Sustainable and less car-dependent school travel

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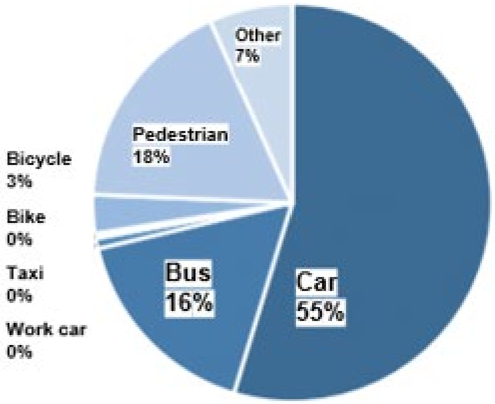
Panevėžys

In a nutshell

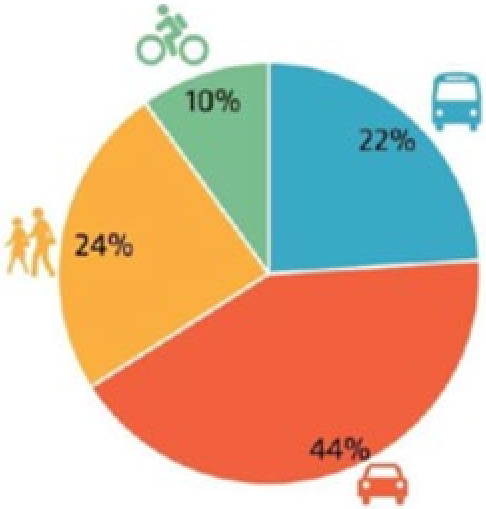
Photo: Gediminas Kartanas

- Medium-sized compact city in Lithuania
- 85 000 residents
- Regional city with a strong industrial background
- Monocentric urban structure
- SUMP adopted in 2017
- Good potential for walking and cycling
- Car use still dominates commuting

