

reggio emilia regional action plan for school mobility



01



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GENERAL INFORMATION

PROJECT Interreg EUROPE School Chance - SCHOOL mobility CHALLENGE in regioNal poliCiEs

Partner Organisation Municipality of Reggio Emilia

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POLICY CONTEXT

The action plan aims to impact:

investment for growth and jobs programme

- ERDF-ROP Emilia-Romagna region - main regional policy instrument

European territorial cooperation programme

other regional development policy instruments

- PRIT (Integrated Regional Transport Plan) / Emilia-Romagna Region
- INFEAS Plan 2020-2022 Regional agency to environment, air quality and energy
- SUMP Reggio-Emilia
- BICIPLAN Reggio-Emilia

Further details on the policy context and the way the action plan should address the policy instruments

ERDF-ROP POLICY INSTRUMENT

ERDF-ROP Emilia-Romagna (Emilia-Romagna Regional operational programme in particular: Priority Axis 4 – Promoting low carbon economy in territories and industry. Investment Priority 4e – Promoting low carbon emission strategies for all kind of territories, in particular for urban areas, including promotion of sustainable multimodal urban mobility) actively promotes sustainable mobility at regional level.

The policy instrument ERDF-ROP of the Emilia Romagna Region was approved in February 2015 by the European Commission. The structure and the specific measures have already been identified in the operational programme for the entire 2014-2020 programming period, which focuses on six priority axes. These priority axes follow the thematic objectives for the implementation of the Europe 2020 Strategy and the regional development policy priorities. A total of € 481,895,272 had been allocated to Emilia-Romagna for the implementation of the Programme.

The new ERDF 2021-2027 European Programme establishes 5 strategic objectives:

- Smart Europe for the promotion of an innovative and smart economic transformation;
- Green Europe for a more environmentally-friendly and lower carbon emission Europe, with investments in adaptation to climate changes and risk management;
- Connected Europe to strengthen mobility;
- Social Europe through the realization of the European pillar of social rights;
- Citizens Europe through the promotion of the sustainable and integrated development of urban areas.

The top three include mobility policies. The largest share of investments of regional development and cohesion fund will be dedicated to the top two strategic objectives, Smart Europe and Green Europe. In the green Europe



axis – for the realization of the Paris Agreement – mobility policies are included, with planning actions for the resilience of urban centres and for the reduction in pollutant emissions.

HOW THE RAP INFLUENCES THE MAIN POLICY INSTRUMENT

Being at the end of the programming period, the entire budget had already been allocated and RAP will hardly influence new projects of the current programming period, even if the region does not exclude totally such possibility. Nevertheless, it has to be underlined that the Emilia-Romagna Region financed, through Axis 4 funds, the elaboration of sustainable urban mobility plans in urban areas with more than 50.000 inhabitants. The municipality of Reggio-Emilia accessed to these funds and at this moment is finalizing the last version of the SUMP that has been strongly affected by the exchange of experience process of School Chance project, as explained in one of the following paragraphs.

In this perspective, the RAP positively influenced the ROP through the SUMP financed by ERDF funds. Moreover, the RAP represents a best practice for the region, able to show the relevance of financing soft and sustainable mobility measures in synergy with the infrastructural approach (e.g. new cycle paths) usually adopted to address transport and mobility topic.

Being at the end of the funds programming for ERDF-ROP 2014-2020, it is not possible to change the structure of the programme. For all these reasons the municipality of Reggio-Emilia began a debate at regional level about themes of home-school mobility within the municipalities and management authority on higher levels. Thanks to a first debate with regional offices involved in the programming of funds, the possibility to recover part of the remaining resources of the fund for the realization of cycling routes and zone 30 is not excluded.

If this possibility was confirmed, the actions of RAP of Reggio Emilia, mainly the Action 1 – Schools Visibility should become a candidate for the financing for the realization of one or more pilot actions of the action concerned in visibility of school complexes. The action plan has been developed in many meetings, starting from the transfer workshop of 25th June in Bologna, organised by Emilia-Romagna Region; on this occasion the city of Utrecht illustrated the school zones and the school mobility managers of Reggio-Emilia participated. Afterwards on 12th September in Reggio-Emilia, a workshop was dedicated to school mobility manager, with the presence of local stakeholder group members (AUSL, ARPAE and Emilia-Romagna region).

OTHER MAIN POLICY INSTRUMENTS

PRIT – Emilia-Romagna Integrated Regional Transport Plan. It is a territorial programming instrument of transports; it is the main planning instrument of the Emilia-Romagna Region for regional mobility, with a timeframe of five years, until 2025. The plan was approved: the adoption is planned for 2019.

The positive impact of the RAP of Reggio-Emilia connected to the PRIT, is linked to the implementation of the theme of home-school mobility, which didn't appear in the previous plan, thanks to the presence of an expert from the region – part of the working group of the plan – at a study visit of the School Chance project. Today the PRIT dedicates a chapter of its actions to the active mobility and to the actions of mobility management, pursuing the objective of increasing the sustainable transports with great attention to cycling, infrastructures quality and securing and lightening of traffic in the centremost areas of the city.

INFEAS PLAN 2020-2022. The Emilia-Romagna Regional Legislative Assembly approved the INFEAS Plan 2020-2022. The plan – coordinated by the regional agency for the prevention, environment and energy of Emilia-

Romagna – finances the education to sustainability for the realization of 2030 Agenda, to be carried out with the collaboration of the network of centres of education to sustainability on the territory.

In the next three years, five action lines will be developed, among them environment and wellness, resilience and urban sustainability, where policies for mobility and for urban quality are involved, with measures targeted to the education on these themes and on climate, through games and competitions.

The RAP action of Reggio-Emilia, connected to INFEAS Plan, is Action 2 – the month of the active and collective mobility, dedicated to a competition among schools and cities all around the region. In this context, a transfer workshop was organised on 25th June, with the experience of Gdask, to whom many municipalities of the region and a delegation of centres of education to the sustainability took part. Afterwards on 12th September 2019, a workshop was organised, with the school mobility manager as part of the School Chance project, with the participation of some representatives of Local Stakeholder group from ARPAE, about the definition of a regional campaign on the active mobility, based on the regional competition among schools and students and on communication actions addressed to citizens. At this moment a meeting with ARPAE is in the process of organisation in order to carry out the programming of the Action 2.

