The TRAFFIC SNAKE GAME NETWORK

Final Results Report

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Contents

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 as a successful proven tool for changing the travel behaviour of primary school children and their parents.

TSG Network wants to do this by shifting the journeys by car to more sustainable journeys, such as walking, cycling, public transport (bus, train, tram and metro) and car sharing. By doing so, the network wants to achieve the following objectives:

- To train, guide and support the National Focal Points (NFP's) 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.

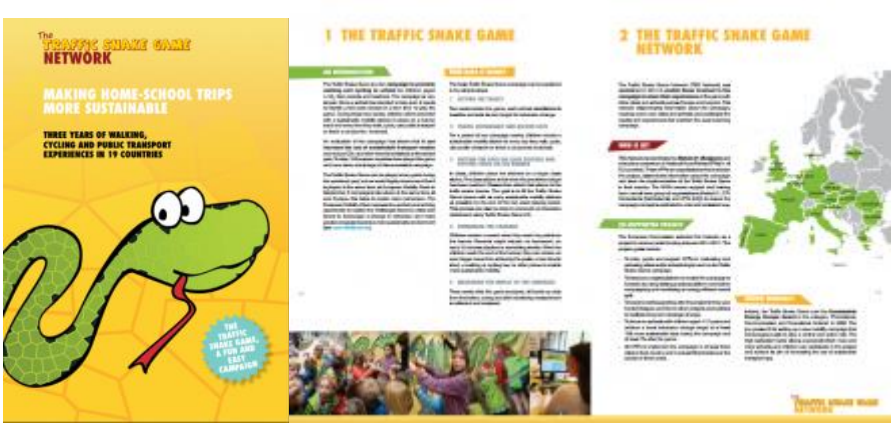
TSG Network annual reporting framework is in place to demonstrate the achievements of the TSG campaign in the countries that have played the game during each school year. In addition, it provides a year-on-year comparison as the campaign progresses.

This report is the final of the three evaluation reports that were produced during the project period and contains a summary of the outcomes in terms of modal shift, percentage of sustainable trips and energy savings before, during and after the implementation of the game

for the final year school of the campaign. This report also includes a summary of the total campaign results for each country and at the consortium level and for each country in individual chapters.

For those looking for an comfortable overview, we refer to the Traffic Snake Game Network 'Final Publishable Report'. This brochure summarises and presents the results of the EU-supported Traffic Snake Game Network as an EU-supported project (02/2014-02/2017). It also invites interested stakeholders to join the campaign in the future. Besides an introduction to the Traffic Snake Game and the Network, this brochure illustrates how the project ran in the 18 consortium countries. As such, it shows general results and lessons learned both at international as on national level.

This brochure is online available at http://www.trafficsnakegame.eu.



1.2 Final Evaluation

This Final Results Report provides the campaign implementation results for the whole project and provides a summary of the overall campaign's achievements. The three-year period of the campaign covers from February 2014 to January 2017. However, for the purposes of playing the game and reporting the use of school years makes more sense to schools and local authorities as a measurement period. This report provides an evaluation of results that cover three school years starting from September 2014 when the Traffic Snake Game was first played, a forecast for the additional period between February 2017 and August 2017 which is the remaining part of the third school year has been included.

The relationship between the project period and school years is detailed in Table 1.1 below. This shows both the contract period split into 3 years and the associated school years that are offset from the contract years to align with the actual school year periods.

Period Beginning	Feb-14	Sep-14	Feb-15	Sep-15	Feb-16	Sep-16	Feb-17
Contract Year	Contract Year 1		Contract Year 2		Contract Year 3		Project Legacy
School Year	School Year 0	School Year 1 - 14/15		School Year 2 - 15/16		School Year 3 - 16/17	

Table 1.1: Contract and school years

During the project there have been four evaluation reports created to summarise ongoing progress. These were to cover the periods Contract Year 1, School Year 1, Contract Year 2 and School Year 2. The Contract Year reports were defined at the project outset, given the sensibility of working with School Years the additional two reports to also cover these periods were included as additional reports as they provide a more relevant overview to those participating, involved or interested in the Traffic Snake Game. It should be noted that during the project updated information has been provided following the completion of reports as it has filtered from schools to NFPs to the reporting stage. Therefore, earlier reports may show some different values than those presented here for those periods. The data presented in this final report is considered to be the most up to date and complete for the entire project period.

In order to analyse the project data and prepare this report for submission at the end of the three year project period it was considered necessary to start the evaluation of the results in December 2016 whilst games were still ongoing and in the knowledge that further games were to be played in January 2017. In order to ensure the complete encapsulation of data, in December 2016 the NFPs were asked to confirm the numbers of schools that had played up until that point and provide an estimation of the schools that were going to play in December 2016 and January 2017. Information about games played after January 2017 was also captured at this point. The data reported for School Year 3 is reported split between Semester 1 (Sem1) Actual and Semester 2 (Sem2) Forecast to clearly identify the different information sets.

The results are measured against Common Performance Indicators (CPIs) which provide an overview of CO_2 emissions and car kilometres saved. This final report compares the TSG Network performance against the yearly and overall CPI targets of the project. *(The assessment of the impacts is a key aspect within the management of IEE projects: this is important to measure the success of a project and in turn the entire IEE programme. Impacts are identifiable changes which demonstrate the extent to which activities have an effect on the target group; these include quantifiable energy-related impacts both within the duration of the action and beyond its lifetime, known as IEE Common Performance Indicators (CPI). For detailed information about the TSG CPI's and methodology we refer to the document "Traffic Snake Game Common Performance Indicators (Update June 2014)".)*

A total of 18 consortium countries participate in Traffic Snake Game Network. All of them played or are expected to play one or more campaigns between September 2016 and August 2017. Denmark participated as an additional country during School Year 1 but did not participate in School Year 2 or 3. Denmark's results are included in the total consortium results but are not taken into account in the calculation of CPIs.

The Flanders region of Belgium where the Traffic Snake originated and continually play the game were mentioned in the School Year 2 report regarding the possibility of inclusion with the project. However, the level of results completion was not suitable for the analysis required and they also play a different version of the game (every Wednesday, with a final one campaign week). Therefore the results of Flanders are not included in this document and don't contribute to the project's overall results. This is considered reasonable as this region did not play the TSG as part of the European-wide campaign.

This document also outlines the key findings, successes and challenges from each National Focal Point (NFP).

This report includes:

- Section 2 outlines the data collection process
- Section 3 analyses the total campaign results and experience during the three years of implementation
- Sections 4 to 23 are summaries of individual countries campaign results
- Section 24 provides a summary of the lessons learned and short description of the outlook for the post-campaign period.

As stated in the Evaluation and Monitoring Plan, results from each year of the campaign will be uploaded to the MaxEVA tool online. The tool will provide detailed analysis of the results which will be available online for other countries to view.

The final project results will be added to the MaxEVA tool in February 2017.

2. Data Collection

This section explains the how the data from the playing countries is recorded, collected and analysed. It provides details of the methodology used including specific adjustments that were made during the project following lessons learned from the annual reporting and feedback from NFPs. A number of challenges were encountered, these are described in addition to the methods employed to resolve these issues.

2.1 Methodology

In order to assess the results of the Traffic Snake Game (TSG) campaign, all participating schools were expected to carry out surveys (see diagram below) before, during and after the campaign. Figure 2.1 below explains this process in more detail.

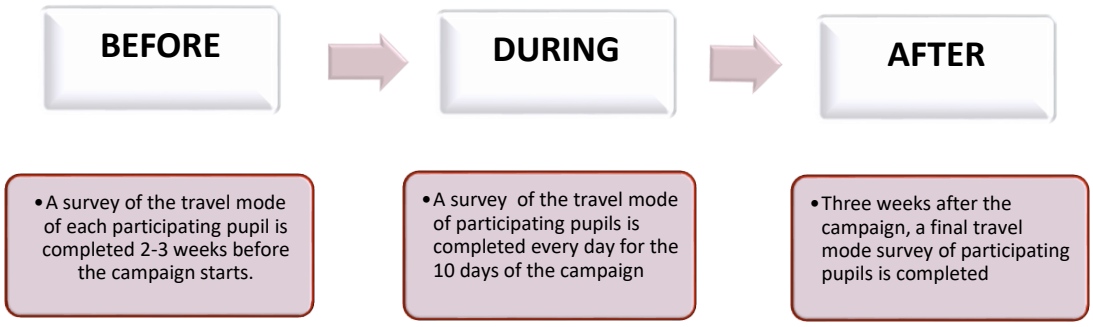


Figure 2.1: Data collection diagram

Schools are able to record the survey data in a number of ways:

- Online form on TSG website
- Digiboard (also known as Interactive Whiteboard) TSG 2.0 recording tool on TSG website
- Paper based form

Traffic Snake Game Website – Online Form

Schools can enter survey results on their own school page on trafficsnakegame.eu. Each school can easily upload the results of the before, during and after measurements in their own language. Most of the data collected from the NFPs was uploaded via the website's online tool.

An example of the web based data entry page is included below in Figure 2.2.

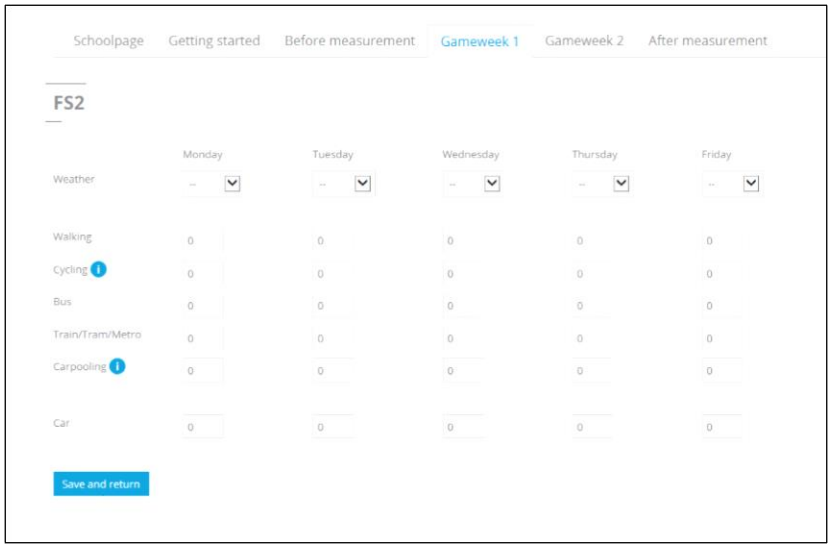


Figure 2.2: TSG Online measurement tool

TSG 2.0 Digiboard

TSG 2.0 was released as an additional data entry method in April 2015. It was therefore available to schools playing towards the end of School Year 1 (2015/16) and then for the whole of School Years 2 and 3 as an alternative method of data entry. TSG 2.0 is designed for classes with a digital schoolboard (digiboard). Pupils simply touch the dot on the digiboard representing their transport mode to record their measurement. The use of TSG 2.0 reduces costs and streamlines the playing of the game as physical materials (banner and dots) are no longer required. It does, however, maintain the interactive nature of the game created by the original banner. The TSG 2.0 data entry screen is shown below in Figure 2.3.

Figure 2.3: TSG Digiboard view

Whilst designed to be used on a digiboard, TSG 2.0 can equally be used on a standard computer, clicking the dots with a mouse.

Paper Forms

If schools do not have easy access to computers, paper forms are available for teachers to record the results of a “hands up” style survey. The forms are then passed to the school’s

campaign co-ordinator who can enter the data online if a computer is available. Alternatively, they can send a summary to the NFP who will, in turn, enter the data online or complete a spreadsheet template.

Only one country, Bulgaria, does not enter any data online. They provide an offline spreadsheet instead.

Based on previous experience of implementing this campaign within the EU CONNECT project, a minimum response rate of 30% within each country needs to be achieved to provide a representative overview of the campaign's achievements.

2.2 Data Cleaning

Ensuring a consistent dataset was a key part of the evaluation of this project. Although the online data entry methods made it easier to record data, it was observed from very early on in the project during the evaluation of School Year 1 that a comprehensive approach to data checking and cleaning was required. This was necessary to avoid understating and accurately report the projects achievements.

The School Year 2 reporting period trialled a revised data cleaning methodology through the use of consultation with NFPs in order to confirm the exact schools that took part. This was very important to confirm as a notable number of schools registered on the TSG website but did not ultimately play the game, whilst a number of other schools did play but didn't record their results online. The data cleaning process is detailed more fully below.

NFP Feedback

At the reporting stages of the project after School Year 1 a deadline was provided for the initial completion of online data. At this deadline an extract of the TSG online database was taken and NFPs were sent an initial summary of their country's participation results. This was based on their online and paper based data submissions. The NFPs were then asked to provide feedback on the initial summary and appropriate clarification where data was missing or entries were considered to be erroneous.

A detailed description of the analysis steps that were followed and the summary details provided to the NFPs is given below:

- The NFPs were contacted after the data entry deadline to confirm that they had completed the data online.
- The online data was exported via the TSG website dashboard for NFPs that confirmed all data had been entered online
- Extracted data was analysed using an enhanced version of the spreadsheet summary tool developed to calculate School Year 1 results. This summarises all the key participation and savings statistics, in addition to highlighting missing data and erroneous entries.
- A summary of the results was produced and sent to each NFP. The summary included:
    - A list of schools that confirmed the dates they played

    - A list of schools that did not provide participation dates.
    - Number of schools that entered more than 90% of the data points
    - Number of schools that entered less than 90% of the data points
    - A summary of missing data
    - A summary of apparent data errors
    - Current assumptions about whether schools played or not. (NFPs were asked to confirm)
- Summary results for all schools that stated they played during the assessed period (regardless of rate of completion)

The NFPs responded with comments about the analysis and missing data. Clarifications were made and online results updated as necessary with missing data completed where possible. A second summary was provided to the NFPs in order for them to confirm that the participation details (schools and pupils) to be reported matched with their records.

This revised methodology was a significant improvement over the Year 1 process with respect to confidence in the reported data. This process improved both the quantity and quality of the core data set, particularly in relation to participation levels.

Overall, the majority of NFPs embraced the opportunity to check and clarify any issues raised by the initial review of the data. This resulted in a more complete and reliable list of schools that played the game. This, in turn, improved the extrapolation process to estimate incomplete data. This is detailed later in this chapter.

In preparation for this final report additional information was requested from the NFPs, this was in addition to checking the data related to those schools that we knew had played. The NFPs were asked to provide details of the schools that were going to play in December 2016 and January 2017 whilst this report was being written and also a realistic estimation of the number of schools they have had contact with who have indicated their intention to play the game after January 2017 during the remainder of School Year 3. The application of this information to the game is discussed in Section 2.5 Future Forecast.

2.3 Data Issues

Whilst the methodology to consult each NFP worked extremely well, a number of issues were still detected within the data over the project period. Most were resolved when highlighted to the NFP but this was not possible in every case.

The key issues identified with the data were:

- Missing school registration details for the number of pupils and classes playing the Traffic Snake Game.
- Missing ‘After’ measurements
- Missing dates for all of the measurements (a single measurement date is sufficient to allocate to a School Year period)

- Participants who play the Traffic Snake Game on more than one occasion can sometimes inadvertently modify the dates for a previous game when setting up the next game online
- Entering all 10 days of 'During' data within a single game day, leaving the remaining 9 days with no recorded values
- Higher numbers of children playing the game than listed as registered to play the game – this creates data accuracy concerns
- The dates of previously played games sometimes changed when a school played the Traffic Snake Game for a second or third time.

It was identified that there was occasionally an issue where the system incorrectly changed the dates of games that had already been played within the database when a school played the Traffic Snake Game again either that or a following year. Once this issue had been identified during School Year 2 a process was set up to filter the previous games from the dataset based on the previous data extracts identifying the original date that they played.

Relying on schools to submit their monitoring data has sometimes delayed data being available within the online tool. The TSG Network relies heavily on schools collecting before, during and after data to demonstrate the genuine success of the campaign. The NFP is required to contact cities, NGOs and schools to find out why such data is missing from the online tool. The previous reports (School Year 1 and School Year 2) provided a significant amount of information relating to the amount of missing data. A particular example is that there were regular instances where schools have not recorded their 'After' survey results. This is an example of the type of information fed back to NFPs in order to clean and complete the data. Where data was not provided for schools that played an estimation process was used that is detailed in the following section.

It is worth noting that the TSG Network recognises the difficulties associated with collecting data from schools on such a large and varied scale, each country has adopted its own approach to address this issue. Over the three year period the final level of data completion achieved is a credit to the work of all involved, especially the NFPs who have provided significant feedback and checking to ensure the highest data accuracy that could be achieved with the scale and level of dispersal of those involved within this project.

2.4 Data Inclusion and Extrapolation

The core partners collected feedback from the NFPs following the release of the evaluation report for School Year 1. A methodology was then developed for data analysis and extrapolation. The methodology was discussed with the NFPs at the TSG Workshop in May 2016. It was agreed it will be used for future reporting. A summary of the methodology is provided below.

