



School Mobility Plan and Committee

A guide for introducing the concept in municipalities and schools

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Add good examples	

Introduction

This tutorial is a set of slides and instructions that aim to support schools and municipalities to be a positive force in cultivating a sustainable commuting experience that works for staff, children and parents. It is an introduction to a tool called school mobility plan, which is implemented through a school mobility committee

We designed this material to schools directors and public workers that are responsible for education and transportation and who would like to adopt this way of working in their communities.

As an introduction, it focuses on the buy in stage, whether you are talking to municipal workers or decision makers within the municipality, or to engage school directors and staff, or even introducing the topic to a potential school mobility committee.

The slides and related materials will cover topics like:

- Benefits of active mobility in commuting to schools
- Introduction to school mobility plan
 - Definition
 - Focus area
 - Types of actions
 - Roles different stakeholders can play
- Introduction to a mobility committee
 - Definition
 - Main tasks
 - Composition
 - And tips to get started
- A good example: We have developed a complementary set of material with different examples of mobility plans and related activities.

We hope that our material can support you in engaging you community and provide an overview for action!

How to use it

For each slide there is an instruction sheet that can help you prepare.

For introducing the idea of a school mobility plan, slides 1-7 should be a minimum.

If possible, we recommend including 8-10 to give an idea of how it is developed in partnership with schools and community.

To close, it is always good to have a good example on the top of your mind. You can build your case from our set of good examples, or even add your own good example!

When you are engaging with the committee itself, or if the audience asks more detailed question about how does the work happens, you can include slides 11-14.

Remember to adapt the slides to your needs and own personal style. Change the order and make the narrative your own.

Extra: School mobility plan: reflection for starting the engagement with stakeholders

When planning to engage your key actors, have a clear vision in mind on one hand and to remember to apply a soft and flexible approach in the process of its implementation on the other.

Engaging school directors/principals:

Have a clear plan and process so they understand the commitment and the role they will play. Highlight the solving of their real issues and increase satisfaction in drop of times and safety; talk about improvement in kids alertness in class and creating meaningful memories in the school.

When working with the school plan and engaging parents

Listening to reservations expressed by the stakeholders is of utmost importance

To make parents more receptive and open to dialogue, it is important to report what the “the kids say” rather than sounding like the coordinator’s own observations.

The same is valid when presenting the baseline before planning ahead. Remember to anchor the baseline rapport in the concrete experience within the school, both their challenges and wishes. It is not about an “external expert with an agenda”, it is the real deal.

Building bridges with municipality

The involvement of parents may serve as an important dialog bridge to municipal decision makers, planners and the real use of public space.

This can be framed as understanding each other, as discussing solution as well as showing electorate support to decision makers, as many elected officials tend to think (listen to), that the apparently “loud minority” of car – oriented residents would not vote for people who foster such solutions. In fact, a greater percentage of voters favour solutions prioritising active travel modes that elected officials tend to imagine.

Slide 01

Title: Introduction: Towards sustainable commuting in school

Problem addressed: Parents choose to commute by car and has all sort of unintended consequences

Slide Objective:

- Create interest in and establish the main focus sustainable commuting to school
- Introduce the main tool: School mobility plan
- Define target groups
- Provide a sense of the topics coming ahead

Target group: all

Introduction: Towards sustainable commuting in school

Commuting is a big part of our life! For many of us this includes commuting to school either to study or drop-off our kids!

What if we could improve our health and wellbeing, contributing to safer roads and better air quality – while going from one place to the next?

We can have all these benefits right now by improving our commuting conditions with active mobility through a tool called: school mobility plan!

Slide 02

Title: The Big Picture: Why Sustainable commuting to School Matters:

Sub-title: benefits at the individual, collective and municipal level

Problem addressed: Underestimating the benefits

Slide Objective:

- **Provide overall arguments for the benefits**

Target group: All

The Big Picture: Why Sustainable commuting to School Matters: benefits at the individual, collective and municipal level

Cities and urban spaces should be made for people not for cars.

Sustainable Mobility are related to initiatives and urban design should focus at the human level promoting as walking, biking, or using public transportation—

Sustainable commuting to school through active mobility offers numerous benefits that resonate on individual, collective, and municipal levels. It promotes a healthier, more engaged society, while reimagining our urban landscapes to prioritize people over vehicles.

Individual Benefits: Wellbeing and Learning

For students, commuting sustainably can significantly enhance their overall wellbeing. Active mobility encourages physical activity, which in turn improves health, boosts mental resilience, and fosters feelings of joy and safety.

Engaging in active modes of transportation creates a sense of responsibility and independence in older children. It helps them to make friendships and build social networks, as these rides are often done together

Moreover, when students walk or bike to school, they arrive more alert and ready to engage in their daily academic activities, leading to improved focus and better performance in class.

Collective Benefits: Community and Environment

1) Increase life quality

At the collective level, sustainable commuting reduces congestion and noise pollution.

Fewer cars on the road not only makes streets safer for pedestrians and cyclists but also improves air quality by mitigating harmful emissions associated with vehicle traffic. This is particularly important in the fight against climate change, as every little effort to reduce CO2 emissions contributes to a healthier planet.

2) Meaningful use of urban spaces

Furthermore, cities can make meaningful use of urban spaces by redesigning them to be human centered. As we will show, car free center for example, contributes to vibrant neighborhoods where communities can thrive.

Municipal Benefits: Economic and Urban Development

1) City attractiveness

From a municipal perspective, encouraging sustainable commuting enhances the attractiveness of cities.

Walkable and bike-friendly environments are appealing to residents and businesses alike, leading to increased foot traffic and potential economic growth.

Cities that invest in active mobility infrastructure often see reductions in healthcare costs associated with sedentary lifestyles, as healthier citizens lead to lower rates of chronic illnesses.

2) Business support

Moreover, city authorities implement circulation plans that limit car traffic in central areas may face initial resistance yet often find support from local businesses who recognize the long-term benefits of increased pedestrian activity.

3) Decreased cost-with health

There is a strong correlation between active mobility and reduced health costs

Slides 03, 04, 05 and 07

Title: School mobility plan: how to make the change happen?

Sub-title: the planning tool

Problem addressed: Un-familiarity with the term and function

Slide Objective:

- Introduce the concept of school mobility plan;
- explain plain its different phases;
- exemplify the types of intervention it can promotes
- mention good examples.

Target group:

- Primary: School directors, Staff, parents students, members of School mobility; Related Municipal worker if applicable
- Secondary: Decision makers, and other related municipal functions

School mobility plan: How to make change happen? The planning tool

(Slide 03)

A School Mobility Plan is a strategic initiative designed to design and implement sustainable and safe transportation options for students, staff, and visitors commuting to and from school.

(slide 04)

Speaks about the potential focus areas of the school mobility plan. You don't need to address them all at once, but it is good to provide an overview of the general work focus.

1. **Reliable Transport modes/alternatives:** Ensuring safe, reliable, and efficient transportation options, such as school buses, carpooling, walking routes, or biking infrastructure.
2. **Walkability and Biking:** Evaluating how easily students can walk or bike to school and advocating for improvements to roads, sidewalks, and bike lanes.
3. **Traffic Safety:** Identifying safety hazards around school zones and recommending solutions to improve safety, such as traffic signs, crossings, or changes to road designs.
4. **Environmental Impact:** Promoting sustainable travel options, such as reducing the carbon footprint of student transportation or encouraging public transport.
5. **Inclusive Access:** Ensuring that all students, including those with disabilities, have equal access to transportation.

(Slide 05)

It contains a vision of intended change and it has 4 stages: Baseline overview, Planning implementation and follow up!

- **Baseline overview**
This includes a description of the existing situation. I.e. what are the modes of transport people are using for commuting.
As well as overview of general problems, like road safety and drop off logistics and specific barriers to try and adopting a sustainable mobility (walking biking or public transport).
- **Planning and implementation :**
This includes selecting different initiatives, their objectives and the time frame for their implementation
- **Follow up**
 - **How has the changes influenced our school environment and behaviour**

(Slide 06)

Some examples the types of activities adopted within a school mobility plan are:

- **Awareness raising:** Providing info; artistic interventions; marketing campaigns. Offers educational programs and campaigns to raise awareness about the benefits of sustainable transportation and the importance of road safety.
- **Community engagement:** explore challenges and concern related to mobility as well as, engaging through participation in the other types of activities and actions.
- **Educational:** Bike skills for youth, games for traffic awareness
- **Campaigns”** – Encourages the use of eco-friendly modes of transport in sustainable and safe transportation, through explore and “try out campaigns: Walk with a friend, bicycle day, mobility challenges etc
- **Safety Measures:** Implements infrastructure improvements and traffic management strategies to ensure secure routes for pedestrians and cyclists, including the installation of crosswalks, bike lanes, and proper signage marking, and defining school zones
- **It may inform municipal urban planning and Policy Development:** Supports the development and enhancement of infrastructure, such as sidewalks and bike racks, and aligns with local and regional transportation policies to facilitate effective implementation

We described 3 successful examples of a school mobility plan implementation within the municipalities of Eslov, Kalmar and Zhytomyr (see our good examples).

They have engaged with their schools through a school mobility plan! Their work showed great results like: reorganized the flow of traffic making it more efficient; in collaboration with the municipality they added signs and adapted street design; they ran successful behaviour change campaigns that increased the use of sustainable modes of transport.

Slide 07

Title: The big Picture: What roles can we play in sustainable commuting?

Subtitle: from perspective from the school mobility plan

Problem addressed: Un-familiarity with concept and roles

Slide Objective: Outline the different roles and engagement possibilities each stakeholder can play

Target group:

- Primary: School directors, Staff, parents students, members of School mobility; Related Municipal worker if applicable
- Secondary: Decision makers, and other related municipal functions

The big Picture: Roles in sustainable commuting from the perspective of school mobility planning

We all know that development and change doesn't happen by itself: **How to be part of the solution?**

From the perspective of a school mobility plan: There are a few roles that municipalities, schools, and individuals (staff, and families)

Schools

Schools can support being one of the initiators of the movement. By suggesting the development of the community through a school mobility plan, the schools create momentum and create space for a school mobility committee so they can identify challenges and needs as well as work on solutions.

Municipality

Often a municipality can initiate and support the process.

(see our good examples of Kalmar and Eslöv for more info)

In a very concrete way, municipalities and some of their specialized departments (for example: school planner, urban design or street maintenance etc) can collaborate with schools in development and implementation of their School mobility plan!

For instance: at a simple level, municipalities can help with small changes like speed limits, placing signs, and providing general advice on infrastructural changes.

At a higher level, Municipalities can facilitate the work with invisible infrastructure. For example, with sustainable urban mobility and circulation plans. That sets the tone and direction for initiatives. By its nature, the municipality has a role coordinating and even developing visible infrastructure when needed; for instance creating dedicated walk/bike lanes; re-locating bus stops and so on.

Family (parents) and community

As families, and citizens can get involved in the school committee, or take the Lead on initiatives (like walking bus) Above all trying out alternatives and keep refining them so they work for us too, as a good commuting option!

Students can participate gathering information through surveys interviews and observations, in addition to participating. Moreover, student engagement in activities is one of the biggest driver in behaviour change in the family.

Slide 08, 09, 10 and 11

Title: School mobility committee: who is in and how does it work?

Problem addressed: Un-familiarity with the term and function

Slide Objective: Introduce the concept of school mobility committee; its composition, focus, and function/work.

Target group:

Primary: School directors, Staff, parents students, members of School mobility; Related Municipal worker if applicable

Secondary: Decision makers, and other related municipal functions

School mobility committee: who is in and how does it work?

(Slide 08)

As you know, no plans happen by itself! The working groups developing such initiative is called a School mobility committee

The school mobility plan is like a map! But the school mobility committee is the life force. As Margaret Meads put it: "Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has."

The point of a school mobility committee

A **School Mobility Committee** typically refers to a group of stakeholders within a school community that focuses on improving transportation, access, and mobility for students, parents and staff.

The goal is to create a more convenient, safe, and sustainable environment for the school community, particularly related to how students get to and from school.

This can include addressing concerns like the ones mentioned before:

1. **Reliable Transport modes/alternatives:** Ensuring safe, reliable, and efficient transportation options, such as school buses, carpooling, walking routes, or biking infrastructure.
2. **Walkability and Biking:** Evaluating how easily students can walk or bike to school and advocating for improvements to roads, sidewalks, and bike lanes.
3. **Traffic Safety:** Identifying safety hazards around school zones and recommending solutions to improve safety, such as traffic signs, crossings, or changes to road designs.
4. **Environmental Impact:** Promoting sustainable travel options, such as reducing the carbon footprint of student transportation or encouraging public transport.
5. **Inclusive Access:** Ensuring that all students, including those with disabilities, have equal access to transportation.

(Slide 09)

Composition of the group and procedures

The committee may consist of **parents, teachers, school administrators, local government representatives**, and students themselves.

This diversity group of stakeholders can strength the effectiveness. In special cases, when needed, even the police and other road planners can join or be part of committee meetings and proceedings for a given goal/initiative for a specific period of time.

It is not necessary that all actors are involved all the time. For example, students may be engaged in observation tasks, survey and data gathering meetings, while city planner would be involved in meetings that involve infrastructural related initiatives.

(Slide 10)

Task of the committee within a school mobility plan

The SCHOOL Mobility committee is the driving force behind the development, implementation and follow up of a school mobility plan. Their tasks and roles include:

- **Goal definition: defining what is the expected outcomes and focus areas**
- **Data and Research:** Collect information, study student behavior, and analyze the needs and problems of the school and its students. Their questions focus on understanding the root causes of mobility issues (e.g., why children are less active, why they don't walk to school).
- **Plan and manage :** The group creates the school mobility plan with recommended initiatives; These initiatives includes both behavior change and awareness as well as infrastructural changes for safety
- **Implement/engage relevant group :** The group coordinates the implementation and engagement for its adoption within the school and potentially the wider community. This is comparable to the "activist" role, though the focus is more on organizational implementation than direct campaigning.
- **Follow up:** evaluate the impact and shift created by the implemented initiatives overtime

Reminder: The key role of SMC as a driving force

The committee is as important as the school mobility plan itself! While the plan helps us to organize and have a map, the people in the committee are the actual driving force.

