Schoolhoods

BASELINE STUDY
and
NETWORK ROADMAP

**URBACT**

Co-funded by
the European Union

Interreg

Where to find what?

Schoolhoods URBACT — Co-funded by the European Union — Interreg

EU Overview

How do pupils go to school today?

The challenges connected to pupils' school trips are of universal kind. Albeit hardly researched in terms of modal split data for primary or secondary schools, they exist in most cities of the European Union and beyond. They are clearly visible each morning of a school day in form of high traffic volumes of cars arriving at school, not to speak of a traffic chaos or mayhem. It is an increasing share of parents driving their children to school to drop them off as close to the entrance as possible.

The reasons for the increase of "parent taxi services" as well as the consequences of these form the core of the SCHOOLHOODs policy challenge. But the first question is:

How did it come to this?

When asking today's parent generation "how did you go to school", the overwhelming majority answers "walking" or "by public transport / school bus". Which contrasts with how they decide on their children's school trips today.

The answer to the above question sees many individual factors and motivations at parents' side but as well general overlaying developments that took place in the last decades. These are urban sprawl, increased motorisation rates, the rise of the "car culture" and social convenience.
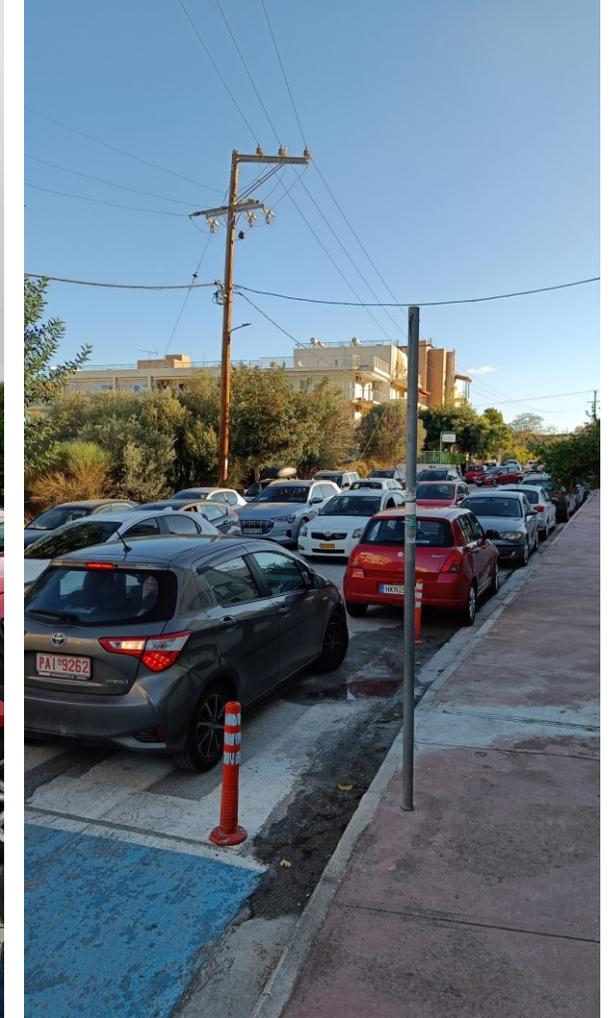
Traffic situation at primary school start in Skawina (left) and Rethymno (right).

Schoolhoods **URBACT**

Co-funded by
the European Union
Interreg

Urban sprawl - the detachment of land take from population development

The effect of urban sprawl is simple to explain: the density of cities (measured e.g. as population / km²) decreased since low density commercial and residential developments were added to the given structures. Land-take overpassed population development as researched by the European Environmental Agency (see figure 1).

The lower density of new developments resulted in an increase of trip distances (see figure 2). Longer distances and low-density development favour car trips against active modes (more competitive at short distances) and public transport (good service depends on high density developments).
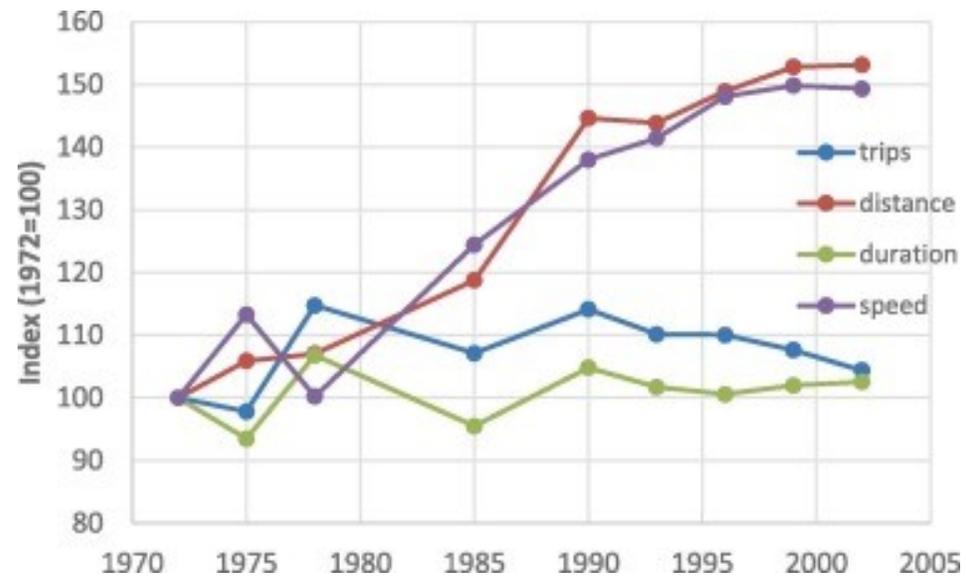

Figure 2: Trends of mobility indicators for British residents 1972 – 2002; Source: Department for Transport (2005), Table 1.1
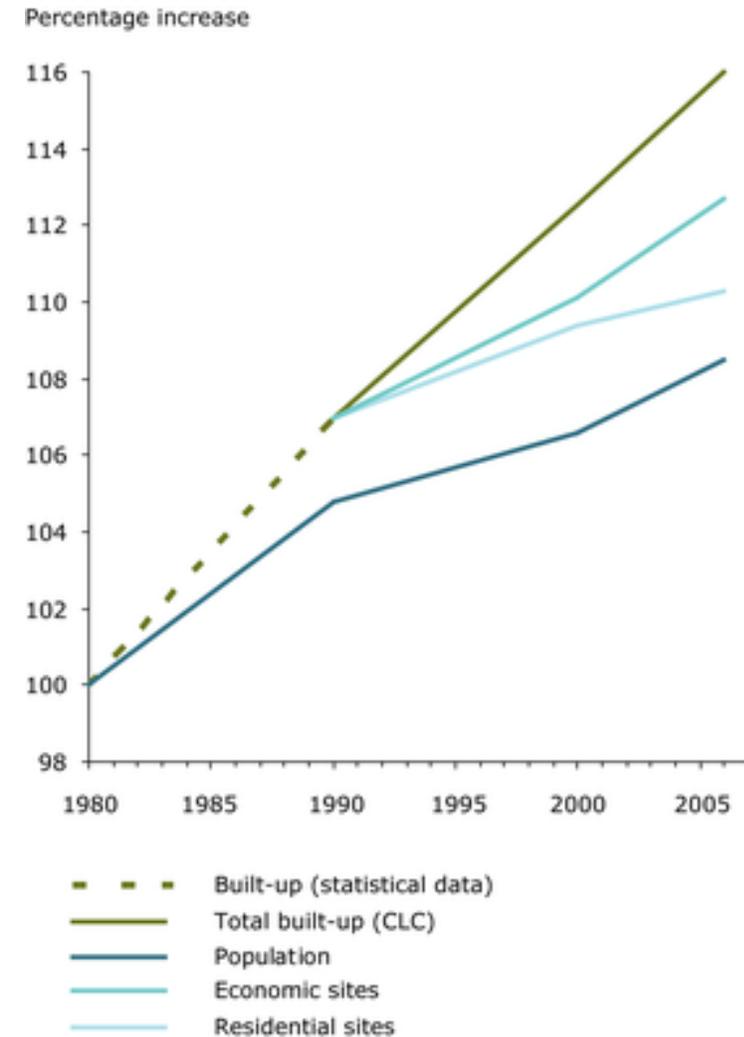

Figure 1: Development of land-take and population; Source: EEA

Schoolhoods URBACT

Co-funded by the European Union
Interreg

Increased motorisation rates – the development of car ownership

Longer distances were one factor for the development of the motorisation rate in the EU aside e.g. the increased capability to afford a car. Motorisation rates increased dramatically starting with the 1950ies in the Western block of the EU member States (see figure 3). And accelerated in the "New Member States" over the last 20 years alongside a further but more modest increase in the aforementioned countries (see figure 4).
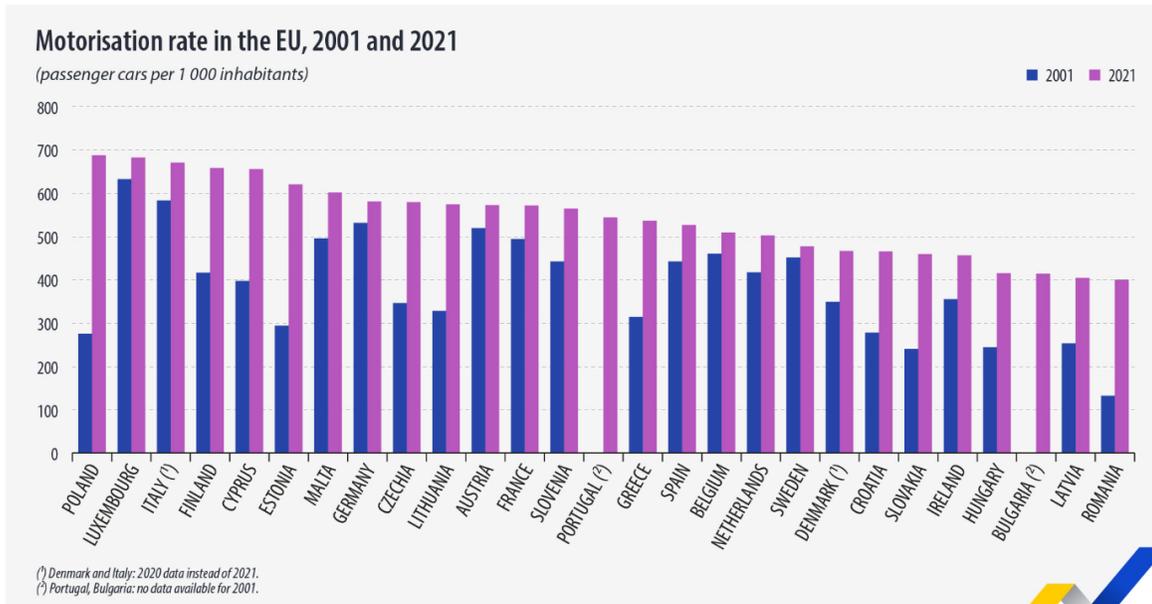

Figure 4: motorisation rate in the EU, 2001 and 2021; Source: Eurostat
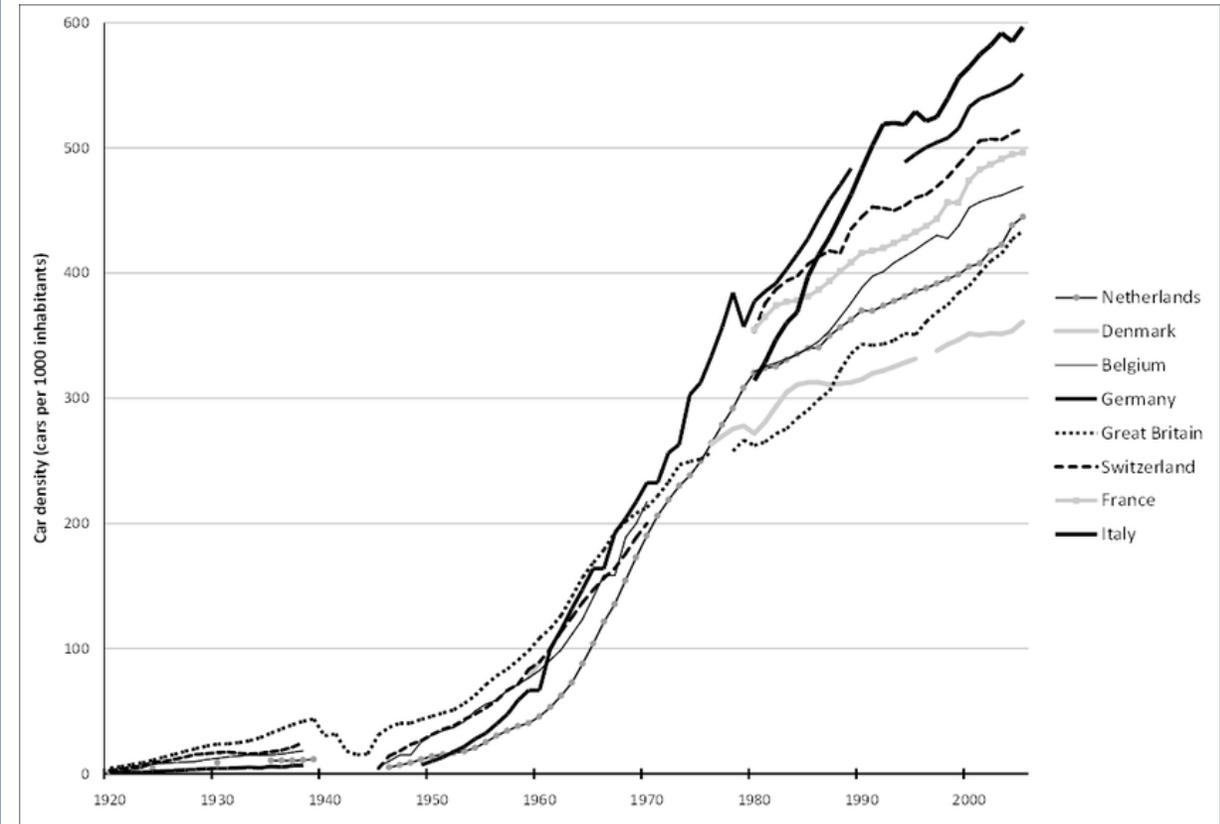
Figure 3: Car ownership in eight European countries per 1000 inhabitants, 1920–2005, Source: Oldenziel, Ruth, and Adri A. de la Bruhèze

Rise of the "car culture"

With increasing car ownership levels and the increasing modal share of cars at the total modal split, cars took a central role for coming up to our daily needs within the city fabric. Cities themselves got developed to provide roads and parking spaces for cars that connect to the spatial segregated functions of daily life, like work, education, housing, purchases and leisure. With this centric role, the car became a matter of status perceived as necessary to demonstrate social status. Car industry developed clever marketing strategies that concentrated in the younger past on emotional ties to the respective brand or car model rather than on functional factors of the vehicle itself. Media and movies took the theme up and created a series of high-popular products centring on cars addressing children and adults alike (e.g. "Cars" and "The fast and the furious" movie series).
The factor of cars as a status symbol takes a specific notion in the EU Member States that converted from communistic rule after the fall of the Iron Curtain. Car ownership became an expression of freedom and free choice which gives cars and their use a bigger weight for people than wellbeing and social status do.

Social convenience

The before mentioned three overlaying developments determine a factor of direct relevance to why school trips today see more cars than in the past: social convenience, expressing that taking the car makes trip management of children and parents alike easier and simpler. Interviews with parents in the SCHOOLHOODs cities but as well scientific studies see social convenience as a factor that makes parents drive their children to school by car. In other words: it is more comfortable. Westman, Friman and Olsson[1] researched the factors of safety and security as well as social convenience for the motivation to take one's children to school by car. They concluded that "parents who highly value social convenience on the way to school were more likely to choose the car". A second factor for car choice was if the child was or was not allowed to travel independently to school.

Figure 5: Volkswagen commercial presented at the SuperBowl
Source: www.roadandtrack.com

1) Westman J, Friman M and Olsson LE (2017) What Drives Them to Drive?—Parents' Reasons for Choosing the Car to Take Their Children to School. Front. Psychol. 8:1970. doi: 10.3389/fpsyg.2017.01970

What ar the consequences of school trips by car?

Effects of these overlaying developments on school trips of children are only to a small extent measured concerning modal split data. But the cities that measure the modal choices for school trips – or for the population group of pupils in total – clearly tell on today's role of the car: Skawina performed a modal split analysis of pupils saying that almost 32% of all pupils getting driven to school in the town and more than 36% in its rural areas. In Guía de Isora, headmasters said that pupils get to school by car in 20-30% of all cases as well. Evidence for the increased role of children driven by car is visible outside the SCHOOLHOODs network cities as well: the city of Graz published its modal split data last for 2021, saying that pupils of the age that attend primary schools have almost half of their trips (47%) done by car. The consequences of children getting driven to school – and to other appointments – by car are manifold:

Air and noise pollution

School trips by car, as they have been growing over the last decades, contribute to the increase of greenhouse gas emissions of the transport sector as the only large sector failing to reduce emissions compared to 1990 levels (see figure 6). More than 43% of the transport sector emissions refer to car traffic.Traffic noise, too, is source of harm to the population of the EU Member states as published by EEA . It affects people's level of annoyance, decreased the quality of sleep, adds to serious diseases down to causing premature mortality. Figure 7 (see page 9) lists the number of persons affected by traffic noise adding the figure for "Disability Adjusted Life Years".
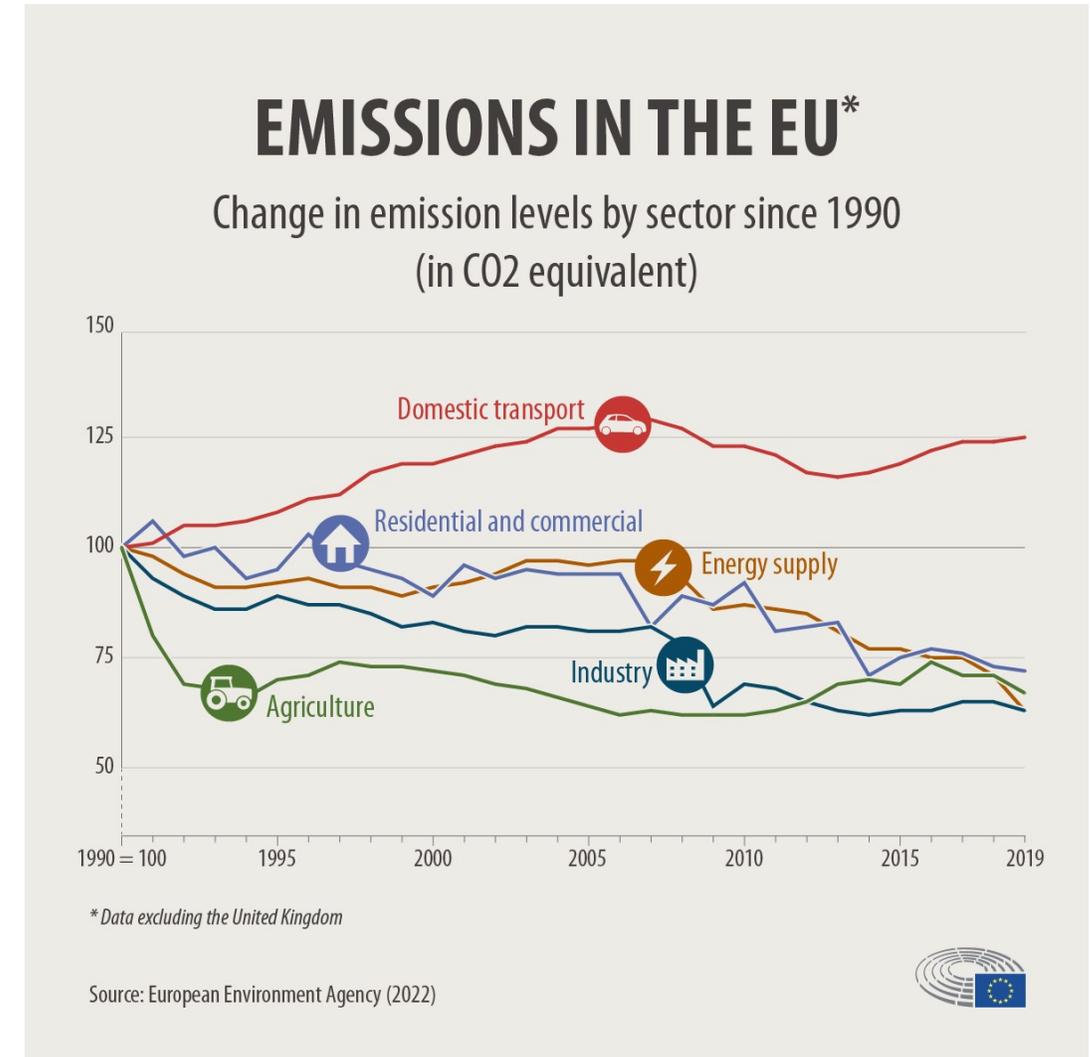

*Figure 6: Development of emissions by sector 1990 – 2019, Source: EEA*

Physical activity levels of children

The [World Health Organisation](#) recommends for children and adolescents aged 5-17 that they "should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week." [Reports of OECD](#) show though that "on average across EU countries, only around one in four 11-year-olds and only about one in seven 15-year-olds reported that they undertook moderate-to-vigorous exercise at least one hour daily in 2018". The same reports highlights a moderate decrease in physical activity levels between 2006 – 2018 (see figure 8).

At national scale, the [WHO physical activity factsheets](#) report on the levels of physical activity of different age groups. Albeit the data is taken from different scales of age groups, the result shows that physical activity levels in SCHOOLHOODs Member States that include data from the age groups of 4-10 are between 45% to 88% compliance to the recommendations. Which dramatically declines for the age groups of 11-18 to 11% to 24%. The tendency is the closer young people get to adulthood, the less physically active they are.

The level of physical activity meeting WHO recommendations is still low in younger age groups (below 11-year-old) though. Only exemptions measuring a small age group get close to meeting the recommendations, like 82% of 8–9-year-old children meeting the recommendations in Italy). With only one minor exception, the level of physical activity meeting WHO recommendations are in all SCHOOLHOODs member states lower in girls than in boys.

	Highly annoyed	Highly sleep disturbed	Ischaemic heart disease	Premature mortality	DALYs*
2017					
Road transport	14,400,400	3,700,000	33,600	8,900	300,000-700,000
Rail transport	3,100,000	1,600,000	5,600	1,500	77,000-200,000
Air transport	900,000	200,000	600	200	15,100-35,800
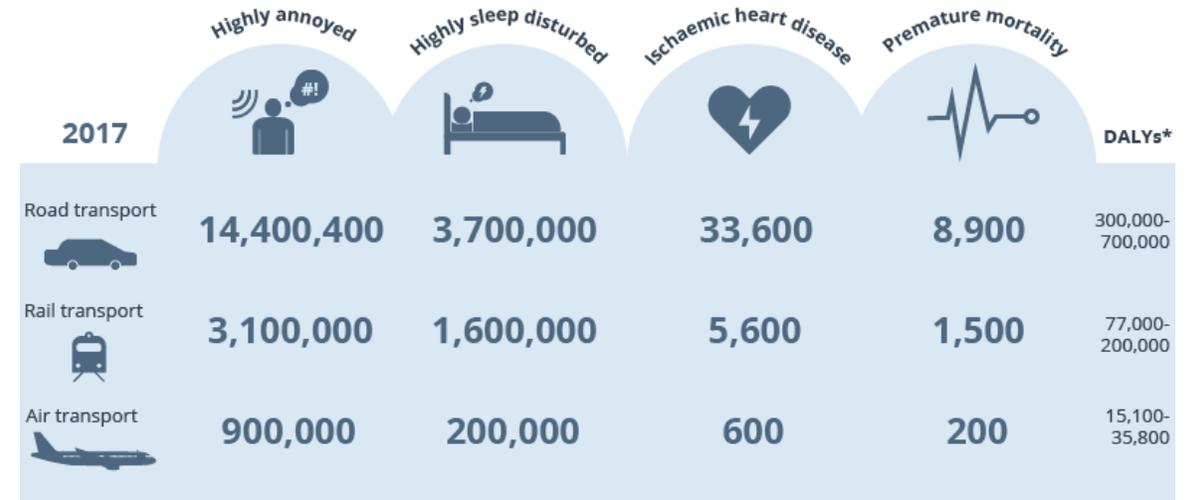
*Disability adjusted life years

Figure 7: health impacts from transport noise at EU level in 2017
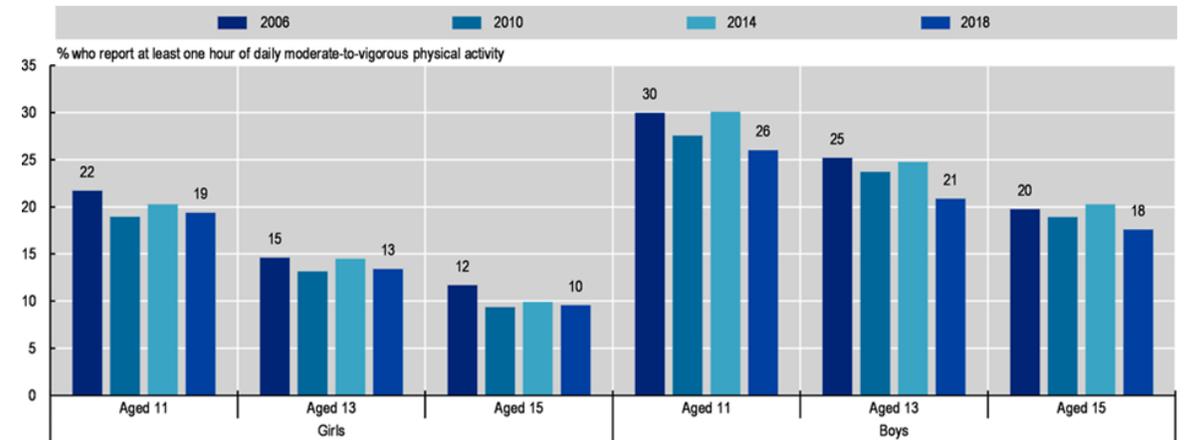
Figure 8: Trends in physical activity of 11-, 13- and 15-year-olds, EU average, 2006-2018

The consequences of a lack of physical activity

A medical review of a lack of physical activity of children lists a series of consequences addressing a wide range of effects:
• increased risk of being overweight or obese
• increased risk of diabetes
• poor bone and muscle health
• reduced creativity, memory, and concentration
• low or irritable mood
• increased risk of depression, anxiety, and other mental health issues
• low confidence
• increased risk of high blood pressure and blood cholesterol levels
• poor academic performance
• disturbed sleep
• increased stress
• poor fine motor coordination and posture

Taking the risk of overweight and obesity, WHO data showcases that the effects of too little physical activity (amongst other factors) led to an increase in both factors during the last 40 years (see figure 9).

