



PR 7 PGI02068 School Chance

SCHOOL mobility CHALLENGE in regional poliCies

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Submission User: **alba.marin@ajgirona.cat**






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Status of the current Progress Report: **Submitted**

Reporting period **01/01/2020 to 31/12/2020**

ERDF amount reported in this reporting period: **158,330.43 €**

	Partner name	Partner state	Current report
1-LP	Municipality of Girona	 ES	61,720.69 €
2-PP	Reggio Emilia Municipality	 IT	21,187.02 €
3-AP	Austrian Mobility Research, FGM-AMOR	 AT	0.00 €
4-PP	Regional Government of Catalunya	 ES	35,140.55 €
5-PP	City of Utrecht	 NL	19,754.43 €
6-PP	Municipality of Gävle	 SE	16,835.07 €
7-PP	City of Gdansk	 PL	7,296.74 €
8-PP	Brasov Metropolitan Agency for Sustainable Development	 RO	24,336.65 €
Total			186,271.15 €

1. Insight into project's implementation

1.1 Overview

Monitoring the action plan implementation

Please describe the involvement of partners during the reporting period. Is this involvement according to the plans?

Despite the pandemic, the overview of Regional or Local Action Plans is good. Most partners have developed their RAPS or LAPS activities of SEM 7 and 8 correctly. But, due to pandemic, some of them, have changed or postponed some activities to the next semesters.

P1: Have been developing the Pilot Action of a SMM Network according to the plan for this period.

P2: Actively participated in the project activities of SEM 7 and 8. Due to COVID-19, it was not possible to organize PMG7 in Reggio Emilia.

P4: Have been involved in the project during the reporting period according to the plan. But, due to new Covid measures, hiring of external and expertise was postponed.

P5: Utrecht has been involved according to the plans successfully.

P6: Gävle changed and postponed some activities like meetings or pilot-launch to the next year.

P7: They have been working as the local project's manager according to the plans.

P8: The implementation of the RAP has been influenced to a great extent by the COVID 19 pandemic. From early spring of 2020, the educational activities have been on & off until the beginning of summer (with 2 months within that period when schools have been completely shut down) and the beginning of the new school year being affected as well. Even if the COVID-19 pandemic has affected urban mobility and the education process to a great extent, the main component of the RAP has evolved as initially predicted.

How did you ensure the proper monitoring of the action plan implementation? Was the monitoring process smooth or did you encounter any difficulties? Concrete examples are welcome.

Due to COVID-19, it was not possible to organize PMG7 in order to share the RAPs progress made to each other. Otherwise, all of PPs filled a RAP/LAP monitoring document to explain to the LP, the overview, ongoing and delayed activities. Concrete examples of monitoring are:

- Regular consultation with the project leaders, the steering committee (program management), the schools and the local residents, LSG as well.
- To participate in parent meetings and school's open house gatherings to inform about the actions.
- Channels for the municipality to inform citizens: for example have also had the greatest focus on the pandemic and therefore have had no space for communication about school mobility. The pandemic may also have made guardians less susceptible to other information than the pandemic.
- Regular emails and calls with the project beneficiaries.
- The local team coordinator has monitored the progress of the work on the technical planning of the "learning to cycle in a simulated urban setting" leisure facility.

Were the relevant stakeholders actively involved in phase 2? Did the partnership carry out specific measures to keep the stakeholders interested and mobilised? Are there any differences among the participating regions in this regard?

P1/P4: In general, the level of participation and interest of the LSG, maintained throughout the year. Different municipalities have shown more interest and communication, by email, specific online meetings, or calls, due to the pilot action of the school mobility manager's network in Girona (led by P1).

P2: Nevertheless, it was not always possible to organize face-to-face meetings due to COVID-19, LSG (i.e. people working outside the Municipality of Reggio Emilia) have been actively involved in this first part of Phase 2. Meetings arranged to assure the implementation of specific actions included in the RAP.

P5: They had regular online meetings with all LSG. They had to cancel a conference due to insufficient registrations because of a common argument: the schools do not have the time or capacity to attend the conference, they were too busy, and have many other topics to prioritize.

P6: They distributed information, handouts and talked about the implemented measures and the positive aspects of children walking and cycling to school with the LSG. The communication was highly appreciated.

P7: Due to the pandemic situation and home office work system, it was difficult to get relevant LSG actively involved. Nevertheless, some progress in the implementation achieved.

P8: The level of involvement for the members of the Brasov LSG is relatively high given the specific situation (namely the COVID pandemic and the transfer of educational activities in the online environment). During semesters 7 & 8 we were not able to organize regular meetings of the Brasov LSG. The stakeholders attached to the public administration authority had a higher level of involvement due to their role in the implementation of the ERDF funded project that is related to the "learning to cycle in a simulated urban setting" leisure facility. (Action 1 of the Regional action plan)

Participation in Policy Learning Platform

During the reporting period, did you or your partners use any of the PLP services (e.g. expert helpdesk for policy advice, thematic workshops or webinars, good practice database, thematic publications)?

Unfortunately, most partners have not used the services of the Policy Learning Platform during the year 2020. Despite this, three of them, have attended specific webinars about project managers, or School Streets of Bolzano.

Could you describe any specific benefits gained from using the PLP services (e.g. cooperation with new organisations or with new projects, identification of interesting content for your own project?)

Although 2020, most partners have not used the PLP services, there are many benefits gained from using them. For example, the inspiration of school mobility actions to cope with the COVID-19 pandemic, also the feeling of having the necessary support from Interreg Europe in a difficult time, the security of being able to consult any information related to school mobility, having updated bibliography on projects related to low carbon, and constant emails about news and new calls make us be more confident with our job.

Do you have any specific suggestions related to the PLP services (e.g. topics to be covered, new services that could be offered)?

One specific suggestion is to upload in more detail on the website, documents that were used in the transfer workshops.

Another suggestion could be a Telegram channel in order to share relevant information more directly (to all the partners involved).

1.2 Storytelling

What are you particularly proud of in this reporting period?

P1/P4: They are proud to see how many cities have opted to improve pedestrian and cycling infrastructure and that citizens are beginning to value these options to a greater extent. This will undoubtedly make society more open to the application of the proposals of the RAP and will enhance its success. Also, to be able to develop a Pilot Action according to the plan, and set up the School Mobility Manager network with 9 schools in the city of Girona.

