Children's Independent Mobility in the European Union: How Do Cities Promote and Implement Child-Oriented Policies

Master thesis

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Abstract

The ability of a child to move safely and independently around the city is one of the core elements of children's urban life. The principles of children's wellbeing in the city are secured by different policy documents, conventions and resolutions adopted worldwide. However, more and more children nowadays are being chauffeured to the schools, and that results in growing children's obesity rates and underdevelopment of social and physical skills. A few cities make a real effort to improve this situation and change travel behavior of the young residents. In order to understand more deeply the issue of promoting children's independent mobility, it was decided to investigate the European child-oriented directives and guidelines and their implementation in different countries and cities. Policy fuzziness that was revealed during the research process was further examined into the practice, on the real cases of the cities that were implementing projects related to stimulation of children's independent mobility. In the result of surveying the key actors that participated in policy making and implementation process in the cities of Bologna, Burgos, Stuttgart and Delft, it was figured out that EU guidelines have only informal influence on policy implementation, while urban initiatives and their management are fully in the hands of local authorities. Investigation of the implementation barriers, relations within the networks of actors and institutional capacities of the cities allowed to determine the factors stimulating realization of children's independent mobility policy concepts. Finally, a set of recommendations for facilitating relevant child-oriented projects was worked out.

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Chapter 1. Introduction

1.1. Background

Underestimating of the child's image and his role in the city is a matter of high concern for the contemporary society. Children do not often participate in the city planning activities, having almost no possibility to influence decision making process (Bochu, 2002). Some effort to improve this situation has been made at the international level. Different important documents and guidelines were devised, special organizations with the objectives to stimulate child friendly city ideas were created. The fundamental instrument concerning promotion of the child friendly ideas and protection rights of the children is the United Nations Convention on the Rights of the Child (UN General Assembly, 1989). The European Commission also worked out the documents in this field, resolutions, like Towards an EU Strategy on the rights of the Child (European Parliament, 2008), different reports and EU guidelines, like Recommendation 241 (Council of Europe, 2008). In order to promote these ideas and stimulate their realization, different organizations were created in the national as well as in international levels. One of the most famous is the European Network of Children Friendly Cities (ENCFC) which has the aim to implement the ideas of the Convention on the Children Rights at the local level (Heys et al., 2013). One of the aspects of these policies is protecting rights of children to move around the city.

This research will focus on investigating that particular issue – children's independent mobility. The concept of the children's safe mobility implies the possibility of the independent travelling to school, sport centers or other places of leisure activities. Promotion of CIM ideas is reflected, for example, in the Recommendations of European Council (2008) which invite the countries to "develop policies, involving all levels of governance, to implement integrated mobility solutions which encourage public transportation and 'soft' mobility".

The idea of children's independent mobility refers to the freedom of children to move around without adult supervision and turns to be an important component of the children's life in the city (Tranter & Whitelegg, 1994). To be able to travel freely and safely in the urban environment to a high extend helps the children to develop spatial, social, physical skills and presents them as the young residents equal in rights to the city with the adults. But since the 1970-s there is a growing tendency of a decrease in the independent mobility rates of the children. For example, the level of independent mobility by children in the United Kingdom has declined from 86% in 1971 to 25% in 2010 (Hillman et al., 1990). The most significant reasons of such a trend were increasing motorization that created unsafe conditions for the children travel in the streets and the growing alertness of the parents aimed to safeguard their children from the strangers (Lam & Loo, 2013). As a result, more and more children appeared to be chauffeured

by their parents to schools, and their mobility has turned to be largely under parental surveillance (Stone et al., 2014). Such car dependency to a certain degree conditions the children obesity, promotes unhealthy lifestyle, provokes the lack of children integration to the neighborhood community and, besides, accentuate traffic problems and pollution (Fyhri & Hjorthol, 2009; Monsur, 2012; Villanueva et al., 2014). This situation of a lack of independent mobility prevents forming the child's personality as an independent actor with the right to the city.

1.2. Problem statement and aim of the research

Since 1990-s the European Union has been trying to confront the problem of insufficient children's independent mobility by devising certain guidelines for countries to follow in order to improve the situation with the lack of child friendliness in the cities. The international conferences are being organized for the countries to share their experiences and problems in this field, special funding programs are launched. Many countries have committed alongside the United Nations Children's Fund to promote children's mobility (UNICEF, 2004). Some of them are already realizing important projects in this domain, and their cities are becoming more and more child-friendly. However, the child-friendly policies are not always successfully implemented at the local levels: the initiatives may not be supported enough, and consequently the cities do not meet the demands of its young residents (Bochu, 2002). In this paper the attempt will be made to find out and evaluate the implementation principles of the policies aimed at promoting children's independent mobility, to investigate the barriers of their implementation and to offer some guidelines for increasing the efficiency of these policies.

The research objective is to investigate to what extent different countries – members of the EU – are implementing the European policies aiming to stimulate children's independent mobility; to examine their cooperation in this field and to find out which capacities of the cities are needed for a successful policy implementation

The research question:

How do the European cities implement the policies aimed at promoting children's independent mobility, and which factors would ensure their active implementation?

The research question is divided into several sub-questions:

1. How could the urban environment be improved regarding creation of the conditions favoring children's independent mobility?

2. To what degree are the current European child friendly-oriented policies implemented among cities in the member states?

3. How are the government levels interrelated within this decision making and implementation process?

4. In what form does the cooperation between the European countries in the field of

promoting child-friendly ideas exist?

5. What are the institutional capacities that influence the implementation of the policies promoting children's independent mobility?

6. Which barriers prevent the European countries to apply the policies promoting children's independent mobility?

1.3. Societal and academic relevance

In many previous studies the attention was paid to the tendencies of children's traveling to schools and factors influencing the character of children's mobility (Fyhri & Hjorthol, 2009; Lam & Loo, 2013; Monsur 2012; Prezza et al., 2005; Stone et al., 2014; Tranter & Pawson, 2001; Villanueva et al., 2014;). This research is aimed at the policy aspect of this mobility issue which turns out to be a novelty in the research field related to the children mobility issue. Understanding of what has been done at national, regional and local levels to promote child-friendly ideas and principles, revealing major guidelines at the European level would elucidate the problem regarding lack of children's independent mobility. Major changes in the travel behavior of young residents will become possible when a significant transformation in the corresponding policy field will occur.

In the academic literature about the children's mobility issue it is hardly possible to find indications on a clear set of the relevant policies. The studies usually indicate UN Convention on the Children Rights as a key child-oriented document, however leaving a knowledge gap concerning the role of other policy documents (Hillman et al., 1990; Riggio, 2002; Whitzman et al., 2010). The policy field and its connection to the real projects in the children's mobility domain remains insufficiently examined. This research should explain how fuzziness in the policy field works in practice. Better clarity and feasibility in dealing with this problem will be reached through application of top-down/ bottom-up policy implementation approach. That will help to understand the policy making principles and give an insight on the institutional changes needed to facilitate better implementation of the projects related to promoting children's independent mobility.

1.4. Structure of research

The second chapter of this paper will be devoted to the theoretical framework of the research. Firstly, the concept of children's independent mobility will be discussed. The main tendencies in the mobility of young city residents will be covered, and key findings from different researches will be presented. Furthermore, the policy aspect will be more thoroughly considered. Important policy documents which are applicable at the European level and related to the child-oriented issues, in particular children's mobility problem, will be defined.

The discussion of policy implementation theory is an important part of the second chapter. This theory will be a useful tool for understanding the problem of executing European ideas and policies on children's independent mobility topic. The use of two approaches of policy delivery and execution will explain participation of the different government layers in this process. Institutional and structural constrains arising during implementation phase will be considered in another section, as well as the ways to overcome them, that will be given within the framework of capacity building theory. The relations within and between the groups of stakeholders that participate in policy making and implementation process, as well as their attitude to the policies on the children's mobility will be examined within the framework of network analysis. Looking at this problem from the network perspective and using capacity-building approach would give reliable ground for building the empirical part of research.

The third chapter deals with the research design description. The research method to be applied, which is a comparative case study analysis, will be discussed. Case studies of the CIM projects implementation in several European countries will be analyzed. The comparison procedure will be applied in order to trace the common trends in policy implementation process and to figure out the institutional constraints that impede this process. Firstly, the analysis of the documents related to the children's mobility rights promotion at national, sub-national and local levels will be conducted. Then the survey among the key project stakeholders will be organized. The conversations with several policy makers and advisors will be carried out in order to clarify and justify main findings.

In the next chapter the case studies will be described, the concrete examples of the children's mobility projects and relevant problems will be given. Finally, the analysis and interpretation of the results will take place that will allow to work out general recommendations regarding stimulation and facilitation implementation of the children's mobility projects.

Chapter 2. Theoretical framework

This chapter deals with explanation of the theoretical basis of the research. At the first step it is important to clarify the term children's independent mobility, to define the origins of the mobility problem and the factors influencing it. Then European policies important for stimulating children's safe mobility around the city will be defined, and their consideration from the policy implementation theoretical perspective will become possible. Discussion of network perspective and capacity building approach in the third section will allow to get better understanding about institutional capacities and actors' roles in policy making and implementation processes.

2.1. Children's Independent Mobility: conceptualization and practical questions

Cities and towns are very special urban entities that offer a variety of services and give plenty of opportunities for the personal development of all categories of citizens, including the young ones. Cities are able to assist children in fulfilling their needs in socialization, self-educating, safe outdoor playing and mobility, as well as to provide better understanding of how the society works. A city with the safe, accessible, healthy, joyful and diverse environment is regarded as child-friendly city (Collins & Freeman, 2005). Such a city aims to guarantee the right of children to the following activities (Riggio, 2002):

- gain access to basic services such as health care, education and shelter;
- be protected from exploitation, violence and abuse;
- walk safely in the streets, on their own;
- meet friends and play;
- live in an unpolluted and sustainable environment;
- influence decisions about their city;
- express their opinions on the city they want and so on.

However, while creating a child-friendly urban environment a top-down approach is often used. In this case certain types of policies and institutions are being devised for the children needs in terms of adults' considerations of their appropriateness (James & James, 2012). From the perspective of childhood sociology and 'the right to the city' paradigm such approach does not appear to be quite reasonable. These theories position a child as a social actor as creative and inventive person who has rights of participation in public realm (O'Brien et al., 2000). Children should have the access to a basic level of social and physical infrastructure, but they have the right to be recognized as an interest group with specific needs that can be expressed by themselves (Whitzman et al., 2010). But if children are not involved into the campaigns aimed to improve the urban space to be better fitted for the children needs, then they

loose their right to the city and chance to remake the city according to their needs. So, it should be pointed out that child-friendly cities are not only about making urban environment safe and healthy for the young inhabitants but to recognize children as the independent actors in the urban realm with their own interest and concerns.

At the European Union level the concern with children's rights and wellbeing, and in particular, with making the cities more child-friendly is reflected in the guidelines and recommendations for the policy development in the member states: UN Convention of the Children Rights (UN General Assembly, 1989); Resolution of 2008 *Towards an EU Strategy on the Rights of the Child* (European Parliament, 2008); Outcome document *A World Fit For Children* (UN General Assembly, 2002). These documents try to incorporate ideas of both protecting children's rights for healthy urban environment and, at the same time, promote ideas of children's involvement to the policy making process.

Despite there are many directions for investigating the child-friendly cities concept, in this work the focus will be put on one of the policy aspects in this domain that refers to the children mobility issue. First notion of children's independent mobility (CIM) concept was made in the report 'One False Move' devoted to the issue of road safety of the children in the UK and Germany (Hillman et al., 1990). The independent mobility of the young citizens was operationalized by the authors into the possibilities to

- cross main roads alone;
- travel to places other than school within walking distance alone;
- travel home from school alone;
- go out alone after dark;
- cycle on main roads alone;
- use local buses alone.

Later the CIM concept was defined by different authors (Tranter & Whitelegg, 1994; Prezza et al., 2010; Rudner, 2011; Shaw et al., 2013), and the main point consisted in having possibility for children to travel or play in the streets and public spaces without adult supervision, in other words it CIM is a frequency with which children move around in the city by themselves.

The possibility to have the access to the public spaces and various services, to travel safely and independently in the city or, at least, in the local community is one of the crucial aspects of children's wellbeing in the urban environment. It not only helps to develop spatial and cognitive skills, but stimulates children's integration into the local community, favors better socialization and increase in physical activity of the young city inhabitants. However, this access is currently restricted by different transport policies oriented at the car-using adults (Bochu, 2002). Growing motorization has already influenced on the quantity of children independently

traveling to the schools. For example, in the United States and United Kingdom this number has declined from 86% in 1971 to 25% in 2010 (Hillman et al., 1990). Other authors Prezza et al. (2001), Holt et al. (2009), Monsur (2012) also point out that only very few children travel freely in their neighborhoods and play outside with the other children. Besides the traffic danger, some authors point out the 'stranger danger' problem that consists in the parental fear of assault or molestation (Hillman et al., 1990; Joshi et al., 1999; Fyhri & Hjorthol, 2009). As a result, a number of children tend to be chauffeured to the schools and leisure activities by their parents or other adults. The data from the research on the independent mobility of schoolchildren in Australia showed that the third of the sample were driven home from school, especially the primary schoolchildren (around half of them) (Carver et al., 2013). The UK transport statistics says that "almost 20 % of morning rush-hour traffic is made up of children being taken to school by car" (Bochu, 2002).

A lot of research studies have already been conducted throughout the world, certain tendencies in the children mobility character were found out and particular policy decisions were offered. Important findings can be traced from the different articles. Some of them show that road safety (Hillman et al., 1990), traffic volume and speed (Tranter & Pawson, 2001), as well as the distance to school, street width, number of crossings (Monsur et al., 2012) can be the factors determining an independent mobility character. Population density (Waygood & Kitamura, 2009), degree of urbanisation (Driana & Kinoshita, 2011; Broberg et al., 2013) show the difference in the mobility type of the children. In some countries it was figured out that more dense urban structures promote independent mobility (Lam & Loo, 2013). Independent mobility increases with age, and is differentiated by gender with the boys being more free in their travels (Prezza et al., 2005). High household monthly income, car ownership tend to have the negative effect on the independent mobility of the children, while the good chances of that kind mobility were observed in the single parental families or in the families with the working mothers (Lam & Loo, 2013). So it becomes clear that the relations of such factors and the children mobility principles vary in the different cultural and institutional contexts of the countries where the research is being conducted. Consequently, the treatment of the CIM problem should correspond with the peculiarities of a concrete country and city, and the policy measures in this field should be worked out accordingly.