A study by the University of Eastern Finland published in the European Journal of Public Health demonstrates though why physical activity, as for the trip to school, is of significance: it found that adolescents who engage in active school transport and leisure-time physical activity perform better at secondary school than their inactive peers.
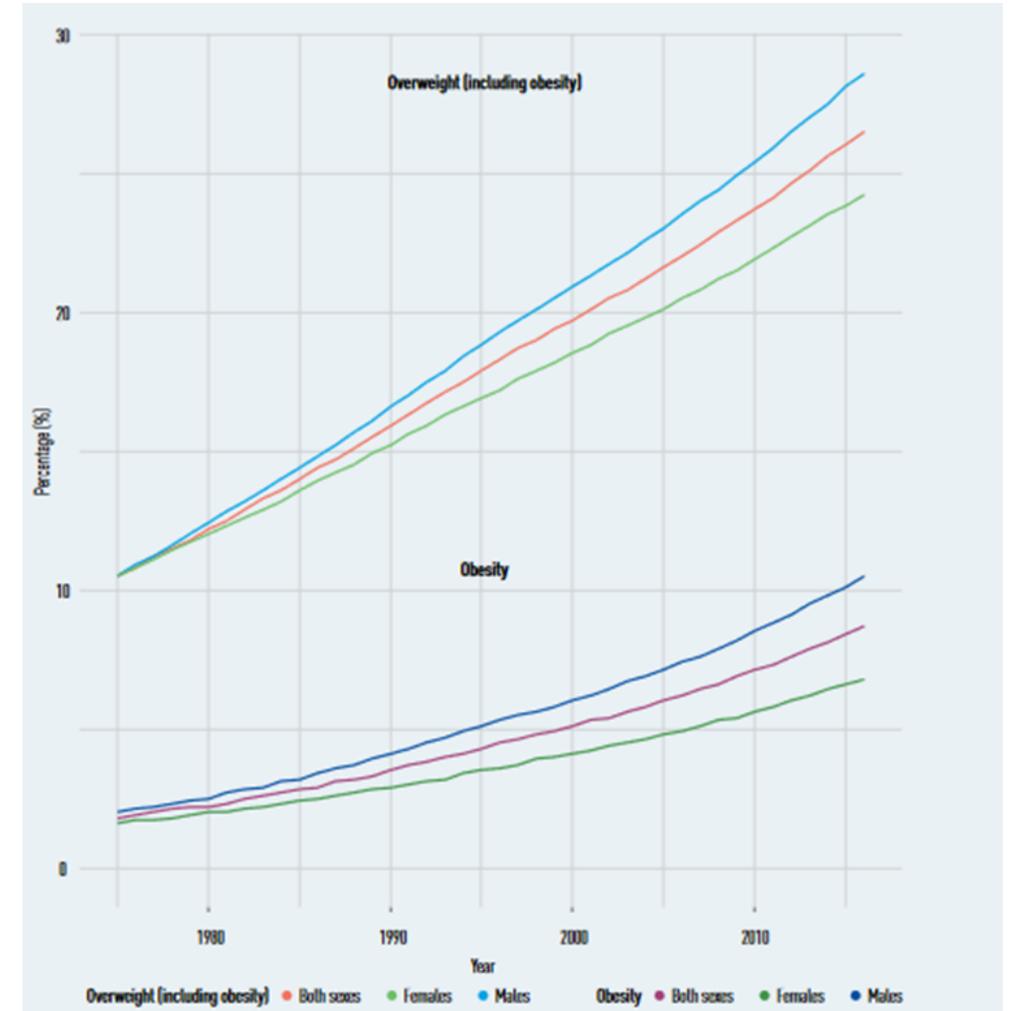
Figure 9: WHO estimates on development of overweight and obesity in the age of 5-19 in the WHO European Region.

Lack of traffic competence of children to move on their own

Another effect of children driven to school by car is the loss of traffic competences. Children who are driven to school but as well to their leisure time appointments do not practice to move in their neighbourhoods let alone their municipality on their own. They do not make own experiences as a traffic participant and are thus less confident and likely to walk, cycle or use a scooter for getting from A to B.

Next to the dependence on parents' availability to perform their (children's) trips, they lack social and environmental interaction. They simply cannot learn how to move in traffic safely. A 2019 report on road safety of children by DEKRA , an organisation of technical experts on road safety, sees "parent taxi services" to school as a major reason that children lack the ability to move safely in traffic. The report calls to cut these school trips by car down to the necessary minimum of trips that cannot be done in a different way.

Source: freepik.com

Schoolhoods **URBACT**

Co-funded by
the European Union
Interreg

Focusing the SCHOOLHOODs policy challenge

SCHOOLHOODs needs to address two major challenges and connected problems:

1) The increasing share of children being driven to school by car
- a lack of data concerning the volume, the relations and the reasons for pupils being driven to school by car
- the insufficient levels of physical activity alongside the above listed negative consequences; at all pupils age but with stronger focus on secondary school age.
- pupils' lack of competences to move on their own in the neighbourhoods and the municipality
- the factor of social convenience as a main motivator for parents to take their children to school by car

2) The design of cities and of school neighbourhoods for moving by car
- public space meeting the needs of motorised transport to the largest extent instead of needs of children for moving in the area
- a lack of sufficient infrastructure for active modes of transport connecting school locations to their catchment area
- a lack of good quality public transport connections from residential areas to school locations
- an increased road safety risk at the immediate location of schools due to the high amount of cars arriving at lessons' start and end

Addressing these challenges needs investments in:

Behaviour change on modal choices of parents alongside fitting actions to support this change

Transport and public space infrastructures to accommodate children as independent traffic users

An integrated approach merging the responsible actors of different governance levels (local, regional, national), the main stakeholder groups involved (pupils, parents, headmasters, teachers) and further public space users in the school neighbourhood (residents, local economy, commuters) in the planning process.

Policy response and how SCHOOLHOODs fits in

School mobility is not directly addressed at EU level strategies, but it forms part for the objectives addressing sustainable urban mobility development and more specifically commuters.

Hierarchically taken, the policy response to the SCHOOLHOODs policy challenges are:

The UN's SDG 11 addresses sustainable cities and communities. It calls on Member States to by 2030 provide access to safe, affordable, accessible and sustainable transport systems as well as to safe, inclusive and accessible, green and public spaces for all. It lists children as a special focus group. The focus on delivering these objectives is clearly at local level with support from higher level governance.

The 2021-2027 Cohesion Policy Objectives, specifically to Policy Objective 2: Greener Europe, directly address investments in sustainable urban mobility and set up respective funding mechanisms (see table on available funding programmes at national level below). Transport and mobility specific strategies give more detail on relevant actions.

The Sustainable and Smart Mobility Strategy – putting European transport on track for the future (SWD(2020) 331 final) addresses in its Flagship 3 the mandatory provision of Sustainable Urban Mobility Plans for TEN-T urban nodes and the creation of the 100 climate-neutral cities by 2030 mission. Flagship 10 addresses the objective of Vision Zero, to cut down road fatalities in the EU to zero by 2050. Brasov, Brno, Parma and Turku are labelled as urban nodes and Parma and Turku take part in the 100 climate-neutral cities mission.

The New EU Urban Mobility Framework (SWD(2021) 470) gets more specific on urban mobility objectives addresses the need to invest in active modes (walking, cycling, scooters), in public transport services and awareness raising measures for commuters, who are defined as people travelling to school or work.

Available programmes of ERDF and Cohesion funding are set up at all Member States of the SCHOOLHOODs cities. Specifically, aside the cross-border and transnational cooperation programmes of INTERREG, they provide funding at national scale focusing on the national needs to deliver the EU-level objectives.

Member State	SCHOOLHOODS city	Programme	Most relevant objectives	Total Volume
Croatia	Zadar	Integrated Territorial Programme 2021 - 2027	Sustainable urban mobility Integrated development in urban areas	1,847 Mio
Czechia	Brno	Integrated Regional programme 2021-2027	Sustainable urban mobility	6,178 Mio
		Transport 2021-2027 programme	Sustainable urban mobility Sustainable TEN-T	5,736 Mio
Finland	Turku	Innovation and skills in Finland 2021 – 2027	Sustainable transport	3,159 Mio
Greece	Rethymno	Kriti	Sustainable transport Integrated development in urban areas	564 Mio
		Transport	Sustainable urban mobility	2,224 Mio
		Environment and Climate Change	Sustainable urban mobility	3,606 Mio
Italy	Parma	RP Emilia-Romagna ERDF 2021-2027	Sustainable urban mobility Integrated development in urban areas	1,024 Mio
Poland	Skawina	European Funds for Infrastructure, Climate, Environment 2021-2027	Sustainable urban mobility	29,293 Mio
		European Funds for Małopolska 2021-2027	Sustainable urban mobility Integrated development in urban areas	3,165 Mio
Spain	Guia de Isora	Pluri-regional programme Spain ERDF 2021-2027	Sustainable urban mobility Integrated development in urban areas	18,102 Mio
		Programme Canarias ERDF 2021-2027	Sustainable urban mobility	1,290 Mio

Figure 10: national ERDF/country, see end of chapter for larger version.

Response by initiatives, programmes and projects

There are more precise responses to the SCHOOLHOODs policy challenge at the level of initiatives, programmes and projects.

The EU Urban Agenda on Urban Mobility addresses both of SCHOOLHOODS' main policy challenges in its defined actions. It provides guidelines on infrastructure for active mobility and produced guidance on promoting mobility behaviour change.

The INTERREG Baltic Sea project cities.multimodal produced a comprehensive guidance on mobility management including an chapter on schools. The chapter details stakeholder involvement, argumentation on how to tackle behaviour change against practise as usual and habits, reasons why to engage to active mobility for children, implementation support and good practises tested within the project scope.

The INTERREG Europe project SCHOOL CHANCE worked on integrating sustainable mobility at schools to regional mobility policies. It produced regional actions plans for each of the involved partners, guidance on policies and projects by Reggio Emilia as well as a collection of good practise experiences in the format of its final brochure and as individual factsheets

The project "TUMI: Get to School Sustainably" produced the guideline "School Mobility: Improving Safety and Comfort of students Traveling to School". The project was a cooperation of the Transformative Urban Mobility Initiative the City of Zhytomyr (UKR). The guideline details the steps for the creation of Sustainable School Mobility Plans employing a school mobility committee of pupils, parents, teachers and local administration.

The CONNECT project focussed on its lessons learnt in its guide "Sustainable Mobility Campaigns for Young People" on two campaigns: the Traffic Snake Game for primary schools and ECO TRIP Campaign for secondary schools. Both got implemented in different EU Member States to test its transferability. CONNECT presents a set of additional measures and argues recommendations for a successful implementation of the two campaigns.

The STARS project – today "ModeShiftStars" – developed an accreditation system for school travel plans awarding participating schools with accreditation levels from green to platinum. The accreditation levels depend on the ambition and implementation concerning objectives and measures of the school travel plan. ModeShiftStars provides schools with online tools to create their school travel plans, to monitor and evaluate its performance and to reward efforts by public recognition and awards.

The CIVITAS Initiative

The CIVITAS Initiative provides a set of learning material on school mobility making use of activities and results of CIVITAS projects:

- Guidelines and Recommendations Safe Routes to School by 2MOVE2: to create a safe routes to school programme tested by a pilot initiative in Malaga, ES
- How to set up a Park and Stride Scheme by LivingStreets – walk to school: to create Kiss & Walk schemes avoiding cars driving to the very school location

More reports on activities and presentations on these are available in the Learning & Resource section of the website.

Two CIVITAS projects – Sunrise and Metamorphosis deliver valuable input to the SCHOOLHOODS policy challenges:

CIVITAS Metamorphosis focused on transforming neighbourhoods to children-friendly areas. Schools and their neighbourhood took an important part of the work. Metamorphosis provides a rich set of case studies, measure packages per partner city as well as guidance on analysing school environments, educational materials, urban street design as well as a catalogue of measures and activities and the awareness raising brochure on reasons for children-friendly neighbourhoods. All information is available at the project website in the sections Bulletin Board (Case Studies) and Downloads (Deliverables and Source Materials)

CIVITAS Sunrise worked to establish Sustainable Neighbourhood Mobility Plans as a breakdown of the established SUMP concept to city district and neighbourhood level. Its work focused to a large extent on planning and delivering co-creative processes and produced guidance for the work at neighbourhood level. Specifically, the Handbook for Participation Strategies, the Participation Action Plans, the Co-Implementation Guidelines and the overall project result handbook "Making the change" deliver valuable information to participatory planning in school neighbourhood. The guidelines are available in the section Resources (Publications).

School mobility in Bolzano, Italy

Bolzano is an early adopter of school mobility actions and is recognised as the first city in Europe starting a school street scheme. The objective of Bolzano's activities are to reduce the use of cars for taking children to school and to enable children to walk and cycle to school. The city provides good infrastructural conditions for walking and cycling. The latter is the result of a dedicated cycling promotion programme addressing paths, lanes, wayfinding, parking and branding (see chapter 5.4 of the Walk'n'Roll Cities Guidebook). Infrastructure includes ground marking at road space for school relevant pedestrian crossings.

Bolzano invests in sustainable and safe school trips by locating crossing guards at the main pedestrian crossings close to primary schools. 121 such guards are present in the streets of the city in the morning.
The city manages 6 walking busses that are accompanied by crossing guards on their way to school. The walking busses cover a 15-20 minutes' walk for groups of min. 10 pupils. The routes of the walking buses got decided on the factors of least distance and highest safety.

Bolzano converted the idea of the walking bus to escorts in public transport buses for distances that are too long to walk. Two such bus escorts are in place and escorting is done by crossing guards.

Bolzano is however most known for its school street scheme. At nine primary school locations, the city council decreed a street closure at school start and for 4 of them at end of lessons as well. The closure is for 20 min on average and tailored school end road closures to specific longer days of lesson as well.

Exemptions for the traffic ban are for cyclists, handicapped transport, public transport including taxis, residents (but only for going out, not for getting in the area) as well as emergency services. All nine schools are located in 40 km/h speed limit areas and are among the least accessible school by cycling. The school street scheme bases on a well working collaboration of local administration, school, crossing guard and the police. The latter is coordinating the crossing guards.

presentation / school street video

Conclusions and tasks

The SCHOOLHOODs policy challenge faces two main aspects:
• the increasing share of children being driven to school by car
• the design of cities and school neighbourhoods for moving by car

Among the connected problems, the factor of social convenience as a main motivator for parents to take their children to school by car needs specific attention, since it requires work in the fields of awareness raising and behavioural change, which is possibly the weakest link in today's efforts to shift how we move in the city towards sustainable ways.

Dealing with how our cities got designed over the last decades forms another major challenge, since it cannot end with re-designing the direct proximity area of schools. This would leave the challenges presented by urban sprawl and the connected consequences to modal choices untouched.

SCHOOLHOODs gives special attention on these factors for its detailed analysis on each network city's present situation, specific local challenges and solutions. It aims to clearly conclude strengths, weaknesses, threats and opportunities at individual and network level. And to use these as the basis for creating the network level work plan for the coming planning process stages and the network's learning and capacity building programme.

To enrich and improve this process, SCHOOLHOODs aims for a close collaboration with its sister networks S.M.ALL, PUMA and Beyond the Urban, who all share challenges of school mobility in their network cities.

SCHOOLHOODs as well explores a cooperation for exchange and learning with the Horizon2020 funded project SHARED GREEN DEAL.

The project addresses sustainable mobility as one of the Green Deal Priorities and focuses on school mobility. Four mobility labs in the cities of Kaunas, Sofia, Braga and Galway are chosen to work from different starting points (level of sustainable modes' share) and different levels of supportive policies in place.

Schoolhoods URBACT

Co-funded by the European Union
Interreg

City Profiles
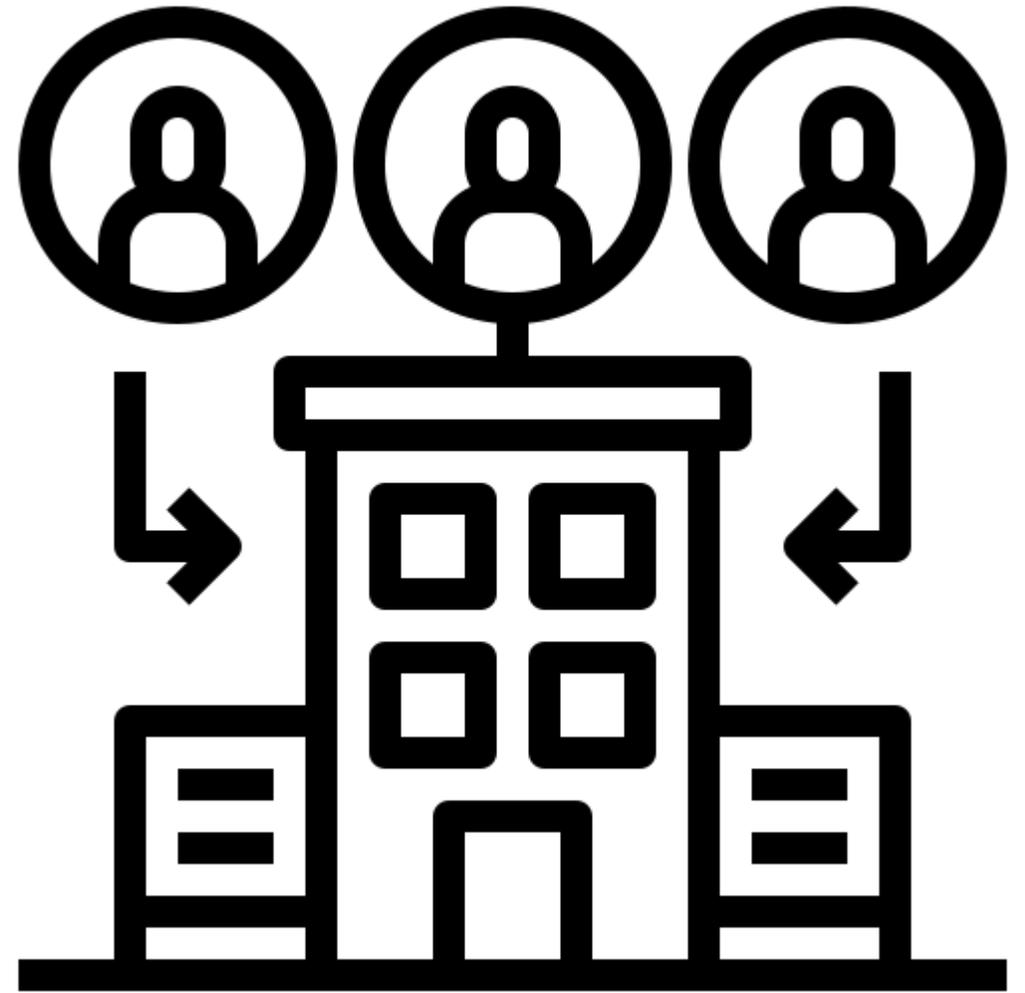
Introducing Rethymno

Rethymno is third largest municipality on Crete. It is located on a basin with limits of mountains in the south and the large sandy seashore in the north. The main urban structure developed in an East-West expansion between these two natural constraints with a distance of 10 km for the main urban area and 28 km concerning the municipal limits. The municipality covers 4 municipal units: Arkadi, Lappaion, Nikiforos Fokas and Rethymnon. The latter is located exactly in this basin between the seaside and the mountains. It is the clear centre of the municipality and home to the largest part of population (35.763 inhabitants), economic activities, social and cultural life, and hosts most of the schools. Climate conditions in Rethymno are mild Mediterranean with warm summers and mild winter. Specifically the winters are considerably warmer compared to the Greek mainland. Albeit no specific trend regarding precipitation is visible, Rethymno faces extreme rainfall events. The main economic sector is tourism placing largest part of employment and economic activities in the tertiary and service sector. 2019 data report more than 3 Mio overnight stays adding more than 600.000 people to the permanent population during tourism season. Rethymno hosts a local university as well with 12.000 students.

Country and region	Greece, Crete
Population and its development	55.636 (2021), stable
Pupils' share at population	10.059 (18%)
Size	397,5 km²
Density	140 / km²
City structure	West-East extension along the shoreline
No of schools	82
School choice model	Pupils go to closest school

Local policies and challenges on school mobility

Rethymno is home to 60 primary schools and 22 secondary schools. They are located in the city centre to the largest extend with the effect of main trip volumes to schools coinciding with the main traffic peak in the morning also heading in the direction of the city centre. More remote located residential areas are serviced by a dedicated school bus system of the private local public transport provider KTEL covering about 5.000 pupils.

Rethymno is addressing school mobility in its Sustainable Urban Mobility Plan of 2021. The plan includes mobility plans for 11 school locations dedicated to improving road safety conditions and access by sustainable transport modes. Measures address the redesign of public space including road space, the creation of dedicated walking and cycling infrastructure, improvement of public transport routes as well as cycling and scooter training. Policies and measures supporting sustainable school commutes well fit to the local climate change adaptation strategy that commits the municipality to reduce CO_2 emissions by 40% until 2030.

The municipal department for education and school boards is responsible for the school buildings and school yards. The curriculum, holidays and time of lessons is in the capacity of the Ministry of Education and the regional decentralised government unit on primary and secondary education. Within the responsibility for the school locations, the municipality locates new school units outside the city centre. The effect today is though that school traffic volumes to the centre only grow slower. Available data concerning school traffic tell that the share of car trips at the school related modal split is 37%, which is close to half of the figure of the overall modal split.

Average walking time to primary schools · Average walking time to secondary schools
(20 min, 15 min, 10 min, 5 min)

Modal Split All Trips

Modal Split School Trips
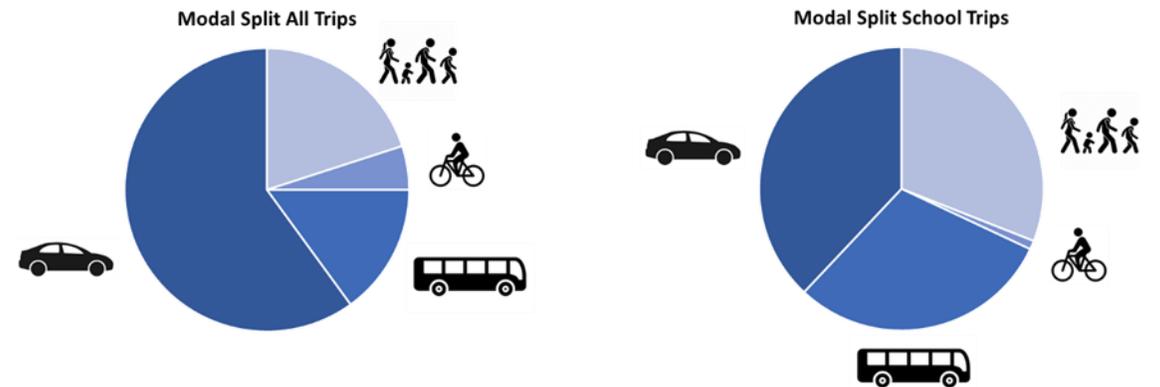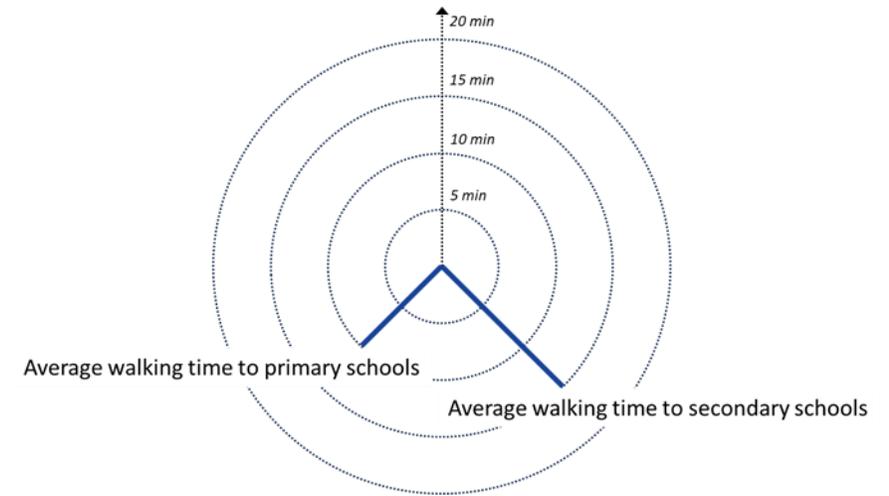
Challenges and objectives

The schools in Rethymno all face the challenge of too many cars arriving at school at lessons' start. The effects are uncontrolled drop-off stops of cars, congestion in front of the school entry gates, and unsafe conditions for pedestrians and cyclists alike. The difference among school locations is in the extent of this challenge: the more remote the location is from the very city centre, the more extreme the effects from car traffic get. This difference is connected to the factors of road space design for active modes in place and the level of trust at parents' side to let their children go to school on their own. The city centre itself faces the "network-unique" challenge of after school activities. These activities (private lessons and leisure time activities) concentrate in the city centre and result in parents bringing their children after school to the respective locations. This creates an even heavier load on traffic flow than the morning traffic peak. Both, start of lessons and after lessons related car traffic, are reinforced by the lack of traffic rule enforcement (except for the wardens) and the narrow street layout alongside the poor provision of active mode dedicated traffic infrastructure.

City centre school locations, albeit facing better infrastructure provision than other locations, suffer from the centralisation of school locations (and the after-school activities) in the city centre. These traffic and infrastructure conditions form a part of the reasoning for parents to choose the car for the school trip of their children. Social convenience is another factor, but more relating to time management than in other network cities as well as to parents' habitual modal choices.

