



Ajuntament  
de Barcelona

# TRANSFORMING THE SCHOOLYARDS

Turning schoolyards into habitable places: greener, coeducational, and community-oriented

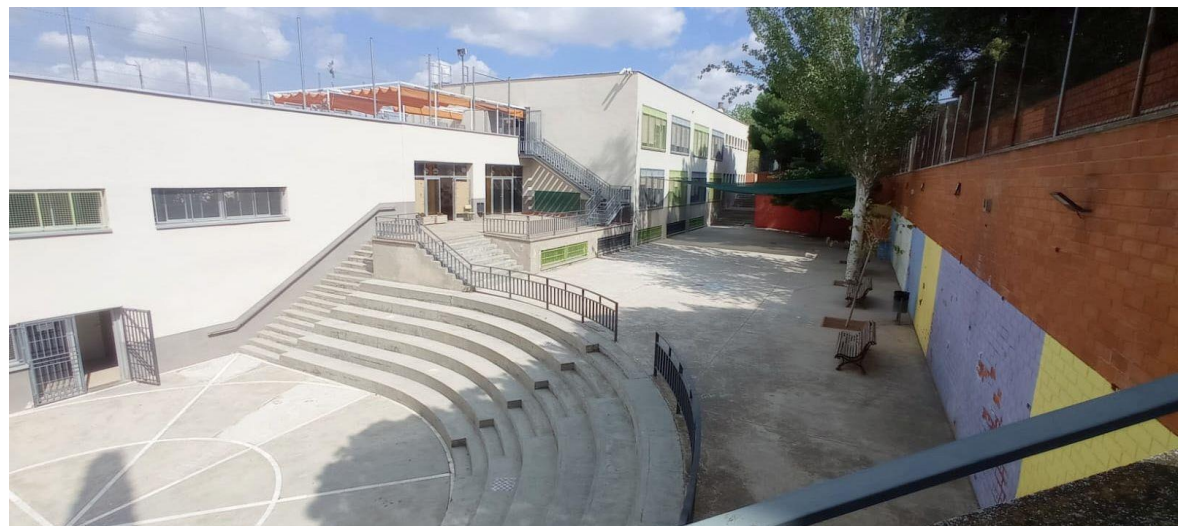


2.300 hours





**In 2019, only 30% of schools in Barcelona had schoolyards suitable for playability, gender and sustainability criteria**



