BYCS

GUIDE & TOOLKIT:

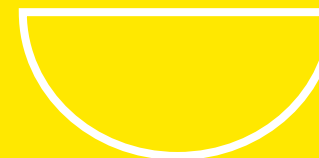# *INCREASING ACCESS TO* CYCLING MOBILITIES OF CARE

Of the 4 billion people living in urban areas today, nearly a third of them are children. A large portion of the adult population takes on a role as a primary caregiver for a child, at some point in their life. Care activities, such as escorting children to school, to the doctor, and to see friends, or purchasing groceries and other items for the home, influence how, and why, many adults move through the city. Care-related journeys make up a substantial portion of the total trips taken by adults, with several studies finding that this number can be as high as one third of all adult trips.

This document provides a step-by-step guide and set of tools to design and implement a programme to provide caregivers with the skills, experiences, and confidence necessary to cycle for transportation.

This guide and toolkit is designed to be used by governments, civil society organisations, and individuals looking to enable caregivers to start cycling, or cycle more frequently, for transportation, and to take advantage of the many benefits cycling provides.

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Cover Image: Bicitekas

FRAMING

GUIDE

This guide is broken down into four phases with an accompanying set of tools provided at the end of the document. The phases and sections within each phase are generally listed in the order they should be completed so that they build on each other, though other sequences may be just as successful.

1.

PLANNING YOUR PROGRAMME

Defining your goals and plan of action to achieve those goals as well as the partners, team, and resources required.

2.

PREPARING YOUR PROGRAMME

Bringing together the partners, team, and resources necessary to put your plan into action.

3.

CONDUCTING YOUR PROGRAMME

The key steps necessary immediately before, during, and immediately after your programme.

This section is mostly structured as a series of reminders. Examples of guides to teach someone to cycle are provided in 'Sample Curricula & Further Reading'.

4.

EVALUATING & GROWING YOUR PROGRAMME

Assessing whether goals were met and to what extent, reflecting on the successes and challenges, and planning to grow your programme.

APPENDIX

TOOL*KIT*

Image: Bicitekas

Helpful Elements

Section headings — In order to show continuity for a particular stream of work across multiple non-sequential sections, specific section headings appear throughout the document. In this way, one can easily scan the table of contents to see all related sections. These are described below:
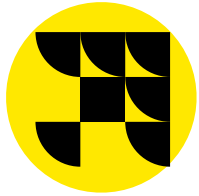
Direction - exploring initial steps to develop a robust programme that encompasses goal setting, activity planning, communication and measurement.
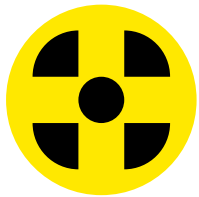
Logistics - defining materials, equipment and operational considerations related to a programme.
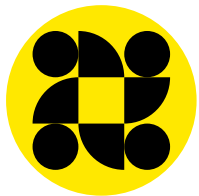
Partners - mapping and engaging with the relevant stakeholder ecosystem to build strong partnerships around the programme.
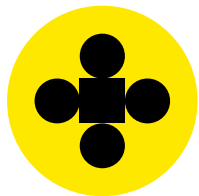
Participants - reaching, mobilising, and engaging with the right target groups to maximise impact and programme efficiency.

Tools and **case studies** are referenced throughout the sections:

TOOLS

Tools that guide you through a certain process or activity are outlined in bronze, and can be found in the Toolkit at the end of the document.

Case Studies that provide helpful examples from the 3 pilot programmes described in the 'Case Studies' section are presented in a yellow container and are found after the relevant section.
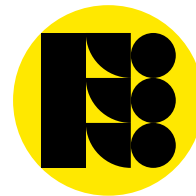
Resources - preparing a list of needs to execute a programme and developing an associated budget.
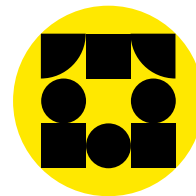
Team - identifying and recruiting people with skills, knowledge, resources, or connections to ensure your programme is a success.

Tools:

Logic Models

How to Define a Target Group and Identify Local Barriers to Cycling

Developing Activities Based on Barriers

Partner Mapping

Creating a Budget

Bringing together the partners, team, and resources necessary to put your plan into action.

PREPARING YOUR PROGRAMME

PHASE 2

PHASE 1

PLANNING YOUR PROGRAMME

Defining your goals and plan of action to achieve those goals as well as the partners, team, and resources required.

Tools:

Bicycle Checklist

Location Checklist

Media Consent Form

Sample Communications Plan

Sample Participant Survey

Tools:

Sample Log/Journal

Sample Skill Evaluation

PHASE 3

CONDUCTING YOUR PROGRAMME

The key steps necessary immediately before, during, and immediately after your programme.

Assessing whether goals were met and to what extent, reflecting on the successes and challenges, and planning to grow your programme.

EVALUATING & GROWING YOUR PROGRAMME

PHASE 4

Tools:

Evaluating your programme

What are mobilities of care and why is it important to focus on this theme?

"Mobility of care", coined by Ines Sanchez de Madariaga, includes all travel resulting from home and caring responsibilities: escorting others, shopping for daily living; household maintenance, organisation, and administrative errands; visits to take care of sick or older relatives, etc. For the purpose of this toolkit, we will use a narrower definition of mobility of care in which we focus on the travel resulting from the care of children.

Many of these care trips are today not sufficiently accounted for in transportation datasets. Care trips can be hidden under other headings when considering the purpose of trips, such as leisure, strolling, visits, or other trips.[1]

For further information on the topic of Supporting Cycling Uptake for Care Journeys, please consult our Insights Report, released in May 2023.

Why improve cycling access, education, and awareness?

Many adults are unable to ride or perceive cycling as an unsafe activity. Evidence shows that many people, especially more vulnerable groups, have experienced cycling in the past, but now lack the confidence to cycle. If a caregiver lacks the confidence or the knowledge to cycle, or doesn't have access to a bicycle or specialised equipment, it hinders their ability to cycle. It is also likely to have an influence on their children's ability and freedom to cycle. Increasing self-efficacy, skills, access to equipment, and knowledge around cycling is an important step to address cycling barriers proactively.

This points to a need to strengthen the "human infrastructure of cycling", alongside making the physical infrastructure of streets, bike lanes, and intersections safer for people to cycle.

1   Sanchez de Madariaga, "Mobility of Care".

For further information on the Human Infrastructure of Cycling, please consult our report Strengthening The Human Infrastructure Of Cycling: Soft Strategies For Inclusive Uptake.

Focusing on Women Caregivers

The programme described in this toolkit focuses on women caregivers for a number of key reasons. Firstly, women are more likely to be undertaking care journeys, meaning that greater consideration for caregiver mobilities must be addressed with a gender equity lens. Women also face more barriers than men to start cycling, from social norms to skills, awareness and self-efficacy. Directly supporting uptake through training and behaviour change programs can reduce the gender gap in cycling modal shares, while supporting the creation of safe and comfortable spaces for women to learn how to cycle. Lastly, women are strong influences in the family, meaning that their children and other family members are more likely to also begin cycling if their caregiver is favourable towards this mode of transportation.

Image: Purpose

Image: Chain Breaking Women

What has been done to support cycling mobilities of care?

In a few cities around the world, government and non-governmental organisations have begun tackling this issue, by gathering necessary data to understand challenges, and beginning to implement solutions.

In Bogotá, Colombia, the District Secretariat of Mobility, together with the District Secretariat of Women and with the support of the Transport Gender Lab of the Inter-American Development Bank (IDB), conducted an exploratory study in public schools in four localities of Bogotá, where the greatest demand for bicycle trips has been observed. The study identifies the motivations associated with trips made by bicycle in which children are transported as passengers by caregivers, allowing the generation of a strategy with a gender approach to improve road safety, travel quality and intermodality with the Mass Public Transport System (SITM) for these actors.[2]

In Lille, France, Copenhagenize France sought to understand through a participatory study how the urban environment affects womens' choices to cycle. Nearly 75% of mothers who have one or more children had a "care" trip (to or from school) in their daily chain, making it more complex than the typical home - work - home commute. Nonetheless, despite the constraints this may present for mothers, 39% of women with one or more children chose to cycle for long distances (>5km).[3]

In Fortaleza, Brazil, the Mini Bicicletar Shared Bike System offers bicycles with retractable training wheels to enable usership from families with young children.

In Bogota's new bike share fleet, 150 bicycles will be equipped with seats to carry children, and 150 with baskets, which the city says will facilitate the care journeys that are mostly made by women.

In Mexico City, Mexico several public entities have begun highlighting the importance of mobility of care. At the grassroots level, NGO Bicitekas has been providing safe cycling workshops "Mamas pedalling without fear" for mothers, to navigate the city's often unsafe traffic conditions with goods or children. In 2022, more workshops, as well as bicycle redistribution, were supported by BYCS, alongside two other pilot programmes in Bengaluru, India, and Istanbul, Turkey.

2   Pipicano et al., "Viajes de cuidado en Bicicleta".

3   Copenhagenize EU, "Women and Cycling".

Images top to bottom: Bicitekas, Chain Breaking women, Purpose

This toolkit was largely informed by the experiences of three partner organisations running pilot programmes to provide caregivers with the skills, experiences, and confidence necessary to cycle for transportation. The descriptions below provide an overview of the goals, activities, and results.

