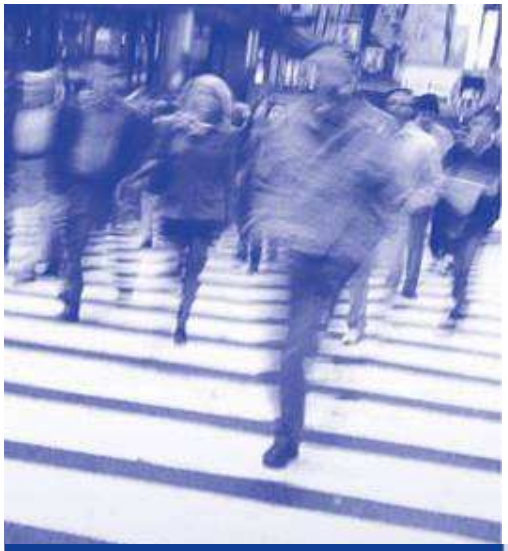

CiViTAS
Cleaner and better transport in cities

ARCHIMEDES
AALBORG • BRIGHTON & HOVE • DONOSTIA - SAN SEBASTIÁN • IAŞI • MONZA • ÚSTÍ NAD LABEM

Donostia – San Sebastian

T.33.1. School Travel Plans in Donostia – San Sebastian

Donostia – San Sebastian

July 2010

THE CIVITAS INITIATIVE
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Contents

1. Introduction

1.1 Background CIVITAS

CIVITAS - cleaner and better transport in cities - stands for CIty-VITAlity-Sustainability. With the CIVITAS Initiative, the EC aims to generate a decisive breakthrough by supporting and evaluating the implementation of ambitious integrated sustainable urban transport strategies that should make a real difference for the welfare of European citizens.

CIVITAS I started in early 2002 (within the 5th Framework Research Programme);
CIVITAS II started in early 2005 (within the 6th Framework Research Programme) and
CIVITAS PLUS started in late 2008 (within the 7th Framework Research Programme).

The objective of CIVITAS-Plus is to test and increase the understanding of the frameworks, processes and packaging required to successfully introduce bold, integrated and innovative strategies for clean and sustainable urban transport that address concerns related to energy-efficiency, transport policy and road safety, alternative fuels and the environment.

Within CIVITAS I (2002-2006) there are 19 cities clustered in 4 demonstration projects, within CIVITAS II (2005-2009) 17 cities in 4 demonstration projects, whilst within CIVITAS PLUS (2008-2012) 25 cities in 5 demonstration projects are taking part. These demonstration cities all over Europe will be funded by the European Commission.

Objectives:

- to promote and implement sustainable, clean and (energy) efficient urban transport measures
- to implement integrated packages of technology and policy measures in the field of energy and transport in 8 categories of measures
- to build up critical mass and markets for innovation

Horizontal projects support the CIVITAS demonstration projects & cities by:

- Cross-site evaluation and Europe wide dissemination in co-operation with the demonstration projects
- The organisation of the annual meeting of CIVITAS Forum members
- Providing the Secretariat for the Political Advisory Committee (PAC)
- Development of policy recommendations for a long-term multiplier effect of CIVITAS

Key elements of CIVITAS

- CIVITAS is co-ordinated by cities: it is a programme “of cities for cities”
- Cities are at the heart of local public private partnerships
- Political commitment is a basic requirement
- Cities are living ‘laboratories' for learning and evaluating

1.2 Background ARCHIMEDES

ARCHIMEDES is an integrating project, bringing together 6 European cities to address problems and opportunities for creating environmentally sustainable, safe and energy efficient transport systems in medium sized urban areas.

The objective of ARCHIMEDES is to introduce innovative, integrated and ambitious strategies for clean, energy-efficient, sustainable urban transport to achieve significant impacts in the policy fields of energy, transport, and environmental sustainability. An ambitious blend of policy tools and measures will increase energy-efficiency in transport, provide safer and more convenient travel for all, using a higher share of clean engine technology and fuels, resulting in an enhanced urban environment (including reduced noise and air pollution). Visible and measurable impacts will result from significantly sized measures in specific innovation areas. Demonstrations of innovative transport technologies, policy measures and partnership working, combined with targeted research, will verify the best frameworks, processes and packaging required to successfully transfer the strategies to other cities.

1.3 Participant Cities

The ARCHIMEDES project focuses on activities in specific innovation areas of each city, known as the CIVITAS corridor or zone (depending on shape and geography). These innovation areas extend to the peri-urban fringe and the administrative boundaries of regional authorities and neighbouring administrations.

The two Learning cities, to which experience and best-practice will be transferred, are Monza (Italy) and Ustí nad Labem (Czech Republic). The strategy for the project is to ensure that the tools and measures developed have the widest application throughout Europe, tested via the Learning Cities' activities and interaction with the Lead City partners.

1.3.1 Leading City Innovation Areas

The four Leading cities proposed in the ARCHIMEDES project are:

- Aalborg (Denmark);
- Brighton & Hove (UK);
- Donostia-San Sebastian (Spain); and
- Iasi (Romania).

Together the Lead Cities in ARCHIMEDES cover different geographic parts of Europe. They have the full support of the relevant political representatives for the project, and are well able to implement the innovative range of demonstration activities proposed.

The Lead Cities are joined in their local projects by a small number of key partners that show a high level of commitment to the project objectives of energy-efficient urban transportation. In all cases the public transport company features as a partner in the proposed project.

2. Donostia – San Sebastian

The city of Donostia-San Sebastian overlooks the sea and, with just over 180,000 inhabitants, keeps a human scale. Some people consider the balanced combination of small mountains, manor buildings, and sea as the setting for one of the most beautiful cities in the world. We have a tradition in favouring pedestrians, cyclists and public transport.

For about twenty years, the city has been enforcing a strong integrated policy in favour of pedestrians, bicycles and public transport. The consideration of walking and cycling as modes of transport has led to the building of a non-motorised transport network for promoting this type of mobility around the city.

Likewise, the city has extended its network of bus lanes. The city holds one of the highest bus-riding rates, with around 150 trips per person per year.