Morning trip modal split 2017

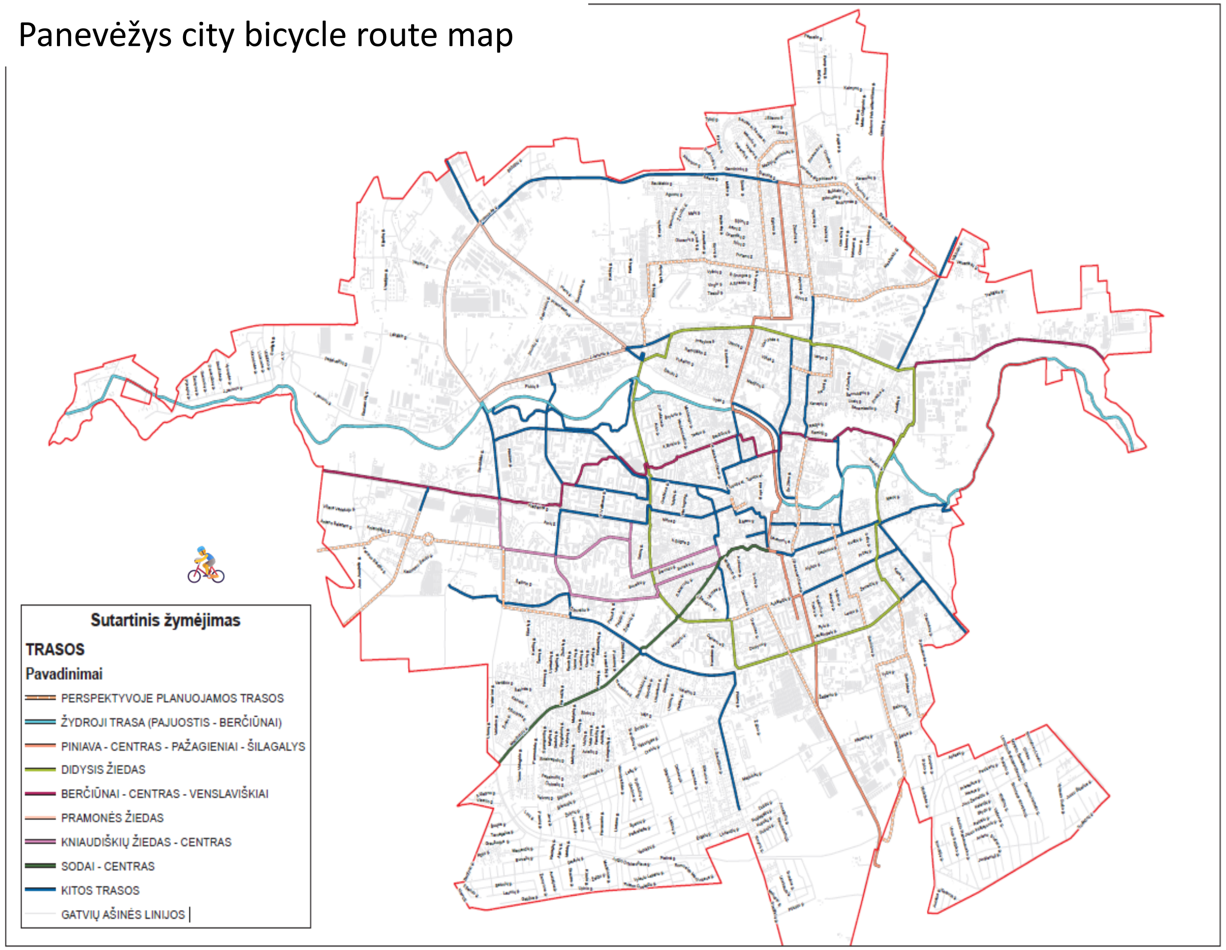


Aimed modal split 2030



What this challenge meant in Panevėžys

Panevėžys city bicycle route map

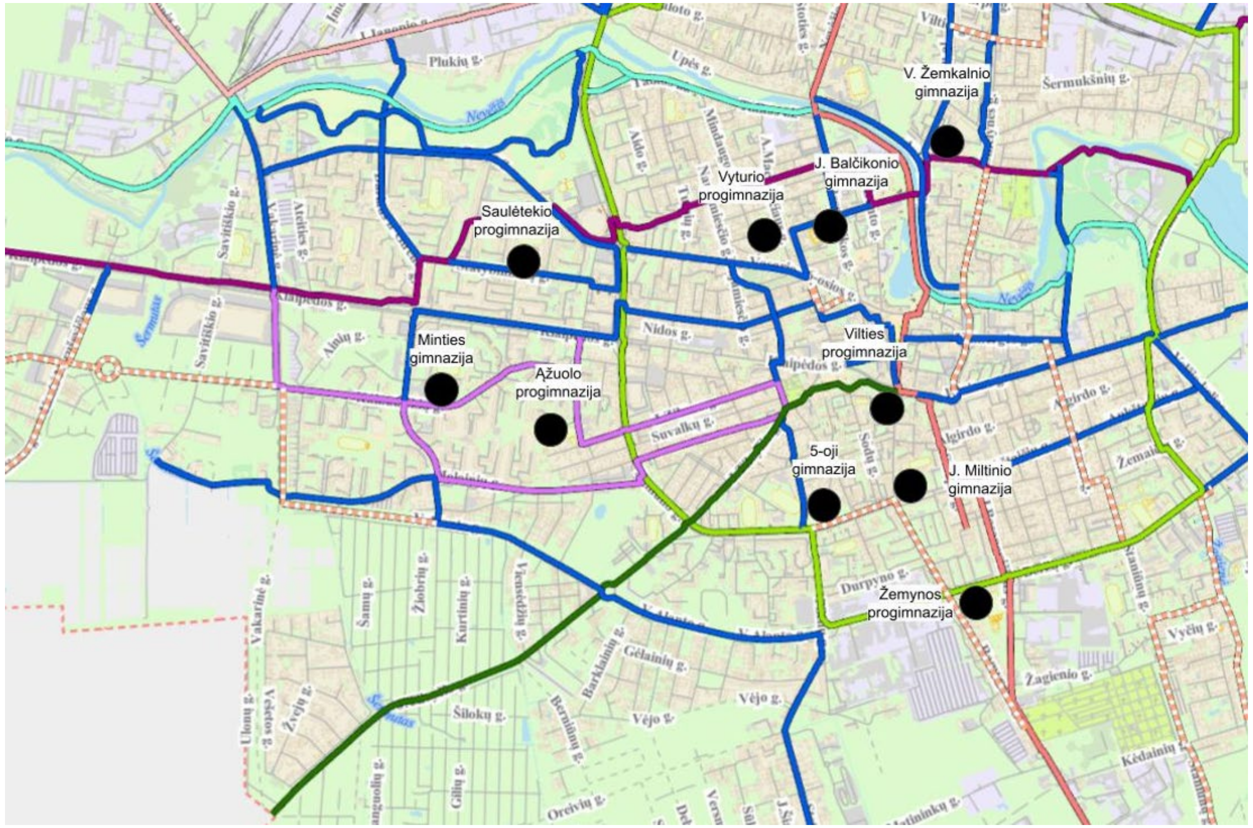


- A cycling network exists, but it mainly connects residential areas with the city centre

- Daily school trips are not equally well supported between neighbourhoods

- Around schools, congestion, safety concerns and insufficient bicycle parking remained common problems

Why schools became the focus of the pilot



WHY SCHOOLS?