SUMP – Sustainable Urban Mobility Plan of Reggio-Emilia. It is the instrument of the city of Reggio Emilia which develops projects about sustainable mobility in a timeframe of ten years, until 2028. The plan was approved on March 2019 and will be adopted in 2020.

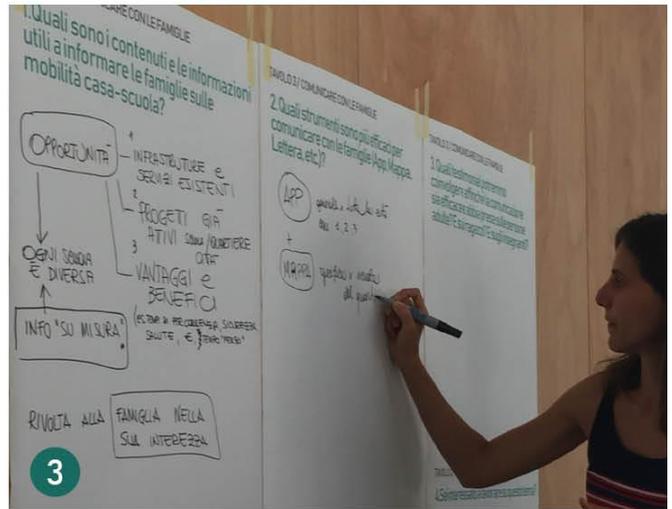
The positive impact of the RAP of Reggio-Emilia connected to the SUMP is linked to many factors.

The working group of the rap is part of the working group of the SUMP and has simultaneously worked on both the plans and on the school chance project. therefore the politics of the future sump consider the home-to-school mobility as a strategic action and all the actions of the rap are reflected on the action lines of the pums.

The adopted SUMP acts to increase sustainable transports, with measures dedicated to cycling, securing of infrastructures, reduction of congestion in the city centre and mobility management in order to make citizens' habits more sustainable, especially on their home-to-school and home-to-work trips. The SUMP acts also on active mobility and on road safety in order to increase people's awareness.

BICIAN – Cycling Plan of Reggio-Emilia. BICIAN started in 2008 with the goal of reinventing Reggio-Emilia as 'city of bicycles'. The plan-programme designs and evaluates the actions on the strategic cycle network and the strategies to develop bicycle facilities. The plan is currently undergoing its upgrading.

The RAP working group is part of the team working on the BICIAN upgrade and has simultaneously worked on both plans and on the School Chance project. During the writing of the BICIAN, the home-to-school mobility is considered as a strategic action and all the actions of the RAP are reflected on the action lines of the plan.



1-4 / Workshops in Reggio Emilia with Local Stakeholder Group

ACTION 1/ SCHOOLS VISIBILITY

STANDARDIZED INTERVENTIONS FOR TRAFFIC MODERATION AND VISIBILITY

1. CONTEXT

The flows generated by people and means of transport when entering and leaving schools are critical from multiple points of view:

- high proportion of pupils arriving at school by car (about 60% according to the monitoring sessions carried out during the project);
- low security due to the high coexistence of people and vehicles;
- coexistence of numerous means of transport and mixture of school traffic with neighborhood flows;
- speed of the event effecting the congestion of the school road;
- high emissions derived from car exhausts.

In addition to these general factors, there are other elements that depend on different school and urban contexts. For example, morning congestion on urban streets or the absence of adequate parking spaces at the entrances, with people pouring into the street, or low number of public transport in more peripheral schools or road features (i.e. narrow streets).

To solve these problems, the Municipality of Reggio Emilia and the Schools of the territory experimented several actions:

- promotion of policies capable of acting on virtuous behaviours;
- transformation of the school road into a car-free area and/or realization of safe routes;
- signage enhancement (i.e. road code, urban tattoos designed with pupils);
- public works for the traffic moderation in front of the schools (i.e. printed and colored asphalt bedplates in front of different schools) and renovation of bike and pedestrian home-to-school journeys;
- awareness raising and communication.

Nevertheless, the school is still perceived by students and families as overcrowded by cars.

RELEVANCE OF THE ACTION TO THE SCHOOL CHANCE PROJECT

The SCHOOLS VISIBILITY action aims to develop traffic calming, visibility and signage interventions and models that could be carried out in front of school complexes with the aim to define the criteria for the implementation and transformation of the school road.

The idea is that school streets and nearby areas could return to be conceived and lived as a safe, livable and attractive public space, able to encourage the people who use it to meet (teachers, students, parents, residents of the neighborhood) throughout the day, making the school recognizable and visible.

The action tries to capitalize different experiences and skills:

- the ten-year experience of the Municipality of Reggio Emilia in the field of active mobility, which experimented with solutions aimed at reducing home-school traffic – such as 'Pedibus' and 'BikeBus' – and at improving safety – such as the school road¹;
- the experiences of the School Chance project, where several opportunities for further study have been organized: 1. six-monthly meetings with the Local Stakeholders Group (LSG); 2. the Girona good practice exchange on school

¹ BiciBus and Pedibus experience started in Reggio Emilia in 2003: BiciBus is a group of children who go to school and come back home by bike with adult volunteers (parents, grand-parents, teachers..) along well-defined, safe, marked and easy recognizable paths; similarly PediBus is a group of children going to school on foot, also when it is raining, with adult volunteers along paths identified by the municipality.

areas, thanks to the kick-off meeting held in 2017 from 28/02 to 02/03; 3. the workshop dedicated to school mobility managers in Reggio Emilia on 18th of June and LSG on 12th of September 2019, where school Mobility Managers were also invited to focus on school visibility projects; 4. the Utrecht study visit (June 5-6, 2018) and the good practices transfer workshop that took place in Bologna on 25th of June 2019, by which we could understand operational aspects of the Utrecht model for school areas, costs and organizational and spatial replicability.