Strengths	Weaknesses
- Public space and roads mostly managed by the municipality - Existing mobility plans for 11 school locations - High level of social security in the urban centre, pupils go to school alone - School bus system covers remote living places - Traffic wardens and school guards secure manage traffic for some schools - Traffic education and awareness initiatives during European Mobility Week - Interest of parents to improve road safety for active modes - Interest of (some) teachers to work on safe and green mobility	- Lack of available public space out of narrow street layout - Insufficient walking and cycling conditions at most locations - Inadequate public transport except for school buses - Strong traffic peak from after school activities in the afternoon and evening - Concentration of school locations in the city centre - No enforcement on parking (and traffic) - No drop-off parking spots - No regular traffic education in schools - Parents convenience to take the car for time reasons - Constraints in local budget for enforcement (no local police)
Opportunities	**Threats**
- Transfer independent school trips practise as present in city centre schools - Roll-out of mobility plans for schools taken from existing plans - Create broad momentum for action out of joint claim of all stakeholders for better road safety infrastructure conditions - Use knowledge on access to infrastructure funding to improve conditions - Follow decentralisation strategy for services and schools - Re-install and optimise parking management (time-limits and payment options) - Exploit the image of Rethymno as one of the safest cities for children - Win-over teachers to work as role models	- Negative reactions from residents and other neighbours to traffic calming or restrictive measures - Budget constrictions deriving from financial crisis persist - Choice of primary school switches from proximity-based to free choice - Free choice model reduces no. of pupils able to apply for school bus service - Enforcement by national police stays weak - Migration to the centre (internal and external) work against efforts - Private sector based after-school activities work against mitigating afternoon and evening traffic peaks

The objective of Rethymno is to create good conditions for safe and green school trips that pupils can perform on their own. In the light of the present challenges, the municipality wants to address shortcomings in safe infrastructure provision, the traffic peaks at lessons' start and after lessons end, today's lack of enforcement as well as the modal choices of parents and the lack of traffic education in schools. The focus of the work is put on primary schools, since their parents are more prone to taking children to school or to after school activities by car out of their security and safety concerns.

Learning needs and contributions

<table>
<tr><td>needs</td><td>

Communication with stakeholders
Road safety perceptions
Public consultation skills
Traffic education in schools
Mobility Manager for schools
Urban planning & street categories

</td><td>contributions</td><td>

Regional school bus system
Road design programme
Funding programmes for infrastructures
Mobility plan for selected school locations

</td></tr>
</table>

Integrated Action Plan

Rethmyno focuses its planning process for the Integrated Action Plan on these challenges to infrastructure conditions, traffic improvements, behaviour change of parents, teachers as role models for pupils and parents as well as traffic education beyond cycling and scooter training for pupils. It aims to work with two primary school locations: the primary school No 2 located in the very city centre and the primary school no 14 in a distance of 2 km from the city centre gate.

Both school locations host a pre-school as well. Additionally, the secondary schools no 3 (a lyseum and a gymnasium) close to the primary school no 2 is selected to address the challenges of secondary schools that are heavily concentrating in the city centre.

Rethymno has secured both, internal and external resources to address the integrated planning process for the IAP. Internal resources cover municipal staff to work at local and transnational level as well as political support from the Deputy Mayors of Education, Technical Services and from the Mayor of Rethymno. To support the municipal team, external experts for process management and communication got tendered and are in place as part of the team.

URBACT Local Group

Rethmyno provides high experience to work in local groups joining public and private sector stakeholders to one team as done for its SUMP. The ULG coordinator is Georgia Mavraki. The Urbact Local Group had an initial meeting coinciding with the Site Visit of Rethmyno. It included most key stakeholders coming from the administration of the municipality, teachers of primary and secondary school and representatives of parents' associations. The group concluded to extend the members of the ULG to the below setting for the work on the Integrated Action Plan.

Department of technical services

Department of education

Traffic Police

Mayor's office

Neighbours of school locations

After-school services

Association of handicapped people

Public Actors

Private Actors

Schools

Parents & Pupils

Teachers selected schools

Headmasters selected schools

Parents' associations

Pupils' associations

Federation of parents' associations
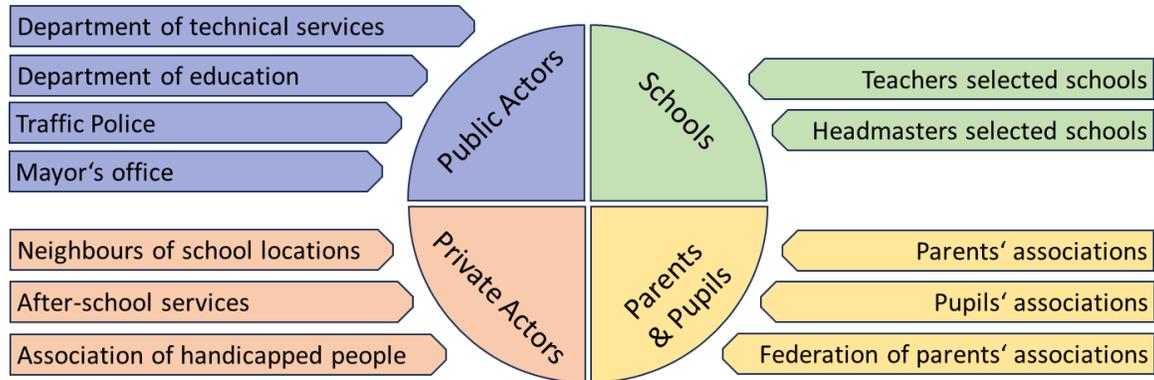
Introducing Brasov

Brasov is located in central Romania at the basis of a mountain range at the southern edge. The largest part of the city structure spreads out in the flat area north of the mountains with only the historical centre and one collective housing neighbourhood located in the valleys of the mountains. Brasov has a continental climate with an average temperature of 8,2 °C. Winters got milder in the last decades with a reduction of days with snow form 72,8 between 1961 - 2000 to 46 days in the time range of 2013 – 2022. The changes in snowfall increased the time of the year favourable for active mobility, specifically for cycling. The population group of 0-19 years age increased by 9% during the last 10 years of record. Within this group, different dynamics were visible with a strong increase in the school age groups (5-14) by more than 20 % and a decline of the population group of 15-19 years of age. The main economic sectors are automotive industries, tourism, retail and IT. Brasov sees a very low unemployment rate in the range of the working age population below 1% of its total figure. Brasov faced a rapid development of high-density residential areas by private investors during the last 10 years. The scale of flats for inhabitants added is in the tens of thousands, albeit the population development of the city is stable with a slight decline even. The flats are used for touristic apartments as well as for population changing residency within the city in favour of modern housing.

Brasov is the centre of its agglomeration. National sources delineated its functional urban area and legislation defines a metropolitan area as well. The delineation of the metropolitan area sees two forms of associations between Brasov and the surrounding municipalities: the Metropolitan Transport Association for the organisation of public transport and mobility

Country and region	Romania, Centru
Population and its development	237.589 (2021)
Pupils' share at population	42.551 (18%)
Size	187 km²
Density	1271 / km²
City structure	flat area with mountains and valley at southern edge
No of educational facilities	85
School choice model	proximity rule, but not working

Schoolhoods URBACT

Co-funded by the European Union
Interreg

and the Metropolitan Agency of Brasov for the general urban planning and territorial cooperation. The transport related metropolitan area, as the directly relevant one for the SCHOOLHOODs policy challenge, encompasses more than 422.000 inhabitants with 22 local authorities. The responsible association handles public transport contracting, the planning of the metropolitan mobility infrastructure and services, the updating of the metropolitan Sustainable Urban Mobility Plan and prepares and implements transport infrastructure projects funded by EU programmes. Both metropolitan agencies are in close cooperation with the City Hall of Brasov.

Local policies and challenges on school mobility

Brasov hosts 85 educational entities ranging from kindergartens to high schools. The City Hall of Brasov is responsible for the school buildings, while the County School Inspectorate is responsible for the quality of education ranging from teachers, school activities to detailing curricula. Roads are to the largest extend in the responsibility of the City Hall except for national roads (outside of the built-up area). Public transport is subject to planning and contracting by the Metropolitan Transport Association who contracts RATBv, the public transport company of Brasov, with the provision of services. School mobility is not managed by a specific administrative unit, but the school routes of Brasov's school bus system is planned by the City Hall on a yearly basis.

Brasov sees a concentration of schools in the historical centre which is reason for one of the challenges the city faces concerning school mobility (compare section on challenges and objectives below for details). Brasov installed a dedicated school bus system with 13 lines that cover the entire city and all head for the schools in the historical centre.

The school bus system got installed to reduce the high traffic pressure within the area. They are dedicated to pupils and teachers and each bus is accompanied by a police staff. School buses transport 700 pupils per day to the centre, out of 5.000 pupils heading there.

Brasov runs and prepares a range of projects in the line of its Sustainable Urban Mobility Plan: it develops its core cycling network adding 80 km of lanes until 2026, has a BikeSchool facility for learning how to cycle in an urban environment starting 2024, sets traffic calming measures around several schools, tests a urban vehicle access regulation scheme for the city centre and works with the Traffic Snake Game, a gamification approach for pupils to increase walking and cycling to school. First results are visible as in the rapid decrease of road fatalities and serious injuries concerning the traffic calming measures.

Modal Split school trips

Modal Split during Traffic Snake Game
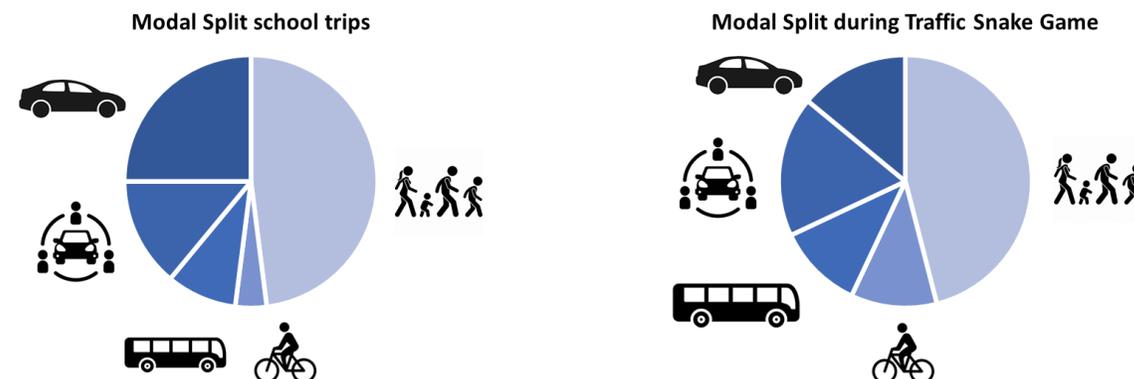
The Traffic Snake Game works at a change of mobility behaviour addressing mentality of car culture. Effects are visible especially during and directly after the game takes place, but a long-lasting effect remains challenging since modal split of school trips drops back to the average figures some months after the game's implementation.

Challenges and objectives

Brasov faces two specific challenges concerning school mobility as well as one challenge of general nature. The latter is on the still prevailing car culture in the city with owning and driving a decent car seen as a status symbol. In other words: people take the car to demonstrate their economic wellbeing. Car culture connects as well to comfort levels for parents and pupils, since for pupils, the car trip to school is easy and they can blame their parents if they arrive late. For parents, the car is the easiest way to combine the trip to work with managing school trips, since many parents have little trust in their children walking or cycling to school. Their concerns on road safety conditions are self-made from their car trips to school but meet some actual problems concerning traffic volumes at large boulevards and illegal car parking and stopping.

The specific challenges relate to the historical city centre and the effects of rapid developments of high-density residential areas in the Northern part of Brasov. The historical city centre is home to a high number of schools summing up to about 5.000 pupils. The schools are prestigious and include language schools (Hungarian and German) of larger minority groups in the past. All levels of education are present, ranging from kindergarten to high schools, sometimes offered by one single educational centre. Since the schools have a high reputation, parents want to get their children accepted to one of them. Usually, school allocation follows the principle of proximity

Strengths
- School bus system connecting the entire city to schools in city centre
- Gamification approach of the Traffic Snake Game in practise
- Access to good practise example of walking bus in neighbouring city St. Georg
- SUMP measures supporting safe and green school mobility (cycling network, BikeSchool, traffic calming measures, access restrictions to city centre)
- Traffic calming measures are welcomed by residents if it does not touch car access
- Success cases in exceptional marketing of public transport use
- Political support to manage school mobility sustainably

Weaknesses
- Parents' choice of car use for school trips based on comfort, perceived safety and status
- Taxis or Ubers used for the trip home
- Concentration of attractive schools in the city centre with 5.000 pupils
- Parents outwit proximity rule for school choice by fake residences
- Rapid inner development without developing social infrastructure
- Teachers are indifferent to pupils school mobility to the larger extent
- Cars are a status symbol for people
- Lack of bicycle parking facilities at schools
- Unsafe traffic conditions for walking on large boulevards and from illegal parking on the road and sidewalks

Opportunities
- Convince parents on active mode use of their children by installing persons accompanying them to school
- Exploit the construction of the core bicycle network and market Brasov as a city for cyclists with suitable distances
- Extend the school bus system to other location clusters
- Educate the pupils as change agents for safe and green mobility
- Extend traffic calming measures to more school locations

Threats
- The options to outwit proximity rule for school choice remains in place
- Police blocks transport infrastructure changes
- The central role of the car in mobility habits prevails
- Further investor driven development increases pressure on existing schools and on road network
- Enforcement of traffic rules is too low to avoid illegal parking and stopping.

to the home address, but parents outwit the system by registering a residence close to the school of their choice. The city centre is located between the major part of the city and a residential area. Access is limited to one two-direction road and a few one-ways connecting both parts. The centre is a major tourist destination as well with large pedestrian areas. The result is heavy congestion each morning in the few access roads with cars stopping and parking as they dare for drop-off of pupils or other co-drivers. Effects are loss of time, air and noise pollution, troubles for residents to move out as well as unsafe conditions for active mode users, specifically for younger pupils. The City Hall of Brasov installed a dedicated school bus system heading to the centre with a 14% modal share on school trips to the area in answer, but congestion and its consequences still prevail. Consequently, Brasov aims to plan, test, and install new approaches to limit traffic heading to the city centre. Today's ideas are on educating parents and pupils alike, taking of parking options on-street and replacing them by off-street facilities at the entrance gates of the area as well as elaborating an Urban Vehicle Access Regulation filtering out touristic and school related car trips.

The challenge presented by the rapid development of high-density residential areas stems from the fact that they were investor driven without any obligations to cater for social, transport or other public space needs at the same time. The developments resulted in a population increase alongside more pupils visiting the schools in the area. Neither schools nor transport infrastructures and services got scoped to meet the higher demand resulting in congestions on the existing access roads, more traffic arriving at schools and consequently lower road safety levels for active mobility users. Brasov aims to work with the secondary schools

schools No 30 and 13 directly south of a major new development area. They face an increase of pupils respectively and school No 30 faces an additional load by pupils from outside of Brasov where population figures tripled. The objectives for this area are to install alternatives to public transport (there is no school bus system in place either) and to manage access to the schools at lessons' start to encourage the use of active modes for the entire school trip or the last part starting from dedicated drop-off points. The approach is a mix of behavioural change by awareness and gamification, optimising public transport routes as much as possible, installing cycling and walking buses and creating school areas with attractive and safe public spaces for the movement of pupils.

Learning needs and contributions

needs
- Community building with and for parents
- Design options for school streets
- Good practise on cycling buses
- Urban Vehicle Access Regulations for the historical centre
- Mobility Manager Model

contributions
- Public consultation skills
- School bus system
- Cycling training ground and programme
- Walking bus example St. Georg
- Developing cycling infrastructure
- Smart lighting concept

Integrated Action Plan

Brasov will work with one of the two school locations as detailed in the challenge an objectives section. While the highest pressure is present in the city centre, this area faces as well a mix of different user groups contributing to the heavy congestion in the morning out of the different function the city centre provides. The area around the schools No 13 and 30 in contrast provides a clearer focus on school mobility and produces results that are transferable to other school locations directly facing the same conditions from rapid residential development or comparable ones out of the lack of sufficient sustainable mobility infrastructure and services. The choice gets discussed and presented in the first URBACT Local Group meeting of 2024 which deals with determining the needed activities to address further analysis needs at the same time. The ULG will get finetuned to the respective location choice.

Brasov takes advantage of its previous work in the INTERREG Europe project SCHOOLCHANCE. The SCHOOLHOODs partner, the Metropolitan Transport Association can draw on well-established ties to the City Hall as well as the public transport service provider for school buses and public transport in general. As it is the major player for developing the plans of SUMP related activities, it is able to exploit synergies out of this task to define the fitting actions for SCHOOLHOODs in the respective integrated planning process driven by the URBACT Local Group in Brasov.

Schools in the historical centre
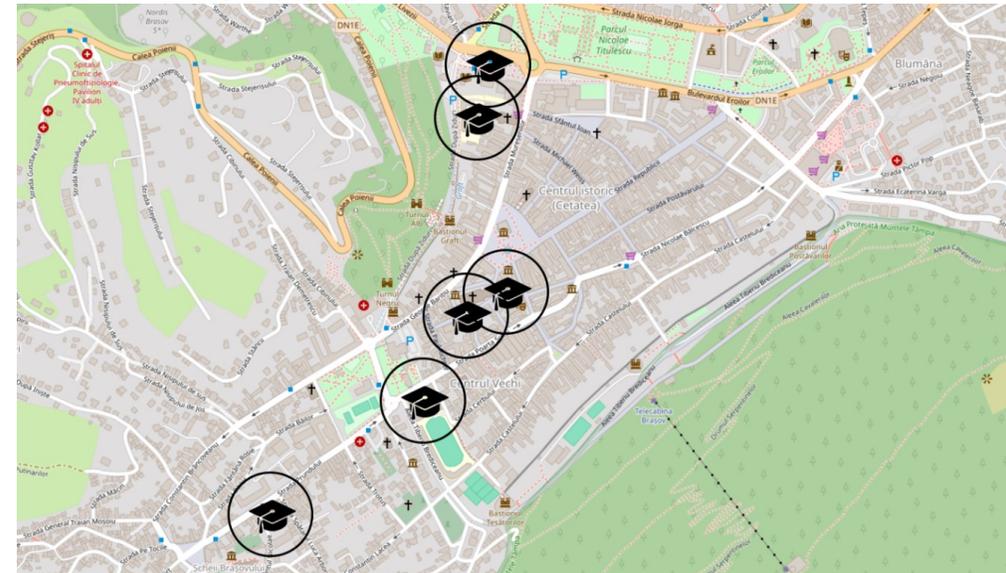
Schools No 13 and 30
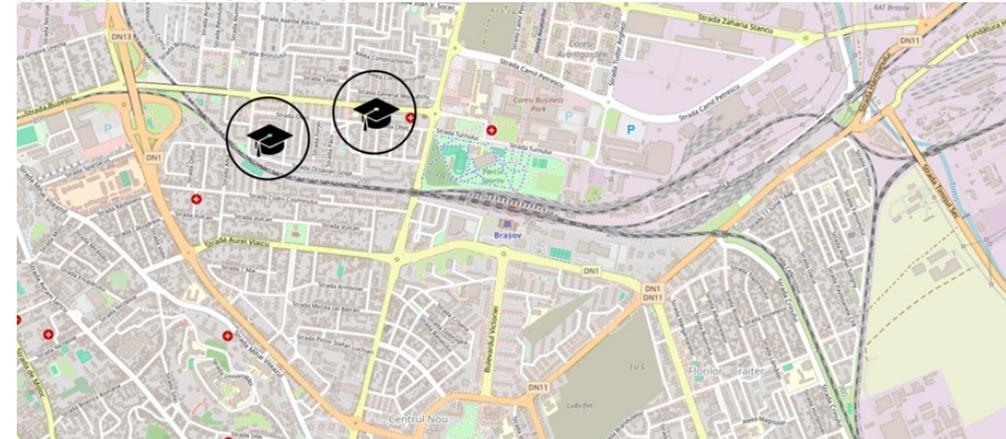
URBACT Local Group

Brasov provides high experience to work in local groups joining public and private sector stakeholders to one team as done in the frame of the INTERREG Europe project SCHOOLCHANCE as well as for its SUMP. The Metropolitan Transport Association took a central role in both projects. The ULG coordinator is Reinhold Stadler of the Metropolitan Transport Association who is well familiar with both, the specific background of Brasov and work in an URBACT Local Group setting out of his engagement in URBACT APNs as Space4People in Arad. The URBACT Local Group had an initial meeting over the site visit of the Lead Partner and Lead Expert to Brasov. It joined stakeholders of the School Inspectorate, schools, the Metropolitan Transport Association, OER to review good practices from the Traffic Snake Game and the PEDIbus of St. Georg (presented by the scheme's coordinator) and to establish the options for the choosing a focus location.

- City hall responsible for mobility
- Metropolitan Transport Association
- Brasov Public Transport Company
- County School Inspectorate
- City Councillors to schools

Public Actors

Schools
- Teachers selected schools
- Headmasters selected schools

Private Actors
- OER – NGO on school mobility
- Neighbourhood Representatives

Parents & Pupils
- Parents' associations
- School Student Association

Introducing Brno

Brno is the 2nd biggest city of the Czech Republic. Its topography is characterised by hilly and forested landscapes in the North-Western and a flat and open landscape in the South-Eastern parts. The main built-up areas are consequently concentrating in the flat areas with a concentric city structure spreading from the centre to all directs within the limits of the landscape met in the North-West. The concentration of the built-up areas attached to the hilly area in the North-West results in high PM10 concentrations in the central city districts. Climate conditions are moderate continental with warm summers and cold winters with temperatures below zero. Topography, city structure and climate form good conditions for active mobility except for winter during which snow, black ice and cold temperatures form less favourable conditions specifically for cycling or using scooters. The city population is close to 400,000 inhabitants. The population groups of pupils saw a strong positive trend for the age groups of 6-9 years (+28,7%) as well as 10-14 years (+43,4%) in the time span between 2011 – 2021, while the age group of 15-17 years saw a modest (-3,9%) and the group of 18-19 years age a rapid decline (-18,7%). The main factor for SCHOOLHOODs is the sharp increase of the targeted population group of elementary school pupils (grades 1-9). Brno's main economic focus is in the tertiary sector with a strong role of the IT sector. Largest employers are though public institutions of universities, hospitals, the city administration itself as well as the local public transport provider. Brno is the capital of its Functional Urban Area with 700,000 inhabitants and 184 local authorities involved. This metropolitan area has a development strategy at hand managed by a Steering Committee with defined statutes and rules of procedure.

Brno
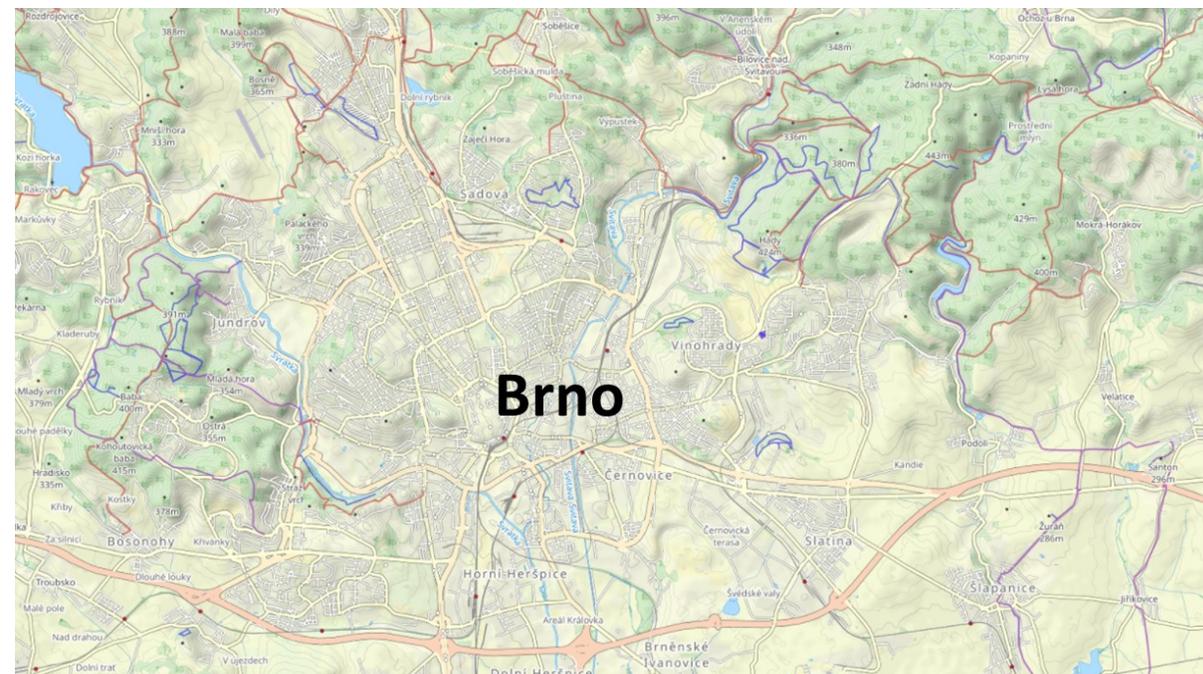
Country and region	Czechia, South Moravian Region
Population and its development	396,101 (2023), stable
Pupils' share at population (6-15)	37.461 (9,4%)
Size	230 km²
Density	1721 / km²
City structure	radial
No of schools	65 elementary schools
School choice model	proximity rule for 1st grade, then free choice model

Schoolhoods URBACT

A subgroup on Transport and Environment is preparing and coordinating integrated projects for its policy area and reports to the Steering Committee. The coordinator of the Strategy is appointed by the City Council of Brno, giving Brno a decisive role in the metropolitan development.

Local policies and challenges on school mobility

Elementary schools in Czechia cover 9 years of education, divided in the first 5 years at primary school and the years 6-9 at lower secondary school. The responsibilities for elementary schools in Brno are distributed among city districts, the city itself as well as the Ministry of Education. Most elementary schools in Brno have been established by the city districts (63 out of 65), while the City of Brno is owning surface and buildings to the largest extent. The Ministry of Education determines the respective curricula and holiday calendars. The responsibility for access roads to schools depends on the road category and varies between local to national authorities.

Brno established its Sustainable Urban Mobility Plan in 2018. It aims to reduce the modal share of car trips from 39% (2014) to 20% by 2050 with a milestone set at 30% car trip modal share by 2030. Brno is a "champions league" player of public transport providing both, a dense network and a high level of service already today. The strategic objective of the SUMP therefore focuses on stabilising and slightly increasing public transport trips' modal share of 53% (2014) to 56% by 2050. The SUMP objectives thus clearly address an individual mode internal shift from car trips to active modes. School mobility is addressed by planning for a backbone network of bicycle paths for school and work commutes as well as by traffic

traffic education measures starting with pre-school and continuing until high school.

