

The **TRAFFIC SNAKE GAME NETWORK**

Campaign and policy roadmap

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1. Introduction

1.1 Project Background

The Traffic Snake Game is a campaign to promote walking and cycling to school for children (aged 4-12), their parents and teachers. It was created by Mobiel 21 and started out as a small campaign with only a handful of schools in Flanders, Belgium. Throughout the years the number of European countries playing the game has increased.

Many countries have used this campaign to encourage the school community to try alternatives to the car for home-school trips. Evidence from the CONNECT¹ project has shown that the campaign successfully increases sustainable transport modes and reduces CO₂ emissions.

The Traffic Snake Game Network (TSG Network) has been established to share the experiences of the game with more schools across Europe and beyond. This network of partners disseminates the campaign, extends its impact and publicises the results and experiences that keep the award-winning² campaign alive. The TSG Network functions as an observatory that disseminates, supports and monitors the Traffic Snake Game worldwide. The European Commission has favoured the network for partial funding between 2014-2017. The project team aims to establish an effective EU-wide and long-term support network to replicate, transfer and expand the take up of the Traffic Snake Game.

1.2 Project Objectives

The objectives of the Traffic Snake Game Network are:

- To train, guide and support the National Focal Points (NFP's) in motivating and activating cities and/or schools to join and run the improved Traffic Snake Game campaign.
- The introduction of a digital platform to enable the campaign to function as a long-lasting practical platform and tool for campaigning and monitoring an energy-efficient modal split.

¹ See: CONNECT project evaluation. Public Summary Report. October 2010. CONNECT Consortium.

² The project was awarded the Sustainable Energy Europe Award in the category 'Promotional, Communication and Educational Actions'. The jury praised it for setting up new mobility campaigns in which pupils play a central and active role. The high replication factor allows a snowball effect: more and more schools and children participating in the project and its aim to increase the use of sustainable transport modes.

- Becoming self-supporting after the project lifespan in order to maintain the action and build up (national) structures for long-term strategic changes.
- To target primary schools to generate a modal shift within the (travel) behaviour of the target group, namely at least 15% more sustainable trips during the campaign and a retention effect of at least 7% after the action.
- All the NFPs will implement the campaign in at least three cities in their country and in at least 60 active schools over the course of three years.

1.3 Document objectives

Aside from being the national implementers of the TSG campaign, the NFP's also aim to positively influence local, regional (and as much as possible) national policy to continuously promote sustainable and safe home to school trips in the school and its locality. This aim is linked to European policies and targets. The White paper on Transport (2011) states: "*Cities suffer most from congestion, poor air quality and noise exposure. Urban transport is responsible for about a quarter of CO2 emissions from transport, and 69% of road accidents occur in cities*". And: "*Facilitating walking and cycling should become an integral part of urban mobility and infrastructure design*". The TSG Network is helping to make home-school trips more energy-efficient and thus contributing to the EU needs. Influencing policy on a local, regional and national level via TSG contributes to EU targets.

The **campaign and policy roadmap** is an overall TSG policy guide that presents a general framework, outlining the fundamentals of how the campaign can encourage a walking and cycling school policy within the school, around the school and on a city level. This is not a strict bottom-up nor top-down approach, as each of these can influence each other. This document should inspire NFP's to broaden and upscale their campaigns by linking TSG to more and other policy fields than initially intended. There are also no one-size-fits-all answers. This is why the roadmap proposes inspirational options (section 2 and 3) whereas a national interpretation (section 4) identifies how the NFP's in their countries, see the campaign grow from a 'school game' into something that triggers greater policy changes. The roadmap suggests approaches and packages of measures that are likely to be most effective. The campaign and policy roadmap is strongly related to the National Action Plan. In the National Action Plan NFP's describe their actions that need to be done to reach the goals mentioned in the campaign and policy roadmap.

The roadmap is accompanied by 3 specific **factsheets** giving more practical information on how to implement policy measures. They are meant as a working instrument for those getting involved in school mobility management policy. As such, the TSG network offers lessons on walking and cycling and how to promote these modes in school areas and for school audiences. These factsheets are aimed at both transport professionals within (local) authorities and schools (including the governing bodies, teachers and parents) and those who influence these stakeholders (e.g. regional networks, national government where possible).

2. Campaign and policy roadmap

The key questions for this roadmap are ‘How can the Traffic Snake Game become part of a larger policy framework?’ and ‘How can it contribute to increasing sustainable travel (walking, cycling and using public transport) in the school sector and beyond?’

The Traffic Snake Game can be on the one hand an initiator for sustainable mobility activities in areas where walking, cycling and public transport rates are still low while the motorisation rate is still on a relatively high level. On the other hand it can be embedded into existing activities, adding to activities, measures and policies supporting sustainable mobility that are already available. The Traffic Snake Game touches on a great number of policy fields that are relevant for sustainable (school) travel including transport planning, environment, health, or urban development.

Growing the TSG campaign can happen across four levels (Figure 1):