BICICATARINAS – WINGS OF FREEDOM PROGRAMME: MEXICO CITY, MEXICO

In Mexico City, the NGO Bicitekas developed a dual bike-lending and cycle-training programme for low-income mothers and caregivers in Gustavo A. Madero, Azcapotzalco, Tláhuac and Xochimilco municipalities.

After mechanically adjusting 50 reclaimed JUMP Bikes, and transforming them into "Bicicatarinas", they were lent to participants for a period of 2 months. These participants were reached through a media and communications campaign. Participants also received workshops teaching them basic cycle mechanics and road safety principles, focusing on cycling with goods and children.

Two cycling workshops were held to develop participants' confidence while cycling: a first part taking place in safe and controlled spaces, and a second going out to ride as a group in the city. Participant women were connected together via a WhatsApp group that enabled them to share photos and videos of small daily achievements cycling around town, and providing encouragement. It was also a place to share daily use of the bicycle in their daily journeys, most of them shopping and work. Participants, even after just one week reported improvements in their health, feeling more energetic and happy. Group rides were also held, for example on a national holiday, promoting a sense of community around cycling. The programme enabled transport cost savings of 50-70 pesos/day, and a majority of participants also indicated weight loss.

CHAIN BREAKING MAMAS PROGRAMME: ISTANBUL, TURKEY

In Istanbul, the NGO ChainBreaking Women developed a 2-month gamification programme for mothers to start cycling with their children in the Kartal Municipality. One of the participating mothers was the mayor of Kartal municipality.

Both field training and online training were provided, from riding bicycles, repairing bicycles, transporting goods, using maps, and designing cultural tours by bicycle. The programme gamified activities as "missions", spread across 7 weekdays for individual missions, and 7 weekend days where the group came together and received training about safe cycling, and rode together to cultural sites around the city. After successfully completing the programme, the participating mothers and their children were each able to keep the bicycle, lights, helmets and basket that they used as part of the programme.

Following the programme, participants indicated in interviews that they felt empowered, believed in themselves more than before, and that they felt closer to their children now that they could cycle with them. Each participating mother cycled a total of 60 km throughout the programme. Participants also indicated that they wanted to support their friends to start to cycle as well in the future.

CYCLE SCHOOLS FOR CAREGIVERS: BENGALURU, INDIA

In Bengaluru, the social agency Purpose developed cycling education programmes and engaged with caregivers to understand their experiences and aspirations to cycle.

Three cycle schools sessions, alongside one informal focus group discussion, were held. By working with local bike shops, resident associations, and engaging more institutional stakeholders, a broader awareness and understanding of the need to provide cycling education, especially for caregivers, was strengthened. Two illustrative art pieces were also developed from the discussions during the programme, and provided a creative way to engage with residents on the subject of cycling and care. A group ride for beginners and families was also organised in a centrally located public park, to facilitate a safe environment to try out cycling skills acquired through the programme, and bring further awareness and visibility to a more inclusive view of cycling.

Programme participants expressed the need for safe spaces where they can overcome their barriers to adopt cycling. Partcipants were able to access the shop between sessions for practice and to ask questions. Participants also expressed the need for beginner courses that will help them learn about road safety, cycling hygiene, and cycle maintenance.

The partner cycle shop added a monthly beginner ride for women, children and caregivers. This also motivated a major cycling franchise in the city to make cycling education and early beginner rides a part of their offering.

GUIDE
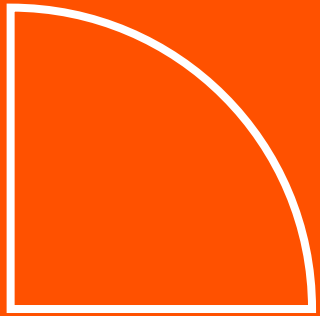
PHASE 1: *PLANNING* YOUR PROGRAMME

In this phase, you will make a basic outline that will help you understand what is needed to run a successful programme. You will make some key decisions that will guide the direction and focus of the programme. It is important to have a plan, but remember that you cannot plan everything and sometimes it is better to try things and learn through experience.

DIRECTION: DEFINING YOUR GOALS

In order to guide what you do as part of your programme, first define and agree about clear goals you are aiming to accomplish in terms of the results of your programme - whether for the participants themselves or the broader community.

The framework below (and the logic model tool) is meant to guide your thinking starting from the broad impact you want to have and then working through the associated outcomes, outputs, and activities.

LOGIC MODELS

Logic models are programme planning tools that define the inputs, outputs, and outcomes of a programme in order to explain the thinking behind programme design and show how specific programme activities lead to desired results. Inputs include the resources, contributions, and investments that go into a programme; outputs are the activities, services, events and products that reach the program's primary audience; and outcomes are the results or changes related to the program's intervention that are experienced by the primary audience.

- **Impact** - Although you will be working directly with a group of individuals, also think about how the result of this programme could positively affect your community beyond this group.

- **Outcome(s)** - In order to reach that broader community impact, how will the participants themselves need to benefit from the programme? This could include economic empowerment - by supporting access to a cheap, reliable, independent, and energy-efficient bicycle; increased physical and mental health, strengthened family bonds and feelings of community wellbeing. Defining the outcomes and target group(s) (see the following section) may need to be discussed together interchangeably. In some cases, the specific outcomes desired from the programme will depend on the audience you're focusing on.

- **Output(s)** - In order for the target group to achieve those benefits, what new skills, knowledge, or perceptions will they need to have gained from the programme?

- **Activities** - What kinds of offerings and interactions will you need to provide as part of the programme for the participants to acquire the new skills, knowledge, perceptions?

- **Target Group** - Are their particular population groups that are most in need? Are there existing complimentary programmes that have left gaps?

PARTICIPANTS: DEFINING YOUR TARGET GROUP(S)

The programme described in this toolkit focuses on women caregivers, but this is still a broad group with a variety of different needs and barriers to start cycling. More specifically defining who you want to work with can be helpful to focus your recruitment and provide the best opportunity to serve this group's needs. For your city or area, is there a particular group that could particularly benefit from a programme like this, possibly because there are no opportunities specifically for them or that they cannot access due to cost, language, culture, perceptions, etc.?

Examples of target groups include: immigrants or newcomers, young mothers, caregivers in a particular area, and caregivers with limited economic means. To guide your thinking in defining your target group, a tool has been provided in the toolkit at the end of this document.

As part of this, it is helpful to do some initial research into the barriers to cycling for this group in order to ensure your programme activities are designed to attempt to address those barriers.

With immigrants or newcomers, for example, it is important to consider what language is used in recruitment as well as during the sessions themselves as they may not speak the local language(s). This may also influence what material you use during the sessions as well as how you train your team and volunteers. It can also be helpful to have someone from a similar culture and who speaks the language to ensure that the recruitment and sessions themselves connect with that group. It may be easier to collaborate with a partner organisation for this.

HOW TO DEFINE A TARGET GROUP AND IDENTIFY LOCAL BARRIERS TO CYCLING TO GUIDE YOUR THINKING

Image: Bicitekas

In Mexico City, Bicitekas focused on low-income mothers in a section of Mexico City that lacked many transportation options in order to give these women another mobility option for their care trips.

DIRECTION: DEFINING YOUR ACTIVITIES

Based on your understanding of the barriers to cycling for the target group that you have identified, what specific interventions would be most suitable to begin with. For many, it may be most helpful to get them comfortable cycling in no- or low-traffic settings. For those who learned to cycle as children but haven't cycled recently, a quick refresher may be enough to then focus more on specific skills like riding in traffic, carrying groceries, and transporting a child. Despite having a specific target group, you may need to have multiple groups as some may need more support on basic skills while others quickly progress to cycling confidently. If this is the case for your programme, it is important to ensure that you have enough instructors/volunteers to have two separate groups and that the instructors have the proper training and experience, especially for the more advanced group.

Your plan could also include when and where it is easiest for your target group to engage, such as weekdays in the morning at a particular park for 2 hours once per week. This may take some testing, but you can also learn a lot from how your target group spends their time. For example, it may make it easier for them to participate if you hold the sessions near a child care centre just before the time they pick-up their children (or just after drop-off).

Additionally, it helps to understand what kind of interventions people in this group respond to, such as rewards, gamification, peer pressure, recognition, etc.

It will be helpful later on (for insurance applications, funding proposals, etc.) if you also identify potential risks for the activities and how you plan to mitigate those risks. An example risk mitigation plan has been provided in 'Sample Curricula & Further Reading'.

DEVELOPING ACTIVITIES BASED ON BARRIERS

In Istanbul, Chain-Breaking Women used a mix of gamification, active communication, and incentives to encourage participants to cycle more often and for different types of trips. Participants earned points by completing certain tasks on their bicycle. An app group kept all the women in regular communication about their progress, challenges, excitement. All of the women signed an agreement that they would get to keep the bike they received for the programme if they attended all the sessions.

Image: Chain Breaking Women

RESOURCES: MAKE AN INITIAL LIST

Now that you have a general sense of who you want to work with, and how you want to work with them, it is helpful to put together an initial list of resources required to deliver the activities of the programme. Resources include things like a curriculum, materials, but also include the time involved in the preparation and coordination of the activities. Necessary skills are also important to think about as this will help you define who you need on your programme team in a later part of this phase. Certain knowledge and connections are also important to think about here (this will be explored further in the Team section but is important to start thinking about early on). Additionally, think about what political support could be helpful in increasing attention to the needs of caregivers and young children.

