“Mobility Education in Geel and Mol”

Belgium

DEFINITION OF THE PROBLEM

Geel and Mol are two towns in the Province of Antwerp, Belgium, each with a population of up to 30,000. Both have a long tradition as centres for education, and attract pupils and students from the immediate surroundings as well as large numbers of local children.

Up till now, the local authority and the schools have by and large dealt with different aspects of the problem of traffic around schools. The local authority was mainly concerned with traffic policy, while schools were concerned with traffic education. This education focused largely on aspects such as traffic rules, rather than on attitudes or behaviour (e.g. examining pupils' own role in achieving sustainable mobility).

It was often felt that, despite the great efforts put in, not enough was achieved: school surroundings stayed unsafe because of heavy car use by parents. Both the schools and the municipal traffic administration felt the need to implement more targeted and better-structured traffic education.

METHOD CHOSEN TO ADDRESS THE PROBLEM

Process and Reason for Choice

The proposal paid specific attention to traffic education and awareness raising in schools. Therefore the campaigns focused heavily on increasing road safety awareness and ensuring that children old enough to travel alone to school could fully understand the implications of increased car use, and were familiar with the alternatives available.

The main drive was to develop a new, integrated approach based on a partnership between the local authority and schools. Communication and school campaigns were incorporated into the local covenant programme to support policy (see next chapter).

The case study addressed the following questions:

- How can a school participate on a local policy level with the development of a mobility plan?
- What opportunities does a school have to increase school accessibility and stimulate sustainable transport behaviour?
- How do schools meet the new educational targets linked with the above questions?

Measures to support policy were not treated in a condescending way. Instead, they were considered to be indispensable to efforts to make transport systems more sustainable, with the support of the public.

Objectives

Policy Level

The campaign objectives were set in line with the Flanders Mobility Covenant Programme. This instrument for sustainable local policy planning was formed by a partnership between the Flemish government, local authorities, the Flemish public transport company, and (in some cases) users such as schools.
This partnership produced a mobility plan including a package of 18 project areas based on:

- Strengthening the town centre through spatial measures (A measures)
- Decongesting traffic by better integration of modes and launching new initiatives (B measures)
- Supporting measures, such as campaigns and green travel plans (C measures)

The covenant policy and the local mobility plan led to a change in thinking on traffic and mobility in the region by both municipalities. In the past, local government officers dealt with traffic problems in a haphazard way. The covenant led towards a planned and sustainable policy in which communication and structured consultation were the main principles.

The process of building public support and co-operation is a process of repetition and starting anew. It is important that partnerships determine long and short-term targets, and agree on steps to be taken and procedures to be followed.

The final hypothesis related to overall objectives to be tested was as follows: When a (local) government body and the public draw up a sustainable plan together, the public will give it solid and constructive support, ranging from accepting responsibility to modifying behaviour. All participants accept their own responsibility, and respect that of the others.

Campaign Level

The stated objectives of the campaign were:

a. **Main objective**

- To increase awareness among schools and acceptance of their role in encouraging sustainable methods of travelling between home and school (the stage of campaigning for the campaign to promote alternatives to the car).

b. **Supporting objectives**

- To get the active support of schools in drawing up a local mobility plan to implement the new educational targets;
- To increase awareness of the dangers on the road and the negative impacts of cars on the environment;

- To increase school accessibility by encouraging children to walk, cycle or take public transport to school safely, with a view to continuing this behaviour into later life;
- To increase safety at school gates and along the main routes to school;
- To encourage new partnerships.

c. **Operational target**

Each participating school (of those involved in the assessment) could decide on their own priorities. They were invited to define their own operational targets, e.g. a **5 % reduction in the number of pupils aged 9-12 driven to school by the end of the campaign** (November 2002).

Leaders and Partners

The above objectives and the main campaign headings were set by the city council (and its planning service) in agreement with the consultancy Langzaam Verkeer.
Langzaam Verkeer is a multi-disciplinary institute specialising in mobility management, and was already involved in traffic planning policy in both the host towns. Its expertise is used to complement the local knowledge and community involvement of stakeholders.

Apart from these leaders (who initiated the campaign and managed it), the main partnership involved the school community. Most of the 25 participating schools were of primary level (see target groups).