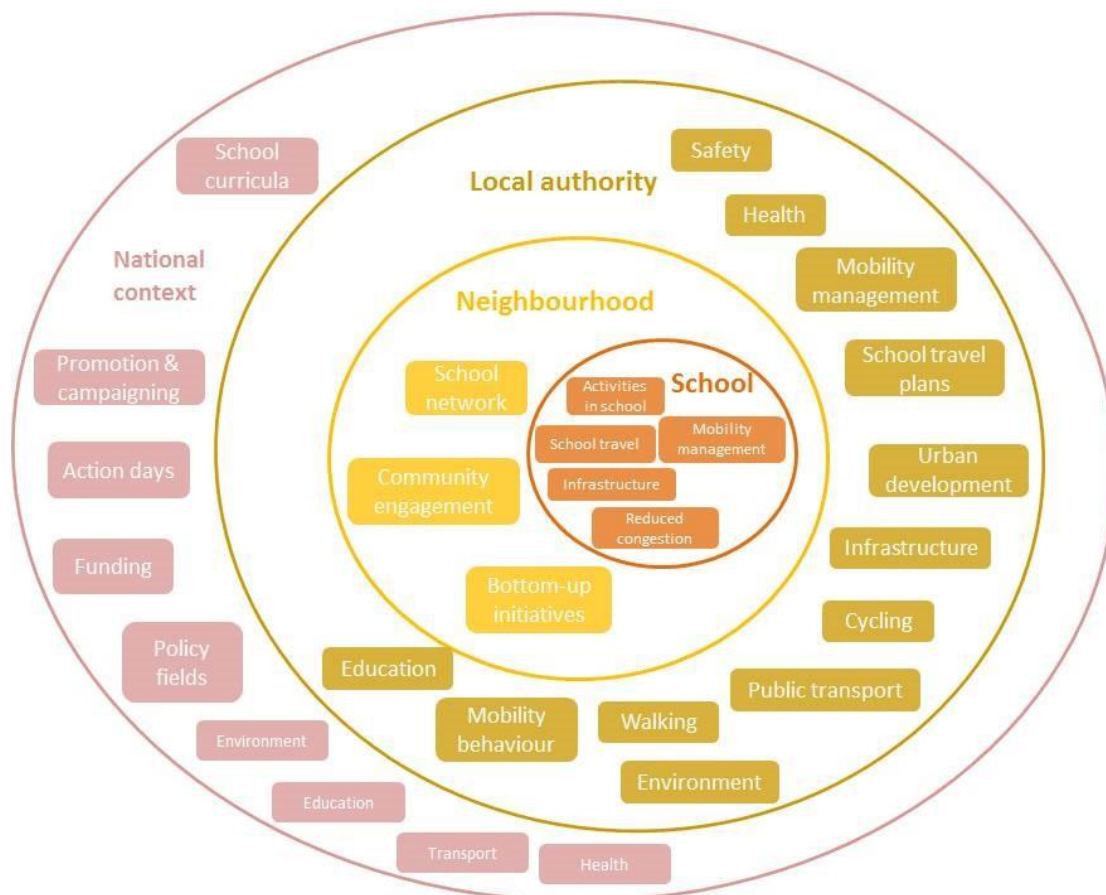


Figure 1: Policy levels and fields for growing the TSG campaign that can be addressed in the policy roadmap (not necessarily all of these)

Within the above mentioned 4 levels different target groups can be identified. These target groups play an important role within the campaign strategy and the policy roadmap. Per policy level and policy field and per target group different scenarios can be developed and elaborated. Below is an overview of these different scenarios. Annex 1 further elaborates on this by also providing key example messages.

The policy fields mentioned below can be linked to different policy levels. The list of policy fields is not an exhaustive list. The policy fields TSG can be linked to can differ per country.

Policy Field	Link to TSG
Education	TSG can be used as an umbrella for several educational goals. For instance teaching the pupils about sustainable mobility and building good habits for travelling sustainable in the future. Road safety in and around the school can also be a part of TSG. It can be used for the purpose of educating children to become more independent travellers.
Mobility	TSG contributes to changing travel behaviour. TSG starts with trying to change the travel behaviour of children, their parents and the teachers. TSG can also be used to educate about traffic safety and to check school routes, school travel plans, infrastructure and urban development. All these element play an important part in mobility policy.
Sustainability	By playing TSG children, their parents and teachers learn about travelling in a more sustainable way. And contributing to policy goals regarding CO2 reduction and sustainable travel.
Health	A sustainable city is also a more healthy city. By changing the travel behaviour of all children and their parent in a city, the city will become more liveable. TSG is also a very positive campaign to promote more exercise when travelling to school.

Table 1: Policy field and the link to TSG

Country - National Context

Within the national context the main target groups are stakeholders on a national level. For example the Ministry of Education, the Department of Transport, national organisations for health, traffic safety or sustainability. This level is the highest policy level and can be crucial for your campaign if you want to have a nationwide implementation of the TSG.

The policy fields mentioned in the table before can all be linked to national policy. It is important to check if there is national policy on one of the mentioned policy fields. Other (not-mentioned) policy fields can also be relevant in your country. Try to link the TSG as much as possible to existing national goals. Within the national context it is crucial to aim at the right stakeholders. Much of the time there is only one chance to pitch the TSG and to link your campaign to national goals of the stakeholder.

Experiences (e.g. in the CONNECT project) show that it might seem quite logical from the TSG Network point of view to link the TSG to a national campaign for fitter and healthier children, but that a national organisation can find the link quite weak. Therefore it is important to formulate sound arguments for having a National TSG campaign. These arguments can be different in each country. Keep the following points in mind when preparing a pitch at a national level.

Main points to keep in mind:

- Try to find a sound link with a stakeholder on national level.
- Stick to the main elements of the TSG, keep it sound and simple.
- A national champion is a great asset! This can be a famous person (interesting for kids) it can also be a family or school who is doing great in the TSG campaign.
- Know your target group well (lessons learnt in the Presto project). Prepare yourself and make sure you can understand each other; speak the same language.
- For a sponsor national coverage is very interesting!

Local Authority – City

The main aim of the TSG Network is to gain interest from cities in the countries involved. The city level is a very workable level. Cities are a perfect level to implement the TSG. The city level has the political legitimacy to create policies which impact all citizens in the city. The TSG may already have made some waves at the city level through its visible impacts in one or more neighbourhoods. These positive impacts should be promoted to the local authority to give them a starting point and motivation for scaling up these effects and to begin looking to the TSG for input to policies.

Experiences in the CONNECT project, but also CIVITAS prove that a local authority is likely to have interest in the main policy fields that are related to the TSG; education, mobility, sustainability and health. These policy fields are also listed in table 1. Not all policy fields might be relevant in each city. For instance educational policy can be organised on a national or regional level. But schools are always of interest to local authorities. Try to connect to several interesting local stakeholders and find a sound link with TSG. In figure 2 the main stakeholders on a city level are listed.



Figure 2: main stakeholders

As an example associations – such as those for cyclists, pedestrians and public transport passengers – act as a link between civil society (e.g. participating schools and neighbourhoods) and the local and regional governments. They can therefore provide expert

input during participatory policymaking processes at the local and regional levels. Broader awareness-raising campaigns and promotional activities for sustainable mobility can also encourage citizens to choose sustainable mobility so that it becomes part of their daily routines.

A good project is always led by a good project leader. A strong local campaign is made by a strong project manager. This manager can come from all involved stakeholders. Experiences from the past teach us that the best implementations (on a local level) had project managers from the local police, local civil servant or a school teacher. The project manager realises a link between the main target, target group and the campaign.

Main points to keep in mind:

- To convince local government to link to local policy and target groups.
- Health, sustainability, traffic safety and mobility are logical linkages.
- A campaign on a local level gives a local politician a lot of exposure. Politicians are usually interested in committing to a positive campaign such as TSG.
- Don't forget to take pictures of a involved local politician during the TSG campaign. This will attract even more attention and can be used to promote TSG in surrounding cities.

Within the CONNECT project a local civil servant of the city of Rotterdam wanted to have a special TSG for Rotterdam. He realised this and also was able to get two Alderman of different policy fields interested: Environment and Traffic. This led to a successful campaign with a lot of followers from NGO's, regional authorities and the police.

Neighbourhood

Depending on the strength of a neighbourhood it can be a wise level to pitch your campaign. In some countries and cities neighbourhoods play an important role in social society. If this is the case, use it. Not only can the local community's awareness about the benefits of sustainable mobility be increased, but neighbourhood-wide initiatives can be created to improve infrastructure and access to sustainable modes. The idea behind this policy level is for instance to achieve sustainable mobility in the neighbourhood and to use this success as a stepping stone towards the long-term sustainable mobility in the city. This requires building

a network of supportive actors, including other schools, community groups, clubs and organisations, and citizens. The level of engagement might be lower and maybe more based on relationship and proximity. The policy fields are almost the same as on a city level. The main focus within a neighbourhood is mutual interest. Citizens which would like to use more sustainable modes but are concerned about safety and lack of access to infrastructure can find common ground within schools and community groups in the neighbourhood. Safety and access can be a powerful argument which unifies these groups and mobilises them to take action to influence city-level transport and mobility policies.

