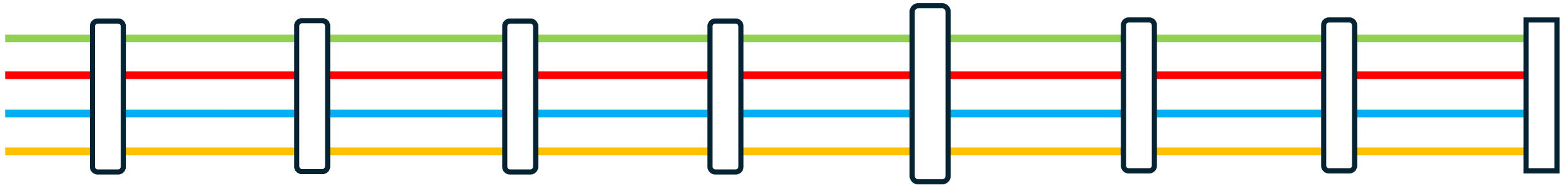


SCHOOLHOODs

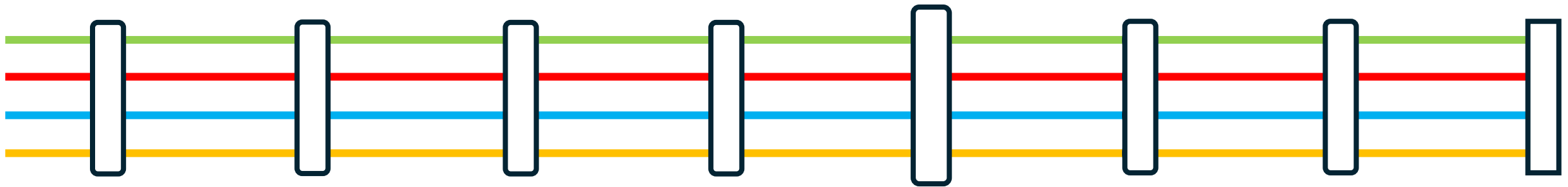
Fifth Quarterly Network Report



January – March 2025

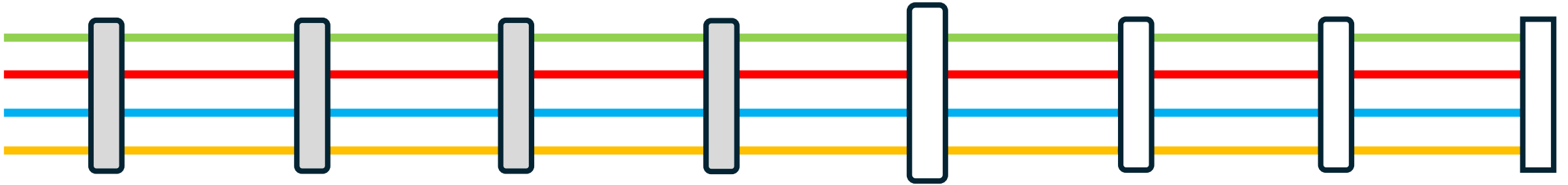
The SCHOOLHOODs network time table

Fifth stop – getting into detail



- Line 1 - learning and exchange @ network level
- Line 2 - putting things on the ground
- Line 3 - what else is out there?
- Line 4 - creative work with methods and tools

Connecting to our fourth stop!



During the detailing actions phase, we relied on collaborative learning and practical examples to guide our work. The IAP review poster session played a key role, enabling participants to share experiences and establish a strong basis for finalizing action descriptions based on readiness and priority.

We drew inspiration from Parma's Happy Bus school bus system, offering door-to-door pupil transportation, and the Parma school street initiative, both highlighting innovative sustainable mobility solutions.

The Mid Term reflection also revealed important learning needs: securing political buy-in to support action plans, gaining a better understanding of gamification and campaigning to boost engagement, and learning how to use social media effectively to communicate and promote actions.

Together, these insights provide a clear path toward detailed, strategic, and impactful action planning.



Line 1 – learning & exchange @network level



Webinar on “Political Buy-In” – main advice and lessons learned (1)

Political buy-in is essential for project success. It means having the formal support of elected officials, which helps ensure funding, cross-departmental cooperation, and public acceptance. Without political backing, projects can face unclear responsibilities, lack of resources, and poor integration into wider policy frameworks.

