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Lessons Learned:

Building a Collaborative Approach to
Walking & Wheeling Skills Training in Schools



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PREPARED BY

JAMIE STUCKLESS
OWNER & PRINCIPAL CONSULTANT
STUCKLESS CONSULTING INC.



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The views expressed in this report are the views of Green Communities Canada and Stuckless Consulting Inc. and do not necessarily reflect those of the Government of Ontario.

For more information about Ontario Active School Travel, visit <https://ontarioactiveschooltravel.ca>

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Executive Summary

Efforts are underway across Ontario to support walking and wheeling to school through the delivery of in-school skills training programs. The “Building a Collaborative Approach to Walking & Wheeling Skills Training in Schools” project was launched in the summer of 2021 to enable more collaboration across communities on the delivery of these programs by providing expert guidance on best practices, and access to vetted tools and processes.

In-depth engagement was undertaken with organizations currently delivering skills training programs across Canada, including an online survey, virtual group discussion and one-on-one interviews. These engagements revealed both a strong demand for in-school training, and the limited resources available to deliver programming. They also highlighted examples and success stories of organizations making it work despite some common challenges, and a desire to collaborate more across jurisdictions. Although the focus of this project and report is on increasing collaboration and building capacity in Ontario, input was collected from organizations across Canada to leverage the expertise and experience that exists in other provinces.



Students participating in cycling skills training in North Bay (credit: Green Communities Canada)

In this report, we highlight twelve lessons learned that can be implemented moving forward to enhance existing programs and inform the development of programs in new communities without continually reinventing the wheel. We also highlight five collective calls to action to increase our reach and maximize available resources. These include working together to (1) secure sustainable funding, (2) collaborate on instructor recruitment, training, and retention, (3) support ongoing knowledge exchange, (4) increase parent engagement, and (5) explore collaborative evaluation opportunities.

This Lessons Learned report is the first of two deliverables for this project. Its contents are being used to guide the development of the projects' second deliverable, an online resource hub.

Project Background & Rationale

Providing students with traffic safety skills training is an important part of efforts to get more kids walking and wheeling to school. This training can help to support encouragement efforts aimed at increasing walking & wheeling and increase the safety of students on their commute to school, and in their communities. Despite these benefits, very few Ontario students receive this training. There is no official count of walking and wheeling training participation in the province, but estimates show current programs are reaching less than 2% of Ontario's school children each year¹.

Unlike in several other provinces, Ontario does not have a province-wide skills training program that is being consistently used. With funding secured through grants and partnerships – including through the Ministry of Transportation's (MTO) 2015 Cycling Training Fund – community organizations across Ontario have developed their own walking & wheeling skills training programs that are mostly being delivered at a local level. This has led to the creation of some very successful and impactful programs. It has also led to a lot of duplication of resources across communities and left the vast majority of communities with no programming at all.

There is a strong interest amongst community organizations in sharing materials and coordinating efforts, which has led to the development of the "Building a Collaborative Approach to Walking & Wheeling Skills Training in Schools" project. The core objective of this project is to enable efficient collaboration across communities on the delivery of walking & wheeling skills training programs by providing expert guidance and access to vetted processes and tools, thereby reducing, or eliminating duplication of effort and resources.

To achieve this objective, project deliverables include:

- A best practices audit and report on existing walking & wheeling skills training programs across Canada, and;
- The creation of an online resource hub to share curated content that supports the Ontario Active School Travel (OAST) network in implementing local walking & wheeling skills training programs.

This project is a partnership between Green Communities Canada and Stuckless Consulting Inc. and is funded through [Ontario Active School Travel](#). Work on these deliverables is taking place between August 2021 to the end of March 2022. This report represents the completion of the first deliverable and contains a summary of the best practices audit and lessons learned.

¹ Calculation is based on survey results that show Ontario programs as training just over 30,000 students annually in their busiest year, across all grade levels. [The total number of school aged children in Ontario was 2,056,058 in 2019-2020.](#)

Project Approach

This project has taken a collaborative approach to developing more sustainable and achievable walking & wheeling skills training outcomes and has placed a strong value on existing best practices and stakeholder expertise.

