URBACT

Co-funded by the European Union
Interreg

Schoolhoods

Integrated Action Plan

BRNO

Content

1. SCHOOLHOODS – SAFE, GREEN AND HAPPY WAYS TO SCHOOL

The **URBACT programme** is a European Union initiative that promotes sustainable urban development through transnational cooperation. Its main goal is to help cities across Europe share knowledge, learn from each other, and develop practical solutions to urban challenges such as social inclusion, sustainable mobility, environmental protection, local economic development, citizen participation. Cities participating in URBACT form thematic networks to collaborate on specific issues and create **Integrated Action Plans**. City of Brno together with Brasov Metropolitan Agency for Sustainable Development (Romania), Parma (Italy), Skawina (Poland), Turku (Finland), Zadar (Croatia) and Rethymno are partner´s city in project SCHOOLHOODS.

SCHOOLHOODS aims to make school commutes safer, greener, and more independent for children. By redesigning school neighbourhoods and involving pupils, parents, and teachers, the project encourages active travel (walking, cycling) and reduces reliance on cars.

Key Challenges:

1. **Rising car use for school trips:**
    - Lack of data on why and how children are driven to school.
    - Declining physical activity, especially among older pupils.
    - Children's reduced ability to navigate traffic independently.
    - Parental convenience as a key driver.
2. **Car-centric urban design:**
    - Streets prioritize cars over children's mobility.
    - Poor infrastructure for walking, cycling, and public transport.
    - Increased traffic risks near schools.

Consequences:

- Lower physical activity levels (especially ages 11–18).
- Reduced traffic competence and independence in children.
- Increased air and noise pollution from school traffic.

Policy Context: While not directly addressed at the EU level, SCHOOLHOODS aligns with:

- **UN SDG 11** (Sustainable Cities),
- **EU Cohesion Policy 2021–2027**,
- **Sustainable and Smart Mobility Strategy**,
- **Vision Zero**,
- **EU Urban Mobility Framework**.

General challenges:

- Promote behavior change in parents' transport choices.
- Invest in child-friendly infrastructure.
- Foster collaboration across governance levels and stakeholders.

2. BACKGROUND INFORMATION

Brno is the 2nd biggest city of the Czech Republic. Its **topography** is characterised by hilly and forested landscapes in the North -Western and a flat and open landscape in the South -Eastern parts. The main built-up areas are consequently concentrating in the flat areas with a concentric city structure spreading from the centre to all directs within the limits of the landscape met in the North -West. The concentration of the built-up areas attached to the hilly area in the North -West results in high PM10 concentrations in the central city districts. **Climate conditions** are moderate continental with warm summers and cold winters with temperatures below zero. Topography, city structure and climate form **good conditions for active mobility** except for winter during which snow, black ice and cold temperatures form less favourable conditions specifically for cycling or using scooters.

The city population is close to 400,000 inhabitants. The population groups of pupils saw a strong positive trend for the age groups of 6 -9 years (+28,7%) as well as 10 -14 years (+43,4%) in the time span between 2011 – 2021, while the age group of 15 -17 years saw a modest (- 3,9%) and the group of 18 -19 years age a rapid decline (-18,7%). The main factor for SCHOOLHOODs is the sharp increase of the targeted population group of elementary school pupils (grades 1 -9).

Category	Value
Country and region	Czechia, South Moravian Region
Population and its development	396,101 (2023), stable
Pupil´s share at population (6–15)	37,461 (9,4 %)
Size	230 km²
Density	1 721 / km²
City structure	radial
No of schools	65 elementary schools (public)
School choice model	Proximity preferred rule for elementary schools

Figure 1 - Brno background information

Elementary schools in Czechia cover 9 years of education, divided in the first 5 years at primary school and the years 6-9 at lower secondary school. The responsibilities for elementary schools in Brno are distributed among city districts, the city itself as well as the Ministry of Education. Most elementary schools in Brno have been established by the city districts (63 out of 65), while the City of Brno is owning surface and buildings to the largest extent. Brno also hosts several private elementary schools; however, these do not fall under the competence of the municipal authority. The Ministry of Education determines the respective curricula and holiday calendars. The responsibility for access roads to schools depends on the road category and varies between local to national authorities.

Brno is today already practising **traffic education** in schools. It drives a range of additional measures to promote safe and green trips to school including its "**Safe Trips to School**" project, the **Crayon project** (illustrative and large-scale traffic signs highlighting school trip areas), **Kiss+Ride** locations with signposts, **Competitions** and **events** addressing road safety as well as the **Traffic Snake Game** addressing modal choices for school trips by a gamification approach. The most effective measure of these was the Traffic Snake Game resulting in a partial reduction of car commutes to school. Dedicated Kiss+Ride locations proved to be of help to deter parents from driving to the very entry of the school. Estimates however are that about 15-20 % of all pupils are driven to school by their parents. Reasoning for choosing the car is amongst others to safe time. At

an average home-school distance of 860 m, perceptions are that the trip takes 15 min walking and about 3 min by car.

2.1 QUOTES FROM EXISTING STRATEGIES

Brno established its **Sustainable Urban Mobility Plan** in 2018. It aims to reduce the modal share of car trips from 39% (2014) to 20% by 2050 with a milestone set at 30% car trip modal share by 2030. Brno is a "champions league" player of public transport providing both, a dense network and a high level of service already today. The strategic objective of the SUMP therefore focuses on stabilising and slightly increasing public transport trips modal share of 53% (2014) to 56% by 2050. The SUMP objectives thus clearly address an individual mode internal shift from car trips to active modes. This desired modal shift is directly in line with the observed challenge that there are still too many car trips to school and there is an opportunity to encourage more trips using active modes of transport. School mobility is addressed by planning for a backbone network of bicycle paths for school and work commutes as well as by traffic education measures starting with pre-school and continuing until high school. The importance of traffic education is clearly recognized in Brno's approach, as demonstrated by the following quote from the SUMP:

"SUPPORT FOR TRAFFIC EDUCATION OF CHILDREN – THIS IS AN IMPORTANT PART OF EDUCATION, WHICH HAS A POSITIVE IMPACT ON THE BEHAVIOUR OF CHILDREN IN TRAFFIC AND AT THE SAME TIME ON THEIR ATTITUDE TO THE SET OF ISSUES CONCERNING SUSTAINABLE MOBILITY AS A WHOLE. TRAFFIC EDUCATION WILL ALSO INFLUENCE THE CHOICE OF MEANS OF TRANSPORT AND TRANSPORT BEHAVIOUR IN ADULTHOOD."

SUMP Brno:

"**In 2050, Brno ranks first in the chart rating the quality of life in cities. 480 thousand satisfied citizens live in there; they are not forced to leave the city for clean air even on their days off. Brno is a city where it is very easy to live without a car. It is a city of short trips with interconnected and consistent modes of transport**."

2.2 URBACT LOCAL GROUP (ULG) IN BRNO

Brno bases the work of **the URBACT Local Group (ULG)** on its experiences from previous URBACT involvement as well as from INTERREG projects with a dedication on school mobility. Next to the obvious case of **pupils** and **parents**, specific importance for the ULG composition is given to **teachers** and **headmasters** as key elements for school related activities as well as **neighbours** as drivers or barriers to these depending on the scope and nature of the activities. Other important members of the ULG are **representatives** of the relevant **city district** with their local knowledge. These representatives form a **subgroup of the ULG** and are selected separately for each participating school. If necessary, it is possible to invite additional members or replace them.

The **core group** of the ULG consists of representatives who do not change depending on the school involved. They are representatives of the relevant **departments of the Brno City Hall** (transport department including the cycle coordinator, education and youth department), **police** representatives, a **transport expert** and a **political** representative of the city.

The ULG **coordinator** is Pavla Valtr Kneslová. She is the project manager of the City of Brno responsible for the traffic education programme and by this provides great knowledge and experience to both, the policy challenge itself as well as to the work with schools and the connected stakeholders such as parents, pupils, teachers, neighbours to the school location, local police. The **proxy of ULG coordinator** is Kateřina Nedvědová,

she is also the project manager of the City of Brno responsible for telematics and city camera surveillance system.

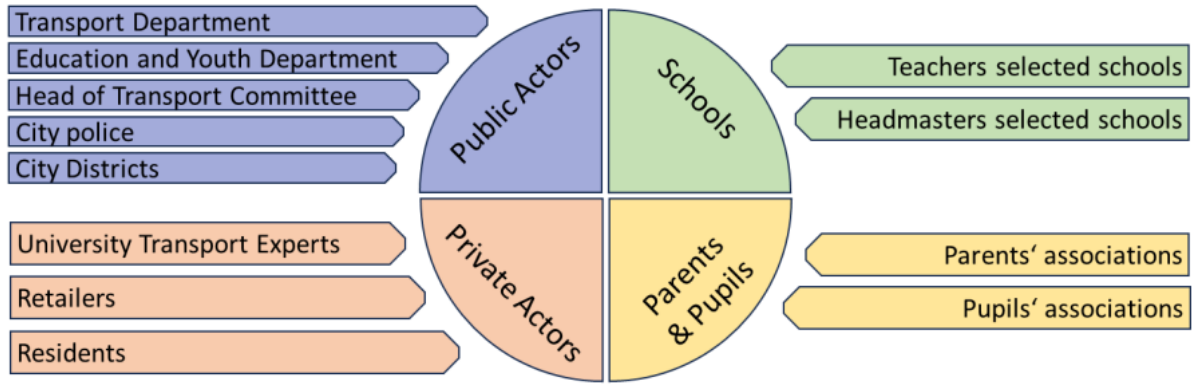

Figure 2 - Members of ULG

2.3 INVOLVED SCHOOLS INTO SCHOOLHOODS PROJECT

Brno selected suitable schools for this project from all its elementary schools. An important factor was the **interest of the school** in participating in this project. The core URBACT Local Group selected two schools, namely the Krásného Elementary School and the Tuháčkova Elementary School, because their location and traffic conditions correspond to the identified deficiencies, including strong objective and subjective safety problems. Both are located near major transport infrastructures and in densely populated areas. This results in high pressure on the use of public space, including parking requirements from various user groups. This also indicates strong potential to shift school trips to active modes of transport among a large number of residents living within convenient proximity to schools.

