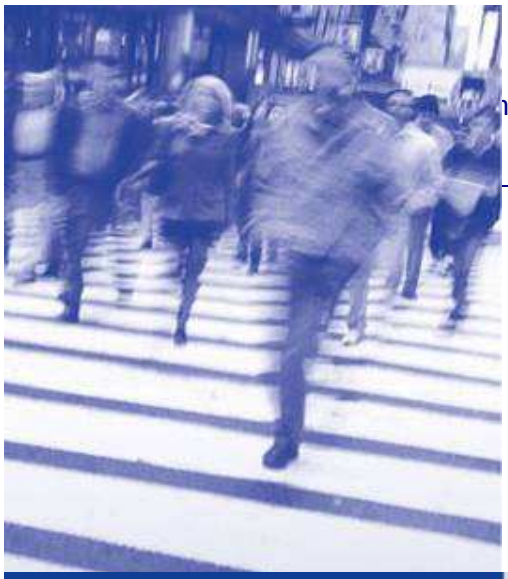

CiVITAS
Cleaner and better transport in cities

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

Donostia – San Sebastian

R.33.1. Study of sustainable mobility strategy for schools in Donostia-San Sebastián

Donostia – San Sebastian

March 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 the European citizen.

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 in 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 slightly more than 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. Considering 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 in 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 heavy 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.

In the context of the CIVITAS project there are some the so-called “soft measures” focusing on changing travel habits and promoting modes such as walking and cycling. It is among these kinds of 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 the Anglo-Saxon world, campaigns such as “the safe routes to school” basically consist of identifying a number of safe routes that allow children to travel safely from school to home, either by bicycle or on foot, involving a large number of volunteers to monitor the children on their journeys.

However, in a more Mediterranean setting, more emphasis is placed on a more community-focused concept of “*caminos escolares*” that allows us to fight not only for safe routes (although they are) but also for a more habitable city for all. Examples of this are the “Citta Possibile” and “La citta dei bambini” projects, which have been taken for reference by many Spanish cities when working on mobility in cities and its relationship with sustainability. These two projects supplied much of the inspiration behind the implementation of this project in the city of San Sebastián since 2002.

There are now over twenty centres that in one way or another have taken part in the Donostia-San Sebastián ***Camino Escolar*** project. Some focus more on in-classroom activities and others have been more involved with questions of mobility. We hope and

believe that a good number of those who haven't yet taken 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 multiply its diffusion internally within the city of Donostia-San Sebastián itself.

3.1 Summary Description of the Task

With this measure school-home trips will take place more rationally, optimising the public transport options offered by the city and improving even more with the other measures contemplated, while promoting walking and cycling modes among educational communities.

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

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

4.1 Description of the Work Done

4.1.1 Overall Objectives and their Realisation in Specific Objectives

We shall now develop a number of specific objectives that will be kept permanently in mind during the project, of those regarded as a priority.

Objective 1. - Promote a model of sustainable, safe mobility that transmits values and attitudes of civic-mindedness and respect for collective urban spaces as spaces for interrelation and coexistence.	
	1.1. – Design and Implement educational activities in nearby public spaces among the school population that enhance knowledge of the environment and have a bearing on the importance of looking after common property.
	1.2. – Underline the value of the positive repercussions that the use of public transport and non-motorised means of transport for daily home-school trips have on the city.
Objective 2. – Involve residents in the implantation of this model of sustainable mobility.	
	2.1. - Attract the residents of Donostia-San Sebastián to one of the already existing channels of communication.

Objective 3. – Raise the awareness of the educational community as a whole (children, teachers and parents) and of the interested parties (neighbourhood establishments, associations) as regards the need to change attitudes and practices relating to urban travel and the benefits of sustainable mobility.	
	3.1. – Achieve changes in the daily mobility habits of the educational community – students, teachers and parents – with regard to their daily trips.
	3.2. – Spread values linked with sustainability, safety and health that result in a change in habits among the members of the community close to the educational centres.
Objective 4. – Encourage students to take part in improving their immediate environment.	
	4.1. – Involve students in those classroom activities that emphasis their closeness to and understanding of their immediate environment.
	4.2. – Involve students in activities, not necessarily in the classroom, that do however consist of spreading values related to sustainability and changing attitudes among the population.
Objective 5. – Promote greater integration of schools with their neighbourhoods and environment.	
	5.1. – With the schools as the epicentres, create around them a network of relationships with their most immediate agents (associations, equipment and non-associates) that brings them together through actions on the territory and at neighbourhood level, towards a common change in terms of mobility.
Objective 6. – Define and plot the safest and most pleasant routes from home to school.	
	6.1. – Analyse each and every one of the possible existing options between routes that schoolchildren can take from home to school.
	6.2. – From among the previously analysed options, define the safest and/or most comfortable option for these daily home-school journeys.
	6.3. – Evaluate any potential risks on the public highway that could condition the choice of one option or another.
Objective 7. – Introduce the children to the concept of sustainable mobility and increase the number of journeys made on foot and by bicycle.	
	7.1. – Work with the schoolchildren and teaching staff to transmit clearly the concept of sustainable mobility (in terms of sustainability and safety) and which mobility options best reinforce this idea, such as public transport and non-motorised modes such as walking or bicycle riding.

