Integrated Action Plan – Brașov

Asociația de Transport Brașov

Brașov Transport Association

Schoolhoods URBACT

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Executive Summary

The Schoolhoods Integrated Action Plan (IAP) for Brașov sets out a coherent, evidence-based pathway to transform school travel into a safer, healthier, and more sustainable daily experience for children. Anchored in the vision **Active – Healthy – Happy**, the plan places pupils and their everyday journeys at the centre of neighbourhood life and urban mobility policy.

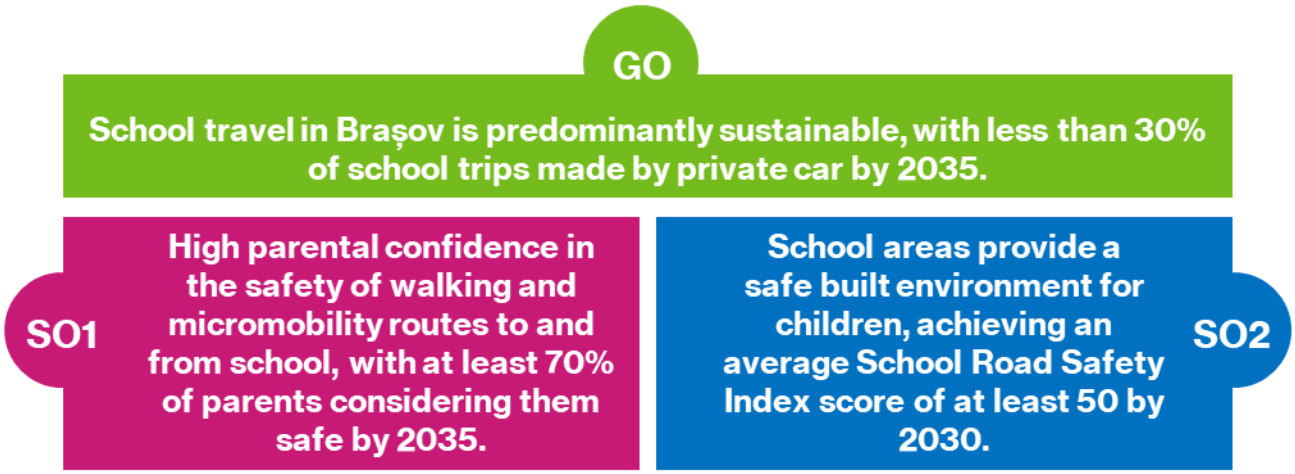
EVERY PUPIL HAS THE OPPORTUNITY TO WALK, CYCLE OR TAKE PUBLIC TRANSPORT TO THE SCHOOL AND BACK, IN A SAFE AND FRIENDLY ENVIRONMENT.

Active – Healthy – Happy expresses Brașov's long-term ambition to place children and their daily journeys at the centre of a more liveable, inclusive, and sustainable city. The vision is grounded in the simple but transformative principle that every pupil should have the opportunity to walk, cycle, or use public transport to and from school in a safe, attractive, and supportive urban environment.

This vision goes beyond mobility choice alone. It recognises school travel as a formative daily experience that shapes children's health, independence, social interaction, and relationship with public space. Streets around schools are therefore not treated merely as traffic corridors, but as shared neighbourhood spaces that support learning, play, social life, and well-being.

School travel represents a critical leverage point for change in Brașov. Around 40% of pupils are driven to school by car, despite short distances and a strong potential for walking, public transport, and micromobility. These trips overlap with peak traffic hours and contribute disproportionately to congestion, pollution, safety risks, and conflicts in public space around schools. At the same time, a citywide assessment using the School Road Safety Index (SRSI) reveals systemic safety deficits: most school access points score below 40/100, indicating environments that do not adequately support children's independent mobility. Moreover, car use is seen as a status symbol within the local community.

The IAP responds to these challenges through a clear intervention logic linking physical safety, parental confidence, and behaviour change. It defines one General Objective and two Specific Objectives:



To achieve these objectives, the IAP combines seven complementary and scalable actions, piloted initially around School No. 9 and designed for citywide replication. These actions integrate child-friendly street design, traffic management, education and behaviour-change measures, and

governance and policy advocacy. Key interventions include bike and road safety education, training grounds for cycling and micromobility, the Traffic Snake campaign, targeted road safety improvements, school streets, sidewalk reconfiguration, and advocacy for updating the national legal framework on youth cycling.

Developed through an integrated, multi-level governance structure and informed by extensive transnational learning within the URBACT Schoolhoods network, the IAP aligns closely with Brașov's Sustainable Urban Mobility Plan (SUMP) 2023–2035, the Integrated Urban Development Strategy (SIDU), the General Urban Plan (PUG), and the Brașov Climate City Contract. By translating these strategic commitments into concrete, child-centred actions, the Schoolhoods IAP acts as a practical implementation tool with high visibility, measurable impact, and strong potential for long-term systemic change.

Introduction

The Schoolhoods Integrated Action Plan (IAP) for Brașov has been developed within the framework of the URBACT Schoolhoods network, which supports European cities in rethinking school neighbourhoods as safer, healthier, and more inclusive urban spaces. The network focuses on enabling children to walk, cycle, or use public transport independently and safely, while reducing unnecessary car trips generated by school travel.

The IAP benefited significantly from transnational learning within the URBACT Schoolhoods network that brought together Brașov Transport Association (ATBV), Brno (Czechia), Parma (Italy), Skawina (Poland), Turku (Finland), Zadar (Croatia) and Rethymno (Greece), lead partner. Exchanges with partner cities provided concrete inspiration on behaviour-change strategies, school streets, cycling and road safety training grounds, micromobility, and child-centred urban design. Study visits, peer reviews, and thematic workshops helped Brașov test ideas, avoid common pitfalls, and adapt proven approaches to the local context. These lessons are reflected throughout the action plan, from the design of pilot interventions to the proposed scale-up pathways.

The development of the IAP was guided by a strong local partnership, bringing together the Brașov Transport Association (ATBV), Municipality of Brașov, schools (particularly School no.9), traffic police, civil society organisations, and local communities. Two Urban Local Groups (ULGs) were established to ensure both strategic coordination and place-based co-creation: a city-level group focusing on policy alignment and scaling, and a school-level group focused on the pilot area.

In Brașov, school mobility has emerged as both a pressing challenge and a strategic opportunity. The city has made important progress in recent years through public transport modernisation and traffic calming measures, yet daily travel patterns remain strongly car-oriented. School trips, in particular, amplify existing problems: congestion during peak hours, unsafe and uncomfortable conditions around school entrances, and low parental confidence in walking routes. These issues directly affect children's safety, health, and well-being, while also undermining broader goals related to sustainable mobility, air quality, and climate neutrality.

This IAP responds to these challenges by treating school mobility not as a standalone transport issue, but as a **cross-cutting urban policy domain** linking mobility, public space, education, and governance.

The plan is grounded in a detailed analysis of Brașov's urban and mobility context, school network, travel behaviour, and road safety performance, complemented by surveys conducted at the pilot site, School No. 9.

The document serves three main purposes:

1. **To define a shared vision and measurable objectives** for sustainable and child-friendly school mobility in Brașov, aligned with the city's strategic planning framework.
2. **To present an integrated package of actions**, combining infrastructure improvements, behaviour-change measures, and policy initiatives, tested through a pilot and designed for scaling up.
3. **To provide an implementation framework**, including governance, funding, monitoring, evaluation, and risk management, ensuring that the plan is realistic, accountable, and adaptable over time.

By starting with a focused pilot at School No. 9 and embedding it within a city-wide strategy, the Schoolhoods IAP bridges the gap between policy ambition and on-the-ground change. It demonstrates how improving children's daily journeys to school can act as a catalyst for wider transformations towards safer streets, healthier neighbourhoods, and a more liveable and climate-neutral Brașov.

Section 1: Context, Needs and Vision

1. Local Context

1.1. Alignment of the Schoolhoods IAP with Brașov's Strategic Planning Framework

This section outlines the alignment of the Schoolhoods Integrated Action Plan (IAP) with the main strategic and statutory planning documents guiding urban development, mobility and climate action in Brașov, namely the Integrated Urban Development Strategy (SIDU), the Sustainable Urban Mobility Plan (SUMP), the General Urban Plan (PUG) and the Brașov Climate City Contract (CCC). Together, these documents define the city's long-term vision for spatial development, sustainable mobility, public space, environmental quality and climate neutrality.

The Schoolhoods IAP is an operational, place-based instrument that translates these strategic objectives into concrete actions at school and neighbourhood level. By focusing on school mobility, it addresses a key leverage point for behavioural change, contributing to reduced car dependency, increased active mobility and greater autonomy for children in public space.

Designed as an integrated and scalable approach, the IAP pilots interventions around School No. 9 while setting objectives, targets and measures that can be replicated across the city. In this way, Schoolhoods acts as a cross-cutting implementation tool linking mobility, urban development, education and public health policies, and supports the achievement of broader municipal objectives, including Brașov's commitment to climate neutrality by 2035.

1.1.1. Coherence with the Sustainable Urban Mobility Plan (SUMP) 2023–2035

The Brașov SUMP 2023–2035 establishes clear priorities: reducing car dependency, increasing walking and cycling, improving road safety, and prioritising public transport and pedestrian-friendly public space. The Schoolhoods IAP is explicitly referenced in the SUMP as a relevant initiative addressing school mobility and behavioural change in daily travel patterns.

The overall objective of the IAP of reducing the share of car-based school trips to below 30% by 2027 is directly aligned with the SUMP target of reducing the modal share of private cars citywide (from approx. 46% to around 35% by 2027–2030).

Key areas of alignment include:

- Active mobility infrastructure: IAP measures such as school streets, sidewalk reconfiguration, and traffic calming directly complement SUMP investments in cycling networks and pedestrian areas.
- Road safety: the Schoolhoods school road safety index operationalises SUMP road safety objectives by providing a concrete, measurable tool focused on school environments and vulnerable users.
- Traffic management: access restrictions and pedestrianisation around schools support SUMP measures aimed at reducing through-traffic and calming neighbourhood streets.
- Soft measures and behaviour change: educational actions (Bike School, Traffic Snake Game) reinforce SUMP measures promoting sustainable mobility culture.

Apart from the direct reference to Schoolhoods, the SUMP includes a long list of measures that would greatly improve school mobility:

- Development of a municipal cycling network (80 km of protected bicycle lanes by 2027/2030),
- Establishment of a low emission zone in the central area,
- Continuation of traffic calming measures,
- Traffic management system with advanced traffic monitoring and control of green lights (also to control general traffic speed),
- Development of neighbourhood pedestrian areas (some close to schools) – each neighbourhood should have a pedestrian priority area by 2035.

Hence, the Schoolhoods IAP functions as a pilot and implementation mechanism for SUMP priorities at micro-scale, with high visibility and demonstrative impact.

1.1.2. Alignment with the Integrated Urban Development Strategy (SIDU)

Brașov's Integrated Urban Development Strategy (SIDU) promotes balanced urban development, improved quality of life in neighbourhoods, equitable access to public services, urban regeneration and (re)development of public spaces. The Schoolhoods IAP contributes directly to these objectives through:

- Neighbourhood-scale urban regeneration: transforming streets around schools into safer, people-oriented spaces creates local regeneration nodes with benefits extending beyond school hours.

- Equity and accessibility: enabling safe walking and cycling to school reduces reliance on private cars and supports equal access to education, particularly for children from households without access to a car.
- Health and environment: promoting active mobility contributes to SIDU objectives related to public health, reduced pollution, and climate resilience.

By positioning schools as catalysts for neighbourhood improvement, the Schoolhoods approach is fully consistent with SIDU's integrated and people-centred development model.

1.1.3. Consistency with the General Urban Plan (PUG)

The General Urban Plan (PUG) of Brașov defines land-use patterns, functional zoning, and the hierarchy of the street network. The Schoolhoods IAP is fully compatible with, and supportive of, these planning provisions by:

- Rebalancing street hierarchy in school areas, prioritising pedestrian movement and local access over through-traffic;
- Optimising existing urban structures, particularly in post-socialist neighbourhoods where schools are well distributed but exposed to increasing traffic volumes;
- Supporting coherent development of new neighbourhoods, where the lack of educational and pedestrian infrastructure currently generates additional school-related traffic.

The proposed interventions do not conflict with statutory planning regulations; instead, they operationalise PUG principles at street and neighbourhood level, translating regulatory frameworks into concrete spatial transformations.

1.1.4. Alignment with the Brașov Climate City Contract (CCC)

The Brașov Climate City Contract (CCC) sets out the city's commitment to achieving climate neutrality by 2035 through an integrated Climate Neutrality Action Plan covering transport, buildings, energy, green infrastructure and citizen involvement. Within this framework, sustainable urban mobility is identified as one of the key systemic levers for reducing greenhouse gas emissions and improving urban environmental quality.

The Schoolhoods Integrated Action Plan is strongly aligned with the CCC, particularly with the mobility-related priorities aimed at increasing the modal share of walking, cycling and public transport, encouraging non-motorised trips within the 15-minute neighbourhood concept, and improving liveability in residential areas. By targeting school-related trips, many of which overlap with peak traffic hours, Schoolhoods contributes directly to the CCC objective of reducing transport-related emissions and congestion.

Specific points of coherence include:

- Promotion of active mobility: Schoolhoods actions such as school streets, sidewalk reconfiguration and traffic calming directly support CCC measures encouraging non-motorised trips and the development of pedestrian-friendly neighbourhood centres.
- Behavioural change and citizen involvement: Educational and awareness-raising actions (Bike School, Traffic Snake Game) align with the CCC's emphasis on citizen engagement and long-term behavioural change as prerequisites for climate neutrality.

- Health, air quality and quality of life: By reducing car trips around schools, the Schoolhoods IAP contributes to improved air quality and lower noise levels in residential areas, supporting CCC objectives related to public health and environmental quality.
- Integrated planning approach: Schoolhoods complements the CCC's holistic planning logic by linking mobility interventions with education, public space design and neighbourhood-scale urban regeneration.

Overall, the Schoolhoods Integrated Action Plan acts as a localised, child-centred implementation pathway for the Climate City Contract, demonstrating how climate neutrality objectives can be translated into concrete, socially inclusive actions with immediate visibility and long-term systemic impact.

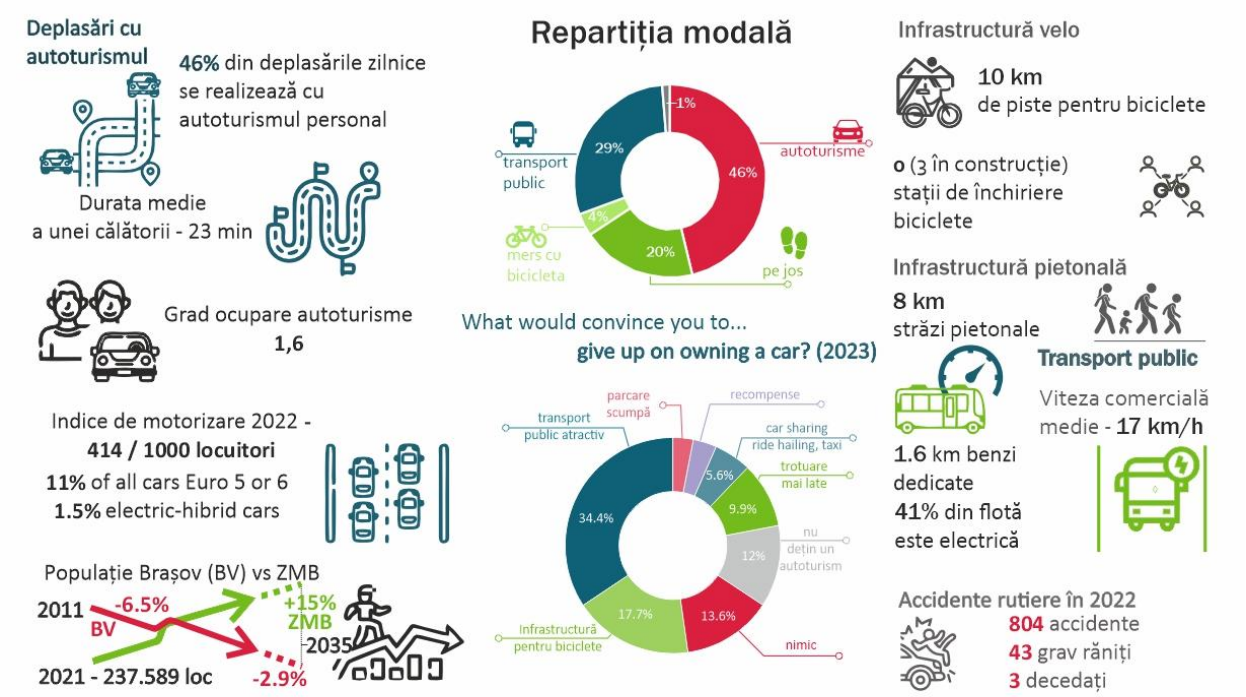
1.2. Urban and Mobility Context for School Travel in Brașov

URBAN CONTEXT | Brașov is one of Romania's largest cities, with over 250,000 inhabitants and almost 500,000 residents in the wider metropolitan area. Between 2011 and 2021, the city's population declined by approximately 6%, while nearby localities experienced rapid growth, ranging from 40–55% and reaching 144% in the case of Sânpetru. Over the same period, the housing stock expanded significantly, increasing by around 21% between 2015 and 2022. New housing units accommodate new residents, including internal and international migrants, but are also used for offices and short-term tourist rentals (e.g. Airbnb).