TEAM: IDENTIFY PROGRAMME NEEDS

Based on your resource list (defined previously), think about people with the skills, knowledge, resources, or connections that you need help with and ask them to join your team. Focus on the key skills and expertise that your team is best suited to provide (teaching cycling, for example) and look to your partners for everything else.

When building a programme for women's cycling education, ensuring a welcoming environment is key, and classes for women, by women, are often more effective. In some cases, though, this may be challenging due to cultural norms, a desire to be inclusive, or it may be difficult to find enough women instructors at first. Whatever you choose, it can be useful to reflect on this choice and articulate the reasoning behind it to the team, volunteers, and supporters, to make sure they are comfortable collaborating in that context.

Example team roles include: social media, photographer/videographer, logistical coordinators to source bicycles/materials, as well as volunteer instructors/instructor assistants.

Illustration: Nori Norbhu

In Bengaluru, Purpose worked with volunteer instructors, and involved an artist to create powerful imagery of women cycling in familiar neighbourhood contexts to to influence perceptions.

PARTNERS: IDENTIFY THE RIGHT PARTNERS

Before beginning a programme, determine which organisations and individuals conduct similar or complementary work and how you could collaborate. Partners contribute skills and resources needed for the programme that you defined above. Forging partnerships with organisations and individuals can help you reach your goals and ensure the sustainability of your programme.

Make an initial list of partners. It can be broad, from neighbourhood associations, childcare centres, schools (preschools, kindergartens), bike shops, to local municipalities, traffic police departments, universities, media, park management authorities or school boards. Think about the places parents and caregivers regularly visit such as libraries, museums, hospitals/clinics or health centres, local markets, etc.

Partners can also be especially helpful in securing bicycles, a space to provide training sessions, and/or access to necessary programme liability insurance. Each of these topics, which can be difficult for new programmes, will be discussed further in Phase 2. You may identify a partner who runs similar training and already has the necessary insurance, which may be difficult to get when starting a new programme.

When working with a target group that you are less familiar with, it may be helpful to partner with an organisation who is experienced in working with this group. This organisation can then assist with recruitment, designing activities, and creating a safe space specifically for these participants based on the organisation's experience and expertise.

PARTNER MAPPING

Image: Purpose

Connect with individuals or organisations who have experience with cycling education or similar work in your city to help identify key potential partners.

A partner mapping exercise has been provided in the toolkit at the end of this document to help you determine who the potential partners are based on their sector (government, academia, civil society, industry) and importance to the success of the programme.

In Bengaluru, Purpose partnered with a local cycle shop that organised weekend workshops and bicycle tours for beginners. As a result of the programme, the shop has begun to also offer regular classes for women, children and caregivers. They have also introduced a beginner ride to cater to the needs of this target group.

RESOURCES: MAKE AN INITIAL BUDGET

Based on the resources needed, make an initial estimate of the budget required to provide your planned activities. This should include materials, but also time. Although you may rely on volunteers at the start, programmes are generally more sustainable when there is at least one paid team member. Making a budget can be a good opportunity for your team to collaborate, but it is also good to develop an initial budget before forming your team as part of developing your idea for the programme.

A sample budget table is provided in the toolkit at the end of this document to help you plan out how much time will be needed for each team member for each phase, as well as the costs of materials and third parties (like a photographer).

CREATING A BUDGET

RESOURCES: FINDING FINANCIAL SUPPORT

Based on your budget and the resources needed for your programme, put together a potential list of supporters/supporting organisations who can provide either in-kind materials or monetary support. Local businesses, like bike shops or sport stores, may be able to provide bikes and/or equipment. There may also be opportunities for small amounts of funding through local government grants for new programmes that focus on a particular group. Be creative and think about how your programme can also help potential supporters meet their goals.

Image: Chain Breaking Women

PHASE 2: *PREPARING* YOUR PROGRAMME

In this phase, you will bring together the people and materials necessary to make your programme a success.

TEAM: GATHER AND DELEGATE

Based on the needs and roles you identified in Phase 1, assemble your team and divide up the tasks. This could include a programme manager, social media/communications manager, photographer/videographer, logistical coordinators to source bicycles/materials, as well as volunteer instructors/instructor assistants. Assemble this group for a kick-off meeting and then set-up a regular meeting schedule, increasing in regularity as the programme approaches.

PARTNERS: DEVELOP YOUR PROGRAMME 'PITCH'

Develop a one-page summary as well as a short presentation to help key partners understand what you are trying to do and how.

This should include the following information:

- Who is involved in this programme.

- What challenge(s) is your programme responding to and how will the programme address them.

- What are the key activities that will take place.

- When is the programme taking place (timeline).

- What are some expected outcomes.

- How can the partner get involved and who to contact.

Clear language is key to ensuring that everyone understands what your programme is attempting to do and who it is focused on. Framing is also important to demonstrate the need for your programme. Using local examples and challenges will allow your programme to resonate further and attract a larger participation. It can also be helpful to justify the importance of a programme like this with research and key statistics. Refer to language in the 'Introduction & Background' section as a guide, but make it your own.

Image: Bicitekas

Image: Purpose

PARTNERS: MAKE INITIAL CONNECTIONS

Using your Partner Map (see 'Partners: Identify the Right Partners' section in Phase 1 and the associated tool), connect with the identified key organisations and individuals in order of importance to your programme using your programme summary and presentation.

> In Bengaluru, Purpose reached out to another similar group, the Bangalore Bicycling School led by Dr.Ali Poonawala and volunteers. Exchanging with this group helped break down and streamline the instructions and guidance that were passed down to instructors and the participants.

LOGISTICS: PARTICIPANTS VS. BIKES - WHICH HAS PRIORITY FOR LOCATION?

A major trade-off that may need to be made is whether to choose your bikes and/or location based on 1) your participants' needs or location or, 2) based on the location of available bikes. Understanding whether your participants or target group are motivated, able, or willing to travel to a location for these activities or have limitations that require that you design these activities in their neighbourhoods is key.

When to prioritise your participants:

- **If they are less mobile, due to age, physical limitations.**

- **If they are less familiar with the city, for example due to being newcomers.**

- **If they have young children.**

- **If they all live in the same (small) area.**

- **If they already have a common meeting place.**

In most cases, these conditions will arise because you have specifically prioritised them as part of your target group.

In either case, if these conditions are true for a significant portion of your participants, it is best to prioritise the location of programme activities based on participants' needs and/or location (rather than the location of available bikes). You can then use the section 'Find a Suitable Location' as well as the tool 'Location Checklist' in the toolkit to further define your search.

If these conditions are not the case, then prioritise the availability of bikes.

LOGISTICS: FIND BICYCLES

One of the most difficult parts of any cycling programme is finding bicycles to use. The 'Bicycle Checklist', found in the Phase 2 portion of the toolkit provides a helpful guide to selecting the right bicycles for beginners and a note about using bike-share bikes. As discussed in the previous section, finding and selecting bicycles should be arranged, if possible, before recruitment begins, so you know 1) if you will have bicycles to use, and 2) where they will be located.

In most cases, with a new programme, it will be easiest to partner with an organisation that already has bicycles - such as a bike shop, bike tour business, or bike training organisation - at least for the first set of training sessions. This provides three advantages: 1) not having to buy or rent the bikes, 2) not having to store the bikes, and 3) not having to maintain the bikes.

When first contacting a potential partner, offer to use the bicycles at low-demand times and help them understand that you are providing them with future customers who will likely purchase or rent bicycles or equipment from the business after the programme. Ask the owner for an in-kind donation or offer a bulk pricing deal given that you will be using a number of bicycles over multiple sessions.

Unfortunately, most bike shops or bike tour businesses do not have the best bicycles for training as the seats often are uncomfortable and cannot be adjusted low enough for participants to be seated and have both feet flat on the ground. In future editions of the programme, you will want bikes that are adjustable for different heights, body types, and skill levels, and on which equipment such as a child seat or bags to carry groceries can be mounted, but when getting started, you will have to work with what is available.

Image: BYCS

BICYCLE CHECKLIST

In Bengaluru, Purpose partnered with a local bike shop to tap into their network of cyclists to be trainers, as well as to utilise their fleet of rental bikes which was stored at their shop.

LOGISTICS:
FIND A SUITABLE LOCATION

The choice of location is dependent on a number of factors, and a number of factors depend on the choice of location. Before choosing a location, it is probably best to 1) have a sense of where your participants will be coming from and thus choose a location easily accessible to them, and 2) find out where you will access and store the bicycles, as these can be difficult to move. When starting out, it is often the storage location of the bicycles that dictates where the programme is held (or at least where each session starts/ends). Later on, if a better location is identified, a storage location can likely be arranged to fit that location.

Working with the local municipality to receive support to find a suitable location and aligning with their objectives and existing programmes is also a way to ensure success.

They may provide space for these lessons or leverage this programme to accelerate other related objectives. For example, a temporary or pop up safe routes to school programme could be implemented near the programme location, as a way to also pave the demand for more permanent, safer infrastructure in parallel to cycle education and access programming.

As a note: before settling on a location, look into if there are certain rules of restrictions of what type of activities can occur there. For further explanation, see the section on Permission, Legal Requirements, Insurance.

For a full list of considerations, refer to the Location Checklist.