A third strand was the strategic partners who – on the whole – were meant to deliver financial support, but sometimes had their own agenda.

- Geel: private companies, for whom investment in the campaign was also a way of building their image. Road safety for children (of their employees) became their favoured issue (rather than shifting away from car use, in which they were less interested);
- Mol: The campaign was brought under the auspices of the St. Christof foundation following problems in the political arena;
- The Flemish Government was the co-funder of the Tapestry case, and took great interest in later dissemination activities.

Details

Target group

The target group consisted of **schools.** We focused on primary schools for several reasons:

- Schools are very sensitive when it comes to traffic and mobility problems at school gates (a positive basis for a campaign);
- An average of 45% of children are taken to primary school by car in Flanders;
- The majority of pupils live within three kilometres (a suitable distance to walk or cycle) from school;

- The importance of trying out and developing new educational targets in primary schools;
- Secondary schools have a more rigid educational programme and less time for additional activities;
- Educational targets for traffic and mobility issues are less clear or developed at secondary school level.

The target group was composed of **children/pupils aged between 9/10 and 12 years old** who are likely to be allowed (or able) to travel on their own, although they may not be the ones who control the method of transport.

In both municipalities, both central schools and more rural schools on the outskirts of the towns were represented.

Region Covered

The campaigns in Geel and Mol had a **local** character. The **municipalities of Geel and Mol** are located in the Province of Antwerp, some 40 km east of Flanders' most important urban area, Antwerp. Although both Geel and Mol are small towns, the centres attract a lot of car traffic because of their extensive commercial and educational facilities. On the outskirts are industrial operations that generate heavy traffic. Geel and Mol are neighbouring municipalities and somewhat in competition with each other in economic terms.

Campaign Size

Originally the plan was to involve two schools in Geel and two in Mol. However, figures far exceeded our expectations. During the consultation process, 13 (out of 16) schools in Geel and 12 (out of 25) schools in Mol signed a declaration stating they were willing to undertake some parts of the campaign. Together they include more than 4,500 children.

For the common assessment framework and analysis, we focused on the eight most involved schools. These six schools in Geel and two in Mol all took part in making a "green" school travel plan, and were the setting for a range of relatively similar campaign measures.

The campaign addressed a **sample** of more than **500 pupils** representing these eight schools, plus two other control schools in Mol.

External Factors

Although no external factors were relevant enough to have influenced these campaigns directly, there were some matters during the implementation of the campaign that need noting:

- Safety (as part of sustainable mobility) is becoming a huge policy issue in Belgium. The issue has been raised by new initiatives such as the "National Staten-General on road safety" (a type of national conference); by the media in general; and by nationwide campaigns such as "Bob" or "Lifeline", a campaign directed at children. The latter was also partly addressed to schools.
- The groundwork for the mobility plans in both Geel and Mol started in 2000. Neither of the municipalities underwent major changes to its infrastructure during the Tapestry project. Nevertheless some developments in land use, infrastructure or accompanying measures (e.g. new cycle paths, a new demand-responsive bus service) within the long-term programme could have an influence on behaviour, including on schoolchildren.

Timescales

	Sep '01	Oct '01	Nov '01	Dec '01	Jan '02	Feb '02	Mar '02	Apr '02	May '02	Jun '02		Sep '02	Nov 02
Pre campaign (create support)													
Information mobility plan													
Support school traffic plan													
Traffic projects													
Awareness raising + tapestry week (4)												(4)	
Traffic education + routes													
Data analysis	Other data								Caf B				Caf A

Other data analysis (besides CAF core questionnaires):

- September 2001- January 2002: school surveys on modes of transport and danger spots in order to gather the substantial data needed in school traffic plans;
- September 2001: evaluation report on Traffic Education 2000 in Geel schools and the setting of new educational targets to improve the effectiveness of education about traffic and mobility;
- March 2003: Written questionnaire on quality / management aspects of campaign followed by roundtable of stakeholders/ partners.

