



kids on the move



EUROPEAN
COMMISSION



Kids on the move

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A great deal of additional information on the European Union is available on the Internet.
It can be accessed through the Europa server (<http://europa.eu.int>).

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Kids on the move



EUROPEAN COMMISSION

Directorate-General
for the Environment



Margot **WALLSTRÖM**
*European Commissioner
for the Environment*

Foreword

If you are a local politician, a teacher, a headmaster, a parent, or if you simply feel responsible for the way your local environment is changing or concerned about the mobility and health of Europe's 90 million children, then this new publication is for you.

We share the same sky, the same wind and the same water as our children. Like adults, children too suffer from the effect that pollution has on the air that we breathe and the water that we drink. But children are not 'small adults'. They are often more vulnerable to the effects of environmental deterioration especially in poor urban environments and, therefore, pay a higher price for unsustainable development.

However, children are not just the innocent victims of today's situation. They have a largely untapped potential for creating a better and healthier environment. Speaking from personal experience, I can confirm the strong advocacy role that children can play on behalf of the environment.

Although a number of international declarations have been made and conventions signed, children and young people do not usually participate actively in the planning and decision-making process. They have little opportunity to influence the present or shape the future. In other words, we adults have a huge responsibility – a responsibility that we must take much more seriously than we have done so far.

This manual contains some practical examples of what local authorities and schools have done to become more aware of children's mobility and environmental needs. Some of them have taken action to reverse a particularly unfortunate recent trend, namely that over the last 10 years the

number of children who cycle or walk to school has decreased substantially. I hope these examples will prove useful for you.

This manual highlights one initiative that I launched a few years ago in cooperation with many stakeholders: the annual European Car Free Day which takes place in hundreds of towns and cities across Europe on 22 September. It gives children the opportunity to both learn and become involved in the debate on how to counter the effects of one of the main hazards of their everyday life – traffic. Children also love it because they can enjoy, if only for one day, freedom of movement in the city without being constantly reminded of the dangers of motorised traffic.

I believe that we must create a 'child-friendly' environment. Children are the future guardians of the environment. They are the decision-makers of tomorrow. What is good for our children is good for society and for the planet.



ZOO

Eisdile

Garage

Koradini

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CHILDREN AND YOUNG PEOPLE IN THE URBAN ENVIRONMENT

It is worth reminding ourselves that the great majority of children and young people live 'in town'. There, within easy reach, they can take their pick of the rich and varied opportunities offered by our towns and cities in the quest for personal fulfilment. Between 15 and 20 % of all journeys undertaken are made by the younger generation!

Yet, all too often, our towns and cities seem to have been designed without any regard for children and young people. Public spaces and modes of transport – devised by healthy adults for, at best, other healthy adults – neglect the needs of children just as they neglect the needs of other 'minorities'. This poses a threat to

children's independence and has a serious effect on their development and well-being.

The deterioration in the environment is being felt particularly acutely in the towns and cities, where atmospheric and noise pollution are matters of serious concern to Europeans. Nowadays, we are aware that children are not simply small adults: they are more sensitive than adults to the effects of pollution. The need for the local authorities to take action to restore the quality of the environment is, if anything, becoming even more urgent.

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WHAT CAN BE DONE?

How can we take proper account of children? Do we not find ourselves in an impasse? Is an environment based on the 'children admitted' principle conceivable? In actual fact, the decision-makers and locally elected representatives have a range of options open to them as well as a host of instruments at their disposal.

Naturally, we are thinking first and foremost of the journey to school. This approach is made easier by the fact that we are dealing here with daily journeys focused on the collective transport of a large number of children or on clearly defined destinations. A conceptual schema is available to guide you in this highly fruitful approach, successful examples of which exist in abundance.

However, we should not overlook the fact that the majority of journeys made by children and young people are not school-linked (after-school activities, sports, leisure pursuits, visits, games, etc.).

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SOME EXAMPLES

The cases highlighted in this chapter illustrate the extent to which a municipality can embrace the 'children admitted' principle by lavishing attention specifically on the needs of children and young people.

This can range from involving young people in urban planning and the design of facilities to positive discrimination measures in favour of children! Public transport companies can use the Internet in an effort to persuade children to 'adopt' them, or they can organise training schemes designed to teach the children how to use their network to best advantage! Local police can transform neighbourhoods into life-size training circuits, with the motorists acting as guinea-pigs! Ultimately, if inventiveness is what is required, all we have to do is to ask the children themselves ...

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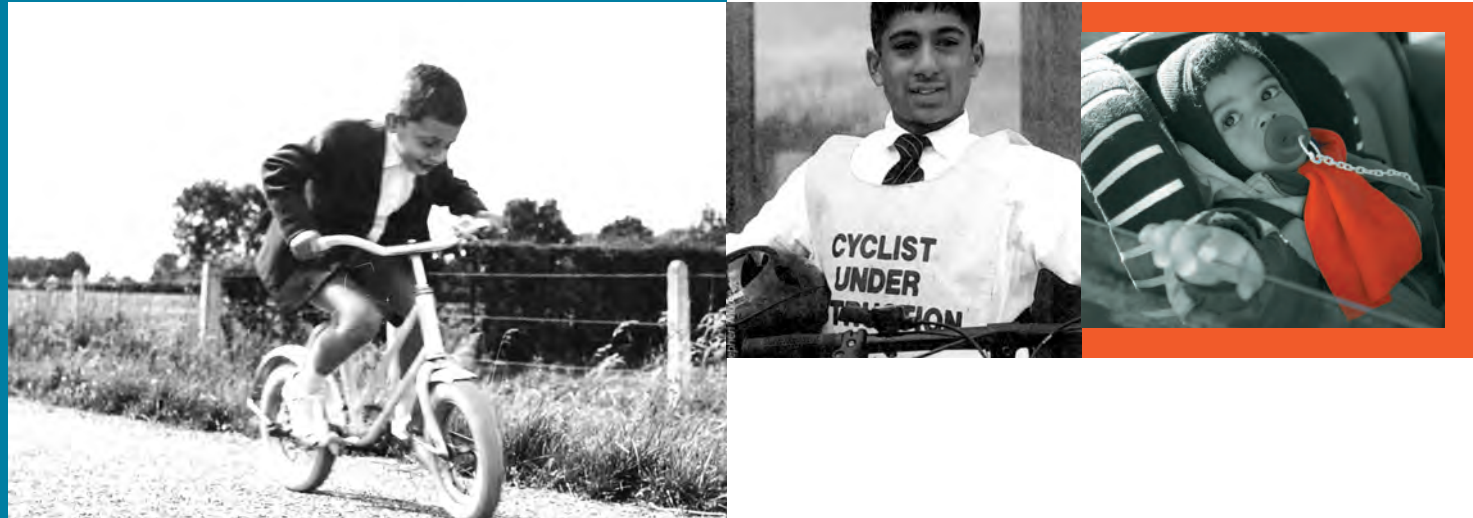


RESOURCES

There are numerous associations (of towns and cities, citizens, etc.) working to protect the rights of the child that can give you a helping hand.

This chapter will also refer you to a host of publications, CD-ROMs and Internet sites where you will find the arguments and ideas needed to ensure effective and rapid progress in your quest for sustainable development in your municipality.

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INTRODUCTION

WHAT RIGHTS FOR OUR CHILDREN?

In your opinion, how does the provision of play facilities for children in towns and cities compare with the importance accorded by the public authorities to parking and traffic facilities? What about the rights of children with regard to freedom of movement and access to places where they can develop their social and cultural life, their knowledge and their physical well-being? Is there such a thing as a child's right to independent mobility? And what weight attaches to this right in the face of the choices posed by adults who prefer to go everywhere by car, sometimes at any price?

Certain things go without saying: we are all aware of our obligations to protect children from ill treatment, sexual abuse and economic exploitation. Naturally, it is seen as rudimentary that we should protect the moral, mental and physical integrity of a child against individuals who have it in their 'power' to do harm to that child. It is also reasonable that there should be a guaranteed right to education, for example. The UN Convention on the Rights of the Child, adopted in 1989, is tangible proof that consensus exists on a number of fundamental rights. Unfortunately, the right to mobility is not yet one of them.

Leaving aside these fundamental rights, however, what are we to make of the 'power' wielded by the adult world to bulldoze through its own priorities and requirements at the expense of the expectations, and even the health and well-being, of our children?

One Saturday in 1997, in the United Kingdom, Darren, aged eight, was the victim of a road traffic accident while cycling to visit a friend. It took the pressure of a national campaign by activists seeking to help the parents devastated by this catastrophe before the insurance company of the motorist in question was finally persuaded to give up its attempt to enforce 'the motorist's rights' in court.

What rights?

The right to assume that there is a presumption of negligence on the part of the parents, on the grounds that they acted recklessly in allowing 'such a young child' to go about on his own, on a bicycle and without a helmet. So, if we are not careful, parents will be the ones to be censured – in an incriminating and moralising way – for failing to provide an escort, for allowing a mode of transport considered to be 'inadequate' and for failing to provide protective equipment. In contrast, the thoughtlessness or 'absentmindedness' of the motorist, the lack of satisfactory bicycle-friendly facilities or speed-reducing measures are passed over in silence: the environment is the way it is, tough luck on the children. According to this kind of logic, all pedestrians would soon have to wear helmets, and all cyclists would need to be encapsulated in protective bodywork.

What about your town or city? How many children are victims of road traffic accidents each year? How many children are denied the opportunity to get about or play freely?



'We need to rethink the city as seen through the eyes of children, from a height of one metre and ten centimetres'

Walter Veltroni, Mayor of Rome



CHAPTER 1

CHILDREN AND YOUNG PEOPLE IN THE URBAN ENVIRONMENT

In the countries of the European Union, 70 to 80 % of the population live in urban areas. Depending on whether or not the urban environment has been designed with them in mind, roughly 70 to 80 % of children and young people will either find, or not find, the right conditions to enable them to achieve personal fulfilment.

Towns and cities are, of course, ideal places in which children can develop, since this is where the bulk of the services and the majority of the institutions catering for their needs are located. On the other hand, however, towns and cities can appear hostile to children and young people, who frequently feel excluded from public spaces and from modes of transport that are largely designed and tailored to the needs of adults and the motor car.

'Young people: a fifth of the population who depend for their mobility on walking, cycling, public transport ... or a parental "taxi service".'

MATTERS OF URGENCY

Children and adolescents up to the age of 18 represent just over 21 % of the population of the European Union, with national variations ranging from 15 to 24 %. If we include young people up to school-leaving age, which coincides more or less with the age at which one can obtain a driving licence, we may conclude – without counting those adults who do not go about by car – that the mobility of a fifth of Europe's citizens is totally dependent on walking, cycling or public transport ... or, where applicable, the parental automobile.



The habits formed by children and young people generally persist into adulthood. Having been 'trained' to take for granted conditions of mobility dependent on the parental car or conditioned to an environment that gives priority to the motor car, these citizens of tomorrow will have a natural 'tendency' to take the car as their point of reference.

Even so, there is no getting away from the fact that the right of children and young people to mobility poses a problem. People move about their towns or cities in order to gain access to various places, to find goods and services, to engage in civic activities, to enhance their social and cultural life, or to pursue educational, intellectual, professional or



'In four cases out of ten, the journey is school-related'.

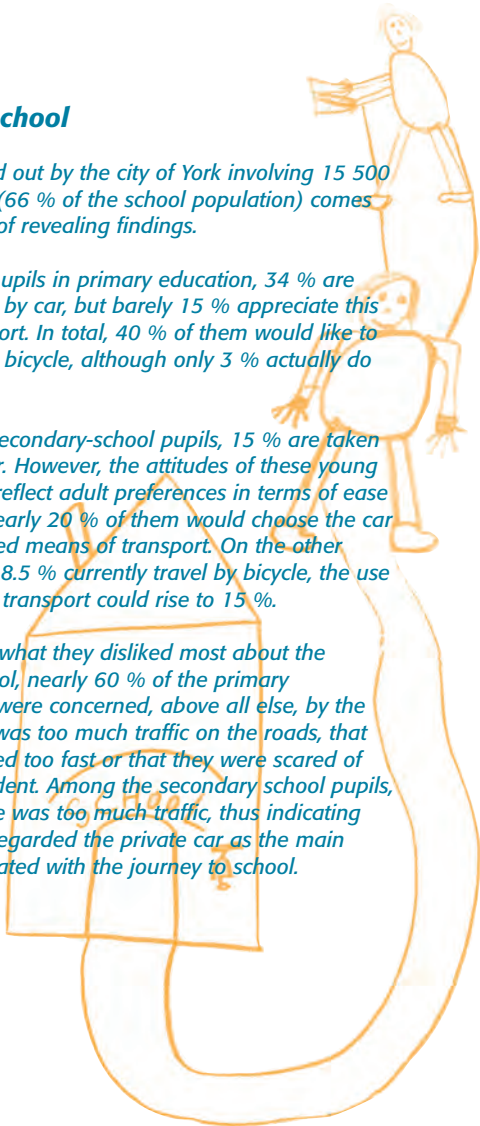
Getting to school

A survey carried out by the city of York involving 15 500 schoolchildren (66 % of the school population) comes up with a host of revealing findings.

In the case of pupils in primary education, 34 % are taken to school by car, but barely 15 % appreciate this mode of transport. In total, 40 % of them would like to go to school by bicycle, although only 3 % actually do so.

In the case of secondary-school pupils, 15 % are taken to school by car. However, the attitudes of these young people closely reflect adult preferences in terms of ease and comfort: nearly 20 % of them would choose the car as their preferred means of transport. On the other hand, whereas 8.5 % currently travel by bicycle, the use of this mode of transport could rise to 15 %.

Questioned on what they disliked most about the journey to school, nearly 60 % of the primary schoolchildren were concerned, above all else, by the fact that there was too much traffic on the roads, that the cars travelled too fast or that they were scared of having an accident. Among the secondary school pupils, 48 % said there was too much traffic, thus indicating that they, too, regarded the private car as the main problem associated with the journey to school.



artistic training, as well as sporting and physical activities, etc. In the case of young people, this right of access to town and city is all the more crucial, given that it is on these young people that the economic and social future of our society depends. In order to produce adults who can play their full part in building the future, it is vital that they are guaranteed easy access to the potential building blocks of their own lives.

Children and young people are often confronted with an urban environment that pays only scant regard to their transport needs. In the towns and cities, where the volume and variety of activities are greatest, opportunities for independent access to them are restricted by a transport policy that is dictated by the needs, habits and means of adults and, more particularly, of car-using adults.

CHILDREN AND YOUNG PEOPLE ON THE MOVE

Between 15 and 20 % of all journeys made involve children and young people (5–18 years). This percentage corresponds, approximately, to the proportion of the population which they represent.

On weekdays, seven journeys out of ten are school-related. If we include weekends and holidays, it transpires that school journeys rank more or less equally with recreational

journeys (it being estimated that two out of three children are involved in after-school activities) or 'private' journeys (medical consultations, visits to family or friends, etc.), i.e. four journeys out of ten.

Increasingly, children are being accompanied by an adult or driven in a car by an adult.

In the United Kingdom, for instance, in the age range 5–10 years, only one child in nine now goes to school unaccompanied, as compared with one in five barely 10 years ago.

According to estimates by the UK Department of Transport, Local Government and the Regions (DETR), almost 20 % of morning rush-hour traffic is made up of children being taken to school by car.

According to a survey carried out among French women aged between 25 and 49, and despite the fact that 74 % say that the school is less than 5 km from home, 46 % usually take their children there by car. Of the latter, however, about three in ten indicate that they could find a perfectly acceptable alternative solution in the event of their being unable to drive their children to school or have them driven there by someone else.

In Luxembourg it has been found that 9.5 % of all journeys made by adults (18 years and over) fall into the 'escort'



category; there can be no doubt at all that the overwhelming majority of those escorted are children, given that three quarters of 'escort' journeys are made by adults aged between 25 and 44, i.e. by persons of parental age.

CITIZENS ANXIOUS ABOUT THE ENVIRONMENT

In the minds of Europeans, the municipality is the level of authority that ought to play the major role in ensuring environmental protection: 29 % place the priority on action at local authority level, 22 % would prefer action at national level, 10 % at regional level, and 7 and 24 %, respectively, at the European and international levels.

However, between 1995 and 1999, there was a decline in confidence on the part of Europeans in the ability of the public authorities to take effective action to protect their environment.

At the same time, the citizens of the European Union, and in particular those who live in towns and cities, are expressing increasing anxiety about the state of their environment and its future development.

Among 10 sources of anxiety relating to environmental conditions associated with human habitation, the two main sources of anxiety focus strongly on the urban environment: the volume of car traffic, on the one hand, and air quality

on the other. Noise occupies fifth position, after the problems of waste and damage caused to the countryside.

Air quality, which in 1995 ranked 'only' fifth on the list of concerns preoccupying Europeans, jumped to the top of the list in 1999.

CHILDREN IN DANGER

Europeans rank health as their second major general concern after the fear of violence (66 and 79 % of replies, respectively). Out of a list of 11, the environment is their fifth preoccupation (45 % of replies).

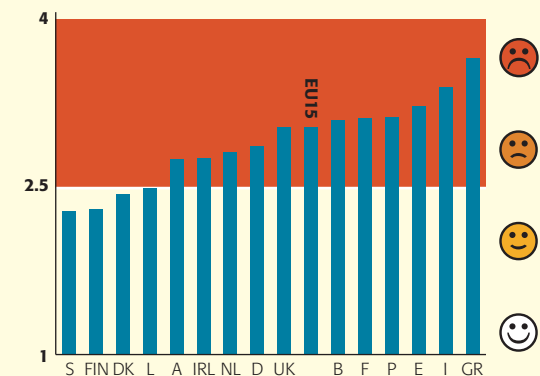
Poor air quality is universally recognised as a tangible threat to health but noise, too, is being increasingly perceived as posing a problem to our health or well-being.

In the knowledge that children are generally more sensitive to pollution than adults and that their need for unpolluted air is all the greater given that their body is growing at full pace, there can be little doubt that the general concerns felt by Europeans over matters relating to health are certainly more acute as far as their children are concerned.

Nowadays it is difficult to dispute that polluted air damages health and that the public at large, however grudgingly in some quarters, is ultimately in favour of general health protection measures, even if these inevitably involve

Graph 1.1

Urban problems



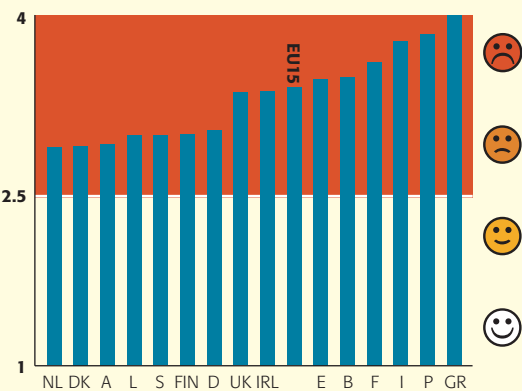
Source: Eurobarometer 1999 (51.1)

Do urban problems worry you?

For this question with its four possible answers, the neutral point is 2.5 and corresponds to 'worried, but only moderately'. In all the Member States the population may be regarded as being well aware, at the very least, of the existence of a problem and keen to see how the public authorities will respond.