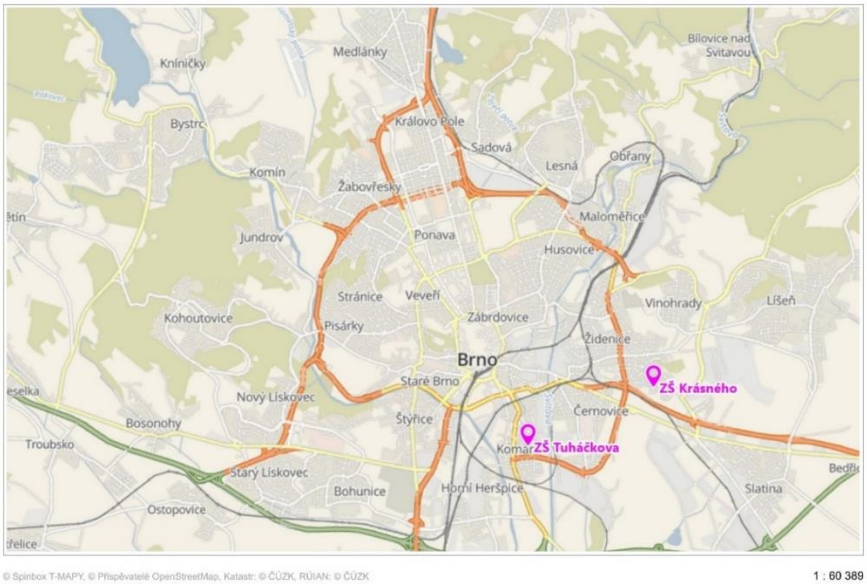

Figure 3 - Location of two selected schools in Brno for project SCHOOLHOODS

Figure 4 - Elementary school Krásného

Krásného Elementary School is located at Krásného 24, Brno. It is a contributory organization that provides primary education for approximately **500** students (from 6 to 15 years old). The school offers several educational programs within the school educational program "School on the Road", namely the basic program, extended English language teaching or music education. In addition to regular classes, the school provides a school after-school club and club, a school cafeteria and hobby groups. The school has one main entrance through which students enter the building. For most students, classes begin at 8:00, for some once a week from 8:55, exceptionally for some once a week from 7:00.

Tuháčkova Elementary School is located at Tuháčkova 25, Brno. It is a contributory organization that provides primary education for approximately **450** students (from 6 to 15 years old). The school offers a variety of educational programs, including foreign languages, science, music, and ICT. It also supports students with special educational needs through individualized care and pedagogical assistance. In addition to regular classes, the school provides a school after-school club and a school cafeteria. The school has one main entrance for students. For most students, classes begin at 8:00. In some cases, lessons may start earlier (7:00) or later (8:55) depending on the specific schedule.

Figure 5- Elementary school Tuháčkova

Before implementing measures near the schools, it is important to know well the surroundings of the school, how pupils get to school and how the surroundings of the school are perceived by those who are most affected by this topic, namely pupils, their parents and teachers from the school. Therefore, a **questionnaire** was conducted at the two participating schools, the Krásného Elementary School and Tuháčkova Elementary School, regarding the school mobility of children, parents and teachers. In addition, the pupils created mental maps to highlight problematic areas they encounter on their way to school. Subsequently, the results were discussed with them at ULG and a possible solution was proposed in the presence of a traffic expert and representatives of the municipal police and the City district.

Based on the ULG meetings and questionnaire that were held during project SCHOOLHOODS, transport projects were prepared for our two selected schools and are scheduled for some pilot implementation in 2025 and main implementation in next years.

- At the Elementary School Krásného, the decision to modify the pedestrian crossing, add places for safe drop-off of K+R children, painting on pavements and the implementation of scooter stands is based on results of questionnaires conducted within the school

- At the Elementary School Tuháčkova, the implementation a school street, add 3 pedestrian crossings, improvements of safer passage through the parking lot, painting on pavements and the installation of scooter stands were determined based on feedback gathered through school questionnaires

2.3 ULG MEETINGS

Figure 6 - First core ULG meeting

The **first core ULG meeting** was held in October 2023, where the basic questions of the project were addressed. At this meeting, with the help of a project expert, **two schools were selected (Elementary school Krásného and Tuháčkova)** from schools that wanted to joint this project. Even before this meeting, elementary schools were approached with the offer of the opportunity to cooperate on the SCHOOLHOODS project. The schools that expressed interest were personally visited by both project managers to get to know the school, the school management and the school environment better. This procedure was chosen because **the enthusiasm and willingness of the cooperating school is key**.

The **first wide ULG meeting** was held on 14. 2. 2024 at Elementary school Krásného and 19. 2. 2024 at Elementary school Tuháčkova. At these ULG meetings were present the representatives of pupils, parents, teachers, headmaster, Police, City district and transport expert. ULG coordinators told them more about project SCHOOLHOODS and what should be done during this project. After that they introduced them problems around the school and what they would like to change.

Figure 7- First wide ULG meeting ZŠ Tuháčkova

For more deeper information all members agreed on preparation of **questionnaire** about **school mobility** for pupils, parents and teachers and the pupils could draw the way to/from school into "**mental map**" with specification of the problematic points. The work on these things ran from 18. 3. 2024 till 12 .4. 2024. It was agreed at the meeting that members would mainly communicate with each other via e-mail, online or by telephone, as it is difficult for all members to meet in person.

The second wide ULG meetings were held on 17. 6. 2024 at Elementary school Krásného and on 19. 6. 2024 at Elementary school Tuháčkova. At these ULG meetings were presented the **results of questionnaires** about school mobility, “mental maps” and census of how pupils get to school. Based on that there were discussed suitable measures and next steps. ULG´s members agreed on the traffic census in front of the school Krásného on 21. 6. and Tuháčkova on 24. 6. 2024 from 7 to 8 a.m. with help of pupils’ volunteers.

Figure 8 - Second wide ULG meeting ZŠ Krásného

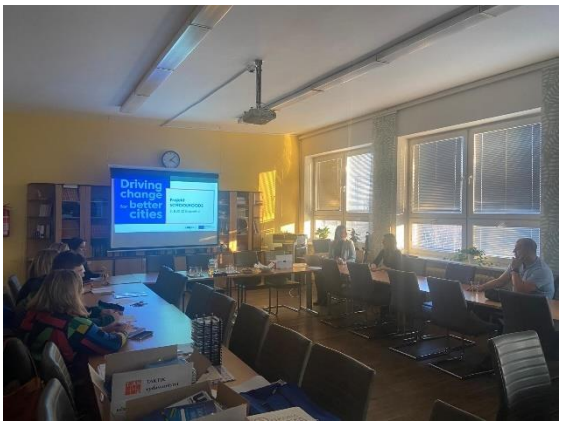

Figure 9 - Third wide ULG meeting ZŠ Krásného

During first week in **February 2025**, another meeting of the local ULG group of the URBACT project SCHOOLHOODS took place at elementary schools Krásného and Tuháčkova. Representatives of the city of Brno briefly summarized the results of the project's activities for the second half of last year, and then all members discussed the planned **measures** such as implementation of new traffic signs to ensure greater safety for children on their way to school, sidewalk painting, installation of scooter stands, a competition for children, a new playground, landscaping, new benches, and more.

Figure 10 - Third wide ULG meeting ZŠ Tuháčkova

2.3.1 Data collection in collaboration with ULG

With the cooperation and support of ULG stakeholders—including headmasters, teachers, parents, and children—the City of Brno carried out a **mobility data collection** process that included:

- Web survey for pupils in 2 elementary schools (Elementary school Krásného and Tuháčkova – 530 participants - pupils from 1st to 9th grade)
- Web survey for parents in 2 elementary schools (Elementary school Krásného and Tuháčkova – 375 participants - parents)
- Web survey for teachers in 2 elementary schools (Elementary school Krásného and Tuháčkova – 74 participants - teachers)
- "Mental mapping" - spatial identification of challenges - for pupils in 2 elementary schools (Elementary school Krásného 416 participants and Tuháčkova 335 participants)

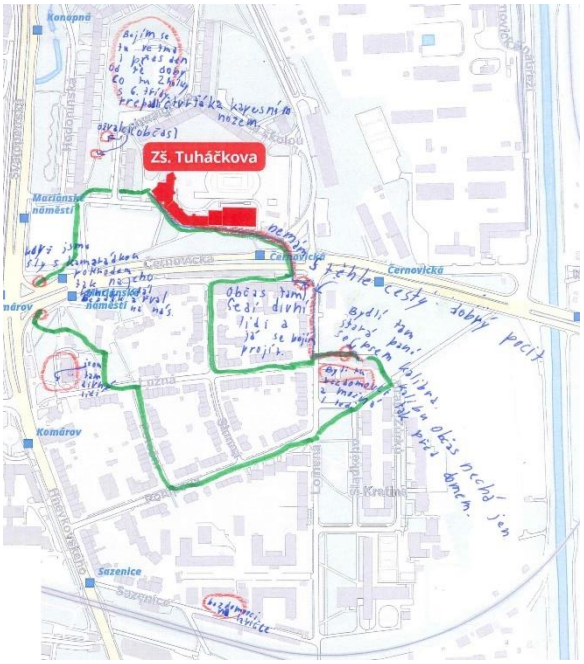

Figure 11 - Mental mapping ZŠ Tuháčkova

Based on the surveys conducted in spring 2024 in project SCHOOLHOODS, the main results are as follows:

- **How do you travel to school? (n = 530 pupils)**

	Elementary school Krásného (242/499 participants)	Elementary school Tuháčkova (288/429 participants)
Walking	65,7%	54,2%
Car	12,5%	12,1%
Public transport	15,7%	21,2%
Scooter/skateboard	3,7%	12,4%
Bike	0,4%	0,1%
Other	2,0%	0,0%

- **Is your child accompanied by an adult on the way to school? (n = 375 parents)**

	Elementary school Krásného	Elementary school Tuháčkova
Yes, the whole way	26,4%	18,7%
Yes, partially	10,3%	9,4%
No	63,2%	71,9%

3. LOCAL PROBLEMS AND STRENGHTS

The main challenge for school mobility in Brno is **parents driving their children to school by car**. Considering the estimate that this is between 15 – 20% of all school start time arrivals, this clearly creates congestions and **unsafe road** use conditions for active mode users such as children going to school on their own. Parents specifically try to get as close to the school entry as possible parking anywhere no matter the original use intent of the piece of land. This creates the **vicious circle** of road safety concerns as reason to go by car due to too many cars in front of school at school start; making parents the more choosing the car to taking their children to school. The choice of cars for safety reason is reinforced by parents trying to safe time in families' dense morning schedules answered by taking the car as the (perceived) quickest option to come up to the family members' morning destinations (work, school, pre -school). This notion is specifically difficult for families with many children.

*"Thus, perceptions of parents on **road safety, children's capacity to do trips alone** as well as **managing family time budgets** clearly form the main challenge in Brno."*

But connected to these factors, infrastructure and traffic conditions form a second layer of challenges. **Cycling conditions** are considered relatively poor across most parts of the city, albeit they are subject to investments as defined in the city's Sustainable Urban Mobility Plan. It's a long-term process to connect the entire city with high-quality bike paths or cycling measures, which is why some gaps still exist in the network and the bike paths don't always connect seamlessly yet. In the short term, small-scale infrastructure solutions that get acceptance of parents are needed such as providing safe conditions for active modes by zebra crossings, traffic limitations around schools, improved drop-off zones in safe distance to school buildings as well as a culture to keep up to regulations and organisational measures from parents' side. The latter is connected to options in **enforcement by police** or other entities.

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

Elementary School Krásného and Elementary School Tuháčkova were selected by the core URBACT Local Group as pilot locations because their surroundings clearly reflect the key challenges Brno is working to address—especially traffic safety concerns, both real and perceived. Both schools are located near major transport corridors and in densely populated areas, which leads to high demand for public space, including from parents and other users needing parking.
At the same time, these schools present strong opportunities for change. Many families live close enough to walk or cycle, making them ideal sites for testing and promoting safer, more sustainable travel to school. The lessons learned here will help shape future actions across the city.

A SWOT analysis of the city-wide conditions to address school mobility pointed out that Brno benefits from several key strengths, including high experience with sustainable measures, strong public transport coverage and active support form headmasters and teachers. Children also use free or reduced public transport fares and walking to school is generally considered safe.

However, significant weakness persist – many parents still rely on cars due to perceived safety and time savings. Additionally, there is a lack of sufficient cycling infrastructure and some school constraints from historical street layouts.

Opportunities lie in the active role that headmasters and teachers can play in promoting sustainable mobility and the value of traffic education as a tool to engage schools and stakeholders. On the other hand, several threats make implementation harder, such as parents asking for more parking, residents opposing reduced parking spaces and the need to get road design changes approved by the national police.

Brno can exploit the **local mobility fund** fed by income from parking management to plan for investments and soft measures target to schools and their direct neighbourhoods. Brno will concentrate its work on primary schools and lower secondary schools since pupils in young age are considered the most vulnerable and consequently are taken to school by car more often compared to older pupils.

Figure 12 - Brno SWOT Analysis

Summary on the local challenges:

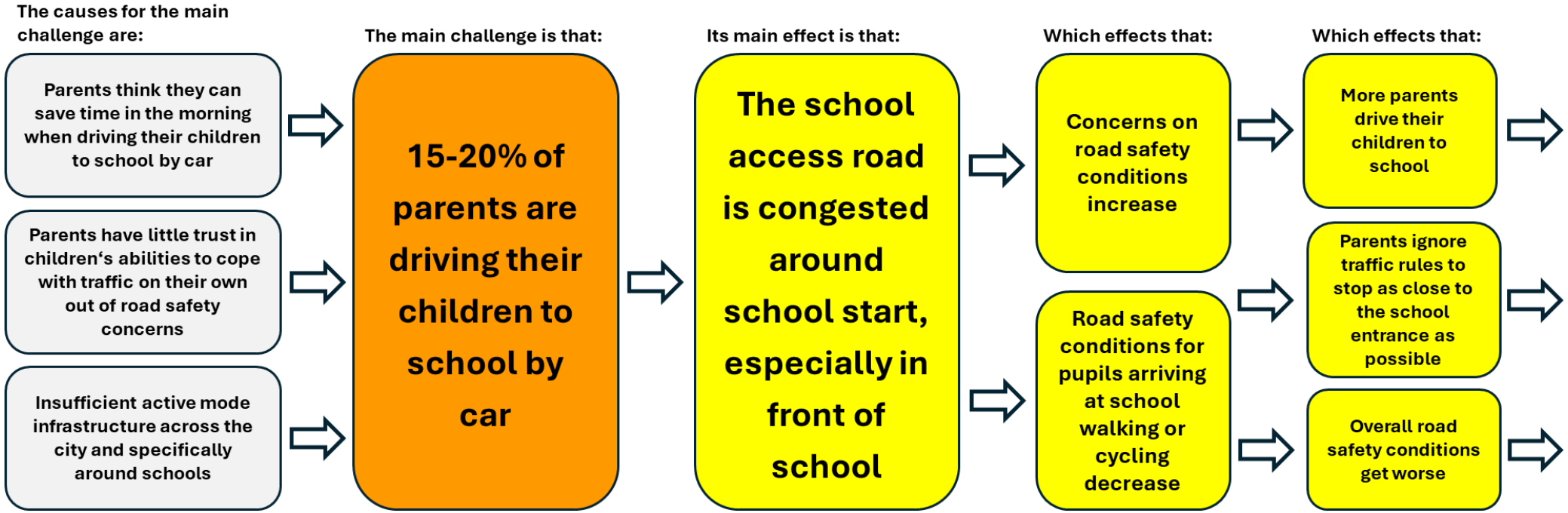

Figure 13 - Summary on the local challenges

4. VISION STATEMENT, MAIN GOAL, STRATEGIC OBJECTIVES AND INTERVENTION AREAS

The following infographic presents a clear and integrated overview of Brno's School Mobility Strategy. It visually links the **long-term vision**—where all pupils can safely and joyfully commute to school using active modes of transport—with the **main goal and the three strategic objectives** that guide the city's efforts. Each strategic objective is further connected to its respective **intervention area**. This visual framework serves as a roadmap that shows how Brno's vision will be operationalized through targeted objectives and practical interventions, ensuring a safe, accessible, and child-friendly urban environment for schoolchildren.