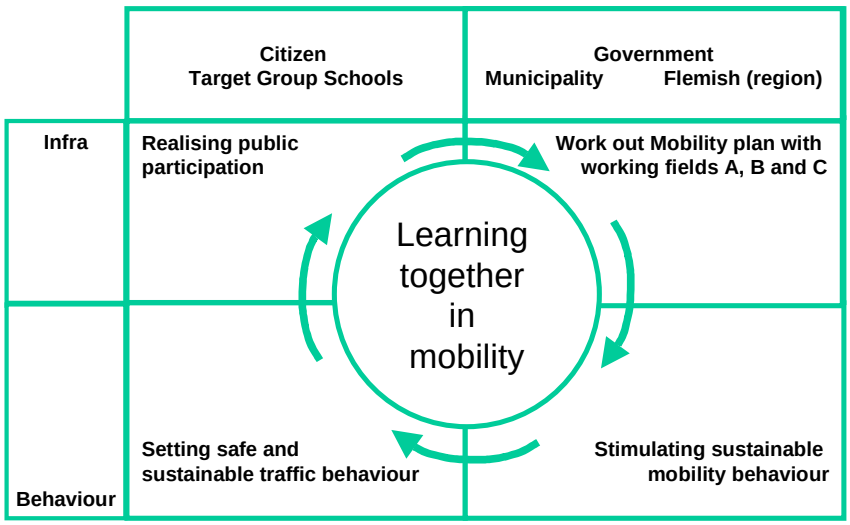
Funding

The project has been resourced by the municipalities of Geel and Mol with co-funding from the European Commission and the Flemish Government (there is some additional funding for schools which work on green travel plans under the covenant policy programme.)

In Geel some parts of the campaign were sponsored by a group of major private companies (see leaders and partners).
Both municipalities were also funded by the 'Levenslijn' (Lifeline) campaign.

Campaign Message

The campaign **teaser** for schools was: Learning together in mobility.
The teaser was only used to make head teachers aware of the need to cooperate in encouraging sustainable transport between schools and homes (the essential campaign for the campaign!), within the framework of the Mobility Covenant.



The **campaign message** for **Geel** directed at pupils was: **Give us space**
This used an image of a girl, indicating that young, vulnerable road users need to be given space to travel on the roads and gain experience in traffic.

Campaign poster from Geel

Campaign poster from Mol

The campaign message for Mol towards pupils was: Veilig da's keitof. This slang expression is a pun, and translates roughly as: **Safe, that's really smashing.** The campaign image (a cycling mole) reflects strongly the local context of the campaign, and encourages soft modes of transport.

Campaign Tools

The tools used in implementing the campaign were the following.

- A popularised version of the mobility plan designed in a powerpoint presentation and made available for open forums (G-M)
- A declaration of commitment to be signed by participating schools (G-M)
- A free package of educational materials to use in schools (G). This acted as a campaign incentive.
- A demonstration day to 'teach the teacher' to work with new educational targets in a more structured and targeted fashion (G-M)
- The revision and distribution of a new leaflet to encourage cycling along safe networks (G)
- The production of seven green school travel plans (11 schools involved: eight in Geel, three in Mol) as part of the educational curriculum
- The marking out of a "traffic education route" (G-M)
- Rounding off Tapestry "project week" with a car-free school day (G-M), traffic event with free gifts (G), stage performances (G-M), the inauguration of a new traffic education centre (M), education and awareness-raising activities on a school level (G-M)
  This Tapestry week was publicised through a wide range of media (leaflets, posters, the municipal magazine, mailings, website, press conferences, regional television, newspaper articles...)

(*) G= Geel / M= Mol

CAMPAIGN IMPLEMENTATION

Action programme

The implementation process consisted of an integrated approach of five main strands:

- Pre-campaigning (information – support – participation – consultation)
- Awareness-raising
- Education
- Traffic (organisation) Projects
- Infrastructure measures (mainly outside the Tapestry timescale)

Several of the above tools are in line with the **step-by-step campaign type** in which **fun projects** are complementary to the more **'serious' stuff**.

Some **main campaign measures** within these fields need further explanation.

Pre-campaigning

- There were kick-off meetings with the school partners (Geel: September 01 – Mol October 01) and local government representatives to outline various possible activities for the campaign in schools. At the same time, schools were also invited to define their own operational targets, e.g. 5 % fewer pupils driven to school by the following year.

- Thirteen (out of 16) schools in Geel and 13 (out of 25) schools in Mol announced they would participate.

