



LET'S CYCLE!

**THE BICYCLE AS A FREEDOM AND
INTEGRATION GENERATING TOOL**



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INDEX

Introduction to the project.....	6
The methodology Biciliberatutt*: the bicycle as a freedom and integration generating tool.....	7
Partners of the project.....	8
Module 01: Inclusive and sustainable active citizenship.....	10
A. Guidelines of the GCED national strategies: integration, universality, inclusion, transformation and the centrality of the individual.....	11
B. Environmental education for a more inclusive and equal society. In the framework of the Agenda 2030: Sustainable Development Goals.....	16
C. Sustainable Development Goals in your neighborhood. How to look for them, interpret and adopt them starting from Sustainable mobility.....	22
Module 02: Let's cycle! Sustainable mobility and social inclusion through the bicycle.....	29
A. Choosing the bicycle, why?.....	30
B. The bicycle does not discriminate!.....	32
C. Biciliberatutt* (Bikes free everyone) is a method created to teach adults how to ride a bike.....	33
The vehicle: the bicycle.....	45
Author of the toolkit.....	62
Images and photos.....	63
Bibliography.....	63



INTRODUCTION TO THE PROJECT

The project ***“Let’s cycling. Educating for sustainable mobility and social inclusion”*** aims at training the operators of territorial associations in Bologna and Valencia engaged in coaching activities in intercultural education, reception and accompaniment of integration processes of migrants and subjects at risk of social exclusion by promoting the use of new forms of sustainable mobility in the cities of Bologna and Valencia.

In accordance with the European Pillar of Social Rights, the project intends to strengthen social rights and to produce positive effects on people’s lives in the short and medium term, fostering an awareness of European citizenship also in citizens living in situations of social and economic hardship. European policies aimed at fostering equal opportunities and access to the labour market for underrepresented groups prompted the partners Salvaiciclisti Bologna and CEFA to elaborate a non-formal educational intervention methodology and sharing it with Jovesólides: the ultimate goal is to strengthen the social and labour market inclusion of target groups with fewer opportunities.

THE METHODOLOGY BICILIBERATUTT*: THE BICYCLE AS A FREEDOM AND INTEGRATION GENERATING TOOL

This methodology has been designed in order to promote the freedom to move using bicycles, without fear or concerns. This is a project dedicated to migrant women, for them to learn to ride a bicycle, favouring their emancipation, independence and integration in our town. It is particularly dedicated to those who want to teach and learn how to ride a bike.



PARTNERS OF THE PROJECT

CEFA:



CEFA is an NGO founded in 1972 in Bologna (<https://www.cefaonlus.it/>), operating in the contexts of international cooperation and voluntary activities of young people. Its sectors of intervention are training, global citizenship education (GCED), employment, migration, human rights and agriculture, with the goal of promoting social growth and a broader sense of community in Europe, Africa and Latin America. CEFA's goals are: to create sustainable models of development, to carry on actions encouraging growth, people's well-being and resilience to climate change; to fight discrimination, xenophobia, to promote social inclusion and gender equality. CEFA encourages the target group's participation in order for them to be at the forefront of this process. Since 1998, CEFA has been working with GCED's projects to respond to these challenges, trying to contribute to the UN 2030 Agenda for sustainable development.



SALVAICICLISTI:

In recent years, Salvaiciclisti-Bologna has developed several projects with the aim of transforming the bicycle from a simple means of transport into a means of social inclusion,

including: 1) Biciliberatutt*, launched in 2017, has already taught around 70 adult women and men (aged 20 to 75.) to ride a bicycle thanks to a team of trained tutors and a methodology tailored to adult learning. Phase 2, Biciliberatutte, developed together with NGOs, local associations, with public funding from the Municipality of Bologna, and is aimed at migrant women hosted by reception centres, in fragile conditions and from cultural contexts where the use of bicycles is not common or forbidden to women; 2) UniBikeforRefugees, created in 2016 in collaboration with local associations working in reception, is a methodological path to train migrants and refugees on the basic rules of urban circulation and the concept of bike maintenance.



jovesólides
JÓVENES HACIA
LA SOLIDARIDAD
Y EL DESARROLLO

JOVESÓLIDES:

Jovesólides in the last years has focused its work on facilitating the social inclusion of young people and migrants and on certifying social experience as a way which offers many opportunities to learn and experiment. It is currently developing several actions to raise social awareness at European level regarding the reality of migrants and refugees, to counteract against xenophobia and hate speech targeting vulnerable communities, with a focus on the current migration crisis, and promote the active participation of migrants themselves in activities that facilitate their inclusion in the social fabric of the territories where they live, from political engagement to work integration.

MODULE 01

INCLUSIVE AND SUSTAINABLE ACTIVE CITIZENSHIP

A. Guidelines of the GCED national strategies: integration, universality, inclusion, transformation and the centrality of the individual

The Italian Strategy adopts the UNESCO definition of Global Citizenship Education: an educational process which leads individuals to be active agents of change in social, cultural, political and economic institutions influencing their lives.

The Global Citizenship Education approach behind the Let's Cycling project.

Key Concept:

Global Citizenship Education as transformative action

GCED assumes that education is a transformative action, based on innovative teaching methodologies grounded on dialogue and reflection, putting the learner at the center.

Therefore, it implies a systemic approach to themes and issues as well as to relationships between local, regional and international contexts.

It aims at raising civic awareness on a global scale, promoting critical thinking, listening and dialogue skills development.

GCED actions promote an active role both as individuals and as a community, respecting social and environmental justice principles, making it easier to comprehend and influence decisional processes at all levels (local-regional-global).

This educational approach helps individuals to be responsible citizens and strengthen democratic participation processes, encouraging both individuals and the community to enjoy their rights and take on their responsibilities.

GCED assumes informal, non-formal and formal educational processes, at all social level contexts (family, school, workplaces, community more in general).

The educational process promoting active change recalls:

- Feeling of belonging to a broader community and humanity.
- Political, economic, environmental, social and cultural dimensions interdependency.
- Local, national, global levels interconnection.

The educational process activated by the GCED aims at raising awareness and critical understanding of interdependency dynamics and processes, based on aspects linked to the three principal dimension of the learning process:

- cognitive dimension (critical understanding)
- socio-emotional dimension (sense of belonging and solidarity)
- behavioral dimension (be active change makers)




Non-formal education approach behind the Let's Cycling project

Key Concept:

GCED involves all citizens in a lifelong learning process aimed at strengthening active citizenship

The learning process is based on 3 main steps:

- 
- Information
 - Changing perception and attitude
 - Mobilization

The areas of intervention might involve different groups of beneficiaries: young people, consumers, local authorities, policy makers, private and solidarity economic sectors, civil society, associations, etc.

GCED actions through non-formal education paths aim at:

- contribute to the policy making at the local, regional and national levels, through citizenship involvement and participation.
- improve knowledge and build citizens mobilization skills in different intervention contexts.
- promote local solutions whose design comes from bottom-up processes in response to local and global challenges (e.g., using the bicycle for sustainable mobility, etc.).
- promote mutual learning and exchange between different actors and contexts, between people, communities, regions, Nations, etc.

It is an education in values, which takes the moral values present in the Universal Declaration of Human Rights as its axiological horizon. It is based on respect and acceptance of difference and the principle of otherness. Through this educational process, values, attitudes and skills are developed that increase people's self-esteem and enable them to be more responsible for their actions; it encourages the creation of an ethically supportive citizenry, aware that their decisions affect their own

lives as well as those of others.

The Spanish Ministry of Foreign Affairs and Cooperation, back in 2007, was one of the pioneer national authorities around the European Union to set a strategy for GCED: Through research, awareness-raising, training and communication, GCED should create an appropriate intercultural social environment, raise awareness in society and be based on plurality and multiculturalism, ruling out discriminatory proposals or negative stereotypes.

Thanks to the issues tackled with **Let's Cycling!** project, the contents of this toolkit will collect practice that help work on some horizontal priorities of GCED, like:

Gender equality

- Understanding the importance of achieving formal and real equality of equal rights, freedoms, opportunities, choices and responsibilities for men and women in all age groups and in all cultures is both a development objective and a key factor in the effective and sustainable fight against poverty.
- To study the impact on gender equality of any development aid action.
- Understand the responsibilities of global citizenship of states and international organisations in achieving the fulfilment of human rights and possibilities of collective action as a form of collective action as a way of to ensure the effective realisation of human rights and fundamental freedoms in fundamental freedoms on equal conditions - through the empowerment of women - to overcome the inequalities and injustices that affect them in gender relations and as the best way to overcome poverty.



Environmental sustainability

- Understand the importance of respect and care for the environment in order to achieve sustainable development and facilitate the eradication of poverty.
- To study the concept of sustainable development by integrating it with other dimensions of quality of life.
- Understand the limits of the prevailing development model and its relationship to present and future conflicts.
- Identify the impact of any development aid action on sustainable development.
- Understand the responsibilities of all global citizens of states and international organisations and the potential for collective action to achieve sustainable development.



Respect for cultural diversity

- Deepening knowledge of the cultural dimension of societies, understanding culture from an anthropological perspective as a set of ways of life, customs, traditions, beliefs and material manifestations of a given society.
- An understanding of the diversities that exist within societies and how the lives of societies and how the lives of others can enrich our own.
- Recognising one's own and others' prejudices towards diversity and identifying the mechanisms by which they can combat them.
- To know the impact of all development aid actions on cultural diversity.



https://intercoonecta.aecid.es/Documentos%20de%20la%20comunidad/Estrategia_Educaci%C3%B3n%20para%20Desarrollo.pdf

B. Environmental education for a more inclusive and equal society. In the framework of the Agenda 2030: Sustainable Development Goals

In 2009, the Italian Ministry for the Environment and the Protection of Land and Sea (MATTM) and the Italian Ministry of Education, University and Research (MIUR) formalized a declaration of intent aimed at promoting the coordination between Ministries in guiding educational strategies of the two levels of education towards raising awareness and building a sense of responsibility on sustainability-related issues.

As the 2015 academic year began, the Italian Ministry for the Environment and the Protection of Land and Sea, in collaboration with Italian Ministry of Education, University and Research published the new Guidelines on environmental education elaborated by an inter-ministerial working group.

The collaboration between the two Ministries was strengthened in 2016, with the signing of a memorandum of understanding on environmental and sustainable development education in schools: this marked the birth of the ***National Chart on Environmental Education and Sustainable Development***.



Key Concept:

We cannot ignore the relationship between the environmental dimension and some of the most crucial issues of our era, such as conflicts, migrations, poverty, as sustainability is intertwined with legality, political and social participation, citizenship, hospitality, multiculturalism.

The debate around the National Chart on Environmental Education and Sustainable Development recognizes the importance of development cooperation as a necessary investment to face these global challenges.

In October 2017, the Italian Ministry for the Environment and the Protection of Land and Sea promoted, along with the relevant Ministries, the National Strategy for Sustainable Development, underlining its non-violent and inclusive inspiration, and highlighting a specific area dedicated to education in its most inclusive connotation.

Key Concept:

“Objective of the National Strategy for Sustainable Development: introducing, in all educational fields (from pre-school to university education and vocational training, informal, and nonformal education), interdisciplinary and participatory practices aimed at spreading knowledge, skills, attitudes, and lifestyles of sustainable development, also investing in teacher training, integrating training programmes, and respect of the principles of sustainability and social inclusion by educational and training centers.”

On the same page as the Italian ministries, the Spanish Sustainable Development Strategy (SSDS) agrees on education as a fundamental tool to transmit knowledge about the environment and its conservation according to the principles of sustainability and the preservation of natural resources. For this reason, it is essential to introduce the concepts of responsible consumption, sustainability and respect to the environment at both school and homes. In keeping with this, the Statutory Education Law establishes among the minimum knowledge to be acquired in primary and secondary Education, the conservation of resources and natural diversity and global and intergenerational solidarity. Likewise, the new subject of Education for Citizenship includes the subject of responsible consumption.

With respect to healthy life habits, the statutory law of Education is an important tool which will value hygiene and health as important aspects at all educational levels. In this same line, the Strategy for Nutrition, Physical Activity and the Prevention of Obesity (NAOS) developed by the Government seeks to improve food habits and to encourage regular practice of physical activities by all citizens, with a special emphasis on children, and the pilot program PECSRO, for students between six and ten years old and their families.



<https://www.miteco.gob.es/es/ministerio/planes-estrategias/estrategia-espanola-desarrollo-sostenible/09047122800cfd5btcm30-88639.pdf>

Climate crises, protection of the environment, citizens' health: the Let's Cycling project

As climate change seriously affects our health, it is of the utmost importance to implement concrete measures aimed at avoiding the further worsening of the condition of our planet's ecosystem.

Active mobility, along with sustainable mobility, represents a necessary strategy to contribute to sustainable development. Using bicycles or walking for at least 25 minutes, according to experts, not only helps to reach our common objective but it also benefits our health and increases the chances of living a longer life. Promoting these lifestyles is, therefore, fundamental.

Which benefits for the community?

The pros, coming from moving by bike, are of different kinds.

Even though it is difficult to quantify, all experts underline benefits in cutting costs coming from using and owning a car, and from health-



related expenses thanks to the benefits that regular physical activity has on our health. It also has political benefits, as it does not affect non-renewable resources, and social ones: mobility democratization, higher autonomy and accessibility to all equipment by the youngsters and the elderly.

Health, well-being and the social dimension of cycling

In the physical dimension of health, the noteworthy benefits of cycling for personal mobility have been widely demonstrated. Mainly due to the good effects of physical activity it is calculated that the risks of widespread diseases and risk factors such as obesity, cardiovascular diseases, diabetes and some cancers are reduced by 20-40%.

In the mental dimension of health, studies have also already shown a 20-30% reduction in the risk of depression through cycling. Recent studies also point to a reduction in perceived stress, anxiety levels and an increase in the ability to concentrate.



Furthermore, the bicycle allows us to exercise our right to mobility and freedom of movement.

Out of any doubt, these are key elements for personal and social development, and would form part of what is known as social welfare.

Finally, equity in health means that all people are able to develop their full health potential, regardless of their social position or other circumstances determined by social factors. Addressing equity, in this case through cycling mobility, can ensure that the benefits for physical, mental and social health and well-being are available to all people, regardless of their gender (see chapter on this topic), age (especially children and older people), income and education level, ethnicity or any other characteristic on the basis of which they may be discriminated against.



<https://esmovilidad.mitma.es/estrategia-estatal-por-la-bicicleta/area-2>



European context

Although using the bike can not be considered the solution to traffic and environmental issues in our cities, it is part of a more general policy of urban revaluation and an improvement in urban lifestyle quality, while requiring comparatively fewer financial means.

In 2020, within the framework of the European strategy for sustainable and smart mobility, European cyclists associations stressed the essential role played by the bicycle in pursuing the very ambitious goals of the strategy itself.

This Strategy is part of the European Green Deal, which aims at reducing the transport related emissions by 90% by 2050.

The European Commission intends to adopt a global strategy for sustainable and smart mobility in order to reach this objective and to ensure that EU countries' transport systems are adequate for a clean, digital and modern economy.

The civil society organizations (CSOs) agreed upon the fact that increasing the use of bicycles in Europe is one of the most effective measures to reach this objective and speed up the EU Green Deal.

Local policies for sustainable and smart mobility should release programs favouring and promoting the use of bicycles, also through substantial financing:

Bike mobility should be treated in the same way as other means of

transportation.

Urban mobility should gain importance in the EU policy framework through the development and implementation of an authentic EU cycling strategy, also by providing funds to the e-bike system to make available the benefits of pedal assisted bicycle in all EU countries, in doing so also fostering job creation

Sustainable mobility is one of the European Commission Green New Deal focal points, a turning point compared to the past because it is not all focused on cars and planes anymore, which are the most polluting means of transportation, whereas on transnational High-speed trains – that can compete with taking flights – and bicycles for the everyday life.

Thanks to its versatility and inclusiveness, bicycles allow people of every age, health condition and purchasing power, in hilly and mountainous areas, to move in a more sustainable and clean way, while also benefiting from physical activity.

The use of bicycles, whether as a means of daily transport or as an option for tourism, leisure or sport, is becoming increasingly widespread. Cycling is no longer seen as a more or less passing fad, nor is the cyclist seen as a peculiar element of public roads.

Even so, in order to achieve a greater increase in the use of bicycles and a favourable cultural change towards sustainable mobility, it is essential to carry out intense dissemination, awareness-raising and training work. Campaigns to this end should focus on the advantages of cycling over other modes of transport, especially motor vehicles.



<https://esmovilidad.mitma.es/estrategia-estatal-por-la-bicicleta/area-1>

In order to reduce by 90% transport-related emissions by 2050, civil society organizations of different European countries recognize in bike mobility the tool to reach this objective and increase potential environmental and health-related benefits.

In Europe, 30% of journeys made by car cover distances of less than 3

km, and 50% are under 5 km. This means that bicycles can replace the car for a relevant part of all journeys, and - in so doing - reducing traffic related issues. Bike's potential can not be ignored both for everyday commuting to school and workplaces (40% of all commuting are for these two reasons) as well as for other reasons (60% of all commuting is for shopping, services, hobbies, social activities...)

C. Sustainable Development Goals in your neighborhood. How to look for them, interpret and adopt them starting from Sustainable mobility

What's going on in Bologna and Valencia? The mobility of numerous cities in Europe and the world is changing, also thanks to the commitment of associations to promote sustainable mobility!

Sustainable mobility in Bologna

From 2019, in order to reduce 40% of greenhouse gas emissions by 2030, Bologna has been the first metropolitan city area in Italy to pass a Sustainable Mobility Urban Plan (PUMS)

The main goal of PUMS is a 40% reduction in greenhouse emissions coming from motorized traffic by 2030, with respect to 1990 levels. This result is expected to be attained as the combination of two components: a reduction in private motorized traffic, contributing for 28%, and the decarbonisation of the vehicle fleet, contributing for the remaining 12%. In order to achieve this goal, major changes in the modal share between different means of transportation are foreseen.



Objective: strengthening and improving public transportation with a metropolitan integration perspective. More active mobility and public transportation is what Bologna envisages to make its territory more and more sustainable, within a framework in which institutions, citizenship and enterprises are allied towards a common goal.

Key concept:

Towards a new mobility system based on public transportation services improvement and integration with wider and safer networks, dedicated to cycling and pedestrian mobility, in order to ensure a widespread territorial cohesion and effective social inclusion.

In the metropolitan area, the modal share of private car transportation is expected to drop from 57% (2016 value) to 41% (2030 goal), with a rise of public transportation from 13% to 19% and a rise in bicycle usage from 5% to 14%. In Bologna proper, the modal share of private car transportation is expected to almost halve, from 42% to 22%, with a rise of public transportation from 21% to 28% and a rise in bicycle usage from 5% to 18%.

In order to achieve these goals, Bologna has begun planning an extensive tramway network. The first two lines are expected to begin service in 2026. Construction works have already been awarded and are expected to begin in spring 2023. The PUMS envisages a third tramway line to be built before 2030.

With respect to cycling mobility, a metropolitan area-wide network of bike paths has been planned, called the Bicipolitana - a portmanteau from the words "bici" (bike) and "metropolitana" (subway), referring to the iconic subway maps where each line is marked by a different colour. The Bicipolitana consists of two interwoven networks, one for everyday mobility (consisting of 20 lines) and one for leisure and tourism (consisting of 14 lines). As of December 2021, works have been completed on 42% of the network.



<https://www.bicipolitanabolognese.it/>

The urban cycle network connects Bologna with the metropolitan area through the ten main radial routes and in the last five years it has gone from an extension of about 170 km to the over 200 km that make up today's network, which is structured as follows:

- about 120 km of cycle paths in “protected area” (cycle paths in an exclusive area or adjacent to pedestrian paths, mixed pedestrian and cycle paths);
- about 50 km of cycle paths in the roadway (cycle paths and lanes in the roadway, lanes for two-way cycle paths and mixed vehicular and cycle paths within zones 30);
- about 30 km of “green routes” (itineraries mostly in green or river areas, with a paved or dirt road surface, which do not have the characteristics and signs of a cycle path required by the Highway Code).

In Bologna, ten self-repairing stations for bicycles have been installed and new bike racks are being installed, at a rate of 750 new bike racks per year. Protected parking areas are also being built at 6 railway stations, so as to favour intermodality between cycling and public transportation.



<https://www.comune.bologna.it/servizi-informazioni/colonnine-gonfiaggio-prima-riparazione-biciclette>



<https://www.comune.bologna.it/servizi-informazioni/parcheggiare-bici>

Moreover, in November 2022, Bologna has approved the guidelines for an integrated program aimed at improving road safety, promoting sustainable mobility and increasing the quality and usability of the environment and public space, by turning Bologna into a “Città 30” (30 km/h city). This process will end in June 2023. The Città 30 will be an integrated plan, aimed at improving road safety, promoting sustainable mobility and increasing the quality and usability of the environment and public space, by means of several macro-actions:

- regulation, through the general revision of the maximum speed limits in urban areas, which will be reduced to 30 km/h, let alone some major roads;
- redesign of the roads, through infrastructural interventions for traffic calming (such as raised and coloured crossings, speed bumps, ...);
- more pervasive controls, in order to prevent dangerous behaviour and increase compliance with the new rules;
- communication, promotion and road safety education, to raise awareness and involve the community;
- investments for safety (in 2022/2023 interventions are already being planned or implemented for a total of around 14 million euro).

“In recent years, there have been many investments in the development of an integrated network, designed to make the daily journey by bicycle of children, young people, adults and the elderly on city streets increasingly easier and safer.

The city’s goal is to continue to expand the cycling system (over 50 km of new network is already financed and ready to be built by 2024) aiming at an increase in the number of cyclists themselves, in a vision of a Bologna increasingly sustainable, healthy and on a human



scale.”

We understand very well that the theme of road safety, of the offer of opportunities to those who want to use the bicycle as a means of getting around, to go to work, for leisure, is part of a crossroads of thematic axes ranging from the protection of environment, health, the opportunity to exercise, the reduction of car pollution, and many others.

Sustainable mobility in Valencian Community

Over the last decades, sustainable mobility has become a social demand to combat environmental, social, urban, economic and social problems that the abusive use of private vehicles has generated.

In this sense, the Generalitat Valenciana has started a process for a structural, social and environmental model that advocates, without excluding the use of private vehicles, for new sustainable travel alternatives, involving all social actors.

Thus, the autonomous government has acted on two fronts: on the one hand, in the legislative framework by virtue of the power to enact laws on mobility, in accordance with the Statute of Autonomy of the Valencian Community and, on the other hand, in encouraging other administrations to adopt the same philosophy in their respective areas and possibilities.

To improve the quality of life and the competitiveness of Valencia, the council leadership is dealing with crucial tasks that have been pending for decades.

The solution, as demonstrated in many European cities, is to favour pedestrian and bicycle mobility, expand an attractive and non-polluting public transport



system, and consequently, reduce the role of motorised vehicles (cars and motorcycles) in urban mobility.

Data shows that almost half of the journeys made in the city of València are on foot; a small (but noticeably increasing) share is made by bicycle; another large part by public transport; and only one in five journeys are made by car or motorcycle.

However, when traveling to, or from, the greater Metropolitan Area, the private vehicle (car and motorcycle) is the predominant mode of transport: representing almost three out of every four journeys. The cause has been dispersed urban growth and a lack of forecast, as well as a lack of investment in public transport.

In the past decade, the Valencia city council has facilitate the normal use of bicycles as an everyday mode of transport, thanks to:

Ensuring an adequate cycling infrastructure:

- Create a cycle network that encompasses the whole city.
- With a suitable, direct, and safe design.
- Extend the cycle network to more neighbourhoods.
- Increase the number of bicycle parking racks.
- Connect València with the towns and cities in the metropolitan area.

Keeping in order and improve the existing network

- Eliminate inefficiencies and inappropriate designs.
- Move cycle paths from the pavement to the road.
- Finish uncompleted links.
- Protect cycle paths on the busiest roads.
- Better regulate bike lanes on roads shared with cars by enforcing speed limits.
- Signpost cycle throughout the city (for regular users and tourists).

Install safe local bicycle parking facilities

- Install bicycle parking racks on the road (rather than the pavement).
- Encourage the installation of bicycle parking racks inside public and private buildings.
- Favour the connection of public transport with cycling routes, installing bicycle parking racks next to stations and transport interchanges.



https://www.valencia.es/agenciabici/sites/default/files/docs/mobility_eng.pdf

Last October 2022, València was officially prized as European Green Capital for 2024: announcing the prize, Virginijus Sinkevičius wanted to thank the local authorities that "are working hard to build a healthier and greener environment for their residents and are an inspiration to others", reaffirming the commitment of the local authorities to continue on this promotion on sustainable mobility in and around the city.



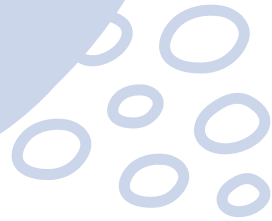
https://environment.ec.europa.eu/news/valencia-elsinore-and-velenje-win-2024-european-green-city-awards-2022-10-28_en?fbclid=IwAR1T6AJdbloaoZnQgLtkQxxmyFVdh_7tPs2MvrZN1IRLMGU2qURFM1-rjZg



MODULE 02

LET'S CYCLE!

**SUSTAINABLE
MOBILITY AND SOCIAL
INCLUSION THROUGH
THE BICYCLE**



A. Choosing the bicycle, why?

What years ago might have seemed, especially in big cities, an elitist or at least original choice is turning out to be a widespread, shared, functional response. What has changed? What issues actually unlocked the previous condition?

Of course, one answer is not enough to define this phenomenon and the levels of intervention between public and private intertwine and feed each other. But what we want to believe may have increased the desire for cycling in many people is the sense of community that we, as an association of cyclists, clearly feel and which we make the object of our mission: to create a cycling community that supports forms and self-forms and spreads the conscious use of the bicycle as a concrete response to environmental problems, to the desire for motion and health and which shares values and objectives that draw a straight line, a cycle path, of course, between the present and the future.

#Salvaiciclisti is a spontaneous and independent movement that arises from the urgent need to increase the safety of cyclists on Italian roads, on which more than 2,556 cyclists have died in the last 10 years, asking for targeted interventions to counter the sense of precariousness of weak users of the road. Born in Great Britain in 2012, the Cities fit for cycling campaign, which aimed to combat the high number of

accidents that mainly concern cyclists in cities, spread throughout Italy and was relaunched by dozens of bloggers and sites dedicated to the world of cycling wheels with a simple and direct appeal: "Let's save the cyclists". Through the eight points of the manifesto, the aim is to raise awareness of all civil society and encourage local administrations and the government to increase the safety of bicycles in cities, in particular with the introduction of the 30 km/h limit in urban areas, to the benefit not only of bikes but also of pedestrians, children and the elderly who are the first victims of road violence. Thus, on 20 December 2013, the Salvaiciclisti Bologna association was born which has taken root in the area to promote the use of the bicycle as a means of transport, offer support to urban cyclists through a constant advocacy service and help create a cycling community in constant growth. In fact, the data from the annual survey campaign carried out in September 2022 by the company TPS - Transport Planning Service of Perugia on behalf of the Municipality of Bologna report an increasing number of Cyclists also in 2022 (up to 6% more than in 2021) with a real boom for the Bicycle Ring Road (+41% in Viale Pepoli, +27% in Filopanti and +25% in Silvani) and in other parts of the city: via San Donato +53%, Zanardi +30%, Casarini + 26%.

These results can be seen as the result of a clear and visible presence on the territory of Salvaiciclisti, with all the initiatives and services activated in recent years, but also a greater awareness of the citizens of the impact that vehicular traffic has on the environment and on health.

In fact, the growth trend of cyclists has been present for some years but it is the very last few years that has seen a clearer growth. This also depended on the pandemic and the various phases of lockdown or quotas that we have experienced. To date, in fact, "the majority of Italians (88 percent) believe that the use of bicycles plays an important role in reducing carbon dioxide emissions and reducing traffic (85 percent)" data from an Ipsos research, a survey conducted in 28 countries, including Italy, on the opinions of citizens regarding the use of the bicycle. (taken from <https://www.lifegate.it/la-bicicletta-ha-un-ruolo-chiave-nella-riduzione-delle-emissioni>)

Numbers that make you think.. and act! Surely the state incentives and the concrete actions implemented in numerous cities, as well as in Bologna, allow many more people to embrace the bicycle as the main means of travel to work or school and for daily errands with a good dose of awareness of how much this makes it possible to reduce city pollution

and encourage a more careful and respectful use of the roads.

B. The bicycle does not discriminate!

Anyone can ride a bicycle, on the bicycle that best suits them, their build, their style, their age and physicality. And this very simple starting point allows us to build communities, create communities, connect very different people and make them feel like a group!

And like any self-respecting community, “spaces” are needed, moments of sociality, meeting, exchange...

Situations in which to grow, learn, deepen, or even just... pedal!

Among the innumerable forms of sociality possible, the cycling community easily finds itself in the cycle center precisely because they can allow the practical side of the workshop to be combined, thus solving the need for periodic checks on the vehicle, with that of meeting and learning: yes, because often the cycle center also have a self-repair area in order to leave the field free for those who need it and to provide expertise on a voluntary basis.

The reality of the social cycle center is a heritage to be valued and promoted precisely because they manage to keep the community alive and give substance to the group's values.

It is also thanks to this dimension that needs such as of those who are afraid to ride a bicycle, those who are afraid to do it on the streets of big cities, those who do not have the courage to embark on this adventure are identified. Thus Salvaiciclisti Bologna comes to think of Biciliberatutte and UNIBIKE, two training activities that aim to spread the fundamental notions of riding a bicycle.

The meetings held within these two training courses, which will be discussed in greater detail later, allowed the beneficiaries to learn, to deal



constructively with the cycling medium and to self-determine, at least in part, their own ability to move and to experience the city. What must be emphasized, however, is that it was not only the beneficiaries who increased their personal baggage but also those who conceived, promoted and managed the course: confronting these issues, getting involved, making an effort to wear the shoes of the other have made sure that even those who had the role of trainer were able to acquire new awareness and new tools for learning and sharing.

Only in this way can the community feed, sustain and strengthen itself: sharing processes, actions, perspectives is what allows cycling sociality to exist and to have an impact on citizens in a lasting and far-sighted way.

C. Biciliberatutt* (Bikes free everyone) is a method created to teach adults how to ride a bike.

Thanks to the rising popularity of bikes in Bologna, the Association “Salvaiciclisti Bologna” and its project “Velo-station Dynamo”, this method was developed in 2016 to try and answer the requests of many people who admitted that they did not know how to ride a bike. Yes, even some adults are not able to cycle or are too afraid to even try!

At the beginning, the association responded immediately by organizing a course for those who wanted to learn, but after its success suddenly, there were very few participants!

Upon reflection, the association understood that it should not be treated like a “classic” training session, but it should be approached as a personalised path that would welcome each coachee, with all his/her doubts and fears, and the perspective of a positive outcome: learning to ride a bike in a protected and safe environment!

In the first period several people, ranging from 20 to 90 years old, applied. What started to be clear was that in a city as multicultural as Bologna, only people of Italian or European origin and nationality were participating. This jarred with another fact of reality: although the city welcomed many migrant and refugee people, hardly any migrant women were seen cycling on the streets. Instead, numerous migrant men appeared, often in the guise of home delivery riders. Salvaiciclisti therefore decided to contact associations that welcomed migrant and refugee women to talk

about the project, immediately receiving great interest and numerous requests to participate.

The project “Biciliberatutte” was, thus, created. Twenty tutors were trained using the original method, which was further adapted with the contributions and experiences we had collected over the years. This project focused specifically on teaching migrant women to ride a bike and with a strong intercultural approach that was included in the method.

The association found a new source of energy in this project. Volunteers have had new experiences and emotions and their hearts have been filled with joy from the people they have supported. 40 tutors have taught more than 100 people of all ages and nationalities to cycle, giving them the chance to be free and achieve what they thought was impossible.

The method can be divided into three steps:

- Understanding cultural issues
- Welcoming your coachee
- Practice

Understanding cultural issues

Migrants and refugees are people who have undergone a series of changes in their lives and that start their life from scratch in another country, where the way of living, eating, interacting, travelling may differ a lot from their countries of origin, not mentioning that many of them may have been in stressful if not dangerous situations for a long time before reaching a safer place.

Many of them do not own a mean of transport and use public transport, walk long distances, or have to ask a lift even for their basic needs of displacement. If they have children, this can be much more complicated even for the daily displacements such as from home to school.

With regard to migrant or refugee women, it is important to recognize that many of them have never cycled in their context of origin. Indeed, there are several factors that hinder migrant women from using a bicycle: cultural or religious factors, prejudice, the imagery of women in the public sphere, and body exposure can all be aspects that prevent girls/women

from owning and using a bicycle. For all these women, learning to pedal, own and use a bicycle, in addition to being a practical help for everyday life, takes on a very strong empowerment value, which also motivates and fortifies their path to integration in the new context. In other cases, some women have never pedalled not because of cultural issues, but because the contexts of origin can be very urbanistically complex and generally unsuitable for bicycle use: some women from large African capitals for example reported that they have never used a bicycle, while their female friends or cousins in the countryside use them daily to carry loads, for example. Few women, on the other hand, pedalled regularly in their own country, and just needed to learn their way around in a completely different context and brush up on traffic regulations. In most cases, migrant men have generally had experience owning and/or using a bicycle in their home country but often need to be trained on traffic rules and how to move safely in our cities.

In all cases, being able to cycle really can make a difference for them who feel the weariness that comes from having to redefine everything in their own life, where the simplest daily habits have to be redefined, even moving daily from A to B.

Instead, learning to cycle will give them the possibility to know the territory where they have moved, to feel independent again, leading them a step forwards towards a real kind of inclusion.

Choosing a bike as a mean of transport is very important also from another point of view: moving by bike gives the opportunity to get to know the territory, contribute to the local economy, generates a different model of living relationships: if you are riding a bike you can stop and talk to someone, see and be seen, greet, interact.

Physical activity is something that brings joy and self-awareness to every human being, especially for the ones who have never tried or managed to learn to cycle. Learning a new ability for an adult is



a

matter of pride and self-esteem. The fact of being able control of every aspect of a mean of transport, including maintenance, can be another added value for a person.

Bike has a great value for them under many aspects and is an extremely simple and cheap object.

All of these aspects make bike a great mean for inclusion, and learning cycling is the kind of experience that can help migrants feel included, able, autonomous and proud of themselves. Teaching to cycle instead, is a mean of creating a valuable connection, feeling able to help and directly seeing the result of your commitment.

As mentioned before, as a coach, you will need to adapt to your coachee's needs, personality, feelings, values, and cultural characteristics.

If you have an active listening attitude as you will learn reading on, it will be easy for you to adapt to coachees from any country.

Of course, language can be a barrier, but remember that we convey only 7% of our message through the content of our message:

- 55% of the message is carried by our body: posture, facial expression, how we look at our coachee, how we smile, how we gesticulate to let us be understood.
- 38% of our message is conveyed by the tone of our voice.



Our experience shows that presence and attitude are the most important competences to master.

However, you can focus on these points, while dealing with coachees from other countries:

- **Deconstruct your stereotypes:** always ask your coachee about their story. Ask if they have ever tried to learn cycling is a good way to start and let them talk about themselves. Do not take for granted that a woman from a developing country did not learn to cycle because of religious or cultural reasons. Sometimes people are raised in big cities where it is difficult to cycle, or there could be other reasons...

- **Ask if your coachee would like to have a man or a woman as a coach.** Not everyone is at ease with a coach of the other sex. Always ask.
- **Don't be too strict about** what the coachee wears while exercising. It is useful that your coachee cycles while dressed in the way they feel at ease and comfortable: be ready not to judge and to find solutions.

For example, if a woman wants to wear a long skirt while cycling, suggest her to wear leggings underneath, so that she can lift the skirt a little bit if necessary.

- **If your coachee is a woman,** ask about her family situation and, in case she is alone with her kids, be sure that someone can babysit her kids if she has.
- **Help your coachee to adapt themselves in their new country** – your coachee may have undergone a period of stress and may have had to adapt to many different situations. Help them feel safe while learning to cycle. Learning the basics of cycling in the traffic requires attention and care. Your coachee will have to adapt to your country's highway code, road safety and vehicle rules, do not do anything for granted. Use this time to learn and revise together how traffic and vehicles move in the city.

Welcoming your coachee

Teaching someone to ride a bike is not only a matter of being able to cycle or to teach cycling, it encompasses much more.

For this reason, it is important to take a moment before you start, giving you and the coachee an opportunity to meet each other, understand how they feel and what motivates them to learn to cycle, etc.

- If you share a common language, it would be best to meet your coachee once without a bike and take this moment to get to know each other.
- If you do not share a common language, it would be useful to not try cycling immediately. It would be wise to organize an appointment with other coachees (and their coaches) who are also learning to

ride a bike and come from the same country.

The main issues to focus on as a coach are:

1. Being a coach for someone who is willing to learn to cycle means to accompany and encourage your coachee to reach the end goal of feeling confident while cycling.

This is always the final objective and the most important issue for you in this role.

If you encounter difficulties in this process, do not hesitate to ask for help: their goal is your goal.

2. Learning to cycle is very important.

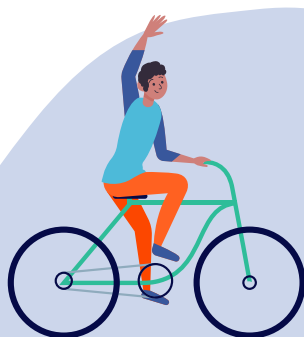
Your coachee's goal to learn to cycle is very important. They may have experienced a series of failures, they may have trusted someone who wanted to teach them but then, were disappointed, they may have wanted to learn but it was impossible to overcome both cultural burdens, and feelings such as: stress, frustration, feeling unstable, inadequacy and shame.

3. Always be punctual and maintain your promises. As simple as it may sound and even if you do not know each other well, your coachee trusts you and is putting their dreams in your hands to try and achieve them. Always be punctual and respectful and never make promises you cannot maintain.

4. Your coachee's needs and feelings are the most important. This attitude will help them feel welcome and will enforce the trust they have in you, encouraging quick and positive learning.

If you share a common language, ask questions, try to understand who the coachee is; observe, show interest and genuine pride!

Talk about yourself only if they ask something. This is a moment to listen.



If you do not share a common language, your smile and attitude say everything about you.

5. Illustrate all the steps from the beginning and always show confidence that your coachee will learn to cycle. If you share a common language, explain the steps that will allow the coachee to achieve the goal.

If you do not share a common language, try to explain the steps anyway, be creative!

6. Take it easy (1)! Learning to cycle is stressful and tiring. Your coachee may feel that learning to ride a bike is energy-demanding and that taking their time is perfectly normal; let them know that all feelings and emotions are welcome.

7. Take it easy (2)! Teaching and being a coach is stressful and tiring. Stay connected to your breathing and feelings during the process and have fun! Helping someone overcome their limits may be very demanding. Since you are the one who is leading the process, listen to your mind and body; you can take the burden of your coachee's emotions, you are a shoulder to lean on. Try to smile and relax while concentrating on your coachee.

8. Accept whatever happens, feel disarmed and powerless. It may be counterintuitive, but the most effective way to be a coach, is to feel as disarmed and powerless, as your coachee can be. Listen empathically, let emotions echo into yourself. Feel how important it is for your coachee to succeed, how difficult it has been for them, do not worry if you do not have the immediate answer. Sometimes, you might have to wait, or try again, and the answer will come from your coachee.

You are there to be by their side, not to solve anything: they are learning to ride a bike and you are there to support them.

9. Believe in your coachee, smile and celebrate the little changes and results! Your coachee has the resources to succeed. Help them to observe their body, the little changes in their facial expressions, and their body position on the bike. This will enhance your coachee's self-awareness.

10. Never push or pull your coachee! Your coachee is able to learn to

cycle, let them feel independent and capable.

Practice

During the implementation of the project, usually the coachee do not own a bike. The suggestion is to provide second-hand bikes for the lessons that, for example, can be collected from donations.

Here are the main issues you can focus on to prepare your coachee for the first cycling exercises.

1. Never check the bike in front of your coachee – for someone who is scared or finds it difficult, dealing with bikes might be stressful. Check the bike preferably beforehand.

2. The right bike – the right bike:

- Must have the correct posture: the best kind of bike for your coachee's first exercises is where the posture is neither bent too far forwards (like the posture on a road bike), nor leaning too far backwards away from the handlebars.
- Must be the right size for your coachee: having a bike which is too small or too big could ruin your coachee's experience and make it difficult for them to try again. Take care of this aspect.
- Must be in good condition. Your coachee must feel safe while cycling.
- Must have put the saddle down, for the first few exercises so that their feet can touch the ground

3. Right cycling location – the right cycling location:

- Must be quiet and not too crowded. Remember your coachee needs to feel safe and relaxed and out of people's way.
- Must have a slight descent.
- Must not be too difficult to get to: remember you will have to carry the bike because if someone cannot cycle, it might be stressful for them to carry a bike.

4. Time issues:

- Try to meet in a moment of the day where you and your coachee are not in a hurry and also in a period when you both have time to practice.
- Learning to cycle uses lots of energy, so do not exercise for more than half an hour if it is the first time and always check your coachee's energy levels.
- The more tired your coachee is, the more difficult it is for them to concentrate and do their best to learn. The same goes for you!
- Give your coachee the possibility to stop and have a break if it is necessary.

5. While your coachee follows your instructions with their bike:

- Do not cycle, follow them on foot so that you can be nearer and more focused while they cycle.
- Observe how they are cycling and do not do anything else (cell phone, talking to someone else, etc.). It is very important for you to observe how the exercise is being done and how your coachee feels and reacts.
- Let them try alone after you have given them all the instructions they need.

6. Remind your coachee with every word, behavior and body expression, that cycling is not dangerous. Speed must be slow and feet are near the ground, whenever they feel unsafe or tense, they can stop.

7. Always check on the coachee: observe, ask, try to understand how your coachee feels. Give them the possibility to stop and have a break if it is necessary.

8. Encourage them and celebrate small or big results. Having someone next to you to observe and make you notice even a small success is very motivating.

EXERCISE 1



The goal of the first day is to learn the first exercise. This is the most important one in order to learn how to ride a bike. Do not switch to other exercises before having completely mastered exercise number one: this is the key of this method's success.

Your coachee must sit on the bike on a slight descent, feet on the ground and hold the handlebars:

- The hands must not grip the handlebars tightly,
- The hands, arms and shoulders are relaxed,
- The neck and back are relaxed,
- The feet are touching the ground,
- The coachee must use a walking motion, pushing along the descent, directing the handlebars to maintain balance.

The goal of the exercise is to learn balance, which comes from using the handlebars.

You can switch to another exercise when the coachee:

- Looks and feels relaxed,
- Smiles,
- Seems to breath normally,
- Holds the handlebars in a relaxed manner,
- Can repeat the exercise without hurrying or going too slowly,
- Is well-balanced on the bike.

Once the first exercise has been mastered, you can then switch to other exercises, but the goal of the first lesson is to master exercise 1.

EXERCISE 2

Your coachee must sit on the bike along a slight incline, one foot on the pedal and the other on the ground:

- The hands must not grip the handlebars tightly,
- The arms and shoulders are relaxed,
- The neck and back are relaxed,
- The feet are completely on the ground,
- The coachee must use a walking motion to push against the climb with one foot on the pedal trying to direct the handlebars to maintain balance.

The goal of exercise 2 is to learn balance, which comes from handling the handlebars with only one foot on the ground.

You can switch to another exercise when the coachee:

- Looks and feels relaxed,
- Smiles,
- Seems to breath normally,
- Holds the handlebars in a relaxed manner,
- Can repeat the exercise without hurrying or going too slowly.
- Is well-balanced on the bike.

EXERCISE 3



After having mastered exercise 1 and gained confidence during exercise 2, your coachee will naturally start cycling. This exercise allows the coachee to continue riding, grasping the feel of the bike and acquiring more experience and practice.

EXERCISE 4



While cycling, your coachee can further gain confidence and improve these crucial urban bike skills:

- Lifting one hand, and then another one
- Turning left and then right
- Additional cycling practice to feel more and more at ease with these actions.

EXERCISE 5

Cycling on the road is different from cycling in a park or in a protected environment. Take time to accompany your coachee on the road, to show and help them recognize the most important street signs.

It can be useful to ask them which route is important for them (home-work, home-school...) and help them gain confidence on this specific route. You can also identify together the bike lanes or safest roads to travel that particular route.

Even though the bicycle is a simple means of transport it doesn't mean that it doesn't need attention or it has not to be taken care of. In fact it is very important to choose a bicycle with the right size of the driver and perfect for the use purposed: if it's for long roads or for short ways, if it's more for outdoor activities or city use. After that it's important to take care of the bicycle: breaks, lights, wheels, etc...

Also because bicycles are usually driven in the traffic every driver has to know the basic rules to ride a bike on the road: even though it might seem not so necessary we strongly encourage to get an eye on the following chapter in order to approach the vehicle and the way of driving in the city with the most knowledge and awareness possible.

My coachee has learned to pedal... and now?

After learning to pedal, it is time to become autonomous. Owning a bicycle for one's daily commute is a must, but often many of the migrant women who participated in the courses cannot afford the purchase of a private bike. How to deal with this?

Each association can find solutions with respect to its own context. In Bologna, Salvaiciclisti association made calls to citizenship: many people have old bikes they no longer use and donated them to the project. A team of volunteers fixed them up so they could be given to women.

The association networked with other entities that welcome migrant women, and who were able to contribute by buying the lock, or other gadgets (lights, seat, basket, etc.). In some cases, donations or small public funding were used, or the support of cycle shops for the procurement of materials, etc. The solutions can be many, the important thing is that every person who finishes the course can go home with a bike to continue cycling independently!

It is also very important that our new cyclists know the vehicle they are using and especially the main rules of movement in traffic.

The next paragraphs present these aspects, which can be presented and discussed with our coachees. In particular, regarding signage and rules of movement, it is very useful to analyse them in practice during city rides.

THE VEHICLE: THE BICYCLE

The bicycle (often abbreviated to bike) is a vehicle driven by the human muscular strength of the lower limbs, consisting of a frame to which two aligned wheels are linked and equipped with a mechanical system for transmitting the physical power generated to the driving wheel. (Source Wikipedia)

These simple sentences already give a clear picture of what type of vehicle a bicycle is: moved by muscle power, individually driven, with two wheels.

Let's see further characteristics of the bicycle inspired by the Traffic

Code.

The bicycle must be equipped with:

- two tyres
- two brakes
- a bell
- front white or yellow lights, rear red lights and red reflectors
- yellow reflectors on the pedals

The bicycles can be equipped for the transport of a child, with suitable equipment, the characteristics of which are established by the national regulation.

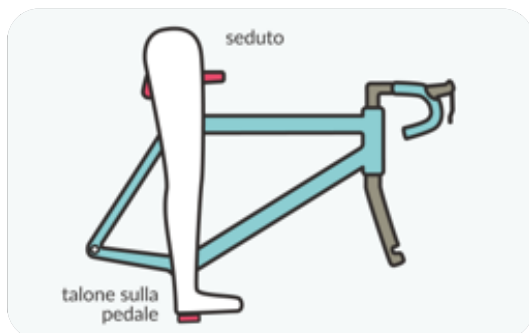
All these characteristics are essential for the good performance of the vehicle and must, in fact, be taken care of and adapted to itself.

Let's see better:

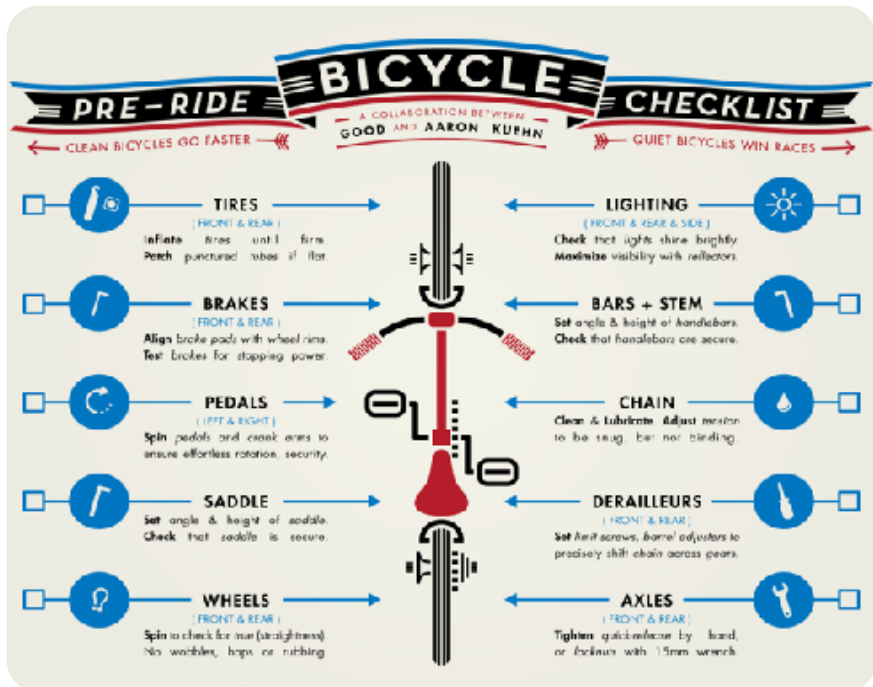
The wheels must be inflated, the brakes effective, the chain lubricated.

To be visible, devices must work properly and be in the right position. The bell is a component not to be forgotten, just to be heard in case of need and, last but not least, the saddle at the right height. This is perhaps one of the points on which too little attention is paid. The best position for riding a bicycle is the one illustrated in the following image, i.e.: sitting on the saddle and extending the leg softly, the heel rests correctly on the pedal. This also means that the usual measure, i.e. that the foot touches the ground completely to stop more easily, is uncomfortable because it involves more effort in making the pedaling movement.

Here is a small scheme of all the attention to be paid to the vehicle to make it work in the best way.



It is clear that bicycle maintenance does not necessarily have to be an individual pleasure: there are cycle shops! Of course, you can turn to private companies that will certainly do a good job but we invite you to find out which associations exist in your area because they are spaces for socializing, sharing and exchanging: try to imagine a laboratory where more expert people help who have yet to gain experience... a wonderful moment of mutual growth!



Now that the bicycle is set up we can proceed with the knowledge of road traffic regulations but, above all, which rules to follow when on a bicycle.

Traffic Rules

Here are some typical indications of the traffic code:

Cyclists must proceed in a single file in all cases where traffic conditions require it and, in any case, never more than two side by side; when they circulate outside inhabited centers they must always proceed in a single file, unless one of them is less than ten years old and proceeds on the

right of the other.

Cyclists must have free use of arms and hands and hold the handlebar with at least one hand; they must be able at all times to see freely in front of them, to both sides and to carry out the necessary maneuvers with maximum freedom, promptness and ease.

Cyclists are forbidden to tow vehicles, except in cases permitted by these regulations, to lead animals and to be towed by another vehicle.

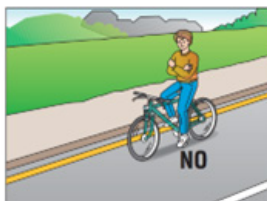
Cyclists must drive the vehicle by hand when, due to traffic conditions, they are a hindrance or danger to pedestrians. In this case they are assimilated to pedestrians and must use common diligence and common prudence.

It is forbidden to carry other people on the velocipede unless it is specially built and equipped. However, the adult driver is allowed to transport a child up to eight years of age, suitably insured with the necessary equipment.

Velocipedes must transit on the lanes reserved for them or on the cycle lanes or on the cycle lanes for two-way cycle paths, when they exist, except for the prohibition for particular categories of them, with the modalities established in the regulation. The rules established by the regulation for circulation on cycle paths also apply to circulation on cycle lanes and on cycle lanes for two-way cycle lanes.



Procedere in fila indiana (182/1)



Reggere il manubrio almeno con una mano (182/2)



Procedere senza farsi trainare (182/3)



Condurre la bicicletta a mano sulle strisce pedonali (182/4)



Circolare senza trasportare altre persone sulla bicicletta (182/5)



Segnalare con il braccio prima di voltare (154/2)

FIG 1. Ride your bike in a single line

FIG 2. Hold the handlebar with at least one hand

FIG 3. Ride the bike without being pulled

FIG 4. Pull a bicycle by hand on pedestrian strips

FIG 5. Ride without carrying other people

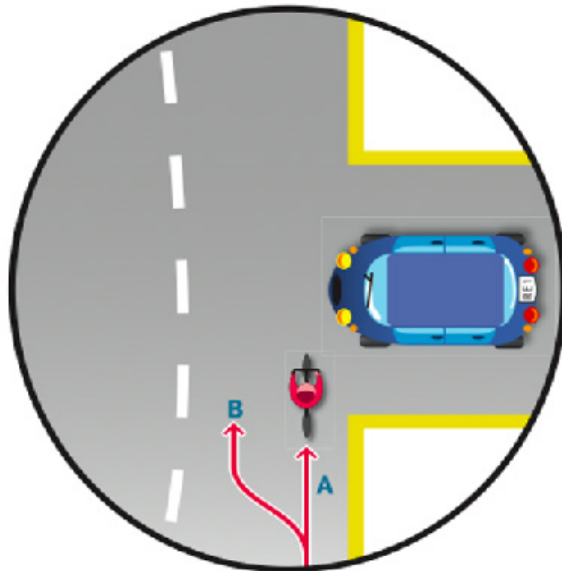
FIG 6. Use hand signals for driving

Let's try to get into the details of behavior on the road: tricks and rules for safe pedaling

Ride on the roadway

A - Pedaling to the far right makes you invisible to cars ahead at intersection points

B - Pedaling more to the left makes you vulnerable to cars coming up behind you.



What to choose?

- on fast roads it will be better to stay further to the right
- on slow-moving roads, with many crossroads, it will be more prudent to stay a little more to the left

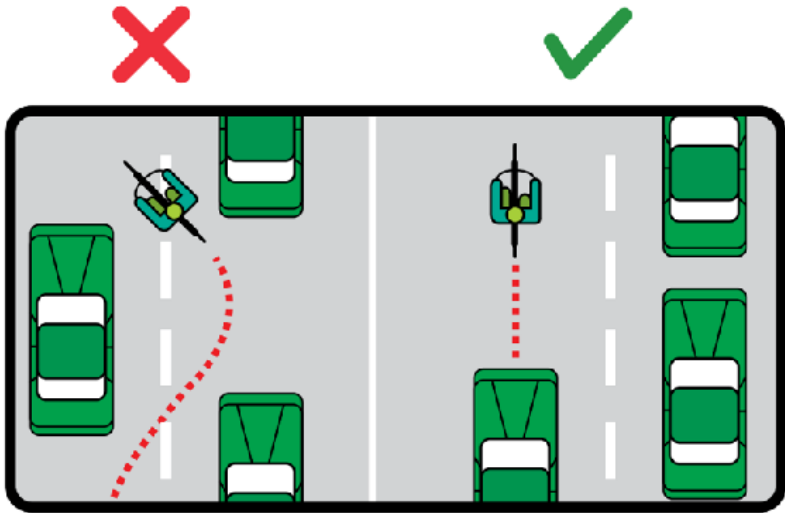
Keep an eye on parked cars.

Observe the cars parked along the roadway, supervise the occupants and try to anticipate a sudden opening of the door.

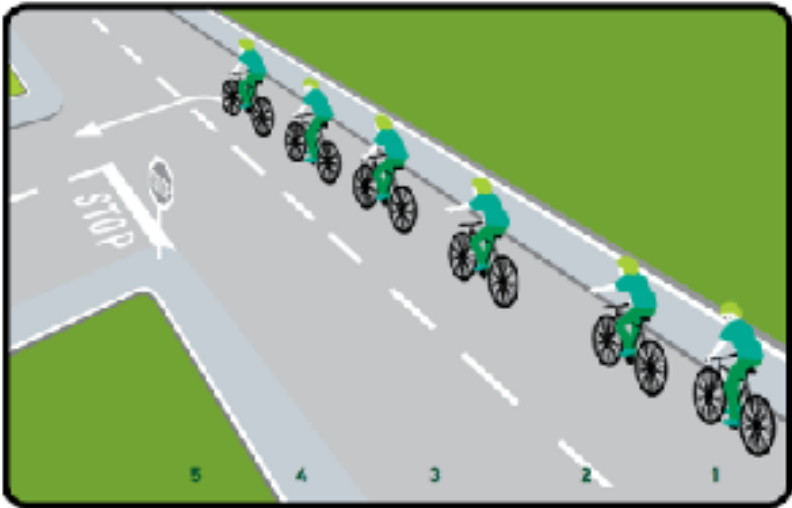
Move slightly to the left in order to have a margin of movement in the event of a sudden opening of a door, this compatibly with the rest of the traffic, in particular that which arrives behind you.

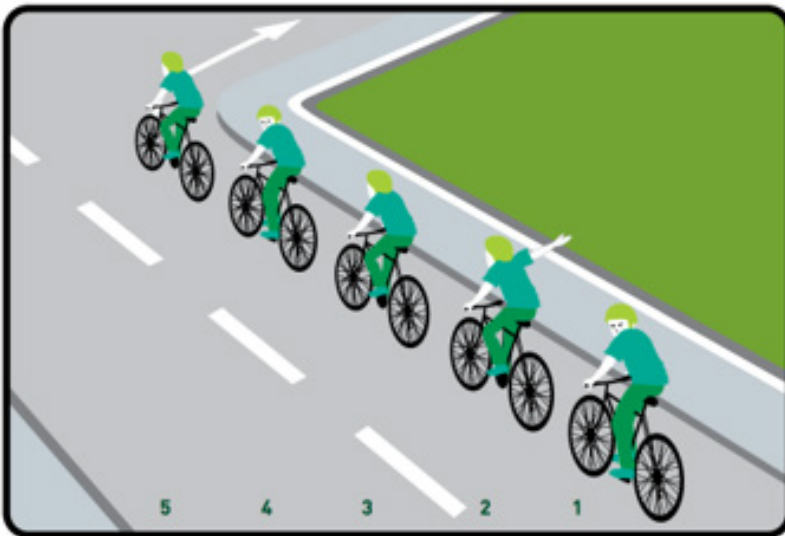
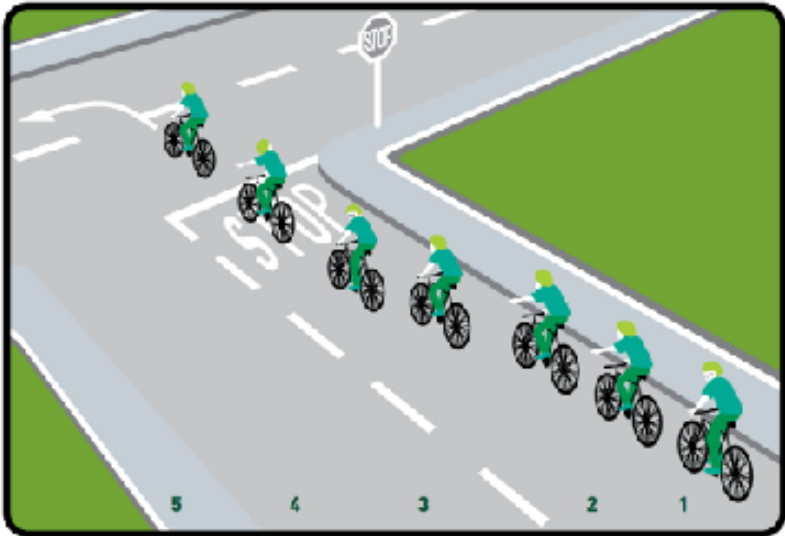


Travel your own roadway in a linear and orderly manner, do not zigzag between cars.

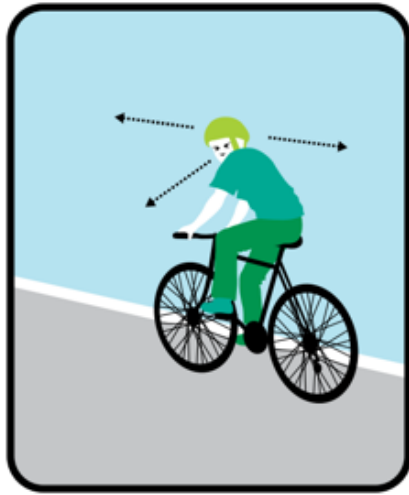


Signal the turning point, especially when you are in a group.

