ELABORATOR

Deliverable D2.1

Inclusion plan

CIVITAS 2030
Sustainable and smart mobility for all

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Project Executive Summary

ELABORATOR stands for 'The European Living Lab on designing sustainable urban mobility towards climate neutral cities'. The EU-funded project uses a holistic approach for planning, designing, implementing, and deploying specific innovations and interventions towards safe, inclusive, and sustainable urban mobility. These interventions consist of smart enforcement tools, space redesign and dynamic allocation, shared services, and integration of active and green modes of transportation.

They will be specifically co-designed and co-created with identified "vulnerable to exclusion" user groups, local authorities, and relevant stakeholders. The interventions will be demonstrated in a number of cities across Europe, starting with six Lighthouse cities and six Follower cities with three principal aims:

I. to collect, assess and analyse user needs and requirements towards a safe and inclusive mobility and climate neutral cities;
II. to collect and share rich information sets made of real data, traces from dedicated toolkits, users' and stakeholders' opinions among the cities, so as to increase the take up of the innovations via a twinning approach;
III. to generate detailed guidelines, policies, future roadmap and built capacity for service providers, planning authorities and urban designers for the optimum integration of such inclusive and safe mobility interventions into Sustainable Urban Mobility Plans (SUMPs).

ELABORATOR Lighthouse cities

- Milan (Italy)
- Copenhagen (Denmark)
- Helsinki (Finland)
- Issy-les-Moulineaux (France)
- Zaragoza (Spain)
- Trikala (Greece)

ELABORATOR Follower cities

- Lund (Sweden)
- Liberec (Czech Republic)
- Velenje (Slovenia)
- Split (Croatia)
- Krusevac (Serbia)
- Ioannina (Greece)

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Project Partners

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EVROPSKI INSTITUT ZA OCENJEVANJE CEST	SI	**EIRA**
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UNIVERSITY OF BRISTOL	UK	**UBRIS**

List of abbreviations and acronyms

Acronym	Meaning
ITS	Intelligent Transportation Systems
KPI	Key Performance Indicator
LGBTQI+	Lesbian, Gay, Bisexual, Trans, Queer, Intersex + person
LL	Living Lab
PTWs	Powered Two Wheelers
VRUs	Vulnerable Road Users
SWOT	Strengths, Weaknesses, Opportunities and Threats

Table 1 – List of abbreviations and acronyms

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Deliverable executive summary

The ELABORATOR project aims to support cities in their transition to climate neutrality by promoting the implementation of interventions towards inclusive, sustainable, safe, and affordable mobility. Over the course of 42 months, our consortium of leading experts from academia, NGOs and industry across Europe will undertake extensive research to improve the efficiency and viability of sustainability through inclusivity in mobility innovation.

The Deliverable 2.1 – Inclusion plan defines strategies to be followed in all phases of the ELABORATOR project to promote inclusion while working for more active and sustainable urban mobility solutions. Through the Inclusion plan, the essential framework of inclusivity is analysed to provide guidelines to be followed through the project by all partners.

The Inclusion plan presents a detailed plan for promoting inclusion in urban mobility. It follows the 4 phases of the ELABORATOR project (Setup, Discovery and Definition, Implementation, Evaluation and Dissemination phase) and includes steps to be followed to ensure inclusivity in all phases and activities. Some of the key aspects of the proposed methodology on inclusiveness are: using inclusive vocabulary in all communications and in all local languages, understanding the many and varied reasons and patterns of urban mobility, broadening the perspective of what we consider to be Vulnerable Road Users – VRUs (in the context of ELABORATOR, VRUs are considered to be all those social groups that are more likely to be disadvantaged by the planning, design and/or operation of mobility) and understanding the many and varied challenges they face. At the city level, the methodological core of the Inclusion plan is to frame the current challenges that cities are facing and how social and environmental issues are interlinked and disproportionately affect the most vulnerable. In order to understand the social aspects of this complexity, it is useful to identify the local stakeholders in each context and their inter-dynamics and power relations. Finally, in the evaluation and dissemination phase, it is important to emphasise a qualitative approach that allows for a more holistic understanding of human experiences, social contexts, complexities and dynamics, and can provide a more comprehensive framing for improvements.

Aim of the ELABORATOR project is to provide a solid foundation for future efforts in inclusive, sustainable, affordable, and safe mobility solutions. Our recommendations via the Inclusion plan highlight the aspects of a fair transition from car-centred to people-centred mobility, fostering a perspective that focuses on the daily realities of vulnerable to exclusion groups across Europe and beyond.

1. Introduction

1.1 Why is an Inclusion plan needed?

> ***"Working together, we can make real progress by 2025 in achieving a Europe where women and men, girls and boys, in all their diversity, are equal – where they are free to pursue their chosen path in life and reach their full potential, where they have equal opportunities to thrive, and where they can equally participate in and lead our European society.[1]"***

A Union of Equality: Gender Equality Strategy 2020-2025

Mobility is an essential element of urban planning, characterising the urban spaces and their functions. Whether by car, public transport or on foot, mobility is a crucial aspect that affects one's view of their neighbourhood and city, their sense of comfort, safety and security, their sense of belonging and well-being, their health, and more on.

Although in recent years the European Union has put a lot of emphasis on promoting innovative strategies and actions for inclusion, diversity and equality in all fields of research and technology (as it is one of the priorities of the Cohesion Policy in 2014-2020), the innovation of many projects is still limited to technological aspects, which in many cases have little to do with challenges that the local communities have to face in their everyday lives, especially the more vulnerable social groups (i.e. older people, children, women, people with disabilities, etc.).

ELABORATOR aims to include the voices, experiences, perspectives, needs and aspirations of a greater diversity of users (and potential users) in the planned research and innovation activities from the outset, and to push the boundaries of mobility innovation by intersecting technological and social considerations to achieve meaningful impact at all levels of society.

The Inclusion plan for ELABORATOR is the first consolidated action in this direction. The main objective is to provide multi-level support to the cities and partners to ensure their understanding of inclusion for urban planning and mobility from the beginning and to provide the basis for all the following steps. It aims to be a reference for developing activities with the different local stakeholders and, also, a reference internally among the consortium partners to promote inclusion, representation and good cooperation at all levels and phases of the project. Precisely because it is intended to be used as a practical guide by cities and partners, at the end of each chapter there is a small table as a checklist of questions related to the content of that chapter. In this way, the cities and partners can use it as an evaluation tool to ensure that their workshops and urban interventions take place within an inclusive framework.

[1] "In all their diversity" is an expression to describe the variety of heterogeneous categories that refer to a series of characteristics, such as gender identity, gender expression, sex characteristics etc. It stands as a strategy for inclusion, so that no one is left behind, towards achieving gender equality in Europe (European Commission, 2020).

Throughout the document, additional emphasis is given to highlighting the gendered aspects of inclusion. The gender perspective is used as a methodological approach to understand various inequalities beyond gender, through the lens of intersectionality, a more thorough understanding of power dynamics, and a more holistic comprehension of social norms and expectations within different cultural contexts.

1.2 How to use the Inclusion plan

The Inclusion plan follows the four phases of ELABORATOR (Setup phase, Discovery and Definition phase, Implementation phase, and Evaluation and Dissemination phase) and offers a collection of insights, tools, and tips to promote inclusion in all phases of the project.

The Inclusion plan starts with a catalogue of terms to be avoided and more inclusive terms to be used instead. It then continues by providing a theoretical framework, insights, and general criteria to be followed in order to enhance inclusivity in all phases of the project. At the end of the document, a section on Terminology is provided (from an inclusive and gender perspective for urban planning and mobility) and an Annex with additional sources for further exploration.

Partners/readers/participants/users are encouraged to read the Inclusion plan, as there are cross-cutting ideas that link all parts of the document. However, it can also be read in instanced parts, following each phase of the project. It does not require any previous knowledge and/or expertise on the addressed topics, as its main aim is to make inclusion and gender mainstreaming understandable to all and to inspire future actions in ELABORATOR and beyond.

2. Setup phase: framework for the design and implementation of interventions

During the setup phase, a set of methodologies for evaluation and tools for co-creation are established. These aim to i) enable the evaluation of urban mobility indicators to establish baselines for the rating of the urban area LLs in each of the partner cities and ii) ensure a broad representation of different citizen groups in the co-creation process at each of the LLs. To complement them, the Inclusion plan proposes the **adoption of an intersectionality and vulnerability approach by default**, based on the three steps depicted below.

Overall, the Inclusion plan serves as a self-evaluation tool for the project. By presenting inclusive language, defining what the project understands as vulnerable road users, exemplifying some groups, and exploring the relevance of different mobility needs and patterns, the aim is to ensure that all of these aspects are present and considered in all the phases of the project and the methodologies that the project is developing.

2.1 Step 1: Adopt an inclusive vocabulary (for ELABORATOR and beyond)

Why is this important?

Inclusive vocabulary is a form of language that avoids discriminatory, disrespectful, hurtful, or offensive terms when referring to a person or group of people based on their gender, race, sexual orientation or any other characteristic. A general note to all people trying to use inclusive terms in their discourse is to kindly ask a person (if you are not sure) how they identify, as an act of respect. Inclusive language is seen as respectful and neutral and promotes equality in public discourse.

In the following table, a selection of specific terms has been made in relation to the context of ELABORATOR:

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
Gender	He, She, or They?	Kindly ask, if not sure.	If you do not know someone's gender or are afraid of misgendering, just ask this person which pronoun(s) to use (*i.e. she/her, they/them, he/his)*. If you are addressing a wider audience, try to use more neutral and inclusive terms (i.e. instead of saying "women and men" say "all persons, people, participants / people participating in …, etc."). Especially for gendered languages it is important to promote gender-neutral terms in order to prevent exclusions and discrimination, even if you have to be more descriptive.
	Chairman Spokesman	Chair, Chairperson Spokesperson	It is important to increase the visibility of women and other genders in the public discourse in order to achieve equality.
	Manmonth	Personmonth	

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
	Manpower	Humanpower	
	Mankind	People, humanity, Humankind	
	Mrs., Miss	Ms	Mrs and Miss are two terms linked to the marital status of a woman (Mrs is referred to a woman married to a man and Miss is referred to an unmarried woman) , while there is no such discrimination in the male term. Ms is considered a neutral term (unless a woman herself chooses to use the title "Mrs." or "Miss").
Sexuality	(biological) Sex	Assigned Sex	The assigned at birth sex is considered the biological sex, therefore the term "assigned sex" is more neutral.
	Transgendered 'Transgenders' Transvestite Sheboy Ladyboy	Trans / Transgender (woman, man, girl, boy, person)	Trans / transgender is a neutral and inclusive term. Trans is a short, umbrella-term, to include all transgender people. In any case it is important to listen/ask how a person introduces themself and respect their self-identification(s).
Age	Seniors	Older persons / people	Terms like "seniors, elderly" etc. are shaping

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
	Elderly The aged Ageing dependents Old-old Young-old	Older adults / individuals Persons 65 years and older (65+) The older population	stereotypes around ageism. The terms "older persons", "persons 65 years and older" etc., are preferred as less discriminatory.
Diversability[2]/ Disability	(the) Handicapped, (the) Disabled, Cripple, Invalid	People with (physical) disabilities or reduced functionality, Disabled person	Disability is a social barrier that excludes people with specific impairments from public spaces and services and does not describe any physical ability or state of health. Diversability is proposed as a more holistic term than disability because of its wider range of references. Diversability focuses on all the diverse abilities, in a positive way, not by merely focusing on impairments and social exclusions as the term "disability" does. Diversability as a term gives visibility to the discrimination that
	Blind	Visual impairment, blind people (in general)	
	Deaf, Deaf-and-dumb Deaf-mute	Hearing impairment, Sign language user, Deaf persons, Persons who are deaf, Hard of hearing, Deafblind persons	
	Confined to a wheelchair, Wheelchair-bound	Wheelchair user, A person who is using wheelchair	
	Abled-bodied	Non-disabled	

[2] The term diversability (or divers-ability or diverse ability) is used from 1999 (Jones & Basser Marks, 1999). It's mainly a bottom-up term from disabled associations that has emerged as a critique to the term "disability", which highlights the distinctions between abled-bodied people and the absence of certain abilities or decreased functionalities. This comparison creates negative perceptions that affect the lives of people who are considered disabled. In order to create a positive term that includes and acknowledges equally all types of abilities, the term "diversability" is used in an inclusive way (Disabled world, 2023). This term is also used in corporate and university environments (i.e. IBM, Colorado State University, Vincennes University, UTS Law Students Society, Los Alamos National Laboratory etc) to create a friendly and welcoming environment for all.