To gain political buy-in, it's important to consider both what politicians want and what they need. While interests vary—such as economic development, education, or sustainability—all politicians need public support and votes. They learn about people’s interests through conversations, public events, social media, and, most importantly, data. Research shows they pay most attention to public concerns and statistical data, rather than media stories or rival opinions.

Therefore, your strategy should combine two key elements: real voices (e.g. from parents, schools, or community groups) and reliable data (e.g. local surveys or statistics).



Line 1 – learning & exchange @network level



Webinar on “Political Buy-In” – main advice and lessons learned (2)

Invite politicians to events and make space for them to meet citizens. Encourage others to contact them directly through official messages or local events. Keep communication concise, respectful, and focused on shared values like child well-being or community safety.

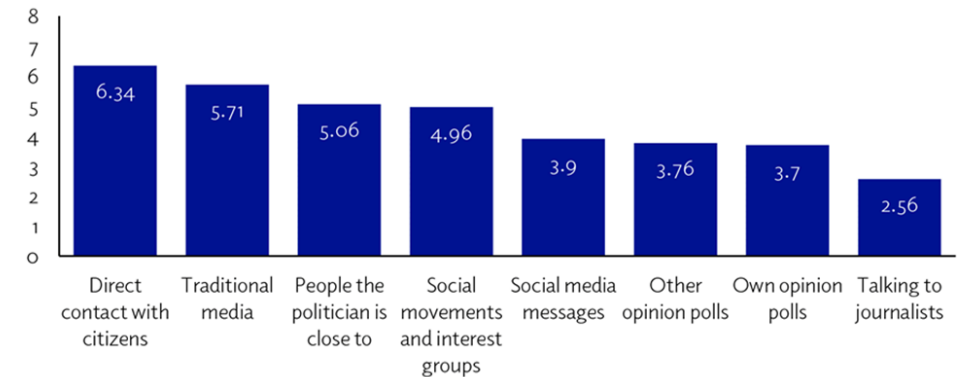
When framing your message, speak broadly. Instead of promoting one school’s mobility plan, highlight how the project supports healthier, safer environments for all children. Use relatable stories, local examples, or even respected role models from similar cities to build trust. Politicians also benefit from visibility and credibility. Involving them in public activities boosts their profile and makes the project more trustworthy. Let them explain objectives themselves, rather than relying only on experts. Focus first on big-picture goals—measures come later.

In summary, successful political engagement relies on trust, shared interests, citizen voices, and solid data. Framing the message well and building personal relationships helps both the project and the politicians involved succeed.

Politicians feel that direct contact with citizens is the most useful source for learning about public opinion

Average usefulness of sources for learning about public opinion according to politicians.

UK IN A
CHANGING
EUROPE



Source: S. Walgrave and K. Soontjens, 'How politicians learn about public opinion', Research & Politics

Line 1 – learning & exchange @network level

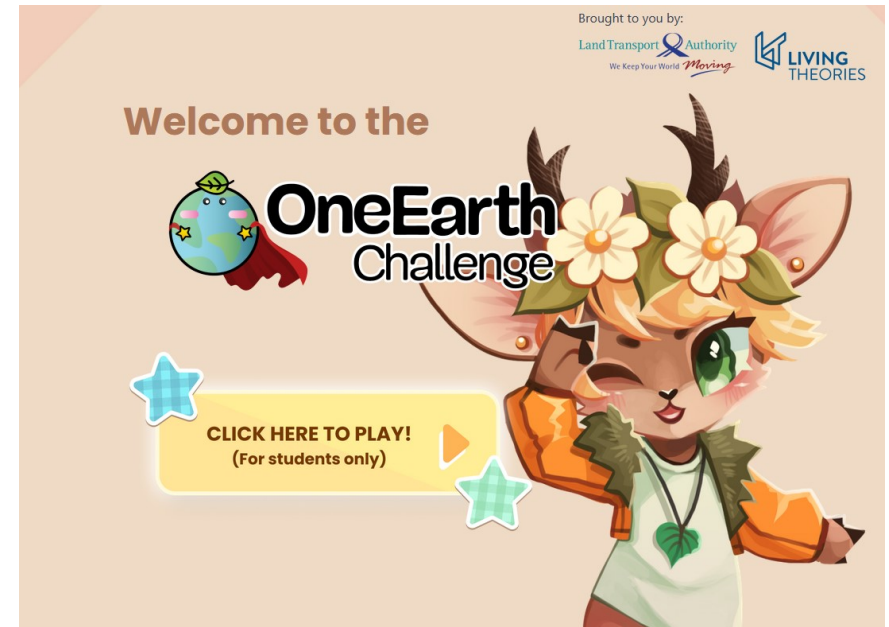


Webinar on gamification and campaigning (1)

