Children's Attitudes to Sustainable Transport

Transport Research Series

Transport Research Planning Group
CHILDREN'S ATTITUDES TO SUSTAINABLE TRANSPORT

Derek Halden Consultancy

Scottish Executive Social Research
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EXECUTIVE SUMMARY

INTRODUCTION

Much of the existing research understanding about attitudes towards sustainable transport relates to adults. Little is currently known about the attitudes of young people towards sustainability, particularly in relation to transport choice, and how these attitudes affect behaviour. The influences on children from parents, schools, peers, the media, advertising and other factors may give conflicting perspectives on sustainable transport. The aim of this study is to provide a better understanding of how children resolve these conflicts within the context of their own lifestyles.

The study was undertaken in 2003 by Derek Halden Consultancy and comprised the following stages:

- A review of existing research and understanding of this topic, including comments on the influence of education on transport choices in later life, both within the UK and further afield.
- Consultation with experts and professionals on the place and priority given to transport issues within broader environmental education.
- Using a case study approach, identifying primary and secondary school children’s attitudes to sustainable transport, and establishing whether environmental education within the curriculum influences children’s, parents’, guardians’ or childcare workers’ attitudes to the school journey.
- Characterising the place and influence of sustainable transport education within Scottish education; and setting out recommendations for policy-makers and practitioners.

CURRENT ROLE OF EDUCATION

When considering formal education, the review identified considerable opportunities within the 5-14 National Guidelines to deliver learning related to sustainable transport. For many curriculum planners within schools, it may not be immediately obvious that they can use examples relating to transport, and sustainable transport in particular. In the Standard Grade syllabi, it was found that although a number of subjects offer opportunities for teaching about sustainable development and sustainable transport, the extent to which the relevant topics are covered can and will vary, from school to school and even from teacher to teacher.

The importance of Education for Sustainable Development (ESD) (at school, government and intermediate levels) is increasingly recognised and can focus personal responsibility and changes at individual lifestyle, rather than on exploring whether the structures and systems within which people live are conducive to the changes being sought. Sustainable transport does not currently have a high profile within ESD and effort is needed to change this.

In the informal education sector, the activities and priorities of the many organisations involved will be guided in the main by the adults that are involved in delivery, although varying amounts of guidance and “curriculum” themes are produced by some. Resources and material relating to sustainable transport are limited.
PERCEPTIONS OF TRANSPORT

Young people are significant users of public transport, but not considered to be valuable customers by providers (or their drivers/operatives), for reasons of mistrust or lower revenue potential. Similar barriers to use exist for young people and adults when considering alternative transport choices, such as perceived reliability, convenience, cost, quality, and safety.

Perceptions of transport evolve throughout young life in three phases. Younger children consider the fun aspects of transport important. Older teenagers appreciate the independence that not being reliant on lifts can bring. The use of buses for purposes other than to school or college increases sharply at around the age of 13, when independent travel with friends becomes commonplace. Older teenagers and young adults use public transport for reasons of cost and mainly not out of choice. The aspiration for car ownership and use is high.

CHANGING ATTITUDES

The research highlighted the importance of taking into account both age and gender of young people when targeting specific messages about transport and developing future initiatives. For example, boys of lower secondary age will be more open to messages relating to health and fitness than girls, whilst the latter put greater importance in walking and bus use for social reasons.

The survey activities highlighted a deeper understanding of issues from children in committed whole-school programmes such as Eco Schools or Health Promoting Schools. Their higher levels of understanding and commitment, led by the school in a cross-curricular manner, was sufficient to affect everyday behaviour and influence parents. Programmes such as these, and others which enable transport to be linked to other priorities such as health are likely to be a key way of influencing children's and their parents' attitudes. Success in primary schools needs to be extended to secondary schools where different challenges exist.

For many young people, the most important influence on travel behaviour is parents. Children may have positive attitudes towards sustainable travel, but if their parents are not signed up to the same agenda children will experience conflicts between their attitudes and what is possible individually. As well as developing attitudes in the next generation of adults, current work should focus on ways of reducing conflicting messages both at home and elsewhere.

CONCLUSIONS AND RECOMMENDATIONS

Recommendations are drawn out in a number of areas, including travel campaign development and education policy, development of resources and other support mechanisms for schools, and ways of involving parents and wider communities in adopting and acting on positive attitudes to sustainable transport.
CHAPTER ONE INTRODUCTION

1.1 This project aims to understand the attitudes of children and young people towards sustainable transport. Sustainable transport here is understood to mean an approach to transport which supports rather than threatens a strong economy, an inclusive society and a clean environment (Scottish Executive, 1998). A particular need is to reverse the trend of increasing private car use, which has been identified as leading to congestion, reduced quality of life, environmental impacts, poor physical health and many other effects.

1.2 The attitudes and perceptions of young people towards transport in general have been reviewed in detail on a number of occasions both in Scotland and across the UK, and this review does not attempt to consider these topics again. Where relevant, the main findings of these surveys and reviews can be drawn upon to give examples of where the transport needs of young people are not met.

1.3 This report:

- Considers influences on children’s attitudes across various policy areas, and the role of education for sustainable development;
- Reviews formal guidance in the curriculum and in guidelines provided to education professionals that may assist with delivery of sustainable transport message;
- Considers the potential influences from the informal education sector;
- Considers experiences from various educational approaches and from other sectors. Some of these have applicability to the concept of sustainable transport and what is being promoted within this;
- Considers the main influences of transport attitudes and behaviour of young people;
- Reviews a range of qualitative and quantitative data gathered in school based case studies examining attitudes of children, and their parents;
- Synthesises the expertise of a range of experts and professionals who have been consulted on this topic;
- Presents an analysis of overall findings;
- Draws conclusions and make recommendations for policy-makers and practitioners.
CHAPTER TWO DEFINING SUSTAINABLE DEVELOPMENT AND SUSTAINABILITY

INTRODUCTION

2.1 In considering the meaning of sustainable transport, especially to young people, it is important to consider the concepts of sustainability and sustainable development and how these terms are relevant to Scottish children.

2.2 The concept of sustainable development has been debated extensively since the 1992 Rio Conference on Environment and Development. There is some common agreement now that it is essentially a tri-partite concept which takes in the Economy, Social Development and Environmental Protection as a guide to development and decision making, with no one theme losing out to the benefit of another.

2.3 Recent thinking has developed a four-stranded approach to the concept, which distinguishes resource use from environmental stewardship.

1. Social progress which recognises the needs of everyone - e.g. better education, learning resources, training, health services, and safer communities, accessible to all and not just by the privileged few.
2. Effective protection of the environment - by limiting global environment threats; and by protecting human health and safety, wildlife, landscapes and historic buildings from natural and man-made hazards.
3. Prudent and efficient use of natural resources - in order to preserve them and/or limit the serious damage they can cause if used inappropriately/excessively.
4. Maintenance of high and stable levels of economic growth and employment - so that everyone can share in higher living standards and greater job opportunities now and in the 21stCentury.

(Sustainable Development Education Panel, 1999)

2.4 The Scottish Environment Protection Agency (SEPA) portrays sustainable development via the analogy of a three-legged stool, with the legs representing the environment, the economy and society. If any leg is more or less important (i.e. shorter or longer) than the others, the stool will be unstable. If any leg is missing, the stool simply will not work. But if all three legs are the same length (i.e. environmental, economic and social considerations have been given equal weight), the result will be well-balanced.

2.5 Although a policy agenda for sustainable development has arisen in the UK since the concept was first discussed, engaging the public with its aims still has some major hurdles, as recognised by DEFRA research.

- Sustainable Development currently enjoys little, or no, salience. Knowledge cannot be assumed;
- There are major conflicts with the public mindset and the aims of Sustainable Development;
- While Sustainable Development requires people to focus on the world around them, people focus on their individual lives;
• Where Sustainable Development requires people to believe in a world in balance or harmony, people are incredulous and cynical;
• Broadly speaking, people are not able to make even the most rudimentary connections between their behaviours and those of businesses and nations on local and global societies, economics and environments;
• The term ‘Sustainable Development’ is not, in itself, the barrier to understanding - discovering Sustainable Development requires great effort and starts from seeing the interconnections between its four objectives;
• Alternative words for Sustainable Development, definitions thereof, and its component elements will not in themselves automatically facilitate or infer greater significance, relevance or meaning to the concept;
• Images are good for stimulating interest, exploration and engagement, and are able to facilitate the process of ‘discovery’ more easily than words can.

SUSTAINABLE DEVELOPMENT LANGUAGE
2.6 The concept of “sustainability” and the adjective “sustainable”, applied to a whole range of activities, have enjoyed very extensive use. There can be confusion over what these terms actually mean and the emphasis that they are giving, whether this is in terms of environmental protection, self-sufficiency or simply longevity.

2.7 Discussion about Sustainable Development tends to revolve around environmental protection. Whilst the environment protection concepts have been better understood this does not necessarily mean that progress should be confined to green issues or concepts simply because people find these easier to identify with and describe. The real question is, therefore, how an equal emphasis on the four elements can be developed, without confusing or alienating audiences.

2.8 Key issues include the need to help build a broader understanding of what is meant by ‘environment’ i.e. it includes our built and social, as well as natural, surroundings.

2.9 Language can also be important in motivating positive behaviours. The dominant emphasis of the literature considered was toward public awareness and behaviour in relation to the environment. Several general points can be established:

• Levels of awareness of environmental issues and possible actions. For example, we know that awareness of global warming as a ‘bad’ thing is high. But, there is little understanding of its actual causes and possible implications.
• Attitudes towards the environment. We know that most people are aware that we all could do more to protect the environment.
• Understanding personal motivations. For example, we know that most individuals feel powerless to make any real impact on protecting the environment, and that they favour low cost, least effort and immediately rewarding activities.
• Some assessment of levels of behaviour. For example, we know that parents of young children are more likely to behave in an environmentally friendly fashion than single adults, often precipitated by their own children’s actions and encouragement.

(Sustainable Development Education Panel, 1999)
2.10  The accessibility of the terms in which sometimes complex and inter-related topics and ideas are expressed is particularly significant for young people.

"Sustainable development" is not a concept with which youth workers and young people are always familiar. They feel on surer ground when discussing "the environment" or "global issues".

(Sustainable Development Education Panel, 2000a)

2.11  Examples of phrases with which the young people and youth workers seemed more comfortable include:

- "maintaining what is needed for sustaining life"
- "better use of resources"
- "providing for your own generation without endangering future generations"
- "celebrating now and making the environment better for the future"
- "don’t take out more than you can put in"

(ibid)

2.12  Language evolves, and should therefore should not be invented or imposed. Research undertaken for DEFRA (1999) has shown that prescribing a fixed set of words and definitions will not stimulate greater understanding of and engagement with Sustainable Development. This is because the meanings (and level of empathy) which people currently ascribe to sustainable related concepts and issues are diverse and polarised. They are dependent upon any individual’s ‘world of experience’ (social and cultural e.g. upbringing, living conditions, personal status, education, media exposure etc.). Thus there is no current consistency in meanings which can be called upon in order to create a fixed language “blueprint” for Sustainable Development. (Sustainable Development Education Panel, 1999)

2.13  One way therefore to educate people about Sustainable Development is to help them discover what the term encompasses, what it means, and how it should affect the ways they live their lives - in other words develop their own language.

2.14  The ‘acid test’ of effective language is whether it increases people’s capacity to understand and act in ways that are consistent with the principles of Sustainable Development. To do this, sustainable development, or sustainability, will need to have a personal relevance across society.

**YOUNG PEOPLE AND SUSTAINABLE DEVELOPMENT**

2.15  There is evidence for a high concern for environmental issues amongst young people, as demonstrated by the relatively high membership by young people of such organisations as Friends of the Earth, Greenpeace, RSPB and animal welfare organisations. This was particularly the case in the “caring nineties” but is somewhat in decline now. (Transport 2000, 1996)

2.16  Whereas it is commonly considered that children are a driving force in pushing sustainable development and environmental issues, this may not be the case for slightly older young people. A survey in Scotland shows that people aged 16-24 consider environmental issues to be less important than any other age group (System 3, 2000). Only 15% saw them as
very important and 26% saw them as not very important, compared with 40% and 16% respectively for people aged 45-54. As young people become young adults, their priorities change to those of work or study, and generating income to maintain a lifestyle with which they wish to be associated. It would appear that environmental concerns take a back seat at this stage.

2.17 Looking more widely than local environmental concerns, a research study investigating young people's knowledge of global issues (MORI, 1998) surveyed over 4,000 11-16 year olds from 179 middle and secondary schools in England and Wales in early 1998. 81% of the students believed that it is important to learn about global issues at school and that they need to understand global matters to make choices about how they want to lead their lives. However, 54% said they felt powerless to do anything to change the world.

TRANSPORT WITHIN THE SUSTAINABILITY AGENDA

2.18 In debates about sustainability, transport features strongly. Transport is an activity strongly linked to many other economic, social and cultural activities, and includes services which virtually the entire population use to varying degrees – the scope and scale of transport’s sustainability impacts are significant.

2.19 The use of the term sustainable transport may suggest ideas of global significance and lead to feelings of helplessness in solving these problems. Transport, however, can have significant local effects, as described by the large range of sustainability indicators linked to transport (Litman, 2003) and individual action may meet both local or regional aspects of sustainability as well as national and international imperatives.

2.20 The importance of travel behaviour and transport choice within sustainable development policy is exemplified by the indicators that are chosen for monitoring progress. Of the 24 indicators chosen to follow Scotland’s sustainable development, four directly reference travel, and another three are strongly related to transport, being air quality, climate change and energy consumption. (Scottish Executive Environment Group, 2003).

2.21 The importance of transport themes is further exemplified by Scottish Executive basing its sustainable development strategy upon three key priorities (W.E.T.):

- Waste/resource
- Energy, and
- Travel

2.22 The travel priority concerns delivery of services and the contribution that improved public transport, land use planning and e-commerce can make to sustainable development.

2.23 Within the Scottish Executive’s “Do a little, change a lot” environmental awareness campaign, these themes are presented through three main TV advertisements. Research looking at the success of these adverts, showed that the transport-themed feature (promoting reduced car use) had the greatest reach of all the messages (System 3, 2002).
2.24 In addition to the general environmental awareness campaign, a travel awareness campaign has been implemented, “learn to let go”, aimed specifically at reducing car dependence in Scotland. As well as focusing on commuter journeys, it has sections targeting:

• Parents – particularly the home to school journey
• Under 11s – walking and cycling – safety aspects always mentioned
• Teenagers - walking and cycling, bus and rail
• Students – money saving potential of using public transport

(From www.learntoletgo.org.uk)

2.25 When considering the widest definition of sustainable development, there are potential conflicts within the needs of environment, society, and economy that arise from promotion of transport options/behaviours.

2.26 For example, as an economy strengthens, more activity and greater employment generates further travel demand. Also greater purchasing power will lead to greater car purchase and use in a car-based transport culture, particularly if the choices are not available for people to “buy into” alternative modes (DHC, 2002). Meanwhile, those without cars experience greater social exclusion as public transport services deteriorate or disappear as mainstream demand falls, and conditions for cycling and walking get worse as traffic levels rise. It is clear that more inventive and individual approaches to meeting transport needs, supporting personal choice and freedom of expression for all people both now and in the future, are really what sustainable transport may mean.

2.27 In rural areas, the purchase and use of mopeds has been found to be a good way for young people to improve accessibility to work (Countryside Agency, 2002). This example illustrates that the optimum methods of transport from an environmental perspective (e.g. cycle or collective mini-bus) may not be the optimum mode from a sustainable transport perspective. Sustainable transport balances the economic, environmental and social aims to provide an option that develops independence, economic capacity, and environmental efficiency.

