

Campaign the campaign implementation report

Author: Ioanna Moscholidou (WYG)

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Contents

- 1. INTRODUCTION _____ 5**
 - 1.1 What is the Traffic Snake Game? _____ 5
 - 1.2 Work programme _____ 5
 - 1.3 What is the purpose of this report? _____ 6

- 2. IMPLEMENTATION TASKS _____ 7**
 - 2.1 Annual national networking events _____ 7
 - 2.2 Support to local implementers _____ 7
 - 2.3 Building long-term relationships _____ 8

- 3. CONSORTIUM PROGRESS AND FEEDBACK _____ 9**
 - 3.1 Annual national networking events _____ 9
 - 3.2 Providing support to local implementers _____ 10
 - 3.3 Building long-term relationships _____ 11

- 4. NFP PROGRESS 12**
- 4.1 Austria 12
- 4.2 Belgium 12
- 4.3 Bulgaria 12
- 4.4 Czech Republic 13
- 4.5 France 13
- 4.6 Germany 13
- 4.7 Greece 14
- 4.8 Hungary 14
- 4.9 Italy 14
- 4.10 Lithuania 14
- 4.11 Malta 15
- 4.12 Netherlands 15
- 4.13 Portugal 15
- 4.14 Romania 15
- 4.15 Slovakia 16
- 4.16 Slovenia 16
- 4.17 Spain 16
- 4.18 United Kingdom 17

- 5. SUMMARY AND LEGACY PERIOD _____ 18**
- 5.1 Work package actions summary _____ 18
- 5.2 Future outlook _____ 18

1. Introduction

1.1 What is the Traffic Snake Game?

The Traffic Snake Game Network (TSG Network) establishes an effective EU-wide and long-term support network to replicate, transfer, and expand the uptake of the Traffic Snake Game (TSG) as a successful proven tool for changing the travel behaviour of primary school children and their parents.

The aim of the TSG Network is to encourage a modal shift from car use to more sustainable modes, such as walking, cycling, public transport (bus, train, tram and metro) and car sharing. By doing so, the network aims to achieve the following objectives:

- To train, guide and support the National Focal Points (NFPs) in motivating and activating cities and/or schools to join and run the improved Traffic Snake Game campaign.
- The introduction of a digital platform to enable the campaign to function as a long-lasting practical platform and tool for campaigning and monitoring an energy-efficient modal split.
- Becoming self-supporting after the project lifespan in order to maintain the action and build up (national) structures for long-term strategic changes.
- To target primary schools to generate a modal shift within the (travel) behaviour of the target group, namely at least 15% more sustainable trips during the campaign and a retention effect of at least 7% after the action.
- All the NFPs will implement the campaign in at least three cities in their country and in at least 80 active schools over the course of three years, resulting in at least 1,440 schools across the network.

1.2 Work programme

The aim of the TSG Network is to build an effective European-wide structure to support the continuation, implementation and improvement of the Traffic Snake Game within EU countries whilst exchanging experience and know-how between key stakeholders in education and transport. The main actions of the campaign include its communication and dissemination, community building at a national and local level, and finally the monitoring and evaluation of the results. Thus the work programme was structured in five work packages (WP) to coordinate these actions. The WPs are listed below:

WP1 – Management and coordination: Overall project management, quality and risk management, and central reporting.

WP2 – Communication and dissemination: communication plan for international, national and local level.

Campaign the campaign implementation report

WP3 – Support services: International marketing plan with National Action Plan for each country

WP4 – Community building at national and local level

WP5 – Monitoring and evaluation tools and reports

1.3 What is the purpose of this report?

The purpose of this report is to provide a summary of the implementation activities that were undertaken during the lifetime of the Traffic Snake Game Network project. This is essentially a summary of the activities that took place as part of WP4.

