

CiViTAS
Cleaner and better transport in cities

CAPITAL



Take-up city:	Diputación de Granada (Provincial Government of Granada)
Population:	922.928 (province)
Area (km2): 12,531	
Take-up level: Level 1: Being inspired.	
Thematic Focus:	Mobility management
Cooperating Pioneer City:	Donostia-San Sebastián
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Abstract (250 words maximum)

The completion of the activities designed for the "Work Group for Child Mobility of the Provincial Government of Granada" has allowed us to reach our ultimate goal: To provide technicians of the participating municipalities with a methodology that can be used to improve the quality of life in their cities by creating safe and accessible routes to school with the use of non-motorised transport.

The work group held nine workshops in the participating municipalities and at the Diputación (Provincial Government or Provincial Government of Granada from now on). During the workshops they were given a methodology based on the schema "research-action-participation", with the aim of guiding or providing the municipal technicians, and their political representatives, towards the model they choose, while always sharing basic principles and common guidelines aimed at finding achievable, responsible alternatives agreed by consensus by the whole province.

A technical visit to the Pioneer City of Donostia-San Sebastian was made with the intention of understanding in depth the Safe Routes to School programme being conducted there and with the aim of exchanging experiences that would lead them to understand what the keys to success are and which criteria need to be followed when implementing a programme such as Safe Routes to School.

A communication campaign was conducted in each of the municipalities. Posters, stickers and leaflets were used to publicise this initiative. The objective was to enlist the cooperation of parents, teachers, and residents.



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Table of Contents

1 PROGRAMME DESCRIPTION..... 4

2 OUTCOMES..... 11

3 EVALUATION 13

4 ISSUES ARISING 14

 4.1 DRIVERS 14

 4.2 BARRIERS..... 16

 4.3 RISK ASSESSMENT 17

5 REIMBURSEMENT 19

1 Programme description

Our activities can be divided into three areas of work, each of which contributed to achieving the various goals that we set at the beginning of the programme. In order to achieve these goals, it was essential that all three areas were conducted sequentially:

	FEBRUARY `15	MARCH`15	APRIL`15	MAY`15	JUNE`15	JULY`15
WORKSHOPS	UPON REQUEST OF THE MUNICIPALITIES INVOLVED, JUST AS WE PROPOSED IN THE METHODOLOGY. A PERIOD OF PREPARATION, ANALYSIS, COORDINATION AND PROPOSALS WERE CARRIED OUT PRIOR TO EACH DAY'S WORKSHOP. TO THIS END, WE WERE CONSTANTLY IN CONTACT VIA EMAIL AND PHONE, AND MADE PREPARATORY VISITS TO EACH MUNICIPALITY IN QUESTION.					
VISIT TO DONOSTIA-SAN SEBASTIÁN	TO KNOW THEIR EXPERIENCE IN "SAFE ROUTES TO SCHOOL".					
DISSEMINATION MATERIAL	TO RAISE AWARENESS ABOUT THE NEED FOR MORE SUSTAINABLE MOBILITY AMONG STUDENTS, PARENTS, AND THE GENERAL PUBLIC					

Table 1: Table of activities.

All these activities were carried out within the province of Granada. In particular, workshops with the work group were held in the following municipalities, which finally participated in the programme: **Peligros, Montejicar, Íllora, La Zubia, Guadix, Albolote, Benamaurel, and Ogíjares.**

Our main **objective** was to promote reflection and learning in the working group. The group was composed of technicians and political members of the city councils, teachers, parents, and other stakeholders of those municipalities interested in the implementation of the Safe Routes to School programme. This objective has been largely achieved and we feel pleased to say that this group has been created and consolidated over the current year.

Thanks to the activities developed during the workshops of this group we have also managed to achieve the following **specific objectives**:

- Understanding and learning about initiatives to promote child and pedestrian mobility.
- Learning about how to overcome the potential problems and opportunities that might arise.
- Promotion of the local programmes to improve school accessibility through the non-motorised modes of transport discussed below.

As mentioned above, technicians and politicians from different city councils, teachers, parents and other stakeholders (residents, associations and business owners among others) who could be interested in collaborating with local programmes of Safe Routes to School composed the **target group** of our programme. In order to coordinate them we designed and implemented the methodology of the work group.

A. WORKSHOPS

The various workshops of the work group had the following content and were held on the following dates:

First workshop. 25th February. Provincial Government of Granada. Presentation. Programme and process review. Explanation on how to become part of the CIVITAS initiative.

- Review of the work done so far both by the Provincial Government and the municipalities that had previously worked on the programme.
- Proposal and approval of a general methodology based on group collaboration and on the particular needs of each locality.

Second workshop. 14th May. Manuel de Falla Preschool and Primary School, Peligros.

