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Training Module 3

MOBILITY MANAGEMENT

GOOD PRACTICES

Booklet

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MANAGER – SMM www.schoolmobilitymanager.eu
Pilot School: I.T.E.T. "Girolamo Caruso" – Alcamo - Italy

I. Module introduction

- **Objectives**

- To support the School Mobility Manager in the implementation of his school mobility plan at each step and to improve its own practices.
- To give inspiration through other practices at the local, national and even at the European level to innovate mobility management and imagine new initiatives.
- To give the opportunity to School Mobility Managers to benefit from the experiences of others and to avoid potential mistakes and/or misunderstandings.

- **Key principles**

Transferring a good practice does not mean doing a copy and paste. The School Mobility Manager will have to adapt the good practice according to his own context, governance, financial means, the stakeholders involved at the local level...

II. Good practices typologies

Several good practices regarding school eco-mobility have been identified and classified in a good practices table. To be operational for the School Mobility Manager, we suggest different typologies:

- A thematic typology: good practices can be used to find inspiration and to understand how concretely act in the field of school eco-mobility.
- A step-by-step typology: good practices can be addressed with a methodological approach, at different steps, from the design to the implementation of an eco-mobility plan.

These two typologies are presented in this booklet and the good practice tables (appendices n°1 and n°2) follow it as well: each good practice is ranged under one thematic category, and for each good practice, the concerned step is specified (a good practice can be applied to one or several steps).

1) Thematic typology

Good practices can be organized within 4 thematic categories, which represent 4 levers of actions.

- **Alternative and sustainable solutions to the individual car in home-school transports:** several alternatives exist such as the well-known walking or cycling buses, but also other transport modes such as the kick scooter and the tandem bike-bus.
- **Urban planning:** infrastructures, such as cycle paths, pavements, "meeting zones" where the speed is limited, road signs... can be set up

around schools. The aim is to encourage alternative transport modes and to improve safety for children. However, school eco-mobility is not limited to areas around schools. A general reorganization of towns is often necessary to rethink the place of each citizen, especially young people, and to reduce the use of individual cars.

- **Raising awareness on eco-mobility:** actions dedicated to children, parents, inhabitants and politics are necessary in order to encourage them to choose and to promote alternative and sustainable solutions in their daily mobility. They are not only the targets of these actions; they can also contribute to raise awareness among their colleagues, classmates, and relatives...
- **ICT tools:** digital technologies, such as information platforms, mobile/web apps can be useful to provide easier information to the citizens (the safest and quickest way to go to one point to another, the calculation of greenhouse-gas emissions...) and to encourage them to use alternative and sustainable transports.

Presenting good practices by categories enables a better overview of the different levers of actions in the field of sustainable mobility projects.

An overview of a selection of good practices is available in the good practices tables (appendices n°1 and n°2).

 <p>S'COOL BUS</p>	<p>Focus on a good practice: the tandem bike bus</p> <p><i>Categories: Alternative and sustainable solutions in home-school transports + Raising awareness actions</i></p> <p>What is it? A new kind of bike allowing several children to pedal at the same time on the same bike</p> <p>Where? City of Louviers, Normandy Region, School</p>
<p>« Anatole France »</p> <p>What are the objectives behind this good practice?</p> <ul style="list-style-type: none"> - Encourage children to use a green transport mode to go to school and to practice sport - Teach children security rules - Test at the scale of one school to check if the system can be used as a regular school transport in the urban area - Promote a local transport company <p>It may be a good practice because...</p> <ul style="list-style-type: none"> - It is a good and original way to ensure pupils' safety - It is a fun and healthy way to go to school - It catches people's attention on sustainable transports thanks to the important visibility of the bike-bus 	



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2) Methodological typology

a) Principles

In order to help the School Mobility Manager to implement or to be inspired by a good practice, one solution is to adapt a step-by-step methodology. To set-up an eco-mobility plan, several stages are necessary: an analysis phase, a design phase and an implementation phase. One good practice can be useful for one or several phases.

Please refer to appendices n°1 and n°2 for the good practices/steps matching and to the School Mobility Manager vademecum for the phases descriptions.

b) Examples

- Analysis phase

The analysis phase is composed of the offer analysis and of the demand analysis. The offer analysis enables to collect information about mobility dynamics toward schools by students and staff. The demand analysis enables to collect information on the school population and personnel: number of students per age and class, number of teachers, number of other personnel, displacement origin, addresses of people coming to school every day...

❖ Relevant good practice

Organization of a school eco-mobility challenge in the Hauts de France Region (France)

Organization of a playful challenge to promote school eco-mobility. Each morning during the challenge (4 days), pupils indicate which transport they use to go to school: by foot, by bike, by skateboard, by car sharing... and teachers report the results in a database.

It enables to compare children habits before, during and after the challenge and to have a better overview of the school accessibility for both children and staff.

- Design sustainable mobility solutions

In the design of sustainable mobility solutions, the School Mobility Manager has to adapt it to the local context and check if the safety conditions are satisfied.