P2: They are particularly proud of the campaign to promote walking and cycling to go to school. The campaign was well designed and it was disseminated through several online and offline channels: posters, press communication, social media. Other municipalities, also thanks to the SCHOOL CHANCE project, were inspired and adopted similar campaigns.

P5: They are proud to have been able to carry out 2 pilot actions about closing the school street, despite Covid-19. The SMM still conducted 56 conversations with schools. As a result, they developed a corona-proof lesson with 6 schools, to ensure that they could still provide traffic education without having to do it in person.

P6: They are proud of the action 2 School Zones. Three schools were pinpointed at the beginning of the year to be the pilots for school zones in Gävle 2020: Ulvsäterskolan, Solängskolan, and Staffanskolan. One of them dropped out. We could implement different measures in each school (pedestrian and bicycle path, fences, bollards... One week after the two schools Solängsskolan and Ulvsätersskolan started after the summer, representatives from Gävle Fastigheter, Livsmiljö Gävle, the schools, and the parking service stood at the schools just the time were the guardians and children arrived. We distributed information, hand-outs and talked about the implemented measures and the positive aspects of children walking and cycling to school. The communication was highly appreciated by many guardians, the schools in question, and the children.

P7: In spite of the pandemic situation and lockdown the City authorities decided not to suspend but to continue works on the LAP. "The CERTIFICATION SYSTEM OF PRIMARY SCHOOLS IN THE FIELD OF IMPROVING SAFETY AND COMFORT OF STUDENTS TRAVELING TO SCHOOL IN THE CITY OF GDANSK" was accepted and implemented as a local policy instrument at the City Authorities College, the meeting of the city Mayor, Deputy Mayors and city authorities, on 21.09.2020. Also, some works on the implementation of small facilities safety improvements around pilot schools after in-field audits were carried out.

P8: We have been able to assist (the local team together with members of the LSG from NGO's) in the development of the terms of reference for the public procurement for the design of the technical specification of the ERDF funded "learning to cycle in a simulated urban setting" leisure facility. We have worked together with key decision-makers and technical staff in the Brasov Municipality in order to ensure that the park will be compliant with legal requirements, ERDF provisions and will ensure the purpose for which it is built. So we had to mitigate potential issues in order to make sure that we achieve our set goals through action 1 of the Regional Action Plan. Furthermore, we have worked with the design team selected by the Brasov Municipality in order to ensure that the spirit of the best practice of Utrecht Municipality is included in the technical design in Brasov.

1.3 Work plan

1.3.1 Main outputs

Output indicators	Current period	Achieved so far (cumulative)	Target
Number of policy learning events organised	0	73	81
Number of good practices identified	0	9	40
Number of people with increased professional capacity due to their participation in interregional cooperation activities	0	62	105
Number of action plans developed	0	6	6
https://www.interregeurope.eu/schoolchance/news/			
Number of appearances in media (e.g. press)	17	109	48
Media appearances are justified in a dedicated table, available in the project folder under this link: https://drive.google.com/drive/folders/0B_2u8LvpD_IzQndsY19rUFFzSFk .			
Average number of sessions at the project pages per reporting period	477	588	1,000
Sessions at the project pages are recorded in a dedicated table (one per call), available under this link: https://drive.google.com/drive/folders/0B_2u8LvpD_IzTnFvOUVwLWxiYjQ .			

1.3.2 Reporting per semester

Activities of the first semester of the current reporting period as originally planned

a) action plan implementation follow-up

Each region starts the implementation of its action plan. The relevant stakeholders for the implementation are mobilised.

P1 and P4 Pilot Action Plan:

1. Recruitment of the Pilot Coordinator of the local administration (25h per week).
2. Appointment of the technical staff inside the local administration in charge of the network while implementing the pilot.
3. The Pilot Coordinator will elaborate an initiation document for the School Mobility Managers so as to give the main information to help them during the set-up stage, with: description of the plan,
4. The Pilot Coordinator will define the criteria for choosing the educational centres.
5. Each school (the director and the school board) will designate in a participatory way, its School Mobility Manager.

b) communication and dissemination

The partners ensure regular updates of the project website with information on the action plan implementation.

c) project management

The lead partner prepares the progress report for the joint secretariat.

Main outputs of the first semester of the current reporting period as originally planned

Website updates

1 progress report

Pilot Action:

- Establishment of the Pilot Coordinator and the technical group inside the local administration in charge of the network
- Information document to help the School Mobility Manager
- List of participating educational centres
- Designation of the School Mobility Manager of each school
- Hold of an introduction and sharing SMM meeting
- An online database of activities to promote sustainable mobility
- A Key Policy Makers meeting

Activities of the second semester of the current reporting period as originally planned

a) action plan implementation follow-up

Each partner monitors the action plan implementation by contacting the stakeholders and beneficiaries of the different actions.

All partners meet to learn from each other by exchanging on the success and difficulties met in the implementation of their action plan.

P1 and P4 Pilot Action Plan:

1. Introduction SMM meeting in order to introduce the plan and define the schedule of the activities.
2. Creation of the manual which will define the profile of the SMM figure.
3. First training on sustainable school mobility for all the SMMs.
4. The Pilot Coordinator will create an online document where SMM can upload their activities.
5. The SMM of each school will conduct a survey (the one created by School Chance project for the 1st round of surveys to know about school mobility behaviour) for students, parents and teachers. As a result, these surveys can assess the mobility habits among the educational community as well as detect lacks and deficiencies regarding road safety and sustainable, active and autonomous mobility (educational, infrastructural, informative, etc.). The Pilot Coordinator will analyse the results from the survey, draw conclusions and find out fields where educational activities are needed. A diagnosis document will compile this information, and the goal is to evaluate the network performance in order to set improvements to be incorporated in the next semester.
6. According to the results obtained from the surveys and the ideas shared in the meeting, the schools will elaborate a Resource Pack to give answer to detected needs: new content and activities, promotion initiatives, etc. Moreover, from this Resource Pack they will choose one improvement that the Municipality will fund from its ordinary budget and will indicate the amount available.
7. Hold a meeting with Key Policy Makers in order to be updated and involved in the pilot action progress.
8. The eleven schools will carry out the Traffic Snake Game

b) communication and dissemination

The partners ensure regular updates of the project website with information on the action plan implementation.

c) project management

Main outputs of the second semester of the current reporting period as originally planned

1 project meeting
Website updates

Pilot Action:

- A diagnosis of the educational community mobility habits and detection of lacks and deficiencies regarding road safety and sustainable, active and autonomous mobility in each participating centre through a survey.
- A Key Policy Makers, SMM network, and the technical staff appointed of the Municipality meetings.
- A Resource Pack: set of initiatives in education, promotion and participation in favour of sustainable, active, safe and autonomous school travels in each participating centre.

