

MODULE 2

Transportation



Community &
Healthcare

Transportation

Housing

Social Participation

Outdoor Spaces &
Buildings

Respect and Social
Inclusion

European Seniors Friendly Communities Guideline

MODULE: TRANSPORTATION

THEORETICAL INTRODUCTION

Access to safe, accessible, and efficient transportation is a fundamental pillar for ensuring the autonomy and quality of life of older adults. Mobility is key to their active participation in society, allowing them access to essential services such as medical care, cultural activities, social spaces, and shops.

The main barriers older adults face in terms of transportation include a lack of adapted infrastructure (poor sidewalks, lack of ramps and elevators, insufficient lighting), difficulties using electronic payment systems, inadequate designs on buses and trains (such as high steps or lack of priority seating), and a transportation offering that does not always meet their needs (limited schedules, routes that do not reach senior residential areas, and high prices).

From a European perspective, several cities have begun to implement solutions to make transportation more accessible. In this regard, the World Health Organization's (WHO) Age-Friendly Cities Framework establishes guidelines for designing urban environments that promote the mobility of older adults, ensuring their inclusion and participation.

Within the framework of the European Seniors Friendly Communities (ESFC) project, transport is a key area for creating age-friendly communities. This module will analyse existing barriers and offer educational strategies and tools for educators, stakeholders, and seniors themselves to promote accessible transportation solutions tailored to their needs. Through the exchange of experiences and the development of innovative methodologies, ESFC seeks to strengthen collaboration between communities, policymakers, and transport providers, with the aim of ensuring that older people can move safely and independently in their environments.



STATUS QUO

Access to reliable and senior-friendly transportation is a critical issue for older adults across Europe. Public transport systems often fail to accommodate the mobility needs of seniors, making everyday travel a significant challenge. Buses and trains frequently lack age-friendly features, such as low steps, handrails, and designated priority seating, forcing many older individuals to struggle when boarding or finding a safe place to sit. The absence of real-time assistance from transport staff further complicates travel for those with reduced mobility, vision impairments, or other physical limitations.

For seniors living in rural areas or smaller towns, the lack of regular and well-connected transport links exacerbates social isolation and limits access to essential services, including healthcare, shopping, and social activities. Many villages and remote areas have few, if any, scheduled bus or train services, leaving older adults dependent on family members, friends, or expensive alternatives like taxis. Without affordable and accessible transport options, seniors in these regions are at a heightened risk of exclusion from community life, as simple activities such as visiting a doctor or attending a social event become increasingly difficult.

Another significant barrier is the shift toward digital ticketing and online booking systems, which has created a major accessibility gap for older populations. Many transport providers have phased out physical ticket offices in favour of self-service kiosks or app-based bookings, leaving seniors - many of whom are not digitally literate or do not own smartphones - struggling to secure tickets. In some cases, online bookings are the only way to access discounted fares, meaning that seniors without digital access end up paying more for transportation or missing out entirely.

For those unable to use public transport, alternative options such as taxis and volunteer driving programs remain insufficient. Taxi fares are often prohibitively expensive, making them an impractical daily solution for many seniors living on fixed incomes. While some communities have volunteer-led driving services that offer transport for medical visits or social outings, insurance and liability issues frequently limit the availability and reliability of these programs. As a result, seniors who do not drive and lack family support are left with few options for independent mobility.

In summary, inadequate transport infrastructure and evolving digital requirements are leaving many older adults disconnected from essential services and community life. Addressing these challenges requires more accessible public transport design, improved rural connectivity, senior-friendly ticketing solutions, and stronger community-based alternatives. Without these improvements, many seniors will continue to face isolation and mobility constraints, restricting their ability to live independently and actively participate in society.

