

Measure title: **Travel Plans (Schools)**

City: **Donostia–San Sebastián** *Project:* **ARCHIMEDES** *Measure number:* **33**

Executive Summary

This measure has developed and up-scaled a pilot School Mobility project already implemented in one Donostia-San Sebastian district before the CIVITAS project started. Its goal was to raise awareness among children and their parents, as well as teachers, about the benefits of sustainable mobility aiming to promote a behavioural change, under the premises of a quality and safety improvement for children and their families on their trips to school.

In particular, this measure is aimed at increasing walking and cycling levels, as well as public transport use, in school-based mobility, therefore promoting a modal shift away from car in trips to and from school.

The intervention strategy to achieve the measure goals comprises the development of two fundamental streams of work:

- Infrastructure improvements to promote changes in mobility behaviour in the family environment (and the educational community at large: students, teachers and parents).
- Work together with teachers and parents associations to raise awareness of the need to promote a behavioural change in school-based mobility.

Within the measure, a mobility survey was conducted, which has revealed that walking levels have significantly increased after the implementation of the measure (from 60% to 70% of all trips to school), while the rest of the modes have declined its use, being especially relevant the reduction in the use of the car and motorbikes (over 2% reduction in both cases). Also public transport use has decreased in favour of walking (nearly 5%). On the other hand, a small reduction in cycling has also been experienced (around 1% reduction).

The modal shift away from car, together with the physical improvements in the surroundings of the schools, has prompted an important increase in the perception of security among school community members, which has reached a 78% (25% increase as compared with the situation before the measure started).

As for the acceptance of the measure, initially it was very high (87% of the school community showed interest in the measure and took part in the surveys). But a decrease in the level of involvement with the measure among all target groups was experienced after the implementation of the measure (64%). This lack of acceptance is more significant among parents (from 84% to 46%), which seem to be more sceptical about the transforming potential of the initiative. This is a significant barrier for the measure's success, considering that, at these ages, parents decide on the mobility of their children and therefore are to a high degree responsible of the behavioural change required.

Overall it can be concluded that the implementation of the measure has yielded very positive results in terms of acceptance and behavioural change, although further improvements could be achieved. The methodological approach in two parallel lines of action complementing each other has proven to be a success factor. But the lack of awareness has limited the possibility of obtaining better results, especially among the group of parents, being the school size determinant in this matter. Improved communication channels to engage this key target group in larger schools should be envisaged.

A Introduction

Within this measure, two different kinds of actions have been implemented:

- School Travel Plans
- Commuter Travel Plans for Companies

Given the differences in the methodological approach between them, as well as the different rhythm in its implementation, the assessment of these measures has been split in two separate reports. This one corresponds to the School Travel Plans.

A1 Objectives and target groups

A1.1 Objectives

The measure objectives are:

(A) High level / longer term:

- To reduce congestion and pollution

(B) Strategic level:

- To reduce car use, and increase cycling and walking
- To develop a strategy for increasing the use of sustainable modes of transport to and from educational institutions

(C) Measure level:

- To raise awareness about sustainable transport among pupils, parents and teachers in over 10 schools
- To organise over 60 sessions directed at walking, cycling and road safety for the target groups
- To distribute material to promote walking and cycling: maps of the pedestrian and cycling networks, brochures explaining the basic norms for riding a bicycle on public roads, etc.

A1.2 Target groups

Over 2,500 pupils and more than 60 teachers are involved in the activities carried on within this measure. Indirectly, over 3,500 parents and a variety of stakeholders in the area (like shopkeepers and neighbourhood organisations) have been involved in the measure at any of its stages.

A2 Description

CIVITAS' School Travel Plans has developed and up-scaled a pilot School Mobility project already implemented in one Donostia-San Sebastian district before the ARCHIMEDES

project started. The aim of this measure is to raise awareness among children and their parents, as well as teachers, about the benefits of sustainable mobility, aiming to promote a behavioural change, under the premises of a quality and safety improvement for children and their families on their trips to school.



Picture 1.- Pedibus- Walking Bus Colegio Alemán



Picture 2.- "The sidewalk is our's" painting



Picture 3.- Delivering stickers to the shops



Picture 4.- Working groups with parents and teachers

Within this CIVITAS measure, the Mobility Department of the municipality of Donostia-San Sebastián ADS developed an intervention consisting of two fundamental streams of work:

- Infrastructure improvements to promote changes in mobility behaviour in the family environment (and the educational community at large: students, teachers and parents).

In addition to the Mobility Department of the municipality, other departments have collaborated, such as Police department, Planning department, Maintenance and Works, which introduced physical measures of deterrence, protection and improvement of pedestrian and cycling routes mainly for students.

- The second stream is developed together with teachers and parents associations to raise awareness of the need to promote a behavioural change in school-based mobility.

The measure started with a comprehensive research in school centres, analysing travel behaviour and its associated factors among the different groups who travel to the school every day, aiming to identify the main barriers to sustainable mobility in school-based mobility, as well as to get a clear picture of the potential impact of the measure.

A specialised company was subcontracted to organise awareness rising events for children and parents. In particular, 60 workshops in 24 public and private schools within the city were held. Ideas collected led to physical interventions to increase safety conditions around the schools as a key factor to promote sustainable modes of transport, namely non-motorized mobility. The municipality was responsible for the logistics and monitoring of these awareness actions at schools.

List of participating schools	
CEIP Arantzazuko Ama.	CEIP Intxaurreondo Hegoa
CEIP San José de Calasanz	Colegio Eskibel
CEIP Oleta	Colegio San Patricio Inglés
CEIP Herrera	Instituto Antigua Luberrí
CEIP Intxaurreondo Ikastola	Instituto Peñaflorida
M ^{ra} Auxiliadora Ikastetxea	Colegio San Ignacio de Loyola
CEIP San José Asilo	Liceo Santo Tomás
CEIP Amara Berri	CEIP Zuhazti Ikastola
Colegio Santa Teresa	Colegio La Anunciata
CEIP Ibai Ikastola	CEIP Orixe Ikastola
Olegio Deutsche Schule - San Alberto Magno	CEIP Jakintza Ikastola
Ikasbide Ikastola	Colegio Marianistas

