



# ECCENTRIC

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Webinar ICLEI

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Pilar Martín de Castro, Ayuntamiento de Madrid



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# ECCENTRIC MOBILITY PROJECT

## Measure 2.8: *Mobility in vulnerable groups (with a gender perspective)*



Madrid ECCENTRIC measure 2.8 has been addressed to schools and social centers for elderly people





# ECCENTRIC

## ELDERLY PEOPLE



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## Elder people.-Some considerations on the importance of including them in mobility programs

- 70% of the Spanish population lives in large urban areas.
- Increasing life expectancy and declining birth rates produce a strong ageing population. In Madrid 20'4% of citizens are over 65 years old and 32% over 55 years old.
- Over-aging grows rapidly
- Ensuring that elderly people remain autonomous and active is a social (and even economic) priority

# Mobility study of elderly citizens in Vallecas

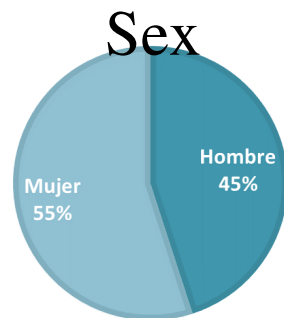
## (Our Living lab)

**Vallecas has one of the lowest incomes and is one of the biggest districts in Madrid –both in population and size-. 330.000 inhabitants, 14% unemployed, 24.500 €/year/household and 13'7% immigrants**

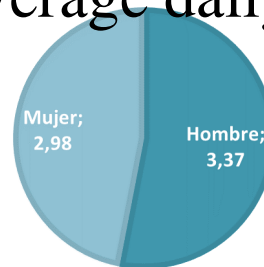


# Mobility study of elderly citizens in Vallecas

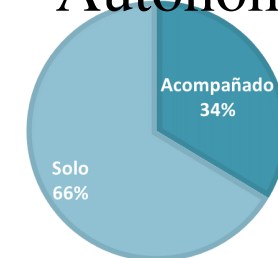
- The survey has targeted people 65 plus. Size of the sample=611
- Average age: 76.
- 70% of surveys was carried out in 2 Municipal Health Centers and 9 in Social Elderly Centers. The remaining 30% was carried out in streets, markets and parks