TSG schools in the data extract can be considered to fall into one of the following categories:

1) School who played and entered all data (i.e. edition registered, all data entered)
2) School who played and but provided incomplete data (i.e. edition registered, some data entered)

3) School who indicated they will start to play (i.e. edition registered, no data entered)
4) School registered but no further evidence about whether they played (i.e. no edition registered)

The NFP correspondence detailed in Section 2.2 resulted in the majority of data falling into Category 1 and 2 with a small number of schools in Category 3 and 4. With respect to Category 3 and 4, the feedback from the NFPs indicated whether the schools appearing here did or did not take part in a Traffic Snake Game. Any school that the NFP indicated did not play was excluded from any further results calculations. Following clarification with NFPs over school participation ensured that no country had any schools within Category 4.

Given that the NFPs indicated that the schools did participate, it is considered reasonable to extrapolate from online data entries to capture missing data points and provide a fuller picture of the potential impact of the game. This enhanced data set meant that most schools could move up to Category 1 or 2.

This structure allows data summaries to be provided in the report at two levels:

1) Actual recorded data totals
2) Extrapolated data totals

The ‘actual’ recorded data is based upon the data that has been extracted from the online system and cleaned following discussions with the NFP.

The ‘extrapolated’ data includes the population of any missing days of data for schools that did not provide all of their 12 measurement points (1 before, 10 during and 1 after).

To enable extrapolation, a participation level is required for the “Before”, “During” and “After” stages. This enables a comparison between the number of registered pupils and the number of pupils who were actually recorded as submitting data for each country. The calculation of this participation level requires a sound base dataset. The calculation therefore only includes schools that provided over 90% of the data entry points. These are considered to be the most reliable data points to use as the basis for extrapolation. The number of pupils that provided measurements at each stage is compared to the total number of registered pupils, the exception being if a “Before” or “After” measure is missing. In such cases, the school is excluded from the registered number of pupils for that stage of the games calculation. This process identifies the percentage of registered pupils who played on a country by country basis.

As the data is taken from schools that provided either complete or very complete survey datasets, they are considered valid. Note - if participation levels decline in a country as the game progresses, the methodology will ensure it is reflected in any schools that are subject to extrapolation.

Where a school does not have all its Before, During, and/or After data, the percentage of sustainable trips for the missing section will be taken from the national average of sustainable trips at each of the game stages based upon all the completed and similar sections for that country.

For example, in the case of a school missing 'after' data, the percentage of sustainable trips will be taken from the national average for 'after' data. This will then be applied to the estimated number of registered pupils at that school. So, if the school has 200 pupils playing and the national average indicates only 75% of registered pupils submitted 'after' data, then it would be estimated that 150 pupils played and submitted data for inclusion in the 'after' calculation for that school.

Average class size (pupils per class) was used for missing class measurements. In the rare situation where no data for a school is present, but the NFP indicated that they played but had no further details, the average number of classes and pupils for schools participating in that country was used as the best approximation.

In the situation where there is no school data available, the number of sustainable trips attributed to that school at each stage of the game is estimated from the relevant national averages:

$$\text{No. of Sustainable Trips} = A \times B \times C$$

Where, A = national average number of pupils playing per school;

B = national proportion of students playing the particular stage of the game;

C = national average sustainable trip percentage for the particular stage of the game.

This methodology takes account of all the schools known to have played based on information provided by the NFP. Considering the participation level of registered pupils at each stage of the game reduces the potential for overestimating the impacts.

2.5 Future Forecast

As the three year project draws to its completion the Traffic Snake Game Network is actively looking forward and NFPs have been engaging schools to play the game beyond January 2017, in the remainder of School Year 3 and even in what would be School Year 4 (2017-18 school year). We remind that because the project contractually started more arbitrary in February 2014, right in the middle of an academic year, no 3-year full process could be done in academic terms. Schools were stimulated to play in September each year, but not obligated, as both past and current experiences show(ed) that spring is a preferred period to tray and stimulate walking and cycling with this target group: spring 2017 being just beyond the EU-supported project scope. Table 1.1 demonstrated the overlap of the project with school year periods and showed how we are moving into the legacy period. During the data cleaning feedback cycle with NFPs for this report they completed a pro forma detailing the number of schools and pupils expected to play between February and August 2017.

Whilst the games that are to be played are beyond the project it is still considered important to include an estimate of their impact. At the outset this project was defined as a three year project and the forecasts for participation were based on three years of schools being able to play the game. At this point in time the project has only had two and a half school years of opportunity

for games to be played. The initial months of the project were building the foundation to start in September 2014.

For the reasons described above an additional forecast of savings has therefore been estimated for the schools expected to play during the remainder of the third school year. Savings have been calculated on a country by country basis using national average savings per pupil for kilometres and the related CO_2. These are detailed below:

Forecast Km = National average Km saving per Pupil x Forecast Pupils

Forecast CO_2 = National average CO_2 saving per Pupil x Forecast Pupils

In situations where the NFP was aware that a school intended to play but did not have a number of classes or pupils, the average number of pupils per class and school were used as a proxy for these schools.

3. Campaign Results

This section explores the successes and challenges of the campaign for the entire consortium from a data perspective. Modal shift data and carbon savings have been assessed against the targets of the campaign.

Results for individual countries are provided in Chapters 4 to 23 and include a summary of the results, experiences, successes and challenges from the implementation of the Traffic Snake Game.

3.1 Targets

As outlined in Section 1, the targets for this campaign are:

- To train, guide and support the National Focal Points (NFP's) 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 1440 schools across the network.

Although the initial targets defined in the project were based on a consistent number of schools and pupils playing each year, these were revised in June 2014. Initial targets when the project was conceived were generated from average values for pupils per class and distances from home to school. NFPs provided country specific values for the number of pupils per class and average distances from home to school following the project inception. These changes indicated that in order to still achieve the original kilometre and CO_2 savings targeted the number of pupils required to play the game needed to be higher. In order to involve more pupils, more schools would be required to participate in the Traffic Snake Game and as such the target number of schools was increased in a stepped manner throughout the project period. Whilst the first year targets were maintained the future years were incremented slightly.

The annual targets have been aligned with School Years rather than Contract Year periods. This is more relevant because NFPs campaigns run over a School Year. It also allows the initial TSG Network start-ups period to be included.

Table 3.1 shows the relationship between Contract Years and School Years and the allocation of CPI targets. The main CPI targets have also been included within the table.

Period Beginning	Feb-14	Sep-14	Feb-15	Sep-15	Feb-16	Sep-16	Feb-17
Contract Year	Contract Year 1		Contract Year 2		Contract Year 3		Project Legacy
School Year	School Year 0	School Year 1 - 14/15		School Year 2 - 15/16		School Year 3 - 16/17	
CPI Targets	n/a	Year 1		Year 2		Year 3	
Schools	-	360		450		630	
Classes	-	2780		3475		4865	
Pupils	-	57776		72220		101108	
Km saved during	-	373802		467253		654154	
Km saved after	-	261661		327077		457908	

Table 3.1: Summary of CPI targets

3.2 School Years 1 to 3 overview

During the project period, 1192 schools played the Traffic Snake Game campaigns. A further 392 schools are forecast to play the game before August 2017. Considering the forecast value at the end of 3 complete school years the target value of 1440 schools will have been exceeded with a total of 1584 forecast to have played. This equates to 110% of the target. Based on the current actual data at the end of the project period 83% of the target will have been achieved.

	Y1	Y2	Y3 Sem1 Actual	Y3 Sem2 Forecast	Project Total	Forecast 3yr Total	Project Target	Performance Actual/Forecast
Pupils	48383	82902	46301	52929	177587	230516	231104	77% / 100%
Schools	342	538	312	392	1192	1584	1440	83% / 110%
Classes	2138	3968	2103	2359	8209	10568	11120	74% / 95%
Cities	129	297	312	-	507*	-	-	-

Table 3.2: Annual performance against participation CPI targets

*the numbers of cities shown in the total are based on individual cities identified by NFPs. If a city played in all three school years it appears in each year column but is only counted once in the total.

Table 3.2 shows that although at the current point in time at the project period end the participation targets have not been met, ranging from 74% up to 83%. Taking into account the forecast to consider the full three school years both the pupil and school number targets are expected to be met.

These results at the Consortium level would appear to indicate that the initial forecasts for participation were accurate as over the full 3 year period it would appear that they will be close to the anticipated values.

These headline values mask significant variation across the network and levels of success by individual countries.

3.3 Campaigns

Table 3.3 provides a breakdown of the number of schools who played during each School Year and also includes the forecast of schools that will play before the end of School Year 3. The column on the right identifies the variation between the overall 3 year target of 80 schools and the number achieved by each country. If the target was exceeded this is highlighted green and the number exceeded by is shown whilst if there is a shortfall this is shown as a negative value and highlighted orange.

Country	SY1 - 14/15 Target = 20 Schools	SY2 - 15/16 Target = 25 Schools	SY3 - 16/17 Target = 35 Schools		Variation to Target of 80 Schools (inc Forecast)
			Sem 1 Actual	Sem 2 Forecast	
Austria	26	20	0	11	-23
Belgium (Wallonia)	30	67	37	50	104
Bulgaria	40	33	8	-	1
Czech Republic	15	19	26	16	-4
Denmark	4	0	-	-	N/A
France	4	17	0	29	-30
Germany	1	15	10	7	-47
Greece	66	55	30	31	102
Hungary	5	1	2	25	-47
Italy	0	49	12	24	5
Lithuania	21	34	14	5	-6
Malta	3	9	-	-	-68
Netherlands	3	11	39	32	5
Portugal	4	22	9	53	8
Romania	56	62	65	20	123
Slovakia	12	9	16	5	-38
Slovenia	31	53	37	24	65
Spain	20	41	7	53	41
United Kingdom	1	21	0	7	-51
Overall	**342**	**538**	**312**	**392**	**-**

Table 3.3 Campaigns per school year

Exactly half, nine, of the Consortium countries met, or are predicted to meet, their target whilst the other half are forecast to be below the target. Whilst Malta did not meet the target they are also an exception as the country has fewer than 80 schools. Two of the countries Czech Republic and Lithuania are only slightly under whilst the others are more notable values. Those exceeding the target are in a number of cases by a large margin of over 100 more schools, for example Belgium, Greece and Romania.

The table also shows a positive trend of increasing participation as the project progressed and a continued growth predicted after the project.

Basic versus deluxe versions

At the time of registering, schools were asked to indicate which version of the game they intended to play, basic or deluxe. Table 3.4 summarises the number of schools that opted to play a deluxe campaign each year for each participating country. It is possible that some schools played a deluxe version and organised additional events during the game period without recording or reporting this information.

Country	Year 1	Year 2	Year 3	Total
Austria	2	0	0	2
Belgium (Wallonia)	2	5	17	24
Bulgaria	11	17	6	34
Czech Republic	8	3	3	14
France	1	0	0	1
Germany	0	2	2	4
Greece	22	23	9	54
Hungary	1	0	0	1
Italy	0	34	1	35
Lithuania	5	23	5	33
Malta**	0	6	-	6
Netherlands	1	3	4	8
Portugal	4	10	7	21
Romania	13	23	28	64
Slovakia	0	4	6	10
Slovenia	15	13	10	38
Spain	15	34	5	54
United Kingdom	1	0	0	1
Consortium Total	**101**	**200**	**103**	**404**

Table 3.4: Deluxe Campaigns

Over the project a total of 404 deluxe versions were record accounting for 34% of the total 1192 games played. The proportion of deluxe campaigns remained constant between 33% and 36% over the three years.

Following discussion with the NFP's, the activities that typically make up the Deluxe campaign remained similar throughout the project period. Information sharing between the NFPs enabled the spread of some deluxe ideas across the network. The activities undertaken as part of the deluxe games included:

- Road Safety Training
- Cycle Training
- Art Activities
- Inclusion with existing campaigns/activities taking place in country
- Curriculum links
- Walking buses
- A bike bell concert

- Pimp your bike workshop
- Cycle parade
- Bicycle repair
- Police teaching at school

3.4 FUTURE FORECAST

Two periods were forecast based on the information provided by NFPs regarding the number of schools and pupils playing during the following time periods:

- December 2016 to January 2017
- February 2017 to August 2017

Note that as detailed in the methodology where the forecast value did not include classes and/or pupils these values have been estimated based upon the national average for that country over the project period.

Table 3.5 below summarises the forecast participation from December 2016 to January 2017.

Country	Schools	Classes	Pupils
Austria	1	4	87
Belgium	0	0	0
Bulgaria	-	-	-
Czech Republic	1	1	15
France	1	2	18
Germany	1	4	85
Greece	3	13	277
Hungary	0	0	0
Italy	6	26	600
Lithuania	5	36	631
Malta	-	-	-
Netherlands	0	0	0
Portugal	10	48	970
Romania	0	0	0
Slovakia	0	0	0
Slovenia	1	9	231
Spain	0	0	0
United Kingdom	2	23	667
Consortium Total	**31**	**166**	**3581**

Table 3.5: Forecast participation from December 2016 to January 2017

Table 3.6 below summarises the forecast participation from February 2017 to August 2017.

Country	Schools	Classes	Pupils
Austria	10	37	750
Belgium	50	189	4000
Bulgaria	-	-	-
Czech Republic	15	119	3000
France	28	145	3500
Germany	6	67	700
Greece	28	73	1354
Hungary	25	114	2500
Italy	18	177	3700
Lithuania	-	-	-
Malta	-	-	-
Netherlands	32	246	5982
Portugal	43	100	2282
Romania	20	166	4000
Slovakia	5	46	900
Slovenia	23	63	1400
Spain	53	596	13780
United Kingdom	5	55	1500
Consortium Total	**361**	**2193**	**49348**

Table 3.6: Forecast participation from February 2017 to August 2017

Table 3.6 above demonstrates that the second half of School Year 3 following the completion of the project period is showing a high level of anticipated participation.

The savings estimated from the forecast participation is based upon the application of average savings per pupil on a country basis. These are separately identified in the following results to the known results based upon completed games.

3.5 Modal split data

The overall results shown in the graph below illustrate the proportion of sustainable and non-sustainable trips before, during and after the campaign for each of the School Years.

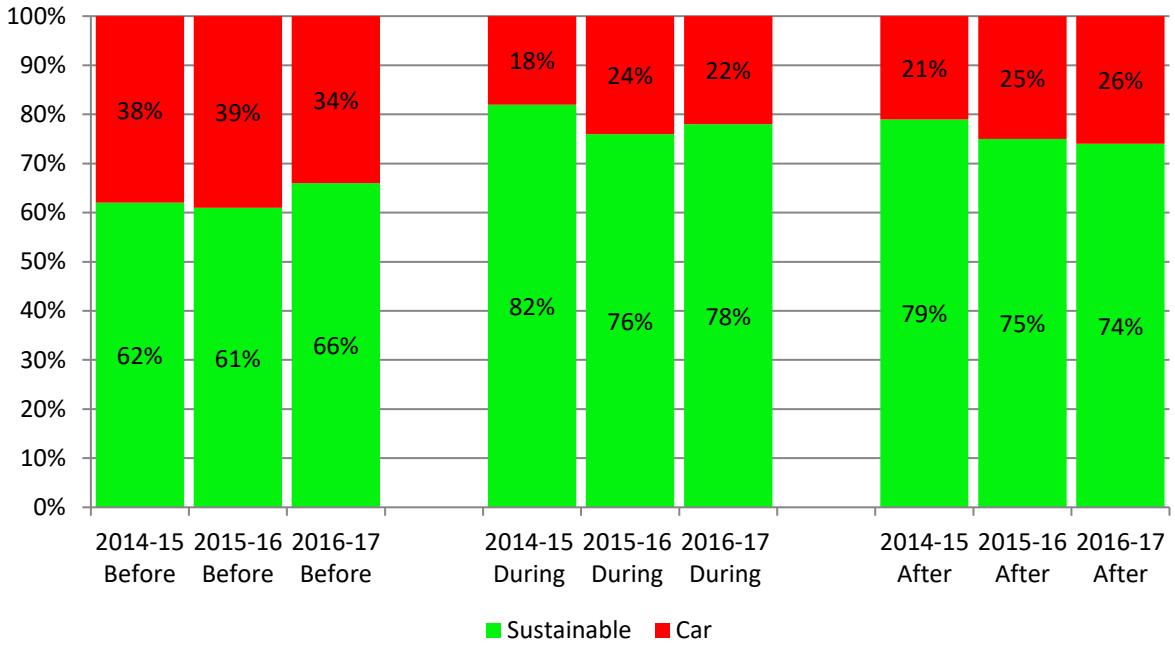
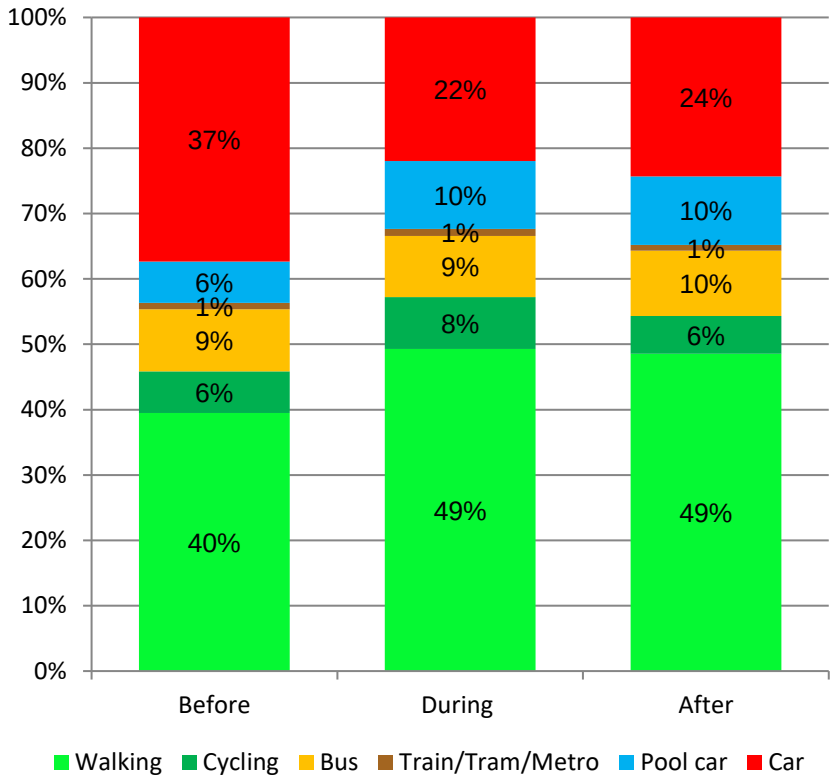


Figure 3.1: TSG annual modal split

Figure 3.1 shows a reasonably consistent pattern across the 3 project years. Whilst the first year showed the highest mode shift both during and retention it is positive to see that the baseline level of sustainability was 4% higher in the final year 2016-17. Given that a large number of schools played more than once this could be partly a result of the retention effect of the game in addition to other factors including locations of new schools taking part. Overall these results are extremely positive with the mode shift target of 15% during and 7% after being met in all but one case, the 2016-17 before to during shift which was 12%. As noted this was starting from a 5% increase on the base from the previous year.