	7.2. - Work with the schoolchildren and teaching staff to describe all possible public transport options available in the city, with regard to routes, timetables, connections and fares.
	7.3. – Facilitate the transfer of travellers from motorised modes to non-motorised modes, basically from private vehicles to bicycles and walking.
	7.4. – Make available in the educational centres all available information on the safest routes to travel from home to school by bicycle on the network of bike lanes that the city has already facilitated.
Objective 8. – Propose structural modifications in neighbourhoods to improve the sustainable mobility of schoolchildren.	
	8.1. – Analyse the starting situation in the setting closest to the educational centres, assessing real land use and possible incompatibilities.
	8.2. – Assess different options for change, taking into account the view of the Department of Mobility itself, with regard to compatibility parameters (work under way, planned, etc).
	8.3. – Propose any necessary and compatible modifications to improve the safety of pedestrians and other road users at territorial neighbourhood level.

4.1.2 Methodological Principles

All actions and activities developed during the project will be designed to raise the awareness of as many people as possible about the importance of our daily mobility habits and how they have repercussions and affect many factors: the appearance of the city, the quality of the air we breathe, the level of noise pollution and the management of time and space.

We will thus design and/or consolidate a series of activities that allow us to reflect on the reality of mobility in the city of Donostia-San Sebastián to then involve citizens in resolving the conflicts that this mobility generates.

Two pivotal moments are involved in developing these principles: One of Planning and the other of Implementation.

4.2 Summary of Activities Undertaken

4.2.1 Development of the Workplan: Planning and Dissemination Stage

This stage involves analysing the real situation of the educational centres by designing **Mobility Plans for at least three of them**, so as to be able to place special emphasis on the most sustainable means of transport.

This strategy will be completed with a series of examples of **Good Practices** in this respect from other Spanish and European cities, which help to assess the situation of the project in the city, so that it can be added to the tasks established in the **CIVITAS Project**.

This strategy will be completed with the corresponding **Assessment**.

After this initial study stage, we will proceed to the Implementation of the ***Camino Escolar* project** itself. To this end, we will design the tools and mechanisms needed to increase the number of centres taking part in and involved with the project.

4.2.2 Development of the Workplan: Implementation Stage

During the **Development Stage** of the ***Camino Escolar*** project, we can define three different levels, according to the depth to which we are working at any particular time.

Level 1. – Approach Level.

The first time an educational centre is contacted, it will be advised on implementing a series of **classroom activities**, starting with a **basic level** of raising the awareness of the schoolchildren and, indirectly, of the teachers and parents as well.

To this end they will be provided with the materials needed to carry out the activities required to learn about mobility on an academic level.

The activities are:

"**Analyse the street, Imagine your city", (Action 2.1.)**
"Careful, car coming!" (Action 2.2.)
"Let's all walk to school!", (Action 2.3.)

with the corresponding material designed by the Department of Mobility at San Sebastián Town Hall.