- Development of methodology to improve participation.
- Use of the "sociogram" tool. We explained the concept and methodology of the programme and we made a simple sociogram with the work group.
- Discussion about the issues raised by Peligros. Solutions provided by the group.
- Day-long Workshop for the promotion of the programme. (Later, on the 8th April)

Third workshop. 16th March. San Andrés Preschool and Primary School and Montes Orientales Secondary School. Montejícar.

- Pedestrian access audits carried out by the secondary school.
- Signposting of the safe routes to school. Activity carried out by primary school students.

Fourth workshop. 29th April. Íllora Library on 29th April. Íllora Secondary School.

- Presentation about safe school mobility.
- Presentation of the activity programme for the launch of Safe Routes to School.

Fifth workshop. 6th May 2015. Casa de la Cultura. La Zubia.

- Exhibition. The value of good planning. Planning and coordinating actions.
- Team work. Designing actions and tasks.

Sixth workshop. 18th May 2015. Padre Poveda Preschool and Primary School. Guadix

- Workshop for the promotion of the Safe Routes to School programme.
- Exhibition "Little Red Riding Hood walks alone".

- Organizing workshops for better urban bicycle handling. Bikeability.

Seventh workshop. 27th May 2015. Tíнар Preschool and Primary School. Albolote.

- Workshop for the promotion of the Safe Routes to School programme.
- Pilot experience: Limitation of private vehicle access to the school.
- Discussion and reflection on additional measures for limiting motor vehicle access.

Eighth workshop. 24th June 2015. Council Chamber, City Hall. Benamaurel

- Workshop for the promotion of the Safe Routes to School programme.
- Workshop for the development of shared and desired medium and long-term scenarios for access to school.

Ninth workshop. 8th July 2015. Council Chamber, City Hall. Ogíjares.

- Self-assessment of our communication and promotion model.
- Communication Plan.
- Using social networks to reach a part of society.

First, we asked the municipalities to sign a participation commitment (see Annex) establishing a maximum limit of 8 municipalities that could participate in the work group; this enabled the group to be operational. This objective was achieved and the expected deadlines were met. Then, every municipality selected their representatives for the work group, which could be anyone from the target group categories that we mentioned above. While the first workshop, which aimed to present the programme, was open to the public, from the second workshop on, a permanent representation of 15 people was required. All of the municipalities were then represented by a municipal technician or a political representative, or both.

The **methodology** based on "research-action-participation" consisted of a continued exercise of self-analysis; a search for contextualised and shared responses that provided both technical and social progress, and a pedagogical exercise in finding more responsible and equitable communities.

The main stages of our methodology implementation were, chronologically:

PHASE	DIAGNOSTIC	PROBLEM PRIORITISATION	OBJECTIVE SCENARIO	ACTION PLAN	COMMUNICATION PLAN
TOOL	COLLECTIVE MAPPING	PROBLEM TREE CAUSE AND EFFECT	FUTURE SCENARIOS	SYSTEMATISATION WRITING WORKSHOP: Strategy, Objectives, Goals, Indicators, Actions, Resources, Assessment.	

Table 2: Table of methodology phases.

In each of the work group's workshops we shared a methodology that needed the use of some of these tools. We tried to ensure that each workshop coincided with one of the phases of the methodology. Also, we tried to hold the workshop at the municipality where the phase had to be applied. This way, we could support, share and evaluate the actions performed there.

Each municipality had, in turn, its own pace of implementation and had the opportunity to share with the rest of the work group any actions requiring support from the group, which could mean either support to execute them or to be privileged spectators of their implementation in order to later act as external evaluators.

Therefore, we can say that the programme has actually been shaped as a take-up activity, the beginning of the implementation has been promoted and the interest of the municipalities to continue on this path has been consolidated. The achievements, progress, and starting points for the subsequent years of the eight participating municipalities are summarised in the following table. Of course, and it could not have been otherwise, they have been varied and nuanced depending on the local area.

MUNICIPALITY	ACHIEVEMENT	PROGRESS	STARTING POINT
PELIGROS	EXPLORING THE LIMITATIONS OF THE "PILOT EXPERIENCE" REGARDING THE MOTOR VEHICLE ACCESS TO SCHOOLS.	VISUALIZATION AND ANALYSIS OF INTERVENTION TO INCORPORATE IMPROVEMENTS.	SOCIAL ACCEPTANCE AND INTEREST IN BEGINNING THE SCHOOL YEAR 2015/2016 WITH REMARKABLE IMPROVEMENTS IN ROAD SAFETY IN THE SCHOOL ENVIRONMENT.
MONTEJÍCAR	SIGNPOSTING OF THE SAFE ROUTES TO SCHOOLS. AUDITING THE DIFFERENT WAYS TO ACCESS THE SCHOOLS.	DIALOGUE BETWEEN THE POPULATION, POLITICIANS, AND THE TECHNICIANS. IMPLEMENTATION OF THE PROPOSALS.	THE DEMANDS OF THE POPULATION. THE CREATION OF A CYCLE LANE AND BIKE PARKING IN THE SECONDARY SCHOOL.
ÍLLORA	STARTING A DIALOGUE WITH THE SCHOOL POPULATION AND RESIDENTS ABOUT CHILD MOBILITY.	COLLABORATIVE EXHIBITION. BEGINNING OF THE AWARENESS PROGRAMME. SOCIAL COMMITMENT	ATTRACT FAMILIES AND THE SCHOOL BOARDS.

