



**School
Chance**
Interreg Europe



**SCHOOL
CHANCE:
SCHOOL mobility
CHALLENGE
in regional
policies**



From Good Practices to Good Policies





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SCHOOL mobility CHALLENGE
in regional poliCies



**From Good Practices
to Good Policies**

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SCHOOL CHANCE is a European project financed by **Interreg Europe programme** which aims to explicitly incorporate children' independent mobility into regional policies. Not only safe routes to schools, bike/walk campaigns and other unstructured mobility management initiatives: within **SCHOOL CHANCE**, partners develop a comprehensive strategy to make sustainable mobility to school an essential element of their mobility policies and change schoolchildren's behaviour and the next generation's mind-set towards sustainability.

THE RESULTS OF THE FIRST PHASE OF THE PROJECT

During the **first phase of the project (2017 - 2019)**, partners have worked together and learnt from each other how to promote safe, healthy and autonomous travels to school, in particular by:

- identifying some **Good Practices (GPs)** to improve local policy instruments via Regional Action Plans (RAP)
- working with public authorities at different level and local stakeholders to ensure that resources and policies are well-aligned
- developing a certification methodology to award sustainable mobility friendly schools which each partner is adapting to its own context
- developing a financial model funding sustainable solutions to be implemented within the RAP.

This three-year phase resulted in the production of **6 Regional Action Plans** (in Reggio Emilia, Catalonia, Utrecht and Brasov) and **two Local Action Plans** (in Gävle and Gdansk) which include the actions that each partner will implement to foster sustainable home-to-school mobility at local and regional level. These actions, resulting from the interregional exchange of good practices, have been analysed by **Local Stakeholder Groups** and technical staff to evaluate the transferability to regions and cities. Finally, to conclude the interregional exchange of experience, the partners who inspired the good practice were invited to importing regions or cities to lead a **Transfer Workshop** and explain the details of the imported good practice. Besides the exchanging process, within phase 1 project partners also conducted a mobility survey campaign among schools to identify the current state of the art of sustainable mobility policies and to identify the main needs and challenges to be addressed by the Regional and Local Action Plans.

The second phase of the project, which will be developed throughout 2020 and 2021, will focus on the implementation and monitoring of the Action Plans.

THE MOST TRANSFERRED GOOD PRACTICES

In this first phase of the project partners shared Good Practices about how to improve home to school mobility and make it more sustainable. The most interesting ones were “transferred” through workshops in which the “owner” presented in detail the Good Practice to the “importer” partners, by sharing the operational aspects related to the implementation and the related strengths and weaknesses. In this section, we have collected the most successful and transferred Good Practices that will be implemented and adapted by project partners through their Regional and Local Action Plans, together with some comments and lessons learnt from the “importing” partners.

SCHOOL MOBILITY MANAGER NETWORK – REGGIO EMILIA

The creation of a network of teachers trained to be school mobility managers is a key element to promote sustainable mobility among the whole school community

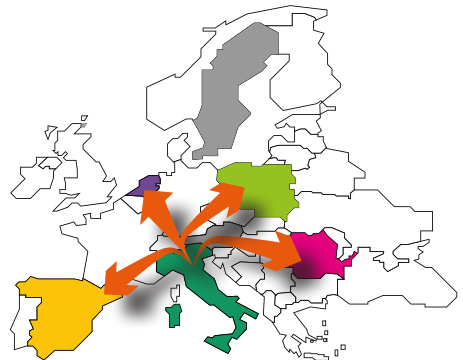
The City of Reggio Emilia has been promoting the role of the School Mobility Manager since 2009 within the “Manifesto for a safe, sustainable and autonomous home to school mobility”. A teacher usually holds the role of being the main contact point in the school for the mobility policies addressed by the Municipality to the whole school (children, parents, employees). The School Mobility Managers Network refers to the set of actions managed by the Municipality to increase the visibility of this role and raise awareness on sustainable home-school mobility, such as meetings, tailor-made trainings, promotion of specific activities and initiatives. In this sense, the School Mobility Managers Network has a strong cross-cutting value that concerns many fields: Education, Organisation, Communication and Participation. During the years, the network of school mobility managers and the creation of a specific figure inside each school proved to be a valuable tool to exchange experiences and to build synergies among different stakeholders.