# THE ORIGINS OF THE PROGRAM

## The Role of the City Council: From occasional support to public initiative

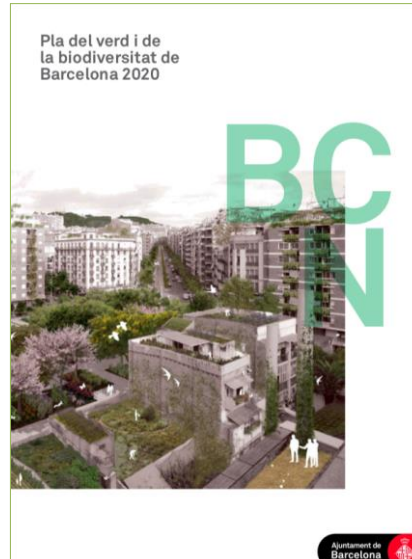


### PLAYABLE CITY

A public space play plan to move towards a more playable city

## CLIMATE EMERGENCY DECLARATION

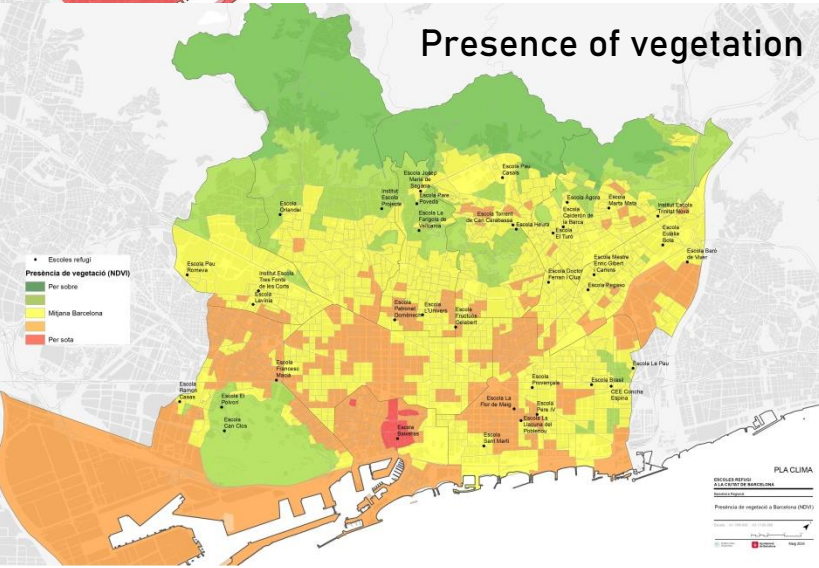
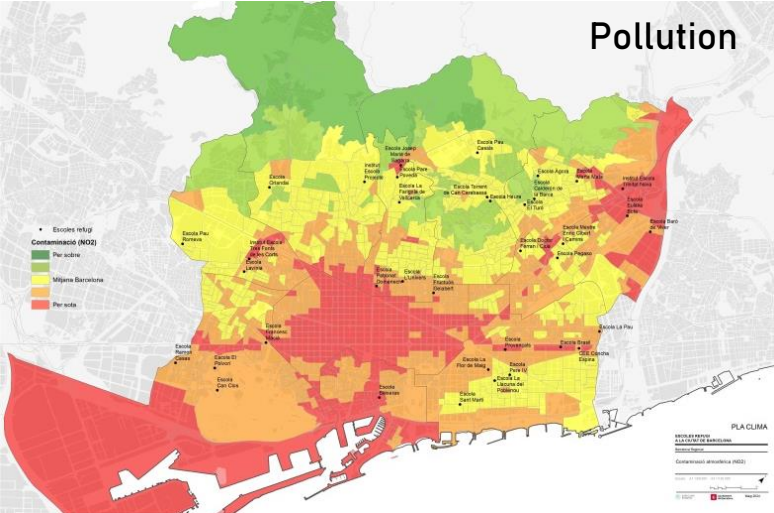
Barcelona's Green  
and Biodiversity  
Plan 2020