Graph 1.2

Air pollution



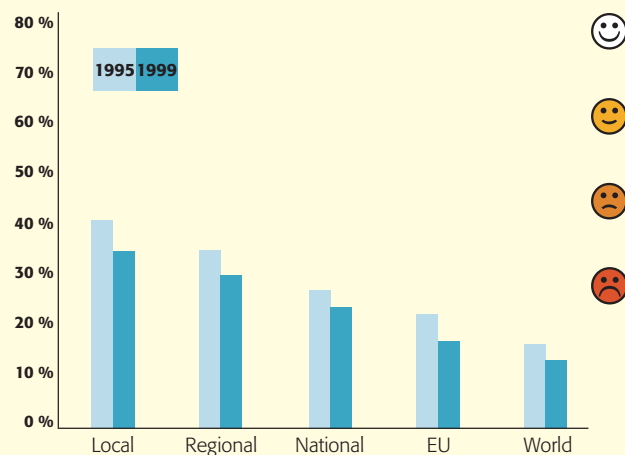
Source: Eurobarometer 1999 (51.1)

Are you worried about air pollution?

For this question with its four possible answers, the neutral point is 2.5 and corresponds to 'worried, but only moderately'. In all the Member States the population may be regarded as being highly aware of the situation and eager to see the public authorities come up with concrete action and solutions.

Graph 1.3

Can do better



Source: Eurobarometer 1999 (51.1)

Are public authorities taking effective action to protect the environment?

No level of authority is perceived as acting effectively to tackle environmental protection. Growing worries on the part of Europeans are reflected in a greater level of dissatisfaction over the actions taken by the public authorities between 1995 and 1999.

changes to certain mobility habits. Apart from the demands of common sense, there would also appear to be sound economic reasons for taking the bull by the horns: in Switzerland, a study carried out by the Department of Transport and Energy of the Ministry of the Environment reveals that pollution caused by private car traffic alone incurs health costs of some 83 EUR per inhabitant per year. These figures are corroborated by long-term studies conducted in the United States and Europe ('The external costs of transport') and are on the conservative side: for example, they do not include the cost of cancers despite the fact that some pollutants attributable to car traffic are highly carcinogenic, as pointed out in an American study of 1989 showing a correlation between car traffic density and the frequency of cancers among children (risk of leukaemia three times higher if the child lives in a place where more than 10 000 vehicles a day pass by as compared with a place where only 100 pass by – quoted in *Gesundheitsrisiko Auto*).

Childhood illness

The more advances that are made in the field of scientific research the more our concerns about health seem to increase. In the area of mobility, more particularly, we are gradually discovering the many problems that pose a threat to the health and well-being of children.



The integration of daily exercise in the lifestyle of children is the best way to perpetuate the wholesome habit of taking exercise in adulthood.

Today in the United States, obesity affects a quarter of children aged between 6 and 17 years, i.e. 1.5 times more than in the 1960s. A similar trend can be observed in Europe, with two children in every ten now being classed as overweight.

In children, obesity is linked less to eating habits than to lack of exercise. In the short term for those affected, it poses major psycho-social integration problems. In the long term, it paves the way not only for obesity in adulthood but also for numerous related problems often of a very serious nature (cardiovascular diseases, hormonal imbalance, difficulties with joints, etc.).

Alongside obesity, many children suffer problems associated with being overweight, coupled with poor physical development attributable to lack of exercise. This can have serious implications for their body and their self-esteem.

While physical exercise may, of course, result from sporting activities or games, a not inconsiderable amount of such exercise may be associated with travel habits formed in childhood. It is no longer disputed that the integration of exercise into normal day-to-day activities during childhood is the best way of ensuring that a sufficient amount of daily exercise is maintained in adulthood. To put it another way, the current tendency to transport children everywhere by

car runs directly counter to the promotion of a healthy lifestyle.

Respiratory problems

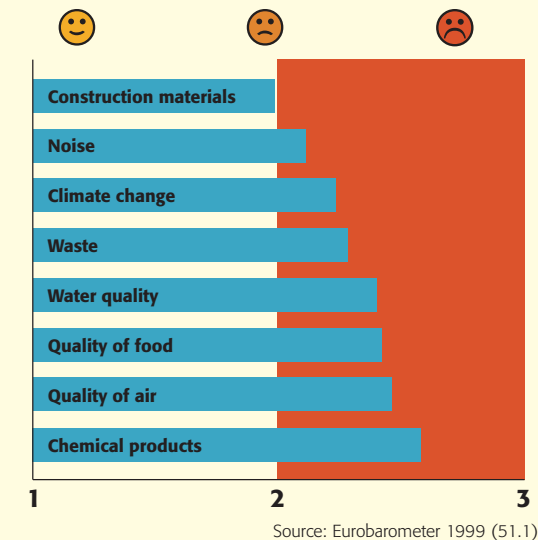
Children regularly transported by car are exposed to extremely high levels of pollution recorded in the passenger compartment, which exceed the concentrations present in the ambient air, where the pollutants are diluted in a volume of air that is much greater and is refreshed much more quickly than in a car.

Studies comparing pollution experienced by adults show that cyclists and pedestrians, even when the volume of air they breathe is greater because of the physical effort expended in moving at a brisk pace, inhale fewer exhaust-gas pollutants in total and, to all intents and purposes, are not exposed to certain emissions that come directly from the engine compartment (not from the exhaust chamber) and are hence concentrated in the passenger compartment. Furthermore, the fact that pedestrians and cyclists enjoy a better general state of health would make them better able to withstand the effects of pollution.

The wholesome effects of daily physical exercise such as walking or cycling to school are bound to prove beneficial to the exceedingly large number of children suffering from respiratory problems directly linked to atmospheric pollution

Graph 1.4

The risks of damage to health



'To what extent do you believe that the following phenomena could adversely affect your health in the future?'

For this question with its three possible answers, the neutral point is 2 and corresponds to 'moderately'. Europeans worry almost as much about the risks posed by a deterioration in air quality as they do about those linked to chemical pollution and to the crises that have repeatedly hit agriculture and the food sector over recent years.

Table 1.1

Maximum average of pollutant concentrations breathed in by cyclists and motorists in one hour on the same journey at the same time

	Cyclists ($\mu\text{g}/\text{m}^3$)	Motorists ($\mu\text{g}/\text{m}^3$)
Carbon monoxide (CO)	2 670	6 730
Nitrogen dioxide (NO_2)	156	277
Benzene	23	138
Toluene	72	373
Xylene	46	193

Source: The exposure of cyclist, car drivers and pedestrians to traffic-related air-pollutants, Van Wijnen/Verhoeff/Henk/Van Bruggen, 1995 (Int. Arch. Occup. Environ. Health 67: 187–193)

This study, like several others, reveals that motorists are subject to high pollution levels. Even when account is taken of effort (a cyclist breathes on average two to three times as much air as a motorist), the cyclist emerges at the victor of this comparison, especially as physical exercise strengthens the ability to resist the effects of pollution.

In the United Kingdom, the National Asthma Campaign is urging asthma sufferers to put pressure on their elected representatives to take action over air quality in order to protect their health.

caused by traffic. According to the World Health Organisation (WHO), air pollution is responsible each year for 25 million additional cases of illnesses of the lower respiratory system in children across the entire European continent. Nitrogen dioxide (NO_2) increases coughs and congestion in children, and ozone (O_3) reduces the capacity of the lungs, particularly in young people and even more so in children. The microscopic particles reduce the capacity of the lungs and are directly linked to an increase in respiratory affections such as bronchitis and asthma. The latter ailment affects some 20 % of adolescents, and a UK study shows that its incidence has virtually doubled between 1974 and 1986. Between 1971 and 1991, the number of British adults going to the doctor with asthma-related problems tripled.

Mental development and equilibrium

Mental health is paramount. Many children and young people suffer from a variety of emotional and mental health disorders that have been clearly defined and diagnosed (anxiety, depression, etc.) possibly leading to drug taking and one of the main advantages of physical exercise is that it combats the incidence and development of such disorders. Studies have shown that at times physical exercise can have effects that compare favourably with a course of psychotherapeutic treatment (*Physical Activity and Behavioral Medicine*, James F. Sallis, Neville Owen, Sage

Publications, 1999). This can be explained by the fact that physical activities affect our self-image, self-esteem and sense of achievement – all of these being factors that influence success at school or the development of antisocial behaviour.

↻ Children on the move

The fact that children are escorted, as a matter of course, on their way to school or to their other everyday destinations until well into their teens, and more particularly the fact that they are driven around by car, has a major impact on their psychomotor development:

- Children remain dependent on their parents, and this makes it more difficult for them to learn self-reliance, while at the same time reducing their ability to adapt to new situations.
- Children lose numerous opportunities to socialise (regular association with other children with whom they have time to forge bonds, regular association with other parents and adults on the way to school, discovery of the environment, etc.). This adversely affects their psychosocial development.
- Cooped up in a car, children become apathetic and lacking in dynamism and alertness; in particular, this affects their school results, given that lack of exercise



'We can no longer tolerate that, during the summer. smogs, our children must stay indoors while cars leave their garages'

Ekin Deligöz, member of the Bundestag

influences one's mood and ability to concentrate, as shown by research on the comparative efficiency at work of persons commuting by car, on the one hand, and by bicycle, on the other; in the United Kingdom, the Department of Transport, Local Government and the Regions (DTLR) is funding research on the link between cognitive skills and the mode of transport employed (see Chapter Resources.); in a car, children undergo the stress experienced by the driver; furthermore, very young children are subjected to stimuli that are too fast for them: as they are unable to assimilate these stimuli at such a pace, they may become frustrated and nervous and it is possible that they will lose confidence in their own abilities.

➔ **Playing out**

Even before he or she reaches school age, when the question of daily transport will have to be tackled, the child's psychological and psychosocial development may be seriously affected by an environment dominated by the private car.

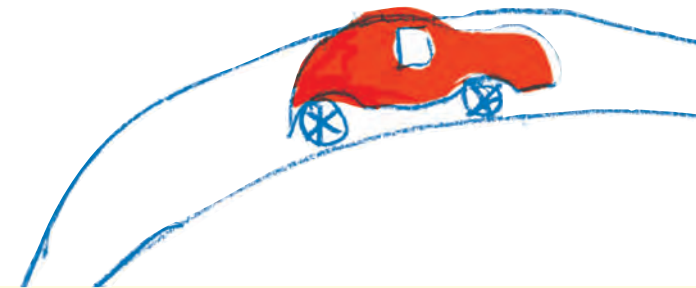
An in-depth study on a group of five-year-old children in Zurich reveals that children who are allowed to play out in the street play much longer and much 'better' than those

who are kept indoors, or even in a garden, and can only go out when accompanied by an adult.

The survey shows that it is not the personality of the parents or the nature of their relationship with the child (whether overprotective or not) that is the determining factor in deciding whether playing in the street is allowed or not. Rather, the main factor is the perceived danger posed by traffic.

In an environment not dominated by the car (e.g. the existence of speed-reduction and/or traffic-calming measures, or pavements wide enough to allow children to play), children can take full advantage of the physical and psychosocial exercise that playing provides. It is through playing – a favourite and essential activity – that children forge links, make friends, learn to resolve conflicts, etc. The fact that their children are playing outside results in parents getting to know one another and providing mutual support. The Zurich study shows that children who play out in the street have a wider circle of friends and that, by the same token, their parents also get to know more people. It stresses that the mere fact of playing in the street is the determining factor, and that sociological variables and the character of the children or parents are not correlated to this aspect.





The importance of traffic in the life of a five-year-old child

An in-depth study on a group of five-year-old children in Zurich (Switzerland) focuses on the restrictions suffered by children living in an 'inadequate' street, where traffic is a nuisance and menace to children at play (See National Research Programme, Cities and Transport No 70, Lebensräume für Kinder ('Living Space for Children')).

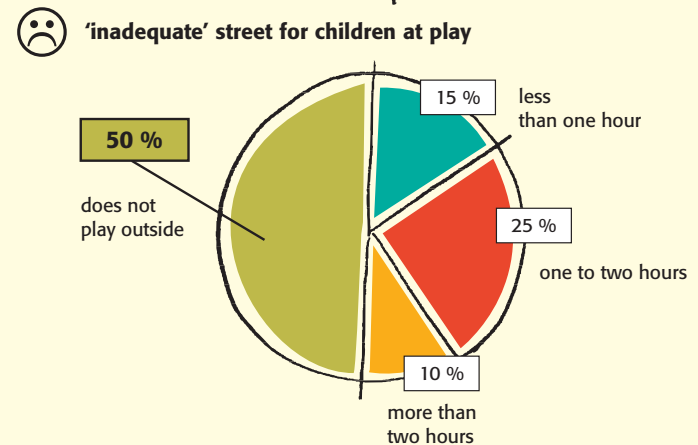
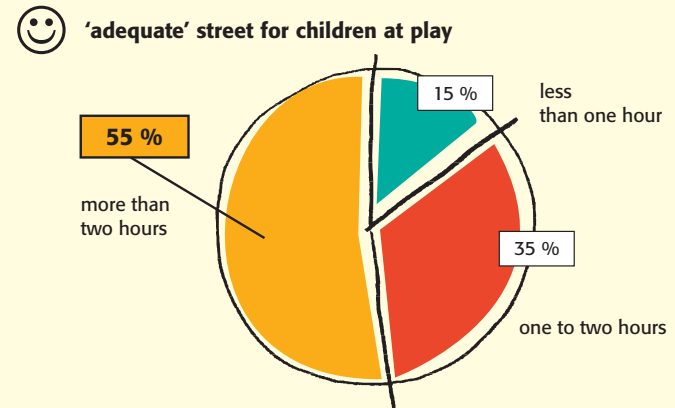
Graph 1.5 shows the proportion of five-year-old children who regularly play out for one hour, between one and two hours, or more than two hours, in their neighbourhood, whether accompanied or not. Of those who live in an 'inadequate' street, 50 % never play outside; on the other hand, more than 50 % of those who live in an 'adequate' street regularly play for more than two hours in the neighbourhood. The disparity between the two groups reflects the fact that it is not possible to count on the availability of an accompanying parent (50 % of cases where there is no going-out) and that, even if a parent is available then they are only available for a limited period (only 10 % of playing-out sessions last longer than two hours): thus, increasing the number of playgrounds will not be enough to

counteract the effects of traffic supremacy in the streets. In addition, there is a clear correlation between, on the one hand, the frequency and duration of playing out in terms of the type of street, and the frequency of the interactions which forge social skills on the other (playing in large groups, going to visit other children, getting to know, and speaking to, other adults, being placed in the charge of other adults for various activities); conversely, the existence of 'strong' social interactions is not dependent on the conventional explanatory variables (ethnic origin, sex, socio-professional category, working parents). Lastly, it was found that the parents of children who go out least have fewer contacts with other parents and are therefore more out on a limb when it comes to meeting child-care needs; here, too, there is a correlation with the type of street, and not with the other types of conventional variables.

Graph 1.6 shows the types of activity or play characteristically indulged in by children who normally frequent playgrounds only and the types of activity and play of children who are also accustomed to playing in their street. The latter have a pool of experience that is clearly more diverse and rich.

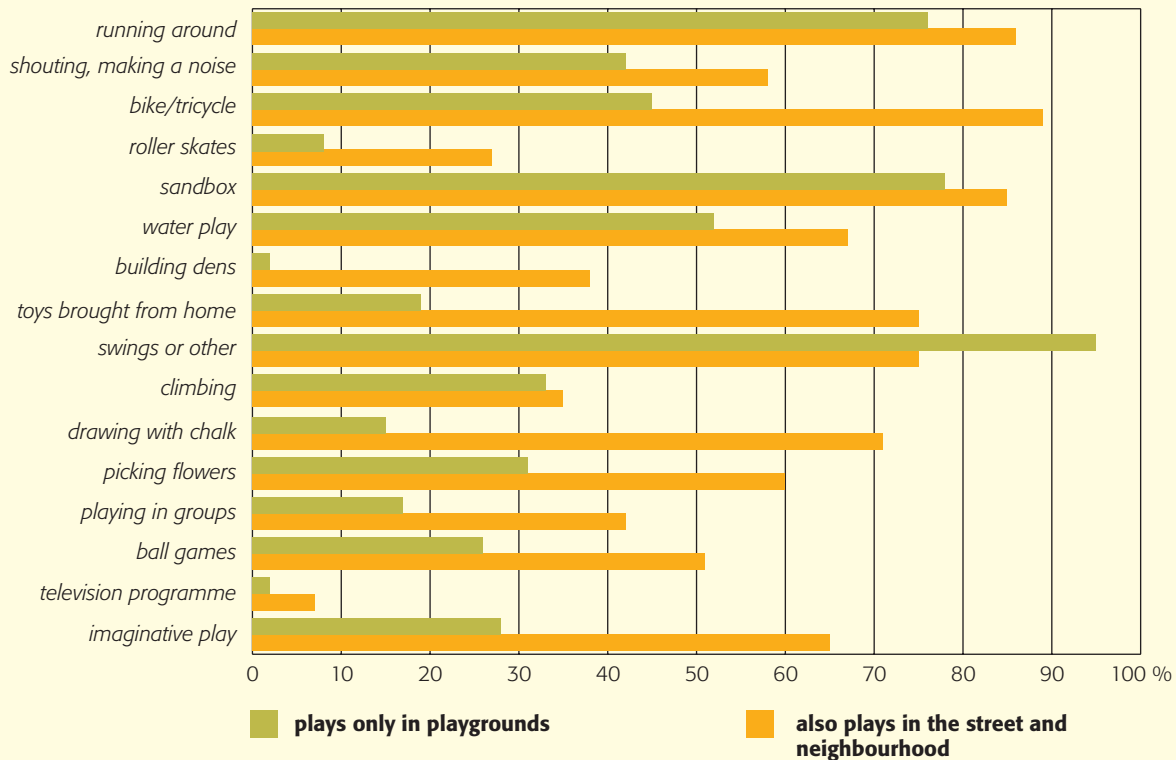
Graph 1.5

Frequency according to which children (whether accompanied or not) regularly play for one hour, between one and two hours, or more than two hours, in their neighbourhood



**Graph 1.6****Children's play below 5 years old in Zurich**

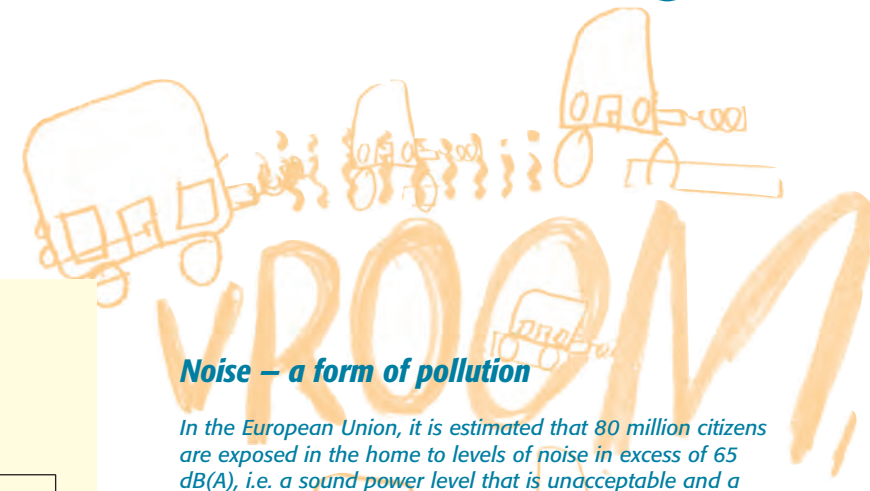
Various types of play and activity as quoted by children used to play only in playgrounds or also in the streets.