Many community groups, clubs and organisations provide many services to the community (e.g. educational, environmental, recreational or public safety) which may present opportunities for actions which are complementary to the TSG. These groups can plan activities or campaigns around the TSG while it is being played in order to raise awareness and gain citizen's support. They can also spread the word in their networks which often extend beyond the geographic limits of the neighbourhood and into other parts of the city and beyond. After the TSG has been played, these groups can also create events and campaigns of their own to ensure that the impact lives on.

Main points to keep in mind:

- Traffic safety will be an issue for the whole neighbourhood: inhabitants, parents, children, schools, police, shops. Everybody will profit from a safer environment. The TSG can play a central role in making the change.
- Clean environment and sustainability: same reason as for traffic safety. Nobody is against a healthier environment. The TSG is a good catalyser for these aspects.
- Find a neighbourhood champion: e.g. policeman or bicycle activist / enthusiast

School

The school is the most practical level of the TSG. This is where the game is played and the travel behaviour begins to change. School teachers are the motor for the game and the children are the elements of change. They really want to be part of the game and convince their parents to travel to school in a sustainable way. Doing this for one or two weeks really makes a change.

Travelling to school in a sustainable way builds good habits for travelling sustainably for other journey's.

Within a school, the TSG can be linked to all policy fields mentioned in Table 1; sustainability, mobility, education and health. Additional or other policy fields might be also relevant in your country.

A number of activities can be organised to make the TSG campaign a bigger and better event with a lot of educational and fun aspects. The TSG is proven to be the backbone of a broader campaign in which a lot of additional activities can be organised. Teachers are very creative in tailor making an approach for the school and different age groups. Incorporating sustainable mobility via TSG in the class curriculum helps strengthen children's knowledge about sustainable travel modes, how to use them and their many benefits. This can be easily linked to other policy fields such as health, environment, traffic safety and life skills.

Main points to keep in mind:

- Within a school a lot of policy fields can be addressed. Make clear choices and help the school with it.
- Teachers are creative and flexible, they know their target group. On the basis of some good ideas they can build a very good tailored campaign for their own school.
- Local politicians love to be involved!

3. Lessons learnt

During the past years, several successful mobility campaigns were held. Best practices and lessons learnt can be taken from these projects and can be used as guidance. The tables below provide a short overview of some of the lessons learned from the other campaigns as well as specific examples of countries and cities. Links including more information on these specific projects can be found in Annex 2.

Sustainable mobility

In most European cities, the change from ‘traffic safety education’ towards ‘mobility education’ is an ongoing struggle both at the level of curricula as well as at the actual schools. Unfortunately mobility still has a rather low priority. This is one of the elements drawn from the CONNECT campaign. The best way forward for sustainable mobility at schools is to link it to the topic of ‘education for sustainable development (ESD)’. ESD aims to develop skills, abilities, awareness, attitudes and values as well as a better understanding of sustainability issues. The TSG stimulates children to make use of sustainable modes of transport and can thus be used as a starting point for further development of sustainable trips to schools.



Some countries do not have an active cycling culture. In PRESTO (a project in which decision-makers were given help to develop a cycling policy strategy) cities participated in which people usually prefer the car over cycling. These ‘starter cities’ need strong leadership to support cycling as a means of transportation. For cities where the bike is a common means of transport, it is important to maintain the existing infrastructure and to continue to develop new infrastructure and close gaps in the network. Cycling infrastructure needs to be embedded into a city’s overall urban planning, parking and walking policies.

Sustainable mobility cannot be reached by only focussing on one category. In order to determine the use of public space and potential strategies for change, it is important to analyse the behaviour of all different modes. During PRESTO, the behaviour of all transport modes was analysed. As many stakeholders as possible were involved and a focus was put on normalising cycling at the planning level by including it in existing procedures. The ideas of

other cities can be used, but cycling remains a local issue and the local context should not be forgotten.

Competition and accreditation

A campaign such as CONNECT had a strong competitive element which proved to be appealing to both children and young people. In the Euronet 50/50 campaign, a campaign set up to involve schools and to encourage them to save energy, both the children and their parents were involved in the competition. The TSG builds on this by introducing the competitive element of collecting dots. The TSG game is aimed at children and believes that children have the power to influence their parents. The game could be used by the schools to expand the scope and also implement a competition element for the parents. One lesson from the STARS is that next to competition accreditation is equally important. Within the STARS Europe programme a standardised checklist has been developed with a set of criteria, allowing schools to achieve an accreditation level of Bronze, Silver or Gold. This approach proved to encourage schools to organise lessons and activities to promote cycling to and from school.



Communication

Communication is an important element to raise public support. Within the TSG the schools inform the parents via letters to inform them about the campaign. BAMBINI, a campaign targeting the mobility behaviour of very young children and their parents, has shown that direct mailings which were tailor-made proved to be highly effective as it raised involvement and commitment.

Other lessons learned from BAMBINI include the importance of communicating wisely and regularly. Maintaining good contact in terms of providing reasons for the project and explaining the goals and choices proved very successful. Informal meetings were held with parents and staff through e.g. face-to-face discussions. By listening to challenges faced by the target audience and by giving people the opportunity to try something, the target audience felt that they had the possibility of making changes. This kept people motivated and they received

feedback and assistance. By acknowledging the event, when the campaign has finished, keeps the inhabitants up to date. Providing evaluation results, photographs and posters or flyers once the campaign had finished gave the participants an opportunity to see what they had achieved. This kind of feedback was provided in the BAMBINI project.

Timing

The CONNECT campaign proved that planning in advance is beneficial. By planning into the future (in this case 3 years of the project) allowed the campaign to be implemented effectively. It is best to plan the campaign before the academic year activities and curriculum is decided as this enables schools to connect activities throughout the year to the campaign.

By planning in this way, it allows the school to keep the message and activities of the campaign alive, which in turn provides new pupils (who join the school) to benefit from these messages at an earlier stage.

Health

Health is one of the main policy fields to focus on. BAMBINI has shown that all kinds of exercise are good for children and teach them how to be active. Exercising does not only have an immediate effect on the children, it also has a positive influence on their future health and their later development.

Engaging citizens

New policies work best when they are supported by the local population, thus public support is important to make them successful. The City of Münster invited citizens to participate in the “Masterplan Mobilität 2025” during the PUMAS project. During the PRESTO project, a wide range of people were also invited to play an active role in planning the cycling infrastructure. These people will have a high willingness to contribute to and identify with the results.

In a school environment, recognise and celebrate the efforts of cyclists, public transport users and carpoolers by handing out free gifts. This will reinforce positive travel choices and stimulate other people to experiment with more sustainable travel options (European Mobility Week).



During the CHAMP project the city of Bolzano conducted a survey among citizens about cycling and drafted a strategy for stakeholder participation to improve the systematic involvement of users and stakeholders in the decision-making process.

As the TSG is aimed at schools, it offers many possibilities to adapt to the needs of the schools. The BAMBINI project has shown that teachers prefer teaching materials that leave room for their own ideas. Within the TSG the basis is provided, but schools and teachers are free to add any additional material and to expand the campaign. With motivated teachers, the message is successfully transferred to the children, thus making the campaign more effective.