2.28 Transport is also a good example of where conflicting strands of sustainable development can encourage young people to explore the potentially conflicting inter-relationships between objectives and develop wider social skills (Scottish Executive, 1999)

THE MEANING OF SUSTAINABLE TRANSPORT TO CHILDREN AND YOUNG PEOPLE

2.29 In order to understand children’s attitudes to sustainable transport, it will be important to understand exactly what this term means to young people themselves. This will be discussed in more detail later in this report but at this stage in the research there are lessons which can be learned from the literature.

2.30 For the population as a whole, sustainable transport is often used as a convenient catch-all term to include approaches and topics such as:

• Reducing the need to travel,
• Cleaner transport, for example using alternative fuels,
• Reducing car dependence and use,
• Promotion and uptake of alternatives such as car sharing, tele-working, public transport, and
• Greater reliance on cycling, walking or other so-called “soft” modes.

2.31 For young people, some of these concepts are likely to have direct relevance, some will have none. It could be interpreted that young people’s transport needs are less centred on the need to make specific journeys, as for adults, than the ability to reach certain destinations (or location types) within certain time periods. Travel horizons1, that is the distances or areas within which young people are confident to travel independently, are often limited.

2.32 The significance of personal mobility increases as children grow up, as they widen their scope of activities and independence. Key stages in this mobility awareness can be defined according to general age groups:

Primary School
• Increased awareness of wider environment
• Understanding of different forms of transport
• Safe and enjoyable cycling and walking
• Significant parental guidance

Secondary School
• A move towards more responsibility for own mobility
• Greater reliance on public transport
• Moves towards greater independence
• Increased need for credibility within peer group

School-leavers 16 & 17 year olds
• Low incomes
• Wider social activities and travel needs
• Reliance on reliable public transport, but issues over cost
• Aspirations for independence and “own” motorised transport

(Adapted from Save the Children Scotland, 2000, Scottish Executive, 2002a)

2.33 For young children, sustainable transport may best be practicalised as safe, healthy and active travel, where the means and confidence to walk or cycle in their local area is developed (OCC, 2002). For young people below the legal driving age especially, sustainable transport may well mean reduced dependence upon lifts given in private cars, either by parents, friends or relatives. This will mean confidence in using public transport, which is developed to meet their needs.

2.34 Research has highlighted the enthusiasm that young people have about cars, even from an early age (Save the Children Scotland, 2000). Cars were perceived as cheaper, more convenient and an important aspect of being accepted within a peer group.

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1 Which could also be defined as a “sphere of influence”, within which a young person has confidence and knowledge of activities, culture, geography, people.
2.35 Transport 2000 (1996) indicate that the awareness by young people of the environmental aspects of transport seems to be greater the younger the child is. This non-intuitive finding is probably a reflection of attitudes and behaviours that older children wish to display, rather than of their understanding levels.
3.1 Learning and Teaching Scotland define the key concepts of Education for Sustainable Development (ESD) as interdependence, citizenship, stewardship, needs and rights of future generations, diversity, quality of life, sustainable change, care and caution (LTS, 2002). It has roots in environmental education and development education and extends practice and teaching in these areas.

3.2 In its contribution to the National Curriculum Review (1999), the Qualifications and Curriculum Authority established the following over-arching definition of ESD:

"Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

3.3 Education 21 Scotland has developed the following guiding principles for ESD. An education for sustainable development initiative should:

- Be an integrative process, building connections and a coherent view of the whole
- Be an inclusive process, dependent on active participation
- Build in local and global dimensions
- Build on the knowledge and understanding underlying the principles of sustainable development and encourage explanation of how the world works through systems
- Build in decision-making and critical thinking skills
- Lead to the development of people’s values and attitudes
- Lead to an increase in the number of people individually, collectively and corporately choosing to act in ways consistent with sustainable development

Source: www.sepa.org.uk

3.4 The UK Sustainable Development Education Panel’s (SDEP) 1998 report recommended that ESD should be incorporated into the aims of the National Curriculum in England and Wales. The Panel recommended that:

- Schools [should] provide education for sustainable development, and be making progress at implementing policies to become sustainable institutions.
- Pupils [should] be competent to practice sustainability at the end of compulsory schooling.
- Initial and continuing school and pre-school teacher training [should] integrate education for sustainable development.

3.5 The Panel described exactly what students at different key ages should achieve as a result of ESD. For example, by the age of 16, students should:

be able to think critically, systemically and creatively about sustainable development issues, solutions and alternatives, through study of examples;
understand that there are a range of possible pathways to more sustainable lifestyles and be willing participants in efforts to realise more sustainable futures through life-long learning and informed action; understand the value and use of the precautionary principle in personal, social, economic, scientific and technological decision-making in the light of uncertainty. (Ibid.)

3.6 The relative roles of government and the individual in supporting sustainable development are highlighted by the House of Commons Environmental Audit Committee, which has recently embarked on a pertinently timed enquiry into ESD:

The Government is committed to helping us live more sustainable lifestyles. We know this makes sense – making better use of our natural resources whilst achieving social and economic progress so that we and future generations can enjoy a better quality of life. However, Government policies and strategies alone will make little impact unless we are all equipped with the skills and basic understanding to engage in change and make every day decisions in such a way that we as individuals contribute to sustainable living – in our roles as consumers, workers, parents, educators, scholars, neighbours and public representatives. We need to learn how to live differently.

(House of Commons Environmental Audit Committee, 2003)

3.7 A comprehensive survey undertaken by DEFRA’s Sustainable Development Education Panel revealed that sustainable development aspects influence classroom teaching in around two thirds of schools. Geography and science is predominantly used, with Personal and Social Education (PSE) also making a contribution. Environmental topics dominate the agenda, with less attention paid to economic and social aspects. A lack of classroom time and resources were identified as the major barriers to more extensive work on this area (Sustainable Development Education Panel, 2000b).

3.8 ESD is not just a school-based activity. SDEP see it having a role in further and higher education, in the workplace and in adult education/lifelong learning. When considering the influence that parents have over children’s attitudes and behaviour, this view takes on greater significance.

3.9 Simply recognising sustainable development in the curriculum, regardless of how it would be interpreted, could have benefits (Scott 2001) but much more powerful would be a socially-critical approach in ESD that links to all aspects of life including long-term effects (Symons 2000):

A commitment to sustainable development would mean that the way things are done in all aspects of life, from the personal to the political, would be measured against the twin goals of improving quality of life (on an equitable basis) while not, in the long term, damaging the Earth on which all future life will depend’.

3.10 A key issue that has problematised environmental education since its early days is that of considering global and local issues. For many children, local issues, certainly those relating to mobility and transport, will be more relevant than global ones. The challenge for education is to help young people make the links between the two.
In the developed world, the environmental movement has been largely the province of the white middle classes. This may be because, by concentrating on endangered species in faraway lands and on ‘invisible’ problems like the destruction of the ozone layer, it has failed to connect with the concerns of people for whom the most pressing environmental issues are cold, damp housing, alienating, noisy streets; lack of access to the facilities they need; or in some cases fear of leaving their homes in case of bullying or racist attacks. (Symons, 2000)

3.11 Environmental education (both at school, government or intermediate levels) can focus personal responsibility and changes at individual lifestyle, rather than on exploring whether the structures and systems within which people live are conducive to the changes being sought. Scott and Gough (2003) argue that this may best be done by, “challenging individuals’ views of the world as a means of influencing their characteristics and hence ways of thinking and living”. This approach challenges the common view of learning as a “process which acts on individual characteristics in order to change the world”.

3.12 If there are legislative or institutional barriers to individual action, educational action can help to bring pressure for change. However, it is much more powerful when legislation, administration and education work together towards similar goals.

3.13 Similarly a change in structures or systems which is not supported with awareness raising may pass unnoticed. Education is needed to support the implementation of initiatives such as environmental tax incentives, for example fuel duty and vehicle excise duty differentials in the UK or Autogas+ grants for clean fuel vehicles in Scotland.

3.14 Positive educational experiences can involve students conducting short research projects on topics directly relevant to or leading to sustainability (Fettis and Ramsden 1995).

3.15 For delivery, ‘affective education’ can tap into different ways that students learn. For example, students could respond to environmental issues through emotional responses rather than through scientific knowledge (Gurevitz, 2000). This links with psychological attitude models of behaviour which suggest that actions can be influenced by emotional responses as much as by knowledge and skills.

3.16 Practical development of sustainable transport attitudes will therefore only thrive where children have the knowledge, motives, opportunities, and skills to build patterns of behaviour which fit with their lifestyles. International experience on the development of skills and attitudes amongst children demonstrates that children learn what they need to thrive within their environment:

For example, in a community that relies on wood for fuel, pupils may learn about sustainable harvesting, replanting and other silviculture techniques. In an area of shrinking water supply, pupils may learn to use new agricultural techniques and to plant crops that require less water. In affluent communities, pupils may be taught media literacy and awareness of the influence of advertisers in promoting a level of consumption that leads to increased resource use. (Hopkins and McKeown, 1999)
3.17 When considering education for sustainable development, the meaning of education itself is sometimes misunderstood with frequent references to the communication and imparting of knowledge. Education is a process of individual development through life and it should be recognised that different people construe concepts such as sustainable development in different ways. Sometimes, sustainability is presented by interest groups and government in ways that suggest that the term carries unconditional, positive values and no internal conflicts.

*Teachers understand that sustainable development, and even sustainability, are normative concepts representing the views of only segments of our society. And, teachers know that their job is primarily to teach students how to think, not what to think’*

‘if education is trying to get people to think for themselves then education “for” anything is inconsistent and should be rejected’.

(Jickling, 1992, 2000)

3.18 There are generally low levels of political interest amongst and engagement by young people (Brodie, 2002). Greater levels of involvement are required to generate interest in a broader range of issues. Education is cited as key to this, especially in developing the understanding of environmental issues.
CHAPTER FOUR FORMAL EDUCATION GUIDANCE ON SUSTAINABLE TRANSPORT

SCOPE FOR EDUCATION ON SUSTAINABLE TRANSPORT

4.1 There are considerable opportunities within the 5-14 National Guidelines to deliver concepts related to sustainable transport. These extent to which such references are made, however, varies greatly. For many curriculum planners, it will not be immediately obvious that they can use examples relating to transport, and sustainable transport in particular.

4.2 One example of this is the reference to exercise. It is important that this is seen in its widest sense to include regular walking/cycling e.g. as part of the journey to school. Another example is the study of the effect of burning fossil fuels within science. It would be possible to teach this without reference to transport, by focusing on energy for heating and electricity. The references are often made as examples and therefore the extent that they are delivered will vary from school to school, and there will also be possible variations within schools.

4.3 The clearest and strongest references to transport are located within the social subjects, People and Place and People in Society strands within Environmental Studies, and the Physical and Social Health strands of Health Education.

4.4 In the Standard Grade syllabi, it was found that although a number of subjects offer opportunities for teaching about sustainable development and sustainable transport, the extent to which the relevant topics are covered can and will vary, from school to school and even from teacher to teacher.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN RELATION TO THE INSPECTION PROCESS

4.5 There are many opportunities for good practice in relation to transport sustainability to be recognised and reported on as part of the inspection process, particularly in primary schools. Quality Indicators with links to education for sustainable development and the development of sustainable transport initiatives such as School Travel Plans and Safe Routes to School include: school ethos - a school council, partnership with parents and the community; support for pupils - pastoral care, personal and social development, health promotion; resources/accommodation. Other relevant areas may also be reported on, for example, working towards National Priorities, and working with other agencies. In addition to this, where initiatives relating to sustainable development are linked with the curriculum they can be picked up on if Health Education is inspected and through the teaching of developing informed attitudes. There are also opportunities within thematic inspections. In secondary schools there is less cross-curricular work, and therefore good practice related to sustainability may not be picked up on in the same way; it may be limited to one or two subjects which are not inspected.

4.6 The fact that such activities are picked up indirectly rather than through a direct inspection of ESD means that there is no negative reporting to show where schools are not developing such projects. The initiatives which are reported on are more likely to be sustainable in themselves as they will be intrinsically linked with other sectors of school
development and are less likely to succumb to problems such as staff changes, changing priorities etc.

4.7 A full review of formal guidance relating to sustainable transport is included as Appendix 1.
CHAPTER FIVE  THE ROLE OF THE INFORMAL EDUCATION SECTOR IN DELIVERING SUSTAINABLE TRANSPORT MESSAGES

5.1 In addition to formal education received by young people, there are a number of routes by which they may receive guidance, information or inspiration related to sustainable transport, outside of the school environment. These have been briefly reviewed for significance in developing sustainable transport objectives in the list below.

5.2 As mainly voluntary organisations, the activities and priorities of these organisations will be guided in the main by the adults that are involved in delivery, although varying degrees of guidance and “curriculum” themes are produced by some of the organisations. Resources and material relating to sustainable transport, developed specifically for this target audience, are limited.

- **Voluntary Sector Organisations.** Many charities and NGOs build upon the interest of young people in environmental issues by producing specific activities and resources for them. While most are concerned with issues of greater interest to young people (as discussed briefly in following section e.g. animal welfare), some specifically cover transport, and related topics such as air pollution, climate change and energy use. These organisations attempt to cover local issues as well as global and development-related topics, and may do this through local groups and clubs.

- **Uniformed organisations such as Scouts Movement, Boys Brigade, Guides Movement etc.** These organisations in general aim to promote the development of young people in achieving their full physical, intellectual, social and spiritual potentials, as individuals, as responsible citizens and as members of their local, national and international communities. Environmental work is a significant aspect of activities, but tends to focus on the natural environment and global development issues (Scout Association, 2002, Guides Association, 2003). The Woodcraft Folk engage young people specifically with an environmental approach; they produce resources and activities on sustainability, including one on transport - relating to Climate Change.

- **Youth Groups and Organisations, including church-based groups.** Youth work is a learning activity that specialises in social and emotional competence, and has the potential to contribute greatly to the development of young people's skills. It addresses a range of issues from citizenship to environmental education, and community safety to health education. Youth work is particularly successful in engaging with those young people who are excluded and disadvantaged. Local authorities and the voluntary sector are the main providers of youth work in Scotland. Some churches and their youth groups are addressing environmental issues through the eco-congregation programme. This does not yet address transport as a specific issue.

- **Community education.** The following priorities can be identified for community education's work with young people.
• Promoting lifelong learning and healthier, more positive lifestyles within the context of community and voluntary activities
• Involvement with young people (school age or over) to help them develop in a positive way.

YouthLink Scotland is carrying out a review of youth-work provision in Scotland, covering both the voluntary and statutory sectors. This will highlight any gaps between supply and demand; record examples of good practice; and show any duplication. This review should include the current status of transport issues within youth work activity. (Scottish Executive, 2003a)

Within youth group work, issues relating sustainable development or perhaps more commonly, environmental subjects will be one element within a wide range of topics covered in informal education work. While global issues are covered to some degree, it is more common for local concerns to feature highly – discussions then become much more animated. (Sustainable Development Education Panel, 2000a). This is an important finding for transport, as this is very much a local issue, and youth work settings allow for discussion of short-term local transport needs set against longer term needs of society. Activities or events (such as road accidents, major congestion or poor air quality) may be useful triggers for engagement, interest and discussion of the related transport topics. In rural areas, accessibility and travel needs are likely to be of great importance to young people and discussion of these within a sustainable development context will assist with understanding.

There is scope for development of curriculum frameworks for environmental youth work which attempts to address the issues surrounding transport and travel choices.

• **Out of School Care Clubs or Services.** These are services that provide care for school-age children:
  • before school starts in the morning (breakfast clubs);
  • after the end of the school day (after-school clubs); and
  • during school holidays (playschemes or all-day care).