**Noise – a form of pollution**

In the European Union, it is estimated that 80 million citizens are exposed in the home to levels of noise in excess of 65 dB(A), i.e. a sound power level that is unacceptable and a potential health hazard, and that 170 million are exposed to levels of noise that constitute a clear source of nuisance (Europe's Environment, the Dobris Assessment and the Green Paper of the European Commission of 1996). Part of this noise is caused by traffic on the roads. In the Netherlands, for instance, 27 % of the population suffer actual nuisance caused by road traffic noise, and there is a risk that this proportion will rise with the growth in traffic that is predictable if the trends remain unchanged between now and 2030 (Inter-Noise 2001, Nijland, RIVM). In Hygge, Sweden, a survey has shown that noise is the second most important environmental problem reported by teachers and pupils.

Noise affects children and young people. It is an established fact that exposure to chronic noise slows down the rate at which young children learn to read (Inter-Noise 2001, Hygge). Noise causes sleep disorders, and this, in turn, is likely to affect school results. Noise in the classroom adversely affects concentration spans and oral communication. A number of studies suggest that noise suffered by children in the home increases their blood pressure, but the consequences have not yet been examined in depth and adolescents exposed to invasive background noise many develop behavioural disorders.

Reductions in speed and traffic flows have a significant effect on noise environment quality, since rolling noise is the main form of noise pollution caused by vehicles in towns and cities.



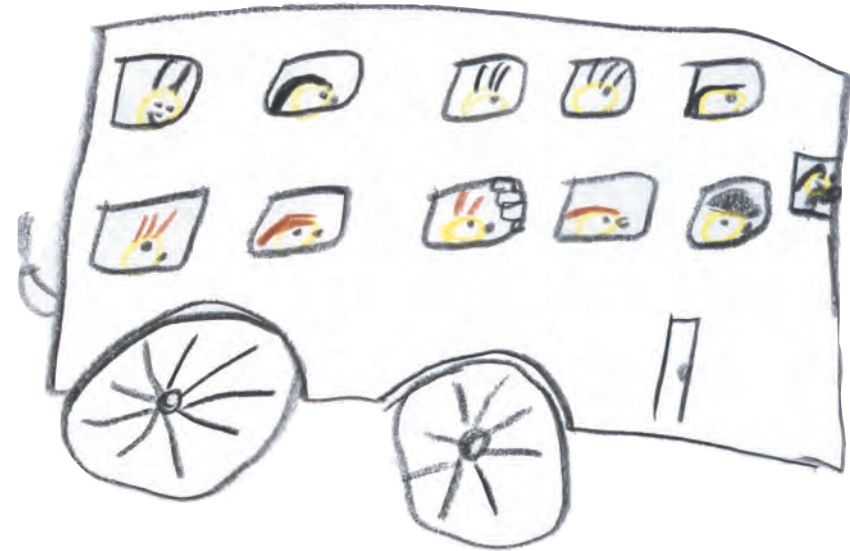




CHAPTER 2

WHAT CAN BE DONE?

The findings set out above demonstrate not only the importance of the urban environment as a living space for children and young people but also, from the point of view of mobility management, the extent to which this environment is unsuited to their needs. Young people are finding their independence called into question and their health threatened. Even the groundwork for their psychosocial development, at a level as basic as the ability to play, is being threatened by the predominance of the car in the city.



However, this unsuitability of towns and cities to the needs of children and young people is not an immutable fact of life in the modern world. The city is not by definition an environment that is hostile to the child. Far from it! Examples abound of towns and cities where the inhabitants – whether young people, adults or old-age pensioners – are given their proper place through the redefinition, in terms that are humanly and economically acceptable, of the space to be allocated to private transport by car (see Chapters 3 and 4). In the United Kingdom, in just a few years of programmes undertaken between 1995/96 and 2000/01, the proportion of schoolchildren between the ages of 6 and 11 transported by car has fallen from 37 to 36 %, while the corresponding proportion of children in the 11–16 age group has fallen from 21 to 19 %.

The advances that can be made in the area of school transport are bound to find favour with the media. Furthermore, an approach to mobility and the environment with children and young people in mind will have the advantage of reducing any opposition that exists in certain

quarters. There will be no complaints from the children or parents, and few pressure groups will have the heart to attack a policy that seeks to defend the rights of children.

The pages that follow set out in schematic form the conceptual contents of a programme of actions to promote mobility based on the ‘children admitted’ principle as well as an overview of what can be done, through a transport policy, to give children and young people their due as regards mobility and well-being in towns and cities. Among the ideas mooted, everyone will find their own particular ‘hobby-horse’ and their own priorities in a programme to adapt towns and cities to the needs of children.

Following on from this chapter, a series of more specific examples will seek to provide food for thought by illustrating the inventiveness shown by certain towns and cities, often with the support of the children themselves. These examples will demonstrate just how much the participation of children and young people is a measure of success, both at the practical level as well as in media terms.



Your bonus ...

Table 2.1

The conceptual contents of a programme of mobility based on the 'children admitted' principle

1 DECISIONS OF PRINCIPLE

1 Political recognition of the reality of the problem: children's mobility is a quality-of-life factor for both adults and children, and hence a factor that will determine the attractiveness and competitiveness of your town or city.

➔ Such a declaration of principle will not only set the tone vis-à-vis the media and all the players involved but will also strike a unanimous chord across a large part of the political spectrum.

2 Political commitment: as a tangible expression of this recognition of the problem, your town or city can lay down principled objectives (reduction by half of the number of victims, promotion of modes of transport beneficial to children on the journey to school, etc.), join a club of actively involved towns and cities, set up a multiparty political committee on the subject.

➔ Drawing up these initial general actions will provide a framework for preparing and facilitating the specific actions.

2 FRAMEWORK MEASURES

3 Legitimisation of the actions: with a view to ensuring a proper perception of the problems, expectations and most effective lines of attack in terms of your policy objectives, the optimum solution is a general survey involving pupils at all the schools; a survey of this kind will help to focus attention on children's mobility not only on the journey to school (accounting for 40 % of all trips) but also on journeys undertaken for other reasons.

➔ A large-scale survey will address three public target groups simultaneously: the children, the educational establishments and the parents. In itself, this is a measure to increase levels of awareness, with the added bonus of creating a pool of goodwill on which to draw, given that it is essential to work with the 'champions' of your adopted cause.

4 Structure: in order to ensure the long-term coordination of the various actions, it is preferable not only to place someone in charge (or even to set up a team in the form of a secretariat) but also to create a

forum bringing all the players together at regular intervals.

➔ These structures, even though they may appear cumbersome initially, are the best way to harness all the energy likely to contribute to the promotion of a large-scale, long-term project.

Measurement of the effects: Assessments are a desirable tool for effectively monitoring the results attained (see, for example the project on sustainable development indicators) or the adjustments to be made to a programme.

➔ An assessment programme can serve as an incentive to guarantee greater participation in the programme of actions, thanks to a certain spirit of competition that can be engendered among the young.

3 ACTIONS

5 Planning and urban design: Compact city (short distances town planning) introduction of special measures in the immediate vicinity of schools, introduction of special measures in the adjoining neighbourhood (30 km/h zones, banning of parasitic through traffic), adaptation of infrastructures on major roads.

➔ An approach based on 'fundamental measures' of this kind simultaneously benefits several public target groups (safety of children and adults, quality of life for all local residents, improved accessibility to nearby shops and businesses, etc.).

6 a. Organisation of an inter-school competition (e.g. on the subject of a mobility plan for pupils or for teachers, etc.).

➔ Organising a competition requires energy but also encourages others to emulate your efforts, and ... there's always a winner in your own town or city!

6 b. Participation in existing events ('In town without my car' on 22 September, 'Walk to School Day' early October, road safety days, etc.).

➔ Existing events generally provide a framework which it is quite easy to fit into – and this brings with it resources, support, the benefit of other people's experience and media coverage.

6 c. Organisation of pilot experiments (collecting schoolchildren for cycling to school, organisation of a 'walking bus', etc.).

➔ A high level of efficiency can be achieved with these targeted area-based actions, which can serve as a channel of goodwill and provide experience that can be reproduced later on a larger scale.

6 d. Participation in existing competitions (themes: travel to school, school and environment, etc.).

➔ Energy expenditure is minimal and may merely involve, for instance, supporting a school that is entering a national competition.



The conceptual contents of a programme of mobility based on the 'children admitted' principle

The aim of this table is to illustrate the different levels on which attention will need to be focused and to place the actions in an underlying conceptual framework.

There is a serious risk, when embarking on a programme of actions, of moving straight on to individual actions and then discovering along the way the various ins and outs involving decisions of principle and back-up measures.

It is not necessary, from the outset, to have a programme that is highly structured and fully developed at all levels. It is often the case that all one will have will be the resources and energy to launch a specific action, with just the support of the voluntary sector. However, by taking a few basic steps to prepare the ground with regard to the other aspects, it may well be possible to assist this experiment by virtue of having provided it with a political and structural framework of reference.

Let us take the example of a 'walking bus' experiment. The task of the volunteers responsible for setting up the action will be greatly facilitated if political legitimacy is conferred on the experiment by presenting it to the borough council and ensuring that it is taken up at administrative level through the appointment of an official wishing to be associated with the success of the project. Action on both of these fronts will help to open many doors and many minds, while at the same time serving as a sign of recognition designed to energise further still the volunteer promoters.

This small outlay in additional effort will create a 'framework' for the actual work on the ground, thereby making it more meaningful. Dispelling the impression of isolation will help to ensure that the operation runs smoothly, particularly when the action is phased over a long period of preparation and implementation. Participation in a competition or existing event will provide precisely the kind of advantages associated with a pre-established framework.

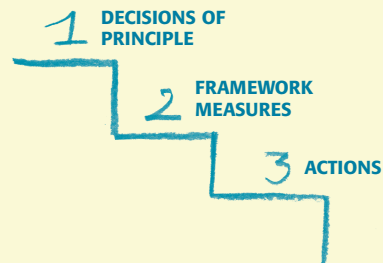





Table 2.2

If there is a conflict between the needs of cyclists/pedestrians/public transport and those of motorists in traffic management, which one should be given priority?

	+ 	+ 	+ 
Belgium	77.8	86.7	74.3
Denmark	86	87	78.6
Germany	72.1	81.1	85.1
Greece	71.5	85.4	85.7
Spain	66.3	88.9	90.5
France	69.2	81.2	75.8
Ireland	68.3	75.4	67
Italy	78.4	89.5	89.5
Luxembourg	71.1	82.1	84.8
Netherlands	86.6	85.5	84.9
Portugal	54.8	86.4	90.1
United Kingdom	75	86.8	82.6
Europe (12)	73.1	85.1	83.8

Favour: +  = cyclists +  = pedestrians +  = public transport

Source: Eurobarometer 1991
(excluding Austria, Finland, Sweden)

The main initiatives for solving the problems linked to car traffic

Around 24 % of Europeans still believe that more road infrastructure needs to be constructed in order to solve traffic problems. On the other hand, an equal proportion of Europeans think that heavy restrictions should be imposed on parking in city centres, while 42 % feel that car traffic should be severely restricted. All the more reason, then, for complying with the strongly expressed demands for improvements involving the three alternatives to the car: public transport, walking and the bicycle.

Table 2.3

In your opinion, which of the following approaches would most efficiently solve environmental problems connected with traffic in urban areas?

- ➔ Improve public transport **68.3 %**
- ➔ Create more pedestrian areas **45.7 %**
- ➔ Limit drastically car traffic **42.2 %**
- ➔ Create more cycling paths **32 %**
- ➔ Diminish considerably possibilities of car park downtown **24.1 %**
- ➔ Build new trunk roads in urban area **23.8 %**

Table 2.4

How do you assess the actions of public authorities in the field of traffic management?

	satisfactory	too favourable for cars	too adverse for cars
Belgium	21.5	53	25.5
Denmark	44.9	35.4	19.7
Germany	22.5	49.3	28.1
Greece	21.9	54.3	23.8
Spain	28.4	50.6	21
France	32.5	47.1	17.7
Ireland	36.2	48.3	15.5
Italy	16	56.7	27.3
Luxembourg	33.2	48	18.8
Netherlands	30.2	43.7	26.1
Portugal	36.3	46.2	17.5
United Kingdom	29.7	49.4	20.9
Europe (12)	26.9	49.5	23.6

AN URBAN ENVIRONMENT BASED ON THE PRINCIPLE OF 'CHILDREN ADMITTED'

Of every 10 European citizens, seven regard environmental protection and pollution control as immediate and urgent problems, and just over five citizens out of ten think that far-reaching changes need to be made to our way of life and how we develop, if we are to stop the environment from deteriorating still further.

A town or city that caters for children is a town or city that satisfies the legitimate health-protection and quality-of-life aspirations of all its inhabitants. Several local authorities have shown the way by deciding to meet the needs of traffic only in so far as the traffic does not interfere with the right to a clean environment. In many cases, the majority of

parents are waiting for initiatives to enable children to play in towns or cities before they will allow them to make journeys on their own, particularly the journey to school.

In order to find a more effective way of solving the environmental problems associated with traffic in towns and cities, we need to come up with a combination of incentive measures and restrictive measures (generally referred to as 'pull' and 'push'). The best approach, therefore, is to draw up a programme for the gradual introduction of measures such as: encouragement of greater respect for facilities designed for pedestrians, cyclists and public transport through the stepping-up of police checks; redesignation of urban space through the reduction of parking facilities or through pedestrianisation – if only during the daytime – in

the case of certain streets that form a network; speeding-up of public transport through reductions in the space allocated to cars and the creation of zones reserved for public transport; improvements to the rotating parking system in shopping areas through the introduction of a parking pricing system; etc.

Naturally, great care will need to be taken as far as communicating with the public is concerned. This communication task is essential, even though it is already common knowledge that the surveys stress that the measures most eagerly awaited by the public with a view to improving living conditions in towns and cities relate specifically to improved public transport, creation of cycling facilities and restrictions on car traffic (see Eurobarometer).



Speed reductions

Cars present a far more lethal threat to our children than all the perpetrators of aggression put together. For every one victim of violence, three children are killed on the road. In the OECD countries, 41 % of deaths of children under the age of 14 are caused by road traffic accidents; in two cases out of three the child was a cyclist or pedestrian, and in one case out of three a passenger in a car. The figure for deaths caused by violence is 14 %.

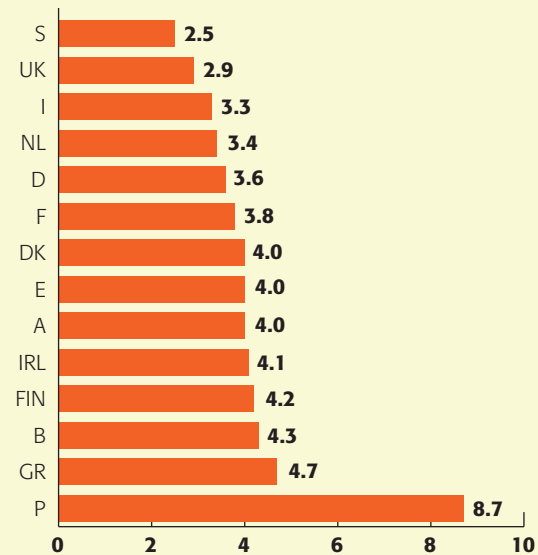
The seriousness of the injuries and the risk of death increases sharply the higher the speed of impact. In cities and neighbourhoods where there is a speed limit of 30 km/h except on major roads, a reduction in the frequency and seriousness of accidents involving pedestrians or cyclists has been recorded, with the frequency of accidents being reduced by between 20 and 80 %. Consequently, reducing speed across the board has the effect of reducing the seriousness of the injuries sustained by all road traffic accident victims, and offers far greater benefits than an isolated measure such as the introduction of compulsory wearing of helmets by cyclists alone.

There is no way that the safety gains resulting from speed reductions can be said to conflict with the 'needs' of vehicle traffic: speed reductions have no effect at all on the accessibility of neighbourhoods and have only a minimal

Graph 2.1

Children aged between 1 and 14 killed in road accidents in the European Union

(Children killed/100 000/year)



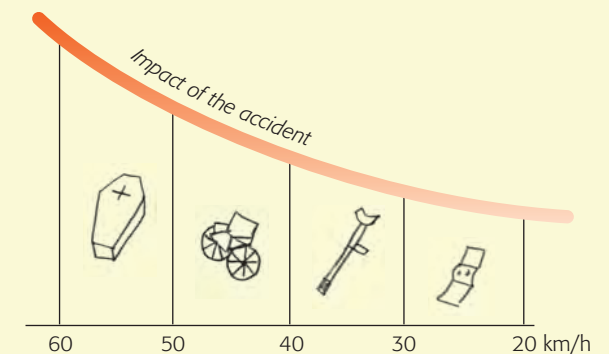
Source: children aged between 1 and 14 killed in road accidents (Child Deaths by Injury in Rich Nations, p. 10) (UNICEF)

Road accidents are the leading cause of mortality in children. For every three children killed in accidents, one child is the victim of an act of violence. In one case out of three, accident victims are passengers in cars. Among cyclists and pedestrians, boys are over-represented. There is evidence that the situation is improving with regard to the number of road accident victims, but this is due, in part at least, to the fact that children are less 'exposed' because, more and more frequently, they are transported by car. Yet this apparent 'benefit' exacts a heavy toll in terms of quality of life (loss of independence, impairment of physical and mental health). A radical review of transport and safety policies is called for.



Graph 2.2

Relationship between speed and seriousness of the accident



The speed of impact is exponentially linked to the risks faced by the victim. Reducing speed is the best way to ensure safety.

Teenagers and mopeds

In the Southern countries in particular, the motorised two-wheelers are a common mode of transport for teenagers from 14 years. They are often prized by young people and may seem an ideal solution, less expensive than the car and more adequate for long distances than the bicycle.

But mopeds, and in particular those equipped with a two-stroke engine, are noisy and polluting (particulate matters, benzene, volatile organic compounds).

Furthermore, motorised two-wheelers have a catastrophic safety record. This mode of transport is clearly far more dangerous than the bicycle, whatever country is considered. In the year 2000, in Italy, where mopeds are most frequently used, they were involved in some 45 000 accidents, with 45 000 injured (of whom 43 % were less than 20 years of age) and 574 dead (of whom 30 % were less than 20 years of age).

This situation is notably caused by the speed reached by this type of vehicle and to the fact that they can generally be used without any rigorous road safety training.

effect on average driving speeds. Indeed, the instances where traffic is brought to a halt or slowed down in towns and cities very frequently involve parking manoeuvres, traffic lights, giving way to other traffic, etc. In Graz (Austria), where the principle of the '30 km/h city' has been adopted (50 km/h being permitted only on major roads), specific measures carried out during the elaboration of the speed-reduction plan have shown that the additional journey time on a trip taking, on average, 15 minutes, is barely one minute, where a speed limit of 30 km/h has been imposed on local roads. This argument was used to good effect in the information campaign preceding the general introduction of the 30 km/h limit, accomplished in a single night, on the eve of the beginning of the school year: in Graz, the 30 km/h limit was accomplished not as a result of expensive installations – apart from traffic signs and markings – but through radar controls backed by a major public information campaign.

