

# **ANNEXES**

## **ANNEX A**

### **Assessment using the Campaign Design Tool**

This assessment tool makes use of the Campaign Design Tool. The Design Tool provides a checklist or aide-memoire for campaign managers. Decisions regarding plans for management, design and roll-out can be recorded against specific items. Following campaign implementation, the manager can check actual outcomes against intentions and the impact and recall of the campaign in the market place. The Tool is therefore a useful way to identify areas which could be improved or adjusted when planning future campaigns. In addition, this document can be used as the core recording instrument for creating the 'Campaign Handbook'.

The following tables contain elements of design that should be considered during the design process of any campaign. Not all will be relevant to every campaign. However, it is a checklist of criteria that should at least be considered. After implementation, an evaluation can then be made as to whether these decisions were implemented as planned, and if so were they correct or applicable to the particular campaign and its objectives.

In the following table enter a tick ✓ in the ‘Relevant to Campaign’ column to indicate that you consider this item relevant to your campaign / situation. After the campaign assess whether this judgement was appropriate..

### Campaign Management

1. Strategy	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
<b>Aim</b>	1. Specify an overall aim for the campaign	Aim based on Policy Social need Commercial or economic pressure Other			
	2. Aim related to an overall explicit policy/strategy/vision	For example, is a car sharing campaign related to an explicit policy to reduce road traffic, or is it intended to solve employee dissatisfaction with commuting and parking problems.			
	3. Does the aim directly support the overall explicit policy/strategy/vision?	If successful would the campaign achieve social attitudinal and behavioural change in line with policy.			
<b>Objectives</b>	4. Set a main objective which supports the aim	An objective would be a specific outcome e.g. to reduce the number of cars – or make people more aware of ....			
	5. Has more than one objective been set?	There is no rule that says a campaign should have only one objective. However, a number of diverse objectives may not be a successful recipe.			
	6. Are all objectives congruent or compatible with the main aim and objective?	This is an extension of point 5 above. In general we believe at present that objectives should be congruent, i.e. all supporting the aim and directed towards common target audience(s).			
<b>Measurable</b>	7. Setting behavioural change targets	A measurable outcome which could be a hard measure, e.g. 5% fewer cars on the road by a certain date.			

<b>1. Strategy</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
objectives or Measurable outcomes	8. Setting attitudinal change targets	Measurable soft measures such as increase in staff morale or satisfaction as measured in an attitude survey, e.g. an increase from 65% to 75% of people satisfied with travel arrangements.			

<b>2. Management / co-ordination.</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
<b>Campaign management</b>	1. Top level support for the campaign	Endorsement of campaign by senior management			
	2. Clearly defined management structure	Appropriate management structure, authority levels, lines of reporting and clarity of role			
	3. Management is knowledgeable about the ‘mobility’ (or contextual) issues	Management objectives may not conform to ‘sustainable mobility’ objectives. They may be more business focussed, concerned with maximising occupancy and profitability, rather than removing private cars from the road. The message is – ‘Be clear about what you are trying to achieve’ and make sure that senior management and policy makers are talking the same message.			
	4. Appoint an overall campaign ‘Champion’ or manager	For a campaign to be successful it must have a ‘champion’ or manager who will ensure that design, execution and roll-out all occur as planned, that nothing is left to chance, that branding or common look, sound and feel to a campaign is jealously guarded.			

2. Management / co-ordination.	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
	5. Ensure top level support for the campaign manager	Almost a sub-set of 1 above – this is a reflection of the organisation culture. The campaign manager must have access to and support from senior management so that issues of budgeting, resourcing and response to social and market conditions can be quickly resolved.			
	6. Involvement of team and staff succession	The campaign team should ideally be formed at the inception stage so that everybody is fully briefed about the aims, objectives, management structures, lines of reporting and their roles.			
	7. Staff succession	Manager must deal adequately with staff succession and subsequent briefing and training.			
	8. Planned roll out	Campaigns do not just ‘happen’. Ensure that issues of timing etc (covered in roll-out section) are considered.			
	9. Market research	Consider the need for research. Maybe there is existing research, tracking from other or previous campaigns, or maybe the attitudes and behaviours of the target audience are sufficiently well known by some other means. However, be aware that the opinions of the campaign manager or those of competing advertising creative teams may not be an accurate reflection of the target audience. Selection of target audience may itself require an initial piece of research so that the highest number of ‘early adopters’ or acceptors of change can be targeted.			

