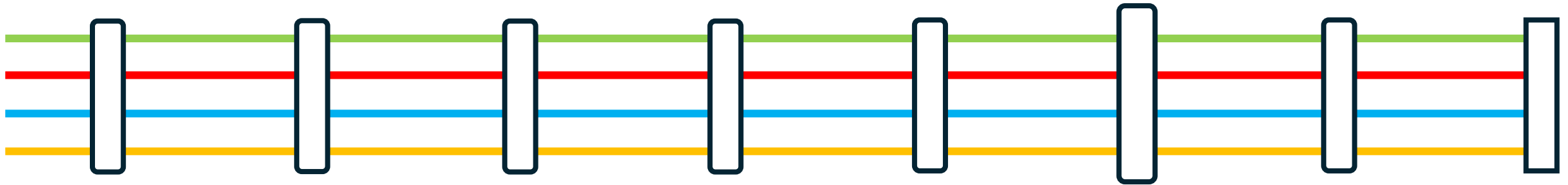


SCHOOLHOODs⁶

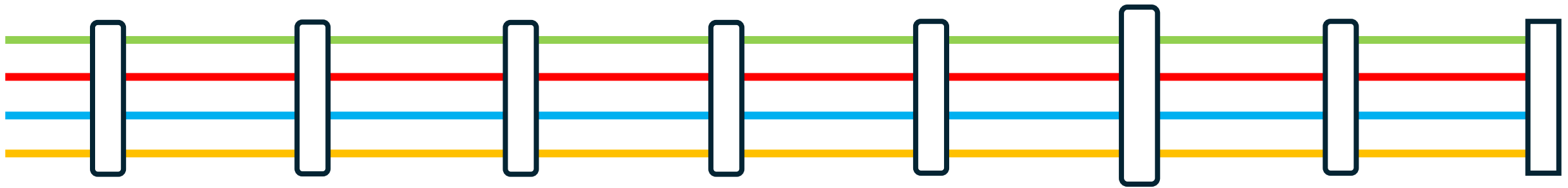
Sixth Quarterly Network Report



April – June 2025

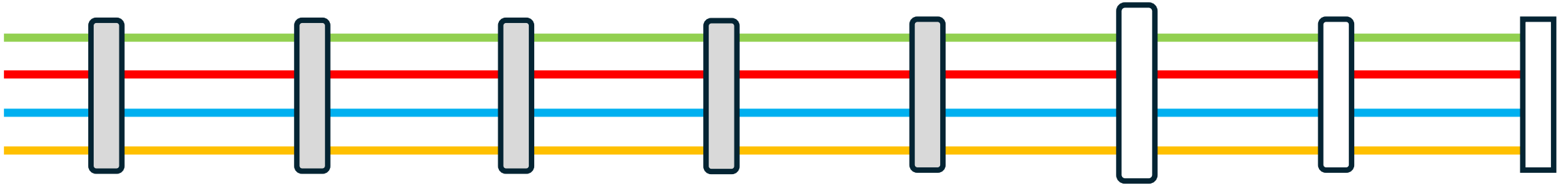
The SCHOOLHOODs network time table

Sixth stop – advancing IAPs!



- 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 fifth stop!



The *Getting into Detail* phase provided dense, valuable information that helped begin managing the delivery of the Integrated Action Plans, starting with a robust monitoring framework and progressing to finance and governance for implementation.

Key contributions included the webinar on political buy-in and the workshop on addressing limitations, which offered insights into future governance challenges, and early consideration of available resources and time, enabling a focus on the most critical measures and the sequence in which they should be implemented. Recent work exploited the smooth introduction to monitoring, establishing an intervention logic that integrates evaluation as a core control mechanism. Input from external examples and the network itself enriched ideas for using gamification and campaigns to increase engagement.

With these focal points, tackling the implementation chapter benefited from a well-structured starting point.