The major question that should be put on the political agenda of many countries is to find the solutions for the children mobility problems in the cities, to improve urban environment to be better suited for the children's needs. While dealing with this question the policy makers should always keep in mind that children are equal to the adult citizens in their right to the safe traveling, free access to the public spaces, and they should be able to participate in decision making. The

principles of the process concerning adopting the programs aimed at promoting CIM ideas in the European countries will be analyzed and discussed later. But first, it is necessary to overview the theoretical basis of the policy implementation, to consider the main aspects of policies transplantation from the EU level and their execution at the local levels.

2.2. Theoretical perspective on the EU policy adoption and implementation

In order to understand in what way the EU regulations and directives are adopted at the state member level and put into process it is necessary to introduce the notion of policy implementation. This concept implies "what happens between the establishment of an apparent intention on the part of the government to do something, or to stop doing something, and the ultimate impact in the world of action" (O'Toole, 2000). Being a part of policy-making process, policy implementation may be considered as a stage of a certain policy execution by the institutions or other responsible organizations. The implementation process comprises several key elements (Fischer et al., 2007):

- specification of program details (how should the program be executed?);
- allocation of resources (how are budgets distributed?);
- decisions (how the particular decisions are carried out?).

It means that good understanding of policy content and procedures, the resources that are needed to be mobilized for the efficient policy execution, defining the tasks division and coordinating the actions of the organizations involved into the tasks fulfilment process are the core steps to be undertaken in the policy implementation procedures.

There are two main approaches concerning the nature of policy implementation. The first one deals with the top-down modeling of the policy execution when the decision makers produce certain policy objectives and then control policy delivery. In this case the emphasis is put on the central policy makers, often represented by central government, while the implementers of the policy objectives remain disregarded. Another approach, the bottom-up one, on the contrary puts more emphasis on those actors who are involved in the policy delivery, i.e. local bureaucrats, and considers the implementation process as the negotiations among the networks of such actors (Fischer et al., 2007).

The European Union policy delivery and execution fits more to the top-down approach of policy implementation, as far as designed policies by the European Commission and then passed by the Council are transferred to the national public authorities who become responsible for their fulfillment. But as the implementation is highly political process in which policies can be reshaped and redefined, it can be regarded as well from the bottom-up perspective (Newig & Koontz, 2013). In that case decisions take place in the implementation phase, and some policy

aspects may be improved and reformulated. However, the deviation from the original goals is not legitimated.

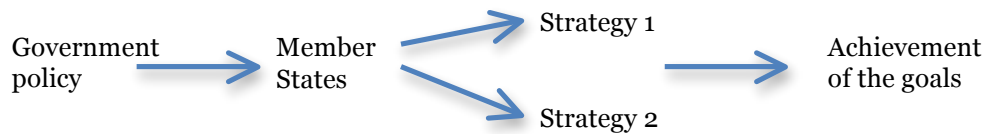The top-down implementation process basically runs as in the following scheme:

Figure 2.1. Top-down policy implementation scheme

The member states should decide themselves on which strategy to choose in order to obtain the intended target being prescribed by the EU Commission. The latter in its turn is occupied by monitoring of the directives application.

The achievement of the proper policy implementation may be hindered by a misfit between the EU level regulations and the arrangements of the EU states. This phenomenon is known as an implementation deficit characterized by the differences between ambitious and actual performance of the policy (Crabbe & Leroy, 2008). The poor policy implementation may be caused by the unfitness of the institutional context to the new policy conception, i.e. to the existing state traditions, patterns of relations, customs and shared outlooks (Muihen van, 1995). It should be outlined that the more European policies mismatch the existing traditions of the member states, the more the latter have to depart from their traditional way of doing things, the higher risk of a total failure of the policy (Fischer et al., 2007). Or it may be produced in the result of the multi-levelness of the government system when the decisions have sometimes to pass supra- and subnational levels at the expense of the national level (Newig & Koontz, 2013). In that case lack of proper interaction between the governance levels may impede the policy implementation process. Moreover, because in the policy implementation process multiple actors participate (intergovernmental bodies, federal governments, municipalities, NGOs, citizens that are affected by certain policy) who have their own interests and strategies, it is not always possible to reach the collaboration and consensus among them.

One of the most important notions to be kept in mind while discussing practical implementation of the European policies at the member states level is its cross-national specific character. It is necessary to be aware of the policy implementation patterns in each country, of the cultural conditions and institutional context that indicate which factors are important in each concrete place, and that gives better understanding of how policy should be applied. Policy implementation may be considered as an effective stage of the policy making process, if declared objectives of the directives worked out by the European Commission are correspondent to the measures of practical policy application that are adopted by the member states.

The implementation of the child-oriented policies is a complex issue. In the situation of absence of the precise policy directives towards creating child-friendly environments, a large set of responsibilities lies on the national, subnational, local actors and their initiatives. Promotion of child-friendly ideas comes from the EU level in the form of recommendations (Recommendation 241, 2008), guidelines (Child Friendly Cities Guidelines) and different types of reports (Outcome Document of UN General Assembly's Special Session on Children 2002, Reports from the Child in the City Conferences, national reports on implementing child-friendly projects). These guidelines should serve as a framework while devising child-friendly plans and programs at the national or local levels.

The main international document in the field of protection of the children's interests in the city is the *UN Convention on the Rights of the Child* adopted in 1989. The document was ratified by more then 190 countries, including all EU member states. This Convention consists of 54 articles that cover different domains of children's lives: civil, political, economic, social, cultural. For the member states there is a legal imperative to put the children's interest as a primary consideration in all actions concerning children.

Relying on the basic principles of the Convention the child-oriented policies in the countries should be worked out. The core elements necessary for the UN Convention implementation are (UNICEF Innocenti Research Centre, 2004):

- children's participation that presumes involvement of the young citizens to the decision making process;
- a child friendly legal framework;
- a city-wide Children's Rights Strategy which is a comprehensive strategy for building Child Friendly Cities;
- a children's Rights Unit or coordinating mechanism in local government that ensures priority of children's perspectives on urban issues;
- child impact assessment and evaluation that implies assessing the impact of policy and practice on children;
- children's budget that consists in an adequate resource planning and commitment;
- a regular state of the City's Children Report aiming to ensure efficient monitoring on the state of children and their rights;
- making children's rights known;
- independent advocacy for children resulting in creation of non-governmental organizations and independent human rights institutions.

All of these activities are to different extent penetrating political agenda setting of the European countries.

One of the recommendatory documents of the European Union in the field of the children's rights protection deals with facilitating children's mobility in the cities. In the *Recommendations 241* obtained from the Congress of Local and Regional Authorities (2008) European Council invites the member states to "develop policies, between all levels of governance, to implement integrated mobility solutions which encourage public transportation and 'soft' mobility and which improve the protection and security of all users, particularly the most vulnerable such as children". Another important document, the *report 'Building Child-Friendly Cities: Framework for Action'* by UNICEF Research center (2004) states that the process of building child-friendly cities may be realized within the top-down approach, emerging from the governmental resolution and coordinated at the local levels, or within the bottom-up approach as an initiative of the neighborhoods that promotes children's right to play and move safely in the city. An *outcome document from the Special Session on Children World Fit for Children* (UN General Assembly, 2002) claims for the need to work out the strategies and national action plans for children and develop partnership among national and local governments in order to tackle this issue most efficiently.

Growing concern for the mobility issue brings some countries to design projects aimed to stimulate independent mobility of their young inhabitants and to adopt certain policy measures. All of this is done in line with the EU statements and recommendations under the control and with the assistance of the supra-national organizations, in particular European Network of Child Friendly Cities (ENCFC). In order to enable children to travel safely in the city different policy measures are widely proposed. One group of recommendations relates to the road safety when the public authority introduces the measures such as speed reduction, limitations on volume of the traffic in specific zones, segregation of cycling and walking paths, increasing the strictness of liability for drivers in the road crashes (Whitelegg, 2013). Another group of recommendations is about making the public transport more friendly to the children by increasing its availability and accessibility (Bochu, 2002). Besides, effective land use planning may contribute to CIM promotion, for example by separating the streets from traffic with the green barriers or transforming streets to public spaces (Bochu, 2002). Majority of these measures are practically applied in concrete cities what makes possible the lessons drawing. For the exchange of these ideas and practices international conferences are being organized. One of the most significant ones is Child in the City annual conference hold by ENCFC.

All in all, it could be stated that at the European level only broad disperse guidelines for stimulating CIM ideas exist. No clearly stated policies have been found out, no directives have been worked out by the European Commission. Therefore, a particular set of CIM policy documents can not be determined. However, there are general indications of what should be

done in the forms of recommendations and output reports from the conferences, as well as the examples of existing good child-oriented practices. UN Convention remains a core document in the field of stimulating child-friendly concepts, including children's independent mobility as an essential component of children's wellbeing in the city.

In order the policy adoption could occur, the capacity limitations in the cities-recipients need to be analyzed, and the favoring institutional context for the EU guiding principles should be found.

2.3. Capacity building and networking requirements for the successful policy implementation

Adoption of a policy does not necessarily means that this policy will be simultaneously adjusted to the domestic settings. The institutional context, political system, economic conditions, culture may differ greatly in different countries and thus, can impede or, in contrast, favor the policy adoption and further implementation. In general, there are three key factors indicating the constraints of policy implementation.

1. The characteristics of policy to be transferred. The level of complexity of EU directives or recommendations can influence the quality of adopted measures. The higher demand on national legislators to find an appropriate transposition measure, the more changes have to be made in national legislation (Zhelyazkova, 2013). Usually the more complex and sophisticated the policies are, the more difficult to transfer and adapt them at local level (Rose, 1993).

2. Willingness of actors at national and local levels to implement certain policy. Preferences of actors-implementers may contradict the policy goals, these policies may not be in compliance with national strategies. Transposition of the EU directives may cause member states' disagreement and lead to the voting against policy adoption (Zhelyazkova, 2013). In case of policy transfer, the willingness of the state actors to implement policy is reflected in the voluntary policy transfer, while coercive transfer implies forcing and pushing countries to implement certain policy decisions (Dolowitz & Marsh, 1996).

3. Institutional and structural constraints. In both cases of policy transposition and policy transfer institutional context matters. Firstly, this implies that the structure of political system based whether on federal or unitary principles may be regarded a constraint for policy adoption (Wolman, 1992). Secondly, government compositions, type of party system, the ideological closeness between parties may have an impact on the policy success (Konig & Luetgert, 2009). Moreover, the consistence of policy with the dominant political ideology, as well as ideological consensus between national actors is of high importance (Dolowitz & Marsh, 1996). Heterogeneity in the states policy preferences may cause delays in policy incorporation and

increase the uncertainty about policy objectives (Zhelyazkova, 2013). Bureaucratic capacities, size and efficiency of bureaucratic structures may impede the implementation process (Dolowitz & Marsh, 1996; Toshkov, 2010). The technological capacities of the country going to adopt certain policy, the availability of resources necessary for its implementation may appear to be a considerable constraint as well (Dolowitz & Marsh, 1996).

The response of the countries to the institutional constraints and limitations to the policy implementation process may be given in the framework of capacity building theory. *Institutional capacity* is considered as "ability of administrative and government organizations and agencies to respond to and manage current social and environmental challenges through decision-making, planning and implementation processes" (Polk, 2011). Capacity building refers to the process of creation, strengthening and maintaining capacities over time. As Healey (1997) points out, capacity building refers to the capacity to facilitate open-policy processes that provide access to relevant stakeholders and room for various types of knowledge resources. She distinguishes three elements of capacity building at the local government level: knowledge resources, relational resources and mobilization capacity (Healey et al. 2003). The concept of *knowledge resources* implies possessing certain type of expertise at different state levels. Knowledge may be technical, environmental, experiential, tacit and vary from national to local level depending on the decisions to be made. Construction of knowledge may take place in policy making process within social interactions. *Relational resources* relate to the connections between people and organizations based on the common understandings of the problem. *Mobilization capacity* reflects the degree to which actors are involved to decision making process and extent to which policy making is able to include the stakeholders; this is capacity to act collectively on certain problem (Breukers & Wolsink, 2007).

In the framework of the policy making for promoting children's independent mobility the specific focus will be set on the key elements of capacity building concept. Knowledge resources in this context may refer to awareness of children's rights primacy in child related issues, understanding complexity and interconnectedness of policy adaptation, critical reflection on the technical side of CIM projects implementation and the consequences of certain policy measures application, recognizing a multi-level nature of the children-oriented policies. Relation resources, from the perspective children mobility issues, imply trust and reciprocity within the networks of actors, cooperation between the groups of stakeholders, the consent on the necessary steps towards stimulating CIM, coordination on policy making and implementation process between supra-national, national and local government levels. Mobilization capacity relates to the degree of involvement of non-governmental sector to policy implementation process and participation the public and especially young citizens in policy making. Overall, capacity building in the

European member states will be analyzed regarding existence of knowledge resources for the principles of children's independent mobility stimulation and their correct implementation, cooperation between different sectors of government on promoting these principles, openness to the new actors involvement, in particular, children into policy-making process.

As far as policy making is the domain of children's independent mobility is quite an open and creative process based mainly on the recommendations of the European Commission, the role of actors networks becomes more significant. In fact, it is their initiative that serves a base in designing CIM policies and provides effectiveness of CIM policies implementation. Therefore, it appears to be important to investigate the relations within and between the groups of stakeholders and their attitude to CIM policies. For this purpose network analysis becomes a useful research tool.

In general, *policy network* is considered as "a set of relatively stable relationships which are of non-hierarchical and interdependent nature linking a variety of actors, who share common interests acknowledging that co-operation is the best way to achieve common goals'" (Boerzel, 1997). Policy network consists of various actors (individuals, organizations, coalitions) and relations between them. Interactions between actors produce certain set of patterns that structure the relations in the network and may influence the outcomes, both positively and negatively (Christopoulos, 2008).