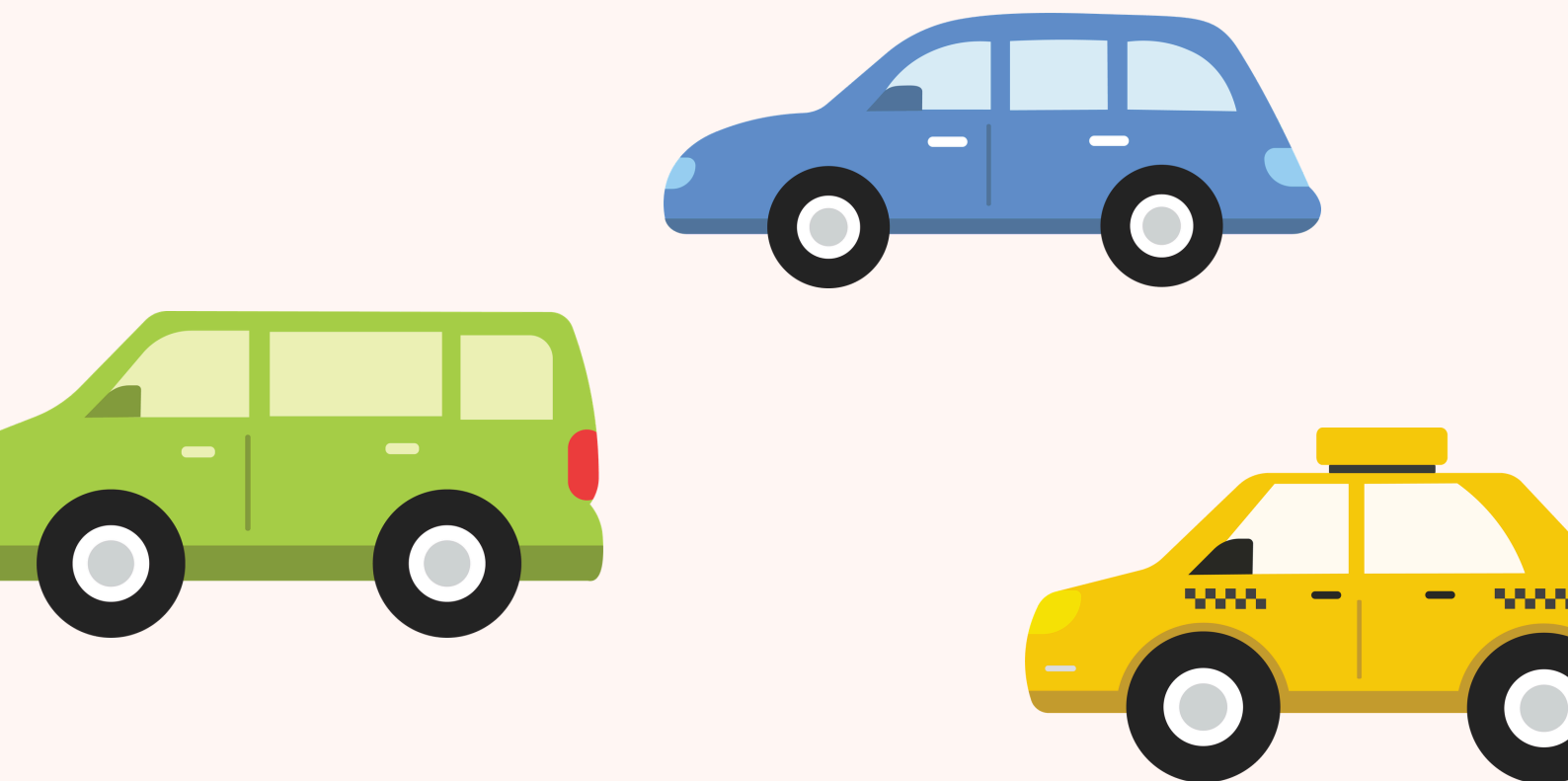
STATUS QUO

Country-Specific Findings

Italy: Some areas have social taxis for seniors, but overall, public transport is poorly adapted to their needs.

Ireland: Buses are crowded and difficult to board. Volunteer driving services exist but struggle with insurance issues.

Spain: Transport between towns is almost non-existent, leaving seniors isolated. Buying tickets online is mandatory, creating barriers for those unfamiliar with technology.