The action 1 - SCHOOL VISIBILITY and the priority of putting people and public space at the center of the SCHOOL VISIBILITY project emerged from these meetings, workshops, site visits and expertise that underlined how a welcoming public space without cars is also a safe space.

... LINK TO UTRECHT CASE STUDY ... <http://bit.ly/UTRECHT-ROAD-SAFETY-LABEL-AND-SCHOOL-ZONE>

2. ACTION DESCRIPTION AND SCALE OF THE PROJECT

The action consists of the definition of a format, customizable according to the school context and needs, to change the road and the area in front of the schools. The model aims to increase the visibility of the school complex by motorists who need to be able to recognize the space around the school thanks to the format and consequently change their driving behavior. The model puts people, pedestrians and cyclists at the heart of the road project, while increasing the safety of the weakest users of the road. The format consists of well-recognizable and repeatable elements that will have to be present in all project designs and of variable components depending on the school subject of the intervention.

Action objectives

- increase the visibility and recognisability of school complexes;
- increase the security of public spaces;
- improve liveability and quality of spaces.

Impact indicators

INDICATORS	TARGET	TIMEFRAME
Carry out a complex redevelopment (1) of a road in front of a high-visibility school complex	- pupils - families and parents - school teachers - neighborhood residents	2021
5% of students who will go to school with sustainable transport means	- pupils - families and parents	2021
Speed decrease in the immediate surroundings of the school (from 50 km/h to 30 and from 30 to 10 km/h)	- families and parents - neighborhood residents	2021
15% increase in the perception of safety in the immediate surroundings of the school	- pupils - families and parents	2021

Intervention criteria

The intervention format is designed through criteria to transform the school entrance in front of the streets into a shared space for different. The identified criteria are the following listed below:

- increase of pedestrian areas by the school entrances and introduction of traffic moderation interventions (woonerf, chicane, zone 30, kiss&ride)
- reducing parking space;
- high visibility even in case of low lighting, bad weather and distance;
- sound perception of the presence of the school thanks to the change of ground materials.

These criteria are implemented through the realization of some standard elements, which will be present in all interventions, and other optional, which may vary from school to school depending on the context

STANDARD ELEMENTS

Redesign of the school entrance:

- change of street section;
- differentiation of road and sidewalk level;
- differentiation of the materials used for roads, sidewalks and resting areas for pedestrians;
- inclusion of green elements and spaces to reduce speed and increased shadow.

Horizontal signage: street surface coloring, highlighting pedestrian zebra crossings.

Vertical signage: signs of the presence of the school, speed signals, bollards.

OPTIONAL ELEMENTS

Redesign of the school entrance:

- inclusion of elements for people's well-being (primary and/or secondary seats, walls, stairs,...).

Horizontal signage: street writings

Vertical signage: customized unconventional signage and/or colorful facade with informal elements (graffiti).

