



1.

Walking School Buses

Submitted by mhuyghe on Fri, 09/19/2014 - 18:52

Walking school bus refers to the escorting of children to school on foot. The routes are punctuated with “stops,” which are served at set times. A single walking school bus can have several lines. Supervision is provided mostly by parents, who take turns based on their availability, but also by other volunteers such as retirees or, more rarely, municipal employees. Creating an association of children and chaperones is not necessary, but can help to limit complications in case of an accident. Bicycle school buses are based on the same principle, but with the bike as the primary mode of transportation.

It is hard to date the first walking and bicycle school buses[1], since they are basically a structured, official form of informal ancestral practices. According to some sources, the first walking school bus was the Walking Bus imagined by Australian David Engwicht in 1991. Today, several hundred walking school buses exist in Europe (Belgium, Switzerland, France, Italy and the U.K.) and around the world (Canada and Australia), and go by many names (Carapattes, Mille Pattes, Walking School Bus, etc).

This practice is becoming more institutionalized, as local authorities see it as a means of reducing traffic jams near schools. The latter - which are polluting, prone to causing accidents and detrimental to the flow of traffic during peak hours - can be countered by these new practices, and are in keeping with public health’s goal of fighting obesity. Walking and bicycle school buses likewise offer other advantages:

- improving safety by reducing the number of cars near schools. Widespread use of the car for home-to-school trips[2] causes congestion near schools at certain times of day, giving way to a vicious cycle: the more vehicles, the greater the risk of accidents, and hence more parents who choose to drive their children to school.

<div class="logo logo-mobile"> <img src="https://fo

Groupe Ville et Mobilité (2008). Le transport actif et le système scolaire à Montréal et à Trois-Rivières, Rapport synthèse, Montréal, 42 p.

JANULEWICZ P. (2008). Replacement of chairs with fitness balls in elementary school classrooms increase daily physical activity, Thesis, University of Nebraska

MENDOZA J. et al (2013). Ethnic minority children's active commuting to school and association with physical activity and pedestrian safety behaviors, in Journal of applied research on children: informing policy for children at risk, vol.1

Metrolinx (2014). The costs and benefits of School Travel Planning Projects

TURNER L. et al (2013). Walking School Bus Programs in US Public Elementary Schools, in Journal of Physical Activity & Health, 10, pp. 641-645

Webography

ADEME [août 2013], www2.ademe.fr/servlet/KBaseShow?sort=-1&cid=96&m=3&catid=17412

ADEME [août 2013], http://www.moissac.fr/images/stories/7-cadre-de-vie/environnement/mobilite/liens_covoiturons.pdf

Marchons vers l'école [août 2013], www.marchonsverslecole.com

PNR Loire-Anjou-Touraine [août 2013], www.parc-loire-anjou-touraine.fr/fr/nos-actions/le-climat-et-lenergie/pedivelobus

Réseau Mille-Pattes [août 2013], www.reseaumillepattes.org/pedibus/huitsbonnesraisons/?PHPSESSID=4d25a0bd6968b09f23d

Sur la route de l'école [août 2013], www.surlaroutedelecole.fr

VeloBuc [août 2013], www.velobuc.free.fr/pedibus.html

Notes

[1] www.pedibus-geneve.ch

[2] In the early 2000s in France, 70% of elementary school students on average were driven to school. Depending on the municipality, this average was somewhere

between 20% and 80% (ARENE & ADEME, n.d.). In Montreal in 2003, this figure was 30% (Groupe de recherche Ville et Mobilité, 2008).

[3] In France, home-to-school trips rarely exceed two kilometers in urban areas, due to zoning (ARENE & ADEME (n.d.)); in the Greater Montreal area, 83% of students attend schools that are less than 1.6 km from their homes (Groupe Ville et Mobilité, 2008).

[4] According to the ADEME, it is the first 3 kilometers by car that are the most polluting.

[5] Metrolinx (2014)

[6] Conclusions issues de l'analyse de nombreuses expériences de Pédibus, françaises et étrangères.

[7] TURNER L. et al (2013) ; MENDOZA J. et al (2010) ; JANULEWICZ P. (2008) (p.10)

[8] These initiatives are “collective approaches for developing ecomobility for home to school trips.” They provide knowledge on home-to-school trips (distance, modes of transportation, traffic and safety conditions) and propose actions for reducing these trips by car and encouraging a modal shift towards soft modes, public transportation and carpooling.

[9] DUMONT M. (2013)

Activer

Désactivé

Ajouter le trianglesi ce contenu est affiché dans la quinzaine

Désactivé

Auteur lié

Marie Huyghe (Planner)

Thématique

Alternative mobilities

Cycling & Walking