A central feature of the project has been engagement with organizations that are currently delivering walking & wheeling skills training programs across Canada. Programs were identified by Green Communities Canada and Stuckless Consulting Inc. and included all those outlined in Table 1.

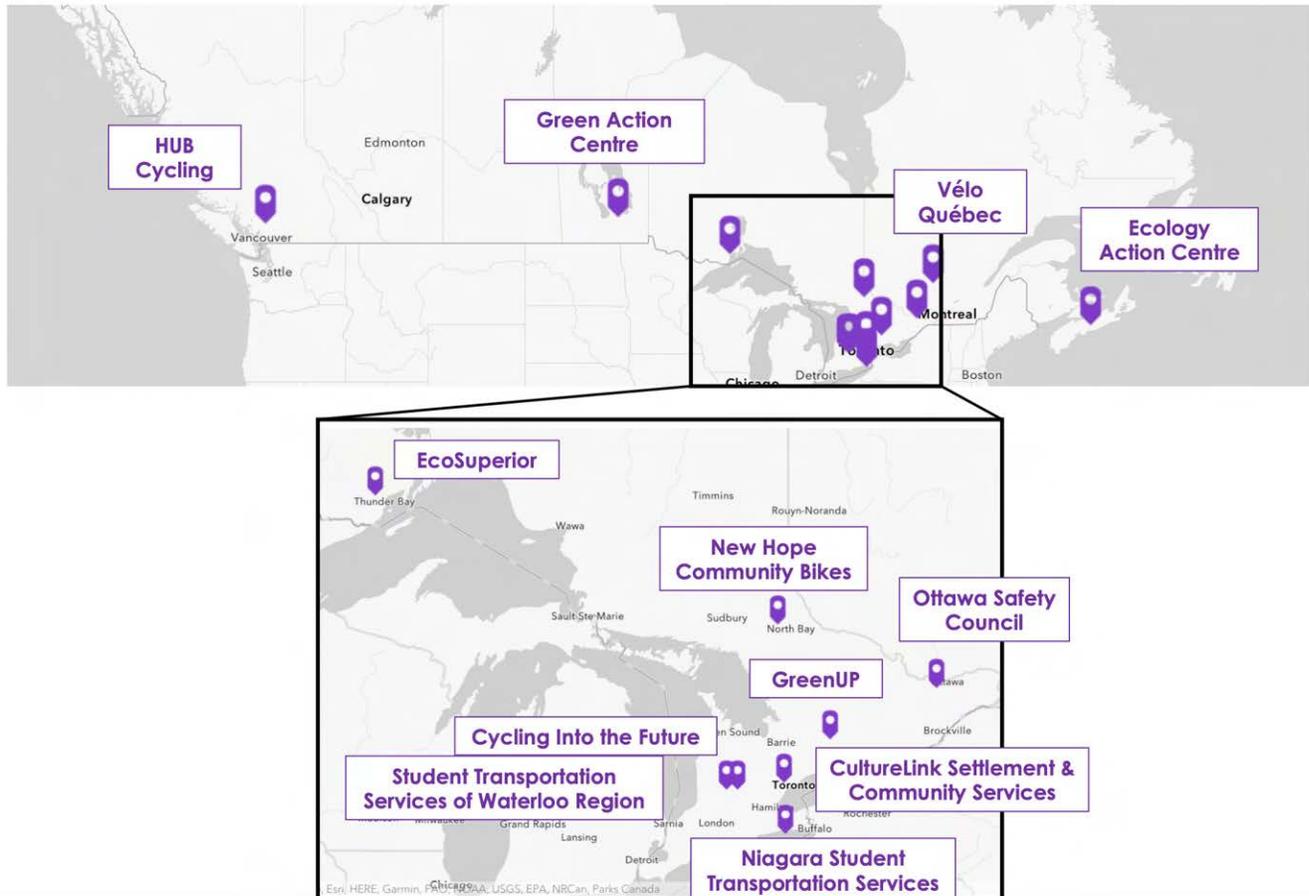
Table 1. List of participating programs and organizations

