

## URBAN EMPATHY – Working Package 3

### RESULT INFORMATION FILE – Phase 1

Description of the result to be capitalized in URBAN EMPATHY

#### 1. Partner's description

*(Summary information of the partner presenting the result to be capitalized in URBAN EMPATHY)*

Name of the institution presenting the result	Malaga City Council
Type of institution (city, region, agency, tech institute...)	City
Main contact	Name: Filippo Maria Contenti Position: European Projects Consultant Telephone: +34 951 928 837 Mail: <a href="mailto:programaseuropeos8@malaga.eu">programaseuropeos8@malaga.eu</a>

#### 2. Project description

*(Summary information of the project corresponding to the result)*

Name of the project	FP7 Civitas Plus II 2MOVE2
Acronym of the project	2MOVE2
Starting date	01/12/2012
Ending date	30/11/2016
Project status (finished, execution...)	Execution
Project type (standard, targeted, strategic, ...)	Demonstration
Lead partner of the project	Stuttgart City Council
Project website	<a href="http://www.civitas.eu/content/2move2">www.civitas.eu/content/2move2</a> <a href="http://www.civitas.eu/content/malaga">www.civitas.eu/content/malaga</a>
Programme (MED, Interreg...)	Seventh Framework Programme (FP7)
Programme Priority	DG MOVE (Mobility and Transport)
Programme Objective	Implementing sustainable urban mobility demonstrative measures
EU 2020 Strategy (choose the most suitable one from the following options)	<input type="checkbox"/> Smart growth <input type="checkbox"/> Inclusive growth <input checked="" type="checkbox"/> Sustainable growth <input type="checkbox"/> Economic governance

Description of the **PROJECT**. Main topic and objectives. (300 words aprox.) *(Describe in more detail the project's main thematic and objectives, providing relevant information about the contents addressed in it and where does the result to be capitalized come from)*

2MOVE2's main objective is to improve urban mobility by advancing or creating sustainable, energy-efficient urban transport systems for the benefit of all citizens, society and climate policy, respecting environment and natural resources in its four partner cities: Stuttgart, Malaga, Tel Aviv-Yafo and Brno.

The 2MOVE2 partners have developed altogether 23 measures, covering the main thematic fields of the CIVITAS initiative:

- Clean Fuels and Vehicles (electric mobility, fuelling infrastructures, hybrid vehicles, use of biodiesel, biogas and compressed natural gas, cleaner fleets)
- Collective Passenger Transport (accessibility, intermodality, service improvements, ticketing systems, innovative PT systems, fleet management, procurement schemes)
- Demand Management Strategies (congestion charging, access restrictions, parking management and strategies, low emission zones, car-free zones, priority lanes, mobility credits, financial incentives and disincentives)
- Mobility Management (marketing and communications, personal and company travel plans, mobility info centres)
- Safety and Security (traffic calming, infrastructure design, shared space, cycle highways, secure school paths, anti-vandalism measures)
- Car-Independent Lifestyles (cycling, walking, car-sharing, bike-sharing, car-pooling, co-modality, ride-sharing)
- Urban Freight Logistics (urban delivery centres, distribution schemes, fleet management, cycle logistics, freight partnerships, urban freight transport plans)
- Transport Telematics (intelligent transport systems, communication, routing, smartphone applications, plate recognition systems)
- Integrated Planning (land-use, housing, new developments, sustainable urban mobility plans)
- Public Involvement (multi-stakeholder consultations, information campaigns, participatory processes).

Special importance is allocated to the issue of Sustainable Urban Mobility Plans (SUMPs), with a working group which provides strategic and political validation and advice to the project, with a direct link to the SUMPs of the four cities.

### 3. Result description

*(Summary information of the result to be capitalized in URBAN EMPATHY)*

Name of the result to be capitalized in URBAN EMPATHY	Safe routes to school Programme in Malaga (Paseando al Cole)
Type of result (operational tool, recommendations, good practices, guideline, ...)	Good practice
Current status of the result (under development, completed, not started...)	Under implementation
Type of deliverable (document, website, database, ...)	Document
Specific URL link	<a href="http://www.conama2014.conama.org/web/generico.php?idpaginas=&amp;lang=es&amp;menu=257&amp;id=715&amp;op=view">http://www.conama2014.conama.org/web/generico.php?idpaginas=&amp;lang=es&amp;menu=257&amp;id=715&amp;op=view</a>
Publication date	11/2014
Language	Spanish