Figure 3.2 illustrates the modal split and shift throughout the before, during and after stages of the campaign.



*Pool Car is the equivalent of car sharing in the UK

Figure 3.2: Campaign Modal Shift (Before, During, After)

Figure 3.2 shows the modal shift observed across the whole campaign. The general trend displayed was common during each year.

A notable increase in walking and near doubling of the use of car sharing resulted in a marked reduction of car use. Cycling shows a small increase during and bus use remains fairly constant. The individual country data presented later in the report demonstrates that for some countries notable mode shifts were seen within cycling that is not visible in this overview. The retention effect of the walking and car sharing is impressive as there was no significant reduction; this effect was greater than expected.

3.6 Results against Common Performance Indicators (CPIs)

Table 3.7 shows the overall participation results against the Project Total Common Performance Indicators (CPIs).

Common Performance Indicator	Project Target	Actual Project Total	Forecast Project Total	Percentage achieved Actual / Forecast
Participating schools	1440	1192	1584	83% / 110%
Participating classes	11120	8209	10568	74% / 95%
Participating pupils	231104	177587	230516	77% / 100%
Car kilometres saved During	1495208	1107293	1437895	74% / 96%
Car kilometres saved After	1046646	1351560	1732935	129% / 166%
Car kilometres saved Total	2541854	2458853	3170830	97% / 125%

Table 3.7: School Based Common Performance Indicators

Table 3.7 demonstrates that at the conclusion of the project period the targets will not have been met, aside from the 'car kilometres saved after' the forecast values for the end of School Year 3 show that overall the targets would be met aside from 'participating classes' and 'car kilometres saved during'. Given that the 'car kilometres saved total' is achieved the minor shortfall on the during car kilometres is absorbed overall. The shortfall in classes should also be not considered as a failure as the number of pupils was achieved and this was the key driver, the number of classes was part of a predictive function to obtain a target for pupils.

Table 3.7 shows that although the targets have not been met overall there are positive results for the project to date with an outlook that these should be achieved within the window of three game period years.

Table 3.8 outlines the environmental Common Performance Indicators.

Measure	Units	Project Target	Project Actual	Project Forecast	Percentage Achieved Actual / Forecast
Reduction in GHG emissions	t CO2/year	424	397	518	94% / 122%
Primary energy savings	toe/year	137129	128441	167408	94% / 122%
Reduction of PM emissions	g PM/year	101675	98354	126833	97% / 125%
Litres of fuel saved	litre/year	145512	136293	177642	94% / 122%

Table 3.8: Environmental Common Performance Indicators Overview

Table 3.8 shows that to date the project is within 6% of these key environmental indicators. Based on the forecast for the remainder of School Year 3 it is anticipated that these targets will all be exceeded by over 20%.

3.7 Implementation experience

During the final consortium meeting in Leuven in November 2016, all the NFPs that were present were asked to fill in a questionnaire assessing their experience over the three years of the project. Additional questionnaires were sent out in electronic format to the NFPs that were not present at the meeting. It is noted that in November 2016 the campaign had not been completed and therefore any information related to Year 3 was confirmed again on a later date.

As expected, a high response rate was achieved, with 16 out of 18 NFPs providing detailed responses. The two NFPs that did not answer the questionnaires are Romania and Slovakia. However, given that the Slovakian campaign is managed by the same organisation as the Czech campaign, it can be considered that the responses of the Czech NFP represent experiences from both countries. A copy of the questionnaire can be found in Appendix A. An overview of the answers provided by the NFPs is provided below, while more detailed responses are provided in each NFP's individual chapter.

NFP continuity

The NFP representatives were requested to fill in the questionnaires individually representing the whole NFP. Of the 16 respondents, only one stated that they joined the project team after its beginning. Although responses were individual, they reflect the relatively low turnover of people working on TSG in the individual NFP and core teams in most cases. This contributed to the development of good relationships between NFPs and core partners, which contributed to the delivery of high quality results and reports.

Campaign success

The NFPs were asked if they considered their campaign successful regardless of whether they met the target number of schools in the first two years. Fourteen of the NFPs considered the campaign successful in their country, while two said it was not. Reason that the campaign was considered successful because it is simple and interesting for the children, especially when deluxe activities are taking place. According to the NFPs that did not consider the campaign successful in their country, the campaign was time consuming for teachers and its success was hindered by the wide availability of other similar campaigns in their countries.

School targets

The NFPs were also asked if they considered the numbers of school targets realistic for their countries. Ten of the NFPs considered the targets realistic while five did not. One NFP did not provide a response. Two of the NFPs that did not consider the targets realistic stated that is was because of the way the education system is structured in their countries. Another NFP stated that families are very car dependent due to the large catchment areas. Finally, Malta was a special case as there are fewer than 80 schools in the country.

Elements of campaign implementation

The NFPs were also asked to evaluate some campaign implementation elements in terms of how challenging they were (using a six level scale from very challenging to very easy). The most challenging elements identified were school recruitment, data collection, and getting definitive data from schools. On the other hand, the easiest elements of the campaign are communication with the core partners and the delivery of project deliverables. The distribution of responses regarding communication with local authorities was particularly interesting as it was nearly uniform across the very challenging – very easy range, reflecting the wide range of relationships the NFPs managed to develop with local authorities in their countries.

Contribution of campaign participants towards modal shift

In addition, the NFPs were asked to evaluate the contribution of campaign participants in achieving modal shift (using a six level scale from not important at all to very important). The most important participants identified were the teachers, the parents, the pupils and the NFPs themselves. The contribution of local authorities was again evaluated in a relatively uniform way, although none of the NFPs evaluated it as very important.

Reasons for success

The NFPs were asked to give three reasons why their campaign succeeded and why it underperformed. There were not general patterns observed in the responses about success, however a few responses were related to the advantages of personal contact with schools or local authorities, and the importance of networks and collaborations. On the other hand, some of the responses related to underperformance were common among NFPs. These included the wide availability of similar campaigns in many countries, particularly in western Europe, the teachers' little time availability, and the difficulties related to centralised education systems.

What would you change?

Finally, the NFPs were asked to identify three things they would like to change in terms of campaign dissemination, school recruitment and data collection. In terms of campaign dissemination and school recruitment there were no patterns observed in the answers, as most NFPs suggested that they would make better use of existing dissemination and recruitment techniques. However, in terms of data collection, a few of the NFPs provided the same answers which included providing rewards to schools that complete all the data, setting stricter deadlines for data entry and using more consistent monitoring methods.

4. Austria

4.1 Overall results

In Austria, by November 2016, 46 schools played TSG, comprising of 7464 pupils. Based on the data from the 46 schools, the majority of trips to and from school before the campaign were sustainable (71%). During the campaign, this increased to 88% and the after campaign data shows that a decrease of 4% (84%) was recorded, however the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016- January 2017), one more school comprising of 87 pupils joined the campaign. 10 more schools, comprising of 750 pupils are expected to play between February 2017 and August 2017. The number of cities participating in the campaign is expected to reach 11 by August 2017. Austria did not reach the target of 80 schools but showed a consistent number of participants over the three years of the campaign.

Table 4.1 below provides a summary of the overall results for Austria, covering the period from February 2014 to November 2016.

Austria	Year 1	Year 2	Year 3	Total
Schools	26	20	0	46
Pupils	3216	4248	0	7464
Classes	151	220	0	371
Cities	4	4	0	-
Deluxe Versions	2	0	0	2
Sustainable Before	71%	70%	0%	71%
Sustainable During	87%	89%	0	88%
Sustainable After	84%	85%	0	84%
Km Saved Total	46098	79712	0	125810
Tonnes of CO_2 Saved Total	7.9	13.7	0.0	21.6

Table 4.1 Austria - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 4.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 93212, while the CO_2 savings were 16.0 tonnes.

Table 4.2 and Figure 4.1 below provide a summary of the Austria's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

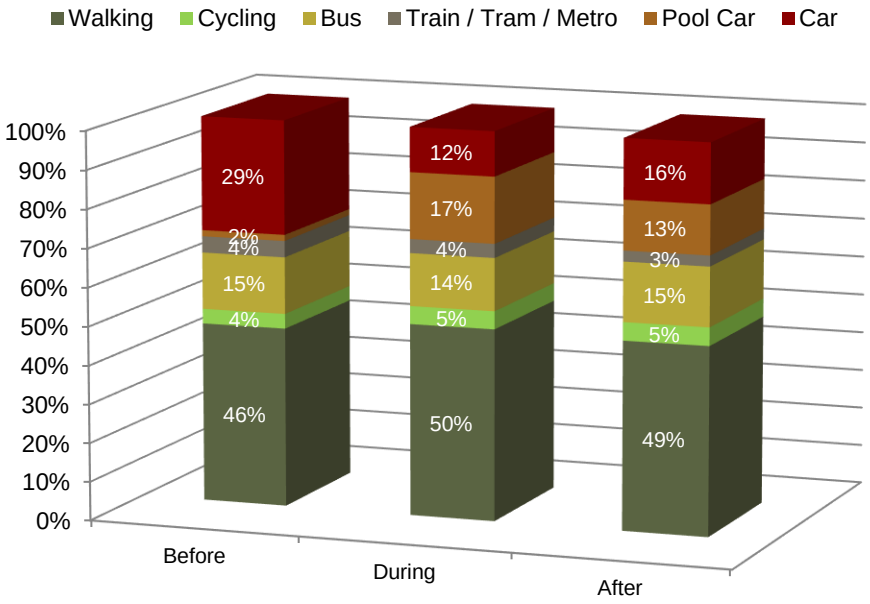


Figure 4.1 Austria – Percentage Modal Split

Mode	Before	During	After
Walking	3249	3795	3189
Cycling	268	356	309
Bus	1028	1043	1003
Train / Tram / Metro	297	276	182
Pool Car	112	1310	840
Car	2067	883	1017
Total	7019	7663	6541

Table 4.2 - Austria - Modal split

As shown in the above tables, Year 2 was the most successful year for Austria. Although fewer schools participated in the campaign compared to year 1, the Austrian NFP managed to target bigger schools and therefore the numbers pupils and classes in year 2 were the highest. The share of sustainable trips before, during and after the campaign was higher in year 2 compared to year 1, while the total kilometre and CO_2 savings almost doubled. However, only 2 deluxe versions were organised during the three years of the campaign, both of which were in year 1. No schools submitted completed data during the period September 2016 to November 2016 in year 3.

4.2 Implementation experience

Austria did not reach the target of 80 schools but showed a consistent number of participants over the three years of the campaign. The NFP from Austria considers that the campaign was successful and the targets realistic. However, they stated that the campaign would have been more successful if more big cities had been reached. In terms of rating the campaign's implementation elements, the Austrian NFP rated school recruitment and data collection as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of pupils and parents in the campaign were considered as the most important elements in achieving modal shift. On the other hand, local authorities and the NFP itself had the lowest levels of contribution.

The Austrian NFP stated that the three main reasons for the campaign's success were the direct contact with schools, the relationships they developed with cities, and the fact that the campaign was simple and easy. On the other hand, the main reasons for underperformance were the many competing campaigns in the country, and that there was a time gap between the introduction of the campaign to schools and the time they started to implement it.

When asked what they would change in the dissemination of the campaign the Austrian NFP, responded that that they would increase their presence on national TV, and they would try to incorporate the campaign in more national events related to education and transport. In terms of what they would change in the recruitment of schools, they would try to identify a contact point in each local authority, and use more online communication with schools, such as Skype. Finally, in terms of data collection, the Austrian NFP would rather use a mobile application for data collection, and would provide awards to the schools that completed all the data.

5. Belgium (Wallonia)

5.1 Overall results

In Belgium, by the end of 2016, 134 schools played TSG, comprising of 14142 pupils. Based on the data from the 134 schools, 50% of trips to and from school before the campaign were sustainable. During the campaign, this increased to 62% and the after campaign data shows that a decrease to 60% was recorded.

50 more schools from Belgium, comprising of 4000 pupils are expected to play between February 2017 and August 2017. The number of cities participating in the campaign is expected to reach 73 by August 2017. Belgium reached the target of 80 schools and showed very high participation numbers in Years 2 and 3, with good prospects concerning interested schools.

Table 5.1 below provides a summary of the overall results for Belgium, covering the period from February 2014 to November 2016.

Belgium	Year 1	Year 2	Year 3	Total
Schools	30	67	37	134
Pupils	4546	7288	2308	14142
Classes	198	353	117	668
Cities	0	52	13	-
Deluxe Versions	2	0	17	19
Sustainable Before	19%	53%	45%	50%
Sustainable During	36%	68%	53%	62%
Sustainable After	-	66%	46%	60%
Km Saved Total	1588	88213	27645	117446
Tonnes of CO_2 Saved Total	0.3	15.2	4.8	20.2

Table 5.1 Belgium - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 5.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 72084, while the CO_2 savings were 12.4 tonnes. It is noted that Belgium's data completion rates were among the lowest in the consortium which explains the big difference between the factual and the extrapolated savings.

Table 5.2 and Figure 5.1 below provide a summary of the Belgium's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

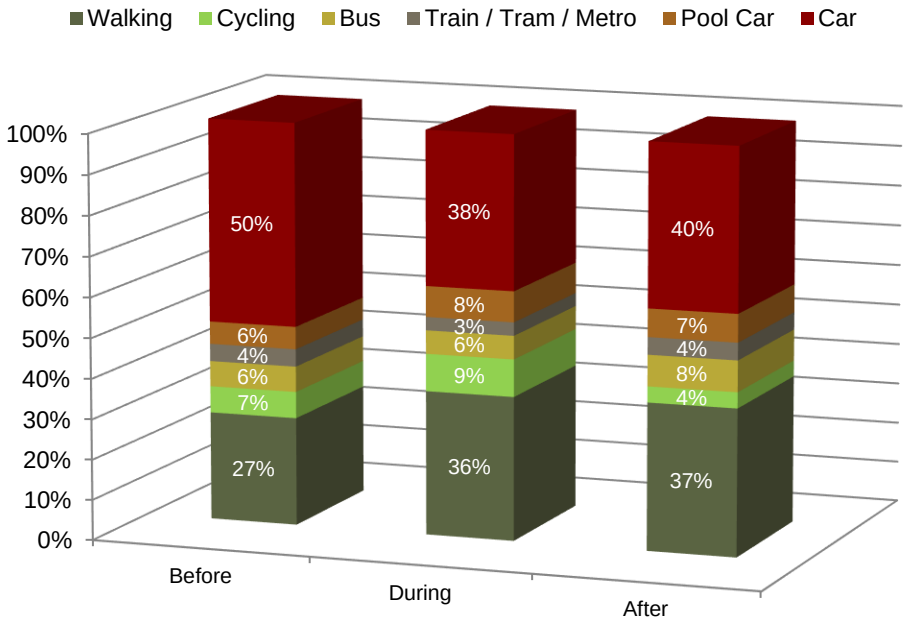


Figure 5.1 Belgium – Percentage Modal Split

Mode	Before	During	After
Walking	674	684	475
Cycling	240	283	182
Bus	193	139	263
Train / Tram / Metro	1	2	0
Pool Car	266	251	242
Car	1686	1221	1370
Total	3060	2581	2531

Table 5.2 - Belgium - Modal split

As shown in the above tables, Year 2 was the most successful year for Belgium. The numbers of schools that participated in the campaign were almost double compared to years 1 and 3. In addition, the number of pupils and classes were also higher compared to the other two years. The share of sustainable trips before, during and after the campaign was higher in year 2 compared to years 1 and 3. The contribution of year 2 savings in total kilometre and total CO_2 savings is approximately 75%. However, 17 of the 19 deluxe versions organised took place in year 3.

