

*Developing and disseminating
excellent mobility management
measures for young people*



CONNECT



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Intelligent Energy  **Europe**

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Abbreviations

- BP = Best Practices
- CRES = Centre for Renewable Energy Sources, Greece
- DTV = DTV Consultants, The Netherlands
- ET = Eco-trip campaign
- IVP = Institut für Verkehrspädagogik, Austria
- JMP = JMP Consulting, United Kingdom
- M21 = Mobiel 21, Belgium
- TSG = Traffic Snake Game
- UBBSLA = Union of Bulgarian Black Sea Local authorities, Bulgaria
- WP = Work package

1 Introduction

The CONNECT project aimed at developing and disseminating excellent mobility management measures for young people and tested two campaigns within the nine countries involved (Austria, Belgium, Bulgaria, Greece, Hungary, Italy, Slovenia, the Netherlands and the United Kingdom). The approach to developing and delivering the two campaigns has followed a well defined and distinctive methodology. For both campaigns, the work and outcomes of work packages 2 (WP2: Building Blocks) and 3 (WP3: Training and Transfer), have been of great importance. In WP2 the state of art of campaigns in primary and secondary schools has been analysed and used for the building blocks of the CONNECT campaigns¹. In WP3 training for both trainers and practitioners has been developed and organised to address both the campaigns as well as the topic of sustainable mobility².

Work package 2 of CONNECT, “Building Blocks”, collected European Best Practice (BP) actions in the countries participating in the CONNECT project. The success (or failure) factors, as well as their final impact on the target group were considered. The aim was to find out what the sticking points for the different actions were, as well as what makes an action or a campaign successful, ensuring that it also works in another country or in a different situation. Figure 1.1 shows the crucial factors required to implement a successful campaign. We refer to the report for full details. The findings from the report were used to create and improve CONNECT’s Traffic Snake Game and ECO-TRIP campaigns. This research led to the development of a common campaign, which focuses on the objectives of the CONNECT project.

CONNECT developed a campaign concept for both primary and secondary schools, which was implemented in all nine participating European countries:

- the **Traffic Snake Game for primary schools**; and
- the **ECO-TRIP campaign for secondary schools**.

The objective of both campaigns is to reduce the number of car trips through the promotion of walking, cycling, public transport and car sharing. We want to open people’s eyes to the alternatives to the private car and we want to promote best practice throughout Europe.

CONNECT is not the first project that seeks to increase the usage of sustainable and physically active modes of transport. The project began by reviewing the knowledge base

¹ The WP2 report “CONNECT Campaign Concept” is public and free available at www.schoolway.net under the section CONNECT, project information.

² WP3 items “Teaching and training material” as well as “Checklist and guidelines” are also free available at the same website.

accrued from other similar projects (this was the task of work package 2). The project partners provided examples of good practice from their own countries. The success (or failure) factors as well as their final impact on the target group (children, parents and teachers) were considered. The aim was to find out what the ‘sticking’ points in the different actions were, as well as what makes an action or a campaign successful, ensuring that it also works in another country or in a different situation. **Figure 1.1** outlines the factors required to implement a successful campaign. In total, 45 good practice case studies of programmes related to transport and mobility that are (or have been) implemented in primary level schools in the nine participating EU countries were collected. For secondary level schools another 34 good practice case studies were found. All were used and described in the CONNECT “CONNECT Campaign Concept. Report on Best Practices for Primary and Secondary Level Schools”. The findings from the report were used to improve the Traffic Snake Game and design the ECO-TRIP campaign.



Figure 1.1: Factors required to implement a successful campaign

The aim of **this implementation report** is to provide an overview of the work that has been undertaken in work package 4 (WP4: Connecting People). This works package involved the actual implementation of both campaigns, the actual work with schools, students and teachers. This report details the project’s **process**³ by looking at qualitative results per country (chapter 3), the lessons learned (chapter 4) and the conclusions (chapter 5) based on the experiences and the reports by the partners in the different countries.

³ The qualitative results of the campaigns, as project’s output will be analysed and reported in the upcoming work package 6 reports (WP6: Evaluation). The CONNECT evaluation reports will give a broad overview of the impact of the campaigns.

2 Implementation

Successful campaign implementation is the most important element of the CONNECT project. This chapter provides a description of the Traffic Snake Game and the ECO-TRIP campaigns and the steps that were taken to implement them in schools in the nine participating countries. The results for each campaign, per country, are also presented in this chapter. In the upcoming evaluation reports of the CONNECT project, a more detailed overview of all the facts and figures will be given⁴.

2.1 Traffic Snake Game

Description

The Traffic Snake Game (TSG) is aimed at primary schools. Within the project team three countries (Austria, Belgium and the Netherlands) already had experience with the Traffic Snake Game as they had been playing it in their schools for several years. This experience provided a valuable source of information that was used to design a ‘train-the-trainer’ programme and a ‘train-the-practitioners’ training course. Those countries with practical experience of the campaign were responsible for taking the lead in developing these training courses as well as training the other project partners. Once trained, the project partners were then responsible for training teachers and other local actors within their respective countries.

In all countries the same material has been used to support the campaign, including: a common traffic snake banner (see **Figure 2.1**), stickers, flyers, posters and a manual (prior to the CONNECT campaign the three countries used different materials). The campaign experiences drawn from Austria, Belgium and the Netherlands showed that the existing material was effective and attractive to children.

Previous experiences of implementing the Traffic Snake Game highlighted the importance of having enthusiastic project leaders and teachers for a successful campaign. To support them as much as possible, all the materials were available in the country’s native language. Doing so made the implementation of the campaign easier and more successful.

⁴ Figures in the evaluation report can differ from this report because of the fact that not all participating schools have evaluated their project during the course of the CONNECT-project (they participated but not always completed all monitoring tools).



Figure 2.1: Banner of the Traffic Snake

The Traffic Snake Game is a game played in primary schools. The concept of the game is that every pupil, who is travelling by an eco-friendly mode to and from school, earns a sticker. These stickers are collected and placed on a big snake banner. The goal is to fill the snake with stickers within one week. When the banner is full, every pupil will win a small 'prize' (e.g. a small snake sticker). Before, during and after the game the modal split of the children is recorded.

The schools were encouraged to come up with different ideas for implementing additional activities in parallel to the traffic snake game. The CONNECT website as well as the TSG manual and trainings also provide suggestions. Examples of the types of ideas and activities that they came up with include: producing a show, additional mobility or environmental lessons, going for a walk with the banner, a bike trail or creative and practical lessons related to the topic of sustainable transport. This 'deluxe' version of the traffic snake game became very popular amongst schools in the second and third years of the campaign.

Results

In this paragraph the results of the Traffic Snake Game are reported. There are four performance indicators for the Traffic Snake Game:

- Number of participating schools;
- Number of participating children;
- Number of involved teachers; and
- Number of involved parents.

In **Table 2.1** the performance indicators (targets agreed upon with the leading fund provider, the European Commission) are presented and compared to the total number of schools, children, teachers and parents reached by the Traffic Snake Game. All performance indicators were met and in some cases exceeded by a significant amount.

Table 2.1: Performance indicators Traffic Snake Game

	Performance Indicator	Total number reached during CONNECT	Difference with the performance indicator
Number of participating schools	177	295	+ 118
Number of participating children	15,000	71,206	+ 56,206
Number of involved teachers	100	4,682	+ 4,582
Number of involved parents	10,000	142,412	+ 132,412

For each performance indicator there are two additional figures presented. The first figure shows the targeted performance indicator and the second figure shows the actual results achieved over the course of the three years. The third figure shows the difference between the two other figures. The overall project performance indicators were used to set targets per campaign year, for the Traffic Snake Game this implies 3 campaign years. Appendices 1 to 9 provide further information about the results per country, including the names of the participating schools, number of children, number of teachers and number of parents.

Participating schools

Each country had to recruit a minimum of seven primary schools in each academic year. Due to their previous experiences of implementing the Traffic Snake Game, Belgium and the Netherlands were required to recruit five, instead of seven, primary schools each year. During the CONNECT project 295 primary schools participated with the Traffic Snake Game; 118 more than originally planned and the additional schools came especially from Austria (n=66), the United Kingdom (n=48) and Hungary (n=40).

Figure 2.2 shows the total number of participating schools in the Traffic Snake Game per year compared to the annual target. The number of participating schools per country per year is shown in **Figure 2.3**.

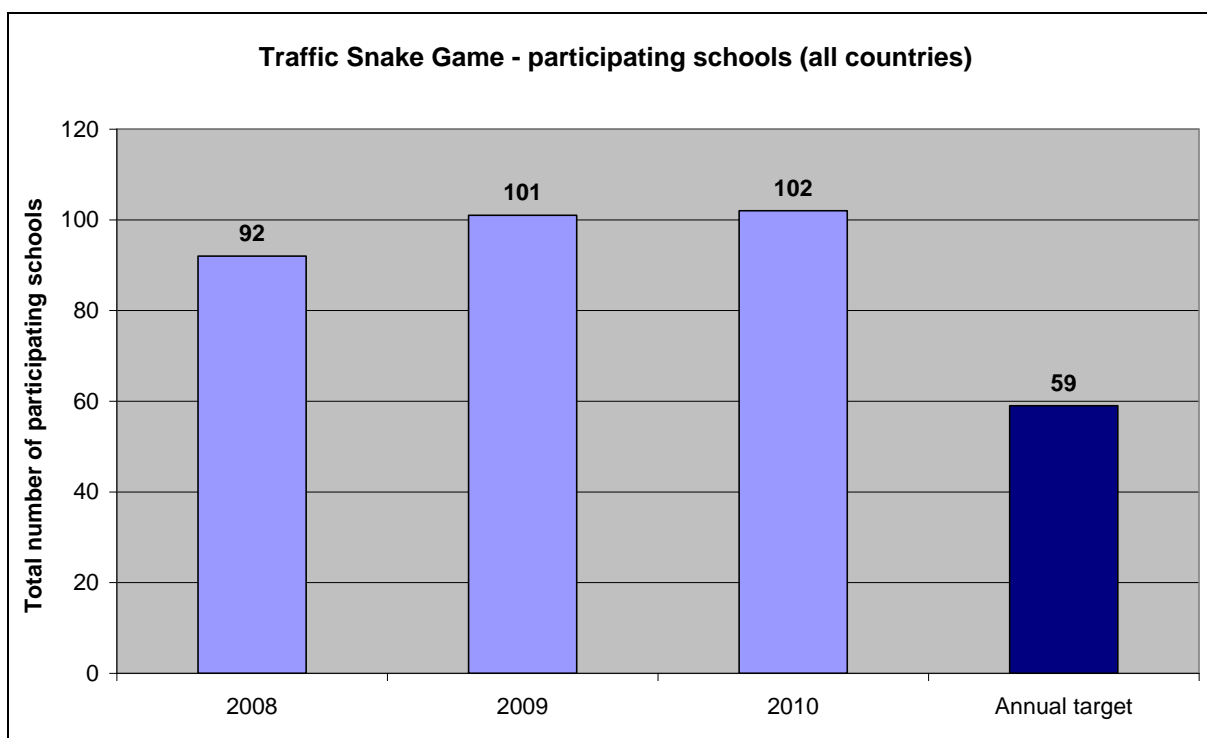


Figure 2.2: Number of participating schools with the Traffic Snake Game per year

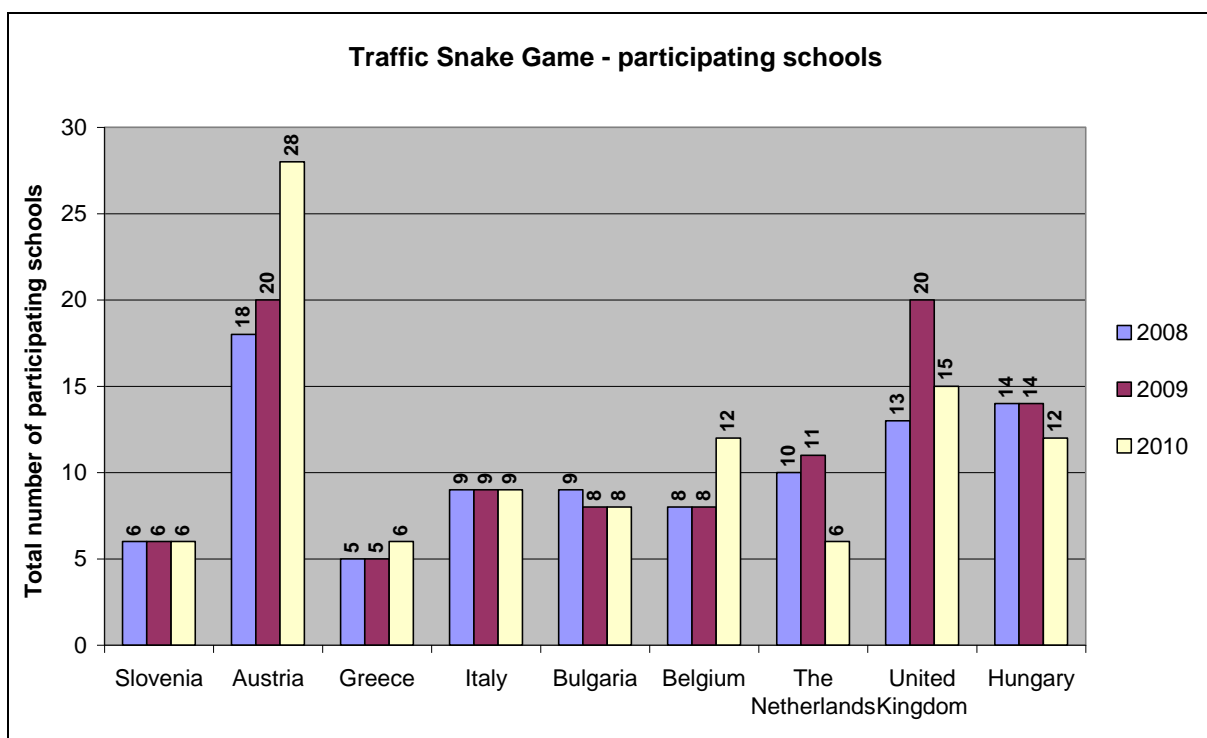


Figure 2.3: Number of participating schools with the Traffic Snake Game per country per year

Participating children

During the CONNECT project 71,206 children participated in the Traffic Snake Game. This is almost five times as much as the target of 15,000 children. In the United Kingdom in 2009 over 8,000 children participated with the Traffic Snake. The average number of

participating children over all the countries is 2,000 each year. In **Figure 2.4** the number of participating children in the Traffic Snake Game is presented per year compared to the annual target. The number of participating children with the Traffic Snake Game per country per year is shown in **Figure 2.5**.

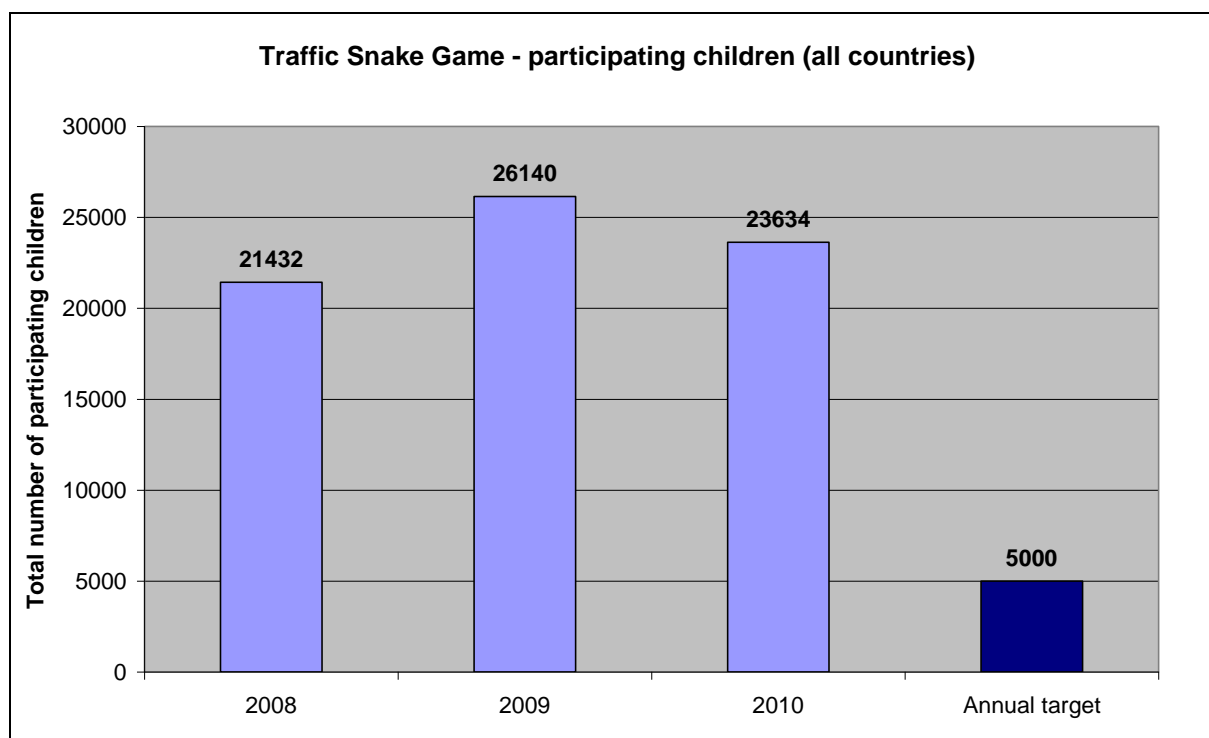


Figure 2.4: Number of participating children with the Traffic Snake Game per year

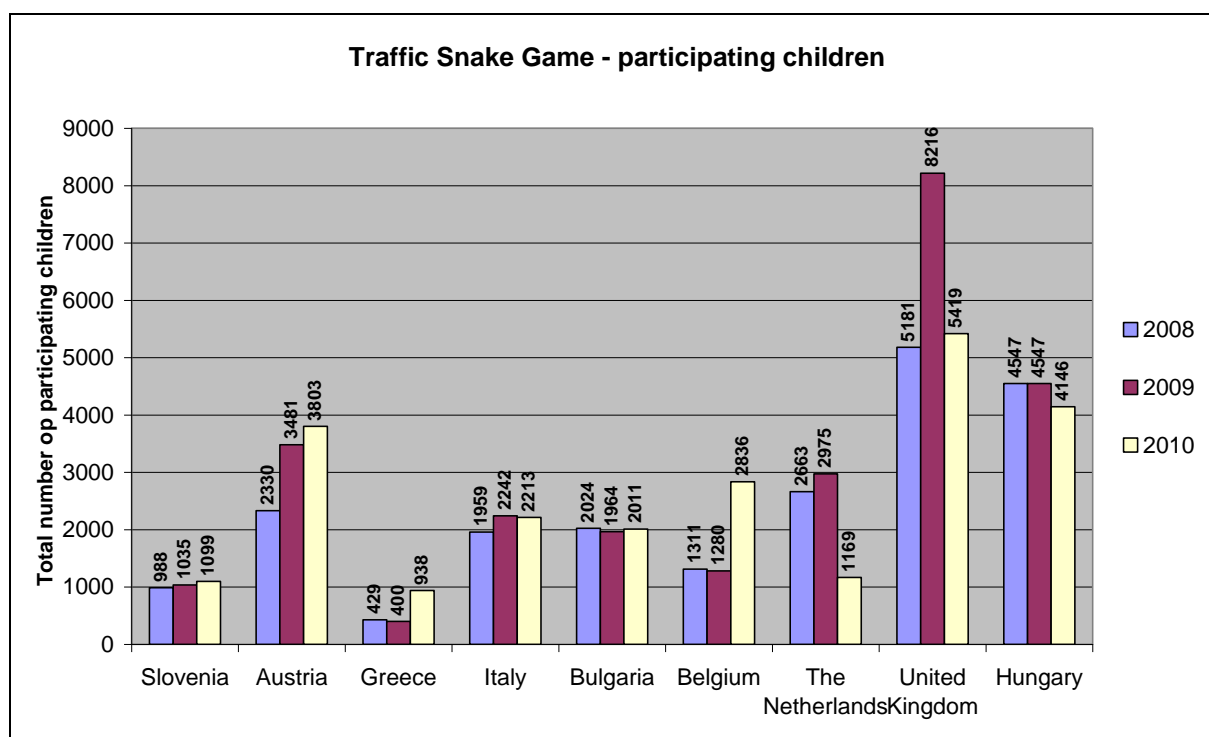


Figure 2.5: Number of participating children with the Traffic Snake Game per country per year

Involved teachers

During the CONNECT project 4,682 teachers were involved with the Traffic Snake Game. This is much more than the performance indicator of 100 teachers. In Italy and Hungary a large number of teachers were involved compared to the number of participating children. In **Figure 2.6** the number of involved teachers in the Traffic Snake Game is presented per year compared to the annual target. The number of participating teachers per country per year is shown in **Figure 2.7**.