LEARNING OUTCOMES

Description of the main learning objectives and results to be achieved in terms of knowledge, skills and attitudes by:

- *Educators*
- *stakeholders and local actors*
- *seniors*

Educators: *Educators will learn to raise awareness and foster understanding of inclusive mobility in the context of older adults. Through this module, they will be able to identify and implement pedagogical strategies that promote equal access to transportation, developing skills to teach older adults about their mobility rights and how they can demand services appropriate to their needs. Educators will also be able to create educational environments that raise community awareness about the importance of accessible and safe transportation for older adults.*

Stakeholders and Local Actors: *Stakeholders and local actors will learn about the policies and strategies needed to improve older adults' access to transportation. This module will provide them with the key tools and knowledge to analyse the shortcomings of current public transportation and develop inclusive solutions at the local, regional, and national levels. Additionally, they will receive guidance on how to integrate older adults into decision-making and the creation of public policies that improve their mobility. They will learn how to use data and international best practices to implement changes in their community and ensure that infrastructure and services are accessible to all.*

Seniors: *Senior adults will learn about their rights and the options available to ensure their safe mobility. This module will allow them to learn about the different modes of transportation that are accessible and safe for them, as well as the existing policies that protect their mobility rights. Additionally, they will be provided with tools to improve their autonomy, helping them identify and use transportation services appropriate to their needs, thereby improving their quality of life and participation in society.*

EDUCATIONAL TOOLS

ACTIVITY TITLE: "Mapping Accessible Transportation Infrastructure"

Target: *for educators*

Duration

90 minutes

Materials*

1. Local maps
2. Transportation information (schedules, accessibility, available services)
3. Computer
4. Whiteboard

Description
(2000 characters):

Objective: To help educators identify accessible transportation options and barriers in their local area, and to create a practical tool to support seniors' mobility and independence.

Step 1: Introduction and Instructions (10–15 minutes)

Briefly discuss the importance of accessible transport for senior adults:

- How does transport affect autonomy and participation?
- What are common barriers seniors face?

Explain the activity: educators will create a community map that highlights accessible and inaccessible transport infrastructure.

Step 2: Group Work – Mapping the Environment (45–50 minutes)

Divide participants into small groups.

Provide each group with:

- A printed or digital map of the local area
- Colored markers or pins
- A checklist of accessible features (ramps, visual signs, audio announcements, elevators, shaded benches, etc.)

Each group will:

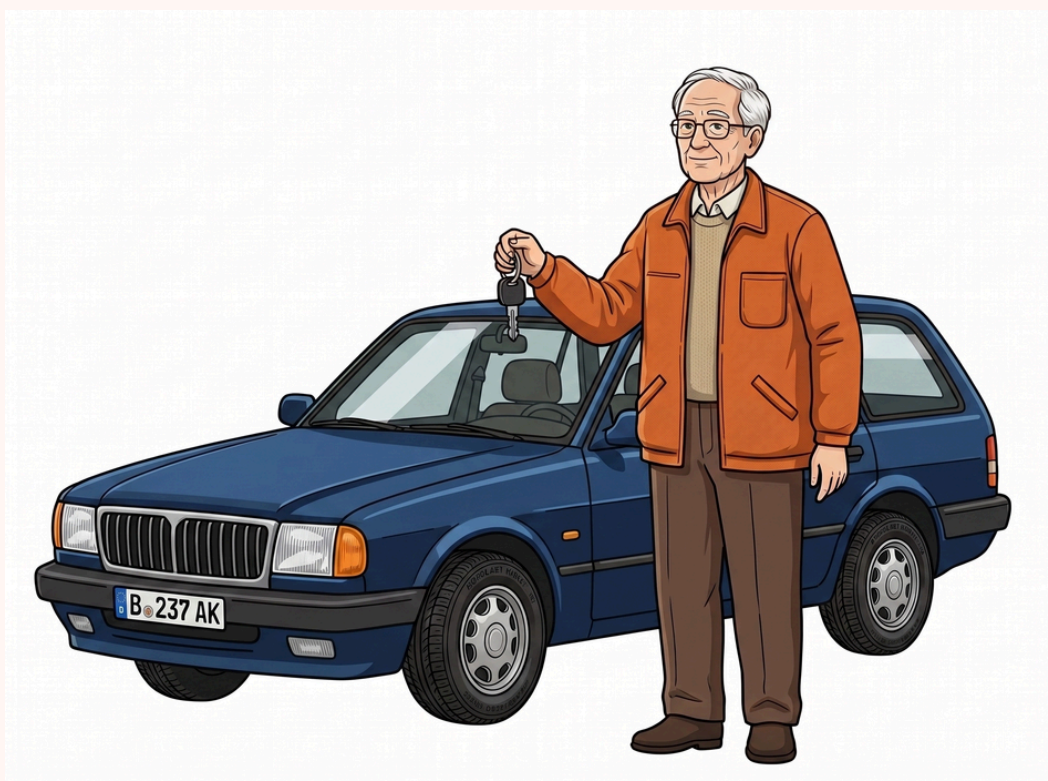
- *Mark accessible public transport locations (e.g., bus stops, train stations, taxi ranks)*
- *Identify missing elements or barriers (e.g., no ramps, no clear signage, broken pavements)*

