Municipality of Skawina, Poland

Integrated Action Plan

Safe, green, and happy ways to school

Schoolhoods | URBACT

Co-funded by the European Union
Interreg

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1. CITY CONTEXT AND VISION 4
1.1. OVERALL THEME - THE LAST SAFE KILOMETRE IN SKAWINA 4
1.2. BACKGROUND INFORMATION 6
1.3. LOCAL POLICIES AND CHALLENGES ON SCHOOL MOBILITY 7
1.4. RELEVANT EXISTING STRATEGIES AND POLICIES 9
1.5. URBACT LOCAL GROUP 12
1.6. THE CO-CREATION PROCESS: EVIDENCE, EXPERTS, AND EVOLUTION 14
1.7. SWOT ANALYSIS 16
1.8. DIAGNOSIS SUMMARY 17
1.9. COMMON VISION 18
1.10. MAIN INTEGRATION CHALLENGE 19
1.11. PILOT ACTIONS 20
2. CHANGE THEORY 24
2.1. DIAGNOSIS OF THE CHALLENGE: THE "VICIOUS CIRCLE" AND CONVENIENCE CULTURE 24
2.2. INTERVENTION LOGIC 25
3. ACTION CARDS 29
4. FRAMEWORK OF CHANGE 48
4.1. MASTER SCHEDULE (2026–2028) 48
4.2. DEPENDENCY ANALYSIS (Interdependencies & Logic) 51
4.3. INTEGRATED BUDGET ANALYSIS AND FINANCIAL ARRANGEMENT 52
4.4. FINANCIAL ARRANGEMENT (Funding Sources) 56
4.5. SUPPLEMENTAL FUNDING SOURCES (CSR AND PHILANTHROPY) 57
4.6. EXTERNAL FUNDRAISING STRATEGY 60
4.8. MAINTENANCE COSTS (OPEX) – POST-PROJECT 61
4.9. SYNTHETIC RISK MANAGEMENT PLAN 62
4.10. COMMUNICATION AND ENGAGEMENT PLAN: "SAFE SCHOOL = PEACE OF MIND" 64
4.11. IAP MANAGEMENT AND MONITORING PLAN 67
5. EXECUTIVE SUMMARY 70

1. CITY CONTEXT AND VISION

1.1. OVERALL THEME - THE LAST SAFE KILOMETRE IN SKAWINA

The Skawina IAP, developed within the URBACT "Schoolhoods" network, implements a strategic transformation of the "Last Safe Kilometre" around 8 primary schools. The core challenge is not merely infrastructure, but a deep-seated "social convenience" habit where caregivers drive children door-to-door, creating a vicious cycle of congestion and perceived danger.

To break this cycle, Skawina adopts a holistic approach aligned with the 15-minute city concept and New European Bauhaus values. The project aims to shift from car-dependency to independent student mobility by integrating:

- **Infrastructure:** Physical traffic calming (30 km/h zones) and securing school entrances.
- **Behavioral Change:** Educational campaigns and "soft" measures (e.g., traffic experiments) to rebuild trust in active mobility.
- **Organizational Measures:** New protocols for school accessibility.

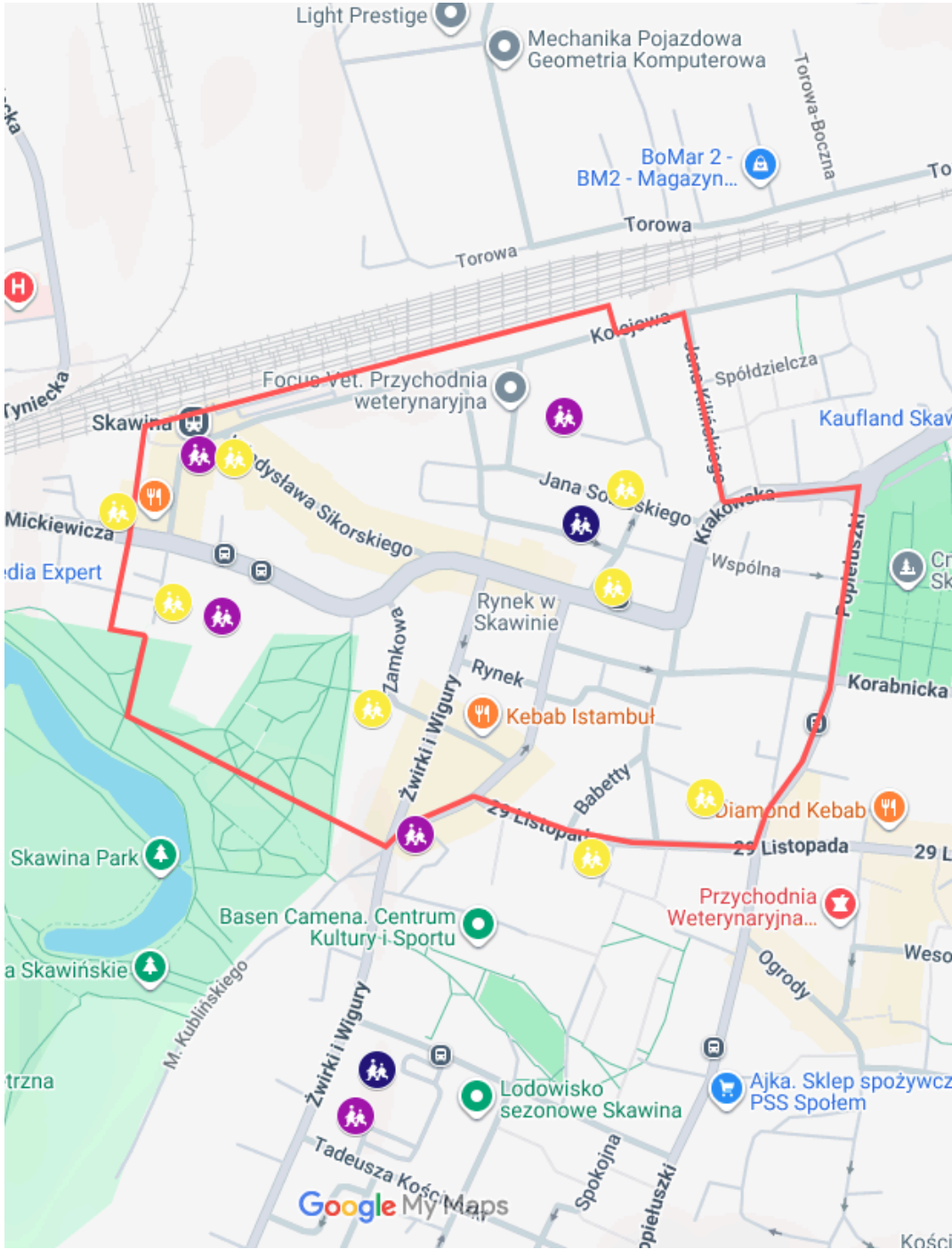
Guided by the mission **"Safe, Green, and Happy"**, the IAP focuses on Primary School No. 3 in Skawina as a pilot area to test solutions that allow children to reclaim public space and travel independently.

1.2. BACKGROUND INFORMATION

Spatial and Demographic Context:
Skawina is a town and municipality (43,235 inhabitants) located within the Kraków Functional Urban Area (1.57 million people). Due to its proximity to Krakow and strong industrial sector (e.g., Valeo), the town faces significant traffic congestion and some of the lowest air quality levels in Europe. The municipality is divided by the Skawinka River and the heavy traffic arteries connecting to the regional capital.

The School Network and Governance Challenge:
The educational network comprises 8 primary schools managed by the Municipality, alongside high schools managed by Krakow County. A critical governance challenge lies in infrastructure ownership: while the Municipality manages local roads and cycling paths, key access roads to schools often fall under Regional or County jurisdiction, requiring complex inter-institutional cooperation for any traffic calming measures.

Mobility Baseline:
Despite a fare-free public transport policy for students and an expanding cycling network, car dependency remains high. Data indicates that 28% of trips to primary schools in the town (and 34% in the wider municipality) are made by private car. Skawina builds upon a solid strategic foundation, including a Sustainable Urban Mobility Plan (SUMP) and previous experience from the "LowCarb" project, which introduced the initial "Last Safe Kilometre" concept.



1.3. LOCAL POLICIES AND CHALLENGES ON SCHOOL MOBILITY

School Network and Educational Context

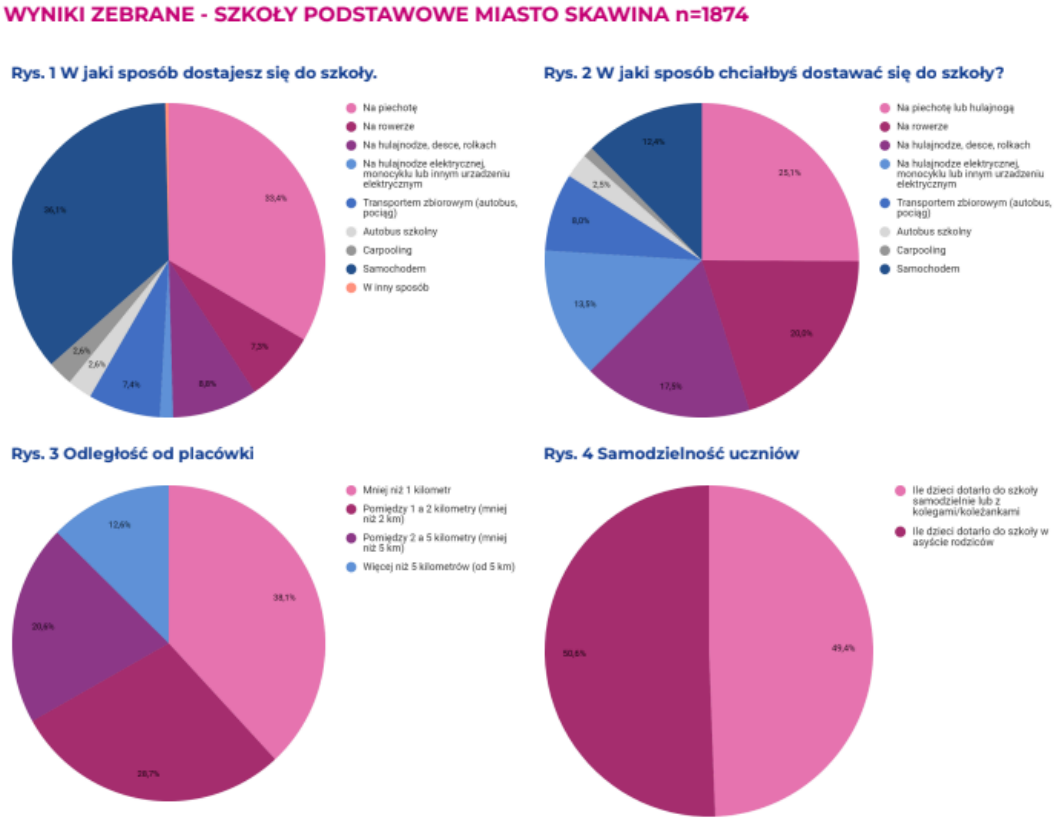
The educational network in the town consists of 6 public primary schools, 2 special schools, and 3 high schools, supplemented by an educational offer in the surrounding villages. Additionally, the landscape includes **at least two small private primary schools**. While smaller, these private institutions often generate specific traffic patterns due to wider catchment areas. A significant factor influencing mobility is the schedule of **extracurricular activities**. The need to transport children rapidly from school to additional classes in the afternoons reinforces the "taxi-parent" phenomenon and complex trip-chaining, making the car the perceived only logistical solution for many families.

Governance Challenge

A major challenge is the fragmented governance, as primary education is managed by the Municipality, while high schools and special schools fall under Krakow County. This fragmentation extends to infrastructure; the Municipality manages local roads, but key access routes often belong to the County or Region.

Mobility Patterns: Reality vs. Aspirations

The modal split analysis reveals high car dependency: **28% of trips to primary schools in the town** are made by private car. However, this stands in stark contrast to students' preferences. Surveys show that while car usage is high, a significant portion of students **would prefer to travel by bicycle or scooter**. This indicates that the current car-centric model is driven by caregivers' fears and convenience, rather than by children's choice. Furthermore, preliminary data signals a potential **gender gap in active mobility**, particularly in cycling, where usage rates differ between boys and girls. This disparity highlights the need for gender-sensitive infrastructure and safety measures to encourage equal participation, a topic earmarked for further research within the project.



Nazwa placówki: Szkoła Podstawowa nr 3 w Skawinie

Lokalizacja: ul. Adama Mickiewicza 11A

Liczba uczniów: 306

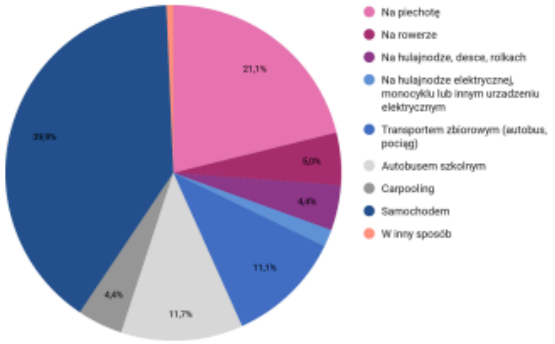
Liczba przeankietowanych uczniów: 284 (93%)

Opracowanie: Wydział Rozwoju i Strategii UMiG w Skawinie

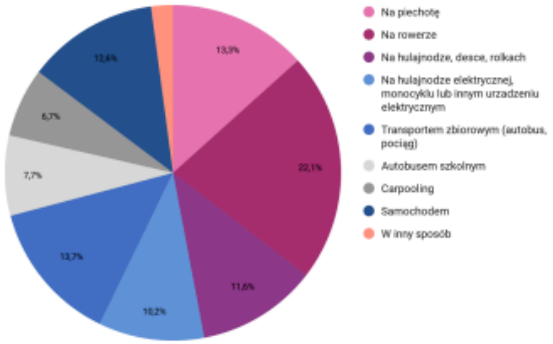
Źródło danych: Opracowanie własne, ankieta na podstawie Modeshift S.T.A.R.S, dane za 10.2023

Mapy: sip.gison.pl, maps.openrouteservice.com

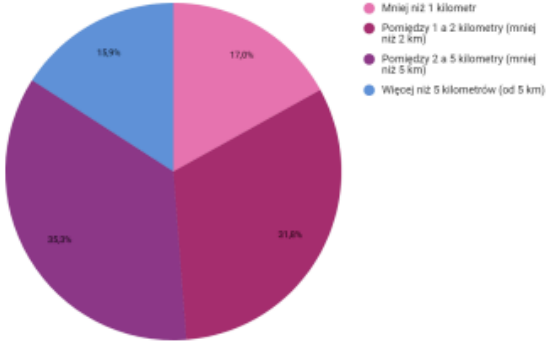
W jaki sposób uczniowie dostają się do szkoły



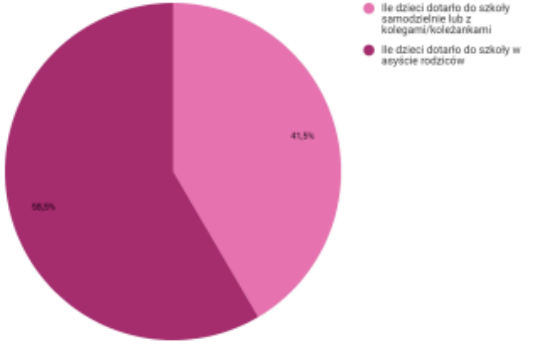
W jaki sposób uczniowie chcieliby dostawać się do szkoły