As explained above, WP4 was focused on the TSG community building at a national and local level. This means that the key focus of this work package was at the national level and included the development of enduring relationships between the NFPs and their local stakeholders and partners. Unlike other work packages that dealt with the campaign as a whole at the international level and were possible to be delivered using a common approach for all the NFPs (for example, the production of marketing materials or monitoring and evaluation of results), this work package had to adopt a more flexible approach at a national level in order for the implementation to be adapted to the local needs and conditions. For this reason, this report highlights the differences in the approaches adopted by the NFPs and shows that there was no right or wrong implementation strategy as the results were all relevant to the local context.

This report aims:

- To provide a review of the activities undertaken at a national and consortium level;
- To highlight successes and issues that appeared during the campaign and identify best practices; and
- To provide an outlook of how the implementation activities will be shaped in the project legacy period.

The report is structured as follows:

- **Chapter 2** will provide an overview of the tasks that were included in this work package.
- **Chapter 3** will provide an overall description of the overall consortium's progress and the feedback received from the NFPs at the final stages of the project.
- **Chapter 4** will provide a summary of the progress each NFP made in the lifetime of the project and highlight the biggest successes and lessons learned.
- **Chapter 5** will provide a summary and evaluation of the implementation activities and will provide information about the legacy phase of the project.

2. Implementation tasks

This section describes the different types of tasks that were undertaken as part of WP4. It also explains how deliverables and outputs of the work package fit within these tasks.

2.1 Annual national networking events

Following the NFP ‘train-the-trainer’ training session in WP3, each NFP started organising annual national events aimed at teachers, transport professionals, curriculum leaders and other stakeholders in order to disseminate the TSG training and raise awareness in their own country. The content of these events includes, but is not limited to:

- Introduction to the TSG and what it is trying to achieve;
- Training on how to implement a campaign (city level, or similar);
- Guidance on how to implement a ‘basic’ or a ‘deluxe’ version and the difference between the two versions (school level); and
- Offer ideas for collaboration and improvement of the campaign.

Each member of the TSG Network has a target of implementing at least three national events during the lifetime of the project. There is an option for an NFP to regionalise their approach, if needed, to match the country’s specific context. Each annual network event aims to encourage new participants to attend each year. The event enables participants to implement a campaign within their city, share experiences, offer suggestions for a ‘deluxe’ version that goes beyond the mere campaign at the school level, and put the topic of transport and mobility on the political agenda. The events also enable local implementation actors to come together and identify potential opportunities for further collaboration and support.

The national networking events are considered to be the most ‘well-defined’ element of this work package. This means that the success of a national event is easier to evaluate than other elements of this work package, and this is often why the NFPs consider them the main focus for this work package. For the same reason, in the analysis provided in this report, greater focus is put on national events.

2.2 Support to local implementers

The NFPs provided continuous support to their national implementers which may include teachers, education associations, Non-Governmental Organisations, or regional and local authorities. The actions that formed WP3 provided training to the NFPs themselves in order to be able to carry out these tasks. Once local implementers joined their national network, the NFPs made sure they kept them engaged by staying in contact with them on a regular basis. This involved:

- Finding out how things are going in their respective cities;
- Answering any questions that they might have had about the project and its progress;
- Providing them with regular feedback on the campaign;
- Updating them on their country's progress; and
- Providing them with information about new concepts to introduce into the campaign etc.

The NFPs were also encouraged to use wider reach means to contact new local implementers in their national network, mainly the TSG network website and social media.

The NFPs received continuous support from the core partners and had the opportunity to raise the local implementers' questions at progress webinars and meetings that were organised quarterly. In addition, if there was specific interest from local implementers, webinars were also open to them in order to provide more direct responses to their questions.

2.3 Building long-term relationships

The NFPs had to work on building lasting relationships with local implementers and develop a policy and networking strategy at national level. At the start of the project, WYG outlined a long-term development plan that was used as a guide by the NFPs. Each NFP focused on the development of their own long-term development plan which was tailored to their needs and capabilities. The aim of the long-term development plans is to look ahead and determine what steps need to be taken in order to build long-term relationships with national, regional or local stakeholders and to continue investment and participation in the TSG campaign as a means to achieve a higher level of sustainable home-school trips. An annual long-term development report was compiled at the beginning of each year which included each NFP's long-term development plan.