Policy network comprises public and private actors who have different preferences and pursue certain goals in particular policy questions. These actors are usually positioned differently to each other and connected by the ties of different strength (Löblich & Pfaff-Rüdiger, 2011). The actors possess different resources, such as information, material resources and power. That produce asymmetry in the relations between them and increases decision authority of certain agents. As Adam and Kriesi (2007) point out that policy network analysis should be concerned with the power relations in the network and, namely, whether power is concentrated within one of the dominant actors or coalition of actors, or shared equally among them.

Other guidelines for the analysis of policy network were offered by Czischke (2007). She offers three dimensions of the analysis:

1.   *Main characteristics of networks*. This category includes interdependencies between actors what presumes that actors are dependent on each other because they need other's resources to reach their aims; variety of actors and goals; relation patterns that shape interaction between actors; and closedness of networks reflecting exclusion of certain actors from interaction that appears when their perception of reality differ from others.

2.   *Cognitive dimension* of networks that comprises frames of references of actors, their perceptions of the issues, values and ideas on policy.

3.	*Role and management of perceptions* in the network. Policy making process is characterized by a variety of perceptions on the policy content. In order to facilitate decision making process these perceptions need to be adjusted. Several strategies are used for this purpose: actors may try to get to know each other better, to organize brainstorming sessions and debates in order to manage developing new ideas.

In the context of policy making aiming to promote CIM, the analysis of actor networks, their characteristics and principles of functioning becomes a necessary step to understand how the policies are devised, transferred and implemented.

All in all, policy analysis should be accompanied by the analysis of the network systems as far as networks are capable of shaping the policy outcomes, especially nowadays, "in a context of increasing complexity where neither hierarchies nor markets provide answers to policy problems" (Czischke, 2007).

2.4. Conceptual model

The theoretical framework offered comprises four key concepts (policy implementation, institutional context, capacity building, network analysis) that will serve a basis for designing the practical part of my research. In order to provide more comprehensive explanation a following model is offered.
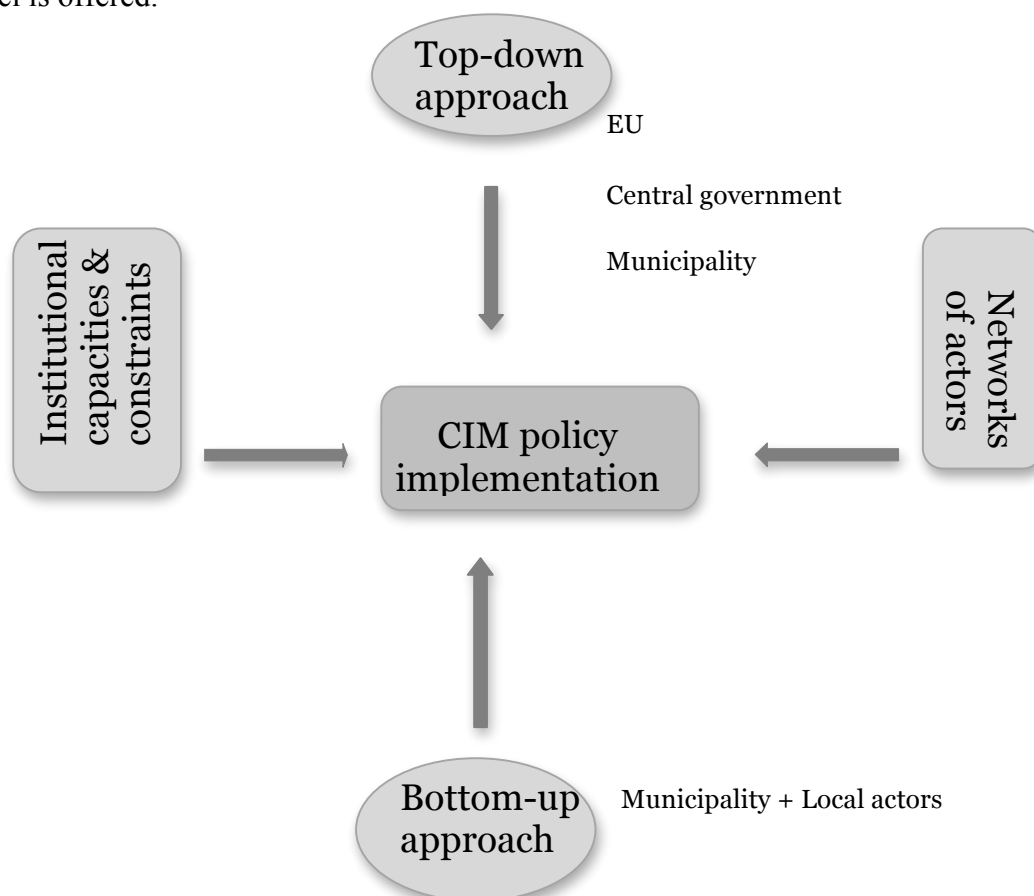

Figure 2.2. Conceptual model

This conceptual framework indicates important steps for conducting research.

One of the crucial aspects of the research is defining the governance level at which CIM policy development is initiated and the character of policy implementation which is determined by top-down or bottom-up way of policy execution. The questions to be answered are how the governance levels are interrelated, who is capable to accept the role of policy entrepreneur, to which extent the success of policy implementation varies depending on the initiative actor.

Other objectives are the investigation of the institutional conditions under which the decisions should be made and the analysis of stakeholders involvement into policy making process. More detailed information on these aspects is presented in the following table.

Concept	Interpretation	Operationalization
Institutional constraints	Political system	Federal/unitary state
	Bureaucratic capacities	Time needed to complete implementation cycle
	Technologic capacities	Degree of technological development
Other constraints	Willingness to adopt policy	Compliance with national strategies/ local programs
	Characteristics of policy to be transferred	Number of goals, nature of problem, type of side-effects
Conditions for capacity building	Knowledge resources	Awareness of children's rights in the city, critical reflection of policy adoption process
	Relational resources	Good coordination between government levels, trust among actors involved
	Mobilization abilities	Participation of citizens, involvement of non-governmental sector
Network analysis	Network organization	Variety of actors and goals Resources they possess Degree of network's closedness Relational patterns within network
	Cognitive dimension	Values and interests of actors Perceptions of problem

Table 1. Main research concepts

Consideration of all these components of CIM policy making provides the necessary basis for investigating how the policies can be implemented in the European countries and what can impede or stimulate that implementation.

Chapter 3. Research design

This chapter is a transition point from the conceptual framework to carrying out the empirical research. The elaboration of research design implies explanation of the data type needed, appropriate methods of data collection and analysis to be employed. The aim of this chapter is to explain how the research questions will be answered.

Comparative case study research is part of the methodological framework of the current research. It includes two steps: document analysis and experts survey.

Research implies conducting the comparative case analysis, with the main goal to study the difference between adoption and implementation of the policies aimed at promoting children's independent mobility, in certain European countries and cities. Case study as a research method can be defined as "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (Yin, 1984 in Zainal, 2007). In case studies it is possible to consider the real-life events in details taking into consideration the specific contextual factors. Different types of data collection may be used in order to obtain necessary information. The case study approach was chosen as the core methodology of this research because it aims to closely examine phenomenon of policy implementation, i.e. who initiated the project, which stakeholders were involved in, which barriers were encountered, to reveal particular effects that were subsequently produced, as well as to investigate the institutional context within which the projects were realized.

For the purpose of this research multiple cases are examined, and the comparative analysis takes place. Through case comparison it is possible to test certain concepts and ideas from one case for producing the explanations typical for a wider set of cases (Barton, 1997). Looking for the common trends in the cases chosen helps to explain why certain events do or do not occur. The analysis and comparison of the cases regarding CIM policy implementation would allow to figure out general and particular problems that appear in the implementation as well as decision making phase, to determine some common features of the implementation course and, perhaps, to see the good practices of counteracting the emerging problems.

In order to make the choice of the cases to be analyzed and compared, certain criteria are set. These are:

1. cities located in countries – members of the European Union;
2. cities that showed a positive attitude towards promoting children rights in the city and are participating in child friendly activities;
3. the child-oriented mobility projects have already taken place;
4. information concerning implementation of the policies is to a larger extent available.

As a result, 4 case studies were chosen for the research purpose.

The first case demonstrates the Italian policies in the field of stimulating children's independent mobility, ant the case of Bologna is more specifically described.

The second one is the case of Burgos (Spain), where the start to the policies promoting children mobility has been recently given.

The third case deals with the case of Stuttgart (Germany), where the projects of traffic safety education are actively implemented.

The last one is Dutch experiences, which comprises the analysis of the policies aimed at promotion of children's independent mobility; in particularly, the Delft's case will be discussed.

All of them comply with the requirements indicated above.

Criteria	Italy	Spain	Germany	The Netherlands
EU member	+	+	+	+
Active child-friendly position	+	+	+	+
CIM projects	+	+	+	+
Availability of information	+/-	+	+	+/-

Table 3. Compliance of cases with the selection criteria

It should be outlined that the choice of the cases turned out to be largely dependent on the availability of information and openness of the data sources. While looking for the case studies I used such resources, as the website of the Directorate-General of the European Commission related to mobility and transport policies, European Network of Child Friendly Cities, website of CIVITAS projects, European Mobility Portal (ELTIS), European Platform on Mobility Management (EPOMM), websites of the municipalities and websites of other organisations attached to a specific country case.

After the cases are chosen, a document analysis will be conducted. It encompasses "detailed examination of documents produced across a wide range of social practices, taking a variety of forms from the written word to the visual image" (Wharton, 2006). This methodological step is required in order to obtain the initial information on publicly available data concerning the CIM policies particularities and make an overview of the general principles of the current policies. Understanding of general tendencies will give an insight to the researcher how to get specific and more concrete information, and which research methods to employ for this purpose.

The documents being analysed are the national strategies and development plans related to the children's wellbeing in the cities, municipal programmes aimed at promotion CIM ideas, various reports given by child-friendly organisations, by the local authorities or other actors, that

inform about the experience and success in the child-related policy domain, indicating certain tips for further successful policy development. The guide for analysis of the documents takes the following form:

1. type of the document;
2. the aim of the document;
3. the place of a child in this document:
4. the following words will be looked for: children rights, children mobility/travel, children safety, child-friendly infrastructure;
5. the problems related to child's image and place in the urban environment, that are encountered by the country/city/ what has been already done to solve the problems.

The sources of data collection are the official web-sites of the Governments, municipalities and child-friendly organizations, academic journal databases and media sources. At this stage the goal is to determine to what extent the EU member states' policies of creating child-friendly environments comply with the EU guidelines, how full and adequate these policies are and how they differ in the countries considered.

The second phase of case study analysis deals with collecting the primary data through the communication with people by means of surveying. Survey research aims to collect information about characteristics, behavior of people, their attitudes to certain phenomena by disseminating the questionnaires to a sample of individuals (Clifford et al., 2010). The aim of surveying in this research is to figure out how the policy makers evaluate the current policies aimed at promoting the children's independent mobility in their countries/cities, which problems they observe in the implementation phase and what, in their view, could be improved in order to get better outputs, for example which barriers should be overcome and which stakeholders should be included to the policy making process.

Main questions	Concepts
1. To what extent the city is aware of its need to promote children's mobility	Capacity building
2. For how long the policies oriented on stimulation of the children's independent mobility have existed in the city	General information
3. What was an incentive for their adoption in a country/ city	Top-down/ bottom-up
4. Who was a policy initiator	Top-down/ bottom-up
5. How many projects have been	General information

implemented in practice	
6.　How successful they turned to be	Assessment
7.　What kind of barriers were confronted in the implementation process	Barriers
8.　Which stakeholders were involved into implementation phase	Capacity building
9.　What are their values related to the CIM issue and problem perceptions	Network analysis
10.　How the power relations and degree of trust between and within the groups of stakeholders could be characterized	Network analysis
11.　What kind of stimulation factors could be proposed in order to facilitate CIM policies implementation.	Assessment/ Capacity building

Table 2. Attachment survey questions to the main concepts

The sampling frame includes the approachable local policy makers and members of the organizations promoting child-friendly cities ideas. The type of sample is non-probability based sampling, as far as the main criteria of sampling formation is individual's availability and willingness to participate in the survey. In order to develop a sample the snowball technique is used. This method relies on "referrals from initial respondents to generate additional respondents" (Fielding et al., 2008). Snowball sampling is used when the number of potential respondents with the required characteristics is small, and they are difficult to be reached. It is not possible to give an exact estimation of the sampling size as it depends on the willingness of people to participate and the referral capacity of certain respondents.

Surveying is organized via e-mail. Short expert questionnaires are formed and sent via e-mail to the potential respondents. The questionnaire is designed in a way that at first the general questions are asked, and then followed by the specific ones. The questionnaire contains open-ended questions. All in all, the filled-in questionnaires have been received from the four cities: Reggio Emilia (Mobility Policies Department of Reggio Emilia Municipality), Burgos (J.M.Diez, NGO APEBU), Stuttgart (Regina Lüdert, Head of Mobility Consulting Department of the city of Stuttgart), Delft (M. Konijn, Planning Department of the Municipality of Delft).

Chapter 4. Results interpretation

This chapter is devoted to the cases description, comparison and discussion of the results obtained. Firstly, the child-related policies in four countries (Italy, Spain, Germany and the Netherlands) are considered, and the main documents related to CIM are sequentially considered. Furthermore, the implementation characteristics, barriers and actor's participation in the real projects of four cities (Bologna, Burgos, Stuttgart and Delft) are depicted. Finally, the comparison of the cases is carried out and the main trends in implementation process of the projects aimed at stimulation of CIM are showed.

4.1.1. CIM related policies in Italy

To begin with, Italy is a unitary state with the power concentrated in hands of the central government. The system of Government consists of four levels: state, regional, provincial and municipal levels. Italy is formed by 20 regions which are the autonomous units with their own competences. The regions have financial autonomy and legislative competences. The provinces and municipalities have only administrative competences. Spatial, land-use planning, provincial highways and public transport are the competences of the Province, while municipalities are responsible for town planning and housing, running of local transport and maintaining local roads (European University Institute, 2008).