- We sent schools in both municipalities invitations to one of the open discussion meetings, which included a specially-made PowerPoint presentation. Our aim was to inform them about the local mobility plan, and gain their acceptance and co-operation. (October/November 2001).

Awareness raising

- All the participating schools were regularly given suggestions of things they could fit into their standard curriculum. For example:
    - In Mol, the well-established mobility centre acted as a contact point and information centre for schools that wanted to get more involved in mobility issues as an "expanded" theme. The (delayed) inauguration of the new building became a milestone in this strategy. A campaign to reinforce its image (a new name, a press conference, an exhibition, visits, a new educational programme) was incorporated into Tapestry week.



- In Geel, there was an initial mini-campaign to encourage the use of existing bicycle networks and promote safe cycling to school. In 2001, an existing poorly-written leaflet was revised and redesigned, and actively promoted in schools. One thousand four-colour leaflets were distributed to children aged between 11 and 13 and their parents. They were also used for educational purposes in lessons.

- The production of school travel plans also served to promote and encourage environmentally sustainable travel behaviour (see transport organisation). This process certainly led to better co-operation between pupils, school head teachers, and the teachers who volunteered, as well as parents.

- In response to demand arising from this intensive six-month working process, the campaign management agreed to add on a **Tapestry week** to round off the project in September 2002. This also gave us the opportunity for a final milestone: to promote a rollout of actions that we already had planned. The Tapestry week focused on mobility-related issues, and included many themed events.

Traffic exhibition Mol Mobility Centre

Stage performance Mol

Traffic event Geel

Transport organisation

- Under the policy guidelines of the Flemish Government, schools that are located within 200 metres of a regional road have to ensure that the road environment and multi-modal travel patterns meet certain criteria. The schools that fall within this caveat are encouraged to produce a **school travel plan**. This integrated plan contains the following:

- an analysis for each mode of transport and an analysis of the routes taken to and from school. The school identifies the most important routes, the main problems, the shortcomings etc for each mode of transport. The Flemish Government then uses these indicators to co-ordinate any reconstruction according to the mobility needs of the school;
- several measures to increase the number of journeys made by environmentally sustainable and less damaging transport between home and school. The schools receive infrastructure investment on the condition that they actively promote and encourage environmentally sustainable travel behaviour.
  In the best cases, municipalities can undertake minor improvements to the infrastructure in school surroundings as an act of goodwill. Some changes to the bigger, regional roads are planned under "Module 10" of the covenant programme, and require a long-term vision.

The 10 participating schools worked with LV and the local authority to translate their new plans into a format that could be understood by children in the classroom, as well as to develop suitable activities and material, plus a strategy to achieve the stated objectives. In exchange, there is a policy agreement to redesign the road infrastructure within a given timeframe.

- Both municipalities also set up a "traffic education route" (a signposted route for pedestrians and cyclists aimed at teaching pupils how to deal with particular traffic situations). The aim is to ensure that children are independent enough to walk or cycle safely alone along a route they know well.

- During the development of the various school travel plans, measures like walking buses and cycle pools were also encouraged as part of an integrated approach to promote alternatives to the car.

Traffic and Mobility Education

The schools were given guidance on and invited to:

- include themes from the mobility plan in their traffic and mobility education;
- take part in the school travel plan;
- encourage safe and sustainable mobility behaviour among teachers, pupils and parents.

- The newly-formulated obligatory targets for traffic and mobility education in Flemish primary schools were translated into a format that was understandable to children in the classroom, and suitable lesson materials were found. The process of expanding traffic education needed to be better structured. Targets could be easily adapted to suit the aims and objectives of Tapestry directly. The new educational goals focus strongly on awareness but also tailor lessons towards achieving behavioural change.

  The educational targets are defined as follows:

  - Pupils can spot dangerous traffic situations in the wider school environment;
  - Pupils have control over the speed of their reflexes, over their balance and sense of coordination; they know the traffic regulations for pedestrians and cyclists and can walk or cycle on a familiar route in a safe and independent way;
  - Pupils show in their traffic behaviour that they take other road users into account;
  - Pupils know the most important consequences of increasing car use; they can compare the benefits and disadvantages of possible alternatives;
  - Pupils can work out a simple public transport route.

- In Geel the objectives were set after an evaluation of previous traffic education lessons.