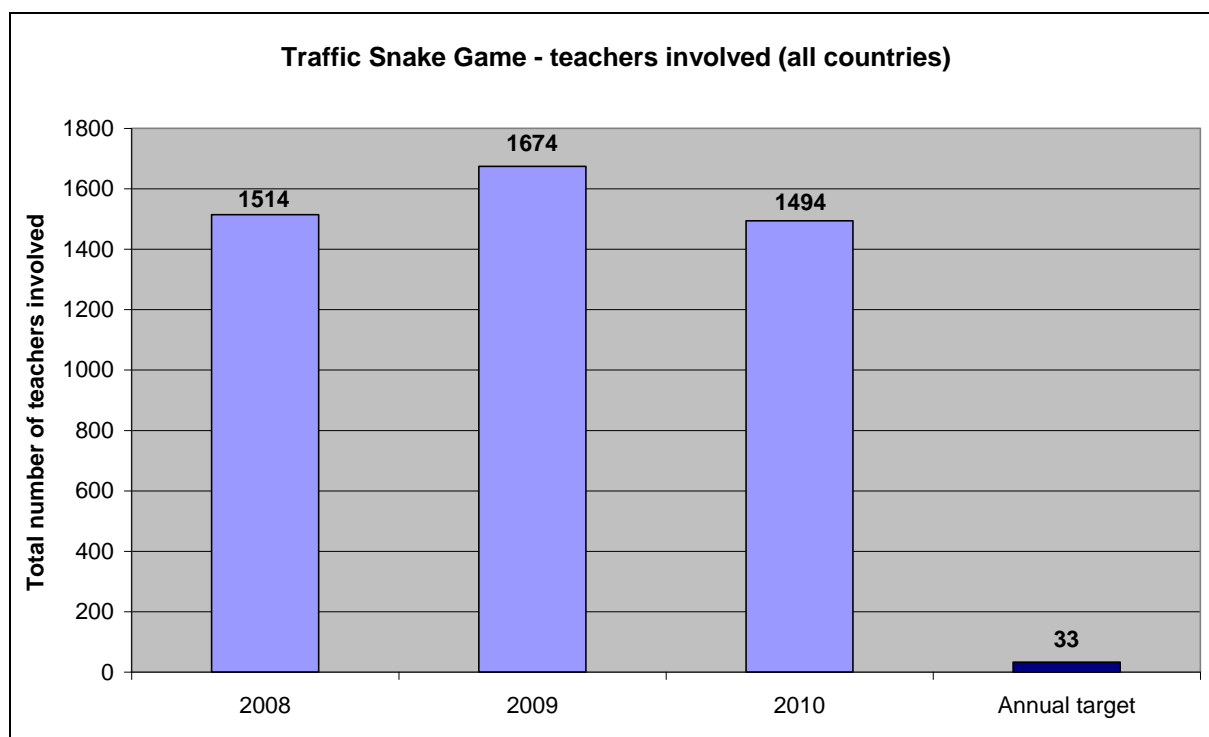


Figure 2.6: Number of involved teachers with the Traffic Snake Game per year

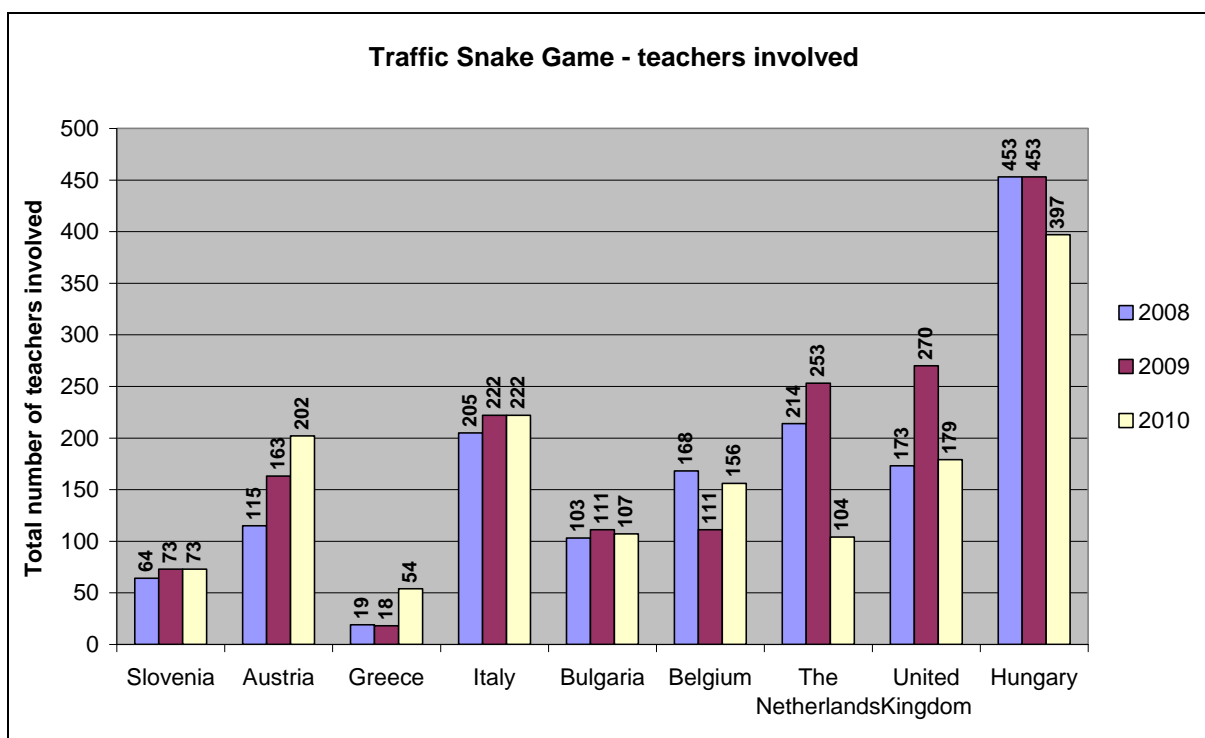


Figure 2.7: Number of involved teachers with the Traffic Snake Game per country per year

Involved parents

The number of parents involved in the Traffic Snake Game is based on the number of participating children. Please note: the project did not survey parent to assess their number of awareness nor involvement. The number of parents is simply the number of children multiplied by two. This is not a 100% correct as on the one hand a child can have siblings, thus the parents would be counted double in this way; on the other hand modern society has many new family settings, not seldom providing a child with new or other parents, replacing or adding to the biological ones. Since CONNECT is not a research project that can analyse the correct number, this practical approach is being taken. The total number of reached parents is 142,412, this over 14 times higher than the target, because this was based on 10,000 parents. Thus, even when we would count one parent per child, the target clearly would have been met.

In **Figure 2.8** the number of estimated parents involved in the Traffic Snake Game is presented per year compared to the annual target. The number of estimated parents involved in the Traffic Snake Game per country per year is shown in **Figure 2.9**.

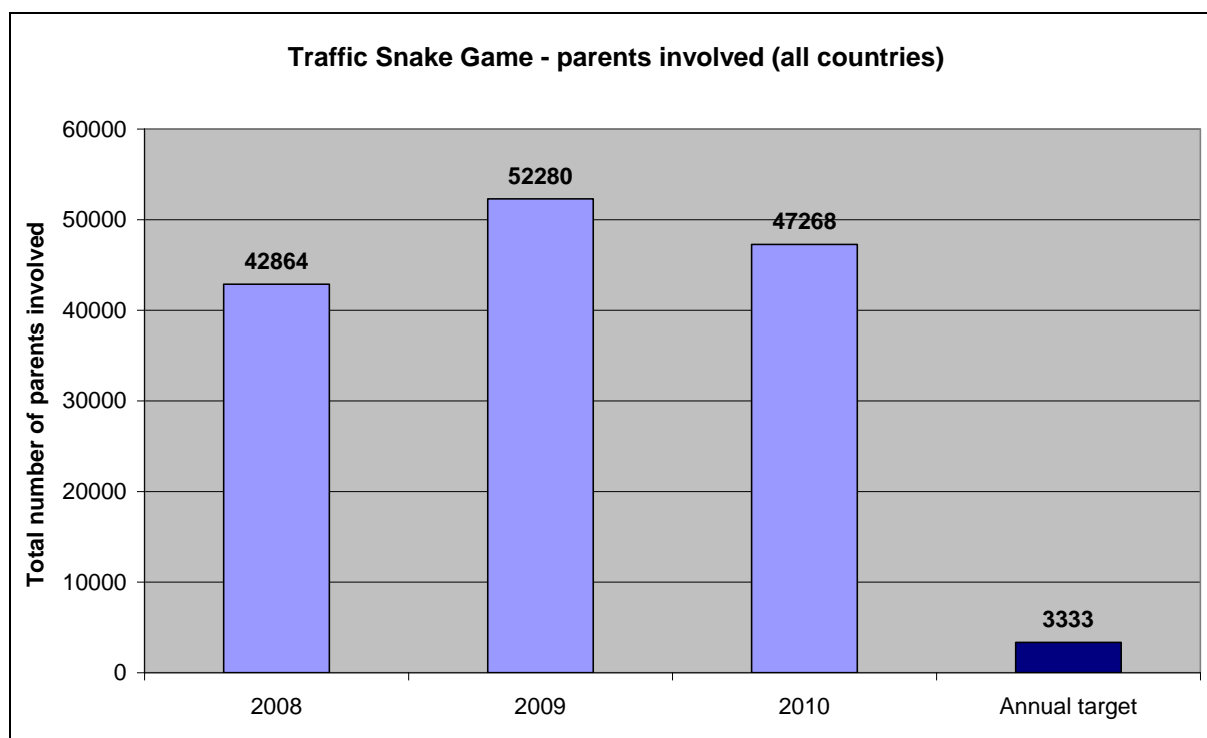


Figure 2.8: number of estimated (!) involved parents with the Traffic Snake Game per year

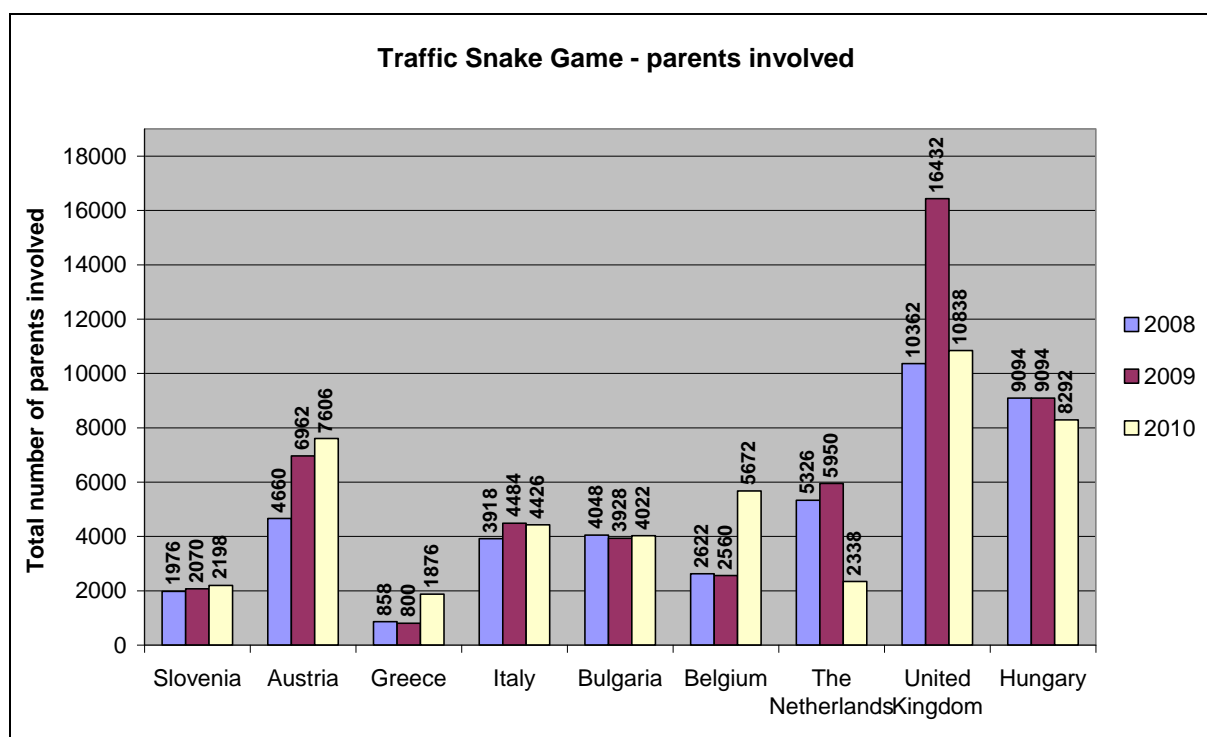


Figure 2.9: Number of estimated (!) involved parents with the Traffic Snake Game per country per year

2.2 ECO-TRIP Campaign

Description

The campaign aimed at secondary school students is called: ECO-TRIP Campaign. This campaign was new to all the participating countries, although Austria and Belgium had some experience in relation to implementing projects aimed at this specific target group. These two countries had already developed an understanding of the difficulties that arise when trying to reach and motivate this target group. The work package 2 report “CONNECT Campaign Concept. Report on Best Practices for Primary and Secondary Level Schools” provided information about other campaigns that have been implemented both within and outside of Europe. To support the action, campaign marketing material was produced, including a manual, training programme, stickers (see **Figure 2.10**) and posters. The manual has been translated into the languages of the participating countries.

The ECO-TRIP Campaign is a ‘Peer to Peer’ action. The campaign challenges young people to develop a campaign aimed at their own age group. The idea behind this campaign is that young people themselves know best what people of their age group want and what messages will appeal to them.

This part of the project is especially targeted at secondary schools in all nine participating countries. Again a dedicated project leader, a teacher or director, is of great importance to the successful implementation of a campaign. Secondary schools are often larger and more complex than primary schools, which makes it more complicated to organise an activity that is not embedded in the schools curriculum.



Figure 2.10: Stickers ECO-TRIP Campaign

The ECO-TRIP Campaign is an action in secondary schools, whereby youngsters make a short movie to convince other youngsters to travel safe and sustainably to and from school. Per country a short movie competition was organised. The national winners were collected and out of these nine an overall European winner was chosen each year. During an Eco-Trip week the young people demonstrated their willingness to go to school in a sustainable way.

The campaign could be organised in a basic and also, (like the Traffic Snake Game) in a deluxe version. The deluxe campaign consisted of additional features like diverse activities during the Eco-Trip week, such as a green clothes day instead of wearing their uniform, designing an eco-game and/or painting an old bus.

Results

In this paragraph the results of the ECO-TRIP Campaign are reported. There are four performance indicators for the ECO-TRIP Campaign:

- Number of participating schools;
- Number of participating students;
- Number of involved teachers; and
- Number of involved parents.

In **Table 2.2** the performance indicator targets are presented and compared against the total number of schools, students, teachers and parents reached by the ECO-TRIP Campaign. The table shows that all the targets have been met and exceeded in all areas.

Table 2.2: Performance indicators ECO-TRIP Campaign

	Performance Indicator	Total Number reached during the campaign	Difference with the performance indicator
Number of participating schools	62	66	+ 4
Number of participating children	5,500	12,799	+ 7,299
Number of involved teachers	500	580	+ 80
Number of involved parents	3,000	25,598	+ 22,598

For each performance indicator there are two additional figures presented. The first figure shows the targeted performance indicator and the second figure shows the actual results achieved over the course of the two years. The third figure shows the difference. The overall project performance indicators were used to set targets per campaign year, for the ECO-TRIP campaign this implies 2 campaign years. Appendices 1 to 9, provide details of

the results per country, with the names of the participating schools, number of children, teachers and parents.

Participating schools

Most countries, apart from Belgium and the Netherlands, were required to introduce the campaign in a minimum of three secondary schools each year. Belgium and the Netherlands, were required to target a minimum of five secondary schools each year because their Traffic Snake Game target was lower than the other countries.

During the CONNECT project, 66 secondary schools participated in the ECO-TRIP Campaign; four schools more as was originally planned. Italy and Greece were successful in recruiting more schools, which ensured that the target could still be reached when some of the schools decided not to participate. In **Figure 2.11** the number of participating schools in the ECO-TRIP Campaign is presented per year compared to the annual target. The number of participating schools in the ECO-TRIP Campaign per country per year is shown in **Figure 2.12**.

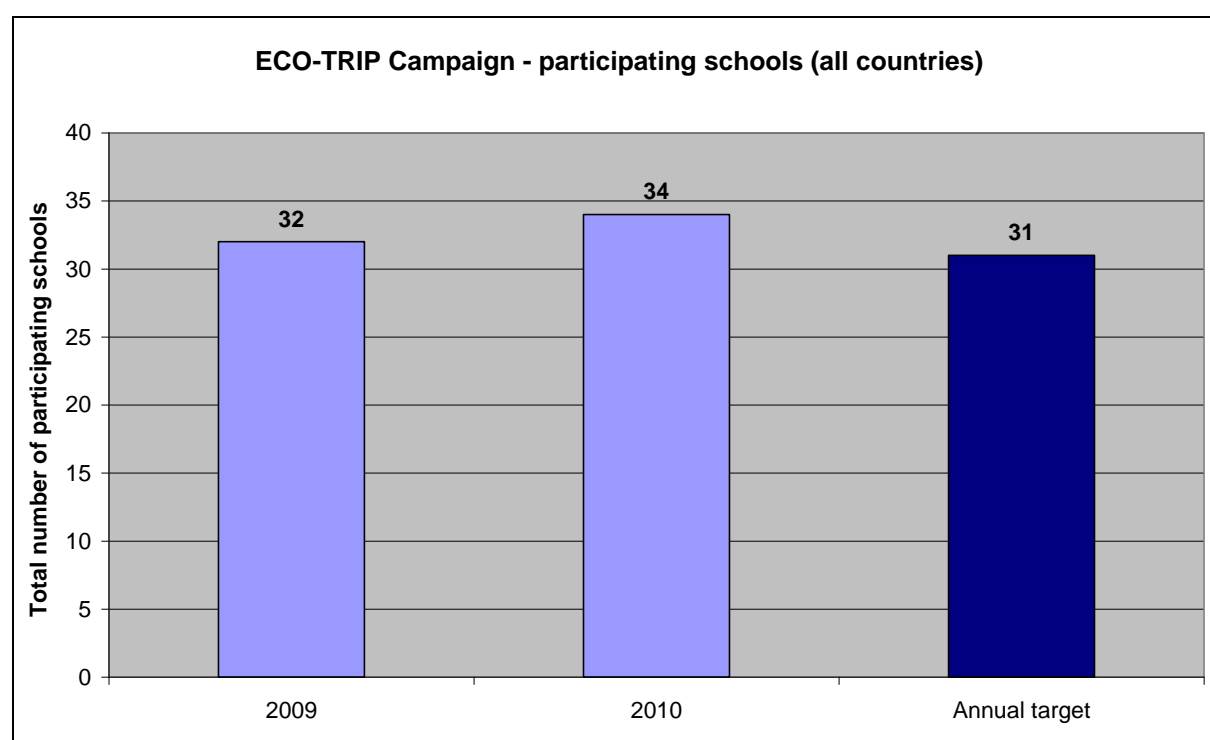


Figure 2.11: Number of participating schools with the ECO-TRIP Campaign per year

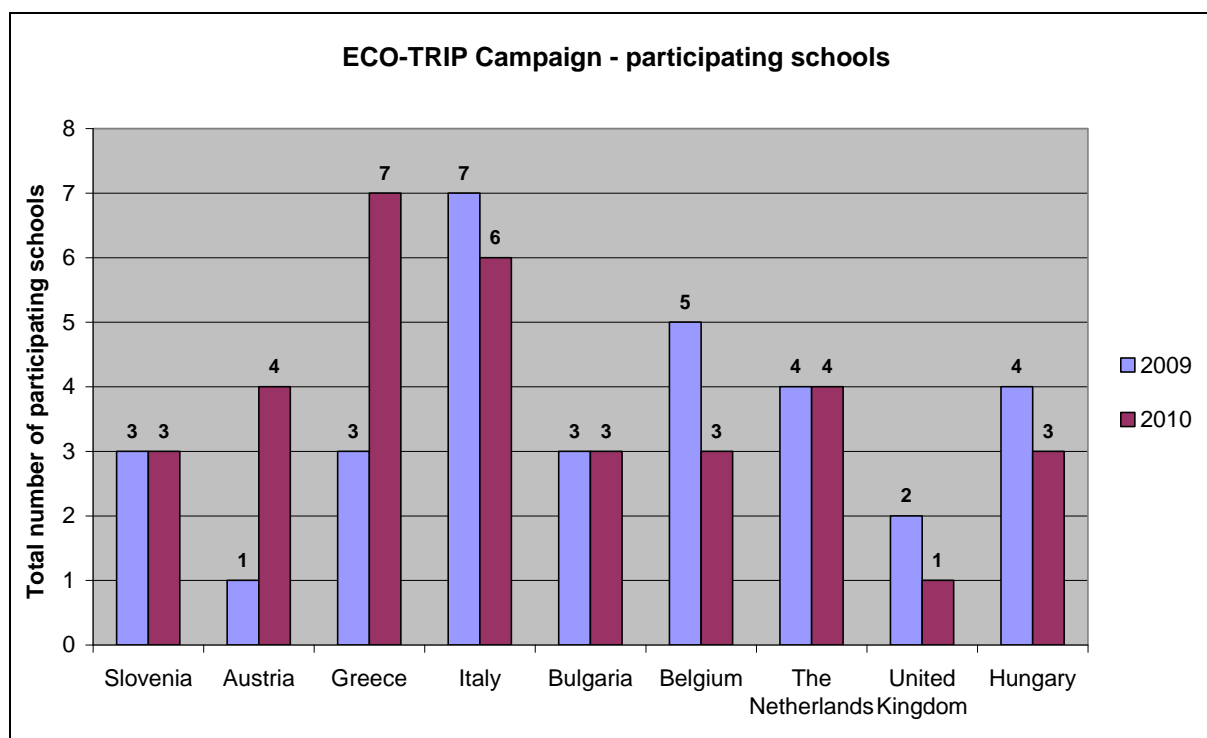


Figure 2.12: Number of participating schools with the ECO-TRIP Campaign per country per year

Participating Students

During the CONNECT project 12,799 students joined the ECO-TRIP Campaign. The total number of students involved is equal to the number of students that participated with the debate, the slogan competition, the short movie competition and/or the ECO-TRIP week. This is more than twice as much as the performance indicator of 5,500 students. In most countries in the second year less students are involved in the ECO-TRIP Campaign, because it is hard for schools to get the whole school involved. In Italy and Bulgaria over 2,000 students were involved in the campaign. The average number of involved students per country was 500 in 2009 and 200 in 2010.