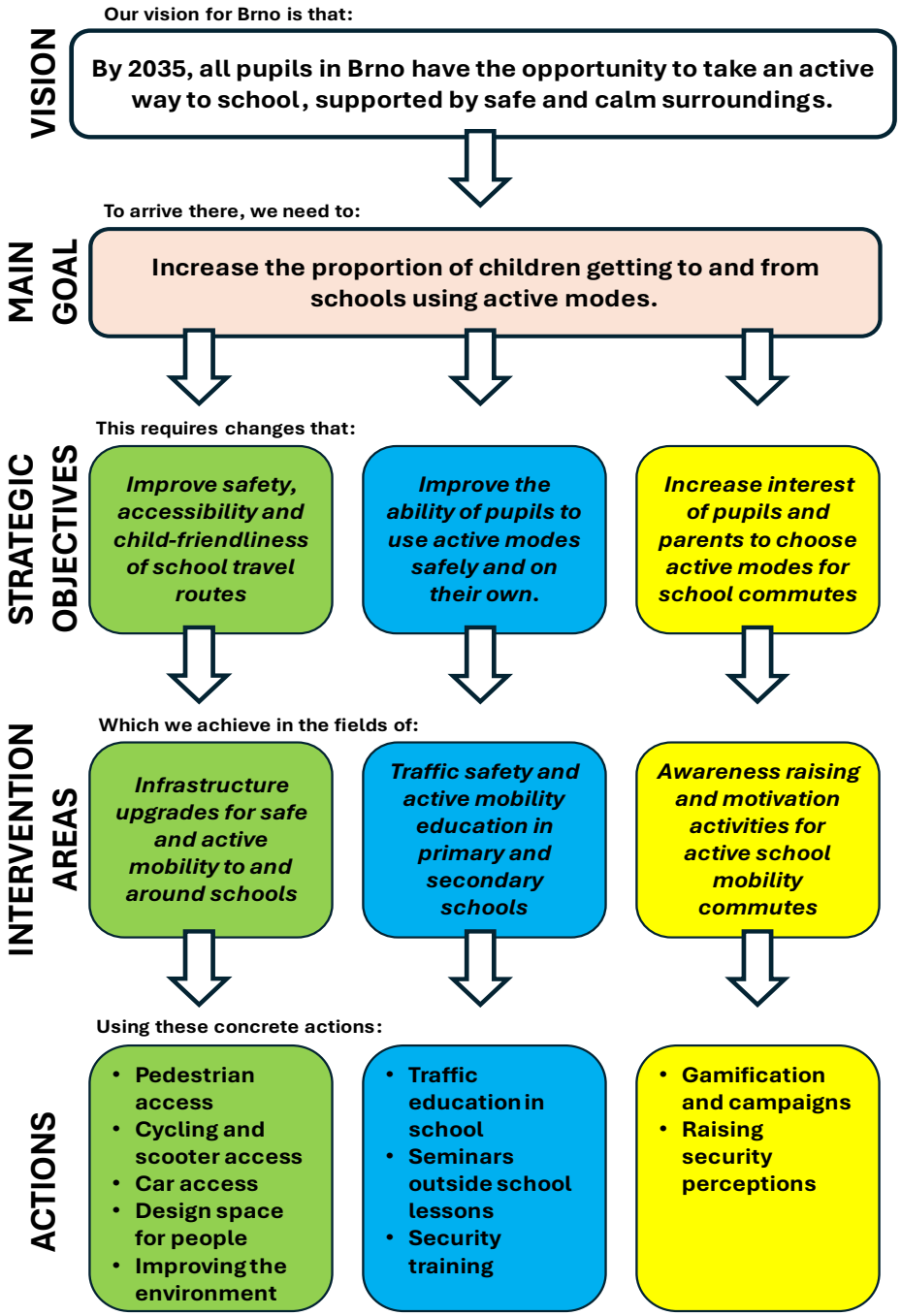

Figure 14 - Vision, three strategic objectives and intervention areas with example of measure

4.1 THE VISION

Building on the framework illustrated above, the foundation of this strategy lies in a clear and compelling vision for school mobility in Brno. This vision not only sets the direction for all planned interventions but also captures the city's ambition to reshape daily routines into healthier, safer, and more independent travel experiences for pupils. By articulating what Brno aims to achieve by 2030, the vision provides a shared reference point for all stakeholders involved—from city planners and school leaders to parents and children. The following section introduces this vision in detail and outlines the values and goals.

"By 2035, all pupils in Brno have the opportunity to take an active way to school, supported by safe and calm surroundings."

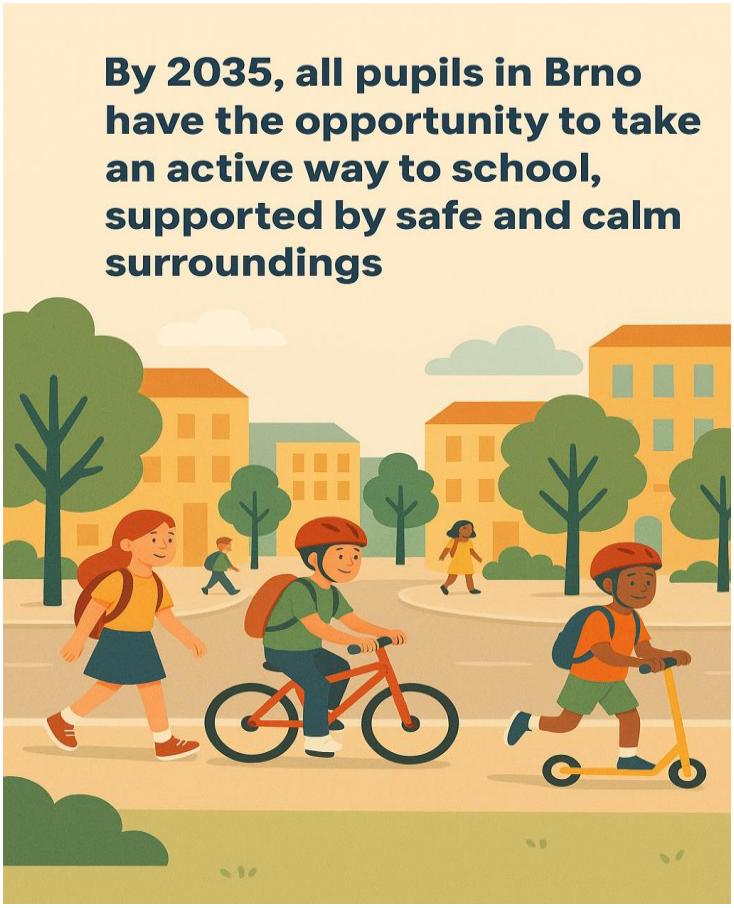

Figure 15 – The Vision of Brno for year 2035

Brno aims to create conditions for school trips that convince parents to let their children go to school on their own, at least for the last part of the trip. Brno focuses its work on awareness building and behaviour change of parents (and subsequently pupils) alongside organisational and infrastructural improvements on traffic organisation around school locations. Possible measures move in the area of gamification, trial competitions, road design work, traffic regulations as well as benefits schemes triggering the desired modal shift in school trips. Teachers can take a supportive role in the activities out of their interest to see safe conditions for school arrival and learning on the so far new topic of sustainable mobility in their teaching tasks. Headmasters form a specific group to address and include in the planning process due to their decisive role for activities a school takes and/or supports. Neighbourhood stakeholders take an important role as

well as potential allies for traffic calming measures but as well for the potential to convince people deterring from on-street parking habits.

Based on this comprehensive approach—combining awareness-building, behavioural change, infrastructural improvements, and inclusive stakeholder engagement—we have defined three strategic objectives and three intervention areas to guide our efforts toward safer and more su**stain**able school mobility in Brno.

4.2 THE MAIN GOAL

The MAIN GOAL answers to the main challenge identified that "15-20% of parents are driving their children to school by car". This reliance on car trips not only increases congestion and safety risks around schools but also limits children's opportunities for healthy, independent mobility.

The goal is therefore to "Increase the proportion of children getting to and from school using active modes" – walking, cycling or scooting while reducing car dependency. By encouraging these modes, we aim to create a safer, healthier, and more child-friendly environment around schools while fostering habits that can last a lifetime.

This increase is seen on the expense of car trips to school so that we aim to arrive at a modal split of children getting to school by car of about 7% in 2035 contrasting to today's share of more than 12%. Achieving this shift would represent a significant step towards safer, healthier, and more sustainable school mobility.

This goal is not only about numbers; it embodies a broader vision of change. It seeks to transform daily school journeys into opportunities for physical activity, social interaction, and the development of independence and self-confidence among children. In doing so, it sets the foundation for a longer-term ambition where active school travel becomes the norm rather than the exception, benefiting both families and the wider community.

4.3 THE STRATEGIC OBJECTIVES

1. **Improve safety, accessibility and child-friendliness of school travel routes:**
   "Pupils and parents perceive active mode infrastructure as safe and attractive."

2. **Improve the ability of pupils to use active modes safely and on their own:**
   "Pupils know how to move in traffic and start using their mobility related skills commuting to school on their own."

3. **Increase interest of pupils and parents to choose active modes for school commutes:**
   "Pupils intentions to walk, scoot or cycle to school are on the rise and parents recognise the importance for their children's wellbeing in this."

The three strategic objectives reflect the core elements needed to realise the overall ambition of more active, safe, and healthy school travel. They are designed to build on each other in a logical sequence.

- First, the foundation must be in place: safe, accessible, and child-friendly infrastructure. Without this, neither pupils nor parents can feel confident to view active modes as a real option for the school journey.
- Second, once these conditions exist, pupils must also have the right skills and knowledge to move independently and responsibly in traffic. Building their confidence and autonomy ensures that active travel becomes a practical everyday choice.
- Third, with improved routes and better-prepared pupils, the final step is to nurture motivation. Both pupils and parents need to see active travel not only as possible but also as desirable—an option that supports children's health, independence, and overall wellbeing.

Together, these objectives form a logical sequence: from creating the right **conditions**, to equipping pupils with the right **capabilities**, to fostering the right **motivations**. This progression is reflected in three intervention areas, each reinforcing the next, ultimately enabling a sustained shift towards safe, active, and healthy school travel.