LA ZUBIA	AWARENESS CAMPAIGN.	ADHERENCE TO AGENDA 21 ACTION PLAN.	SIGNING UP TO THE ACTION PLAN AND THE PROPOSALS EXPLORED.
GUADIX	ONE DAY AWARENESS WORKSHOP. COMMUNICATION.	URBAN USE OF THE BICYCLE WORKSHOP. LAUNCH OF A SELF-ORGANISED, INDIVIDUAL, AND COLLECTIVE WALKING SCHOOL BUS PROGRAMME.	PARADIGM SHIFT IN TERMS OF MUNICIPAL MANAGEMENT, POLITICAL AND SOCIAL SUPPORT.
ALBOLOTE	EXCLUDING MOTOR VEHICLE ACCESS TO SCHOOLS AND RECOVERY OF THE STREETS FOR SCHOOL GAMES.	SOCIAL AND SCHOOL AWARENESS. INCREASE OF INTERVENTION VISIBILITY.	POLITICAL COMMITMENT TO PROMOTE INCENTIVE PARKING FACILITIES. CONTINUOUS LIMITATION OF THE ACCESS TO SCHOOLS WITH PRIVATE VEHICLES. SIGNPOSTING AND SECURITY IMPROVEMENT IN THE ROUTES TO SCHOOL.
BENAMAUREL	BRAINSTORMING SESSION TO FIND A COMMON APPROACH TO ACCESS AND TO SAFE SCHOOL ROUTES.	SOCIAL AND POLITICAL AWARENESS.	RECOVERY OF THE PUBLIC PARK NEXT TO THE SCHOOL AND THE ADJACENT ACCESS ROUTE FOR PEDESTRIANS DURING THE SCHOOL YEAR.
OGÍJARES	REFLECTION ON THE COMMUNICATION PLANS IN THE SCHOOL MOBILITY PROGRAMMES.	SOCIAL AND POLITICAL AWARENESS.	PREVIOUS WORK CONDUCTED IN THE SCHOOLS.

Table 3: Table of achievements.

B. TECHNICAL VISIT TO DONOSTIA-SAN SEBASTIÁN

Between the 7th and the 10th of June, 10 people of the work group, representatives of the municipalities of Albolote, Benamaurel, Guadix, Ogíjares, Íllora, Montejícar, Peligros, and La Zubia, accompanied by technicians of the Environment Department of the Provincial Government of Granada

and the Technical Assistance contracted to carry out this programme, went on a technical visit to the CIVITAS Programme 2015 in Donostia-San Sebastián.

The objective of this technical visit was to get to know in depth the Safe Routes to School programme being carried out in the city of San Sebastián at the request of their city council. Another objective was to exchange experiences between institutions, to learn about their keys to success, and to study what criteria need to be followed when implementing a programme with these characteristics.

Over these two days and with the help of volunteers we visited several initiatives and saw tools being used in different schools to improve student accessibility to schools -such as walking school buses or cycling school buses among others- with the help of volunteers, both parents and teachers. We also saw the methodology and strategies employed to organise and initiate a school mobility programme.

Furthermore, it was possible to hold two seminars to exchange experiences with our colleagues from the Department of Transportation of the City of San Sebastián on each of our school route programmes, with particular attention to what kind of activities could be used to help improve the implementation of the school routes. We must highlight the significant contribution of the City Council of San Sebastián with its extensive experience since 2003.

First workshop

- Visit to the school route of Amara Berri Public School and meeting with the school children and their families participating in the programme.
- Tour to observe the mobility policies, urban planning, and management directed at citizens, giving priority to pedestrians as an element of scale.
- Seminar 1. Part A: Mobility Plan of Donostia-San Sebastián and its most relevant actions to promote pedestrian mobility.

Second workshop

- Seminar 1. Part B: The process of Safe Routes to Schools programme implementation in San Sebastián, on the basis of the methodology of Francesco Tonucci in "The city of children", inspired by the programme Manuetti's "La città possibile".
- Seminar 2. Exchange of experiences between municipalities of the province of Granada and the experts of the city council of San Sebastián.