(Slide 11)

Provides a quick overview of the different types of meetings required over the implementation period

Slide 12

Title: Schol mobility plan: how to make change happen

Sub-title: baseline and follow-up

Problem addressed: build capacity on the how too for data collection baseline and follow up

Slide Objective:

- Give an overview of the how
- expected outputs
- and methods of collection

Target group:

- Primary: School directors, Staff, parents students, members of School mobility; Related Municipal worker if applicable
- Secondary: Decision makers, and other related municipal functions

Resource:

Schol mobility plan: how to make change happen – baseline and follow-up (under development)

Opening Statement or Catch start phrase: No good decision is made without good data

- Key moments in which data gathering is needed.
 - Baseline
 - Document results
 - Follow up

As you can imagine you can rely on many methods to gather data!

But the most important questions are:

1. what data are you gathering
 2. and what for?
- Baseline is a key moment for understanding the current reality and general level of interest and engagement. From the baseline one should be able to:
 - Visualize patterns of commuting patterns
 - Map current possibilities for sustainable mobility
 - Gather an overview of perceived challenges and needs
 - Identify kids interest in active mobility
 - Determine the general level of readiness for sustainable mobility
 - Identify ambassadors (people who are interested and already do it)
 - Documentation of results
 - It is important as a monitoring instrument during implementation and for evidence later on.

Aim to register:

- benefits of interventions
 - Identified challenge during implementation
- The follow up is to a way of knowing how is the awareness and behavior change is holding up. After a while one can check if the level of readiness is more mature, and even if they commuting patterns has change.

As instruments for data gathering, you can rely on:

- Observation and mapping tools for mapping habits
- Surveys to have more general and quantitative data
- Interview for qualitative or validation of data or impressions
- Already existing documents like Official statistics, gis information, urban planning designs plans etc

Slide 13

Title: Schol mobility plan

Sub-title: Levels of engagement: from testing to commuting.

Problem addressed:

- Not knowing how to start
- Level of ambition is too high compared to active mobility culture

Slide Objective: Adapting the selection of actions and interventions to the current level of readiness in the community

Target group:

- Primary: School directors, Staff, parents students, members of School mobility; Related Municipal worker if applicable
- Secondary: Decision makers, and other related municipal functions

School mobility plan: how to make change happen?

Levels of engagement: from testing to commuting.

When planning to engage with your peers and community, We often want to start big! With the end game in mind.

The most important thing is to start at the right level; according to the group(s) and context you are in! It is said that the step should be as long as the leg can reach.

The step cannot be too big nor too small in order to create the right amount of sense possibility and interest.

Simply speaking there are a few levels of engagement:

- Awareness raising
- Trying it out towards recreational use
- From recreation to commuting

Awareness raising

With some specific groups or context, the sustainable mobility culture and understanding may be very low. For example, people don't do recreational walking and cycling, cars are seen as status symbol,

In these cases, the starting point is awareness raising and short taster events. Thematic city rides (1h) and walking excursions, or even basic bike classes and road safety education could be the case. This help to build up confidence and create nice memories and association with active mobility.

Trying out and more regular recreational uses

For building recreational culture: You may create games or a competition. This helps creating a sense of possibility.

Another strategy is to start with a flagship recreational cycling route, e.g. along a local river or along the shores of a local water reservoir – lake, pond or a canal. Or a similar strategy, like in town of Ljungby in Sweden, you can make the city centre pedestrian and bike only during the summer for starters.

One tip: Rely on the enthusiasts! Remember that there is always a cycling or walking enthusiast around who can be relied on to inspire and invite others to try cycling and walking.

Towards commuting

Finally, when a recreational base for cycling and walking is established, then you can start to engage this group (and through them others) in taking mobility and commuting to the next level, i.e. daily.

Here you may have a more solid case for bigger infrastructural investments.

Create longer events and competition may help. Longer campaigns like Cycling May in Poland or Swedish cycling challenges like "på egna ben" are inspiring cases of engagement. These events may need to be recurrent for a little while.

Remember to follow up them up to be able to see progress and identify challenges overtime!

So, it is important to choose your intervention according to the different levels of cycling culture.

In this way, you will invite your audience to do something that feels interesting achievable to them.

Slide 14

- ADD the good examples to make the case more concrete!
- Select it from our list of good examples, or add your own!