



Enhancing physical activity uptake for children through the provision of safecycle interventions

Work Package: WP2 -Defining the SafeCycle4Kids intervention conceptual framework

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CONTROL SHEET

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EXECUTIVE SUMMARY

1. INTRODUCTION. ABOUT THE SAFECYCLE4KIDS PROJECT

SafeCycle4Kids is an 18month EU-funded project aiming to increase safe cycling for kids by supporting cycling adoption as a mean of active travel that can improve the physical activity level. Kids (& families) do not cycle because of safety concerns.

SafeCycle4Kids concept is based on two principles that will increase the safety and therefore confidence of young cyclists and their families: 1) Parental perceptions of children's cycling and traffic skills are an important correlate of children's independent mobility. 2) Increasing children's cycling and traffic skills are important targets in cycling promotion among children. The five partners will develop a safe cycling training for kids and parents that can be used as the basis for a European-wide intervention, based on the good practices training that have been applied in various countries so far. This will increase the physical activity levels of kids and families through an economic, green and inclusive method of exercise, cycling.

2. GOOD PRACTICES REPORT

This report provides an overview of good practices for safe cycling training for kids, that may be taken to improve the safety of cyclists, as well as the conditions that are favorable for riding in general. Examples are mostly from nations that are more developed in terms of bicycle safety education, such as Denmark, the Netherlands, the United Kingdom, and others; but, they have the potential to expand to other European nations that are still in the process of advancing their cycling infrastructure and improving circumstances for cyclists. An overview of best practices has the potential to increase awareness among the SafeCysle4Kids project partners and the wider interested public about activities and measures in the field of the provision of safe cycling, and it also has the potential to give the idea for the further development and promotion of safe cycling in cycling less developed countries. This report offers examples of good practice with regard to changes in bicycling frequency in children

and adults after bicycle skills training. The examples presented in this report, includes education and training, encouragement and promotion, and further examples of excellent practice.

There are many instructional promotional good practices for safe cycling for kids in European countries but a small number of good practices to guidance the stakeholders for a safe cycle training.

The focus of this report is to describe the different types of bicycle education and their effectiveness in Europe and to extract a good practice safe cycling training for kids that could be used for Project Partners and other European countries

3. GOOD PRACTICES EXAMPLES

3.1. Good Practices for Safe Cycling Training in Europe

Kids (& families) do not cycle because of safety concerns. In Europe, the majority of children does not attain 60min of moderate- to vigorous-intensity physical activity per day, which has been associated with adverse health outcomes not only in childhood (e.g. lower mineral bone density, higher weight status, lower mental health, unhealthy body composition, lower muscle strength), but also in later life (e.g. increased odds of cardio-vascular diseases and several cancers) have shown that kids who do not attain enough physical activity can benefit from cycling and independent mobility. However, the main barrier in adopting cycling, as a means of transport but also exercise, is for 'safety' reasons.

In order to maintain themselves in traffic safely and to help create confidence, both for the children and their parents, it is essential that schools spend time instructing children about behavior and norms in traffic.

3.1.1 Greece

In Greece, there are few good practices for kids safe cycling training that provided by non-profit organizations. The good practice of Physis's and the Hellenic's Institute of Transport are fully featured.

The Physis's holistic teaching concept involves schoolchildren in improving traffic safety and provides a three-and-a-half-hour training program for safe cycling. The bike and safety training program addresses the objective of safe cycling training that equipped them with both practical and theoretical skills on safety aspects.

The beneficiaries and users of this program are students of age twelve to fifteen, inhabitants of Thessaloniki, Macedonia, Greece.

The responsibility for the implementation of safe cycling training lies with the Physis's physical education trainers, some of whom are cycling coaches at cycling clubs.

