

## Supplementary Materials

### A. Characterisation of the Studied Schools

**Table S1.** Characteristics of the studied schools from Portugal, Spain, France, and Gibraltar.

Country	ID	City	Number of Students	Area (m <sup>2</sup> )	School type	Answers to Questionnaire		
						n	Success Rate (%)	Technical Audit
Portugal	S1	Loures	590	25,222	Basic + Middle	44	7	Yes
	S2	Loures	285	7799	Elementary	120	44	Yes
	S3	Loures	722	22,281	Basic + Middle	324	32	Yes
	S4	Loures	742	35,842	Basic + Middle	395	53	Yes
	S5	Loures	483	27,912	High	44	9	Yes
	S6	Lisbon	1772	20,393	University	480	27	Yes
	S7	Matosinhos	704	6869	High	237	34	Yes
	S8	Matosinhos	166	6169	Elementary	78	47	Yes
	S9	Vila Nova de Gaia	421	15,369	Basic + Middle	306	73	Yes
Spain	S10	La Rinconada	160	2430	Elementary	40	25	Yes
	S11	Seville	672	16,475	Elementary	104	15	Yes
	S12	La Rinconada	706	9979	Elementary	91	13	Yes
	S13	La Rinconada	372	10,937	Elementary	96	26	Yes
	S14	Seville	950	15,787	Middle + High	137	14	Yes
	S15	Seville	486	14,823	Middle + High	244	50	Yes
	S16	Seville	759	10,891	Middle + High	55	7	Yes
	S17	Ronda	1050	16,854	Middle + High	162	15	Yes
	S18	Bormujos	801	11,788	Middle + High	-	-	No
	S19	Alcalá de Henares	532	3083	Middle + High	249	47	Yes
	S20	Alcalá de Henares	225	3264	Elementary	55	24	Yes
	S21	Madrid	907	14,409	Middle + High	194	21	Yes
	S22	Madrid	360	5600	Middle + High	51	14	Yes
France	S23	La Rochelle	1196	44,700	University	277	23	Yes
	S24	La Rochelle	581	36,969	High	267	46	Yes
	S25	La Rochelle	1715	24,999	High	288	17	Yes
	S26	La Rochelle	270	8565	Elementary	42	16	Yes
	S27	La Rochelle	272	8838	Elementary	56	21	Yes
	S28	La Rochelle	220	9489	Elementary	49	22	Yes
	S29	La Rochelle	262	9582	Elementary	34	13	Yes
	S30	La Rochelle	252	18,075	Elementary	42	17	Yes
	S31	La Rochelle	383	10,863	Elementary	70	18	Yes
Gibraltar	S32	Gibraltar	212	-	Elementary	-	-	No
	S33	Gibraltar	316	-	Middle	168	53	No
	S34	Gibraltar	469	-	Elementary	5	1	No
	S35	Gibraltar	392	-	Basic	-	-	No
	S36	Gibraltar	1080	-	High	204	19	No
	S37	Gibraltar	414	-	Basic	16	4	No
	S38	Gibraltar	930	-	High	-	-	No
	S39	Gibraltar	289	7468	University	-	-	Yes

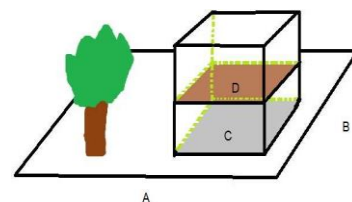
### ***B. Behavioural Questionnaire Applied to Scholar Community***

1. Age
2. Do you travel to the school by foot?
  - 2.1. If yes, indicate the time, in minutes you spend going from your home to school.
3. Do you travel to the school by bicycle?
  - 3.1. If yes, indicate the time, in minutes you spend going from your home to school.
4. Do you travel to the school by bus?
  - 4.1. If yes, indicate the time, in minutes you spend going from your home to school.
5. Do you travel to the school by subway?
  - 5.1. If yes, indicate the time, in minutes you spend going from your home to school.
6. Do you travel to the school by train?
  - 6.1. If yes, indicate the time, in minutes you spend going from your home to school.
7. Do you travel to the school by tram?
  - 7.1. If yes, indicate the time, in minutes you spend going from your home to school
8. Do you travel to the school by boat?
  - 8.1. If yes, indicate the time, in minutes you spend going from your home to school.
9. Do you travel to the school by car?
  - 9.1. If yes, indicate the time, in minutes you spend going from your home to school.
10. Do you travel to the school by motorcycle?
  - 10.1. If yes, indicate the time, in minutes you spend going from your home to school.
11. Do you practice car sharing when you travel to the school? If yes, how many passengers go to your school with you?
12. Do you go back to your home and return to school more than once per day?
13. What is the distance between your home and school?
14. How much do you spend on your trips home—school, using car or motorcycle each month?
15. How much do you spend on your trips home—school using public transports each month?
  - 15.1. If there was a bike path between your home and the school, would you rather the bike?
16. Do you use the public transport when you go out with your family on the weekends?