Line 1 – learning & exchange @network level

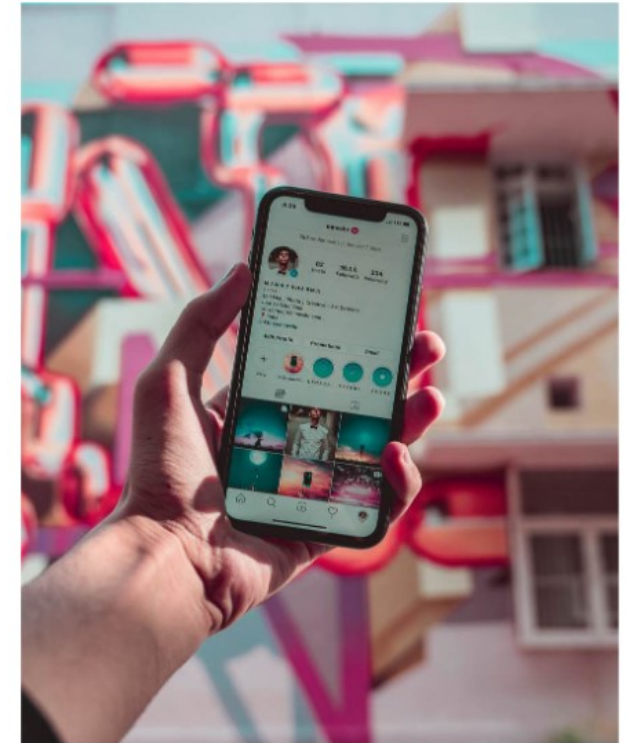


Webinar Social Media Use #1

SCHOOLHOODs had the pleasure to make use of the expertise of Viktoria Soos from ClimateSmartElephant within two social media use webinars structured on 1) what is out there and 2) optimizing social media use of the network cities. **A big thanks to Viktoria for her excellent work!!**

The Social Media Webinar #1 focused on reaching specific audiences, including educators, parents, students, associations, and local communities. Recommended platforms included LinkedIn for professional networking, Facebook for community engagement (despite low reach), Threads for conversations, TikTok for youth outreach, and YouTube for storytelling and education. Other channels such as WhatsApp, Telegram, and school newsletters were also noted.

Challenges like declining organic reach, low engagement on municipal pages, and audience indifference were addressed with engagement-focused tactics: conversational tone, relatable visuals, calls-to-action, and storytelling over formal announcements. Criticism was reframed as an opportunity for free reach, differentiating between constructive feedback and trolling. Core advice included collaborating with partners, spotting trends, adapting content to audience needs, experimenting with formats, and showing the project's human side to strengthen community connection.



Line 1 – learning & exchange @network level

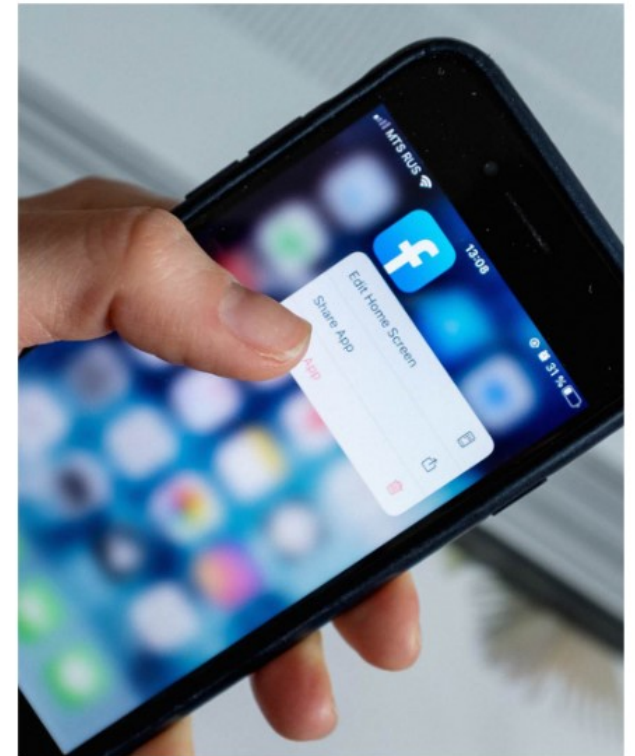


Webinar Social Media Use #2

The Social Media Webinar#2 centered on refining social media strategies for the Schoolhoods project. Viktoria began by outlining KPIs, publishing tools, analytics, and the ambitious goal of achieving 200 shares across partner pages.