LOCATION CHECKLIST

Image: Chain Breaking Women

It is also important to think about what the children of the caregivers will do during the programme sessions as it may be difficult for caregivers to find childcare. If possible, co-locating the sessions with child care centres allow caregivers to combine taking their children to childcare with taking part in the programme. Another option is to incorporate the children into the cycling lessons so they can learn to cycle themselves. This requires a separate set of bicycles, equipment, and activities, so this may be best for a later iteration of the programme. Once the caregivers feel more comfortable cycling themselves, they can practise cycling with the child(ren) in a child seat.

In Istanbul, Chain-Breaking Women worked with a local municipality to get permission to use an underused outdoor space.

In Bengaluru, Purpose and the local bicycle shop together, secured permissions to pedestrianise and block vehicular traffic on a 500m road section. This section was chosen because it was easily accessible by public transport, was nestled between a senior citizens park and a children's park, and had ample tree cover and shade for participants to rest. While choosing the section, they had to ensure that it was not a major road that disrupts the life of the neighbourhood; it also needed to be sufficiently visible and frequently accessed by the members of the neighbourhood, so that they could find ways to contribute and learn about the programme.

PARTICIPANTS: SPREAD THE WORD

Think about the easiest ways for your target group to learn about the programme. Make the message very simple and clear. If you anticipate a high level of interest, then an application could be helpful, but keep it simple. Consider language barriers and limitations when it comes to technology, such as page readability and accessibility or lack of familiarity with newer technologies and platforms.

While digital tools are increasingly used to promote such programmes, it is essential to also conduct outreach at key caregiver locations: community centres, parks and public squares, schools, nurseries, markets. The use of flyers, easy sign up sheets, google forms, and QR codes can help caregivers obtain information quickly while going about their daily lives. Testing different kinds of methods is useful to understand which is most accessible to your target audience.

In Mexico City, Bicitekas focused on recruiting participants of local government programmes in two specific low-income areas with which they had existing relationships, making it easier to recruit them.

PARTICIPANTS: BUILD A COMMUNITY

Once you have a group of participants, connect them via a group chat so they can share experiences and encourage each other both during the programme as well as after the programme has finished. This can be a Whatsapp group, an email list, or Slack community, depending on context, volume of information, and desired communication.

Once the programme has begun, encourage participants to share their cycling logs/journals (see section 'Direction: Setting up ways to measure progress') with each other. This will motivate them to continue recording their progress and it provides an opportunity to celebrate their achievements (e.g. first solo caregiving ride, first ride with a child, first 25 km ride, etc.).

In Mexico City, Bicitekas used a Whatsapp group to communicate directly with participants. It proved to be really useful not only to do a daily follow up but to promote contact between them. Women supported each other by sharing fears, challenges, milestones, ideas, and encouragement.

Image: Bicitekas
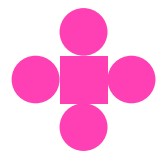
PARTICIPANTS: LIABILITY WAIVER & MEDIA PERMISSION

Prior to the first session, or as part of an introductory session, it is important that participants are made aware of the potential risks when learning to cycle as well as the mitigation measures taken to address those risks. In order to protect yourself, your organisation, and any other individuals or organisations associated with the programme, it is best to have participants sign a liability waiver stating that they understand the risks and that they will not hold the programme organisers (or anyone affiliated) liable. For the first iteration of the programme it may be easiest to utilise the liability waiver of a partner or find locally-applicable templates online. For the purposes of data protection, it is important that any form participants complete should state that any data collected is only for the purposes of the programme, and that the data will not be shared, sold, or revealed to any third party.

Additionally, it is helpful to obtain consent from participants to use photos/videos of them in promotional material. It is advised to share with your participants why capturing photos is important; for reporting, fundraising, campaigning and advocating for policy change for example.

There are basic templates available, but participants should know the goals of taking the photos/videos and how they will be used and safely stored, and be able to opt out and still be able to participate in the programme. If children are involved, parental consent will also be required to participate.

MEDIA CONSENT FORM

LOGISTICS: CURRICULUM & MATERIALS

There are a number of existing curriculums that you can use to structure your programme and that provide helpful tips in teaching cycling. A number of examples are referenced in the 'Sample Curricula & Further Reading' section. The Draisienne method is one popular example which requires only one instructor - even for a larger group - and is effective because it breaks down learning to cycling into smaller, achievable goals. Participants learn to balance on the bike without pedals (they are removed) before adding the pedals back onto the bike.

Whatever curriculum or method you choose, it is important on the first day to assess the skills of the participants. Many participants often over- or under-estimate their abilities, which can lead to some confusion when it comes to teaching certain skills or dividing your participants into skill groups. See 'Sample Curricula & Further Reading' for an easy, quick way to assess skills at the beginning of the programme.

Beyond learning the basic skills, it can be helpful near the end of the programme to shift the focus from using the bike recreationally to using it for transportation. This may include how to access one's own bike (through purchase, leasing, or bike-share), what additional equipment can be helpful in transporting children and goods, and special techniques for cycling with a child or groceries.

Depending on your type of programme, there are a number of different materials and equipment that may be required.

When starting a new programme, it is best to borrow or rent equipment. Some of the equipment outlined below is important, but may not be sold in your country or may be expensive due to high import duties. In this case, for later editions of the programme it may help to make contact with a distributor or manufacturer.

Learning to cycle - these are the materials helpful for a programme for individuals learning to ride a bike

- **Helmets** - a range of sizes.

- **Padded seat covers** - this can make a major difference in the experience of new women cyclists and can help to reduce pain and discomfort during and after initial sessions while the body is adjusting to sitting on a bike seat. Most rental bikes have basic seats that are not meant for women, so it is best to purchase a set of padded seat covers that you can put-on and take-off the bikes for each session.

- **Whistle** - in order to give signals, especially helpful in larger groups and noisier settings.

- **Cones (low-rise)** - these can be used to mark a course that you want participants to follow and low-rise so if they hit them they can roll over them.

- **Extra hats/gloves (for colder climates)** - these can be helpful if participants come unprepared and/or aren't used to being so exposed to cold temperature even in their own city.

- **Rain gear (for rainy climates)** - for new beginners, it may be best to cancel sessions when there is bad weather, but cycling in the wind or rain can also be a great opportunity for a bonding experience if in safe conditions.

Learning to cycle in traffic - these are helpful once participants have mastered the basics

- **High-visibility vests** - large enough to fit over cold- or wet-weather clothing.

- **Ropes** - can be used to guide participants in a straight line and to create intersections to practise (signalling for) turns.

Image: Bicitekas

Image: Clare Hartwieg

Image: Calvox & Periche

Rules of the Road

- **Simulation diagrams/vehicles** - a simplified, birds-eye view of a basic intersection can be helpful to discuss how to navigate certain traffic scenarios. Combine with small toy cars/people/bikes to further bring the simulation to life.

- **Traffic sign models** - this can be a basic overview sheet with the traffic signs in order to help the participants learn the various meanings/rules, but these can also be made into life-size replicas and attached to poles or sticks and incorporated into practice traffic scenarios.

- **Whiteboard/markers** - to diagram certain scenarios.

Carrying Equipment (once participants have basic cycling skills)

- **Basket/saddlebags** - easily removable so all participants can practise carrying groceries without needing to have one per person.

- **Child seats** - different types for different ages.

LOGISTICS: PERMISSION, LEGAL REQUIREMENTS, INSURANCE

It is important to know what regulations there are in relation to running your programme and ensuring that you get permission from local authorities first. This may also include acquiring insurance in case of injuries or other unforeseen occurrences.

Check for signs in the area where you plan to hold your sessions and the website of the local authority. If it is explicitly stated that cycling or group classes are not allowed (especially in parks), it is best to find a different location. If not specifically prohibited, and you are acting in a safe, responsible, and respectful manner and not disturbing anyone with a small group, it may be worth testing the location to see if it raises any issues.

If the location is a place you hope to use in the future, it may make sense to notify the local authorities, especially the enforcement, of your plans and goals. Working with local public entities can be helpful to find a location. Other partners can also be useful to identify a location, for example if there is a location that the organisation which is supplying the bikes uses.

In terms of insurance, check the local regulations within your country and city for what is required to run such a programme. Check with similar organisations to see what they have in terms of coverage. If the process is complicated and/or expensive, it may be best to run the programme utilising the insurance coverage of an existing organisation until you can acquire your own coverage.

Image: Chain Breaking Women

TEAM: SPREAD THE WORD

In addition to your Team discussed in Phases 1 & 2, it may also be helpful to have some volunteers who help out during the sessions.

Prior to the start of the programme, and as one strand of your communications about the programme, let people know that you are looking for help. Volunteers can be helpful not only with training and encouragement, but also basic things like setup and clean-up. In order to create a safe and welcoming environment, it is generally best to focus on recruiting women volunteers only.

If working with a relatively new group of volunteers that participate in the cycle training, it is useful to develop a set of standardised instructions and methods that help them. For further information see 'Phase 3 - Volunteers: Roles & Preparation'.

In Istanbul, Chain-Breaking Women worked with three volunteer cycling ambassadors to assist in activities: a mother, a medical worker, and an NGO worker.

DIRECTION: COMMUNICATING ABOUT THE PROGRAMME

Think about what media or social media channels you want to use to communicate about the programme and when you want to communicate. It helps to define your broader audience - who do you want to reach and what channels do they use. Additionally, it helps to decide what message you want to get across (for example, if there is a call to action).