<b>3. Resource allocation</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
<b>Financial resources</b>	1. Financial resource allocation	Ensure adequate allocation at the start – build in contingency fund for unexpected changes			
<b>Time resources</b>	2. a) for campaign development	Development and roll-out phases of a campaign must be seen as separate so that planning can take place well in advance of launch / roll-outdate.			
	b) for roll out				
<b>Human resources</b>	3. Human resource allocation	Ensure adequate allocation			
	4. Continuity of staff	Make provision for turnover / wastage			
	5. Staff skills in communications / marketing?	Ensure adequately skilled staff			
	6. Staff briefing on social, cultural and mobility issues?	This topic concerns adequate briefing / training and information flow so that all those involved in the campaign from creatives / designers to administrators are well informed.			
<b>Management monitoring</b>	7. Framework for campaign assessment set up	Monitoring and assessment framework, pre-testing, market research programme and feedback loops must be set up in advance of campaign execution.			
	8. Mechanism for information to reach the campaign manager	This is essential so that, wherever possible, the campaign content and roll-out programme can be adjusted to match the circumstances in the market place, e.g. advancing or delaying a campaign phase to avoid a clash with another campaign, or removing or re-designing the campaign in the event of adverse reaction.			
	9. Mechanism for information to reach a higher strategic level	Formal feedback sessions are vital if lessons are to be learned.			

<b>3. Resource allocation</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
	10. Take notice of previous campaign assessment/ learning?	Don't be dogmatic. An open or credulous mind is required in order to understand the perspectives of target audiences and how their 'realities' are constructed.			

<b>4. Partnerships / synergies</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved.
<b>Involvement of other partners (private/social) or sponsors</b>	1. Strategic partners	Contributing finance or other sponsorship / benefit-in-kind – Decision to seek or involve?	?		
	2. Operating partners	Decision to seek or involve?	?		
	3. Strategic partner objectives and ethos	Are the strategic partners' objectives and campaign contributions in line with the campaign objectives?	?		
	4. Strategic partner objectives and ethos	Direct input to campaign operation / materials and content? If partners are active supporters, ensure that their activities are congruent with the aims of the campaign. Also ensure that the partner does not have another agenda that dilutes or confuses the aims and message of the campaign			
	5. Involve / collaborate with other bodies	The 'sign-up' of leading bodies (e.g. other cities, transport operators to a campaign can enhance its credibility and status.			

5. Research	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved?
<b>Was market research commissioned to:</b>	1 Identify a clearly defined target audience – group to which campaign is directed	Careful targeting is required for effective communications.			
		a) How many target audiences were identified? b) Was an effort made to tailor the campaign for different audiences (i.e. the campaign made use of market info.)?			
	2. Identify key audiences	Those most likely to change – early or likely adopters			
	3. Identify key audience criteria	These relate to the life of the audience; lifestyle, behaviours, needs, priorities, preferences, motivators  What sort of people are they. Gentle or aggressive, materialistic and acquisitive etc.			
	4. Research to provide baseline data for further tracking / feedback	A baseline should be established prior to roll-out			
5. Make use of research outcomes	Was the output from all aspects of research used to inform the design of the brand image				

## Design & brand image

6. Design	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved?
<b>Context</b>	1. Local , National or International				
	2. Broad or Specific				
	3. Real life or Fantasy				
<b>Message</b>	4. Multiple messages within one communication?	e.g. health & environment & congestion,			
	5. How many messages				
	6. Clear overall message				
	7. Relationship to the audience's lifestyle / behaviours	(as identified in the research)			
	8. Relationship of message(s) to audience aspirations	(as identified in the research)			
<b>Argument</b>	10. Cognitive (rational, logical) and /or Affective (appealing to emotions)	e.g. social benefits (e.g. fewer cars = less pollution) versus personal advantage (protect your children's health)			
	11. Explicit or Implicit  (See Revised Deliverable 2 - <b>State of the Art Review</b> for a fuller explanation)	Recent studies show that 'Low involvement processing' whereby advertisements do not actively engage with the minds of the audience can on occasion be most effective. This research is contrary to conventional advertising design and tracking --because by definition, audience recall is low. Most transport / mobility advertising is explicit.			