	<ul style="list-style-type: none"> • Suggest small changes that could improve access • Encourage teams to think from a senior's perspective. <p>Step 3: Presentation and Comparison (20 minutes)</p> <ul style="list-style-type: none"> • Each group briefly presents their map and key observations. • Facilitator notes recurring issues and highlights good practices already in place. <p>Step 4: Wrap-Up and Reflection (5–10 minutes)</p> <ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> ◦ What surprised you? ◦ What areas need urgent improvement? ◦ How can this mapping activity be turned into an educational tool for seniors? <p><i>Optional: Collect all maps and combine them into a shared resource for the community or for a senior center.</i></p>
<p>Tips for trainers</p>	<ul style="list-style-type: none"> • Ensure each group has access to the most up-to-date transportation data. • Promote collaboration among educators to identify new options that may not be documented.
<p><i>*if needed add here tables, pictures or other materials to be used for the activity</i></p>	



ACTIVITY TITLE: "Creation of an Accessible Local Transportation Guide"	
Target: <i>for educators</i>	
Duration	90 minutes
Materials*	Computers with internet access, local accessible transportation information (schedules, fares, accessibility), design software (optional).
Description (2000 characters):	<p> Objective: To design a practical and easy-to-use visual guide of accessible transportation options to support senior mobility and independence. </p> <p> Step 1: Introduction and Instructions (10–15 minutes) </p> <p> Start with a short discussion: </p> <ul style="list-style-type: none"> • Why is visual communication important for seniors? • What kind of transport information do older adults need to feel confident planning a trip? • Explain the goal: each group will design a simple visual guide with useful and senior-friendly information on accessible transport. <p> Step 2: Data Gathering and Content Planning (30 minutes) </p> <p> Working in small groups, educators: </p> <ul style="list-style-type: none"> • Review local transportation data (printed maps, transit apps, websites, schedules) • Identify accessible stations, adapted routes, elevator locations, shuttle services, etc. • Discuss what type of content and format would be most useful for seniors: e.g. pictograms, large print, route color codes, "step count" from entrances, icons for facilities <p> Step 3: Designing the Visual Guide (30–35 minutes) </p> <p> Each group creates a draft version of their visual guide on paper or digitally. </p> <p> They must include at least: </p> <ul style="list-style-type: none"> • 2–3 accessible routes

	<ul style="list-style-type: none"> • 3 accessible stops or stations • At least one additional service (e.g., adapted taxi, health transport service) <p>Encourage clarity, readability, and visual simplicity.</p> <p>Step 4: Presentations and Feedback (10–15 minutes) Each group briefly presents their guide. The facilitator or other groups give feedback focusing on:</p> <ul style="list-style-type: none"> • Usefulness for seniors • Visual clarity and organisation • How easily a senior could use it on their own <p>Optional: Display all guides in the room and let participants vote for the most senior-friendly one.</p>
<p>Tips for trainers</p>	<ul style="list-style-type: none"> • Ensure educators know how to access accurate and up-to-date information. • Encourage the use of images or maps that are easy for seniors to understand. • Review and validate the information before finalising the guide.
<p><i>*if needed add here tables, pictures or other materials to be used for the activity</i></p>	



ACTIVITY TITLE: "Analyzing Transportation Challenges for Seniors"	
Target: <i>for stakeholders and local actors</i>	
Duration	60 minutes
Materials*	Whiteboards, markers, transportation data (including survey results or complaints from seniors).
Description (2000 characters):	<p>Objective: To raise awareness among stakeholders about transport-related challenges faced by older adults, and to collaboratively generate realistic, inclusive solutions.</p> <p>Step 1: Introduction and Instructions (10 minutes)</p> <p><i>The facilitator briefly presents common transport-related challenges faced by seniors, based on recent surveys or community feedback:</i></p> <ul style="list-style-type: none"> • <i>Limited availability of adapted vehicles</i> • <i>Difficulty navigating online platforms or buying tickets digitally</i> • <i>High transport costs</i> • <i>Lack of communication about accessible services</i> <p><i>Participants are encouraged to reflect on whether they've seen or heard similar issues in their own area.</i></p> <p>Step 2: Group Analysis of Challenges (25 minutes)</p> <p>Participants are divided into small groups. Each group receives a short summary of complaints or real quotes from seniors about transport problems in the community.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Identify the key barriers mentioned • Categorise them into themes: physical accessibility, digital literacy, affordability, information gaps, etc. • Discuss which challenges are most urgent or most widespread

Step 3: Developing Solutions (15 minutes)

Groups brainstorm and propose 2–3 possible solutions to address the most pressing barriers.