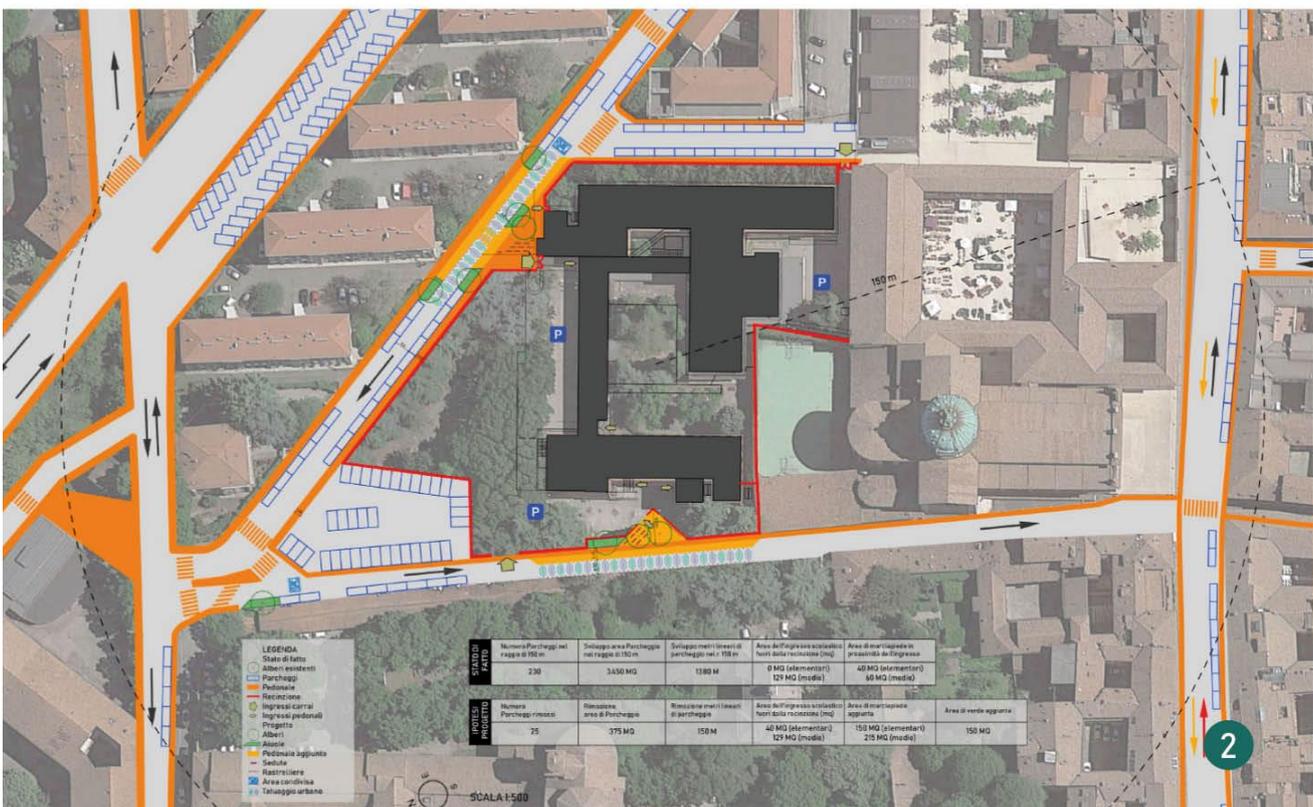
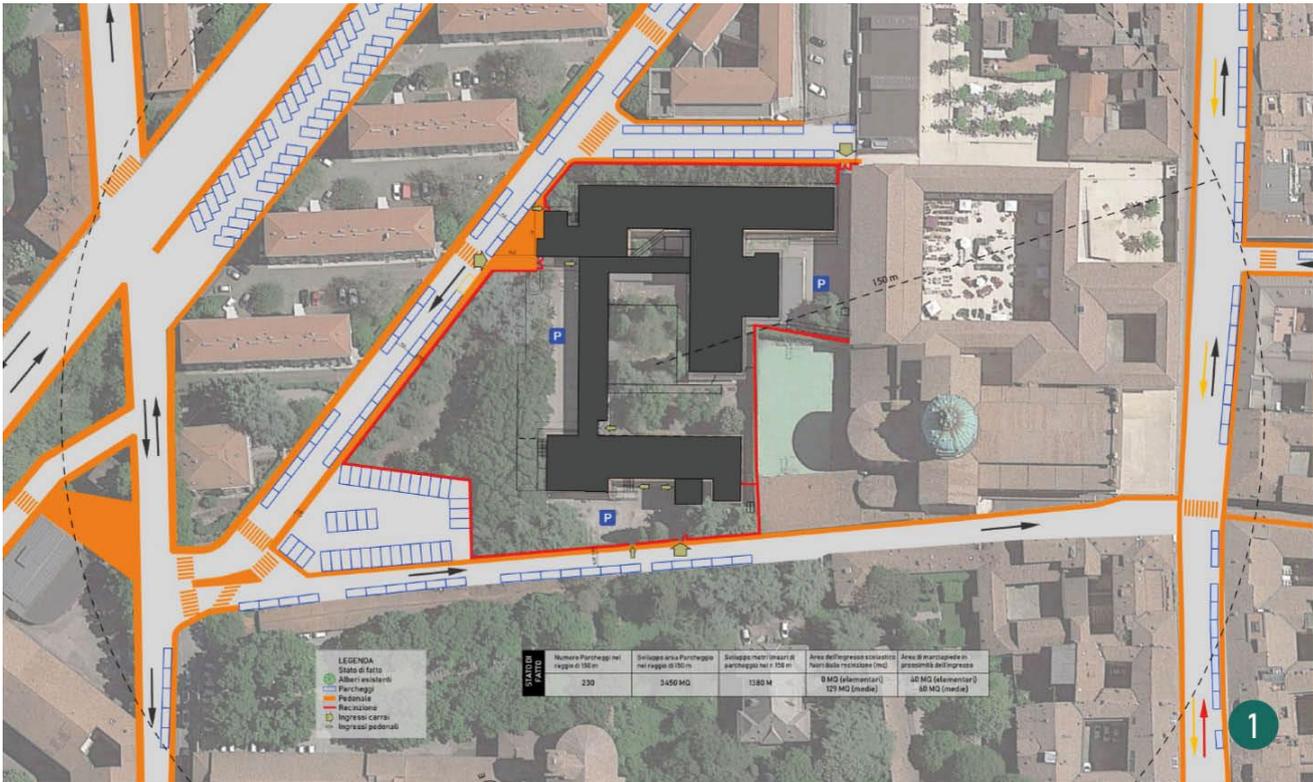
Urban furniture: bicycle racks with or without covers; colored or shaped fences; waste bins.