<b>6. Design</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved?
	12. Validating (behaviour change) OR Invalidating (current behaviour)	Psychological theories argue that lasting personal attitudinal and behaviour change is most effective when campaigns and communications suggest more attractive personal alternatives and then reward their choice by validating or enhancing the image of the adopter. School action packs and games are good examples of validating campaigns. Invalidating advertising e.g. “don’t drive” – often using shock tactics may be less successful because of the phenomenon of denial – whereby people attribute blame to ‘them’ not me. Such commercials are often not ‘seen’ even though people actually look at and listen to them.			
<b>Content</b>	13. Use of colour sound animation / cartoons shock tactics Other	Consider what use you will make of colour and sound. Likewise the use shock and other tactics should be carefully assessed in relation to the target audience.			
	14. Passive or Active Audience involvement	Consider whether the communication will be passive, or whether some form of engagement extending from mere intellectual involvement to actions on the ground will be most effective. (Competitions, signing-up to a car share scheme are examples of involvement)			
<b>Message givers</b>	15. Icons / famous actors / sports people, etc	Will a campaign work better if endorsed by a local or national / international personality?			
	16. Public / ordinary people / peers, etc	Or will an appearance of normal people just like me work better?			
	17. Officials / institutions / authority, etc	Or would the endorsement of an authority or public body have more impact?			
<b>Tone</b> (tone of voice)	18. Positive Negative	The tone of a communication will be			

6. Design	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved?
or attitude of the message giver)	19. Offering new alternatives or Restricting (no choices, less freedom)	governed by the context, the audience and nature of the intended change.			
	20. Persuasive / Coercive 21. Authoritative / Dictatorial Humorous 22. Appealing to conscience Appealing to audience aspirations	There is often no single clear-cut answer to the design to adopt. Pre-testing of concepts, visual presentations, audio and text are often required. This may take a lot of time and research. For example the music that accompanies the tourist board advertisements for the Island of Ireland took one year to be selected!			
Mood communicated by message	23. Shocking 24. Upbeat 25. Fear				
	26. Other _____				
Creative style	27. Define a specific creative style	How clear and specific was the brief to the advertising agency?			
	28. Graphic - using drawings and cartoons				
	29. People				
	30. Things, etc.				
Brand image	31. Was a clear brand image specified?	Is this a one-off campaign where any identity will never be repeated, or is it an ongoing initiative that must have continuity of image and style – so that even short snips can be recognised, for example ‘Probably ...’ = Carlsberg, ‘Happiness ...’ = Hamlet			
	32. Was a clear brand image used / achieved?	Despite best attempts was a clear brand image achieved. Was the achieved image that which was intended?			
	33. Branding clear and consistent across all media?	Consistency is vital. For recognition and recall			
	34. Brand image based on research on life of audience ?				

<b>6. Design</b>	Specific items	Notes	Relevant to campaign	Recommendations, Decisions or Actions planned / Use this column to record your plans under each heading	Record outcome here – did the actions proceed as planned? What were the problems? How were they solved?
<b>Concept testing</b>	35. Campaign concept pilot tested with a sample of the target audience? (mood boards, etc.)	(see above)			

## Implementation / Roll-out

	7 Implementation and Roll-out	Tick if planned / intended	Tick if Media choice / action was researched	How / why relevant to target audience (other comment)	Tick if used	Comment on outcome
<b>Media choice</b>	1. Radio/ TV	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	2. Cinema	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	3. Posters / Wall displays	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	4. Flyer / leaflet	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	5. Newspapers, magazines, journals	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	6. Email	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	7. Internet	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	8. Direct mail	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	9. Play	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	10. Competition	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	11. Action packs	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	12. Press conference	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	13. Sponsored event	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	14. Other	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Roll-out</b>	15. Was there a step-by-step action plan	<input type="checkbox"/>			<input type="checkbox"/>	
	16. Implementation – how phased	Tick appropriate boxes: All at once <input type="checkbox"/> Drip feed <input type="checkbox"/> Teasers followed by main campaign <input type="checkbox"/> Intermittent <input type="checkbox"/> Continuous <input type="checkbox"/>  Comment:			Tick appropriate boxes: All at once <input type="checkbox"/> Drip feed <input type="checkbox"/> Teasers followed by main campaign <input type="checkbox"/> Intermittent <input type="checkbox"/> Continuous <input type="checkbox"/>  Comment:	
<b>Delivery -</b>	17. Where	Home <input type="checkbox"/> Work/school <input type="checkbox"/> Street <input type="checkbox"/> Shops <input type="checkbox"/> On vehicle <input type="checkbox"/> Comment:			Comment	
	18. Dependence on involvement of others	<input type="checkbox"/> e.g. teachers Other / comment			Comment	
<b>Timing</b>	19. Takes account of other environmental factors	<input type="checkbox"/> e.g. school holidays, major sport events			Comment	

