WALK21 VIENNA 2015
STEPPING AHEAD
XVI International Conference on Walking and Liveable Communities
20 - 23 October 2015

Active Travel Workshop

Chair and session information

Chair: **Rodrigo Lurena, ATE Association transports et environnement**

Conference format: **Workshop**
Time and Date: **Tuesday, 20 October 2015, 09.00 – 12.00 o'clock**
Location: **Lanner Room**

The challenge of involving and motivating parents in 'active school travel': examples of practical cost/benefit initiatives.	**Rodrigo Luruena**	ATE Association transports et environnement	rodrigo.luruena@ate.ch	Switzerland
Walkable neighborhoods, happy communities: improving quality of life and safety through School Mobility Plans	**Mario Bellinzona**	Mobility Consultant	mario.bellinzona@gmail.com	Italy
	Françoise Lanci Montant	ATE Association transports et environnement	francoise.lanci@ate.ch	Switzerland
Walkability in different types of school districts in Ljubljana	**Tadej Žaucer**	Institute for Spatial Policies	tadej.zaucer@ipop.si	Slovenia
Implementing ASRTS in a low income community: experience from Bangladesh	**Kristie Daniel**	HealthBridge	anima1205@yahoo.com	Canada
Parents' perception of traffic safety and its influence on their children's mode choice.	**Florian Aschauer**	University of Natural Resources and Life Sciences Vienna	florian.aschauer@boku.ac.at	Austria
Walk to school, the Principal will too! Case study from Bangalore, India	**Phaeba Thomas P.**	HealthBridge	phaebathomas@gmail.com	India

At a workshop, the audience will deal with a specific topic or question raised by the speaker(s) and the workshop chair, by giving brief input talks. The workshop group will **have intense discussions** and **will work on a result together**. As a chair you are invited to contact the other contributors in advance to arrange the procedure of the session and to inform them, what your idea of conducting the workshop is. The chair is responsible for the time schedule.

.

Abstracts & CVs

Abstract

The challenge of involving and motivating parents in 'active school travel': examples of practical cost/benefit initiatives.

Rodrigo Luruena, ATE Association transports et environnement

When we talk of "walking towards safety and health", it is important to integrate children's mobility into the debate. Young pedestrians are among the most vulnerable road-users. However, when planning for public infrastructure and roads, they are systematically ignored, which has a negative impact over their safety and health.

According to the World Health Organization (WHO):

- Over 1000 children and young adults are killed on the road everyday;
- 30 to 40% of children suffering from road traffic injuries are pedestrians residing in low and middle-income countries, while 5 to 10% reside in high-income countries;
- Prevention of road traffic injuries remains an important problem in high-income countries, especially among the ages of 5 to14;
- There are over 42 million overweight children worldwide.

Although adapting roads and public infrastructure to children's needs is expensive, practical cost/benefit initiatives have thrived to increase children health and safety. A group of parents launched in 1999 a walking school bus in Switzerland, called Pédibus. This system allows children to go to school together on foot under the supervision of an adult, thus guaranteeing their safety and regular physical activity. In 2010, a network of local coordination teams was set up to encourage parents, local authorities, schools, and other actors to join the "active school travel movement". Pédibus, initially a grassroot initiative, has now become an active, well-organized and widespread movement thanks to the commitment of parents and the leading role of the ATE. By 2014, approximately 250 walking school buses have been created, involving 1250 parents and 1500 children who are walking safely to school in Switzerland.

While ATE worked on the Pédibus project in Switzerland, active school travel projects were growing in popularity around the world. These initiatives highlight children as first class pedestrians and put their mobility in the front line. At several Walk21 conferences since 2005 practitioners have gathered to share best and promising practices and brainstorm solutions to common barriers. At Walk21 in Sydney in 2014, and at the 2014 ATE hosted workshop in Geneva, a common theme emerged - the need to better engage parents to become more active participants in the school journey.

It is through the commitment and motivation of parents that such initiatives will continue to be a success story. Therefore, our aim is to participate in "Walk 21 Vienna" to exchange experiences and engage in the following topics: How can we promote practical cost/benefit initiatives that increase pedestrian children safety and health? What are the best ways to motivate and engage parents in such initiatives?

