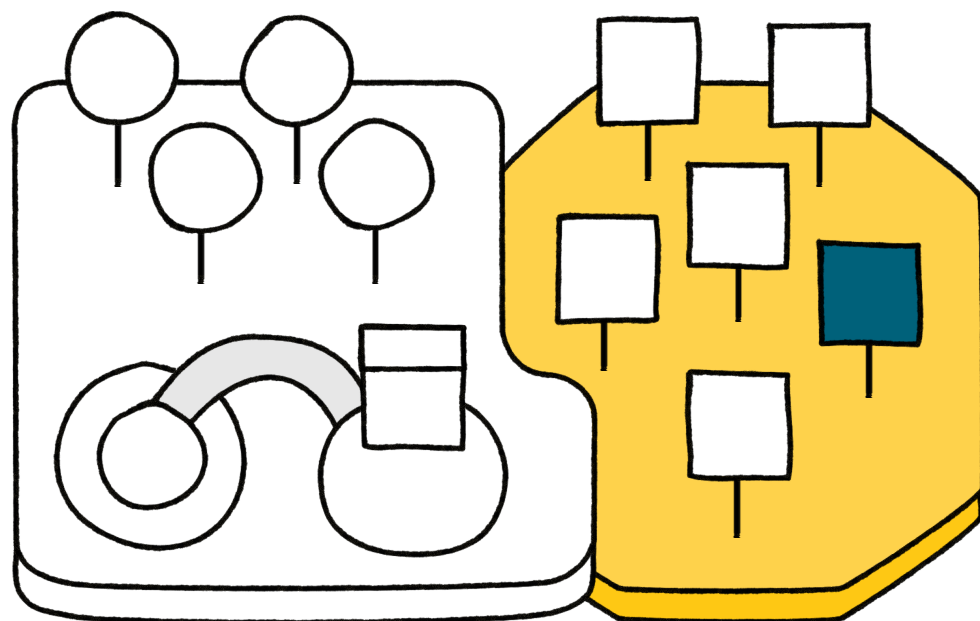


Schaan

Walking or cycling to school



Timeframe

September 2022
(for 4 weeks before the fall vacation)

Actors

Executive power
Formal education

Typologies (types of spaces)

Intermediate areas



Institutional framework



Structural quality criteria

Collaboration

Background

Many children are still being driven to school or collected after classes by their parents. Unnecessary traffic therefore arises on the routes to school and around the school areas, which in turn leads to dangerous situations for the schoolchildren. Many parents do not trust their children to cope with the route to school on their own, or they are not aware of the importance of the way to school.

A project has already been conducted on road safety education or safety on the way to school for younger children of preschool age, for example. So far, there has been no project for older children from around 7 years of age. For this reason, consideration has been given to how children from elementary school age onwards can be motivated to walk or cycle to school by themselves. The parents' school run to and from school ("Mom and Dad's taxi") should be reduced.

Objectives

- Children of elementary school age and upwards will be motivated to go to school and then home by themselves. They will acquire social skills, form new contacts, talk to each other and learn to resolve conflicts independently. Exercise will become part of the daily routine, and health and well-being will be encouraged.
- Parents' awareness of the importance of the way to school will be raised. Their trust in their child should be increased and reliance on Mom and Dad's taxi traffic should be reduced. This will increase traffic safety.
- Teachers should be provided with information and teaching materials so that they can include the topic of safety on the way to school in their lessons.

Target group

- Lower- and middle-school learners at the Schaan village school (age group 7–11)
- Parents

Costs

- Platform/website Programming 8,000 francs (one-off cost)
- Ongoing costs for management of the platform (for duration of project)
- Processing and renewals of the platform (no details available as yet, project to be repeated in spring of 2024)

Project flow

1. Programming and creation of a platform on which the children can enter the routes they take to school. A selection of possible school routes have been filed on the platform for this purpose.
2. The required address data for the schoolchildren have been provided by the school. Whether data privacy is guaranteed has been clarified in advance with the data protection office.
3. The teaching materials for the lessons have been developed for the teachers as three topics:
 - School route as an experience
 - On the move on the school route
 - Safety on the way to schoolTwo lessons per grade are envisaged on each of the three stated topics.
4. The teachers have been informed about the project by the school board and have received the teaching materials.
5. A letter of information for parents has been prepared and distributed to the children by the school.
6. Every schoolchild has been given an access code for the platform and has entered the days on which she/he walked or cycled to school and what route was chosen.
7. The data will be captured during school hours on the school's own IT equipment. Every child will be responsible for entering the route taken to school her- or himself. This means that not only personal responsibility and independence will be practiced, but also the use of tablets. Web-based implementation was possible because every child has her or his own device from the lower grade upwards.

8. An evaluation was made via the website as to what school class as a whole covered the most kilometers in the four weeks.
9. A closing event was conducted at the school after four weeks. The winners were announced and the prize was presented by the School Route Safety Committee.

Success factors

- Advance information to the parents with a detailed letter.
- Competition with a great prize for the winning classes. The children's motivation to walk or cycle to school was increased. Walking groups were formed and the children motivated each other to walk to school so that their class would take 1st place and win the prize (a day's outing with the children choosing the destination themselves).
- The schoolchildren themselves have to enter the kilometers walked on the platform. As a result, they see for themselves how many kilometers they have already covered (strengthening their personal responsibility and raising awareness).
- The platform was individually developed for the community's needs. The development was relatively inexpensive and these costs are one-off costs. Relatively few follow-up costs are expected.
- Teaching materials were created which are easy to apply in class.
- Event at the end of the project with all schoolchildren and the teachers. The School Route Safety Committee [*Kommission Schulwegsicherung*] came to the school for this occasion. This showed appreciation for the children and teachers.

- The backing of the village school / head teachers and of the village council was important and represented a key factor for success.

Challenge

- Classes of schoolchildren who attend day school or stay for lunch have very little chance of winning. These classes would have difficulty in winning because the schoolchildren do not have the opportunity to cover the route to or from school four times a day.
- Children who walk or cycle to school may be demotivated if a lot of other children in the class come by car, because it is the group achievement that counts.
- Input on the platform takes time during lessons. Some teachers did not consciously make the time available. As a result, many occasions when schoolchildren walked or cycled were not entered.

Summary

The project was successfully conducted in September 2022. More children walked or cycled to school and the number of Mom and Dad's taxis could be reduced. A repeat is planned for the spring of 2024. The lessons from the first project will be taken into account. The teaching material has to be revised and communication with teachers has to be improved.

The highlight for the children was the event at the end of the four weeks, to which all classes were invited. The winning class received a prize and a diploma. All children who were not in the winning class received a pedometer as a consolation prize.

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