**ANNEX B****Sample Advertising Agency Briefing Proforma**

STANDARD JOB BRIEF. PAGE 1		
<u>CLIENT</u>	<u>PRODUCT</u>	<u>JOB NO.</u>
<u>WRITTEN BY</u>	<u>CREATIVE DIRECTOR (ART)</u>	<u>CLIENT JOB NO.</u>
<u>CLIENT AUTHORISED SIG.</u>	<u>CREATIVE DIRECTOR (COPY)</u>	<u>DATE</u>
<u>DATE SIGNED</u>	<u>CREATIVE DIRECTOR (MKTG)</u>	<u>PRESENTATION DATE</u>

<p><b><u>BACKGROUND</u></b> (A confidential assessment of origin of campaign, political considerations, personal interest of key personnel in client organisation etc.)</p>
<p><b><u>ADVERTISING HISTORY</u></b> (Previous campaigns on the same topic – successes and failures)</p>
<p><b><u>MAJOR COMPETITORS</u></b> (Competing and conflicting campaigns )</p>
<p><b><u>TARGET MARKET</u></b> (Target audiences – which are to be addressed?)</p>
<p><b><u>PRODUCT BENEFITS AS SEEN BEFORE PURCHASE</u></b> (Intrinsic benefits of product / service / behaviour change)</p>
<p><b><u>PRODUCT BENEFITS AS SEEN AFTER PURCHASE</u></b> (How the 'product' can be enhanced by the campaign – benefits of behaviour change not immediately obvious to the audience)</p>
<p><b><u>SUPPORT (COPY POINTS)</u></b> (Other documentation / publicity supportive of campaign)</p>
<p><b><u>ADVERTISING STRATEGY</u></b> (How is the campaign to be implemented)</p>
<p><b><u>INSPIRED THOUGHT</u></b> (Any initial ideas – flashes of inspiration, straplines, creative ideas )</p>
<p><b><u>WHAT CHARACTER DO WE GIVE THE BRAND?</u></b></p>
<p><b><u>TONE OF VOICE</u></b></p>
<p><b><u>LIKELY MEDIA</u></b></p>
<p><b><u>LIKELY PRODUCTION BUDGET</u></b></p>
<p><b><u>MANDATARIES</u></b> (Items that <b>MUST</b> be included, such as health warnings on cigarette packets, legal compliance in relation to race and gender, obligations to acknowledge the European Commission, logos that must be displayed etc.)</p>

## ANNEX C

Input Monitoring Table

Medium	✓ tick those which apply	Design costs	Production costs	Distribution costs
n'paper – national				
newspaper – local				
magazine – national				
magazine – local				
radio – national				
radio – local				
television – national				
television – local				
telephone call				
personal visit				
Poster				
Leaflet				
Postcard				
info pack				
Letter				
ad other product				
CD				
Diskette				
Website				
WAP site				
mob. Phone text				
press conf.				
drama event				
Roadshow				
other pub. meeting				
<b>Ad hoc inputs</b>				
bus ticket offer				
bicycle offer				

## ANNEX D

## Example of Output Table from Geel

Medium	Tick those which apply (✓)	Pre-tested (✓ if yes)	Personalised (✓ if yes)	Where*	Total exposures (estimated)	Target group exposures (estimated)	Duration (e.g. hours or days)
n'paper – national							
newspaper – local	✓				?	2500	1 (2) day(s)
magazine – national							
Magazine – local	✓				15000	2500	15 days
radio – national							
radio – local	✓				?	2500	3 days (3 minutes)
television – national							
television – regional	✓				500000	2500	5 minutes
telephone call							
personal visit							
Poster	✓		✓	3-7-9-11-12-14	?	2500	20 days
Leaflet	✓		✓ children and parents	3 – 9 - 11	4000	2500	10 days
Postcard							
Info pack	✓		✓ school level	3			Distributed Nov.2001
Letter	✓		✓ directors	3			3 times
School Travel Plan	✓		✓ school level	3	1000	1000	Half year in 8 schools
Bicycle leaflet	✓	✓	✓ 11-12 year olds	3	700	700	Distributed Sept.2001
CD							
Diskette							
Website	✓						
Ppt - presentation	✓		✓ local population	2 + 3		600	8 locations
Mob. phone text							
press conf.	✓		✓ press				1 hour
Car Free schoolday	✓		✓ school level	3	2500	2500	1 day
Slim traffic Event	✓		✓ 5 <sup>th</sup> classes	11		700	1 day
Traffic Educating Route (inauguration)	✓		✓ 10-12 year olds	3		500	1 day
Stage performance	✓		✓ 6-7 year olds	3		500	1 day

