**Notes – TAPAS meeting**

**October 23rd, 2020 (online)**

Resources available here: https://tapasnetwork.co.uk/resources

Meeting recording: <https://us02web.zoom.us/rec/share/L3FIL_Y5F4N4l930TctZxFmibYuJmcrHItm1ACB13jlpCR9D0qBEAyp-fJarexa0.Fmp0EdSkUa4OfOtC> Passcode: QcUf5&%=

Intro to TAPAS (please see presentations and recording for full info):

* TAPAS is focused on children and others in the school community. Children are a particularly vulnerable group.
* Engaging children and parents gives us the best chance at positive change for the future
* This is an open network and we also hope to work with the other NERC funded networks
* Our four focus areas will look at: the problem in schools (FA1), solutions (FA2), prioritisation (FA3) and participation and dissemination (FA4).
* We will work towards a workshop between Jan-March online, with the focus on outlining the problem (our Focus Area 1). There will be a review of the relevant science in advance of this.
* This will be followed with a workshop for solutions (Focus Area 2)
* All the focus areas will work closely together, particularly Focus Area 3 (prioritisation) working with FA2 (solutions), and Focus Area 4 (dissemination) will work with and support all the other groups, helping them to achieve their aims
* There are existing tools, to help with prioritisation of actions, for example, and we know that it is desirable to work with those initiatives and will try to. But seeing how those will fit into TAPAS (and vice versa) will be a challenge.

**Questions/Discussion:**

* Re FG1: Will this work involve undertaking literature reviews etc. to understand how affects learning/health? [yes it will]
* Re FG2: will costs be whole life e.g. include maintenance? [yes this will be considered]
* Re FG3: Do we need to consider Climate Change risk analyses e.g. in relation to summertime overheating and increased pollution? [yes, this will be covered]
* Re FG4: Will you be having anyone from the school sector on the focus group? [Yes, we hope to]
* Re. FG4: We have just started a project in Bradford working with schools, equipping the schoolchildren with PM sensors https://borninbradford.nhs.uk/news-events/news/new-born-in-bradford-project-is-a-breath-of-fresh-air-for-bradford-school-kids/ [from Jim McQuaid]
* Re FG4: Have you or will you develop curriculum related resources? Which areas of the curriculum do these cover? Lots of curriculum linked learning. On Transform our world platform.

**Stakeholder perspectives:**

* Please see presentations and recording for full info
* Speakers from London Borough of Waltham Forest (Peter Carey), Hoare Lee (Owen Connick), Cundall (Ed Wealend), Groundwork (Sandra Hoisz/Danielle Johnson), Client Earth (Andrea Lee), DfE (Richard Daniels), All Party Parliamentary Group Air Pollution (Geraint Davies) and Cundall/GenZero (Alan Fogarty).
* Perspectives ranged from the detail-level of internal finishes, furniture and cleaning products that can cause indoor air pollution to higher-level discussions around national policy impacting air pollution in schools. Delivering value across this range of perspectives will be a challenge for the network going forward.
* Many of the speakers are working directly with schools, with children, parents and teachers, and this connection was highlighted by all as vital - solutions need to be driven by and owned by school communities
* Co-benefits of measures to tackle air pollution highlighted by many speakers (e.g. health benefits of active travel, road safety etc.)
* Range of solutions highlighted – e.g. school streets, green screens, working with schools using different tools/frameworks, greening projects, national targets and regulation
* Some monitoring has been done of different actions, for example, monitoring will be available on the Breathe London website.
* TAPAS team would be interested to hear about any monitoring results
* Noted that care needs to be taken of the uncertainty that science can create – that can delay action if not dealt with carefully
* Was flagged that it would be helpful to engage with planning authorities as planning regulation often drives design decisions
* Discussed innovative/engaging communications activities, like the Groudwork videos for LBWF
* Range of toolkits discussed – Clean Air for Schools Framework, Groudwork Guide (featured in the former), and TfL STARS project
* Many stakeholders noted that action is often being pushed for by parents – this is a powerful force for change
* Tension noted between hyper-local approaches and more strategic action
* Role of Covid and other viral diseases noted in relation to ventilation
* Link between indoor and outdoor pollution highlighted, and the need for regulation of indoor pollution to be included in the Environment Bill, currently in the House of Lords (there is a window of opportunity until Jan 2021 to amend this bill, also regarding legally binding pollution targets) For more information please register for the All Party Parliamentary Group on Air Pollution’s next event here: https://appgairpollution.org/2020/10/22/register-for-the-appgs-november-event/
* Value of TAPAS seen as: opportunity to pull specialists together, provide scientific rigor and advice to ongoing activities, opportunity to communicate with policy, consultants, architects etc.: Opportunity to drive the issue in the media (research adds to the weight of evidence and that has made a big impact)