2.1 Objectives in CIVITAS

The CIVITAS project is a perfect opportunity to expand our Sustainable Urban Transport Strategy. With the package of CIVITAS measures Donostia-San Sebastian wants to:

- Increase the number of public transport users
- Decrease the number of cars entering the city centre
- Increase the use of the bicycle as a normal mode of transport
- Maintain the high modal share of walking
- Reduce the number of fatal accidents and accidents with serious injuries
- Reduce the use of fossil fuels in public transport.

3. Background to the Deliverable

The present deliverable refers to Measure number 33, Travel Plans in Donostia-San Sebastian.

Within the context of the CIVITAS project there are some so-called “soft measures” or more recently referred to, Smarter Choices focusing on influencing travel behaviour by promoting active modes such as walking and cycling. It is among these kinds of Smarter Choices measures that the ***Camino Escolar*** (Way to School) project should be considered.

There are already many examples of “*caminos escolares*” or safe routes to school in Europe, depending on the spatial setting.

In northern Europe, campaigns such as “the safe routes to school” basically consist of identifying a number of safe routes that allow children to travel safely from home to school and back, either by bicycle or on foot, involving a large number of volunteers to monitor the children on their journeys.

However, in Mediterranean settings, greater emphasis is placed on a more community-focused concept of "*caminos escolares*" that encourages communities to lobby not only for safe routes (although they are) but also for a more habitable city for all citizens. Examples of this are the "Citta Possibile" and "La citta dei bambini" projects, which have been taken as a reference by many Spanish cities when working on mobility in cities and their relationship with sustainability. These two projects have provided much of the inspiration behind the implementation of this project in the city of San Sebastian since 2002.There are now over twenty schools that in one way or another have taken part in the Donostia-San Sebastian *Camino Escolar* project. Some schools focus more on in-classroom activities and others have been more involved with questions of mobility, for example, there are two public schools in a district, where we have been able to set up stable work groups in mobility matters. Thanks to these groups other social associations and individuals have had the possibility to be integrated. From those groups it has worked in pilot experiences, simulations and improvement proposals in traffic safety.

We hope and maintain that a good number of those who have yet to take part will join them in this new stage of the project.

As the current strategy unfolds, thanks to those responsible for coordinating it over the last five years, the Donostia-San Sebastian *Camino Escolar* has been strongly promoted in Spain as a benchmark for a number of *Camino Escolar* projects in several cities.

The present document seeks to consolidate this position and promote the benefits of *Camino Escolar* within the city of Donostia-San Sebastian itself.

3.1 Summary Description of the Task

It is anticipated that in adopting a *Camino Escolar* approach, home-school trips will take place more rationally (some parents take their children to school by car, even in very short distances, enumerating as reasons, slopes, rain…), optimising the public transport options offered by the city and improving even more with the other measures contemplated in the project, while promoting walking and cycling among school children.

We also hope to free school entrances and exits of private vehicles, carrying out a broad information and awareness campaign in order to achieve a change in habits.

In some cases, with the complicity of the schools managers, in others setting up stable mobility working groups.

In order to achieve this, research has been conducted as part of Task 11.4.2 to develop a wider programme for subsequent implementation in ARCHIMEDES.

4. School Travel Plans

School Travel Plans are the tool through which we will set about improving the way in which school children travel in our city, with a view to helping to clear the traffic congestion that occurs around schools, based on the absolute certainty that today's model of one child per car is wholly unsustainable.

In our city we understand that in order to design successful School Travel Plans we need to engage a large part of the school community. We have therefore designed a series of activities and schemes that necessarily involve teaching staff and the teaching process itself; non-teaching staff, parents, social, health and cultural workers, as well as the general public.

We also consider it a priority to brief other departments in addition to the Transport Department in e Donostia-San Sebastian local authority. It is expected that they would be allies in addressing the physical changes made to the city, such as projects in infrastructures, new layout of streets, deployment of urban furnishings, etc.

School travel plans: The moment, the opportunity

There has been a steady implementation of Work Travel Plans within the context of the European Union and its White Paper on Transport in the EC, as well as domestically in Spain through the Strategy for Energy Saving and Efficiency 2004-2012.

Nevertheless, the Sustainable School Travel Plans rolled out in Donostia-San Sebastian represent a step forward in this direction, as they are the first documents of this nature in our country.

In the specific case of the Basque Country (Euskadi), this is contextualised furthermore in a Bill to be passed on Sustainable Travel in the Basque Autonomous Community (CAPV), which we hope that will be initially approved in summer 2010. We have been presented with an excellent opportunity to implement new School Travel Plans s, given that the regional Basque Government is drafting a framework Law on Sustainable Travel, which will also be applicable to all schools. Schools are targeted particularly as these are the work centres for the majority of teaching staff and involve numerous daily round trips in the city.

Travel Plans enable us first to assess the present circumstances of local schools and, secondly, introduce measures for those schools thought to be responsible for rush-hour congestion in certain parts of the city. Travel Plans aim to be a tool that will help to reduce congestion, through practical schemes and awareness programmes with all players involved.

School Travel Plans in Donostia-San Sebastian. Goals

It is expected that by implementing School Travel plans the following goals will be achieved:

- There will be a reduction in the damaging environmental impact arising from the use of cars.

- There will be a reduction in the daily number of trips made in private cars for both school children and teachers.
- There will be an improvement in the safety and accessibility for school children walking or cycling to school.

4.1 Description of work done

The work undertaken so far has focused attention on communicating the message to Secondary Schools, as initially we focused on Primary Education (children aged between 7 and 12). However, it was realised that there were a large number of school trips involving younger children, so we introduced a line of action that targeted Infant Education (children aged between 2 and 6).

It should be noted accordingly that the fact that our actions are so widely publicised has become an incentive and has had a rallying effect for addressing other Educational levels, as in the case of the PediBus involving the parents of infant school children. In the English world, it is called “Walking Bus”, and in the more Mediterranean countries it is called PediBus, and refers to the option that children have to go walking with adults, as a way to know the district and as a intermediate step in their walking trips without adults.

4.2 Summary of Activities undertaken to help schools introduce School Travel Plans.

Right from the start of the project, CIVITAS-Archimedes proceeded to differentiate between the following:

- State and direct grant schools (the latter are partially private, but receive Government funding) that have already worked alongside the local authority on the issue of sustainable transport through practical schemes on the ground.
- Schools we have targeted to start working together according to the criteria of the CIVITAS-Archimedes project.