- The Mol Mobility Centre expanded its existing traffic education programme, requiring pupils to consider what transport modes they used and the benefits and disadvantages of each. This twelve-month educational programme aimed to encourage and inspire pupils to travel safely and with respect for the environment of the present and the future. A similar scheme was implemented in Geel, although it focused more specifically on cycling.

- In both locations there was a demonstration session for teachers, explaining how to work with new materials, and the new educational targets.

Process

Most of the implementation proces (as a step-by-step approach) worked out as planned. In Mol there was a temporary delay due to polical upheaval in the aftermath of the election period.
Both in Geel and Mol the planned rollout was slightly altered at the end in response to calls from the partners (see: awareness-raising).

Input – Output Analysis

- **Geel**

Medium	**Tick those which apply (✓)**	**Pre-tested (✓ if yes)**	**Personalised (✓ if yes)**	**Where***	**Total exposures (estimated)**	**Target group exposures (estimated)**	**Duration (e.g. hours or days)**
N'paper – national							
Newspaper – local	✓				?	2500	1 (2) day(s)
Magazine – national							
Magazine – local	✓				15000	2500	15 days
Radio – national							
Radio – local	✓				?	2500	3 days (3 minutes)
Television – national							
Television – regional	✓				500000	2500	5 minutes
Telephone call							
Personal visit							
Poster	✓		✓	3-7-9-1112-14	?	2500	20 days
Leaflet	✓		✓ children and parents	3 – 9 - 11	4000	2500	10 days
Postcard							
Info pack	✓		✓ school level	3			Distributed Nov.2001
Letter	✓		✓ directors	3			3 times
School Travel Plan	✓		✓ school level	3	1000	1000	Half year in 8 schools
Bicycle leaflet	✓	✓	✓ 11-12 year olds	3	700	700	Distributed Sept.2001
CD							
Diskette							

Medium	Tick those which apply (✓)	Pre-tested (✓ if yes)	Personalised (✓ if yes)	Where*	Total exposures (estimated)	Target group exposures (estimated)	Duration (e.g. hours or days)
Website	✓						
Ppt - presentation	✓		✓ local population	2 + 3		600	8 locations
Mob. phone text							
Press conference.	✓		✓ press				1 hour
Car free schoolday	✓		✓ school level	3	2500	2500	1 day
Slim traffic event	✓		✓ 5th classes	11		700	1 day
Traffic education route (inauguration)	✓		✓ 10-12 year olds	3		500	1 day
Stage performance	✓		✓ 6-7 year olds	3		500	1 day

*** 'where' coding list**

1) households (personalised)
2) households (general drop)
3) school / college
4) workplace
5) on bus
6) on tram
7) bus station / stop
8) tram station / stop
9) library
10) billboard/hoarding
11) leisure/community centre
12) shopping centre / supermarket
13) doctors' / dentists' surgery etc
14) park / other outdoor venue
15) pub / café / bar
16) petrol / service station
17) television
18) radio
19) newspaper
20) magazine
21) phone (fixed)
22) phone (mobile)

Blue = media used to promote campaign

- **Mol**

Medium	Tick those which apply (✓)	Pre-tested (✓ if yes)	Personalised (✓ if yes)	Where*	Total exposures (estimated)	Target group exposures (estimated)	Duration (e.g. hours or days)
N'paper – national							
Newspaper – local	✓				?	2000	1 (2) day(s)
Magazine – national							
Magazine – local	✓				12000	2000	10 days before
Radio – national							
Radio – local	✓				?	2000	3 days (3 minutes)
Television – national							
Television – regional							
Telephone call							
Personal visit							
Poster	✓		✓ children + parents	3	2000	2000	20 days
Leaflet							
Postcard							

Medium	**Tick those which apply (✓)**	**Pre-tested (✓ if yes)**	**Personalised (✓ if yes)**	**Where***	**Total exposures (estimated)**	**Target group exposures (estimated)**	**Duration (e.g. hours or days)**
Info pack	✓		✓ schoollevel	3			Distributed Nov.01
Letter	✓		✓ directors	3			4 times
School Travel Plan	✓		✓ schoollevel	3		300	
CD							
Diskette							
Website	✓				?		
Ppt - presentation	✓		✓ local population	2 + 3	?	500	4 locations
Mob. phone text							
Press conference	✓		✓ press				1 hour
Car Free schoolday	✓		✓ schoolslevel	3	2000	2000	1 day
Exhibition	✓			11			1 day
Traffic Education Route (inauguration new education centre)	✓		✓ 10-12 year olds	3		250	1 day
Stage performance	✓		✓ 13-14 year olds	3		250	1 day

Input costs

It was possible to record most of the costs, although it was a great deal of work. Some of the costs could only be estimated, e.g. volunteer work from parents and teachers in the workgroups which drew up the school travel plans.