Key moments might include:

- **Launch**
- **Recruitment**
- **First session**
- **Final session**
- **Key events**

Using personal narratives and storytelling, as well as highlighting the voice and perspective of participants, is key to bring visibility to the programme and attract new participants, as well as interest from new partners or political decision makers. This storytelling can be done through video or written testimonials, photos, and the sharing of participant experiences.

As a note: before using any photos or videos of participants, make sure you obtain permission. See Phase 2 - 'Participants: Liability waiver and media permission'.

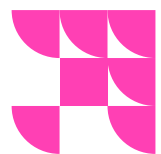**SAMPLE COMMUNICATIONS PLAN**

Examples of promotion materials

The flyers below were used by global initiative partners Bengaluru Moving and Bicitekas to promote the programme in their cities.

Image: Cecilia Vaca Jones

DIRECTION: SETTING UP WAYS TO MEASURE PROGRESS

Think back to your vision/goals from Phase 1. Now is the time to set up ways to measure your progress towards those goals and that vision. For the first time, these should be simple and quick. You can expand this later. When possible, try to incorporate measurement into the fun of the programme, rather than as a separate burden. This will also make it easier for you and ensure that it gets done.

Why is it important to measure?

It can be helpful to secure funding and approval for further editions. It is also important in evaluating the success of your programme in reaching your goals and achieving the planned outcomes.

Why plan now and not wait until the end?

It is helpful for some measurements to have a baseline and not just an end-of-programme measurement. For example, in order to know how well your programme helped a participant cycle more, it would be good to know what their skills were when they began with the programme.

What should you measure?

Start with your participants and the new skills, knowledge, or perceptions they have gained. This is the easiest. If you can, start thinking about how you can also measure the broader participant and community benefits.

To the right, are a number of examples of tools that can be used to track the progress of participants and measure the success of the programme. This list is in no way exhaustive - use what works best for your context.

Category: New Skills, Knowledge, Perceptions		
Tool	**Description**	**Timing**
Cycling Skill Evaluation	This can include things like balance, steering, braking, signalling, rules of the road, carrying groceries/child, and can be conducted in closed-course and on-road situations.	Beginning and end of programme
Participant Survey	This can be a mix of quantitative measurements (1-5 scale) and open-ended questions that focus on how participants feel about cycling in terms of their skills, confidence, safety, intention to continue/increase cycling, etc. as well as what their limitations are (personal, infrastructural, economic or even social perception).	Beginning and end of programme
Log/ Journal	Participants keep a log of when they cycle, the purpose of the trip (work, school, shopping, picking up child), the length of the trip (km and minutes), and any observations. This helps to track progress and is an important record of kilometres cycled, number of trips, etc.	Throughout the programme

Category: Broader Individual Benefits

Tool	Description	Timing
Focus Group/ Interviews	Meeting and conversing with small groups of individuals in a structured way throughout the programme can help to understand barriers to cycling as well as the benefits and impact of the programme.	Throughout the programme

Category: Community Benefits

Tool	Description	Timing
Partner Survey	Allows local community partners to reflect on the changes they have seen as a result of the programme.	End of the programme

In Mexico City, Bicitekas used a "Happymeter" to understand how the programme helps women feel empowered, happy and free. Additionally, weight loss was measured through self-reporting (many reporting having lost 3-5 kilos). Finally, cost savings were measured via self-reporting and calculations based on a number of trips done by bike (on average participants saved 1200 pesos or 70 euros a month).

There are other tools that participants can wear that collect data such as distance cycled, calories burned, and/or heart rate. This can be explored for later editions of the programme to show physical and mental health benefits and track uptake of cycling.

SAMPLE PARTICIPANT SURVEY

SAMPLE LOG /JOURNAL

SAMPLE SKILL EVALUATION

In Istanbul, Chain-Breaking Women used gamification to make measurement more fun and a part of the programme. Participants had to complete certain tasks or accomplishments each week, such as cycling to the grocery store, cycling with someone else, or cycling a certain distance. Participants reported their achievement in the programme app group by submitting photos. Each week had a different theme and tasks. The reward for completion was that they could keep the bike they were given to use for the programme.

PHASE 3: *CONDUCTING* YOUR PROGRAMME

This phase encompasses the time immediately before, during, and immediately after your programme. As such, it is mostly structured as a series of reminders.

IN ADVANCE

What to do in the weeks leading up to the start of your programme or before a given session:

- **Reminding participants** - send a reminder a week before, the day before, and even the morning of, especially if participants start to develop a habit of missing a session or being late.

- **Reminding volunteers** - similar to reminding participants, it is better to over-communicate and send multiple reminders than have someone miss a session.

- **Confirming bike availability** - check-in with the organisation and confirm their availability, especially if it has been some time since your initial agreement. Give them a head-count and specify what time you will be there to pick them up and drop them back off.

- **Inventory materials** - double-check that you have everything and that the materials are in working condition.

- **Define a bad weather plan** - watch the weather closely and make a decision the evening before. Cancelling may be the best option if it is one of the first sessions with beginners who don't know each other. For others, you can do an indoor lesson on rules of the road at a cafe or just tell everyone to bring good rain gear (or supply it yourself) and have fun getting wet! The participants will always remember the bad weather days if you turn it into a fun adventure together.

- Ensure all participants have signed the **liability waiver and media consent forms.**

DURING YOUR PROGRAMME

What to remember for the day-of:

- Check that the bikes you are using are in working order, have basic tools to raise or lower the seat height, pump tires etc.

- Set-up the activities if equipment is involved.

- Make sure you have permission/ media forms from all participants.

- Brief your volunteers.

- Take photos/videos.

- Constantly check-in with everyone and make sure they are having fun and comfortable.

- Have fun!

Image: Cecilia Vaca Jones

SAMPLE SKILL EVALUATION

VOLUNTEERS:
ROLES & PREPARATION

Volunteers can be incredibly helpful but also require training and management and it may take some time to determine which are the most reliable and consistent. It may be best to begin with no volunteers or someone you already know and trust as a volunteer.

Define roles ahead of time and ensure volunteers know what to do and who to ask for questions. It can be helpful to have a person with no fixed role who can jump in to help with unanticipated situations.

Roles
Volunteers can be helpful not only with the training - either leading the group while you help an individual or vice versa - but they can also help with preparing and putting away the equipment, checking people in, taking photos/videos, setting up the next activity, or answering questions from interested passersby (future participants/volunteers). Give them an assignment but also encourage them to help other volunteers who need assistance.

Training/Preparation
Especially for training, it is best for volunteers to first shadow you or an experienced volunteer first before taking the lead themself. It can also help to hold a separate volunteer training. Volunteers should all receive a basic overview, either as part of a training or in an email, that helps them understand what is expected as well as Dos and Don'ts (for example, never raise your voice to a participant unless they are in danger).

Briefing/Debriefing
Have volunteers arrive early and stay late to help with setup/cleanup and so that you can have a basic briefing in order to run through the plan of the day and debrief afterwards about how it went. This can be a good opportunity for volunteer skill development. Don't forget to thank them!

Image: Bicitekas

FOLLOW-UP

What to do after a session:

- Note down what went well and didn't go well and share/discuss with volunteers.

- If there were any issues with the bikes, let the organisation know.

- Check-in with the participants and find out how they thought it went.

- Follow-up with individuals that seemed to be struggling.

- Confirm your plans for the next session - you may need to update these if the progress of the participants was particularly slow (or fast).

- Share successes (and challenges) via social media (with permission) to generate further interest and help your participants feel proud of their progress and effort.

Image: TandEm prorgramme, EIT & BYCS

PHASE 4: *EVALUATING* AND *GROWING* YOUR PROGRAMME

In this phase, you will reflect on your programme and look to the future of your programme.

EVALUATION

Evaluation is helpful in order to assess the success and impact of your programme as well as what went well and didn't go well. This kind of reflection can be helpful to secure funding and approval for further editions, but is also generally helpful in order to improve the programme.

Did you meet your goals?

Revisit the goals/logic model you made in Phase 1 'Direction: defining your goals'. Did the programme have the intended outcomes and impact you set out to achieve? Regardless of the answer, it is best to acknowledge successes and shortcomings.

> ⚙ **EVALUATING YOUR PROGRAMME**

In addition to assessing to what extent you reached your goals, it is also important to understand what contributed to the success of the programme and what could be improved. You can gather this information through surveys or informal focus groups with your team, volunteers, participants, and community partners.

Image: Bicitekas

GROWING YOUR PROGRAMME

Based on your evaluation of the programme, what elements are most important to keep from the first iteration, and what should you focus on updating or improving?

Continuing and growing your programme is in some ways a matter of repeating the process while looking for ways to improve, so the first thing you should do is revisit your goals/logic model from Phase 1 'Direction: defining your goals'. Knowing what you know now, are these still the most important or best goals or do they need refinement?

Given this, how would you refine or update your target audience, activities, resources, partners, etc. It is important to not modify too many things for the second iteration - don't abandon the aspects that worked well (which is often difficult to know they played a role in the programme's success until you remove them).

One of the biggest challenges of continuing or growing is finding funding. An initial iteration or pilot can be run largely with volunteers and on a limited budget, but this is not necessarily sustainable, especially for a larger programme. People need to be compensated, and materials can start to get expensive as the programme grows. With the success story of your first iteration and the right pitch, you should be able to access funding, whether it be from the local government or sponsorships from local business.