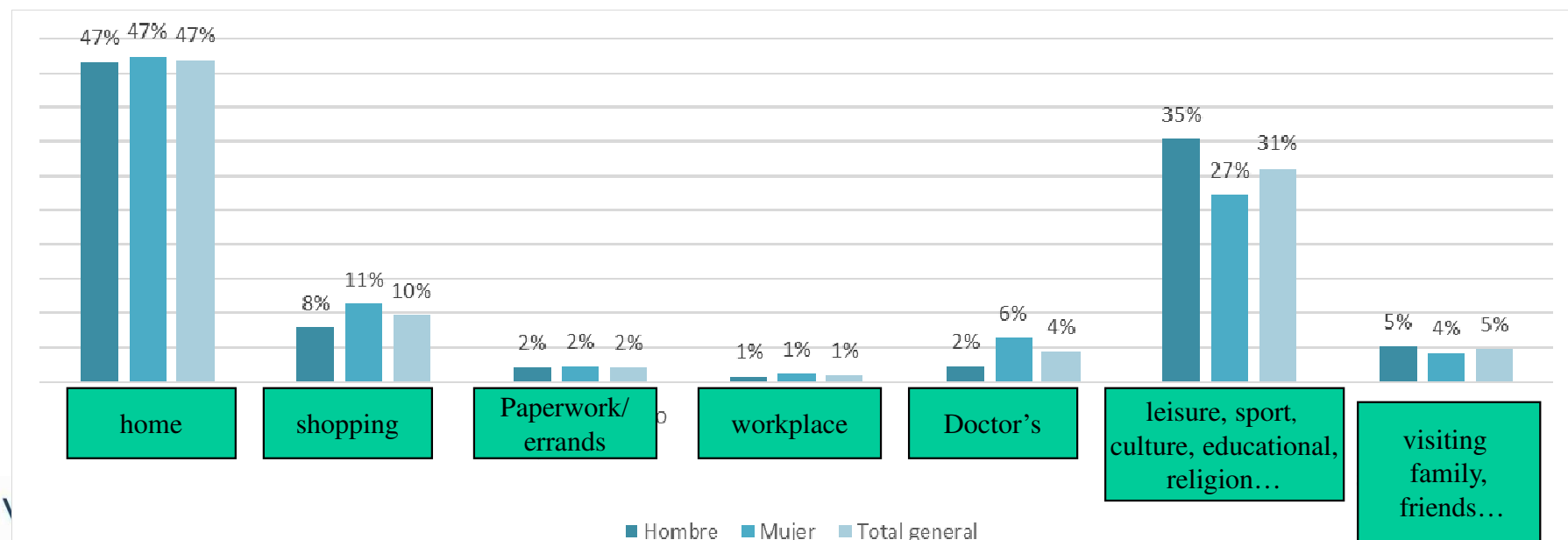
### Average daily outings



### Autonomy

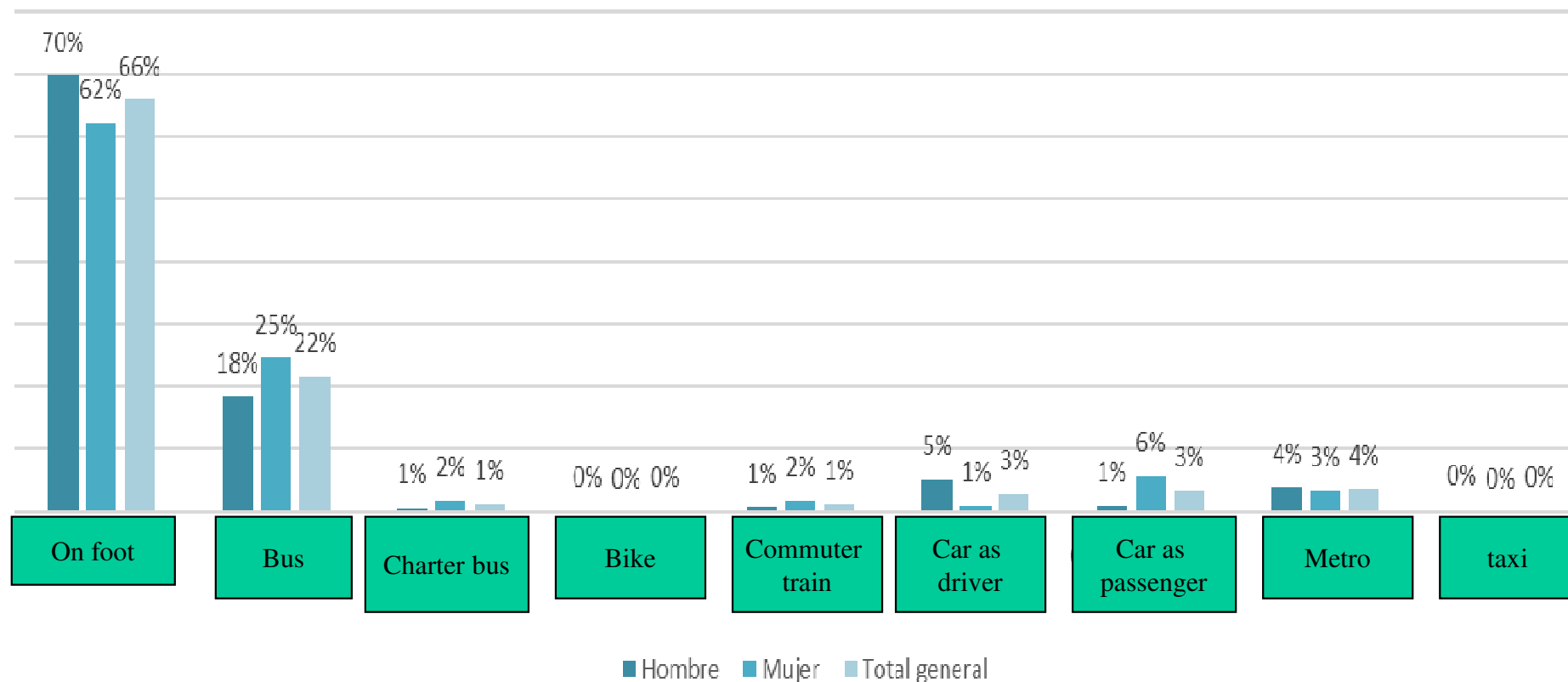


## Where are people coming from? (total and by sex)



# Mobility study of elderly citizens in Vallecas

% distribution to transport used: walking, bus, charter bus, bike, train, car as driver, car as passenger, metro, taxi...



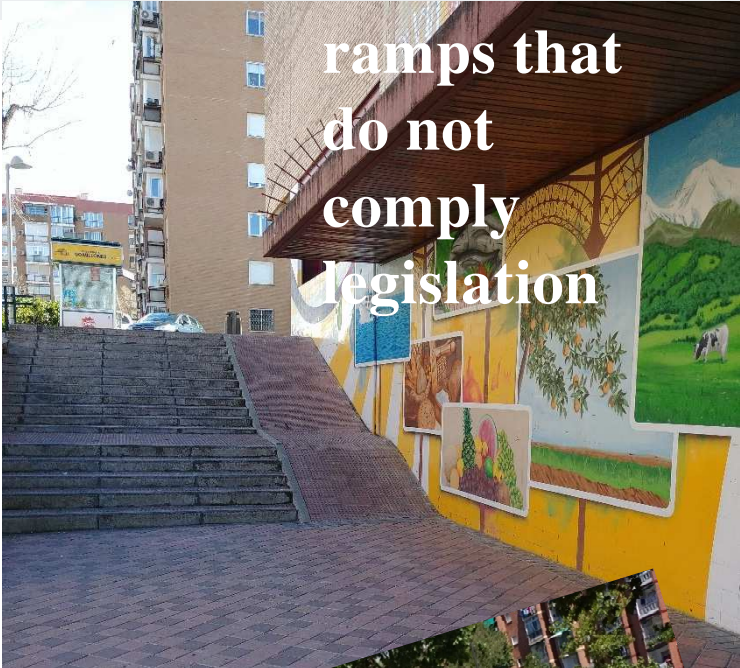
# Summary of mobility study of elderly citizens in Vallecas



- They usually go on their own.
- They generally walk or go by bus.
- They make short journeys.
- They mainly go out to do leisure and culture activities, sports, etc..
- They are willing to choose more active modes (walking, not by bike).
- They would walk more if there were better footpaths and more benches.
- They would use PT more frequently if they felt more respected and there were more lifts to access the metro system.