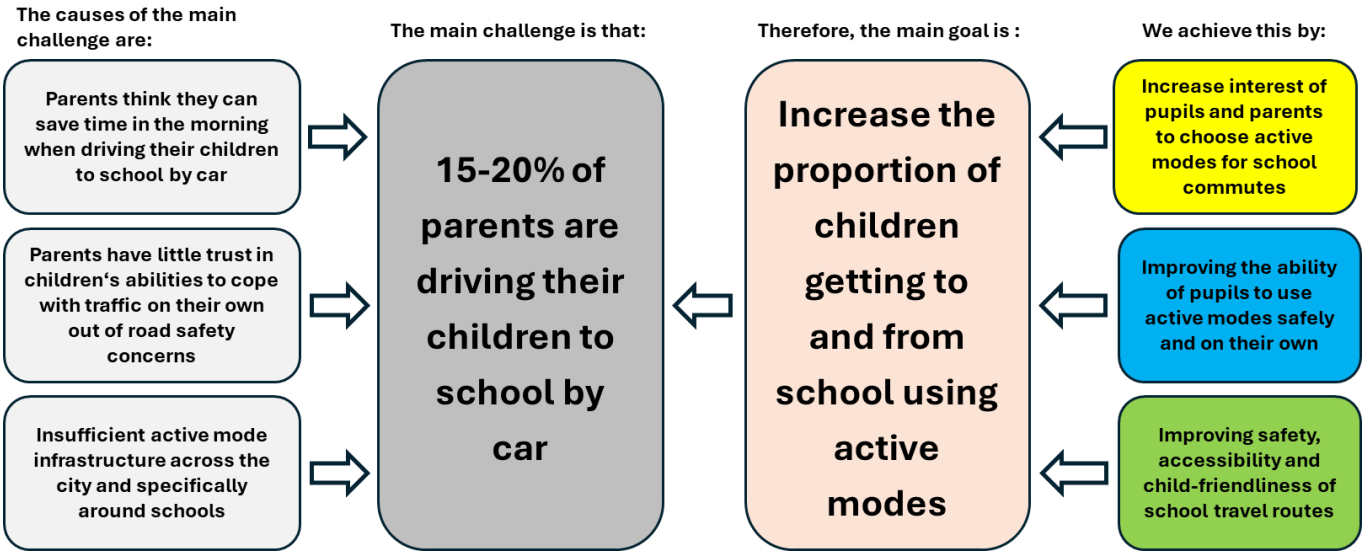

Figure 16 – Connecting the main challenge with the main goal

4.4 THREE INTERVENTION AREAS IN BRNO

To support the overarching goals of the SCHOOLHOODS project, the city of Brno has identified three key intervention areas. Each area targets a specific aspect of the school mobility ecosystem, aiming to create a safer, healthier, and more sustainable environment for children commuting to and from school. These interventions are designed not only to improve infrastructure but also to foster long-term behavioural and cultural change among students, parents, and the wider community.

INTERVENTION AREA 1

Improving safe and active transport infrastructure to and around schools

Purpose: This intervention focuses on the physical environment surrounding schools, recognizing that the quality and safety of transport infrastructure are decisive factors in shaping children's and parents' mobility choices.
By enhancing infrastructure, the city aims to systematically enhance infrastructure to make walking, cycling, and other forms of active mobility not only safer but also more attractive and convenient for daily school journeys. The goal is to remove physical barriers and reduce traffic-related risks, thereby encouraging more active and independent school commutes. Well-designed spaces around schools also contribute to calmer, healthier neighbourhoods, reduce congestion at drop-off zones, and create more attractive public areas for the whole community.

INTERVENTION AREA 2

Traffic education in primary and secondary schools

Purpose: To ensure long-term change, it is essential to embed traffic education into the school curriculum as an independent subject. This intervention area aims to equip children with the knowledge and skills they need to navigate traffic safely and responsibly. It combines theoretical learning with practical experiences, fostering a generation of informed and confident road users. Beyond improving immediate safety, such education helps children develop independence, respect for other road users, and awareness of sustainable transport choices. By addressing mobility at different stages of schooling, traffic education lays the foundation for safer streets and healthier, more responsible communities in the future.

INTERVENTION AREA 3

Awareness raising and motivation activities for active mobility choices for school commutes

Purpose: While safe and accessible infrastructure is a prerequisite for change, evidence shows that infrastructure alone rarely shifts entrenched travel behaviours. This intervention area focuses on raising awareness and motivating students, parents, and school staff to choose active and sustainable modes of transport. Through targeted campaigns, events, and school-based programs, the city aims to build a culture that values and supports active mobility as part of daily commutes. By making active travel visible, rewarding, and socially supported, these activities help shift everyday habits and strengthen the impact of physical improvements in the school environment.

5. TABLE OF ACTIONS

Below in the table is a list of suggested specific actions that can help improve the situation around schools, both in terms of improving infrastructure and increasing the sense of safety of students and parents when traveling to schools and it goes hand in hand with traffic education, awareness and motivation activities. Not all the actions mentioned below will be used in our two selected schools, but it is a suitable stack of actions that can be used for implementation in other elementary schools.

TABLE OF ACTIONS

Title of the action	Short Description	Location & School	Stakeholders involved (indicate Lead of Action, too)	Budget estimate	Timeline
Intervention area 1 – Infrastructure upgrades for safe and active mobility to and around schools					
Pedestrian access	A zebra crossing will be installed near the school, developed with local authorities and safety experts, to protect children during busy traffic hours. This initiative reflects commitment to community needs and safer student access.	Tuháčkova, Krásného + other schools in Brno based on traffic research	City of Brno (Transport department), Police, City district	1.000 EUR	On demand (pilot Spring 2025)
	Pedestrian corridors near the school will be assessed for child safety, identifying hazards and poor visibility. Improvements like clearer markings, barriers, and adjusted crossings will be proposed to ensure safer, more accessible routes.	Tuháčkova + other schools in Brno based on traffic research	City of Brno (Transport department), Police, City district	1.200 EUR	On demand (pilot Spring 2025)
Car access	Defining safe parking spaces: Safe parking spaces will be designated after assessing visibility and pedestrian flow. Sightlines will be checked to prevent blocked views at crossings. This initiative aims to reduce accidents and create a safer, more organized school traffic environment.	Tuháčkova, Krásného + other schools in Brno based on traffic research	City of Brno (Transport department), Police, City district	500 EUR	On demand

	Install K+R: A designated "Kiss and Ride" zone will provide a safe, efficient drop-off and pick-up area. Clearly marked to reduce congestion and support smooth pedestrian flow, it will be monitored and adjusted for peak-hour safety.	Tuháčkova, Krásného + other schools in Brno based on traffic research	City of Brno (Transport department), Police, City district	700 EUR	On demand (pilot Spring 2025)
	The school street concept will restrict car access near the school during peak times, creating a safer environment. Signs and barriers will enforce restrictions, with monitoring to ensure compliance and assess safety and traffic impact.	Tuháčkova + other schools in Brno based on traffic research	City of Brno (Transport department), Police, City district, School, Residents	1.200- 1.500 EUR	2026 (Elementary school Tuháčkova) + On demand
Cycling and Scooter Access	Cyclist crossings will be added along school routes with markings, signage, and traffic calming where needed. This measure improves safety, encourages cycling, and supports a sustainable, child-friendly mobility network for students.	Tuháčkova + other schools in Brno based on demand	City of Brno (Transport department), Police, City district	1.000 EUR	On demand
	Scooter stands and bicycle racks will be installed near the school to promote environmentally friendly commuting, encourage healthy habits, and reduce traffic congestion. Their placement will be carefully planned for accessibility, visibility, and safety, ensuring smooth pedestrian and vehicle flow.	Tuháčkova, Krásného + other schools in Brno based on demand	City of Brno (Transport department), School	Scooter stands costs = 500 EUR 1 bicycle racks costs = 300 EUR	On demand (pilot Spring + Summer 2025)
Design Space for People	Sidewalk paintings near schools will feature games, learning elements, and playful imagery to engage children, spark curiosity, encourage movement, promote safety, and	Tuháčkova, Krásného + other schools in Brno based on demand	City of Brno (Transport department), City district	10.000 EUR	On demand (pilot Spring/Summer 2025)

	create welcoming, child-friendly spaces that make walking to school attractive.				
	Schools will add workout playgrounds to promote movement, play, and social interaction. These engaging outdoor spaces aim to support health, motivate activity, and create a fun, active school environment for students.	Krásného + other schools in Brno based on demand	City district	Budget of City district – estimation 2.000-5.000 EUR/one playground	On demand
	Schools will install more benches to provide comfortable resting spots for children, parents, and visitors. These spaces will encourage relaxation, social interaction, and create a welcoming, inclusive, community-friendly school environment.	Tuháčkova, Krásného + other schools in Brno based on demand	City District	Budget of City district - estimation 1.000-2.000 EUR	On demand (pilot Spring 2025)
Improving the environment	Schools will maintain greenery and plant new trees, shrubs, and flowers to enhance aesthetics, support biodiversity, and foster environmental education, creating a healthier, eco-friendly setting that strengthens children's connection to nature.	Tuháčkova, Krásného + other schools in Brno based on demand	City district	Budget of City district - estimation 1.000-3.000 EUR	Regularly spring/autumn
Intervention area 2 - Traffic safety and active mobility education in primary and secondary schools					
Traffic education in school	For the 1st grade: they will learn traffic rules through classroom lessons and hands-on practice with bicycles and scooters. This approach builds awareness, confidence, and safe behaviour for navigating traffic environments responsibly from an early age.	Tuháčkova, Krásného + other schools in Brno	City of Brno (Transport department), Schools	100 EUR/one lesson	Whole year
	For Older students: they study traffic rules through theoretical lessons on complex situations, responsibilities, and sustainable mobility, preparing them for independent,				

	responsible movement as pedestrians, cyclists, and future drivers in diverse traffic environments.				
	Brno will adapt Vienna's Mobility Boxes for school education, translated into Czech, to promote sustainable mobility. Testing from 2025/2026 with Elementary School Tuháčkova, this initiative will support interactive learning and inspire children to explore mobility in engaging ways.	Tuháčkova, Krásného + in other schools in Brno	City of Brno (Transport department), Schools	1.000 EUR (translation) + other costs for creation Czech version and boxes	Whole year
Seminars outside school lessons	Municipalities and communities will organize seminars promoting sustainable mobility, highlighting walking, cycling, and other active modes. These events will share practical knowledge, inspiring examples, and emphasize health, well-being, and environmental benefits, encouraging lasting behavioural change toward greener, healthier daily travel habits.	in other schools in Brno based on demand	City of Brno (Transport department), Schools	500 – 2.000 EUR	On demand
Security training	How to behave towards "weird people": Children will participate in social skills training to recognize and respond appropriately to unusual or concerning behaviour. These workshops build awareness, confidence, and safety strategies, fostering emotional resilience, respectful interactions, and lifelong competence for navigating public spaces and daily life.	Tuháčkova, Krásného+ other schools in Brno based on demand	City of Brno (Transport department), Schools	500 – 2.000 EUR	On demand
Awareness raising and motivation activities for active school mobility commutes					
Raising security perceptions	Police will patrol key school-area pedestrian crossings during peak hours to manage traffic, increase driver awareness, and enhance children's safety, encouraging more	Tuháčkova, Krásného + could be solved in other schools in Brno	City of Brno (Transport department), Police, City district	Part of their work according to the police's	Regularly/somewhere on demand