The program included 75 minutes of theory and 75 minutes of practical training on safety aspects by using shared bicycles on the bike path of one of the traffic educational parks in Thessaloniki (Nea Paralia) and in reduced traffic streets. The students who participated were of age 12 to 15 years old, inhabitants of the western side of the city. The location of the schools that were targeted for the training, present a certain degree of difficulty in using bicycle because of their geographical position as they include uphill, narrow roads, lack of bicycle paths and high volume of traffic at the streets.



The training consisted of two sessions. The first one was mainly on theoretical aspects covered the following areas: description of the bicycle, historical review and evolution of cycling, bicycle types, the bicycle as a means for commuting and related health

benefits, bicycle selection criteria, safe use of bicycle in an urban environment, bicycle maintenance (and simple repairs). The second session was a practical training on how to control their bike (setting off, cruising, slowing down, braking and stopping), to be aware of the surroundings: looking behind and turning around obstacles, to understand the road: signals, signs and road markings, to negotiate the road: including quiet junctions, crossroads and roundabouts and lastly how to share the road with other vehicles

For the purposes of this good practice, one hundred students were asked to evaluate, through a questionnaire, the degree to which they feel safer using the bicycle after the training and to identify enablers and barriers to further bicycle uptake. The questionnaire was adjusted to the needs of school students, using simple terms and a simple structure. It was distributed both online and as paper copies while it was completed by the students anonymously.

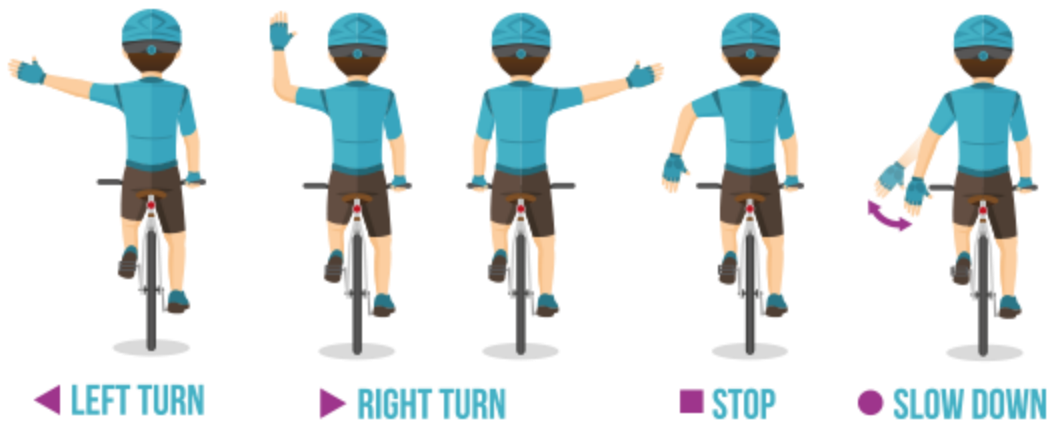
The questions were split into two categories: the demographic information and information on the change of habits/behaviour after having been trained on safe cycling. More specifically, the participants were asked to indicate the frequency of using bicycle before and after the training, the purpose of cycling, whether the safe cycling training has contributed to their feel of safety and autonomy, if their parents cycle and factors that would motivate them to cycle more often along with the main barriers as perceived by the lens of the kids.

The Hellenic Institute of Transport (HIT), which is part of the Centre for Research and Technology Hellas (CERTH), a non-profit organization that directly reports to the General Secretariat for Research and Technology (GSRT) of the Greek Ministry of Development and Investments, has the responsibility for the implementation of traffic education and road safety.

This book-practice attempts to introduce us to the traffic environment as pedestrians, cyclists, users of public transport, or car passengers. The carelessness of a pedestrian, cyclist, or passenger can cause or contribute to an accident, and then the consequences are usually more serious for the pedestrian or cyclist than for the driver involved.

The target audience for a good practice is students between the ages of twelve and fifteen.