3. STAKEHOLDERS

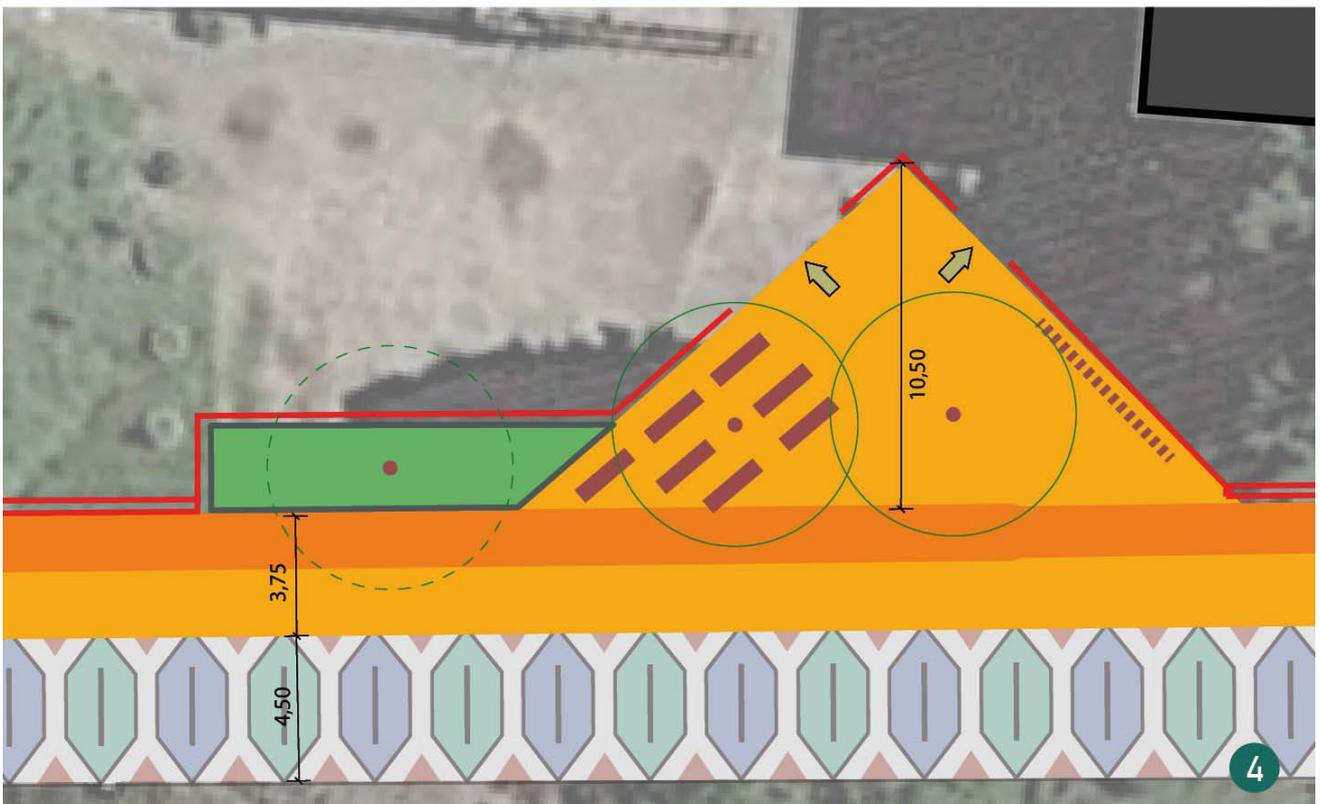
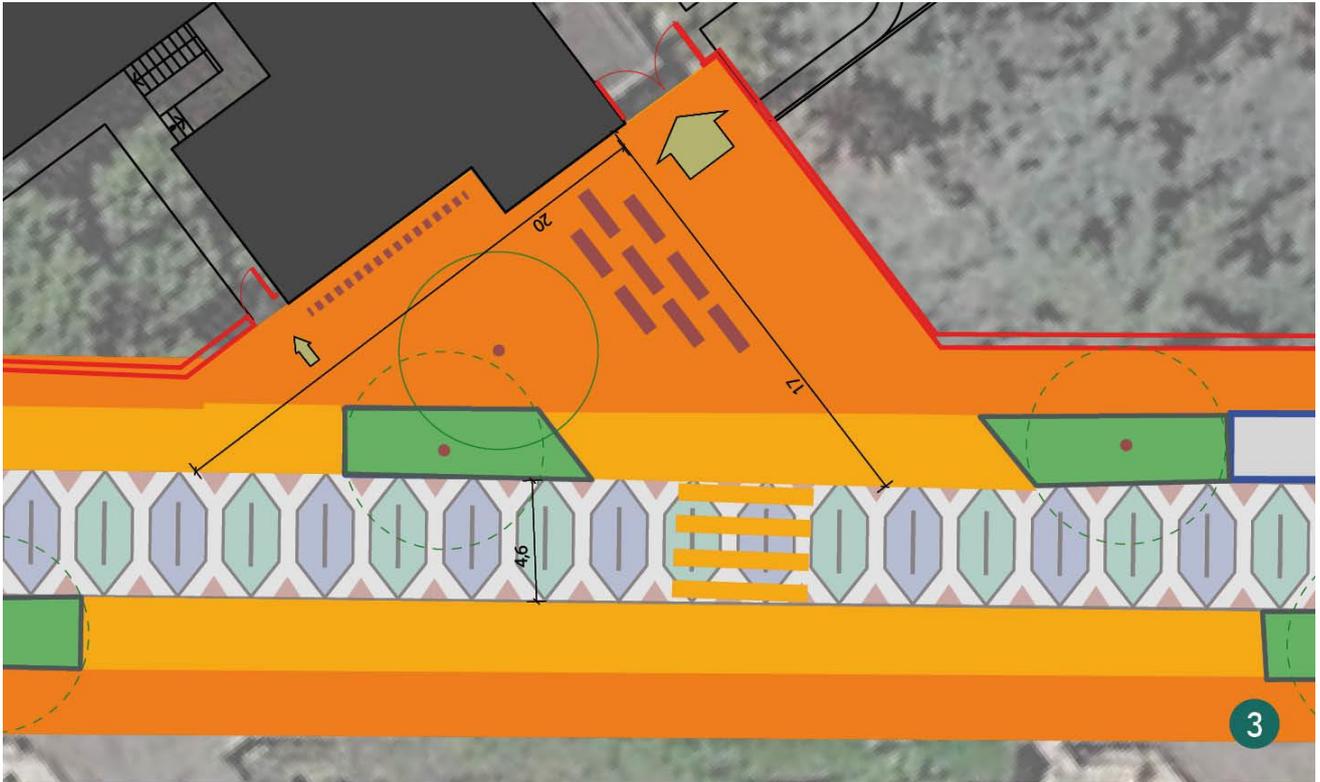
The stakeholders to be involved are: technical departments of the Municipality of Reggio Emilia that develop the design and carry on the work (Public Works, Green), other departments that could support the action (Communication, Neighborhood Common Good, Officina Educativa / Educational Workshop), local Police, the Emilia-Romagna Region that could take on the standard model at the regional level, draft guide lines and help to finance other interventions, school mobility managers and the school community, residents of the neighborhood.



1-4 / Bicibus promoted by Municipality of Reggio Emilia
2-3 / Street writings on the school street, promoted by Municipality of Reggio Emilia



1-2 / Standardized interventions for traffic moderation and visibility:
school entrance today and feasibility study



3-4 / Standardized interventions for traffic moderation and visibility:
feasibility study

4. TIMEFRAME AND COSTS

- **Timeframe:** 2 years, 2020–2021 to develop at least one intervention

TIMEFRAME					
2020- Q1	2020- Q2	2020- Q3	2021- Q1	2021- Q2	2021- Q3
Format development	Format presentation to the Region eventually to draft and approve guide lines	Case study design	Public procurement procedure	Works contracts	Realization of one intervention and test

- **Estimated costs**
 - approx. 300-350 euro/mq
- **Sources of financing**
 - Three-year Plan of Public Works of the Municipality of Reggio Emilia
 - ERDF ROP Regional Funds
 - Regional Funds for Urban Regeneration

ACTION2 / THE MONTH OF ACTIVE AND COLLECTIVE MOBILITY

REGIONAL AWARENESS RAISING CAMPAIGN

1. CONTEXT

Home-to-school mobility has a strong impact on cities and the quality of urban life: for nine months a year, every school in the regional territory attracts a large amount of vehicles. It can be estimated that there are more than 9 million cars in the Region involved in home-to-school journeys².