Activities which took place during the reporting period

Describe in detail the activities related to a) action plan implementation follow-up, b) communication and dissemination and c) project management.

a) Monitoring action plan implementation

P1: Participated in the Final Conference in January 2020, and in the LSG 7 meeting held by P4 to explain the Pilot Action to other municipalities interested. 4 other online meetings were organized with the SMM to set up the pilot action. 2 key policy maker meetings with 5 LSG (from educational, mobility and sustainability departments) and 2 staff, were held to get them updated and involved in the PA. In total, 8 formal meetings were held. There were many informal meetings more, with the LP, the pilot action coordinator, and the educational external consultant company.

P2: Participated in one policy maker meeting with 10 LSG and 3 staff. Organized 4 other meetings about RAP's implementation, with 62 LSG and 5 staff. They've been working on: 1. School visibility (2 projects were set up), 2. The month of active collective mobility, 3. Communication on home school mobility to families.

P4: In January of 2020 organized the Final Conference in Barcelona, 42 LSG and 6 staff of P1 and P4 attended. Also held the LSG 7 online meeting, 46 LSG and 6 staff attended. Other 8 meetings were held to work on the RAP. They've been working on: 1. National Mobility Guideline. 2. National pact of Catalonia for sustainable and safe mobility, 3. Catalan Bicycle Strategy 2025.

P5: In January, held a LSG meeting. Organized 4 local workshops with parents and residents. 1 key policymaker meeting with the steering committee was held on November 3th, and 2 other events of start School street Dr. Bosschool and Cluster of Schools were organized. Arranging a project manager for coordinating the whole process and the implementation, making a roadmap for the process, preparation of the pilots with the schools, parents, local residents, and traffic wardens, implementation and monitoring of the pilots for 6 weeks. For the SMM, collected data from schools and their mobility problems, participated in the mini-conference with LSG, making an action plan implemented by conducting interviews at schools and giving practical tips about the educational offer via the website.

P6: Organized 4 LSG meetings, in total 4 staff and 4 LSG attended. Also, they organized two site visits with two schools Fastigheter and Livsmiljö, in order to distributed information, hand-outs and talked about the implemented measures and the positive aspects of children walking and cycling to school.

P7: In January, held a Regional Conference with primary school headmasters and teachers with 17 LSG and 3 staff. In September, organized a key policy maker meeting to present the LAP to the City Authorities College.

P8: In March 2020 the general assembly of the Brasov Metropolitan Agency has approved the RAP through a formal decision. On 23th of July, held a meeting with the LSG to discuss the opportunity of approving the RAP also in the decision body of the Centru Regional Development Agency, they deemed as impossible to implement action 2 and subsequently action 3 included in the RAP, due to COVID-19.

b) Communication and dissemination

PPs contributed to the update of the project website and social media by publishing 6 news about the implementation of RAPs (P1, P2, P4, P6) and local activities. Totally the project's news and events appeared in the media 17 times. P1, P4 and P7 organized regional conferences to present their RAPs. The Catalan School Mobility Action Plan was presented on 29/01/2020 to 48 attendees; while P7 LAP was presented on 30/01/2020.

Other activities: P1 and P4 represented the project in an external event organised by the Bicycle Office of the Metropolitan Area of Barcelona on 21/01/2020. A news about the event and the RAP presentation conference was published on the project website.

P1 also published 5 press releases about the Pilot Action and the RAP approved by the Government of Catalonia: (29/01, 27/02, 1/05, 7/09, 7/10)

P2 produced 5 videos for the presentation of the RAP, which were disseminated on the project website and on P2's website and social media

P4 published 1 press release which was sent to 200 media sources. It also realized 3 newsletters (71 recipients) and update PP website

P5 published 1 press release which was published by 4 newspapers. It also distributed 3 newsletters and 1 flyer.

P6 prepared 1 press release about the information campaign carried out on 25 and 27 August 2020 with local schools.

P8, on 07/06/2020 P8 organized an online event for the road safety day in collaboration with local schools and Brazov Police, which saw the participation of 30 children.

c) Project management

Each partner has coordinated the implementation of activities at the local and project level, according to the regional or local action plan. The LP, together with Reggio Emilia and FGM AMOR have monitored the correct project progress through periodical contacts with PPs.

The Lead Partner has circulated templates and documents (monitoring of regional or local action plans) for partners to prepare their activities and financial reporting at the beginning of the year.

Each partner has drafted and submitted to the LP an activity and audited financial reports. The Lead Partner has accurately checked all the documents, completed and submitted Progress report n°6.

The Lead Partner has updated the total budget for phase 2 to JS.

Changes from the original plans

Describe and justify any changes from the original work plan and, in case of delays, outline the solutions found to catch up with the foreseen time plan.

In October the PMG7 had to take place in Reggio Emilia, but due to Covid-19, we decided to postpone it until the first semester of 2021 (2nd of March) to have more information on the RAPs progress made in 2020. Even so, all the partners had sent to the LP, a follow-up document of the action plans to share the progress made up to October 2020.

Two Pilot Action activities of SEM 8:

5. The SMM of each school will conduct a survey for students, parents, and teachers.
8. The nine schools will carry out the Traffic Snake Game.

Due to covid, the setting up of the entire pilot action has been online. The SMM (teachers) have been very stressed and we thought it would be very complicated to carry out the surveys. For this reason, we decided to join the traffic snake game with the surveys. We'll use the data of the Traffic Snake Game's surveys to analyze the school mobility of the nine schools.