Program(s)	Geographic Focus	Organization Participating on Behalf of Program(s)
Bike Education and Skills Training (BEST)	Winnipeg	Green Action Centre
Blue the Butterfly	Niagara Region, Brantford	Niagara Student Transportation Services
Cycling Into the Future	Waterloo Region	Cycling Into the Future
Cycliste averti	Québec (14 regions)	Vélo Québec
Learn2Ride, Ride the Road, and Everyone Rides	Metro Vancouver (across B.C. for Everyone Rides)	HUB Cycling
Making Tracks	Nova Scotia	Ecology Action Centre
Pedal Power and Active School Travel Bike Rodeos	Peterborough (City and County)	Peterborough GreenUP
Ready to Ride Assembly, Bike Rodeo, ABC Bike Check Workshop, Ready to Ride Road Safety Workshop, Riding Skills Workshop, and Walk & Roll Rodeo	Toronto	CultureLink Settlement and Community Services
Ride Smart	Hamilton, Sioux Lookout, Armstrong, Gull Bay First Nation, White Sand First Nation, Wegwegamow First Nation, Pickle Lake	New Hope Community Bikes
Safe Cycling Thunder Bay	Thunder Bay	EcoSuperior
Sidewalk Smarts	Waterloo Region	Transportation Services of Waterloo
WalkSafe, RoadSMARTS4Kids, and Cycle Safe	Ottawa	Ottawa Safety Council

In the fall of 2021, participating organizations completed a detailed online survey, capturing information about program reach, course curriculum, program instructors and instructor training, program delivery, annual funding, and future objectives and opportunities. Survey results were summarized by Stuckless Consulting Inc. and shared with all participating organizations during a virtual discussion, where the group explored collective challenges and opportunities in greater detail. Participating organizations also submitted program curriculum materials for review. An honorarium

was provided to all participating organizations in recognition of their expertise and significant time commitment to this project.

Figure 1. Map of participating program delivery organizations



Interviews were also conducted with representatives from communities working to establish walking & wheeling skills training programs in schools, but without current programs underway. The purpose of these interviews was to better understand the resources, opportunities and barriers that exist to establishing local programs. Interview participants were: (1) Bike Sudbury in Greater Sudbury, (2) Planning & Economic Development staff from Durham Region, and (3) Health Promoters (School Health) from the Porcupine Health Unit in Timmins.

Lastly, an interview was conducted with the League of American Bicyclists to learn more about their cycling education program, and the national instructor training standard they have successfully administered for over 40 years.

Research Highlights

This project has benefitted from the extensive experience and knowledge of each of the organizations that contributed. Of the twelve organizations that participated in our survey, $\frac{3}{4}$ have seven or more years of experience running their walking and wheeling skills training programs in schools. Collectively, all twelve have reached more than 250,000 students across Canada over a twenty-year time period.

These organizations have placed a clear emphasis on cycling skills training, with half of the programs having a cycling-only focus. Two of the programs focused on walking-only, while the remaining four had a mixed-focus. While there was some interest in expanding their programs to include more modes of transportation, most cycling-only programs considered an expansion to be beyond their cycling-focused mandate.

The survey and follow-up discussion revealed several research highlights, including:

- Organizations have developed their programs in response to local demand for more walking and wheeling skills training opportunities in schools.
- There is a strong desire for collaboration across jurisdictions, and an openness to sharing resources across programs.
- While individual organizations have developed their own curriculum materials in-house, these curricula are adapted from many of the same sources (ex. CAN-BIKE, Bikeability, the OPHEA Guidelines, and Ontario's Young Cyclist Guide) and the information taught is fairly consistent across programs.
- Very few programs have the capacity to conduct detailed evaluations of their programs, making it challenging to quantify their impact, or make clear assessments about which approaches may be the most effective.
- Programs of all sizes are struggling with financial sustainability, and half of those surveyed receive 70% or more of their funding from a single source. This represents a significant proportion of their annual funding.
- Organizations and municipalities are expected to deliver programming with too few resources when small, one-time grants and funding opportunities become available.
- Programs thrive when there is a clear program lead (with adequate resources).
- Universal program vulnerabilities include a lack of multi-year funding, challenges related to outreach and communication with schools to book courses, and instructor recruitment and retention.

