### Comparison and analysis of user and stakeholder needs across different countries

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<td>Use cases</td>
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<td>Activity Title</td>
<td>User and stakeholders needs</td>
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| Status    | Final |
| Dissemination Level | Pu= Public |
| File Name: | SW2S_D1.2_WP1_updated |
| Project start date and duration | 01 September 2009, 36 Months |
## Version History table

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
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<tbody>
<tr>
<td>2010-03-29</td>
<td>1st draft sent to USTUTT, UNIMORE, ITS, VTI, SRA, CERTH-HIT, LiU</td>
</tr>
<tr>
<td>2010-04-08</td>
<td>Revision and addition of VTI, UNIMORE, ITS</td>
</tr>
<tr>
<td>2010-04-14</td>
<td>Draft sent for peer review</td>
</tr>
<tr>
<td>2010-05-11</td>
<td>Final version</td>
</tr>
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<tr>
<td>ANATEEP</td>
<td>French National Association for Transport in Public Education</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficits and Hyperactivity Disorders</td>
</tr>
<tr>
<td>ASC</td>
<td>Autism spectrum conditions</td>
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<tr>
<td>CERTH-HIT</td>
<td>Hellenic Institute of Transport</td>
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<tr>
<td>CWD</td>
<td>Children with disabilities</td>
</tr>
<tr>
<td>DGT</td>
<td>Dirección General de Tráfico</td>
</tr>
<tr>
<td>FERSI</td>
<td>Forum of European Road Safety Research Institutes</td>
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<tr>
<td>GPS</td>
<td>Global positioning system</td>
</tr>
<tr>
<td>ITS</td>
<td>Motor Transport Institute</td>
</tr>
<tr>
<td>KfV</td>
<td>Kuratorium für Verkehrssicherheit</td>
</tr>
<tr>
<td>KTI</td>
<td>Közlekedéstudományi Intézet Rt/ Institute for Transport Sciences Ltd</td>
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<tr>
<td>LD</td>
<td>Learning disabilities</td>
</tr>
<tr>
<td>LiU</td>
<td>Linköping University</td>
</tr>
<tr>
<td>MR</td>
<td>Mental retardation</td>
</tr>
<tr>
<td>SRA</td>
<td>Swedish Road Administration</td>
</tr>
<tr>
<td>UNIMORE</td>
<td>Università degli studi di Modena e Reggio Emilia</td>
</tr>
<tr>
<td>USTUTT</td>
<td>University of Stuttgart</td>
</tr>
<tr>
<td>VTI</td>
<td>Swedish National Road and Transport Research Institute</td>
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<tr>
<td>VTT</td>
<td>Technical Research Centre of Finland</td>
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EXECUTIVE SUMMARY

The current deliverable aims at presenting the results of the analysis of stakeholder needs, in order to have support for selecting the most relevant use cases. For the identification of user requirements of all stakeholders relevant to school transportation different methods were used:

- Focus groups with representatives of one user or stakeholder group
- Workshops with different stakeholders
- 2 questionnaire surveys (Questionaire A: Road Experts, Questionaire B: children, parents and bus drivers)

Problems and needs in the following areas were subject of discussions, interviews and questionnaires:

- Behaviour of road users counteracting with school buses
- Behaviour of pupils on the school bus and while entering and exiting the same
- Design of bus stops
- Protection of pupils on the school bus
- Condition of school buses
- Education of school bus drivers
- Education of pupils concerning school transportation
- Information flow
- Route to/from school
- Special needs of children with disabilities

Results show that the organisation of school transport varies between countries and even within a country. Stakeholders underline the importance of consistent regulations and clear responsibilities as a basis for a safe way to school by bus.

Several safety measures exist to ensure safety on the way to school by bus, but some of them are not very common. All surveyed countries have special school transport signs, but those are only for special purchased buses. But in fact, in most countries also public transport, which is not signed, is used for going to school.

Some safety measures (e.g. bus assistants, school bus guards, walking bus etc) are implemented only regional. These measures are not universalised, neither international nor national, even though they are very successful, as it can be concluded from the focus group discussions.

The stakeholders formulated wishes that can be assigned to six main topics:

- Communication
- Responsibility
- Behaviour of pupils
- Behaviour of other road users
- Infrastructure
- Safety systems in the bus

The main issues of safe school transport are the same in the countries, where the focus groups took place. Some of them are known for a long time like crowded buses and bus stops and have a long history, but still those problems are evident and not solved yet. One reason for this situation can be that many actors are involved, who don’t interact or have only interaction in the short period of school transport. Time and place for cooperation and communication between different stakeholders is not provided in school transport by bus and have no institutionalised place.
1. Introduction

This document is the deliverable of Activity 1.2 “User and stakeholder needs” of Work Package 1 named “Use cases”. The objective of A 1.2 was to identify user and stakeholder needs in the field of school transportation safety.

In order to get deeper understandings of the situation for the children going to and from school, the needs of different stakeholders were collected. Therefore, the following methods were applied:
- Focus groups with representatives of one user or stakeholder group
- Workshops with different stakeholders
- 2 questionnaire surveys

Problems and needs in the following areas were subject of discussions, interviews and questionnaires:
- Behaviour of road users counteracting with school buses
- Behaviour of pupils on the school bus and while entering and exiting the same
- Design of bus stops
- Protection of pupils on the school bus
- Condition of school buses
- Education of school bus drivers
- Education of pupils concerning school transportation
- Information flow
- Route to/from school

In the first chapter of the current deliverable, the different methods used for identifying the user’s needs are described.

In the following chapters (Chapter 3 – Chapter 6) all results are summarised. Chapter 3 focuses on the “background”, whereon stakeholders’ needs are based on. It outlines the general situation of school transport in several countries. The organisation of school transport, major safety measures and school bus signage, as well as activities concerning the safety of school transport and future plans are pointed out.

Chapter 4 deals with the outcome of the focus group discussions. First, the school transport situation in the municipalities, where the group discussions took place, is described. Following, the results are presented for each group of stakeholders (bus drivers, pupils, children with disabilities, school representatives, authorities and parents).

Chapter 5 summarises the national workshops that were carried out in 5 countries, for getting feedback of different stakeholders to the results of the focus groups and more details and further ideas.

In order to see if user wishes identified during the focus groups and workshops are important enough to be included in further developments, a second survey was carried out to complement the qualitative results with quantitative data. The results of the second questionnaire-survey (Survey B) are illustrated in Chapter 6.

The final chapter (Chapter 7) highlights the overall findings and identifies conclusions.

In the Annexes, the questionnaires, the focus-group guidelines and the list of participants in the national workshops are attached.
2. Methods

The objective of task 1.2 was the identification of user requirements of all stakeholders relevant to school transportation. Relevant stakeholders are children, parents, bus drivers, school representatives and administrators, traffic safety authorities, research institutes and bus operators.

In order to get information about the user and stakeholder needs the following methods were applied:

- Focus groups with representatives of one user or stakeholder group
- Workshops with different stakeholders
- 2 questionnaire surveys

The focus group interview methodology is an excellent way to obtain information about stakeholders and users thoughts and views. The method is qualitative and the results give a good impression of the relevant issues but it is not possible to generalize the results. The aim is to have a deeper and extended understanding about the stakeholders’ and users’ thoughts and views about safety and security for children going by bus to and from school.

In order to get a verification of the results of the focus groups, these results were presented in national workshops to a group consisting of different stakeholders and discussed there.

Further a questionnaire (survey B) based on the results of the focus group was distributed to different target groups across European countries.

In addition, a questionnaire (survey A) was distributed to road safety experts in European countries to identify the situation concerning school transportation of pupils (aged from 6 to 15) in 15 European countries.

2.1. “Survey A”

A questionnaire was developed to indentify the situation concerning school transportation of pupils. It was distributed to road safety experts in 22 European countries, who are members of FERSI (Forum of European Road Safety Research Institutes).

The questionnaire included the following topics:

- School transport system
- Legal situation
- Financing of school transportation
- Safety measures for school transportation
- Measures to promote awareness for the different factors of school transportation
- Future planning about school transportation

The English questionnaires were sent to the FERSI members by CERTH/HIT and analysed by KfV.

2.2. Focus groups

Focus groups were carried out in Sweden, Poland, Italy, Germany and Austria. In order to get comparable results, focus group guidelines were developed for each group of
The guidelines contained the following topics:
   - Experiences concerning school transportation
   - Education concerning school transportation
   - Information flow
   - Wishes concerning school transportation

Following groups of stakeholders and users were defined:
   - Pupils (3 age groups: 6-9 years, 10-12 years and 13-16 years)
   - Disabled pupils (all age groups)
   - Parents of children, who use school transport
   - Bus drivers
   - Teacher and school representatives
   - Authorities, who are involved in school transport

The distribution of the focus groups between the partners of this work task is shown in Table 1.

The partners translated the focus group guidelines for the different stakeholder groups into their native language. They sent back the English translation of the focus group reports, which were summarised by KfV.

The partners were asked to translate the questionnaires into their native language and disseminate them to the various stakeholders. Input was gathered from all the aforementioned countries.

### Table 1 Distribution of the focus groups

<table>
<thead>
<tr>
<th>Country</th>
<th>Partner</th>
<th>Pupils</th>
<th>Parents</th>
<th>Bus drivers</th>
<th>Teachers principals</th>
<th>Authorities</th>
<th>Drivers</th>
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<tr>
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<td>X</td>
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<tr>
<td>Germany</td>
<td>USTUTT</td>
<td>X</td>
<td>6-9</td>
<td>X</td>
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<tr>
<td>Italy</td>
<td>UNIMORE</td>
<td>X</td>
<td>6-9</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Poland</td>
<td>ITS</td>
<td>X</td>
<td>7-9, 10-12</td>
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<td>X</td>
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<tr>
<td>Sweden</td>
<td>VTI</td>
<td>X</td>
<td>6-9, 13-16</td>
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The results of the focus groups of each country were presented and discussed. The aim of the workshop was to get feedback of different stakeholders to the results of the focus groups and get more details and further ideas. Since the country-specific results were presented and discussed, no common guidelines were developed. The results of the workshops were translated into English by the partners and summarised by KfV.

Participants of the workshops were:
   - stakeholders of the focus groups (except pupils)
- representatives of bus operators
- representatives of the municipalities and municipality guards
- representatives of the school administration
- bus assistants
- project leader of school bus related projects
2.4. “Survey B”

The selected stakeholders’ opinions are very important for the selection of use cases, but also in a second step for the system architecture that is based on the EU based FRAME approach. The FRAME approach has its starting point in “user wishes”. In order to see if user wishes identified during the focus groups and workshops are important enough to be included in the system it was seen as important to complement the qualitative approach with a more quantitative approach.

To this end, a second phase survey was developed that included developing and distributing questionnaires addressed to children, parents and school bus drivers. A success criterion for SW2S was to have at least 100 returned questionnaires from 4 EU countries (Greece, Sweden, Italy and France).

The survey B of A1.2 required designing and distributing questionnaires based on the outcomes of the focus group guidelines, in order to verify the results that rose from them. Two main types of questionnaires have been designed, the adult and the children version. The questionnaires have been distributed to partners in Greece (CERTH/HIT), Sweden (VTI), Italy (UNIMORE) and France (INRETS). The partners were asked to translate the questionnaires into their native language and disseminate them to the various stakeholders. Input was gathered from all the aforementioned countries.

Different approaches for the selection of respondents were used. The differences depend on the type of stakeholders and country involved (for more details see Chapter 6).

One advantage with questionnaires is the possibility to raise exactly the same questions to all people. Even though we had the same questions from the beginning they have been translated to other languages in order to capture their native experiences. One limitation may be that the translation also changes the idea behind. Since the questions are simple the risk is low.

In order to generalise it is also important to use a statistically correct approach during the definition of the population and the sample that should be drawn. In this case this is a limitation. The children that have been asked should more or less be seen as representatives for children in each country. Whether this assumption is correct or not is difficult to say. This limitation also holds true for bus drivers and parents.

Another limitation is that the number of questionnaires does not make it possible to compare the situation in different EU-countries. However, this was not an aim with the questionnaires. If the idea was a more scientific approach lot more resources would have been addressed to this issue.
3. Survey A - Results

The FERSI-questionnaire (Survey A) was delivered by CERTH-HIT to all FERSI-members and additionally to the project-partners. The questionnaire was filled out by the FERSI-members from Austria (KfV), Finland (VTT), Greece (CERTH-HIT), Hungary (KTI), Italy (SIPSiVi)\(^1\), Spain (DGT) and Sweden (VTI). For Germany, the questionnaire was filled out by USTUTT and for Poland from ITS.

The small number of completely answered questionnaires (6 – Austria, Germany, Italy\(^2\), Finland, Poland, and Sweden) shows, that information about school transport is not easily accessible. In some countries there are no clear rules for school transport whereas in other countries, school transport is regulated in numerous different laws. This makes it quite difficult, to outline a clear situation about school transport in Europe and its countries.

3.1. Organisation of school transport

Hardly any member was able to state numbers about how many pupils use the bus for school transport. The estimations vary from 11.5% (Italy) to 50% (Austria).

Except Hungary and Poland, where only special purchased buses are used, in all countries both, special purchased buses as well as regular public transport, is used for school transport. In Poland also buses rented from transportation companies through a tender offer are used for school transport.

According to the FERSI-members, in Finland, Italy and Sweden more pupils go by public buses than by special purchased buses, whereas in Spain it is more common to use special purchased buses.

School transport is mostly free under certain circumstances (e.g. distance, nearest public school etc) or there are special fares, which vary from 19.70 € per year (Austria) to 20-25 € per month (Italy).

In the majority of cases it is the municipality, who has the main responsibility for providing and financing school transport, planning the route and locating and designing the bus stops.

In Austria, it is also the municipality who is responsible for providing school transport to public schools, together with the government, the schools and fleet operators. Municipalities have to choose the school bus companies and together with schools they have to provide secure routes and transport and bus stop or lay-bys.

Estimations about pupils taking special purchased buses can be found for single federal states, e.g. in Upper Austria about 1/3 goes by special purchased buses and 2/3 by buses of public transport.

In Finland, pupils use regular public transport, purchased buses and also trains and taxis. In general, about 25% of the pupils go to school by bus (in Espoo city 9,3%).

Municipalities are responsible for providing and financing school transport and also for planning the routes and location and design of bus stops.

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\(^1\) Additional information was sent by UNIMORE
\(^2\) Incomplete questionnaire from SIPSiVi, completed by UNIMORE
Legislation demands that in certain circumstances (the length of school journey is more than 5 km or when the journey is too difficult, tiring or dangerous) the fare to school is “free of charge”. Municipalities have also own policies, which may allow free school transportation even if legislation doesn't require it. For example a municipality can decide to acquire free school transportation in winter for a larger group of pupils. In Espoo City school children in grade 1-3 with a journey to school exceeding 3 km (and in grade 4-5 exceeding 5 km or if the journey is dangerous) the fare is “free of charge”.

In Germany school transport is organised either with public buses or with special school buses.

School transport is provided by municipalities together with the district. They are also responsible for planning the location and design of bus stops. Municipalities offer special prices for school transport, parents are responsible to pay for transport.

In Greece, regular as well as purchased buses are used for school transport. The government is responsible for providing school transport and planning locations and design of bus stops together with schools. The route planning is under the responsibility of schools, which are also responsible for financing the school transport together with parents.

In Hungary, only special purchased buses are used for school transport. There is no information available about the number of pupils going by bus.

In Italy, regulations are slightly different in different municipalities, especially between cities and small villages. According SIPSiVi both, public as well as purchased buses are used for school transport. But this is related to the age of pupils. In Italy public transport has defined routes and is available for everyone. Children older than 11 years can go to school using public transport. Small children (6-9) don’t use public transport alone. The specific school bus transport is organised by each municipality using purchased buses specifically dedicated to this purpose. This shows, how complicated school transport is organised and that clear standard guidelines have to be defined.

It is the municipality who is responsible for providing, planning and financing the school transport as well as for location and design of bus stops. Additionally, parents have to pay a fare for school transport. The planning is done together with the fleet operators.

In Poland for school transport there are special purchased buses but also buses rented from transportation companies through a tender offer used. Only are used for school transport in Poland. The municipalities have the main responsibility for all issues related to school transport. They have to provide it, to plan the routes together with schools and parents, to define bus stops together with the districts and also to do the financing. School transport is free of charge.

In Spain, about 15-30% of pupils travel to school by bus, using regular as well as purchased buses. School transport is provided by districts, schools and fleet operators. The planning is done by schools together with fleet operators. The district finances school transport but also parents have to pay a share.

The location and design of bus stops is planned by schools, municipalities and districts.

In Sweden, 30% of pupils travel to school by bus, both by public transport (40% out of the 30%) and special purchased buses (60% out of the 30%). Municipalities are responsible for providing, defining the location and design of bus stops together with fleet operators and to plan the routes with fleet operators and schools. Local authorities in Sweden have to provide free transportation for a pupil if necessary, taking into account the distance, the traffic situation, disabilities of a child and other special circumstances.
3.2. Accident statistics

According to the answers, accident statistics for school transport related crashes are available in:
- Austria
- Finland (but only city-based)
- Germany
- Spain

In Sweden, there are no official statistics, but for some years there are numbers available in research publications.

In following countries there are no statistics for school transport related crashes available:
- Greece
- Hungary
- Italy
- Poland

Find further information about accident statistics in D1.4.

3.3. Bus signs and signals

Information about the marking of buses used for school transport was given from 8 countries (Austria, Finland, Germany, Greece, Italy, Poland, Spain and Sweden).

All of them use a school transport sign for at least some kinds of buses, whereas light signals are used in half of the countries (Austria, Poland, Spain and Sweden) and LED-signs are used only in Finland and Italy. In Poland, school buses are special coloured – orange (the ones purchased by the Ministry of National Education or if a transportation company agrees to colour the buses they rent for school transport).
School transport signage

In Austria, on vehicles used for school transport a sign must be fixed in the front and rear. It has to be yellow-red, square with 400 mm side length, reflecting, with a 30 mm black border. In the middle must be the illustration of “attention: children”, this has to be 200 mm high. If the vehicle is used for other transports than for school transport, the signs have to be covered (not for empty drive).

Figure 2 School transport sign - Austria

In Germany, official school buses are marked with a square shaped sign showing two children going hand in hand. The sign is orange with a black frame and the symbol of the children is black.

Figure 3 School transport sign - Germany

In Greece, the rented school buses are typical coaches that perform any kind of mass transportation. Thus, these buses are not yellow and they do not have special features for children. When it comes to the dedicated school buses, the yellow colour is the significant element that differentiates the school buses from the other buses. Also the yellow school buses must have the title “school bus” written in the front and in the back of the bus. At commercial coaches the front sign must clearly illustrate the name of the school and the special number of the bus, thus it is placed for the convenience of the children in order to identify the bus. In addition, the back sign must include the following phrase: “Caution, School bus. Continual stops”, as well as the speed limit: 60km/h.
In Finland, a yellow triangle with 2 pedestrians is attached to the front and rear of the vehicle and of the roof of taxis. “Koulukyyti” means “School transport”.

Figure 5 School transport sign - Finland

Like in Austria and Germany, in Italy there is a squared orange sign with two black children walking (as showed in the picture below), that stands for \textit{vehicle used as transportation of children from/to school} if it is placed on the back of the bus.