2. Insight into project's results

2.1 Overview of main results

Result indicators	Current period	Achieved so far (cumulative)	Target
Number of Growth & Jobs and/or ETC programmes where measures inspired by the cooperation were implemented in the field tackled by the project.	2	2	4
Amount (EUR) of Structural Funds (from Growth & Jobs and/ or ETC) influenced by the project in the field tackled by the project.	1,866,174	1,866,174	2,200,000
Number of other regional policy instruments where measures inspired by the cooperation were implemented in the field tackled by the project.	0	0	2
Amount (EUR) of other funds influenced by the project in the field tackled by the project.	0	0	1,450,000

2.2 Results per policy instrument

Number	Name	Structural funds link	Responsible Body Name	PI addressed by partner(s)	First policy change reported in..
1	"ERDF Regional Operational Programme Catalunya". Investment priority 4.5: Promoting low-carbon strategies for all types of territories, in particular for urban areas, including the promotion of sustainable multi-model urban mobility and mitigation relevant adaptation measures	Yes	Regional Government of Catalunya	4-PP Regional Government of Catalunya (ES) 1-LP Municipality of Girona (ES)	N/A
2	POR FESR Regione Emilia Romagna 2014-2020 (2014-2020 ERDF ROP Emilia-Romagna Region)	Yes	Regione Emilia-Romagna, Direzione Generale Economia della Conoscenza, del Lavoro e dell'Impresa (Emilia-Romagna Region, General Directorate for Knowledge, Labour and Enterprise Economy) Letter of support is provided in the Annexes.	2-PP Reggio Emilia Municipality (IT)	PR 7

3	ERDF Operational Programme-West NL 'Kansen voor West'	Yes	City of Utrecht	5-PP City of Utrecht (NL)	N/A
4	Traffic strategy for the municipality of Gävle, a Sustainable Urban Mobility Plan (SUMP), approved in 2008. The action plan for the traffic strategy (part 2) was approved in 2014	No	Municipality of Gävle	6-PP Municipality of Gävle (SE)	N/A
5	"Gdansk 2030+ City Development Strategy" - the policy instrument for the City of Gdansk, adopted in December 2012	No	City of Gdansk	7-PP City of Gdansk (PL)	N/A
6	2014-2020 Regional Operational Programme Romania. Priority axis 3 – Supporting the transition towards a low carbon economy - Investment Priority 3.2	Yes	Agentia de Dezvoltare Regionala Centru (Regional Development Agency Centre) Letter of support is provided in the Annexes.	8-PP Brasov Metropolitan Agency for Sustainable Development (RO)	PR 7

2.2.1 "ERDF Regional Operational Programme Cataluña". Investment priority 4.5: Promoting low-carbon strategies for all types of territories, in particular for urban areas, including the promotion of sustainable multi-model urban mobility and mitigation relevant adaptation measures

Policy Instrument addressed by
4-PP Regional Government of Cataluña (ES)
1-LP Municipality of Girona (ES)

General Features

Is this policy instrument a Structural Funds operational programme?
Yes

Is this policy instrument a European Territorial Cooperation programme?
No

Please indicate the geographical coverage of this policy instrument.

Country: Spain (ESPAÑA)

NUTS1 Region: ESTE

NUTS2 Region: Cataluña

NUTS3 Region:

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

On January 29th, the Regional Conference was held by P4 in Barcelona (postponed from SEM 6), 48 people attended. Generalitat of Catalonia presented the RAP design and LSG involved. On February 25th, the government approves the RAP and presents itself publicly at a press conference. On July 28th, P4 organized a LSG online meeting to monitoring the RAP and present the Pilot Action of School Mobility Manager Local Network, to different City Councils interested in implementing it in the future. By October 2020, PMG7 should have taken place in Reggio Emilia, but due to covid, it has been postponed to the 1st SEM of 2021.

Since the approval of the RAP, work has been done internally in different meetings with the areas of Mobility and the Environment of the Territory and Sustainability Department, the Dpt of Education, and the Catalan Traffic Service. We've been coordinating the tasks included in the RAP as well as influencing the internalization of its principles and measures in different policy instruments of the Generalitat of Catalonia. In this sense, the principles and actions of the RAP will be reflexed in 3:

1. National Mobility Guidelines: in the revision process. Are the basic guidelines that have to be complied with by the Mobility Master and Sustainable Urban Mobility Plans, which will have to be drafted in Catalonia.
2. National pact of Catalonia for sustainable and safe mobility (final phase of drafting and approval). This agreement will become the roadmap of Catalan Traffic Service for the coming years.
3. Catalan Bicycle Strategy 2025: Approved by the Government of Catalonia, which endorses the measures relating to school bicycle mobility.

The next ones are related to the implementation of SMM Local Network Pilot Action (strategy nº 3) by P1 in the city of Girona:

1. Recruitment of the Pilot Coordinator (PC) and hired an external educational consultant
2. Appointment of the technical staff inside the local administration
3. Elaborated an introduction guide and school mobility guide
4. 9 schools (the director and the school board) designated in a participatory way, its SMM.
5. 1 Introduction SMM meeting in order to introduce the plan and define the schedule.
6. Created a training plan with 6 workshops. The first one has already been done it.
7. PC created an online folder where SMM has uploaded their activities.
8. According to the ideas shared in the meetings, PC with SMM, elaborated a Resource Pack to give answers to detected needs: new content and activities, promotion initiatives, etc.
9. Held two meetings with Key Policy Makers: first with education key policy, 2nd with education, environment and mobility, and its managers. In order to explain the progress made and plan the future of the SMM network.
10. Prepared all the logistics for Traffic Snake Game.
11. Project writing started to other cities interested.
12. Designed the Pilot Action graphic image: specific website, logo, digital dissemination documents.

Policy change

Has the project succeeded in influencing this policy instrument?

No

If no, can you report on the main reasons why the policy instrument could not be influenced yet?

At the moment and due to Covid -19, the government of Catalonia has been working on a public procurement procedure to develop two RAPs strategies:

- Strategic Action 1. Write a manifesto for active, sustainable, and safe school mobility.
- Strategic Action 6. Create a mobility-friendly school certification
- In addition, to set up a Catalan School Mobility Website to share relevant information, tools, methodologies, and good practices to the educational community interested in the topic.

Related to;

- Catalan Bicycle Strategy 2025: This Was approved on the 5th of November 2020 by the Government of Catalonia, which endorses the measures relating to school bicycle mobility.
- National Mobility Guidelines, which is in the revision process, will be approved during this year. Are the basic guidelines that have to be complied with by the Mobility Master and Sustainable Urban Mobility Plans, which will have to be drafted in Catalonia.
- Also, the government of Catalonia approved the National pact of Catalonia for sustainable and safe mobility on 19 of January 2021. This agreement will become the roadmap of the Catalan Traffic Service for the coming years.

Related to the Pilot Action of School Mobility Manager network in Girona, it has been developed as the Application Form indicated

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	0.00 €	0.00 €

Please explain how the above amount was estimated.