Brașov is located at the foothills of surrounding mountains and includes two larger hills within the built-up area. However, topography has a limited influence on school mobility, as most schools are located in relatively flat areas. Although winter weather is often perceived as unfavourable for active mobility, climate data indicate a steady decline in the number of snow days, from an average of 72.8 days per year between 1961–2000 to around 46 days between 2013–2022, and fewer than 40 days after 2022.

URBAN MOBILITY | The city has a well-developed urban road network but increasing traffic volumes and infrastructure constraints generate recurrent congestion on major corridors and at key intersections. According to the Sustainable Urban Mobility Plan (SUMP), Brașov's modal split remains strongly car-oriented: approximately 46% of trips are made by private car, followed by walking (around 24%), public transport (around 25%), and a very low share of cycling (1–2%). This reflects long-standing imbalances in the allocation of street space and transport infrastructure. While public transport has benefited from significant investments in fleet modernisation, e-ticketing, and upgraded terminals, its performance is still affected by congestion, limited frequencies in expanding or topographically constrained areas, and a shortage of high-capacity vehicles.

FIGURE 1 KEY URBAN MOBILITY INDICATORS, 2023



Source: SUMP

More than 75% of street space on major corridors is allocated to private vehicles. Nevertheless, the recent introduction of dedicated public transport lanes and traffic calming measures has contributed to a substantial reduction in road fatalities over the past decade. Active mobility infrastructure remains underdeveloped: cycling facilities are fragmented and largely unsuitable for less experienced users, while pedestrian connectivity outside the historic centre is constrained by major arterials, oversized intersections, and degraded pedestrian environments. Rapid motorisation, approaching 500 cars per 1,000 inhabitants, places significant pressure on parking supply, which is largely saturated and inefficiently managed. Overall, after two decades focused primarily on traffic flow optimisation, Brașov has begun a gradual transition towards sustainable urban mobility, with key projects for public transport prioritisation, cycling, and walking currently under design or early implementation.

SCHOOL NETWORK | Brașov has 38 public schools (grades 0–VIII, ages 6–14), attended by approximately 22,000 pupils. Between 2011 and 2023, this number increased by 54%, largely due to the in-migration of young families and rapid suburban development. However, there are only around 20,000 children aged 6–13 registered as residents of Brașov (an increase of 30% over the same period), indicating that approximately 2,000 pupils commute daily from outside the city to attend school.

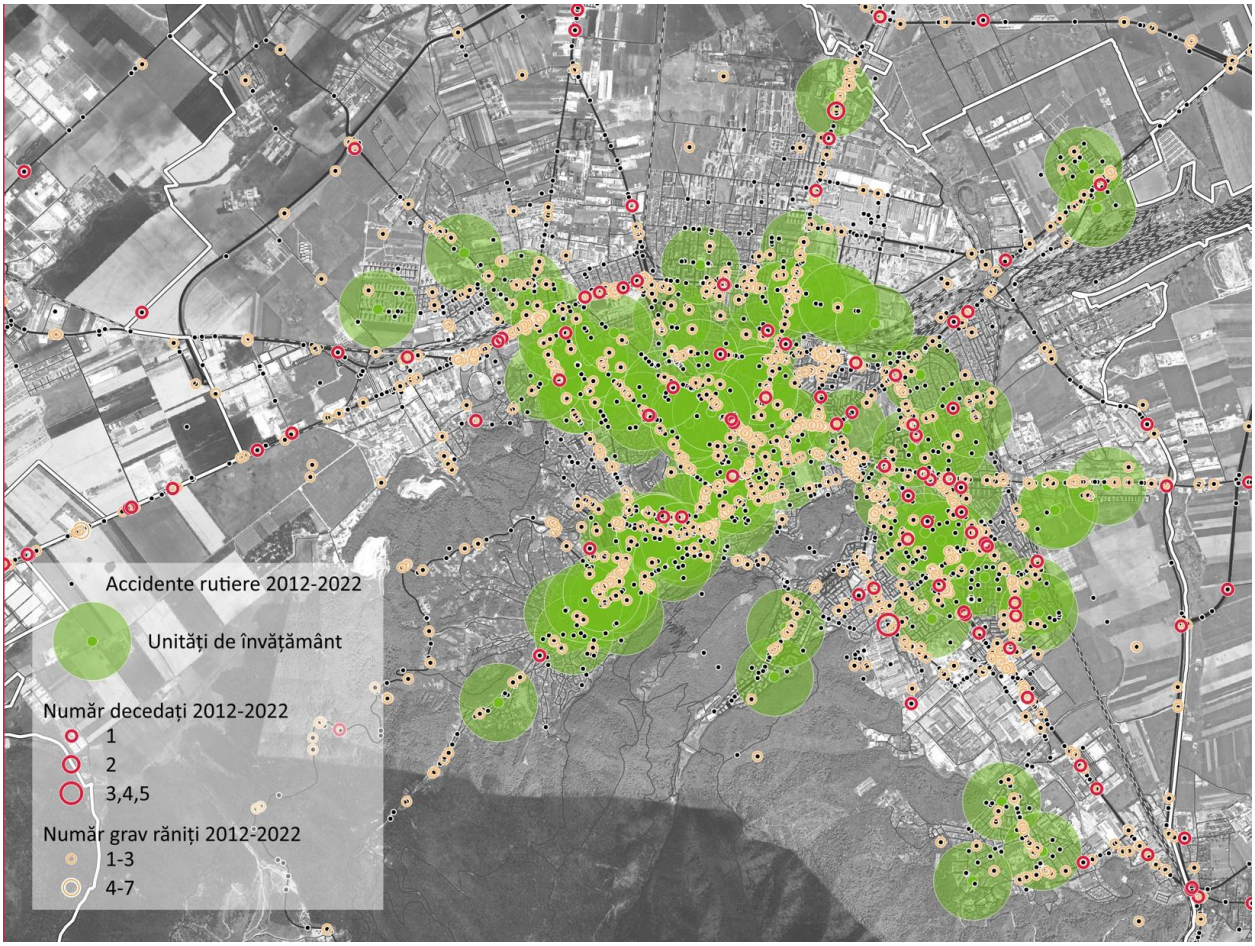
Schools are relatively well distributed across the city, reflecting planning principles applied during the socialist period, which included clear guidelines for the location and capacity of educational facilities within neighbourhoods. Legally, pupil allocation to schools is proximity-based; however, in practice, many parents register a temporary or false domicile close to preferred schools in order to secure access to higher-performing institutions.

Most high schools that also include primary and lower secondary classes (grades I–IX) are located in central areas. These schools are either considered elite or have a specific ethnic profile (German or Hungarian), and together they attract a large number of pupils, estimated at around 5,000.

Newer residential neighbourhoods, primarily located in the northern part of the city, are not yet adequately equipped with schools, despite attracting a high proportion of young families. This situation is largely the result of privately led developments that prioritise housing delivery without corresponding investments in public facilities such as education. While the first kindergartens are currently being built in these areas, school-age children typically attend elite schools in the city centre or schools in adjacent neighbourhoods, contributing to overcrowding.

ROAD SAFETY AROUND SCHOOLS| From a road safety perspective, many schools built during the socialist period, following centrally planned neighbourhood principles such as the Perry neighbourhood unit, are set back from major traffic arteries. Nevertheless, several schools remain located close to heavily trafficked roads, exposing pupils to unsafe crossings (e.g. Schools no. 13 and 27). With few exceptions, serious traffic incidents have not occurred directly around schools, and where they have, measures were implemented to improve safety or reduce vulnerability.

FIGURE 2 LOCATION (CATCHMENT AREA) OF SCHOOLS (GREEN) IN RELATION TO TRAFFIC INCIDENTS, 2012-2022 (RED – DEATHS, ORANGE SERIOUSLY INJURED)



GOVERNANCE | From an institutional perspective, public school buildings and their immediate surroundings are managed by the municipality, while educational activities, including curricula and staffing, are administered by the Ministry of Education through the County School Inspectorate. Public

transport, including school bus services, is coordinated by the Brașov Transport Association (ATBV) and operated by the public transport company RATBV.

TRAVEL BEHAVIOUR | Approximately 40% of pupils are driven to school by car by their parents (based on 2021 "traffic snake game" counts). Most schools are served by 18 dedicated school bus routes, covering the densest residential neighbourhoods and the historic centre, with some routes extending to surrounding localities. School transport operates only in the morning; after classes end, pupils must rely on alternative modes, including regular public transport, walking, or being picked up by car. Children under the age of 14 are not legally allowed to cycle on public roads, which effectively excludes cycling as a school travel option. At the same time, public transport is free of charge for pupils enrolled at any level of education.

1.3. Road Safety Around Schools in Brașov: Assessment and Key Insights

Ensuring the safety of children on their journey to and from school is a fundamental priority for any city. A structured evaluation was carried out to assess the quality and safety of the public space surrounding educational institutions, based on the School Road Safety Index (SRSI) developed as part of the Schoolhoods project activities in Brașov. The analysis focused on several critical elements of the urban environment, ranging from traffic conditions to pedestrian and cycling infrastructure, and accessibility to public transport.

The aim of the assessment was to understand how the design of public space (streets, sidewalks, crossings, and access routes) supports or hinders children's safety and independent mobility, and to identify both risk factors and opportunities for improvement to guide future urban and mobility planning around schools.

1.3.1. Methodology

The evaluation framework is based on a composite School Road Safety Index, developed around three core components:

- The street directly in front of the school (40%)
- The route from the school to the nearest public transport station (40%)
- The broader neighborhood context within a 300-meter radius (20%)

Each of these components includes multiple indicators designed to capture key aspects of the urban mobility and safety environment:

FIGURE 3 INDICATORS INCLUDED IN THE SCHOOL ROAD SAFETY INDEX

Street in front of the school – **40%**

- Traffic volume
- Speed limits and signage (30 km/h or lower)
- Presence of pedestrian crossings at the school entrance
- Protected and functional sidewalks (width, obstacles)
- Dedicated cycling infrastructure
- Traffic calming measures (speed humps, narrowed lanes, bollards)
- Safe schoolyard entry points

Route to public transport – **40%**

- Overall traffic volume along the route
- Walking distance to the nearest bus stop
- Continuity and safety of sidewalks
- Protected pathways
- Existence of cycling lanes
- Speed reduction along the route

Neighborhood area (300m radius) – **20%**

- Mixed land use (shops, services, residential)
- Access to parks or public squares
- Air quality indicators
- Cycling network connectivity

Field observations were carried out to collect data, and a scoring system was applied to quantify each site's performance out of 100 possible points.

1.3.2. Insights

The results highlight a systemic safety deficit. Strikingly, over 70% of school access points scored below 40 points, indicating low or very low safety levels. The citywide average score was only 24.56, far below what would be considered an acceptable threshold for environments frequented daily by children. Only one location – Școala Gimnazială nr. 14 – surpassed the 40-point mark, achieving a modest score of 41/100. The remainder of the sites generally ranged between 15 and 36 points, underscoring the pervasiveness of safety challenges.

The most common risk factors identified included:

- Narrow or obstructed sidewalks, or the absence of sidewalks altogether
- Lack of protected pedestrian infrastructure, especially at school entrances
- Insufficient or missing pedestrian crossings
- Poor connectivity to public transport, often involving long or unsafe walking paths
- Absence of micromobility/ cycling infrastructure, limiting safe options for active travel
- Low-quality urban environments, with limited green space and poor air quality near many schools

These deficiencies not only pose a daily safety risk but also discourage children and parents from walking or cycling, reinforcing car dependency and undermining public health goals.

The findings make clear that without urgent, coordinated investments in child-focused urban infrastructure, Brașov's school environments will remain unsafe and unsupportive of independent, active mobility for students. Addressing this gap is essential not only for traffic safety but for building a healthier, more accessible, and equitable city.

Case study: Vienna (Pfeilgasse 48) serves as a strong reference case for school-area road safety, illustrating how consistent speed management, high-quality pedestrian infrastructure, and integrated public transport access can create a child-friendly urban environment. The school is located on a low-traffic street within a well-enforced 30 km/h zone, with clearly marked pedestrian crossings at key access points and wide, protected sidewalks ensuring safe arrival and departure for pupils. The walking route to nearby public transport stops is short, continuous, and barrier-free, while the surrounding 300-meter area benefits from mixed urban functions, access to green spaces, and good air quality. Together, these elements demonstrate how coordinated street design and neighborhood planning can significantly reduce traffic risk and support independent, active mobility for children.

Vienna Pfeilgasse 48 scored 72.5 points out of 100 in the School Road Safety Index.

1.4. SWOT

S – STRENGTHS	W - WEAKNESSES
• Citywide school transport provision: Brașov operates 18 dedicated school bus routes, connecting major residential areas with schools in the city centre and reducing pressure on private car use, particularly in the morning peak. • Established experience with behavioural measures: The municipality has several years of experience implementing the Traffic Snake Game, providing a solid foundation for further behaviour-change initiatives targeting pupils and parents. • Strong policy alignment with the SUMP: The SUMP 2023–2035 includes multiple measures directly supporting safe and sustainable school mobility, such as the planned municipal cycling network (up to 80 km), Bike School programmes, traffic calming, and access restrictions in central areas. • Initial implementation of traffic calming measures: Level 1 traffic calming interventions (e.g. curb extensions, speed bumps, upgraded pedestrian crossings and lighting) have already been introduced in several neighbourhoods, including around some schools. • Political support for sustainable school mobility: School mobility is recognised as a policy priority, with institutional openness to managing school-related traffic more sustainably. • Favourable school distribution in older neighbourhoods: Socialist-era neighbourhoods generally benefit from a relatively dense and well-distributed school network, supporting shorter distances and potential for active travel.	• High reliance on the private car for school trips: Approximately 40% of pupils are driven to school by car, largely due to parental preferences related to comfort, perceived safety, and social status. • Use of taxis and ride-hailing services: Taxis and ride-hailing services are frequently used for trips home, especially at midday, adding to congestion and emissions. • Spatial concentration of “attractive” schools: Around 5,000 pupils attend highly regarded schools located in the city centre, generating significant inbound traffic and pressure on public space. • Circumvention of proximity-based school allocation: The widespread use of temporary or false domiciles undermines proximity rules and increases unnecessary school-related travel. • Mismatch between residential growth and school infrastructure: New neighbourhoods (approx. 50,000 inhabitants) lack sufficient school facilities, leading to overcrowding in nearby or central schools and longer school trips. • Limited engagement of school staff: Teachers and school leadership are generally not actively involved in promoting or managing sustainable school mobility. • Cultural dominance of the car: Car ownership and use are strongly associated with social status, reinforcing car-oriented travel habits. • Structural barriers to active mobility: Schools generally lack bicycle parking; safe cycling infrastructure is fragmented; and national legislation prohibits children under 14 from cycling on public roads, effectively excluding cycling as a school travel option. • Unsafe pedestrian environments: Large boulevards, oversized intersections, and widespread illegal parking on sidewalks and

	carriageways significantly reduce pedestrian safety and accessibility. • Low safety performance around schools: The average score of 22/100 in the School Road Safety Index confirms systemic safety deficits, despite existing traffic calming measures. • Weak enforcement capacity: Limited enforcement of traffic rules, illegal parking, and stopping around schools, compounded by insufficient local police staffing.
O - OPPORTUNITIES	**T - THREATS**
• Growing national attention to school mobility: School mobility is increasingly present in national policy debates and media coverage, creating a favourable context for local action. • Emerging practices in Romanian cities: A growing number of cities are implementing school-area interventions, providing learning opportunities (despite a frequent over-reliance on “kiss and ride” solutions). • Access to regional good practice: Proven approaches such as the walking bus in Sfântu Gheorghe offer transferable, low-cost solutions relevant to Brașov. • Funding opportunities linked to the SUMP: The SUMP provides a strategic framework that enables access to funding for both soft measures (education, awareness) and physical interventions (traffic calming, pedestrian infrastructure). •	• Legal loopholes in school allocation: The current national legal framework allows circumvention of proximity-based enrolment, limiting the effectiveness of local school mobility measures. • Institutional resistance to cycling infrastructure: Limited support from national-level traffic authorities for cycling infrastructure constrains local implementation. • Entrenched car-oriented mobility patterns: Rising purchasing power, motorway expansion, and the deterioration of rail services reinforce car dependency and undermine shifts towards sustainable modes. • Risk of superficial solutions: Without a strong integrated approach, school-area interventions risk focusing on traffic management for cars rather than prioritising children’s safety and autonomy.

We consider opportunities and threats to be external factors which can’t be directly influenced by the local level.

1.5. Selection and Detailed Analysis of the Pilot Area

1.5.1. Selection Criteria

Beginning with a pilot area allows the city to test and refine solutions in a real-life but manageable context, limiting risks while generating concrete evidence on what works. It facilitates closer collaboration with local stakeholders, supports co-creation, and helps build trust and ownership. Importantly, the lessons learned – both successes and challenges – can inform adjustments and provide a robust basis for scaling up and replicating interventions in other school areas across the city.

The pilot area was selected using a set of clear and transparent criteria aligned with local needs and the project's objectives. These included:

- the presence of significant road safety issues, particularly affecting children's daily journeys;
- recurrent traffic congestion, especially at school start and end times;
- the complexity of potential interventions was also considered, prioritising areas where multiple challenges intersect and where an integrated approach could be meaningfully tested;
- complementarity with other ongoing or planned projects was assessed to maximise synergies and implementation potential;
- openness to collaboration and strong local interest from schools, parents, and municipal services were key factors, ensuring commitment and active engagement throughout the pilot phase.

Considering the aforementioned criteria, School no. 9 was selected as the Schoolhoods pilot area.