This workshop would bring together practitioners, researchers, public health, policy makers, and others, to discuss actions that might increase parental acceptance of active school travel. To gain a commitment for workshop attendees to implement the actions in their home countries would provide a base of experience that can be steadily built upon. It would also lead to the creation of common messaging around children's mobility which could be shared instantly using social media outlets.

CV

Rodrigo Lurueña works at the ATE and is the coordinator of a walking school bus campaign "Le Pédibus" and collaborates in the creation of School Mobility Plans in Switzerland. He holds a bachelor's degree in economics and a master's degree in environmental sciences and urban ecology.

Abstract

Walkable neighborhoods, happy communities: improving quality of life and safety through School Mobility Plans

Mario Bellinzona, Mobility Consultant
Françoise Lanci Montant, ATE Association transports et environnement

Cities are built by and for adults, yet there are millions of young pedestrian walking on the streets worldwide. Children are an important and missing part in urban space, which leaves them as second-class road-users. The safety and wellbeing of younger pedestrians should be guaranteed through an urban planning suitable to their needs.

One of the best ways to give children a higher level of confidence on the streets is to develop School Mobility Plans (SMP). They aim at identifying and integrating children's specific needs into urban developments, particularly those related to the way to and from school. This is possible through the development of a set of urban planning, communication and accompanying measures adaptable to each situation. Given the complexity of traffic rules and public space, SMP also focus on educating and instructing children, so that they can get around safely.

School Mobility Plans are the product of a participatory approach. All the different actors involved – children, teachers, parents, road safety technicians and specialist, local associations, local authorities (environment, urban planning, education), local police – share their points of view, learn new knowledge and skills, and establish common goals. SMP could be portrayed as a hub of ideas and propositions to enhance school mobility were young pedestrians are on the front line. Children become leading actors and develop a sense of responsibility. This responsibility is shared with adults who are called upon to commit themselves in the achievement of the School Travel Plan goals.

The workshop will address the following questions:

How can we ensure children's safety in an environment built for adults?

How school mobility plans and other similar initiatives contribute to enhance children confidence, autonomy, and motor skills?

How does a child understand the urban space and make it its own?

How can children be engaged in enhancing their environment?

This workshop will:

- Present SMP developed recently in two different countries:

  - School Mobility Plans – ATE, Switzerland

  - Participatory Sustainable School Mobility Plans – "Piano Mo.S.So.", Italy

- Compare different methods and models of School Mobility Plans to discuss about their benefits and ways to improve them
- Discuss different way to implement concrete measures
- Give special attention to follow-up and evaluation processes

CV

Françoise Lanci Montant is a political science major. She is specialist in transportation and

mobility issues, especially children's mobility issues and children's mobility plans. She is Head of ATE Bureau Conseil, in Geneva.

Mario Bellinzona is a consultant in Mobility management in North of Italy. He organizes courses on road safety issues and on eco mobility. He is involved in community programmes and school participatory eco-mobility plans.

Abstract

Walkability in different types of school districts in Ljubljana

Tadej Žaucer, Institute for Spatial Policies

Walking is the natural way for people to move around. Few decades ago it was also nearly the only way for children to go to school. Public space was designed and mantained with walking in mind. With the rapid motorisation, the possibilities of movement in city changed.

Big neighbourhoods were built in Ljubljana from 1960 to 1990, with all the infrastructure carefully planned, according to the common perception of the way of life in the city. The infrastructure included also primary schools and generally separated pedestrian infrastructure connecting residential areas to schools. This type of urban structure, with separated traffic and green areas is quite different to other parts of city - older traditional urban structure as well as old and new suburbs of single - family houses. With increased motorisation, the needs for space also changed. Different types of urban fabric reacted differently, but less specialised structures generally adapted to new needs more easily.

Walking is the healthiest way for children to go to school. With the general decrease of fitness in population, walking to school is becoming important as a healthy everyday routine, ensuring the minimal physical exercise of children and at the same time allowing them to build a certain degree of independence and self-esteem. The children in different parts of city and diverse neighbourhoods have diverse problems and needs with it. The quality of public space difers greatly and the possibility of children to walk to school every day depends on that.

The paper compares the non - motorised school trips in different school districts in Ljubljana, highlighting differencies in the quality of public space and walking to school.