❖ Relevant good practice

Setting out a green and safe network in the City of Sueca (Spain)

School children design on paper a safety road to go to school by foot or by bike. To make these safety roads efficient, the City has set out a green and safe network of streets by reducing parking spaces at the entrance of the school to give more space to people and less to cars, by reducing the average speed in the city...



- Implementation phase

The implementation phase requires the involvement of all stakeholders: children, parents, teachers, the local government...

❖ Relevant good practice

School route map and path in the East Flanders Province (Belgium)

In 4 workshops, the children design a paper and digital map indicating safe and less safe routes from home to school. Accompanied by their teachers, schoolchildren take pictures of the traffic spots they find dangerous. Thanks to ITC tools (an app) these pictures are transferred to a website. All partners (schools, local government, local police, local action groups) gather to come to an agreement about a school route map for the community. The map is printed and given to all children. The local government commits itself to solve the danger points so that the school path becomes totally safe for children.

III. Good practices transfer methodology

How applying a good practice to its own local context? The following good practices transfer methodology will help the School Mobility Manager in this process. Transferring a good practice means starting from one practice developed in one specific context by one stakeholder (the exporter of the good practice) and adapting it to another context to be implemented by another stakeholder (the importer of the good practice).

Several stages are necessary to implement a given good practice: analysis of the local context, identification of good practices matching the challenges previously identified, better understanding the chosen good practice by exchanging with the exporter of the good practice and, finally, implementing the good practice at the local level.

Stage 1 – Analysis of the local context regarding school eco-mobility

The School Mobility Manager has to analyse its own local context regarding eco-mobility:

- Analysing what is already existing at the local level: the analysis can take into account the existing infrastructures, the partners already involved, the tools already developed...
- Analysing what is currently missing or not well developed at the local level: it can be an action, a methodology, specific tools, missing stakeholders...

To do this analysis work, the School Mobility Manager needs to answer the following questions:

- What kind of challenges could the transfer help to solve?
- What kind of improvement could the transfer foster?
- What are the objectives of the transfer?
- What are the local expectations regarding the transfer?



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- What are the specific characteristics at the local level?
- Who are the stakeholders already involved or willing to be involved?
- What funding can be raised?
- What kind of infrastructures already exists?

Once this first analysis is done, the local expectations are revealed and the School Mobility Manager can identify one or several good practices matching the local needs.

For this stage, the School Mobility Manager can also refer to the Training module n°2 "Local context".

Stage 2 – Good practices identification

The School Mobility Manager can then identify the good practice matching his expectations previously determined during the analysis phases.

How identifying a good practice? Good practices identification can be made by following:

- A thematic basis: kind of projects that the School Mobility Manager is willing to implement: alternative and sustainable solutions in home-school transports, infrastructure and urban planning, raising awareness of eco-mobility, developing ICT tools.
- A methodological basis: in function of the project stages, the analysis phase, the design phase, the implementation phase.

The School Mobility Manager can refer to the good practices table (appendices n°1 and n°2) and to the good practices matrix in the vademecum to have an overview of potential good practices.

Stage 3 – In-depth analysis of the good practice

Once the good practice is selected, the School Mobility Manager has to better analyse the chosen good practice.

This in-depth analysis should concern every aspect of the good practices:

- Who are the stakeholders involved in the good practice?
- Who does what?
- What is the cost of the good practice?
- How it is financed?
- What kind of equipment was needed?

Organizing a first exchange with the exporter of the good practice (stakeholder having developed the good practice) enables the School Mobility Manager to get more information about the concerned good practice. Thanks to this exchange, the School Mobility Manager will be able to check and confirm that the identified good practice is relevant for its own context.

Through this exchange, the exporter of the good practice can point out the operational modalities needed to implement the good practice at his own



school level. He can also point out vigilance points and keys to success of the concerned good practice.

Contacts can be established by Skype meeting, phone calls...Field trips can also be organized to discover the good practice on the ground. To be effective, a field visit needs to gather all the involved stakeholders in the process: representatives of the local public authority, teachers, NGOs representatives... They have to meet stakeholders with similar concerns: for example technicians should be able to meet other technicians... To better understand the good practice and the transfer process, the field visit can be pursued by a working session in a meeting room to go over the various aspects observed during the field visit. A review of the visit may also be written, which will be useful both for the importer and for the exporter of the

Suggested training method: workshop in groups, School Mobility Managers may exchange about possible good practices/projects and the keys to success/vigilance points they have noticed or may think about **>please refer to the appendix document n°3 (Keys to success/vigilance points table).**

good practice.

Stage 4 – Operational implementation of the good practice

To implement the good practice at his local level, the School Mobility Manager needs to involve all the concerned local stakeholders. A meeting can be organized to review the different steps. A roadmap can be presented to the different stakeholders. This document may include the following elements:

- A presentation of the identified good practice
- A review of the objectives of the transfer process
- A presentation of the organizations and stakeholders involved in the process
- A general timetable
- Potential funding sources: own funds, public funds, European programmes...

For this stage, the School Mobility Manager can also refer to the Training module n°4 "Project cycle management" presenting funding opportunities for school eco-mobility projects.