Case Studies

Throughout this project, we came across numerous examples of organizations innovating and overcoming challenges. In this section, we highlight some of the most interesting innovations and solutions. While these six case studies are not universally applicable, they do address some of the key challenges we heard from organizations and communities, and they provide a sense of possibility and direction for future work.

Case Study #1: Sharing Curriculum Across Jurisdictions

Key Takeaway: When it comes to curriculum, there's no need to reinvent the wheel! Existing, tested, and up-to-date curricula exist, and organizations are willing to share.

Description: For many organizations working to launch a skills training program, the first step taken is to develop a local curriculum. Given the proliferation of various skills training programs, this is an unnecessary step and organizations should instead look to borrow existing materials. The funding and time otherwise dedicated to curriculum development could be used for other program needs like training instructors, purchasing equipment, and conducting school outreach.

Example(s): New Hope Community Bikes delivers their Ride Smart program in their hometown of Hamilton. They have also partnered to expand Ride Smart across northern Ontario. When the Near North District School Board applied for an Ontario Active School Travel grant to launch a local cycling skills training program, their plan included the development of a local curriculum. Instead, the School Board was connected to New Hope, who generously provided their curriculum documents as well as program advice and support procuring bikes.

Similarly, programs like HUB Cycling's Everyone Rides and Cycliste averti by Vélo Québec are being expanded and adopted across several jurisdictions in coordination with local and regional partners, in BC and Québec respectively.

Learn More: <https://www.nearnorthschools.ca/blog/31815/31815/>

Case Study #2: Incorporating Skills Training into Local Schools

Key Takeaway: It is possible to have walking & wheeling skills training programs incorporated into the programming at local school divisions.

Description: Many organizations delivering walking and wheeling skills training programs in schools have expressed a desire for their programs to be incorporated into the school curriculum. Ideally, this would help them reduce the time spent reaching out to schools to pitch and book courses – something that has been highlighted as a universal challenge. This has not yet been widely achieved on a provincial scale, but one local program has demonstrated how progress can be made by working at the local school division level.

Example(s): In Winnipeg, the *BEST* Program has been successfully integrated into the phys-ed courses for all middle schools within the Seven Oaks School Division. The school division is also a significant funder of the program, and this partnership was made possible by working closely with a supportive Superintendent at the school division.

The *BEST* program is delivered by trained instructors and phys-ed teachers who participate in a “train the trainer” session. The program is based on a graduated learning model where students participate in about 8 hours of training each year (2 in class and 6 on-bike), over three years when they are in grades 6, 7 and 8. The program has reached approximately 500 to 700 students a year since its launch in 2016 and they are working to expand to two more school boards.

Learn More: <https://greenactioncentre.ca/asrts/best/> and <https://www.winnipegfreepress.com/our-communities/times/Cycling-their-way-to-safety-397329101.html>

Case Study #3: Coordinating on Multi-Modal Training

Key Takeaway: Walking and wheeling skills training can be delivered in coordination to improve the efficiency of program delivery. This type of coordination is recommended if it fits within the mandate of program delivery organizations.

Description: Most of the programs included in this project are focused specifically on delivering skills training for one mode – either walking or cycling. There has been a greater focus on the delivery of cycling skills training, and most of the organizations that deliver cycling-focused training do so because that is the specific mandate of their organization. To increase access to skills training programs, and particularly walking safety programs, organizations can explore opportunities to deliver multi-modal training and/or coordinate with likeminded organizations to cross-promote unimodal programs.

Example(s): The *Making Tracks* program delivered by the Ecology Action Centre in Nova Scotia is an example of multi-modal training being delivered by a single organization. The program currently includes learning modules for both pedestrian and cycling safety. They initially offered scooter, rollerblade and skateboard safety training as well but found that demand was low. These modes have been removed from the *Making Tracks* program but may get added back in depending on demand, funding, and any shifts in micro mobility legislation and regulation.

Waterloo Region provides an example of two organizations coordinating together, each focused on a single mode. The *Sidewalks Smarts* program is delivered by Student Transportation Services of Waterloo Region and focuses on pedestrian safety, while the non-profit run *Cycling Into the Future* program is focused on cycling skills. The two organizations work together by pulling from the same pool of instructors. They also coordinate by cross promoting their courses, and by offering pedestrian training to schools in the winter and cycling training in the fall and spring.

