

GUIDELINES FOR IMPLEMENTERS OF Travel Training for Public Transport



What is it about?

Characteristics

Travel training aims at enabling passengers to make independent use of public transport without fears or concerns.

- The principal target groups are older people, people with disabilities or learning difficulties, and school children. Each target group needs a tailored approach.
- The content of the training needs to be tailored to the needs of the trainees and can cover a range of different aspects (e.g. physical accessibility, planning a trip, handling of information sources, ticketing, and behavioural aspects).
- The format of the training needs to be tailored to the specific target group (e.g. short-term courses, longer-term training or playful travel games for children).
- There is an important marketing component to this activity: training can help to gain new or keep current customers in public transport.

The concept is becoming increasingly popular, but is still no mainstream measure in public transport. Due to low costs and easy implementation, it is highly transferable.

Key Benefits

Travel training for public transport:

- makes a variety of users with special needs feel safer, more comfortable and secure when using public transport;
- enables independent mobility and facilitates social inclusion;
- helps keep existing and gain new customers, and provides an improved image for public transport operators;
- reduces the need for special transport services (e.g. through training schemes for people with special needs), with potential financial savings.



Training for older bus users in Salzburg
Photo: StadtBus Salzburg

Travel training for older people in Salzburg, Austria

Older people are an increasingly important user group in public transport. The ageing of society poses new challenges to public transport operators to ensure that this customer group is provided with a high quality service. Falls and accidents are a serious threat to older people during public transport trips. In order to encourage older people to use buses and to give them tips and tricks on how to prevent accidents, the Salzburg bus operator (StadtBus) in co-operation with the local interest group ZGB (Centre for Generations and Accessibility, Salzburg) started a training scheme for older passengers in 2004.

Participants of the training are invited in small groups to the bus depot, where a bus is made available for the training session. Additionally, a transport safety handbook was published, and a variety of other marketing measures that address the target group of older people was successfully introduced. Many older people use the bus more frequently and feel safer after the training. The travel training for older people has been successfully established in Salzburg. It not only receives positive feedback from users, but also international attention from others that want to learn from these experiences. The concept has been constantly refined over time.

Uptake in NICHES+ Champion Region Artois-Gohelle, France

The local transport authority Syndicat Mixte Transports (SMT) in Artois-Gohelle, northern France, intends to develop a similar scheme as in Salzburg. NICHES+ supports the exchange on the topic via site visits and workshops that help to develop a tailored scheme for Artois-Gohelle.

Is this something for us?

Travel training for public transport is a concept that is suitable for a wide range of conditions and target groups and is applicable all over Europe.

Key conditions for implementation are:

- dedicated will and motivated team to improve accessibility of public transport with “soft measures” for a specific target group;
- support from decision makers in public transport company and/or local authority;
- close communication with trainees and interest groups in developing and fine-tuning the training concept;
- kick-off funding to get a scheme started and long-term commitment to keep it running.

Check list

City size	No restrictions
Costs	Comparably cheap measure that can be developed in stages from a small scheme to wider activities. Mainly staff costs plus moderate costs for marketing material.
Implementation time	Depending on scheme, planning time and preparation of training materials can take up to a year. Quick implementation
Stakeholders involved	<ul style="list-style-type: none"> • Transport operators and authorities; • Interest groups / charities; • Local authorities; • Schools (training for children).
Undesirable secondary effects	None

“Demographic changes force public transport companies to adjust their services to the specific needs of older passengers. Travel training helps to keep and gain senior citizens as clients, prevents accidents and enables older persons to stay mobile and take part in life.”

Angelika Gasteiner,
Customer Service & Marketing,
StadtBus, Salzburg

“We think it is crucial that older people take part in city life. Travel training is a way to help them move and to avoid social exclusion.”

Jean-Luc Wery,
President Syndicat Mixte Transports
Artois-Gohelle, France
 (NICHES+ Champion Region)

“Travel training for children is crucial, as they are the transport users of the future. Nowadays many pupils of 12-14 years old have never used public transport.”

Diego Fernandez,
Deputy Mayor, City of Burgos, Spain
 (NICHES+ Champion City)



Individual training scheme for young people with special needs in Manchester
 Photo: MTPP

Benefits

Travel training can have a big impact on the trainee's life by enabling the independent use of public transport. This is the most important benefit. NICHES+ focuses on the target groups of older people, young people with learning disabilities and school children. For each group, specific benefits can be described.