This means that the CIVITAS-Archimedes Corridor has selected a series of schools with specific characteristics:

- Located within the 30 Areas (the Municipality itself has designed inside the 46 and 47 measures, including go in and go out special signals, maximum speed of 30km/h, en three different areas of the city in the Civitas corridors, where there are some schools) provided for in the project. (As it can be seen in Figure 1). The aim is to extend the measures for reducing car trips to work centres by making them extremely attractive in the case of school runs. That means that we are looking for is to create synergies when calming traffic in some areas of the city, trying that trips to schools are made walking, by bicycle, or in public transport. Not only for children and their family, but also teachers who go to work.
- Schools with some experience in the introduction of sustainable transport measures whose there is more information later on, as the schools located in the Alza district.

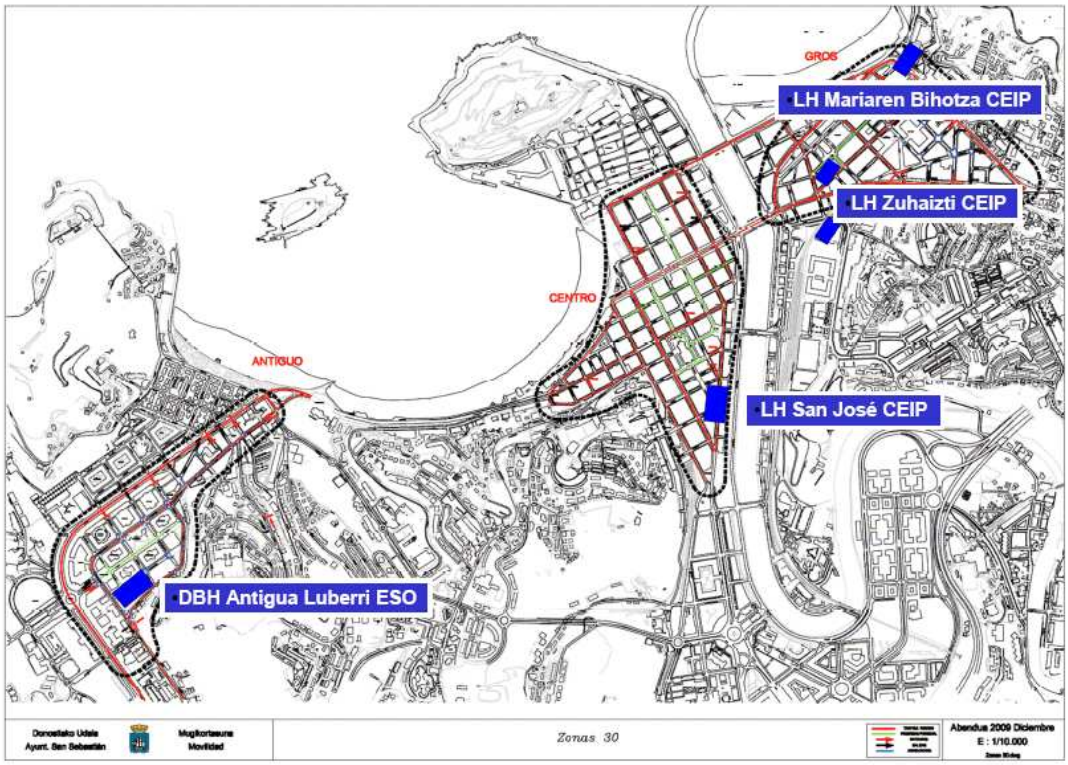


Fig. 1.- Map of the 30 Areas in the CIVITAS corridors with schools inside them.

- Other schools with access problems caused by the large number of parents using their own cars for school runs.

We have selected a total of ten schools, of which at least four have a fairly comprehensive understanding of travel habits and potentially contentious situations. Seven of them have already returned details regarding the methods of transport used for travelling to school. These details have been gathered through the use of questionnaires that focus on travel habits and opinions on the routes used daily. (The questionnaires are enclosed in the Annex.

The questionnaire was designed for children primarily, but we have also made it applicable to everyone involved with the schools in question: parents, teachers and non-teaching staff (caretakers, dining-room staff and monitors for other activities). In this way we will have a fuller and more detailed picture of their present habits and reasons for them.

Following an analysis of these questionnaires a strategy will be drawn up to address each one individually and thereby offer realistic and achievable recommendations to reduce car use.

4.3. Players Involved

In order to implement our School Travel Plans, we consider it a priority to involve the highest possible number of players from the community. This means, on the one hand,

not only the children and their parents but also teaching and non-teaching staff, and on the other, those people living and working in the area around the schools.

We are convinced that only by forging a social and emotional link between the members of the community and these school children will we be able to generate greater awareness and engagement amongst the former with a view to guaranteeing the pupils' safety as they walk or cycle to school.

In the three with which we are working, described in this paper, we are going to consider, local neighbourhood identity is very strong and this may be a considerable bonus when setting out to explain our goals and attract the involvement of a number of local people. In order to do so, we can count on the assistance of the collectives detailed in the following chart.

