



GEEL and MOL

Learning Together in Mobility

A model of integrated and targeted campaigning
within a collaborative mobility planning policy



LANGZAAM VERKEER
Bureau voor Mobiliteitsmanagement

tapestry

Meaning...

LEARNING

- targetting schoolgroups
- (long life) flexible

proces

TOGETHER

- shared responsibility
- partnership(s)

MOBILITY

- mobilitycovenant aims introduced in education



TARGET

BEHAVIOUR CHANGE

5 % less pupils (9-12)
driven to school



Strategic policy objectives

Flanders Mobility covenant program

- Partnerships (Flemish government – local authorities, Flemish PT-company)
 - ... and (for the best) mobility users; e.g. **schools**
- implies that all parties involved comply with a policy that
 - increases road safety policy
 - improves (traffic) liveability conditions
 - enhances alternative means of transport



- Mobility plan with package of 18 project opportunities round 3 main axes:

- transport policy organisation (A measures)
- traffic unravelling measures by better attuning of mode and launching new initiatives (B measures)
- supporting measures, such as campaigns and green travel plans (C measures)

⇒ Aim at sustainable mobility

⇒ integrated approach



OBJECTIVES

Main objective:

increase awareness and acceptance of schools in their role / participation in stimulation of sustainable transport in home-school traffic



