CIVITAS
Cleaner and better transport in cities

AALBORG

Aalborg

T29.1 School Cycling Campaigns in Aalborg

Aalborg Kommune
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1. Introduction

1.1 Background CIVITAS

CIVITAS - cleaner and better transport in cities - stands for CIty-VITAlity-Sustainability. With the CIVITAS Initiative, the EC aims to generate a decisive breakthrough by supporting and evaluating the implementation of ambitious integrated sustainable urban transport strategies that should make a real difference for the welfare of the European citizen.

CIVITAS I started in early 2002 (within the 5th Framework Research Programme);
CIVITAS II started in early 2005 (within the 6th Framework Research Programme) and
CIVITAS PLUS started in late 2008 (within the 7th Framework Research Programme).

The objective of CIVITAS-Plus is to test and increase the understanding of the frameworks, processes and packaging required to successfully introduce bold, integrated and innovative strategies for clean and sustainable urban transport that address concerns related to energy-efficiency, transport policy and road safety, alternative fuels and the environment.

Within CIVITAS I (2002-2006) there were 19 cities clustered in 4 demonstration projects, within CIVITAS II (2005-2009) 17 cities in 4 demonstration projects, whilst within CIVITAS PLUS (2008-2012) 25 cities in 5 demonstration projects are taking part. These demonstration cities all over Europe are funded by the European Commission.

Objectives:

- to promote and implement sustainable, clean and (energy) efficient urban transport measures
- to implement integrated packages of technology and policy measures in the field of energy and transport in 8 categories of measures
- to build up critical mass and markets for innovation

Horizontal projects support the CIVITAS demonstration projects & cities by:

Cross-site evaluation and Europe wide dissemination in co-operation with the demonstration projects
The organisation of the annual meeting of CIVITAS Forum members
Providing the Secretariat for the Political Advisory Committee (PAC)
Development of policy recommendations for a long-term multiplier effect of CIVITAS

Key elements of CIVITAS

CIVITAS is co-ordinated by cities: it is a programme "of cities for cities"
Cities are in the heart of local public private partnerships
Political commitment is a basic requirement
Cities are living 'Laboratories' for learning and evaluating

1.2 Background ARCHIMEDES

ARCHIMEDES is an integrating project, bringing together 6 European cities to address problems and opportunities for creating environmentally sustainable, safe and energy efficient transport systems in medium sized urban areas.

The objective of ARCHIMEDES is to introduce innovative, integrated and ambitious strategies for clean, energy-efficient, sustainable urban transport to achieve significant impacts in the policy fields of energy, transport, and environmental sustainability. An ambitious blend of policy tools and measures will increase energy-efficiency in transport, provide safer and more convenient travel for all, using a higher share of clean engine technology and fuels, resulting in an enhanced urban environment (including reduced noise and air pollution). Visible and measurable impacts will result from significantly sized measures in specific innovation areas. Demonstrations of innovative transport technologies, policy measures and partnership working, combined with targeted research, will verify the best frameworks, processes and packaging required to successfully transfer the strategies to other cities.

1.3 Participant Cities

The ARCHIMEDES project focuses on activities in specific innovation areas of each city, known as the ARCHIMEDES corridor or zone (depending on shape and geography). These innovation areas extend to the peri-urban fringe and the administrative boundaries of regional authorities and neighbouring administrations.

The two Learning cities, to which experience and best-practice will be transferred, are Monza (Italy) and Ústí nad Labem (Czech Republic). The strategy for the project is to ensure that the tools and measures developed have the widest application throughout Europe, tested via the Learning Cities' activities and interaction with the Lead City partners.

1.3.1 Leading City Innovation Areas

- The four Leading cities in the ARCHIMEDES project are:
- Aalborg (Denmark);
- Brighton & Hove (UK);
- Donostia-San Sebastián (Spain); and
- Iasi (Romania).

Together the Lead Cities in ARCHIMEDES cover different geographic parts of Europe. They have the full support of the relevant political representatives for the project, and are well able to implement the innovative range of demonstration activities.

The Lead Cities are joined in their local projects by a small number of key partners that show a high level of commitment to the project objectives of energy-efficient urban transportation. In all cases the public transport company features as a partner in the proposed project.

2. Aalborg

The City of Aalborg, with extensive experience of European cooperation and having previously participated in CIVITAS I (VIVALDI) as a 'follower' city, is coordinating the consortium and ensures high quality management of the project. The City has the regional public transport authority (NT) as a local partner, and framework agreements with various stakeholder organisations.