The CHAMP project has shown that forging links with other policy fields and transport modes is useful. Groningen were able to make shortcuts through some elements of procedure / bureaucracy as officials could be confident that their plans would be supported by the pro-cycling culture in the administration. Being able to say that measures were externally funded also helped with this.

4. National roadmaps

The Policy Roadmap sits next to the National Action Plan and the Long term Development Plan. It is an aid to implement the TSG in your country in a successful way on a policy level. The policy roadmap gives guidance on how to implement the TSG and the Network in an efficient and effective way.

5. Policy factsheets

As additional tools to this report, you can find the content for the 3 factsheets giving more concrete information towards different target audiences in Annex 3. From February 2015 you can download these documents from our download section on www.trafficsnakegame.eu.

The factsheets will be translated into all partner languages and will be downloadable from the different national pages on www.trafficsnakegame.eu/countries

The following policy topics are targeted:

	Topic	Leading target audience	Leading question?
1	Sustainable mobility in the classroom	Teachers, schools	What can be done during classes and in the school?
2	Mobility Management Measures for and with schools	City officials, regional and national mobility and educational associations	What can be done in the school at local or higher policy level?
3	Sustainable mobility in school neighbourhoods	City officials, schools	What can be done in school neighbourhood?

Annex 1: expanding the campaign – key messages

Different target groups require a different approach. Below is an overview of key messages that can be used to involve different actors. Within schools that are already participating in the TSG it is important to maintain the network and to establish links between the school and other schools and authorities in order to expand the game beyond simply playing it. By creating these links and setting the example, other schools will become enthusiastic and authorities will be more keen on creating policies that contribute to a safer travelling environment.

Target group	Key promotion messages
New schools	<p>Aim: Play TSG and enlarge the campaign within your school</p> <ul style="list-style-type: none"> Playing TSG is a fun way to educate pupils about sustainable travel while improving the quality of life in your neighbourhood. Traffic congestion around your school during peak times is reduced while creating a safer, healthier and more empowering environment for children in your city to learn and to grow.
Existing schools – school board	<p>Aim: Implement additional mobility management measures</p> <ul style="list-style-type: none"> Encouraging students to cycle, walk, take public transport and carpool creates a safer and healthier environment by reducing car traffic around your school and contributing to improved air quality and reduced CO2 emissions in your city.
Teachers	<p>Aim: Teach sustainable mobility in the classroom</p> <ul style="list-style-type: none"> TSG is a fun, active way to integrate sustainable mobility education into the existing curriculum. You can broaden the scope of your lesson plans on traffic safety, health and the environment by

	<p>connecting them to sustainable mobility and the TSG.</p> <ul style="list-style-type: none"> The TSG motivates your students to travel to school by sustainable modes while fostering their health, self-confidence and independence.
Parents	<p>Aim: Support (and participate in) your child’s use of sustainable travel to school</p> <ul style="list-style-type: none"> Cycling, walking, public transport and carpooling are safe, sustainable and healthy for your kids. Environment-friendly modes are also more social and help to increase your child’s sense of independence and self-confidence.
Children	<p>Aim: Cycle, walk, take public transport or carpool to school</p> <ul style="list-style-type: none"> Trying out sustainable ways of getting to school and back is fun, safe and friendlier to the environment! Find your favourite one or switch it up!
National authority	<ul style="list-style-type: none"> Transport: the TSG helps children to start using sustainable modes of transport – a must for the future of mobility. Political support from the national level can help to attract more schools to play the TSG. The more schools that participate, the bigger the effects in terms of improving the modal split, reducing traffic congestion and helping to reach CO2 emission reduction targets. Education: the TSG is a fun, social and effective way of educating students about sustainable mobility and its intersections with health, safety, environment and life skills. Its integration into nationally defined school curricula can increase the TSG’s positive effects at the local and regional levels.

<p>Regional Authority</p>	<p>Aim: Implement promotional and infrastructural measures as well as policies which support sustainable mobility in the region.</p> <ul style="list-style-type: none"> Encouraging sustainable mobility patterns in schools throughout your region can help to decrease car use, traffic congestion and CO2 emissions while improving the quality of life for residents of all ages.
<p>Local Authority</p>	<p>Aim: Implement promotional and infrastructural measures as well as policies which support sustainable mobility in the city.</p> <ul style="list-style-type: none"> The TSG is a fun way to improve sustainability, health and safety in your city. By encouraging children (and their parents / guardians) to travel to school using sustainable modes, your city can decrease car use and traffic congestion while increasing the modal share of cycling, walking and public transport.
<p>Community groups, clubs, organisations</p>	<p>Aim: Support schools in enlarging their TSG campaign and spread the word in your network</p> <ul style="list-style-type: none"> Encouraging sustainable travel for students contributes to sustainable travel in your neighbourhood. You can help to create a safer, healthier community by teaming up with local schools to play the TSG and by spreading the word in your network.
<p>Citizens</p>	<p>Aim: Become aware of TSG and its benefits for your neighbourhood, and support neighbourhood efforts to use more sustainable modes beyond travel-to-school trips.</p> <ul style="list-style-type: none"> Increasing the use of active, sustainable modes and reducing traffic congestion helps your neighbourhood to become a vibrant, safer and healthier place to live, work and play.

Annex 2: References to other projects

Have look at this list of existing more elaborated guides and tools that can help you developing your policy.

Project	Description	Guides and tools
BAMBINI	Intelligent Energy Europe project (2009 – 2012) focused on sustainable and energy-efficient mobility solutions for future generations.	Final Brochure with lessons learnt.
BIKEPAL	Pan-European project that aimed to improve cycling safety through information and awareness-raising to policymakers and through outreach to university students.	Project description Cycling manual Safety ranking
BYPAD	Method for improving your local and regional cycling policy developed in 2003.	Bypad audit
CHAMP	A CHAMP self-analysis tool was developed on the basis of the experiences and results of other (ongoing) European projects like BYPAD , QUEST and ADVANCE	Catalogue Cycling commandments Templates
CONNECT	Intelligent Energy Europe project (2007-2010) focused on Sustainable Mobility Campaigns for Young People	Booklet with lessons learnt
European Mobility Week	Since 2002 European Mobility Week has sought to influence mobility and urban transport issues, as well as improve the health and quality of life of citizens. The campaign also gives citizens the chance to explore what the role of city streets really is, and to explore concrete solutions to tackle urban challenges, such as air pollution.	Participation materials and case studies Best Practice Guide 2014
European Transport	Independent non-profit making organisation dedicated to reducing the	Publications