The good practice-book is based on Greek and international data and literature and focused on public transport, sustainable mobility, passenger protection, walking rules, road signage, bicycle travel, and road safety. Specifically, the program offers extensive theoretical information for the bicycle, such as the categories of bikes, the riding position, the benefits of systematic cycling, selecting the right bike, the principles of safe cycling and risk avoidance, hand signals when riding a bicycle, the rules of safe cycling, bike maintenance, first aid, and actions in case of an accident.



3.1.2. United Kingdom

United Kingdom has innovated in the provision of educational programs for safe cycling training as it delivers the "Bikeability", which is a program based on the National Standard for cycle training.

The Bikeability Trust, a charitable incorporated organization, wants everyone to pedal with confidence and enjoy it for life. The Trust manages, develops, and promotes Bikeability for the Department for Transport. Gear Change includes Bikeability, the Department for Transport's premier English schoolchildren's cycling training program. Bikeability cycling training teaches youngsters how to ride

successfully and safely on today's roadways. Bikeability has trained over four million youngsters since 2007. By ensuring:

- Child-focused: We teach both children and adults to bike, but most of our training is for kids.
- Inclusivity: We take action to reduce barriers to participation and ensure that anyone who wishes to access Bikeability cycle training is able to
- Efficiency: Our delivery programme is cost-effective and efficient
- Influence: We share our evidence of cycle training's impact across a variety of sectors (transport, education, environment, health, leisure, etc.)

Bikeability is a cycling training program aimed at school children (10+ year olds at Junior/secondary/high schools) but which delivers wide-ranging and long-lasting benefits to young people, families and communities.

Only registered instructors employed/contracted by recognized Bikeability providers can deliver it. On behalf of the Department of Transport, the Bikeability Trust registers Bikeability providers and instructors.



There are 117 local authorities that receive funding to deliver Bikeability training. When they deliver they must deliver through a registered Bikeability provider (A company that has all the policies, procedures and checks in place with professional instructors who deliver the training including having all the appropriate first aid and safeguarding training and insurance in place)

The Bikeability training has three levels:

- **Level 1:** Controlling the bike in a traffic free area.
- **Level 2:** Making a journey on quieter roads with simple junctions. (10 – 11-year olds at Junior schools)
- **Level 3:** Making a journey on busier roads, more complex junction roundabouts, traffic lights and using multi lanes. (12+Year olds at secondary/high schools)
- Additional modules have also been developed such as a mechanics model which teaches children how to fix a puncture.

Children who successfully complete Bikeability are awarded a certificate, badge & handbook.

The training is delivered using 80% active learning and 20% talking to the children.

3.1.3. Serbia

In Serbia, "Bike Start" teaches young children (age from 10 to 12) to safely ride bicycles and raises awareness about environmental protection. More than 40 primary schools and 3,000 students participated in the "Bike Start" program. Several Serbian government agencies, municipal governments, and related subjects have lent their support to this initiative. The program was also submitted to the Serbian Traffic Safety Agency in an effort to gain some sort of certification and official recognition as a training program for primary schools.



The program “Bike Start”, prepared by the YugoCycling Campaign (YCC) team, is aimed at all people who use roads, but it places a particular emphasis on children. The implementation of this initiative is provided by the professionals in traffic safety, traffic engineering, and teaching staff. In each school, there was first organized training for trainers (teachers for sport and technical educations) and they were presenting the theoretical part of the course to their pupils. In the next stage,

professional cyclists engaged by YCC were introducing pupils to the practical skill in the schools

The training program covers all aspects of cycling: choosing a proper bicycle, how to check main things on a bicycle/lights, brakes, etc., why is cycling important, elementary introduction into traffic code, bicycle infrastructure, how to behave in traffic, etc.

- Theoretical lessons consists of 6 PPT presentations, several posters and different tests with 10 questions, each.
- Practical training where all attendants spend couple of hours riding with an instructor. At the end, there is a competition with the combination of theory and practice.

The program package consists of 3 books (for children, parents and instructors) with 2 educational films.