5.2 Implementation experience

Belgium reached the target of 80 schools and showed very high participation numbers in Years 2 and 3. The NFP from Belgium considers that the campaign was successful and the targets realistic as the simplicity of the campaign is appreciated by the Belgian teachers. In terms of rating the campaign's implementation elements, the Belgian NFP rated collecting and getting definitive data from schools as the most challenging, while communication with core partners was the easiest. In addition, the contribution of pupils and teachers in the campaign were considered as the most important elements in achieving modal shift.

The Belgian NFP stated that the three main reasons for the campaign's success were support of local partners, the fact that the NFP is a well-known organisation to schools, and the fact that the NFP team worked hard. On the other hand, the main reasons for underperformance were that the campaign was an unknown project to schools, that the tool to extract data was difficult to use and that the theme of sustainable mobility is not among the teachers' favourites.

When asked what they would change in the dissemination of the campaign the Belgian NFP, responded that that they would adopt a more targeted approach. In terms of data collection, the Belgian NFP would rather allow more time for teachers to input the data, and would provide awards to the schools that completed all the data.

6. Bulgaria

6.1 Overall results

In Bulgaria, by the end of 2016, 81 schools from 34 cities played TSG, comprising of 8198 pupils. Based on the data from the 81 schools, 58% of trips to and from school before the campaign were sustainable. During the campaign, this increased to 79% and the after campaign data shows that an additional increase up to 80% was recorded. Bulgaria reached the target of 80 schools and consistently showed high levels of participation throughout the campaign.

Table 6.1 below provides a summary of the overall results for Bulgaria, covering the period from February 2014 to November 2016.

Bulgaria	Year 1	Year 2	Year 3	Total
Schools	40	33	8	81
Pupils	3194	4224	780	8198
Classes	134	181	38	353
Cities	11	18	5	-
Deluxe Versions	11	0	6	17
Sustainable Before	53%	62%	54%	58%
Sustainable During	78%	81%	65%	79%
Sustainable After	81%	83%	63%	80%
Km Saved Total	72247	73476	6673	152396
Tonnes of CO_2 Saved Total	12.4	12.6	1.1	26.2

Table 6.1 Bulgaria - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 6.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 150399, while the CO_2 savings were 25.9 tonnes.

Table 6.2 and Figure 6.1 below provide a summary of the Bulgaria's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

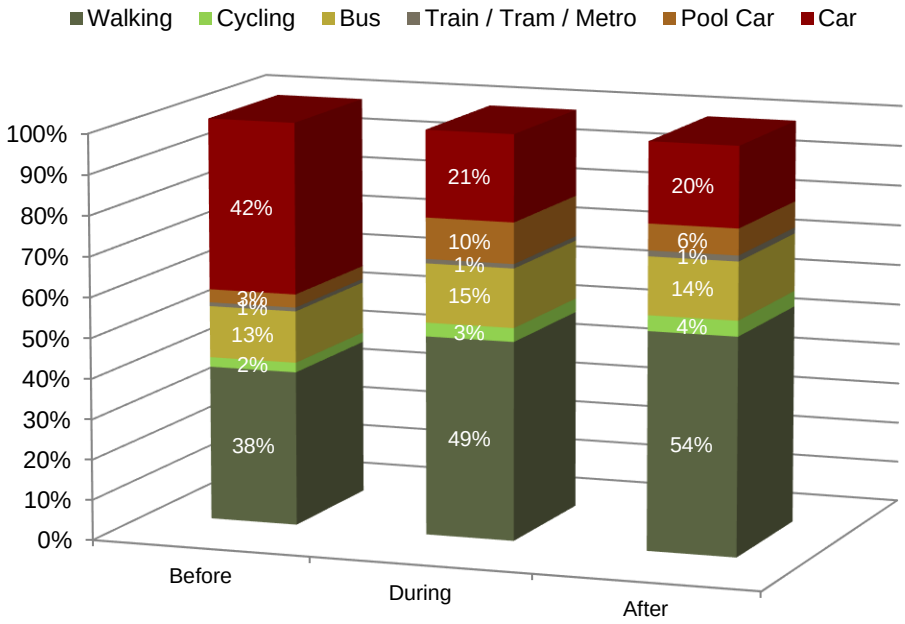


Figure 6.1 Bulgaria – Percentage Modal Split

Mode	Before	During	After
Walking	3071	3932	4426
Cycling	192	272	316
Bus	1022	1161	1170
Train / Tram / Metro	76	87	118
Pool Car	261	809	532
Car	3393	1710	1625
Total	8015	7971	8187

Table 6.2 - Bulgaria - Modal split

As shown in the above tables, Year 2 was the most successful year for Bulgaria. Although the number of schools that participated was lower compared to year 1, the Bulgarian NFP managed to recruit bigger schools and therefore the numbers of pupils and classes were higher. The share of sustainable trips before, during and after the campaign was higher in year 2 compared to years 1 and 3. The total kilometre and total CO_2 savings of year 2 were similar to those of year 1. While the savings of year 3 were significantly lower than the other two years, this reflects the lower number of schools that participated in year 3, for which the available data covers only a three-month period. The majority of deluxe versions were organised in year 1.

6.2 Implementation experience

Bulgaria reached the target of 80 schools and consistently showed high levels of participation throughout the campaign. The NFP from Bulgaria considers that the campaign was successful and the targets realistic. However, they stated that a challenge they faced early on in the campaign was persuading the schools to participate in the campaign without providing them with funding like other similar campaigns did in Bulgaria. Schools were contacted one by one to make sure they would participate in the campaign. In terms of rating the campaign's implementation elements, the Bulgarian NFP rated data collection and getting definitive data from schools as the most challenging, while communication with local authorities, responsiveness to dissemination activities and production of project deliverables were the easiest. In addition, the contribution of the NFP in the campaign was considered as the most important element in achieving modal shift.

The Bulgarian NFP stated that the three main reasons for the campaign's success were the direct contact with schools, direct assistance to schools, and the deluxe versions, campaign materials, and certificates for teachers. When asked what they would change in the dissemination of the campaign the Bulgarian NFP, responded that that they would seek sponsors more actively.

Good practice example: The TSG was included in Sustainable Urban Mobility Plans of Bulgarian cities and therefore established as a tool to achieve sustainable mobility in schools.

7. Czech Republic

7.1 Overall results

In Czech Republic, by the end of 2016, 60 schools played TSG by the end of 2016, comprising of 11778 pupils. Based on the data from the 60 schools, the majority of trips to and from school before the campaign were sustainable (77%). During the campaign, this increased to 87% and the after campaign a further decrease to 84% was recorded.

During the time this report was written (December 2016-January 2017), one more school comprising of 15 pupils joined the campaign. 15 more schools from Czech Republic, comprising of 3000 pupils are expected to play between February 2017 and August 2017. The number of cities participating in the campaign is expected to reach 27. Czech Republic did not meet the target of 80 schools, staying just below, however they used a variety of dissemination methods and managed to increase the number of participating schools during the course of the campaign.

Table 7.1 below provides a summary of the overall results for Czech Republic, covering the period from February 2014 to November 2016.

Czech Republic	Year 1	Year 2	Year 3	Total
Schools	15	19	26	60
Pupils	3695	3950	4133	11778
Classes	154	120	195	469
Cities	8	15	15	-
Deluxe Versions	8	0	3	11
Sustainable Before	74%	77%	79%	77%
Sustainable During	87%	85%	89%	87%
Sustainable After	82%	83%	88%	84%
Km Saved Total	39736	30815	37071	107622
Tonnes of CO_2 Saved Total	6.8	5.3	6.4	18.5

Table 7.1 Czech Republic - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 7.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 99565, while the CO_2 savings were 17.1 tonnes.

Table 7.2 and Figure 7.1 below provide a summary of the Czech Republic's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

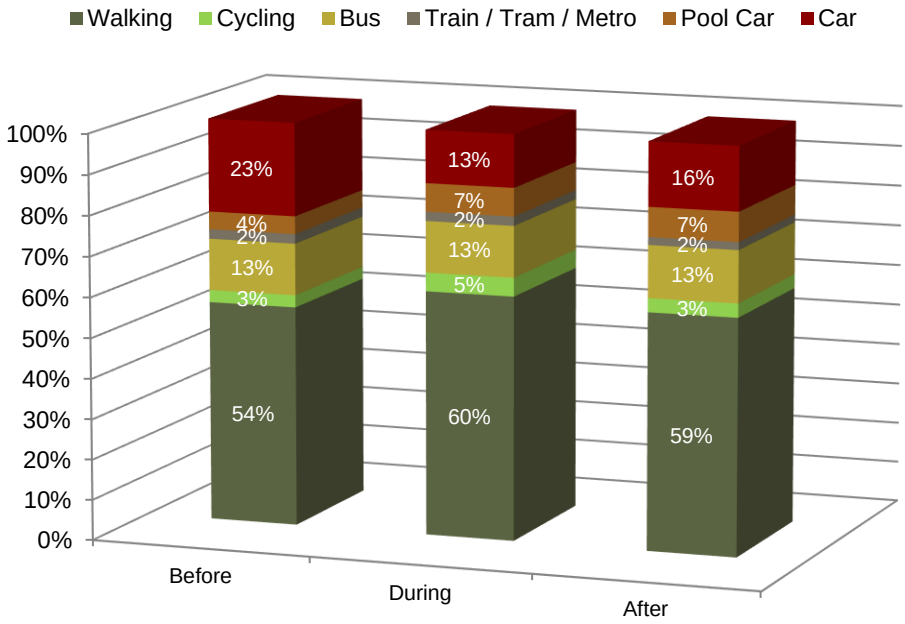


Figure 7.1 Czech Republic – Percentage Modal Split

Mode	Before	During	After
Walking	6213	6513	6086
Cycling	345	496	359
Bus	1455	1365	1336
Train / Tram / Metro	270	246	199
Pool Car	500	752	759
Car	2625	1405	1641
Total	11409	10777	10379

Table 7.2 - Czech Republic - Modal split

As shown in the above tables, Year 1 was the most successful year for Czech Republic. Although the number of schools that participated was lower compared to years 1 and 3, the Czech NFP managed to achieve a greater modal shift during the first year's campaign and therefore the kilometre and CO_2 savings achieved were greater. While year 3 was the year with the highest numbers of participating schools and pupils, the high baseline share of sustainable trips meant that lower kilometre and CO_2 savings were achieved. The majority of deluxe versions were organised in year 1.

7.2 Implementation experience

Czech Republic did not meet the target of 80 schools, however they used a variety of dissemination methods and managed to increase the number of participating schools during the course of the campaign. The NFP from Czech Republic considers that the campaign was successful and this is reflected in the positive feedback received, especially from pupils. In terms of rating the campaign's implementation elements, the Czech NFP rated communications with school staff, core partners and local authorities, data collection and project deliverables production as easiest, while school recruitment was most challenging element. The Czech NFP also commented that implementation was made more difficult by the many competing campaigns, especially in big cities. In addition, the contribution of pupils and parents in the campaign were considered as the most important elements in achieving modal shift.

The Czech NFP stated that the three main reasons for the campaign's success were the direct contact with schools, the cooperation with cities, and the support they received from the Ministry of Transport. On the other hand, the main reason for underperformance was that school staff were busy with many administrative responsibilities and therefore did not have time to participate in the campaign.

Good practice example: Czech 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.

As mentioned above, it is considered that, since the Czech and Slovakian campaigns were coordinated by the same organisation, the responses of the Czech NFP also reflect their implementation experience in Slovakia.

8. France

8.1 Overall results

In France, by the end of 2016, 21 schools played TSG, comprising of 3156 pupils. Based on the data from the 21 schools, 61% of trips to and from school before the campaign were sustainable. During the campaign, this increased to 74% and the after campaign data shows that a further increase to 77% was recorded.

During the time this report was written (December 2016-January 2017), one more school comprising of 18 pupils joined the campaign. 28 more schools from France, comprising of 3500 pupils are expected to play between February 2017 and August 2017. The number of cities participating in the campaign is expected to reach 14 by August 2017. France did not meet the target of 80 schools. According to the French NFP, this was due to the abundance of sustainability related initiatives in France, schools have a lot of campaigns to choose from.

Table 8.1 below provides a summary of the overall results for France, covering the period from February 2014 to November 2016.

France	Year 1	Year 2	Year 3	Total
Schools	4	17	0	21
Pupils	794	2362	0	3156
Classes	30	101	0	131
Cities	4	17	0	21
Deluxe Versions	1	0	0	1
Sustainable Before	0%	61%	0%	61%
Sustainable During	0%	74%	0%	74%
Sustainable After	0%	77%	0%	77%
Km Saved Total	0	20555	0	20555
Tonnes of CO_2 Saved Total	0.0	3.5	0.0	3.5

Table 8.1 France - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 8.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 5902, while the CO_2 savings were 1.0 ton.

Table 8.2 and Figure 8.1 below provide a summary of the France's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

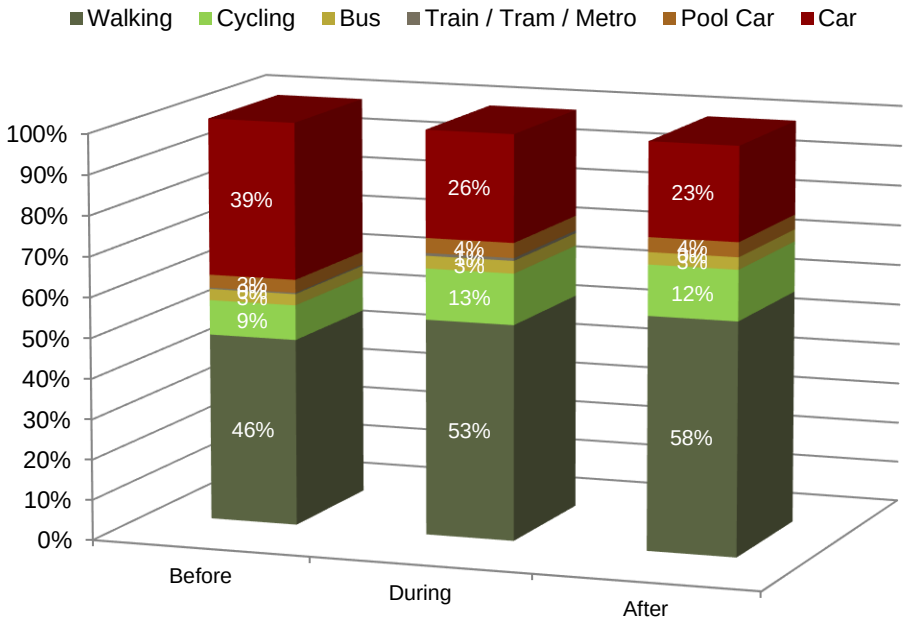


Figure 8.1 France – Percentage Modal Split

Mode	Before	During	After
Walking	1079	1144	1324
Cycling	200	270	286
Bus	65	67	69
Train / Tram / Metro	7	15	0
Pool Car	75	79	83
Car	901	566	530
Total	2328	2140	2292

Table 8.2 - France - Modal split

As shown in Table 8.1, France has only provided complete data for Year 2, which does not allow a comprehensive comparison across the three years of the campaign.

8.2 Implementation experience

France did not meet the target of 80 schools. The NFP from France considers that the campaign was not successful although the targets were realistic. According to the French NFP cities and schools found the campaign time consuming and show little willingness to engage in it. In terms of rating the campaign's implementation elements, the French NFP rated communication with local authorities and core partners, and project deliverables production as the easiest, while getting definitive data from schools and school recruitment were the most challenging. In addition, the contribution of pupils, parents and teachers in the campaign were considered as the most important elements in achieving modal shift.

The French NFP stated that the three main reasons for the campaign's success were the support they received from cities, snowball effects in recruitment of schools, and support from teachers. On the other hand, the main reasons for underperformance were that the NFP was not in direct contact with schools, implementation of the campaign was a lengthy process, and the wide availability of similar campaigns in the country.

When asked what they would change in the dissemination of the campaign the French NFP, responded that that they would have participated in more local events. In terms of what they would change in the recruitment of schools, they would try to work with schools rather than local authorities. Finally, in terms of data collection, the French NFP would have preferred to only send the materials to schools after they had entered the pre-measurement data, in order to ensure higher levels of data completion.

9. Germany

9.1 Overall results

In Germany, by the end of 2016, 26 schools played TSG, comprising of 3846 pupils. Based on the data from the 26 schools, the majority of trips to and from school before the campaign were sustainable (73%). During the campaign, this increased to 88% and the after campaign data shows that a decrease was recorded to 83%. However, the retention effect is still considered a significant improvement to the before data.

During the time this report was written (December 2016-January 2017), one more school comprising of 85 pupils joined the campaign. 6 schools from Germany comprising of 700 pupils are expected to play between February 2017 and August 2017. In addition, Germany has confirmed that 13 additional schools will be playing the TSG after September 2017. The number of cities that will have participated in the campaign in Germany by August 2017 is 22. Germany did not reach the target of 80 schools. However, they have already found schools that are interested in continuing the campaign after August 2017.

Table 9.1 below provides a summary of the overall results for Germany, covering the period from February 2014 to November 2016.

Germany	Year 1	Year 2	Year 3	Total
Schools	1	15	10	26
Pupils	178	1884	1784	3846
Classes	8	270	88	366
Cities	1	12	8	-
Deluxe Versions	0	0	2	2
Sustainable Before	0%	72%	74%	73%
Sustainable During	0%	90%	86%	88%
Sustainable After	0%	84%	80%	83%
Km Saved Total	0	38110	11091	49201
Tonnes of CO_2 Saved Total	0.0	6.6	1.9	8.5

Table 9.1 Germany - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 9.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 25474, while the CO_2 savings were 4.4 tonnes.