Growth of the programme presents a number of challenges that may have been easier to deal with in a smaller first iteration such as bikes, bike storage, and location for activities. It is important to consider this before planning a big expansion.

The demands for growth also need to be considered against the opportunity to continue to refine and improve an existing model and size. Sometimes it is better to have a larger impact on a smaller group than a smaller impact on a larger group. All of these trade-offs should be considered in your initial planning for Version 2. Good luck!

Image: Chain Breaking Women

APPENDIX
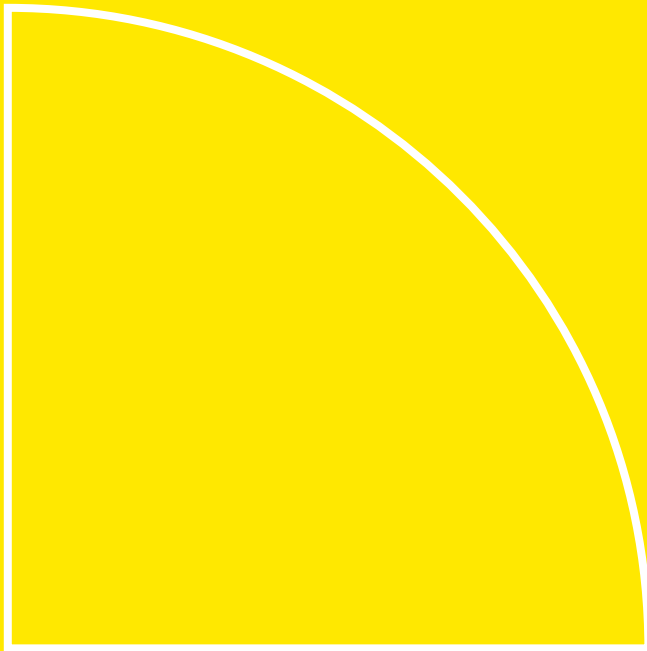
This list has been gathered in order to provide more information on this topic as well as to provide additional resources that may be helpful in developing your own programme.

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3. Copenhagenize EU. "Women and Cycling: Lille Study Case (France)." February 9, 2021. https://copenhagenize.eu/news-archive/2021/2/8/women-amp-cycling-lille-study-case-france.

Teaching Cycling Curriculums and Helpful Materials

The Draisienne Method (Vélo Québec) - a guide to teaching people to cycle first without pedals and then adding pedals later (French).

Bicycle Rules of the Road (ADFC) - an image-focused guide to the rules of the road (German).

Risk Management Plan (Vélo Québec) - an example of a risk management plan (French).

8 basic skills to use the bike as a mode of transportation (Bicitekas) - a guide to assess cycling in traffic skills at the beginning of the programme (Spanish).

Toolkits for similar programmes

Open Streets Toolkit (Open Streets Project) - a guide to implementing an Open Street Project.

Bicibus Toolkit (Bicibus.eu)- a guide to putting together a bike bus programme.

Measuring urban experiences of young children toolkit (Bernard van Leer Foundation) - a set of tools for gathering data on young children and caregivers in cities

More on this topic

Supporting Cycling Uptake For Care Journeys Insights Report (BYCS) - a deeper look at the benefits of, and barriers to, cycling mobilities of care, with recommendations for policy-makers

Strengthening The Human Infrastructure Of Cycling: Soft Strategies For Inclusive Uptake (BYCS) - a helpful guide to cycling 'human infrastructure', including the benefits of prioritising these measures in order to increase cycling uptake, especially in underrepresented groups and communities; as well as four case studies and recommendations for policy-makers

Image: BYCS

BYCS is an Amsterdam-based global NGO guided by the belief that bicycles transform cities and cities transform the world. We envision an urban future in which half of city trips are by bicycle by the end of the decade. To help achieve this we nurture, strengthen, and scale community-led cycling initiatives globally, striving towards this bold vision that we call 50×30.

www.bycs.org   **connect@bycs.org**

BYCS

Bernard van Leer FOUNDATION

bicitekas

#Bengaluru moving

CHAIN BREAKING WOMEN

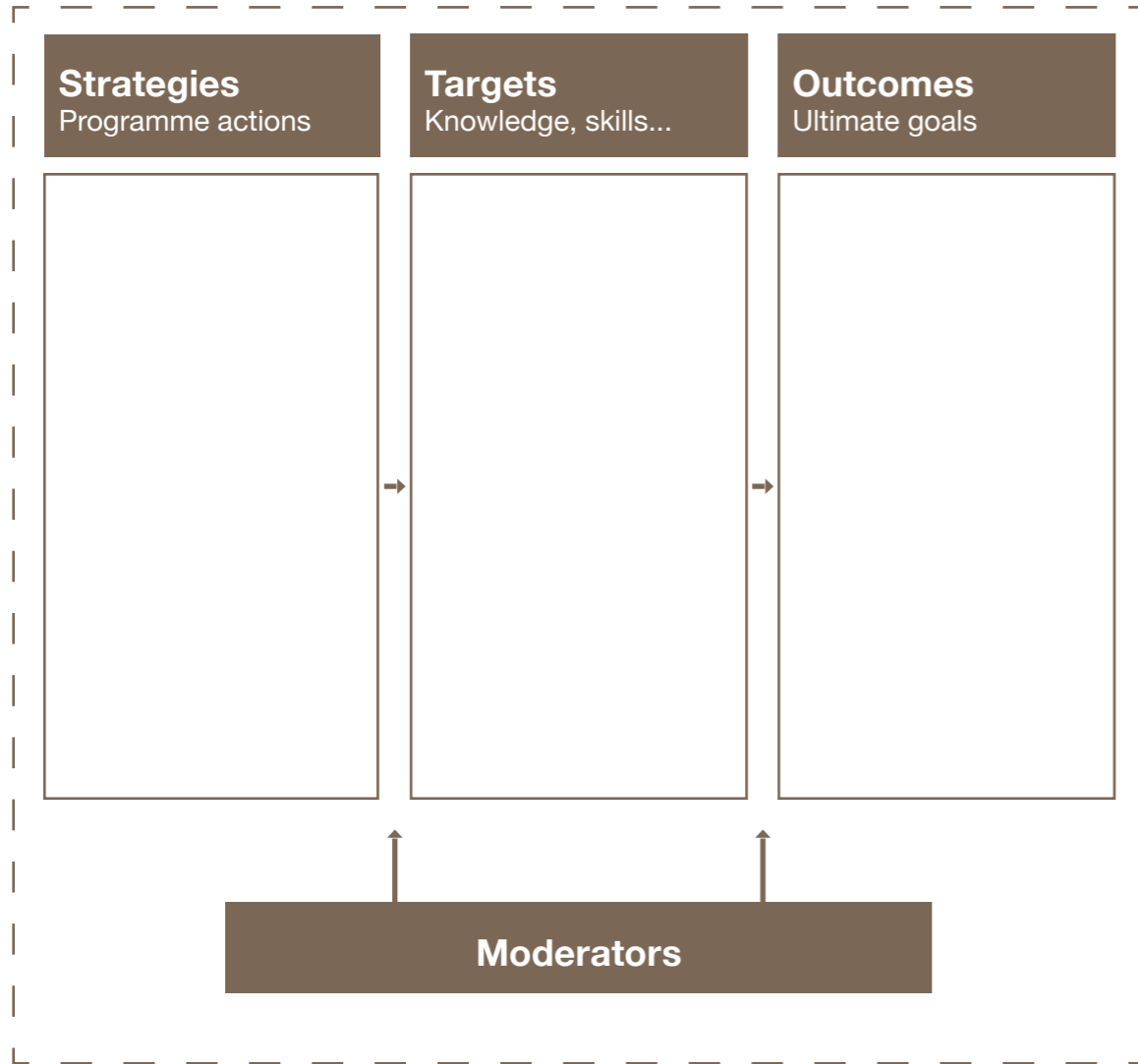# TOOL KIT

BYCS   Bernard van Leer FOUNDATION

PHASE 1

LOGIC MODELS

There are a number of tools available to help with this initial planning.
These can be called strategy maps, or logic models.

Developing a Theory of Change - IDEAS Impact Framework

Strategies Programme actions	**Targets** Knowledge, skills...	**Outcomes** Ultimate goals
	→	→

Moderators

The logic model and its components- Social Impact Navigator

Organisation: _____

Project Name: _____

Target Group: _____

7 — Society changes — **Impact**

6 — The target group's living conditions change

5 — Target groups change their behaviour

4 — Target groups change their attitudes — **Outcome**

3 — Target groups accept offers

2 — Target groups are reached

1 — Activities are carried out as planned — **Output**

Input

PHASE 1

HOW TO DEFINE A TARGET GROUP AND IDENTIFY LOCAL BARRIERS TO CYCLING

In order to define a target group, think about:

- Which groups of women caregivers are more vulnerable in your city?

- Are there areas of the city that are particularly disconnected from mobility options and would thus benefit the most from cycling?

- Are there women's groups who actively articulate and exercise civic agency that you can engage with through the programme to catch the attention of decision makers?

In order to better understand this group's barriers, it can be helpful to:

- If possible, organise a focus group or informal conversation with one or more members of the group, possibly via a local community group or centre.

- When framing your questions, consider a hierarchy of barriers:

  ° **Awareness** - is cycling something they have considered? Are they aware of the benefits? How do they perceive cycling?

  ° **Education** - do they know how to cycle? How confident are they in different conditions?