Third workshop

- School visits in the area of Altza-University City where a presentation was given on a complicated scenario of pedestrian access to several schools.
- Watching a pilot "walking school bus" activity with the collaboration of volunteers.
- Guided visit to the public bicycle system in the city.
- Seminar 3. Resolution of a case study that is currently being conducted in the city of San Sebastián.

Fourth workshop.

- Seminar 4. Meeting with the agents from School Agenda 21 and from the Regional Government of Guipuzcoa who are involved with the school routes programme.

At the end of the technical visit we worked in small groups to identify variables that could help us carry out, with success, a school route experience. The keys will show on chapter 4.

C. COMMUNICATION AND DISSEMINATION CAMPAIGN

In the course of the programme we prepared **dissemination material** to begin a communication and awareness campaign directed both to families of the participating schools and to the whole community. The objective was to raise awareness of the need for more sustainable mobility among students, parents and the public in general. The campaign was held during the months of **May and July 2015**, experiencing a delay to what was initially planned. We prepared and distributed 100 posters, 125 stickers, 100 leaflets, and 2 adhesive vinyls (see Annex) to each of the 8 participating municipalities. In total 800 posters, 1,000 stickers, 800 leaflets and 16 vinyls were used to promote the programme.

The delay experienced at the start of the communication campaign, which should have begun in March, was due to a debate on the final design and content of the materials, since we wanted all the participating municipalities to agree on it. However, the campaign had already been launched and established in all municipalities, serving not only for the school year of 2014-2015, but also for the following school year (2015-2016).

Another deviation from the initial programme was that not all the vinyls were placed on the windows of public or school buses, as was planned. This was because the operators refused to do so or asked for a payment, something that was not viable with the current budget. Therefore, in most of the cases, we decided to stick those vinyls on the municipality bus stops, which are in public ownership, or on the school doors. These places fulfilled the same function as the buses since the same target audience was to be found there: families and residents.

All activities, such as technical conferences, workshops, etc., were announced on the website of the Network GRAMAS (www.a21-granada.org) and at the Provincial Government and their respective social networks. The results were also published in the same places. We created an e-mail distribution list with all the contact details of the participants to make the calls for the work group workshops. We also created a WhatsApp group to keep the members informed in the most continuous way; we sent reminders and updates so that nobody was left out.

D. OTHER ACTIVITIES

Other activities that arose from the programme and that deserve to be highlighted are:

- The Third UN Global Road Safety Week in the school playground where the work group met at La Zubia. The “Child Declaration for Road Safety” was read and signed by all the participants. The event finished with a photo shoot of the participants with placards. These pictures, together with requests made by schoolchildren, were later uploaded to the Internet on an international platform from where all the events were being organised.
- An active mobility one day workshop called "Walk to school" organised by Guadix City Council in the primary school "Pedro de Mendoza". This workshop's objective was to disseminate the need to create a walking school bus as well as the organisation of a Bikeability workshop to teach basic bicycle skills and to evaluate the schoolchildren's and parents' ability to cycle in an urban environment.
- Due to the positive results and low levels of organisation required for the above-mentioned workshop, others were organised and opened to the public in the following municipalities: Albolote, Benamaurel, and Peligros.

Finally, as we have already mentioned, all of the participating municipalities and their respective technicians and politicians, have decided, in one way or another, to take advantage of the knowledge and skills learned and have launched a local Safe Routes to School programme. Therefore, in a year's time we will be able to obtain benefits which will allow us to move forward to new objectives such as: The promotion of schoolchildren's autonomy, improvement of traffic conditions in school surroundings, and the development of a new city model focused on safety and on the sustainable use of public spaces.

2 Outcomes.

Overview of Deliverables:

Item	Description
Number of municipalities participating in the Child Mobility Work Group.	8 municipalities participated in the work group. All of them signed a participation commitment and, in the following cases, the commitment was approved by the city council meeting: Peligros, Montejícar, Íllora, La Zubia, Guadix, Albolote, Benamaurel, and Ogíjares.
Number of people in the Child Mobility Work Group.	The average number of people attending the workshops was 15, a figure considered adequate for operational and useful workshops.

