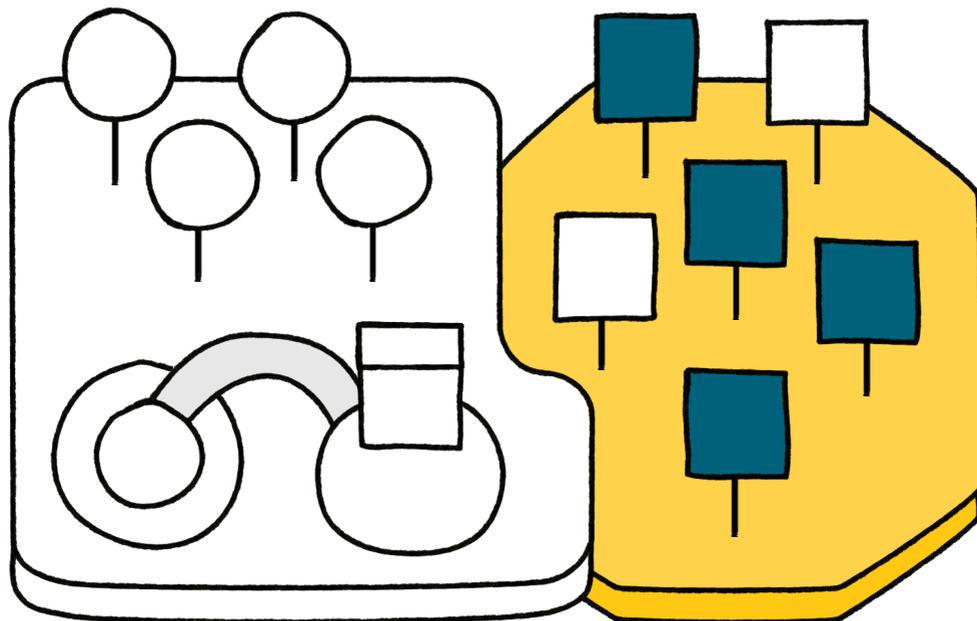


Geneva

Participatory development of school mobility plans (SMPs)



Period

The first school mobility plans [*plans de mobilité scolaire*] were implemented from 2013 onwards in the City of Geneva, and there are still many schools which could be considered for an SMP. There is therefore no end date for the project. It takes around one year to implement an SMP. The plans arising from it can be implemented over several years.

Actors

Executive power
Traffic and transport specialists
Extracurricular education

Typologies (types of spaces)

Intermediate areas

Institutional framework

Structural quality criteria

Strategic orientation
Designing the provisions
Cooperation
Participation and identification

Background

As a general rule, the Schools Department [*Service des écoles*] receives all the complaints from parents about security on the school route.

This department then passes the issues on to the responsible departments as appropriate and ensures that the actions taken are monitored: the Canton and City of Geneva (planning/development), cantonal and municipal police, etc. The Schools Department reports on the progress of the requests to the parents who submitted them.

Beyond its role as an interface, the Schools Department implements awareness-raising actions: information campaigns, coaching carried out by the School Patrol [*Patrouille scolaire*], smart routes. The Schools Department is also responsible for the School Patrol. New locations can be protected by the School Patrol when needs are identified.

Objectives

The Schools Department works on a daily basis to secure school routes by a number of actions. Some of these actions depend on the requests put forward by participatory bodies and parents' associations. This method does not guarantee full representation of a school or neighborhood and the children are not always involved in these issues.

School Mobility Plans (SMPs) consist of a thorough survey of the school: forms are distributed to the children, parents and teaching staff with a very high rate of response (between 80 and 90 percent).

This method ensures that the survey is highly representative and the children are at the core of it.

Target group

The goal concerns all children at primary schools in the City of Geneva, which represents more than 12,000 children aged from 4 to 11. The SMPs implemented so far relate to one quarter of these school-children.

Cost

One SMP accounts for a total cost of between 22,000 and 35,000 francs. This cost varies depending on the number of children involved.

Project flow

A School Mobility Plan is developed in five steps:

Mobility survey:

- forms are distributed to children, parents and teachers.
 - partners of the school are consulted.
 - classroom interventions are undertaken.
1. Results: these are established on the basis of the questionnaires.
 2. Visit and recommendations: On the basis of the results, a field visit is arranged with an expert from the Swiss Council for Accident Prevention [*Beratungsstelle für Unfallverhütung (BFU)*] and the responsible departments of the City of Geneva (mobility, planning/development, municipal police, etc.). On the basis of this visit and of the results, the Association of Transport and the Environment [*Association Transports et Environnement (ATE)*] suggests actions on planning/development, signage and support.
 3. Information and awareness-raising: The ATE suggests actions on awareness-raising and information to support the SMP, which allow the children's involvement to be increased.
 4. Monitoring and evaluation: Implementation of the actions is monitored by the ATE and the Schools Department.