Safety Council	numbers of deaths and injuries in transport in Europe.	
HEAT	To facilitate evidence-based decision-making, WHO has developed, in collaboration with experts, an online tool to estimate the value of reduced mortality that results from regular walking or cycling. The health and economic assessment tool (HEAT) for cycling and walking: is intended to be part of comprehensive cost–benefit analyses of transport interventions or infrastructure projects.	Online measurement tool
CIVITAS	The Political Advisory Committee (PAC) is a small group of leading and highly motivated politicians, from within CIVITAS cities that acts as the Initiative’s steering group of the CIVITAS Forum Network.	PAC Statements PAC Position paper
Euronet 50/50 project	Intelligent Energy Europe project (2009-2012) for schools about how can local authorities helps schools saving energy. The follow up project is called 50/50 max.	Results 50/50 Euronet 50/50 max
Iuses	Intelligent Energy Europe project (2008-2011) about intelligent use of energy in secondary schools	Downloads
PRESTO	EU-funded project (2009-2012) for building competence in cycling policies to develop and foster a real cycling culture in European cities.	Lessons learnt brochure Policy Guides on General Framework, Infrastructure, Pedelects and Promotion Infrastructure factsheets Promotion factsheets
PUMAS	Alpine Space Programme Project (2012-2015) for Planning Sustainable regional-Urban Mobility in the Alpine Space In Venice a “New Mobility Plan for daily	Guidelines on participatory tools and methods for sustainable mobility planning

	Home-School Journeys” is being developed.	
STARS	Intelligent Energy Europe project (2013-2016) to promote and support active travel to school among children a young adults. For primary schools an accreditation programme has been developed.	Accreditation guidance Accreditation implementation plans
Transport learning	EU-project (2011 to 2013) designed to support practitioners to develop better solutions for urban transport systems in order to improve citizens' mobility.	E-learning video - Mobility management measures for families, kindergartens and schools Training materials

Annex 3: Factsheets



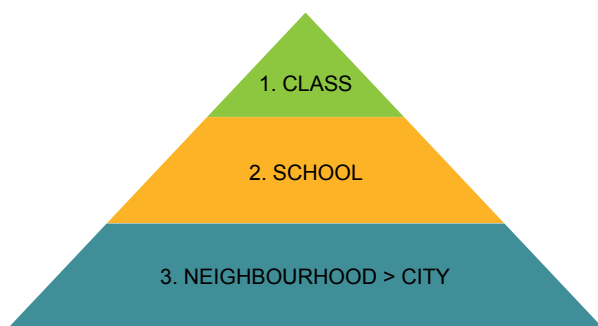
Policy factsheet 1

SUSTAINABLE MOBILITY IN THE CLASSROOM

The Traffic Snake Game (TSG) is a campaign developed to encourage walking and cycling to school, with primary school children, parents and teachers being the main target group.

The basic campaign consists of two campaign weeks where children place dots on a banner every time they walk, cycle, use public transport or carpool to school. The aim of the game is to fill the Traffic Snake banner with dots by the end of the two weeks and reach the school target.

Evidence has shown that the campaign successfully increases sustainable transport modes and reduces CO₂ emissions. To spread this good practice across Europe, the Traffic Snake Game Network was established, which currently consists of national focal points (NFP) from eighteen European countries.



This campaign provides the perfect opportunity to implement travel focused policy measures for the benefit of schools and their local communities. This factsheet focuses on what can be done in the class and in the playground.

Why?

The results of the Traffic Snake Game are more significant if teachers focus on the topic of 'sustainable mobility' in the classroom. We call this the Deluxe version of the campaign. Every participating school is encouraged to set up the 'Deluxe' version. It's also a good way to meet the requirements of the curriculum (maths, physical education, geography, history, reading and writing...etc).

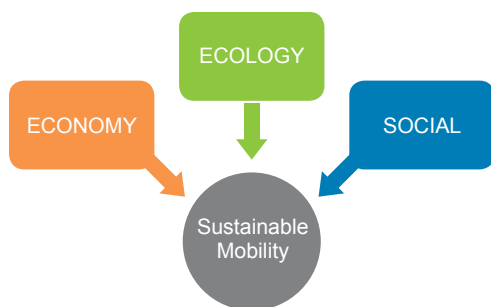
Children gain a range of fundamental road safety skills and need to learn to deploy these skills (detecting the presence of traffic, visual timing judgements, co-ordinating information from different directions etc.). Further, this also includes motoric development, maintaining concentration and developing responsiveness to changing situations. In this factsheet we will give teachers and schools an idea of how to work on sustainable mobility in the classroom.

The
**TRAFFIC SNAKE GAME
NETWORK**

The TRAFFIC SNAKE GAME NETWORK

What is sustainable mobility?

Three aspects form part of a sustainable approach to mobility: economical, ecological and social aspects. Issues to look at in this regard are: affordability, accessibility, safety, comfort, environmental impact, cultural differences etc. By dealing with these different aspects, we teach children that the impact of using sustainable (school) travel modes on e.g. the environment, air quality, congestion levels, safety and quality of life is substantial and that changing travel behaviour is important for us and for future generations. It teaches them that environmental well-being is everyone's responsibility.

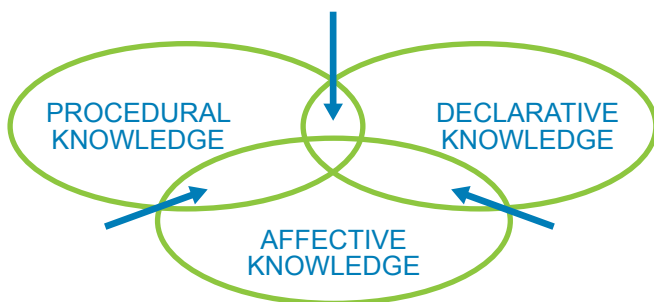


Effectively teaching Sustainability

Learning consists of three different aspects:

- Procedural knowledge: Knowing for example that a green light means safe to go.
- Declarative knowledge: Knowing that a green light means safe to go, yet I must first look left, then right, and then left again ==> This is learned from environmental interaction.
- Affective knowledge: Subjective relation to real-life interactions e.g. confidence and faith in riding a bike.

Learning is the INTERACTION that takes place, the complex relationship between these three aspects. Therefore, interaction with real-life, experiences and expectations is crucial in order to obtain the right skills.



Mobility education is consciously thinking of the different modes of transport, their advantages and disadvantages. Learning by doing and learning by imitation are key! This means teachers and most of all parents, have an important role to play.

Traffic and mobility education

Try to include more than the traditional traffic education towards mobility education.

Traditional traffic education

- Focus on procedural knowledge.
- Safety education, no correlation with environment.
- To perceive children as weak traffic participants.
- To focus on safety and the prevention of accidents.
- Focuses on rules and regulations, how to adapt to the system, fear-based, attentivity.
- In class.

Contemporary mobility education

- 3 learning aspects are covered (procedural, declarative & affective knowledge)
- Safety education but also ecological topics, sustainability, autonomy, health
- To have children as active traffic participants
- Children as pedestrians and cyclists
- Child's perspective ≠ versus adult perspective
- From learning in a classroom over a safe and protected environment to learning in real life situations and in real traffic.

The TRAFFIC SNAKE GAME NETWORK

Walk and cycle training in three steps

Walking and cycling educational programmes and courses usually consist of two parts: a theory part and – more important – a practical part where participants practise their skills.

In the theory section, participants learn the theory of defensive cycling and staying predictable, basic traffic rules, cycling in different conditions (e.g. cold, rain, darkness), safely transporting things, as well as parking and maintaining their bike.