The benefits of such care are not just in economic terms for parents in employment but in the social development of the children themselves. It is mostly the children of working parents who use OSC, but this is not always the case. Recent estimates are that 1 in 9 children in Scotland have an OSC place. As well as having a role in developing attitudes relating to citizenship and sustainable development, OSC has a central role to play in contributing to the physical education and physical activity levels of young people through its ability to links with schools, community and the home (Scottish Executive, 2003a).
CHAPTER SIX INFLUENCING ATTITUDES TO TRANSPORT AND BEHAVIOUR

INTRODUCTION

6.1 This section examines the influences that various approaches may have on young people’s attitude to specific transport objectives, other competing influences, and the way in which such attitudes are or are not reflected in behaviour. It also considers parental attitudes and how these affect children. Throughout this chapter, attitudes and behaviour are considered together since, as will be discussed, the two are interdependent. Young people base their attitudes on what they experience through their behaviour, and in turn their attitudes influence behaviour.

6.2 Young peoples’ transport needs and aspirations arise from the lifestyle choices they (or their parents) make. These lifestyle choices affect many short and long term decisions over education, employment, leisure and sport, and relationships. Research in Torbay highlighted the fact that transport issues were often a secondary consideration (or afterthought) to other choices made (TTR, 2002). Influences will come chiefly from a young person’s:

- friends
- peer group
- media, mainly TV, Radio, magazines and the Internet
- parents and other relatives
- teachers and other adults

6.3 Young peoples’ experiences of and general attitudes to transport have been well documented in a number of studies (Scottish Executive, 2002a, Save the Children Scotland, 2000, DfT, 1999 amongst others). These can be briefly summarised as follows:

- Young people are significant users of public transport, but not considered to be valuable customers by providers (or their drivers/operatives), for reasons of mistrust or lower revenue potential.
- Many studies highlight the importance of gaining young people's opinions of and inputs to transport services.
- Similar barriers to use exist for young people and adults when considering alternative transport choices. These include perceived reliability, convenience, cost, quality, and safety.
- Fare levels and the attitudes of transport staff are the two main reasons for young people feeling alienated by and poorly served by public transport, particularly buses.
- High aspiration for car ownership, Irrespective of their age or gender, or their geographical location – associated with success and high esteem.
- Perceptions of public transport evolve throughout young life in three phases: Younger children consider the fun aspects of transport. Older teenagers appreciate the independence that losing dependence on lifts can bring. The use of buses for purposes other than to school or college increases sharply at around the age of 13, when independent travel with friends becomes commonplace. Older teenagers and
young adults use public transport for reasons of cost and mainly not out of choice. The aspiration for car ownership and use is high.

6.4 Children in Scotland are major users of dedicated school transport, and this experience over several years of school life, leaves a substantial impression on young adults at a crucial time when they are seeking greater independence. School bus services tend to use older and less comfortable vehicles. This is likely to be a result of the mistrust that is placed in young people by transport operators. This mistrust may lead to a downward circle where poor behaviour or vandalism leads to even poorer services and less respect from young travellers. Similar circumstances may arise in relation to the attitudes of drivers, another commonly cited problem.

6.5 A review undertaken by DTLR on the Effect of Travel Modes on Children's Cognitive Development highlighted the lack of understanding of this theme and detailed the research that remains to be carried out (DTLR, 2001):

- Research could address each of the component experiences of modes of travelling such as physical activity, diet and nutrition, and environmental, social, and cognitive experiences.
- Research directed at different modes of travel rather than the separate components of the travel experience.
- Wider effects such as influence of different modes of transport on children's independence, social networks, opportunities to participate in after school activities, and sense of wider community.
- Involving children in research.

6.6 Work of this kind will improve the understanding of how children’s travel habits are influencing their development. Much evidence suggested for improved social skills and cognitive development is tentative and occasionally anecdotal.

UNDERSTANDING ATTITUDES AND BEHAVIOUR

6.7 There has been considerable work in trying to understand the ways in which pro-environmental behaviour leads to change in attitudes. Research into public attitudes frequently indicates the need for caution in making assumptions about what the public think and how they behave. Links between attitudes and behaviours are notoriously hard to show with any degree of certainty. Two approaches can be considered: educational models, which relate to the acquisition of knowledge and skills, and psychological models, which draw from attitude theory. The simplest model relied on a linear progression of:

<table>
<thead>
<tr>
<th>Environmental knowledge</th>
<th>Environmental attitude</th>
<th>Pro-environmental behaviour</th>
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(Kollmuss and Aygeman, quoted in Scott and Gough, 2003)

6.8 This approach, which is still used heavily in many awareness-raising campaigns, is generally accepted to be unsuccessful in changing behaviour. Recent environmental campaigns, for example as developed by DTLR and the Scottish Executive, have used this approach, with the principal result of raising awareness of environmental issues or travel
options. Whilst such campaigns can claim some success in improving awareness and understanding of issues, simple information and exhortation are insufficient alone in leading to significant behavioural change. This is especially the case for more general awareness raising campaigns, as research shows that many individuals are not aware of what individual actions they can take, and the contribution that this will make (System 3, 2000, 2002, DEFRA, 1998).

6.9 In England & Wales, the “Are you doing your bit?” campaign was designed to address the problem of there being too many conflicting messages on environmental protection, through a campaign which would be easily understood, and which would demonstrate the importance and usefulness of individual action. Market research was commissioned to find out what messages would have the most practical impact on individual members of the public. The approach involved many elements of sustainable development, though that phrase was not used. A key part of the campaign was to show the link between individual and local action and its global consequences. It should be noted that research undertaken for development of this campaign did not include children’s responses. (DEFRA, 1998)

6.10 The limitations of simpler, awareness raising approaches have been recognised in the Scottish Physical Activity Strategy, which proposes complementary local activity to back up wider awareness raising:

Raising knowledge and awareness among the public about the goals and the priorities is essential. Currently, only 34% of the population are aware of how much physical activity is needed for good health. Education programmes and the media can be effective in raising awareness and developing knowledge and understanding of the importance of physical activity. We recognize that this activity does not result in changes in people’s behaviour without local services to back this up. We recommend that mass-media approaches are only used if they can be supported with local community-wide campaigns that tackle the need for strong social support and appropriate places in which to enjoy being active. There will also be an ongoing need to campaign for political and policy support for physical activity. (Scottish Executive, 2002b)

6.11 An example of where learning and attitude change is undertaken jointly by child and parent/carer, which may have significance for sustainable travel activities, can be seen in road safety. The Children’s Traffic Club, administered by Scottish Road Safety Campaign (SRSC) in Scotland, provides material to help parents and carers provide road safety advice to pre-school children. An evaluation showed that there were statistically significant differences in the answers given by different groups of children (who had or had not taken part in the Club) to questions relating to road safety behaviour. There were also significant attitude changes amongst carers and, carers and children shared similar views. Evaluation of a similar scheme in England highlighted a statistically significant reduction in child casualties, where the child entered the road from behind a parked car, and a similar pattern is expected in Scotland (Scottish Executive, 2000a). It should be borne in mind that road safety is a topic in which parents have considerable personal interest and responsibility, a feature which is much less applicable to considerations of environmental impact.

6.12 SRSC is also active in promoting road safety education to older children. One of its resources is the children's 'travel pack' introduced in 1995 and revised in 1999. Research was
commissioned to establish the extent of use of the travel pack among the target audience of children aged 8-10. This highlighted a lower change in awareness than that achieved with younger children. However, parents expressed a concern that their children do not always use their knowledge, highlighting the gaps between knowledge, attitudes and behaviour. (Scottish Executive, 2000b)

6.13 Different approaches to encourage cycling have been promoted in Northern Ireland, including a successful GCSE qualification in Motor Vehicle and Road User Studies, plus a cycle proficiency training scheme that is offered to all school children (Morrison, 1999). Research on roadcraft education in Leeds notes that extensive surveys of schoolchildren \((n=3,500)\) showed that there was little evidence that cycle training led to more cycling (Haigh, 1999). It was concluded that a range of other measures addressing the fears of children would need to be implemented to complement this training, for example development of safer routes. Training projects with a strong community focus and more likely to promote participation (Scottish Executive, 2001). Issues that mitigate against women (and girls) cycling have been noted by various authors (e.g. Hardie, 1999, Lehner-Lierz, Krepler and Jenseth, 1999).

6.14 In terms of slightly older children, research for the Scottish Office highlighted the difference between young teenagers' knowledge and their actual behaviour relating to road safety: it was clear that road safety messages had been absorbed but had not been translated into action. Young teenagers were revealed as uninterested in road safety education, seeing it as something 'for kids' and as 'boring' and 'repetitive'. The influence of peers and lifestyle appears here, with some respondents speaking of being in a rush and that using crossings was not 'cool' (Scottish Office, 1998).

6.15 Other Travel Club activities in Austria indicated that take-up of alternatives was significantly greater in cases where young people are consulted about their transport needs. (Travel Club of Austria, 1998)

6.16 Various measures undertaken within the umbrella of Safe Routes to Schools have the primary objective of changing school travel behaviour, and in many cases success has been achieved e.g. through walking buses, infrastructure development. These initiatives are primarily aimed at the school journey, but will also influence attitudes to other journeys. It should be remembered that education journeys make up only a third of children’s travel activities (Mackett, 2002).

6.17 The provision of information to promote sustainable school travel was the subject of a major recent review (Cleary Hughes /TRL, 2002). This work established the importance of style, content, timing, links/signposts of information provision, as well as recognising how school travel should be targeted at pupils, parents, teachers, school board members/governors etc.

6.18 The work reflects the approach of individualised marketing approaches (e.g. TravelSmart experiments undertaken by Sustrans in SW England - Sustrans, 2002) in that a primary distinction can be made in the target audience between those who have little or no knowledge (needing introduction) and those sympathetic towards the concept who want to know more about actions to take.
6.19 This study also revealed that the major determinant of level of activity in promoting sustainable school travel was the socio-economic profile of the area. Schools in more deprived areas consider sustainability concerns as low priority compared to exam results, truancy, disaffection and social exclusion.

BARRIERS TO CHANGING BEHAVIOUR

6.20 Recent research for the Scottish Executive on barriers to modal shift revealed hard, soft and complementary barriers to changing travel behaviour. This work was focused on adult behaviour, and whilst barriers for children may be similar, there are likely to be differences in emphasis and also new issues arising from parental control and lack of independence. (DHC, 2002)

6.21 Similarly, the process of travel behaviour change identified by the Tapestry Project, as shown in Figure 1, is likely to be different for children, and different again for children of different ages. This model, along with others such as Contemplation of Change Theory, and Theory of Planned Behaviour (DiClemente and Prochaska, cited in Cleary Hughes/TRL 2002, Forward, 1998) promote the concept of guiding people from one stage to the next, rather than presenting the “end state” as achievable in one go. In this way, changes in attitudes, knowledge and behaviour are realistic and practical. The development of such a model, with links to sustainable development, health and road safety education would be a valuable step forward in understanding how children’s journeys can be influenced.

6.22 In consultation carried out for the Physical Activity Strategy for Scotland (Scottish Executive, 2003b), responses relating to barriers to more active and healthy travel focused heavily upon perceived dangers on the roads, the speed of traffic and the lack of safe places to walk and cycle. These were combined with encouragement of inactive behaviour and car use (e.g. through subsidised workplace or retail car parking).

6.23 Amongst the barriers and suggestions, the issue raised most frequently was the need for well-publicised, pleasant conditions for walking and cycling in urban and rural areas, with active travel and active living stressed throughout. It was suggested that the promotion of walking, cycling and public transport (described by one health organisation as a “health promoting active environment”) should be key elements of this objective.

EFFECT ON PARENTS’ TRAVEL ATTITUDES AND BEHAVIOUR

6.24 Motivation as a parent will for most people be related to personal and family well-being, involving wealth, health, lifestyle, and environment. Pro-environmental behaviour for its own sake, for the benefit of others, or for “the planet” is uncommon. Assumptions about pro-environmental people, acting with the common good at heart, and not acting as parents, employees or consumers are likely to be misplaced (Scott & Gough, 2003). Most people will only alter their behaviour if the personal benefits outweigh any inconvenience involved.
6.25 Public attitudes, generally and specifically, show evidence of being affected by a range of factors. Recent UK research shows the complexity of the issues with some examples as follows (CfIT’s 2002 survey):

6.26 Younger, less affluent people were more likely to walk to school with children (61% under 34 year olds and 67% on annual income under £11,500 who are more likely to have children of primary school age at a local school). Those aged 55+ are significantly more pessimistic than younger respondents about safety. People in rural areas are particularly concerned about the safety of cyclists (47% expect it to get worse).

6.27 Frequent taxi/minicab users are more likely to be aged 16-34, live in the North of England and have no access to their own car. Frequent users of local buses are more likely to be female, aged 16-34 or 55+, live on their own, and from London or the North of England and in social group DE.

6.28 People in the South East and East of England, those aged 35-54 and those in social classes ABC1 are more willing to pay higher taxes for improved public transport, while those in the Midlands, those over 65 years old and in social class C2DE are not.
Stokes and Taylor (1995) note, however, that although there are aspects of transport policy which show differentiation along party political lines, [sustainable transport policy] is somewhat more of a clean sheet than is the case in many policy debates.

Age appears to be a factor in both attitudes and behaviours. This might be to do with income levels (which tend to increase with age) or with perceptions of safety (which show evidence of growing concern with age). Parking costs are least likely to encourage older people to change their habits, with 28% of those over 55 years saying they would change their car usage if costs increased (CfIT, 2002, p 23). Disturbingly, Stokes and Taylor (1995b) conclude that walking may be suppressed more than using public transport as a result of the fear of crime. This would result in walking being suppressed at times by about one third of the population, with about one tenth likely to never walk.

THE INFLUENCE OF EDUCATION ON ATTITUDE

Consideration of the British Social Attitudes surveys of 1993 and 1994, conclude that degree-level education has emerged as an important factor in support for new policies (Stokes and Taylor, 1995). They go on to point out that those with a degree are much more likely than the less well educated to support new policy options. This suggests, they argue, that public education campaigns about transport problems may be of considerable value in gaining public acceptance of new policies.

According to a study commissioned by DEFRA (2002), whereas 28% of respondents with degrees were concerned at the government’s handling of public transport issues, the figure for those with no qualifications was 13%. A similar pattern of concern emerged for the economy (19%: 7%) and the environment (36%: 18%).

While the 2001 DEFRA survey showed that education is considered as one of the three most important factors to quality of life, when respondents were asked to consider the issues that affect their own quality of life, education was low on the list of contributory factors. However, without prompting, education was not frequently mentioned as one of the factors most affecting quality of life. When asked to name the two or three things that most affect their quality of life, only six per cent of respondents said education.

The association between level of education and attitudes towards transport issues is similar to that found for other environmentally related issues. Respondents educated to degree level in the DEFRA survey were the most likely of any educational group to regularly recycle paper, glass, cans, and plastic and to compost kitchen waste. Interestingly, of those respondents not attending university, there were only marginal differences in the percentages that recycled, regardless of whether the respondent was educated to A-level, O-level, any other level or had no qualifications at all (DEFRA, 2002, p. 71).

Reasons given for reducing car use varied with education. Without prompting, more graduates than other educational groups included helping the environment as a reason for cutting down use of a car. Of those who had cut down on car use, 28 per cent of those who were graduates said they did so to help the environment or reduce pollution, compared with 15 per cent of those educated to A-level. Thirty per cent of those with no qualifications said they did so to save money, compared with 21 per cent of those educated to degree level. (DEFRA, 2002, p.82).
6.36 Stokes and Taylor point out that of all the characteristics taken into account in the British Social Attitudes surveys, degree level education differentiates views on government spending more than any other.

6.37 In terms of attitudes towards pro-public transport policy options, Stokes and Taylor found a similar association, qualifications of A-level or above, particularly degree-level, and mostly non-car (or mixed) travel, dispose people to be more supportive (ibid.). The work concludes that exposure to a liberal enlightened intellectual environment through education on the one hand, and self-interest on the other are two rather contrasting sources at work in shaping individual attitudes to new transport policy options.

6.38 Stokes and Taylor conclude that it is time spent in the liberalising atmosphere of university which best explains the degree effect, rather than higher intelligence, or more education. The effects of campaigns to change attitudes and behaviours may be limited. Perhaps more significant to a change of values in the longer term will be, first, environmental education from an early age and throughout the school system, and second, the broadening of higher education to a larger section of the population. Education policy in the UK appears to be doing more about the second of these than the first.