  ° **Access** - do they have a bicycle and the proper equipment? Do they have a place to store it?

  ° **Stimulation** - what are their incentives to cycle versus other means of transportation?

  ° **Social norms** - are there gender based societal factors that have stopped them in the past from taking up cycling? How are they challenging these norms through the programme?

  ° **Safety/Infrastructure** - Do they consider cycling dangerous? Does the design or layout of their local streets or neighbourhood make cycling more difficult?

PHASE 1

DEVELOPING ACTIVITIES BASED ON BARRIERS

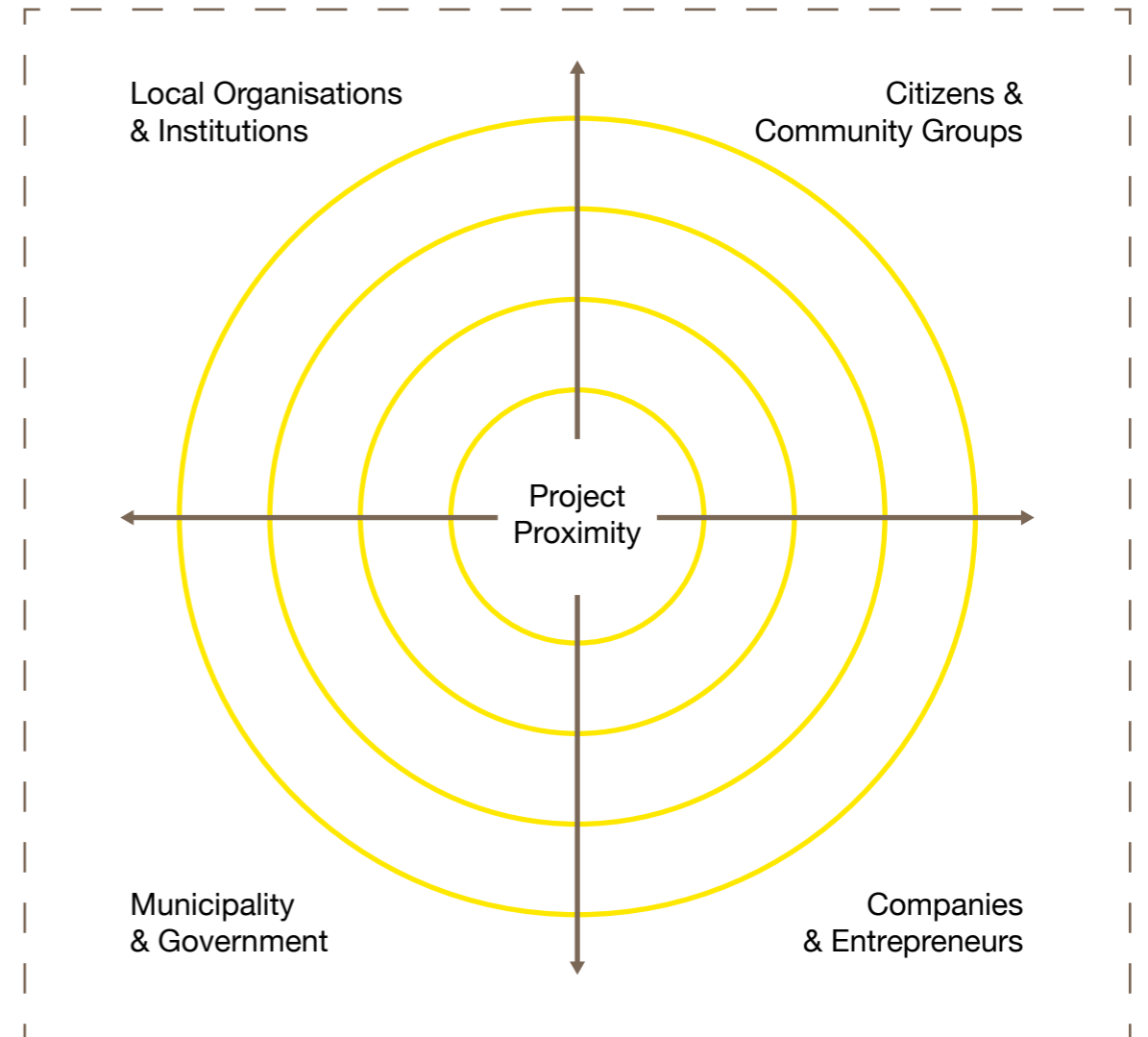For each barrier, think about what type of activity could address that. Some examples are provided below.

Barrier Type	Barrier	Solution Activities
Education	Don't feel confident cycling, even on less-trafficked streets	Cycling lessons focused on basic skills, building up to road skills Group cycle rides between key caregiver destinations Sharing quiet/safer routes via an app group Making a shared list/map of quiet/safer routes
Access	Can't afford a cargo bike to carry children/groceries	Create a community bike library / loan system where caregivers can borrow a cargo bike or other expensive/specific equipment (child seat/grocery bags)
Awareness	Mothers don't think other mothers cycle	Create an app group to share experiences, organise rides together to child care centres/grocery store
Education	Caregivers are embarrassed they don't know how to cycle	Provide lessons in an area less visible to the public
Education	Caregivers don't have time to learn to cycle and/or can't travel far for lessons	Partner with child care centres to provide lessons at/near the centre after drop-off or before pick-up
Social Norms	Feel like cycling is not socially accepted for them, and fear stigma of riding with children	Incorporate community rides and "critical mass" events that put centre and make visible families and women caregivers cycling in public space

PHASE 1

PARTNER MAPPING

Compiling organisations by sector and importance in relation to your project can be useful.

Place names of organisations that could support your project in their respective sectoral categories, with the most important ones close to the centre. This helps you visualise who could be allies of your initiative, and is a useful tool to co-develop knowledge with key partners, who can add recommendations on the board. Linking the different organisations that already have connections is also a useful exercise to start mapping the existing ecosystem that would be supportive of your initiative.

Local Organisations & Institutions

Citizens & Community Groups

Project Proximity

Municipality & Government

Companies & Entrepreneurs

PHASE 1 — CREATING A BUDGET ⚙

The tool below is designed to help you estimate how much the programme will cost in terms of time, materials, and third parties (such as a photographer). You can add other cost categories as needed. Making a budget can be a collaborative process with your team. Reach out to other similar programmes to better understand which phases will require more time. Research materials and third party costs online.

Budget Item	Phase 1	Phase 2	Phase 3	Phase 4
Team				
You	# hours	# hours	# hours	# hours
Team Member #1 Name/Role	# hours	# hours	# hours	# hours
...	# hours	# hours	# hours	# hours
Materials				
Bicycle Rental		Approximate cost		
Programme T-shirts		Approximate cost		
...				
Third Party				
Photographer		Approximate cost		
...				
Total Hours		**Total Cost**		

PHASE 2 — BICYCLE CHECKLIST ⚙

The following checklist is intended to assist you in the selection of bikes generally meant for beginner cyclists.

Bike checklist

❑ **Number** - are there enough bikes for your anticipated number of participants?

❑ **Time/Day availability** - are the bikes available at your planned times/days of sessions? If not, you can either change your days/times or find another way to get bikes to use. In general, though, you should prioritise the availability of your target audience, not the availability of bikes.

❑ **Size/type** - the bikes available should be meant for (smaller) adults (not kids), and meant for riding in an urban setting (not mountain bikes, though if this is all that is available, then they will work). They should also be well-maintained with effective brakes, oiled chains, pumped-up tires, working lights, etc.

❑ **Adjustability** - optimally the bike seats could be adjusted so that participants can put their feet flat on the ground, but also ride comfortably with nearly full leg extension. This range of seat height is often only available with folding bikes, but some adult bikes with smaller frames have this range.

❑ **Additional equipment** - optimally the bikes would come with a helmet, lock, basket, and working lights, but these can also be purchased separately.

❑ **Location** - are the bikes located in a place where it is easy to conduct the trainings nearby.

❑ **Cost** - some bikes are meant for touring or racing and are therefore expensive to rent. Make sure that using the bikes fits within your budget.

Using Bike-Share Bikes

This may seem like an easy solution as the bikes are readily available, can be acquired in many locations, are cheap, etc. From previous participant experience, this is often not the case.

❑ You cannot guarantee the availability of a certain number of bikes at a certain location on a certain day/time.

❑ You cannot guarantee that all will be working properly (and there is no mechanic to fix).

❑ Most bike-share systems assume short-use and prices go up quickly for long use so it can actually be more expensive.

❑ Most bike-share bike seats do not go low enough for cycling with feet flat on the ground.

PHASE 2

LOCATION CHECKLIST

Some things to consider when choosing a location:

- Low or no car or foot **traffic**.

- Relatively **free from obstacles** like benches, light posts, and on road parking.

- Relatively **smooth surface**, free of holes or bumps, and of a consistent, compacted material.

- Having a **slight slope** can be an advantage in order to give beginners the opportunity to glide and pick their feet up off the ground (and conversely, once they have more skills, the chance to practise starting on a slight uphill).

- Close to a publicly-accessible **bathroom** and source of **drinking water.**

- Near a small **covered area** (or under tree cover) in case there is a brief rainshower or for shade.

- Near **child-care centre** or area for children to be supervised during lessons.