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
	Mental patient, Lunatic, Crazy, Insane, Psycho Emotionally disturbed	Person with a mental health condition	people with impairments face in their everyday social lives, rather than to divide people into two groups: those who have impairments and those who do not. In general it is proposed to focus on the person first rather than their disability. However, it is important to remember that preferences can vary among individuals, so it's always a good practice to ask someone how they prefer to be identified. Respectfully using the language that individuals prefer is a way to honour their autonomy and dignity. In this context it is also important to emphasise that it is more respectful and inclusive to define the group of people who are not referred as disabled as "non-disabled" rather than "abled-bodied".
	Autistic	People/someone on the autistic spectrum, Neurodiverse	Neurodiversity is a term to describe a wide spectrum of neurological differences, mainly for people diagnosed with ADHD or Autism. It is a more

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
			inclusive term instead of the term "neurodevelopmental disorders" or other medical terms that can cause discrimination.
Race	Foreigner	Non-native, Migrant	"Non-native" and "migrant" tend to be perceived as more neutral in comparison to the term "foreigner".
	Gypsy	Roma person / people / communities	Usually refer to this minority as "Roma people". Although, if a person from this community self-introduces themself as "gypsy", one should respect their self-identification.
	Black	Black woman / man / person Black communities / people	Always use the word "black" as an adjective, not as a category. Use the word "black" when referring to minorities or certain groups of people who face specific challenges. This way you add visibility to their history and social demands, while acknowledging your positionality.
	Coloured	People of colour	Try to avoid describing a group of people as in

Category	Instead of saying…	It is suggested to say…	What is the philosophy behind it?
	Non-white	(ethnic) Minorities People with a migrant background	opposition to your own identity. It is important to respect their cultural and/or social origins and use the right words to increase their visibility in public discourse and social life.
	Illegal migrants Immigrants	Migrants Refugees Displaced persons	The term "immigrant" in some European countries, tends to have a negative meaning, even though it is widely used. Thus, the term "migrants" tends to be an umbrella, neutral term for all displaced people. It is the specific conditions that cause migration that need to be examined, thus no person should be labelled as "illegal".

Table 2 - Inclusive language (UN WOMEN, 2022; UK Government, 2021; European Parliament, 2020; EIGE, 2023; European Parliament, 2018; Harvey A. Friedman Center for Aging, 2022)

The language, seen as public discourse, is a way of shaping identities, ideas, realities, and policies in terms of inclusion. The ELABORATOR project involves partners from 14 European countries, speaking many national languages. Each language has its own system that produces and reproduces social gaps or promotes inclusive representations.

For instance, according to the European's Parliament guide "Gender-neutral language in the European Parliament" (2018), European languages can be categorised into gender-neutral languages (i.e. Danish, English, Swedish) with very few gender-specific terms, genderless languages with no grammatical gender (i.e. Finnish, Estonian, Hungarian) and languages with grammatical genders (i.e. Greek, Slavic languages, German). Considering the European Institute of Gender Equality (EIGE) index

for 2023, countries with gender-neutral and genderless national languages tend to rank higher in terms of overall gender equality achieved (i.e. in 2023 Sweden had the highest ranking in terms of gender equality), while countries, where national languages have grammatical genders, tend to rank lower in the same ranking (i.e. Greece, Slavic countries). The above evokes that there is a significant connection between language and overall inclusion and gender equality achieved in each local context. Making all genders visible and using inclusive vocabulary is an important starting point for effectively pursuing inclusion in most aspects of social life (UN WOMEN, 2022; UK Government, 2021; European Parliament, 2020; EIGE, 2023; European Parliament, 2018).

Moreover, in many European languages (i.e. French, English, Spanish, Greek etc.) the new terminology regarding disability emphasises the situation rather than characterising the person. For this reason, inclusive terminology uses, in most cases, adjectives rather than nouns to describe a person and/or their situation (EPFL University, 2024; National Center on Disability and Journalism, 2021).

In all cases, local entities are encouraged to work with local groups and collectives that focus on inclusion, to define a glossary/dictionary in their local language(s) and to overcome any doubts and/or obstacles that may arise in this process.

It is encouraged that partners/readers/ participants/ users use the table structure of the Inclusive vocabulary above to produce such a document/record in their local language and for their own use. The document produced can be circulated among colleagues and working groups and generate a wider discussion about inclusive language in the context of each organisation's status, operations and local practices.

2.2 Step 2: Consider all the reasons why people move

Designing mobility for all from the beginning

An intersectional gender perspective in research is used as a methodological approach to examine all aspects of daily life (social, economic, epistemological, etc.) through the inequalities that arise on the basis of gender and intersect with various other social characteristics. Gender in research questions unequal power relations in social structures (Saeidzadeh, 2023) and provides a more holistic understanding of social norms and expectations within different socio-cultural contexts. Gender mainstreaming is also an approach to (re)designing inclusive mobility, as it recognises that women are vulnerable road users and focuses on promoting gender equality (Duxfield, 2021). Being 49.75% of the world's population (Statistic Times, 2023) women constitute the largest disadvantaged group (in terms of oppression due to social and political inequalities), as they still today face numerous discriminations and full equality has not been accomplished in any country of the world. Applying a gender lens to research on inclusive mobility can only broaden the understanding of the

different vulnerabilities people face in their everyday mobility and propose more comprehensive solutions to promote safe, inclusive, sustainable, and affordable mobility for all.

People live their cities in different ways and at different speeds. The personal experiences of the city are shaped by the challenges, aspirations and demands each person faces daily. These realities are expressed in different daily routines and mobility choices. Although some of the reasons for mobility are more visible in urban planning and mobility systems (see commuting), there are many other reasons for mobility that have not gained this visibility or been equally considered. In November – December 2023 URBANA facilitated a series of workshops on inclusive mobility in the framework of ELABORATOR that were essential for the project and the cities to reflect on inclusiveness and to guide the development of the project's methodologies.

According to the questionnaire answered by the participants of these workshops, some of the main mobility reasons that were depicted are the following:

- for work (commute),
- for care work (i.e. to take a child to school, to take an older person to the doctor etc),
- for shopping (i.e. for personal or household reasons),
- for health reasons (i.e. to go to the doctor),
- for well-being (i.e. to run or walk),
- for social reasons (i.e. to meet a friend),
- for entertainment reasons (i.e. to go to a concert),
- for educational reasons (i.e. to attend a class),
- for political reasons (i.e. to protest),
- for spiritual reasons (i.e. to take part in a religious ceremony).

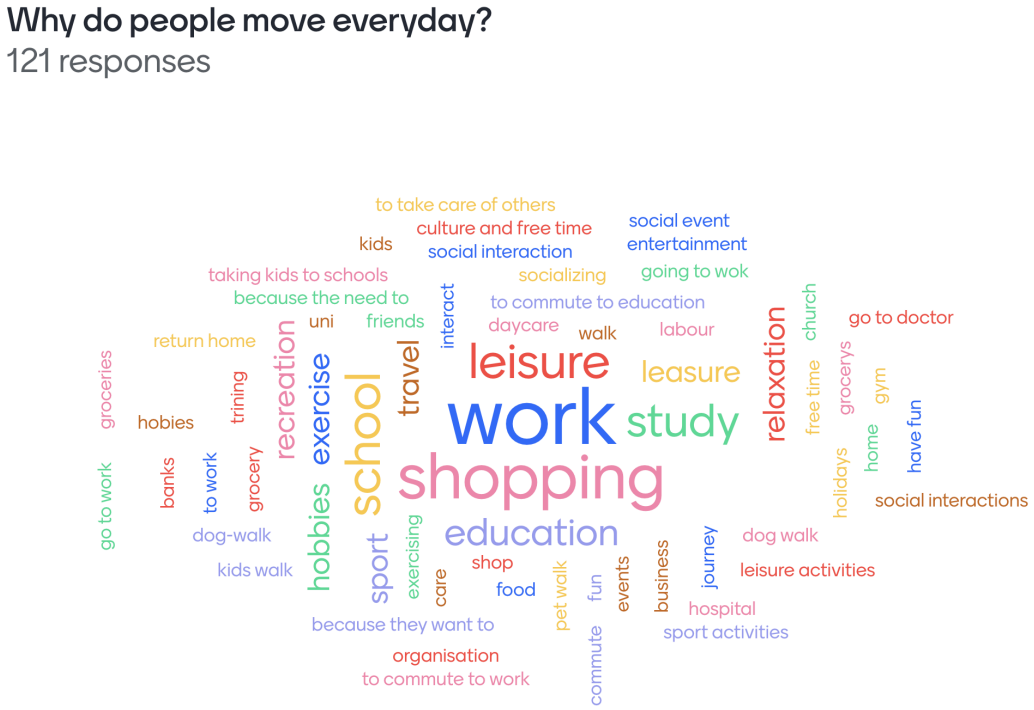

Figure 1. "Why do people move everyday?", participants' answers of T2.1 ELABORATOR workshops, Mentimeter.

During the T2.1 ELABORATOR workshops, participants were asked about the reasons for daily movement in cities, eliciting various responses. Among them, the most prevalent reasons cited were work, leisure, and shopping. The above visualisation, extracted from the Mentimeter tool, illustrates the distribution of responses. Mentimeter is an interactive presentation tool enabling real-time engagement with audiences, visually representing answers with larger sizes indicating greater frequency.

According to Col·lectiu Punt 6 (2019) our lives are performed within the **spectrum of 4 spheres**: the productive sphere (our paid work, jobs), the reproductive sphere (unpaid care work for others, i.e. our children, parents, friends etc), the personal sphere (care of ourselves) and the collective sphere (being active members of our communities by participating in community activities). However, in modern Western societies, cities place predominant emphasis on the productive sphere while devaluing and marginalising the other three spheres that remain invisible and excluded from the urban planning processes. This hierarchical order of significance is also reflected in the mobility sector since, by now, mobility systems are systematically prioritising the mobility of production (commuting) and are providing services according to the needs for commuting (see rush hours and weekdays).

However, daily mobility is not only a journey from home to work and back; it is also people's interaction with public spaces and with each other, a way to communicate, to carry out care tasks and also to take care of themselves. From this holistic point of view, there are other parameters to be added to the equation, such as people who move and people who don't (and why this happens), the gender, age, ability, and socio-economic status of the people who use public transport or other means of transportation for their daily mobility. In Doreen Massey's words, *"Every time someone uses*

a car, and thereby increases their personal mobility, they reduce both the social rationale and the financial viability of the public transport system - and thereby also potentially reduce the mobility of those who rely on that system." (1994, p. 150).

Mobility of care

Mobility systems systematically focus on providing better conditions for commuting, i.e. journeys related to our jobs. This is highly gender-related, as there is a significant gender gap in the employment rate in Europe. According to CIVITAS (2020), the employment rate by gender is still unequal in European countries. Fewer women are employed than men, and in some cases, the gender gap is so wide that there are almost twice as many men in work as women (i.e. Greece). At the same time, according to the same study, women mostly prefer part-time jobs (32%), while only 8.7% of men do so, and, as Næss (2008) notes, women tend to prefer local jobs compared to men who look for job opportunities in a whole metropolitan area. According to Eurostat (2013), this tendency of women to choose part-time jobs (mostly locally) is strongly linked to so-called 'family responsibilities', i.e. domestic and caring work.

All of the above care responsibilities have a direct impact on women's daily mobility. According to research conducted in Madrid (Sanchez de Madariaga and Zucchini, 2019), 40% of women's daily mobility is related to care activities. Based on Law (1999) and Col·lectiu Punt 6 (2019), women tend to have more polygonal mobility patterns due to the numerous short distances they have to cover (i.e. taking a child to school, doing the daily shopping, going to work - maybe part-time, picking up a child from school, taking an older member of the family to the doctor, etc.). They prefer to move around the neighbourhood (whenever possible) and walk or use public transport. In general, women have more dispersed origins and destinations, tend to travel outside peak hours (because they are not just commuting), tend to make shorter journeys and are usually not alone (accompanying a child or another dependent member of their family) (CIVITAS, 2020). On the other hand, men tend to have simpler and more linear daily mobility (to their jobs and back home).

Due to their caring mobility patterns, women end up choosing more active and sustainable mobility modes than men (although this is not always a deliberate choice). Data on modal split by gender show that women are more likely than men to walk and use public transport, which are more environmentally friendly modes of transport. In contrast, a higher percentage of men tend to prefer to use cars or motorcycles (Sansonetti & Davern, 2021).

The mobility of care is the concept that describes this type of mobility, which is connected with daily tasks such as the support of family members' needs and is usually performed by women. The term was introduced by Ines Sanchez de Madariaga (2018) in order to provide a framework for a better understanding of gendered mobility patterns and behaviours and, ultimately, to highlight the gendered aspects of mobility.

What challenges do women and other more vulnerable groups face in their everyday/every night mobility?

It is important to recognise that people have different perceptions of safety depending on their gender, sexual orientation, age, socio-cultural background, etc. These perceptions influence and determine their mobility patterns during the day and at night. Although perceptions of safety are mainly influenced by social, political, economic and cultural factors, the physical and social articulation of a space can also play a significant role in improving the sense of safety.

Incorporating a gender perspective into mobility means analysing mobility in the cycle of 24 hours a day, 7 days a week, acknowledging the different temporal dynamics of mobility, as well as people's daily night-time mobility and how it is conditioned by gender, perceptions of fear, lower frequency of public transport or poor intermodal connections. According to Elkin (2022), women in the UK aged 16-34 feel less safe using public transport at night than any other gender or age group in the survey. In the city of Buenos Aires, research shows that women concentrate their trips between 7am and 6pm, with the periods between 11am and 4pm being the busiest. On the contrary, women substantially reduce their mobility at night in contrast to men (Col·lectiu Punt 6, 2019). Women feel safer travelling when there is still daylight - especially in countries where there is sunlight for several hours a day, such as in southern European cities - and this is an important factor influencing their travel habits.