## \* 'where' coding list

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1) households (personalised) | 12) shopping centre / supermarket    |
| 2) households (general drop) | 13) doctors' / dentists' surgery etc |
| 3) school / college          | 14) park / other outdoor venue       |
| 4) workplace                 | 15) pub / café / bar                 |
| 5) on bus                    | 16) petrol / service station         |
| 6) on tram                   | 17) television                       |
| 7) bus station / stop        | 18) radio                            |
| 8) tram station / stop       | 19) newspaper                        |
| 9) library                   | 20) magazine                         |
| 10) billboard/hoarding       | 21) phone (fixed)                    |
| 11) leisure/community centre | 22) phone (mobile)                   |

Blue marked = media used to promote campaign

## ANNEX E

### Assessment Process Checklists

#### School Based Campaigns

- Define your target group. All pupils, parents and teachers? Some pupils?
- Find a control group in a different school with similar characteristics
- Decide on the most appropriate data collection techniques and where they should be administered (e.g. pupils' questionnaires, parents' questionnaires, counts, classroom travel diaries etc.)
- Determine the best time for baseline ('before') data collection and 'after' collection
- Choose between 'matched' samples or 'independent' samples
- Pre-test your questionnaire (or other data collection technique) with those not involved in the campaign, but who have similar characteristics to the target group e.g. pupils of the same age
- Carry out baseline ('before') data collection
- Analyse results and report back selected findings to school (e.g. on travel behaviour)
- Run campaign (See Section 5 for more details on input / output, external factor monitoring)
- Carry out 'after' data collection
- Analyse results and compare with baseline data
- Report back to school (pupils, parents, teachers)

#### Public transport campaigns

- Define your target group. All those targeted by campaign? Households near section of promoted transport route?
- Wherever possible, find a control group with similar characteristics to the target group and similar access to the type of public transport promoted by your campaign.
- Decide on the most appropriate data collection techniques (e.g. on-board surveys, mail back / telephone household surveys, passenger counts, revenue records etc.)
- Decide on the timing of baseline ('before') data collection and 'after' collection
- Choose between 'matched' samples or 'independent' samples
- Pre-test your questionnaire (or other data collection technique) with those not involved in the campaign, but who have similar characteristics to the target group
- Carry out baseline ('before') data collection
- Analyse results and report back selected findings to any key partners (drivers, local authority representatives' etc.)
- Run campaign (See Section 5 for more details on input / output, external factor monitoring)
- Carry out 'after' data collection
- Analyse results and compare with baseline data
- Report back to key partners

### **Cycling campaigns**

- Define your target group. All those targeted by campaign?
- Wherever possible, find a control group with similar characteristics to the target group and similar access to cycling facilities (e.g. cycle parking, lanes, lockers and showers).
- Decide on the most appropriate data collection techniques (e.g. mail-back/ telephone household surveys, travel diaries, cycle counts, cycle parking / locker occupancy counts etc.)
- Decide on the timing of baseline ('before') data collection and 'after' collection
- Choose between 'matched' samples or 'independent' samples
- Pre-test your questionnaire (or other data collection technique) with those not involved in the campaign, but who have similar characteristics to the target group
- Carry out baseline ('before') data collection
- Analyse results and report back selected findings to any key partners
- Run campaign (See Section 5 for more details on input / output, external factor monitoring)
- Carry out 'after' data collection
- Analyse results and compare with baseline data
- Report back to key partners

### **Walking campaigns**

- Define your target group. All those targeted by campaign?
- Wherever possible, find a control group with similar characteristics to the target group and similar incentives/ barriers to walking (e.g. easy access to good pedestrian paths / signage, similar levels of mobility, similar distance to destination(s) highlighted by campaigns etc)
- Decide on the most appropriate data collection techniques (e.g. mail back / telephone household surveys, pedestrian counts, travel diaries etc.)
- Decide on the timing of baseline ('before') data collection and 'after' collection
- Choose between 'matched' samples or 'independent' samples
- Pre-test your questionnaire (or other data collection technique) with those not involved in the campaign, but who have similar characteristics to the target group
- Carry out baseline ('before') data collection
- Analyse results and report back selected findings to any key partners
- Run campaign (See Section 5 for more details on input / output, external factor monitoring)
- Carry out 'after' data collection
- Analyse results and compare with baseline data
- Report back to key partners

## ANNEX F

### Example Questionnaire

<b>Hertfordshire County Council School Travel Questionnaire</b>	For office use	
	For office use	
	For office use	

<b>Q01: Your household</b>	please write in the numbers
How many children at primary school do you have in your household?	
... and how many other children (under 16 years old)?	
...and how many people aged 16 or over ( <u>including</u> yourself)?	