It has been possible to demonstrate that speed reductions and traffic-calming measures produce beneficial effects as far as local commerce and town and city centres are concerned: residents are encouraged to do their shopping close to their homes (cf. Strasbourg, and also a study conducted in 1991 by the Deutsches Institut für Urbanistik involving 38 localities). Going to the shops, posting a letter, collecting an appliance that has been repaired locally ...

these are typical errands that can be entrusted to a child in an environment that provides protection – and these are tasks that help to give the child a sense of responsibility and feeling of self-confidence.

Reducing the volume of traffic

Reducing traffic means, first and foremost, redirecting it along certain main roads and banning cars from travelling through residential areas or sensitive zones such as town and city centres and areas in the vicinity of schools.

The closure of roads or the organisation of closed-loop traffic flows, for instance, greatly increases the safety of children on the move or at play. Car traffic can be restricted to essentially local traffic, resulting in a reduced and slower volume of traffic compared with through traffic.

Preferably, the volume of traffic should be reduced on a large scale as part of an overall traffic flow plan. However, reductions can also be confined to specific locations on an experimental basis. Thus, access roads to schools could be closed in the mornings and evenings so as to avoid congestion by parents' cars (with the provision, if necessary, of waiting zones in adjoining streets), or a one-way traffic system could be imposed during these morning and evening hours. It would also be possible to ban traffic from streets, and even major roads (such as the banked roads in



Paris), at certain times, on certain days or even during certain periods of the year (school summer holidays) so as to enable children to play in the neighbourhood streets or go cycling, walking or roller-skating all over town.

Networks devised with children in mind

Public transport

Many specific things can be done to make public transport attractive to parents with children, children travelling alone or adolescents and young people.

The bringing into service of vehicles with extra-low floors and boarding platforms designed to ensure easy access for small children or parents with pushchairs is absolutely essential, since such vehicles also meet the needs of many other groups of people experiencing difficulties (old people, those with mobility problems, people carrying heavy loads, the sick, the visually impaired – even people pulling suitcases on wheels, etc.). The same logic applies in the case of access to underground or elevated stations (lifts, escalators, staircases with ramps for pushchairs). Everything that contributes to the comfort and ease of passengers takes on special significance in the case of children (shelters, proper lighting, frequency of service, efforts to reduce overcrowding in vehicles, storage space, surveillance, etc.).

However, in addition to these technical requirements, care must be taken not to overlook the importance of communication.

Children, and parents with children, need to feel ‘wanted’, welcome and taken into consideration.

Communication can take many forms. The simplest consists in displaying public transport timetables in schools, for example. There is also scope for advertising spots targeted at young customers, or invitations to passengers to give priority to children or parents. Some public transport companies operate specially adapted or decorated buses at the beginning and end of the school day, or, alternatively, on certain routes.

Above all, steps must be taken to ensure that attractive fares are available for children. Children should be able to travel free of charge, at least up to the age when they are not allowed to travel unaccompanied. It is also worth considering whether free travel might not usefully be extended to the first level of secondary education, up to about the age of 14 or 15, which is the age when children start attending schools outside their own neighbourhood and therefore have the use of a season ticket – which will also cover the very important travel component involving non-school-related activities. The Government of the



A bus decorated and fitted out in line with children's wishes



Parking for bicycles at railway stations and bus tram termini

... and still lots of time for homework: publicity for Vienna's public transport system





We need to get down on our knees in order to have a better idea of the street as seen through the eyes of a child. When you're barely a metre high, fields of vision are quite different: visibility needs to be totally unobstructed (for example parking prohibited within a zone of at least 5 metres ahead of a pedestrian crossing).

Depiction of a car in proportion to a child aged 5 or 6



Brussels Capital Region, for instance, has just taken a decision along these lines.

➤ Pedestrian walkways, living space and play areas

Walking is the basic means of getting about for each and every one of us. Even in the towns and cities there are a significant number of people who go about mainly on foot, because they find that their essential day-to-day needs can be met in their own neighbourhood. Usually, walking accounts for between 25 and 35 % of all movements in the urban environment, depending on the size of the town or city, its structure and the role played by the bicycle.

Very often children are 'pure' pedestrians, in that they frequent infrastructures that are usually very tightly knit into the urban fabric (notably educational, sports and cultural establishments), and their lives tend to be geared to their neighbourhood, which is also home to their classmates and friends as well as the essential shops to which their parents may send them on errands.

Seeing the city and the traffic through the eyes of a child can indeed be an eye-opener: we need to consider the situation from a child's point of view and then, having relinquished our adult powers, we can begin to understand the extent to which our towns and cities are beset with pitfalls for our own children.

Then we will understand why systematic thought has to be given to: prevention of parking several metres ahead of each pedestrian crossing; provision of traffic-islands, so as to permit two-stage crossing; provision of pedestrian-operated traffic lights at difficult intersections and taking children into account when programming traffic-lights; widening of pavements not only at intersections but also at busy points such as bus stops; making the height of the pavements flush with each crossing (for the benefit not only of pushchairs but also of children who may be cycling on the pavements); placing of street furniture away from walk areas and removal from the pavements of the signposts intended for vehicular traffic; provision of comfortable and safe walkways for pedestrians on each side of the road, even when roadworks are under way; provision of comfortable road surfacing, well maintained and without any areas in which puddles may form; installation of devices to prevent illegal parking and incursions by delivery vehicles in the absence of proper machinery for monitoring infringements, etc.

If the pavements serve as pedestrian walkways, it is equally true to say that they serve as areas for playing and socialising. Is the width of the pavements in proportion to the width of the street? Are there any extra-wide areas or mini public spaces linking each street? Have steps been taken to reduce the speed of the traffic so that it is possible,



without undue danger, to play games and, in particular, bicycle games on the road?

We should not forget to consider roller skates or roller blades, or even skateboards or scooters, which fall somewhere between a mode of transport and a play activity. While roller blades are very popular with children and young people, we sometimes find that the highway code makes no provision for these users . . . or that the public transport companies refuse to allow skaters on their vehicles! Yet, once the surfacing of the pavements is improved or cycle tracks have been adapted, roller blades will emerge from the leisure domain to become a very efficient mode of transport over both short and medium distances, preferred by some to the bicycle itself.

➔ Cycling facilities and training

Children love to ride and play on bikes. The bicycle is simultaneously a form of play, a tool of independence and a means of developing psychomotor and physical abilities.

The highway code usually allows children to ride on the pavement up to a certain age, below which they are not allowed to ride on the road. This state of affairs must be taken into account in the provision of pavement facilities at specified locations in the vicinity of schools or sports and recreational areas.

At neighbourhood level, reducing speeds and traffic flows and reducing the amount of parking available in public places will enable bicycle games to proliferate and encourage journeys by bicycle to local destinations.

At the urban level, of course, it is on the major roads and cycling routes that bicycle journeys are permitted and encouraged. The most logical approach would be to equip the major roads with cycling facilities, while at the same time doing as much as possible to develop a parallel network of 'calm' cycling routes relying, in particular, on local streets through the various neighbourhoods: this is the approach that has been adopted in Cologne, for example.

It is important to take into account the fact that young cyclists are among the most vulnerable. These 'wolf cubs' have characteristics that place them mid-way between two groups of adults, the 'hares' and the 'tortoises': often they have the energy and speed of the former, but the 'road' skills (attention level, anticipation, etc.) of the latter, while lacking their prudence and circumspection. Moreover, the statistics show that boys, who are generally more scatter-brained and liable to show off than girls, form the majority of bicycle accident victims. As far as possible, therefore, the equipment and facilities must be adapted to the 'wolf cubs', particularly on journeys where young people will make up many of the cyclists.



Turning the priorities on their head. In Belgium, the highway code now requires motorists to give priority to pedestrians who indicate their intention to cross at a protected crossing-point. In this way, it is the pavement that becomes 'continuous', while in the past pre-eminence was accorded to the road, and hence the vehicular traffic. This measure is further reinforced by the fact that, in the event of an accident, the Belgian motorist is presumed, as a matter of principle, to be responsible for the death of a pedestrian or cyclist or for any injuries sustained. This overturning of the pre-eminence normally accorded to vehicular traffic has also occurred in a number of other countries with the (re)introduction of one-way traffic flows for vehicles where cyclists are allowed to travel in both directions, or with the introduction of 30 km/h speed limits. These examples of the lifting of institutional barriers are a tangible expression of a fundamental about-turn in favour of so-called 'soft' modes of transport.



There should be nowhere in your town or city where life is made difficult for children, parents with pushchairs (or the many other people with reduced mobility)



Cycling is a mode of transport well suited to girls, giving them a feeling of independence, freedom and security. In traffic, they behave more prudently than boys.



'More than half of all parents taking their children to school by car go straight back home.'

Apart from the attention that needs to be paid to the facilities, it is absolutely essential that a bicycle training programme be set in place. Learning to ride a bicycle safely is a complex objective requiring a programme extending over several school years (see Chapter Resources). Obviously, the easiest way to organise and perpetuate the learning process will be through the school.

The safety of cyclists depends, first and foremost, on an ability to manage the complex situations that arise in traffic, technical mastery of the bicycle and a sense of security. This sense of security is an important factor: fear (just like fearlessness) is a poor teacher, and a 'fearful' cyclist will be incapable of being 'careful' because his or her mind will be preoccupied by matters other than riding carefully and paying attention to the traffic and the ambient environment. In Austria, for instance, where three children out of four between the ages of 10 and 12 take a test organised by the police – proof of the obsession with bicycles at this age – 62 % of those who took the test 'feel quite safe'; among the others, the proportion is 52 %, but there is good reason to believe that these include a number of fearless types, who are in fact badly informed of the real risks for want of having come under the critical eye of a traffic expert.

The safety of cyclists also depends on a good knowledge and good understanding of the rules governing priority. Research conducted in Austria (Technical University of

Vienna and the Road Safety Institute) strongly indicates that this is where one of the main sources of danger lies (this is also true in the case of adults). It is essential in the training of schoolchildren that they learn these rules and put them into practice. This brings us to the matter of roadside facilities and equipment, which must clearly indicate the order of priority at all times. In this regard, research would even tend to suggest that a review of the regulations would be beneficial (for example, it has been proved that information provided by means of road markings, systematically indicating the priorities in the United Kingdom, is far more legible than information provided on signalling boards).

It has to be stressed that, once the bicycle theory and technical knowledge have been mastered, it is absolutely essential that the practical instruction take place on the streets, and not on training circuits. Luxembourg has been applying this method for many years.

The need to train instructors in sufficient numbers to meet demand is rarely taken on board. Mention should be made, in this connection, of Wallonia, which has just set up a 'Wallonian School for Cycling Instructors' (*Ecole wallonne de moniteurs de vélo*).

York (175 000 inhabitants) employs 12 part-time instructors, i.e. equivalent to a budget providing for two full-time posts.



Stop! Pedestrian zone, children at play

The instructors are trained over a period of five to six weeks. During training, one instructor, accompanied by one or two parents, may take charge of up to six children. Parents are more than willing to pay for the instruction at the rate of 15 EUR per child, sometimes over several consecutive years in cases where 'revision' is necessary to ensure that habits become fully ingrained. Just recently, York also started offering lessons for family groups.

Streets and places for playing and meeting up

Streets are regularly closed to traffic on certain days in order to make way for a market. Why, then, would it not be possible to close streets temporarily so as to enable children to play out at weekends or during holiday periods? In some cases, a temporary measure of this kind is even incorporated in the highway code (Belgium).

Better still, in particularly 'calm' neighbourhoods of a predominantly residential character, streets can be completely remodelled so as to incorporate traffic-calming as well as speed-reduction measures. Traffic and parking are not prohibited, but the movement of traffic takes second place to the needs of pedestrians, in particular children at play. This model is specifically provided for in the highway code of the Netherlands – where the so-called *woonerf* principle was invented – in the United Kingdom ('home zones') and in Belgium (*zone résidentielle*).

As for other places, which are often located in areas serving as 'nodal points' for the various neighbourhoods, there is no logic in turning them into parking areas. Instead, they should remain uncluttered and 'useful', in particular as places where children can play.

The York survey of schoolchildren has shown that more than 20 % of the accidents reported by children on their way to school occurred in front of the school itself.



GETTING TO SCHOOL

Independent mobility for schoolchildren as part of a programme

There is much to be gained from having a school transport policy.

Schoolchildren, through their demands for greater independence, are dynamic carriers who can help to bring the message home to parents.

Often quick to get involved with projects linked to the environment, schoolchildren also derive great benefit from participation in a mobility project centred round their school. Studying the problems of school transport and searching for possible solutions, participating in the organisation of information days, and passing on information to parents provide opportunities not only for intellectual training but also for training to become active citizens.

A well thought-out and inspiring project will automatically benefit from the essential collaboration of parents, who will be in a position to take on voluntary tasks in the preparation and execution of the project and who can also act as a link to the rest of the population.

Managing school transport is a complex operation (see chart below, pp. 34–35). The appointment of an individual to be responsible for school transport within a school or within an administration makes it possible to channel to best effect the interest and energies of parents and children willing to become involved. It is also the best starting-point in the quest for funding of long-term basic operations.

In the United Kingdom, for example, budgets, publications and persons responsible for promoting mobility among schoolchildren are all playing their part in helping to establish a policy at local level. The City of York has gone even further: by allocating about 15 000 EUR to an in-depth survey of pupils (involving 15 000 children), it has not only laid the foundations for systematic action but has also clearly demonstrated the importance it attaches to children and young people.

Safe facilities at the approaches to schools

The immediate approaches to schools are key areas in the minds of parents and children. It is here, in particular, that the impression is formed as to whether the child is safe travelling to school.

Improving safety in front of the schools themselves is certainly a priority. The presence of persons supervising traffic at the beginning and end of the school day definitely



Two-stage crossings make it easier and safer for children to cross the road: they should be systematically provided at all the approaches to schools. Older people and those with reduced mobility would also benefit.

makes for greater safety. However, reliance on such supervision in no way justifies failure to install facilities or reduce the speed or volume of traffic.

Apart from the creation of wide pavements on which parking is not allowed, the installation of traffic lights and traffic-calming devices, the creation of islands to allow two-stage crossing, etc., it is also essential to eliminate the danger posed by parents' cars coming to drop off or pick up their children. If it is possible to manage these drop-offs and pick-ups via another entrance or through a system of movable posts, for example, then the best way of placing all children on an equal footing is by making it totally impossible to stop in front of the school itself: the creation of a dropping-off and picking-up bay in another street, for example, will prevent congestion at the entrance to the school, and the practice of bringing children by car, while not forbidden, will no longer be accorded preferential treatment.

Starting with travel on foot ... or on roller blades

Walking is a good option for children living between 1 and 2 km from their schools.

There are many instances nowadays of children being brought to and picked up from school on foot – what one could call the 'walking bus', to use the English term. It is a

little reminiscent of the 'massed ranks' of the 1960s, although this time organised by the parents themselves.

This type of initiative can be launched very quickly, as it does not even require the installation of any new facilities at the approaches to the school. In essence, this very simple form of parental collaboration will require only a modest investment in terms of parents' time. All the school needs to do is to enable parents to meet up and share out tasks on the basis of a rotation system. The operation of the 'walking bus' can be guaranteed by providing an emergency telephone number, or mobile phone number, so that a member of staff can arrange for other volunteers to take over in the event of unforeseen hold-ups.

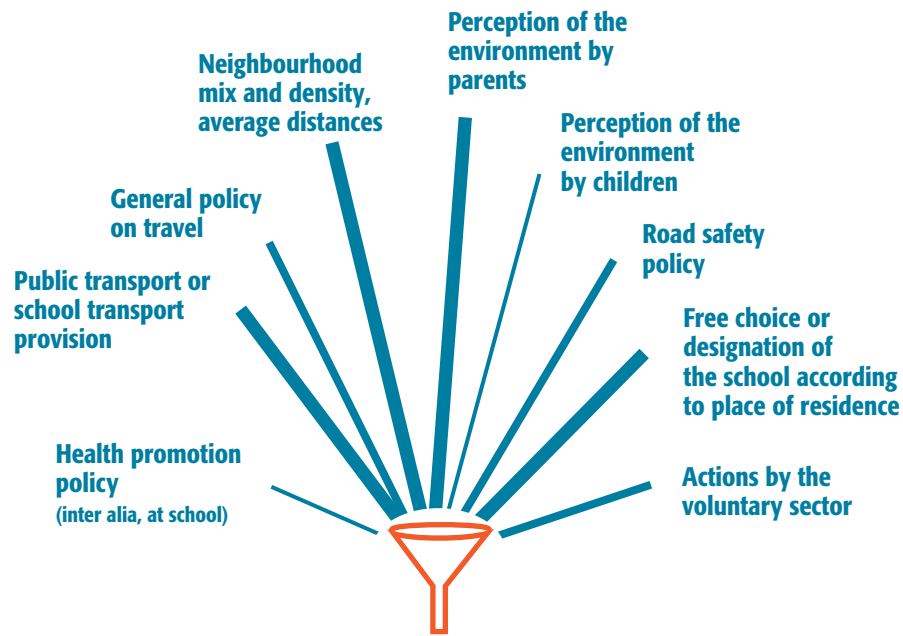
Naturally, it will be possible to add some 'extras', such as a trolley for transporting schoolbags (the trolley could even be decorated in the form of an animal by the children themselves!), or fluorescent overgarments or, alternatively, increased police supervision at certain intersections that are difficult to negotiate with a group of children. And why not consider organising a 'walking bus' on roller blades, with fluorescent rucksacks?

Removing obstacles to the use of the bicycle

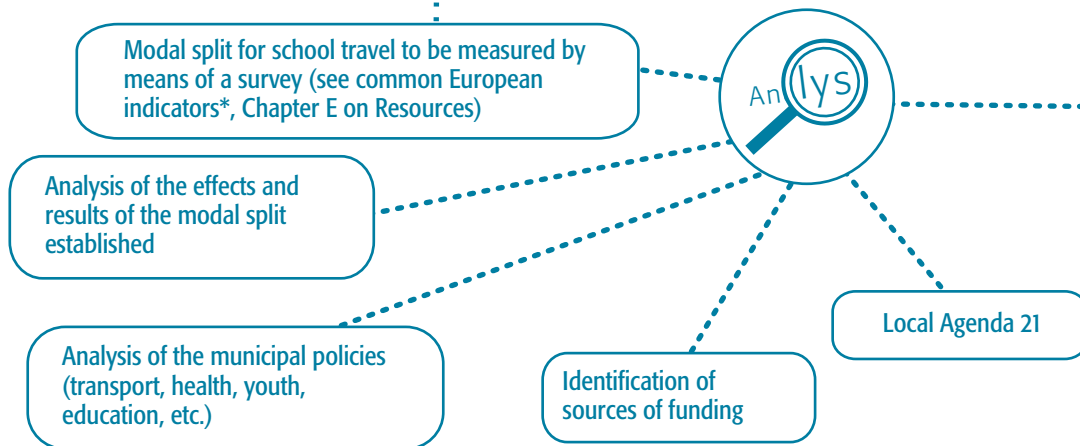
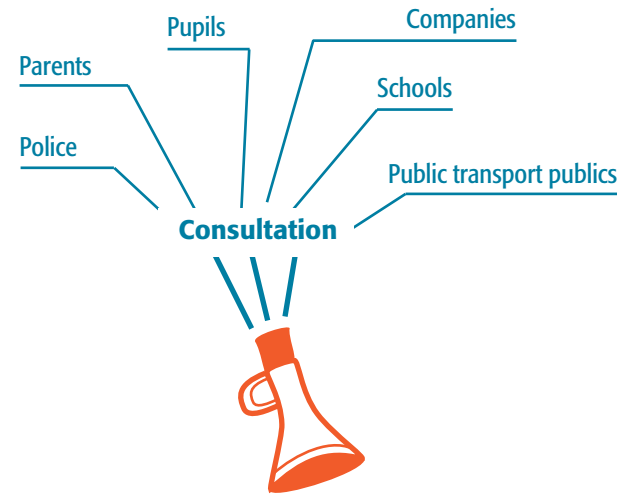
Escorting children to and from school by bicycle (some people use the term 'cycling bus') – very popular with the

children and highly efficient in view of the speed of this mode of transport in towns and cities – requires a certain amount of organisation. As with the 'walking bus', there is an obligation to ensure continuous service, always bearing in mind the risk that the reduced number of parents who are themselves cyclists may very quickly impose limitations. One is also up against the fears of parents who, doubtless having no direct experience of the bicycle themselves, find it difficult to envisage this kind of solution. Then there is the added consideration that the bicycle represents an investment that parents want to see properly protected against theft.