The impacts of these choices of the regional population have a very high social and environmental cost, not only in terms of traffic, but also for air quality and safety. Just think that a medium or large car that travels 10 km per day in the home-to-school journey can produce in a year 320 kg of CO₂, thus means 33 million kg of CO₂ in Emilia-Romagna Region, just to go and come back from school in the urban areas. It would take many mature plants to absorb the same amount of CO₂. Just to understand, we would need entire urban forests: over 66,000 field maples or 11,000 *Tilia* or 8,100 European nettle trees, or over 5 million young plants³.

In addition, there are other two important factors. One linked to the morphology of the Po Valley, one of the European territories with the worst climate and the highest levels of concentration of gases and dust harmful to health. The other factor is linked to obesity: in Emilia-Romagna more than one in four children (28.6%) is overweight or obese.⁴

RELEVANCE OF THE ACTION TO THE SCHOOL CHANCE PROJECT

THE MONTH OF ACTIVE AND COLLECTIVE MOBILITY action aims to develop a campaign to communicate, raise awareness and promote the use of active and collective mobility.

The idea results from different experiences and competences:

- the long experience of the Municipality of Reggio Emilia which, in more than ten years of activity on active mobility, experimented with policies and actions, including successful games and competitions, such as 'Traffic Snake Game: Hannibal, the Sustainable Snake' and the 'We were born to walk' campaign⁵;
- The activities of the School Chance project: 1. a study visit to Gdansk on May 22/23, 2018; 2. a workshop dedicated to school mobility managers in Reggio Emilia (June 18, 2019); 3. the six-monthly meetings with the LSG (Emilia-Romagna Region, ARPAE, AUSL) and in particular the last one (September 12, 2019) when also school mobility managers participated and when Cycling May best practise was in-depth analyzed; 4. the transfer workshop that took place in Bologna on June 25, 2019, by which we were able to understand operational aspects of the Gdansk format, from the quality of communication materials, to the benefits generated by the change of people behaviour.

² There is no homogeneous figure detected in all cities. We can talk about 9 million vehicles in parametric terms. The data came from the recordings of the Municipality of Reggio Emilia – approx. 800,000 cars with good weather conditions – multiplying them by 11, equal to the number of regional capital cities and the cities along via Emilia with more than 100,000 inhabitants.

³ This data on the trees capacity of CO₂ seizure is calculated on the data reported in the Qualiviva research promoted by the Ministry of Environment and Agricultural Policy and developed in collaboration with AIAPP.

⁴ In Emilia Romagna, 21% of children are overweight (+0.5% from 2008), while 7.6% are obese or severely obese (1%). Data 2016 'Okkio alla Salute' / Watch out for Health, a campaign promoted by the Ministry of Health among primary school children aged 8-9 years.

⁵ In the 'Traffic Snake Game', schools set a goal to reduce home-to-school journeys with unsustainable means for 2 weeks, through intermediate game stages. When children reach their goals, they receive a reward and at the end of the game the data is collected and analyzed. 'We are born to Walk' is instead a game of the Emilia-Romagna region and ARPAE on home-to-school mobility open to all schools in the regional territory. Schools compete in a prize competition for 2 weeks and the best are awarded with a public event of regional interest and school equipments.

The idea that we intend to carry forward wants to combine the experience of CYCLING MAY of Gdansk with the project WE ARE BORN TO WALK of the Emilia-Romagna Region and ARPAE Centers of Education to Sustainability.

→ LINK TO DANZICA CASE STUDY → <http://bit.ly/DANZICA-CYCLING-MAY>
→ LINK TO RER CASE STUDY → <http://bit.ly/RER-SIAMO-NATI-PER-CAMMINARE>

2. ACTION DESCRIPTION

The action consists of the integration of the regional campaign 'We are born to walk' with elements studied as part of the School Chance project. The campaign is based on a prize game between schools of every order and grade and on the activation of targeted communication actions, aimed at all citizens of the territory.

Campaign objectives

The goal of the campaign is to affect people's behaviors and lifestyles. The campaign aims to build a sustainable regional community through the involvement of school and citizens who are asked to change habits, going to school or work by alternative and sustainable means, for the collective interest.

Impacts indicators

INDICATORS	TARGET	TIMEFRAME
+5% of students who will go to school with sustainable means	- pupils - families and parents	2021
presentation of the format by the Emilia-Romagna Region	- Emilia-Romagna Region - ARPAE Emilia-Romagna	2021
number of cities where the campaign is promoted	- Municipalities of the Emilia-Romagna Region	2021 2025

Co-design process

For the action development, operational contacts are underway with the Emilia-Romagna Region, which has shown interest in the activities and with ARPAE, which already implements the campaign 'We are born to walk'.

In the first year of activity we will try to define the contents of the game, the communication and promotional campaign and the set up of the platform to be activated also through a co-design event dedicated to pupils, as suggested during the workshop with LSG and school mobility managers.

The campaign will start the second year, to be run and monitored for five years.

For the entire duration of the activity, it will be essential to update and maintain the platform.



1-3 / Mobility games promoted by Municipality of Reggio Emilia
4 / Mobility game promoted by Emilia-Romagna Region with ARPAE and INFEAS local network

Format

The integration to the 'We are born to walk' campaign will include:

- the development of a prize competition for schools and students who will commit to go to school with active and collective mobility for one month;
- the development and enhancement of lab activities, meetings and focus-groups in schools to engage students;
- the design and promotion of a traditional and viral communication campaign aimed at all citizens with targeted leisure and awareness-raising actions;
- the creation of an open data platform to return and monitor the results to the regional community;
- the activation of partnerships with the regional world of health, sport, culture and education on mobility, lifestyles and climate actions.