Another factor that affects one's sense of safety and security (and subsequently their mobility patterns) is violence. Violence affects people's perceptions of safety differently based on their gender identity, and it restricts the freedom of movement for women and non-binary persons (persons who identify themselves beyond the dichotomy of women / men). In the city of Barcelona in 2021 (POLIS Network, 2022) 91.6% of women between the ages of 16 and 25 had suffered a situation of harassment on public transport, with the subway being the worst means in terms of that. However, research in the UK shows that regardless of whether a person has experienced an assault or crime themselves, it is the perception of safety that conditions people's movements and accessibility (Elkin, 2022). Fear of public spaces is often heightened by the verbal and sexual harassment that women face daily. The UK's Government Equalities Office (2020), states that 42% of sexual harassment was reported to happen on the street or walking around and 28% on public transport.

What is mobility with a gender perspective?

Mobility with a gender perspective aims to focus on people's everyday and night-time mobility. In order to provide mobility systems that are able to respond to a diversity of user needs, we need to make visible the many reasons why people move *(to go where?, to do what?, how do they move?, how do they feel?, etc).*

A gender-responsive approach to mobility also values women's sustainable mobility patterns and prioritises active and sustainable modes of transport, not only because they are more sustainable and healthier but also because they are more equitable and affordable (Col·lectiu Punt 6, 2019). Finally, it highlights people's gendered realities and how established gender roles influence the way people live in their cities, which conditions and determines their mobility choices.

2.3 Step 3: Understand the challenges faced by VRUs

Intersectionality and vulnerability in the context of mobility
Each individual's standpoint, or positionality, within their local or wider social, cultural or political context is influenced by various characteristics, including gender, cultural background, religion, sexuality, ability/functionality, socio-economic class, etc. (Crenshaw, 1991). The combination of these characteristics (intersectionality) can generate privileges but also barriers in everyday life for certain social groups, making them more vulnerable to exclusion.

Vulnerable Road Users (VRUs) is a term used in transportation and road safety to describe groups of individuals who are at a higher risk of injury or harm when using roadways. These groups (i.e. pedestrians, cyclists, powered two wheelers (PTWs), children 7-years and under, older people, disabled persons or with reduced mobility and orientation and users of mobility devices) are more susceptible to accidents due to lack of protective shields and various factors such as their mode of transportation, behaviour, or physical vulnerability causing little to no protection in traffic and in the event of a collision (Tennessee Department of Transportation, 2023; European Commission, 2023; National Road Safety Strategy in Australia, 2021; Scholliers et al., 2017).

In the context of ELABORATOR, VRUs take on a broader meaning as VRUs are considered to be all those social groups that are more likely to be disadvantaged by the planning, design and/or operation of mobility. This may include groups at risk of exclusion due to poor accessibility, affordability, or (real or perceived) risks to personal safety and security. Examples include economically disadvantaged people, women, children, older people, people with physical or mental impairments, LGBTIQ+ persons, migrants, etc.

The following list is an indicative categorisation of the VRUs in the context of ELABORATOR and a first analysis of their vulnerability(s) in terms of mobility aspects.

Diversability / Disability

According to the Disabled World's glossary (2021), *"the term diversability embraces the uniqueness and potential in every human being, disabled or non-disabled"*. It's an umbrella term to describe the various types of abilities and functionalities through an equal and inclusive way. The term diversability also stands for the abundant burdens of accessibility, which are either common or different for each individual facing a certain disability (i.e. visual impairment, hearing impairment, physical disabilities, communication disorders etc.) or a reduced functionality (i.e. elderly, people with ephemeral injuries etc).

Some of the main barriers persons with disabilities face in their daily mobility are accessibility and safety. Accessibility issues are short time at traffic lights to cross the roads safely, lack of stop signs, revolving doors, stairs, cobbles and steps on trains and other means of public transport, overcrowded places, problematic crosswalks, hills, lack or poor quality of snow removal in the sidewalks, curb cuts, loud noises, lack of alternative ways of providing information (written for people with hearing impairments and audible for people with visual impairments), puddles or poor drainage, narrow or poor maintenance of sidewalk pavements, scaffolding, open manholes or basement doors, cars parked on the sidewalks, as well as inadequate or poor lighting (Clarke et al., 2008; Kirchner et al., 2008). The findings of the SMALL project (Köse et al., 2023) indicate that people with physical impairments do not believe that shared mobility is a way to travel based on their needs and that they also experience stress when trying to use public transport due to the fact that the drivers are not obligated to help them. These issues not only affect their accessibility in public spaces, infrastructure and transportation but also undermine their well-being. The built environment in many European cities is not friendly for persons with disabilities as it excludes them from a majority of activities and services.

Older people

Older people are a predominantly non-commuting social group and, therefore, their needs and mobility patterns differ from those of working age. For older people, mobility is a way to meet their basic needs, to feel they are active members of their communities and to improve their quality of life in terms of health (mental and physical) and well-being.

As seen in the case of Barcelona, 56% of older women and 41.4% of older men prefer to walk (Miralles-Guash et al., 2015). Also, as found by Shrestha et al. (2017), people over 75 in Austria generally prefer to plan their trips in advance, while 40% of them ask family and friends to give them a lift in their private car. In line with the above, survey results from the TRIPS Horizon project (2023; Hatzakis, 2021; Alčiauskaitė et al., 2022) show that older people react negatively to certain modes of transport, such as bike sharing and e-scooters, raising questions about the inclusivity of different shared micro-mobility systems recently applied in several EU cities.

Through URBANA's workshops with older people in the programme "Athens: city for all ages" (Athens, 2022), a first inventory was made of the barriers that older people in the centre of Athens (Kipseli neighbourhood) face on a daily basis. They stated that it is very difficult to live an autonomous life due to the lack of infrastructure in the city, such as few benches in central squares, bus stops with few or no seats, narrow sidewalks and poor maintenance of sidewalks, which can cause a painful fall that can lead to disability in old age (Grigoriadou & Vlachaki, 2023).

Children

When designing public spaces or even mobility systems, children have to be recognised as full citizens (Simpson, 1997), as "beings" and not "pre-adult becomings" (Holloway & Valentine, 2000). Although more and more children worldwide grow up and live with their families in urban areas, in most cases, they are excluded from urban planning processes. Even in contexts where children have a stronger position in society, they are still excluded from planning processes due to a high degree of rigidity and complexity of the planning process, a lack of agency as well as a lack of competence on the part of planners (Cele & van Der Burgst, 2015).

Research shows that children have a very good sense of orientation (but difficulties in estimating the distances and speed, which makes it potentially dangerous for them to cross the road) and can make small independent journeys around their neighbourhoods from the age of 4 (Chinchilla, 2021). It would be optimal for children's cognitive development to start making small independent journeys at this age, but in cities many of the things that children can do from the age of 4 don't actually happen until they are 14. Chinchilla questions, *"Is it worth delaying the cognitive development of the entire population of a city so that a small percentage of them can drive to work?"* (2021, p.57) while what is really needed is to make the neighbourhoods more walkable and provide more open and playful public spaces (Jang et al., 2022).

Queer persons

Queer is an umbrella term that describes the fluidity of sexualities and gender identities (LGBTQI+), therefore queer people are those who do not accept traditional notions of gender and/or sexuality. Queer individuals face abuse in many cases while travelling with public transport and the perception of safety influences their mobility, due to the discriminations they come across daily. The violence against sexuality and gender identity in public spaces and transport creates fear, which prevents people from moving freely and autonomously in the city.

According to Weintrob et al. (2021), LGBTQI+ passengers were more vulnerable to being attacked in London's public transport, as they are three times more likely to experience unwanted sexual behaviour in comparison to heterosexual people. As found in the same study, the fear of violence and crime on and around public transport is also a pivotal factor in the travel choices - or lack thereof - of the queer community, forcing them to limit their options and apply self-policing behaviours; this inevitably makes queer people pay hidden costs to travel safe (i.e. private vehicles or taxis instead of public transport in order to feel less exposed). However, it is advised not to adopt a one-size-fits-all

approach as there is a lot of variability within the group and it is important to ask the individuals themselves about their mobility experiences and needs.

Migrants / Refugees / Ethnic Minorities

Migrants, refugees and other ethnic minorities often face the risk of violence and other racist treatment as well as language barriers that limit their access to mobility services and information (if the information is not provided in multiple languages and/or in alternative ways). This lack of alternative access to information (i.e. available routes, alternatives in emergency situations, etc.) reduces their mobility options and leaves them vulnerable and excluded.

In addition, in many European contexts, low-income migrants tend to live in areas/neighbourhoods of the cities where there is a lack of public transport, low walkability, and lack of or limited offer of basic services (i.e. health, education, leisure) (Kuttler et al., 2018, p. 82). In these areas, public transport is usually limited and, in many cases, expensive. This additional barrier also leads to spatial and social exclusion (Wu and Huang, 2022).

Pregnant women / persons

Pregnant women experience significant physical changes in their bodies during pregnancy and after childbirth. Some of them may get tired more easily when walking, need to rest more regularly, need shaded areas, need more regular access to safe and clean public toilets, access to priority seats on public transport, etc. This period affects not only the physical condition of pregnant women, but also their mental well-being.

According to O'Toole and Christie (2022), 51% of pregnant women in London often travel at off-peak times. They tend to travel when there are fewer people and it is quieter. An additional adaptation they make is that they usually prefer to use their own means of transport (if they have this option) rather than public transport, as they feel safer and more comfortable (O'Toole & Christie, 2022).

The needs of pregnant women/persons are still invisible in terms of urban planning and mobility. Whilst the percentage of pregnant women/persons at any given time might not be very big, in relative terms there is a big percentage of women/persons that have been or will be pregnant at least once in their lifetime and therefore it's significant to include their perspectives and experiences. According to Zhang et al. (2021), pregnant women who reside in neighbourhoods with homogeneous land use and lower walkability are facing a larger risk of experiencing postpartum depression (PPD) a year after childbirth. Urban planning solutions should also consider the care and support for pregnancy and motherhood.

Unemployed persons

Unemployment is a condition that is excluded from the design of mobility systems. Mobility systems are mainly focused on commuting and, therefore, on people who travel to and from work every day (Miller, 1998). One of the main aims of more inclusive mobility systems should be to promote equality of opportunity. Unemployed people should not be excluded from mobility planning and their situation (i.e. low income, different types of mobility to reach a job interview or their temporary work, etc.) is a parameter to be taken into account when designing mobility for all.

It is very common for an unemployed person with a low economic background not to have access to a private vehicle and/or to live in areas underserved by public transport, such as rural areas and peripheral and disadvantaged urban areas (Cervero & Duncan, 2002; Blumenberg & Pierce, 2014). By providing adequate mobility alternatives and intermodality, mobility systems can improve a person's access to employment (Bastiaanssen, 2020).

Homeless persons

Homeless persons are a social group that is usually not considered in the design of public transport systems. Their mobility differs from other social groups in that it is focused on finding shelter and, therefore, involves walking or using public transport for long distances. In their daily extended search for temporary shelter, homeless people sometimes find shelter in public transport stops (bus, subway, train stations etc). Their mobility is not commuter-oriented but survival-oriented, as they try to find out what to eat, where to sleep and where to find sanitation services or support from community centres. They also transit to visit family or friends, to visit food banks, or to look for work (Ding et al., 2022). Their needs and vulnerabilities should also be considered in the development of more inclusive mobility systems.

Participation as a tool towards more inclusive mobility

In order to work towards inclusive, safe, affordable and sustainable mobility for all, it is crucial to recognise and make visible the diversity of social groups that co-exist in the city and the challenges and exclusions they face in their daily lives. To do this, it is essential to collect quantitative and qualitative data that captures information about their mobility choices and patterns that are usually overlooked (or included in more generic data sets that are not disaggregated by different social characteristics i.e. gender).

After identifying vulnerable groups at the local level, there should be an invitation to them so that they can actively participate in co-creation and participatory activities (research, analysis, implementation, evaluation, etc.). The participatory framework needs to take into account people's different capacities to participate (in terms of mode of participation i.e. digital/physical, time slots i.e. working people can't participate if it's during working hours, care activities i.e. parents can't participate if there is no parallel activity for their children, etc.) and create an inclusive and welcoming environment to embrace participation from all members of the community.