Figure 6 School transport sign - Italy
In *Poland*, vehicles transporting an organised group of children or youth under the age of 18 should be marked in front and back with a sign of yellow colour with a black symbol of children. School buses in Poland are orange coloured (only the ones purchased by the Ministry), marked in front and back with rectangular white sign with black “school bus” text on it.

In case of limited visibility the sign should be lighted, unless the sign are made of reflective material.

*Figure 7 School transport sign - Poland*

In *Spain* there is a signal placed inside of the vehicle, on windscreen and rear window, in the way it can be seen, installed and removed easily.

*Figure 8 School transport sign - Spain*

In *Sweden* also only the special purchased buses need to be specially marked. The sign used for school transport is yellow with a red frame and a black symbol of children and is equipped with flashing lights.
3.4. Safety measures

3.4.1. Bus stop

Information about safety measures at bus stops is given by following countries: Austria, Finland, Germany, Italy, Poland, Spain and Sweden. Following safety measures exist:

In 3 countries (Finland, Germany, Poland) most bus stops are equipped with bus bays, in Spain there are no bus bays for bus stops. Warning signs and intelligent bus stops are available only at some bus stops in Sweden. But there are no regulations related to other road users regarding the buses marked by school transport signs.

Regulations for other road users (e.g. stopping, deceleration) are usual in Germany and Finland, whereas in Italy and Spain such regulations are unusual, although there are mandatory regulations in Spain.

One can find conflicting information about the compulsory regulations. According to D 1.4 (Accident analysis report) e.g. in Germany, the bus driver has to turn on the warning indicators when stopping at a bus stop. A stopping bus may be overtaken in walking speed.
Cars following the bus are not allowed to overtake the moving bus. The oncoming traffic is obliged to pass the bus also in walking speed on the other lane. However the law was difficult to gain acceptance, so intensive control by police is applied in order to enforce this new law. According to the FERSI-questionnaire, there are no mandatory regulations for other road users in Germany.

In Austria, a stopped omnibus can be passed carefully and only in walking speed if people are stepping in or out (also in opposing direction). It is forbidden to pass school transports with a school transport sign when the alarm blinker system and the yellow red warning light are on. But no data about the compliance of this rule is available.

Except from Sweden and Spain, bus stop signs are mandatory by law in all countries that answered this question.

Only to Spain the “attention children” sign and speed cameras are mandatory, but according the answers, none of the bus stops are equipped with speed cameras. Road markings can be found at some bus stops in Spain, where they are, as also in Poland (no answer concerning the number of bus stops signed), mandatory by law.

In Sweden, a 30km/h-warning sign is mandatory.

### 3.4.2. Bus

Information about safety measures at bus stops is given by Austria, Finland, Germany, partly in Greece, Italy, Poland, Spain and Sweden. Buses in these countries are equipped with the following measures:

![Figure 11 Safety measures in buses](image)

As shown in Figure 11, the most common measures are control lights for doors, which are installed in most buses in Austria, Finland, Spain and Sweden, and in some buses in Germany, Italy and Poland.
Additional mirrors, hazard warning lights, warning lights on the roof, seat belts and sound reversing indicators are installed in at least “some” buses in the concerned countries. In 4 countries (Austria, Finland, Poland, Spain) warning lights are mandatory by law, in 2 countries (Finland, Spain) also sound reversing indicators are mandatory by law, while additional mirrors are compulsory only in Spain, control lights for doors only in Sweden and warning lights on the roof only in some buses in Austria.

Only in Austria, “most” buses are equipped with seat belts. Since 1999 new buses in Austria must be equipped with seat belts, in Poland since 2005. In Greece and Italy no answer was given regarding seat belts in buses; in all other countries, “some” buses are equipped with seat belts, although according the answers seat belts are compulsory in all countries except Sweden.

Intelligent speed controlling systems are used in Germany, Italy and Sweden. In Finland and Sweden, some buses are also equipped with alcohol interlock systems.

In none of the countries, speed cameras (radar devices) are mounted to school buses.

3.4.3. Other safety measures

Information about further safety measures for the way to and from school is given by Austria, Finland, Germany, Greece, Italy, Poland, Spain and Sweden.

Adult assistance
In 5 countries, namely Finland, Greece, Italy, Poland and Spain, (some) children are accompanied by an adult assistant in the bus. In Italy, this is mandatory for kindergarten children. From the other countries it is only known that the measure does exist, but no conclusion can be made about the mode and spread of this service.

School guards /school assistants
In 4 out of 8 countries, namely Austria, Finland, Greece and Poland, (some) school guards or school assistants are appointed sometimes to ensure a safe school transport for children.

Local speed limits for buses
In 4 out of 8 countries, namely Finland, Germany, Italy and Spain, local speed limits for buses exist. In Finland, buses are not allowed to drive faster than 80km/h.

Traffic restrictions around schools
In all countries except Greece, traffic restrictions around schools are one measure to ensure children a safe way to and from school. There is no detailed information given about this restrictions, only for Sweden it can be said that there is usually a speed limit of 30 km/h.

Walking bus
A “walking bus” is a group of pupils who walk to school in much the same way like a bus would drive them to school. This measure is applied in Austria, Italy and Sweden, but only in few schools.

School travel plans
Except Greece, all countries that answered this question apply school travel plans. In Sweden, this measure concerns only few schools, it is a recent initiative. Finland has plans for different age groups of children in grade 1-6.
Other used measures are e.g. "Koulutiitu" in Finland, which is a method assessing traffic safety on school journey, or "BICIBUS" in Italy, which is a "two-wheeled bus": it consists of a group of students who go to and come back from school guided by volunteers by bicycle (parents, grandparents, teachers...).
In Spain, there are compulsory traffic signals to ensure a safe way for pupils.

3.4.4. Trainings and other activities

For pupils
All countries, which answered the question about training, offer trainings or activities for pupils.

In Austria, the following activities are carried out:
- **School bus-guides**: older pupils are specially trained and care for the safety in buses and at bus stops.
- **Attention break-test**: Presentation about safe travelling by bus
- **Safe school bus**: Demonstration of hazards, support of right behaviour
- **Safe in the school bus**: Action for supporting the use of restraint systems
- **Safe to school and kindergarten**: Suggestions for improving the pupils safety-thinking/behaviour
- **Action “childproof school way”**: includes a focus on school bus (bus guards, advices for behaviour etc.)
- **Visible on the way**: to make aware of how important it is to be visible
- **Action “pupils and safety on the way to school”**: a grid of accident-prevention-actions (speed limits, crosswalk safety, make aware of rules for behaviour in buses, bus guards etc.)
- **Meeting point bus stop**: together with pupils bus stops are investigated. Aim is to make bus stops more invisible, to offer enough room for standing and possibilities to sit, to be protected.

In Finland, schools, maternity clinics and day care centres give advice about safe school journey to pupils and parents. Some schools and day care centres also practise and have events about school journey. Liikenneturva has material for practising safe school journey such as how parents of first grade pupils can advice their children of safe ways, safe behaviour at bus stops and when crossing streets. The responsibility of teaching safe behaviour is mostly left to parents.

In Germany, parents and teachers talk about this topic with children. But there is no information about further activities.

In Italy there is different information about activities. SIPSiVi points out, that there are road safety education programs, which are mandatory since 1994, though the implementation reaches different levels.

In Poland, meetings with police or/and municipality guard are offered.

In Sweden, some schools practice exiting a bus on fire, use of seat belt, waiting at the bus stop etc. or show films about this. Training is mandatory by law but not fulfilled in reality.
For family members

4 out of 6 countries, which answered the question about training, offer at least some trainings or activities for family members as well.

In Austria, the main programs are:
- **Safe in the school bus**: Action for supporting the use of restraint systems (also in parents’ cars)
- **Safe to school and kindergarten**: Adults get information to safety on school way and get recommendations for improvements.
- **Action “childproof school way”**: includes a focus on school bus with suggestions for behaviour of adults, adults as role model

In Finland, Liikenneturva (the central organisation for Finnish traffic safety work) provides schools with a free pamphlet that can be given to parents. The pamphlet contains information about what and how to teach the child. Some schools also discuss safe routes to and from school with parents.

In Germany, no concrete activity is known, but there may exist several local activities.

In Italy, the road safety education program, which is mandatory since 1994, allots also activities for parents. In some schools there are meetings, events, leaflets, but rather seldom.

For school representatives

Only 3 out of 6 countries, which answered the question about training, offer at least some trainings or activities for school representatives.

Liikenneturva has introduced a material that teachers in Finland can use to point out dangerous spots near the school and incorporate them into the road safety education given to the students. However it depends (unfortunately) on the teacher if the action is carried out or not.

In Germany, education for school representatives is under the responsibility of the school and in Italy, there are activities for teachers which are linked with the road safety education in schools.

For bus drivers

Activities for bus drivers are carried out in 5 of the countries, which answered the question about training.

In Austria, the main programs are:
- **School bus driver**: aims at drivers of minibuses. They are trained in traffic-psychological aspects of hazard-recognition, prevention and reaction.
- **Safe in the school bus**: Action for supporting the use of restraint systems
- **Bus driver of the year**: communication of safety measures for professional drivers, increasing road safety in bus, thoughtfulness of bus drivers among each other
- **“safe school bus driver”**: teaching bus drivers in right behaviour at stress- and exception situations

In Finland school transport driver education courses are offered and a guidebook for school transport drivers and also in Poland there are special trainings for school bus drivers. Drivers of school buses should go through special training, carried out by the Police, but it is not mandatory for all school bus drivers.
In Germany, bus drivers can attend voluntary trainings.

Rather common activities are offered for school bus drivers in Sweden, like trainings in traffic safety, fire, accidents, cooperation etc, but those are not mandatory.

For other people

Austria, Finland and Germany offer activities for other people. E.g. in Austria, there is awareness raising for car drivers to more caution towards school buses and more enforcement in one province of Austria (Upper Austria). In Finland there are local campaigns at the start of the school year; content may vary greatly. In Germany, when school begins there are signals used in Germany, indicating higher danger close to schools.

Safety campaigns

In Austria, the following safety campaigns for school transport were launched:
- Bus-security (handbook) (http://www.kfv.at/kuratorium-fuer-verkehrssicherheit/landesstellen/burgenland/aktionen/handbuch-bus-security/)
  experiences of the road safety campaign for safe school buses in one province of Austria (Burgenland) were summed up and promoted for schools
- Project school bus – The new generation (Upper Austria) of dedicated school buses was equipped with new technology, tested and promoted (http://www.land-oberoesterreich.gv.at/cps/rde/xchg/SID-7B255050-EB4482A1/ooe/hs.xsl/55017_DEU_HTML.htm)

In Finland one campaign was e.g. ‘Turvaa tenaville’ in Oulu region, Kainuu and Lapland. Additionally there are/were several local campaigns. Newspapers like Kainuun Sanomat and Lapin Kansa have own campaigns like “Lapin lasten liikenneviikko”. Campaigns are organised by Liikenneturva, however not in Metropolitan Helsinki.

In Italy, every municipality should sensitise the stake-holders. But no wide campaigns have been implemented, at least not at national level.

In Sweden there are several local campaigns like:
- Gotland http://www.gotland.se/imcms/26246 Slow down to 30 when the school bus stops (not mandatory) - http://www.gotland.se/imcms/33123
- Örnsköldsvik and Linköping 30 km/h when passing a school bus - http://publikationswebbutik.vv.se/Shopping/Default___3757.aspx

3.5. Children with disabilities

3.5.1. Children with perceptual disabilities

In Germany, Spain and Sweden it is usual that children with perceptual disabilities go to school by regular school transport.

Some Austrian children with perceptual disabilities also go to school by regular school transport. But it is more usual to have special school transport service for them.

In Germany, no special transport mode is used. In Sweden they use public transport if this is considered possible. Otherwise they take a special ordered school transport vehicle.

In Spain, buses are not always equipped for transporting children with perceptual disabilities.
In Finland, usually for those pupils, who have a handicap there are special kinds of cars (=taxis) for school transport and they don’t normally use regular buses. There are also special schools for these children (depending on the handicap).

Children with learning disabilities
In Italy and Spain it is usual that children with learning disabilities go to school by regular school transport.

In Greece children with special needs are hosted in schools that are dedicated to their needs. These schools are located all over Greece and have only students with special needs. In addition, these schools use accessible transportation means.

3.6. Road safety targets

Only in Austria and Spain road safety targets exist, which concerns children.

The new Spanish national road safety strategic plan 2010-2015 has not been finished yet, but there will be a target that concerns children. Also the Austrian National Road Safety Program is not concretized jet. But there are already regional targets like in Upper Austria, where the aim is to have no fatalities or seriously injured (children) during school transport by bus.

In Poland, there is a general road safety target that is 50% less fatalities until 2013 in relation to 2003, where children are of course included.

Other countries, in which the questionnaire was filled out, have no target of this kind or at least it is not known.

3.7. Activities and future planning

In Finland it is planned that alcohol interlock systems should be mandatory from 2011 on. In Italy, there is a wide debate, locally and also nationally. The location of the schools finally start to be discussed: e.g. the reconstruction of L’Aquila after earthquake placed the schools near the highways and motorways. The local debates are mainly on costs for families, recently no more for free anywhere, even though the Italian Constitution guarantees this free access to learning facilities, etc.

In Sweden, a new law is planned for implementing speed limits (30km/h) in both directions when passing a bus at a bus stop on roads with 70km/h speed limits.
4. Focus Groups and Interviews - Results

4.1. Description of school transport in the concerned municipalities

4.1.1. Austria
The Austrian focus groups took place in Eisenstadt and Hainfeld. Eisenstadt is a small municipality with 13,000 inhabitants. In Eisenstadt there are several schools. There is one place for all schools where buses from and to all directions stop. Hainfeld is a small municipality with 3,000 inhabitants and two school buildings.

The main used form of school transport is public. The participants of the focus groups were bus drivers of public buses and also the pupils taking public buses for their way to school. The average duration for the bus ride is about 20-30 minutes.

4.1.2. Italy
Scandiano is a small Municipality of 24,700 inhabitants within Reggio Emilia Province. Scandiano and its surrounding have 8 nursery schools, 8 primary schools, 1 secondary school first level and 4 secondary schools first level. Different school buses are used for children of nursery school (with the presence of an assistant on board), for children of primary school and secondary school first level and for teens of secondary school second level.

Soliera is a small municipality of 15,144 inhabitants within Modena province. Soliera and its surrounding have 5 nursery schools, 4 primary schools and 2 secondary schools first level. The school bus service organized by Soliera Municipality is a mixed service since children from 3 to 13 years are transported in the same bus with an adult assistant on board.

Reggio Emilia is a city in the north of Italy of 165,503 inhabitants. Reggio Emilia Municipality has 61 nursery schools, 42 primary schools, 11 secondary schools first level and 27 secondary schools first level. Since Reggio Emilia is a small town there is the problem of little demand for short routes: different solutions should be considered to maximize quality and efficiency of transport and minimize pollution and costs. In the last year alternative solutions have been positively experimented such as PEDIBUS (children are accompanied from a meeting point to the school by an adult by foot) or BICIBUS (the same as PEDIBUS, but by bike). In Reggio Emilia Municipality 550 children go to school by BICIBUS and 400 by SCHOOL BUS.

4.1.3. Poland
In this particular case a school bus is rented by the school from a transportation company in a procedure of a tender offer. This particular bus serves only this one school (children of 7-16 yrs. old from elementary and middle school together in one building). The bus is white colour with some blue signs on both sides, it is the old type with no seat belts, with yellow sign with children in front and back of the bus and also a plaque “school bus” in the windshield. The driver does not use a GPS or a similar device. There are 50 seats on the bus plus 12 standing places. The bus takes children home from school at different hours (different classes finish school variously) and according to the needs. The whole bus route has 6 bus stops on the way. There is always an assistant onboard the bus, in this case it is a retired teacher who travels with children. Her duties are to make sure that all children that are on the list are onboard the bus, she also supervises that children get off at the right bus stop. A
child, who has to get off at a different stop than usual, has to provide a written note from parents.

4.1.4. Sweden
Two rural schools in the north of Sweden were selected since they had a mixed type of school bus transport and a great number of children using it. "Mixed type" refers both purchased buses and public buses. One school had grade 0-9 school with 114 pupils; the other school had grade 5-9 with a total of 218 pupils.

In the first municipality, all pupils who want to go by school bus can do it. Therefore, there were no discussions about this issue. The roads surrounding the school and the way that most children use to get to/from school is surrounded by very heavy traffic. The area is sparsely populated and the school is threatened with closure. For a couple of years ago this school had a fatal accident in relation to school transport, a typical school bus accident when a child ran out behind the bus in the afternoon on the way home.

In the second municipality, the school was located in an area just outside the city and there was much debate on who should be allowed or not to go by the school bus to and from school. The school bus operator in this area has recently been installed.

4.2. Bus drivers

Focus groups with bus drivers were carried out in Poland, Sweden, Austria and Italy.

Bus drivers see the main problem in crossing the street after pupils got out of the bus. Drivers developed different strategies for solving this safety problem. They let the children cross the street in front of the bus and wait until they crossed the road. Bus drivers sometimes signal how to behave in a correct way. Italian bus drivers occasionally stop in the middle of the road, so that ongoing traffic must stop to let children cross the road safely. In other situations, drivers get off the bus and accompany children, while crossing the road leaving others alone on the bus.

In the discussions the question aroused about who is responsible after pupils left the bus. In Italy bus drivers have the responsibility for the children until they reach home. In Sweden and Italy the bus drivers wish to have clear responsibilities. Further Swedish bus drivers wish common rules about how to deal with children crossing the road after getting out of the bus.

One topic which was stressed by the bus drivers is the behaviour of the pupils. Managing children during the trip, especially those from 9-18, is a main issue.

Problems resulting from not safe behaviour or misbehaviour of the pupils are intensified by too crowded bus stops and buses (e.g. pushing at the bus stop, if children standing to close to the street, there is the danger of driving across feet, running of children to the bus, pushing while getting into the bus,...). Vandalism is also a problem, which causes costs for the bus operators.

Bus drivers developed strategies to handle these problems like getting into contact with by talking to pupils (if possible) or informing parents about misbehaviour of their children. In some countries measures were initiated by different stakeholders to ease the situation like
bus assistants\(^3\) in Poland and Italy (mandatory if small children from 3 to 6 are on board) or school bus guards\(^4\) in Austria, which is installed in some schools. The bus drivers appreciate those measures and report good experiences with them. Unfortunately the school bus guard project stopped at the routes of the interviewed bus drivers in Austria and they wish to have school bus guards again. In Italy bus drivers wish to have the bus assistants on all school buses.

Further bus drivers wish that pupils are taught about safe behaviour (e.g. wearing seat belts) in the bus and when getting in and off the bus and crossing the street at school and at home. In relation to the topic “behaviour of the pupils” bus drivers emphasise the importance of communication with other stakeholders. They report that there is rare or no communication with other stakeholders about school transport and safety in school transport.

Bus drivers wish to have cooperation with schools and parents by informing parents about different issues concerning school transport: the safe behaviour, the responsibilities and the costs concerning vandalism in school transport.

Further they wish to have cooperation with schools. Information flow about specific topics like changes in school routines which affects school transport e.g. a free day or medical problems of children would be very important.

Another topic, which was an important issue, is the safe bus stop. There are not always defined bus stops, when dedicated buses are used for school transport (e.g. in Italy or Poland). In these cases no infrastructure for safe and convenient waiting places exists. Children often wait for the bus between the street and the ditch. Bus drivers of both kinds of school transport underline the importance about of safe bus stops. Criteria for safe bus stops are:

- Lay bays
- bus stops at safe places: not in curves, on straight roads, not on steep roads
- lighting of the bus stops
- signage of the bus stop

Further the issues bus signage and usage of safety belts were addressed by the bus drivers. Public bus transport, which children use for their way to school, has no signage, which indicates that school children are on board.

