This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 723375

METAMORPHOSIS

Transformation of neighbourhoods in a child-friendly way
to increase the quality of life for all citizens

D3.1 Vision Building Reports

THE CIVITAS INITIATIVE IS CO-FINANCED BY THE EUROPEAN UNION

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Project acronym:	**Metamorphosis**
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METAMORPHOSIS

D3.1 Vision Building Report

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Due date	**Nov. 2017**	Prepared by:	**Susanne Wrighton**
		Checked by:	**Alan Wong and Karl Reiter**
Project coordinator	Karl Reiter		
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2020 CIVITAS Cleaner and better transport in cities

THE CIVITAS INITIATIVE IS CO-FINANCED BY THE EUROPEAN UNION

Abstract

In the Metamorphosis project funded by the H2020 programme of the European Union, measures for transforming neighbourhoods in a children-friendly way will be implemented in seven European cities. The seven cities are Alba Iulia (Romania), Graz (Austria), Meran (Italy), Munich (Germany), Southampton (United Kingdom), Tilburg (Netherlands) and Zurich (Switzerland). The main objective of Work Package 3 (WP3) "Innovative Concepts" is to elaborate on innovative, yet effective concepts for the Metamorphosis implementations, based on the outcomes of the analysis carried out previously in Work Package 2 "User Involvement and Analysis", and using the "Communication, Innovation and Involvement Strategy" document, developed as a first task in WP3, as a guidance. This deliverable therefore provides a collection of the process, outcomes and findings from the "Vision Building Workshops" that were carried out as part of WP3 in the above-mentioned cities.

The implementations carried out in Metamorphosis have the aim of achieving transformations from car-orientated areas to child-friendly neighbourhoods. Therefore, the project partners have involved children during the vision building process wherever possible, which helped to integrate innovative ideas into their implementations and measures. As part of the vision building process, each partner city carried out at least one vision building workshop, and a Vision Building Report (or reports) was produced for each city.

This document therefore also presents the Vision building Reports collected from the seven partner cities.

Project partners

Organisation	Country
Coordinator: Forschungsgesellschaft Mobilität - Austrian Mobility Research FGM - AMOR Gemeinnutzige GMBH (FGM-AMOR)	Austria
Synergo Mobilität – Politik – Raum GmbH (SYNERGO)	Switzerland
Comune di Merano (MERANO)	Italy
Stichting NHTV internationale Hogeschool Breda (NHTV)	The Netherlands
Southampton City Council (SCC)	United Kingdom
University of Southampton (SOUTHAMPTON)	United Kingdom
Technische Universität Dresden (TUD)	Germany
Municipality of Alba Iulia ()	Romania
Ökoinstitut Südtirol/ Alto Adige (OKI)	Italy
Landeshauptstadt München (LHM)	Germany
Lendwirbel – Verein für nachbarschaftliche Stadtentwicklung (LENDWIRBEL)	Austria
Gemeente Tilburg (TILBURG)	The Netherlands

Document history

Date	Person	Action
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04/2018	Karl Reiter, FGM	Quality control and comments on first draft version
04/2018	Alan Wong, Southampton	Quality control on second draft
04/2018	Susanne Wrighton, FGM	Final first version of the document completed

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1. Introduction

Metamorphosis falls within the H2020 Research and Innovation actions, with "Innovation" being an essential part of the programme. Within the Metamorphosis project, the active involvement of children as 'co-creators' is one of the key innovations, and a fundamental basis for this project.

The engagement of children as co-creators within Metamorphosis is characterised by the fact that they play a crucial role in most work packages and during all stages of the project. They are acting as ambassadors, driving forces, encouragers of actions, facilitators, translators as well as evaluators, and will also share their visions of how cities should look like and how they should be designed to fulfil the needs of future generations – see Figure 1.

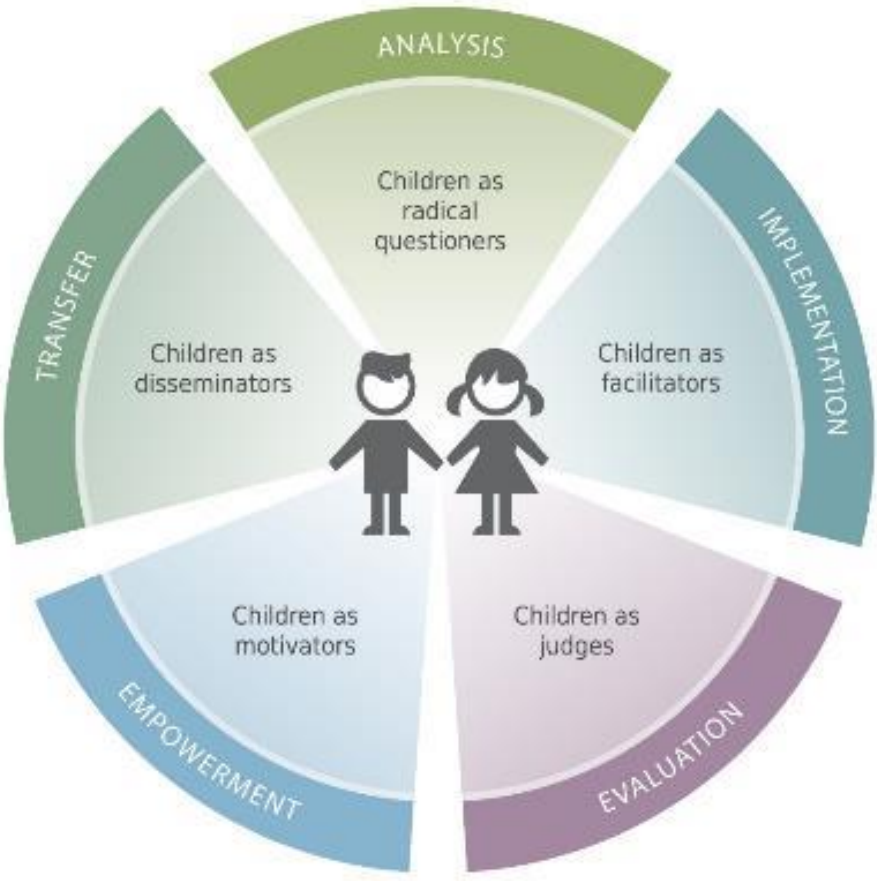


Figure 1: Roles of Children in Metamorphosis Overall Methodology

By following this Metamorphosis approach the consortium aims to achieve the following objectives:

1. Transform car-oriented neighbourhoods into children-friendly neighbourhoods achieving behavioural change and increase in the quality of life;
2. Build the vision needed for such transformations;
3. Answer basic research questions related to neighbourhood transformation;
4. Achieve creative breakthrough innovations - in development, in design, in governance and in planning procedures - for public spaces in neighbourhoods and urban districts;

5. Through the above-described mechanisms, develop and implement children friendly mobility solutions;
6. Evaluate take-up, involvement, process and impacts using innovative evaluation methodologies; and
7. Develop and implement innovative transfer instruments to transfer Metamorphosis-innovations from city to city and country to country, also beyond the duration of the project.

To achieve the objectives listed above, it is important that during the Vision Building Workshops and in the overall Vision Building Process, children are involved directly or indirectly. Through the involvement of children, it should be possible to collect and develop innovative and creative views of child-friendly neighbourhoods that originate from or reflect the perspectives of children.

The central next and main Work Package (WP) of Metamorphosis is WP4, which is dedicated to the actual cities' Implementation Trials. The groundwork for WP4 is however laid in "WP2 User Involvement & Analysis", and WP3 "Innovative Concepts".

Figure 2: Structure of Work Packages in Metamorphosis

Based on the results of the Local Analysis (WP2, task 2) all project partners have carried out during the analysis phase, and with the information gained from trilateral discussions between the coordinator, the city 'stewards' (which consist of all the Work Package Leaders, that who also have the responsibility to support their respective city partners) and the city partners, it was possible to define potential settings in which children could be involved in the Vision Building Process and during the Vision Building Workshops. The outcomes and lessons learnt from of the workshops will be presented in section 3 of this document, and conclusions from all the workshops will be drawn in section 4.

2. Vision Building

2.1 Innovation and Vision Building

2.1.1 Innovation Phase and Pathways

The innovation phase of Metamorphosis started and was strongly associated with, but is not be limited to, WP2 and WP3. It was from this early point in the project that many of the visions have been generated, particularly during the Vision Building Process in WP3. Ideas created during this process have been collected, and whenever possible, incorporated into the plans for the measures to be implemented – see Figure 3.

Because children and their needs are paramount to the Metamorphosis project concept, great care has been taken that visions and ideas should not stem from the consortium partners alone but should be enriched with input from external experts and most of all, through the input and visions of children.

This process will also continue through to the later phases of the project. However, it will also be possible to integrate further visions and to generate new ideas during later stages of the project's lifetime. For example, during the "Tests & Trials phase" (WP4/WP6), improvements to the implementations might be necessary. At that stage too, project partners will strive to involve children and external experts (mainly in the form of advisory board members) to create new viewpoints and new visions as well as to fine-tune the implementations carried out in the different partner cities.
The illustration below (Figure 3). gives an overview of the different innovation phases and the chronological sequence.

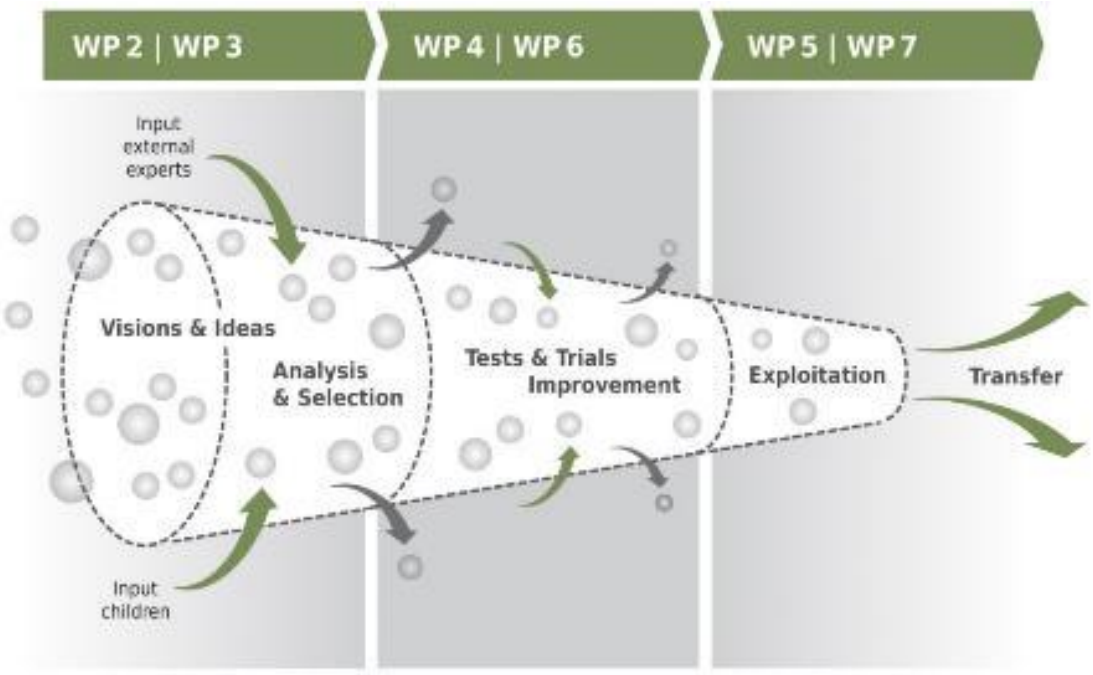


Figure 3: Phases and pathways of innovation

There are different Innovation areas that the METAMORPHOSIS project touches on and that can be addressed during the Vision Building Workshops and during the implementations.

The implementations in METAMORPHOSIS can be divided into six different activity fields. The first five are linked to the following subtasks: Interventions in Public Space, Temporary Closures, Crystallisation Points, Educational Innovation Tools and Empowerment for Active Mobility. These areas and examples thereof are described in detail with in the Annex.
The sixth activity field relates to the improvement of planning procedures and the integration of METAMORPHOSIS issues into Sustainable Urban Mobility Plans (SUMP). Details of the activity fields are given in the original Metamorphosis Grant Agreement.

Project innovation can happen in many areas; this is also the case for METAMORPHOSIS. The table below gives six different innovation areas are described that have a relevance for METAMORPHOSIS. The table also demonstrates how the six identified innovation areas are linked to the different activity fields of the project.

Innovation area	What/Where/How (Activity Fields)
Social and behavioural	• Children teach and motivate adults • Crystallisation points and sharing offers enable increased social contact and connectivity
Public Sector/ organisational	• Children motivate politicians to induce change • Children's / Youth parliaments take up topics • Existing road works are used to introduce new use of public space • Integration of concept into SUMP
Process	• METAMORPHOSIS starts small and temporary implementations and develops them into large and permanent ones.
Design	• Hybrid zones increase the permeability between private and public • New street design elements facilitate interaction • Innovative design elements like "Travelling trees" and "movable parking space" will induce changes in public space
Workplace	• Businesses and shops extend their activities form inside to outside or just make their working areas accessible to the public. This leads to a change in workplace activities
Gamification	• Design of apps for awareness raising and motivation for change

Table 1: Innovation Areas and the link to activity fields in METAMORPHOSIS

2.1.2 Open Innovation in METAMORPHOSIS

Usually city policy making-structures are following traditional ways of problem solving. The processes used are led by the relevant internal planning departments, which in turn cooperate with their familiar network of contractors. This structure is not well suited to achieve breakthrough innovations with substantial impact to improve the quality of life within the city.

METAMORPHOSIS however is based on an open innovation approach applied within all participating cities. The METAMORPHOSIS open innovation or co-creation process is

characterised by a multi-layered, open search and solution process between multiple players. These include on the one hand external experts and visionaries with unconventional and sometimes critical ideas and concepts. These experts and visionaries form the Metamorphosis advisory board and give input throughout the project. They also provide training for the project partners during the project meetings.
On the other hand, and unique to the approach of METAMORPHOSIS, children are playing an important role in this open innovation process. It is the nature of children to question existing procedures and principles and this helps to establish new perspectives to improve living conditions. The needs and solutions of children help the project partners to establish new structures and processes within the neighbourhoods and related city administrations.
METAMORPHOSIS understands the open innovation process as the systematic and method-based exploitation of the innovation potential – see Figure 4.

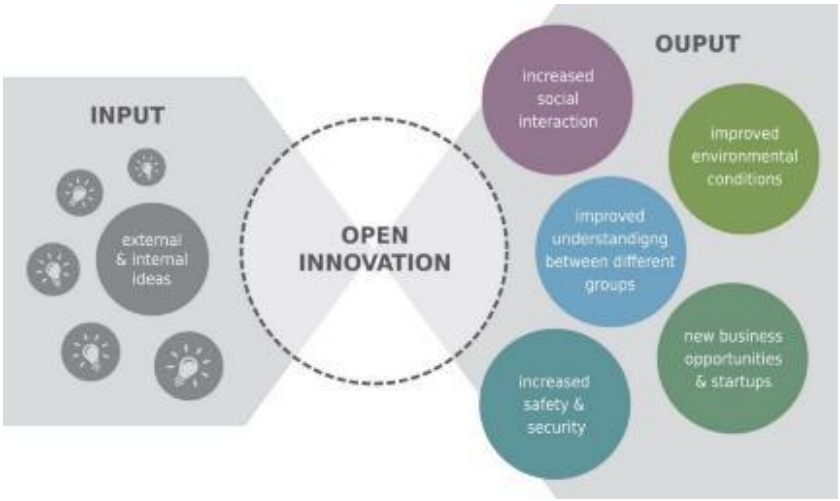


Figure 4: Open Innovation in Metamorphosis

Cities, such as Munich, that have started with such open innovation processes already before the start of the METAMORPHOSIS project have reported that creating an open innovation culture is a powerful motivating factor and can induce an upward spiral of further innovations.

The improved innovation capacity will lead to impacts in the following areas:
METAMORPHOSIS cities with their open innovation culture will become more attractive not only for their own citizens but also attract new businesses and start-ups and thus create new market opportunities.

METAMORPHOSIS neighbourhoods will reorganise their transport system in a way to positively contribute to climate and environmental conditions by reducing energy consumption and pollution. Further beneficial effects for city climate will be achieved by using public space for greening projects (urban gardening, promenading trees, etc.).

The METAMORPHOSIS approach has a multi-layered effect of benefits for society. It leads to integration and an improved understanding between different social, cultural and age groups. Cooperation and a feeling of belonging regarding private individuals, educational and social institutions as well as businesses replace living anonymously alongside each other.

Thus, METAMORPHOSIS expects to change the context of public space from mono-functional car use to multi-functional use for communication and social interaction. This will have a positive effect on safety and security. But for this, new or innovative visions are necessary. In METAMORPHOSIS the needed visions are created together, or with the input of its most important target and stakeholder group: CHILDREN.

2.1.3 Vision Building Process in Metamorphosis

On a general note, having and using a vision helps us to achieve our goals. In the case of Metamorphosis this overall goal is to transform neighbourhoods and eventually entire cities in a way that makes them more liveable and child-friendly. Metamorphosis has a strong focus on children because child-friendly neighbourhoods and cities that offer children the possibility to move and play safely and independently are also places that are designed for the next generations and thus are sustainable.

The aim in the Metamorphosis project was therefore to not only to involve children in the Vision Building Process but also to give them the opportunity to contribute a main part to it. As preparation towards the Vision Building Process the Work Package Leader FGM-AMOR, carried out a group exercise on vision building by using the method of "time travel" with the other project partners. This technique is described below.

<u>Be a time Traveller – go to the future and the past</u>

- Half of the participants travelled into the past, the others into the future
- 2 groups were formed (for a one-hour workshop)
- Partners were asked to close their eyes and imagine one neighbourhood/street/place in their city.
  What you can be seen there?
  How was it / How will it be? Imagine the situation as clearly as possible.
  What kind of smells and sound are there? (5 minutes)
- With the help of a moderator each group noted down what they had seen, noticed, imagined. (15 – 20 minutes)
- The essence for the Metamorphosis project was extracted together. What can we bring into the present? What should we avoid? (30 minutes

The summary results are shown in Table 2.

