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CES4KIDS

# Sustainable Urban Mobility Plan

## Externato Capitão Santiago de Carvalho (ECSC), Fundão, Portugal

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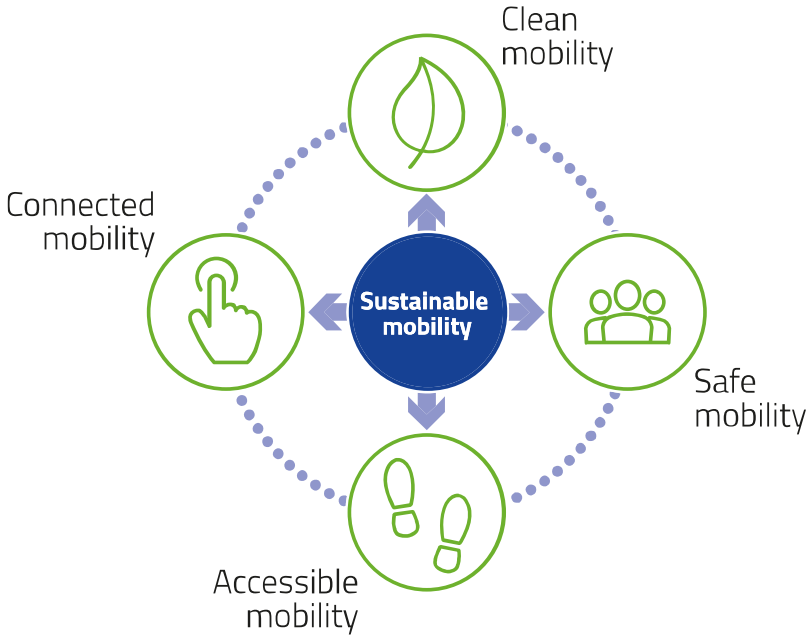
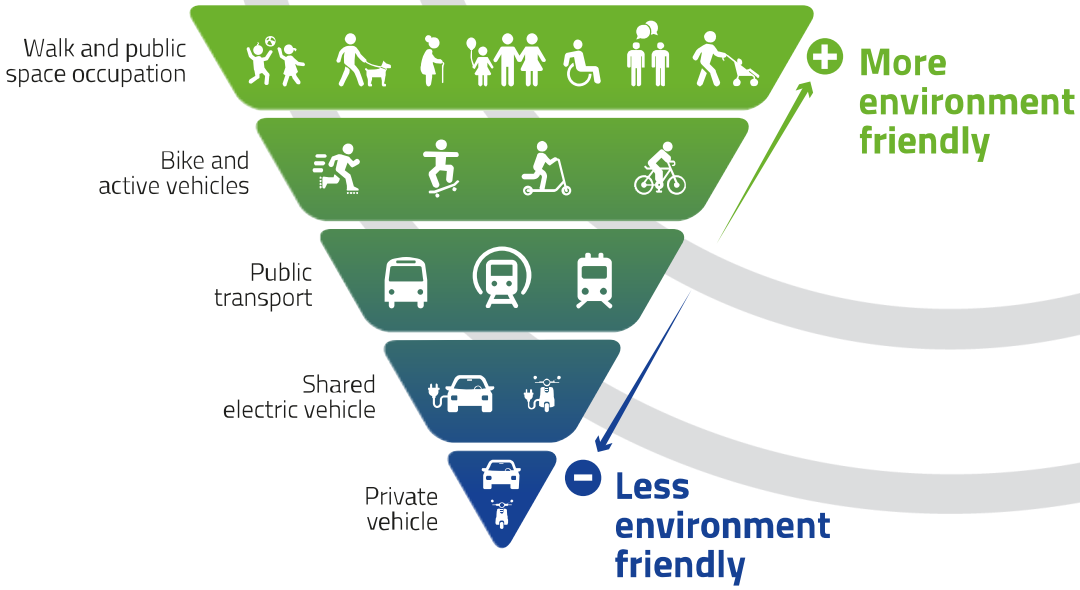
# 1. Vision

"Our school wants to improve the modal shift towards more sustainable modes such as active mobility (walking and bicycle) and public transport, which in turn seeks to minimize energy consumption and the negative effects on the environment and people's quality of life"




These four pillars consider the whole mobility ecosystem, having an impact on the people, the environment, the infrastructure and the technology.




The preference in public spaces and roads will be higher for the more environmentally friendly transport modes, while the most polluting forms will be a lower priority.

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# 2. CES4KIDS Mission

**CES4Kids' main objective is to deliver a complete and direct participation experience to children and youth in the co-creation of mobility planning, while at the same time enabling the design of solutions aimed at improving mobility around schools which will suit better the needs and preferences of school pupils.**

## CES4Kids objectives

- Empower children and youth with the acquisition of knowledge and technical capabilities to address mobility challenges in order to make them actors of change
- Raise wider awareness of the sustainable mobility cause and influence school pupils' mobility behaviour to speed up change towards more sustainable mobility habits
- Give voice and prominence to school pupils in mobility strategic planning and decision-making processes
- Understand better pupils' mobility behaviour and preferences.
- Develop school pupils' capabilities in critical thinking, communication, networking, negotiation, problem resolution, leadership, entrepreneurship, civic engagement and social justice

# 2. School's Mission

## Sustainable Mobility Plan objectives

- Promote active mobility and public transport modes for daily trips to school

# 3. Methodology

## Information

**Teaching of educational content with children**
Pupils learn the main principles and concepts of sustainable mobility

**Celebration of knowledge transfer and raise awareness events**
Pupils visit public and private entities that work on the sustainable mobility field