In **Figure 2.13** the number of participating students in the ECO-TRIP Campaign is presented per year, compared to the annual target. The number of participating students in the ECO-TRIP Campaign, per country per year is shown in **Figure 2.14**.

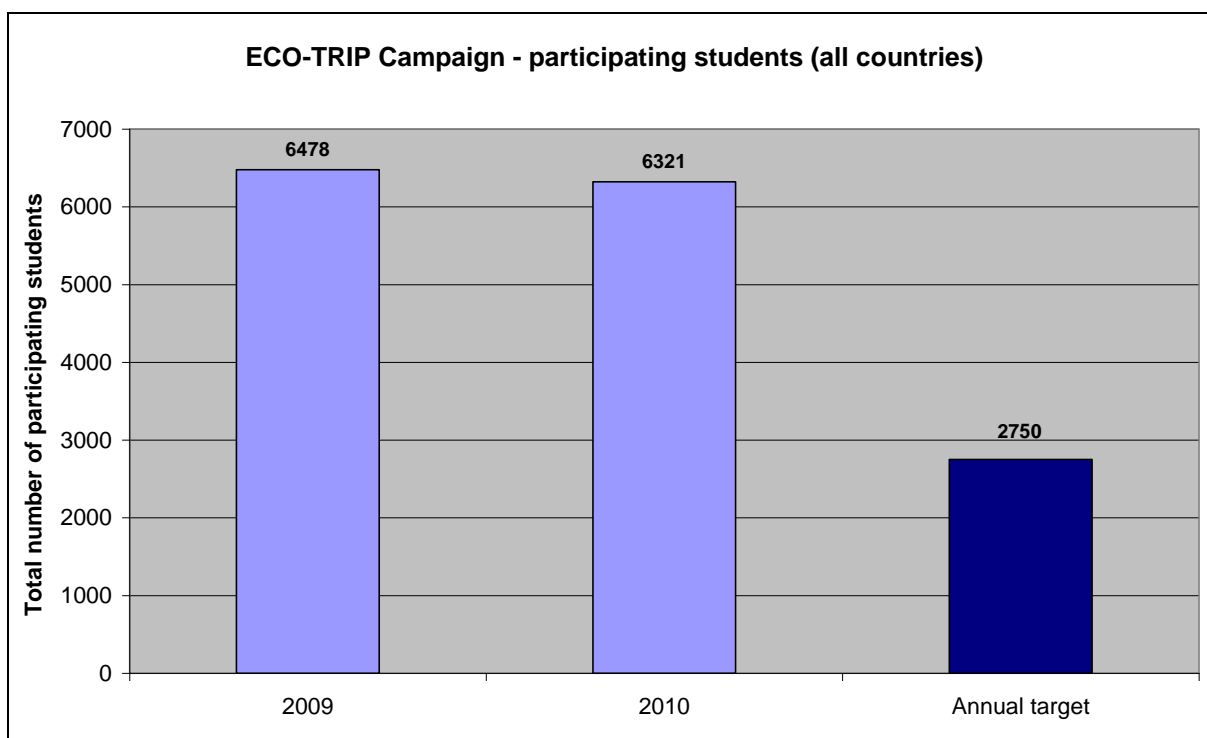


Figure 2.13: Number of participating students with the ECO-TRIP Campaign per year

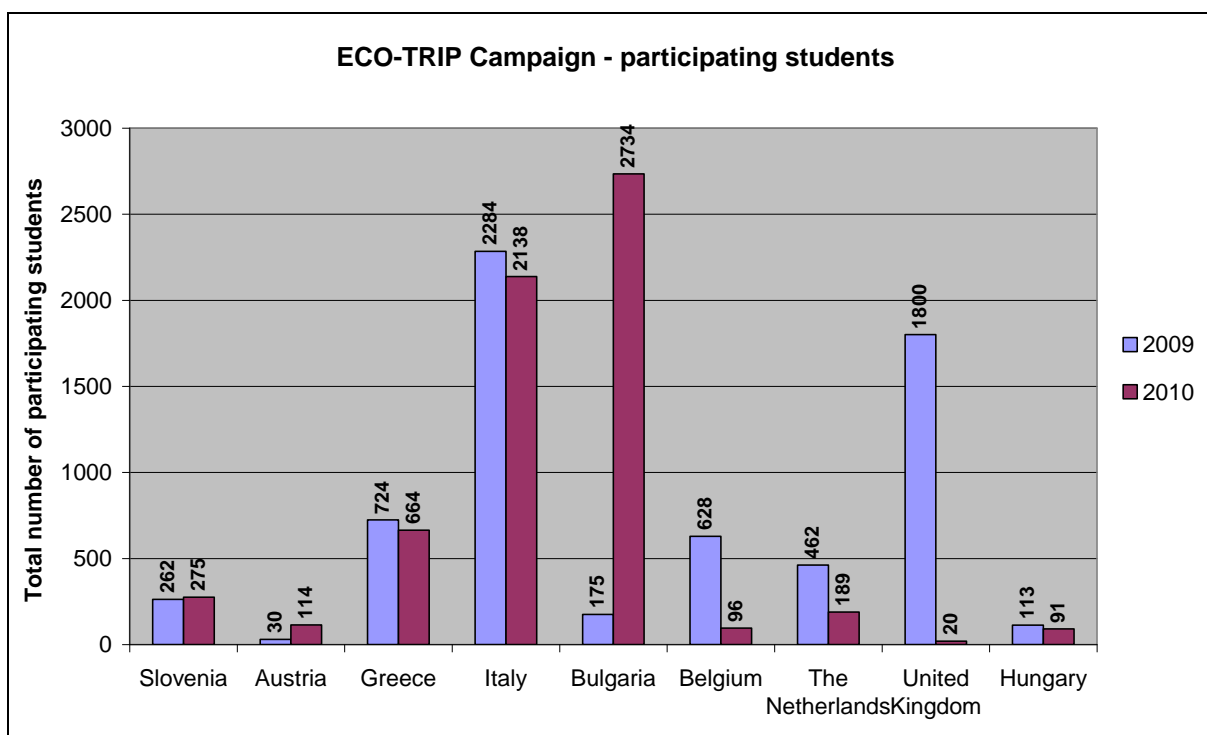


Figure 2.14: Number of participating students with the ECO-TRIP Campaign per country per year

Involved teachers

During the CONNECT project 580 teachers were involved with the ECO-TRIP Campaign. This is very similar to the performance indicator of 500 teachers. At most schools only one

or two teachers was involved with the ECO-TRIP Campaign (whereas at the primary level, with the Traffic Snake Game, usually many teachers were all involved at class level).

At the Italian schools a lot of teachers are involved; in 2009, 286 teachers were involved compared to 138 in 2010. When schools managed to implement the campaign for the whole school and involved all the teachers, 2,764 teachers were involved in the campaign during the CONNECT project. In **Figure 2.15** the number of teachers involved in the ECO-TRIP Campaign is presented per year compared to annual target. The number of teachers involved in the ECO-TRIP Campaign per country per year is shown in **Figure 2.16**.

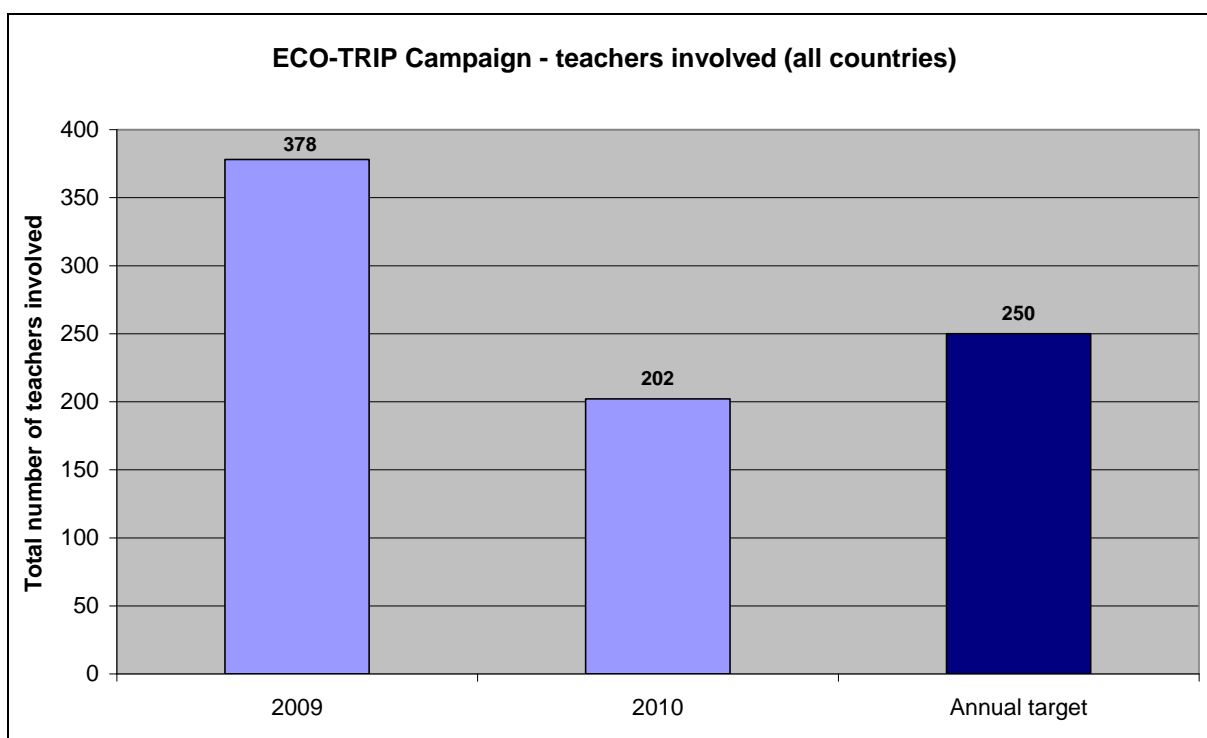


Figure 2.15: Number of involved teachers with the ECO-TRIP Campaign per year

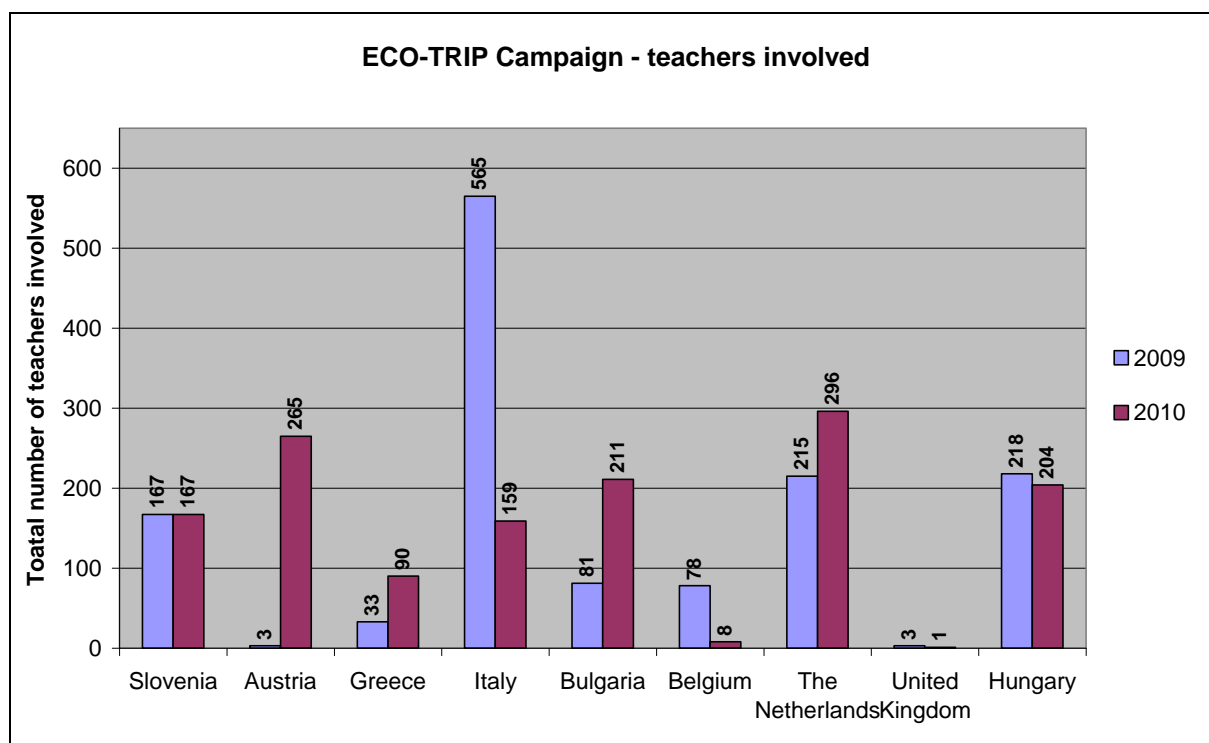


Figure 2.16: Number of involved teachers with the ECO-TRIP Campaign per country per year

Involved parents

The number of parents involved during the ECO-TRIP Campaign is based on the number of participating students. Please note: the project did not survey parent to assess their number of awareness nor involvement. The number of parents is simply the number of children multiplied by two. The total number of parents reached is 25,595; this over 8 times the performance indicator target, because this was originally set at 3,000 parents. Again, similar to the Traffic Snake Game, we recognise that this figure may be significantly different than the total number of actual involved parents. In **Figure 2.17**, the number of estimated involved parents with the ECO-TRIP Campaign is presented per year compared to the annual target. The number of parents estimated involved with the ECO-TRIP Campaign per country per year is shown in **Figure 2.18**.

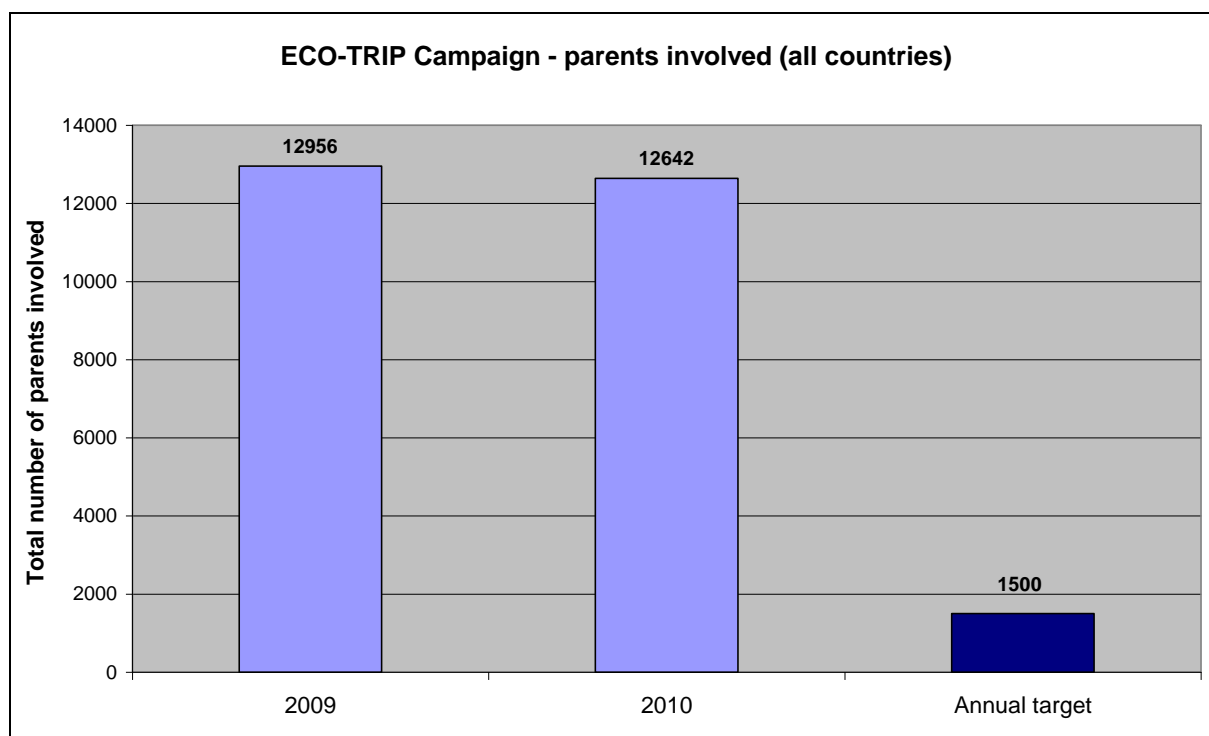


Figure 2.17: Number of estimated (!) involved parents with the ECO-TRIP Campaign per year

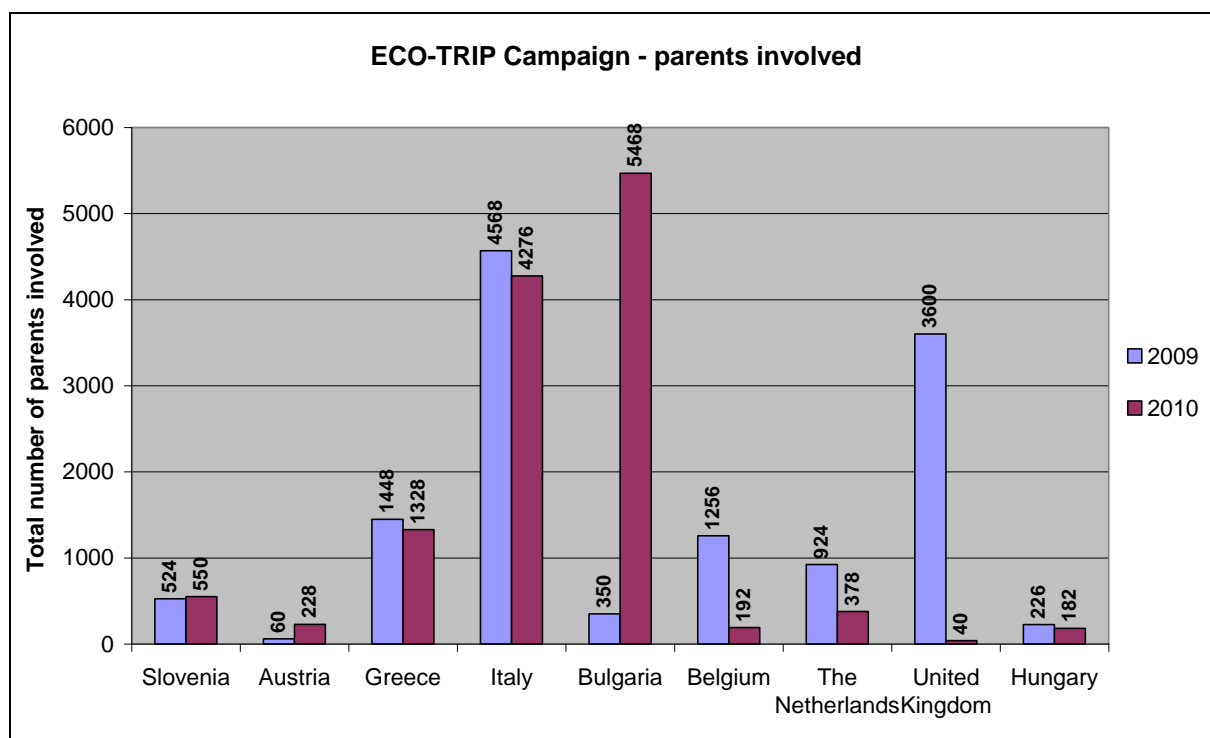


Figure 2.18: Number of estimated (!) involved parents with the ECO-TRIP Campaign per country per year

3 Implementation per country

This chapter gives an overview of the implementation in the nine different countries. For each country both campaigns are described, and the following four aspects are highlighted:

- The selection of the school: how the school was selected and which elements were specific in the selection process;
- The actual implementation;
- The deluxe version: which elements made the implementation in the country deluxe and how was it implemented; and
- Evolution: in this section changes within the campaign are reported per country. This gives an insight view of how a campaign can improve during the relatively short period of the project.

In paragraph 3.1 the overall implementation in all countries is described from the Traffic Snake Game and the ECO-TRIP Campaign.

3.1 General implementation

3.1.1 Traffic Snake Game

In most countries the co-financer or the department of education was involved in school selection process. In both Greece and Italy, their school networks were used as a forum to select the most appropriate schools. All countries applied the same school selection criteria, which included the following characteristics: motivation and capacity of the teaching staff to implement the game and collect monitoring data; school's interest in sustainable mobility and general enthusiasm towards the CONNECT project. The United Kingdom introduced an additional criterion; only schools with a school travel plan were allowed to participate.

Schools received training from the project partners on how to play the Traffic Snake Game and how to collect the monitoring data. In most countries one training session was enough. The project partner in the Netherlands carried out an additional training session in the third year, because not all the schools submitted their monitoring data in the second year. In Slovenia, the project partners personally visited the schools in the second and third years to deliver the materials and speak directly to the teachers. After playing the game once or twice, some schools decided to no longer participate in the project and the main reasons for this include the teachers are too busy with other projects; staff sickness, or the teacher contact has left the school.

There were no reported problems with the implementation of the Traffic Snake Game. Feedback from the teachers showed that they thought the Traffic Snake Game manual was clear and easy to understand and they are keen to encourage their pupils to travel to school using sustainable modes

To measure the effectiveness of the game, the teachers were asked to collect before, during and after monitoring data in the form of a 'hands-up' survey. Several schools found it difficult to collect this data and complete the evaluation forms. In Belgium, the project partner offered the schools small incentives as a way of encouraging them to submit their results. In the United Kingdom, the Traffic Snake Game was played during the Walk to School week and was not seen as an additional piece of work for the teachers. In Slovenia, some schools are located in areas where there is a lack of pavements and parents do not want to encourage their children to walk to school.

