
REGIONAL ACTION PLAN 2020- 2021



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ABBREVIATIONS

RAP	-	Regional Action Plan
LSG	-	Local Stakeholder Group
ERDF	-	European Regional Development Fund
OP	-	Operational Programme
MIS	-	Mobility and Infrastructure Secretary of Land and Sustainability Department
SES	-	Sustainability and Environment Secretary of Land and Sustainability Department
EDD	-	EDucation Department
RSA	-	Road Safety Agency of Catalonia
MUN	-	Municipalities
EC	-	Educational Centre
CSC	-	Catalan School Council
SMM	-	School Mobility Manager

GENERAL INFORMATION

Project	SCHOOL mobility CHALLENGE in regioNal poliCiEs
Programme	Interreg Europe
Lead partner	Municipality of Girona
Partners	<ol style="list-style-type: none"> 1. Reggio Emilia Municipality. (Spain). 2. Austrian Mobility Research, FGM-AMOR. (Austria). 3. Regional Government of Catalonia. (Spain). 4. City of Utrecht. (Netherlands). 5. Municipality of Gävle. (Sweden). 6. City of Gdansk. (Poland). 7. Brasov Metropolitan Agency for Sustainable Development. (Romania).
Objectives	<ul style="list-style-type: none"> • Improve public policies that support cleaner transport modes and promote alternative behaviours in children's mobility to and from school, working to develop an integrated set of tools to incorporate school mobility strategies at regional level. • Reduce carbon emissions by finding innovative and coordinated ways to systematically address the most pressing challenges in the development and implementation of school mobility policies.
Activities	<ul style="list-style-type: none"> • Work across public authorities at different levels and other stakeholders to ensure that resources and policies are well-aligned. • Experience and knowledge exchange among the project partners. • Analysis of targeted policy instruments. • Identification of good practices that will improve the policy instrument via Regional Actions Plans. • Develop a sound interregional learning programme, a toolkit of best practices, an app for students' mobility and a friendly-mobility school certification.

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INTRODUCTION

The general consensus is that future mobility has necessarily to be grounded in sustainable and active transport modes, especially in urban areas.

This is only possible whether the society starts a profound change in mobility habits towards travels on foot, by bicycle or other Personal Mobility Vehicles.

In this changing process, school mobility has a great potential as a driving actor. First of all, because children taught in this new mobility premises are likely to keep this behaviour as adults. And secondly, because school mobility not only influences the children but the whole educational community and also the locals.

Furthermore, school mobility has now and in the long term a great impact on urban mobility. Either for generating a high volume of travels and for the indissoluble connection existing between work and school travels.

Therefore, results obtained in favour of a sustainable, active and safe school mobility will definitely have a direct impact in the way a large part of society moves.

In accordance with this, the general key objectives for Catalonia regarding school mobility for the period 2020-2021 are as follows:

- Build a general consensus in the matter and new synergies among the involved stakeholders so as to enhance the scope of the actions.
- Anchor road safety and mobility in the school policy and educational project.
- Provide children with competences and skills to travel in a sustainable, autonomous and safe way.
- Promote an ecological conscience among the educational community so as to boost the use of sustainable and active transport modes.
- Reduce the use of private vehicles in school and work travels.
- Reinforce the autonomy in school travels, especially with regard parents' confidence over their children.
- Improve safety, visibility and infrastructure quality in routes to school and school surroundings.
- Improve environmental quality and reduce noise pollution in urban areas.

The Regional Action Plan defines the strategic action lines so as to fulfil the achievement of the general school mobility key objectives established for the next two years.

All the actions included in the RAP find inspiration in the good practices shared during phase 1 of the School Chance project.

For each action, the RAP proposes a preliminary implementation approximation. The initial approaches are to be developed in detail during phase 2 of the project.

CATALONIA REGION

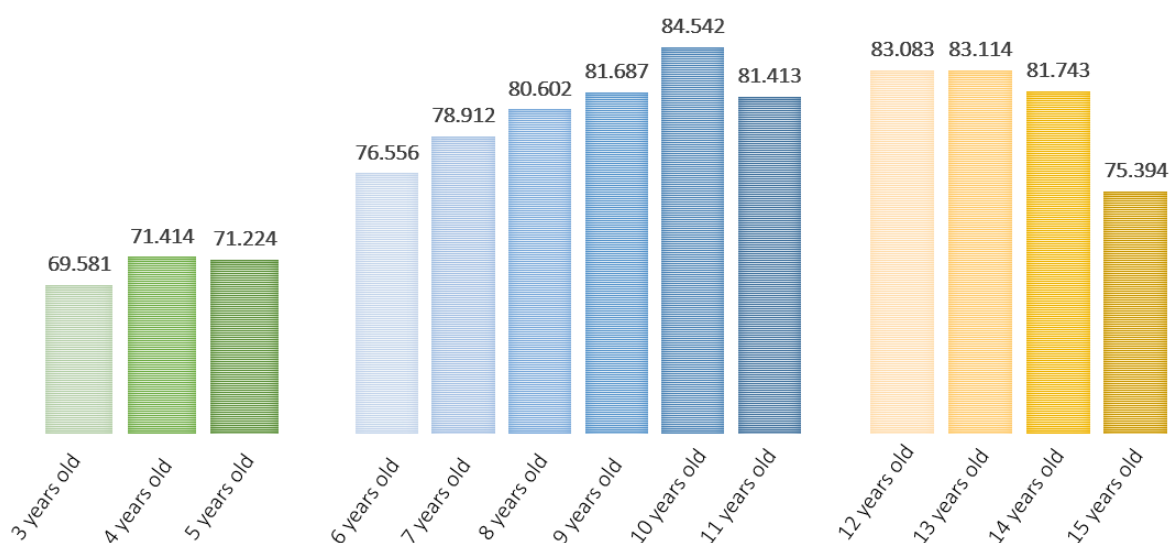
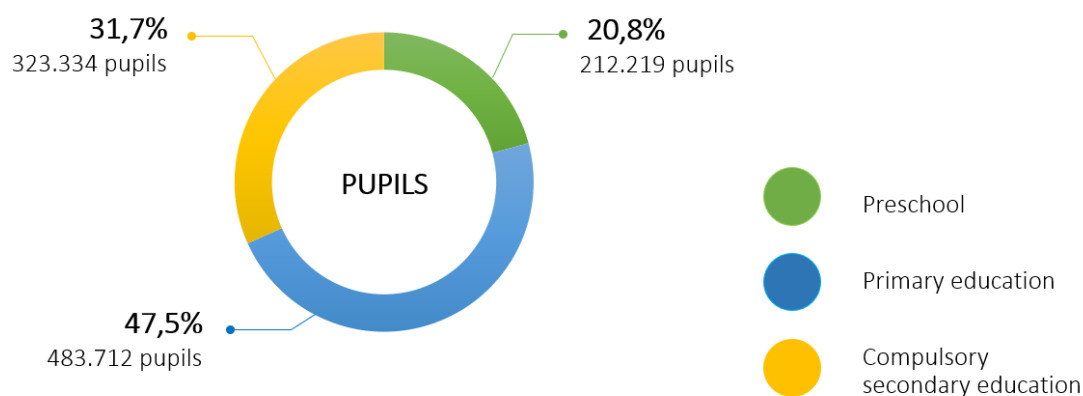
EDUCATION IN CATALONIA

During academic year 2017-2018, Catalonia had 1.019.265 pupils aged 3-15 years old who were enrolled in general education, attending courses from preschool to compulsory secondary education.

The pupils group represented the 13,5% of the entire population (7.543.825 inhabitants).



1.019.265 pupils
(3-15 years old)

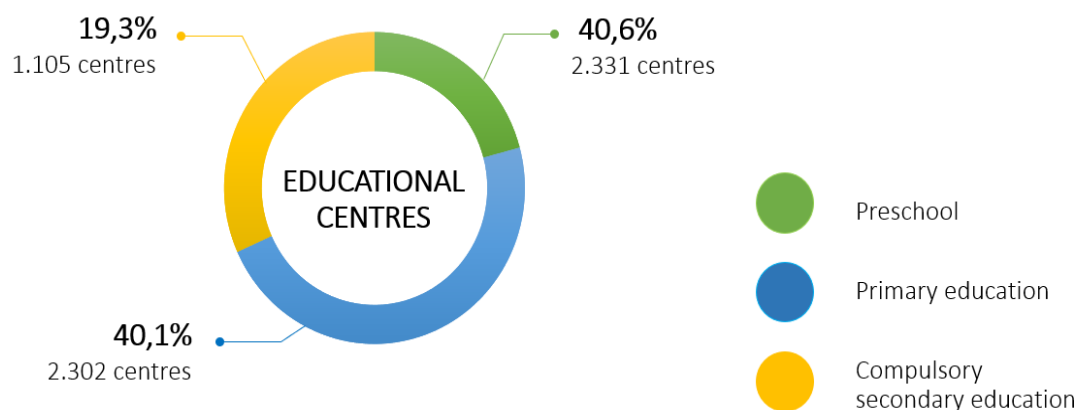


During academic year 2017-2018, Catalonia had 5.738 educational centres which conducted general education courses, from preschool to compulsory secondary education.

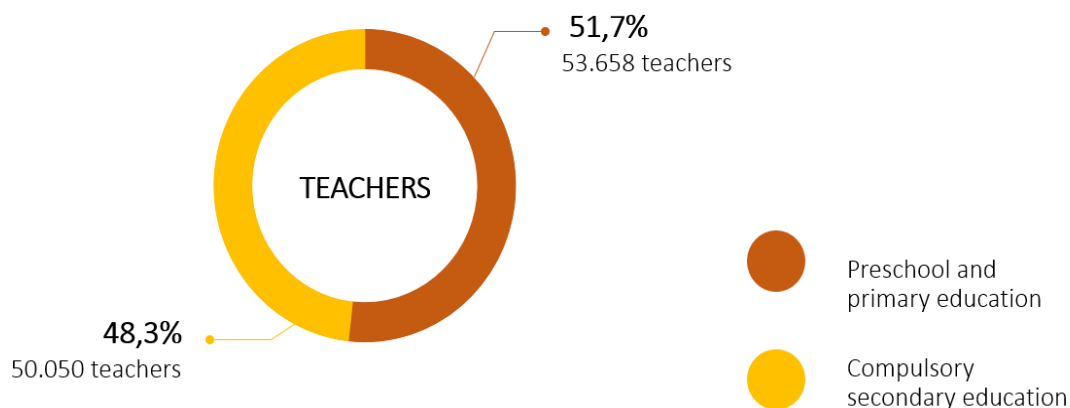
The teacher staff of these educational centres counted 103.708 members.



5.738 educational centres
(Preschool – Compulsory secondary education)



103.708 teachers
(Preschool – Compulsory secondary education)



SCHOOL MOBILITY IN CATALONIA

In April 2018, within phase 1 of School Chance project, a mobility survey campaign was conducted among primary and secondary educational centres so as to identify good practices implemented in the region as well as possible needs and lacks to be taken into account while developing the RAP.

The surveys were grounded in the surveys model agreed among the partners of the project. The campaign also included the teacher staff, who were asked a different survey model.