6.39 There has been considerable work considering the “School Run” and the dependence upon car trips for home to school journeys. There are a large and complex set of barriers inhibiting parents from allowing children to use other forms of transport. These include trip chaining with journeys to work or shopping, safety fears of all kinds, load carrying, time constraints, and weather. There are often multiple reasons with complex links, and simple solutions are unlikely to be effective in shifting behaviour significantly (Bradshaw and Jones, 2000, Scottish Executive, 2002c). These issues relate equally to other, non-school journeys made with children. As well as considering the barriers, the attractions of car journeys are also important. The convenience, comfort and security of the car has enabled many families to enjoy a busy and varied lifestyle, which now includes geographically diverse activities. A shift away from car dependence would therefore undermine lifestyle features, and it is unsurprising that strong resistance is experienced. In addition, there is some evidence to suggest that escorting children by car can be seen as a sign of “good parenting”, and a result of adult peer pressure.

PARENTAL ATTITUDES

6.40 It is well understood that parents are influenced by the activities, and attitudes of their children. Children, through school and other activities, are exposed to a wide range of issues and ideas, which then impact on parents through desires and behaviours. Pro-environmental attitudes are an important aspect of this information sharing, and this has been recognised as a significant source of information and awareness by parents (System 3, 2000). Media sources were cited as being the other chief source, especially when the focus is on specific, higher profile examples. Very few adults actively seek information outside these channels, demonstrating an inherent lack of interest.

6.41 There is growing evidence to suggest that children’s travel behaviour follows closely that of their parents. High car use by parents, for all kinds of journeys, understandably means high car reliance by children, for school and non-school journeys. Research in South Yorkshire has indicated that travel habits developed at a young age can influence subsequent
behaviour (Goodwin et al, cited in DfT, 1999). It has been suggested that those who have not been regular public transport users as young people are less likely to be passengers in their adult life (Atkins, 1996). It may well be that a young person's unpleasant experience while travelling by or waiting for public transport could have an impact on their choice of travel mode as an adult. Certainly it is evident from the findings of the British Crime Survey and local studies by Crime Concern that experience of crime can increase fear of crime. (Crime Concern, 1995).

6.42 Continuing this argument, there is also some evidence to suggest that adult travel behaviour is influenced significantly by childhood behaviour (Andreasson, referred to by Johansson, 2000). Transport 2000 dramatise this as the Teenage Travellers – A Transport Timebomb (T2000, 1996) when they recognised the numbers of young people aspiring to car ownership and use as soon as they become young adults. Other research has shown that young people's strong enthusiasm for future car ownership is universal and does not appear to be influenced by current car usage within their family (Crime Concern, 1995).

6.43 Children develop travel habits at an early age and it has been argued that there is a need to target children before they develop car dependence (Bradshaw and Jones, 2000, Johansson, 2000). Work has shown that associations between modes of transport and different segments of society are established as early as age seven (Meaton and Kingham, 1998). Whilst not suggesting that this translates directly as behaviour, it is important to understand how embedded attitudes to transport may be even when a child starts at secondary school.

6.44 There is work that indicates links between parental use of the car and their children’s experiences of other modes. Evidence in England suggests that many children are growing up with little, if any, experience of other modes and are unlikely to use them as adults (Mackett et al, 2002). As Cahill et al note (1996),

“The status and appeal of the car for children must not be underestimated. From their earliest years, children play with toy cars. Children become extremely knowledgeable about makes and designs.”

6.45 Only with increasing age and independence can young people break away from the travel patterns and choices of their parents. They are then strongly influenced by those of their peers, and these are also likely to revolve around use of the car. Perhaps one of the greatest challenges therefore is to address the question of how sustainable development objectives can be framed to generate interest and behaviour change in young people in their travel choices and influence on parents. This will need to be accompanied by action to make parents more understanding of or susceptible to the messages being delivered by children.

6.46 Table 1 shows a summary of different approaches to developing attitudes to sustainable transport, with a consideration of strengths and weaknesses and how they may lead to behavioural change.
<table>
<thead>
<tr>
<th>Approach</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>How to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability or environmental topics brought into mainstream subjects</td>
<td>• Can build sustainability into wide range of topics and subjects</td>
<td>• Can be sidelined by other priorities</td>
<td>• Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reliance on staff to deliver messages they may perceive as “outside” their subject area</td>
<td>• Build commitment within schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Link may be ‘token’</td>
<td>• Link to local examples as well as global issues</td>
</tr>
<tr>
<td>Specific ESD activities – classes, activities, visits, out of school</td>
<td>• Easy to plan a one-off event</td>
<td>• If regarded as one-off, less likely to be incorporated into every-day activities and behaviour change</td>
<td>• Relate one-off events with work learnt throughout the year</td>
</tr>
<tr>
<td></td>
<td>• High-profile</td>
<td></td>
<td>• Link to local examples as well as global issues</td>
</tr>
<tr>
<td></td>
<td>• Fun and memorable</td>
<td></td>
<td>• Involve parents/carers in activities.</td>
</tr>
<tr>
<td>Whole School initiatives</td>
<td>• Enables work learnt in the classroom to be reinforced by practical experience</td>
<td>• Often regarded as ‘yet another initiative’</td>
<td>• Information explaining the links between relevant initiatives</td>
</tr>
<tr>
<td></td>
<td>• High profile</td>
<td>• Different initiatives are not always well-integrated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can bring funding/awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities in informal education sector</td>
<td>• Less formal</td>
<td>• Lower number of individuals reached</td>
<td>• Resources &amp; Guidance</td>
</tr>
<tr>
<td></td>
<td>• Ability to explore topics more widely</td>
<td>• Inconsistent messages</td>
<td>• Involve parents/carers in activities.</td>
</tr>
<tr>
<td></td>
<td>• Can link to physical activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General awareness raising campaigns</td>
<td>• High reach</td>
<td>• Difficult for individuals to see how to make “a difference”</td>
<td>• Likely to be needed to maintain general awareness</td>
</tr>
<tr>
<td></td>
<td>• Awareness increased</td>
<td>• Behavioural changes minimal</td>
<td>• Complements other approaches</td>
</tr>
<tr>
<td></td>
<td>• Difficult to target using passive media e.g. TV</td>
<td>• Cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to monitor effectiveness</td>
<td></td>
</tr>
<tr>
<td>Individualised Marketing/Social Marketing</td>
<td>• Can target message precisely – on those most likely to change</td>
<td>• Costs</td>
<td>• Can involve parent and child in process</td>
</tr>
<tr>
<td></td>
<td>• Can provide individualised information and advice</td>
<td>• One-off approach may be short-lived</td>
<td>• Can be part of a wider community campaign.</td>
</tr>
<tr>
<td></td>
<td>• Recipient more likely to feel they can make a difference.</td>
<td>• Needs to be complemented by wider awareness campaigns</td>
<td>• Could include wide range of practical approaches such as walking buses, bus buddies, car share networks.</td>
</tr>
<tr>
<td></td>
<td>• Can monitor effectiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER SEVEN INTERVIEW FINDINGS

INTRODUCTION

7.1 A series of discussions, information exchanges and full interviews was undertaken with a range of professionals with interests in the attitudes of children towards transport and sustainable development issues. The objective was to achieve an understanding of current thinking. A list of interviewees and a fuller summary of interview findings is included as Appendix 2.

AWARENESS OF ISSUES RELATING TO SUSTAINABLE DEVELOPMENT

7.2 There was a general feeling across all parties that children are more aware of the issues relating to sustainable development than they would have been in the past. This was linked more to younger, primary school, children. Despite the increased level of awareness, some described negative factors working against this, including the fact that schools may not make the most of what children already know and conflicts such as today’s lifestyle which isn’t sustainable. There were mixed views about pupils’ level of awareness relating to sustainable development. Several specialists in Education for Sustainable Development were pessimistic about awareness levels.

DEVELOPING UNDERSTANDING

7.3 It was generally felt by interviewees that young people are learning about sustainable development from a wide range of sources, including television - news media, nature TV programmes, children’s TV programmes such as Blue Peter, fundraising programmes such as Comic Relief; whole school initiatives such as Eco-Schools, Safe Routes to Schools; curriculum – main subjects which contributed included citizenship, technology, environmental studies; school visits to wildlife centres and farms. In England, where there are detailed schemes of work related to education for sustainable development, it was felt that some schools might be teaching more from these than from the National Curriculum. Both policy makers and educationalists recognised that the primary curriculum was regarded as more conducive to teaching about sustainable development as it is less compartmentalised than the secondary curriculum.

7.4 There were mixed views as to whether school-based activities reinforce or conflict with what pupils learn in the classroom. This is partly because the experience of pupils and schools varies considerably across the UK. Where whole-school initiatives such as the Healthy Schools programme (England)/Health Promoting Schools programme (Scotland) are in place, pupils may see a link between what they are learning in the classroom and activities taking place within the school. Commentators of all kinds described conflicts such as providing fast food in the canteen while teaching about the importance of healthy diets, not using recycled materials and not recycling within the school whilst teaching extensively on the subject. It was felt that mechanisms were needed to help schools develop sustainable systems, e.g. specific policies to avoid conflict. It was felt that children are aware of conflicts between what they learn and what they see taking place but may not question it.
7.5 Educationalists pointed out that activities taking place in the home can conflict with what children learn in school and that it is important for parents to be involved with what is being learnt in school so that they can help to reinforce positive messages. New Community Schools works towards this. Children often take home information that they have learnt in school and can influence parents, but it is important that parents understand the message and don’t feel threatened by it.

TRANSPORT WITHIN EDUCATION FOR SUSTAINABLE DEVELOPMENT

7.6 Understanding of the term Sustainable Transport varied, with different professionals placing emphasis on their respective interests of health, environment, modal shift etc. The coverage of transport within the curriculum was described as patchy. The opportunities are available throughout the curriculum, but educationalists pointed out it was down to the personal choice of the teacher the extent that transport was taught, so this varies. Local authority officers pointed out that schools can create links if they choose to do so and if these are written up in a policy such as a School Travel Plan then coverage may be consistent throughout the school.

7.7 Interviewees noted that transport teaching is increasing as more resources become available and through newer initiatives such as safe routes to school/school travel planning/cycle training schemes/road safety education. ESD specialists felt that the links with sustainability were limited to environmental issues rather than the economy and society elements of sustainability.

7.8 There was perceived by all types of consultees to be a level of inconsistency in relation to the messages that young people get in relation to transport. The main conflict that they have to contend with is the conflict between general messages from that termed "car culture" and what they are learning in school in relation to sustainability and sustainable transport. Car culture is a strong influence in relation to senior pupils aspiring to drive to school. Getting a car/passing the test is a rite of passage giving the car a status that is hard to challenge. A local authority practitioner highlighted conflicts in relation to safety with young people growing up with perceptions that many places aren’t safe to walk and concern about road safety.

7.9 It was felt in general that it is very important for young people to develop an understanding of the issues and concepts related to sustainable transport. If the educational process is geared towards encouraging young people to make decisions for themselves they need to be equipped with the skills and knowledge to be able to do so.

7.10 Despite feeling that levels of awareness are higher now than in the past there is still a feeling that current levels are not sufficient. People need to understand more of the how, why and what rather than just specifics. Policy makers understand the increasing importance of more targeted information rather then general campaigns.

ROLES AND RESPONSIBILITIES

7.11 There was a general consensus that it is a role of schools to deliver an understanding of the issues relating to sustainable transport. However some in the education sector felt that
it should remain a voluntary activity. Interviewees of all types felt that it is important that schools help young people to develop the ability to make informed choices for themselves and that the issues involved in sustainable transport relate closely to the process of being able to make informed choices to minimise negative impacts on health, the environment and society. The fact that schools have a role to play, however, doesn’t mean that it is only the responsibility of schools.

7.12 Policy makers and practitioners felt that parents and families are important in enabling young people to make informed choices and to be able to put them into practice. Educationalists were very aware of the limited time and resources available in schools and many other initiatives competing for this. In order to give parents the confidence and knowledge to do this, they need to be involved in the learning process that their children are undertaking. An example of this is the resource included in the Steps to Safety programme being rolled out in the Lothian and Borders region which includes an activity for parents and pupils on the journey to school. Many schools send newsletters home – these can provide opportunities to involve parents with whole-school initiatives such as Health Promoting Schools, Eco Schools and the relevant messages linked to these initiatives.

7.13 One interviewee considered that parents may feel that their ability to be flexible is limited which prevents them from being able to walk with their children to school. In this case, employers can play an important role through the development of flexible work-practices.

7.14 At a different level, policy makers at both local and national government level felt they had a role to play. In particular there is a need for health needs to be related to all Scottish Executive policy areas to demonstrate how they benefit health. If behaviour change is going to be encouraged then transport choices need to be provided.

7.15 Health sector interviewees suggested that other programmes need to be involved in the promotion of active travel where it links with their own work to avoid it being seen as a school issue to be delivered through the curriculum. Health development workers can play an important role through the Health Promoting Schools process.

7.16 Educationalists felt that there are opportunities to teach about topics related to sustainable transport within the 5-14 guidelines, e.g. pupils are able to describe examples of human impact on the environment that have brought about beneficial changes, and examples that have detrimental effects. However, it is up to the curriculum planners and classroom teachers to decide whether to use sustainable transport as an example.

**CURRICULUM, GUIDANCE AND SUPPORT IN THE CLASSROOM**

7.17 Despite the general feeling that current levels of knowledge are insufficient and that it is the role of schools to help develop this understanding, many were reluctant to make sustainable transport prescriptive within the curriculum. Instead it was felt that it would be more important to link it to other educational initiatives such as the citizenship indicators within National Priority for Education.

7.18 If teachers are to be encouraged to teach about sustainable transport issues in particular then educationalists suggested that this can be done through the provision of good
quality resources such as the schemes of work developed for use within the National Curriculum for England and Wales. It was felt that teachers need more guidance and resources linked to the curriculum to help them be fully aware of the issues.

7.19 As well as supporting the 5-14 guidance it was felt that it was as important to develop a process that relates to the full educational range of 3-18.

7.20 The work currently taking place within road safety education was seen as having an important link with the sustainable transport message as parents will feel more confident about allowing their children to walk and cycle to school if they feel that they have learnt the necessary skills to be able to do so.

7.21 With prescription through the curriculum not regarded as the way to promote key messages, educationalists were not clear how teachers could be encouraged and supported in teaching about sustainable transport. Some thought that schools should be provided with free consultation and advice on transport issues through local authority schemes such as Safe Route to School programmes or government advice e.g. TransportEnergy Programme (England), support with developing relevant initiatives such as cycle training schemes, time and expenses for staff development.

7.22 Other relevant changes mentioned were to the way in which the curriculum is taught and delivered in a very prescriptive way leaving little time for what might be regarded as ‘extras’. Greater flexibility, reduced levels of testing and possibly an issue-based rather than subject-based curriculum were seen by some as the way forward.

TOMORROW'S ADULTS

7.23 Education specialists felt that while the learning process is obviously important in influencing behaviour, it needs to be accompanied by other mechanisms if meaningful change is to occur.

7.24 All interviewees noted that there are a wide range of factors acting against the development of more sustainable travel patterns. These include a general culture of consumerism, orientated towards a car-owning society. Current trends are for social groups A and B to walk as recreation rather than transport, i.e. they are aware of the health message but do not incorporate it into their daily lives.

7.25 All interviewees commented that peer pressure was one of the most significant factors for young people. If cycling is not regarded as a socially-acceptable form of transport amongst a certain age group then it will be very hard to encourage more people to cycle. If young people do cycle, then they will probably want to be seen on a cycle that is "cool" and probably expensive in which case the infrastructure to support this is important. Sustrans highlighted that a recent survey for them showed the installation of secure cycle parking was an important factor in increasing cycling levels at schools in the UK.