In addition to playing the basic version of the Traffic Snake Game, a lot of schools organised additional activities which formed the basis of the 'deluxe' version. Examples of the types of activities that were implemented include: opening or closing festival with politicians; musical shows a public transport campaign; bicycle checks; cycling clinics; a lesson or visit from the police; sustainable breakfast; environmental excursions; etc. In Belgium some schools made a school travel plan during the Traffic Snake Game. In years one and three, 72 percent and 84 percent respectively played the deluxe version. During the three implementation years there were no major changes in all countries.

3.1.2 ECO-TRIP campaign

The project partners liaised with their co-financiers, departments of education (where relevant) and school contacts to select the ECO-TRIP schools. In the first year, schools were carefully selected against the following set of criteria: enthusiasm of the teaching staff, interest in sustainable mobility, motivation of the students and previous experience of producing short movies. In the second year, most countries invited more schools to join the project and they could pick and choose which elements of the campaign (i.e. debate, short movies, slogan competition, ECO-TRIP week) they wanted to implement. Project partners encouraged schools to consider the ECO-TRIP week as a climax since this is where the theory becomes practice (changing transport modes) but it was not a set as 'conditio sine qua non'. The first year has taught us that setting it as an indispensable and essential condition, many candidate schools did not join, and those who did join in the end often did not do or at least did not measure the ECO-TRIP week. Still, the students and the schools were enthusiastic about the ECO-TRIP campaign and particularly enjoyed the short movie competition. Many teachers said the topic and approach was new to them and

the students and that thinking about the theme probably was an important big step, that in the longer term could lead to changes.

The teaching staff in Bulgaria, Greece and Italy thought the ECO-TRIP campaign was an easy campaign to introduce to the students. In Italy, the campaign was implemented during the same week as the Traffic Snake Game to ensure that the messages about sustainable mobility could be delivered to all the students at the same time. Other countries experienced more challenges when trying to organise and implement the campaign in secondary schools. The common challenges experienced by the project partners included: difficulty in co-ordinating all the classes involved to capture the monitoring data; some teachers did not see the links between the campaign and the national curriculum they were expected to deliver; time constraints preventing the introduction of additional projects; difficulties in co-ordinating the teachers across the school; and examinations.

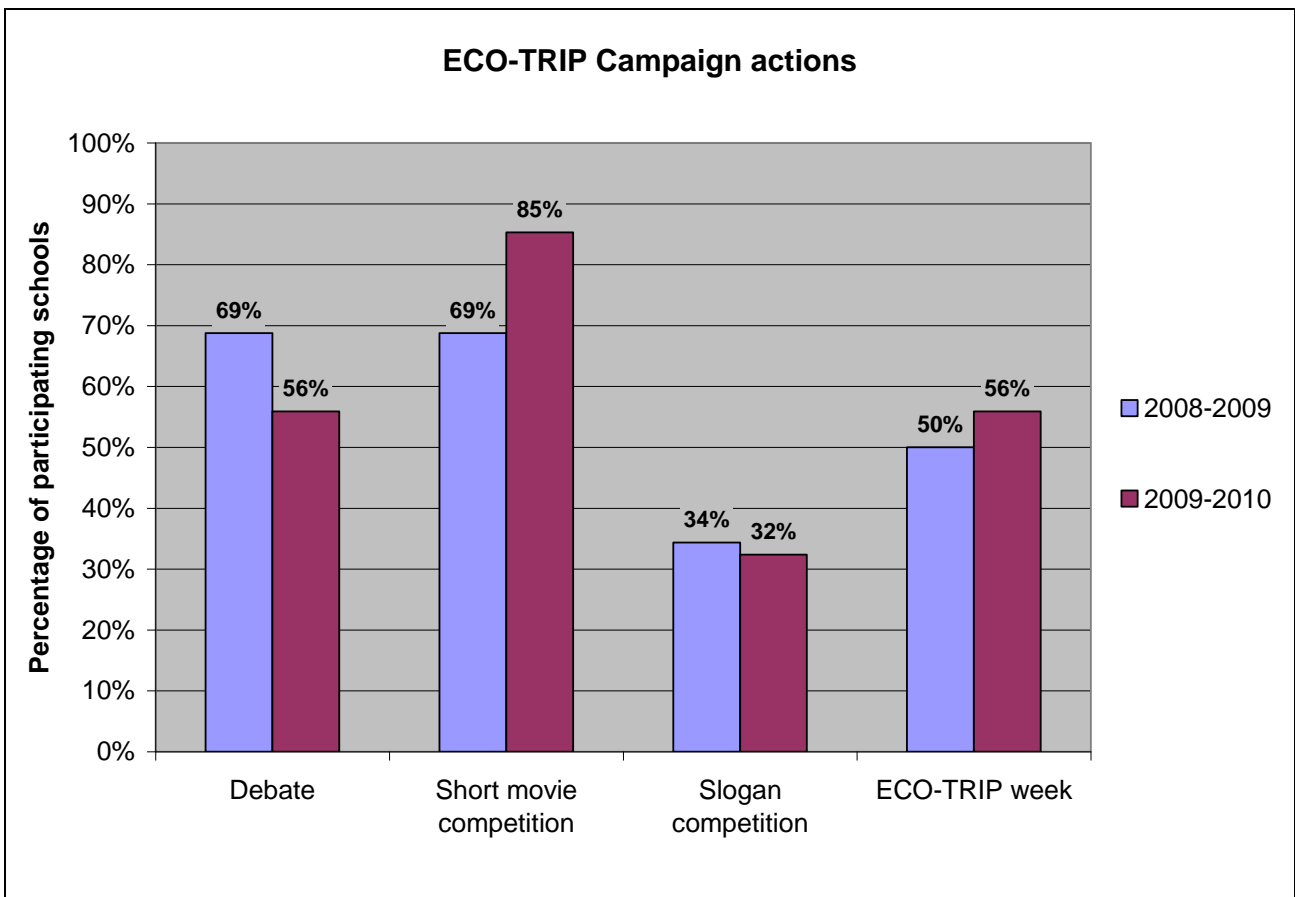


Figure 3.1 Percentage of schools who participated

Figure 3.1 shows the percentage of schools that took part in the different aspects of the ECO-TRIP campaign. This figure shows that most schools took part in the short movie competition and held a debate. The slogan competition was less popular amongst the schools. The results show that half of the schools participated in the ECO-TRIP week in

the 2008/09 and 2009/10 school years. In the 2008/09 school year 69 percent of the schools held a debate and took part in the short movie competition. This compares to 85% of schools who took part in the 2009/10 competition.

The second year of the ECO-TRIP campaign the implementation of the campaign was more easy, because, the partners were more experienced with the campaign. Therefore it was easier to support the schools. The short movies of the first year were very helpful for the process in the second year. With the existing short movies it was easier to convince schools to participate and it stimulated the youngsters to make even a better movie. In the second year we made the campaign more tailor made, the schools could pick and choose which elements of the campaign (i.e. debate, short movies, slogan competition, ECO-TRIP week) they wanted to implement, a clear desire from the schools themselves.

3.2 Austria

3.2.1 Traffic Snake Game

Selection of schools

In Austria the City of Graz is one of the co-financers of the CONNECT project. Therefore IVP contacted mainly primary schools in Graz to participate in the Traffic Snake Game. For the City of Graz it was very important to contact as many schools as possible. The aim was to achieve an area-wide involvement. Within the three years of the implementation phase it was possible to involve 33 of 49 schools (67%). This resulted in additional effort and more time in contacting and involving the schools into the CONNECT project. Schools that participated in the Traffic Snake Game are strongly interested in the subjects of sustainability (eco-friendly trips to school), traffic safety and active lifestyles.

Most of the participating schools implemented the Traffic Snake Game every year, only three schools stopped playing the game after a year. The reason for them not participating in the subsequent years is that they were too busy with other projects. Generally it is very easy for the schools to repeat the Traffic Snake Game every year because once the teachers have been trained in how to play the game, the actual implementation involves little effort and time to prepare. It is very successful in reducing car trips to and from school and in strengthening the competence of children to get to school independently.

Beside the schools located in the city of Graz, seven other schools all over Austria have taken part in the Traffic Snake Game. They were drawn to the idea of the Traffic Snake Game via the channels of the Federal Ministry of Education. In Austria there was no distinction of the selection of schools during the years.

Implementation

In Austria, mainly in the city of Graz, it was easy to carry out the Traffic Snake Game, because the game is a new and promising action which appeals to children as well as to teachers. In addition, schools are very interested in the topics of the game.

Due to the fact that most schools are located in Graz, it was simple to undertake training sessions. All schools have played the deluxe version of the Traffic Snake Game. The vast majority of the schools played the deluxe version of the game every year. The schools are very satisfied with the game and its effects. The success factors of the Traffic Snake Game are; the game motivates children and their parents to get to school in a more environmentally friendly way and that the school can easily communicate their interest in the environment, traffic safety and health to the wider general public.

Generally, every participating school understood the game. More detailed explanation was occasionally needed with regard to the measurements before, during and after the game. The information transfer from the practitioners to the schools worked, although there were a few problems with the use of the measurement forms. Teachers felt that it was too much work to fill in all the different forms. It was almost impossible to find parents that were willing to fill in the on-line questionnaire.

There was no distinction between the different implementation years. In the second and third year it wasn't necessary to organise training sessions for the schools who had already played the Traffic Snake Game. Training sessions were organised only for those schools who were participating in the game for the first time.



Deluxe version

All participating schools in Austria carried out the deluxe version of the game meaning that all schools organised a final event with content related matter. At the event the children presented the results of their classes and performed a short play covering traffic safety and health issues. This event offered representatives of the community, politicians, parents' associations and sponsors the opportunity to see the impact of the game first hand.

Furthermore, the event was used to communicate the school's engagement in traffic safety, environment and health prevention to a wider public audience. The success of the Traffic Snake Game provided the basis for a discussion with local authorities in regard to further school mobility management activities or improvements to the school environment.

In addition, schools carried out further activities concerning cycling or the use of public transport. In some schools the Traffic Snake Game was embedded in a Public Transport information campaign named 'Clever kids on the move'. The aim was to inform pupils about the public transport system in the region and to learn by actively using public transport. Whilst playing the game, the pupils have learnt how to use public transport tickets and understand the time tables.

Evolution 2007-2010

There were no major changes from year to year. Most of the schools that played the Traffic Snake Game every year also carried out the deluxe version of the game.

3.2.2 ECO-TRIP Campaign

Selection of schools

The first step of the campaign was to contact schools that already had experience with mobility management projects. Most of the contacted schools were interested in the topic of the ECO-TRIP Campaign but they had less time for preparation and implementation, especially during the action week. Therefore it was not easy to convince schools to participate. A big problem involved finding the right contact person in a school that would be responsible for the preparation and implementation of the campaign. It took a lot of time to inform and motivate the school manager / teachers to encourage them to participate. A distinction between the different implementation years was made with regards to the methods used to inform schools and young people. Whilst in the first year only some carefully selected schools were contacted, all available schools were informed in the second year. Therefore, different channels were used. This meant it was possible to motivate not only schools from the City of Graz and the surrounding cities but also from other provinces in Austria.

Implementation

Those schools that participated in the campaign were very enthusiastic with regards to the preparation of the videos and the pupils were involved right from the start. It was not possible for the teachers to involve all classes in the action week. The problem was that too many teachers had to be informed and involved and also due to other school activities (examinations, sports activities, school excursions etc), time for additional actions was limited. To encourage schools to carry out the campaign it was necessary to give personal coaching.

Deluxe version

All schools organised a content related debate, also to inform the young people about the movie competition and the production of their short videos. There was no distinction between the different implementation years.

Evolution 2007-2010

By using various channels, mainly websites showing previous examples of the short movies it was easier to get in contact with the interested schools.

3.3 Belgium

3.3.1 Traffic Snake Game

Selection of schools

For school year 2007-2008, the first year of the project, the Flemish co-founders, Province of East-Flanders provided Mobiel 21 a list of schools they wanted to give the opportunity to join the project. Of this list ten schools could participate. Mobiel 21 started to make phone calls to the schools until ten schools agreed to participate. In Belgium the Traffic Snake Game was already known in most schools, since it was developed here and has been growing ever since 2000. It was stated that the schools, when participating in the European version, were part of a European project, and would get the opportunity to exchange experiences with other European schools and would receive free additional support. The arguments of being a free game and getting support were the most persuading. Two schools dropped out because of a long term illness of the responsible person. It shows how important a forerunner at school level is. One school did not find the time to implement it in the curriculum that school year.

During the second year of the project, 2008-2009, we addressed the same schools to participate a second time. Seven schools decided to participate a second time. This year the two schools where the teachers fell ill, did participate again. Three other schools dropped out because they wanted to participate in the new Flemish⁵ version of the game instead of the European version. All schools played the game, but the measurement was conceived too much work for some schools. As such, three schools did not send in their data.

The last year of the project, school year 2009-2010, we decided to bring the two versions of the Traffic Snake Game (the Flemish and European one) together. Therefore we used the banners of the Flemish version, but we provided the back-up and extra gadgets as a reward not for participating as such but for completing the measurement of the European

⁵ This version is 100% funded by a Belgian Insurance company and Levenslijn Kinderfonds. The new version was by their request and an integration of the original Flemish version and the European version was looked after, but they could not be matched completely. In Belgium, 230.133 pupils from 985 primary schools participated in the Flemish Sam the Traffic Snake campaign. Despite the success rate, getting back results from modal shift from the schools based on before, during and after measurements remains hard.

version. Twelve schools agreed to do the measurements, three of them had already participated in one of the previous years.

The idea had always been to implement the Traffic Snake Game also in the Brussels-Capital Region or Walloon region. Together with the Flemish Region these form the three official regions of the Kingdom of Belgium, and all regions have significant autonomy over both Education and Mobility related issues in their region. With several changes of governments during the CONNECT project period, many relationships were made but no political support could be found to co-fund the project in the non-Flemish regions up till now.

Implementation

The implementation of the game went very smoothly during the three years. The game is widely known in Flanders, Belgium, so the basic version wasn't difficult to explain. Also for extra activities, the schools did not need more input. The manual made everything clear.

In the second year, most schools played the game for a second time, we did not need to organise an additional train-the-trainer session. However we did visit all schools individually to hand over the campaign materials and answer questions, which was highly appreciated.

Getting back the questionnaires and measurements was more difficult. This was extra work load for teachers in which they themselves so not see any added value. Only in the third year, when we worked with incentives, was this easier. Only one school dropped out due to the illnesses of a few teachers at a crucial time. They did the campaign but did not do the measurements.



Deluxe version

All the schools participating in the project during the three years played a deluxe version. In Belgium, the Traffic Snake Game is the overarching framework for a series of traffic and mobility education activities that take place during a week. Most schools organised car free days, bike maintenance checking and activities designed to understand traffic regulations. Some schools started with pooling (car, foot and bike) or draw up a school travel plan or

map with safe routes to and from schools. The schools chose for themselves whether they organised a start and/or end event, but most schools did.

Evolution 2007-2010

Not really within CONNECT but quite significant: the original Flemish version of the game was re-vamped between the first and the second year of the CONNECT project. This had already been in discussion before CONNECT started. One change was that schools could keep the banner and would only need to register for the extra materials (dots, stickers, etc.). This way, there was no limit anymore to the number of participating schools. Before the change only 400 schools could join the campaign and in the last two years (2008-2009 and 2009-2010) over approximately 1,000 schools played the game each year. The downside is that schools are even less motivated to complete measurements, before they had to send back the banner and apply again for a new year, completing the measurements granted the schools a high ranking position on the applicants' list.

For the schools joining the European campaign we built a good personal relationship with the schools that played the game each year within the CONNECT project. They informed us that they were happy with the support they received. Most schools addressed the topic of traffic and mobility once a year and used the Traffic Snake Game as a key motivator.

3.3.2 Eco-Trip Campaign

Selection of schools

For 2008-2009, the responsible person of the Province of East-Flanders gave Mobiel 21 a list with twelve schools to contact to see if they were interested in participating in the ECO-TRIP Campaign. After the first round of telephone calls, five schools wanted to receive more information on the campaign. Project workers of Mobiel 21 visited the schools individually to explain the campaign, answer questions and to make a plan the campaign for the school. Based on this meeting, one more school decided not to participate. The teachers were enthusiastic, but the school board did not support the campaign. Eventually, three schools participated in the short film competition. The fourth school organised a lot of activities at school on cycling to school, but did not make any movies.

During the second year, 2009-2010, the Province decided to contact the schools through MOS, an ecological project of the Flemish Government. The response wasn't very high. Only three schools would participate, one of them already participated the year before. We visited one school in person, the two other schools, did not feel the need for a personal training. We supported them by email and telephone. In the second year two schools participated in the short film competition. One school, the school that won the first year competition, missed the deadline. They felt very sorry for this and urged us to contact them again if the campaign runs a third time as they had a deadline in mind that was a month later...

Implementation

The implementation of the ECO-TRIP Campaign was slightly different compared to the implementation of the Traffic Snake Game. The teachers had to be reminded more often of what needed to be done by when and even then it was not easy to meet the deadlines. Getting in contact with the teachers was not easy as they do not have fixed schedules. Without a personal email address or a mobile phone number, it's almost impossible to reach them. The teachers were also very reluctant to do more than participate in the short movie competition. This is something they can do in their own class, but organising a whole ECO-TRIP week and doing the measurements was impossible to organise, especially as in each school only one teacher participated.

Whilst working on the movie and participating in the short film competition they were very enthusiastic. Although the response of the schools wasn't that big in the second year, all three schools wanted to participate in the project again in school year 2010-2011, should we organise it. The teachers know what is expected from them, they know that it raises a lot of interest amongst the students in the school. In the beginning of the project, a lot of teachers feared the technical side of the short movie competition as most of them aren't very familiar with making short movies. We noticed that the role of the teachers is to start the project and we need to support them in finding ideas for a script. From the moment the pupils started filming, most groups worked independently, working with video cameras, editing the movies and using YouTube. The pupils knew it better than their teachers and were very involved and enthusiastic.

Again the measurement of the campaign is the hardest part. A process evaluation is easier to get, as the teachers can do this on their own, although it can be weeks before receiving the questionnaires and we did not receive the measurements of the daily trips of pupils. In the future, we have to come up with another way of better linking the making of the movies and the ECO-TRIP week.



Deluxe version

Also for the deluxe version we saw a difference between the primary and secondary schools. Primary schools are very used to working on the topic of sustainable mobility; they all played the deluxe version. For secondary schools this isn't that easy. A lot of

schools so not really work on the topic of sustainability. Traffic safety is maybe a topic, but this doesn't mean a lot has been done about sustainable transport although most pupils go to school in a sustainable way. Getting the schools to participate in the video campaign was a big effort to start with. To help the schools in the first year to do something extra, Mobiel 21 organised the ECO-TRIP fun and facts event. During one day, the pupils participating in the project, were invited to attend a mobility fair where they could try out sustainable transport modes and listened to some famous Belgians on the topic of sustainability. The list of famous people included a film producer who makes short movies for The Big Ask; a doctor who appears in talk shows talking about the influence of daily things on health; an actor who made a stage play on young people and drink driving; and one of the students of the Umicore Solar Team that participates in the World Solar Challenge in Australia each year. We organised the national short movie prize giving ceremony on the same day. During the second year of the campaign, we did not organise such a big event, only a small prize giving ceremony and press conference. We encouraged schools to organise something themselves, but they did not. For the next year though, we will organise a bigger event again when the campaign will run.

Evolution 2007-2010

We experienced more or less the same level of interest in the campaign during the two years. We feel the need for a third year to spread the campaign on a larger scale. Compared to the first year, the second year went more smoothly, so we could focus more on the support for the schools. For the next year, beyond the CONNECT scope, we would do more on recruiting the schools and coming up with new ideas for the deluxe version.

3.4 Bulgaria

3.4.1 Traffic Snake Game

Selection of schools

The municipality of Varna is a partner of UBBSLA in the CONNECT project and also owner of the schools in Varna. We contacted the education department to coordinate the participation of the schools. They decided to invite two schools from each residential district to play the game. Invitations were sent to the schools and these were followed up by phone conversations. Further details about the CONNECT project was presented to the head teachers and information about the benefits of the campaign to the children, their parents and society in general was provided. Seven out of 20 contacted schools were interested in the initiative, and sent teachers to the training sessions. Two kindergartens were included also in the Traffic Snake Game due to the high interest of the head teachers. The interested schools saw the game as a good opportunity to vary the curriculum and to give a chance to the youngest children to participate in some project activities, designed especially for them. These were the primary reasons as to why teachers wanted to participate in the game. In addition, the topic of 'sustainable mobility' was completely new for them, for the municipal staff and for the children and the game

provided an opportunity for people to learn more about the issues. During the lifetime of the project, the same schools participated in the Traffic Snake Game. Only one school dropped out of the project after the first year; the teacher in charge left the school and there was no volunteer to take the place.

Implementation

The Traffic Snake Game was implemented with no major problems. During the first year, training sessions were organised for the participants at their convenience. Constant contact was maintained with them during the campaign. The teachers were very supportive and pleased with the game and the children were very enthusiastic. In the subsequent years, because the participating schools were the same, no further training sessions were necessary. There were minor difficulties with the collection of the results, due to the timing of the end of the game and the end of the school year when the teachers are overloaded with work. However, the children received small gadgets and gifts, the schools received presents, and the teachers received personal gifts. These gadgets and gifts were very crucial success factors. The teachers in the Bulgarian schools generally work on many projects, apart from their daily educational work. They take part in additional activities with the children and receive some extra financial bonuses.

Consequently, a financial incentive for the teachers is of crucial importance for the success of any activity and for attracting more schools and teachers. However, teachers were not provided with a financial incentive during the CONNECT campaign.

The only barrier to the implementation of the campaign was the lack of contact with the parents. The project relies on the children to influence their parents and their behaviour. However, in a society, which is totally unfamiliar with the topic of sustainable mobility it is of high importance that information aimed at parents is provided to them directly. Thus they could be more supportive and understanding.