The webinar explored the use of gamification in promoting sustainable mobility and active travel among children. Key projects in Slovenia, Singapore, and the UK demonstrate how gamified activities can effectively encourage children to shift toward walking, cycling, or using public transport for school commutes, improving physical activity and environmental awareness.

The Slovenian "Let's Walk with Rosie the Chicken!" project showed a 20.87 percentage point increase in sustainable journeys over one week, particularly among younger children, highlighting age as a factor in engagement. The program combined daily travel reporting, rewards, competition, and teacher involvement, stressing that motivated teachers were crucial for sustained behaviour change.

Similarly, Singapore's "OneEarth Challenge" used a fictional narrative and team competitions to boost intrinsic motivation, resulting in a 28.5 percentage point increase in car-free travel that persisted weeks after the intervention. This program emphasized social engagement, individual and collective goals, and digital interaction as strong motivators.



Line 1 – learning & exchange @network level



Webinar on gamification and campaigning (2)

In the UK, the "Beat the Street" intervention used physical activity tracking technology and reward systems, leading to increased moderate-to-vigorous physical activity among children who actively engaged in the game, although overall activity across the group was mixed.

Lessons learned include the importance of teacher involvement, the power of narratives to sustain motivation, and how even simple game elements encourage participation. Gamification taps into children's natural love of competition and social interaction. Moreover, campaigns benefit from appealing beyond mobility itself, such as by linking travel to social causes or rewards.

Finally, integrating gamification with education and community engagement, and tailoring programs to age and context, can create meaningful and lasting changes in children's travel habits.



Line 1 – learning & exchange @network level



SCHOOLHOODs Brasov Meeting – continue to play! (1)

The SCHOOLHOODs cities shared their best practices in using games and fun challenges (gamification) to promote sustainable travel, especially among school children.

Skawina presented the Cycling in May campaign, which began in Gdansk, Poland in 2014. Pupils cycle to school as often as possible during May. Each class records trips using an online system—no need to count kilometres. Teachers handle registration and track cycling. The more pupils cycle, the better the class performs. Cities must join the campaign for their schools to take part. Rewards include sports gear or bike trips. Skawina has run it since 2017. The system also gives cities a dashboard to compare schools and campaign years.

Turku shared their creative Alien Game, where alien visitors learn about sustainable mobility on Earth. Children take part by answering surveys using smiley faces to show how they feel about travel options.



Line 1 – learning & exchange @network level

SCHOOLHOODs Brasov Meeting – continue to play! (2)

Brno runs several fun and engaging activities. They adapted the Traffic Snake Game into the Brno Dragon Game, which ran in two schools. Brno also introduced Safely Through Brno Junior, an online game with an exciting prize—an iPhone 16! An art competition let pupils imagine sustainable travel now and in the future. Winners received vouchers for sports shops. The 10,000 Steps campaign encouraged families with young children to be more active together. Brno also expanded its Bike to Work campaign to include walking.

Parma uses gamification in smart ways. For example, they held a survey where participants could win prizes like a foldable bike. As a result, many more people completed the survey. In another project, local companies reward employees for cycling to work. Staff can earn up to €50 per month, tracked via a special app.

These fun campaigns show how gamification can effectively motivate children and adults to choose more eco-friendly transport options.