7.26 Local authority practitioners highlighted that constraining factors will often vary from area to area and therefore require local solutions, hence the writing of a School Travel Plan which is written to address local factors, and involves wider stakeholders in a partnership
approach. Concerns about safety (road and personal) will vary from area to area for example and need local solutions.

7.27 The key educational process is seen to be the one of enabling young people to develop the ability to make decisions for themselves. In order to do this young people not only need to be aware of the options open to them and the important issues, but they need to be able to choose from options that are relevant to them. For this to happen, their views need to be listened to. If young people, for example, find certain routes unsafe for walking along or the bus times don’t meet their needs, they will not use those forms of transport as children, and therefore would be less likely to do so as adults.

CONCLUSIONS

• There is increasing awareness of sustainability issues, especially amongst younger children, but generally this is considered to be low.
• There currently exists a wide range of sources of information from media, NGOs, school and whole-school initiatives. Primary teaching is considered more conducive to covering cross-cutting topics such as sustainability.
• School-based activities can reinforce or conflict with classroom learning. Mechanisms are needed to help schools develop sustainable systems and policies, to avoid conflict. Activities outside school can also lead to conflicts.
• Transport teaching is increasing as more resources become available and through newer initiatives such as safe routes to school/school travel planning/cycle training schemes/road safety education.
• There are inconsistencies in the messages that young people get in relation to transport, chiefly the conflict between general messages from what is termed "car culture" and what they may receive in relation to sustainable transport.
• There was a general consensus that it is a role of schools to deliver an understanding of the issues relating to sustainable transport, although parents and other institutions have key roles to assist and reduce conflicting messages.
• Policy making can assist by tackling compartmentalised policy and working to integrate transport, health, education, economic development etc.
• There are opportunities to teach about topics related to sustainable transport within the 5-14 Guidelines; curriculum planners and classroom teachers need to be encouraged to use sustainable transport as examples.
• There was reluctance from many to make sustainable transport prescriptive within the curriculum.
• Greater flexibility, reduced levels of testing and possibly an issue-based rather than subject-based curriculum were provided as future options.
• Education specialists felt that the learning process is important in order to facilitate behaviour change, either now or in the future and that without it, no change in behaviour will occur. The key educational process is seen to be enabling young people to develop the ability to make decisions for themselves.
CHAPTER EIGHT    CASE STUDY METHODOLOGY

INTRODUCTION

8.1 In order to investigate in detail some of the influencing factors on children's attitudes, a series of case studies were undertaken in schools across Scotland. The objectives of these were:

- Identification of the attitudes of primary and secondary school children towards sustainable transport; and
- Understanding the influence of environmental education within the curriculum on children’s and their carers’ attitudes to the school journey.

METHODOLOGY

Selection of Schools

8.2 A range of local authority areas were selected, where no objection to participation had been received from education or transport departments. These covered rural, suburban and urban areas of varying levels of affluence. Local authority contacts were asked to identify schools involved in Safe Routes to School and related activities.

8.3 Within these authorities, a large number of schools were originally contacted, and follow-up activity was arranged with those expressing interest in participation. Schools participating in the Eco-Schools programme, Sustainable Secondary Schools, New Community Schools and Active Primary schools were included in the original selection, in an attempt to establish the influence of these schemes on attitudes and behaviour.

8.4 The following schools took part in the research.

<table>
<thead>
<tr>
<th>School</th>
<th>Local Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Balfron H.S.</td>
<td>Stirling</td>
</tr>
<tr>
<td>2 Bannockburn P.S.</td>
<td>Stirling</td>
</tr>
<tr>
<td>3 Braes H.S.</td>
<td>Falkirk</td>
</tr>
<tr>
<td>4 California P.S.</td>
<td>Falkirk</td>
</tr>
<tr>
<td>5 Castle Douglas P.S.</td>
<td>Dumfries and Galloway</td>
</tr>
<tr>
<td>6 Dalbeattie H.S.</td>
<td>Dumfries and Galloway</td>
</tr>
<tr>
<td>7 Currie Community H.S.</td>
<td>Edinburgh</td>
</tr>
<tr>
<td>8 Nether Currie P.S.</td>
<td>Edinburgh</td>
</tr>
<tr>
<td>9 Kincardine O’Neil P.S.</td>
<td>Aberdeenshire</td>
</tr>
<tr>
<td>10 Farr H.S.</td>
<td>Highland</td>
</tr>
<tr>
<td>11 Glenlee P.S.</td>
<td>South Lanarkshire</td>
</tr>
<tr>
<td>12 Muiredge P.S.</td>
<td>South Lanarkshire</td>
</tr>
</tbody>
</table>

Survey Techniques

8.5 A number of methodologies were used depending on the make-up of the group and particular issues which were specific to the school. The level of commitment and
involvement of the schools was universally high, but there were variations in the extent and depth of research at each of the case studies. These factors were dependent upon the availability of staff and pupils and the time commitments of both.

Discussion and Activity Groups

8.6 A variety of discussion group formats were used, based on the availability of pupils, abilities, age, time available and accommodation. A flexible approach was required when working directly with schools. Although the remit of the research is wider than children’s journeys to school, in many places a focus on this particular journey helped to open discussions. It provided a clearly-defined journey familiar to all pupils with a common destination (the school). A total of 22 groups were held across the 12 schools.

8.7 In all cases studies, a strong theme was to find out what children thought of, and their perspective on using, the following types of transport:

- Car
- Bus (school bus and service bus)
- Train
- Bicycle
- Walking

8.8 Although ideas about sustainability, the environment and even sustainable transport may be poorly formed all children could describe attitudes towards and experiences of each mode of transport for different trip purposes and what factors influenced their views.

8.9 Younger primary school children were asked what influenced why they travelled to certain places, (for example, the shops) the way they did. They were also asked what they liked about travelling using each mode and what they did not. Some groups of younger children were asked to draw pictures of journeys that they liked making and journeys that they did not like making (based on the way that they travelled rather than the destination).

8.10 Older primary school children were asked what they felt were the positive and negative aspects of each form of transport, usually in relation to particular journeys. They also discussed whether they had access to information about transport, where from, and what difference it made to them.

8.11 At secondary schools, pupils discussed journeys which they made regularly, including at least one longer-distance journey. For each journey they discussed the different ways of getting there and the positive and negative factors related to each mode of transport. They also discussed access to information about transport and what difference it made to them. With older pupils it was possible to go into further detail on wider issues of independence, cost, and responsibilities.

Personal Construct Psychology Perspective

8.12 In one secondary school and one primary school, more detailed personal construct psychology (PCP) surveys were undertaken. Results from these schools identified key
constructs about school travel and were used to develop the questionnaire surveys aimed at providing quantitative results across a larger number of pupils. The methodology for the PCP work was as follows:

8.13 A fundamental concept in personal construct psychology is that a person’s behaviour is determined by the ways in which s/he construes an event. The theory underlying the psychology says that people construe events through a system of personal constructs, that different people will have different constructs in their system, but there will a good deal of commonality (sharing) of constructs they use in relation to many events.

8.14 ‘Personal constructs’ are bi-polar dimensions such as warm -v- cold or, less prosaically, ‘allows me to travel when I want to’ -v- ‘have to go when others dictate’. If a person prefers the ‘allows me to travel when I want to’ pole they are, presumably, more likely to choose a means of transport which allows them to do that. However, this will not always be the case because the constructs in a person’s construct system are arranged in a hierarchy. This helps us to understand why people can hold one opinion yet act in a way that appears to be contrary to that opinion. So, whilst our traveller may prefer a form of transport that allows him to travel when he wants to (e.g. a car), he may have a construct that he values more highly such as the environment should be protected -v- the environment is there to be used. If his preferred pole on that construct is the environment should be protected, he will be likely to choose a more environmentally-friendly form of transport for his usual mode of getting about (e.g. trains), despite his liking for travelling exactly when he wants to. Of course, as we know, the contrary may also be the case. He may prefer both that the environment be protected and forms of transport which allow him to travel when he wants to, however if in his construct system travelling when he wants to is more important than protecting the environment, he may walk straight to his car when he wants to make a journey.

8.15 Personal construct psychology has its own particular methods to help us understand why people make the decisions they do and to unravel the complexities surrounding the decisions that people choose to make. For instance, following on from the above example, why is protecting the environment less important to some people than being allowed to travel when they want to?

**Questionnaire Surveys**

8.16 At each school pupils and parents took part in paper-based surveys. At most schools the pupils who took part in the paper-based survey were in the same year group as those who took part in the focus groups.

8.17 Parents of pupils who took part in the paper-based surveys were also sent surveys home via their children, to return to the research team via FREEPOST reply. Surveys are described in Table 2.
### Table 2  
**Survey descriptions**

<table>
<thead>
<tr>
<th>Survey</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class surveys – primary schools</strong></td>
<td>In primary schools class teachers carried out a survey of all pupils, registering the responses on one form.</td>
</tr>
<tr>
<td><strong>Individual pupil surveys – high schools</strong></td>
<td>In the high schools pupils took part in individual pupil surveys. At some schools these were completed in class and returned in bulk, at others pupils returned them with the parental survey using a Freepost envelope.</td>
</tr>
<tr>
<td><strong>Parent surveys – primary schools and high schools</strong></td>
<td>At all schools a sample of parents were given survey forms to complete and return. These were sent home with pupils and a Freepost envelope was provided. To encourage pupils and their parents to complete the survey, a prize incentive was allocated for each school.</td>
</tr>
</tbody>
</table>

8.18 In the statistical analysis of the questionnaire data, the Likert-type statements in the questionnaires were treated at rating scales and mean ratings for the whole sample of each variable and for the sub-groups of each variables, were calculated. The mean ratings for the sub-groups of variable were tested for statistically significant differences.

8.19 Another task in the questionnaires was asking participants to rank eleven issues relating to the decision about how a child travels to school in order of importance. Mean rankings for each issue were calculated for the whole sample for each variable and for the sub-groups of each variable. In regard to the sub-groups of the variables, the mean rankings given by them for each issue were analysed by a simple eyeball comparison of the mean rankings for each issue.

### Other Surveys undertaken in specific schools

#### Braes Secondary School

8.20 Two focus groups were run, one with twelve S2 pupils and another with twelve S5 pupils. Three facilitators led the groups. In both focus groups the procedure was the same:

1. The children were split into two ‘teams’ – a red team and a blue team. The children were allowed to self select which team they went into. In both focus groups all the boys went into one team and all the girls went into the other.

2. Each team was presented with a picture showing a particular mode of transport (e.g. a bus). One team was asked to think about reasons why it might be a good idea for children to travel by that mode and the other was asked why it might be a bad idea for children to travel by that means. The procedure was repeated for the other modes of transport under consideration: cycling; walking; train and car.

#### California Primary School

8.21 Two focus groups were run at this school both involving about 12 children. One for younger children and the other for older ones. The groups were led by two facilitators with a teacher also being in attendance.
8.22 The procedure used with the younger children involved drawing a simple picture of their most liked mode of transport and to include a background to the main subject. The children were then asked to think of things they liked and disliked about the mode of transport they had drawn and the other modes of transport. The older children were asked again to draw a simple picture of journey with a background. After completing the first drawing, the children were asked to draw the opposite scenario (using the same mode of transport). The children were then asked to compare the drawings and discuss the differences between them.

8.23 After consideration of the resources available to schools, and the results achieved in a research project undertaken with schoolchildren, the Internet chatroom approach to consultation that was originally proposed was not used. It was also felt that recent negative publicity about such systems would not be helpful in bringing schools into the research project.

8.24 The informal education sector was engaged through the consultation process. After initial investigation it was considered that no significant additional benefit would be gained from discussions with young people in such a setting.
CHAPTER NINE  CASE STUDY RESULTS

RESULTS OF DISCUSSION GROUPS

9.1 The results of the discussion groups are summarised here and provided in detail in Appendix 3 where details of the case study schools are also provided.

Primary Schools

9.2 Children at primary school level were generally enthusiastic about walking and cycling and recognised the health and environmental benefits of these modes. These modes provided them with personal freedom, independence, ability to explore their surroundings alone and with friends, and also provide fun. These modes allowed travel for its own sake as well as for specific journey purposes. This was generally the case across both genders. In almost all cases, there was latent demand for making more specific journeys by bike, especially for boys. Limitations were parental choice related to safety and timing/convenience and also school influence over cycling policy and storage facilities. This was the case from urban environments right through to remote rural locations.

"We got excited because the council installed what we thought were bike stands, but they were just for storing wheelie bins." - P7 Pupil

9.3 Children at this age were generally positive about buses, and understood and enjoyed the benefits of convenient local travel, either alone or with parents/friends. Many comments were critical of the condition/cleanliness of buses, but some seem resigned to the fact this is "just how buses are". Interestingly, at this age, and especially for new vehicles, buses are seen as fun, "cool" and attractive.

9.4 The benefits of cars are understood widely especially in terms of convenience, speed and comfort. Overall, however, a negative view of cars came through from discussion. They were seen as restrictive and boring to this age group, and other factors such as pollution, congestion, parking and costs were widely recognised without prompting.

Secondary Schools

9.5 For older children, priorities and perceptions were substantially different. Overall, buses were seen as reliable, cheap and convenient, and were widely used. Suggestions for improvements that were provided indicated the experience of these children as regular users. Older children especially suggested that running times could better suit their travel needs for work, socialising etc., and help them reduce dependence on others for lifts. School buses were generally unpopular, for reasons of noise, disturbance, vehicle quality and driver attitude.

9.6 Attitudes to walking were generally favourable, and again there were good levels of understanding of health and environmental benefits. The ability to mix with friends, for example, on the journey to school was important, especially for girls. Getting fresh air and ‘waking up’ before school was also important.
9.7 Levels of cycling were much lower in secondary school pupils and attitudes less positive, especially with increasing age. There was some suppressed demand, even amongst girls, but stronger peer pressures and the perception of fashion/"coolness" is obviously a very strong factor at this age and has a much wider influence than just transport choices. Some suppressed demand was evident in boys, who had concerns over bike security, especially for more expensive machines.

9.8 Children at secondary school had considerable experience of using cars, mainly as passengers, and could provide plenty of personal advantages in their use. There was however a very wide understanding of the negative effects in terms of pollution and congestion. These views were held more strongly in urban and suburban areas. In rural areas, there was an understanding that the car was a virtual necessity for making many journeys, and there were no unrealistic calls for unsustainable bus services in these areas. Virtually all the pupils involved in discussion considered the car to play a key role in their future travel as an adult, and for older individuals the future ability to drive was a very widespread, and a relatively unquestioned desire.

9.9 For older pupils, independence was a key factor in their travel decisions, with a general desire to reduce reliance upon parents and others for lifts. Public transport, including to a lesser degree taxis, were seen as beneficial in this regard, but overall opinion that this was a sub-optimal solution to be endured until car use or ownership could be secured.

The influence of school activities and whole-school approaches

9.10 The choice of schools for case studies was led by a desire to evaluate the effect of certain whole-school approaches to certain issues, and to consider their influence on pupils' attitudes.

9.11 Transport issues are not commonly tackled in many Eco School or Sustainable Secondary School approaches. Often the focus will be on more tangible activities that generate interest in (or arise from) pupils such as waste, recycling, water and energy. At two primary schools, whole-school approaches appeared to be more successful in establishing knowledge and attitudes in young people than comparable schools. A primary school in Edinburgh, with a strong focus on road safety that pervades the whole school year and many activities, showed children who were very aware of road safety issues and their importance to their daily lives. An Eco School in Uddingston had included transport within their general activities and reinforced messages in the classroom with other activities, displays, special events and parental involvement. The children here displayed a greater understanding of the wider benefits and disbenefits of their (and their parents') transport choices than was apparent at other schools.

PCP Groups

9.12 The groups at California PS and Braes HS enabled the following bi-polar constructs to be identified when considering transport choices.