Deluxe version

Some of the schools were enthusiastic and played the deluxe version of the game. During the first year one of them had a festive beginning, and another a festive closing, with some competitions and a musical programme. In the second year only one school performed a festive closing of the game and combined it with an outward bound in the forest. In the third year, three of the schools performed cycling training sessions as a deluxe closing of the campaign and were organised with the active participation of the UBBSLA team.

During the three years of the project the kindergartens performed a special celebration of the Earth day and closed the campaign with festive concerts.

Evolution 2007-2010

There were no changes in the implementation of the Traffic Snake Game during the years. Evolution of the campaign occurred as the teachers became more confident and familiar with the game, so the implementation was easier for them. The children, who were lucky to be three-year participants, were very happy with the game and waited impatiently for the campaign to start.

3.4.2 ECO-TRIP Campaign

Selection of schools

The contact with the secondary schools was made on the same basis as the contact with the primary schools; the UBBSLA team contacted the education department of the municipality to get in touch with the secondary schools. Four schools were invited to the training sessions, where the aims of the ECO-TRIP Campaign were introduced. The schools were very enthusiastic, especially about the short movie competition. During the first year, two schools dropped out due to different reasons, like health problems of the teachers, lack of financial incentives or prizes and/or lack of tailor-made information on sustainable mobility.

In the second year, the same schools were contacted and additionally another six secondary schools. We performed personal training sessions with the volunteers and maintained relations with them constantly. Finally, only three of the six participating schools performed activities in the ECO-TRIP Campaign. One school did not give an explanation and the other two schools did not succeed in attracting attention from the students, but they were also very busy with some additional projects, which the teachers got paid for...

Implementation

The ECO-TRIP Campaign went smoothly in the enthusiastic schools. The contact was maintained both by UBBSLA and by the teachers in charge and the students themselves. The most interesting part of the campaign for all schools was the short movie competition. The students were very enthusiastic and insisted on sharing ideas with UBBSLA team. The students were very interested in earth pollution and road safety in particular. Road safety is a very big problem in Bulgaria, that's why some of the students concentrated on this issue. The teachers introduced the campaign during the class lessons, or during the special road safety lessons. During the first year both schools performed debates. In the second year, one school organised a very interesting debate, and invited a UBBSLA representative to conduct it. One school also performed a slogan competition. There were no major barriers during the implementation.

Deluxe version

Deluxe version implementation was not very well accepted by the teachers. They are very busy with plenty of tasks and the educational process, and none of the teachers were interested in organising additional activities on this topic. That's why in the second year UBBSLA organised a splendid ceremony of a national short movie competition whereby the winning schools (headmasters, teachers, participating students and their friends, as well as guests from other schools) were formally presented with an award. The jury was comprised of a UBBSLA representative and three municipal representatives. Awards and certificates were handed to the winners.

The ceremony was broadcasted by two local TV channels and one national TV channel. The short movies from both years will be broadcasted on Bus TV, a broadcast in public buses.

Evolution 2007-2010

The number of the interested schools increased during the second year. In the second year we relied mostly on the personal contact with the head teachers of the schools and this was the winning strategy.

3.5 Greece

3.5.1 Traffic Snake Game

Selection of schools

In the first year CRES contacted the schools that have visited CRES in the past. In the second or third year some of the schools joined the campaign, having heard of it through colleagues, the internet or directly through CRES' dissemination activities.

Some of the schools decided not to participate due to lack of time, mainly because of problems of the educational system (i.e. strikes held by the teachers during the 2nd year of the TSG campaign) or because those teachers who took part in the earlier years changed school and there was a lack of communication with the new teachers. In general, most of the schools that participated in the campaign in the first year were satisfied enough to continue it through all the three years.

Implementation

The implementation of the game in the participating schools took place without any particular problems. The only problems that occurred were related to the high work pressure of primary school teachers, especially during the year of the teacher strikes (2008-2009). Apart from that, teachers did not have any specific questions, especially after the training sessions: the game instructions and the program's implementation guide were accepted as clear and easy to understand.



Deluxe version

Most of the schools have chosen to carry out the deluxe version of the campaign. Ecological transportation is a crucial environmental issue and usually teachers that decide to participate in such programs are environmentally aware and are trying to achieve the best results. In addition, there aren't many programs related to the transportation issue, although there are a few related to energy. On the other hand, CONNECT combines innovation on the theme (transport) under the most general frame of "energy". In that way, schools that decided to explore energy issues in the transportation sector implemented the Traffic Snake Game and organised activities through the whole school year. Some of the activities were open to parents, others were available to the rest of the school.

Evolution 2007-2010

There haven't been any major changes from year to year. Schools that played the Traffic Snake Game were generally satisfied with the program and willing to participate in the campaign again. The fact that some schools did not continue the program (e.g. for a 3rd year) was always due to organisational or technical problems of the school or the teacher.

3.5.2 ECO-TRIP Campaign

Selection of schools

Schools that have made an educational visit to CRES premises were contacted. Some more schools joined the campaign in the second year, as they heard of it through their colleagues, the internet or through CRES dissemination activities. The interest shown in the campaign by the Office of Environmental Education for secondary level education of East Attiki was important. The ECO-TRIP Campaign was a very good attraction to the Greek high schools, despite their heavy study program, and the augmentation of the participating schools proves it. Three schools participated in the first year and seven in the second year.

The main reasons that schools showed such an interest to the program were due to the subject because there aren't many educational programs concerning safe and ecological transportation in Greece, although there are enough on energy issues.

Also, the schools liked the educational tools that were used. The short movie competition attracted a lot of interest amongst the young people who participated in the campaign. The other tools like the debate, the slogan competition and dissemination activities were equally attractive tools, although they weren't so popular to all schools.

Implementation

Most of the schools found the implementation of the program easy, especially the final year where there was the freedom of choice of activities. Most of the teachers invited CRES experts to visit the school and discuss ecological transportation with the students during the debate. Most of the schools combined the ECO-TRIP Campaign with their other school activities and, in that way, informed their colleagues, parents, citizens.

In general, all schools and students are enthusiastic about the short movie production, as well as the national and European competition. Most of the schools kept to the deadlines, although occasionally it was quite difficult to gather data, especially during the end of the school year. As a lesson learnt, it is better to finish the campaign and data collection by the end of May and not later in the school year.

In the second year the implementation of the ECO-TRIP Campaign was better. Running an environmental program to Secondary Greek Education can be quite difficult, since the teachers have only a few hours per week, usually two school hours, to work with the students, and it is better to have the freedom of choice to perform the program that is best suited to the school needs and interests.



Deluxe version

Most of the schools did combine the campaign with their other dissemination activities aimed at the local municipality, parents or the rest of the school (i.e. through the production of posters, participation in local events in the municipality, informing parents during the Parents Days, etc).

Evolution 2007-2010

Most of the schools did the debate session as an educational tool to transfer information to the students, but only a few did the slogan competition. Some students found it more difficult to come up with a clever slogan than to take part in a debate and try to defend an idea. So, it depends on the “material” of the students, as to which activities are more exciting to perform, and this is a good advantage of the campaign.

3.6 Hungary

3.6.1 Traffic Snake Game

Selection of schools

In Miskolc we discussed the list of the schools with our colleagues in the Department of Education. The considerations were: which schools are more co-operating, which have extra environmental training, which schools are accessible on foot not only by public transport/car, which are interested in new projects. In Hungary there was no distinction of the selection of schools during the years. The reason for schools to drop out is that they are too busy with other projects.

Implementation

The implementation of the Traffic Snake Game was not so difficult in Miskolc, because the teachers were inquisitive and interested. It was a difficult to receive evaluation results from the parents in Miskolc. We think this is because parents are not so involved in their children’s school activities and they work too much to be involved in the game as well. There was no distinction between the different implementation years.



Deluxe version

Most of the primary schools in Miskolc who participated in the Traffic Snake Game played the deluxe version of the game. They invited a policeman to the school to talk to the children about traffic issues, there were also excursions, competitions about environmental protection etc. There was no distinction between the implementation during the years.

Evolution 2007-2010

There were no changes from year to year because the schools were enthusiastic and eager to organise an environmental friendly week.

3.6.2 ECO-TRIP Campaign

Selection of schools

In Miskolc we contacted all secondary schools to invite them to take part in the project. In the first year three schools started with the ECO-TRIP Campaign. During the project one school dropped out, but two other schools joined. Finally four schools participated. In the second year three schools applied and joined the short movie competition.

Implementation

There was a contact person in each secondary school that helped us to communicate with the pupils. In Miskolc not all of the school participated in the campaign, only a few students from the art class. It is difficult to organize an ECO-TRIP week in secondary schools because there are too many lessons, exams and other business for the students and teachers. There was no distinction between the different implementation years.

Deluxe version

In Miskolc the schools organised only the basic version of the campaign.

Evolution 2007-2010

In the second year it was easier to explain the short movie competition to the students, because they could see all short movies of the previous year. This was very helpful for the students to create their own ideas.

3.7 Italy

3.7.1 Traffic Snake Game

Selection of schools

Schools are very important partners of the local Agenda 21 of Modena. For many years they have been participating in innovative and experimental activities promoted by the municipality concerning sustainability and related issues. The possibility of relying on an existing local network like the Local Agenda 21, which actively involves schools, was a key factor of success thanks to the network of relations as well as the consolidated experience in implementing innovative projects. The involvement of schools with CONNECT was enabled thanks to this existing network;

The contact with teachers was also a fundamental element and is directly linked to the first point illustrated above: the municipality takes advantage of an existing consolidated relations network with teachers acting as contacts in their own schools, involving other colleagues in the project's activities.

In addition, Mayors and Environment and/or Education Town councillors, especially from the smaller towns, were involved in the training sessions. This was a positive action, as this allowed the debate to be widened on related issues such as organising parking in sites to allow students to walk to school; organising effective traffic signs etc .

In the years after the launch of the campaign, other training sessions were organised, trying also to reinforce good practices of previous years, consolidating long stay car park, organising an awards event, raising the awareness for the other teachers, organising "parties" involving local authorities, where possible.

In general, several communication activities were undertaken together with the participating schools: press conferences; press release; presentation of the project in local workshops related to sustainable mobility or environmental issues as well as health and road safety.

Implementation

The existing co-operation network among different stakeholders, municipality, schools, citizens, associations, public and private agencies, was one of the main strengths, as it enabled an effective and positive exchange of information and a joint planning of actions. We underline the importance of involving not only technical media but also politicians to get visibility and political support.

A problem was represented by the lack of recognition from the political level of the public administration: it is important to involve technicians, but also administrators.



All children participated with great involvement in Traffic Snake Game. The children were keen to know if they were the only ones doing this kind of initiatives and if they have a substantial impact on environment. More importantly, they asked if the scheme will continue in the next few years.

Specific information material was prepared by City of Modena together with teachers in order to inform parents about the CONNECT project, which was considered a key factor.

Deluxe version

Some schools played the deluxe version of the Traffic Snake Game. In particular, they had sustainable breakfasts before coming to school, offered by cooperatives, but also parties with parents, awareness raising actions with members of the local community, organised meetings in schools with adults and received prizes etc.

Evolution 2007-2010

During the period 2007-2009 we noticed that the level of socialisation had increased, both among students and parents.

3.7.2 ECO-TRIP Campaign

Selection of schools

The selection of schools for the ECO-TRIP Campaign is similar to the selection of schools for the Traffic Snake Game, because the City of Modena used the existing local network of the Local Agenda 21.

In addition, Mayors and Environment and/or Education Town councillors (especially from smaller towns) were involved in the training sessions. This was a positive action, as this allowed them to widen the debate on related issues including: organising parking in distant sites to allow students to walk to school and organising effective traffic signs etc.

In the years after the launch of the campaign, other training sessions were organised, trying also to reinforce good practices of previous years, consolidating long stay car park, organising an award event raising the awareness for the other teachers, organising “parties” and involving local authorities, where possible.

In general, several communication activities were undertaken together with schools: press conferences; press release; presentation of the project during special occasions of local workshops related to sustainable mobility or environmental issues as well as health and road safety (mainly in the framework of Local Agenda 21 activities).

Implementation

The existing co-operation network among different stakeholders, municipality, schools, citizens, associations, public and private agencies, was one of the main strengths, as it enabled an effective and positive exchange of information and a joint planning of actions. We underline the importance of involving not only technical profiles but also politicians to get visible and political support.

A problem was represented by the lack of recognition from the political level of the public administration: it is important to involve technicians, but also administrators.

During these years of implementation of projects activities, students participated with great involvement in the ECO-TRIP Campaign. The students asked if they were the only ones doing this kind of initiative and if this had a substantial impact on environment. Furthermore, they asked if the actions will continue in the next years.



Deluxe version

There had been schools playing the Deluxe Version. In particular, they had sustainable breakfasts before coming to school, offered by cooperatives, but also meetings with parents, awareness raising actions with members of the local community, organising meetings in schools with adults and receiving prizes, etc.

Evolution 2007-2010

During the period 2007-2009 we noticed that the level of socialisation amongst students has increased.

At the start of the campaign teachers thought that they have to help a lot their students in producing and editing the video of the ECO-TRIP Campaign. At the end of the campaign the teachers realised that their level of input was not as much as they had originally expected as the students were independent and showed a great commitment to the campaign. Students with social problems or at risk of exclusion committed themselves a lot in the ECO-TRIP Campaign.

3.8 Slovenia

3.8.1 Traffic Snake Game

Selection of schools

To make the Traffic Snake Game a success in Slovenia, the most important thing was to find enthusiastic primary schools that have a problem with parents who bring their children to school by car. Therefore it was also important to find teachers which have, through the Traffic Snake Game, demonstrated to children the benefits of health and environment-friendly modes of travel.

In the school year 2007/2008 seven primary schools were invited to participate in the campaign. Finally, six primary schools decided to participate in the first year. One primary school decided not to participate in the campaign because the teachers were too busy with other projects and activities and they did not have enough time to organise the campaign.

A training session aimed at teachers was organised to provide them with further information about the CONNECT project and the aims and objectives of the Traffic Snake Game and the procedures and rules on how to play the Traffic Snake Game were also explained. On the training day a representative of the traffic police was invited, who presented to all participants an analysis about the road safety in school areas and explained why the campaign was good for schools. Lectures were comprehensible and easy to understand.

In the school year 2008/2009 and 2009/2010 there was no training sessions or workshops for practitioners, because all the primary schools were the same as in the first year. In February 2009 and March 2010 we sent all the participating primary schools a new timetable for the implementation of the Traffic Snake Game and new measurement and evaluation forms for schools, teachers and classes to complete.

We wanted to keep the same primary schools that participated in both previous years. This way we could make a comparison between all three years and get some important results, which can be also very useful for in the future.

Implementation

Representatives of the schools were very excited about the project idea as they believed that the project could have a positive impact in terms of reducing the level of motorized traffic in the school area and increase road safety for children, parents, teachers and others.

Travelling to school in a safe manner is a 'must'. We did not focus on a specific transport mode, because this depends on the traffic in the school area and from home-school distances. The traffic safety issues are very different at each school. Some children, in the Traffic Snake Game week, came to school with their parents by car. The reasons were mainly because students live far from the schools and that the pavements in some places have poor surfaces, which do not allow a child a safe walk to school.

During the implementation of the Traffic Snake Game communications with the representatives of the participating primary schools was by e-mail, telephone and meetings at their schools.

More than 95 % of parents, that completed the questionnaires, were of opinion that the Traffic Snake Game should continue in the last school year. During the Traffic Snake Game they have seen a positive change within their children. Through the Traffic Snake Game children have learnt about the environment and sustainable modes of travel.



Deluxe version

Schools have implemented only the basic version.

Evolution 2007-2010

There were no major changes, because the schools were in all three years the same. Because we did not organise in school years 2008/2009 and 2009/2010 any additional training sessions or workshops for practitioners, we decided to take the campaign materials (manuals, stickers, banners, etc.) in person to the schools. This way we could give more specific information to each school individually and answer the questions that they had based on last year's experience. All schools were familiar with the project concept, so there were no extra explanations in the new school year.

3.8.2 ECO-TRIP Campaign

Selection of schools

In the school year 2008/2009 three secondary schools were invited to participate in the ECO-TRIP campaign. Similarly for primary school representatives, there was a training session organised for secondary schools representatives. Here school practitioners received training on the campaign, including some lessons about sub themes like health, climate change and road safety. With these topics teachers helped the students to increase their knowledge and interest in the ECO-TRIP campaign and on sustainability issues in general. Finally, all three secondary schools decided to participate in the first year.

In the school year 2009/2010 there was no additional training sessions or workshops for practitioners, because all the secondary schools were the same as in the first school year. In January 2010 all participating secondary schools received a new timetable for the implementation of the ECO-TRIP campaign and new measurement and evaluation forms for schools, teachers and classes, new Call for Videos and a new Guide.

Implementation

The schools in Slovenia were enthusiastic about the ECO-TRIP campaign, especially because the production of short films was something new for them. All students from the participating classes were involved in the production of short film and the slogan competition. It was really nice to see that the students were so enthusiastic about the short movie competition.

Examples of some of the slogans that were made by the students in both implementation years include:

- Walk to school, be cool;
- Let's not search for excuses, let's search out solutions;
- Let's not change the environment, let's change the traffic;
- Be eco, survive; and
- Through car windows life drains quickly.

For secondary schools it was harder to implement a campaign in Slovenia than for the primary schools. It was also hard to get the whole school involved in the project. Students of secondary schools are busy with other school commitments (preparing for examinations) and other activities (sport, hobbies) to children in primary schools. Therefore the production of the short films took longer to produce than originally foreseen.

In the school year 2008/2009 the implementation of the ECO-TRIP campaign was successful, only one school did not send the measurement forms.

All secondary schools were able to produce their short films. For the school year 2009/2010, two secondary schools carried out the ECO-TRIP week and one school produced a short film. Because of the new manual and the new rules in the school year 2009/2010, schools decided on their own choice in which activities they will participate. This is the reason why schools participated only in the measurements and not in the production of a short video.



Deluxe version

Schools have implemented only the basic version.

Evolution 2007-2010

There were no major changes, because the schools in all two years were the same. Because we didn't organise in school years 2009/2010 any additional training sessions or workshops for practitioners, we decided to take the campaign materials, new manual, posters, etc to the schools in person. This way we could give more specific information's for each school individually and answer the questions they had based on last year's experience.

3.9 The Netherlands

3.9.1 Traffic Snake Game

Selection of schools

In the Netherlands the City of Rotterdam is co-financer of the CONNECT project. That is the reason why only primary schools located in the City of Rotterdam participated with the Traffic Snake Game. The City of Rotterdam was already familiar with the Traffic Snake Game and schools were playing the game long before the CONNECT project. Most schools had an interest in the subjects of traffic safety, sustainability and health. This is one of the reasons why we had to put additional effort in the selection of schools. Furthermore we had to invest more time in the involvement of the school into the CONNECT project.

The reason why some of our schools decided against participating is that they are too busy with other projects. That's the reason why the timing of the selection of schools is of great importance. The schools make their planning for the next school year in May. If the planning of the school is finished, it is not so easy to add a new project to the curriculum.

In the City of Rotterdam it is hard to get the same schools involved during three years, because the schools are overloaded with projects. The schools want to join other projects as well. In the Netherlands there was no distinction of the selection of schools during the years.

Implementation

The implementation of the Traffic Snake Game was easy in the Netherlands, because we have had experience with this game for a number of years. The Dutch Traffic Snake Game is more focussed on traffic safety and the Connect Traffic Snake Game on sustainability. This change is interesting for the schools, because for a lot of schools this is a new topic and traffic education is well known in primary schools in the Netherlands.

Through our experience we found that the schools need a personal training session, because the training sessions for more schools are not very well attended. This is because of the high work pressure on primary schools. The personal training sessions are really effective and encourage the schools to play the deluxe version of the Traffic Snake Game.

It was quite hard to receive the evaluation results from the teachers and parents in the Netherlands. We think this is because of the high work pressure on primary schools and because parents are not so involved in school activities.

There was no distinction between the different implementation years. Only the second year we did not organise a training session for the schools who already played the Traffic Snake Game. These schools did not implement the campaign very well and did not send the measurement results correctly or complete. Therefore we trained all participating schools in 2010, even if the schools participate already.



Deluxe version

All primary schools in the city of Rotterdam who joined the Traffic Snake Game are encouraged to play the deluxe version of the game. To make it as easy as possible for schools, the City of Rotterdam offers the schools a few activities they can apply for. For example the school can have a visit of a bike repairer. All children get a checklist to check their bike with the bike repairer. He inspects the bike and signs the children's checklist. He repairs the bikes which are easy and quick to repair. The school can invite a clown with a traffic safety show. This show is funny and educational as well. The school can also have a lesson regarding a lorry driver's blind spot. A driver will visit the school with a lorry and give an explanation about the blind spot. All children are invited to sit in the lorry, so they experience what a driver cannot see.

All schools are also encouraged to organise an opening ceremony and activities during the week. One school organised such a ceremony with a bike competition, another school invited the police to open the week.

There was no distinction between the implementation during the years. The City of Rotterdam offered the same activities during the years. Some schools, who played the game for the second time, did not implement all the extra activities, because they did that the year before.

Evolution 2007-2010

Schools that played the game for the second time prefer the basic version of the campaign, because they played the deluxe version the year before. Because of the full work program experienced by primary schools, the schools chose to organise a project week for another subject then incorporated the Traffic Snake Game within it.

3.9.2 ECO-TRIP Campaign

Selection of schools

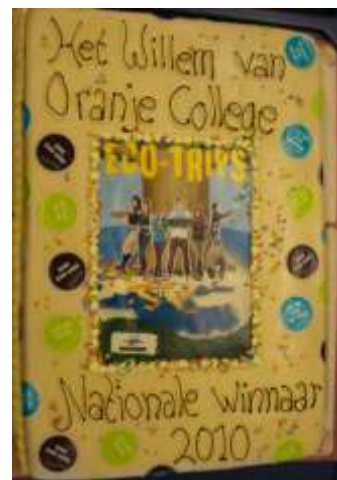
DTV Consultants and the City of Rotterdam were not familiar with secondary schools before the CONNECT project. Therefore we invited different schools to participate in the ECO-TRIP campaign, as practical -, lower - and secondary vocational education. In the City of Rotterdam a lot of schools are working on the primary process of education, because of the problems of big cities. Therefore there is not much time for extra projects, like the ECO-TRIP campaign. In spite of this we selected enough enthusiastic schools. We personally visited all the schools because they did not have a common connection (i.e. come from the same neighbourhood or target group).

