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Recommendations on planning and delivering "Safe, green and happy ways to school"

A highlight from each SCHOOLHOODs city

For local authorities that start their own approach to sustainable school commutes

#WHAT CAN YOU EXPECT?

What is the idea of this document?
Our SCHOOLHOODs network worked for more than two years on improving how pupils go to school. Aiming to make the school commute safer, greener and a happy experience for our children.
Now, looking back at our work, we would like to share some essential lessons learnt with you: What did each of our network cities do to make school mobility matter? How did we make change happen?
We are happy to present you some key elements of our local work and we hope that they prove useful to you for setting up your own story line on improving the way of how our children go to school.

We invite you to take a look at our website section to see more on our products and our work, just click HERE and you are at the heat of the SCHOOLHOODs world.
If you want to connect directly, you are most welcome to send a message to our Lead Partner in Rethymno and our Lead Expert.

Cordially yours!
The SCHOOLHOODs team

 # Brasov – Downscale - Experiment - Upscale
How Brasov employed concentrating on a single laboratory to learn for the city-scale.

 # Brno – Employ pilots to gain decision-maker awareness and support
How Brno employed testing actions for decision-makers' buy-in.

 # Parma – Institutionalise School Mobility
How Parma creates a Community of School Mobility Managers to manifest activities.

 # Rethymno – Apply good practises to the local environment
How Rethymno overcame local barriers to new approaches.

 # Skawina – The 3x3 logical matrix approach
How Skawina invented a clever approach of mutually reinforcing actions.

 # Turku – Work with mindsets!
How Turku identified the essence of the challenge and addressed it consequently.

 # Zadar – Work with data!
How Zadar employed a data driven approach to planning actions.

 # Gamification – the SCHOOLHOODs Card Game
How gamification creates joyful ways of learning on sustainable commutes to school.

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#BRASOV

Downscale – Experiment – Upscale

What is the idea?

Brasov introduced the topic of school mobility at a comprehensible scale instead of possibly aiming too high with working at the city-wide scale at once. The idea was to define a good test case of one school location and by this demonstrate how action planning and delivery for one school environment creates a success case. And then do a stepwise roll-out to the city-level.

How did it work?

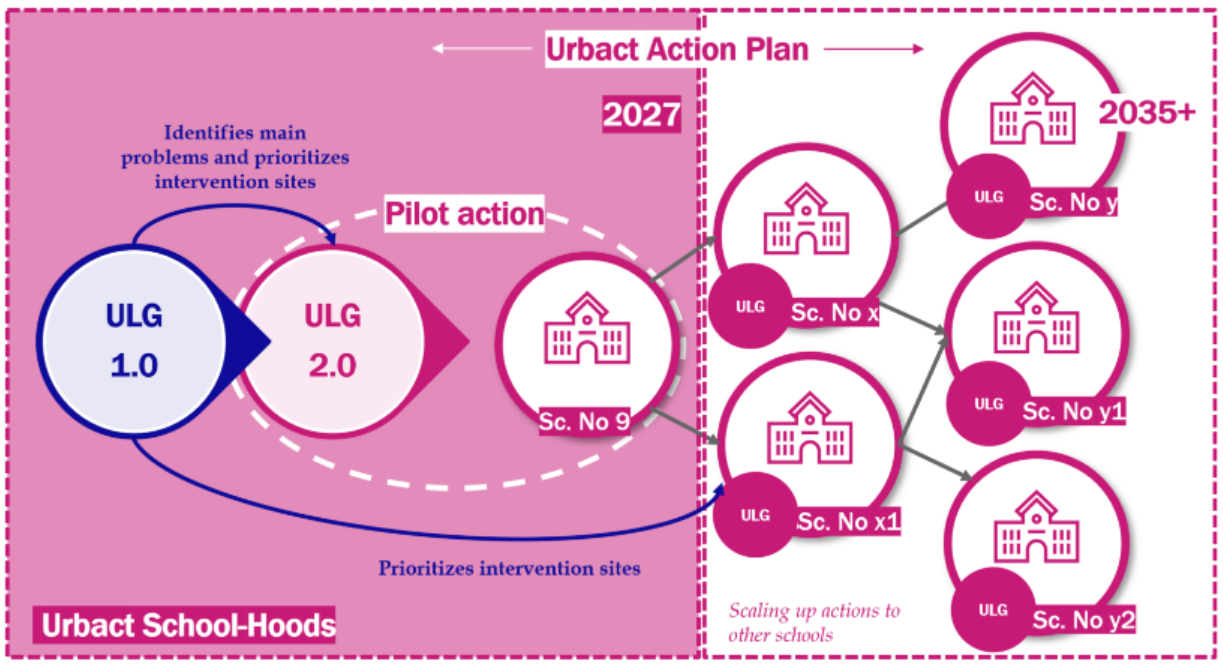
1. **Downscale:** Brasov created a city-wide ULG with the single purpose to define the test case of a site-based laboratory: School No. 9 hosting an elementary and a secondary school.