Depending on the age of the children wishing to take part in the 'escorted cycling' operation, cycling training will need to be provided. The school will need to provide bicycle parking facilities that are of good quality, well supervised and preferably covered. Compartments for storing equipment (capes, helmets, etc.) may also be provided. Exercise-books or text-books can be kept in the school. Once the system has been set up, thought should be given to obtaining the active collaboration of the police (if possible on bicycles): this would have the considerable advantage of reassuring parents and conferring 'official' credibility on the initiative, while at the same time instilling respect and prudence in motorists travelling behind the children's convoy or crossing their path.



SCHOOL TRAVEL

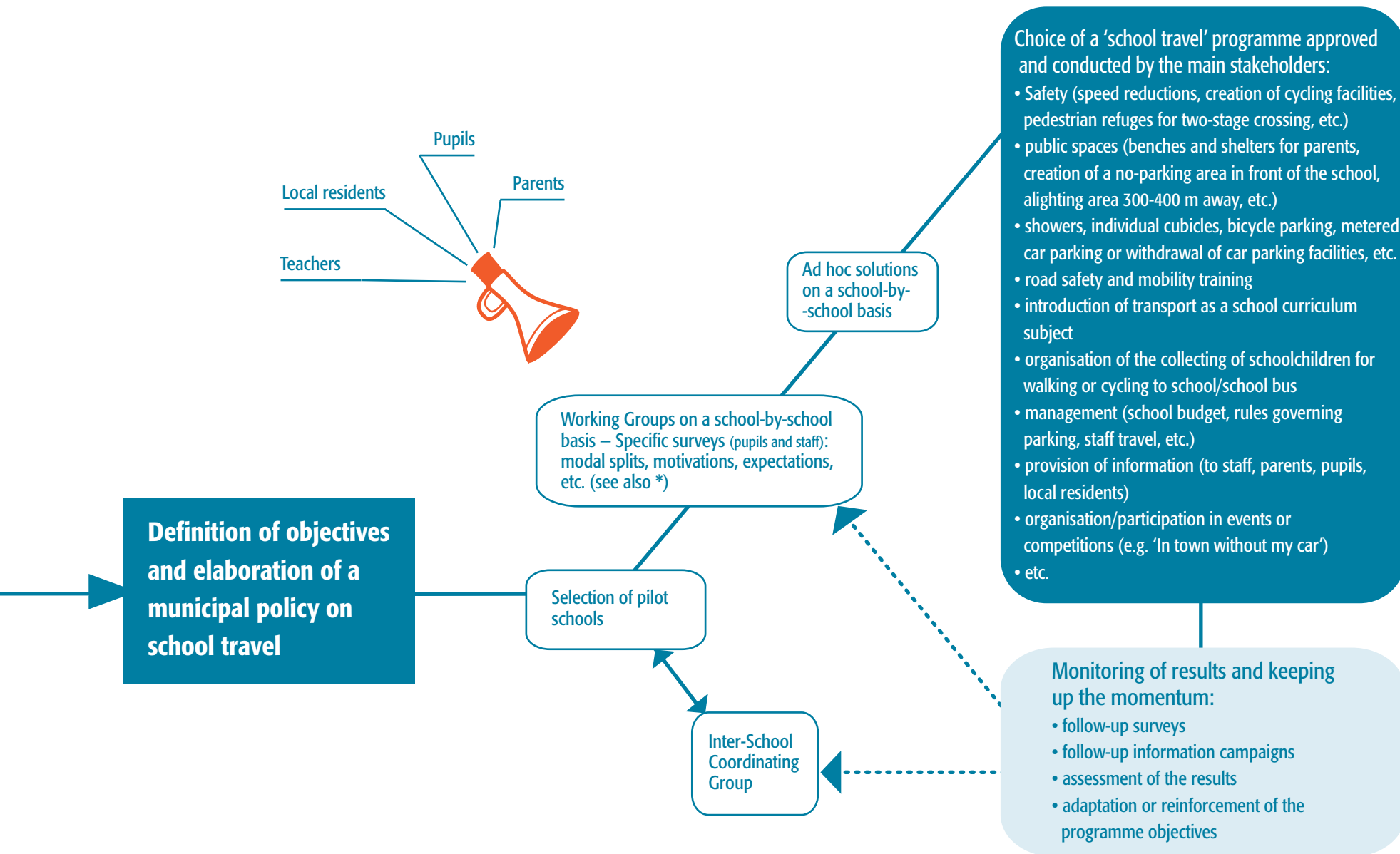


Person responsible at municipal level for travel between home and school

Working Group on travel between home and school, at municipal level

* Survey on school travel: see the common European indicators (chapter Resources)

Source: inspired by 'School travel – strategies and plans'



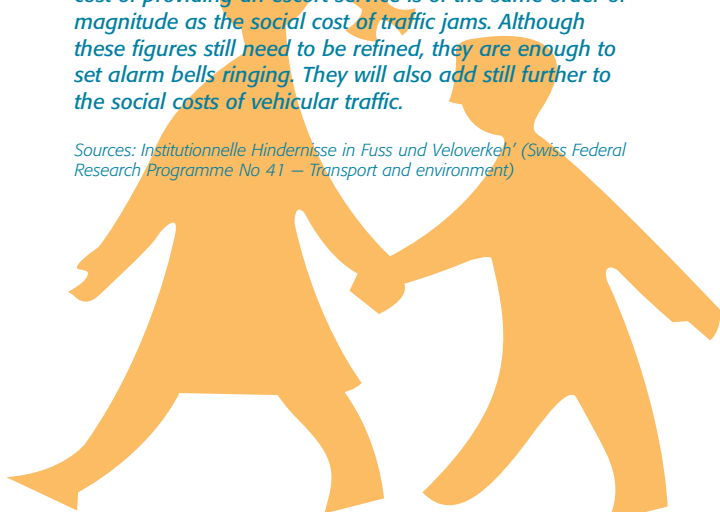
Slow down! You are approaching my school!



The cost of supervising children on the journey to and from school

The main reason for accompanying a child to school is to protect the child from danger. But what is the social cost of this 'service', necessitated by the risk posed by vehicular traffic? There are a number of points of reference that will help to give an idea of the extent of such services provided, free of charge, by persons seeking to 'offset' the danger. In an Austrian town of 9 000 inhabitants, for example, it has been possible to calculate that the provision of an escort service represents, on average, two hours per week per child up to the age of 12 or 13. In the United Kingdom, the social cost of some 1 356 million escort hours in 1990 must have ranged from 15 to 25 billion EUR. In Switzerland, taking 40 to 60 million escort hours a year as a basis and assuming that only half are attributable to a perceived danger, the social cost of providing an escort service is of the same order of magnitude as the social cost of traffic jams. Although these figures still need to be refined, they are enough to set alarm bells ringing. They will also add still further to the social costs of vehicular traffic.

Sources: Institutionelle Hindernisse in Fuss und Veloverkehr' (Swiss Federal Research Programme No 41 — Transport and environment)



Providing attractive public transport

There can be little doubt about the unsuitability of public transport to the needs of schoolchildren. The following questions need to be asked: Are the stops well equipped with bus shelters? Are the crossings perfectly safe? Are the stops well situated in relation to the school? Are the routes well adapted to the schools, whose location in a town or city is not usually determined by the logic of radial displacement but, more often than not, by the logic of peripheral displacement? Are the vehicles designed in such a way that even a young child can feel at ease, and not hemmed in among a crowd of adults? Does there need to be specific supervision at the beginning and end of the school day in order to avoid phenomena such as scuffles or physical attacks? Do the bus stops provide bicycle parking facilities?

In certain cases, the introduction of school buses providing a specific service (beginning and end of the school day, route serving several establishments or sports and cultural facilities used by schools) may offer an attractive solution, whether in the country or in town.

We also need to look at the question of cost. The purchase of several season tickets may weigh heavily on a family budget (single-parent families, large families, low-income families). Is the price of the season ticket really perceived as

very attractive? Does the season ticket actually include all the school holiday periods?

Discouraging the use of the car

Measures designed to promote 'soft' modes of transport (walking, cycling, public transport and intermodality) are not normally fully effective unless they form part of a coherent package of combined measures including possible restrictions on the use of the car for school transport purposes. Naturally, it is not normally possible to put everything in place at the same time, save where a very clear political will exists along with human and financial resources commensurate with the project in question. The best approach is to draw up a draft timetable under which various measures will be introduced successively at six-monthly or yearly intervals, for example.

Such a timetable is desirable in order to prepare the ground for the introduction, with maximum efficiency and minimum resistance, of restrictive measures targeted at motorists.

These restrictive measures may vary in intensity, ranging from a simple ban on stopping in the immediate vicinity of the school to the outright closure of the street with provision made for a stopping and waiting bay for parents a certain distance away from the school, to the introduction of



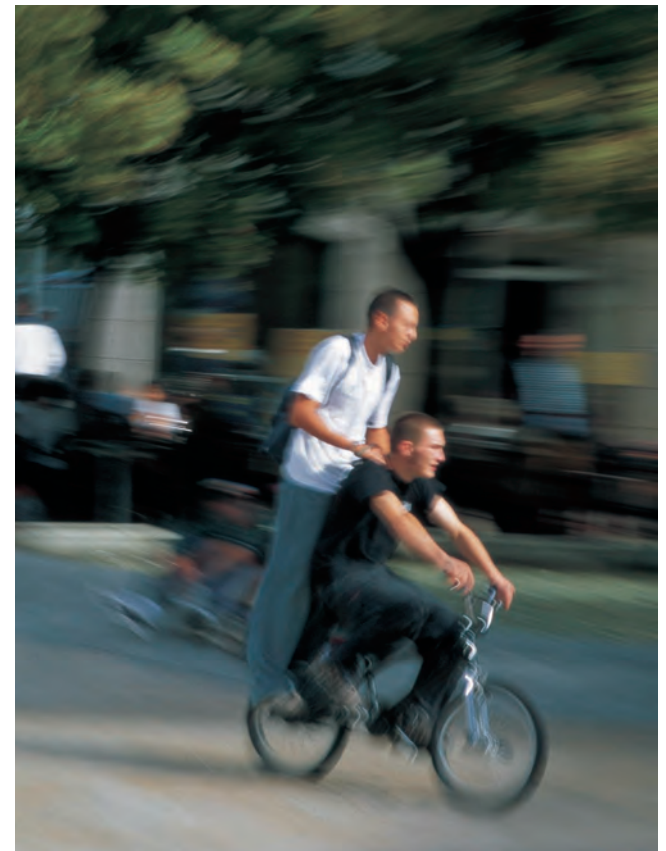
parking charges pending the imposition of a total ban on the parking of cars in the school precinct.

Encouraging car-pooling

It sometimes happens that children are taken to school by car because no other genuine alternative is available (too far to walk or cycle, no cycling facilities, no opportunity to organise a 'cycling bus', no efficient public transport, etc.). A mini-survey will help to pinpoint the households involved. The school can then write to the parents who, in theory, would be able to join a car-pooling scheme, given that they are neighbours. Parents expressing a desire to try out this formula can then organise themselves with a view to the possible sharing of costs or tasks. The provision of assistance in the organisation of car-pooling would, of course, be an intelligent way of making more acceptable the measures aimed at discouraging the dropping-off of schoolchildren by car (see above).

Car-pooling can also be based on the use of taxis, particularly vehicles with eight to ten seats. As a result, parents would be completely relieved of school transport responsibilities, but would have to pay for this service. It is normally possible to obtain a preferential rate if the number of runs per school year comes to about 300, especially if the school agrees to act as intermediary. The price of the run shared among four or five families may prove to be very competitive, taking into account the time-saving advantage, and even the possibility of relinquishing a family car.

The existence of a 'car sharing' scheme ('shared vehicles' located in all neighbourhoods and available for hire by subscribers to the scheme on an hourly basis) offers additional possibilities and advantages in the area of car-pooling.







CHAPTER 3

SOME EXAMPLES

A good number of towns and cities have already derived inspiration from children and young people, who can bear tangible witness to, and shed real light on, examples likely to appeal to you. It would be a pity, therefore, to overlook the networks that are gradually coming into being and which, of course, provide a particularly rich channel of communications.

In particular, the small selection of topics and examples shown here should prove useful in helping you to decide which 'cocktail' you would like to include in your programme – for it should not be forgotten that, in the long term, you will get the best out of each idea if you set out to programme an entire package of concerted measures that complement one another as and when they are implemented.

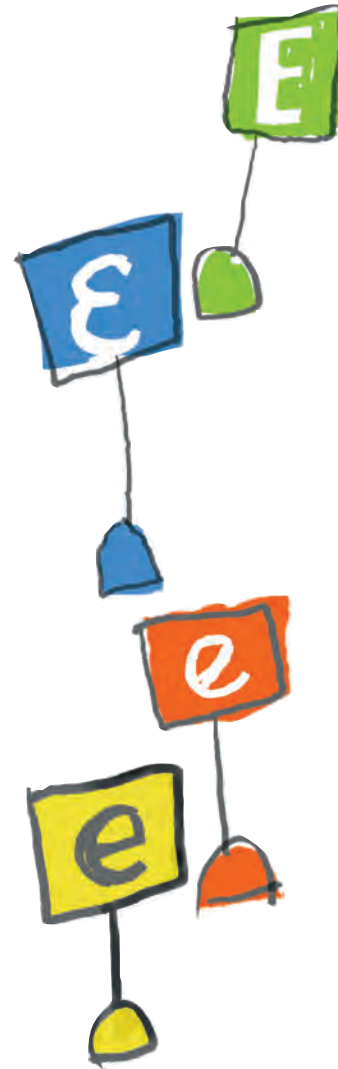
In formulating a strategic policy designed to take account of children and young people in the context of your mobility policy, the best approach, of course, is to operate simultaneously (possibly combining them, when the opportunity arises) from the following four strategic platforms:

E = EDUCATION = education/information

E = ENGINEERING = environmental planning/urban planning

E = ENCOURAGEMENT = incentivisation/positive discrimination

E = ENFORCEMENT = controls/regulation.



LISTENING TO CHILDREN AND YOUNG PEOPLE

Assemblies for children and young people

Sounding out children and young people by means of surveys is not the only way to include them in the participatory process. One way – perhaps less highly focused, but symbolically very effective – of teaching them citizenship and hearing their views consists in creating a children's parliament and a young people's parliament. These consultative 'organs' have a durability and regularity that confer a living dimension on the participatory process.

Municipal assemblies exist, for example, in Helsinki (Finland), Lille (France) and London (UK) (where a resolution on the mobility of children and young people was addressed directly to the Prime Minister ...).

In Sweden, there is a parliament of children and young people at national level. In Italy, the first meeting of the National Congress of Children and Young People, organised in 1994 in Bologna and attended by more than 300 participants, presented to the political class as a whole a resolution calling for, among other things, speed reductions in cities, cycling facilities and car-free pavements.

Urban planning on a participatory basis

In Leipzig (Germany), children have a structure that involves them directly in the planning of urban facilities.

In Empoli (Italy), the master development and town planning scheme is based on the guiding principles of sustainable development, the needs of young people and the quality of life. Participation is geared in particular towards children and young people for the purpose of discussing topics such as publicly-owned land, core educational issues, an exhibition and activities centre for young people as well as future guidelines for the development and management of the city. Organisational matters are handled by a network of pilot laboratories on a small scale (three in primary and secondary schools, one in each of the higher-education establishments, one in an out-of-school environment and two involving adults). There has been a strengthening of links between the inhabitants and the administration, with residents staking their claim to ownership of the projects. The inhabitants and the young people have made a tangible contribution to the qualitative aspect of the detailed implementation of certain projects, thereby transcending an approach based solely on technical and quantitative considerations. And one main road has been transformed into a residential street with reduced traffic flows ...

Information:

Comune di Ercolano, Assessorato Urbanistica,
Tel. (39) 571 75 79 40;
cittasostenibili@minori.it

Surveys conducted over the Internet

A survey of the type carried out by the city of York, involving as it did almost the entire school population, obviously provides very sophisticated and very reliable results (see page 12). By contrast, a survey conducted on an Internet site, though it cannot aspire to the same degree of representativeness, nevertheless offers certain advantages: the survey is ongoing and easy to update, comparisons can be made over time, and a questionnaire can be devised in several parts, with a quantitative core section intended for statistical use, and a qualitative annex for recording opinions, perceptions, etc.

The 'Young Transnet' (National Children's Bureau (NCB), United Kingdom) is an ambitious project that has taken more than three years to develop. It encourages children to contribute to an Internet site and invites them to take part in computerised surveys on their mode-choice models for school transport, with a view to creating a national database. Teachers are also regarded as a target group. The results of the surveys and referendums can be seen on the network and can be consulted by decision-makers and urban

'Finally, we want to be able to take decisions on those matters that concern us!'

(concluding sentence of the final resolution adopted by the First National Congress of Children and Young People, Bologna (Italy), 1994)

planners to guide them in their work. The site includes some mobility-linked games. One game, entitled 'Imagine London' and supported by the King's Fund, encourages young people to contribute ideas on the question of transport in the capital. A 'carbon calculator' enables cyclists to convert the kilometres they have covered on their bicycles into equivalent savings in greenhouse gases!

Broadening this experiment further, the NCB very recently launched a referendum in 12 languages aimed at children, young people and schools all over Europe (Netd@ys 2001).

In Berlin, the approach is completely different: the city has been 'reconstituted' on an Internet site specifically dedicated to children and young people, where they can get involved in its construction notably by having their own say on what kind of activities it should include, how to get about the site, and what improvements are needed from the youngsters' point of view.

Information:

Internet: <http://www.youngtransnet.org.uk>;
www.youngtransnet.org.uk/netdays2001



“Liar!”

The municipality called to order by children!

Children have powers of persuasion to which adults cannot aspire. They have a certain ‘preordained right’ not to beat about the bush and to come straight to the point. Thus it was that a Romanian official received a dressing-down, in the ‘green’ sense, from a group of children aged between 10 and 15, ready to do anything to achieve their environmental objectives ...

What exactly did they want? To put it in simple language: good public transport, facilities for pedestrians and cyclists, freedom to play in the street, public spaces with no parking allowed, the kind of environment that would ensure that they didn’t have their parents on their backs every time they stepped outside their front door. So many ideas that had crystallised around an ‘original sin’ committed by the municipality: the project to transform into a four-way highway the quiet street where the school was situated – without providing cycling facilities and with the pavements being narrowed to make space for the traffic.