Number of meetings or workshops held by the Child Mobility Work Group.	9 workshops. The first was held at the Provincial Government Headquarters, the 8th remaining workshops were held at the participating municipalities. The dates and content studied during the workshops depended on each municipality's requirements.
Number of workshops for the promotion of the programme organised in schools.	5 day-long workshops for the promotion of the programme, open to the public, and organised by Guadix, Albolote, Benamaurel, Peligros, and La Zubia. The workshop held at La Zubia coincided with the Third UN Global Road Safety Week.
Number of attendants to the technical visit to Donostia-San Sebastián.	13 people attended the activities and seminars held during the visit to Donostia-San Sebastián, 3 of the participants belonged to the City Council of San Sebastián and hosted the events.
Number of seminars held with the City Council of Donostia-San Sebastián.	4 seminars were held: A seminar about the Mobility Programme of San Sebastián and its Safe Routes to School Programme. A second seminar was devoted to the exchange of experiences. The third seminar focused on the solution of a case study and the last one was a meeting with the social agents involved in the school routes of San Sebastián.
Number of signs designed and produced for the communication campaign.	800 signs designed, produced, and personalised with the official emblems of the municipalities involved.
Number of stickers designed and produced for the communication campaign.	1000 stickers designed and produced.
Number of leaflets designed and produced for the communication campaign.	800 leaflets designed, produced, and personalised with the official emblems of the municipalities involved.
Number of vinyls designed and produced for the communication campaign.	16 vinyls designed, produced, and personalised with the official emblems of the municipalities involved.
Number of signs distributed among the participating municipalities.	100 personalised signs distributed among all participating municipalities.
Number of stickers distributed among the participating municipalities.	100 stickers distributed to each one of the participating municipalities.

Number of leaflets distributed among the participating municipalities.	100 personalised leaflets distributed to each one of the participating municipalities.
Number of adhesive vinyls distributed among the participating municipalities.	2 personalised vinyls distributed to each one of the participating municipalities.

Table 4: Table of programme output.

3 Evaluation

Based on an **evaluation questionnaire** delivered to the participants of the work group we were able to draw several conclusions that confirmed the usefulness of the working plan used to promote the launch of the Safe Routes to School Programme in the participating municipalities. The questionnaire evaluated, on a scale from 1 to 5 (1 being "I completely disagree" and 5 "I completely agree") compliance with a series of affirmative statements.

All participants "agreed" (4,43) with the following statement: "The methodology used to develop the work group was correct and has been useful for the municipal Safe Routes to School programme". Likewise, they "agreed" (4,57) that: "The participation techniques were the adequate to ensure direct and comprehensive communication among the participants of the working group".

They highly appreciated (4,57) the work done by the experts hired to advise the work group, highlighting its technical competence and richness of resources.

As for specific aspects regarding the work done, we are particularly pleased about the score (4,71) the participants gave to: "There has been sufficient space for debate and reflection on the work group" and to "Good guidelines and task communication" (4,50) since these were two of the main objectives we wanted to achieve.

In addition, "The methodology to implement Safe Routes to School is adequate and can be adapted to the peculiarities of each municipality" received a 4,29. The affirmative response to the questionnaire demonstrated that the work group has served to increase the potential take up of the Safe Routes to School programme.

The statements which received the lowest evaluation corresponded to those questions regarding the actual implementation of the programme and the current relevance in mobility politics. This answer was, to some extent, expected since these programmes are only in their early stages and they still need to be consolidated over time. Therefore these matters will be observed in following phases of CIVITAS CAPITAL.

However, technicians confirm the need to organize a new work group with similar characteristics to the existing one but with the objective of training the municipal decision-makers on sustainable mobility matters. In fact, participants showed their disagreement (2,17) with the following statement "The Safe Routes to School Programme is being used as a reference framework for the development of similar initiatives by the local government". Likewise, participants did not agree with the following item: "Municipal technicians and other professionals who worked for the municipal city councils performed their jobs taking into account the Safe Routes to School Programme", which received a 2,83.

In short, we are far from "Generating a change in schoolchildren's mobility habits towards a non-motorised model" (2,33) or "Creating an change in the urban and mobility models of municipalities towards a more sustainable model" (2,00). However, it could be said that the seed has been sown.

Finally, we must emphasise that the results and activities of this programme fit perfectly into the **European Commission's Urban Mobility Package** framework. Concretely, in the case of road safety, in which our programme and this European initiative coincide both in the diagnosis and the measures. Regarding this matter, the European Commission points out the high number of accidents that occur in European cities and which affect, especially, vulnerable users such as pedestrians and young cyclists on their way to school. The Commission proposes measures consistent with the Safe Routes to School objectives, such as: improving education and training of road users, increasing enforcement of road rules, and creating safer road infrastructure. It proposes measures such as creating limited access areas and low speed areas. It also highlights the need to reduce traffic in order to make streets safer for pedestrians; which is one of the objectives of the Safe Routes to School Programme. In short, our primary objective is: reducing traffic in school entrance areas.

Finally, our programme also coincides with the European Commission's Urban Mobility Package on pursuing a healthier lifestyle by walking or cycling more. This goal complements the previous one of traffic reduction and road safety improvement.

4 Issues arising

4.1 Drivers

The drivers that allowed this work group to succeed and to reach the objectives posed are the following:

- ✓ The signature of a participation commitment from the mayors of the participating municipalities. This ensured the attendance of the municipal technicians and other representatives at the workshops and who otherwise would probably have been subject to work related changes.