Short training courses for older people:

- make older people feel safer, more secure and comfortable;
- contribute to making senior citizens use public transport and reduce car use;
- enable people to stay independent as long as possible;
- reduce accidents with older people in public transport vehicles (e.g. in Salzburg 64% of all accidents in buses and at stops involve people over 65 years old);
- improve the image of the public transport operator that offers a training scheme.

Individual training courses for young people with special needs:

- help trainees gain confidence and independence. They feel less vulnerable and more self-assured;
- have a positive effect on social activities and school attendance;
- promote decision making, time keeping, responsibility and other important life skills;
- give confidence to parents to be less worried when their children are out alone;
- generate higher use of conventional public transport and can reduce costs of special transport services;
- reduce car use for trips to school ("green effect").

Playful travel training for school children:

- can strengthen independence. Children are enabled and encouraged to use public transport on their own. This is particularly relevant when they change to a secondary school and have a longer journey to school;

- guarantees higher safety and security as children learn about dangers (e.g. effect of emergency braking);
- gives a positive image to the public transport operator;
- creates a "green effect": fostering use of public transport not only among school children, but also among parents and teachers (side effect);
- brings about a long term marketing effect: school children are future clients.



Mubi-Race rally for school children in Munich
Photo: MVG Foto, Kerstin Groh

Munich Mubi-Race scheme, Germany

Mubi-Race is an initiative that aims at enabling pupils aged 10 to 13 to independently use public transport in Munich and to create awareness for environmentally friendly travel options. Advantages and disadvantages of different mobility options are explained and compared. Mubi-Race can be described as a kind of playful travel training for children, consisting of school lessons and active parts like a city rally by means of public transport. 2010 is the sixth year of the initiative. The Munich public transport operator MVG is the initiator of the scheme. The initiative is carried out in co-operation with the local NGO Green City.

Costs

Travel training has, compared to for example infrastructure measures, relatively low costs.

The **principal cost factors** are:

- **staff time:** depends on the kind of scheme. Individual training schemes for people with disabilities or learning difficulties require more time. Travel training for older people and children can be carried out relatively time efficiently (e.g. permanent part time staff at operator or sub-contracted NGO);
- **marketing material:** this can range from a simple brochure to a whole set of materials (e.g. Freiburg travel training for children even includes a tailored website and movie on climate change).

On the other hand, one has to consider **potential cost savings or additional revenue from new customers:**

- potential cost savings through the **reduction of special transport services;**
- **increased patronage with more older people using public transport.** Older people are an important target group (e.g. Stadtbuss Salzburg: approximately every third passenger);
- **travel training for children** can also influence **parents and teachers** to use public transport more often as an evaluation of the Munich Mobic-Race scheme shows. Moreover, it is likely that children that are **loyal public transport users** are also more loyal customers when they grow up.



Trainees of MTTP training scheme

Photos: MTTP

Manchester Travel Training Partnership (MTTP), UK

The Manchester Travel Training Partnership is an innovative scheme that teaches children with special needs (learning difficulties and/or disabilities) to use public transport, and increases their independence. The scheme uses a one-to-one training approach. Trainers develop an individualised training programme that is tailored to the specific needs of each child. The trainers accompany the young people with special needs till they are able to travel independently. The scheme is funded by the Learning and Skills Council (LSC) and politically supported by Manchester City Council and the Greater Manchester Transport Executive. The local Lancasterian school has been commissioned to manage the MTTP and to carry out the training. The project is now looking at the council to secure the funding for the mid to long term as savings become apparent. The monthly costs in the first year for one manager, 5 travel trainers, a base and expenses were around £12,000 (approx. €13,200).

Essex travel training, UK – proven cost savings

The scheme, established in 2006, provides travel training to around 200 young people and adults with additional needs per year. The focus is on enabling them to independently access everyday activities, such as education, employment, training or leisure. Before the training, many of the trainees relied on special transport services, predominantly taxis, which were paid by the local authority. The travel training scheme helped to reduce the need for these transport services. So far, cancelling these contracts has saved the council approx. € 500,000 across the Education and Adult Social care budgets. Even more importantly, the training scheme has a big impact on the trainees' lives by giving them more independence and confidence.