Table 1.- List of participating schools

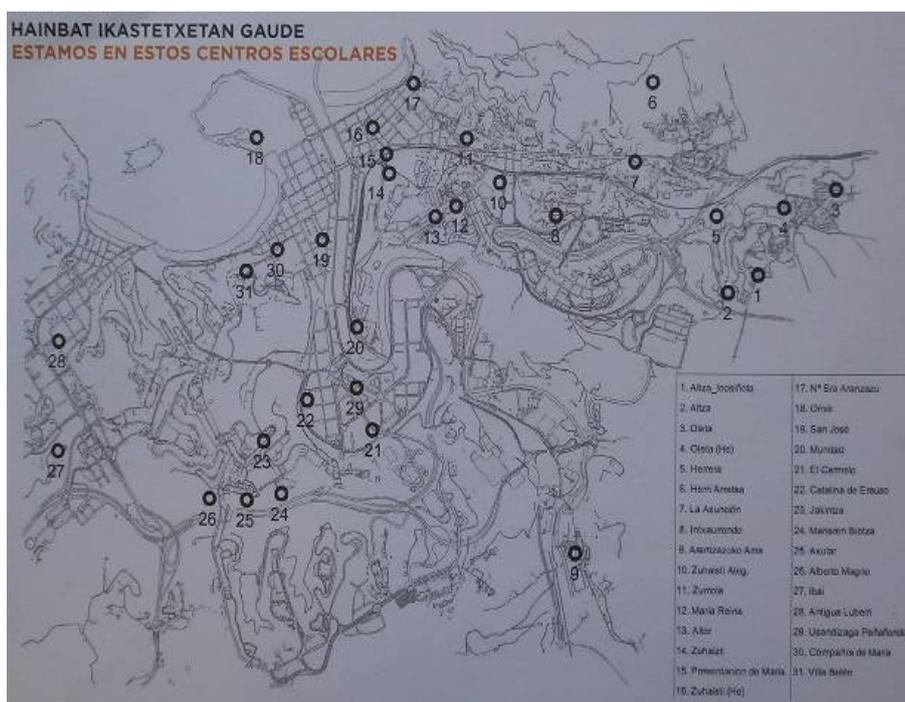


Figure 1.- Location of participant schools

After a first preparatory phase, a series of activities were presented and implemented, including:

- The way-to-school: constitution of walking and cycling groups;
- Road safety programme: plan, design and implement physical interventions to improve traffic safety around schools, based, among other criteria, on suggestions made by pupils;
- Cycling promotion: training and examination of cycling skills and traffic behaviour;
- Information and promotion campaign for the opening of the new Morlans cycling tunnel.



Picture 5.- Walking group - Intxaurreondo Ikastola



Picture 6.- "Respect the red light" working group

Physical interventions included elevated crosswalks, improved sidewalks, new crosswalks painting, traffic light green phase correction, traffic calmed by cushions, narrowing of circulation lanes, implementation of new traffic lights, painting of loading and unloading reserved areas, containers moving and relocation, sidewalks with bollards protection, arrangement of traffic systems, penalties for illegal parking, new signposting placement and installation of bicycle parking spaces.



Picture 7.- Narrower traffic lanes



Picture 8.- Elevated pedestrian crossing



Picture 9.- Protected sidewalks



Picture 10.- Relocating urban furniture

In addition, several pilot experiences were also developed, aiming to help citizens to visualize other realities for their daily mobility habits, providing technical support, material, advice, assistance, etc. to highlight the fact the these alternative realities are feasible. Citizens were encouraged to take part in the gradual improvement of the city.

The pilot experience more frequently implemented is the one called "Oinez eskolara" - "Walk to School" which consist in the analysis of the different possible paths to school from the

surrounding areas it in a participatory way with parents, teachers, students, technicians, residents and associations, etc., in order to define safer pedestrian routes and identify, if any, the potentially unsafe points for children walking alone.

In parallel and within their own classrooms two activities dealing with school mobility issues specially designed for that purpose were conducted:

- Kalea aztertu eta Hiria asmatu -analyses your street and imagine your city
- Adi kotxea dator! – Watch out, car coming!

ADI KOTXEA DATOR!

ESKOLA _____ IZENA _____ KURTSOA _____
 ORDUA _____ EGURALDIA _____ KOKAPENA _____

	DENBORA	OKUPAZIOA	GERRIKOAK	ZARATA	TELEFONO MOBILA	UMEAK AURREAN	MOTORRA
1. kotoxa							
2. kotoxa							
3. kotoxa							
4. kotoxa							
5. kotoxa							
6. kotoxa							
7. kotoxa							
8. kotoxa							
9. kotoxa							
10. kotoxa							

www.donostia.org/mugikortasuna/eskolako

Figure 2.-Mobility related activities were held at schools

Through these initiatives the concept of sustainable mobility is introduced and linked to each own daily mobility behavior. A simple diagnosis of the accessibility and security in the surrounding of the school is undertaken by children and according to the results its own proposals for improvement are defined, which are transferred to the City Hall, where they are answered.

Another pilot experience, called "OinBusa" - "walking bus" was developed on request of a group of parents. Through this initiative walking routes for children were designed, including meeting points, equivalent to bus stops. But in this case the small groups are accompanied by an adult to the school, stopping along the road in the designated points. The volunteers, usually members of the school, make routes that walking buses do not exceed eight, nine children and a 10-15 minutes walk.

List of schools where pilot projects have been developed	
CEIP San José de Calasanz	CEIP Intxaurreondo Hegoa
CEIP Oleta	Colegio Eskibel
CEIP Herrera	Colegio San Patricio Inglés
CEIP Intxaurreondo Ikastola	Instituto Antigua Luberri
CEIP Arantzazuko Ama	Instituto Peñafloreda
M ^a Auxiliadora Ikastetxea	Colegio San Ignacio de Loyola
CEIP San José Asilo	Liceo Santo Tomás
CEIP Amara Berri	CEIP Zuhaitzi Ikastola
Colegio Santa Teresa	Colegio La Anunciata
CEIP Ibai Ikastola	CEIP Orixe Ikastola
Olegio Deutsche Schule - San Alberto Magno	CEIP Jakintza Ikastola
Ikasbide Ikastola	Colegio Marianistas

Table 2.- List of schools where pilot projects have been developed

Pilot experiences have the vocation to become permanent.

B Measure implementation

B1 Innovative aspects

The innovative aspects of the measure are:

- **Targeting specific user groups** (at regional level) – A company, specialised in organising events for children, has been subcontracted for the organisation of the over 60 sessions directed at walking, cycling and road safety for this target groups.

B2 Research and Technology Development

Research was undertaken by the municipality of Donostia-San Sebastián (ADS) to develop a strategy for increasing the use of sustainable modes of transport to and from educational institutions (schools) within the CIVITAS Plus corridor. The study analysed best practices from other cities and developed a monitoring and evaluation plan. The results of the study, issued in March 2010, were used in the demonstration tasks, planned in WP4. ADS had support from a subcontractor for this study

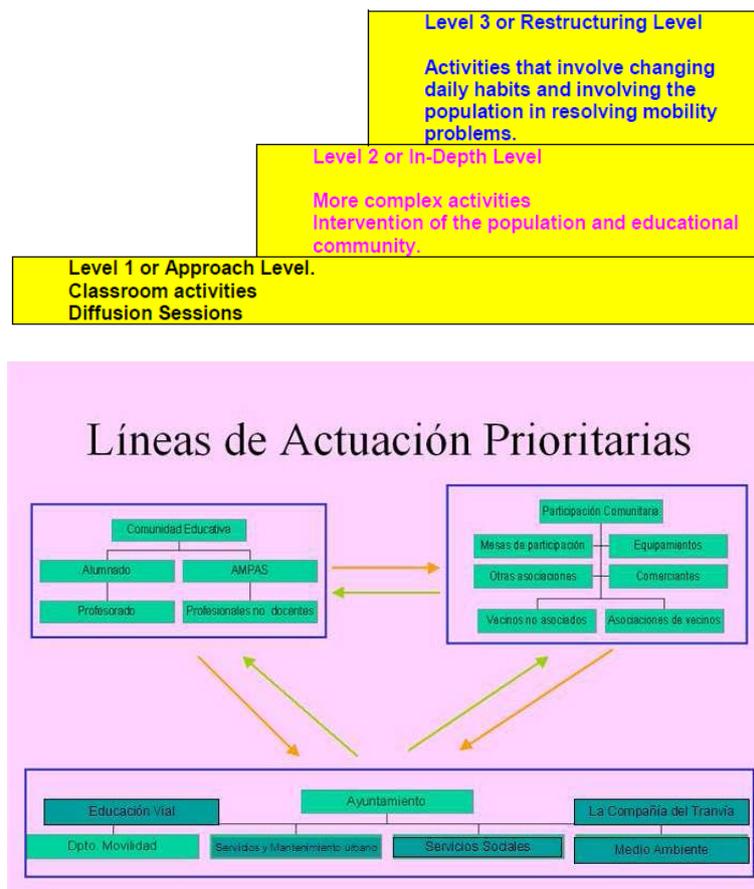


Figure 3.-Implementation strategy and priority action guidelines

B3 Situation before CIVITAS

Before the CIVITAS project started, the experience regarding mobility in schools was limited to one of the city districts where there was a previous experience with the Walk to School programme, initiated in 2003, in which different stakeholders participate.

B4 Actual implementation of the measure

This measure has been implemented following three steps: An initial research and diagnosis to establish a starting point in understanding the scope of the study, including data gathering through surveys, counting, etc., followed by a second phase in which the gathered information is processed. And based on this analysis an action plan with specific actions and implementation times was designed. Finally, the outcomes of the measure were evaluated.

Following is a brief summary of the implementation process:

- **Stage 1: Research and design phase** (September 2008 - March 2010) - A strategy for increasing the use of sustainable modes of transport to and from educational institutions was developed.
- **Stage 2: School Travel Plans** (March 2010 – September 2012) Introducing the children to the concepts of sustainable mobility and increasing the number of cycling and walking trips.
- **Stage 3: Evaluation of the results** (March 2010 – December 2012) Monitoring and evaluation according to Local Evaluation Plan specifications.

B5 Inter-relationships with other measures

The measure is related to other measures as follows:

- **Measure DSS 46. Safe districts and 30 kilometre zones.** This measure aims to increase road safety by reducing the average speed of motorised vehicles and providing safe crossing points for pedestrians and cyclists.
 - **Measure DSS 47. Road Safety Measures.** This measure combines an improved co-operation with civic associations on traffic safety themes with an improved enforcement of speed limits using radar controls.
 - **Measure DSS 24. Extension of the infrastructure for cycling and walking.** The road space dedicated to these modes will be increased, an underground bicycle parking will be realized and the city will stimulate condominiums to realize bicycle parking inside their buildings.
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C Planning of Impact evaluation

C1 Measurement methodology

C1.1 Impacts and indicators

C1.1.0 Scope of the impact

This measure is aimed at promoting a modal shift to environmental friendly and energy saving transport modes by involving all relevant stakeholders from important trip generation centres (such as schools) in the promotion of more suitable alternative mobility patterns among children, parents, teachers and other employees. This measure is also directed at rising awareness on the benefits of these modes and providing high quality information about available transport alternatives.

The involvement of all relevant actors has contributed to increase public acceptance of the measures included in them, as well as all other sustainable mobility measures implemented by the city.

Moreover, this measure is contributing to increase walking and cycling levels, as well as public transport use.

The measure is in line with the overall strategy to reduce the number of cars entering the city and circulating within its neighbourhoods, and is contributing to reduce the number of motorized trips to and from schools. Furthermore, it is expected that involved families and teaching staff will extend this sustainable habits to other activity fields (i.e. other trips).

As a result, the measure contributes to provide benefits in the form of better air quality, less carbon emissions and reduced noise levels, leading to a better health and quality of life for Donostia-San Sebastian citizens.

C1.1.1 Selection of indicators

NO.	EVALUATION CATEGORY	EVALUATION SUB-CATEGORY	IMPACT	INDICATOR	DESCRIPTION	DATA /UNITS
	SOCIETY					
13		Acceptance	Awareness	Awareness level	Awareness of the policies/measures	Index (%), qualitative, collected, survey
14			Acceptance	Acceptance level	Attitude survey of current acceptance of the measure	Index (%), qualitative, collected, survey
17		Security	Security	Perception of security	Perception of security when using service	Index, qualitative, collected, survey
	TRANSPORT					
29		Transport System	Modal split	Average modal split-trips	Percentage of trips for each mode	%, quantitative, derived

C1.1.2 Methods for evaluation of indicators

No.	INDICATOR	TARGET VALUE	Source of data and methods	Frequency of Data Collection
13	Awareness level	To raise awareness among over 2,500 pupils, more than 60 teachers and, indirectly, over 3,500 parents	Survey conducted among the school children, teachers and parents at 3 representative schools in the corridor. The sample size included all students at the selected schools, their parents and the entire teaching and non-teaching staff (totalling 1365 delivered questionnaires).	1 time during ARCHIMEDES (after)
14	Acceptance level	To raise awareness among over 2,500 pupils, more than 60 teachers and, indirectly, over 3,500 parents	Survey conducted among the school children, teachers and parents at 3 representative schools in the corridor. The sample size included all students at the selected schools, their parents and the entire teaching and non-teaching staff (totalling 1365 delivered questionnaires).	2 times during ARCHIMEDES (before and after)
17	Perception of security	To increase the perception of security of pupils in their trips to the school.	Survey conducted among the school children, teachers and parents at 3 representative schools in the corridor. The sample size included all students at the selected schools, their parents and the entire teaching and non-teaching staff (totalling 1365 delivered questionnaires).	2 times during ARCHIMEDES (before and after)
29	Average modal split-trips		Data on modal split have been obtained through a specific survey at the 3 involved schools. The sample size included all students at the selected schools, their parents and the entire teaching and non-teaching staff (totalling 1365 delivered questionnaires).	2 times during ARCHIMEDES (before and after)

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C1.1.3 Planning of before and after data collection

EVALUATION TASK	INDICATORS INVOLVED	COMPLETED BY (DATE)	RESPONSIBLE ORGANISATION AND PERSON
Survey conducted among the school children, teachers and parents at the 10 schools in the corridor	13-14-17-29	Month 18/ Month 42	ADS, Leire Aguirre

C1.2 Establishing a baseline

Survey campaign

For evaluation purpose, three schools of different size have been surveyed: a large school (Zuhaizti with about 430 students), a mid size school (Intxaurrondo Ikastola with about 180 students) and a small school (Arantzazuko Ama with almost 100 students). It is considered that each of the selected schools is representative of all schools of its kind in the city. Although mobility behaviour is dependent on many varied factors, other than school size. Nevertheless, during the study phase it was noticed that school size can influence the development of the initiative; therefore it was decided to address this issue by selecting one school of each type.