CV

Tadej Žaucer is architect by profession and works as a project manager at the Institute for Spatial Policies. He works on projects in the field of sustainable spatial planning and sustainable construction, urban regeneration and public participation in spatial planning. He currently studies walkability as a phd student.

Abstract

Implementing ASRTS in a low income community: experience from Bangladesh
Kristie Daniel, HealthBridge

In Bangladesh, children from low income families generally go to school by walking. Only a few from high income families use car. Though the number is small, they are causing high risk of accidents and injury for pedestrians. The problem can be solved through controlling cars and implementing ASRTS (Active and Safe Route to School). Work for Better Bangladesh (WBB) Trust is working for pedestrian safety by these programs.

The main goal of the 'Active and Safe Route to School' program is to ensure safety for students using active transportation - walking and cycling. With this program they will have some benefits like remaining healthy and getting opportunity to socialize. This program will lead to less environmental pollution, less usage of energy and cut down transportation cost.

For promoting 'Active and Safe Route to School' program, we have selected three schools (Ali Hossain Girls School, Dhanmondi Kochikontho School, Dhaka Ideal Cadet School) of Rayerbazar area as our model. The people living in here are generally low income. Most of the students here go to school by walking. Our goal is to ensure them a walkable safe route to school. First of all, we have mobilized community people. Then we have involved the school authority with this program. For awareness building we have conducted workshops in each school where we tried to make the students realize the benefits of walking to school so that they are motivated to continue. After having their opinion about obstacles of walking and their needs we conducted a survey. Later we designed a map for safe route to school. Two of these schools (Dhanmondi Kochikontho School and Dhaka Ideal Cadet School) along with Work for Better Bangladesh (WBB) Trust organized a rally demanding safe route for school going people. After this we have communicated with the stakeholders (city authority) and media.

The future plan of this program is to create walking club in each school. These clubs will arrange activities to promote walking, cycling and demanding safe route to school. They will conduct signature campaign and will write slogans related to the program to aware people. These clubs will also arrange essay competition (related to Active and Safe Route to school) and will take initiative to get them published in newspapers.

We will arrange a meeting with all our stakeholders- city authority, community people, school authority, Dhaka Metropolitan Police, media (print and electronic), department of education and Local Government of Engineering Department to share our ideas with them. We hope that after seeing our model every school in Bangladesh will be encouraged to follow it.

CV

Kristie Daniel is Director of the Livable Cities program for HealthBridge, based in Canada. She supports livable cities programs in Asia, Africa, and Latin America, including ASRTS programs in various countries.

Abstract

Parents' perception of traffic safety and its influence on their children's mode choice.

Florian Aschauer, University of Natural Resources and Life Sciences Vienna

At the age of primary school, mobility decisions are usually made by the children's parents. There could be many reasons that parents state for not letting children walk without adult accompaniment. The question is how perceived risks such as traffic safety and social safety influence the mobility of primary school children. For an examination of this issue, we conducted 25 in-depth personal interviews with parents of primary school children in Vienna. The main objective was to explain motivations and influencing factors on decision-making patterns with regard to mode choices and accompaniment of children. The result of which was to find out what kind of modes the children would choose by themselves as they also took part in the interviews.

The results show that parents chose the mode "walking" for their children, if they want to foster the child's independence and activity, or if the child has a voice in decisions. In terms of time limits, traffic safety or the need to combine the children's with the parents' trips, mostly other modes are chosen.

If children could choose modes by themselves it became obvious that they would prefer active modes: On their surveyed trips, they would switch from car to public transport or non-motorized modes. Their walking trips would stay walking trips in 92% of the cases and 8% would switch to cycling. Bicycle trips had a 100% degree of agreement. Car and public transport showed significantly lower rates of approval.

If parents evaluate transport modes according to their traffic safety for their children, walking is assessed to be safer than bicycle, but less safe than public transport or the car. In terms of social safety walking seems to be on the same level as cycling and public transport - the car was assessed to be the safest mode from the parents' point of view.

