallocation Cluster Technical webinar	Arup, Cerema
AI, Digital Twins & data modelling	Hi Tech for Safety & Accessibility Cluster Technical webinar Mentoring	BSC, Certh
PILOT SPECIFIC		
DRT / door to door services benchmark (Barcelona pilot 2)	KE webinar Mentoring	Cerema, Factual, Eurocities
Citizen engagement with VR & DT (Warsaw, Gothenburg)	Technical webinar Mentoring	BSC, Arup
Selection of location for mobility hubs at regional level (Heidelberg pilot 1)	Mentoring Study / twinning visits	Ertico, Fraunhofer, Factual

Table 5: Indicative list of peer learning and pilot-specific themes identified

5 Next steps & conclusion

The main aim of this deliverable is to provide the general framework for peer learning, capacity building and twinning activities within the REALLOCATE project and to serve as a reference point for the 10 SSMLs cities, Cascade cities and all horizontal partners. The deliverable:

- outlined the peer learning and capacity building approach,
- laid out a baseline and integrated programme to address the needs of cities and support them in successfully deploying and implementing their pilots,
- provides an indicative timeline of the activities until the end of the project,
- puts forward concrete themes for peer learning and capacity building.

In tandem with Deliverable 2.2 SSMLs deployment plans, this deliverable will guide the upcoming activities of WP4. This deliverable will be updated in Month 24 of the project to identify and reflect the needs corresponding to the mid- and final stages of the project.

The immediate next steps are to:

- prioritise, in collaboration with WP 2 and 3 and in discussion with all REALLOCATE cities, the learning needs to address in Year 2, Year 3 and in the last year of the project
- identify, in collaboration with ICLEI (Task 4. 5), the different peer learning and capacity building activities that would be of interest to the future Cascade Cities Labs to support wider replication and take-up.

6 Appendices

6.1 Structure of cities' self-assessments

Section of self-assessment	Questions
Part 1: Driving the transition and the EU Mission on Climate-Neutral and Smart Cities	1) What are the main strategies and actions that your city has put in place for becoming climate-neutral in connection to urban mobility and public space reallocation? 2) What type of governance mechanisms (e.g., climate officer, climate department, and climate responsibilities) are in place in relation to the goals of achieving climate neutrality? 3) How is the Cities' Mission within your city connected to the objectives and implementation of your work in REALLOCATE? 4) Does your city have a Sustainable Urban Mobility Plan (SUMP) or similar planning document? How are the activities developed in REALLOCATE related to the SUMP implementation and what are the strategies in place to make the connections between the SUMP and REALLOCATE within the city?
Part 2: Learning needs for impactful SSMLs	Instructions: First identify the needs, among the ones listed below, that are relevant to your SSML pilot(s). The template then provides guiding questions as starting points to support you in defining these needs more precisely in the context of your city. 1. Identify the foreseeable challenges when planning and conducting your SSMLs 2. Identify potential knowledge gaps or needs for internal or external technical expertise when planning and conducting your SSMLs 3. Assess on a scale from 0 to 5 the level of expertise and level of importance in relation to the specific learning need in each section Category 1: Technical learning needs ● Analysis and utilisation of data ● Solutions to decrease traffic volumes and speeds ● Space reallocation and urban infrastructure ● Implementation of nature-based solutions Category 3: Transformation management learning needs ● Organisational capability to change and adapt ● Evaluation methods and implementation ● Ensuring continuity and scaling up of project results ● Budgeting and financial implementation Category 2: Community-related learning needs ● Behavioural change and nudging citizens ● Inclusive participation, co-creation, and community engagement ● People-centric data integration Category 4: Governance-related learning needs ● Cross-sectoral and internal collaboration ● Management of roles and responsibilities ● Systemic barriers and organisational inertia

Part 3: Learning methods and environments	1) Briefly explain what a successful learning experience for your city would be. Drawing from this, do you have suggestions of specific learning methods/tools we could use in REALLOCATE?
	2) An important aspect of REALLOCATE is peer learning, that is, city-to-city knowledge sharing. What are your expectations in this regard, and what are, in your experience, the most efficient methods for knowledge sharing among local and metropolitan authorities?
	3) One of the REALLOCATE objectives is to build capacity among city administrations and increase potential for the long-term impact of the interventions. Please describe your city's need(s) in terms of capacity building, in particular in relation with your pilot(s), as a way of supporting the transition to climate neutrality. If you feel you already answered this as part of your input in Section 2, please just briefly prioritise here the most important aspects.
	4) REALLOCATE identified 14 areas of horizontal expertise and relevant technical partners that can provide advice in these areas. These were detailed in the six technical webinars organised between September 2023 and February 2024. Please prioritise the first 5 horizontal areas of expertise most relevant for your pilot(s) by adding a number from 1 (the most relevant) to 5 in front of the respective area. If you are not able to find 5 relevant areas, try to list at least 3.
	5) Please describe your learning expectations from the twinning activities. If this is the case, feel free to include specific suggestions concerning the organisation of these activities.
	6) REALLOCATE is one of the projects contributing to the Public Space Design cluster under the CIVITAS Initiative (currently the projects contributing to the cluster are AMIGOS, ELABORATOR, and REALLOCATE). CIVITAS is an EU initiative addressing cities and urban mobility. How can CIVITAS contribute to or supplement the peer learning programme in REALLOCATE? Are there specific inputs your city can contribute to the CIVITAS exchange? *This question is optional.*
	7) REALLOCATE is embedded into the overall effort of cities becoming climate-neutral promoted by the EU Mission on Climate-Neutral and Smart Cities and implemented through NetZeroCities. Can you make specific suggestions on how to bring together REALLOCATE and NZC, and consolidate learning across the two initiatives?