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% of students going to school with sustainable transport modes by 2021	0	0	5

2.2.2 POR FESR Regione Emilia Romagna 2014-2020 (2014-2020 ERDF ROP Emilia-Romagna Region)

Policy Instrument addressed by
2-PP Reggio Emilia Municipality (IT)

General Features

Is this policy instrument a Structural Funds operational programme?

Yes

Is this policy instrument a European Territorial Cooperation programme?

No

Please indicate the geographical coverage of this policy instrument.

Country: Italy (ITALIA)

NUTS1 Region: NORD-EST

NUTS2 Region: Emilia-Romagna

NUTS3 Region:

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

SCHOOL CHANCE Reggio Emilia RAP aims at promoting and increase safe and sustainable home-to-school trips. COVID-19 pandemic had a huge impact on the implementation plan. Nevertheless two out of the three actions have already started.

ACTION 1 School Visibility -The action consists of the definition of a format to change the road and the area in front of the schools. Two projects have already been realized. A new school zone has been created in front of a primary school in the outskirt. Parking spots have been removed and it has been created a safe a livable place for students. The second project was implemented in the inner city, in front of a high school there there used to be a square dedicated to parking area. Students participated in the trasformation of the square painting coloured circles and installing urban fruniture on the square. Finally, also thanks to the SCHOOL CHANCE RAP, the city Council has approved the realization of similar projects in other 18 schools zone for a total budget of 500.000 euro.

ACTION 2 - THE MONTH OF ACTIVE AND COLLECTIVE MOBILITY - The action consists of the integration of an existing regional campaign with elements studied as part of the School Chance project. During Spring 2020 we have met virtually met representative of the Region (MA) to start a process for the regional campaign, but due to COVID-19 consequences it was not possible to start the implementation. Being a regional campaign, it would have been necessary to involve several municipalities. However, all the municipalities were concentrated to find solutions that allow students to start school in September in compliance with all restriction due to COVID-19. Due to these circumstances, the development of a regional campaign has been postponed.

ACTION 3 - COMMUNICATIONS ON HOME-SCHOOL MOBILITY TO FAMILIES – The action concerned the development of a communication campaign aimed at families at the beginning of each school grade. This action has been partly adjusted due to COVID-19 pandemic. Due to the new rules introduced during the pandemic, the capacity of buses and trains have been reduced and public transport is still not be perceived as a safe mode of transport by some users. For these reasons, in occasion of the beginning of the new school year, the Adminstration slightly changed the campaign, but with the same goal to increase cycling and prevent the collapse of the city road network in September. The campaign is targeted to pupils from 6 to 13 years old and their parents and it is focused on this message: “bring me to school on foot or by bike”. A little dragon is the main character of the campaign that has been disseminated through social media and posters on the streets in Sep-20. The campaign will be repeated in Spring-21 . The RAP contributed the development of similar campaigns were implemented in other cities of the Region, thanks to the collaboration of Emilia Romagna Region (MA).

Policy change

Has the project succeeded in influencing this policy instrument?

Yes

Please describe in detail the policy change achieved thanks to the project. Is it related to the implementation of new projects, to an improved management of the policy instrument or to a modification of the policy instrument itself (see also section 4.3.1 of the programme manual)?

The policy instrument POR-FESR of Emilia Romagna Region was approved in Feb-15 by the EC. The priority axis that the RAP aims at influencing is priority Axis 4. One of the objectives of this axis is the promotion of sustainable mobility in urban areas. At this moment, being at the end of the current programming period, the entire budget had already been allocated. For these reasons, the RAP approved by the JS at the end of Phase 1 cannot influence new projects of the current ERDF funds. Nevertheless, it has to be stressed that Emilia Romagna Region, in July 2015, financed through Axis 4 ERDF funds, the elaboration of Sustainable Urban Mobility Plans – SUMP – in urban areas with more than 50.000 inhabitants. The Municipality of Reggio Emilia received these funds. On 11/04/2019 the Municipality has adopted a new SUMP that has been strongly affected by the exchange of experience process of SCHOOL CHANCE project. In fact, the new SUMP includes all the actions described into the RAP. In this perspective, the RAP improved the governance of the Policy Instrument, because the SUMP, financed by ROP funds, has been influenced by SCHOOL CHANCE project. Moreover SCHOOL CHANCE had a positive impact on another Regional Policy Instrument, the Integrated Regional Transport Plan, that now includes the theme of home-to-school mobility, thanks to the participation of an expert from the Region to the interregional learning process. Additionally, during the RAP elaboration, Reggio Emilia contributed to the regional discussion about home-to-school mobility thanks to the collaboration and meetings with the MA and other municipalities of the Region and therefore contributing to improve the governance of the ROP. Finally, it has to be stressed that the results of the RAP will be presented to Emilia Romagna Region in preparation to ROP 2021-2027, contributing in adequately and coherently setting the resources distribution among different Axis and actions.

Please explain why this change would not have happened (fully or partly) without the Interreg Europe project; i.e. what is the link between the change and the activities organised within the project? Which lessons learned from the project were at the origin of this change? Please name the practices, activities or other content source which provided the inspiration.

The RAP has identified 3 actions inspired from good practices of other SCHOOL CHANCE partners.

The first Action - Schools visibility, was inspired by the good practice Road Safety Label implemented by the City of Utrecht, that developed traffic calming, visibility and signage interventions in front of schools; the action tries to capitalize the ten-year experience of the Municipality of Reggio Emilia in the field of active mobility and the experiences of the School Chance project that have been analysed during the study visit in Utrecht in June 2018 and the transfer workshop organised in June-19.

The month of active and collective mobility action that aims to develop a campaign to communicate, raise awareness and promote the use of active and collective mobility. This action combines the experience of the Municipality of Reggio Emilia that experimented successful games and competitions in last 10 years and the "Cycling May" from Gdansk, which has been presented during the SV in Gdansk in May-18 and the transfer workshop in Jun-19.

The third action "Communications on home-school mobility to families" aims to develop a communication tool to promote active and collective mobility; this action was inspired by the good practice of City of Utrecht "Pleasant Walking, fine cycling" that was presented during the the study visit in Utrecht in June 2018 and the transfer workshop organised in June-19.

Some stakeholders had the opportunity to directly join during the study visits and transfer workshop and this was very helpful to facilitate the Municipality in the implementation phase. Moreover, all these actions were discussed with School Mobility Managers and local stakeholders during meetings and workshops in order to ensure their full implementation.