3.1.4. France

In France, the program "Cycling Safety Training for 6-11 Years Old," supported by the Interdepartmental Road Safety Committee and, is available throughout the territory during school, after-school, or after-hours periods and offers families a system designed to strengthen cycling among children as well as the safety of cycling on public roads.

This program is a component of the Plan “vélo et mobilités” activities, which was launched on September 14, 2018, and whose goal is to triple French bicycle use and achieve 9% travel by the time of the 2024 Olympic and Paralympic Games in Paris.

In 10 hours, it allows children to become independent by bike, to practice daily physical activity and to move in an environmentally and economically friendly way.

The intervention implemented by bicycle teachers and training bike provider. It consists of 3 steps:

- Know How To Pedal: mastering the fundamentals of cycling (acquiring a good balance and learning to drive and control your bike correctly: pedaling, turning, braking);
- Circulating Skills: discover mobility by bike in a secure environment (know how to ride in a group, communicate to inform others of a desire to change direction and discover the signs of the highway code);
- Know How To Ride A Bicycle: driving in real situations (learning to drive independently on the public road and to take ownership of the different spaces of practice).

The child receives a pedagogical brochure at the start of their training. You can keep track of your development of new abilities and progress. The child is given a certificate at the conclusion of the final step, validating his participation.

3.1.5. Holland

Holland, has a complete system for safe cycle training with National VVN Traffic Exam Holland. The VVN Practical Traffic Exam, examines children on their knowledge and practice when they are around 11 years old. It evaluates their ability to ride a bicycle safely in their neighborhood. It also shows how students use their knowledge of transportation in practical settings. The route is created by connecting a number of significant locations, including crossroads, roundabouts, traffic lights, and railroad crossings. Parents might have their children practice the route in the

weeks following the exam and offer guidance as needed. They can take the practical exam with confidence thanks to this preparation. Parents, cycling educators, and a trainer bike provider implemented the initiative.

The exam consists of two parts: a required theoretical section that tests the students' understanding of traffic laws, and an optional practical section that assesses the students' ability to apply what they've learned into practice while riding their bikes in typical traffic.

Theory exam: The theory exam is a national exam that is much like the theory exam you have to pass to get your driving license. Only, here the traffic situations are seen from the perspective of a child on a bike. The children are tested on their knowledge of traffic rules and regulations, insight into traffic situations and awareness of the importance of safe behavior. All schools have to take part in the theory exam.

Practical exam: The practical exam - also known as 'cycling exam' - tests whether the children can apply their knowledge of the traffic rules and regulations and have enough road skills to cycle safely and independently in regular traffic. The children have to cycle a set route with traffic situations that are typical for the area, such as a crossing with traffic lights, bridge or railway crossing. The route has to include certain basic traffic situations, such as turning left and crossings with and without priority.



Along the course, parents and volunteers rate the children's traffic abilities and actions. Everything is considered, from extending the correct hand to indicate a left or right turn to providing priority when appropriate and stopping at a red traffic light. Ignoring a red light, failing to apply priority rules appropriately, or any other

significant traffic violation will result in an automatic failure of the exam. The children who pass the test they get a Bicycle driving license.

3.1.6. Denmark

"Cycle Training for Children" is a bicycle training program in Denmark. The Happy Bicycle School (Cykelglad skole) is based on the premise that the bicycle may be integrated into and improve the educational processes, as well as increasing chances for travels.

The beneficiaries of this program are children in middle childhood (6–11 years) and young teens (12–14 years).

A completely new idea for cycle training known as "bicycle games" was developed as a result of the intervention carried out by the Danish Cyclists' Federation in collaboration with motor skill educators and with financing from TrygFonden.