They are encouraged to think of both low-cost and long-term policy ideas, for example:

- Printed transport guides for seniors
- Regular “accessibility checks” at transport hubs
- Subsidised transport for senior adults

Step 4: Sharing and Reflection (10 minutes)

Each group presents their ideas briefly.

The facilitator leads a closing reflection:

- Which solutions could be implemented quickly and locally?
- Which would require coordination between sectors?
- What would seniors themselves think of these ideas?

**Tips for
trainers**

- Ensure all stakeholders actively participate and listen to the elders' concerns.
- Encourage the group to propose a variety of possible solutions, even if they seem unconventional.
- Use real data or elders' comments to support the discussion.

**if needed add here tables, pictures or other materials to be used for the activity*



ACTIVITY TITLE: "Simulation of Improvement Proposals for Accessible Transportation"	
Target: <i>for stakeholders and local actors</i>	
Duration	60 minutes
Materials*	Whiteboard, markers, case studies, complaints and comments from seniors.
Description (2000 characters):	<p>Objective: To develop actionable and realistic solutions to transportation challenges faced by older adults, based on real feedback from the community.</p> <p>Step 1: Introduction and Distribution of Complaints (10 minutes)</p> <p><i>The facilitator introduces the activity and distributes a selection of real or representative complaints, concerns, or quotes from older adults about transportation. Examples may include:</i></p> <ul style="list-style-type: none"> • <i>"There are no benches at the stop while I wait."</i> • <i>"I don't understand how to buy tickets online."</i> • <i>"The footpath near the bus station is broken."</i> <p><i>Participants are divided into small working groups.</i></p> <p>Step 2: Brainstorming Solutions (30 minutes)</p> <p>Each group discusses the complaints they received and works to:</p> <ul style="list-style-type: none"> • Identify the root causes of each issue • Propose practical and viable solutions <p>Solutions may relate to:</p> <ul style="list-style-type: none"> • Infrastructure (e.g., ramps, signage, seating) • Communication (e.g., printed guides, phone support) • Service delivery (e.g., community transport, better frequency) <p>Groups are encouraged to consider both short-term fixes and longer-term strategies, depending on feasibility and local resources.</p> <p>Step 3: Group Presentations (15 minutes)</p> <p>Each group presents its proposed solutions to the larger group in a brief 3–4 minute pitch.</p>

Step 4: Collective Reflection and Prioritisation (5 minutes)

Facilitator leads a short group reflection:

- Which proposals are the most realistic given current budgets?
- Which would have the greatest impact on seniors' lives?
- What next steps could be taken to explore implementation?

Tips for trainers

- Ensure groups include people with experience in transportation and public service management.
- Facilitate discussion to generate practical and sustainable short-term solutions.

**if needed add here tables, pictures or other materials to be used for the activity*



ACTIVITY TITLE: "Online Ticket Purchasing Workshop for Seniors"	
Target: <i>for seniors.</i>	
Duration	60 minutes
Materials*	Computer or smartphone with internet access, printed step-by-step guide.
Description (2000 characters):	<p> Objective: To build seniors' digital confidence by teaching them how to search, select, and purchase transportation tickets online in a simple and secure way. </p> <p> Step 1: Introduction and Motivation (10 minutes) </p> <p> <i>The facilitator opens with a group discussion:</i> </p> <ul style="list-style-type: none"> • "Have you ever bought a bus or train ticket online?" • "What worries or confuses you about it?" <p> <i>Participants are reassured that the session is hands-on, at their pace, and designed to help them feel more independent when planning travel.</i> </p> <p> Step 2: Live Demonstration (15 minutes) </p> <p> The facilitator shares a projected or printed step-by-step example of how to: </p> <ul style="list-style-type: none"> • Access a transportation website or app • Search for routes and schedules • Choose a ticket and seat • Enter basic details • Pay securely (or simulate it if real payment is not possible) <p> Common tips are emphasised: using clear navigation buttons, being cautious with payments, and checking ticket confirmation. </p> <p> Step 3: Guided Practice in Pairs or Small Groups (25 minutes) </p> <p> <i>Participants are paired (or grouped 3 per device) to try the process themselves with facilitator support.</i> </p>