Until the early 1990-s in Italy there was, basically, no concern on the children rights in the city, the child was not considered as the citizen equal in rights with other city dwellers. However, with the emergence of child-friendly initiatives all over the world and with an increasing interest to the children topics from the authorities, people, media, Italian government started to work out the national policies aimed at improving living conditions for the children in the city. One of the most significant actions was elaboration of the Italian Government's National Plan of Action for Children and Adolescents (Parlamento Italiano, 1997). This plan incorporated the principles of the Convention on the Rights of the Child. Italian Action Plan presumed change in the different aspects of children's life, such as preventing exploitation of children, providing better services for children with disabilities, fostering participation of children in decision making process. A child's image has been changed from the object of the protection to an individual possessing his or her own rights, whose needs have to be considered while taking child-oriented decisions.

Type of the document	**National Plan of Action for Children and Adolescents** (Parlamento Italiano, 1997)
Aims	- protect children's citizenship's rights - set a new vision of the city - improve institutional framework and other
Acknowledgments of	- outdated vision of childhood

existing problems	- inflexibility and inadaptability of social services - weak participation of local government - lack of collaboration with the third parties - no children's participation in decision making
Child's image	Shift from object of protection to a citizen with rights to express the needs, which should be taken into account in decision making process
Key words	Children's rights, needs, friendly, participation

Table 4. Summary of document analysis for Italy (1)

The implementation principles of this Plan were put into the Law 285/97, called Provisions to Promote Rights and Opportunities for Children and Adolescents (Parlamento Italiano, 1997). This Law provides possibilities to finance the local projects from the national fund, encourages the inter-ministerial cooperation and updates the corresponding laws in different areas. The proposals from the Action Plan were translated into the articles of the Law, which generate the funds for specific child-oriented actions. So referring to the research topic, the article 7 provides for actions to facilitate the use by children of their own time and of urban and natural spaces, to remove barriers to mobility, and to enhance enjoyment of environmental, cultural, social and sporting facilities and services.

At the same time the Ministry of the Environment proposed a project Sustainable Cities for Girls and Boys and worked out relevant guidelines (Ministero dell'Ambiente, 1998). It implied promoting of child-related initiatives, creating opportunities for children, as well as giving a stimulus to a new culture of governance in the city. The goals of the project are:

1. to make a recognition award to the Italian municipalities according to their commitments in creating child-urban sustainability;

2. to disseminate information on the experience and best practices of the Italian cities in the field of urban ecology, transport, city planning practices that are aimed at improving living conditions for the children;

3. to organize international forum "Towards Child Friendly Cities" that is to be held each year, where representatives of different countries can share the experience and discuss the relevant issues.

The development of a recognition scheme was a good impetus for many Italian cities to make an effort in becoming more child-friendly places. It was decided to make the judgment on city's success in this field with the use of certain indicators. There are three blocks of indicators: environmental, cultural and institutional. Within the environmental category, one of the indicators was the effort of city to encourage children mobility. It should be outlined that one of the key guidelines of the Sustainable Cities for Girls and Boys Project presumed reducing mobility constraints and decongesting traffic.

Type of the document	**Guide to Sustainable Cities for Girls and Boys** (Ministero dell'Ambiente, 1998)
Aims	"capitalising on and disseminating the experience of cities engaging children in achieving urban sustainability and providing guidance to local authorities"
Acknowledgments of existing problems	- poor opportunities for children in the city - no involvement for the children to planning process - lack of inter-municipal, government – non-government cooperation
Child's image	Social actor and user of urban space
Key words	Children's rights, participation, child-friendly services, encouraging mobility, accessibility to spaces

Table 5. Summary of document analysis for Italy (2)

In the result of the first round of the awarding program, 15 cities received the award while there were 80 cities – participants with population 15 000 and more. The city of Fano was acknowledged as a winner and got 200 million Lire to be used for child-related projects (Corsi 2002). Anyway, a lot of cities made a good effort for making the urban environment more livable for the children. Significant work has been done to increase awareness of the population on the urban ecology topics, some public areas were improved in order to be suited for the playing activities of the children. Besides, as Corsi (2002) points out, "pedestrian streets are becoming more common, although road signs need to be more child friendly; and reduction of automobile traffic is still a major challenge".

The changes at the institutional level have also been observed. The role of local authorities was enforced, the image of the Mayor as a Defender of Children was implemented into practice. After elaboration of the National Action Plan for Children and Adolescents, a lot of Italian regional governments adopted their own legislation in this field, produced regional action plans and set up monitoring centers on children rights. A special structure, UNICEF Innocenti Research Center, was created, with the aim to monitor and make research on the results of the local policies oriented on children wellbeing (UNICEF, 2005). In 2005 they produced a big report concerning child friendly cities in Italy. Below, there are main characteristics of this document.

Type of the document	**UNICEF Report "Cities with children"** (2005)
Aims	- give an overview of CFC experience in Italy - show evolution of childhood culture - demonstrate major child-friendly initiatives
Acknowledgments of existing problems	insufficient adaptability of the city to children's needs
What has been done	A set of policies and regulations was adopted (National Action Plan for Children, Law 285/97, Program Sustainable Cities for Girls and Boys) that aimed to improve relations between city and children; CFC ideas and projects were implemented at local levels
Child's image	Social actor with equitable citizenship rights

Key words	Child-friendly cities, rights, safety, protection, participation, act autonomously, independent mobility, go on their own

Table 6. Summary of document analysis for Italy (3)

Coming back to the mobility problem, one of the ideas supported by this legislative change was to make the street a safe place for everyone, including the children. In Italy the percentage of children going to school on their own has been very low (around 10%), and almost none used public transport independently (Horelli 2001 in UNICEF, 2005). One of the major problem is that children live in isolated protected places what prevents integration to the city and free traveling around the city. In order to let the children to move independently and safely around the city, it is necessary to stimulate change of living conditions, improve road patterns and traffic regulations, as well as induce integration within and between the communities.

An important document indirectly related to stimulating children mobility is a National Plan for Road Safety 2020 (Ministero delle Infrastrutture e dei Trasporti, 2002). On the basis of problem and risk analysis, this documents defines set of regulatory activities, dissemination of the information, measures oriented at supporting different pilot projects, direct intervention activities to avoid road accidents and others. Children is defined as one of the most vulnerable groups, and special mobility projects focused on pedestrian safety, are worked out within the framework of this document, and get granting support from the Ministry of Infrastructure and Transportation.

Type of the document	**National Plan for Road Safety** (Ministero delle Infrastrutture e dei Trasporti, 2002)
Aims	Improve road safety standards
Acknowledgments of existing problems	- growing accident rate - low road safety standards - insufficient awareness on safety principles
Child's image	a vulnerable group of road users
Key words	Road safety, accident prevention, vulnerable, risky, education, information, design, infrastructure

Table 7. Summary of document analysis for Italy (4)

All in all, Italy is a country where considerable attention is paid to child-oriented issues, CFC ideas are implemented into practice, the policies and regulations aimed at promoting children rights are adopted at national level, and the local authorities may get financial support for their initiatives from several sources.

4.1.2. Case study of Bologna

Figure 4.1. Location of Bologna, Italy.

Source: http://global.britannica.com

Characteristics of policy implementation process

One of the cities that actively implement child-oriented projects is Bologna. The project organized in 2008-2012 was called "Safer Road to School" and aimed, mainly, at improving safety for children along with promoting sustainable modes of travelling to school. It consisted of two modules of working with children. Firstly, the training courses of how to behave in the road, cycle safely, use the public transport were organized by the Municipal Police Department for the children from kindergartens and primary schools. Secondly, a "pedi-bus" project was implemented. Its idea was that parents in turn accompanied the group of children on their way to school in a fixed route making stops at different locations to pick up children. That measure was aimed at stimulating a shift in mobility habits of the schoolchildren and improving their knowledge on road safety.

Within the framework of this project a research on children mobility was organized. The results on mobility type in certain schools are shown in the table below.

	Car use	Walking	PT	Other
Silvani Elementary School	84%	16%	-	-
Marsili Elementary School	59%	41%	-	-
Gualandi Elementary School	22%	66%	10%	2%
Tempesta Elementary School	29%	62%	2%	7%
Total of the 4 schools	**41%**	**52%**	**5%**	**2%**

Source: Research on School Mobility - Camina Association-sample 571 students

Table 8. Survey results for travel mode to school in Bologna

It should be outlined that mobility type varies from the school to school depending on the road conditions, type of neighborhood accessibility for the pedestrians, traffic signs, location regarding public transport routes. Walking was a major mode of traveling to Gualandi and Tempesta Elementary Schools. Moreover, the highest independence rate of children mobility was observed in Tempesta school due to favorable conditions of surrounding urban space (Zanin et al., 2013).

As a result, the Municipality has initiated not only training courses on road safety but also decided to implement a set of infrastructure measures such as traffic calming schemes, humps, pinch points were installed, chains and bollards were set along the sidewalks. Some architectural barriers were removed, the road signs designed by the children were arranged.

Barriers encountered

Different barriers were encountered during the project implementation phase.

Barriers	Project "Safer Road to School"
inconsistence with local plans	no, but there was contradiction with existing school regulations
lack of financial resources	no
long-lasting implementation time	Yes
poor technologies	no
cultural barriers	Yes, parents' fears

Table 9. Implementation barriers for Bologna's case based on Zanin et al. (2013)

First of all, there were cultural barriers related to the fears of parents to let their children go to school alone. Schools were also not totally in favor of this decision because of the regulations applied for the Italian schools that children should be always under supervision. Apparently, there were bureaucratic routines and procedures which caused difficulties in implementation of the measures. Moreover, despite the attempts to solve children safety issues in the roads with some infrastructure decisions, large-scale problems regarding intense traffic and lack of foot paths remained unsettled. Besides, one of the most important barrier that was mentioned in the questionnaire filled-in by the mobility department of Reggio Emilia, was a contradictive character of the project in relation to the Italian regulations that do not allow children to leave the schools without supervision of an adult. Therefore, an active involvement of the parents was required.

Conditions for capacity building and Network analysis

The city has shown a high degree of concern about children's needs in the city. The project "Safer Road to School" has been realized and produced positive effects for stimulating children safe mobility. In the outcome documents it is pointed out that between 2008-2009 and 2011-2012 the rate of children involved into the joint actions on improving mobility issues has

increased at almost 30%; besides, more than 20% of the elementary schoolchildren participated in the 'Pedi-bus' program (Zanin et al., 2013). There were also the factors stimulating the project implementation. It is important that the team of psychologists was working with the parents concerning their attitude towards possibility of independent children traveling. A big variety of stakeholders were involved, including members of the Bologna's Municipality and the Province of Bologna, Police Department, school staff, parents. All of them were committed to the project's ideas and showed big enthusiasm towards the goals set by the project. As the respondents from Reggio Emilia notice: "At local level, children mobility is a very important topic and many stakeholders cooperate regularly with the Administration in the promotion of sustainable mobility at school" (survey results). Many activities were carried only thanks to the voluntary contributions of certain stakeholders (Zanin et al., 2013).

4.2.1. CIM related policies in Spain

Spain is a unitary state, composed by autonomous self-governing nationalities and regions. There are state, regional, provincial and municipal levels in the government system of the country. The legislative competences are divided between State and regions (autonomous communities). The provinces are generally responsible for providing public services and coordination of municipal functions. Provinces share the responsibilities with the municipalities which include spatial planning, environmental protection and transport management (European University Institute, 2008).

In contrast to the Italian case, in Spain there is no separate national legislation related to children's wellbeing in the city. The principles of child's rights, in particular related to the children's ability to move independently around the city, are incorporated into the text of certain general documents. Two major child-oriented documents are Spanish Strategy of Sustainable Mobility (Ministerio de Fomento, 2009) and Road Safety Strategy 2011 – 2020 (Traffic General Directorate, 2011). The first one was adopted in 2009 by the Ministry of Environment and Rural and Marine Affairs. One of its crucial goals was to promote alternatives to private transport and enhance the use of more sustainable travel modes. It stimulated emergence of several important local policies, such as STARS project (Accreditation and Recognition for sustainable travel to schools), aimed to encourage and reward schools in promoting sustainable and safe way of travelling among the students, both on foot and by bicycle. Another example is program "Camí escolar, espai amic" (Way to school, friendly space) realized in Barcelona, which seeks boys and girls gain independence while traveling to school.

Type of the document	**Strategy of sustainable mobility** (Ministerio de Fomento, 2009)
Aims	promoting sustainable travel modes
Acknowledgments of existing problems	prevailing use of non-sustainable transport
What has been done	Several local projects were initiated within its framework
Child's image	one of the target group whose travel behavior should be switched to a sustainable way
Key words	Sustainable, safe mobility, walking, cycling, public transport

Table 10. Summary of document analysis for Spain (1)

Spanish Road Safety Strategy 2011 - 2020 is a document integrating the measures aimed at road safety improvement. Considering children as one of the target groups, this document states three objectives:

- provide safe school environments and journeys;

- improve the efficient use of child retention systems;

- provide road safety on the school curriculum.

Among the particular tasks of the Road Safety Strategy there is implementation of the following measures:

- drawing up and disseminate didactic material based on the promotion of safe values for compulsory training in Road Safety for Primary and Secondary Education;

- promoting road safety in compulsory education.

- training teachers in road safety.

- promoting the "safe school route" and many others.

Type of the document	**Road safety strategy** (Traffic General Directorate, 2011)
Aims	- increasing road safety in the country - promoting and coordinating road safety initiatives of the political, economic and social agents
Acknowledgments of existing problems	- high risk for road accidents with children - insufficient level of child restraint systems use - lack of education programs for children concerning use of bicycles
Child's image	A risk group, object of protection
Key words	Child restraint system, education, training, safe school environment

Table 11. Summary of document analysis for Spain (2)

There are different stakeholders involved into the strategy elaboration and implementation processes. National Administration for Traffic (DGT) and Road Safety Public Prosecutor are two main management structures. DGT and Road Safety Observatory are responsible for the policy formulation and, jointly with the local authorities, for the policy implementation. The decision on policy adoption is taken by Parliament Road Safety Commission and Confederation of Municipalities and Provinces. However, according to the findings of the research DaCoTA (2012), there are some problems of the Road Safety

management system. Firstly, NGO's and private businesses do not tend to participate in the stakeholders' discussions. Secondly, there is no long-term vision of the program goals and objectives. Besides, there is no identified budget for the road safety projects, as well as no monitoring systems of their implementation. The responsibilities on projects realization are only partly decentralized, what prevents local authorities to take decisions attached to the local context. To sum up, there is a number of points to be improved in the work of the Road Safety system, but overall, the road safety is well incorporated into the political agenda of the country, and reduction of the risk for people in the roads is evident from year to year (Instituto Nacional de Estadistica, 2014).