“The designation of a reference figure regarding school mobility can provide multiple benefits to schools and students, such as anchoring road safety and sustainable mobility in school policies and educational projects; reinforcing communication between the educational community and public administration and building synergies among different teachers and schools” **Municipality of Girona**

“Utrecht learned in Reggio Emilia the importance of appointing a Mobility Manager to explore the special needs of the school and become a spider in the web around all mobility issues. Utrecht’s stakeholders thought that the Mobility Managers can guide and help schools, parents and children in their search for a better school mobility by making it safer and healthier. Stakeholders were enthusiastic about the presented plans, especially in combination with an online platform where all regional measures and projects about school mobility will be put together, thus creating a helpful guide for sustainable home-to-school mobility. The implementation of the Mobility Manager good practice started in October 2019 with the collection of data from schools and their mobility problems. In phase two of School Chance project, the ‘Cycling Masters’ are going to work out a plan of action with their specific goals for the implementation of the Mobility Manager”. **City of Utrecht**

“This GP shows how to establish good liaisons between schools and the city in order to increase education quality in the field of sustainable and safe mobility, promote active forms of mobility among employees, students and their parents, and permanently implement required facilities for pedestrians and cyclists. This GP proved also the importance of good communication between the educational community and public administration, thus building synergies among different stakeholders, teachers and schools”. **City of Gdansk**



CYCLING EXAM - CYCLE TRAINING IN REAL TRAFFIC SITUATION - UTRECHT

Every year students are tested through a practical road exam on bicycle, in order to verify whether they can apply the acquired theoretical knowledge about traffic in real traffic situations

Every year, the Safe Traffic Organization in the Netherlands (VVN) organizes the Traffic Exam, consisting of both a theoretical and a practical part. During the practical part, students ride a bicycle in real traffic situations to prove they can actually apply the acquired traffic knowledge. Thanks to this traffic exam, which focuses on basic knowledge and skills, the number of children within the age of 8-12 years that are allowed by their parents to travel without parental overview has increased by 10%. This can be explained by three factors:

- Children aged 8-10 years improved their practical cycling skills
- Children aged 10-12 years gained insight in real traffic situations
- Parents got more insight and confidence in their children's bicycle skills

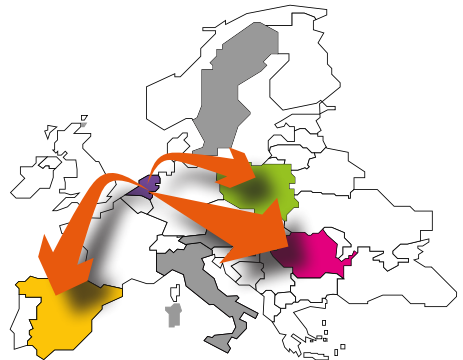


“This GP has the potential to introduce road safety and sustainable mobility knowledge into the school curriculum, thus providing children with competences and skills about safe and autonomous mobility tailored to each specific school grade”. **Municipality of Girona**

“Gdansk has already promoted practical cycling education in real traffic situation for pupils in the framework of PIMMS Transfer project, but listening to the experiences of other project partners proved the importance of such an approach and showed the benefits of cycling training in real traffic situation to increase safety in active mobility” **City of Gdansk**

“Brasov Municipality got inspired by Utrecht Municipality’s and local stakeholder’s actions oriented towards ensuring the proper learning environment for children who want to ride a bike in an urban setting. In various meetings with citizens and during the LSG meetings in Brasov, one the recurrent motivations for a low level of cycling was the safety issue: a lot of parents do not think that their children would be able to cycle safely to and from school. The natural conclusion was the need to transfer the best practice from Utrecht with a double purpose: on the one hand, to allow children who want to learn to cycle in an urban environment to do so in a dedicated space and, on the other hand, to allow parents to be at ease as their children make their first steps towards urban mobility independence. We identified an opportunity for setting up a similar cycling training facility and we got the most out of the Utrecht Study Visit. Moreover, we successfully applied for ERDF and a subsidy contract for the implementation of the project is expected to be signed by the end of 2019”.