	families to allow walking and providing a secure environment for students.	based on demand and availability of police		salary conditions	
Cyclobus and Pedibus	Schools and communities will organize cyclobuses and pedibuses where adults and older students accompany younger children to school by bike or walking. This initiative will promote sustainable transport, reduce traffic congestion near schools, and encourage healthy habits from an early age. The cyclobus and pedibus will also strengthen community bonds and increase safety for children on their daily commute.	other schools in Brno based on demand	City of Brno (Transport department), Schools	300 - 10.000 EUR/year	On demand
Gamification and campaigns	Schools will organize fun, educational competitions and interactive games, like the "Traffic Snake Game," to teach children about traffic safety and sustainable mobility. Through quizzes, challenges, and play, students will develop eco-friendly travel habits and long-term awareness of responsible transport.	Tuháčkova, Krásného + other schools in Brno	City of Brno (Transport department), Schools	500-1.000 EUR (printing materials, awards…)	Repeatedly every autumn
	Weekend transport and educational events get organised to raise awareness on sustainable mobility, highlighting health and environmental benefits, and encourage long-term behavioural change by promoting fun, active, and eco-friendly travel choices.	other schools in Brno based on demand	City of Brno (Transport department t), Schools	1.500 – 3.000 EUR	On demand

6. ACTION PLANNING DETAILS/MAIN ACTION DETAILS

The following section outlines seven detailed actions developed within the framework of Brno's pilot activities. The actions are structured according to three main intervention areas identified in the planning phase: **infrastructure improvements**, **education and awareness**, and **community engagement**.

The order of the proposed actions follows a logical progression: before fostering behavioural change or strengthening community participation, it is essential to create the physical and organisational conditions that make sustainable and safe mobility both possible and attractive. For this reason, the first set of actions focuses on **improving infrastructure** — ensuring that the environment supports walking, cycling, and other forms of active mobility in a safe and accessible way. These measures form the necessary foundation for subsequent interventions aimed at changing mindsets, habits, and local dynamics.

Building on these improvements, the next actions address the **educational and communicative dimensions** of mobility, focusing on awareness-raising and the involvement of schools and families. Finally, the **Brno Dragon Game** acts as a bridge between the physical and social dimensions of the project — connecting children, parents, and local communities through play and motivation. For this reason, it is presented as the final action in the sequence, symbolising the integration of all three intervention areas.

1. **Action title: School Street**		**Action owner (main responsible): City of Brno**	
Short Description: **Creation of school street in front of Elementary school Tuháčkova between 7:30-8:00 that prevents the entry of vehicles**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents, police**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: **BKOM**
		Finance & Resources: **Internal resources**	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **Temporary vehicle restriction implemented in front of school during morning hours**	Output indicator: **Number of days/hours per week the restriction is in place** **Impact indicator** **Reduction in vehicle traffic volume during restricted hours**	Intended Result: **Increased active travel (walking, cycling) among children** **Increased safety of children and parents arriving at school**	

Activities Summary

Activity →output	***Timeline***	***Resources***	***Problems/Concerns → mitigation***	***Responsible person/entity***
Research of possible solutions for a given location → overview of options	Q1 2024	Internal (personal) + external (school, pupils, parents)	Possible disagreement of parents → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)

Consultation with traffic expert → drawing of traffic sign	Q2-Q3 2024	Internal (personal)	-	City of Brno (Development Policy and Strategy Division of Transport Department)
Discussion with police, city district, school, ULG → determination of traffic sign	Q1-Q4 2025	Internal (personal) + police, city district, school	Possible disagreement of police → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)
Communication of school street → informed citizens	Q1 + Q2 2026	Internal (personal)	-	City of Brno (Development Policy and Strategy Division of Transport Department)
Temporary realization → school street	Q1/Q2 2026	Internal (personal) + BKOM	Possible disagreement of parents, residents → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)

Transnational Inspiration from Parma, Italy:

During a transnational meeting held in Parma as part of the SCHOOLHOODS project, representatives from the city of Brno had the opportunity to observe the implementation of a “school street” initiative. Inspired by Parma’s approach to creating safer and more child-friendly school environments, Brno has incorporated similar principles into its own planning. This exchange of best practices has directly influenced the development of local interventions aimed at promoting active mobility and improving safety around schools.

2. **Action title: Zebra crossings**		**Action owner (main responsible): City of Brno**	
Short Description: **Although the speed limit is reduced near the school, children are not sure when and where they can cross safely. Therefore, new zebra crossings will be created.**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents, police**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: **BKOM**
		Finance & Resources: **Internal resources**	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **New zebra crossings implemented near the school**	Output indicator: **Number of new zebra crossings installed**	Intended Result: **Improved perceived safety for children crossing roads near the school**	

Activities Summary

***Activity*→ Output**	***Timeline***	***Resources***	***Problems/Concerns*→ mitigation**	***Responsible person/entity***
survey → finding the place of the missing zebra crossing	Q1 2024	Internal (personal) + schools	-	City of Brno (Development Policy and Strategy Division of Transport Department)
consultation with traffic expert → drawing of traffic sign	Q1 + Q2 2024	Internal (personal) + BKOM	-	City of Brno (Development Policy and Strategy Division of Transport Department)

discussion with police, city district, school, ULG → determination and approval of traffic sign	Q2 + Q3 2024	Internal (personal) + police, city district	possible disagreement of police → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)
realization → new zebra crossing	Q1, Q2 2025	Internal (personal) + BKOM	weather → planning implementation according to suitable climatic conditions	City of Brno (Development Policy and Strategy Division of Transport Department)

Testing of this activity:

As part of the SCHOOLHOODS project, we carried out a pilot activity involving the installation of a temporary pedestrian crossing near Elementary School Tuháčkova. This initiative was prompted by the results of a questionnaire survey conducted at the school, which revealed a strong demand for improved pedestrian safety. The proposal was subsequently discussed with a traffic expert, and a technical drawing was prepared. The plan was then reviewed in consultation with the relevant authorities. The implementation took place under suitable weather conditions, ensuring both safety and efficiency during the process.

Our experience showed that gaining the support of students, parents, and teachers is crucial—especially when coordinating with the police and other stakeholders. We also found that it is best to begin preparations in the autumn, allowing enough time for planning and approvals so that the project can be carried out in the spring or summer.

Figure 17 - New pedestrian crossing Elementary school Tuháčkova

3. **Action title: Pedestrian corridor**		**Action owner (main responsible): City of Brno**	
Short Description: **Although children used to walk through a wide and disorganized parking area, they were not clearly visible or sure where to walk safely. Therefore, a new pedestrian corridor has been created near Tuháčkova Primary School, ensuring a safer and more organized route for their daily journey.**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents, police**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: **BKOM**
		Finance & Resources: **internal resources**	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **New pedestrian corridor implemented near the school**	Output indicator: **Number of new pedestrian corridor installed**	Intended Result: **Improved perceived safety for children crossing roads near the school**	

Activities summary

Activity→ output	***Timeline***	***Resources***	***Problems/Concerns→ mitigation***	***Responsible person/entity***
survey → finding the place of the missing pedestrian corridor	Q1 2024	Internal (personal) + schools	-	City of Brno (Development Policy and Strategy Division of Transport Department)
consultation with traffic expert → drawing of traffic sign	Q1 + Q2 2024	Internal (personal) + BKOM	-	City of Brno (Development Policy and Strategy Division of Transport Department)

discussion with police, city district, school, ULG → determination and approval of traffic sign	Q2 + Q3 2024	Internal (personal) + police, city district	possible disagreement of police → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)
realization → new pedestrian corridor	Q2 2025	Internal (personal) + BKOM	weather → planning implementation according to suitable climatic conditions	City of Brno (Development Policy and Strategy Division of Transport Department)

Testing of this activity:

Figure 18 - New pedestrian corridor near Elementary school Tuháčkova

As part of the SCHOOLHOODS project, we carried out a pilot activity involving the installation of a pedestrian corridor near Elementary School Tuháčkova. This initiative was prompted by the results of a questionnaire survey conducted at the school, which revealed a strong demand for improved pedestrian safety. The proposal was subsequently discussed with a traffic expert, and a technical drawing was prepared. The plan was then reviewed in consultation with the relevant authorities. The implementation took place under suitable weather conditions, ensuring both safety and efficiency during the process.

Our experience showed that gaining the support of students, parents, and teachers is crucial—especially when coordinating with the police and other stakeholders. We also found that it is best to begin preparations in the autumn, allowing enough time for planning and approvals so that the project can be carried out in the spring or summer.