Basically, it can be said that the national policies are focusing on the general issues of road safety in the country, promotion of sustainable development, while "the independent mobility of children is entirely in charge of the local policies" (survey results, Mr. Diez, Burgos). According to the viewpoint of mobility project manager from the city of Burgos, Mr. Diez, any actions, initiatives and projects the City is currently performing, is because the City is concerned about children's mobility, not because of any National policy requirements. So, if there is a need to improve urban environment in the city and make it more friendly for the children's need, the local authorities should take the responsibilities on elaboration of the projects, seek for the funding programs and involve different stakeholders to the decision making process.

It should be outlined that Child Friendly Cities initiative in Spain devised an impetus for the cities to promote children's rights. The goals of this initiative consist in supporting creation of the municipal child-related plans and promoting children participation in public life. CFC initiated the award for the cities to show their progress in becoming more child-friendly. In order to prove that the city deserves recognition, it should have child-centered strategy, action plan and a mechanism allowing children to participate in city's life. Depending on how successfully cities implement the principles of the Convention on the Rights of the Child, they gain a recognition. The cities are assessed according to favoring such children's rights as to participate, to education, to enjoy healthy environment, to leisure and free time and so on. Currently in Spain there are 34 municipalities that are considered to be the Child Friendly Cities. The success in child-related policy implementation of one of these cities, namely Burgos, will be discussed in the following paragraphs.

4.2.2. Case study of Burgos

Figure 4.2. Location of Burgos, Spain
Source: https://commons.wikimedia.org

Characteristics of policy implementation process

Burgos is a medium-sized city, with the population about 180 000 inhabitants, located in the north-western part of Spain. The city has developed Civic Mobility and Accessibility Pact (Ayuntamiento de Burgos, 2000), aiming to improve the quality of live in the city, primarily, due to solving the problem of mobility and urban accessibility. One of the key tasks of this Plan is working with the children in order to improve their mobility education. Burgos has already implemented several projects.

Before discussing the characteristics of the projects and problems in their implementation, I will consider the general situation with the children's independent traveling in the city.

According to the survey among children aged 12-14 conducted in 2012 by APEBU (Asociación plan estratégico ciudad de Burgos). The format was "informal" trying to give a quick view of the conditions of public transport use and perceptions among children. Around 1000 surveys were distributed, 889 were filled (of about 3,000 children of that age in Burgos schools).

Some key results obtained from this survey, are presented here:

- 26% of the children use the bus to go to school. It is a good percentage, but the share rises to 73% children using the bus during the week (Mon-Fri) for other reasons, mainly

leisure activities or sports or lessons of music or languages, and 60% - in the weekend, for leisure activities. However, 25.4% of the children (equally boys and girls) are taken to school by car, which makes them the key target group for the travel training by bus or bike.

- most children (63%) have a positive perception of the "bus as a transport means for everybody", while only 10% say that "only people without a car use the bus" and 7% say that "only older people use the bus".

- many children think the timetable and bus stops are difficult to understand (up to 43% do not understand the map or the timetables). They know the lines and bus stops they usually use (48%) but in general they think it is complicated to understand (30%).

The survey results point to some aspects that are important starting points for developing a tailored training scheme:

- nearly half of the children are walking, 26% have already used the bus to get to school;

- there is already a good use of the bus for leisure activities among children (60%);

- key target group for a travel training for public transport are the 25% children that are taken to school by car;

- key issues that cause problems when using the bus are reading the timetables, maps and the layout of bus stops.

Unfortunately there are no updated data on the children's way of travelling. However, as Diez mentions, going by bike becomes more and more popular mode of travelling to school, at least judging by increasing demand on bike rack parking for secondary schools.

With the aim to enable the use of sustainable transport modes (use of public transport, walking, cycling), the city of Burgos has initiated three projects that have objectives to raise awareness of using the environmentally friendly travelling modes and create a positive image of the buses, in particular. These projects are:

1. Safety and Security / Bike: This is an established program reaching every year around 3,000 school children. All measures are implemented at local level and developed by the local police body. It goes through three levels. First level aims at young children regarding traffic signals, and explaining basic normative with games and plays; second year is for more mature children and it is focusing on the use of the bike and other good practices about walking on their own (training about how to cross pedestrian crosses, for example), also with practicing in the streets. Finally, the third year is mainly about the bike and how to ride safely in the city. This last year is for pupils aged 12 years, close to move to the Secondary School. The workshops include visiting the police headquarters to do the practices in a traffic circuit. This activity has been always organized since the 1980-s.

2. Bike: workshops for young teenagers. It is similar to the third year course, but being organized by the specialized teachers, instead of the police body. The children take the bike and do circuits in real conditions in the city. They also do videos about good habits, they study normative. The program is focusing on 13 years old pupils. It is organized almost every year (in some years this activity was stopped due to the crisis, concretely in 2012 and 2013), and about 1,000 children participate.

3. Public Transport: This project (the Training scheme for public transport) was part of mobility education program, complementary to already existing training schemes to walking and cycling. It has combined theoretical courses and practical activities, taking the form of a game in order children could use public transport safely, were able to navigate through the city on their own and know how to behave in critical situations. The target group is school children aged 10-12. The project has not been organized as a normal pattern, but was functioning only when the funds were available.

Network analysis

The initiative in these programs belonged to the municipality of Burgos, with a City Councilor as a main supporter, giving the political back-up. Other stakeholders were Asociación plan estratégico ciudad de Burgos, which is a non-profit organization managing the travel training projects and getting the directions from the city council regarding how to organize its strategic framework; private marketing company Anuncian Tormenta; municipal transport companies; parents and teachers. All of the stakeholders were aware of the importance to promote children interests in the city. For the schools this project was complying with their plans, fitting well the educational agenda. The non-governmental organization took the leading role in the project implementation process, however all actions were hold under the control of the municipality that managed all project finances. Besides, there was an expert group from Munich and Freiburg who provided consultancy services, as in these cities a comprehensive set of measures for the mobility education of the children has already been developed. For example, in Munich a Mobi-race was organized "as a kind of playful travel training for children, consisting of school lessons and active parts like a city rally by means of public transport" (NICHES+, 2011). In fact, Burgos decided to transfer the successful experience in children mobility education policy from another country.

Barriers encountered

As far as the policy implementation barriers are concerned, there were not a lot of them in Burgos. The APEBU project manager Jose Maria Diez has provided an explicit table on the barriers of Burgos' projects implementation.

Barriers	Project name		
	Project 1 (Travel training scheme)	Project 2 (Safety and security and Bike)	Project 3 (Bike for teenagers)
inconsistence with local plans	"I won´t say inconsistence, but it was something completely new, as for example, there wasn´t any legal requirement on the age children could use the bus on their own or not. We discovered some parents decided to join the bus with a group of children on a normal pattern, for example. We had to deal as well with the drivers, not used with children in the bus".	"No problems, it is inside the local plans"	"Obviously it goes with the local plan in favor of the bike. It is not officially inside the local plans".
lack of financial resources	"The most important one, as said, some years has not been organized due to this lack of resources"	"Although maybe some of the material are old, this activity is still organizing every year"	"The mayor problem as explained"
long-lasting bureaucratic procedures	"No problems, bike and PT belong to the Mobility Department"	"No problems, in charge of the Police Department"	"No problem, except the permission for riding all together in the streets (sometime it took a little bit of time)"
poor technologies	"No problems on that way, students received bus cards".	"No problems, maybe with more technological gadget it could be more attractive, but there is not a problem on that side"	"No problems, the city council provided the bikes"
Stakeholders involvement mainly schools	"No problems, they prefer anyway to organize it in September (EMW) as it is a good moment (They´ve just started school)"	"No problems"	"No problems"
External help	"It was necessary to subcontract a company to develop material and tasks".	"No problem, everything in charge of the police department"	"Necessity of subcontracting a company to develop the courses"

Table 12. Implementation barriers for Burgos' case (filled in by J.Diez)

From this table it is possible to conclude that, basically, just few problems were encountered during project implementation phase.

The major problem dealt with funding. Due to the economic crisis in Spain, City Council of Burgos has passed very bad years in terms of budget. There was a moment when only the activities carried out by the police body were organized. As far as neither national nor local budgets were able to provide financial resources for such projects realization, it turned out that the most appropriate measure was to seek the financial support at the European funds. Burgos

succeeded in it. As a result, the public transport projects were co-funded by the Niches + Project (7th FP). Some years CiViTAS Project (6th FP) organized the activities regarding the bike campaigns for teenagers. Niches+ is a coordination action aiming to stimulate exchange between different cities in field of innovative transport solutions. However, this financial support was granted for the first implementation stage of the public transport project, while no guarantee was given for continuation of the activities. Subsequently, in order to secure the mobility education schemes for the children, the further search of the sponsor is required.

Another problem was an innovative character of the Public Transport Training project. It was totally new for the region, and even for the country level. There was no legal base determining the children's age to travel alone in the bus and there was a need to change the perceptions of the bus drivers, now obliged to transport the children. In order to deal with this problem a special meeting with the bus drivers to ask their vision was held. Suggestions were made that little children could take the bus on their own, but they should take the bus by a group of children together, or being accompanied by an adult.

Conditions for capacity building

One of the positive characteristics in the implementation process was effective cooperation with the schools. As Mr. Diez points out, "In general, every action was welcome and the stakeholders were in favor. Schools were open for the proposed activities". The parents also had only positive attitudes for the courses initiated in the schools. It should be outlined that the seminars were organized for the parents, where the children mobility issues were discussed. Besides, some NGO's were consulted during the decision making stages, for example the bicycle association concerning the bike-related projects.

There were several factors that favored the public transport project implementation. Firstly, the public transport training schemes were implemented in the the city with an experience in stimulating sustainable mobility ("walking bus" and cycling projects). Secondly, the staff engaged into policy making process, in particular city councilor and private marketing company, were already experienced and well-qualified actors. Also the funding for a pilot scheme was already obtained. Besides, there was well-defined target group and awareness among decision makers of the children as future bus users (Niches+, 2011).

Anyway, according to Mr. Diez, the mobility education projects for the children in Burgos are considered as quite successful ones. The share of children using the bikes is growing, the city has an active position and it is interested in developing sustainable mobility culture among the children, but the financial problems related, mainly, to the crisis in the country, remain the main barrier for the new projects elaboration and implementation by local authorities.

4.3.1. CIM related policies in Germany

In Germany there is no any specific legislature related to the children mobility topic. There was a National Action Plan for a Child Friendly Germany 2005–2010 (Federal Ministry for family, elderly, women and youth, 2005), covering some significant children mobility aspects, but it has not been renewed yet. Certain aspects concerning promoting independent mobility of young residents are incorporated to the certain country's plans and programs.

To begin with, Germany is a federal state with a strong local autonomy. It is formed by 16 states (Lands) which execute federal legislation. Overall, the competences are shared by all levels: state, Lands, provinces and municipalities. The major unit of self-government is the local level. The competences of municipalities vary from Land to Land, however the main ones include town planning, urban traffic management, maintenance of public transport infrastructure (European University Institute, 2008). The local governments have to do urban development planning, and their actions must comply with the plans of superior power bodies. To be more concrete, in the field of transport policy there is a subordination structure of a Federal Transport Infrastructure Plan, followed by the Regional transport plans and, finally, the Local 'integrated' transport plans.

Regarding children mobility, the responsibilities for adequate transporting children to schools lie in the domain of Lands and municipalities. Each municipality has its arrangements on transporting children to and from the schools, receiving reimbursements or lump-sum allocations from the Land budget (KMK, 2013). It should be outlined that, in general, children living only up to 2 kilometres away from school are provided with the transport, other children, living up to 3 or 4 kilometres away, are expected to get to school on their own.

One of the key documents in field of urban mobility is a Germany's National Sustainability Strategy, adopted in 2002. One of its key aspects is promoting environmentally friendly travel modes, in particular cycling system. Concerning the sub-national level, the regional strategies on sustainable development were adopted in about the half of federal Lands, while others have Agenda 21 or environmental strategies (ESDN, 2014). For the municipalities to have a sustainable urban mobility plan (SUMP) is not a legal requirement. However, besides convenience of having such comprehensive urban mobility plans incorporating different aspects of transport, land-use, environmental planning, these plans turn out to be really useful when it comes to applying for national funding.

Type of the document	**Progress report on National Sustainability Strategy** (the Federal Government, 2012)
Aims	Concerning children: education for sustainable development
Acknowledgments of existing problems	- children obesity - lack of child care

	- not enough healthy urban environment
Child's image	Vulnerable group, one of the target groups which lifestyle should be changed
Key words	Sustainable development, education, healthy

Table 13. Summary of document analysis for Germany (1)

As far as road safety policy is concerned, there is a National Road Safety Programme 2011-2020 and Road Safety Action Plan 2011. Besides, in 2012 a new policy document "Recommendation on mobility and road safety education in schools" was adopted by the Land Ministries of Education. These documents set the national framework of actions, define targets, that are managed more specifically at the States level and implemented at the local level.

The key tasks of the Road Safety Planning are:

- providing sustained road safety;

- enabling an ecological and sustainable mobility;

- enhancement of an unobstructed and safe mobility of people with a limited scope of traveling;

- cultivation of an accountable and respectful behaviour of all road users. (DaCoTA 2012)

Type of the document	**Road safety programme** (Federal Ministry of Transport, Building and Urban Development, 2011)
Aims	Facilitate secure mobility for citizens Provision of special protection for children in the roads
Acknowledgments of existing problems	- insufficient mobility education - not enough encouragement for children to wear helmets and jackets while cycling
Child's image	most vulnerable road users
Key words	Road safety, promotion, mobility education, training

Table 14. Summary of document analysis for Germany (2)

In Road safety planning such actors as German Road Safety Council (DVR), Transport and Education Ministries of the Lands, local road safety associations are engaged. DVR task consists in developing the programs, adapting road safety-related activities to the new standards and coordinating different actors. Local road safety organisations, along with municipalities, are often involved into public campaigning. One of the famous German campaigns was called "Slow Down! School is Starting!" which aimed to call drivers' attention to the issue of children safe traveling by installing colorful posters across the roads near schools. Public information work for children and their parents is often hold with the help of external organisations and institutions.