"Past" Vision	"Future" Vison
• Markets that offer possibility to communicate • Children playing, running • Workshops in and outside of buildings • Some bad smells • Crowded a lot, lots of talking and chatting	• No more cars on streets to enable people to move around, cycle and connect, no wild parking • Children play on streets & at a creek • Tree houses and urban gardening

• People know each other • Living and working on the streets • Only pedestrians • Smell of a bakery • Well-designed tourists and locals strolling with umbrellas • Also, some bikes and horse carriages • Confusing no separation one level on surface • No traffic lights	• No cars, no bikes, no planes but the possibility for people to exchange gifts, ideas, experiences, etc. • Everybody is sheltered despite the rain • No gadgets, phones, just human contact • No nationalism, all colors mixed • Green streets and rivers, floating houses • No traffic noise, just birds, bees, etc. • Children grow vegetables, no supermarkets • Village-feel within city • Exposed underground rivers • Porcelain on trees as decoration

Table 2: Outcome of Time Travel Workshop at METAMORPHOSIS Kick-off-Meeting in Meran

It was obvious from this exercise what kind of neighbourhoods' partners wished for. The ideal neighbourhood would have little to no cars, a lot of space for children to play and to be used for active mobility modes. Water and green also played major roles and social cohesion was important.

To prepare the partners further for the Vision Building Process the Work Package leader provided them with guidance regarding local strategies and the involvement of children in the Vision building Workshops. This guidance was given in the form of written guideline and trilateral talks between WP-Leader, City Stewards and City partners.

2.2 Involvement of Children – Co-creation

In the Annex of the Metamorphosis Grant Agreement, a framework for the implementations in the cities has been created and was listed for example as illustrative "outputs" in the plans for each city. On the following pages, the plans for each city from the Annex are presented:

Overview of the Implementation trials

GRAZ

Background City and Neighbourhood

- Medium sized city with 280,000 inhabitants
- Urban, densely district with high percentage of migrants

Key Partners

Lendwirbel
FGM-AMOR
City of Graz
FrazGraz (Child association)

Areas of main activities

Street and neighbourhood transformation, driven by SMEs

Types of innovation

- Social innovation
- Workplace innovation
- Educational innovation
- Design, creativity, public sector innovation
- Open innovation

Outputs

- 5 – 10 Hybrid Zones with involvement of at least 50 local SMEs
- Up to 25 Interventions in public space with travelling trees, the movable parking space vehicle and cargo bikes as street furniture.
- 5 - 10 temporary street closures
- 1-2 Living labs around schools in the district
- Up to 5 Urban Gardening interventions
- Educational innovation tools for school and kindergartens (awareness raising, teaching aids and migrant involvement)
- Empowerment activities for active mobility: Up to 100 bicycle trainings in real traffic, 10 bicycle repair courses and up to 5 courses for migrant children

MERAN

Background City and Neighbourhood

- Small city with 39,000 inhabitants
- Peri-urban district ready for redevelopment
- Urban district around main station

Key Partners

City of Meran
Ökoinstitut Alto Adige
Regional Authority Burggrafenamt
South Tyrolian Transport Structures
Department for Education Merano
Children's Association for playgrounds and recreation
Regional Bus association
Green Mobility

Areas of main activities

Neighbourhood activities in connection with urban district redevelopment

Types of innovation

- Innovation in building regulations
- Social innovation
- Educational innovation
- Design, creativity, public sector innovation
- Open innovation
- Gamification

Outputs

- Transformation of two neighbourhood areas in a child-friendly way with involvement of children
- Opening businesses to public space (up to 5 Hybrid Zones)
- Up to 25 Interventions in public space with travelling trees, the movable parking space vehicle and cargo bikes as street furniture.
- About 6 temporary street closures around schools
- Mobility centre as share point
- Improved building and special planning regulations to enable healthy living and active mobility
- Centres of urban (gardening) food production and local markets as innovation centres
- Innovative design elements for resting, moving, lingering, playing, etc.

TILBURG

Background City and Neighbourhood

- Mid-sized municipality with 210,000 inhabitants
- Neighbourhoods around 64 local schools

Areas of main activities

Local Schools as incubators/seeds for scale-up for neighbourhood transformation around school and home-school routes for improving traffic safety

Types of innovation

- Social innovation
- Educational innovation
- Public sector innovation
- Open innovation
- Gamification

Key Partners

NTHV
City of Tilburg
Municipality of Breda
Primary Schools Tilburg
Community Centre Tilburg

Outputs

- Up to 25 interventions in public space around schools with travelling trees, the movable parking space vehicle and cargo bikes as street furniture and space involving children as ambassadors for improving traffic safety and promoting active modes (walking and cycling).
- Improved planning procedures in relation to improving the standard of living for children
- Sustainable mobility solutions in traffic from home to school (reduction of car usage around schools)
- Programme for primary schools on structural behavioural change and involving end-users
- Activities that utilise social media and apps for involving and stimulating children on sustainable and healthy mobility: for example by collecting 'cycle points'
- Schemes for sustainable mobility contests
- Children from all participating primary schools empowered through activities like "traffic relay" and Bike doctor.

SOUTHAMPTON

Background City and Neighbourhood

- Medium-sized city with 240,000 inhabitants
- Sub-urban neighbourhood with high traffic levels, poor connectivity and poor economic performance

Areas of main activities

Transformation of neighbourhood with low quality of life through gamification processes

Types of innovation

- Social innovation
- Educational innovation
- Public sector innovation
- Open innovation
- Gamification
- Co-creation

Key Partners

University of Southampton
City of Southampton
Sustrans

Outputs

- Up to 15 temporary streets closures/transformations with a special focus on the needs and demands of children
- Creation of better access to active mobility modes through development of feeder routes to the Eastern Cycle Superhighway
- Up to 25 interventions in public space around schools with travelling trees, the movable parking space vehicle and cargo bikes as street furniture.
- Improved Spatial planning procedures to enable healthy living regardless of socio-economic status
- 1.500 students at 38 schools to participate in programmes promoting cycling, walking and scooting to school and thus empowered to teach their parents about METAMORPHOSIS issues
- 1.500 children at four schools trained in the use of innovative media to promote the above: e.g. social media, apps, street art, etc.
- Up to 3 Share Points as deposit for deliveries, info provision, vehicle rental, etc. by building on the work being done for EU CityLab

ZÜRICH

Background City and Neighbourhood

- Largest city in Switzerland with 400,000 inhabitants
- Upper-class neighbourhood with engaged citizens
- Neighbourhood with a high percentage of migrants

Areas of main activities

Research on effectivity of crystallization and share points in neighbourhoods with opposing social characteristics

Types of innovation

- Social innovation
- Educational innovation
- Public sector innovation
- Open innovation
- Gamification
- Co-creation

Key Partners

synergo
City of Zürich

Outputs

- Up to 6 transformation of pubic space around schools with travelling trees, the movable parking space vehicle and cargo bikes as street furniture
- 2 Share points with a focal point on active mobility tools for children and parents
- Empowerment activities for active mobility: Children as guides for exploration of the neighbourhood (20 workshops),
- 4 bike repair workshops for children and youth
- 70% of the children in the neighbourhoods will participate in the bike-to-schools programme

10 Workshops in the area of child-parent cycling empowerment

MUNICH

Background City and Neighbourhood

- Metropolis with 1.5 million of inhabitants
- district in newly developed area
- large housing estate
- area with terraced houses

Areas of main activities

Involvement of neighbourhoods with different social and economic structures through the empowerment of children

Types of innovation

- Social innovation
- Educational innovation
- Open innovation
- Gamification
- Co-creation

Key Partners

City of Munich
Technical University of Dresden
Children Association
Prenatal/Very young association

Outputs

- Up to 25 interventions in public space with travelling trees, the movable parking space vehicle and cargo bikes as street furniture.
- 5 - 10 temporary street closures
- 3-6 Living labs to create maps of the school surroundings
- Toolbox for teachers to perpetuate children's bike competence
- 2 mobility share points including a guideline for new housing projects
- Child-parent bicycle empowerment workshops to tame traffic and change motorist's perspective with children as emotional connectors and creators of awareness
- Empowerment activities for active mobility: Up to 80 bicycle trainings in real traffic including 80 bicycle repair courses
- 20 gamification activities with interactive maps of the school environment to induce behavioural change, awareness raising and migrant involvement

ALBA IULIA

Background City and Neighbourhood

- Small-sized city with 63,000 inhabitants
- scarcely populated neighbourhood area within the historic district

Areas of main activities

Activities to establish neighbourhood-ness in scarcely populated area

Types of innovation

- Social innovation
- Educational innovation
- Public sector innovation
- Open innovation

Key Partners

Municipality of Alba Iulia
FGM-AMOR
Energy Agency
Schools

Outputs

- Up to 10 street closures/transformations including temporary pedestrian zones
- Up to 25 Interventions in public space with travelling trees, the movable parking space vehicle and cargo bikes as street furniture.
- 1-2 Living labs around schools in the district
- Up to 5 Urban Gardening Interventions
- Educational innovation tools for school and kindergartens (awareness raising, teaching aids and migrant involvement)
- Improved building and special planning regulations to enable active mobility

These illustrated implementations constitute the plans each city had at the beginning of the project. Since most partners had already quite a clear understanding of the implementations they wanted to carry out at the beginning of the project, it was not necessary to create completely new visions for implementations within their cities.

The goal of the Vision Building Process was therefore to fine-tune these plans, and to enlist the assistance of children in a "**Co-Creation Process**". The aim of the workshops was therefore to establish a vision of their respective neighbourhoods that reflected a future scenario that appeals to the workshop participants, which included **Children** as the major target group of the Metamorphosis project.

The expectations for the workshops were that children would be able to come up with innovative and creative solutions for certain aspects of the implementations and measures planned within the cities. In many cases it was anticipated that children would be able to provide a different viewpoint, and that their input would provide an additional level of perception that would not have been obtained by adults without their involvement.

2.3 Strategies for Children's Involvement

2.3.1 Local strategies on how to involve children

Partners had the option to involve children directly or indirectly in the Vision Building Process.
For the indirect involvement, it was possible to involve children before, during and/or after the event. Indirect involvement refers to the involvement via an external organisation (school, NGO, child association, etc.) that works with children on a regular basis:

1. that was briefed about the project and the problems related to the neighbourhood in question. Equipped with the necessary information the external organisation was able to carry out the workshop by themselves, with the option that the project partners could join the workshop as an observer.
2. that either has enough experience to speak "for the children" or had interviewed children about the topic before or after the workshop. The workshop itself was then held by the respective Metamorphosis partner with the external organisation as one of the participants.

Direct involvement meant that Metamorphosis partners carried out the workshop with the children involved directly as participants.

Possible examples for children's groups and organisations through whom children can be involved either directly or indirectly are listed below:

- Schools
- Kindergartens
- Youth parliament
- Youth council/forum
- Youth advocacy/Youth Rights Organisations
- Youth clubs/groups
- Community/neighbourhood programmes
- Scouts
- Child and youth organisations associated with the local church
- Child and youth lobby groups
- Local organisations, associations devoted to improving the lives of children

2.3.2 Selection of methods used during Vision Building

A selection of methods was suggested, and discussed with the partners, as being appropriate for use during the Vision Building Workshops - see summaries below. However, partners were not under any obligation to use one or more of the following methods. They were free to come up with their own, individual approach if required.

- **Time Travel:** to be carried out as described in 2.1.3 or just by going on a moderated imaginative journey into the future of the related neighbourhood
    - ***Be a time traveller – go to the future and the past***
    - *Half of the participants will travel into the past the others into the future*
    - *Form groups*
    - *Close your eyes and imagine one neighbourhood/street/place in your city. What can you see there? How was it? / How will it be? Imagine the situation as clearly as possible. What can you smell, see, hear? (5 minutes)*
    - *With the help of a moderator each group will note down on a flip chart what they have seen, noticed, imagined. (15 – 20 minutes)*
    - *We will extract the essence for the Metamorphosis project together. What can we bring into the present? What should we avoid? (30 minutes)*
- **Brainstroming methods**:
    - **Mind Map.** Great tool to work out as many ideas as you can in hierarchical tree and cluster format. Start off with your goal in the centre, branch out into the major sub-topics, continue to branch out into as many sub-sub-topics as needed.
    - **Brain Writing**. Get a group of people and have them write their ideas on their own sheet of paper. After 10 minutes, rotate the sheets to different people and build off what the others wrote on their paper. Continue until everyone has written on everyone else's sheet.
    - **Attribute change**. How would you think about this if you were a different gender? Age? Race? Intellect? Height? Weight? Nationality? Your Sanity? With each attribute change, you become exposed to a new spectrum of thinking you were subconsciously closed off from – in the case of Metamorphosis, do not forget to look with children's eyes to get their view.
- **Drawing or create models.** One of the simplest ways to express your visions and ideas is to draw them with colourful pencils on paper. Alternatively, the workshop participants can be asked to create 3D models with craft supplies to visualise their ideas.
- **Tips and Tops.** Provide your workshop participants with two different types of cards. One type represents positive, the other one negative.

- **Vision Mapping**: Have children and parents (or others) present stakeholders' position stickers, drawings and/or 3D-elements (Lego, Toys, etc.) on a big print-out of the neighbourhood map. Alternatively draw a map on the street. In that way areas where improvements and changes are necessary can be marked.

- **Vision Collage**: Put collage elements on a large poster or wall and have the participants extend the collage with their ideas.
- **Agile Planning**: The "Master-Planning Model" is often used for improvements for urban environments. However, urban environments are dynamic, living and fast-changing and master plan models usually need longer implementation times. For dynamic systems like neighbourhoods a more agile approach is preferable and therefore Metamorphosis elements from Agile Planning and the implementation of "living labs" is required. This does not use a linear, unidirectional flow, but moves in small incremental steps that can last a few weeks and can be altered quickly wherever required. Thus, it will be possible to fine-tune and improve plans in a flexible way wherever necessary. This fits quite well to the MaxSumo evaluation method that is both impact and process oriented (see WP6).

> ***"While you can spend years of your life preparing and making plans, nothing can compare to lessons learned while actually doing." Robyn Sue Fisher, founder of Smitten Ice Cream***
> **(https://www.smittenicecream.com/about/action/, retrieved 19 Sep 2016)**

2.3.3 Composition of workshop participants and process

Wherever possible, partners have strived to involved children in at least one of their workshops. The exception being in Zurich, because the Vision Building Workshops that will involve children there are planned for May 2018 and could therefore not be included in the current version of this document. Similarly, in the case of Meran/Merano.

Where children were involved in the workshops, they were either school classes with children aged between 6 to 14 years, or in one case, a class of kindergarten of 5 to 6 years.
The city of Munich opted to involve children through the local "Children and Youth Forum", in which case the age range was between 9 and 17 years.
The involvement of school classes occurred with the assistance of either teachers or youth organisations that assisted the Metamorphosis partners in conducting the workshops.

Other important stakeholders of the Vision Building Workshops were parents, teachers, residents of neighbourhoods, and planners, artists, designers, urbanists, shop owners, real estate managers, neighbourhood associations, city administrators, experts, etc.

For example, the two initial workshops in Zurich were held with relevant stakeholders from the settlement and neighbourhoods that will be the target of further Metamorphosis measures. Both workshops served also as a kick-off-event.

They were used as instruments to reach a mutual understanding and develop a common vision.
The partners from the City of Munich opted to run an "Expert Workshop" as their second Vision Building Workshop. The stakeholder group involved consisted of city administration staff, consultants in the field of child participation, members of the police department and practitioners.

The colleagues from the Romanian City of Alba Iulia involved a very mixed group of creative thinkers in their second workshop. These ranged from designers, artists, communication experts, curators and urbanists to create innovative ideas for change.

Also, the methods used during the vision building workshops varied. For the work with children the main methods used were based on Vision Mapping, Vision Collage or drawing. However, in Tilburg children spent a whole morning outside on a field trip marking the areas, they liked and disliked. During this Vision Building Workshop, video clips were also produced.

For the other workshops with adult stakeholders the methods used ranged from time travel to mind mapping and vision collage or vision mapping.

In the following section (Section 3) the reports of the different workshops have been collected and summarised.

Note: At the time when this report was prepared all but one of the partners had held at least one, but usually several Vision Building Workshops.
For this reason, and because many of the partners are planning additional workshops at later dates during the project, this report constitutes a "living document".
Reports of future workshops will be incorporated in an updated version of this document and updates are planned for months 21 and 34.

2.3.4 Structure of individual reports

Section 3 presents a collection of the individual Visions Building Reports from the workshops held in the partner cities.
The partners have been provided with a template to describe and report about the outcomes of their workshops.
The collection of the individual workshops has been structured in city alphabetical order, starting with the Alba Iulia and ending with workshops from the City of Zurich.

The template for reporting was structured under different categories, starting with the key issue or main topic that was addressed during the respective workshops and the stakeholder group(s) that were present during the workshop including the participant number. After this short description of the workshop a report about the discussed measures and the schedule, as well as (where relevant) the involvement of children as a stakeholder group, is given.

All partners also provided photo documentation of their workshops to demonstrate the way the participants worked during the workshops.
This is followed by the major outcomes and the new visions or innovative concepts that were developed during the workshop and the “Lessons Learnt” – giving potential followers the possibility to avoid mistakes during the workshops, or to plan their future workshops according to the recommendations given here.

3. Reports of Vision Building Workshops

3.1 Alba Iulia

Metamorphosis Partner: AIM

City: Alba Iulia

Date: 25.11.2017 (Workshop One)

Key issue addressed in workshop

The workshop was focused on experiencing a living lab with the children from different schools within the city.

Participants/Stakeholdergroups

30 children and their teachers participated at this workshop.

Description of Workshop

This workshop was structured as a living lab involving several schools within the city. Through a game called “Urbingo” the children discovered the city in an innovative way. The Urbingo game is an urban interactive and artistic game and was specifically adapted for the Metamorphosis project in Alba Iulia. The game invites its players to a fun journey, using a map and a set of playing cards. The map covers the game area and provides historical information and iconic elements of the Citadel. The cards are an interactive photographic archive of the historical area and are ranked from easy to very hard.
The game begins at the start point marked with an X. All registered teams receive 5-6 cards and the game begins when all the teams have received the maps and the cards.

The purpose of the game is to find as many places shown on the photo cards as possible within the time limit of 45 minutes. The discovered locations can be marked on the map or photographed from a similar angle, as shown on the card.