The main principle of the "Happy Bicycle School" (Cykelglad skole) is that bicycles may be used to enhance learning experiences, improve chances for field trips, and be integrated into the teaching process. The measures at Happy Bicycle School in Odense have included:

- An introductory activity for all teachers and pedagogues about cycling and its integration into the teaching
- Training of 20 teachers as cycling instructors
- Bicycle Play Day for 6th graders to encourage them to maintain their cycling habits
- Pimp my bike - a workshop where the children can give their bicycle a personal touch
- Cycling as an optional subject, with bicycle games, bicycle training and workshops etc



3.1.7. Netherlands, Denmark, and Germany

"Making Cycling Irresistible" is a training program provided by the Netherlands, Denmark, and Germany. As part of their regular school curriculum, children receive intensive training in safe and effective cycling practices. The majority of pupils finish such a course by the fourth grade.

The program comprises both classroom and "on the road" sessions, initially on a bicycle training track designed specifically for children, and later on conventional riding facilities throughout the city. Real police officers administer the tests to the children, who earn official certificates, pennants, and bike stickers if they pass.



Because many children ride their bikes to school, instruction in safe riding is considered vital to safeguard their safety. However, it also starts children on a lifetime of safe cycling skills. And because all schoolchildren are included, both girls and boys begin cycling at a young age.

3.1.8. Hungary, Romania, Slovenia, and the United Kingdom

Safe4Cycle2 is a collaboration of four organizations from four countries, Hungary, Romania, Slovenia, and the United Kingdom. The project aimed to



jointly develop interactive (online) safety cycling educational materials for children in middle childhood (6–11 years) and young teens (12–14 years). The Safe4Cycle2 project wishes to realize internationally available interactive learning materials that contribute to improvement of safety cycling education in the countries affected by the project.

The phases of the program consist of:

Interactive videos

Based on the Safe4Cycle Workbook for Pupils and the unique requirements of the project partners, a total of five interactive movies were created that expound on various traffic situations. Each and every anyone who is interested in seeing the videos—teachers, students, parents, etc.—will be able to do so for free. The movies will be evaluated among kids aged 11 to 12 during the pilot phase in Romania, Hungary, and Slovenia.

Interactive workbook

Safe4Cycle Workbook for Pupils completed by the interactive workbook. Because children use smartphones, tablets, and notebook computers on a daily basis, we must also provide online instructional materials. Gamification of safety cycling education can assist reach more students, which aids in the improvement of safety cycling education.

Training for trainers program for teachers

Based on the existing programs of the Hungarian and Romanian partners, project partners hope to create a blended training for trainers program for teachers. The technique and content of the existing training for trainers' course have fulfilled expectations, however based on previous experience, another sort of training is required. To begin with, a 30-hour (three-day) training for trainers course in which teachers must attend for three days is not appealing to many teachers (or rather, the teacher's employer). Second, according to the couples' experience, there are numerous professors who just wish to deal with theory (due to a lack of time or an aversion to cycling practice). It is critical to give them with a professional background in order to lay the groundwork for safe cycling teaching, at least theoretically. A blended training for trainers course (containing of both e-learning and attendance courses) could meet the above-mentioned requirement, and it is also more flexible (than a standard attendance course), which can increase the product's transferability potential.



3.2. Good Practices for Safe Cycling Training in other Countries

3.2.1. New Zealand

Cycling safety instruction is widely available in New Zealand. The course was designed to assist providers of cycle skills training in providing high-quality cycle skills training experiences that maximize learning and safety. The program outlines the observable results and teaching points to be taught in each grade of training and supports the development of responsible, thinking cyclists by providing a set of standards and principles to ensure consistent quality delivery of bike skills training in New Zealand.

Good practice principles for cycle skills training delivery are based on three principles:

- Respectful (Respectful of the trainees and the BikeReady standards and good practice)
- Realistic (Provide realistic learning opportunities and environments)
- Responsive (Responsive to trainee competency and learning styles).
- Each training level has a set of observable results and learning points. The outcomes are listed in a logical order, from easiest to most difficult, and should be taught in that order. This guarantees that training takes place in a safe manner, reducing risk for both the trainee and the instructor.



Complete Beginner: in this grade of training takes place in an environment away from traffic, usually in a school playground or court and is designed to get the trainee balancing on a bike and starting to pedal. A complete beginner session covers getting

on and off a bike and balancing through scooting or gliding. This section is aimed at all age groups.