Users & Stakeholders

Users and target groups

Principal target groups for travel training are:

- **older people** who do not know how to use public transport and/or do not feel safe. The training should be open to all senior citizens, while it seems most appealing to the group 75+;
- **people with learning difficulties** need individualised training that responds to their situation and helps them to use specific public transport services or the whole network independently. This includes children, teenagers and adults;
- **school children:** in many places children do not learn how to use public transport from their parents. Often they are taken to school by car. Travel training can help them to become independent users of public transport and also has an important marketing element. Pupils that change to secondary schools and widen their scope of activities are in the ideal situation to participate in a training;
- **users with disabilities:** this is a very heterogeneous group, which includes for example people with physical disabilities, reduced sensorial abilities, cognitive disabilities or mental impairments. It also concerns people with newly acquired disabilities (e.g. after an accident). This requires a range of tailored approaches from individual one-to-one training to short-term courses in groups.

This guideline is based on the experiences of case studies. NICHES+ focused its analysis of training schemes on the target groups of older people, young people with special needs (ranging from learning disabilities to physical impairments) and school children. The visually impaired require a specific training approach, which could not be analysed in detail within the scope of the NICHES+ project.

Key stakeholders for implementation

The **core team**, which closely works together on realising a scheme, should be small enough to work in an effective and efficient way. The composition depends on the concrete aims and target group of the training.

Each project needs an initiator. This should be a person or an organisation that has the interest and possibility to drive the implementation process forward. The stakeholders in such a position could be public transport operators, associations, authorities, local authorities, politicians or interest groups.

The core **project team** that works together to introduce and run a training scheme often includes some of the following stakeholders:

- **public transport operators and associations** have a key role to play. They may kick off the discussion to implement a training scheme, provide funding and staff for planning and carrying out the implementation. In many cases they make available vehicles and tools for the training. Often they closely cooperate with other partners such as local interest groups to provide the training;
- **local authorities or public transport authorities** can also act as initiators of the process. They may provide funding and support planning and implementation;
- **interest groups** (e.g. for older people) may have a crucial role as initiator of the process and to lobby for support among the local operator and public authority. In some cases they are sub-contracted to plan and carry out a training. They also have a key role in communicating with the target groups.

Co-operation partners

Depending on the target group and aims of the training a range of co-operation partners need to be addressed by the core project team, for example:

- **families, teachers, carers:** often it is necessary to convince them that travel training is a good thing for the trainee, e.g. by using a video of former trainees who explain the benefits (example MTTP). In the case of travel training for school children, teachers and parents may even have a key role as trainers or in providing training support;
- **local politicians** may become “champions” that support ongoing funding for a scheme;
- **the media** should be involved to raise awareness for a scheme and to show its benefits;
- **health services** (e.g. in case of travel training for people with learning difficulties) may become important co-operation partners to work towards common aims (independence of trainees, reduction of special transport services);
- **public authorities on different levels** (local, regional, national, EU) are important frame setters (e.g. legal requirements for accessibility) and may provide funding.



Travel training for school children in Freiburg

Photo: VAG Freiburg



Learning about dangers

Photo: VAG Freiburg

Travel training for school children in Freiburg, Germany

The Freiburg public transport operator VAG developed a comprehensive package of measures for the mobility education of children and young people. A particular focus lies on the age group that changes from primary to secondary school and becomes more independent (in Germany around 10 years old). These children often use public transport for the first time to get to school or leisure activities.

The aim of these activities is to encourage independent and safe use of public transport (bus and tram) in the Freiburg region and to gain and keep the customers of the future. Teachers and VAG co-operate closely in showing the children how to plan a trip and how to make it safely on their own.

VAG has a dedicated staff member for marketing activities towards young people and children who co-ordinates the scheme. Activities include the provision of a “teacher suitcase”, a “bus-and tram school” at the depot of VAG, a city rally by bus and tram in the city, a “climate lesson”, the tailored website “Zitty Sörfer” for children and a lot of fun stuff as board games or a mascot. The measure is very successful and meets increasing demand.

NICHES+ Champion City Burgos

The City of Burgos is looking into establishing a travel training scheme for public transport that is focused on school children. Building on previous activities in mobility education like a “walking bus” or the use of the bicycle, the local council works with an NGO and an advertising company on preparing a scheme. NICHES+ supports the knowledge exchange on the topic with the travel training schemes in Freiburg and Munich.