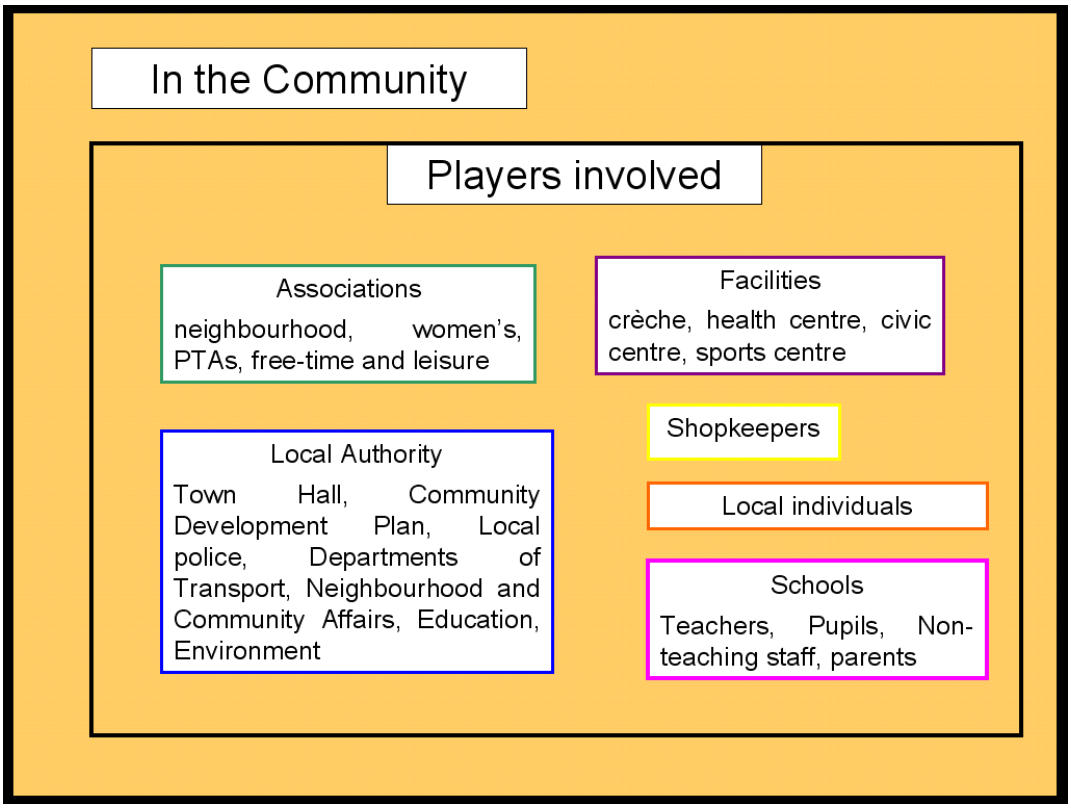


Fig. 2.- People and social agents involved in the Camino Escolar project.

An important policy development to be taken into account for the implementation of this project is that t the regional Basque Government's Department of Education is introducing, on a more or less compulsory basis, Agenda 21 for Schools. This requires a degree of Community Involvement which may be a source of major synergies between the two approaches.

4.3.1. SCHOOLS AND NEIGHBOURHOODS INVOLVED

A. Alza Neighbourhood

The Alza neighbourhood is around two and a half kilometres from the centre of Donostia-San Sebastian, in other words, in the suburbs. It has an awkward terrain with numerous slopes, as it occupies the sides of a hill, which makes it a difficult area for people to get to.

Fig. 3.- Map of the Alza district and where is located in Donostia San Sebastián.

This neighbourhood, on the other hand, is home to around 19,945 people, with a high population density and a low average age, as the people living here are young, middle-class and have children of school age.

The neighbourhood has three primary schools, a further three infant schools and one secondary school.

In this case, we have focused on the work undertaken with the three primary schools and their associated infant schools, namely, Centro de Educación Primaria (CEP) San José de Calasanz LHI, CEP Herrera LHI and CEP Oleta Harri-Berri LHI. In total there are approximately 800 pupils and 110 teachers and non-teaching staff.

Fig. 4 and 5.- In the San José de Calasanz school gate in Alza, on and on cars park in the pavement. Normally are parents' cars and make difficult not only walking but also public transport traffic.

The Centro San José de Calasanz LHI has involved traffic reduction schemes at different levels. On the one hand, work has been undertaken to provide road safety for the children when they arrive at school and when they go home. These measures were introduced given the difficulties caused by the terrain and the habits of some parents blocking the school entrance, occupying the pavement or parking in the wrong place (please see figures….. above)

In these cases, the solution has been to widen the pavements and erect fences at the curb side to stop people parking on them.

At the same time (and at all times with the support of the schools), work has been undertaken with members of the community to raise awareness and encourage people to change their habits.
This has involved introducing two different activities that target different audiences:

Goazen denok oinez eskolara! – Let's all walk to school!

The aim of this activity is to encourage pupils to walk to school. The activity establishes safe meeting points from where the children make the trip from home to school on foot. A large number of children stay for lunch in the school canteen and given that there are so many activities after school all children do not go home as soon as school has officially ended.

The PediBus

At the same time, this school has begun to gradually introduce the PediBus system, where we are working with families with children at infant school (children aged 2 to 6), helping them to get to know their own city. The scheme involves a large number of parents who have taken an active role, taking groups of children to school safely on foot.
Furthermore, the pilot experience has led to the formation and consolidation of a fairly stable working party in the neighbourhood whose remit is to encourage sustainable transport.

Fig. 6.- Some parents drive daily in the CEP Oleta LHI, groups of children inside the PediBus experience.

B. Martutene Neighbourhood

The work undertaken in the Alza neighbourhood has been so successful that the members of the *Camino Escolar* supervisory committee were asked to talk about their experience in other neighbourhoods of the city. This ranged from providing a more direct description of the scheme to talking directly to people who wanted or were interested in implementing it. . This meant that parents, teachers, etc. shared their views and encouraged others to duplicate their scheme in the neighbourhoods of Martutene and Intxaurrondo.

Fig. 7.- PediBus seen by some children from Alza

Martutene is in the south-east of the city, approximately four kilometres from the city centre. With a population of around 2,895 people, its main feature has been its position as one of the thoroughfares into the city from the south of the province of Gipuzkoa, which means that a large number of vehicles pass through its streets on their way to the centre.
There is only one school, which has around 170 pupils in infant education (children aged 2 to 6) and primary education (children aged 7 to 12), and is called C.E.P. Arantzazuko Ama LH.

Work began in Martutene by introducing transport-related activities that teachers could use in class, which were followed by a pilot scheme for the activity “Walking to school”.