The visibility of the location to the general public is also an important aspect. For many women, trying something new in front of an audience may cause nervousness and an unwillingness to take risks and make mistakes. On the other hand, in order for the programme to grow, it can be helpful to have other women see the participating women learning new skills and having a good time together.

As participants begin to gain skills and confidence, it can be helpful to challenge them with cycling on low-traffic roads or in areas with more pedestrian activity. It is helpful to know where these locations could be ahead of time in case the skill development occurs rapidly. A ride on a low- or no-traffic route through the neighbourhood or city can also be used as an opportunity for participants to show off their skills, see their city from a new perspective, and raise awareness about the need for safer streets and the needs of caregivers and young children, upon completion of (a portion of) the programme.

PHASE 2

MEDIA CONSENT FORM

Below is an example media consent form. Modify the text as needed to incorporate your own voice as well as local legal considerations.

Media Consent Form

I, _____ (participant name)

give my permission for photos, videos, and/or interviews to be recorded

of me during the activities and projects implemented as part of the

_____ (name of project) initiative.

These materials will be the property of the project organiser and will be used

as inputs for the website and social media channels of the project organiser. All

data collected is only for the purposes of the programme and the data will not

be shared, sold, or revealed to any third party.

Name of Participant: _____

Signature of Participant: _____

Date: _____

PHASE 2

SAMPLE COMMUNICATIONS PLAN

Below is an outline of a sample communications plan.

Goals & Touch Points
Define what you hope to achieve with the communications and via what channels, media, or people these messages could reach your target audience.

Creative strategy
Define the challenge of your communications, any insights, and your ideas of how to communicate the messages.

Execution
Define the messages themselves (including headlines, body) and how they will be presented (colours, graphics, images).

Graphics
Identify what graphics would be helpful and what they could look like.

Creative Logistics
Identify the various deliverables/assets (announcement post, promotional post, flyer) as well as the timeline for release.

PHASE 2

SAMPLE PARTICIPANT SURVEY

This can be a mix of quantitative measurements (1-5 scale) and open-ended questions that focus on how participants feel about cycling in terms of their skills, confidence, safety, intention to continue / increase cycling, etc. Can be administered at the beginning and end of the programme.

Participant Name:

	Disagree 1	2	Neutral 3	4	Agree 5
I feel confident when cycling:					
1. In a park or street without cars					
2. On a street with a few cars at low-speed					
3. On a street with regular traffic					
4. At night					
5. While carrying a child in a child seat					
6. While carrying groceries in a bag attached to my bicycle					
I currently cycle (or intend to cycle):					
7. For fun/exercise					
8. To go to work/school					
9. To go to medical appointments for myself or child(ren)					
10. To go grocery shopping					
11. To pick up child(ren)					

PHASE 2 — SAMPLE LOG/JOURNAL ⚙

Participants keep a log of when they cycle, the purpose of the trip (work, school, shopping, picking up a child), the length of the trip (km and minutes), and any observations. This helps to track progress and is an important record of kilometres cycled, number of trips, etc. This can be gamified to track and reward important milestones (e.g. first solo caregiving ride, first ride with a child, first 25 km ride, etc.).

Participant Name:

Date/ Time	Purpose (pick up child, groceries, appointment)	Length (kilometres or minutes)	Observations (how did you feel, what were the challenges, what went well)
26 March 13:45 - 14:45	Buying groceries, then picking up daughter	About 30 minutes of cycling	I tried a new route to the grocery store, which has less traffic, so I felt more confident. The new grocery carrying bags made it easier to balance the bike when loading / unloading. My daughter waved to some neighbours while we were cycling and they waved back!

PHASE 3 — SAMPLE SKILL EVALUATION ⚙

This can include things like balance, steering, braking, signalling, rules of the road, carrying groceries/child, and can be conducted in closed-course and on-road situations. Administered at beginning and end of the programme (can also have a mid-evaluation).

Use a scale of 1-3, with 1 for a beginner and 3 for full command of the skill.

Beginning of Programme

Name	Braking	Steering	Balance	Signalling

End of Programme

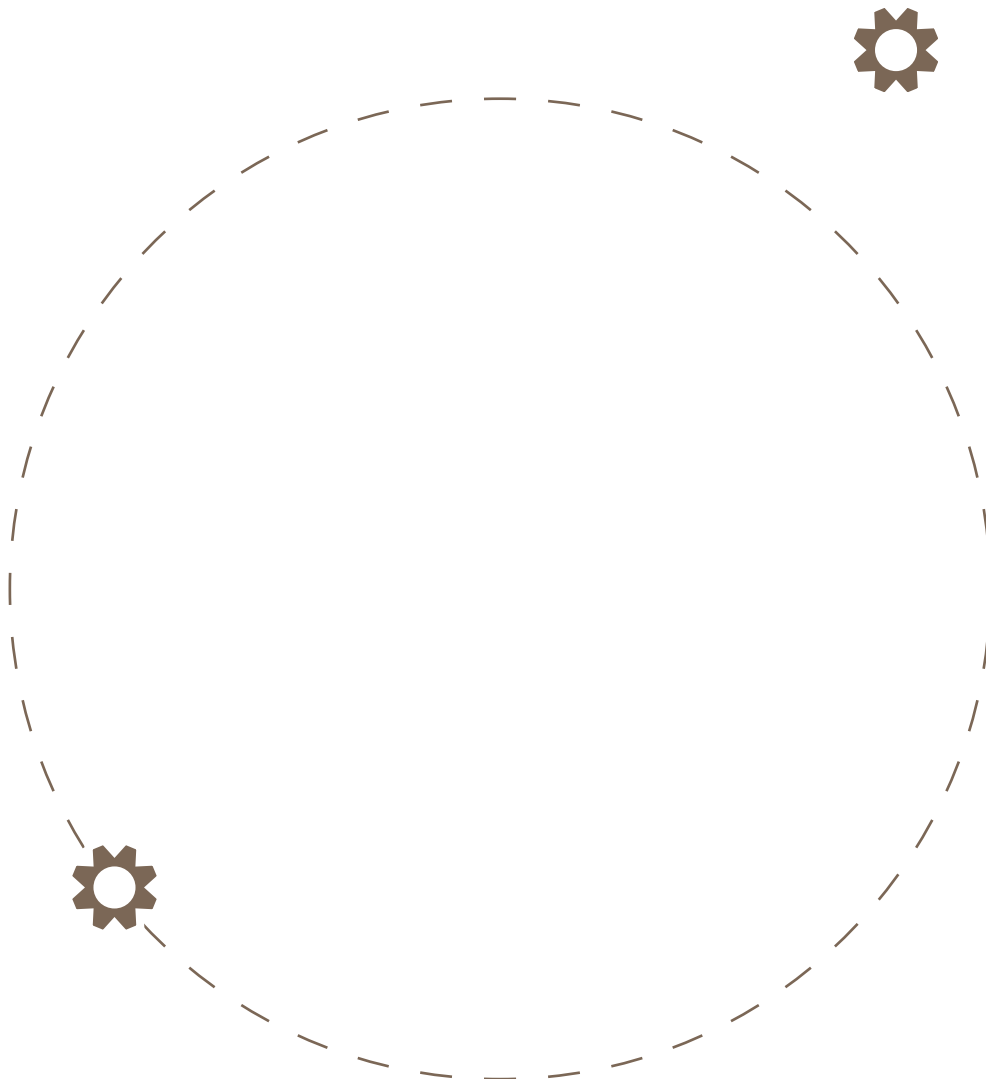| Name	Braking	Steering	Balance	Signalling

PHASE 4

EVALUATING YOUR PROGRAMME

Revisit the goals / logic model you made in Phase 1 'Direction: defining your goals'. Did the programme have the intended outcomes you set out to achieve? Regardless of the answer, it is best to acknowledge successes and shortcomings.

In this example, the table begun in Phase 2 'Direction: setting up ways to measure progress' is expanded upon.

Category: New Skills, Knowledge, Perceptions.

Tool	Description	Reached?	Why or why not? How do you know?
Cycling Skill Evaluation	Participants increase cycling skills	Yes	All participants showed improved skills from the beginning to the end of the programme.
Participant Survey	Participants feel more confident and safe, and intend to continue or increase cycling.	Somewhat	In the survey, 75% participants reflected increased confidence and 65% intend to continue cycling.
Log/Journal	Participants increase how often they cycle, increase they cycle for certain types of trips (work, school, shopping, picking up child), increase the length of the trip (km and minutes), and generally reflect improved feelings towards cycling.	...	...

Category: Broader Individual Benefits

Tool	Description	Reached?	Why or why not? How do you know?
Focus Groups/ Interviews	Participants begin to experience some of the benefits and impact of the programme, such as improved mental/ physical health, cost/ time savings, improved relationships with child(ren) and community members, etc.	...	...

Category: Community Benefits

Tool	Description	Reached?	Why or why not? How do you know?
Partner Survey	Local community partners believe the programme makes the community safer for all and want to see it continued or expanded.	Yes	90% of respondents believe that the programme makes the community safer and 85% want to see it continued or expanded.
Partner Focus Group/ Interviews	Local community partners believe the programme positively affects the local economy and want to see it continued or expanded.	...	...

BYCS is an Amsterdam-based global NGO guided by the belief that bicycles transform cities and cities transform the world. We envision an urban future in which half of city trips are by bicycle by the end of the decade. To help achieve this we nurture, strengthen, and scale community-led cycling initiatives globally, striving towards this bold vision that we call 50×30.

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