



Generalitat de Catalunya
**Departament de Territori
i Sostenibilitat**

**School
Chance**

Interreg Europe



European Union
European Regional
Development Fund

Main lessons learned on cycling-related behavioral change in children

SCHOOL-CHANCE PROJECT



Albert Palomo
4th February 2021

SCHOOLCHANCE PROJECT



Partners

- Girona City Council (leader) (SP)
- Government of Catalonia (SP)
- Reggio Emilia City Council (IT)
- Utrecht City Council (NL)
- Gdansk City Council (PL)
- Gävle City Council (SW)
- Brasov Metropolitan Area (RO)
- FGM-AMOR, Graz (AU) → Advisory partner

Incorporate the autonomous, sustainable, safe and healthy mobility of schoolchildren, transversally, into the regional and local policies of the participating territories.

PHASE 1			PHASE 2	
2017	2018	2019	2020	2021
GOOD PRACTICES	STUDY VISITS	REGIONAL ACTION PLANS	IMPLEMENTATION AND MONITORING OF ACTION PLANS	
Involvement of local stakeholders groups				
			 Local presentation of RAPs	 Final conference

DIFFERENT CONTEXTS DIFFERENT LESSONS LEARNED



Utrecht



General	46%	27%	19%	3%
School	51%	31%	12%	2%

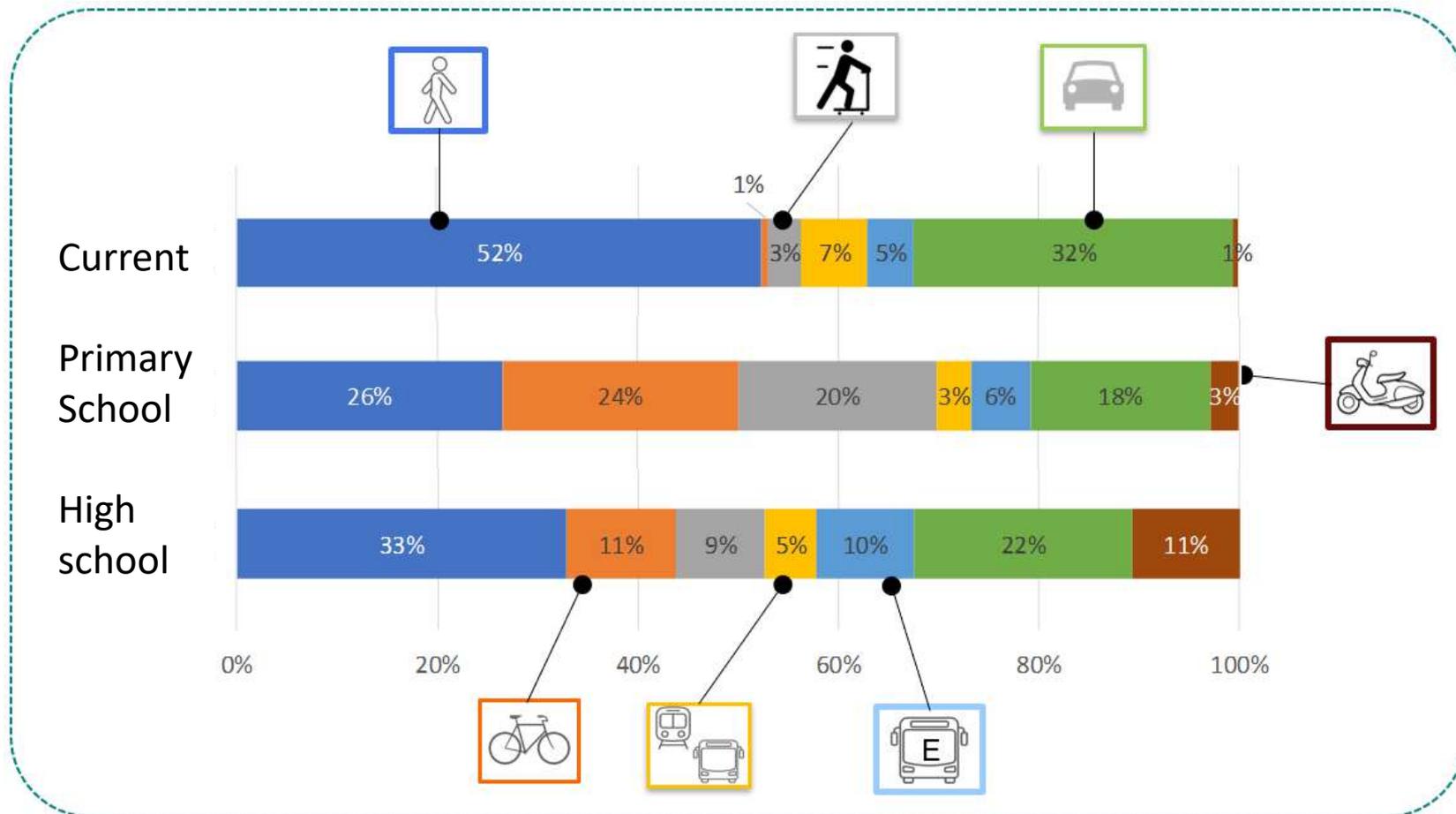
General	62%	31%	4%	3%
School (*)	52%	32%	12%	4%
Girona				