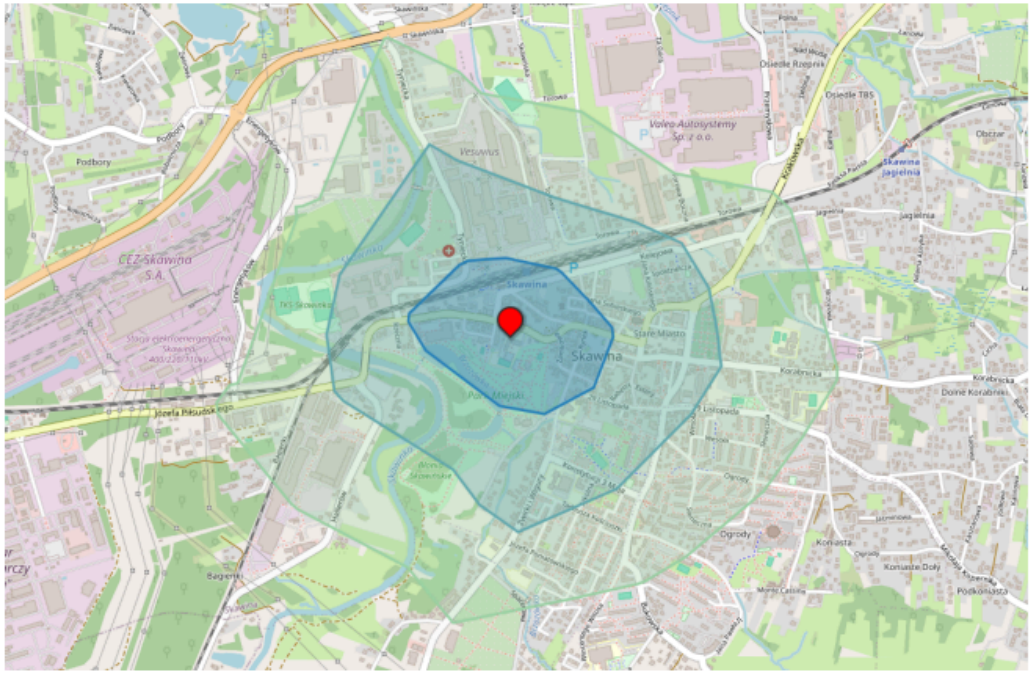
Odległość od placówki



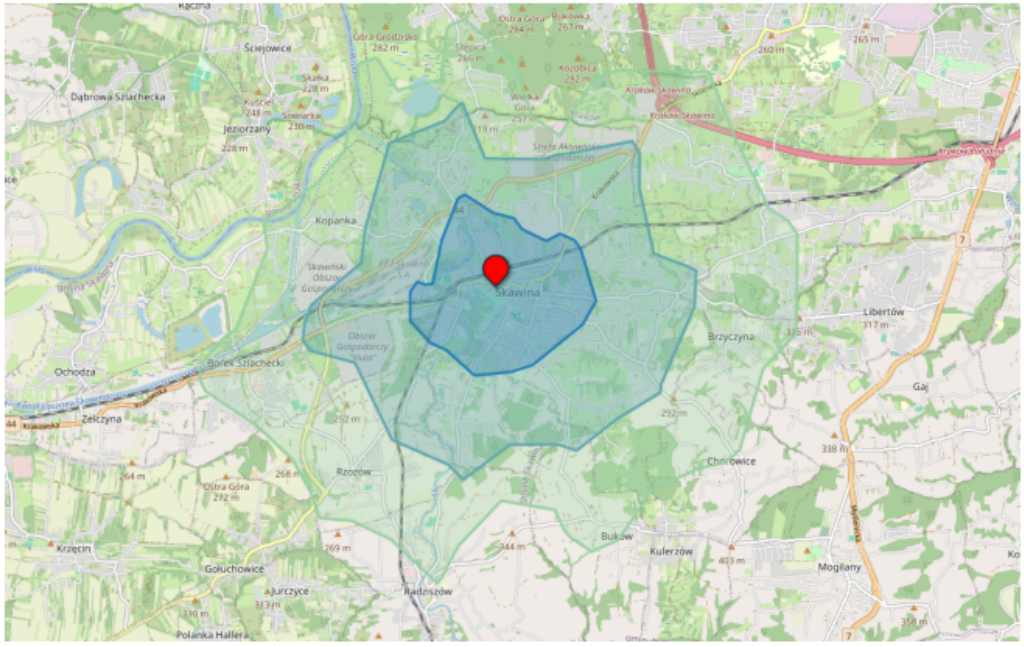
Samodzielność uczniów



Zasięg dojścia pieszego do placówki w 5-10-15 minut



Zasięg dojazdu rowerowego do placówki w 5-10-15 minut



1.4. RELEVANT EXISTING STRATEGIES AND POLICIES

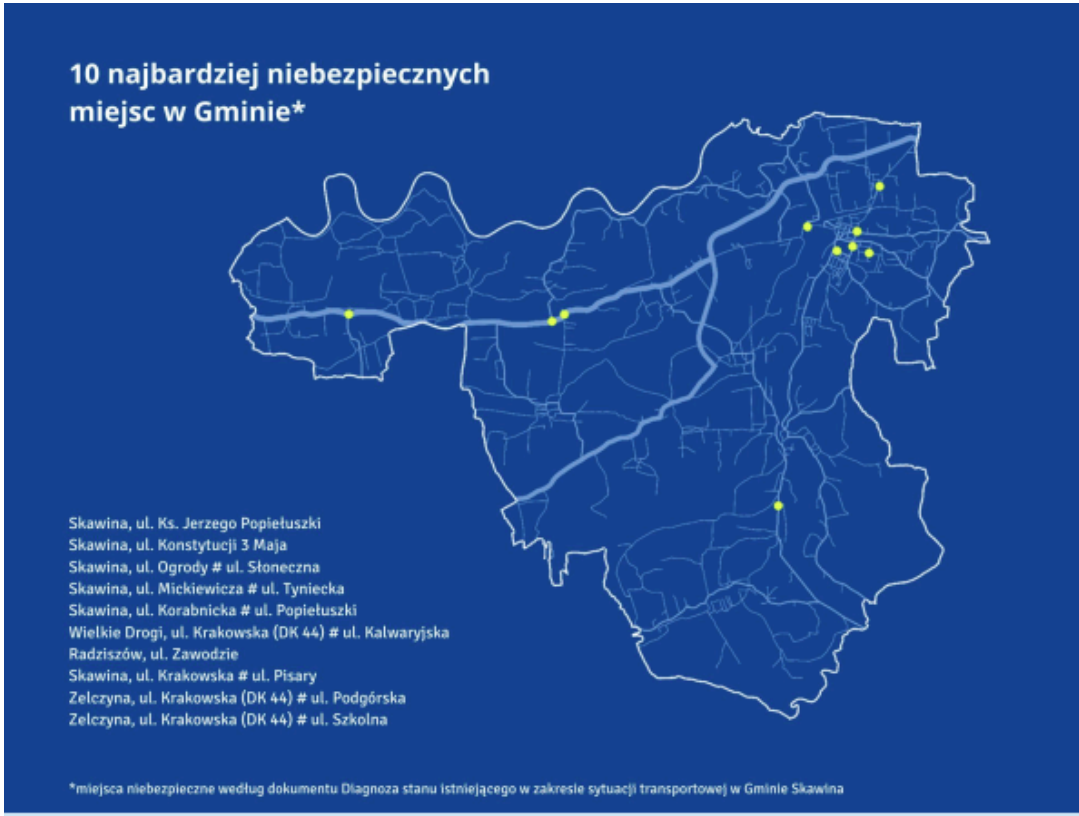
The Integrated Action Plan is designed as an operational tool to implement the goals of existing high-level strategies, ensuring full coherence with the local policy ecosystem. Skawina has a strong tradition of mobility planning, which serves as the foundation for this IAP:

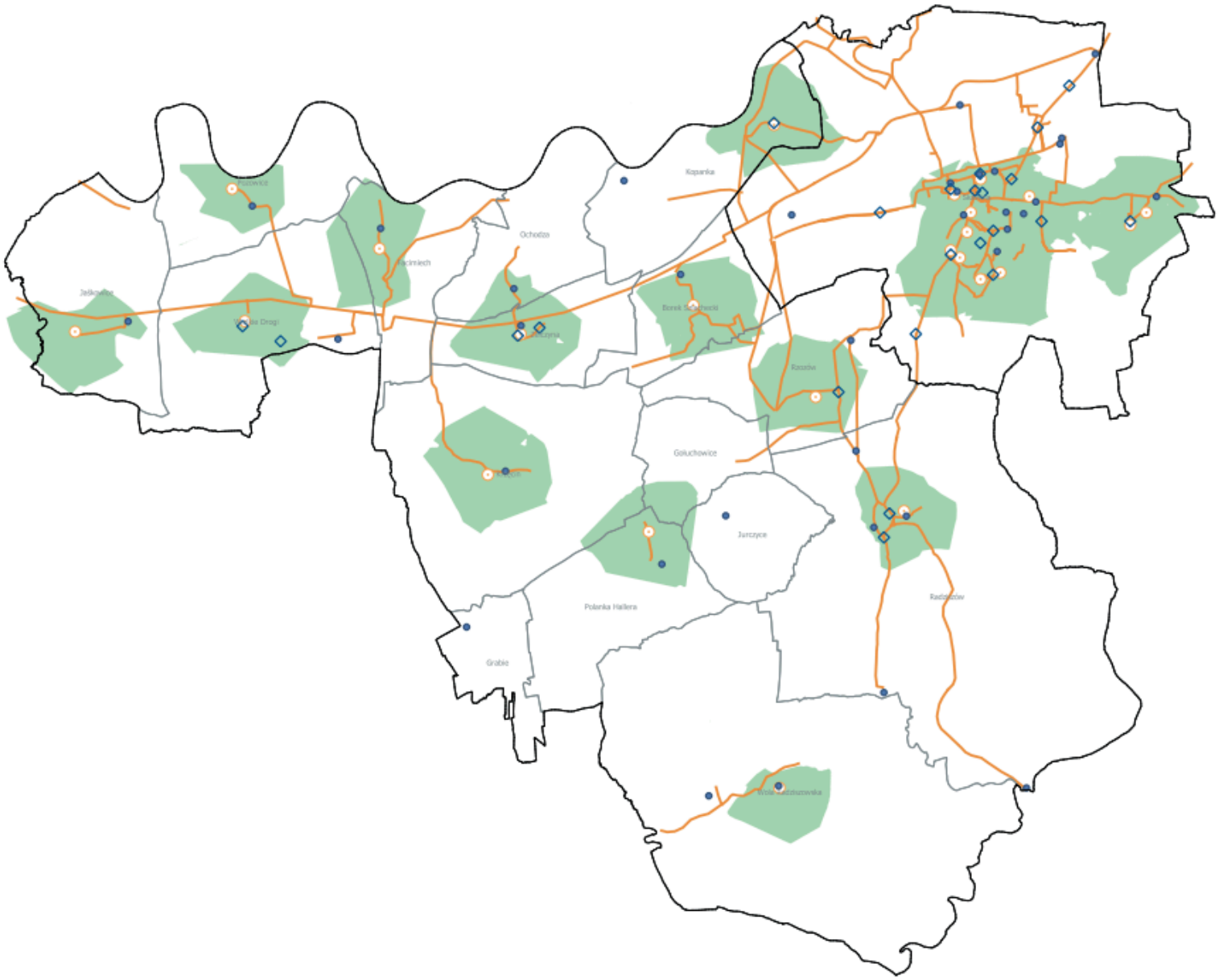
- **Strategy of Development for Skawina Municipality 2021-2030:** The document defines "Well-connected Skawina" as a key strategic priority. It explicitly supports the development of micromobility infrastructure and the creation of "safe access zones" around schools. Crucially, the Strategy adopts the **"Vision Zero"** approach—aiming for the total elimination of road accidents involving children.

- **Sustainable Urban Mobility Plan (SUMP) 2023:** The SUMP sets a specific strategic objective directly linked to this project: *"Ensuring the last safe kilometre to public institutions, especially schools"*. It mandates a hierarchy of interventions, prioritizing organizational and soft measures over costly hard infrastructure. The IAP effectively acts as the implementation plan for this specific SUMP objective.

- **Evidence-Based Continuity (Low-Carb & STARS):** The Municipality has been monitoring school mobility since 2016 ("Mobility Plan 2016"). The IAP builds on the legacy of the Interreg CE "Low-Carb" project (2018-2020), which introduced the "Last Safe Kilometre" concept. Furthermore, the diagnosis is based on the **STARS** (Sustainable Travel Accreditation and Recognition for Schools) methodology, ensuring that actions are grounded in long-term data on student travel habits.

Conclusion: The IAP is fully consistent with local policies. It bridges the gap between the strategic goals of the SUMP and the on-the-ground reality at schools.





Cel IV.2 i 3
- działania z zakresu poprawy bezpieczeństwa ruchu
- poprawa infrastruktury mikromobilności
- szkoły
- strefa bezpiecznego dojścia do szkoły

Infrastruktura pieszo-rowerowa
- sieć dróg pieszo-rowerowych

Cel IV.2. Rozwój zrównoważonej mobilności
Cel IV.3. Poprawa bezpieczeństwa mobilności

Szkoła Podstawowa Nr 3

BEZPIECZEŃSTWO NA TERENIE SZKOŁY

Ograniczenie prędkości

Na całym terenie szkoły rekomenduje się wprowadzenie ograniczenia prędkości do 30 km/h

BEZPIECZNY DOJAZD ROWEREM

Droga rowerowa od ul. Niepodległości

Z uwagi na bliskość parku oraz doprowadzenie infrastruktury rowerowej w obszar ul. Niepodległości, rekomenduje się utworzenie łącznika rowerowego wykonanego jako ciąg pieszo – rowerowy w takiej samej technologii, jak infrastruktura rowerowa w Skawinie.

Odcinek ten powinien zapewniać połączenie pomiędzy Parkiem Miejskim, przez teren przedszkola nr 3, na teren szkoły. Odcinek ten z uwagi na swoją charakterystykę, mógłby ograniczony bramką lub furtką, otwieraną podczas zajęć szkolnych. Dzięki temu umożliwi się dojazd dzieci na teren szkoły bez konieczności dojazdu ruchliwą ul. Mickiewicza. Dodatkowo rekomenduje się lokalizację zadaszonego parkingu rowerowego na terenie szkoły.

REDUKCJA PRĘDKOŚCI W OTOCZENIU SZKOŁY

Progi zwalniające

Zaleca się montaż progów zwalniających płytowych przed przejściami dla pieszych w ciągu ul. Mickiewicza celem uspokojenia ruchu w okolicy szkoły

UNIEMOŻLIWIENIE WJAZDU NIEUPRAWNIONYM POJAZDOM

Montaż szlabanu

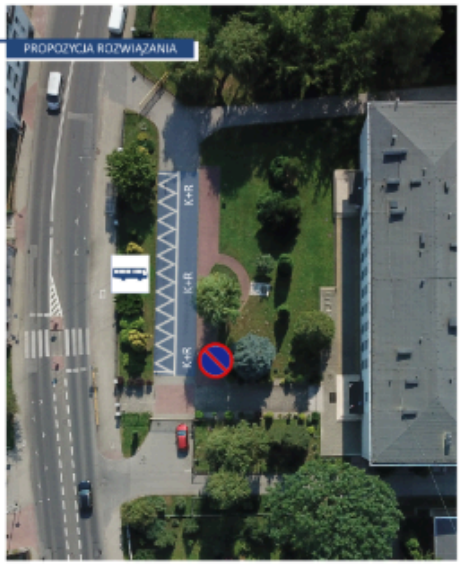
Rekomenduje się, aby na wjeździe na teren szkoły zamontowany został szlaban wjazdowy uruchamiany poprzez kartę w technologii RFID lub poprzez równoważny system, dedykowany dla osób, dla których byłby dostępny wjazd na teren szkoły. W tym przypadku tylko osoby uprawnione mogłyby wjechać na teren szkoły, a karty powinny być wydawane nauczycielom, dostawcom oraz osobom dowożącym np. uczniów z ograniczoną możliwością poruszania się na teren szkoły. Kwestia dostępności powinna pozostać bez zmian, natomiast zmianie powinien ulec sposób kontroli dostępu.

POPRAWA WIDOCZNOŚCI

- dodatkowe oznakowanie znakami Agatka
- pasy akustyczne przed przejściem dla pieszych.
- dodatkowe malowanie przejścia dla pieszych czerwoną farbą
- montaż punktowych elementów odblaskowych (PEO) przed przejściem dla pieszych działających w oparciu o sygnał z fotokomórki
- doświetlenie przejść dla pieszych w przypadku niedostatecznego ich oświetlenia
- Wprowadzenie eksperymentalnego oznakowania w postaci jaskrawego malowania celem zwiększenia uwagi kierowców

USPRAWNIENIE PODWOŻENIA UCZNIÓW

Utworzenie zatoki Kiss and Ride



Z uwagi na możliwości infrastrukturalne w obrębie Szkoły Podstawowej nr 3 rekomenduje się utworzenie zatoki umożliwiającej kierowcom podwożenie dzieci przy jednoczesnym zachowaniu możliwości postoju autobusów dowożących dzieci na teren szkoły. W obecnej zatoce na terenie szkoły po lewej stronie (strona północna) powinny parkować autobusy, a południowa strona byłaby przeznaczona na zatokę oznaczoną znakiem B-35 gdzie rodzice mogliby podwozić dzieci.

1.5. URBACT LOCAL GROUP

The ULG serves as the operational engine of the IAP, evolving throughout the project to ensure a robust cross-sectoral approach.

- **Political and Strategic Leadership:**
  The group was strengthened by the active involvement of the Deputy and the Second Deputy Mayors, signaling strong political commitment to the project's goals.

- **Institutional Management:**
  A key role is played by the new Director of the Shared Services Center (CUW) (formerly the Education Department), ensuring direct leverage over school management and budgets.

- **Community and Youth Engagement:**
  The "soft" and social aspects of the project are driven by a Culture and Sports Center (CKiS) representative, who successfully mobilized a group of youth volunteers from the NINJA Volunteers Team. Their perspective is crucial for the "Joyful" aspect of the vision.

- **Pilot Area Stakeholders:**
  The diagnosis and testing phases relied heavily on the Headmaster and Vice-Headmaster of Primary School No. 3 (SP3). Furthermore, the Head of the Parents' Council and parents from SP3 provided critical insights into caregivers' needs, serving as key consultants during specific stages of the work, even if not permanent ULG members.

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Core ULG	no	Name	Affiliation	email
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	12	Magdalena Sajkowska	Parent	m.sajkowska@gminaskawina.pl
	13	Elżbieta Gutierrez	Headmaster of Primary School no 3	egutierrez@sp3skawina.pl
	14	Janusz Nowak	Vice Headmaster of Primary School no 3	jnowak@sp3skawina.pl

1.6. THE CO-CREATION PROCESS: EVIDENCE, EXPERTS, AND EVOLUTION

The development of the IAP was a dynamic, multi-threaded process that evolved over time. It was based on a "twin-engine" approach: leveraging high-class external experts while simultaneously building the internal capacity of the administration.

A. Expert Support and Evidence-Based Diagnosis

The diagnostic process was professionalized through collaboration with two groups of experts:

- **Mobility Experts**
  Via Vistula conducted a technical infrastructure audit and quantitative research. Crucially, in cooperation with Prof. Anna Nicińska (University of Warsaw), in-depth qualitative research was designed and conducted among parents and teachers, revealing the psychological barriers to changing habits.

- **The Municipality's Role**
  In parallel, the Municipality developed the *Student Mobility Report 2023* covering all schools. During the work, a new, improved research methodology based on individual online surveys was created, allowing for more precise behavioral profiling.

B. Institutional Evolution and Capacity Building

The work of the "Core ULG" (officials and politicians) initially progressed slowly. A breakthrough occurred after the local elections, with the appointment of a new Deputy Mayor and a new Director of the Shared Services Center (CUW). Their leadership gave the work a new dynamic. To strengthen the team's competencies, a study visit to Vienna took place in October 2025, where ULG members gained knowledge from the Mobility Agency (*Mobilitätsagentur Wien*). Skawina also organized the "Psychology of Mobility" conference in cooperation with CUPT (Center for EU Transport Projects) and ITS (Motor Transport Institute), positioning itself as a leader in the discussion on behavioral aspects of transport.

C. Strategic Pivot: Focus on Youth and Girls.

During the project, difficulties in cooperating with the parent and teacher groups were identified. This led to a strategic decision to redirect focus towards the main users—the students—with particular attention to the gender perspective.

- **Youth Inclusion**
  The *On Site* Foundation (placemaking experts) was hired to conduct design workshops, enabling the co-design of solutions directly from the perspective of young users.

- **The Voice of Girls (Gamification)**
  As part of the innovative "City of Girls" workshops, a voice was given to teenagers aged 13–18. Using the video game *The Sims 4* as a participatory tool allowed the girls to break down communication barriers, express themselves, and virtually design a space that perfectly meets their specific needs regarding safety and aesthetics.

- **Education**
  A card game, "Safe Way to School," was developed for the entire URBACT network as an educational tool supporting habit change.

D. Pilot Actions and Testing

The process culminated in "testing in action" (*Testing Actions*) through two key pilots:

- **#ComeOn Action (#chodźże):** Painting "cool paths" and activating the park to make the route to school visually attractive and encourage pedestrian traffic.

- **Bay Simulation:** Field workshops during which a new traffic organization and the functionality of the drop-off bay in front of the school were simulated together with students, testing solutions before their permanent implementation.

1.7. SWOT ANALYSIS

STRENGTHS

- **15-Minute City Potential:** Skawina is perceived as a compact town where most services are within walking/cycling distance. This spatial proximity is a massive asset for active mobility.
- **Green Assets & Infrastructure Base:** The existing cycling network (recreational paths) and the City Park are valued assets. The "Cycling May" campaign has proven that students are eager to change habits if given the chance.
- **Data & Strategy:** Strong backing from the SUMP, "Vision Zero" policy, and years of STARS data collection.

WEAKNESES

- **The "Vicious Cycle" of Chaos:** The immediate vicinity of schools is described as a danger zone. Parents performing chaotic maneuvers (reversing among children, blocking gates) to drop kids off "at the door" create the very physical threat they aim to avoid .
- **"Culture of Haste" & Schedule Mismatch:** The decision to drive is often driven by "time poverty." Public transport schedules are not synchronized with school bells (long wait times), and tight family schedules (work + extracurriculars) force parents into the "taxi-driver" role.
- **Infrastructure Gaps:** Despite progress, there are critical discontinuities in pedestrian infrastructure (missing sidewalks on key access roads) and insufficient parking, generating frustration and aggression among adults.

OPORTUNITIES

- **"Monitored Independence" (Technology):** Parents are increasingly open to letting children commute independently if supported by technology (GPS watches, family apps), which acts as a psychological safety net.
- **Community & Peer Support:** Strong potential for "Walking Buses" organized by neighbors or older siblings, tapping into a nostalgia for "old school" communal commuting.
- **Park as a Hub:** Transforming the City Park into a safe, central connector for school routes (currently underutilized due to safety concerns).

THREATS

- **Environmental & Social Safety:** Poor air quality (industrial odors/smog) discourages outdoor activity. Furthermore, the City Park is perceived as dangerous after dark (poor lighting, antisocial behavior), specifically deterring girls and younger children.
- **Reckless Driving:** A persistent "car-centric mentality" among drivers (speeding, failure to yield) remains the biggest external threat to student safety.