The winner is the team that gathered all the cards in the shortest time or has collected more cards than the competing teams. To have the result registered, the team must go to the exit point on the map.

This game was used as tool for activating the interest in the rapidly changing neighbourhoods and their stories and for exploring and discover the unseen parts of the city using a map and a package of playing cards.

The children were very enthusiastic about the game and all of them successfully finished it.

Documentation (including photos, possibly with links to further supporting material in national language)

Major outcomes

The major outcome of this workshop was that the groups of children came together with their teachers readily to explore the city, transforming this experience into a vivid history class.

Lessons Learnt

- The first lesson learnt was that when you want to involve children in a workshop you have to use interactive methods and make it fun to catch their attention otherwise children will easily get bored.
- Children always like to receive a prize. In this case, they received a complete version of the Urbingo game and were very enthusiastic about the opportunity to play the game again in a larger area.
- Children and teachers were very interested in the follow up activities.

Metamorphosis Partner: AIM

City: Alba Iulia

Date: 29.11.2017 (Workshop Two)

Key issue addressed in workshop

The discussions within the workshop were focused around the general topic of how to make the neighbourhoods within the city more child-friendly. Specific interventions in public spaces were also discussed.

Participants/Stakeholdergroups

11 persons from various professional backgrounds participated in the workshop. Among the participants were planners, architects, artists, representatives from housing associations.

Name	Stakeholder Profession
Mihai Bâgu	Artist
Radu-Adrian Cadinoiu	Consultant
Cezara Maier	Artist
Ioana Ciocea	Urbanist
Marius Vasile Rusu	Web developer
Ioana Sasu	Marketer – Stories Communication Agency
Silvia Dusa	Developer
Ioana Mladin	Designer - eematico
Cristian Mladin	Curator
Maria Seemann	Metamorphosis Project Team

Description of Workshop

The workshop was organized in the afternoon and during the 2 hours discussed possible public intervention to raise awareness were discussed. Some specific points related to the increased use of public space and how the access to the available and currently underused public spaces for citizens could be facilitated. The discussion was also focused on potential interventions in neighbourhoods to transform them into more child friendly spaces.

The method used was time travel. Participants were asked to split-up into two groups. One of the groups travelled into the past and the other group travelled into the future.
After this exercise we agreed on several measures that could be implemented at city level.

Documentation (including photos, possibly with links to further supporting material in national language)

Major outcomes

After the time traveling exercise we concluded that there are specific elements from the past that could be brought into the present to gain more child-friendly spaces within the city. For example, some ideas were agreed upon: such as the fact that the spaces where children could play and roam about were greener, and the children were more creative because they had to build things with limited resources, developing their ability to identify different solutions to different problems.

Other interventions are referring to the future and how a playground in the future should look like. The most interesting ideas were: no Wi-Fi, no internet, just human interaction/more drawings on the asphalt/recycled and eco-friendly materials. Another proposed scenario which was considered and was opposed to the first one, related to internet access and in this regard, it has been proposed that the parks should have Wi-Fi so that virtual reality could be used to allow children to experience different trades/activities and intelligent objects and to interact with other children via these virtual reality games.

Lessons Learnt

- The more mixed the group is (planners, urbanists, architects, and so on) the more valuable are the ideas collected that could be implemented afterwards.
- Workshop participants are more interested in the subject if they are parents as well.
- The time travel exercise is very productive because it generates a lot of good ideas that can be debated, and the pros and cons of every idea can be discussed.

3.2 Graz

Metamorphosis Partner: FGM

City: Graz

Date: 09.02.2018, 22.02.2018, 02.03.2018 and 07.03.2018 (Four Workshops)

Key issue addressed in workshop

The main topic of the workshops was to develop a vision of the temporary (or permanent) closure of the school surroundings in two different areas in the district of Lend. One area involved two schools and one kindergarten. In the second area only one school participated in the vision building.
The children all were asked to design a playing street in front of their school and to specify which changes they would like to see.
A second aim of the workshop was to determine how the children get to school and what kind of problems they encountered on their school trips.

Participants/Stakeholder Groups

All workshops were carried out directly in the schools or kindergarten of the neighbourhood and the following stakeholders were invited:

- Children:

  From one area two schools - one primary and one secondary school - as well as the adjoining Kindergarten participated (Marschallgasse/Kinkgasse – secondary school, first grade; Afritschgasse - primary school, third grade, Kindergarten Kinkgasse). All three of these workshops were held with the assistance of the external organisation Fratz Graz. The school in the second area is called Fröbleschule/Hirtenschule (four classes participated, and the age range of the children was from 6 to 10 years old). In this school the workshop was carried out by the respective class teachers under the supervision of a project leader who had been briefed by the Metamorphosis partners.

- Teachers, educators:

  Claudia Apetauer, educator at Kindergarten
  Manuela Fünfzig, educator at Kindergarten
  Ing. Gert Wampera, BEd (Projectleader Fröbelschule)
  Dipl.-Päd. Luise Said-Windhaber-Herbst, head teacher
  Dipl.-Päd. Silvana Aureli, Head, teacher
  Dipl.-Päd. Margarita Autischer, teacher
  Dipl.-Päd. Brigitte Baumhackl, teacher
  Dipl.-Päd. Susanne Bielau, teacher
  Dipl.-Päd. Mag. Dr. Florian Freytag, teacher
  Dipl.-Päd. Andrea Höhs, teacher
  Dipl.-Päd. Anke Oberrauter, teacher
  VOL Dipl.-Päd. Sylvia Ruhs, teacher
  Birgit Harb, psychotherapist

- Project Team

  Karl-Heinz Posch, FGM
  Ernst Muhr, Fratz Graz*
  Ruth Oberthaler, Fratz Graz*

*Fratz Graz is an association in Graz with a focus on creating, improving and maintaining the child-friendly living and playing environments for children. As they continuously work with children they have been subcontracted by FGM to carry out the Vision Building Workshops.

Description of Workshop

In total, four different workshops were held.
Three of them were focussed around the introduction of a playing street in Marschallgasse. For this project the adjoining schools: Klex (secondary school), Primary school Afritschgasse and the Kindergarten Kinkgasse were involved. In each school one workshop was held.
In each of the workshops pupils from one class (see point 2 below) took part.
This is an overview of the agenda used:

Programme
1. Short introduction to the project
2. Hands-up survey on how children get to school
3. Guided questions
4. Provision with materials and instructions
5. Practical Part (crafting models)
6. Discussion of outcomes

The fourth workshop was held with pupils of a school in a different area. The format of the proceedings is described below.

- Introduction to the project

  The background of the project was explained briefly by the team members of FGM and Fratz Graz to give the children an idea what we would like to achieve in Metamorphosis. It was explained that in the project many different cities from all over Europe are participating and trying to achieve similar goals. Also, that to achieve the main goal: transforming car-orientated neighbourhoods into child-friendly place we wanted to hear about the ideas of children regarding the kind of neighbourhoods and cities they wanted to live in.

- Hand-up survey

  In all three groups a short Hands-up survey was conducted to find out how children get to school or to the kindergarten. The results are shown in the table below:

Mode of Transport	Kindergarten	Primary S.	Secondary S
Walking		78%	17%
Car	40%	12%	17%
Bike	2%	5%	17%
PT (+walking)	58%	5%	49%

As a next step the children were asked questions that were meant to prepare them for the practical part of the day. Through these questions the children could express what they liked least on their way to school. Consequently, they were asked what they would like to do in the school surroundings given that it would be car-free. As a last question they children had to state what would be necessary if they wanted to change in the school surroundings in a way that suited their wishes for a car-free area.

- Practical part
  For the practical part the children were provided with various crafts materials that were selected to fit their age group and were asked to design models of the school surroundings that reflected their wishes for change. A selection of the produced material is depicted under point 4 below.
- Discussion of outcome
  After the completion of the practical work there was a short discussion and explanation round and the children and teachers were assured to be informed about further development. The workshops took between 2 and 4 hours.

  One further workshop was held in a primary school in a different area of the district of Lend in a school named Fröbelschule/Hirtenpark. The procedure and agenda of this workshop differed from the workshops described above because it was carried out by the class teachers with 8 different school classes (with about 25 students per class). The teachers that carried out these workshops were briefed by the team of FGM with the content and goals of the Metamorphosis project, as well as with the guided questions to ask. The answers given to the guided questions were comparable to the other school

The modal split for the way children travelled to school in Föbelschule/Hirtenpark is shown in the table below:

Group	Walking	Car	Bike	Public Transport (+walking)
Students	61%	15%	0	24%
Teachers	0	61%	17%	22%

The remaining part of the workshop was very similar to the ones described above. However, this time children received drawing and painting materials to design their suggestions for changes of the school environment. A2 paper was also provided. See “documentation” section further below.

Educational Facility	What do you like least on your way to school?	If the street were car-free, what would you do?	What would you need for this?
Kindergarten (Kinkgasse)		• Ride scooters, running bikes, etc. • Use the place in the rain • Balancing, running, playing, etc. • Use as playing street • Use it to meet people and children	• No cars • Let school bus and food in • Barriers • Colours on the street • Parcour for bikes • Greenery and trees • Street furniture and tables • Drinking fountain • Wall for playing balls • Water area • Big trunk for toys • Hammocks • Balancing parkour
Primary S. (VS Afritsch)	• Green phases at traffic light too short • Motorists do not stop at zebra crossing • PT drivers are not considerate of us • School only opens at 7:30 and we have to wait outside, this is dangerous	• Build a snowman • Ride a bike • Roller skate • Hoverboard • Play basketball • Eat during break • Play tennis, hide and seek, catch, climbing,	• Small park, • Water, • Slide, • Seating facilities, • Drinking fountain, • Swimming pool, • Tree house • Playing and climbing facilities, • Softer floor • Swings and carousels

			• Trees and grass, • Climbing frame • Trampoline, • Mini golf • Sand pit • Big stone for sitting • Kiosk • Area to eat • Swing • Area to skateboard
Secondary S. (Klex School)	• Short green phases at traffic lights • Dark streets • Cold and grey • No bike paths • Crowded PT and danger spots • Too many cars • PT drivers are not considerate of us	• Play and do sports • Spike ball • Frisbee • Football • Sledging • Ride bikes, scooters, etc. • Picnic • Trampoline • Chill-out in the sun	• More space • Barriers, • Hills for sledging • Cool street furniture • Less concrete more green • Storage area for playing material • Basketball, mobile football gates, and ramps, • Kiosk to sell food • Trampoline • Bike parking • Soft floor, rounded-off pavement edge,
Fröbelschule/Hirtenpark	• Dangerous crossings with too long phases for cars	• Move and play active sport • Ball games • Gymnastics • Hang out	• Water facilities in park • Hilly ground • More trees for shade and pick nicks • Covered bike parking spaces • Areas to load mobile phones and wifi

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 5: Workshops at Marschallgasse/Kinkgasse/Aftitschgasse


SCHULE
MARIELOUISE 4b
Rutsche
Sand
HAUS
Wöhrstraße
30
HACKergasse
Schule
KATARINA 4b
Haus
Milchp.
Hackhergasse

Figure 6: Designs of students from workshop 4

Major outcomes

- Teachers and children are very interested in the topic and are happy to contribute ideas to redesign their school/kindergarten environment and particularly safety and the pleasantness of the environment are of great concern to all involved parties.
- Particularly around the area of Marschallgasse (see first workshop) there is a good chance that the temporary closure that was previously carried out within and with the support of the Metamorphosis project for one day during mobility week, might be made permanent and reclaim the public space for children during the Metamorphosis project. The outcomes of the workshop will be presented to city officials to support the idea.
- It was interesting for the participating teachers and team members to see that in all workshops the idea of water played such an important role.
- Cars are basically non-existent when it comes to the wishes of children in their immediate surroundings, but water features integrated in public space are a strong vision of many children-
- At the beginning the thought that public space can be used for other things than cars is often alien to teachers, parents and pupils. However, when confronted with other options everyone is very enthusiastic. It is worthwhile to involve them
- An analysis of more than 200 drawings of the students from Hirtenschule/Föbelschule showed the following priorities of children: 1) playing possibilities that involve water; 2) greener (trees, bushes, grass, etc.) 3) more traditional playing tools (swings, slides, etc.) moving and modern street play games; 4) opportunities to play ball.

Lessons Learnt

- When children are involved in the workshops it is important to give them tasks that are appropriate for their age group. Older children can be trusted to build models, and with younger children drawings are a good method to collect ideas.
- Schools need to be supported to apply for temporary closures and for the formalities necessary
- In general, teachers and children alike very much enjoyed the workshops and the prospect to be able to transform the school surroundings in more pleasant and safe places.

3.3 Meran

Metamorphosis Partner: city of Merano

City: Meran /Merano (Italy)

Date: May 2018 (to take place)

Key issue addressed in workshop

Traffic and surface-Reorganisation of Brunnenplatz (Obermais) / piazza fontana (Maia Alta) with several players – always respecting the child-view as starting point –
Brunnenplatz as a new central point for all generations in Obermais

Participants/Stakeholdergroups

Several round tables with the different stakeholders are organised, but the main round will take place in the end of April 2018. Then we hope to get some mixed groups of neighbours (inhabitants of surrounding houses), representatives of the shops, some kids of the schools nearby (there is a primary school and a hotel management school with teenagers in the neighbourhood), the representatives of the weekly farmer-market, the taxi-driver, the city transport company, city administration, politicians and the team of Metamorphosis.
So far, there have only been few encounters between the farmers, the representatives of the Neighbourhood Obermais and part of the Metamorphosis-Team.

Description of Workshop

The workshop is planned to take place in the late afternoon /evening or on a weekend so that also smaller children can participate on this workshop.
At the start of the workshop as introduction, information about the focus of Metamorphosis will be provided and the problems of the square will be pointed out. Several (hopefully mixed) groups can discuss about their visions on the Brunnenplatz and the surrounding areas. After some time, the mixed groups should present the first results (graphically). Groups will also be asked to prepare a wish list to accompany their design.
Methods which we will use: Mind Map and maybe Time travel
At this point it has not been decided if children will be part of the adult working groups or if they will be allowed to work on their own. In any case, they cannot present their results in front of adults on their own so for presentation purposes the results will be combined before they are presented.

Documentation (including photos, possibly with links to further supporting material in national language)

Not available yet

Major outcomes

Not available yet

Lessons Learnt

Through the preparatory work and examining the different approaches related to vision building, the reduced usable surface area of the square has already emerged as a key

finding. Everyone told us about the trouble with the situation of car parking, which is not allowed at all, and reduces the square footfall. A final solution that is satisfying for most of the participants seams quite difficult. In the end, a decision will have to be made that either follows the requests of the commercial players, the requirements of the children, or even the leisure-needs of everyone, or some combination among these.

3.4 Munich

Metamorphosis Partner: LHM-KVR

City: Munich

Date: 17.11.2017 and 21. 11. 2017 (Two Workshops)

Key issue addressed in workshop

Children and Youth Forum on 17th November 2017

- Bianca Kaczor (LHM) participated in the school tour and the Children and Youth Forum on 17th November 2017
- Key issue: Getting involved, having a say and applying for a child-friendly Munich
    - more speed/traffic controls: cars often drive too fast, more safety for children
    - installation of a play street in the Westend neighbourhood
    - upgrading a park with more facilities for children
    - integration of bikes for children in Munich's public bike-sharing system
    - Film for more consideration for children in the subways

http://www.kinderforum-muenchen.de/

Expert workshop on 21th November 2017

- How to make a neighbourhood a safer and more child-friendly space in terms of mobility?
    - school environment/ safe way to school; background: worsening of the situation in front of schools due to a high pick-up and drop off traffic
    - safe cycling, background: increasingly fewer students pass the bicycle safety test of the police in the 4th grade
- experiences in children's participation/ involvement within projects
- key partners for a successful implementation of measures

Participants/Stakeholdergroups

Children and Youth Forum on 17th November 2017

- Children and Youth Forum: 153 children and young (in the age of 9 to 17 years), 26 invited experts, 40 external visitors

Expert workshop on 21th November 2017

- 10 participants
- stakeholder groups: city administration, consultant in the field of children's participation, practitioners (associations that work with children), Munich police department

Description of Workshop

Children and Youth Forum on 17th November 2017

- School tour: In preparation of the Children and Youth Forum a two-week school tour was carried out visiting several classes of different ages. Primarily, the tour serves to teach the children a fundamental understanding of democracy. Followed by an intensive group exercise to find out where the children want more participation. Bianca Kaczor (LHM) has accompanied the tour on two days.
- General procedure: Any child who wants to say something can go to the lectern and present his or her request. The request is discussed with the other children, but also with the adult experts and finally the application is put to the vote. The moderator of the forum asks all children who is in favour of the application. Most children decide whether to pursue the applicant's request. Important to know: adults are not allowed to vote. Once the application has been approved and accepted, it will be handed over to an adult guest for processing. He/ She promises then to take care of the application and propose a solution within 3 months and to inform the children about it. The forum takes about 2.5 hours including a break.

Expert workshop on 21th November 2017

- Bianca Kaczor (LHM) introduced the Metamorphosis project to the participants. As a basis for the discussion, the LHM prepared a mind map on the ideas for measures planned to be implemented in the Metamorphosis project and possible connections to already existing measures.
- The partners commented these suggestions, discussed drivers and barriers as well as possible solutions. A lot of input concerning possible cooperation with the partners as well as ideas on additional contact has been collected.
- One focus of the discussion was, if the measures should concentrate on one neighborhood or on the whole city.
- Finally, the participants agreed to stay in regularly contact and to inform each other about possible cooperation.
- The workshop took about 2 hours.

Documentation (including photos, possibly with links to further supporting material in national language)

- Results during the school tour in preparation of the Children and Youth Forum


STOP


Verkehr

- Expert workshop on 21th November 2017

Major outcomes

Children and Youth Forum on 17th November 2017

- 12 applications were accepted. These applications were handed over to the relevant department in the LHM for processing. He/ She promised them to take care of the application and to propose a solution within 3 months and to inform the children about it.