4. **Action title: Creation of K+R**		**Action owner (main responsible): City of Brno**	
Short Description: **Improvement and designation of places for short-term stopping (K+R) of parents, so that there is a safe connection to the zebra crossing and children can safely go to school**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents, police**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: **BKOM**
		Finance & Resources: Internal resources	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **New K+R zones implemented near the school**	Output indicator: **Number of K+R zones created** **Outcome indicator:** **% of parents reporting improved safety perception**	Intended Result: **Increased safety during morning drop-off times** **Improved traffic flow near school entrance**	

Activities Summary

***Activity*→ Output**	***Timeline***	***Resources***	***Problems/Concerns*→ mitigation**	***Responsible person/entity***
survey → determining demand for K+R	Q2 2024	Internal (personal) + schools	-	City of Brno (Development Policy and Strategy Division of Transport Department)
consultation with traffic expert → drawing of traffic sign	Q1/Q2 2025	Internal (personal) + BKOM	-	City of Brno (Development Policy and Strategy Division of Transport Department)

discussion with police, city district, school, ULG → determination and approval of traffic sign	Q2 2025	Internal (personal) + police, city district	possible disagreement of police → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)
realization → new K+R	Q2 2025	Internal (personal) + BKOM	weather → planning implementation according to suitable climatic conditions	City of Brno (Development Policy and Strategy Division of Transport Department)

Testing of this activity:

As part of the SCHOOLHOODS initiative, a pilot action has been launched at ZŠ Krásného to improve traffic safety and clarity during school drop-off times. Based on feedback from a parent survey, the school community expressed a strong interest in establishing a K+R (Kiss and Ride) zone in front of the school. In collaboration with a traffic expert, a proposal for new traffic signage was developed, officially approved, and implemented at the beginning of June 2025. The K+R zone includes four designated short-term stopping spaces for parents to safely drop off their children without long-term parking.

To ensure proper use of the K+R area and prevent misuse for extended parking, municipal police supervision is requested during the initial phase of the pilot.

Figure 19 - ZŠ Krásného - four K+R places

5. **Action title: Installation of scooter stands in the schools**		**Action owner (main responsible): City of Brno**	
Short Description: **To support active mobility, lockable scooter stands will be installed at school.**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents, police**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	**Implementation partners: BKOM**
		Finance & Resources: **Internal resources**	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **Lockable scooter stands installed at schools**	Output indicator: **- Number of scooters stands installed** **- Number of schools equipped**	Intended Result: **Increased use of scooters for school commutes**	

Activities Summary

***Activity*→ Output**	***Timeline***	***Resources***	***Problems/Concerns*→ mitigation**	***Responsible person/entity***
to find out interest of schools → interest of schools	Q2 2024	Internal (personal) + schools	-	City of Brno (Development Policy and Strategy Division of Transport Department)
selection of location → defined location of installation	Q1 2025	Internal (personal) + schools + city district	city district - determining responsibility for parked scooters → discussion	City of Brno (Development Policy and Strategy Division of Transport Department)
to conduct market research → potential suppliers	Q1 2025	Internal (personal)	-	City of Brno (Development Policy and Strategy Division of Transport Department)

realization → new scooter stands	Q2, Q3 2025	Internal (personal) + BKOM	-	City of Brno (Development Policy and Strategy Division of Transport Department)

Testing of this activity:

We implemented a pilot activity at Elementary School Krásného focused on improving infrastructure for students who commute by scooter. Based on a survey conducted at the school, both children and parents expressed a strong demand for safe and secure scooter parking—ideally located within the school building. The survey also revealed that students are more likely to travel to school by scooter than by bicycle. However, concerns were raised about the risk of theft or accidental mix-ups, especially when children use more expensive scooters. As a result, there was a clear preference for lockable racks placed indoors.

In response to this feedback, the school identified a suitable location in the basement. Two locker units were removed to create space for a dedicated scooter parking area, which was equipped with newly installed lockable racks. Since this was a pilot initiative, we installed two different types of lockable stands to test their practicality and determine which design would be most effective in real-world use.

Figure 20 - Scooter stands ZŠ Krásného

6. **Action title: Painting on sidewalks**			**Action owner (main responsible): City of Brno**
Short Description: **Aim of this action is to create nice, funny and educative sidewalk near school that navigate pupils safely from zebra crossing directly to the school.**	Stakeholder target groups: **City of Brno, City district, school, pupils, parents, residents**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: **Painting company**
		Finance & Resources: **project SCHOOLHOODS**	Intervention area: **1 - Improving safe and active transport infrastructure to and around schools**
Output: **Educational and playful elements incorporated into the sidewalk** **Sidewalk route design and painted from zebra crossing to school entrance**	Output indicator: **Total length of painted sidewalk** **Number of painted features** **Number of creative zones implemented**	Intended Result: **Improved safety and clarity of pedestrian route for children** **Increased children enjoyment during school arrival**	

Activities Summary

***Activity*→ output**	***Timeline***	***Resources***	***Problems/Concerns →mitigation***	***Responsible person/entity***
to find out interest of schools about painting → interest of schools	Q1 2024	Internal (personal) + schools	-	City of Brno (Development Policy and Strategy Division of Transport Department)
selection of location → defined location	Q1 2025	Internal (personal) + school	-	City of Brno (Development Policy and Strategy Division of Transport Department)

to conduct market research → potential suppliers	Q1 2025	Internal (personal)	few companies that provide these services → possible involvement of foreign companies	City of Brno (Development Policy and Strategy Division of Transport Department)
permission of the owners of the selected road → permission	Q2 2025	Internal (personal) + city districts	disapproval → good communication	City of Brno (Development Policy and Strategy Division of Transport Department)
realization → painting on sidewalk	Q3 2025	Internal (personal) + painting company	weather → planning implementation according to suitable climatic conditions	City of Brno (Development Policy and Strategy Division of Transport Department) + painting company

Testing of this activity:

Figure 20 - Painting on sidewalks

In mid-August 2025, playful sidewalk games were painted near Krásného Elementary School in Brno-Židenice. This pilot activity aimed to enrich the school surroundings, encourage children's physical activity, and support social interaction before and after classes. The design was developed in collaboration with the school to reflect pupils' preferences. The timing during summer holidays allowed for smooth implementation. The games were ready to welcome pupils in the new school year.

7. Action title: Game - Sustainably to school with the Brno dragon		Action owner (main responsible): City of Brno	
Short Description: **In the week from 16 to 20 September, pupils will receive stickers if they come to school sustainably and complete the imaginary journey of the dragon to school with them. Individual classes will compete with each other, and the winner will be the class with the highest share of pupils who got to school sustainably.**	Stakeholder target groups: **City of Brno, school, pupils, parents**	Link to strategy: **SUMP BRNO** **Strategy Brno 2050**	Implementation partners: -
		Finance & Resources: **internal resources**	Intervention area: **2 - Awareness raising and motivation activities for active mobility choices for school commutes** **3 - Traffic education in primary and secondary schools**
Output: **Increased children engagement with active and sustainable travel behaviours**	Output indicator: **% of children using sustainable transport during the game week**	Intended Result: **- Increased student awareness and interest in sustainable mobility options** **-Improved habits around active travel among pupils, leading to more sustainable school commutes**	

Activities summary

Activity→ output	*Timeline*	*Resources*	*Problems/Concerns→ mitigation*	*Responsible person/entity*
Actualization of the rules of the game → rules of the game	Q1 2024 +2025	Internal (personal)	-	City of Brno (Development Policy and Strategy Division of Transport Department)
creating a graphically interesting map for students → map for students	Q2 2024 +2025	Internal (personal) + external graphic designer	-	City of Brno (Development Policy and Strategy Division of Transport Department)

printing maps and stickers → printed maps and stickers	Q3 2024 +2025	Internal (personal) + external print	-	City of Brno (Development Policy and Strategy Division of Transport Department)
delivery of maps and stickers to schools → prepared schools	Q3 2024 +2025	Internal (personal)	-	City of Brno (Development Policy and Strategy Division of Transport Department)
promotion of game (parents, pupils) → awareness of the game	Q3 2024 +2025	Internal (personal) + external (school, pupils, parents)	little support from school or parents → good motivation	City of Brno (Development Policy and Strategy Division of Transport Department)
securing prizes for the winners → prizes for winners	Q3 2024 +2025	internal/external	-	City of Brno (Development Policy and Strategy Division of Transport Department)
competition evaluation + announcement of results → winners	Q3/Q4 2024 +2025	Internal (personal) + external (school, pupils, parents)	possibility of inaccurate data tables from the school → good explanation of the rules	City of Brno (Development Policy and Strategy Division of Transport Department)

Testing of this activity:

During European Mobility Week 2024 and 2025, we piloted a school mobility game with students from two participating schools. The aim was to encourage children to travel to school in the most sustainable way possible throughout the competition week. As part of the game, students received stickers as rewards, which they placed along the route of the Brno dragon—a symbolic path representing their journey to school. Class teachers carefully recorded the travel data in dedicated tables for each class to ensure accurate tracking. At the end of the week, the three best-performing classes were awarded attractive prizes.

This playful activity proved to be an effective way to raise awareness about the importance of sustainable school mobility. The entire competition was organized and supported by staff from the Brno City Hall in collaboration with school personnel. Feedback from students, teachers, and parents was overwhelmingly positive, highlighting the game's potential to inspire behavioural change in a fun and engaging way.

Looking ahead, we hope to expand the initiative to include more schools across Brno, fostering a spirit of friendly competition and shared commitment to sustainability. To ensure the reliability of the results, it is crucial to provide clear guidance to teachers on how to record students' travel modes—particularly focusing on the main segment of each journey.