Insights into the design of this process are analysed in the following chapters of this document. Before continuing, **reflect on the following points:**

2.4 Setup phase: Checklist

	Checklist
	Have you identified the different VRUs in your local context?
	If not, make sure you include persons with disabilities, older people, women, migrants, unemployed persons, LGBTQI+ persons, homeless people. A project dealing with designing inclusive, safe, and sustainable urban space and urban mobility should set people in the centre of the entire planning and implementing process. So, go beyond usual transport stakeholders, and start involving other types of actors that work closely with people. **Tip:** Select a location for your urban intervention that will have a positive impact on different VRUs. If the intervention manages to deliver such an impact, non-VRUs will also perceive the benefits of the intervention. **Tip:** Start by checking the first two columns of **table 2**, and identify associations, organisations or any other citizens' group that could represent VRUs in your area. Reach them and inform them about what is or will happen.
	Have you adopted the inclusive vocabulary in your own organisation?
	The adoption of an inclusive vocabulary goes beyond mobility and will affect all the activities carried out by your organisation. Being attentive to the choice of words and ways of communicating and addressing people is the first step in welcoming persons from all backgrounds and experiences. It will support representativeness and sets a base for broader discussions on inclusivity. **Tip:** Translate **table 2** into your own language. This might be challenging, so look for support from the VRUs representatives already identified and check the references that are present in the document. **Tip:** Circulate this information among your colleagues and working groups.
	Have you identified the variety of reasons why people (esp. VRUs) move during day/night in your local context?
	No longer talking just about transport, but about mobility, recognizes the fact of people's movements being as complex as the reality each person faces daily. We no longer move from home to work and vice versa. A lot happens in between. And even the same path from A to B might transform completely if done with daylight than in the night. Such complexity might be

	challenging to address, but it is the right step to deliver mobility solutions up to today's standards. **Tip:** Start by understanding who will travel through your intervention area and why they do it. This might change throughout the day, so consider also when some people use the area and when others do. In this first phase, it is not needed to have the local mobility completely localised. However, having a sense of how the use of the intervention area changes through the day will be useful to plan, not only the participatory activities, but the overall intervention. **Tip:** Identify the existent information and data available to assess the mobility patterns. Verify if these data sources are representative for the different types of road users, especially VRUs.
	Have you analysed the mobility patterns of VRUs in your local context (via research or participatory activities)?
	Generating an Origin-Destination Matrix is a basic activity in every mobility planning process, together with other quantitative key indicators such as travel time, noise levels, etc. To ensure inclusivity, these traditional approaches should be improved with a more detailed look at the particularities and specific patterns of VRUs. **Tip:** Start planning how you are going to collect this information. In Phase 3, all the participatory activities will occur, but the sooner you anticipate the better. **Tip:** Complement the data collection campaigns with other activities that ensure a correct identification of VRUs patterns.
	Have you identified the different modes of mobility people use in their daily lives and how they differ according to age, gender, disability status, etc.?
	Try to examine the various needs and restrictions of different groups and notice how these parameters affect their daily mobility. This examination is essential for understanding transportation needs and designing inclusive infrastructure. **Tip:** You can utilise available transportation data, surveys, and census information to analyse mobility patterns across different groups. **Tip:** Conduct interviews or surveys with persons from diverse backgrounds to gather information about their mobility experiences. Try to avoid the replication of biases in the questions (i.e. do not apply only multiple choice questions with a shortlist of limited options on the mobility types; instead prefer open-ended questions where participants can describe in their own words their mobility patterns for more accurate results). In the context of more inclusive mobility, consider that qualitative research plays a crucial role in highlighting the complexities and different experiences that people from different backgrounds encounter in their daily mobility choices.

	Have you identified the challenges that different VRUs face in their day/night mobility in your local context and how these are mitigated (or not)?
	Research through participatory workshops that encourage people to share their perspectives can help you identify their challenges and how to mitigate them.
	Do you have a good understanding of how mobility of care is performed in your local context (by whom, when, modes of transport, to what destinations, etc.)?
	Research has shown that women's mobility is closely related to care responsibilities. Therefore, it is important to examine their mobility patterns closely. For further information on gendered mobility, see *chapter 2.2 - Step 2: Consider all the reasons why people move,* in the section: *Mobility of care.*

3. Discovery and definition phase

During the Discovery and definition phase of ELABORATOR, there will be explored the specific challenges associated with the provision of safe, sustainable, and inclusive urban transportation and identified specific requirements of actors (i.e. but not limited to local authorities, transport providers and citizens).

For this reason, the analysis of the challenges described by the cities is crucial to learn from the existing burdens so that cities can implement inclusive interventions. Understanding the problematic areas of public spaces and mobility systems makes it possible to design interventions with a sustainable and lasting impact in time and space. To do this, it is necessary to take into consideration the public space and mobility criteria that help to better "read" the city through its infrastructure, uses and people's mobility patterns.

3.1 Step 1: Understand the main challenges of your city

The main challenges highlighted by the 12 cities participating in the ELABORATOR project are related to safety issues, the vitality of certain areas, accessibility, the need to improve and develop public space infrastructure, and the need to regulate car mobility in city centres by prioritising more active and sustainable mobility alternatives (with a special focus on micro-mobility).

The following table presents the main challenges as identified by the 12 ELABORATOR cities during the preparation of the project, based on the frequency they were reported:

Safety	• streets close to the city centre that are considered unsafe, especially for women • traffic jams often result in accidents making the central streets not safe for pedestrians, cyclists or other types of micro-mobility • the feeling of safety affects mobility
Vitality	• need to ensure that there are multiple shops, stores and places with many people around during the day and night (to increase the sense of safety) • key point, if caring for women's mobility
Accessibility	• main priority for urban interventions in most cities • the focus is mainly on the vulnerable to exclusion groups
Sustainable mobility / micro-mobility	• instead of cars and private vehicles, prioritise pedestrians, cycling, and buses while minimising heavy traffic • emphasise more in women's mobility and mobility of care • create a multimodal mobility system for all people
Infrastructure	• improvement of infrastructure for active movement • increase convenience for the VRUs mobility
Eliminate car mobility	• from car-centred to human-centred mobility • maximisation of active mobility (walking, biking) and public transportation • reduction of noise and air pollution

Table 3 - The main challenges of the 12 ELABORATOR cities

To address the above challenges, the following criteria can be used by the cities in collaboration with the local stakeholders (see chapter 3.3 Stakeholders mapping).

3.2 Step 2: Follow the criteria for inclusive mobility

The following section analyses a set of 5 specific criteria and 2 transversal criteria that can be used to work on the above-mentioned challenges facing cities. These criteria are based on participatory tools and methodologies developed by URBANA and used in previous participatory activities, influenced by the project "Femmes et Ville", at Montreal, 1988 (Paquin, 2002) and the work of Col·lectiu Punt 6 in Barcelona, Spain (2019). Partners are encouraged to reflect on these tools and adapt them to their local contexts and challenges.

PUBLIC SPACE & MOBILITY CRITERIA for inclusive mobility

1. **Safety & Security**
   - **Physical** (i.e. existence of ramps, good quality pavements or pedestrian crossings, etc)
   - **Psychological**

     Some of the factors that increase the sense of psychological safety in public spaces are:

     Visibility: Being able to see and be seen. It is important to have visual control of the space. Avoid the existence of hidden corners created by high walls, fences during construction works (install transparent fences instead), excessive vegetation that hides lighting, lack of lighting, underpasses and overpasses (if this is not possible, it is recommended to install mirrors to improve visibility). Visibility is also promoted by the location of elements on the public space (i.e. benches) that attract people to spend time in these spaces and provide informal surveillance ("eyes on the street", as described by Jane Jacobs, 1961).

     Hearability: Hearing and being heard (i.e. in the case of very noisy motorways, because it is difficult for a pedestrian to be heard in an emergency).

     Signage: The presence of necessary signage in the public space helps people to be aware of their surroundings, to have a sense of orientation and to feel safe, even if they are visiting the area for the first time. In other words, knowing where I am and where I'm going is crucial to feeling safe in urban spaces.

2. **Accessibility**
   - **Physical**

   Urban or transport design and infrastructure needs to remove physical barriers for people with disabilities, baby strollers etc (i.e. stairs, pavements in bad condition, lack of ramps, narrow pavements, inaccessible vehicles, etc).
   - **Social**

   Social accessibility refers to the coexistence of different people in the same space. For example, in several cases, some public spaces (usually squares) are occupied by large groups of people (usually young men). Although there are no physical barriers in these

spaces, if someone does not belong to this particular group of people who have heavily appropriated this space, they may not feel comfortable passing through it (for example, a young woman may avoid passing through such space).

- **Financial**

It is important to provide alternative and affordable ways to reach popular places and services (i.e. avoid cases where a place can only be reached by private vehicle). The affordability of the mobility network as a whole also needs to be examined.

- **Digital**

Digital accessibility means providing universal access to pre-planning travel information without relying exclusively on digital systems and mobile applications that systematically exclude specific social groups such as older people, children, migrants, etc.

3. **Vitality**

The vitality of a space means that a space promotes the coexistence of different people, especially through its mixed uses (i.e. houses, offices, markets, social services, playgrounds, street activities, open public spaces, street activities, etc.). Thus, there are people of different ages from different social backgrounds using this space throughout the 24 hours of the day for different purposes. A public space with a social life is a place where people feel safer. The presence of activities in the space allows for informal surveillance that increases people's sense of security in feeling cared for by each other.

Vitality can be increased by creating meeting places in streets and corners, promoting possible activities that enliven the spaces and surrounding streets, creating networks of small businesses and local shops on public transport (and underpasses), and by increasing the presence of people in transport stations, especially at night.

4. **Equipment**

Urban amenities and transport infrastructure are elements of great importance when assessing public space and mobility. Their quality, adequacy and maintenance are important factors that can affect people's everyday mobility. Examples of urban elements that provide a sense of comfort and care are benches, public toilets, drinking water dispensers, children's play infrastructures, help kiosks (and harassment reporting kiosks), information desks, public wifi, alarm buttons, childcare facilities (family toilets, spaces to promote breastfeeding, etc.).[3]

In addition, the maintenance of these facilities should not be overlooked, as if they are not clean or well maintained, this can lead to feelings of discomfort and insecurity. Regular

[3] ITS systems in the city are also a possible example for sustainable mobility and increased safety and security in public space. In particular, it is a device for the detection of pedestrians, cyclists, vehicles, public transport or the direct use of camera systems, not only from the point of view of surveillance of the area, but also the specific detection of a certain area (statues, open space, etc.). These systems and devices contribute to greater safety in public space and send data and information for the possibility of decision-making about behaviour in public space, thus increasing greater comfort and safety and security for all groups of residents.

inspections of equipment and defined life cycles should be ensured, elements of the circular economy, which would ensure not only regular maintenance of elements in public space, but also their restoration and protection against vandalism and their repair.

A well-designed space naturally attracts people to stay and spend more time there. The presence of different people in a public space makes people who pass through it feel safer because they feel cared for and looked after by each other.

5. **Inclusive representations**
   This category refers to all public representations, such as street or station names, signage, advertisements, graffiti, statues and symbols that relate to representations of people in the city. Images and texts on the mobility network need to be regulated to avoid sexist and discriminatory content. In addition, the symbols used in mobility should be reconsidered (i.e. pedestrian traffic lights, priority seat symbols, pedestrian pavements, etc.) and modified to represent different realities and identities of people. Also, rethink the names of transport stations, streets and public spaces in cities to make visible the stories of women and other underrepresented social groups in a local context. These symbolic actions will make more people feel well represented and welcome in the urban environment.

TRANSVERSAL CRITERIA for inclusive mobility

Operation of the mobility system
In addition to the above criteria, cities should consider the overall operation of their mobility systems to better accommodate everyday mobility needs and the mobility of care (adapt timetables and frequency of routes, intermodality, provide night services, public holidays and festivities services, provide demand services in less densely populated areas, etc).

Participation of users and potential users
In all of the above processes, it is essential to encourage the participation of users and potential users in the design of infrastructure and services, especially people from vulnerable to exclusion groups, and to promote policies and legal frameworks for inclusive participation.

3.3 Step 3: Develop your stakeholders mapping

In order to fully understand local dynamics and to adapt and use the above criteria properly, each city needs to work closely with its local stakeholders. According to Smith (2000), *"Stakeholders are individuals and organisations that are actively involved in the project or whose interests may be positively or negatively affected by the project's implementation or successful completion"*. A stakeholder can be an individual, a group of individuals and/or an organisation. As each city has different needs and goals, it should include the groups it considers most relevant to their LLs' needs and objectives.

Figure 2. Stakeholders Mapping diagram

The above Stakeholders Mapping diagram proposes the classification of stakeholders on categories of both individuals and organisations (Private sector, Public sector, Education & Research, Culture & Sports and Communities, Individuals & Residents).

Stakeholders can be found in various fields. The following 5 are the main categories to be taken into consideration while conducting stakeholder mapping:

1. **Private sector** (businesses): i.e. local businesses, shops, the tourism industry, mobility companies (i.e. bike rentals, e-scooters etc.), entrepreneurs / investors as individuals, trade/business associations, transport unions (i.e. taxi drivers, bus drivers, etc.), producers and distributors of energy, trade unions, etc.,
2. **Public sector**: i.e. local authorities, public services, municipalities, municipal departments for sustainable urban mobility, Ministry of transport, etc.,

3. **Communities, Individuals and Residents**: i.e. local NGOs, civil society associations (i.e. social solidarity, human/animal rights, pedestrians/cyclists' rights, accessibility, gender equality etc.), activists (as groups of people or as individuals), local collectives and clubs, community groups, etc.,
4. **Culture / Sports**: sports clubs, local cultural centres, museums, artists (individuals or collectives), festivals, etc.,
5. **Education / Research**: universities, research centres, colleges, schools, students' associations, parents' associations, teachers' associations, centres for safe road mobility, driving schools, etc.

ELABORATOR aims to foster a genuine relationship between citizens and stakeholders via a meet-in-the-middle co-creation approach (Breuer et. al., 2014). Meet-in-the-middle implies looking at the city as a meeting place where the public sector, private interest, and citizens can come together to generate new value, to collaborate and innovate together. Interventions can only be successful if they are brought about by local innovation platforms that bring together all involved actors.

The aim of stakeholder mapping is to involve as many relevant parties in the implementation of the LL, to find allies to support the work being done, in some cases to find additional funding or materials to carry out the activities/interventions, and to ensure that the interventions carried out have a lasting impact in accordance with the needs of the local community.