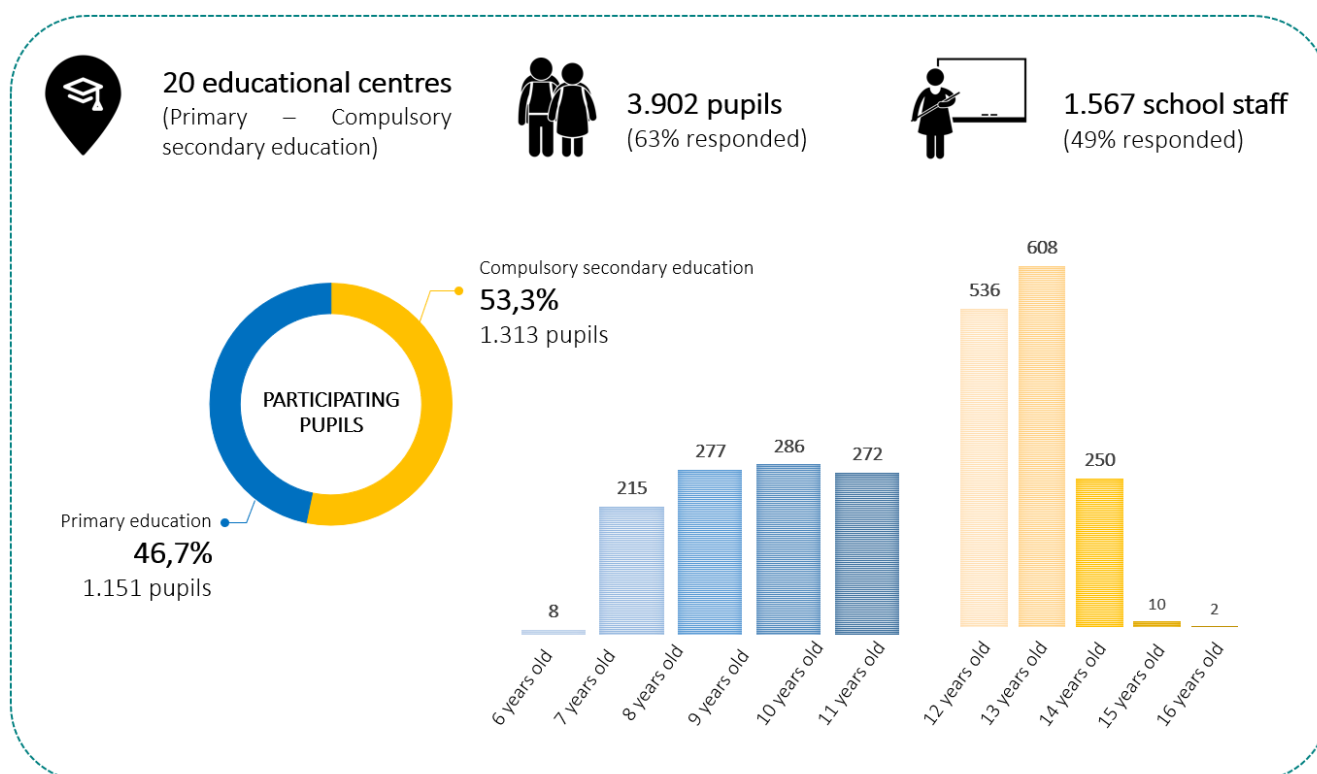
In order to achieve a representative sample from the educational centres all over the territory, a series of variables were defined so as to guarantee that the chosen centres shaped an heterogenous set.

The variables used for the realisation of the analysis were: municipality size, education grade (primary or secondary), titularity (public or private), school location and collective public transport availability.

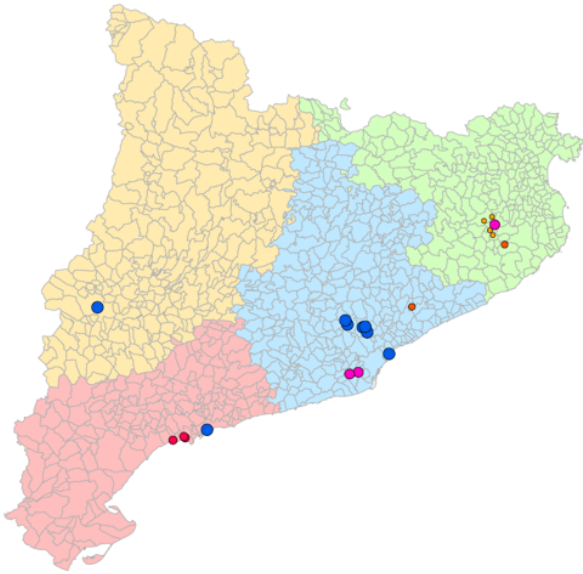
Finally, 20 educational centres participated in the survey. In total, 3.902 students (with a 63% participation rate) and 1.567 teachers (with a 49% participation rate) were polled.

The students participating in the polls belonged hence to the academic years 3rd, 4th, 5th, 6th of primary education and 1st and 2nd of compulsory secondary education. The ages of the students that responded to the polls ranged from 7 to 16 years.

The following figures sum up the characterization of the survey participants.

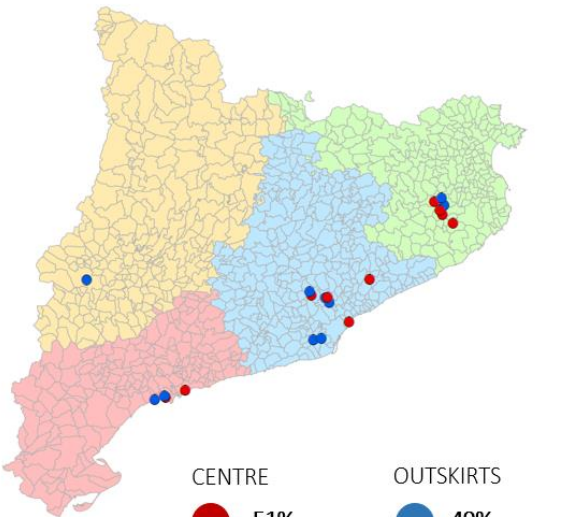


MUNICIPALITY SIZE



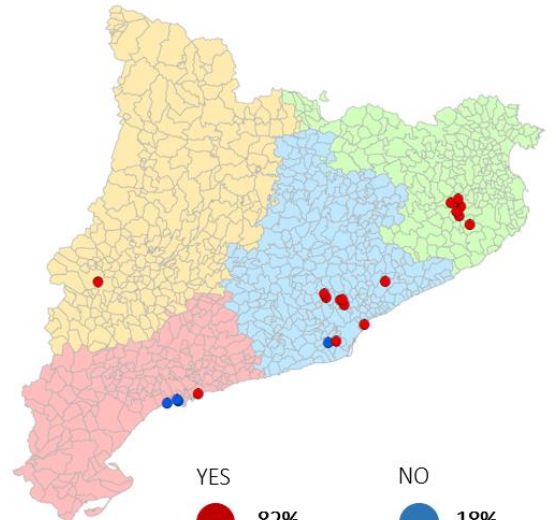
< 10.000 inhab.	10.000 – 20.000 inhab.
● 13%	● 15%
324 pupils	361 pupils
4 centres	2 centres
20.000 – 50.000 inhab.	50.000 - 100.000 inhab.
● 10%	● 17%
246 pupils	412 pupils
3 centres	3 centres
> 100.000 inhab.	
● 45%	
1.121 pupils	
8 centres	

LOCATION



CENTRE	OUTSKIRTS
● 51%	● 49%
1.196 pupils	1.268 pupils
10 centres	10 centres

COLLECTIVE PUBLIC TRANSPORT AVAILABILITY



YES	NO
● 82%	● 18%
2.012 pupils	452 pupils
16 centres	4 centres

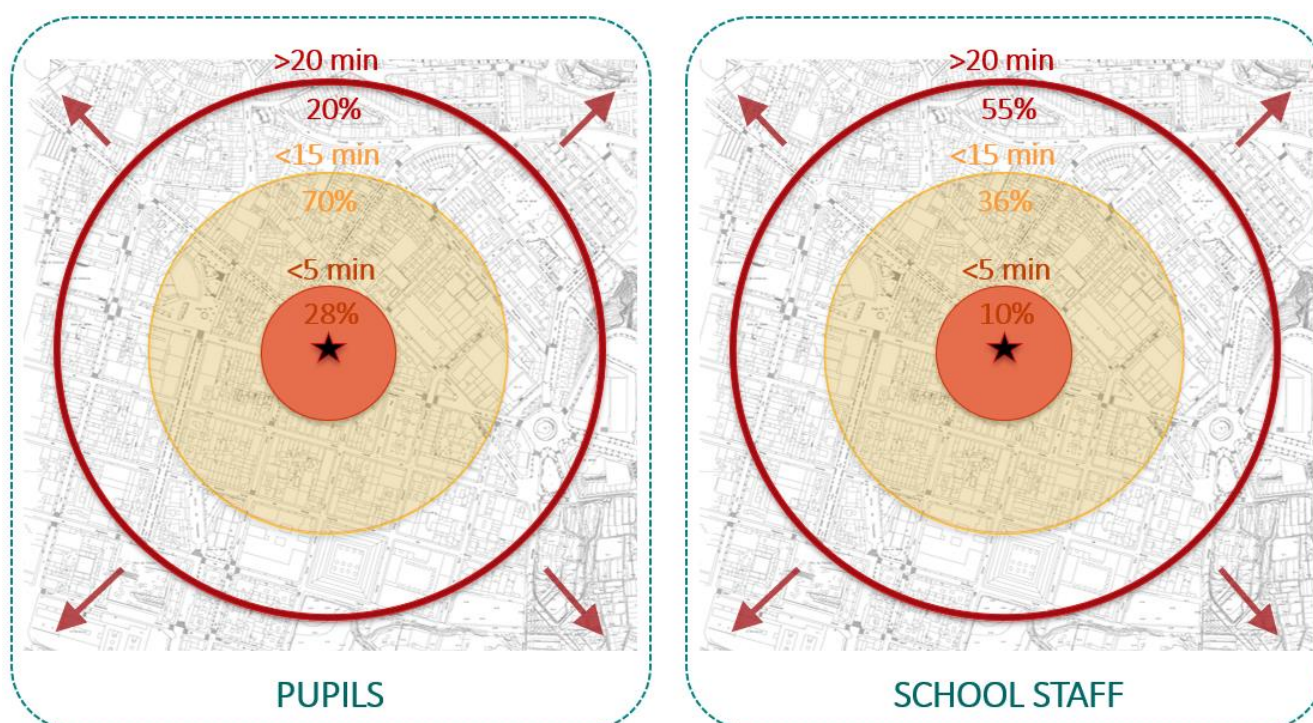
Time spent by students and school staff that walk from home to school

The radius of influence of the educational centres is larger for the workers, in comparison with the influence among pupils.

70% of the polled students live within a 15-minutes' walk from their school (in a 1,1 Kilometre radius approximately). Moreover, 28% of the total live within a 5-minutes' walk (within a distance of 400 meters approximately).

Only 20% of the students live further away than a 20-minutes' walk from their school (over a radius of 1,5 kilometres).

Notably different results are obtained from the school staff survey. In this case, over half of the respondents live further away than a 20-minutes' walk from the school where they work.