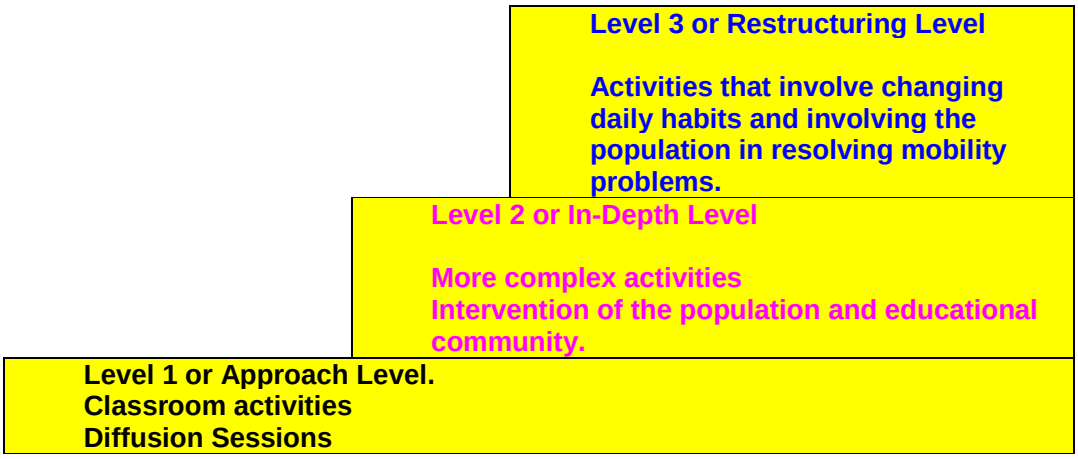
Level 2. – In-Depth Level.

The second level sees the appearance of the spatial dimension, which has a very important role to play, specifically the **realisation of the project at neighbourhood level**. Either through activities such as **"Let's all walk to school!"** which involve volunteers, or by gathering proposals for changes to the most immediate environment, the project is resized according to the reality of the territory, with the setting up of stable **work groups** for this purpose.

Level 3. – Restructuring Level

The Restructuring level comes into play when there has already been contact with the topic of mobility and certain knowledge has already been assimilated, as we are talking about the level at which we are going to try **to change daily behaviour habits**, meaning that a degree of maturity of both knowledge and involvement is necessary.

At this level of development of the project, actions such as **"Pedibus"** are important, involving adults, parents and members of neighbourhood groups in facilitating the mobility and safety of groups of children, physically leading them to school. This measure has a direct effect on the mobility habits of those carrying it out, but it also plays an important role in promoting and reproducing the behaviour in the population as a whole (see list of actions)



In total 48 months have been allocated to develop the two stages of the plan of work described and to implement the activities listed below, which takes the full project beyond the end of CIVITAS ARCHIMEDES. The schedule described below contains a draft proposal, although the project as a whole may be subject to adjustment for different reasons and deadlines.

4.3 School Engagement Plan

4.3.1 Target Schools

Over the 32 months, we will directly involve 2,500 students, 60 teachers and over 3,500 parents from at least 10 schools in the city in the various activities and programmes.

The following are the proposed centres:

CEP San Jose de Calasanz LHI

CEP Arantzazuko Ama de Martutene LHI

CEP Intxaurrondo Ikastola LHI

CEP Intxaurrondo Hegoa LHI

CEP Zuhaizti LHI

Colegio San Ignacio

Colegio Santo Tomás

Orixe Ikastola

CEP San José LHI

IES Antigua Luberri BHI

When selecting the centres chosen, we will assess and compare data with the Department of Mobility and make a decision based on the priorities of the latter has already established for the city with other interventions.

A minimum of 60 public information sessions related to trips on foot and by bicycle, as well as road safety, will be organised in order to contribute to raise the awareness of residents and teach values that allow the different modes of sustainable transport to coexist. A full list of the actions to be implemented in the School Travel Plans project follows, with each being

analysed in more detail in the corresponding appendix.

4.3.2 Measures to Implement

1. – School Travel Plans for the 3 educational centres chosen

2. – Classroom activities (guidance and coordination)

    2.1. - Analyse the street, Imagine your city!
    2.2. – Careful, car coming!
    2.3. – Let's all walk to school!

3. – Tasks consisting of the involvement of social agents and diffusion.

    3.1. – A European example: the PediBus.

4. – Motivational sessions with the Citizen's Participation groups formed.

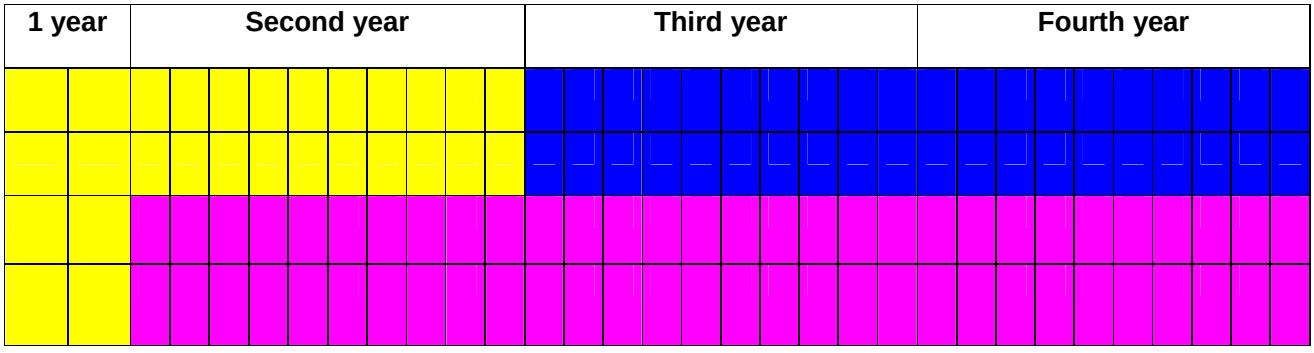
5. – Facilitation tasks to turn the suggestions of the students into concrete physical interventions.