Learn More: <https://ecologyaction.ca/making-tracks>;
<http://www.cyclingintothefuture.com> and
<https://www.stswr.ca/walkzone/programs/sidewalk-smarts/>

Case Study #4: Prioritizing Equity Within Instructor Recruitment & Training

Key Takeaway: There is a need and opportunity to increase program access and equity through the instructor training and recruitment process.

Description: Equity-seeking groups are disproportionately excluded from the health and social benefits of walking and wheeling due to issues like gender-based street harassment, profiling, and poverty. Despite the significance of these barriers, these and other socio-spatial challenges have rarely been acknowledged or prioritized as part of walking & wheeling advocacy or skills training programs. Although equity-based training has not been widely incorporated into the instructor recruitment and training process, several of the organizations we surveyed indicated that they had developed units related to equitable engagement, anti-racism, and cultural awareness as part of their instructor training curriculum, and organizations indicated a strong interest in collaborating to further this work.

Example(s): When recruiting instructors in Toronto, CultureLink and Cycle Toronto include the ability to speak a diversity of languages as a job qualification. This is an effort to increase the reach of their programming and hire a more diverse pool of cycling instructors. Instructors are also provided with anti-racism training.

In early 2022, EcoSuperior hired Superior Strategies to host a one-day Indigenous Cultural Awareness Training workshop for Safe Cycling Thunder Bay instructors. The workshop included a historical overview, a focus on understanding the impact of cultural differences, and practical tools to reduce cross-cultural misunderstandings. Participants in the session also discussed the rebranding of a local “roundabout rodeo” event and the cultural appropriateness of the term “bike rodeo”.

Learn More: <https://www.cbc.ca/news/canada/thunder-bay/tbay-roundabout-apology-1.6143050>, https://drive.google.com/file/d/1-BQMLfu6HfcRf5_7gfGd62Q3DN3HOZW2/view?usp=sharing and <https://www.superior-strategies.ca/cultural-awareness>

Case Study #5: Consortia-Led Program Development

Key Takeaway: Some local school transportation consortia have begun to take the lead in developing traffic skills training programs, and they are an important partner for advancing this work due to their longevity and official role in school transportation in Ontario.

Description: In Ontario, School Transportation Consortia are responsible for administering transportation policies, planning transportation services, and contracting with school bus operators. The focus for many consortia to date has been almost exclusively on school bus transportation, which has left gaps related to walking and wheeling that individual schools, non-profits and parent groups have sought to fill with programs like Active and Safe Routes to School, and School Travel Planning. At some consortia this has begun to change, and they are taking an active role in promoting other modes of transportation.

Example(s): Niagara Student Transportation Services is one consortium that has developed in-house walking safety programs for schools within their jurisdiction. Working with the safety curriculum experts at Intertain, they developed a video-based training program that is highly transferable and delivered by crossing guards, public health officials and trained instructors. The video can also be streamed at home to reinforce safety messaging with parents.

The program has been based on their winning model with the *Buster the Bus* training program, which has been mandated in all Niagara schools and receives 50% of its funding through the Ministry of Education. Highly transferrable, the *Blue the Butterfly* program has now expanded as a pilot in partnership with Student Transportation Services – Brant, Haldimand, Norfolk.

Student Transportation Services of Waterloo Region is another consortium that has developed a skills training program. Their *Sidewalk Smarts* program is focused on walking.

Learn More: <https://www.nsts.ca/walk-zone/active-school-travel-program>

Case Study #6: Coordinated Instructor Training

Key Takeaway: A successful model exists for running a national-level instructor training and certification program that provides affordable training and instructor insurance, as well as opportunities for local modifications.

Description: While Ontario-based programs have largely continued to rely on CAN-BIKE certified instructors, programs across Canada have moved to develop their own in-house instructor training to address training gaps and local program specifics. This has given organizations a lot more control over how their instructors are trained, but it has led to a lot of duplication of resources. The locally based, in-house training model also makes it more challenging for new communities to launch programs as they have limited access to instructor training opportunities, and it is a significant expense and commitment to develop their own model. Organizations have expressed an interest in coordinating more on instructor training across jurisdictions.