In general we found out three different types of parents: The (i) "promoters" prioritize independent and active mobility for their children; they also try to choose active modes by themselves. Their children often benefit from shorter home-school-distances, flexible working hours of their parents and have above average radii of action. The (ii) "pragmatists" try to combine their own travel patterns with active and independent mobility of their children. They foster unaccompanied trips to school or to leisure activities and pick up their children by car on their way to shopping or home. The (iii) "protectors" use the car for their trips very often. Their children show a high car affinity by themselves, a below average radius of action and a lower level of independence (they only start using public transport alone at the age of 10).

To foster independent mobility and active travel modes on primary school children's everyday mobility, different approaches and measures are being discussed. A good approach would be to increase the parental perception about traffic safety and social safety of active modes.

CV

Florian Aschauer received his master degree in environmental engineering and water management at the University of Natural Resources and Life Sciences Vienna (BOKU Vienna, Austria) in 2014. As a graduate assistant at the Institute of Transport Studies (BOKU Vienna), he worked on several national and international mobility surveys. In 2015 he started working as a researcher at the institute.

Abstract

Walk to school, the Principal will too! Case study from Bangalore, India

Phaeba Thomas P., HealthBridge

HealthBridge Foundation of Canada in partnership with ESAF initiated, ' Walk to School' programs in the cities of Bangalore, Nagpur and Trichur in India in the year 2013.

Bringing the stories from Bangalore- initial research in the city showed that, increase in purchasing power of parents, increase in traffic and unsafe streets had forced parents to chauffeur their children to school. Majority (51%) of school going children in the age group 12- 17 were dropped to school. One in four school going children in the metros were overweight. It was in this backdrop that the program was adopted.

Impacts of the programs were varied, ranging from increase in number of children walking and cycling to school to increased interaction among children, awareness on the need to be active. In Bangalore two schools started implementing policies for promoting walking and non-motorised transport. Strategies were; issuing circulars to parents to encourage walking to school, stopping bus services to children living within 2 Kms of school radius, Principal addressing and motivating children and teachers in assembly, listing out children who walk and cycle to school and keeping tab on the number each day. As the new activity gained popularity among children, walking is in “style”. The Principal himself started cycling to school!

As the impact of the program spread, we started receiving invitations from Schools and Resident Welfare Associations to implement the program in different schools of the city.

Along with the Cycle Day Celebrations, Active and Safe Route to School activities gained momentum and popularity. We aim for a change in the built environment around the schools as policy intervention and community mobilisation in implementing the policies.

The provision of urban services such as transport, communication, water, sanitation and shelter should match with the needs of the children, need to be physically active as well.

CV

Phaeba Thomas is a development practitioner having 10 years of experience in the sector. Heading the programs in India since 2008, Livable Cities project is implemented in 4 cities of India. Program Planning, Technical Support , Monitoring & Evaluation, Capacity building of the partner organisation is her expertise.
Reclaiming Public Spaces, Designing Inclusive Play Spaces, Walkability assessment , implementation of Active and Safe Route to School Programs in India are the major works undertaken in the cities in close association with the local government.

Conference formats

The Walk21 Vienna 2015 program will be an exciting mix of formats to encourage and enable a dynamic conference agenda.

Breakout session

This is an oral presentation in a session shared with other presenters to illuminate different perspectives on and experiences with the same topic. Each presentation will last 15 - 20 minutes.

Round table

At a round table, speakers will provide insight into their topic and encourage questions and discussion. A round table lasts 45 minutes in total, including a 10 minute input statement from the speaker followed by discussion. Then, participants move to another round table. Two round tables can be visited per session.

Pecha Kucha

Pecha Kucha is a presentation format where each speaker will show and talk about a maximum of 20 images, each shown for 20 seconds. After the talks are finished, the presenters and the audience will have time for intense discussion.

Workshop

At a workshop, the audience will deal with a specific topic or question raised by the speaker(s) giving the input talks. The workshop group will have intense discussions and will work on a result together.

Speed dating

At the Walk21 speed dating session, the audience will have the opportunity to learn about various different contributions and stakeholders. At least six presentations can be visited. The speed dating is a lot of fun and a great opportunity for networking.

Urban laboratory

The city of Vienna will be your urban (walking) laboratory. During an urban laboratory, the audience has the opportunity to use the public spaces in Vienna to carry out experiments, pilot programs and deliver direct urban interventions.