Implementation

The schools in the City of Rotterdam are enthusiastic about the ECO-TRIP campaign, especially the deluxe version we developed and introduced. In every school we had an enthusiastic contact person, but it was hard for them to get the whole school involved and get the project implemented.

For DTV Consultants and the City of Rotterdam the target group of secondary schools was new. We learned that it is not so easy to implement a campaign in secondary schools as in primary schools, because they are organised in a different way. The teachers in secondary schools are focussed on their subject and the examination process, therefore there is not much time for additional or extra lessons.

There was much distinction between the different implementation years, because in the first year we did not get the expected results. In the first year we asked the students to design a campaign (poster, flyer, commercial or short movie) about the topic eco-friendly trips, traffic safety and/or health. This was not clear enough for the youngsters. That's the reason why we changed the instruction in the second year, and asked them to develop a short movie with the theme eco-friendly trips.



Deluxe version

DTV Consultants and the City of Rotterdam developed a program to introduce the topic sustainability and traffic safety to the young people. This program consists of the following four steps:

- Debate

This was organised by Team Alert, a company who works with young people. The debate was organised in the hall or an alternative large room in the school. It was a big activity, because four classes at the same time joined the debate. The panel chairman introduced the theme with a short movie. All students were involved and declared their interest in the discussion theme with either thumbs up or thumbs down. Then the debate started. At the end of the session, the panel chairman showed the students some facts about the topic. Finally the jury, with a teacher and an employee of the Municipality, selected the student who was the best during this debate.



- Lesson environment and sustainable transport

The environment organisation DCMR Milieudienst Rotterdam organised a lesson about sustainable transport and clean transport modes (i.e. electric bike or scooter and a scooter with solar batteries). During the lesson the students also learnt about other subjects, then sustainable mobility, which can save energy as well.

- Comedian

The comedian Johan Cahuzak has a show about traffic safety. For the ECO-TRIP Campaign the theme sustainable mobility is adopted.

- Lesson alcohol and drugs

The health organisation Bouman GGZ organised a lesson about drugs and alcohol in traffic. The lesson started with a short play with a policeman and a drunk student on his bike. After the play the students had to make a quiz about drugs and alcohol and driving.

RTV Rijnmond, a local television station, pays attention to educational aspects. They were very interested in the ECO-TRIP Campaign and they took the opportunity to make a documentary about the deluxe version of the ECO-TRIP campaign.

Evolution 2007-2010

In the City of Rotterdam we started with a big project, with additional lessons for the students and a presentation of the campaign in the Museum of Education. Schools and students were very enthusiastic but did not manage to produce a movie within the timeframe of the first year of the campaign. That is why we slightly changed the program for the second year. We invited all schools to participate in the short movie competition and offered the interested schools the whole ECO-TRIP campaign. In the first year we only had one movie, and in the second year 14 movies were produced.

3.10 United Kingdom

3.10.1 Traffic Snake Game

Selection of schools

In the United Kingdom, the CONNECT campaign was co-financed by the Regional School Travel Plan Advisor at Transport for London. As a result only London schools were allowed to participate in the Traffic Snake Game. Further to this, Transport for London stipulated that the Traffic Snake Game should only be offered as a reward to schools with an approved School Travel Plan. As such only London Boroughs who had reached their target of 100% of schools with approved School Travel Plans could participate. In the first year the London Borough of Newham was interested in the campaign and wanted to participate with ten schools. JMP visited the schools to introduce the campaigns. Finally 19 schools wanted to join the campaign.

Each school was assigned to a JMP CONNECT co-ordinator who carried out all correspondence with the schools throughout the three year pilot. This ensured that a good relationship was built between the schools and the JMP CONNECT Co-ordinator.

In years two and three, the same schools that played the game in year one were approached to take part. Many schools agreed to play the Traffic Snake Game again but four schools declined to take part due to time constraints.

In year two, we approached Transport for London to ask if additional schools could be identified to take part in the campaign. Transport for London sent out an email to all the London boroughs, of which two additional boroughs stated they had schools interested in playing. These included the London Borough of Merton and the London Borough of Waltham Forest. Furthermore, within the London Borough of Newham (the original borough), they were able to identify additional schools who wanted to participate in the Traffic Snake Game.

In year three, again, Transport for London was approached to identify other London Boroughs to participate in the Traffic Snake Game and they recommended the London Borough of Richmond. In addition, through word of mouth, the London Borough of Redbridge also said they had schools who were interested in participating.

Approximately ten schools have played the Traffic Snake Game continuously in years one and two and have agreed to participate again in year three. In year three, we expected 20 schools to take part in the Traffic Snake Game.

Implementation

Of the 20 participating schools, three schools did not play due to other commitments and a further two schools received the materials but did not play the Traffic Snake Game (again due to other curriculum commitments). A further two schools played the game but because they did not play the game properly, had their results omitted. So finally, 15 schools played the Traffic Snake Game.

All schools were visited by their assigned CONNECT co-ordinator and instructions were given on how to play the game according to the teacher training received in Austria. It appears that the two schools that did not play the game properly did not pass on the correct information to other teachers within the schools and therefore there was a sense of confusion over the game rules.

Schools mostly played the Traffic Snake Game during the National Walk to School Week, which is held in the 3rd week of May of each year. Some schools chose to play in June as they did not have as many curricula commitments at this time. Also, May is the month in which pupils sit exams and is therefore a busy month for teachers.

Deluxe version

Most of the schools in London played the basic version of the Traffic Snake Game. However, as the game was played at the same time as Walk to School Week, many schools introduced additional activities (i.e. children wore green t-shirts on the final day of the campaign; played musical instruments as they paraded the snake banner around the school and local neighbourhood and walked with the snake banner from their school to a local park) for the children to complete as a means of combining the two campaigns. All schools in London were encouraged to take part in the deluxe version to reinforce the sustainable travel message.

Evolution 2007-2010

Schools that played the game for the second time preferred the deluxe version of the campaign, because they played the basic version the year before. Because of the full program in primary schools, the schools chose to organise a project week for another subject and then link the Traffic Snake Game to that subject.

3.10.2 ECO-TRIP Campaign

Selection of schools

As with the Traffic Snake Game, JMP contacted the boroughs which were recommended by Transport for London. As a result of this initial contact, JMP recruited three schools to participate in the ECO-TRIP campaign. Of the three schools, two were from the London Borough of Sutton, which is a sub-urban area that forms part of Greater London. The final school was selected from a more urban and densely populated area in the London (Borough of Haringey).

Schools were contacted in October 2008 and meetings were arranged to provide information about the ECO-TRIP campaign as well to explain how each of the tasks were to be carried out, such as the debate session, slogan competition and the short movie competition. All the schools seemed excited about the video competition and felt it ticked many boxes in their curricula activities and it was not difficult to get them on board.

During the course of the campaign, one school withdrew from the campaign as they felt they couldn't commit to the project in the long-term due to other curricula commitments. The remaining two schools completed all four aspects of the campaign; slogan competition, debate session, video project and ECO-TRIP week.

In the second year, Transport for London was approached to recruit new schools and this time the competition was opened to all schools in London. In total, seven schools contacted JMP and all schools were met individually to explain how to carry out the campaign. Finally, one school actually implemented the campaign, the remainder could not commit due to curricula restrictions and they informed us too late in the year to select others. The school that took part in the campaign in the second year was a special needs school and the students had learning disabilities.

Implementation

The ECO-TRIP manual was given to each of the school co-ordinators who then selected which pupils or year groups participated. All the schools opted to select small groups of about 6-8 pupils to carry out the video project. Schools aimed to engage all other pupils during ECO-TRIP Week and the slogan competition. One school also selected pupils from across the year groups with pupils aged 14-18 working together.

The main barrier for all the schools who participated was the curricula restrictions and finding time to imbed the campaign in the school curriculum. We did not manage to collect all the relevant data in year one and we are currently trying to collect data for year two. The schools only seem interested in making a short film but not carrying out the other tasks required. The teachers who did commit to taking part in the campaign all worked hard and were enthusiastic about the project. For the UK, there was no distinction between the two implementation years.

Despite having set deadlines for each stage of the campaign, schools did not meet these deadlines and both schools found that they were 'catching up' with work. One school was better organised and although they missed the first two deadlines, they finished the project on time and delivered a very high quality video which met the project brief. The other school found that they encountered a few technical difficulties and so their video was not ready until two weeks after the deadline.

This school did not have their own media department and so they found it more difficult to complete the project. The school described their experience in completing the production as 'having to go beyond their means'. The school emphasised that, despite this, they will be playing again next year as the pupils enjoyed the project and the school will be better prepared next year.



Deluxe version

All schools were encouraged to participate in the deluxe version. However, it appears that teachers felt this was too much work and so this could be a reason why so many dropped out. This is particularly the case in the second year, as many schools were also in the middle of exams when we met with them. In the first year both schools took part in the deluxe version of the campaign.

Evolution 2007-2010

There was a little change from the implementation of the ECO-TRIP campaign from year to year. All the schools who participated left it to the last two months before fully taking on the project despite JMP regularly requesting updates. In year two, schools were given the option to only complete the video part of the project but schools did not have time to implement this.

4 Lessons learnt

In paragraph 4.1 the general lessons learned are presented. In paragraph 4.2 to 4.10 the lessons learned per country for the Traffic Snake Game and the ECO-TRIP Campaign are detailed for each country.

4.1 General lessons learned

Sustainable mobility

In most European countries, the change from ‘traffic safety education’ towards ‘mobility education’ is an ongoing struggle at the curriculum level as well as at the actual schools. Unfortunately mobility still has a rather low priority. The best way forward for sustainable mobility at schools is to link it to the topic of ‘education for sustainable development (ESD)’. Campaigns like the Traffic Snake Game and ECO-TRIP Campaign are a good starting point for further development of sustainable trips to schools.

Tailor-made approach

A European school campaign can work best by adding tailor made material to the country (i.e. translated material) but also curriculum and close contact with schools has proven extremely important for CONNECT. Furthermore a campaign is best embedded at the regional or even national context.

Learning by doing

The CONNECT campaigns have proven to provide good results. A long-term effect is only achievable when attention is renewed, just as the generation of schoolchildren (and parents) is renewed.

Competition

All over Europe the CONNECT campaigns have proven to be appealing to children and youngsters because of the element of competition. Children are focussed on collecting dots, whilst the young people are eager to win by making the best movie.

Enthusiastic adoption

The success of the campaigns in the different countries was heavily dependent on enthusiastic teachers or principals at a school. You need an enthusiastic champion!

Level of Implementation

Convincing school teachers and students to take part in the campaign takes power of persuasion, especially to motivate them to make the most of the campaign by implementing its 'deluxe' version ('we integrate' and 'we build upon'), rather than its 'standard' version ('we participate').

Organisation

The organisation of primary schools is very different from secondary schools. In primary school, children have a fixed teacher seeing the children every day. This allows them to implement extra activities in their curriculum and projects. In secondary schools, teachers see the pupils for only a few hours a week, leaving them much less time to participate in extra-subject activities.

Easy does it

In all cases the campaign should be easy to implement at a school. A tailor-made approach and a close contact with the school are helpful in this matter.

Timing

For secondary schools it is really important to give the schools the time to implement the campaign in their planning. Planning this year allows action for next year.

Political threshold

The CONNECT campaigns have proven to have a low political threshold and this is a huge advantage to attract stakeholders. The theme of sustainable mobility is easily picked up these days: the combination of safety, health and children can be an opener towards a more structural working basis for these themes. Take advantage of it.

4.2 Austria

Traffic Snake Game

The main lessons learnt in Austria:

- To implement mobility management for schools, like the Traffic Snake Game, successfully and effectively it is necessary to target enthusiastic schools.
- The Traffic Snake Game is becoming more and more the core instrument of mobility management for schools.
- Schools decide what to do to make a change and set the target for each class to take part.
- The deluxe version of the Traffic Snake Game is the best way to get in touch with additional mobility management measures.

- It is hard to collect data for the evaluation, because teachers are rarely experienced enough to fill in the (on-line) questionnaires. Besides playing the game teachers are not willing to spend much time on additional work.
- A training session is really important to get the schools informed on how to implement the game.



ECO-TRIP Campaign

The main lessons learnt in Austria:

- The Eco-Trip Campaign is not easy to implement in a secondary school because it is a time-consuming project where many teachers and classes should be involved. Teachers are focussed on their subject and on the exams, so there is not much interest for extra-curricular activities.
- It is easier to encourage schools to take part in the video competition if they have experience in producing films and videos. Schools with the focus on 'media education' are more interested in implementing the campaign.
- An ECO-TRIP week is hard to organise, because regular school activities (examinations, sports activities, school excursions etc) allow no space for additional actions.

4.3 Belgium

Traffic Snake Game

The main lessons learnt in Belgium:

- In Belgium the original Flemish campaign has been a big success for several years. In the past few years its success has been even bigger, the key to success is that schools get the materials for free. The schools are very active in May, some of them also in September. All schools join the CONNECT campaign perform a deluxe version. The schools like to keep the basics of the game the same, but change the deluxe activities each year.
- The teachers like to keep the Traffic Snake Game the same each year and so not want to change it (keep the basics of the game the same but also include additional deluxe materials).

- It's very important to have a small working group or one champion in every school. If this person is ill or has too many other things to do, then there is a chance, the schools won't do the campaign. Other teachers are often not informed about the project until it actually starts. This still can lead to a good overall teacher involvement during the actual walking and cycling to school week, but it is a plus point if they are all involved sooner, so the topic can also be integrated in daily lessons.
- The measurement is the hardest part of the campaign. Teachers, the school board or leading people are very busy. Doing the measurements is often seen as an extra workload with no added value for the school. Therefore we decided in the last year of the project, to link the measurements to incentives. We noticed that it really worked to get more response to the measurement. We will give feedback about the evolution of the number of sustainable trips made by the children, before, during and after the campaign, so the schools see what the impact is of the campaign and the added value of the measurements.



ECO-TRIP Campaign

The main lessons learnt in Belgium:

- Working with secondary schools is totally different from working with primary schools. While working on the ECO-TRIP campaign, we noticed that secondary schools want different things. Some schools implement the game one time and do other projects the next year; others want to build upon what they did the first year, the year after.
- Success of the campaign is all about the teachers. It is crucial to get their buy-in and important to take time to make personal contact with the teachers.
- The school selection is very important for the outset. We had to recognise that the campaign could be additional work for them. As project partner you have to convince the teachers that the campaign is supposed to be part of the existing activities. For the ECO-TRIP schools you cannot make a one size fits all campaign, you can provide the structure but it also has to be tailored to the needs of the school.
- For a deluxe version in a secondary school, little time is left. A lot of projects have to be done, and a school doesn't often have additional time to organise an extra event or project week if it's not planned at the end of the former school year. Contacting schools has to be done at a very early stage. Only in vocational training schools, is there more space to organise this as they work more in project weeks.



4.4 Bulgaria

Traffic Snake Game

The main lessons learnt in Bulgaria:

- The information on the specific topic is important to be addressed to the schools, and teachers, but also to the parents.
- The financial incentives for the teachers are essential for better performance and attraction of more participants.
- Enthusiasm and a positive attitude from the head teachers is very important, for good implementation of the game.
- The teachers are very busy at the end of the school year and this brings some difficulties in collecting the results on time.
- Dissemination of the information of the Traffic Snake Game and its aims is very important at the start of the campaign, but also during and after the campaign.
- The schools are happy to have our leadership in the activities and to follow us.
- Children are most excited about the game. The children who have played the game over the last three years are keen to carry on playing the game.



ECO-TRIP Campaign

The main lessons learnt in Bulgaria:

- Personal contact with head teachers and teachers is essential.
- At later stages personal contact with the students is very important.
- The challenge of making a short movie is a success factor. However, it would be more successful if a prize was available. However, even now it is very intriguing, especially in the point of view of the opponents of whole Europe.

- The ECO-TRIP Campaign in respect of going to school by sustainable transport is not very interesting for the students from the upper grades, unless there are interesting grades to achieve.
- The commitment of the school to the project is dependent on the teachers. Schools decide amongst themselves how much they want to do – flexibility is really important.

4.5 Greece

Traffic Snake Game

The main lessons learnt in Greece:

- It is really important to have teachers involved that are actually interested in the subject of energy/ environmental education, since otherwise it is difficult to coordinate the participants.
- Most schools in Greece do not have an Educational Program Manager, or someone responsible for the coordination of educational activities, so if the teacher involved is not enthusiastic and keen towards the program's requirements; the implementation of the campaign and collection of data by him/her is almost impossible.
- A lesson learnt is that it is easier and essential to gather the required data the same year that the program runs, i.e. until the end of May for each school year. After the schools closure for summer vacations it is almost impossible to get any job done, and quite difficult to count on the next school year. Even if the same school participates again in the program, students are different and sometimes teachers too.
- Another lesson was that it is risky to expect a complete Traffic Snake Game week carried out in private schools in Greece, as these schools are mainly located at the outskirts of the town, while many students are gathered there each day from different suburbs. However, they normally use the school bus, which on the other hand is by "default" an environmental friendly way of transport. So, this way, the results of environmental friendly trips were high enough from the beginning in such schools and no significant evolution or change can actually be achieved.

ECO-TRIP Campaign

The main lessons learnt in Greece:

- It is essential to involve students in activities that involve action: the short movie competition was a very attractive activity. Students were excited to participate in a European competition, even if there is no actual "prize", but they were even more excited about the production of the video itself. Teenagers love technology and are familiar with it, so the use of equipment (camera), computers (movie-making programs) and the internet (YouTube) are very attractive educative tools. Also, group work is fascinating for youngsters.

- It is difficult to find teachers that are willing to run the program, since both teachers and students are quite busy with their normal (daily) teaching obligations. Only schools that have the optional Environmental Education Lesson (which only, lasts only two hours per week) can participate to similar programs. The program applies better to early secondary classes and with teachers that are enthusiastic on energy and environmental issues.
- Teachers move schools on a regular basis. Teachers have to move to new areas on a regular basis.
- Some of the teachers are not familiar with the use of the internet or computers and had problems to register to the program and to upload their work to the site. Some mentioned that the site's construction was difficult to understand, or that the project's website has not facilitated nor guided them effectively.
- The Partner's support and coordination was also essential to the teachers and students. The freedom of choice makes the campaign tailor made, this is another advantage of the program.

4.6 Hungary

Traffic Snake Game

The main lessons learnt in Hungary:

- An enthusiastic school is the most important thing for a successful project.
- We believe that the deluxe version of the Traffic Snake Game has a positive effect on the results.
- It is hard to collect data for the evaluation, because the schools are really busy and the parents are less involved nowadays.

ECO-TRIP Campaign

The main lesson learnt in Hungary:

- The ECO-TRIP Campaign is not easy to implement in a secondary school, because teachers are focussed on their subject and on the exams, so there is not much time for extra activities.
- Schools and students like to compete more than participate in a campaign. Competition is an important factor.

4.7 Italy

Traffic Snake Game

The main lessons learnt in Italy:

- Teachers that took part in the Traffic Snake Game and continue this activity do not need training, but the teacher turnover rate is high as they change on an annual basis. They have to deliver the training every year because of this.
- It is hard to monitor clearly the activity, because not all the teachers monitor before, during and after the period of the initiative;
- As stated before, there is the need to involve more the political level of the public administration and technicians;
- There is the need for an inter-sector group inside the Municipality in order to coordinate and give a feedback to schools activities;
- Children are not so much interested in prizes or awards, but they prefer a simple packed breakfast.
- Parents are afraid of the traffic and it is hard to convince the parents to let the children participate.
- Schools are interested in the European network and are keen to participate in European projects.

ECO-TRIP Campaign

The main lessons learnt in Italy:

- Teachers that took part to the ECO-TRIP Campaign and continue this activity do not need training, which is instead required for the new teachers. This means, having training sessions every year;
- It is hard to clearly monitor the activity, because not all the teachers monitor before, during and after the period of the initiative;
- There is the need to involve the political level of the public administration and the technicians more often;
- There is the need for an inter-sector group inside the Municipality in order to coordinate and give a feedback to schools activities;
- Students want their effort to be recognised by the institutions, more than a prize.
- Schools are interested in the European network and are keen to participate in European projects.

4.8 Slovenia

Traffic Snake Game

The main lessons learnt in Slovenia:

- It was nice to work with children, because the Traffic Snake Game was very attractive for them and they have really enjoyed the game. The same can be said for the teachers, because they are the ones, who have encouraged children to come to school in an environmentally-friendly manner.

- Also parents were a very important factor. Parents encourage their children to learn as much as possible.
- What children learn in their early childhood will be the legacy for their whole life. And the Traffic Snake Game certainly contributes to this.
- The campaigns like the Traffic Snake Game motivate children and they are proud of themselves, because they did something useful for the environment and for themselves.
- “A child isn’t a travel suitcase, which is transported to the school and back, therefore he needs to walk or to cycle as much as possible”. – This is the best message from one of the parents and we think that we all can learn a lot from it.
- We rewarded children for their participation with prizes, which are reflectors to make them more visible in traffic (yellow caps with reflective strips, drawstring backpacks with reflective strips).
- Also for teachers we have prepared some symbolic prizes and we think that is also the reason why all schools participated in the project across all three years. They did something good, so they get something extra. Incentives for the teachers included having higher diploma points by taking part in the training. This can be linked to their salary increases, but it is better not to pay them but to link it to their personal development.