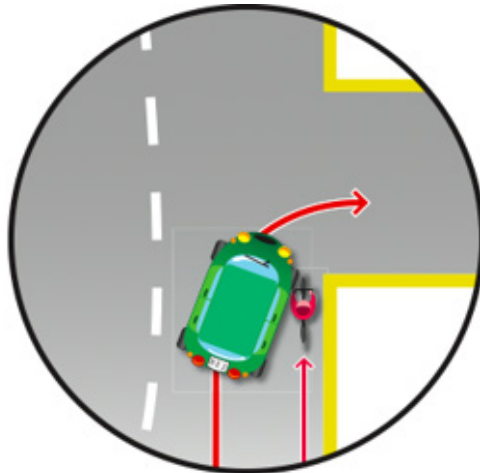


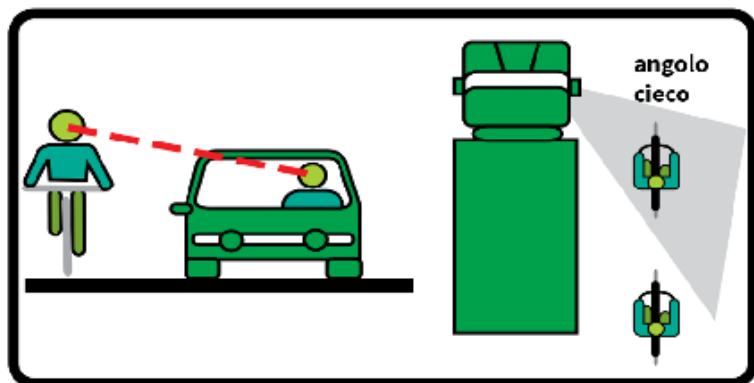


Look carefully, in all directions, before changing lanes or turning.



NEVER pass on the right. This type of collision is very easy to avoid: you simply must not pass any vehicles on the right. This is essential because in many motor vehicles there is a blind spot that limits the driver's view.





At the traffic light

Stop at a point where you are clearly visible.

It is advisable to stop in front of and to the right of the car (A) and not to the side, so as not to get cut off; or, if you are not nearby of the traffic light but between two cars, it is advisable to stop in front of the second car to allow the latter to see clearly (B).

Don't trust all motorists to always and correctly use the direction indicators. At intersections it is essential to always be vigilant and behave as if the car alongside could suddenly turn without signaling it.



What ways are there and what behaviors do you need to have?

First of all it is necessary to remember that many of these paths are shared with pedestrians and for this reason the good rules of coexistence always apply.

PEDESTRIAN ROUTES

Pedestrians can pass freely. Cyclists must lead by hand.

CYCLE AND PEDESTRIAN ROUTES

Pedestrians can pass freely and always have priority over cyclists.

Cyclists can pass freely but must pay attention to pedestrians, warn in case of approaching or overtaking and, in general, proceed with caution.

PEDESTRIAN AND CYCLE ROUTES

Pedestrians can circulate in the space reserved for them. In the case of crossing the cycle lane, they must give priority to the bikes.

Cyclists can circulate in the space reserved for them. In the case of crossing the pedestrian lane, they must give way to pedestrians.

CYCLE LANES

Pedestrians cannot pass. In the case of crossing the cycle lane, they must give priority to the bikes.

Cyclists can pass freely but only in the direction of travel of cars, unless otherwise indicated.

PERCORSI PEDONALI



PEDONI:

Possono transitare e fermarsi liberamente.

CICLISTI:

Devono condurre a mano la propria bicicletta eccetto nelle aree pedonali in cui è espressamente ammessa la circolazione delle biciclette.

PERCORSI CICLOPEDONALI



PEDONI:

Possono transitare e fermarsi liberamente. Hanno sempre la precedenza sui ciclisti.

CICLISTI:

Possono transitare liberamente ma devono procedere con cautela, avvisare i pedoni del proprio passaggio, procedere a passo d'uomo quando incrociano o superano i pedoni.

CORSIE CICLABILI



PEDONI:

Non possono transitare. Nel caso di attraversamento dello spazio ciclabile, devono dare la precedenza ai ciclisti.

CICLISTI:

Possono transitarvi liberamente ma solo nel senso di marcia delle automobili.

PERCORSI PEDONALI E CICLABILI



PEDONI:

Possono transitare e fermarsi nello spazio loro riservato. Nel caso di attraversamento dello spazio ciclabile, devono dare la precedenza ai ciclisti.

CICLISTI:

Possono transitare e fermarsi nello spazio loro riservato. Nel caso di attraversamento dello spazio pedonale, devono dare la precedenza ai pedoni.

FIG1: Pedestrians only sign

Pedestrians: may pass through and stop freely

Cyclists: they must ride their bicycles by hand except in pedestrian areas where bicycles are expressly permitted.

FIG2: Shared route for pedal cycles and pedestrians only sign.

Pedestrians: may pass through and stop freely. They always have priority over cyclists

Cyclists: may pass freely but must proceed with caution, warn pedestrians of their passage, proceed at a walking pace when crossing or overtaking pedestrians

FIG3: Route for pedal cycles only sign.

Pedestrians may not cross. When crossing the cycle space, they must give priority to cyclists

Cyclists: may pass freely but only in the direction of travel of cars.

FIG4: Separated track and path for cyclists and pedestrians sign.

Pedestrians may cross and stop in the space reserved for them. When crossing the pedal cycles space, they must give priority to cyclists

Cyclists: may pass and stop in the space reserved for them. When crossing a pedestrian space, they must give precedence to pedestrians.

Arrived at destination: how do I park the bicycle?

First of all it is advisable to find a rack: parking at the pole is never advisable!

Then, with a good quality U-lock, with a min 13mm hardened steel shackle and double locking proceed to secure the bicycle to the rack.

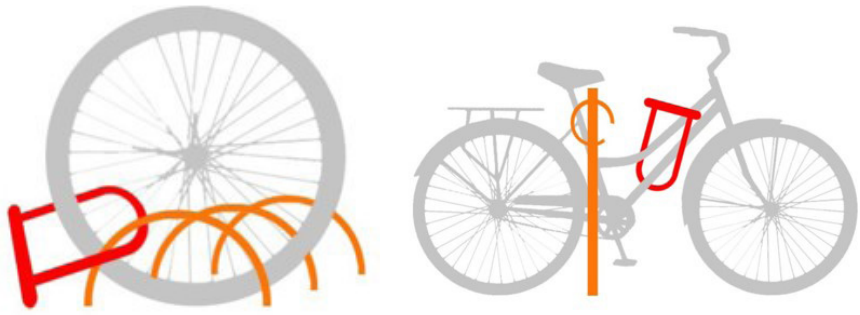


NEVER just rotate!

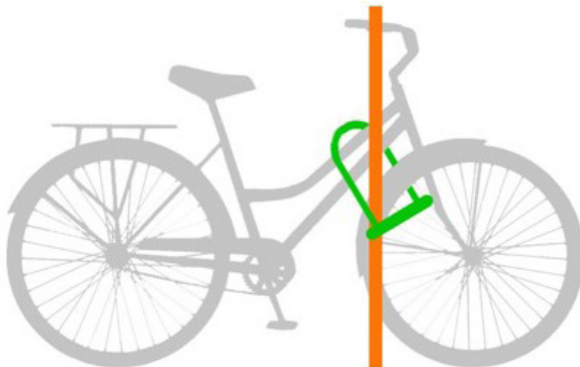
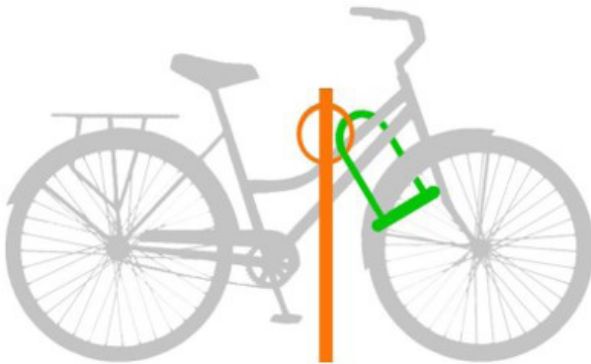
You risk finding only your wheel

NEVER frame only!

Once the ring is broken, the thieves also take away the padlock



FRAME + WHEEL + RACK – Always!!
...lock as high off the ground as possible



Notes

Handwriting practice area consisting of 20 horizontal blue lines. The lines are slightly wavy and spaced evenly down the page.



Notes

Handwriting practice lines consisting of 18 horizontal blue lines with a wavy top edge. A small bicycle icon is positioned at the bottom left of the page, partially overlapping the final two lines.

Notes

Handwriting practice area consisting of 20 horizontal blue lines. The lines are slightly wavy and spaced evenly down the page.



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Y EL DESARROLLO



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