6. – Coordination Tasks with other Town Hall Departments. Transversality.

7. – Design of Assessment mechanisms.

8. – Information sessions about non-motorised travel.

4.3.3 Implementation Schedule 2009-2012



Key to Stages:

Travel Plans to Schools in the city
Project Implementation Stage
Operation and Diffusion Stage
Diffusion of Objectives and Promotion of Participation Stage

The mesaures to be implemented are included in Appendix I.

4.3.4 Assessment Mechanisms

The assessment will take place on different levels.

+ A continuous assessment process that will allow us to see that the project is moving in the right direction, checked by Mobility.

+ Quantative and qualitative assessments of specific actions using questionnaires completed by the participating centres.

+ Assessment of the progress made to be carried out by members of the workgroups.

11. – Summary file

Actions	Year 1	Year 2	Year 3	Year 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Improvement 1				
Improvement 2				
Improvement 3				
Improvement 4				

4.3 Problems Identified

4.3.1 Difficulties

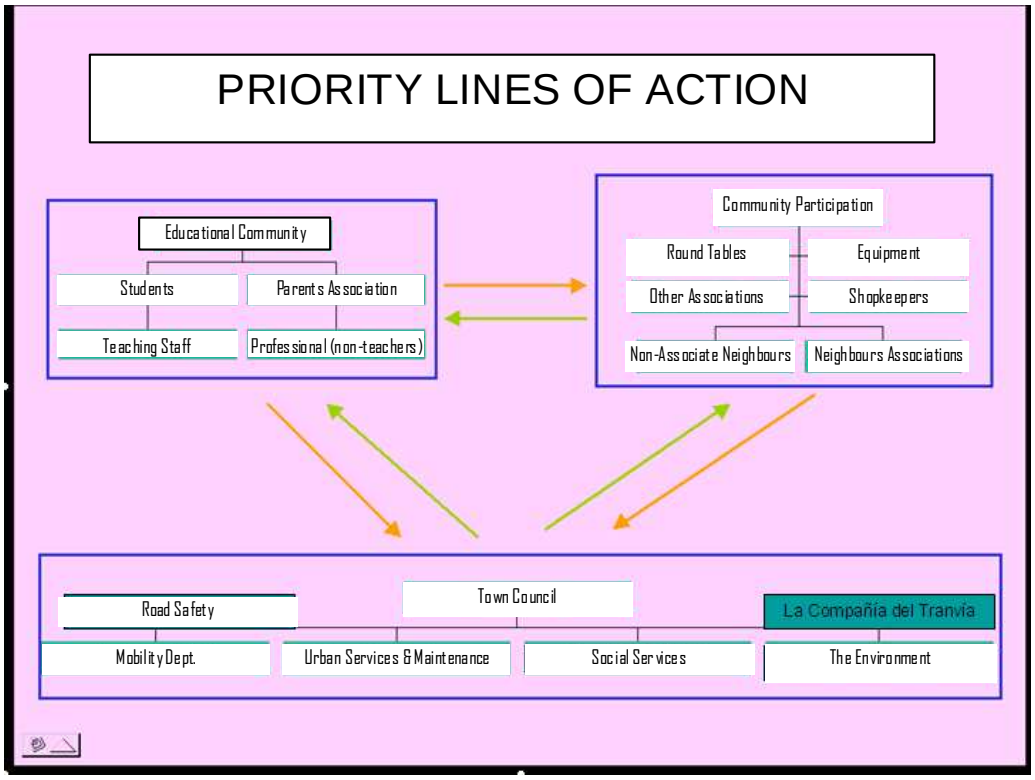
The nature of the project means that coordination is an essential part of the same. We will therefore have to develop coordination mechanisms on several levels.