	<p><i>They simulate the purchase of a round trip ticket to a familiar location, using:</i></p> <ul style="list-style-type: none"> • <i>A real website or app (in test mode)</i> • <i>Printed scenarios or goals (e.g., "I want to go to the city on Saturday at 10:00 AM and return at 5:00 PM")</i> <p><i>Facilitators provide help and encouragement as needed.</i></p> <p>Step 4: Group Reflection and Tips (10 minutes)</p> <p><i>Back in plenary, the group reflects on:</i></p> <ul style="list-style-type: none"> • <i>What parts were easier than expected?</i> • <i>What was confusing?</i> • <i>What tips would you give to someone trying this for the first time?</i> <p><i>Optional: Distribute a take-home visual guide with simple illustrated steps.</i></p>
<p>Tips for trainers</p>	<ul style="list-style-type: none"> • Make sure all participants have access to devices. • Explain each step slowly, offering individual support. • Allow time for questions and repeat demonstrations if necessary.
<p><i>*if needed add here tables, pictures or other materials to be used for the activity</i></p>	



ACTIVITY TITLE:
“Recognizing Local Transportation”

Target: *for seniors.*

Duration

45 minutes

Materials*

Local transport information brochures, route maps, public transport images, and sample timetables.

Description
(2000 characters):

Objective: To help older adults recognize, understand, and feel more confident using the public transportation options available in their community.

Step 1: Introduction and Visual Discovery (10 minutes)

The facilitator opens with a brief explanation of why knowing local transport options matters for independence and well-being.

Participants are shown large printed or digital images of:

- Local buses, trains, or shuttles
- Stops, signs, maps, and ticket machines

The group is asked:

- “Have you used this bus or train before?”
- “Do you know where the nearest stop is from your home?”

Step 2: Understanding How It Works (15 minutes)

The facilitator explains step by step:

- How to read a basic schedule or timetable
- How to find the right stop or platform
- What information to look for (line number, direction, arrival time)

Safety tips: where to wait, how to signal the driver, what to do if you miss a stop

Simple handouts or illustrated examples are provided for seniors to follow along.

Step 3: Group Sharing and Scenario Practice (15 minutes)

Participants are paired (or grouped 3 per device) to try the process themselves with facilitator support.

	<p>Participants are invited to share:</p> <ul style="list-style-type: none"> • A recent positive or negative experience with public transport • Their main concern or barrier when trying to use it (e.g., steps, confusion, crowded spaces) <p>Then, in pairs or small groups, they complete simple transport "missions" on paper, such as:</p> <ul style="list-style-type: none"> • "How would you get from your house to the health center?" • "Which line would you take to go to the market?" <p>Facilitators provide guidance as they navigate real maps or simulated transport layouts.</p> <p>Step 4: Closing Reflection (5 minutes)</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What was something new you learned today?" • "Do you feel more prepared to try a route on your own?" <p>Optionally, distribute a small laminated card with local transport contact info and key tips.</p>
<p>Tips for trainers</p>	<ul style="list-style-type: none"> • Make sure all materials are easy to understand (use clear images and large text). • Encourage active participation from seniors, allowing them to ask questions and share their experiences.
<p><i>*if needed add here tables, pictures or other materials to be used for the activity</i></p>	