2. **Experiment** the site-based laboratory to derive lessons and approaches for the city-wide approach:
   First, Brasov created the ULG for School No. 9 and then jointly defined the Integrated Action Plan with using testing actions on the most promising actions for a coming upscaling to other schools: the cycling training playground and the connected cycling training programme.
   Delivery date for the IAP of School No. 9 is 2027.

3. **Upscale:** Evaluating the results of the IAP delivery for School No. 9 in the city-wide ULG and then preparing and delivering the transfer of actions to all or at least most of the other schools in Brasov within the timeline 2028 -2035.

Special hint of the SCHOOLHOODs team:

Talk with the parents but work with the children: Create interest and enthusiasm of children to create the same in other stakeholder groups and other locations.



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#BRNO

Employ testing to gain momentum for safe, green and happy ways to school

What is the idea?

Brno needed to overcome the initial low level of interest at decision-makers side towards a planning focused activity. It decided to showcase how change can look like and what results this change delivers.

The essential element was to put small-scale actions to practise to demonstrate that change is possible. And that this change is doing no harm but creates benefits.

How did it work?

1. **Identify pilot schools:** first, the Brno team identified pilot sites following the logic that schools a) meet the policy challenge at hand and b) are engaged to address the problems arising from school commutes by car.

2. **Establish 2 pilot school laboratories** on "how to foster sustainable and independent school trips" by creating site-specific local work groups at local / neighbourhood scale involving decision-makers at city and district level.

3. **Co-create change** in the local group by a wide range of test cases based on a state of play analysis using amongst other means surveys with the critical stakeholders like children.

4. **Put changes to practise** by running pilot actions and realising small scale interventions:
   - Pedestrian crossings
   - Pedestrian corridors
   - Kiss+Ride stops
   - Scooter parking
   - Street murals
   - Brno Dragon Game

Special hint of the SCHOOLHOODs team:

→ *Engage decision makers and stakeholders – demonstrate how change can look.*

→ *Rely on data – use surveys analysing how children go to school and how they would like to go to school.*

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#PARMA

Institutionalise school mobility

What is the idea?

Parma aimed to create a cooperation platform with school mobility managers and the city administration for regular exchange, mutual support and practical guidance to push sustainable school mobility. With good and trustful communication within the group thanks to the presence of appointed and knowledgeable contact persons in schools.

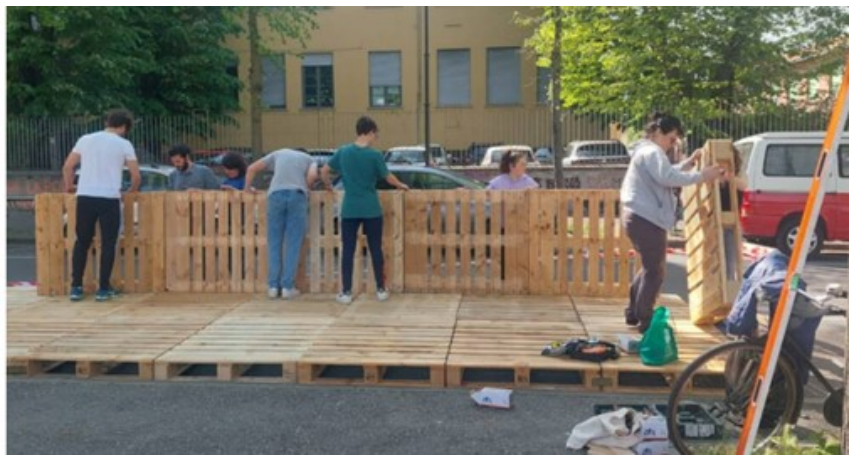
How did it work?

1. **Base on existing structures:** Parma was able to exploit the given structure of a Mobility Manager in the administration and the established network of company mobility managers as a blueprint for a school mobility manager network. But any similar structure of an administration working with public and private entities is feasible as a blueprint as well, like cooperations for emission reduction or enhancing road safety.

2. **Create and run educational courses** for school representatives to establish knowledge, capacities and positions at schools' side.

3. **Pilot specific school mobility management processes** to support the start of addressing school mobility: in Parma's case for 14 high schools in 5 locations.