ECO-TRIP Campaign

The main lessons learned in Slovenia:

- The ECO-TRIP campaign is not easy to implement at the secondary school. Students of secondary schools are employed more with school (maturity examinations) and other activities (sport, hobbies) as children in primary schools. The same is with the teachers, because they are employed more with lectures and exams.
- It is also difficult to motivate students to participate in the campaign, because they aren't so young anymore and it is hard to influence on their travel habits.

- We provided awards for the best short films, but despite the nice awards, it was hard to motivate students for the school year 2009/2010.
- Schools need to organize some promotional events, on which they will promote walking and cycling. Like some cycling contents, to promote new bicycles for youngsters, to organize some short hikes etc. They also need to organise some workshops, on which they will raise awareness of young people about the benefits of walking, cycling and use of public transport. On this way secondary schools can motivate their students.



4.9 The Netherlands

Traffic Snake Game

The main lessons learnt in the Netherlands:

- An enthusiastic school is the most important thing for a successful project.
- We believe that the deluxe version of the Traffic Snake Game has a positive effect on the results.
- It is hard to collect data for the evaluation, because the schools are really busy and the parents are less involved these days.
- A training session is really important to get the schools motivated, even if the schools are familiar with the project it is still important to inform them personally.



ECO-TRIP Campaign

The main lessons learnt in the Netherlands:

- The ECO-TRIP Campaign is not easy to implement in a secondary school, because it is a broad project. Teachers are focussed on their subject and on the exams, so there is not much space for extra activities.
- The implementation is easier in schools that have project weeks, because those schools have time for extra lessons.



- If schools add the campaign to their curriculum it is easier to motivate the students to finish the short movie.
- The ECO-TRIP Campaign is difficult for specialist schools, with children who have behavioural and study problems. It is not easy to translate an idea into a short movie, especially with an abstract theme such as sustainable transport.
- An ECO-TRIP week is hard to organise in the Dutch schools, because most children cycle to school or go by public transport.
- The ECO-TRIP Campaign has a lot of potential to spread the message and children really understand the message. Video campaign interaction and involvement gets the message across much easily.

4.10 United Kingdom

Traffic Snake Game

The main lessons learnt in the United Kingdom:

- Ensure schools are contacted early to arrange meetings and to drop off materials;
- Ensure enough materials (i.e. stickers) are provided to the schools, so you do not have to re-visit the schools;
- Ensure you collect all the completed monitoring forms when you collect the materials;
- If you have a large number of schools –divide them between a couple of members of staff to ensure all get their materials on time;
- Pick enthusiastic schools or members of staff to participate in the campaign.
- It is cost effective for you to use felt and velcro instead of stickers.
- Teachers want to try different things each year.
- Attention must be paid to European curricula. The sustainable development curriculum is one of the only few that is agreed on. The curriculum is not the same as 'learning plans'.



ECO-TRIP Campaign

The main lessons learnt in the United Kingdom:

- Although ECO-TRIP Campaign is flexible, many teachers do not have the time to implement it due to other commitments. It has proven difficult to set up the campaign in UK schools. Schools should all be approached at the end of the academic year in summer so that they have time to fit it into the curriculum.
- If schools do not have the facilities, they struggle to participate.

- All data must be collected from schools early on in the campaign and if the schools do not supply it, their borough School Officer can help get it from them.
- National campaigns do not feature much in secondary schools and so it is difficult to get schools to promote ECO-TRIP week.
- Attention must be paid to European curricula. The sustainable development curricula is one of the only few that is agreed on. The curricula is not the same as 'learning plans'.

5 Partnerships and snowball effect

In paragraph 5.1 the main partnerships of The Traffic Snake Game and the ECO-TRIP Campaign for all the involved countries are described as well as the main snowball effect (so far). The snowball effect is a figurative term for a process that starts from an initial state of small significance and builds upon itself, becoming larger over time. It should be noted that the snowball effect aims to continue after the project lifespan.

In paragraph 5.2 to 5.10 the partnerships and snowball effect are presented per country for the Traffic Snake Game and the ECO-TRIP Campaign.

5.1 Overall partnerships and snowball effect

Partnerships

In the participating countries the main partners are local or regional government. Some countries also involved the ministry in the CONNECT project. In Greece the office for Environmental Education joined the project and in the United Kingdom the co-financer was Transport for London.

Valuable partnerships where:

- Schools and teachers (all countries);
- A parent association (Austria);
- School travel officers (UK);
- Private companies, with additional activities like a Stand-Up Comedian and the 'Bike Repair Man' (the Netherlands).

Snowball effect Traffic Snake Game

During the CONNECT project the snowball effect of the Traffic Snake Game had all ready started in all countries. Clear evidence during the projects' lifespan was found in:

- The number of participating schools was growing during the CONNECT project - far exceeding the minimum numbers originally targeted at (see chapter 2 of this report);
- There are all ready schools who announced willingness to participate after the CONNECT project;
- Other cities are interested (e.g. city of Burgas (BU), schools outside London (UK))
- The Traffic Snake Game is sometimes being embedded in other local or national programs; and
- Kindergartens are also an important target group for the Traffic Snake Game;
- Other countries and projects have picked it up (e.g. Romania is playing the Traffic Snake Game as part of the EU funded Active Access project (www.active-access.eu).

For us this indicates the ball has started running as intended.

Snowball effect ECO-TRIP

At the moment there is not so much evidence of a long term snowball effect of the ECO-TRIP campaign. All the partners are however positive and enthusiastic about the campaign and believe it has a lot of potential, because the participating schools and students are enthusiastic.

Unlike the Traffic Snake Game, ECO-TRIP did not have a head start of many years experimenting in one of the CONNECT countries. It will need more time than the Traffic Snake Game to grow, is our impression. To achieve a snowball effect for the ECO-TRIP Campaign funding is important. For the implementation of the campaign it is necessary that the campaign is flexible, so it is tailor made for every school, and that the campaign is embedded in the curriculum. This implies a content related offer on the topic of sustainable mobility, which is much more demanding than the mere setting up of a campaign.

Some examples of future opportunities:

- In the Netherlands traffic education on secondary schools is a key issue at the moment in several Provinces. There is a lot of money to develop attractive material for the youngsters. The ECO-TRIP Campaign is attractive well and can be easily linked to traffic safety. That's the reason why DTV Consultants expect that there to be a lot of potential for the ECO-TRIP Campaign in the coming years.
- In Slovenia and Hungary they use the top-down strategy for the snowball effect of the Traffic Snake Game and the ECO-TRIP Campaign by involving the Ministry.
- In Greece they are convinced that the bottom-up method is very effective. A lot of schools and teachers are informed about the Traffic Snake Game and the ECO-TRIP Campaign by the train-the-trainer sessions, word of mouth and seminars.

5.2 Austria

Partnerships

During the Traffic Snake Game the schools, the local authorities and the parents associations were involved. But also the media was involved. For the ECO-TRIP Campaign it was not necessary to build up partnerships, because the schools organised the campaign for themselves.

Snowball effect

The aim of the City of Graz was to achieve an area-wide involvement of primary schools for the Traffic Snake Game. Within CONNECT it was possible to reach 67% of all primary schools in Graz. The vast majority of the schools showed readiness to play the game every year and after the end of the project. For the ECO-TRIP Campaign it is very hard to achieve a snowball effect, due to the fact that the success of the campaign depends on the motivation and the dedication of the involved teachers. Only if the subject 'mobility

education' would be approved as a part of the national curriculum would there be a chance to achieve a snowball effect.

5.3 Belgium

Partnerships

During CONNECT the province of East-Flanders was our most important partner. At the beginning of the project, there was a personnel and political change. We have built us good relations with the staff over the last three years, as well as the politicians. In the first year of his term of office, he decided not to renew a contract we've had for years with the province. But still each year we got new contracts for School Travel Plans and School Travel Maps in the province.

For the ECO-TRIP Campaign the province of East-Flanders was also an important partner, Mobiel 21 extended their partnerships with a few schools and organisations working with secondary schools in the Province of East-Flanders by the event 2009 and press conference 2010 that received good regional TV coverage. Also the contacts with the members of the short movie jury were very good.

M21 worked together with the college of higher education of Arts in Ghent to make a toolkit together for schools on making movies on the topic of sustainable mobility with tips and tricks for making a movie.

Snowball effect

In Belgium the number of schools playing the original Traffic Snake Game has increased by 600 since the beginning of the CONNECT project, reaching now roughly 1000 schools in Flanders, good for up to 50 percent of the primary schools in the region. These schools are not all being provided with the new international version yet, but are being funded privately by the predecessor of the European project, which is why they are not included in the monitoring data. Still it indicates the snowball effect has worked before and we can hope and work towards the European Traffic Snake Game taking such a flight. By using incentives during the CONNECT campaign, we did notice that the number of schools willing to measure the results of the campaigns increased. We will try to use this in the national campaign in the next few years. Providing feedback enables the schools to see the added value of measuring the results of the campaign. Kindergartens have not previously been approached to play the Traffic Snake Game, although a lot of kindergartens did join the primary schools. Therefore we decided to tie their needs into the STEER-project BAMBINI.

The ECO-TRIP Campaign has been successful. The teachers who participate like it, the pupils like it and working with movies and YouTube has been a success. The first two years were good as a trial, a third year would be good to extend the number of participating schools. Stakeholders show great interest in the continuation of the campaign, especially the members from the jury and the schools that already have participated are very enthusiast to do the campaign again next year. Therefore we are

looking for opportunities, to re-launch the project on national level next school year. The Province of East-Flanders already put a budget aside for an ECO-TRIP Campaign school year 2010-2011. We are also looking for a more structural funding for campaigns as ECO-TRIP through a special fund of the King Baudouin Foundation.

5.4 Bulgaria

Partnerships

During the project we established very good relations with the primary and secondary schools, some parents, ambitious students, teachers and the municipality. UBBSLA became an easily recognisable partner by this target group and now they respond to other UBBSLA's activities with pleasure.

Snowball effect

UBBSLA performed very good dissemination of the Traffic Snake Game and the CONNECT project. As a result the municipality of Burgas, a city with 220,000 inhabitants, and a member of UBBSLA, was interested in implementing the game in some of the municipal schools. The financing is still not arranged though. There is also interest from other kindergartens to implement the Traffic Snake Game and to include it in their curricula.

The experiment with the kindergartens turned to be very successful and UBBSLA will continue putting efforts into encouraging more schools via the snowball effect in the future. The financial issue is the major reason for other schools in Varna not to participate yet.

The ECO-TRIP Campaign has enormous potential to be implemented across the country and abroad. The only issue is financing. Therefore, it is a matter for our future work on projects to implement it.

5.5 Greece

Partnerships

CRES collaborated with the Office of Environmental Education of East Attiki, in both the primary and secondary education levels. The Heads of the Offices were informed about the program's actions, participated in training sessions, followed the school's deliverables, and invited CRES to present its educational tools and/or activities in the form of their dissemination and informative actions (seminars, meetings, etc)

Through the 'train the trainers' sessions or dissemination activities of the Office of Environmental Education, more schools, especially secondary schools, learnt about the program, while many more teachers were informed about energy education, and the benefits of energy efficient transportation.

Snowball effect

The collaboration with the Office of Environmental Education of East Attiki had as a result to have more schools participating to the Program during the 3rd year of its existence. Some of the teachers that registered to the program in the final year had heard about CONNECT from other teachers and schools.

CRES also presented CONNECT to various seminars as were those organised by some Centres of Environmental Education in various Greek cities, especially at the end of 2009 - beginning of 2010, and other dissemination actions where CRES was invited to, especially when these were addressing teachers. Some teachers (i.e. those from the school of Crete) decided to register to the program after similar actions.

The number of secondary schools that participated with the ECO-TRIP Campaign is growing every year. This is a proof of the snowball effect the program had to Greek High Schools. During the 'train the trainers' sessions organised in Greece for the ECO-TRIP Campaign, the teachers asked to try to find the necessary sources in order to continue the campaign even after the end of the project.

The new schools learnt about the program after the partnership with the Office of Environmental Education, by 'word of mouth' of teachers and schools already involved. After participation of the Training Department of CRES to dissemination activities addressing secondary level education schools, new teachers were informed about the program.

5.6 Hungary

Partnerships

During the Traffic Snake game Miskolc involved teachers, headmasters, pupils, the police and the Environmentally Education Centre of Miskolc. For the ECO-TRIP Campaign on secondary schools Miskolc worked together with teachers, headmasters and students.

Snowball effect

Miskolc will report about the Traffic Snake Game and the ECO-TRIP Campaign to the deputy of the Ministry of Environmental Protection and ask them to make it possible to play the Traffic Snake Game and the ECO-TRIP Campaign in other cities in Hungary as well.

5.7 Italy

Partnerships

During the project we strengthened our relationship with schools taking part to CONNECT. In general, during the project City of Modena has not developed new partnerships with institutions. There are some, but they were not established as part of the CONNECT project: they arose previously.

Snowball effect

Certainly a snowball effect was produced for the Traffic Snake Game and the ECO-TRIP Campaign. Other Italian cities and operator have shown their interest in the project. A proof is represented by the participation of representative of other Cities at the event “I bambini, I giovani e le città” - Children, young people and cities – held in October 26th, 2009. It is also important to say that CONNECT is disseminated in the form of a Regional project called “Journeys home-school”, for example on the website of it and also during the international days “Vado a scuola a piedi” (walk to school) of October.

5.8 Slovenia

Partnerships

During the Traffic Snake Game the University of Maribor involved the Ministry of Transport, the police, the schools, the municipalities and the Slovenian Roads Agency – Council for the prevention and education of road safety. During the ECO-TRIP campaign the Ministry of Transport, the schools and the municipalities were involved.

Snowball effect

The University of Maribor contacted the Ministry of Education and Sport, with whom they talked about placing of the Traffic Snake Game and the ECO-TRIP Campaign among “official” additional school activities that can be implemented with the support of the Ministry. Based on this, we expect the scheme to snowball because the traffic topics are very popular at primary schools. For secondary schools a snowball effect is expected if eco-schools are invited to join the ECO-TRIP Campaign.

5.9 The Netherlands

Partnerships

The City of Rotterdam is co-financer for the CONNECT project. That is the reason why they are involved with the Traffic Snake Game and the ECO-TRIP Campaign.

During the Traffic Snake there were also other partners including the police, the schools, the traffic parents (parents who organise activities for Traffic education and traffic safety), the transport company, the bike repairer and a clown show. For the organisation of the ECO-TRIP campaign the following organisations were also involved: Team Alert for the debate, DCMR Milieudienst Rotterdam for the lesson about sustainable transport and Bouman GGZ for the organisation of the lesson regarding drugs and alcohol ad driving.

Snowball effect

Since the CONNECT project the City of Rotterdam has embedded the Traffic Snake Game in a larger project ‘Clean, Healthy and Safe’. This project has as objective to realise sustainable safety school areas. All schools are stimulated to join the project and play the Traffic Snake Game. In the Netherlands Traffic education on secondary schools is

booming. A lot of districts now pay attention to this subject. This is a chance for the snowball effect of the ECO-TRIP Campaign in the Netherlands.

5.10 United Kingdom

Partnerships

The main partners for the Traffic Snake Game and the ECO-TRIP Campaign are Transport for London, various London Boroughs as well as schools and teachers. For the Traffic Snake Game the most valuable partnerships are those with the Borough School Travel Officers and the school staff. Without their support, the game would not be able to continue. For the ECO-TRIP Campaign the local authority was most valuable as they helped us to contact the schools and receive relevant information from them. The schools listen to their local authority officials more.

Snowball effect

Year on year, the number of schools participating in the Traffic Snake Game increased. This has demonstrated that the snowball effect is working. JMP has been approached by local authorities outside of London who have expressed an interest in participating in the campaign. However, as Transport for London is the co-financier, schools outside of London were not allowed to participate.

The interest in the ECO-TRIP Campaign increased, but finally less schools participated than in year one. It may be the case of further promotion for a longer period of time is required in order to identify enthusiastic teachers who will complete all aspects of the campaign.

5.11 Beyond the project's lifespan

This report deals with 2,5 years of implementation, as such it does not have a range to include all future possibilities. Still this chapter 5 partially deals with the question of the future in specific and explains what partnerships and future plans every country has in consideration so far. At our final project meeting in September 2010 the continuation of the action beyond the project's lifespan will be addressed again in order to update this information and indicate per country area on whether and how activities are continued (or not).

6 Final conclusions

The CONNECT project turned out to have a very fruitful and successful implementation phase. This is clearly shown in the numbers of people, students and youngsters that have been involved (Evaluation Phase). Furthermore all partners have a very positive view of the project. The project has given all partners the opportunity to be in close contact with schools and their students, and indirectly with the parents and other involved parties like local government and police. In general most people involved in the campaign at different levels were very enthusiastic about the subject and the different aspects of the campaigns.

Traffic Snake Game

A crucial aspect within the success of the implementation of the Traffic Snake Game was the experience of the campaign in Austria, the Netherlands and especially Flanders. Barriers and difficulties were already defined and actions to overcome them were identified.



This made it easy to instruct and coach other new countries. In this regard the train-the-trainer program proved to be a valuable aspect.

Implementation of the campaign is fairly easy; however getting all the results in on time is more difficult. The schools tended to lose attention after the campaign week and despite the fact that they are willing to send the results in they so not manage to do so effectively. It is remarkable that it is recognized in all countries.

The TSG campaign is easily blueprinted and well accepted in all countries. The snowball effect is large and the enthusiasm of the participants gives a real effect in changing behaviour.

Final conclusions

- The implementation of the Traffic Snake Game went really well and a lot of schools played the deluxe version of the game;
- To implement the campaign successfully an enthusiastic project leader is required;
- Successful selection criteria are: motivation and capacity of the teaching staff, school's interest in sustainable mobility and general enthusiasm towards the CONNECT project;
- All performance indicators (number of schools, participating children, teachers and parents involved) are met and in some cases exceeded by a significant amount;

- The children were really enthusiastic about the Traffic Snake Game and enjoyed taking part in it.

The ECO-TRIP Campaign

This campaign was new for all involved parties. We couldn't rely on earlier experiences. Despite this, the campaign was warmly welcomed by the partners and the schools. The CONNECT project defined a broad campaign with a lot of different activities. This helped some schools. Others saw the campaign as a real challenge and only adapted some parts of the campaign. They all liked the short movie competition very much. Introducing a competition was a crucial element. Young people like a competition; a national competition is challenging and an international one even more.

Secondary schools are organised differently to primary schools. Teachers have generally less contact with each other and the teachers have less contact with the students, only during their lessons. This is why it is more difficult to implement a broad campaign.

In most countries secondary schools are very large, much larger than primary schools. Organising a campaign is much more difficult in this situation.



Final conclusions

- The ECO-TRIP Campaign was implemented successfully;
- A dedicated project leader is of great importance for a success full implementation of the campaign;
- Successful selection criteria are: enthusiasm of the teaching staff, interest in sustainable mobility, motivation of the students and experience with producing short movies;
- It is important to make the campaign tailor made;
- Organising a campaign is in general easier at the primary school level, because of organisational structure and the size of the schools.
- The teachers are enthusiastic about the project, because the topic and the approach was new to them. Students think about the topic, that is a big step and in the longer term could lead to changes;
- The short movie competition is the most popular part of the ECO-TRIP Campaign;

- All performance indicators (number of schools, participating children, teachers and parents involved) are met and exceeded in all areas;
- The youngsters were enthusiastic about the campaign and enjoyed taking part in it, especially the competition within the campaigns. Winning a prize is a priceless gift and a key to success.

APPENDICES: Participating schools per country

Please note that the number of parents involved is based on the number of participating children. The project did not survey parent to assess their number of awareness nor involvement. The number of parents is simply the number of children multiplied by two. This is not a 100% correct as on the one hand a child can have siblings, thus the parents would be counted double in this way; on the other hand modern society has many new family settings, not seldom providing a child with new or other parents, replacing or adding to the biological ones. Since CONNECT is not a research project that could analyse the correct number, this practical approach is being taken.