From concept to reality

Preparation



Key aspects at this stage

Different target groups require different approaches. This guideline therefore provides specific information on setting up training for older people, young people with special needs and school children.

Travel training for older people

Dedicated initiators and close link to users

The initiator can be a public transport operator or an interest group for older people. As shown in the Salzburg case, a close co-operation between the local transport operator and a local interest group to develop and set up a training scheme can be very fruitful. The interest groups usually have close contacts with the community of older people and provide a good understanding of older people's needs.

The trainers need high levels of empathy to work with older people. There should be a responsible staff member at the public transport operator who gives a "face" to the training scheme and can be approached by the older people directly with their concerns.

In the preparation phase it is crucial to already get in touch with the older community via interest groups, older people's clubs etc. and to collect user input.

Decision makers' support

Managers of public transport companies and local politicians that are needed to support the set-up of a training scheme often need to be convinced of its value. The mega-trend of an ageing society and the high number of older public transport users can be key arguments to make older people a priority group in a strategy for enhanced accessibility and more user orientation in public transport.

Kick-off funding

Travel training can be considered a low cost measure, but requires some dedicated funding to get it started. Sufficient time available for responsible staff and a budget for developing the scheme and for producing marketing material is especially needed in the start-up phase.

Information material

The first marketing material to be developed should be an easy-to-read brochure with information for older people on the safe use of buses, fares and services for senior citizens. Such a brochure can be developed within a few weeks. In Salzburg, more than 20,000 brochures have been distributed over the last 5 years.

Designing the training scheme

Experience shows that two sessions on two days with small groups in the bus depot provide sufficient time for addressing the relevant training topics in a relaxed atmosphere. A bus or tram with driver is needed and a room where the group can meet. Training topics should focus on how to use a bus safely. This should include practical exercises in the bus or tram.

Start small and expand later

The training activities can start with a few courses. The experience and user feedback from these events is helpful to further fine-tune and expand the training scheme step-by-step if desired. This can also include courses for older people with special needs (e.g. wheelchair users).

Salzburg – interest group and operator teaming up in travel training for older people

Key stakeholders for planning and implementing the training are the public transport operator "StadtBus" and the NGO ZGB (Centre for Generations and Accessibility), which closely co-operate on the travel training activities.

StadtBus, as part of Salzburg AG which is operating the urban public transport services, is paying particular attention to older public transport passengers and provides innovative services and marketing approaches for this group. The activities relate to training (passengers and drivers), public relations, marketing and information. The communication topic is addressed via an ombudswoman and thanks to the lively dialogue between the public transport operator and the older community, there is much involvement of stakeholders.

The ZGB is an association responding to the demographic challenges ahead. It offers innovative educational and awareness-raising seminars as well as consulting services. One of the fields of activity is mobility for senior citizens. ZGB works closely with Salzburg AG in addressing older people's needs in transport and in setting up and carrying out the training activities.

Young people with special needs

Building on existing networks

A training scheme may build on existing initiatives and experiences. In most places, a variety of stakeholders is working with young people with special needs. These may be public authorities, schools or local interest groups, which are often linked up in existing networks. The initiator of a training scheme for young people with special needs should come from this group of stakeholders, which best understands their needs. A working group of stakeholders could come together to agree on a common approach. This could lead to a central unit that develops and carries out a training scheme and is serving a whole city or region.

Political support and kick-off funding

Fostering the independence and mobility of young people with special needs should be a priority aim. Special transport services are not always the best solution to respond to their needs. The potential of training schemes to benefit the trainees and to reduce special transport services should be highlighted to convince decision makers when looking for political and financial support. It is also worth looking into available funding programmes that might provide pilot funding to start-up a scheme.

Staffing requirements

Schemes that involve individual training can be relatively time consuming, but deliver lasting results for young people with disabilities. Offering a citywide approach requires a co-ordinator and several trainers with special skills, which can be obtained through training courses or from experienced travel trainers.