What had started as an innocent demand in defence of highly specific interests ended up as an action in which the young people demonstrated a motivation and a commitment worthy of adult activists, even managing to

attract their teachers and parents to their cause! Receiving only basic logistical support from two non-governmental organisations, the young people had evolved their own analyses, their own questions on transport and environmental problems, and their own organisational, task-sharing, communication and assessment strategies.

A letter sent by the children on the subject of this famous project had been lying unanswered for weeks. Then one day our green activists decided spontaneously to descend on the town hall! The director of the town planning department, unaccustomed to engaging in dialogue and observing pointedly that no appointment had been made, tried at first to fob them off. But what can a few duty staff do when faced with 15 children quietly waiting for an answer? In order to get rid of these tiresome children, a promise was made that they would be seen the following afternoon.

Thirty children turned up for this appointment only to realise that they had been stood up: they decided there and then to meet at the same time the next day in front of the home of the discourteous director. Barricaded behind his door, this gentleman called the police ... who

were highly amused at being summoned to the rescue in such circumstances. Passers-by stopped to see what was going on. The press was alerted. A debate got under way on the pavement, and the director for urban planning gave in: the plans would be reviewed!

But the children, having got the bit between their teeth, pressed him with other questions. Why were garages being built in the park behind the school?! Answer: there would be no new garages from next month ... Next from the children: ‘So, can we draw graffiti with the word ‘illegal’ if any new garages are put up? And can we have them demolished? I have a brother who knows some demolition workers ... And what about cars parked on the pavement in front of the school? Can we walk on them because they’re illegally parked?! And why don’t you punish the policeman for doing nothing about it? ...’

Not long afterwards, some children from another school wrote to the mayor: the very next day a town hall official turned up at this school to enter into discussions!

Information: e-mail: office@ccn.ro, Internet: www.ccn.ro

"In town,
without my car!"



CAR-FREE DAYS

European Car-Free Day, 22 September

At the end of 2001, some 30 European countries gave an undertaking to support this event through 'their' local authorities.

Launched by the European Commissioner for the Environment, Mrs Wallström, on the basis of experience acquired in France and Italy, European Car-Free Day has brought together for the last two years a thousand or so towns and cities which, specially for the occasion, earmark part of their territory for environmentally friendly modes of transport. This day, which has proved highly popular with the public (satisfaction rate of over 80 %), provides an opportunity to debate and try out, under suitable conditions,

modes of transport other than the private car. It also enables the municipal authorities to get a better idea of people's reactions to such matters as new access roads, traffic plans, new bus routes, cycling routes, reductions in the number of parking places, etc.

It is worth noting that, little by little, the local authorities have used this day as an opportunity to announce permanent measures in the area of sustainable mobility. Similarly, several towns and cities have placed the emphasis on journeys undertaken by children.

Thus, Larissa (Greece, 150 000 inhabitants), a town that plays an active role in promoting the 'car-free town', has dedicated a major strand of its ambitious '22 September' action programme to children.

Children and young people were among the main targets of the promotion campaign, with 25 000 brochures being sent out. Thanks to a giant lottery, 400 children won brand-new bicycles, and a further 20 bicycles were donated specially for handicapped children. A ride through town was organised for their benefit and, in the course of a one-week festival focusing on the bicycle, they were able to discover 10 km of completely new cycling facilities and some 750 new parking spaces for bicycles.

The schools were involved on a massive scale in the planning and preparation of the car-free days. Result? On



the evening of 22 September 2000, the children had organised an attractive demonstration on the subject 'And what about the other 364 days?' ...

The municipality, not content with embarking on the preparations for 22 September of the following year, set about organising car-free Sundays. There have been three such Sundays between September 2000 and September 2001. One of them was devoted entirely to the topic 'Children and the environment'.

Information:

e-mail: dhmlar1@larissa-dimos.gr

Internet: <http://www.22september.org>

Montreal: the 'B-Day'

Vélo Québec, the main organisation involved in defending and promoting bicycles in the province of Quebec, is famous for setting up the annual 'Montreal Island Tour' event, which has been bringing together tens of thousands of cyclists for already almost 20 years. The event quickly became so important that Vélo Québec created an autonomous branch, the Montreal Island Tour, to organise the island tour and other events.

Ten years ago another 'mega-event' was launched, the Children Tour, exclusively aimed at children between 6 and 12 years of age: parents are not allowed! It is enormously



successful: between 8 000 and 10 000 young cyclists participate each year.

The Montreal Island Tour also has a social marketing campaign, aimed at encouraging primary school children to cycle to school. Currently about 4 % of children in the region of Montreal use a bicycle to get to school (although 66 % cycle during the week as a hobby!). Most schools actually discourage cycling to school!

Christened 'B-Day', this action is a huge media event involving some very important sponsors, high profile media, several ministers and government agencies as well as the City of Montreal. This event also comprises a mobilisation of teachers, parents and schoolchildren. To make an impact in schools, organisers make use of bonds developed notably in the organisation of the Children Tour.

'B-Day' takes place in the framework of the Montreal Bicycle Party, a whole week dedicated to bicycles in towns, starting with the Children Tour (last Sunday in May) and finishing with the Island Tour (first Sunday in June). The first 'B-Day', which was a test, took place on 1 June 2000. It was a huge success even though it was only aimed at businesses. The 2001 event included primary schools in this promotion of bicycles as a means of transport.

In 2002, 'B-Day' will be one of the most important dates on the calendar of school activities in the district of Montreal.

What is more, a bicycle programme that teachers can use in the classroom is being devised with the help of teachers and pedagogical advisers. In schools, 'B-Day' will provide an opportunity during the entire month of May to organise activities on the theme of the bicycle and everything surrounding it, an excellent means to increase awareness in schoolchildren about a more ecological mobility. As for businesses, the aim will be to increase, during summer, the number of people travelling to work by bicycle.

Information:

Internet: <http://www.velo.qc.ca>

'Bimbibici – children reconquer towns on bicycles'

Car-free Sundays have been organised since 1996 in Italy. In 2001, some 150 towns forbade the circulation of cars in certain parts of town on 10 June. Among them were Rome, Bologna, Naples and Palermo.

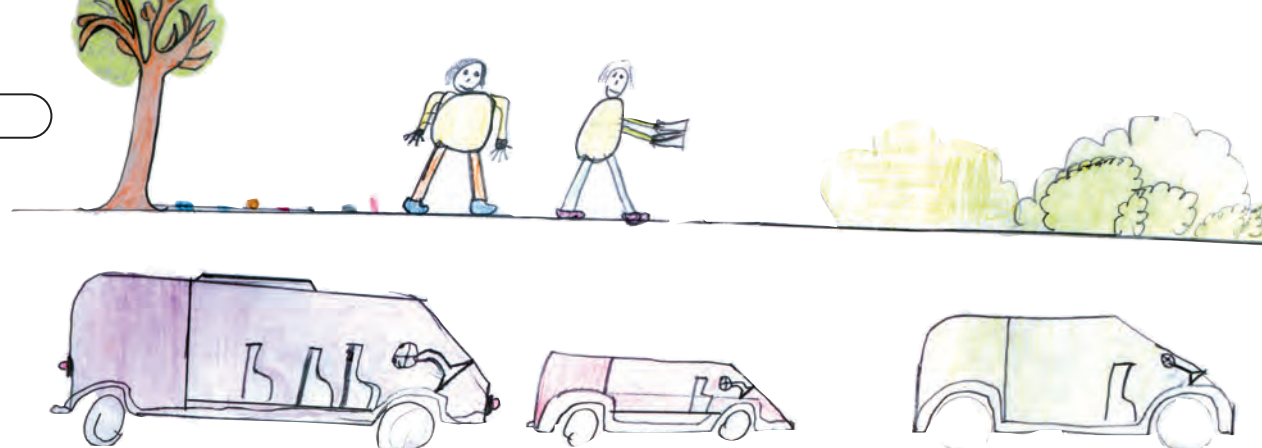
However, teachers started talking about long-lasting mobility as a subject that could be taught only a few years ago. The Federazione Italiana Amici della Bicicletta (FIAB) played an important role in this awareness-building.

Since 2000, FIAB have been running a new national campaign called 'Bimbibici'. It is aimed at 3 to 11-year-olds, who are considered those most open to the messages taught by this campaign. In 2001, the chosen theme was

entitled, 'Safety on the route to school' (inspired by the 'Safe routes to school' promoted by Sustrans in the United Kingdom).

Approximately 40 municipalities, including Rome, Naples, Bologna and Ferrari participated in this event, a long ride through town, traditionally organised on a Sunday in May, independently of the 'traditional' car-free Sunday. For this second edition, 11 municipalities decided to organise the running of events themselves while still enlisting help from the charity workers of FIAB. The Environment Minister and the National Agency for the Protection of the Environment (ANPA) once again gave their support to this action which was based on the volunteers working.

The bicycle-ride is an opportunity for a lot of people to get back into the saddle. But on the fringe of the bicycle party, 'Bimbibici', FIAB gives teachers and pupils an opportunity to take part in an educational, awareness-building project on an alternative means of transport. Some towns have decided to include this training in their curriculums and finance this work in their schools. Elsewhere, sessions reduced to 10 hours take place outside school hours. But in four primary schools, this training lasts for 90 hours which are included in the school curriculum! The educational material developed for these classes is kept in the schools for the following years.



'Bimbibici' is already becoming a tradition: it will take place in 2002, with more towns than ever taking part.

Information:

e-mail: info@fiab-onlus.it

CAR PARKS BELOW GROUND, CHILDREN ABOVE

In particular, reducing traffic involves closing streets so as to prevent through traffic. It is highly unusual, however, for a decision to be taken at a stroke to eliminate the highway itself (and hence all parking!) in order to transform the entire public space into a space dedicated to play, relaxation and greenery, particularly in the heart of town where there are no shops to justify pedestrianisation.

Barcelona has a number of these new reclaimed public spaces on what were once conventional streets. Parking exists only below ground, in the car parks belonging to the buildings. The only carriage road available is intended solely to permit access to the entrances to these car parks and to provide a thoroughfare for cyclists. So much space gained for urban life, particularly through the empowerment of children to play in the neighbourhood.

THINK PEDESTRIAN, ESPECIALLY AT THE APPROACHES TO SCHOOLS

Ercolano (Italy) is pursuing a programme entitled 'Changing the city to fit the needs of the children', which embodies two priority objectives: to improve conditions for children going about on foot by creating a 'Network of safe walkways' covering all destinations popular with children, and to provide, adjoining these walkways, a series of green (micro) spaces designed for playing and relaxation.

The shopkeepers are also involved in the project, particularly in the immediate school surroundings which are regarded as places where part of the social and emotional life of the children is concentrated.

Guidance is laid down, under a 'Network master plan', for the gradual reorganisation of the city through a combination of symbolically powerful measures (pedestrianisation of streets, pedestrian priority areas authorised for playing and where a 10 km/h speed limit is in force, approaches to schools to be completely reviewed, secondary streets with a 30 km/h limit) and micro-measures (quality of the materials, lighting, signposting, planted areas, street furniture) scattered throughout town and applied as and when the various types of construction sites are opened up.

According to the recommendations contained in the Green Paper on the Urban Environment and in the European

Commission's 1998 communication on urban policy, the Network will be, above all, the product of an intersectoral and transverse approach, in the shape of a project joint committee made up of consultants and administrative departments.

Naturally, the children are also taking part in the project: a questionnaire sent out to 1 500 primary schoolchildren showed that the children felt that they were regarded as less important than cars ... And these little pupils have been asked to give their opinions on school buildings as part of an educational project on architecture and green spaces!

Information:

Tel. (39) 817 88 12 19; proceedings of the Colloquium entitled 'Azioni per città a misura di bambini'

PUBLIC TRANSPORT ADOPTION CAMPAIGN AIMED AT YOUNG PEOPLE

In Essen (Germany), the public transport company EVAG is using various tools to attract young customers and win their loyalty.

On the one hand, EVAG is proposing a campaign to have buses adopted by classes of schoolchildren in the 12-14-year age group. One of the aims is to reduce vandalism. Certainly, familiarisation and 'identification' with public transport does have an effect on the perception of a mode



of transport that 'catches on' with young people. There are advantages in adopting a bus (photos and names of the children displayed in the bus, organisation of school outings in the bus, 'parties' held on the bus's 'birthday', involvement in the maintenance of the bus in the workshops, etc.) and also responsibilities (distribution of presents to passengers on special days such as the bus's birthday or when improvements are made to timetables, etc.).

On the other hand, a dedicated Internet site has been designed for young people aged 15 and over. The aim is not only to keep young people informed about public transport services but also to find out their attitudes on matters relating to mobility. The site includes maps pinpointing the most popular destinations for young people with details of how to get there by public transport, a personalised timetable and information service on night buses, a 'guest list' from a discothèque offering discounts to users of public transport, extracts from magazines, a 'box of surprises' (by clicking on a button, random information can be obtained on an unusual activity or place), a questionnaire and links to other non-commercial sites.

Information:

e-mail: guido.mueller@ils.nrw.de

WELL BEFORE DRIVING SCHOOL, LEARNING HOW TO USE PUBLIC TRANSPORT

In Hamburg, the alternatives to the private car, as well as being the subject of educational study in the classroom, are also the subject of experiments 'in situ'. In particular, children are encouraged to discover and test public transport through rallies or journeys of discovery, where they experience what it is like to travel independently.

Each year, some 70 % of Hamburg schoolchildren aged between about 9 and 13 participate in such a programme. Between the ages of 14 and 16, the pupils will turn their attention to the question of mobility, using an educational manual published jointly by the city's Education Department and the public transport company. Transport is approached in the context of several school subjects: geography, science, politics, religious education, philosophy. At the end of secondary school, the young adults will again be called on to tackle the theme of mobility through research projects on general topics such as 'travelling far and wide' or 'a vision of the future'.

Information:

e-mail: gunter.bleyer@bsjb.hamburg.de,
Internet www.hamburger-bildungsserver.de/verkehrserz/

GOING BY PUBLIC TRANSPORT, FOR (NEXT TO) NOTHING

There is a more or less universal tradition in favour of student season tickets at reduced prices. However, season tickets are sometimes seen as an unnecessary expense (children hence taken to school by car), or, alternatively, the cost of the season ticket is an obstacle in itself, especially when there are several children or the family situation is precarious (unemployment, separation or divorce and the resulting pressures on the family budget, low income).

With a view to lowering still further the public transport 'access threshold' by ensuring that all children and young people have a season ticket, the City of Bonn is planning the 'collective' purchase of season tickets by all its schools, the key feature of such an arrangement being a substantial discount (50 %) on the normal price of a student season ticket! — just like a company negotiating a concessionary rate for its employees.

BUSES + TAXIS = PUBLIC TRANSPORT

What could be more natural than a cooperative venture between public transport, on the one hand, and taxis, on the other, with the aim of ensuring mobility for young people, in complete safety and for a modest outlay, into the small hours of the morning?



This idea was prompted by the realisation that it is preferable to terminate services on the more sparsely used bus routes at a relatively early hour (e.g. at 23.30 in Salzburg). By offering a replacement shared-taxi (or taxi-bus) service departing from fixed points in the town centre but allowing customers to alight on demand, it is possible, for an equivalent budget, to provide a service which the customers clearly value more highly. The additional cost (price of trip: about 2.5 EUR) is offset by the quality of the service (flexibility, safety, timetables until 1.30 a.m. during the week and until 3.00 a.m. on 'going out' days ...).

Such a system – with numerous variants depending on the local situation (size and morphology of the town) – exists in many towns and cities, mainly in Austria and Germany.

Information:

Salzburger Stadtwerke (Verkehr) and UITP

TRY IT ONCE AND YOU'RE HOOKED

One does not normally associate taking very young children to crèche with the use of the bicycle. Nevertheless, the potential is there! That's the conclusion reached by the municipality of Odense (Denmark).

Odense is a genuinely bicycle-friendly city where more than 60 % of schoolchildren go about on bicycles. This positive experience was transmitted to York following a school-

twinning exercise. The young English pupils, having succumbed to the delights of independence on two wheels, went on to launch their own campaign for the right to go to school by bike! This figure is all the more striking when one considers that, under Danish law, a prior safety assessment relating to the journey between home and school has to be made in respect of each pupil. This means that Odense is well provided for in terms of cycling facilities and comprehensively applies the principles of speed and traffic reduction – all of which serves to create a sufficiently safe environment to enable the bicycle, too, to stake its own claim as a mode of transport for the very young.

Accordingly, the municipality has made available, free of charge, 10 trailers for the transport of infants. The aim was to enable parents to try out the equipment before having to consider whether to embark on this costly purchase which, it nevertheless has to be said, offers the advantage of enhancing considerably the opportunities offered by the bicycle both as a day-to-day mode of transport and a leisure vehicle. A third of the 150 crèches in the city took part in the operation. The campaign affected no fewer than 3 000 children and their parents over a period lasting several months – and the cyclists of Odense must surely have felt the economic impact.

Another campaign that can be mentioned is 'Fun Family Cycling', which seeks to involve adults through their

children, and the 'Cycle Duckie' (Donald Duck on a bike) mascot of a bicycle-engraving campaign which, in terms of popularity among certain children, rivals Father Christmas!

Odense is also actively focusing on young adults (17–25 years) with its 'Life Style' campaign which specifically targets the two sexes by means of different slogans.

Information:

Troels Andersen

e-mail: TA@odense.dk

THE STREET AS A TRAINING CIRCUIT

On the question of training, the point needs to be made at the outset that the only effective way to promote active learning consists in getting children to ride in the street, and not on training circuits.

A UK study has provided scientific evidence of the mistakes that children store up when they 'learn' to ride in a park, where nothing corresponds to reality (widths of roads, complexity of situations and the variety of manoeuvres by motorists, position and legibility of signs, presence of vehicles of various types, presence of pedestrians, etc.).

Each year, in Rumst (Belgium), the police organise training sessions to develop the cycling skills of children aged



between 12 and 13. Since the mid-1980s the practical part of the training has taken place in the street under real traffic conditions.

A relatively calm neighbourhood, albeit one where the aspiring cyclists are confronted with a host of critical situations, is transformed into a 'learning zone' for an entire day. Local residents, parents of pupils and officials from the municipal administration are all urged by the police to cooperate in the exercise. Signs are put up on the neighbourhood access roads warning drivers of the somewhat unusual situation. Modifications and additions are made to traffic signs or road markings in several locations, so as to create hypothetical situations that may not exist in practice (mixed-priority intersections, one-way streets with or without exemptions for cyclists, cycle tracks, etc.); naturally, local residents are given advance notification of this exceptional state of affairs.

Skills and knowledge are tested simultaneously. The only instruction the children are given is to ride about freely all over the neighbourhood via the various control points and to return to the starting point when a siren sounds at the end of the test. 'Surprise' instructions are given to each of the children as they approach a control point (bear left at an intersection, turn into what may be a no-entry street, ride alongside parked vehicles to check whether the cyclist keeps a safe distance from vehicle doors that may be about to

open, etc.). In addition, however, itinerant inspectors are also at large monitoring the movements of the young cyclists, unbeknown to the latter.

Failures are not rare, which proves beyond doubt the quality of this test. It happens quite often that children fail the exercises because their bicycles are not adapted to their physical size (frame too high, gap between the brake handles and the handlebars too wide for small hands) – which should serve as a reminder to parents that a bicycle is not a toy but a tool that needs to be adapted to the child.