Description of the chosen **RESULT** to be capitalized in URBAN EMPATHY. Result objectives. Utility and purpose. (200 words approx.) *(Brief description of the result's most relevant characteristics, pointing out the main objectives and purpose.)*

This measure consists in designing and implementing safe routes from home to school for the students of ten primary schools of Malaga, either by walking or by cycling. The objectives linked to the measure implementation are:

- To demonstrate that safe routes to school are a real alternative to conventional routes / vehicles.
- To allow that a sample of Malaga students and their families to experience the feasibility of sustainable and safe routes to school (15 schools and 250 students).
- To promote the car-independent (walking and cycling) transport in Malaga (energy efficient and emissions saver).
- To encourage the reduction of the share of car modal split traffic, especially for short routes and individual occupancy case strip purposes, such as trips to school.
- To encourage more efficient and sustainable transport and to break the 'car culture' tradition through an awareness campaign.

Its main actions are the following:

- Preliminary study and contacts with the schools: Schools' surroundings (streets, public space, etc.) are analysed to evaluate the best modes of transport to carry out the routes (walking, cycling, and public transport). Some default itineraries from homes to schools are selected to know the average times necessary to complete them by using different means of transport. In addition, a survey is distributed to the students' families, in order to know their mobility habits and attitude towards safe routes to school.
- Implementation of the safe routes to school. During its first year, the programme has been implemented in 8 primary schools. After giving some previous theoretical classes to students, introducing sustainable mobility basic principles, the safe routes' itineraries are designed by involving the whole educational community (students, parents and teachers). Safe routes from home to school are carried out 8 times in each school, either by walking or cycling, depending on the features of each school (average distances from homes to school, type of itinerary, etc.). Students joining the programme are accompanied by at least 2 instructors in each route.

List of keywords related to the result (10 words max.) *(Please provide a short list of keywords related to the result to be capitalized in Urban Empathy, e.g.: urban planning, sustainable growth, mobility, energy efficiency, renewable energies, governance...)*

Road Safety & Security, Cycling to school, Walking to school, children autonomy, pedibus, cyclobus, sustainable mobility, car-independent lifestyles, car use restriction, car use dissuasion.

Describe the potential benefits or improvements that the result may generate through the capitalisation process (200 words approx.) *(Describe improvements either in your result or those that it may generate due to the capitalisation process)*

First of all, by capitalizing this result, it would be possible for other local governments and institutions which are considering launching a safe routes to school programme (SRSP) to receive initial suggestions and tips on the methodology for its implementation. They could therefore analyse the challenges and problems faced by Malaga, as well as the solutions found to overcome them.

On the other hand, those institutions which have already started working in the field of safe routes to school, could find it interesting to carry out a benchmark with Malaga's case study, analysing and comparing the different methodologies that have been used in their cities with the ones of Malaga.

Both the cities already involved in pedibus/cyclobus programmes and Malaga could find many advantages in exchanging their experiences, among them:

- getting to know new tools for the SRSP implementation, either for the involvement of its main stakeholders (students, parents, teachers, administration), or for the technical implementation itself (training, schedules, organization, monitoring, frequency of the itineraries)
- Establishing a common reference framework for the SRSP implementation, including the identification of the main steps to carry out the programme, setting realistic goals based on the starting situation in every city, establishing a set of indicators for the evaluation of results, etc.

#### 4. Result evaluation

According to your own criteria, which are the main strong points of your result? Which are the weak ones? (300 words approx.) *(Describe the strengths and weaknesses of the result to be capitalized in Urban Empathy)*

As for the main result's strengths:

- Identification of a clear methodology to implement a safe routes to school programme (SRSP) by walking (pedibus) and cycling (cyclobus).
- Specification of the time frame for a SRSP implementation, as well as the main actions and steps to be taken in each phase of the programme
- Provision of relevant data about the actual SRSP implementation in 8 schools of Malaga, identifying the main barriers that were faced, the actions taken to solve them and the drivers for the programme implementation
- Measure of basic indicators and figures concerning the students, parents and teachers participation in the programme
- Broad analysis of the lessons learned through the programme implementation and the aspects that should be improved
- Analysis of both the internal and external factors which may influence the successful implementation of the campaign, such as planning and stakeholders involvement (internal) and urban shape and configuration of the areas where to implement the programme (external).