Designing the training scheme

The target group is diverse and ranges from young people with learning disabilities to young people with physical disabilities. This requires tailor made programmes for each individual trainee. The training is thus an individual one-to-one scheme, implying that each trainee receives a personal trainer who teaches his protégé how to use public transport. The trainer accompanies the trainee until a sufficient level of self-confidence and knowledge of how to use public transport has been achieved. Teachers and parents are closely involved in developing the training programme and receive feedback on the progress.



Trainee in Manchester programme for young people with special needs

Photo: MTTP

School children

Initiating a scheme

The local transport operator usually plays a key role in kicking off a travel training scheme for school children and in providing the necessary funds, but also local authorities may take the initiative. Ideally, the scheme becomes an integral part of the marketing strategy of the public transport operator. Local interest groups may also be the first to approach a local transport operator for starting up a training scheme.

Dedicated staff

It should be ensured that either within the public transport operator a person has sufficient time to develop and carry out the scheme, or that an external partner, such as a local interest group, is subcontracted to do this.

Elaboration of training approach

The first step is to clarify what the training scheme should include. A good start for a scheme that can be expanded later could be: theoretical lessons about using public transport, a practical 'bus school' to demonstrate safety and behavioural aspects, and a city rally to practice the acquired knowledge. A legal check of liability issues should be carried out at an early stage as this may influence the format of the training.

Training material

A first step is to develop training material i.e. brochures as well as teacher folders with slides and exercises (see picture). Teachers and possibly children should be involved in the development to tailor the content to the needs of both groups. A professional marketing agency for layout and presentation should be involved.

Link up to schools and teachers

Schools and teachers play a prominent role. On the one hand it is necessary to raise interest for the training and its benefits, on the other hand teachers are needed to carry out parts of the activities, which often require some extra work for them. Some schemes offer teacher training to make them familiar with the approach and content.

Ideally, travel training should be incorporated into the official curriculum of schools, but this requires lobbying with the responsible authorities and some time.

Teacher suitcase in Freiburg, Germany

This suitcase includes overhead transparencies, master copies, quizzes, and painting sheets, which can be selected flexibly according to age group and desired focus of the lessons. A range of topics are covered which can be used by the teachers in a tailored way, e.g. facts about public transport, vehicles (buses and trams) and how to use them, bus and tram stops and what kind of information they provide, planning a trip (network and schedule), and getting in touch with the operator.



Freiburg teacher suitcase with information and exercises

Photo: Rupprecht Consult

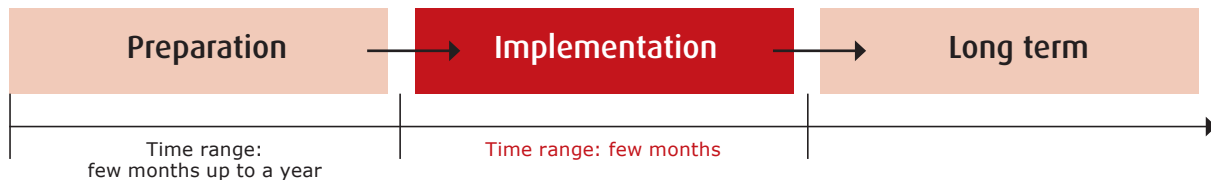
Check list for travel training preparation (all target groups)

Ready for implementation? ✓

- | | |
|--|--|
| Decision-makers support scheme | |
| Kick-off funding confirmed | |
| Training approach and content defined | |
| Marketing or training material developed | |
| Crucial co-operation partners involved | |

From concept to reality

Implementation



Key aspects at this stage

The implementation phase includes the first training courses till the scheme has been established.

Older people

Communication and PR

Older people should be made aware of the training offer through tailored communication means and channels. This can include the use of newspapers or information papers of older people's associations. Ideally also personal communication is offered, e.g. at a stand in the marketplace, where older people can ask their questions. Visiting meetings of older people's associations can help to raise interest for the training offer. Communication is key as it is not always easy to work with older people. Patience is a must.

Carrying out the first training

Older people should have the opportunity to sign up by phone. They should receive a written confirmation with all relevant information. The scheme could follow the Salzburg approach, described on the right, which has been tested and refined over the years.

Bus driver training

Bus drivers need to be made aware of the needs of older people and should practice driving skills such as driving safely and stopping close enough to the curb to make (low-floor) buses easily accessible.

Media involvement

Local newspapers or TV-stations can be asked to report about the training schemes and the benefits. This can also help to activate support among decision makers.