Information:

K. Vanderlinden, Rumst police force,
Markt 1, B-2840 Rumst
Tel. (32) 38 88 00 67

BICYCLE REVOLUTION FOR YOUNG IMMIGRANTS

In Tilburg (Netherlands), the Centre for Foreign Women (Centrum voor Buitenlandse Vrouwen) has set up a bicycle training programme specifically aimed at girls from immigrant families.

These children are frequently 'deprived' of independent mobility, and the bicycle may have an important role to play in helping them to achieve independence, or even emancipation.

The main features characteristic of this group are a certain social fragility (immigrant families, or even refugees, having very few resources, particularly as far as transport is concerned), lack of physical exercise and hence difficulties in mastering the bicycle, and, lastly, a marked preference on the part of the parents to keep their daughters in an essentially female environment.

In fact, this work is based on efforts already made to help young immigrant boys who, although not subjected to the same restrictive attitudes as girls, are nevertheless unfamiliar with the bicycle because this mode of transport does not form part of their culture.

Information:

Centrum Buitenlandse Vrouwen Tilburg,
Tel. (31-13) 535 90 43,
e-mail: avdkloof@planet.nl

'WALKING BUS' AND 'CYCLING BUS'

In the conurbation of Grenoble (France), a primary school located on the outskirts was chosen for an initial experiment involving school transport, modelled on the Safe Routes to School Campaign (Sustrans, United Kingdom).

In a relatively favourable environment (flat terrain, short distances, light traffic, safe environment), nearly 50 % of pupils living less than 400 m from the school and nearly

80 % of those living less than 900 m away went to school by car! The main reason cited for not accompanying the children to school by bicycle or on foot was the additional time that this would take. Yet, metre for metre, measurements on the ground revealed that the time taken to do the journey was the same, whatever the mode of transport. The survey conducted among the parents also revealed that, as the children grew up, they still continued to be driven to school out of habit, and not for fear of any perceived danger (traffic) or lack of security (fear of attacks).

The prohibition of parking less than 50 m from the school, the provision of bicycle parking facilities, an educational project in the classroom and a campaign directed at parents, the introduction of a 'cycling bus' (see p. 33) and a 'walking bus' (see p. 33) are just some of the modest measures that helped to change old habits. Motorists have developed a positive attitude to safety and the need to exercise a certain degree of discipline in the immediate vicinity of the school. The result is impressive, as in barely two years, car use has fallen by half, with virtually all of these journeys now being undertaken by bicycle.

The 'walking bus' or 'cycling bus' principle is simply a hark-back to the processions of schoolchildren of yesteryear, but this time under the supervision of parents. The school helps parents living in the same neighbourhood to get together and take the necessary organisational steps to ensure that a

continuous escort service is provided for the children, who are required to meet at a specified location. Depending on the size of the group or the mode of travel, a force of one or more adults will need to be on call. Thanks to the mobile phone, it is easy to notify the person in charge of the 'walking bus' if a child is going to be absent through illness or if a child is late and will not be joining the group on that particular day. The school will also need to be in a position to take over at short notice, in the (exceptional) event of a parent being unable to report for duty and at the same time being unable to find a replacement.

Information:

project 'Alternativement vôtre', Metro Rhône-Alpes,
e-mail: david.djigaouri@la-metro.org;
Internet: www.saferoutestoschools.org.uk

TAKE AWAY THREE CARS, AND YOU'VE GOT SPACE TO PARK 52 BICYCLES

In Leicester, the comparative experiment involving three schools that had opted for different solutions in the quest to provide bicycle parking facilities highlights the attractiveness of parking in the street:

- The space is available: parking facilities for bicycles must replace parking facilities for cars, and the facilities must be

extended in line with demand; space must never be acquired at the expense of pedestrians, as this would send out a bad signal of 'competition' among soft modes of transport; more often than not, one is restricted in terms of space and the opportunity to expand if one chooses to locate the parking facilities on the premises of the school itself.

- Parking in the street is a 'high-exposure' measure because it is highly visible.
- A school's bicycle parking facilities can be used at other times by other users, which would not be the case if these facilities were located in the school grounds.
- The facilities must be intelligently located from a social control point of view (visible from the secretary's office or, where appropriate, from several classrooms), and the installation of a camera is recommended; if the bicycle parking facilities are located in the school grounds, there is even more reason to go for an enclosed area that is accessible only on request – an arrangement which, while less convenient for users, is nevertheless desirable as a means of avoiding the risk of petty vandalism (save where a camera is installed).
- The parking area should be covered, with a choice of off-the-shelf conventional street furniture for the protective coverings and an 'upturned U' model for the arches.



- The ideas should be worked out with the active participation of the pupils and a champion of the cyclists' cause (possibly a parent, a teacher or another member of staff), but it essential that the ideas themselves are sifted through by an expert so as to avoid any mistakes in the siting or choice of equipment.

The most successful of the Leicester schools quickly witnessed an increase in the number of cyclists from zero to 10 % of pupils travelling by bike, following the installation of a large covered parking area for 52 bicycles in place of three parking spaces for cars.

Information:

Leicester City Council

e-mail: slads001@leicester.gov.uk

Internet: www.saferoutestoschools.org.uk

MOTORISTS PROVIDING AN ESCORT SERVICE: WAIT HERE ...

At the Waingel Copse School, near Reading (United Kingdom), no one can say that parents who drive their children to school make any gains at all in terms of time or convenience. Indeed, the following three measures are in place to discourage children from coming to school by car:

- All children are invited and encouraged to come on foot or by bicycle on health and safety grounds.

- The parking bay where a child can be dropped off or picked up by car is about 400 m from the school gates; no nuisance therefore is caused to local residents living near the school, or to the children themselves.
- Motorists who nevertheless choose to take the child by car all the way to the school pay for this privilege by having to wait for up to 15 minutes on the school car park before the exit barrier is opened for them. The time taken, in fact, for all the other pupils to be able to leave the premises without being subjected to any inconvenience. The school staff ensure that this rule is observed.

Information:

Waingel Copse School, Wokingham District Council

Tel. (44-118) 974 63 04;

Internet: www.saferoutestoschool.org.uk

MAKING THE TEACHERS FORK OUT!

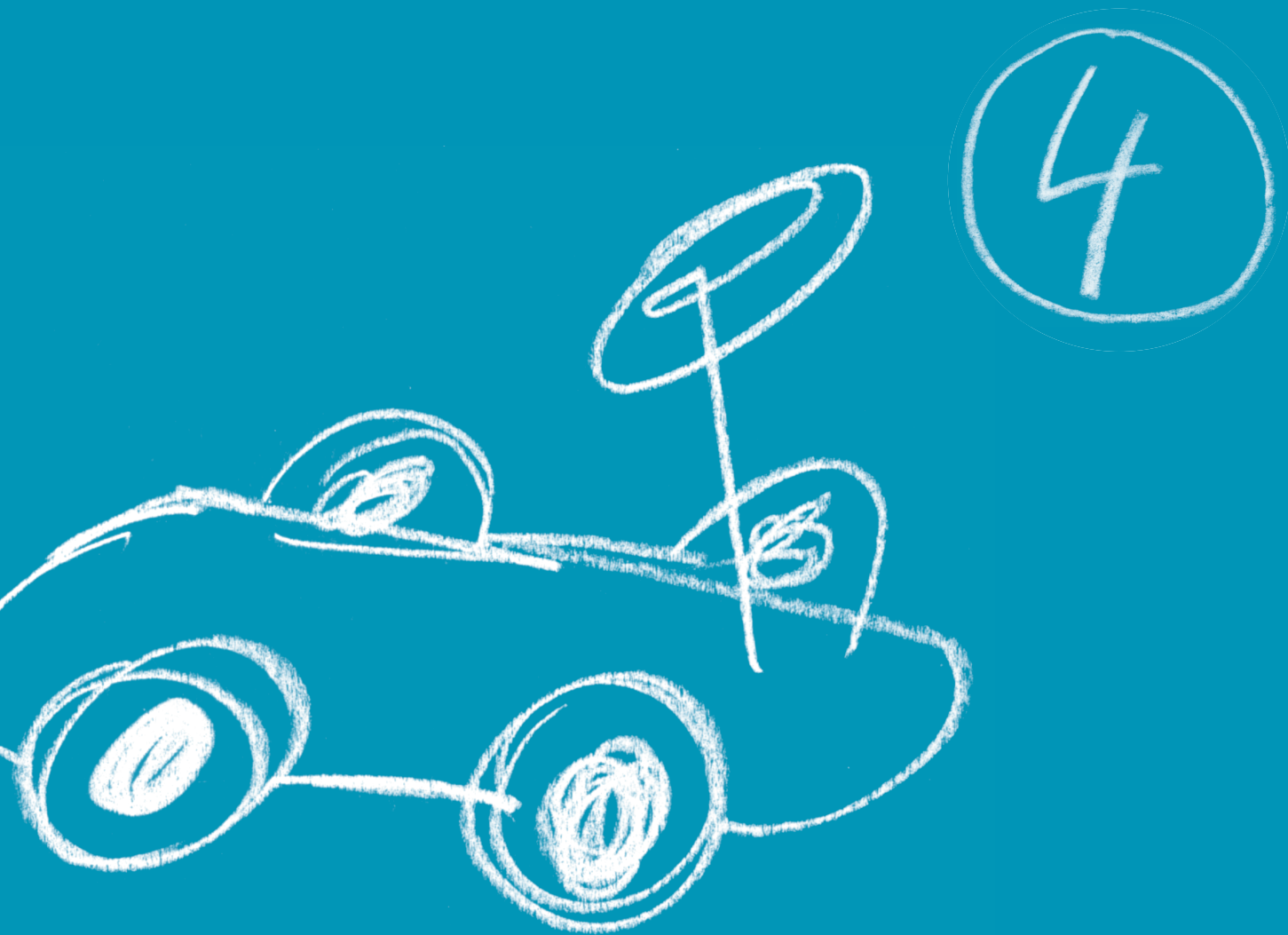
Is it conceivable that a company whose mission is to provide breakdown and emergency services for motorists would launch a competition aimed at reducing the use of the private car? Yes it is! RAC Motoring Services (United Kingdom) is the principal promoter of the Grass Routes Challenge. Teams of schoolchildren, sometimes barely 14 years old, are invited to draw up mobility projects for their schools. They are provided with basic documentation to get

them started, after which they must draw on their own powers of imagination.

In 1998–99, the first prize was more than 6 000 EUR. In the north of Scotland (Caithness), two schoolchildren won a consolation prize of 1 500 EUR for their school thanks to an idea which was, to put it mildly, of a somewhat radical nature: the two had realised, as a result of a survey, that their own teachers, whether they lived in the town itself or outside town, used their cars on a massive scale. The campaigning duo then prevailed upon the school to introduce metered parking, with the revenue thus generated being used to help fund measures aimed at promoting other modes of transport (provision of bicycle sheds, shelters and benches for parents waiting at the school exit, erection of signs, modifications to the approaches at one of the school entrances)!

Information:

Internet: <http://www.rac.co.uk>



CHAPTER 4

RESOURCES

Contact addresses and Internet sites


European Sustainable Cities and Towns Campaign

More than 1 200 municipalities have joined the Sustainable Cities and Towns Campaign launched at the Aalborg Conference in 1994 following the adoption of Agenda 21 by the European Union and Member States at the Rio Summit in 1992. A dozen large networks of local communities are involved in the Sustainable Cities and Towns Campaign.

Rue de Trèves 49-51
B-1040 Brussels
Tel. (32) 22 30 53 51
e-mail: campaign.office@skynet.be
Internet: <http://www.sustainable-cities.org>

Car-Free Cities/ACCESS

Car-Free Cities is a network of towns and cities exchanging experience and information on a mobility policy for the active promotion of

alternatives to the car. CFC has developed several areas of activity (one of which involves the bicycle) and regularly organises seminars.

C/o Eurocities
Square de Meeus 18
B-1050 Brussels
Tel. (32) 25 52 08 74
e-mail: cfc@eurocities.be
Internet: <http://www.eurocities.org>

Healthy Cities (World Health Organisation)

The WHO Healthy Cities network has 43 members, but more than 1 000 municipalities are members of national networks in various European countries.

Dr Agis Tsouros
WHO Regional Office for Europe
Healthy Cities & Urban Governance
Centre for Urban Health
Tel. (45) 39 17 15 09
e-mail: ats@who.dk

Claire Mitcham
WHO Regional Office for Europe
Urban planning and transport
Tel. (35) 39 17 14 60
e-mail: cmi@who.dk
Internet: <http://www.who.dk/healthy-cities/>

Francesca Racioppi
WHO
European Center for Environment and Health
Rome Office
Tel. (39) 64 87 75 45
e-mail: fr@who.it
Internet: <http://www.euro.who.int/transport>

Cities for cyclists

This European club of bicycle-friendly cities is made up of 31 municipalities committed to pursue an active policy for the promotion of the bicycle.

C/o Dansk Cyclist Forbund
Romersgade 7
DK-1362 Copenhagen K
Tel. (45) 33 32 31 21
e-mail: cfc@dcf.dk
Internet: <http://www.cities-for-cyclists.org>

The Climate Alliance of European Cities

This alliance involves more than 900 municipalities (48 million inhabitants) which have drawn up plans to combat climate change that go beyond the commitments entered into under international agreements: these municipalities are seeking to reduce their production of CO₂ by 50 %, instead of by 8 % as envisaged by the European Union. The Alliance has drawn up a catalogue of

sustainable development measures and indicators.

Galvanistrasse 28
D-60486 Frankfurt-am-Main
Tel. (49 69) 71 71 39 21
e-mail: info@klimabuendnis.org
Internet: <http://www.klimabuendnis.org>

Euronet – European Children's Network

One of the principles on which Euronet is based is that 'children have a right to have their needs and interests considered as priorities by the local, regional and national authorities and by the European and international institutions'. Euronet is a coalition of networks and organisations campaigning for the interests and rights of children as defined in the UN Convention on the Rights of the Child. As a result of Euronet's work, and for the first time ever in the history of the European Union, the Treaty of Amsterdam of 1997 refers explicitly to children.

Place du Luxembourg 1
B-1050 Brussels
Tel. (32 2) 512 45 00/512 78 51
e-mail: savechildbru@skynet.be
Internet:
<http://europeanchildrensnetwork.gla.ac.uk/>

ECF – European Cyclist Federation

The ECF is a federation of associations working to promote bicycle use. Frequently, its member associations have published their own reference works or set up training programmes. In addition, the ECF and its members can provide details of local associations or put you in touch with towns and cities that already have experience in promoting bicycle use, particularly among children and young people.

Rue de Londres 15/3
B-1050 Brussels
Tel. (32 2) 512 98 27
e-mail: ecf_brussels@compuserve.com
Internet: <http://www.ecf.com>

European Federation of Asthma and Allergy Associations

Internet: <http://www.efanet.org>

Energie-Cités, European association of local authorities for a sustainable energy policy at local level

Brussels Office
Rue Paul-Emile Janson 29
B-1050 Brussels
Tel. (32) 25 44 09 21
e-mail: energie-cites.bxl@euronet.be
Internet: <http://www.energie-cites.org>

European parents Association

la, rue du Champs de Mars
B-1050 Brussels
Tel. (32) 25 14 05 99
e-mail: infos@epa.be
Internet: <http://www.epa-parents.org>

FEVR – European Federation of Road Traffic Victims

P.O. Box 2080
CH-1211 Geneva 2 Dépôt
e-mail: fevr@worldcom.ch

ETSC – European Transport Safety Council

Rue du Cornet 34
B-1040 Brussels
Tel. (32 2) 322 230 41 06
e-mail: Info@etsc.be
Internet: <http://www.etsc.be>

European Youth Forum

This association is a federation of the national youth associations not only of the EU Member States but also of the majority of European countries

Rue Joseph II, 120
B-1000 Brussels
Tel. (32 2) 230 64 90
Fax (32 2) 230 21 23

e-mail: youthforum@youthforum.org
Internet: <http://www.youthforum.org>

IPA – International Association for the Child's Right to play

Internet: <http://www.ipaworld.org>

ISDE – International Society of Doctors for the Environment

ISDE is a grouping of 400 national associations of doctors for the environment (35 000 individual members). The international organisation and its members seek to provide information to the public, doctors and politicians on the various links between the environment and health (atmospheric pollution, noise, chemical pollutants, climate changes, etc.).

Le Chateau
CH-1374 Corcelles-sur-Chavornay
Tel. (41 24) 441 56 50
Fax (41 24) 441 56 51
e-mail: info@isde.org
Internet: <http://www.isde.org>

INCHES – International Network on Children's Health, Environment and Safety

Marie Louise Bstrup
e-mail: marie.bstrup@get2net.dk
Peter van den Hazel
e-mail: pvdhazl@inter.nl.net

Internet: <http://childhouse.uio.no/childwatch/inches/inches.html>

International Union of Public Transport (IUPT)

All the national federations throughout Europe are members.

Rue Sainte Marie, 6
B-1080 Brussels
Tel. (32 2) 673 61 00
Fax (32 2) 660 10 72
Internet: <http://www.uitp.com>

Transport and Environment

Transport and Environment is a federation of associations seeking to promote environmental protection through a sustainable transport policy.

Boulevard de Waterloo 34
B-1000 Brussels
Tel. (32 2) 502 99 09
e-mail: info@t-e.nu
Intenet: <http://www.t-e.nu>

Research Center Childhood and society

The centre is currently preparing a framework providing guidelines for the involvement of children in town planning.

Internet: <http://www.ndo.be/kinds/index.htm>

European Child Friendly Cities Network

Nieuwenlaan 63
B-1860 Meise
Tel. (32) 22 72 07 50
Internet: <http://www.ecfn.org>

Internet sites created by the European Union

or on the initiative or with the support of the Environment or Transport & Energy Directorates-General of the European Commission:



Environment for young Europeans

Internet:
http://europa.eu.int/comm/environment/youth/index_en.html

Good practice in the areas of urban management and sustainability:

Internet:
<http://www.europa.eu.int/comm/urban>

Cordis

Research projects: Community Research and Development Information Service:

Internet: <http://www.cordis.lu>

ELTIS

European Local Transport Information Service:

Internet: <http://www.eltis.org>

EPOMM

European Platform On Mobility Management:

Internet: <http://www.epommweb.org>

LEDA

Legal and Regulatory Measures for Sustainable Transport in Cities:

Internet: <http://www.leda.org>

European indicators for local sustainability

Internet: <http://www.sustainable-cities.org/indicators/>

These indicators, which have been elaborated by the European Commission's group of experts on the urban environment in close consultation with local authority representatives, should make it possible to measure any progress made by a local authority in the area of sustainable development. The package of indicators specifically covers transport, particularly school transport (indicator B.6).

The choice by parents to allow their children to travel independently by bicycle or on foot is directly influenced by the parents' perception of both road safety and personal safety. Such a choice also has a direct effect on the quality of the environment. The surveys must measure not only the choice of mode but also the reasons underlying that choice, and hence the bases for possible change. The statistical series will need to be based on annual surveys. Note: in the context of the Tapestry research programme, a number of strands are concerned, in particular, with the formulation of questionnaires aimed specifically at children and which require an approach that is very different from that adopted in the case of questionnaires aimed at adults

*For more information on this subject please contact:
Andrew Cook at the University of Westminster, London
e-mail: cookaji@westminster.ac.uk*

MOST – *Project for the development and assessment of mobility management strategies involving more than 30 partners working on 20 or so actual cases.*

Provider – *Research project on mobility management in schools and inclusion of this subject in the curriculum (Italy, Germany,*

France, Romania, United Kingdom, Portugal and Austria).