Brno is today already practising traffic education in schools run by municipal staff. It drives a range of additional measures to promote safe and green trips to school including its "Safe Trips to School" project, the Crayon project (illustrative and large-scale traffic signs highlighting school trip areas), Kiss+Ride locations with signposts, competitions and events addressing road safety as well as the Traffic Snake Game addressing modal choices for school trips by a gamification approach. The most effective measure of these was the Traffic Snake Game resulting in a partial reduction of car commutes to school. Dedicated Kiss+Ride locations proved to be of help to deter parents from driving to the very entry of the school. Estimates however are that about 30-40% of all pupils are driven to school by their parents. At an average home-school distance of 860m, walking to school takes 15 min and a car trip about 3 min.
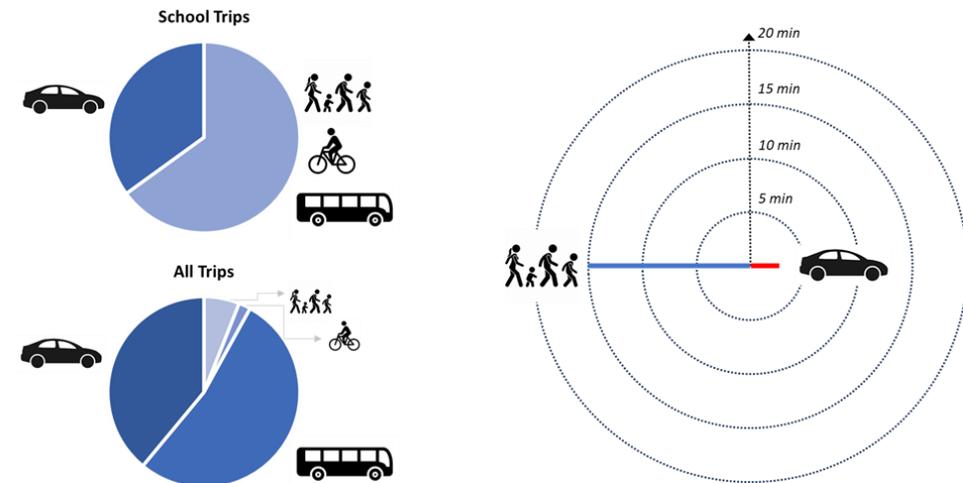
Challenges and objectives

The main challenge for school mobility in Brno is parents driving their children to school by car. Considering the estimate that this is between 30-40% of all school start time arrivals, this clearly creates congestions and unsafe road use conditions for active mode users such as children going to school on their own. Parents specifically try to get as close to the school entry as possible parking anywhere no matter the original use intent of the piece of land. This creates the vicious circle of road safety concerns as reason to go by car due to too many cars in front of school at school start; making parents the more choosing the car to taking their children to school. The choice of cars for safety reason is reinforced by parents trying to safe time in families' dense morning schedules answered by taking the car as the (perceived) quickest option to come up to the family members' morning destinations (work, school, pre-school). This notion is specifically difficult for families with many children. Thus, perceptions of parents on road safety, children's capacity to do trips alone as well as managing family time budgets clearly form the main challenge in Brno. But connected to these factors, infrastructure and traffic conditions form a second layer of challenges. Cycling conditions are considered poor across most parts of the city, albeit they are subject to investments as defined in the city's Sustainable Urban Mobility Plan. In the short term, small-scale infrastructure solutions that get acceptance of parents are needed such as providing safe conditions for active modes by zebra crossings, traffic limitations around schools, improved drop-off zones in safe distance to school buildings as well as a culture to keep up to regulations and organisational measures from parents' side. The latter is connected to options in enforcement by police or other entities.

Strengths

- High experience on sustainable school mobility measures
- Residents are supportive to traffic calming measures
- Teachers support improvements to road safety around schools
- Public transport network and service is high quality, school buses address gaps
- Pupils get free or reduced PT rides depending on their age
- Municipal mobility fund
- Walking to school is considered as safe
- Local police is present at zebra crossing at main road safety hot spots and check other locations occasionally

Weaknesses

- Many parents take their children to school by car for perceived shorter travel times and for safety and security concerns
- Parents create unsafe conditions themselves to the largest extend
- If pupils use public transport depends on modal choices of parents
- Insufficient cycling infrastructure for schools (network and parking)
- Parents see cycling to school as not safe enough
- Residents park on-street even if own garage spaces are at hand.
- Some schools face constraints by historical structures of narrow road space
- Road design related measure need approval of national police

Opportunities

- Headmasters and teachers can drive sustainable mobility topics
- Residents are supportive to traffic calming measures
- Development potentials for active mobility as an attractive alternative to car and PT trips
- Local police acts as a supporter to road safety measures around schools
- Traffic education is an enabler to approach schools and connected stakeholders

Threats

- Residents can work against any schemes if it reduces the number of parking spaces
- Parents demand for more parking instead of accepting sustainable alternatives
- Parents see no other way to cope with schedules (adult+child) than by car use
- National police does not approve new road design schemes
- City districts could work against green mobility solutions if people stand against them

In spatial terms, these challenges face different intensities depending on the city district at hand. More remote located village-like areas see less challenges to road safety and security perceptions. Other parts of the city are insecure due to the social structures to the extent that even city staff performing traffic education at schools in these areas feel insecure. The city structure as well determines how neighbourhood stakeholders answer to sustainable school trip projects, depending in the available public space for interventions. Specifically dense buildup areas are likely to see resistance from neighbours to projects drawing on public space used so far for their purposes, specifically for car parking. Residents in all areas tend to use on-street parking options even if they have car parking options off-street at hand for the ease to quickly access their car.

The objective of Brno is to create conditions for school trips that convince parents to let their children go to school on their own, at least for the last part of the trip. Brno focuses its work on awareness building and behaviour change of parents (and subsequently pupils) alongside organisational and infrastructural improvements on traffic organisation around school locations. Possible measures move around gamification, trial competitions, road design work, traffic regulations as well as benefits schemes triggering the desired modal shift in school trips. Brno will concentrate its work on primary schools and lower secondary schools since pupils in young age are considered the most vulnerable and consequently are taken to school by car more often compared to older pupils.

Learning needs and contributions

needs
- Communication with stakeholders
- Understand parents' motives
- Data analysis and evaluation
- Small-scale infrastructure solutions
- Campaigning behaviour change for school trips
- Kiss+Ride solutions for primary school

contributions
- High public transport skills and experiences
- Traffic education by the city team
- Mobility fund as resource for constructions and measures
- Existing mobility measures for school trips

Integrated Action Plan

Brno selects the school that form the focus of the integrated planning process applying a mix of school specific conditions and interest levels present in schools. The selection process by the URBACT Local Group resulted in a choice of two schools, the primary schools ZŠ Krásného and ZŠ Tuháčkova, since their location and traffic conditions answer to the identified weaknesses including strong objective and subjective safety and security challenges. Both are located close to major transport infrastructures and in dense residential areas. This implies a high pressure on public space use including the demands on parking by different user groups. It implies as well good potential for active mode choices for school trips out of the high population figures within a suitable proximity for active mode use for the school trips. Brno is well prepared for the integrated planning process. It makes use of well-established cooperation levels with schools, city districts and inside the municipal administration

thanks to the school selection process and previous traffic education activities in schools. For financing actions that will be determined in the Integrated Action Plan, Brno can rely on its Mobility Fund as a source for the needed resources. Thanks to the local Mobility Fund, which makes use of income from parking management for sustainable mobility projects, Brno can well cope with resourcing most actions itself except for large infrastructural works. For this, Brno as the Capital of its region, makes use of the good ties with respective Managing Authority Bodies or ERDF programmes.
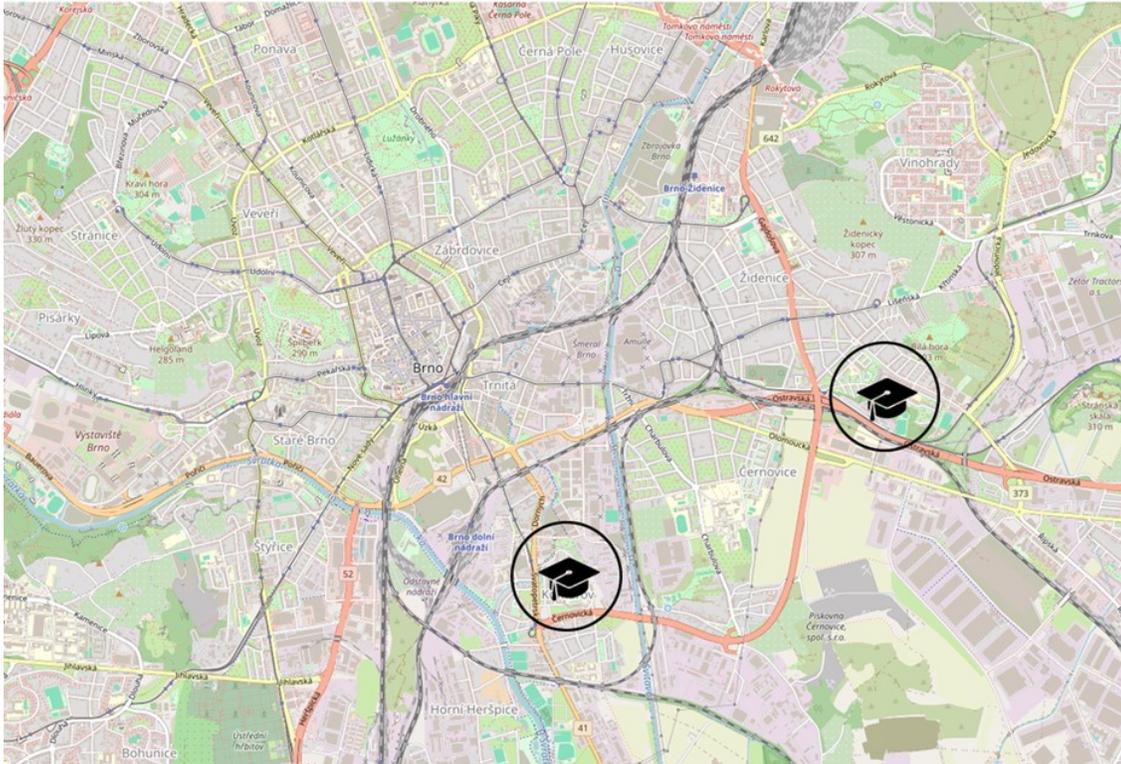
URBACT Local Group

Brno bases the work of the URBACT Local Group on its experiences from previous URBACT involvement as well as from INTERREG projects with a dedication on school mobility. Next to the obvious case of parents, specific importance for the ULG composition is given to teachers and headmasters as key elements for school related activities as well as neighbours as drivers or barriers to these depending on the scope and nature of the activities. The ULG coordinator is Pavla Valtr Kneslová. She is the project manager of the City of Brno responsible for the traffic education programme and by this provides great knowledge and experience to both, the policy challenge itself as well as to the work with schools and the connected stakeholders such as parents, pupils, teachers, neighbours to the school location, local police. Each school location has an own ULG subgroup alongside the stakeholders as presented below.

Transport Department
Education and Youth Department
Head of Transport Committee
City police
City Districts

University Transport Experts
Retailers
Residents

Public Actors
Schools
Private Actors
Parents & Pupils

Teachers selected schools
Headmasters selected schools

Parents' associations
Pupils' associations
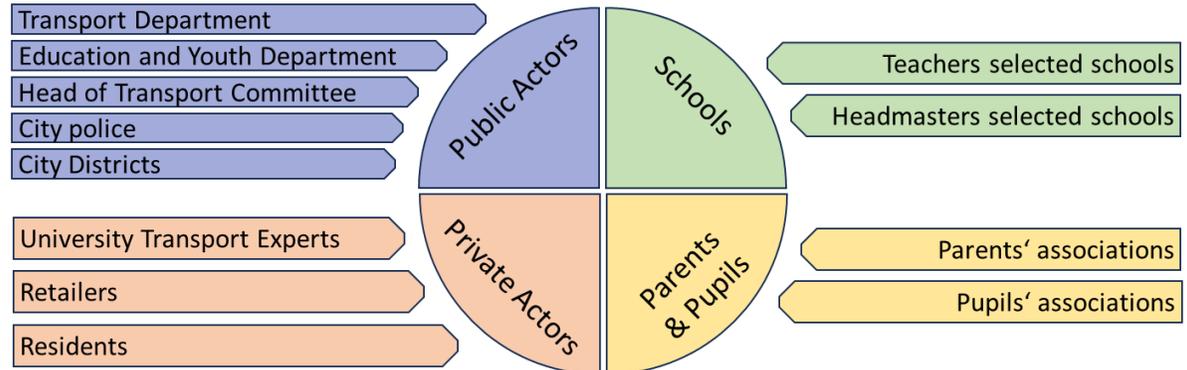
Introducing Guía de Isora

Guia de Isora is located at the Western coast of Tenerife. Its geographical structure runs from the coastline to the Teide summit with an altitude difference of 2.674m within the municipal area. The municipality has 17 population centres distributed between the coast, the midlands, and the highlands. The urban centres with the highest density and where most of the population is settled are Guía de Isora, the administrative capital of the municipality, Chío, Tejina, in the midlands, and Alcalá and Playa de San Juan on the coast. A considerable part of the population lives in rural areas across the municipal area.

Climate conditions vary within the municipality out of its high altitude range. Average temperatures per year vary between 24°C at the coast and 10°C at 1.000 m altitude. Common features are low rainfall, high sunshine shares and periods of drought. The economic structure is dominated by micro-enterprises (1-8 employees) to 88% of all registered businesses. 66% of all companies work in the service sector (with a strong share of touristic enterprises) and 24% in agriculture, livestock, forestry and fishing. In total, more than 1.100 companies are registered in Guia de Isora.

The municipality is not located in a functional urban area but is a member of the Canary Islands Federation of Municipalities which manages the members' interests at island and sectoral level under the supervision of a General Assembly and Executive Committee.

Country and region	Spain, Canary Islands
Population and its development	21.368 (2019)
Pupils' share at population	3.553 (17%)
Size	143 km²
Density	149 / km²
City structure	polycentric; steep topography from sea level to mountains
No of schools	12
School choice model	proximity rule for school choice

Schoolhoods **URBACT**

Co-funded by the European Union
Interreg

Local policies and challenges on school mobility

The municipality of Guia de Isora has 12 schools, of which one is a secondary school with a college branch located in the main town of Guia de Isora Casco. The responsibility for the school building maintenance is with the municipality, major changes as well as educational curricula are at higher governance levels.

Guia de Isora established its Sustainable Urban Mobility Plan with the objectives to achieve a new balance in the means of transport used in the municipality, to strengthen the role of pedestrians, bicycles, and public transport and to reduce the share of private cars. Consequently, road development and design have to encourage sustainable mode use. Combined with awareness raising and traffic education measures that improve cycling skills and teach traffic rules and behaviour, pupils benefit from the SUMP objectives and measures in their ability to come to school without car use. Concerning traffic education, the municipality introduced cycling sessions for pupils within the frame of the URBACT APN Space4People. The sessions addressed 9 classes and worked with traffic rules and with cycling skills training at schools, at a training ground and in traffic.

Within the scope of Space4People, Guia de Isora established its Public Space Improvement Plan. A cornerstone of the action plan is to improve autonomous movement of pupils, whether on foot, by bicycle or by any other means of mobility. Actions focus on pedestrianising 50% of centre of Guia de Isora Casco, reducing public space used for parking by 25% and increasing the provision of sidewalks by 20% in the municipality. The small-scale action of Space4People experimented a road redesign at the access

road to its secondary school, with a number of other traffic destinations at hand such as the medical centre, employment services and a primary school. Changes to the road were a rearrangement of parking spaces, widening sidewalks and introducing a bicycle lane. Still, attractiveness levels to car use are high today considering that the provision of alternative mode infrastructure and services are in development only. Schools in the municipality are easy to access by car in a short travel time, with 3 min to the next primary school and 11 min to the secondary school from any location within the municipal area.

Challenges and objectives

The URBACT Local Group of Guia de Isora identified parents' social convenience, specifically comfort, for taking children to school by car as the main challenge. The visible result is the high number of cars arriving at schools for the start of lessons leading to congestions and road safety deficiencies in the school areas. The main cause for the problem is seen in the lack of feasible infrastructure for cycling as well as the low level of access to school by public transport. Concerning cycling, infrastructure provision is only partially in place at the coastline. Access by bicycle is a

Schoolhoods URBACT Co-funded by the European Union Interreg

challenge from the location of the schools as well facing narrow and steep access routes. Public transport is running every two hours only and thus does not fit to the school schedules. Additionally, the service provided runs on too low capacities in the morning and waiting at bus stops is unattractive out of the stops' poor equipment. Challenges vary from school to school connected to their location and the topography at hand. The secondary school IES Manuel Martín González in the main town of Guia de Isora Casco faces accessibility deficiencies concerning people with reduced mobility as well as high traffic volumes at school start from opening hours of adjacent other public services like the health and the employment centres. The CEIP Aponte (pre-school and primary school) is located at a hill with only a narrow road as access to the location. The road does not allow two-direction traffic albeit school buses need to go up the hill for the drop-off of pupils at the same time as parents drive their children to school by car.

The URBACT Local Group consequently identified the topics of improvement of public transport services and of access to schools by active modes as the main areas to address, added by the required improvements for access to people with reduced mobility according to accessibility standards. Both work areas require the cooperation with other governance levels, since public transport service is subject to the regional government as is the upgrade of school buildings and of some roads that are not in the responsibility of the municipality. Working at organisational and infrastructural improvements need to come along with activities triggering behaviour change of people that are used to take the car today. The URBACT Local Group aims to work with incentives addressing security, safety, and health arguments, employ children as communicators within the family setting and positive messaging inside the group of parents.

Strengths

- experience in running and evaluating spatial test activities
- experience in school related mobility activities
- experience in cycling education
- Integrated Action Plan on Public Space Improvement
- strong political commitment
- school buses to connect the most inaccessible villages
- engaged teachers and headmasters
- experience in financing actions

Weaknesses

- partially remote locations of schools
- disperse settlements structure
- narrow streets with low level of pedestrian infrastructure in hilly areas
- topography as a barrier to develop cycling
- lack of cycling infrastructure
- low public transport service level
- public transport provider at regional level
- high dependence on car use to connect from village to village
- habitual choice of cars for movement
- school buildings do not meet accessibility standards; responsibility for adapting buildings is at regional level

Opportunities

- employ a strong incentive programme to foster sustainable mobility choices
- address active mobility within a settlement (not among these)
- employ central parking options to feature walking and scooter use as last mile mode and a trigger to complete such trips
- address parents and schools with the weight of the city councillors

Threats

- public transport providers do not cooperate on improving the service level to schools
- regional government does not address accessibility standards of schools
- parents stick to car use in answer to topography and settlement structure
- people do not recognise the value of cycling infrastructure at the price of reduced accessibility for cars

Learning needs and contributions

needs
- Dynamics of raising awarness to parents
- Sustainable mobility campaigns
- Solutions to the challenges of steep topography and disperse settlements
- Cooperation with public transport agents

contributions
- Incentive combination nutrition & mobility behaviour
- School physical activity tutors
- Experience in infrastructure use assessment
- Knowledge on cycling programme and mobility lessons in schools

Integrated Action Plan

Guia de Isora work in its integrated planning process with three school locations. The secondary school located in Guia de Isora Casco and two pre-school/primary school located in Alcala and Playa San Juan respectively. The schools present different frameworks to school mobility. The school in Alcala faces challenges from its location on the hill as well as its function as the primary school for the smaller villages surrounding Alcala. The school in Playa San Juan in contrast is located in the lowland setting of the beach line with favourable conditions for active mobility. The secondary school is unique for its larger catchment area, different needs of the older pupils compared to primary schools and the challenges from the presence of other traffic destinations in its direct neighbourhood. The latter will take a focal role in the work of the URBACT Local Group.

Guia de Isora can exploit its experiences from previous URBACT action planning networks' local groups. The setup and management of a participatory driven planning process in a co-creative setting is well known and practised. The team is backed by the recently elected city councillors for Education and for Socio-Economic Development, who are well aware on the accessibility andmobility cultural challenges concerning school access and dedicated to improving access conditions of the schools in Guia de Isora.

Schoolhoods URBACT

Co-funded by the European Union
Interreg
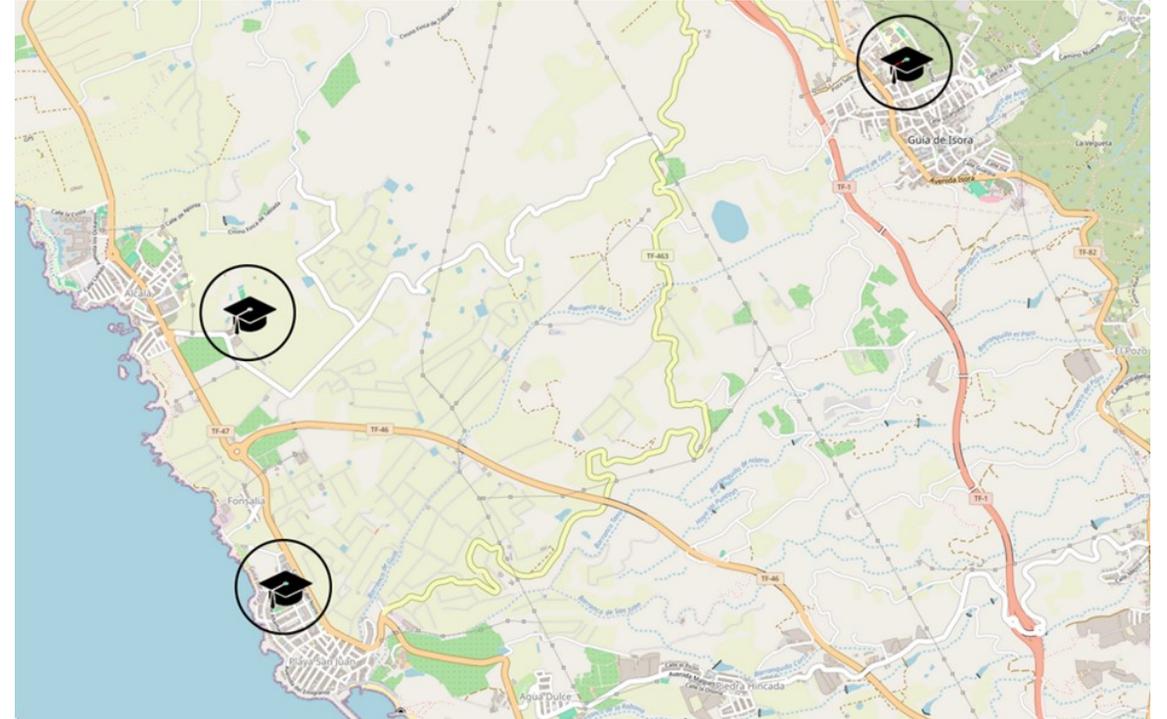
URBACT Local Group

Guia de Isora takes advantage of the small-town setting of well-established cooperations as visible during the first URBACT Local Group meeting during the Site Visit in the activation phase. The meeting already got the local main stakeholders "on board" with city councillors, municipal administration, headmasters, teachers, pupils and parents present to discuss and identify the main challenges for Guia de Isora using a problem tree analysis. The group identified the need as well to include the regional governance units responsible for school buildings and for public transport services. The ULG Coordinators is Michael Rivero, who worked in the local group of the URBACT APN Space4People and provides as an English and Spanish native speaker optimal ability for network level work and the communication between the ULG and the transnational learning and exchange activities.

Public Actors
- City Councillor for Education
- Regional Education Governance
- Public transport services
- Department for Urban Planning
- Department for Social Affairs

Private Actors
- Citizens in general
- Residents

Schools
- Teachers selected schools
- Headmasters selected schools

Parents & Pupils
- Parents' associations
- Pupils of secondary school

Schoolhoods URBACT

Co-funded by the European Union
Interreg

Introducing Parma

Parma is located in the Western part of Emilia between the Apennines and the Po valley. The city is divided in two parts by the Parma stream. The municipal territory is entirely flat, and the city limits are marked by rivers to the West and East. The prevailing climate in Parma is temperate subcontinental, with hot and humid summers and winters of temperatures around 0°C. Topography and climate form favourable conditions for active mobility. The city has a vivid and historic cycling culture with people of all population groups cycling, ranging from elegantly dressed cyclists to everyday sportive looks. Cycling is even on the rise during the last years thanks to an expansion of the cycling network and promotional campaigns but as well out of a decline in precipitation and an increase of temperatures in the winter. Next to remaining infrastructural improvement needs, reasons not to cycle are in bicycle theft and air pollution with the main polluters being buildings and transport. The population development in Parma is rather stable for both, the general level as well as pupils of primary and secondary schools. The main economic sectors are agri-food, pharmaceuticals, food packaging and constructions. The University of Parma looks at a long history (established in the year 962) and hosts today about 28.000 students. Parma is the central city of its Functional Urban Area (FUA) with 328.452 (2021) inhabitants and 17 municipalities. The FUA expands to the north and the south of Parma with a maximum distance of 51 km. The Parma Functional Urban Area is coordinated by the Province of Parma for common matters. The 17 municipalities installed a collaboration amongst themselves in 2021 to address the challenge of air pollution by awareness raising on its effects, warning on pollution peaks, and informing on measures that mitigate air pollution such as sustainable transport use.
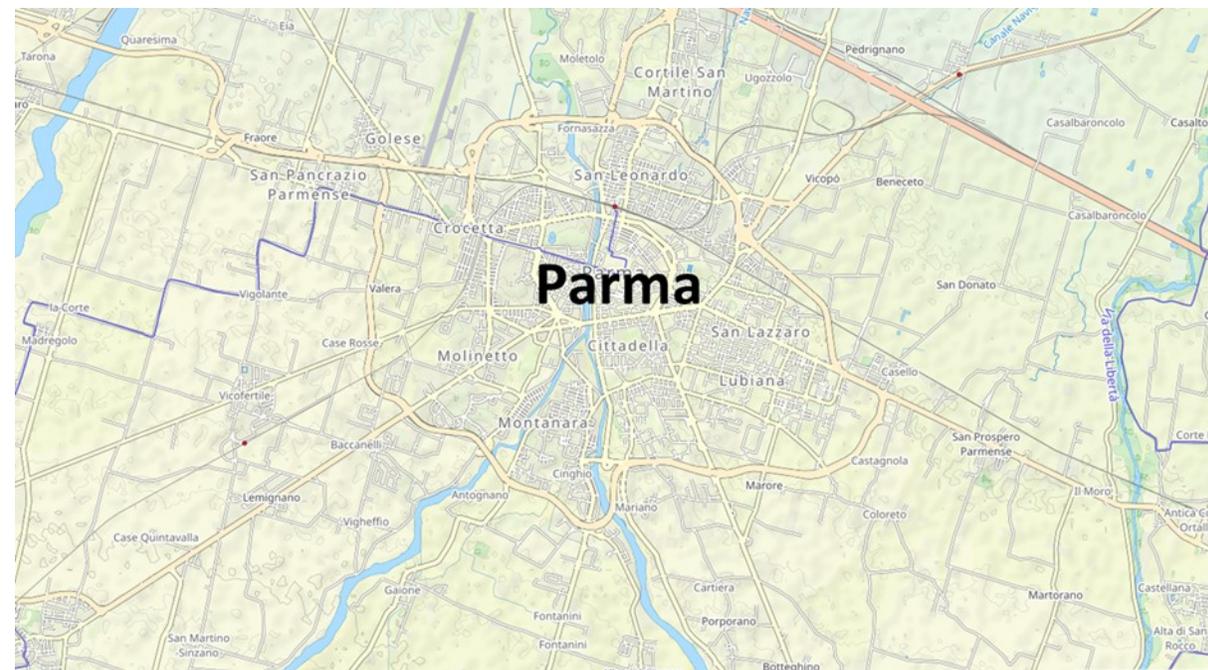
Country and region	Italy, Emilia-Romagna
Population and its development	196.741 (2023), stable
Pupils' share at population	26.478 (13%)
Size	260,6 km²
Density	952 / km²
City structure	flat area and concentric structure
No of schools	116
School choice model	free choice of school with priority following proximity

Schoolhoods URBACT   Co-funded by the European Union   Interreg

# Local policies and challenges on school mobility

The school system in Italy is governed by the Ministry of Education, University and Research and is structured in primary schools for 5 years, lower secondary education for 3 years and higher secondary education for 5 years. Responsibilities are shared amongst different governance levels. Parma is fully responsible for pre-schools and for the buildings of primary and lower secondary schools. The Province of Parma is responsible for the buildings of higher secondary schools and manages educational programmes in the frame set by the national level. Primary and secondary schools are clustered in comprehensive institutes for their management. The institutes are led by a director, and it can decide extra or voluntary lessons as school and outside school activities.