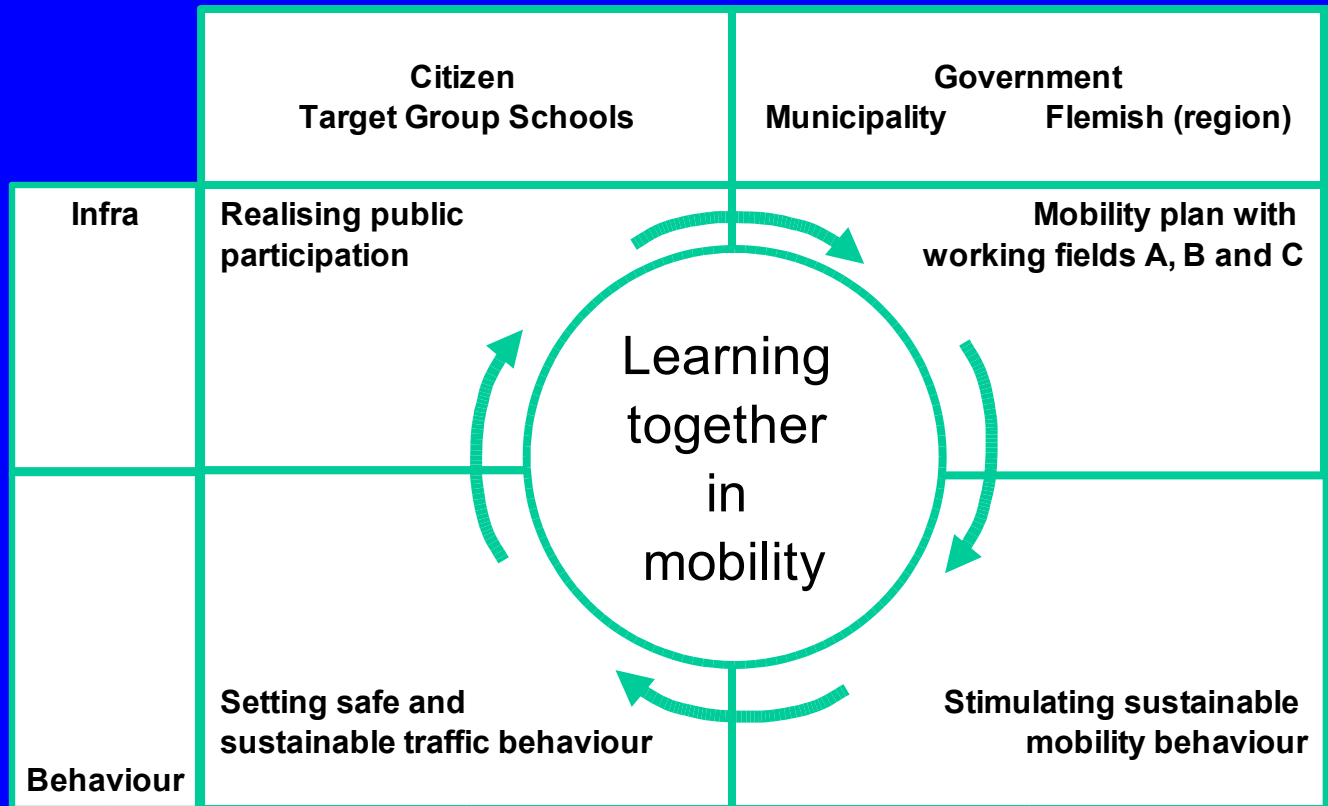
OBJECTIVES

Supporting objectives:

- Create active support of schools in realising a local mobility plan
- Increase school accessibility by going to school in an environment-minded way
- Increase safety at school gates and main school routes
- Reduce number of pupils driven to school
- Stimulate new partnerships



TEASER



MANAGEMENT of PARTNERS

OPERATING PARTNERS

- Mobility plan partners
- **Schools:** Geel: 13/16 schools
Mol: 12/25 schools
 - School headmasters (campaign for campaigning)
 - Teachers (example-function – teach the teacher)
 - Parentsboard (motivated group – representative?)
 - Parents (tie children to their decision - problemgroup?)
 - 4500 Children/Pupils (end users)



MANAGEMENT of PARTNERS

STRATEGIC PARTNERS

deliver financial (and moral) support

- **Geel:** private companies
 - Hidden agenda
 - Objective: image-building (safety)
- **Mol:** St. Christof foundation
 - Campaign's ward after political problems
- **'Lifeline'** campaign



MANAGEMENT of PARTNERS

- Early stage involvement of key-partners
- Larger partnerships; more diverse views and interests need to be recognised
- Combine different expertise for increasing of efficiency (also social knowledge, local expertise)
- Work on equality-base
- Formalise input of partners into commitment (covenant is blueprint)
- Keep communicating in open way
- Consider pros and cons of sponsorship
- Make all partners responsible



IMPLEMENTATION PROCES

Main Action

GREEN SCHOOL TRAVEL PLAN

- Integrated methodology in module 10-agreement with city and Flemish Government
- Funding of hard and soft measures within school location
- Aim at safe and sustainable schooltransport
- Actions become part of educational curriculum
- 10 (danger) schools on region-roads involved
(7 Geel – 3 Mol)

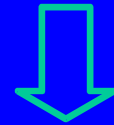
Mix of fun projects and serious stuff



IMPLEMENTATION PROCESS

Planned roll out slightly changed
on demand of operating partners

DRIP-DRIP STRATEGY during year



COMPLEMENTARY

ROUNDING OFF

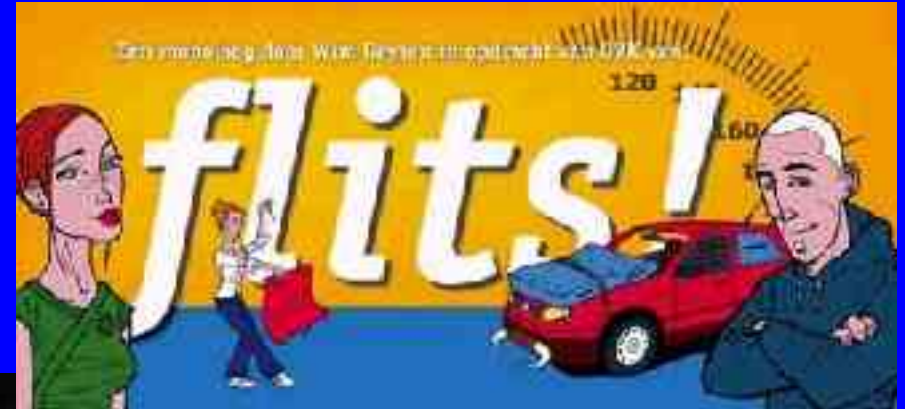
TAPESTRY PROJECTWEEK



Car free schoolday



Stage performances



Inauguration of Traffic Education Centre



Education and actions at school level



Campaign design (Geel): 'Give us space (to move)'