1.5.2. School Road Safety Index

As part of the citywide assessment, three distinct access points to School No. 9 were evaluated using SRSI. All three scored poorly (although better than many other schools in Brașov), highlighting the need for intervention:

Overall SRSI score (out of 100):

- Str. Brazilor - 37/100
- Str. Gării Noua - 36/100
- Str. Prunului - 36/100

Str. Brazilor (37/100):

- Lack of dedicated pedestrian infrastructure; narrow and unprotected sidewalks
- Minimal or absent pedestrian crossings near the school entrance
- No cycling infrastructure

- Limited calming measures for traffic
- Unsafe access to school courtyard

Str. Gării Noua (36/100):

- Similar issues to Str. Brazilor, with additional concerns about reduced visibility and sidewalk obstructions
- Poor walking conditions toward public transport, with limited continuity in footpaths
- Bicycle infrastructure completely absent

Str. Prunului (36/100):

- Some positive indicators related to traffic calming, but still inadequate pedestrian safety overall
- Sidewalks are narrow or partially blocked
- Access to green space and air quality in the area is low
- Public transport access remains problematic due to disconnected paths

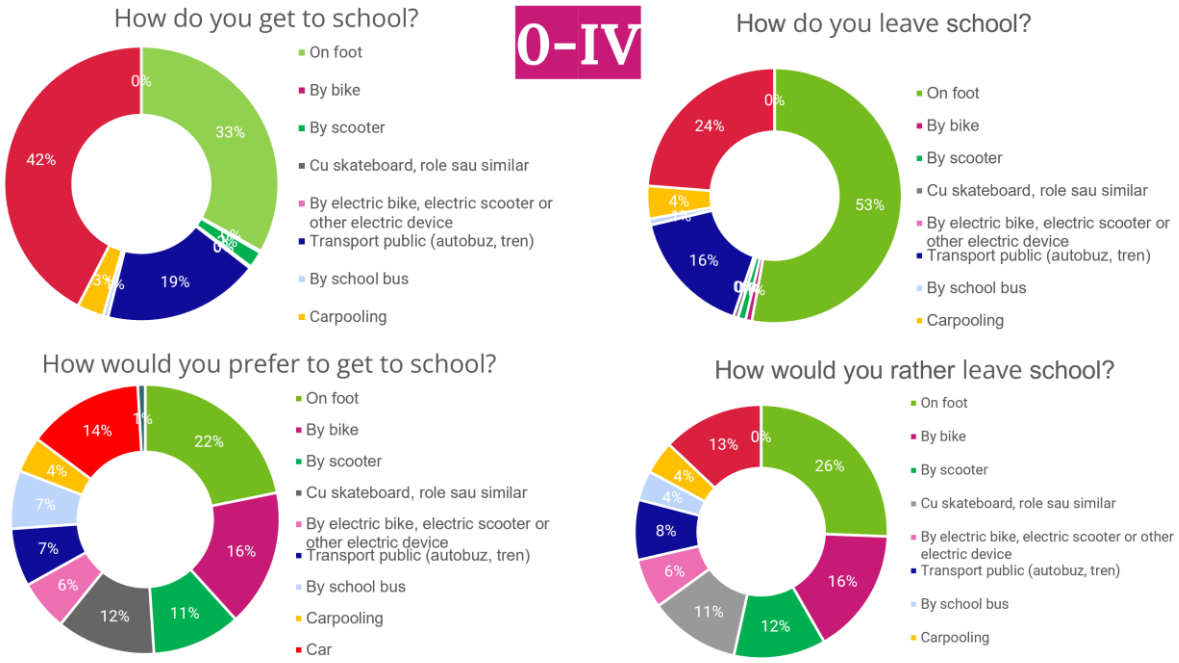
The assessment of Școala Nr. 9 mirrors the citywide challenges: school areas are not yet designed with children's active mobility, safety and comfort as a central priority.

1.5.3. Travel behaviour

A survey was conducted among the School no. 9 students, to better understand their daily travel patterns, levels of independence, and the main barriers to active and autonomous school mobility.

1. Primary school students (grades 0–IV)

FIGURE 4 TRAVEL BEHAVIOUR AND PREFERENCES OF PRIMARY SCHOOL STUDENTS



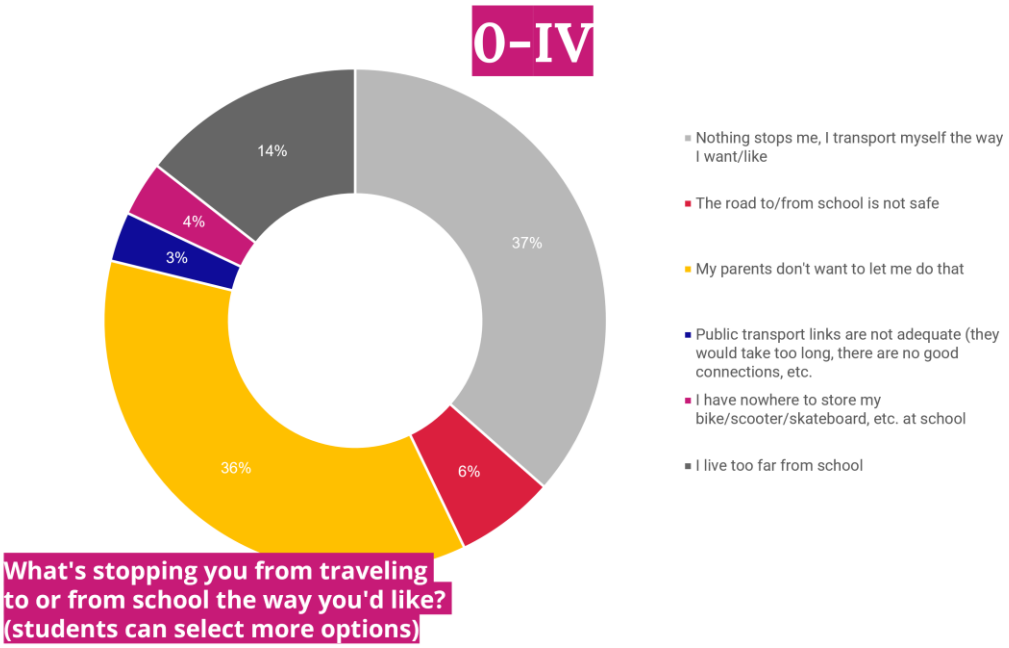
TRAVEL MODES AND CAR-DEPENDENCE | Data shows a clear dominance of car-based travel. In almost all classes, most pupils arrive at school by car, accompanied by an adult, indicating a high reliance on private vehicles at this age. Walking is present but significantly less common, while the use of bicycles, scooters, or other active modes is marginal or absent in many classes. Overall, school travel in the

primary cycle is largely motorised, limiting opportunities for daily physical activity and contributing to congestion around schools.

LEVEL OF INDEPENDENCE IN SCHOOL JOURNEYS | Pupils have limited autonomy in their school journeys. In the morning, 61% are brought to school by parents, grandparents, or another designated adult, while only 29% travel independently or with friends; 10% arrive in supervised groups. In the afternoon, independence increases slightly: 43% are picked up by an adult, 40% leave on their own or with friends, and 17% leave in supervised groups. This difference suggests greater parental caution in the morning, when traffic levels and time pressure are higher.

BARRIERS TO TRAVELLING AS DESIRED | Parental restrictions are the main barrier to independent travel, cited by 36% of pupils, highlighting the decisive role of parents in shaping mobility choices at primary school age. At the same time, 37% report that nothing prevents them from travelling as they wish, suggesting that for many pupils the current arrangements – although often car-based – are perceived as acceptable.

FIGURE 5 TRAVEL BEHAVIOUR AND PREFERENCES OF PRIMARY SCHOOL STUDENTS (2)



Other constraints, while less frequently mentioned, point to structural and spatial challenges:

- 14% live too far from school, reflecting the influence of residential location and catchment areas;
- 6% perceive the route to or from school as unsafe, indicating concerns related to traffic and road safety;
- 4% cite a lack of storage facilities for bicycles or scooters at school, discouraging active travel;
- 3% consider public transport connections inadequate, due to travel time or poor connectivity.

DISTANCE TO SCHOOL AND PLACE OF RESIDENCE | The centralised data shows that most pupils live within the municipality of Brașov, but a notable number commute from peri-urban localities such as Sânpetru, Săcele, or Tărlungeni. This pattern partly explains the frequent use of the car and contributes to traffic pressure around the school, particularly at peak times.

PERCEPTION OF SAFETY AND THE SCHOOL ENVIRONMENT | Concerns about road safety in the school area recur across responses, especially during arrival and departure times. Heavy traffic, risky driver behaviour, and the lack of dedicated infrastructure for walking and cycling discourage both children and parents from considering more active or independent travel options.

Key conclusions:

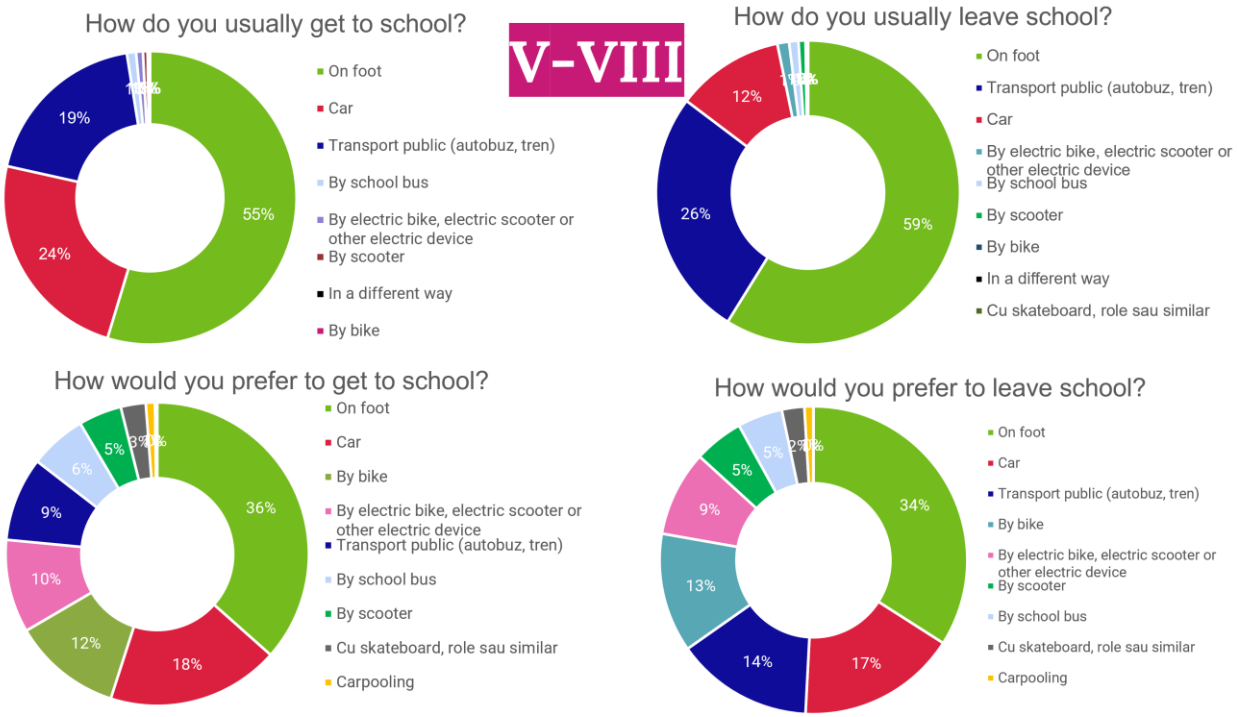
Overall, the survey shows that limited independence and strong reliance on the private car are the norm for primary school students. Parental decisions, safety perceptions, distance to school, and insufficient supportive infrastructure jointly shape current mobility patterns. At the same time, the results indicate a high potential for intervention in the school area, particularly through measures to reduce car dependence, improve road safety, and create safer, more attractive conditions for walking and other forms of active mobility.

2. Lower secondary school students (grades V–VIII)

TRAVEL MODES AND CAR-DEPENDENCE | For lower secondary students, walking is the dominant mode of travel. More than half of respondents walk both to school (55%) and from school (59%). Public transport also plays an important role, accounting for 19% of trips to school and increasing to 26% on the return journey. Car use is significantly lower than in the primary cycle, representing 24% of trips to school and only 12% of trips from school. The use of bicycles, scooters, and electric micromobility devices remains marginal, despite a clear interest in these options.

MOBILITY PREFERENCES | Students' preferences point to an even stronger demand for active and sustainable mobility. Walking remains the most desired option, preferred by 36% of students for the trip to school and 34% for the return journey. Interest in cycling and micromobility is higher than current usage, with 12–13% of students expressing a preference for cycling and around 9–10% for electric bikes or scooters. In contrast, the preference for travelling by car drops to 18% when going to school and 17% when leaving, suggesting that a proportion of car trips do not reflect students' own choices.

FIGURE 6 TRAVEL BEHAVIOUR AND PREFERENCES OF LOWER SECONDARY SCHOOL STUDENTS



BARRIERS TO TRAVELLING AS DESIRED | Most lower secondary students feel relatively unconstrained in how they travel. Two-thirds (67%) report that nothing prevents them from travelling to or from school as they would like. Nevertheless, some barriers remain. Living too far from school is mentioned by 9% of respondents, while another 9% point to the lack of storage facilities for bicycles, scooters, or skateboards at school. Parental restrictions still affect a small share of students (7%), although this is far less significant than in the primary cycle. Concerns about inadequate public transport connections are reported by 6% of students, and only 2% cite road safety as a limiting factor.

Key conclusions:

When compared with the responses of primary school pupils, the differences are striking. Younger pupils are largely dependent on adults and private cars, with parental restrictions and safety concerns playing a decisive role in travel choices. By contrast, lower secondary students travel mostly independently, rely far less on the car, and show a strong preference for walking and public transport. While safety concerns dominate among parents of younger children, infrastructure-related issues such as distance to school and the lack of facilities for active travel become more relevant for older students.

Overall, the findings illustrate a clear transition from escorted, car-based mobility in the primary cycle to more independent, active, and sustainable travel in lower secondary school. This underlines the importance of early interventions around schools to build **safe conditions** and **parental confidence**, while simultaneously addressing **infrastructure** and **accessibility barriers** (including soft barriers such as levels of knowledge, awareness, confidence) to support and consolidate independent mobility as children grow older.

Section 2: Overall Logic and Integrated Approach

2. Approach

2.1. Integrated Approach

An integrated approach lies at the heart of URBACT's methodology and is essential for addressing complex urban challenges such as school mobility. Rather than tackling road safety, public transport, urban design, education, and community engagement in isolation, Schoolhoods sought solutions that link sectors, stakeholders, and governance levels. Brașov's Schoolhoods IAP reflects this URBACT-integrated approach by aligning actions across these domains, enabling targeted improvements in school travel while also contributing to wider objectives of sustainable mobility, more equitable urban spaces, and healthier environments for all residents.

THEMATIC INTEGRATION | The IAP addresses school mobility not only as a transport issue but as a cross-cutting urban challenge that impacts children's safety, public health, social inclusion, and environmental sustainability. This means combining traditional mobility measures – safe crossings, traffic calming, and sidewalks – with education campaigns, participatory design processes, and environmental improvements. By doing so, the plan ensures that interventions in physical infrastructure are supported by community capacity building and behavioural change strategies, creating a holistic solution that advances multiple policy goals simultaneously.

HORIZONTAL INTEGRATION | From the outset, the IAP was co-created through multi-stakeholder collaboration. Two URBACT Local Groups were established to bridge sectors and perspectives: a city-level group involving municipal departments, transport agencies, planners, and educators; and a school-level group with parents, teachers, pupils, and neighbours. This inclusive structure dismantles traditional silos between departments and sectors, ensuring that decisions are informed by local experience and technical expertise. The result is a coordinated plan where mobility engineers, educators, and community representatives shape actions together.

VERTICAL INTEGRATION | The IAP deliberately aligns with broader policy frameworks, including the Sustainable Urban Mobility Plan (SUMP), the Integrated Urban Development Strategy (SIDU), and the General Urban Plan (PUG), as well as national and EU-level policy priorities around climate, health, and child-friendly cities. By anchoring local actions within these higher-level strategies, the plan gains legitimacy, access to funding pathways, and coherence with overarching policy targets, illustrating the connection between local school mobility improvements and wider urban policy objectives.

TERRITORIAL INTEGRATION | While the IAP pilots interventions at School No. 9, its tools and methodologies (such as the School Road Safety Index) are designed to be scalable citywide, allowing Brașov to extend successful practices across its school network. This ensures that what works in one neighbourhood can inform improvements in others, supporting a place-based yet citywide transformation.

2.2. Transnational Learning

Transnational learning played a central role in the development of Brașov's Schoolhoods Integrated Action Plan. Through the URBACT Schoolhoods network, Brașov exchanged knowledge, tested ideas, and learned directly from cities facing similar challenges related to school mobility, road safety, and child-friendly public space. These exchanges helped refine the intervention logic of the IAP and ensured that proposed actions are grounded in proven practice rather than isolated experimentation.