She stressed the importance of engaging, shareable content—such as infographics, memes, and smart crossing campaigns—and highlighted the Turku team’s success on TikTok and Instagram as a best-practice example. Canva was recommended as an accessible tool for creating professional graphics quickly, particularly for non-profit and educational contexts. AI tools were discussed as useful for generating initial drafts, though Viktoria cautioned that human editing is essential to maintain authenticity and audience connection.

Challenges identified included internal communication barriers, restricted access to municipal social media channels, and low follower counts. Proposed solutions involved localized communication strategies, collaborative posting among partners, personal pages, consistent content calendars, and leveraging local groups. The group also explored making official documents more relatable and tailoring content for diverse audiences.



Line 1 – learning & exchange @network level

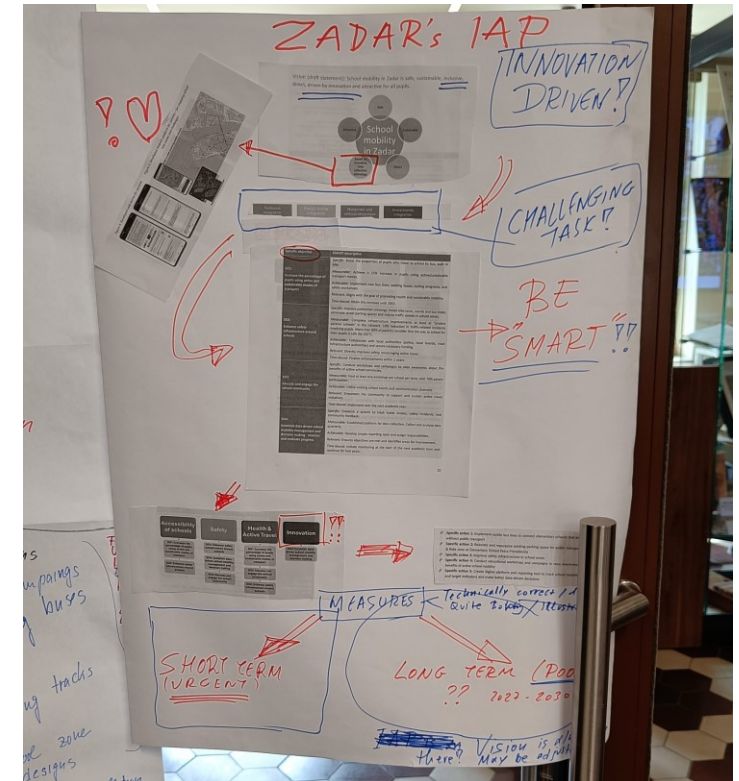
IAP review focus on intervention logic (1)

The task

The IAP Review on Intervention Logic involved analysing a partner city's IAP to assess the coherence from problem identification through vision, objectives, intervention areas, to proposed actions. Participants recommended ways to strengthen the logic, adapt sections, enhance illustrations, and suggest any missing actions.

The process included creating a visual poster of the reviewed city's intervention logic, using drawings, post-its, cut-outs, icons, and other creative methods. Reviewers then provided comments on content (clarity, order, detail), presentation (visuals, wording), and actions to reconsider or add, directly on the poster or via post-its with notes, drawings, or symbols.

The review expanded to all posters, where participants left additional hints, signed for follow-up. Feedback included positive remarks, highlighting strengths or useful elements worth adopting.