**Breakout Groups:**

**i.** **Feedback on the TAPAS goals, is anything missing?**

* *Understanding the School Estate*
	+ Vitally important, there is already a project characterising the building stock. Sani at PHE is aware of this and can give more info
* *Build on existing initiatives*
	+ Good but needs to be mapped out
	+ Sharing this would be useful
* *Identify gaps in knowledge*
* *Beyond building efficiency*
	+ The phrase 'beyond building efficiency' riled some of the members slightly, as it is a vital part of schools work, it cannot be ignored, and the trade-off between clean air and keeping buildings warm/NetZero was discussed. Air is not the solution in itself
* *Aerosol disease transmission*
	+ There may be another network looking closely at this – BIONET?
	+ Could aerosol transmission of disease be too prescriptive? Other routes
* *Build community*
	+ Is there going to be a systematic way to link the networks together?
	+ Could add something on linking indoor-outdoor people
* Something more on research funding?
* Bringing together research – e.g. it quickly becomes lost (PHE are about to do a literature review on IAQ in schools)
* Some sort of history function through time would be useful?
* Something similar to the bioaerosol database talked about in RAMP (but could quickly go out of date)
* Info needs to be easy to find
* We wondered who is collating data from existing initiatives, could this be something TAPAS does?
* Could link networks activities to transportation. For example, school transport where kids spend a lot of time
* Dissemination activities in Focus Group 4 seemed too academic. Need to make sure it is accessible to general public
* embed participation from the start of the project, rather than at a later stage
* Should have a mechanism for evaluating the effectiveness of what is decided longer-term

**ii.** **What are your thoughts on how TAPAS can best engage with partners/be stakeholder lead**

* Pilot projects might be an effective way to do this.
* Needs to be easy and with a focus on what schools need
* Well scheduled regular meetings - every 6 months?
* Online portal/repository to share presentations and other documents - not necessarily public facing, more so for partners
* Teachers should not come for free; they are busy and should be remunerated for their time. Overall bear in mind the costs for others
* Should embed co-design and co-production as early as possible
* Involve local people
* Make the work not just 'scientific', can make it creative (i.e. use art)

**iii.** **Who else should we reach out to?**

* Local authorities have responsibility for air quality
* Could universities engage with their local authority/city councils?
* Could send students out to local schools to gather info
* Local air quality action groups
* Alliance for Sustainable Building Products - doing monitoring of AQ levels in schools
* UK Indoor Environment group - could look at a TAPAS slot at their annual conference
* Maintenance people in schools are critical as they are the ones turning the heating on, maintaining systems etc. Are they in a union? Or other professional body? Could they be reached en-masse that way? School secretaries in smaller schools are also key people
* Cundall are involved in the Government refurbishment of school schemes - AP is not explicitly mentioned in this but if we could get information about best practice etc. out to them quickly, it could be.
* Contractors are important, reaching out to the builders who maintain engagement with schools, monitor them after the build etc. would be good to involve in the project, as they want to improve their practice.
* Children
* Parents
* Highways England (big underspend on their AQ action plan)
* School governors (lots of decision-making power)
* Bring people in as communication experts who might not necessarily be a scientist