In Germany the responsibilities for road safety education are in the competence of the Land. Therefore, in line with the National Road Safety Programme, each Land sets up its own guidelines for road safety education in schools are worked out, and specific curriculum. Education modules may include practical activities of using public transport, teaching how to

ride bikes, practicing skills of crossing the roads, etc. For example, there is a Program "Kind und Verkehr" ("Child and Traffic") coordinated by German Road Safety Council. It stimulates traffic education for children of nursery age and children in primary schools by organising special seminars for them. As well, the brochures on children's behaviour as the passengers, pedestrians or cyclists, are disseminated among parents. All in all, it could be said that Germany pays a lot of attention to the safety principles in the roads, gives priority to promotion of the sustainable travel modes by setting up the national programs and plans. However, the way how the declared principles are implemented at local levels should be considered more closely.

In the following section the example of policy on road safety and sustainable mobility education conducted in a particular German city, namely the city of Stuttgart, is discussed.

4.3.2. Case study of Stuttgart

Figure 4.3. Location of Stuttgart, Germany

Source: http://www.stripes.com

Characteristics of policy implementation process

Stuttgart is the capital of Bade-Wurtemberg Land with a population of 600 000 people. Being an innovative economic center Stuttgart aims to promote sustainable ideas and introduce new technological approaches to its urban mobility strategy. The City's mobility strategy is integrated into different policy sectors: land-use planning, climate protection, urban development, transport planning. Stuttgart has adopted "Transport Development Plan 2030" (2010), and later in 2013 it developed an Action Plan on Sustainable Mobility. The plan focuses on:

- environmental issues (reduction of emissions, noise, ets.);
- stimulating alternative transport types with environmentally friendly engines;

- promoting sustainable travel modes (walking, cycling, public transport);
- implementation of innovative mobility solutions (car sharing, bike sharing, etc.).

Despite focusing on sustainability issues, Stuttgart is known as one of the active actors promoting child-friendly ideas for cities. In 2004 the "Board of Trustees for a Child-friendly Stuttgart" was launched by Mayor Dr. Schuster. And in 2007 the European network "Cities for Children" was created, with the support of the Robert Bosch Stiftung. Its aim was to promote international exchange of the concepts and ideas on children wellbeing in the urban environment; to support the European municipalities in the ideas realization. The special award for Excellence "Cities for Children" for the most successful child-friendly projects has been established since 2009. Over 75 cities from 32 countries have taken part in the activities of the Network (Motor der Mobilität, 2011).

Pursuing the goal of becoming child-friendly city, in 2003 Stuttgart has adopted a program Kinderfreundliches Stuttgart' (Child-friendly Stuttgart). In order to stimulate livable and friendly urban environment for the children, the program was primarily aimed at:

- ensuring that each child is provided with necessary support and education;
- providing best services for the health and safety of the children;
- providing enough room at home and space to play outdoors;
- putting together young and old generations.

Safety of the children in the city has been major concern for Stuttgart. One of the most famous campaigns of the city directed at giving the children better sense of security, was called the "Fairy Godmother" (2004). The sign with "Gute Fee" installed in different public institutions, shops and church provided support for the children in finding help in emergency situations. This project was implemented in all city districts, and was supported by many other German towns and even in different European countries (City of Stuttgart, 2009).

One of the most significant policy facilitating children safe traveling in the city is Traffic Safety Education system. Youth traffic safety schools is one of the key components of this program carrying the idea that children should learn road-traffic rules, and this should be done in both, theoretical and practical ways. The major objective of the safety schools establishment is to stimulate safe behavior of children in the roads, teach them how to behave in different situations with other road users. The lessons are carried by the well-qualified teachers and police-officers. It should be outlined that traffic education is compulsory for the children.

In Stuttgart such schools have been functioning since 1953. There is one youth traffic safety school and three stationary practice courses. It is organized and financed by City of Stuttgart, traffic police and Road Safety Association (City of Stuttgart, 2009). Traffic safety education in the city is organized at the four-stage scheme. Education starts in kindergartens and

pre-schools at the age of 5. The lessons are organized by special police department responsible for traffic safety education. The parents are also engaged in the classes, the lectures on restraint equipment in the cars are given to them. The second education stage is relevant for all school beginners. Children are practicing dangerous situations in the roads with uniformed police officers and in the end get "Pedestrian's Certificate". The third stage consists in getting the "Cycling License" with bicycle pennant after completing special bicycle course. It starts in the fourth grade, at the age of 10. The fourth stage refers to special trainings for the young drivers at the age of 16 and over. Moreover, different projects in the field of promoting safe children mobility are initiated by the local authorities. Information concerning implementation of two such projects was obtained at first hand from the Mobility department of the City of Stuttgart.

The first project is called "Way-to-School Plan" which aims to promote safe walking to school by providing recommendations of the safest way to school. Each plan is designed specifically for the 76 schools in Stuttgart. Special safe-way exercise books are disseminated among schoolchildren, risky traffic situations are illustrated in the pictures, the correct road safety behavior is practicing with children. This project was organized within the scope of traffic safety education program, but it is not mandatory for the schools to realize it.

Another project is called "I'm a climate hero". It implies a sustainable mobility education scheme for 3 double lesson-hours and one parents-evening. The goal is to promote walking to school, using public transport and bicycles (for the senior schoolchildren). Children can collect walking-points and knowledge-points, and in the end, they receive a diploma and a T-shirt with "I'm a climate hero" written on it. This project was funded out of the budget of the Municipal mobility action plan and of the environmental protection office.

Barriers encountered

According to the opinion of the Head of Mobility Consulting Department of the city of Stuttgart, Regina Lüdert, there was a lack of funding for this project. Besides, too much time was spent on the bureaucratic procedures on coordination of different project activities. There was no active involvement of the NGO's or citizens to the decision making process, the project's initiative belonged entirely to the local authorities, as Ms. Lüdert states.

Barriers	Project "I am a climate hero"
inconsistence with local plans	no
lack of financial resources	Yes
long-lasting bureaucratic procedures	Yes
poor technologies	no

Table 15. Implementation barriers for Stuttgart's case on the basis of survey results (Ms. Lüdert)

Conditions for capacity building and Network analysis

At the same time civil servant pointed some factors positively influencing on the implementation process. First of all, the was a high degree of support from the Mayor of Stuttgart, Mr. Kuhn. He personally handed out the diplomas to the children participating in the campaign. Secondly, there was much enthusiasm concerning this project among the parents, teachers, school-leaders and the school department. Due to a significant concern of German authorities, especially at the local level, about children's safe mobility in the city, the city has very low child accident rate, and a growing sense of security among children and their parents is observed (Cities for Mobility, 2008). Besides, the country has an aspiration for promoting sustainable principles of travelling around the city and allocates funds for development of these principles at the regional and local levels. However, certain problems still remain: the project funding is not sufficient, there is a lack of high-qualified staff to work with children and their parents, not all modules of mobility education are mandatory.

4.4.1. CIM related policies in the Netherlands

The Netherlands is a decentralized unitary state. There are three government levels in it: state, province and municipal. Based on the self-government principle, the provinces and municipalities may issue the laws in compliance with national regulations. The Provincial and Municipal Government Acts incorporate the principles of co-governance. In some policy areas there are strict guidelines from the national government, while in others more freedom is given to the local levels, and the focus is on the negotiations. In the policy making process the Association of Provinces of the Netherlands and Association of Municipalities are actively involved (European University Institute, 2008).

As in many other countries, in the Netherlands there is a Road Safety Strategic Plan 2008-2020 (Ministry of Transport, Public Works and Water Management, 2008); as well as Regional and Local Road Safety Programs. According to this Plan, children aged 5 to 11 is one of the most vulnerable group due to lack of the knowledge and their inability to assess adequately road situations. For the specific areas with high risk of road accident, certain child-oriented measures and activities are planned (Ministry of Transport, Public Works and Water Management, 2008):

- required bicycle helmet for children;
- contest on 'best idea for improving road safety for children';
- child protection equipment: child safety seat information and testing;
- information on drivers' blind spots;
- exchange of best practices for safe school environment.

Type of the document	**Road safety plan** (Ministry of Transport, Public Works and Water Management, 2008)
Aims	Lower traffic accident rate
Acknowledgments of existing problems	concerning children: lack of knowledge, inability to assess traffic situations adequately
Child's image	a risky group
Key words	road safety, child protection equipment, safe school environment, vulnerable, take part in traffic independently, education, information

Table 16. Summary of document analysis for the Netherlands (1)

The Netherlands has a longstanding tradition of traffic education for children. The Dutch Traffic Safety Association's (Veilig Verkeer Nederland) bicycle exam has existed since 1932. It includes a written part and on-road practical traffic exam. The exam is organized on a yearly basis and oriented at children finishing primary school to be able to start riding bike autonomously. Traffic education is compulsory for primary school children in order to ensure that they know traffic rules and able to participate safely as cyclists, pedestrians and independent users of public transport. Besides educating children on road safety principles, different intervention measures are implemented.

The Netherlands is actively stimulating sustainable modalities of transport. The development of sustainability policies has been largely delegated to the regional, and especially, local level. Having the decentralized system of power, the Netherlands sets up the national plans as the frameworks for working out the own plans at the local level. Dutch Sustainable Safety Program (Ministry of Transport, Public Works and Water Management, 1997) sets the ground which road safety should be based on. Among important measures are expanding 30 km/h zones in the school areas, installing tables and speed humps, separating cycle paths from the roads.

Much influence on promoting children's independence and safety in the roads has non-governmental organization VVN, Veilig Verkeer Nederland. The policy of VVN comprises idea that independent mobility must be a right for everyone, including children. This organization initiates different activities directed at parents and children concerning travel behavior and traffic education. It has local departments which set direct contacts with the parents via schools. One of its reports was analyzed, and the key finding are presented below.

Type of the document	**ChildStreet2009 Conference report** (IIUE 2009)
Aims	Providing lessons that should facilitate creation of child friendly urban space in the future
Acknowledgments of existing problems	- many streets are unsuitable for children, unsafe traffic situation - high degree of children transported by car to school
Child's image	Passive, dependent on possibilities of the parents but now changing to independent users of public space
Key words	Independent mobility, right, child friendly streets, freedom of movement, move around safely, cycle on their own

Table 17. Summary of document analysis for the Netherlands (2)

4.4.2. Case study of Delft

Figure 4.4. Location of Delft, the Netherlands
Source: http://www.mtaa14.nl

Characteristics of policy implementation process

In this paper I will consider in a more detailed way Delft's case, one of the Dutch cities which has done good work in the filed of improving urban environment in terms of traffic safety and has conducted a special child-oriented mobility project. Since 1960-s the City of Delft has been making an active traffic safety policy by introducing the woonerven (Home Zones) and comprehensive bicycle network. Today the city continues to develop as a pedestrian-friendly city: the shortcuts, such as new footbridges are constructed, pedestrian crossings are improved.

The City also recognizes the interests and rights of the young residents. Setting up the Home Zones where the traffic calming devices were installed, the speed was limited to 30 km/h, trees were planted and the pedestrians were given the priority of walking, enabled children to walk and play safely in such areas. The traffic restrictions are also introduced near the school areas with the aim the children could reach the school in an independent way. Road narrowings and chicanes are introduced, the sidewalks are widened, the crossability is enhanced (COST, 2008). Besides, different walking programs are worked out. City Council makes a real effort involving children and parents into evaluation of traffic safety and doing improvements oriented at promotion children's independent mobility. One of the city's initiatives was a project called "Children Safer in Delft" aimed at traffic safety in the children's way to school.

The Project was initiated by the municipality, complying with the national child-oriented policies and contributing to realization of the policy aimed at promoting bicycle use. The

funding for the project was obtained from the region. Despite the initiative was coming from the local authorities and, due to full control of the finances, they remained the most powerful actor regarding the implementation process, the decision making procedure was hold in a democratic way. A kick-off workshop was organized with the participation of school staff, parents and other stakeholders. Such problems as traffic situation in the school areas, drawbacks of traffic lights system in the crossings, need to expand traffic calming measures, lack of practical lessons with the children on road safety matter. As an outcome, four direction for producing the solutions were offered (Zomervrucht et al., 2000):

- communication, information and education;
- influence on modal choice, behavior and awareness;
- infrastructure and spatial planning;
- integrative approach: structured, tailor-made and with everyone.

Primary school children were actively involved in this project, with the help of parents and teachers they designed their own recognizable safe route to school. This route was called a "child ribbon" (kindlint) and connected different places in the neighbourhood (schools, playgrounds, sport fields) in order to give to the children a safe and comfortable way of traveling on their own.

Figure 4.5. Process of creating a Kindlint
Source: http://www.reframingstudio.com/projects/kindlint

Besides, the Delft's project included organization of the practical road safety lessons, creation of special website for children, parents and teachers on road safety issues, which was connected to the educational portals. A set of activities were organized at different schools, the

cycle infrastructure was improved, for example cycle stalling was installed (Zomervrucht et al., 2000).

Barriers encountered

However, certain barriers were encountered during the project implementation phase. In the table below there are barriers identified by the respondent.

Barriers	Project "Children Safer in Delft"
inconsistence with local plans	no
lack of financial resources	Yes (in the end)
long-lasting implementation time	Yes. It took some time until results were shown. Therefore, participants (schools, parents) lost faith in the project
poor technologies	no
stakeholders involvement	Less initiative from the schools to solve their own problems

Table 18. Implementation barriers for Delft's case (by M.Konijn)

Overall, high costs in terms of time and money appeared to be the most vivid problem, along with lack of commitment from the schools. According to the viewpoint of Ms. Konijn, schools rely much on the municipality to solve their own problems with regard to improving school area and working out educative modules on children traffic safety.