Example(s): Since the 1970s, the League of American Bicyclists has administered their cycling education program (currently called *Smart Cycling*), which is delivered across the United States by trained League Cycling Instructors (LCIs). To date, the League has trained 6,700 LCIs and there are approximately 2,500 LCIs currently certified across the country.

After successfully passing the *Smart Cycling Complete Course* with at least an 85% score, individuals can participate in an LCI Seminar. These Seminars are delivered by a coach from a pool of about 20 League Coaches, run for three days and cost \$500 (USD). Seminars focus on training LCIs on how to effectively deliver content, how to communicate and listen, how to give feedback, how to market yourself as an LCI, and more.

All certified LCIs qualify for the League's insurance program, which costs \$25 (USD) annually + \$45 (USD) to sustain their League membership. All LCIs are required to sign a code of ethics, which includes a commitment to teach the *Smart Cycling* program as presented. LCIs are empowered to tailor the curriculum to the needs of their audience as long as they teach the five minimum skills called the *Need to Knows*. All courses must also be announced ahead of time, and instructors are required to distribute and collect participant waivers.

Trained LCIs have access to foundational *Smart Cycling* documents and a course slide deck. While the League makes suggestions about how much LCIs should charge for courses, registration fees are determined by the LCI. The League maintains a database and map of LCIs to help people find training opportunities near them, and course registrations can also be administered through the League's website. Recently, the

League has also begun to train in-house coaches at various organizations across the country. This helps to increase local capacity to deliver the LCI Seminar and helps with making local adaptations to the curriculum.

In Canada, HUB Cycling, Vélo Québec, the Ecology Action Centre, the Ottawa Safety Council, and more have developed their own in-house instructor training.

Learn More: <https://www.bikeleague.org/content/become-instructor>



Photo credits: Tom Flood (top left), Erika Engel/Collingwood Today (top right), League of American Bicyclists via Instagram (bottom centre).