4. **Institutionalise support** by conferences on school mobility and a guide on school mobility actions as a catalogue for action options to work with.



Special hint of the SCHOOLHOODs team:

Learn from pilots!
Evaluate pilots and specifically investigate actions that do not work out as planned. For Parma, the installation of a bicycle parking did not see the expected user figures which led to an investigation of the reasons and a respective adaptation.

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#RETHYMNO

Learn from good practises and apply them at home!

What is the idea?

Rethymno delivered a success story to overcome the wide-spread bias of "this works elsewhere but not here". Stakeholders everywhere are rather reluctant to new ideas that have never been applied to the local context. In answer to this, any new idea needs a careful introduction to stakeholders and decision makers. To proof their value and trigger a permanent use and a further roll-out within the city.

How did it work?

1. **Invest in exchange of experiences:** listen to good examples, ask questions of understanding, filter out any local specifics of the good practise presented and analyse conditions for transferring them to the own local context.

2. **Translate the good practise** to the own local context in terms of terminology, appeal of wording, regulative background and local stakeholder expectations and concerns.

3. **Alter the good practise** respectively and pilot them to prove that they work and to gain awareness on their benefits for the local community, like:
   - The school mobility survey on how children come to school - and how they would like to come to school.
   - The PediBus pilot including drop-off points for pupils with longer school commute distances.
   - The School Street experiment showcasing the effects of a simple solutions that appears radical at the first glance.

Special hint of the SCHOOLHOODs team:

Involve local community from the beginning – specifically children and parents!
Involve politicians in testing any actions, their support is essential to get the idea hitting the ground!

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#SKAWINA

The 3 x 3 Logical Matrix Approach

What is the idea?
Skawina delivered a concise set of actions using a 3x3 logical matrix that

- addresses SOFTWARE - awareness and attitudes of people with ORGWARE - how traffic is organised and HARDWARE - how the (school) environment is designed.
- appoints for each area of intervention one short-term, medium-term and long-term action.

This results in a clever timed and reinforcing set of actions delivering quick results and continuing to improve the conditions for sustainable school commutes.

	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

How did it work?

1. **Create clarity and feasibility of actions** by concentrating on the essential ones per intervention area. This helps to avoid scattering of resources across dozens of minor activities.

2. **Time their delivery** for a meaningful series of interventions starting with using pilots (short term actions), continue with classical implementations (medium term actions) and address investments (long term actions).

3. **See that the actions are mutually reinforcing each other**, like a physical closure of a lay-by road segment (long-term, hardware) is accompanied by an earlier educational campaign (medium term, software) and a change in school regulations (short term, orgware).

4. **Start with addressing mindsets** to create good use conditions for any other changes to come.

5. **Create interactive ACTION CARDs** for easy management and monitoring of the actions!

Special hint of the SCHOOLHOODs team:

Challenge myths! Like that everybody is travelling to school by car using robust research and accurate measuring to prove this myth wrong.

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#TURKU

Work with mindsets!

What is the idea?

Turku identified a main local challenge that albeit good infrastructure conditions for safe and active school commutes is at hand, use figures of active modes for school trips are low. In answer to this, Turku focused on working with the mindset of parents and children to break with car-use habits, promote active mobility and counteract decreasing cycling abilities of children.

How did it work?

1. **Use surveys to better understand the challenges at hand:** segmenting active mode use following age groups and seasonal effects; investigating reasons for car use.
2. **Define fitting actions and pilot them** to counteract low active mode use and decreasing cycling abilities in the light of tackling mindsets and habits, like:

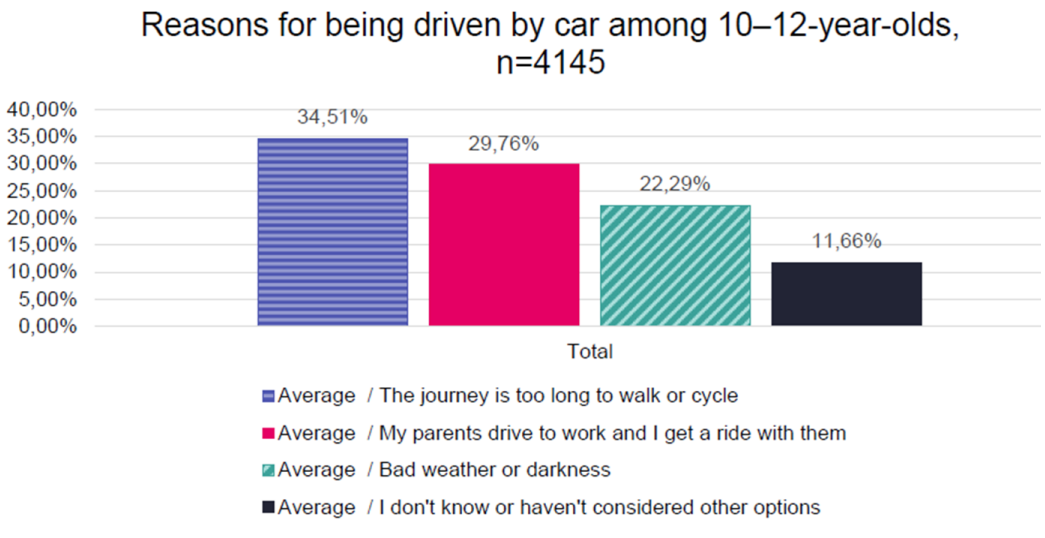
   Investing in cycling skills of children:
   - Empower parents as cycling coaches by train-the trainer courses alongside video tutorials
   - Run cycling skills training during school time

