

✘ Road map for a cycling promotion project

✘ On the way to increasing bicycle use

✘ [CLICK HERE TO SIGN UP YOUR PROJECT](#)

- Amsterdam cycling promotion projects turn out to have hardly or not been evaluated
- Therefore there is hardly any insight into the set-up and effectivity of these projects
- A more systematic approach of cycling promotion projects may ascertain increasing effectivity
- This slide provides a road map for that systematic approach for each behavioural issue
- This road map is compatible with chapter 2 Principles for working with behaviour from the Behavioural intervention strategy of the department of Mobility and Public Space



1a. Select the target behaviour (=the behaviour you wish to see with your target group, for example 'bicycle use')

1b. Specify the target behaviour by answering the following questions (the answers are only examples):

Who should show the target behaviour?
School children from school X and their parents.

What should they be doing differently?
Go to school by bike instead of in the back of the car.

When should they do that?
When they're going to school.

Where should they do that?
From home to school and back.

How often should they do that?
Every school day.

With whom should they do that?
With their parents or their classmates.

Research the behavioural determinants (=factors which explain behaviour) which are relevant for your target group, so you know how you can influence bicycle use (or other behaviour).

Answer the following questions or consult [Behavioural determinants cycling promotion.xlsx](#):

Does your target group have:

enough **physical abilities** for cycling or repairing? [1]
enough **knowledge** about traffic rules and advantages of cycling? [2]
enough **motivation** to go cycling? [3]
routines which include cycling? [4]
a **physical environment** which encourages cycling? [5]
a **social environment** which encourages cycling? [6]

If the answer is 'No', that is a behavioural determinant you have to work on in the next steps.

Select the appropriate behaviour change technique(s) which intervene(s) on the relevant behaviour determinants from step 2. The techniques are generic, so also applicable to bicycle use.

Behaviour change technique	Corresponding behaviour determinant(s)
Educatie	[2], [3]
Persuasion	[3], [4]
Incentivisation	[3], [4]
Coercion	[3], [4]
Training	[1], [2]
Restriction	[5], [6]
Environmental restructuring	[4], [5], [6]
Modelling	[4]
Enablement	[1], [2], [4], [5], [6]

In cooperation with relevant experts, design an intervention (strategy) in which the appropriate behaviour change techniques from step 3 have been incorporated, for example:

Education: give theory lessons about traffic safety

Persuasion: design a communication campaign

Incentivisation: give cyclists a discount in local shops when they've saved an amount of cycling kilometers via an app.
Coercion: does not apply for cycling promotion.

Training: organize bicycle lessons.
Restriction: raise car parking prices.
Environmental restructuring: improve the (safety of the) cycling infrastructure around schools.
Modelling: ask a local resident who can function as an example to promote cycling.
Enablement: design a buddy system so people can cycle together.

1. Before you start executing the intervention, determine how you will measure effect and output, and who will be doing this.

Example
Effect: number of children that will come to school by bike [project lead]
Output: number of schools that is involved in the cycling promotion project [project lead]

2. Consider the timing.
Choice of mobility is habitual behaviour and difficult to change. Using discontinuities (life events such as moving house, or planned interruptions such as road works) can help.

3. Execute the intervention(s) and measure the results.
If possible, do this with a baseline measurement (the situation before the intervention), a first measurement (the situation after the intervention) and a second measurement (the situation one or two months after the intervention). If necessary, ask help from verkeersonderzoek@amsterdam.nl.