On the one hand, coordination with the **Department of Mobility**, especially with those individuals within the **CIVITAS ARCHIMEDES** project, with whom we will collaborate closely at all times in order to make the European project as coherent and cohesive as possible. To this end, we will ensure permanent communication regarding each activity or step by holding regular meetings to make sure that the project develops correctly.

We will also coordinate with other Town Hall departments, such as **Urban Services and Maintenance**, **Social Services, Environment, the CTSS and Road Safety Education**.

One example of the importance of all of them for the project is that of Urban Maintenance. Many of the situations of danger faced by the schoolchildren when they have to cross the street are closely linked to the siting of rubbish containers. Their size means that the youngsters are hidden from the traffic when said containers are sited immediately before or after a zebra crossing in the direction of oncoming traffic, and there have been several cases of children being run over because of this in Donostia-San Sebastián. This has led to the necessary inter-departmental cooperation to make simple changes to the highway that have improved the safety of children in recent years.

In the same way, it is important to coordinate with the educational agents through regular meetings in order to learn the mobility problems detected by both students and staff.



4.3.2 Problems

In too many occasions we are seeing an increasing trend for parents to take their children to school by private car, with the corresponding negative impact on life in the surrounding neighbourhoods.

4.4 Risk and Mitigating Activities

One of the main problems detected is the limited collaboration of parents with the educational community and their low level of involvement with those actions that involve a change in habits. Associated to this first risk, the fact that parents are increasingly using their cars to take their children to school.

4.5 Dissemination Activities (DA)

The communication mechanisms will be those decided on by the Department of Mobility.
The fact that the tasks are to be carried out in person will create an atmosphere of permanent communication and coordination between the Department of Mobility and the other Areas involved.

In order to favour the communication processes and achieve maximum diffusion of the project in the schools, we will publish a **monthly newsletter** as an effective tool for communicating the various possibilities of participating in the project, the steps taken in other parts of the city, the characteristics of CIVITAS ARCHIMEDES and, in general, any information about sustainable development that leads to it being more widely diffused.

The work already carried out by those presenting this work in the previous stage, providing the ***Camino Escolar*** **website** with content and designing a Communication form, will also

help local residents to get in touch with the Department of Mobility, bringing the social setting of the centres closer, as recent experience has shown that it is largely parents and/or teachers who become involved with the project.

This service will be attended to daily and any requests received will be included in the final report of the project, stating what action has been taken.

Finally, communication within the project is also seen in the framework of promoting not only the project but also the CIVITAS ARCHIMEDES project itself among the public. This means that the steps taken and achievements will be gradually released to the communications media through channels decided on by Mobility Management and the CIVITAS ARCHIMEDES Dissemination Manager.

DA - ACTION 1

Publication of a **Newsletter** about the ***Camino Escolar***

DESCRIPTION

Lotus Notes will be used to publish and distribute a monthly Newsletter about the ***Camino Escolar*** to all primary, secondary and university educational institutions, to provide information on the status of the ***Camino Escolar*** project, unshakeably linked to the CIVITAS ARCHIMEDES project, and underling its usefulness to the individual centres.

OBJECTIVES

Maximum possible diffusion of the project at municipal level.
The participation of these centres in the project on different levels.

DA - ACTION 2

Informative material on the ***Camino Escolar*** project with CIVITAS-Archimedes

DESCRIPTION

Adapt the already-published leaflet for the ***Camino Escolar*** project by adding the logos of the CIVITAS ARCHIMEDES project and the 7th EU Framework Programme, promoting the same in different forums to underline that it is a European project requiring limited investment.

OBJECTIVES

Obtain informative material on the project with the CIVITAS ARCHIMEDES stamp.
Contribute towards promoting the project in different forums under the European project "umbrella".

DA- ACTION 3

Endow the ***Camino Escolar*** website with content, creating a new link to the CIViTAS-Archimedes website.

DESCRIPTION

We will use LOTUS NOTES in collaboration with the municipal website Webmaster to increase the content of the ***Camino Escolar*** project web page, including such items as the content referring to the CIVITAS ARCHIMEDES project and the connections with other mobility measures in the city, such as the use of clean fuels for public transport.

OBJETIVES

To obtain maximum possible publicity for the project using the new technologies. To contribute towards the diffusion of the CIVITAS ARCHIMEDES project among the citizens of Donostia-San Sebastián.

DA - ACTION 4

Organisation of an event to promote the ***Camino Escolar*** project in a supramunicipal context.