Stakeholder mapping is essential for identifying individuals and/or vulnerable to exclusion groups, making it a crucial tool for promoting increased inclusion. This concept is particularly emphasized in the preceding chapter, where various groups susceptible to exclusion are delineated.

To develop the mapping further, it may also be possible to identify and illustrate:

- the influence of each stakeholder at the local level,
- their particular interest in the project, and
- their interrelations and interdynamics.

For instance, Figure 3 presents the Stakeholder map of Zaragoza, which serves as a compelling illustration, highlighting the significance of the mapping exercise in addressing power imbalances and fostering inclusion that was developed in the context of the NEUTRALPATH project (2023). This figure summarises and depicts the influence, interests and relations of the stakeholders involved in this project. Now, as one of ELABORATOR's lighthouse cities, Zaragoza is developing a new stakeholder mapping specific to its intervention that will include local mobility actors, VRUs representatives and other local stakeholders.

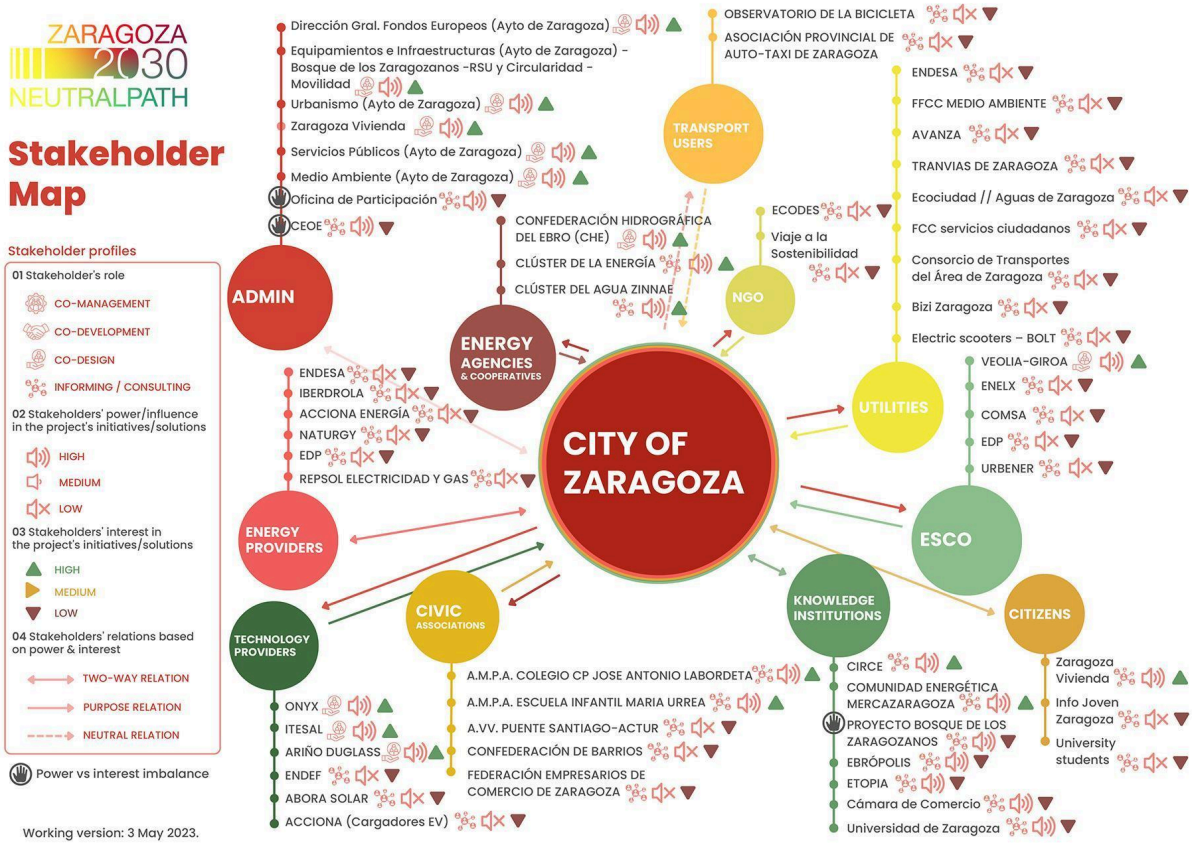

Figure 3. Example of Stakeholders Mapping (NEUTRALPATH Horizon Europe Project, 2023-2027)

3.4 Step 4: Prioritise the interventions

When it comes to urban mobility strategies and innovation, it appears that they are usually analysed and implemented mainly in terms of technology. Advanced technologies such as autonomous vehicles, multi-sensor cameras suitable for transport stations, and Intelligent Transportation Systems (ITS) devices and systems, mobility apps and several such smart high-tech solutions, usually related to smart cities, have become identical with mobility innovation. The aim is to promote social innovation alongside technological innovation while making technological innovation more accessible and inclusive. For example, there may be interactive maps at bus stations, but older people may not be able to use them and end up spending more time and/or money on their journeys or feeling more insecure and vulnerable. Is this technology-driven approach sufficient in terms of inclusion? Which groups of people and mobility needs does it tend to prioritise[4]?

[4] The prioritisation process is further elaborated in the " Feasibility and action plans for the ELABORATOR's interventions" (D3.1).

If cities want to apply mobility innovations that are genuinely inclusive, they need to work in each specific context with questions such as the following:

- How does the intervention improve the daily lives of:
  - persons with language barriers (i.e. migrants, refugees, illiterate people)?
  - persons with digital barriers (i.e. digital illiterate, older people)?
  - children and teenagers?
  - women?
  - caregivers?
  - poorer communities?
  - unemployed people?
  - persons with disabilities?
  - LGBTQI+ persons?

- What parameters need to be taken into account when making such interventions?
- What is the mindset and the priorities behind each intervention?
- For each intervention, which aspect has the greatest impact on the daily lives of the people?

Inclusive mobility means that people of all ages and abilities benefit, including people from different countries or cultural backgrounds or those with non-visible disabilities. The overall objective is to promote an inclusive public transport system as a key parameter for greater social inclusion.

3.5 Discovery & Definition phase: Checklist

Before continuing, **reflect on the following points:**

	Checklist
	Did you identify the stakeholders for your project?
	By identifying the stakeholders for your project you understand with whom you need to cooperate. It is very important to involve people from different groups and backgrounds. Make sure you involve people from the public and private sectors, the local communities, residents, education and research centres etc. **Tip:** Create a stakeholders map including people from the above mentioned categories. This will also help you to visualise the relationships between them and their level of influence in the project. Moreover it can also help in prioritising engagement efforts and ensure that all relevant parties are included. **Tip:** The more diverse the stakeholders' map the better, since more voices will be heard during the next activities.

	Tip: If different stakeholders are involved in all phases of the project, you will have a better understanding of the problems that need to be tackled and you will get a lot of feedback. This will also increase stakeholder acceptance of the interventions.
	Did you identify the dynamics between your local stakeholders?
	In order to fully understand the local dynamics, a stakeholder mapping that visualises the different interests can help you with this identification. **Tip:** Start by mapping the different groups that work, live or have an interest in the area, even if they are often part of more invisible groups (i.e. homeless people, minorities, etc.). A deeper understanding of the different conflicts of interest of these groups is a key point in identifying the local dynamics and the relations of power. **Tip:** Consider the example of the city of Zaragoza (Chapter *3.3 Stakeholder Mapping*) to effectively visualise your stakeholder mapping in all its complexity.
	Did you perform activities and/or research with various stakeholders and VRU groups to analyse their mobility needs in your local context?
	It is critical to organise participatory activities with people from diverse groups and encourage them to share their views regarding the challenges that they face in their daily mobility. Facilitate discussions to gather insights into current mobility issues, desired transportation options, and barriers to access. **Tip:** Mapping exercises can be used to visualise transportation routes and points of interest within the community. Working with stakeholders can help identify areas with inadequate accessibility, safety concerns, or opportunities for improvement.
	Did you perform activities with various stakeholders and VRU groups to evaluate the existing mobility systems in your local context and make proposals?
	Making proposals based on the mobility needs of diverse stakeholders and VRU groups is not sufficient if this process is not accompanied by an evaluation of the existing challenges. **Tip:** Organise workshops or ask people from diverse groups and backgrounds via surveys and/or interviews to share their perspectives regarding the existing mobility systems.
	Were all the VRU groups represented and equally participating in the participatory activities?
	When you organise participatory activities, set as a priority the inclusion of participants from as many as possible VRU groups. For more information about these categories and their

	unique challenges, see chapter *2.2. Intersectionality and vulnerability in the context of mobility*.
	Did you adapt the setting of the activities in order to accommodate the different needs of various VRU groups (i.e. time slots, accessibility of the space, face to face and online activities etc)?
	When setting activities, it is crucial to accommodate the needs of various groups of people by adapting them each time in a unique way. For example, make sure that older people can have digital access to your content, people with disabilities have physical access to all the facilities, migrants or ethnic minorities can understand the language of the given material and children are able to participate with the activity tools. **Tip:** Ask if everyone feels comfortable participating in the activity or modifications need to be considered.
	Did you use inclusive language and modes of communication for the publicity of the activities as well as during the activities?
	It is important to use inclusive language in all steps of the activities, avoiding language that may be offensive to individuals, particularly those from more vulnerable groups. **Tip:** If you are not sure, ask representatives of a specific social group how they want to be addressed.
	Did you facilitate the activities taking into consideration the local dynamics (i.e. existing conflicts between different groups etc) so as to promote a 'safe space' and provide equal opportunities for all to participate?
	It is common in some cases that there are conflicts within a community so facilitating participatory activities requires careful planning and sensitivity to the local dynamics. It is essential to understand the underlying causes of these conflicts in order to support community-building efforts. By promoting dialogue and enhancing cooperation, different groups can work together and build more inclusive interventions. **Tip:** When working with people from different economic or political backgrounds, try to establish common goals and focus on shared interests, such as improving community welfare or supporting collaboration for positive change.
	Did you adapt the methods so that all people feel comfortable talking about their needs (i.e. mixed groups, only women groups, bigger or smaller groups)?
	When organising participatory activities it is important to work in both mixed and homogenous groups. Diverse groups can change participants' perspectives, enrich the dialogue and lead to

	more inclusive outcomes. On the other hand, in certain cases, working in homogenous groups may be preferred since it supports the feeling of comfort and trust. For example, similar perspectives within a specific cultural context can facilitate smoother communication.
	Did you prioritise the needs of VRUs for the design of the interventions?
	It is essential to adapt a comprehensive approach that takes into account the unique mobility needs of VURs. You can learn more about the needs of VRUs regarding the urban and mobility interventions at the chapter *2.3 Step 3: Understand the challenges faced by VRUs*. **Tip:** Share an evaluation questionnaire with organisations and institutions from different groups, such as associations that support people with disabilities, women's and LGBTQI+ rights organisations etc.
	Did you prioritise mobility of care for the design of the interventions?
	Mobility of care is an essential part of everyday mobility in cities. By prioritising targeted actions to remove transport barriers, communities can ensure that caregivers can move around the city with comfort and ease. For more information about the mobility of care, see chapter *2.2 Step 2: Consider all the reasons why people move*. **Tip:** Women in Europe are still the main caregivers. Make sure their perspectives are heard during the participatory activities.

4. Implementation phase: inclusion through participation

During the implementation phase of the project, specific interventions within each LL in each of the 12 cities will be finalised and implemented. Citizens and stakeholders will engage and participate in a co-production process through participatory methodologies.

In the context of the Inclusion plan of ELABORATOR, it is proposed to implement participatory methodologies from an inclusive perspective. For this reason, the participatory design is breaking down into the above four phases, which will be based on equal representation of all local authorities, stakeholders and citizens (especially VRUs in the context of the ELABORATOR) to ensure inclusivity and a high level of engagement through all the phases.

4.1 Step 1: Preparation

Needs Assessment

What is the purpose:
The first phase is to make a detailed analysis of the issue(s) to be tackled. In this stage, it is highly important to approach the community and the stakeholders and understand their perspectives. During this process, the direction of the project is adapted and tailored according to the different needs.

	Checklist - key questions
	What are the uses of the space?
	A first step in assessing the situation is to identify all the different uses that the intervention area accommodates. Are there facilities and/or commercial activities that support the daily life of the residents?
	Who are the main users of the space? Is every diverse group of people involved?

	In order to identify the main users of the space make sure you include in your research individuals from the public and private sector, residents, communities, people from education and research fields as well as people from culture and sports. **Tip:** Base your identification on the stakeholders' mapping for your local context (chapter *3.3 Stakeholders mapping)*.
	Who are the key stakeholders? Who is interested in these issues?
	Developing a stakeholder mapping as mentioned in chapter *3.3 Stakeholders mapping* will help you identify the different interests and the local dynamics.
	What are the main challenges and potentials of this space?
	The stakeholders mapping, field observation, data collection/analysis, community participatory workshops/discussions will help you identify the problems and potentials of a given space and develop strategies to improve the daily life of people living or working there.

Tip:
A very important key element of this phase is to raise awareness and empower the community, and especially in regions where people and institutions are not familiar with the participatory processes. Promote the planned activities in a welcoming and inclusive way.

What tools are included:
Stakeholders mapping, interviews, exploratory walks, SWOT analysis, questionnaires, surveys etc. Raising awareness tools can also be used in this phase to help people understand their positionality and the complexity of the issues to be addressed. In general, it is useful to use any material that communicates the community's needs, problems, perspectives and desires in relation to the local setting.