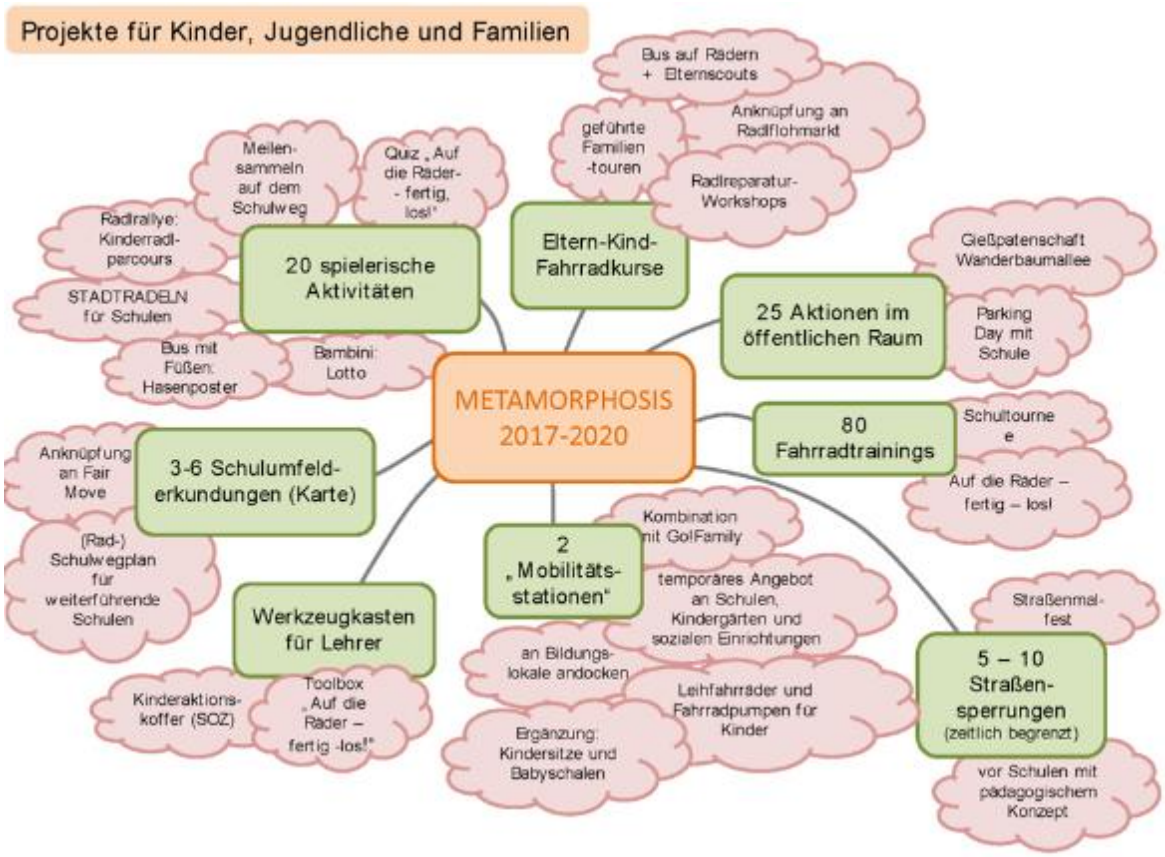
The applications were:

Stricter supervision regarding drugs and alcohol around Wittelsbacher Brücke and more lighting
Traffic check around Richerstofferweg
Playing street in Westendstraße junction Ganghoferstraße
Upgrade of Grünwald park, making it more attractive for older children
Restauration and upgrade of sport ground on Westendstraße
Rental bikes for children in the entire city area
More speed checks in Türkenstraße
Film for adults regarding increased consideration of adults towards children in public transport
Reintroduction of a specific yearly game (scavenger hunt) for children
More cleanliness in the ÖBZ Park
Riding paths in the new Freiham park
Faster and more frequent emptying of building containers on sports area to enable use by children

- Furthermore, Bianca Kaczor documented the results of this workshop as an input for the following expert workshop.

Expert workshop on 21th November 2017

- Ideas on possible connections to already existing measures to those planned to be implemented in the Metamorphosis project
- Drivers and barriers for the implementations



Lessons Learnt

- Transport/ mobility is an issue of children's concern
- Communication as a key factor (for success)
- Administrative structure and (missing) responsibilities as a barrier
- Direct involvement of children is difficult → risk of "empty promises"
- Often it is small measures that already have a big effect

3.5 Southampton

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Student Workshop 1 (First Workshop)

Key issue addressed in workshop

Barriers to walking and cycling.

Participants/Stakeholdergroups

Directly: Fairisle students.
Indirectly (through homework): parents/carers.

Description of Workshop

The first part of workshop 1 was about understanding the impact that street design has on our behaviour, including its influence on our choice of travel mode.

The objective of this session was to understand what contributes to creating streets that encourage walking and cycling, and those that discourage them. This first part of this session identified barriers to walking and cycling, looking at

- traffic safety
- physical barriers/obstructions, and
- attractiveness

The second part of the workshop looked at different types of street users and how their requirements may differ. This included looking at different age groups, people with disabilities such as wheelchair users and blind people, as well as people with pushchairs etc.

Students were also given homework, to consider their route to school, map it, and discuss it with their parents/carers in terms of the above three themes.

Documentation (including photos, possibly with links to further supporting material in national language)

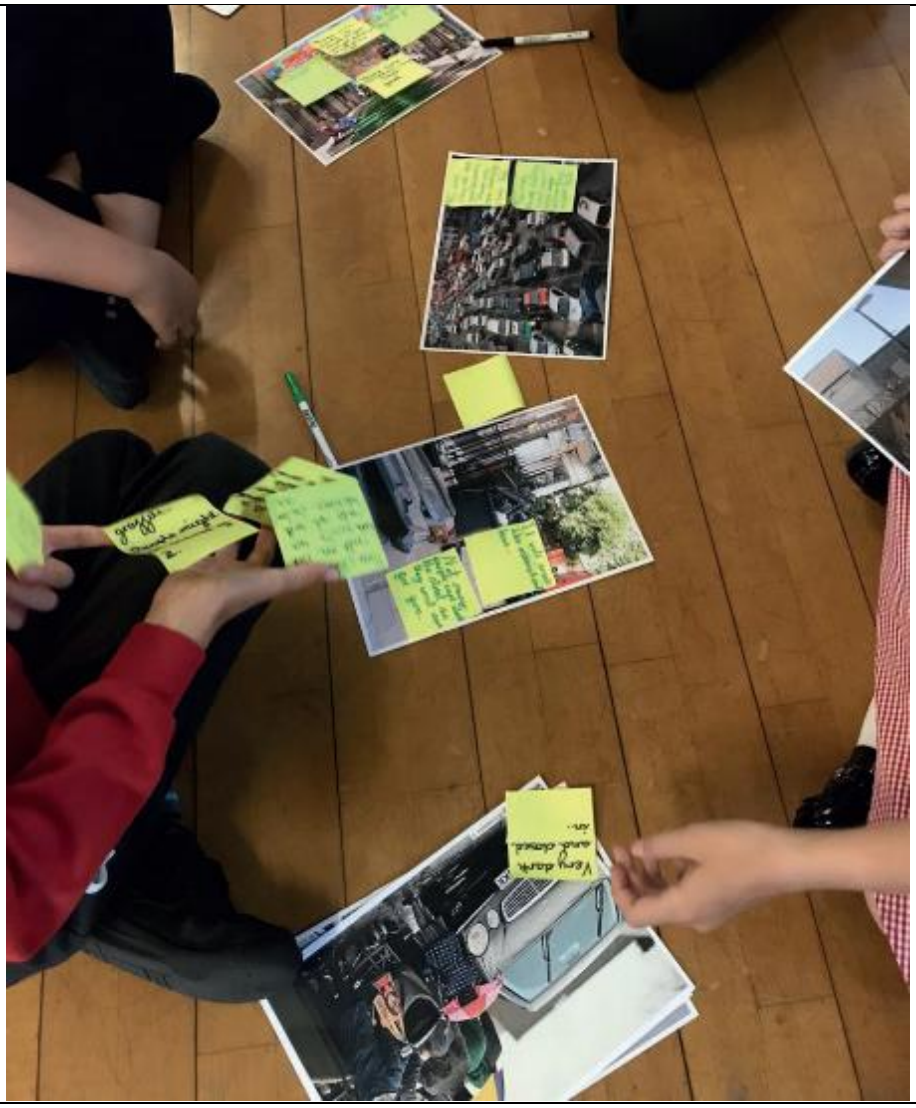
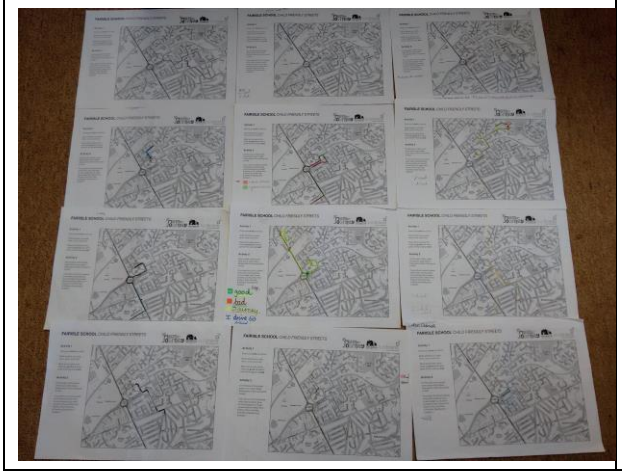


Figure 7: Students considering barriers to, and design elements for, different types of street uses



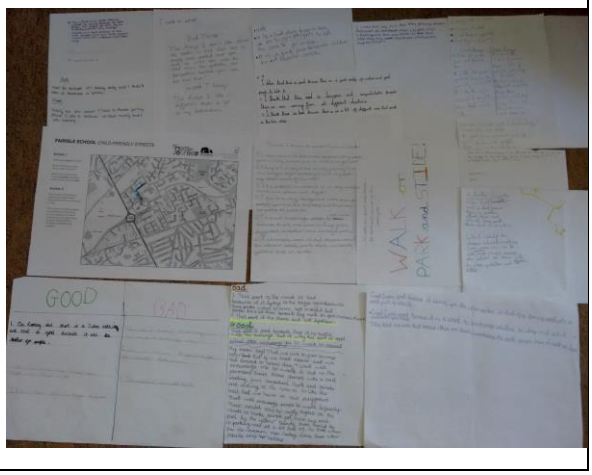


Figure 8: Examples of homework completed following Workshop 1

Figure 9: Example of issue 1 at school drop-off and pick-up times: Triple parking of cars, including standstill of those in the centre of the carriageway, a twice daily occurrence. Example issue 2: One of the subways on the pedestrian network surrounding the schools is perceived as unattractive and unsafe.

Major outcomes

The Fairisle Schools are situated in a cul-de-sac, and as such any vehicular traffic relating to the school, is going to have a profound effect on residents, and the safety of those using the street, as all vehicles must enter and then exit the street during drop off and collection time.

Fairisle Road

A number of themes arose, which impact on the extent to which the street could be child friendly, and influence whether people will chose to walk and cycle.

These themes were:

- **Feelings of being unsafe in Fairisle Road as a pedestrian**. Parents, residents and pupils all reported feeling unsafe when crossing the road, due to lack of visibility between parked cars, and lack of visual crossing points
- **Parking**: problem parking around the school (primarily by parents/carers)
- **Congestion**: vehicle congestion at drop-off and pick-up times
- **Driver behaviour**: inappropriate behaviour from parents/carers driving to school
- **Crossings**: lack of visual prominence of the crossing points, problematic when the street is filled with parked cars and there is no clearly marked crossing
- **Air quality**: many people (parents, pupils and residents) reported the smell of fumes along the street
- **Seating**: lack of sheltered places to sit and wait for children, especially problematic during bad weather, discourages people from using the Park & Stride
- **Colour**: lack of colour within the street environment, many people wanted more flowers and colour
- **Environment**: lack of quality spaces that are engaging and enjoyable to be in

The surrounding area

- **Severed connections in the pedestrian network** reduces permeability and forces people to take longer routes, often along main roads, and so often by car, when they might otherwise be made on foot/bike/scooter.
- **Unattractive routes in subways**. Subways although lit, are perceived to be less safe and form a psychological barrier to people walking and cycling, particularly in winter when it is darker during the school run.

Lessons Learnt

See end of all workshops

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Student Workshop 2 (Second Workshop)

Key issue addressed in workshop

Strategic routes and site analysis.

Participants/Stakeholdergroups

Fairisle Primary students. Note: similar workshops were also run for Valentine School in a separate part of Southampton (seventh and eight workshops), which will be taken forward in the Metamorphosis implementations.

Description of Workshop

This part of the workshop looked at creating a strategic map of the local catchment area. It identified routes to school, and local destinations/attractors.

Students marked on the street they lived on, onto a large-scale map to visually display the spread of students around the surrounding area.

Then students carried out the Sustrans Big Street Survey to identify issues and opportunities for improvement outside the school. (Sustrans is a local sustainable travel partner to Southampton City Council.)

This involved going onto the street and considering elements from the first part of the session, thinking about how different users may navigate and move around the street. They then made notes on things that worked well, things that needed improving, and things they'd like to see.

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 10: Student carrying out a street analysis of Fairisle Road

Figure 11: Street analysis of Fairisle Road as undertaken by students

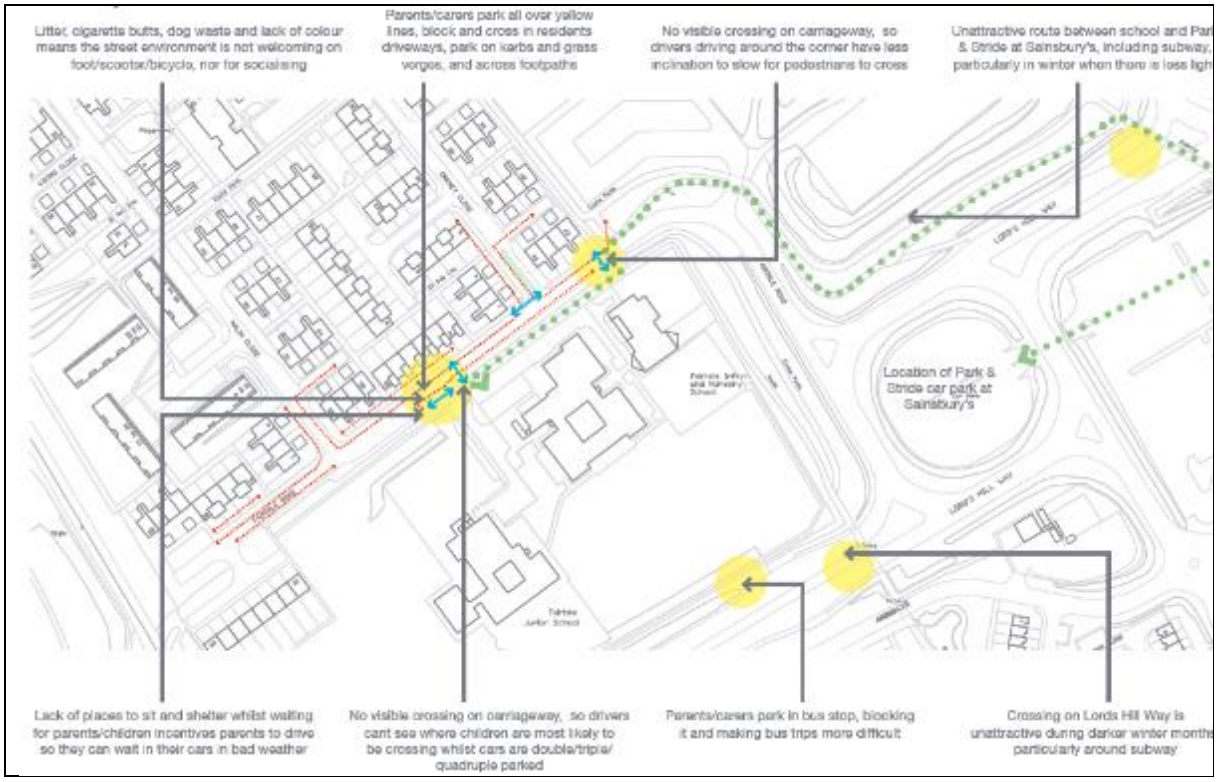


Figure 12: Summary of issues identified in street analysis workshop

Major outcomes

The outputs of this workshop were the formulation of the Big Street Survey Map - a series of comments on themed stickers, identifying a prioritised set of issues that could be improved. This included issues of lack of safe crossings, litter and dog mess, and the desire for sheltered seating and an activity trail to the Park & Stride.

Summary of strategic analysis workshops

Issues (in red on the map):

- Heavy congestion around Fairisle Road
- Indirect connection between Park & Stride at the local Sainsbury's supermarket and the school so parents are deterred from using it due to perception of time it would take to walk
- Difficulty for pedestrians crossing Romsey Road, especially close to the school (lack of formal crossing)
- Millbrook School associated parking on Green Lane
- Parking in the bus stop on Lords Hill Way
- Difficult crossing of Lords Hill Way
- Lack of permeability within residential area – previous routes are severed by fences
- Not many alternative routes to avoid the main roads, due to layout of street network

Positive areas (in green on the map):

- Network of pedestrian routes
- Positive green spaces - experience of seeing wildlife in the city
- Artwork – e.g. planet artwork around Saturn Close

Lessons Learnt

See end of all workshops

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Student Workshop 3 (Third Workshop)

Key issue addressed in workshop

Co-design workshop.

Participants/Stakeholdergroups

Students from Fairisle Primary School.

Description of Workshop

This was the coming-together of all the information gathered from workshop 1 + 2. Students used this information to form a design brief and create a vision for change.
The workshop started with a presentation and recap of urban design themes relating to street design and ran through some innovative and though-provoking design solutions, to provide some creative inspiration to start the session with.
Students then discussed the issues raised from the previous workshops and started to think about design solutions. Students were given a large-scale plan of Fairisle Road, a model kit (containing scaled street items including trees, benches, vehicles, people, planters, parking bays, crossings, bike parking etc) colouring pens, post-it notes, modelling clay and a pack of inspiration images. They then had over 30 minutes to co-design with project staff (including an urban designer) solutions to the design brief.

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 13: Students at the co-design workshop

Major outcomes

Crossings

Students took a creative approach in designing a crossing in the shape and colour of a giraffe to be located along Fairisle Road. During the trial street closure, they tested their design using chalk.