The Municipality of Parma and the Province of Parma share the responsibility for mobility and public transport. Most roads are in ownership of the local authority with a lower amount under provincial or national power. Within its Sustainable Urban Mobility Plan (2017), Parma focuses on tackling air pollution levels and works with low traffic zones and low emission zones both managing access of vehicles to central urban areas. Parma is one of the 100 Mission cities (100 Climate-Neutral and Smart Cities EU Mission) with ambitious goals in terms of emission reduction and climate neutrality. It committed in its Climate City Contract to reach the 85% of emission reduction (together with the SECAP goals) by 2030. Parma recently installed a "Mobility Table" meeting at a regular basis and examining recent mobility issues. School and their concerns form part of the table format. Parma has a dedicated mobility manager who is working with companies and schools on improvements of work and school trips, including the setup of company and school travel plans. Parma employs measures meeting the 3 sub-themes of SCHOOLHOODs (see chapter 3) with infrastructural solutions addressing pedestrianised school streets and areas, traffic related measures of walking and cycling buses as well as the dedicated school bus system "Happybus" and people-centred measures such as the Traffic Snake Game.

The Happybus is a door-to-door scheme run by minibuses for primary school pupils and 1st graders of lower secondary school. The tours are constantly updated instead of using fixed lines. The service makes use of social pricing and transports 1.800 pupils. Next to the HappyBus service, most schools in Parma are serviced by public transport. Almost all schools are connected to the bicycle network except for the historic centre, where a centre-wide speed 30 km/h zone provides comfort and safety of active mobility users, though. Parma as well employs the school street model which closes traffic in streets with schools during start of lessons and end of lessons.

Since Parma hosts most upper secondary schools, pupils are commuting into the city each morning from the other municipalities of the functional urban area. The catchment area of secondary schools is much larger than for primary and lower secondary schools and forms the more pressing challenge in Parma.
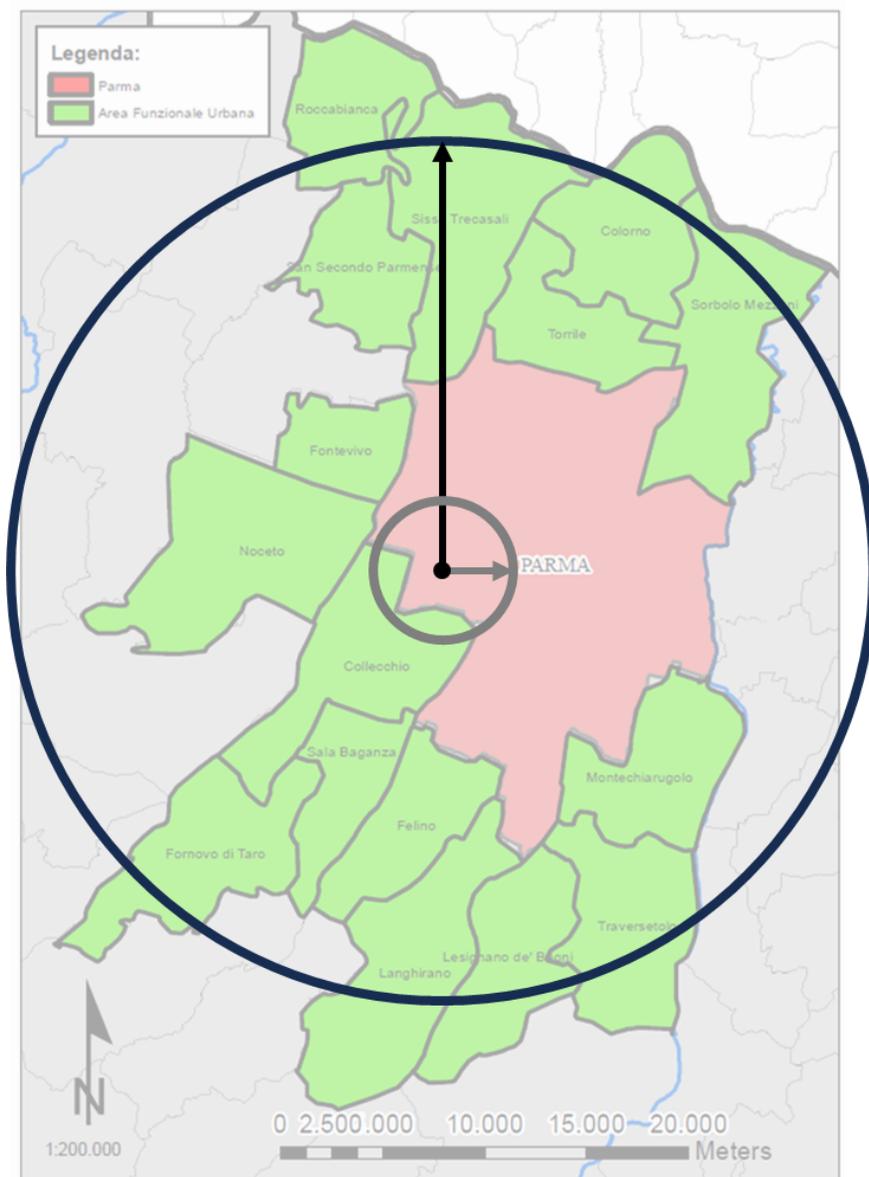
Strengths

- Urban structure and climate supports active mobility
- Rich cycling culture
- High experience in soft and hard school mobility measures
- School bus "Happybus"
- School Street Scheme
- Pedestrianising access streets to schools
- Mobility Manager Position of the City
- Mobility Table with stakeholders
- Experience in traffic limitation measures (LEZ, LTZ)
- Good active mode infrastructure
- Good acceptance of traffic calming measures by residents
- Teachers are supportive to green mobility in lessons and as their modal choice

Weaknesses

- Parents take children to school out of social convenience factors habit and time
- Low trust in traffic capacities of 6-11 year old pupils
- Car use and traffic volumes cause congestion, pollution and reduces safety
- Cars park on-street mainly and occupy active mode infra for short stays
- Car culture exists alongside cycling culture
- Catchment area of upper secondary school is the entire FUA
- School street closures create congestions in adjacent and the very access roads
- Cyclists disregard traffic rules creating safety problems for all active mode users
- Pupils stop walking and cycling in bad weather conditions

Opportunities

- Exploit the school autonomy to place green mobility lessons and activities
- Combine policy fields of health, nutrition with active mobility
- Communicate with families by addressing pupils in the first place
- Employ the network of teachers on sustainability topic
- Make use of NGOs as cycling federation to support teachers and parents

Threats

- Youth takes "easier option" to use the car
- Parking search traffic works against safety perceptions of pupils and parents
- Parents are overprotective and do not react to measures addressing road safety
- Disregarding traffic rules (cyclists and cars) works against motivation for green mobility choices
- Addressing the wrong actions in promoting public transport and active modes

Challenges and objectives

Albeit Parma is well advanced in addressing school mobility demonstrating a range of measures and campaigns, it recognises the need to push for further improvements. The main challenge in Parma is the high number of cars around lessons' start. Cars stop where they can disregarding regulations and as well using active mode infrastructure for dropping off children. The result is that car traffic to school creates unsafe conditions for children to arrive and to enter the school. Since residents and other stakeholders park their cars using on-street parking spaces, safety conditions get worse due to the shortage of available drop-off spots and a confusing situation for children with little oversight on the traffic situation. Streets get congested the closer one is to a school and school related car traffic is seen as the main factor for the traffic volume peak in the morning. Parma applies a range of measures to counteract this situation with specific success for traffic calming school streets and areas. These measures though create side effects of congestions moving to adjacent streets or cars blocking the road waiting for the reopening of a street closure. Poor road safety conditions at school start time and low attractiveness to active modes use to come to school are the main reasons heralded by parents to bring their children to school by car. Other factors for parents to take their children to school by car is combining school and work trips as well as the simple fact that taking the car is a habit for some people even in a city with a traditional cycling culture as Parma. The objective for Parma is to increase the number of pupils coming to school using active modes of transport or public transport. Parma has a range of measures on school mobility in place focusing mainly on primary schools and lower secondary schools. Parma

is therefore concentrating its work on the level of higher secondary schools, also to address the challenge to cope with the far larger catchment area of these schools encompassing the entire Functional Urban Area. The objective is to educate pupils in the light of green mobility choices and creating a spill-over to their families by this. Options in the educational system offer the potential to include green mobility subjects and topics in lessons and extra school activities and Parma can make use of the supportive role that teachers can take thanks to their positive mindset to the topic. Parma is though not neglecting the level and needs of primary schools and will work on measures fitting to the need of younger pupils and their parents as well. Possible fields of intervention embrace traffic calmed school areas, establishing travel behaviour with the help of gamification, mobility management approaches to the mobility needs of the entire family or establishing a permanent communication structure with pupils and parents to best inform and support them concerning modal choices and services at hand.

Learning needs and contributions

needs
- Good examples for pedestrianisation projects in mixed use areas
- Inventory on school streets
- Gamification in behaviour change
- Shared Spaces and small infrastructure interventions
- Permanent communication with parents and teachers on travel behaviour change

contributions
- School bus system
- Active mode infrastructure
- Mobility Manager Scheme
- Mobility Table
- School Street Scheme
- Awareness raising and campaigns
- Low Traffic Zone & Low Emission Zone
- City programme on traffic education

Schoolhoods URBACT

Co-funded by the European Union
Interreg

Integrated Action Plan

Parma considers five high school locations for its focus, 3 of them directly in the historic city centre and 2 of them attached to it. The choice of these locations represents one of the major challenges, which is traffic volumes thickening towards the centre of the city during the morning traffic peak. Lessons learnt and solutions tested and found are expected to be well transferable to the other schools (primary and secondary level). The planning process itself can benefit from the established mobility table and makes use of specific school mobility tables established for some high schools. Communication channels and structures to school are well at hand out of the work of the municipal Mobility Manager.
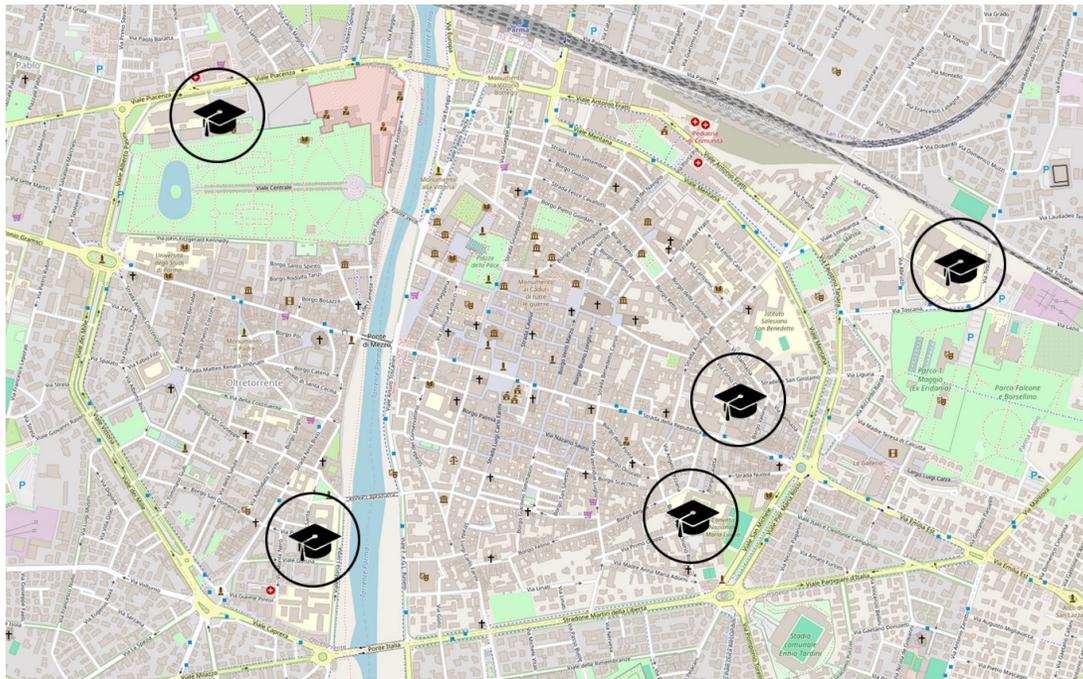
The aim for the Integrated Action Plan is to provide a joint and detailed set of actions that address establishing sustainable mobility choices of pupils and parents. It will see a mix of behaviour change measures and school environment improvements at infrastructural and organisational level.

URBACT Local Group

Parma provides high experience to work with URBACT Local Groups thanks to it engagement in previous URBACT networks like ThrivingStreets and the established cooperation formats with schools. The ULG coordination is taken by the Planning Department involving the municipal Mobility Manager taking a key role in communication with stakeholders. The ULG is involving all mobility relevant public stakeholders at local level, private level interest groups and agencies at local and regional level as well as the representatives of the chosen schools (directors, teachers, pupils and parents). Since some of the ULG members are participants to the Mobility Table, good connections to the wider setting of schools in Parma is at hand.

Parma planning department
Parma school department
Parma Public Transport Company
Public Transport Planning
Infomobility (shared mobility)

Public Actors

Schools

Teachers selected schools
Directors selected schools

Private Actors

Parents & Pupils

FIAB – cycling federation
Regional Environment Agency

Parents' associations
Students representatives
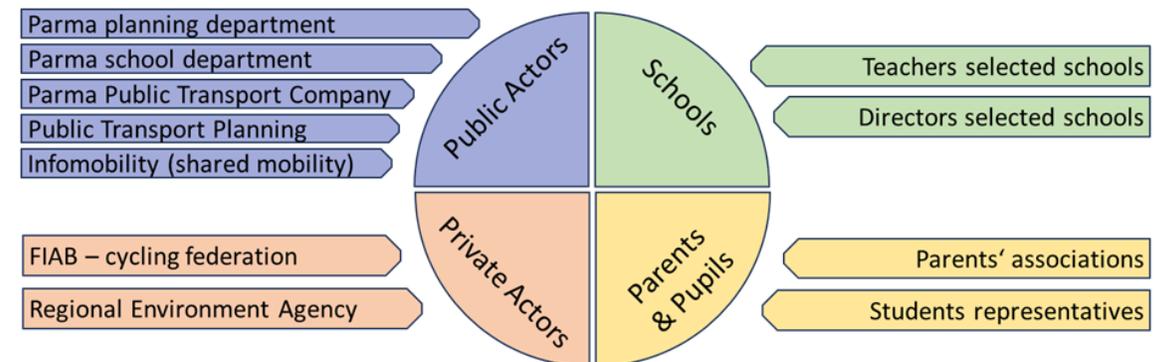
Introducing Skawina

Skawina is located in southern Poland in the region of Lesser Poland. The main town (figures to the right) forms a municipality with the surrounding villages of 43.235 inhabitants and a considerably lower population density compared to the town itself (432 inhabitants / km²). The municipality is characterised by a lowland in the valley of Skawina and the river Wisla and hilly areas on the southern part. The river Wisla at the northern edge forms a natural barrier with no bridge inside the municipality territory.

Climate conditions are humid continental with comfortable summers and cold, snowy and icy winter conditions. The main economic sectors are commerce, construction, industry, research and development and transport. The biggest employers are of the private sector with Valeo Autosystems employing more than 3.600 people topping the list of largest companies followed by the next bigger players in the range of hundreds of employees.

Skawina is part of the Krakow Functional Urban Area directly bordering to Krakow. The area is home to 1,57 Mio people living in 53 municipalities centring around Krakow as the main city of the area. Skawina is a member of the Krakow Metropolitan Area Association, an informal body of 15 entities cooperating for a common strategy and EU-funded projects. The Functional Urban Area of Krakow faces low air quality levels ranking amongst the areas with most heavy air pollution in Europe.

.

Country and region	Poland, Lesser Poland
Population and its development	24.310, slight increase
Pupils' share at population	3.590 (15%)
Size	20,5 km²
Density	1.185 / km²
City structure	town located in lowlands
No of schools	11
School choice model	mix of proximity rule and free choice

Schoolhoods URBACT Co-funded by the European Union Interreg

# Local policies and challenges on school mobility

The town of Skawina is home to 6 primary schools, 2 special schools and 3 high schools. The villages of the municipality provide further 10 primary schools. Half of all pupils live in the main town (3.590) and in the villages (3.468). Since the schools in the village provide far lower capacities than the ones in the main town, a share of pupils of the villages need to commute to the town's schools. Since the population development is increasing faster in the village areas, it is expected that more pupils living in the villages will commute to the town, especially to the high schools located there. Responsibilities for education are shared between the municipality of Skawina, responsible for kindergartens, pre-schools and primary schools and the Krakow County responsible for high schools and special schools. The curriculum of schools is set by the Ministry of Education for the entire country.

Responsibilities of transport services and infrastructure provision is split to different governance levels as well. Skawina itself is responsible for cycling and part of the pedestrian infrastructure. Streets in general and the connected types of infrastructure are split between national, regional, county and municipal level depending on the classification of the roads. Bus-based public transport is managed by Krakow Public Transport operator for bus connections. Skawina is operating some local buses which improve access to school by buses. The municipality as well runs a dedicated school bus service that is provided to some schools.

Skawina created its Last Safe Kilometre action plan in the frame of the PIM (Cities' Partnership Initiative) and INTERREG Central Europe project LowCarb. The plan conducted detailed research on pupils' mobility and on how to improve road safety conditions around schools. The municipality

intends to create Sustainable Mobility Plans for all schools out of this previous work. They get based on the ongoing work for Skawina's Sustainable Urban Mobility Plans that will see a chapter on accessibility to schools.

Schools are serviced by public transport and pupils to the age of 16 can use it for free. Connections to the pedestrian network are in place, but the sidewalks run alongside major county-level roads with high traffic volumes creating lower road safety conditions specifically for crossing the road. 4 out of 6 schools in town are connected to the bicycle network. Bicycle parking is at hand, but only to an insufficient level concerning quality and quantity of the racks. The modal split analysis of trips to primary schools resulted in 28% of all trips done by car in the town area and 34% of all trips at the municipal level.

School trips in town area

School trips in the municipality
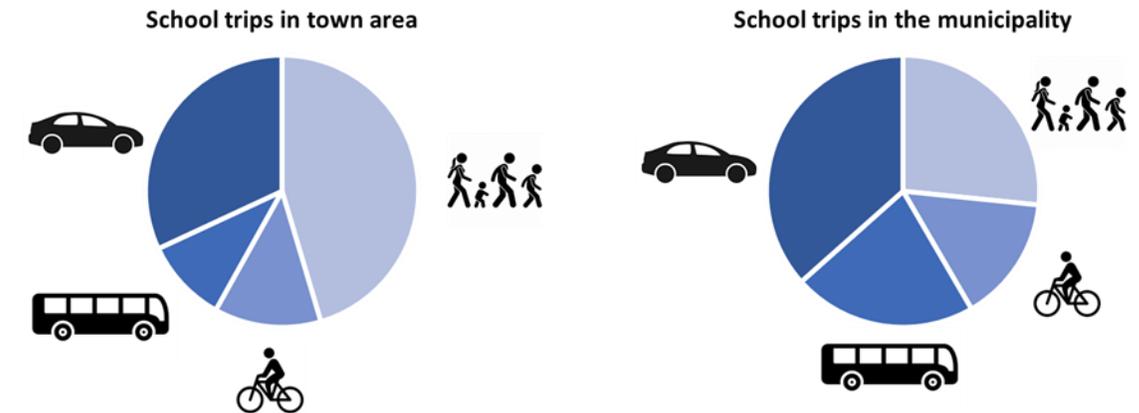
Challenges and objectives

The main challenge in Skawina is the high number of cars arriving at school locations at the time when lessons start. Parents specifically tend to drop off their children as close as possible to the school entrance and are even accessing areas that are not dedicated to car use for this. The traffic levels at school start are high enough to create a spill-back to the access roads creating congestions in the case of schools that are located at roads with a connectivity function. Parents say that poor road safety conditions in front of schools and over the trip to school are their reason to take their children to school by car. Since the main factor for unsafe conditions to access school is car traffic, taking children to school by car for safety reasons intensifies the road safety problems. Interviews with key stakeholders in Skawina revealed that the reasons for car use are multifaceted though and include time management, comfort, habits and a low trust in children's ability to cope with traffic on their own. Summarised, the main factor for parents to take their children to school by car is social convenience.

This goes along with the overall mentality of people to use cars for their trips which is backed by the high provision of parking options in the town. Teachers as well favour car use for their trips and demand more parking spaces at the school areas. Since teachers need to give lessons at different schools during a workday, they stress the need to take the car as given. Residents align to the strong car culture present in Skawina, at least a vocal group is actively opposing measures that restrict car use. But they are interested to road redesigns that create more liveable streets in their own living areas. Habits and affection to car use forms the larger part of the local challenge and determines the focus of the work in Skawina.

Strengths

- High knowledge on conditions for school mobility and modal share of trips
- High knowledge on analysing school mobility
- Last Safe Kilometre Action Plan
- Active and engaged Mobility Officer delivering lessons in schools
- Gradual development of safe walking and cycling infrastructure around schools
- Experience in campaigning safe and green school mobility (Cycling May, EMW)
- Experience in road design and regulating access

Weaknesses

- Social convenience forms the main factor for parents taking kids to school by car
- County level design roads for high car traffic volumes, connecting function
- Strong car use habits in all population
- High amount of free or low-cost car parking spaces in the town
- Lack of cooperation between responsible bodies
- Lack of good quality safe mobility infrastructure connecting to schools
- No school own traffic education
- Teachers' attitude on own modal choices
- Lack of role-models

Opportunities

- Start transition to sustainable school trips in favourable conditions of town area
- Address mind shifts by addressing deficiencies of car use
- Create a safety feeling that parents trust
- Improve entire trip starting with conditions at home
- Apply testing to allow parents and teacher experience the changed conditions
- Address teachers as role-models

Threats

- County level continues road design for car traffic optimisation
- Vocal minorities take ownership of processes
- Neighbours follow a NIMBY approach to measures in their area
- Getting the mindset of parents wrong "backfires" intentions and activities
- Low acceptance levels to change slow down or stop the planning process

Schoolhoods **URBACT**

Co-funded by the European Union
Interreg

- 47 -

The challenges from people's mindsets are complemented by improvement needs for the supply of safe active mobility infrastructure. Schools are connected to the pedestrian network, but quality and safety aspects need improvement. The same applies to the cycling network which needs expansion to all school locations and the provision of good quality bicycle parking facilities. New road designs are in place for some streets in Skawina and form an alternative to separate active mode infrastructure, but Skawina faces challenges for county level roads since the responsible governance level stresses the need that roads need to cope with the high car and lorry traffic levels.

The objective for Skawina is clearly in working on the mindsets of parents, teachers and residents in favour of a higher acceptance and actual use of sustainable modes, specifically active modes. It addresses the concerns and the given travel behaviour by working with the stakeholders on the public space site in the central town area with the six primary schools determining the space of intervention. Applying a co-creative approach on how the area should and could look like to create a liveable town, Skawina uses this superficially infrastructural and organisational focus to address the main factor of habits and attitudes in the direction of how people want the town to be they and especially their children are living in. The objective is to create public space meeting the needs of parents, pupils and other stakeholders encouraging active mobility habits. It includes planning and testing actual spatial interventions, providing mobility options that give parents trust to let their children go alone to school as well as information campaigns on the benefits of a sustainable mobility culture directed at parents, pupils and all population alike.

Learning needs and contributions

needs
- Assessment of walking infrastructure
- Assessment of public space
- Comparison of school catchment areas as planned against reality
- Soft measures for school mobility
- Behavioural research on modal choices

contributions
- Traffic education by Mobility Officer
- Public consultation skills
- Safe & inviting infrastructures around schools
- Road access and road design solutions
- Municipal school buses
- Modal split assessment for pupils

Integrated Action Plan

Skawina focuses is integrated action planning process on the central area of the town including its six primary schools. An in-depth analysis of the accessibility of the schools, the modal split and trip length of pupils are at hand. The integrated planning process makes use of the Planning for Real methodology. Stakeholders (parents, pupils, teachers, residents but also other entities) work with a model of the area to address the shortcomings, challenges, risks, but as well the opportunities and ideas for the area. The model is used to localise the respective opinion of the stakeholders at structured events but as well standalone, the latter to allow people to give their views anonymously. The input forms the basis for elaborating on the solutions using a series of workshops. It includes the identification of abilities within the local community as contributions to the change process. Skawina runs the integrated planning process from analysis to detailing the implementation frame using the Planning for Real methodology.