4.2 Step 2: Co-definition

Vision and Objectives

What is the purpose:
In the second phase, the project objectives are defined based on the findings of the first phase. During the second phase, the local community shares their insights with the planning team and contributes new ideas to the design process.

	Checklist - key questions
	What needs to change in the specific area?
	Residents and local communities work with urban planners to define the goals of the intervention. Participatory activities, such as workshops involving mapping exercises, help people to develop their ideas about how the area should change.
	What is already in place and what is missing?
	Having assessed the current situation and identified the users and needs of the specific area, the missing pieces will eventually emerge. Stakeholder engagement and analysis of the physical characteristics of the area, such as assessment of the built environment and infrastructure, land use, natural features and existing transport characteristics, can lead to the identification of barriers and missing parts.
	What are the ideas and contributions of diverse stakeholders?
	The diverse perspectives, ideas, and desires need to be clear and explicit in order to be able to be integrated into the decision-making process. In all cases, input from diverse stakeholders needs to support vibrant and sustainable cities that include all peoples' needs.
	Has everyone had a chance to express their views on the project objectives?
	In participatory activities, it is very important that each opinion is heard and valued. Adapt the setting of the activities so that each person will feel comfortable and safe to share their views in a respectful and welcoming environment.

	How do the different visions compete with each other?
	In some cases different cultural, economic or political backgrounds can create different directions or conflicts. In order to create a collaborative framework with shared goals, it is essential to safeguard smooth communication and understanding among participants. **Tip:** Although it is not possible to anticipate conflict situations that might arise during the project, a thorough stakeholder mapping and the dynamics between them (see *chapter 3.3 Step 3: Develop your stakeholder mapping*) can be an effective tool to be better prepared and to adapt the local co-creation activities accordingly.

Tip:
It is very important at this stage of design to be aware of people's different needs and potential competencies. Facilitators of participatory activities need to ensure an inclusive participatory session, adapted to the capabilities of the participants, where all participants will feel comfortable and safe to share their views.

What tools are included:
Visioning workshops, exploratory walks, storytelling, collective mapping, body maps, criteria (as explained above), model making & designing, participatory games, etc.

4.3 Step 3: Co-creation

Planning of Actions - Implementation

What is the purpose:
The stage is essentially the co-creation process where everyone participates in the design of the interventions.

	Checklist - key questions
	How can the space / infrastructure / system be accessible for all?
	Accessibility is a high priority when it comes to urban interventions and the focus is mainly on the vulnerable to exclusion groups. In every project, physical, social, financial and digital accessibility has to be addressed to ensure access to facilities, spaces, services and transport systems for all individuals, regardless of their background and/or abilities. For more information on accessibility, see chapter *3.2 Criteria for inclusive mobility*.

	How can the design avoid negative externalities such as gentrification and social exclusion?
	An important aspect in shaping communities and mitigating negative externalities is to enhance community engagement and participation. Residents, communities and diverse stakeholders need to be involved in the decision making and design process in order to ensure that their needs are addressed. This can help develop solutions that promote first and foremost community well-being.
	Does this design correspond to the initial vision?
	Involving the citizens not only in the co-definition phase but also in the design phase can help to ensure that the design and implementation process is geared towards achieving the original objectives.

Tip:
Involving the citizens not only in the analysis of the site but also in the design and implementation process can create a sense of ownership within the community. In this way, the project is enriched because everyone feels like they are part of it.

What tools are included:
Co-creating, co-constructing, designing urban furniture and other public space elements, placemaking activities, tactical urbanism interventions, up-cycling, etc.

4.4 Step 4: Co-evaluation

Providing feedback

What is the purpose:
In this phase, the feedback of the participants is collected. The citizens are asked to evaluate the whole process as well as the final implementation of the project.

	Checklist - key questions
	Are these comments and feedback coming from diverse groups?
	During the evaluation phase, make sure you get feedback from VRUs and people from all economic, cultural and political backgrounds. This can be supported by building trust and smooth communication, creating safe spaces for all people to feel comfortable expressing their concerns, and providing opportunities for ongoing engagement.
	What can be done to reduce the risk of social exclusion?
	Social exclusion can be avoided by creating participatory activities that are accessible to everyone and by prioritising the engagement of the marginalised and underrepresented groups. For example, make sure that people with disabilities have physical access to all facilities and rooms of the activity. In addition, ensure that all information is accessible to everyone and communicated in a variety of ways and channels, such as social media, online platforms, local newspapers and word of mouth. All activities and meetings should be free of charge and adapted to the times that suit the most people. Moreover, recognising the different types of discrimination such as race, gender or sexual orientation can help you incorporate intersectional tools and methods in the participatory actions so that everyone feels welcome.
	How can community involvement be a part of site maintenance?
	The community can be part of the maintenance of the site if a sense of ownership is created. If they are involved not only in the early stages of the project, but also in the creation of the project, they will feel part of it and more responsible for it when it is finished.
	Did the project succeed in initiating change in a wider spatial and social context?
	An important aspect of the co-evaluation phase is to ensure that wider spatial and social change has taken place. This can be examined by collecting data and feedback from the

	groups and stakeholders involved, as well as from the local community and residents. This can be done through interviews, community meetings and by collecting qualitative and quantitative data on changes in people's behaviour.
	How new systems and devices affect communities and what are their impacts?
	When considering urban mobility strategies and innovation, the focus tends to be on analysis and implementation through technology. However, in most cases this tends to exclude more vulnerable groups of people. Ensure that these interventions impact on the everyday mobility of all people, especially those belonging to marginalised and less represented groups.

Tip:
It is important to collect feedback from participants at all stages of the project. At the same time, it is important to ensure that all different groups of participants give their feedback equally and in the most appropriate way. It is also important that this evaluation is carried out over time.

What tools are included:
Online or handwritten evaluation forms, questionnaires, semi-structured interviews, exhibitions, etc.

5. Evaluation and Dissemination phase

01 **Highlight qualitative data** » **02** **Follow the guidelines to evaluate inclusion** » **03** **Use the Indicators**

The Evaluation and Dissemination phase will follow the steps of traditional before and after studies, where pre-intervention is compared with post-intervention. The project will identify the baseline situation by collecting quantitative, semi-quantitative and qualitative data for its three critical aspects: environmental, social and road safety impacts.

5.1 Step 1: Highlight qualitative data

The significance of qualitative research for more inclusive research results

Qualitative data often deal with unmeasurable aspects such as emotions, attitudes or social behaviour, and involve subjective interpretation and analysis of human experiences. However, the lack of standardised measurement tools for such data sometimes makes it difficult to quantify or compare across studies, leading to doubts about its reliability. This subjectivity has led some to view qualitative research as less reliable or scientific than quantitative data, which is often seen as more objective because of its numerical nature (Halfpenny, 1979).

However, it's important to note that these perceived weaknesses of qualitative research are also its strengths. Qualitative research allows for a more holistic understanding of human experiences, social contexts, complexities and dynamics that quantitative research may not capture, as it helps to understand the context and underlying reasons behind certain phenomena. In addition, qualitative data collection methods, such as interviews and focus groups, allow for the inclusion of more diverse perspectives in the discourse. This diversity can enrich the data by including different perspectives and experiences, and by amplifying the voices of previously marginalised or underrepresented social groups.

In the context of more inclusive mobility, qualitative research plays a crucial role in highlighting the complexities and different experiences that people from different backgrounds encounter in their daily mobility choices. This information is essential for the design of more inclusive, equitable and accessible mobility solutions.

5.2 Step 2: Follow the guidelines to evaluate inclusion

Guidelines to evaluate inclusion and gender equality in the phases and activities of the project:

Evaluation & Dissemination – Checklist

Checklist	
Inclusive environment of collaboration within the consortium For this part, it is important to remember that inclusivity starts from the team work in the context of ELABORATOR. Taking into consideration the above criteria while working with/for people of diverse backgrounds, you are eliminating discrimination and actively promoting equity for all.	
	Working groups, teams, meetings etc., should include individuals from diverse backgrounds (age, nationality, gender etc) to ensure representation. **Tip:** Remember to always give time and space to everyone, so that they can express their thoughts and ideas. **Tip:** Working with/for people of diverse backgrounds, will bring a transcultural and holistic aspect to your work, which will make the results more inclusive.
	Individuals from diverse backgrounds are equally participating in higher performing tasks for the project. Equality is the base of a successful collaboration. It is important that every partner feels welcome to express themselves and participate as much as everyone in the project.
	Persons from diverse EU regions (north, south, central, east) are equally participating in higher performing tasks for the project. ELABORATOR's aim is to actively promote inclusion in all phases of the project. This is also linked with the hierarchy of some tasks, where it is also important to promote equal participation of partners with diverse cultural origins.
	Persons with disabilities or reduced functionality are equally involved and participate, and their views are highly valued. The ELABORATOR project values diversability, by promoting the active participation of persons who deal with impairments and/or reduced functionality. In order to put an end to

	stereotypes, all people should be equally involved in the processes of the project, regardless of the privileges and/or oppressions they face.
	Inclusive vocabulary is used during the working sessions of the consortium. Inclusive vocabulary is not only a way to ensure inclusive communication within the cities, authorities, public transportation and public services, but is also a tool (by having common grounds) for effective communication between partners in all phases of the project. **Tip:** The use of inclusive vocabulary (see chapter 2.1) during the working sessions of the consortium is a step closer to inclusive thinking and to inclusive acting.
Research activities The research activities need to follow the inclusive guidelines presented throughout the Inclusion plan.	
	Depending on the study site and type of pilot the research activities focus on different social groups. **Tip:** Take a look at the VRUs definition (see chapter 2.2) and the different groups of people that are considered vulnerable in terms of mobility. **Tip:** Try to involve people from at least 6 of the 8 sections of VRUs as described in chapter 2.3 (i.e. older people, people with disabilities, children, queer people, unemployed people, pregnant women, homeless people etc).
	The research conducted requests and analyses data by gender (acknowledges the gender data gap / gendered realities remain invisible). **Tip:** Highlight the gender perspective in research by involving women of different backgrounds in all of its phases (researchers, participants, stakeholders, etc).
	The research analyses data focusing on the diversability by acknowledging the diverse needs. **Tip:** Highlight the diversability in research by involving persons with disabilities and/or reduced functionality in all of its phases (researchers, participants, stakeholders, etc).
	Inclusive vocabulary is used in all research activities of the project. It is of major importance to communicate inclusively, in order to eliminate discrimination and promote equity.

Co-creation and participatory activities in the cities When participation is equal, it promotes inclusion. Co-creation processes in cities require that people from different backgrounds participate equally in all activities. This promotes inclusion.	
	The tools and methodologies used are easy to use by all participants. The easier it is to understand and use the tools, the better it becomes to collect valuable and applicable data for future interventions.
	The setting of the activities is taking into account different needs of the participants (i.e. time slots, language, accessible space, physical/digital format etc). **Tip:** Remember that there are different difficulties to overcome for each vulnerable group (i.e. language barrier for migrants, level of familiarity with technology for older people, difficult terminology or lack of colours for children, etc).
	The flow of the activities is adapted to the capacity of the participants. **Tip:** Keep in mind that people need their time to understand and respond to an activity. For this reason, try to create flexible activities, combining both qualitative and quantitative outcomes, so that people can express themselves in multiple and most preferred ways.
	Different formats of activities are provided (i.e for smaller groups, for women only groups etc). In this way, participants that share common characteristics such as gender, race, age, ethnicity etc. feel more comfortable in sharing their perspectives. The diversity of activities is adaptable to multiple people, of diverse backgrounds, therefore it is advised as a tool to increase the level of participation.
	Inclusive vocabulary is used during the co-creation activities of the project. The inclusive vocabulary (see chapter 2.1) is an important tool to be used throughout the ELABORATOR project, from internal communication to external activities.
Dissemination The dissemination part is the publicising of the objective of ELABORATOR as well as the deliverables, interventions and outcomes. This part requires the use of a common inclusive language to ensure the success of the project's objective, which is all about inclusion.	
	Use of the terms outlined by the Inclusion plan, avoid complex jargon and communicate in a way that is easy to understand for non-native speakers and ensure

	proper explanations are provided for technical terms and acronyms, so that everyone knows what is being communicated. **Tip**: Provide simple terms and understandable language, bearing in mind that everyone needs to comprehend what is written. **Tip**: Children read the signs as well as instructions, too. Keep that in mind for more inclusive communication.
	Translate communication materials and presentations into more than one language, depending on the location of the intervention and the local communities. People who move everyday are not only locals, they are also students from abroad, expats, migrants and tourists. Multilingual communication material is a best practice that can be used to address the needs of more people than just locals.
	Showcase diversity in all visual elements (images, videos, illustrations, signage and symbols) used in dissemination and communication materials by representing various ethnicities, genders, ages, abilities, and other relevant characteristics. The more inclusive a city looks, the more welcome people will feel.
	Make accessible all dissemination and communication materials to individuals with disabilities, by providing alternative formats for visual content (i.e. through the use of ALT text), using accessible fonts and colours, and making websites compatible with screen readers. **Tip:** Many disabled people's organisations provide training to individuals interested in utilising alternative content formats in their communication channels.
	Endorse adjustments provided by the feedback from stakeholders, changing circumstances, or evolving understanding of inclusivity, be receptive to potential changes and apply these throughout the rest of the dissemination and communication efforts. Stakeholders are there to provide their point of view, which is valuable and needed in the local contexts of the cities participating in ELABORATOR. Therefore, it is advised to be asked for their feedback.