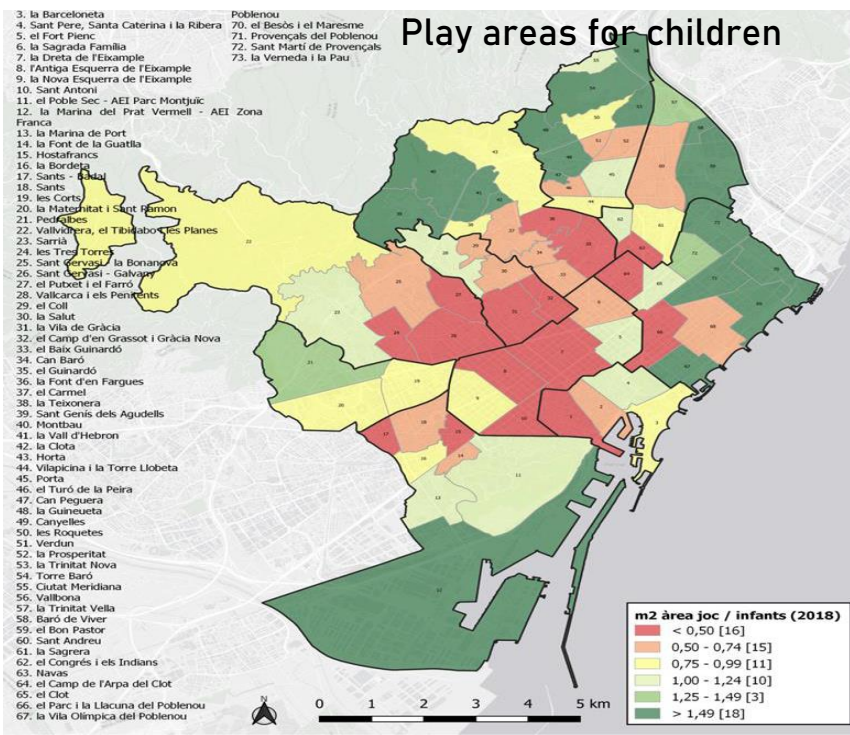
The Climate Plan



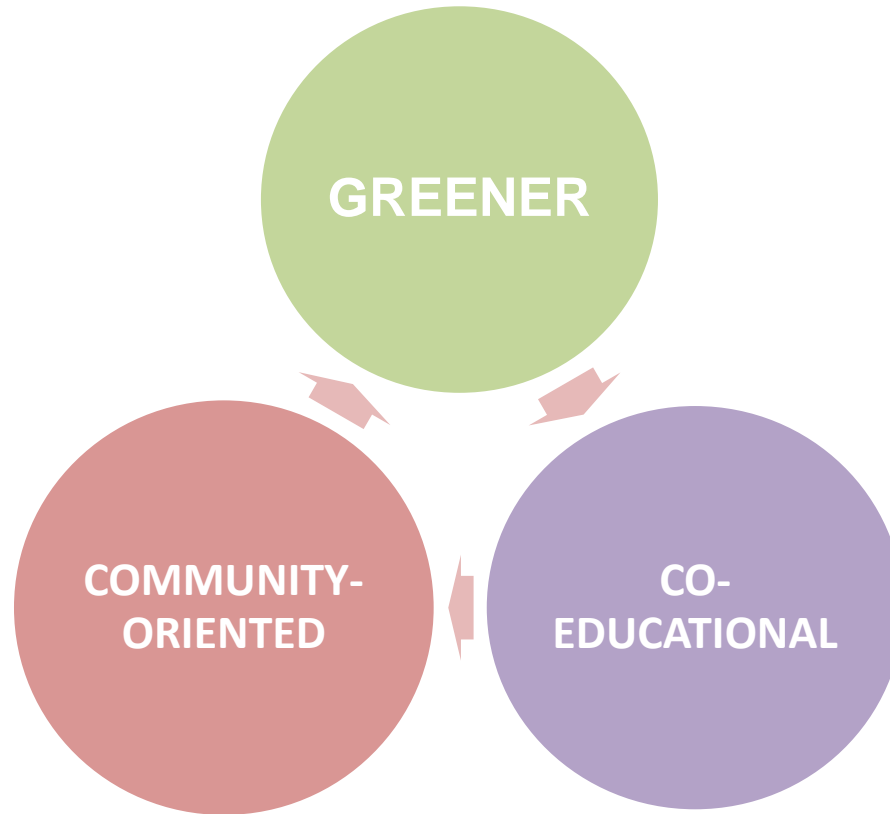




# SELECTION CRITERIA FOR SCHOOLS – GREATER VULNERABILITY TO CLIMATE AND SOCIAL CHANGE



# MAIN