Conditions for capacity building and network analysis

The Municipality of Delft evaluates the project as successful one. The official of the planning department, Maaike Konijn considers that successfulness of the project was largely defined by the involvement of all stakeholders to the process of solving the children safety problems. Municipal departments of Neighborhood Affairs and Mobility, parents, children, teachers, police, other residents were composing the project team and were actively consulted by the municipality. As Ms. Konijn points out, the attitude of the stakeholders was totally positive, and there was a high degree of concern on children traffic safety issue among them.

Much influence on carrying out the child-oriented policies in Delft has an organization Child Friendly Cities. Its ideas are incorporated to the local agenda, and municipality supports its efforts in promoting children rights in the city. It should be mentioned that CFC branch was opened in the Netherlands in 2004 with the support and participation of the Association of Netherlands Municipalities, the foundation for child play "Jantje Beton", traffic safety organization 3VO (now VVN). The Municipality of Delft together with the CFC network organized the conference ChildStreet2009 to attract attention to the children mobility issue. Besides, the Delft's municipality arranges the joint actions and excursions for other municipal servants to share its experience of child-oriented policies (IIUE, 2009).

4.5. Cases comparison

Top-down and bottom-up policy approach

In the cases considered the national policy for stimulating children's wellbeing in the city exists only in Italy, where special funding is also allotted for child-oriented projects. Children are considered to have the rights to be public space users, their needs should be taken into account equally to the needs of other citizens, and they may participate in the decision making process. Corresponding plans are adopted at some regional and local levels. Innocenti Research and monitoring center was created to facilitate elaboration and implementation of child-oriented projects.

In Spain, Germany and the Netherlands there are no directives or special plans for stimulating children's independent mobility on the national governmental level. These countries have national planning for road safety and promoting sustainability. The Road Safety strategies and plans reflect the need for protection children in the traffic, show them as vulnerable group. Through the strategies for Sustainable development children are educated to use sustainable travel modes – on foot and by bicycles. All these factors should stimulate safe and independent mobility of children.

In all countries there is an understanding of the problem related to the need to stimulate children's safety in the roads, decrease the accident rate, and they do effort in this domain by developing educational programs in the schools, arranging special trainings and public awareness campaigns. However, possibility to move around the city safely and independently does not imply only educating children and their parents but introducing intervention measures such as traffic calming schemes, making dangerous crossings recognizable, installing special road signs and setting up special infrastructure in the school areas. Besides admitting these principles by all the countries, among the cases only in Delft's project an integrative approach to stimulating children's independent mobility was practically applied. They combined educative modules with designing of the children safe routes. The Head of Dutch traffic consultancy organization Hart voor Verkeer, Mr. Breider in the interview pointed out that "traffic safety and independent mobility should be (and is in most cases) a good balance between safe infrastructure, behaviour, education and enforcement". He added that in his work for governments he experiences that the demand for safe infrastructure is still strong and, according to schools and parents, one of the basic conditions for independent child mobility.

All four cases reveal that child-related projects are in charge of municipalities. The policy initiative is mostly coming from the local authorities with the support of local actors. The projects on children mobility are influenced by the European guidelines, Child Friendly City network's ideas and international experience in this field. Their importance for decision making

is accentuated by Mr. Breider (Hart voor Verkeer): "Guidelines and sharing knowledge and good practises are very important; it helps local governments in motivating their decisions". However, the EU has mostly soft and informal influence on the city members' plans and projects. Participation in different EU programs in field of promoting sustainability and innovative transport solutions provides the municipalities with possibilities to get co-funding, like it happened in Bologna and Burgos. Funding may also be obtained from the region if the project's goals are adjusted to the sustainability or safety programs, like it was done in Stuttgart. One of the incentive to launch child-related projects is a willing to enter the list of child-friendly cities and gain a recognition award initiated by the European Network of Child-Friendly Cities..

To conclude in the field of policies related to direct stimulation of children's independent mobility, basically, we observe application of a bottom-up approach, when the initiatives of the projects come from the local level, nevertheless in accordance with the indications and guidelines from the upper levels. Exception is the Italian case represented by a multi-level CIM-related policy system.
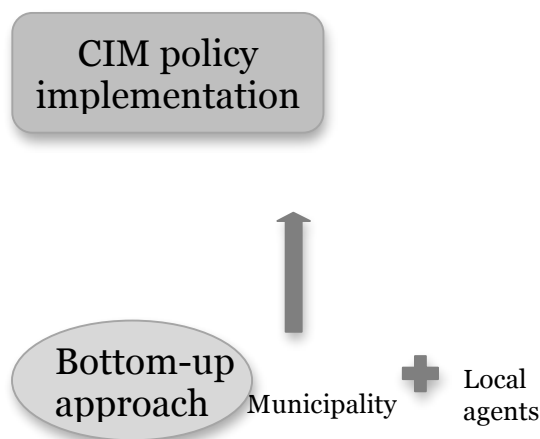

Figure 4.6. Character of policy implementation process

It should be outlined that the policy consultant from VVN, Ms. Janneke Zomervrucht points out that more guaranties for the safe independent mobility of children should be organized at the national level. Ms. Zomervrucht proposes introducing more homezones, decrease of the speed in the towns and villages, making all schoolchildren to pass traffic exam.

Barriers

Cases	Barriers				
Bologna, Italy	–	Bureaucracy	Non-compliance with existing regulations	Cultural resistance	Improvement road situation around schools

			No legal background for measure implementation	Necessity of subcontracting companies	New infrastructure required in the schools
Burgos, Spain	Lack of financial resources	–			
Stuttgart, Germany		Bureaucracy	Non-mandatory character of educational modules	Lack of high-qualified staff	–
Delft, the Netherlands		Long lasting implementation time	Insufficient commitment from the schools	Late involvement of children and parents	–

Table 19. Summary of the barriers emerging in the project implementation process

As we can see from the table, more common barriers arising in project implementation phase are lack of financial resources and long lasting implementation time, often related to bureaucratic routine. Some barriers have individual nature, such as non-compliance with existing regulations, lack of legal background for measure implementation, insufficient commitment from the schools, lack of high-qualified staff, late involvement of children and parents to policy making. Other barriers, although not being depicted by all respondents, may have more generic nature and be intrinsic to the different cases. These barriers include cultural resistance of parents to allow their children to move around the city on their own, insufficient infrastructure and lack of intervention measures in the school areas, non-mandatory character of some educational modules.

Conditions for capacity building

Knowledge resources

In all cases information obtained from the local stakeholders showed high degree of awareness for necessity to meet children's needs in the city, while promoting children mobility was set as a mid-term goal when the actions should be taken gradually. As the respondent pointed out, "*We understand that it is not an urgent need (there is not a dangerous situation), but it is very important goal the City has got in mind*" (Diez, Burgos). Municipalities recognize mobility problems: "*Children tend to become independent in mobility at a higher age then they used to*" (Konijn, Delft). Municipal servants that have taken part in survey recognize the implementation barriers of the projects and critically assess possibilities for policies improvement. Growing awareness on children's needs reveals in participation of local authorities and other organizations in conferences devoted to construction of child-friendly cities. Sharing experiences and best practices, inviting international experts helps in performing municipal child-oriented tasks. Such knowledge transfer took place in Burgos, where the ideas of stimulating public transport use by children were adopted from Munich and Freiburg cases with the direct participation of German experts in the project making and implementation process.

Relational resources

The relations between the stakeholders in almost all cases are based on trust and mutual understanding of the need to improve conditions for safe children mobility. Local actors, such as children, parents, school staff, police department, showed high degree of cooperation during project implementation phase. The key words concerning stakeholders' participation in the projects, obtained from the respondents' answers are *"agree", "accept, "support", "enthusiastic"*. That implies a consent between the local authorities and actors on the steps and measures to be implemented. Coordination on policy making and implementation process between national and local levels of governance was shown at good level, there was no inconsistence of the projects with local and national plans, however more financial resources could be allotted from the national and regional funds.

Mobilization abilities

Very positive moment in all case studies was active involvement of the young residents and their parents into project realization phase. In Delft children were designing the safe routes to schools, in Bologna parents were engaged in pedi-bus initiative, accompanying groups of children to school. Besides involvement of children, parents and teachers, other local actors were mobilized. For example, In Burgos bus drivers were activated with the aim to change their vision regarding carrying groups of children to schools, in Stuttgart the Mayor personally supported the most sustainably proactive children, in Bologna police were organizing education activities on a voluntary basis. However, local actors were not always performing the highest degree of commitment to the CIM policies. For example, in Delft the schools relied more on the municipality to improve children's independent mobility in the school areas, instead of putting more effort themselves in dealing with this issue. In Bologna for a long time parents have been skeptical and even resistant to the decision of letting children go to school alone, that resulted in providing psychological work with them.

Overall, in all cases citizens are considered as implementers, taking no real part in decision making process. The same situation comes out with the non-governmental organizations – they were sometimes consulted, assisting in executing certain tasks but not considered as a policy making body. As Mr. Diez (Burgos) points out "*The project did not have many stakeholders around; it was more a decision at local level in the Council. Only schools and teachers and they agree with the organization of the courses*".

Network analysis

CIM-related policy making process is executed at the local level, and the local authority is presented as the main decision making body. However, its decisions are influenced, mostly informally, by the EU, CFC guidelines and general recommendatory instructions from the

national level. The cities that already have positive experience in the field of CIM projects realization influence more vividly on the policy making process in a particular city.

The main actors in the CIM policies implementation process are municipal mobility departments, children, parents, school staff, police, several non-governmental organizations, marketing companies. They may pursue different goals: maintaining city's status as child-friendly one is important for the local authorities, getting more freedom makes up an interest for the children, providing safer and healthier environment is a prime concern of the parents. However, basically, the focus on improving children mobility in the city remains remains the major one and unite all their interests.

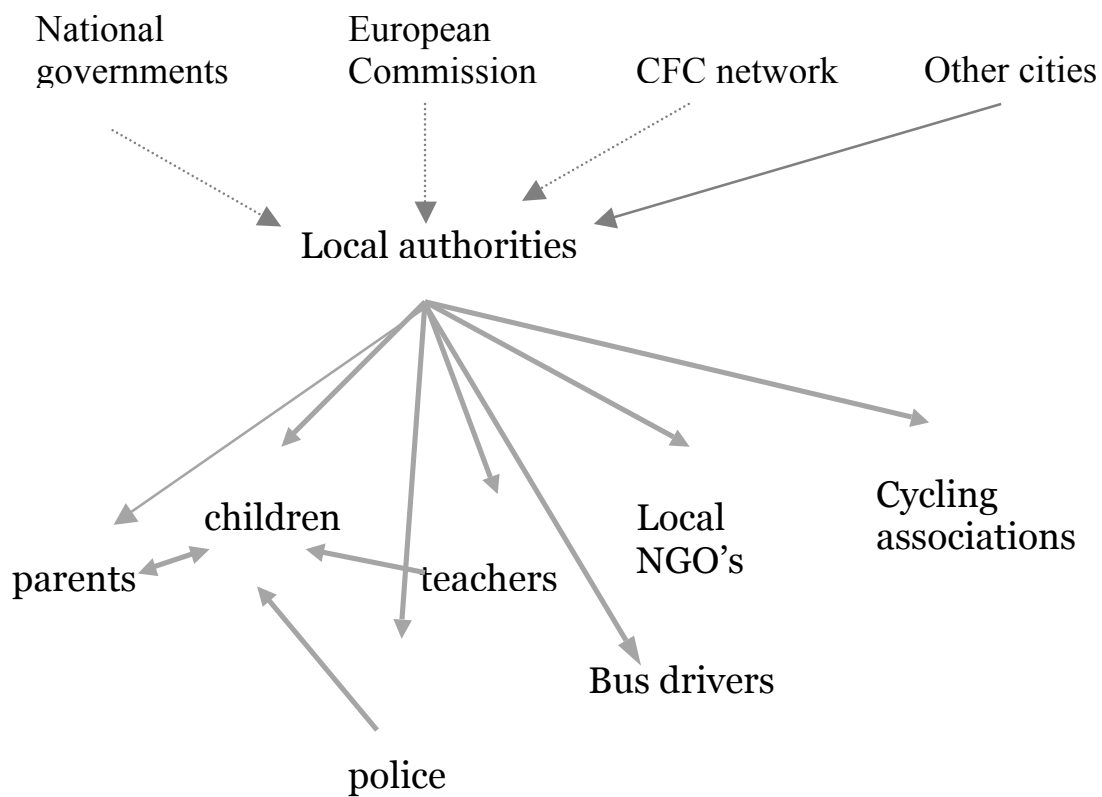Relations between the actors can be represented by the following scheme.

Figure 4.7. Stakeholder map

Local authorities are the main and most powerful actor who takes project related decisions, while possessing the resources for financing the projects. Other actors are dependent on the authorities as their goals of promoting children mobility are impossible to fulfill without financial support. Basically, the actors may choose to agree or not with the decisions, but they can not directly influence their adoption. Children are dependent on their parents, teachers, police members who form their understanding of safety in the city and devise mobility restriction

measure, by which they try to change children's behavior. At the same time children and their travel behavior have an impact on parental policy beliefs and actions.

In the cases discussed, the perception of the mobility problem and value for children's needs are common among the local actors, and that prevents big implementation failures. The perceptions of the policy measures may differ, and for this purpose, in order to favor smooth project implementation, the discussion sessions, seminars with parents are organized. An exchange of opinions would be helpful for eliminating possible implementation conflicts.

All in all, in this section I tried to reveal the general trends in implementation process of policies and projects related to promoting children's independent mobility. The character of policy implementation process is characterized by a bottom-up approach, when the decision are taken by the municipality without following any tangible directives from the European, national and regional levels. Besides, the types of implementation barriers were determined, and conditions for capacity building in the cities were analyzed. Network analyses showed to a certain extent the goals problem perceptions of the key actors and character of their relations. In the last chapter the main conclusions will be elucidated and several recommendations for the policy making bodies will be offered.