Figure 14: Creative Crossing designed by students

Activity Trail

There was a strong desire to create an 'activity trail' along some of the footpaths around the school. Most notably the children were in favour of doing this along the route between the schools and the Park & Stride at Sainsbury's. Other suggested areas included the route south of the school under the underpass of Lords Hill Way, and through the estate.

Lessons Learnt

See end of all workshops

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Parent/Carer Workshop 1 (Fourth Workshop)

Key issue addressed in workshop

Barriers to walking and cycling.

Participants/Stakeholdergroups

Parents and carers of children at Fairisle Primary.

Description of Workshop

This event took place outside, in the school grounds. We introduced the project to parents and carers, and discussed issues related to safety, routes, and choice of travel mode.

Parents were shown the Big Street Survey map to see how students felt about the street environment, and issues and opportunities were discussed.

Parents were asked to map where they lived and identify safety concerns on their routes to school. They were also asked to map other destinations and areas they thought were positive.

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 15: Parents and carers looking strategically at the safety of routes around the school

Figure 16: Parents and carers at the workshop

Major outcomes

Crossings

Parents identified a lack of visible crossings along Fairisle Road (although there are dropped kerbs at the bend). The lack of crossing markings on carriageway caused people to cross anywhere along Fairisle Road, which is made less safe due to the lack of visibility of people crossing between parked cars when the street is blocked with parked vehicles.

Public realm

Parents said the area around the school is not welcoming to walkers and cyclists/scooters due to the hard-grey road environment, poor lighting along footpaths and in subways, and a lack of sheltered spaces to wait outside the school gates.

Lessons Learnt

See end of all workshops

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Parent/Carer Workshop 2 (Fifth Workshop)

Key issue addressed in workshop

Co-design workshop.

Participants/Stakeholdergroups

Parents and carers from both the Fairisle Juniors and Infants.

Description of Workshop

This event took place outside the front of the school, within the school grounds. Parents and carers from both the Fairisle Juniors and Infants attended and took part. It was an informal drop-in event.

We had posters explaining the background to the project, and an overview of the issues and opportunities as identified by students, parents/carers and residents.

Parents were given a 1:50 scale plan of Fairisle Road, and used a combination of pens, pencils and model kit to come up with design solutions, co-designing with a senior urban designer and supported by other staff.

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 17: Parents and carers doing the co-design workshop

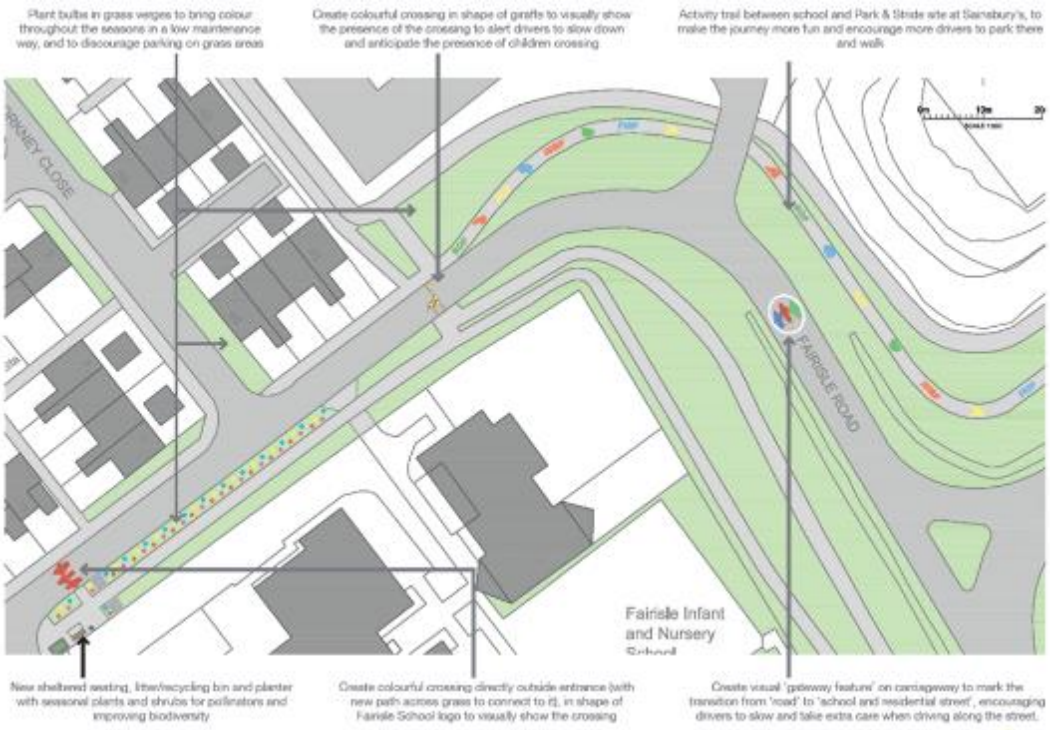


Figure 18: Results of co-design workshops (parent, student and resident): Fairisle Road

Major outcomes

Crossings

Two visual pedestrian crossings have been proposed on Fairisle Road. A visual pattern on the carriageway would provide visual warning to drivers, enable safe crossing places to be designated, and kept clear of parked cars and improve safety.

The design of these crossings was the subject of much discussion in the co-design workshops. Many people were in favour of a more creative approach reflecting the nature of the street and the school. A design that reflects the Fairisle Schools logo was designed by parents outside the front of the school.

Public realm improvements

There were several suggestions to improve the character of the streets around the school, with the purpose of creating a more welcoming environment for walkers and cyclists/scooters.

These included sheltered seating outside the school gates to provide places to wait for children/parents, especially in wet weather.

Lessons Learnt

See end of all workshops

Metamorphosis Partner: Southampton City Council

City: Southampton

Date:

Title: Fairisle Residents Workshop (Sixth Workshop)

Key issue addressed in workshop

Part 1: Resident Engagement.
Part 2: Co-design workshop.

Participants/Stakeholdergroups

Residents from Fairisle Road, Orkney Close and Malin Close attended and took part, as did local Ward Member, Councillor Keith Morrell.

Description of Workshop

Resident Engagement

Four staff members carried out door knocking on residents around the Fairisle Schools to get an understanding of the issues and opportunities from residents' perspective.
We spoke to residents over several hours and heard very similar issues from almost all residents.
We also notified them about the opportunity to get involved in the design workshops.
Residents were very supportive of the project and are keen to see changes to improve the street environment during the school run.
We then followed up with letters thanking them for their time and inviting them to the workshop, as soon as we had dates and workshop locations confirmed.

Co-design Workshop

This event took place on Fairisle Road, within the school grounds.
The workshop started with a short presentation of the issues raised so far, and some of the design opportunities discussed by students, and parents/carers.
We had posters explaining the background to the project, and an overview of the issues and opportunities as identified by students, parents/carers and residents.
Residents were given a 1:50 scale plan of Fairisle Road, and used a combination of colouring pens, pencils and model kit to come up with design solutions, co-designing with a senior urban designer and supported by other staff.

Documentation (including photos, possibly with links to further supporting material in national language)

Figure 19: Residents discussing issues on the street

Figure 20: Residents taking part in the co-design workshop

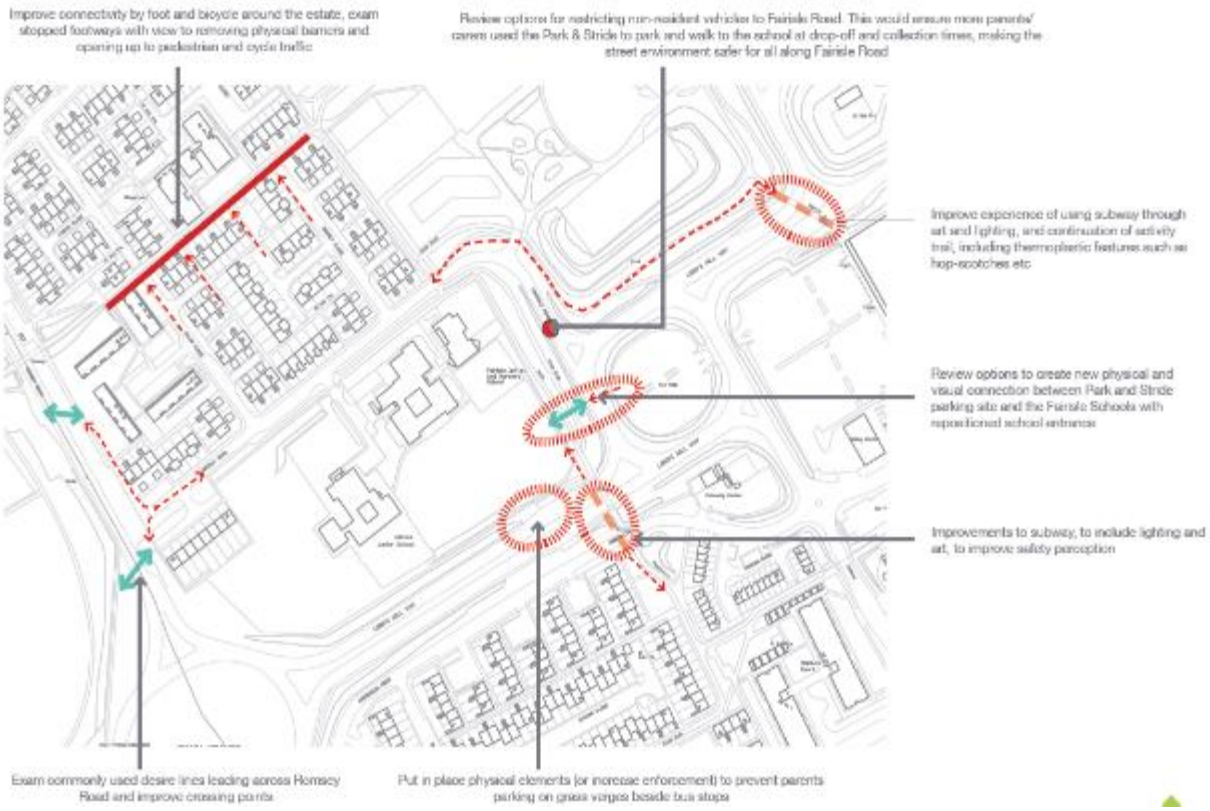


Figure 21: Results of the co-design workshop (residents, parents and student) area surrounding the school

Major outcomes

Restrictions on vehicle movements

There are strong feelings from residents that formally restricting school-run traffic from entering Fairisle Road should be considered. This would have a significant positive impact on road safety, and, given the disregard to safety demonstrated by several parents, may be a necessity.

There may be a need to formalise the agreement between Sainsbury's and the Schools to allow school associated vehicles to use their parking facilities. Given that it is a mutually beneficial arrangement, it could be further incentivised by vouchers to spend in store.

Several methods of restricting traffic from entering the road could be considered, including the creation of permit parking zones (although these would need to be enforced regularly to be effective as a deterrent), and camera monitoring of vehicles registered to enter the street.

Parking restrictions

Residents were keen to suggest measures to prevent parking on Fairisle Road outside the school. Ideas included the strategic positioning of raised planters to break up the strip of road between Orkney Close and Marlin Close, reducing the space so that parents could no longer park there.

Recommended capital improvements

- Non-residential vehicle restriction into Fairisle Rd
- Marking on crossings (thermoplastics)
- Vertical elements like planters to constrain parking
- Activity trail (highway paint e.g. Adbruf)
- Seating (sheltered)
- Bulb planting in the verges, and new planters
- Surfacing of new path connection between school gate and new crossing
- Investigate improved direct connection between schools and Park & Stride
- Remove pedestrian/cycle access barriers around the estate, allowing ped/cycle permeability
- Improve lighting in subways
- Improve crossings along A3057

Lessons Learnt

There were many lessons learnt in the workshops, including for example that the effective deployment of school streets, and by association, certain aspects of child-friendly neighbourhood, require the engagement of a wide range of partners and stakeholders, in order to gain all the necessary 'buy in' and for the initiatives to become successful. In the case of school-related street closures, the stakeholders include, but are not limited to, school children, their parents/carers, teachers, and residents, as well as different people from the City Council, including school liaison officers and local project officers. In Southampton's case, this also involved, for example, street designers and sustainable travel champions from Sustrans, who are working closely in partnership with the Council in delivering the Metamorphosis agenda of creating child-friendly streets.

The engagement of such a wide group of partners and stakeholders also require a considerable amount of time in planning, as well as in engaging the different parties, and the project schedule must allow for this, so it doesn't become merely a superficial exercise, i.e. so that the participants, and especially children, are engaged authentically so they feel that their opinions are genuinely being heard and acted on.

However, to engage a diverse group of stakeholders, it was necessary to employ a wide range of engagement techniques, and as the previous photos show, the pictorial or 'imagination'-focused ones were especially useful in communicating with children and stimulating their views about the current situation, and what they wished to see developed in their neighbourhoods in future.

It was also important that the vision building workshops were conducted in (at least) two different stages, with the first one initially setting the scene, and providing an opportunity for the project team to understand the participants' current issues and potential opportunities from their perspective, while the second workshop built on the first one, by engaging the participants in co-designing or taking forward the potential opportunities. This split also allowed ample time for the participants to familiarise with each other, as well as provided adequate opportunity for relevant issues to be aired, and for the stakeholders (especially children) to convey how they wished their future neighbourhoods to be designed.

3.6 Tilburg

Metamorphosis Partner: Inez Rastovac

City: Tilburg

Date: 29.11.2017

Key issue addressed in workshop

The key issue was creating suitable solutions for the mobility in the neighbourhoods and surrounding of the school environment with a class from the 6th grade of primary school De Stappen and to see the environment through their eyes. What do they like or dislike? What are the dangerous areas in their opinion?

Provided with that information, the experts of the municipality will see what is possible to do and discuss it with the class.

Participants/Stakeholdergroups

26 children of class 6b primary school De Stappen, 6 parents, Maarten Verberne (school director), Bart van Veenendaal (Ontdekstation013), Metamorphosisteam: Hidde Westerweele, Marc Holvoet, Loek Hellebrekers, Koen Linthorst (NHTV), Marjolein Scheepers (policymaker) and Inez rastovac (project manager).

Description of Workshop

On the 29th of November 2017 the class, teacher and parents have received the information and instructions about the purpose of the workshop. The class was divided in six small teams, each team escorted by a parent and a Metamorphosis team member. The children got green and red thumbs and the Metamorphosis team members have brought a paper on which they wrote down 5 tips and 5 tops based on how the children value the built environment. Also, the Metamorphosis team members had to make pictures of the children with the red- and green thumbs with the help of a smartphone. After 1.5 hour the class came together in a place where they had to work out their ideas on a A0 map. Next to that, the children had to visualize their dreams with the help of the time travel method. The group was told that the analysis will be presented to the planners of the municipality, so they can work out their ideas.

Time	Activity	To Do	By Who
08.15 - 8.30	Gather at the Stappen school to prepare the workshop	prepare ourselves for the workshop	**All participants**
08.30 - 8.45	Brief explanation of the workshop for the children	**Prepare:** a brief presentation (informal) to explain what we are going to do and why for the children to understand	**Koen** Youtube video **Hidde**
08.45 - 09.00	**Split into groups:** prepare for the walk along the route (around 5 per group, depending on the number of children and amount of supervisors present)	Get the children ready & hyped for the walk & workshop, distribute the GoPro's, ready camera's. **Execute:** prepare children (and self) to go for the walk	**All supervisors**
09.00 - 10.30	Walking along the designated routes, with the final destination being the Ontdekstation Take pictures of Tips and Tops, or anything the children want. Film walk with GoPro, (Child point of view)	**During walk:** promote as much output from the group as possible (especially using photos, photos will later be used when creating Dream Visions) **Prepare:** Bring cameras for walk, and GoPro's with head mount, Walking Routes	**All supervisors** Cameras**: supervisors groups** GoPro's: **Inez, Hidde, Koen** Routes: **Inez and Koen**
10.30 - 10.45	Report at ontdekstation. Some drinks and snacks. Aerial phots hung up/ laying around ontdekstation	**Prepare:** Drinks and snacks, Aerial photos strategic positions Gather at ontdekstation, Brief explanation of next activity.	**Ontdekstation** **All supervisors Koen**
10.45 - 11.45	**Time Travel:** Let children imagine what they see in a perfect street vision (2 minutes eyes closed, think about the tips and tops) **Dream Visions:** Allow children in their groups to draw their beliefs, supervisors help support children with the pictures etc.	**Prepare:** good guiding questions for children to envision their preferred 'dream street' **Prepare:** Drawing materials to draw the best dream situations	**All supervisors** **Ontdekstation**
11.45 - 12.00	**Presentations:** Children present their dream visions briefly	Children present their findings	**Children**
12.00	**Closure:** Brief closure to the workshop/ day just performed		**Inez**

Documentation (including photos, possibly with links to further supporting material in national language)

Instruction given by Koen Linthorst	One of the six routes
	

Figure 22: Start of the workshop with introduction

Figure 23: Tips and Tops

Figure 24: Tips and Tops:

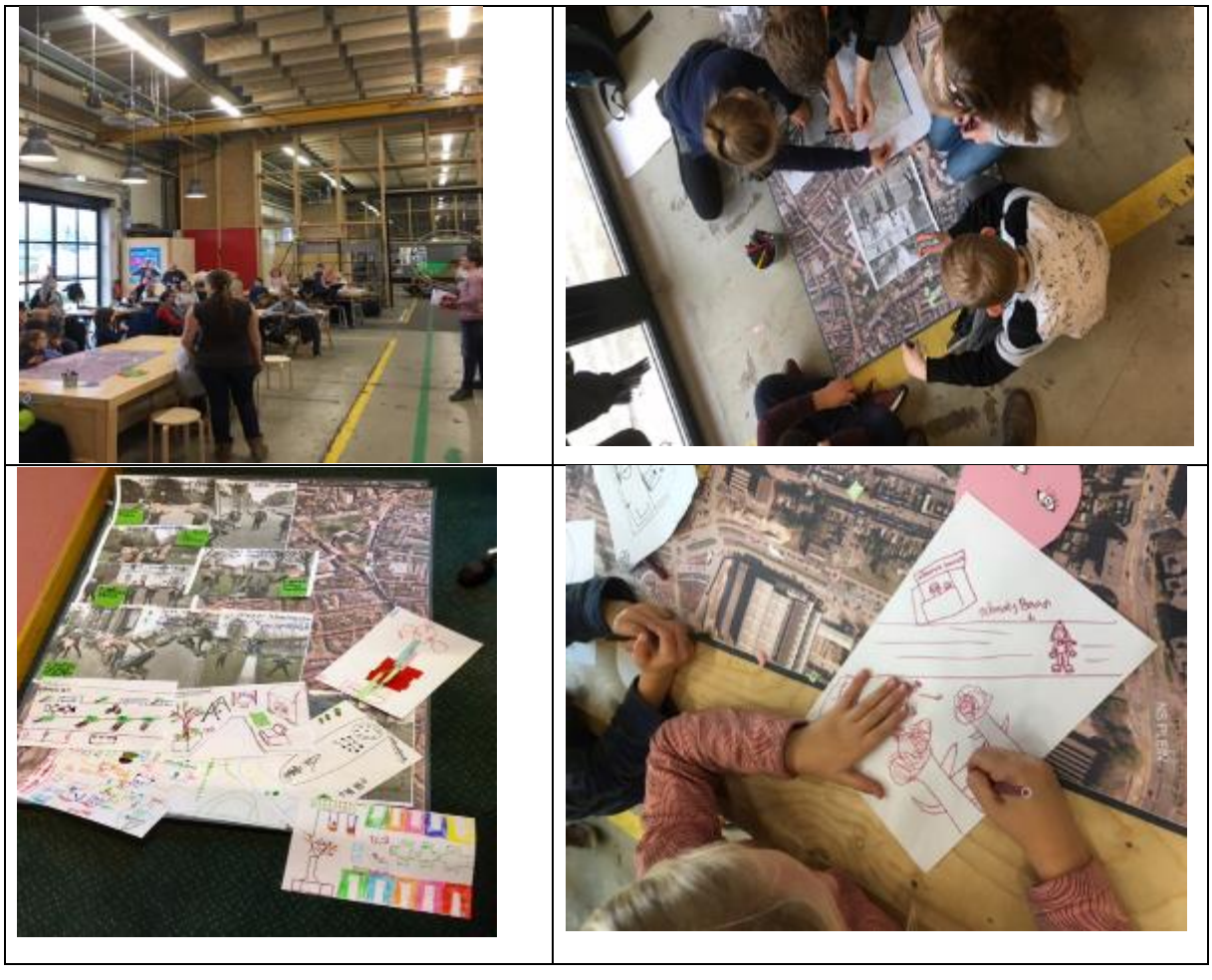
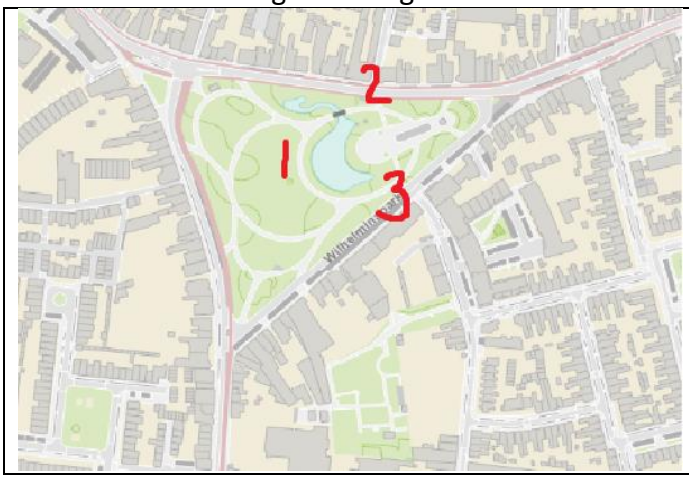


Figure 25: Workshop at the Ontdekstation

Major outcomes

The outcome was that we gathered 6 tips and gave them to the mobility experts and developers, so they can make an advice and discuss about it with the class in the next semester.

The top five of the collected tips and wishes from the children are further explained in more detail in the following two images:

	1. More playing facilities in the park across the school; 2. A safe crosswalk 3. A safe crosswalk

	4. The pavement on the corner of this street is to 'open'. Trucks and cyclist are driving on the pavement and that creates dangerous situations 5. This is a 'typical' design: the crossover is zig-zag, and there's no pavement.

Addendum:
With the same class Tilburg carried out the measure 'GPS- trackers'. In this measure the students were travelling to and from school during two weeks with a GPS- tracker in March 2018. The information collected is currently evaluated to find out if there is a connection/ comparison to be made with the outcome of the vision building workshop.

Lessons Learnt

- Because we spent too much time printing out the pictures the children made, we couldn’t discuss with the whole class about the tips and tops and their visions. The next time it's better to use a beamer+ laptop/ computer and import the pictures/ visions in there. And provide the visions with a (catchy) title.
- The location for the workshop is very important. Make sure you have a big (class) room with big separate tables and a lot of creative tools (for drawing, designing) so the children can make their visions in a creative and free manner.
- It was very useful and effective that also 6 parents joined the activity. Because they learn to look at the area through the children's eyes and it gives them a better insight of how they experience their important environment. When parents start to talk/ discuss about it with other parents, it creates awareness.

3.7 Zurich

Metamorphosis Partner: synergo

City: Zurich

Date: 09.01.2018 (Workshop One)

Key issue addressed in workshop

The workshop served as a kick-off event in the settlement “Bändli”. The goals were the following:

- Inform all relevant stakeholders from the settlement and the neighbourhood about the project Metamorphosis and about the planned measures in their neighbourhood
- To reach a mutual understanding on what child-friendly neighbourhoods and good neighbourhood relations are.
- To develop a vision for the settlement and the neighbourhood
- To discuss the planned measures and to compare them with the vision

Participants/Stakeholdergroups

We invited all relevant stakeholders from the settlement “Bändli”, the neighbourhood Grünau, and the city of Zurich.

Building association BEP (owner of the settlement):

- Susanne Holzer, social worker at the building association BEP (the owner of the settlement)
- Jeanette Chardon, head of real estate management of BEP
- René Rösli, facility manager of the settlement “Bändli”
- Vera Zai, member of the commission for culture and social affairs of BEP

Settlement “Bändli”:

- Ernst Walder, tenant of “Bändli” and member of the settlement association
- Alfred Hess, tenant of “Bändli” and member of the settlement association
- Senén Delgado, tenant of “Bändli”

Neighbourhood Grünau:

- Birgit Stegmeier, staff at the community center “GZ Grünau”
- Vreni Bazzan, neighbourhood association “Quartierverein Grünau” (wasn’t able to take part in the meeting)

Administration of the City of Zurich:

- Valentina Sala, neighbourhood coordinator of the city of Zurich
- Ruth Furrer, civil engineering department of the city of Zurich

Project team synergo:

- Barbara Kieser & Roberto De Tommasi

Description of Workshop

The agenda was as follows:

Agenda	Time
1. Welcome and introduction round	10’
2. Background to the project Metamorphosis	10’
3. Module 1: Child-friendly spaces and neighbourhood relationships – what are they and why are they important?	40’
Break	10’
4. Module 2: Vision Building: wishes for the settlement and the neighbourhood	40’
5. Module 3: Discussion and assessment of the planned measures	40’
6. Communication: How to reach and motivate the inhabitants	15’
7. Determining the dates of the individual measures	10’
8. Summary and conclusion	5’

Background to the project Metamorphosis

synergo explained the structure of the projects (part of Horizon 2020, Societal challenges, Smart, Green and Integrated Transport), presented the participating partners (cities, universities, and SME) and the project structure in Zurich (financed by the department for education, research and innovation, supported by the civil engineering department of the city of Zurich). Synergo presented the goals of the project as well as the target groups.

Module 1: Child-friendly spaces and neighbourhood relationships – what are they and why are they important?

In groups, the participants discussed these questions and wrote their answers down on post-its. One group after the other presented their answers to all participants. According to the participants, child-friendly spaces are characterised by the fact that children can move safely and independently and that they are versatile, challenging and sufficiently large. In child-friendly spaces there is a need for niches where children can be unsupervised. Moreover, not everything should be specified, the space should be changeable. One group mentions that there must be a good division between traffic and play areas.

Good neighbourly relations mean for the participants that they support each other, be it with small things like the lending of food or with larger things like plant watering during the holidays. Mutual tolerance and the ability to resolve conflicts objectively are important. Good neighbourly relationships help to combat loneliness and anonymity and ensure that you feel comfortable and safe in your "own" housing estate.

(see photos of the flipcharts below)

Module 2: Vision Building: wishes for the settlement and the neighbourhood

In a first step, the participants worked with maps of the settlement and the neighbourhood in groups, depicting attractive places from their point of view and from a child’s point of

view. In a second step, the group then developed visions for the settlement and the neighbourhood in 1, 5 or 20 years' time.
They found many attractive places in both the settlement and the neighbourhood, e.g. play grounds, niches for kids to play unattended, trees to climb, meeting places to spend time with neighbours, the community centre, the close-by river "Limmat" or the schoolyard. When dreaming into the future, the participants would upgrade the playgrounds, remove stairs to make the open spaces in the settlement more accessible, transform a private street next to the settlement into an encounter zone, open a communal room, enlarge the sideways and slow down traffic around the settlement.
(see photos of the maps below)

Module 3: Discussion and assessment of the planned measures
synergo presented the measures to be implemented between spring and autumn 2018. The participants then assessed the measures individually with dots (green = good, agree; yellow = to discuss). They were then discussed in detail.

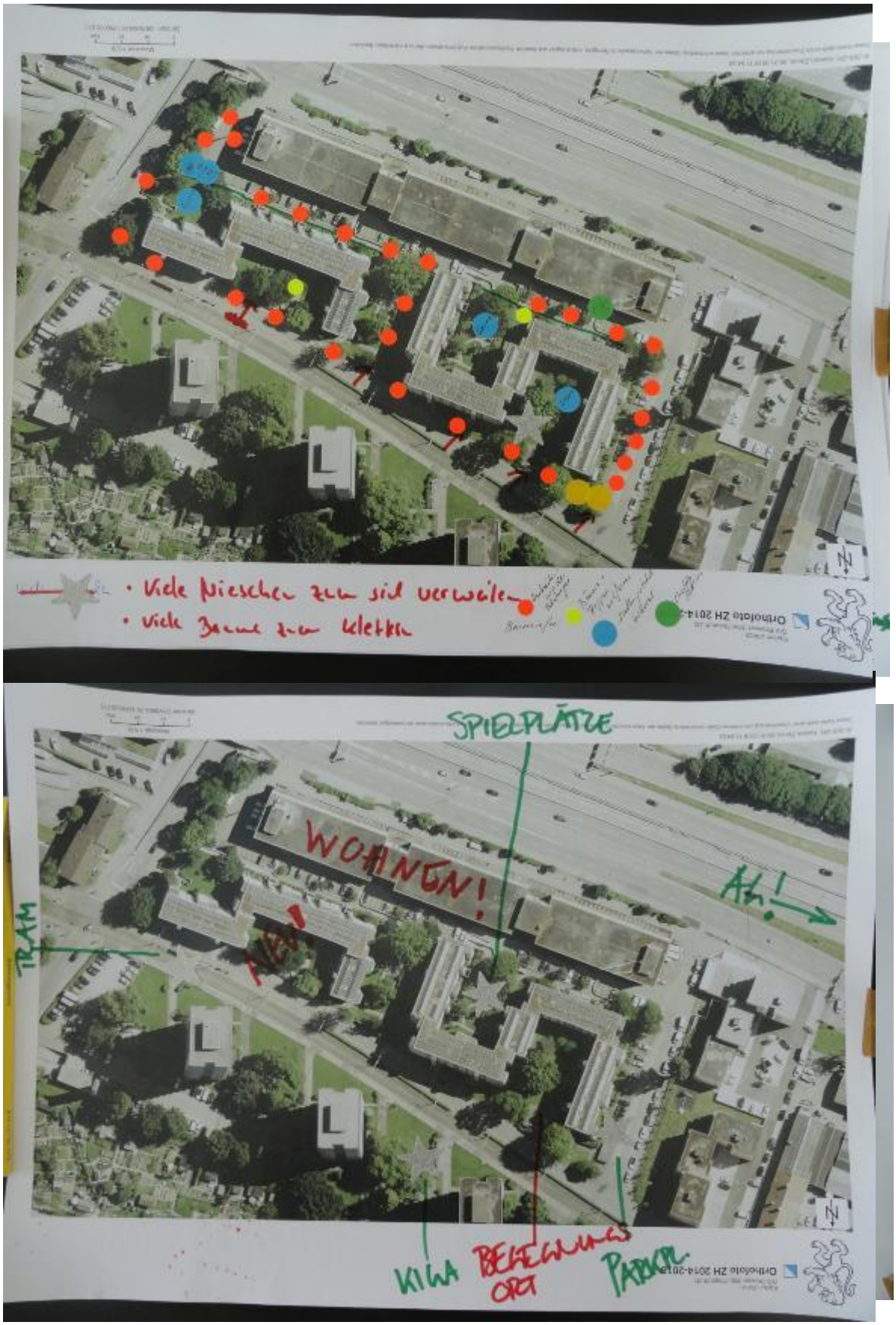
- Mobility share point: The measure was generally approved, but it raised several questions, e.g. if there was enough space, if the e-bikes would work in cold winter temperatures and who will take care of the bikes.
- Bicycle repair workshop: Everyone approved of the measures and was looking forward to it.
- School project week: The measure was unanimously approved.
- Guided bike tour: The measure was generally approved. The participants discussed if the bike tour should be open to the whole neighbourhood or only to the inhabitants of the settlement. One participant proposed to offer an extra tour for beginners.
- Neighbourhood analysis: The measure was unanimously approved.
- Neighbourhood walk: The measure was generally approved. After some discussions it was agreed that the measure will be open to the whole neighbourhood and not only for the children of the settlement.
- Street closure/settlement party: The measure was generally approved but the question was raised whether a road closure will be possible.

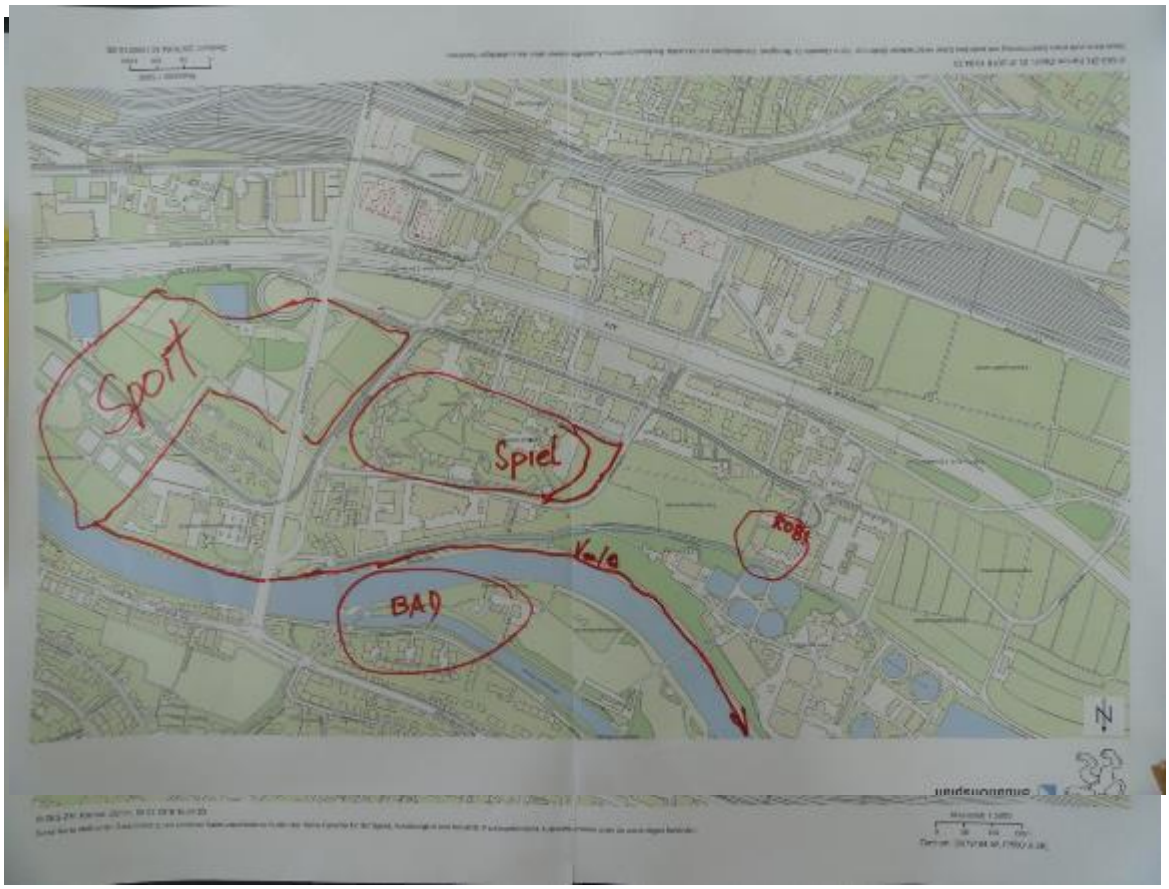
Communication: How to reach and motivate the inhabitants
synergo presented what is planned so far regarding communication with the inhabitants. They will receive an information leaflet at the start of the project. Then an invitation flyer is sent out for each individual measure and posters are hung up in the stairwells etc. A project description will be put online on the website of the city of Zurich. Most important is the personal contact, i.e. inhabitants motivating other inhabitants to participate in the measures.