(*) Average data on surveys in Catalonia

SURVEYS IN CATALONIA

Current, desired to go to primary school and desired to go to high school mean of transportation



KEY POINTS TO CHANGE MOBILITY BEHAVIOUR TOWARDS BIKE

- To do a multidisciplinary approach and to involve different stakeholders at local and regional level:
 - ✓ Education, mobility and environment areas of city councils and regions.
 - ✓ School community: principals, teachers, workers, students, parents.
- To internalize safe and sustainable mobility in educational programs of schools and high-schools.
- To design and establish safe and recognizable school environments → Perception matters, not only for children, specially for parents.
- To provide safe bike-parking facilities at schools for staff and students.
- To carry out promotion and awareness campaigns addressed/involving all stakeholders.
- To reverse some false myths about bike mobility: it's unsafe, weather conditions affects,....
- To integrate all these aspects on regional key policies.

MOBILITY COORDINATORS AT SCHOOLS

The Mobility Coordinator at schools is a teaching staff member who becomes a reference person in each school in terms of sustainable, safe, autonomous and healthy school mobility.

The Mobility Coordinator links school, families, students and all the agents involved by:

- ✓ Acting as an interlocutor for demands and problems related to mobility that may arise in the school and / or with families.
- ✓ Collecting and proposing initiatives related to traffic education and sustainability.
- ✓ Being an example for students and encouraging them to move with sustainable means of transportation like bikes.
- ✓ Coordinating and guiding the mobility projects promoted by the City Council within the school where it teaches.
- ✓ Promote the signing of a letter of commitment to promote sustainable, safe, autonomous and healthy school mobility between the school, students and parents.

The Mobility Coordinator Network of a municipality is an instrument to share experiences between different schools and to help City Councils to address and get feedback of their policies.



INTERLANIZE BIKE MOBILITY IN ALL LEVELS OF EDUCATION



BIKE MOBILITY LESSONS AT SCHOOL AND REAL TRAFFIC EXAMS

- Children aged 8-10 years old learn traffic rules lessons while improved their practical cycling skills.
- Children aged 10-12 years old gained insight in real traffic situations.
- Every year, the Safe Traffic Organization of the Netherlands (VVN) organizes a traffic test for children aged 11 to 12 in the country to assess their skills in terms of theoretical knowledge and basic skills of cycling in real traffic conditions.
- The exam consists of two parts, a test with 25 questions and a practice in which children must complete one of the defined fixed routes in the city.
- Students receive a diploma and parents got more insight and confidence in their children's bicycle skills.