Line 1 – learning & exchange @network level



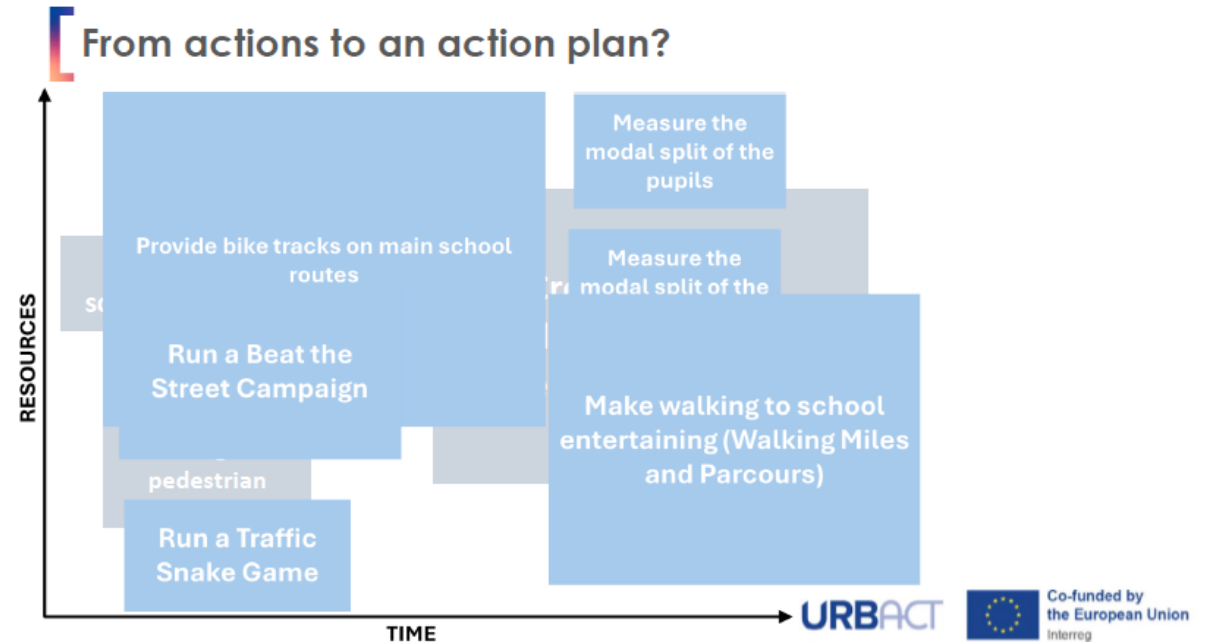
SCHOOLHOODs Brasov Meeting – knowing our limits

Planning with Limitations – A Game of Making Smart Choices

The team split into two groups and took part in a planning game. Each group had the same task: to create an action plan using a list of possible actions. However, they had to work within limited time and resources. The limits were shown on an A3 paper with a grid. One side showed time, the other showed resources. Each action was represented by a card of a certain size, depending on how much time and resources it would take. The goal was to choose the most important actions and decide on the best order to do them in.

The exercise helped teams focus on key actions and think carefully about timing. A big challenge was using the limited space wisely.

This simple method is useful for starting discussions on what actions matter most, especially when planning within a local setting with limited resources.



Line 1 – learning & exchange @network level

SCHOOLHOODs Brasov Meeting – what's the logic of monitoring?

A large focus was placed on a hands-on workshop about how to measure progress and success effectively. The aim was to set up a clear and practical structure to track both individual actions and the overall intervention plan using a well-defined monitoring framework. The session was carefully prepared with support from URBACT expert Bela Kezy, who contributed valuable content, guidance, and interactive exercises.

The session provided input on how to use data and indicators in the planning process. The team also learned about typical mistakes to avoid when designing and applying these tools. In the group exercise, each city developed its own intervention plan based on the result framework. Beginning with the key local challenges, they defined the intended change (or vision), identified specific objectives, and selected result indicators to track progress. They also developed output indicators for the actions required to achieve their goals.

City: BRASOV School #9

MONITORING CANVAS				
INTERVENTION LOGIC & RESULT INDICATORS				
SITUATION	CHANGE	SPECIFIC OBJECTIVE	RESULT INDICATOR(S)	TARGET VALUE(S)
36% of 52 primary school children use a private vehicle to school by 2026 (no more than 10%)	Intervent to reduce the number of children using private vehicles to school	Reduce the number of children using private vehicles to school	Number of children using private vehicles to school	50% by 2026
BASLINE VALUE(S)	SOURCE OF INFORMATION			
36% 52	City Council			

OUTPUT INDICATORS				
ACTION	OUTPUT INDICATOR	BASLINE	TARGET	SOURCE OF INFORMATION
Establish pedestrian crossings	Number of pedestrian crossings	1	4	City Council
Improve sidewalks on main roads	Number of improved sidewalks	0	25m	City Council
Establish pedestrian crossings	Number of established pedestrian crossings	0	10m	City Council

