



ESLÖVS
KOMMUN

SAFE WAYS TO SCHOOL

School Mobility Plan in Eslöv, Sweden

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Gathering good examples
in sustainable mobility and
safe transport to and from schools



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SAFE WAYS TO SCHOOL

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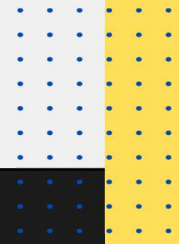
About this example

In this good example, we explore the forming and main stages for implementing a School Mobility Plan in Eslov; including key lessons learned. Particular to this case, they had two Mobility Committees or working groups; one within the school and another within the municipality.

Context and Challenge

Sustainable transport was identified as a focus area in several local policies. Moreover, some of the policies suggested to focus on youth as well as on increasing the safety of sustainable transport choices in commuting to schools.

Hence, the municipality started a project and adopted a process to engage schools in being part of the sustainable development; the work has been led by project leader Stana Franjic.



General Process

As the municipality decided to move forward, a methodological framework to work with schools was selected and adapted. Then, a call for interest was sent out to the schools in the municipality.

As a strategy from the department chef, it was established to start with one school at a time as proof of concept and opportunities to test improvements in the upcoming work. The strategy allowed the municipality to fully develop one school mobility plan, mitigating the risk of providing insufficient resources to many schools at once. “Do one fully rather than just start with many!”

The process was iterative. First contact was with the director. In this initial step the process and timeline were discussed, as well as potential objectives; which were later refined or validated in the different stages.

The second step was to inform and invite parents to participate. They were reached via the internal communication channels and live parental meetings. In this case a school workgroup was established with staff, parents and students. Through the workgroup the first round of deliverables was made:

A current analysis of the mobility mix; Perceived challenges; and suggestions of actions and changes, both soft and infrastructural related. Students played a role engaging their peers to gather information for the analysis through surveys and observations points pre-established by the working group.

Based on the analysis, a draft plan was drafted, and both were taken to a second work group consisting of members from different departments within the municipality (for example: building technicians, transport engineers, mobility planners and schools’ department). Their aim was to work through the viability, refinement and prioritization of the current suggestions according to the legislation and resources available.

An iterative process between the two mobility groups (school and municipality) followed, until the final version of the action plan was created. Subsequently it was about engaging the respective actors in their action and following it up.

The results below are a synthesis of the experiences and conversations with community members (staff, parents and students) and some that were evident through the challenge. A more systematic follow-up is being undertaken however the results are not currently available.

Results and Benefits



Photo: Raised Crossing by Stana Franjic



Photo: School by Bike by Stana Franjic



Photo: Capacity building by Stana Franjic

Easier and safer drop off

Infrastructure adaptations; awareness-raising, targeted information and behavioral change campaigns succeeded in: improving the flow and safety conditions of drop offs

Reduced speeding

Reduced excessive speed near school area by additional infrastructure changes such as raised crossings, signage that contribute to a safer environment for sustainable modes of transport, such as cycling or walking.

Adoption of new behavior

Encouraging students and parents to try out and adopt sustainable transport behaviors through mobility challenge campaigns; awareness raising materials and dialogue on alternative modes of transport. Surveys helped to track progress before and after.

Dissemination

Currently the project is on its 3rd year. Following the success of the pilot project a second school is involved in the process. The project is gaining momentum and will engage 2 new schools in the next iteration.

Lessons Learned

Have a dedicted coordinator

A key success factor is the importance of having a dedicated coordinator to keep things moving.

Process first

Having an overview for the main stages and time-line, as well as pre-selecting framework with key supporting materials for developing the mobility plan helps to get buy-in by making it tangible what is required from the school.

Give the voice to kids

The school and parents are more receptive and open to dialogue if the process allows their children to be heard rather than the opinion of an “outsider expert” with an agenda”.

Bridge parents and municipal decision-makers

When parents get involved, it creates a dialogue between citizens and the municipality. Potential solutions can be discussed, as well as budget limitations or legal requirements can be clarified. It also allows for adaptation and collective prioritization decision of functional solutions.

Sync various municipal department involved

Be aware of process differences between the various municipal departments involved. It can be a management challenge to synchronize the different timelines, processes and priorities, as they may differ from one another.

Key Steps (Check list)

- ☐ Define process and select supporting materials (material for directors, for baseline analysis)
 - ☐ Invite and build buy-in from school leadership
 - ☐ Create a School Mobility Committee
 - ☐ Create a current reality report:
 - Map current modes of transport
 - Clarify challenges related to commuting to and from school.
 - Identify barriers to making sustainable travel easier to choose.
 - ☐ Link the school to community development through working groups at both ends (where possible)
 - ☐ Create a School Mobility Plan
 - Examples of potential physical and behavioral change solutions:
 - Appropriate signage and pathways
 - Increase safety at key road crossings
 - Awareness raising campaigns; development of information materials
 - Competitions and challenges (from one week to several months)
 - ☐ Implement the School Mobility Plan
 - ☐ Monitor the implementation and update as needed
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