Chapter 5. Conclusions and recommendations

5.1. Conclusions

This thesis work was devoted to investigating policies and practices related to stimulation of children's independent mobility in the countries – members of the European Union – and their cities. Promoting CIM projects implies working with two components – physical urban environment (providing safe infrastructure) and human aspect (developing education programs and public campaigns to increase people's awareness about road safety and improve traffic behavior). The research aim consisted in revealing the factors enhancing realization of child mobility projects. For this purpose the analysis of four domains directly related to CIM policy implementation process took place. The domains are the character of implementation (top-down/ bottom-up approach, role of EU guidelines and central government); barriers encountered; existing conditions for capacity building comprising knowledge, relational resources and mobilization abilities; network characteristics and relations.

According to the research findings, the policies related to promoting children's independent mobility have a fuzzy nature. At European level there are no clear indications for stimulating children's mobility in the city, mobility right is not even one of the fundamental children's rights under the international document, the UN Convention on the rights of the Child. However, EU guidelines and recommendations indicate the concern for development of safe and sustainable modes of traveling in the city for all groups of citizens, including the children.

At the national level the main policy documents related to promotion of children's independent mobility are the Road Safety and Sustainability plans and programs. Within the scope of these documents the children are considered as the most vulnerable group of road users that needs to be protected. For this purpose educational modules on road safety are worked out, trainings on the use of bicycles and public transport are hold, different campaigns and events aimed at promoting sustainable travel modes are organized. Within the urban transport development plans safer school environment is projected by means of such general measures as introducing traffic restriction zones, setting up traffic calming schemes, improving bicycle lines and others. However, these actions are mainly oriented on protecting children in road situations and improvement of their traffic behavior but they do not presume an autonomous traveling of children as a matter of prime concern. It should be outlined that among all cases considered only Italy offers specific documents for children well-being in the city and allocates special funding for child-oriented projects, and stimulating children's independent mobility is one of the policy goals of this country. Children are considered as social actors who may participate in decision-making process and have equal citizenship rights to the adults.

While national and regional levels are concerned about the issues of safety and

sustainable development, the locals authorities are given certain freedom to elaborate specific children mobility projects. As the research has demonstrated, the process of production and implementation of CIM-related policies and projects is regarded within the bottom-up approach. So Bologna's Municipality initiated a pedi-bus project, when children in the groups under adults supervision were traveling to schools and making particular stops over the fixed route. In Burgos local authority launched a special training module of how to use public transport in a form of the game. Stuttgart initiated an education module on sustainability with collecting knowledge and walking points and getting diploma in the end. Delft's authority organized a project concerning making children safe routes to schools in a form of ribbons. All the municipalities mentioned are doing a real effort in making urban environment fitted to children's needs and interests. They are considered to be child-friendly cities and integrated to the CFC network exchanging experience, participating in the conferences, arranging excursions and getting consultations from the expert communities. All these factors influence greatly on the ideas and concepts being used in the project elaboration process. Some municipalities, like Bologna and Burgos have participated in the special European programs aimed at production of innovative solutions in the field of transport and favoring international cooperation (NICHES+; MIMOSA). This allowed them to obtain a considerable funding to cover about the half of the project expenses.

While project decision making process is influenced by international experience and CFC network ideas and guidelines, implementation process is impossible without contribution from the local actors. Local actors are represented by the municipal servants, police department, non-governmental organizations (ex. bicycle associations), school staff, parents and children. It should be outlined that in some projects children are given one of the leading roles, like in Delft where the children themselves were projecting the safe routes in the city. Overall, it could be said that being a possessor of the majority of financial resources, local authority remains the most powerful and leading body. Local actors do not take part in decision making process but perform as project implementers, realizing tasks set up by the local authorities. Their commitments to the project ideas are based on trust, cooperation and understanding of common goal of improving living conditions for children in the city.

Anyway, even with the support from local actors the projects can not pass through the implementation barriers. Among the major ones are lack of funding, long-lasting implementation time, cultural resistance of parents to allow their children to move around the city on their own, insufficient infrastructure and lack of intervention measures in the school areas, non-mandatory character of some educational modules and some other factors. The ways to counteract these barriers have been discussed above and will be summarized in the recommendations section.

Coming to the core question concerning possibilities for capacity building, I should say

that despite individual character of projects and their implementation process, some general trends may be drawn from the case study analysis. Firstly, the degree of knowledge resources in the cities where the child-oriented projects are implemented turns out to be rather high as they are completely aware of the need to improve urban environment according to children's needs and interests. The level of international concern for a child's wellbeing in the city is growing what makes impossible for the interested bodies to stay aside from the problem concerning underestimation of children's rights in the city. Secondly, relational resources also seem to be at good level as there is a consent between the local authorities and actors, their relations are based on trust and cooperation. However, such relations may not be a common thing for all cases, therefore discussions and debate sessions among the stakeholders should be organized in order everyone could express his/ her position and attitude towards the problem and come to a mutual understanding of what should be done. It should be outlined that the direction in which the municipalities should continue working over is development of mobilization abilities. On the one hand children, parents, teachers were actively involved into the projects implementation process, and it was largely their initiative to collaborate with local authorities. However, some actors were not always showing the required level of commitment to the project ideas. Overall, the main stakeholder was represented by the local municipal bodies, other actors were to a larger extent just policy performers who were not capable or willing to influence project course.

5.2. Recommendations

The research finding could be useful for the national, regional and local policy bodies, child-friendly organizations, traffic consultancy firms and many other actors interested in child-related topics. To sum up, there are some key recommendations that should facilitate and stimulate implementation of different CIM-related projects.

Recommendations are offered for the different groups of actors. *The local authorities* are advised to make an effort in the following domains:

1. Making children participate in the project in order they could show their own interests and needs;

2. Involving stakeholders at the early stage, seminars and argumentative debates on the measures to be taken;

3. Stimulating activity and better responsibility of the schools in field of creating child-friendly environment;

4. Involvement to the project of other parties, i.e. the non-governmental organizations, bus drivers and others;

5. Personal participation of the significant persons, like the Mayors, in the project activities;

6.   Search for additional funding, cooperating with NGO's, drawing EU funds via different programs, search for the private investors. That would help to decrease the degree of influence by the local authorities and turn decision making into a more democratic process;

7.   Promoting educative programs not only for children but for the parents as well;

8.   Psychological work with the parents;

9.   Investing into high-qualified school staff.

The national governments are offered to:

10.   Focus not only on educating concerning road safety principles but applying an integrative approach: combination of education programs with infrastructure interventions;

11.   Expand domain of mandatory activities for road safety and promoting independent mobility.

From the viewpoint of *the European Commission*:

12. Strengthening the policy field related to children's mobility issue through devising more formal and concrete guidelines, or even directives that have to be followed by the member states, is an ambiguous task. Do the cities really need strong EU policies? As the research shows, the local actors are not always aware about CIM related policies that exist in their countries. Municipalities tend not to ask for the guiding principles in project initiation, but they demand introduction of certain compulsory traffic restriction measures that should come from the higher government levels. Therefore, the European Commission could be advised not to work out new guidelines in the children independent mobility policy domain but to develop existing traffic safety directives.

To sum up, that is a preliminary set of recommendations that were drawn from the main research results. More specific guidelines should be elaborated after more profound and detailed research.

5.3. Reflection

The research is characterized by a range of limitations and the conclusions drawn can be considered, mainly, as an input for further investigation on CIM-related policies and projects. Limitations of the research are the following:

1. Related to the theory:

- Lack of compliance between the theoretical view on top-down/bottom up approach and the final empirical policy implementation model. As far as the research outcome is based on the concept of bottom-up approach, from the theoretical perspective policy implementation should be considered as a negotiation process between different parties, while in our research the local authority is the main actor guiding policies and imposing its project ideas. The role of other

actors is neglected, they perform as pure policy implementers what is more suited for the top-down approach.

- Network analysis concept implied detailed examination of the actors' relations, and that caused difficulties in getting information on networks and relations within them were observed. The option to obtain necessary information could be to make deep interviews with the persons involved in the project (parents, teachers, children and others).

2. Conceptual limitations:

- The main focus was put on the policy implementation process with a disregard to policy making aspect. That was made because of strong initial presumption concerning the role of European CIM-related policies and their adoption at the national/local levels. However, as it turned out later, the projects initiative was coming from the bottom. That makes important to consider policy making component more profoundly, with further inclusion to the conceptual model.

3. Methodological limitations:

- There was insufficient information about details of the projects in open access (in the Internet). In order to mitigate this obstacle the question regarding project's details were added to the questionnaire;

- Few responses obtained from the survey (4 out of 52), mainly, because of unwillingness of potential respondents to cooperate due to busy schedules. The questionnaires were sent several times but that did not give any significant increase in response rate;

- Certain findings are based on subjective standpoint of local council staff or their consultancy bodies, no opinion obtained from the school representatives or parents that could elucidate other aspects of the problem. The attempt to contact the members of NGO, local CFC organizations and school coordinators was made, but it was not successful.

To conclude, this research was an attempt to find out and clarify the significant characteristics, problems and stimulating factors in the implementation process of CIM-related policies in some EU member states. Overall, a considerable research work was carried out, and interesting results were obtained. But it should be outlined that the topic of stimulating children's independent mobility and creating possibilities for improvement urban conditions in compliance with children's needs and interests remains an important research field and opens different opportunities for further investigation.

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Appendix I

Example of the questionnaire

Dear Sir (Madam),

This survey has been developed to find out how the policies aimed at promotion of the children independent mobility are implemented in different European countries.

* Under children independent mobility I imply the possibility for children to travel safely in the streets and public spaces without adult supervision.

Since 1990-s the European Union has been trying to confront the issue concerning the lack of child friendliness in the cities by devising certain guidelines for countries to follow to improve this situation, as well the international conferences are being organized for the countries to share their experiences and problems in this field, special funding programs are launched. However, the child-oriented policies are not always successfully implemented at the local levels: the initiatives may not be supported enough, or there may not be a sufficient resource base. Consequently the cities do not meet the demands of its young residents. In my research the attempt will be made to find out and evaluate the implementation principles of the policies aimed at promoting children independent mobility, to investigate the barriers of their implementation and to offer some guidelines for increasing the efficiency of these policies.

Your opinion is vital to the research conducted within the scope of my Master Thesis project at the University of Groningen. The data you provide in this survey will be treated as confidential. Participation in the survey is completely voluntary and you may answer as few or as many questions as you wish.

I appreciate your participation in the survey!

General questions on CIM policies

1. How do you evaluate the need to promote children independent mobility in your city?

No need	*1*	*2*	*3*	*4*	*5*	*Urgent need*

   Remarks: _____
   _____
   _____

2. Could you name the main national policies that aim to stimulate children independent mobility adopted in your country?

3. Are any of these policies adopted at the local level? In what way?

4. If yes, what was an incentive for their adoption (EU policies influence, national directives, local initiatives)? Which stakeholders were involved?

5. How many projects concerning stimulation of children mobility have already been implemented in the city? Could you mention some of them?

6. Do you assess these projects as successful ones? Could you define some strengths and weaknesses of the projects?

Questions regarding the concrete projects

Here you may discuss the project "Children Safer in Delft" or any projects of your choice that are related to children mobility issue

7. What kind of barriers were confronted in the implementation process? (please, choose and/or add options)

Barriers	Project name		
	Project 1 (Children safer in Delft)	Project 2 (name)	Project 3 (name)
inconsistence with local plans			
lack of financial resources			
long-lasting bureaucratic procedures			
poor technologies			
…			
…			

8. Have you observed any stimulating factors for the project implementation?

9. Who financed the project?

10. What was the role of the local authority in project implementation?

11. To what extend were the NGO's and citizens involved to the decision-making and project realization phases?

12. What was the attitude of the stakeholders to the issue of children's independent mobility and their particular interest in this concrete project implementation?

13. How could you characterize the power relations and degree of trust between the stakeholders?

14. What kind of stimulation factors could you propose in order to facilitate implementation of the policies and projects aimed at children mobility promotion in your city?

Thank you for the collaboration!

Appendix II
Summary of results discussions with Dutch policy makers

1. Stimulating children independent mobility in the Netherlands is mostly related to mobility education and provision of information to make children aware and prepared for dangerous traffic information.
   Much less attention is paid to intervention measures, improvement of school area by installing traffic calming systems and traffic restrictions, making safe routes to school.

   J.Z. Agree. Their should be more guaranties be organised on the national level for the safe independent mobility for children.
   For example: - more stimulants for home zones (max 15 km/h)
   - 30 km/h as the norm for speed in towns and villages
   - Every school/every child does the school traffic exam.

   A.B. Do not Agree => Why? Traffic Safety and independent mobility should be (and is in most cases) a good balance between safe infrastructure, behaviour, education and enforcement. 'Duurzaam Veilig' (Sustainable) is based on this principle. So safe infrastructure and the human aspect (behaviour, education and enforcement) are both important. In my work for governments I experience that the demand for safe infrastructure is still strong and one – according to schools and parents – of the basic conditions for independent child mobility

2. Carrying out policies related to children independent mobility are totally in charge of municipalities. Decision making is influenced by EU guidelines, Child Friendly Cities initiative, international experience

   J.Z. Agree

   A.B. Do not Agree => Why? I think that decision making is foremost an important task for (local) governments. That being said, I think that guidelines and sharing knowledge and good practises are very important; it helps (local) governments in motivating their decisions.

3. From the national level only the directives concerning road safety and promoting sustainable modes of transport are coming.

   J.Z. Do not agree

   A.B. Do not Agree => Why? The National government covers many issues and themes concerning traffic and transport; not only road safety and promoting sustainable modes of transport. It is true that these themes have a generic nature on national scale. Regional and local governments use these generic themes to specify their policy and their measures and actions.

4. In the Netherlands main national documents to a certain degree related to the issue of children safe mobility are Road Safety Strategic Plan (2008), Sustainable Safety

Program (1997). There is also school traffic exam system arranged by VVN organisation. Could you name any other important documents.

J.Z. No >>> I don't have other national documents for you.

A.B. Yes I think these are the most important documents. The guideline book 'Childstreet' is also worth mentioning.

5. Local actors (children, parents, teachers) do not take part in decision making process but perform as project implementers, realizing tasks set up by the local authorities.

   J.Z. Yes

   A.B. Agree, participation by local actors is very important in this matter.

6. Relations of local actors are based on trust, cooperation and understanding of common goal of improving living conditions for children in the city.

   J.Z. Yes

   A.B. Agree