1.8. DIAGNOSIS SUMMARY

The diagnostic process, based on ULG workshops, student surveys, and in-depth qualitative interviews with parents and teachers, reveals that Skawina's "Last Safe Kilometre" challenge is primarily **behavioral**, not just infrastructural. While the town boasts significant assets—including "15-minute city" proximity, a strong policy framework (SUMP, Vision Zero), and eager students—it is hindered by a **"culture of haste"** and caregiver fears. This creates a vicious cycle where parents, prioritizing social convenience and perceived safety, drive children door-to-door, paradoxically generating the traffic chaos and danger they aim to avoid. Crucially, the diagnosis highlighted a clear **gap between reality and aspirations**: students want to be active, but are constrained by adult fears and "boring" infrastructure. Furthermore, specific **gender gaps** in safety perception (lack of lighting, toilets) require tailored interventions. Consequently, the IAP concludes that paving roads is insufficient; a holistic shift combining infrastructure (Hardware) with strong organizational changes (Orgware) and social engagement (Software) is required to rebuild trust and reshape community norms.

THE "VICIOUS CYCLE" OF CHAOS

A phenomenon where parents driving children "right to the door" to ensure their safety paradoxically generates the greatest danger and chaos outside schools, discouraging others from walking.

"RUSH CULTURE" AND TIME MISMATCH

The choice of the car as a mode of transport resulted from parents' tight schedules and the lack of synchronization between municipal transport timetables and school bells (long waiting times).

INFRASTRUCTURE GAPS

Existing breaks in the continuity of sidewalks and cycling infrastructure on access roads and parking challenges are a source of frustration and aggression among adults.

ENVIRONMENTAL AND SOCIAL SAFETY

Poor air quality (smog) and the perception of the Municipal Park as dangerous after dark, which particularly discourages girls and younger children from activity.

DRIVER BRAVADO

An entrenched driver mentality characterized by excessive speed and failure to yield the right of way poses a key external threat to vulnerable road users.

1.9. COMMON VISION

EVERY STUDENT IN SKAWINA ARRIVES AT SCHOOL IN A SAFE, SUSTAINABLE, AND JOYFUL MANNER.

SAFE Safety is a fundamental right for children, and ensuring safe routes to school aligns with Skawina's mission to create a good living environment for all, as well as with multiple international efforts to protect children from violence and harm, encompassing both traffic hazards and other forms of violence. This directly supports UN SDGs like Quality Education (SDG 4), Sustainable Cities (SDG 11), and Peace, Justice, and Strong Institutions (SDG 16), as well as initiatives from UNICEF and organizations focused on child-friendly urban design.

SUSTAINABLE Sustainable school commutes promote children's health, reduce environmental impact by lowering carbon emissions, and contribute to cleaner air, aligning with SDGs such as Good Health and Well-being (SDG 3), Affordable and Clean Energy (SDG 7), Sustainable Cities (SDG 11), and Climate Action (SDG 13). Encouraging active transportation like walking and cycling fosters healthier lifestyles and more livable urban environments.

JOYFUL Joyful school commutes enhance children's mental well-being, foster independence, and encourage social interaction, creating a positive start to their day and contributing to their overall development. This supports SDGs like Good Health and Well-being (SDG 3), Quality Education (SDG 4), and Sustainable Cities (SDG 11), by creating environments where children can thrive, explore, and feel a sense of belonging within their community.

1.10. MAIN INTEGRATION CHALLENGE

No 1	Obligatory aspects	Self-assessment	Remarks
1	Stakeholder involvement in planning		Difficulties were identified in engaging certain institutional groups and caregivers ("hard-to-reach stakeholders")
2	Coherence with existing strategies		Full coherence. The IAP operationalizes the overarching goals contained in the Municipality Development Strategy 2030 and SUMP. The project implements existing policy.
3	Sustainable urban development		The project realizes all dimensions of sustainable development: social (safety, health), environmental (reduction of emissions around schools), and economic (transport efficiency).
4	Integration over time		The project is grounded in a realistic timeframe. The schedule combines immediate actions ("Quick-wins") with long-term investments (street reconstruction), ensuring continuity of change.
5	Stakeholder involvement in implementation		There is a risk of a lack of full integration with institutional stakeholders. Challenge: Maintaining the engagement of the "Core ULG" after the URBACT network funding ends
No 2	**Optional aspects**	**Self-assessment**	**Remarks**
1	Sectorial integration		The project breaks down silos by connecting the road sector (investments) with education (habit change) and public health. It also engages "unusual suspects," e.g., the health sector
2	Spatial integration		The project focuses on physical accessibility and the continuity of pedestrian routes. Actions aim to stitch the urban fabric around schools with the rest of the neighborhoods
3	Territorial integration		The solutions developed in the IAP are scalable and ready for transfer to other villages in the municipality and neighboring municipalities. A challenge remains in serving students commuting from outside the city's administrative boundaries.
4	Multi level-governance		The project strives to integrate stakeholders from different levels (Municipality - District/County), but encounters structural and competence barriers
5	Integration of cross-cutting thematic aspects		The IAP strongly integrates: 1. Gender Mainstreaming: Gender-sensitive planning (safety of girls, lighting). 2. Digitalization: Use of data from online surveys and digital tools in participation (games).
6	Complementary types of investment		Balanced "Twin-track" approach: simultaneous planning of hard actions (infrastructure, Hard) and soft actions (education, campaigns, Soft).
7	Mobilise all available funding		The project assumes a financial mix from multiple sources: the municipality's own budget, external funds (RRF/KPO, FEnIKS), and potential partnerships (CSR).

1.11. PILOT ACTIONS

1.11.1. Pilot action 1

ACTION TITLE: #C'MON TO SCHOOL			**COORDINATOR: ON-SITE FOUNDATION**	
Brief description of the action: *The pilot involves creating temporary paintings on the paths leading to Primary School No. 3 using templates and spray chalk.*	**Target Group:** • *children and youth* • *caregivers/parents* • *teachers*	**Link to the Strategy:** • *Mobile Skawina* **Finances and Resources:** • *approx. 500 PLN* • *spray chalk, stencils*	**Implementation partners:** • *ULG* • *NINJA volunteers CKiS in Skawina* • *UMiG in Skawina* • *PS 3 in Skawina* • *caregivers/parents*	
SUMMARY OF PLANNED ACTIONS				
ACTION	***TIMELINE***	***OUTCOMES***	***CHALLENGES***	***RESPONSIBLE?***
Selection of an external partner - expert	*January/February 2025*	*External entity responsible for the workshop part*	*Formal issues*	*UMiG in Skawina (RS)*
Designation of places for painting	*April 2025*	*Obtaining necessary consents and permits*	*Lack of consent to conduct the action*	*UMiG in Skawina (RS)*
Invitation of volunteers	*April 2025*	*Group of volunteers*	*lack of interest, time*	*CKiS Skawina*
Purchase and preparation of materials	*April 2025*	*Complete set of materials, paints, knives, scissors*	*Prolonged purchasing procedures*	*UMiG in Skawina (RS)* *On-Site Foundation*
Design workshops	*May 2025*	*Participatory workshops; creation of templates*	*attendance, materials*	*On-Site Foundation*
Implementation of the action	*May 2025*	*Attractive paths to school: paintings + decorative elements*	*Unfavorable weather*	*On Site Foundation*
Evaluation	*July 2025*	*Evaluation report*	*lack of time*	*UMiG in Skawina (RS)*


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1.11.2. Pilot action 2

ACTION TITLE: SCHOOL STREET / SAFE SCHOOL YARD		ACTION OWNER: M.ZAHER, ON-SITE FOUNDATION	
Short Description: temporary closure of the schoolyard for cars at predetermined times during the morning and evening peaks, from 7:45 to 8:15, using temporary measures such as tapes, cones, roadblocks etc. Making the yard a more attractive and safe public space.	**Stakeholder target groups:** • children • caregivers • teachers	**Link to strategy:** • Mobile Skawina **Finance & Resources:** • EUR 3000 • road cones • roadblocks • modular bike stands • paint + accessories	**Implementation partners:** • caregivers • teachers • principals • municipal guard • police • Dep. of Education • Dep. of Comunal Works

Activities Summary

Activity	***Timeline***	***Outputs***	***Problems/Concerns***	***Responsible person/entity***
Tender for an external expert/contractor	January/February 2025	Selected external expert/contractor	Issues with a procedure	URBACT Team
Design phase/workshops	March 2025	design for the space	lack of time	External expert
Legal preparations	March 2025	Legal framework	some legal blocks/requirements	Legal Team of MOS
Preparations on site	April 2025	site prepared	lack of resources	External expert
Pilot implementation	May 2025	Pilot conducted	discontent from motorists	External expert
Evaluation	June/July 2025	Evaluation report	none	External expert


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89

2. CHANGE THEORY

2.1. DIAGNOSIS OF THE CHALLENGE: THE "VICIOUS CIRCLE" AND CONVENIENCE CULTURE

The main challenge in Skawina is the high volume of cars arriving at school locations during morning drop-off times. Parents tend to drive their children as close as possible to the school entrance, often accessing unauthorized areas. This creates traffic congestion that spills back onto access roads. While parents cite poor road safety as the primary reason for driving, their modal choice paradoxically creates a **"vicious circle"**: the high number of cars makes walking or cycling unsafe, which in turn forces more parents to drive.

However, in-depth interviews with stakeholders revealed that the root causes are multifaceted. The primary driver is **social convenience** combined with a high car culture (Skawina has more registered cars than inhabitants). There is a widespread expectation—among residents and teachers alike—to park directly in front of destinations. While there is vocal opposition to restricting car use, residents are simultaneously positive about road redesigns that create more livable streets in their own neighborhoods. Additionally, challenges related to mindsets are compounded by infrastructure gaps, particularly the lack of continuity in the pedestrian and cycling network and the need for better cooperation on county-level roads dominated by heavy traffic.

Strategic Objective: Shifting Mindsets and Reshaping Spaces

Given that habits and affection for car use constitute the larger part of the local challenge, the strategic objective for Skawina is to achieve a **mindset shift** among parents, teachers, and residents. The goal is to increase the acceptance and actual use of sustainable modes (walking, cycling, scooting) by addressing the real barriers: perceived safety and time management.

Skawina adopts a **co-creation approach**. By focusing on the public spaces around the six primary schools, the municipality uses infrastructural and organizational interventions as a catalyst to rethink how the town should function. The objective is to create public spaces that meet the needs of pupils and parents while encouraging active mobility. This includes planning and testing spatial interventions (placemaking), providing organizational options to build trust in children's independence, and conducting information campaigns. Ultimately, these interventions aim to foster a **community-building process**, creating a shared sense of responsibility for a safe, attractive, and livable town.

2.2. INTERVENTION LOGIC

VISION *Every student in Skawina arrives at school in a safe, sustainable, and joyful manner.*

MISSION *To create conditions so that every student in Skawina has the opportunity to travel to school safely, independently, actively, and joyfully.*

STRATEGIC OBJECTIVE *Shifting Mindsets and Reshaping Spaces*

SMART GOALS

By 2030 10% improvement in preceptive school trip safety, measured by the qualitative survey

By 2030 10% improvement in independent school trips, measured by a quantitative survey

By 2030 10% decrease in school trips taken by car, measured by a quantitative survey

AREAS OF INTERVENTION	SPECIFIC GOALS
HARDWARE	**CREATING INFRASTRUCTURE THAT ALLOWS SAFE ACCESS TO SCHOOL FOR CHILDREN IN THE LAST KILOMETRE FROM THE EDUCATIONAL FACILITY** **1.1** By Q4 2026, successfully install and activate new access control systems (gates and barriers) at all school entrances, reducing unauthorized entries by 90% during school hours as measured by incident reports. **1.2** By Q3 2027, clearly mark and paint designated drop-off and pick-up bays at all schools, aiming to reduce traffic congestion in these areas by 30% during peak times, as observed through traffic flow studies. **1.3** By Q2 2028, implement revised traffic management protocols on Mickiewicza Street, including new signage and pedestrian crossings, to decrease the average vehicle speed by 15% and increase perception of safety by 20% within the school zone, measured by qualitative surveys.
SOFTWARE	**NURTURING SOCIAL ACTIVITIES THAT SUPPORT SAFE AND JOYFUL ROUTES TO SCHOOL** **2.1** By the end of the 2026 school year, introduce at least one "Walking Bus/Bike Bus" programme that would last for at least 8 months **2.2** By Q1 2027, launch and disseminate the "If you love, let them go" awareness campaign across all schools, resulting in a 20% increase in cases of children arriving at school without a guardian, as confirmed by a survey on student mobility. **2.3** By Q2 2028, establish and promote at least three new "Cool School Paths" in collaboration with local communities, leading to a 15% increase in students using these designated routes, as tracked by school surveys and route monitoring.
ORGWARE	**CREATING THE SYSTEM (ORGANIZATIONAL ENVIRONMENT) THAT PUTS CHILDREN'S NEEDS FIRST** **3.1** By Q1 2026, develop and implement a standardized protocol for opening and closing school gates and entrance wickets near Primary School no 3, ensuring all access points are managed efficiently and securely, with 100% compliance from staff, as verified by regular audits. **3.2** By Q2 2027, recruit, train, and deploy a sufficient number of pedestrian crossing guards at all identified high-traffic school crossings near Primary School no 3, aiming to reduce pedestrian-related incidents by 50% within these areas, as reported by school and police records. **3.3** By Q4 2028, completely close the bay under Primary School No. 3 to private car access, which will lead to the complete elimination of parents dropping off children "right at the school door" and the elimination of cars parked there.

ACTION MATRIX

	SHORT TERM	MID TERM	LONG TERM
HARDWARE	**1.1** Access Control - Gate and Barrier Activation/Launch	**1.2** Painting the Bay / Marking the Drop-off Area	**1.3** Change in Traffic Management on Mickiewicza St.
SOFTWARE	**2.1** Walking Bus / Bike Bus	**2.2** "If you love, let them go"	**2.3** #ComeOn Cool School Paths
ORGWARE	**3.1** Opening the Gate, Entrance Wicket	**3.2** Pedestrian Crossing Guard	**3.3** Closing the Drop-off Bay/Area near the School

LOGIC OF INTERVENTION: FROM VISION TO THE 3X3 MATRIX

The structure of the Integrated Action Plan for Skawina is not a random collection of projects, but the result of a disciplined deductive process. The logic of intervention is based on a cascading planning model ("Waterfall Model"), which translates an abstract vision into operational tasks on the ground.

A. *Strategic Foundation: Cascade of Objectives*

The plan's architecture starts with an overarching Vision, which has been broken down into a Mission and a Strategic Goal. To ensure measurability of progress, the strategic goal was refined through SMART indicators (Specific, Measurable, Achievable, Relevant, Time-bound).

*Behavioural Buffer: Although the substantive schedule of the IAP activities ends in **2028** (with the finalization of key investments), the horizon for achieving the Strategic Goals is set for **2030**. This two-year time buffer is a conscious measure, intended to allow for the consolidation of new mobility patterns ("incubation of change") after construction works are completed.*

B. *Three Pillars of Intervention (Integrated Approach)*

To avoid the trap of "concreting" (focusing solely on infrastructure), the action plan has been divided into three complementary areas of intervention, in line with the sustainable mobility methodology:

- **HARDWARE (Investment):** Physical reconstruction of space and traffic engineering (e.g., access control, traffic calming infrastructure).
- **SOFTWARE (Soft/Social):** Working with people, education, changing habits, and mobility culture (e.g., campaigns, gamification).
- **ORGWARE (Organizational):** Systemic changes in management and procedures (e.g., new access protocols, crossing guards).

For each of these areas, **3 detailed SMART goals** have been defined, ensuring a balance between hard investments and social actions.

C. *Operationalization: The 3x3 Logical Matrix*

The heart of the plan is the Logical Matrix, constructed based on the "3x3" principle. It ensures the clarity and feasibility of the IAP, avoiding the scattering of resources across dozens of minor initiatives. This structure assumes:

- **3 Intervention Areas** (Hardware, Software, Orgware).
- **3 Key Actions in each area** (a total of 9 priority actions).
- **3 Time Horizons** (Short – pilots, Medium – implementation, Long – target investments).

A matrix constructed in this way guarantees that at all times during the IAP (2025–2028), activities from each area are being implemented in parallel, mutually reinforcing each other. For example, the physical closure of a lay-by (Long term, Hardware) is accompanied by an earlier educational campaign (Medium term, Software) and a change in school regulations (Short term, Orgware).

3. ACTION CARDS

This section constitutes the operational core of the Integrated Action Plan. It presents **9 priority actions** selected through a participatory process as essential for realizing Skawina's Vision and Mission.

Each Action Card below represents the focal point of a broader **"Action Bundle"** – a set of complementary initiatives designed to reinforce the main objective. The complete catalogue of these actions, including supplementary tasks and reserve proposals, is maintained in the dedicated **Implementation Tool (IAP Spreadsheet)**. This digital "living document" serves as the primary instrument for the Implementation Team to conduct real-time progress monitoring (Scorecard), budget control, and risk management.

The tool also aggregates the project's entire intellectual legacy: detailed findings from ULG meetings, youth workshops, consultations with parents, and specific insights from the **"City for Girls"** workshops. The Action Cards presented below are structured to ensure full operational readiness – defining not only the schedule and costs but also precise output and result indicators required for future evaluation.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
1.1	ACCESS CONTROL TO THE SCHOOL PREMISES	C	infrastructural, organizational	short-term	safety, comfort, health, time	no

Short description of the task

The task involves improving access control to the premises of Primary School No. 3 in Skawina by carrying out necessary repairs and upgrades to the existing gates and wickets, as well as installing a barrier that enables controlled vehicle entry to the area behind the school.

Steps to implement the task

1. Assessment of the technical condition of the gates.
2. Carrying out the necessary maintenance of the gate and wicket from the Mickiewicza Street side and fully opening it to ensure free access to the school for students.
3. Performing the necessary maintenance and repairs of the sliding gates on both sides of the bay in front of the school. Installation of a drive system or replacement of the gates is envisaged.
4. Carrying out the necessary repairs, maintenance, or complete removal of the gate leading to the rear area of the school.
5. Purchase and installation of a barrier with a control system, e.g. card-based access.

How the action implements the vision

The implementation of the project will improve safety and ease of access for students to the school premises. It will also help organise vehicle traffic along the route used by children approaching the school from the playground side. The project will reduce the number of vehicles using the road and yard behind the school, increasing children's safety and contributing to improved air quality.

Related objective

1.1 By the fourth quarter of 2026, successfully install and activate new access control systems (gates and barriers) at all entrances to Primary School No. 3, reducing the number of unauthorised entries by 90% during school hours, as measured on the basis of incident reports.

Link to the participatory process

Individual elements of this action were submitted independently at various stages of the participatory process by students, parents and teachers.

Who is responsible?