6.2 Priorities emerging from cities self-assessments

Expertise*	SUMP & CLIMATE PLANNING	URBAN DESIGN, SPACE REALLOCATION & TRAFFIC CALMING	PEDESTRIANS & INCLUSIVE DESIGN	CYCLING POLICY & INFRASTRUCTURES	URBAN ROAD SAFETY & SAFETY AUDITING	BEHAVIOUR & CHOICE DESIGN	CIRCULARITY, LIFECYCLE & CARBON ASSESSMENT	DIGITAL INTEGRATION & NEW MOBILITY SERVICES	CITIZEN-EMPOWERING PLANNING	TRANSPORT ECONOMICS & BUSINESS MODELS	TRANSFORMATIVE GOVERNANCE	NATURE-BASED STREET INTERVENTIONS	DATA, MODELLING & AI	MOBILITY INNOVATION MANAGEMENT
Gothenburg 1		4	3		5	3			1					
Gothenburg 2		2			3								1	4
Heidelberg 1	1									2			3	
Heidelberg 2			1		2	3								
Budapest 1		3	5	2	1								4	
Budapest 2		1		4	2					3			5	
Barcelona 1			1	2	3	4							5	
Barcelona 2		3	4							2	5			1
Bologna		5	1			2				4		3		
Tampere					2								1	
Utrecht		1	5			4				3			2	
Warsaw		1	3		2	5							4	
Zagreb	1	2			3		4	5						

Note: Missing data for both pilots in Lyon

*1= high priority 5= low priority

6.3 Template for desk review of paired city self-assessment

From the **first section of the city self-assessment** which details the policies, strategies, and actions for becoming climate neutral that your paired city is putting in place, what are **the key similarities and differences** between your city and the one you are paired with in terms of….

Type	Paired city (from self-assessment report)	Your city	
		Similarities	**Differences**
Key policies & strategies	• • •	• • •	• • • •
Key actions & measures	• • •	• • •	• • • •
Key governance mechanisms	• • •	• • •	• • • •

From the **second section of the city self-assessment** (distinct categories of learning needs), what are the **key similarities and differences** between your city and the one you are paired with in terms of….? ***Please note that not all needs are relevant, focus only on the ones that have been identified by your paired city and/or yourself. ****

Learning needs	Relevant to paired city (from self-assessment report)	Relevant to your city	
		Similarities	Differences
Technical needs (incl. Analysis and utilisation of data; Solutions to decrease traffic volumes and speeds; Space reallocation and urban infrastructure solutions; Implementation of nature-based solutions)	● ● ●	● ● ●	● ● ●
Community-based needs (incl. Behavioural change and nudging citizens; Inclusive participation, co-creation, and community engagement; People-centric data integration)	● ● ●	● ● ●	● ● ●
Transformation management needs (incl. Organisational capability to change and adapt; Evaluation methods and implementation; Ensuring continuity and scaling up of project results; Budgeting and financial implementation)	● ● ●	● ● ●	● ● ●
Governance needs (incl. Cross-sectoral and internal collaboration; Management of roles and responsibilities; Systemic barriers and organisational inertia)	● ● ●	● ● ●	● ● ●

After you completed the two tables above, where do you see the **key common learnings and peer-to-peer sharing of knowledge** between both cities?

……
……

6.4 Template twinning visit feedback report

Template feedback report - HOST city

1) Building on the review of the self-assessment of your paired city and the discussions during the two-day twinning visit, could you highlight from your perspective the following?

Key success factors identified	● ● ● ●
Key challenges identified	● ● ● ●
Key gaps identified (learning, skills, activities, etc)	● ● ●

2) Building on the challenges and gaps identified above, do you have recommendations and/ or relevant know-how and best practices that you can share with the visiting city?

From above	Related recommendations/ Best practices *(please share relevant links and resources)*
Key challenges identified	● ● ●
Key gaps identified	● ● ●

3) What are the five key learnings that you are taking away from the twinning visit? Could you explain how you are planning to take up these learnings to your city/pilots?

Key learnings for your city	How to apply the learning to your city/pilot(s)
1	
2	
3	
4	
5	

4) What would you recommend to further improve the learning experience and deepen the exchanges between Lead and Twin cities?

……
……
……
……

Template feedback report - VISITING city

1) Building on the review of the self-assessment of the host city, the site visits, and discussions during the two-day twinning visit, could you highlight from your perspective the following?

Key success factors identified	● ● ●
Key challenges identified	● ● ●
Key gaps identified (learning, skills, activities, etc)	● ● ●

2) Building on the challenges and gaps identified above, do you have recommendations and/ or relevant know-how and best practices that you can share with the host city?

From above	Related recommendations/ Best practices *(please share relevant links and resources)*
Key challenges identified	● ● ●
Key learning needs	● ● ●

3) What are the five key learnings that you are taking away from the twinning visit? Could you explain how you are planning to take up these learnings to your city/pilots?

Key learnings	How to apply the learning to your city/pilot(s)
1	
2	
3	
4	
5	

4) What would you recommend to further improve the learning experience and deepen the exchanges between Lead and Twin cities?

………
………
………
………
………