9.13 Table 3 shows the constructs which first appear in the P4 group and seem to retained right up to S3 and, from the literature review also appear to be commonly used by adults.
Table 3  Key bi-polar constructs identified throughout all age groups

<table>
<thead>
<tr>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets you to where you want to go</td>
<td>Only takes you nearby</td>
</tr>
<tr>
<td>Go when you want to</td>
<td>Go when the bus/train wants to</td>
</tr>
<tr>
<td>Do not have to stop all the time</td>
<td>Stops at bus stops</td>
</tr>
<tr>
<td>Can go to most places</td>
<td>Can only go to some places</td>
</tr>
</tbody>
</table>

9.14 In the younger (P4 and P6/7) groups fun - boring seemed to be an important construct used about travel, possibly because modes of transport are more imposed than chosen for this younger age group. Cycling, in particular, seemed to be construed as fun by the younger children but not by the majority of older ones.

9.15 The construct of cool -v- not cool first comes to light in the P6/7 group, and indicates an early recognition that transport is more than just about getting around. Cool -v- not cool is a very social construct - it is not just about how I feel about something (my personal experience) it is about how I think others might see me. It was also noticeable that ideas about enjoying the travelling experience were rather lacking in an S3 group - until the discussion moved on to the notion of acquiring driving licences.

9.16 Even though a particular construct used by the younger children in their groups did not come up in an older group, that does not mean it is not still in use, but it might suggest that it is not a very important construct at a later age.

9.17 The S3 group used quite a few very 'sensible' constructs such as can carry a lot -v- can't carry much; has bike racks -v- does not have bike racks; safe -v- risky; tables to work on -v- no work surface and were also using constructs about cost and health, which shows that they are becoming more sophisticated in how they construe transport. They also used a construct about how other people might experience a particular mode of transport i.e. old people might trip over because pavements in poor repair. Knowledge about pollution and the environmental impact of cars was also quite sophisticated at the S3 age level, suggesting that they do take these things on board when they are taught about them at school. Constructs relating to traffic congestion; energy efficiency and exhaust emissions all came up.

9.18 Even at an early age, it seems that there is an awareness of the benefits of car use and that quite quickly the fun element of riding bikes is replaced by the downsides of cycling - getting wet; slow speeds and risk of theft.

9.19 Interesting social constructs appeared in the S3 age group: independent -v- need someone else to take you and can go with friends -v- loner. Further research would be useful in establishing to what extent these constructs are important in later years and how they are used. For instance whilst going by car without friends, rather than walking with them, might indicate a loner at S3 level, it may be that for a 19 year old getting about by car is the norm and they would be seen as a loner without one.
QUESTIONNAIRE SURVEYS - SECONDARY PUPILS

9.20 After undertaking pilot discussion groups to establish key issues concerning children's attitudes to sustainable transport, a questionnaire survey was distributed, via four schools, to secondary pupils. A total of 367 were received. It is not possible to calculate a precise response rate as the research team had no direct control over distribution (undertaken by school staff) but it is estimated that about 600 questionnaires were issued to schools giving a response rate of around 60%. The survey questionnaire is included in Appendix 4.

9.21 For the purposes of analysis, the four secondary schools were subdivided into rural (schools in Dumfries and Galloway and Highland) and urban (schools in Edinburgh and Falkirk). This simple classification is considered suitable for consideration of the data that were collected.

9.22 Basic demographics of responses are shown in Table 4.

### Table 4  Age/gender of responses

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>52</td>
<td>52</td>
<td>104</td>
</tr>
<tr>
<td>S2</td>
<td>39</td>
<td>48</td>
<td>87</td>
</tr>
<tr>
<td>S3</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>S4</td>
<td>52</td>
<td>35</td>
<td>87</td>
</tr>
<tr>
<td>S5/S6</td>
<td>28</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>184</td>
<td>183</td>
<td>367</td>
</tr>
</tbody>
</table>

### Attitudes to Modes

9.23 Respondents were asked their usual means of travelling to school and their preferred means. Results are summarised below:

### Table 5  Usual and preferred means of school travel

<table>
<thead>
<tr>
<th>Usual means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>37%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Bike</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>7%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>School Bus</td>
<td>38%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Car</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Bike</td>
<td>9%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>School Bus</td>
<td>37%</td>
<td>32%</td>
<td>41%</td>
</tr>
<tr>
<td>Car</td>
<td>24%</td>
<td>23%</td>
<td>24%</td>
</tr>
</tbody>
</table>

9.24 Walking and school buses are the most common forms of transport. High cycling and walking levels amongst boys is balanced by greater public transport use by girls.
9.25 In terms of preferred means, more pupils want to use their bikes for the school journey than actually do, especially amongst boys. Reasons given for not cycling are exemplified by the following:

- Bike could get vandalised
- Cannot take my bike as it is not a cool bike
- Bike rack is not safe enough
- Not allowed to take bike

Others would prefer to travel by car. Reasons given for the preference include:

- Car looks better, I prefer cars
- Don’t like walking
- Buses too noisy and slow, bus is dirty or late
- Car more comfortable and faster
- I could get up later, I am too lazy

For those preferring a school bus, reasons centre on:

- Walking is tiring and I would like to be with my friends
- Friends go on bus
- Bored of taking car
- So I don’t have to pay for bus fare
- Bus is fun

9.26 Respondents were asked how they would prefer to travel when older. The overwhelming majority cite the car as their chosen mode, as detailed below. There is greater acceptance of alternative modes amongst boys.

<table>
<thead>
<tr>
<th>Preferred means</th>
<th>Total</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Bike</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Bus</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Train</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Car</td>
<td>88%</td>
<td>85%</td>
<td>90%</td>
</tr>
</tbody>
</table>

9.27 Respondents were asked to rate different forms of transport as being "cool/ trendy" and therefore potentially fitting their lifestyle, or not "cool/ trendy". For all pupils, the car and train are seen as most acceptable, with taxis and cycling the least popular. For boys, the acceptability of cycling is substantially greater than for girls. Buses and walking are viewed with much greater regard by girls.

<table>
<thead>
<tr>
<th>Walking</th>
<th>Cycling</th>
<th>Car</th>
<th>Train</th>
<th>Bus</th>
<th>Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>52%</td>
<td>40%</td>
<td>79%</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>Boys</td>
<td>46%</td>
<td>49%</td>
<td>73%</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Girls</td>
<td>58%</td>
<td>31%</td>
<td>85%</td>
<td>65%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Table 8  Proportion ranking Modes as not "Cool/ Trendy" by gender

<table>
<thead>
<tr>
<th></th>
<th>Walking</th>
<th>Cycling</th>
<th>Car</th>
<th>Train</th>
<th>Bus</th>
<th>Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>40%</td>
<td>54%</td>
<td>15%</td>
<td>34%</td>
<td>40%</td>
<td>52%</td>
</tr>
<tr>
<td>Boys</td>
<td>45%</td>
<td>44%</td>
<td>20%</td>
<td>40%</td>
<td>49%</td>
<td>59%</td>
</tr>
<tr>
<td>Girls</td>
<td>36%</td>
<td>64%</td>
<td>10%</td>
<td>27%</td>
<td>32%</td>
<td>45%</td>
</tr>
</tbody>
</table>

9.28 When considering the responses by year group, there is a pronounced dip in the potential acceptability of walking and cycling for years S3 and S4 (ages 14-16), but some recovery is gained for older pupils. Bus popularity declines with age, whereas the opposite is true for trains and taxis.

Table 9  Proportion ranking Modes as "Cool/ Trendy" by year group

<table>
<thead>
<tr>
<th>Yr</th>
<th>Walking</th>
<th>Cycling</th>
<th>Car</th>
<th>Train</th>
<th>Bus</th>
<th>Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>53%</td>
<td>40%</td>
<td>78%</td>
<td>50%</td>
<td>66%</td>
<td>28%</td>
</tr>
<tr>
<td>S2</td>
<td>69%</td>
<td>45%</td>
<td>76%</td>
<td>56%</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>S3</td>
<td>28%</td>
<td>36%</td>
<td>76%</td>
<td>48%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>S4</td>
<td>33%</td>
<td>23%</td>
<td>78%</td>
<td>53%</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td>S5/6</td>
<td>66%</td>
<td>56%</td>
<td>88%</td>
<td>73%</td>
<td>41%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Table 10  Proportion ranking Modes as not "Cool/ Trendy" by year group

<table>
<thead>
<tr>
<th>Yr</th>
<th>Walking</th>
<th>Cycling</th>
<th>Car</th>
<th>Train</th>
<th>Bus</th>
<th>Taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>43%</td>
<td>56%</td>
<td>19%</td>
<td>44%</td>
<td>28%</td>
<td>67%</td>
</tr>
<tr>
<td>S2</td>
<td>27%</td>
<td>51%</td>
<td>21%</td>
<td>37%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>S3</td>
<td>52%</td>
<td>52%</td>
<td>12%</td>
<td>32%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>S4</td>
<td>53%</td>
<td>66%</td>
<td>9%</td>
<td>28%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>S5/6</td>
<td>31%</td>
<td>41%</td>
<td>9%</td>
<td>20%</td>
<td>53%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Information

9.29 The source of information about the benefits of using buses, walking or cycling was questioned. The responses shown below indicate the importance of parents, the media but also schools (lessons and other group activities) in providing information on these modes.
Table 11  Sources of information on benefits of public transport, walking and cycling

<table>
<thead>
<tr>
<th>Source</th>
<th>Proportion of total who have received information from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>38%</td>
</tr>
<tr>
<td>Assemblies</td>
<td>35%</td>
</tr>
<tr>
<td>Media</td>
<td>34%</td>
</tr>
<tr>
<td>Friends</td>
<td>34%</td>
</tr>
<tr>
<td>Lessons</td>
<td>31%</td>
</tr>
<tr>
<td>Visits</td>
<td>17%</td>
</tr>
<tr>
<td>School Display</td>
<td>15%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>12%</td>
</tr>
<tr>
<td>Travel Events</td>
<td>12%</td>
</tr>
<tr>
<td>Drama</td>
<td>6%</td>
</tr>
<tr>
<td>Website</td>
<td>5%</td>
</tr>
</tbody>
</table>

9.30 The effectiveness of information in understanding issues and in changing behaviour is indicated below. While most agreed that information helped them understand, a lower proportion indicated that it promoted an occasional change in their behaviour.

Table 12  Has this information helped you to understand the issues better, for example how walking is better for your health?

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>A little</td>
<td>43%</td>
<td>38%</td>
<td>48%</td>
</tr>
<tr>
<td>No</td>
<td>17%</td>
<td>20%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Table 13  Has the information made you change how you travel?

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>No</td>
<td>47%</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>Already walk, cycle, use bus</td>
<td>37%</td>
<td>31%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Factors Important in Travel Decisions

9.31 In order to establish the features of travel to school that are important to young people, and therefore establish the foundations of their definition of sustainable transport, the journey to school was chosen as a common journey. This is because all young people make this journey with regularity and can therefore discuss it with greater certainty. Additionally, this journey is also closest in nature to that likely to be taken by the respondents as future commuting adults, where modal shift policies and initiatives are now being targeted. Results are shown in the following figure, highlighting differences by gender.
Whole Group

9.32 Secondary school pupils rank *protection against the weather* 2nd in importance, with *gets me there on time* as the most important issue in deciding how they would like to make their journey to school. *Healthy exercise* is ranked 4th in importance, whilst *goes from door to door* is ranked as the least important issue in making the decision (11th).

9.33 They rank the issue of good for *the environment* only 10th (out of a possible 11) when compared with other issues in deciding how they would like to travel to school.

9.34 This group is not really sure whether the risks of stranger-danger and road accidents make it unsafe to cycle or walk to school. However they rank the risk of stranger-danger as 3rd in importance in the list of issues they were asked to rank in order of importance in deciding how they would like to make their journey to school. The *risk of road accidents* is only ranked 7th.

Gender of Child

9.35 Major differences between the genders are evident in cost and health (boys ranking these higher) and travelling with friends which was viewed by girls with greater importance. Other messages are likely to be viewed equally by all.
Age Group

9.36 Considering the age of respondents throughout the secondary school years, general patterns remain similar, although the importance of weather, length of journey and door-to-door aspects indicate an increasingly "adult" perspective on travel expectations, as these move up the importance scale. Perceptions of hazards from strangers and road accidents decline with age.

Location of School (Urban/Rural)

9.37 Cost of journey is ranked 4th in importance by urban dwellers but only 9th by pupils living in rural areas, potentially indicating higher levels of affluence. Both sub-groups rank gets me there on time (punctuality) first in importance, with protection from the weather being 2nd in importance for urban dwellers and 3rd in importance for rural dwellers. For pupils living in rural areas rank lets me travel with my friends is more important than those in urban areas, indicating reduced frequency of contact.

Importance of Specific Issues

9.38 To further understand the importance of the issues arising from preliminary discussion groups e.g. on health, safety, environment, respondents were asked to provide their agreement, on a 5 point Likert scale with the following statements. Similar statements were used in parent surveys to enable comparison.

- I get most of my views about different types of transport from my parents
- Protecting the environment is more important than being allowed to use the type of transport you prefer
- It is not safe for children to cycle or walk to school because of the risk to them of being involved in a road accident
- It is not safe for children to cycle or walk to school because of the risk of "Stranger Danger"
- Children who walk or cycle to school will usually be fitter and healthier than those who travel to school by bus or car
- People who use cars instead of public transport tend to cause more harm to the environment
- People should use public transport instead of cars to help reduce congestion on our roads

9.39 Results for all respondents are shown below.
9.40 Respondents were generally neutral on the road safety and stranger risks, as well as balancing the environment with personal choice. They were in greater agreement with congestion, environmental pollution and health messages, indicating that these concerns are being communicated to young people with some effectiveness. On average, the group is not convinced that its views about different types of transport come from parents, indicating perhaps that the media and the school have an important input here.

9.41 When girls and boys are compared, there are few differences, and none statistically significant. There is greater concern for environmental aspects of transport evident from girls, whereas boys are more aware of the importance to health of walking and cycling. These findings may assist in gender targeting of awareness information. There are statistically significant differences (at 95% confidence level) between some responses received in the urban and rural schools. Urban children are more likely to get views about transport from their parents, and also consider walking and cycling to school as unsafe. There was also a greater level of importance attached to environmental protection in rural areas.

9.42 When considering the age of respondents, there was increasing concern over environmental issues and the effects of congestion with age, potentially indicating the cumulative effect of continued exposure to these kinds of messages. There was a similar but downward trend of agreement with the importance of mode choice for health, although the mean for S5/S6 pupils still indicates agreement with this statement.
CONSIDERATION BY SCHOOL

9.43 The results received from each of the four secondary schools involved in this survey are considered.

Table 14 Secondary schools involved in questionnaire survey

<table>
<thead>
<tr>
<th>School Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braes High School, Falkirk</td>
<td>A fully comprehensive six year school (roll: 850) situated in the Reddingmuirhead area of Falkirk, in Scotland's central belt. The school opened in August 2000, following a move from a site in the centre of Falkirk.</td>
</tr>
<tr>
<td>Currie High School, Edinburgh</td>
<td>A large community school (roll 948) based in the Edinburgh suburb of Currie. It is one of six schools in Scotland taking part in the Sustainable Secondary Schools Pilot Scheme. The school is a registered Eco-School.</td>
</tr>
<tr>
<td>Dalbeattie High School, Dalbeattie</td>
<td>A smaller high school (roll: 377) in the rural town of Dalbeattie, Dumfries and Galloway. The school has been successful in D&amp;G's Eco Schools scheme, led by a pupil-based group, and has focused on waste minimisation and recycling. No specific action on transport has been taken.</td>
</tr>
<tr>
<td>Farr High School, Bettyhill, N. Sutherland</td>
<td>Farr High School is one of the smallest secondary schools in Highland Council but has a catchment area of 531 square miles - one of the largest and most remote for any school in Britain. Roll: secondary - 87; primary - 46. Farr High School is a combined school with both primary and secondary departments.</td>
</tr>
</tbody>
</table>

9.44 At Braes and Dalbeattie, there is considerable suppressed demand for cycling as a mode of travel to school. In the remote rural region around Farr, almost all are content with their mode of travel. At Currie there is greater reliance on public buses, but also a significant desire to shift to car travel.