Brasov Metropolitan Agency for Sustainable Development



THE “MANIFESTO” FOR A SAFE, SUSTAINABLE AND INDEPENDENT HOME-TO-SCHOOL MOBILITY – REGGIO EMILIA

The Manifesto is both an agreement and an Action Plan signed by local actors to promote sustainable means of transport in home-to-school trips

The promotion of autonomous, sustainable and safe means of transportation in school mobility is a complex matter involving a wide range of areas (mobility, health and lifestyles, environment, management of public spaces, communication, education, road safety etc.) which, as such, requires a comprehensive and multidisciplinary approach and the involvement of different stakeholders at local level.

The Municipality identified a list of stakeholders directly involved in mobility, health and education, such as families, students, schools, Regional Environmental Protection Agency, Local Health Agency, mobility agencies and associations, Education Agency and Road Safety Observatory, with the aim of signing a “Manifesto” for the realization of several initiatives to promote a change towards safe, sustainable and autonomous means of transport in home-to-school routes. The manifesto was signed in 2009 after several meetings with local stakeholders, key politicians and decision makers and can be considered as both an agreement and an Action Plan for the realization of the above-mentioned activities.

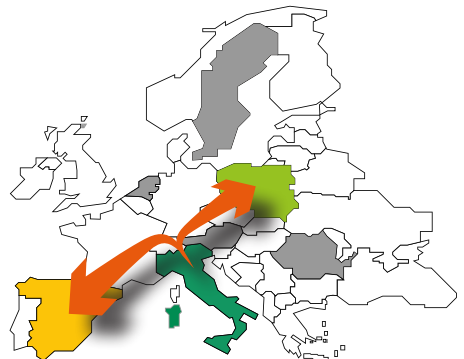


“By writing a manifesto for an active, sustainable and safe school mobility it is possible to overcome the lack of policies and set the framework for further instruments on sustainable school mobility in Catalonia”.

Regional Government of Catalonia

“The Manifesto of Reggio Emilia provided Gdansk with a concrete example of how engaging schools in the certification process and increase cooperation between schools and city authorities in the field of road safety and sustainable mobility. In this sense, it provided participating schools with incentive mechanisms to further develop policies and educational projects increasing children’s safety, regardless of their certification level”.

City of Gdansk



INITIATIVES TOWARDS A DIFFERENT USE OF PUBLIC SPACE AROUND SCHOOLS (TEMPORARY CAR-FREE AREAS, URBAN TATTOO) – REGGIO EMILIA

Initiatives aimed at finding innovative ways to keep cars out from the school's surrounding areas and promote sustainable modes of transport through visual communication activities

The immediate surroundings of schools are not always safe, especially at the beginning and at the end of the lessons due to large amount of parents driving children to school. Nevertheless, it is possible to promote several actions regarding traffic around schools to promote a different use of the areas surrounding the schools and the coexistence of the different transport modes. Reggio Emilia has implemented two different actions towards tackling the problem of traffic around schools: temporary car free zones – closing the street to car traffic at the beginning and end of the lessons – and “urban tattoos” - visual communication actions both on the road and inside the school premises consisting of marking the spaces dedicated to active mobility at the entrance of the schools with drawings on the ground. The Mobility Department has defined a procedure with the guidelines to carry out these actions, from the proposal to the implementation, in all the different school grades.