Costs	**Geel**	**Mol**
Staff	415 m/hours	240 m/hours
Consultation	13518 €	10410 €
Materials (media - actions – project week …)	5304 €	1100 €
Volunteering (estimation)	470 m/hours	220 m/hours
Budget 2003 (follow-up to module 10 / costs of study to redesign two initial schools)	19500 €	?

Gifts/ sponsorship	17500 €	500 €

CAMPAIGN ASSESSMENT

Methodology

The TAPESTRY survey questionnaires were based on the core questions in the TAPESTRY Common Assessment Framework (CAF) and covered the following issues:

- Demographics (age, gender, place of residence)
- Mobility patterns (mode split by school)
- Awareness of problem of car use in home-school traffic
- Acceptance of responsibility
- Perception of options in transport system performance
- Perception of options due to social cultural influences
- Evaluation of options in transport system performance
- Intended changes in travel behaviour
- Observed changes in travel behaviour
- Campaign recall

As with several of the TAPESTRY campaigns, it was necessary to simplify this questionnaire because it was to be completed by children. Therefore the format actually followed the children's CAF.
Given that we noticed some problems in the patterns of answers, we have to conclude that even this simplified questionnaire was too high a level for our target group, certainly when teachers did not explain 100% correctly how to fill it in.

Copies of the full before and after questionnaires are contained in an appendix to this report.

Sampling & Sample Size

The survey was conducted among pupils in the 9-12 year age bracket in 10 schools in the municipalities of Geel and Mol.
Six of these schools were situated in Geel, four in Mol. Both municipalities set up their own final Tapestry campaign weeks for the schools within their boundaries in September 2002.
The group of schools in the municipality of Mol can be further divided into two sub-groups:

- One group of two schools had been the setting for many traffic safety and sustainable transport activities in the recent past. This was true for all schools in Geel. These eight schools were all involved in drawing up a school travel plan (which was a well-guided process integrating a variety of activities).

- The other group of two schools had not set up such a school travel plan, and so had less experience of a variety of activities. This was the control group.

All four Mol schools, however, participated in the final Tapestry week in Mol (Sept. 2002)
The total size of the target group during the campaign was about 4,500 pupils

The specific age of 9-12 years was chosen for two reasons:
1. The pupils should be able to answer a well-structured questionnaire written at their level;
2. The pupils should be more or less able to travel on their own to school (the target group for experimental and habitual behaviour change)

We took a random sample.
We aimed to get responses from at least 25 pupils per school.
The written questionnaires were conducted by LV after discussions with and the agreement of the University of Westminster.
The before questionnaire was pre-tested in one school.

In the before survey (May 2002 – before the final campaign week) the written questionnaires were distributed among the fourth (9-10 year-olds) and/or fifth year classes of these schools. In some schools, all fourth and fifth year classes participated. In other schools, only randomly selected fourth and fifth year classes participated.

The number of pupils varied between 23 and 113. In Geel, 381 pupils were involved, while in Mol the figure was 153. In Mol, 79 pupils belonged to the more experimental group and 74 pupils belonged to the "control" group.

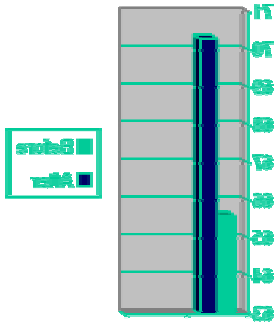
More or less the same groups were interviewed once again in November 2002; about six weeks after the campaigns took place. The interview method was the same; namely a written survey held during school hours in the classroom with guidance from a teacher, or, in the control schools, by the campaign manager himself. The age group was now 10-12 years.