Aalborg operates in a corridor implementing eight different categories of measures ranging from changing fuels in vehicles to promoting and marketing the use of soft measures. The city of Aalborg has successfully developed similar tools and measures through various initiatives, like the CIVITAS-VIVALDI and MIDAS projects. In ARCHIMEDES, Aalborg aims to build on this work, tackling innovative subjects and combining with what has been learned from other cities in Europe. The result is an increased understanding and experience, in order to then share with other Leading cities and Learning cities.

Aalborg has recently expanded its size by the inclusion of neighbouring municipalities outside the peri-urban fringe. The Municipality of Aalborg has a population of some 194,149, and the urban area a population of some 121,540. The ARCHIMEDES corridor runs from the city centre to the eastern urban areas of the municipality and forms an ideal trial area for demonstrating how to deal with traffic and mobility issues in inner urban areas and outskirts of the municipality. University faculties are situated at 3 sites in the corridor (including the main university site). The area covers about 53 square kilometres, which is approximately 5 % of the total area of the municipality of Aalborg. The innovation corridor includes different aspects of transport in the urban environment, including schools, public transport, commuting, goods distribution and traffic safety. The implementation of measures and tools fit into the framework of the urban transport Plan adopted by the Municipality.

Figure 1: The Archimedes corridor in Aalborg

3. Background to the Deliverable

Daily journeys between home and school constitute a significant proportion of traffic problems near schools. These problems are frequently used as an argument as to why children are driven to school by car. However, these journeys create even more car traffic. This is a problem from a safety and environmental point of view and also more importantly in the long term, as children do not take up walking or cycling and become much less experienced road users.

For a number of years, school children and travel behaviour has been an area of focus for The City of Aalborg. As such, the City of Aalborg has an aim to reduce the number of school children being driven to school by private cars to a maximum of 10% in urban areas and 20%

in rural areas by 2020. Previously, this goal has, among other things, resulted in a survey among all school children to get information about how they get to school and how they perceive road safety on their way to school. The information from this survey was used as background information for the design of this campaign.

This deliverable provides information regarding the implementation of Task 4.1 School Cycling Campaigns.

3.1 Summary Description of Task

The City of Aalborg has implemented a campaign for school children at the schools within the ARCHIMEDES corridor. The campaign focused primarily on the age group between 5th and 7th grade (children approx. 11-13 years old). The campaign was developed in accordance with the specific age group chosen.

The purpose of the campaign was to encourage children to cycle to school and thereby encourage children to develop sustainable travel behaviour in the long term. In addition, the campaign sought to test new ways of communicating with the target group through mobile phones and web pages together with the more traditional campaigning elements such as posters and flyers.

4. School Cycling Campaigns in Aalborg

4.1 Description of Work Done

4.1.1 Organisation of Work Done

The implementation of the measure was organised in cooperation between departments within The City of Aalborg. During winter 2010 a working group consisting of representatives from both The Technical and Environmental Department and The Department of Education and Cultural Affairs was formed. The working group was responsible for the implementation of the campaign. The Department of Education and Cultural Affairs had the overall responsibilities for the public schools and was therefore both a strategic and practical partner in terms of communication. Furthermore, The Department of Education and Cultural Affairs also possessed knowledge about how to engage with school children as a target group.

An advertising agency was also engaged in order to develop the concept and technical solutions for the campaign.

4.1.2 Choice of Target Group

The following target groups were identified during the development of the campaign:

- School children: The measure focused on reducing the number of school children being driven to school. The campaign focused on the age group between 5th and 7th grade (children approx. 11-13 years old). Surveys conducted showed that 20% of the children in this age group were transported to school by car, even though 16 of the 18 schools in the ARCHIMEDES corridor are located within urban areas. In addition, the surveys showed that children in this age group start cycling alone to school. The campaign was developed in accordance with the specific age group chosen.

- The parents: A secondary target group was the parents of the children. The parents are not a direct target group. However, the parents' appreciation of the campaign was seen

crucial for disseminating the messages of the campaign and thus, for its success. Therefore, the parents received relevant information.

- Schools and teachers: Support from the schools and teachers were an important precondition for success, especially for data collection for the evaluation (e.g. knowledge about travel behaviour and attitude towards the bike) and permission to display campaigning material.

4.1.3 Development of the Concept

In order to motivate and engage the target group, the campaign was built around a range of characters and a number of riddles related to the bike. The schools competed against each other to solve the riddles and therefore win the most points. The main prize of the competition was a concert performed by a band known by this age group (finalists of X-factor).

