



Effect of active commuting to school on primary education students

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DESCRIPTION

In 2030, more than 80% of Europe's population is predicted to reside in cities. The growth model of European cities has been characterised by an expansion into peripheral areas, resulting in the decentralisation of services (e.g., schools), changing mobility patterns, increasing the use of private vehicles for school travel, and, as a result, reducing active transportation, such as walking or cycling. This reliance on automobiles has had a harmful influence on the environment in a variety of ways. Cars for example, release greenhouse gases such as carbon dioxide, which contribute to global warming. Reduced Active Commuting to School (ACS) patterns has raised concerns about environmental repercussions such as greenhouse gas emissions, air and water pollution, and traffic congestion. Furthermore, automobile dependence generates traffic congestion around schools.

Several factors have been identified as influencing the choice to do Active Commuting to School (ACS). Intra-individual factors related to Active Commuting to School (ACS) include, for example, demographic and psychosocial factors (e.g., income, age, perception of competence, etc.), the built and social/cultural environment (e.g., distance, neighbourhood walkability, perceived safety, parents' attitudes, etc.), and the policy regulatory environment (e.g., school planning or location, and zoning policies). Some of these important elements should be taken into account in active commuting to school promotion activities. The likelihood of using motorised transportation increases as the distance travelled increases. An ecological view, on the other hand, would imply that this link is tempered by intra-individual, interpersonal, or environmental variables, because various other factors, besides distance, have been recognised as key determinants relating the decision to actively travel.

Furthermore, some of these elements, such as school location and school choice, may be the consequence of decisions. Traditionally, children attended the school closest to their homes, but in many nations throughout the world, parents are free to pick any school for their children. In Spain, the Ministry of Education and Vocational Training is in charge of all aspects of education. However, seventeen autonomous areas have some discretion over their own education systems. Over the previous three decades, national educational authorities have updated school choice laws, introducing two types of school choice:

An inter-district school option or a distinct educational zone (for example, inter-district choice permits families to send their children to any public school in the district in which they live reside.

A school inside the district or a zoning model (i.e., in intra-district open enrolment, families may choose to send their children to any type of school located within their resident school district).

The government of the region where this study was done (i.e., the Community of Aragon) implemented an intra-district school choice policy (i.e., zoning model) in which two school management types (public and private) coexist. One of the distinguishing features of the schooling system in the Community of Aragon is its dual structure, consisting mostly of public sector supply but with a significant private sector component. In Spain, public schools are open and accessible facilities that are directly sponsored and supervised by the central government and municipal governments. Private schools, on the other hand, enjoy total management independence within the restrictions set by law. The commercial corporation that runs the facility sets enrolment limitations and access. Their funding is entirely dependent on the contributions of the kid's families. The

zoning concept creates a zonal framework in each municipality, and each of these zones or districts is allotted one public school and, if available, a private school. Public schools are generally always inside the zone, although private schools do not have to be. This strategy allows families to select a school of their choice

(i.e., private or public). However, these school rules may have an impact on children's transportation. Lengthier travels and increased variance in transportation choices to and from school should be recognised as a probable cause of longer journeys.