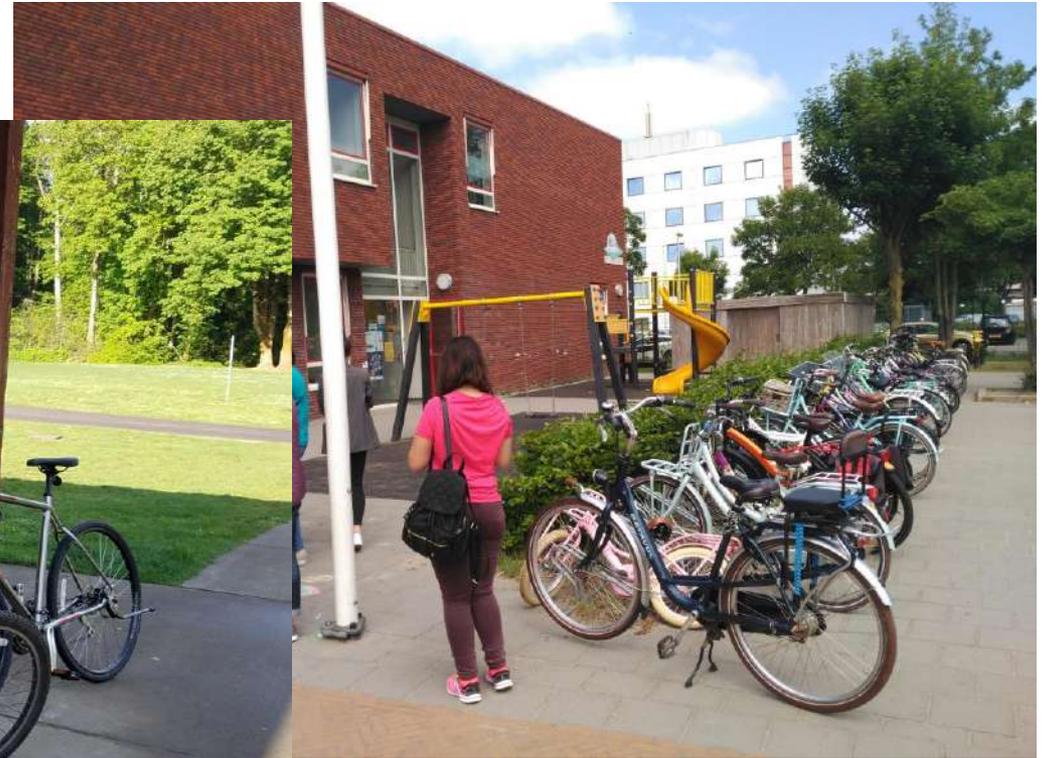
SAFE AND RECOGNIZABLE SCHOOL ENVIRONMENTS

- Creation and establishment of recognisable, safe school surroundings for bike and pedestrian mobility.
- Many examples of methodologies like Camins escolars in Catalonia, Strada scolastica in Reggio Emilia, and Road Safety Label in Utrecht.
- Agreement between municipalities and schools for a multidisciplinary approach, with involvement of teachers, students, parents and city council.
- Utrecht reported that car usage decreased on 66% of participating schools, and increased on non-participating school.
- Increased satisfaction about road safety among parents (56% to 76%), children and teachers on participating schools.