Several partner cities provided particularly relevant inspiration:

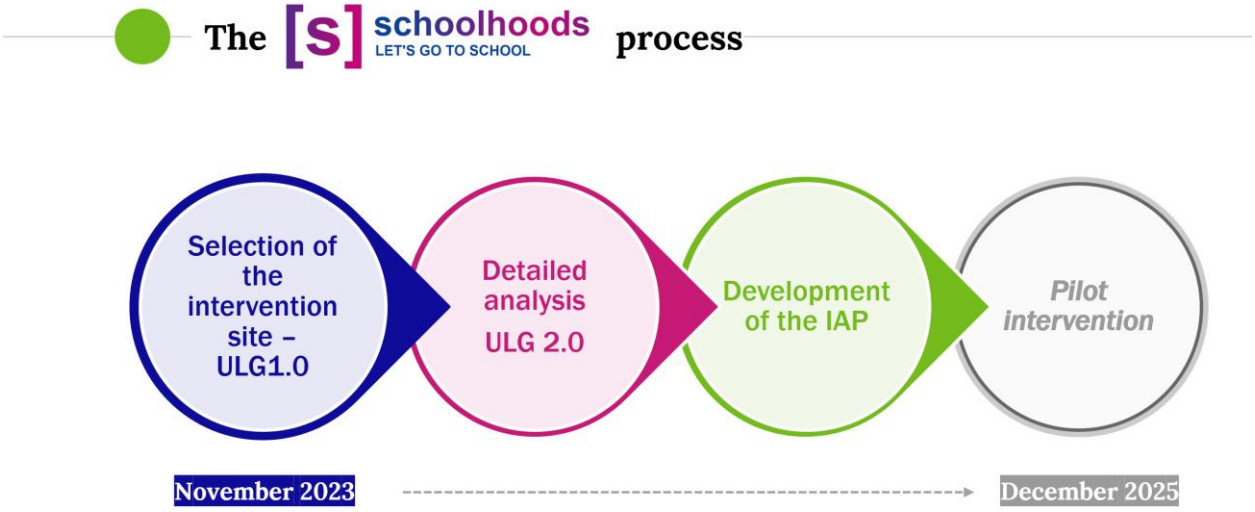
TABLE 1 TRANSNATIONAL LEARNING AND RELEVANCE FOR BRAȘOV IAP

Partner city	Key learning themes	Relevance for the Brașov IAP
Turku	Behaviour-change strategies, soft measures, gamification, awareness campaigns, integration of micromobility in school travel	Informed Brașov's strong focus on education, confidence-building, and non-infrastructural measures alongside physical interventions
Brno	Traffic Snake / Dragon campaign; national online network of road safety training grounds	Directly inspired the relaunch of the Traffic Snake at School No. 9 and supported the concept for scaling up cycling and road safety training grounds
Parma	School streets, pedestrianisation, access restrictions, tactical urbanism	Shaped Brașov's approach to school streets, access management, and the use of low-cost, high-impact public space interventions
Skawina	Cycling and road safety training grounds; low-cost design and operation; Urban95 methodology, gamification, placemaking	Informed the design of the training ground at School No. 9 and reinforced a child-centred approach to mobility and public space
Zadar	Shared school mobility challenges; use of digital tools	Supported Brașov's use of digital tools for data collection, communication, and engagement with schools and parents
Rethymno	Training grounds, campaigns, micromobility in historic and heritage areas, school street	Provided relevant references for implementing school mobility measures in Brașov's central and protected urban areas and inspired the school street intervention
Vienna (study visit)	High-quality school streets; pedestrian-priority environments; institutionalised school mobility policies	Inspired Brașov's ambition for high-standard school streets and the development of structured tools and guidance for schools and municipalities

Overall, transnational learning strengthened Brașov's capacity to combine infrastructure, education, campaigns, and governance tools into a coherent approach. It confirmed the importance of pairing physical safety improvements with behaviour-change measures and demonstrated that even small-scale, low-cost interventions can have significant impact when embedded in a clear strategic framework. These lessons are reflected throughout the IAP and underpin its ambition to scale successful pilot actions citywide.

2.3. Scale and Scope

FIGURE 7 SCHOOLHOODS IMPLEMENTATION PROCESS



The Schoolhoods Integrated Action Plan was developed through a two-scale approach, combining **a strategic, city-wide perspective** with a **focused, place-based pilot approach** at school level. This structure ensures consistency with the policy frameworks and urban analysis presented in the previous chapters, while allowing for concrete, testable interventions on the ground.

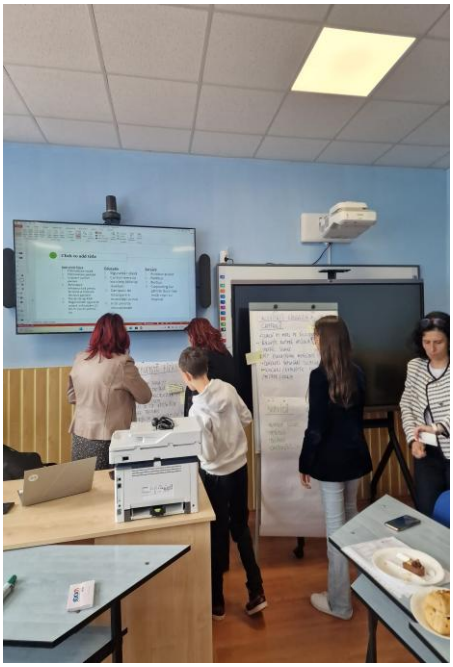
2.3.1. Strategic Level

At the strategic level, the Action Plan addresses school mobility as a city-wide system, in line with the Sustainable Urban Mobility Plan, the Integrated Urban Development Strategy, and the Climate City Contract. This scale focuses on overall travel behaviour, the spatial distribution and concentration of pupils, school catchment areas, and general road safety conditions around schools across Brașov.

The Urban Local Group at this level (ULG 1.0) brings together stakeholders with a city-wide mandate and decision-making capacity, including the municipality, the County School Inspectorate, the public transport authority (ATBV) and operator (RATBV), and other relevant institutions. Using aggregated data, particularly travel and accessibility data provided by ATBV, this group identified priority areas and selected the pilot intervention site, in this case School No. 9.

The first draft of the IAP was developed at this strategic scale, setting out long-term objectives, targets, and principles (such as reducing car dependency, improving road safety, and increasing active mobility). While defined at city level, these strategic goals are deliberately formulated to be applicable and transferable to individual schools and neighbourhoods.

2.3.2. Operational, Local (school) Level

The second scale translates the strategic framework into concrete, site-specific actions. At this operational level, the final IAP focuses on the two buildings of School No. 9, selected as a pilot area based on the criteria and analysis presented in Chapter 1.5.

A more focused Urban Local Group (ULG 2.0) was established for this phase, involving school-level and local stakeholders, including the school management, school board, parents' association, pupils, nearby residents, and local actors. Representatives from the strategic ULG (ULG 1.0) also participate, ensuring continuity between the two levels and alignment with city-wide policies. ULG 1.0 remains active in parallel, particularly to address issues related to the legal and regulatory framework, which require intervention at municipal or higher administrative levels

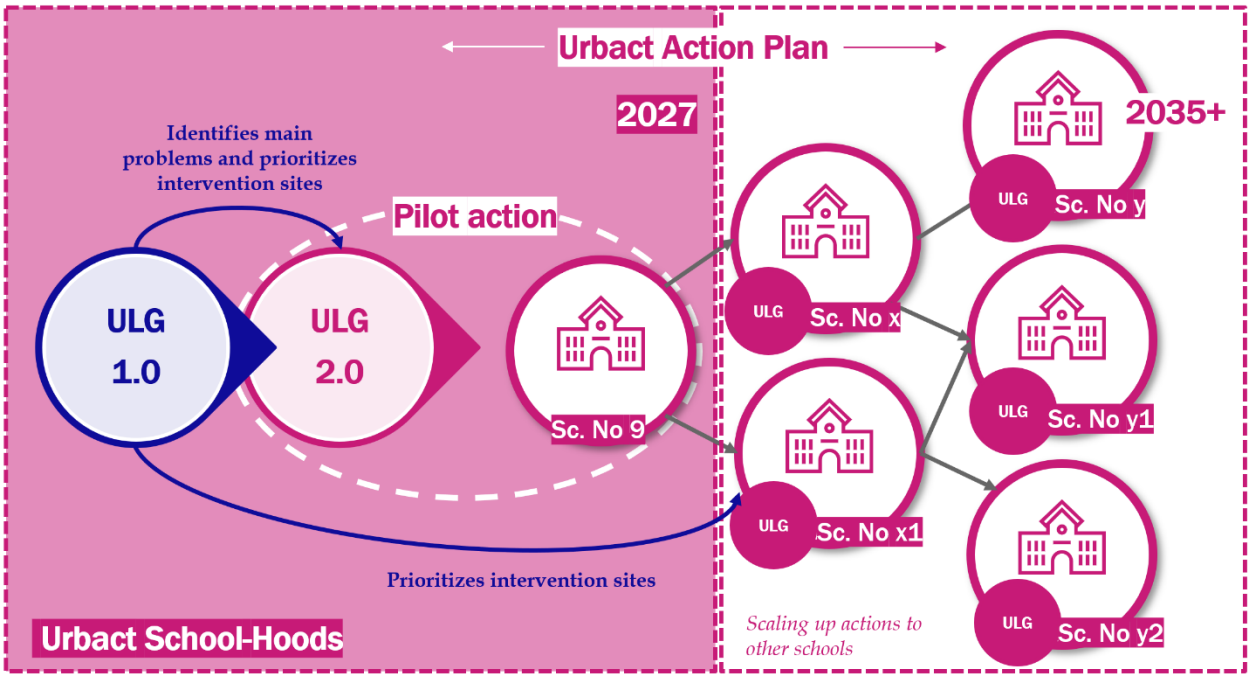
The objective of ULG 2.0 is to co-create a detailed, implementable action plan tailored to the specific context of School No. 9, including pilot interventions such as road safety improvements, targeted campaigns, and dedicated mobility services. This work is informed by a school mobility survey, which revealed that 43% of pupils in grades 0–IV are driven to school by car, compared to 29% of pupils in grades V–VIII. At the same time, many students expressed a preference for more active modes, such as cycling, kick scooters, e-bikes, or e-scooters. These findings provide a strong evidence base for the selected measures and underline the gap between current behaviour and desired mobility choices.

By combining a strategic city-wide framework with a local pilot, the two-scale approach ensures that interventions at School No. 9 are not isolated actions, but part of a coherent long-term vision for school mobility in Brașov. The pilot serves as a testing ground for integrated measures that can be evaluated, refined, and subsequently scaled up to other schools, while the strategic level ensures institutional ownership, policy coherence, and long-term sustainability.

2.3.3. Action Plan Design

The Schoolhoods IAP for Braşov was designed as an evidence-based, integrated and scalable implementation tool, building directly on the local context analysis presented in Section 1 and on the URBACT integrated approach described in Section 2.

FIGURE 8 BRAȘOV SCHOOLHOODS IAP DESIGN



The design process followed a clear logic:

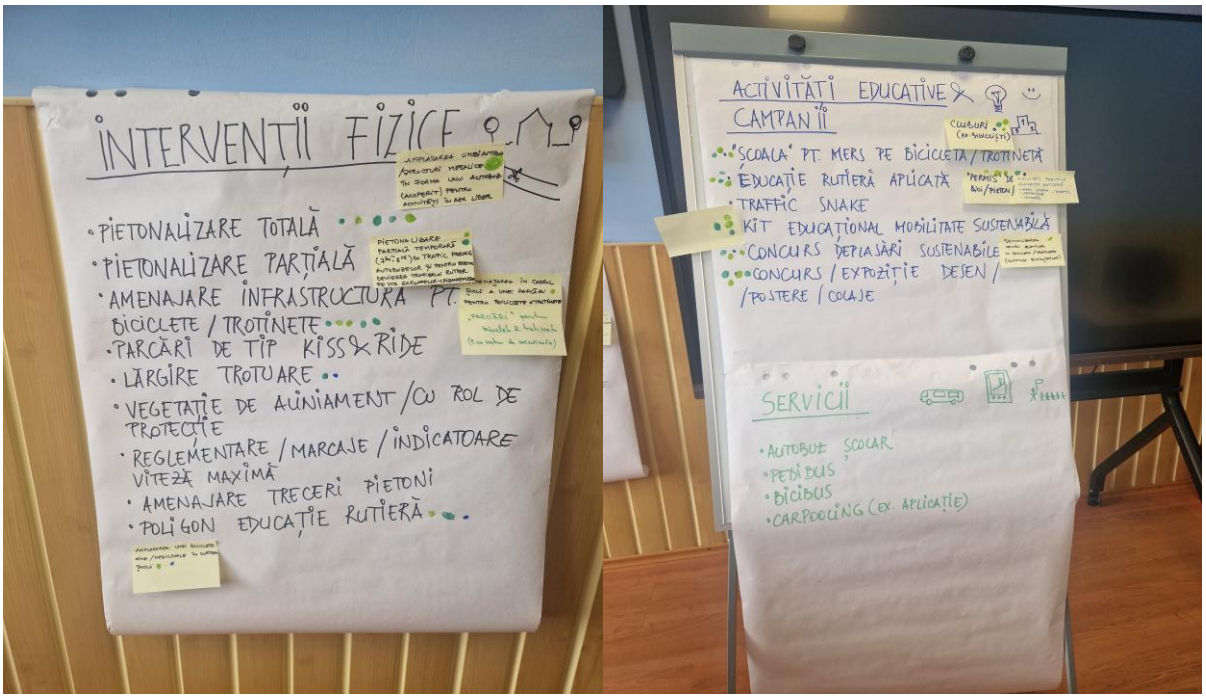
1.strategic alignment →2. diagnosis → 3. prioritisation → 4. co-design →5. piloting and scaling up.

1. First, the IAP is anchored in Brașov's **strategic planning framework**. Its vision and objectives translate city commitments under the SUMP 2023–2035, SIDU, PUG, and the Climate City Contract into practical actions focused on school environments. This ensures that school mobility is not treated as a standalone topic, but as a leverage point for wider goals such as reducing car dependency, improving road safety, enhancing public space quality, supporting healthier lifestyles, and contributing to climate neutrality by 2035.
2. Second, the plan is grounded in a robust **diagnosis** of current mobility conditions and constraints. The urban and mobility context (Section 1.2) highlights a strong car-oriented modal split in Brașov (around 46% of trips by private car), limited cycling levels (1–2%), and persistent imbalances in street space allocation. These systemic issues are reflected in the school mobility context, where approximately 40% of pupils are driven to school by car, and where growth in peri-urban commuting and the concentration of attractive schools in central areas intensify congestion and pressure on public space. The School Road Safety Index assessment (Section 1.3) further confirms the structural nature of the problem: the citywide average score remains very low (around 24.6/100), with most school access points scoring below 40, indicating that many school areas are not designed to support safe and independent mobility for children.
3. Based on the SWOT analysis (Section 1.4) and the pilot selection process (Section 1.5), the IAP **prioritises interventions** that address both behavioural drivers and spatial/infrastructural barriers. The pilot around School No. 9 was selected because it concentrates key challenges – road safety deficits, congestion, limited pedestrian quality – while also offering strong collaboration potential and opportunities for demonstrative impact. The local survey results further shaped the action plan by highlighting the gap between current behaviour and desired

mobility: at School No. 9, 43% of primary pupils (grades 0–IV) are driven to school by car, compared to 29% of lower secondary pupils (grades V–VIII), while many students express a preference for more active modes. This evidence reinforced the need to combine infrastructure improvements with confidence-building and behaviour-change measures.

4. The IAP was **co-designed** through a two-level governance structure (Section 2.3). The strategic Urban Local Group (ULG 1.0) ensured policy coherence, cross-department coordination, and alignment with city-wide planning and funding mechanisms. The local ULG (ULG 2.0) translated these strategic objectives into a detailed, implementable package tailored to the specific conditions of School No. 9, ensuring that interventions respond to everyday needs and constraints experienced by pupils, parents, and neighbours.

   This structure also allows the plan to address issues that exceed school-level control, such as school allocation practices, enforcement capacity, or regulatory barriers, through continued engagement of the strategic group.



5. Finally, the action plan was designed from the outset to **enable replication and scaling** up. The pilot interventions at School No. 9 serve as a testbed to refine methods, tools, and partnership models before wider application. Accordingly, the IAP includes:

   i. a city-wide vision and targets aligned with the SUMP and CCC, and

   ii. site-specific actions and targets for School No. 9 (implementation horizon 2027), to generate measurable results and a transferable implementation model.

   In this way, the IAP combines a **high-visibility local pilot** with a **strategic city-wide framework**, ensuring that improvements around one school contribute to a broader transition towards safer, healthier, and more sustainable mobility across Brașov's school network.

2.3.4. Target Groups

The Schoolhoods IAP for Brașov addresses school mobility as a behavioural, spatial, and governance challenge. Consequently, it targets a clearly defined set of groups, differentiated according to their role as beneficiaries, implementers, enablers, or system-level decision-makers. This multi-layered targeting ensures that actions such as the Bike School, traffic calming, school streets, and policy advocacy are both effective at local level and scalable citywide.

Primary beneficiaries: The primary beneficiaries of the Action Plan are **pupils/ students aged 6–14**, attending public schools in Brașov, with a distinction between:

- **Primary school pupils (grades 0–IV)**, whose travel behaviour is largely determined by adults and whose needs relate mainly to safety, supervision, and short-distance walking;
- **Lower secondary pupils (grades V–VIII)**, who already travel more independently and express a strong preference for walking, public transport, cycling, and micromobility, but face infrastructural and legal barriers.

Closely linked to this group are **parents and caregivers**, particularly of younger pupils. Parents play a decisive role in mode choice and are therefore a central target for actions addressing perceived safety, trust, and acceptance of changes in the school environment (e.g. school streets, access restrictions, relocation of parking, or cycling education).