Table 9.2 and Figure 9.1 below provide a summary of the Germany's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

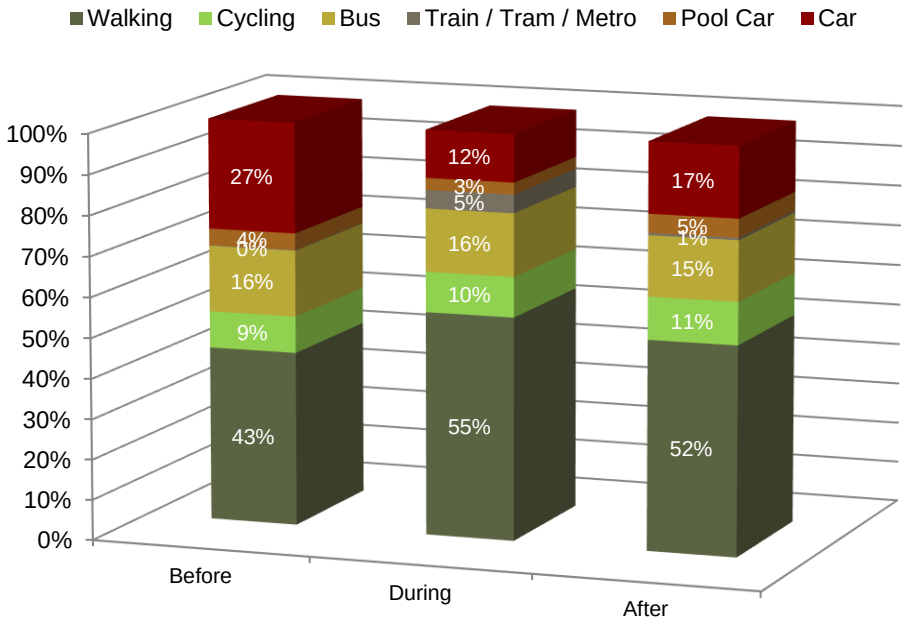


Figure 9.1 Germany – Percentage Modal Split

Mode	Before	During	After
Walking	1951	2464	2152
Cycling	408	443	436
Bus	738	692	616
Train / Tram / Metro	7	202	24
Pool Car	186	131	191
Car	1231	524	725
Total	4521	4456	4143

Table 9.2 - Germany - Modal split

As shown in the above tables, year 2 was the most successful year for Germany. Year 2 had the highest number of schools, pupils and classes compared to year 3. Only one school participated in year 1, which did not provide complete data. The total kilometre and total CO_2 savings of year 2 contributed almost two thirds of Germany's total savings during the campaign. All two of the deluxe versions organised took place in year 3.

9.2 Implementation experience

Germany did not reach the target of 80 schools. However, they have already found schools that are interested in continuing the campaign after August 2017. The NFP from Germany considers that the campaign was successful but the targets were not realistic due to governance of the education system in Germany. In terms of rating the campaign's implementation elements, the German NFP rated school recruitment, data collection, communication with core partners and local authorities as the most challenging, while production of project deliverables was the easiest. In addition, the contribution of teachers, pupils and parents in the campaign were considered as the most important elements in achieving modal shift. On the other hand, local authorities made no contribution.

The German NFP stated that the three main reasons for the campaign's success were that the campaign is appropriate for primary schools, that the dissemination materials look nice and the fact that the campaign was simple and easy. On the other hand, the main reasons for underperformance were that the German education system is characterised by fragmented governance, where cities are responsible for education infrastructure and federal governments are responsible for the curriculum, and the fact that there were too many similar campaigns available in the country.

10. Greece

10.1 Overall results

In Greece, by the end of 2016, 151 schools played TSG, comprising of 10131 pupils. Based on the data from the 151 schools, the majority of trips to and from school before the campaign were sustainable (58%). During the campaign, this increased to 76% and the after campaign data shows that a decrease was recorded to 73%. However, the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016 -January 2017), three more schools comprising of 277 pupils joined the campaign. 28 more schools from Greece, comprising of 1354 pupils are expected to play between February 2017 and August 2017. The total number of cities that will have participated in the campaign by August 2017 is 108. Greece reached and surpassed the target of 80 schools. Greece is one of the most successful examples of NFPs, which used excellent training methods.

Table 10.1 below provides a summary of the overall results for Greece, covering the period from February 2014 to November 2016.

Greece	Year 1	Year 2	Year 3	Total
Schools	66	55	30	151
Pupils	5868	2812	1451	10131
Classes	306	154	86	546
Cities	46	41	22	-
Deluxe Versions	22	0	9	31
Sustainable Before	60%	55%	56%	58%
Sustainable During	78%	78%	68%	76%
Sustainable After	76%	75%	61%	73%
Km Saved Total	54419	46826	8368	109613
Tonnes of CO_2 Saved Total	9.4	8.1	1.4	18.9

Table 10.1 Greece - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 10.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 103294, while the CO_2 savings were 17.8 tonnes.

Table 10.2 and Figure 10.1 below provide a summary of the Greece's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

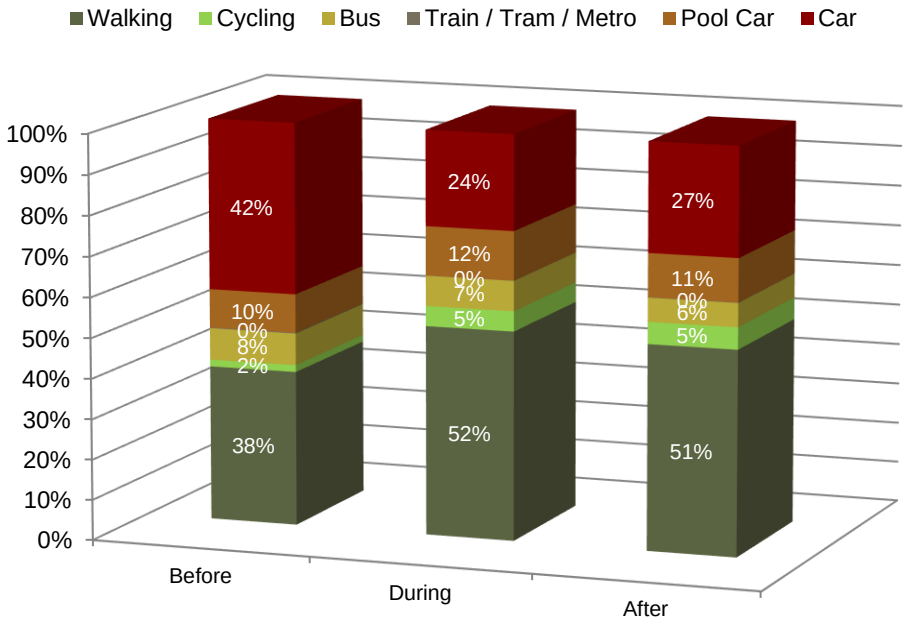


Figure 10.1 Greece – Percentage Modal Split

Mode	Before	During	After
Walking	1951	2464	2152
Cycling	408	443	436
Bus	738	692	616
Train / Tram / Metro	7	202	24
Pool Car	186	131	191
Car	1231	524	725
Total	4521	4456	4143

Table 10.2 - Greece - Modal split

As shown in the above tables, year 1 was the most successful year for Greece. Year 2 had the highest number of schools, pupils and classes compared to years 2 and 3. The total kilometre and total CO_2 savings of year 2 contributed almost half of Greece's total savings during the campaign. The majority of the deluxe versions organised took place in year 1.

10.2 Implementation experience

Greece reached and surpassed the target of 80 schools. Greece is one of the most successful examples of NFPs, which used excellent training methods. The NFP from Greece considers that the campaign was successful and the targets realistic. Many interesting deluxe activities took place in Greece, which is considered a sign of success. In terms of rating the campaign's implementation elements, the Greek NFP rated communication with local authorities and getting definitive data from schools as the most challenging, while school recruitment and communication with their staff, communication with core partners and production of deliverables were the easiest. In addition, the contribution of the NFP in the campaign was considered as the most important element in achieving modal shift. On the other hand, local authorities had the lowest level of contribution.

The Greek NFP stated that the three main reasons for the campaign's success were that the pupils enjoyed it, the good recruitment strategy the NFP deployed and the direct assistance they provided to schools.

When asked what they would change in the dissemination of the campaign the Greek NFP, responded that that they would make better use of social media, produce newsletters more regularly, and share schools' success stories on blogs. In terms of what they would change in the recruitment of schools, they would increase the number of people in the NFP team, ask for better communication from teachers, and make sure that schools that signed up but then did not participate were making the NFP aware of this change promptly. Finally, in terms of data collection, the Greek NFP would prefer to have only one person of contact in each school, have the regional education monitor data collection and quality, and find a more efficient way to have teachers meet their deadlines.

11. Hungary

11.1 Overall results

In Hungary, by the end of 2016, 8 schools played TSG, comprising of 1529 pupils. Based on the data from the 8 schools, the majority of trips to and from school before the campaign were sustainable (63%). During the campaign, this increased to 81% and the after campaign data shows that a decrease was recorded to 77%. However, the retention effect is still a significant improvement to the before data.

25 more schools from Hungary, comprising of 2500 pupils are expected to play between February 2017 and August 2017. Two cities will have participated in the campaign by August 2017. Hungary did not meet the target of 80 schools. According to the Hungarian NFP, many of the schools that were contacted during the three years had experienced a number of governance changes and as a result the teachers were not willing to participate in joining a new kind of campaign.

Table 11.1 below provides a summary of the overall results for Hungary, covering the period from February 2014 to November 2016.

Hungary	Year 1	Year 2	Year 3	Total
Schools	5	1	2	8
Pupils	1276	124	129	1529
Classes	56	7	7	70
Cities	2	1	1	-
Deluxe Versions	1	0	0	1
Sustainable Before	56%	82%	84%	63%
Sustainable During	76%	96%	95%	81%
Sustainable After	73%	90%	90%	77%
Km Saved Total	27254	332	2062	29648
Tonnes of CO_2 Saved Total	4.7	0.1	0.4	5.1

Table 11.1 Hungary - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 11.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 25430, while the CO_2 savings were 4.4 tonnes.

Table 11.2 and Figure 11.1 below provide a summary of the Hungary's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

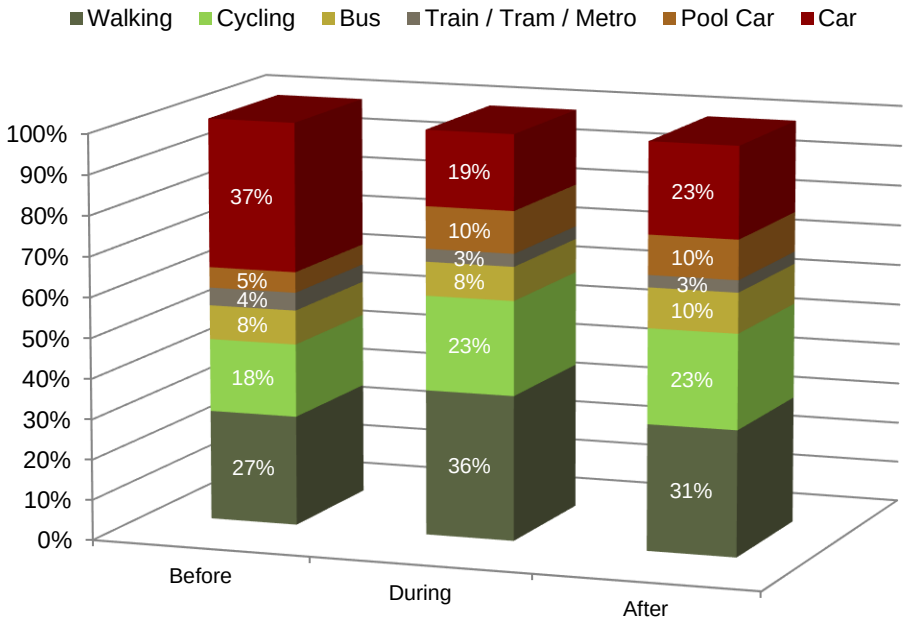


Figure 11.1 Hungary – Percentage Modal Split

Mode	Before	During	After
Walking	407	510	428
Cycling	269	331	320
Bus	126	118	136
Train / Tram / Metro	66	45	41
Pool Car	76	148	134
Car	550	265	308
Total	1493	1417	1366

Table 11.2 - Hungary - Modal split

As shown in the above tables, the numbers of schools that participated in all three years of the campaign were low, further details about the implementation challenges faced by the Hungarian NFP are given in section 11.2. Year 1 had the highest number of schools, pupils and classes compared to years 2 and 3. The total kilometre and total CO_2 savings of year 1 contributed almost 90% of Hungary's total savings during the campaign. The only deluxe version organised took place in year 1.

11.2 Implementation experience

Hungary did not meet the target of 80 schools. According to the Hungarian NFP, many of the schools that were contacted during the three years had experienced a number of governance changes while the schools' curriculum is now centrally coordinated by a state authority. As a result, the teachers were not willing to participate in the campaign. Nevertheless, the NFP from Hungary considers that the campaign was successful and the targets realistic. In terms of rating the campaign's implementation elements, the Hungarian NFP rated communication with local authorities and data collection as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of teachers and the NFP in the campaign were considered as the most important elements in achieving modal shift. On the other hand, local authorities had the lowest levels of contribution.

The Hungarian NFP stated that the three main reasons for the campaign's success were the NFP's efforts, the fact that information was provided in a local language and the high quality of the materials. On the other hand, the main reasons for underperformance were the centralised education system, the many administrative responsibilities of the teachers and the low levels of digital literacy and use of social media by school staff.

When asked what they would change in the dissemination of the campaign the Hungarian NFP, responded that that they would provide more incentives for the teachers to participate, they would give more gadgets and promotional materials to the pupils, and they would seek non-financial support from the state. In terms of what they would change in the recruitment of schools, they would give more detailed, step-by-step instructions to the teachers, and they would prefer to have an even simpler campaign tool.

12. Italy

12.1 Overall results

In Italy, by the end of 2016, 61 schools played TSG, comprising of 8876 pupils. Based on the data from the 61 schools, the majority of trips to and from school before the campaign were sustainable (53%). During the campaign, this increased to 69% and the after campaign data shows that a decrease was recorded to 66%. However, the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016 -January 2017), six more schools comprising of 600 pupils joined the campaign. 18 more schools from Italy, comprising of 3700 pupils are expected to play between February 2017 and August 2017. 16 Italian cities are expected to have participated in the campaign by August 2017. Taking into account the forecast period that will conclude school year 2016-2017, Italy will meet the target of 80 schools. That reveals a good interest from schools as Italy did not implement the campaign itself yet in Year 1. They (over) achieved their yearly targets in Years 2 and 3.

Table 12.1 below provides a summary of the overall results for Italy, covering the period from February 2014 to November 2016.

Italy	Year 1	Year 2	Year 3	Total
Schools	0	49	12	61
Pupils	0	7555	1321	8876
Classes	0	365	60	425
Cities	0	11	4	-
Deluxe Versions	0	0	1	1
Sustainable Before	0%	51%	60%	53%
Sustainable During	0%	68%	70%	69%
Sustainable After	0%	66%	66%	66%
Km Saved Total	0	121117	11839	132956
Tonnes of CO_2 Saved Total	0.0	20.8	2.0	22.9

Table 12.1 Italy - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 12.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 125299, while the CO_2 savings were 21.6 tonnes.

Table 12.2 and Figure 12.1 below provide a summary of the Italy's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

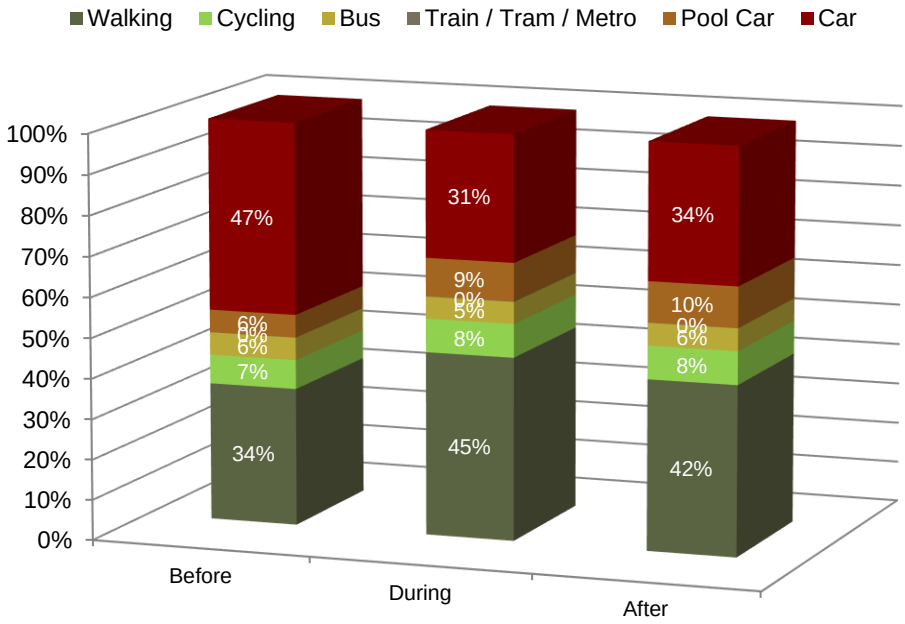


Figure 12.1 Italy – Percentage Modal Split

Mode	Before	During	After
Walking	3067	3969	3761
Cycling	646	726	733
Bus	501	471	491
Train / Tram / Metro	4	9	5
Pool Car	503	822	893
Car	4256	2735	3004
Total	8976	8733	8887

Table 12.2 - Italy - Modal split

As shown in the above tables, year 2 was the most successful year for Italy. The campaign was not implemented in Italy during year 1, which is why no data is available for that year. Year 2 had the highest number of schools, pupils and classes compared to year 3. The total kilometre and total CO_2 savings of year 2 contributed almost 90% of Italy's total savings during the campaign. The only deluxe version organised took place in year 3.