The characters consisted of:
- An elderly man named Roland. Roland was against the concert competition, as he believes the concert would be too modern for the children. Therefore, he stole the tickets and refused to give them back to the children.
- A younger woman, who functioned as the children's helper throughout the competition. The children had to help the woman to solve the riddles in order to find the tickets again.

Building the campaign around a story-line and a range of characters was a new way of presenting the message about cycling without lecturing or preaching to the children. Instead, the campaign communicated to the children in their terms, and at their level. Furthermore, the riddle element was included to motivate the children to be active in the campaign.

The campaign ran for a period of approximately two months from the school start date in August 2010. During this period, the children had to solve seven different riddles. The website: www.cykletilskole.dk was used as the basis for the campaign. Mobile phones were used to communicate with the children and the riddles could be solved by sending text messages. Thereby, the campaign sought to use the mobile phone as a direct way to communicate with the children and to obtain fast responses.

4.2 Specification of School Cycling Campaigns in Aalborg

The story line in the campaign can be summarised in the following four points:

(1) Launch of the campaign: The campaign was launched through a more traditional "bike-to-school" campaign encouraging school children to cycle and enter their mobile phone number to participate in the competition. The campaign was launched on a web paged combined with posters, flyers and slap wraps distributed to the children at the schools.

(2) Sabotage of the campaign: The posters and homepage were sabotaged by Roland. A movie introduced the gallery of characters and the first riddle.

Figure 2: The traditional campaign used as the start of the campaign can be seen to the left. The sabotaged version to the right marked the start of the first riddle and the introduction to the characters.

Figure 3: Screen shot from the campaign web page where the characters and the first riddle were introduced.

(3) Riddles 1-7: Riddles were introduced on the homepages and through text messages sent to the children that had registered on the homepage. For each riddle solved the schools received points in the competition against the other schools. For some of the riddles, the points were given in relation to how fast the children solved them in order to take advantage of the fast communication through mobile phones. During the campaigning period the children could keep track of their position in the competition on the web page.
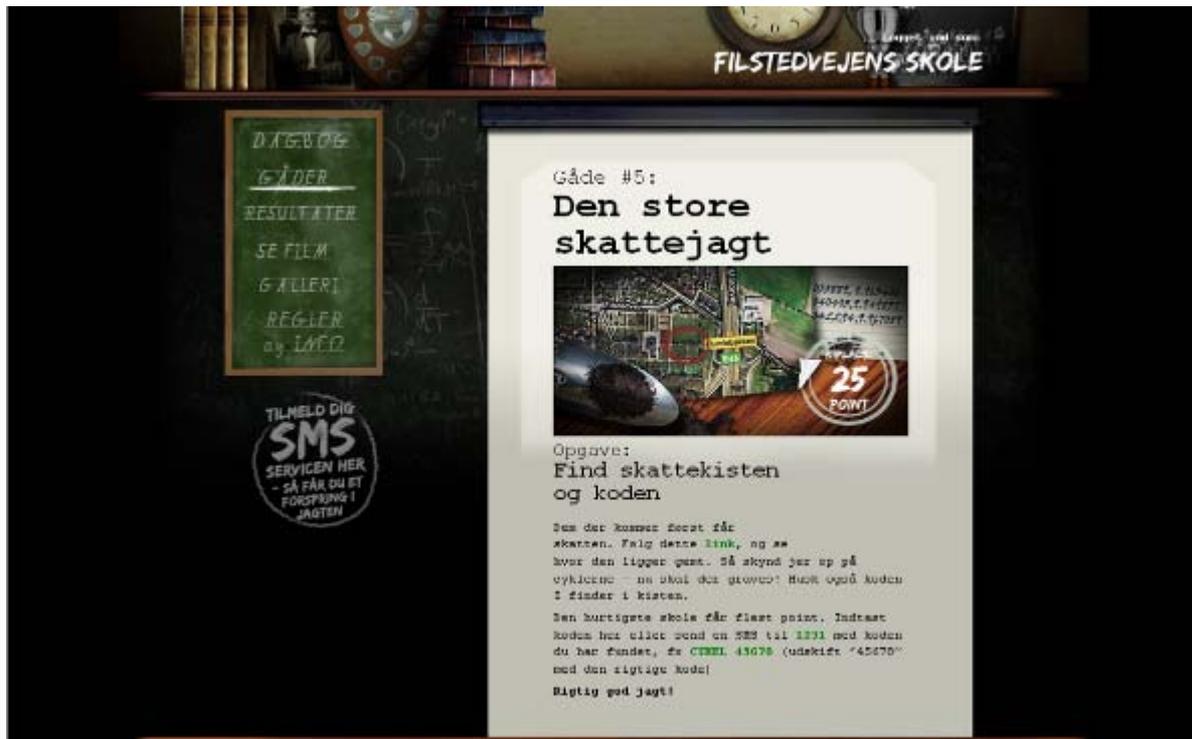
Figure 4: Screen shot from web page that introduced one of the riddles where the children were asked to cycle to a specific location near the school to find the code and a "hidden treasure".