### ***C. Checklist of the Technical Audit***

A—Administrative area		
A1.	Name of the school	
A2.	Type of school	
A3.	Age range of students	
A4.	Country	
A5.	City	
A6.	Address	
A7.	Contact person	
A8.	General photo of the school	
B—Physical characteristics		Data to request
B1.	Year of construction	
B2.	Total school area (m <sup>2</sup> ) (A × B)—see figure	1—Architecture project (building's blueprints)
B3.	Gross floor area (m <sup>2</sup> ) (C)—see figure	

B4.	Usable floor area (m <sup>2</sup> ) (C + D) – see figure
B5.	Number of floors
B6.	Number of classrooms
B7.	Canteen (Y/N)
B8.	Gymnasium (Y/N)
B8.1.	Gymnasium's covered area (m <sup>2</sup> )
B9.	Provide the description (year, type) of any recent renovations, e.g., heating, cooling, ventilation, and air conditioning and refrigeration (HVAC&R) systems:
C – Use of the classroom building	
C1.	Number of occupants
C1.1.	Students
C1.2.	Teachers
C1.3.	Administrative Staff
C1.4.	Auxiliary Staff
C2.	Number of occupants per classroom
C3.	Number of canteen users/day
C4.	Classroom building utilisation period (open and close time)
C4.1.	Week
C4.2.	Weekend
C5.	Yearly closure periods
C5.1.	Which energy-using equipment are in operation during the closure period?
D – Transports	
D1.	Parking area
D1.1.	# of parking spaces at school or periphery within a 100 m radius
D1.2.	# of parking spaces for disabled at school or periphery within a 100 m radius
D1.3.	# of parking spaces for electric cars at school or periphery within a 100 m radius
D1.4.	# of parking spaces for bicycles at school or periphery within a 100 m radius
D1.5.	Photo of the parking area
D2.	Characterisation of the transport network
D2.1.	Bus
D2.1.1.	# of bus stops within a 500 m radius
D2.1.2.	# of bus stops within a 1000 m radius
D2.1.3.	Daily average frequency of passing buses per hour
D2.1.4.	Daily average frequency of passing buses per rush hour
D2.1.5.	Distance between the nearest stop and school
D2.1.6.	Define rush hour period and duration for bus usage
D2.1.7.	What is the opening and closure time for bus service?
D2.2.	Subway
D2.2.1.	# of subway stops in a 500 m radius
D2.2.2.	# of subway stops in a 1000 m radius
D2.2.3.	Daily average frequency of passing trains passing per hour
D2.2.4.	Daily average frequency of passing trains per rush hour



D2.2.5.	Distance between the nearest stop and school
D2.2.6.	Define rush hour period and duration for subway usage
D2.2.7.	What's the opening and closure time for subway service?
D2.3.	Train
D2.3.1.	# of train stops in a 500 m radius
D2.3.2.	# of train stops in a 1000 m radius
D2.3.3.	Daily average frequency of passing trains per hour
D2.3.4.	Daily average frequency of passing trains per rush hour
D2.3.5.	Distance between the nearest stop and school
D2.3.6.	Define rush hour period and duration for train usage
D2.3.7.	What is the opening and closure time for train service?
D2.4.	Tram
D2.4.1.	# of tram stops in a 500 m radius
D2.4.2.	# of tram stops in a 1000 m radius
D2.4.3.	Daily average frequency of passing trams per hour
D2.4.4.	Daily average frequency of passing trams per rush hour
D2.4.5.	Distance between the nearest stop and school
D2.4.6.	Define rush hour period and duration for tram usage
D2.4.7.	What is the opening and closure time for tram service?
D2.5.	Boat
D2.5.1.	# of boat stops in a 500 m radius
D2.5.2.	# of boat stops in a 1000 m radius
D2.5.3.	Daily average frequency of passing boats per hour
D2.5.4.	Daily average frequency of passing boats per rush hour
D2.5.5.	Distance between the nearest stop and school
D2.5.6.	Define rush hour period and duration for boat usage
D2.5.7.	What is the opening and closure time for boat service?
D3.	Observations/comments on transports: