The outcome of the European traffic safety research project SAFEWAY2SCHOOL was presented and discussed at the projects final event and User Forum in Örnsköldsvik, Sweden, June 13, 2012.

Some of the topics discussed in Örnsköldsvik was:

1. **School Travel Plans**
   - Good experience with school travel plans in England.
   - Financing and responsibility is a critical point to implement school travel plans for a longer time.
   - Best Practice example: City of Stuttgart.
   - Suggestion that it would be good to involve children.
   - Must not became “Tick Box” = just a paper.
   - Issue to address is flexibility of system if child needs to make other journeys before and after school – sports, music.
   - Makes stakeholders aware of road risk.

2. **No children on roads with speed > 70 km/ h**
   - Critical issue are the costs.
   - Speed reduction, if children have to cross the road would be more feasible.
   - It is too hard to find alternative spots. The buses are too big.
   - People by a cheap house in the rule aria and do not think about children, because they would go to school in a few years. When that day comes they address the problem and get worried. Many places to be solved.

3. **General seat belt requirements for children**
   - Very important, but the open question is how to handle that in buses in urban areas.
   - The youngest children have problem with handle the seatbelt.
   - Public buses has not seat for everyone. This suggests more buses and increased cost for those.
• The seatbelt in busses is for adults and not good for children.
• One child, one seat, one seatbelt would be good.
• Different regulations in different countries are needed.
• Not possible in city buses.
• Driver drives, conductor deal with the children including seatbelt use, behaviour etc.
  Expensive but more effective?

4. Sign at all bus stops
• Include rules for taking away the sign.
• The decision on where the sign and the pickup spot should be needs to be decided by an authority non-by the school.

5. Improved driver training
• "To learn to manage behaviour of the children" is a support for bus drivers.
• Children don’t use the bus with their parents, so children have to learn how to use the bus safely and how to behave in the bus → that is included in the school travel plans.
• Regarding training of drivers – before training can be implemented the issues of responsibility need to be clarified between the municipality (education authority), transport operator, school, bus driver, and parents. The driver is put in a difficult position of conflicting responsibilities between safe driving, driving to a timetable and ensuring the safety of passengers (on and off at the right stops). Drivers need to know what their responsibilities are and in what order of priority especially for safety critical situations. An additional person on the bus would relieve the driver of many of the passenger responsibilities.

6. Support for the use of intelligent bus stops, IBS
• The warning (lights) would also be useful before and after the bus stop → to warn in advance. The warning lights could be set up in connection with speed reduction.
• IBS could be used on higher speed roads as a traffic calming measure. If warnings (e.g. flashing signs) are located some distance before the IBS this may help warn drivers of children and encourage them to reduce their speed. A variable speed limit might also be used which could be enforced using radar. All as one package of equipment.
• Could combine IBS with” local variable speed regulation”

Another issue discussed was that school transport must allow flexibility for individuals to ensure that it is taken up. Should one allow, for example, that an afternoon journey could be missed in order to attend an out of school activities, like music lessons, visit to grandparents, etc.

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