This safeguards a continuous co-creative process resulting in an Integrated Action Plan made by the stakeholders for the stakeholders. The local coordinator, Maciej Zacher, is educated and certified in the use of the Planning for Real methodology. The process is backed by the responsible Deputy Mayor for development, strategy and mobility.
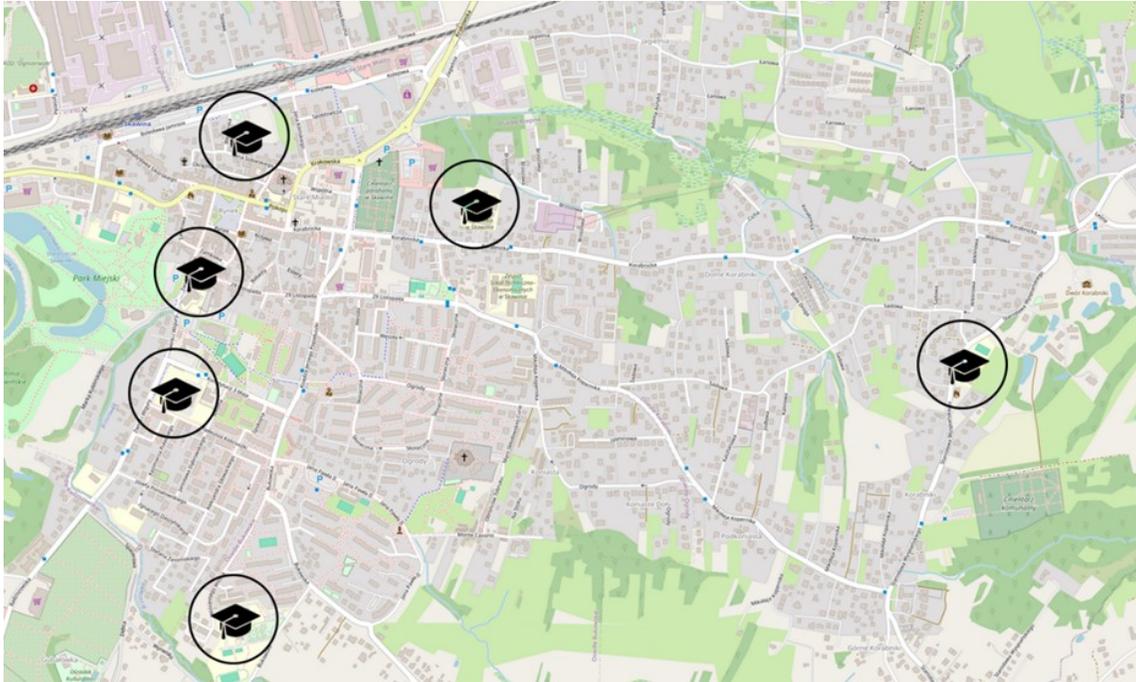
URBACT Local Group

Skawina is well experienced in the work with local groups joining public and private sector stakeholders to one team out of its work for its SUMP, the INTERREG LowCarb project and former URBACT involvement. The ULG coordinator is Krzysztof Kaleta, who also acts as deputy to the local project coordinator. The URBACT Local Group had an initial meeting coinciding with the Site Visit of Skawina. It included most key stakeholders coming from the administration of the municipality and parents. The group concluded to extend the members of the ULG to the below setting for the work on the Integrated Action Plan. The URBACT Local Group integrates the main stakeholders needed for the approach of the Planning for Real methodology addressing the central town area of Skawina as defined by the six primary school locations. The group is a new established one considering the specific nature of the used approach and consequently integrates stakeholders who had not been present in previous local group work settings. It includes a university researcher to evaluate the process and provide datasets for the collections and selection of actions.
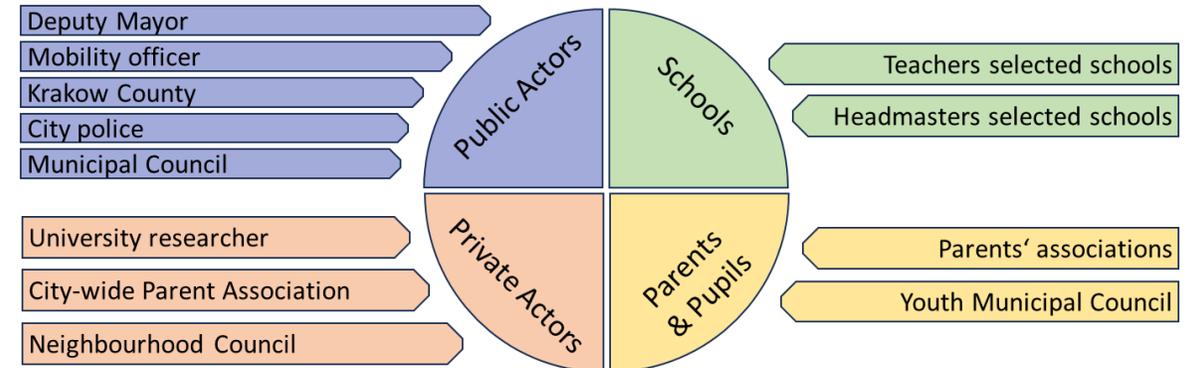
Introducing Turku

Turku is located at the southwestern coast of Finland at the mouth of the river Aura. In addition to the distinctive river landscape, the city is characterised by seven hills located in and out of the city centre. The total land area of Turku is 245.7 square kilometres expanding to 306,36 km² when adding its sea and water areas. The city has spread out to a long and narrow land area: the distance between the northernmost and southernmost tips is 45 kilometres while the city is only 15 kilometres wide at its widest. Turku has several islands of which the largest ones are inhabited. Turku has mild climate conditions with a strong effect of the sea and the river Aura on the weather conditions. During winter, specifically temperatures around 0°C are most difficult for road and public space maintenance as well as for active mobility conditions due to the icy character of surfaces. The main economic sectors are maritime industry, constructions, bio-industries, logistics, creative industries, and tourism. The largest employers in place are the City of Turku itself and the Wellbeing Service County of Southwest Finland. Large spatial clusters of employees from other bigger companies do not exist since these are distributed in several locations in the city and its functional urban area. Turku is the central city of its functional urban area (FUA) comprising 13 other municipalities. Its total population is 356.806 (2011). The main development plan for the FUA is settled in the MAL agreement 2020-2031 between the municipalities and the Finnish state. The agreement includes development measures for land use, housing and transport. The supra-municipal cooperation produces the Transport System Plan 2020 of the Turku FUA effectively forming the regional Sustainable Urban Mobility Plan.

Country and region	Finland, South-West Finland
Population and its development	201.085 (2023), growing
Pupils' share at population	7,16 %
Size	245,7 km² (without see and water surface)
Density	818 / km²
City structure	North-South extension, block structured centre
No of schools	32 administrative units (some of them divided into smaller units with separate locations, 45 units alltogether), in addition 3 private schools
School choice model	Pupils go to closest school, but are also allowed to apply to another

Schoolhoods URBACT

Co-funded by the European Union
Interreg

Local policies and challenges on school mobility

Turku is structured in 11 school districts with 29 schools for basic education (grades 1-9). In addition, there are 3 Swedish speaking schools and three private schools, and 15 schools for upper secondary education (general and vocational schools). The City of Turku is responsible for education covering early childhood education till upper secondary school education and vocational education. Education is managed by the dedicated education and teaching service divided in 6 service areas. The city's facility service is responsible for the school buildings. The city is as well in charge of most of the roads accessing schools. Pupils with a distance over 5 km or with a dangerous route to school (or who are otherwise unable to independently travel the route) are entitled to school transport organized by the municipality. The city's facility service is constantly upgrading bicycle parking facilities at schools. Surveys on the trip distances of pupils of the grades 3 – 6 showcased that more than 80% of them live within a cycling distance to their school. Following estimates from 4 schools, the school trips are done to 52 % by active modes and 30 % by public transport. In the wintertime there's shift from active modes to bus and car travel, as compared to summer time. The general modal split in Turku, is an almost half-half split of car trips and sustainable ones. An important aspect is that it is a common culture in Finland that children walk or cycle to school on their own as much as possible.

Turku has and is testing sustainable mobility activation models in schools and kindergartens in the frame of the Horizon 2020 Scale-Up project. The measures include e.g. information days for parents, testing and teaching cycling skills and motivating for active mobility choices during wintertime.

In the same setting, means to analyse the traffic environments around schools got tested resulting in the identification of a geospatial information tool suitable for rollout at considerable resources. The local public transport unit organises an education tour for all 1st graders on public transport use on a yearly basis.

School mobility forms part of municipal transport strategies. The Cycling development plan 2029 specifically deals with schools and school routes and sets out own measures to support cycling to school. The traffic safety programme of Turku puts emphasis on road safety conditions for 3 groups: children and youth, cyclists and pedestrians and risk users. Tasks to implement the programme are distributed to different services in the municipal administration.
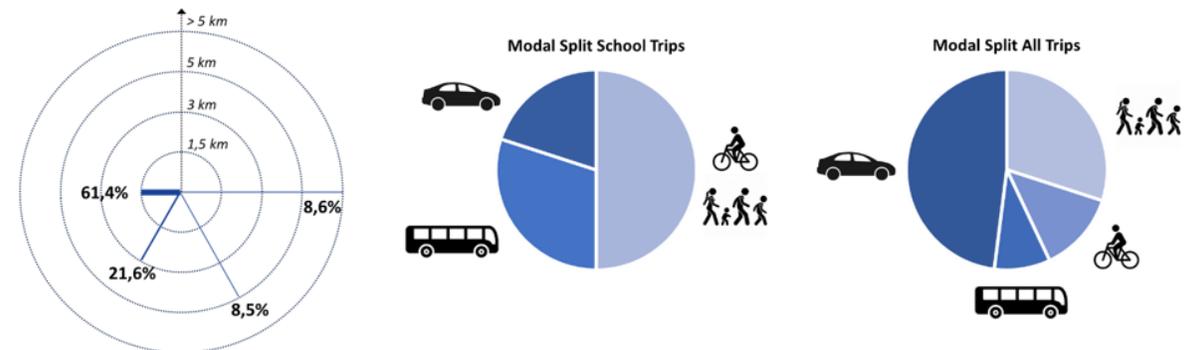
Transport in general is one of the two main sources for green house gas emissions in the city assigning for 25% of all emissions (as is electricity consumption and heating). Turku's climate plan aims for carbon neutrality by 2029 and to be climate positive from then on. To arrive there, transport related emissions need to be cut by 50% which will be achieved by increasing the share of sustainable trips to 66% of all trips. Turku is at the point of this report also in the process of developing its Sustainable Urban Mobility Plan.

Challenges and objectives

The first URBACT local group meeting concluded that the main problem for school mobility is that parents are more and more driving their children to school by car. This causes increased traffic volumes in front of schools at start of lessons, to some extend from parents, but to some extend from commuters, since school- and work-related trips take place at the same time (the traffic's morning peak). This problem is connected to a set of causes, which focus to the largest part on the families of pupils. They include a lack of knowledge at parents' side concerning the consequences of too little physical activity on their children, the individual time schedules of family members deterring spending time together, and security and wintertime outdoors conditions perceived as unfit for active mobility. Parents see it convenient to combine their own commutes with the school commutes of their children. They compensate for the lack of spending time together and increase their own popularity with their children by answering to their demands to be driven to school. The increased share of pupils getting driven to school results in an increasing share of children lacking cycling abilities (especially in immigrant groups) and not meeting

Strengths	Weaknesses
• Parents perceive road safety of school routes mainly as good • Long-time common culture that children walk or cycle to school alone • Active parent associations (e.g. supervise main crossings at start of the school year, handing out reflectives at of start dark season) • Sports clubs for youth support measures promoting active school trips • PT Föli educates 1st graders on use of public transport each year • Experience from piloting sustainable mobility activation model • Knowledge on analysing school environments • Overall distances are feasible for cycling • Data on unsafe spots in the traffic network at hand and gets addressed	• High level of traffic around some schools, caused by parents and commuters • Parents more and more drive kids to school out of social convenience for comfort, children's demands, security and outdoor conditions • Commuting choices are seen as a very personal matter • Changes of school trips routine in wintertime - stopping cycling • Children do not like to be exhausted and to sweat • Cycling affinity and culture differs among population groups • Cycling abilities of children on the decline • Parents do not know on consequences of low physical activity levels • Permanent and temporary reallocation of school locations results in longer trip distances & break of routines • No joint routine in schools on how to promote active modes for the school trip
Opportunities	**Threats**
• Schools can take own initiatives to promote active school trips • School buildings in renovation and new school locations hold opportunity for a "new deal for active mobility" • Residents are open to measures affecting parents and commuters • Parents are interested in developing traffic and cycling skills of their children • Working on mind shifts is expected to create the biggest effects • New approach to address the family and not pupils and parents separately • Work on road safety hotspot can be extended to school neighbourhoods • Rollout of speed limit zones around schools from today's position	• Population groups with no or low cycling culture do not react to measures • The wrong message or tone of communication scares away parents • Teachers' engagement depends on the individual level of interest • Residents do not accept traffic restrictive measures that apply to themselves • Temporary reallocation of schools decreases readiness to act at parents side • Responsibility of education moves more and more from parents to schools • Parents' overprotectiveness counteracts active mode school trips of children • Swedish language schools (3) cover the entire city failing an overall approach

recommended physical activity levels. Motivation to take the car for school trips is even higher in the less densely populated areas of Turku, since longer school trips out of longer distances to school favour car use. The same applies for the eastern central areas of the city due to a lower density of schools at hand. Renovations of school buildings as well as concentrating schools at fewer locations adds to the decision factors of parents to take the car. While infrastructure conditions are overall good, increased car traffic volumes present a more valid challenge. More car traffic reinforces parents' choice to take the car out of their own security perceptions and children's unwillingness to cycle given dense traffic condition, especially in the central parts of the city.

The objective of Turku is to tackle that parents are driving their children to school by car. Following the argumentation of the URBACT Local Group's problem analysis, the focus is placed on working with families concerning awareness raising and behaviour change. This will address the components of social convenience to take the car for school trips and of overprotectiveness concerning outdoor conditions, especially during wintertime. It works to motivate children for physical activity such as cycling to school and to inform parents on the consequences of a lack of physical activity for their children. The work on mindsets and habits gets complemented with creating more inviting and welcoming school environments to support active school trip choices. Ultimately, Turku aims to reinstate the cultural asset that pupils walk or cycle to school on their own.

Learning needs and contributions

needs
- Analysis tools suitable for all schools
- Funding of infrastructure
- Good practise for safe & inviting infrastructure around schools
- Good practise for behaviour change models to active mode school trips
- Upgrading cycling culture to all population groups
- Seamless mobility options for parents
- Alternatives to classic PT using bicycles and digitalisation

contributions
- Communication platforms in schools
- Participation models and tools
- Pilots campaigning and cycling lessons
- Bicycle parking facilities at schools
- Modal Split assessment (TEL-RAAM)
- Common culture on independent and active school trips
- Public Transport education for children entering school
- Experience to analyse and address road safety hotspots

Integrated Action Plan

Turku focuses its planning process for the Integrated Action Plan on behaviour change at the level of families and at school environments including the schoolyards. The main focus gets placed on co-producing a set of actions to address the social convenience factors related to environmental factors, family settings and knowledge on physical activity effects at parents' and children's side. Turku will work with basic education school units (grades 1 to 9) and will select the locations for piloting based on a choice of 4 possible cases:

1. An island location of a new school with good socioeconomic structure of the families. The work will focus on behavioural change.

2. A school located in a neighbourhood with lower socioeconomic structure focusing on improving the school environment more attractive for leisure activities and for active mode usage.

3. A location that sees 2 schools put in the same spot to counteract segregation effects: one school has a lower socioeconomic profile and high rate of immigrants and the other is located today in a wealthier area. Teachers and parents raise many concerns considering the environment of the new school location.

4. A school that got reallocated to a temporary location in a distance of 1,5 km of the original location. The change of the location resulted in a sharp increase of parents taking their children to school by car, while the location is in cycling distance to most living places. Children have low cycling skills and have to some extend no bicycle at hand at home. Decision on the new location of the original school building is expected to meet high public interest.

All of the schools have confirmed interest to act as a pilot case for detailed work.

The Deputy Mayor of the urban environment, Elina Rantanen, is backing the project and got involved in the setup during the activation phase.

URBACT Local Group

Turku provides high experience to work in participatory processes as done in previous URBACT networks. The ULG coordinator is Anna-Kaisa Montonen, who also acts as the local project coordinator. The municipal team has established good contacts to the stakeholders for the URBACT Local Group in previous school related projects. The URBACT Local Group had an initial meeting coinciding with the Site Visit of Turku. It included most key stakeholders coming from the administration of the municipality,

teachers of basic education services and parents. The meeting was used to define the main problems, its causes and its effects as detailed in the section on challenges above. The group gets extend to the below setting for the work on the Integrated Action Plan, depending on the choice for the focus areas on school locations early 2024.

Urban maintenance unit
Urban environment division
Education and teaching service
City traffic engineer
City planning architect

Neighbours of school locations
Sports clubs and services
Health services

Public Actors
Schools
Private Actors
Parents & Pupils

Teachers selected schools
Headmasters selected schools

Parents' associations
Pupils in schools
Representatives for Families

Introducing Zadar

Zadar is located at the Adriatic Sea with a favourable position out of the series of Zadar islands protecting the city from the influence of the sea. The inland coastline is a vast flat area, which allows an unconstraint inland expansion in contrast to most other coastal cities in Croatia. The climate conditions are Mediterranean with dry hot summers. Average temperatures are between -3°C to 22 °C, making conditions favourable for active mobility. Population development in Zadar sees an increase of the elderly population (from 16,5% to 21,5% between 2011 – 2021) and a stagnation of the younger population in the same time. The number of elementary school pupils increased though in the last five years in contrast to shrinking figures at national level, while the group of secondary school pupils decreased alongside national trends. The main economic sectors are tourism, food-processing industry, construction, fisheries, mariculture and shipping. Tourism as well as fisheries and mariculture stand out among these.

Zadar's old town peninsula is a UNESCO World Heritage Site and a popular tourist destination. Zadar County saw more than 10 Mio overnight stays in 2022. Due to good economic performance, Zadar had been growing rapidly recently. Growth did not happen by extending the limits of the built-up areas but instead by new developments within the city fabric increasing the density of the built-up area. Zadar hosts a local university with 6.000 students.

Country and region	Croatia, County of Zadar
Population and its development	70.779 (2021)
Pupils' share at population	12.864 (18%)
Size	194 km²
Density	365 / km²
City structure	along the shoreline expanding to the hinterland
No of schools	11 elementary schools and 15 secondary schools
School choice model	free choice of school

Local policies and challenges on school mobility

Zadar is home to 13 elementary schools (grades 1-8) and 15 secondary schools. It is responsible for the elementary schools, while the regional unit is responsible for the secondary schools. The latter are visited by 2.000 pupils from other municipalities of the Zadar County commuting to Zadar by school buses. Zadar is running its elementary schools on 2-shifts models (1 school even on a 3-shifts model), meaning that lessons take place in the morning and in the afternoon. One elementary school is located on the historic centre of the peninsula and needs to cope with touristic traffic and movement consequently.

Zadar's Sustainable Urban Mobility Plan of 2021 manages school mobility incorporated in the objectives and measures for the different transport modes. Pupils are recognised as main users of sustainable mobility means. The plan refers to connecting all schools to the cycling network, cater for bicycle parking spaces at schools, place bike-sharing stations in the areas of all schools, improve existing pedestrian infrastructure in the same areas as well as map and visualise safe walking routes in school areas. 13 of such routes are planned for implementation in a short time period. On a wider scope, the top ranked measure of the plan is the creation of traffic calming zones and streets, which is of direct relevance for schools. Zadar elaborated a Parking Action Plan as well in the frame of the H2020 project Park4SUMP. One of the most critical results of the plan was to remove parking options from the historic walls in the city centre peninsula reducing car traffic heading to the area consequently. Zadar is as well developing digital tools to monitor and steer parking search traffic.

Zadar's city structure as such is positive for cycling since its diameter is 10 km only for the largest distance. At the same time, the transport infrastructure is easy for using the car without forcing car drivers to take any detour. Zadar's Modal Split for all trips sees 57% of them done by car. Taking a look at the trip length, more than 70% are shorter or max 5 km long, which substantiates good conditions for cycling.

Modal Split all trips

> 10 km
10 km
5 km
1 km

11,7%   11,5%

59,9%   16,9%
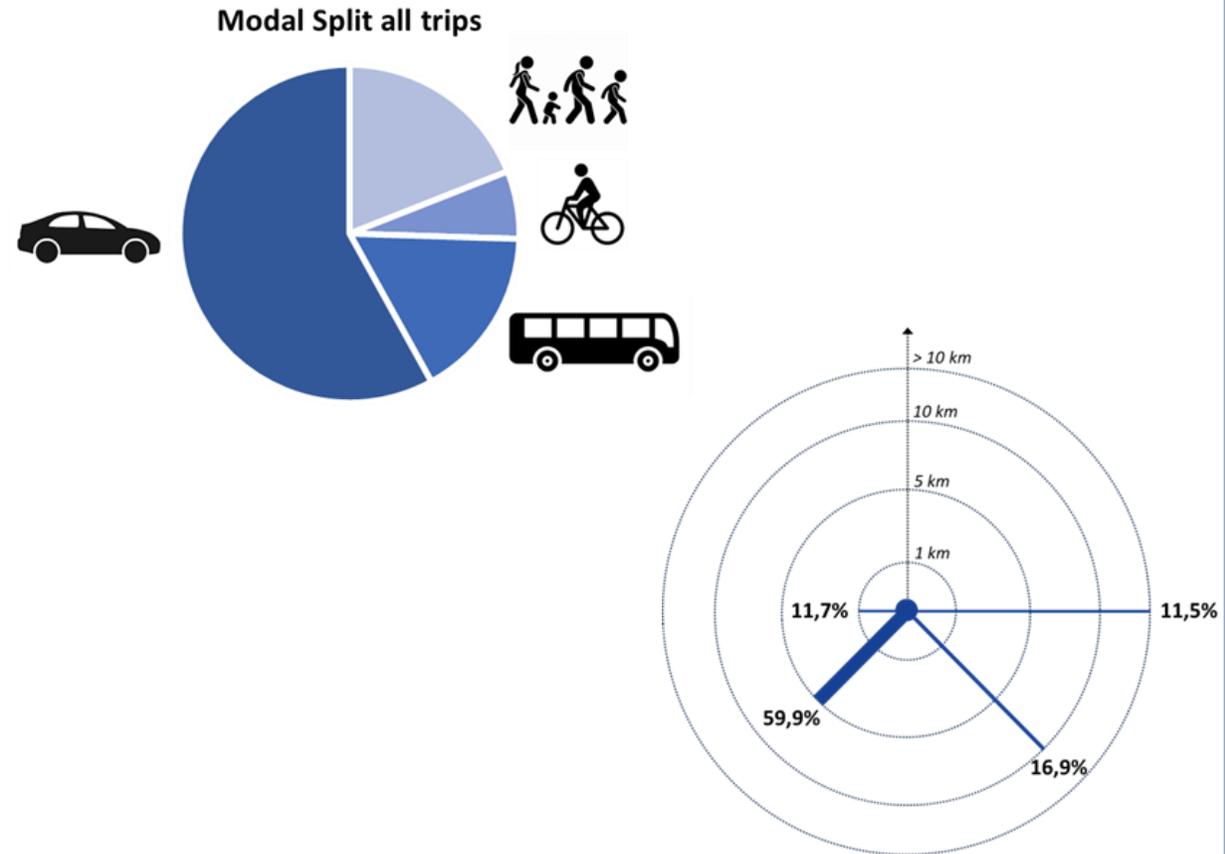
Challenges and objectives

Schools in Zadar are in a special situation compared to their peers in the other SCHOOLHOODs partner cities: they run on a 2-shift model of morning and afternoon classes to manage all pupils given the limited availability of schools in Zadar (11 elementary schools for more than 7.200 pupils). The elementary school Simuna Kozicica Benje runs lessons in 3 shifts model even. Another specific case is the elementary school Petra Preradovica located on the city centre peninsula. Next to the challenges that are relevant for all school, this school faces additional traffic factors (deliveries, commuters, visitors) since the peninsula is a touristic hotspot. Reasoning of parents to take their children to school by car is on the poor road safety conditions. They perceive the active mode infrastructure as not sufficient for safe school trips by walking or cycling taking into account the high car traffic volumes during morning peaks. They as well have little trust in the abilities of their children to cope with traffic by themselves. While perceptions on infrastructure deficits are well arguable from the lack of consistent pedestrian and cycling networks, the low trust in children's competences as traffic users derives from a growing overprotectiveness of parents to their children over the last decades. Parents do not even trust younger pupils to go to school by public transport due to the walking connection to public transport stops and overcrowded buses and its passengers.

The national government has issued a law demanding all school to run on a morning time 1-shift model by 2027. This major change bears opportunities and risks at the same time. To comply to the law, Zadar needs to build 4 new schools and the choice of locations for the school will determine if

Strengths	Weaknesses
• City structure and climate conditions favour active mobility • Experience with soft measures for school mobility are at hand (cycling bus) • SUMP done 2021: improvements to active mobility in the medium to long term • Local school network headed by education department (with parents and teachers) • National legislation demands that all schools work in a 1-shift modus for morning lessons by 2027	• Parents' road safety concerns -> low estimation on children's abilities -> infrastructure seen as insufficient -> overprotectiveness = car use for school trips • Lack of sufficient active mode infrastructure in the short term • Public transport not adjusted to school timing; at capacity limits in the morning • Rapid inner development without developing social infrastructure due to lack of regulations in outdated zoning plan • Overload of pupils to existing schools (2-shifts model in school) • Free school choice increases distances and modal choice for cars • School location on peninsula connected to longer trips and to touristic traffic peaks
Opportunities	**Threats**
• Change of traffic flow in central areas easing space availability for soft modes • Revision of zonal plan to better cater for social needs deriving from developments • School network able to change the free choice model for schools • Extension of school units by 4 new school can ease traffic loads if placed well in the city structure. • Improvements in user experience of public transport to increase ridership • Good contact to Ministry of regional development and EU funds	• Placing a new school directly next to school Simuna Kozicica Benje creates heavy traffic volumes • Other new school locations get decided without considering school mobility • Public transport provision stagnates without higher passenger figures • Existing zoning plan for urban development stays effective • Mindshift of parents fails due to timing of infrastructure improvements to active mobility means

school mobility challenges maintain, get worse or improve. The location choice of the new schools can produce smaller catchment areas for pupils easing their commute by active modes or heavier traffic conditions at school start if the schools are placed close to existing ones or to other major traffic destinations. So far, Zadar has planned 2 of the 4 new schools. One is located following a proximity principle for smaller catchment areas, the other is located directly at the place of the 3-shift model school producing higher traffic volumes at school start in the future.