Both in the before and the after survey, the questionnaires were collected immediately after they had been filled in (which took about 45 minutes of class time). We had not tried to ensure equal numbers of boys and girls; but from the responses, we saw there was an almost equal split.

Comparison of Before and After Results

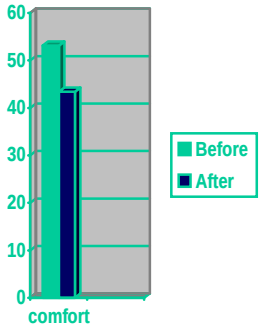
Main findings

- The analysis suggests that **awareness of the problems** caused by the high numbers of cars at the school gates, and the need for children to **take responsibility** in encouraging their parents to use the car less for trips to school, **were high prior to the campaigns**, with approximately 65% of the sample agreeing with the questions they were asked on these issues. Only a small proportion of the children claimed that they were not able to decide how they got to school. There was no significant change in agreement over the course of the campaigns.

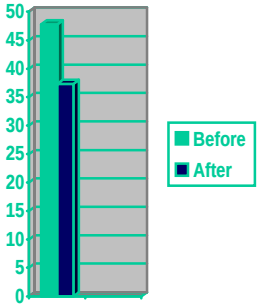


- However, the campaigns had an impact on how the various **modes** were **perceived** by the children: the proportion of pupils rating the car above cycling because of its 'speed', 'cool character' and 'ease of door-to-door travel', and as an 'enjoyable way to travel', decreased significantly in the after survey! This is strong evidence of a positive campaign effect.

- Unfortunately the opposite change was observed in terms of perception of **comfort**, although the importance of comfort as a deciding factor for choice of mode fell significantly over the course of the campaigns.



- Given the stated objectives of the campaign (at least 5% fewer car journeys), perhaps the **most important and relevant result is the change in behaviour, which shows a statistically significant increase in the proportion of children cycling to school (40.6% → 50.5%) and a corresponding decrease in those travelling by car (47.8% → 37.3%, which represents a decrease of 20%!)**



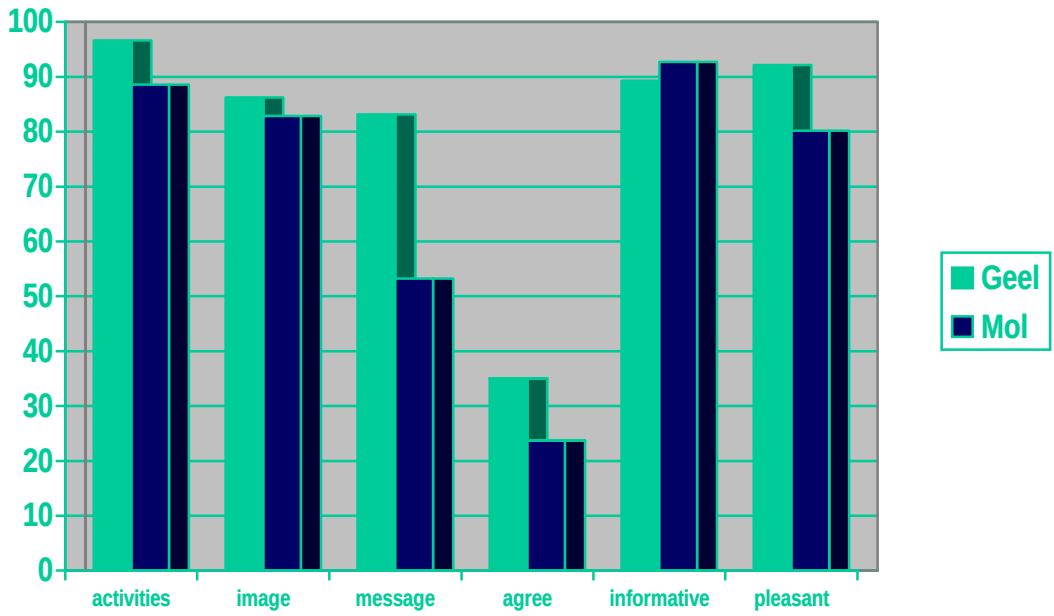
- If we take a closer look at **differences between schools**, we notice that certain schools differ from the others significantly on the issue of awareness (four out of 10 schools); accepting responsibility (one out of 10 schools); choosing the car as the coolest mode as well as the importance of coolness in choosing which mode to take (two out of 10 schools); importance of reliability (one out of 10 schools).
  There was only one school that appeared more or less regular: St. Dimpna, in Geel. This was one of the most active and supportive schools in the campaign.