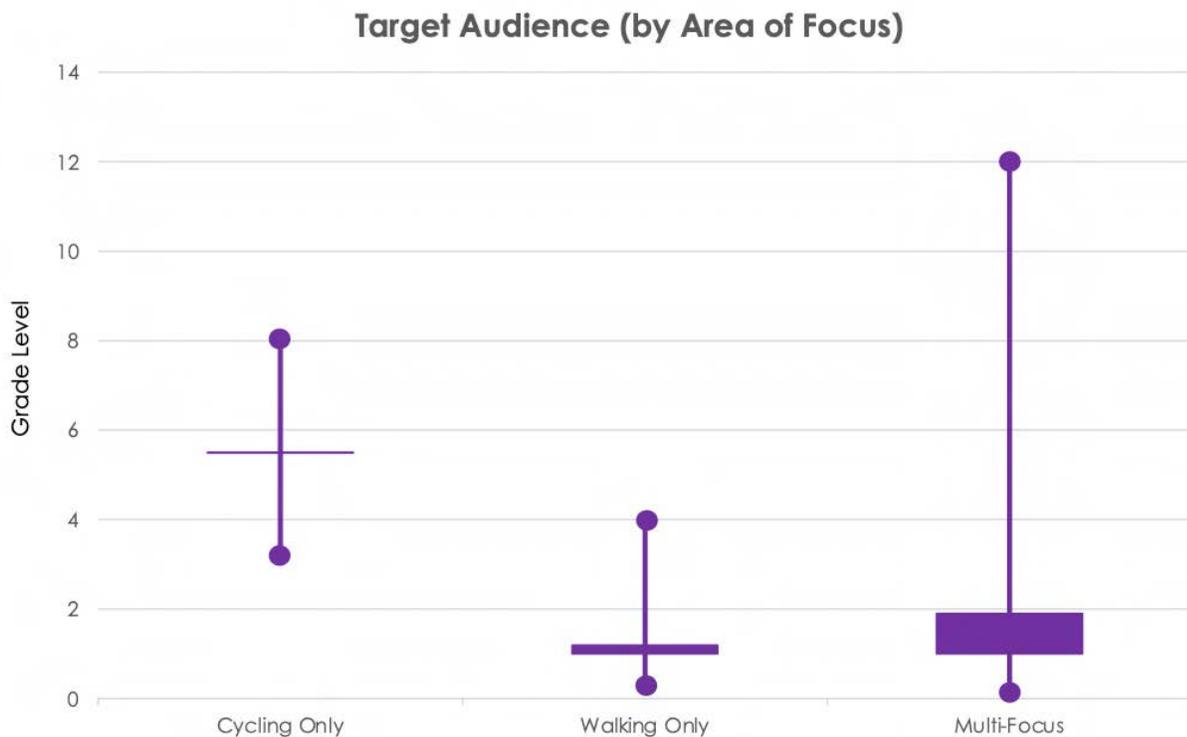
Lessons Learned

This project has highlighted that there are many common approaches to walking & wheeling skills training in schools. There are twelve key lessons learned from this project that can be used to enhance existing programs and inform the development of programs in new communities:

1. No need to reinvent the wheel: Tested, transferable program models and materials exist, and organizations are willing to share. This includes student curriculum and instructor training materials.
2. Secure funding: Delivering walking & wheeling skills training programs requires significant resources, and funding should be secured to cover key costs before launching, including:
 - a. A coordinator to oversee instructor training, outreach, evaluation, etc. Of the twelve existing programs surveyed, eight have one or more full time equivalent (FTE) coordinators.
 - b. Paid instructors to lead course delivery in schools. The most common rate for instructors in Canada is currently \$20/hr., but this varies based on the location and local cost of living.
 - c. Marketing and promotions. School outreach has been identified as a universal challenge for programs in Canada, so it is important to be realistic about what marketing and promotion activities will be required, who will do the work, and how they will be paid.
 - d. Supplies and equipment, including quality bikes and helmets. Due to the required maintenance and short life span, cheap bikes are not worth the hassle and organizations should budget for about \$800 per bike.
 - e. Transportation, maintenance, and storage costs for equipment, especially if off-season bike storage may be required.
 - f. Instructor training fees. This includes human resources costs to deliver the training, venue rentals, potential travel, etc.
 - g. Program insurance (if not already provided by your organization).
3. Deliver courses for free in schools: Most existing programs are being delivered at no cost to participants, and at no cost to schools. This has been identified as important to ensure accessibility of the courses. It can also be easier to attract participating schools to a free program.

4. Include both walking & wheeling: If it fits within the mandate of your organization, include training information on both walking & wheeling in the same program, instead of separating them into distinct programs.
 - a. If walking & wheeling programs are being delivered separately in your community, identify ways to share instructors, combine outreach, etc.
5. Target age can be flexible: Programs across Canada are being delivered with success to students from kindergarten to grade 12. Trends indicate that cycling-specific programs emphasize reaching students in grades 5 and 6 while walking-specific programs and mixed-focus programs emphasize reaching students in grade 1 (see Figure 2).

Figure 2. Target audience (i.e., grade level) sorted by area of focus for programs



Note: In this graph, the small purple dots represent the upper and lower limits of the grade levels reached with each type of course. The horizontal purple lines represent the most frequently reached grade level for each type of course, with the boldness of the line indicating the frequency of reach.

6. Program duration also varies: Program length is typically influenced by available resources, target age group and the goals of the program. Current programs range from 30 minutes to 24 hours in total length, with the majority of programs being delivered in under 10 hours. Programs longer than 2 hours are typically delivered across a series of days, or weeks, and in one case - three years (see Figure 3).

Figure 3. Course duration in hours, sorted by area of focus for programs



Note: In this graph, the small purple dots represent the duration (in hours) of each individual course included in the survey.

7. Hire and train program instructors: While one program is experiencing success with classroom teachers delivering in-class content, other organizations have struggled with this approach. Most existing programs hire and train instructors specifically to deliver 100% of their walking and wheeling skills training programs.
 - a. Sixty percent of current programs use an in-house training program to train their instructors.
 - b. Half of the existing programs require some form of regular instructor recertification.
 - c. Most programs require instructors to complete a criminal record check, first aid, and CPR certification.