9.45 At schools where school bus use was higher (Braes and Farr), there was a much greater likelihood of buses being considered "cool". This could be associated with the personal freedom/independence that is associated with school bus travel. This same mode also attracts criticism for cleanliness, conditions of vehicles and drivers however. Cycling and walking are seen as the least popular in rural areas, except by boys in Dalbeattie where the quieter environment made cycling potentially more attractive. At Currie, where bus services are frequent, walking is also not regarded highly.

9.46 The ranking of factors associated with the school journey highlights interesting differences between the schools.
Table 15  Ranking of issues by school

<table>
<thead>
<tr>
<th>Most Important</th>
<th>Currie</th>
<th>Braes</th>
<th>Dalbeattie</th>
<th>Farr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>On time</td>
<td>On time</td>
<td>On time</td>
<td>Weather Protection</td>
</tr>
<tr>
<td>Urban</td>
<td>Length of journey</td>
<td>Stranger Danger</td>
<td>Healthy exercise</td>
<td>On time</td>
</tr>
<tr>
<td>Urban</td>
<td>Where and when I want</td>
<td>Weather Protection</td>
<td>With friends</td>
<td>Where and when I want</td>
</tr>
<tr>
<td>Urban</td>
<td>Weather protection</td>
<td>Cost</td>
<td>Healthy Exercise</td>
<td>Length of journey</td>
</tr>
<tr>
<td>Urban</td>
<td>Cost</td>
<td>Healthy Exercise</td>
<td>Risk of Accident</td>
<td>Stranger Danger</td>
</tr>
<tr>
<td>Urban</td>
<td>Healthy Exercise</td>
<td>Risk of Accident</td>
<td>Stranger Danger</td>
<td>Risk of accident</td>
</tr>
<tr>
<td>Urban</td>
<td>With friends</td>
<td>With friends</td>
<td>want</td>
<td>With friends</td>
</tr>
<tr>
<td>Urban</td>
<td>Risk of accident</td>
<td>want</td>
<td>Risk of accident</td>
<td>Length of journey</td>
</tr>
<tr>
<td>Urban</td>
<td>Stranger Danger</td>
<td>Length of journey</td>
<td>Cost</td>
<td>Door to door</td>
</tr>
<tr>
<td>Urban</td>
<td>Good for</td>
<td>Good for</td>
<td>environment</td>
<td>environment</td>
</tr>
<tr>
<td>Urban</td>
<td>Door to door</td>
<td>Door to door</td>
<td>Door to door</td>
<td>Healthy exercise</td>
</tr>
<tr>
<td>Urban</td>
<td>Good for</td>
<td>environment</td>
<td>Door to door</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Least Important</td>
<td>Good for</td>
<td>environment</td>
<td>Door to door</td>
</tr>
<tr>
<td>Urban</td>
<td>Environment</td>
<td>Door to door</td>
<td>Door to door</td>
<td>Healthy exercise</td>
</tr>
</tbody>
</table>

QUESTIONNAIRE SURVEYS - SECONDARY PARENTS

9.47 In parallel with surveys undertaken by pupils, parents/guardians of these pupils also received a survey questionnaire for completion. The structure and content of this survey is similar to that of the pupil example, allowing for exploration of the importance of parental influence on children's attitudes and behaviour. Parents were asked to respond with answers to the one child that had provided the questionnaire.

9.48 A total of 82 responses were received, but again direct control of distribution was in the hands of schools and therefore no accurate picture of response rate can be drawn. An estimate of around 14% can be based on the approximately 600 questionnaires that were distributed.

9.49 In terms of demographics of response, four-fifths of responses were received from female parents, and 9 out of 10 respondents were aged 37 or more. Similarly high levels of respondents indicated the car as their primary mode of travel, either as a passenger or driver. As second choice mode, a wide range of modes was given.

9.50 Parents were asked to write in their child's mode of travel to school and their perceived preferred mode, without asking the child. These results mirror those of the pupils, with parents believing that greater car use is desired, especially amongst girls, and greater bike use by boys.
Table 16    Usual and perceived preferred means of school travel, by gender of child

<table>
<thead>
<tr>
<th>Usual means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>42%</td>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>Bike</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>17%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>School Bus</td>
<td>27%</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td>Car</td>
<td>13%</td>
<td>11%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>25%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Bike</td>
<td>8%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>9%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>School Bus</td>
<td>28%</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>Car</td>
<td>30%</td>
<td>27%</td>
<td>33%</td>
</tr>
</tbody>
</table>

9.51 The reasons provided on why the preferred mode is not used are listed below. Most centre on the speed, convenience and comfort of the car, but also hint at the image and personal freedom of the car. For boys, bike security and road safety are specific issues. 57% of parents stated that their child's mode of travel to school was their choice. The average age for children to make their own decision was around 15 ½ years.

Table 17    Reasons for non-use of preferred mode

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus takes a long time</td>
<td>Disruption on school bus</td>
</tr>
<tr>
<td>Bus unreliable and doesn't go direct to school</td>
<td>No secure bikes area at school, roads too busy</td>
</tr>
<tr>
<td>Lazy, keep dry</td>
<td>Speed - can get up later</td>
</tr>
<tr>
<td>More time in morning</td>
<td>Safer, quicker, more personal</td>
</tr>
<tr>
<td>Car looks better, more comfortable</td>
<td>Security of bike</td>
</tr>
<tr>
<td>More secure with friends</td>
<td>Car saves energy</td>
</tr>
<tr>
<td>Unless weather is bad</td>
<td></td>
</tr>
<tr>
<td>Not always someone available to take her to school</td>
<td></td>
</tr>
<tr>
<td>She misses me having a car</td>
<td></td>
</tr>
<tr>
<td>Roads not safe, security of bike at school</td>
<td></td>
</tr>
</tbody>
</table>

9.52 Parents were asked about information that they had received about using different forms of transport e.g. using the car less and walking more, or using public transport. The majority had not received any information, and of those that had, most received it through TV, radio and printed media. The influence of secondary school children in providing information to their parents was considered to be low.
Table 18  Numbers of respondents receiving transport choice information and where it had promoted change

<table>
<thead>
<tr>
<th>Source</th>
<th>Where did information come from?</th>
<th>Did it make you change what you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(total = 64 responses)</td>
<td>(total = 8 responses)</td>
</tr>
<tr>
<td>No, have not had information</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td>TV or Radio</td>
<td>22%</td>
<td>38%</td>
</tr>
<tr>
<td>National campaigns e.g. &quot;Learn to let go&quot;</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Leaflets and posters</td>
<td>9%</td>
<td>50%</td>
</tr>
<tr>
<td>Newspapers or Magazines</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Children, who got it from school</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Children, who got it from other places</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Friends and colleagues</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Internet</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

9.53 The results of the ranking exercise are shown below. Perceptions of environmental factors seem to be broadly the same for parents of secondary school children as for parents of primary school children.

Figure 4  Relative ranking of factors important in parents' decision over school journey

9.54 The whole group ranks stranger danger as the second most important issue in deciding how their child travels to school. They, like the primary school children parents, seem somewhat unsure as to whether stranger danger actually makes it unsafe for a child to walk or cycle to school. Once again, this suggests that though the issue is important the risk of anything happening is not perceived as being particularly high. This seems to be borne out by actual behaviour – most of the children of these parents walk or cycle to school.
9.55  *Gets them there on time* is ranked as the most important issue by parents and pupils with protection against the weather being ranked only 7th by parents, being rated much more importantly by pupils. Parents and pupils ranked healthy exercise with equal (high) importance, indicating that health promotion messages regarding walking and cycling are reaching both groups equally well.

9.56  Parents were also asked questions on issues such as health, safety, environment, congestion and choice, these being structured similarly to those asked of the children. Results are shown below, with 95% confidence limits of the mean scores.

**Figure 5  Agreement/disagreement with statements relating to transport choices**

![Figure 5](image)

Width of bars indicates 95% confidence intervals of the mean.

9.57  There were four statistically significant differences (at 95% confidence limits) in the mean ratings of secondary parents and pupils relating to the statements provide the following:
Table 19 Differences between parent and child ratings

<table>
<thead>
<tr>
<th>Statement</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get most of my views about different types of transport from my parents.</td>
<td>Parents seemed slightly more sure that this was the case than pupils.</td>
</tr>
<tr>
<td>It is not safe for children to cycle or walk to school because of the risk to them of being involved in a road accident.</td>
<td>Pupils were not sure whether this was the case or not, but parents were slightly in agreement with the statement, on average.</td>
</tr>
<tr>
<td>Children who walk or cycle to school will usually be fitter and healthier than those who travel to school by bus or car.</td>
<td>Parents were considerably more in agreement with this statement than pupils.</td>
</tr>
<tr>
<td>People should use public transport instead of cars to help reduce congestion on our roads</td>
<td>Whilst the difference in mean ratings for the two sub-groups was statistically significant the difference in the means was not great, both sub-groups on average agreeing somewhat with the statement.</td>
</tr>
</tbody>
</table>

9.58 There were also differences expressed between parents of girls and of boys. Parents of girls rated environmental protection more highly (as do girls themselves generally), and also the importance of stranger danger. Parents of boys considered the health benefits of walking statistically more important than parents of girls.

Primary Parents

9.59 Parents of primary children at schools where discussion groups and other activities were carried out were asked to complete questionnaires identical to those for secondary parents.

9.60 Demographics of responses were similar, but with a higher proportion of younger parents as would be expected and an even higher proportion of female parents completing the response. A total of 108 responses were received.

9.61 High numbers of primary school parents cited walking as their primary or secondary choice of mode of transport, perhaps indicating the walk escorting that they may undertake with their child. Over 90% of parents made the choice over their child's mode of travel to school, with the average age of responsibility for this decision being given as 11.5. This is significantly lower than the secondary parents' figure of 15.5 and perhaps indicates ambitious targets over the desired independence of their child.

9.62 High levels of walking to school are indicated by the results, with half the number again travelling by car. There is evidence again of suppressed demand for cycling, amongst boys and girls at this age (see Table 20).
Table 20  Usual and perceived preferred means of school travel, by gender of child

<table>
<thead>
<tr>
<th>Usual means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>62%</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>Bike</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>School Bus</td>
<td>7%</td>
<td>0%</td>
<td>16%</td>
</tr>
<tr>
<td>Car</td>
<td>30%</td>
<td>40%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred means</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>59%</td>
<td>57%</td>
<td>60%</td>
</tr>
<tr>
<td>Bike</td>
<td>13%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Public Bus/Train</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>School Bus</td>
<td>7%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Car</td>
<td>20%</td>
<td>20%</td>
<td>19%</td>
</tr>
</tbody>
</table>

9.63 With respect to information received on the relative benefits of different forms of transport, a similar picture emerges as with secondary parents with the major exception of information taken home from school by the child, which not only leads to the greatest recall (as exemplified by these results) but also provides potential impetus for behaviour change.

Table 21  Numbers of respondents receiving transport choice information and where it had promoted change

<table>
<thead>
<tr>
<th>Source</th>
<th>Where did information come from? (total = 130 responses)</th>
<th>Did it make you change what you do? (total = 14 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, have not had information</td>
<td>26%</td>
<td>43%</td>
</tr>
<tr>
<td>TV or Radio</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>National campaigns e.g. &quot;Learn to let go &quot;</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Leaflets and posters</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Newspapers or Magazines</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>My Children, who got it from school</td>
<td>30%</td>
<td>43%</td>
</tr>
<tr>
<td>My Children, who got it from other places</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Friends and colleagues</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Internet</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Other: Bus company, general environmental issues, own beliefs</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

9.64 The results of the ranking exercise show similar results to those for secondary parents, with the exception of exercise which is joint equal in importance with punctuality with regards to the school journey. For parents of girls, the perceived risk of "stranger danger" has the highest priority for this sample of parents.

9.65 Responses to the statements about different aspects of transport choices highlight a similar pattern to that of secondary parents, but with stronger views. For example, the health benefits of walking and cycling are seen more clearly by primary parents, as well as statements relating to the environment. Interestingly also, there was more disagreement with statements relating to stranger danger and road safety, potentially related to parents accompanying their children at this age, although this is by no means universal.
9.66 Variations in responses between the primary schools are generally small, but with noticeable local factors. For example in a more affluent Edinburgh suburb, factors such as independence, exercise, children being with friends, and the environment were more important than the norm. In urban Hamilton, stranger danger concerns were particularly high. Environmental concerns related to transport have a positive relationship with affluence, and a negative one with increasing rurality.

9.67 There was no significant patterns of parental attitudes related to whole-school programmes, such as road safety activities, eco-schools, or active primary schools. The messages delivered to children were not resulting in significant shifts in attitudes by parents, at the level of analysis that was undertaken. This tentative finding did arise from the discussion and interview work, however.

9.68 The primary parents, and to a certain extent the secondary ones, as a whole agree somewhat that people who use their cars rather than public transport tend to cause more damage to the environment and also that protecting the environment is more important than being allowed to use the type of transport you prefer and that people should use public transport instead of cars to help reduce congestion on our roads. However, when asked to rank order issues relating to deciding the how their child should travel to school, they only place the environment 9th (out of 11 items) in order of importance, where the most important item is ranked 1st. It would appear from this that though the group agrees that public transport is more ‘environmentally friendly’ than car use, they probably don’t seem to think it is a very important issue when placed in the context of related issues such as gets them there on time, healthy exercise and stranger danger.
There is nothing odd about this when viewed in personal construct theory terms. In personal construct theory it is acknowledged that people will have sub-systems of constructs (issues) that can happily co-exist, even though they appear on the surface to conflict. In the present context one might hypothesise that whilst people agree that the environment should be protected and that cars are damaging to it, when that ‘concern for the environment’ sub-system is put against their ‘travel’ sub-system, the latter takes precedence and issues about the environment take a back seat.

**CONCLUSIONS - DEFINING SUSTAINABLE TRANSPORT**

The approach to the research carried out was to not begin with a fixed definition of sustainable transport, but to establish how young people define it in their own words/actions. The main factors that young people wanted to discuss were: time, cost, health, safety, environmental issues independence and condition of each mode of transport. Discussion of these issues led to discussion about the most appropriate form of transport for each journey and what factors should be taken into account when making that decision.

Some of the factors, chosen by the pupils as important, relate closely to the three facets of sustainable development – economy, society and environment. The quantitative surveys allow additional tentative conclusions to be made.

**Cost**

There were mixed views as to whether public transport was affordable, although most children said that trains were expensive. This is probably partly due to the different locations of the focus groups. Most pupils associated car travel with expensive running costs and often added the cost of parking, although they also made the point that these costs are borne by the parent whereas they often have to pay for their own use of public transport. Most pupils associated cycling and walking with being free or low-cost.

Several recommendations were made in relation to cost. These included providing price information at bus stops; reducing the frequency of fare increases; making bus travel free to under-16s. Certain types of ticket were felt to encourage bus use, including day tickets and cross-operator tickets, showing a certain sophistication in the understanding of transport systems.

**Environment**

Young people are generally very aware that their choice of transport can have an impact on the environment. Younger pupils were more aware of environmental issues than older pupils were, or at least more prepared to discuss them in front of others, and girls more so than boys. Most pupils were aware that cycling and walking had little impact on the environment and that cars polluted the environment. Some explained that although buses and trains also caused pollution, the fact that many people used them at once meant that the impact was less severe.
9.75 Pupils explained that they had gained their knowledge from a range of sources including curriculum work, assemblies, newsletters, parents, and television.

9.76 In the Eco-School where transport was high profile, pupils were very aware of the connection between transport and the environment. In the Eco-School where the transport topic had not been developed, the awareness was similar to other school. In one school the transport emphasis related more to accessibility to basic services because of the remote locality of the school. In the quantitative survey, there was increasing concern over environmental issues and the effects of congestion with age, potentially indicating the cumulative effect of continued exposure to these kinds of messages.