In March 2010 the first survey was distributed to primary school students (ages 7 to 12 years) and the entire teaching and non-teaching staff, and to all families or group of parents, totalling 1365 sent surveys during the campaign, with a response rate of 89% (1212 returned questionnaires). The second survey was conducted in late 2011, in December, to the same group of participants and quantity of surveys delivered

Among the set of questions asked, several were selected to function as indicators to gather the level of awareness, project acceptance and perception in regard to road safety. Modal split data has also been achieved through this survey.

C1.3 Method for Business as usual scenario

If this measure would not be implemented, mobility patterns associated to schools will follow the same trend as experienced previous years, characterised by an increasing car use and a reduction in walking and cycling. Consequently, transport related emissions and other impacts will steadily grow.

As for evaluation purposes, before the CIVITAS project there was not a regular survey program regarding society indicators and modal split, lacking of reference data. Therefore is not possible to estimate a BaU scenario in this regard.

C2 Measure results

C2.2 Society

Regarding society issues, three indicators were identified: awareness, acceptance and perception of security. The results obtained for these indicators are showed in the next tables:

Table C2.2.1: Acceptance

Indicator	Before (2010)	BaU (date)	After (2011)	Difference: After –Before	Difference: After – BaU
13. Awareness level	N/A	N/A	38,90%	N/A	N/A
14. Acceptance level	87.27%	N/A	64.25%	-23.02%	N/A

The awareness level has only been assessed after the initiative was launched, considering that target groups would only acknowledge the measure once they receive the first information batch, which is already part of the measure.

In order to calculate this indicator, the second round of questionnaires included a question regarding the participation in the School Travel Plan activities. The share of students, parents and school staff, which has taken part in at least one activity throughout the project life, has been assessed.

As it can be seen in the table above, the average number of surveyed people who took part in any of the programmed activities only reaches 39%. A separate analysis of each target group (students, parents and school staff), reveal significant differences in terms of project awareness and participation, with school staff as the most aware group (53%), followed by students (36%), while parents reveal a lower awareness level (28%):

Indicator	Parents	Students	School staff
Awareness level	28,27%	35,70%	52,72%

Table 3.- Awareness level by target group

As for acceptance level, it has been assessed as the balance between the number of questionnaires distributed and the number of returned ones. As explained in the introduction, these figures represent the mean between the three groups surveyed in schools: students, parents and school staff.

The following tables show indicators' results for each group of people:

Before scenario:

Indicator	Parents	Students	School staff
Acceptance level	84%	83,31%	94,50%

Table 4.- Acceptance level by target group. Before scenario

After scenario:

Indicator	Parents	Students	School staff
Acceptance level	45,96%	67,06%	79,72%

Table 5.- Acceptance level by target group. After scenario

As it can be seen in the tables above, there is a decrease in the level of involvement with the measure among all target groups. This lack of acceptance is more significant among parents, which seem to be more sceptical about the transforming potential of the initiative. This is a significant barrier for the measure's success, considering that, at these ages, parents decide on the mobility of their children and therefore are to a high degree responsible of the behavioural change required. This result reveals the great difficulties encountered in achieving the cooperation of this group.

It should be highlighted that, regarding parent's acceptance, the size of the school centre determines the level of involvement, which is higher, the smaller the size of the school is (for instance, Arantzazuko Ama shed the most balanced data in the three analyzed groups, as well as accounted for the largest number of parents who volunteered to participate in the initiative).

It is also noticeable the high proportion of students participation. This reflects the willing nature of the students group to participate on issues that affect them closely once they are offered the chance.

In school staff terms, involvement data is very high, which reveals the willingness to try and push for change in terms of mobility of this collective; however they demand more involvement from the group of parents in terms of real attitudinal change.

Table C2.2.2: Security

Indicator	Before (2010)	BaU (date)	After (2011)	Difference: After – Before	Difference: After – BaU
17. Perception of security	53,26%	N/A	78,37%	25.11%	N/A

Overall, it can be seen how the implementation of the measure has increased the perception of security of the school community.

The results obtained regarding the perception of security, varies mainly depending on the location of the centre itself, whether it is located in an area with high values of traffic volume or not.

As for the target groups affected, it should be highlighted the lack of security perceived by children, which is higher than among parents and school employees. This fact is probably a true reflection of how vulnerable they are facing the danger of traffic in the surroundings of their centres.

Before scenario

Indicator	Parents	Students	School staff
Perception of security	51,10%	46,58%	62,11%

Table 6.- Perception of security by target group. Before scenario

After scenario

Indicator	Parents	Students	School staff
Perception of security	74,02%	77,12%	83,96%

Table 7.- Perception of security by target group. After scenario

While before the implementation of the measure, students were the group revealing a lower perception of security, after the measure was implemented parents are those who show a lower perception of security, although considerably higher than before the measure implementation. School staff remains as the groups whose perception of security is higher in both cases.

Nevertheless it should be highlighted that in all cases the implementation of the measure has lead to significant increases in the perception of security of all target groups (all of them above a 70%), being the students those who's perception of security increases more (more than a 30%).

Given the results of these indicators the following can be concluded:

- Perception of security can greatly be improved by school mobility plans. In Donostia- San Sebastián this indicator reached almost 80% after the work in groups started and the infrastructural changes in the surroundings of the schools were undertaken.
- Parents form the group that places greater difficulties to undertake the necessary changes as they are more reluctant to be involved in the initiative, especially if it involves a change of personal habits.
- Children reveal more willingness to change their mobility behaviour than all the other target groups.
- The group of teachers shows a high awareness level, but their labour situation does not help fostering a positive impact regarding mobility on the school centre itself.
- There are differences when working at different scales. The proximity to people, influenced also by the size of the school centres, gives better results and higher levels of satisfaction with the changes.