- ✓ We asked the municipalities to do some assignments before the workshops. Hence allowing local reflection on each matter and phase before the workshop. This led to the improvement of group dynamics, participation, and quality comments.
- ✓ Holding workshops in each of the participating municipalities allowed the working group to get to know their particular situation first hand. This strategy managed to involve participants to a higher degree since they felt their needs were being addressed and, in turn, taking responsibility for their role as hosts.
- ✓ The opportunity to go on a technical visit to a city with a similar successful experience -but in a more advanced phase of the programme (San Sebastián)- allowed them to get to know other realities, to feel that they are not alone, and to realise they are not so far from the final objective, they just need to keep working.
- ✓ The incorporation of external experts to the work group such as the leader for Road Safety of the General Directorate of Traffic in Granada, whose opinions were highly valued by the municipalities. The leader participated in activities and informed us about the different resources we could access to establish a local Safe Routes to School Programme.

The work done in Donostia-San Sebastián and the experiences exchanged with their city council allowed us to identify other success drivers that would lead to the success of the Safe Routes to School Programme. It is not a closed list that must be followed to the letter, but a list of factors that were mostly repeated in the workshops we held and that we all thought were essential:

- ✓ It is a programme that requires a high degree of commitment, enthusiasm, and mutual understanding.
- ✓ The lead role of the institutions is very important to turn the visions and interest in improvement into reality.
- ✓ The participation of a large number of social agents such as families, teachers and groups and associations during all the phases of the programme and in the production and adoption of solutions. These agents are the ones who must demand improvements to the local government accelerating the decision-making process.
- ✓ It is necessary to conduct continuous feedback about the agents involved and about the improvements carried out in the schools.
- ✓ It is important to create original campaigns that have to a high impact on the community (happy kids and attractive settings among others).
- ✓ Carrying out actions which promote awareness about the work done so far is also considered to be important; in this way the programme is able to provide its own feedback.

- ✓ To pursue at all times the main objective of the programme: **Sustainable Mobility** and the principles it entails so that throughout the process the programme is not distorted.
- ✓ A high level of involvement from parents and teachers contributes to establishing the programme in the school and the neighbourhood.
- ✓ It should be a long lasting programme for behavioural change is slow.
- ✓ Similarly, it is important to identify those agents with a greater willingness towards a change of mentality to ensure the continuity of the programme in schools.
- ✓ One of the most important tasks, in order for the parents to collaborate, is to work on the “fears” about how the programme may affect their children.
- ✓ To conduct a thorough assessment about the reality of the school, identifying the difficulties arising from geographic and urban determinants, psychological factors, and the presence of facilities and logistic support among others. Good evaluation that leads to good design of the safest and most efficient routes.

4.2 Barriers

1. The first barrier we faced was the decision about what the number of participants of the work group should be. At the beginning **the call was very broad** (teachers, parents, technicians and politicians) and attendance was large. In the second workshop there was a great variation of participants. It was not practical to work with so many people and with constant changes in the composition of the group.

To solve this barrier, we asked the participants to choose some fixed representatives for each municipality, though others could accompany those representatives. To facilitate teacher attendance all the workshops were held on Wednesdays because it is the day the school board has permission to leave the school to do other activities. And to ensure the attendance of specialists and politicians we required the city councils to sign a participation commitment that authorized them to leave work for the workshops.

2. The main problem we have faced was the **lack of cooperation** from the representatives of the municipalities; the work group was faced with barriers to completing their assignments, which were essential for the advancement of the programme. As a result, they have not been able to put into practice some the phases of the methodology in some of the municipalities.

This has meant that we had to repeat the same phase during the workshops of more than one municipality because some of them had not been able to advance in the methodology and the workshops were already scheduled. The solution we gave was to adapt the general methodology to the particular case of the hosting municipality. Furthermore, we scheduled the workshops in a way that the first ones were held in the municipalities in the early stages of the

programme, where we could work on the first steps and principles of the programme, and the last workshops were held in the municipalities in a more advanced stage, where we worked on the plan of action or the planning of specific actions. Each workshop, therefore, was addressed from different perspectives and in each one new aspects related to the reality of the host were added. This has led to a richness of content and working tools, therefore we could say that the programme has been managed in an adaptive way. We have also introduced some common aspects that had not been addressed before such as risk management and communication strategies.

3. Another barrier was **the refusal of some operators to place vinyl stickers on the buses**, or to only do so in exchange for payment. Which prevented us, *a priori*, from completing the dissemination campaign.

The barrier was overcome by placing the vinyls on the bus stops or on the school doors in those participating municipalities where the barrier was faced. This did not cause any detriment to the objectives of the programme, since the audience the vinyls were directed at was the same in the new locations.

4. The **lack of public awareness** in general, not only among the City Councils but also among the teachers, parents and residents, of the necessity to adopt sustainable mobility. This situation hindered putting the methodology learnt into practice.