Bus drivers wish to have school bus led signs in regular routes with transporting mostly pupils as information for other road users. The usage of seat belts in dedicated school buses is an important issue in Sweden and bus drivers wish support from other stakeholders.

\(^3\) Adult assistants, who are on board of the school bus are in charge of the safe behaviour of the pupils, sometimes they help across the roads
\(^4\) Older pupils care for safe behaviour at the bus stop, getting into the bus and while driving.
### 4.2.1. Experiences and problems

#### Table 2 Bus drivers – Experiences and Problems

<table>
<thead>
<tr>
<th>Country</th>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
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</thead>
<tbody>
<tr>
<td><strong>Austria</strong></td>
<td>Younger children exercise in the bus during bus drive, if the bus driver inveighs with the child, parents make complaints to the company. Vandalism (making fire in the bus, cutting seats, cutting seat belts...) is a problem with older children. Pupils don’t listen to bus driver if he asked for safe behaviour</td>
<td>Cars of parents who pick up children from school constrain the bus to get to the bus stop. <strong>Other cars constraining the bus</strong> to get to the bus stops</td>
<td>No cooperation / communication is stated as a main problem! <strong>pupils - bus driver</strong> pupils are not allowed to talk to driver while driving <strong>bus operator –bus driver - parents</strong> Bus operators hand over complains of parents. Bus drivers have to write a comment at this complain. Then Bus drivers get in contact with parents. Sometimes this contact solves the problem with this pupil. <strong>authorities- bus driver</strong> If there is a nearly accident bus driver inform authorities. <strong>There is no cooperation</strong> with local authorities. <strong>bus operator - bus driver- school</strong> Bus operators have an account executive, who could be in charge of cooperation between bus operator and school. Cooperation with schools, if it happens, is very appreciated by bus drivers.</td>
<td>Sometimes there are too many close bus stops for different routes and to many children waiting (in one town 600 children at the same time) <strong>Crowded bus stops</strong> cause many problems: -pushing and running around -children standing to close to the street, danger of driving across feet -children are waiting on the streets not on the sideways -running of children to the bus to be first in the bus to get a place to sit -pushing while getting into the bus</td>
<td>Crossing the street in front of the bus can be dangerous, because passing cars don’t see the children. Bus drivers sometimes signal how to behave in a correct way for crossing the road.</td>
<td>Pupils have to stand (21 standing places: even in areas with more than 50km/h) Sometimes even more than 21 pupils are standing, because pupils can’t be left behind (complaints of parents) Risky situation occurs when the bus brakes suddenly: falling down of children in the bus. When bus is too crowded, the bus driver is not able to notice health problems of pupils while driving (i.e. epileptic seizure).</td>
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<td><strong>Italy</strong></td>
<td>The main issue is managing children</td>
<td>Parents, who bring their children to school</td>
<td>In general there is no cooperation with schools,</td>
<td>There are no structured bus stops, every year</td>
<td>Crossing the street: Drivers sometimes help</td>
<td>There is a bus assistant on board, if</td>
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<td>Poland</td>
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<td><strong>Communication/Education</strong></td>
<td><strong>(Waiting at the) bus stop / stepping in/out</strong></td>
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<td>during the trip, especially those from 9-18. Children are undisciplined and force drivers to watch over them. Bus drivers try to involve them speaking of football or other interesting issues.</td>
<td>by car, park their cars at the bus stop.</td>
<td>Professional Education of the drivers: Drivers had in the past pedagogy courses to increase their skills related to children treating and managing of bad behaviour.</td>
<td>each municipality defines some &quot;pick up place&quot; on the basis of school bus service request. No infrastructure is build, children often wait for the bus between the street and the deep. Structured bus stops are sometimes at schools.</td>
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<td><strong>Way to/from bus stop</strong></td>
<td><strong>Bus (ride)</strong></td>
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<td>Children cross the road leaving the other children on the bus. Drivers sometimes stop the bus on the side of the road or in the middle of the road to avoid the transit of other cars. Some children died while crossing the road, for this the drivers are responsible.</td>
<td>Pupils generally behave properly. <strong>Bus assistant</strong> is on board and tells pupils how to behave safe. The rules are: pupils are not allowed to move around, pupils are not allowed to talk to driver while driving</td>
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<td>There is occasionally communication with parents, when they pick up younger children from the bus stop. Professional Education of bus drivers No special education for school transport only course for transportation of persons and goods and not obligatory training carried out by the Police.</td>
<td>Mostly the passing vehicles do not slow down or stop at the bus stop.</td>
<td><strong>Bus stops are at the back roads</strong>, therefore no particular dangerous situation There are no signs that indicate that children are around.</td>
<td>Bus driver and bus assistant are telling every time pupils not to cross the road in front of the bus, they have to wait until bus leaves the bus stop so the bus does not clock the view of the road. Bus driver sometimes signal how to behave in a correct way. There are <strong>not always sidewalks</strong> on the way home.</td>
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<td><strong>Bus uses back roads,</strong> which in wintertime are cleared off snow in a second row, roads get narrower because of snow at the sides.</td>
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<td><strong>Professional Education of the drivers:</strong> Drivers had in the past pedagogy courses to increase their skills related to children treating and managing of bad behaviour.</td>
<td><strong>Bus assistant is on board and tells pupils how to behave safe. The rules are: pupils are not allowed to move around, pupils are not allowed to talk to driver while driving</strong></td>
<td><strong>Professional Education of bus drivers</strong> No special education for school transport only course for transportation of persons and goods and not obligatory training carried out by the Police.</td>
<td><strong>Usage of Safety belts was one of the main issues.</strong> Usage of the safety belts especially among older children and youth is a problem. Drivers check the usage of seatbelts but avoid being too stressful about it because it may result in not listing by the</td>
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<td><strong>Bus stops are at the back roads,</strong> therefore no particular dangerous situation There are no signs that indicate that children are around.</td>
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</table>

- **Behaviour of pupils**: 
  - Risky situations occur when drivers feel out of the control of the situation. This is often the case when there are changes to normal routines or bad weather conditions or road conditions (e.g. if there is ice on the road - bus can slip into the waiting children).
  - Drivers try to avoid situations, which they can’t control.
  - Accidents are most horrible situations. Children get in panic when an accident occurs.

- **Behaviour of other road users**: 
  - Some drivers get in contact with the parents of the children, who don’t use the belts or threat the pupils that they will contact the parents.

- **Communication/Education**: 
  - the age of the child.
### 4.2.2. Needs and Wishes

#### Table 3 Bus drivers – Needs and Wishes

<table>
<thead>
<tr>
<th>Behaviour of pupils</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way stop to/from bus</th>
<th>Bus (ride)</th>
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<tbody>
<tr>
<td>Austria Vandalism</td>
<td>Wish for cooperation school – bus driver – bus operator -parents -Information about changes in the routines (free school day, early ending of the lectures) for planning of the number of buses -Informing pupils and parents about rules for safe behaviour and responsibilities concerning school transport (e.g. publish rules in school magazines) -Information about costs concerning damages, which children cause Education and training for safe behaviour in the bus specially getting in and off the bus and crossing the street Education and training about safe behaviour in case of an accident or fire. Professional training of the drivers: Training about how to act in case of accidents with pupils Training in getting around with people/pupils Unfortunately the school bus guard project stopped at the routes of the bus drivers, wish for having again school bus guards.</td>
<td>Solving the situations with too crowded bus stops with the municipalities and schools. <strong>Constructional changes at the bus stop.</strong> (e.g. having protective grids at the bus stop near the school to prevent the pushing on the street).</td>
<td>Wish for defined bus stops.</td>
<td>Wish for bus signage of public buses, if at least 90% of the occupants are pupils.</td>
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<tr>
<td>Italy</td>
<td>Wish for clear directives about responsibilities school transport. There should be more detailed national regulation that define drivers' responsibilities when children leave school</td>
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<tr>
<td>Behaviour of pupils</td>
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<tr>
<td>Poland</td>
<td>Wish for clear directives from the municipality to parents and bus companies about routines and responsibilities for a door to door perspective for all actors. Wish for cooperation with schools: Principals should present themselves to the bus drivers. Information about children with special medical needs that demands treatment like epilepsy or disabilities and information how to deal with those situations Education and training for children about seat belt use by other stakeholders Professional Training of the drivers: Skid training should be performed more often. Once a year should be a first aid kit training. Safe and secure school bus driving should be a part of the education of a bus driver</td>
<td>Wish for better bus stops e.g. lay bay at every bus stop. Wish for better winter services: roads and bus stops should be cleared from snow (this winter had extremely much snow).</td>
<td>Wish for sidewalks.</td>
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<tr>
<td>Sweden</td>
<td>Wish for cooperation with schools : Wish for clear directives from the municipality to parents and bus companies about routines and responsibilities for a door to door perspective for all actors. Wish for cooperation with schools: Principals should present themselves to the bus drivers. Information about children with special medical needs that demands treatment like epilepsy or disabilities and information how to deal with those situations Education and training for children about seat belt use by other stakeholders Professional Training of the drivers: Skid training should be performed more often. Once a year should be a first aid kit training. Safe and secure school bus driving should be a part of the education of a bus driver</td>
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<td>Crossing the road: Wish for common rules about how to deal with crossing the road after getting out of the bus Definition of a child, who should be helped with crossing the road</td>
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</table>
4.3. Pupils

One problem that emerges in almost all countries is the (mis)behaviour of pupils. In Austria pupils say, that children push other children or sometimes elderly. Another problem is that they run around and cross the street. Some pupils also misbehave in the bus and don’t let others sit beside them. Austrian pupils are supervised by so called school bus guards, who are pupils that are specially trained. The Austrian pupils don’t think that an adult person would be helpful in the bus. They think that it would help if bus drivers would check the bus passes.

In Germany, older children often take away the seats from younger ones. At the bus stop at school, they are supervised by a teacher, who mainly supervises the boarding situation. The German pupils point out, that the bus driver should show more authority.

In Italy, the problem is less bad if an adult assistant is in the bus. In Poland, there is always an adult assistant in the bus, therefore no problems concerning behaviour of pupils are told. But also in Poland there is a problem with older children.

On the way to and from the bus stop, many pupils have to cross roads and go along major roads without sidewalks.

In Italy, where the focus group participants take special purchased buses, they complain about the fact that defined bus stops are missing. The pickup places are often close to the street and there are no schedules for the bus and no warning signs. (In Poland focus group participants take a school bus which is rented from a transportation company).

Where bus stops exist (e.g. Germany) they often are invisible, because they are hidden behind a curve or not lit up in the dark.

Swedish pupils complain about bus drivers, who suddenly let pupils out at other bus stops than usual. Another big problem for them is that some bus drivers stop at the other side of the road (so that they step out at the side where their home is), so they step out at the street.

In Austria and Germany, another big problem is cars parking at the bus stop. This is often because of parents bringing or picking up their children from/to school. Concerning the behaviour of other road users, pupils wish that they would pay more attention and that cars should drive slower.

Pupils in general wish more information and better communication, especially between schools and bus drivers. Swedish pupils for example tell that there is no support if anything goes wrong. There are several examples describing that the children feel they do not receive help from the driver when something goes wrong. This is both regarding contact with the schools or parents and to solve the problem.

Inside the bus one problem is that it is often crowded. This is related to school transport by public buses, which is used by pupils that took part at the focus groups in Austria, Germany and Sweden. Therefore, pupils wish more space in the bus and also extra seats for younger children.

Generally, pupils wish to be protected at bus stops (good infrastructure, warning signs, stopping restrictions etc) and a comfortable and fast trip to and from school.

For more detailed information see Table 4 and Table 5.
### 4.3.1. Experiences and problems

**Table 4 Pupils – Experiences and Problems**

<table>
<thead>
<tr>
<th></th>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop in/out</th>
<th>Way stop to/from bus</th>
<th>Bus (ride)</th>
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<tbody>
<tr>
<td><strong>Austria</strong></td>
<td>Pupils push each other and elderly. Older pupils are sitting alone and <strong>don’t let others sit</strong> beside them. Another problem is <strong>vandalism</strong>: throwing away cans, bond the seat belts etc.</td>
<td>There are many <strong>cars parking at the (area around) the bus stop.</strong></td>
<td><strong>School bus guards introduce themselves and also the rules for safe school transport by bus at the beginning of the school year. Pupils prefer to communicate in the school</strong> but hardly ever with their parents. School bus guards communicate a little with the bus drivers.</td>
<td>At the bus stop at school pupils wait on the other side of the road for the bus, because at the bus stop there is no shadow. When the bus drives in, pupils <strong>run across the street.</strong></td>
<td></td>
<td>Buses are <strong>crowded</strong> and there are many <strong>standing children</strong>, because many pupils, especially older ones, are sitting alone and don’t let others sit beside them.</td>
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<tr>
<td><strong>Germany</strong></td>
<td>Older children (16-17 years) often <strong>take away the seats</strong> from the younger children. The “stop-buttons” are sometimes <strong>damaged</strong> or broken off.</td>
<td><strong>Parents often park at the bus</strong> stops to pick up their children but do not care about other children standing at the bus stop.</td>
<td>Bus safety is thoroughly discussed in first and second grade. In other schools in the region there are special bus <strong>safety demonstrations</strong>, including the demonstration of a full stop brake and what happens inside the bus in such a case.</td>
<td>Some bus stops are <strong>not very well visible</strong>, because they are hidden behind a curve or they are not lit-up when it is dark. As school ends a teacher is sent to the bus stop to <strong>supervise</strong> the boarding situation.</td>
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<td></td>
<td>Behaviour of pupils</td>
<td>Behaviour of other road users</td>
<td>Communication/Education</td>
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<tr>
<td><strong>Italy</strong></td>
<td>Even if the assistant on board try to embank bad behaviour sometimes <strong>older children annoy smaller one</strong>. Bad behaviour is carried out especially in the morning because the number of children at bus stop is greater and because they are less tired.</td>
<td></td>
<td><strong>No physical bus stop exists</strong> and there are no signals that inform about school bus stop. At school pupils arrive <strong>directly in the courtyard</strong> of the school.</td>
<td>The only concern is <strong>crossing the road</strong>, because for the rest of the route they use a <strong>safe sidewalk</strong>. Younger children are <strong>taken to the bus stop by parents</strong> by car or on foot.</td>
<td>Children complain about <strong>drivers who drive too fast</strong> causing falling, abrupt movement or sickness. There is an <strong>adult assistant</strong> onboard, if younger children are in the bus.</td>
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<tr>
<td><strong>Poland</strong></td>
<td>There is no sign at the bus stop warning drivers that children are around.</td>
<td>Parents tell children to be careful while going and returning from the bus stop.</td>
<td>There is no special bus stop at school. The bus stops on the street in front of the school, at the main entrance. The floor at the waiting area is slippery in wintertime. The bus stop near home is a <strong>regular bus stop</strong>. There is no schedule for return school bus trip (only for the morning pick-up), so sometimes children have to <strong>wait even 15 minutes</strong> for the bus. The bus stop is located close to the street, sometimes with cars passing with high speed, but generally they are rather calm. If it's <strong>raining or snowing</strong> children are splashed with water by the passing cars.</td>
<td>Some pupils have to <strong>cross the street</strong>. Pupils don't like to go the way to the bus stop when it is dark.</td>
<td>The <strong>assistant</strong> on board the bus supervises that children behave properly; the <strong>bus driver does not react at all</strong> to the children. The bus assistant makes sure that all seats are taken and <strong>no one stands up</strong> unless there is not enough room.</td>
<td></td>
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<tr>
<td>Behaviour of pupils</td>
<td>Behaviour of other road users</td>
<td>Communication/Education</td>
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<tr>
<td>Sweden</td>
<td></td>
<td></td>
<td>There is no sign at the bus stop warning drivers that children are around (except for the school bus stop area, where there is such sign indicating that children are around)</td>
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<td></td>
<td>Three different types of bus stops are used by the children (a pole along the road side, nothing, a roof (usually only for one direction), but without a platform). Sometimes bus drivers change bus stops. Several of the children have experience of being dropped at a different place than usual. In some places, bus driver runs over to the bus stop across the road. Probably in order to make sure the children get off on the same side that they live.</td>
<td></td>
<td>To cross the roads is highlighted as problematic situation in the group with the older students. In focus group with the slightly older children is further reflected that they were not visible when they go to and from their bus stop. They were aware of that it was difficult for passing vehicles to see them in the dark. Children's proposed solution was that they would use reflectors and flashlight.</td>
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Most parents accompany young children to the bus stop and show them how to behave, some parents talk about that topic. Bus drivers come to school once a year and talk about behaviour in the bus. safety issues: to sit in the bus and use seat belts, activities to experience what happens if the bus had to stop suddenly. Pupils say that they will not have support if anything goes wrong. There are several examples describing that the children feel they do not receive help from the driver when something goes wrong. This is both regarding contact with the schools or parents and to solve the problem. 

There is no routine in case of an accident or break down. The older children told about accidents they have experienced or know about. Two accidents have occurred on turnings when it was slippery. Another bus has broken down or fail to start. It happened 1-2 times a week. Older children mentioned that there is a law to wear seat belt. They discussed that it was uncomfortable and when using them they were not able to get out of the belt in case of an accident. Another stated problem are overcrowded buses. Some drivers drive fast, because of getting to the ferry in time or like to drive fast.
### 4.3.2. Needs and Wishes

#### Table 5 Pupils – Needs and Wishes

<table>
<thead>
<tr>
<th></th>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/Education</th>
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<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
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</thead>
<tbody>
<tr>
<td><strong>Austria</strong></td>
<td>Pupils don’t think that an adult person would be helpful in the bus. They think that it would help if bus drivers would control the bus passes.</td>
<td>A clearer signing of the stopping restriction.</td>
<td>There should be bus shelters at the bus stop at school. Bus stop should be marked by a sign at the bus stop at school. A clearer signing of the stopping restriction.</td>
<td>Interactive warning signs at bus stops.</td>
<td></td>
<td>There should be more space in the bus, additional buses.</td>
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<tr>
<td><strong>Germany</strong></td>
<td>Bus driver should show more authority.</td>
<td>Cars should drive slower and pay more attention. Interactive warning signs at bus stops.</td>
<td></td>
<td>Interactive warning signs at bus stops.</td>
<td></td>
<td>Bus driver should show more authority. Interactive warning signs on the bus. There should be more seats in the bus and extra seats for younger children.</td>
</tr>
<tr>
<td><strong>Italy</strong></td>
<td>The main wish is to have something to ease the passing of time during the trip. (TV to watch some cartoons, toys under the seat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The main wish is to have something to ease the passing of time during the trip. (TV to watch some cartoons, toys under the seat)</td>
</tr>
<tr>
<td><strong>Poland</strong></td>
<td>The bus driver should not let older pupils in if it is not their journey.</td>
<td>Warning signs at the bus stop, warning drivers that children are around could be installed.</td>
<td>Better communication between school and bus driver. The school principal should be more flexible, if children finish school earlier he/she should call the driver; sometimes some teacher calls for the bus but there have to be more children waiting.</td>
<td>Pupils wish warmer, roofed, comfortable bus stops, there should be more seats at the bus stop. Warning sign at the bus stop should show drivers that children are around. The bus stop could be moved back away from the road. The bus should come earlier.</td>
<td>Bus stops should be closer to pupils' homes.</td>
<td>Pupils wish more modern school buses with seat belts and linings on the floor that would prevent slipping. Bus driver should not let older pupils in if it is not their journey. The bus ride should be generally safer.</td>
</tr>
<tr>
<td>Behaviour of pupils</td>
<td>Behaviour of other road users</td>
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<tr>
<td>Pupils want to get help in case of missing their bus stop.</td>
<td>Pupils wish to have better bus stops. The bus should turn to get off on the right side. They would like to have improved lighting, an edge so the bus cannot hit them. Those who have no roof would like to have this as a protection against wind and rain.</td>
<td>Pupils wish to have more sidewalks. Bus stop should be on a little road. Pupils would like to use of reflectors and flashlights in the dark - some pupils use it already.</td>
<td>There should be more sidewalks. Bus stop should be on a little road. Pupils would like to use of reflectors and flashlights in the dark - some pupils use it already.</td>
<td>Pupils want to have reliable and detailed information in case of an accident or breakdown. Pupils wish extra buses when it is full. The bus driver should be a bit nicer. That they could watch video during the trip and to have a soda machine in the bus.</td>
<td>Pupils wish extra buses when it is full. The bus driver should be a bit nicer. That they could watch video during the trip and to have a soda machine in the bus.</td>
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4.4. Interviews with children with disabilities

4.4.1. Background

The focus group interview methodology is an excellent way to obtain information on a targeted issue in a fairly quick and distinct way. However, the method requires the participants to be able to enrich the data gathering by making advances in the discussion simply by being involved in the discussion and thereby base their input on previous input. In turn, this demands that a focus group member is required not only to make statements but also to analyze previous statements, in order to build their own on them. For children with neuro-psychiatric disabilities such as autism spectrum conditions (ASC, covering both autism and Asperger syndrome), ADHD (Attention Deficits and Hyperactivity Disorders) and learning disabilities (i.e. LD, in some countries labelled as mental retardation, MR), their strengths are not in that area. Hence, focus group methodology is not recommended. Instead, their important input was gained through individual interviews.