Leading role	Why?	Partners	Role
School Principal	As the administrator, they are responsible for the school's surrounding infrastructure and also have staff capable of taking responsibility for the maintenance and operation of the infrastructure.	CUW (Shared Services Centre)	supervisory and coordinating role, support in obtaining funding
		Department of Municipal Management of the Municipality and Town of Skawina	technical implementation or support in works related to repairs, dismantling, installation and connection of new elements

Implementation schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned								
2		Planned							
3			Planned	Planned					
4					Planned				
5						Planned	Planned	Planned	

Action budget

No.	Cost category	Estimated cost (PLN)	Actual cost (PLN)	Description
1	Technical condition assessment	1 000 - 3 000		Technical expertise of existing gates and wickets, site inspection, preparation of a report.
2	Maintenance and repairs of gates/wickets	5 000 - 15 000		Materials and labour related to maintenance, lubrication, adjustment, minor repairs and possible painting of the gate and wicket from Mickiewicza Street side and the gate at the rear of the school.
3	Modernisation of sliding gates	15 000 - 40 000		Purchase and installation of drives for sliding gates or their complete replacement, including automation, electrical installation and all necessary adaptation works.
4	Repair/removal of the gate at the rear area	2 000 - 8 000		Materials and labour related to the repair, maintenance or removal of the gate leading to the rear of the school. In the case of removal, disposal costs are included.
5	Purchase and installation of a barrier with a control system	20 000 - 50 000		Cost of purchasing the barrier, access control system (e.g. cards, remote controls), installation, cabling, system configuration and programming.
6	Project management and supervision costs	2 150 - 11 600 (5-10%)		Coordination of works, supervision of contractors, preparation of documentation, acceptance of works.
7	Contingency reserve for unforeseen expenses	4 730 - 17 400 (10-15%)		Coverage of unforeseen problems, additional works, project changes.
	TOTAL ESTIMATED COST	**49 880 - 145 000 PLN**	**0**	Total maximum estimated cost including labour.

Sources of funding:

1. Municipality's own funds
2. School budget
3. External funding, e.g. from PFRON
4. European funds

Resources

Available resources:	Required resources:
Existing gates	Financial resources
School staff – maintenance workers	Technical personnel
Basic tools and equipment	Professional materials and equipment

Monitoring

	Output indicators:	Description:	Monitoring method:	Baseline value	Target value
1	Number of repaired or replaced gates and wickets:	The number of gates and wickets that have been maintained, repaired, replaced or dismantled according to the plan.	Quarterly school monitoring	0	4
2	Number of installed barriers and access control systems:	The number of newly installed barriers together with functioning control systems (e.g. card-based).	Quarterly school monitoring	0	1
3	Share (%) of parents and staff with access to the barrier system:	The percentage of authorised parents and staff who have received and use access cards or other barrier control mechanisms.	Quarterly school monitoring	0	10%

	Outcome indicators:	Description:	Monitoring method:	Baseline value	Target value
1	Reduction in the number of unauthorised vehicles entering the school premises during peak hours (e.g. morning and afternoon)	Comparison of the number of vehicles entering the school premises before and after implementation of the control system.	Quantitative survey	5 per day	0
2	Increase in the sense of safety among students and parents (%)	Results of surveys conducted among students and parents before and after project implementation, measuring the change in the perceived level of safety.	Qualitative survey	tbd	Over 50% positive responses
3	Reduction in the number of vehicles parked in the school yard:	Measurement of the number of vehicles parked in the school yard, including improperly parked vehicles.	Quantitative survey	30	15

Risks

No.	Challenge	Probability of occurrence	Impact	Mitigation plan
1	Lack of funds to implement the project	Medium	High	Active search for additional funding sources, applying for grants, renegotiating costs with suppliers.
2	Technical problems/failures of the access control system	Medium	Medium	Concluding a service contract with the supplier, regular technical inspections, having a contingency plan (e.g. manual opening).
3	Lack of acceptance/resistance from the school community (students, parents, teachers)	Low	Medium	Conducting an information campaign, consultations with stakeholders, explaining the benefits of the project.
4	Delays in the delivery of materials/contractor works	Medium	Medium	Monitoring delivery deadlines, having alternative suppliers, flexible planning of the work schedule.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
1.2	**PAINTING THE BAY NEAR THE SCHOOL**	**B**	infrastructural		safety comfort health time	yes

Short Description of the Task:

The task aims to significantly improve safety and traffic organization in the immediate vicinity of the facility. It is crucial to prevent cars from driving right up to the school doors and blocking the pedestrian
path, as well as to clearly designate stopping places for vehicles and the bus, and to make the walking path to school more legible. The task may be enriched with elements of artistic painting and non-standard visual solutions.

Steps for Implementation:

1. Securing funding and partners.
2. Participatory development of a surface painting design that is both functional and aesthetic.
3. Selection of a contractor who will execute the task using appropriate durable and anti-slip road paints.
4. Execution of the bay painting according to the approved design.
5. Introduction of potential additional infrastructure elements (e.g., bollards, planters, raised surfaces).
6. Planning monitoring and regular maintenance/repainting.

How the Action Realizes the Vision:

It improves safety by eliminating threats, organizing traffic, and visually calming the space, reducing the risk of accidents. It supports sustainable development by promoting pedestrian and bicycle transport and improving air quality, thanks to the principle of turning off engines by buses. Additionally, the aesthetic and participatory approach to the project increases the joy and comfort of students, creating an attractive and friendly school environment.

Linked Goal:

1.2 By Q3 2027, clearly mark and paint the drop-off and pick-up bay at Primary School No. 3, aiming to reduce traffic intensity in this area by 30% during peak hours, as observed in traffic flow studies.

Connection to Participatory Process:

Individual elements of the action were reported independently at various stages of the participatory process by students, parents, and teachers.

Responsibilities

Lead Role	Justification / Description
School Principal	As the administrator, they are responsible for the school surroundings and have staff capable of taking responsibility for maintenance and operation of the infrastructure.

Partners	Justification / Description
CUW (Shared Services Center)	Supervisory and coordination role, assistance in obtaining funding.
Municipal Economy Dept. (Wydział GK UMiG Skawina)	Technical implementation or assistance with surface painting, securing the area, and potential traffic organization changes.
Promotion Dept. (Wydział PWS UMiG Skawina)	Coordination of cooperation and event promotion, acquiring potential partners for implementation.
Development Strategy Dept. (Wydział RS UMiG Skawina)	Assistance in obtaining funding.

Implementation Schedu

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned	Planned							
2			Planned	Planned					
3					Planned				
4						Planned	Planned		
5								Planned	
6			Planned						

Action Budget

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Art supplies	7500 - 10000		Purchase of paints, brushes, rollers, masking tapes, stencils.
2	Artists' remuneration	12000 - 15000		Fee for artists and assistants.
3	Site preparation	1500 - 2000		Cleaning and securing the asphalt surface.
4	Transport and logistics	800 - 1000		Costs of delivering materials and equipment to the site.
5	Promotion and communication	1000		Information materials, social media posts.
6	Permits and fees	500		Potential fees for occupying the road lane or permits.
7	Supervision and coordination	2000 - 5000		Project management costs and supervision of works.
	TOTAL ESTIMATED COST	**25300 - 34500**	**0**	Total maximum estimated cost including labor.

Funding & Resources

1. Municipality's own funds.
2. School budget.
3. National programs e.g., PFRON or RFIL.
4. European funds FERS or FERR.
5. International grants e.g., Bloomberg Asphalt Art Initiative, Citi Foundation, Toyota Environmental Activities Grant Program.
6. National foundation grants e.g., Batory Foundation, Orange Foundation, PZU Foundation.
7. Sponsors and business partners e.g., local banks, supermarkets, developers, Grana, Lajkonik, Stryker, DHL, GLS etc.
8. Public fundraising e.g., Zrzutka.pl, Wspieram.to.

Resources:

Available resources:

- School yard
- Results of URBACT youth workshops
- Traffic organization design in front of th school
- Experience in pilot actions.

Required resources:

- Political and organizational support
- Project coordinator
- Funds for project implementation

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of square meters of painted surface	Total asphalt area artistically transformed within the project.	Physical measurement, photo documentation, final project report.	0 m²	200 m²
2	Number of engaged artists	Number of professional artists or art groups directly involved in mural execution.	Attendance lists, contracts, work reports, interviews with artists.	0	5
3	Number of implemented art workshops	Quantity of workshops or educational sessions conducted for the local community related to the project.	Attendance lists, workshop programs, implementation reports, surveys.	0	3

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Reduction of traffic intensity in the school bay	Percentage decrease in the number of vehicles in the drop-off/pick-up bay at Primary School No. 3 during peak hours (e.g., morning before lessons and afternoon after lessons) after implementing new markings/painting.	Traffic flow studies (including vehicle counts before and after), visual observations, and city monitoring reports.	Current peak hour traffic (e.g., avg. vehicles/ hour)	30% decrease in traffic intensity during peak hours
2	Increase in the sense of safety in the space	Change in the perception of safety by space users after project implementation.	Safety surveys, police report analysis (if applicable), focus groups.	Bad	Good
3	Level of local community satisfaction	Degree of satisfaction of residents and users with the new aesthetics and functionality of the place.	Satisfaction surveys (before and after), interviews with residents, social media.	Average 2/5	Average 4/5

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Lack of acceptance from the community	Medium	High	Information campaign and social consultations before starting work, involving local opinion leaders, open communication at every stage, possibility to submit comments.
2	Unfavorable weather conditions	High	Medium	Monitoring weather forecasts, flexible work schedule with time buffer, ability to quickly secure the painting, availability of alternative dates, ensuring quick-drying paints.
3	Vandalism or damage to the painting	Medium	High	Use of durable, abrasion- and weather-resistant paints, protective coating (anti-graffiti), regular monitoring of the painting condition, educational campaigns raising awareness of the value of art in public space, video monitoring.
4	Problems obtaining permits	Low	High	Early start of administrative procedures, consultations with appropriate offices (roads authority, monument conservator), preparation of comprehensive project documentation, alternative locations in reserve, negotiations.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
1.3	CHANGE OF TRAFFIC ORGANIZATION ON MICKIEWICZA ST.	A	infrastructural, organizational		safety, comfort, health, time	yes

Short Description of the Task:

The project concerns the implementation of the approved change in traffic organization on Mickiewicza Street, which will be carried out during the X renovation of this street. It includes the removal of heavy traffic, installation of bollards, speed limit reduction to 30 km/h, designation of K+R (Kiss & Ride) spots, narrowing of traffic lanes, non-standard surface painting, and changing priority rules to improve safety and reduce traffic volume.

Steps for Implementation:

1. Securing funds for implementation: Obtaining necessary financial resources from various sources (own funds, national programs, European funds, grants, sponsors, public collections).
2. Selection of contractor: Conducting the procedure to select the entity responsible for the physical works related to the change of traffic organization.
3. Establishing work schedule with the street renovation contractor: Precise coordination of activities related to the traffic organization change with the schedule of the main street renovation.
4. Preparation of infrastructure: Purchase and delivery of necessary materials (bollards, road paints, signage, traffic calming elements).
5. Implementation of physical changes on the road: Execution of surface painting (non-standard painting, K+R), installation of bollards, installation of physical speed-limiting elements, and narrowing of traffic lanes.
6. Introduction of new traffic organization: Changing vertical and horizontal signage (speed limit, change of priority), in accordance with the approved design.
7. Monitoring and evaluation of effects: Conducting traffic flow studies, speed measurements, and qualitative surveys after implementation to assess the achievement of project goals (speed reduction, traffic volume reduction, increase in perceived safety).

How the Action Realizes the Vision:

The task of changing traffic organization on Mickiewicza Street realizes the vision "Every student in Skawina gets to school in a safe, sustainable, and joyful way" through:

Safety: Speed limits, installation of bollards, designation of K+R spots, removal of heavy traffic, and new signage increase protection and organize traffic in the school zone.

Sustainability: Narrowing of lanes, surface painting, and priority changes promote slower traffic and encourage ecological forms of transport.

Joy: A safe and organized route to school, enriched with aesthetic elements, contributes to better well-being and encourages physical activity.

Linked Goal:

1.3 By Q2 2028, implement the new target traffic organization on Mickiewicza Street, including new signage and raised, illuminated pedestrian crossings, to reduce the average vehicle speed by 15% and increase the sense of safety by 20% in the school zone, measured by qualitative research.

Connection to Participatory Process:

Postulates for changing traffic organization in the vicinity of the school were already reported at the stage of work on SUMP, and subsequently, individual elements of the task were reported during meetings with parents, teachers, and school management during the participatory process.

Responsibilities

Lead Role	Justification / Description
Municipal Economy Dept. (Wydział GK UMiG Skawina)	As the road manager and the unit responsible for renovation tasks and traffic organization on municipal roads.

Partners	Justification / Description
Public Procuremen Office (Biuro ZP)	Selection of the contractor for the renovation of Mickiewicza St.
Municipal Economy Dept. (Wydział GK UMiG Skawina)	Technical implementation or assistance with implementation related to repairs, dismantling, or assembly and connection of new elements.

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned	Planned	Planned						
2		Planned	Planned	Planned					
3				Planned	Planned				
4					Planned	Planned			
5						Planned	Planned	Planned	Planned
6									Planned
7									

	Q4			Q5			Q6		
	Month 10	Month 11	Month 12	Month 13	Month 14	Month 15	Month 16	Month 17	Month 18
6	Planned								
7		Planned	Planned	Planned	Planned	Planned			

Action Budget*

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Earthworks and surface works	150 000 - 250 000		Construction of 3 raised pedestrian crossings (sinusoidal humps), execution of chicanes (lane narrowings and areas excluded from traffic), including on Mickiewicza St. These elements require significant amounts of mineral-asphalt mix and comprehensive construction works.
2	Vertical signage (Road signs)	30 000 - 50 000		Introduction of "Tempo 30" Zone (signs B-33/B-43, B-44) on the main route and side roads. Installation of a large number of new signs (e.g., C-9, D-6, T-27, T-25), as well as relocation and removal of existing ones.
3	Horizontal signage (Road paint)	20 000 - 40 000		Execution of horizontal markings on raised pedestrian crossings and in traffic-excluded zones. Designation of 4 K+R (Kiss and Ride) spots near the school.
4	Other infrastructure elements	15 000 - 25 000		Installation of U-5a bollards to accentuate chicanes and U-12c bollards to fence off areas excluded from traffic.
5	Dedicated lighting for pedestrian crossings	40 000 - 70 000		Costs related to the implementation of dedicated lighting for pedestrian crossings, designed according to a separate study. Although the study itself is not part of this task, its implementation will generate costs.
6	Promotion and communication	5 000 - 10 000		Professional and extensive information campaign, active communication during implementation, and monitoring and reporting of changes at the final stage of implementation.
7	General and unforeseen costs (approx. 10-15%)	26 000 - 66 750		Covering administrative costs, supervision, insurance, and potential unforeseen expenses.
	TOTAL EST.	**286 000 - 511 750**	**0**	

**Budget concerns the implementation of Traffic Org. (DOR) on the entire section of the renovated street.*

Funding & Resources

1 RFRD Funds (Government Road Development Fund) - 60%
2 Municipality's Own Funds - 40%

Resources:

Available resources:
Renovation design documentation
Traffic Organization Design (DOR) documentation
Funding

Required resources:
Organizational resources
Communication of changes

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of implemented raised pedestrian crossings	Measures the physical execution of a key infrastructure element aimed at slowing down traffic.	Photographic documentation, technical acceptance protocols, field verification.	0	3
2	Number of installed new road signs for "Tempo 30" Zone and horizontal markings	Measures the scope of implementation of new vertical signage (signs B-33/B-43, B-44) and horizontal markings (on raised crossings, in traffic-excluded zones, K+R).	Signage inventory, design documentation, acceptance protocols.	0	100% compliance with design
3	Progress in implementing physical changes in road geometry	Measures the progress in implementing physical changes in the road geometry aimed at speed reduction.	Partial acceptance protocols, photographic documentation, construction site reports.	0	100% compliance with design

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Average vehicle speed in the school zone on Mickiewicza St.	Measures the direct impact on vehicle speed, in accordance with the project goal.	Vehicle speed studies (e.g., radar measurements, induction loops) before and after implementation.	To be determined before starting works	Baseline value - 15%
2	Level of perceived safety of pedestrians and residents in the school zone on Mickiewicza St.	Measures subjective feelings of safety, in accordance with the project goal ("measured by qualitative research").	Qualitative research (surveys, focus interviews with residents, parents, students, teachers) before and after implementation.	To be determined before starting works	Baseline value - 20%
3	Number of traffic incidents (collisions, accidents) involving pedestrians in the school zone on Mickiewicza St.	Measures the objective improvement of safety by reducing the number of dangerous incidents.	Analysis of police data/road statistics regarding incidents in the designated zone.	Data from SEWiK (Accident and Collision Records System)	Baseline value - 30%

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Social resistance and lack of acceptance from residents/road users	High	Critical	- Conducting extensive social consultations before implementing changes, considering opinions of residents, entrepreneurs, and other stakeholders. - Information campaign explaining benefits of changes (safety, noise reduction, quality of life improvement). - Establishing a communication channel for reporting comments/questions during and after implementation. - Considering phased introduction of changes to enable adaptation.
2	Funding problems or budget overruns	Medium	High	- Creating a detailed budget including reserves for unforeseen expenses. - Searching for multiple funding sources (own funds, national programs, EU funds, grants). - Regular monitoring of expenses and comparing them with the budget. - Early identification of potential cost risks and developing contingency plans.
3	Delays in project implementation (e.g., due to problems with contractor, obtaining permits)	Medium	Medium	- Selecting an experienced and credible contractor with documented experience in similar projects. - Establishing clear schedules and milestones with contractual penalties for delays. - Obtaining all necessary permits and arrangements in advance. - Regular meetings with the contractor to monitor progress and solve problems on an ongoing basis.
4	Ineffectiveness of introduced changes in achieving goals (e.g., no speed reduction, no safety improvement)	Low	High	- Conducting detailed pre-design analyses (e.g., traffic simulations, speed studies) to optimize solutions. - Implementing a system for monitoring result indicators (average vehicle speed, perceived safety, number of traffic incidents) before and after implementation. - Possibility of introducing corrections and adjustments after implementation if initial results are not satisfactory. - Educating drivers and pedestrians on new traffic rules. - Cooperation with police regarding enforcement of new regulations.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
2.1	**WALKING BUS / BIKE BUS**	D	organizational, soft		safety, comfort, health, time	yes

Short Description of the Task:

The task involves organized walking/commuting of children to school assisted by guardians (most often one of the children's parents) along a designated route. "Stops" can be organized along the route where other children can join. This action can be implemented in many ways. However, regularity is key.

Steps for Implementation:

1. Analysis and planning.
2. Designation and assessment of routes.
3. Recruitment and training of guardians.
4. Communication and promotion.
5. Launch and monitoring.

How the Action Realizes the Vision:

The "Walking Bus / Bike Bus" action effectively realizes the vision of safe, sustainable, and joyful commuting to school in Skawina. It ensures safety thanks to the assistance of guardians on designated and assessed routes and their appropriate training. It contributes to sustainable development by reducing car traffic, promoting physical activity, and ecological education. It influences student joy, supporting integration, socialization, outdoor activity, and building a sense of community while reducing stress associated with the morning commute.

Linked Goal:

2.1 By the end of the school year 2026, introduce at least one "Walking Bus / Bike Bus" program that will last for at least 8 months.

Connection to Participatory Process:

This task was indicated for implementation by parents as a reference to the custom of mutual walking to and from school. It is also a widely known method of promoting sustainable mobility and independence among students.

Responsibilities

Lead Role	Justification / Description
Local organization gathering parents	This approach focuses on grassroots initiative and community engagement, which is crucial for projects requiring regular assistance and direct contact with children and parents. Parental organizations or NGOs have a natural ability to mobilize volunteers and build trust in the local environment.