C2.3 Transport

Table C2.3.1: Modal Split

Indicator	Before (date)	BaU (date)	After (date)	Difference: After – Before	Difference: After – BaU
29. Average modal split- trips	Walking 59,8% Car 20,5% PT 11,0% Bicycle 2,8% Motorbike 2,9% Train 2,9%	N/A	Walking 70,1% Car 18,2% PT 8,4% Bicycle 1,6% Motorbike 0,6% Train 1,1%	Walking +10,3% Car -2,3% PT -2,6% Bicycle -1,2% Motorbike -2,3% Train -1,8%	

The modal split survey reveals how walking levels have significantly increased after the implementation of the measure (from 60% to 70% of all trips to school), while the rest of the modes have declined its use, being specially relevant the reduction in the use of the car and motorbikes.

The analysis of the different mobility needs generated by schools differs depending on the group of people considered. In the following analysis only students (children) and school staff is considered, since modal split for parents is assumed to be the same as students’s (parents accompanying their children). Results are as follows:

Students

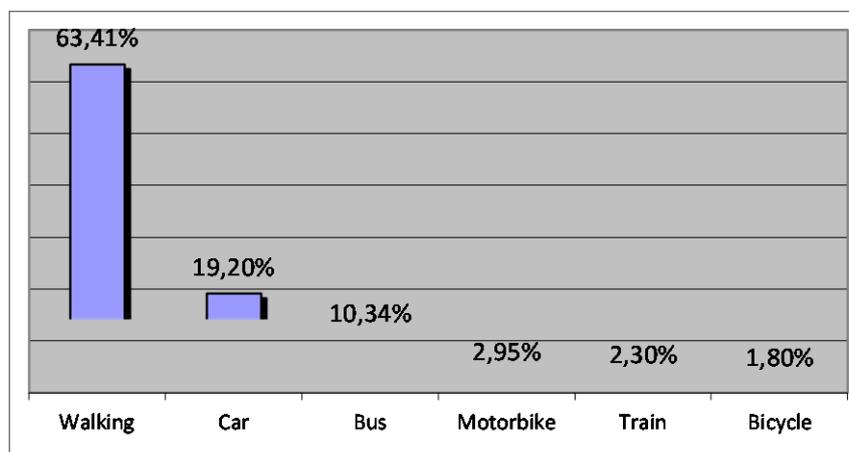


Figure 4.- Modal split of students – Before situation

As we can see, before the implementation of the measure, the predominant mode between students is walking, well above the other modes. There are cases in which they can combine several modes such as train and bicycle, but in general, they only use a single mean of transport.

In order to get more insights on these travel patterns, they were asked about the distance between their respective homes and the school centre with the following results:

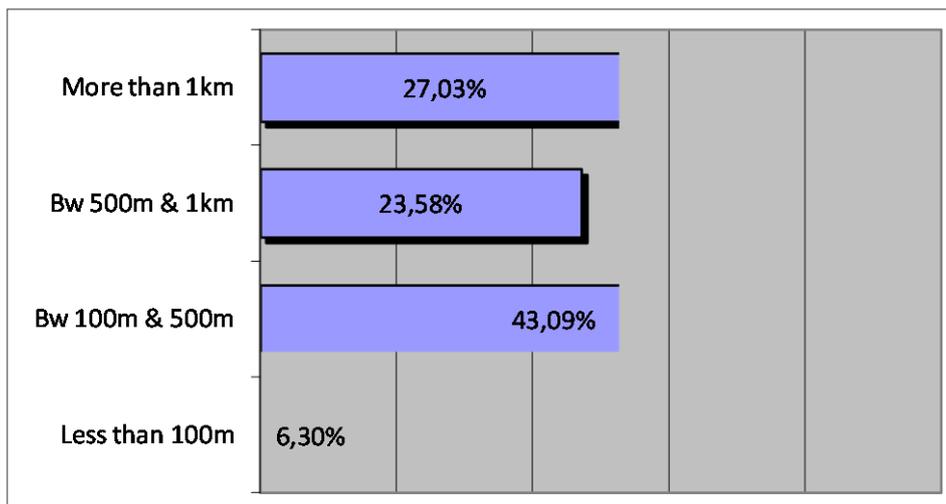


Figure 5.- Distance to school (students) – Before situation

The graph clearly shows that the vast majority of students live relatively close to their school centre, which justifies the high share of pedestrian trips.

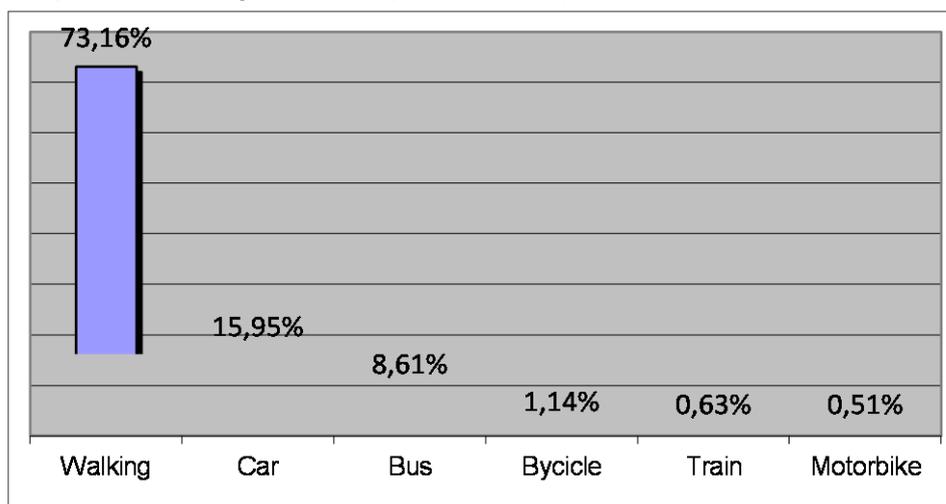


Figure 6.- Modal split of students – After situation

After the implementation of the measure walking levels increased, while the use of motorized modes such as car and motorbikes decreased significantly which reflects the success of the measure.

School Staff

In the case of school staff, the modal split is more varied, being the private car the most used mode. There is an important use of bicycle within this target group.