Training format and content in Salzburg, Austria

The training takes place on two separate days. In order to avoid stress and discomfort for the older people the training takes only two hours per day, and involves only a small group of max. eight persons.

The training takes place in a standing vehicle, with three trainers and the bus driver. It is crucial to consider the needs of older people in terms of accessibility and toilets when selecting the venue, while also foreseen social elements such as coffee breaks and providing a warm and individual welcome.

The training is held in a quiet and protected environment. It consists of two sessions. Topics of the passenger training are for example:

- how to stand and sit on a bus (balance);
- how to get on and off a bus;
- function and location of the opening buttons (for the doors);
- tips for where to leave handbags;
- how to enter a bus with a stick and with a walking frame;
- train older people on how to get a seat on the bus and encourage them to ask for a seat.

After one hour of training on the bus, the second hour is the "service hour", to listen to the trainees' concerns (e.g. buses not stopping close enough to the sidewalk, and high entry buses). Feedback is provided to the questions of the older people (also regarding what bus drivers cannot do and why). Information on the telephone hotline and complaint service is provided.

On the second day, a bus practice ride is made with several interchanges and then the course ends at a café (social aspect). At the end of the training, a large-scale network map and timetables are provided, together with a special safety brochure for older people. Little presents are much appreciated as nice detail.

Source: Excerpt from AENEAS project – summary of a two day training event for older people. For more information:

<http://www.aeneas-project.eu/gper/example.php?id=113>

Young people with special needs

Convincing parents and teachers

Teachers and parents should be closely involved in developing the training programme and should receive feedback on the progress. Often they have concerns about safety or possible bullying. This can be addressed at home visits and by showing the positive experiences of parents and former trainees that now travel independently (e.g. movie with statements).

Carrying out tailored training scheme

The training scheme should be developed individually with each trainee. The Manchester example on the right shows how this can be done. On average, the training takes six to eight weeks, but there are also much longer and shorter periods as each trainee is different.

Media involvement

Involving the media and decision makers when starting a scheme or celebrating successes can help to ensure continued support and funding.

Document the success

In Manchester, one co-ordinator and 5 travel trainers empowered more than 50 young people to travel independently in the first 2 years of operation. Training schemes can also help to save costs on special transport services. Therefore, it is advisable to document the number of people that do not need these services any more. It can become a key argument for continued funding.



Individual training approach of MTTP

Photo: MTTP

Three steps of the MTTP training approach, Manchester

Stage 1: The first stage is going to the home and school to get to know the young person, learn about his needs and find out how much experience he has with going out. With the young person we will then look at his journey with him, show him different ways of finding out information and think about the dangers they may encounter. Get them to think about behaviour when out, and the skills that they will need. We will take them out to look at road safety and the nearest bus stop.

Stage 2: The young person is escorted on his journey and tries out alternatives before deciding on the best route. Then it is a matter of setting objectives with the young person geared around the difficulties he may be having. This could be connected with any part of his journey, from getting ready to leaving the house on time, remembering the route, crossing the road safely, recognising the correct bus and knowing how to stop it. It is amazing how many skills are needed to catch a bus. No young person will struggle with them all, but each will have his own. A wheelchair user will have to learn how to get on the bus safely whereas someone with speech difficulties will need to learn how to communicate with the driver. The great thing about one-to-one travel is that whatever the needs of the young person may be, the training can be tailored to suit them.

Stage 3: When all parties are happy then the young person begins to try out the journey on his own. This involves the trainer shadowing the young person at first during all parts of the journey then gradually withdrawing by following on the next bus and finally just watching parts of the journey to make sure key aspects are being put into practice.

Source: MTTP video

School children

Making the training offer known

Raising awareness at the beginning of a training offer requires some effort. Official communication channels like letters to all schools through the responsible administration can help to spread the news. Personal visits to schools with presentations of the project help to establish contacts with teachers that are willing to participate. When the first training sessions have been successfully carried out, usually word-to-mouth generates demand for the trainings.

Training elements

The training can include a range of different elements, such as:

- theoretical lessons given by teachers on how to use the local public transport independently and safely, which may be supported partially by the project team;
- a rally through the city where pupils can test their knowledge;
- a visit to the bus or tram depot, with practical demonstrations of safety and security issues and to explain how the public transport company works.