Key local implementers - a second group consists of actors directly responsible for implementing and sustaining the actions:

- **School leadership and teaching staff**, who enable access to pupils, integrate soft measures (Bike School, Traffic Snake Game), communicate with parents, and support long-term behavioural change;
- **The public transport authority (ATBV) and operator (RATBV)**, which play a leading role in several actions (training provision, concept development, monitoring), as well as in improving safe access to public transport stops around schools;
- **Municipal departments** responsible for mobility, roads, public space, parking management, and urban maintenance, which design, approve, and implement physical interventions such as traffic calming, school streets, and sidewalk reconfiguration.
- Acceptance and enforcement actors

Several actions directly affect the use and allocation of public space. For this reason, the plan explicitly targets:

- **Residents living in the immediate vicinity of schools**, particularly in streets affected by access restrictions or parking reconfiguration (e.g. Prunului Street), whose acceptance is essential for implementation;
- **Drivers using school areas during peak hours**, including parents, taxi and ride-hailing drivers, whose behaviour strongly influences congestion, safety, and perceived risk;
- **Enforcement bodies (Local Police and Traffic Police)**, which are critical for ensuring compliance with access rules, parking regulations, and speed management, and for maintaining the credibility of school street interventions.
- Strategic and system-level actors

Finally, some actions, especially scaling up and regulatory change, require engagement beyond the school or neighbourhood level. These target groups include:

- **The County School Inspectorate and education authorities**, which are key to institutionalising programmes (e.g. municipal bike schools) and supporting replication across the school network;
- **National-level stakeholders**, including cycling NGOs, SUMP support structures, traffic authorities, and relevant ministries (Ministry of Development, Public Works and Administration, Ministry of Internal Affairs, Ministry of Transport and Infrastructure) targeted through Action 7 to address legal barriers to youth cycling and enable systemic change.

By clearly identifying and engaging these target groups, the Schoolhoods IAP ensures that actions are not limited to isolated pilot interventions, but contribute to a broader, coordinated transition towards safer, healthier, and more sustainable school mobility in Brașov.

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.

Active – Healthy – Happy expresses Brașov's long-term ambition to place children and their daily journeys at the centre of a more liveable, inclusive, and sustainable city. The vision is grounded in the simple but transformative principle that every pupil should have the opportunity to walk, cycle, or use public transport to and from school in a safe, attractive, and supportive urban environment.

This vision goes beyond mobility choice alone. It recognises school travel as a formative daily experience that shapes children's health, independence, social interaction, and relationship with public space. Streets around schools are therefore not treated merely as traffic corridors, but as shared neighbourhood spaces that support learning, play, social life, and well-being.

1. **"Active"** reflects the ambition to normalise walking, cycling, and public transport as the default modes for school travel, reducing unnecessary car dependency and embedding physical activity into everyday routines from an early age. By enabling active mobility, the city supports healthier lifestyles and helps establish long-term sustainable travel habits.
2. **"Healthy"** refers both to physical safety and to broader environmental and public health outcomes. Safe school routes, calm streets, and high-quality pedestrian environments reduce the risk of traffic injuries while improving air quality, lowering noise levels, and creating more pleasant neighbourhoods. A healthier school environment also strengthens parental confidence, which is a key precondition for children's independent mobility.
3. **"Happy"** captures the social and emotional dimension of school mobility. When children can move independently, meet friends on the way, and feel comfortable in their surroundings, their daily journey becomes a positive experience rather than a source of stress. At the same time, less congestion and conflict around schools benefit parents, residents, and teachers, contributing to stronger community relations.

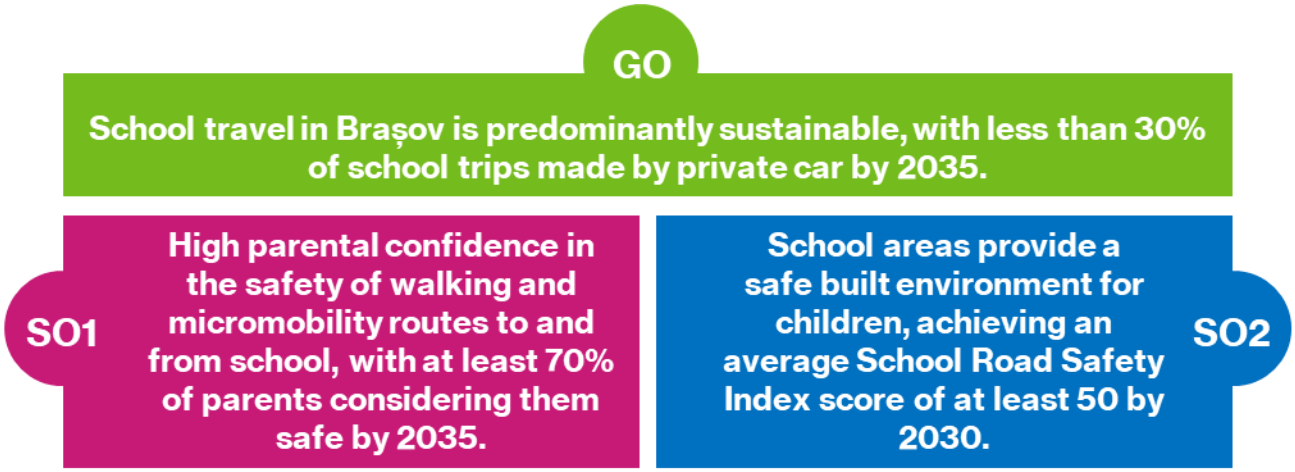
The vision provides a clear orientation for the Integrated Action Plan and frames its objectives at both city-wide and school level. It guides the IAP's focus on reducing car-based school trips, improving real and perceived road safety, and creating child-friendly streets and neighbourhoods. Through a combination of infrastructure improvements, behavioural measures, education, and governance

reform, the Schoolhoods IAP translates this vision into concrete, measurable actions that contribute to Brașov's wider goals for sustainable mobility, public health, and climate neutrality.

4. Objectives

A set of three objectives translates the vision into measurable outcomes for school mobility in Brașov:

FIGURE 9 SCHOOLHOODS IAP OBJECTIVES



The objectives follow a clear intervention logic: improving the physical safety of school environments (SO2) increases parental confidence in walking and micromobility (SO1), which in turn supports a measurable reduction in car-based school trips at city level (General Objective). At the same time, awareness-raising and confidence-building under SO1 are essential for developing sustainable school travel behaviours (GO) and are embedded horizontally across all actions of the IAP.

The proposed time horizon of the IAP is aligned with that of the SUMP, which targets 2035, with an intermediate milestone in 2027.

General objective (goal): School travel in Brașov is predominantly sustainable, with less than 30% of school trips made by private car by 2035

By reducing the share of car-based school trips, the city aims to make walking, micromobility, and public transport the normal and attractive choice for pupils. The objective is not only to reduce traffic, but to support children's active, independent, and positive daily experience of the city.

Current evidence highlights the scale of the challenge. Previous studies indicate that approximately 40% of pupils in Brașov are driven to school by car, while the SUMP shows that around 46% of all trips citywide are made by private car. School trips coincide with peak traffic hours and therefore contribute disproportionately to congestion, air pollution, noise, and conflicts in public space around schools. These conditions directly affect children's safety, health, and well-being and undermine parental confidence.

Setting a target of less than 30% of school trips by car by 2035 establishes a clear benchmark for shifting school mobility towards more active and sustainable modes, in line with the SUMP objective of reducing the citywide car modal share. Achieving this target supports active daily routines through walking and micromobility, improves environmental and safety conditions, and creates calmer, more pleasant school surroundings for pupils, parents, and nearby residents.

At city level, progress towards this objective will result from the combined effect of the Schoolhoods IAP and wider SUMP investments, including the expansion of cycling infrastructure, public transport modernisation, and traffic calming measures. Within this framework, the IAP acts as a child-centred accelerator, focusing on school environments as high-impact locations for behavioural change.

At School No. 9, the current share of car-based trips is approximately 36%, slightly below the city average but still significant. Given the integrated package of planned interventions – road safety improvements, school streets, cycling education, behavioural campaigns, and improved pedestrian and public transport access – the 30% target by 2027 is considered achievable. The pilot will provide a replicable model for reducing car dependency and improving children's daily experience across Brașov.

Key challenges addressed:

- **High reliance on private cars for school travel**, with approx. 40% of pupils driven to school despite short distances and available alternatives.
- **Concentration of school trips during peak hours**, contributing disproportionately to congestion, delays, and pressure on local streets.
- **Unsafe and uncomfortable conditions around school entrances**, caused by illegal parking, stopping, and conflicts between cars and pedestrians.
- **Low parental confidence in walking routes**, reinforcing car dependency even where accident risk is relatively low.
- **Negative environmental impacts**, including poor air quality and noise exposure in school areas during arrival and departure times.
- **Underuse of active and sustainable modes**, such as walking, micromobility, and public transport, due to infrastructural, behavioural, and regulatory barriers.

SO1: High parental confidence in the safety of walking and micromobility routes to and from school, with at least 70% of parents considering them safe by 2035.

Parental confidence is a decisive factor shaping children's school travel choices, particularly for younger pupils. Even where distances are short and alternatives to the car exist, concerns about traffic safety and the quality of the walking environment often lead parents to escort children by car, reinforcing congestion and reducing opportunities for independent and active mobility.

In Brașov, road safety conditions have improved significantly over the past decade. Following a peak period between 2012 and 2020, when traffic fatalities averaged 10–15 per year, sustained investments in traffic calming, pedestrian crossings, lighting, and intersection safety have reduced road deaths to

fewer than three per year by 2023. Around schools, vehicle speeds are generally low during arrival and departure times, and serious incidents are rare. Nevertheless, perceived safety remains a major barrier, largely due to crowded school entrances, illegal parking and stopping, and conflicts between cars and pedestrians, which undermine parents' sense of control and predictability.

The relevance of this objective is clearly illustrated by the pilot area. At School No. 9, approximately 36% of pupils in grades I–IV report that they do not walk or cycle to school because their parents do not allow it, while this constraint affects only 7% of pupils in grades V–VIII. This confirms that parental restrictions are strongest at younger ages and gradually decrease as children gain independence. Although these values are better than the city average, reflecting the school's location in a lower-traffic neighbourhood, they highlight the central role of parental perception in enabling or limiting active travel.

SO1 addresses this challenge by focusing on confidence-building rather than traffic reduction alone. Through a coordinated package of actions, including road safety improvements, school streets, sidewalk reconfiguration, cycling and road safety education, and behaviour-change campaigns, the IAP aims to make school routes feel legible, predictable, and safe from a parent's perspective. Improving perceived safety is essential for translating physical interventions into actual behavioural change.

The target of 70% parental confidence by 2035 reflects the long-term nature of perception change at city level, while allowing for more ambitious short-term results in pilot areas. For School No. 9, where baseline conditions are more favourable and actions are concentrated, a higher target of 80% by 2027 is considered achievable.

Key challenges addressed:

- **Low parental confidence in walking and micromobility routes,** particularly for primary school pupils, despite short distances and improving safety conditions.
- **Mismatch between actual and perceived road safety,** with rare serious incidents but persistent concerns fuelled by congestion, illegal parking, chaotic and crowded school entrances, and low public space quality.
- **High levels of escorted school travel for younger pupils,** driven primarily by parental restrictions rather than children's preferences.
- **Crowded and car-dominated school access points,** generating stress, reduced visibility, and conflicts between vehicles and pedestrians.
- **Limited translation of infrastructure improvements into behaviour change**, due to insufficient confidence-building and communication with parents.

SO2: School areas provide a safe built environment for children, achieving an average School Road Safety Index score of at least 50 by 2030.

A safe built environment is a prerequisite for children's independent and active school travel. While serious traffic incidents around schools are relatively rare, the citywide School Road Safety Index

assessment reveals a systemic deficit in the design and quality of school surroundings, with average scores of around 25–30 and most access points scoring below 40.

The SRSI highlights recurring physical risk factors, including narrow or obstructed sidewalks, unsafe crossings, poor pedestrian access to public transport, and car-dominated school entrances. Addressing these issues requires targeted spatial interventions rather than isolated enforcement or awareness measures.

Based on the city-wide analysis conducted within Schoolhoods, setting a target of an average SRSI score of 50 by 2030 represents a realistic and meaningful improvement, achievable through low- and medium-cost measures such as traffic calming, school streets, sidewalk reconfiguration, and improved pedestrian crossings. These interventions are embedded in regular road maintenance and urban regeneration processes, enabling both impact and scalability.

At School No. 9, current SRSI scores of 36–37 indicate favourable conditions for piloting this approach. Achieving a score of 50 by 2027 is feasible and will provide a transferable model for improving safety performance across Brașov's school network.

By strengthening the physical safety of school environments, SO2 provides the foundation for increased parental confidence (SO1) and supports the broader shift towards active, healthy, and child-friendly school mobility envisioned in the IAP.

Key challenges addressed:

- **Low road safety performance of school areas**, with average SRSI scores of only 25–30 citywide.
- **Unsafe pedestrian environments around schools**, including narrow or obstructed sidewalks and missing or poorly designed crossings.
- **Car-dominated school access points**, creating conflicts between vehicles and children during arrival and departure times.
- **Poor pedestrian connectivity to public transport stops**, limiting safe and independent access.
- **Fragmented and ad-hoc safety interventions**, insufficient to produce consistent, measurable improvements across schools.
- **Limited integration of child safety needs into routine street design and maintenance practices**.

5. Intervention Areas

The objectives of the Integrated Action Plan are addressed through a limited number of coherent intervention areas that respond to the key challenges identified and support the *Active – Healthy – Happy* vision. These intervention areas combine spatial, behavioural, and governance approaches and operate across different scales, from the school environment to the city level. The matrix below illustrates how each intervention area contributes to the General Objective and the Specific Objectives, ensuring a clear and integrated pathway from strategic ambition to implementation:

TABLE 2 IAP INTERVENTION AREAS

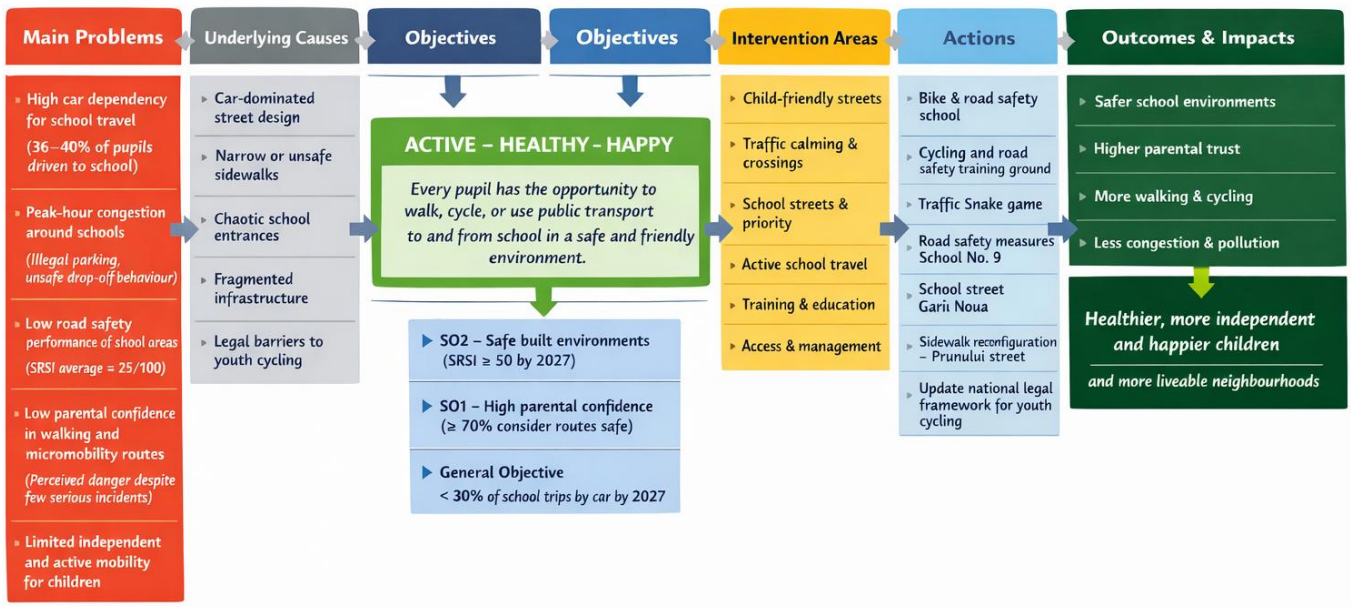
Intervention area	Main challenges addressed	Objectives supported
Child-friendly street environments	Unsafe pedestrian conditions, car-dominated school entrances, poor sidewalks and crossings	SO2, SO1, GO
Active & sustainable school travel	Low use of walking/micromobility, lack of facilities, legal barriers to youth cycling	GO, SO1
Education & behaviour change	Parental safety concerns, habitual car use, low awareness	SO1, GO
Access & traffic management	Illegal parking, unsafe drop-off behaviour, peak-hour congestion	SO2, GO
Governance, evidence & scaling	Fragmented interventions, lack of prioritisation, regulatory constraints	SO2, GO

Section 3: Action Planning

6. Intervention Logic

The intervention logic of the Schoolhoods Integrated Action Plan is based on a clear cause-effect chain linking identified problems, objectives, and actions. High car dependency for school travel, peak-hour congestion, low road safety performance and quality of public space, and limited parental confidence are addressed by targeting their underlying causes, such as car-dominated street design, unsafe and unattractive pedestrian infrastructure, and legal barriers to youth cycling.

FIGURE 10 SCHOOLHOODS BRAȘOV IAP INTERVENTION LOGIC



The *Active – Healthy – Happy* vision anchors the plan, defining the desired long-term condition in which every pupil can safely and comfortably walk, use micromobility solutions or public transport to and from school. This vision is translated into concrete objectives: improving the physical safety of school environments (SO2), increasing parental confidence in walking and micromobility routes (SO1), and ultimately achieving sustainable school travel behaviours and a share of car-based school trips to below 30%.