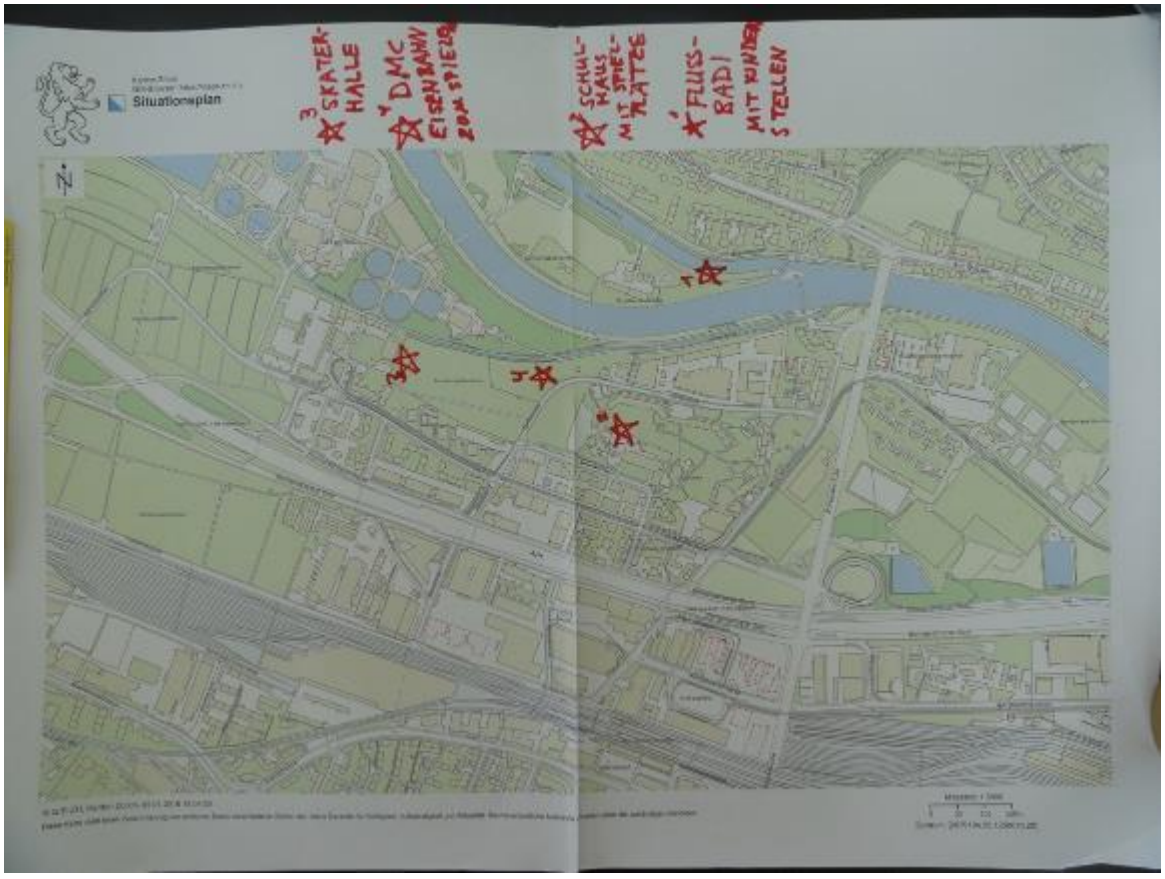
Documentation (including photos, possibly with links to further supporting material in national language)

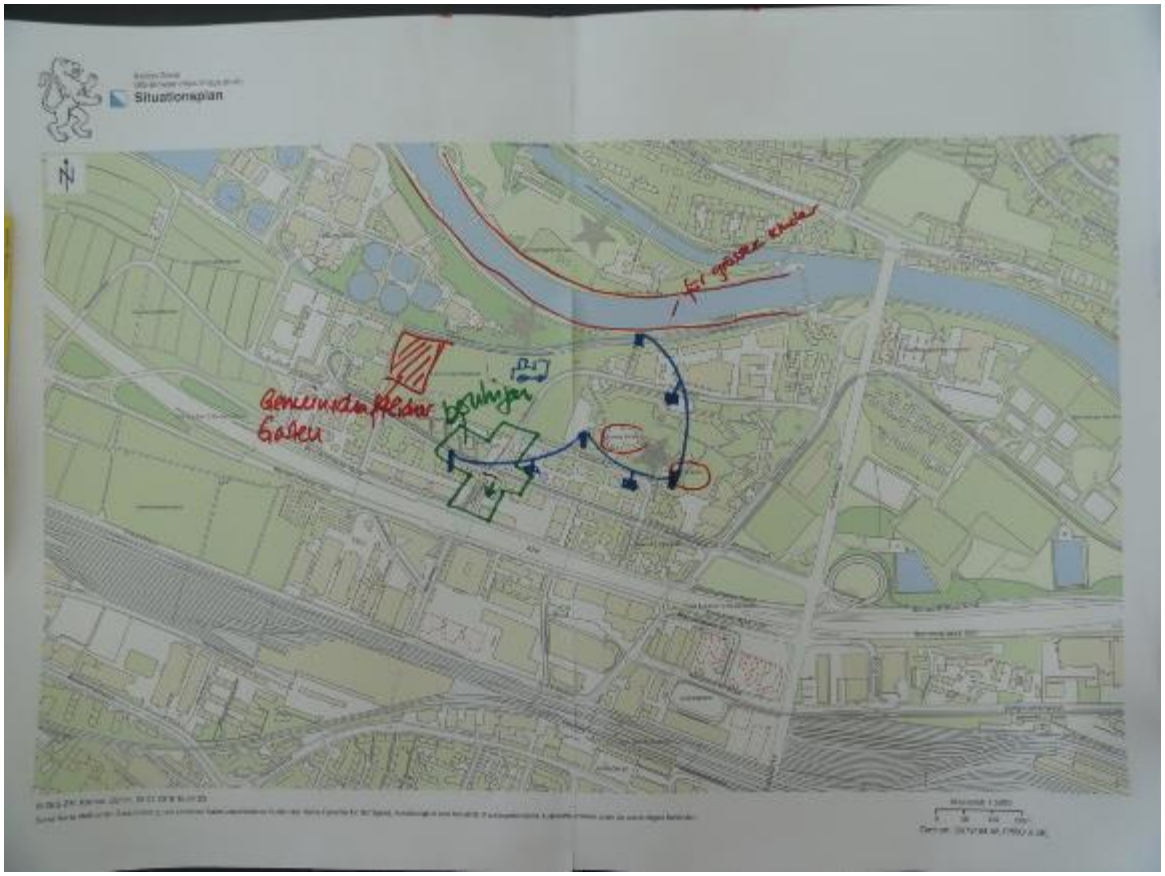
Child-friendly spaces and neighbourhood relationships
Vision Building

Vision Building



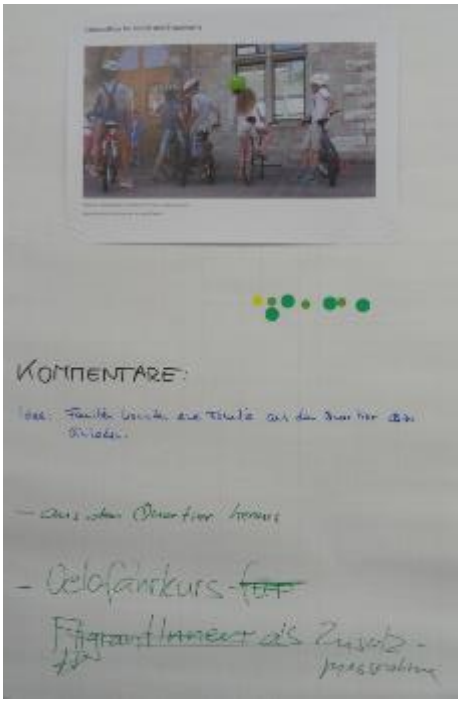



Situationsplan
3 SKATER-HALLE
2 DMC EISENBAHN ZUM SPIELEN
SCHUL-HAUS MIT SPIEL-PLATZE
1 FLUSS-BAD! MIT KINDER STELLEN


Situationsplan
für große Kinder

Measures


KOMMENTARE
- Mehrfrage
- Max schaut!
- E-Bike?


KOMMENTARE:
- Radfahrkurs


KOMMENTARE:
- auf Quartierebene
- mit 6Z
- mit Verbindung zu 2. Jahr


KOMMENTARE:
2-3 x


KOMMENTARE:
- Sperrung machbar!


KOMMENTARE:
- Zufliesser in Siedlungsgebiet
Kultur und Soziales

Impressions






Major outcomes

- The participants very much liked the idea to transform the private street next to the settlement to an encounter zone. The street is used as an access road to the underground car parks and to parking spots belonging to the adjacent office building. The potential to fully close it is therefore limited, but it might be used better in off-peak hours. The building association (who is the owner of the street) was also very interested in hearing that.
- It was interesting for the representatives of the building association to hear that people would like to see the playgrounds in the settlements upgraded. This will be a special focus in the neighbourhood analysis with the settlement's children.
- The planned measures have been met with great approval.

Lessons Learnt

- Participants appreciated the interactive work sessions in groups.
- The use of maps helped the participants to develop ideas for the settlement and the neighbourhood
- Due to the application process of Metamorphosis, we already had to plan all the measures, so there was not much room for the participants to develop own measures. This needs to be explained to avoid disappointment.

Metamorphosis Partner: synergo

City: Zurich

Date: 10.01.2018 (Workshop Two)

Key issue addressed in workshop

The workshop served as a kick-off event in the settlement “Tiefenbrunnen”. The goals were the following:

- Inform all relevant stakeholders from the settlement and the neighbourhood about the project Metamorphosis and about the planned measures in their neighbourhood
- To reach a mutual understanding on what child-friendly neighbourhoods and good neighbourhood relations are.
- To develop a vision for the settlement and the neighbourhood
- To discuss the planned measures and to compare them with the vision

Participants/Stakeholdergroups

We invited all relevant stakeholders from the settlement “Tiefenbrunnen”, the neighbourhood Riesbach, and the city of Zurich.

Real estate management of the city of Zurich

- Yves Roggo, real estate manager of the settlement “Tiefenbrunnen”
- Beat Kessler, social worker at the real estate management
- Miguel Fernandes, facility manager of the settlement “Tiefenbrunnen”

Settlement “Tiefenbrunnen”:

- Simone Graves, tenant of “Tiefenbrunnen” and president of the settlement association
- Idi Häberli, tenant of “Tiefenbrunnen” and member of the settlement association
- Yangzom Rytsakhu, tenant of “Tiefenbrunnen” and member of the settlement association
- Claudio d’Àmbrosio, tenant of “Tiefenbrunnen” and member of the settlement association
- Erhart von Ammon, tenant of “Tiefenbrunnen” and member of the settlement association (could not take part in the workshop)
- Danela Röttele, tenant of “Tiefenbrunnen” and member of the settlement association (could not take part in the workshop)

Neighbourhood Riesbach:

- Markus Kick, operational manager at the community centre “GZ Riesbach”
- Urs Frey, president of the neighbourhood association and tenant of “Tiefenbrunnen”

Administration of the City of Zurich:

- Gabriele Köhler, neighbourhood coordinator of the city of Zurich
- Ruth Furrer, civil engineering department of the city of Zurich

Others:

- Nelly Kick, landscape architect

Project team synergo:

- Barbara Kieser & Roberto De Tommasi

Description of Workshop

The agenda was as follows:

Agenda	Time
1. Welcome and introduction round	10’
2. Background to the project Metamorphosis	10’
3. Module 1: Child-friendly spaces and neighbourhood relationships – what are they and why are they important?	40’
Break	10’
4. Module 2: Vision Building: wishes for the settlement and the neighbourhood	40’
5. Module 3: Discussion and assessment of the planned measures	40’
6. Communication: How to reach and motivate the inhabitants	15’
7. Determining the dates of the individual measures	10’
8. Summary and conclusion	5’

Background to the project Metamorphosis

synergo explained the structure of the projects (part of Horizon 2020, Societal challenges, Smart, Green and Integrated Transport), presented the participating partners (cities, universities, and SME) and the project structure in Zurich (financed by the department for education, research and innovation, supported by the civil engineering department of the city of Zurich). Synergo presented the goals of the project as well as the target groups.

Module 1: Child-friendly spaces and neighbourhood relationships – what are they and why are they important?

In groups, the participants discussed these questions and wrote their answers down on post-its. One group after the other presented their answers to all participants. According to the participants, child-friendly spaces are characterised by the fact that they offer space for free, creative, undisturbed and safe playing, that there are niches and that many forms of movement are possible. It takes play equipment, but not too many. Parents must also feel safe when the children play outside unattended. The game should also not disturb residents. One group names family-friendly residents as a prerequisite for child-friendly rooms; a certain tolerance is needed. The design of the road space also has a great influence; a maximum of 30 zones are desired, at best meeting zones or completely car-free zones.

Good neighbourly relations mean that communication creates a good atmosphere, that people treat each other with respect and that solutions are found in dialogue. Mutual trust is also very important, for example when you leave the keys to watering plants to your neighbour. To achieve this, encounters must be made possible, for example with encounter zones. Good neighbourly relations lead to identification with the settlement and a feeling of ownership.

(see photos of the flipcharts below)

Module 2: Vision Building: wishes for the settlement and the neighbourhood
In a first step, the participants worked with maps of the settlement and the neighbourhood in groups, depicting attractive places from their point of view and from a child's point of view. In a second step, the group then developed visions for the settlement and the neighbourhood in 1, 5 or 20 years' time.
They found many attractive places in both the settlement and the neighbourhood, e.g. the courtyard with the sandbox, the communal room, niches for kids to play unattended, good connections to the public transport, the covered passageway that also invites outside people to walk through the settlement, the close-by lake of Zurich, the many beautiful parks in the neighbourhood and the communal centre.
When dreaming into the future, the inhabitants of the settlement talked a lot about the architectural features of the settlement: due to its special architecture, the settlement has an unwelcoming look from the outside. Therefore, an important vision is to make use of the adjacent street as encounter zone to "open up" the settlement to the neighbouring buildings. Possible ways to reach that goal were discussed, e.g. to completely close the street, upgrade it to an encounter zone, remove parking spots or make it a one-way street.
Other visions: resizing the sandbox and instead add a water play, setting up a bicycle high-way in the neighbourhood, building toilets at a popular park or setting up a traffic light at a crossing.
(see photos of the maps below)

Module 3: Discussion and assessment of the planned measures
synergo presented the measures to be implemented between spring and autumn 2018. The participants then assessed the measures individually with dots (green = good, agree; yellow = to discuss). They were then discussed in detail.

- Mobility share point: The measure raised several questions because the settlement is already very bike-friendly, and most people have more than one bike. In conclusion it was decided to only acquire an e-bike and an e-cargo-bike and no additional "normal" bikes.
- Bicycle repair workshop: Everyone approved of the measures. Someone proposed to also invite the inhabitants of the neighbouring settlement.

- School project week: The measure was unanimously approved.
- Guided bike tour: The measure was generally approved. The participants discussed if an extra tour for specific target groups such as elderly people, beginners etc. should be offered. Maybe in 2019.
- Neighbourhood analysis: The measure was unanimously approved but one participant emphasised that it has be made clear to the children that probably only a few of their wishes can be implemented and that it takes a while (expectation management).
- Neighbourhood walk: The measure was unanimously approved. One participant stressed that the development of the walk is made by children, but that the final product is for all inhabitants of the neighbourhoods.
- Street closure/settlement party: The measure was unanimously approved, but participant stressed that the party shouldn't be only for the settlement but also for the neighbouring settlements. The street that is supposed to be closed is also in consideration for a different city project: Piazza Pop-Up. Within this project, several public spaces are furnished with mobile furniture and big plant pots to encourage the use of the public space.

Communication: How to reach and motivate the inhabitants

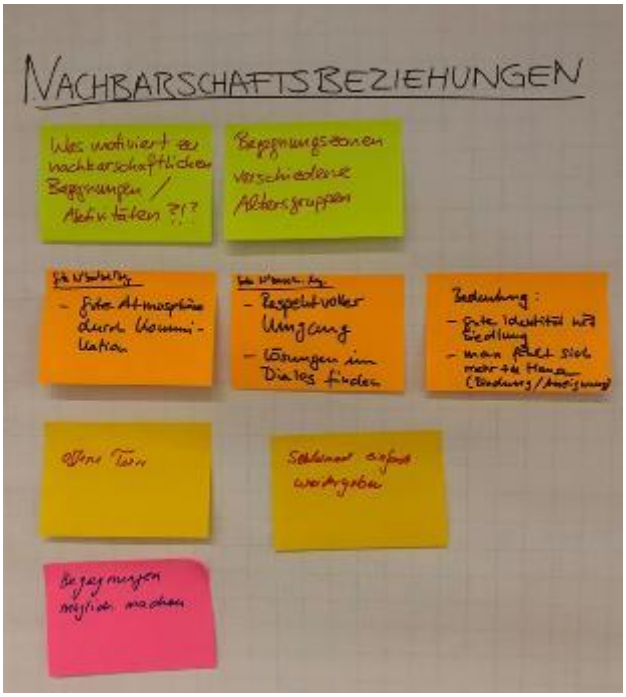
synergo presented what is planned so far regarding communication with the inhabitants. They will receive an information leaflet at the start of the project. Then an invitation flyer is sent out for each individual measure and posters are hung up in the stairwells etc. A project description will be put online on the website of the city of Zurich. Most important is the personal contact, i.e. inhabitants motivating other inhabitants to participate in the measures.

Dates of the measures

In the last step, the dates for each specific measure were determined.