The objective of Zadar is to improve the share of pupils that go to school walking or cycling. For this, the city bases infrastructure related improvements on the respective medium and long term projects of its Sustainable Urban Mobility Plan and wants to employ small-scale infrastructure solutions and regulative options earlier, in the short term. Zadar adds work on awareness raising for parents and pupils to these improvements concentrating on correcting perceptions of road traffic conditions by organisational options, health related information and motivational campaigns. Zadar will as well work on administrative cooperation concerning the location of the 2 remaining new schools to avoid, if possible, that new schools get located close to existing schools thus missing the opportunity to create better conditions for pupils walking or cycling to school due to smaller home-school distances. Zadar will work with elementary schools, since these are in the direct responsibility of the City of Zadar.

Learning needs and contributions

needs
- Communication with all stakeholders
- Road safety perceptions
- Traffic education in and outside school lessons
- Mobility Management measures supporting active modes
- Urban planning and location of schools
- Small-scale infrastructure interventions to restrict car access

contributions
- Safe walking routes concept
- Fresh SUMP development skills
- Parking management expertise
- Public transport digitalisation of services
- Local school network
- Financing new school locations

Integrated Action Plan

Zadar work in its integrated planning process with two school locations. The 3-shift model school Simuna Kozicica Benje and the peninsula located school Petra Preradovića. The school Šimuna Kožičića Benje is chosen since it covers all present challenges in a most distinctive way. It faces heavy traffic peaks all over the day connected to start and end of lessons. It is not well connected to public transport. And it will see another school added to the same spot within the coming years. Lessons learnt and solutions tested and found are expected to be well transferable to all elementary school in Zadar. The school Petra Preradovića is unique due to its peninsula location. Next to the different traffic conditions (deliveries, commuters, visitors), it needs to cope with different accessibility conditions, limitation on public space use, and a different set of stakeholders and their interests. Zadar provides good cooperation levels among administration units and with schools; the latter making use of the school networks lead by the

department for education. The department for EU funding takes a central role since it is out of its original assignment highly experiences to coordinate work with different administrative units. It is e.g managing the construction of the new schools in cooperation with urban planning, education and utility services departments.
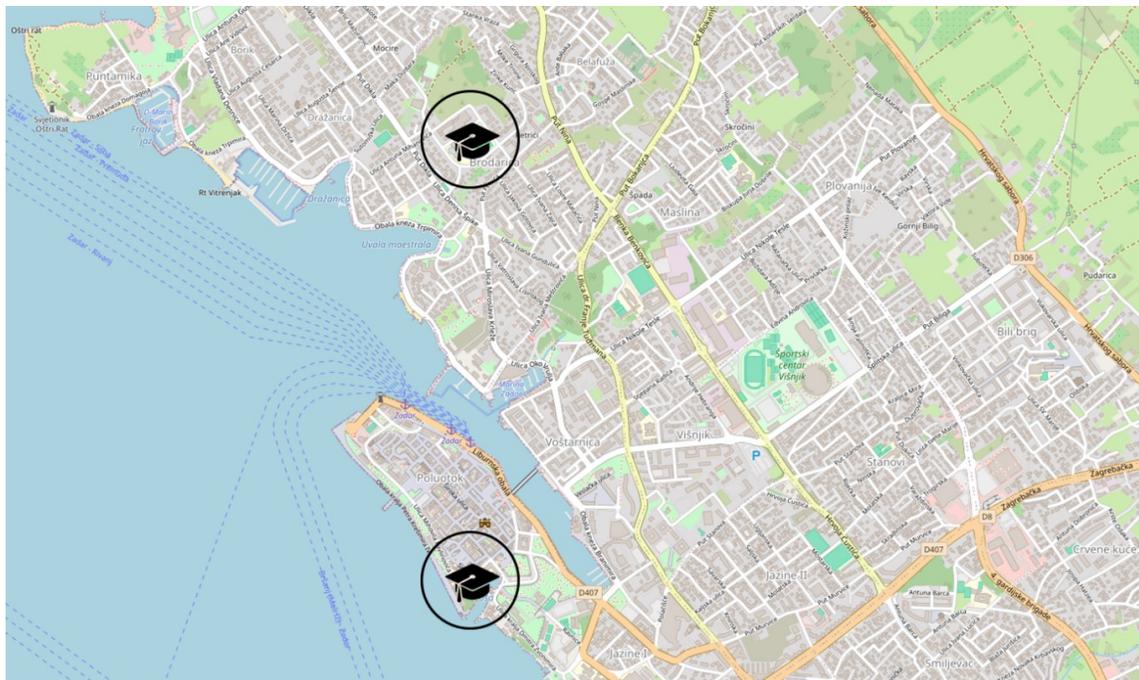
URBACT Local Group

Zadar provides high experience to work in local groups settings as done in previous URBACT network as well as for its SUMP. The ULG coordinator is Josip Milic, who also acts as local project coordinator. Josip is part of the team of the department for EU funding bringing along good experiences for intersectoral as well as public-private mixed working groups. The URBACT Local Group had an initial meeting coinciding with the Site Visit of Zadar. It included most key stakeholders coming from the administration of the municipality, teachers at primary schools and parents. The group concluded to extend the members of the ULG to the below setting for the work on the Integrated Action Plan. Most specifically, the department for urban planning get integrated to the team and Zadar will exploit the rare condition that all schools have a pupils council easing the inclusion of pupils to the work group directly.

Department of technical services
Department of education
Traffic Police
Mayor's office

Public Actors

Schools
Teachers selected schools
Headmasters selected schools

Neighbours of school locations
After-school services
Association of handicapped people

Private Actors

Parents & Pupils
Parents' associations
Pupils' associations
Federation of parents' associations

Synthesis Methodology Network Roadmap
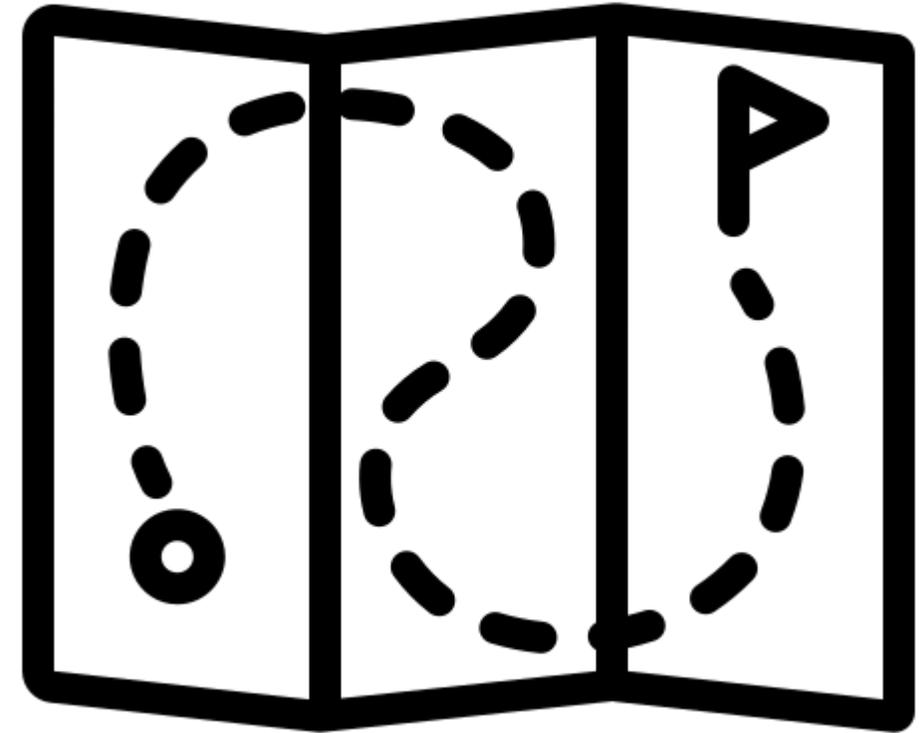
Synthesis

SCHOOLHOODs is a network of heterogenous cities with a high variation on local circumstances that define conditions for the policy challenge on safe and green school trips at the first glance. The range of variation includes large differences in populations size (from 20.000 – 400.000 inhabitants), territorial and topographical characteristics (flat and open landscapes to steep and confined territories), climate conditions for active mobility (mild temperatures and low precipitation to cold winters with snow and black ice), urban structures (concentric population nuclei to disperse polycentric settlements), transport service and infrastructure provision (like high level public transport services to the almost complete absence of such) as well as the role of higher-level governance organisation (high level of responsibility on transport to dependency on multiple players in this).

Still, they all share a common policy challenge: the increasing share of children that gets driven to school by car. Naming the core of the problem seems simple, since it is inevitable to recognise that there are too many cars in front of schools at lessons' start and to some extend at lessons' end. Snap-shot interviews with city network stakeholders on the reasons for this often led to the result that it is the children's parents who are causing the problem. The stakeholders say that parents' general reasoning is on road safety concerns. They drive their children to school by car since they do not consider it safe for them to go alone. Because of the many cars in front of school. This observation forms a vicious circle reinforcing the trend to more car-related school trips of children.
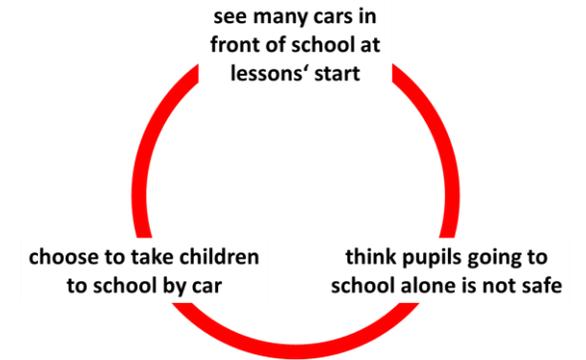
The research on the underlying factors for the rise of car use for (school) trips and the effects of this behaviour as well as the in-depth analysis on the individual situation of each network city disclose a more complex background to the challenge. It places trips to schools in the wider scope of urban structures, infrastructure conditions, mobility services at hand, traffic behaviour and attitudes, enforcement of traffic rules, locations of schools, time management at families' side, social convenience and norms to the point of the attitude of pupils itself. Facing the multitude of factors, SCHOOLHOODs clustered the complex conditions in 3 main sub-themes to better frame and address the challenge on how to arrive at safe, green and happy ways to school for our children. The themes focus on PEOPLE, TRAFFIC and INFRASTRUCTURE.

A synthesis on the individual situation of the SCHOOLHOODs cities presents the challenge, opportunities and risks for the 3 themes.

The PEOPLE theme

The PEOPLE theme focuses on the impact of the main stakeholders on school mobility. It addresses behavioural aspects, the background for decisions on modal choices and the influence these take on how pupils go to school. The roles of parents, teachers and neighbours in school areas bear opportunities and risks alike. The main factor though is set on the perceptions and choices of parents. The risks connected with parents' role need to be constantly present in the SCHOOLHOODs work to avoid setting wrong pathways, missing external factors that determine their choices as well as putting too much weight to parents' role and underestimating the impact of the other main stakeholders and the other two themes.

Challenges

Parents' role
- Convenience: habitual modal choice and perception to safe time
- Overprotectiveness: low trust in children's ability as traffic users and social behaviour of other traffic users
- General safety and security concerns

Teachers' role
- Highly inhomogeneous group with attitudes ranging from "car lovers" to "hard-core environmentalists"
- Reflection on own modal choices differs from to parents' and pupils' choices
- In need of quick transport options to connect to other school locations

Neighbours' role
- We still live the "car culture"
- (Perceived) lack of parking options

Opportunities

Parents' role
- Reactive to incentives of other policy fields like health
- Reactive to influence of their children
- Target group segmentation can help to learn on motives by population groups
- Addressing the family unit instead of parents and children seperately

Teachers' role
- Role-models for parents and pupils
- Incorporate school trips as a topic in lessons and extra-school activities

Neighbours' role
- Open to redesign of public space, if it reduces traffic volumes and parents taking parking spaces
- Initial position of rethinking mobility habits

Risks

Parents' role
- Getting the mindset of parents wrong in addressing them for a mobility behaviour change
- Dependence of modal choices from external factors like work, leisure and personal abilities
- Overestimating the key role of parents to the network policy challenge

Teachers' role
- Dependence on individual readiness to address the topic of school trips
- Lack of time in schools' and teachers' agendas

Neighbours' role
- NIMBY attitudes working against any changes to the own direct neighbourhood
- Accepting measures for school trips only to exploit more spaces for own car use

The TRAFFIC theme

The TRAFFIC theme places the "supply" of alternatives to car related school trips in the wider context of high traffic volumes during the morning peak and the location policy of schools from the responsible government units. To exploit given opportunities, SCHOOLHOODs cities need to employ a mix of "boldness" and "caution" to break possible deadlocks to traffic improvements out of initiatives leaving out the potential of car restrictive measures and at the same time work at acceptance levels of traffic users towards these measures in a well-balanced combination with enabling actions to sustainable modes of transport.

Challenges

Traffic management
- General increased traffic volumes result in reduced road safety for pupils
- School traffic coincides with overall morning (and afternoon) peak
- Lack of enforcement in regulating traffic flow and parking

Traffic services
- Cycling abilities of children cannot be taken for given
- Public transport access is inadequate in terms of frequency, comfort and last mile connection to school or does not exist
- School buses do not exist or only to a limited scope

School locations
- School locations close down concentrating service to fewer locations
- Locations are not accessible to active modes or conditions are unsafe
- Free choice of schools add traffic due to longer and less homogenous trips patters

Opportunities

Traffic management
- Deviating start of lessons in schools and among schools
- Existing knowledge on school mobility management options including enforcement models

Traffic services
- Good practise on school bus schemes exists at different scales
- Pupils walk or cycle to school alone if conditions are perceived as safe and secure
- Awareness and knowledge concerning the shortcomings of sustainable mobility services is at hand
- Traffic education concepts exist within and outside the network

School locations
- Changes to the modus for school choice can be done at local level
- Locating new schools is a local tasks

Risks

Traffic management
- Local police lacks resources and interest on enforcement
- Police needs to confirm any activity on traffic
- Lack of understanding on the need of push & pull approaches – touching the car is „unpopular" for political decision makers and administration

Traffic services
- Lack of resources for better public transport or school bus services
- The car is seen as a „status symbol"
- Less interest of children in active mobility and physical activity.

School locations
- Effects of locating new schools is compensated by growth in pupils
- Locating new schools lacks cooperation among administration departments

The INFRASTRUCTURE theme

The INFRASTRUCTURE theme confronts SCHOOLHOODs cities with the need for long-term changes and possibilities for short-term small-scale interventions. While long-term actions are to the largest extend part of local mobility concepts, small and short-term actions offer viable options to achieve changes for accessibility of schools by sustainable modes. To realise these, the SCHOOLHOODs cities need to collaborate with a range of other stakeholders from their own local authority, other local institutes as well as higher governance levels (for their responsibilities and for financing actions).

Challenges

City structure and road design
- Roads and parking spaces at school locations are not fit for morning peak traffic
- The city structure is fit to car traffic
- The city topography is unfavourable for active modes

Infrastructure provision
- Insufficient or not existing safe and protected bicycle lanes and parking facilities
- Lack of safe crossing options of roads for pupils
- Cyclists and buses compete for more space that needs to be taken from car traffic

School buildings and the neighbourhood
- Traffic peaks at lessons' start get reinforced by other traffic attractors in the direct vincinity
- School buildings and access to them do not meet accessibility standards

Opportunities

City structure and road design
- Distances in the city (and to school) are feasible for active mobility
- Good practise on road design for sustainable modes exists
- Good practise for infrastructure solutions concerning school trips exists

Infrastructure provisions
- Infrastructure provision for active modes is better than people's perception on it
- Awareness raising on modal choices can promote existing infrastucture provision
- Investments to active mode infrastructure is low-cost compared to motorised modes

School buildings and the neighbourhood
- Negotiate start of services with other traffic attractors – shared problem approach
- Good practise for meeting accessibility standards exists

Risks

City structure and road design
- Urban development is private-investor-driven without considering social or mobility needs
- Other governance level is responsible / involved in changing road design and functions

Infrastructure provision
- Lack of resources for investments in active mode infrastructure
- Lack of public space to place new infrastructure
- Opposition from key stakeholders on limiting access by car

School buildings and the neighbourhood
- Non-negotiable opening hours of other traffic attractors or no interest
- Lack of resources for investments in accessibility standards
- Other governance level is responsible / involved to address accessibility

Despite these complex conditions that requires to address challenging themes like people's attitudes and modal choices, the deficiencies of how traffic is organised and infrastructure shortcomings and who is responsible for their improvement, the objective for SCHOOLHOODs is clear: to work for safe, green and happy ways to school for our children.

Determining the framework for this was essential to point out where learning needs and provision of knowledge are at hand, how to match these and to spot knowledge gaps that require external expertise input. SCHOOLHOODs defined a set of joint learning needs that all cities share and complemented these by individual or group-wise needs. The SHARED LEARNING NEEDS deal with:

PEOPLE

Analysing mobility patterns of parents (and pupils)

Analysing the motives behind car use for school trips

Analysing how children preceive rod environments

TRAFFIC

Road use options to reduce car use and strengthen active mobility and the quality of stay

Traffic calming measures in the frame of signage, tactical urbanism and other design options

INFRASTRUCTURE

Provision of cycling infrastructure (paths and parking) and its maintenance

Provision of pedestrian infrastructure and its maintenance

The shared learning needs are reflected in the individual or group-wise learning needs as well but form universal interest of all SCHOOLHOODs cities to gain or improve respective knowledge and capacities; even in the cities that already can provide knowledge for these. At city level, needs and existing knowledge got clustered in joint learning topics to the 3 themes including policy challenge specific topics and topics addressing the integrated planning process itself.

SCHOOLHOODs identified the main gaps for its learning needs and respective capacity building concerning:

- behaviour change and understanding the underlying motives and drivers for car use as the habitual modal choice,
- awareness raising on critical aspects for healthy development of children related to physical activity levels
- innovative mobility services to overcome a persisting lack of public transport services
- integrate children's perspective on roads to the existing local planning procedures

PEOPLE	Understanding needs and motives	Communication	Awareness raising and campaigning	Community building	Traffic Education
Learners	**Turku** Status on pupils attitudes, modal split, cycling skills	**Rethymno** Communication with all stakeholders	**Brno** Campaigning behaviour change for school trips	**Rethymno** Public consultation skills	**Rethymno**
	Skawina Behavioural research for motives of parents	**Brno** Communication with teachers, parents, children	**Parma** Innovative campaigns (gamification)	**Brasov** Community building with and for parents	**Zadar**
	Skawina Physical activity promotion for pupils	**Parma** Permanent communication with parents and teachers	**All** Road safety perception of parents and pupils	**Guia de Isora** Awareness raising campaigns	
		Zadar Communication with all stakeholders			
Providers	**Skawina** Pupils' modal split and accessibility surveys	**Turku** Communication platforms in schools	**Brasov** Pedibus example of St. Gheorge	**Brasov** Public consultation skills	**Brno** City own programme
	Turku Research from cooperation with universities	**Brasov** Parents involved in creating the school bus	**Turku** Examples on campaigns with schools	**Skawina** Public consultation skills	**Brasov** Cycling training ground
	Guia de Isora Access to knowledge from cooperation partner	**Parma** Communication via city mobility manager	**Guia de Isora** Incentive programme on nutrition and mobility	**Guia de Isora** Incentive programme on nutrition and mobility	**Skawina** City own programme
	Guia de Isora School physical activity tutors			**Turku** Practise of different participation models	**Parma** City own programme

TRAFFIC	Mobility Management	Road legislation and urban planning	Managing access	Public transport
Learners	**Rethymno** Installing a Mobility Manager	**Rethymno** Urban planning and Road Act examples on street categories	**Brasov** Options for school streets	**Guia de Isora** Cooperation wit public transport agents for better access
	Brasov Starting a cycling bus scheme	**Zadar** Urban planning and location of schools	**Brasov** UVAR for historical centre	**Turku** Alternative PT services (MaaS, e-cargo bikes, digitalisation)
	Brasov Installing a Mobility Manager		**Parma** Use of shared space concept	**Parma, Guia de Isora, Skawina** Better public transport stops
	Skawina Soft mobility measures		**Zadar** Interventions on access to schools for cars	
Providers	**Parma** Municipal Mobility Manager for companies and schools	**All cities**	**Parma** Running 25 school streets	**Brno** High public transport skills and experiences
	Skawina Walking/cycling officer		**Parma** Experiences with Limited Traffic / Emission Zones	**Brasov** Own school bus system
	Parma Example of Reggio Emilia		**Skawina** Applying road access solutions	**Parma** Own school bus system
	Brasov Pedibus of St. Gheorge			**Rethymno** Regional school bus system

INFRA	Assessment of infrastructure	Infrastructure solutions	Public space design	Funding of infrastructure
Learners	**Turku** Assessing traffic infrastructure near schools	**Brno, Turku** Solutions for infrastructure around schools	**Brasov** Design options for school streets	**All** Funding of infrastructure
	Skawina Assessment of walking infrastructure	**Zadar** Small-scale infrastructure interventions	**Turku** Options for safe & inviting infrastructure near schools	
	Skawina Assessment of public space use	**Guia de Isora** Solutions addressing disperse settlements and topography	**Brno, Skawina** Kiss+Ride solutions for primary school children	
		Parma Small-scale infrastructure interventions	**Turku, Rethymno, Zadar, Guia de Isora** Improvement of street lighting	
Providers	**Parma** Municipal Mobility Manager for companies and schools	**Parma** Infrastructure @ School Streets	**Parma** Running 25 school streets	**Rethymno** Experiences in funding for school environment
	Brasov Comparable experience on assesing cycling infrastructure	**Rethymno** Road design programme	**Skawina** Road space design examples	**Brno** Mobility fund as resource for constructions and measures
	Guia de Isora Experience in infrastructure and ist use assessments	**Skawina** Applying (small scale) infrastructure solutions	**Brasov** Smart lighting concept	

The shared and individual learning needs are translated to the network methodology and workplan (see following chapter). This roadmap integrates the learning and exchange activities at transnational level with the integrated planning process at local level, where new knowledge and capacities get applied by locally. By this, each SCHOOLHOODs city can address its main policy challenge in its local environment to work for the targeted changes.

Potential focus of Integrated Action Plans

	Main policy challenges for the ULG work	Potential focus of the IAP	Expected changes / results
Rethmyno	Parent car trips at school start and end Narrow streets / little active mode infrastructure Low level of traffic education	Road design and infrastructure solutions Parents' motives for school trips by car Introduce traffic education in schools Focus on primary school locations	Improved road design for active modes and drop-off points Parents acceptance of sustainable options Reduced share of car trips in school mobility
Brasov	Parent car trips at school start Concentration of most popular schools in the historic city centre Rapid urban development lacks social or mobility infrastructure and service provision	Traffic to and from schools in the historical centre blocking traffic in the morning. Sustainable mobility options connecting new developments with existing schools Pilot activities for secondary schools 13 and 30.	Install organisational solutions to limit access by car and improve access by active modes and public transport services (centre and pilot area). Reduced share of car trips in school mobility
Zadar	Parent car trips at school start and end due to schools working in 2 or 3 shifts model Rapid urban development without social or mobility infrastructure and service provision Specific conditions historic peninsula (tourism)	Address parents' motives concerning modal choice of car use Provision of safe infrastructure for active modes Develop blueprint for all elementary schools and solutions to school on historic peninsula	Change of mobility habits and attitude to pupils going to school on their own Better road safety conditions for active mobility Reduced share of car trips in school mobility
Skawina	Social convenience as the main motivator for parents to take children to school by car Low provision of high-quality active mode infrastructure to schools and around schools	Researching how to tackle motives for car trips Applying "Planning for Real" methodology to combine awareness raising and behavioural change with change of public space	Clear understanding on parents' motives Infrastructure plans to redesign public space Reduction of habitual car modal choice Reduced share of car trips in school mobility

	Main policy challenges for the ULG work	Potential focus of the IAP	Expected changes / results
Guia de Isora	Accessibility constraints from topography, public transport provision, active mode infrastructure Schools not meeting accessibility standards Car use as established habit to mobility needs	Infrastructure and awareness raising on active modes and public transport services Fulfil accessibility standards in school buildings Cooperation with regional level for school building and public transport improvements	Agreement on school building improvements Plans for fitting public transport and active mobility infrastructure provision Awareness on viability of green mobility options Reduced share of car trips in school mobility
Turku	Parents and pupils like to take car to school Pupils not prone to physical activity; parents lack knowledge on consequences Low cycling affinity in immigrant groups Challenging outdoor conditions during winter Contradicting strategies and plans	Mindsets to physical activity and active mobility modes in the family and school setting Better cycling options and image Outdoor conditions for active mobility and quality of stay around schools all year round. Increased understanding on organisational level	Families have active lifestyles all year round Lower difference in cycling affinity among different population groups Better school environment schemes planned and tested in case of contemporaneous other projects Reduced share of car trips in school mobility
Brno	Parents' choice to take the car for convenience and time reasons Insufficient active mobility infrastructure and misuse of space for parking at schools Low trust in young pupils going to school alone	Mindsets and knowledge of parents concerning sustainable mobility options and traffic capacity of their children Piloting safe and sustainable access options to primary schools	Understanding parents' motivations to car choice and form actions to counteract. Improved active access schemes to schools in terms of available space and safety conditions. Reduced share of car trips in school mobility
Parma	Poor road safety conditions in front of school at lessons' start out of parents arriving by car Misuse of public space and active mode infrastructure for car parking by parents School streets shift traffic challenges to other road sections	Educate pupils to the use of sustainable modes as the future parent generation Behaviour change of parents Public space design around schools to improve road safety and active modes' attractiveness.	Higher knowledge, acceptance and use of sustainable mobility modes by pupils & parents Improved access to schools for active modes in terms of space design, provision of parking and road safety conditions. Reduced share of car trips in school mobility

Methodology and work plan

SCHOOLHOODs create a tailormade network methodology and work plan that answers to the need to couple the network level exchange and learning programme with the local work on the Integrated Action Plans. It relies on the well-proven URBACT methodology to drive integrated planning processes and by this go beyond the traditional "silo-style" planning approach that would address the challenges in the limited environment of its policy subject on mobility only. Methodology and work plan take a comprehensive approach integrating connected policy fields to the main subjects of mobility and education embracing urban planning, social affairs, economics, gender balance, digital solutions, greening the society as well as governance structures. It works on a spatial scale fitting to the challenges of school mobility and how school neighbourhoods are designed by employing: a) a macro level that goes beyond city limits - as school trips to relevant schools in the SCHOOLHOODs cities do as well - and b) a micro level taking deep-dives to the very school neighbourhoods and the present stakeholders in the respective areas.