# What do ECCENTRIC do with elderly in Vallecas?

## Diagnostic itineraries with elderly



ramps that  
do not  
comply  
legislation



areas without accessibility



pavement damage



strange stairs



benches with bees  
or spider nests

# Unused or Misused furniture? Are we providing them with what they need?

playing boules rather than using it as sports areas for seniors?

sitting on the wall rather than on the bench?



# Diagnostic itineraries with elderly social centres in Vallecas

## Their "ideal bench" is one that:

- Is at least 1.8 m away from the road
- is made of wood
- is easy to clean and maintain
- has armrests
- is high enough for them to stand up



## Their "ideal neighbourhood" (regarding benches):

- Putting as many benches on the sidewalks/footpaths as there are seats at private street restaurants
- Avoid putting benches near rubbish containers
- Forcing street restaurants to display a poster on the door that includes number of seats permitted and planned (according to license).

# Intergenerational experience.- Elderly and students recorded videos about good practices sharing the bus



<https://www.youtube.com/playlist?list=PLQMFBBEsDRs6RLH9nfTs8NalOic6G6HKI>

# Creating a pedestrian club “Anda con nosotros” (“Walk with us”). Installing screens on the social centre to know when the bus is coming



The club is doing walks in the neighborhood twice a week. They have also designed their own T-shirt and they are very involved getting more partners for the club.



Pantone 286 C  
 Pantone 2925 C



# Participation on workshops

They have:

- conducted an opinion workshop on the street to contemplate aspects that affect pedestrian mobility (on Elder International Day)
- Carried out an process evaluation workshop



# Participation on celebrations and campaigns



They have:

- participated on the EMW making a walk from Vallecas to City Council to meet the Mayoress (on Cars free Day).
- participated presenting the project to the neighbors of the district.
- designed campaigns to improve pedestrian mobility and PT mobility: posters, videos, etc
- received the “Move Green” award



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# Dissemination: their voice explaining the project on the radio, newspapers and neighborhood meetings



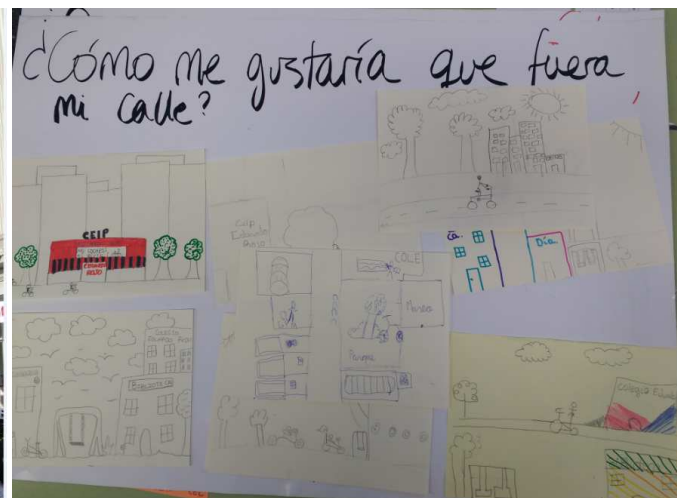
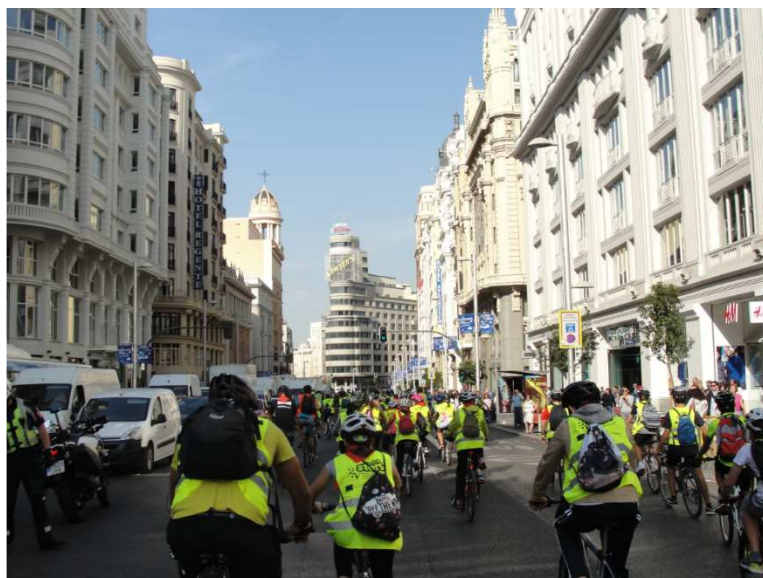
They have even spoken all around telling about the project and their needs for a better pedestrian mobility: bikes and scooters out of sidewalk, more zebra crossings and benches, more time of traffic lights for pedestrian people, cleaner sidewalk, etc

<https://www.m21radio.es/buscador?title=habitat&op=Search>





# CHILDREN



## Children's itineraries from home to school

- The main objective in schools is to increase active trips (by bike and on foot). But also integrate mobility into school life, recover the city for children, increase autonomy and reduce congestion at peak times.
- The schools are accredited (gold / silver / bronze) according to the points obtained in favor of sustainable mobility.
- We follow the STARS system methodology "peer to peer" - campaigns among peers- to promote sustainable mobility: videos, photos, interviews, blogs, theater, etc.