GOALS



# SPACES AND DYNAMICS



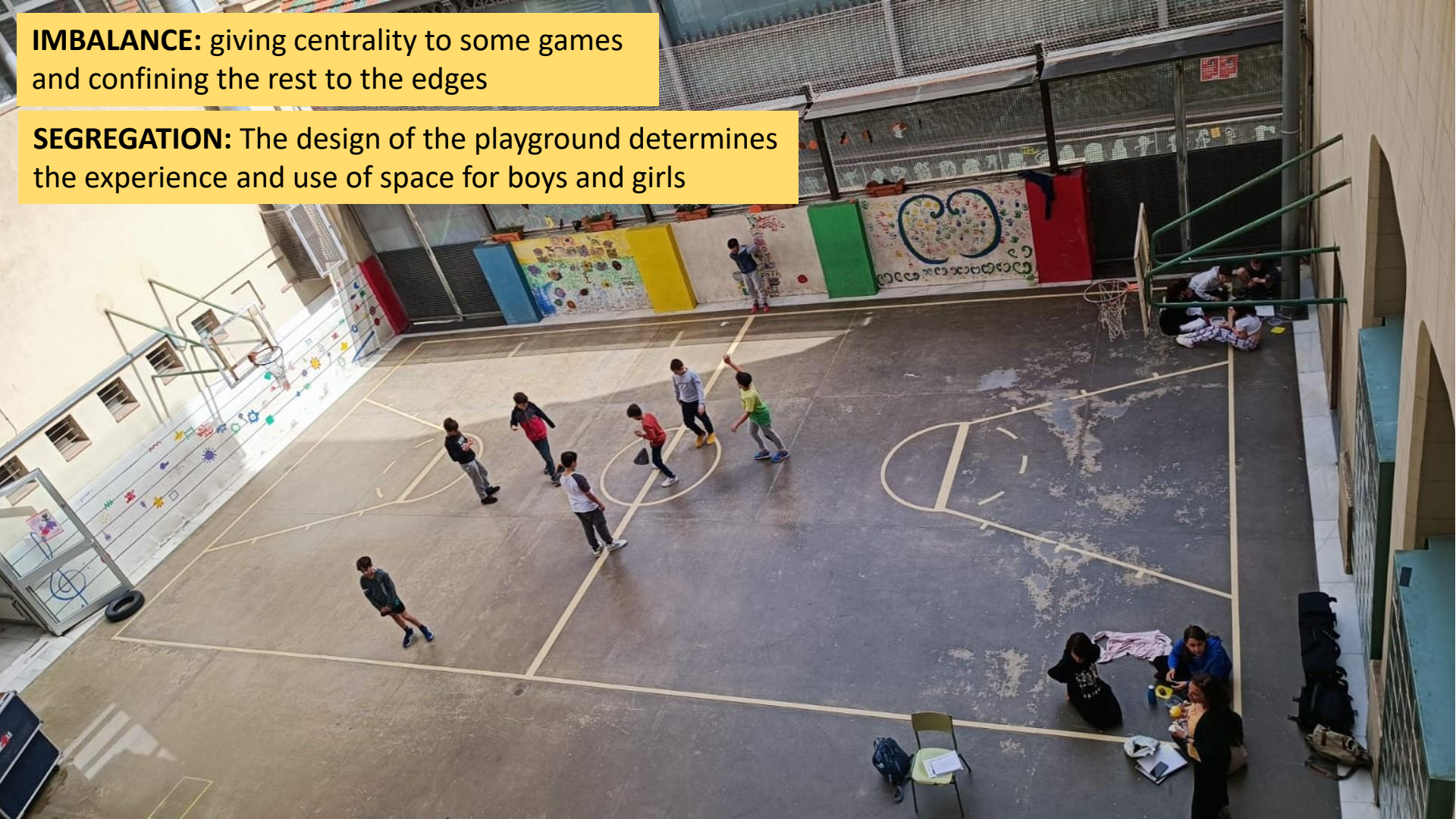
A good schoolyard combines **high-quality infrastructure** with a solid **pedagogical project** involving uses and dynamics