TRAINING RESOURCES

<p>Ciudad y territorio justo - Accesibilidad universal</p>	<p>"Universal accessibility is a fundamental pillar of a more just and cohesive society. Through it, our territory, towns, and cities, can build a new layer, an integrative skin for all people, one that goes beyond the physical environment.</p>	<p>https://observatorio2030.com/sites/default/files/2025-01/Documenta%201.2%20-%20Ciudad%20y%20Territorio%20justo%20-%20Accesibilidad%20universal%20%28Informe%20GT1.2%29%20%5BAccesible%5D_1.pdf</p>
<p>Itinerarios: Actividades para la seguridad vial de Mayores</p>	<p>The General Directorate of Traffic develops actions to protect the most vulnerable road users, those who, due to various circumstances, their physical characteristics, or the means of transportation used, are more likely to be involved in or be victims of a traffic accident, including the elderly.</p>	<p>https://drive.google.com/file/d/13bMaqAF_fifCXYZbMYOXQspShNLjfRA4/view</p>
<p>Abitudini di mobilità degli over 65. Il ruolo del TPL</p>	<p>Study from the HAPPY project on how older adults use public transport (TPL) in Varese, Milan, and Padua. Analyzes habits, barriers, and post-COVID scenarios to enhance age-friendly mobility.</p>	<p>https://www.uninsubria.it/sites/default/files/Documenti_Ricerca/Progetto%20HAPPY%2026-10-2021_%20Crotti%20Akhavan%20Bonvento%281%29.pdf</p>

TRAINING RESOURCES

<p>Il trasporto sociale in Toscana</p>	<p>Presents a survey of social transport in Tuscany, highlighting volunteer-driven local practices ensuring mobility for seniors and vulnerable people lacking autonomy or family support</p>	<p>https://www.cesvot.it/storage/7025/Il%20trasporto%20sociale%20in%20Toscana%20-%20Report%20completo.pdf</p>
<p>Building Better Lives – Cycling Without Age</p>	<p>We invite you to start up a chapter of Cycling Without Age, a worldwide movement that aims to provide joy and vitality to all through the magic of bicycle rides. Through the simple act of sharing a bike ride, it weaves a sense of community and gathers unique and invaluable stories, unlocked only by the wind and wheels.</p>	<p>https://cyclingwithoutage.org/</p>
<p>"GOAL: Growing Older, stAying mobiLe: The transport needs of an ageing society"</p>	<p>The GOAL project aimed at comprising current knowledge and identifying research gaps in order to develop an action plan to fulfill the transport needs of an ageing society. This action plan is being developed through the interaction with different stakeholders, state-of-the-art reviews, identification of possible and relevant societal developments and alternatives to transport. To achieve these objectives, GOAL has organised different workshops where the main findings from state-of-the-art reviews were presented to key stakeholders and interactive sessions were played to get their feedback.</p>	<p>https://cordis.europa.eu/project/id/284924</p>

BIBLIOGRAPHY

World Health Organization (WHO). (2007). Global Age-friendly Cities: A Guide. Geneva: WHO.

World Health Organization (WHO). (2015). World Report on Aging and Health. Geneva: WHO.

European Commission. (2021). Sustainable and Smart Mobility Strategy – Putting European Transport on Track for the Future.

UNECE – United Nations Economic Commission for Europe. (2022). Transport Trends and Economics for Older Persons.

Musselwhite, C., & Haddad, H. (2010). "Mobility, accessibility and quality of later life." Quality in Aging and Older Adults, 11(1), 25–37.

Age Platform Europe. (2022). Age-friendly Environments in Europe: A Handbook for Local Authorities and Stakeholders.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Prentice Hall.



Assessments Section



MODULE: TRANSPORTATION

EDUCATORS

Theme: Awareness and Teaching Inclusive Mobility

1. Why is accessible transportation important for older adults?

- A. To reduce environmental impact
- B. To increase traffic
- C. To support autonomy and social participation
- D. To avoid using digital devices