## Diagnosis

**Hands-on learning in the urban environment**
Pupils assess the urban environment of their school to identify barriers to a more sustainable mobility

**Collection of data from children and families**
Pupils and families answer a survey regarding their mobility habits and their preferences

## Proposals

**Participation process: Session 1**
Pupils put in common the diagnosis and elaborate their own improvement proposals

## Prioritisation

**Participation process: Session 2**
Pupils debate, vote and prioritise the improvement proposals playing a role game which involves different stakeholders

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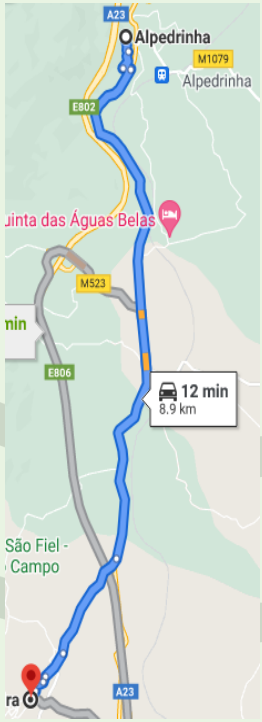
# 4. Diagnosis

## Description of the identified problems in your school's surrounding

Lack of mobility/accessibility sustainable solutions between Soalheira and Alpedrinha (10 km)

## Graphic documentation of the problems



# 5. Action Plan

## List of all Actions

| | Clean | Safe | Accessible | Connected |
|---|---|---|---|---|
| Improve mobility sustainable solutions between Soalheira and Alpedrinha | | | ✓ | ✓ |

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# 5. Action Plan

## Improve mobility sustainable solutions between Soalheira and Alpedrinha

### Description of the problem

Lack of mobility between Soalheira and Alpedrinha (10 km)

### Goal (s)

Make sustainable mobility between these locations possible and make up for the lack of transport. The system would be appreciate for students daily mobility

### Description of the action

Increase an electric bicycle (rental or not) system in (and between) these two locations

### Choose which of the 4 pillars of mobility your action influences

(leave the title of all that apply and delete the rest)

Clean Mobility

Safe Mobility

**Accessible Mobility**

**Connected Mobility**

### Link to video or solution map

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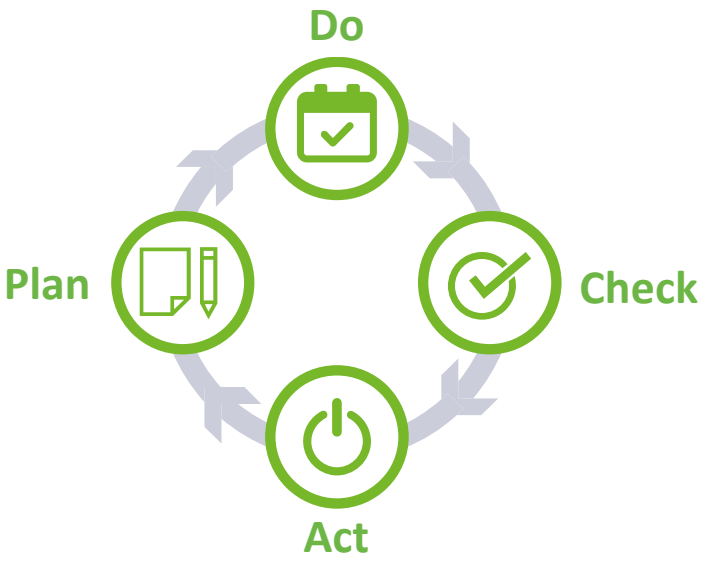
# 6. Monitoring

## PDCA Cycle

For achieving continuous improvement




Recognise an opportunity and **plan a change**

Implement the change, the **proposal**

**Review, evaluate, and identify lessons learned**

Take **actions** to continuous improvement

## Check

### Primary objective

To evaluate any impacts on pupils caused by the actions implemented.

- **Evaluate data and results** collected from previous phases.
- Compare with expected results to **identify similarities or differences**.
- Identify if there were **changes from the original state** of the context.
- Identify changes in a) students' **mobility patterns**, b) **knowledge on sustainable mobility**, and c) **perception of schools' environments**.

## How to carry out the monitoring (check)?

Develop every 2 years

- Based on the one carried out within CES4Kids.
- Questions selected according to the information needed by each school.

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# 6. Monitoring

**Small survey**
develop every
2 years

## Suggested survey structure and content*

### 1
Sociodemographic Information

- Age
- Gender
- School
- Academic year

### 2
Information on Mobility Patterns

- Main mode of transport to get to and from school
- Length of the journey (round-trip)
- Level of mobility independency

### 3
Perceptions on Schools' Surroundings

- Do they like their schools' surroundings?
- Do they feel safe?
- What changes would they make?
- FAQ, suggestions ands comments

### 4
Knowledge on Sustainable Mobility

- What is Sustainable Mobility (SM) for them?
- Which are the 4 pillars of SM?
- Students' and families' mobility habits

*Each school can include or remove questions according to their needs.

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# 6. Monitoring

## Diagnosis Matrix

1. Before the process

| | Sustainable Mobility Pillars | | | |
|---|---|---|---|---|
| **Action** | **Clean** | **Safe** | **Accessible** | **Connected** |
| Improve mobility sustainable solutions between Soalheira and Alpedrinha | | | | |

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# Thank you!

For more information, please contact:
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