DESCRIPTION

Organise an event for the exchange of ***Camino Escolar*** experiences that allows use to promote and visualise the work being carried out on the European project in the different areas of the city, but also as a **way of seeing the effect that the *Camino Escolar* in Donostia-San Sebastián as a benchmark has had and is having on other cities.** (For example at the partners meeting in October 2010 in Donostia-San Sebastián)

OBJECTIVES

To contribute towards the dissemination of experiences and project the project at municipal and supramunicipal levels.

Endow the project with added value, as a project that helps improve the city.

4.6 Future Plans

One of the main aims of future mobility plans is to ensure that all educational centres in the city have a Mobility Plan, on the basis of which displacements of this sector in Donostia-San Sebastián can be optimised.

Future Mobility Plans drawn up by local government will have a section devoted to schools, as a key factor in guaranteeing sustainable mobility in the city.

APPENDIX I: MEASURES TO BE IMPLEMENTED

ACTION 1: SCHOOL TRAVEL PLANS FOR SCHOOLS IN SAN SEBASTIÁN.
Description
The School Travel Plans for schools in Donostia-San Sebastián, their difficulties and potential, on the basis of which a basic diagnosis will be obtained. The study will also contain examples of good practices from other cities that allow us to identify the point at which our city is in this respect.
Justification
The ever more frequent situations where traffic flow collapses at the start and end of the school day as a result of the clear abuse of private vehicles by the parents of the children.
Stage when developed
Initiation Level – Dissemination stage
Mobility objectives
To obtain an initial diagnosis that tells us which modes of transport are used by all members of the school community in each centre chosen, to then assess the schoolchildren's possibilities of travel by public transport, on foot or by bicycle. To detect the main physical problems of access to the centres, in order to rectify them. To facilitate the coordination of the project with the future lines of action by the Town Hall itself.
Requirements
On-site observation and data gathering.
Relation to other measures
2. – Classroom activities 3. – Tasks consisting of the involvement of social agents and diffusion 5. – Facilitator Tasks 6. – Coordination Tasks with other Town Hall services.

ACTION 2: CLASSROOM ACTIVITIES **2.1.- "Kalea aztertu eta hiria asmatu!"-Analyse the street, Imagine your city"**
Description
This action is divided equally between the classroom and the street. The ad hoc material developed by the Donostia-San Sebastián Mobility Department is used by the schoolchildren to carry out a highly detailed analysis of parameters such as mobility, accessibility and safety, taking on-site measurements of such things as traffic light timing and zebra crossings and how they comply with the law: width of pavements, disabled ramps, and many other items. After the diagnosis, the children will reflect on the situation and offer the Town Hall possible solutions to their daily mobility problems by means of a formal request, meaning that they get used to being responsible citizens and learn the correct channels for contacting local government.
Justification
Involves a good proportion of the schoolchildren at the centres. Highlights the complex nature of the public highway and mobility, understood as somewhere where different modes of transport intersect, each with their particular idiosyncrasies.
Stage when developed
Approach Stage - Dissemination Stage
Mobility objectives
Above all to improve the Road Safety of non-motorised travel by children, parents and teaching staff during their daily home-school trips. Encourage the children to take part in improving their immediate environment.
Requirements
Availability of the teaching staff at the centres.
Relation to other measures
3. - Tasks consisting of the involvement of social agents and diffusion 4. – Motivational tasks with the groups created 5. – Facilitator tasks to turn the suggestions of the students into their implementation with the design of physical interventions.

ACTION 2: CLASSROOM ACTIVITIES **2.2. "Adi, kotxea dator"-"Careful car coming!"**
Description
"Careful, car coming!"-"Adi, kotxea dator! analyses the behaviour behind the steering wheel of drivers of motor vehicles, offering the children a more critical view of drivers than they normally receive, whether in their homes or from the main communications media, which idealise dangerous and reckless behaviour behind the wheel. In order to carry it out, direct observation of the public highway is necessary, analysing private and public vehicles, as well as motorbikes. All the vehicles in question will be studied to assess inappropriate and dangerous behaviour, such as using mobile phones, not using seatbelts, speeding, etc. For the latter study, we will measure 100 metres of street, siting the children in safe positions alongside to use stopwatches at the beginning and end to convert the metres/second into kilometres per hour. This activity has been taken from the very successful activities carried out in other European cities as part of the **"Citta Possibile"** project promoted by Dario Manetti during his visit to the San Sebastián Mobility Week in 2005.
Justification
Certain situations of risk for children during their home-school journeys are a result of the selfish behaviour of the parents who drive their children right to the school gates.
Stage when developed
Approach Stage - Dissemination Stage
Mobility objectives
Question certain dangerous behaviour behind the wheel**.** Develop citizens with respectful and responsible mobility habits
Requirements
Availability of the teaching staff at the centres
Relation with other measures
3. - Tasks consisting of the involvement of social agents and diffusion 4. – Motivational tasks with the groups created 5. - Facilitator tasks to turn the suggestions of the students into their implementation with the design of physical interventions.