APPENDIX 1: Participating schools Austria

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VS Mortansch	16	1	32	X	
VS I Weiz	24	1	48		X
VS Dr. A. Schärf	125	8	250		X
HS Weißenbach/Enns	72	4	144		X
VS 23 Klagenfurt-Wölfnitz	131	6	262	X	
HS Ober-Grafendorf	300	14	600		X
HS Institut St. Josef	69	3	138		X
VS Judendorf-Straßengel	187	9	374		X
VS Bertha von Suttner	86	4	172		X
VS Afritsch	44	3	88		X
VS Gösting	82	4	164		X
VS Hirten	39	2	78		X
VS Puntigam	191	9	382		X
VS Engelsdorf	126	4	252		X
VS Eisteichgasse	218	9	436		X
VS Viktor Kaplan	222	11	444		X
VS Waltendorf	247	9	494		X
VS Jägergrund	151	14	302		X
Total	2330	115	4660	2	16

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VS Baden	93	5	186		X
HS Weißenbach/Enns	18	1	36		X
VS 23 Klagenfurt-Wölfnitz	131	6	262		X
HS Ober-Grafendorf	300	14	600		X
VS Judendorf-Straßengel	196	9	392		X
VS Bertha von Suttner	197	9	394		X
VS Afritsch	181	9	362		X
VS Gösting	173	8	346		X
VS Puntigam	195	9	390		X
VS Engelsdorf	139	8	278		X
VS Eisteichgasse	218	9	436		X
VS Viktor Kaplan	222	11	444		X
VS Waltendorf	247	9	494		X
VS Peter Rosegger	271	12	542		X
VS Geidorf	201	10	402		X
VS Murfeld	164	8	328		X
VS Schönau	92	4	184		X
VS Fischerau	156	8	312		X
VS Straßgang	104	5	208		X
VS Gabelsberger	183	9	366		X
Total	3481	163	6962	0	20

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VS Engelsdorf	128	9	256		X
VS Waltendorf	120	6	240		X
VS Puntigam	195	5	390		X
VS Bertha v. Suttner	126	8	252		X
VS Afritsch	92	4	184		X
VS Gösting	174	8	348		X
VS Peter Rosegger	264	9	528		X
VS Fischerau	151	9	302		X
VS Straßgang	109	7	218		X
VS Gabelsberger	180	9	360		X
VS Murfeld	177	9	354		X
VS Mariagrün	119	7	238		X
VS Sr. Klara Fietz	168	10	336		X
VS Neuhart	148	10	296		X
VS Karl Morre	77	10	154		X
VS Schulschwestern	154	6	308		X
VS Elisabeth	48	4	96		X
HS Schulschwestern	75	4	150		X
BG/BRG Seebacher	108	4	216		X
VS Neufeld	103	8	206		X
VS Ok Ort für Kinder	25	2	50		X
Projektschule Graz	91	4	182		X
Übungs VS Hasnerplatz	200	10	400		X
VS Algersdorf	166	9	332		X
VS Ursulinen	100	7	200		X
VS Leopoldinum	170	8	340	X	
VS Odilien	65	3	130		X
HS Obergrafendorf	270	13	540		X
Total	3803	202	7606	1	27

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
BHAK Weiz	30	3	3	60
Total	30	3	3	60

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
BHAK Weiz	X	X		
Total	1	1	0	0

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
GIBS	29	56	1	58
AHS Seebacher	31	65	1	62
HTL 1 Kunst und Design Linz	25	80	1	50
HBLA Saalfelden	29	64	2	58
Total	114	265	5	228

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
GIBS	X	X		
AHS Seebacher	X	X		X
HTL 1 Kunst und Design Linz	X	X		
HBLA Saalfelden	X	X		
Total	4	4	0	1

APPENDIX 2: Participating schools Belgium

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Basisschool De Tovertuin	25	2	50		x
Basisschool De Klimroos	105	12	210		x
Basisschool De Zonnebloem	54	12	108		x
Basisschool Vierhuizen	124	9	248		x
Vrije Basisschool Sint-Katrien	84	6	168		x
Vrije Basisschool De Zonnepit	455	15	910		x
Vrije Basisschool Onze-Lieve-Vrouw	372	20	744		x
Basisschool vh Gemeenschaps- onderwijs De Tandem	92	92	184		x
Total	1311	168	2622	0	8

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Gemeentelijke Basisschool Melle	144	20	288		x
Basisschool De tovertuin	160	9	320		x
Basisschool De Klimroos	105	12	210		x
De Zonnebloem	54	12	108		x
Basisschool Vierhuizen	150	15	300		x
Vrije Basisschool Onze-Lieve-Vrouw	392	19	784		x
BSGO De Leefschool	189	14	378		x
Basisschool vh Gemeenschapsonderwijs De Tandem	86	10	172		x
Total	1280	111	2560	0	8

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
De Tandem Eeklo	90	6	180		x
VBS Sint-Katrien Steenhuize	165	9	330		x
Basisschool Onze-Lieve-Vrouw Deinze	317	18	634		x
LP Boon Erembodegem	140	9	280		x
GBS De Droomwolk Kieldrecht	275	15	550		x
Vrije Basisschool Ophasselt	122	7	244		x
Vrije Basisschool Bengel Lokeren	145	11	290		x
Kleuterschool Hollebeek Temse	260	11	520		x
Sint-Janscollege Oude Bareel	505	24	1010		x
Vrije Basisschool Baarddegem	155	9	310		x
BSGO Bloemenhof Lokeren	267	18	534	x	
VBS Toermalijn Stekene	395	19	790		x
Total	2836	156	5672	1	11

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
KTA 1 Gent School voor Mobiliteit en beweging	200	20	8	400
Provinciaal Instituut Hamme	280	50	35	560
Provinciaal Insituut Vlaamse Ardennen	48	-	-	96
PTI Zottegem	100	8	5	200
KTA 1 Aalst	-	-	-	-
Total	628	43	48	1256

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
KTA 1 Gent School voor Mobiliteit en beweging	x	x		
Provinciaal Instituut Hamme	x			
Provinciaal Insituut Vlaamse Ardennen				
PTI Zottegem	x	x		x
KTA 1 Aalst				
Total	3	2	0	1

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
KTA MOBI Gent	40	2	2	80
Nieuwen Bosh Humaniora	10	3	1	20
KA Wetteren	46	3	2	92
Total	96	8	5	192

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
KTA MOBI Gent		x		
Nieuwen Bosh Humaniora		x		
KA Wetteren	x	x		
Total	1	3	0	0

APPENDIX 3: Participating schools Bulgaria

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VII Naiden Gerov School	275	11	550	x	
Geo Milev School	376	17	752		x
Zahari Stoyanov School	171	8	342		x
Petko Slaveykov School	393	17	786	x	
Kliment Ohridski School	71	3	142	x	
Liuben Karavelov School	300	13	600	x	
Peyo Yavorov School	178	8	356		x
Yan Bibiyani Kindergarten	160	16	320		x
Detska radost Kindergarten	100	10	200	x	
Total	2024	103	4048	5	4

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VII Naiden Gerov School	154	6	308	x	
Geo Milev School	400	17	800	x	
Zahari Stoyanov School	150	13	300	x	
Petko Slaveykov School	400	17	800	x	
Kliment Ohridski School	130	5	260	x	
Peyo Yavorov School	400	15	800		x
Yan Bibiyani Kindergarten	230	25	460		x
Detska radost Kindergarten	100	13	200	x	
Total	1964	111	3928	6	2

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
VII Naiden Gerov School	300	11	600		x
Geo Milev School	400	18	800		x
Zahari Stoyanov School	125	5	250		x
Petko Slaveykov School	400	18	800	x	
Kliment Ohridski School	125	5	250	x	
Peyo Yavorov School	311	14	622		x
Yan Bibiyani Kindergarten	230	24	460		x
Detska radost Kindergarten	120	12	240	x	
Total	2011	107	4022	3	5

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Varna Marine High School "St. Nikolay Chudotvoretz"	75	71	3	150
Mathematics Secondary School "D-r Peter Beron"	70	-	-	140
School "Class"	30	10	4	60
Total	175	81	7	350

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Varna Marine High School "St. Nikolay Chudotvoretz"	X	X		X
Mathematics Secondary School "D-r Peter Beron"				
School "Class"	X	X	X	
Total	2	2	1	1

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Ist Language school - Varna	990	70	3	1980
Vth Language school - Varna	954	75	2	1908
Professional High School of Tourism - Varna	790	66	2	1580
Total	2734	211	7	5468

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Ist Language school - Varna	X	X		X
Vth Language school - Varna	X	X		X
Professional High School of Tourism - Varna	X	X	X	X
Total	3	3	1	3

APPENDIX 4: Participating schools Greece

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Nea Genia Ziridis primary school	108	5	216		X
48 th Primary School of Athens	37	2	74		X
Rallios school	25	1	50		X
Doukas primary school	140	6	280		X
16 th Primary School of Peristeri	119	5	238		X
Total	429	19	858	0	5

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Nea Genia Ziridis primary school	84	4	168		X
48 th Primary School of Athens	17	1	34		X
Rallios school	25	1	50		X
Doukas primary school	137	6	274		X
16 th Primary School of Peristeri	137	6	274		X
Total	400	18	800	0	5

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Nea Genia Ziridis primary school	84	4	168		X
Moraitis Primay School	150	7	300		X
Primary School of Souda's Naval Dockyard	170	18	340		X
Doukas primary school	137	6	274		X
16 th Primary School of Peristeri	130	5	260		X
1st Primary School of Pallini	267	14	534		X
Total	938	54	1876	0	6

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Geitonas School	505	23	3	1010
Doukas School S.A. - High School	112	5	3	224
Moraitis School	107	5	2	214
Total	724	33	8	1448

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Geitonas School	X	X		X
Doukas School S.A. - High School	X	X		X
Moraitis School	X	X		X
Total	3	3	0	3

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Geitonas High School	30	3	1	60
19th Highschool of Athens	250	40	13	500
3rd Highschool of Gerakas	30	3	1	60
Music Lyseum of Pallini	60	6	2	120
4th General Lyceum of Acharnes	75	10	3	150
Doukas School S.A. - High School	112	17	5	224
Moraitis School	107	11	5	214
Total	664	90	30	1328

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Geitonas High School	X	X		X
19th Highschool of Athens	X	X		X
3rd Highschool of Gerakas	X	X	X	X
Music Lyseum of Pallini		X		X
4th General Lyceum of Acharnes		X		X
Doukas School S.A. - High School	X	X		X
Moraitis School	X	X		X
Total	5	7	1	7

APPENDIX 5: Participating schools Hungary

Traffic Snake Game

Primary school 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Bem József	289	27	578		x
Arany János	250	19	500		x
Herman Ottó	850	40	1700		x
Munkácsy Mihály		48			x
Könyves Kálmán	909	41	1818		x
Kaffka Margit		29			x
No.21.Pr.Centers.	404	45	808		x
No.21.Móra Subs.	370	40	740		x
II.Rákóczi Cent.	528	38	1056		x
II.Rákóczi Subs.		33			x
Hunyadi Mátyás	412	35	824		x
Bársony János		4			x
Bulgárföldi Cen.	340	38	680		x
Bulgárföldi Sub.	195	16	390		x
Total	4547	453	9094	0	14

Primary school 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Bem József	289	27	578		x
Arany János	250	19	500		x
Herman Ottó	850	40	1700		x
Munkácsy Mihály		48			x
Könyves Kálmán	909	41	1818		x
Kaffka Margit		29			x
No.21.Pr.Centers.	404	45	808		x
No.21.Móra Subs.	370	40	740		x
II.Rákóczi Cent.	528	38	1056		x
II.Rákóczi Subs.		33			x
Hunyadi Mátyás	412	35	824		x
Bársony János		4			x
Bulgárföldi Cen.	340	38	680		x
Bulgárföldi Sub.	195	16	390		x
Total	4547	453	9094	0	14

Primary school 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Könyves Kálmán Primary School	502	41	1004		x
Kaffka Margit Primary School	402	29	804		x
Bem József Primary School	254	27	508		x
Arany János Primary School	144	19	288	x	
Hunyadi Mátyás Primary School	428	35	856		x
Bársony János Primary School	476	40	952	x	
II. Rákóczi Ferenc Primary School	342	38	684		x
Győri kapui Primary School	283	33	566		x
Herman Ottó Primary School	448	40	896		x
Munkácsy Mihály Primary School	398	48	796		x
Bulgárföldi Primary School	285	32	570		x
Erenyői Primary School	184	15	368	x	
Total	4146	397	8292	3	9

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Kandó Kálmán Secondary School	31	51	1	62
Gábor Áron Secondary School	27	49	1	54
Eötvös József Secondary School	26	57	1	52
Andrássy Gyula Secondary School	29	61	1	58
Total	113	218	4	226

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Kandó Kálmán Secondary School		X		
Gábor Áron Secondary School		X		
Eötvös József Secondary School		X		
Andrássy Gyula Secondary School		X		
Total	0	4	0	0

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Baross Gábor Secondary School	29	78	1	58
Kandó Kálmán Secondary School	30	51	1	60
Szemere Bertalan Secondary School	32	75	1	64
Total	91	204	3	182

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Baross Gábor Secondary School		X		
Kandó Kálmán Secondary School		X		
Szemere Bertalan Secondary School		X		
Total	0	3	0	0

APPENDIX 6: Participating schools Italy

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Ciro Menotti	96	9	192	X	
Da Palestrina	347	35	694		X
Fratelli Cervi	74	4	148	X	
IC G. Marconi - Castelfranco Emilia	267	24	534		X
IC G. Guinizelli - Castelfranco Emilia	99	21	198	X	
Marconi Spilamberto	368	32	736	X	
A. Pacinotti	225	30	450		X
Saliceto Panaro	388	38	776		X
Trenti di San Vito	95	12	190	X	
Total	1959	205	3918	5	4

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Da Palestrina	380	37	760		X
IC G. Marconi - Castelfranco Emilia	175	12	350	X	
IC G. Guinizelli - Castelfranco Emilia	189	21	378	X	
Marconi Spilamberto	450	34	900		X
A. Pacinotti	233	30	466		X
Saliceto Panaro	400	38	800		X
Trenti di San Vito	100	13	200	X	
Don Bosco di Cavazzona	96	12	192	X	
Tassoni di Piumazzo	219	25	438	X	
Total	2242	222	4484	5	4

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Da Palestrina	365	37	730		X
IC G. Marconi - Castelfranco Emilia	175	12	350		X
IC G. Guinizelli - Castelfranco Emilia	188	21	376		X
Marconi Spilamberto	408	34	816		X
A. Pacinotti	250	30	500		X
Saliceto Panaro	405	38	810		X
Trenti di San Vito	91	13	182		X
Don Bosco di Cavazzona	100	12	200		X
Tassoni di Piumazzo	231	25	462		X
Total	2213	222	4426	0	9

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Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Secondaria di primo grado Cavour	380	70	45	760
Secondaria di primo grado G. Ferraris	650	120	120	1300
Secondaria di primo grado G. Marconi	410	90	20	820
IC. Guinizelli	146	70	10	292
ITI E. Fermi	50	97	23	100
Secondaria di primo grado Italo Calvino Cavour	395	85	35	790
Secondaria di primo grado Pacinotti	253	33	33	506
Total	2284	565	286	4568

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Secondaria di primo grado Cavour	X		X	X
Secondaria di primo grado G. Ferraris	X		X	X
Secondaria di primo grado G. Marconi	X	X	X	X
IC. Guinizelli	X		X	X
ITI E. Fermi	X	X	X	X
Secondaria di primo grado Italo Calvino Cavour	X	X	X	X
Secondaria di primo grado Pacinotti	X		X	X
Total	7	3	7	7

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Secondaria di primo grado Cavour	380	15	15	760
Secondaria di primo grado G. Ferraris	650	67	52	1300
Secondaria di primo grado G. Marconi	410	10	4	820
ITI E. Fermi	50	32	32	100
Secondaria di primo grado Italo Calvino Cavour	395	17	17	790
Secondaria di primo grado Pacinotti	253	18	18	506
Total	2138	159	138	4276

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Secondaria di primo grado Cavour				X
Secondaria di primo grado G. Ferraris	X	X	X	X
Secondaria di primo grado G. Marconi	X	X	X	X
ITI E. Fermi	X	X	X	X
Secondaria di primo grado Italo Calvino Cavour	X	X	X	X
Secondaria di primo grado Pacinotti	X	X	X	X
Total	5	5	5	6

APPENDIX 7: Participating schools Slovenia

Traffic Snake Game

Primary schools 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
OŠ bratov Polančičev	169	12	338	x	
OŠ Ljudski vrt Ptuj	344	20	688	x	
OŠ Olge Meglič	165	10	330	x	
OŠ Hajdina	170	10	340	x	
OŠ Martina Koresa Podlehnik	60	6	120	x	
OŠ Ljudski vrt Podružnica Grajena	80	6	160	x	
Total	988	64	1976	6	0

Primary schools 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
OŠ bratov Polančičev	165	15	330	x	
OŠ Ljudski vrt Ptuj	345	21	690	x	
OŠ Olge Meglič	172	11	344	x	
OŠ Hajdina	213	14	426	x	
OŠ Martina Koresa Podlehnik	60	6	120	x	
OŠ Ljudski vrt Podružnica Grajena	80	6	160	x	
Total	1035	73	2070	6	0

Primary schools 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
OŠ bratov Polančičev	155	17	310	x	
OŠ Ljudski vrt Ptuj	407	21	814	x	
OŠ Olge Meglič	204	13	408	x	
OŠ Hajdina	175	10	350	x	
OŠ Martina Koresa Podlehnik	62	6	124	x	
OŠ Ljudski vrt Podružnica Grajena	96	6	192	x	
Total	1099	73	2198	6	0

The ECO-TRIP Campaign

Secondary schools 2008/2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Srednja gradbena šola Maribor	79	56	4	158
Srednja prometna šola Maribor	103	31	3	206
Srednja ekonomska šola Maribor	80	80	1	160
Total	262	167	8	524

Secondary schools 2008/2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Srednja gradbena šola Maribor		X		
Srednja prometna šola Maribor		X	X	X
Srednja ekonomska šola Maribor		X	X	X
Total	0	3	2	2

Secondary schools 2009/2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Srednja gradbena šola Maribor	80	56	4	160
Srednja prometna šola Maribor	110	31	3	220
Srednja ekonomska šola Maribor	85	80	1	170
Total	275	167	8	550

Secondary schools 2009/2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Srednja gradbena šola Maribor			X	X
Srednja prometna šola Maribor				X
Srednja ekonomska šola Maribor		X	X	X
Total	0	1	2	3

APPENDIX 8: Participating schools The Netherlands

Traffic Snake Game

Primary school 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Jacob Maris	230	18	460		x
Veldhuizenschool	365	30	730		x
Elisabeth	328	28	656		x
Martin Luther King	140	10	280		x
Meester Baars	240	20	480		x
Meester Baars (annex)	180	13	360		x
Kruidenhoek	300	23	600		x
Dominee Buskus	400	32	800		x
Nieuwe Park Rozenburg	280	23	560	x	
Nieuwe Park Rozenburg (annex)	200	17	400	x	
Total	2663	214	5326	2	8

Primary school 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Elisabeth	340	28	680		x
Andreas_Lancierstraat	99	9	198	x	
Andreas_Lourdesplein	96	9	192	x	
De Cocon	246	21	492	x	
De Boemerang	495	41	990		x
De Kiehoorn	192	18	384		x
Jan Ligthart - Huibeven	534	45	1068		x
Eerste Jan Ligthartschool	307	25	614		x
Helen Parkhurst	294	26	588		x
J'eanne d'Arc	158	13	316		x
Prins Bernhard	214	18	428	x	
Total	2975	253	5950	4	7

Primary school 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Meester Baars	200	17	400	x	
Meester Baars - dependance	125	10	250	x	
De Watertoren	102	10	204		x
Het Zeggelt	291	26	582		x
Drakensteyn	195	19	390		x
Park Stokhorst	256	22	512		x
Total	1169	104	2338	2	4

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Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Toorop mavo	66	30	3	132
Accent praktijkonderwijs Rotterdam	60	61	3	120
Hugo de Groot	211	94	4	422
Calvijn college	125	30	1	250
Total	462	215	11	924

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Toorop mavo	X	X		
Accent praktijkonderwijs Rotterdam	X			
Hugo de Groot	X	X		
Calvijn college	X			
Total	4	2	0	0

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Het Willem	52	126	1	104
Newman	13	80	2	26
Grafisch Lyceum	120	50	1	240
Theater Havo	4	40	1	8
Total	189	296	5	378

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Het Willem	X	X		
Newman		X		
Grafisch Lyceum				
Theater Havo				
Total	1	2	0	0

APPENDIX 9: Participating schools United Kingdom

Traffic Snake Game

Primary school 2008	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Roman Road Primary	238	8	476		X
Winsor Primary	410	14	820	X	
St Luke's C of E	210	7	420		X
Shaftsbury Primary	670	22	1340		X
New City Primary	575	19	1150		X
Kensington primary	480	16	960	X	
St James C of E Primary	329	11	658	X	
Park Primary	460	15	920		X
Lathom Junior	480	16	960	X	
St Michael's R C Primary	214	7	428	X	
Kaizen Primary	235	9	470		X
Curwen Primary	460	15	920		X
St Edward's R.C Primary	420	14	840		X
Total	5181	173	10362	5	8

Primary school 2009	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Roman Road Primary	238	8	476		X
St Luke's C of E	210	7	420		X
Shaftsbury Primary	670	22	1340		X
New City Primary	575	19	1150		X
St James C of E Primary	329	11	658	X	
Park Primary	460	15	920		X
Lathom Junior	480	16	960		X
St Michael's R C Primary	214	7	428		X
Kaizen Primary	235	9	470		X
Curwen Primary	460	15	920	X	
Essex Primary	971	32	1942		X
Manor Primary	369	12	738	X	
Earlham Primary	350	11	700	X	
Brampton Primary	700	23	1400		X
Upton Cross Primary	400	13	800	X	
Wimbeldon Chase Primary	520	17	1040		X
Benedicts Primary	231	7	462	X	
Hill Cross Primary	414	13	828		X
Jenny Hammond School	210	7	420		X
St Josephs Catholic Infants	180	6	360	X	
Total	8216	270	16432	7	13

Primary school 2010	Number of children	Number of teachers	Number of parents	Basic	Deluxe
Roman Road Primary	238	8	476		X
St Luke's C of E	210	7	420		X
St James C of E Primary	329	11	658		X
Park Primary	460	15	920		X
Lathom Junior	480	16	960		X
St Michael's R C Primary	214	7	428		X
Kaizen Primary	235	9	470		X
Curwen Primary	460	15	920		X
Manor Primary	369	12	738		X
Brampton Primary	700	23	1400		X
Upton Cross Primary	400	13	800		X
Wimbeldon Chase Primary	520	17	1040		X
Hill Cross Primary	414	13	828		X
Jenny Hammond School	210	7	420		X
St Josephs Catholic Infants	180	6	360		X
Total	5419	179	10838	0	15

The ECO-TRIP Campaign

Secondary schools 2008 / 2009	Number of students	Number of teachers	Number of involved teachers	Number of parents
Woodside High School	900	2	2	1800
Wilson's School for Boys	900	1	1	1800
Total	1800	3	3	3600

Secondary schools 2008 / 2009	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Woodside High School	X	X	X	X
Wilson's School for Boys	X	X		X
Total	2	2	1	2

Secondary schools 2009 / 2010	Number of students	Number of teachers	Number of involved teachers	Number of parents
Glebe School	20	1	1	40
Total	20	1	1	40

Secondary schools 2009 / 2010	Participating with			
	Debat	Short movie competition	Slogan competitie	ECO-TRIP week
Glebe School	X	X		
Total	1	1	0	0