This situation could have led to a slowdown, not in the progress of the work group that focuses on training, but in the actual implementation of the methodology. In order to solve this situation we held some political and social awareness workshops in the municipalities coinciding with the workshops that were already scheduled. They dedicated the 60 minutes prior to the workshop to carrying out these workshops to which the entire school community was invited.

5. **The lack of political initiative** to put into practice specific measures and the lack of leadership and attendance during the workshops. It is possible that the lack of **leadership** is related to the fact that we are at the end of the legislature and politicians are conducting their election campaigns. Under these circumstances the government team is more focused on the closure of its management and on the new campaign than in programmes like this one that are still considered secondary by the majority of city councils.

4.3 Risk assessment

The highest risk we are facing currently is that the participants do not apply what they learned during the workshops and, as a result, they do not implement the Safe Routes to School Programme in their municipalities, which would be the next phase of the programme.

Another risk could arise from what we pointed out in the previous section: some municipalities did not experience all of the phases of the methodology in a practical way. Therefore, some of the participants may not know how to solve some of the problems that may arise during implementation.

There are not any other risks that may affect currently to the programme; the work group accomplished all the tasks and achieved all the initial objectives. The risks that could have arisen had already been predicted and solved in the following way:

PAST RISKS

Risks	Activities/Changes
Lack of continuity in the attendance of the working group to the workshops.	We created the participation commitment that forced the city councils to authorise the technicians’ attendance at the workshops of the work group and to guarantee their full collaboration. In parallel, we worked on the workshop schedule months in advance. We also indicated the place where they would be held, this way everyone knew the schedule in advance and was able to reserve those days.
The participating municipalities do not advance in parallel in the acquirement of the methodology throughout the programme.	We decided to give the municipalities "assignments" which they would have to work on before the workshops and then they would have to give a presentation. But, if none of them were to complete the assignments, it would mean an immediate halt to work. Then we thought that in each workshop we would pick a different municipality to carry the assignment out, this municipality would be responsible for giving a presentation on how they had performed the assignment in a practical way. In this way, we always managed to make progress in the methodology and its phases.
The government team does not support sufficiently the programme.	It has been a gradual process over the months of work that became clearer as the elections approached. This situation was not under our control however, in the future we intend to meet with new mayors and councillors to present the work done, to show them the value of the programme for the wellbeing of the local population.

PRESENT AND FUTURE RISKS

Risks	Activities/Changes
A limited communication campaign during	The delayed start of the communication campaign -it began in May, at the end of the school year- could mean the campaign has a lesser impact. However, we managed to gain the commitment of the schools and city councils to keep the signposting and the

school year 2014/15.	vinyls during the 2015/16 school year, which extends the period and the reach of the campaign.
Limited capacity to solve the problems that arose during the implementation of the last phases of the methodology.	We will hold an "extra" workshop with the work group in September. In this way, the municipalities may express any doubts and problems that might have had arisen during the last phases of the methodology. After these months, they will have had the time to study the information in greater depth and to present the implementation programme of all the phases. That is why they asked for a final workshop.
Lack of implementation of the methodology studied in the workshops.	<p>Next September's workshop will help maintain the interest in the programme and to reignite interest in executing the programmes explored during the last period of 2015. We will call not only the technicians who are already part of the work group, but also the policymakers, parents, the school board and local associations.</p> <p>We will also explore new lines of sponsorship or finance to implement the mobility improvement measures. We will discuss the adherence of Safe Routes to School to the programme of Municipal Agreements of the Provincial Government of Granada, through which the municipalities can apply for specialist advice.</p>

Table 5: Table of risks.

5 Reimbursement

Applicant (CCPs) Bank account number

- IBAN: ES41.0487.03295.2720.0001.6542
- Name of bank: BANCO MARE NOSTRUM
- SWIFT: GBMNESMMXXX
- Address of bank: AVDA. DEL SUR, 2 – 18014. GRANADA (SPAIN)

ANNEXES

Photographs



Figure 1: Signposting of access limitation in Peligros.



Figure 2: Workshop in Peligros.



Figure 3: Workshop in Montejicar.



Figure 4: Simulated complaint action by children in Montejícar.



Figure 5: School exhibition in Illora.



Figure 6: Awareness raising workshop in Illora.



Figure 7: Awareness raising workshop in Guadix.



Figure 8: Bikeability workshop in Guadix.



Figure 9: School workshop in Albolote.



Figure 10: Traffic cutoff in school's access in Albolote.



Figure 11: EASW wokshop in Benamaurel.



Figure 12: Seminar in technical visit to San Sebastián.



Figure 13: Folded leaflet of the communication campaign.