Teachers can take a strong role in covering the theoretical aspects. This can be prepared by a teacher training and supported by professional trainers from the project team. The box on the right gives some details on possible training elements.

Addressing safety and security concerns

It needs to be ensured that children acquire the necessary knowledge to safely participate in the rally. The children will not be left on their own during the rally but are accompanied by teachers, parents or the project team and always can reach a helpful contact person via mobile phone.



Demonstrating dangers at a bus stop
Photo: VAG Freiburg

Munich Mobi-Race school lessons and rally

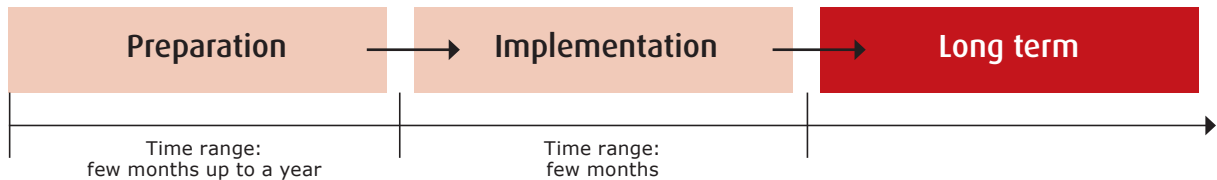
To prepare the work with the children, a training course for teachers is offered which explains how Mobi-Race works and how responsibilities are distributed. The Mobi-Race usually takes place in May, June or July. It takes 2-3 mornings to run the whole programme. The first 1-2 mornings are filled by playful lessons on mobility, which are given by the teachers and partially supported by a member of the project team from the organisation Green City. A brochure and working sheets are made available by the public transport operator MVG. On the last day of Mobi-Race, the teachers are supported by a team of MVG and Green City staff in carrying out the actual city rally with the children in the centre of Munich. The pupils are testing their newly gained knowledge by using public transport in small groups and answering questions on the topic. After the rally, a prize awarding ceremony for the winners takes place in the classroom.

Freiburg – “Bus and tram school”

The focus is on practical safety training in the bus and tram depot of the public transport operator VAG, often combined with a visit to the maintenance areas for bus and tram. Also the upholstery repair shop is visited to raise awareness for the costs of vandalism. The children are accompanied by teachers and parents. A demonstration of an emergency braking when a dummy is thrown in front of a bus is one of the highlights. The visit is quite interactive and VAG receives a lot of positive feedback from the participating children, teachers and parents.

From concept to reality

Operation



Key aspects at this stage

For this phase some generalised conclusions can be drawn for all target groups.

Evaluation and continued support

Not all travel training schemes are evaluated. It is however advisable to run at least a simple evaluation via a survey (see Munich example on the right). This can help to optimise the training approach and to activate continued support among decision makers and funding parties.

Possible extension and complementary elements

Usually a training scheme starts small and, building on the first experiences and successes, can be expanded in number of trainees or activities. This can also include a wide range of complementary activities that depend on the target group.

The public transport operator in Salzburg and the organisation ZGB (Centre for Generations and Accessibility) for example organise a mobility day for older people, which is an exhibition of mobility related services and products for older people and helps to get in touch with the target group.

The Freiburg public transport operator VAG has a wide range of activities for children such as a tailored website with travel information, a free trial ticket or special classes on climate issues.

Work on a more accessible public transport in general

Travel training can help to enhance the accessibility of public transport, but it should go hand in hand with a more accessible public transport system in general (accessible infrastructure, information etc.), ideally in an integrated accessibility strategy.



Satisfied older trainees in Salzburg...

Photo: StadtBus Salzburg



...and younger ones at the Mobi-Race rally in Munich

Photo: MVG Foto

Evaluation of a scheme: Mobi-Race

The results of Mobi-Race are evaluated through a survey among pupils, teachers and parents. This also provides the public transport operator MVG with data about user behaviour and the image of public transport. The evaluation shows that nearly all pupils are enthusiastic about the rally. The pupils stated that they learned a lot about public transport and had much fun. Also the majority of parents and the teachers were very satisfied with the Mobi-Race offer. The image of MVG improved among the pupils and parents.