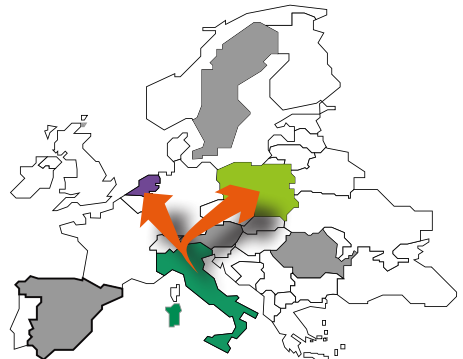


“The closing of school streets during schools’ starting time was new and unknown for Utrecht: the municipality saw that streets are much safer for children and that there is a strong commitment of the parents involved. Also local stakeholders believe that this measure can be very effective, as long as the school surroundings are suitable. ‘Worth to try’ is what they said, so that’s what we are going to do in Utrecht. Before the end of 2019, the municipality of Utrecht intends to create a plan of action to implement a pilot for this measure”.

City of Utrecht

“Closing school streets during schools’ starting time represented a source of inspiration for Gdansk and it was included in the LAP as a recommendation and possible effective solution for schools and municipal authorities”.

City of Gdansk



UTRECHT ROAD SAFETY LABEL AND SCHOOL ZONES - UTRECHT

The Utrecht Road Safety Label (UVL) makes it visible which schools have traffic safety high on the agenda

The Utrecht Road Safety Label (UVL) is the hallmark of the Regional Transport Safety Agency of the province of Utrecht. The Label makes it visible which schools have traffic safety high on the agenda and can influence parents' decision to enrol their children in a certain school. The label is based on 5 pillars: Training courses in class; Practical traffic education; Parental involvement; Safe school environment; Anchoring in school policy.

The procedure to apply for the label is based on 4 steps:

1. Signing in - Schools wishing to register can contact CED Group and complete an application form
2. Action Plan - The school, together with the UVL advisor, prepares an Action Plan and implements it
3. School Zone - As soon as the school starts drawing up the Action Plan, the Municipality sets up a school zone around the school with recognizable road signs to regulate traffic at the school's proximity
4. Finalization - The school describes how it meets the UVL criteria and the UVL commission decides whether the school is eligible for the UVL or not. In case of positive assessment, the school receives a grant letter and a UVL label board to hang out.



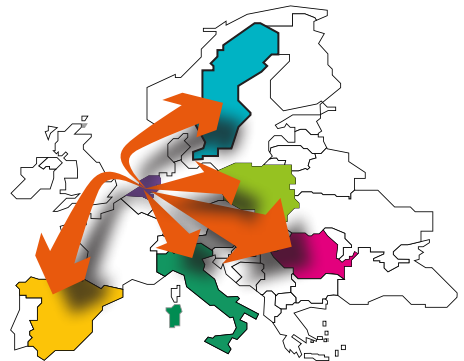
“The Good Practice School Zones was chosen because of the high demand for hard measures coming from parents and school staff. We found that using a colourful design of the traffic environment around schools can calm traffic and that the equipment can be used to prevent vehicles from entering a bike lane or the school yard. For Gävle the action will be adapted to correlate with Swedish traffic regulations. Unlike the Utrecht action, the previous activities on sustainable mobility of the school will not be the basis for the choice of which schools will get a school zone. The school zones will instead be constructed where it is most likely to make a difference”.

Municipality of Gävle

“SCHOOL VISIBILITY is the name of one of three actions included in Reggio Emilia’s RAP, which takes inspiration from Utrecht’s Good Practice about Road Safety Label and School Zone. The action aims to develop traffic calming, visibility and signage interventions in front of schools, with the idea that school streets should be a safe, liveable and attractive public space.”