Evaluation	
The evaluation part is essential to ensure the sustainable impact of interventions in cities. It is important to use a broader perspective, both top-down and bottom-up, to guarantee inclusive outcomes and perspectives.	
	Ensure that the evaluation comes from all the related stakeholders and is diverse, representing various social groups (esp. locally identified VRUs). A bottom-up perspective is needed, due to the fact that all interventions are promoting sustainability and inclusivity. **Tip:** Involve people from as many categories of VRUs as possible (described at chapter 2.20.
	Make sure that the evaluation criteria reflect diverse perspectives and priorities. The interventions in the cities aim to improve mobility systems for people who move everyday and make mobility easier for people who find it difficult to move (alone). Therefore, a diverse point of view in the evaluation part is crucial. **Tip:** Involve people from as many categories of VRUs as possible (described at chapter 2.2).
	Use inclusive language and accessible communication methods to ensure that all stakeholders can understand and participate in the evaluation process. Provide translations, interpretation services, and alternative formats as needed. **Tip:** For Inclusive language, see chapter 2.1.
	Perform equally qualitative and quantitative evaluation. Try not to focus only on quantitative data. Peoples' experiences and sharing of their proposals and ideas are as valuable as any other data in the evaluation part. Thus, it is important to maintain a balance between collecting qualitative and quantitative data.
	Use a variety of data collection methods (i.e surveys, interviews, focus groups, observations etc) to capture diverse perspectives and experiences. **Tip:** Involve people from as many as possible categories of VRUs described at chapter 2.2. **Tip:** Avoid the replication of biases by providing more open-ended questions and less multiple choice, so people can express themselves freely and gather more qualitative data about their experiences.

	Be sensitive to cultural norms, privacy concerns, and power dynamics when collecting data, especially from marginalised or vulnerable groups. **Tip:** If you are not sure about something, just ask. People are usually open to explaining things about their identity, background, etc., and asking them to get to know parts of their identity better is considered good practice.
	Perform evaluation cycles in all phases of the project. Establish regular feedback loops with stakeholders to ensure ongoing participation, address concerns, and adjust evaluation methods as needed. **Tip:** Make sure that stakeholders are diverse (i.e. regarding equity, technology, disability, child-care, mobility etc).
	Use evaluation findings to improve decision-making, project design and implementation, and promote continuous learning and adaptation. *The evaluation phase in participatory activities can improve the decision-making process as well as the implementation phase and eventually promote an ongoing learning. This can be achieved by involving several key strategies such as gathering stakeholders' input and their valuable insights, checking if the indicators are followed in each step of the design process, use mixed methods and approaches such as qualitative and quantitative data, documenting, sharing and disseminating the findings.*

The guidelines provided in this chapter should be streamlined across ELABORATOR's local efforts, being particularly relevant for the local engagement and participatory processes. The inclusive vocabulary sets the basis of effective communication within the partners of ELABORATOR as well as between the cities and the people living in, travelling and visiting them. Communication and dissemination activities should be able to reach different local stakeholders without alienating the local social and cultural contexts. The above context is not only a criterion to ensure that the partners establish a common ground for their internal cohesion while co-creating mobility interventions, but also a way to certify that these interventions will be human-centred, successful and sustainable.

5.3 Step 3: Use the indicators

Given the overall objective of the ELABORATOR project, which is to support European cities in their transition towards climate neutrality by promoting zero-emission, shared, active, affordable and human-centred mobility, a selection of indicators has been made to ensure inclusion throughout the duration of the project. The inclusion indicators play a crucial role in assessing and promoting diversity and inclusivity throughout the project. The following list of indicators is based on the document "CIVITAS 2020 process and impact evaluation framework" (Engels et al., 2020) and it was adapted accordingly for the needs and objectives of the ELABORATOR project.

The definitive version of the ELABORATOR inclusion indicators will be included in the document "Evaluation Plan" (deliverable D2.2), as this document will define indicators within the logic, scope and scale of cities' interventions.

The ELABORATOR inclusion indicators

ACCEPTANCE	
Key Indicator no.1	**Awareness level**
Definition	Awareness level refers to the degree to which individuals or groups are cognizant of an intervention on account of provided information. It can encompass knowledge, understanding, perception, sensitivity or responsiveness and engagement. **Unit**: %
Measurement	• **Method**: Sites or areas where the applied interventions would have significant impacts should be identified first. Data could be collected via surveys (i.e. online surveys, face to face interviews etc). • **Frequency:** Measurements should be made at least twice during the project, i.e. before the interventions are introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an annual basis.

	• **Accuracy**: The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of awareness levels in the areas investigated. • **Observed group**: General public (including residents and visitors), operators, public transport customers, etc. It is crucial to highlight the voices of underrepresented social groups as described in the previous chapters of the document. • **Area of measurement:** LL area.
Key Indicator no.2	**Acceptance level**
Definition	Acceptance level is defined as the percentage of the population who favourably receive or approve the intervention. An intervention is deemed to be well-accepted if users (citizens, operators, PT customers, etc.) are satisfied with its existence and/or use. **Unit: %**
Measurement	• **Method**: Sites or areas where the applied interventions would have significant impacts should be identified first. Data could be collected via surveys (i.e. online surveys, face to face interviews etc). In the questionnaires, user acceptance could also address: - **Understanding level** (% of users with good understanding of the interventions) - **Usefulness level** (% of users feeling the intervention is useful) - **Willingness to change** (% of users likely to change mobility behaviour) • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an

	annual basis. • **Accuracy**: The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of awareness levels in the areas investigated. • **Observed group**: General public (including residents and visitors), operators, public transport customers, etc. For the evaluation to be inclusive, it is crucial to highlight the views of underrepresented social groups as described in the previous chapters of the document. • **Area of measurement:** LL area.
Key Indicator no.3	**Citizens' satisfaction with transport services and operation**
Definition	User/provider/stakeholder average reported satisfaction with: - the overall quality of the transport system assessed in the intervention (parking, cycling, walking, etc.) - the quality of a specific service. It measures the experience of the user/provider, against its expectations. **Unit:** % of shares with a qualitative score (1-5) of the perception of quality.
Measurement	• **Method**: User satisfaction can be assessed through surveys (i.e. online questionnaires or face-to-face interviews) and/or local participatory activities. It can also be part of a household survey. An alternative will be to piggyback onto any general survey about quality of public services. It is important to provide different settings for the survey to take place and adapt according to the capacities of each social group (i.e. smaller discussion groups, one to one interviews, adapt the

	question(s) to address children, older people, teenagers etc). A question in either survey should be "How satisfied are you with the quality of your regular walk/cycle/bus/train/metro/car journeys in the city?" and the answer can be given on a five point scale of "very satisfied" to "very dissatisfied". • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an annual basis. • **Accuracy**: The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of awareness levels in the areas investigated. • **Observed group**: General public (including residents and visitors), operators, public transport customers, etc. It is crucial to highlight the voices of underrepresented social groups as described in the previous chapters of the document. • **Area of measurement:** LL area.
ACCESSIBILITY	
Key indicator no.1	**Perception of level of physical accessibility**
Definition	Perception of service accessibility is defined as the user's perception of the physical accessibility of the service. This concerns, for instance, the location of the public transport stops and the convenience of getting there (sense of safety and comfort). **Unit**: Index of "accessibility perception" on a 5-point scale.

Measurement	• **Method:** The applied interventions having significant impacts on public transport accessibility should be identified. Data can be collected by means of surveys (i.e online interviews, face to face interviews etc). It is important to provide different settings for the survey to take place and adapt according to the capacities of each social group (i.e. smaller discussion groups, one to one interviews, adapt the question(s) to address children, older people, teenagers etc). For a question on how easy it is to reach your nearest public transport service (i.e. in terms of comfort), the following categories can be used: - *Very easy* - *Quite easy* - *Neither easy nor difficult* - *Quite difficult* - *Very difficult* - *Don't know* • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an annual basis. • **Accuracy:** The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of accessibility level in the areas investigated. • **Observed group:** Service users. • **Area of measurement:** Demonstration area.

Key Indicator no.2	Perception of level of social accessibility
Definition	Perception of service accessibility is defined as the user's perception of the broader social accessibility of the service. This includes all possible barriers that may be caused by a high dependency on digital tools and information about the service (digital accessibility), the perception that this particular service doesn't meet the needs of a certain social group so that representatives of this group feel excluded (i.e. migrants, children, elderly people, etc.) (social accessibility), as well as the affordability of the service itself (financial accessibility). **Unit**: Index of "accessibility perception" on a 5-point scale.
Measurement	• **Method:** The applied interventions having significant impacts on public transport accessibility should be identified. Data can be collected by means of surveys (i.e online interviews, face to face interviews etc). It is important to provide different settings for the survey to take place and adapt according to the capacities of each social group (i.e. smaller discussion groups, one to one interviews, adapt the question(s) to address children, older people, teenagers etc). • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an annual basis. • **Accuracy:** The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of accessibility level in the areas investigated. • **Observed group:** Service users. • **Area of measurement:** Demonstration area.

COOPERATION / PARTICIPATION	
Key indicator no.1	**Quality of cooperation structures with stakeholders**
Definition	Level of quality of cooperation structures between all public and private stakeholders to develop and implement sustainable mobility solutions. **Unit**: Index of "quality of cooperation structures" on a 5-point scale.
Measurement	• **Method**: Surveys and interviews with decision makers and stakeholders. • **Target group**: All partners involved in the intervention, at different scales (see stakeholders' mapping). • **Area of measurement:** Intervention, city and region, according to the stakeholders' map.
Key indicator no.2	**Participation of diverse stakeholders**
Definition	Level of participation of diverse stakeholders' on the various co-creation activities of the project. **Unit**: Volume and variety of information collected via focus groups, number of co-creation workshops, number of interviews with different vulnerable to exclusion groups, number of participants to the surveys.
Measurement	• **Method**: Surveys and interviews with stakeholders. • **Target group**: All partners involved in the intervention, at different scales (see stakeholders' mapping).

	• **Area of measurement:** Intervention, city and region, according to the stakeholders' map.
TRANSPORT SYSTEM & PUBLIC SPACE	
Key indicator no.1	**Perception of safety and security**
Definition	**Perception of safety and security** is defined as the perceived security of a service by its users. For public transport this concerns public transport vehicles as well as at and around the public transport stops.
Measurement	• **Method:** The measures having significant impacts on security will need to be identified. In the sites/areas, perceived public transport security can be assessed through a survey which takes the form of online questionnaires, face-to-face interviews, telephone interviews etc. It is important to adapt the survey format so that participants feel comfortable and safe to express how they feel (i.e. women might prefer to discuss their perceptions of safety in women only groups or in one to one interviews with female interviewers). Acknowledge the structures of social power and adapt accordingly in order to equally record the perspectives of all users and potential users. Also give emphasis to qualitative data related to the sense of safety that can be also affected by the vitality of a space or the representations of different social groups on the public space and the transport system. • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an annual basis. • **Accuracy:** The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of accessibility level

	in the areas investigated. • **Observed group:** Service users. • **Area of measurement:** LL area.
Key indicator no.2	**Citizens' satisfaction with the mobility and public space infrastructure**
Definition	User/provider/stakeholder average reported satisfaction with the overall quality of the mobility and public space infrastructure (public transport stops, benches, public toilets, water taps etc). It measures the experience of the user against its expectations. **Unit**: % of shares with a qualitative score (1-5) of the perception of quality.
Measurement	• **Method**: User satisfaction can be assessed through surveys (i.e. online questionnaires or face-to-face interviews) and/or local participatory activities. It can also be part of a household survey. An alternative will be to piggyback onto any general survey about quality of public services. It is important to provide different settings for the survey to take place and adapt according to the capacities of each social group (i.e. smaller discussion groups, one to one interviews, adapt the question(s) to address children, older people, teenagers etc). A question in either survey should be "How satisfied are you with the quality of the mobility and public space infrastructure in the area of intervention?" and the answer can be given on a five point scale of "very satisfied" to "very dissatisfied". • **Frequency:** Measurements should be made at least twice during the project, i.e. before the intervention is introduced (baseline) and at the end of the project (ex- post). Where appropriate, data could also be collected on an

	annual basis. • **Accuracy**: The samples chosen for the surveys should be sufficient in size and distribution (i.e. age, gender, diverse VRUs) to give a good representation of awareness levels in the areas investigated. • **Observed group**: General public (including residents and visitors), operators, public transport customers, etc. It is crucial to highlight the voices of underrepresented social groups as described in the previous chapters of the document. • **Area of measurement:** LL area.

6. Conclusion

The Inclusion plan for mobility, in the context of ELABORATOR, is not only an objective to be achieved but also a necessity to ensure that the cities consider and meet the needs of all people. For this reason, a series of parameters are proposed to be taken into account before, during and after the implementation of interventions in public spaces and mobility systems.

Inclusive speaking is inclusive thinking

Designing interventions for mobility requires a fresh and inclusive perspective on all its aspects. To design inclusively, one must first think inclusively. Therefore, inclusive vocabulary, a form of respectful communication that acknowledges everyone's challenges and perspectives, is provided as a tool to create a common ground with each other and for everyone to feel safe and accepted.