Partners	Justification / Description
Dev. Strategy Dept. (Wydział RS UMiG Skawina)	Care of the Walking & Cycling Officer and potential training for guardians, which will ensure professional substantive support and safety.
Promotion Dept. (Wydział PWS UMiG Skawina)	Microgrants to cover current project costs (e.g., purchase of vests, promotional materials) as well as organizational and promotional support, which will help in publicizing the initiative and recruiting participants.
Primary Schools in Skawina	Ensuring safety on the Walking Bus / Bike Bus route, e.g., through preventive patrols or advice on safe crossings.
Police / City Guard	Providing logistical support, communication with parents and students, as well as promoting the project in the school environment, which is crucial for reaching potential participants.

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned								
2		Planned							
3		Planned							
4		Planned	Planned	Planned	Planned				
5			Planned	Planned	Planned				

Action Budget

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
	HR RESOURCES	**16 500**		**Key to operational success**
1	School Coordinator "School Walking Officer"	12 000 10 m-cy x 1 200 PLN (brutto)		(10 months x 1,200 PLN gross). Teacher or active parent on a mandate contract/allowance. Duties: schedules, phone calls, recruitment, putting out fires. A volunteer will not sustain this in the long run.
2	"Emergency Guardian" Fund	4 500 150 h x 30 PLN/h		(150 h x 30 PLN/h). Budget to pay students/seniors when a volunteer parent gets sick in the morning or resigns. Guarantees continuity of service (parents must be sure the Walking Bus will start).
	EQUIPMENT & SAFETY	**6 000**		**Building a professional image**
3	Professional vests and reflectors	2 400 60 szt. x 40 PLN		(60 pcs x 40 PLN). Vests with "Walking Bus Skawina" logo (not cheap mesh ones), rain capes for children and guardians.
4	Transport wagon (Cargo)	2 000 1 szt. x 2 000 PLN		(1 pc x 2,000 PLN). Wagon for the guardian for heavy backpacks of the youngest children (frequent barrier: "the child has a backpack too heavy to walk").
5	First aid kits and "STOP" signs	600 per set		(Set). Equipment for every guardian.
6	NNW and OC Insurance	1 000 (Group lump sum).		Policy for guardians (volunteers) and children on the route.
	PROMOTION & GAMIFICATION	8 000		**Fighting for habits (Software)**
7	Motivational system (Gamification)	4 000 (50 children x 80 PLN/year).		Walking Bus Passports, stickers for every trip, quarterly prizes (e.g., cinema tickets, water bottles). Children must want to walk.
8	Recruitment campaign	2 500 (Group lump sum).		Professional posters, meetings with parents (coffee/cookies), leaflets with route maps.
9	Guardians training	1 500 (2 meetings x 750 PLN).		First aid and road traffic safety training (with Police). Certificate for the parent.
	RESERVE & INDIRECT COSTS	**2 000**		
10	Operational reserve	2 000		For unforeseen expenses.
	TOTAL ESTIMATED COST	**32 500**	**0**	*Real cost of the 1st year of functioning.

Funding & Resources

1. Own grants (municipal microgrants or Local Initiative).
2. European Funds for Lesser Poland (FEM 2021-2027).
3. National Fund for Environmental Protection and Water Management.
4. Norway Grants and EEA.
5. Private and corporate grants (Santander, PKO BP, BNP Paribas, IKEA, Coca-Cola, Orlen, LPP, DHL).
6. Polish private foundations (Batory Foundation, Orange Foundation, PZU Foundation).

Resources:

Available resources:

City Guard

Walking & Cycling Officer

Required resources:

Volunteer contribution

Political and organizational support.

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of launched "Walking Bus / Bike Bus" programs	Direct effect of the action, i.e., the actual introduction and functioning of programs in schools.	Analysis of implementation reports, confirmation of program launch by schools/lead organization.	0	At least 1 by end of 2026
2	Number of designated and assessed safe routes to schools	Degree of infrastructural and planning preparation necessary for the safe functioning of the program.	Analysis of route maps, protocols from site inspections and safety assessments conducted by the walking-cycling officer and representatives of Police/City Guard.	0	At least 1 route for each launched program
3	Number of trained "Walking Bus / Bike Bus" guardians	Number of people prepared and possessing necessary competencies to safely lead children within the program.	Attendance list at trainings, training completion certificates (if issued), register of guardians conducting activities.	0	At least 2-5 trained guardians for each launched program

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Percentage of children from grades 1-3 using the "Walking Bus / Bike Bus"	Measures the change in transport behaviors of early school-age children, indicating an increase in active forms of mobility.	Register of participants kept by program guardians.	0%	10%
2	Percentage of parents and students evaluating the route to school as safe	Measures the subjective sense of safety among main stakeholder groups, reflecting the effectiveness of actions improving route safety.	Qualitative survey among parents containing a question about the sense of safety on the way to school (e.g., Likert scale).	Result from qualitative research	Increase by 10-15 percentage points
3	Percentage of teachers observing improvement in cognitive abilities or focus of students from grades 1-3 in classes	Indirect impact of active commuting/walking to school on cognitive functioning and concentration of children during lessons, from the teachers' perspective.	Surveys/interviews with teachers of grades 1-3 (before and after program implementation), containing questions regarding observations of changes in concentration, engagement, and cognitive abilities of students actively commuting/walking to school.	0%	Increase by 10-15 percentage points

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Low attendance / lack of engagement from children and parents	High	High	- Regular and attractive promotional campaign in schools and local media. - Organization of special events (e.g., "Walking Bus Day", contests with prizes for participants). - Collecting opinions from parents and children to adjust routes and schedules to their needs. - Building a community around the program, e.g., through social media groups.
2	Lack of sufficient number of guardians/volunteers	Medium	High	- Continuous recruitment of guardians, not only before the start but also during the program. - Offering additional benefits for volunteers (e.g., training, certificates, small gifts, social integration). - Facilitating the process of applying to be a guardian and flexibility in setting schedules. - Promoting the role of guardian as an important and satisfying social mission.
3	Random events / accidents on the route	Low	Critical	- Detailed safety assessment of routes by the walking-cycling officer and uniformed services. - Mandatory first aid training for all guardians. - Ensuring appropriate NNW insurance for participants and guardians. - Quick response to any reports regarding route safety. - Equipment with reflective vests and other elements increasing visibility.
4	Weather / seasonality problems	High	Medium	- Program flexibility depending on weather (e.g., possibility of cancellation in bad conditions). - Encouraging appropriate clothing and equipment (e.g., rain gear, bicycle tires for winter). - Promoting the benefits of physical activity outdoors regardless of the weather. - Considering alternative, sheltered routes or short sections in case of bad weather, if possible.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
2.2	"IF YOU LOVE, LET THEM GO"	E	soft		safety comfort	yes

Short Description of the Task:

The "If you love, let them go" program is a city initiative promoting independent and active travel of children to school. The central point of the program is the creation of a Network of Safe Places (so-called "Star Points"), i.e., local businesses and institutions marked with a special sticker (visualization of a Star and the Little Prince), where a child can enter and safely ask for help or call parents. The action also includes a promotional campaign for parents aimed at alleviating their fears and encouraging greater independence in children, as well as a training program for the youngest and guardians, teaching responsibility, conscious movement around the city, and using "Star Points".

Steps for Implementation:

1 Creation of the "Star Points" network:
1.1 Selection of points, initially based on public institutions.
1.2 Signing necessary agreements, training participants.
1.3 Visual marking of selected "Star Points".
2 Promotional campaign "If you love, let them go":
2.1 Creation of promotional materials.
2.2 "Civic Cafe" – information meetings in cafes and other points, e.g., Activity Centers (CAK) or the Library.
2.3 "Independence Day" – organization of a day where all participants walk/ride bikes or scooters to school accompanied by volunteers.
3 Training program – Conscious and Responsible Resident:
3.1 Development of the educational program.
3.2 Conducting training in schools based on local resources, e.g., during parent meetings.
3.3 Research walks with children and guardians. Awarding "Responsible Resident" certificates/badges.
4 Evaluation and final report.

How the Action Realizes the Vision:

The action directly supports the vision by integrating the social safety net with the daily route to school. By creating a network of "Star Points" (verified local firms and institutions) and implementing targeted training for children and parents, the program effectively realizes all three pillars: it ensures SAFETY by offering marked safe shelters, promotes SUSTAINABILITY by enabling children to travel independently on foot or by bike, and strengthens the aspect of JOY by building self-confidence, mental well-being, and social bonds in the local community.

Linked Goal:

2.2 By the end of Q1 2027, launch and disseminate the social campaign "If you love, let them go" in all schools, resulting in a 20% increase in cases of children reaching school without a guardian, which will be confirmed by a survey examining student mobility.

Connection to Participatory Process:

The action responds primarily to the fear reported by parents regarding the safety of children during independent trips around the school. It is based on good practices and other similar programs from around the world.

Responsibilities

Lead Role	Justification / Description
Promotion Dept. (Wydział PWS UMiG Skawina) or CUW	Engagement of a municipal unit as the body initiating and coordinating the action, and in the first stage using its own resources.

Partners	Justification / Description
Public Institutions - Library, Regional Museum, City Hall, CUS, Volunteer Fire Dept. (OSP) acting as initial points.	Partner institutions participating in the program as "Star Points".
Local Entrepreneurs	Instytucje parnterskie biorące udział w programie jako "Gwiezdne Punkty"
Parents Associations / Schools	Groups promoting the campaign.
NGOs	Groups actively maintaining the campaign, ultimately taking over coordination.
Local Media	Informing about and promoting the campaign.

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned	Planned	Planned						
2	Planned	Planned	Planned	Planned	Planned				
3	Planned	Planned	Planned	Planned					
4					Planned	Planned			

Action Budget

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Personnel and coordination	25 000		Project coordinator's remuneration. Costs of project settlement, administration, etc. To be incurred in case of outsourcing the project or applying for external funds.
2	Infrastructure and materials	5 000		Graphic design, high-quality sticker printing, printing other materials, organizing training for "Star Points".
3	Training and education	10 000		Development of training program, trainers' fees, didactic materials for children.
4	Promotion and communication	5 000		Development and conduct of a visual campaign, including social media, printing promotional materials, organization of "Independence Day", and other promotional activities.
5	Evaluation and reporting	2 000		Project monitoring and reporting.
	TOTAL ESTIMATED COST	**22 000 - 47 000**	**0**	Total estimated cost, assuming employment of person(s) for project implementation.

Funding & Resources

1. Municipality's own funds.
2. European funds, e.g., URBACT follow-up, ERDF/ESF.
3. Corporate grants.
4. Crowdfunding.

Resources:

Available resources:	Required resources:
Idea for the campaign	Financial funds.
Visual identification	Organizational resources
	Political will and support.

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of "Star Points"	Total number of local firms and institutions that have been verified, trained, and actively participate in the "Star Points" network.	List of signed partnership agreements with entities and list of participants in safety protocol training.	0	50 (e.g., 50 points in the schools' operation area)
2	Reach of training program for children	Percentage of schools in Skawina covered by the "Little Prince - Citizen" training program.	Training implementation reports, children's attendance lists, and confirmations from schools.	0%	100% (All schools covered by the goal)
3	Number of trained parents/guardians	Total number of parents and guardians who took part in "Civic Cafe" workshops or equivalent online/stationary training.	Attendance lists from stationary workshops and statistical data (reach and completion) from online training platform.	0	400 (e.g., minimum number of participants to reach critical mass)

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Increase in students' independence in mobility	Percentage increase in the number of cases of children reaching school without adult supervision (on foot or by bike).	Student mobility survey.	61%	81%
2	Level of awareness of safety network	Percentage of parents/guardians who declare they feel safer due to the existing network of "Star Points" in Skawina.	Survey conducted after the campaign and trainings (parent survey).	To be determined after baseline survey (e.g., 50%)	Baseline Value + 25% (e.g., 75%)
3	Change in parents' declarations regarding children's independence	Percentage of parents who, after the campaign and trainings, declare readiness or willingness to allow children to travel to school independently.	Survey of parents' attitudes and declarations (survey before the campaign starts and after it ends).	To be determined after baseline survey (e.g., 40%)	Baseline Value + 30% (e.g., 70%)

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Low Engagement of Local Firms	Medium	Medium	Offering incentives (local promotion, fee exemptions/tax discounts); using Chamber of Commerce (PIG) to vouch for program credibility. Basing solely on public resources initially.
2	Parent Fear/Resistance	High	Medium	"Civic Cafe" and data-driven promotion are key; focusing on "safety net" features ("Star Points") to alleviate fears.
3	Misunderstanding of project by point staff	Medium	Medium	Mandatory, repeated training with clear, simplified 3-step action protocol; regular checks/"mystery shopper" visits.
4	Burnout/fatigue with the program	Medium	Low	Ensuring that the Star/Little Prince visualization remains fresh, and promotional events constitute annual, central points of the project.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
2.3	#COMEON TO SCHOOL	C	soft infrastructural		comfort health	yes

Short Description of the Task:

The task involves introducing an element of fun and curiosity into the daily walk to school by creating so-called "spatial gamification". The project assumes designating and physically marking (e.g., with durable painting, pavement stickers) thematic paths, street games (e.g., hopscotch, obstacle courses painted on the sidewalk), and color codes leading to school. The goal is to change the perception of the way to school from a "duty" to an "adventure", which will encourage children to walk.

Steps for Implementation:

1. **Participatory workshops with students:** Co-designing game concepts and path themes. Children decide whether the path has a space, nature, or historical motif.
2. **Audit and route selection:** Selecting the safest and most frequented sections of sidewalks (according to safety audit) where applications can be applied.
3. **Graphic design:** Preparation of professional painting stencils and graphic designs consistent with the children's vision.
4. **Formal agreements:** Obtaining consent from the road manager (Municipal Economy Dept.) to place horizontal markings on sidewalks (outside the roadway).
5. **Logistical preparation:** Selecting a contractor or purchasing materials necessary for implementation.
6. **Execution (Action Day):** Physical painting of paths and games with the participation of the school community or a specialized company.
7. **Promotional campaign:** Official opening of the paths combined with a field game for students and parents.
8. **Monitoring of effects.**

How the Action Realizes the Vision:

The action directly realizes the vision: "Every student in Skawina gets to school in a safe, sustainable, and joyful way".
Joyful: Introducing games and colors makes the journey fun, reducing morning stress.
Sustainable: Attractive pedestrian infrastructure motivates giving up car rides for the "last mile".
Safe: These paths naturally channel pedestrian traffic into designated places away from the roadway edge (so-called nudging).

Linked Goal:

2.3 By Q2 2028, create and promote at least three new "#choćże" - cool school paths, in cooperation with local communities, leading to a 15% increase in the number of students using these designated routes, according to school surveys and route monitoring.

Connection to Participatory Process:

The action was reported during workshops with school youth. It was also the subject of pilot actions.

Responsibilities

Lead Role	Justification / Description
Dev. Strategy Dept. (Wydział RS UMiG Skawina)	Initiator of soft actions related to sustainable mobility, coordination of workshops with children, and supervision of aesthetics.

Partners	Justification / Description
Parents Council / School	Organization of workshops with students, promotion of the action among parents.
Municipal Economy Dept. (Wydział GK UMiG Skawina)	Technical arrangements, consent for occupying the road lane, support in durable execution of painting.
External Partners (NGO/Artists)	Support in graphic design and execution.

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned								
2		Planned							
3			Planned	Planned					
4				Planned	Planned				
5					Planned				
6						Planned	Planned		
7						Planned	Planned	Planned	Planned
8									Planned

Action Budget*

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Workshops and designing	3 000		Art materials for workshops, remuneration of animator/graphic designer to create stencils.
2	Painting materials and stencils	8 000		Specialized concrete paints (anti-slip, durable), making reusable stencils.
3	Execution (Labor)	5 000		Remuneration for the contractor or technical costs (if not done as volunteering).
4	Promotion and prizes	2 000		Leaflets, small gifts for children participating in the path opening.
5	Reserve (10%)	1800		Unforeseen expenses.
	TOTAL ESTIMATED COST	**19 800**	**0**	*Estimated cost for one path

*Estimated cost for one path

Funding & Resources

1. Municipality's own funds.
2. School / Parents Council budget.
3. Grants for local actions (small grants).
4. Sponsorship from local companies.
5. External grants, e.g., Bloomberg Asphalt Art.

Resources:

Available resources:

Conclusions from the pilot
Experienced volunteers
Area - municipal sidewalks

Required resources:

Road paints
Project
Stencils and other materials
Administrative consents.

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of created "#choćże" educational paths	Number of physically executed and opened for use new routes with gamification elements.	Work acceptance protocol / Photographic documentation.	0	3
2	Number of co-creation processes with the community	Number of conducted cycles of participatory workshops (co-design) with local communities (students, parents, neighbors) when designing each path.	Workshop reports / Attendance lists.	0	3 (one for each path)
3	Number of campaigns promoting new routes	Number of implemented promotional actions (e.g., opening events, field games, map distribution) encouraging the use of new routes.	Report on promotional activities.	0	3%

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Increase in the number of students using designated routes	Percentage increase in the number of children moving on foot along specific streets covered by the intervention (in relation to measurement before implementation).	Route monitoring: Pedestrian traffic intensity measurements (manual counting or video) in morning hours (7:30-8:00).	Value from T0 measurem ent (before painting)	Increase by min. 15% relative to T0
2	Change in transport habits (Modal Split)	Percentage of students declaring that thanks to new paths they choose walking instead of a car more often.	Student mobility survey - additional question.	0% (no paths)	> 15% of respondents confirm change
3	Level of satisfaction and sense of safety ("Path coolness")	Assessment of attractiveness of the way to school given by students.	School surveys: Scale 1-5 or "smiley" method (qualitative research).	Average rating from initial survey	4.0 / 5.0 (or increase by 1 degree on scale)

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Non-durability of execution (paint wearing off	Medium	Medium	Using professional road/resin paints instead of ordinary sprays; regular maintenance (e.g., once a year).
2	Vandalism / Destruction	Medium	Medium	Engaging children in creation (building responsibility for common space); location in visible/monitored places.
3	Resistance from residents of neighboring properties	Low	Low	Consultations with residents whose houses adjoin the planned games; aesthetic and non-invasive designs.
4	Weather conditions preventing implementation	Medium	High	Planning painting works only in dry months (May-September); flexible execution schedule.

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
3.1	**OPENING THE GATE AND ENTRANCE WICKE C**		organizational		comfort safety	yes

Short Description of the Task:

The task involves developing and implementing a formalized but user-friendly protocol for managing the accessibility of the school grounds (opening and closing gates and wickets). The goal is not to permanently open the school wide without control, but to systemically manage the "permeability" of the terrain. The procedure is to ensure that during morning and afternoon traffic peaks, all possible entrances (including those from the housing estates/park side, often padlocked) are open, shortening the walking route for students. At the same time, the protocol defines strict rules for closing the grounds during lessons to ensure safety. The action includes establishing staff responsibility, distributing keys/remotes, and an information campaign for parents.

Steps for Implementation:

1. **Accessibility Audit**: Site inspection and analysis of current "desire lines" (beaten paths) and inventory of wickets that are currently unused/closed but could shorten the route.
2. **Workshop with Staff (Janitor/Security/Administration)**: Determining technical and personnel capabilities for handling entrances (who opens, at what time, who checks the closing).
3. **Development of Accessibility Protocol:** Drafting a document regulating the opening hours of individual gates and wickets (synchronized with the lesson plan and day-care hours).
4. **Purchase/Duplication of accessories:** Duplicating keys, purchasing remotes or simple remote opening systems (if the budget allows within small expenses), tagging keys.
5. **Pilot Phase:** Launching new rules for a period of 1 month.
6. **Information Campaign:** Informing parents and students (via e-journal, posters on gates) about new, open entrances, shortening the route.
7. **Evaluation and Correction:** Collecting feedback from staff and parents, final approval of procedures.

