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How to run a cycling action

LIFE CYCLE
IMPLEMENTATION MANUAL

IMPRINT

“HOW TO PROMOTE CYCLING” – LIFE CYCLE IMPLEMENTATION MANUAL

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Claus Köllinger, Randy Rzewnicki & Raymond Fismer

Claus Köllinger works at Forschungsgesellschaft Mobilität –
Austrian Mobility Research – FGM-AMOR

E-mail: koellinger@fgm.at

Randy Rzewnicki works at European Cyclists' Federation (ECF)

E-mail: r.rzewnicki@ecf.com

Raymond Fismer works at Allgemeiner Deutscher Fahrrad-Club
(ADFC) e.V. ADFC, E-mail: raymond.fismer@adfc.de

Contributors:

Mario Alves, Miguel Araújo, Dirk Bauweleers,
Janet Klara Djomba, Korneliusz Grabka, Mojca Janežič,
Ajda Jelenc, Andrea Backović Juričan, Georg Sele,
Holger Schiller, Arminda Soares, Péter Wolf

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DISCLAIMER

This publication, entitled “LIFE CYCLE IMPLEMENTATION MANUAL” was prepared by the LIFE CYCLE consortium partners to provide information about active transportation. The information contained herein was compiled based on the current active transportation and public health environment at the time of writing and is subject to change as these environments evolve.

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INTRODUCTION



Many European health and transport organisations, both public and private, are motivated to integrate cycling as an active means of daily transportation in their communities – but are often unsure how to go about it.

To meet that need, the LIFE CYCLE project was launched and ran from 2008–2011 by the European Union’s Public Health Programme. The aim of the project was to identify and test practical initiatives encouraging uptake and maintenance of life-long cycling across all age groups. The idea was that people can change their mobility behaviour, and adapt a healthier lifestyle, principally by cycling for transport.

This manual is a collection of successful concepts which have been tested across Europe by the ten organisations collaborating in the LIFE CYCLE project. Complete with guidelines on how, where, when and with whom to adapt and implement similar projects, the manual is a toolbox of practical solutions for organisations seeking to stimulate cycling in our society.

LIFE-LONG CYCLING FOR HEALTH

Europeans of all ages are leading increasingly sedentary lifestyles and are therefore becoming more susceptible to health risks such as obesity, cardiovascular diseases, type 2 diabetes and various forms of cancer.

To combat this trend, the LIFE CYCLE project focused on initiatives that can foster life-long healthy mobility behaviour, from childhood to retirement. The most successful initiatives combine efforts to promote a positive perception of cycling with practical incentives that motivate people to test or continue cycling, regardless of their age or life phase.

WHO CAN BENEFIT FROM THE MANUAL?

LIFE CYCLE's Implementation Manual will be useful to:

- Cycling associations
- Urban transport consultants
- Municipalities
- Health insurance companies
- Health centres
- Research institutes
- Chambers of Commerce
- Umbrella associations

WHAT THIS IMPLEMENTATION MANUAL OFFERS

This book is built around providing answers to key questions that people ask when they consider starting a cycle promotion activity.

1. When to approach people?
2. What can we offer that works?
3. How to measure success?
4. What can we learn from what others have done?
5. How to start your own LIFE CYCLE

Chapter 1 presents a set of windows of opportunity, when to approach people with a cycling offer. It describes 18 points in people's lives, such as when they change schools, start a family, move house, get a new job, or retire, among others, and what to suggest at these times.

Chapter 2 introduces a collection of over 100 active transportation best practices from around the world, called the LIFE CYCLE Active Transportation Best Practices. Ideas aplenty will be found here, in this free resource available from www.lifecycle.cc.

Chapter 3 offers tips and explanations about why to measure the rate of cycling and tools to help you do just that.

In chapter 4 you'll find many details of how and why projects worked, and where they had some difficulties too. There are three project descriptions, lessons learned and practical tips on how to make a project work, including problems that were encountered during the implementation and the realization of the schemes.

Finally, chapter 5 gives you information on how to create your own LIFE CYCLE action plan. It can serve as a blueprint for the steps we recommend you to take in the process of building and establishing a life-long approach to cycling in your community or region. Chapter 5 incorporates content from each of the previous chapters and forms it into a comprehensive and detailed approach to show how you can support life-long cycling by integrating the actions.

1

OPPORTUNITIES TO FOSTER CYCLING

This chapter provides an overview of 18 points in people's lives that present opportunities to foster cycling. These opportunities were identified by the LIFE CYCLE project following a comprehensive literature review, analysis of best practice and interviews with experts in the socialisation of cycling. They are grouped in two categories:

- **Mobility Behaviour Change Opportunities**
(see section 1.1, page 8)
- **Health Impact Change Opportunities**
(see section 1.2, page 14)

The key to fostering cycling as a life-long habit is to introduce its benefits to people at specific times in their lives when they are most likely to rethink their daily mobility habits and/or their attitude toward physical activity and their personal health. The description of each opportunity includes a suggested list of important partners, organisations or institutions that could be engaged to impact, amplify, and inform your efforts to foster cycling. References to some best practice programmes that were designed to foster cycling at each life point are also provided. These examples are sourced from the LIFE CYCLE Best Practice Handbook. It is important to bear in mind that success in fostering cycling often comes about when cycling activity is connected with other modes of transport that promote physical activity, including walking and the use of public transport in co-modal transport trips.

TO ASSIST WITH PLANNING

What exactly is the situation you are facing that needs remedial action? It is important to note that actions that are particularly successful in one town or country may not work as well in another one. This may be due to different conditions which you can consider when you are working out what you want to do.

If you have access to a recent market survey or other data about modal traffic share and transport practices in your area, you may not need to gather such data yourself. But it behoves you to consider seriously the current transport & market conditions so that you have an accurate idea of the situation you are facing. This allows you pose informed questions about what improvements might be done, and what profitably can be done.

The information you gather could be used as a kind of market survey. How much physical activity is your target group already doing? How often are they cycling? What other types of transportation are they using and where are they going?

All of this information can assist you to understand your target group, and design an approach that is attractive and meaningful.

TO MEASURE CHANGE

You will want to know if the action (intervention, program, activity, etc.) you do to promote cycling has produced some benefit. This means you will need to measure how much cycling and other forms of transportation that people are doing. Measurement will be necessary on at least two occasions or more, depending on your needs and interests. To mark your starting point, you need to collect data before the action begins. It is much less useful to ask people to report their cycling and other transport on the first day of the action, or later, as their reporting could be affected by their participation in the action. You should note that you need to collect the data from people who will be available and willing to answer the same questions after the end of your action.

There are different moments at which you can measure to mark the status after the action happens, depending on what you want to know: right at the end of the action – to see short term effects and/or later on to see long term effects. Both of these measures can be utilized for a variety of different purposes. It can be used internally, for example to inform modifications or improvements to the project, offer, procedure, etc. Such data can also be used to earn money, gain funding, and help you sell your product more effectively.

If you can enumerate how many new cyclists your action produced or show an increased cycling profile after your action, you have some strong arguments. The ministry of health and such officials could be interested in the degree to which your target group knows about the health benefits of cycling to work, school or shops.

Your funding source or sponsors will be more easily convinced of the value of continuing to fund your cycling “product” if you have some hard data that shows the results. The school, or company that you approach to join your action will be better able to calculate the benefits if you can show them data.

The rest of this chapter contains specific tools and tips on how to collect and handle survey data.

THE SURVEY QUESTIONS

A complete survey instrument is presented in Appendix 1. It has been tested, used by the LIFE CYCLE partners is therefore ready to use. You will find that it includes notes of explanation for use and for translation, should that be necessary.

1.1 MOBILITY BEHAVIOUR CHANGE OPPORTUNITIES

1. DURING PREGNANCY AND FOLLOWING THE BIRTH OF A CHILD

Mobility behaviour is just one of the aspects of life that can change during a pregnancy and following the birth of a child. With the encouragement of a support network and access to information about the benefits of cycling and public transport, parents and parents-to-be can be encouraged to do more than simply default to more frequent use of cars.

Potential advocacy partners and channels include:

- Gynaecologists and general practitioners/family doctors
- Day care centres
- NGOs dealing with child birth and child care
- Parent counselling organizations
- Pregnancy fitness classes
- Hospitals
- Responsible public authorities (municipal or regional)
- Parent-child classes and courses

Examples of proven advocacy actions:

- The Intelligent Energy Europe project “Bambini”
- LIFE CYCLE action “Active, Mobile + Safe = Healthy” in Graz, Austria
- LIFE CYCLE action “Family Programme” in Aveiro, Portugal

2. THE START OF KINDERGARTEN

The mobility pattern of a child changes dramatically when kindergarten starts. Parents must address the question of safely transporting a child to school up to five days a week while also managing their own mobility needs. This point in time presents a good opportunity to influence parents' mobility choices for their child and for themselves.

Potential advocacy partners and channels include:

- Kindergartens
- Authorities that deal with the choice of kindergartens, if there are such authorities in your country
- Parents and parent organisations

Examples of proven advocacy actions:

- LIFE CYCLE action “Kindergarten Programme” in Graz
- LIFE CYCLE action “Cycling Training at Kindergarten Age” in Ljubljana



3. WHEN A CHILD FIRST LEARNS TO CYCLE

Being able to cycle significantly changes a child's freedom to move and adds a new fun activity to life. The way a child learns to cycle can be crucial to his or her attitude to cycling for years, if not for life, so it is vitally important that the experience is positive and forms a strong emotional connection between the child and cycling.

Potential advocacy partners and channels include:

- Parents and parents' organisations
- Kindergartens
- NGOs dealing with cycling and physical activity
- Cycling trainers
- Bicycle stores

Examples of proven advocacy actions:

- LIFE CYCLE action "Kindergarten Programme" in Graz
- LIFE CYCLE action "Cycling Training at Kindergarten Age" in Ljubljana

4. START OF PRIMARY SCHOOL

Similar to the start of kindergarten, a child's mobility pattern (and that of his or her parents) often changes significantly when primary school starts. The difference is that by this time the child might have the ability to cycle. This capability presents new mobility alternatives for parents to consider, such as their child's participation in "cycling buses" or similar organized cycling groups. This can be an ideal opportunity to influence parents about mobility options for their child and for themselves.

Potential advocacy partners and channels include:

- Primary schools
- Authorities that deal with the choice of primary school, if such authorities exist in your country
- Shops where people purchase books and school materials for pupils
- Parents and parents' organisations

Examples of proven advocacy actions:

- Campaign "All Kids are Cycling", Denmark
- Project "Elterntaxi / Parent Taxis", Germany⁶
- Project "Vélobus or Cycling Train" of the Greater Nantes Region, France
- Programme "SCHOOLWAY.net", Austria

5. CYCLING LICENSES FOR CHILDREN

Some countries, such as Austria and Hungary, have programmes that award "cycling licenses" to children who can demonstrate their ability to cycle safely in road traffic. The establishment of a similar programme in your location would create opportunities to further bond children with cycling and help reduce the number of car journeys to-and-from schools that would otherwise be made by parents.

Potential advocacy partners and channels include:

- Primary schools
- Police
- Cycling trainers
- Bicycle stores

Examples of proven advocacy actions:

- LIFE CYCLE action "Safe in the Saddle", Liechtenstein
- LIFE CYCLE action "Bicycle Training for Pupils" Krakow, Poland
- Project "Interactive Traffic Training for Children" Odense, Denmark



6. START OF SECONDARY SCHOOL

Mobility patterns for children can change again when they start secondary school. Often the journey to school is longer than before, so cycling can be positioned as a healthier alternative to a car ride and a faster alternative to walking. It can also be connected to “Bike + Ride” solutions.

Potential advocacy partners and channels include:

- Primary schools
- Secondary schools
- Authority that deals with the choice of secondary school if such authorities exist in
- Your county
- Shops where people purchase books and school materials for pupils
- Parents and parents' organisations
- Public transport authorities

Examples of proven advocacy actions:

- LIFE CYCLE action “Incentive Programme for Pupils”, Aveiro, Portugal
- Project “Beauty and the Bike” in Exeter, United Kingdom
- Project “Trento by Bike – a Mobility Game” from Trento, Italy

7. DRIVING LICENSE (MOPED/MOTORBIKE/CAR)

The next significant opportunity for change in the mobility behaviour of youth comes when a driving license is secured. It is essential that effort is made at this time to sustain the habit of cycling by promoting its health and mobility benefits, or youth can default to the use of motorised modes for trips previously made by bicycle.

Potential advocacy partners and channels include:

- Authorities dealing with driving licenses
- Driving schools
- Secondary school

8. START OF HIGHER EDUCATION

The start of higher education is another key opportunity to influence a person's mobility patterns, particularly if it involves moving house. The good news is that colleges and universities usually encourage and provide good connections to all modes of transport, including cycling. The promotion of cycling is often made easier at this stage because of the low income level of most students – and a positive experience of cycling as a component of a higher education experience can provide a strong and life-long emotional attachment between a student and cycling.

Potential advocacy partners and channels include:

- Universities and other higher education institutions
- Student unions
- Employment centres
- Central authorities for distribution of university places
- Public transport authorities
- Bicycle stores
- Car sharing companies
- Health insurance providers

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycle to Work/University”, Belgium
- LIFE CYCLE action “Cycling to Work/University campaign” in Aveiro, Portugal



9. FIRST EMPLOYMENT (INCLUDING APPRENTICESHIP)

When an individual first gains employment two new factors can influence mobility choices. First, a new destination might enter the pattern of daily life. Second, the level of personal income normally rises sharply, which might perhaps tempt one to purchase a car or other motorised form of transport. This is therefore a key opportunity for public information and company human resource policies to have a significant influence on the mobility choices of new employees.

Potential advocacy partners and channels include:

- Employers
- Unions
- Employment centres
- Public transport authorities
- Car sharing companies
- Health insurance providers

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycle to Work”, Hungary
- Campaign “Love Your Bike!” Manchester, United Kingdom
- Project “Bicycle Appointments” in Linz, Austria
- Project “The Swindon Workplace Cycle Challenge” in Swindon, United Kingdom

10. STARTING A FAMILY/JOINT HOUSEHOLD

When two partners start a joint household it can result in entirely new mobility patterns and choices for one or both of them. It also presents opportunities to promote the benefits of harmonising the mobility patterns of both partners, such as using just one car instead of two along with increasing the use of alternative modes of transport such as cycling.

Potential advocacy partners and channels include:

- Employers
- Municipalities
- Health insurance providers
- Public transport authorities
- Car sharing companies
- Real estate agencies
- Property management companies

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycling for New Residents”, Germany
- “The Mobility Set” in Thun, Switzerland

11. CHANGING RESIDENCE

Any change of residence during life can significantly change a person’s mobility patterns, whether the move is within the same town or to a new city altogether. This moment in life is a prime opportunity to influence mobility choices and habits, if the correct advocacy partners and channels are leveraged. This kind of promotion is best done at a broad level, positioning cycling in the context of all daily travel options.

Potential advocacy partners and channels include:

- Municipalities
- Public transport authorities
- Car sharing companies
- Health insurance providers
- Employers
- Primary and secondary schools / universities
- Real estate agencies
- Property management companies

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycling for New Residents”, Germany
- Programme “Enforcing the Use of Bicycles” in Odense, Denmark
- “The Mobility Set” in Thun, Switzerland



12. CHANGE OF EMPLOYMENT

Changing jobs influences only one of the daily trips a person might need to make but it is often the most important one. This is therefore another good opportunity to influence an individual's mobility behaviour by introducing the benefits of cycling.

Potential advocacy partners and channels include:

- Employers
- Health insurance providers
- Municipalities
- Public Transport providers
- Car sharing companies

Examples of proven advocacy actions:

- LIFE CYCLE action "Cycle to Work", Hungary
- Campaign "Love your Bike!" Manchester, United Kingdom
- Project "Bicycle Appointments" in Linz, Austria
- Project "The Swindon Workplace Cycle Challenge" in Swindon, United Kingdom



13. LOSS OF DRIVING LICENSE OR WHEN A CAR IS TEMPORARILY UNAVAILABLE

The times in life when it is not possible to use or access a car are good moments to promote cycling and other forms of active transportation as well. Cycling can be promoted as a feasible interim solution to meet transportation needs, with the potential that positive experiences might translate into life-long cycling habits.

Potential advocacy partners and channels include:

- Authorities dealing with driving licenses
- Car dealers
- Police
- Bicycle dealers
- Car sharing companies
- Public transport providers

Examples of proven advocacy actions:

- Project "Take Public Transport or Bicycles during Times of Repair" in Besançon, France

14. CARING FOR A FAMILY MEMBER

When friends or relatives need intensive care it can have a huge impact on carers' lives, sometimes calling for new transportation solutions. Sustainable transportation options such as cycling can play a role at such times, but transport-substituting services which remove the need for trips are a more promising way to ease people's lives.

Potential advocacy partners and channels include:

- Relevant responsible public authorities
- Social care services
- Health insurance providers
- Mobility service providers and delivery service providers
- Community services

15. RETIREMENT

People's lives change significantly at the point of retirement, as mobility patterns connected to work are replaced by those connected to leisure and social engagement. In addition, people's ability to use various modes of transport changes with age. Health related issues gain importance and this can provide opportunities to promote sustainable forms of transport such as cycling. Cycling can also be positioned as beneficial for increasing social contact in ways that cannot be accomplished by driving cars.

Potential advocacy partners and channels include:

- Relevant public authorities
- Council or seniors' associations/clubs
- Health insurance providers

Examples of proven advocacy actions:

- LIFE CYCLE action "Cycling for the Working Population and Seniors", Slovenia
- LIFE CYCLE action "Cycling for Health Schemes", United Kingdom
- Project "Mobile now & in the Future" in Thun, Switzerland
- Project "Mobility Information for Elderly People" in Thun, Switzerland

16. SOCIAL ENGAGEMENT AND LEISURE ACTIVITY

There is no fixed point in life at which people join clubs or engage in specific leisure activities, but any such social engagement can impact mobility patterns and choices. Clubs and organisations can therefore be employed as excellent channels for promoting active transportation options to their new and existing members.

Potential advocacy partners and channels include:

- Clubs and associations of all kinds
- Public authorities dealing with clubs and associations (such as those dealing with association law or acts)

Examples of proven advocacy actions:

- LIFE CYCLE action "Cycling to Shop", Liechtenstein
- Project "New Leisure Related Mobility Services" in Krakow, Poland
- Project "Bus + Bike Service on Demand" in Besançon, France
- Project "Going to Training Using Sustainable Transport", Switzerland

1.2 HEALTH IMPACT CHANGE OPPORTUNITIES



1. CONSEQUENCES OF A DISEASE

The onset of non-communicable diseases such as cardiovascular disease is often connected to a lack of physical activity, so health care providers are obvious channels for influencing the uptake of activities such as cycling.

Potential advocacy partners and channels include:

- General practitioners (GPs, family or private doctors)
- Hospitals
- Health insurance providers
- Bicycle clubs
- Health organisations
- Bicycle stores
- Sports clubs

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycling for Health Schemes”, United Kingdom
- Project “Cycle Training for Cardiac Rehabilitation Patients”, United Kingdom
- Project “Transfer of Physical Activities into Everyday Routine” in Graz, Austria

2. RESULTS OF HEALTH SCREENING

Following a health screening a person might discover that he or she is in a certain risk group and be advised to engage in more physical activity. Again, cycling can be promoted at such moments in life as a feasible mobility option within a more physically active lifestyle.

Potential advocacy partners and channels include:

- General practitioners/family doctors
- Health insurance providers
- Bicycle clubs
- Health organisations
- Bicycle stores
- Sports clubs

Examples of proven advocacy actions:

- LIFE CYCLE action “Cycling for Health Schemes”, United Kingdom
- Project “Transfer of Physical Activities into Everyday Routine” in Graz, Austria
- Project “Walking and Cycling to Improve Health Values” in Weiz, Austria
- Project “Promoting Active Modes of Transport” in the Wakefield District, United Kingdom

1.3 HOW TO USE THE INFORMATION TO TAKE THE NEXT STEPS

3. CONSEQUENCES OF A SEDENTARY LIFESTYLE

Many people are able to recognise the signs that their lifestyle is too sedentary, for example by observing themselves to be out of shape and/or overweight. Active transportation such as cycling can be promoted to such people through health care providers, as an option for making a lifestyle change to tackle the consequences of a sedentary existence.

Potential advocacy partners and channels include:

- General practitioners/family doctors
- Health insurance providers
- Pharmacies
- Health departments of public administrations
- Health organisations

Examples of proven advocacy actions:

- Project "Cycling for Your Health", Liechtenstein
- Project "Walking and Cycling to Improve Health Values", Weiz, Austria
- Project "Promoting Active Modes of Transport" in the Wakefield District, United Kingdom

In this chapter, the opportunity points have been described briefly to give some idea of why they are of special interest. But knowing the points is not sufficient by itself. The next step is to approach people who are in one of the specific points of life. For this purpose, each of the points lists important partners, organisations or institutions. They can be usefully contacted and included in the approach to individuals, due to their knowledge about who is at which point of life, or because they are contact centres for key groups of people. They have potential to work as excellent 'multipliers' and disseminators, and can also contribute with their own ideas and experiences.

How you go about contacting the respective institution is for you to choose, since this heavily depends on local circumstances. But in general, personal contact via a phone call or a face-to-face meeting is deemed to be more suitable than a plain letter or leaflet sent to them by post or email.