MONITORING FRAMEWORK		
RESPONSIBILITIES	REPORTING	FOLLOW-UP ACTIVITIES
Coordination	Frequency	Follow-up progress
Data / information collection	Format / Content	Follow-up progress
Report Preparation	To whom	Follow-up progress

City: SKAWINA

MONITORING CANVAS				
INTERVENTION LOGIC & RESULT INDICATORS				
SITUATION	CHANGE	SPECIFIC OBJECTIVE	RESULT INDICATOR(S)	TARGET VALUE(S)
Currently about 35% of children in Skawina commute to school by a private vehicle with their caregivers	All the children in Skawina have a healthy choice of safe and green modes of school mobility	Reduce the number of children using private vehicles to school	Number of children using private vehicles to school	35% by 2030
BASLINE VALUE(S)	SOURCE OF INFORMATION			
35% 40%	City Council			

OUTPUT INDICATORS				
ACTION	OUTPUT INDICATOR	BASLINE	TARGET	SOURCE OF INFORMATION
Cycling in the city	Number of active cycling infrastructure	5%	70%	City Council
Pedestrian	Number of pedestrians	0	3	Municipality & schools of Skawina
Safe schoolyards	Number of safe schoolyards	0	3	Municipality & schools of Skawina

MONITORING FRAMEWORK		
RESPONSIBILITIES	REPORTING	FOLLOW-UP ACTIVITIES
Coordination	Frequency	Follow-up progress
Data / information collection	Format / Content	Follow-up progress
Report Preparation	To whom	Follow-up progress

Line 2 - putting things on the ground

Brno: new zebra crossing at pilot school

Our network city Brno is progressed on improving pedestrian safety for the SCHOOLHOODs pilot school, Tuháčkova. Feedback from pupils, parents and teachers highlighted the need for a safer crossing where Černovická Street meets Schwaigrova Street.

In response, and with the expertise of traffic specialist Radka Matuszková, the project team worked with the Road Administration and Maintenance of the South Moravian Region and the Police of the Czech Republic. Together, they agreed to replace the current informal crossing point with a fully marked zebra crossing.

The upgrade will be carried out during the first stage of the planned reconstruction of Černovická Street. This initiative reflects strong cooperation between the community and local authorities, helping to create safer, more accessible routes for children and families in the area.



Line 2 - putting things on the ground

Rethymno: preparations underway for Pedibus pilot

The Rethymno ULG prepared for the pilot launch of Pedibus – a structured “walking bus” initiative – as part of the URBACT SCHOOLHOODS Network. The meeting brought together teachers, municipal representatives and parents to define routes, stops and operational details, ensuring a safe and enjoyable journey for participating students.

Pedibus is a supervised walking group where children travel to school along pre-arranged routes, accompanied by adult volunteers. The scheme offers multiple benefits: increased student safety, daily physical activity, reduced traffic congestion, environmentally friendly commuting, greater independence for children, and improved social interaction.

The pilot will begin at the 2nd Primary School of Rethymno, in partnership with the Parents’ Association, school educators, and with support from the 3rd Junior High School. This collaborative effort aims to promote healthy, sustainable travel for pupils.



Line 3 - what else is out there?

The School Street Mural in Agios Dimitrios

At the Outta Climate Festival in Agios Dimitrios, a remarkable asphalt mural was created outside the 1st and 12th Primary Schools, marking Greece's largest school-based pavement artwork. Guided by the renowned artist Soteur, local students collaborated to design and paint a vibrant mural covering around 100 square meters and stretching 30 meters long. The mural is located on a downhill street leading to a busy pedestrian crossing, a spot known for speeding vehicles. Its purpose is to capture drivers' attention and encourage them to slow down, significantly improving safety for children and other vulnerable pedestrians.

This project is part of the broader Bloomberg Asphalt Art Initiative and is supported by CIVINET Greece-Cyprus. It merges art, education, and road safety into a single impactful intervention. By involving students directly in the creative process, the initiative fosters community engagement, raises awareness about road safety, and encourages creative expression. The school asphalt art transforms an ordinary urban space into a dynamic, visually compelling reminder of the importance of safe driving, showcasing how collaborative art projects can make streets safer and more welcoming for everyone.