The aim of this task is to develop a long lasting legacy for the Traffic Snake Game. Ongoing marketing of the project tools was essential to ensure that the tools are maintained and up to date. Project partners monitored existing social networking websites and posted comments directed to specific target group when possible. When the campaign started from a single city, the NFPs were encouraged to target other 'Snowball' cities (minimum of two) in their respective countries that had not previously taken part in the campaign in order to reach the target of at least three cities in their country. In addition to this, the project partners had to reach the target of a minimum of three new countries who are not participating in the project to become new NFPs. Promoting the benefits arising from the implementation of the TSG within schools in other cities and countries will enable the project to continue beyond its lifetime and secure a long-term relationship amongst the NFPs.

3. Consortium progress and feedback

This section will provide an overview of the progress made at the consortium level in terms of all the tasks that were part of WP4.

3.1 Annual national networking events

The NFPs were required to organise at least one annual national event each year of the campaign. However, not many NFPs chose to organise a standalone national event that only focused on TSG. This was because these events were expensive to organise and they usually had a very targeted audience. Instead, many NFPs chose to join existing events with a wide audience from private and public sectors. The events ranged from education and transport conferences to association and member group meetings, which were focused on specific issues, such as road safety. In addition, some of the NFPs chose to organise workshops for teachers and staff from schools or local authorities that had either agreed to play or were interested in playing TSG. These events were successful because they enhanced the experience of playing the game and achieved continuous engagement from schools and local authorities throughout the campaign.

In terms of audiences targeted, all the NFPs were required firstly to engage with schools and city representatives. In addition to this, NFPs were also encouraged to approach and invite any other relevant partners or potential supporters. Other delegates included local implementers of education and transport related campaigns, educational associations, state government officials, curriculum representatives, charities, NGOs, health sector representatives, environment sector representatives, the police, the fire brigade, and road safety specialists.

Throughout the three years of the campaign the NFPs have adapted their events to the needs and requirements of their countries. For example, some NFPs targeted regional authorities rather than cities because these are the responsible authority for education. Some NFPs chose to organise regional events more than once a year, instead of annual national events, as they found that this was a more effective way to recruit schools. In addition, some NFPs changed the types of events they organised across the years (such as the United Kingdom and Belgium), based on the level of response they experienced in the first year. Some other NFPs organised the same types of events across the three years, as they have been particularly successful (for example, Greece).

The national events helped the NFPs develop a better understanding of the recruitment process and focus their efforts on the right audiences. However, approaches to national events varied considerable across the NFPs. Except for Czech Republic and Slovakia, who were jointly managed by the same organisation, no other NFPs aligned their actions. Some of the lessons learned from national events throughout the campaign are listed below:

- Training events are more engaging and face to face contact increases commitment levels from teachers (all countries);

- General transport sector events are best for contacting local authorities rather than schools (all countries);
- Targeted local events with a similar agenda to TSG (healthy lifestyles, road safety) can help attract more attention on TSG (Netherlands, Romania);
- Continuing contacting schools after the events is crucial (Austria);
- Providing incentives to participate in the events (promotional materials, professional development accreditation) can help attract teachers (Bulgaria, Portugal);
- Stands at conferences are not ideal means to attract attention (Belgium, UK)
- Training people who can then recruit schools can increase the scale of recruitment (Spain); and
- Targeting the right tier of local/regional authorities is crucial (Germany, Spain).

3.2 Providing support to local implementers

The NFPs were required to provide support to all local implementers, either schools or local authorities. The main stakeholders differ across countries, which meant that depending on who the main stakeholders were in each country, the NFPs offered different types of support. For example, when the NFPs partnered with a local group, they provided training and support to their partner and it was them who then carried out further dissemination and recruiting activities. On the other hand, in countries where the NFPs had direct contact with the schools, the NFPs often had to provide day-to-day support to teachers and school staff. However, in any case, the NFPs were always available to all stakeholders and had a hands-on involvement and knowledge of the situation in their countries.