- Local campaign-context
- Audience involved
- Tone appeals to audience aspirations



- Serious mood
- Branding?
- Relation to objectives...?

And Mol: Safe, that's really smashing



veilig da's keitof

autoluwe schooldag, 27 september 2002

create your own campaign poster- contest

audience involved

local context

rather emotional but playfull message

low cost !



verkeerseducatief centrum mol



tapestry



Assessment process

CAF before questionnaire May 2002

- Base line survey in 8 schools (6 Geel - 2 Mol)
- Children's age range 9-11 year
- 4th – 5th class elementary schools
- Statistically at random (at least 25 per school)
- Questionnaires distributed and first quality check by class-teacher (influencing is negligible)
- 468 valid questionnaires

CAF After questionnaire : 4-5-6th November 2002

- 431 pupils (-8% = 2 classes from large sample schools)



S1 Awareness of problem

No statistical significance between before and after about whether there are too many cars arriving at school each morning

- 'danger schools' are more aware, control schools less so

S2 Accepting responsibility

No statistical significance between before and after about whether children who are driven to school should encourage their parents to use the car less

- boys accept more responsibility
- danger schools show more responsibility



S3 Perception of options

Ranking of which mode (car or bike) is best on 11 items
(example: gets you to the destination quickly)

- statistically significant change in favour of bicycle over car
- girls changed their opinions more

S3b social-cultural influences

No statistical significance between before and after
about whether children would like to cycle if their
friends did

- because those who want to have already changed 27% → 40%!



S4 Evaluation of options

Importance of each factor in travel decision

highest frequencies (>90%)

Safety and Sustainability

lowest frequencies:

speed and cool image

- one statistically significant shift: comfort
- comfort (car image) is rated lower
→ positive campaign!



S5 Intended changes behaviour

In the future, I am going to cycle as often as I can to school

Statistically significant increase in the proportion who agree (for subgroups that can decide on their own) 48→55 %

- Plus a decrease of those who cannot decide

S6 Observed changes in behaviour

Modal split for current use of car to school

Statistically significant decrease of 22% (target was 5%!)

Danger schools bike less and have lower shift, so need more support of other measures



Quality questionnaires campaign process

- Stakeholders questionnaire involved schools
- Additional round(off) table (April 03) EFQM / CAT related
- 42 questions on 5- level scale concerning:
 - Management: strategy, management, input, partnerships, datagathering
 - Implementation: actionplan, media choice, design



Stakeholders– opinion on results

Ratings on a scale 1- 5

- Campaign should be repeated 4.4
- Awareness raising effect 3.5
- Positive reactions by parents 3.5
- Improved partnership 3.3
- Sustainable character (long term) 2.6

Campaign typology

- Campaign targeting key settings and key groups
- Campaign targeting experimental and (habitual) behaviour change
- Campaign targeting integrated approach
- Balancing several different interests
- Embedded in local mobility context and policy



Campaign typology

- Based on voluntary co-operation and partnerships
- Step by step approach and milestone(s)
- Mix of fun projects and serious stuff
- Balancing visible realisations within short term and sustainable mobility within long term planning
- Counseling has been more important than design
- Strong link to mobility management





What's most important ?

CAMPAIGN RESULTS

Shift away from car -22%

or

**GROWN & LASTING
PARTNERSHIPS**

Demand for more campaigns