[Click me for the video!](#)

Line 4 - creative work with methods and tools

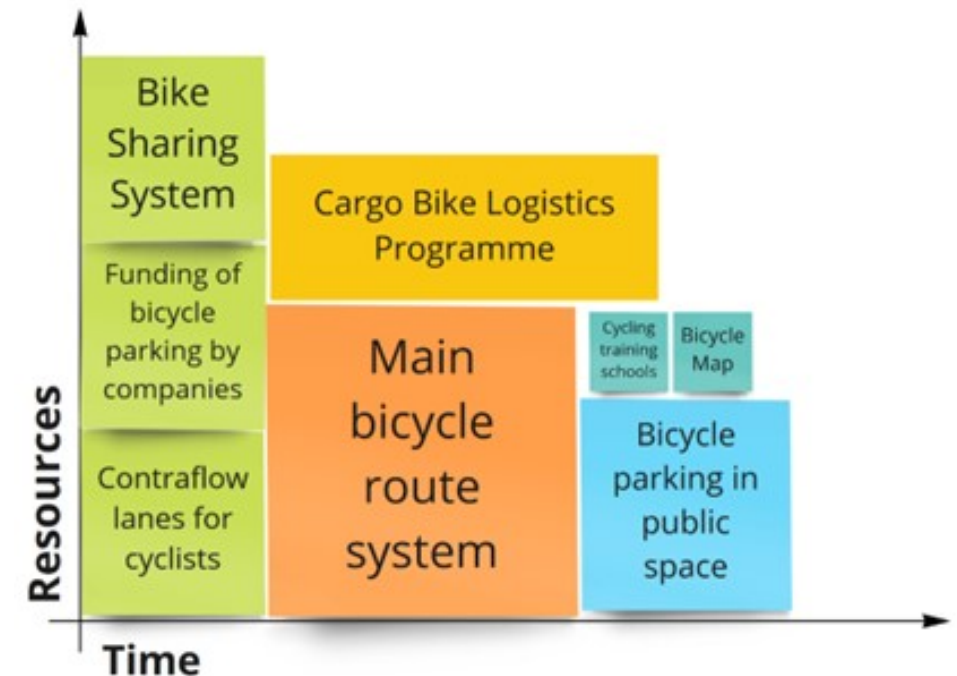


Exercise: Know your limits (1)

The “planning with limitations” exercise is a strategic approach designed to help identify the most feasible and important measures from a larger pool, to build an effective implementation plan within specific time and resource constraints. This method is particularly valuable when there is a need to prioritize which measures to implement first, ensuring a successful delivery of the overarching vision and its objectives.

The process involves creating a two-dimensional matrix on a large sheet of paper or a digital whiteboard. The horizontal axis (x-axis) represents the timeline—structured by months or years depending on the project scope—while the vertical axis (y-axis) denotes available resources, which may include funds, staff capacity, or other relevant units. The resource axis is segmented similarly to the time axis, facilitating balanced planning.

Individual measures are represented on separate pieces of paper or digital notes, sized proportionally to their estimated time and resource requirements.