In terms of keeping local implementers and schools up to date, the NFPs were requested to prepare national newsletters every six months and upload them on their websites. These newsletters provided an overview of the campaign's progress over the most recent six-month period and provided information about new features of the campaign (such as TSG 2.0) and plans for the upcoming campaigns in the country. Some of the NFPs (such as the United Kingdom) produced interim newsletters to highlight a specific school's actions or dissemination activities. In addition, the NFPs were asked by the core partners to keep their websites up to date and were given instructions and tools in order to present information in a comprehensive and consistent way. At the same time, the European website was also kept up to date to provide visitors with the opportunity to compare their national data to other countries.

Finally, the core partners provided continuous support to the NFPs. Regular meetings with NFPs helped build good relationships and a great support network between the NFPs. Quarterly Progress Meetings (QPMs) were led by the core partners and helped develop better regional relationships between NFPs (NFPs were divided into four groups: northern, southern, western and eastern Europe). Some of the QPMs were replaced by consortium meetings, which were held annually, in order to avoid making the NFPs feel like they had to share the same information too many times. Continuous contact with NFPs helped the core partners develop a better understanding of the activities carried out in each country as well

as find out more information about activities that were previously reported without detailed information. Direct communication via email or phone between NFPs and core partners also occurred sometimes, in order to catch up on recent activities when reporting was not completed on time, to welcome new NFP staff in cases of replacements, and to provide training and support with completing specific deliverables and reporting.

3.3 Building long-term relationships

By developing their LDPs every year, the NFPs had the opportunity to receive feedback from core partners in terms of their planned activities and the internal targets they set. It is noted that the LDPs were not intended to be used to monitor the progress of the NFPs. However, the LDPs helped both the NFPs and the core partners develop strategies to disseminate and improve the campaign early in each year, and generally adhere to them. Similarly to other components of this work package, some NFPs used the LDPs in more detail than others. This means that some countries used the template disseminated at the beginning of the campaign as their only guide to plan each year's activities, while others used it to set out the general direction of their dissemination activities, which were shaped in detail in the course of the year.

In terms of dissemination on the media and social media activities, countries followed relatively diverse routes. The majority of the countries used some kind of 'conventional' media to disseminate their activities, such as radio broadcasts, press releases, and newspaper articles. These most often happened at a local scale, although some countries' activities appeared on national media as well. Dissemination activities on social media were particularly interesting as some countries chose to not use social media at all, as it was not considered an effective, or even appropriate, method of dissemination in their country (for example in Bulgaria).

In terms of targeting new cities, all but one NFP achieved their target of at least 3 cities. Only Hungary had schools from only one city playing. In terms of recruiting new NFPs, Denmark joined the TSG network for the first year of the campaign with four schools but did not continue the campaign in the next two years. In addition, Luxembourg, Serbia, Finland, Ireland and Cyprus showed interest to join the campaign as additional NFPs. Representatives from Serbia and Luxembourg participated in a second training webinar organised by Mobiel 21 in November 2016, which gave them more information about how to organise and disseminate the campaigns in their countries and how to attract sponsors and funding. Both countries were interested in introducing TSG to their schools after the end of the project's three-year period. Serbia's TSG website has already been set up.

4. NFP Progress

This chapter provides an overview of the individual progress each NFP made, based on their annual reporting and the verbal information provided at progress, regional, and consortium meetings.

4.1 Austria

The Austrian NFP worked closely with Austrian local authorities and schools and provided regular feedback and updates to the core partners. According to the Austrian NFP, communication with school staff and local authorities was fairly challenging at times. However, they managed to build sustainable relationships, for example with the city of Graz, where the TSG is being implemented with great success.