8. Student to instructor ratios depend on context: Student to instructor ratios vary for current programs and vary depending on where learning is taking place (e.g., in class vs on road). Organizations can seek guidance on ratios from specialized bodies in their area, such as [Ophea](#).
9. Provide real-world experiences: Taking students on a walk or ride in the community has been identified as an essential component of skills training because it allows students to apply their new knowledge in real-world scenarios around their community.
10. Provide equipment and maintenance: Not all students will have access to equipment such as helmets, bikes, and scooters, or be able to transport them to school. At a minimum, equipment should be loaned to students who need it, however, many programs provide equipment to all participants, regardless of need. Providing equipment can help to support equitable access to programming by ensuring that students new to cycling and students without their own equipment are included, and that all participants have access to safe and properly maintained equipment.
11. Identify an internal champion: Organizations that are able to work with an internal school or school board champion have had success in integrating their programs into the school curriculum and overcoming some of the identified barriers of getting their programs into schools. This can also be crucial in ensuring that programs are equitably reaching all schools, and not only those that are the keenest.
12. Work in partnership: Partnerships have been identified as being key to the successful implementation of in-school walking & wheeling skills training programs. In particular, partnerships with local bike shops have been integral to help with the provision and maintenance of equipment. When seeking partnerships, it is important to be clear on the program needs, goals and target audience and how partners will collaborate.
 - a. Historically, walking & wheeling skills training programs have included a partnership with police services. With the move in many communities to decrease the presence of police in schools, most ongoing programs in Canada do not currently include a partnership with police, and do not bring police officers into schools for their programming.

Collective Calls to Action

This project has also highlighted a strong desire amongst stakeholders to work together to strengthen both new and existing programs. There are five collective calls to action coming out of this work:

1. Secure sustainable funding: Find opportunities to work together to secure multi-year funding from government or corporate donors. This is especially relevant with the recent federal commitment to active transportation through the National Active Transportation Strategy and Fund. Provincial strategies and municipal master plans that call for an increase in walking and wheeling skills training should also include a corresponding budget line to support that training.
2. Collaborate on instructor recruitment, training, and retention: This was identified as a universal challenge for organizations. There was a strong interest amongst organizations to work together and share instructor training materials.
 - a. With proper funding, the opportunity exists to collaborate on a national instructor training model, similar to the League Cycling Instructor model run by the League of American Bicyclists in the United States;
 - b. Organizations were also keen to collaborate and develop training materials for instructors around anti-racism, anti-oppression, equitable engagement, and cultural awareness training.
3. Support for ongoing knowledge exchange: Existing delivery organizations expressed an interest in facilitated, ongoing knowledge exchange opportunities to share best practices, resources, challenges, etc. They identified that it is a challenge to find time to connect and maintain these relationships without a clear venue and dedicated support for doing so and without someone taking the lead to initiate regular online gatherings.
 - a. In addition to sharing curriculum and instructor training materials, resources such as promotional materials, registration platforms, insurance, etc. can also be shared.
4. Increase parent engagement: Parent engagement was highlighted as critical and sending report cards home can be a helpful way of letting parents know which walking & wheeling skills their children have learned. Resourcing constraints have made this challenging, with only three current programs regularly sending home detailed report cards. There is an opportunity to coordinate and share materials that are sent home to parents about skills training courses.

5. Explore collaborative evaluation opportunities: Program evaluation tactics, when used, vary widely across existing programs and have not clearly quantified the impact of programs on participants. Evaluation has been flagged as a challenge for several reasons, including limited resources and ethics constraints around working with children and youth. Organizations across Canada should seek to address these barriers collectively and collaborate on an evaluation strategy, which could include partnering with an academic institution.

Next Steps for This Project

The most immediate next step for this project will be the development of an online resource hub that contains a curated set of best practice resources to support the development of local walking & wheeling skills training programs in schools. This resource will be made available at ontarioactiveschooltravel.ca. A free webinar will be hosted alongside the launch to introduce the resource hub to potential users.

Based on the lessons learned from this work, the project team will also explore avenues for increased provincial and federal funding to support walking & wheeling skills training in schools.