One of the discussion topics at your meeting will be how you plan to address the individuals with your transportation offer. In this chapter, many of the time points have included descriptions or arguments. For example with parents expecting a child, the task is to demonstrate and present parents-to-be and parents of babies and infants with attractive options to use bicycles and public transport with their newborn. You should be aware that all examples given originate from specific local circumstances and will most probably need some adaptation to your local conditions.

The LIFE CYCLE Best Practice Handbook gives a number of additional ideas you can consider as you develop your ideas and plans. This handbook is the topic of the next chapter.

2

LIFE CYCLE COLLECTION OF ACTIVE TRANSPORTATION BEST PRACTICE

This chapter is about a collection of over 100 active transportation best practices from around the world. It is called LIFE CYCLE Active Transportation Best Practices and it can be downloaded for free at www.lifecycle.cc. This collection is intended to provide food for thought to European traffic planners, bicycle councillors and cycling associations as they seek solutions to reduce the personal, social and economic costs of insufficient physical activity in their communities.

This information is needed because we have created a new kind of human, homo sedens, the sedentary being. This is the result of intense work carried out throughout the 20th century by homo sapiens to create a society which does not need to move using human, “muscle power” to meet most of its daily needs. We now have machines and systems to convey us, prepare our food, do hard physical labour, and give us entertainment. The result is that only very small proportions of the populations of most countries do enough physical activity to promote and maintain good health and fitness. The epidemic of inactivity in everyday life throughout western industrialized countries is the result of the effort put into producing these sedentary lifestyles. Research shows that the majority of people do not meet minimum recommendations for physical activity, and a significant minority reports doing very little or no physical activity at all.

A LITTLE BIT OF PHYSICAL ACTIVITY

Research has shown that regular physical activity is associated with increased levels of fitness and health benefits for all. Compared to those with low fitness, even a moderate level of fitness offers protective health effects to smokers and non-smokers, those with high or normal BP, body weight or cholesterol levels. The cost-effectiveness of preventing physical inactivity has been calculated and it is safe to assume that enormous cost savings to the medical care system in the EU and its member states could be achieved if sedentary adults increased their level of physical activity. Thus the public health challenge is to get people moving. How much and what kind of activity do we need to do to have health benefits? There are numerous benefits to physical and mental health and well-being which are related to doing regular moderate intensity activity. With just a modest increase in daily physical activity, most people could make significant improvements in their health and quality of life.

- The total amount of moderate to vigorous physical activity should be 30 minutes per day to achieve health benefits.
- As little as 3–8 minutes of moderate intensity physical activity can be beneficial to health. This can include walking briskly, bicycling, stair-climbing, if the total is at least 30 minutes per day.
- Physical activity can be accumulated at any time of the day. Moderate to vigorous physical activity can take place as transport (for example walking or cycling to and from work), during work (stair climbing, walking & cycling).

Researchers have generally agreed that the total amount of energy that a person expends is related to physical health, rather than the type of activity or the context in which it takes place.

WHAT IS BEING DONE

There are many things that have been done throughout Europe to promote healthy physical activity and which have health benefits. Several countries including the Netherlands, Finland, Slovenia and Denmark have national policies on physically active transport. Many municipalities have worked out policies for the promotion of cycling (e.g. Cities for Cyclists, Workgroup Cycling Friendly Cities, Municipalities and Counties in Northrhine-Westfalia e.v., Trondheim Package, Bicycle Friendly Troisdorf, Finland's Network of Cycling Municipalities). Schemes which have been reported in the scientific literature to demonstrably increased bicycle use in Europe include Basel, Bolzano, Delft, Graz, Hannover, and Münster. Other examples of programs dedicated to increasing physical activity through healthy types of everyday transport in Europe are documented by the W.H.O.

In Udine, Italy students, parents and teachers mapped out safe routes for children to walk and cycle to school. In different communities throughout the UK, one can find the "Walking Bus", an adult supervised group walk to school and schools; and students have lessons highlighting active forms of transportation. In Jyväskylä, Finland, elderly residents are provided free transport to the swimming pool. In Helsingborg, Sweden, specific information is provided to car commuters to support them getting to work by bicycle, such as more signposting of cycle paths, free maps of cycle paths, and guarded bicycle parking. In Brussels, Belgium, and several other EU cities bicycles can be transported on public transportation free of charge. These actions promoting the development of regular, everyday physical activity could be expanded and copied or adapted in other cities. A number of cities and towns around the world have shown that it is possible to create more opportunities to move for health. In Paris, France, riverside avenues are closed to car traffic during the summer, and are filled with walkers, skaters and bicyclists. In Geneva, Switzerland, the Red Cross loans bicycles to the public free of charge. On annual "Car-Free Days", when the city streets are closed to car traffic in various cities throughout Europe, the streets are filled with cyclists, pedestrians and other human-powered transportation.

PRACTICAL EXPLANATION

LIFE CYCLE Active Transportation Best Practices is a collection of case reports of activities to promote cycling, which have been grouped by target audiences. Each best practice case in that document includes a brief description of the initiative and a link to the full case on the ELTIS portal. Readers of that digital document must be connected to the internet to access the additional information. Clicking on the link for the case study, one can learn the location, main partners and the dates of activity. Each of the cases provides a contact point for further information and many include links to additional documentation or resources.

Study Brief, Scope and Methodology

As part of the LIFE CYCLE project, consortium partners undertook a desk-top review of international research and practice related to active transportation practices to be done primarily via internet/web research. The research was to provide a current 'snapshot' view of best international practice.

The scope of research was to include updates on programs from anywhere in the world which could be relevant to applications in Europe. The results of the research were collected in this manual, with web site links and relevant material provided in electronic format.

The scope was primarily limited to:

- Desktop research mainly via the internet
- Review with a focus on cycling related activities, though a wide range of other forms of daily active transport were also considered, and where relevant included.
- Review of programs for the most part for adults, schools & children, especially those with health and transport benefits
- Review of programs and actions primarily designed to stimulate increased daily physical activity, rather than infra-structure or enforcement, policy or other governmental domains.

The study methodology was to review selected data base collections of materials in English, including ELTIS, CIVITAS, Vianova, EPOMM, WHO, Transport Canada and the proceedings of the Velo City conference in Munich 2007. The LIFE CYCLE partners searched their own

databases and used their respective networks for the best practice review as well. Additionally, the European Cyclists' Federation (ECF) invited over 50 of its member organizations to submit examples of activities they found worthy of consideration as Best Practices.

The LIFE CYCLE Active Transportation Best Practices is divided into four sections: Families, Schools, Adults and Seniors. Here the sections are introduced.

BEST PRACTICES FOR FAMILIES

Physical activity should be a normal part of growing up as it builds the foundation for a healthy life. It's beneficial for both parents and children. Sufficient physical activity for children results in:

- increased physical fitness (both cardiorespiratory fitness and muscular strength),
- reduced body fat,
- favourable cardiovascular and metabolic disease risk profiles,
- enhanced bone health and
- reduced symptoms of depression.



The example of a physically active lifestyle which is provided by parents, grandparents, and other adults is critical, as they model these behaviours for children. Parents can provide healthy forms of mobility in the family. But parents need and can make good use of wide and varied support in establishing these healthy lifestyles that may be continued into adulthood.

This section focuses on programs and activities for parents and families as a primary group for influencing youth by identifying example which help young people adopt and maintain a physically active lifestyle. The projects described here were implemented by NGOs of varied sizes, as well as local, regional, and national administrations and other organizations. It includes actions and programs for parents, caregivers, and youth to encourage and increase daily physical activity, such as “Safe in the Saddle for Children & Parents” in Lichtenstein where the parents & grandparents are key parts of the training. Many of these activities increase opportunities for daily physical activity by encouraging children to walk or cycle to and from school, such as the national “Bike IT” campaign in the UK. Here one sees how partners can work to create an environment that is supportive of youth walking and bicycling safely.

BEST PRACTICES FOR SCHOOLS

Schools and kindergartens play a key role both in establishing and supporting regular healthy lifestyles that may be continued into adulthood. Being physically active throughout childhood is a critical feature of children’s social, physical and mental development. Some serious diseases of later life have their origins in youth or childhood.

Daily physical activity helps:

- build and maintain healthy bones, muscles, and joints.
- prevent obesity, control weight, build lean muscle, and reduce fat.
- youth learn more, handle stress and feel better.



This section focuses cases that help parents, care-givers, teachers, principals, and others adopt, increase and maintain physical activity among elementary and middle school-aged youth. The projects described here were implemented by NGOs of varied sizes, as well as local, regional, and national administrations and other organizations.

What’s special about schools?

Children’s’ daily transport to school is where they establish daily routines and habits. As well as learning while in school, they learn by doing while travelling to and from school, and after-school activities too. Over 30 cases are included here, from primary and secondary schools from Estonia to Spain, as well as kindergartens from Italy to Scandinavia.

A few of the exceptional examples in this section are:

- “Mobility Management for Kindergartens” in Graz, Austria which uses stories, emotion, and pedal-free bikes to get kids excited about cycling.
- A citywide school travel plan in York, UK running for over 10 years now.
- “On the Move to School” an active transportation program for children in Canada which will soon be in all parts of the province of Quebec.

BEST PRACTICES FOR ADULTS

Experts agree that for better health, physical activity should be performed regularly. This section includes cases focusing on using active transport to work, to shop, and other daily mobility needs. Daily physical activity such as walking and cycling for transportation:

- Reduces risks from coronary heart disease and high blood pressure, cancers, and diabetes.
- Maintains healthy muscles, bones, and joints.
- Improves sleep quality, mood and feelings of well-being as well as reduce anxiety and depression symptoms.
- Helps control weight, develop lean muscle, and reduce body fat.

This section focuses on cases that help adults increase and maintain physical activity throughout daily life. The projects described here were implemented by NGOs of varied sizes, as well as local, regional, and national administrations and other organizations. Some examples in this section are:

- The hospital in the UK that promotes cycling on and off the job with folding bikes and bike holidays.
- A German city that considers itself “an automobile town” but took up the challenge of promoting cycling.
- The “Bike to Shop” campaign flourishing across the north of Belgium.
- How Vienna keeps counting its cyclists while expanding their network of cycle tracks

Exceptionally, included here is one public health research report which asserts that cycling for daily transport is the best thing one can do for health.

BEST PRACTICES FOR SENIORS

Older adults benefit from regular physical activity. It does not need to be strenuous to provide physical and mental health benefits. Giving and receiving social support from family and friends is related to regular physical activity. Seniors obtain significant health benefits by doing moderate amount of physical activity, preferably every day. Activities

such as walking or cycling for daily transportation as well as recreation are an excellent choice for this.

The benefits of regular moderate physical activity include that it:

- Helps people continue to live independently and
- Reduces risks of falling and bone fractures.
- Reduces risks from coronary heart disease, high blood pressure, cancers, and diabetes.
- Maintains healthy muscles, bones, and joints.
- Improves sleep quality, mood and feelings of well-being as well as reduce anxiety and depression symptoms.
- Aids in blood pressure reduction for some
- Helps people develop stamina and muscle strength.
- Helps control joint swelling and pain associated with arthritis.

The cases presented in this section include a wide variety of training sessions and formats to help seniors:

- feel safe cycling in their town or city
- continue participating actively in society
- keep up with changes in traffic laws,
- learn how to use current technologies, from GPS and GSM to electric-assisted bikes and trikes

You can obtain your own free copy of the LIFE CYCLE Active Transportation Best Practices from www.lifecycle.cc

² All-cause mortality associated with physical activity during leisure time, work, sports, and cycling to work, Andersen, LB, Schnohr, P, Schroll, M & Hein, HO, Archives of Internal Medicine; Jun 12, 2000; 160, 11; pg. 1621



3

EVALUATION OF THE ACTIONS

This chapter is presented to explain why and how to do survey measurement as part of your work in the field of active transport. We first explain the purpose and benefits of collecting survey data. Then a survey instrument and data table are provided. These tools are ready for you to use complete with tips for translation, and data analyses.

WHY MEASURE?

If you already have decided that it is necessary to promote active transportation in your area, it's clear to you that there is a problem to be addressed. You might wonder why you should bother with asking people about their cycling and walking. The answer is that even a little bit of measurement data can help you to better see the scope of the problem, how to plan your intervention, and then to have a relatively objective assessment of the results.

These data can be used throughout the lifespan of your action. It may even help you to extend its duration by attracting funding to continue or expand. You can collect survey data very early to help with the planning phase. If you collect data immediately before and right after your action, you can have a good estimate of its immediate impact. And if you were to measure some weeks or months later, you would have another idea of the longer term influence of your action on the active transportation behaviours in your area. Here below we expand on each of these reasons.

It is possible to use other survey methods and tools than the one described here. However, it is beyond the scope of this chapter to cover these alternatives. We describe here a relatively simple method and procedure for collecting data that can be useful in many different ways for your work with actions promoting Active Transportation.

TO ASSIST WITH PLANNING

What exactly is the situation you are facing that needs remedial action? It is important to note that actions that are particularly successful in one town or country may not work as well in another one. This may be due to different conditions which you can consider when you are working out what you want to do.

If you have access to a recent market survey or other data about modal traffic share and transport practices in your area, you may not need to gather such data yourself. But it behoves you to consider seriously the current transport & market conditions so that you have an accurate idea of the situation you are facing. This allows you pose informed questions about what improvements might be done, and what profitably can be done.

The information you gather could be used as a kind of market survey. How much physical activity is your target group already doing? How often are they cycling? What other types of transportation are they using and where are they going?

All of this information can assist you to understand your target group, and design an approach that is attractive and meaningful.

TO MEASURE CHANGE

You will want to know if the action (intervention, program, activity, etc) you do to promote cycling has produced some benefit. This means you will need to measure how much cycling and other forms of transportation that people are doing. Measurement will be necessary on at least two occasions or more, depending on your needs and interests

To mark your starting point, you need to collect data before the action begins. It is much less useful to ask people to report their cycling and other transport on the first day of the action, or later, as their reporting could be affected by their participation in the action. You should note that you need to collect the data from people who will be available and willing to answer the same questions after the end of your action.

There are different moments at which you can measure to mark the status after the action happens, depending on what you want to know: right at the end of the action - to see short term effects and/or later on to see long term effects. Both of these measures can be utilized for a variety of different purposes. It can be used internally, for example to inform modifications or improvements to the project, offer, procedure, etc. Such data can also be used to earn money, gain funding, and help you sell your product more effectively.

If you can enumerate how many new cyclists your action produced or show an increased cycling profile after your action, you have some strong arguments. The ministry of health and such officials could be interested in the degree to which your target group knows about the health benefits of cycling to work, school or shops.

Your funding source or sponsors will be more easily convinced of the value of continuing to fund your cycling “product” if you have some hard data that shows the results. The school, or company that you approach to join your action will be better able to calculate the benefits if you can show them data.

The rest of this chapter contains specific tools and tips on how to collect and handle survey data.

THE SURVEY QUESTIONS

A complete survey instrument is presented in Appendix 1. It has been tested, used by the LIFE CYCLE partners is therefore ready to use. You will find that it includes notes of explanation for use and for translation, should that be necessary.



4

WHAT CAN WE LEARN FROM OTHERS' EXPERIENCE?

The goal is to provide the interested reader with information, knowledge and perhaps even some wisdom that could be of benefit in the development of active transportation promotion projects.

In this chapter we will share some examples of active transportation promotion scheme across the world. We will take a closer look at Bike to Work (Belgium), On the Move to School! (Quebec, Canada) and Bike to Work & Bike to School (Aveiro, Portugal), that were all up and running in 2010. First you will find a description of a project, which will be followed by the problems that were encountered during the implementation and the realization of the schemes, lessons learned and practical tips on how to make a project work, interesting to all those who will be organizing such a project in the future: how to begin, where to get finances from, how to handle communication etc. (for more lessons learned and tips from many of the cases in the LIFE CYCLE, please see Chapter 4: Best Practice Handbook on Active Transportation).

4.1 BIKE TO WORK IN BELGIUM



BRIEF DESCRIPTION OF THE PROJECT AND CURRENT STATUS

Bike To Work (hereafter sometimes called BTW) is a national scheme in Belgium which was initiated by the two major Belgian cyclists' groups. It takes key elements from the successful Danish, Swiss and German schemes. However, it is adapted to the local and national circumstances and it incorporates features from other actions.

BTW runs all year long; cyclists and companies can register at any time. Companies pay an annual fee whereas individual cyclists do not pay anything. Cyclists receive "Bike Points", one for each day of cycling to work. If their employer registers to participate, these points can be redeemed for prizes such as restaurant meals, books, weekend vacations, tickets for football matches, theatre & jazz shows, discounts in shops, etc. If one's employer does not participate, the points accrue nonetheless, and employees may ask for their company to join. They could try to convince their boss to participate, or they can ask BTW to do so. A click on the "Tell My Boss" button allows them to inform BTW of their interest, and the possibility to provide the name and contact info of the correct person for BTW to reach.

At least once per year, campaigns are held, where the Bike Points also serve as lottery chances to win prizes. In the 2009 "Bike To Work Team Challenge" prizes were awarded to teams of up to 4 people. The '09-'10 Winter Campaign awards one prize each week to individuals who biked to work that week, even if their employer does not participate.

The BTW site was launched in the spring of 2009 with two major banks participating. The Bike To Work Team Challenge was held for 3 weeks in September with over 150 teams from about ten participating employers.

By the end of 2009 there were 60 participating employers, 2,900 registered cyclists, 50 sponsors offering prizes (products, discounts, etc) in exchange for Bike Points; and the Bike To Work counter showed 1.16 million kilometres had been reported. By the end of 2010 there were over 10,000 cyclists registered and employees were registering one million kilometres cycled to work each and every month! Several hundred teams competed in the spring campaign. In the winter of 2010-2011, thousands of cyclists were challenged to cycle to work more often than various public figures. Those who did so were entered in a prize draw. In this way, Bike to Work stimulated employees to maintain their link to the campaign throughout the (s)low season.



PROBLEMS, LESSONS LEARNED & TIPS

Here are some of the key points in the development of the BTW project which may be useful for others involved in developing Active Transport initiatives. Included here are problems encountered, sometimes solved, lessons learned and a number of tips based on the experiences of those involved.

Make a plan. Here are some other choices that we made right at the beginning:

1 to make BTW a national project and not limit it to one region or city, and therefore make a multi-lingual web site. The Rationale was to increase the chance to get corporate companies on board and to increase options to obtain funding from multiple local, regional or nation authorities.

2 to use the website as the central platform for all administration. Registration is only possible on the website and participants also set up teams there.

Rationale: although the initial investment is high because the website needs an application in the background, it avoids paperwork and manual handling of the registrations. As all the cycle trips to work are to be registered on the site as well, data are available to add ongoing counters on the site and nice features as the users and company's "bike rate". The costs do not increase with the number of users;

3 to make Bike To Work an on-going project, incorporating the Bike To Work Team Challenge as originally planned into the year-round project.

Rationale:

- the functionalities being in place to register cycle trips to work, there is no additional cost to allow people to continue to register their cycle trips to work
- encourage and motivate cyclists to continue to cycle to work after the Bike To Work Team Challenge ends
- Companies and cyclists can join at any time of the year and not only just before the Team Challenge

Open for cyclists: individuals can register for free and get their own "cycle calendar" to register their trips to work, set personal objectives and have a personal "counter" with the number of cycled days, kilometres, calories burned etc.

This resulted in a concept where the Bike To Work Team Challenge is embedded in a continuous incentive program for commuters and employers. The objective is to motivate people to cycle to work and motivate them to continue to do so.

TIP:
A plan is a basic starting point. A good plan is invaluable.

TIP:
Decide on some basic principles which you will work with.

TIP:
A campaign starts and ends and has "down time." Running year round keeps things going, and thus promoting cycling all the time.

"Bike Points" represent the incentive of the program – based on the idea of "air miles" programs offered by airline companies. Each trip to work by bicycle that is registered in one's personal "cycle calendar" counts for one point. If the employer participates to Bike To Work (and pays a fee), the employee can access his points and change them for vouchers giving access to a variety of prizes like free tickets for football matches, concerts and theatre, rebates on cycle equipment etc.

The participation to the Bike To Work Team Challenge and the "Winter campaign" is of course included in the Bike To Work program.

The Bike To Work Team Challenge

is based on the existing Bike To Work challenges in Denmark, Germany and Switzerland where cyclists team up with colleagues. Teams commit themselves to cycling to work at least half of the time during the campaign (which lasts approximately one month). If the team succeeds, it stands a chance of winning a nice prize (from a lottery draw).

The Winter Campaign: The idea behind the Winter Campaign is very simple: from November to March one winner is selected (lottery draw) each week among those who cycle to work. Each trip to work equals one chance to win a prize, which is usually a cycle bag, a voucher for a dinner etc.

LESSONS LEARNED

The global concept was generally well accepted by employers from the beginning. Its on-going character has proven itself to be a unique selling proposition. Up to now, most cycling initiatives in Belgium have been campaigns and thus temporary, which does not mean that the campaign Bike To Work Team Challenge is any less important. Successful BTW campaigns show what works: the elements of competition, team spirit and the possibility to win something. On the other hand, it takes some time to explain that Bike To Work is “all of this put together” and more.

- An on-going, permanent project is well received. As a plus it allows us to recruit employers and employees all year round and not just before the campaign
- The combination of a permanent, ongoing service offer (the Bike Points) combined with one or more campaigns is satisfactory.
- Communication is important. Something new has to be “sold” and because of the different aspects (Bike Points, the Challenge, the Winter campaign), we had to find the right wording to sell the (complex) message

LESSON:

The permanent, ongoing project and service offer (Bike Points) works.