12.2 Implementation experience

Italy did not meet the target of 80 schools. However, this is attributed to the fact that they did not implement the campaign in Year 1. They achieved their yearly targets in Years 2 and 3. The NFP from Italy considers that the campaign was successful and the targets realistic. In terms of rating the campaign's implementation elements, the Italian NFP rated school recruitment, communication with school staff, data collection, and maintaining interest from schools and local authorities as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of local authorities and the NFP itself in the campaign were considered as the most important elements in achieving modal shift.

The Italian NFP stated that the two main reasons for the campaign's success were the involvement of municipalities and the dissemination directly through workshops and seminars. On the other hand, the main reasons for underperformance were schools reacted slowly to recruitment efforts and that it was difficult to get hold of the school staff at the end of the school year when they were planning their activities for the next year and were being approached by representatives from other similar campaigns.

When asked what they would change in terms of data collection, the Italian NFP responded that would prefer a classification of modes that fits better with Italian standards.

Good practice example: A drawing contest was organised as a deluxe activity for which voting was done using Facebook.

13. Lithuania

13.1 Overall results

In Lithuania, by the end of 2016, 69 schools played TSG, comprising of 10599 pupils. Based on the data from the 69 schools, the majority of trips to and from school before the campaign were sustainable (67%). During the campaign, this increased to 82% and the after campaign data shows that a decrease to 81% was recorded. However, the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016 -January 2017), five more schools comprising of 631 pupils joined the campaign. It expected that 16 Lithuanian cities will have participated in the campaign by August 2017. Lithuania only slightly missed the target of 80 schools. However, they consistently demonstrated high levels of participation throughout the campaign.

Table 13.1 below provides a summary of the overall results for Lithuania, covering the period from February 2014 to November 2016.

Lithuania	Year 1	Year 2	Year 3	Total
Schools	21	34	14	69
Pupils	3397	4598	2604	10599
Classes	158	238	124	520
Cities	2	13	9	-
Deluxe Versions	5	0	5	10
Sustainable Before	72%	65%	64%	67%
Sustainable During	88%	79%	77%	82%
Sustainable After	86%	80%	79%	81%
Km Saved Total	64401	69554	32148	166103
Tonnes of CO_2 Saved Total	11.1	12.0	5.5	28.6

Table 13.1 Lithuania - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 13.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 162370, while the CO_2 savings were 27.9 tonnes.

Table 13.2 and Figure 13.1 below provide a summary of the Lithuania's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

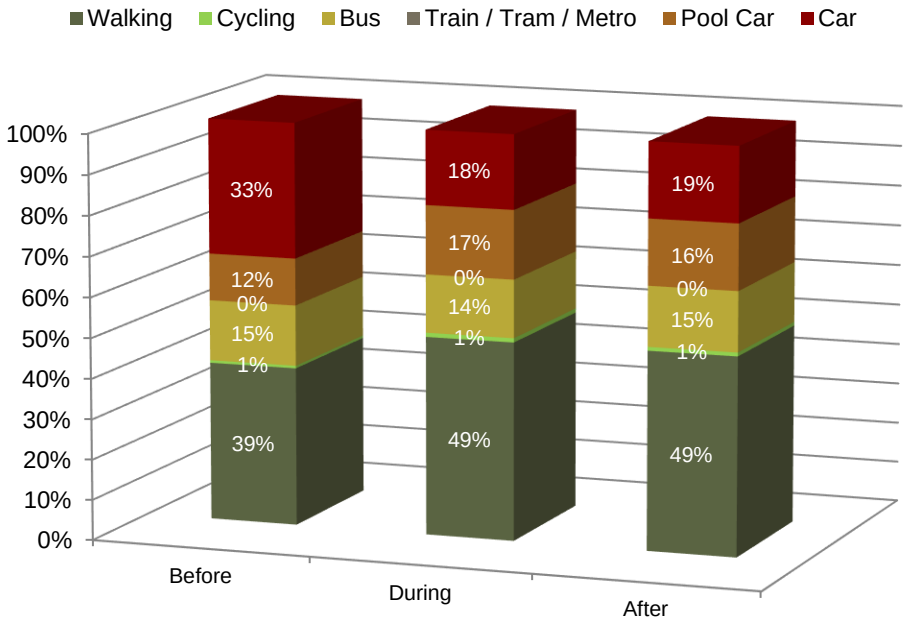


Figure 13.1 Lithuania – Percentage Modal Split

Mode	Before	During	After
Walking	4074	4970	4976
Cycling	66	106	95
Bus	1552	1448	1500
Train / Tram / Metro	0	0	0
Pool Car	1205	1719	1644
Car	3467	1859	1881
Total	10363	10102	10096

Table 13.2 - Lithuania - Modal split

As shown in the above tables, year 2 was the most successful year for Lithuania. Year 2 had the highest number of schools, pupils and classes compared to years 1 and 3. In terms of total kilometre and total CO_2 savings years 1 and 2 made almost 80% of contributions to Lithuania's total savings during the campaign. There were ten deluxe versions organised in Lithuania, five of which took place in year 1 in year 3.

13.2 Implementation experience

Lithuania did not reach the target of 80 schools. However, they consistently demonstrated high levels of participation throughout the campaign. The NFP from Lithuania considers that the campaign was successful and the targets realistic. In terms of rating the campaign's implementation elements, the Lithuanian NFP rated communication with local authorities, responsiveness to dissemination activities and communication with core partners as the most challenging, while the production of deliverables was the easiest. In addition, the contribution of pupils, parents and the NFP itself in the campaign were considered as the most important elements in achieving modal shift.

The Lithuanian NFP stated that the two main reasons for the campaign's success were the sponsorship they secured and the support they received from cities.

When asked what they would change in the dissemination of the campaign the Lithuanian NFP, responded that that they would produce more promotional materials, provide more information to local authorities and post more information on Facebook.

14. Malta

14.1 Overall results

In Malta, by the end of 2016, 12 schools from 12 cities played TSG, comprising of 2901 pupils. Based on the data from 12 schools, the majority of trips to and from school before the campaign were sustainable (56%). During the campaign, this increased to 62% and the after campaign data shows that a further increase to 65% was recorded.

Malta did not achieve the target of 80 schools, however it should be noted that there are fewer than 80 primary schools in Malta. At the time this report was written, no data for School Year 3 could be confirmed by the Maltese NFP.

Table 14.1 below provides a summary of the overall results for Malta, covering the period from February 2014 to November 2016.

Malta	Year 1	Year 2	Year 3	Total
Schools	3	9	0	12
Pupils	497	2404	0	2901
Classes	25	165	0	190
Cities	3	9	0	12
Deluxe Versions	0	0	-	0
Sustainable Before	66%	53%	-	56%
Sustainable During	75%	59%	-	62%
Sustainable After	79%	61%	-	65%
Km Saved Total	3538	6848	0	10386
Tonnes of CO_2 Saved Total	0.6	1.2	0.0	1.8

Table 14.1 Malta - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 14.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 9657, while the CO_2 savings were 1.7 tonnes.

Table 14.2 and Figure 14.1 below provide a summary of the Malta's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

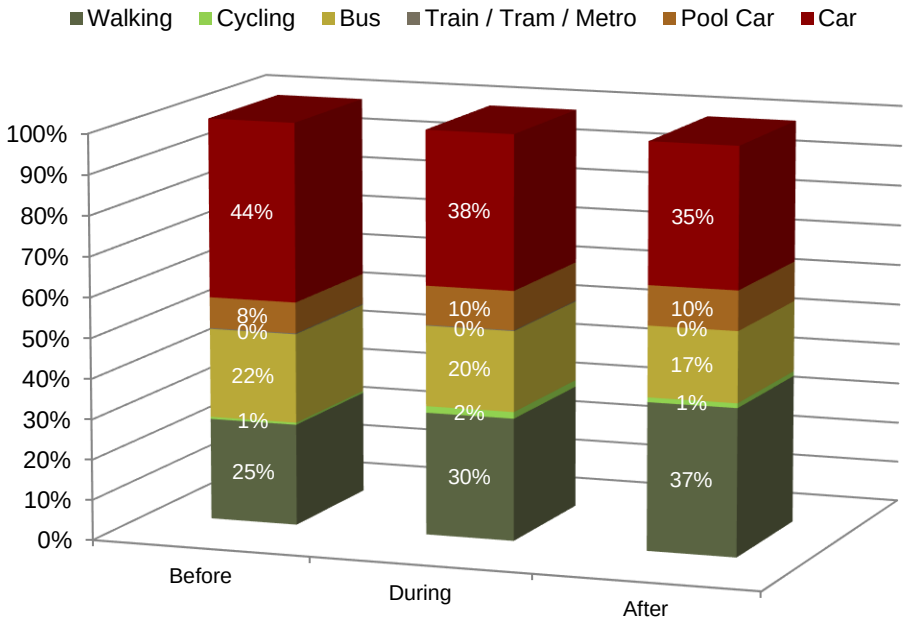


Figure 14.1 Malta – Percentage Modal Split

Mode	Before	During	After
Walking	554	714	649
Cycling	11	38	21
Bus	483	466	309
Train / Tram / Metro	5	5	0
Pool Car	168	226	173
Car	973	894	614
Total	2196	2343	1767

Table 14.2 - Malta - Modal split

As shown in the above tables, year 2 was the most successful year for Malta. Year 2 had the highest number of schools, pupils and classes compared to year 1. As mentioned above, no complete data was available for year 3 at the time this report was written. In terms of total kilometre and total CO_2 savings year 2 contributed to almost 65% of Malta's total savings during the campaign. No deluxe versions took place in Malta.

14.2 Implementation experience

Malta did not achieve the target of 80 schools, however it should be noted that there are fewer than 80 primary schools in Malta. At the time this report was written, no data for School Year 3 had been confirmed by the Maltese NFP. The NFP from Malta considers that the campaign was successful although the targets were not realistic. There are fewer than 80 primary schools in Malta but the campaign is expected to reach 45% of all primary schools in the country. In terms of rating the campaign's implementation elements, the Maltese NFP rated school recruitment as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of pupils, teachers and the NFP itself in the campaign were considered as the most important elements in achieving modal shift.

The Maltese NFP stated that the three main reasons for the campaign's success were consistently following up with schools on their progress, organising face-to-face meetings, and organising an open event during the European Mobility Week in 2015. On the other hand, the main reasons for underperformance were the low total number of schools in Malta, the fact that some schools are already engaged in similar campaigns and that some schools have school buses that offer free transport to all pupils.

When asked what they would change in the dissemination of the campaign the Maltese NFP, responded that that they would organise more events for families. In terms of what they would change in the data collection, they would try to achieve more consistent data completion from schools.

Good practice example: One of the Maltese schools organised additional games and is running a Green Club to explain the relationship of sustainable transport with nature and the environment.

15. The Netherlands

15.1 Overall results

In the Netherlands, by the end of 2016, 53 schools played TSG, comprising of 10778 pupils. Based on the data from the 53 schools, the majority of trips to and from school before the campaign were sustainable (77%). During the campaign, this increased to 85% and the after campaign data shows that a decrease to 79% was recorded. However, the retention effect is still a significant improvement to the before data.

32 more schools from Netherlands, comprising of 5981 pupils are expected to play between February 2017 and August 2017. Taking into account the forecast period that will conclude school year 2016-2017, the Netherlands will meet the target of 80 schools. It is expected that by August 2017 18 Dutch cities will have participated in the campaign. According to the Dutch NFP, the first year was a slow start as they noticed teachers' limited time availability and the fact that there are many similar initiatives available in their country. The Dutch NFP managed to recruit a significant number of schools in the area of Utrecht in Year 3.

Table 15.1 below provides a summary of the overall results for the Netherlands, covering the period from February 2014 to November 2016.

The Netherlands	Year 1	Year 2	Year 3	Total
Schools	3	11	39	53
Pupils	624	2864	7290	10778
Classes	26	115	303	444
Cities	0	11	7	-
Deluxe Versions	1	0	4	5
Sustainable Before	64%	74%	78%	77%
Sustainable During	79%	82%	86%	85%
Sustainable After	74%	86%	77%	79%
Km Saved Total	6014	14965	17911	38890
Tonnes of CO_2 Saved Total	1.0	2.6	3.1	6.7

Table 15.1 The Netherlands - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 15.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 21070, while the CO_2 savings were 3.6 tonnes.

Table 15.2 and Figure 15.1 below provide a summary of the Dutch modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

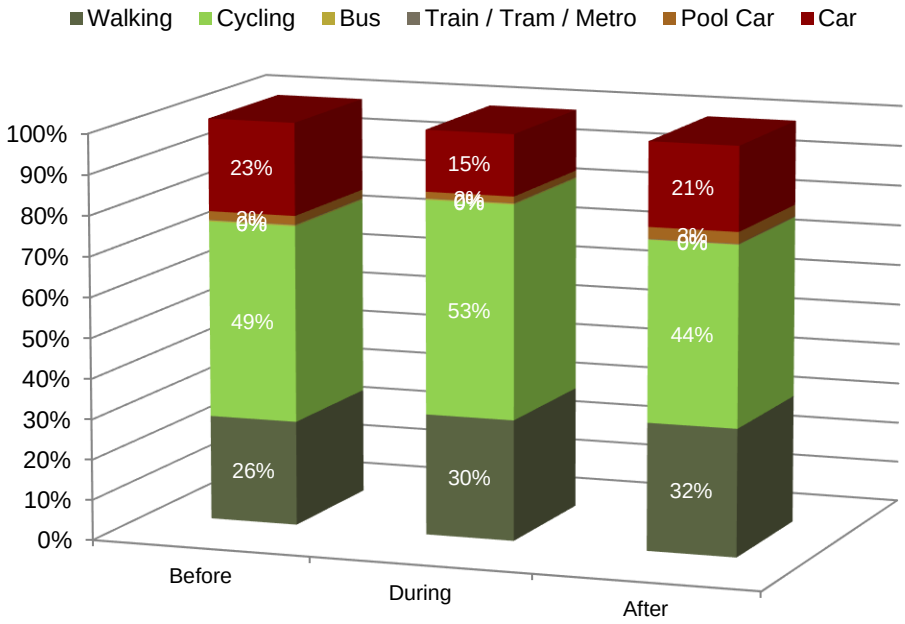


Figure 15.1 The Netherlands – Percentage Modal Split

Mode	Before	During	After
Walking	3189	3433	2327
Cycling	5962	6037	3265
Bus	34	29	10
Train / Tram / Metro	14	11	10
Pool Car	264	182	208
Car	2814	1731	1518
Total	12276	11423	7338

Table 15.2 - The Netherlands - Modal split

As shown in the above tables, year 3 was the most successful year for The Netherlands. Year 3 had the highest number of schools, pupils and classes compared to years 1 and 2. In terms of total kilometre and total CO_2 savings year 2 contributed to almost 45% of the Dutch total savings during the campaign. Five deluxe versions were organised in the Netherlands, four of which took the place in year 3.

15.2 Implementation experience

The Netherlands did not meet the target of 80 schools. According to the Dutch NFP, this can be attributed to the teachers' limited time availability and the fact that there are many similar initiatives available in their country. However, it should be noted that the Dutch NFP managed to recruit a significant number of schools in the area of Utrecht in Year 3. The NFP from the Netherlands considers that the campaign was successful and the targets realistic. However, they stated that at the beginning of the campaign schools had limited financial resources. This situation improved as the economy improved at a later stage of the campaign. In terms of rating the campaign's implementation elements, the Dutch NFP rated school recruitment as the most challenging, while communication with core partners and data collection were the easiest. In addition, the contribution of pupils, teachers and parents in the campaign were considered as the most important elements in achieving modal shift.

The Dutch NFP stated that the three main reasons for the campaign's success were the use of the website as a communication tool, the fact that road safety is an important issue in the Netherlands and that the campaign was organised at a European scale. On the other hand, the main reasons for underperformance were the financial issues the schools faced in the beginning of the campaign, the fact that school teachers were busy with other tasks, and that many other similar campaigns were available in the country.

When asked what they would change in the dissemination of the campaign the Dutch NFP, responded that that they would pick a better quality banner because sometimes the stickers do not stick, and they would select something other than a snake as the campaign's mascot. In terms of what they would change in the recruitment of schools, they would try to promote TSG as a planning tool for schools. Finally, in terms of data collection, the Dutch NFP would push school to collect data online rather than on paper forms.