Documentation (including photos, possibly with links to further supporting material in national language)

Child-friendly spaces and neighbourhood relationships



Vision Building


Orthofoto ZH 2014-2016
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Situationsplan


Situationsplan
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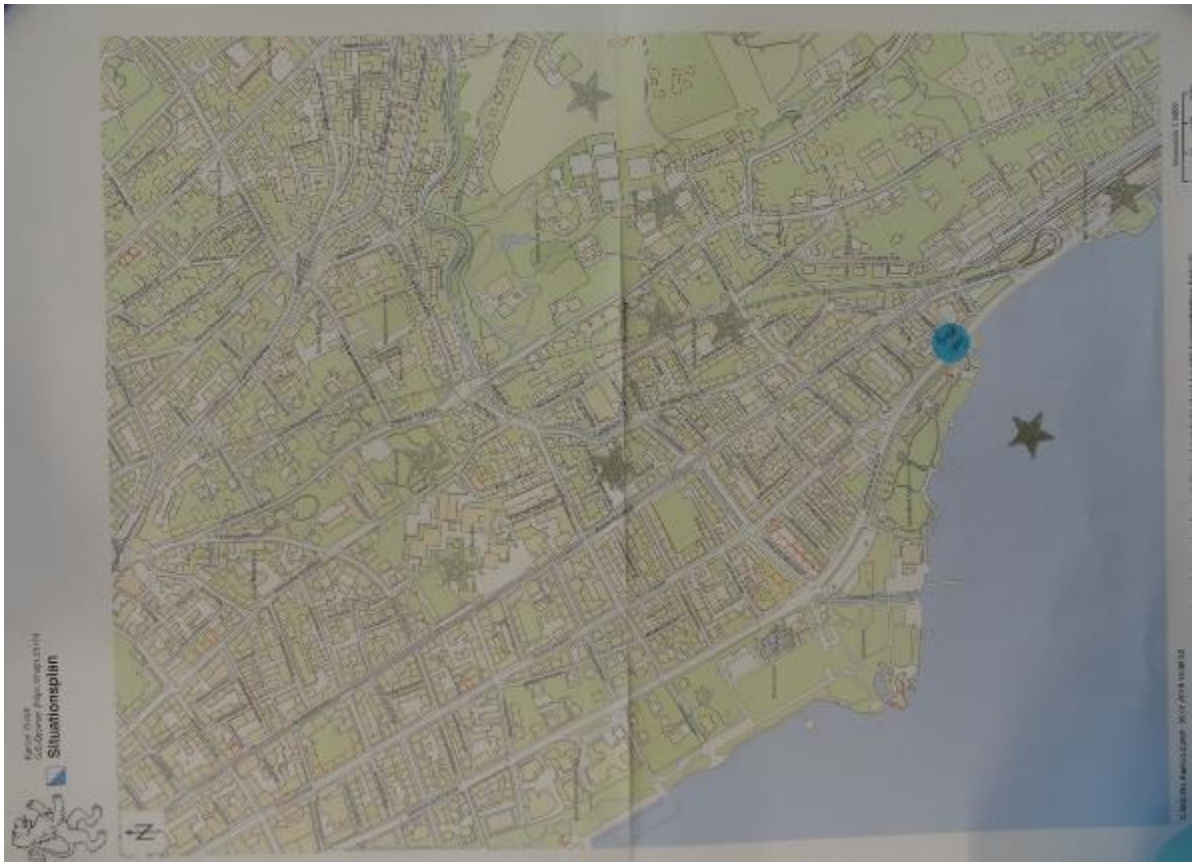
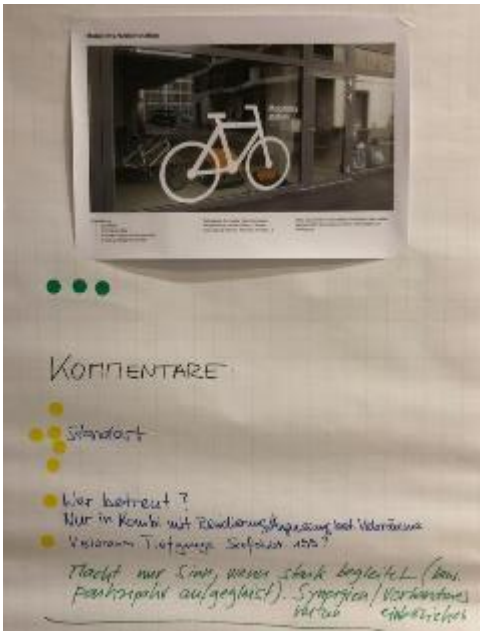
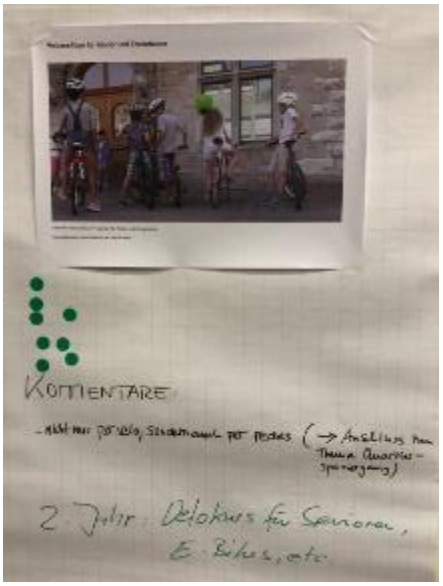
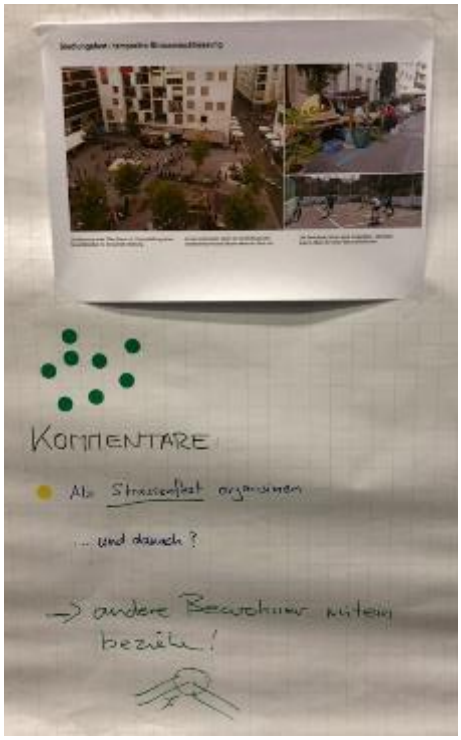

Situationsplan

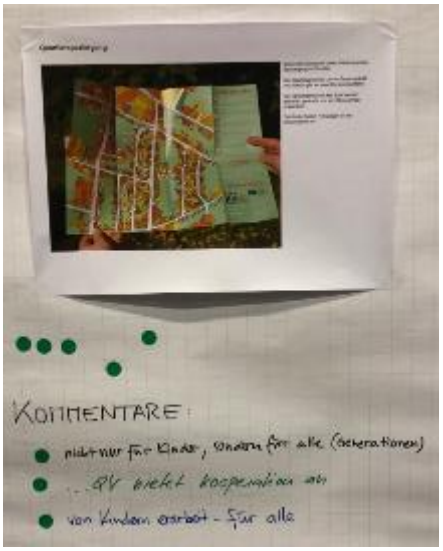

Situationsplan

Discussion of planned measures









Impressions

Major outcomes

- It was stressed on several occasions that the settlement would like to “open up” towards the outside. Therefore, the idea to use the street close to the settlement as an encounter zone (e.g. during the street party or as part of Piazza Pop-Up) was highly appreciated.

Lessons Learnt

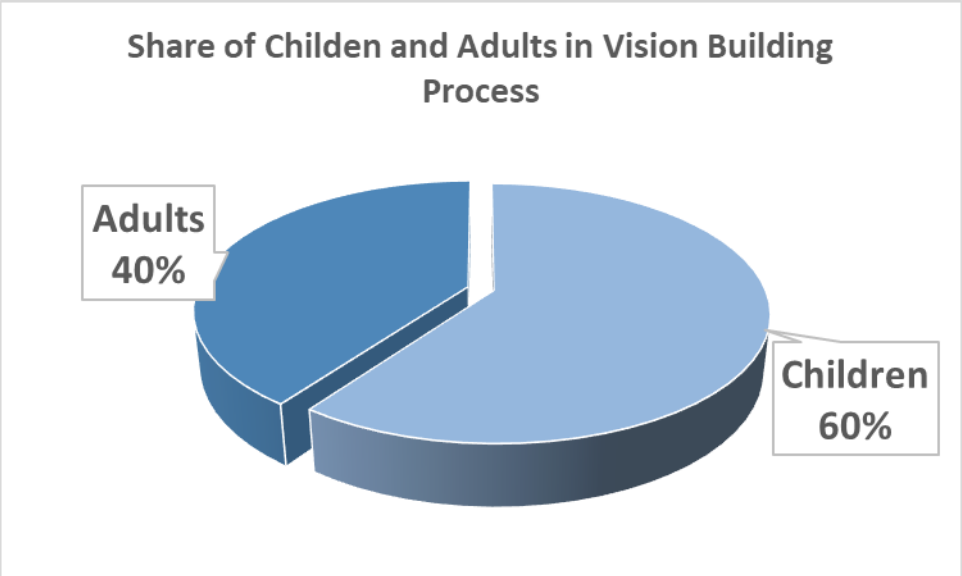
- Participants appreciated the interactive work sessions in groups.

- The use of maps helped the participants to develop ideas for the settlement and the neighbourhood
- Due to the application process of Metamorphosis, we already had to plan all the measures, so there was not much room for the participants to develop own measures. This needs to be explained to avoid disappointment.

4 Conclusions

The Vision Building Workshops for the different partner cities had very different starting positions and problems that needed to be analysed. Equally the locations analysed during the workshop sessions were very different and ranged from specific school surroundings (e.g. Graz, Southampton), housing estates/settlements (e.g. Zurich), public place reorganisation (e.g. Merano), entire neighbourhoods (e.g. Alba Iulia) to general ideas on how to fulfil the Metamorphosis concepts (e.g. Munich). Also, the stakeholder composition of the workshop participants varied greatly between the workshops held in the different partner cities.
On the one hand, this makes it more difficult to compare the workshops, but on the other hand it provides the consortium and possible followers with a wide variety of information on running such Vision Building Workshops with different foci and the resulting lessons learnt.

At the time of the finalisation of this report a total of about **1.250 stakeholders** have participated in the Vision Building Workshops. With around **850, children** make up by far the largest stakeholder group (with over 60% of those who participated).



Because METAMORPHOSIS has a specific focus on children it was vital to involve them in the Vision Building Process. Children have been involved in at least one workshop in every city, with the exception being Zurich. The partners from the City of Zurich (synergo) will however run further Vision Building workshops at later dates during the project lifetime, where children will be a major stakeholder group. The results of these workshops will be integrated into a later version of this document.

The results of the Vision Building Workshops so far demonstrate the great advantage children's ideas bring to innovation and to out-of-the-box ideas in urban planning. For instance, in Graz it became obvious during the workshops that for children not only "green" plays a big element in their Visions for liveable neighbourhoods, but that "water elements" are just as important.

The Vision Building Process in METAMORPHOSIS has allowed the partners to fine tune and tailor their planned measures to the needs and requirements of children as well as to bring on board the stakeholder groups necessary for the successful implementation of the planned measures.

Also, Vision Building Workshops with other stakeholders like parents, residents or planners have led to interesting and innovative ideas. By involving different stakeholder and target groups it was possible to achieve a common understanding of how the reduction of motorised traffic and the creation of more child-friendly neighbourhoods will create a healthy living environment, with a better quality of life for all concerned parties.

The two vision building workshops held in the **City of Alba Iulia** both had a different focus. The first one addressed the target group of children and assisted them on experiencing the city as a living lab utilising a specially adapted game. The game is a powerful tool in raising the interest of children in their neighbourhoods and helps them in the exploration of possible new uses. During the second workshop that was focused on the target group of experts from the area of urban planning, architecture, art, design and housing associations Time Travel was used as an effective way to motivate adults to think creatively. The conclusion of the workshop was that children should be provided with more natural and green spaces that allow them to build things with limited resources and thus to increase their creativity and their ability to learn to solve problems independently. Although a different opinion was that free WIFI access should enable children to use the internet also in public spaces.

In **Graz**, children were the only stakeholder group. The starting point of the workshops was slightly different than in other cities (e.g. Southampton, Tilburg, Munich, etc.). Children were not asked how they would improve their neighbourhoods, but to imagine how the areas in front of their schools should look like, if they were closed off to car traffic. During three workshops that were conducted by a child organisation (subcontractor of project partners) children in the age group from 5 to 14 years were involved in three different workshops (each with one class of students/kindergarten children) that had the aim to develop a vision of a car-free area in two streets in front of schools and a kindergarten. The other "workshop" consisted of vision building work carried out by teachers and their students of a different school. In total, there were 8 classes. A surprising outcome for workshop leaders and teacher was the fact that for many children a kind of water feature was part of their visions. As were more green and natural surroundings. Cars played absolutely no role in the visions of children.

The description of the workshops in **Meran** will follow in the next version of the report.

In **Munich,** one workshop was held with children from different schools that are all part of a children and youth forum. This workshop was proceeded by a school tour in which the Metamorphosis partner explained the goals and objectives of the project. During the actual workshop children could present their requests for improving space within the city. The requests ranged from more safety for children in specific areas through speed checks or street closures and upgrading and refurbishment of existing areas for better use, through more places and opportunities for children to play in public areas, to some new suggestions like rental bikes for children in the entire city as well as riding paths in specific areas. 12 of the requests were handed over to the relevant departments of the municipality where solution should be found. Through the workshops it became clear that children do understand transport and mobility as issues that are relevant for them.
The second workshop in Munich was of a more theoretical nature, where ideas for combining existing measures in Munich with the planned measures from the project could be found. Using the format of a mind map the experts produced various ideas on how to make neighbourhoods safer and more child-friendly. Cycling and walking were identified as major drivers as were sport and play activities in the surrounding of schools. Temporary street closures as well as crystallisation points and the integration of educational materials for teachers were determined as useful tools to achieve the aims.

The colleagues from **Southampton** took a very organised and clear approach to determine and ascertain the visions and need of the concerned stakeholders: Children, parents as well as the residents living within the local area. It was also interesting to see that in Southampton, where workshops were held with three different stakeholder groups: 1. Children, 2. Parents/Carer and 3. Residents, the outcomes of all the workshops and the improvements required were very similar. Both, children and parents were very interested in making crossings safer and making the public realm more inviting, as well as

reducing traffic in general. All of these issues were established during the analysis workshop as problem areas. This analysis also established a problem of permeability and connection between the school area and the surrounding areas – a problem from increased traffic and parked cars in the street. In the sixth workshop that engaged the residents it became clear that also residents had the strong need to restrict vehicle movement to increase safety and quality of life. Road closures and greening projects as well as seating possibilities and creation of activity trains and playful elements were all part of proposed solutions. By engaging these three concerned target groups in a co-design workshop and process it will be much easier for the authorities to implement changes. The creative ideas of the children during the workshop will bring colour to the implementations, and these ideas will be carried forward in part or in the planned Metamorphosis measures and activities.

In **Tilburg** the municipality together with children and parents explored the school environment and the neighbourhood with on-site visit and a following time travel session. The tips and tops collected during the site-visit where then put down on paper as ideas for improvement assisted by another time-travel vision building process. The ideas included: Safer crosswalks, more playing facilities, better maintained and designed streets to assure safe walking.

The stakeholders of both Vision Building Workshops in **Zurich** were administrators from the City of Zurich, members of the settlement associations and estate managers. Thus, the focus of the vision building workshops was quite different from workshops in other cities where children and their ideas played a major role. In Zurich the two workshops were to inform the professional stakeholders associated with the two settlements where the Metamorphosis measures will be implemented and to reach a common understanding. This also included the development of a vision for the settlement from their point of view. Further Vision Building Workshops with the residents and thus also with children will follow. The workshops which also included interactive working sessions, established a strong wish “to open up” the settlement towards the outside. Therefore, suggestions to use closed areas of the street as encounter zones and safe places for children was highly appreciated. Details of the Zurich (and Meran) future workshops with children will be provided in an updated version of this document.

The various methods used during the Vision Building workshops were also positively received and lead to innovative results. For children, this includes the methods of drawing, vision mapping and vision collage. Outdoor analysis of the neighbourhood in question is also a great way to produce results. Particularly the method of “Tips and Tops” that was used by the colleagues in the Netherlands or the street analysis carried out in Southampton lead to the identification of particularly negative locations that need to be improved and to identify positive areas that can be used as examples. Time Travel is a great way to motivate adults to think creatively, whereas mind mapping allows for more ordered creativity. In the absence of the possibility to combine the workshop with site visits, maps are a useful supporting instrument in the analysis of difficult areas

The following diagram (Figure 26) summarizes the ideas of innovations and improvements of public spaces and neighbourhoods that were developed during the Vision Building Workshops.

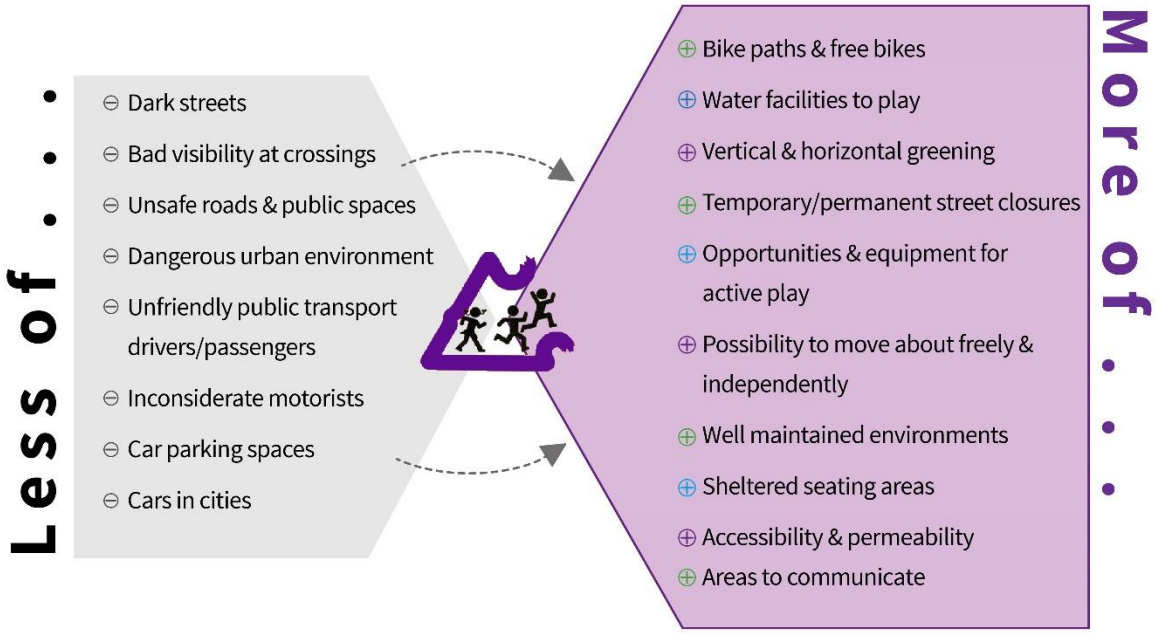


Figure 26: Outcome of suggestions during Vision Building Workshops in the partner cities

Summarizing the results of the Vision Building Workshops with different stakeholders it can be stated that cars are basically non-existent when it comes to the wishes of children in their immediate surroundings. Adults and children alike would prefer their immediate surroundings to be safer, greener, and to enable encounters in a pleasant neighbourhood, where walking and cycling are encouraged. These are the essence of child-friendly neighbourhoods.