<b>IMPORTANT NOTE: what we mean by 'your child' in this questionnaire</b>	
<ul style="list-style-type: none"> <li>This questionnaire is all about the travel behaviour of primary school children. If you have more than one child at primary school, please answer all these questions <b>ONLY</b> for the child who most recently had a birthday.</li> <li>This questionnaire should please be completed by parent or guardian who takes the most active role in organising their child's travel to school.</li> </ul>	

<b>Q02: How far does your child travel to school?</b>	
Please write in your best estimate for the one way trip, in miles	

<b>Q03: How often does your child go to/from school by the following means?</b> <b>ONE tick in EACH row, please</b>	5 days/week	2 to 4 days/week	Once/week	At least once/month	At least once/year	Less often / never
	Car					
	School bus					
	Public service bus					
	Train					
	Taxi					
	Cycle					
	Walking					

Please go to **Q05** if you tick this box ↗

<b>Q04: How often does your child walk to school, compared with this time last year?</b>	
about the same	
walks more often now	
walks less often now	

<b>Q05: What influences how often your child walks to school?</b>	<b>please tick as many reasons as apply</b>
need to combine school journey with other journey (e.g. to work)	<input type="checkbox"/>
too far to walk	<input type="checkbox"/>
not enough time for walking	<input type="checkbox"/>
walking is not safe	<input type="checkbox"/>
somebody else gives a lift	<input type="checkbox"/>
have to use the car because of mobility impairment	<input type="checkbox"/>
(now) have own car available	<input type="checkbox"/>
no school bus/public transport	<input type="checkbox"/>
somebody else not able to provide lift	<input type="checkbox"/>
unavailability of own car	<input type="checkbox"/>
decided car too expensive	<input type="checkbox"/>
decided car too polluting	<input type="checkbox"/>
decided driving is too stressful	<input type="checkbox"/>
decided walking is healthier	<input type="checkbox"/>
decided walking is cheaper	<input type="checkbox"/>
<b>other reason(s) (please write in):</b>	

<b>Q06a: How many cars/vans are owned by your household?</b>	<b>(please write in number)</b>	<input type="text"/>
<b>Q06b: Do you have a full driving licence?</b>	<b>yes</b>	<input type="checkbox"/>
	<b>no</b>	<input type="checkbox"/>

<b>Q07: "I intend for my child to walk to school for his/her next journey to school." Do you...</b>	
strongly agree	<input type="checkbox"/>
agree	<input type="checkbox"/>
neither agree nor disagree	<input type="checkbox"/>
disagree	<input type="checkbox"/>
strongly disagree	<input type="checkbox"/>
<i>don't know</i>	<input type="checkbox"/>

<b>Q08: Do you think that most parents would have their child walk to/from school more often if other parents did the same?</b>	
definitely walk more	<input type="checkbox"/>
probably walk more	<input type="checkbox"/>
not sure	<input type="checkbox"/>
probably not walk more	<input type="checkbox"/>
definitely not walk more	<input type="checkbox"/>

<b>Q09a: Do you recall hearing about a campaign about travel to school?</b>	<b>please tick the relevant box</b>
Yes, within the last two months	<input type="checkbox"/>
Yes, but more than two months ago	<input type="checkbox"/>
Not sure	<input type="checkbox"/>
Definitely not	<input type="checkbox"/>
<b>Q09b: If 'yes', can you remember what the message from the campaign was?</b>	<b>please tick all that apply</b>
The message was that taking children to school by car was causing too much congestion	<input type="checkbox"/>
The message was that taking children to school by car was causing too much pollution	<input type="checkbox"/>
The message was that taking children to school by car was expensive for parents	<input type="checkbox"/>
The message was that getting children to walk to school more often was healthy for them	<input type="checkbox"/>
The message was that getting children to walk to school more often was healthy for parents	<input type="checkbox"/>
The message was that getting children to walk to school more often was better for local air quality	<input type="checkbox"/>

<b>Q10: How serious a problem do you think traffic congestion is around your child's school?</b>	extremely serious	fairly serious	slight problem	no problem
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Q11: For your child's journey to school, to what extent do you agree with the following statements, comparing the car and walking?</b>							
<b>ONE tick in EACH row, please</b>			strongly agree	agree	neither disagree nor agree	disagree	strongly disagree
1. gets my child to school quickly	<b>1. Car</b>						
	<b>Walking</b>						
2. does not cost very much	<b>Car</b>						
	<b>Walking</b>						
3. is reliable	<b>Car</b>						
	<b>Walking</b>						
4. is convenient door-to-door	<b>Car</b>						
	<b>Walking</b>						
5. allows me to get my child to school when I want	<b>Car</b>						
	<b>Walking</b>						
6. is comfortable	<b>Car</b>						
	<b>Walking</b>						
7. is safe in traffic	<b>Car</b>						
	<b>Walking</b>						
8. offers good personal security	<b>Car</b>						
	<b>Walking</b>						
9. has a good image	<b>Car</b>						