The involvement of the entire **educational community** is essential



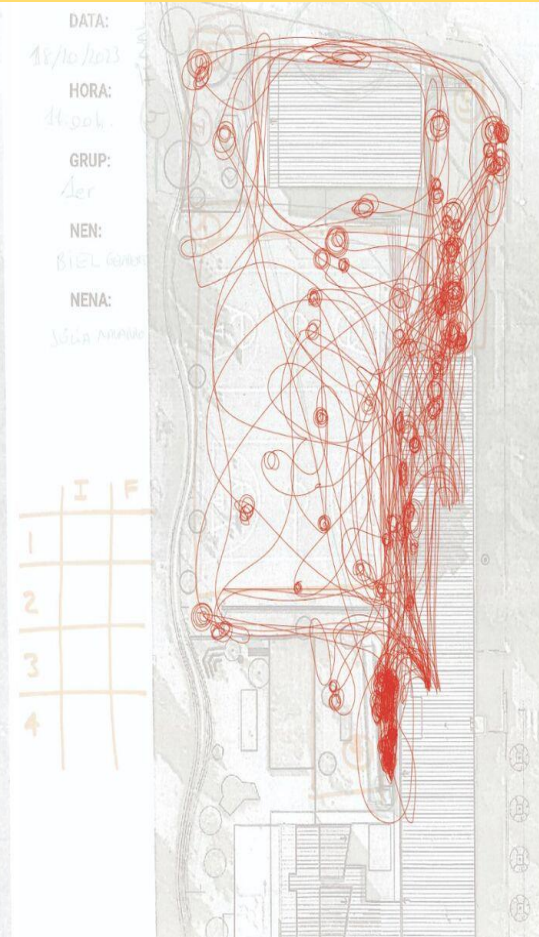
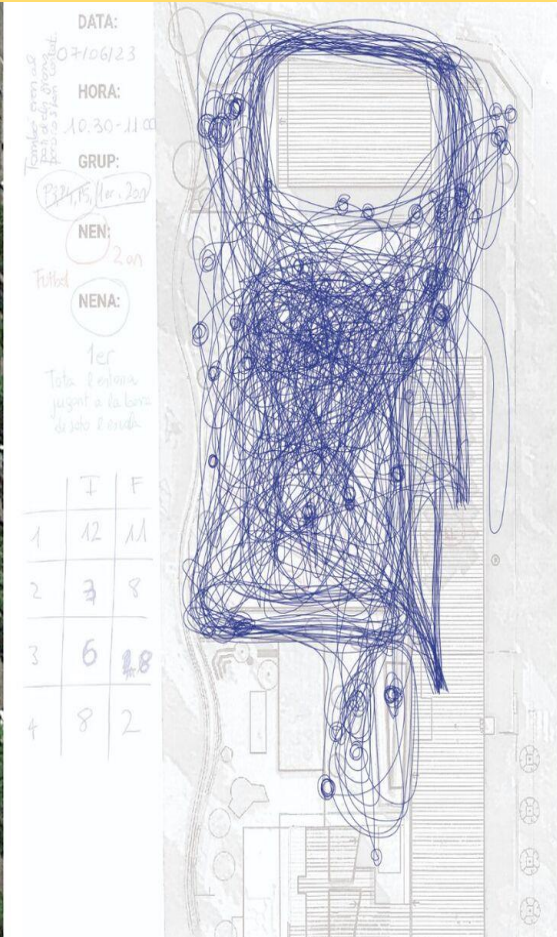
**IMBALANCE:** giving centrality to some games and confining the rest to the edges

**SEGREGATION:** The design of the playground determines the experience and use of space for boys and girls





# The design of the playgrounds does not contribute to breaking with gender roles nor is it inclusive enough



Honorata Grzesikowska  
y Ewelina Jaskulska:  
"The study of behavior  
in schoolyards reflects  
gender inequalities and  
differences in use  
between boys and girls."

# 6 CRITERIA FOR A GOOD SCHOOLYARD:

GREENER, COEDUCATIONAL, AND COMMUNITY-ORIENTED

## 1 A VALUABLE SPACE FOR LEARNING, COEDUCATION & COEXISTENCE INSIDE THE SCHOOL

- Gender equity in play, breaking role models and fostering egalitarian dynamics.
- Positive conflict management.
- Inclusion of all children in shared play.
- Joint responsibility and centrality of children in decisions, care and maintenance.