How the Action Realizes the Vision:

This action directly realizes the vision: "Every student in Skawina gets to school in a safe, sustainable, and joyful way".
Safe: It eliminates chaos and discretion in closing gates, ensuring that the school grounds are closed to outsiders during lessons, and open during arrival times, which disperses the crowd at the one main entrance.
Sustainable: Opening side wickets often shortens the walking route by several hundred meters, making the walking journey more competitively attractive compared to being driven by car "to the door".
Joyful: Removing physical barriers ("school fortress") and facilitating free, independent entry to the school grounds from different sides of the estate increases the sense of autonomy in students.

Linked Goal:

3.1 By Q1 2026, develop and implement a standardized protocol for opening and closing school gates and entrance wickets, ensuring effective and safe management of all access points, with 100% compliance from the staff, confirmed by regular audits.

Connection to Participatory Process:

Action reported by school students during workshops at the facility (Primary School No. 3).

Responsibilities

Lead Role	Justification / Description
School Directorate (SP3)	Final decision on the shape of procedures, supervision of service staff (janitors), responsibility for student safety.

Partners	Justification / Description
Municipality (UMiG Skawina - CUW)	Substantive support, acceptance of regulations, potential minor funding.
Parents Council	Reviewing procedures (parent's perspective), communication channel with the rest of the parents.
Service Staff (Janitors/Maintenance)	Executors of the procedure (physical opening/closing), repo

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planowane								
2		Planowane							
3			Planowane	Planowane					
4				Planowane					
5					Planowane	Planowane			

Action Budget

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Small materials and locksmithing	1500		Duplicating key sets for staff, replacing padlocks with a master key system, purchasing key tags, potential minor repairs of hinges/locks.
2	Information signage	100		Plates for gates/wickets with opening hours and pictograms (e.g., "Entrance open 7:00-8:30"), printing regulations.
3	Training/Meetings	500		Refreshments for working meetings with staff and parents (consultations), office materials for workshops.
4	Promotion (soft)	500		Graphics for social media/e-journal informing about new rules.
	TOTAL ESTIMATED COST	**2600**	**0**	

Funding & Resources

1. School's own funds (current budget).
2. Small grant from the Parents Council fund.
3. Municipal funds for current maintenance.

Resources:

Available resources:

Infrastructure (gates exist - require maintenance and operati

Personnel (school employees are hired)

Channels of communication (Librus/Vulcan)

Required resources:

Working time of the security coordinator to develop procedures

Will to cooperate on the part of the technical staff.

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of developed and implemented protocols	Formal document approved by the Directorate.	Verification of school documentation.	0	1
2	Number of trained maintenance staff	Number of people who familiarized themselves with the new gate opening schedule.	Attendance list/signatures under the p	0	100% of technical staff (approx. 5-6 people)
3	Number of students using the open gate	Number of students, especially those on bikes and scooters, using the wide entrance gate.	Field observation.	0	60% of students coming to school from this side

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Compliance level	Percentage of days when gates were open/closed according to schedule.	Spot-check audits conducted for 2 months.	N/A	>90%
2	Satisfaction level of students using the gate	Satisfaction of students able to freely enter/walk onto school grounds through the wide entrance gate.	Satisfaction survey / ad-hoc interviews.	N/A	>90%
3	Parents' sense of safety	Percentage of parents evaluating the school access system as "safe" and "understandable".	Evaluation survey after 6 months.	TBD (from initial survey)	Increase by 15%

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Human factor (error/forgetting)	Medium	High	Implementation of clear schedules, reminders (e.g., alarm on work phone), "check-list" system at the gatehouse. Designation of substitutes.
2	Parents' resistance regarding safety	Medium	Medium	Clear communication that wickets are open ONLY during drop-off/pick-up times, and closed after school hours. Video monitoring of entrances.
3	Vandalism / Mechanical damage	Low	Medium	Regular technical inspections (once a month). Fast track for reporting faults to the maintenance worker. Purchase of solid padlocks/locks.
4	Loss of keys / Chaos in access	Low	Low	Key issuance register. Considering (in the future) a Master Key system or proximity cards (linking to Action 1.1).

No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
3.2	"SCHOOL CROSSING GUARD"	D	organizational soft		comfort safety	yes

Short Description of the Task:

The task involves restoring the function of a person supervising safety at 1 or 2 key pedestrian crossings in the immediate vicinity of Primary School No. 3. Due to budget limitations preventing the hiring of new full-time employees, the action relies on reorganizing the work of current technical staff of the school (e.g., janitors, maintenance workers). Designated employees, after appropriate training and equipping, will perform duties during morning (7:30–8:30) and afternoon (12:30–14:30) peak hours, adjusted to school bells. The action is organizational and focuses on the physical protection of students entering the roadway and disciplining drivers.

Cultural Context:

Who is "Stopek"? In Poland, the School Crossing Guard is affectionately known as "Stopek" (Mr. Stop) or "Pani Stopka" (Ms. Stop). This role goes beyond traffic management. The "Stopek" acts as a guardian of the "last safe kilometre," often becoming a recognizable and trusted authority figure for children. Re-establishing this function is a strategic move to break the "vicious circle" of fear: parents are more willing to let their children walk to school if they know a trusted person is watching over the critical crossing points.

Steps for Implementation:

1. **Legal and HR analysis:** Verifying the possibility of extending the scope of duties of current employees (janitor/maintenance worker) to include tasks outside the building or preparing annexes to contracts (taking into account the task allowance).
2. **Internal recruitment:** Selecting willing school employees with appropriate psychophysical predispositions.
3. **Specialist training:** Organizing certified training conducted by WORD (Voivodeship Road Traffic Center) or the Police in the field of traffic direction and safety rules.
4. **Purchase of equipment:** Acquiring necessary clothing elements (reflective vests, rain jackets) and equipment ("STOP" sign, whistle).
5. **Establishing the schedule:** Developing a duty roster correlated with the lesson plan and hours of highest traffic intensity.
6. **Information campaign:** Informing parents and students about the presence of the "Guard" and rules of cooperation (e.g., via electronic journal).
7. **Pilot launch and evaluation:** Starting duties and ongoing monitoring of effectiveness and employee workload.

How the Action Realizes the Vision:

Introducing a person guiding across the zebra crossing directly translates into the vision where every student in Skawina gets to school in a safe, sustainable, and joyful way. The presence of a trained guardian on the "zebra" eliminates the most serious physical threat – being hit by a car – which is the foundation of the safety pillar. The increase in the sense of safety among parents (knowing that an adult is watching over the critical crossing) directly encourages them to give up driving children by car in favor of walking, which supports the pillar of sustainable development and reduction of exhaust emissions near the school. In turn, friendly interaction with "Mr. Stop" or "Ms. Stop", who greet children with a smile before lessons, builds positive social relationships and a sense of belonging to the school community, thereby realizing the pillar of joyful arrival at the destination.

Linked Goal:

3.2 By Q2 2027, recruit, train, and deploy a sufficient number of school crossing guards at all identified school crossings with high traffic intensity, aiming to reduce the number of pedestrian-related incidents by 50% in these areas, according to school and police reports.

Connection to Participatory Process:

This is the postulate most frequently reported in the participatory process by all participants: teachers, parents, students, officials, and politicians.

Responsibilities

Lead Role	Justification / Description
Principal of Primary School No. 3	Staff recruitment, schedule supervision, payment of allowances, employee management.

Partners	Justification / Description
Municipality (UMiG Skawina - CUW)	Strategic Partner - Securing funds for salary supplements, legal support in contract construction.
Police / City Guard	Substantive Partner - Conducting trainings, periodic supporting patrols in the initial phase.
Parents Council	Supporting Partner - Support in purchasing additional equipment (optional), promotion of the solution among parents.

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned	Planned							
2			Planned						
3				Planned	Planned				
4					Planned				
5						Planned			
6							Planned		
7							Planned	Planned	Planned

Action Budget*

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Human Resources (Allowances)	18 000		Special allowance to salary for increased scope of duties (approx. 750-900 PLN gross/month x 2 people or 1 person with replacement x 10 school months).
2	Training	1 000		Cost of certified training for 2-3 people (often free in cooperation with Police, cost concerns potential materials/travel).
3	Equipment (Gear)	2 000		Purchase of professional protective clothing for all weather (jackets, capes, hats), reflective vests, and "STOP" disks.
4	Promotion and communication	500		Printing information posters, leaflets for parents, online promotion.
	ŁĄCZNY SZACUNKOWY KOSZT	**21 500**	**0**	

*Annual cost

Funding & Resources

Municipality's own funds (CUW).

School's own funds.

Parents Council Fund (equipment co-financing).

Resources:

Available resources:

Personnel (janitors, maintenance workers, teachers)

Knowledge about peak hours.

Required resources:

Financial funds for motivational allowances

Certificates authorizing traffic direction.

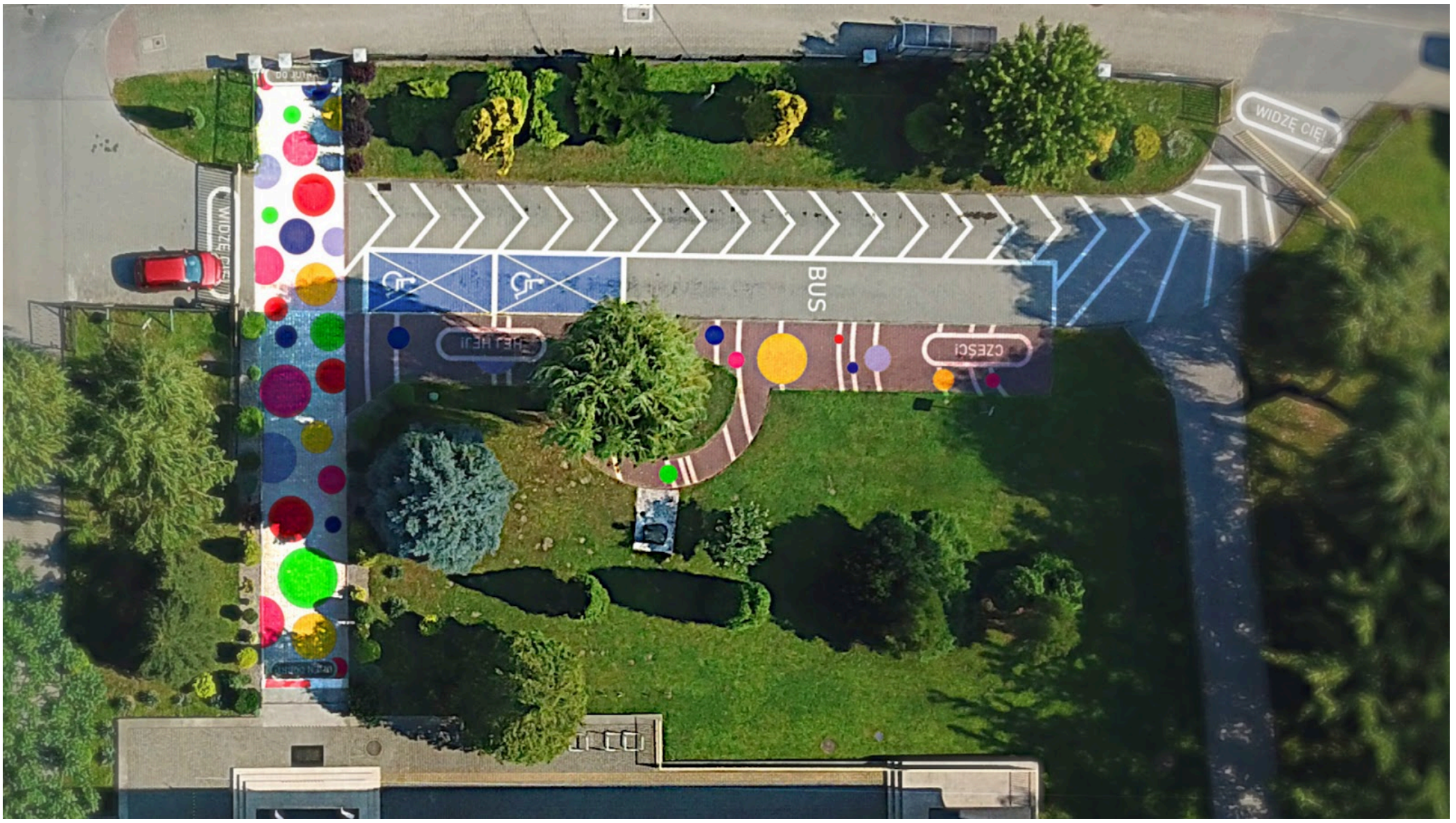
Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Number of trained employees	Number of school staff who completed WORD/Police training and obtained traffic direction qualifications.	Photocopies of certificates in personnel files.	0	3
2	Number of purchased equipment sets	Quantity of purchased sets (jacket, vest, stop sign) enabling work in all weather conditions.	Inventory / Invoices.	0	3 sets
3	Number of duty hours on the crossing	Total number of hours the guard actually served on the crossing in the school year.	Working time records / Duty roster.	0h	min. 380h annually (assuming 2h daily on school days)

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Number of incidents involving pedestrians in the school area	Number of reported collisions or failure to yield right of way on the supervised crossing.	Police reports and school incident register ("near miss" incidents).	SEWiK / school reports	Reduction by 50% (or 0 critical incidents)
2	Increase in parents' sense of safety	Percentage of parents declaring that the child's way to school is safe.	Evaluation survey conducted once a year.	Result from initial survey (e.g., 40%)	Increase by min. 20 percentage points
3	Percentage of children reaching school on foot without adult supervision	Student independence indicator, resulting from parents' trust in the secured crossing.	Student mobility survey.	61%	71%

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Staff resistance / Lack of willing employees	High	Critical	Clear motivational system (attractive financial allowance); Providing high-class protective clothing; Rotating work system (e.g., shifts every week).
2	Formal-legal obstacles	Medium	High	Early consultation of contract templates with CUW lawyer; Potential use of a separate mandate contract instead of an annex to the full-time job.
3	Guard absence (sickness/random)	Medium	High	Training 3 people instead of 2 (creating a "reserve bench"); Establishing a procedure for sudden replacement by another school employee.
4	Ignoring the guard by drivers	Low	Medium	Joint duties with Police/City Guard in the first 2 weeks of September to form a habit in drivers; Installation of a dummy camera or monitoring.



No.	Action	Action bundle	Type of action	Time horizon	Intervention area	Scalability
3.3	CLOSING THE SCHOOL BAY TO INDIVIDUAL TRAFFIC	B	organizational		comfort safety time	yes

Short Description of the Task:

The task constitutes the final stage of the reorganization of the space around the school and involves changing the function of the parking bay in front of Primary School No. 3 into a technical zone accessible exclusively for the school bus and emergency services. This action involves physically closing the entrance gates (integrated with the access control system from task 1.1) and introducing a complete ban on traffic and parking for all private vehicles. This restriction applies equally to parents driving children and school staff (teachers, service staff), which means the liquidation of existing staff parking spaces there. The task is implemented as the last element of the plan (after the implementation of task 1.3), and its goal is to reclaim space for pedestrians and eliminate threats resulting from vehicle maneuvering at the entrance.

Steps for Implementation:

1. **Audit of alternatives for staff:** Indicating available public parking spaces near the school (e.g., within the new organization on Mickiewicza St.) for employees who must commute by car.
2. **Internal Consultations**: Meeting of the Teachers' Council and service staff. Presenting safety arguments, announcing the "Mobility Package" and establishing cooperation rules.
3. **Change of work/site regulations:** Formal introduction of a provision banning parking in the bay into the school regulations.
4. **Traffic Organization Project:** Installing the B-1 sign ("No Traffic") with the plate "Does not apply to school bus and services" (no exceptions for staff).
5. **Securing the construction site:** Confirming in the contract with the gym contractor the ban on using this entrance.
6. **Information Campaign:** Directed at parents (Librus, meetings) and the local community.
7. **START with Assistance (Day 0):** Physical closing of gates and launching a 2-week implementation assistance duty (security company/City Guard/additional staff) to direct traffic and educate drivers.
8. Monitoring and evaluation.

How the Action Realizes the Vision:

Completely freeing the bay from cars realizes the vision of a safe and joyful school. Removing parked staff cars and parents' cars makes the space in front of the school transparent – every child is visible, which is the foundation of safety. Teachers, using "Mobility Package" solutions and setting an example, become leaders of sustainable mobility. The empty bay becomes a safe buffer where children can gather without inhaling exhaust fumes, which fosters joyful integration.

Linked Goal:

3.3 By Q4 2028, completely close the bay under SP3 for private car access, leading to the total elimination of driving children "to the school door" by guardians and eliminating cars parking there.

Connection to Participatory Process:

The postulate of closing the bay was raised repeatedly, primarily by the school management, some parents, students, and teachers. It meets with great resistance from a loud minority and a lack of political support.

Responsibilities

Lead Role	Justification / Description
Principal of SP3	The manager of the school grounds manages personnel.

Partners	Justification / Description
Municipal Communal Dept.	Traffic organization.
Police / City Guard	Enforcement, maintaining order.
Teachers, employees, parents	Consultation of parking changes and the "Mobility Package".

Implementation Schedule

	Q1			Q2			Q3		
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
1	Planned								
2		Planned							
3			Planned						
4			Planned	Planned					
5		Planned							
6					Planned	Planned	Planned		
7							Planned		
8								Planned	Planned

Action Budget

No.	Cost Category	Estimated Cost (PLN)	Actual cost (PLN)	Description
1	Purchase and installation of signs	4000		Purchase and installation of missing bay signage.
2	Information campaign	1500		Design of graphic materials, distribution, social media handling.
3	Mobility Package for Staff	3000		Purchase of transport carts (cargo trolleys) for teachers, minor amenities (e.g., remotes for the entrance gate to the buffer parking - if applicable).
4	Implementation support (Assistance)	**3500**		Hiring personnel support (e.g., security company or overtime for staff/City Guard) for morning and afternoon peaks for the first 2 weeks (approx. 40 man-hours).
	TOTAL ESTIMATED COST	**12 000**	**0**	No financial costs, but high cost in the form of dissatisfaction of part of the staff and parents (requires "soft" management). Most costs will be incurred during the implementation of tasks 1.1, 1.3, and 3.2.

Funding & Resources

Municipality's own funds.

School budget.

Resources:

Available resources:

Traffic organization project on Mickiewicza St.

Required resources:

Implementation of tasks 1.1, 1.3, and 3.2.

Communication with the project contractor and the implementer of the gym at the school.