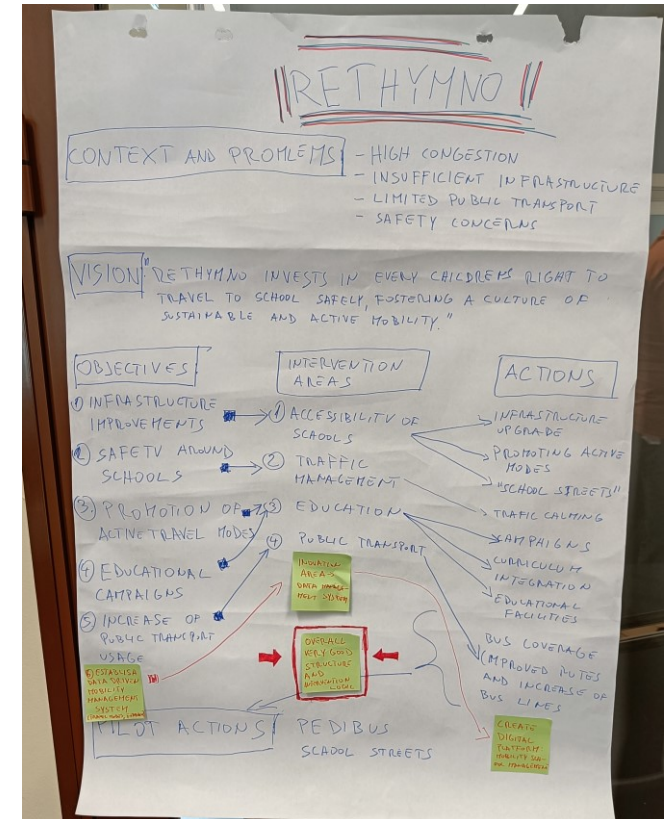
Line 1 – learning & exchange @network level

IAP review focus on intervention logic (2)

The findings highlights

The results review highlights a range of strengths across the cities. Skawina presents a strong and clear problem statement on excessive car use, alongside an accessible action overview structured into three long-, medium-, and short-term measures. Zadar incorporates innovation and inclusiveness into its vision and clearly defines its integration challenges. Parma delivers a well-presented SWOT analysis and a clear planning process, while Rethymno impresses overall with a logical, well-structured, and concrete plan. Turku offers a precise problem description and a strong vision, and Brasov's plan is concise, neat, and to the point.

Suggestions include enhancing Skawina's link between social convenience and its actions, and building this into its vision; focusing Brno's many actions; improving Zadar's action presentation for clarity; and reordering Parma's goals from infrastructure downwards. Rethymno is encouraged to add an innovation objective; Brasov to centre and highlight its vision and include children's needs. Other advice includes linking actions to pilots, using storytelling, reducing lengthy city descriptions, and considering a catalogue format.



Line 1 – learning & exchange @network level



Developing the Monitoring Frame

To develop the content of a monitoring chapter, first clarify responsibilities: identify who has overall coordination, who collects the data, and who prepares the report.

Then define the reporting process, including frequency, format, content, and recipients. Establish troubleshooting measures for deviations from the plan.

An ideal monitoring system, while never perfect, should be simple, user-friendly, inexpensive, integrated with existing systems, and produce visual, easy-to-understand reports. Focus on essentials, keep processes straightforward, and ensure alignment with current monitoring practices. Consider resource and time implications carefully. Use visual tools such as dashboards or traffic light systems to enhance clarity.

A practical approach begins with available resources: existing values and indicators for specific objectives, result indicators, and values and indicators for actions, alongside output indicators. Building on these ensures a clear, efficient, and effective monitoring process that supports informed decision-making and timely adjustments.



Line 1 – learning & exchange @network level

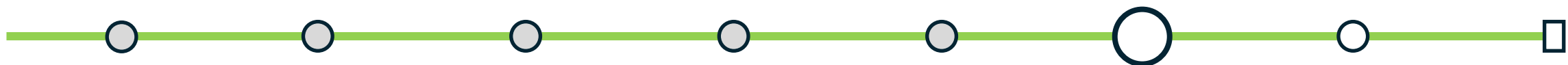


Developing the Monitoring Frame – start with the indicators

Result indicator

Objective	To increase the share of primary school pupils going to school by active modes	
Indicator	% of primary school pupils going to school using active modes (walking, cycling, scooting)	
Target value	30%	2025
Baseline value	55%	2030
Measurement	Modal Split by transport department with schools	

Line 1 – learning & exchange @network level



Developing the Monitoring Frame – start with the indicators

Output indicator 1

Action	Running the traffic snake game at all 10 primary schools				
Indicator	no of schools running the traffic snake game				
	2026	2027	2028	2029	2030
Target value	5	7	9	10	10
Baseline value	2	5	7	9	10
Measurement	count of campaigns running in schools by report from schools through traffic department				