- According to the response patterns of **boy and girls**, it appears that boys accept more responsibility than girls do. 70.1% of the boys agreed with the statement and 62.2% of the girls. Moreover, the opinions of the boys were more extreme (they gave more "completely agree" and "completely disagree" answers) than those of the girls. The latter group preferred to answer with 'not really' and 'more or less'. Proportionally more girls were also in favour of the car because of its convenience in traveling from door-to-door: 29% of the girls were in favour of the car and 'only' 20,3% of the boys. We found statistically significant differences in opinions between boys and girls on the following issues: costs, comfort, and coolness. For boys the low cost of the mode is more important than for girls. For boys the comfort of a mode is more important than for girls. The fact that a mode is cool is more important for boys than for girls.

Note: For detailed analysis see appendices.

Campaign Message Analysis

Campaign recall and tests on the accuracy of this recall were positive, with ratings between 60 and 100%, with variations according to school group etc.



Quality data assesment

The performance of the campaign in terms of output and input is also partly determined by the quality of the process, from the setting of objectives and targets through to the implementation and results.

Therefore we composed an extra questionnaire about the process of the campaign. It was addressed to the operational stakeholders involved (the schools) and consisted of 42 questions on a five-point scale concerning the following issues: management (e.g. strategy, management process, input, partnerships, data gathering); implementation (action plan, media, design); and campaign results.

The positive nature of the results was remarkable. There was an almost unanimous demand for more of this kind of campaigning. There were positive reactions to the partnership and the effects of the awareness-raising elements on children. On the other hand, there was also some doubt about the effect on long-term habitual behaviour because of a “feeling we neglected the impact of parents on the children’s choice of mode of travel”.

There were some rather negative opinions on the efficiency (the municipal costs were too high given the results?) and timing (too short for implementation). Also, a new feeling of disbelief had arisen in the promise of the Flemish Road Administrator to redesign school surroundings. This was especially true of Mol, where one school had at first received negative

comments from the road maintenance body on the school traffic plan. This illustrates the conflict between the growing need for long-term mobility planning, and the public demand for short-term action. A campaign limited to a timescale cannot meet both needs, but is closer to the latter.

CONCLUSIONS

Campaign impact

Given that no significant external factors were recorded that might have influenced the TAPESTRY campaign, these initial results indicate a successful campaign, certainly in terms of behaviour change. However, it is too early to say if this will really develop into habitual behaviour in the long-term. It cannot be denied that campaigns dealing with children need their messages reinforced, both to the same children as they grow older, and to each new generation as it comes through.
Moreover, it is perhaps of interest to consider changing the target group in subsequent campaigns to focus on parents. A majority of children may perceive that they can decide on their mode of travel, but in reality it is generally the parents who do…

Campaign typology

The Geel/Mol case study was an example of a campaign within a campaign, which first of all targeted all key local settings and groups and made them "responsible" for sustainable mobility.

Although built on and inspired by the new Flemish covenant policy, its strength undoubtedly lay in the fact that it was embedded in a local mobility context and policy which regarded public involvement highly and which had a culture of open debate. The campaign began with a demand for voluntary co-operation, and developed step-by-step into a fully-fledged public-private partnership. This partnership built in many ways on existing enthusiasm and awareness to fulfil the oft-repeated campaign teaser: Learning together in mobility.

The campaign addressed at children succeeded magnificently in reaching its target of encouraging experimental behaviour. However, there is greater doubt about whether this will become habitual in the longer-term. The integrated and "drip-fed" action plan was highly regarded, maybe in part due to the mixture of fun projects and the more educational approach. Care was taken to make sure the design of the campaign suited its audience. Even so, the impact of the consulting process and the continuing interaction between stakeholders, partners, initiators and campaign management was even higher. The facilitator, Langzaam Verkeer, played an important role in steering the process in the right direction, and maintaining a balance between the public demand for prompt visible results on the one hand, and the need to keep on track for sustainable mobility (despite an often limited budget) on the other.