<b>Q11: For your child's journey to school, to what extent do you agree with the following statements, comparing the car and walking?</b> <b>ONE tick in EACH row, please</b>		strongly agree	agree	neither disagree nor agree	disagree	strongly disagree
	<b>Walking</b>					
10. is an enjoyable way to travel	<b>Car</b>					
	<b>Walking</b>					
11. helps the environment	<b>Car</b>					
	<b>Walking</b>					

Could you kindly check that you ticked each row? Many thanks indeed!

<b>Q12: To what extent do you agree with the following statements?</b>		strongly agree	agree	neither disagree nor agree	disagree	strongly disagree
2.	"something needs to be done to reduce the number of cars on the road around my child's school"					
	"air pollution from traffic emissions is contributing to ill health in my community"					
	"I am contributing to air pollution if my child is taken to school by car"					
	"I feel I should cut down on my car use, to help reduce the problem of air pollution"					
	"I would cycle with my child if there were cycle facilities at the school"					

<b>Q13: How IMPORTANT are each of the following factors to you when deciding how your child should travel to/from school? Choosing a mode of transport that...</b> <b>ONE tick in EACH row, please</b>		<b>importance</b>			
		very important	important	fairly important	not at all important
1.	gets my child to school quickly				
2.	does not cost very much				
3.	is reliable				
4.	is convenient door-to-door				
5.	allows me to get my child to school when I want				
6.	is comfortable				
7.	is safe in traffic				
8.	offers good personal security				
9.	has a good image				
10.	is an enjoyable way to travel				
11.	helps the environment				

**Q14a:** As part of the campaign 'Walk to School', leaflets were distributed through the school to all parents. Do you remember seeing this material? **please tick the relevant box**

Yes, within the last two months

Yes, but more than two months ago

Not sure

Definitely not

**Q14b:** If 'yes', which of the following apply to your opinions of this material? **please tick all that apply**

I found it interesting

It was well designed

It was directly relevant to me

It made me think about my use of the car

I agreed with what was being said

It seemed irrelevant to me

It had no affect on me at all

**Many thanks indeed for your participation, which is very much appreciated**

## ANNEX G

## Contact Details for Best Practice Examples

Campaign/Project	Contact Person	Details
The Big Wheel	Kay Hardiman	Nottingham Development Enterprise  Tel: 0115 950 2608 <a href="mailto:kay.hardiman@gnpartnership.org.uk">kay.hardiman@gnpartnership.org.uk</a>
SWELTRAC (The South and West London Transport Conference)	Liz Carne Travel Plan Co-ordinator	Tel: 020 8487 5039 Email: <a href="mailto:l.carne@richmond.gov.uk">l.carne@richmond.gov.uk</a> Web: <a href="http://www.sweltrac.org.uk">www.sweltrac.org.uk</a>
Bike Week and Bike2Work	Nick Harvey Bike Week & Bike2Work National Co-ordinator	10 South Pallant Chichester West Sussex PO19 1 SU Phone 01243 527444  Email <a href="mailto:HQ@bikeweek.org.uk">HQ@bikeweek.org.uk</a> Web <a href="http://www.bikeweek.org.uk">www.bikeweek.org.uk</a> Web <a href="http://www.bike2work.info">www.bike2work.info</a>
In town without my car - Bromley	Paul Henderson	Transport Strategy London Borough of Bromley Tel: 020 8313 4918  <a href="mailto:paul.henderson@bromley.gov.uk">paul.henderson@bromley.gov.uk</a> <a href="http://www.bromley.gov.uk">www.bromley.gov.uk</a>
In town without my car - Colchester	Sarah Ward Transportation Officer	Environmental Policy, Colchester Borough Council, PO Box 885, Town Hall, Colchester, Essex, CO1 1ZE Tel: 01206 282750  <a href="mailto:Sarah.Ward@colchester.gov.uk">Sarah.Ward@colchester.gov.uk</a> <a href="http://www.colchester.gov.uk">www.colchester.gov.uk</a>
Norfolk County Council 'Lets go to Work'	Gordon Hanning, Head of Passenger Transport	Planning and Transportation Norfolk County Council Tel: 01603 223831  <a href="mailto:gordon.hanning@norfolk.gov.uk">gordon.hanning@norfolk.gov.uk</a>