These objectives are pursued through a small number of integrated intervention areas, combining child-friendly street design, active school travel support, education and behaviour change, access and traffic management, and governance and policy alignment. Implemented together through targeted pilot actions and designed for scaling, this integrated approach delivers safer school environments, higher parental trust, increased active mobility, and reduced congestion – contributing to healthier, more independent, and happier children and more liveable neighbourhoods.

The action plan includes seven scalable actions, to be piloted initially at School No. 9, and then scaled up at city level:

TABLE 3 IAP ACTION LIST

ID	ACTION
1P[1]	Bike/ micromobility & road safety school
2P	Cycling/ micromobility and road safety training ground
3P	Traffic Snake
4	Road safety measures School No.9
5	School street Gării Noua
6	Sidewalk reconfiguration – Prunului Street
7	Update national legal framework for youth cycling

TABLE 4 LINK BETWEEN ACTIONS, INTERVENTION AREAS AND SPECIFIC OBJECTIVES

Legend

- 🟧 **Intervention areas** (as in flowchart)
- 🟦 **Specific Objectives**
- ✓ Direct contribution ◐ Indirect/supporting contribution

Action		🟧 Child-friendly street environments	🟧 Active & sustainable school travel	🟧 Education & behaviour change	🟧 Access & traffic management	🟧 Governance, evidence & scaling	🟦 SO1 Parental confidence	🟦 SO2 Safe built environment
1P	**Bike/ micromobility & road safety school**	–	✓	✓	–	–	✓	–
2P	**Cycling/ micromobility & road safety**	–	✓	✓	–	–	✓	–

[1] P=Pilot action, tested during the Schoolhoods project

	training ground							
3 P	**Traffic Snake**	–	–	✓	–	–	✓	–
4	**Road safety measures**	✓	–	–	✓	◐	◐	✓
5	**School streets**	✓	–	–	✓	–	✓	✓
6	**Sidewalk reconfiguration – Prunului Street**	✓	–	–	–	–	◐	✓
7	**Update national legal framework for youth cycling**	–	✓	–	–	✓	◐	–

7. Action Plan

			2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035	
ID	**Action**	**Responsible & Partners**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**
1P	**1.1 Bike/ micromobility & road safety school – pilot programme at School no.9 (S9)**	Brașov Transport Association (ATBV), ULG2, school, Training provider																						
	1.1.1 Bike/ micromobility & road safety school establishment of a regular programme at S9																							
	1.2 Bike/ micromobility & road safety school – scale-up at city level	ATBV, ULG1, schools, Training provider, Police, School Inspectorate																						
2P	**2.1 Cycling/ micromobility & road safety training ground – pilot project at S9**	ATBV, Brașov Municipality, ULG2, school																						
	2.2 Cycling/ micromobility & road safety training ground – scale-up (at least 1 training ground/ walking distance areas = estimated 10-12 at city level)	ATBV, Brașov Municipality, ULG1, schools																						

ID	Action	Responsible & Partners	2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035	
			H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2
3P	**3.1 Traffic Snake – pilot project at S9**	ATBV, school, OER Association[2]																						
	3.2 Traffic Snake – scale-up at city level	ATBV, Brașov Municipality, Schools, OER																						
4	**4.1 Road safety measures at S9**	ATBV, Brașov Municipality, S9, ULG2, Traffic commission																						
	4.2 Road safety measures - Scale-up at city level	ATBV, Brașov Municipality, ULG1, ULG1, Traffic commission																						
5	**5.1 School street – Gării Noua**	ATBV, Brașov Municipality, S9, ULG2, Traffic commission																						
	5.2 School streets – Scale-up at city level (estimated 8 school streets)	ATBV, Brașov Municipality, ULG1, ULG1, Traffic commission																						
6	**Sidewalk reconfiguration – Prunului Street[3]**	ATBV, Brașov Municipality, S9, ULG2, Traffic commission																						
7	**Update national legal framework for youth cycling**	ATBV, Cycling NGOs/ organisations, Brașov Municipality, County Council, Traffic police, National Support																						

[2] National implementer of the Oscar, the Wandering Snake campaign

[3] Because this is a targeted intervention that addresses a specific problem, the assessment and scale-up are included in activities 4.2, 4.3, 5.2

			2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035	
ID	**Action**	**Responsible & Partners**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**	**H1**	**H2**
		Group (GNS) for sustainable urban mobility, Ministry of Transport																						

8. Detailed Actions

8.1. Action 1: Bike/ micromobility & road safety school

8.1.1. Bike/ micromobility & road safety school – pilot programme at School no.9

Challenge

When asked about their preferred mode of transport to and from school, most pupils expressed a strong interest in cycling, kick scooters, e-bikes, and similar micromobility options. In contrast, parents raised significant safety concerns and were highly sceptical about allowing their children to travel independently using these modes. This reluctance is reinforced by the national traffic legislation, which prohibits children under the age of 14 from cycling on public roads.

Intervention

In response to these challenges, one of the priority interventions identified during the Urban Local Group (ULG) meetings was the development of a structured training programme to build pupils' skills, confidence, and road safety awareness. The programme aimed to prepare pupils to travel independently – on foot or using micromobility devices – and to equip them with the necessary competencies to cycle safely on public roads once they are legally allowed to do so and as cycling infrastructure improves.

The training was delivered during physical education classes and was designed at beginner and advanced levels. Approximately 500 pupils participated, with each class attending at least two sessions to allow for progression. Due to high interest, an additional optional weekend session was organised, open to all pupils who wished to further develop their skills and practice in a supervised environment.

The pilot programme was implemented between September and November 2025 and received very positive feedback from pupils, parents, and teachers. Several requests were made for additional sessions in the spring. Importantly, three physical education teachers were actively involved in the training, enabling them to replicate and further integrate the activities into regular classes, thus supporting long-term sustainability. Based on the strong demand and positive outcomes, the establishment of a permanent bike and micromobility training programme at School No. 9 is currently under assessment.

Implementation plan

1. Prepare a TOR for contracting training services (1 month)
2. Public procurement (1 month)
3. Prepare the training material (3 months)
4. Carry out the training for all classes[4] (3 months)

Budget and funding

The cost of training approximately 500 pupils was around €10,000, covering only the external training provider and excluding the work of the internal Schoolhoods team. As this was a first-of-its-kind pilot

[4] Participation will be voluntary

in Brașov – and likely in Romania – it was funded as a pilot action under the URBACT Schoolhoods project.

BICYCLE AND ROAD SAFETY SCHOOL (SUMMARY)		
Who	**Why (desired results)**	**When**
ATBV contracted a cycling trainer ULG2 (especially school administration) – communication with parents	More children cycling to school (grades 0-VIII) – increase of modal split from 1% to 5%[5] by 2027 Over 500 pupils have access to proper cycling education[6]	2025 (implemented)

8.1.2. Bike/ micromobility & road safety school – scale-up at city level

The long-term objective is the establishment of a municipal bike school programme, comparable to the Bikeability scheme in the United Kingdom. The programme would be coordinated by the municipality, with funding from the local budget and complementary external sources, such as donations or sponsorships. This approach would ensure that all children in Brașov have access to structured training for safe cycling on public roads, once legal and infrastructural conditions allow.

Funding for scaling up the programme could be secured either through applications to the municipal or county participatory budgeting schemes[7] by the service provider, or through direct allocations from the local budget, reflecting the programme's citywide public benefit.

[5] More than 10% would be only possible with a) a dedicated bici-bus scheme and / or b) proper cycling infrastructure connecting the school to the neighborhood.
[6] 100 additional each year if there is funding available for continuation of the program
[7] participatory budget programe

8.2. Action 2: Cycling/ micromobility & road safety training ground

8.2.1. Cycling/ micromobility & road safety training ground – pilot project at S9

Challenge

When asked about their preferred mode of transport to and from school, most pupils expressed a strong interest in cycling, kick scooters, e-bikes, and other micromobility options. In contrast, parents raised significant safety concerns and were highly sceptical about allowing their children to travel independently using these modes. This reluctance is reinforced by national traffic legislation, which prohibits children under the age of 14 from cycling on public roads.

As highlighted in the analysis, levels of independent travel to school remain low, with safety concerns cited as one of the main barriers. While some traffic education is already provided through mandatory activities organised by schools and the traffic police, these initiatives focus mainly on traffic rules and theoretical knowledge. There is currently no dedicated infrastructure that allows pupils to practise safe behaviour in real or simulated traffic conditions, whether as pedestrians, cyclists, or micromobility users.

As a result, most pupils can only practise cycling informally, in backyards, parks, or schoolyards, without structured guidance or realistic layouts. Although a dedicated bicycle training ground was recently developed in a new park in Brașov, its location approximately 7 km from School No. 9 limits regular access, despite its high popularity among children and parents.

Intervention

Based on discussions within ULG2, the creation of a cycling and road safety training ground within the school yard of School No. 9 was identified as a highly effective complementary measure to the training programme (Action 1). The school site offers sufficient space to accommodate such a facility, ensuring direct and frequent access for pupils, as well for children from the entire neighbourhood .

The training ground, the first such infrastructure at a school in Romania, was set-up as a pilot project, primarily using low-cost elements such as road markings, small-scale traffic signs, roundabouts, pedestrian crossings, and simple obstacles. It combines a bicycle training area with elements of a small-scale pump track, allowing pupils to develop both technical riding skills and safe behaviour in simulated traffic conditions. The facility was designed for use by bicycles as well as kick scooters and other micromobility devices. Through the inclusion of traffic signs and pedestrian infrastructure, the training ground also supports learning safe behaviour as pedestrians.

By providing a safe, controlled, and accessible environment for practice, the training ground is expected to strengthen pupils' skills and confidence while increasing parental trust in independent and active school travel. It was already tested successfully during the Bike/ micromobility & road safety school pilot programme.

Implementation plan

1. Prepare a TOR for contracting training services (1 month)
2. Public procurement (1 month)
3. Design (1 month)
4. Setting the ground: road markings, signs etc. (1 month)
5. Production and installation of the equipment (ramp, portable traffic signs etc.) (2 months)
6. Carrying out the training8 (3 months)

[8] Participation will be voluntary

Budget and funding

The cost was around €5,000. As this was a first-of-its-kind pilot in Braşov and is the first traing ground at a school in Romania, it was funded as a pilot action under the URBACT Schoolhoods project.

CYCLING/ MICROMOBILITY & ROAD SAFETY TRAINING GROUND – PILOT PROJECT AT S9 (SUMMARY)		
Who	**Why (expected results)**	**When**
ATBV – create proposal / intervention concept and monitor impact ULG (especially school administration) – communication with parents Traffic police – potential user	Access to a proper cycling training ground for at least 900 pupils[9] More children cycling to school (grades 0-VIII) – increase of modal split from 1% to 5%[10] by 2027	2025 (implemented)

8.2.2. Cycling/ micromobility & road safety training ground – scale-up

Building on the success of the pilot project and of the first training ground in Braşov (Iepure Park), the long-term objective is to provide such facilities in each major neighbourhood or area, ensuring access within a 15-20 minute walking radius for all children. To achieve adequate city-wide coverage, an estimated 10-12 training grounds would be required. These facilities could be integrated into projects involving new parks or incorporated into school yards as part of broader school rehabilitation programmes.

[9] Number of students of Scool no. 9. However, the school grounds (incl, training ground) are open to the entire neighbourhood, as part of an open doors policy.
[10] Action 1

8.3. Action 3: Traffic snake

8.3.1. Traffic Snake – pilot project at S9

Challenge

School travel in Brașov is characterised by an unfavourable modal split, with a high reliance on the private car despite short distances and strong potential for active mobility. Although many pupils express interest in walking, cycling, and micromobility, parents remain concerned about safety and are often reluctant to allow independent travel, a situation reinforced by legal restrictions on youth cycling.

In this context, behavioural barriers and parental attitudes play a decisive role alongside physical safety constraints. While traffic education exists, it focuses mainly on rules and theory and has limited influence on everyday travel behaviour. There is therefore a clear need for low-cost, motivational measures that actively encourage pupils and parents to choose walking, micromobility, and public transport for daily school trips.

The Traffic Snake campaign offers a proven, child-friendly approach to addressing these challenges through positive reinforcement and collective participation. Prior to 2022, the Traffic Snake Game was implemented in several schools in Brașov and delivered consistent positive results. After a two-year interruption, the Oscar, the Wandering Snake campaign was relaunched in the 2025–2026 school year, with the local NGO OER acting as national coordinator and enabling schools to participate for a small fee.

Intervention

As part of the Schoolhoods project, School No. 9 was supported to participate in the Oscar the Wandering Snake campaign, adapted to the local context. The campaign involved 24 classes, representing approximately 500 pupils, and was implemented over a two-week period at the beginning of the school year (September–October).

During the campaign, pupils collected coloured stickers each day they travelled to school using sustainable modes (walking, cycling, micromobility, or public transport). These were added to a collective banner featuring Oscar the Snake, with symbolic rewards granted when participation milestones were reached.

Measured results at School No. 9 show a clear positive impact:

- 70% sustainable trips before the campaign,
- 74% during the campaign, and
- 78% after the campaign, representing an increase of 4% during and 8% after the intervention.

As a result of the campaign, participating pupils recorded an estimated 974 km of car trips shifted to sustainable modes and 136 kg of CO_2 saved.

Implementation plan

1. Public procurement and contracting (1 1/2 month)
2. Pre-campaign (2 weeks) - Analysis of travel-to-school habits of pupils in participating classes and reporting data on sustainable and unsustainable travel modes on the OSCAR platform.
3. Campaign (2 weeks) - Implementation of the campaign over a 10-day period (two school weeks), with reporting of results for each participating class on the OSCAR platform.
4. Post-camaign (1 month) - Follow-up analysis conducted three weeks after the end of the campaign to identify longer-term behavioural changes in pupils' school travel habits, with data on travel modes reported on the OSCAR platform.
5. Final reporting and certification of participating teachers (1 week)

Budget and funding

The participation cost was €3 per pupil (approximately €1,500 in total), covered by the URBACT Schoolhoods budget, as pilot action. The campaign complemented actions 1 and 2, reinforcing behaviour change through motivation and collective engagement.

TRAFFIC SNAKE CAMPAIGN SCHOOL NO.9 (SUMMARY)		
Who	**Why**	**When**
ATBV – contracting of the service OER – campaign coordinator School no. 9 - implementer ULG (especially school administration) – communication with parents, students etc.	Motivate pupils and parents to choose sustainable modes of transport for school mobility Increase the number of sustainable trips by 8%	2025 (implemented)

8.3.2. Traffic Snake – scale-up at city level

Building on the positive results of the pilot at School No. 9 and on the prior familiarity of many schools in Brașov with the Traffic Snake campaign, scaling up the initiative at city level is considered feasible and low-risk. The campaign benefits from a simple implementation model, clear rules, and strong acceptance among pupils, parents, and teachers.

The main challenge for scaling up lies in ensuring sufficient motivation for schools to participate in the first year when a participation fee applies. To address this, the municipality, in cooperation with local stakeholders, will explore the provision of a limited financial or organisational support mechanism (e.g. small grants, coordination support, or bundled participation) to lower entry barriers and encourage uptake.

Scaled up at city level, the Traffic Snake campaign would function as a cost-effective behaviour-change tool, reinforcing walking, micromobility, and public transport use across multiple schools, while complementing infrastructure investments and training-based actions. Over time, regular implementation of the campaign can contribute to normalising sustainable school travel and strengthening parental confidence citywide.

Source: Ideas4Action: Six ways to design safer school zones - Cities4Children

8.4. Action 4: Road safety measures

8.4.1. Road safety measures at S9

Challenge

Road safety remains a major concern in Braşov, even though the situation has improved significantly over the past decade. The number of road fatalities decreased from around 12 per year to fewer than 3 in 2023, largely due to the introduction of traffic calming measures such as speed bumps, improved road markings, and upgraded pedestrian crossings. Despite these improvements, perceived safety continues to be one of the main reasons why parents choose to drive their children to school.

At School No. 9, approximately 36% of pupils in grades I–IV report that they do not use sustainable modes of transport because their parents do not allow it. This share drops to 7% for pupils in grades V–VIII, indicating that parental concerns are particularly influential for younger children. While School No. 9 performs relatively well compared to other schools, with a School Road Safety Index score of 36–37, this level remains far below international good practice (e.g. Vienna, Pfeilgasse).

Discussions within the Urban Local Group identified several concrete road safety issues around the school:

- Narrow sidewalks near the bus stop on Brazilor Street;
- Lack of a safe pedestrian connection between the large parking area (potential kiss-and-ride location) and the school entrance;
- Unsafe pedestrian crossing conditions on Lacurilor Street;
- Missing sidewalk on one side of Prunului Street, forcing children to walk on the street, behind parked cars.

Intervention

This action proposes a package of targeted, low-cost road safety measures to address the identified deficiencies. While complementary to the planned school street intervention, the measures can also be implemented independently. The proposed interventions include:

- Relocation of the bus stop closer to the parking area to shorten and secure walking routes;

- Rerouting and narrowing of traffic lanes to reduce vehicle speeds and improve visibility;
- Creation or upgrading of pedestrian crossings at critical locations.

The measures will be implemented for both buildings of School No. 9. Following implementation, the interventions will be assessed using the School Road Safety Index, and the results will inform a scale-up approach through the development of a school road safety and sustainable school mobility toolkit applicable to other schools in Brașov.

