

Abstract

The transport sector is one of the main sources of greenhouse gas emissions in Austria. Consequently, the climate goals can only be achieved with a significant reduction of car traffic. Since early mobility education could make an important contribution to this, this master thesis examines the status quo of education in traffic safety and mobility in Austrian elementary schools. It elaborates what constitutes good traffic safety and mobility education and whether it can have a positive influence on traffic behaviour in the students' later life. In a literature review, the share of the transport sector in Austria's emissions, the mobility behaviour of children, the historical development of "traffic safety" to "mobility education", and models of behaviour change are examined. Conventional "traffic safety education" is mostly limited to safety education and finding one's way in the "traffic system". "Mobility education", on the other hand, aims to enable people to make sensible mobility decisions in awareness of the social and ecological consequences they entail. An evaluation of the training and further education programmes for primary school teachers, based on the curricula and Interviews with 19 experts, complement the literature research. Special attention is given to the training of educators, the current implementation of traffic safety and mobility education in schools, and challenges to good traffic safety and mobility education. Experts are also asked about the necessary framework conditions and the possible benefits of good traffic safety and mobility education. This is followed by an estimate of the possible greenhouse gas savings, according to the model of the National Climate Initiative of the German Federal Government. Based on examples of good practice and quality standards of good mobility education discussed during the interviews, recommended actions are described. These are not limited to the design and implementation of traffic safety and mobility education in schools, but also refer to the training of pedagogues, the necessity of involving legal guardians, as well as the design of the environment of the school. The prevailing car-dominated culture of mobility, and infrastructure that is not suitable for children, are named as the greatest obstacles to a change in mobility behaviour from the use of private cars to more active mobility. The study shows that conventional traffic safety education should not be seen as a competitor to mobility education. Rather, it is the basis for enabling children to go by bicycle or foot on their own.