LESSON:

Companies prefer paying for good service rather than getting lousy service for free.

LESSON:

Conceiving and building a website is one thing. Maintaining it and keeping it lively is another.

TIP:

Plan time and resources to keep the site alive.

Pricing is always an issue, but a correct pricing related to the offering is accepted. Our price setting is higher than other projects ever launched in Belgium, but it did not prove to be a serious hurdle to getting companies onboard. Decision making processes, the willingness or the ability to make available some company resources are far more an issue than a fee.

- Don't cut your prices. Instead focus on the service offering. Companies prefer paying for good service rather than getting lousy service for free.
- Fees diversify the funding of the project.

Website: Conceiving and building a website is one thing. Maintaining it and keeping it lively is another. It takes some time to conceive a site from scratch, to describe the functionalities, write the content etc. But the site was delivered on time and it worked. As the site is in three languages, it took extra

time to have it translated into French and English. Simultaneously updating and refreshing the site (mainly the news on the homepage) proved to be time-consuming as well. This is something we underestimated.

- Plan time and resources to keep the site alive
- A multi-lingual site proved itself to be a competitive advantage: corporate companies in Belgium require this.

There was a clear choice to invest in the website as the central platform. This choice limited the budget until December 2009, reducing the available resources for flyers and posters for example. Nevertheless, we think it has been the good choice. More and more we discover that the website is a basis for further developments offering opportunities to get more companies on board and to promote cycling to work.

We discovered these advantages simply by listening to examples from prospects, cyclists and employers.

- Develop the Bike Points and make them “company specific”. A functionality that offers employers the possibility to offer prizes against bike points for their employees only. Employees/cyclists of other companies do not have access to these prizes; they don't even see them. Bike To Work becomes an off-the-shelf solution for employers who want to offer more to their cycling employees.
- Develop the possibility to set a company specific objective. For example: the company wants to achieve 250,000 km before the end of the year, or wants to achieve a Bike Rate of x%. If the objective is achieved, the employer commits to give money to a social project or charity. Again, Bike To Work is used as a platform, offering the functionalities to work out the companies own projects.

The Bike Points: the concept is simple. Find some prizes (rebates, free tickets etc) and put them on the site in exchange for Bike Points. Initially we looked for cycling related prizes, but it is more interesting to broaden the scope and offer free tickets for concerts and theatre etc. It links cycling to culture or sport or healthy food etc.

- The idea is nice and simple, but it is very time consuming to start it up. Once you start it, you have to constantly “feed” the site with prizes
- Bike Points offer an easy solution to build a continuous incentive program.

Website only. A clear choice as from the beginning. There is no other solution if you want to roll out a continuous program. It is impossible to manage the Bike Points with cards. It is an efficient way to build reliable data and to organize the Team Challenge

- A website backed up with an application, but make sure the registration, the calendar and all the features offered are very user-friendly. Some screens were not clear enough in the beginning, resulting in a slew of unhappy E-mails

LESSON:

It takes time to explain what a multi-faceted Bike To Work scheme includes.

PROBLEM:

Poor response from employers' associations and health care insurance organizations.



- A few companies with an important number of blue collar workers decided not to join Bike To Work because they considered not all of their employees have access to the internet
- Even if you have a website to manage the registration, you need some “human contact”. Cyclists will write E-mails asking for even more features, complaining about cycling roads, making suggestions etc. Make sure you provide the service, but turn it into an advantage for the employers.

Finance: we choose to diversify our funding over fees from participating companies and subsidies (funding) from governments. The first subsidy is committed and we hope others to come. Being part of an EU financed project helps convince governments on all levels, but it takes time. LIFE CYCLE opens doors to subsidies from the ministry of health, whereas we are usually focused on mobility. Now we can approach both. But it takes time to have it decided.

In Belgium some governments have their own (limited) cycle campaigns or support existing campaigns.

- Try to have some funding to finance the start up, but make sure that you don't depend on one source or even one type of resource (only governments for example) over time. If the funding stops after a few years, you are dead

Communication: we had some press, but not enough. While launching the project, we did not have the time and resources to organize an impressive press event. On the other hand, the rather slow start with two customers allowed us to detect the weaknesses in the registration process and we could correct this. We were also disappointed about the response from employers' associations and health care insurance organizations. Until now, we could not count on their massive support for divers reasons (crisis, other priorities, priority to own projects etc). An article in a popular Sunday newspaper generated a few hundred registrations in a few days and finally lead to new employers who registered.

- Press communication works. It leads to registrations on the site and with the "tell my boss" function we put on the site, we got some interesting leads
- Communication has to be included in the yearly cycle. We create this opportunity with the Team Challenge and the Winter Campaign.
- Communication on Bike To Work to be better embedded in the communication plan of our organization

Embedding the Bike To Work Challenge in a continuous incentive program is ambitious and needs extra resources to implement it and keep it running. As it is all new, everything had to be done at the same time. And whether you like it or not, you have to go through a learning curve.

- Closing advice: Don't panic if you don't get companies on board from day one. If you really offer added value, they will participate.

TIP:

Don't panic if you don't get companies on board from day one. If you really offer added value, they will participate.

LESSON:

Once you start a prize for points system you have to constantly "feed" the site with prizes. But you are building a continuous incentive program.

4.2 ON THE MOVE TO SCHOOL!



QUÉBEC'S ACTIVE AND SAFE ROUTES TO SCHOOL PROVINCE-WIDE PROGRAM

How to go from a pilot-project to a provincial program in 5 years: Following the success of the initial pilot project in 2005–2006, Vélo Québec decided to make “On the Move to School!” a permanent program. Making health a priority is a natural and logical progression of the work Vélo Québec has undertaken over the years – our expertise in active transportation and province-wide reputation have helped to build credibility and achieve the goals of the program.

Québec's government policies: In Québec, there is political support for active transportation and healthy living. Funding is therefore becoming available for education and awareness programs but also for infrastructure work to make municipalities safer and even walking- and cycling-friendly.

Partnerships: Partnerships are essential to raise community interest in the health, environmental and safety aspects of active transportation. In each community that receives the

program, Vélo Québec forms key partnerships with the local schools, parents, police, and municipal government. But many other partners are integral to the success of this program and play a variety of roles, including:

- Providing funding, in-kind contributions and promotion of the program;
- Endorsing Vélo Québec at other regional tables; and
- Making recommendations that align with priorities and projects that are already in place – and in turn contributing to the project's success.

LESSON:

There are different types of partners. Some provide financing, others help with promotion and marketing and still others who open doors or provide resources.

LESSON:

Partnerships are essential.

TIP:

Build a team with key players to get things on the ground faster.

Key decision-makers that oversee the project approach are Vélo Québec, its regional partners (who provide the program outside greater Montréal), and the principals of the participating schools. The success of the project depends upon their collaboration. Partners have proven to be critical in helping build a realistic picture of what can be accomplished in each community. With the right partners, there is a greater chance that changes to neighbourhoods and changes in behaviour will be realized. Building connections with those who are already taking action can help to ensure the success of the project.

Funding: Long term funding is of help to build a good team and find partners in each region. However it's rarely available to education programs provided by non-profit organizations in Canada. However, Vélo Québec has obtained a major three year grant for "On the Move to School!" which results in a total budget of about \$ 1.4 million (CDN) per year to implement the program throughout the province. A team of six full time employees work on the project in the offices of Vélo Québec. Partners in Montréal add another four employees for a total of ten people working with about 60 schools in Montréal. Vélo Québec employees also manage the provincial program. The regional partners put about 20 people to work in ten regions and that number will increase next year with five new regions. They currently work with 75 schools with a yearly budget of about \$ 300,000 provided by the provincial On the Move to School! budget managed by Vélo Québec. That money covers salaries and transportation fees. Vélo Québec provides training to partners and all the material required by the program. Partners can also add to their revenues, and therefore work with extra schools, by getting local or regional funding.

Getting the municipalities on board: A specialist works with each participating school to assess the safety problems in the area around the school and to identify possible solutions. The next step is to work with the municipality to modify the urban environment of the school and neighbourhood. This may involve the installation of bicycle parking facilities or other infrastructure likely to encourage active transportation among students. Vélo Québec manages a new program, "On the Move in the Community!", which provides training to municipal engineers, planners and elected officials to help them assess school mobility plans and integrate their recommendations into their general transportation planning.

LESSON:

Stay flexible. Things that do not seem OK initially may prove fruitful in the end.

LESSON:

Have your specialists work with the local players to lay a good foundation.

Lessons Learned: For Vélo Québec, the key to success has been investing energy into building partnerships at the beginning. In each community, the Vélo Québec specialists work with the local players to lay a good foundation. The "On the move to school!" team provides support to the school over the first three years, at which time a transition is made and the responsibility is handed over to the community. The goal is that at the end of this period the partnerships will be cemented and the program will run autonomously.

The success of the project rests on Vélo Québec's ability to empower the schools themselves.

Lessons learned in partnership building include:

- Go on-site to the schools and mobilize the school and the parents;
- Build a team with key players to get things on the ground faster;
- Remember that there are many types of partners – e.g., those who provide financing, those who help with promotion and marketing and those who open doors and give resources;
- Stay flexible. Partnerships that do not seem initially well-aligned may prove fruitful in the end.

Advice to Other Communities: This project has proven to be very adaptable to different communities. The key is getting to know and understand the environment in question. Each school is unique and will have its own active transportation needs and priorities.

Vélo Québec has already reached out to urban, semi-urban and rural communities. The versatility of the program means it can happen at any scale, as long as there is an understanding that the solutions need to be adapted to each location. For example, semi-urban settings tend to revolve around car use, and pedes-

LESSON:

Partners helped build a realistic picture of what can be done in each community.

trian routes are often poorly connected. In rural areas of Québec, a village may have one road and often no sidewalks. In some areas, the solution may be as simple as removing snow from sidewalks on the route to school. Each community will need to identify its issues, and find its own solutions to promoting active transportation to school.

MORE LESSONS FROM VÉLO QUÉBEC

It is essential to be aware of participant's expectations and requests they make, so that you can determine how to best respond. Will you accede to the demand, or instead reply with a soothing answer why it is not possible?

- Students expect activities to be suited to their age with an appropriate degree of difficulty.
- Teachers expect school activities to be linked to the curriculum without adding to their workload.
- Parents expect to be educated about the program's activities and how to encourage safe active transportation.
- School administrations expect the program to cost no money and that all support come from the program team.

LESSON:

Go on-site to schools and mobilize those at the school and the parents too.

TIP:

Get to know and understand the environment in question.

LESSON:

One size does not fit all.

TIP:

Offer a range of à la carte activities.

An approach to be replicated: Following the success of the pilot phase, Vélo Québec is continuing to develop the program and has obtained the collaboration of regional partners for deployment in Quebec outside the metropolitan area. The program is booming and the success of its growth rests, among other things, on two elements.

- Vélo Québec's province-wide reputation, its expertise in active transportation and its knowledge of the field in the Montreal metropolitan area, which ensured the program's credibility from the very start and thus fostered the support of numerous partners.
- Collaboration with regional partners. The specific knowledge of regional partners about an area and their experience in regional mobilization made them essential players in ensuring community support for the goals of "On the move to school!"

The response from the community confirms that the timing is excellent for the launch of a program for active school transportation.

The program must offer a range of à la carte activities, with each school selecting a few based on its needs.

4.3 BIKE TO SCHOOL, TO A DEGREE & TO WORK, IN AVEIRO, PORTUGAL



BACKGROUND

Aveiro has a long standing tradition of cycling, partly because of its flat surroundings and partly because bicycle manufacturers are located in the area. But with the boom of car ownership, the share of cycling in Aveiro (including motorcycles) dropped from 22 % to less than 7 % between 1991 – 2001. The Portuguese Parliament voted in early 2009 to implement a national cycle promotion plan. The city of Aveiro embarked on a 3-year project to promote cycling on a number of different levels. Here are some of the challenges they faced, and solutions they found.

The local “Critical Mass” cycling organization and researchers at the University of Aveiro helped organize meetings with a welcoming atmosphere for people who were interested in cycling. Many argued that cycling was not safe and that special infrastructure for cyclists was needed. One of the results was the resolution to organize tours around the city to show that the safety concerns are realistic. Such tours became part of the promotion actions.

PROBLEM:

People say “Cycling is not safe”. Parents don’t allow kids to ride bikes to school.

BIKE TO SCHOOL

Promoting cycling was not part of the national curriculum, and schools were constantly challenged to support various campaigns (environmental etc.) so it was not easy to reach the school board and the teachers and to motivate them to support the actions. It was a major challenge to find even a couple of teachers who were keen on cycling.

Teachers’ perception of an external project was: “more work”. The approach we adopted with municipal schools was the following: we informed the school staff about many different ways how to fit cycling into the school activities.

We proposed to organize clubs and events, to give classes and to provide any support required by the school for the development of the project. To reduce teachers’ work burden we organized a short presentation in each school which informed them about the project and showed them how to promote it among students and parents.

Parents were especially concerned about safety on routes to schools. Many students are not allowed to cycle to school. In response, training for students in the real traffic environment was offered. But it was not enough for some parents who said that major improvements in the traffic environment were needed to change their perception of safety. The next step was to offer children and parents guidance on the best, and safest, routes to their school. In the beginning the actions focused on cycling as a healthy means of transportation. But for children, we changed our

focus to the appeal of the bicycle itself, the enjoyment of cycling. Therefore we started a variety of bicycle related activities and events.

In 2008, 500 children, about 25% of the schools' total, received basic road education training and cycle training in traffic around the school during the pilot phase. During the year some events were repeated three times in each school, on a smaller scale. In Spring 2009, all of the almost 100 children who wanted and were allowed by their parents to ride a bike to school were given lessons and recommendations on riding a bike in traffic.

The following year the same kind of activities were carried out in 7 schools with about 4,000 students in total. To overcome teachers' resistance, before starting the activities in the new four schools, the LIFE CYCLE team organized seminars for about 50 of the teachers and staff, inviting specialists on mobility, health and environment.

In the third term, many children (250 in the 7 schools) accepted the challenge and enjoyed going to school by bike, on a regular basis. In four schools, in the end of the school year, a bicycle tour with picnic was organized and most of the pupils attended (around 2,000 of the 2,500 pupils).

The lack of a network of infrastructure for cyclists remains the main problem, and in particular safe routes to school. Without the perception of safety by parents, it will be difficult to improve ridership to school by bike, because parents won't allow their children. But, under the ongoing Municipality Mobility Plan improvements are being planned with special attention to routes to school.

PROBLEM:

Insufficient support in the schools. There are many demands on schools to give time and attentions to many topics. Teachers think that promoting cycling will be more work for them.

TIP:

Approach school staff with many different ways to fit cycling into school activities. Approach them with working solutions causing no extra work of theirs.



“BIKE YOUR WAY UP TO A DEGREE” AT THE UNIVERSITY OF AVEIRO

The university campus is located in the city centre, with more than 10,000 students and 1,000 staff. It is surrounded by cars and the use of the bicycle is very low. A major goal of the municipality was to increase bicycle use among students.

Over 5,000 students, 2,000 of them first years, were involved in the week-long cycling events, experiencing in one way or another just how fun and easy it is to ride a bike around the city. One event enjoyed by over 500 students was a 45 minute bike tour with a guide, to get to know Aveiro.

The events of the “bike fair” were replicated during the year four times but for only one day. Seminars with specialists on mobility and health were organized as well from September 2010, as part of the curriculum of related courses. Seminars have been held in a variety of educational fields

including nursing, primary school teaching, geriatrics and town planning with a total of 250 participants.

The main obstacles that were identified were the fear of accidents and the lack of infrastructure for riding and parking the bike safely.

The keys to success of this project were the partnership with the university, and the student "Bike Ambassadors". The cooperation with the university as a partner was essential for the planning process. It was even more important for dissemination purposes: University newsletters, mailing lists, student's Union newspaper and other associations. Two fellow researchers of the university, together with the three people on the LIFE CYCLE team worked part time for three months in the planning and organization of the fair and the dissemination materials.

Three older students won a sponsorship to become Bike Ambassadors in the University for the 2009/2010 academic year, promoting the use of bicycle. Three older students had been appointed Ambassadors in the University to raise awareness and develop a taste for bikes among first year students. Direct contact between the Ambassadors and students was found to be a key means of creating empathy and a trusting atmosphere.

"LET'S BIKE TO WORK" IN AVEIRO PORTUGAL

This promotional campaign aimed to improve the use of bicycles amongst working citizens in Aveiro. The main features were street dissemination of brochures and advice, mass media spots, including radio and billboard

PROBLEM:

Weather during the 3 months of the action was quite unstable making it difficult to create routines.

advertising, and a prize draw. The LIFE CYCLE team built the Bike to Work project on the local history of cycling, and the fact that it is home to the main bicycle production in Portugal. 565 registered their commitment to ride a bike frequently for a period of two months, and were eligible for the prize draw. Another event involved recuperating about 150 old, but serviceable, bicycles. These were fixed and cleaned up by the Municipality and then sold at prices everyone could afford. The action for municipal employees started with an informal seminar to disseminate the project and its objectives. We sent internal e-mails to everyone as well as a flyer about the project. The monthly municipal newspaper also reported on LIFE CYCLE.

Most feedback comments were related to safety. We persuaded some colleagues to try to ride a bike in the urban area and the result was positive. They admitted that it wasn't as bad as they had expected.

Many employees gave positive feedback on cycling. But the excuses for not cycling to work were many: living too far away or rain, need to take children to school, getting sweaty at work and no showers. To overcome some of these and help employees enjoy riding a bike regularly, municipal bicycles were made available on demand for all

purposes: park & and bike, to ride for lunch or to ride for duty in the city. A sponsor offered bicycles as prizes for the best team as another incentive.

However the weather during the 3 months of the action was quite unstable making it difficult to create routines and as the time went by, the number of

riders kept decreasing. For the following actions, we held regular events during the action to keep it alive, and this produced a better result.

These three examples may perhaps seem too specific to be useful to your situation. Therefore we have reviewed a large number of other active transport cases and distilled the tips and lessons they reported in the next section. Over 100 reports of active transportation which were considered to be best practices were reviewed. The results were condensed into the following collection.

PROBLEM:

Few attended the first informal seminar about the project.



4.4 WHAT OTHER EXPERIENCES CAN TELL US

Here you will find a section on Basic Needs and Key Lessons, as well as tips on communication, support & cooperation, involvement & cooperation, problems faced, strategy and more. We stress here that all of this information has been gleaned solely from the experiences reported from people running active transport schemes. We therefore expect you will find them to be relevant and worth consideration and study as you develop your own scheme.

BASIC NEEDS

There are several points that must be seen as basic, fundamental needs to address in any new active transport scheme.

Staff support: The people who are involved in promoting the active transport initiative must be supportive of it. Working in schools usually means that teachers have a role to play. If they are not on-board, then sustaining the scheme will be very difficult. If the higher levels of administration are not on-board, it is unlikely that teachers will continue an action, even if it appears to be successful. Therefore, it is essential to have support, preferably active promotion, for the scheme from all levels in the school. Similarly in other institutions, the boss needs to know, and approve

of changes affecting work and workers. The flip side is a top level boss or administrator can make a big difference with his or her example. The school principal or CEO who comes to work on a folding bike, and encourages staff to do so as well, gives a big boost to any bike-to-school or bike-to-work program.

Keep It Short and Simple (KISS): Teachers are not happy to increase their workload. (Who is?) So if teachers must participate, the thing they are asked must be easy to do. But the principle applies to many other schemes. If workers must first apply for or reserve a bike, then go someplace to collect a key (which must be returned), and then go elsewhere to collect the bike, they lose time. In Zurich, city employees use their office key to access the bike storage.

LESSONS LEARNED:

The following is necessary in order to succeed with a school project:

- Full support from the teaching staff is essential.
- The pupils must be motivated and think that the project is fun.
- There must be a safe pedestrian and cycle path to school.

“ Workplace programs that are the most successful offer a wide variety of travel options. Guaranteed ride home programs, for example, can be critical factors for those who wish to cycle to and from work. ”

SAFETY:

Offer traffic safety training and specific information on the local traffic risks and situations. Demonstrate the relevance of safety campaigns in the target area.

Motivated participants: It seems too obvious to say that the people involved must be motivated to participate. They have to want to do it, again and again. Active transport is not a one off. One case said the problem was simply to have employees get in contact with the offerings.

Safety-Safety-Safety: Kids may be very excited to ride bikes, but parents are rightly concerned that their children are safe. Therefore, before kids can cycle near a school, the safety aspects of the activity need to be ensured, and then parents must be convinced of it. For adults, the same issue applies: Seniors practice using bikes, trikes and other adapted equipment in a place free of car traffic before being guided out onto city streets for more training and practice.