The Austrian NFP organised similar types of events across the three years of the campaign, building upon each year's success. For example, after the second school year's event, 15 schools signed up to join the campaign. According to the Austrian NFP, the main reason for success was that after presenting the event to teachers, they followed up with them and established a personal contact in order to motivate them further to join the campaign.

4.2 Belgium

The Belgian NFP worked closely with local authorities, local organisations and schools. Although they stated that sometimes communications with schools and organisations was quite challenging, they managed to recruit many schools and reach the target of 80 schools during the three years of the campaign.

The Belgian NFP joined an Education Show during the first year, which they did not consider successful. Therefore, for the last two years they joined smaller, local events, which have been more successful. For example, after the second year's event, approximately 20 schools decided to join the campaign. According to the Belgian NFP, face to face contact with school representatives was the most important reason for success, as it was an opportunity to answer questions and explain how the game works.

4.3 Bulgaria

The Bulgarian NFP provided excellent support to local implementers and schools. Schools were contacted one by one by the NFP and visits to schools were organised. According to the Bulgarian NFP, their hands-on involvement and assistance to schools were key in order to maintain interest and build long lasting relationships. In addition, the integration of TSG in the local Sustainable Urban Mobility Plans (SUMP), was key to developing strong relationships with local authorities and ensuring long-term implementation of the campaign.

According to the Bulgarian NFP, their presentation of the action and the gadgets and other promotional materials disseminated at the events were the main reasons for the success of their events. For example, approximately 10 new schools joined the campaign after the final year's event.

4.4 Czech Republic

The Czech NFP worked closely with city representatives and the Ministry of Transport in order to ensure long-term implementation of the campaign. In addition, schools were encouraged to promote the campaign to neighbouring schools and to use the results of the campaign as evidence to persuade local authorities in their areas to support road safety improvements around their school. These were two key actions taken by the Czech NFP in order to foster long-term relationships in their country.

During the last year of the campaign, the Czech NFP chose to organise a different national event compared to other years. They put up an informal information stand in the city of Prague during the European Mobility Week. Hundreds of people visited the stand, including some schools and city representatives.

4.5 France

The French NFP worked closely with local authorities to attract schools. According to the French NFP, communications with schools were more challenging than with local authorities. However, due to the timelines local authorities were tied to, it was not always possible for them to coordinate their promotional activities for schools' sustainability with those of the NFP. According to the French NFP, the wide availability of similar campaigns in France may have reduced the campaign's potential for success.

The French NFP joined existing events organised by local authorities and organisations in order to approach teachers, parents and education professionals. The events were considered to be successful as they managed to recruit groups of schools for each local area through these events and achieve considerable snowball effects.

4.6 Germany

According to the German NFP, coordination and cooperation with local authorities was particularly challenging. Education administration in Germany is primarily concentrated at the federal level, with cities being responsible only for the schools' infrastructure. This means that cities have no authority over the schools' curricula and therefore could not support the dissemination of TSG.

The German NFP joined local thematic events in order to build relationships with schools and associations working with schools. This practice was successful and resulted in the recruitment of 13 schools in the Mainz region, which are going to play after September 2017.

4.7 Greece

The Greek NFP implemented one of the most successful recruitment strategies in the consortium. By building strong relationships with schools and local educational authorities, they managed to increase the number of schools recruited every year and have schools that committed to play even after the end of the campaign.

The Greek NFP has been organising workshops and webinars targeted at schools that are playing or want to play the game. Webinars are particularly useful for schools that are not based in, or cannot travel to, Athens where the NFP is based. These webinars and workshops are among the most successful examples of TSG national events.

4.8 Hungary

According to the Hungarian NFP, communication with local authorities was particularly challenging, while communication with school staff was only slightly easier. The NFP struggled to develop strong relationships with local authorities as the education system in Hungary is highly centralised. In addition, teachers' heavy workloads and overall low levels of digital literacy contributed to the low levels of recruitment in Hungary.