Municipality of Reggio Emilia

“This GP was the main inspiration for the LAP “Certification system of primary schools in the field of improving safety and comfort of students traveling to school in the city of Gdansk”, which is a response to the high demand of improving safety for children on their way to school. This GP example combines solutions for hard measures (in traffic solutions, infrastructure elements, design of school surrounding, small facilities) and the participatory nature of the process - the active involvement of authorities, schools, students and parents. Gdansk was also inspired by its multifaceted approach combining educational, promotional, information and organizational activities”. **City of Gdansk**



PLEASANT WALKING, FINE CYCLING - UTRECHT

Utrecht developed a segmented campaign aimed at parents starting primary school with the aim of increasing walking and cycling to school

“Pleasant walking, fine cycling” is an innovative campaign which uses consumer market segmentation techniques to persuade people to adopt more energy-efficient forms of transport. Based on the idea that people undergoing ‘life change moments’ are more prone to reflect on their habits and change their behaviour, the campaign addressed parents of children starting primary school. Utrecht decided to focus the campaign on a target group segment named “active car owners” which, although believing that car use should be reduced, still uses car a lot.

During the campaign, the city of Utrecht sent 2,030 new school kids a birthday present: a letter, a campaign flyer and a newly developed traffic memory game to learn traffic rules while playing. But the aim was also to encourage their parents to take their children to school by bike or walking. The letter and the flyer invited the parents to walk & cycle and to visit the website www.lekkerlopenfijnfietsen.nl to report their actions. The incentive was the chance of winning a cool bike for their child.



CYCLING MAY – A CAMPAIGN TO PROMOTE ACTIVE TRAVEL TO SCHOOL - GDANSK

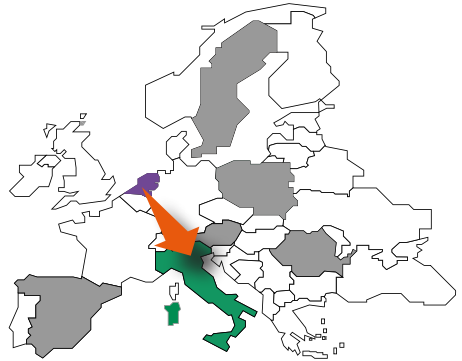
The campaign is addressed to parents and pupils with the aim of improving behaviour patterns in terms of school mobility and promoting active travel to school

Children, parents and school staff are asked to make their journey to school in an active way (by bike, skateboard or rollers) throughout all the month of May. Parents and children receive information, motivation and encouragement to become active participants, including a reward at the end of the campaign.

Each active trip is rewarded with two stickers, one for the individual cycling passport of the student and the other one for the class poster. The system of point collection works as an individual incentive to join the campaign as well as to compete among classes/schools for the best cycling class/school titles. Moreover, thanks to the educative part included in the printed materials, children can familiarise with cycling infrastructure and safe cycling principles. The campaign is aimed at influencing children's and parents' perception of bicycle as a valuable mean of daily local transport through an innovative approach that combines the fun factor, daily motivation and the incentive system.

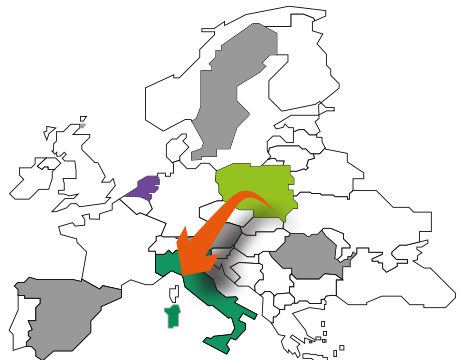


“This Good Practice inspired one action included in our Regional Action Plan: the Month of Active and Collective Mobility, which aims to develop a campaign to communicate, raise awareness and promote the use of active and collective mobility. The GP was particularly inspiring for the quality of the communication materials used, the impact reached by the campaign and the relative benefits generated”. **Municipality of Reggio Emilia**



“The Good Practice Pleasant Walking, Fine Cycling from Utrecht raises an important point linked to mobility habits, namely the need to intercept families and children during essential changing moments, such as the first enrolment to school or grade changes, when they are more prone to reconsider and reorganize their habits, even related to mobility. The action Communication on home-to-school mobility to families implemented by the Municipality of Reggio Emilia aims to develop communication tools, awareness-raising and promotional activities to influence home-to-school mobility behaviours and promote active and collective mobility to school.”

Municipality of Reggio Emilia



OTHER PROJECT'S GOOD PRACTICES

WINTER CYCLING CAMPAIGN - GÄVLE

A campaign to make people discover the benefits of cycling to work instead of driving, even during wintertime

In several parts of Sweden, municipalities are experimenting new campaigns aimed at changing people's habits of traveling to and from work by car. In fact, even though Gävle is a cycling city, many people stop cycling in the wintertime due to the unfavourable weather conditions, but this problem can be overcome through well-functioning winter maintenance in order to enable people to cycle even when it snows.

The following steps describe the successful implementation of the good practice:

1. Advertisement – call-out that the campaign is looking for people willing to try winter cycling
2. Contract signing – by promising to cycle at least 3 days per week, people receive winter tires, gloves, saddle warmers, reflexes to motivate winter cycling.
3. People are invited to record cycling activities for 3 months and to inform the Municipality about shortcomings in the physical environment, such as bike lanes lacking snow clearance or problematic obstacles on the roads.
4. Evaluation
5. Congratulations for the well-performed cycling period.

The campaign is open to both the general public and specific work places.



METHODOLOGY FOR SAFE ROUTES TO SCHOOLS

- GIRONA / CATALONIA

Initiative to encourage autonomous and sustainable mobility of school children from 8 years old

Parents or other relatives drive children to school by car provoking congestions, poor air quality, noisy schools' environment and children's sedentary lifestyle, and causing, at the same time, a decrease of safety. Therefore, there is the need to change children's and parents' mobility behaviours, acquire habits on sustainable mobility that will continue as adults, and contributing to safer streets, healthier children, better air quality, less noise, less congestion, children's psychological and psychosocial development.

In order to consolidate sustainable mobility habits, two key factors need to be considered. Firstly, it's crucial to test new behaviour (e.g.: go to school on foot, bike or by bus) and make positive experiences during it. Secondly, the new behaviour has to be confirmed as a habit, thus understanding the benefits of sustainable mobility for both ourselves and the others.

This methodology is mainly targeted to children aged 8 – 12 but, at the same time, it also involves parents, tutors and the rest of school community. The methodology is developed according to 4 steps.

Firstly, the **initiative**: it can arise from parents' associations, schools or municipalities (SUMPS) and needs to be promoted through meetings with the municipality, the school management team and parents' school associations. Then, a **safe routes project** has to be launched, including an evaluation/diagnosis (how children go/return to school and families' opinion about the routes and different transport modes), as well as proposals on infrastructures, education and communication. For this second step, it's important to rely on surveys to children, teachers, families and school's community. Other tools can be used as well, such as field works to discover the most-used streets to school as well as walkable and cycle path and difficulties encountered by children during home-to-school trips. Proposals related to safe route project need to tackle three main aspects: education, techniques and communication. Technical staff of the municipality decides which proposals are going to be undertaken or **implemented**. Finally, an **evaluation** of the methodology is carried out.

EUROPEAN CYCLING CHALLENGE (ECC) AS A WAY TO PROMOTE CYCLING TO SCHOOLS - GDANSK

Through ECC and other games, young people aged 14 – 16 years compete with each other based on the number of kilometres cycled in a specific month

European Cycling Challenge is an initiative that promotes cycling to school among young people between 14 – 16 years old. Groups of teenagers from the same school or different schools compete with each other based on the number of kilometres cycled in a selected month. The winner of the competition, which can be either an individual student or a school, will be rewarded by the City.

There is also an extra motivation to take part in the initiative: all teenagers taking part in the ECC can contribute to the overall success of the city of Gdansk, which compete in ECC with other cities at European level. By using counting and recording application for cycled kilometres, cycling to and from school becomes a funny way of “collecting” kilometres in the challenge, while at the same time promoting positive mobility habits and sustainable ways of commuting among the local population. The main objective of the initiative promoted by Gdansk City is to support a permanent change in mobility behaviours for the benefits of teenagers, schools and local citizenship as a whole.