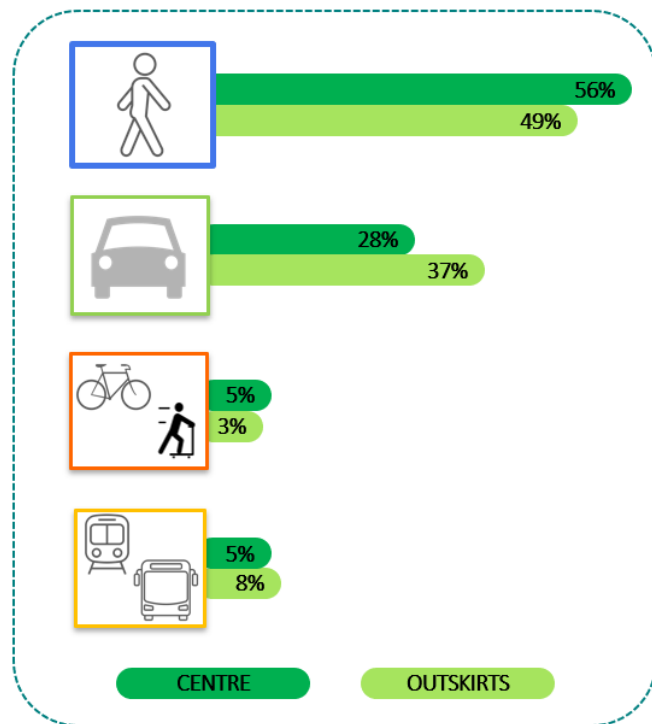
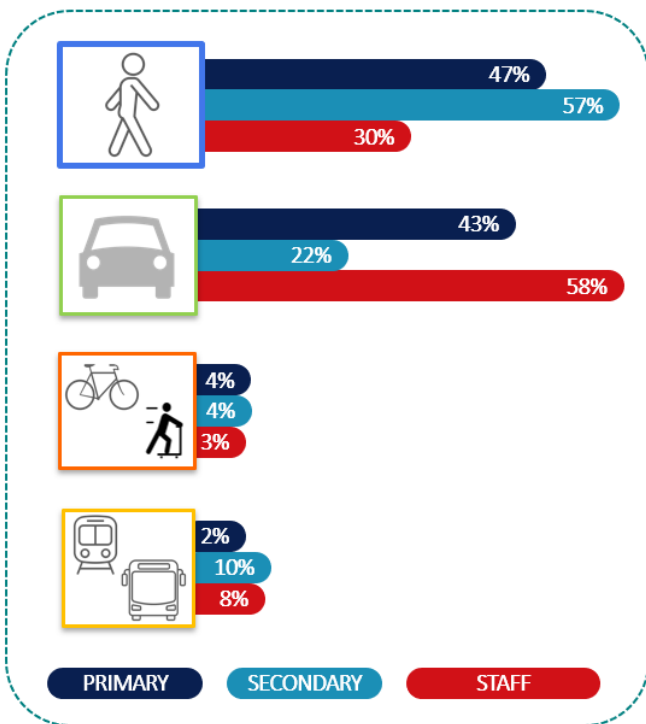
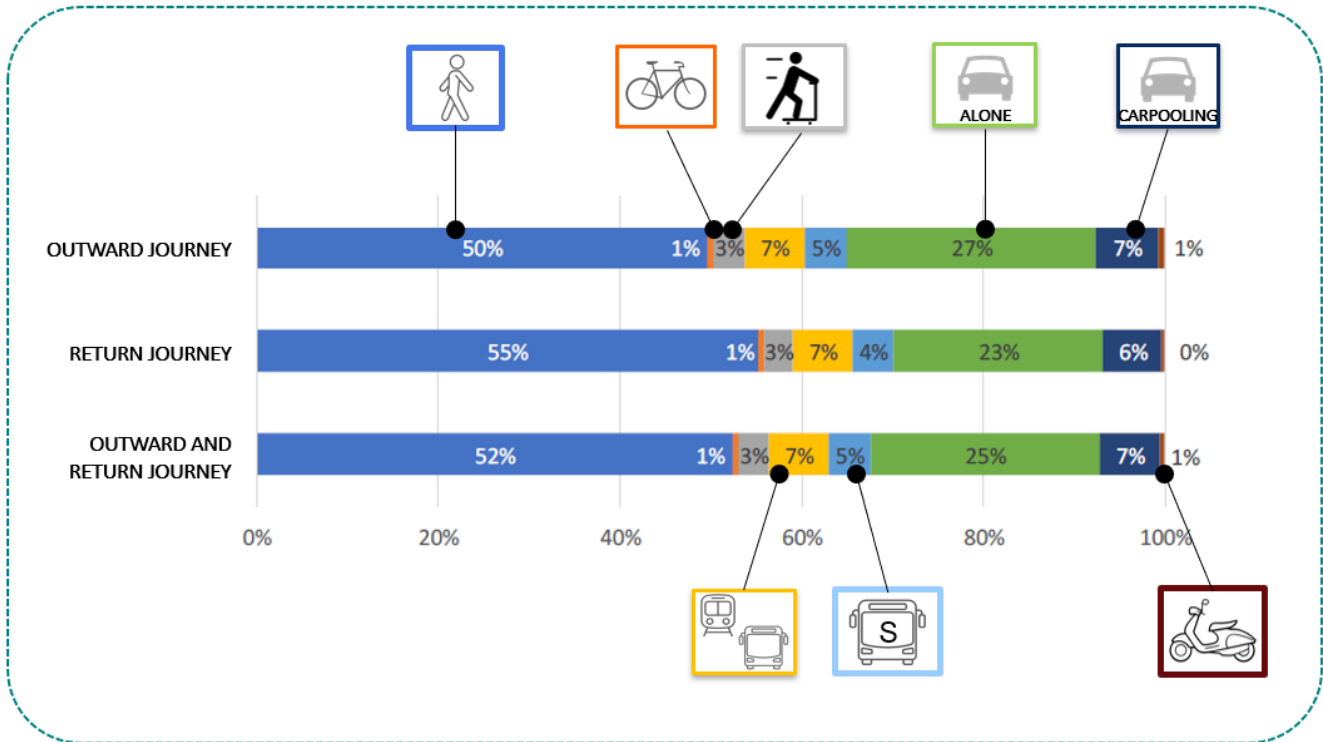
Usual transportation mode for commuting to school

Throughout the day (regarding both travelling to and from the educational centre), the students travel in a small majority by sustainable non-motorized transportation modes. Specifically, 52% of the students commute to school on foot, 3% by a scooter-skate and 1% by bicycle.

32% of the students travel to school by private motorized vehicles (25% by car alone, 7% by carpooling and 1% by motorbike).

The remaining 12% of the daily travels are done by collective transportation modes (7% are done by public transport and 5% by school transport).

Whether the travels to and from school are analysed separately, rather similar results are obtained. The differences lay primarily in the transfer of users that travel by private transportation modes in the morning towards the travel on foot on the way back from school.



There are important differences with regard the modal split of primary education or secondary education pupils. The second group registers higher values for travels done on foot and using the collective public transport, in detriment of the use of motorized private vehicles.

As seen before, school staff usually live further away from the school than the pupils. This fact has a direct impact in the way they travel to work. Almost 60% of this group answer to use a motorized private vehicle as their usual transportation mode, while only 30% respond to commute on foot.

The home-residence location also affects the pupils modal split. While 56% of the students who lives in a centric location answer going on foot to school, this percentage decreases to 49% for those respondents who live in the outskirts.

When asked the main reasons why the students choose to go and come back from school in these transportation modes, the most common arguments are speed, practicality and convenience.

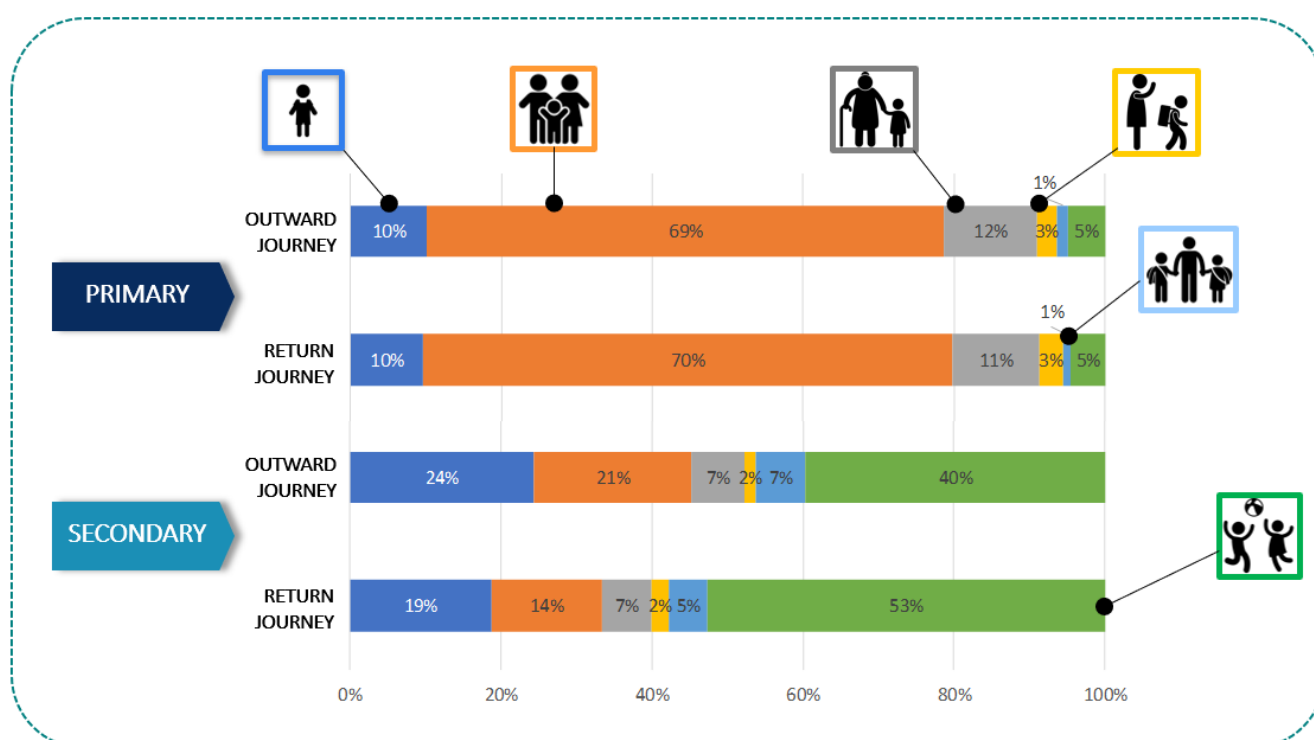
Other reasons expressed by the students include the distance from their home-residence to school and the amusement that the chosen transportation mode provides.

With whom do students travel to school?

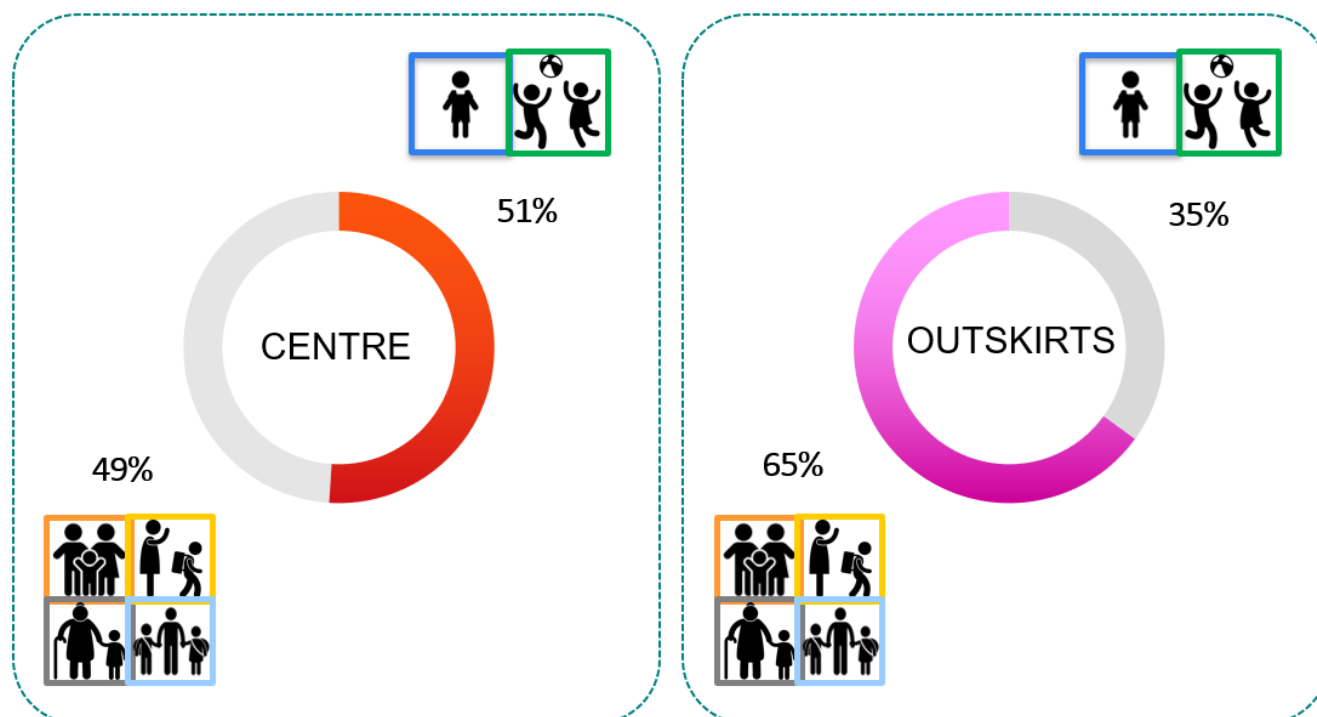
When travelling to school, a small majority of the students is accompanied by an adult. Specifically, 59% of the students are accompanied by an adult when going to the school and 55% when coming back.

It is noticeable that the percentage of students that travel with an adult decreases in the afternoon travels (back home journey). Upon leaving school, the number of parents that pick up their kids diminishes when comparing it with the ones that bring them to school. The reason for this is due to the desynchronization of the finishing school times and labouring times.

In the afternoon, more families rely on babysitters or people not related to the family that take care of the kids.



The children' autonomy is higher when they live in a centric location. In this case, half of the participants respond to travel without an adult. The percentage decreases to 35% for those who live in the outskirts.



When asked the main reasons why kids cannot travel to school on their own, the fact that "I am not old enough" is the most frequent reason given. From the remaining reasons, "the perception of risk from transit around the school" and "the distance from home to school" stand out.

Opinion from school surroundings

When it comes to the opinion that students have from the itinerary from home to school, it is in general positive. The questions relative to sustainable transportation modes are the ones that are assessed more severely.

82% of the students consider that the school surroundings are safe to a large or fair extent in terms of road safety and 90% of the students share the same opinion concerning citizen safety. On the other hand, the 75% of the surveyed students stress the high car volume in the school surroundings.