ACTION 3: CLASSROOM AND NEIGHBOURHOOD ACTIVITY **2.3.- Goazen denok oinez eskolara!"- Let's all walk to school!"**
Description
"Let's all walk to school!" is the most elaborate of the three activities and leads on to the next level. Here, both schoolchildren and teachers come into contact with their most immediate human environment, promoting the participation and involvement of society as a whole in the problems of mobility and road safety. For example, surveys will be sent to and collected from families with children at the centres in question, collecting significant data for later use. Workgroups will be created, involving associations and non-associates to work on designing safe itineraries and preventive measures.
Justification
At European level, the number of children being brought to school by car every day is increasing year by year. A considerable amount of traffic is suffered by Donostia-San Sebastián every day as a result of the trips made to take children to and from school by car and by school transport.
Stage when developed
Restructuring Level – Dissemination and Implementation Stage.
Mobility objectives
To increase the number of trips made to school each day by bicycle and on foot. Raise the awareness of the educational community of the need to adopt a change in attitudes and daily habits relating to urban travel, bearing in mind sustainable mobility parameters.
Mobility objectives
To involve and get the support of groups of adults, other than the teachers, such as shopkeepers.
Relation with other measures
3. - Tasks consisting of the involvement of social agents and diffusion 4. - Motivational tasks with the groups created 5. - Facilitator tasks to turn the suggestions of the students into their implementation with the design of physical interventions.

ACTION 3: TASKS CONSISTING OF THE INVOLVEMENT OF SOCIAL AGENTS AND DIFFUSION. **3.1. – A European example: the PediBus**
Description
Informative talks will take place at central points of the chosen neighbourhoods, meeting associations, groups and non-associate residents who are specially interested in the mobility and safety of minors, setting up neighbourhood-level workgroups to involve them in resolving mobility problems, taking note of their difficulties and reducing the risk of accidents. For example, an activity carried out with significant success in Brussels and Turin involves a “walking bus” to help the smallest children with their trips, reducing the number of cars taking children to school and improving road safety.
Justification
All those actions taken collectively with the agreement of all will be see as highly legitimate by the community as a whole.
Stage when developed
Planning and Implementation Stage – In-Depth Stage.
Mobility objectives
Raise the awareness of society regarding common problems caused by individual habits. Attract individuals with different social profiles to the collective workgroups and ensure that they work together to solve mobility problems. Reduce the number of trips in private vehicles, thus improving environmental quality and congestion. Collaboration with Road Safety
Requirements
Direct or indirect involvement of at least 3,500 parents
Relation with other measures
This measure is related with all those measures dealing with changes in habits. It will lead to greater respect for the rules and increased road safety.

ACTION 4: MOTIVATIONAL TASKS WITH THE GROUPS CREATED
Description
Once the neighbourhood level groups have been formed, they will be motivated by providing them with technical information about mobility, mediating between their possible particular requests and public interest. Prioritising those measures that favour the use of public transport and non-motorised travel. To this end, support will be provided through the information generated by the Department of Mobility, with regard to public transport routes, bicycle lanes and pedestrian routes.
Justification
The knowledge participants have of their spatial dimension may not include the financial or technical factors and priorities of the Town Hall, making it necessary to provide a more technical explanation of any proposals made by residents.
Stage when developed
Implementation Stage – Restructuring Stage
Mobility objectives
Attract individuals with different social profiles to the collective workgroups and ensure that they work together to solve mobility problems. Reduce the number of trips in private vehicles, thus improving environmental quality and congestion. Collaboration with Road Safety (Local Police)
Requirements
The involvement of an adequate number of people
Relation with other measures
This measure is related with all those measures dealing with changes in habits. It will lead to greater respect for the rules and increased road safety.