SCHOOLHOODs' policy challenge makes it inevitable to work with different governance levels as responsibilities for education and for transport present a mix of involved entities from sub-local level to regional and national decision making. The analysis of conditions and needs to create safe, green and happy ways to school clearly point out that SCHOOLHOODs work with both, soft measure approaches addressing behaviour change as well as creating more welcoming and safer environments for active school trips that our children can perform on their own, detached from their parents accompanying them to school.

The work for the Integrated Action Plans interweaves network level learning and capacity building with the local planning processes to safeguard that local stakeholders get the needed knowledge and support and that cooperation in the partnership truly creates a synergetic effect enlarging the scope of options at local level. Concentrating the work of both levels on the active involvement of stakeholders is fundamental to answer to the individual needs and expectations for creating joint solutions. Both, network and local level work aligns to the process steps of finalising the analytical work, creating a vision on the future situation, defining objectives and targets to meet these and ultimately addressing these with fitting actions that get tested for the most challenging and promising cases. As a result, SCHOOLHOODs presents its Draft IAPs end of 2024. In 2025 it transforms the drafts into implementation ready plans with detailed action outlines, a sound financing strategy, tailormade monitoring and evaluation schemes to measure compliance of implementation against the plan and creates governance structure fit for implementation.
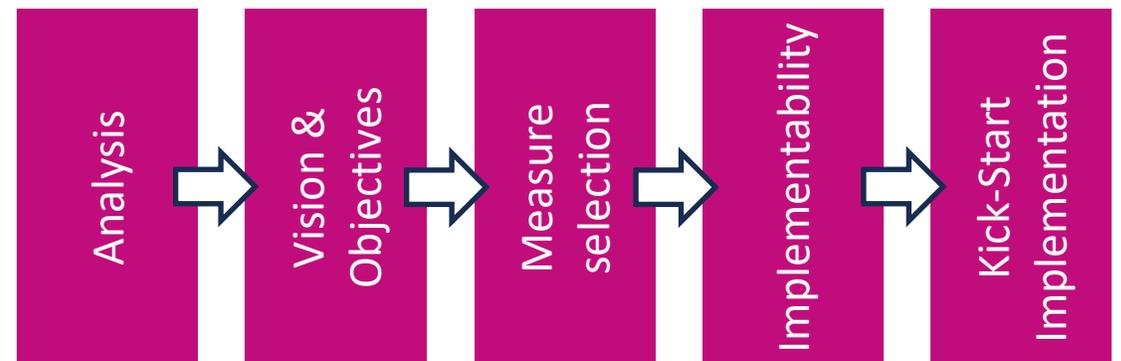
How do GREEN, GENDER and DIGITAL fit in?

The 3 cross-cutting themes GREEN, DIGITAL and GENDER take central roles in the SCHOOLHOODs network level programme and local level planning processes:
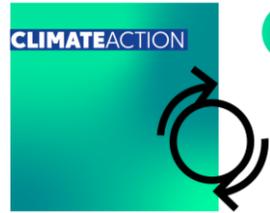
GREEN is featured in the SCHOOLHOODs tagline and is present in all 3 sub-themes: to convince people of greener mobility habits and patterns, to provide green transport services that replace more polluting car trips and to cater for green school neighbourhoods welcoming green transport service users and providing green structures to stakeholders of the area. GREEN is a topic for all webinars of the first six months encompassing understanding school mobility patterns and their conditions, learning on theory and practical approaches for behaviour change and how climate change argumentation might work for this, mobility management solutions for service provisions as well as public space designs providing welcoming spaces and supporting green travel choices.

In the second half of 2024, GREEN measures get tested on the ground to learn how they work in the local environments and to improve their design using the exchange and review formats in webinars and meetings for this. Work for the implementation readiness of the IAPs includes how to measure greening mobility and as well people's mindsets with the actions at stake. And to identify and address financing for greening transport and public space with a specific view on the respective regional, national and EU-level funding programmes.

GENDER is as GREEN present in all 3 sub-themes of SCHOOLHOODs and as well in all webinars of the first six months. Boys and girls, mothers and fathers, have different mobility habits and affinities, which SCHOOLHOODs investigates to better understand their motivations. Questions at the initial stage circle around "who is the typical cycling pupil" and "who is getting children to schools (and ready for school) and how do they move on". The understanding on gender perspectives helps SCHOOLDHOODs to identify measures to approach the respective needs and ideas co-creatively with boys and girls, fathers and mothers, women and men. Measure identification, selection and testing over the second semester of 2024 focuses on discussing and creating the draft IAP in the ULG, school and school neighbourhood settings with these stakeholders. The integration of the gender perspective in the integrated planning process is crucial to come up to the objective of creating safe, green and happy ways to school for all. Measurement and finance continue taking a gender perspective and work with e.g. gender budgeting.

DIGITAL offers opportunities for SCHOOLHOODs alongside the integrated planning process: In assessing modal split and preferences for school mobility. In evaluating school ways and school environments using digital maps and survey tools. In providing information on spatial conditions and the timing for trips. In organising traffic services and demand for these. And in simulating changes to public space in school neighbourhoods alongside possible effects to traffic during morning and afternoon peaks.

The SCHOOLHOODS work plan

The work plan presents the single steps taking at network and local level. Interweaving network level and local level activities employs key learning grids and post-meeting briefs that form the backbone of a mutual development and work along the policy challenge on safe, green and happy ways to school.

	Planning Actions Phase				Preparing Implementation Phase			Finale
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8

Network Level

Communication
- Report 1
- Report 2
- Report 3
- Report 4
- Report 5
- Report 6
- Report 7
- Network Products
- Final Event
- Report 8

Learning, Exchange and Capacity Building
- Webinar Block 1 – Analysing space & behaviour
- Webinar Funding 1
- Webinar Block 2 – Behaviour Change
- Webinar Block 3 – Working with Pupils
- Webinar Block 4 – Mobility Management
- Webinar Block 5 – Review Testing Prepare MTR
- Webinar Block 6 – Refining Actions, Indicators
- Webinar Funding 2
- Webinar Block 7 – Preparing Implementation
- Webinar Block 8 – Promote, Adopt, Hand-Over
- Webinar Block 9 – Review Hand-Over Network continuation

- TNM 1 Brno – Complete Analysis Vision, Objectives, Targets
- TNM 2 Turku – Collect actions Prepare Testing
- Site Visit Tour – Urban design Traffic Calming
- TNM 3 Zadar – Action selection MidTerm & IAP-Review 1
- TNM 4 Brasov – Detailing action incl. Monitoring & Evaluation
- TNM 5 Skawina – Governance changes IAP-Review 2
- TNM 6 Rethymno (tbd) – Promote & Adopt Start implementation

Local Level

ULG work
- ULG 1 – Kick-Start & Analysis
- ULG 2 – Visioning Objectives & Targets
- ULG 3 – Collecting Actions
- ULG 4 – Testing Actions
- ULG 5 – Selecting Actions Draft IAP
- ULG 6 – Detailing Actions
- ULG 7 – IAP and ULG review
- ULG 8 – Final IAP Prepare Implementation
- ULG 9 – Kick-Start Implementation

Communication
- Local Event
- Local Event
- Local Event
- Local Event
- Local Event
- Local Event
- Local Event
- Local Event

- 73 -

Icons: FLATICON

The network learning and exchange sequence

SCHOOLHOODs employs a mix of in-person and digital learning and exchange activities. They are planned alongside the integrated planning process to provide knowledge at the right point of the process. Webinar Blocks and Site Visits consequently get delivered at the start/during a planning process task to support the respective local activities. Transnational Meetings build the cornerstones of the process focusing on the policy challenge and on the planning process alike. They form opportunities for partners to perform in-depth exchange and review activities to finetune the closure of a task. And they work for the joint perspective to the next steps as a first-hand preparation for the tasks connected to learning steps.

Format & Topic	Timing	Topic Details	Methodology
Webinar Block1 Analysis	February 2024	Analysing public space, school routes, road safety perceptions Modal Split and Origin-Destination Matrices	Master Class using presentation and whiteboard work elements of 4 units.
Webinar Funding 1	February 2024	Overview on funding options and programmes for infrastructure and traffic management actions	Webinar with refreshed state of the art and exchange on experiences
TM 1, Brno Analysis and Vision, Objectives	March 2024	Results of the analyses and identifying existing gaps Introduction and practising on defining vision, objectives and targets *Optional excursion to Vienna for school street and traffic calming*	Peer review and gap analysis Presentations and group competition *Optional: Field trip to Vienna*
Webinar Block 2 Behaviour Change	April 2024	Awareness raising and social behaviour change Nudges for sustainable school mobility	2 Webinars with expert input employing peer exchanges and measure road show
Webinar Block 3 Work with pupils!	May-June 2024	Gamification of workshops and participation processes Traffic education and teaching skills	2 Webinar "train the trainers" to empower teachers/trainers working with pupils
TM 2, Turku Measure collection Prepare testing	June 2024	Placing measures to vision and its objectives and targets Road show on possible measures Location, timing and scope of testing measures Preparation of the Mid-Term Reflection (MTR)	Measures and the result framework Exchange market own and others' measures Workshop "Running a test case" Defining tasks and tools for the MTR
Webinar Block 4 Mobility Management	June-July 2024	Mobility Management structures at administration level Mobility Management measures and strategies for schools Fostering cycling by skills, vehicles and services	Master Class with peer review on Parma example, peer exchange on school mobility measures, spotlight "enabling cycling"

Site Visit Tour Parma	October 2024	Traffic calming measures and urban design techniques to support road safety and active mobility in school streets and areas	Site Visit includes presentations, field trip, peer exchange, work exercise for transfer
Webinar Block 5 Testing activities	November 2024	Mid-Term review of testing activities: plan against practise, state of monitoring and evaluation frame	Peer-review on testing experiences Q&A board to testing activities
TM 3, Zadar MidTerm Reflection IAP drafting	December 2024	MidTerm Reflection IAP Peer Review of Sections 1 and 2 Methods to finalise the choice of actions	MTR: define roadmap optimisation IAP Review collection on lessons learnt Practising applicable tools
Webinar Block 6 Detailing actions	January 2025	Detailing actions for implementation readiness Lessons learnt from pilot activities Introducing monitoring and evaluation	Webinars using methods "refining an action" and "from Actions to Impact Game"
Webinar Funding 2	January 2025	Update on funding options How to develop a funding strategy	Webinar update on state of the art Step-by-step guide to a funding strategy
TM 4, Brasov Implementation Readiness	March 2025	Review implementation readiness of action planning Gap analysis to identify barriers to implementation Preparation of Final Event	Reversed ideation to spot shortcomings and gaps on implementability of actions Ideation on Final Event
Webinar Block 7 Preparing implementation	April 2025	Review on finance strategy Review on monitoring and evaluation scheme Governance changes for the implementation phase	2 Webinars using expert and peer review on finance and M&E Webinar Exercise governance changes
TM 5, Skawina IAP Review 2	June 2025	IAP Review for finalisation of the plan Review on governance changes Detailing Final Event programme	IAP Review workshop series focusing on sections 3 and 4 Critical friend to governance changes
Webinar Block 8 Preparing the Finale	July 2025	Local communication plan IAP presentation and start of implementation Options for celebrating the result with the public	Webinar using peer exchange on plans for local communication Showcase and review of celebration options
TM 6, Rethymno (TBD) Celebrating success!	September 2025	Final Event Presenting and discussing the network's achievements Transferability workshop for cities outside the network partnership	Marketplace, Spotlight presentations, Breakout sessions, transferability workshops on network cities main achievements
Webinar Block 9	November 2025	Review the hand-over to the implementation phase	Online Exchange on hand-over activities

Choice of tools and methods

SCHOOLHOODs combines the exchange and learning programme with introducing and practicing tools and methods at hand that match both, the integrated planning process and the work on the identified policy challenge and its 3 sub-themes.

Analysis

The analysis work concentrates on understanding the current situation and the underlying factors. It makes use of expert input on theory and good practice and works with deep-dives to analytical work. Proven tools for analysing school trips, motives for modal choices and public space design are explained and practiced (e.g. the URBAN95 public space assessment grid).

Vision & Objectives

The work introduces a set of methods to employ at local level and puts a choice of these to a practical test. Suitable tools encompass Newspaper of Tomorrow (as tested during USU in Malmö), the Threeways Game, Story Telling, Scenario Stretching, Card Games, Reversed Ideation and Performance in Policy-Making exploiting the structure of the Result Framework.

Measure selection

Measure selection starts with identifying options and makes use of detective games for the search of good practice, a classical measure show with a work exercise on adding own ideas, exchange markets at global knowledge scale as well as expert input calling on the experts employed during the technical input webinars.

With the broad knowledge on possible measure options at hand, the work focuses on how to select the fitting measures for each network city. This includes demonstrating tools as OPERA, Agile Focus Dart Board, Attractiveness Maps, NUF Test, Problem and Solution Tables, Diamond Structure and Planning with Limitations. The tools support choosing pilot cases, which get simulated in a field case exercise.

Implementability

For detailing the IAP actions, tools as Refining an Action, Reversed Ideation and the "From Actions to Impact Game" take the centre. The work on resourcing bases on a Funding Map and a needs analysis alongside the full structure on resourcing of the URBACT Toolbox. Funding is a specific topic for two webinars which concentrate on introducing the process for resourcing and answering the network cities' specific needs. Resourcing works with gender budgeting as a valuable tool to answer the network policy challenge. During the implementation planning phase, the tools used for establishing the ULGs get revived to prepare changes to the groups to safeguard sound implementation of the Integrated Action Plans.

**Process**

Reviews and exchange of experiences take place during the entire planning process. They employ exchange markets, 1-2-3 games, Integration Assessment exercises, TV Game Shows, Silent Whispers and Critical Friend to give the network cities a set of different formats (depending on the topics and planning stage) safeguarding a vivid and non-repetitive exchange and joint learning experience.

Connecting local work and network learning and exchange

SCHOOLHOODs makes use of the network learning and exchange sequence as its tailormade capacity building facility. It feeds preparation of webinars, master classes and network meetings with the needs at local level to the respective work step and planning stage. And this network level capacity building facility reports back main take-aways and learning to the local level work of the ULGs. To give life to this scheme, SCHOOLHOODs relies on people and documentation.

For people: all activities at local and network level will see the participation of the ULG coordinators and/or their proxies. They and the project coordinators get trained for debriefing and transfer capacities in their ULGs. Network level activities get designed and timed to ease participation of ULG members. Digital formats get recorded to enlarge the group of people able to exploit these.

For documentation: Knowledge and needs transfer between local and network level work with key learning grids as the main messenger. Each city manages a learning grid capturing the main lessons learnt and take-aways for the local work. The grids are discussed with the Lead Expert after network activities to complete on the relevant knowledge, consult on the transfer at local level and discuss any question of understanding. Network activities produce briefing notes as annexes to the key learning grids. They are e.g. practical guidance lists, key presentations, work exercise results, videos or any other tutorial or guideline that capture the learning of the respective network activity. The briefing notes are not tailored to the individual city's needs, they capture the general knowledge and learning story. Cities decide for themselves if they want to translate specific briefing notes for the local work.

TM1 Brno	ULG2	Webinars 2-4	ULG3	TM2 Turku
Prepare TM out of ULG key learning grid input	*Integrate key learnings to ULG work:*	*Prepare webinar blocks from ULGs' key grids*	*Integrate key learnings to ULG work:*	*Prepare TM out of ULG key learning grid input*
Review analysis work **Defining vision, objectives and targets**	**Review analysis and addressing gaps** **Preparing work on Vision & Co**	**Deliver Webinar Blocks 2-4 for ULG members**	**Establish long-list on actions** **Settle first ideas on testing**	**Fit measures to result framework** **Measure Road show** **Cornerstones for testing activities**
Documentation in key learning grid	*Entering needs on webinar topics to grid*	*Documentation in key learning grids*	*Entering needs on webinar topics to grid*	*Documentation in key learning grid*

Communication and transfer of network findings and results

The SCHOOLHOODs work and results, at network and at local level, are the source of content for the communication products. Minutes of meetings and webinars, key learning grids and post-meeting/webinar briefing notes as well as the quarterly network reports work as a constant documentation of the network progress and form the ideal source for the communication products:

Digital Handbook	≪	Key learning grids	Briefing notes	Minutes	Quarterly Report	All other products
8 Podcast Videos	≪	Key learning grids	Briefing notes	Minutes		
8 Case Studies	≪	Key learning grids				
Why cooperate? Video	≪	Minutes	Quarterly Report	8 Podcast Videos		
Thematic Papers	≪	Key learning grids	Briefing notes	Minutes	Quarterly Report	Other products
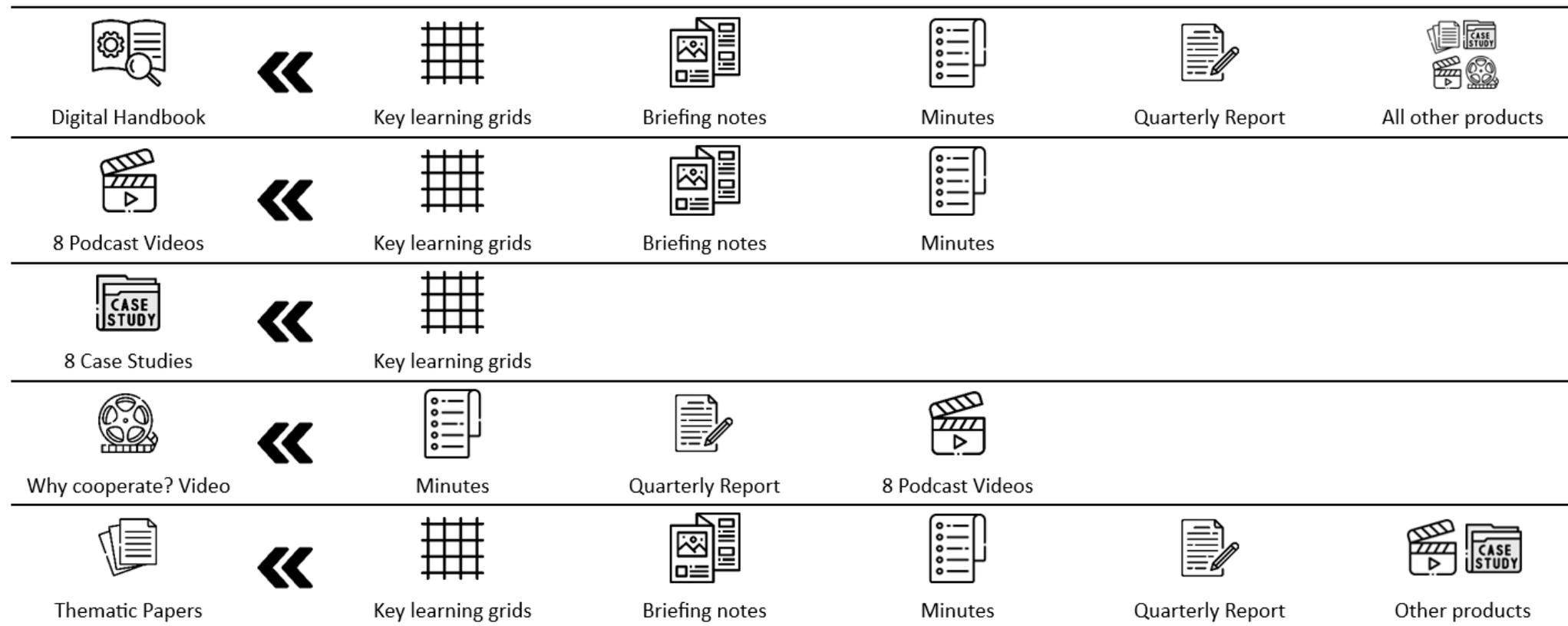
Network website articles and quarterly reports give the recent state of play on network achievement and will be the most topical communication on learning and exchange at network level and achievements of local level work.

The URBACT Local Groups decide and steer local communication and events. By both, the ULGs report on their own work process, integrate the local communities and stakeholders in it and forward key information from network level activities to their local communities. Local events are used for the connection to network level progress and topics combining them with international theme days like World Children Day or European Mobility Week.

SCHOOLHOODs network roadmap

The roadmap is based on the network work plan but is used as a management tool. It displays the work plan and connects tasks and objectives related to the work process at local and network level to the plan's single items. To allow an easy use within the frame of 8 different digital environments of the network city, the roadmap uses Excel. The files are operated cloud-based at google drive to safeguard that the most recent version is easily accessible.

The roadmap identifies single steps of work at city level to ease management of the tasks: to follow-up on the recent tasks and to easily manage which tasks are recent and open and which are already addressed and closed.

The road map and an extract of it with specific tasks are present on the following two pages next pages.

We are highly motivated to dedicate the coming two years to create implementation ready Integrated Actions Plans that move the policy challenge of children getting driven to school by cars towards a setting of safe, green and happy ways to school!

Activity	2024 Jan	Feb	Mrz	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	2025 Jan	Feb	Mrz	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
																						Finale		
URBACT Network Website			Article 1	Article 2	Article 3	Article 4	Article 5			Article 6	Article 7	Article 8	Article 9	Article 10	Article 11	Article 12	Article 13	Article 14	Article 15		Article 16	Article 17	Article 18	
Quarterly Network Reports			QNR1			QNR2			QNR3			QNR4			QNR5			QNR6			QNR7			
Webinars for network level learning and exchange																								
Webinar Block 1 Analysing space and behaviour		WB1																						
Webinar Funding 1		WF1																						
Webinar Block 2 Behaviour Space				WB2																				
Site Visit Parma & Bolzano					SVPB																			
Webinar Block 3 Working with pupils!						WB3																		
Webinar Block 4 Mobility Management							WB4																	
Webinar Block 5 Review Testing / MTR										WB5														
Webinar Block 6 Refining actions / indicators													WB6											
Webinar Funding 2													WF2											
Webinar Block 7 Preparing Implementation																WB7								
Webinar Block 8 Promote, adopt, handover																		WB8						
Webinar Block 9 Review hand over, network continuation																							WB9	
Transnational Meetings ALL																								
Transnational Meeting 1 Brno - Analysis, Vision, Objectives			TM1																					
Transnational Meeting 2 Turku Collecting actions, Preparing testing									TM2															
Transnational Meeting 3 Guia De Isora - Action selection, MTR, IAP Review												TM3												
Transnational Meeting 4 Brasov - Detailing actions incl. M&E															TM4									
Transnational Meeting 5 Skawina - Governance changes, IAP Review 2																		TM5						
Transnational Meeting 6 Zadar - Promote & Adopt, Start implementation																				TM6				
URBACT Local Group Meeting ALL																								
ULG 2 Visioning, objectives and targets				ULG 2																				
ULG 3 Collecting actions					ULG3																			
ULG 4 Testing Actions						ULG4																		
ULG 5 Selecting Actions, Draft IAP									ULG5															
ULG 6 Detailing Actions														ULG6										
ULG 7 IAP and ULG review																ULG7								
ULG 8 Final IAP, prepare implementation																		ULG8						
ULG 9 Kick-start implementation																					ULG9			
Local Events ALL																								
Local Event World Health Day				Local Event																				
Local Event World Bicycle Day					Local Event																			
Local Event European Mobility Week						Local Event																		
Local Event World Children Day							Local Event																	
Local Event World Health Day																Local Event								
Local Event World Bicycle Day																		Local Event						
Local Event European Mobility Week																				Local Event				
Local Event World Children Day																						Local Event		
Network result products and final event																								
Podcast Videos Draft IAPs												Videos												
Podcast Videos Final IAPs																			Videos					
Thematic Papers School Mobility						TP						TP			TP			TP			TP			
Thematic Papers School Neighbourhood						TP						TP			TP			TP			TP			
Case Studies																			CS					
Video on value of cooperation																			Videos					
Digital Handbook																					Handbook			
Final Event																					Final Event			

	2024												2025											
	Planning Actions Phase												Preparing Implementation Phase									Finale		
	Jan	Feb	Mrz	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mrz	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
URBACT Network Website			Article 1	Article 2	Article 3	Article 4	Article 5			Article 6	Article 7	Article 8	Article 9	Article 10	Article 11	Article 12	Article 13	Article 14	Article 15		Article 16	Article 17	Article 18	
Responsible Partner for the article?			Name	Name	Name	Name	Name			Name	Name	Name	Name	Name	Name	Name	Name	Name	Name		Name	Name	Name	
Draft sent to Communication Officer for check?			☐	☐	☐	☐	☐			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	
Published online?			☐	☐	☐	☐	☐			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	
Quarterly Network Reports			QNR1			QNR2			QNR3			QNR4		QNR5			QNR6				QNR7			
Contributions to QNR sent to Lead Expert			☐			☐			☐			☐		☐			☐				☐			
Checked relevant part of the QNR			☐			☐			☐			☐		☐			☐				☐			
Webinars for network level learning and exchange																								
Webinar Block 1 Analysing space and behaviour		WB1																						
Discuss and agree agenda and input (send ULG Input key learning grid)	☐																							
Invite ULG members to take part		☐																						
Participate and contribute to Webinar		☐																						
Create key learning grid (and briefing notes and minutes)		☐																						
Webinar Funding 1		WF1																						
Discuss and agree agenda and input (send ULG Input key learning grid)	☐																							
Invite ULG members to take part		☐																						
Participate and contribute to Webinar		☐																						
Create key learning grid (and briefing notes and minutes)		☐																						
Webinar Block 2 Behaviour Space				WB2																				
Discuss and agree agenda and input (send ULG Input key learning grid)			☐																					
Invite ULG members to take part				☐																				
Participate and contribute to Webinar				☐																				
Create key learning grid (and briefing notes and minutes)				☐																				
Site Visit Parma & Bolzano					SVPB																			
Finalise choice of locations for the Site Visit		☐																						
Discuss and agree agenda and input (send ULG Input key learning grid)			☐																					
Delegate participants for the Site Visit			☐																					
Participate and contribute to Site Visit					☐																			
Create key learning grid (and briefing notes and minutes)					☐																			
Webinar Block 3 Working with pupils!					WB3																			
Discuss and agree agenda and input (send ULG Input key learning grid)				☐																				
Invite ULG members to take part					☐																			
Participate and contribute to Webinar						☐																		
Create key learning grid (and briefing notes and minutes)						☐																		
Webinar Block 4 Mobility Management						WB4																		
Discuss and agree agenda and input (send ULG Input key learning grid)					☐																			
Invite ULG members to take part						☐																		
Participate and contribute to Webinar							☐																	
Create key learning grid (and briefing notes and minutes)							☐																	
Webinar Block 5 Review Testing / MTR									WB5															
Discuss and agree agenda and input (send ULG Input key learning grid)								☐																
Invite ULG members to take part									☐															
Participate and contribute to Webinar										☐														
Create key learning grid (and briefing notes and minutes)										☐														