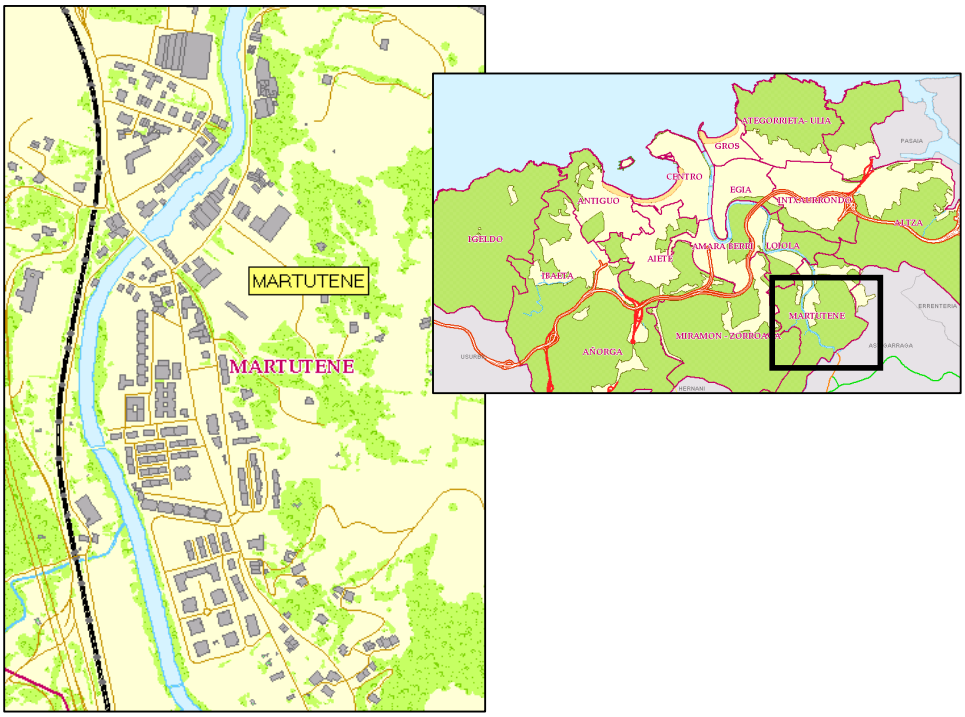


Figura 8.- Map of the Martutene district and where is located in Donostia San Sebastián.

These were very well received and have led to a positive change in attitudes, as a significantly greater number of children are now walking to school.
Regarding this activity, we have enclosed the video on the scheme that was shown on the news on the local television station as an example of Best Practices fostered by the CIVITAS European project.

Figura 9.- The Way to School working party in Martutene, working on the identification of problem areas and safe routes.

The working party gives great importance to the fact people with different roles to play talked about the project's scope. That contributed to it being seen as a scheme that was realistic and could be effectively implemented, as well as influencing habits and attitudes.

C. Intxaurrondo Neighbourhood

The third neighbourhood involved is also part of the city's suburbs. It lies to the east and is basically a dormitory area, which is home to around 16,373 people and has three primary and infant schools (one of which is private, which means it is not fully accountable to the regional government).

In those cases children are from different places in the city or, from the nearest cities, not only from near the schools, which makes sometimes that the private car or the school bus are more important in the school-home trips.

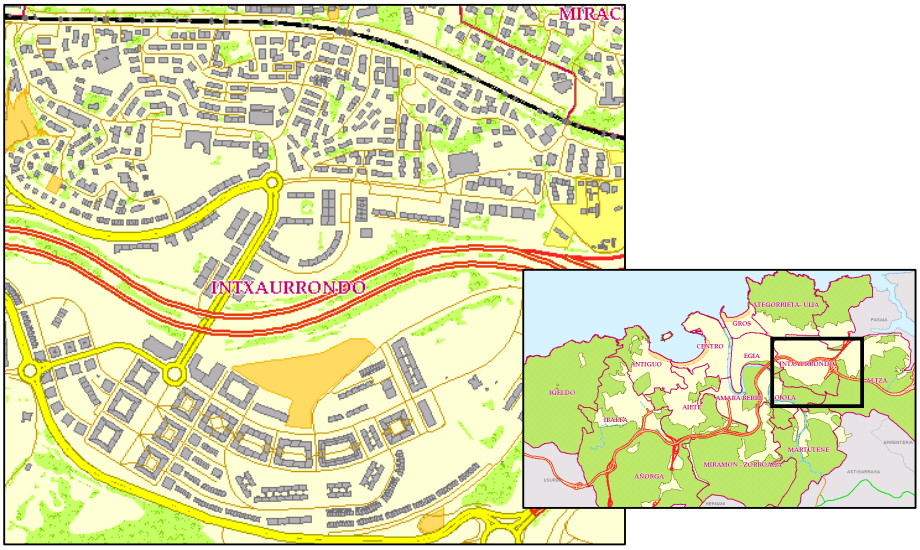


Fig 9.- Map of the Intxaurrondo district and where is located in Donostia San Sebastián.

The three schools, CEP Intxaurrondo Ikastola, CEP Intxaurrondo Hegoa LHI and Colegio Maria Auxiliadora, with a total of 888 pupils between infant and primary education, have been very quick to join the project. Their incorporation was also motivated by the experience of the two preceding neighbourhoods, which has had a snowball effect, and they are currently at the data gathering stage.

Using the questionnaires provided by the Transport Department and the coordinators in each school, the first data set have been gathered on each household's travel habits.

Survey results have been put on public display in the centre of the neighbourhood so that each family can see the initial conclusions reached by this data gathering process. In Intxaurrondo, a Highway Safety Scheme is being implemented by the local authority, with the aim of calming traffic in specific local streets by widening pavements and introducing corner diverters that improve pedestrian visibility.

4.4. Main Achievements or Advantages Identified

We consider one of the project's main advantages to be the fact that the city is being transformed with each one of these schemes involving schools. That is, in conjunction with the awareness and/or information programme, notice is being taken of the requests received from the participating schools through our coordination with all the other technicians mainly in the Transport Department.
This means that, in practice,

☑a fair number of pavements have been widened or made safer to ensure the children's safety

☑waiting times have been shortened at traffic lights and

☑the number of parking places for bicycles has been increased, to mention just a few examples.

A. Alza Neighbourhood

Some of the practical improvements made, in response to requests made by the Way to School working party, have had a positive impact in terms of calming traffic and have reinforced the safety of the home to school journey for children.

- Pavements have been protected from wrongly parked cars.
- Zebra crossing have been relocated attending the need and requests from neighbours.
- Pavements have been made wider and roads narrower.
- Traffic islands have been designed in roads.
- Speed bumps have been installed

In the PediBus experience we have managed to obtain a high degree of public exposure and engagement amongst local people, as well as attract a large amount of social and political acceptance.

- For example, there are a lot of voluntary people who know and talk in terms of sustainable mobility.
- Visibility of some mobility problems has been achieved. This has been possible due to the important work of some neighbours (marking the boat, the symbol of the project, in the pavement, sharing out stickers among the 200 shopkeepers of the district…
- Through the continuous work of the stable working groups of the neighbours, it has been achieved that some politicians of different parties see the importance of the project.

