BUD_02 "To promote more sustainable choice of transport for students based on their modal split patterns"

Objectives of the measure

- **At measure level:**
  - Help students to make more conscious decisions when choosing between transport modes
  - Influence students' mindset towards using sustainable modes
  - Encourage the use of PT and active travel modes
  - Reduce car traffic near schools
- **At city level:**
  - Increase the share of sustainable and public transport modes
  - Reduce trips made by private vehicles

Description of the measure

- **Situation before**:

In Budapest, there are 400 elementary schools with 100 thousand+ students and 200 high schools with 50 thousand+ students (from grades 1 to 12). While the modal split of the city of Budapest has a 47 percentage of PT share, the modal split of students getting to school (based on recent study involving 26 schools and 10849 students) shows significantly less PT share: only 28 percent. Even if there is an affordable and accessible PT option nearby, parents still dominantly bring their children to school by private car, causing traffic jam and pollution in the early morning hours near the school.

There are already some *pull* measures in place: up to the age of 14 all young people can use public transport free of charge (starting from 2021 September in Budapest, extending the free PT access under age 14 for the whole Country in 2024 March). Additionally, PT monthly ticket prices are kept very low for students with a valid student ID – regardless of age.

To raise awareness of the children's individual role in shaping the mobility and liveability of the city, BKK already has a practice to give interactive school presentations about sustainable urban mobility in every year (visiting 5-6 schools) during the Sustainability Week in April and the European Mobility Week in September. BKK lecturers always ask about the modal split of the class, and also engage in discussions with children about their thoughts and beliefs (e.g. about what they think the safest/most sustainable/healthiest mode of transport is). Discussions and the mentioned research show that the desired and the actual mode of transport children use to get to school are very different: in case they would have more autonomy in deciding how to travel to school they would more often vote for active and other sustainable modes and they would also travel more multimodally.

- **General description:**

Recognizing the age when young people get to be more independent might be crucial, because by then, they should already possess a mindset that allows them to assess their actual mobility needs and to be able to make conscious decisions about how they choose to travel. With BUD_02 measure BKK aims to understand the patterns in the mode choices of students, using systemic approach: based on specific parameters of the schools (e.g. geographical, demographical differences, coverage of PT in the area), and investigating other special aspects that may influence them (e.g actual weather conditions, lack of information or lack of confidence in changing the old and less sustainable (inherited) family habits.)

Based on the already existing practice and capitalizing the results and learnings from the school-zone project, BKK will set up a methodology to collect data from schools (different locations and different age groups) to establish a modal split study. Based on the study, BKK will choose specific age groups (the ones that seem to be critical when young people are shaping their own opinion about transportation). Focus will be on schools where modal

shift can be more likely achieved, e.g. in schools where many shorter car trips happen that could be more easily replaced by other sustainable modes.

For the groups chosen, BKK will plan different education materials that will be disseminated in the framework of a campaign. Impact of the campaign will be measured: the change between the new and the earlier desired and actual choice of transport mode, and results of the measure will be used to upscale the methodology of school modal split data collection and finetuning the education materials, while also feeding the previously mentioned school-zone project that is to help schools to plan also physical changes (e.g. increasing safety, walkability, cyclability) to promote liveable and healthy movement of children.

- **Measure outputs:**

  - Methodology for collection of data for the modal split study
  - Modal Split study (about 20-30 selected schools)
  - Education materials (for different age groups)
  - Education campaign (interactive classes and programs for schools)

- **Supporting activities**:

  - Communication of the activities in social media channels
  - Stakeholders (schools, parents) involvement
  - School-zone project activities

- **Interaction with other city measures: UPPER and non-UPPER measures**

  BUD_01: To improve the efficiency and convenience of PT service
  BUD_04: To improve the route planner to increase user satisfaction
  BUD_05: New services to increase accessibility and convenience of PT
  School-zone project

Target groups and/or geographical impact areas

- **Target groups:** School students (from class 1 to 12) (with potential extension for their parents and teachers)

- **Geographic implementation area:** Budapest and its functional urban area (schools from city districts and agglomeration)

Stakeholders

- BKK Mobility Planning Directorate, BKK Strategic Data Management Directorate
- BKK Communication Department
- School students and their parents
- School management and teachers

U-tools support

N/A

Link to other UPPER measures

LIS_04: To improve PT offer, adapted to school students [PULL]

BUD_01: To improve the efficiency and convenience of PT service

BUD_04: To improve the route planner to increase the user satisfaction

BUD_05: New services to increase accessibility and convenience of PT

Process of implementation of the measure

Stages	Description	Intermediate milestones
Design	Identifying potential partners, schools (number of schools and districts by geographic and other parameters) /stakeholder analysis Identifying ways of cooperation Plan schedule of the measure activities	- Setting up cooperation with partners - Creating information materials for stakeholders about the measure activities - Defined schedule for activities with stakeholders
Preparation	Develop methodology for modal split data collection and assessment with the involvement of schools Scheduling data collection activities Modal split study preparation and evaluation process for selecting age groups based on study results Preparation of Education material concept and schedule of campaign activities	- Methodology for modal split data collection v1.0 - Schedule for data collection - Methodology for selection of age groups - Education material v1.0
Implementation	Data collection Evaluation of data and preparation of modal split study Selection of age groups to be targeted through the campaign Fine tuning of Education materials for different age groups Performing campaign and education activities (and monitoring of measure KPIs) Collecting additional data for the measure KPIs	- Data collection results - Modal split study v1.0 - Education material v2.0 - Campaign activities and measure implementation monitoring - Methodology for modal split data collection v2.0 – roadmap proposal for upscaling

Sub-measures and indicators

Measure	Sub-measure *(if applicable)*	Impact indicators
BUD_02	N/A	- Number of students involved in modal split assessment - Change in the *desired* choice of transport mode - Change in the *actual* choice of transport mode

Data Collection

- **Which of these indicators does the city already report?**

  None

- **Does the city have planned data collection/reporting activities for any of these indicators? When?**

  N/A