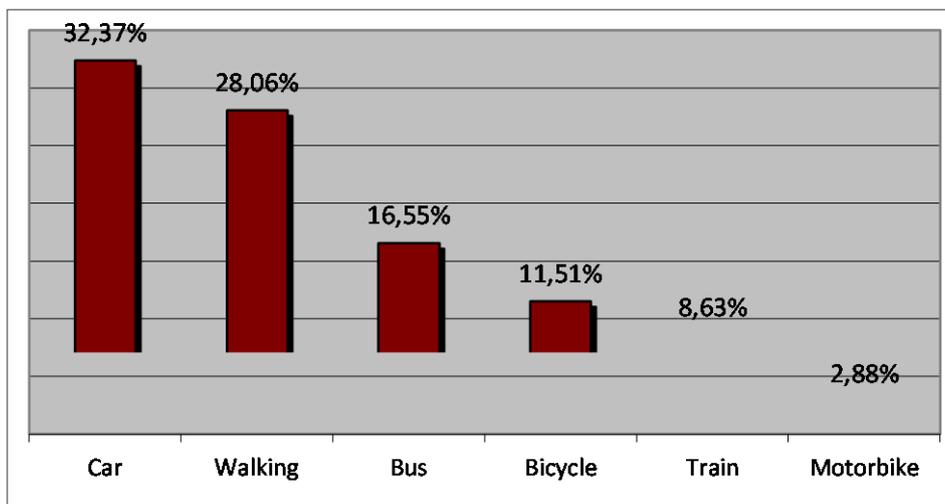


Figure 7.- Modal split of school staff – Before situation

This graph reveals that the school staff is more dependent on private and motorised modes of transport while the students group makes more use of more environmental friendly modes. Although its travel behaviour responds to more impacting patterns, it should be noted that school staff group is much smaller than the students one.

One reason for the differentiated travel behaviour of school staff may be that school employees in general live farther from school centre than students group, which explains their increased use of motorized modes. However, the distances seem not to be very big in a majority of the cases. This would explain the significantly higher percentage of bicycle users.

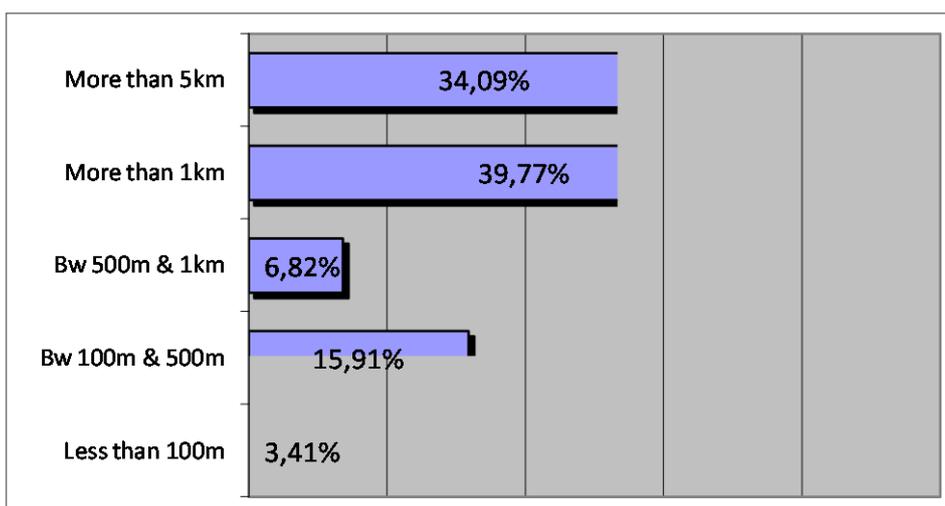


Figure 8.- Distance to school (school staff) – Before situation

Nevertheless, after the implementation of the measure an increase in the number of walking trips has been achieved (from 28% to 33%), although the use of the car has also experienced a significant increase (following the overall trend experienced in the city).

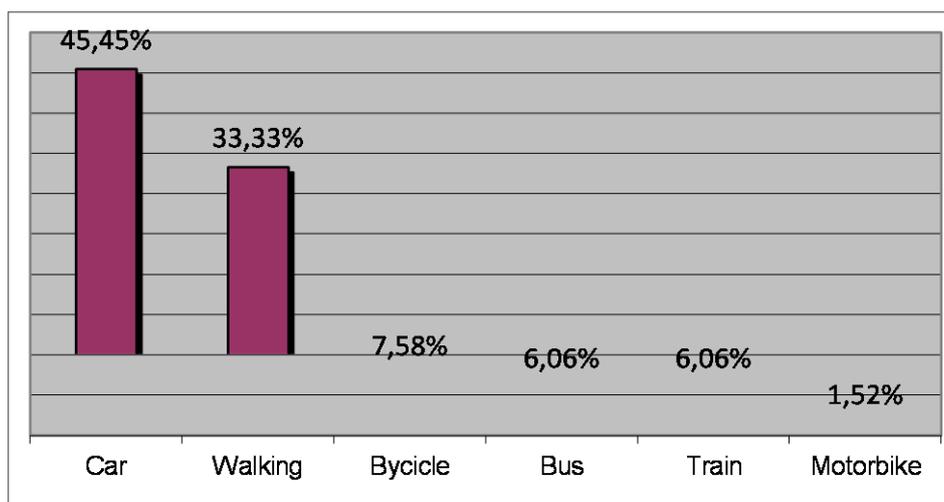


Figure 9.- Modal split of school staff – After situation

In general it can be concluded that the implementation of the measure has yielded very positive results in terms of behavioural change, although further improvements could be achieved.

C3 Achievement of quantifiable targets and objectives

School travel plans

Initially, it was established the objective of reaching a number of students, teachers and parents group based on the volume that was considered affordable for the project staff. Given that collaboration it was already started at that time with many school centres, The following figures were determined as target:

No.	Target	Rating
1	To raise awareness among over 2,500 pupils	***
2	To raise awareness among over 60 teachers	***
3	To raise awareness among over 3,500 parents	*
4	To raise awareness among over 10 school centres	***
NA = Not Assessed O = Not Achieved * = Substantially achieved (at least 50%) ** = Achieved in full *** = Exceeded		

C4 Upscaling of results

Up-scaling this measure would mean that all schools in Donostia-San Sebastián would develop a Travel Plan. Achievements in terms of modal share and occupancy ratios would be transferred to other areas of the city.

C5 Appraisal of evaluation approach

Overall, it is considered that the evaluation approach is in concordance with the measure objectives, and data collection procedures adequate.

C6 Summary of evaluation results

This measure is aimed at increasing walking and cycling levels, as well as public transport use, in school-based mobility. Therefore its main goal is to promote a modal shift away from car in trips to and from school.

The mobility survey conducted in the participating schools has revealed how walking levels have significantly increased after the implementation of the measure (from 60% to 70% of all trips to school), while the rest of the modes have declined its use, being especially relevant the reduction in the use of the car and motorbikes (over 2% reduction in both cases). Also public transport use has decreased in favour of walking (nearly 5%). On the other hand, a small reduction in cycling has also been experienced (around 1% reduction).

A detailed analysis of modal shift data reveals that increased walking levels are moderate among school staff. While students' walking trips increased by 10%, school staff only accounts for a 5% increase in walking levels. There are also differences regarding car use. While students are now being carried to school by car to a less extent (5% reduction in modal share), the school staff has increased car use by more than 13%. More efforts need to be placed in promoting a mobility behaviour change among school staff.