- Large target group
- Daily, repetitive travel patterns
- Easy access to surveys and monitoring
- Opportunity to influence habits early
- High visibility and public relevance

SELECTION PRIORITIES

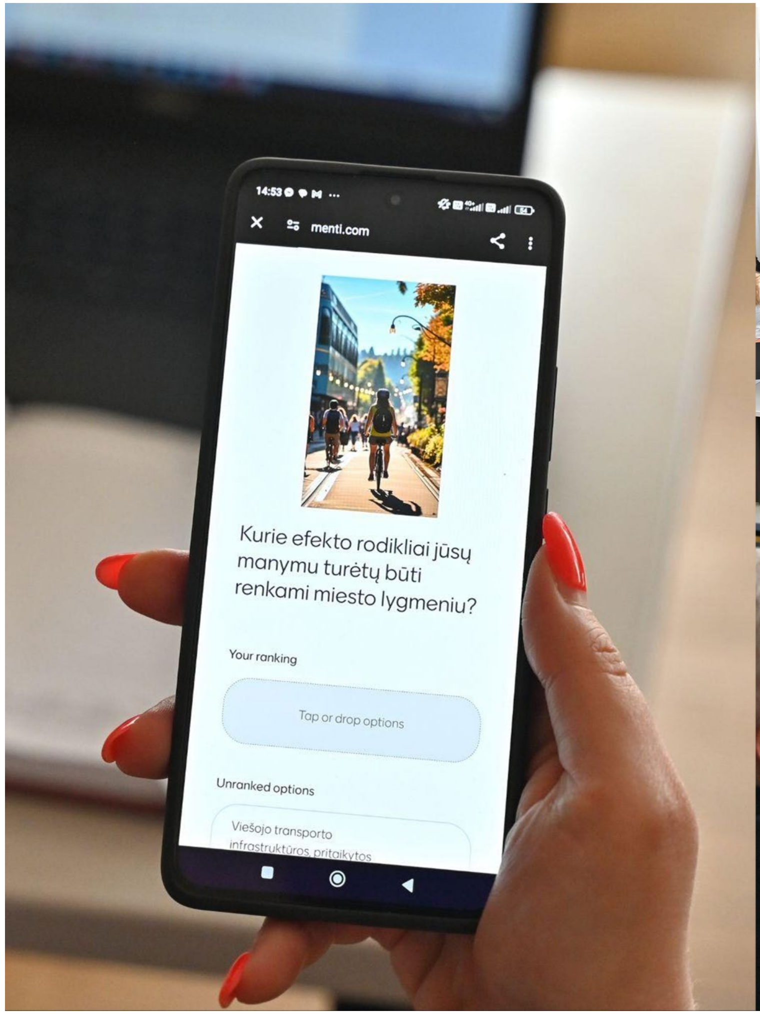
- Located in SUMP priority zones
- In the densest and most active parts of the city
- Near main cycling routes
- Schools with the largest number of pupils
- 5 lower-secondary schools and 5 gymnasiums

Schools offered the best setting to test active mobility measures in real everyday travel conditions.

Experimenting with active mobility measures in practice

- •Bicycle and scooter racks installed in 10 schools
- •Locations selected based on local needs and school context
- •Repeated monitoring before and after implementation
- •On-site observations and school-based surveys
- •On-site review of how small-scale infrastructure works in everyday school travel

How we supported the solution



- Stakeholder meetings held before and during implementation
- Early discussions helped identify local needs, barriers and monitoring indicators
- Mid-term discussions helped review initial results and adjust the approach
- School administrations played a key role in coordination and communication

The solution was shaped not only by planning, but also by ongoing dialogue and feedback during implementation.

How we increased visibility and engagement

- Repeated school campaigns strengthened engagement and visibility
- Communication activities helped activate the use of the new infrastructure
- Close cooperation with school communities supported implementation

Results and lessons learned

MAIN RESULTS

- Higher visibility of active mobility in school environments
- Increased use of bicycle and scooter parking facilities
- Strong engagement during school campaigns
- Closer cooperation with school communities

KEY LESSONS

- Infrastructure works better when combined with communication and encouragement
- Strong stakeholder involvement is essential, especially from school communities
- Weather can significantly affect short-term results
- High engagement does not automatically mean long-term behaviour change
- Regular local mobility data is still important for better planning
- Habits change slowly, through small and repeated steps

Contact

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Photo: Gediminas Kartanas

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SMART GREEN MOBILITY
SUMPs for BSR

SUMPs for BSR project, co-funded by the Interreg BSR programme,
is supporting transition to sustainable urban mobility planning.