Please describe more precisely how this policy change was achieved; i.e. what were the steps to ensure that the lessons learned from the project were finally implemented in your region? Did you have to organise specific actions to ensure that that these lessons learned were passed within your organisation and/or among the stakeholders (e.g. dedicated meetings with key people)?

The School chance RAP had been discussed firstly with the Alderman to Sustainable Policies that fully shared its goal and contents. Afterwards the Plan was presented to the whole City Council that has approved the Italian version of the Plan. Moreover, the Plan was sent and presented in online meetings to different Departments of Emilia Romagna Region (Research, Innovation and Sustainable Energy and Economy, Mobility and Infrastructure, Environmental Education Sector). Additionally, from June to September, we have kept informed our Local Stakeholder Group, especially with School Mobility Managers, with several virtual and physical meetings and written communications.

Concerning single measures, action 1 (School Visibility) implementation was possible thanks to a close collaboration between different Departments of the Municipality and key decision makers. During several internal meetings projects have been discussed and details revised in order to create better places for the school community. For the projects already realized, information has been provided to the whole school community and neighborhood explaining also the reasons of the projects. In one case, a communication panel has been installed. Thanks to the approval of the RAP by the City Council, other 18 other similar projects in front of schools have been already financed.

Regarding Action 2 – communication campaign at regional level - , during Spring 2020 we virtually met representative of the Region (MA) to discuss some details, but due to the restrictions imposed by COVID-19 pandemic, it was not possible to start the implementation. Finally, concerning Action 3 – communication to families – an external operator was identified to design the communication campaign. Different meetings had been organised with different Departments of the Municipality before Sep-20 when it was not clear if students would be allowed to go physically to school because of COVID-19 pandemic.

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	0.00 €	0.00 €

Please explain how the above amount was estimated.

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

The RAP was presented to different Departments of Emilia Romagna Region, our Management Authority, that was really interested in the scalability of the actions. The best practises that have been chosen by the City of Reggio Emilia were also presented to other municipalities of the Region during the transfer workshop held in SEM6. A concrete effect of the change triggered by the project is that another municipality, also thanks to the SCHOOL CHANCE project, was inspired by ACTION 3 about communication campaign on home-to-school mobility and adopted a similar campaign to increase sustainable home-to-school trips.

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% of students going to school with sustainable transport modes by 2021	0	0	5

2.2.3 ERDF Operational Programme-West NL ‘Kansen voor West’

Policy Instrument addressed by

5-PP City of Utrecht (NL)

General Features

Is this policy instrument a Structural Funds operational programme?

Yes

Is this policy instrument a European Territorial Cooperation programme?

No

Please indicate the geographical coverage of this policy instrument.

Country: Austria (ÖSTERREICH)

NUTS1 Region: SÜDÖSTERREICH

NUTS2 Region: Steiermark

NUTS3 Region:

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

In general we have made good progress in the implementation. Especially for the pilots ‘Closing the school street during starting and ending times of the school’, for which we have completed and evaluated the two pilots. We are now preparing the decision-making to have the measure included as a structural measure. Given the positive results, we expect this to succeed. Also the Mobility Manager has made progress in approaching schools despite the Covid epidemic. Unfortunately we have not yet evaluated this measure, but we will do so in the beginning of Q2.

Policy change

Has the project succeeded in influencing this policy instrument?

No

If no, can you report on the main reasons why the policy instrument could not be influenced yet?

The reason that the ERDF program “Kansen voor West” 2014- 2020 was not directly influenced by SchoolChance had to do with timing.

Firstly in 2018 when the project started the programming of “Kansen voor West” was already almost done.

Secondly, the pilot stage of SchoolChance started in 2020. The result of the Utrecht pilots is developing now. We expect that we can influence the new ERDF program “Kansen voor West” 2021-2027 with the results of our two pilots. Especially the closing of the school streets is getting more and more liked and we believe that in the next years this will grow fast in Utrecht. The new ERDF program, with the city of Utrecht as a contact point, will use Integrated Territorial Investments (ITI's) as an effective tool of cohesion policy. Utrecht will use the learned lessons from our SchoolChance pilots to influence the mobility policy in the new program especially in the more deprived areas in our city with tailor-filled new ITI's.

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	0.00 €	0.00 €

Please explain how the above amount was estimated.

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% of students going to school with sustainable transport modes by 2021	0	0	5

2.2.4 Traffic strategy for the municipality of Gävle, a Sustainable Urban Mobility Plan (SUMP), approved in 2008. The action plan for the traffic strategy (part 2) was approved in 2014

Policy Instrument addressed by
6-PP Municipality of Gävle (SE)

General Features

Is this policy instrument a Structural Funds operational programme?

No

Please indicate the geographical coverage of this policy instrument.

Country: Sweden (SVERIGE)

NUTS1 Region: NORRA SVERIGE

NUTS2 Region: Norra Mellansverige

NUTS3 Region: Värmlands län

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

Local Action Plan (adopted)

Adopted by the municipal council, the highest decision-making body in Gävle municipality, in November 2019.

Local action plan for sustainable school mobility 2020-2022 (adopted)

Another local action plan for sustainable school mobility with more measures than the one presented in the local action plan presented in the School Chance project have been adopted by the municipal council, the highest decision-making body in Gävle municipality, in June 2020. This includes among others a communication concept concerning school mobility and guidelines to implement when planning the traffic situation around schools. Möte 2020-06-15 | MeetingPlus [sv] (gavle.se) The project group for School Chance have started a group called "School mobility group", which will ensure that this action plan is implemented. Measures:

- Walk- and biketrain - ongoing
- School Zones - implemented
- Communication concept "Dit & hem" (holistic concept of traffic around schools) - ongoing
- School-specific travel information (maps) - ongoing
- Trafikhjulet (educational material concerning traffic) - implemented
- Traffic on schools (participatory projects for school children's experiences of the school transport environment) - ongoing

Traffic strategy for Gävle municipality (revised in 2022/23)

Updating the Traffic Strategy is a measure in the Climate Roadmap (strategic action plan for the Environmental Strategic program adopted March 2020), which will be adopted in 2021 by the municipal council.

Policy change

Has the project succeeded in influencing this policy instrument?

No

If no, can you report on the main reasons why the policy instrument could not be influenced yet?

The pandemic Covid-19.