The Hungarian NFP participated in three national events, all of which were attended by teachers and education professionals. For the final national event, TSG representatives participated in the STARS project award ceremony and conference, where the TSG was presented along with other similar initiatives.

4.9 Italy

The Italian NFP developed good relationships with local authorities, which helped significantly with the dissemination of the campaign. In addition, they chose to organise workshops as national events which offered the schools, parents, and pupils the opportunity to see how the TSG is played. This proved to be a very effective way of recruiting schools.

According to the Italian NFPs the most successful national event was the Year 3 event, which was also a workshop. The main reason for the event's success was that it was organised as part of the Italian Conference of Sustainable Mobility and Mobility Management, where there was a very diverse audience to reach out to.

4.10 Lithuania

The Lithuanian NFP worked closely with national and local authorities and managed to develop strong relationships with them. The campaign received support from the government and from local authorities in cities, which contributed to raising the profile of the campaign across the country.

4.11 Malta

According to the Maltese NFP communication with both schools and local authorities was generally easy. Malta has only 67 primary schools which means that it was impossible for them to reach the target of 80 schools. In addition, some of the schools were already engaged with similar campaigns, while others had a school bus available for all pupils, meaning that these schools were not possible to be recruited either. Regardless, the Maltese NFP developed close relationships with school staff and offered continuous support. The open national event organised as part of the European Mobility Week in 2015 is considered to be one of their biggest successes as they managed to approach and recruit a considerable number of the total schools that joined the campaign.

4.12 Netherlands

According to the Dutch NFP, communication with both schools and local authorities was mostly easy through the campaign. For their national events, the Dutch TSG team joined conferences and organised workshops where they presented the game to schools and local authorities. As a result of the relationship the Dutch NFP developed with the local authority in Utrecht, over 30 schools from the area joined the TSG in September 2016.

4.13 Portugal

The Portuguese NFP organises local/regional training workshops that are mainly attended by teachers, police officers, and local authorities. The workshops are organised for a maximum of 20 people. The workshops provide general training on road safety around schools and sustainable mobility, along with training on TSG. The workshops are considered a career development course for teachers as long as they produce a short essay after the end of the event.

In addition, the Portuguese NFP organised outdoor walking events with the city of Evora, which targeted teachers and students and were attended by thousands of people.

According to the Portuguese NFP, some of the challenges they faced while organising their national events were the lack of cooperation from local authorities and the low time availability of teachers and other participants in the workshops. However, the Portuguese NFP stated that they recruit at least 5 to 10 schools from 2 to 3 cities each year as a result of their national events.

4.14 Romania

Romania has been organising the campaign between September and December each year and their national events mainly took place in the spring. Despite the fact that the campaign was organised in such a short period, Romania was the NFP that recruited the biggest

numbers of schools. The Romanian NFP implemented a very successful recruitment strategy, increased the number of participating schools every year, and built strong relationships with local authorities and schools.

4.15 Slovakia

The Slovakian campaign was organised and coordinated by the same team as the Czech campaign and therefore similar strategies were implemented. As in the Czech Republic, schools were encouraged to promote the campaign to neighbouring schools and to use the results of the campaign as evidence to persuade local authorities in their areas to support road safety improvements around their school.

During the last year of the campaign, the NFP organised training events for teachers and education professionals and put up an informal information stand during the European Mobility Week. Hundreds of people visited the stand, including some schools and city representatives.

The NFP stated that they built upon the success of the first events to organise the following ones.

4.16 Slovenia

The Slovenian NFP stated that communication with school staff was always very easy while communication with local authorities was generally challenging. The Slovenian team organised one of the most successful campaigns in the consortium which was based on the excellent relationships the NFP developed with schools.

The Slovenian NFP organised standalone events for teachers and local implementers. The reaction of teachers was very positive as they found the campaign interesting and its interactive presentation very comprehensive. Teachers were willing to share their experience with other teachers.