On the other hand, the main weakness was the planning of the frequency for carrying out the routes by walking and cycling with children. During the first year it was planned to carry out the itineraries with supervisors specialized in sustainable mobility just once a month per each school, and during a quite extended period of time, from November to June.

The idea was to get children used to this experience and to encourage their parents to organize themselves in different turns during the rest of the month, in order for them to assume the role of supervisors.

Nevertheless, after the first year of implementation it was revealed that this frequency is too low, and in a start-up phase it would be better to provide more assistance by trained supervisors. For this reason, as for the current planning of the second year of the SRSP, supervised itineraries are planned to be implemented once a week, and during a shorter period of time, from January to May. In this way we assume that students' families will achieve more easily the habit to go to school by walking and cycling, and this will also provide them with more independency and capacity of self-organization.

How do you think your result can affect the main aspects to be considered in a sustainable urban model?

(300 words approx.) (Describe the capacity of the result to fulfil the sustainable urban model main principles)

*Cross - cutting aspects*

X Territorial management and urban design

X Social and Economic cohesion

*Sectorial aspects*

X Sustainable mobility

X Energy efficiency

- **sustainable mobility**

Through this result school students and their families are encouraged to commute by walking and cycling, in spite of using their own private motorized vehicle, especially for short distance and mainly urban itineraries, such as the routes from home to school, where cycling and walking can be competitive even comparing with car.

- **energy efficiency**

The implementation of SRSPs has also a direct effect on energy efficiency, since a modal split switch from motorized to non-motorized means of transport allows to also drastically reduce the fossil fuel, and therefore the energy consumed within the city ecosystem. This in turn also allows to reduce the amount of Greenhouse Gases emitted to the atmosphere and due to transport.

- More than influencing it, SRSPs efficacy and success are directly influenced by the **urban design and city configuration**. In sprawl areas, due to the long distances – and generally also the lack of an adequate infrastructure for cyclists and pedestrians – the pedibus and cyclobus are much difficult to implement. On the opposite side, compact and mixed land use areas are the most suitable for this kind of programmes, due to the shorter distances, the safety provided by the existing infrastructure and the security feeling provided by the presence of people in the street, who can take care of the children in case of needing any help.

- SRSPs can strongly improve the **social cohesion** among citizens and key actors such as students, teachers, parents, local shops and the local administration. They require the contribution and collaboration between all of them in order to be successful. In addition, they can also contribute to improve the social networks between the educational community main actors, especially when they gradually become autonomous from external help provided by the public administration with supervisors and other facilities: parents get to know each other and start to collaborate, in order to organize themselves to accompany their children by walking or cycling.

What influence do you consider that your project result could have on environmental governance and what could be its impact on urban policies? At which level? (Local, regional, national, MED or European level...) (300 words approx.) *(Describe the level of influence of the result and its applicability on EU policies)*

The result can be perfectly integrated within a sustainable urban mobility plan (SUMP) of any local authority, as it is directly linked to several sensitive issues of sustainable mobility, such as safety and security, walking and cycling, private motorized vehicle use restriction and/or dissuasion, public awareness and citizenship involvement, etc. In fact it could be presented as one of the main measures and/or cross-cutting issues of a SUMP.

At a lower level, it could be also integrated within a sustainability strategy for school, specifically tackling the mobility aspects, as well as children autonomy and collaboration with parents.

At a higher level, the implementation of SRSPs could be perfectly integrated within broader mobility laws, for instance the one currently being designed by the regional government of Andalusia, which establishes - among other measures - that all work / study centres attracting more than 200 commuters will have to present their own internal mobility plans. Within this framework, the schools could introduce and plan SRSPs. This could be also extended to other regional or national governments in charge of mobility planning, establishing SRSPs as compulsory or highly recommended activities for schools.

Finally, at EU level, several recommendations and projects on safe routes to school have been produced; many of them within the CIVITAS Initiative framework, but no specific legislation is available on this matter.

What is the main target group the result is addressing to? (public administration, public sector, private sector, research groups, ...) How does it enhance public participation? (200 words approx.) *(Describe the target audience that could use the result and if citizen participation processes have been considered)*

The main target group of the result are primary school students. Several studies and awareness projects carried out in the past demonstrate that young generations play a determinant role in the decision making processes of the families. Their influence in the daily behaviour and habits of their parents can lead to a powerful multiplier effect, which can go far beyond the family border, implying neighbours, friends, local shops, and so on.

