

RESEARCH SUMMARY

Title	TfL Walking Strategy for Secondary Schools		
Objective	To explore why levels of walking in secondary schools are so low and what TfL's strategy should be to increase walking to school for secondary school pupils across London		
Date	12/01/2016	Agency	2CV
Methodology	Desk Research 4 x Youth Travel coordinator phone depths 6 x Focus Groups with Secondary school pupils (age 11-16) 1 x Youth Travel Ambassador mini group		

Abstract

Though walking to school is not a priority for secondary school pupils, there are three key motivations that exist across age and gender that TfL should tap into for any walking to school strategy going forward. These are: **social** (catching up with friends) **wellness** (getting fit and healthy, both psychologically and physically) and **independence** (having greater ownership of how they get to school). Secondary school pupils would like more support from schools and parents, but also expect any walking initiative to be flexible (they decide when they participate) and have a competitive element to it that is delivered through digital technology (apps) and social media platforms (particularly Instagram).

Key findings

Barriers to walking to school for secondary school pupils exist at a personal (anxiety about being late, tiredness, safety, lack of practicality), social (walking 'not cool', parental concerns) and environmental level (free bus passes, bad weather, traffic, pollution). These barriers combine to make walking feel particularly challenging for this audience.

However, there are **three core motivations** shared across gender and age groups that can be leveraged to encourage secondary school pupils to walk to school:

- **Social:** Walking to school with friends/having a catch up/ talking on the phone
- **Wellness:** Time alone to reflect, relieving stress, keeping fit, listening to music
- **Independence:** Feeling in charge of how you get to school, flexibility, a space to do what they want

These three ingredients can work together to deliver successful walking initiatives. The **Social** element can be tapped into by making initiatives **competitive and interactive**, using a **digital tool** that allows pupils to socialise their involvement. The **wellness** element can be tapped into by giving pupils the opportunity to **track their progress** and emphasising the benefits of walking on psychological health (stress reduction, time to reflect) explicitly. Finally, the **independence** element can be leveraged through a tool or programme that is **flexible, available all year** and allows pupils to opt in and out when they see fit.

Pupils feel that any strategy aimed at them should look and feel different from anything they experienced in primary school, should have technology at the core and be available year round.

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