Therefore, 14 individual interviews were carried out with children with disabilities (CWD) with cognitive impairments such as ASC, ADHD, or LD. The children travel to school by public transport (regular bus), special purchased school bus, special school bus for disabled or taxi as a daily routine.

4.4.2. Results

Going to school

In the morning, most of the children are assisted by their parents. Routines help to manage the school trip. Some children have great problems anyway, mostly due to lack of sleep.

Some of the children have to cross a road with dense traffic in peak hours. All have to cross at least one street. Although none of them does this alone as a routine, the system relies on the fact that some parents or peers do join them in the morning. The bus stops are usually illuminated and well maintained, but the CWD expressed safety concerns.

Most CWD claim to be stressed and sometimes even have to run to make it in time in the mornings. Also CWD travelling in taxis are afraid to miss it, despite the fact that the taxi is designated for them.

To be able to sense time, which is a part of the executive functions of the frontal lobe, is a complicated task, rarely fully devolved in children without disabilities before the age of 12, and not being able to sense the time is significantly common in CWD of the type targeted here.

Not only lacking sense of time triggers stress but also not to know what may be expected. E.g. knowing how to act when a regular bus approaches the bus stop without a peer or a parent triggers stress and thereby also lack of security.

In the bus

Once inside the bus, the problem starts where to sit, since there are no designated seats. The decision relies heavily on where other passengers are seated and their behaviour, which can be quite extrovert. Another issue is to be seated before the bus starts to move, since the risk of falling inside the bus otherwise was experienced as high. Sometimes there are not enough seats. In buses where seat belts are fitted they are not always functioning properly. The CWD report adults to wear them but the CWD were neither prompted to do so by the
driver, nor by the adults or anyone else in the bus. However, they express themselves to be positive to wear them, despite the fact that some considered the seat belts being uncomfortable.

From a safety perspective, the bus journey is considered as safe by CWD. Most of the issues brought up are related to security or comfort.

As a paradox, riding in taxis is perceived as less safe than going by bus by some. They are aware of crashes with taxis and some children report excessive speeding. Others report taxi riding as comfortable and reliable. One reason is that they usually recognised the drivers and sometimes developed a personal relation to them.

Exiting the bus or the taxi upon arrival to school was perceived by CWD as easy and simple. Some have to cross a street to come to the school building but claim to be cautious.

Going home

Pupils wait for the bus or taxi inside the school yards. Also this part of the school transportation suffers from the CWD's lack of time perception. At one school there is an underpass the students should use, in order to access the bus stop. The way the students become aware of the bus arrival is a visual contact with it, triggering the urge for them to cross the street instead of using the underpass, since it appears to be quicker. This situation is experienced as stressful for those affected, since they know that they should use the underpass instead.

Some of the children have ‘bus training’ as a subject in school, which means that they are well aware of rules and regulations. Those students report that they remain still until the bus has stopped at the bus stop, before entering.

The problems they encounter in the mornings are there also in the afternoon. The difference is only that the concentration now generally is lower. Quite a few of the CWD reported bus drivers to forget where they should get off the bus, not to stop when they signalled for it or even completely forgetting them.

Contrary to the bus drivers, the taxi drivers were reported to take good care of their returning passengers.

Experiences and problems concerning school transportation

While the CWD felt that school transportation both in buses and in taxis generally was associated with safety, security was an issue. The children were stressed and worried in school transportation. The worries were linked to the driver’s behaviour towards the children and the situation inside the vehicles. The children’s worries were also based on e.g. lack of routines for the entire trip, if the child was going to be let off at the correct spot, if the child would find a good seat – or even just an available seat, etc. Time pressure turned out to be a significant feature in the children’s worries and for their stress. Furthermore, the impact of the driver’s behaviour was underlined by the children, clearly showing that a good and distinct behaviour is a crucial factor to ensure safety and security in school transportation.

Waiting outside for the school transportation vehicle was appreciated as a nice time to play or to contemplate. To cross roads with dense traffic, crowding and messy environments outside as well as inside the vehicles, motion sickness, and insufficient safety routines were parts of the daily transportation to and from school for the studied children.

Education concerning school transportation
The unique thing about CWD is that some of them actually have ‘bus training’ as a subject in school. In addition, they are supported by alternative means of transportation when needed (taxi) and by a higher student/teacher ratio, further enhancing their traffic safety. However, for independence reasons, many of them want to utilise (the less safe) public transport system to a larger extent.

Information flow

None of the CWD reported using their cell phones as their means of communication in school transportation. While most CWD knew their drivers and felt secure with them, some did not. Furthermore, the selection of CWD for the individual interviews implicitly means that we have interviewed a selection for students with communication problems. This means that their strategies when seemingly risk to miss the bus are primitive, basically to run.

4.5. School representatives

In all 3 countries, where group discussions with school representatives were carried out, one stated problem is the behaviour of pupils. Those are running around and push each other at the bus stop. Therefore, teachers would like to have adults watching them.

In Austria, there are school bus guards, but teachers report that school bus guards are not taken seriously, especially if they don’t wear their jackets. It is important to find the “right” school bus guards, who are respected by others.

German teachers would like supervision by an adult person in the bus and at bus stops, whereas in Poland there is already a bus assistant in the bus (but not at the bus stop).

Another point of discussion is communication.

Austrian teachers complain about the lack of communication with parents, they also say that contact between bus guards and bus drivers is needed.

In the German focus group, school representatives said that communication with bus companies improved.

In Poland, there is a good cooperation with parents and school provides some education about safe school transport. Teachers, a school psychologist and the bus assistant perform this activity throughout the year. Municipality Guards have meetings with children and they teach them road safety topics during the school year, and especially at the beginning of school year.

Parking cars at bus stops are a problem stated out by school representatives in Germany. In Austria, this problem decreased by starting the school bus guard project. So parents don’t bring their children by car any more. Another problem stated out in Germany and Poland was that passing cars are too fast, they should be slower.

Generally, the infrastructure around the bus stop should be improved.

For more detailed information see Table 6 and Table 7.
### 4.5.1. Experiences and problems

#### Table 6 School representatives – Experiences and Problems

<table>
<thead>
<tr>
<th></th>
<th>Behaviour of pupils</th>
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<tr>
<td><strong>Austria</strong></td>
<td>Pupils push each other and run at the bus stop. <strong>Vandalism</strong>: After school when going home, pupils are more aggressive. It happened that they slashed seats or lighted a fire on the rear seats of the bus. <strong>Bus guards</strong> are not taken seriously if they do not wear their vest, sometimes they are mocked for their vests.</td>
<td>Before the school bus guard project, many parents were parking at the bus stop. This problem decreased by starting the school bus guard project. So parents don’t bring their children by car any more.</td>
<td>There is no communication with parents. At the moment there is no information for parents concerning the school bus guard (there is information, but this doesn’t reach parents). There is <strong>traffic education for pupils in elementary school</strong>. In this school, <strong>school bus guards</strong> introduce themselves at the beginning of the school year and tell others, how to behave right in the school bus.</td>
<td><strong>School bus guards</strong> take care that pupils don’t push when getting in.</td>
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<td><strong>Germany</strong></td>
<td>Parents who pick up their children often park inside the bus stop. Teachers try to talk to the parents but with little success.</td>
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<tr>
<td><strong>Poland</strong></td>
<td>Pupils talk and play and generally feel safe.</td>
<td>Parents are very helpful, and cooperation with</td>
<td>Children do not wait outside if it's very cold</td>
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12/04/2010

**Austria**

- Parents push each other and run at the bus stop. **Vandalism**: After school when going home, pupils are more aggressive. It happened that they slashed seats or lighted a fire on the rear seats of the bus. **Bus guards** are not taken seriously if they do not wear their vest, sometimes they are mocked for their vests.

- Before the school bus guard project, many parents were parking at the bus stop. This problem decreased by starting the school bus guard project. So parents don’t bring their children by car any more.

- There is no communication with parents. At the moment there is no information for parents concerning the school bus guard (there is information, but this doesn’t reach parents). There is **traffic education for pupils in elementary school**. In this school, **school bus guards** introduce themselves at the beginning of the school year and tell others, how to behave right in the school bus.

- School bus guards take care that pupils don’t push when getting in.

**Germany**

- Parents who pick up their children often park inside the bus stop. Teachers try to talk to the parents but with little success.

**Poland**

- Pupils talk and play and generally feel safe. Parents are very helpful, and cooperation with

- Children do not wait outside if it's very cold

- In the bus there is a school **bus assistant**.
<table>
<thead>
<tr>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop/stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus/ bus ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes some conflicts occur among children at the bus stop or inside the bus. Teachers are aware of the fact that children are running in bus stop area, that they push each other and sometimes this can result they enter the street/road.</td>
<td></td>
<td>parents is very good and they are very supportive. The school is also in contact with the bus driver, the Municipality Guards, transportation company and the Municipality, to whom any problem if occurs is reported. School provides some education about safe school transport. Teachers, school psychologist and the bus assistant perform this activity throughout the year. Municipality Guards have meetings with children and they teach them road safety topics during the school year, especially at the beginning of school year.</td>
<td>(Waiting at the) bus stop/stepping in/out</td>
<td>Way to/from bus stop</td>
<td>Bus/ bus ride</td>
</tr>
<tr>
<td>or raining or they have to wait for a longer time, they spend time in &quot;day room&quot; then. Outside the building they can wait under the roof where they also have benches. Teachers report some problems with the bus stops related to weather conditions, especially in the winter time, such as snow on the bus stops and on the way to the bus stop, so it is hard for children to reach the bus stop. Children are also afraid to stand in an empty area, close to the woods, they are afraid to be robbed or assaulted. Municipality Guards supervise children at the bus stop near school, especially at the beginning of school year.</td>
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</tbody>
</table>
## 4.5.2. Needs and Wishes

### Table 7 School representatives – Needs and Wishes

<table>
<thead>
<tr>
<th>Country</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>All bus drivers should know the school bus guards. They could come into the school and get information. The bus operator knows, but there is no contact to bus drivers. Teachers wish more information from parents about pupils that bully others.</td>
<td>Teachers wish more information from parents about pupils that bully others.</td>
<td>On bus stops where many pupils are waiting, adults could watch them. Bus stop should be in front of the school. That ensures that pupils are under control and they could wait inside if the weather is bad. (At the moment the bus stop is about 100 meters from school)</td>
<td>Pupils should be supervised by an adult person.</td>
</tr>
<tr>
<td>Germany</td>
<td>Passengers should following the law and drive much slower.</td>
<td>According to the teachers, letters to parents regarding safety measures are not as effective as personally speaking with them.</td>
<td>Teachers want supervisor in the form of a teacher at bus stop. A railing or fence at bus stop should keep children from falling in front of the bus. The teachers do not like the idea of automatically updated time displays at bus stops, because then the pupils would stay longer in the school building if they know exactly when the bus will arrive. But usually one teacher needs to vigilante many children, so they need to leave all together at the same time.</td>
<td>Teachers want supervisor in the form of an older pupil in the bus. Wearing seat belts should be mandatory. On the bus should be an automatically lit warning sign; school bus identification should be improved. Pupils should be supervised by an adult person.</td>
</tr>
<tr>
<td>Poland</td>
<td>Pupils should know all limitations related to road traffic for their own good. Closer cooperation between parents and schools is wished and also direct contact with transportation company.</td>
<td>Teachers want the snow to be removed, lights at bus stops and lay-bays. The waiting time should be shorter. Additional bus stops should be arranged and verified accordingly to the needs. Sidewalks along the way.</td>
<td></td>
<td>School authorities would like to own a school bus. School bus should be always in good condition and always working, adjusted to children transportation. The driver should be punctual, reliable, dependable, patient, with good terms with children, have good attitude towards children and spotless reputation.</td>
</tr>
</tbody>
</table>
4.6. **Authorities**

Focus groups with authorities took place in Poland and Sweden. One point of discussion between the authorities was **responsibility**. In Sweden it is quite unclear who is responsible for which part of the pupils way. In Italy there is a lot of responsibility for bus drivers, but a law is missing. Authorities want parents to overtake more responsibility (e.g. bring the children to the bus stop and supervise them at the bus stop).

One major problem that was mentioned by authorities in Italy is that there are so called “pick up”- or “drop out” places instead of defined bus stops. This is why infrastructure around the bus stops is missing.

Swedish authorities stress that there is no opportunity for actors to meet and that municipalities do not coordinate their work. There is also a lack of information available for different actors about safety on board and safety around school transport. The municipalities consider that bus drivers are responsible to inform children about safety routines onboard the bus.

Italian authorities state the need for better communication. Several stakeholders should be involved to cope with school transport issues. Especially the cooperation with schools is needed.

Also in the authorities’ discussion one main issue was **children's (mis)behaviour**, which gets worse with the age. If mixed transport is used (children from 3 to 13 in the bus) in Italy, an adult assistant is on board, who decreases the misbehaviour. Authorities underline the importance to educate pupils about how to behave in the bus. Swedish authorities would like to have an adult inside the bus in order to decrease the risk of mobbing.

School bus transports and public transports in general should be enhanced. It is necessary to educate people to use public transport avoiding the use of private cars. Also parents have to be educated to use public service instead of private cars to reach every place without walking.

For more detailed information see Table 8 and Table 9.
4.6.1. Experiences and problems

### Table 8 Authorities – Experiences and Problems

<table>
<thead>
<tr>
<th>Country</th>
<th>Behaviour of pupils</th>
<th>Responsibilities</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>One of the main issues raised during the discussion is children’s misbehaviour during bus trip and at the bus stop. The problem gets worst with children age: small children are more quiet and manageable than older one.</td>
<td>Authorities discussed about who is responsible for children when they wait at the bus stops. This members’ opinion were not clear. There is no forum where school transport actors meet to talk about school transport. Municipalities work alone; twice a year they meet colleagues from other municipalities to share experiences. Bus drivers are responsible to drive in a safe way.</td>
<td>Every year each municipality defines some “pick up places” on the basis of school bus service requests, no infrastructures are built to assure children safety and comfort.</td>
<td>Another weak point is the route from home to bus stop or the surrounding of schools.</td>
<td>If mixed transport is used (children from 3 o 13 in the same bus) an adult assistant on board is required, this presence decrease bullying behaviours of all children in the bus.</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>One of the main issues raised during the discussion is children’s misbehaviour during bus trip and at the bus stop. The problem gets worst with children age: small children are more quiet and manageable than older one.</td>
<td>Teachers inform the pupils at the beginning of the school year. The municipality takes contact with the school if something happens to get the fact directly from the principal. Municipalities receive directly phone calls from parents for different issues.</td>
<td>In one municipality there was a fatal accident some years ago. This fatal accident did stimulate a climate to discuss and improve the safety for children on their way to/from school. Safety discussion and information was conducted at school by teachers.</td>
<td>One school is situated close to a large road with heavy traffic and a speed limit of 90 km/h out of the city. The municipality tries to have a limited number of bus stops along this road. Pupils have sometimes to cross the road to step in/out the bus. Some bus drivers cross the road together with the children.</td>
<td>There are seat-belts in most buses; everyone older than 3 travelling with a bus equipped with seat-belts should use it. But it is difficult for the bus drivers to check seat-belt usage while driving.</td>
<td></td>
</tr>
<tr>
<td>Behaviour of pupils</td>
<td>Responsibilities</td>
<td>Communication/ Education</td>
<td>(Waiting at the) bus stop stepping in/out</td>
<td>Way to/from bus stop</td>
<td>Bus (ride)</td>
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<td></td>
<td>regarding school transport; municipalities <strong>send out information</strong> about school transport. Bus drivers explain at the school start that every child has to use the seat-belt or either he/she will not drive.</td>
<td></td>
<td>One consequence was that the bus driver was allowed to <strong>leave children on the right side of the road after this accident.</strong></td>
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</tbody>
</table>
4.6.2. Needs and Wishes

Table 9 Authorities – Needs and Wishes

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Pupils behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Italy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents have to be educated to use public service instead of private car to reach places.</td>
<td>Authorities underlined the importance to educate children about the correct behaviour in the bus. It would be useful to have periodical controls and/or training courses that guarantee the quality of drivers employed to assure a service of high value for families. It is also important to involve several stakeholders to cope with transport issue. Cooperation with schools is needed. The communication systems had to involve Municipalities since they are service provider and family excluding drivers to avoid distraction during driving task. These systems should inform parents only about emergency issue avoiding useless messages.</td>
<td>Authorities underline the necessity to define standard pick up places in order to properly equip these places in order to increase safety for children. Furthermore the presence of parents at the bus stop should be mandatory in order to relieve drivers from their responsibility for children.</td>
<td>The more recurrent wish is to improve security for children enhancing infrastructure both at the bus stop and in home-school routes. The safety should be increased by building bridges to cross roads, more sidewalks, creating protected paths and using road signals to make other drivers aware of children’s presence.</td>
<td></td>
</tr>
<tr>
<td><strong>Sweden</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is also the parents’ responsibility, who have to explain to their children how to behave.</td>
<td>There is a lack of information available about safety on board and safety around school transport. The municipalities consider that bus drivers are responsible to inform children about safety routines around school transport and especially in the bus.</td>
<td>One problem is that the bus is not coming at the same time every day; it creates a feeling of insecurity. It would be very nice to know when the bus is coming or if it is late.</td>
<td>Some of the responsible persons are very concerned about mobbing. They would like to have an adult inside the bus in order to decrease risk for mobbing Positive feedback should be given to children if they behave well.</td>
<td></td>
</tr>
</tbody>
</table>
4.7. Parents

Focus groups with parents took place in Poland, Italy, Germany and Austria.