B. Martutene Neighbourhood.

The main achievement has been to involve a large number of children who now walk to school unaccompanied by adults. On the other hand, it is significant that travelling to school is now seen as an important issue in terms of quality of life, as the coordinator of the project said in the evaluation process.

A further achievement is that each year the school itself and the local community want to repeat pilot experiences such as “Walking to school”, which require the hands-on involvement of volunteers, above all for the start of school in the morning, which we believe has been interpreted as a positive sign.

C. Intxaurrondo Neighbourhood

The Way to School, which is still in its BEGINING, has attracted the interest of schools, which have taken part in the distribution and collection of questionnaires.

There are currently certain expectations linked to the schemes introduced by this Transport Department, such as redesigning accesses, limiting speeds or removing parking places to free up school entrances.

4.5 Problems Identified

Some of the problems we have encountered when implementing School Travel Plans are listed below:

- Schools are often called upon to take part in many schemes and projects. This means that we have had to compete with many others to achieve their cooperation in introducing Travel Plans.
- The scant cooperation from the local police, whose presence would lend support to the scheme. The use fines or other measures to dissuade people from committing dangerous traffic and parking infringements in the vicinity of the schools.
- The fact that schools are not accountable to the local authority but instead report to the Regional Government, and their lack of involvement so far in the implementation of School Travel Plans is hindering the widespread introduction of Travel Plans.

Furthermore,

- the fact that many parents choose to take their children to school and do not respect the school map of catchment areas delimited according to criteria of proximity means that a very high percentage of children have to be taken by car or bussed to school from their home every day, which makes it extremely difficult for schemes of this kind to be effective.
- Local people have made it very clear that if they do not see their commitment to the project (voluntary in all cases) rewarded with improvements by the local authority, there is a risk that a large part of this goodwill will be lost.
- Assessment is never an easy matter, as quantitative data do not always reflect the success or otherwise of the work performed. The qualitative data on the change in transport habits are very difficult to evaluate because the parameters to be taken into account are not always quantifiable.

- The lack of stable appointments amongst teaching staff at schools in the Basque Autonomous Community has a negative impact on the project, as many of them have long commutes to school everyday in their own private cars.

- Another fact that has a negative impact is when the area immediately outside or around the school is under intense parking pressure, which sometimes even spills over into the actual school grounds.

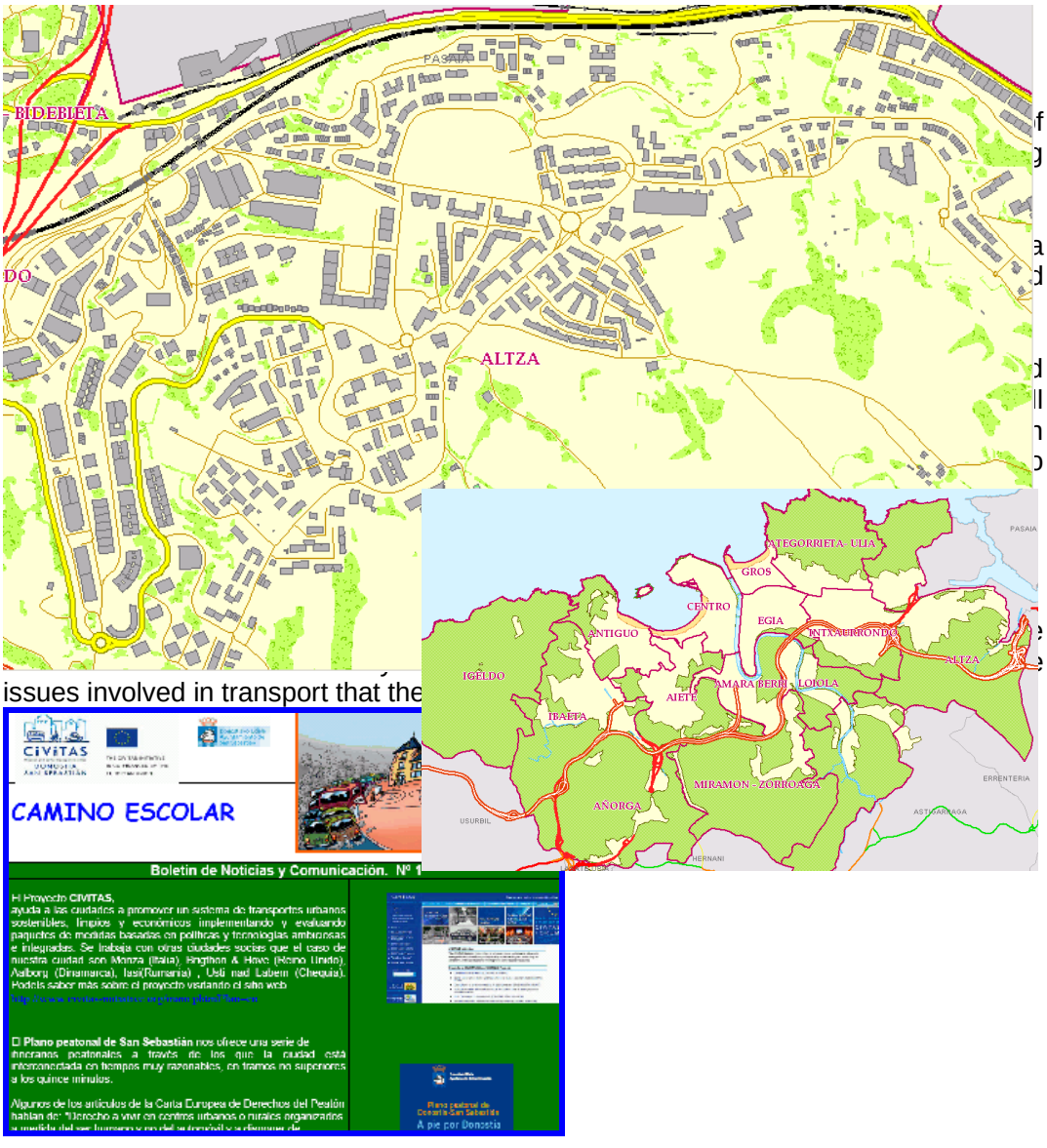


Fig. 10.- Picture of the Newsletter that we use to get to schools of the city.
http://www.donostia.org/info/ciudadano/movilidad_msostenible.nsf/vowebContenidosId/NT0000096A?OpenDocument&idioma=cas&id=A562342314843&cat=Camino%20Escolar&doc=D

4.8. Looking ahead

The line of work we are most interested in with regard to the future is to increase the target audience for implementing School Travel Plan schemes. We would like to introduce measures that are related to the travel arrangements of teachers and non-teaching staff (caretakers, dining-room staff and carers in general) in addition to children.