It will be possible to take part to the campaign with different forms of mobility: pedestrian mobility; cycling mobility; public transport; car-pooling; micro-mobility devices (e.g. scooters) in municipalities where these devices will be allowed

The school community and school mobility managers will play an important role in the campaign, to recall the contents of the competition with workshops and lectures, to integrate the students' curricula.

The campaign will have to involve every school grade, therefore the prizes of school competitions will have to be differentiated.

3. STAKEHOLDERS

Different stakeholder could be involved: the Emilia-Romagna region that could take on the role of promoter, ARPAE that could develop the contents, the cities of Emilia-Romagna that will carry out with the schools the action, the Emilia-Romagna CEAS as local partners.

4. TIMEFRAME AND COSTS

- **Timeframe:** 2 years, 2020-2021 to develop the design and implementation of the first campaign – 2022-2025 campaign development and monitoring

TIMEFRAME					
2020- Q1	2020- Q2	2020- Q3	2021- Q1	2021- Q2	2021- Q3
Campaign design	Executive drafting of the campaign	Executive drafting of the campaign	Platform set-up and testing	Organization of the campaign	Development of the campaign

- **Estimated costs (approximate):** an investment of 100,000.00 euros per year is estimated for the campaign, to be verified with Emilia-Romagna Region and ARPAE.
- **Funding resources (approximate):**
 - ERDF ROP 2014-2020-2021-2027 Regional Funds for Sustainable Mobility
 - Regional Funds for Sustainability Education, Regional Funds for School and Training
 - INFEAS Programme
 - Regional Participation Funds
 - Municipal budget of participating municipalities.

ACTION 3 / COMMUNICATIONS ON HOME-SCHOOL MOBILITY TO FAMILIES

COMMUNICATION CAMPAIGN FOR NEW PUPILS ENROLLED TO DIFFERENT SCHOOL GRADES

1. CONTEXT

Home-to-school mobility has a strong impact in the city of Reggio Emilia: every school in the territory is a very strong attractor of vehicles that impact on the quality and traffic of city life.

There are about 27,000 students who attend compulsory school in Reggio Emilia every year. A very large number of children and young people.

According to the surveys carried out in 2019 with questionnaires given to parents and pupils, there are many students⁶ who are driven to school and the traffic generated by vehicles varies a lot depending on the weather: just over 8,000 vehicles (8,014) with good weather conditions, almost 11,000 when the weather is bad (10,914). Although these same surveys also show that bicycle is ideally the preferred means of transportation to go to school, followed by car. On the other hand parents prefer to accompany their children to school on foot, cycling or with school bus, but actually almost 70% of them use the car.

RELEVANCE TO THE SCHOOL CHANCE PROJECT

The COMMUNICATIONS ON HOUSE-SCHOOL MOBILITY TO FAMILIES action aims to develop tools, communication and awareness-raising ways and promotional activities for the use of active and collective mobility with the aim of influencing the aforementioned numbers on car mobility, which are still very high, and to improve walking and cycling for schoolchildren, including with BiciBus and PediBus, and public transport especially for older children.

The campaign aims to act on parents as well as pupils, giving them an overview of active and collective travel opportunities: pedestrian and cycle paths, pedestrian areas, 30 km/h zones: BiciBus, Pedibus, CarPooling, SchoolBus, Public Transport.

The campaign will have to communicate the advantages and benefits of moving by active means of transport, facilitating engagement and participation in projects and calls to experiment with new ways of active and collective mobility.

As part of the School Chance project, several opportunities for further study were organized: 1. the study visit in Utrecht, which took place on June 5-6, 2018, which also featured two representatives of the Local Stakeholders group (ASL and Tuttinbici FIAB), where it emerged the importance of working together in different sectors (Municipality, Organizations, etc.); 2. a workshop with school mobility managers on June 18, during which the general communication project was presented; 3. the good practices transfer workshop that took place in Bologna on June 25, 2019, by which we could understand operational aspects of the *'Pleasant walking, fine cycling'* format, which seems feasible to develop with a letter and a map, providing tips on sustainable transport means to be reached at school; 4. the meetings with the LSG and in particular the last one held on September 13, 2019, at the presence of SMMs, when the interest in the communication project was further expressed.

⁶ Primary School, Secondary School of 1st and 2nd grades

2. ACTION DESCRIPTION

The action consists of the development of a communication campaign aimed at families at the beginning of each school grade, based on a letter, a school map and other possible digital information tools.

Co-design process

For the development of the action, a working group should be activated with the Mobility, Communication and Education Sectors of the Municipality, the school mobility managers, the Territorial School Office and the School Principals

Objectives

The main objective is to inform the school population of the possibilities of reaching the school not only by car. The aim is to build and test a communication prototype within two years that could then be extended to all schools in the city. The children and students first enrollment in school (or the grade change) is an important moment for families because it is the time when to reorganize journeys and when it is possible to change habits, even related to commuting.

The campaign aims to affect people's behaviour and lifestyles. The campaign therefore aims to support families and students who are asked to change their habits and to go to school by alternative and sustainable means of transport, precisely in these moments of new enrollment or change of school. The objective is to increase the number of people who choose alternative means to private car.

Impact indicators

INDICATORS	TARGET	TIMEFRAME
+5% of students who will go to school with sustainable means	- pupils - families and parents	2021
number of families/students reached by the campaign	- pupils - families and parents	2021

What to communicate

The Information Action to be developed should focus on communicating the opportunities in the area for families so that students could reach schools on foot, by bicycle, by public transport or car-pooling and in particular:

- existing infrastructure and services (pedestrian areas, sidewalks, tracks, bike sharing, local public transports stops,...)
- active projects in the school and in the neighborhood (school road, afternoon workshops,...)
- advantages and benefits of different means of transportation (in terms of travel times, safety, health, lost/earned time,...).

Communication should have a positive, proactive and non-negative or stigmatizing meaning. In parallel, it will be important to return the results of periodic questionnaires on how students move for each school to support their engagement.