Evaluate the project and write a short report about the whole project, which contains at the least:

The project goals and target group description

The specified target behaviour (step 1)

The relevant behavioural determinants (step 2)

The applied behaviour change techniques (step 3)

How these have been implemented in concrete interventions (step 4)

The results of the measurements, showing if target effect and target output have been achieved (step 5)

Lessons learnt and organizational focuses (support base, participation, financing, project monitoring etc.) (step 6)

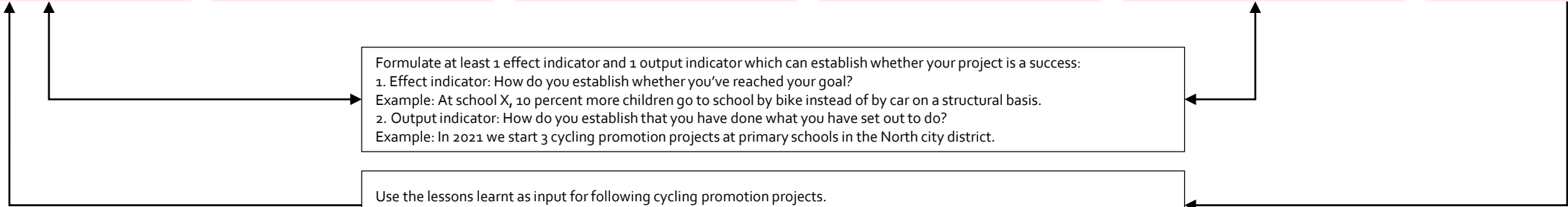
How the project is continued (repeat, adjust, scale up etc.)

Formulate at least 1 effect indicator and 1 output indicator which can establish whether your project is a success:

1. Effect indicator: How do you establish whether you've reached your goal?
Example: At school X, 10 percent more children go to school by bike instead of by car on a structural basis.

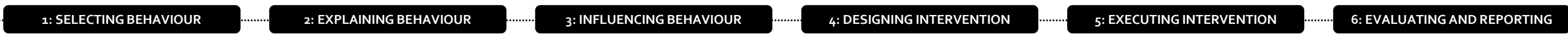
2. Output indicator: How do you establish that you have done what you have set out to do?
Example: In 2021 we start 3 cycling promotion projects at primary schools in the North city district.

Use the lessons learnt as input for following cycling promotion projects.
Share your report with colleagues via bikecity@amsterdam.nl en fiets@amsterdam.nl.



✘ Explanation of key concepts

✘ Derived from The Behaviour Change Wheel (Michie e.a., 2014)



Target behaviour: the desired behaviour of your target group.

Behavioural determinants: factors which explain behaviour

There are 3 clusters of behavioural determinants:

1. CAPABILITY

Physical capability: physical skills

Psychological capability: The capability to engage in the necessary thinking processes (understanding, reasoning)

2. MOTIVATION

Reflective motivation: Reflective (conscious) processes, among which evaluating and planning

Automatic motivation: Automatic processes, among which emotions, routines and impulses which arise from associative learning and/or dispositions (aptitude)

3. OPPORTUNITY

Physical opportunity: Opportunity which is offered by physical and organisational environment

Social opportunity: Opportunity which is offered by the social cultural environment which determine how people think about some cases (for example norms, networks and relations)

Behaviour change technique	Definition
Education	Increase knowledge or understanding
Persuasion	Use communication to arouse positive or negative emotions or give incitement to action
Incentivisation	Arouse the expectation that a reward will follow
Coercion	Arouse the expectation that punishment or costs will follow
Training	Learn skills
Restriction	Use rules to offer people more opportunity to show target behaviour
Environmental restructuring	Change the physical or social context
Modelling	Give an example (figure) that people can follow
Enablement	Provide resources/remove obstacles to enlarge the capability or opportunity

Effect indicator: indicator which lets you determine if you have reached the goal of your project.

Output indicator: indicator which lets you determine if you have executed what you have planned for your project.

Baseline measurement: measurement you execute before you have executed the intervention.

First measurement: measurement you execute after you have executed the intervention. With this measurement you establish the effect of your intervention by comparing the results with your baseline measurement.

Second measurement: measurement you execute after you have executed the first measurement. This establishes the long term effect of your intervention. Are the people who took cycling lessons still cycling? Or is their bike in the garage with a flat tire and are they falling back into old routines?