## 2 DIVERSITY OF ENVIRONMENTS AND RECREATION AND CREATIVE ACTIVITIES

- Environments for active, semi-active and calm play.
- Exploring *chatting* *tumping* *experimenting* *rolling* *hiding* *self-expression* *running* *dancing* *climbing*
- Attractive and stimulating spaces and materials, with challenges for all ages and abilities.
- Stimulation of autonomous and diverse play without instruction.



## 3 GUARANTEES CONTACT WITH NATURE: GREENERY, EARTH AND WATER

- Greening up, re-greening and adding garden elements to create an outdoor climate shelter planting trees.
- Surfaces where permeable and soft ground combine with sand and paving.
- Water to drink, and also to play with, experiment with and freshen up with.
- Play elements with natural materials.



## 4 COMFORTABLE AND CONNECTED TO THE ENVIRONMENT

- With shade in the summer and places in the sun in the winter.
- With water springs, benches, litter bins and storage with materials to play with.
- Easy access, connected to the surroundings and classrooms.



## 5 BALANCED (RE)DISTRIBUTION OF SPACES

- All games and activities have quality spaces and take into account the gender perspective.
- Accessibility for all children, taking into account functional diversity.
- Combination of fixed structures and mobile recreational materials.



## 6 DIVERSE USES FOR THE COMMUNITY AND LOCAL RESIDENTS

- Versatility for numerous activities: physical education, outdoor classroom, extra-curricular sport, parties and more.
- Playgrounds open in the afternoons and at weekends in the educating neighbourhood.