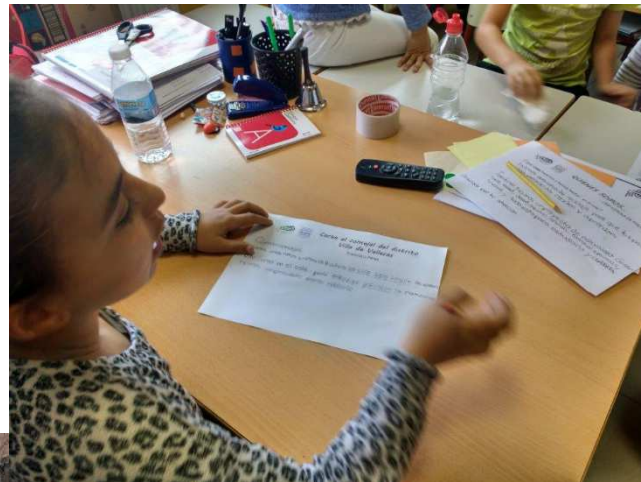


# Essential tools.-

## Teachers' workshops

## Foot buses and bike buses

## Letters from students to district authorities



# Massive bike ride, parking day and accreditation to schools with sustainable mobility at the EMW



<https://www.youtube.com/watch?v=4-87aTx1rfE&t=18s>



# Yearly bike ride at the Dutch National Day with the participation of the Dutch Ambassador



# Bike ride at Christmas and at the Environment Day



# Awareness tools .- Talks about Climate Change and Mobility exhibitions



# Training tools.- Improving cycling skills with municipal police and bike maintenance workshops



# Training Tools.-Urbanism and mobility workshop for students who are "Ambassadors of mobility"



*In some cities private motorized mobility works as an element of exclusion for children, adults and, in general, for non-motorized citizens. They learn with real size maps how to design bike lanes around the schools*

# Training tools.- Training in communication techniques (radio, interview, video, photography, music, grafiti and theatre)



# Training tools.- Training in communication techniques (music workshop)



*Cuando salgo con mi bici me divierto un montón  
mientras cuido el medio ambiente y bajo el  
colesterol  
en mi bici todo es diversión y late a un millón mi  
corazón  
Aunque me despiste y me caiga  
Aunque yo cansado me sienta  
Aunque me tropiece con alguien  
Lo importante es seguir adelante*

*Siento la velocidad, esto es fenomenal  
soy más libre y es normal, en mi bici soy genial*

*Cuando salgo con mi bici noto el aire al respirar  
es más sano y saludable y me da ganas de más  
siento la adrenalina sin fin, y el cielo brilla gracias a mi*



# Communication campaigns.- Graphic design and slogans contest (primary level)



BICI-BUS EN FAMILIA 2015

¿HAY UN BICI-BÚS  
EN EL MONTSERRAT?

¡¡ SÍ !! ¿QUIERES CONOCERLO?

ESTE JUEVES 16 DE ABRIL, A LAS 16:15H,  
OS INVITAMOS A UNA MERIENDA  
EN EL PATIO DEL COLE,  
Y OS EXPLICAMOS COMO FUNCIONA...



Qué nuestra energía  
mueva el mundo



# Communication campaigns.- Graphic design for posters and T-shirt, slogans, graffiti, photography and video contest (secondary schools)



**NO SOMOS EXTRATERRESTRES**  
**NI SUPER HÉROES**  
solo queremos ir al cole en bici.....



Apúntate a nuestra invasión alienígena  
el viernes 4 de abril a las 8:45 h  
en la estatua del caballo en el estanque del Retiro



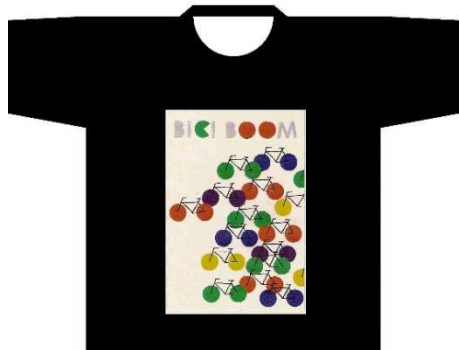
Fdo TUS extraños amigos de STARS

# Communication campaigns.- Graphic design for posters and T-shirt, slogans, graffiti, photography and video contest (secondary schools)



Video workshop. Links: <https://youtu.be/17FHL PQhTik> ; <https://youtu.be/ZkJO6b4QJ1I>; <https://youtu.be/L83Y11WcGss>

Theatre workshop. Links: <https://youtu.be/1EI0y9Dcwmg>; [https://youtu.be/k5J3m\\_-dqpc](https://youtu.be/k5J3m_-dqpc)



happiness is



The three R's of sustainable mobility:  
Ride, Roam, Rediscover.