4.17 Spain

The Spanish NFP has chosen to join existing events and to not organise standalone events as it is challenging for them to gather people from across the country in one place. According to the Spanish NFP, almost all the schools that played the TSG in Spain have come after a national event. Providing training to province stakeholders who then get in touch with schools seems to be a very successful approach for Spain. In addition, the Spanish NFP targets professionals working on road safety education who also have direct access to schools and can achieve high levels of recruitment. Attendants at the events included teachers, city representatives, educational associations, local decision makers and implementers, state government staff, school representatives, charities, NGOs, environmental agencies and road

safety organisations. The main local authority contact points came from provinces rather than cities.

4.18 United Kingdom

The British NFP stated that establishing good contacts with both local authorities and school staff was challenging. Local authorities were reluctant to engage in the project due to budget cuts, lack of staff and uncertainty about the UK's role in Europe, while school teachers were often engaged with other similar campaigns focused on various sustainability issues.

The British NFP joined an Education Show during the first year of the campaign where many schools were approached but final recruitment levels were low. In Years 2 and 3 the British NFP joined a national and an international transport conference aiming to approach local authorities.

5. Summary and legacy period

5.1 Work package actions summary

WP4 was focused on the TSG community building at a national and local level. Unlike other work packages that dealt with the campaign as a whole at the international level and were possible to adopt a common approach for all the NFPs (for example, the production marketing materials or monitoring and evaluation of results), this work package had to adopt a more flexible approach at a national level in order for the implementation to be adapted to the local needs and conditions. The national events each NFP organised were the most 'standard' part of the work package. Although national events were adjusted to each country's needs, all NFPs organised them. On the other hand, support to local implementers and building of long-term relationships were more fluid in their implementation, as most NFPs utilised different ways to build local relationships.

5.2 Future outlook

The future outlook of the campaign is different in each country. Most of the NFPs have expressed their interest in continuing the implementation of the campaign, building upon the existing success, networks, and experience. After the end of the IEE supported project (January 2017), the TSG website and national websites will continue to be operational and accessible for free by the existing NFPs. However, it will not be possible for the NFPs to continue receiving support on the campaign from the core partners as this is related to additional costs. One of the initial TSG Network objectives was to become self-supporting after the project lifespan, however given that some NFPs have had difficulties attracting sponsors, the core partners have prepared some future scenarios for the existing and potential new NFPs, some of which offer support from the core partners which is similar to what was offered during the three-year project period.

In order to develop the future options, the NFPs were asked about how the campaign could continue at a workshop organised during the consortium meeting that took place in Cologne in May 2016. The NFPs discussed options of sponsorship, website structure, webinars, workshops and other opportunities to share experiences, and future membership status. The outcomes of the workshop are detailed below:

Sponsorship

- Ideally schools should not have to pay for the campaign.
- A sponsor could be a local authority or a business.
- Communication with potential sponsors should focus on what they will get in return from the campaign.

Website

- The website is expected to be the backbone of the campaign in the future.
- It can be used by schools and NFPs to exchange experiences.
- It can be used to inform the schools/local authorities/businesses about successes and experiences of schools that have already played the TSG.

Opportunities to share experiences

- Keeping materials up to date.
- International news can be presented nationally.
- International workshops, conferences or awards should continue in the future.

Membership options

- The idea behind creating membership options is to keep on board as many NFPs as possible while providing options for different levels of support and covering the business cost for providing support.
- Legacy type: This is what the existing NFPs will have after the end of the campaign, which includes access to the website and the 2.0 version of TSG. It is offered for free to the existing NFPs.
- Bronze type: Offers the minimum NFP support and services. It is offered for an annual fee.
- Silver type: Offers what an NFP needs if they aim higher or if it is a new NFP that joins. It is offered for an annual fee.
- Gold type: Offers support for NFPs that set higher targets for the campaign or want more support. It is offered for an annual fee.

Campaign the campaign implementation report

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