KEY LESSONS

Fit the activity to the situation and the circumstances:

Whether the activity you are planning is completely new and innovative, or an application of a successful scheme done elsewhere, it will have to be a good fit with the target group, and the place of implementation. No two schools are the same. Affiliates of one company differ from one community to the next. People who drive cars are not one homogeneous group with common characteristics. Nor are bike riders or those who walk for transport. Your plan will work best when enough of the relevant issues have been considered, and integrated into the new mobility offering presented. The active transport activity should be relevant and in line with the situation where it will be implemented. This means that it must fit with the specific circumstances of the region, the general area, and the local situation. Local refers here to the immediate surroundings. The offering must fit the needs,

knowledge and interests of the target group. One report noted that business will not address traffic problems which are more than 1 or 2 years in the future. Another recommended that transport schemes must solve existing problems. Still a different project saw that the school teachers were not aware of specific traffic risks and road conditions nearby the school. Likewise, they knew little about traffic laws and regulations affecting cyclists and pedestrians. The teachers were educated on these topics as part of the build up to launching a walk & bike to school action. The specific details of the school, company, or site including the style or "personality" of the organizations must be considered, and fit into the active transport tender. The circumstances and situations are quite likely to change over the duration of the scheme. How you are monitoring this, and adapting to the changes, will be important in determining how the scheme progresses.

Support, cooperation: It is essential to the success of most projects that they have significant amounts of support and cooperation from people and institutions outside your organization. Support comes in many forms, including offering a room or other space to hold the activity. One project attributed part of their success to the use the City Hall building for their kick-off event. Another has local police take part in the training for cyclists. A third uses the parents' organization to staff the break time, where the snacks and drinks are provided by the local mayor. Different kinds of partners will provide different types of support. Keep in mind that it may not always be immediately clear how such partners or offers can be useful. Sponsoring is another way that projects can be supported. It can be very important, say some of the case reports. It comes in various forms: cash, products, prizes, food, staff, publicity inside the target organization, or in the press.

SUPPORT:

It is important to gain support from those to whom the measures are targeted through awareness raising actions.

LESSONS LEARNED:

Success depends on combining the specific activity with content based mobility projects fitting local needs.

“ Mobility management measures have to be easy to implement for teachers (easy, not time-consuming and limited in preparation and realisation). ”

“ The development and implementation of mobility management measures depends on the ‘personality’ of the company and the mobility manager: changes in mobility behaviour are unlikely if no one is pushing for them. ”

TIMING:

Major road works and road closures can create ideal opportunities to encourage car commuters to try other modes. But the alternatives provided need to be very high quality and as easy as possible to use.

“ Partnering with a variety of organizations can bring about several benefits, such as accessing expertise or sharing program costs. In some cases it makes sense to cooperate with local cycle shops and pubs / caterers or maybe even to ask them to sponsor the event. ”

Communication, Sales, Publicity: Communication and Sales, includes how the information is presented to the gatekeepers, the top-level decision-makers, as well as the mid-level managers, and the end-users. They are the final target group. They must be sold your active transport offer. Attention in the press and other media can have multiple benefits: obtaining new participants, while motivating those currently involved. Many individuals and sponsors like to see their activity mentioned in the media.

Problems: There is a wide variety of problems that projects face. Here we list some of the ones reported by successful cases. Their solutions to the problems may or may not be relevant to you. Weather can put a damper on many activities, especially outdoor ones. First time users may be easily out off by even a light shower many hours before the event. But, highly motivated people turn out in all types of weather. And, seasoned cyclists either know, or show that “There’s no bad weather, only bad clothes”. Finding the right time for

planning the event is probably both a science and an art. A weekend date that looks good to you may also look good to other, bigger organizers. So you should consider alternative dates.

See/do: See what is happening in the community, in the region, and specifically with the target group. Observe how actions like yours are or were accepted or rejected. Take action; respond to deal with the situation. Watch closely how your action is received and act to deal with the consequences. Example: in several actions there was more demand than could be met with the available staff & funding, so an active search was made for resources to meet the demand. This may seem banal, and too simple or obvious to deserve much attention. But about one third of the reports mentioned this as a lesson learned, a tip for others or even a Key to Success.

TIPS AND TRICKS – BASIC & ADVANCED

There were a wide variety of different specific tips and tricks that were reported. They included things that could be considered both basic & advanced.

Examples: Promoting the feeling of prestige among children participating in “Beauty & the Bike”; the attractiveness of prizes offered at lottery events; the success of try-out events; teams; etc

Lessons learned in on project: “Schools also noted that club member cards are great motivators for students and that most of the students had fun with them. In addition to the walking club the participating schools also started several other activities such as a 30 minute “river walk”, Jogging clubs or Frisbee clubs.”

Involvement & cooperation, convincement, opinion leadership: Get the people who you are working with involved in some of the development steps along the way. If teachers will be delivering a message to students, it'd be useful to consult with some of the teachers and/or the students while you work out the specific procedure and messages. The people who are involved in this way are more convinced of the correctness and relevance of the action.

Supply & Demand: Sometimes the problems are that there is an offer in an active transport scheme but there are not enough participants. This may be the case when the offer does not fit well with the interests or demands of the target group. Sometimes the offer does not appear to

solve a problem. The issue may simply be lack of awareness of the offering. All in all, it is useful to note that many successful cases report they had to deal with insufficient demand at some time. On the other side of the spectrum, some active transport schemes suffered from an over-demand. There were too many people asking to participate, and there were not enough places, or trainers, or bikes. In one case, the organizer conceded that the public transport system could not handle the number of people wanting to be part of their activity. Success breeds success, and it is good to be prepared for the possibility that there is a high demand for your offering.

Amount of work needed: The amount of work that needs to be done will vary depending on how the program is structured. A central website for registering participants will take about the same time to generate, whether it is for tens, hundreds or even thousands of people. But, while setting up a website might look easy, there are plenty of things to consider, and work to be done to keep it functioning well, and lively. Working with volunteers takes work. If your project will use significant amounts of volunteer time and staff, be prepared to replace them as needed.

Specific / Special: Some problems and solutions that were reported are specific to the type of active transport program. You will likely profit most from studying several programs similar to what you will do, and consider the problems and tips and lessons learned. One case reported that there are challenges working with senior citizens because of their declining skills and abilities: they are sometimes not aware of this, or they refuse to consider it.

RESEARCH RESULTS:

Students who discuss environmental issues and encourage others to be environmentally friendly are more likely to behave in a better manner towards the environment.

INVOLVEMENT:

The parents who were involved in the school mobility committee and in accompanying the children on the routes were more convinced of the benefits of the project.

MATERIALS:

We developed local adaptations to the Swiss course working together with the target group and some of the Swiss trainers, using their knowledge and experience.

Use tested materials: You don't have to reinvent the wheel, they say. There is a good supply of educational and informational resources available. The traffic and mobility situation that you are facing is unique, but it is also comparable in some ways to such situations in many other towns and cities. Make use of the experiences and materials that others have had. This guide provides some. LIFE CYCLE's Best Practice collection contains many more, along with contact information so you can communicate with people who have trodden or cycled your path.

Strategy: Start right. Study the situation, and the resources you can bring to bear. Be clear about what it is that you want to achieve. Consider alternative ways of meet-

ing that ultimate goal and making changes as time passes and things develop. But don't change the goal. Consider how to measure your success. Many projects reported that they did not obtain the desired impact in the early stages in terms of counts of participants, income generated, etc. But, they could assess that enough progress was made to foresee continued growth and ultimate success. Don't be impatient or easily frustrated.

COMMUNICATION:

1. The personal benefits of the different measures for staff and clients have to be made clear.
2. Address people with the topics that they are familiar with, and open to hearing info (ex people and companies are willing to focus on health rather than environmental benefits).

“ At first, the governing municipal committee was not very enthusiastic about the campaign. But our constant encouragement and efforts finally convinced all the leading municipal officials to approve the project. A total of € 20,000 was necessary to achieve this goal. ”

“ Strategic long term measures, such as establishing a mobility fund or developing a central parking system, are best when mixed with 'quick wins', such as cycle maintenance sessions and walking promotions. ”

4.5 EXPERIENCES FROM THE 2010 ACTIONS

In late 2010 the LIFECYCLE partners analyzed their experiences promoting cycling. Here you'll find their advice and recommendations for different age groups as well as some lessons they learned. There is also an assortment of other problems which you may encounter.



CHILDREN AND YOUTH

As part of the preparation, carefully check the legal situation in the country and region you plan to work in. In some places, some children are not allowed to cycle on streets or to school.

In Schools: Presenting topics and actions in the schools yourself helps to give the message and the idea more authenticity. If your project staff does this instead of teachers, you also avoid adding to the teachers' workload, a point made by several different projects. The good news is that teachers and parents report that children give a lot of attention to ideas presented by others, even if it is the same message they have been trying to present! On the other hand, involve the teachers in practical activities such as bicycle training or excursions whenever possible. Invite them to make contributions to the concept and the implementation. But don't require it, and so you need to be prepared to move ahead without such input. Children show a high level of creativity and engagement. When inspired, they will

come up with some very nice results. Work with children is manpower intensive. The advice is to work in smaller groups and with enough trainers/adults.

Many children would like to cycle but parents are often afraid for their children. We observed this in several of the LIFE CYCLE activities, and it is quite common. A study in the UK showed that nearly half of children wanted to cycle to school but their parents or schools were opposed for safety reasons. In areas where very few adults cycle, children aren't able to learn the habit – and the necessary skills – of cycling from their parents. In such cases, a school cycling campaign can help children develop skills and habits to make them life-long cyclists, and perhaps even to influence their parents' transportation choices.¹

Planning for any actions in secondary school should consider that holding cycling actions during primary school can be very useful for several reasons. Consider some examples for primary schools from LIFE CYCLE Best Practice Handbook, like cycle training in the framework of a cycling

¹ www.presto-cycling.eu/images/factsheets/presto%20promotion%20fact%20sheet%20on%20targeted%20campaigns.pdf



test, the Safe in the Saddle campaign for children and their parents or the Traffic Snake game. Having done these first, in the secondary schools, you can then more easily follow up on such actions or introduce new actions that address pupils individually, like a bike to school campaign. As the children are already used to school-based cycling actions, the set-up and participation in secondary school is much easier to achieve than if there were no actions during primary school time.

One problem you may face, as have others, is that some teachers were less welcoming and open than expected. There may be many different reasons for this type of response. Other teachers may feel they cannot spare even five or 10 minutes from an over-filled educational program. In both cases, try to get feedback from these teachers to determine what you might be able to do. In some cases the teachers are so overworked that they might welcome the chance to step aside for 30–60 minutes and know that their students were getting valuable lessons in the context of your action. These are of course but a couple of the myriad possibilities.

FOR KINDERGARTENS

Offer an incentive to get kindergartens interested in the first place. Kindergarten teachers are very open to new ideas and show a positive attitude towards the activities. It can be very rewarding to give these kindergarten leaders freedom for their creativity. The train-the-trainers approach (here used to train the pedagogues) worked very well.

ADULTS

Involve role models and/or celebrities who endorse the campaign such as the Belgium weather forecaster who is an active commuter cyclist. He sometimes starts his forecast with sentences such as “Tomorrow will be excellent cycling weather”.

Competition is good but only for a limited period of time such as 1 or 2 month campaign, but not constantly. It's advisable to have only 1 or 2 a year and have other activities the rest of the time to maintain interest and contact. Examples can be found in the LIFE CYCLE Bike to Work activities in Hungary and Belgium.

Employers, especially large commercial ones, are keen on seeing figures, be it a description of benefits they can expect or the development of their company in terms of cycling over time and compared to other companies.

PROBLEMS OTHERS HAVE FACED

One project had quite a difficult start because the concept was completely new to the organization. There was a wide variety of arguments and resistance to the project from inside the organization. This included opposition to running such a big project covering the whole country when the group was relatively small and only active in one region. There was a sentiment against working closely with other cyclists' groups which would be necessary, as well as conflicting ideas on the concept, approach, and implementation. The lesson learned was to be tenacious: hold on to a good idea, and stay motivated.

When dealing with municipalities, if the local mobility plan does not include cycling, there is a good chance that the administration shows little or no motivation or support. Here the near-term solution is likely to be finding one or two key people inside the administration who are sympathetic, and will give you a hearing. Getting them to contribute to your plans and ideas can help, especially if such people start to feel that the plans are theirs.

A frequently occurring problem is that people who have registered don't attend, and or drop out i.e. don't complete the activity. Solutions for this may include getting feedback from those who drop out, adding support staff where possible, or consider how to get people to feel more committed, perhaps by charging a fee.

SHOPPING TRIPS

- To get shop owners and managers to participate and promote a "Bike to Shop" action, you'll need some different arguments than those that may work well with other target groups. Here are some sales arguments that have been used with success.
- It's a gain for local retailers, since cycling trips are on average 3–5 km. This leaves large shopping centres out of cyclists' range.
- Turning customers into cyclists creates a relation between shop keepers and customers and ties the customers to the shop.
- Finally, if there are the same number of customers coming but with fewer cars, it means there is more comfort for the remaining cars

SENIORS

For cycling to health classes providing bikes and clothes and other equipment can help to attract people. Then they do not have to worry about organising or transporting them. Remember that until people feel they can cycle safely in traffic, a bike is something they need to transport, rather than the thing that transports them. Cycling groups have found that they can work with partner organizations (like health organisations) to promote and deliver the action. Seniors are tough clients. It can be very hard to motivate people to make the first step, to even acknowledge that



they are getting older, or have reduced capacities, physical or mental. Some people want to cycle, but are afraid to do it. Seniors need to feel secure, both physically, and in their understanding of traffic rules. Cycle training should therefore include tests of physical skills, theory and practice. Pedelec (electric bikes) may help, especially if they are introduced in a non-threatening and enjoyable setting. Help people follow their improvements and see their development so that they can be proud of it. Use a positive approach instead of negative consequences such as "preventing illness" or "doing something about your weight". Consider using the social aspect to motivate people. Include events like going out for coffee and cake or to a beer garden, thus using cycling as a tool to bring people together. Promote other social activities and fun (e.g. excursions) instead of exercise. In the same light, combine different needs such as a desire to be physically active and to enjoy nature like a trip to the forest.

That is a key message: look for social actions, socializing and then you'll access the seniors successfully!

One project leader summed up the lessons they learned by saying "These actions are changing people's lives. They are giving people independence."



PROBLEMS YOU MAY ENCOUNTER

Here is a collection of problems that were faced during the development or implementation of cycle promotion actions, but which are not specific to any one age group.

There is a variety of what can be called “resource problems”: too many things to do, and not enough time, skills or training. A lot of staff & partners were needed or more were needed than expected. Finding and getting volunteers to assist requires considerable work. Some staff had many new and complex tasks, including running the campaign and selling it to customers. It takes a long time to get some organizations, like employers to decide to join up.

There are many negative perceptions about cycling. The first and foremost are safety concerns. Many people rightly say that they need cycle friendly streets & roads. Another is the idea that bikes are for poor people or marginalized people. Sweaty cyclists and that cycling is seen as a sport, and

not easily considered for transport can also hinder people from seeing your bicycle offering as a good solution. Partly related to these perceptions is a low level of cycling in many places. This itself presents a major challenge, just making contact about such an uncommon activity.

A critical area for all activities is promotion, press and media, and any forms of publicity. Press is decisive, is how one leader put it, if you can get it. But it's hard to get press and media attention. Novelty and creativity are critical, and that takes time and effort. Coming up with a new angle, a new idea twice a year, one year after the other, is difficult to do. The teams who are successful will confirm it's worth the effort.

LESSONS LEARNED

To have a successful action you need to have the right people in the right places. This lesson applies in a variety of situation. When working with a company, it is of great value to have someone from inside the company to coordinate the activities at the workplace. The same applies to kindergartens and schools: any activity needs a person that serves as the contact as well as the internal coordinator of the action to assure its smooth implementation. If your organization is directing a program from a central headquarters, you need to have at least one activist to start and promote local actions.

Motivation is critical, at all levels and whichever field you are working in. You will need to have the participants stay motivated over time. Competition, for example is suitable for short period, but not long term. To find ways to keep a project lively, and the staff as well, a coordinator who stays motivated and enthusiastic is invaluable.

Implementing a good idea will usually involve a lot of hard work and time and effort. Don't expect it to be easy. Find ways to maintain your motivation. Don't give up. Be sure you have a good idea and then be persistent.

If you consider replicating a project seen here or elsewhere, be keenly aware of the time needed to prepare an activity. Part of the preparation is considering the right moments to launch the project, and when to hold the events. This can mean 12 or 18 months pass before the beginning of the activity appears in public.

It was a pleasant surprise for the planners of the tours for new residents to learn that the tours organized with the Mayor were very attractive.

One thing that has appeared earlier in this chapter is that making direct, personal contact is important. Many partners working in different actions reported this. But it's worth repeating it in these days of electronic communications. Email and newsletters, websites, text messages and tweets, these are all valuable. But there is still a high value on telephone calls, and personal visits, face to face. Be sure to include them in the mix of communications, especially at critical times.

There may be a strong temptation to approach the largest number of potential cyclists or groups in order to achieve the maximum value from your promotion efforts. One lesson learned is that sometimes working with smaller groups or organizations over a longer period of time can be more effective, and therefore a better investment than with bigger ones. This way you can build a good basis which you can upscale or enlarge afterwards.

If your cycle promotion action requires payment to participate, consider if you can provide minimal or a "light" set of services for free. If you do so, you can build a pool of potential clients who may pay, or who can ask their employer or someone else to pay for the full set of services.

In closing, keep in mind that the cycling campaign you are planning or running is a tool; it is not the goal in and of itself.



4.6 CONCLUSION

In this chapter we have shared some examples of active transportation promotion schemes from across the world. We took a closer look at 3 projects in Belgium, Canada & Portugal, and presented two analyses: one looking at the 100 cases from the LIFE CYCLE Best Practice Handbook, and the second from the LIFE CYCLE experiences in the period 2008–2010. We gave attention to problems that were encountered during the implementation, lessons learned and practical tips on how to make a project work.

We trust we have provided useful information, knowledge and perhaps even some wisdom that could be of benefit in the development of active transportation promotion projects. In the next, and final chapter of this book, you will see an example of how to carry out a model LIFE CYCLE action.

5

CREATING YOUR OWN LIFE CYCLE!

This chapter gives you information on how to create your own LIFE CYCLE action plan. It can serve as a blueprint for the steps we recommend you to take in the process of building and establishing a life long approach to cycling in your community or region. This chapter incorporates content from each of the previous chapters and forms it into a comprehensive and detailed approach to show how you can support life-long cycling by integrating the actions.



BEFORE STARTING YOUR ACTION, YOU NEED TO CONSIDER TWO THINGS:

WHAT LEVEL DO YOU PLAN TO FOCUS YOUR WORK ON?

Will you work at the local level or even a sub-local one? Or do you plan to aim your action at the regional or even national scale? Your choice will determine the resources you need to put into a single action as well as the number of actions you can implement at one time. Consider that initiating a national bike-to-work campaign is very resource intensive, while with the same resources or less, working at the local level you could hold the same campaign as well as cycle training for kindergartens and schools and also health schemes for seniors.

WHO DO YOU PLAN TO COOPERATE WITH AND HOW?

You will need the support and help of different stakeholders to be successful. Collaborations, partnerships and other types of support are of great importance for any kind of action you want to take, whether you are a public administration, cycling association or other type of organization. However, you need to decide what kind of collaboration you would like to have, since you will most likely need many partners which are not equally interested in all of your actions.

Consider in advance how you would like to arrange the working relationship. Including everybody in all the decision processes and steps makes a working group quite inflexible and slow. One option is to form the collaboration around a core group or around one coordinating partner. The core group makes decisions which concern all of the actions and starts collaborations with other partners whenever they are willing and able. In this scenario, it is not at all necessary to hold meetings with all the collaboration partners.

In general, it is always wise to consider talking to the public administration officials who are responsible for cycling issues as well as to the relevant cycling associations.

In the next paragraphs, we will guide you through the steps of creating an own LIFE CYCLE action plan and how to implement it. To give you a more practical background, we created a story of a fictional municipality telling you one possible way the story could go. This fictional story is about a municipality called Newtown. You will read on how they planned their LIFE CYCLE action plan, how they tested their activities before starting them for real, how the implementation of the activities worked out and which results the evaluation of the activities gave. The story of Newtown is one of successes and of mistakes that gives you good ideas and hints for your own LIFE CYCLE action plan, no matter if you are part of a municipal administration yourself or working with a different kind of organisation.

WELCOME TO NEWTOWN!

The municipality of Newtown is home to approximately 135,429 inhabitants. Newtown's density – a premium prerequisite for short distance transportation – is 1,269 inhabitants/km², which is an average value for cities of the size of Newtown. The city area is about 9.2 km from north to south and 11.6 km east to west. Its climate offers mild winters with snowfall as well as summers with rather modest maximum daily temperatures of 22° C on average. Very hot days are rare, but possible as well. Newtown's 143 rain days per year are a rather high value, which is slightly contrasted by its 828 mm of rainfall per year being an only average figure for cities in the same climate zone as Newtown.

Newtown's topography is mostly level, but the eastern part of the city stretches out on the slope of hilly terrain. These are largely residential areas with a few retail shops for daily goods like groceries stores or supermarkets. It adds up to a low level of employment.

All in all, the conditions for cycling in Newtown are good. The city's density indicates a sufficient concentration of points of interest like shops, administration, schools or other services in a relatively small space, meaning a good accessibility for cyclists. Newtown's expansion enables a cyclist to cycle everywhere in the city within 30 min, if he starts from the city centre. The mild winter and modest summer favour cycling throughout the year, but the higher number of rain days hampers these generally good conditions, especially since Newtown is deemed to be a rainy city. In reality, it rains often, but then usually only a bit, as the average rainfall figure of Newtown indicates. The city location on the slope of some hills for its eastern part makes cycling for all with daily business in this part tough. The main area is otherwise excellent for cycling, since it stretches out into large lowlands.