# IMAGINE

ALL THE PEOPLE



CYCLING EVERYDAY



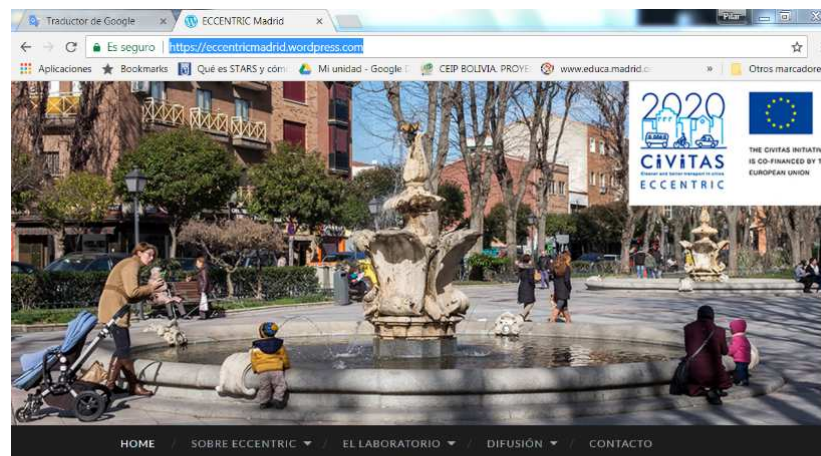
# Tools for the dissemination of activities and methodology



- Two Blogs to facilitate the exchange of ideas between schools and between these and other cities of the STARS Spain Network.

<https://eccentricmadrid.wordpress.com/>

<https://eustarsmadrid.blogspot.com.es/>



De lo importante que es  
moverse en

SÍGUENOS EN REDES SOCIALES



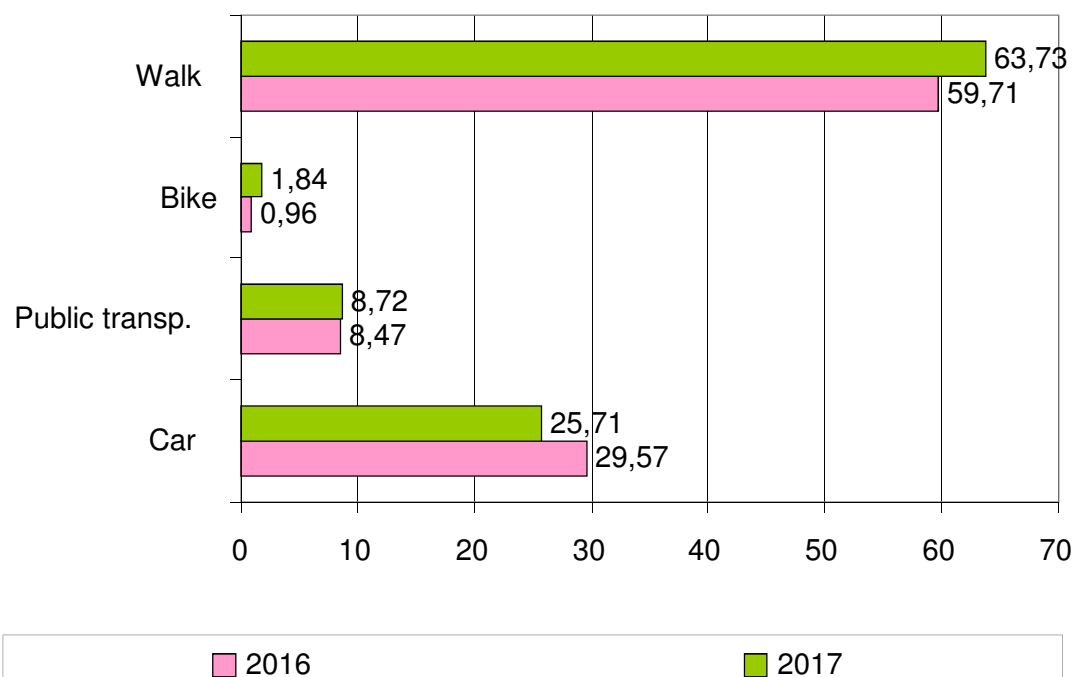
CiVi



# ECCESTRIC Outcomes 2016-17 school year.

## Actual trips

Actual Change in percentage  
modal distribution in ECCESTRIC  
Vallecas' schools



## Actual trips

- Modal shift results:

Car: - 4



Walk: + 4

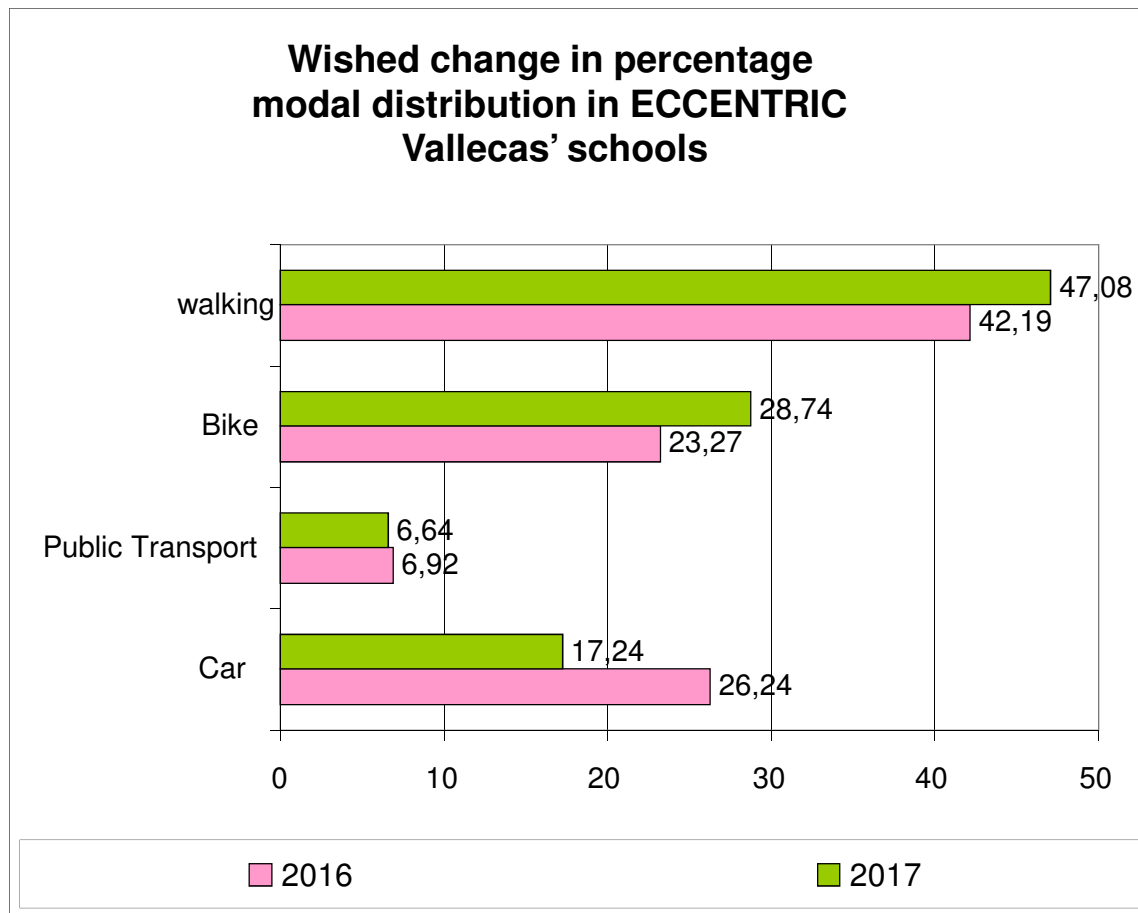


Bicycle: doubled



# ECCENTRIC Outcomes 2016-17 school year.

## Wished trips



## Wished trips

- Modal shift results:

Car: - 9



Walk: + 5



Bicycle: +5



## Qualitative results

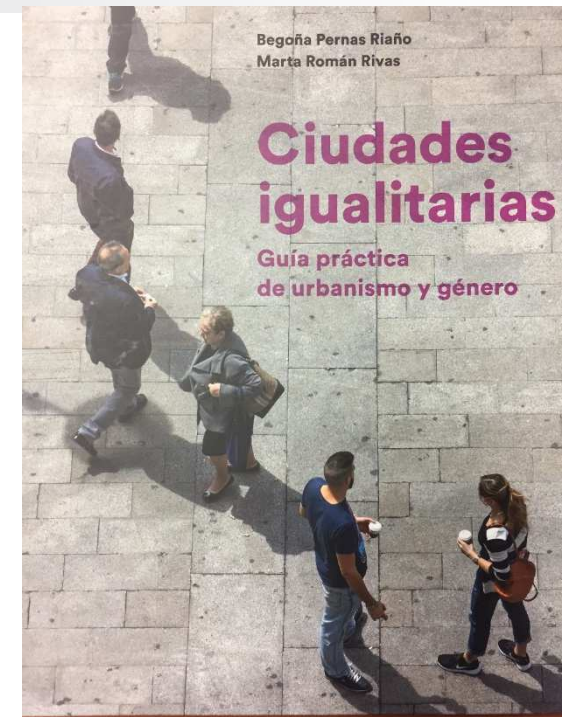
- Beyond achieving a reasonable modal change while going to school ... we are handling a powerful tool to develop the creative spirit of young people, the power of communication, citizen participation and child autonomy .We are also raising awareness about the relationship between the use of the bike and the public space.