Concerning sustainable transportation modes, only 61% of the students believe that the school is to a large or to a fair extent accessible on foot, by bicycle or by scooter-skate and the 65% only think that there is a fair provision of specific equipment for these modes.

Last but not least, the 85% of students consider that the school surroundings are in a good state of maintenance. Furthermore, the 83% of the surveyed students affirm that the route to school is safe for travelling on foot.

POLICY CONTEXT

The comprehensive and multidisciplinary approach used to elaborate the Regional Action Plan has a direct impact in different and wide-ranging policy instruments.

The main goal is to specifically **incorporate school mobility measures in the policy instruments tackled**, which nowadays don't.

The improvement of the addressed policies instruments would be carried out through the implementation of new projects and a change of the policy instrument (financing the implementation of new projects).

The RAP aims to impact **Catalonia's Mobility Law 9/2003**, which is the main mobility policy in the country.

The Mobility Law has a regional scope and establishes the principles and objectives so as to manage people mobility and freight transport according to a sustainable and safe approach. Furthermore, the law defines and organizes the mobility planning instruments hierarchically, which fulfil the implementation of the regulation.

The RAP also aims to impact some of the mobility planning instruments derived from the Mobility Law. In particular, the plan addresses the **National Mobility Guidelines** which are the guideline framework for the application of the law, the **Decree 344/2006** which defines how to elaborate the generated mobility studies (in this case, the modification will focus on the decree point which tackles educational centres) and the **Sustainable Urban Mobility Plans (SUMP)** which are the municipalities' basic document for setting strategies for sustainable mobility.

The Mobility Law requires that municipalities with more than 50.000 inhabitants, and those that are subregions capitals, have to approve a SUMP.

Moreover, The RAP also addresses the **Air Quality Action Plan** which is the reference document with regard measures in favour of improving air and environment quality in urban areas. The plan specifically includes actions to reduce the use of motorized private cars and set calming zones in cities.

Regarding education, it is crucial to anchor the new mobility paradigm in the educational system. The RAP proposes to review and update, if it is necessary, **the School Curriculum** with regard road safety and sustainable, autonomous and safe mobility.

The school curriculum modification has to be done through a decree and, at this moment, there is no temporal horizon set so as to carry out the next updating. During the implementation phase, the RAP will focus on defining the basis on road safety and sustainable and active mobility to be taken into account during the upcoming curriculum updating.

Finally, the RAP also addresses the **ERDF Regional Operational Programme of Catalonia**.

The actions developed in the RAP may be included in two of the thematic objectives of the Operational Programme 2014-2020, especially under the Priority Axis 4.5 "Promoting low carbon strategies for all types of territories, in particular for urban areas, including the promotion of sustainable multimodal urban mobility and mitigation relevant adaptation measures".

Nevertheless, the current OP is about to finish and has already assigned the budget left. Yet, it is possible to influence the elaboration of the coming programme (2021-2027) so as to define specific objectives to prior inversion in school mobility measures.

GOOD PRACTICE TRANSFER PROCESS



REGIONAL ACTION PLAN. 2020-2021.

All the actions included in the RAP find inspiration in the good practices shared during phase 1 of the School Chance project.

Among the exchanged experiences, the Local Stakeholder Group detected the most suitable measures to be transferred to Catalonia. The exporting partners of these practices were Utrecht and Reggio Emilia and were invited to give a conference in June in Barcelona so as to take a deeper look into the initiatives and clarify questions on how implement them.

Besides the exchanging process, within phase 1 it was also conducted a mobility survey campaign among primary and secondary schools. The results helped picture the current situation as well as detect the needs and main challenges to take into account while developing the Regional Action Plan.

The final actions included in the RAP come both from the diagnosis and exchange process.

The Regional Action Plan envisages the following strategic actions:



Strategic Action 1. Write a manifesto for an active, sustainable and safe school mobility as the result of the general consensus in the matter among all the involved stakeholders. The agreement will include the main principles and the strategic actions lines to tackle school mobility.



Strategic Action 2. Reinforce road safety and sustainable mobility education in schools. The aim is to provide children with competences and skills to travel in a sustainable, active, autonomous and safe way.



Strategic Action 3. Assess the designation of a reference figure regarding mobility in schools. This new role will lead the integration of a sustainable, active and safe mobility approach into the school policy and educational project, as well as channel the dialogue between the educational community and the administration.



Strategic Action 4. Promote the use of sustainable transport modes and healthy mobility habits among the educational community. The driving actors of the promotion campaigns will be municipalities and/or schools.



Strategic Action 5. Promote safe and sustainable route to school and school surroundings. The action will focus on stressing the elaboration of “Safe route to school” projects and giving solutions to ease detected lacks, especially regarding municipalities budget limitations.

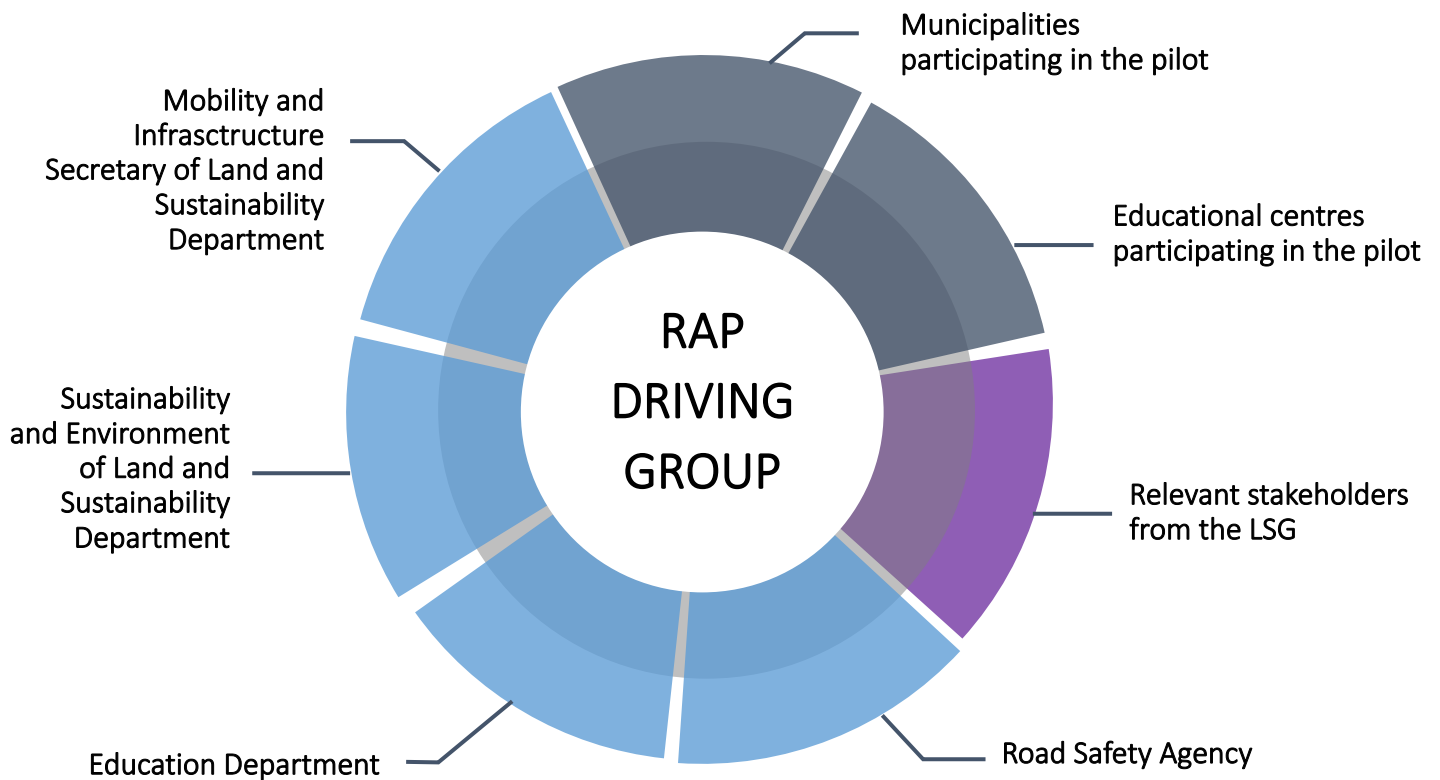


Strategic Action 6. Create a mobility-friendly school certification according to a level system that will take into account the mobility habits of the school. The certification will fulfil several functions: assess and monitor the implementation of school mobility initiatives and infrastructural improvements, help anchoring mobility issues in the school policy and educational project and promote participation and interest rise for school mobility among the educational community.

In order to implement the actions and control the monitoring process during phase 2 of the project, it will be created a **driving group** which will be formed by participants of the Local Stakeholder Group. The group will integrate people from the main involved administration (regional and local) as well as relevant stakeholders in different fields.

This task force will have full decision competence and will take responsibility on leading the implementation of the actions and looking for funding.

Since the implementation at a local level of some of the RAP actions would require a long timeframe and many resources, during phase 2 of the project, these actions will be firstly tested in few schools. Municipalities will be another important involved actor while conducting the pilot. At least, the pilot will target 2 schools and 2 municipalities.





STRATEGIC ACTION 1.

WRITE A MANIFESTO FOR AN ACTIVE, SUSTAINABLE AND SAFE SCHOOL MOBILITY

RESPONSIBLE
STAKEHOLDERS

MIS

STAKEHOLDERS
INVOLVED

RSA, EDD, SES
and CSC

INDICATIVE COST¹

3.000 €

FUNDING SOURCE

Generalitat's budget

KEY OBJECTIVES

- Define main principles and strategic action lines to tackle school mobility.
- Improve the participation of different stakeholders in mobility policies related to school travels.

1) Staff cost of the involved administrations is not included.

RELEVANCE TO THE PROJECT

This action finds inspiration in the “Manifesto for a safe, sustainable and independent mobility in home-school routes” written in Reggio Emilia in 2009.

The transferred good practice is well grounded in important success evidences: in 2012, the manifesto was awarded of the CIVITAS Award for participation, the document has been signed by over 30 stakeholders (from different fields), the actions and projects contained in the Manifesto are still ongoing and the modal split monitoring results has showed behavioural changes towards sustainable transport modes.

The main lessons learnt from the transfer process, and therefore the key points that will be taken into account while implementing the action, are as follows:

- The involvement of all the stakeholders so as to ensure a comprehensive and multidisciplinary approach.
- The importance of materialize the agreement in actions and projects.
- The involvement of politicians as one of the success factors of the project.
- The difficulty of keeping the interest high in the long run among the involved stakeholders.

DESCRIPTION

In Catalonia, none of the existing policy instruments specifically tackles school mobility. Nevertheless, school mobility has now and in the long term a great impact on sustainable mobility.

At present, the implementation of school mobility measures mainly relies on municipalities or schools.

The projects carried out are “safe route to school” projects which aim to promote sustainable and safe mobility habits in school travels among the educational community as well as improve the quality of school surroundings.

The first action proposed in the RAP pretends to ease the lack of policies and set the framework for further instruments.

The manifesto is conceived as the result of the general consensus in the matter, and will contain the following points:

- The main principles in favour of an active, sustainable and safe school mobility.
- The strategic action lines to tackle school mobility.

As a starting point, the document will include the actions which composes the RAP.

- Define which responsibilities lay on each signatory.

By signing the document, the signatory shows support to the principles of the manifest and to its realization.

The document will be written by the RAP driving group but it will be submitted to reflection among the educational community and relevant stakeholders.

The participants of the elaboration process will also form the initial signatory body of the document.

The final text will be disclosed so as to reach new supporters and enlarge the signatory body of the manifesto.

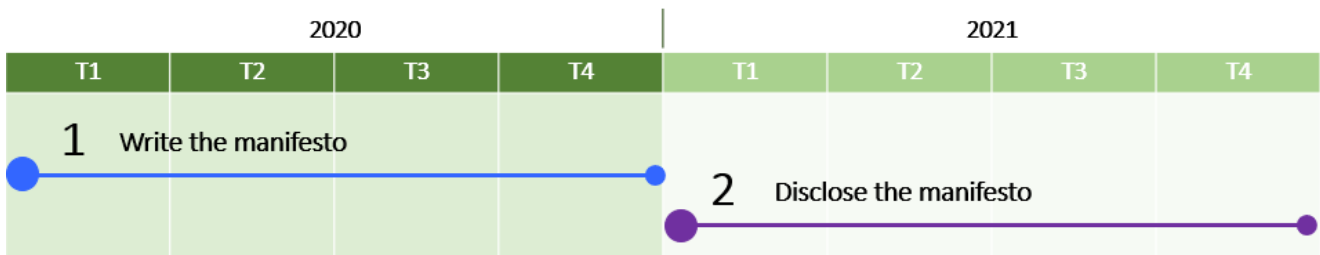
Strategic Action 1. Write a manifesto for school mobility.

DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 1 is January 2020 – December 2021.

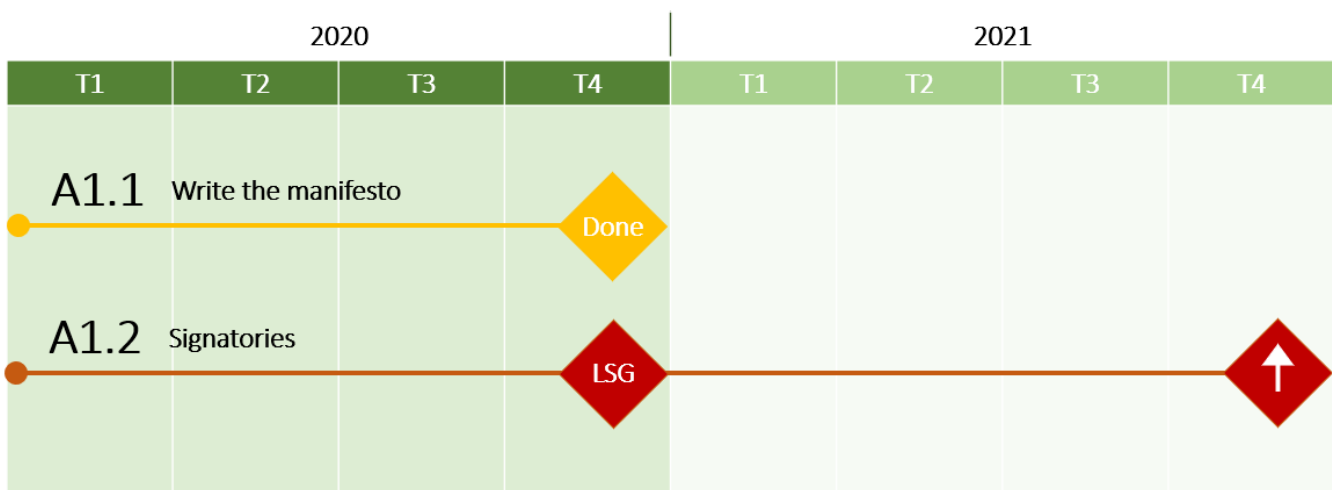
The implementation will be carried out according to two main action lines: the writing process and the disclosure of the final text.

The document is expected to be written by the end of December 2020. The second year is planned to disclose the manifesto.



MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.





STRATEGIC ACTION 2.

REINFORCE ROAD SAFETY AND SUSTAINABLE MOBILITY EDUCATION IN SCHOOLS

RESPONSIBLE
STAKEHOLDERS

MIS and RSA

STAKEHOLDERS
INVOLVED

EDD, SES, pilot
MUN and pilot
EC

INDICATIVE COST¹

21.000 €

FUNDING SOURCE

Generalitat's budget

KEY OBJECTIVES

- Anchor road safety and mobility knowledge in the school curriculum.
- Reinforce road safety and sustainable, active and autonomous mobility along all scholar ages with content and activities tailored to the different school grades.
- Provide children with competences and skills to travel in a sustainable, autonomous and safe way.

1) Staff cost of the involved administrations is not included.

RELEVANCE TO THE PROJECT

Although the planned action proposes a wider scope than the cycling, the measure finds inspiration in some of the key lessons learnt from the good practice carried out in Utrecht, the cycling training in real traffic situation.

A committee composed by participants of the Local Stakeholder Group and the main administrations involved in the RAP visited Utrecht on June 2018. From the feedback gathered after the study visit, the following points were highlighted as the most interesting to be transferred to Catalonia:

- The importance of working the topic along all educational stages so as to gradually acquire knowledge and lay the ground for future autonomous and safe travels in real traffic conditions.
- The need for a comprehensive approach through theoretical and practical lessons.
- The cycling exam as an interesting option to reinforce the confidence and autonomy not only among children but their parents.

The transferred good practice is well grounded in important success evidences: the initiative had a great response from the educational community (with a large participation both from parents and children) and the exam has a high success rate (over 94% of students).

DESCRIPTION

The general consensus is that future mobility has necessarily to be grounded in sustainable and active transport modes, especially in urban areas.

This is only possible whether the society starts a profound change in mobility habits towards travels on foot, by bicycle or other Personal Mobility Vehicles (PMV).

In this changing process, school mobility has a great potential as a driving actor. First of all, because children taught in this new mobility premises are likely to keep this behaviour as adults. And secondly, because school mobility not only influences the children but the whole educational community and also the locals.

It is crucial then to anchor the new mobility paradigm in the educational system. Accordingly, the second action included in the RAP proposes to review and update, if it is necessary, the school curriculum with regard road safety and the new mobility approach.

The school curriculum modification has to be done through a decree and, at this moment, there is no temporal horizon set so as to carry out the next updating.

Since the implementation phase of the project only comprises a two-year timeframe, during phase 2 the action will focus on defining the basis on road safety and sustainable and active mobility to be taken into account during the upcoming updating. The aim is to set the concepts and the competences expected in each school stage with regard sustainable, autonomous and safe mobility.

The school curriculum updating will be done from kindergarten to secondary education, meaning from 0 to 16 years old children.

Moreover, in order to provide schools with the necessary resources to reinforce road safety and mobility knowledge, during the implementation phase of the project it will be elaborated an educational programme in road safety and sustainable, autonomous and safe mobility with content and activities tailored to the different school grades.

Strategic Action 2. Reinforce road safety and sustainable mobility education.

The ultimate aim is to provide children with competences and skills to travel in a sustainable, autonomous and safe way.

The programme will tackle the matter through a comprehensive approach, incorporating both indoor sessions in class more focused on theory and practical lessons in which children will work on active modes (foot, bicycle and other PMV) as well as public transport.

These practical lessons are expected to be carried out by the municipalities, but at the regional level, the involved stakeholders will support municipalities to lead its implementation and, if it is necessary, to undertake the renovation works of their traffic garden to incorporate infrastructure for sustainable transport modes, such as bicycles and scooters.

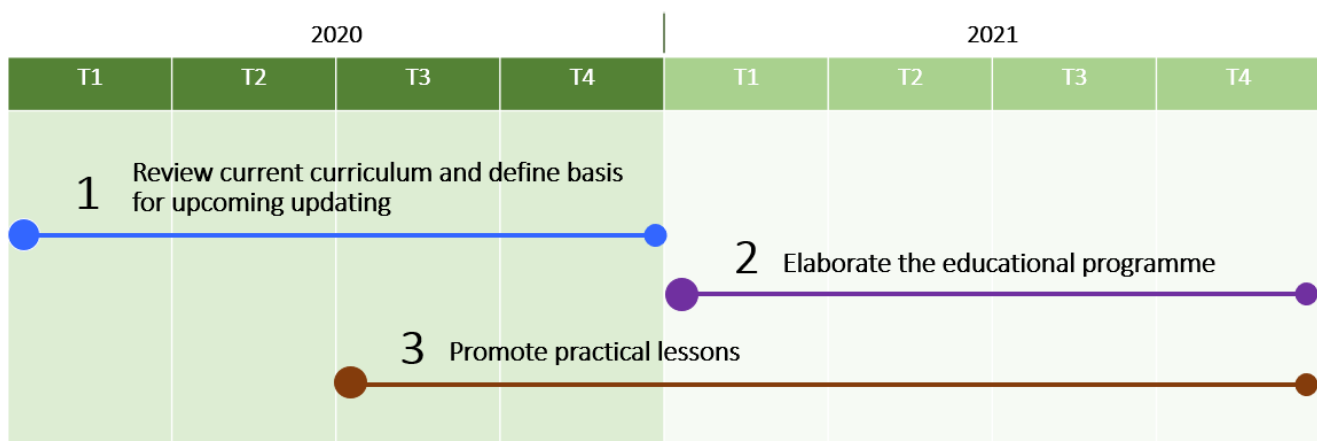
DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 2 is January 2020 – December 2021.

The implementation will be carried out according to three main action lines:

1. Review the current school curriculum with regard road safety and sustainable, active and autonomous mobility so as to set the basis for the upcoming updating, if it is necessary.
2. Elaborate the educational programme in road safety and sustainable, autonomous and safe mobility.
3. Promote practical lessons.

The curriculum review is expected to be done by the end of December 2020. Once the concepts and the expected competences are defined, the second implementation year is planned to elaborate the educational programme, which is expected to be over by the end of December 2020. In parallel, the involved stakeholders will promote the practical lessons among municipalities and schools.



Strategic Action 2. Reinforce road safety and sustainable mobility education.

MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.

2020				2021			
T1	T2	T3	T4	T1	T2	T3	T4
A2.1			Elaborate the educational programme				Done
A2.2			Schools which have conducted practical lessons				4
A2.3			Traffic gardens with sustainable transport modes infrastructure				↑



STRATEGIC ACTION 3.

ASSESS THE DESIGNATION OF A REFERENCE FIGURE REGARDING MOBILITY IN SCHOOLS

RESPONSIBLE
STAKEHOLDERS

MIS

STAKEHOLDERS
INVOLVED

SES, EDD, RSA, pilot
MUN and pilot EC

INDICATIVE COST¹

80.000 €

FUNDING SOURCE

Interreg Programme

KEY OBJECTIVES

- Anchor road safety and sustainable mobility in the school policy and educational project.
- Reinforce communication between the educational community and the administration.
- Build synergies between teachers (and schools).

1) Staff cost of the involved administrations is not included.

RELEVANCE TO THE PROJECT

This action finds inspiration in the School Mobility Manager Network developed in Reggio Emilia, which was included as one of the main strategic projects of the Manifesto written in 2009.

The School Mobility Manager has proved to be an effective and efficient way to engage schools and integrate road safety and mobility in their policies and educational projects.

Besides, the good practice is also well grounded in important success evidences: the initiative had a great response from schools (the network has an upward trend, with already 43 managers) and it is been noticed a communication enhancement between the educational community and the administration.

The main lessons learnt from the transfer process are as follows:

- Having this role inside schools allows a direct contact between schools and administration that facilitates giving concrete answer to the needs.
- The School Mobility Managers Network is a valuable tool to exchange experience and to build synergies between people and also activities.
- The importance of holding specific trainings to increase the knowledge of the school mobility managers on key issues.

DESCRIPTION

Mobility is an important topic in everybody's daily life. However, quite often, it doesn't have an important presence in the day-to-day life of schools. At present, mobility topics are usually introduced in class from time to time and the decision relies on schools' initiatives.

Road safety does have a wider presence in the educational system, but the sessions are normally conducted by someone outside the school, basically the local police body.

On the other hand, responsibilities regarding all issues related to mobility problems or infrastructural deficiencies which might be detected in the school surrounding are even more diluted.

It is clear then that there is a need for a reference figure inside the school to give answer to all mobility needs and leads the dialogue with the administration.

Besides, this new role will also facilitate the anchoring of road safety and mobility in the school policy and educational project.

The implementation of the third action included in the RAP will be focused on assessing how to integrate this new role in schools and also defining its tasks and the necessary resources.

As a starting point, the School Mobility Manager is expected to be a teacher of the school who at least will take responsibility over the following tasks:

- Lead the integration of the new educational programme into the school project.
- Promote and implement initiatives and activities related to road safety and sustainable, autonomous and safe mobility.
- Channel the demands of the educational community regarding mobility issues or the school surrounding.

Strategic Action 3. Assess the designation of a reference figure.

The role definition process will conclude by writing a manual to help the managers during their first steps.

The action also contemplates the creation of a School Mobility Manager Network to provide this new role the necessary knowledges, resources and support to carry out its tasks.

The network will be divided into different levels. The first level will be formed by the School Mobility Managers of a municipality. And at the same time, the different municipal networks will be also organized at a supramunicipal scale to form a larger network. Finally, all networks will rely on a regional structure.

At least, the network will take responsibility over the following functions:

- Provide technical support.
- Hold recurrent trainings and workshops.
- Promote initiatives and activities related to road safety and sustainable, autonomous and safe mobility.
- Promote the exchange of experiences and the building of synergies between participants.

Since the implementation of the measure at a regional level would require a long timeframe and many resources, within phase 2 of the project the action will be firstly tested in few schools.