Cycling is not new to Newtown. It provides already a good cycling network of bicycle paths and lanes, thanks to a steady development over the last decade. Alongside the major roads, bicycle paths have been built separated from the road. Bicycle lanes were chosen lately more often out of cost, space and car drivers' awareness considerations. The network however is yet not finalised, a number of roads with a speed limit of 50 km/h or higher provide neither bicycle paths nor lanes. But the bicycle network is complemented by the large network of "Zone-30" speed limit streets and by play streets.

Newtown provides public bicycle parking with good quality parking racks at the most frequented destinations in and around the inner city as well as in public areas of shopping districts outside the inner city. The number of parking spaces offered is adequate for the current demand.

Due to a regional initiative years ago, Newtown has a bicycle signposting system for city internal and regional destinations. The municipality also provides inhabitants and tourists with a cycling map of the city and its hinterland.

The municipal staff has already implemented some promotional activities for cycling. At the Car Free Day during the European Mobility Week, the city administration closes the main ring road around the inner city and holds a bicycle and public transport festival including tests of bicycles and e-bikes as well as a second hand bicycle market. It also performs a free-of-cost check of the bicycle lighting in autumn as well as distributing snacks for cyclists at public bicycle paths at rush hours during two weeks in early spring.

CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 1

First, this paragraph describes what you should do to identify the right and easy point at which to start your actions. In Chapter 3, we considered the importance of using information from mobility studies as a basis for LIFE CYCLE actions. Working this way you can easily learn about your different target groups' mobility behavior. From there you can derive the best points to start. How? First, compare the data with average data sets and look for large, significant differences. If there is no specific reason for the discrepancy, such as topography, the differences suggest high potential.

Then check to see if the target groups which appear to promise the high potential response are particularly difficult ones to start with. Consider the information in Chapter 1 which describes when and how to approach people best and discusses difficult target groups as well. It will be almost impossible to start doing actions related to all of the determinants that have been identified as fostering cycling. Choose those with the highest potential. Select target groups from each of the groups considered in Chapter 2: families, students, adults, seniors, and health promoting activities. Be on the look out for any synergies you can create by interweaving your actions, also.

HOW DID NEWTOWN PERFORM THIS STEP?

Back to Newtown: right now cycling accounts for 9% of all trips in Newtown. This figure is also rather average and not bad at all in comparison with many other cities. But Newtown provides good conditions for cycling by its characteristics themselves as well as by its investment in a good bicycle infrastructure and is therefore aiming higher. Recently, the transport department of Newtown has started the work on a "Master Plan for Mobility", the municipality's sustainable urban mobility plan. The Master Plan describes the future development of transportation in Newtown. Its objectives for sustainability in transport are clearly asking for a higher share of cycling in the city and also its connections to neighbouring municipalities. The responsible alderman for transport has been inspired by other cities of similar characteristics and size, such as Freiburg im Breisgau (DE), Münster (DE), Bolzano/Bozen (IT) or Odense (DK). All four cities have a cycling share at the modal split of 27% or higher but do not differ that much from Newtown in their characteristics (see Tab. 1). Newtown is also rather close to the high quality infrastructure provision of these four cities. The one thing that stands out is the active promotion of cycling. Freiburg, Münster, Bolzano/Bozen and Odense all carry out complete and comprehensive packages to promote cycling starting with infrastructure provision and ending with motivational activities, awareness raising and advertisement of cycling to the inhabitants. The transportation department in Newtown has been taking preliminary steps for motivation, awareness raising and advertisement, but is far from a concise and comprehensive approach.

City	Inhabitants	Density (I/km ²)	Rain days	Topography	Modal Split
Newtown	135.429	1.269	143	Partially on a hill side; mainly in the flat	9 %
Freiburg	275.543	1.450	174	Hilly parts, mainly quite flat	27 %
Münster	221.924	910	122	flat	41 %
Bolzano/Bozen	103.135	1.987	79	Mountain parts, mainly in the flat	29 %
Odense	166.305	547	138	flat	27%

Tab. 1: Characteristics of Newtown compared with successful cycling cities

For this reason, the Newtown city council decided in 2008 to set up such a comprehensive package of motivational activities and advertisement to start with in 2009. It decided that the municipal department of transport takes the lead in this.

The starting point for the transport department is to have a look at the details of bicycle traffic. Thanks to the work on the Master Plan on Mobility, they finished a traffic census recently. The census gives details on the share of cyclists split up by purpose as well as by age group and gender:

MODAL SPLIT BY MODE OF TRANSPORT AND TRIP PURPOSE IN NEWTOWN

	Work	Business	Education	Supplies	Leisure	All trips
Pedestrians	15%	10%	21%	27%	25%	21%
Cyclists	7%	3%	13%	8%	12%	9%
Car-drivers and moped	65%	72%	8%	51%	51%	65%
Car-Passengers	7%	4%	11%	7%	10%	7%
Public Transport	6%	11%	47%	7%	2%	6%
Share of trip purpose	26%	9%	13%	25%	27%	100%

MODAL SPLIT BY MODE OF TRANSPORT AND AGE GROUP IN NEWTOWN

	under 15	15–17	18–25	25–65	65 +	All trips
Pedestrians	32%	24%	19%	12%	33%	21%
Cyclists	22%	15%	8%	6%	4%	9%
Car-drivers and moped	0%	30%	59%	72%	45%	65%
Car-Passengers	20%	13%	4%	4%	8%	7%
Public Transport	26%	18%	10%	6%	10%	6%
Share of trip purpose	18%	4%	9%	49%	20%	100%

SHARE OF WOMEN AND MEN ON CYCLISTS PER TRIP PURPOSE IN NEWTOWN

	Work	Business	Education	Supplies	Leisure	All trips
women	4%	2%	11%	10%	10%	8%
men	10%	4%	15%	6%	14%	10%
All	7%	3%	13%	8%	12%	9%

The modal split figures show where cycling has a below average share compared to the city's average values. These cases are the ones demanding action to raise the number of cyclists the most.

The transport department identified the most interesting spots were:

- the below average share of cyclists for trips to work and business trips and also for supplies,
- the steady decrease of cyclists as age increases, already starting significantly in the age groups of 15–17 but decreasing most strongly at 18 and ending with the lowest share in the age group of seniors,
- the significant differences in cyclists between men and women especially for the trips to work and for the trips for supplies

A simple analysis of these cases indicated the most pressing issues to tackle in an approach to life long cycling:

- work trips in general and with a focus on women; starting already at the age of 15 but taking the focus on the age groups 18+,
- business trips
- trips for supplies
- trips for education in secondary school
- share of seniors cycling

The municipal staff followed the general advice to start with the easier tasks first and decided to start on the following spots:

- trips to work
- trips for education on secondary school level
- cyclists' share of seniors in general
- cyclists' share of kindergarten children and their parents

As you can see, they added the target groups of young children and their families to the above mentioned ones. The reason was to establish a strong relation to cycling very early as well as to integrate the parents into any cycling action for their children. Additionally, children are, in our experience, a rather easy target group and parents are “captive to the campaign”, as soon as you involve their young children in it.

However, the transport department excluded business trips for the first planning and implementation year, being a rather complex matter in terms of the heterogeneous character of business trips. The same applies for the trips for supplies, which are scheduled to become part of the Newtown's LIFE CYCLE action plan in 2011 then.

With this choice of the target groups connected to respective trip purposes, the transport department of Newtown set the first step for the creation of a LIFE CYCLE approach. It knows about its city's main challenges to increase the share of cyclists on all trips and for all age groups.



CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 2

At this point you need to consider how to enlarge your collaborative team and partnerships for the first time. Chapter 1 suggested various partners for various target groups. It is extremely important to have as many participants and partners as possible, since they act as contact hubs and multipliers of your mobility offering. They need to be integrated into the project at this stage so that they have the option to help decide about the specific actions in the next step. If they are not interested in that, just contact them after the choice of actions has been made.

WHO ARE THE NEWTOWN PARTNERS?

The staff at the transport department had a thorough look at its potential partners and contacted those who were either needed due to their expertise or authority or who offered support out of own interest in activities for the respective target group. They did the contact work during March and April 2008. The contacts were done for two purposes: to find out which of the institutions are interested in cycling projects as well as to build a core group for steering the development and implementation of Newtown's LIFE CYCLE approach. The institutions, which have a general interest in health, transport and cycling especially, were asked to form the core group.

All other institutions were just informed and promised to be contacted again when the actions are chosen and planning starts. From the institutions contacted, the ones marked bold indicated their interest:

Kindergarten group

- Municipal department for education
- Municipal department for health
- Public and private kindergartens of Newtown

Secondary school group

- Supervisory school authority
- Council of headmasters representing the secondary schools
- Parent associations
- Health insurances

Employees and employers group

- Chamber of Commerce
- Labour unions
- Health insurance
- Population Register Office
- Municipal Health Department

Senior Citizens

- Municipal department for social affairs
- Municipal Health Department
- Senior associations and senior councils
- Health Insurance
- Health organisations

The transport department built the following core group, which met then on a regular basis to check the progress of the actions and plan further steps:

- Municipal department for transport
- Municipal department for health
- the local cycling club

The cycling club had been contacted independant of the specific target groups specifically to be part of the core groups. They were offering to provide manpower for actions and knowledge on best practice actions.

CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 3

Choose the action which is most suitable to help you to cover the points you selected in the first step. Chapter 1 gives examples for each of the points. You can find many more in the “LIFE CYCLE Active Transportation Best Practices” collection. It provides over 100 examples of tested activities which foster cycling from many different countries and regions. These cases can be treated as blueprints, but should not be considered to be “cut & paste” material: they have been implemented in the specific locations with specific conditions that require adaptation. Again, seek out any synergies you might be able to create by interweaving or integrating your actions.

WHICH ACTIONS DID NEWTOWN CHOOSE?

After having formed partnerships, the transport department compared the target groups chosen and trip purposes with the list of opportunities to foster cycling (see Chapter 1) and the best practice examples (see Chapter 2) in May 2008. The local cycling club advised them in this process – given their own interest in cycling actions across Europe they knew about many of the actions. The core group decided on the following actions as the basis for their first LIFE CYCLE approach:

- Kindergarten programme
- Bike to work campaign including a secondary school challenge
- Guided Tours for New Residents
- Cycling for Health schemes

You can find descriptions of the four actions in Appendix 2 as well as the LIFE CYCLE Best Practice Handbook.

CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 4

Adapt your selected actions to the specific conditions of your region, immediate location, and the ‘personality’ or style of the organizations involved. Such changes are absolutely necessary and can be manifold: land use, general attitude to cycling, legal preconditions, organizations and many more. The adaptation itself is an iterative process. It includes planning and implementation. We recommend you conduct a pilot test as the end of the adaptation phase, before starting the action in a larger setting.

Chapter 4 gives you lessons others have learned, as well as some tips that can help you plan and implement your actions. You may find some guidance from the description of three cases and other tips which have been gleaned from many of the best practice cases.

It would be worthwhile to have a good look at the cases referred to in Chapter 2 as well as to have a talk with the contact person who described and implemented the specific action. This can give you some help as well. You might also need to engage in new collaborations or partnerships at this point. Your choice of actions and their specific description should give you more ideas about the partners you need for the implementation. Again, look out for any synergies you can create by interweaving your actions.

HOW DID NEWTOWN WORK OUT AND TEST ITS ACTIONS?

Choosing the actions appeared rather easy but the detailed planning and the adaptation turned out more time consuming and work intensive. The core group used the time from June–September 2008 for this. It should be noted that most of the work, at least by the local cyclists' club members, had to be done in the evening using their spare time. All in all, the core group held four meetings for this plus research done by each of the members. In the end, all of the actions chosen were carefully checked, detailed and adapted where necessary. Detailing the actions also brought the core group back to contacting potential partners for the actions, which were not known at the time. Only the target group was fixed, but could now be identified thanks to the decision for specific actions.

THE KINDERGARTEN PROGRAMME

The kindergarten programme relies on a train-the-trainers principle. This is typically done using workshops for kindergarten teachers to carry out the action themselves in their kindergartens.

The core group planned to start with the basic elements of a kindergarten programme which are:

- learning to cycle with trainer bicycles
- the “I can bike” certificate
- cycling festival for children with their families
- cycling stories and cycling drawing patterns for kids

Additionally, they added an activity for promoting cycling accessories for families (like bike seats and trailers for children) for cycling to kindergarten and cycling for leisure.

The implementation of the kindergarten programme was carried out in the following way:

The municipal department for education promoted the kindergarten programme to its kindergartens. In the workshops, they discussed the elements of the kindergarten programme with the kindergarten teachers and handed over at least one trainer bike for each kindergarten group to be involved in the programme.

Then the kindergarten teachers implemented the programme themselves while the transport department and the local cycling club gave advice if the kindergartens had questions. Through the cycling festival parents of the kindergarten children were involved in the programme as well. For the trainer bikes and the cycling accessories, the transport department teamed up with a local bicycle store. The store provided the test accessories and promoted these as well as demonstrating how to use them during the cycling festival. The shop managed and organised the purchase, distribution and maintenance of the trainer bikes for the kindergartens as well.

The plan was to establish an effective programme for kindergartens and therefore to get rid of any teething problems before including all the kindergartens. The transport department ran a separate pilot phase of the programme by implementing one workshop for three kindergartens including the implementation of the programme in some kindergarten groups. The pilot phase was done in March and April 2009, to allow a city wide programme for all kindergartens to start following the pilot phase and right before the summer break. The pilot phase showed that the parents of the children needed to be better integrated in the programme than was permitted by the communication through the children and the cycling festival.

For the extension of the programme to all kindergartens, workshop and thus the implementation as well guided the teachers to:

- present the programme to the parents directly at kindergarten parental meetings right before its start,
- organise an information workshop on leisure time activities including the presentation and explanation of the cycling accessories and
- hold a meeting at the end of the programme to receive an evaluation from the parents.

The kindergarten teachers as well as the children themselves responded very positively to the programme.

THE BIKE TO SCHOOL CHALLENGE

The core group decided to extend the classic bike to work campaign to school commutes as well. They started in secondary school, since pupils are allowed to cycle to school on their own from that time on. The bike to school challenge copied most elements from a classical bike to work campaign. Teachers were given a strong role in the concept, replacing the position of company co-ordinator in a bike to work campaign. Their task was to promote and motivate the pupils to take on the challenge.

The bike to school challenge asks pupils to team up in pairs and to cycle to school at least half of all school days in May and June. The incentive to take part is a lottery on attractive prizes for all teams and pupils who met the challenge. The campaign management and also the reporting by the participants on their cycling to school behaviour runs on a website. Promotion, however, also uses other elements besides the electronic media, such as posters and flyers. The transport department had already started the search for sponsors of attractive prizes during the second half of 2008. They concentrated rather on prizes that were appealing to youth than directly connected to cycling to make the challenge as attractive and exciting as possible.

Starting in the autumn of 2008 the supervisory school authority and the council of headmasters started to contact all secondary schools about taking part in the campaign. For the schools that indicated an interest, the transport department agreed with the headmaster to inform the parents' associations of the campaign as well, so as to minimize parents' hesitations or doubts. However, the health insurance, which was contacted to be part of the implementation team, replied that they were not able to participate in the campaign at this point but showed interest in any future campaigns.



The core group wanted to test its action design first, but was also keen on starting as early as possible. Therefore, Newtown decided to start with a small campaign including only the schools that directly answered positively to the offer of the challenge. Thus five schools carried out the challenge in May and June 2009. The main lesson learned from the first campaign was that the plan to work with teachers from a school in general needs to be changed to focus on those teachers who recognise the high importance of physical activity for youth. For the involvement of more schools in the following year, the focus will be put on sports teachers and other teachers who are cycling enthusiasts. The focus on attractive prizes (e.g. mobile phones, vouchers for electronic or cloth stores, sports equipment) turned out to be very positive and successful in attracting pupils to the challenge. Pupils' feedback however indicated that further improvements to the prizes were nevertheless desirable. The online registration and management kept the amount of work needed to a minimum. It was efficient well accepted and well used by the pupils.

BIKE TO WORK CAMPAIGN

Since there are many bike to work campaigns currently running in a number of European countries which are well tested and also well evaluated, the main task for the core group was to choose one design for its own bike to work campaign. They decided on the model used by the Fietzersbond in Belgium for two reasons: the campaign included a financial contribution from the companies' side which safeguarded long-term financial perspectives and it offers possibilities to extend the action from a campaign to a year round promotion. Nevertheless, the core group planned to start with only the campaign for the first round.

In the campaign, employees team up as pairs and need to bike to work for at least half of all their working days in May and June. The implementation of the campaign runs mainly via the internet. Promotion uses a number of other channels in addition to electronic media. The transport department had started the search for sponsors of attractive prizes already during the summer of 2008, having read in several bike to work evaluations that this needs time and might be challenging. The prizes were selected based on the sponsors' offers and how appealing they would be to participants.

The transport department contacted the Chamber of Commerce again and convinced them to do promotion for the campaign. The health insurance added its promotional scope to the Chamber of Commerce as well and supports the municipality in financing the promotional work such as posters and gadgets. The Chamber of Commerce came up with a co-operation with the local press in addition. The transport department took the lead in the implementation of the campaign itself.

Additionally, the core group got students from universities and other higher education institutes involved in the campaign. The idea behind this was to create campaigns and cycling promotion which starts in secondary school and continuously ongoing in order to keep the number of people who stop cycling as low as possible (compare the table showing modal split by mode of transport and age). They organised their own campaign for students using the same approach the employees. The main partner for promotion was the student council.



For testing its campaign, the core group took the same approach as for the bike to school challenge: it worked with the companies that had responded first without putting extra effort in gaining a large number of companies. Even though the companies were asked for a financial contribution right from the start, 15 companies joined the pilot phase without any difficulties.

The lessons learnt from the first campaign were that a purely electronic management of the reports from the participants was not entirely sufficient. For the second campaign, a paper version which is collected then by the company at the end of the campaign was added to the campaign materials. Additionally, the response to the campaign was particularly low among the employees of the municipality itself. For the next campaign, the municipality wanted to work with role models such as the mayor, aldermen and chief officers to encourage its employees to participate. The idea of using role models from their own company was scheduled to be transferred to other companies as well. Otherwise the feedback from the participants and the companies on the pilot phase was very positive with a high commitment to participate in the following year's campaign as well. A major positive point for the pilot phase was the early start of communication with the sponsors already in summer 2008 for the campaign in May and June 2009. This left enough time to come to good agreements with the sponsors and allowed an early and complete communication and promotion of the campaign, since all details were known in February 2009 well in advance.

GUIDED TOURS FOR NEW RESIDENTS

For the guided tour for new residents, the municipality made use of its own resources and promoted the tours via its population registry as a part of the city's welcome package for new residents. The advertising campaign focussed on using an information leaflet describing the offer and where to register for the tours.

It presented dates and a choice between two kinds of tours:

- a guided group tour showing bicycle connections to the most frequented points of the city as well as some places indicated by the participants.
- a personal guided tour for individuals, which directly links to the trips each person needs to make most often as well as suggestions of routes that might be of interest to him or her. The trips are arranged individually with the tour guide at the start of the tour.

The local bicycle club provided experienced guides and carried out the tours. The transport department and the public health insurance supported the tour guides in return with equipment for the tours as well as with a small remuneration for their effort. The public health insurance used the tours also to promote its offers and services to the new residents.

Testing was done during the implementation itself. Since the population registry did not want to interrupt the promotion for an evaluation period, the first group tour and the first three individual tours were reviewed for potential improvements. The main problem was the low uptake from the new residents when they were offered the tours at the population registry. The core group therefore decided to widen the promotion to large employers and also to use the options which the health insurance company can offer. Several employers agreed to include cycle tour offer in their welcome packages for new employees. And the health insurance included with the first information that is sends to new residents by post.

CYCLING FOR HEALTH SCHEMES

For the Cycling for Health schemes, the core group adapted the original concept to work with general practitioners and planned instead to work with the public health insurance, which showed high interest in the Cycling for Health schemes. It planned to promote the schemes to clients and to send those in need of more physical activity, for preventive or therapeutic reasons, to the Cycling for Health schemes. Additionally, the health insurance planned to involve general practitioners and also hospitals in referring patients to the scheme in a later stage of the action, since they have a far better access to them than the municipality of Newtown itself.

The Newtown senior association agreed to promote the Cycling for Health schemes themselves in their communications and events. The aim was to get in contact with more seniors who would like to raise their physical activity levels or simply like the social touch of the schemes. The municipal departments for social affairs and for health are supporting the promotion of the action from this perspective.

The Cycling for Health schemes were carried out by the local cycling club, which had been contacted by Newtown right away after the decision for the Cycling for Health schemes had been made. The schemes were planned to start with initial practical sessions in a safe environment on how to use a bicycle to accustom the participants to cycling. With more confidence and ability to cycle, the participants start to cycle longer distances mainly in green spaces, for leisure. The idea is that the participants enjoy being physically active as a key goal instead of focussing on topics such as cycling to specific destinations. Again, the transport department provides the local cycling club with the needed equipment and bicycles as well as a small remuneration for carrying out the action.

The scheme was carried out in spring 2009 with the first group. For this, the participants were recruited by the senior association only. The promotion by the health insurance was scheduled to start directly after the pilot phase in summer to create more groups. The scheme worked out very well. The participants' feedback highlighted the social character of the meetings and stressed the success in making them enjoy physical activity again. The local bicycle club suggested using pedelecs to make things easier and to also involve older persons with little physical strength.

CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 5

Now is the time to implement your actions. The first step occurs even before any activity has been initiated. You hold a pilot phase or baseline evaluation so that you can measure the actions' impact. Chapter 3 gives you a good explanation of how to do this along with argumentation and explanation for doing so.

We recommend that you start off your action in a calm and thorough manner, instead of rushing and pushing to get many participants in the first year. You should do this calmly, no matter if you are working at the local level, regional, national or some level in between. A measured and calm pace will allow modifications and adaptations to be completed and mistakes to be corrected and ameliorated for the most part. Experience has taught us that a marketable and more mature offer is more likely to be sustainable. Your first implementation can also serve as the pilot phase, if time does not allow for a stand-alone test period. Have another look at the experiences of the Fietzersbond in Chapter 4 for inspiration.

HOW DID NEWTOWN DO ITS FIRST IMPLEMENTATIONS?

To receive relevant feedback and data from the implementation of the pilot phase as well as further implementations, the core group set a high value on doing evaluation on the basis of data from before the action and data from after the action. This was meant to receive information on the actions' impact and implementation process. The transport department made use of the questionnaire as presented in this Implementation Manual and adapted it whenever necessary. For each action, the transport department did further adaptations and chose suitable forms of carrying out the evaluation.

EVALUATION BEFORE THE ACTIONS

The kindergarten programme

During the workshops, the kindergarten teachers learned how to do the evaluation of their actions and what they could learn out of it for themselves.

The evaluation for the kindergarten children differed from the usual standard questions as described in this Implementation Manual. Only the first two were taken for the pre-action evaluation. The questions were asked in the kindergarten groups and children answered by raising their hands. Very importantly, the kindergarten teachers described the questions and put it in terms and context that children understand easily. Before discussing these two questions, the teachers determined which of the children could already cycle and continued the survey with them from question 2. For parents, the evaluation before the action was far easier: they completed the questionnaire at the information meeting prior to the start of the kindergarten programme.

The bike to school challenge

Since the bike to school challenge relied on online registration only, the pre-action evaluation was easy to organise and implement. As soon as a pupil signed up for the challenge, an online questionnaire asked him or her to answer the items from the standard questionnaire plus question 2c. "Thinking about the last seven days, on how many days did you cycle to school?" giving answering options from "0" to "5".

Bike to Work campaign

The bike to work campaign used the same questionnaire as the bike to school challenge. It was attached to the online registration, as with the school challenge. But it was also made available in a print version for distribution by companies with many non-computer-equipped workplaces.

Guided tours for new residents

The pre-action evaluation is done at the start of the guided tours. This offered the option to get answers from all and could be easily integrated in the analysis of the trips that the participants are interested in.

Cycling for Health schemes

For the Cycling for Health schemes, the pre-action evaluation ran exactly the way as with the guided tours for new residents with two small differences:

- one question was added “How did you learn about the Cycling for Health schemes?” allowing for an open response and
- the setting for filling in the questionnaire. Directly following the first cycling exercise the group went to a café, to stress the social character and to generate a comfortable atmosphere.

For all pre-action evaluations, the responsible personnel noted the general weather conditions of the week previous to the day itself. The features of interest are rainfall, extreme winds or something else that might be a challenge to cycling. This becomes important for the comparison with the post-action evaluation in order to consider deviations primarily due to weather conditions.

IMPLEMENTATION OF THE ACTIONS

Following the pre-action evaluation, the implementation of the actions started. As a reminder, the core group used the first implementation as the pilot phase in two cases, so that the second and larger implementation referred to in the following paragraphs, was done in 2010 for these.

The kindergarten programme

Following the pilot phase in early spring 2009, the kindergarten programme was promoted to all kindergartens in Newtown and workshops were held for about 40 kindergartens in May and June. The parents, now very well involved in the programme due to the changes made after the pilot phase, gave positive feedback about the action as did the teachers and the children themselves. The large number of kindergartens allowed for a mass purchase of trainer bikes, which reduced the costs for this part of the action. The trainer bikes turned out to be a very good incentive for kindergarten teachers to come to the workshop. For future implementations, the core group is planning to include literally every single kindergarten into the programme. Additionally, other municipalities stated their interest in the kindergarten programme.

The bike to school challenge

The second implementation of the bike to school challenge was a success for the core group. It tripled the number of participating schools thanks to the good feedback from the pilot-phase in 2009 and thanks to more intensive promotion of the challenge through the council of headmasters. Approximately 2,300 pupils took part in the action, mainly again out of interest in the prizes offered in the lottery. The high number of participants turned out to be very helpful for keeping the prize sponsors interested in the challenge.

Bike to work campaign

The bike to work campaign followed the same track that the bike to school challenge took. After the pilot phase in 2009, the promotion of the campaign was intensified. The main new feature was contacting the companies directly either at management or via the work council. The additional options allowing employees without computer access to take part in the campaign helped to gain more of the very large companies. In 2010, more than 3,000 participants took part in the campaign. The goal to involve managers and directors of the participating companies in the campaign started with very low figures though.

The success and attractiveness of the bike to work campaign triggered the interest of Newtown's regional administration. Now the transport department is in contact with them to upscale the actions from the local to a regional level.

Guided tours for new residents

The interest in the guided tours increased over the years in 2009 and 2010. Nevertheless, the action's evaluation showed that the participants at the tours were mostly persons that were already used to cycle in daily life. Few new cyclists were won over by the action.

Cycling for Health schemes

Thanks to the central role of the public health insurance communicating with clients and treatment of patients, the people interested in or assigned to the Cycling for Health schemes quickly grew in numbers. The focus on the fun of being physically active remained the prime success factor in the scheme. The use of pedelecs was of help to those participants really not used to taking any exercise, but did not have a strong role in convincing people to take part. The next step is now to win over the general practitioners, to convince them to refer patients to the schemes.

During all the actions, the core group kept track of the number of institutions taking part such as kindergartens, schools or companies, as well as the number of participants such as 800 kindergarten children, 2,300 pupils or 3,000 employees.

CREATING YOUR OWN LIFE CYCLE APPROACH >> STEP 6

After a certain period of time, you need to evaluate the impact of your actions as well as to identify potential for improvements. As you take this step, you find yourself back at Step 1 again. The difference is that you now have experience creating a LIFE CYCLE approach and the actions you have already undertaken. Have a look at Chapter 1 again to see if you would like to add any target groups to your LIFE CYCLE approach. Review Chapter 2 as well to consider if there are actions to add. Consider how to enlarge your territorial scope and or the number of participants in your actions, as well as how to finance it all in the long run.

HOW DID NEWTOWN DO THE EVALUATION AFTER THE ACTIONS?

To receive comparable data in the end, the evaluation scenario needed to be identical to the pre-action assessment, whether it was at the end of an activity or later on, after a defined period of time. One additional item in the post-action analysis was asking participants for their opinion about the action: if they liked it or could suggest any changes. Otherwise, the post-action analysis was basically the same as the pre-action analysis. The few small differences were the following:

The kindergarten programme

The answers to question 2 (How many days cycled?) could be done with all children now, since all learned how to cycle. This gave data for the comparison with the pre-action data and provides a new, complete picture on the cycling habits of all children.

Moreover, the teachers asked the children how they usually come to kindergarten and how they would like to come to kindergarten, in order to define future prospects for the kindergarten programme.

The timing for the post-action evaluation was to ask the children directly at the end of the programme as well as directly after the implementation of each element.

The parents were asked to fill in a questionnaire at the final parents' meeting after the implementation of the programme at the first parent evening at hand.

All evaluation was carried out by the kindergarten teachers with support from the transport department regarding the questionnaire design.

The bike to school challenge

Again, the evaluation of the school challenge used its on-line-management: pupils needed to submit their reports on cycling to school by the end of the challenge period to confirm it was correct. At this time, they were asked to fill in the post-action questionnaire. This one had the additional question: "Will you continue cycling to school?" with the potential answers "regularly, sometimes, not at all".

Bike to work campaign

For the bike to work campaign, the post-action evaluation was identical to the bike to school challenge.

In addition to the online questionnaires, a print-version was available at the campaign website for distribution by large companies with many non-computer-equipped workplaces. As an incentive to do so, the campaign offered some extra prizes in a small lottery among the company co-ordinators that helped to promote and to organise the campaign for their respective company.

The questions on the evaluation of the campaign by the participants themselves are detailed for the bike to work campaign in the sections "promotion, technical implementation, prizes and media reporting".

Guided tours for new residents

For the guided tours, the post-action evaluation was carried out quite differently from the pre-action evaluation. Four times a year, the post-action questionnaire is sent to the participants who had completed the previous guided tours at least one month previously. The participants had consented to receive this questionnaire and indicated which form they preferred: by email or post.

The questionnaire included an item about the degree to which the participant is now cycling: more, the same, or less than at their previous residence.

Cycling for Health schemes

The question on how the participants got to know about the schemes was left out for the post-action evaluation. Their opinion and ideas for improvement of the schemes were solicited. The post-evaluation was done on the last day of the action. This allowed the guides to help participants with the questionnaire provided the same social character and comfortable atmosphere as during the pre-action evaluation.

This format for the conduct of the post-action evaluation provoked serious debate in the municipality and also with the University of Newtown, which was taking part in the bike to work campaign. The reason for the dissension was the timing of the post-evaluation: it is mostly set in a way that the questions 1 and 2 are referring to a space of time during the implementation time of some actions, as for the bike to school challenge, the bike to work campaign as well as for the Cycling for Health schemes. This was deemed to bias the post-evaluation data. On the other hand, the timing was found to be the best to receive answers from the participants. Otherwise a considerable extra effort would be needed to obtain a sufficient number of respondents. The choice was thus between getting a higher number of answers and thus also of intentions for a future behaviour and a scientifically well-founded impact analysis indicating what the actions achieved in detail. The transport department of Newton decided to use the chance to get a larger number of answers and thus a great deal of information on the intentions for future behaviour.

Nevertheless it left the option open to contact the participants again after six months to evaluate the long term effect of its actions, but then with a smaller sample of participants than originally taking part in the respective action.

Now, in 2011 and also during the second half of 2010, the core group is planning and preparing the third implementation of its large campaigns and programmes as well as checking on how to improve the ongoing actions for new residents and seniors respectively people in need of more physical activity. One of the plans is e.g. to expand the bike to work campaign beyond the scope of the pure campaign as the Fietzersbond in Belgium has done. But Newtown is also starting to work with the potential left out at the start such as the business trips as well as the trips for supplies. Being experienced now in planning, testing, implementing and evaluating their own LIFE CYCLE approach on promoting cycling for all age groups, Newtown goes back to step two for adding new actions to their cycling promotional programme as well as to further improve the actions.

NEWTOWN IS A MUNICIPALITY – WHAT IF YOU ARE NOT?

This example of how to create your own LIFE CYCLE approach promoting cycling among all age groups is written from the perspective of a municipality. The example of Newtown was chosen, since municipalities surely have a – if not the – crucial role in raising the modal share of cycling. Nevertheless, it does not need to be a municipality who initiates and runs a LIFE CYCLE approach. The example of Newtown shows clearly that other stakeholders, e.g. cycling clubs/associations or health insurances have a crucial role in planning and implementing such actions. These two, but also other institutions such as mobility or health related ones, can also initiate their own LIFE CYCLE approaches. The example detailed where Newtown needed partners and help from outside. It also detailed the resources that Newtown was able to provide. This way, all interested parties can follow the example of Newtown by checking which parts of the work they can provide themselves and for which tasks they need help, such as man-power, expertise or financial support. In any case, we would strongly recommend to involve the municipal departments for transport and health in the creation of any LIFE CYCLE approach at local level, be it as the initiator of it or not.

NEWTOWN ACTS ON A LOCAL LEVEL – WHAT IF YOU CAN NOT?

LIFE CYCLE approaches covering all age groups can be created a local level favourably. The experience of the LIFE CYCLE partners in the period 2008–2010 showed that activities at regional or national level need either much more input on the one hand or are simply not possible to implement due to the sheer number of institutions or participants on the other hand. Nonetheless, entities of regional or national scope can either take up single or a few actions to carry them out, as e.g. Hungarian Cyclists Club, Magyar Kerékpárosklub did with a national bike to work campaign (see Appendix 2).

Of course regional and national entities have the option to initiate or take part in the creation of local approaches within their area of responsibility. The latter even provides clear advantages for the entity: it offers the potential to learn from a first implementation and then start approaches at other locations having gained a good deal of knowledge. In the end, local, regional and national entities are able to start LIFE CYCLE approaches, but it will happen at local level or concentrate on a small number of actions or even one action for the sheer amount of work connected to regional or national actions.



6

APPENDIX 1 THE SURVEY TOOL

Appendix 1 contains a survey tool that can be used to evaluate cycling promotion actions. It includes the survey instrument itself, as well as general and detailed information such as explanations of specific items, notes for translators, and data reporting.

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6.1 SURVEY QUESTIONS

Q1 Thinking about the last seven days, on how many days did you do a total of 30 minutes or more of physical activity, which was enough to raise your breathing rate? This may include sport, exercise, and brisk walking or cycling for recreation or to get to and from places, but should not include housework or physical activity that is part of your job.

0 1 2 3 4 5 6 7 days.

Q2a Thinking about the last seven days, on how many days did you cycle?

0 1 2 3 4 5 6 7 days.

If you answered 1 or more:

Q2b How long in total did you usually cycle on one of those days?

_____ minutes cycled.

Q3 This question has been deleted due to its high level of complexity.

Q4 Do you agree or disagree?

Q4a Cycling regularly for transportation is one of the best things a person can do to improve health.

I disagree I agree I don't know or No opinion

Q4b Physical activity helps prevent cancer, falling, and broken bones.

I disagree I agree I don't know or No opinion

Q4c It is important for children's health to do at least 60 minutes of physical activity each day.

I disagree I agree I don't know or No opinion

Q5 Personal data

Q5a Gender: Male Female

Q5b How old are you?

6.2 GENERAL INFORMATION ABOUT THE SURVEY

The purpose is to obtain some information about each of your target groups and about possible change in transport-related behaviour. Therefore each partner should collect data before and after each of the your actions.

HOW MUCH DATA?

You should aim to collect survey data on about 50 people for each action. This target will give you a bit more than the strict minimum amount of data. Do note that this means getting surveys from 50 of the same people before & after the action. To make the sampling reasonable, you must get completed responses from at least 25 % of the people who you give the survey to. You can be sure that some of the people who answer your survey before the action will not answer it afterwards. So you should have more than 50 people answer it before the action.

HOW TO COLLECT THE DATA

You are free to collect the answers in the way that you find best. Printed on paper, via email, pdf, or asking people face to face, on the telephone, etc. For some groups such as children, it may be easiest to ask them the questions in groups: "Please raise your hands if you came to school today by bus", "... by car, on foot, bike" etc. You should ask the same individuals after the action the same questions again, and use the same method for both the pre & post data collection.

WHEN TO COLLECT THE DATA

You should gather the survey results before the start of the action and after the end of the action. The survey should not be conducted while the action is taking place since the aim is to see what happens as a result of the action. The survey should be completed ideally on a Wednesday or a Thursday. The purpose of choosing these days (and for asking people to report the day & date on the survey) is related to the norms of transportation surveying techniques.

YOUR ACTION IS NOT A RESEARCH PROJECT

Measurement and surveying is not the primary goal. If your action or team will have difficulties to carry out the survey as it is described, you should consider to what degree you can carry out the survey.

makes cycling for all with daily business in this part tough. The main area is otherwise excellent for cycling, since it stretches out into large lowlands.

OPTION TO REDUCE YOUR SURVEY BY 1 OR 2 QUESTIONS

The shorter the survey is, the easier it will be to gather the data you need. If there are fewer questions to answer, it will be simpler and quicker for the people answering the questions. We recommend that you do not ask more questions than are strictly necessary.

The series of 3 opinion questions 4a, 4b and 4c (listed below) DO NOT ALL HAVE TO BE ASKED TO ALL the people you survey.

- If the group of people who you are surveying are seniors (55+), working adults, or parents of young children, you must present/ask at least one of the 3 questions listed as 4a, 4b and 4c.
- If your sample is Working Adults – they should answer question 4a.
- If your sample is Seniors (55+) – they should answer question 4b.
- If your sample is Parents with children younger than 16 years old – they should answer question 4c.
- If your sample is children younger than 16 years old – they should answer a modified version of question 4c: “My parents know: It is important for children’s health to do at least 60 minutes of physical activity each day.”
- If there are no Working Adults in your sample – (or if you don’t know if they are working or if they are not your target), you do not need to ask question 4a.
- If there are no Seniors (55+) in your sample – (or if you don’t know if their age, or if they are not your target), you do not need to ask question 4b.
- If there are no Parents with children under 16 in your sample – (or if they are not your target), you do not need to ask question 4c.

Q4 Do you agree or disagree?

Q4a Cycling regularly for transportation is one of the best things a person can do to improve health.

I disagree I agree I don’t know or No opinion

Q4b Physical activity helps prevent cancer, falling, and broken bones.

I disagree I agree I don’t know or No opinion

Q4c It is important for children’s health to do at least 60 minutes of physical activity each day.

I disagree I agree I don’t know or No opinion

6.3 INFO ABOUT THE SURVEY INSTRUMENT

Here you will find some detailed information about many of the items to help with questions that may arise about the survey.

Q1 Thinking about the last seven days, on how many days did you do a total of 30 minutes or more of physical activity, which was enough to raise your breathing rate? This may include sport, exercise, and brisk walking or cycling for recreation or to get to and from places, but should not include housework or physical activity that is part of your job.

0 1 2 3 4 5 6 7 days.

“the last seven days”

This is SPECIFICALLY referring to yesterday and the days before it. It should not say something like “last week”, the past week etc because some people will then try to recall the 7 days preceding the past weekend.

“on how many days”

This means “how many different days did you do this?” If someone did 2-3 hours of sports or hiking on ONE day, and no PA all of the other days the answer is “1”.

“a total of 30 minutes”

This could include 6 x 5 minutes, or in the extreme 15 x 2 minutes, if someone was climbing stairs and counting that. Usually we refer to minimum units/segments of 10 minutes. The 30 minutes is CUMULATIVE for each day.

“which was enough to raise your breathing rate”

This refers to one of several different criteria to help people know when they are doing PA that is at least “moderately intense”. Other similar criteria include “feeling warm”,

“just starting to sweat”, “feeling your heart beat more or your heart rate increase” etc. But you should use the same terms as in the English version, if possible. The wording here should allow readers/respondents to understand that more intense PA, like running or basketball etc, anything more than what “was enough to raise your breathing rate”, is included.

Note: we do not use the terms “moderately intense” & “intense” PA in the questions because they can be (mis-)interpreted in too many different ways. You should not use these terms in your translation.

This question, and the rest of the Survey, does not assess PA that people do at work, during their work. It is not something we are required to assess, nor do we find it useful to ask all the partners assess it.

Q2a Thinking about the last seven days, on how many days did you cycle?

0 1 2 3 4 5 6 7 days.

If you answered 1 or more:

Q2b How long in total did you usually cycle on one of those days?

_____ minutes cycled.

“the last seven days”

As in Q1, This is SPECIFICALLY referring to yesterday and the days before it. It should not say something like “last week”, the past week etc because some people will then try to recall the 7 days preceding the past weekend.

“how many days”

The question should make clear that the thing to be counted is the number of DAYS in the last 7 days. The repetition of “days” is useful to make this clear.

”How long in total did you usually cycle on one of those days”

The goal of the question is to hear “How long in total” how many minutes were cycled on ONE day, not all of the days. Further, the word “usually” should help the reader think about a “usual day” from the last 7 days.

Q3 This question has been deleted due to its high level of complexity.

6.4 DATA REPORTING FOR THE SURVEY

This document provides the initial guidelines and support information for you to do the statistical analyses and evaluation of your survey data. It is provided for your use.

We ask you to note that due to the wide variety of different survey tools and methods that can be used, as well as differences in skills, abilities and resources, this is not a one-size-fits-all document or procedure.

THE EXCEL TABLE

The excel table was made based on reporting methods used for the LIFE CYCLE survey.

It is provided for your use. If you wish to use another format, or to modify this table, you are free to do so.

In the table both the pre and post data are on ONE sheet. Therefore one need not enter the ID number, name, or gender & age data twice. The pre data has a BLUE border above it. The post data has a RED border above it.

The individual items from the survey are identified in 2 ways: with a unique code at the top of the table and with words from the survey item.

For example:

A1_Q1 = „7days/30min/Physical-Activity“ and A1_Q3b_typical = "Was yesterday typical day?"

The „A1“ at the start of the code indicates it is for the PRE survey. Therefore the codes for the POST version of the same survey items are A2_Q1 = „7days/30min/Physical-Activity“ and A2_Q3b_typical = "Was yesterday typical day?".

REMINDER:

data quality is important. Therefore, you should assure that the data you are entering is valid.

BASIC DATA REPORTING FROM YOUR SURVEY

For each action you can provide data on each of the survey items. The data report should include Descriptive Statistics (N, range, mean, median, mode, SD) on the following items and calculations:

Survey Question	Items	PRE-Survey	POST-Survey	Difference Score
Q1	Days/30min/Physical Activity	X	X	X
Q2a	days/ride bicycle	X	X	X
Q2b	“How long” minutes: BikeTime = days x minutes (Calculation: Item2a x Item2b)	X	X	X
Q3	–	–	–	–
Q4a	Cycling: agree disagree don't know Frequency %	X X X X X	X X X X X	X X X X X
Q4b	Prevention benefits: agree disagree don't know Frequency %	X X X X X	X X X X X	X X X X X
Q4c	Kids: agree disagree don't know Frequency %	X X X X X	X X X X X	X X X X X
Q5a	Frequency %	X X	X X	X X

EXAMPLES OF REPORTING ITEMS

In “My Country”, 50 people answered all the questions Pre & Post. For the opinion item, “Cycling regularly for transportation is one of the best things a person can do to improve health” the frequencies & % appear below. In this fictional case, 10 of the people who said “don’t know” on the Pre survey, answered “Agree” on the Post survey. These results in the report that 80% gave the same answers and 20% changed their opinion over time.