ACTION 5: FACILITATOR TASKS BETWEEN THE SUGGESTIONS OF THE SCHOOLCHILDREN ADN THEIR IMPLEMENATION IN THE CITY
Description
Given the activities we wish to promote in the classrooms to raise the awareness of the children, they will make a number of suggestions about mobility, road layout, public transport, etc., which will be designed in an initial stage for later assessment by the Department of Mobility.
Justification
Any proposals concerning the road layout must be in line with sustainability and safety parameters, meaning that this intermediary work would oversee these kinds of proposals.
Stage when developed
Implementation Stage – In-Depth Stage.
Mobility objectives
Give priority to public transport and displacements on foot and by bicycle. Rationalise private car use in the city.
Requirements
Work coordinated with the other technical staff at the Department of Mobility, other municipal departments, Local Police and the CTSS.
Relation with other measures
Accessibility study of the ADS schools

ACTION 6: COORDINATION TASKS WITH OTHER TOWN HALL DEPARTMENTS
Description
Coordination with other Areas in the Town Hall, such as Services and Public Works, Urban Maintenance, etc. to coordinate any action to be taken on the public highway. The most common examples of the type of interventions requested include protecting pavements with bollards, creating disabled ramps, synchronising traffic lights and relocating containers to other points on the highway.
Justification
Many interventions are the responsibility of different Areas in the Town Hall, meaning that coordination is necessary for them to be effective. For example, some of the cases of children being run over on pedestrian crossings in Donostia-San Sebastián have been linked to the siting of rubbish containers, which prevent drivers seeing the children.
Stage when developed
Implementation Stage – Restructuring Stage
Mobility objectives
To improve the safety and accessibility of the streets for pedestrians and cyclists.
Requirements
Be present on at least two days a week to monitor development of the project, in order to exchange information and assess options. Teamwork.
Relation with other measures
This measure is related with all measures developed by the Department of Mobility and all its fields of activity.

ACTION 7: DRAFTING REPORTS.
Description
Over the 32 months, annual reports will be published to show the development and progressive implementation of the project, ending with the Final Report, which will help assess the project and justify its inclusion in the CIVITAS project.
Justification
It is always necessary to transmit and record the information arising from the project, making it longer lasting and justifying the investments made.
Stage when developed
Dissemination Stage – Approach, In-Depth and Restructuring Stage.
Mobility objectives
Give priority to public transport and displacements on foot and by bicycle. Rationalise private car use in the city.
Requirements
Relation with other measures

ACTION 8: DESIGN OF ASSESSMENT MECHANISMS.
Description
Assessment methods will be developed to allow us to see whether the measures adopted in the project let us progress towards achieving the proposed objectives.
Justification
Analyse correct implantation of the project and whether a sustainable situation is being reached in terms of safety and mobility, as well as greater involvement of the population.
Stage when developed
Dissemination and Implementation Stage
Mobility objectives
Give priority to public transport and displacements on foot and by bicycle. Rationalise private car use in the city.
Requirements
Relation with other measures
Coordination with technical staff from other municipal departments

ACTION 9: NEW PROJECT DEVELOPMENT PROPOSALS.
Description
New ideas will be introduced in order to continue developing the project as we have done over the years. For example, one new line of work is everything to do with the diffusion of mass public transport use by schoolchildren, acquiring the users of the discretional transport services as has been done in other Spanish cities.
Justification
This action seeks to find new ways of involving other sectors of society in solving our everyday mobility problems.
Stage when developed
Dissemination Stage – Approach Level
Mobility objectives
Give priority to public transport and displacements on foot and by bicycle. Rationalise private car use in the city.
Requirements
Relation with other measures
3. - Tasks consisting of the involvement of social agents and diffusion 4. – Motivational tasks with the groups created 5. - Facilitator tasks to turn the suggestions of the students into their implementation with the design of physical interventions.

ACTION 10: INFORMATIVE SESSIONS ON NON-MOTORISED TRAVEL. (No less than 60 in 32 months)
Description
Organisation of informative talks on the desirability of non-motorised travel and the use of public transport in different settings.
Justification
This diffusion task is based on the idea that providing information is an excellent way of eliminating pre-existing prejudices that, for example, discourage cycling or walking. It will also help to reduce any possible friction between different modes and facilitate coexistence.
Stage when developed
Diffusion Stage – Approach Stage
Mobility objectives
Tasks to encourage involvement and diffusion of the project to different social agents, groups, workgroups, teacher's associations, Parent-Teacher Associations, etc.
Requirements
Draw up a schedule of sessions and the context in which they will take place.
Relation with other measures
Tasks involving society and diffusion to a variety of social agents. Encourage the use of public transport. Limit the abuse of private vehicles in the city.