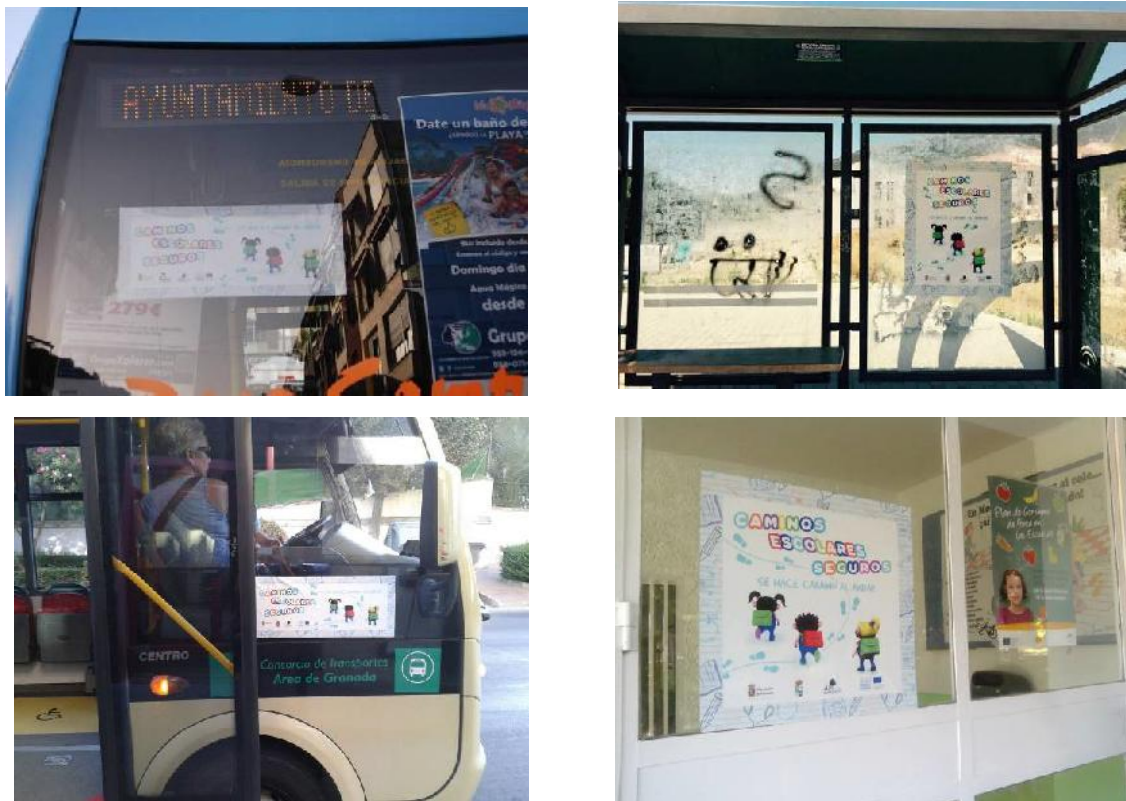


Figure 14: Communication/dissemination campaign in buses, bus stop and schools.



Figure 15: Dissemination in social network of the project.

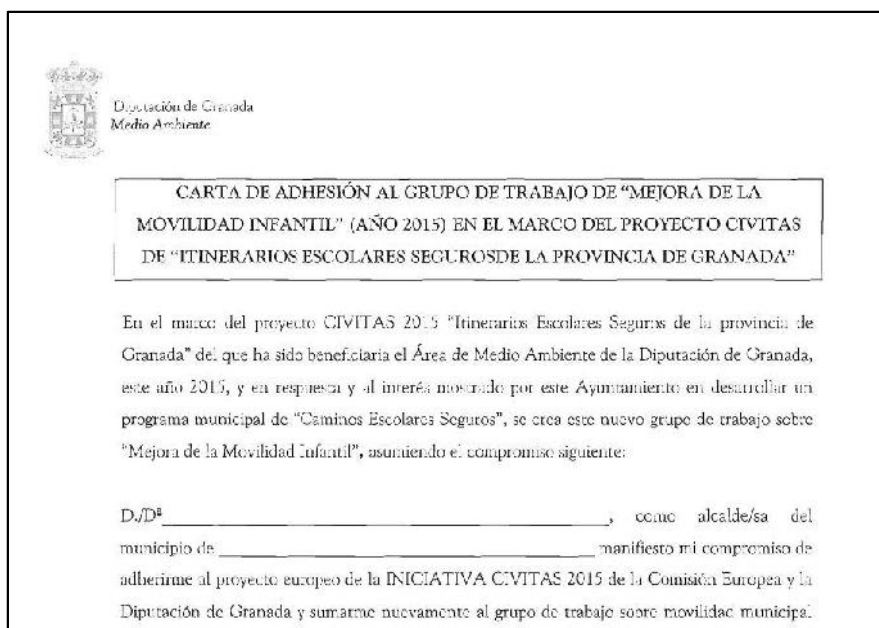


Figure 16: Model of participation commitment.