



CES4KIDS

Sustainable Urban Mobility Plan

Základní škola Karla Čapka, Praha 10,
Kodaňská 16/658





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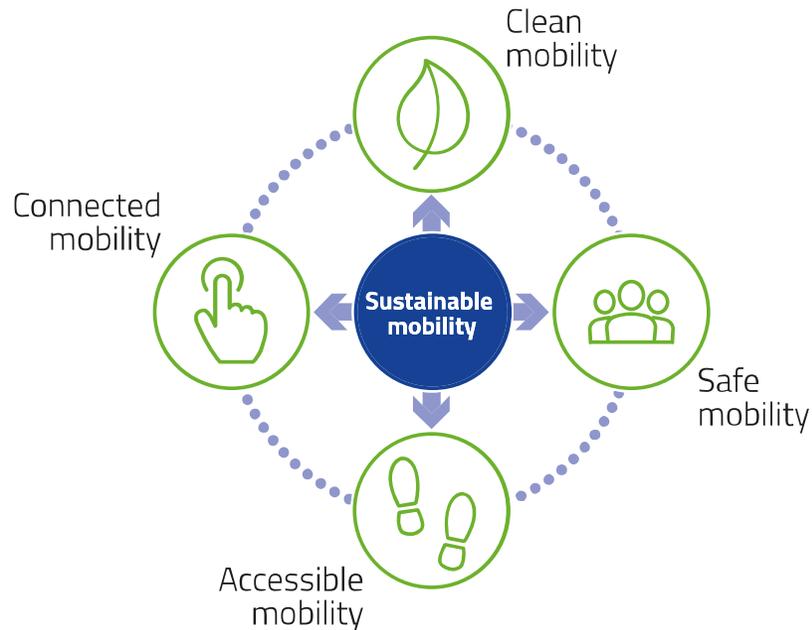
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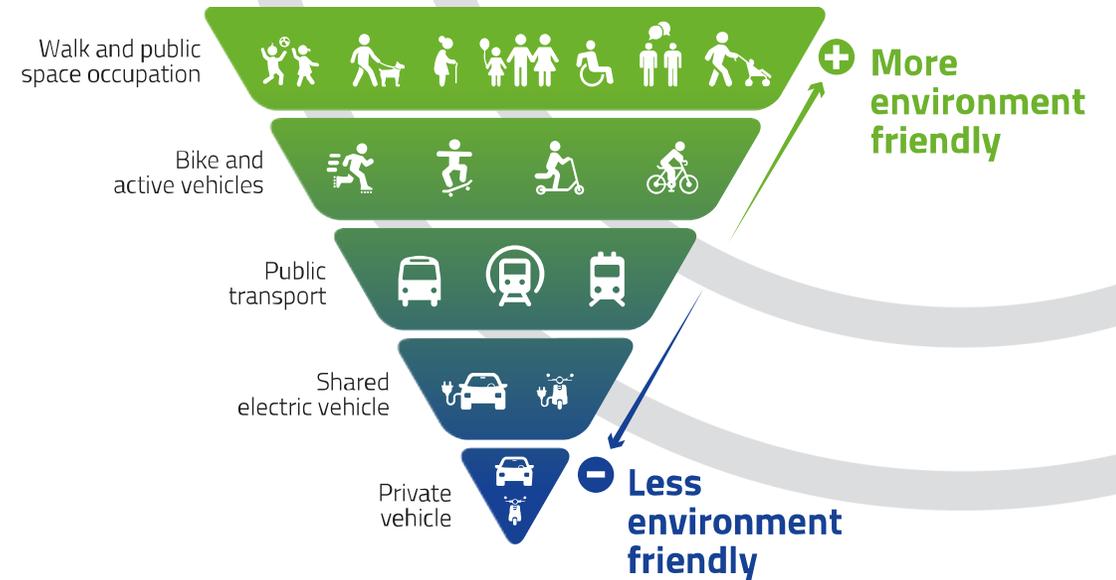


1. Vision

“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.