# CO-CREATION

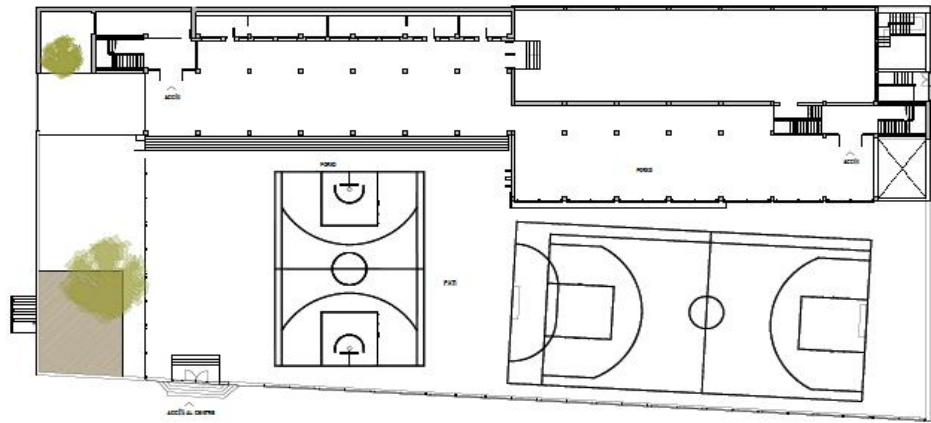
Gathering needs and proposals



Preliminary project presentation



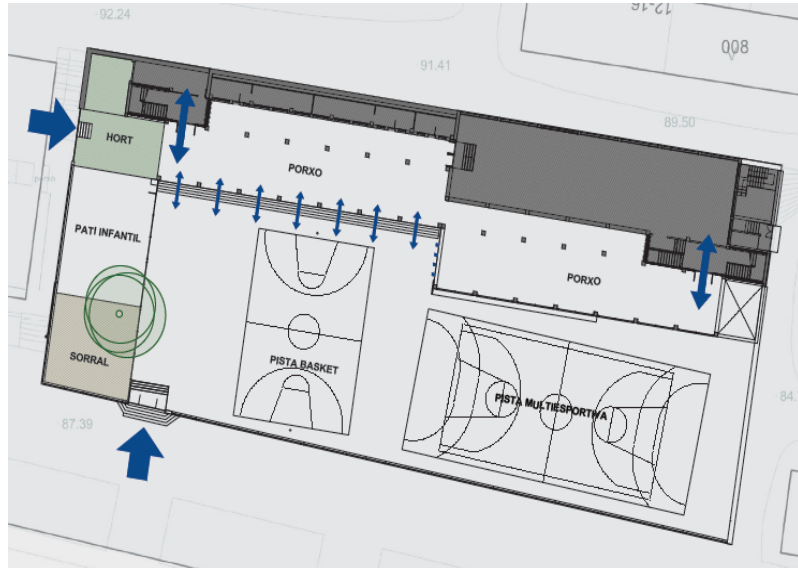
# THE REGULAR PLAYGROUD



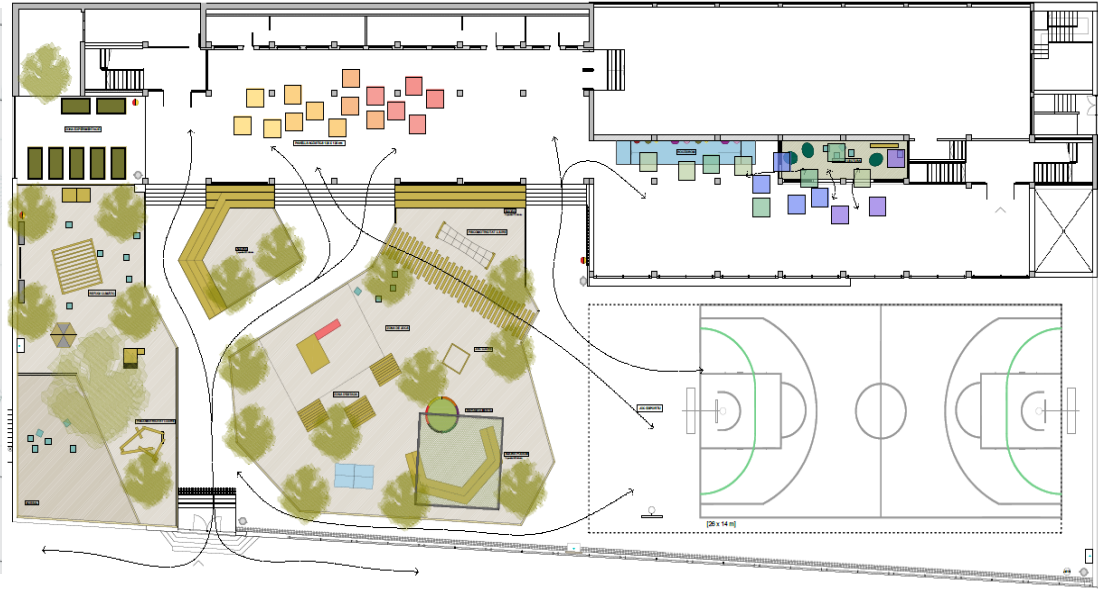


# THE DESIGN OF A SCHOOLYARD

BEFORE



AFTER



**BEFORE**



**AFTER**





**BEFORE**



**Escola Mas Casanovas**

**AFTER**



**IA Vapor i Molí**





BEFORE



AFTER





# COLLECTED EVALUATIONS



There is a greater diversification of play and a decrease in the dominance of football in the schoolyards

*"I feel freer because in the schoolyard we can play more things than just on the court" (girl).*



It improves students' well-being, with a reduction in conflicts and an increase in comfort

*"The agora has allowed us to hold classroom meetings in the yard. Some subjects also use the yard for lessons because there are seating areas that they didn't have before" (teacher)*



A more equal distribution of space usage is encouraged for both girls and boys

Thanks for your attention!

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<https://ajuntament.barcelona.cat/educacio/ca/transformem-els-patis>



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