

METAMORPHOSIS FACT SHEETS

Zurich

Implemented measures of the Metamorphosis Project 2017 - 2020



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Preparation, coordination, compilation and editing: synergo GmbH, Zurich
Final editing: Dr. Alan Wong, University of Southampton
Layout: Breda University of Applied Sciences

Explanation

How to read the fact sheets

Outcome

The result describes how the measure was implemented in the respective city, the findings and details. How many times the measure was implemented, if it has been adapted or the number of persons reached.

Impact

The impact relates to the three project objectives set. The degree of achievement of the objectives is indicated in three stages (number of coloured elements). One: low impact; two: middle impact; three: high impact.



2 of 3 coloured.
impact level:
middle

Child friendliness: What impact does the measure have on child friendliness? How does the measure change the environment for children, in the short and long term?



1 of 3 coloured.
impact level:
low

Strengthening of neighbourly relations: How does the measure affect living together? Can the measure strengthen the relationship in the neighbourhood? Are people brought together?



3 of 3 coloured.
impact level:
high

Promotion of active mobility: How does the measure affect mobility behaviour? Is cycling and walking (and other non-motorised transportation) encouraged?

Process

Description of the individual steps for successful implementation (chronological order).

Implementation Details

Implementation details more or less indicate how much effort the measure involves. Both financial and personnel (time). It also indicates how far the measure can be extended to the geographical level.



2 of 3 coloured.
average effort:
two man-weeks

Personnel / time effort:

How many hours must be spent to plan, implement and evaluate the measure?

Indicated in working weeks, in three gradations: low (less than one week of individual work) average (two man weeks or more, collectively) and high effort (several parties and man-months of effort required).



1 of 3 coloured.
Typically for
just a street or
square.

Geographical extension of the measure:

How large is the effect?

Specified in three gradations:

- Typically for just a street or square.
- Wider neighbourhood impact or area
- Potentially city-wide application.



Costs for material, third-party costs and maintenance:

Graduated in three categories (number of coloured € signs).

1: 0 - 1000 €

2: 1001 - 15,000 €

3: more than 15,000 €

Valuation

The rating is on a scale of one to four, indicated in the symbol of a butterfly. The rating refers to cost-benefit, i.e. what is the effect of the implementation measured in terms of effort.

Recommendations

Based on the mistakes and experiences, the three most important suggestions were formulated as top tips. They should help to implement the measure successfully.

More information: <http://www.metamorphosis-project.eu/>



METAMORPHOSIS

TEMPORARY STREET CLOSURE - ZURICH

In two neighbourhoods of Zurich, a street was **temporarily closed** to motorised traffic in order to **celebrate a street festival**. During these afternoon closures, **various activities** took place on the streets, including a street soccer tournament, a musical concert and a handicraftworkshop for children. The permit to close the street was granted by the City police. The application form for this can be found online, and the organisers have to describe the event, the exact street section involved, and include a waste disposal plan. The police in turn provided the barrier grids, although **the permit and the barriers are subject to a fee.**

Outcome

In one neighbourhood a **street soccer pitch and a party tent and grill** were also set up. In the other neighbourhood, a **street café, an obstacle course and a kids crafting-workshop** also took place. Kids particularly **enjoyed** the possibility to test out special mobility tools on the empty streets. It is an impressive way to show that **streets are part of the public space** and could be **used in different ways.**

Impact

Child-friendliness



A closed street is **a great playground** for children, although it is only a temporary measure.

Increase of neighbourhoodness



By opening the street, people from the whole neighbourhood can **meet** and **socialise.**

Promotion of cycling and walking



A closed street gives children **a safe place to cycle** and walk at the same time is closed to cars. However, it is only temporary.

Process

1. Apply for a permit for the temporary street closure.
2. Develop a program for the event with local associations, involve children if possible.
3. Find local people to engage in the activities (e.g. bake a cake for the café).
4. Advertise the event in the neighbourhood.
5. Conduct the temporary street closure and festivities.
6. Monitoring and evaluation.



Medium effort, collectively, two man-weeks or more



Typically involving just a street or square



Staff hours (application, develop programme, advertise, organise and run event): 60 hours. Third party costs (permit, barriers, design poster and printing): 500 € Materials depending on programme (e.g. rent street soccer pitch, material for a handicraft workshop): 200 to 1,000 €

Valuation



A temporary street closure is a great way to show how a street could be **used differently.** For example, using it for a street party **brings neighbours together** and **encourages** them to spend time in the neighbourhood.

Recommendations

1. Make sure there are **enough volunteers**, because depending on the program the organisation can be quite **work-intensive.**
2. **Start early** to get the permit for the street closure.
3. Offer a child-friendly attraction, e.g. a street soccer pitch or a make-up-stand for children. **Decorations make a big difference** to the atmosphere.

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METAMORPHOSIS

MOBILITY SHARE POINTS - ZURICH

In Zurich, a **mobility share point** was set up in two settlements, containing one **e-bike and one e-cargo-bike, plus a number of children's bikes** in one of the two settlements. The use of these mobility tools is **free of charge** for local inhabitants. The e-bikes and the e-cargo-bikes can be **booked ahead**. After using the bikes, the user is asked to charge the battery at a plug provided in the share point. A **group of volunteers manages** the share point ("bike carers"). They also take care of the reservation system and the **maintenance of the bikes**.

Outcome

In one settlement the **mobility share point worked well**. It was used by around 15% of all households, which is high. Those inhabitants **used the two bikes regularly**, 2 to 3 times a week. The bikes were mainly used for work, leisure and shopping purposes. The inhabitants used a Google calendar for booking the bikes, and a **highly dedicated group of volunteers** took care of the bikes. However, in the second settlement, the share point **was hardly used** at all. This was probably due to two main reasons: The **share point was quite hidden**, and the communication with the inhabitants was difficult. The second settlement is also **more car-oriented**, while the first settlement already had a widespread use of bicycles.

Impact

Child-friendliness



Only adults are **allowed** to ride electric bikes. Nevertheless this helps to **minimise car traffic** and thus increase child-friendliness.

Increase of neighbourhoodness



People used the bikes for themselves, not in groups. But the "bike carers" got **in touch with people** from the settlement regularly.

Promotion of cycling and walking



The bikes were **used 2 to 3 times a week**. Especially the e-cargo-bike, which was used for transport where otherwise a car would have been needed.

Process

1. Analysis of possible locations for the share point in the settlement.
2. Find a group of motivated inhabitants that who will take care of the bikes.
3. Obtain offers of possible e-bike suppliers.
4. Purchase/rent the e-bikes.
5. Set up an easy booking and rental scheme.
6. Send out usage invitations to the inhabitants.
7. Open the share point with an attractive event (e.g. a bike repair workshop).
8. Monitoring and evaluation.

More information: <http://www.metamorphosis-project.eu/>



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Low effort, typically individual - less than one manweek.



Wider neighbourhood impact at area level.



Investment cost: approx. € 9,000 € for one "pair" of e-bikes plus insurance. Yearly operating costs: approx. € 450 for the maintenance of each bike.

Valuation



e-cargo-bikes are especially **suitable replacements for a car**, and because they are quite expensive, it makes sense to **share them among a larger group** of people. Yet this might not work in all environments. It is also crucial to have a dedicated group of residents to run the scheme, and it is important that the residents are interested in using bicycles.

Recommendations

1. Find a location for the bikes that is **easily accessible** and if possible also highly visible. Use an easy, **low-key rental scheme**.
2. Find a group of people that feels **responsible** for the bikes, and is motivated to take care of them. In this regard, it is important to have **enough financial resources** to deal with any repair works (especially for the e-cargo-bikes, which can be quite expensive).
3. Make sure that the inhabitants know about the offer; **communication is key**. For example the neighbourhood association could inform all the inhabitants about the share point scheme by e-mail.

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METAMORPHOSIS

BIKE REPAIR WORKSHOP - ZURICH

Professional **bike mechanics show** the inhabitants of settlements and school children how to **carry out minor bike repairs**, e.g. how to oil the chain, adjust the brakes, or change the tyre. The participants of these workshops can then work on their bikes under the supervision of the bike mechanic. The goal is **to enable them to take care of their bikes** themselves.

Outcome

In one settlement, where a lot of inhabitants use bikes regularly, the repair workshop worked well; **around 30 people took part**. The neighbourhood association organised **a brunch to encourage inhabitants to participate**. The feedback was good, and people appreciated the offer. In a second, car-oriented settlement **demand was lower**, but also due to rainy weather on the day. In the case of schools, the workshops are also appreciated as well as it offers pupils a **hands-on experience** and a break from regular school. Bike repair workshops are a **low key measure with potentially great effect**, as a broken bike is quickly a reason not to use it.

Impact

Child-friendliness



Children **learn how to repair their bikes** and are **encouraged to use their bikes** more often.

Increase of neighbourhoodness



The inhabitants in the settlement **helped each other**. The brunch in the one settlement also **motivated other inhabitants** (without bike) to join in the activity.

Promotion of cycling and walking



This **stimulates more cycling** because broken bikes are repaired and put back to use.

Process

1. Hire a bike mechanic.
2. Determine the services to be offered at the repair workshops.
3. Send out an invitation to the inhabitants or work with a school class.
4. Carry out the repair workshop.
5. Monitoring and evaluation.



Low effort, typically individual - less than one man-week.



Typically applies to just a street or square.



300 € for the mechanic, plus 100 € for the materials.

Valuation



The bike repair workshops are **easy to organise** and potentially **have great effects**, as a broken bike quickly provides a reason not to use it. Adults as well as teenagers and younger children can participate. If the workshop is integrated into another event (like a settlement brunch), it might also motivate people other than cyclists to participate, which strengthens the good neighbourliness.

Recommendations

1. Find a **good mechanic**, who is spontaneous and open to changing his program based on specific requests of the inhabitants.
2. Make it a **“happening”**: combine it with a brunch or a bicycle race.
3. As a precondition, the inhabitants or school children **have to own a bicycle**, otherwise demand will be low.

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SCHOOL MOBILITY WEEK - ZURICH

Until 2019, the City of Zurich offered schools a programme of **project weeks on mobility** ("Mobilität erleben"). For the purposes of Metamorphosis, the programme was adapted to include the topic of "public space". The **main goal is to sensitise pupils** to the issues of sustainable mobility and the use of public space. These project weeks were conducted in two schools.

Outcome

The programme consisted of **several modules**, among them a neighbourhood analysis, a transformation of a parking spot, a public transport course through city of Zurich, a bike repair workshop, a mobility quiz, and a morning on a bike pump track. The pupils as well as their teachers **highly appreciated the project week** as it was interesting and offered a break from regular school. The children especially **enjoyed the transformation of the parking lot** as they could build a large wooden construction to occupy the parking lot instead (cf. fact sheet on "Transformation of a parking spot" for more information).

Impact

Child-friendliness



Increase of neighbourhoodness



Promotion of cycling and walking



Children are **sensitised** to the issue of **child-friendly public spaces**. With the parking lot transformation, the public space became more child- and people friendly.

The school children **were already** spending a lot of time together, therefore the project week **did not strengthen neighbourhoodness** specifically.

It **encourages children to cycle more often** and helps them to consider their environment as **"living space"** to spend time in.

Process

1. Develop a programme for project weeks on mobility and use of public space.
2. Define the schools and the teacher/classes for the project weeks, and set the date(s).
3. Define the programme for the week involved.
4. Prepare a project flyer for the school to send to the parents.
5. Carry out the project weeks with the school/children.
6. Evaluate.



High effort, several parties and man-months of effort required.



Potentially city-wide application (across schools).



Development of the programme (ideas for the modules, documents, find potential third-party suppliers): around 250 hours. Yearly operating costs: around 40 hours per project week plus expenses if the services of third-party suppliers are required.

Valuation



A school project week is a **great way to teach** citizens from a young age why it is **important to use sustainable mobility tools**, and that they can have a say in **how public space should be used**. To have wider impact, they should be **offered to all schools in the city**. However, this means they could be costly measure to be developed as a whole.

Recommendations

1. Make sure to have **motivated teachers** involved.
2. Make sure to have the **support of the school management** as they have a big impact on what is possible and what not (e.g. whether one is allowed to use school materials or not, can other school classes take part in the final sessions).
3. As some of the modules are quite challenging for children, it is important to have **sufficient staff** available (e.g. for the parking spot transformation, a carpenter and at least 2 "helpers", plus the teacher).

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TRANSFORMATION OF A PARKING SPOT - ZURICH

As **part of a school project week on mobility**, a parking spot was **temporarily transformed into a café/bar** where the school children served their guests with softdrinks and snacks. The idea was **to illustrate how much space cars take up** when not in use – and that there would be **better, more fun ways to use this space**. The transformation took place in four school classes.

Outcome

The transformation took one and a half days. The general **idea of the café/bar was set beforehand**, because the material had to be organised in advance. The **children decided on the theme** of the café/bar (e.g. one class chose “jungle”). In groups, the **children built the café/bar** out of wooden recycling material, painted and decorated it, and developed flyers and posters. The construction was put up on a public parking spot during one afternoon. The city police had blocked out the spot for this time. The **children were impressed** by the fact that a “real” parking spot was used. They **enjoyed the construction work** very much.

Impact

Child-friendliness



Increase of neighbourhoodness



Promotion of cycling and walking



By **opening up public space** to children rather than to cars, the environment becomes **more child-friendly**, although only for a very short time (unless made permanent).

As it is a **temporary measure**, there is little an effect on good neighbourliness.

It **sensitises children** towards the amount of space that cars take up and shows them that there are **more sustainable ways of transport in a city**.

Process

1. Define the parking spot that is to be transformed and contact the responsible city officials to block it off.
2. Define the materials of which children can chose from (advice: use recycling material).
3. Find a carpenter or a skilled person to help with the construction of the cafe/bar.
4. Develop an introductory lesson on public space.
5. Carry out the transformation.
6. Evaluate.



Low effort, typically individual - less than one man-week.



Typically just a street or square.



Investment cost: staff hours (develop programme, introduction lesson): 30 hours.
Yearly operating costs: Third party costs (material, carpenter): 500 €, staff hours (organisation, transformation): 40 hours

Valuation



It is a **low-key measure** but it is very impressive for the children involved. They **experience first-hand how much space cars take up** and they are **encouraged to think** about what public space actually is, and how it is used.

Recommendations

1. Use **recyclable material** for the handicraft works – make a deal with the department of waste disposal to provide material.
2. Have **a solution on how the construction can continue** to be used after the project ends – for example as a snack stall for the school.
3. Make sure to **have enough skilled staff**, as the construction work can be quite challenging.

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METAMORPHOSIS

NEIGHBOURHOOD ANALYSIS - ZURICH

Children between 6 and 12 years' old **analysed their neighbourhood** in terms of its **qualities and its weaknesses**. In a one-day workshop, they catalogued places they like and do not like on a map, with using photos, and searched for possible solutions that they painted and wrote directly on the photos. They presented their findings to a member of the City Council, who commented on the findings. The **x**.

Outcome

In Zurich, **two neighbourhood analyses were conducted**. After discussing what child-friendly public spaces look like, the children went out in groups, taking pictures of the spots. The children came up with a lot of **reasonable ideas, mostly concerning the topics of safety, play grounds, green areas, and cleanliness of the public space**. The presentation with the City Council was a highlight. As a result, **the City of Zurich implemented two measures in one neighbourhood** (a tunnel painting and an encounter zone), and is working on a larger project for the upgrading of a the public space in the other neighbourhood.

Impact

Child-friendliness



Increase of neighbourhoodness



Promotion of cycling and walking



It is a **great opportunity** for children to discuss their ideas with City officials. If some of their ideas are implemented, the neighbourhood will by definition **become more child-friendly**.

Children from the neighbourhood **spend time together**. To see a common idea implemented that benefits the whole neighbourhood **brings people together**.

The analysis itself **does not promote** sustainable mobility, but some of **the ideas that result might**.

Process

1. Develop the detailed programme for the workshop, possibly involving an expert on child participation.
2. Advertise the workshop in the neighbourhood involving local associations.
3. Carry out the analysis.
4. Summarise the findings in a presentation.
5. Present the findings to a member of city council or another city official.
6. Implement some of the ideas, if possible.
7. Monitoring and evaluation.



Average effort, collectively - two man-weeks or more.



Wider neighbourhood impact or area level.



40 staff hours to develop the programme. 150 staff hours to organise, advertise, carry out the workshop, summarise, organise the presentation. If a participation expert is involved: approx. 6,000 €. Costs for printing, meals, material: 300 €.

Valuation



Children are **rarely heard in urban development**. As this experience has shown, they have very **reasonable ideas** for their environment, from which the **whole neighbourhood benefits**. Although some effort is needed, it is **worth listening to children**. However, the prerequisite is that the City must be ready to implement some of their ideas.

Recommendations

1. **Expectation management:** The children have to be made aware that **it takes time** in politics to go from a conceptual idea to realisation. Make sure to **have the support** of the administration, and their willingness to implement some of the wishes also.
2. Adapt the **program according to the age** of the children. Older children (10 - 15 years) can think about theoretical concepts, younger ones will just talk about specific cases/ places in their neighbourhood.
3. **Advertising is key** to have enough participants. Work with local associations or involve a school.

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METAMORPHOSIS

NEIGHBOURHOOD TREASURE MAP - ZURICH

In a one-day-workshop, children between 6 and 12 years' old revealed **their favourite spots in the neighbourhood**. From each spot they took a picture of a small detail that was then turned into a playing card. The **map of the neighbourhood** with all their favourites spots and the playing cards were then **professionally designed and printed** into a game: where the playing cards must be assigned to the correct location on the map. The game aims at **encouraging people to re-discover their neighbourhood** on foot.

Outcome

The workshop was **conducted in two neighbourhoods, working together with the community centre**. However, the participation was rather low, in one neighbourhood possibly due to an "oversupply" of other activities, and in the other possibly due to inadequate communications. Nonetheless, the final product, **or game, is attractive and child-friendly**. It is **given away for free** at the community centres and the City encountered high demand.

Impact

Child-friendliness



It does not in itself create a child-friendly neighbourhood, but it **puts a highlight on existing child-friendly spots** – as chosen by the children themselves.

Increase of neighbourhoodness



It helps inhabitants **to rediscover their neighbourhood**. Also, it is a game that can be played together with other neighbours.

Promotion of cycling and walking



The game **encourages inhabitants** to spend time in their neighbourhood and **to discover its nice spots by walking**.

Process

1. Develop the detailed programme for the workshop.
2. Advertise the workshop in the neighbourhood, involving local associations and/or schools.
3. Conduct the workshop.
4. Design the map and the game, and arrange for printing.
5. Find suitable distribution channels for the game.
6. Presentation the walking route and game at a suitable event.
7. Monitoring and evaluation.



Average effort, collectively - two man-weeks or more.



Wider neighbourhood impact or area level.



Staff hours (develop programme, advertise, conduct workshop, prepare the game for the designer): 150 hours. Third party costs (design and printing): approx. 7,000 €.

Valuation



This is a **rather costly** measure, but it is a nice way to **encourage people to spend time in their neighbourhoods**. Also, it is interesting to see what children love about their city.

Recommendations

1. **Involve the community** centre, youth groups or a school to ensure there are sufficient participants.
2. It is **worth investing** some money in using a professional graphic designer.
3. **Define the beneficial distribution channels** for the game, e.g. local community centres or office for new residents.

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TUNNEL PAINTING - ZURICH

In a neighbourhood analysis (cf. factsheet “Neighbourhood analysis”), the **children noted a pedestrian tunnel** on the way to school as a place where they **didn't feel comfortable**. The city administration commissioned a painter to prime the tunnel. **A street artist initially painted** the background. In a workshop with the street artist, the **children then painted it colourfully with their individual designs and ideas**.

Outcome

A street artist developed a concept for the tunnel painting: **an underwater world**. In a half-day workshop, **the children developed the figures** they wanted to paint on the wall. In a one-day workshop, they then painted the figures on the wall, under the guidance of the street artist and some parents. The street artist provided all the equipment (paint, brushes, ladders). The paintings and decorations made **the tunnel much friendlier and brighter**. Children reported that they really like it, because there is so much to discover. Also, up to the present time (half a year later), the tunnel and paintings have not been vandalised.

Impact

Child-friendliness



Children **no longer feel uncomfortable** in the tunnel, it is much **friendlier and brighter** now.

Increase of neighbourhoodness



At the workshop, children and parents from **the whole neighbourhood were involved**.

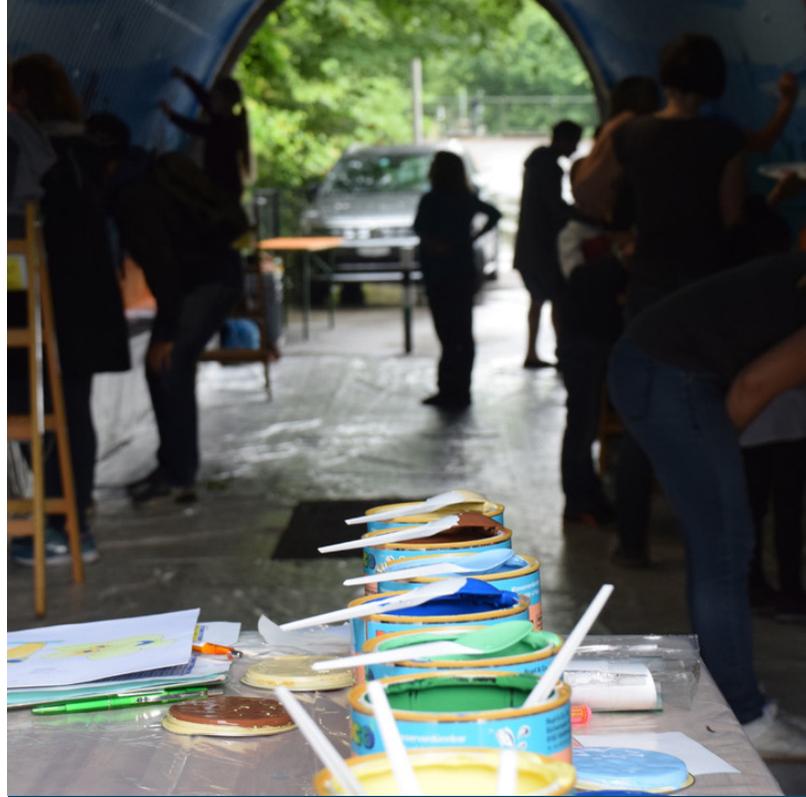
Promotion of cycling and walking



It makes the **way to school more attractive** but most of the children already go to school on foot.

Process

1. Have a painter prime the tunnel, if necessary.
2. Find an artist to develop a concept, and lead the workshops.
3. Advertise the workshops in the neighbourhoods, involving local association and/or a school.
4. Arrange the preparation workshop: where children develop their ideas for the paintings.
5. Arrange the painting workshop: where children paint the walls under the guidance of adults.
6. Evaluation.



Average effort, collectively - two man-weeks or more.



Typically for just a street or square.



Staff hours (organisation, advertising, workshops): 50 hours. Third party costs: painter: 10,000 €. Artist: 10,000 € (it was a particularly difficult underground to paint, with a corrugated wall, which made the work very time-consuming)

Valuation



The **children enjoyed the painting** very much and they are **highly satisfied** with the result. But it is a very **expensive measure** (in this case particularly because of the corrugated wall), with a (geographically) limited impact.

Recommendations

1. **Clarify the costs** carefully with a specialist (painter).
2. Find a **talented artist who is used to working with children** and who knows what equipment is needed.
3. Make sure to **have sufficient volunteers** to support the children, as especially for the little ones it **can be quite challenging**.

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METAMORPHOSIS

CYCLING COURSE FOR WOMEN - ZURICH

In one neighbourhood, **women were invited to participate in a bike course**. It was aimed at total beginners. The course was planned to take place five times for two hours. The course was **led by a female employee** from the local bike organisation "Pro Velo".

Outcome

Only three women participated, and this was only because a **social worker of the community centre** was very persistent and regularly reminded them to take part. Two more had been interested, but didn't take part. A possible reason for the low interest is the **language barrier for some of the participants**. In addition, many women said they were **afraid of cycling** or have irregular working hours. Two of the women who take part now feel comfortable on the bike and were satisfied with the course. After the course was finished, **more women have registered** who would like to do the course. In addition, the participants of the first course asked if there would be a **continuation course**.

Impact

Child-friendliness



Only **indirect impact** because participants are **encouraged to use the bikes** also with their children.

Increase of neighbourhoodness



A course like this is a **chance for people to get to know their neighbours**.

Promotion of cycling and walking



It is **directly aimed at promoting cycling**.

Process

1. Develop the concept and find a partner who can lead the course.
2. Promote the course, involving the community centre and local associations.
3. Find suitable bicycles (not too big).
4. Carry out the course.
5. Monitoring and evaluation.



Average effort, collectively - two man-weeks or more.



Wider neighbourhood impact or at area level.



Investment cost (one time): staff hour 15.
Yearly operating costs: staff hours: 10 hours.
Third party costs: course leader 600 €.

Valuation



As an adult, it is **quite hard to learn to ride a bike**, therefore a specialised offer like this provides a "market gap". In this case, however, the **cost and effort were disproportionate**. But if it is **conducted in collaboration** with a community centre or local association, and is advertised very intensively, it can be an **opportunity to promote cycling**.

Recommendations

1. **Collaborate** with a community centre or a local association to make sure there are have enough participants.
2. **Find a suitable provider** for the bike course.
3. Have **suitable bikes** ready (not too big, so people's feet can touch the ground).

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