Figure 5: Screen shot from the web page with one of the riddles where the children had to take and upload pictures of themselves together with a bike and a signpost.

(4) End of campaign – a winning school was found: Due to the children solving the riddles, the tickets are rediscovered and the winning schools announced. Because two schools had the same points, both schools were announced as winners and will participate in the concert. The concert will be held on the 29th of October 2010.

4.3 Communication

The campaign included communication with the three identified target groups: school children, the schools and the parents. The communication with these groups is described below.

In relation to the school children the campaign was communicated directly at them in order to engage them without their parents or teachers having to act as a communication link. The aim was to create a campaign at the children's level. Therefore, web pages and text messages used a language directed at the children. Furthermore, flyers and slap wraps were distributed in the schools, and posters were hung up.

Even though the campaign did not depend on the active engagement of teachers or schools, the schools had to be informed and give permission to display campaigning material. Furthermore, the schools had to send out information to the parents. Therefore, the schools were contacted several times before and during the campaign. First, a letter with general information about the campaign was sent out to the headmasters. The letter was followed up by phone calls to all the schools. The purpose of the phone calls was to get the schools' acceptance of the campaign. One of the 18 schools was not interested in participating in the campaign due to a large number of children living far away from the school and therefore not having the possibility to cycle to school.

Secondly, just before the start of the campaign, the schools received an information letter for the parents to distribute among the involved children. This letter was also followed up on by a phone call. Thirdly, during the campaign, a letter for the teachers responsible for road safety education was sent out. This letter informed about the campaign and encouraged the teachers to introduce the campaign to their pupils.

The parents received information through the letter distributed by the schools. This letter included background information about the campaign and how the campaign sought to use the mobile phone as a way to communicate with the children. Some of the schools published this letter on their homepages, while other schools distributed it in paper for the children to take home.

Flere skal cykle i skole

Af Lise Stenbro
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AALBORG: Fremover skal flere elever cykle til og fra skole. Det er målet med en ny kampagne, som Aalborg Kommune har søsat på 17 af byens skoler.

"Cykel til skole" kampagnen har skrottet de traditionelle foldere og plakater til fordel for en mere dynamisk og interaktiv kommunikation, hvor eleverne skal bruge internet og mobiltelefon til at løse en række opgaver og gåder.

Svarer man rigtigt, deltager man i en konkurrence om at vinde en koncert på skolen, og håbet er naturligvis, at eleverne vil tage den ny kampagne-form til sig.

Kampagnen, som retter sig mod elever i 5. - 7. klasse, støttes af EUs Archimedes-projekt, der arbejder for sikker, bæredygtig og energirigtig transport i byer.

Ifølge en ny undersøgelse bliver en femtedel af eleverne i 5.–7. klasse kørt i skole i bil. Og dét tal vil Aalborg Kommune gerne reducere til maksimalt 10 pct. i byområder og 20 pct. i landområder inden 2020.

Figure 6: Example of an article from the local newspaper (3-09-10) about the launch of the campaign.

In addition to the communication related to the campaign, a press release was sent out just after the sabotage of the campaign. The press release resulted in several articles in local newspapers. A new press release will be sent out related to the concert for the winning schools.

4.4 Problems Identified

Participation in the campaign could be followed directly on the web page and in the beginning the school children were less active than expected. Due to the slow start extra flyers and extra information for the teachers responsible for road safety education were sent out. After this, an increased activity of school children was registered on the homepage. Therefore a lesson learned was that massive information at the start is important to get the school children engaged. Here the schools could have played a larger role.

The activity on the homepage showed once a hand full of children at each school were active this seemed to spread quickly to a lot of children at the school. Obtaining a hand full of active school children at each school was the hard part though. A way to handle this problem could be to ensure that at each school are some pupils that could work as "ambassadors" for the campaign.

4.5 Future Plans

The evaluation of the campaign will take place in winter 2010. The evaluation will include both a registration of how the campaign affected the children's use of the bike and the children's attitude towards the campaign.

Depending on the results of the evaluation the campaign might be re-launched at the start of the new school year in August 2011.