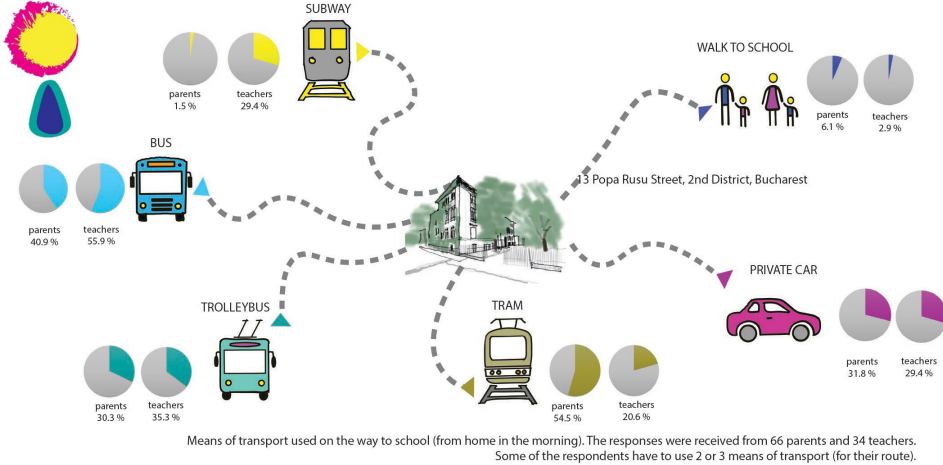




MOBILITY ANALYSIS - SPECIAL SECONDARY SCHOOL NO.1, BUCHAREST



SCOPE

This research focuses on urban mobility as a strategic component and a critical milestone for the design of inclusive and resilient educational environments. The pandemic emphasized the significance of an equitable urban planning concept: the *15-minute city*, where the most important facilities (work, education, healthcare, recreation, shopping) must be easily accessible from home-within a 15-minute walking, cycling or public transportation.

One substantial part of the MERSI project (*Mobility, Equity, Resilience, Inclusive Spaces*) developed an analysis model for a case study – Special Secondary School No. 1, Bucharest, Romania.

METHODOLOGY

The study involved a survey considering the following items: distance between home and school, traveling options, factors influencing the

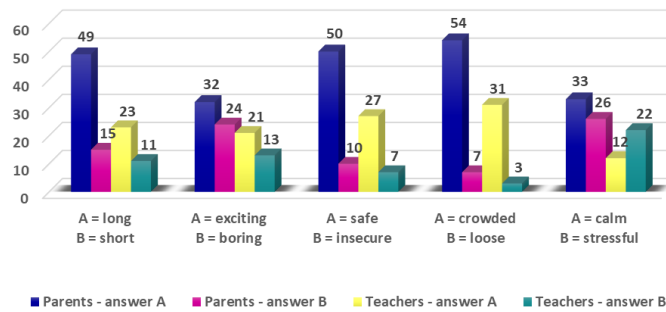
choice of means of transport-between home and school, facilities offered along the most frequent routes, security level of traffic, awareness of the use of sustainable transport to improve health and reduce air pollution.

The first questionnaire was addressed to parents and legal representatives (family members and other legally designated companions) of children with special educational needs (SEN). It involved 19 questions regarding the means of travelling to school and the main physical and social barriers encountered. The second questionnaire included 15 mobility-related questions for teachers.

RESULTS AND DISCUSSION

66 parents out of the total of 112 (59%) filled out the first questionnaire. None of them spend less than 15 minutes on the way to school or on the way back home. Only 4 parents or legally designated companions for children with SEN are

How do you rate your daily route from home to school and back?



walking to school daily.

34 teachers completed the second questionnaire, out of a total of 45 teachers working in the Special Secondary School No. 1. The route to school in the morning takes less than 15 minutes for only two respondents. No teacher travels to school by bicycle and only one of them walks to school.

More than half of the respondents pointed out roads' potholes and parked cars blocking the sidewalks as main physical barriers. The social impediments encountered in public transportation experiences were also emphasized. Almost 82% of the parents agree with the proposed solution: traveling to school in public minibuses specially adapted for children with disabilities.

CONCLUSIONS

Creating mobility plan models can be useful for schools and local public authorities. Future funding can focus on acquiring school minibuses equipped

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with mobile platforms and assistive technologies. In-depth studies concerning mobility need to be launched in all 10 public special schools in Bucharest, where about 1450 children with moderate and severe mental disabilities are learning.

Any future planning vision should integrate the concept of the *15-minute city* into the design of new inclusive and special school buildings in all 6 districts of Bucharest.