SPECIAL FINANCIAL MODEL FOR MOBILITY MANAGEMENT MEASURES - GRAZ

The City of Graz, Department of Traffic Planning, introduced in 2010 a special financial support model to encourage primary and secondary schools to implement various school mobility management (SMM) measures.

In particular, it designed a comprehensive package of actions, named “SMM Action Programme”, which contains awareness-raising campaigns, safe walking/cycling courses, on-site visits and school trips, workshops and specific lessons concerning mobility issues. The peculiarity of SMM Action Programme is that it includes guidelines, revised once a year, which introduce up to 40 measures and activities which could be financially supported by the City of Graz. In this sense, these guidelines act as a catalogue from which schools can pick and choose their favoured SMM activities.



FREE PUBLIC TRANSPORT FOR PUPILS - BRASOV

The Brasov Municipality provides free public transport to school for children learning in the city schools.

Approximately 13.000 pupils go to school in Brasov every day causing traffic congestion in schools' surroundings, especially in the morning. In order to tackle this problem, Brasov Municipality introduced a local measure to allow pupils to benefit from free public transport in order to reduce traffic jams in schools' proximities.

As a first step, each school realized a screening to identify which home-to-school routes are more used by pupils, by focusing also on bus/trolleybus routes. Then, public operator would issue a free monthly ticket for 1 or 2 routes, which initially excluded pupils living less than two bus stops away from school. Finally, the school would inform monthly the public transport operator about the attendance of each pupil.

Later, a new local decision was made to issue generally available monthly tickets to every pupil for all the public transport routes. The main beneficiaries are the pupils between the ages of 7 and 18 but parents and car users also benefit from this.



WHAT'S NEXT?

In the last 2-year phase of School Chance project (2020 – 2021) partners will put into practice the actions included in their respective Regional and Local Action Plans. The Regional Action Plans will also ensure that the lessons learnt through the project will be integrated into the local policies.

The actions that will be realised are linked to the 4 challenges identified at the project's start: education, infrastructure, information and promotion and take inspiration from the Good Practices shared through the exchange of experience among partners. They have been adapted to the local context thanks also to a shared work with local stakeholders and policy makers.

A full version of the project's Regional and Local Action Plans is available on the website at: <https://www.interregeurope.eu/schoolchance/library/>



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Project at a glance



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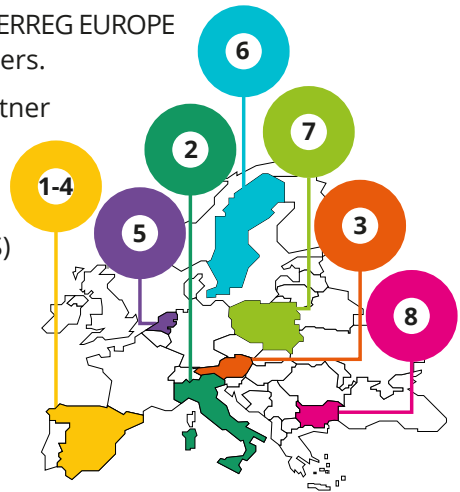
THEME

Low-carbon economy

Partners

SCHOOL CHANCE is co-funded by the INTERREG EUROPE programme and is composed of 8 partners.

- 1) Municipality of Girona (ES) - lead partner
- 2) Municipality of Reggio Emilia (IT)
- 3) Austrian Mobility Research, FGM-AMOR (AT)
- 4) Regional Government of Catalunya (ES)
- 5) City of Utrecht (NL)
- 6) Municipality of Gävle (SE)
- 7) City of Gdansk (PL)
- 8) Brasov Metropolitan Agency for Sustainable Development (RO)



For further information

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Partners