Line 1 – learning & exchange @network level



Developing the Monitoring Frame – transform these to a table

What?	Title	Indicator	Baseline (2025)	Target Value (2030)	Measurement
Result	Increase share of primary pupils going to school by active modes	% of primary school pupils going to school using active modes (walking, cycling, scooting)	30%	55%	Modal Split Analysis
Output	Running the traffic snake game at all 10 primary schools	no of schools running the traffic snake game	2	10	Report of campaign group
Output	Establish cycling skills and traffic rule training to all pupils of grade 3 in all primary schools	no of primary schools running cycling training in grade 3	0	10	Report of contractor for the training
Output	Connect all primary schools to the municipal cycling network	no of school connected to the cycling network	3	10	Report from the construction department
Output	Create school streets for all primary schools	no of school streets in operation	0	10	project report of traffic department

Line 1 – learning & exchange @network level



Developing the Monitoring Frame – add monitoring information

What?	Title	Indicator	Baseline (2025)	Report	Milestone (2026)	Report	Milestone (2027)	Report	Milestone (2028)	Report	Milestone (2029)	Report	Target Value (2030)	Report	Measurement	Who delivers data?	Recipient of data?	Preparation of (annual) report
Result	Increase share of primary pupils going to school by active modes	% of primary school pupils going to school using active modes (walking, cycling, scooting)	30%						40%	*			55%	*	Modal Split Analysis	Data manager traffic department	Jane Doe	Jane Doe
Output	Running the traffic snake game at all 10 primary schools	no of schools running the traffic snake game	2		5	*	7	*	9	*	10	*	10	*	Report of campaign group	Teachers schools	Margit Monroe	Jane Doe
Output	Establish cycling skills and traffic rule training to all pupils of grade 3 in all primary schools	no of primary schools running cycling training in grade 3	0		(x)		2	*	4	*	6	*	10	*	Report of contractor for the training	Cycling training lead	Miguel Indurain	Jane Doe
Output	Connect all primary schools to the municipal cycling network	no of school connected to the cycling network	3		(x)		(x)		5	*	7	*	10	*	Report from the construction department	Construction engineer	Thomas Kraag	Jane Doe
Output	Create school streets for all primary schools	no of school streets in operation	0		10	*	10	*	10	*	10	*	10	*	project report of traffic department	road authority employee	Lisa Simpson	Jane Doe

Line 1 – learning & exchange @network level

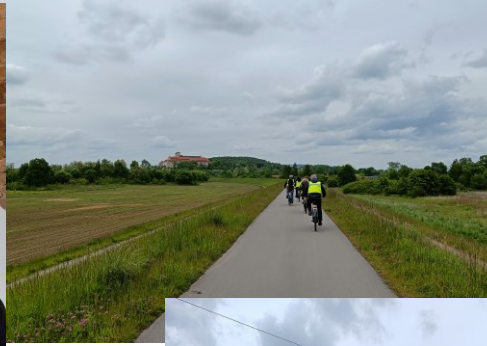


Developing the Monitoring Frame – plan responsibilities

Function	Name	Email	Phone		Delivers figures 2026		Delivers figures 2027		Delivers figures 2028		Delivers figures 2029		Delivers figures 2030
Lead	Jane Doe	doe@yourcity.com	*****						x				x
TSG	Margit Monroe	monroe@yourcity.com	*****		x		x		x		x		x
Cycling training	Miguel Indurain	indurain@yourcity.com	*****		(x)		x		x		x		x
Cycling network	Thomas Kraag	kraag@yourcity.com	*****		(x)		(x)		x		x		x
School Streets	Lisa Simpson	simpson@yourcity.com	*****		x		x		x		x		x

Line 1 – learning & exchange @network level

The Site Visits in Skawina!



ed by
pean Union

Line 2 - putting things on the ground



Brno: New Zebra Crossings Near Tuháčkova Primary School

Our network city, Brno, has installed two new zebra crossings near one of its two pilot action schools, the Tuháčkova Primary School.