In almost all focus groups parents talked about the crowded buses or crowded bus stops. Many problems result from overcrowded buses and bus stops. Pushing at the bus stop and in the bus, pushing in front of the arriving bus or on the street, running to the bus to get in first and get a seat place and pushing to get into the bus.

But if children have to wait alone at bus stops they don’t feel safe either, which is reported from Poland. Parents state wishes for more buses (Austria, Poland) and that every child has a place in the bus (Poland).

Another point that was discussed was the behaviour of the pupils. They don’t care about the traffic around and older children take the seats from younger children.

Vandalism of teenagers is also mentioned. In Poland and Italy adult assistants, if present, take care of the safe behaviour of pupils and in Austria at some schools there are school bus guards. Sometimes teachers supervise the bus stop at the school. Some parents wish to have adult supervision at the bus stops.

Parents teach children about safe behaviour and sometimes in schools safe behaviour in the bus is a topic (Poland).

Lack of Communication between all stakeholders was an important point in all the discussions. Parents in general have no contact to the bus drivers or bus operators. If something happens out of the routine, there is no information flow. Parents wish to be informed about delays of the buses and some wish to give a notice, if their child doesn’t use the bus on this day (that is the case, if children use specially designed school buses). In Italy parents would appreciate an automatic system to communicate with bus drivers if something happens out of the routine. Further Italian parents would like to be informed about route planning. In Poland parents are informed about safety measures in schools, but they would like to have more information and meetings. In Austria parents would like to get information about the bus ride and wish that consequences of bad behaviour should be told to parents and pupils.

Another topic was the behaviour of other road users. It was stated that car drivers drive too fast, overtake the bus at the bus stop and are not aware of children on their way. Parents want speed limits and that drivers should pay attention, when children are around. One suggestion to influence the behaviour of the other drivers is signage of public buses, if schoolchildren are on board and better signage and signalling of specially designed buses.

According the infrastructure at bus stops and on the way to bus stops, parents complained about no sidewalks, crossing big roads and no shelters at the bus stops. In Italy there are no structured bus stops, but “pick-up” places, which are defined every year by the municipalities. Parents wish to have better quality and safer bus stops, which protect children from traffic and weather. The way to bus stops should be made safer e.g. with more sidewalks and zebra crossings.

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5 Older pupils care for safe behaviour at the bus stop, getting into the bus and while driving.
Some parents mentioned that the buses used for school transport were not adequate for children and they wish better buses. In Italy and Poland parents wish that buses are equipped with seat belts.

For more detailed information see Table 10 and Table 11.
### 4.7.1. Experiences and problems

#### Table 10 Parents – Experiences and Problems

<table>
<thead>
<tr>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Austria</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Problems are <strong>pushing at the bus stop</strong></td>
<td></td>
<td><strong>Crowded bus stops</strong> too many pupils waiting there, pupils push each other and play.</td>
<td>Parents complain about <strong>no cross walks</strong>. After parents initiative a traffic light was installed, before parents accompanied their children to the bus stop.</td>
<td><strong>Crowded buses</strong> 2 buses go sometimes in the same direction, because of too crowded buses, but the second bus is not written in the timetable and not always comes. It happened that the second bus didn't stop, so children had to wait half an hour for the next bus.</td>
</tr>
<tr>
<td></td>
<td>- pupils don’t let other pupils sit beside them</td>
<td></td>
<td>It happened that pupils are <strong>pushing each other in front of the arriving bus</strong>. In the afternoon <strong>sometimes departure times don’t fit to the lecture times</strong>. Problems are: - longer waiting times - pupils hurry to get the bus in time - in the late afternoon, there is in some directions no bus, so parents have to organize the way home by themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- vandalism in the bus</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>There are sometimes <strong>school bus guards</strong>, who care for the safe behaviour at the bus stop and in the bus, - but they are not always successful. Sometimes a teacher supervises children at the bus stop</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>There is <strong>no communication with the bus drivers and schools</strong>. Parents don't know how to reach bus drivers.</td>
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12/04/2010  
KfV
<table>
<thead>
<tr>
<th></th>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
<td>Other road users drive too fast when children are around.</td>
<td>Parents state that there is no communication with the bus driver. Bus companies don’t inform parents if the bus is late or doesn’t come. Children go home, when bus don’t arrive and parents have to organise transport to school.</td>
<td>When too many children are waiting at the bus stops following problems occur: -pushing on the street -not caring for the traffic, what is especially dangerous when there is ice on the road -the front of the bus reaches over the sidewalk at the bus stop endangering waiting children.</td>
<td>Sidewalks are missing. Parents don’t regularly walk their children to the bus stop</td>
<td>Some parents complain about the driving style e.g. speed at bus stops.</td>
</tr>
<tr>
<td>Poland</td>
<td>Older children make trouble, they destroy benches at the bus stop, write bad words, smoke cigarettes</td>
<td>Children feel unsafe if they are alone at the bus stop and a car stops, a drunken person comes or unattended dogs. At the bus stop other vehicles don’t slow down and overtake the bus.</td>
<td>There are meetings concerning safety issues in schools for pupils and parents are satisfied. In parents meetings parents are informed about some undertaken actions improving safety. Parents talk with their children about safety issues. Parents tell children not to come too close until the bus stops at the bus stop. Parents tell children not to go beyond the sidewalk and not to push through and pay attention to cars. Children are taught that they have to stick together with the whole group and the bus assistant and not to get into strangers’ cars.</td>
<td>Not supervised children run around at the bus stop and push each other. Sometimes they enter the road. Pupils push each other when entering the bus Children get off very close to the road. It can be very slippery in the winter time. Measures are: -additional bus stops -police supervision, supporting parents’ initiatives</td>
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</tr>
<tr>
<td>Country</td>
<td>Behaviour of pupils</td>
<td>Behaviour of other road users</td>
<td>Communication/Education</td>
<td>(Waiting at the) bus stop / stepping in/out</td>
<td>Way to/from bus stop</td>
<td>Bus (ride)</td>
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<tr>
<td>Italy</td>
<td></td>
<td></td>
<td></td>
<td>Lack of communication between bus drivers, public authorities and parents. Parents can’t inform bus drivers or municipalities about urgent matters and are not informed when the bus doesn’t come. <strong>Lack of communication between schools and service providers</strong> in case the bus arrives late (children have to justify their delay by <strong>themselves</strong>) <strong>No communication with service providers and parents about route planning</strong> – parents don’t know how long the trip to school is – this is important for small children.</td>
<td>There are no structured <strong>bus stops</strong> at home: every year municipality defines &quot;pick up places&quot;. Problems connected with pick up places: <strong>-High distance from children home</strong> <strong>-Absence of safety measures</strong> to protect children from traffic. <strong>-No shelters</strong> to protect children from bad weather conditions <strong>Sometimes too many children waiting</strong> without adult supervision <strong>Bus stops at school are safe</strong>, because they are in the school courtyard and the assistant takes care of children until they reach the school door.</td>
<td>Depending on the location some children have ways <strong>without sidewalks</strong> or have to cross <strong>big roads</strong>.</td>
</tr>
</tbody>
</table>

**12/04/2010**
# 4.7.2. Needs and Wishes

## Table 11 Parents – Needs and Wishes

<table>
<thead>
<tr>
<th>Country</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way stop to/from bus</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td></td>
<td>Parents wish information about the bus ride and give other parents an understanding of the bus drivers' situation. Wish that parents and pupils are informed about consequences of misbehaviour in the bus. In case of a problem wish for communication with bus driver. Wish for information about the school bus guard project.</td>
<td>Better Information about bus departure times e.g. led sign about arriving time Better and clean bus stops - protection from traffic and weather conditions.</td>
<td>Solutions for the problem of crowded buses. Wish for more buses. Wish for signage and signalling of the bus as information for other drivers that children are on board.</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>Wish for speed limits at dangerous bus stops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td>Other drivers should pay attention and be more alert that children are around. Change in attitudes of all road users</td>
<td>There should be more information and meetings concerning safe way to school.</td>
<td>Wish for better bus stops with lay bays and zebra crossings. Local authorities should take better care, especially in winter time to clear the bus stops of snow (this winter it had extremely much snow)</td>
<td>The bus assistant should shepherd children across the street.</td>
<td>Wish that all children should sit in the bus. Younger children should sit if the bus is crowded and older should stand up. There should be more buses and fewer children in the bus. The bus should be cleaner and newer.</td>
</tr>
<tr>
<td>Country</td>
<td>Behaviour of other road users</td>
<td>Communication/ Education</td>
<td>(Waiting at the) bus stop / stepping in/out</td>
<td>Way to/from bus stop</td>
<td>Bus (ride)</td>
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</tr>
<tr>
<td>Italy</td>
<td>Wish for information about delays to the school (e.g. message send by the bus assistant). Parents would appreciate a system to communicate with bus drivers if their child doesn’t use the bus on this day, they appreciate the idea of having automatic systems which inform if something goes wrong.</td>
<td>Wish for better bus stops e.g. protection from the traffic like moveable barriers and shelters or bus stop platforms.</td>
<td>Wish for new infrastructure like bridges, pedestrian area around school.</td>
<td>Quality of the bus should be better e.g. newer buses with safety measures. Improved signalling of the bus to make other drivers aware of children’s presence.</td>
<td></td>
</tr>
</tbody>
</table>
5. National Workshops - Results

Additionally to the focus groups every partner of A 1.2 carried out a national workshop with different stakeholders involved in school transport. The results of the focus groups of every country were presented and discussed. The aim of the workshop was to get feedback of different stakeholders to the results of the focus groups and get more details and further ideas.

Participants of the workshops were stakeholders of the focus groups (except pupils), representatives of bus operators, representatives of the municipalities and municipality guards, representatives of the school administration, bus assistants and school bus guards project leader.

The main topics at the workshops were the need for communication and cooperation between stakeholders involved with school transport, how information flow could be organized and clarification of the responsibilities. Information (especially to parents and bus drivers) should be given if something happens out of the normal routine (e.g. delays) and planned with an adaptive system in terms of the age of the children, their origin, number of passengers and duration of the school. Information systems should not take independence from children. Training of bus drivers, children and parents for a safe way to school by bus is seen as an important factor.

Also the importance of raising awareness of school transport and influencing the behaviour of other drivers obeying the rules at bus stops and around schools were stressed. Warning signs in current use should be more effective. The importance of having consistent regulations at bus stops and special traffic rules around schools was underlined.

The need for safe infrastructure at bus stops and the way to the bus stops was stated and solutions like intelligent bus stops with displays for bus schedules or intelligent crossings discussed. Rerouting of the bus routes was discussed as controversially. Importance of keeping to the timetables was one point that speaks against rerouting. An adaptive rerouting system is necessary, which integrates and differentiates between the region, age of the child, kind of school and duration of the school route. For more details see tables 12.
### Table 12 Work shop discussions

<table>
<thead>
<tr>
<th>Country</th>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education/ Responsibilities</th>
<th>(Waiting at the) bus stop / stepping in/out</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>School operators underline the problem of vandalism. Their solution is to use old buses for routes with pupils, which causes complains from the pupils.</td>
<td>Need to have consistent regulations about behaviour of other drivers at the bus stops. Problem of parking cars of parents near the school and at the bus stops. Solutions are: - division between public transport and individual transport in front of the schools - special traffic regulations within the area of schools e.g. speed reductions Enforcement at bus stops</td>
<td>Need for communication between all stakeholders – generation of a platform for communication. Bus operators described good examples of communication with parents, but some offers are not used by the parents. Road safety education should be a topic in school. Raising awareness for school transport in pupils, parents and teachers More education about school transport for parents and pupils. Stressing the importance of solving problems step by step.</td>
<td></td>
<td></td>
<td>Signage of the public buses, which have children on board should be pushed and go along with a campaign, that road users are aware of the topic (car drivers don’t obey existing rules). The rule that 3 children up to 14 years count as two persons as well as for seat places and standing places is addressed as a problem, because buses are allowed to get too crowded. Solutions are: - division between public transport and individual transport in front of the schools - special traffic regulations within the area of schools e.g. speed reductions Enforcement at bus stops</td>
</tr>
<tr>
<td>Germany</td>
<td>Surrounding traffic information is stated as very important. Warning signs in current use should be more effective (too many signs can be confusing)</td>
<td>Bus driver should drive and nothing else. But he also has to care about the children and retain an overview. That is why bus driver training is valued with high importance. The same also applies to the training of children. For parents training opinions differ but was regarded as important, too. The stakeholders agree in the usefulness of an inventory tool. Especially for the reporting and involvement of accidents and near accidents it makes sense. In addition it may be</td>
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<tr>
<td>Country</td>
<td>Issue</td>
<td>Recommendation</td>
<td>Status</td>
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<tr>
<td>Italy</td>
<td>Problems with not safe behaviour at the bus stop should be decreased and reducing waiting time.</td>
<td>Absence of parking spaces nearby some schools causes problems of parking cars at bus stops. Solution could be a parking space further away the school were an adult assistant pick up children and take them to school by foot (like a PEDIBUS). The need to have recognizable school buses is underlined in order to make other drivers aware of children presence on board.</td>
<td>Participants underlined The problem of no defined bus stop was underlined by the workshop. All participants underline the importance to have technological solutions that help driver to detect children nearby the bus.</td>
<td>The usage of seatbelts is an important issue. The participants agree that seat belt use must be mandatory. The seat belt use involves different stake holders: pupils have to be educated to use the seat belts (show them the consequences in case of an accident) and bus drivers or assistant have to check the use of it. A regular presence of an adult assistant on board is seen as an important support on the buses especially for disabled children. Rerouting was discussed controversial because of the necessity to take timetables into account.</td>
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<td>Poland</td>
<td>Influence of other road users to behave according the rules at the bus stops and around schools – need for enforcement of the police.</td>
<td>Discussion about the responsibilities of the municipality (responsible for winter service: due to the long and snowy winter there were several problems this year) Importance of raising awareness on topics of road safety especially concerning school buses.</td>
<td>The attention of the local authorities has been drawn to the fact that in some cases the way to the bus stop is problematic (no sidewalks and pupils have to walk on the road) and they promised to look deeper into such cases and try to improve the situation.</td>
<td>As a municipality the authorities would like to own a school bus, so they will apply to the Ministry of National Education for the school bus or find funding to buy one.</td>
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12/04/2010
<table>
<thead>
<tr>
<th>Behaviour of pupils</th>
<th>Behaviour of other road users</th>
<th>Communication/ Education/ Responsibilities</th>
<th>Way to/from bus stop</th>
<th>Bus (ride)</th>
</tr>
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<tr>
<td>that passing vehicles drive too fast. Different solutions were given like intelligent bus stops and intelligent crossings.</td>
<td></td>
<td>responsibly (parental code, the child’s own responsibility). Bus drivers are not able to keep track of children before arriving. Responsibility of seat belt use is a shared one between parents, children and bus drivers. Parents and children have to be informed about their responsibilities. There is lack of communication between the principle at the school and the municipality. All participants stressed that there is a need for communication between different stakeholders, especially those who are involved in the planning and realisation of school transport. They stress the need to meet and discuss and further to involve children is also important. Need for an communication plan Existing information and educational material from the municipalities should reach teachers and parents. Existing collaboration with teachers at the bus stops are appreciated</td>
<td>(Waiting at the) bus stop / stepping in/out timetables not coordinated with school beginning and ending times causes to late arrivals at school or long waiting times. Solution can be the coordination of these timetables and information about deviations.</td>
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KfV
6. Survey B - Results

This internal report presents the results from the parental and child questionnaires constructed based on the focus groups and workshops with Europe. In total more than 180 questionnaires have been collected from bus drivers, parents and children. The questionnaires have the aim to describe the school transport situation for the mentioned stakeholders, but also to see if they agree or not to identified wishes.

In **Germany** the "Salier"-school in Waiblingen, a town near Stuttgart, was selected. 11 children aged 10-11 years old, were asked to take part in the survey during a break. Most of them use the school bus. Because the children did not understand most of the questions in English, they were simultaneous translated and gone through together. Later, we presented the project to an English class and handed out the surveys to 10 further pupils ages 12-13, who use the school bus. 4 Parents, who waited in their cars in front of the school, to pick up their children, were asked to take part in the survey. The questions were shortly discussed and explained. Then the Parents rated the particular statements. At the bus terminal in Waiblingen, 4 bus drivers on break, of the public organisation "VVS", were randomly selected. Again, the project was shortly introduced and the questionnaire was gone through with our assistance.

In **Greece** 25 children at the age of 6-12 years were asked in total and 13 answers were received. All children were from the elementary school of Mouries, a village near Thessaloniki where children go to school mostly with public transport. The parents were also asked and 7 answers were received in total.

In **France**, 30 children have been asked to answer the survey. 17 completed questionnaires have been received on time to be included in the report. The sample was diversified according to the school: 10 pupils ageing from 11 to 14 years were from secondary schools, located in various small cities in the area of Lyon, 7 pupils from 15 to 17 years were from high schools, parts of them located in the city of Lyon, parts of them located in small cities. All of them take regularly public transport to go to school. Pupils were asked to fill in the questionnaire by themselves. Furthermore, 20 parents living in the same area have been asked to answer the survey with 15 questionnaires.

In **Sweden** one class was selected at a rural school (Nykil) with a high degree of children going by purchased school bus to and from school. The children were aged 11-12 years old. In addition three teenagers visiting VTI for a different reason were asked if they wanted to participate in the study and if that was the case to complete a questionnaire. All of them were travelling to school by bus. The questionnaires were answered at VTI and before leaving they were asked to bring back a questionnaire for their parents. Bus drivers at two of the bus companies that normally drive the children to the selected schools were asked to participate. The first bus company was very small with only three bus drivers employed. Initially they were contacted by phone and asked to participate in the study. When they agreed a questionnaire was sent by post. The second bus company employed about twenty bus drivers and a member of staff from VTI visited the company asking them to participate in the study.

In **Italy** 4 bus drivers was randomly selected within a group of 70 drivers employed in the transport company that organise school bus transport for Reggio Emilia province. In addition 1 driver was selected from a private company that organises school bus service in Reggio Emilia municipality. All 5 drivers asked responded to the questionnaire. The questionnaire to the parents was sent to parents who took part in SAFEWAY2SCHOOL focus group and parents whose children normally use school buses. All parents asked responded. The questionnaire to the children was sent to children who took part in SAFEWAY2SCHOOL.
focus group and children that normally use school buses. In total 25 children were asked to answer the questionnaire and 11 did.

6.1. Children
In total 94 answers from children (46 boys and 48 girls) were received from 5 countries (Sweden, Italy, Germany, France and Greece). The majority of them (67%) use school buses at least 2 times a day in form of public transport (58%), purchased bus (22%) or parents drive them to school (4%).

Children wait for the bus on 70km/h road
In total, 25% of children answered that they wait for the bus in the morning on a 70 km/h road and 45% on a 50 km/h road, 2% of the children said that they wait for the bus on a 90 km/h road. The same pattern was found in the answers when it comes to afternoon de-boarding: 56,5% are dropped on a 50 km/h and 14% on a 70 km/h road.

From home to the bus stop: Almost 40% of the children have to cross roads to reach the bus stop
The way from home to the bus stop is rated as safe (answer 4 and 5 on the scale) by 58% of the children and they normally feel secure (64%). 54% also perceive the distance to the bus stop as short. A total of 37% of the children said that they have to cross roads in order to get to the bus stop.