There is a need to provide information on the other options available for travelling to the work place, such as comprehensive public transport timetables and the options for making connections, carpooling, etc.

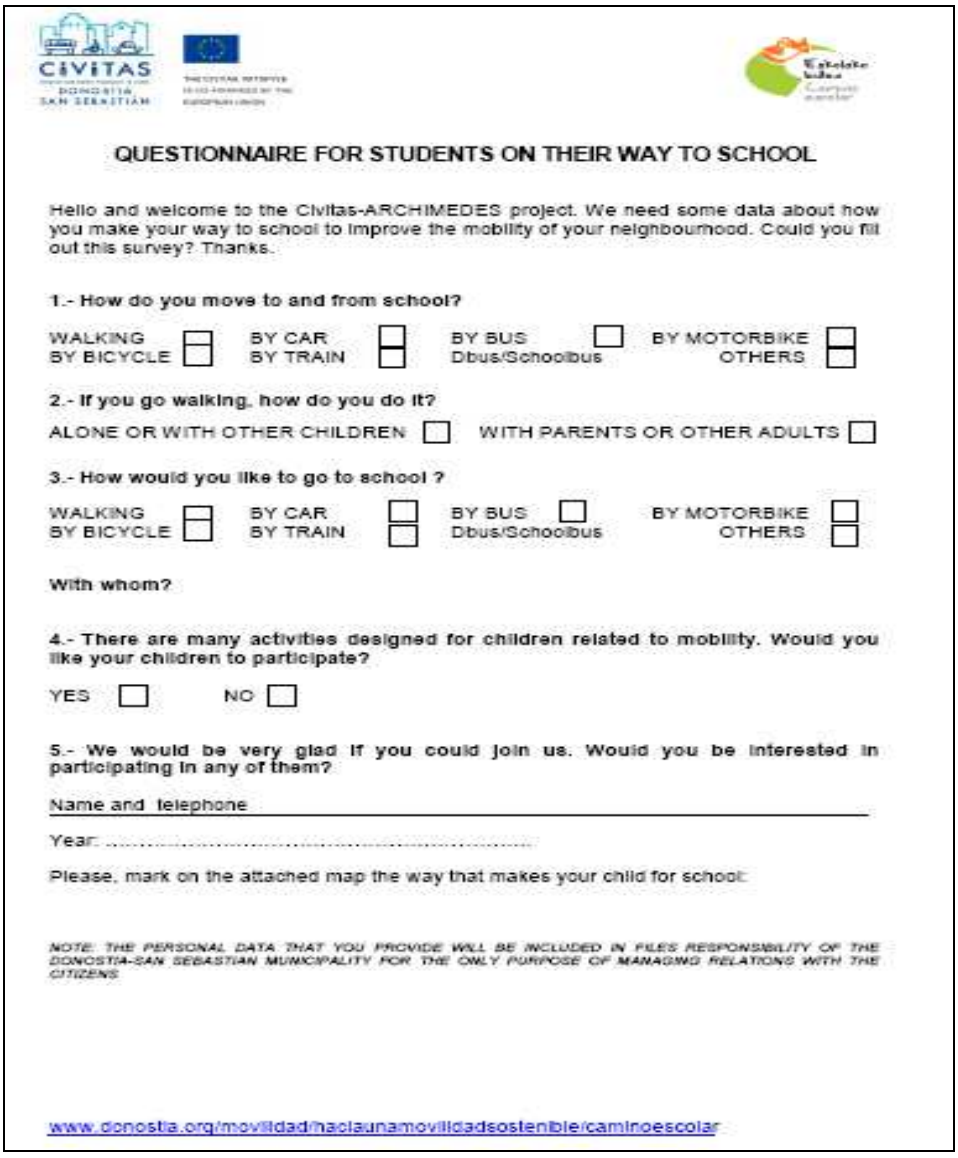
These Travel Plans need to consider the strengths of the system in each school, as well as deal with needs. That means that each school centre is different and the Mobility Plans must be adapted to the daily reality. This has already become apparent following e questionnaires contained in the Initial Analysis made in the project's month 18.

The results obtained so far have been highly satisfactory and have produced a great deal of contentment amongst those involved in the scheme; however, our long-term outlook for 2012 is to render the results more readily assessable or measurable from a quantitative perspective.

Additional goals to be achieved by the end of the project are listed below; o hi:

- Reduce the number of school runs.
- Introduce a specific line of work (albeit at experimental level) involving school children and public transport, by means of a good communication campaign, making special address in the nearest public services to each school and the way to optimise transfers and links.
- Implement a basic operating procedure that will help us to work with those schools that encourage the use of bicycles for travelling between home and school, taking advantage of the possibilities that the net of cycling paths offer in the city, organising entertainment campaigns as the carried out in "Walk to school", in the field of the bicycle, knowing that there is group inside the local police working in the "Year Program of Traffic Education"

APPENDIX



QUESTIONNAIRE FOR STUDENTS ON THEIR WAY TO SCHOOL

Hello and welcome to the Civitas-ARCHIMEDES project. We need some data about how you make your way to school to improve the mobility of your neighbourhood. Could you fill out this survey? Thanks.

1.- How do you move to and from school?

WALKING ☐ BY CAR ☐ BY BUS ☐ BY MOTORBIKE ☐
BY BICYCLE ☐ BY TRAIN ☐ Dbus/Schoolbus ☐ OTHERS ☐

2.- If you go walking, how do you do it?

ALONE OR WITH OTHER CHILDREN ☐ WITH PARENTS OR OTHER ADULTS ☐

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

WALKING ☐ BY CAR ☐ BY BUS ☐ BY MOTORBIKE ☐
BY BICYCLE ☐ BY TRAIN ☐ Dbus/Schoolbus ☐ OTHERS ☐

With whom?