This improvement was driven by repeated requests from pupils, parents, and teachers, who called for safer, clearly marked pedestrian crossings to replace informal ones that had previously posed risks. Responding to these concerns, the City of Brno, together with local partners, carefully designed appropriate traffic signage and worked closely with the local council to ensure the project's smooth implementation and success.

The new crossings were completed in April 2025 and are already making a noticeable positive difference. This small yet significant improvement enhances safety for children and families on their daily journeys to and from school. It also reflects the importance of active cooperation between communities, schools, and local authorities in addressing practical challenges and creating a safer, more supportive environment for pupils.



Line 2 - putting things on the ground

Skawina: Creating Colourful School Routes

End of May, the Municipality of Skawina, in cooperation with Fundacja “Na miejsku”, organised a community event to enhance the journey to Primary School No. 3. Supported by enthusiastic volunteers from the Centrum Kultury i Sportu w Skawinie, participants worked together to decorate the surrounding streets, creating engaging and visually appealing pathways for pupils.

The initiative aimed not only to promote safety and healthy walking to school but also to make the daily route an inspiring and joyful experience for every child. Using creative designs and vibrant colours, the streets leading to SP3 have been transformed into a lively, open-air gallery.

This project reflects the value of community collaboration, where creativity and civic spirit come together to improve the local environment. The Municipality extends sincere thanks to all participants whose dedication made this transformation possible.



Line 2 - putting things on the ground

Turku: Traffic Safety Pilot for School Merger

Our network city Turku is preparing significant changes to improve safety around a local school, following the merger of two school units in 2024, which led to increased traffic in the area. Starting in August 2025, Turku will implement a new Schoolhoods pilot action aimed at creating a safer, more student-friendly environment.

Planned measures include a revised street layout, restrictions on car traffic between neighbourhoods, conversion of one street into a residential zone, reduced long-term parking, and active promotion of walking, cycling and remote drop-off points.

The initiative seeks to lower traffic volumes, enhance safety, and improve the overall environment for pupils and families. If the pilot proves successful during autumn 2025, these changes may be adopted permanently.



Schoolhoods

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Line 2 - putting things on the ground



Rethymno: Successful Pilots for Safer School Commuting

Our network leader, the Municipality of Rethymno, successfully delivered its pilot activities held from 5–9 May 2025!

The initiatives, designed to enhance the safety and quality of school commuting, were realised through the active involvement of students, parents, teachers, volunteers, the Traffic Police, and municipal services. Key achievements included:

- **Pedibus:** Daily walking routes to school accompanied by volunteer escorts. Teachers and students from the 3rd Junior High School placed flags at walking route stops, while pupils from the 2nd Primary and 3rd Junior High Schools created colourful signs, making the route safer, more vibrant, and enjoyable for all.
- **School Street:** Temporary closure of the road in front of the 2nd Primary School during drop-off hours for safer access.
- **Traffic Education:** Interactive road safety parks at two schools, in cooperation with the Traffic Police, providing hands-on learning experiences.



Line 2 - putting things on the ground

Rethymno: Traffic Education Week at the 5th Kindergarten

This May, the 5th Kindergarten of Rethymno hosted a special week dedicated to Traffic Education and Road Safety, offering pupils hands-on learning through play and creativity.

During the programme, children built models featuring roads, signs and vehicles, learned about traffic lights, the duties of traffic police, and the importance of using pedestrian crossings. They cut out and painted traffic signs, discussed safe cycling and scooter use, and observed their parents' road behaviour to identify potential mistakes.

Activities also included singing, drawing and games in a “traffic education park” set up in the schoolyard, as well as a neighbourhood walk to practise safe movement on pavements and crosswalks. The highlight was a visit from a traffic policeman, who demonstrated equipment, explained his role, and answered the children's questions.

This initiative helped promote early awareness of safe and responsible road use.



Line 3 - what else is out there?