Waiting and boarding: sometimes long waiting at the bus stop
The majority of the children (58%) feels safely while waiting at the bus stop and also when entering the bus (71%). They would like the bus driver to know the exact placement for the boarding (68%). When it comes to the waiting time at the bus stop, 16% say that the bus doesn’t come soon after they arrive to the bus stop.

Travel to/from school in the bus: low use of seat belt.
47% think that the bus drivers are driving safe and 62% describe the ride itself as secure. The bus is considered as safe by 60%. The majority rates the comfort level of the bus as good (51%), but 13% of children think that the bus is not comfortable at all. In total, 47% of children answered that the bus drivers do not know who they are. The majority of those answers are from children who are using public transport to school. About 10% of children using purchased transport said that the bus drivers do not know who they are.

A total of 53% of children said that there are no seat belts in the bus they use (80% for Italy and Germany and 100% for France). Asking all children, if they use seat belts, the answers were again very different depending on the country: Swedish children answered yes by 53%, whereas 30% in Greece and none in Italy, France and Germany.

De-boarding and walking home: long distance home from the bus stop with crossings
Most of the children feel safe when leaving the bus (60,5%) and they also feel secure (73%) knowing that the bus drivers know where they are de-boarding. The same situation as in the morning going to the bus stop is found in children’ answers related to their way from the bus stop to their home in the afternoon: 14,3% of children don’t think that the bus stop is near to their home and 45% have to cross a road to get home.
Wishes

From the focus groups children's wishes were identified. Based on those, questions were addressed to the children in order to see if they hold true for the group of children. For almost all wishes, majority of children answered that they agreed with them (see Figure 12 & Figure 13). For instance, they really would like to know when the bus arrives at the bus stop in order to be on time and not to walk to long to reach the bus stop.

Figure 12 Children wishes based on focus groups discussion

Note: Questions based on focus groups results

Issues related to the parents' notification when they arrive at school/home, was not perceived as much important for all the children (mostly for children ages older than 14 years old), as well as issues related to eating, drinking and watching video in the bus during the ride.
Figure 13 Children wishes II based on focus groups discussion

- I want bus stops with higher standard in order to be safe and comfortable
- I want the bus stop to be safe in order to not get injured
- I want the bus stop to be as close as possible to my home in order to not walk too long and to feel safe
- I want to have high bus standard when travelling to/from school in order to feel safe and secure
- I want to be allowed to eat, drink, watch video etc during the trip in order to enjoy the trip
- I want to be noticed when it is time to get off in order not to miss my bus stop
- I want a school bus driver that is nice and support me in order to get home/school

Note: Questions based on focus groups results
6.2. Parents

The results are based on 55 parents' responses (9 from Italy; 4 from Germany; 20 from Sweden; 7 from Greece; 15 from France). In average they have 1.96 children each (sd 0.79). Among the parents 48 have children that travel with school bus at least once a day. The parents were asked about the normal way for their child to go to school and 34 said it is by public bus, 10 by purchased bus and 1 by taxi (four parents normally bring the children themselves).

**Lots of parents have children boarding/de-boarding at bus stops with high speed limits**

Among the parents 68% reported that the bus stop, which the children use in the morning, has a speed limit of 50 km/h or lower. 28% report 70 km/h or higher speed limits at the bus stop. 70% reported, that in the afternoon the speed limit at the bus stop was 50 km/h or lower, and 26% reported a speed limit of 70 km/h or higher.

**The way to the bus stop in the morning is not safe**

Among 55 parents 57% find the way “safe”. 43% respond between “unsafe” and “safe”. About 51 % of the parents say that the way to the bus stop is free from crossings. In total 19% do raise objection to the statement that the way to the bus stop is short, whereas the majority agrees more or less.

The majority of the parents finds it safe for the children to enter the bus (see Figure 14). However, the minority thinks that the waiting is safe. From the parents point of view (35%) it is not always the case that bus drivers know where the children are supposed to enter. Moreover, the most common answer (48%) is that the bus arrives soon after the children have arrived to the bus stop.

![Figure 14 Safety when entering the bus from the parents' perspective](image)

From the parents point of view it is not always the case that bus drivers know where the children are supposed to enter (35%). Moreover, the most common answer is that the bus arrives soon after the children have arrived to the bus stop (48%).

**There are seat belts in the bus, but the parents do not think that children use them**

From the parents perspective it is not clear that the bus driver drives safe and that the bus is safe (see Figure 15).
About 20% of the parents think that the bus drivers know who the children are. It could also be seen that the majority of the parents (65%) doesn’t think that there are seat belts in the bus; moreover they do not think the children use them.

**De-boarding in the afternoon is not always considered as safe by the parents**

About 62% of the parents find the de-boarding in the afternoon safe for the children. Figure 16 shows that not all parents think the bus drivers know where to drop the children. It could also be seen that the parents think the way from bus stop to home was short. They also reported that some children need to cross a road to get home (31%).

**The parents wish to know where the child is and that the drivers follow the regulations**

The parents were asked if they agree or disagree that to the statements that they want:

1. … to know where their child is in order to feel safe  
2. … the child to be driven by a driver that follows the rules (speed, alcohol, seat belt)  
3. …. to inform bus driver/manager… that the child is not going by the bus in order to contribute to well working system

The results show that almost all parents agree with statement 1 and 2. 42% agree with statement 3, the rest does more or less disagree.
6.3. Bus drivers

From the bus drivers’ questionnaires the following main results raised.

The school bus driver is an experienced man in the age of 45
The results are based on 30 bus drivers’ responses (5 from Italy; 4 from Germany; 20 from Sweden). The bus drivers were aged between 27 to 65 years with an average of 45 years (sd 10.7 years), 5 were females and 25 males. They have been driving buses in average 16 years (sd 10.2) and school buses for 11 years (sd 9.2). The buses they drive were built from 2001 to 2009, with an average age of 5 years old (sd 2.1).

The school bus drivers normally have special education
Among the drivers 66% have special education for school bus drivers. Among them 20 had education related to first aid, 12 to childrens behaviour and 14 to skid training. Additionally, 6 drivers reported education related to other issues: like fire on board (3 drivers), eco-driving (1 driver) and exiting (1 driver). One driver did not report what the education was about.

The bus drivers do not participate in education of children
The drivers were asked if they participate in the education of children. In total 73% answered that they did not participate in the education of children while 26% did so. The majority of the bus drivers drive purchased buses allocated for school transport most of the time. In most cases (20 out of 28 – 2 missing (67%)) the drivers reported that the transport to school is free of charge for children. 13% reported that children have to pay a special fee.

The drivers have to do more than driving
The drivers not only drive the bus. In total 77% answer that they need to do other things during the drive of the bus. The most common task is to keep track on the children (73%), to activate school bus sign (67%) and to check seat belt usage (67%). For 10% there was also the task to handle the ticket machine.

Speed limit at bus stops in the morning is high
The speed limit at bus stops in the morning varied. For the majority the lowest speed limit was 50 km/h or lower (90%). About 10% of the drivers reported 70 km/h or higher. The highest speed limit at bus stops used was 90 km/h. This was reported by 37%. There were 6 drivers that had bus stops with the highest speed limit at 50 km/h.

Speed limits at bus stops in the afternoon is even higher than in the morning
All drivers report, that the lowest speed limit at bus stops in the afternoon is 50 km/h or lower. The highest speed limit on bus stops, used for de-boarding in the afternoon, is 90 km/h. In total 40% of the asked bus drivers use stops at those speed limits. Maximum speed limit of 70km/h was reported by 37% and 50 km/h by 23%.

The most dangerous situation in the morning is “waiting for the bus”
The drivers were asked to rate what situations during the morning and the afternoon they find most dangerous for the children. Several responses were possible to give.

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<th>Task</th>
<th>Answers</th>
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<tr>
<td>On the way to the bus stop in the morning</td>
<td>15</td>
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<tr>
<td>Waiting for the bus</td>
<td>18</td>
</tr>
<tr>
<td>Boarding the bus</td>
<td>2</td>
</tr>
<tr>
<td>Going to school by bus</td>
<td>2</td>
</tr>
<tr>
<td>De-boarding at school</td>
<td>4</td>
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</table>
The most dangerous situation in the afternoon is “de-boarding at home and going home”

*From school in the afternoon:*

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<th>Task</th>
<th>Answers</th>
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<tbody>
<tr>
<td>On the way to the bus stop in the afternoon</td>
<td>4</td>
</tr>
<tr>
<td>Boarding the bus</td>
<td>4</td>
</tr>
<tr>
<td>Going by bus</td>
<td>2</td>
</tr>
<tr>
<td>De-boarding at home and going home</td>
<td>23</td>
</tr>
</tbody>
</table>

*Children are most unsafe when they wait for the bus in the morning*

The drivers were asked to rate from 1=unsafe to 5=safe how they feel about different situations during the trips to and from school in the morning and in the afternoon (see Figure 17). Not all bus drivers think that it is safe for the children when they are waiting at the bus stop or when they enter the bus.

There are most often seat belts – but the children do not always use them

Most drivers state that buses have seat belts on all seats, but they also state that children don’t use them. Moreover, they do not check if children use them. (see Figure 18).

The children are not always safe when de-boarding in the afternoon

There is a difference in the drivers experience related to safety in the morning and in the afternoon. There are only few drivers that find the de-boarding in the afternoon safe, compared to the same situation at school in the morning (see Figure 19)
**Children most often have to cross a road to get home**

One of the most critical events is when a child has to cross the road to get home. The majority of the drivers say that children have to cross the road to get home (see Figure 20)

**The drivers wish is to be sure that every child is using the seatbelt and that vehicle slow down.**

Wishes like “I want to be notified if the child is on the way/around the bus stop so that I do not miss him/her” and “I want an optimized time table so that I do not have to rush or wait regardless time of the year” were less agreed upon by drivers, even though it should be kept in mind that the majority of the drivers agreed (see Figure 21)
Figure 21 Drivers wishes I – based on the focus groups results

- I want to be notified if the child is on the way/around the bus stop so that I do not miss him/her.
- I want to know when/if there are children onboard so that I can perform my job in a safe way (missing, crash, children still onboard).
- I want passing vehicle to slow down in order to guarantee child safety.
- I want an optimized time table so that I do not have to rush or wait regardless time of the year.
- I want to know what route to take in order to find the children to pick up.
- I want to know when I should be at different bus stops in order to pick up the children in time.
- I want to know what children to pick up or not, and where; in order to take them to school.
- I want to be sure that every child is using the seat belt in order to assure their safety and fulfill law requirements.

Freq.

1 = Do not agree
2
3
4
5 = Do agree
It is not so important for the drivers to have support in order to know the speed limits
Not all drivers would like to have support in order to follow the speed limit, either to have the possibility to get in contact with parents if the children do not behave onboard (see Figure 22)
7. Conclusion

From the Survey B it can be seen that only few data are available related to school transport. This concerns the numbers of pupils taking buses for their way to school as well as statistics about accidents related to school transport.

8 from 8 countries have special school transport signs, but those are only for special purchased buses. But in fact, in most countries also public transport, which is not signed, is used for going to school.

Some safety measures are not applied at all for example sound signals. Other safety measures (e.g. bus assistants, school bus guards, walking bus etc) are implemented only regional. These measures are not universalised, neither international nor national, even though they are very successful, as it can be concluded from the focus group discussions. Road safety targets regarding school transport and future planning in this field in general is very poor.

6 main topics, where problems occurred, were identified from the results of the focus groups and workshops. These are (see Figure 23):

- Communication
- Responsibility
- Behaviour of pupils
- Behaviour of other road users
- Infrastructure
- Safety systems in the bus

**Figure 23 Overview of user and stakeholder needs**

Communication was an important part in the discussions of the focus groups and workshops. The need to have more possibilities for communication was addressed by all stakeholders. Sometimes the focus group was the first possibility for stakeholders to talk about the safe way to school by bus and ideas for changes were brought up.

How information flow could be organised was discussed and some suggestions were brought up.

Authorities wish to get feedback from bus drivers, parents and schools about school transportation and to have a communication platform for all stakeholders.
Bus drivers, parents and teachers would like to have meetings between all stakeholders for a safe way to school by bus at the beginning of the school year. Some stakeholders reported that these meetings already took place and that they were much appreciated, but they wish more of them and in a more institutionalised way. Bus drivers wish to have more cooperation with schools and information about changes in daily routines and about special medical needs of pupils. Furthermore it was stressed that rules and information flow in case of an accident is needed.

Parents wish to have information only if anything is out of the daily routine like “the bus is late” or they want to inform the bus driver if their child is ill (that is the case in purchased buses).

The idea of having an automatic system to get information about the status of the children was discussed. The system should be an adaptive system in terms of the age of the children, their origin, and number of passengers and duration of the school. Information systems should not take independence from children.

In connection with the topic “communication” the topic “behaviour of pupils” and “responsibilities” were discussed. Clear definition of responsibilities for every stakeholder is seen as a basis for informing every stakeholder about their responsibility. Education about safe behaviour at the way to school by bus, information about consequences of not safe behaviour and responsibilities is seen as important for pupils. Trainings should be available at the beginning of the school year. There are some good examples of education from Sweden, Poland and Germany like safety day at school and bus driver come to school. Education and training for safe way to school by bus should be stressed.

Parents should be informed about these topics too. Adult supervisions at bus stops and in buses are wished by some stakeholders as a measure to ensure safe behaviour of pupils.

Another important issue described by all stakeholders is too influence the behaviour of other road users in order to make them aware that children are on their way to school and use the bus and to enforce observance of existing rules. Better bus signage at special designated school buses and bus signage at buses used in public transport, which are mainly used by pupils for their trips to school are wished. The importance of having consistent regulations at bus stops and special traffic rules around schools were underlined.

According the infrastructure, stakeholders wish to have a safe bus stop (see criteria for a safe bus stop), solutions for crossing the street and an infrastructure which enables a safe way to and from the bus stops (e.g. sidewalks). The need for safe infrastructure at bus stops and the way to the bus stops was stated and solutions like intelligent bus stops with displays for bus schedules or intelligent crossings were discussed. Rerouting of bus routes was seen as controversial. Importance of keeping to the timetables was one point that speaks against rerouting. An adaptive rerouting system is necessary, which integrates and differentiates between the region, age of the child, kind of school and duration of the school route.

Seat belts as a safety system in the bus were discussed in many focus groups and workshops. In some buses are no seat belts and seat belts are wished, further it was mentioned that it is difficult to get older children to use the seat belts even if it is mandatory. In this case the cooperation of all stakeholders is needed.

The importance of including the perspective and needs of all stakeholders is demonstrated with two examples, where stakeholders have different views or different prioritizations for the same issue.

In Sweden one suggestion for easing the situation that children have to cross the street after leaving the bus was that bus drivers were allowed to drive on the other side of the road and
let children get out at the side of the road. The idea was that children get off at the side where their home is. But pupils felt unsafe to step out of the bus at the street. Further they don’t know why the bus driver drove to the other side of the road. In Austria interviewed pupils stated that the school bus guard project is working well, while parents and teachers thought that the pupils had not always enough authority to influence other pupils and that it would be good to use older pupils or even adults to supervise behaviour of pupils at the bus stop or in the bus. In contrast pupils think that adults on the bus would not be helpful.

**Children with disabilities** are a group with special needs concerning school transportation. Following measures are suggested, in order to increase safety and security in school transportations for pupils with disabilities: Consensus to apply the “door-to-door” perspective among all involved in school transportation, i.e. the trip starts the moment the child leaves home in the morning and ends when the child returns.

- Strict, distinct and simple routines should be applied, in order to make it clear to the child what is going to happen during the entire “door-to-door” trip.
- The children must understand also why a certain measure is taken, but not be expected to be able to follow it strictly.
- The school vehicle route should be planned and supported by a route planning soft and hardware device, in order to ensure sufficient time for boarding and de-boarding. Such a device would also minimise the risky bus stop waiting time for the children.
- Plan the boarding and alighting spots so that no roads with dense traffic need to be crossed by the children.
- Flexible school start in the morning for the children, in order to lower worries and time pressure related stress.
- Introduction of the dynamic bus stop with running lights, in order to solve the issue of children standing at a safe distance from the road and yet standing visible for the driver to pick them up.
- Introduction of individual seats in the buses in order to minimise crowding in the boarding process and to make the children remain seated while the bus is moving.
- Prevention of tripping and falling incidents inside the bus, by the driver awaiting each child to be seated before departing (and putting on their mandatory seat belt).
- Drivers of public transport buses should also remind of seat belt usage.
- Introduction of an audio visual system that provides feedback to the children from the driver that he/she actually knows where they should be let off.

The following conclusions can be drawn from the results of the survey B (questionnaire to children, parents and bus drivers)

**Children**
- Children wait for the bus on 70km/h road
- From home to the bus stop children feel safe but they have to cross some roads
- Sometimes the children have to wait a long time at the bus stop before the bus arrives
- The use of seat belts is quite low
- The distances from home to the bus stops are long and with crossings

**Parents**
- Lots of parents have children boarding/de-boarding at bus stops with high speed limits
- The way to the bus stop in the morning is not always safe
- There are seat belts on board, but the parents do not think the children use them
- The de-boarding in the afternoon is not always thought as safe by the parents
- The parents wish to know where the child is and that the drivers follow the regulations
Bus drivers

- The school bus driver is an experienced man in the age of 45
- The school bus drivers normally have special education
- The bus drivers do not participate in education of children
- The drivers have to do more than driving
- Speed limit at bus stops in the morning is high
- Speed limits at bus stops in the afternoon is even higher than in the morning
- The most dangerous situation in the morning is “waiting for the bus”
- The most dangerous situation in the afternoon is “de-boarding at home and going home”
- There are most often seat belts – but the children do not always use them
- The children are not always safe when de-boarding in the afternoon
- Children most often need to cross a road to get home
- The drivers wish to be sure that every child is using the seatbelt and that vehicles slow down.
- It is not so important for the drivers to have support in order to know the speed limits

“User wishes” earlier identified within focus groups seem to be those of major interest for the stakeholders.

The main issues of safe school transport are the same in the countries, where the focus groups took place. Some of them are known for a long time like crowded buses and bus stops and have a long history but still those problems are evident and not solved yet. One reason for this situation can be that many actors are involved, who don’t interact or have only interaction in the short period of school transport. Time and place for cooperation and communication between different stakeholders is not provided in school transport by bus and have no institutionalised place. Initiatives and projects where stakeholders come together and establish solutions are mostly regional and depended on the engagement of a small group of actors and not permanent funding. These initiatives end with the end of the funding.

Another factor is that different laws and rules concerning school transportations, which differ between different countries and regions (see results of questionnaire A and EU Project: Road safety in school transport, 2004) exists. In the national workshops and focus groups demands for consistent regulations and clear responsibilities were underlined as a basis for safe way to school by bus.

Many regulations and laws concerning school transport in each country apply only to special purchased school buses like signage of a school bus. But in most of the EU countries, from which data were collected, public transport and special purchased are used. As de-boarding, boarding at the bus stop and crossing the street are one of the most dangerous situations concerning school transportation, signage of buses should be expanded to public buses, which are mainly used by school children, as information for other road users.