16. Portugal

16.1 Overall results

In Portugal, by the end of 2016, 35 schools played TSG, comprising of 4196 pupils. Based on the data from the 35 schools, 42% of the trips to and from school before the campaign were sustainable. During the campaign, this increased to 59% and the after campaign data shows that it remained the same after the campaign, however the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016- January 2017), ten more schools comprising of 970 pupils joined the campaign. 43 more schools from Portugal, comprising of 2282 pupils are expected to play between February 2017 and August 2017. It expected that by August 2017 23 Portuguese cities will have participated in the campaign. Taking into account the forecast period that will conclude school year 2016-2017, Portugal will most likely meet the target of 80 schools.

Table 16.1 below provides a summary of the overall results for Portugal, covering the period from February 2014 to November 2016.

Portugal	Year 1	Year 2	Year 3	Total
Schools	4	22	9	35
Pupils	336	2017	1843	4196
Classes	14	89	81	184
Cities	2	4	3	-
Deluxe Versions	4	0	7	11
Sustainable Before	31%	40%	46%	42%
Sustainable During	67%	58%	59%	59%
Sustainable After	58%	56%	63%	59%
Km Saved Total	13411	42886	24754	81051
Tonnes of CO_2 Saved Total	2.3	7.4	4.3	13.9

Table 16.1 Portugal - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 16.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 70986, while the CO_2 savings were 12.2 tonnes.

Table 16.2 and Figure 16.1 below provide a summary of the Portugal's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

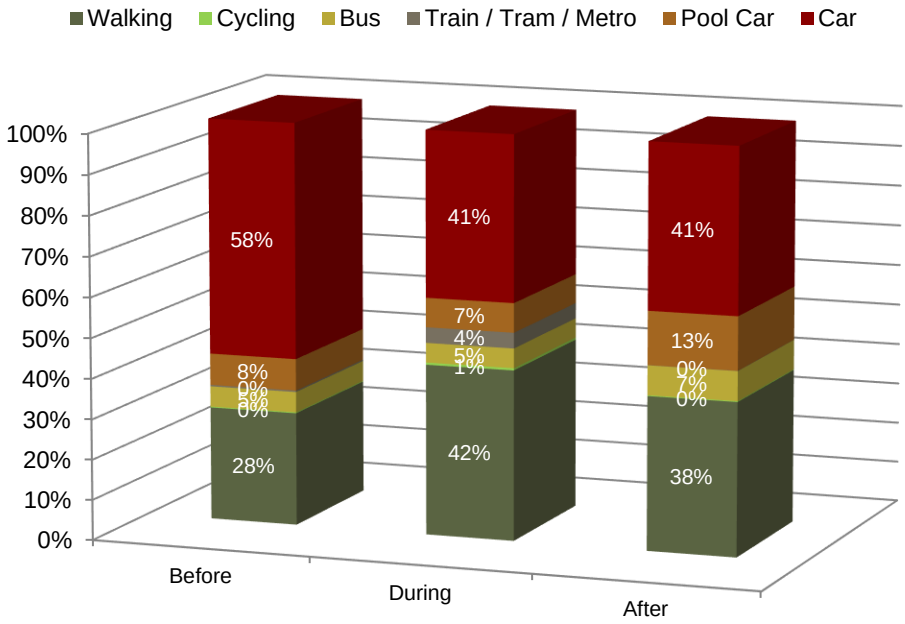


Figure 16.1 Portugal – Percentage Modal Split

Mode	Before	During	After
Walking	1119	1598	1364
Cycling	9	20	7
Bus	202	183	261
Train / Tram / Metro	14	145	2
Pool Car	312	274	471
Car	2322	1553	1463
Total	3977	3774	3568

Table 16.2 - Portugal - Modal split

As shown in the above tables, year 2 was the most successful year for Portugal. Year 2 had the highest number of schools, pupils and classes compared to years 1 and 3. However, it should be noted that the highest modal shift (36%) during the campaign was achieved during year 1. In terms of total kilometre and total CO_2 savings year 2 contributed to almost 50% of Portugal's total savings during the campaign. The majority of the deluxe version organised in the Portugal took place in year 3.

16.2 Implementation experience

Portugal did not meet the target of 80 schools. However, it should be noted that the Portuguese NFP applied some of the most interesting dissemination strategies in the consortium. The NFP from Portugal considers that the campaign was successful and the targets realistic. However, they stated that the campaign would have been more successful if families in Portugal were not so car dependent. In terms of rating the campaign's implementation elements, the Portuguese NFP rated school recruitment and communication with school staff as the most challenging, while communication with core partners and maintaining interest after dissemination activities were the easiest. In addition, the contribution of pupils, teachers, parents and NFP itself in the campaign were considered as the most important elements in achieving modal shift. On the other hand, local authorities and the NFP itself had the lowest levels of contribution.

The Portuguese NFP stated that the three main reasons for the campaign's success were the help they received from local partners, the workshops they organised for teachers, and the snowball effect in recruitment. On the other hand, the main reasons for underperformance were the high levels of car dependence in the country, the lack of commitment by many municipalities and the fact that teachers were busy with other internal tasks.

When asked what they would change in the recruitment practices of the campaign the Portuguese NFP, responded that that they would offer more incentives to teachers and they would find more sponsors to produce new materials for schools.

17. Romania

17.1 Overall results

In Romania, by the end of 2016, 183 schools played TSG, comprising of 33218 pupils. Based on the data from 183 schools, the majority of trips to and from school before the campaign were 65% sustainable. During the campaign, this increased to 82% and the after campaign data shows that this number increased further to 83%.

20 more schools from Romania, comprising of 4000 pupils are expected to play between February 2017 and August 2017. It is expected that by August 2017 24 Romanian cities will have participated in the campaign. Romania met and surpassed the target of 80 schools and was the NFP with the largest number of participating schools, despite the fact that every year the campaign was implemented in the short period between September and November.

Table 17.1 below provides a summary of the overall results for Romania, covering the period from February 2014 to November 2016.

Romania	Year 1	Year 2	Year 3	Total
Schools	56	62	65	183
Pupils	7844	12262	13112	33218
Classes	392	473	517	1382
Cities	13	17	17	-
Deluxe Versions	13	0	28	41
Sustainable Before	65%	64%	66%	65%
Sustainable During	87%	78%	82%	82%
Sustainable After	88%	82%	81%	83%
Km Saved Total	164329	192165	192969	549464
Tonnes of CO_2 Saved Total	28.3	33.1	33.2	94.5

Table 17.1 Romania - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 17.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 534365, while the CO_2 savings were 91.9 tonnes.

Table 17.2 and Figure 17.1 below provide a summary of the Romania's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

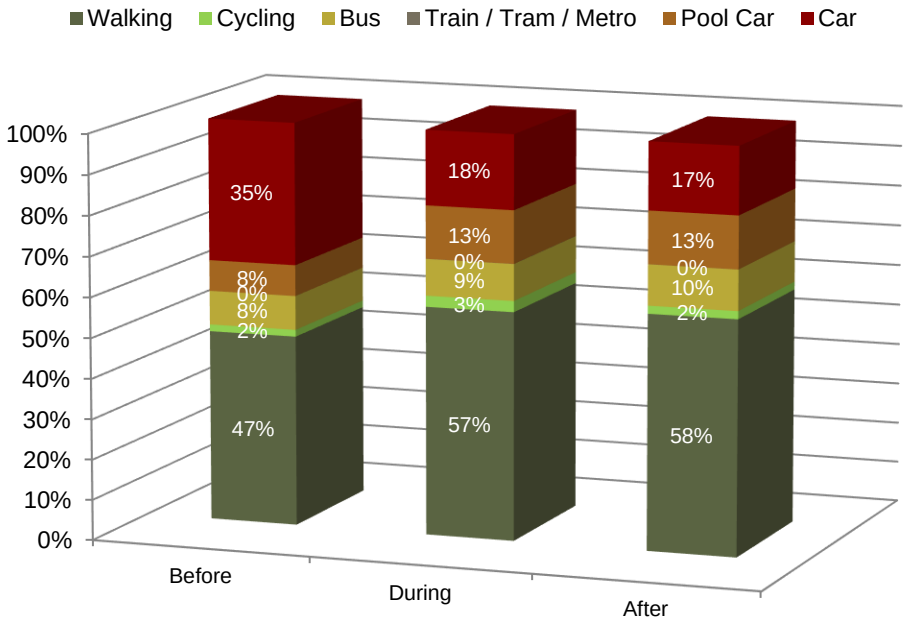


Figure 17.1 Romania – Percentage Modal Split

Mode	Before	During	After
Walking	15376	18357	18937
Cycling	549	888	640
Bus	2732	2932	3261
Train / Tram / Metro	3	11	7
Pool Car	2487	4241	4223
Car	11430	5990	5429
Total	32577	32419	32497

Table 17.2 - Romania - Modal split

As shown in the above tables, all three years were very successful for Romania. All three years made similar total kilometre and total CO_2 savings contributions to the country's total savings. Year 3 had the highest number of schools, pupils, and savings classes compared to years 1 and 2. The biggest modal shift during the campaign was achieved in year 1. The majority of the deluxe versions organised in the Romania took place in year 3.

17.2 Implementation experience

Romania met and surpassed the target of 80 schools and was the NFP with the largest number of participating schools, despite the fact that every year the campaign was implemented in the short period between September and November.

Although the Romanian NFP did not answer the questionnaire disseminated at the final consortium meeting, the feedback they provided throughout the three years of the campaign was very positive. Even if the project ends, Romanian school and teachers are determined to continue educating children towards clean and energy efficient transport on a regular basis. In fact, the ‘Car free day’ in Brasov turned into ‘two weeks without any cars’. The local pupils managed to reach 100% sustainable trips and they would really like to hold on to this percentage.

18. Slovakia

18.1 Overall results

In Slovakia, by the end of 2016, 37 schools played TSG, comprising of 4061 pupils. Based on the data from the 37 schools, the majority of trips to and from school before the campaign were sustainable (70%). During the campaign, this increased to 78% and the after campaign data shows that a decrease to 76% was recorded. However, the retention effect is still a significant improvement to the before data.

5 more schools from Slovakia, comprising of 900 pupils are expected to play between February 2017 and August 2017. It is expected that 31 Slovakian cities will have participated in the campaign by August 2017. Slovakia did not meet the target of 80 schools, however they used interesting dissemination methods and increased the numbers of participating schools in the course of the campaign.

Table 18.1 below provides a summary of the overall results for Slovakia, covering the period from February 2014 to November 2016.

Slovakia	Year 1	Year 2	Year 3	Total
Schools	12	9	16	37
Pupils	1211	1275	1575	4061
Classes	59	63	87	209
Cities	5	8	14	-
Deluxe Versions	0	0	6	6
Sustainable Before	70%	75%	66%	70%
Sustainable During	85%	80%	71%	78%
Sustainable After	81%	83%	66%	76%
Km Saved Total	16997	9249	7818	34064
Tonnes of CO_2 Saved Total	2.9	1.6	1.3	5.9

Table 18.1 Slovakia - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 18.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 33413, while the CO_2 savings were 5.7 tonnes.

Table 18.2 and Figure 18.1 below provide a summary of the Slovakia's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

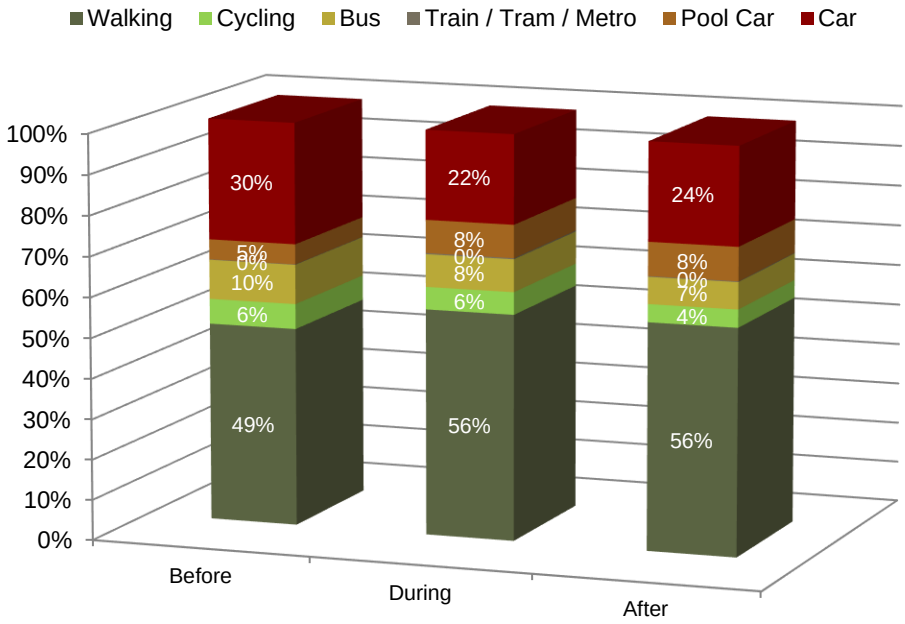


Figure 18.1 Slovakia – Percentage Modal Split

Mode	Before	During	After
Walking	1796	2025	1964
Cycling	227	201	155
Bus	356	291	231
Train / Tram / Metro	4	10	6
Pool Car	182	295	290
Car	1095	797	848
Total	3659	3618	3493

Table 18.2 - Slovakia - Modal split

As shown in the above tables, the first year was the most successful for Slovakia. Year 3 had the highest number of schools, pupils, and savings classes compared to years 1 and 2. However, the biggest total kilometre and total CO_2 savings were achieved in year 1, due to the fact that there was 15% modal shift during the campaign. Year 1 contributed to almost a third of the total kilometre and total CO_2 savings of the campaign in Slovakia. All of the deluxe versions organised in the Slovakia took place in year 3.

18.2 Implementation experience

Slovakia did not meet the target of 80 schools, however they used interesting dissemination methods and increased the numbers of participating schools in the course of the campaign.

For the evaluation of the Slovakian campaign please see above the comments of Czech NFP, as both campaigns were coordinated by the same organisation.

19. Slovenia

19.1 Overall results

In Slovenia, by the end of 2016, 121 schools played TSG, comprising of 21778 pupils. Based on the data from the 121 schools, the majority of trips to and from school before the campaign were sustainable (60%). During the campaign, this increased to 75% and the after campaign data shows that a decrease to 70% was recorded. However, the retention effect is still a significant improvement to the before data.

During the time this report was written (December 2016- January 2017), one more school comprising of 231 pupils joined the campaign. 23 more schools from Slovenia, comprising of 1400 pupils are expected to play between February 2017 and August 2017. It is expected that by August 2017 41 Slovenian cities will have participated in the campaign. Slovenia met and surpassed the target of 80 schools. The Slovenian NFP implemented a very successful dissemination strategy, which increased the number of participating schools every year.

Table 19.1 below provides a summary of the overall results for Slovenia, covering the period from February 2014 to November 2016.

Slovenia	Year 1	Year 2	Year 3	Total
Schools	31	53	37	121
Pupils	5117	10757	5904	21778
Classes	144	529	310	983
Cities	17	34	35	-
Deluxe Versions	15	0	10	25
Sustainable Before	58%	59%	62%	60%
Sustainable During	81%	74%	73%	75%
Sustainable After	73%	68%	71%	70%
Km Saved Total	129535	179128	77089	385752
Tonnes of CO_2 Saved Total	13.7	18.9	8.1	40.8

Table 19.1 Slovenia - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 19.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 376737, while the CO_2 savings were 39.8 tonnes.

Table 19.2 and Figure 19.1 below provide a summary of the Slovenia's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

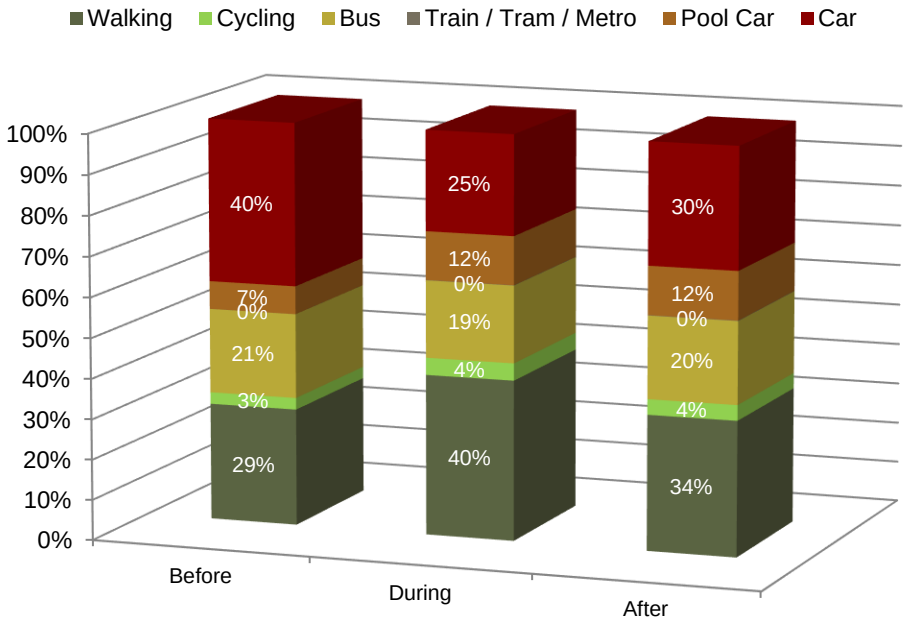


Figure 19.1 Slovenia – Percentage Modal Split

Mode	Before	During	After
Walking	6135	8139	6765
Cycling	611	868	769
Bus	4403	3898	4095
Train / Tram / Metro	4	15	18
Pool Car	1458	2447	2409
Car	8519	5068	6041
Total	21130	20435	20097

Table 19.2 - Slovenia - Modal split

As shown in the above tables, the second year was the most successful for Slovenia. Year 2 had almost twice as many pupils as years 1 and 3 and contributed to almost 45% of the total kilometre and total CO_2 savings of the country. Year 1 also had a big contribution to the total saving as a 23% increase in the share of sustainable trips was recorded during the campaign.