Line 4 - creative work with methods and tools

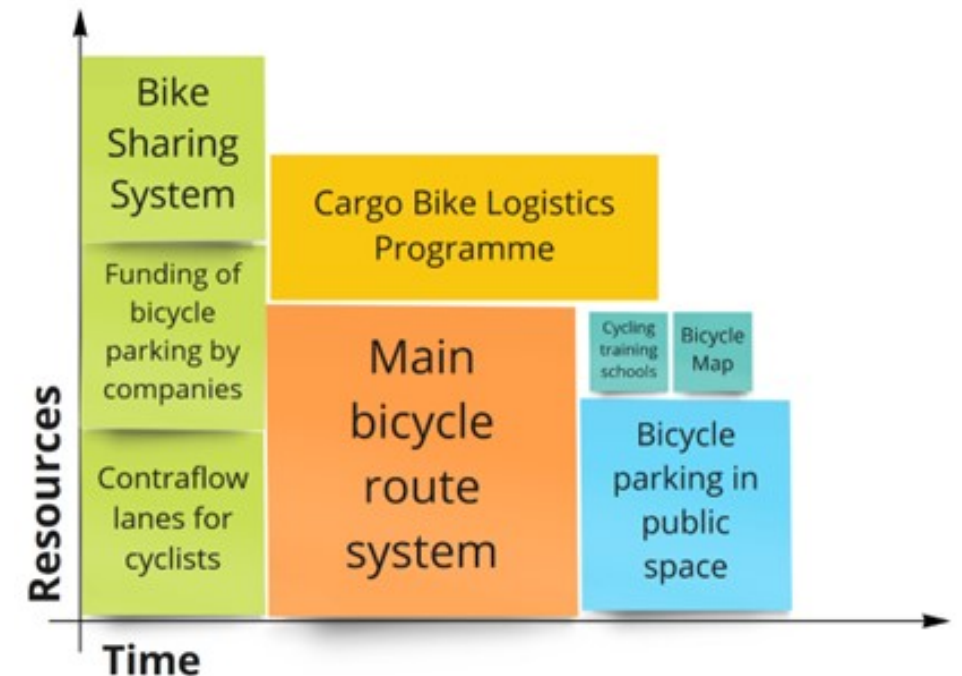


Exercise: Know your limits (2)

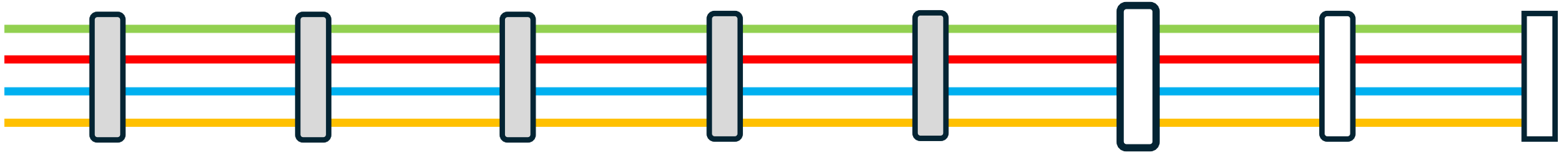
During collaborative sessions, workgroups place these measure pieces onto the matrix to determine which measures fit within the budget and timeline. This fosters priority-setting discussions, allowing teams to negotiate the best sequence and combination of measures for successful implementation.

This method can be applied using estimated or actual data on resource needs and timelines. Estimates can be informed by past projects, expert input, or stakeholder workshops. Planning with limitations is flexible and can be adapted to focus on specific resource types such as monetary costs or staffing capacities.

Importantly, this approach works well in both physical and virtual settings. Digital tools like Mural, Miro, or Google Docs enable remote teams to collaborate effectively, making planning with limitations a versatile technique for diverse project environments.



The look ahead – our next station

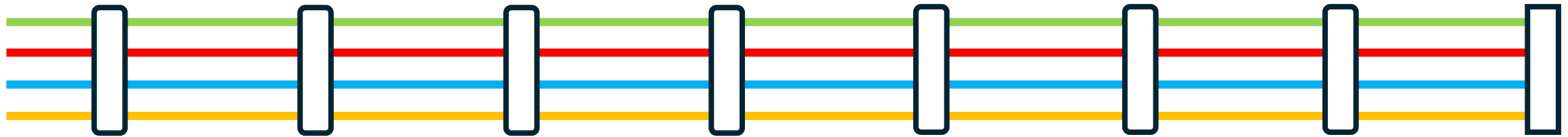


For the next stage, our focus will be on three key tasks: completing the detailed action descriptions, improving the visibility of the intervention logic within our IAPs, and creating a sound monitoring framework. These steps will strengthen the clarity, coherence, and effectiveness of our plans.

We will not work alone—two URBACT experts will support us by assessing the overall quality of our IAPs. Their independent, external perspective will help ensure that each plan clearly explains the main challenge and its underlying causes, presents a compelling vision and main goal, and shows how strategic objectives fit within this framework. They will also examine whether proposed actions are well aligned to address the core challenge and move us toward our vision. This expert input will add value, credibility, and precision to the final stage of our action planning process.



How to get in touch?



Lead Partner:

Municipality of Rethymno

VASILEIOS MYRIOKEFALITAKIS

vmirioke@rethymno.gr

+30 28310 40019



Lead Expert:

CLAUS KÖLLINGER

koellinger@vision5.at

+43 699 18104566



Stay tuned to learn more about **SCHOOLHOODs**

At URBACT's official website: <https://urbact.eu/networks/schoolhoods>

Facebook: [schoolhoodsnetwork](https://www.facebook.com/schoolhoodsnetwork)

LinkedIn: [schoolhoods-network](https://www.linkedin.com/company/schoolhoods-network)

Schoolhoods | URBACT



Co-funded by
the European Union
Interreg