For creating an automatic information system it is important to develop an adaptive system in terms of the age of the children, their origin and number of passengers and duration of the trip to school. The special needs of children with disabilities should be taken into account too. If these aspects are neglected, the system might inhibit the development of a personal and social responsibility of the children. This means the SAFEWAY2SCHOOL project should not ignore the early education in safe school transport and strengthen the independency of the children.
References

Allgemeine Unfallversicherungsanstalt, AUVA. *Sicherheit im und um den Schulbus – Merkblatt M850.*


Annex A
Questionnaire – “Survey A”
Integrated system for safe transportation of children to school

SAFEWAY2SCHOOL
Collaborative project 233967
Questionnaire

Country:
Institution/Company:
Name:
Telephone:
Date:
This questionnaire has been developed as part of the project SAFEWAY2SCHOOL and aims to outline the situation in European countries concerning school transport of pupils (age 6 - 16). School transport is defined as the transport of pupils from home to the school door and vice versa.

School transport by bus (bus is used as a synonym for school transport by bus and other vehicles (i.e. estate car, van etc.) used for school transport):

1. Is school transport by bus in your country organised with (tick all that apply):
   - Regular public transport
   - Purchased/dedicated school buses
   - Other forms of bus transport: ____________________________

2. Please specify the percentage of pupils (age 6-16), who access school transport by bus?
   - Percentage by bus in general: _____%
   - Percentage by purchased/dedicated school buses: _____%
   - Percentage by public transport (bus): _____%

3. Which type of fare for pupils is there for school transport in your country?
   - Free of charge
   - Free of charge under certain circumstances
   - Special fares
   - Other __________________________
   - Please specify:_____________________________________________

4. Who has the main responsibility of organising school transport in your country? (tick who is responsible for following tasks)

<table>
<thead>
<tr>
<th>Providing school transport</th>
<th>Financing</th>
<th>Planning the route</th>
<th>Location and design of bus stops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>District/Region</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Municipalities</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>School(upholder)s</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Parents</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Finance authorities</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Fleet operators</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other______________________</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
5. Are buses used for school transport specially marked and/or have special signs or signals? (Tick all that apply)

☐ School transport sign (iron)
☐ LED School transport sign
☐ Colour of the bus
☐ Light signals
☐ Sound signals
☐ Other___________________________

If there are special markings/signs, please give a description of it and its mounting to the vehicle: _______________________________________

_________________________________________________________________

______________________________________________________

Please insert pictures of the signs here:


6. Are speed cameras (radar devices) mounted to school buses to persecute and/or fine individuals who violate restrictions near these buses?

☐ Yes
☐ No
7. Do children with perceptual disabilities (e.g. hearing impairments, visual impairments) normally use regular school transport?

☐ YES
☐ NO

If yes, please answer the following:
Are the transport modes such that they use to go to school equipped with special features appropriate for their disabilities?

☐ YES, please specify___________________________________
☐ NO

8. Do children with learning disabilities or mental retardation (e.g. Down’s syndrome) use regular school transport?

☐ YES
☐ NO

If yes, please answer the following:
Are the transport modes such that they use to go to school equipped with special features appropriate for their disabilities?

☐ YES, please specify___________________________________
☐ NO

**Accident statistics**

1. Are statistics/figures for school transport related crashes available in your country?

☐ YES
☐ NO

**Safety measures for school transport**

1. Does a road safety target (like 50% less fatalities until 2020) concerning children exist in your country?

☐ YES
☐ NO

If yes, please specify this road safety target:

________________________________________________________________
______________________________________________________
2. Which of the following safety measures at bus stops exist in your country? Please estimate the proportion of bus stops, which have this safety measure and tick, if the measure is mandatory by law:

<table>
<thead>
<tr>
<th>Safety Measure</th>
<th>None</th>
<th>Some</th>
<th>Most</th>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic signs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “Bus Stop” Sign</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- “Attention Children”</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Warning System at Bus Stops</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Regulations for other road users</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Road Markings at Bus Stops</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Speed Cameras</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Bus Bays/Shelters</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Moveable bus platform</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intelligent Bus Stop (signals when a child approaches)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. Are there vehicle safety devices in the school transport vehicle like the following? Please estimate the proportion of vehicles, which have this safety measure and tick, if it is mandatory by law:

<table>
<thead>
<tr>
<th>Safety Measure</th>
<th>None</th>
<th>Some</th>
<th>Most</th>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restraint systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Seat belts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Booster seats</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>- Others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Stopping arms</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sound reversing indicators</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Additional mirrors</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Control lights for doors</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intelligent speed control system (ISA)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Hazard warning lights</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Warning lights on the roof</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Alcohol Interlock System</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Other______________________ □ □ □ □

20/12/2009
4. Are there other special safety measures for school transport (including the way to and from school) in your country? Which of the following safety measures exist in your country?

☐ Children in the bus are accompanied by an adult assistance
☐ School guards
☐ Local speed limits for school buses
☐ Traffic restrictions around schools
☐ Walking bus
☐ School Travel Plans
☐ Other ________________________________

Activities (i.e. training) to promote awareness for school transport safety:

1. Are there any trainings, activities or events to inform about and/or learn safe and secure behaviour on the way from home to the school door?

For pupils:
☐ YES
☐ NO
If yes, please specify the measures:
__________________________________________________________________________________________________________________

For family members:
☐ YES
☐ NO
If yes, please specify the measures:
__________________________________________________________________________________________________________________

For school representatives (i.e. teachers):
☐ YES
☐ NO
If yes, please specify the measures:
__________________________________________________________________________________________________________________

For bus drivers:
☐ YES
☐ NO
If yes, please specify the measures:
__________________________________________________________________________________________________________________
For other people:
☐ YES
☐ NO
If yes, please specify the measures:
________________________________________________________________
________________________________________________________________

2. Were or are there any safety campaigns for school transport launched in your country in the last ten years?
☐ YES
☐ NO
If available, please insert details of the safety campaign here (name, reference):
________________________________________________________________
________________________________________________________________
________________________________________________________________

Risky Situations

1. Please describe typical risky situations concerning school transport in your country? I.e. in Sweden due to too much snow, bus stops are snowed in and children have to wait on the road:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Future planning about school transport in your country

1. Are there changes in the legal framework for school transport planned in your country in the near future?
☐ YES
☐ NO
If yes, please give a short description and explain the reasons for these changes:
________________________________________________________________
________________________________________________________________
________________________________________________________________
2. Are there any safety campaigns for school transport planned?
☐ YES
☐ NO
If yes, please give a short description:
________________________________________________________________
________________________________________________________________
________________________________________________________________

3. Are there any other measures planned in your country to make school transport safer?
☐ YES
☐ NO
If yes, please give a short description:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Thank you!

Could you please name experts (i.e. from authorities) for school transport, to contact, if we have any further questions about school transport in your country. Please specially name a legal expert for school transport.

Expert for legal matters (Name):

Organisation:

Telephone number, e-mail:

Expert (Name):

Organisation:

Name:

Telephone number, e-mail: 

Expert (Name):

Organisation:

Name:

Telephone number, e-mail:
Annex B
Focus group guidelines
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Focus group guideline: bus driver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors:</strong></td>
<td>KfV, Aigner-Breuss</td>
</tr>
<tr>
<td><strong>Status:</strong></td>
<td>D</td>
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<tr>
<td><strong>Distribution:</strong></td>
<td>WP 1.2</td>
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<tr>
<td><strong>Document ID:</strong></td>
<td>Focus group guideline: bus driver</td>
</tr>
<tr>
<td><strong>Issue date:</strong></td>
<td>3/11/2009</td>
</tr>
</tbody>
</table>
Introduction

The SAFEWAY2SCHOOL project aims to outline the situation in European countries concerning the school transportation of pupils (age from 6 to 15). School transportation is defined as the way from the home to the school door and vice versa.

We would like to discuss with you your experiences with the school transportation, specially the safety aspects of school transportation.

Questions

Explanation:
Questions with "numbers" should be asked.
Questions with "→": If this topic isn’t mentioned by the participants of the focus group, please ask for this topic

Opening Question

Please describe an average ride in your bus with pupils.

→ Age and number of the pupils
→ Route description: route with one school or more than one school
→ Type of bus
→ Assistant on board

Experiences (problems, ...) concerning school transportation

1. Which unsafe/risky situations have you experienced while driving the bus? Please describe these situations. What increases the safety in buses for school transportation?

Which unsafe/risky situations have you experienced driving to and from the bus stop and at bus stops? Please describe these situations.

→ Behaviour of the pupils while getting into and out of the bus
→ Behaviour of other road users at the bus stop (drivers, ...)

Are there any specific risky bus stops on your route? Please describe these situations. What is the difference of these bus stops compared to others?

→ In these situations: would you like communicate with the actors, warn the actors? How?

What are the criteria for safe and secure bus stop from your perspective?

Safety Measures

1. Which safety measures (technical, educational, bus stops, road design, ...) were taken on your route concerning school transportation?

2. Which safety measures (technical, educational, ...) are/were taken in your bus concerning school transportation?

3. Describe the cooperation with schools, parents, local authorities and bus operators concerning school transportation?
4. Who is responsible for the children during different phases of the trip: from
door to door perspective?
5. Have you had a special training as a bus driver for school transportation? If
yes please describe the training.
6. What are the demands of bus signing, and what do you think about those
regulations?
7. What are the demands of bus stops, and what do you think about those
regulations?

**Information flow**

1. Do you communicate or would you like to communicate for safety reasons
with the following actors during your work?
   a. Car drivers (by bus signalling, car horn, etc) When? Why?.
   b. Pupils: When? Why?
   c. Parents / Teachers e.g. if a child does not appear or has (health)
      problems?
   d. Authorities e.g. you detect a “nearly accident” and want to report it?
2. If you are responsible for the pupils would you like to know when he/she will
arrive to the bus stop or what happened if he / she did not arrive at all?
3. Would you like to communicate with the persons that take over responsibility
after the pupil leaves the bus?
4. Is there any information that you would like to have available and you are
now missing?

**Wishes**

1. What should be different to avoid situations that endanger you as the driver
or the pupils?
2. What wishes do you have addressing the pupils, the parents, the schools
(principals, teachers), the local authorities and the bus operator?
3. If special trainings for school transportation are offered, what wishes do you
have concerning the contents of such training? (Interaction with pupils, safe
driving, ...)

**Final Question**

1. Is there anything important concerning school transportation, that wasn´t
talked about?
SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

Integrated system for safe transportation of children to school

SAFEWAY2SCHOOL
Collaborative project 233967

Title: Focus group guideline: pupils

Authors: KfV, Aigner-Breuss

Status: D

Distribution: WP 1.2

Introduction

For pupils up to 12 years:
We will ask you some questions about your way to school and from school home by bus.
In this project pupils from Sweden, Italy, Poland, Austria and Germany are asked about their way to school by bus. The aim of this project is to make the way to school safer.

For pupils older than 12 years
The SAFEWAY2SCHOOL project aims to look at the situation in European countries concerning the school transportation of pupils (age from 6 to 15). School transportation is defined as the way from the home to the school door and vice versa.
We would like to discuss with you your experiences with school transportation, specially the safety aspects of school transportation.

Questions

Explanation:
Questions with “numbers” should be asked. Questions marked as bold are the questions which have to be asked. The other questions should be asked, if there is enough time.
Questions with “→”: If this topic isn’t mentioned by the participants of the focus group, please ask for this topic.

Pupils 6-9 Possibility to open the focus groups

Opening Question
1. Which buses do you use at your way from home to school and back?
   Please describe the bus (public buses or special designated school buses), sign of the bus.
2. What do you usually do
   a. At the bus stop?
   b. On the bus?
   c. When walking to/from the bus stop?
Suggestion: Visualise the bus routes on a flipchart

Pupils 6-9: Possibility to open the focus groups with following questions
→ In which situations do you feel happy?
→ In which situations do you feel unhappy?
→ In which situations do you feel comfortable?
→ In which situations do you fell afraid?
If pupils mention something concerning school transportation, you can start to ask the question about school transportation here.
Experiences (problems,...) concerning school transportation

Bus stop at the school

1. **Describe your bus stop at school. Which risky situations do you experience at the bus stop near the school?** Please describe these situations.
   - Behaviour of other pupils
   - How many pupils are waiting at the bus stop
   - Behaviour of other road users
   - Are there any policemen at the bus stop?

2. Which further risky situations can happen at the bus stop?
3. What do you have to pay attention to at the bus stop?
4. In which situations at the bus stop do you feel uncomfortable? And in which comfortable?
5. Is there anything what helps to prevent risky situations?

In the bus

1. **Describe your bus ride from school home (and from home to school). What risky situations do you experience in the bus?** Please describe these situations.
   - Getting into and out of the bus
   - Behaviour of the bus driver
   - Own behaviour
   - Behaviour of other pupils
   - Crowded bus
   - Condition of the bus
   - Safety systems in the bus (seatbelts, ...)

2. What further risky situations can occur in the bus?
3. What do you have to pay attention to in the bus?
4. In which situations at the bus stop do you feel uncomfortable? And in which comfortable?
5. Are there any school bus guards? Are there accompanying persons in the bus? What are they doing?
6. Is there anything what helps to prevent risky situations?

Bus stop (home)

1. **Describe your bus stop at home. What risky situations do you experience at the bus stop (home)?** Please describe the situations.
   - Behaviour of other pupils
   - How many pupils are waiting at the bus stop
   - Behaviour of other road users: drivers, bikers,...
   - Are there any policemen or other supporting adults at the bus stop?

2. Which further risky situations can happen at the bus stop?
3. What do you have to pay attention to at the bus stop?
4. In which situations at the bus stop do you feel uncomfortable? And in which comfortable?
5. Is there anything what helps to prevent risky situations?
Education concerning school transportation

1. How do you know, how to behave in the bus or at the bus stop?
2. Have you heard anything in school about how to behave at the bus stop or in the bus?
3. Have you heard anything from your parents about how to behave at the bus stop or in the bus?

Information flow

1. What technical devices (like mobile phone,...) do you carry on the way to school?
2. Can you talk to the bus driver when you are on the bus?
3. Do you communicate with your parents while you are on the way to school or at school? When? What are you talking about usually?
4. If you miss the bus / or miss to get off the bus – what would you (like) to do?
   a. Would you like to talk to someone?
      i. Parents
      ii. Teacher
      iii. Bus driver
      iv. Friends

5. Do your parents want to know when you reach school/home (do you need to call them for example?)
   → If you don’t come to school or home in time – are your parents or teacher worried?

Wishes

1. If some miracles happen this year – what would be different that the ride in the school bus is safer and feels more comfortable?
2. How would you like to go to school if not by bus? Or do you like going by bus?
3. What wishes do you have addressing the bus driver, the parents, the schools (principals, teachers)?

Final Question

1. Is there something important about school buses that we haven’t talked about before?
Optional Question about the way from home to the bus stop

1. Describe your way from home to the bus stop at home.
   → How far is it from the stop to your home?
   → How do you get from/too the bus to home? (walk, bike, car)
   → Do you have company? If yes with whom?
   → Is it the same way both to the bus stop as from the bus stop?
   → Do you have to cross a busy road?

2. What risky situations do you experience at on your way to and from home to the bus stop? Please describe the situations.
   → Behaviour of other pupils
   → Behaviour of other road users: drivers, bikers,…

3. Which further risky situations can happen at your way to/from the bus stop?
4. What do you have to pay attention to at your way to/from the bus stop?
5. In what situations at the way to/from the bus stop do you feel uncomfortable?
SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

SAFEWAY2SCHOOL
Collaborative project 233967

<table>
<thead>
<tr>
<th>Title</th>
<th>Focus group guideline: school representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors:</td>
<td>KfV, Aigner-Breuss</td>
</tr>
<tr>
<td>Status:</td>
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Introduction

The SAFEWAY2SCHOOL project aims to outline the situation in European countries concerning the school transportation of pupils (age from 6 to 15). School transportation is defined as the way from the home to the school door and vice versa. We would like to discuss with you your experiences with school transportation, specially the safety aspects of school transportation.

Questions

Explanation:
Questions with "numbers" should be asked. Questions marked as bold are the questions which have to be asked. The other questions should be asked, if there is enough time. Questions with "→": If this topic isn’t mentioned by the participants of the focus group, please ask for this topic.

Opening Question

1. From which adjoining municipalities and areas in your municipality do pupils get to the school by bus?
2. Observed and told experiences (problems,..) concerning school transportation
3. Which experiences (problems, good facts) from the bus stop are reported by the pupils?
4. Which experiences (problems, good facts) from the ride in the bus are reported by the pupils?
5. Which experiences (problems, good facts) from the bus stop are reported by the parents?
6. Which experiences (problems, good facts) from the ride in the bus are reported by the parents?
7. What are the risky situations at bus stops or during the bus ride in your opinion? (in the morning, at midday)
8. Have you addressed the topic “school bus” at your school? If yes, why and how?
9. Have you addressed the topic “school bus” with the parents? If yes, why and how?
10. Have you addressed the topic “school bus” with the bus drivers, bus operators or authorities? If yes, why and how?
Safety measures

1. Which safety measures were/are taken at school concerning school transportation (e.g. traffic education, topic in class, ...)
2. Which safety measures were/are taken from the local authorities concerning school transportation? (bus stop, route planning, presence of police, parents initiatives, accompany persons,..)
3. Please describe the cooperation with bus drivers, parents, local authorities and bus operators concerning school transportation?
4. What responsibility has the school for the “school bus” activities?

Information flow

1. Which kind of information would be helpful for you or others in order to assure a safe way to and from school?

Wishes

2. What should be different, to get the way to school by bus safer?
3. What wishes do you have addressing the bus drivers, pupils, the parents, the local authorities, bus operators?

Final Question

1. Is there anything important concerning school transportation that wasn’t talked about?
Focus group guideline: authorities

SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

SAFEWAY2SCHOOL
Collaborative project 233967

Title: Focus group guideline: authorities

Authors: KfV, Aigner-Breuss

Status: D

Distribution: WP 1.2

Document ID: Focus group guideline: authorities

Issue date: 3/11/2009
Introduction

The SAFEWAY2SCHOOL project aims to outline the situation in European countries concerning the school transportation of pupils (age from 6 to 15). School transportation is defined as the way from the home to the school door and vice versa.

We would like to discuss with you your experiences with the school transportation, specially the safety aspects of school transportation.

Questions

Explanation:
Questions with "numbers" should be asked. The other questions should be asked, if there is enough time.
Questions with "→": If this topic isn´t mentioned by the participants of the focus group, please ask for this topic.

Opening Question

2. How is school transportation (ride to and from the schools) by bus organised in your municipality?
   → Is there any „combined bus transportation”: public buses and designated school buses? Do pupils have to change from a designated bus to a public bus?
   → Who organises school transportation?
   → Who is responsible for route planning of the school transportation? Which safety aspects are considered?
   → Who is responsible for the design /choice of location for of the bus stops? Which aspects are considered for the planning?
   → Are the parents involved in route planning?
   → Who is responsible for the children from a door to door perspective?
   → Is there any documentation of these responsibilities?

Observed and told experiences (problems, …) concerning school transportation

1. What are your experiences (problems, …) concerning school transportation in your municipality?
2. Please describe the cooperation with schools, bus driver, bus operators, local and national policy makers, parents.

Safety measures

1. Which safety measures have been realised in your municipality according school transportation? (bus stops, route planning, campaigns, …)
Information flow

1. If you would introduce a holistic system based on information flow in order to pass (young) children from one responsible person to the next so they would reach school and home always under responsibility of someone:
   - What kind of information would be useful
     i. For the child?
     ii. For the parents?
     iii. For the bus drivers?
     iv. For police?
     v. For the school?
     vi. For you as authority?