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	0.00 €	0.00 €

Please explain how the above amount was estimated.

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% increase of sustainable school travels by 2021	0	0	5

2.2.5 “Gdansk 2030+ City Development Strategy” - the policy instrument for the City of Gdansk, adopted in December 2012

Policy Instrument addressed by

7-PP City of Gdansk (PL)

General Features

Is this policy instrument a Structural Funds operational programme?

No

Please indicate the geographical coverage of this policy instrument.

Country: Poland (POLSKA)

NUTS1 Region: REGION PÓŁNOCNY

NUTS2 Region: Pomorskie

NUTS3 Region: Gdański

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

The Local Dissemination Conference on LAP was organized and held on 30.01.2020.

Presentation of the LAP, "The CERTIFICATION SYSTEM OF PRIMARY SCHOOLS IN THE FIELD OF IMPROVING SAFETY AND COMFORT OF STUDENTS TRAVELING TO SCHOOL IN THE CITY OF GDANSK", at the City Authorities College, the meeting of the city Mayor, Deputy Mayors and city authorities, on 21.09.2020, it was accepted and implemented as a local policy instrument.

The scope of little investments and facilities improvements in relation to the results of in-field audit reports for pilot schools in order to improve safety around schools of children on their way to school, was decided and the guidelines for each school and the works' timetable & valuation of the works for implementations were approved.

The first actions were implemented: 1) establishing a 30 km / h zone around school no.62 - one of the 10 pilot schools which were audited within the project, 2) construction of an elevated pedestrian crossing near the school no 62 and the nearby bus stop on Kempna 10 street.

Steering and monitoring of the implementation of small facilities improvements around pilot schools after in-field audits, carried out by Road Infrastructure Management Office;

The "Guide for School Mobility Managers", tailored to the needs of the "School Chance" project, for Gdansk primary schools' teachers was developed;

Policy change

Has the project succeeded in influencing this policy instrument?

No

If no, can you report on the main reasons why the policy instrument could not be influenced yet?

At the beginning of March 2020, epidemic restrictions were introduced in Poland. Most of the public institutions, in these schools, were closed. Both city and school authorities were forced to change priorities in action in order to solve problems caused by this situation.

Therefore, the improvement of the GOVERNANCE could not be fully implemented yet. The required close cooperation among different bodies, institutions, and organizations and broad involvement of numerous relevant municipal actors was very hard if not impossible due to the pandemic restrictions and home office work imposed. It was not possible to make detailed arrangements in the situation of home office work in most institutions and online learning at schools. Also, the structural changes envisaged under the PI like infrastructure improvements, education, and communication or role of teachers and parents updating, was not possible due to the same reasons. Teachers and school principals, forced to conduct online lessons, had to focus on distance learning and therefore cooperation with them other than education was not possible. All necessary arrangements and agreements have been suspended.

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	0.00 €	0.00 €

Please explain how the above amount was estimated.

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% of students going to school with sustainable transport modes by 2021	0	0	5

2.2.6 2014-2020 Regional Operational Programme Romania. Priority axis 3 – Supporting the transition towards a low carbon economy - Investment Priority 3.2

Policy Instrument addressed by

8-PP Brasov Metropolitan Agency for Sustainable Development (RO)

General Features

Is this policy instrument a Structural Funds operational programme?

Yes

Is this policy instrument a European Territorial Cooperation programme?

No

Please indicate the geographical coverage of this policy instrument.

Country: Romania (ROMÂNIA)

NUTS1 Region: MACROREGIUNEA UNU

NUTS2 Region: Centru

NUTS3 Region:

Action plan implementation

Please describe the overall progress made in the implementation of the action plan (including possible pilot actions). In particular, please describe which actions are already implemented (for those actions, please also indicate in the section below whether they can be considered as a policy change). In case implementation has not started yet, please explain why.

The Regional Action Plan developed under the SCHOOLCHANCE (Phase 1) framework has been a focus for the activity of the Brasov Metropolitan Agency and the local stakeholder group during 2020. However, special circumstances generated by the COVID-19 pandemic have greatly affected the implementation process.

The Brasov action plan included three actions:

- ACTION 1 – Supporting the” learning to cycle in an urban environment” process for children in the Brasov area
- ACTION 2 – School Mobility Managers
- ACTION 3 – SCHOOL ZONES

Even if the COVID-19 pandemic has affected urban mobility and the education process to a great extent, the main component of the regional action plan has evolved as initially predicted. The 1st action proposed in the action plan relates to the development of a leisure facility dedicated to allowing children to learn how to cycle safely in a simulated urban environment, based on the GP presented by the Utrecht municipality within the 1st phase of the project. Based on an application submitted under the Romanian Regional Operational Program as a result of transferring the Utrecht GP in the Brasov mobility eco system, a subsidy contract has been signed in April 2020 with European Financing being earmarked from the ERDF. During 2020, members of the Local Stakeholders Group have provided assistance to the Brasov Municipality (the direct beneficiary of the subsidy contract) in defining the terms of reference (mainly for the” learning to cycle” component of the project) within the preparation for the public procurement procedures associated with the implementation of the project proposal. Currently, the procurement for the development of the technical specification and the construction work has been finalized (during 2020) with a contract expected to be signed in the 1st trimester of 2021. The actual construction of the” Learning to cycle” theme park is expected to begin in the summer of 2021.

Actions 2 & 3 are interdependent. Because of the COVID 19 pandemic, educational activities have been canceled for 2 months between mid-March and mid-May 2020. Subsequently, upon the starting of the new school year in September 2020, face-to-face educational activities had a duration of approximately 1,5 months. Afterwards, school activities have been moved on-line.

Within this context, the LSG members that are involved in education (principals & teachers) acknowledged that the focus must be in mitigating the effects of the COVID 19 pandemic and the activities planned for the development of the Mobility Managers network would be best implemented after school activities would return back to normal. As a result, the implementation of Action 2 of the Brasov Regional Action Plan has been postponed for 2021. As such, Action 3 would be implemented following the creation of the Mobility Manager position in interested schools and the development of the prerequisites for the development of the SCHOOL ZONES initiative.

Policy change

Has the project succeeded in influencing this policy instrument?

Yes

Please describe in detail the policy change achieved thanks to the project. Is it related to the implementation of new projects, to an improved management of the policy instrument or to a modification of the policy instrument itself (see also section 4.3.1 of the programme manual)?