Once participants are well prepared, the practical element begins. A typical sequence of on-the-bike training follows a three level approach related to the surrounding area and volume of traffic:

1. Walking/cycling in safe surroundings to learn the basic skills of both (e.g. in school playgrounds or parks)
2. First walk or cycle ride on streets with low level of traffic
3. Walking/ cycling on busy streets.

The most important rule here is that children need to gain sufficient motoric cycle skills before you let them cycle on streets in real traffic. It doesn't matter what age the child is. Children need to practise regularly to build confidence, and of course when they cycle for the first time on the streets, they need to be accompanied by someone older with experience.

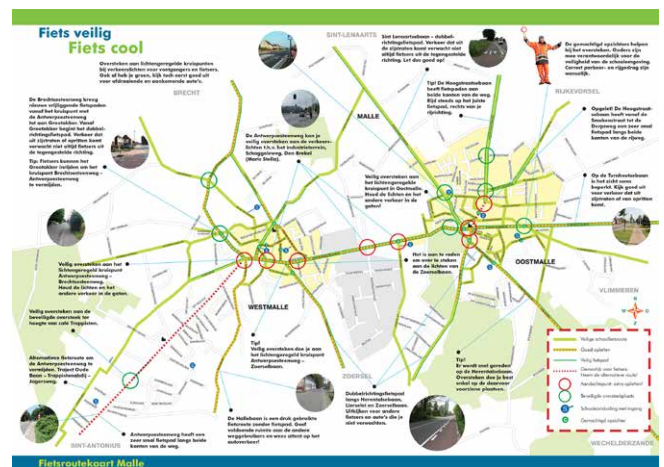


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Ideas for class activities

Research

- Analysis of the school surroundings and creation of a “city map for children”
- Analysis of the impact of traffic on health and the environment
- “Transportation – past and present”: research exercise from literature and the internet, interviews with senior citizens about their journeys to school
- Calculating the school travel footprint.



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Theory

- Lessons about traffic rules and signs
- Police teaching at school
- Lessons on blind spots
- Lessons on different travel modes and the benefits of all the different modes.



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Practice

- Organise walking and cycle training on the school playground and in the school environment (see next chapter).
- School trips together with the police. These trips help children to examine the vicinity of the school for potentially dangerous spots and teach them road safety.
- Organise a walking and/or cycling test and reward pupils with a certificate.
- Bicycle repair workshop.
- Allow children to plan a trip to a destination of their choice but only using public transport. When making the journey, encourage the children to read the timetables etc.

Creativity

- Photo story, painting and writing competition on the topic of "public transport" and/or "cycling".
- Puppet show or theatre about mobility.
- Role playing different traffic situations.
- Exhibition of children's drawings on the theme of sustainable mobility.
- Allow children in different groups to test which mode of transport is the fastest to a specified location e.g. to the swimming pool. Incorporating a film exercise can also make this more interesting.
- Discussion with the children on what a world with more or less cars would mean. Let them think about the economical, environmental and social impact this would have. Discuss which is a better scenario.

The issue of "Mobility and Traffic" can be integrated and dealt with in numerous subjects at school – from Biology lessons to Maths up to History and Geography. Improved environmental awareness can be achieved in a number of ways.

More information?

Have a look at the TSG Roadmap (only in English)

Read the other two TSG Policy factsheets on 'Mobility management measures for schools' and 'Sustainable mobility in school neighbourhoods'.



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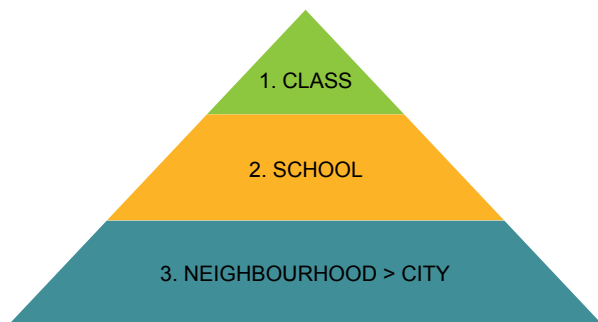
Policy factsheet 2

MOBILITY MANAGEMENT MEASURES FOR SCHOOLS

The Traffic Snake Game (TSG) is a campaign developed to encourage walking and cycling to school, with primary school children, parents and teachers being the main target group.

The basic campaign consists of two campaign weeks where children place dots on a banner every time they walk, cycle, use public transport or carpool to school. The aim of the game is to fill the Traffic Snake banner with dots by the end of the two weeks and reach the school target.

Evidence has shown that the campaign successfully increases sustainable transport modes and reduces CO₂ emissions. To spread this good practice across Europe, the Traffic Snake Game Network was established, which currently consists of national focal points (NFP) from eighteen European countries.



This campaign provides the perfect opportunity to implement travel focused policy measures for the benefit of schools and their local communities. This factsheet focuses on what can be done on a school level. Some actions can be implemented by the schools, but for others, support from the city is required.

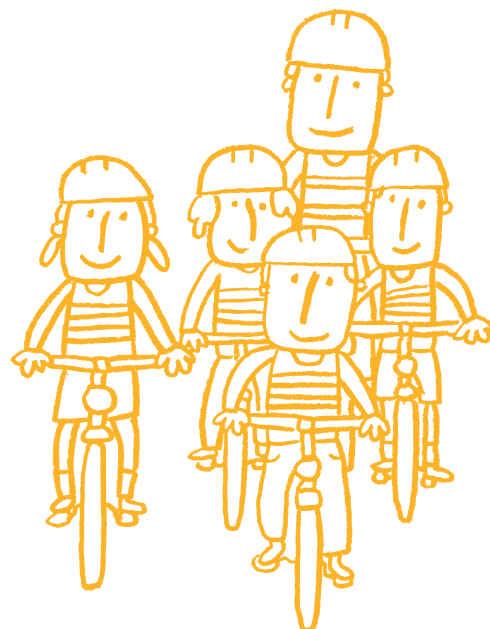
What is Mobility Management?

EPOMM (European Platform of Mobility Management) endorsed the following definition:

- Mobility Management (MM) is a concept to promote sustainable transport and manage the demand for car use by changing travellers' attitudes and behaviour.
- At the core of MM are "soft" measures like information and communication, organising services and coordinating activities of different partners. "Soft" measures most often enhance the effectiveness of "hard" measures within urban transport (e.g., new tram lines, new roads and new bike lanes).
- MM measures (in comparison to "hard" measures) do not necessarily require large financial investments and may have a high cost-benefit ratio."

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Why Mobility Management for schools?

School traffic generates peak traffic during certain times of the day. Young children are some of the most vulnerable traffic users, with parents often driving them to school by car to ensure their safety, even if they live within a mile. The average trip distance is rather short compared to commuter traffic.

In school traffic we often face a number of challenges: how to make it safer (parent's first concern), convenience and freeing children from the back-bench and giving them the opportunity to 'get around' independently.

MM in schools is not only about changing the way we travel to make smarter choices. It's also about changing perceptions of children, parents and the general public with regard to the way we travel whilst also raising awareness.