Tapestry – Research project seeking how best to organise information campaigns or communication projects with a view to encouraging or supporting the choice of sustainable modes of transport. The research incorporates three strands: promotion of the alternatives to the car, marketing of public transport, and makes a feature of the health and environment themes.

Internet: <http://www.eu-tapestry.org>

LIFE – Financial Instrument for the Environment:

Internet:
<http://www.europa.eu.int/comm/life/home.htm>

Other Internet sites



www.research.dtlr.gov.uk/research/index.htm:

Information on studies funded by the UK Department of Transport relating to links between how children get to school and the development of cognitive capacities in children.

www.whi.org.uk/home.asp:

Information on studies sponsored by the Walking your Way to Health Initiative (United Kingdom) at Oxford Brookes University and Loughborough University.

World Health Organisation:

Two WHO programmes promote the launching of actions aimed at improving children's health through the implementation of transport policies that encourage walking and cycling in conjunction with public transport. These programmes, entitled 'Transport, environment

and health' and 'Children's health and environment', are managed by the European Centre for Environment and Health, which forms part of the WHO Regional Office for Europe.

Charter on Transport, Environment and Health:

Internet:
<http://www.who.dk/London99/transport.htm>

Declaration issued by the Third Ministerial Conference on the Environment and Health (1999):

Internet:
<http://www.who.dk/london99/WelcomeE.htm>

Review of the scientific evidence of the effects of transport on health (2000):

Internet:
<http://www.who.dk/document/e72015.pdf>

Public health costs of atmospheric pollution caused by road traffic (Austria, France and Switzerland):

Internet:
<http://www.who.dk/London99/transport04.htm>

Recommendations on noise:

Internet:
<http://www.who.int/peh/noise/guidelines2.html>

Series of articles entitled 'Transport, environment and health in Europe: evidence, initiatives and examples'.

Internet: <http://www.who.dk/healthy-cities/transport>

www.kids-and-bikes.de

This site (in German) enables you to download an education program on cycling for kids.

Documents/ CD-ROMS/Videos



'Best practice to promote cycling and walking', CD-ROM, 1998

This CD-ROM sets out the results of the Adonis research programme (Transport DG of the European Union – Analysis and development of new insight into substitution of short car trips by cycling and walking). The findings are illustrated with numerous examples of measures taken in a host of European towns and cities. This report is also available in paper form.

Danish Road Directorate
Niels Juels Gade 13
PO Box 1569
DK-1020 Copenhagen K
Tel. (45) 33 93 33 38
e-mail: vd@vd.dk

'Car-free Cities', CD-ROM

See list of addresses (under 'Car-Free Cities')

'Mobirom', CD-ROM

Interactive game to familiarise children and young people with mobility matters (in English, Dutch and German).

Forschungsgesellschaft Mobilität (FGM) & Austria Mobility Research (AMOR), Graz (Austria)

Tel. (43 316) 81 04 51 20
e-mail: pilz@fgm-amor.at
Internet: <http://www.fgm-amor.at>

'Energy Kids on their Way to School', CD-ROM

Six exciting photo reports combining adventures, friendships and independence on the way to school, plus detailed information on various projects (in English, German and Italian).

(Cf. address above)

'Velo-city 2001', CD-ROM

The 2001 edition of the twice-yearly conference of the European Cyclist Federation focuses on five major topics, including 'Children and mobility' and 'Health and well-being'. The proceedings of this conference will be available on CD-ROM.

Velo-city Conference 2001
Conference Secretariat

C/o Meeting Makers
Jordanhill Campus
76 Southbrae Drive
Glasgow G13 1PP
United Kingdom
e-mail: velo_city@meetingmakers.co.uk
Internet: <http://www.velo-city2001.org>

'The Greening of Urban Transport: Planning for Walking and Cycling in Western Cities, 1997 (Second edition, 504 pp.) ISBN 04-719-6993-1

This work sets out the principles of sustainable transport, looks at various transport-linked matters related to the environment, society, the economy, etc., analyses the obstacles standing in the way of the development of sustainable transport and the concepts of mobility management, describes strategies for the development of the market and promotion of the bicycle and gives numerous examples of how these strategies are being put into practice.

'A League Table of Child Deaths by Injury in Rich Nations', 2001 (25 pp.)

This report on child mortality in the OECD countries stresses the seriousness of road traffic accidents and the differences between the various countries (ranging from 2.5 deaths per 100 000 children aged between 1 and 14 years in Sweden to 8.7 in Portugal).

Unicef Innocenti Research Centre
Piazza SS. Annunziata 12
I-50122 Florence
Tel. (39) 552 03 30
e-mail: florence.orders@unicef.org
Internet: <http://www.unicef-icdc.org>

'European Car-Free Day – 22 September', video (4 min.)

European Commission
Directorate-General for the Environment
Information Centre
B-1049 Brussels
Fax (32 2) 299 61 98
e-mail: env-pubs@cec.eu.int

'Greenways', video (8 min.)

This video is about the European Greenways Network. It illustrates the development and characteristics of this network designed to provide proper infrastructure for non-motorised mobility.

European Commission
Directorate-General for the Environment
Information Centre
B-1049 Brussels
Fax (32 2) 299 61 98
e-mail: env-pubs@cec.eu.int

'The external costs of transport – Accident costs and environmental and congestion costs in Western Europe', 2000 (résumé, 28 pp.)

This study updates and supplements previous studies, and comes up with findings that paint a far grimmer picture than the one commonly accepted for some years past. The countries covered are the 15 Member States of the EU plus Norway and Switzerland. For 1995, the external costs of transport, not including congestion costs, come to 530 thousand million euro (7.8 % of GDP), of which 91.5 % are attributable to road transport (passengers and goods). To this must be added 128 thousand million euro in congestion costs attributable exclusively to road transport (i.e. 1.9 % of GDP).

Communauté des chemins de fer européens/Community of European Railways (CCFE/CER)
Tel. (32 2) 525 90 70
Fax (32 2) 512 52 31
e-mail: guy.hoedts@cer.be
Internet: <http://www.cer.be>

'STAG Report'

The report by the School Travel Advisory Group monitors developments affecting journeys to and from school for England (there is a similar report for Scotland) and takes stock of all the measures

embarked on. Efforts to date, although far from widespread, have resulted in reduced vehicle use for journeys to and from school between 1995 and 1996 and 2000 and 2001.

Internet:
http://www.local_transport.dtlr.gov.uk/schooltravel/index.htm

'A safer Journey to School' (28 pp.)

*This brochure is aimed more particularly at teachers and parents.
Produced by The Transport 2000 Trust*

The Impact Centre
12-18 Hoxton Street
London N1 6NG
United Kingdom
Tel. (44-20) 76 13 07 43
e-mail: stp@transport2000.demon.co.uk
Distributed by The Department of Education and Employment
Fax (44-845) 603 33 60

'School Travel – Strategies and plans – A best practice guide for local authorities', 1999 (70 pages)

This document clearly illustrates what is involved in drawing up a municipal school transport policy, on the one hand, and actual school transport plans, on the other. It contains numerous examples of tangible measures,

accompanied by practical comments to facilitate their transposition elsewhere.

Department of Transport, Local Government and the Regions (DTLR) (with the support of the Department of Education and Employment)
Eland House
Bressenden Place
London SW1E 5DU
United Kingdom
Tel. (44 20) 79 44 30 00
Internet: <http://www.detr.gov.uk/>

'Increasing Bus Use for Journeys to School – A Guide to Best Practice within Existing Legislation', 2001 (70 pp.)

Although geared in part to the legislation currently in force in the United Kingdom, this exhaustive report nevertheless provides a wealth of good examples and innovative ideas.

Department of Transport, Local Government and the Regions (DTLR) (with the support of the Department of Education and Employment) (see address above)

'Personal Security Issues in Pedestrian Journeys', 1999 (162 pp.)

This report is based on surveys carried out in seven different types of neighbourhood. The report focuses mainly on the perceived 'sense of

security' of various groups of pedestrians (schoolchildren, women/men, immigrants, old people) and how this influences the choice of modes of transport. The pedestrian transport strategies adopted by various towns and cities are also illustrated, notably travel to and from school (York, Edinburgh, Glasgow, etc.).

Department of Transport, Local Government and the Regions (DTLR)
(see address above)
Internet: [www.detr.gov.uk/Mobility Unit:](http://www.detr.gov.uk/MobilityUnit/)
www.mobility-unit.detr.gov.uk

'Grass Routes'

The 'Grass Routes' Challenge is organised and financed by RAC Motoring Services, a private company providing breakdown and emergency services for motorists. The information folder includes a dozen cards listing all aspects of the school curriculum in which transport can be used as an educational tool.

RAC House
1 Forest Road
Feltham TW13 7RR
United Kingdom
Tel. (44) 20 89 17 27 55 (Rachel Rice, External Affairs Manager)
e-mail: rarice@rac.co.uk

'Improving Bicycle Safety

(without making helmet use compulsory)', 1998 (16 pp.)

This highly informative little brochure clarifies all the arguments for and against the wearing of helmets. It advocates an approach to road safety that anticipates the causes of accidents rather than treating their symptoms. Essential reading for anyone wanting to arrive at a reasoned opinion on the advisability of making helmet use compulsory for pedestrians and motorists or, conversely, on the advisability of enforcing a general reduction of speed in urban areas (EN, ES, FR, Slovene).
See ECF site Internet: <http://www.ecf.com>

'Municipal Climate Protection Profiles', 2000 (80 pp.)

Report on the activities of the Climate Alliance of European Cities
(Cf. list of addresses)

Walking and cycling in the city – WHO Report, Series Town Planning, 1998

Internet: <http://www.who.dk>

'Concern for Europe's Tomorrow', 1995

European Centre for Environment and Health (World Health Organisation)
European Series, No 53

Internet:
<http://www.who.dk/docpub/puborder.htm>

'Transport, environment and health', 2002 (64 pp.)

This brochure by the ISDE, based on the work of the WHO (see articles on transport and the environment on the WHO web site), seeks to present to the general public in an easy-to-understand form the scientific research findings on links between health and transport (available in EN, FR, DE, IT, abridged version in DK).

(Cf. list of addresses)

Presentation aids on the topic 'Going to school by bicycle'

Comprising a booklet for local decision-makers, a poster and a folder for children.

French Federation of Bicycle Users (Fédération des usagers de la bicyclette – FUBicy)
Tel. (33) 388 75 71 90
e-mail: velocite@fubicy.org

'Jugend & Mobilität' ('Young People and Mobility'), 1999 (48 pp.)

This brochure by the VCÖ is extremely thorough and very well documented. It highlights the specific features of the transport requirements of young people and sets out the many reasons (safety, health, social costs, individual expense) for making it easier for them to get about by all available alternatives to the private car. Available only in German.

Verkehrsclub Österreich (VCÖ)
Tel. (43-1) 893 26 97
e-mail: service@vcoe.at

'Mobilitätsmanagement für Schulen – Wege zur Schule neu organisieren' ('Mobility management for schools – new approaches to getting to school'), 2001 (52 pp.)

This excellent document takes an in-depth look at all aspects of travel between home and school and provides numerous innovative examples. Available only in German.

(See address above)

'Gesundheitsrisiko Auto' ('The car: a health hazard'), 1995

(160 pp.) ISBN 3-92-5499-87-3

Mabuse-Verlag GmbH
Kasseler Str. 1 a
D-60486 Frankfurt-am-Main
Tel. (49-69) 70 50 53

'Lebensräume für Kinder'

Report N° 70 of the National Research Programme 'City and transport (Switzerland)'

'Theoretische und praktische Ansätze zur Mobilitäts- und Umwelterziehung im Kindergarten' ('Theoretical and practical approaches to mobility and environmental education in the kindergarten') (43 pp.)

This brochure illustrates the potential role of the bicycle alongside other motor control exercises for primary school children. It includes a general section on child development and health, viewed from the angle of mobility.

Allgemeiner Deutscher Fahrrad-Club (ADFC) Bavaria
Tel. (49-89) 55 35 75
e-mail: kontakt@adfc-bayern.de
ADFC–Pädagogisches Projekt Fahrrad
Tel. (49-89) 558 69 009
e-mail: ppf@adfc-bayern.de

'Searching for Evidence-based Research Literature on Asthma', 1999 (8 pp.)

Booklet published by the National Asthma Campaign (United Kingdom)

Tel. (44-20) 77 04 22 60
Internet: www.asthma.org.uk

'York School Travel Survey Report', 2000 (39 pp.)

This report provides a good example of how to gather information on the habits and requirements of schoolchildren. In particular, it includes an example of a very thorough questionnaire.

Daniel Johnson
TravelWise Officer
City of York Council
Tel. (44-1904) 55 13 28
e-mail: Daniel.Johnson@york.gov.uk
Internet: <http://www.york.gov.uk>

'Energie-Cités Info'

See, in particular, Supplement No 17 of Energie-Cités Info on air quality (April 1999) and Supplement No 20 on the European Car-Free Day ('In town without my car') (October 2000).

(Cf. list of addresses)

'Safe Routes to School Newsletter'

Newsletter of the SRS Campaign in the United Kingdom

Sustrans Head Office
35 King Street
Bristol BS1 4DZ
United Kingdom
Tel. (44-117) 926 88 93
e-mail: info@sustrans.org.uk
Internet: <http://www.sustrans.org.uk>

European Commission

'EU Focus on Clean Air', 2000 (18 pp.)

ISBN 92-828-4804-3 (official languages), European Commission.

'The Air Quality Framework Directive – Clean air for Europe's cities', 1998 (18 pp.)

ISBN 92-828-1600-1 (official languages, Polish and Hungarian), European Commission.

General information on the obligations incumbent on conurbations of at least 250 000 inhabitants (100 000 inhabitants in certain Member States): regular assessment, implementation of measures in the event of the limit values and alert thresholds being exceeded, publication by the European Commission of a

'blacklist' of towns and cities where air quality is inadequate, European Commission.

'Towards a local sustainability profile: European common indicators', 2000 (11 pp.)

ISBN 92-828-9493-2 (official languages and languages of the accession countries), European Commission.

'Cycling: the way ahead for towns and cities', 2000 (60 pp.)

ISBN 92-828-8099-0 (FR, EN, DE, IT, ES, PT, GR, PL, Hungarian, Slovene, Serbo-Croat, Catalan), European Commission.

This general information brochure on the bicycle sets out in detail all the reasons for promoting a bicycle-friendly policy and cites numerous examples of how this policy has been successfully implemented.

'European Sustainable Cities'

Report by the Expert Group on the Urban Environment, 1996 (240 pp.)

ISBN 92-828-4199-5, European Commission.

Europe's Environment, the Dobris Assessment. Copenhagen: European Environment Agency, 1995.

Future Noise Policy: European Commission Green Paper – COM(96) 540 final. Brussels: European Commission, 1996.

Green Paper on the urban environment – COM(90) 218 final Brussels: European Commission, 1990 Sustainable Urban Development in the European Union.

Framework for Action: Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions – COM(1998) 605 final. Brussels: European Commission, 1998.

Directorate-General for Environment
B-1049 Brussels
Fax (32) 22 99 61 98
E-mail: env-pubs@cec.eu.int

Some important events



The organisation of popular events on the subject of children's mobility (rallies organised by the school or involving the whole town, or a 'going to school by bicycle' day, etc.) is a good tool for communicating with the public and promoting public awareness. Naturally, you can operate independently in the context of your own town or city. However, it is often easier to join forces with other towns or cities or to participate in events that have already been tried elsewhere.

In most countries there are regular or occasional national events in which your town or city can take part and place the emphasis on children. Examples of the topics dealt with are road safety (for example, Road Safety Week in the United Kingdom), a 'car-free day' at school (such as Autofreies (Hoch)Schultag in Germany), a 'going to work by bicycle' day or week (to be used for the teaching staff, as seen

in the Flemish Region in Belgium, United Kingdom, and Denmark), a 'walk to school' week (Walk to School Week in the United Kingdom), a bicycle week combining various topics (National Bicycle Week in the United Kingdom), car-free Sundays (Italy), a public transport day (Train/Tram/Bus Day in Belgium), a 'back to the saddle' day for children (Bimbibici in Italy), etc.

How to find out more? By contacting the national member association for your country, the various European or international federations (see the list of addresses), your association of towns and municipalities, the institute for road safety in your country, the Ministry of Transport or Ministry of the Environment, etc.

'In town without my car!' (European 'Car-Free' Day, 22 September)

(see p. 42)

This day, which has now become a pan-European event, offers a rare opportunity to test on the spot solutions on getting to school other than by relying on the parental car. It also provides common debating and activity themes for children throughout Europe.

In certain countries, educational materials are now available to help prepare for the day in collaboration with the pupils, whose response is excellent. The occasion provides an opportunity for exhibitions and exchanges between classes. The children are invited to join in various types of animations: 'discovering the city' trips, learning to ride a bike, spreading awareness of the problems of pollution, or even 'plant and seed nurseries' on public sites in the town centre!

A 'European Handbook for local authorities' contains advice and information on how to organise the event.

Information:

www.22september.org

Walk to School (International Day, early October)

For several years now Walk to school days have been held in mainly English-speaking countries. In 2001, the participating countries were Ireland, the United Kingdom, Canada, Australia, New Zealand and the United States.

In particular, the web site provides:

- examples of national programmes, ideas and resources gleaned from here, there and everywhere;
- links to sites dealing with related topics;
- contacts in the various countries;
- downloadable prospectuses;
- quality audits of movements on foot;
- links to multiple schools, thereby enabling teachers and pupils to establish contact and exchange ideas and experiences.

Information:

<http://www.iwalktoschool.org>

The drawings below have been chosen from those submitted to DG Environment in the children's drawing competition of Green Week 2001. DG ENV warmly thanks the young artists:
Denise Aßmann, Jessica Franke, Tanja Galdipour, Kevin Löffler, Eleni Pantartzzi, Raffaele Scarlatti, There Schulz, Sofia Sironi.



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European Commission

Kids on the move

Luxembourg: Office for Official Publications of the European Communities

2002 — 61 pp. — 29.7 x 21 cm

ISBN 92-894-1887-7



Does the future belong to our children? Show that it does! Take the initiative today to change the way your town or city moves forward with future generations

- 1 Check public transport fares for children. Are they genuinely preferential? Up to what age can a child travel free?
- 2 Consult the statistics on accidents that have involved children in your town or city over the last ten years – or since the birth of your first child, if that child is over the age of ten.
- 3 Get an idea of the number and total length of streets where the maximum speed has been adjusted to take account of the presence of children (i.e. 30 km/h).
- 4 Gather general documentation on the mobility of children.
- 5 Choose someone to guide you through the relevant Internet sites.
- 6 Write to all the schools in your town or city and send them a copy of this brochure. Suggest a meeting with those schools that wish to join you in actively promoting the creation of proper conditions to enable children to get about independently (to order this brochure, see p. 34).
- 7 Seek out all the existing campaigns that could usefully be extended to include your town or city (see p. 51).
- 8 Appoint a member of your team to be responsible for 'ways of getting to school' and set them the initial task of conducting a survey among the pupils (see pp. 21 and 58).
- 9 Appoint a member of your team to be responsible for 'children and mobility' and get them to arrange an initial meeting of a working group involving your town planning departments, a road safety institute, the education sector, parents' associations, young people's representatives (youth movements, youth centres, etc.), the health sector and the voluntary sector (see p. 21).
- 10 Take the decision to set up a children's parliament and a young people's parliament.



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