The policy change generated due to the common learning process experienced during Phase 1 of the SCHOOLCHANCE project is represented by the submission of a project proposal under the Regional Operational Programme by the Brasov Municipality. Furthermore, the project proposal has been evaluated and selected for financing.

The project proposal is a direct result of the exchange of experience achieved during phase 1 of the project (GP's and SV's developed within the framework of the project). As such, the ERDF policy is oriented towards reducing CO2 levels in urban areas. Specifically, the targeted investment priority is oriented towards developing green areas (e.g. parks) in otherwise abandoned or derelict areas. Based on the SCHOOLCHANCE exchange of experiences and specifically on the Utrecht experience, Brasov drew its inspiration to develop a similar training facility as the one Utrecht administration developed in order to allow young children to learn how to cycle in an urban environment. Based on the work of the LSG and the lobby that targeted key policy maker, an application has been submitted under the Romanian Regional Operational Program (an ERDF policy) The application passed all evaluation stages and a subsidy contract has been signed in April 2020.

During phase 2 (semesters 7 & 8 of the SCHOOLCHANCE project) the relevant LSG members have provided assistance to the Brasov Municipality in the development of the terms of reference for the procurement procedure dedicated to the development of the technical specifications and the actual construction work (specifically for the "learning to cycle" component)

Please explain why this change would not have happened (fully or partly) without the Interreg Europe project; i.e. what is the link between the change and the activities organised within the project? Which lessons learned from the project were at the origin of this change? Please name the practices, activities or other content source which provided the inspiration.

As a result of the Phase 1 activities of the SCHOOLCHANCE project (specifically the sharing of good practices and the organizing of study visits), the Brasov project team and LSG members have worked together with key policy makers in order to ensure the transfer of the Utrecht experience (shared within the SCHOOLCHANCE project) in the city of Brasov. An opportunity has been identified as a call for proposals dedicated to transforming abandoned or derelict public properties into parks. The call for proposals was launched under the Regional Operational Program (financed under ERDF) and the Brasov Municipality qualified as eligible. As a direct result of the SCHOOLCHANCE project and the activities that the Brasov LSG has implemented together with key policy makers and the technical planning department in the Brasov City Hall, an initial short proposal (project fiche) and ultimately a full application has been developed. The application incorporated the Utrecht Municipality good practice and a proposal has been developed regarding the development of a park in an abandoned area that focus on a "learning to cycle" theme. As such, the park will simulate an urban environment dedicated to assisting young children in learning to cycle in an urban setting. The data and models provided by Utrecht Municipality have constituted the basis for the Brasov Municipality project proposal. The motivation behind adapting the Utrecht model is related to the objective of the Brasov Municipality to develop a similar cycling culture that would improve urban mobility.

Please describe more precisely how this policy change was achieved; i.e. what were the steps to ensure that the lessons learned from the project were finally implemented in your region? Did you have to organise specific actions to ensure that that these lessons learned were passed within your organisation and/or among the stakeholders (e.g. dedicated meetings with key people)?

Following the presentation of the good practices by the Utrecht Municipality within the phase 1 of SCHOOLCHANCE project, the Brasov project team has presented to the Brasov LSG the Utrecht policy dedicated to teaching young children how to cycle safely in an urban ecosystem. The impact of the good practice has led the Brasov local project team to select Utrecht as a destination for a study visit. During the study visit, we have collected data about the learning to cycle infrastructure developed by the municipality. Following the study visit, the Brasov LSG worked with key policy makers in order to provoke a policy transfer and ensure a successful adaptation of the Utrecht good practice. Working together with the technical department of the Brasov City Hall, the Brasov LSG identified the opportunity of developing a themed park where the initial intention was just to develop a leisure area. As a result, a policy impact has been generated because the Brasov Municipality accepted the proposal of the Brasov LSG members to evolve the initial park construction proposal into a "learning to cycle" theme park that would allow the simulation of an urban ecosystem into the initial park proposal. Furthermore, the LSG has been involved in developing the project proposal alongside the Brasov Municipality targeting ERDF funding available through the Romanian Regional Operational Program. Ultimately, during phase 2 of the SCHOOLCHANCE project, as part of the implementing the Regional Action Plan endeavor, the LSG members have provided assistance to the Brasov Municipality in developing the terms of reference for the public procurement targeting the elaboration of the technical details and the actual construction of the park.

	Current period (EUR)	Cumulative (EUR)
<i>If applicable, please estimate the amount of funding influenced by the project.</i>	1,866,174.17 €	1,866,174.17 €

Please explain how the above amount was estimated.

The amount represents the amount requested from ERDF (through the Romanian Regional Operational Programme) for the implementation of the project mentioned above

Territorial Impact

If possible, please describe the effect of this change in the territory (e.g. beneficiaries concerned, results achieved in terms of increased competitiveness or cleaner environment).

To date, the territorial impact is related only to securrin ERDF funding for the development of a "learning to cycle" theme park. Actual impact will be measurable after the finalising of the construction work (the stage is set to begin in 2021)

In case this effect can be reflected through indicators (i.e. the indicator should be clearly related to the above described effect), please complete the following section. Please note that additional self-defined indicators can be proposed when reporting in phase 2.

Self-defined performance indicator	Current period	Achieved so far (cumulative)	Target
% Reduction of GHG emissions from school trips	0	0	5

2.3 Other achievements

Beyond the above policy impact, are there any unexpected achievements of the project?

Lead partner declaration

By clicking the “submit” button, the lead partner officially validates and submits the entire project progress report and confirms the following:

1. For this report the total paid and confirmed expenditure amounts to EUR 186,271.15.
2. The information included in the joint progress report accurately reflects the information provided by all partners and gives a correct description of the implementation of the project.
3. The expenditure reported by all partners and included in the progress report :
 - i. exclusively relates to the implementation of the project as agreed between the partners and in line with the latest approved application form and subsidy contract;
 - ii. complies with the rules and obligations listed in the subsidy contract, including, but not limited to rules governing the eligibility of expenditure (in particular Commission Delegated Regulation (EU) No 481/2014 of 4 March 2014 supplementing Regulation (EU) No 1299/2013 of the European Parliament and of the Council with regard to specific rules on eligibility of expenditure for cooperation programmes, and any amendment and rules laid down in the latest version of the Interreg Europe programme manual);
 - iii. has been verified and confirmed by an authorised controller/control body in compliance with the control requirements of their EU Member State or of the Kingdom of Norway.