The pilot will be carried out during academic year 2020-2021 so as to give answer to the following objectives:

- Define the needs of the School Mobility Manager.
Assess the integration of the SMM's tasks within the existing role of the "sustainable manager" in schools.
- Build a network that meets the detected requirements.
- Assess whether it is likely to integrate the School Mobility Manager Network in an existing regional school network such as the school network regarding new teaching approaches (Escola Nova 21) or the network regarding sustainability (Escola Verde), both running for a long time now.

Finally, during academic year 2021-2022, it will be conducted a promotion campaign of this new role among schools and municipalities.

DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 3 is January 2020 – December 2021.

The implementation will be carried out according to four main action lines:

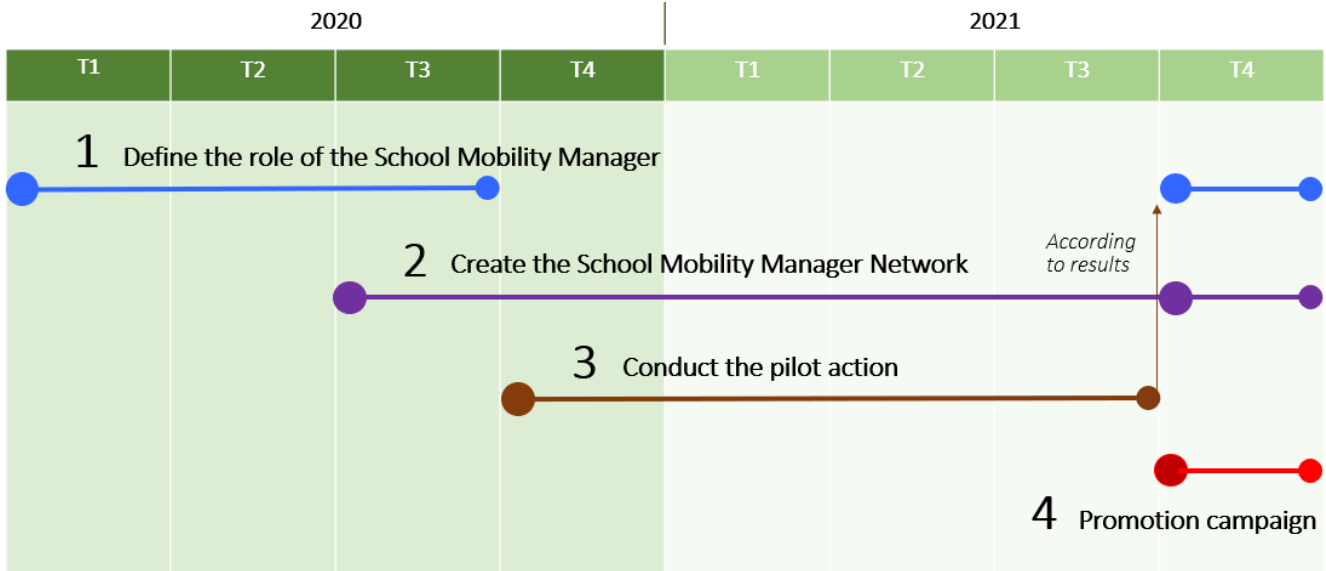
1. Define the role of the School Mobility Manager and its tasks.
2. Create the municipal School Mobility Manager Network and set the basis for the supramunicipals networks.
3. Conduct a pilot action among few schools during academic year 2020-2021.
4. Carry out a promotion campaign among schools and municipalities.

The initial definition of the role is expected to be over before starting the pilot action which will be conducted during academic year 2020-2021.

Strategic Action 3. Assess the designation of a reference figure.

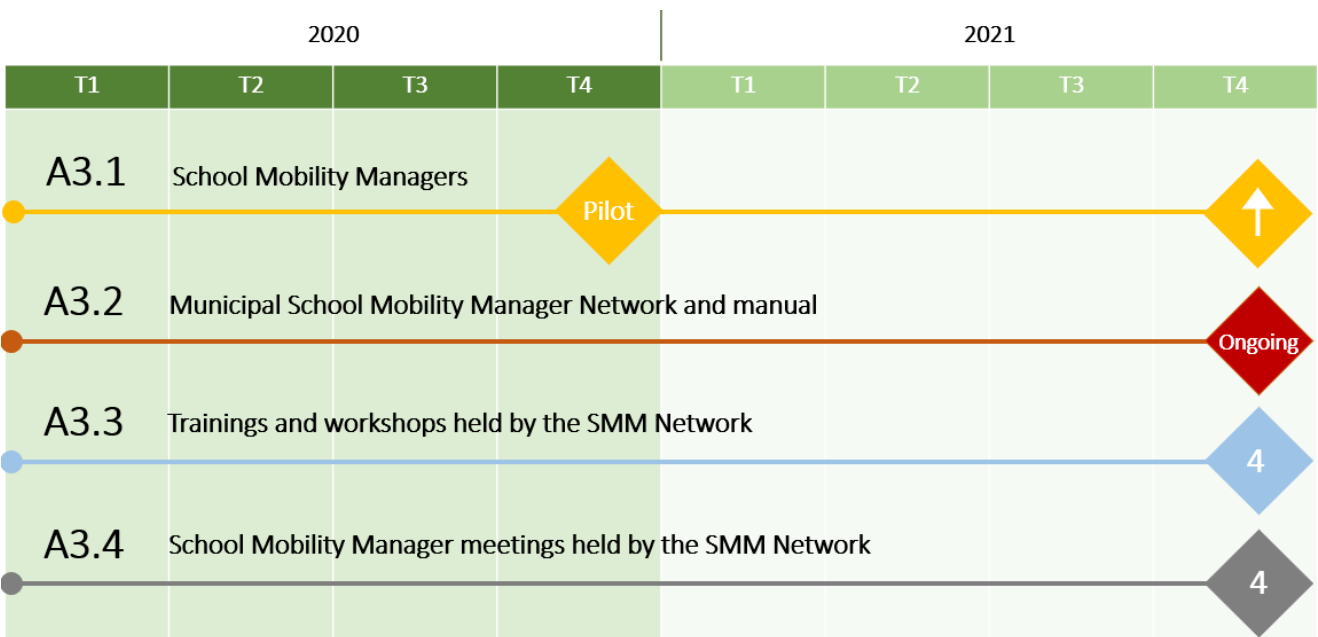
The establishment of the network and the possible synergies with the existing ones will also start before the pilot and will continue until the end of the implementation phase.

Once the pilot action is finished, and according to the obtained results, the firsts actions will be completed and will start a promotion campaign among schools and municipalities.



MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.





STRATEGIC ACTION 4.

PROMOTE THE USE OF SUSTAINABLE TRANSPORT MODES AND HEALTHY MOBILITY HABITS

RESPONSIBLE STAKEHOLDERS

MIS

STAKEHOLDERS INVOLVED

SES, RSA, pilot MUN and pilot EC

INDICATIVE COST¹

15.000 €

FUNDING SOURCE

Generalitat's and municipalities' budget

KEY OBJECTIVES

- Promote the use of sustainable and active transport modes among the educational community.
- Reduce the use of private vehicles in school travels.
- Improve the environmental quality and reduce noise pollution in school surroundings.

1) Staff cost of the involved administrations is not included.

Strategic Action 4. Promote the use of sustainable transport modes.

RELEVANCE TO THE PROJECT

According to surveys conducted during phase 1 of the project, one of the main arguments expressed by parents to accompany their children to school by car is the fact that they will continue the trip to their jobs afterwards.

It is clear then that promoting sustainable mobility habits among parents will consequently have a direct impact in the way they bring children to school. And this reflexion is the very same that led Utrecht to carry out the campaign Way2go!

The shared good practice is well grounded in important success evidences: the initiative had a great response from the educational community and has resulted in a behavioural change towards sustainable transport modes among families who live in the city outskirts and also in a general interest rise for mobility advice.

The main lessons learnt from the transfer process, and therefore the key points that will be taken into account while implementing the action, are as follows:

- Target the parents but reinforce the result by engaging the children with specific activities.
- The use of trial offers has proofed to be a good motivator to encourage parents to change the way they travel.
- The importance of using own material for the campaigns so as to make them recognisable.

DESCRIPTION

High congestion episodes at school surroundings during start and end times of school schedules are a widespread reality throughout Catalonia. Moreover, the parking pressure during these periods sometimes ends up in dangerous situations for children.

Municipalities in Catalonia are already taking action in reducing the volume of cars at school surroundings. The most common measures are closing the school access to traffic or defining “park&ride” parking lots.

Definitely, these actions do have a positive impact in improving car rotation and, consequently, congestion episodes. However, none of these measures actually tackles the origin of the problem, which is the fact that parents that use the car to bring their children to school, mainly do it because after dropping off the kids, they continue their travel to work by car.

There is an indissoluble connection between work and school travels. Therefore, promoting sustainable mobility habits among parents will undoubtedly have a direct impact in school mobility.

In accordance with this, the fourth action included in the RAP will focus on promoting sustainable transport modes and healthy mobility habits among the educational community, specially parents.

The driving actors of the promotion campaigns will be municipalities and schools. At a regional level, the action will be focused on providing these driving actors the necessary resources to conduct the campaigns by creating a digital catalogue with the compilation of different initiatives in mobility campaigns.

As a starting point, the catalogue will tackle the following points:

- Field work for a face to face promotion among the educational community.
- Gratifications and try-outs to boost parents’ participation.
- Activities for children to reinforce the results (Traffic Snake Game, Pedibus, Bicibus, ...).

Strategic Action 4. Promote the use of sustainable transport modes.

- Access to specific material to implement the campaigns.
- Online surveys to assess the campaigns results.

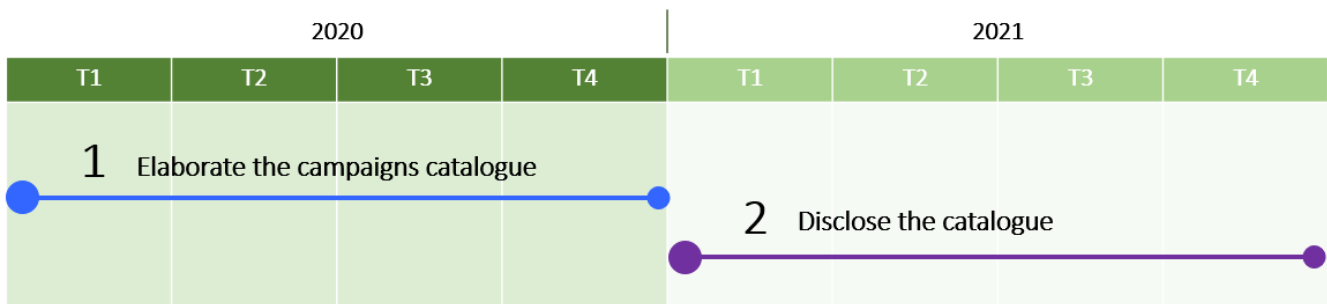
The catalogue will be disclosed among municipalities and schools so as to engage the expected driving actors of the campaigns with the initiative.

DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 4 is January 2020 – December 2021.

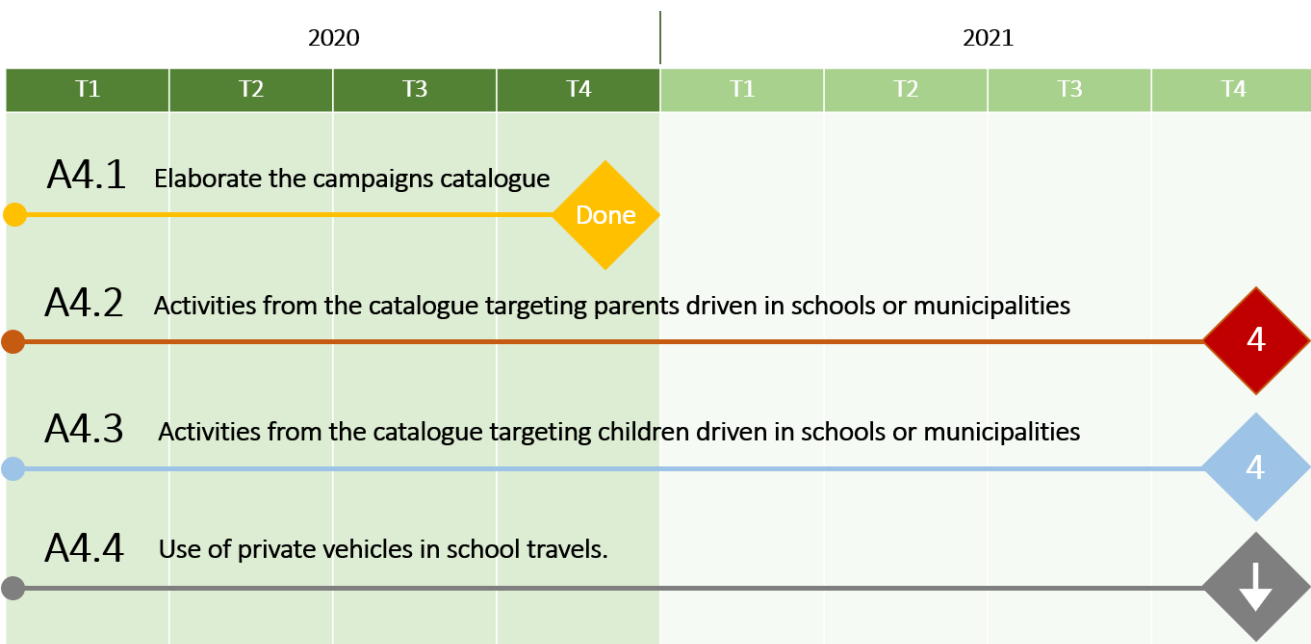
The implementation will be carried out according to two main action lines: the elaboration of the campaigns catalogue and its disclosure.