Grade 1: Training takes place in a non-traffic location, usually a school playground or court, and is intended to encourage and develop basic bike handling abilities. A grade 1 session teaches how to inspect and adjust a helmet, do a basic bike safety check, and practice bike handling abilities. The implantation time in this section is 2-3 hours, and the beneficiaries are 4 or older.

Grade 2: Training is conducted on quiet local roads and aims to provide students with real-world cycling experience in order to develop skills and confidence for making short rides on local roads. A grade 2 session covers how to see and be



seen, how to communicate, how to position yourself on the road, and how to work with other road users. It should be emphasized that becoming a skilled rider is a continuous process. After the lesson, trainees are urged to continue practicing and developing their abilities with an experienced rider.

Trainees should advance to grade 2 only when they can demonstrate the grade 1 observable outcomes regularly. Key competences include steering, signaling (for example, being able to ride with one hand), looking behind, and controlled braking.

This session will take place between 2 and 6 hours.

The session is for children aged 6 and older. Even if trainees are in year 6, grade 2 training must always begin with an assessment of competency to ensure that trainees are ready for on-road training.

Grade 3: Training takes place on more complex and congested roads in this session, and it is meant for students who want to cycle in more difficult settings or for those who want to master a specific travel, such as their route from home to work. A grade

3 session teaches advanced road positioning, hazard awareness, and risk management for riding on more congested routes.

Trainees should only progress to grade 3 when they can consistently demonstrate the grade 2 observable outcomes.

This session focused on aged 9 year and older. Even if trainees are in year 9, grade 3 training must always begin with an assessment of competency to ensure that trainees are ready for advanced on-road training.

The section that follows explains the minimum standards and best practices for designing cycle skills training sessions (in terms of ratios, session length, and trainee age) to ensure that trainees receive a high-quality cycle skills training experience that maximizes learning and safety.

Qualified instructors are those who hold the Skills Active qualification for the grade level they are teaching. Unqualified assistant instructors are teachers who have been trained and are currently working (or volunteering) as instructors but are not yet qualified. Because they are not qualified as bike skills instructors, teachers and parent assistants do not count towards the ratios.

For **grade 1**, for a group of 30 students, at least one qualified instructor must deliver the training, with one unqualified assistant for the practical session.

For **grade 2**, where students are in a group of 6 with one instructor, that instructor must be qualified (ie an unqualified instructor cannot take a group of 6 by themselves). Where students are in a group of 12 students with two instructors, at least one instructor must be qualified with one unqualified assistant instructor for the practical session.

instruction for grade 3, must always begin with a competency examination, even whether trainees are in Year 9 or above (including adults). This ensures that trainees are competent for advanced on-road instruction. Trainees who can consistently exhibit grade 2 competency and ride on quiet roads may be eligible for grade 3 instruction. Trainees who are unable to consistently demonstrate grade 2 competencies will require additional practice, assistance, or instruction at the grade 2 level.

3.2.2. Australia

Safe Cycle has been written to support primary school teachers to introduce cycling activities at their school.

Lessons have been designed for children in years 5 and 6 of primary school. Students in this age group will have a range of skill levels and riding experiences, but the desired cycling skill level is that they can stay upright on a bike and ride in a straight path for 20 meters.

The lessons serve as a starting point for other activities. Teachers are responsible to modify activities and establish delivery methods that meet the needs of their school and pupils.

Each session is designed to last 45 minutes, but teachers can adjust the curriculum to meet the needs of their school and students by utilizing the extension activities supplied.

Lesson 1: Preparing to Ride Safely: In this lesson, the importance of checking a bike is safe for use before you begin riding is described, as well as how to correctly fit a helmet.

Lesson 2: Bike Control and Group Riding: The role of and how to use the "power pedal" and brakes are described in this lesson. It is also discussed how to control our bikes when riding in groups.