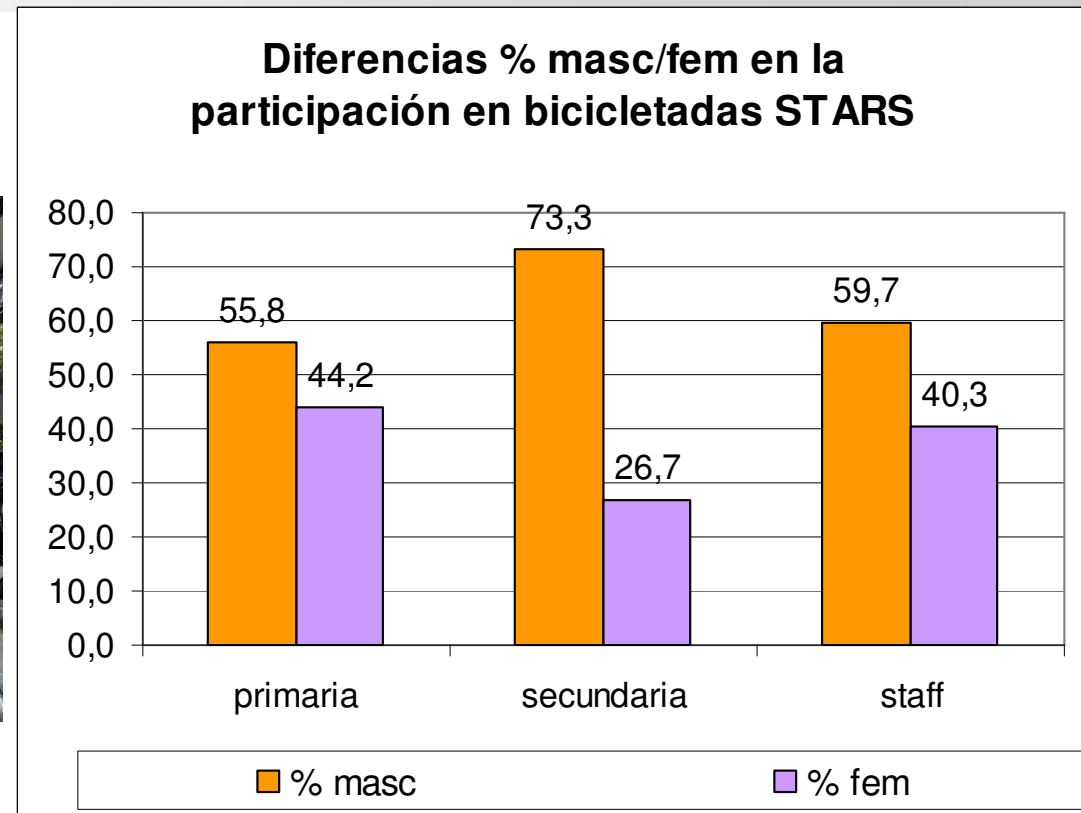
# ECCENTRIC

# GENDER



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# Why do we have to address the gender issue?



**What process occurs during adolescence in which the girl gets off the bike?  
This is not something new, girls not only get off the bike, also in many cases  
they stop doing sports, somehow they stop "moving" during adolescence.**

# Characteristics of the *bike-gender* group

- **Objective:** To gather information about the thoughts / feelings and schemes of adolescents around gender stereotypes (and their probable relationship with mobility).
- **Duration:** 2 sessions of 1 and a half hours each.
- **Group size:** 16 people divided into 2 groups of students (one of 8 girls and another of 8 boys) from 1st year of high school.



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**Madrid ECCENTRIC *bike-gender* group. Description of the 1st session.-Allows to collect information on adolescent schemes, Visualization of a video about differentiated education among children through gender toys. Round of opinions.**



### **Girls group.- What does it mean to be masculine?**

To be stronger, athletic, violent, take the initiative, to be more courageous, believe you have the right to say about a woman's body...

### **Girls group.- What does it mean to be feminine?**

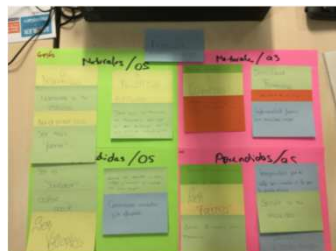
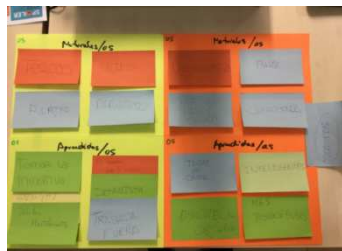
To be weaker physically, to have the lose, fear of the street and the night, delicate, observer, more helpful, coquette, wearing clothing that reinforces the difference, less freedom...

### **Boys Group.- What does it mean to be masculine?**

Be strong, athletic, stubborn, more aggressive, take the initiative, to invite, be more precise, mentally weaker, to work outside the home.

### **Boys Group.- What does it mean to be feminine?**

To be observers, false, physically weak but more capable doing things for girls, be more provocative, to have glass ceiling, manipulative, smarter.



# Madrid ECCENTRIC *bike-gender* group.-

## Description of the 2<sup>nd</sup> session

### Second session allows a small intervention / awareness

- There is a return of the data collected by the two groups in the previous session, since the boys do not know what the girls said and vice versa. It is commented in broad strokes what was said in each group and a brief joint analysis of both opinions.
- The participants are grouped by mixed couples and each of the couples takes a balloon. Each balloon contains one of the "problem stereotypes" discussed in the previous session. During a period of 10-20 minutes each couple has to deliberate and find a scene that represents the stereotype written on the globe and at least 2 concrete solutions to the problem.
- Each couple comments on the solutions they have.  
A brief summary and conclusion is made after seeing a gender video.



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## ***Gender bike Group.-Approach to results***