SUSTRANS SRS	Sarah Oakley SRS Project Manager	Safe Routes to Schools Sustrans National Cycle Network Centre 2 Cathedral Square College Green Bristol BS1 5DD Tel: 0117 915 0100 Email: <a href="mailto:schools@sustrans.org.uk">schools@sustrans.org.uk</a> Web: <a href="http://www.saferoutestoschools.org.uk">www.saferoutestoschools.org.uk</a>
Edge Hill Higher Education College Travel Plan	John Hindley Environmental Manager	Estates Department Edge Hill College of Higher Education Ormskirk Lancashire Tel 01695 584368 <a href="mailto:hindleyj@edgehill.ac.uk">hindleyj@edgehill.ac.uk</a> <a href="http://info.edgehill.ac.uk/">http://info.edgehill.ac.uk/</a> <a href="http://www.transportforlancashire.com">www.transportforlancashire.com</a>
Car Share Devon	Lesley Smith TravelWise Officer	Environment Directorate County Hall Topsham Road Exeter EX2 4QW Tel: 01392 382089 <a href="mailto:lesley.c.smith@devon.gov.uk">lesley.c.smith@devon.gov.uk</a> <a href="http://www.carsharedevon.com">www.carsharedevon.com</a>
European Mobility Week	Richard Evans UK Coordinator	<a href="http://www.mobilityweek-europe.org/">http://www.mobilityweek-europe.org/</a> <a href="http://www.itwmc.gov.uk">www.itwmc.gov.uk</a> 29 Somerset Avenue London SW20 0BJ Tel: 0208 9460912
Dales Bus Discount Scheme (TARGET II)	Iain Mann Project Officer  Marion Read	Yorkshire Dales National Park Authority Colvend, Hebden Road Grassington, Skipton North Yorkshire BD23 5LB <a href="mailto:iain.mann@yorkshiredales.org.uk">iain.mann@yorkshiredales.org.uk</a> 0870 1 666333  TARGET II Tel. 0113 251 7366 email <a href="mailto:target@wypte.gov.uk">target@wypte.gov.uk</a>
Wandsworth LEAP	Tina Hasler LEAP Coordinator	Wandsworth PCT Tel: 0208 682 6617 <a href="mailto:tina.hasler@swlondon.nhs.co.uk">tina.hasler@swlondon.nhs.co.uk</a>

LEAP National	Department of Health Website	<a href="http://www.dh.gov.uk/PolicyAndGuidance">http://www.dh.gov.uk/PolicyAndGuidance</a>
West Cornwall & Isles of Scilly Rural Transport Partnership	Tim Andrewes	<a href="mailto:Tandrewes@carrick.gov.uk">Tandrewes@carrick.gov.uk</a> Tel: 01872 224605 Chief Executive's Department Carrick District Council Carrick House Pydar Street Truro, Cornwall TR1 1EB
Good Going campaign	Anita Marron good going campaign executive	<a href="mailto:Anita.Marron@towerhamlets.gov.uk">Anita.Marron@towerhamlets.gov.uk</a> Tel: 0207 364 6793 London Borough of Tower Hamlets Southern Grove London E3 4PN <a href="http://www.goodgoing.co.uk/">http://www.goodgoing.co.uk/</a>
TOPS (TARGET II)	Marion Read	TARGET II Tel. 0113 251 7366 email <a href="mailto:target@wypte.gov.uk">target@wypte.gov.uk</a>
Think campaign		<a href="http://www.thinkroadsafety.gov.uk">http://www.thinkroadsafety.gov.uk</a>
Geel and Mol	Alan Lewis	Transport & Travel Research Ltd 54-56 High Pavement Nottingham, NG1 1HW Tel: 0115 941 1141 Fax: 0115 941 1331 <a href="mailto:alan.lewis@ttr-ltd.com">alan.lewis@ttr-ltd.com</a> <a href="mailto:fiona.poole@ttr-ltd.com">fiona.poole@ttr-ltd.com</a>
Hampshire County Council	Associate/TAPESTRY Project Manager	
Dublin Bus Anti-vandalism campaign	Fiona Poole	
Sweden's vehicle test centre campaign	Senior Consultant	
Urban Troll campaign		
Swedish Schools campaign		
Hertfordshire Walk to School campaign		
Nantes Bus Promotion		
Austrian Schools campaign		