A spectrum of different perspectives and needs

Every person has a set of needs to be met. That person is often someone who faces oppressions that limit their mobility. This person might be a disabled young muslim woman, or an older black man, or a low-income migrant who does not speak the national language of the country in which this person lives. For this reason, this mosaic of different perspectives on mobility and the needs to travel on a daily basis is the primary criterion to consider for interventions in mobility systems that will have a long lasting impact while being friendly to all people.

Creating criteria for inclusive mobility

The key point to the inclusive mobility is the creation of solutions that are affordable, accessible and and meet the needs of diverse groups of people. Criteria for promoting and evaluating the inclusion have been created and displayed from both a gender perspective and a broader, transversal aspect to help cities plan and design in an inclusive way.

Shaking hands upon a safe, sustainable, affordable and inclusive mobility

The active involvement of different stakeholders and the fostering of collaboration can contribute to the creation of a more inclusive and sustainable approach to shaping the new mobility era. Only through participation from all sectors of society can it be ensured that the interventions serve people and communities' needs.

Converting challenges into opportunities for all

By addressing people’s diverse needs and by valuing their different perspectives, cities can turn their challenges into opportunities for an inclusive society. Inclusive language is a good starting point in thinking inclusively but also understanding the diversity of needs and wishes, as well as bringing together all these different perspectives are essential components for creating a truly inclusive urban environment. By adopting this inclusive approach, cities can turn potential barriers into catalysts for positive change, ultimately paving the way for an inclusive city where everyone feels valued and heard.

Taking the above into account is a step towards implementing positive changes in cities with a long-term impact. Examining the various needs of people from all backgrounds means that cities want to take care of their citizens and reflect effectively on their requirements. This is why the ELABORATOR project, which brings together institutions, academia, civil society organisations and private sector companies, is a beacon for a fresh start in European mobility systems.

7. Terminology

Discrimination: The unjust or prejudicial treatment of individuals or groups based on certain characteristics such as race, gender, age, religion, nationality, sexual orientation, disability, or other factors (APA, 2022).

Gender: Is a social construct that refers to a series of behaviours, norms, and roles an individual should be or is performing. The above vary from time to time, societal and cultural context. The most common categorisation of gender is male, female and non-binary.

Gender bias: Preference and/or prejudice to one gender over others, often resulting in unequal treatment or opportunities.

Gender mainstreaming: Policy making strategy used to integrate the gender perspective into policies, programs, and activities across all sectors and levels of the society or organisations. The aim of gender mainstreaming is to ensure that considerations of gender equality and the needs and experiences of all genders are central components in decision-making processes and actions (EIGE, 2023).

Gender nonconformity: A person's behaviour and/or appearance that does not comply with dominant cultural or social expectations of how that person should behave, dress, speak, etc. according to their sex or gender.

Gender roles: The societal and cultural expectations, behaviours, and responsibilities that are considered appropriate or typical for individuals based on their perceived or assigned gender. These roles are often culturally defined and can vary significantly across different societies and historical periods.

Intersectionality: The combination of gender, race, class, sexuality, ability, age and other personal characteristics or identities, and how the crossings of these categories contribute to unique experiences of discrimination and oppressions (EIGE, 2023).

Non-binary: Non-binary is a term referring to people who do not identify themselves through the gender dichotomy of “male/female” as one of them, but rather feel that none of these categories matches their gender identity or their gender is consisting equally on both of male and female characteristics.

Positionality: An individual's position, standpoint, or subjective perspective within a social, cultural, political, or historical context. It involves recognising and understanding how one's social location, experiences, identities, and relationships shape their views, beliefs, and interpretations of the world.

Privilege: The unearned advantages or benefits that an individual or a group enjoys solely based on their social background or characteristics, rather than on their personal merit or efforts. These

advantages are often systemic and deeply rooted in societal structures, providing certain individuals or groups with advantages over others in various aspects of life, such as education, employment, healthcare, housing, legal treatment, and more.

Queer: Queer is an umbrella term that stands for a wide range of sexual identities (LGBTQI+) as well as gendered communities, especially people who are not defined by the dichotomy of “masculine/feminine" or "man/woman", but who embody and perform their gender identities in ways that do not conform to their assigned at birth sex or gender.

Stereotypes: Beliefs, assumptions and expectations based on fixed norms for women and men, girls and boys that limit their aspirations, choices and freedom, and therefore need to be dismantled. Stereotypes are often based on gender, race or ethnic origin, religion or belief, disability, age or sexual orientation.

Sex: The physical/biological attributes and characteristics that are typically categorised as male, female or intersex. It includes anatomical, hormonal, and chromosomal differences. Biological sex is usually assigned at birth based on observable physical traits.

Sexism: Discrimination based on a person's sex or gender, usually favouring men and masculinity over women (and/or persons with other gender identities) and femininity. Sexism can manifest in various ways, from subtle biases to overt discrimination, and it can affect individuals and societies on both personal and institutional levels.

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9. Annex – Catalogue of case study examples

This ANNEX contains a collection of materials (guides, case studies, etc.) promoting inclusive mobility with a gender perspective. This can be used as a reference material for cities to learn from each other and be inspired.

1.

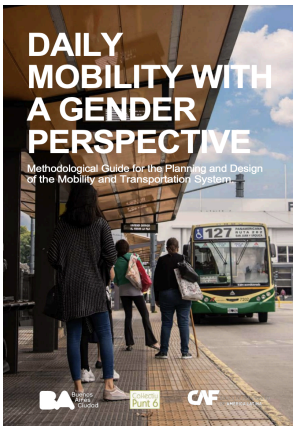
Guidebook	
Everyday mobility with a gender perspective Methodological Guide for Mobility and Transport System Planning and Design *Original title: Movilidad Cotidiana con Perspectiva de Género. Guía Metodológica para la Planificación y el Diseño del Sistema de Movilidad y Transporte.*	
	
Authors:	**Col·lectiu Punt 6** Sara Ortiz Escalante, Adriana Ciocoletto, Marta Fonseca Roser Casanovas, Blanca Valdivia
	In collaboration with the city of **Buenos Aires** and the **Development Bank of Latin America**.
Language:	Spanish
Link:	https://scioteca.caf.com/bitstream/handle/123456789/1725/Movilidad%20cotidiana%20con%20perspectiva%20de%20g%C3%A9nero_Gu%C3%ADa%20metodol%C3%B3gica.pdf?isAllowed=y&sequence=4

Table 4 – Annex. Guidebook. Everyday mobility with a gender perspective

This guide aims to provide concepts and tools for analysis, application, evaluation and monitoring to integrate the gender perspective into mobility and transportation systems. It is structured according to the different steps to follow in mobility planning with a gender perspective. It also contains material from a case study analysis in the city of Buenos Aires (Federico Lacroze Transportation Center).

2.

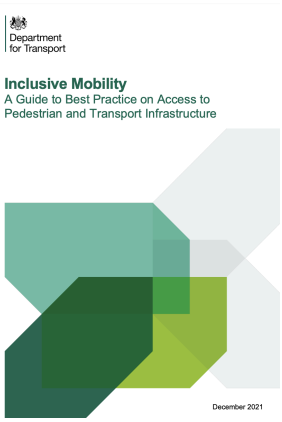
Guidebook	
Inclusive mobility A Guide to Best Practice on Access to Pedestrian and Transport Infrastructure *A guide to best practice for access to pedestrian and transport infrastructure* 	
Author:	**Department for Transport, UK** 2021
Language:	English
Link:	https://assets.publishing.service.gov.uk/media/61d32bb7d3bf7f1f72b5ffd2/inclusive-mobility-a-guide-to-best-practice-on-access-to-pedestrian-and-transport-infrastructure.pdf

Table 5 - Annex. Guidebook. Inclusive mobility

This guidebook focuses on the vision of creating inclusive public transport and infrastructure mobility systems. It analyses issues related to disabling barriers, the use of technology, maintenance, awareness of the needs of disabled people, and engagement.

3.

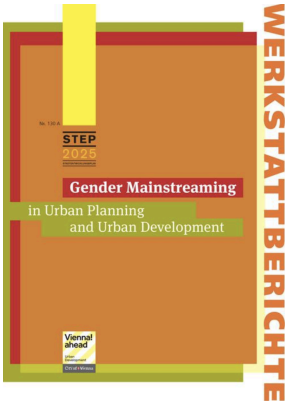
Manual	
Manual for Gender Mainstreaming in Urban Planning and Urban Development *The gender mainstreaming concept in urban planning in the city of Vienna*	
	
Owner and publisher:	Urban Development Vienna, Municipal Department 18 (MA 18) – Urban Development and Planning www.stadtentwicklung.wien.at 2021
Editorial team:	Elisabeth Irschik, Eva Kail, Astrid Klimmer-Pölleritzer, Andreas Nuss, Gregor Puscher, Manfred Schönfeld, Angelika Winkler
Language:	English
Link:	https://www.digital.wienbibliothek.at/urn/urn:nbn:at:AT-WBR-707537

Table 6 - Annex. Manual. Manual for Gender Mainstreaming in Urban Planning and Urban Development

Vienna is a pioneer city in gender mainstreaming practices in urban planning and mobility. The exhibition "Who owns the public space? - Women's Everyday Life in the City" in 1991 was an important starting point for this development. During this exhibition, new topics were introduced into the public discourse (i.e. pedestrian issues in public space, needs and interests of women and girls) as well as new methodological approaches (public space assessments with specific target groups, identification of spaces of anxiety and well-being, analysis of separate modal split for women and men, etc.). After the exhibition, the city of Vienna decided to launch a pilot project in the Mariahilf district. Since then, the specific needs of women have been taken into account in planning strategies, while more than 60 gender-sensitive pilot projects have been implemented and another 1000 have been evaluated. This manual includes an analysis of different user groups and needs, key criteria for gender-sensitive urban interventions and a presentation of good practices implemented in the city of Vienna.

4.

Guidebook	
Mobility for all Measures and infrastructure put in place to facilitate mobility for all *Original title: Mobilité pour tous. Mesures et infrastructures mises en place pour faciliter le déplacement pour tous.*	
	
Authors:	City of Luxembourg
Language:	French and German
Link:	https://www.vdl.lu/en/getting-around/tips-getting-around/accessibility#:~:text=The%20City%20of%20Luxembourg%20has,maximum%20 accessibility%20for%20all%20users

Table 7 – Annex. Guidebook. Mobility for all

The city of Luxembourg has made accessibility a priority, by implementing various innovative solutions and improvements that follow a 'design for dll' approach to make access easier for everyone, and especially for people with disabilities. Additionally, information about political decisions were made more accessible by making key council meetings available in sign language, on top of spoken language and accessible transcription. The city of Luxembourg won the 2022 Access City Award.

This guidebook includes the measures that have already been undertaken by the city of Luxembourg.

5.

Guidebook	
Milan Gender Atlas	
	
Authors:	Sex & the City Florencia Andreola, Azzurra Muzzonigro 2023
Commissioned by:	Milano Urban Center
Language:	English and Italian
Link:	Part of the guidebook is available here: https://www.letteraventidue.com/en/prodotto/508

Table 8 – Annex. Guidebook. Milan Gender Atlas

Milan Gender Atlas is part of the broader research Sex & the City, commissioned by Milano Urban Center. The project is triggered by the need to explore a field of investigation that intertwines urban studies and gender studies. This work aims to deconstruct Milan's contemporary urban space through specific lenses of observation that allow us to read the responses the city is able to offer to the needs of women and gender minorities. The result is a theoretical and practical tool for planning environments that are more inclusive and attentive to the needs of the multiple subjects and the different bodies that inhabit urban space (from the summary of the publication's back cover).

6.

Urban planning practices	
The example of Barcelona's superilles (Spain)	
Giving the street back to the neighbours	
	
Implemented by:	The city of Barcelona
Area:	Currently 6 superblocks under development in the city's blocks of Barcelona. The municipality's goal is to create over 500.
Link:	https://ajuntament.barcelona.cat/superilles/en/

Table 9 – Annex. Urban Planning Practices. The example of Barcelona's superilles (Spain)

Superilles (supermanzanas or superblocks) is a government-funded project whose main objectives are to improve biodiversity and sustainability, increase community participation and prioritise people and accessibility over cars in the city of Barcelona. The programme, which is part of Barcelona's Urban Mobility Plan, focuses on 120 intersections that have been transformed into open public spaces for pedestrians.

7.

Urban planning practices	
The case of the city of Marburg (Germany)	
A city designed for the blind people	
	
Link:	https://www.bbc.com/future/article/20210916-the-school-that-change-a-city-into-a-place-for-the-blind#:~:text=Marburg%20in%20Germany%20prides%20itself,to%20a%20particularly%20innovative%20school.

Table 10 - Annex. Urban Planning Practices. The case of the city of Marburg (Germany)

Marburg is a small town in central Germany designed to be accessible to blind and partially sighted people. During the First World War, an educational institute was set up to give blind people access to education. Since then, the city has implemented several measures to promote the mobility of blind and partially sighted people. These include "beeping traffic lights, pavements and floors with ridges and bumps that act as tactile signals of hazards or barriers". It is also very common in urban public spaces to provide 3D area maps with detailed representations of famous landmarks or sites and squares so that blind people can navigate and have a sense of their surroundings.