2. Could you imagine a system like eCall for every child? eCall is a system that sends in case of an accident on demand or automatically some information like position to an emergency centre.

Wishes

1. What should be different, to get the way to school by bus safer?
2. What wishes do you have addressing the bus drivers, bus operators, pupils, parents, the schools (principals, teachers), local and national policy makers?
Title: Focus group guideline: parents

Authors: KfV, Aigner-Breuss

Status: D

Distribution: WP 1.2

Document ID: Focus group guideline: parents (family members)

Issue date: 3/11/2009
**Introduction**

The SAFEWAY2SCHOOL project aims to outline the situation in European countries concerning the school transportation of pupils (age from 6 to 15). School transportation is defined as the way from the home to the school door and vice versa.

We would like to discuss with you your experiences with school transportation, specially the safety aspects of school transportation.

**Questions**

*Explanation:*

Questions with "numbers" should be asked. Questions marked **as bold** are the questions which have to be asked. The other questions should be asked, if there is enough time.

Questions with "→“: If this topic isn’t mentioned by the participants of the focus group, please ask for this topic.

**Opening Question**

1. **Which school buses do your children use from home to school?** Please describe school buses (public buses or special designated school buses), bus stops.

   Suggestion: Visualise the bus routes on a flipchart

**Observed and told experiences (problems, ...) concerning school transportation**

**Bus stop at the school**

6. **Which risky situations at the bus stop do your children report to you?**
   **Which risky situations at the bus stop do you observe?** Please describe these situations.
   \[→ Behaviour of other pupils\]
   \[→ How many pupils are waiting at the bus stop\]
   \[→ Behaviour of the road users\]
   \[→ Are there any policemen or supporting adults at the bus stop?\]

7. Which further risky situations can happen at the bus stop?

8. What is important to pay attention to at the bus stop?

9. In which situations do pupils feel safe?

10. In which situations do pupils feel unsafe?

**In the bus**

7. **Which risky situations in the bus do your children report to you?**
   **Which risky situations in the bus do you observe?** Please describe these situations.
   \[→ Getting into and out of the bus\]
   \[→ Behaviour of the bus driver\]
   \[→ Pupils’ behaviour\]
   \[→ Crowded bus\]
   \[→ Condition of the bus\]
   \[→ Safety systems in the bus (seatbelts, …)\]
8. Which further risky situations can happen in the bus?
9. What is important to pay attention to in the bus?
10. In which situations in the bus do pupils feel safe?
11. In which situations in the bus do pupils feel unsafe?

**Bus stop (home)**

1. **Which risky situations at the bus stop (home) do your children report to you?** Which risky situations at the bus stop (home) do you observe? Please describe these situations.
   → Behaviour of other pupils
   → How many pupils are waiting at the bus stop
   → Behaviour of the road users
   → Are there any policemen or supporting adults at the bus stop?

2. Which further risky situations can happen at the bus stop?
3. What is important to pay attention to at the bus stop?
4. In which situations do pupils feel safe?
5. In which situations do pupils feel unsafe?

**Safety measures**

5. **Which safety measures were/are taken at school concerning school transportation?** (e.g. traffic education, school bus guards, ...)
   → How do/did you get information about these measures?
   → Are you satisfied with these measures?
   → Do/did you receive any other information/education from the school according ‘school transportation’?

6. **Which safety measures were/are taken from the local authorities concerning school transportation?** (bus stop, route planning, presence of police, parents initiatives, accompany persons, ...)
   → How do/did you get information about these measures?
   → Are you satisfied with these measures?

7. **Which safety measures were/are taken from the parents associations concerning school transportation?** (Accompanying persons, lectures, ...)
   → How do/did you get information about these measures?
   → Are you satisfied with these measures?

8. **Which safety measures were/are taken from the you as a parent concerning school transportation?**
   → What responsibility do you think you have for safe school transportation for your own children?
   → Do you inform others (bus driver, teacher, ..) about temporary changes of transport needs? Which routines are there around route time or other changes?

**Information flow**

4. What kind of information could be useful for you to have while your child is on the way to school?
5. To whom might it be useful to communicate sometimes?
   a. Bus driver (e.g. if your child get late to the bus stop or if it does not arrive on time at home)
   b. Teacher
   c. Others

Wishes

6. What should be different to get the way to school by bus safer?

7. What wishes do you have addressing the bus drivers, pupils, the schools (principals, teachers), the local authorities?

Final Question

1. Is there anything important concerning school transportation that wasn´t talked about?
Annex C
Questionnaire – “Survey B”
SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

SAFEWAY2SCHOOL
Collaborative project 233967

Integrated system for safe transportation of children to school

Questionnaire for bus drivers about school transport
Dear all,
This questionnaire is aimed to capture your experience about school transport from a door to door perspective. The results will be used within the scope of the SAFEWAY2SCHOOL project and they are not going to be published. The results will only be presented on group level and your response will not be possible to track.

Instructions
We kindly ask you to respond to as much questions as possible. For some question we will ask for your opinion on a scale. We kindly ask you to mark your reply with a cross on the line according to your own opinion, as shown in the example below:

Unsafe ☒ ☒ ☒ ☐ Safe
Background

Initially, we need to know a little bit about who you are:

1. What is your age? ..........................................

2. What country do you live in? ..........................................

3. Gender:  □ a male   □ a female

4. For how many years have you been driving a bus? ______

5. For how many years have you driving a school bus? ___

6. Do you have any specific education/training addressed to school bus driver?

□ No □ Yes   → □ First aid

□ Children’s behaviour
□ Skid training
□ Other ______________________

7. Do you participate in education/training of children going by the bus?

□ No □ Yes

8. Which type of fare for pupils is there for school transport?

□ Free of charge
□ Free of charge under certain circumstances
□ Special fares
□ Other ______________________

Please specify:_______________________

9. What type of bus do you normally drive?

□ Public transport
□ Purchased bus
□ Taxi
□ Other ______________________

10. What is the age of the bus that you normally drive? _____________

11. During driving, do you do other things?

□ No □ Yes   → □ ticket machine

□ activation of school bus sign
□ keep an eye on children
□ seat belt usage
□ other ______________________

12. What is the speed limit on the road/routes where you stop for boarding children in the morning?
13. What is the speed limit on the road/routes where you stop for deboarding children in the afternoon?

- Lowest speed limit at bus stop
  - 50 km/h or lower
  - 60 km/h
  - 70 km/h
  - 80 km/h
  - 90 km/h or higher
  - I do not know

- Highest speed limit at bus stop
  - 50 km/h or lower
  - 60 km/h
  - 70 km/h
  - 80 km/h
  - 90 km/h or higher
  - I do not know

14. Which situation do you find as the most dangerous for children due to traffic circumstances?

- To school in the morning
  - On the way to the bus stop in the morning
  - Waiting for the bus
  - Boarding the bus
  - Going by the bus to school
  - Deboarding at school

- From school in the afternoon
  - On the way to the bus stop in the afternoon
  - Boarding the bus
  - Going by the bus
  - Deboarding at home and going home
15. When the children wait at the bus stop they are …

Unsafe ☐ ☐ ☐ ☐ ☐ Safe ☑ ☑ ☑ ☑ ☑

16. When the children enter the bus they are…

Unsafe ☐ ☐ ☐ ☐ ☐ Safe ☑ ☑ ☑ ☑ ☑

17. The bus I normally drive is …

Unsafe ☐ ☐ ☐ ☐ ☐ Safe ☑ ☑ ☑ ☑ ☑

18. The bus I normally drive always have seat belts on all seats…

Unsafe ☐ ☐ ☐ ☐ ☐ Safe ☑ ☑ ☑ ☑ ☑

19. The children always use the seat belts, when they are available…

Unsafe ☐ ☐ ☐ ☐ ☐ Safe ☑ ☑ ☑ ☑ ☑

20. I always check that the children wear the seat belts…
21. I know the name of all children on board…

Do not agree

Do agree

22. When the children deboard the bus at school in the morning they are...

Unsafe

Safe

23. When the children deboard the bus at home in the afternoon they are...

Unsafe

Safe

24. I always know where to stop to leave children on their way home......

Do not agree

Do agree

25. There are children that have to cross a road to get home...

Do not agree

Do agree
Wishes

26. Please give us your opinions about some statements…

Do not agree ☹ ☹ ☹ ☹ ☹ Do agree ☺ ☺ ☺ ☺ ☺

I want to be notified if the child is on the way / around the bus stop so that I do not miss him/her.

I want to know when/if there are children onboard so that I can perform my job in a safe way (missing, crash, children still onboard).

I want passing vehicle to slow down in order to guarantee child safety.

I want an optimized time table so that I do not have to rush or wait regardless time of the year.

I want to know what route to take in order to find the children to pick up.
Do not agree  🙁  😐  😊  😊

I want to know when I should be at different bus stops in order to pick up the children in time.

I want to know what children to pick up or not, and where: in order to take them to school.

I want to be sure that every child is using the seat belt in order to assure their safety and fulfil law requirements.

I would like to have support in order to follow the speed limit.

I want to have communication with SOS or bus companies in case of emergency in order to receive help as fast as possible.

I would like the children to behave (boarding, in the bus, debording) in order to drive safe.
Do not agree

I want “free” access to bus stop in order to pick up children safely and in time.

I want to get in contact with parents when a child does not behave in order to improve condition on board.

I want to drive the same route/children every day in order to build up a relation with the children and their parents.

I want clear directives from the municipalities about routines and responsibilities from a door to door perspective in order not to leave a child alone.

Thank you for your help!

01/04/2010

VTI/CERTH/HIT
Annexes 1 Children questionnaire

SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

SAFEWAY2SCHOOL
Collaborative project 233967

Integrated system for safe transportation of children to school

Questionnaire for children about school transportation
Hello,
This questionnaire is aimed to capture your experience about your travel with school bus to and from school. The results will be used in order to work towards a safe and secure school transport from your door at home all the way to school and back again. The results will only be presented on group level and your respond will not be possible to track.

Instructions
Please, mark your reply with a cross on the line according to your own opinion, as shown in the example below:

Unsafe

Safe
Background

Initially, we need to know a little bit about who you are and how often you travel:

1. How old are you? ........................................

2. What country do you live in? ........................................

3. Are you: □ a boy □ a girl

4. How often do you go to school by school bus?
   □ 2 times or more per day
   □ 1 time per day
   □ 4 times per week
   □ 1-3 times per week
   □ Less than 3 times per week
   □ Never

5. What is the speed limit on the road where you enter the school bus in the morning?
   □ 50 km/h or lower
   □ 60 km/h
   □ 70 km/h
   □ 80 km/h
   □ 90 km/h or higher
   □ I do not know

6. What is the speed limit where you exit the school bus in the afternoon?
   □ 50 km/h or lower
   □ 60 km/h
   □ 70 km/h
   □ 80 km/h
   □ 90 km/h or higher
   □ I do not know

7. Which is the normal way for you to get to school?
   □ Public transport
   □ Purchased bus
   □ Taxi
   □ My Parent takes me
   □ Other........................................
8. The way to my bus stop is...

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| 😞 | 😞 | 😞 | 😞 | 😞 | Safe

9. The way to my bus stop feels...

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| 😞 | 😞 | 😞 | 😞 | 😞 | Secure

10. The way to my stop is short...

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| 😞 | 😞 | 😞 | 😞 | 😞 | Do agree

11. The way to my bus stop is free from crossings..

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| 😞 | 😞 | 😞 | 😞 | 😞 | Do agree
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<tr>
<th></th>
<th>When I wait at the bus stop it is …</th>
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<th>Safe</th>
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<td>Safe</td>
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<td>12.</td>
<td>When I enter the bus it is…</td>
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<td>Safe</td>
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<td>Unsafe</td>
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<tr>
<td></td>
<td>Insecure</td>
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<td>Secure</td>
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<td>14.</td>
<td>Bus drivers who know where I am boarding feels…</td>
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<td>Secure</td>
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<td>15.</td>
<td>The bus arrives soon after I come to the bus stop…</td>
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<td>Do agree</td>
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<td>Do not agree</td>
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<td>Do agree</td>
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<tr>
<td>16. The bus driver drives...</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>Safely</td>
</tr>
<tr>
<td>17. The bus is...</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>Safe</td>
</tr>
<tr>
<td>18. Riding the bus feels...</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>Secure</td>
</tr>
<tr>
<td>19. The bus is...</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>Comfortable</td>
</tr>
<tr>
<td>20. The driver knows who I am...</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>Do agree</td>
</tr>
</tbody>
</table>
21. In the bus that I ride, there are seat belts…

| Do not agree | | | | | Do agree |

22. When I ride the bus I actually use the seat belts…

| Do not agree | | | | | Do agree |
Travel home…

23. The bus driver drives…

Unsafe

Unsafe

Safe

24. The bus is…

Unsafe

Unsafe

Safe

25. To travel with the bus feels…

Unsafe

Unsafe

Insecure

Insecure

Insecure

Secure

26. The bus is…

Unsafe

Unsafe

Uncomfortable

Uncomfortable

Uncomfortable

Comfortable

27. The driver knows who I am…

Unsafe

Unsafe

Uncomfortable

Do not agree

Do not agree

Do not agree

Do agree
Deboarding and walking home...

<table>
<thead>
<tr>
<th>28. When I exit the bus it is...</th>
<th>Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>☐</td>
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</table>

<table>
<thead>
<tr>
<th>29. When the bus driver knows where I am alighting feels...</th>
<th>Secure</th>
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<tr>
<td>Insecure</td>
<td>☐</td>
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<tr>
<th>30. The way home from my bus stop is short...</th>
<th>Do agree</th>
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<tbody>
<tr>
<td>Do not agree</td>
<td>☐</td>
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</table>

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<tr>
<th>31. I do not have to cross a road to get home...</th>
<th>Do agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not agree</td>
<td>☐</td>
</tr>
</tbody>
</table>
Wishes & opinions

32. Please give us your opinions about some statements...

Do not agree ☹ ☹ ☠ ☠ Do agree ☠ ☠ ☠ ☠

I want to be seen by the bus driver so that I do not miss the bus

I want to know when my bus will arrive in order to be there in time

I want my parents to know where (bus stop (school/home) I am, so that I feel safe

I want a bus driver to help me when I need it.
I want passing vehicle to slow down so that I do not get hurt.  

I want the bus stops to be signed so that only the school bus uses the place.

I want bus stops with higher standard (more seats, platform, reflectors, flashing lights, heater, pedestrian's path, etc) in order to be safe and comfortable.

I want the bus stop to be safe in order not to be injured.

I want the bus stop to be as close as possible to my home in order to not walk to long and to feel safe.
Do not agree

I want to have high bus standard (seat with seat belt, not slippery floor, heater, space…) when travelling to/from school in order to feel safe and secure.

I want to be allowed to eat, drink, watch video etc during the trip in order to enjoy the trip.

I want to be noticed when it is time to get off in order not miss my bus stop.

I want a school bus driver that is nice and support me in order to get home/school.

Other...
Thank you for your help
Annexes 2 Parents questionnaire

SEVENTH FRAMEWORK PROGRAMME
SUSTAINABLE SURFACE TRANSPORT (SST)-2008-RTD-1

SAFEWAY2SCHOOL
Collaborative project 233967

Questionnaire for parents about school transportation

Age:
Country:
Number of children:
Age of children:
Background information

1. How often do your children go to school by school bus?
   - 2 times or more per day
   - 1 time per day
   - 4 times per week
   - 1-3 times per week
   - Less than 3 times per week
   - Never

2. What is the speed limit on the road where the morning bus stop is located?
   - 50 km/h or lower
   - 60 km/h
   - 70 km/h
   - 80 km/h
   - 90 km/h or higher
   - I do not know

3. What is the speed limit on the road where the afternoon bus stop is located?
   - 50 km/h or lower
   - 60 km/h
   - 70 km/h
   - 80 km/h
   - 90 km/h or higher
   - I do not know
4. Which is the normal way for your children to go to school?

- [ ] Public transport
- [ ] Purchased bus
- [ ] Taxi
- [ ] I take them with my private car
- [ ] Other

From home to the bus stop…

5. The way of the children to the bus stop is for them…

- [ ] Unsafe
- [ ] Safe

6. The way of the children to the bus stop is short…

- [ ] Unsafe
- [ ] Safe

7. The way of the children to the bus stop is free from crossings.

- [ ] Unsafe
- [ ] Safe

Waiting and boarding…

8. When the children wait at the bus stop it is …

- [ ] Unsafe
- [ ] Safe

9. When the children enter the bus it is…

- [ ] Unsafe
- [ ] Safe
10. The bus drivers know where the children should board...

Do not agree  ☒  ☐  ☒  ☐  ☐  Do agree

11. The bus arrives soon after the children arrive to the bus stop...

Do not agree  ☒  ☐  ☒  ☐  ☐  Do agree

12. Do you believe that the bus driver drives...

Unsafe  ☒  ☐  ☒  ☐  ☐  Do agree

13. Do you believe that the bus is ...

Unsafe  ☒  ☐  ☒  ☐  ☐  Do agree

14. Do you believe that the bus is...

Uncomfortable  ☒  ☐  ☒  ☐  ☐  Do agree

15. Do you believe that the driver knows who the children are...

Do not agree  ☒  ☐  ☒  ☐  ☐  Do agree

16. In the school bus, there are seat belts...

Do not agree  ☒  ☐  ☒  ☐  ☐  Do agree

17. The children always use the seat belts...

Do not agree  ☒  ☐  ☒  ☐  ☐  Do agree

De-boarding and walking home...
18. When the children exit the bus it is…

Unsafe  ☐  ☐  ☐  ☐  ☐  Safe  ☑

19. The bus driver knows where the children are should be deboarded …

Do not agree  ☐  ☐  ☐  ☐  ☐  Do agree  ☑

20. The way of the children from the bus stop to their home is short…

Do not agree  ☐  ☐  ☐  ☐  ☐  Do agree  ☑

21. The children do not have to cross a road to get home…

Do not agree  ☐  ☐  ☐  ☐  ☐  Do agree  ☑
Wishes & opinions

22. Please give us your opinions about some statements

Do not agree ☹ ☹ ☹ ☹ Do agree

I want to know where my child is so that I can feel safe.

I want my children to be driven by a driver that follows the rules (speed, alcohol, seat belt).

I want to inform bus driver/manager... that my child is not going by the bus in order to contribute to well working system.

Thank you for your help!
Annex D
National workshops – list of participants
List of participants in the national workshops

**Germany**
- representative from the school (teacher and co-head of a small school for disabled children in Germany)
- a former bus driver and nowadays bus driver instructor
- 2 parents

**Poland**
- Representatives of the local authorities from Nowy Dwór Mazowiecki
- the representatives of Municipality Guards – the commander and guards responsible for schools in Nowy Dwór Mazowiecki
- principals and teachers
- parents

**Italy**
- a teacher
- a teacher working with children with both cognitive and physical disabilities;
- Reggio Emilia Municipality Mobility manager
- a representative of a transport company, who provides the school bus service
- an on-board assistant of children from 3 to 13 years
- 3 parents
- a bus driver

**Sweden**
- 3 representatives of the municipality
- 2 representatives of the school
- a bus driver and owner of a bus company
- 3 parents

**Austria**
- 2 representatives of different bus operators
- 3 representatives of the trade association of bus operators
- a representative of the federal state education authority
- a representative the federal state transport planning office
- a person in charge of the school bus guard project
- a representative of the Austrian social insurance company (AUVA)