4.- There are many activities designed for children related to mobility. Would you like your children to participate?

YES ☐ NO ☐

5.- We would be very glad if you could join us. Would you be interested in participating in any of them?

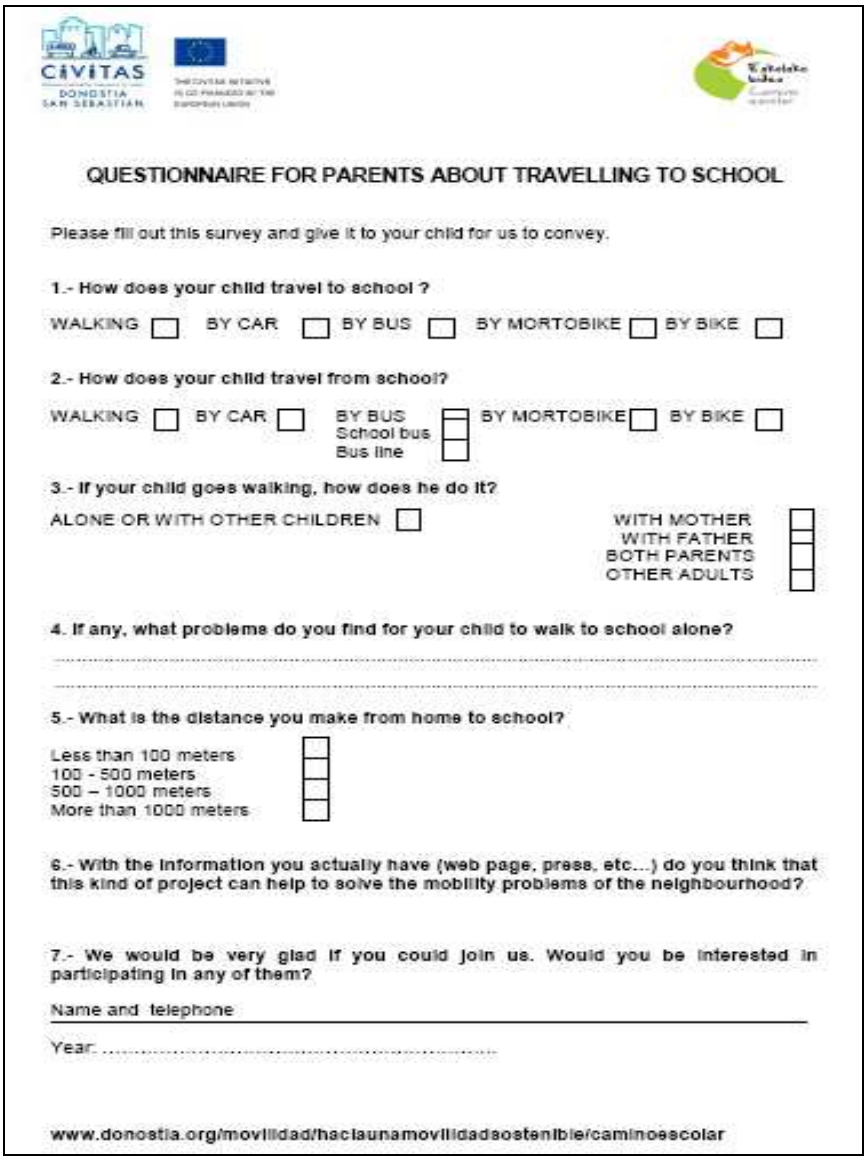
Name and telephone _____

Year: .....

Please, mark on the attached map the way that makes your child for school:

NOTE: THE PERSONAL DATA THAT YOU PROVIDE WILL BE INCLUDED IN FILES RESPONSIBILITY OF THE DONOSTIA-SAN SEBASTIAN MUNICIPALITY FOR THE ONLY PURPOSE OF MANAGING RELATIONS WITH THE CITIZENS

www.donostia.org/movilidad/haclaunamovilidadsostenible/caminoescolar



QUESTIONNAIRE FOR PARENTS ABOUT TRAVELLING TO SCHOOL

Please fill out this survey and give it to your child for us to convey.

1.- How does your child travel to school ?

WALKING ☐ BY CAR ☐ BY BUS ☐ BY MORTOBIKE ☐ BY BIKE ☐

2.- How does your child travel from school?

WALKING ☐ BY CAR ☐ BY BUS ☐ School bus ☐ Bus line ☐ BY MORTOBIKE ☐ BY BIKE ☐

3.- If your child goes walking, how does he do it?

ALONE OR WITH OTHER CHILDREN ☐

WITH MOTHER ☐
WITH FATHER ☐
BOTH PARENTS ☐
OTHER ADULTS ☐

4. If any, what problems do you find for your child to walk to school alone?

.....

.....

5.- What is the distance you make from home to school?

Less than 100 meters ☐
100 - 500 meters ☐
500 – 1000 meters ☐
More than 1000 meters ☐

6.- With the information you actually have (web page, press, etc...) do you think that this kind of project can help to solve the mobility problems of the neighbourhood?

7.- We would be very glad if you could join us. Would you be interested in participating in any of them?

Name and telephone _____

Year: .....

www.donostia.org/movilidad/haclaunamovilidadsostenible/caminoescolar

QUESTIONNAIRE FOR TEACHERS ON THEIR WAY TO SCHOOL

Please fill out this survey and return in Principal's Office, thanks.

1.- How do you move to and from school? Underline the correct option

WALKING BY CAR BY BUS

IN MOTORBIKE BY BICYCLE BY TRAIN OTHERS

2.- What is the distance you make from home to school?

- Less than 100 meters ☐
- 100 - 500 meters ☐
- 500 - 1000 meters ☐
- More than 1km ☐
- More than 5 km ☐

3.- If you go walking, have you detected any difficulty or danger in the itinerary?

YES which ones? NO

4.-If you go by bicycle, do you use any of the cycling lanes in the city ?

YES which ones? NO

5.- If you go by car, do you share your car ? Do you park inside the school?

YES NO YES NO

6.- If you go by bus, which bus line do you use?

7.- With the information you actually have (web page, press, etc…) do you think that this kind of project can help to solve the mobility problems of the neighbourhood?

www.donostia.org/movilidad/haciaunamovilidadsostenible/caminoescolar