**In the gender groups that we have carried out within the CIVITAS ECCENTRIC project, the following were pointed out:**

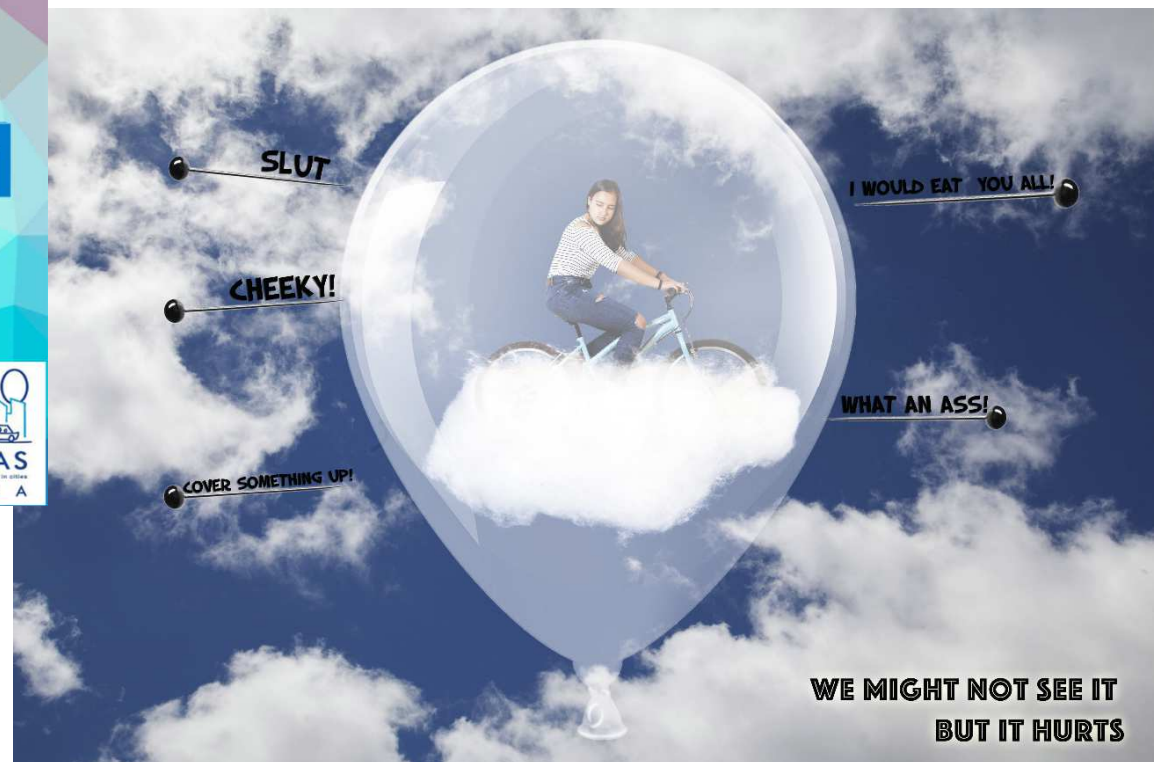
- **Girls repress qualities and capacities that do not fit with the "ideals" of feminine fragility. The skills of the cyclist and their attire is seeing by some girls and boys as "unfeminine".**
- **Sometimes when they ride a bicycle, girls feel assaulted by comments made by some pedestrians, but mainly by car drivers.**
- **Cars drivers in Madrid are beginning to "tolerate" cyclists, who they consider a very "annoying" element, but male cyclists are not as attacked by car drivers' comments as female cyclists are, so: we could be facing a phenomenon of "motorized gender violence" ?.**

# Campaigns encouraging the use of the bike among girls

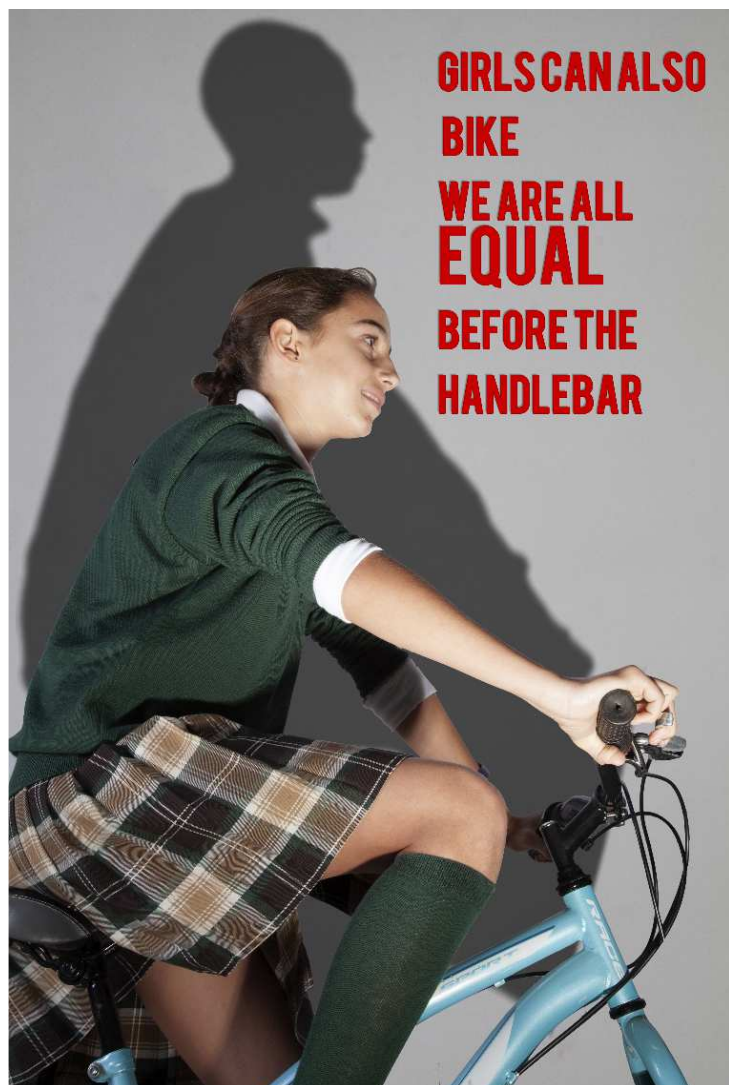


We are all equal

Not this way      but      this way



# Campaigns encouraging the use of the bike among girls



# Thank you!

Pilar Martín de Castro

Contact Details

Ayuntamiento de Madrid

Montalbán, 1, Madrid 28014

[martincpi@madrid.es](mailto:martincpi@madrid.es)

<http://www.civitas.eu>



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