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

Specific mission of each school: to choose from the list depending on prioritized actions

Sustainable Mobility Plan objectives

- Promote active mobility and public transport modes for daily trips to school
- Reduce air and noise pollution and traffic congestion levels in the school surroundings
- Achieve a safer environment for children and youth in the school environment
- Ensure public space and transport accessibility for everyone
- Improve the quality of urban space around schools

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



4. Diagnosis

Description of the identified problems in your school's surrounding

- The lack of storage spaces for scooters and bikes
- Shared scooters lying on the street = risk to pedestrians
- Less use of bicycles and scooters due to lack of infrastructure

Graphic documentation of the problems



5. Action Plan

List of all Actions (Number and Name)



Clean



Safe



Accessible



Connected

1. Increase the use of bicycles and scooters to get to school.



2. Provide a place to store and securely lock bicycles and scooters



5. Action Plan

1. Increase the use of bicycles and scooters to get to school.

Description of the problem

Lack of infrastructure, be it bike lanes, signage, storage space discourages some students from using bikes and scooters more as a means of transportation to school.

Goal (s)

Increase the use of bicycles and scooters to get to school.

Description of the action

If there is sufficient traffic safety (e.g. a cycle lane) and storage space for bicycles or scooters, this will motivate pupils to use this mode of transport more. At the same time, it is necessary to ensure safety when riding and to use protective equipment. Measures are therefore proposed to popularise cycling through mutual motivation, competitions for the highest number of rides per week. However, it is necessary to create a safe infrastructure in the street in cooperation with the city.

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



5. Action Plan

2. Provide a place to store and securely lock bicycles and scooters

Description of the problem

There are shared scooters lying on the street around the school, which some pupils use as a means of transport to school. This is not only unsightly, but it also obstructs passage and can pose a risk to pedestrians. At the same time, the lack of storage space for scooters and bikes, including secure locking, prevents increased use of this means of transport to school.

Goal (s)

Provide a place to store and securely lock bicycles and scooters

Description of the action

It is proposed to build a place to store and securely lock bicycles and scooters in front of the school. Contact the municipality or TSK (Prague technical road service provider) or the provider of shared scooters and agree with them the procedure for the technical solution. Show them that this solution is wanted by the pupils and will help traffic safety. Work with school representatives on this solution. Motivate classmates to leave scooters in the rack, draw flyers on bulletin boards at school.

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**

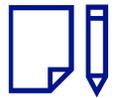
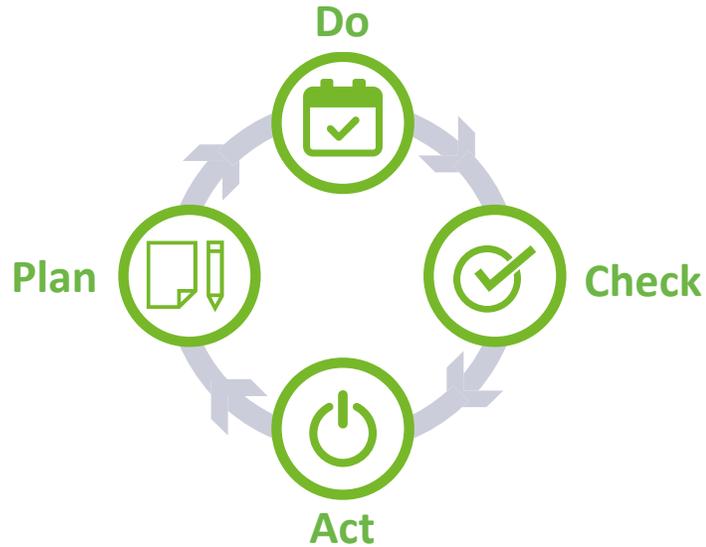
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6. Monitoring

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.



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.



6. Monitoring

Diagnosis Matrix

1. Before the process

Sustainable Mobility Pillars

Action	Clean	Safe	Accessible	Connected
<p>Action 1 Increase the use of bicycles and scooters to get to school.</p>				
<p>Action 2 Provide a place to store and securely lock bicycles and scooters</p>				



Urban Mobility

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Thank you!

For more information, please contact:

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