In addition, they represent the future decision makers of cities, and it is therefore necessary to cultivate since their childhood / adolescence a positive mind-set towards car-independent mobility.

Despite the fact that children are finally implementing the SRSPs, also the involvement and active participation of the following actors is fundamental for the success of these initiatives:

- parents: at a first stage they have to allow their children to join the programme; afterwards they should be involved in the programme implementation, replacing gradually the supervisors (hired in the case of Malaga by the local authority)
- Teachers: they have to diffuse and spread information among parents and children; awareness activities in the case of Malaga are promoted by the local authority, but the main/initial contacts are the schools, so an adequate communication flow has to be guaranteed.
- Local shops: especially the ones located close to the itineraries from home to school are asked to provide help to children in case of need (eg: if a child arrives late to the pedibus stop, a local shop may call the school to advise them that the child is there).
- Other municipal departments: local police may be aware of the initiative in order to facilitate the itineraries; urban planning department should be aware as well, in case the children / parents request to apply some actions to facilitate the itineraries (street conditioning, traffic calming, etc.). Other municipal departments potentially affected.

All of those actors have been contacted through using different tools: formal meetings with teachers and parents; previous classes on sustainable mobility and itineraries trials with children; informal visits to local shops carried out with the children; internal meetings with other municipal departments.

Is the result currently in use in the Europe/MED area? (150 words aprox.) *(Please provide further information on the usability of the result, pointing out if it has already been implemented or in use)*

SRSPs are underway in several cities from the EU. They represent a quite common activity in the central/northern area of Europe, whereas they are still a bit more difficult to be found in the MED area.

Nevertheless, there are good examples of them in the cities of Madrid (currently implementing the STARS project on going to school by cycling) and Reggio-Emilia (pioneer in Italy of the SRSPs), for example.

According to your own criteria, what are the main innovative aspects of the result? (150 words aprox.) *(Please provide further information on the level of innovation achieved by the result to be capitalized in URBAN EMPATHY: new methodologies, etc...)*

The most innovative aspects are:

- it carries out an extensive study of the main factors, both internal and external, which can positively (drivers) and negatively (barriers) influence the implementation of a SRSP.
- It clearly explains the steps to carry out for a SRSP implementation at city level, as well as the lessons learned after its first year of implementation
- By this year a new tool to facilitate the communication between parents, local authority and children supervisors will start to be used. It is an APP / website called "[Trazeo](#)", which allows parents to know that their children have safely arrived to school by receiving messages on their mobile.
- it is one of the few examples of SRSP carried out in the EU southern Mediterranean area

How do you think your result could be implemented? Through which means? Do you think it is easily transferable? Estimated costs, resources, time needed for implementation, key actors involved... Please include any other relevant criteria you may consider important (300 words approx.) *(Please provide further information on implementation and transferability requirements of the result)*

As mentioned before, the result may be easily transferred to other local authorities interested in launching a SRSP in their cities, and in fact it is an experience already underway at EU level (mainly northern/central Europe).

Cooperation with other cities may be interesting either if SRSPs are already under implementation, in order to exchange experiences on them, or if a city is about to start it, in order to receive know-how from other authorities already experienced with them.

In term of resources for the implementation, it is necessary to have at least one coordinator at municipal level, who will be in charge to establish an initial contact with schools to be involved, as well as to structure the work plan for the SRSP. Contacts with schools and previous study of their surroundings should be started far before the school year beginning, ideally between March and April.

A team of supervisors is also needed to be built, whose size will depend on the number of schools and students participating, as well as on the frequency with which the supervised itineraries with children will be planned. The supervisors team will be in charge of:

- establishing meeting with parents and children to introduce the SRSP concept (September);
- designing the exact itineraries of pedibus and cyclobus and their stops (September);
- Accompanying the children to school by walking and cycling (at least 2 supervisors for each itinerary; 3 recommendable for cyclobus; from October to June, depending on the budget availability).

Apart from this, basic materials such as helmets, jackets, stickers to identify the pedibus/cyclobus stops and booklets to provide basic recommendations to children on how to behave while walking or cycling should be also considered.

As a very important aspect: formal commitment with schools involved in the initiative should be also established, through for example signing a contract / agreement between the local authority and each school.