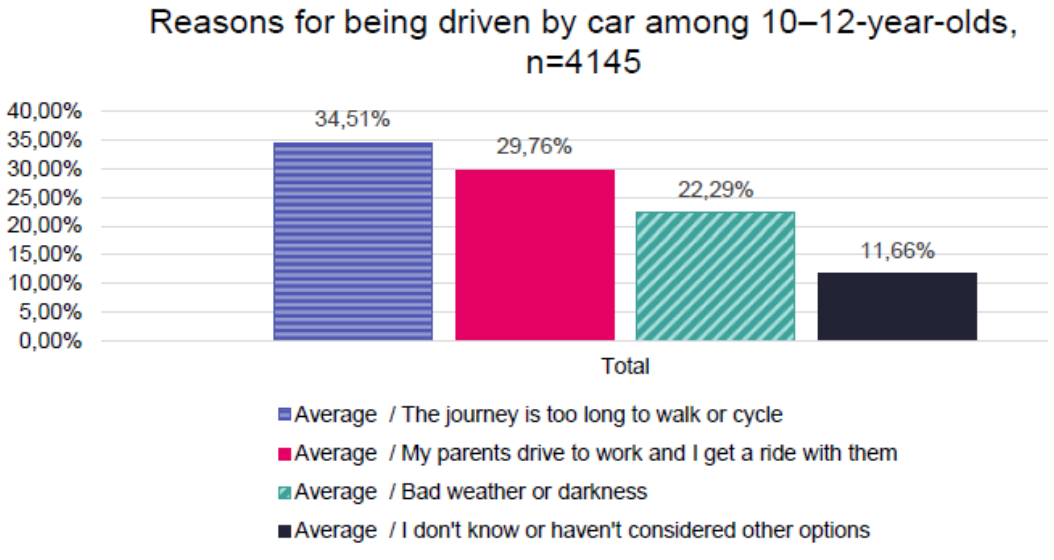
   Make cycling to school fun!
   - Fun cycling school routes
   - Campaigns on active mobility during winter seasons
   - Supportive traffic calming in school areas

3. **Invest in monitoring on active mobility use** by school commute surveys, leisure time surveys for kids and parents, attitudes of adults towards active mode use as well as detailed observations on how actions work and deliver.

Special hint of the SCHOOLHOODs team:

→ *Make people reflect on travel behaviour!*
→ *Raising skills of children AND parents!*
→ *Work with the community of the school neighbourhood people!*





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#ZADAR

Work with data!

What is the idea?

Zadar employed a comprehensive approach on data collection to base its planning process on solid and concrete knowledge concerning conditions, attitudes and practises of school mobility. The logic is to understand the current situation, derive fitting actions out of that knowledge and gain support from decision makers out of the use of a sound and valid data set.