Figure 21 - Sustainably to school with the Brno dragon

Transnational Inspiration from Turku, Finland

This activity was inspired by a playful school mobility game developed in Turku, Finland, which was presented during a transnational meeting of the SCHOOLHOODS project. In Turku's version, children helped rescue a polar bear cub by choosing sustainable travel modes. Drawing on this creative concept, Brno adapted the idea to its local context by introducing the Brno dragon as a symbolic figure. This exchange of ideas highlights the value of international collaboration in promoting sustainable school mobility through engaging and culturally relevant activities.

7. MEASUREMENT

This chapter outlines the measurement framework used to evaluate the effectiveness and outcomes of interventions aimed at improving school travel environments. For each intervention, relevant indicators have been defined to monitor both the immediate implementation (e.g., number of crossings installed, duration of restrictions) and the longer-term impacts (e.g., increase in active travel, perceived safety). This structured approach enables continuous assessment, supports data-driven decision-making, and ensures accountability for achieving intended goals around safer, more sustainable school commutes.

While the measurement framework depends on consistent data collection and coordination, this document does not specify a named contact person responsible for data delivery. This is intentional, as staff assignments may change over time, and the aim is to ensure the long-term relevance and usability of this document. For all inquiries related to data reporting, indicator tracking, or implementation support, further information can be obtained by contacting the project managers, Pavla Valtr Kneslová (e-mail: valtrkneslova.pavla@brno.cz) or Kateřina Nedvědová (e-mail: nedvedova.katerina@brno.cz), or by reaching out to the **City of Brno – Development Policy and Strategy Division of the Transport Department, e-mail: od@brno.cz**. This approach provides continuity and a clear institutional point of contact, regardless of future personnel changes.

Monitoring results are primarily reported to the **staff of the municipal transport department**, who act as the main decision-makers. They are responsible for assessing whether actions deliver as intended, deciding on necessary adjustments, and securing the financial resources for implementation. In practice, they are the ones who turn monitoring data into concrete decisions and operational steps. Successful delivery also relies on the **cooperation of schools**, particularly headmasters and teachers, whose engagement is essential to ensure that measures are accepted and effectively applied in the school environment. While they do not decide on funding, their support strongly influences the feasibility and impact of interventions. In some cases, particularly for measures that are sensitive, costly, or politically visible, it may be necessary to **escalate findings to politicians** (e.g. city councillors or committees).

When monitoring data highlights problems, the response should follow a clear pathway:

- Step 1 – Refine the action
  The first reaction should be to look at the action itself and see whether it can be improved without changing its core purpose. Sometimes an intervention does not reach its audience strongly enough, is launched at the wrong time, or lacks visibility. Refinement could mean adjusting communication channels, modifying schedules, adding supporting measures, or making the action more attractive for the target group. These changes are usually quick and low-cost, and they allow the action to stay aligned with the original plan.
- Step 2 – Investigate the reasons
  If refinement does not bring results, or if the data shows more persistent issues, a deeper evaluation is required. This means asking why the action is not delivering as expected. Surveys, interviews, focus groups, or observations can shed light on the underlying causes. Barriers may stem from infrastructure deficiencies, safety concerns, cultural habits, or even competing initiatives. This stage is about uncovering the real mechanisms behind the numbers and turning monitoring data into understanding.

- Step 3 – Decide on continuation or discontinuation
  Once the reasons are understood, decision-makers can judge whether the action can realistically be improved further, or whether it should be discontinued. In some cases, stopping an ineffective measure is the most responsible choice, as it frees up resources for more promising interventions. Abolishing an action should not be seen as failure but as part of an adaptive process where learning from experience feeds into stronger future design.
- Step 4 – Document and communicate the learning
  Regardless of whether the action is refined, adjusted, or abolished, the lessons learned should be recorded and shared. This helps ensure that mistakes are not repeated and that successful adjustments can be replicated elsewhere. It also builds transparency and trust among stakeholders.

Table of Indicators:

Title	Indicator	Baseline value	Target value	Source of information
Main Goal				
Increase the proportion of children getting to and from schools using active modes	% of children getting to and from schools using active modes	70% (2024)	78% (2035)	Modal Split survey for school mobility
Strategic Objectives				
Improve safety, accessibility and child-friendliness of school travel routes	Perceived attractiveness of way to school among children	75% (2024)	85% (2035)	Survey pupils
	Perceived safety levels among children commuting to school by active modes	80% (2024)	90% (2035)	Survey pupils
Improve the ability of pupils to use active modes safely and on their own	Number of pupils passing traffic education	11 774 (2024)	15 000 (2035)	Information from Department of Transport
	% of pupils commuting to school on their own	65% (2024)	75% (2035)	Modal Split survey for school mobility
Increase interest of pupils and parents to choose active modes for school commutes	% of children intending to commute to school on foot or by bicycle instead of car	60% (2024)	70% (2035)	Survey pupils
Main actions				
School Streets	Number of school streets in place	0 (2024)	10 (2035)	Information from Department of Transport
	Number of days and hours per week the restriction is in place	0 (2024)	5 days, 2,5 hours (2035)	
Brno Dragon Games	Number of schools / classes / pupils participating in the game	2 schools (2024)	15 schools (2035)	Campaign report

	% of active mode commutes at start and end of the game per school and class	70% (2024)	82% (2035)	School reports to campaign report
Painting on sidewalks	Total length of painted sidewalk	0 (2025)	400 m (2035)	Painting company
	Number of creative zones implemented	0 (2024)	8 (2035)	Campaign report
Zebra crossings	Number of zebra crossings installed	0 (2024)	20 (2035)	Information from Department of Transport
Creation of K+R	Number of K+R stations installed	0 (2024)	15 (2035)	Information from Department of Transport
	Average distance of K+R station to respective school	0 (2024)	100 m (2035)	Measurement report
Installation of Scooter stands	Number of scooters stands installed	0 (2024)	1200 (2035)	Information from Department of Transport
	Number of schools equipped	0 (2024)	20 (2035)	
	% of students reporting satisfaction with scooter parking	75% (2024)	85% (2035)	Survey pupils

8. FINANCE PLANNING

The **primary source of financing** for measures is the budget of Transport Department of City of Brno. This covers the main costs for implementation, maintenance, and staff resources.

Where suitable opportunities arise, additional funding may be sought from other sources to complement the core budget:

→ **External projects and programmes (regional, national, EU):** applied for when appropriate, to support larger infrastructure investments, pilot activities, or innovative approaches.

→ **School budgets:** may provide smaller contributions for some activities

8.1 FUNDING STRATEGY

Brno's funding strategy combines local budget allocations with strategic use of EU and national funding instruments. The city prioritizes pilot actions through its local mobility fund and URBACT, aiming to scale successful measures via regional and European programs.

8.2 APPROACH AND GUIDING PRINCIPLES

- Pilot-then-scale model
- Use of existing road maintenance and urban contracts
- Strategic alignment with Brno SUMP and national education and transport strategies
- Cost-efficiency prioritization

8.3 STRATEGIC FUNDING CLUSTERS

Strategic Cluster	Included Actions	Potential Funding Sources
Safe and Accessible School Infrastructure	Zebra crossings, pedestrian corridors, school street, K+R zones, scooter stands, benches, greenery	City budget, Brno Mobility fund
Education and Traffic Competence	Road safety education, Mobility Boxes, external seminars	City budget, Brno Mobility fund
Awareness and Behavioural Change	Brno Dragon Game, sidewalk painting, campaigns, cyclobus/pedibus	City budget, Brno Mobility fund, local budget, private sponsorship

8.4 COST OVERVIEW AND FUNDING SOURCES

Action	Estimated Cost (€)	Funding Sources	Rationale
Zebra crossings	1,000–1,200	Own city budget	Aligned with EU and local safety priorities
School street	1,200–1,500	Own city budget	High visibility and safety impact
Pedestrian corridor	~1,200	Own city budget	Improves visibility and structure for pedestrian flow
K+R zones	700	Own city budget	Reduces chaos at school arrival points
Scooter stands	500/unit	Own city budget, City district budget	Popular and requested by pupils and parents
Painting on sidewalks	10,000	URBACT, Own city budget, City district budget	High community engagement and visibility
Brno Dragon Game	1,000–3,000	Own city budget	Fun, replicable, and aligned with EMW and EU themes
Mobility Boxes (adaptation)	1,000+production	Own city budget	Educational and transferable model

8.5 RESPONSIBILITIES AND FUNDRAISING COORDINATION

Entity	Responsibility
Brno Transport Department	Coordination, applications, project management, implementation of small infrastructure measures
District authorities	Implementation of small infrastructure measures
Schools	Educational activities, student engagement
ULG	Stakeholder engagement and cross-sectoral coordination
Brněnské komunikace (BKOM)	Execution of infrastructure changes

9. TIMELINE AND READINESS

Action	2024	2025	2026	2027+
School street	Study	Approve	Implement	
Zebra crossing	Plan	Install		
Pedestrian corridor	Plan	Install		
K+R zones		Design	Implement	
Scooter stands	Demand	Install		
Painting (sidewalks)	Prepare	Paint		
Brno Dragon Game	Run	Expand	Expand	Expand
Education activities	Ongoing	Ongoing	Ongoing	Ongoing

10. RISK MANAGEMENT

Risk Type	Examples	Mitigation Measures
Community Resistance	Parking loss concerns near schools	Early engagement, participatory planning
Coordination complexity	Disagreement between school, city, police	ULG as coordination platform
Funding gaps	Delays or rejections in external funding applications	Use of Brno's internal mobility fund as bridge funding
Long-term maintenance	Lack of O&M planning	Include maintenance in original action budgets
Political turnover	Loss of political support	Institutional anchoring via SUMP and Brno 2050 strategy