In total, 7 SMPs have been implemented for a total of 18 schools, representing around 3,300 schoolchildren, or 25 per cent of the children attending elementary schools in the City of Geneva.

Success factors

- High participation rates at the schools concerned.
- Involvement of the children, who participate in the issue.
- The project creates a dynamic in the school.
- Departments of the City of Geneva being involved early enough in the process to answer complex questions about the implementation of the recommendations.
- Objectivity and expertise of the ATE (accompanied by the BFU), which implements the SMPs.
- Importance of the safety of the school route for the public, particularly the parents.
- Political will to act.
- Possibility of depending on the context of an SMP even several years after its implementation.

Challenges

- Choice of schools is limited by the planning/development department's options for action.
- In the light of the extra work generated, the planning/development department cannot get involved in more than one SMP per year.
- An SMP arouses major expectations which will not be totally fulfilled: planning restrictions, as a result of which the safety problem cannot be satisfactorily resolved.
- Involvement of the school management and the teaching staff (this has not been the case so far).
- Tight budget

Conclusion

The school mobility plan is an effective tool for defining, through a participatory process with strong involvement of the children, the locations which have to be made more secure on the routes to school.

However, implementing these actions can take some time and it is therefore very important to communicate effectively with the schools concerned so that this point is clearly understood by all children, parents and teaching staff.

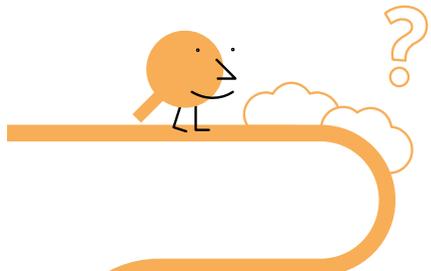
These results are also subject to numerous constraints: approvals, budget, voting on extraordinary loans, work organization, technical constraints, ongoing or long-term projects, appeals against development projects. It therefore has to be ensured that the impact of these elements when working with the responsible departments has to be reduced at the time of making the choice of schools or neighborhood involved in the SMP.

Contact

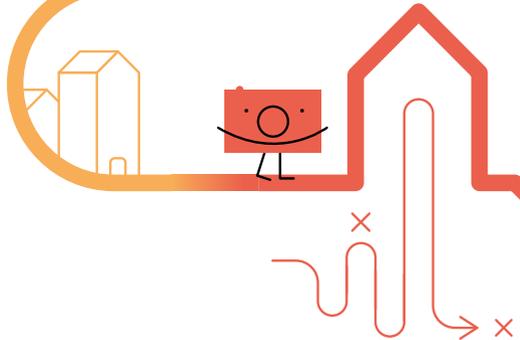
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Safety on the school route

Stages of the School Mobility Plan

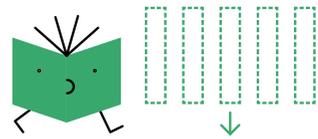
1 Mobility survey



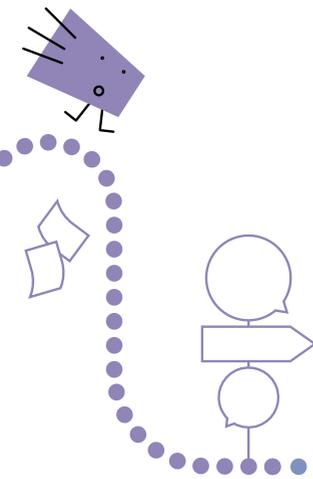
2 Results



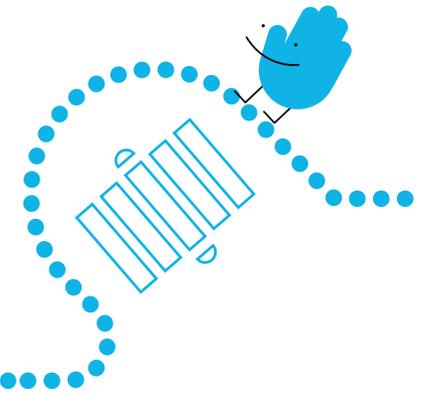
3 Visit and recommendations



4 Information and awareness-raising



5 Monitoring and evaluation



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