Monitoring

	Output Indicators (Product)	Description	Verification Method	Baseline Value	Target Value
1	Introduced regulations for using the grounds	Document formally banning entry for employees and parents.	Copy of the School Principal's order.	0	1
2	Number of liquidated parking spaces in the bay	Percentage of removed parking spaces for passenger cars in the bay.	Site inventory / photographic documentation.	0	100%
3	Number of purchased transport carts for staff	Number of purchased carts/trolleys enabling teachers to transport didactic materials from the alternative parking to the school (solving the "heavy lifting" problem).	Purchase invoices / Equipment records	0	2

	Result Indicators	Description	Verification Method	Baseline Value	Target Value
1	Number of cars parking in the bay during school hours	Indicator measures the effectiveness of "clearing" the bay of stationary vehicles of all user groups (staff + parents parking "for a moment").	Periodic visual audit (counting cars) conducted by the porter or designated employee on random days of the week.	X (current number of teachers' + parents' cars parking)	0
2	Number of children driven "to the door"	Indicator measures the elimination of private drop-offs in the direct zone (according to goal 3.3).	Annual student mobility survey (questionnaire) with an added specific question: "Where exactly did you get out of the car today?" (options: at school, at Kiss&Ride parking, at Mickiewicza St., etc.) and supplementary visual observation during peak hours.	~150/h (estimate)	0 (excluding children from the school bus)
3	Traffic flow on adjacent streets (Displacement effect)	Control indicator, whether the problem has not shifted to neighboring streets in a critical way.	Number of residents' reports to the City Guard regarding blocking exits on Mickiewicza St. within a 200m radius.	0	No increase in the number of reports after the adaptation period (1 month)

Risk Analysis

No.	Challange	Probability	Impact	Mitigation Plan
1	Internal staff resistance (treating parking under the school as an acquired right)	High	High	Early information about changes; Indicating alternative places (task 1.3); Purchase of carts/trolleys for teachers to transport materials.
2	Parent-teacher conflict (If the ban is not tight and e.g., the Principal parks there, it undermines the sense of the ban for parents)	Medium	Critical	Absolute example from the top – Directorate and staff park outside the school grounds. Zero tolerance for exceptions.
3	Parents' rebellion ("I have nowhere to park")	High	High	Implementation only after ensuring places under task 1.3 (Mickiewicza St.) and 1.2 (Kiss&Ride). "Safety First" argumentation.
4	Using the bay by gym construction vehicles	High	Critical	Construction vehicles must be unequivocally banned from using the bay during school hours. Such provisions must be included in the contract with the contractor.
5	Problem displacement (Blocking Mickiewicza St. by parents looking for a new place)	Medium	Medium	Strict correlation with task 1.3 (new parking bays on the street) and information campaign indicating these places before closing the gate.
6	Foreseeing parking possibility in the bay in the design documentation of the new gym	High	Critical	The designer must be required to implement design assumptions that move car traffic away from the front of the school and minimize conflict situations involving guardians' and school employees' vehicles.

4. FRAMEWORK OF CHANGE

4.1. MASTER SCHEDULE (2026–2028)

4.1.1. YEAR 2026: "Cleaning Up & Piloting"

Goal: *Prepare the ground for changes, launch "soft" alternatives before "hard" restrictions begin.*

ID	Action (Short)	Q1 (Jan-Mar)	Q2 (Apr-Jun)	Q3 (Jul-Sep)	Q4 (Oct-Dec)	Notes / Dependencies
3.1	**Gate/Wicket Opening**	[===] [*]	>>>	>>>	>>>	**START**. Must be first to enable Action 2.1.
2.1	**Walking Bus / Bike Bus**	[P]	[===] [*]	[P]	[===] >>>	**Spring pilot.** Must launch to relieve traffic before barrier installation.
1.1	**Access Control (Barriers)**	[P]	[P]	[===]	[===] [*]	Installation in summer/autumn. **Dependency**: After completion of 3.1.

4.1.2. YEAR 2027: "Culture Change & Infrastructure Prep"

Goal: *Change parental habits through campaigns and smaller interventions, and preparation for major construction works.*

ID	Action (Short)	Q1 (Jan-Mar)	Q2 (Apr-Jun)	Q3 (Jul-Sep)	Q4 (Oct-Dec)	Notes / Dependencies
2.2	**Campaign "If you Love - Let'em Go"**	[===] [*]	>>>	>>>	>>>	**Crucial** before "heavy" roadworks. Building social acceptance.
3.2	**Crossing Guard**	[P]	[===] [*]	>>>	>>>	**Safety increase.** Can be implemented independently.
1.2	**Bay Painting (Kiss&Ride)**		[P]	[===] [*]		Summer implementation. **Note:** Temporary solution before 2028.
1.3	**Mickiewicza St. Design**			[P]	[P]	**Key:** Start of designing the "major reconstruction" (Traffic Org. Project).

4.1.3. YEAR 2028: "The Grand Reconstruction & Finale"

Goal: *Final target infrastructure and introduction of ultimate traffic restrictions.*

ID	Action (Short)	Q1 (Jan-Mar)	Q2 (Apr-Jun)	Q3 (Jul-Sep)	Q4 (Oct-Dec)	Notes / Dependencies
1.3	**Mickiewicza St. Reconst.**	[===]	[===] [*]			**CRITICAL PATH.** Must be completed before closing the bay (3.3).
2.3	**#Let'sGo Paths**	[P]	[===] [*]	>>>	>>>	Complementing Mickiewicza St. reconstruction (accompanying infra).
3.3	**Bay Closure (Finale)**			[===]	[===] [*]	**FINALE.** Possible only if 1.3 is ready and 1.1 works efficiently.

Legend:

[P] = Preparatory Work / Design / Tendering
[===] = Intensive Implementation / Construction / Action
[*] = Milestone (Logic Matrix Deadline)
>>> = Continuous Action / Maintenance

4.2. DEPENDENCY ANALYSIS (Interdependencies & Logic)

The following schema illustrates why the sequence of actions is crucial. Components cannot be shifted arbitrarily without risking project failure.

A. Infrastructure Critical Path (HARDWARE & ORGWARE)

This is the **backbone of the project**. A delay in any of these elements postpones the final objective (3.3).

3.1 (Gate Repair) -> **1.1 (Barriers & System)** -> **1.3 (Street Reconstruction & New Parking)** -> **3.3 (Old Bay Closure)**

Rationale: It is impossible to close the school bay (3.3) if parents do not have a legal place to stop on the street (1.3). Furthermore, the bay cannot be physically closed if the barrier system (1.1) does not function perfectly for authorized users (school bus, emergency services).

B. Social Support Path (SOFTWARE)

These actions must **overlap** with difficult infrastructure moments to mitigate social tensions and manage traffic demand.

2.1 (Walking Bus) -> must operate **DURING** the implementation of **1.3 (Street Reconstruction)**.

Rationale: When Mickiewicza Street is under reconstruction (Q1–Q2 2028), car access will be severely hampered. The Walking Bus will serve as the only viable alternative to avoid traffic paralysis and congestion.

2.2 (Campaign "If you love, let them go") -> must **PRECEDE 1.2 (Painting)** and **3.3 (Closure)**.

Rationale: Parents must understand the "why" and the benefits behind the actions before they physically encounter the new prohibitions and changes.

C. Independent (Flexible) Actions

These tasks have a lower impact on the "Grand Finale" and can be slightly shifted in time in case of budget constraints without collapsing the entire project structure:

3.2 (Crossing Guard): Highly desirable for safety, but technically independent of the street construction or barrier installation. Can be implemented earlier or later.

2.3 (#ComeOn to School Paths): This is the "icing on the cake" (complementary infrastructure). If implemented a quarter later, the project core remains intact.

4.3. INTEGRATED BUDGET ANALYSIS AND FINANCIAL ARRANGEMENT

4.3.1. *Summary of investment costs (CAPEX)*

A. HARDWARE (Infrastructure and Technology)

The most capital-intensive part requires external financing.

Nr	Action	Estimated Cost (PLN)	Cost Description	Estimate Status
1.1	Access Control (Barriers/System)	**120,000**	Barriers, card readers, intercoms, cabling, gate repair.	*From card (averaged)*
1.2	Bay Painting (Kiss & Ride)	**15,000**	Horizontal marking (thermoplastic), vertical marking.	*Expert estimate*
1.3	Reconstruction of Mickiewicza St.	**450,000**	Construction project, raised crosswalks, lighting, pedestrian islands, new traffic organization.	*Expert estimate*
3.1	Modernization of gates/turnstiles	**10,000**	Minor locksmith work, gate automation.	*Expert estimate*
	TOTAL HARDWARE	**595,000 PLN**		

Note: *The cost of task 1.3 is an estimate for changing the traffic organization (DOR) with safety elements. A full road reconstruction (with sub-base replacement) would cost > 5 million PLN.*

B. SOFTWARE (Soft and Social Actions)

Relatively low costs, high return in the form of social acceptance.

Nr	Action	Estimated Cost (PLN)	Cost Description	Estimate Status
2.1	Walking School Bus / Bike Bus	**32,500**	Coordinator (mandate contract), vests, prizes for children, insurance.	*Revised (realistic)*
2.2	"If you love, let them go" Campaign	**20,000**	Graphics, banner printing, social media spots, reflective gadgets.	*Expert estimate*
2.3	#ComeOn to School - Paths (Gamification)	**40,000**	Durable pavement games, small architecture (benches/bins), application/map.	*Expert estimate*
	TOTAL SOFTWARE	**92,500 PLN**		

C. ORGWARE (Organization and Management)

Operating costs are often hidden in the current unit budgets.

Nr	Action	Estimated Cost (PLN)	Cost Description	Estimate Status
3.2	Crosswalk Guard ("Stopek")	**80,000**	Remuneration (e.g., 1/2 FTE or contract) for 2 years (2027-2028).	*Expert estimate*
3.3	Bay Closure (Implementation)	**12,000**	Information campaign, implementation assistance (security/SM), trolleys for staff.	*From card*
--	IAP Management (Project Management)	**30,000**	Coordination of all activities over 3 years (task allowance for an official).	*Recommendation*
	TOTAL ORGWARE	**122,000 PLN**		

4.3.2. *Summary and budget structure*

Category	Total Cost (PLN)	Share %
HARDWARE	595,000	74%
SOFTWARE	92,500	11%
ORGWARE	122,000	15%
Contingency Reserve (10%)	80,950	--
TOTAL (TOTAL CAPEX)	**890,450 PLN**	**100%**

A budget of just under 900,000 PLN for 3 years of transformation of a key city area is a very cost-effective amount

4.4. FINANCIAL ARRANGEMENT (Funding Sources)

Instead of relying on a single source, the IAP uses **diversification** to increase the chances of realization.

A. Skawina Municipality Budget (Own Funds)
Role: Own contribution to EU projects, Orgware financing, and maintenance.

- **Estimated share:** approx. 200,000 - 250,000 PLN.
- **Covers:**
  - Guard's Remuneration (3.2).
  - Current maintenance and repairs (3.1).
  - Own contribution to road investments (1.3).
  - Task allowances for coordinators.

B. European Funds for Małopolska 2021-2027 (FEM)
Role: Main source for Hardware.

- **Action:** Priority related to **Urban Mobility (ZIT)** or **Road Traffic Safety**.
- **Estimated share:** approx. 400,000 - 500,000 PLN (Co-financing up to 85%).
- **Covers:**
  - Reconstruction of Mickiewicza St. (1.3) – as part of a wider project for bicycle paths or revitalization.
  - ITS/Smart City Systems – gate and barrier automation (1.1) can be linked to this.

C. Government Road Development Fund (BRD)
Role: Alternative to EU funds for point infrastructure.

- **Estimated share:** approx. 100,000 PLN.
- **Covers:** Lighting of pedestrian crossings and raised crosswalks (elements of task 1.3).

D. Microgrants / Sponsorship / Civic Budget (BO)
Role: Financing Software ("soft") actions.

- **Estimated share:** approx. 50,000 - 80,000 PLN.
- **Covers:**
  - **Participatory Budget:** Ideal for financing #ComeOn to School paths (2.3) – a pro-social project, easy to win with parent votes.
  - **Sponsorship (Local business):** Vests and prizes for the Walking School Bus (2.1).
  - **Grants (e.g., PZU Foundation, "Rowerowy Maj"):** Educational campaigns (2.2).

4.5. SUPPLEMENTAL FUNDING SOURCES (CSR AND PHILANTHROPY)

Involving the private sector and non-profit organizations allows for financing elements that are "ineligible" in hard EU projects (e.g., prizes for children, events, and temporary art installations).

4.5.1. Global Philanthropy

These sources are highly competitive but offer prestige and access to expert knowledge. Skawina, as a URBACT city, has "starting points" for being in the European network.

Institution / Foundation	Area of Support (Matching IAP Action)	Potential for Skawina
Bernard van Leer Foundation (Urban95)	**Orgware / Hardware:** The foundation focuses on the city from the perspective of a child 95 cm tall. Ideal source of knowledge and grants for micro-interventions (benches, safe crosswalks, waiting areas).	Applying for grants for the **transformation of the bay (3.3)** into a "Child-Friendly Zone" (urban furniture, greenery).
Bloomberg Philanthropies	**Hardware (Art):** The **"Asphalt Art Initiative"** program finances artistic street painting to improve pedestrian safety.	Ideal for action **1.2 (Bay Painting)** and **1.3 (Non-standard painting on Mickiewicza St.)**. Grants around 25k USD.
Fondation Botnar	**Software:** Focuses on the health and well-being of young people in cities, with an emphasis on digital technologies and AI.	Financing the gamification application for #ComeOn to School (2.3) or the digital component of the Walking School Bus.
FIA Foundation (Child Health Initiative)	**Software / Orgware:** A major player in global road safety. Supports campaigns for safe routes to school ("Safe School Journeys").	Expert and financial support for the "If you love, let them go" campaign (2.2) and safety audits.

4.5.2. National Giants

Large Polish companies with safety and education in their statutes.

Foundation	Action in IAP	Mechanism Description
PZU Foundation ("Pomoc to Moc")	**Software:** Safety and education.	Possibility of financing **equipment for the Walking School Bus (2.1)** (vests, reflectors, first aid kits) and elements of a traffic education town.
Budimex Foundation ("ICE Intercom", "Parent Zone")	**Hardware / Software:** Construction company often supporting local initiatives near its investments/bases.	If Budimex is carrying out investments in Małopolska, one can apply for **crossing lighting (1.3)** or gate repair.
Orange Foundation	**Software:** Digital and modern education.	Support for the **gamification of #ComeOn to School paths (2.3)** – e.g., creating a city game based on QR codes.
BGK Foundation ("Moja Mała Ojczyzna")	**Hardware (Small):** Supporting local infrastructure.	Co-financing of **small architecture** near the school (benches, bike racks) as part of task 3.3.

4.5.3. Local business and CSR (Skawina & Agglomeration)

Skawina has a strong economic zone. Local companies are more willing to provide a "thing" or "service" than cash.

Partner Type	Potential Partners (Examples)	Cooperation Model (Barter/Sponsorship)
Industry / Production	Valeo, Vesuvius, NPA Skawina, Lajkonik, Bahlsen	**In-kind sponsorship:** Purchase of 1000 reflective vests with the company logo for students (Task 2.1). Financing prizes in mobility competitions.
Construction Stores / Developers	Local building supply stores, developers building housing estates.	**Material donation:** Providing paint for bay painting (1.2) or concrete planters for entry blocking (3.3).
Local Media / Printing Houses	Local portals, large-format printing houses.	**Media patronage:** Free printing of banners for the "If you love, let them go" campaign (2.2) in exchange for a logo on the poster.
Bicycle Shops / Services	Local bike services.	**Service:** Free bicycle inspections for Bike Bus participants at the start of the season.

4.6. EXTERNAL FUNDRAISING STRATEGY

To effectively access these funds, the IAP Implementation Team should adopt the "Matching Funds" principle:

- **"Small Steps" Principle (Low-Hanging Fruit):**
  - In Q1 2026 (project start), send requests to local companies (CSR) for simple items: vests, paint, and flyer printing. This builds a relationship ("Quick Win").
- **"Innovation" Principle:**
  - To foundations like **Bloomberg** or **Botnar**, we do not submit an application for "sidewalk repair." We submit an application for *"An innovative social experiment using art/technology to change transport behavior."* We describe our tasks 1.2 and 2.3 using the language of innovation.
- **Role of the Parent Council (NGO):**
  - Many foundations (e.g., PZU, Orange) do not give grants to Municipal Offices but give them to NGOs.
  - **Recommendation:** The operator for "soft" money applications should be the **Parent Council** (if it has legal personality) or a friendly local association, with the Municipality as a strategic partner.

4.7. CASH FLOW DISTRIBUTION

Expenditures are not linear. The table below shows the cash requirement, allowing the Municipal Treasurer to plan the budget (WPF).

Year	Planned Expenditures	Main Cost Items	Dominant Source
2026	**~75 000 PLN**	Gate repairs (3.1), Walking School Bus Start (2.1), Design (1.1)	Municipal Budget (Current)
2027	**~225 000 PLN**	Barrier Installation (1.1), Campaign (2.2), Street Design (1.3)	Own Funds + Grant Advances
2028	**~590 450 PLN**	**PEAK:** Street Reconstruction (1.3), Guard (3.2), Paths (2.3), Final (3.3)	EU Funds (Refund) / Investments

4.8. MAINTENANCE COSTS (OPEX) – POST-PROJECT

Decision-makers often ask: "And how much will this cost afterwards?".

After 2028, the IAP generates annual fixed costs that must be included in the school/municipality budget:

1. **Barrier system service:** approx. 5,000 PLN / year.
2. **Repainting (bay/paths):** approx. 3,000 PLN / year.
3. **Guard (optional):** approx. 40,000 PLN / year (or transition to volunteer/SM).
4. **Walking School Bus Coordination:** approx. 5,000 PLN / year (symbolic allowances).

Total annual cost of change maintenance: approx. 15,000 - 55,000 PLN.
This cost is negligible on the scale of the education budget, and the gain in safety is priceless.

4.9. SYNTHETIC RISK MANAGEMENT PLAN

4.9.1. Diagnosis: The "Bottleneck" of 2028

In the first and second quarters of 2028, three key, conflicting processes will be implemented simultaneously:

- **Reconstruction of Mickiewicza Street (1.3):** Traffic disruptions, road works, no thoroughfare.
- **Preparation for closing the lay-by/drop-off area (3.3):** Psychological pressure on parents, change of regulations.
- **Implementation of the #WalkNow paths (2.3):** An attempt to redirect traffic to foot.

Main Threat: If the street reconstruction (1.3) is delayed, and despite this, we close the lay-by (3.3), a communication paralysis of the district will occur, which will provoke mass protests and may lead to the authorities reversing the changes ("political death of the project").

4.9.2. Crisis management scenarios for 2028

In case of problems in the year of accumulation, we launch one of the following scenarios (Plan B):

SCENARIO A: "Infrastructural Slip"

Situation: It is June 2028. The reconstruction of Mickiewicza Street (1.3) is 3 months behind schedule and will not finish in September.

- **Decision: SUSPEND action 3.3 (Lay-by Closure).**
- **Action:** The lay-by remains open as a temporary technical buffer, but with strict rules (Kiss&Ride only, max 1 min, monitored by the guard).
- **Goal:** Avoiding paralysis of the dug-up street. The lay-by closure will only happen after the street's technical acceptance (e.g., during the winter holidays of 2029).

SCENARIO B: "Resistance of Matter" (Sabotage of changes)

Situation: Parents are massively violating the ban on entering the closed lay-by (3.3), ignoring the B-1 sign, and barriers are being broken or blocked.

- **Decision: HARD LOCKDOWN (Physical Escalation).**
- **Action:** Installation of physical concrete barriers or planters preventing entry (temporarily irreversible solution).
- **Communication:** "We had to do this for the safety of your children because the rules were being broken." Shifting responsibility to rule-breakers.

SCENARIO C: "Failure of Alternatives"

Situation: The street is ready, the lay-by is closed, but the Walking Bus is not working, and parents are circling the school looking for a spot, generating smog and congestion.

- **Decision: ACTIVATION OF REMOTE BUFFERS.**
- **Action:** Designation and marking of temporary "Park & Walk" parking lots at a distance of 300-400m (e.g., at the City Park, Train Station) and directing traffic there through volunteers/services. Promotion of the "Last Mile Walk."