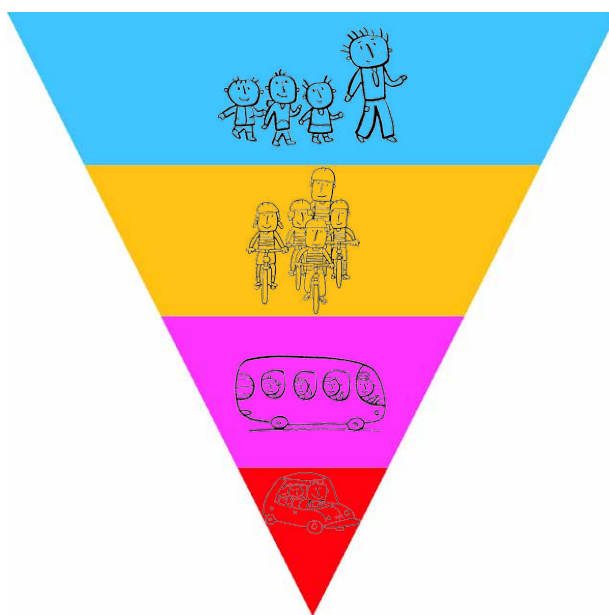
By walking and cycling, children become more aware of their surroundings and develop road safety skills as well as improve their ability to anticipate other road users. Furthermore, walking and cycling contributes to the recommended amount of daily exercise that children need. It also reduces congestion and parking pressure around the school environment.



Break the vicious cycle

Many parents find themselves in a vicious cycle. As car traffic increases, more unsafe situations occur, which adds to feelings of insecurity. As a result, parents only feel safe when driving their children to school by car, which in turn, results in more traffic in and around the vicinity of the school. Mobility management measures can help schools to break this vicious cycle.

In some European countries, there is a leading principle/hierarchy used in order to make decisions regarding improving (school) mobility and safety. This model is called WCPP, which stands for the priority that should be given towards the different transport modes: first priority for Walking, than Cycling. If that is not possible (for example if the distance is too long), then Public transport and only if the above are not possible, Private motorised transport (car sharing, car pooling, cars, motorcycles, etc.). This WCPP model can be applied not only to school travel, but also to other mobility decisions.



The TRAFFIC SNAKE GAME NETWORK

Step by step-plan

A school travel plan is a package of actions designed to encourage safe, healthy and sustainable travel to school. To develop a school travel plan five steps should be undertaken.

Step 1: Set up a working group with all relevant stakeholders

Involve as many stakeholders as possible at the start of the process, this will create strong support.



Possible stakeholders are:

- Parent boards
- Neighbours
- The Police (e.g. traffic police)
- Cycling organisations, other NGO's
- The city (mobility department)/ local authority
- Mobility manager of public transport provider.

Step 2: Analysis of situation

- Measure modal split (For example, the Traffic Snake Game measurement tool).
- Define what the potential is for walking and cycling in terms of distance to school.
- Define where the safety problems and bottlenecks are situated in the school neighbourhood and equally important on the routes to school.



Step 3: Planning

Discuss and plan together with your stakeholders which actions can be undertaken in the short (this school year) term and long term (next school years).

Step 4: Evaluation

Measure the impact (the Traffic Snake Game measurement tool can measure the impact on the modal split).

Step 5: Re-asses

Based on the evaluation outcomes, you follow the earlier steps again in order to address any successes and issues.

The TRAFFIC SNAKE GAME NETWORK

Integral approach

To change mobility behaviour, you should implement different types of measures. Below you can find examples of measures in the categories information, organisation, infrastructure, education and campaigns.



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Information

Make a map indicating safe routes to school. By compiling and publishing a city map for children and parents the school and the city demonstrate their appreciation and attentiveness for the concerns of children in their life- and traffic environment.

Put all information about mobility on the school website.

Inform parents via newsletter about the organisation of mobility in the school environment.

Organise an information day/afternoon for parents to inform them of how they can walk and cycle more with their children.



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Organisation

Place supervisors/traffic coaches at specific crossings to help children cross the street safely.

Appoint a contact person for traffic and mobility in your school.

Spread different travel modes and age groups in time and space.

Where possible, discuss with the city officials the possibility of adjusting the local public transport timetables to be in line with school hours.

Set up parent-stops which are easily recognisable "stations" for the cars of the parents. They are located further away from school to reduce congestion around the school and for the safety of children.

Initiate walking/cycling pools: adults and up to 7 children from the same neighbourhood walk/cycle to school together.

Maintain public transport stops close to the school.

Infrastructure

Install safe and covered bicycle sheds.

Re-allocate the school entrance if need be.

Speak to city officials about introducing child friendly pedestrian crossings and school warning signs.

Reduce speed limit around the school.

You can find more infrastructural measures in the policy factsheets on sustainable mobility in school neighbourhoods.



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Campaigns

Organise a bike bell concert or other similar events to raise awareness of cycling and issues of cycle safety.

Encourage pupils to wear a fluorescent jacket and a helmet.

Organise walk to school days or weeks during different periods of the year.

Shoe polish and bike wash.

Pimp your bike workshop.

A sustainable transport Cycle parade.

Education

Develop a traffic learning plan where you define for each class level what they should learn concerning traffic and mobility.

Define a traffic educational route in your school area, where the older pupils can practise their traffic skills on a regular basis.

For the category of education we refer to the policy factsheet on Sustainable mobility in the classroom.

More information?

Have a look at the TSG Roadmap (only in English)

Read the other two TSG Policy factsheets on Sustainable mobility in school neighbourhoods and Sustainable mobility in the classroom and the school.



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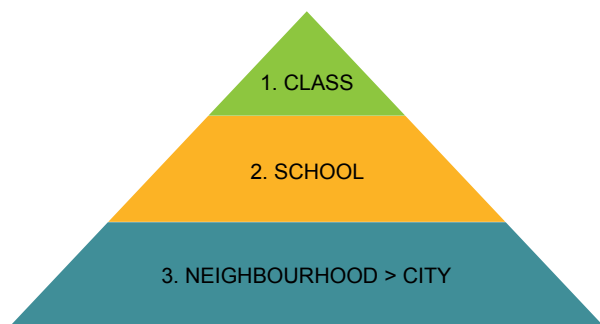
Policy factsheet 3

SUSTAINABLE MOBILITY IN SCHOOL NEIGHBOURHOODS

The Traffic Snake Game (TSG) is a campaign developed to encourage walking and cycling to school, with primary school children, parents and teachers being the main target group.

The basic campaign consists of two campaign weeks where children place dots on a banner every time they walk, cycle, use public transport or carpool to school. The aim of the game is to fill the Traffic Snake banner with dots by the end of the two weeks and reach the school target.

Evidence has shown that the campaign successfully increases sustainable transport modes and reduces CO₂ emissions. To spread this good practice across Europe, the Traffic Snake Game Network was established, which currently consists of national focal points (NFP) from eighteen European countries.



This campaign provides the perfect opportunity to implement travel focused policy measures for the benefit of schools and their local communities. This factsheet focuses on what can be done at a community level. Looking at the school locality could mean that more than one school will be involved. If you would like to work on this level, you should also involve the residents of the local community..

Why involve the community and different stakeholders?

Stakeholder and community involvement is integral to making changes in neighbourhoods. Whether you are planning a major redesign of a junction or implementing a community wide campaign, it is important to get input and support from locals.