FIGURE 11 MAP WITH ALL PROPOSED ROAD SAFETY INTERVENTIONS SCHOOL NO. 9 (1) AND THE PLANNED SCHOOL STREET (ACTION 5)

FIGURE 12 MAP WITH ALL PROPOSED ROAD SAFETY INTERVENTIONS SCHOOL NO. 9 (2) AND THE PLANNED SIDEWALK (ACTION 6)

Implementation Plan

1. Create a intervention concept (sketches, illustrations backed up by a justification)
2. Validate the proposal with local stakeholders (residents, school staff and parents with their children)
3. Gather political support: discuss the proposal with the political leadership of the city
4. Forward the proposal to the Brasov Municipality and the traffic commission for approval
5. If approved, carry out intervention within regular road maintenance works (usually April-May)
6. Evaluation of interventions and development of the school road safety and sustainable school mobility toolkit

Budget

Depending on the complexity of the final solution, the estimated budget is approximately €10-15000, primarily covering minor road works (including sidewalks), traffic signs, pedestrian crossings and markings, and a new bus shelter. Funding can be secured through the city's multiannual road maintenance programme, with the public transport operator responsible for the construction of the bus stop.

ROAD SAFETY AROUND SCHOOL NO.9 (SUMMARY)		
Who	**Why**	**When**
ATBV – create proposal / intervention concept and monitor implementation and impact	Eliminate road incidents around School No. 9	2026

Brasov Municipality – conducting works Traffic commission – approval of interventions ULG (especially school administration) – communication with parents	Increase road safety index score to 50 (from 36) Improve parents' perception of safety	

8.4.2. Road safety measures - Scale-up at city level

Within the Schoolhoods project, ATBV developed a School Road Safety Index (SRSI) and applied it to all public schools in Brașov. Based on the results, schools with the lowest safety scores were prioritised, and eight schools were selected for in-depth field observations and the identification of potential improvement measures.

For each of these schools, the main safety challenges and proposed solutions will be discussed and validated in collaboration with school communities, potentially through dedicated Urban Local Groups. This participatory approach ensures that interventions are both technically feasible and socially acceptable to pupils, parents, and local residents.

Following validation, simple and low-cost road safety measures, such as improved crossings, traffic calming, signage, or sidewalk adjustments, can be submitted to the municipal traffic commission for approval and implemented through the city's regular road maintenance programmes. This approach allows for a systematic and scalable improvement of school safety conditions, using a standardised assessment tool and existing municipal delivery mechanisms.

Moreover, the school road safety and sustainable school mobility toolkit developed under Action 4.1 will be promoted at the level of the Municipality of Brașov and across the city's schools. This will support the systematic consideration of child-focused safety and mobility interventions within broader processes, such as street modernisation works, urban regeneration projects, or neighbourhood upgrades, ensuring that school mobility needs are integrated whenever opportunities arise.

8.5. Action 5: School streets

8.5.1. School street – Gării Noua

Challenge

FIGURE 13 ROAD SAFETY ISSUES AROUND SCHOOL NO. 9 GĂRII NOUA

School No. 9 is primarily accessed via a short secondary street branching off Gării Noua Street, which currently has no distinct name. Although the street carries very low traffic during most of the day – serving access to only four dwellings – it becomes heavily congested during school arrival and departure times. In the morning and at midday, vehicles stopping and parking to drop off pupils frequently block the narrow sidewalk and carriageway.

During these peak periods, which amount to approximately one hour per day, the street becomes noisy, polluted, and unsafe for children. This situation undermines both actual and perceived safety around the school entrance and discourages walking and other sustainable modes of travel.

Intervention

Several intervention scenarios were analysed to address the safety and congestion issues on the access street to School No. 9, including temporary closure during peak hours, sidewalk widening, and permanent closure. The street initially functioned as a two-way street but was previously converted into a one-way street at the request of the school administration to improve safety. As a result, approximately 4.5–5 m of the street width is currently allocated to vehicle traffic.

A temporary closure was not retained as a preferred option, as it would require continuous management and enforcement while delivering limited benefits on a street that carries very low traffic outside school peak hours. Sidewalk widening, although beneficial, was also considered insufficient on its own, as it would not prevent vehicles from stopping on the carriageway and would continue to expose pupils to conflicts between moving and parked cars.

The solution validated by ULG2 is the permanent pedestrianisation of the street, with access restricted to residents and emergency vehicles only. For parents who still need to drop off pupils, a larger parking area located approximately 20 metres from the main school entrance can accommodate short-term stopping, complemented by a secondary drop-off point at the entrance of the new pedestrian street.

Given the generous width of the street (approximately 9 m, formerly two traffic lanes), the intervention allows for the creation of a buffer public space between the school entrance and the bus stop, including limited drop-off functionality, greenery, and seating. This transformation will significantly improve safety, reduce noise and air pollution, and create a more pleasant, child-friendly environment at the school entrance.

Implementation plan

1. Create a intervention concept (sketches, illustrations backed up by a justification)
2. Validate the proposal with local stakeholders (residents, school staff and parents with their children)
3. Gather political support: discuss the proposal with the political leadership of the city
4. Forward the proposal to the Brasov Municipality and the traffic commission for approval
5. If approved, carry out intervention within regular road maintenance works (usually April-May)

The implementation process, from concept development to on-site intervention, is expected to take no longer than nine months. However, securing political support and public acceptance may require additional time. This process can be facilitated by the positive results of complementary actions, particularly awareness-raising and behaviour-change initiatives, and may be supported through a dedicated small-scale public event.

Budget and funding

€15,000 – The initial version of the intervention can function as a long-term pop-up solution, requiring only low-cost elements such as retractable bollards, planters, benches, and surface markings or

artwork created by children. Funding can be allocated through the city's multiannual road maintenance programme.

SCHOOL STREET GĂRII NOUA STREET		
Who	**Why**	**When**
ATBV – create proposal / intervention concept and monitor impact Brasov Municipality – conducting works Traffic commission – approval of interventions ULG (especially school administration) – communication with parents	Stop illegal parking on lane 1 All children can walk safe in the Schoolhood (100m from the school entrance) Increase road safety index score to 50 (from 36)	2027

8.5.2. School streets – Scale-up at city level

Building on the pilot intervention at School No. 9, the scale-up of school streets at city level aims to systematically integrate child-friendly access and pedestrian-priority measures into Brașov's wider mobility and urban development policies. Rather than being treated as isolated interventions, school streets will be implemented in close coordination with the Sustainable Urban Mobility Plan (SUMP), the school road safety and sustainable school mobility toolkit developed under Action 4.1 and ongoing or planned urban regeneration projects, ensuring long-term impact and institutional ownership.

School streets will be prioritised in locations where they can address multiple objectives simultaneously, such as improving road safety, reducing through-traffic, enhancing public space quality, and strengthening walking connections between schools and surrounding residential areas. A relevant example is Enupărului Street, which connects School No. 15 with a nearby residential neighbourhood. Supported by the applied research and innovation projects DUT – Conflicted Streets and KIC – Sustainable Mobility Cities Challenge 2025, this corridor is being transformed into a more pedestrian-friendly environment, while also restoring sections of the Timiș River currently covered by concrete slabs.

Under the overarching framework of the SUMP and the Integrated Urban Development Strategy, similar initiatives will be promoted across the city. By embedding school streets within larger street modernisation and regeneration programmes, Brașov ensures that schools and children's daily mobility are systematically considered in urban transformation projects, enabling the progressive rollout of school streets across multiple neighbourhoods.

Based on the current situation assessment, the city-wide target is to implement at least 8 school streets (permanent or temporary) by 2035.

8.6. Action 6: Sidewalk reconfiguration – Prunului Street

Challenge

A significant share of pupils walking to the second building of School No. 9 (the building on Prunului Street) approach the school from the northern part of the neighbourhood, along Prunului Street. On the western (left) side of the street, sidewalks are missing, as the available space is currently used for residential parking. This section provides an important connection between the school, a nearby pocket park, and a neighbourhood supermarket.

In the absence of a continuous sidewalk, pedestrians, including children, often walk on the roadway, directly behind parked cars, to reach the school or the nearby bus stop more easily. This situation creates daily safety risks and contributes to low perceived safety among parents.

Intervention

The proposed intervention consists of constructing a 150 m-long sidewalk with a width of approximately 2 m, combined with a reconfiguration of on-street residential parking. While technically straightforward and feasible within a short implementation timeframe, the measure involves trade-offs, as more than 30 parking spaces (out of approximately 50 currently available) may be affected.

Given the anticipated resistance from residents, the intervention will be accompanied by targeted communication and consultation efforts to explain the safety benefits for children and the wider neighbourhood, and to identify acceptable solutions where possible.

Implementation plan

1. Prepare a simplified technical drawing
2. Check status of parking contracts (Brasov Municipality, Parking Department)
3. Reach out to residents, explain the need of the intervention and try to get their approval.
4. Forward the proposal to the Municipality and the traffic commision for approval
5. If approved, carry out intervention within regular road maintenance works (usually April-May).

SIDEWALK RECONFIGURATION PRUNULUI STREET (SUMMARY)		
Who	**Why**	**When**
ATBV – create proposal / intervention concept and monitor impact, communication and consultation Brasov Municipality – conducting works Traffic commission – approval of interventions ULG (especially school administration) – communication with parents and residents	Stop illegal parking on lane 1 All children can walk safe in the Schoolhood (100m from the school entrance) Increase road safety index score to 50 (from 36)	2027

8.7. Action 7: Update national legal framework for youth cycling

Challenge

The current national traffic legislation prohibits children under the age of 14 from cycling on public roads, even where dedicated cycling infrastructure is available. As a result, children are effectively limited to cycling only in parks or on private property, such as backyards or school yards. This legal restriction represents a significant barrier to promoting cycling to school and, more broadly, to encouraging active and sustainable mobility from an early age.

Intervention

This action aims to bring the issue of youth cycling regulations onto the national policy agenda through a structured advocacy and knowledge-building process. It will include the organisation of targeted meetings, workshops, and events/conferences with key stakeholders, including local and national authorities, traffic police, cycling organisations, and education representatives.

In parallel, a comparative study of cycling legislation in other countries, with a focus on rules applicable to children and pupils, will be prepared to provide an evidence base for potential regulatory changes. The action will be primarily addressed through ULG 1.0, operating at the strategic level, to ensure alignment with national policy processes and to maximise the potential for long-term legislative impact.

To date, a first conference on this topic has already been held, with the participation of the Traffic Police and experts from public administration, civil society, and the private sector. Organised by

CIVINET România, the event „De la aglomerație la autonomie: prioritizarea mobilității active în cadrul școlilor” took place in Brașov on 12 November 2025. A follow-up event is planned for 2026.

Implementation plan

1. Establish a working group and prepare a comparative study of youth cycling regulations, involving ATBV, the Traffic Police, technical staff from the County Council and Brașov Municipality, cycling NGOs, and relevant experts and stakeholders.
2. Draft a proposal for updating the traffic code to allow cycling by children and young people under defined safety conditions.
3. Promote and discuss the proposal with key stakeholders, including cycling NGOs, the National SUMP Support Group, and local and central authorities.
4. Build political support and establish formal cooperation with the ministries responsible for transport, internal affairs, and education.
5. Support the finalisation and approval of the proposed amendment to the traffic code enabling youth cycling.

UPDATE NATIONAL LEGAL FRAMEWORK FOR YOUTH CYCLING (SUMMARY)		
Who	**Why**	**When**
ATBV – guide the initiative and work groups Cycling NGOs – take over or support the initiative County Council / City Hall / Traffic Police – participate in meetings, provide feedback and support National Support Group (GNS) for SUMP's – debate the subject, provide improvements and a technical validation Ministry of Transport – update the traffic code	Make cycling legal for children under 14 years	2027

Section 4: Implementation Framework

9. Governance and Stakeholder Engagement

9.1. Governance Structure

Effective implementation of the Schoolhoods Integrated Action Plan requires a clear and robust governance structure that ensures political ownership, coordinated delivery, stakeholder engagement, and continuous learning. Building on the URBACT methodology and the governance arrangements established during the planning phase, Brașov has put in place a multi-level implementation governance model that clarifies roles, responsibilities, and decision-making processes across the lifecycle of the IAP.

FIGURE 14 BRAȘOV IAP GOVERNANCE STRUCTURE

The governance structure is designed to:

- ensure strategic alignment with municipal priorities (SUMP, SIDU, CCC);
- support coordinated implementation of actions across departments and partners;
- enable monitoring, learning, and adjustment;
- facilitate scaling up successful pilot interventions.

9.1.1. Decision-making body

The **decision-making body** provides political leadership and formal approval for the implementation of the IAP and its key actions. It is responsible for endorsing major interventions, allocating municipal resources, and validating adjustments based on monitoring results.

In the case of Brașov, this role is fulfilled by:

- the Municipality of Brașov, represented by the Mayor's Office and relevant Vice-Mayors;
- the City Council, where required for decisions involving changes to traffic regulations, public space allocation, or budgetary commitments.

This body:

- approves the overall IAP and major implementation steps (e.g. school streets, road safety investments);
- receives periodic progress and monitoring reports;
- decides on corrective measures if implementation or impacts fall short of expectations;
- provides political backing for scaling up actions and for advocacy at national level (e.g. legal framework for youth cycling).

9.1.2. Main management body

Day-to-day coordination of the IAP implementation, monitoring and evaluation is ensured by a main management body, acting as the operational backbone of the plan.

This role is led by the Brașov Transport Association (ATBV), in close cooperation with the Municipality of Brașov. The management body includes:

- the Schoolhoods core team within ATBV;
- representatives of relevant municipal departments (mobility, roads, public space, parking);
- key delivery partners frequently involved in actions (schools, public transport operator);
- representatives of the Urban Local Groups where appropriate.

The main management body:

- coordinates implementation across actions and intervention areas;
- ensures coherence between soft measures, infrastructure works, and policy initiatives;
- manages contracts and operational partnerships (e.g. training providers, NGOs);
- reports regularly to the decision-making body;
- liaises with the monitoring and consulting body;
- ensures alignment with SUMP implementation and other municipal programmes.

This structure ensures continuity between planning and implementation and avoids fragmentation between departments and projects.

9.1.3. Delivery teams

Implementation of the IAP relies on a set of delivery teams, organised around individual actions or clusters of actions. These teams bring together the actors directly responsible for delivering concrete measures on the ground.

Depending on the action, delivery teams may include:

- ATBV staff (concept development, coordination, monitoring);
- municipal technical services (road works, signage, public space);
- school leadership and teaching staff;
- external service providers (training, design, campaigns);
- NGOs (e.g. Traffic Snake campaign);
- traffic police and local police (advice, enforcement support).

In practice, many actions involve a stable core of recurring actors, particularly ATBV, the Municipality, and schools. Where this overlap exists, key actors are already represented in the main management body to ensure coordination and efficiency. All delivery teams report to, and are coordinated by, the main management body.

9.1.4. Consulting body

To complement implementation with reflection, learning, and external expertise, the governance framework includes a Consulting body.

This role is primarily fulfilled by the two Urban Local Groups:

- ULG 1.0 (strategic level), involving municipal departments, ATBV, the County School Inspectorate, transport operators, traffic police, and other city-level stakeholders;
- ULG 2.0 (school level), focused on School No. 9 and involving school management, teachers, parents, pupils, nearby residents, and local actors.

In addition, the consulting function may involve:

- external experts (urban mobility, road safety, child-friendly design);
- universities or research partners;
- NGOs and civil society organisations.

The consulting body:

- reviews progress and monitoring results at key milestones;
- provides feedback on action design, implementation quality, and impacts;
- supports learning from pilot actions and formulation of scale-up strategies;
- contributes to evaluation exercises and reporting to political decision-makers.

This body is not responsible for implementation decisions but plays a critical role in actions' prioritisation, ensuring quality, relevance, and adaptability of the IAP.

9.2. Governance Approach

9.2.1. Governance Principles

Across all levels, IAP implementation is guided by the following principles:

- clarity of roles and responsibilities;
- cross-sectoral collaboration between mobility, education, urban planning, and other relevant sectors (e.g. public health);
- participation and transparency, particularly with schools, parents, and local communities;
- evidence-based decision-making, supported by monitoring tools such as the School Road Safety Index;
- adaptability, allowing actions to be refined based on feedback and results.

9.2.2. Coordination Across Scales

The governance model deliberately mirrors the two-scale structure of the IAP:

- **strategic, city-wide coordination** through ULG 1.0 and the decision-making body;
- **operational, place-based delivery** through ULG 2.0 and action-specific delivery teams.

This arrangement ensures that pilot actions at School No. 9 are embedded in a wider city-wide framework and that lessons learned can inform policy adjustments, funding decisions, and replication across Brașov's school network.

Through this governance framework, Brașov ensures that the Schoolhoods Integrated Action Plan is not only well designed, but also institutionally anchored, operationally feasible, and capable of delivering lasting change in school mobility and child-friendly urban environments.

10. Funding Strategy

The success of the Integrated Action Plan (IAP) depends not only on the quality of its actions, but also on the ability to secure the necessary resources for implementation and scaling. Brașov's funding strategy is based on a mixed-financing model that combines local, national, and European funding instruments, complemented by potential partnerships with civil society, private actors, and philanthropic sources.

10.1. Approach and Guiding Principles

PILOT FUNDING THROUGH URBACT: Initial actions (e.g. bike school, road safety pilot, and traffic snake) are eligible under URBACT pilot activities and will serve as demonstration projects.

SCALABILITY THROUGH EXTERNAL FUNDS: Scaled-up versions of successful pilots will be prepared for submission to relevant EU, national, and regional calls.

INTEGRATION WITH ONGOING INVESTMENTS: Some actions (e.g. school streets, road reconfiguration) will be integrated into multi-annual road maintenance contracts or urban renewal projects already planned by the municipality.