Further information & contacts

Further information

1. Example cities

Salzburg. StadtBus AG and ZGB (Centre for Generations and Accessibility), travel training for older people:

www.salzburg-ag.at/verkehr/stadtbus/servicekontakt/obus-senioren/ (German);
www.zgb.at/seniorinnen/mobilitaetstraining_01.php (German); and
www.aeneas-project.eu/docs/KrakowTraining/AENEAS_WS_Angelika_Gasteiner.pdf (English presentation)

Munich. MVG and Green City, Mobi-Race rally for children: www.mvg-mobil.de/mobi-race.htm (German)

Manchester, MTTP, Manchester Travel Training Partnership for young people with special needs: www.lancasterian.manchester.sch.uk/travel-training.htm (check out the online video) and case study on OSMOSE portal www.osmose-os.org (English)

Essex Travel Training. Provided by Essex County Council: www.travel-training.co.uk/

Freiburg, VAG, travel training for school children: www.vag-freiburg.de/schueler.html (German) and case study on OSMOSE portal: www.osmose-os.org (English)

2. Further sources of interest

Department for Transport 2007, UK. Travel Training Schemes - a review of travel training schemes in England. Available from: www.dft.gov.uk/pgr/inclusion/tts/

GMPT 2005 (Greater Manchester Passenger Transport Executive). Travel training good-practice guidance. Available from: www.gmpte.com/upload/library/training_guide.pdf

AENEAS project on urban mobility of older people: www.aeneas-project.eu

Contacts

Angelika Gasteiner, StadtBus Salzburg, travel training for older people, e-mail: angelika.gasteiner@salzburg-ag.at

Susanne Schinagl, ZGB Salzburg, Centre for Generations and Accessibility, travel training for older people, e-mail: susanne.schinagl@zgb.at

Manchester:

Kevin Northrop, Manchester Travel Training Partnership, travel training for young people with special needs, e-mail: k.northrop@lancasterian.manchester.sch.uk

Ann Thornber, Manchester City Council, Learning Strategy Officer, e-mail: a.thornber@manchester.gov.uk

David Partington, david.partington@gmpte.gov.uk

James Lomax, james.lomax@gmpte.gov.uk

Jackie Brewer, Essex Travel Training, e-mail: jackie.brewer@essex.gov.uk

Ute Vasen, VAG, Freiburg local transport operator, travel training for children, e-mail: ute.vasen@vagfr.de

Florian Paul, MVG, Munich public transport operator, Mobi-Race travel training for school children, e-mail: paul.florian@swm.de

Vanessa Mantini, Green City Munich, Mobi-Race, e-mail: vanessa.mantini@greencity.de

Matthias Fiedler, Rupprecht Consult, Cologne Germany, coordinator of AENEAS project on urban mobility of older people, e-mail: m.fiedler@rupprecht-consult.eu

Sebastian Bührmann, Rupprecht Consult, Cologne, Germany, analysis of travel training schemes, author of this brochure, e-mail: s.buehrmann@rupprecht-consult.eu

For more information on the project, contact the NICHES+ Coordination at Polis: e-mail: icre@polis-online.org phone: +32 2 500 56 76

Acknowledgments

The NICHES+ Consortium would especially like to thank Angelika Gasteiner, Vanessa Mantini, Kevin Northrop, Florian Paul, Susanne Schinagl and Ute Vasen for reviewing a complete draft version or parts of this document, as well as all experts that participated in NICHES+ working group meetings and interviews (see www.osmose-os.org for expert database).

The mission of NICHES+ is

to build on the success of the first NICHES project by stimulating a wide debate on innovative urban transport and mobility between relevant stakeholders from different sectors and disciplines across the EU and accession countries, in order to promote the most promising new urban transport concepts, initiatives and projects and transfer them from their current "niche" position to a mainstream urban transport application.

This publication is part of a series of 13 publications presenting the NICHES+ outcomes.

Photo on title page:

MTTP, Manchester

Prepared for the European Commission by:



Author:

Sebastian Bührmann, co-author Salzburg case study: Matthias Fiedler

June 2010

NICHES+ team

Polis (coordinator), Rupprecht Consult, Newcastle University, University of Southampton, EUROCITIES, Transman

Further information on NICHES+

www.niches-transport.org
www.osmose-os.org



NICHES+ is a Coordination Action funded by the European Commission under the Seventh Framework Programme for R&D, Sustainable Surface Transport