EXAMPLE: Q4A CYCLING

Response (N = 50)	PRE-Survey	
	Frequency	%
agree	25	50
don't know	10	20
disagree	15	30

Response (N = 50)	POST-Survey	
	Frequency	%
agree	25	50
don't know	10	20
disagree	15	30

Response	Difference Score	
	Frequency	%
Same answer	40	80
Changed answer	10	20



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APPENDIX 2 THE LIFE CYCLE ACTION DESCRIPTIONS

- Mobility Management for Kindergartens:
“There is nothing like starting young”, Graz, Austria **72**
- CINDI – Cycle Training at Kindergarten Age in Slovenia **73**
- “Let’s bike to school” in the Municipality of Aveiro, Portugal **74**
- “Active, Mobile, Safe = Healthy” Pupils cycling for health (Graz, Austria) **75**
- Programme for pupils in Krakow, Poland **76**
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- “Let’s bike to work” in Aveiro Municipality, Portugal **79**
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MOBILITY MANAGEMENT FOR KINDERGARTENS: “THERE IS NOTHING LIKE STARTING YOUNG”, GRAZ, AUSTRIA



An educational program for kindergartens has been designed and carried out with the aim to provide a very emotional approach to learn cycling already at a very young age.

BACKGROUND & OBJECTIVES

There is a dramatic decrease of physical activity of children in Austria. This leads to overweight, a lack of co-ordination abilities and consequently to a higher risk of being involved in an accident. About 20% of the children between 10–14 years report pain in the back. On the other hand children are more and more taken to the kindergarten by car and experience the world from the perspective of the back seat of their parents' car.

Kindergarten age is the perfect age to rouse children's enthusiasm for cycling and walking and to influence the mobility behaviour in further life. Children who have a positive attitude towards these ways of moving tend to educate their parents to use bicycles more often because they are affected in an emotional way.

IMPLEMENTATION

FGM-AMOR developed in the EU-project LIFE CYCLE a kindergarten programme for the City of Graz to integrate and foster cycling to the kids and their families.

The programme worked on a train-the-trainers approach having the kindergarten pedagogues educated on actions they can do with their groups on the topic of cycling. The pedagogues got their training in workshops of small group and received materials for the

actions such as a specially developed picture book as well as a “training bike” for the implementation of the programme.

The actions of the kindergarten programme are:

- Learning how to cycle with certificate “I can bike”
- Telling cycling stories in daily business
- creation and provision picture books and painting materials
- Cycling art competitions between kindergartens
- Creating “chain stories” on cycling involving several kindergarten groups
- Bicycle festivals for kindergarten children and their families
- Bicycle dance for children
- Motivating activities for parents

The programme was implemented in the kindergartens of Graz, a city of 255,000 inhabitants.

CONCLUSION

After two years of implementation, the kindergarten programme is implemented in all public and private kindergartens of Graz. More than 112 kindergarten pedagogues took part in 12 workshops to learn about the programme and implement it in their kindergartens consequently. In the kindergartens then, more than 4,000 children of 216 kindergarten groups participated in the programme and most importantly learned how to cycle. Surveys among the parents as well as the pedagogues resulted in a high level of satisfaction concerning the programme. The kindergarten programme is about to become an annual activity of the City of Graz and its kindergartens now.

The kindergarten programme is easy to apply and has thanks to its train-the-trainer approach a very good cost-benefit ratio. The approach successfully combines emotional elements such as story telling with the training of skills like balance. The children got proud about their way of moving and started to influenced their parents to change their mobility behaviour especially for the trips to the kindergartens. The method can be easily transferred to other sites.

Author & Contact person:

Margit Braun,
E-mail: braun@fgm.at, Tel: + 43 316 810451 29,
Austrian Mobility Research, www.fgm.at

CINDI – CYCLE TRAINING AT KINDERGARTEN AGE IN SLOVENIA

OBJECTIVES

Through the activities in kindergartens we wanted to influence child's perspective to develop a positive sense of cycling already in kindergarten and transfer that sense to their parents to encourage them to bring their children to the kindergarten by bicycle.

MEASURES

Within the framework of the European project LIFE CYCLE, activities for kindergarten children have been implemented in two Slovenian kindergartens from different environments: one urban and one rural. Cycling at kindergarten age has been fostered through play, by organising a of traffic day dedicated to cycling and cycling art competition, by learning to cycle on bicycles without pedals, by encouraging parents to bring their children to kindergarten by bicycle and with the organisation of cycling events with various games at important days (e.g. Car Free Day). Furthermore, the Orientation cycling for children has been developed and implemented within this project as a special measure to promote cycling.

PLANNING

Agreement with kindergartens

- Development of different measures fostering cycling
- Inform educators, parents and children about the program
- Workshops for sports & kindergarten teachers
- Promotion of activities
- Implementation of various activities related to cycling

Partners included Institute of Public Health Murska Sobota, Slovene Road Safety Council, Road Safety Council of Municipality of Ljubljana and Beltinci, Cycling federation of Slovenia and others.

One obstacle was concern that insisting on holding out activities in bad weather might result in the opposite effect. Another was how to keep motivating our target groups and partners.

Results and lessons learnt: In 2 years, more than 400 children and other family members from 2 kindergartens participated in different LIFE CYCLE activities. The support of pedagogues and families is crucial to get the desired effect for setting a positive role model



The main problem is how to influence children to perceive cycling as something positive already in kindergarten – a good starting point to keep them cycling throughout their lives.

SUCCESS FACTORS

It is important to create a network of partners who help you with the implementation. It is also important to mobilise and enthuse the employees with the project. In Slovenia, they gave suggestions and ideas and offered their support for the implementation. They encouraged children to cycle through play and they also encouraged parents to bring their children to the kindergarten by bike. They were the key of our success. Since parents play an important role in influencing children behaviour, whole families should be included.

Given that we developed and implemented project activities in two geographically diverse areas, we believe that these measures could be replicated all over Slovenia. Together with our partners we are trying to continue with the activities even after the end of the project.

This project was supported by EAHC, European Union Public Health.

Contact person:

Ajda Jelenc,
E-mail: ajda.jelenc@ivz-rs.si, Tel: + 386 1 5477371
National Institute of Public Health, Slovenia /
CINDI Slovenia, www.cindi-slovenija.net

“LET’S BIKE TO SCHOOL” IN THE MUNICIPALITY OF AVEIRO, PORTUGAL

BACKGROUND & OBJECTIVES

Decades ago, nearly all students in Aveiro used their bikes to get to school. Nowadays, they are “chauffeured” to school and only a few ride bikes. The objective of the campaign is to promote bicycles as a healthy means of transportation to school and other activities. The project focuses on interesting kids in cycling and showing them benefits: riding a bike is fun, gives freedom, is healthy and does not pollute.

IMPLEMENTATION

In September 2009, the campaign started in three pilot schools. School founder day and clubs day were dedicated to promote cycling amongst pupils, teachers and other staff. Exhibits were organised with children’s bike related works (paintings, reports on surveys on mobility and factors to improve cycling, health, environment, etc). Replicas of antique bicycles were displayed and could be ridden. Games tested bike skills or were just for fun. Pupils attended short seminars on environmental problems, health and urbanism. Many enjoyed positive experiences with bicycles. During the year some events were repeated on a smaller scale.

All children who had parental permission to ride a bike to school got lessons and recommendations on riding a bike in traffic. In 2009, pupils, teachers & staff were challenged to use the bike to school at least twice a week for two months. Many prizes (bicycles, equipment, etc), were offered to those that completed the challenge and got the best scores on distance, frequency & safety. Obstacles identified included motivating teachers and lack of safety perceived by parents – too much traffic and no infrastructure for cyclists. Many parents wouldn’t allow their children to ride their bike to school.

Such activities were done in 7 schools the next year. To convince teachers, the Life Cycle team organized seminars, inviting specialists on mobility, health and environment and 50 teachers attended. As a result many teachers collaborated voluntarily and not because they were assigned. In every school, at least 2 teachers helped to develop the actions. During the first and second terms 2 teachers in each school spent 1 afternoon a week with the LIFE CYCLE team planning activities. Most activities were carried out with municipal, school staff and volunteers.

The main costs were for leaflets (€ 300) & posters (€ 1,000) in one route to school to inform and calm car drivers.



This promotion campaign aims to improve bike use amongst children aged 11–17 from 2008–2010. In the 1st & 2nd terms two days were dedicated to bike-related activities and games. The third term was dedicated to a contest between pupils in each school. Continues in 2011.

CONCLUSIONS

Despite the obstacles, the actions were quite successful. On the days dedicated to cycling, most pupils remained in school (they could leave), participated in games, developed works to exhibit, brought grandparents’ bicycles for other children to test. In the third term, 250 children in the 7 schools accepted the challenge and came to school by bike on a regular basis. Four schools held a bicycle tour and picnic and most of the pupils attended. The main problem is the lack of cycling infrastructure, especially safe routes to school. Without a feeling of safety parents won’t allow their children to cycle. Improvements are currently planned to address this.

This project could be replicated in many small Portuguese cities, in low density areas. It needs only a good cooperation between municipality and schools. Since that collaboration exists for other matters, it could be an opportunity to promote children cycling.

Author & Contact person:

Arminda Soares, E-Mail: asoares@cm-aveiro.pt

Tel: +351 234 406 300

Municipality of Aveiro, www.cm-aveiro.pt

Additional Documents:

<http://lifecycle-aveiro.blogspot.com>

“ACTIVE, MOBILE, SAFE = HEALTHY” PUPILS CYCLING FOR HEALTH (GRAZ, AUSTRIA)



An awareness raising campaign in primary & secondary schools from 2008 to 2010. Goal: combine the health benefits of cycling with workshops on diet and physical activity.

BACKGROUND & OBJECTIVES

Active, Mobile, Safe = Healthy was a customised school project, with a series of bicycle measures guaranteeing long term influence on mobility behaviour as part of LIFE CYCLE. It aimed to extend well known measures like bicycle training in real traffic and to test new ways to make cycling the most obvious transport choice.

IMPLEMENTATION

The project included these features:

- school environment analyses: Showing pupils the traffic safety “black spots” around school and how to avoid them is essential.
- bicycle repair courses: Teaching pupils how to deal with small problems is a great help to keep them mobile.
- bicycle excursions: to introduce the pros of cycling to 13–14 year olds
- Guided rides to school: to show safe routes to school and to create “cycle to school” groups
- two-level-bicycle training in real traffic for primary AND secondary school is an important step in preparation to ride alone in traffic.
- family bicycle training in real traffic: Parents can improve their cycling behaviour and learn the right teaching style. This ensures a long-term effect.
- lectures on diet & physical activity units

These activities added value to the project, totting up further information on health prevention. All measures happened during school time except the family training on weekends.

FGM-AMOR did the main implementation. Partners included teachers, school authorities, bike repair & nutrition experts. “Healthy Austria Fund” & “Austrian Traffic Safety Fund” gave support.

CONCLUSIONS

In total, 226 pupils, 94 parents and 28 teachers took part. The training in real traffic for kids & parents and repair workshops were the most successful measures.

The key to success was convincing headmasters of the project’s worth. With the help of teachers who accompanied nearly all actions greater obstacles were avoided, such as the 50% of kids who missed optional excursions or bike repair class. Many parents were afraid to send their children to school by bike. Others had problems getting children who biked to school back home. It was possible to organise it for most, but not for all.

The most important items learnt were the high importance of:

- personal contact with teachers and pupils including the work of role models, i.e. bicycle trainers
- creating and implementing a full set of cycling measures
- involving family members, as our research showed their role in the choice of children’s transport mode
- following up primary school cycle training in secondary school to maintain the cycling skills in real traffic

The “two step” bicycle training in real traffic was again implemented in the BICY (CEE) project: Integrating family bicycle training, accompanied school rides and bicycle repair courses is proposed in the City of Graz’ new “school mobility management” funding scheme.

Author & Contact person:

Günther Illek, E-mail: Illek@fgm.at,

Tel: + 43 316 810451-88

Austrian Mobility Research, www.fgm.at

PROGRAMME FOR PUPILS IN KRAKOW, POLAND



The aim was to acquaint children with bicycles and encourage them to cycle (and walk) to school. It also involved parents and teachers from 3 schools and ran from April 2009 to June 2010.

BACKGROUND & OBJECTIVES

Krakow is the 2nd biggest Polish city with over 750,000 inhabitants (many students). Cycling only became popular recently. Despite the improving cycling infrastructure, there is not enough cycle paths & parking. Sharing high-traffic streets with cars is considered dangerous. Safety is the main reason why parents forbid children to bike to school. Also most live close to schools. All these factors contribute to increasing obesity among youth. Krakow thus implemented a campaign in select schools in order to raise awareness and encourage children cycle during leisure time. Another aim was to encourage those being driven to school by car to opt for more daily physical activity.

IMPLEMENTATION

The campaign took place in 3 schools covering groups of pupils aged 10–12. Before meeting with students, we had contact with

the school authorities and meetings LIFE CYCLE staff talked to teachers and parents by phone & face to face to explain the project. The meetings with the students were based on a questionnaire surveying physical activity and mobility patterns and on a tourist booklet (to gather points for distance travelled).

These 2 tools were the basis to develop ideas about safety issues, leisure-time cycling Children also got calendars to register cycling activity. All sessions were led by 4 trainers and 2 volunteers. Phase 1 took place during school year 2009 and part 2 ended in June 2010. After each meeting participants got small rewards: notebooks, bike bells, T-shirts, drinking bottle, but some competitions had prizes like bicycle apparel and backpacks. Pupils wrote stories or made art work on cycling (e.g. about a favourite trip).

- Significant obstacles were safety concerns about the route to/from school.
- Key recommendations/success factors: Show children & parents together how to cycle safety. Give incentives to pupils to get their attention.
- Partners included volunteers and national touristic organization.

CONCLUSIONS

The campaign reached 3 classes totalling 65 pupils & at least 8 teachers & 50 parents. Pupils are very positive about cycling to/from school or in free time. Safety is the biggest concern for parents when letting kids ride without supervision. If children live close to school they usually prefer to cycle in their free time. The campaign can be replicated (by tourist organizations or schools & teachers) in Krakow as other institutions showed a lot of interest.

This project was supported by EAHC, European Commission Public Health.

Author & Contact person:

Korneliusz Grabka,
E-mail: korneliusz.grabka@um.krakow.pl
Tel: +48 12 616 1966
Municipality of Krakow, www.krakow.pl

BICYCLE TRAINING FOR PUPILS IN SLOVENIA



In the framework of the project, we have encouraged, supported and if possible improved the cycling exam (Cycling training programme for primary schools)

BACKGROUND & OBJECTIVES

The main problem was how to motivate pupils for cycling as a mode of transport and in everyday life. To motivate pupils to cycle more regularly, especially for their leisure, because if they start cycling early there is a greater chance to cycle throughout their lives.

IMPLEMENTATION

Due to differences in health related behaviour in Slovenia, two geographically diverse samples were chosen for implementation of our activities: urban & rural. In the framework of the project, we have encouraged, supported and if possible improved the cycling exam (Cycling training programme for primary schools) – activity which has in Slovenia already become a tradition. Furthermore, we have encouraged cycling through the organisation of cycling events at the important days (e.g. Car free day or Move for health day) and by encouraging pupils to take part in various cycling competitions.

PLANNING

- Agreement with schools to participate in the project
- Workshop for teachers
- Inform pupils about the program
- Developm various activities related to cycling
- Two implementation phases

Partners: Institute of Public Health Murska Sobota, Slovene Road Safety Council, Road Safety Council of Municipality of Ljubljana and Beltinci, Cycling federation of Slovenia and others.

Obstacles: We were concerned that the insistence to carry out the activities in bad weather might result in the opposite effect. Another obstacle was how to keep motivating our target groups and partners.

CONCLUSIONS

Results and lessons learnt: In two years, all classes from three participating schools have taken part in different LIFE CYCLE activities. It is important to mobilise and enthuse the employees with the project. In Slovenia, they gave suggestions and ideas and offered their support for the implementing actions.

A network of partners who help with the implementation of activities is essential for the success of the project. Teachers should be included in the implementation as they have a big influence on children as well as whole families.

Given that we developed and implemented project activities in two diverse areas we believe such measures could be replicated all over Slovenia. The activities will continue after the project's end. We hope that with our partners we will manage to spread activities so they can flourish all across our country.

This project was supported by EAHC, European Union Public Health.

Contact person:

Ajda Jelenc, E-mail: ajda.jelenc@ivz-rs.si,
Tel: + 386 1 5477371, www.cindi-slovenija.net

Author:

Mojca Janežič, National Institute of Public Health, Slovenia /
CINDI Slovenia

CYCLING FOR EVERYDAY JOURNEYS IN LIECHTENSTEIN



We organize safe cycling courses for children with their parents in most Liechtenstein towns, for juniors aged 12 years in two secondary schools and for senior citizens. A raffle makes cycling and walking to the local shops more attractive. This is a win-win situation for customers and shop owners.

BACKGROUND & OBJECTIVES

Today only a small percentage of everyday journeys in Liechtenstein is done by walking and cycling. However, these two modes are important means of transport in a sustainable mobility mix, often in combination with public transport.

IMPLEMENTATION

To reach as many people as possible, the VCL is involved in a wide range of activities to promote active mobility. In addition to the LIFE CYCLE projects, we organize the following annual activities: Cycling for your health and Cycling to work, which are well promoted via the local media. Crucial for the success of all "Safe

in the saddle" courses are enough trained, experienced and motivated cycling instructors. They only receive a small compensation for the mostly voluntary work.

→ Safe in the saddle for children with their parents: Involving the police traffic instructors, the town police and the parent teacher organization is an important success factor. The food and drinks sponsored by the town make it a social event. The financial support comes from the commission for road safety.

→ Safe in the saddle for secondary schools: Through the support of school head masters, the course became part of the curriculum. The class and/or sports teachers actively participate in the theoretical and practical parts of the course.

→ Cycling to school is an additional LIFE CYCLE project starting in spring 2011 in close cooperation with the Liechtenstein school administration.

→ Safe in the saddle for senior citizens: It is quite difficult to motivate seniors for everyday cycling, but for cycling as sport activity is a different story. It is a challenge to communicate the personal benefits of changing the means of transport for everyday journeys. It would help a lot if general practitioners communicated better the positive health effects of an active life. We also cooperate with the Senior Citizens Organization LSB.

→ Cycling and walking to the local shop: shop owners have to understand the advantages to them (less parking space needed, closer link to locals) in order to support projects to change the transportation behavior from driving to walking and cycling. Three enterprises with shops in five of the eleven Liechtenstein towns participated in 2009 and 2010. The year 2011 is a special challenge with the transition to annual walking and cycling activities of the shops after LIFE CYCLE.

The Liechtenstein Office for public health is the LIFE CYCLE partner, the VCL Association for Transport and Environment is the subcontractor.

Author & Contact person:

Georg Sele VCL, E-mail: info@vcl.li, Tel: + 423 232 5453
Verkehrs-Club Liechtenstein, www.vcl.li, Postfach 813,
9490 Vaduz, Liechtenstein, Tel: +423 236 7360

“LET’S BIKE TO WORK” IN AVEIRO MUNICIPAL- ITY, PORTUGAL

BACKGROUND & OBJECTIVES

Decades ago, nearly all citizens of Aveiro would use their bikes to go to work and get around, since it is quite a flat environment. Nowadays, many short trips in the city are made by car. There is too much car traffic and too few cyclists. Illegal parking is a real problem. To promote bicycle use we inform users of the advantages of cycling takes less space, promotes health, faster, cheaper and better for the city.

IMPLEMENTATION

Promote cycling via mass media and a prize draw among people committing to cycling to work and attract people to have a positive experience with bicycles and therefore substitute short car trips for a means of transport that has many advantages for the city for the environment. Given Aveiro’s history of cycling, being the main cycle production place in Portugal, this was used in promotion. A local bike factory gave bikes for the prize draw. Street actions were undertaken in the main pedestrian areas, shopping centres and in the city park. Our approach was to make direct contact with people and explain the positive aspects of cycling. Three staff and 2 volunteers gave individual advice and flyers were distributed in most public places. The promotion focused on the advantages of cycling – active and healthy transportation and, at the same, on its contribution to reducing the volume of traffic, reducing CO₂ emissions, particulate matter and noise pollution.

Even when the perception of the bicycle has changed this is not enough to actually change behaviours. It is necessary to motivate the target groups to actually try out cycling for a time. LIFE CYCLE approach is about motivating people by using campaigns focused on the emotional positive experiences. For several weeks, publicity spots on the two local radio stations announced the prize draw for a weekend for two in Amsterdam. All they had to do was register on the website or at a city council and commit to ride a bike frequently for two months. At the same time, there were advertisements in the local newspapers and the life cycle team published two articles in those newspapers about the benefits of cycling. Together with these actions, the LIFE CYCLE team collected old, but serviceable, bicycles. These were fixed and cleaned by the Municipality. About 150 bicycles were sold at cheap prices, as a promotion stunt and to remove one excuse for not riding a bike.