The catalogue is expected to be done by the end of December 2020. The second year is planned to disclose the catalogue.



MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.





STRATEGIC ACTION 5.

PROMOTE SAFE AND SUSTAINABLE ROUTES TO SCHOOL

RESPONSIBLE
STAKEHOLDERS

MIS and RSA

STAKEHOLDERS
INVOLVED

Pilot MUN and pilot EC

INDICATIVE COST¹

15.000 €

FUNDING SOURCE

Generalitat's and municipalities' budget and Catalonia OP ERDF

KEY OBJECTIVES

- Improve safety, visibility and infrastructure for sustainable transport modes in routes to school and school surroundings.
- Promote sustainable, active, safe and autonomous school travels.
- Improve the participation of different stakeholders in “safe route to school” projects.

1) Staff cost of the involved administrations is not included.

RELEVANCE TO THE PROJECT

The action is mainly focused on reinforcing an existing good practice in Catalonia (“Safe route to school” projects) and giving solutions to detected lacks. However, the action developed will also incorporate some lessons learnt both from the “Road safety soft measure programme” shared by Girona and the “School Zones” seen in Utrecht.

In particular, the transferred points are:

- The use of low-cost measure in urban design as a good option to reduce the cost of the infrastructural works and help overcome budget limitations.
- The importance of establishing recognisable and safe school surroundings.

DESCRIPTION

As previously said, at present, the implementation of school mobility measures mainly relies on municipalities or schools.

The projects carried out are “safe route to school” projects which aim to promote sustainable, active and safe mobility habits in school travels among the educational community and improve the safety and quality of routes to school and school surroundings.

The projects are widespread throughout the country and have proofed to be an efficient and effective tool to tackle school mobility from a comprehensive and multidisciplinary approach.

The key factors of the projects are the participation of all the stakeholders and the materialization of the diagnosis in a proposal to improve the infrastructure of the route to school and the school surrounding, as well as provide a set of school mobility initiatives on education, promotion and participation.

There is an existing methodology to elaborate the projects and it is well grounded in official technical documentation.

The fifth action of the RAP will be focused on promoting the “safe route to school” projects and also giving answer to budget limitations that quite often become the main obstacle to set up the infrastructural improvements resulted from the project.

There is an extensive and comprehensive bibliography on how to elaborate and implement “safe route to school” projects. However, the existing official documentation is written from a technical point of view and may be difficult to reach.

That’s why, the RAP proposes to elaborate a school surrounding design manual that targets directly municipalities and the educational community by using a more orientated to implementation approach. Furthermore, the manual will incorporate relevant issues on promoting sustainable and safe school mobility, such as described below:

- Define the design pattern for school surrounding in order to set up a recognisable and safe school zone.
- Give solutions to improve sustainable transport mode infrastructure, especially with regard bicycle or other Personal Mobility Vehicles parking zones inside school premises.
- Provide a collection of good practices in urban design low cost solutions to help municipalities on reducing costs.

Despite the good results observed at planning safe routes to school all around Catalonia, it is common not to make a step forward and implement the proposal resulted from the projects, especially with regard hard measures. The main obstacle to carry out the infrastructural improvements is municipalities' budget limitations.

It is clear then that one of the RAP success factors relies on giving solutions to ease these budget limitations. And to do so, during the implementation phase, the following actions will be tackled:

- Promote the modification of the urban and mobility planning policies to specifically incorporate school mobility measures.

Sustainable Urban Mobility Plans and General Urban Ordination Plans are the umbrella under which municipalities carry out measures in these issues.

Both policies are attached to a budget that defines the inversion priorities during its implementation. Including school mobility measures would definitely help on “safeguard” budget to its implementation.

- Look for funding to finance improvements in school surrounding, targeting municipalities and supramunicipalities entities.

Among others, one possible source is the Catalonia ERDF Programme.

The current Operative Programme (2014-2020) has already assigned the budget. Nevertheless, it is possible to influence the elaboration of the coming programme (2021-2027) so as to define specific objectives to prior inversion in school mobility measures.

DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 4 is January 2020 – December 2021.

The implementation will be carried out according to three main action lines:

1. Elaborate and disclose the school surrounding design manual.
2. Promote “safe routes to school” projects among municipalities and schools.

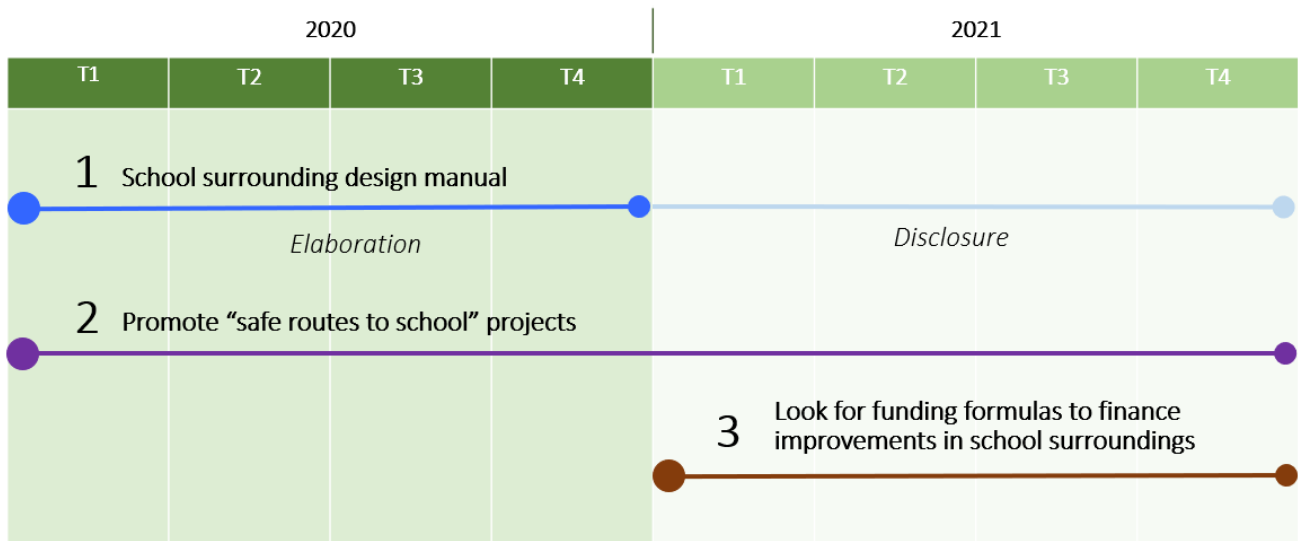
This action line will also include the modification of urban and mobility planning policies to specifically incorporate school mobility measures.

3. Look for funding formulas to finance improvements in school surroundings.

The final version of the design manual is expected to be done by the end of December 2021. In parallel, throughout all the timeframe, it will be carried out the promotion campaign of the “safe routes to school” projects.

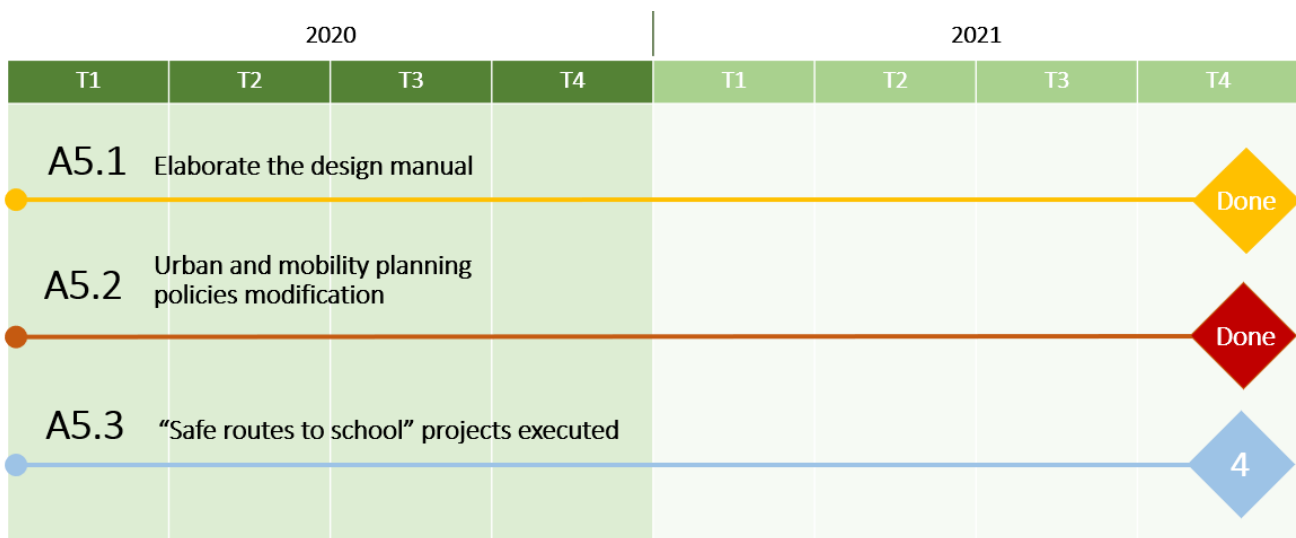
Finally, the funding method to finance improvements in school surroundings is expected to be defined by the end of December 2021 and operative early 2022.

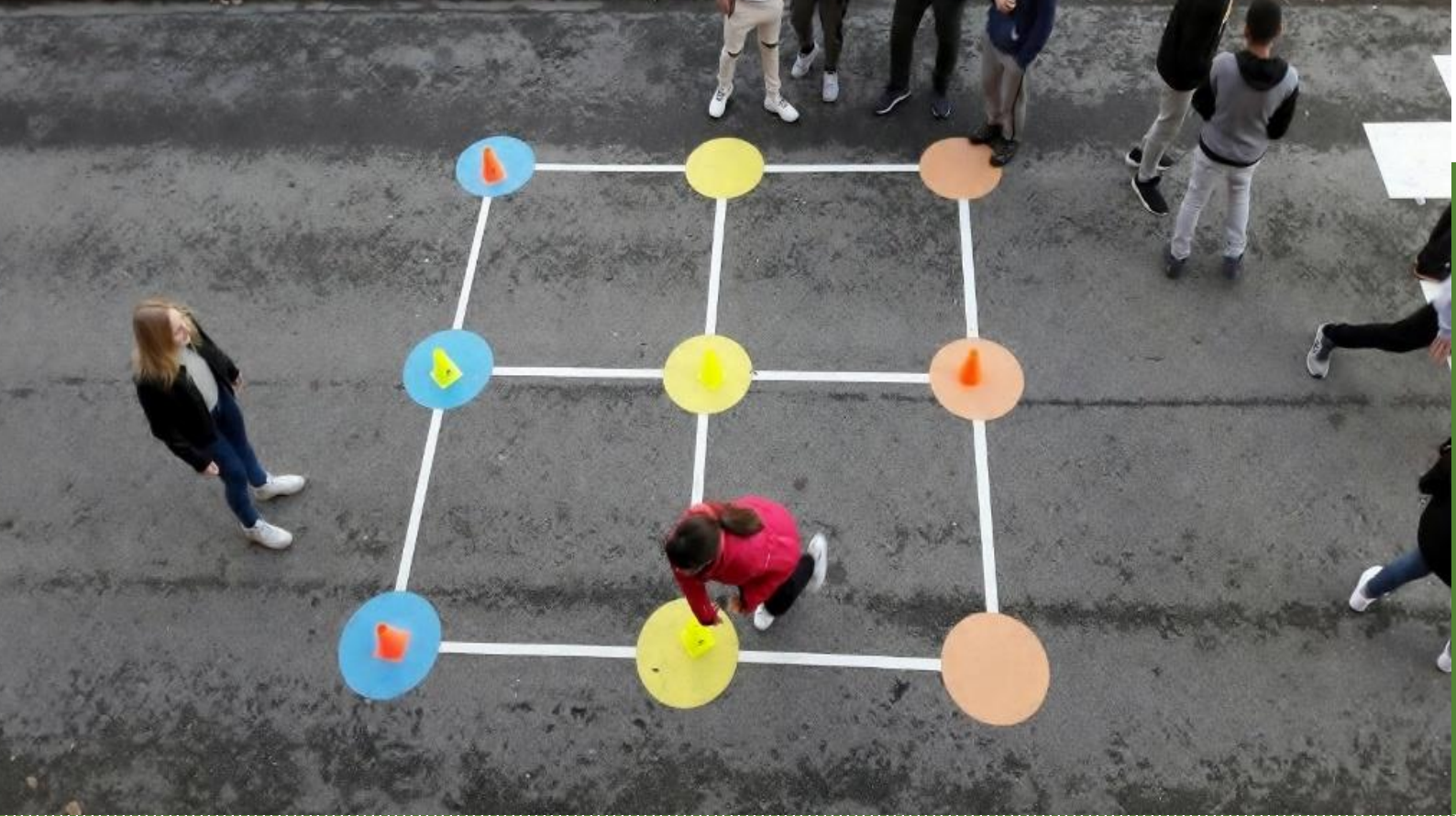
Strategic Action 5. Promote safe and sustainable routes to school.



MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.





STRATEGIC ACTION 6.

CREATE A MOBILITY-FRIENDLY SCHOOL CERTIFICATION

RESPONSIBLE
STAKEHOLDERS

MIS

INVOLVED
STAKEHOLDERS

SES, ATMs, pilot
MUN and pilot EC

INDICATIVE COST¹

6.000 €

FUNDING SOURCE

Generalitat's and
municipalities' budget

KEY OBJECTIVES

- Recognition of schools and municipalities effort with regard sustainable, active, autonomous and safe school mobility measures.
- Promote and assess the implementation of the actions included in the RAP.
- Use the school certificate as a criterion to apply for initiatives driven by the administrations.

1) Staff cost of the involved administrations is not included.

RELEVANCE TO THE PROJECT

The certification finds inspiration in different good practices shared all along the School Chance project, the “Road Safety Label” implemented in Utrecht and the school certification system elaborated within the project.

The good practice seen in Utrecht is well grounded in important success evidences: the initiative had a great response from schools (with a large participation) and has resulted in a general improvement of security perception at school surroundings among the educational community as well as the reduction of the car use in school travels.

In particular, from the shared practices, the RAP action will take into account the following points:

- Define a certification related to a level system so as to encourage participation gradually and for a longer time span.
- The importance of giving schools a return (gratification) for its participation in the certification.
- The use of multidisciplinary criteria to ensure a comprehensive and transversal approach.
- The difficulty of keeping the interest high in the long run among participants.

DESCRIPTION

The proposed certification will fulfil several functions. On one hand, it will be used as the assessment methodology of the RAP implementation. On the other hand, the process to obtain the certification will help anchoring mobility issues in the school policy and educational projects. At the same time, it will promote participation and interest rise for school mobility among the educational community.

Since the implementation of the measure at a regional level would require a long timeframe and many resources, within phase 2 of the project the action will be firstly tested in few schools.

The pilot will be carried out during academic year 2020-2021 and will aim to give answer to the following questions:

- Finish the definition of the certification system.
- Identify the necessary resources to extend the initiative at a regional level, especially with regard the technical support office in charge of the project.
- Assess whether it is likely to integrate the mobility-friendly school certification in an existing one such as the sustainable-friendly school certification or other initiatives.
- Reflect on whether it is important to define a mobility-friendly certification which targets municipalities.

The final certification system will result from the pilot action. However, the RAP proposes the preliminary approximation described below.

The certification will have three different levels (bronze, silver and gold) according to a level system that will take into account the mobility habits of the school.

The criteria used to obtain the certificate will tackle school mobility from a comprehensive approach and will evaluate route to school and school surrounding infrastructure, education, participation among the educational community and the promotion of sustainable transport modes.

The certification will last for three years, but each year the level may increase one degree if the school carries out new measures.

The duration of the certification process is 3 years and it will be organised as follows:

❖ Year 1. Obtaining the bronze level

During the first year, the participants will obtain the bronze level if they meet the following requirements:

- Sign the manifest (RAP Strategic Action 1).
- Appoint a School Mobility Manager in the school (RAP Strategic Action 3).
- Set up a working group with municipality technicians so as to lead and carry out the diagnosis phase of the “safe routes to school” project according to the existing methodology (RAP Strategic Action 5).

❖ Year 2. Obtaining the silver level

During the second year, the participants may increase the certification to a silver level if they meet new requirements, which are:

- Elaborate an action plan so as to incorporate the content and activities defined at the educational programme (RAP Strategic Action 2) into the school project.
- Conduct a campaign to promote the use of sustainable transport modes and healthy habits in school mobility among educational community according to the campaigns catalogue (RAP Strategic Action 4).
- Finish the proposal phase of the “safe routes to school” project (RAP Strategic Action 5).

❖ Year 3. Obtaining the gold level

The process finishes by obtaining the gold level. And to do so, municipalities will have to implement the proposals resulted from the “safe route to school” project, especially with regard the infrastructural improvements.

DRAFT IMPLEMENTATION PLAN

The timeframe for the implementation of Strategic Action 6 is January 2020 – December 2021.

The implementation will be carried out according to three main action lines:

1. Define the mobility-friendly school certification.
2. Conduct a pilot action among few schools during academic year 2020-2021.
3. Carry out a promotion campaign among schools and municipalities.

The initial definition of the certification is expected to be over before starting the pilot action which will be conducted during academic year 2020-2021.

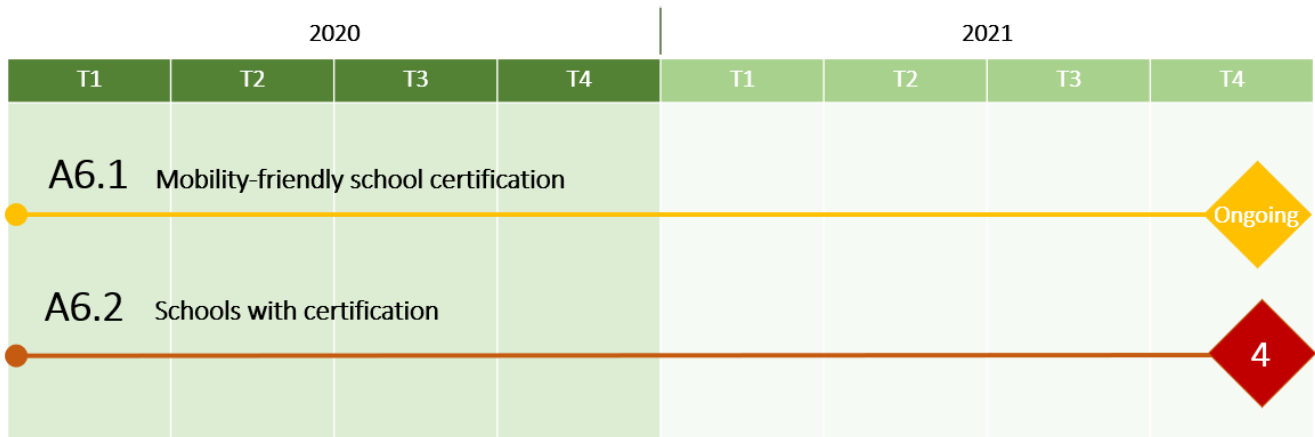
Once the pilot action is finished, and according to the obtained results, the certification definition will be completed and will start a promotion campaign among schools and municipalities.

Strategic Action 6. Create a mobility-friendly school certification.



MONITORING

The implementation of the action will be monitored according to the following indicators and objectives.



REGIONAL ACTION PLAN 2020-2021. SUMMARY.

Strategic action	Responsible stakeholders	Involved stakeholders	Indicative cost (€) ¹	Funding source	Monitoring indicators		Objective	
							Figure	Timeframe
Action 1. Write a manifesto for an active, sustainable and safe school mobility	MIS	RSA, EDD, SES and CSC	3.000 €	Generalitat's budget	A1.1	Write the manifesto	Done	Des 2020
					A1.2	Signatories	LSG	Des 2020
Action 2. Reinforce road safety and sustainable mobility education in schools	MIS and RSA	EDD, SES, pilot MUN and pilot EC	21.000 €	Generalitat's budget	A2.1	Elaborate the educational programme	Done	Des 2021
					A2.2	Schools which have conducted practical lessons	4	Des 2021
					A2.3	Traffic gardens with sustainable transport modes infrastructure	Increase	Des 2021
Action 3. Assess the designation of a reference figure regarding mobility in schools	MIS	SES, EDD, RSA, pilot MUN and pilot EC	80.000 €	Interreg Programme	A3.1	School Mobility Managers	Pilot	Des 2020
					A3.2	Municipal SMM Network and manual	Ongoing	Des 2021
					A3.3	Trainings and workshops held by the SMM Network	4	Des 2021
					A3.4	Manager meetings held by the SMM Network	4	Des 2021
Action 4. Promote the use of sustainable transport modes and healthy mobility habits	MIS	SES, RSA, pilot MUN and pilot EC	15.000 €	Generalitat's and municipalities' budget	A4.1	Elaborate the campaigns catalogue	Done	Des 2020
					A4.2	Activities from the catalogue targeting parents driven in schools	4	Des 2021
					A4.3	Activities from the catalogue targeting children driven in schools	4	Des 2021
					A4.4	Use of private vehicle in school travels	Reduction	Des 2021
Action 5. Promote safe and sustainable routes to school and school surroundings	MIS and RSA	Pilot MUN and pilot EC	15.000 €	Generalitat's and municipalities' budget	A5.1	Elaborate the design manual	Done	Des 2021
					A5.2	Urban and mobility planning policies modification	Done	Des 2021
					A5.3	"Safe route to school" projects executed	4	Des 2021
Action 6. Create a mobility-friendly school certification	MIS	SES, ATMs, pilot MUN and pilot EC	6.000 €	Generalitat's and municipalities' budget	A6.1	Mobility-friendly school certification	Ongoing	Des 2021
					A6.2	Schools with certification	4	Des 2021

1) Staff cost of the involved administrations is not included.

Strategic action	Implementation draft for the timeframe 2020-2021	
	Generalitat	Municipalities participating in the pilot action
Action1. Write a manifesto for an active, sustainable and safe school mobility	<ul style="list-style-type: none"> • Write, sign and disclose the manifesto. 	<ul style="list-style-type: none"> • Sign and promote the principles of the manifesto.
Action 2. Reinforce road safety and sustainable mobility education in schools	<ul style="list-style-type: none"> • Review the current school curriculum and define the basis for an upcoming updating. • Elaborate the educational programme. 	<ul style="list-style-type: none"> • Promote the practical lessons. • Renovate, if it is necessary, the traffic garden so as to incorporate sustainable transport modes infrastructure.
Action 3. Assess the designation of a reference figure regarding mobility in schools	<ul style="list-style-type: none"> • Define the role of the School Mobility Manager. • Create the regional School Mobility Manager Network. • Carry out a promotion campaign. 	<ul style="list-style-type: none"> • Promote the School Mobility Manager among schools. • Create the municipal School Mobility Manager Network.
Action 4. Promote the use of sustainable transport modes and healthy mobility habits	<ul style="list-style-type: none"> • Elaborate and disclose the campaigns catalogue. 	<ul style="list-style-type: none"> • Promote and conduct campaigns.
Action 5. Promote safe and sustainable routes to school and school surroundings	<ul style="list-style-type: none"> • Elaborate the school surrounding design manual. • Look for funding formulas to finance improvements in school surroundings 	<ul style="list-style-type: none"> • Promote the elaboration and implementation of “safe route to school” projects, at least, among 2/3 schools.
Action 6. Create a mobility-friendly school certification	<ul style="list-style-type: none"> • Define the mobility-friendly school certification. 	<ul style="list-style-type: none"> • Promote the certification participation among schools.