19.2 Implementation experience

Slovenia met and surpassed the target of 80 schools. The Slovakian NFP implemented a very successful dissemination strategy, which increased the number of participating schools every year. The NFP from Slovenia considers that the campaign was successful although the targets were not realistic. In terms of rating the campaign's implementation elements, the Slovenian NFP rated communication with local authorities most challenging, while communication with school staff and maintaining interest from schools following dissemination activities were the easiest. In addition, the contribution of teachers, pupils, parents and the NFP itself in the campaign were considered as the most important elements in achieving modal shift.

The Slovenian NFP stated that the two main reasons for the campaign's success were the fact that the campaign was interesting, the NFP's good recruitment strategy and the good cooperation between schools and the NFP.

When asked what they would change in the dissemination of the campaign the Slovenian NFP, responded that they would prefer to have a bigger budget and be more active in national and local press. In terms of what they would change in the recruitment of schools, they would try to establish the rules of the game in a better way (for example when the materials are sent to schools), and they would use more innovative methods of recruitment. Finally, in terms of data collection, the Slovenian NFP would be more persistent in asking school coordinators to complete the campaign data online.

20. Spain

20.1 Overall results

In Spain, by the end of 2016, 68 schools played TSG, comprising of 18110 pupils. Based on the data from 68 schools, the majority of trips to and from school before the campaign were sustainable (56%). During the campaign, this increased to 76% and the after campaign data shows that a decrease to 69% was recorded. However, the retention effect is still a significant improvement to the before data.

53 more schools from Spain, comprising of 13780 pupils are expected to play between February 2017 and August 2017. It is expected that by August 2017, 43 Spanish cities will have joined the campaign. Taking into account the forecast period that will conclude school year 2016-2017, Spain will most likely meet the target of 80 schools. Spain's success can be attributed to the fact that they developed a very efficient partnership with local road safety and environmental associations that helped with the dissemination of the campaign.

Table 20.1 below provides a summary of the overall results for Spain, covering the period from February 2014 to November 2016.

Spain	Year 1	Year 2	Year 3	Total
Schools	20	41	7	68
Pupils	5469	10574	2067	18110
Classes	227	466	90	783
Cities	7	23	6	-
Deluxe Versions	15	0	5	20
Sustainable Before	53%	58%	56%	56%
Sustainable During	75%	75%	79%	76%
Sustainable After	68%	73%	56%	69%
Km Saved Total	125083	170928	17504	313515
Tonnes of CO_2 Saved Total	21.5	29.4	3.0	53.9

Table 20.1 Spain - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 20.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 294278, while the CO_2 savings were 50.6 tonnes.

Table 20.2 and Figure 20.1 below provide a summary of the Spain's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

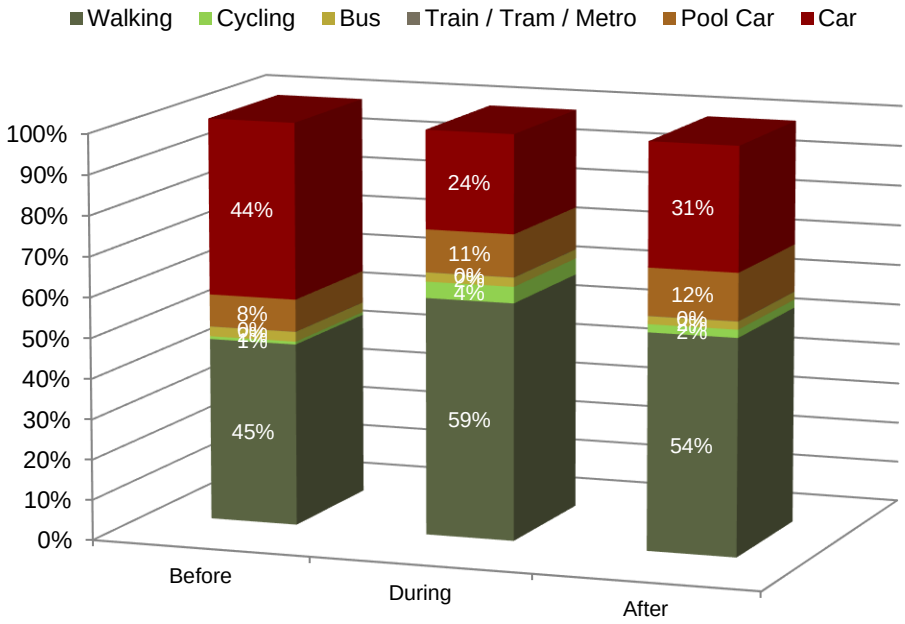


Figure 20.1 Spain – Percentage Modal Split

Mode	Before	During	After
Walking	8205	10445	8892
Cycling	129	718	330
Bus	439	401	323
Train / Tram / Metro	8	11	11
Pool Car	1445	1866	1937
Car	7912	4328	5048
Total	18138	17769	16541

Table 20.2 - Spain - Modal split

As shown in the above tables, the second year was the most successful for Spain. Year 2 had almost twice as many pupils as year 1 and almost four times as many as year 3. Year 2 contributed to almost 50% of the total kilometre and total CO_2 savings of the country. Year 1 also had a big contribution to the total saving as a 22% increase in the share of sustainable trips was recorded during the campaign. The majority of the deluxe versions organised in Spain took place in year 1.

20.2 Implementation experience

Spain did not meet the target of 80 schools. However, they were only 12 schools short of achieving the target. Spain's success can be attributed to the fact that they developed a very efficient partnership with local road safety and environmental associations that helped with the dissemination of the campaign. The NFP from Spain considers that the campaign was successful and the targets realistic. In terms of rating the campaign's implementation elements, the Spanish NFP rated data collection as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of pupils, parents and the NFP itself in the campaign were considered as the most important elements in achieving modal shift.

The Spanish NFP stated that the three main reasons for the campaign's success were that they worked together with the national road safety bureau, working with a network of different stakeholders and the pre-existing interest in children's mobility in Spain.

When asked what they would change in the dissemination of the campaign the Spanish NFP, responded that that they would implement more targeted dissemination in specific areas of the country. In terms of what they would change in the recruitment of schools, they would try to make better use of their existing network of contacts. Finally, in terms of data collection, the Spanish NFP would use TSG 2.0 more as it seems as a good tool for data collection.

Good practice example: The Spanish NFP gave materials to a school in Sao Paulo, Brazil, which was very interested in the campaign.

21. United Kingdom

21.1 Overall results

In the United Kingdom, 22 schools played TSG, comprising of 1912 pupils. Based on the data from 22 schools, 56% of trips to and from school before the campaign were sustainable. During the campaign, this increased to 69% and the after campaign data shows that a decrease to 66% was recorded. However, the retention effect is still a significant improvement to the before data. During the time this report was written (December 2016-January 2017), two more schools comprising of 667 pupils joined the campaign.

5 more schools from the United Kingdom, comprising of 1500 pupils are expected to play between February 2017 and August 2017. It is expected that 7 cities from the United Kingdom will have joined the campaign by August 2017. The United Kingdom did not meet the target of 80 schools. According to the British NFP, this can be attributed to the teachers' limited time availability and the fact that there are many similar initiatives available that require less effort from a teacher point of view than the TSG. The British NFP has signed up a few new schools who will be playing the game for the first time in May 2017.

Table 21.1 below provides a summary of the overall results for the United Kingdom, covering the period from February 2014 to November 2016.

United Kingdom	Year 1	Year 2	Year 3	Total
Schools	1	21	0	22
Pupils	208	1704	0	1912
Classes	11	59	0	70
Cities	1	7	0	-
Deluxe Versions	1	0	0	1
Sustainable Before	0%	56%	0%	56%
Sustainable During	0%	69%	0%	69%
Sustainable After	0%	66%	0%	66%
Km Saved Total	0	33672	0	33672
Tonnes of CO_2 Saved Total	0.0	5.8	0.0	5.8

Table 21.1 United Kingdom - Headline results

It is noted that the kilometre savings and associated CO_2 savings in Table 21.1 include the extrapolated values for each one of the three years of the campaign. The total factual kilometre savings from February 2014 to November 2016 were 18599, while the CO_2 savings were 3.2 tonnes.

Table 21.2 and Figure 21.1 below provide a summary of the United Kingdom's modal split during the three years of the campaign. These results cover the period from February 2014 to November 2016.

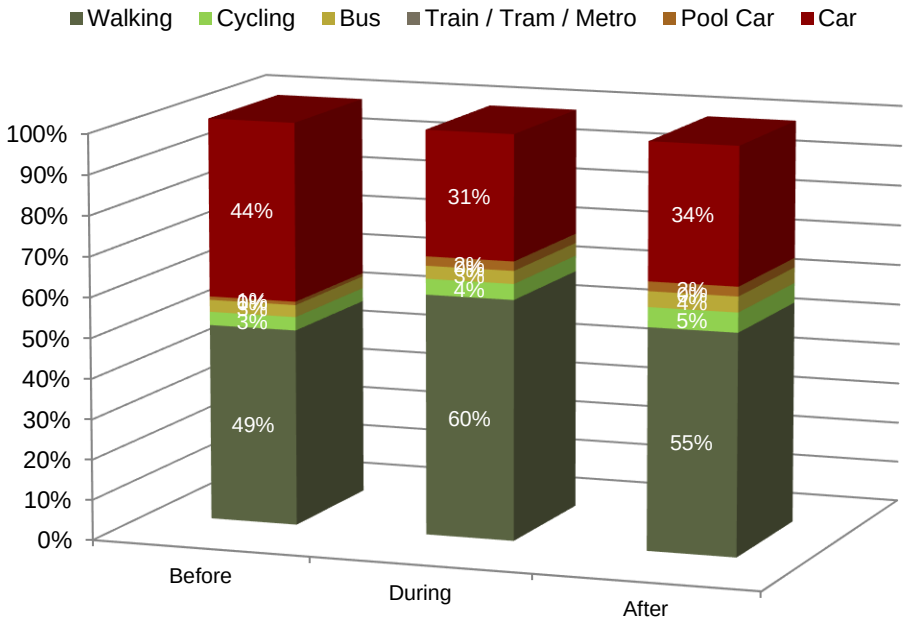


Figure 21.1 United Kingdom – Percentage Modal Split

Mode	Before	During	After
Walking	1148	1338	1204
Cycling	78	88	107
Bus	70	72	85
Train / Tram / Metro	0	0	0
Pool Car	20	52	52
Car	1039	695	741
Total	2355	2245	2189

Table 21.2 - United Kingdom - Modal split

As shown in Table 21.1, the United Kingdom has only provided complete data for Year 2, which does not allow a comprehensive comparison across the three years of the campaign.

21.2 Implementation experience

The United Kingdom did not meet the target of 80 schools. According to the British NFP, this can be attributed to the teachers' limited time availability and the fact that there are many similar initiatives available that require less effort from a teacher point of view than the TSG. The British NFP has signed up a few new schools who will be playing the game for the first time in May 2017. The NFP from the UK considers that the campaign was not successful and the targets were not realistic. The campaign was not as successful as the CONNECT project. In terms of rating the campaign's implementation elements, the British NFP rated school responsiveness after dissemination activities as the most challenging, while communication with core partners and production of deliverables were the easiest. In addition, the contribution of teachers, pupils and the NFP itself in the campaign were considered as the most important elements in achieving modal shift. On the other hand, local authorities had the lowest levels of contribution.

The British NFP stated that the main reasons for the campaign's success were the direct contact with schools and the teachers' enthusiasm. On the other hand, the main reasons for underperformance were the vast number of similar campaigns available in the country, and that the fact that teacher thought this campaign was more time consuming than other similar campaigns.

When asked what they would change in the dissemination of the campaign the British NFP responded that they would try to engage with a national organisation that works with schools (for example Modeshift), and that they would not use social media as dissemination tools as schools do not tend to use them.

22. Conclusion

During the period of 3 project years, TSG took place in 19 countries. So far, 177587 pupils and 1192 schools played the game in a total of 507 cities. The EU-wide savings in this period reached 2458853 kilometres of car trips and 397 tonnes of CO_2.

The target of the TSG project was to generate a modal shift with the (travel) behaviour of school children, of at least 15% more sustainable trips during the campaign and a retention effect of at least 7% after the action. The amount of sustainable trips went from 63% before the campaign to 78% during the campaign. Three weeks after the end of the campaign the share of sustainable trips slightly dropped to 76%, which is still a significant improvement compared to the baseline share. This means that the modal shift goal has been achieved. The modal shift shows behaviour change is possible through campaigns. The number of participants show that this change can have a real-life impact. In general, the Traffic Snake Game campaign shows how “soft” measures can promote sustainable transport and manage the demand for car use for home-school traffic.

The main conclusion to be drawn from all of the evaluation reports is that the campaign was implemented with significantly varying levels of success across the participating European countries. The general trend that was observed was that campaigns in the south and east of Europe were more successful than the campaigns in the west and north. This was largely attributed to the fact that there were already many similar campaigns available in the western and northern countries, where there is generally stronger emphasis put on sustainable mobility from local and national authorities. On the other hand, countries where the campaign was successful suggested that its simplicity and interactive elements where the main reasons for its success.

Another general conclusion that can be drawn from the NFPs’ experiences is that the national governance of the education system is a very important factor to take into account when planning a campaign from schools. Feedback from Germany and Hungary in particular reveals that when the education system is managed by high level structures, for example federal or even national, then it is likely that schools are not responsible for their own curricula. In this case, integrating an additional activity such as the TSG is beyond the teachers’ authority and often, beyond the cities’ authority as well.

Finally, in terms of the evaluation process itself, issues related to data collection were resolved in the course of the project. Consistent, timely and direct communication was key in order to understand how data was reported, when and why it was missing, and whether missing information could potentially be added online in order to proceed with the evaluation process. The main lesson learned from the communication with the NFPs is that plenty of time needs to be allowed for data to be confirmed and potential issues need to be identified and clarified prior to reporting. When this happens the NFP representatives are willing to collaborate closely and provide detailed clarifications which significantly facilitate the evaluation process. That said, it is also suggested that an automated data collection process, such as TSG 2.0 would possibly save time on all sides and facilitate the analysis of the final results.

Appendix I: NFP Questionnaire

TSG Final Consortium Meeting
National Events Questionnaire

Name: _____

Organisation: _____

Country: _____

Year 3 National event

Have you completed your national event for Year 3 [Yes / No] **?**

If not, when is it going to take place? _____

National event information

Please select from the list below the type of event you had.

Standalone event

Existing event (e.g. conference)
Association or member group meeting

How many people attended the event? _____

Please provide a breakdown by target group.

Teachers	
City representatives	
Other local implementers	
Educational associations	
Local decision makers	
State government officials	
School Representatives and Directors Curriculum	
Representatives Charities/NGOs	
Road safety	

Other (please specify) _____

How many cities attended the event? _____

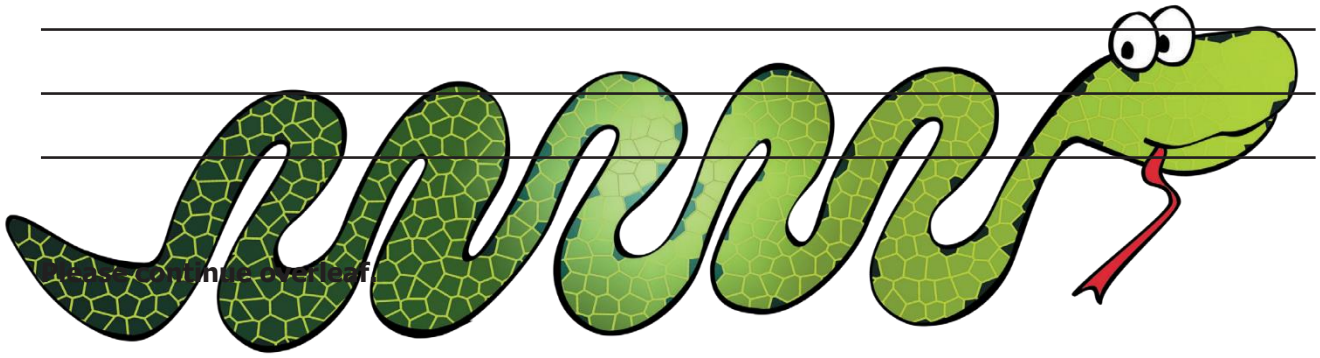
Please feel free to provide details about the main national event or other national events that were not covered by the questions above.

_____

_____

_____

_____



please continue overleaf

National event evaluation

Did you build upon the success of previous events [Yes / No]**?**

Did you face any specific problems or challenges in organising the event?

Have any schools or cities signed up to take part in TSG since attending your event/s [Yes / No]**?**

If yes, how many?

What were the reasons for success?

Thank you!

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