4.9.3. *Risk monitoring (Early warning system)*

To avoid waking up to a problem too late, we are introducing **Quarterly Risk Review Meetings** within the IAP team.

Key Warning Indicators (Risk KPIs):

- **Progress of design work for task 1.3:** If there is no building permit by **Q3 2027** -> 🔴**RED ALERT.**
- **Social mood:** If support for the changes in the evaluation surveys after campaign 2.2 (in 2027) is below 40% -> 🟡 **YELLOW ALERT** (Need to intensify "soft" actions).
- **Budget:** If tender offers for task 1.1 exceed the budget by >20% -> 🟡 **YELLOW ALERT** (Need to cut the aesthetic scope in favor of the functional one).

Summary:

This plan shows that the key to success is not the construction itself, but **synchronization**. The biggest risk is not that we won't finish the construction on time, but that the "hard" changes will outpace the "soft" (mental) readiness of the residents.

4.9.4. Register of key risks (Top 5)

Risk Code	Description of Threat	Prob. / Impact	Warning Signal (Trigger)	Mitigation Strategy (Prevention)
R-INF-01	**Delay in the reconstruction of Mickiewicza Street (1.3)** beyond the start of the school year in September 2028.	**High / Critical**	No contractor selected by the end of Q4 2027.	Prioritization of the tender in the municipal budget for 2027. Application of contractual penalties for delays for the contractor.
R-SOC-01	**Social revolt of parents ("I have nowhere to stop")** when the lay-by is closed without alternatives.	**High / High**	Parent petitions, negative posts on local FB groups in Q1 2028.	**Preemptive Campaign:** Showing visualizations of the "new" safe school before introducing prohibitions. Inclusion of the Parents' Council in the decision-making process (co-authorship).
R-DIS-01	**Displacement Effect:** Parents block residential streets and residents' driveways within a 200m radius of the school.	**Medium / High**	Increased number of reports to the City Guard in the first month of changes.	Introduction of a residential zone / no-parking zones on adjacent streets (parallel to 3.3). Intensive City Guard patrols in the first month ("Zero Tolerance").
R-FIN-01	**Increase in construction costs (inflation)** exceeding the budget for task 1.3 and 1.1.	**Medium / High**	GUS inflation indices, tender prices in other municipal tenders.	Securing an investment reserve (min. 15%) in the Multi-Annual Financial Forecast (WPF). Phasing of work (first safety, then aesthetics).
R-SOFT-01	**Failure of the "Pieszobus" (Walking Bus) (2.1)** before 2028, which increases the pressure for car drop-offs.	**High / Medium**	Drop in children's attendance below 10% in the winter of 2027.	Professionalization of coordination (paid coordinator instead of a volunteer). Introduction of a gamification element for children (rewards for regularity).

4.10. COMMUNICATION AND ENGAGEMENT PLAN: "SAFE SCHOOL = PEACE OF MIND"

Strategic Goal: Obtain the Social License to Operate for the closure of the drop-off bay and the redevelopment of Mickiewicza Street in 2028.

4.10.1. Stakeholder analysis (Who do we need to "appease"?)

Stakeholder Group	Their Main Concern (Pain Point)	Our Response (Narrative)	Communication Channel
"Driver" Parents (Opposition)	"I don't have time in the morning." "Where will I stop?" "My child will get wet/cold."	**Safety Narrative:** "The current situation is Russian roulette. The changes are to prevent your child from being run over by another parent's car." **Alternative Narrative:** "Parking spots are 3 minutes away (map)."	Librus (School Journal), Meetings, Social Media Campaign
Teachers and Staff (Internal Resistance)	"They're taking away my privilege of parking near work," "I have to carry heavy things."	**Leadership Narrative:** "We set an example for the students." **Support Narrative:** "We are giving you a 'Mobility Package' (carts, remotes for the buffer parking lot)."	Faculty Meeting, Meetings with the Headmaster, Intranet
Mickiewicza St. Residents	"Parents will block my gate when you close the bay."	**Order Narrative:** "The new traffic organization and bollards will prevent illegal parking. It will be quieter and safer."	Leaflets to mailboxes, Neighborhood Meetings
Decision Makers (Mayor, Councilors)	"There will be protests, I'll lose votes."	**Success Narrative:** "This will be the city's showcase—a modern, European space. The media will love it. We have the support of the 'silent majority'."	Progress Reports, Success Visualizations

4.10.2. COMMUNICATION TIMELINE (Synchronized with Master Schedule)

PHASE 1: "FALL IN LOVE WITH THE ALTERNATIVE" (2026 – Mid-2027)

Goal: *We are not talking about bans yet. We are promoting benefits ("The Carrot").*

- **Action:** Promotion of Walking Bus/Bike Bus (Task 2.1).
- **Message:** "See how happy and independent your child is when walking with their friends."
- **Tools:**
  - Video clips on social media showing smiling children on the Walking Bus.
  - School competitions with prizes for "Active Classes."
- **Special Event:** "Parking Day" (One day a year when we close the bay *for show* and have a picnic/playground there to demonstrate the potential of the space).

PHASE 2: "PREPARING FOR RENOVATION" (Late 2027 – Q1 2028)

Goal: *Informing about upcoming disruptions (Task 1.3), but in the context of investing in quality.*

- **Action:** Information campaign before the redevelopment of Mickiewicza Street.
- **Message:** "We apologize for the inconvenience—we are building the safest street in Skawina for you."
- **"Sandwich" Tactic:** Bad news (renovation/closure) presented between two pieces of good news (beautiful visualization of the new street + children's safety).
- **Key Tool: "Last Mile Access Map."** A leaflet/PDF sent to every parent, showing where to park LEGALLY within a 400m radius and how long the walk takes (e.g., "Municipal Park Parking – 4 minutes walk").

PHASE 3: "NEW REALITY" (Q2 – Q4 2028)

Goal: *Change management during implementation and after the drop-off bay closure (Task 3.3).*

- **Action:** Implementation of the new traffic organization.
- **Message:** "Zero tolerance for breaking the rules, because lives are at stake."
- **Tools:**
  - **Implementation Assistance:** For the first 2 weeks, not only wardens but also volunteers/teachers in "Information Service" vests stand in front of the school, handing out leaflets with the map (instead of tickets in the first week).
  - **Hotline:** A designated person at the school to receive complaints (so they don't go straight to the Mayor).

4.10.3. *Crisis toolkit (Q&A - Ready-made Answers)*

Prepare these answers for the School Headmaster and the City Office to ensure they speak with one voice:

- **Question (Attack):** "This is an outrage! Where am I supposed to stand to drop off a first-grader?!"
- **Answer (Empathy + Fact):** "I understand that this is a change of habit. For first-graders, we recommend the parking lot at the Park (4 min walk). Because there are no cars right in front of the school, your child will safely enter the building without squeezing between bumpers."
- **Question (Attack):** "Teachers have nowhere to park, how are they supposed to work?!"
- **Answer (Standards):** "A school is a place for children, not a parking lot. Teachers have received support in the form of carts for materials. Most modern companies in city centers do not provide parking spaces right at the door."
- **Question (Attack):** "It's winter, it's raining, do you want the children to get sick?!"
- **Answer (Health):** "Doctors confirm that a short walk in the morning builds immunity, unlike overheating in the car. The Walking Bus operates in all weather!"

4.10.4. *The role of visualisation (Key to Success)*

People fear losing what they have (parking) unless they see something better. The budget for Task 1.3 (Design) must include professional visualizations (renders):

- **IMAGE 1:** Current situation
- **IMAGE 2:** After changes

This image must hang in the school hall throughout 2027.

4.11. IAP MANAGEMENT AND MONITORING PLAN

4.11.1. *Governance structure*

The implementation of the IAP is based on a three-tier structure that combines political decision-making with social engagement (ULG).

A. *Steering Committee – Strategic Level*

- **Role:** Making key budgetary decisions, approving significant schedule changes, resolving high-priority disputes.
- **Composition:**
  - Mayor of the Town and Municipality of Skawina (Chairperson).
  - Deputy Mayor (for Investment & Infrastructure).
  - Municipality Treasurer.
  - Director of Primary School No. 3 (SP3).
- **Meeting Frequency:** Quarterly (Quarterly Review).

B. *Core Implementation Team – Operational Level*

- **Role:** Daily task management, coordination of contractors, supervision of indicators.
- **Composition:**
  - IAP Coordinator (Project Manager): Main responsible person (e.g., Strategy & Development Dept.).
  - Pedestrian & Bicycle Officer: Substantive supervision over infrastructure and the Walking Bus.
  - Investment Dept. Representative (GK): Supervision of tasks 1.1–1.3.
  - School Representative (Change Leader): Vice-Principal or designated teacher.
- **Meeting Frequency:** Monthly.

C. *URBACT Local Group (ULG) – Consultative Level*

- **Role:** Advisory voice, social monitoring, reporting risks, co-organizing soft actions (picnics, campaigns).
- **Composition:** SP3 Parents' Council, Residents of Mickiewicza St., Local NGOs, Police/Municipal Guard.
- **Meeting Frequency:** Biannual (or ad-hoc at key milestones).

4.11.2. *Monitoring & Evaluation Framework*

The monitoring system is based on the Deming Cycle (PDCA: Plan-Do-Check-Act) and ensures early detection of deviations.

Monitoring Tools:

- **IAP Scorecard:** A simple Excel dashboard monitoring the progress of Output and Result indicators (defined in Action Cards). Updated quarterly by the IAP Coordinator.
- **Quarterly "Traffic Light" Reports:**
  - 🟢 **Green:** Action proceeding according to plan.
  - 🟡 **Yellow:** Risk of delay (requires Core Team attention).
  - 🔴 **Red:** Critical delay/budget overrun (requires Steering Committee decision).
- **Site Visits:** Monthly field inspection ("Zero Audit") by the Pedestrian & Bicycle Officer to verify work progress and issues (e.g., checking if barriers work, if the Walking Bus is operating).

Evaluation (Effectiveness Assessment):

- **Mid-term Evaluation (Mid-2027):** Verification of whether soft campaigns (2.1, 2.2) are effective before major investments begin. Parent survey.
- **Ex-post Evaluation (End of 2028):** Final mobility survey and satisfaction polls. Comparison with baseline data from 2025.

4.11.3. Change management

The IAP is a "living" document. In the event of unforeseen circumstances (e.g., sudden material price increase, legal blockages), the following procedure applies:

- **Reporting:** The Action Leader reports the issue to the IAP Coordinator.
- **Analysis:** The Core Implementation Team prepares a recommendation (e.g., shifting funds from Task X to Y).
- **Decision:**
  - Minor changes (<10% of budget/time): Approved by the Coordinator.
  - Key changes (cancellation of a task, cost increase >10%): Approved by the Steering Committee.

4.1.3. Sustainability and institutionalization

The goal of the IAP is not a one-off action, but a permanent systemic change in Skawina.

A. *Institutionalization:*

- Incorporating the "Walking Bus" into the School Statute or Educational Program.
- Adopting "School Streets Standards" as the official Municipality policy for future renovations near other schools.

B. *Follow-up Funding:*

- Securing a permanent item in the Municipality Budget: "Maintenance of safety infrastructure at educational facilities."

C. *ULG Evolution (Future of the Group):*

- **Transformation:** After the URBACT network funding ends, the ULG will transform into an informal "School Mobility Forum".
- **New Role:** Transition from the role of "designers" to the role of "watchdogs". The group will meet once a year to verify if the adopted solutions (e.g., ban on entry near the school) are being respected and if there has been no return to old habits.
- **Leadership:** The role of animator will be taken over by the Parents' Council with the support of the Pedestrian & Bicycle Officer.

D. *Coordination and Accountability Mechanism*

Currently, competencies are fragmented: the Shared Services Center (CUW) is responsible for transport services, the Department of Development and Strategy (RS) for planning and public transport (RS-M), and the Pedestrian and Cycling Officer for education and active mobility. To avoid decision-making paralysis, the IAP proposes a permanent coordination mechanism:

- **School Mobility Team:**
  Appointment of a permanent inter-departmental team (CUW + RS (M) + IN/GK), meeting once a quarter to synchronize actions (e.g., aligning school bus timetables with new traffic organization). Appointment of a Chief School Mobility Coordinator within the Municipal Office (UMiG) structure (e.g., in the RS Department), who bears sole responsibility for the consistency of actions.

- **School Travel Plans (STP):**
  Implementation of the obligation for every school to have a School Travel Plan, updated every 2 years (a document setting goals, e.g., % of students commuting by bicycle).

- **Appointment of a School Mobility Coordinator** in every school (teacher or parent), who acts as a "link" between the school and the Chief Coordinator in the Municipality. This person monitors the implementation of the STP and reports infrastructure problems directly to the Office.

E. Knowledge Transfer (Scaling):

Creation of the "SP3 Good Practice Guide" and handing it over to the headmasters of other schools in Skawina (SP1, SP2, SP4, SP6) as a ready-to-implement model.

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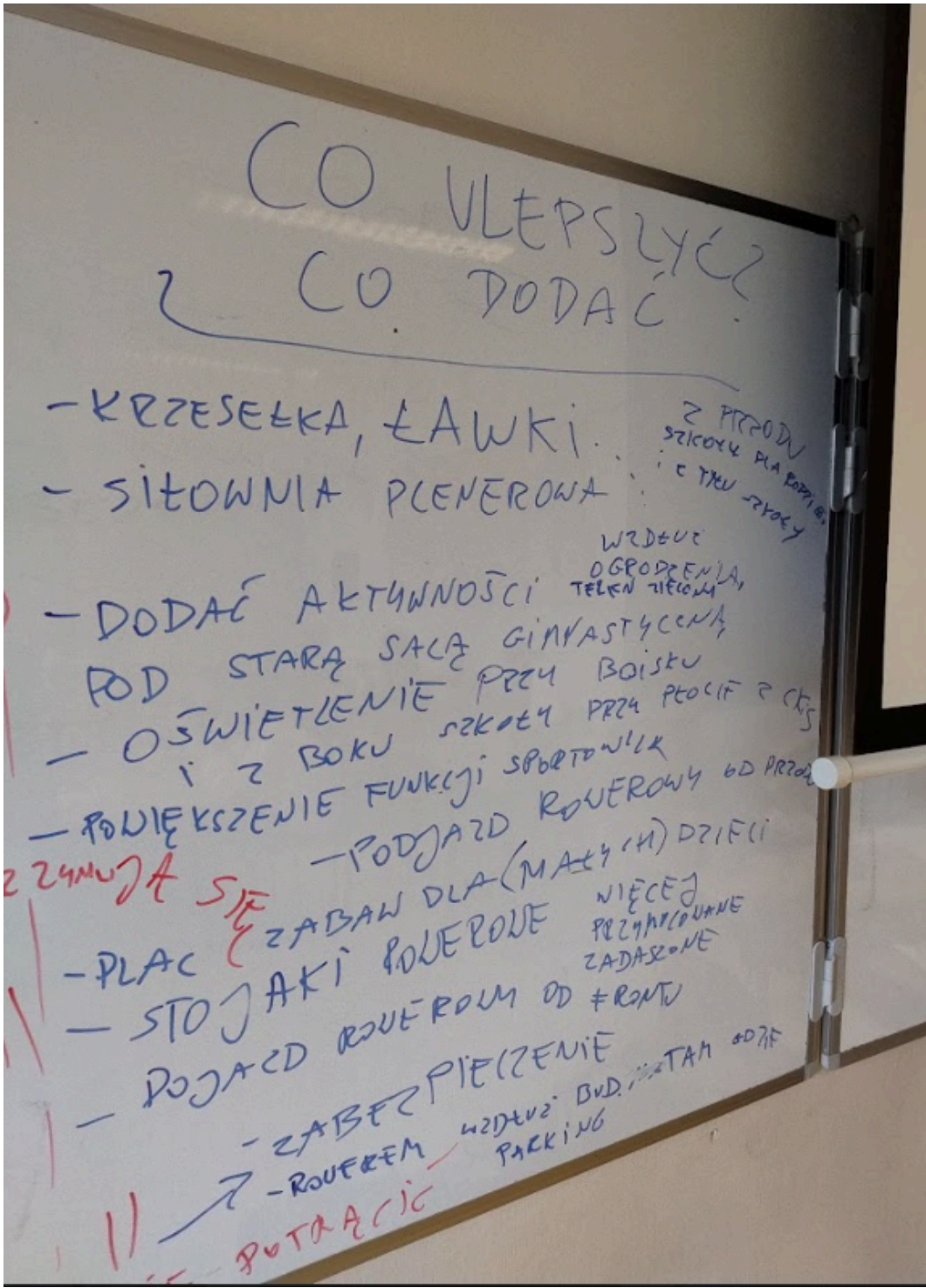

5. INTEGRATED ACTION PLAN FOR SKAWINA: "THE LAST SAFE KILOMETER"

A. *THE CHALLENGE: Breaking the "Vicious Circle"*

Skawina faces a school mobility paradox: parents, driving their children "right to the door" out of concern for their safety, generate chaos and danger that discourages others from walking. This "vicious circle" mechanism, driven by a "rush culture" and infrastructure gaps, results in congestion, smog, and transport exclusion. The IAP constitutes a strategic response to these challenges, shifting from spot repairs to a systemic change of habits.

B. *VISION AND STRATEGY: The 3x3 Matrix*

*Our vision is a Skawina where every child reaches school in a Safe, Sustainable, and Joyful way. To achieve this, the IAP adopts an innovative intervention logic based on the **3x3 Matrix**, which integrates three areas of action across three time horizons (up to 2028, with behavioral effects up to 2030):*

- ***HARDWARE (Investments):*** *Physical transformation of space, including the key reconstruction of Mickiewicza Street (traffic calming) and the installation of an access control system (barriers) at Primary School No. 3 (SP3).*
- ***SOFTWARE (Soft Actions):*** *Working on mentality through education and gamification. Introduction of the **Walking/Cycling Bus**, the **"If you love, let'em go"** ("Kochasz, puść wolno") campaign, and innovative safe and joyful routes to school **#C'mon to school**.*
- ***ORGWARE (Organization):*** *Changing the rules of the game. Introduction of new school access protocols, appointment of the **Pedestrian Crossing Guardian,** and the target closure of the "Kiss&Ride" bay at the school in favor of a pedestrian zone.*

C. *INNOVATION AND VALUES* *The plan is deeply rooted in the values of the **New European Bauhaus** (Beautiful, Sustainable, Together). Skawina tests solutions through **tactical urbanism** (e.g., painting "cool paths"), allowing ideas to be verified before expensive investments are made. The project prioritizes **gender-sensitive design**, recognizing that a school safe for girls is safe for everyone.*

D. *IMPLEMENTATION AND SUSTAINABILITY* *The realization of the IAP is based on a professional management model:*

- ***Governance:*** *A three-tier structure (Steering Committee, Implementation Team, URBACT Local Group - ULG) supported by a permanent, interdepartmental School Mobility Team.*
- ***Funding:*** *Diversification of sources – from the Municipality's own funds (maintenance), through external funds like RRF/FEnIKS (major investments), to partnerships (soft actions).*
- ***Timeline:*** *A precise critical path for 2025–2028, where soft actions (education) precede hard restrictions, building social acceptance for changes.*

*The IAP for Skawina is not a street renovation plan – it is a **social pact** for children's independence, transforming the school from a "car fortress" into the heart of a safe and accessible neighborho*

Skawina

Miasto i Gmina

2025