COMMUNITY-DRIVEN CO-FINANCING: Participatory budgeting, CSR (Corporate Social Responsibility) sponsorships, and citizen-led campaigns will also be explored, particularly for public space improvements and awareness-raising.

10.2. Strategic Funding Clusters

To increase coherence and attractiveness for funders, the IAP intervention areas and actions have been analysed as thematic clusters aligned with European and national priorities:

TABLE 5 STRATEGIC FUNDING CLUSTERS

Intervention area	Actions	Potential funding sources
Child-friendly street environments	Road safety measures, School streets, Sidewalk reconfiguration – Prunului Street	City road maintenance contracts, ERDF, CEF, LIFE Programme
Active & sustainable school travel	Bike/ micromobility & road safety school, Cycling/ micromobility & road safety training ground, Update national legal framework for youth cycling	URBACT pilot budget, ERDF (ROP), national road safety grants, school/ local budgets
Education & behaviour change	Bike/ micromobility & road safety school, Cycling/ micromobility & road safety training ground, Traffic Snake	URBACT pilot budget, ERDF (ROP), national road safety grants, school/ local budgets, Interreg Europe, Erasmus+
Access & traffic management	Road safety measures, School streets	City road maintenance contracts, ERDF, CEF, LIFE Programme, local budget
Governance, evidence & scaling	Road safety measures (kit), Update national legal framework for youth cycling	Interreg Europe, Erasmus+, Horizon Europe Missions, National R&D or Education Programs

10.3. Cost Overview and Funding Sources

A dedicated funding matrix has been developed, outlining the estimated costs for each action, the recommended funding instruments, the rationale for aligning each action with specific funding sources, and the suggested lead applicants or delivery partners. The matrix serves both as an internal planning tool and as a structured document to support engagement with potential funders.

TABLE 6 COST OVERVIEW AND FUNDING SOURCES

Action	Estimated Cost (€)	Recommended Funding Sources	Rationale for Fit
1.1 Bike/ micromobility & road safety school – pilot programme at School no.9 (S9)	10000	URBACT (Pilot Action)	First time implemented in Braşov and Romania, justifies URBACT funding as a pilot.

1.2 Bike/ micromobility & road safety school – scale-up at city level	Up to 50000 / year	Municipal/County Participatory Budget, Local Budget	Program benefits all children; scalable via participatory budgeting or city funds.
2.1 Cycling/ micromobility & road safety training ground – pilot project at S9	5000	URBACT (Pilot Action)	Pilot facility in line with other URBACT-funded actions.
2.2 Cycling/ micromobility & road safety training ground – scale-up (at least 1 training ground/ walking distance areas = estimated 10-12 at city level)	75000	Local Budget, Park Development Projects, School Rehab Projects	Facilities can be integrated into new parks or school yard renovations.
3.1 Traffic Snake – pilot project at S9	Up to 50000/ year	URBACT (Pilot Action)	Aligns with training ground and bike classes, eligible for pilot funding.
3.2 Traffic Snake – scale-up at city level	N/A	School Contributions, Local Boost Grants	Most schools familiar with program; small support needed to overcome funding barriers.
4.1 Road safety measures at S9	10,000	Road Maintenance Contracts, Public Transport Operator	Costs absorbed by existing infrastructure contracts and transit authority.
4.2 Road safety measures - Scale-up at city level	N/A	Road Maintenance Budget	Uses ATBV's road safety index to identify and act on low-score schools within existing city plans.
5.1 School street – Gării Noua	15000	City Road Maintenance Contracts	Can be implemented as a pop-up with low-cost elements like bollards and benches.
5.2 School streets – Scale-up at city level (estimated 8 school streets)	100000	Local Budget, Urban Design Funds	Dependent on pilot success; integration into wider mobility plans possible.
6 Sidewalk reconfiguration – Prunului Street	TBD	Road Maintenance, EU Funds (Green Deal/Urban Mobility)	Improves pedestrian safety; aligns with EU Urban Mobility and child safety goals.
7 Update national legal framework for youth cycling	TBD	National Government, Advocacy Grants, Erasmus+	Policy reform needed; aligns with youth and education priorities.

10.4. Responsibilities and Fundraising Coordination

ATBV, in collaboration with the Municipality of Brașov, will coordinate the funding process. Specific responsibilities include:

- ATBV: Supporting regional funding coordination and advocacy.
- Municipality's EU Project Office: Coordination of external funding applications.
- Schools and Education Department: Leading pilot implementation and training-based initiatives.
- NGOs and Civil Society: Supporting awareness campaigns and community events.

10.5. Timeline and Readiness

Funding will be sought according to action maturity, in accordance with the action plan presented in Chapter 7:

- Pilot actions (2025): Bike School, Road Safety Pilot, Traffic Snake.
- Short and Medium-term (2025–2027): Road safety upgrades, school streets, sidewalk reconfigurations.
- Longer-term (2027+): Systemic interventions (scale-ups, legal framework updates).

Each action will be paired with an implementation plan and, where applicable, supported by a feasibility or concept design, starting from the description in Chapter 8.

11. Monitoring and Evaluation

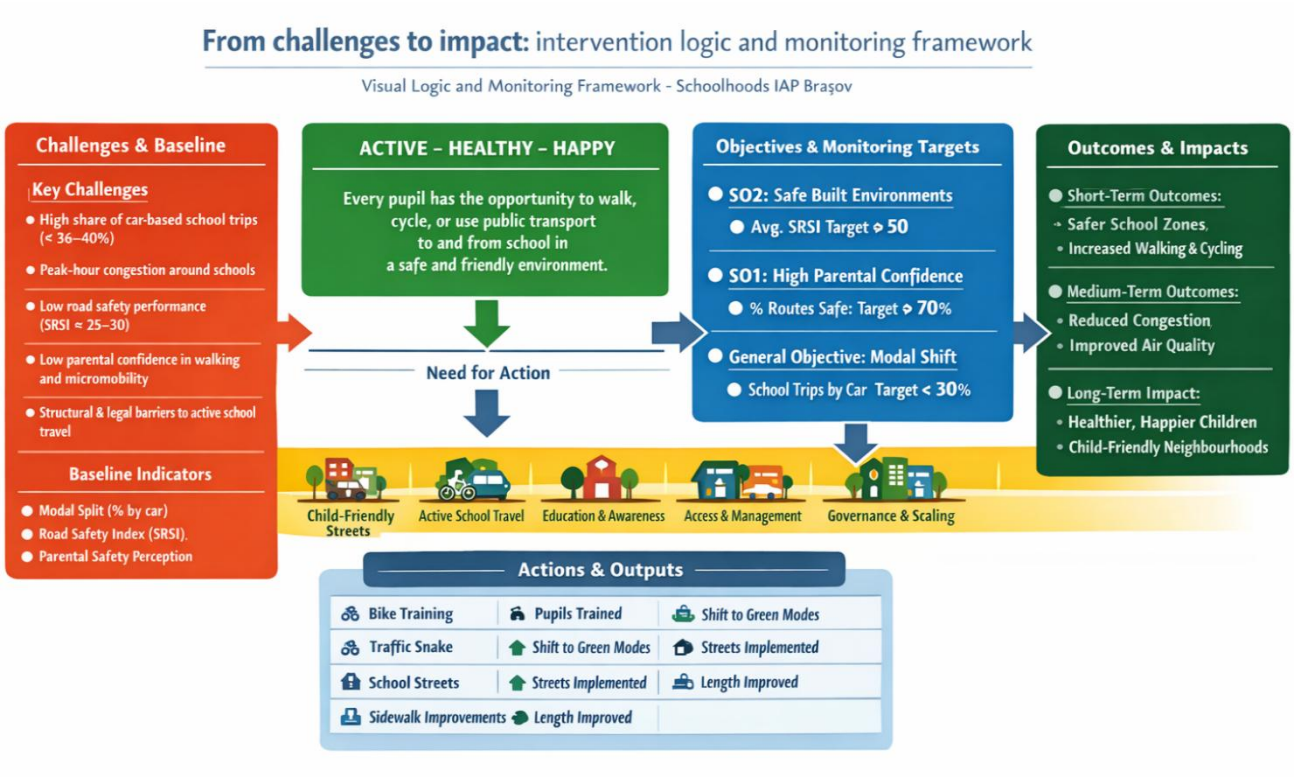
11.1. Purpose and approach

Monitoring and evaluation (M&E) are integral to the Schoolhoods IAP and key to its successful implementation, serving three main purposes:

- tracking progress towards the General Objective and Specific Objectives;
- assessing effectiveness of individual actions and intervention areas;
- supporting learning and scaling, using evidence from the pilot area.

The M&E framework combines quantitative indicators (modal split, safety scores, participation rates) with qualitative feedback (parental perception, user satisfaction) and builds on existing data sources wherever possible.

FIGURE 15 INTERVENTION LOGIC AND MONITORING FRAMEWORK



11.2. Roles and Responsibilities

M&E will be coordinated by ATBV and it is desirable, as far as possible, to involve in this process individuals who were engaged in the preparation of the IAP and in the structuring of the project portfolio, namely the local actors involved in the drafting process and/or partners in projects and initiatives included in the IAP. The main stakeholders and their roles and responsibilities include:

TABLE 7 M&E ROLES AND RESPONSIBILITIES

Stakeholder	Role	Responsibilities
ATBV	Coordinator	Overall coordination of M&E, data provision and aggregation, reporting
Municipality of Brașov	Partner	Approval of strategic agenda (incl. the IAP), provision of infrastructure, traffic, and road safety data
Schools	Supporting partners	Support surveys, participation tracking, communication with parents and students and when necessary, with the community (e.g. neighbours/ drivers)
ULG 1.0 and ULG 2.0, including Traffic Police	Consultative partners	Review results, validate findings, and propose adjustments

11.3. Monitoring Framework

11.3.1. Main Indicators

TABLE 8 IAP INDICATORS MATRIX

Level	Indicator	Baseline (2023–2025)	Target	Time horizon	Source of information
OUTCOMES					
General Objective	Share of school trips made by private car	approx. 40% citywide	<30%	2035 (27% at S9 by 2027)	Traffic Snake counts, school surveys, SUMP survey, ATBV data
SO1	Parents considering school routes safe for walking/micromobility	n/a (to be established through survey)	≥70% citywide	2035	Parent perception surveys
			≥80% at School No. 9	2027	Parent surveys (ULG 2.0)
SO2	Average School Road Safety Index score	~25–30 citywide	≥50	2030	SRSI assessments, Field audits (ATBV)
	SRSI score – School No. 9	36–37	≥50	2027	SRSI assessments, Field audits (ATBV)
OUTPUTS					
Action 1 Bike / micromobility school	Pupils trained	0	≥500 (pilot)	2025	Training records
			Citywide programme, approx. 12.000/ year	2035	Training records
Action 2 Training ground	Training ground implemented (pilot)	0	1 (S9)	2025	Municipal records, ATBV data base
	Training ground implemented	1	10–12 citywide	2035	Municipal records, ATBV data base
Action 3 Traffic Snake	Increase in sustainable trips	~70%	+8–10%	Annually	Campaign platform
Action 4 Road safety measures	Safety measures implemented	Ad hoc	Toolkit-based rollout	2030	Municipal records, ATBV data base
Action 5 School streets	School streets implemented	0	≥8	2035	Municipal records, ATBV data base
Action 6 Sidewalk reconfiguration	Continuous sidewalk delivered	No	Yes	2027	Municipal records, ATBV data base
Action 7 Legal framework	Policy change initiated	No	Proposal adopted	2027–2030	National legislative process

11.3.2. Review and Learning Cycle

Monitoring results will be reviewed:

- annually at ULG 1.0 level (city-wide progress),
- after each pilot intervention at ULG 2.0 level (operational learning).

Findings will feed into adjustments of actions, prioritisation of new pilot schools, and preparation of scaling strategies. This iterative approach ensures that the IAP remains adaptive, evidence-based, and impact-oriented.

11.4. Evaluation Framework

To identify and address potential management or coherence issues during IAP implementation, the monitoring and evaluation framework is structured around three complementary stages:

1. **Ex-ante evaluation**, conducted during the project prioritisation phase and the definition of the shortlist of actions. This stage aims to ensure an appropriate allocation of resources and a sound intervention design, aligned with the established development objectives. This was completed during IAP development.
2. **Interim evaluation (2027),** aimed at assessing whether the IAP implementation is on track to achieve its objectives. A suitable reference point for this evaluation is 2027, focusing on the impact of the pilot actions and their scale-up, as well as status of ongoing actions, the continued relevance of the general and specific objectives, and potential needs to update the action plan. This evaluation will assess progress towards the targets set for 2027, based on the monitoring indicators, and will inform any necessary adjustments to the IAP, targets, or actions, also taking into account the context of the next EU multiannual financial framework, and the alignment with the SUMP and SIDU and their potential updates.
3. **Ex-post evaluation**, undertaken after 2035, with the objective of assessing the overall impact of the IAP following its full implementation, including its contribution to long-term mobility, safety, and sustainability goals.

12. Risk Management Strategy

The Schoolhoods IAP combines low-cost pilots, infrastructure measures, behaviour change actions, and governance reforms, which inherently reduces implementation risk. The main residual risks relate to acceptance, funding continuity, enforcement, and national-level legal constraints. By embedding risk management within the governance and monitoring framework, Braşov is well positioned to anticipate challenges, respond proactively, and successfully scale up child-friendly and sustainable school mobility interventions citywide.

12.1. Risk Matrix

This risk management strategy aims to anticipate, mitigate, and monitor key risks that could affect the timely and effective implementation, scaling-up, and impact of the Schoolhoods Integrated Action Plan. The approach supports adaptive management and evidence-based decision-making throughout the IAP lifecycle. The risks are derived directly from the objectives, actions, governance, funding, and contextual analysis of the IAP, including behavioural, infrastructural, institutional, and legal dimensions. The risk management strategy is summarised in the following matrix:

ID	Risk description	Affected actions	Likelihood	Impact	Risk level	Mitigation / control measures	Responsible
R1	**Low parental acceptance of reduced car access or street reallocation** (school streets, sidewalk reconfiguration)	A4, A5, A6	Medium	High	**High**	• Early and continuous engagement via ULG 2.0 • Pilot/pop-up solutions before permanent changes • Communication focused on child safety and health benefits • Use of evidence from Traffic Snake and SRSI	ATBV, Municipality, Schools
R2	**Resistance from residents due to parking loss** (e.g. Prunului Street)	A4, A6	High	Medium	**High**	• Transparent consultation and co-design • Phased implementation • Reallocation/optimisation of nearby parking • Clear political backing	Municipality, ATBV
R3	**Insufficient political support for access restrictions or school streets**	A4, A5	Medium	High	**High**	• Alignment with SUMP, SIDU and CCC objectives • Use of pilot results as evidence • Political briefings linked to road safety and climate targets	ATBV, Decision-making body
R4	**Weak enforcement of access rules and parking regulations**	A4, A5	Medium	Medium	**Medium**	• Early involvement of Traffic Police and Local Police • Simple, self-enforcing design solutions • Targeted enforcement during initial phase	Municipality, Police
R5	**Limited participation of schools in Traffic Snake scale-up due to participation fee**	A3 (scale-up)	Medium	Medium	**Medium**	• Municipal coordination or small financial incentives • Bundled participation at city level • Promotion of proven results from pilot schools	ATBV, Municipality
R6	**Behaviour-change effects remain short-lived** (return to car use after campaigns)	A1, A2, A3	Medium	Medium	**Medium**	• Repetition of campaigns (Traffic Snake) • Integration with permanent infrastructure measures • Embedding actions in school routines	ATBV, Schools
R7	**Delays in infrastructure delivery due to administrative or procurement procedures**	A2, A4, A5, A6	Medium	Medium	**Medium**	• Use of existing road maintenance contracts • Simple, low-cost tactical interventions • Early preparation of concepts and approvals	Municipality, ATBV
R8	**Insufficient funding for scale-up beyond pilot phase**	All scale-up actions	Medium	High	**High**	• Integration into multiannual municipal budgets • Alignment with EU and national funding priorities • Use of participatory budgeting and partnerships	Municipality, ATBV
R9	**Limited engagement of school staff over time**	A1, A3	Low–Medium	Medium	**Medium**	• Involve teachers in training delivery • Reduce administrative burden • Provide recognition and visibility	Schools, ATBV

ID	Risk description	Affected actions	Likelihood	Impact	Risk level	Mitigation / control measures	Responsible
R10	**Failure to update national legal framework for youth cycling**	A7	High	Medium	**High**	• Position action as long-term advocacy • Build coalitions with NGOs and cities • Use comparative legal evidence and pilots	ATBV, NGOs
R11	**Mismatch between perceived and actual safety improvements**	A4, A5, A6	Medium	Medium	**Medium**	• Combine infrastructure with communication • Use SRSI scores and before/after visuals • Parent-focused awareness activities	ATBV, Municipality
R12	**Monitoring data gaps or inconsistent reporting**	All actions	Low	Medium	**Low–Medium**	• Clear indicator framework • Use existing tools (SRSI, Traffic Snake platform) • Annual review in ULG 1.0	ATBV

TABLE 9 RISK MATRIX

12.2. Risk Monitoring and Review

CONTINUOUS MONITORING: Risks are reviewed annually within ULG 1.0 and after each major pilot within ULG 2.0.
ADAPTIVE MANAGEMENT: If monitoring shows underperformance or emerging risks, mitigation measures are adjusted and escalated to the decision-making body where necessary.
LINK TO EVALUATION: Risk assessment feeds directly into interim (2027) and ex-post (post-2035) evaluations, ensuring coherence between risk management, monitoring, and learning