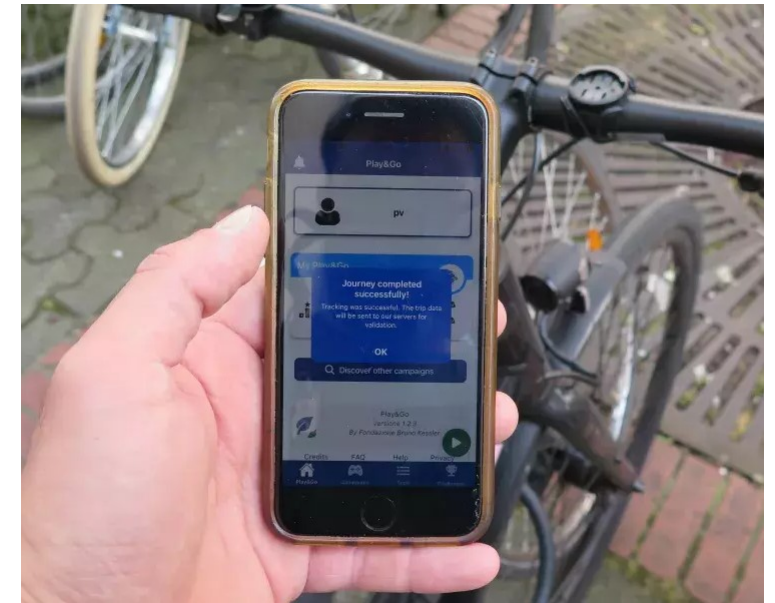
Playing Together Towards Sustainable Mobility - Ferrara's Air-Break Gamification Experience

The Air Game, implemented under the Air Break project, comprised four complementary initiatives designed to promote sustainable mobility among citizens, employees, and students.

The largest component, **Play & Go**, employed a mobile application to record and validate sustainable trips, including walking, cycling, and public transport. Participants earned “green leaves” for each kilometre completed, which could be tracked through the app alongside accumulated badges and overall progress. The system allowed users to monitor both individual and collective contributions to reducing car usage.

Bike2Work encouraged employees to cycle to work, providing distance-based incentives tracked and distributed via an online platform linked to employers.

The **High-School Mobility Challenge** engaged students in a collaborative, class-based format. Each class tracked sustainable trips made by students over a defined period, and results were aggregated at the class level. The challenge encouraged friendly competition between classes, with the aim of increasing awareness of travel choices and reinforcing sustainable habits. Teachers facilitated participation by integrating the challenge into lessons and monitoring progress, and students were motivated through recognition and small rewards for top-performing classes.



[Click me for a Portico presentation!](#)

Line 3 - what else is out there?

Playing Together Towards Sustainable Mobility - Ferrara's Air-Break Gamification Experience

Similarly, **Kids Go Green** involved primary-school pupils and their families in sustainable travel activities. Pupils recorded walking, cycling, or other non-car journeys to school, while families were encouraged to support and monitor participation. The initiative focused on both education and behaviour change, emphasising the environmental impact of daily travel choices. In addition to individual tracking, the programme included interactive classroom activities, group discussions, and visual progress displays to reinforce participation and motivate sustained engagement.

Between May 2021 and October 2023, the four initiatives collectively generated nearly **1.2 million sustainable kilometres**, resulting in an estimated reduction of **265 tonnes of CO₂** emissions. Within Kids Go Green, more than half of participating pupils reported walking or cycling to school more frequently than before the programme, and many families adjusted their daily travel routines in support. Teachers observed improved awareness among students about transport choices and environmental impact. Evaluations indicated that the visual progress displays, group activities, and rewards effectively maintained motivation over time. Across all initiatives, both gamified incentives and financial rewards contributed to measurable, lasting behaviour change, demonstrating that combining education with tracking and rewards can encourage long-term adoption of sustainable mobility habits.



[Click me for an UIA Zoom-In!](#)

Line 4 - creative work with methods and tools



The TV Show format

IAP Latest News was a creative showcase of the best elements from our IAPs, presented in the lively style of a TV show. This format invited participants to take on two roles: audience member and panelist. As panelists, each person presented a single standout feature—or “best bite”—from their IAP, discussing it with the host and the audience. In the audience role, participants actively engaged by asking critical questions, constructively challenging ideas, and offering praise when something was particularly strong or inspiring.