“Let’s bike to work” is a promotional campaign that aims to improve the use of bicycles amongst working citizens in Aveiro. The main features were street dissemination, media spots, and a prize draw. The campaign started in the beginning of April 2010. In 2011 it will be replicated.

Planning mainly focused on ways to disseminate the positive aspects of cycling. Finding sponsor to offer a weekend for two in Amsterdam as well as other prizes (bicycles, etc) was the key point to make people try riding their bike for work and win prizes. All the staff working in the planning was Municipal staff. Three people worked part time in the project for six months. It includes contacts for sponsors, newspapers and radio, preparing leaflet, flyers and outdoor displays as well as field advertising and maintenance of the blog. The main costs were for dissemination material & radio and newspaper advertising (€ 4,000).

The main obstacles identified were too much traffic and no infrastructure for cyclists provoking fear and perceived lack of safety; and the need for showers at workplaces.

CONCLUSION

The actions were quite successful. Some new riders told the LIFE CYCLE team “what a pleasure it was to ride a bike to work in spring time”. Others complained about safety. Improvements to cycling infrastructure are planned.

This project could be replicated in many Portuguese cities, because the cost can be low, dissemination is straightforward. and, as municipalities and businesses get along, sponsoring can be easier.

Author & Contact Person: Arminda Soares:

E-mail: asoares@cm-aveiro.pt, Tel: +351 234 406 300

Municipality of Aveiro, www.cm-aveiro.pt

Additional Documents: <http://lifecycle-aveiro.blogspot.com>

BIKE TO WORK IN BELGIUM

OBJECTIVES

- Create a comprehensive offer (a program) to support employers in promoting cycling to work and increase the “Cycle Commuting Rate”.
- Offer employers reporting to follow up the Cycle Commuting Rate in their organization and benchmark it to other employers.
- Make Bike to Work financially self supporting after EU funding has stopped

IMPLEMENTATION

The program consists of:

- a Bike to Work Team challenge in the summer, based on the successful Bike to Work challenges in Denmark, Germany and Switzerland. Main purpose is to encourage potential cyclists to start cycling to work.
- A BTW Winter Trophy to encourage employees to continue to cycle to work after the summer.
- A loyalty program based on “Bike Points”. Every trip to work equals one point. Points can be exchanged for gift vouchers, football or concert tickets, etc. The main objective is to motivate cyclists year-round.
- Cycling Commuting Rate Reports. The Rate is composed of the Participation Rate (the number of registered cyclists compared to the total number of employees in the organization) and the Cycling Rate (the number of days cycled compared to the total number of cyclists’ working days). The Cycle Commuting Rate = Participation Rate X Cycling Rate and gives a precise overview of the penetration of cycling within the commuting behavior of the organization.
- Employers pay an annual fee to participate. Bike to Work is free of charge for employees.

RESULTS

- Bike to Work is a national program for employers in all 3 regions: Flanders, Brussels & Wallonia
- Partners: employers, sponsors offer prizes (also the National Lottery); provinces actively promoting Bike to Work in their territory; Brussels Region; GRACQ, the French speaking cyclists;
- Costs: 1.5 full time staff are currently working on the program.



After 18 months: 160 employers participate (mostly big companies), 10,000 registered cyclists (6,500 of which are working for participating employers), 50 sponsors and 14,000 unique website visitors per month and an increasing recognition BTW as a valuable program by different government bodies.

They prospect employers and sponsors, manage the challenges and are the single point of contact for the employers and the cyclists. Before starting, the project had to be set up (work out the concept, discuss it with a few employers, design the website and the applications going with it etc.) Estimate: 120 man days.

CONCLUSION

- the program concept works. The combination of a challenge/campaign with a loyalty program and with extensive reporting works. Employers are willing to pay for it as it gives added value.
- It takes time and effort to build it up and to convince employers to participate (negotiations can take months). Initial funding is needed to set up the project
- Ability to measure results is crucial.
- Outlook: increase the service offering within the framework of Bike to Work with educational programs, bike pooling etc.

Website: www.biketowork.be

Author: Dirk Bauweleers, Fietsersbond vzw
www.fietsersbond.be/english

Contact: Dieter Snauwaerts,
E-mail: dieter@fietsersbond.be, Tel: +32 2 502 68 51

HOW TO GET THOUSANDS BIKING TO WORK? A HUNGARIAN EXAMPLE

BACKGROUND & OBJECTIVES

This campaign is based on community feelings – building on workplace relationships, social networks and grassroots cycling movements. Participants who bike to work 8 times during the 5-week campaign earn a certificate & receive inexpensive useful gifts (eg. saddle covers with the campaign's logo). They enter a prize draw for more valuable objects (bicycles, gear & outfits, cycle shop vouchers, etc.). This activity combines teamwork and competition: teams (of up to 5) strengthen workplace relationships while competing in the number of days & kilometres cycled. Employers compete to get the largest % of employees cycling. Cycling days are registered in a travel log on the campaign website (or on paper). The website is also a community centre, with a forum to exchange opinions, participate in contests, get the latest news & upcoming events.

A grand opening ceremony begins each cycling season campaign, getting media attention & raising cycling awareness. Mid-campaign events are opportunities to announce news on the growing number of cyclists. At the end, a chic closing event takes place: a cycling fashion show or a concert, where cyclists meet and winners get prizes. Thematic campaigns are organized: cyclists at universities or cyclists on the train or cycling in suits/dresses.

CtW is present in nearly all of the 144 towns with over 10,000 population. Over 500 (17%) municipalities have at least one team. The leadin big cities (> 50,000 population) are Szeged and Békéscsaba, traditional cycling cities of the Great Plain, where 1 % of people participate in the campaign. 139 large companies (> 250 employees) also participate, i.e. 15% of all such firms.

Main partners are the Ministry & Hungarian National Railways. Great support comes from sponsors providing prizes, gear, event locations, catering etc.

Managing the campaign is a full time, job for one person. During campaign periods 4–5 persons help the project manager, with additional 10–15 volunteers.

SUCCESS FACTORS

A new campaign message each year: „Change gears” (from car to bike) or „Convince your colleague”. PR campaign was multi-modal: posters, movies, social networks, events (inauguration of



Cycle to Work began in 2007, organized by the Ministry of Economy and Transport. The Hungarian Cyclists' Club took over in 2008, running yearly Spring & Fall campaigns. The aims are to create a healthier and happier community, a more liveable environment by maximizing cycle commuting to work instead of individual car use. Active in 2011, plans to continue.

ambassadors) to get media interest & “get on the TV”. Included were some specifically Hungarian jokes & puns.

The main obstacle is to get new participants and to keep people interested. Finding something all the time requires great creativity. It is also difficult to find sponsors when the economy turns downward

In Fall 2010 over 10,000 participants cycled 1,500,000 km on 122,000 occasions, burnt 35 million calories, saved 285 tons of CO₂ & 32 million Hungarian forints (€ 120,000) of fuel. We wish to decentralize the campaign, so we want to involve the employers even more and to reach more people and companies.

The project can be replicated in places where many commute less than 10 km by car. If distances are greater but a good railway network is available, the project can be replicated with some changes.

This project was supported by EAHC, European Commission Public Health

Author & Contact person: Péter Wolf,
E-mail: wolf@kerekpárosklub.hu, Tel: +36 1 315 0590
Magyar Kerekpárosklub – Hungarian Cyclists' Club
www.kerekpárosklub.org

BIKE TO WORK PROGRAMME IN KRAKOW, POLAND



The aim of the project, carried out from May 2009 to December 2010, was to foster cycling to work as an everyday habit among selected workers from Krakow's administration.

BACKGROUND & OBJECTIVES

Krakow is the 2nd biggest city in Poland with over 750,000 inhabitants, mostly residents, but also students due to many universities. Cycling in Krakow only became popular recently. Although the cycling infrastructure has been improving, sufficient cycle paths and parking spaces are still lacking. Moreover, sharing the high-traffic streets with cars is still considered dangerous and people say they would cycle more if they felt safer. The target group consisted of 40 clerks working in a selected department of the City administration. As they spend most of their time sitting, it is important to convince them that cycling is not as demanding as they might think and encourage them to use their time more efficiently and healthily. The aim was to establish a group of cyclists and explain the idea in details. The group then shared views, acted as a role-model and spread information about the project. The goal was to convince more workers to cycle not only in their free time, but also to work as well as to set up a network where cyclists discuss issues as infrastructure, facilities.

IMPLEMENTATION

During the 1st phase cyclists were identified. The 2nd phase started with a meeting, where workers that already cycle and potential cyclists gathered. Further communication was either personal or via email. The idea to share information was developed (via internet blog set up as a platform with information about the project, descriptions of popular routes and practical advice from experienced bikers). During this phase the cooperation with other institutions was established (e.g. the national touristic organization, bike shops and other municipal departments). 12 weekend trips were organized and 26 bikers participated. The programme was open to public. Descriptions and photos from these events were put on the blog. A competition in the number of days cycling to work was an incentive. Each month, the top 6 bikers and those who encouraged their colleagues to cycle got prizes (e.g. backpacks, bike shirts). The main obstacle was to reach the (potential) bikers. The personal contact was the most successful. Still, some workers-cyclists didn't respond to the action.

CONCLUSIONS

Many workers are willing to cycle, but safety and infrastructure are still problematic. A campaign showing that cycling is not dangerous gives better results in the number of people cycling everyday. The action is more successful when accompanied by additional actions (e.g. weekend organized trips where the cooperation with touristic organization can be very helpful). In the future the cooperation with other municipality departments can be fruitful (events or mobility campaigns).

This project was supported by EAHC, European Commission Public Health.

Author & Contact person:

Korneliusz Grabka,
E-mail: korneliusz.grabka@um.krakow.pl
Tel: +48 12 616 1966
Municipality of Krakow, www.krakow.pl

“BIKE YOUR WAY UP TO A DEGREE” AT THE UNIVERSITY OF AVEIRO, PORTUGAL

BACKGROUND & OBJECTIVES

Decades ago, nearly all the active and student population of Aveiro would use their bikes to get to their work places and school. Nowadays, the use of bicycles is very low. As the university campus is located in the city centre, with more than 10,000 students and 1,000 staff, it is surrounded by cars and the use of the bicycle is very low. A major goal of the municipality is to increase the use of bicycle among students. So, the objective of the campaign was to start promoting the use of bicycles to Aveiro's new residents: the first year students. New in the city, with no fixed mobility habits, they are open to what is offered to them. It offers a way to keep them from becoming car dependent. The project showed them that cycling is a real option and they could be active daily thus preventing heart diseases, diabetes, obesity etc.

IMPLEMENTATION

the University joined the Aveiro as a partner. Two fellow researchers worked with the LIFE CYCLE team on the planning and implementation process. During the first week for new students a “bike fair” was set up across campus: bicycle games were organised & all types of bikes could be tried for free. Shops sold bikes & accessories at discount. Students learned how to fix a bicycle. Brochures with cycling benefits were distributed. Three older students were University Bike Ambassadors and raised awareness among first year students. during the week fair. Direct contact between the Ambassadors and freshman proved essential to create a positive atmosphere. 5,000 students enjoyed it and had positive bicycle experiences. Over 500 students took bike tours of Aveiro.

The bike fair events were repeated four times during the year. Seminars with specialists on mobility and health were organized as well from September 2010, for 250 students of nursing, primary teachers, geriatrics and town planning. Every seminar finishes with city bicycle tours. They are much appreciated and very stimulating.

In the spring of 2010, 112 students and staff accepted the challenge to bike at least twice a week. Prizes were drawn for the ones that sent photos riding their bikes. Cooperation with the university as a partner was essential mainly for dissemination.

The main costs was the university subcontracting (€ 4,000) and printing (€ 500) for event promotion. The main obstacles identified were the fear of accidents and the lack of infrastructures for riding and parking the bike safely.



A promotional campaign aims to improve the use of bicycle among first year University students. Bike Ambassadors were appointed to draw the attention of first year students to this type of transportation. During the first week of the reception to the new students a “bike fair” was set up with games, brochures on the benefits of cycling, free-bikes to be tried and so on. It started with a small fair in 2009 and continues in 2011.

CONCLUSIONS

Because of the success of the fair organized in the first year of the project, there was a new edition of the fair in September 2010, during the reception week and it is now becoming part of the events of the university. More regular course-seminars (with bike tour in the end) were organized because these actions were well accepted by students from different backgrounds. Further seminars are being planned for 2011.

This project could be replicated in many Portuguese cities with universities, but dissemination especially those organized around a campus like Aveiro. For colleges grounds dispersed in cities, it could be an opportunity to bike between departments.

Author & Contact Person:

Arminda Soares,

E-mail: asoares@cm-aveiro.pt, Tel: +351 234 406 300

Municipality of Aveiro, www.cm-aveiro.pt

Additional Documents:

<http://lifecycle-aveiro.blogspot.com>

ADFC NEW RESIDENTS' TOURS (GERMANY)

BACKGROUND & OBJECTIVES

When people move house, they reorganize their mobility behaviour; a great moment to consider switching to an active, healthy transport mode: cycling.

A guided cycle tour showing key city features and main cycling paths & infrastructure is a good opportunity to let people experience the advantages of cycling. Some local ADFC groups (German Cyclists' Fed.) offered such tours since 2000. Their experiences were collected, elaborated & spread to many cities by ADFC. Twice a year, activists gather to exchange experiences & to train new guides. ADFC now offers "new residents" tours in many cities (40 in 2010), ranging from 2 to 60 participants.

IMPLEMENTATION

The conditions of the tours vary with local circumstances and tour guides. The standard concept proved to be unrealistic. In towns the tour can show the whole town; often in cooperation with the municipality. In cities there are several tours in different city quarters: some guides concentrate on history; others prefer traffic or leisure time themes. All tour guides are volunteers from local ADFC groups. Participants pay a small fee (€ 2–5) and are happy to do so.

CONCLUSIONS

The main obstacle was how to inform & attract new residents. Only the municipality has the addresses, so it is crucial to have them as partners. Finding enough people only using flyers, posters, internet was only successful in big cities. The activities were supported by the EU Public Health Programme (project LIFE CYCLE).

Some key factors worth considering when planning such tours:

- Choose a central theme (e.g. best cycling connections, town history, beer garden tour)
- Find partners. It is hard to find enough publicity on your own. The best partner is the municipality (access to all new residents' addresses). Other partners may be tourist information, companies, a university or church
- Make the tour attractive. A VIP guiding the tour, experts commenting on visited sites, less known places, culinary highlights ... End the tour at a cafe or a beer garden!



Guided bicycle tours let new residents experience the advantages of cycling as an active, health-enhancing mode of transport. From 2008 to 2010, ADFC (German Cyclists' Federation) has spread this new concept of cycle tours to 40 German cities.

- New residents find communication & socializing more important than cycling. The tour guide must be open-minded, keen to talk to people to give them a good impression of the city. A good idea is to have more than one guide (more small talk).
- Plan at least 3 months for preparations. Publicity, press work, partner contacts, guides, choosing & booking locations can take a long time to organize.
- Be prepared to have inexperienced cyclists. Tell them how to cycle in a large group. The tour should not exceed 20 km or 3 h. Stop frequently.

The concept of new residents' tours has proven to be successful and will be spread further. It could be done in any German city and most northern & western EU countries without too much adaptation. The idea of such tours is attractive for other target groups, too. Over half of the participants were long-term residents and visitors who wanted to see the town from a new perspective. Such tours could be interesting for new employees at large companies and for universities.

Author & Contact person:

Raymond Fismer, LIFE CYCLE project manager,
E-mail: raymond.fismer@adfc.de

ADFC – Allgemeiner Deutscher Fahrrad Club
www.adfc.de, Tel.: + 49 421 34629-17

Additional documents (in German):

www.adfc.de/Aktionen--Kampagnen/ADFC-
Neubuerkertouren/uebersicht-Neubuerkertouren

CYCLING AMONG ADULTS AND SENIORS IN SLOVENIA

BACKGROUND & OBJECTIVES

We found that fear and doubt about cycling skills are the main reasons why Slovenians do not cycle. The second problem finding a good incentive for people that not physically active. The aim is to give adults an opportunity to refresh and improve cycling skills and so increase the number of people physically active every day.

IMPLEMENTATION

Due to differences in health related behaviour between urban and rural Slovenian residents, two diverse geographical samples were chosen. We encouraged working adults to cycle to work and/or in their leisure time and we invited them to participate in various sports and health related events. We developed a Safety Cycle training course for adults; unique in Slovenia. We also try to include cycling in workshops about healthy lifestyle, developed for adults with cardiovascular risk factors. As for seniors, we promote outdoor or indoor cycling under the physiotherapist's supervision (depending on senior's abilities). We encourage all target groups and their families to visit and participate in events like "European Mobility Week", "Car-Free Day" and "Move for Health Day".

PLANNING

- Develop different activities for cycling promotion among adults and seniors
- Agree with companies/seniors associations to participate. Inform employees/seniors about the program
- Two implementation phases

Obstacles: The recession made it hard to get enough employees to participate in the project and since the average age in Retirement homes is more than 80 years old, it was hard to get enough seniors, too. The second obstacle was how to approach cycling in senior population due to limited abilities.

CONCLUSIONS

Results and lessons learnt: Different LIFE CYCLE measures have been developed and implemented for the promotion of cycling. To tackle the sedentary lifestyle and fear and doubt about cycling



Together with the Slovene Road Safety Council, the Road Safety Council of Municipality of Ljubljana, the Cycling Federation of Slovenia and other partners, we developed a unique "Cycle Safety Training Course" for adults, who are not experienced or confident in traffic.

skills, a Cycle Safety Training Course for adults and seniors has been developed. Cycling has to be approached carefully among seniors given the individual's health. In order to prevent the risks, seniors have been tested before the practical part (physical activity tests we developed in collaboration with the Faculty of Health Sciences of Ljubljana).

Factors of success: A network of partners that help with the implementation of activities is crucial for the success of the project. Whole families should be included in the activities. Good skills and knowledge about traffic are crucial for safe cycling. Our training course can contribute importantly to the promotion of cycling as an active and safe mode of transport and/or leisure time activity.

At project end in 2011, we will have effective tools to encourage and promote cycling as a health enhancing activity and a means of transport. Since the activities have been developed and implemented in two diverse areas we believe that these measures could be replicated all over Slovenia. Together with our partners we are trying to make CYCLE Safety Training Courses accessible to all adults.

This project was supported by EAHC, European Union Public Health.

Contact person:

Ajda Jelenc, E-mail: ajda.jelenc@ivz-rs.si
Tel: +386 1 5477371, www.cindi-slovenija.net

Author:

Mojca Janežič, National Institute of Public Health, Slovenia / CINDI Slovenia

“CTC CYCLING FOR HEALTH” SWINDON, UK

BACKGROUND & OBJECTIVES

The Problems to solve that there are people over 50 who lack skills and confidence in riding a bike and are not doing enough physical exercise. Objectives of the activity are to provide cycle training for people over 50 and improve their health through cycling.

IMPLEMENTATION

CTC's (Cyclists' Touring Club) eight week Cycling for Health course is aimed at beginners who receive cycle training to build up their confidence and skills to cycle more safely and learn about basic bike maintenance. The course takes place twice a week in a traffic-free environment on an athletics track. Participants can bring their own bike or hire one. A total of 6 courses over a six-month period were held in Swindon in 2010.

→ Planning process: 1. set up partnership with hospital and local GPs 2. involve local disability and older people organisations 3. find suitable practice areas 4. hire or buy bike fleet 5. set up weekly activity schedule 6. promote activity through local press, posters, flyers

→ Partners involved: local authority, GPs and hospitals, disability and older people organisations, professional cycling instructors

→ Obstacles:

- participant cancellations
- participants have different cycling skills levels
- limited availability of traffic-free environment and professional cycle instructors

→ Costs: The cost for running an eight-week Cycling for Health course depends on the following: hire cost of traffic-free area; hire charges for bike fleet; whether the bike officer delivers the activities or external cycle training consultants; the bike officer's salary.

Generally, it can be said that a full course takes up approximately 20 days for administration and implementation.

CONCLUSIONS

Results and lessons learned

- Cycling for Health courses still a novelty hence always fully booked
- ideal group size is a maximum of 12 participants per course per cycle instructor



CTC's Cycling for Health course has been a success. Across seven locations 300 courses have been held with 1,500 total participants. Demand is very high and the benefits to participants' health are getting increasingly recognised amongst the health stakeholders.

- every participant benefits from cycle training in a traffic-free environment; 60% progress further to cycle training in traffic
- 70% of course participants cycle more regularly as a result of this scheme, at least once a week and mainly for leisure
- need to provide courses with different skills levels so that everyone can take part
- charge for the course in order to keep cancellations to a minimum

Factors of success

- external grant funding crucial in kick-starting the activity
- set target number of participants to be achieved
- strong local partnership with regular communication
- make bike fleet with different sized bikes available
- different course levels on offer to cater for all abilities

Future prospects and potential for replication

Once grant funding has come to an end the evidence collected should provide an incentive for local partnerships to run the scheme. In order to make the scheme commercially viable there must be a charge which could be shared between participants and health insurances.

Author & Contact Person: Holger Schiller
E-mail: holger.schiller@ctc.org.uk, Tel:+44 1483 238 319
CTC – Charitable Trust, www.ctc.org.uk

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