Furthermore, the communication will have to contain a request to the family to try to go to school with alternative means rather than private cars, as well as to participate in active/ongoing school projects to experiment with new transport means.

Who is the communication referred to

Communication should be addressed to the entire family, thus to both adults and pupils, from kindergartens to high schools.

Instruments

Communication tools could be different, but they will all have to be effective, clear, useful and empathic:

- Customized school/neighbourhood map, with infrastructure, facilities and ongoing projects;
- letter/communication flyer for families (to put the project into context, to illustrate opportunities, to call to action);
- city app on active mobility, to be developed later and to be activated in a following test phase with a related website/web page;
- call to action tool;
- opportunities to integrate with the school curriculum or at least opportunities for teachers to be recalled with targeted activities/tools.

When to communicate

Communication should reach families both before and after the choice of school (targeted letter) and be combined with school activities. The highlights of the communication could be three:

- Open Day (for families during the time of enrollment to the next grade);
- at the time of enrollment (along with the communication that is already made by the Municipality to the families of students who have to start nursery/ kindergarten or compulsory school);
- at the beginning of each school year;
- during workshops and/or experiential activities throughout the year.

Testimonial

During the design of the communication campaign, to make communication more effective, it is possible to identify one or more testimonials (a famous character, an invented fictional character, grandparents, fellow students).

3. STAKEHOLDERS

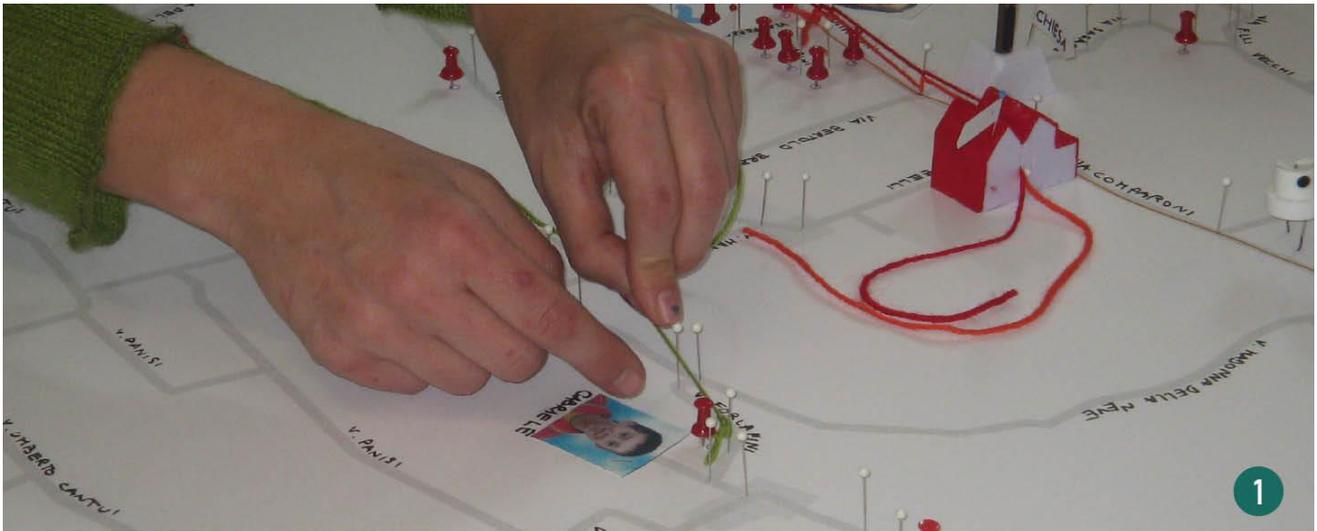
There are different stakeholder to be involved: the Mobility and Communication Departments of the Municipality of Reggio Emilia, Officina Educativa (Educational Workshop), the Emilia-Romagna Region that could take on the standard template at the regional level, school mobility managers, school principals.

4. TIMEFRAME AND COSTS

- **Timeframe:** 2 years, 2020 for the development of the design and implementation of the contents of a school map and a typical communication – from 2021 start of communication and monitoring.

TIMEFRAME					
2020- Q1	2020- Q2	2020- Q3	2021- Q1	2021- Q2	2021- Q3
Campaign design and development	Campaign design and development	Start of the campaign	Campaing monitoring	Impacts evaluation	Format set-up

- **Estimated costs (approximate):** 20 mila euro
- **source of financing (approximate):**
 - Regional Funds for Sustainable Mobility ERDF ROP 2014-2020 /2021-2027
 - School and training funds
 - Regional Participation Funds
 - Municipal funds.



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1-2 / Mobility activities and workshops promoted by the Municipality of Reggio Emilia

RISK MANAGEMENT PLAN

ACTIONS	RISKS FACTORS	RISK REDUCTION MEASURES
1 – Schools visibility	Difficulty in finding implementation funds	Aligning the design with the objectives of the ERDF 2021-2027 by favouring transdisciplinary criteria relating to line 3 Europe Green, which sees actions on mobility, regeneration and climate change converge
	During the construction site there might be inconvenience to the population and distress related to the reduction of parking/speed	During the design phase, provide moments of information and listening to the resident population both on the reduction of parking/speed and on the interference of the construction site, considering to accommodate the improving requests able to compensate for the discomfort
2 – Active and collective mobility	During the co-design phase with the Emilia-Romagna Region and ARPAE it is possible to encounter problems related to the financing of the action also with respect to the need to proceed with a five-year investment	Prefer, as development strategy, for the plan, the implementation of the 'We are born to walk' regional project, so as to maximize the economic resources that the stakeholders will have to find. The RAP will have to implement the project with the innovative contents form the School Chance project.
3 – Communication to families	Low effectiveness of the communication campaign	Monitor the ongoing development of the action and distribute surveys to the participants on engagement-related issues. Include in the communication an invitation to move actively and to participate to the projects proposed by the school. Accompany the communication to the families with a campaign aimed at all citizens.