The modal shift away from car, together with the physical improvements in the surroundings of the schools, has prompted an important increase in the perception of security, which has reached a 78% (25% increase as compared with the situation before the measure started).

As for the acceptance of the measure, initially it was very high (87% of the school community showed interest in the measure and took part in the surveys). But there was a decrease in the level of involvement with the measure among all target groups after the implementation of the measure (64%). This lack of acceptance is more significant among parents (from 84% to 46%), which seem to be more sceptical about the transforming potential of the initiative. This is a significant barrier for the measure's success, considering that parents decide on the mobility of their children and therefore are to a high degree responsible of the behavioural change required.

On the contrary, the level of involvement of school staff is very high, which reveals the willingness to try and push for change in terms of mobility of this collective. This result contrast with the achievements recorded in terms of actual behavioural change among this group.

Finally it is remarkable the high level of involvement among students (83% before the project started and 67% after its implementation). This reflects the willing nature of the students group to participate on issues that affects them closely once they are offered the chance.

Acceptance levels do not have a clear correspondence with the level of awareness regarding the mobility issues in schools, since the share of people participating in the School Travel Plan activities is significantly lower (39%) than the acceptance level declared by the different target groups. Awareness level is also higher among school staff (53%), followed by students (36%), while parents reveal a lower awareness level (28%).

C7 Future activities relating to the measure

The municipality of San Sebastian intends to start designing gradually School Mobility Plans to all schools in the city.

In a following stage, develop a specific methodology to help incorporate cycling routes to school, especially at the stage of secondary education.

And lastly, but not necessarily in this order, incorporating public transport more intensively to travel to school trying to give a transfer of discretionary school transport to public transport system.

D Process Evaluation Findings

D0 Focused measure

X	0	No focussed measure
	1	Most important reason
	2	Second most important reason
	3	Third most important reason

D1 Deviations from the original plan

The deviations from the original plan comprised:

- **School travel plans:** At first ten centres were chosen to participate in the project (to the point that the initial questionnaires was delivered in 9 of them), but the required fluidity of relationships was not achieved in all cases and the evaluation work was focused in 3 representative schools.

But during the implementation of the measure the coordinated work was extended to not only 10 school centres but up to 24 in the city, with different levels of development.

School centres, which have requested some sort of attention to their mobility problems, whether or not they were initially in the project, have been included. Being aware of the difficulty of incorporating new centers to this project, we have not wanted to refrain to start working with any of them. In some cases only small queries were raised, while in other the request was for a more transformation of habits, as was the case of Ikasbide school centre.

D2 Barriers and drivers

D2.1 Barriers

The main barriers encountered for the development of School Travel Plans are:

Preparation phase

- **Financial:** The limited availability of resources for this measure has conditioned the possibility of reaching a larger number of school centres

Implementation phase

- **Cultural:** The lack of awareness culture has limited the possibility of obtaining better results, especially among the group of parents, as reflected in the survey results.

Operation phase

- **Institutional:** The school choice policy may act as a barrier, since in Euskadi it is determined by the total freedom to choose school centres, depending on the language model preferred for children, and not by proximity, so accordingly student's mobility can be totally different.

- **Organizational:** Linked to the above described choice policy, the availability of discretionary school transport associated with a school, which can discourage from using other non-motorized modes, although the distances should permit it.

D2.2 Drivers

As for the drivers, the main ones affecting the measure are:

Preparation phase

- **Positional:** This measure is part of an overall strategy to change mobility behaviour in the city. As a consequence a high level of cooperation with the whole mobility department of the city council has been achieved, and measures have been developed complementing each other.
- **Planning:** The working method itself, divided into two parallel lines of action complementing each other, has proven to be a success factor, because they have proven to be perfectly compatible.

Implementation phase

- **Financial:** The availability of CIVITAS funding has been a significant opportunity to develop this measure.

D2.3 Activities

In order to handle the above referred barriers and/or to make use of the drivers, the following activities were taken during the implementation of the measure:

Implementation phase

- **Organizational:** Dpt. Of Mobility of Donostia.ADS is in an on-going dialogue with stakeholders (school managers, parents associations, neighbour associations) in order to raise awareness on the benefits of the measure and successfully implement it

Operation phase

- **Involvement/Communication:** Awareness rising campaigns and pilot experiences have been designed and were launched in order to highlight the advantages of sustainable mobility habits and reduce car dependency.

D3 Description of organisations and risks

D.3.1 Measure partners

Following there is a brief description of all project partners and its level of involvement with the measure:

- **Department of Mobility - City of Donostia-San Sebastian ADS-** Co-Responsible for the planning and travel plan implementation. Leading role.
- **Citizen Participation Department - City of Donostia-San Sebastian -** Co-Responsible for the planning and travel plan implementation. Leading role.
- **Schools management and staff** - 24 schools in the CIVITAS corridor have been involved and took part in the campaigns and further actions. Principal role.

D.3.2 Stakeholders

The main stakeholders involved in the measure are:

- **Parent’s associations** – Support to the development of the measure
- **Neighbour’s associations** - Support to the development of the measure
- **Freelance (Isabel Prieto de Blas)** - Organisation of 60 workshops with children, teachers and fathers

D4 Recommendations

D.4.1 Recommendations: measure replication

- **Long term development:** It is essential to implement a system that allows a project of this type to take a permanent character within the city administration
 - **Scale approach:** School mobility management is best approached under a smaller scale than the city level.
 - **Curriculum:** In the case of schools, it works to include the project in the Project Curriculum Center, that is, identify it as one of the guidelines that the school is committed to working permanently as part of their educational programs, such as education in values, etc.
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F Annex: Survey Questionnaires

Before Survey

QUESTIONNAIRE FOR STUDENTS REGARDING THEIR SCHOOL-BASED MOBILITY HABITS

Good morning and welcome to the **CIVITAS project**. We would like to know a few things about the way you come to school every day in order to try to improve mobility in the neighbourhood. Would you answer to the following questions? Thank you!

1.-How do you come to school every day?

Walking By car Bus Motorbike
Cycling T School bus Other

2.-If you walk, you do it...:

Alone or with other children Accompanied by adults

3.- How would you like to come to school?

Walking By car Bus Motorbike
Cycling T School bus Other

And with whom?

4.- Of all the situation you see on the streets regarding traffic, is there any particular one which scares you? Which one?

5.- Among all street users, who do you think are less respectful with traffic regulations? Why?

6.- Which action would you take to improve traffic issues in the surrounding of the school?

Classroom:

QUESTIONNAIRE FOR SCHOOL STAFF REGARDING THEIR SCHOOL-BASED MOBILITY HABITS

Welcome to the **CIVITAS** project. Please fill in the following questionnaire and hand it to the management office. Thanks.