The discussions covered a broad range of key aspects: identifying the main integration challenges, presenting intervention areas and specific objectives, articulating the vision statement, explaining the intervention logic, outlining the action overview table, and sharing a visual map of activities.

This dynamic set-up encouraged lively debate and thoughtful reflection, enabling participants to explore the strengths and areas for improvement in each IAP. It also created opportunities to draw inspiration, learn from peers, and gather practical ideas that could be adapted to strengthen their own plans.



Line 4 - creative work with methods and tools

The TV Show format – some best bites

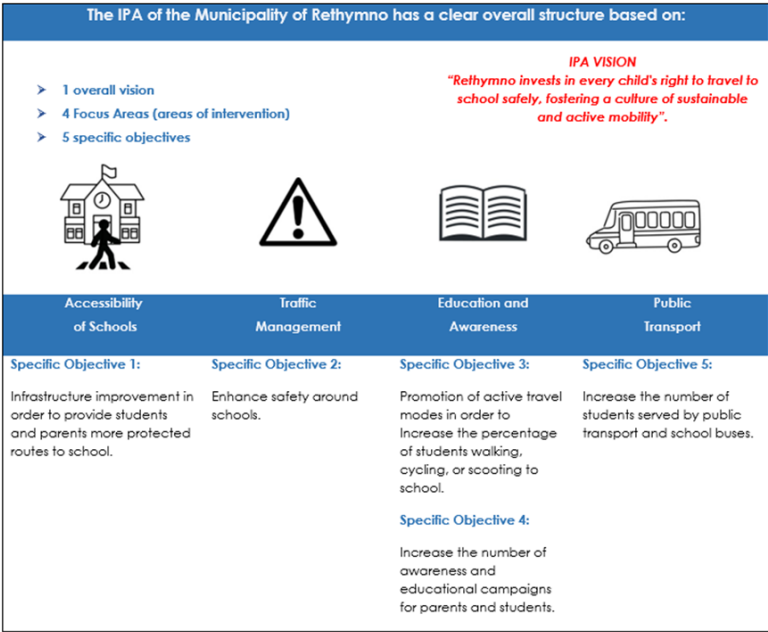


Figure 5: Overall structure of the IPA

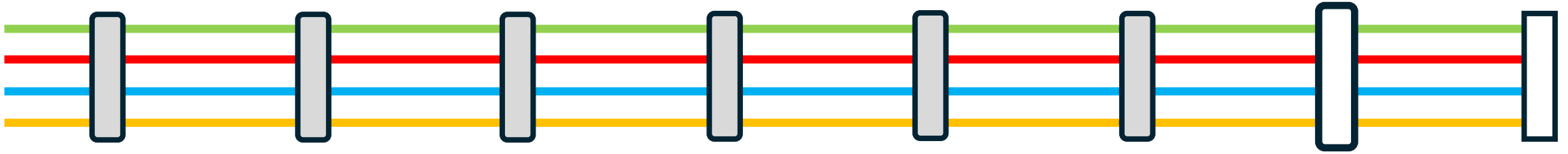
3. Vision

Active – Healthy – Happy

EVERY PUPIL HAS THE OPPORTUNITY TO WALK, CYCLE OR TAKE PUBLIC TRANSPORT TO THE SCHOOL AND BACK, IN A SAFE AND FRIENDLY ENVIRONMENT.

Schoolhoods

The look ahead – our next station



For the next stage, the focus shifts to several key areas. A thorough review of the work on the monitoring chapter and the intervention logic takes place, making use of the external perspective provided by an expert. This allows for a critical assessment of the plans and the identification of areas for improvement.

At the same time, efforts concentrate on developing a comprehensive financing strategy for the implementation of the Integrated Action Plans. Particular attention goes to how procurement can be used strategically to support the local economy and promote sustainable development. In parallel, the governance structure for the implementation process is clarified and strengthened, ensuring it aligns with the monitoring framework.

This integration enables the team to respond effectively to actions that underperform against expectations, keeping the delivery of the plans on track.



How to get in touch?



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Stay tuned to learn more about **SCHOOLHOODS**

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