Lesson 3: Hazards: Ed's Excellent Bike is the subject of this lesson. Ed Adventure is watched and characterized in order to identify what a hazard is and what measures we may take to safely navigate around hazards.

Using the Hazards Power Point, we will also identify hazards likely to be found in our local area.



Lesson 4: Bike Control - Signaling and Rear Head Check: This lesson looks at how we can use our hands to signal to others (pedestrians, bikers, cars, etc.) that we wish to turn or stop our bike. It is also taught and practiced how to perform a rear head check while riding forward in order to detect risks behind us.

Lesson 5: Bike Control- Putting it all together: In this lesson we will review all the skills covered in Safe Cycle so far with a group riding activity. We will also cover riding alongside another rider (doubling up, moving from single file riding to side by side riding).

Lesson 6: Imagined Safety and Student Stories: Explain to pupils in this lesson that we do not always view things as they truly are. Perception is how we see the world. We'll look at some illusions to see how our eyes can be fooled.

Lesson 7: Bike Control - Bike games: In this lesson, it is explained to students that they will have the opportunity to implement the skills we have covered in the program through some fun games. The emphasis will be on riding safely and being in control at all times.

Lesson 8: Route Planning: On our communal ride, the safest route destination is planned in this session.

Lesson 9: Community Ride: This lesson is intended to give students the opportunity to apply the skills covered through Safe Cycle in a “real” situation – i.e. riding off school grounds on the route planned out in the Lesson 8: Route Planning. Alternatively, you can construct a course on school grounds.

4. Conclusions

Creating a bicycle safety education program should be an obligatory objective for the national safety agencies, or Ministry for Health, Ministry for Transport, Environment, and Education, to define a National Strategy for Cycling Education. Additionally, it should be part of the official school's program for elementary school.

One of the most difficult tasks in the early stages of creation is finding sponsors, such as program staff members, public schools, or financing organizations. A good reason for the program's existence is essential for garnering the attention of potential funders. The reasons for the program's existence should be included in your funding bids, presentations, or other startup materials. Specify which community problem (or problems) the initiative addresses, such as bicycle-related injuries. Use statistics or other accessible data to illuminate and quantify the issue. Then explain how the adoption of your program will help to solve the given problem by setting measurable goals and objectives. This information will lay the groundwork for why your program should be undertaken and what you hope to achieve.

Collaboration with schools can clearly help a bicycle safety education program. Schools provide a ready-made site, a student population, organizational infrastructure, as well as human and other important resources. Collaboration with other organizations that have common goals can also help a bicycle safety program flourish. Partnerships, for example, can assist a program obtain awareness and credibility, as well as access to equipment, information, finance, publicity, and other resources. The majority of the programs investigated are located in public schools. Some educators, however, may have difficulties convincing school administrators to include bicycle education in their school curricula. Prepare to explain how a bicycle education program can benefit both the school and the students when addressing school leaders.

An unique educational program that takes an alternative approach to bicycling can pique the interest of educators, participants, parents, and other community members. Some of the programs studied include instructional goals and methods that go beyond the typical bicycle safety Guidelines and financial support from the National authorities. These programs employ bicycling as an instructional tool to address topics such as health and physical fitness, as well as environmental and recycling concerns. Furthermore, some organizations strive to legitimate bicycle as an activity that, like other traditional sports, should be taught in schools.

Different aims can be served by program evaluation. It can provide information on how effectively the participants understand, demonstrate, and recall the lessons. Data

from evaluations can be used to determine the extent to which learning objectives are met. This information may be valuable in refining a program and justifying its continuation to funders.

Finally, the visibility of a program in the community is frequently important to its continuation and success. Many parents, children, school authorities, even the National authorities community people are unaware of the significance of bicycle safety instruction. The general population must be informed about the importance of bicycle safety in their neighborhoods in order to generate demand and support. Because most programs do not have an advertising budget, organizations must be innovative in how they market their activities.