Improving a neighbourhood will only really work if there is interest, input and commitment from a number of the residents, but there is usually a core group of three or four people. These are the 'community champions' - they lead the project and carry through. Many other residents will be keen and interested but not so active.

Often, residents develop a much stronger sense of community as they get to know their neighbours and work together. As long as people support each other, even disagreements can help to strengthen relationships in the long run.

The
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Step by step-plan

Step 1: Set up a working group with all relevant stakeholders

Involve as many stakeholders as possible from the beginning of the process, this will make the support for your decisions and measures only stronger. To develop a package of actions to encourage safe, healthy and sustainable travel to school on the neighbourhood level, five steps should be undertaken.



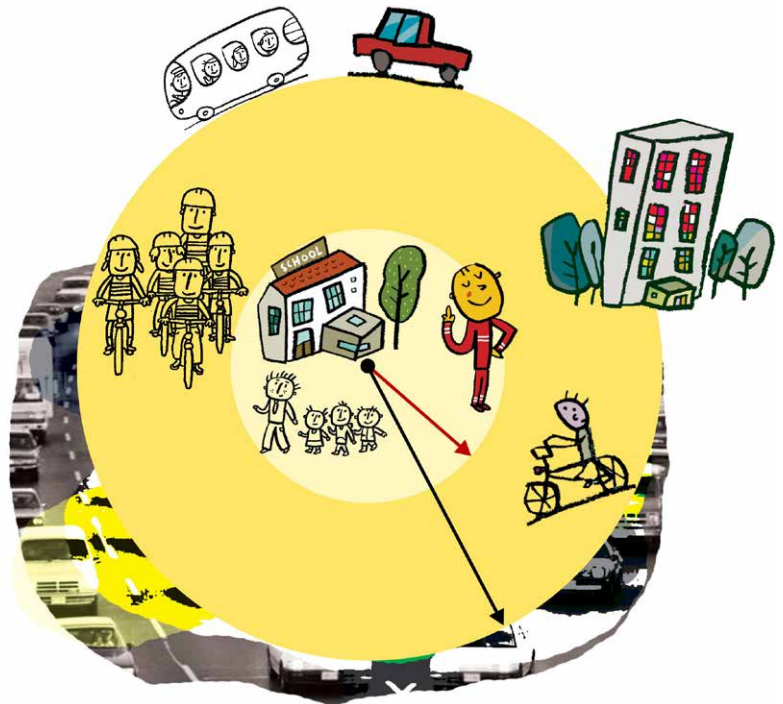
Possible stakeholders are:

- Neighbours
- Neighbourhood associations
- Parent boards
- The Police (e.g. traffic police)
- Community/local sports clubs
- Educational actors (not only primary schools but also kindergartens, secondary schools etc.)
- Cycling organisations, other NGO's
- The city (mobility department)

For infrastructural questions, the city administration/ road agency/responsible authority would need to be included as a stakeholder.

Step 2: Analysis of situation

Define where the problems are situated in the school neighbourhood and equally important on the routes to school. Together, put down ideas to build up a general picture of the neighbourhood.



Step 3: Discussion and planning

Start to think creatively about the issues in your neighbourhood. What solutions will help resolve them? Prepare questions you would like to ask like:

- do we want some features that will calm traffic speeds?
- would we like to implement 'no parking' areas in our neighbourhood?
- would we like to encourage children's play?
- would art work at the entrances to our neighbourhood be appealing?
- would planters and trees make the neighbourhood more attractive?

Discuss and plan together with your stakeholders what actions can be taken in the short (this year) and long term (future years).

Step 4: Evaluation

Gather evaluation results (quantitative or qualitative). You should think about how you are going to gather this information and how you are going to measure. You must then follow up with another meeting to discuss the evaluation. Measure any changes in modal split through a survey or by analysing accident data/ casualty rate information.

Step 5: Re-asses

Based on the evaluation outcomes you complete the earlier steps again to re-define any targets and outcomes.

The TRAFFIC SNAKE GAME NETWORK

Ideas of measures to include

Information

Inform and involve neighbours in the development of school travel plans.

Put all information about mobility in the neighbourhood on the city website.

Inform citizens via a letter about the organisation of mobility in their neighbourhood.

Organise an information day/afternoon for the community to inform them how they can walk and cycle safely.

Infrastructure

Implement 30km/h zones around schools in the neighbourhood. Install shared space¹ zone if there is insufficient space for cyclists.

Implement or move a zebra crossing.

Change/optimize parking e.g. install a Kiss&Ride² zone.

Remove obstacles from walking and cycling paths.

Re-designing streets to benefit the visibility of children.

Ensure there is sufficient lighting on the routes to school.

Change signalisation to allow for more crossing time.

Improve traffic light regulation.



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Organisation

To set up parent-stops which are easily recognisable “stations” for the cars of the parents. They are located further away from school to free the area of congestion and improve safety..

Initiation of walking/cycling pools: adults and up to 7 children from the same neighbourhood walk/cycle to school together.



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Campaigns

Put banners, posters, traffic signs, wooden figures, made by children themselves at the school gate e.g. to ask drivers to slow down, to be careful, to not park on the sidewalk etc.

Change a parking space for a period into something more appealing like a small garden, a playground, a relax zone.

Promote the use of the zebra crossing and ask city officials to do more to make drivers stop when pedestrians wish to cross.

Save the sidewalk campaign: reward those who keep the sidewalk free of obstacles and discuss with city officials to keep the sidewalk free of ‘street clutter’ (eg, to give more attention to the design of pavements and reduce the possibility of using up too much space with street signs, lighting and electricity poles etc).

Cycle parade.



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1 Shared space is an urban design approach which seeks to minimise demarcations between vehicle traffic and pedestrians, often by removing features such as curbs, road surface markings, traffic signs, and regulations.

2 A Kiss and Ride Zone is a zone close to the school where parents may stop to drop off or pick up children.

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How to get people involved?³

A dedicated engagement strategy uses different formats and techniques (e.g. surveys, interviews and discussion groups) at different levels of use. There is no “one size fits all” approach to involving your stakeholders: this is dependent on your goals and objectives, the stakeholders you engage, and the resources you have.

To ensure successful involvement:

- consider your aims;
- consider the context of the issue to be discussed (level of general knowledge, complexity of the issue etc.);
- choose the level of stakeholder involvement (disseminating information is a one way process, stakeholder involvement is a two way process) — What degree of involvement do you expect from stakeholders?;
- take into account the different interests and activities of the different stakeholders;
- consider involving stakeholders at each project stage;

- use a combination of methods;
- satisfy any legal requirements; and
- use local resources.

Evaluation and follow-up should be given particular attention throughout the process. To make your evaluation activities effective:

- try to act as much as possible on the results of the stakeholder consultation;
- keep all stakeholders informed of how their input is used;
- evaluate both the process and the outcomes of the consultation; and
- ensure that you define the indicators for your evaluation before the start of the consultation process, allowing you to collect the necessary information along the way.

³ Source: CIVITAS guide on stakeholder consultation

More information?

Have a look at the TSG Roadmap (only in English)

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