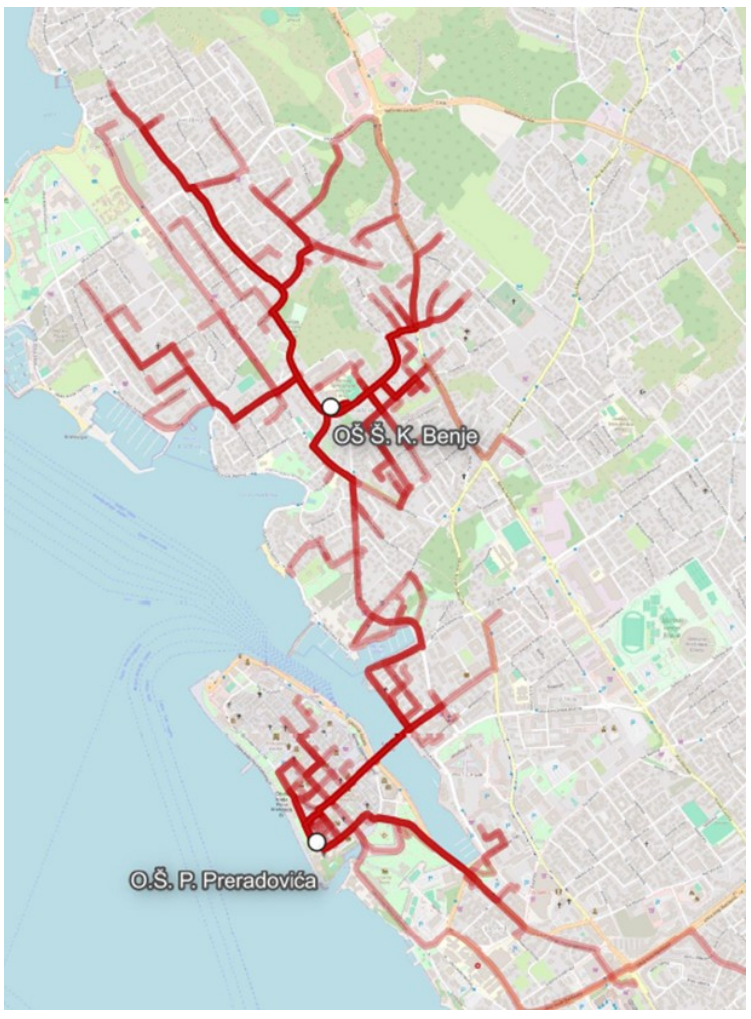
How did it work?

1. **Run web surveys for pupils and parents** to learn on today's school commutes and how infrastructure and traffic organisation is affecting active and independent school trips.

2. **Survey school commute conditions** with schools, police and traffic service providers to capture opportunities and limits of school related traffic.

3. **Map school routes using WebGIS tools** for all traffic modes as well as if they are done stand-alone or with adult company and connect the exercise to localising challenges and needs for improvements as indicated by pupils and parents.

4. **Collect and visualise** hot spots and problematic routes for:
   - Pedestrian and cycling infrastructure and signage
   - Road infrastructure and signage
   - Speeding and congestion / high traffic volumes
   - Unsafe car and other motorised means' driver behaviour
   - Parking availability and occupancy
   - Street lighting



Special hint of the SCHOOLHOODs team:

Make an effort to gather as much as possible relevant and concrete data to create a more sustainable plan, more concrete actions and more sustainable results in the end.

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#GAMIFICATION

The SCHOOLHOODs Card Game

What is the game about?

Our network city team in Skawina developed the SCHOOLHOODs Card Game. The game familiarises children and their caregivers in a playful-and-fun-way on the benefits of children's active and independent school travel. The Card Game format allows to spread the message of safety, health, and sustainable mobility in an enjoyable and memorable way. The game is directed at primary school age and got translated from the original Polish version to all network city languages and to English.

How does it work?

1. Children playing the game are faced with the challenge to arrive at school walking, cycling, scooting or using public transport.

2. They meet a set of challenges though on the way like distractions, tempting shortcuts or poor visibility of traffic conditions.

3. Their objective is to create a safe route to school: apply good habits, stick to a proven path, use the right transport mode, and finally arrive at school.

4. But other players might put up unexpected troubles and barriers so that children need to apply good solutions to deal with these.

The Game makes use of a set of cards explained by easy instruction on how to play.
Get in touch with us if you want to know more about the SCHOOLHOODs Card Game!

Good Habit Cards

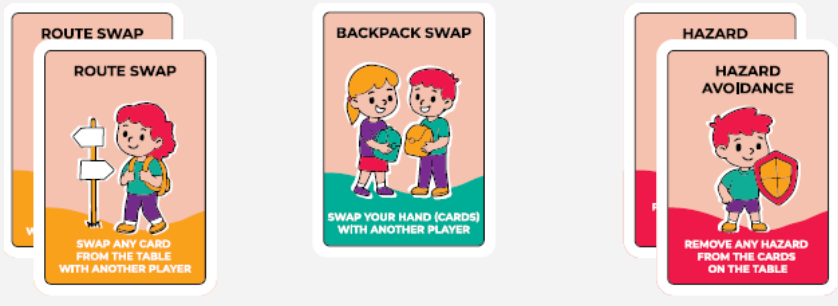
Path Cards

Transport Cards

Hazard Cards

Good Solution Cards

Special Cards



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