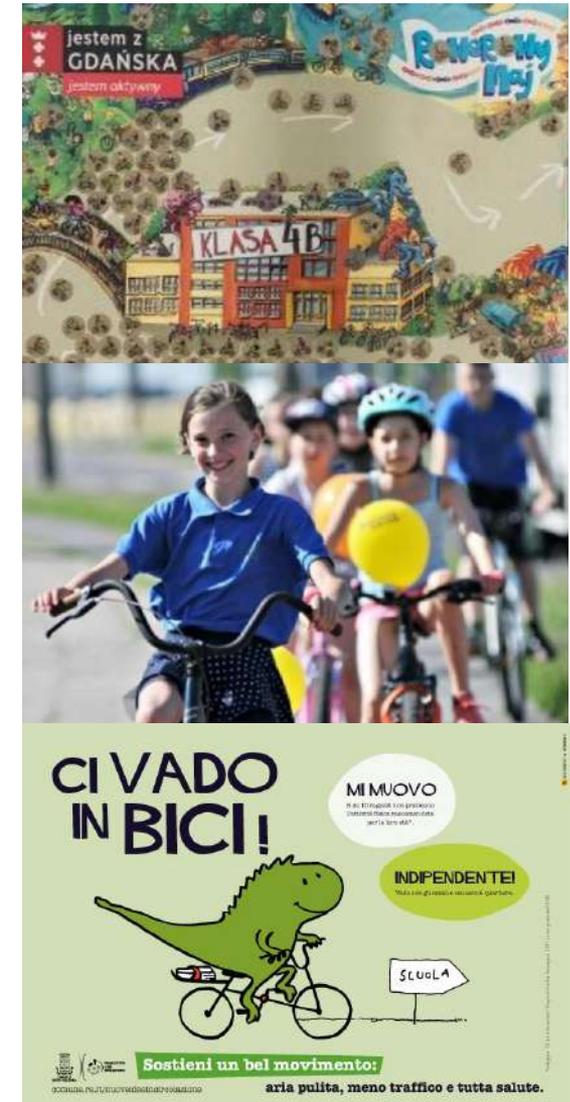
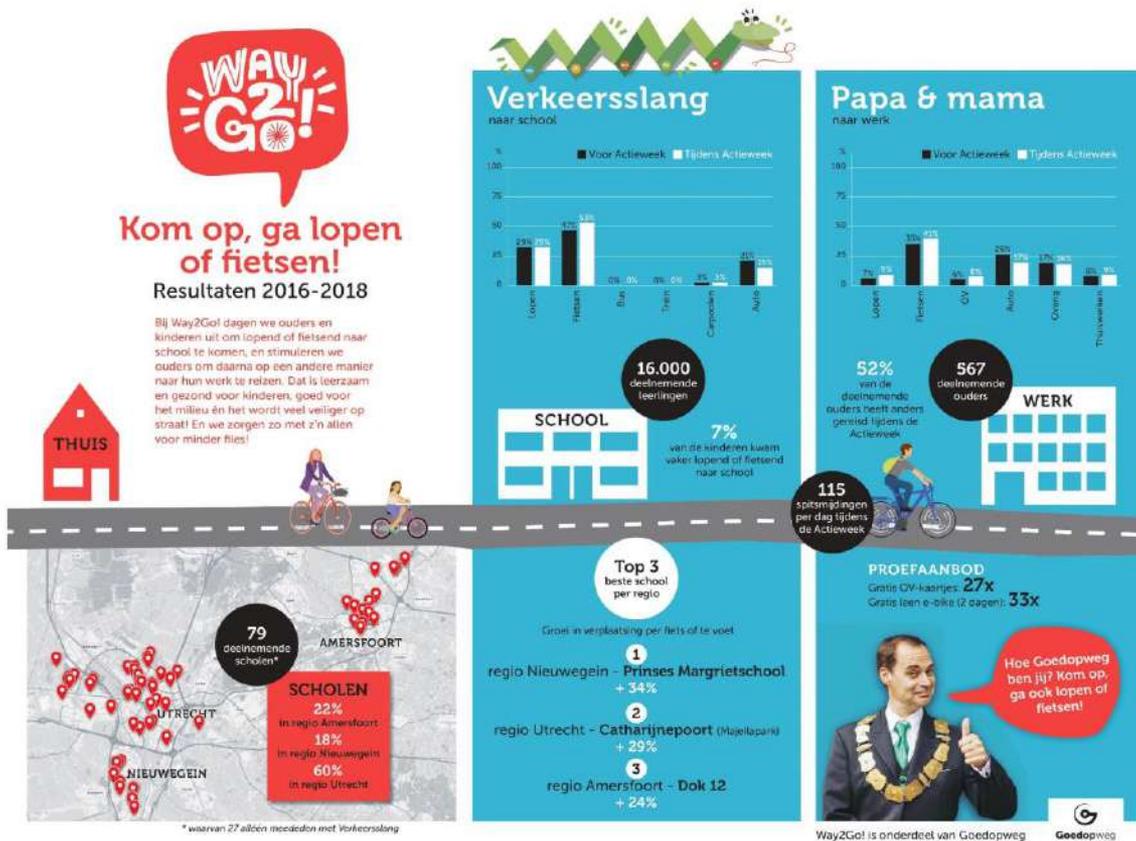
SAFE BIKE-PARKING FACILITIES AT SCHOOLS

- On-street, close to main entrance to school premises.
- Or, inside school-premises.



PROMOTION AND AWARENESS CAMPAIGNS

- Addressed to students and parents.
- School staff you should be the first to give example.
- Gamification works! Snake game



REVERSING SOME FALSE MYTHS ABOUT BIKE MOBILITY

WINTER CYCLING CAMPAIGN IN GÄVLE

- Gävle is a cycling city, but many people stop cycling during the winter since Gävle usually gets a lot of snow during winter.
- But with well-functioning winter maintenance cycling is still a possibility and people that try to cycle during winter experience it to be easier and more fun than they expected.
- That's why it is important to get people to try it out.



INTEGRATION ON REGIONAL KEY POLICIES

Thanks to School Chance project, the Government of Catalonia approved the Action Plan for School Mobility 2020-2021.

This action plan establishes 6 strategic goals:



Write a manifesto for sustainable, active, safe and autonomous school mobility



Promotion and awareness campaigns



Update the treatment of road safety education and mobility in schools.



School paths and improvement of school surroundings.



Promote mobility coordinators at schools



School mobility labels



This Action Plan is influencing the new National Guidelines for Mobility. That means, by example, that all SUMP should deal with new school mobility strategies.

Also the National Strategy for Bike 2025 include actions to develop this Action Plan.



Generalitat de Catalunya
**Departament de Territori
i Sostenibilitat**

**School
Chance**

Interreg Europe



European Union
European Regional
Development Fund

Main lessons learned on cycling- related behavioral change in children



<https://www.interregeurope.eu/schoolchance/>

albert.palomo@gencat.cat