2. True or False: Educators should include content about mobility rights in senior education.

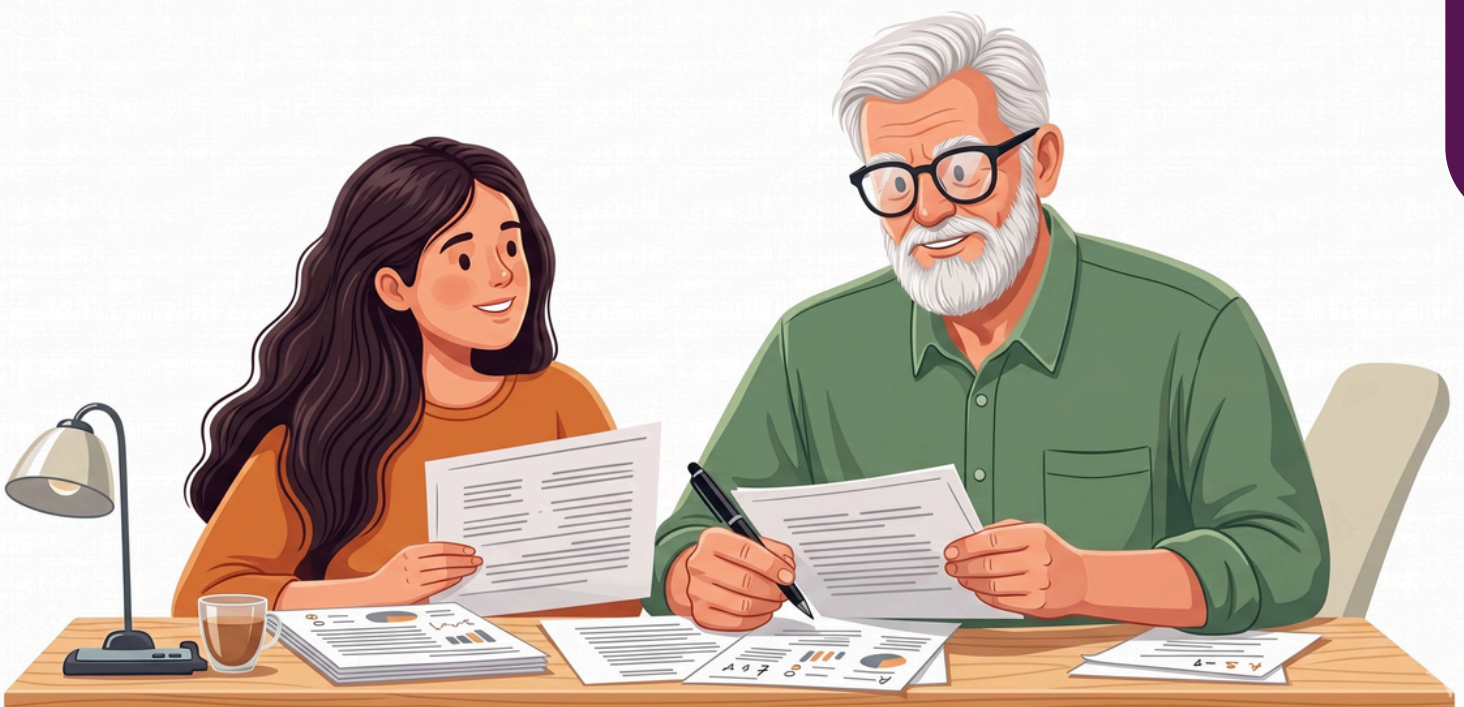
– Yes / No

3. Which element would you include in a transportation guide for seniors?

- A. Interactive games
- B. Route maps with color codes and large print
- C. Social media links only
- D. Long legal disclaimers

4. Do you feel able to design a teaching tool that supports seniors in using local transport services?

– Yes / No



MODULE: TRANSPORTATION

STAKEHOLDERS AND LOCAL ACTORS

Theme: Policy, Analysis, and Infrastructure Planning

5. Which of the following is a key barrier to transport for seniors?
- A. Frequent elevator access
 - B. Affordable and adaptive schedules
 - C. Broken sidewalks and lack of benches
 - D. Real-time staff support at all stops
6. True or False: Digital-only ticketing systems improve transport accessibility for seniors.
– Yes / No
7. What strategy could reduce digital exclusion in transportation?
- A. Remove all paper maps
 - B. Promote app-only ticketing
 - C. Offer printed guides and phone booking options
 - D. Close information counters
8. Would you consult older adults before redesigning local transportation policies?
– Yes / No



MODULE: TRANSPORTATION

SENIORS

Theme: Independence and Digital Confidence

9. Which of these helps seniors navigate transport independently?
- A. Small print timetables
 - B. Clear signage and priority seating**
 - C. Exclusive digital ticket options
 - D. Complex online booking systems
10. True or False: Seniors have the right to accessible and safe transport services.
– Yes / No
11. Do you feel confident reading a basic bus or train timetable after this training?
– Yes / No
12. **Which of the following actions can improve your mobility confidence?**
- A. Avoiding public transport entirely
 - B. Learning to use a visual route guide**
 - C. Depending only on family
 - D. Refusing digital help
13. Would you be open to learning how to buy tickets online with guided support?
– Yes / No