1.-How do you come to the school centre every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.- How long is your daily trip?

Less than 100 metres	<input type="checkbox"/>
Between 100 and 500 metres	<input type="checkbox"/>
Between 500 m and 1 km	<input type="checkbox"/>
More than 1km	<input type="checkbox"/>
More than 5 km	<input type="checkbox"/>

3.-If you walk, do you difficulties or unsafe situations in your itinerary ?

YES Which one/s? NO

4.- If you cycle, do you use the city’s cycle lanes network

SI Which stretch? NO

5.- If you drive, do you share you car with a fellow colleague or friend? Do you park in the school centre?

YES NO YES NO

6.- If you use the bus, which line do you take?

7.- With your knowledge achieved so far through the media, web sites, etc., do you think that this project can help improve the mobility issues in the neighbourhood?

QUESTIONNAIRE FOR PARENTS REGARDING THEIR SCHOOL-BASED MOBILITY HABITS

Welcome to the **CIVITAS project**. Please fill in the following questionnaire and give it to your son/daughter in order to hand it to us.

1.-How does your son/daughter go to school every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.- How does your son/daughter come from school every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

3.-If he/she walks, he/she do it...:

Alone or with other children	<input type="checkbox"/>	Accompanied by his/her mother	<input type="checkbox"/>
		Accompanied by his/her father	<input type="checkbox"/>
		Accompanied by both	<input type="checkbox"/>
		Accompanied by other adults	<input type="checkbox"/>

4. If applicable, what is the main reason that deter you from letting you son/daughter walk alone to school?

.....
.....

5.- How long is the trip from home to the school?

Less than 100 metres	<input type="checkbox"/>
Between 100 and 500 metres	<input type="checkbox"/>
Between 500m and 1 km	<input type="checkbox"/>
More than 1km	<input type="checkbox"/>

6.- With your knowledge achieved so far through the media, web sites, etc., do you think that this project can help improve the mobility issues in the neighbourhood?

7.- All help is welcomed. If your agenda or other commitments would allow to, would you be interested in participating in any of the activities regarding sustainable mobility to be organized in cooperation with the school centre?

Name and Telephone; _____

Classroom

After Survey

**QUESTIONNAIRE FOR STUDENTS
REGARDING THEIR SCHOOL-BASED MOBILITY HABITS**

Good morning and thanks for your cooperation with the **CIVITAS project**. We would like to get some data about the way you come to school every day to evaluate the initiative. Would you answer to the following questions? Thank you!

1.-How do you come to school every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.- Did you changed the way you go to school after the “Walk to school” project was implemented?

Yes	<input type="checkbox"/>	Before: _____	Now : _____
No	<input type="checkbox"/>		

3.- From a traffic safety perspective, do you think that the implemented actions are effective? Which ones?

Bollards	<input type="checkbox"/>	Containers removal	<input type="checkbox"/>	Widersidewalks	<input type="checkbox"/>
Zebra crossings	<input type="checkbox"/>	Elevated zebra crossings	<input type="checkbox"/>	Speed reduction	<input type="checkbox"/>
Mobility agents	<input type="checkbox"/>	More time at traffic lights	<input type="checkbox"/>	Others _____	

4.- Along these years we have celebrated “Walk to School” session in the classrooms, and other pilot experiences. Did you take part in any of them?

Yes	<input type="checkbox"/>	Which one?: _____
No	<input type="checkbox"/>	

5.- Do you think that “Walk to School” is a good way to achieve sustainable mobility and improve traffic safety around the school?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Classroom :

QUESTIONNAIRE FOR SCHOOL STAFF REGARDING THEIR SCHOOL-BASED MOBILITY HABITS

Good morning and thanks for your cooperation with the **CIVITAS project**. We would like to get some data about the way you come to school every day to evaluate the initiative. Please fill in the following questionnaire and hand it to the management office. Thanks.

1.-How do you come to the school centre every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.-If you walk, do you difficulties or unsafe situations in your itinerary ?

YES Which one/s? NO

3.- In the context of the project, have you perceived any improvement in terms of sustainable mobility and/or traffic safety? Which ones?

Bollards	<input type="checkbox"/>	Containers removal	<input type="checkbox"/>	Widened sidewalks	<input type="checkbox"/>
Zebra crossings	<input type="checkbox"/>	Elevated zebra crossings	<input type="checkbox"/>	Speed reduction	<input type="checkbox"/>
Mobility agents	<input type="checkbox"/>	More time at traffic lights	<input type="checkbox"/>	Others	<input type="checkbox"/>

4.- If you cycle, do you use the city's cycle lanes network

SI Which stretch? NO

5.- If you drive, do you share your car with a fellow colleague or friend? Do you park in the school centre

YES <input type="checkbox"/>	YES <input type="checkbox"/>
NO <input type="checkbox"/>	NO <input type="checkbox"/>

6.- With your knowledge achieved so far through the media, web sites, etc., do you think that this project has helped improve the mobility issues in the neighbourhood?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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7.- Did you change your mobility behaviour after the implementation of the project?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
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How?:

QUESTIONNAIRE FOR PARENTS REGARDING THEIR SCHOOL-BASED MOBILITY HABITS

Good morning and thanks for your cooperation with the **CIVITAS project**. We would like to get some data about the way your son/daughter comes to school every day to evaluate the initiative. Would you answer to the following questions? Please fill in the following questionnaire and give it to your son/daughter in order to hand it to us. Thank you!

1.-How does your son/daughter go to school every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.- How does your son/daughter come from school every day?

Walking	<input type="checkbox"/>	By car	<input type="checkbox"/>	Bus	<input type="checkbox"/>	Motorbike	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	T	<input type="checkbox"/>	School bus	<input type="checkbox"/>	Other	<input type="checkbox"/>

33.- In the context of the project, have you perceived any improvement in terms of sustainable mobility and/or traffic safety? Which ones?

Bollards	<input type="checkbox"/>	Containers removal	<input type="checkbox"/>	Widened sidewalks	<input type="checkbox"/>
Zebra crossings	<input type="checkbox"/>	Elevated zebra crossings	<input type="checkbox"/>	Speed reduction	<input type="checkbox"/>
Mobility agents	<input type="checkbox"/>	More time at traffic lights	<input type="checkbox"/>	Others	<input type="checkbox"/>

4.- Along these years we have celebrated different activities regarding sustainable mobility in the school. Did you take part in any of them?

“Walk to School” working group	<input type="checkbox"/>
Street volunteer	<input type="checkbox"/>
OINEZ ESKOLARA pilot experience	<input type="checkbox"/>

5.- Do you think that this project has helped improve the mobility issues in the neighbourhood?

YES	<input type="checkbox"/>	DK/NA	<input type="checkbox"/>
NO	<input type="checkbox"/>		

Classroom:.....