9.77 Whilst there seems to be acknowledgement of environmental issues, their actual importance when placed in the context of other issues relevant to deciding how a child gets to school is very low indeed, both for parents and secondary school pupils in the surveys. Nearly all groups and sub-groups participating in the survey consistently rank practical issues as more important issues. Punctuality (gets them there on time) is nearly always the most important issue - reflecting, perhaps, the importance that schools put on pupils arriving on time. In personal construct terms, attitudes (issues) ranked as of high importance are likely to be difficult to change. For instance, as punctuality seems to be so important to this survey population, it is highly unlikely that offering a means of transport to school that is unreliable (or perceived as such) is going to be taken up.

9.78 It seems that if environmental issues are to be considered as important then providers will need to focus more on basic practicalities - If they do, there is some indication that children will greet the changes favourably.

9.79 These results suggest that there is no underlying aversion to 'environmental friendliness'. A certain lack of certainty about the issue, possibly due to a lack of specific knowledge, may be present. However, environmental issues - to the extent that they were explored in this survey, seem to be low in importance as factors in the decision-making process relating to journeys to school, practical considerations being much more to the fore.

**Health**

9.80 Most pupils associated walking and cycling with health benefits, including exercise and fresh air. Some referred to the benefits to their mental health e.g. relaxing with friends, winding down after a day at school. The level of knowledge was highest at schools which had actively promoted the health benefits of walking and cycling. Younger pupils spoke more about the health benefits of certain modes of transport than older pupils. Boys were generally more enthusiastic about health and fitness aspects, especially those resulting from cycle use. There was a concerning reduction with age of the importance of these health message.

9.81 Some pupils explained that their parents encouraged them to walk because of the associated health benefits, sometimes reinforcing this encouragement by refusing to take them by car to places which were nearby. When asked where they had learnt about the health benefits, they explained that it had come from a variety of sources including classroom work, their parents and also from first-hand experience.
Safety

9.82 When asked about the various modes of transport, pupils did not immediately associate any particular mode with being particularly safe or unsafe. When walking or waiting at bus stops older pupils were concerned about their personal safety at various locations, particularly for the urban groups.

9.83 At the school where there has been an emphasis on road safety education the pupils explained why they thought it was important to learn pedestrian and cycling skills. Along with pupils at other schools they felt that it was important to be equipped with the relevant skills.

9.84 A number of pupils said that they would like to see more cycle lanes (on-road and off-road) as they did not like fast traffic passing close to them when on their bicycles.

Choice, Independence & Social Aspects

9.85 For older pupils, independence is a relevant issue. Many explained that access to suitable transport that didn’t involve getting a lift from parents was important to them. Older teenagers didn’t appear to want to be dependent on their parents, and saw them as a potential embarrassment. They explained how relying on parents for lifts to places was inconvenient for both themselves and their parents and that walking, cycling and public transport all provided the advantage of independent travel.

9.86 Restrictions and barriers seemed to be more common in this topic than positive aspects. Lack of storage, risk of vandalism and parental/school restrictions limited cycle use.

9.87 Being with friends is particularly important for girls, especially in the mid-secondary age, and this aspect should be considered when promoting modes of transport, or reinforcing existing use.

9.88 Where school bus use is higher, indicating greater independence, there is less antipathy towards the bus, and potentially greater acceptance of this as suited to the teenage lifestyle.

9.89 For younger pupils the ‘fun’ element of each type of transport was more important, whilst trains are seen as attractive and "cool/ trendy" to be seen using as children get older. The attractiveness and fun of the bus in primary children declines steadily.

9.90 Parental influence is seen as key in providing information or guidance on public transport, walking and cycling. Only a third of secondary pupils stated that they received such information in the classroom. Information helped understanding of issues but has not lead to significant behaviour change, respondents reported.

Time

9.91 On the whole, for pupils living in urban areas public transport is quicker than the car, especially when factors such as needing to find time to park are taken into account. For
pupils living in more rural areas the buses are less frequent and often take circuitous routes, making the journey time much longer than it would be by car. Having said this, however, children still insisted that they would like the buses to serve more locations.

9.92 For local journeys, e.g. to the shops, to the park, walking and cycling were seen to be as quick as going by car, particularly as time isn’t wasted waiting for parents to take and collect them.

Parents' Perspective

9.93 The parents surveyed have a similar outlook on transport choices as their children. Their perception of desired travel mirrors that of children and the reasons and influencing factors overlap: convenience, image, time-saving, security. This highlights the strong influences that parents have on children's travel, and potentially vice versa.

9.94 Parents' perspective on the importance of environmental factors is as low as that of their children. They agree with the statements that cars are harmful to the environment and that people should use public transport to reduce congestion but are doubtful that protecting the environment is more important than being allowed to use the type of transport you prefer. However, they rank the environment only 8th in importance when compared with other issues in deciding how their child travels to school. Even where children are walking/ cycling to school it is not for environmental reasons.

9.95 Parents rated the health benefits of cycling and walking much higher than their children, but also had greater fears of road safety and "stranger danger" (especially parents of girls). Attempts to promote modal shift by influencing parents should focus on these aspects and not those of minimal importance. Around three fifths of the parents surveyed made the decision over their child's means of getting to school, and so the influence of parents on eventual behaviour (despite positive child attitudes) cannot be underestimated.

9.96 Primary parents receive much information from their offspring, from children, and although behaviour change was small, this source had the greatest effectiveness.

Summary

9.97 Reflecting the wider population, the balance of sustainability displayed by most of the young people was towards meeting the needs of the self, rather than of society or the environment. Young people are aware of wider issues, but these do not influence decision-making and behaviour.

9.98 Key constructs maintained by young people include: punctuality, practicality (weather, carrying equipment), ability to socialise, and avoid hazards. Cost and health aspects were also important but reduced with age.

9.99 The pupils who took part in the discussion groups explained that there are number of different factors which need to be taken into account when deciding how to travel, both to school and other destinations. This decision-making process is an important factor in the promotion of sustainable transport and encouraging reduced use of the car. Young people
seem aware that there are a number of options available to them and didn’t always choose the car as being the most suitable. Indeed, some pupils were quite critical of people who used the car for very short journeys. Many were aware of the issue of ‘appropriate transport’, i.e. choosing the most appropriate form of transport for the journey taking in the factors discussed above.
CHAPTER TEN DISCUSSION

INTRODUCTION

10.1 The survey work with young people suggested an increasing awareness of sustainability issues, especially amongst younger children. Generally, however, the impact on behaviour change appeared to be low. There was no specific antipathy towards particular modes of transport, but children’s preferences were amenable to change, on grounds of age, local culture and the type and condition of vehicles. Young people were likely to be influenced in the short term by these and other factors (including peer pressure) during the teenage years, but long-term understanding and attitudes were likely to be developed elsewhere.

THE ROLE AND INFLUENCE OF EDUCATION

Curriculum

10.2 In the survey work, pupils explained that they had learnt about the health benefits of walking and cycling through classroom work. Some pupils had also learnt about pollution from motor vehicles in school. However, the extent to which pupils had learnt about these concepts varied considerably. This supports the findings of the literature review that while opportunities exist for learning about sustainable transport, the extent to which these are taken up is often left to the teacher’s discretion.

10.3 Road safety was the main element of curriculum work that all pupils associated with learning about transport. Younger pupils were more aware of learning about environmental and health issues at school, and as pointed out by practitioners, primary schools were more suited to integrating these kinds of issues.

10.4 All young people were aware of issues relating to sustainable transport, but some were more able to make sustainable choices than others. Levels of knowledge appeared to be affected by level of input by the school, but everyone had some basic knowledge from a range of sources. The school was important in helping pupils learn and develop knowledge, and perhaps also put knowledge into practice. However, experts felt that responsibility for learning about sustainable transport should not stop at the school gate.

10.5 There were inconsistencies in the messages that young people received in relation to transport, chiefly the conflict between widely promoted messages reinforcing the status of the private car and messages about sustainable transport.

10.6 Education specialists identified the key educational process as being enabling young people to make decisions for themselves. Greater flexibility, reduced levels of testing and possibly an issue-based rather than subject-based curriculum were seen by some as the way forward.
Whole-School Approaches

10.7 Delivering an understanding of sustainable transport through education is one of the most important factors in achieving change in travel behaviour. Pupils need to have an understanding of the basic concepts in order to know why there are benefits and disadvantages related to various modes of travel. With an appropriate level of understanding they will be able to make more informed decisions. There is a risk, however, that if this is only delivered through the classroom young people will receive conflicting messages. Young people are very quick to see examples of inconsistency, for example when they learn about the importance of recycling in the classroom, only to discover that the school does not use recycled paper. Whole-school approaches can usefully reinforce what children learn in class.

10.8 The survey activities highlighted that children in committed whole-school programmes such as Eco Schools or Health Promoting Schools showed a deep understanding of relevant issues. Their higher levels of understanding and commitment, led by the school in a cross-curricular manner, were sufficient to affect everyday behaviour and influence their parents.

10.9 However, it is possible for schools involved in these whole school programmes to ‘skip’ the issue of sustainable travel. It is important therefore that schools are encouraged to include travel as an element of the wider initiative in which they are involved.

10.10 One way to do this might be through developing a School Travel Plan (STP), which could be linked into other relevant initiatives already taking place in the school. Headteachers could be encouraged to see the travel plan as a way of addressing other concerns and meeting general targets, rather than as an additional, separate initiative. For example, the development of an STP is an important step towards successful involvement in Safe Routes to Schools schemes. The implementation of soft measures as part of the STP and physical measures as part of SRTS can help address parental concerns about children and safer travel (Sustrans, 2003).

Informal Education Sector

10.11 The surveys and interviews indicated that the informal education sector had some role to play in promoting particular messages, such as environmental and community development.

10.12 The informal education sector appeared well placed to help with the delivery of key messages which were recognised as vital in the development of young people yet were dealt with only to a lesser extent within formal education. These included topics such as health education, citizenship, community safety, sustainable development or more local environmental issues. Transport was likely to be a key aspect of discussions with young people, as it was often cited as a major restricting factor and general concern. The informal sector may be to able to address these topics with teenagers outside the boundaries set by conventional school subjects, and set transport in the context of issues such as family, work, and health.
10.13 There may be scope for developing further guidance and resources for the informal sector. This could consist of material relating to young people’s travel needs as well as travel and transport activity needs within a wider context.

PARENTAL INFLUENCE

10.14 For many young people, the largest influence on their travel behaviour is their parents. Children might have positive attitudes towards sustainable travel, but if their parents are not signed up to the same agenda children will experience conflicts between their attitudes and what they can actually do individually. Any pro-environmental attitudes which once were strong may be lost as new habits take hold.

10.15 The focus group discussions showed that parental influence was important in encouraging young people to consider issues such as exercise and independence when making travel choices. Some parents encouraged their children to walk or cycle because of the associated health benefits. Parental support was also important in making such choices easier. Pupils referred to the fact that parents helped them to cycle or provided an important ‘back-up’ service, which made it easier for them to walk, cycle or use public transport.

10.16 There is a need for parents to be better informed of the issues related to the increasing number of journeys young people make by car. Parents are often misinformed about safety issues and many still feel that the safest option is to drive their children to school. How children do and might travel to school provides the basis for the experiences from which they will form their own attitudes. Therefore it is important to recognise the following:

- The health benefits of walking to school for both parents and their children. These could be tied in with the ‘Healthy Living’ campaign adopted by the Scottish Executive.
- Fitting School Travel Plan initiatives in with other lifestyle demands. Many parents are making other journeys after dropping off their children at school and there is a need to develop further initiatives to help address this, such as Park and Walk Schemes and Walking Buses. For older children, parents could be encouraged to drop off their children away from the school.
- Supporting parents through involving them with their children’s learning is an aspect of New Community Schools (NCS). If the school journey and road safety are addressed as part of NCS, parents are less likely to promote messages at home that conflict with what their children learn at school.
- One of the reasons for educating young people (as part of Learning for Life, National Priority Five) relates to the importance of making choices for themselves and others for when they become the decision-makers as they get older.

OTHER INFLUENCES

10.17 Work within the surveys using a personal construct psychology (PCP) approach highlighted the importance of certain constructs which strongly influenced attitudes toward certain modes and behaviours. For example, being "cool" or not by others is an important construct from the P6/P7 age group and is maintained throughout school years. Other social
constructs relating to group or solo activities are also important and appear to influence perception of bike use.

10.18 Young people are consumers and make choices like others in society based on their personal experiences. Those taking part in discussion groups were very vocal about specific issues that affected their transport choices, such as:

- The quality of buses that they used (both school and public) and their drivers;
- Behaviour on school buses;
- Bike storage facilities and cycling/walking routes;
- Public transport costs and information on costs.

10.19 Practical constructs (carrying equipment, safety, storage facilities) all came up in PCP work and indicated the importance of these aspects to young people as well as adults.

10.20 Young people can make the choice of sustainable transport, but only if it is made available to them, through the supply of appropriate services and infrastructure. As with everyone, the relative importance of factors affecting their choices will vary over time, and from one journey to another.
CHAPTER ELEVEN  CONCLUSIONS AND RECOMMENDATIONS

POLICY AND PROMOTION

11.1 There is a need to target children of different ages and genders, and parents of different ages, with specific messages that build on these groups’ priorities for and demands on transport, for example:

- Boys may be more responsive to health and fitness messages.
- Girls will be more open to the social aspects and opportunities of travel and, to a lesser degree, environmental concerns.
- Social contact during travel is more important in rural areas.
- Older children are more focused on practicalities such as journey time and flexibility, that are usually considered ‘adults’ concerns’.
- Attitudes towards bus travel are likely to be developed through experiences of school bus travel.
- Environmental messages are unlikely to be successful in promoting behavioural change, except with primary children and their parents.
- For boys, the acceptability of cycling is substantially greater than for girls.
- Buses and walking are viewed much more positively by girls.

11.2 Many schools are starting to consider how children travel to school and how their journeys can be improved, linking with issues such as health, environment and safety, and including School Travel Plan development. This requires significant levels of input by staff and pupils and it is important that this is recognised by others. The inspection process is one key way in which such recognition can happen, through the development of HMIE guidance, including "How good is our school?"

11.3 As in previous studies, young people identified a number of practical improvements that could be made to existing transport systems: cycle lanes, safer walking routes, bus fare information and more evening services, and more sympathetic, trained bus drivers.

SCHOOLS

11.4 There are a number of ways that schools can become involved in whole school initiatives which support learning about sustainable transport in its widest sense, including active travel e.g. Eco Schools and Health Promoting Schools.

11.5 Schools should be encouraged to include active and sustainable travel as an element of the wider initiatives that they take part in. One way to do this is to write a School Travel Plan as part of work they are already involved in.

11.6 As policy develops, however, including the recommendation that all schools should prepare a school travel plan (Scottish School Travel Advisory Group Report), there should be a growing recognition of the importance of STPs and the cross-sectoral benefits they provide to school life. This recognition could come through the inspection process and be linked with
other developments such as New Community Schools, Citizenship, and Health Promoting Schools.

11.7 Schools are required to address many issues, some of which are compulsory and some optional. The New Community Schools approach will be rolled-out to all schools in Scotland by 2007 and all schools will become Health Promoting Schools by 2007. It is important therefore that sustainable transport as part of the journey to school is addressed within these initiatives, possibly through the development of a School Travel Plan. Although initially, the emphasis will be on the journey to school, the learning process that children will undertake should enable them to transfer what they have learnt to other journeys that they make. Healthy and sustainable journeys have a strong link with theme two (teenage transition) of Improving Health in Scotland – the Challenge.

11.8 It is important to promote the links between different initiatives to avoid schools feeling overloaded. Encouraging healthy, sustainable transport through the development of a School Travel Plan is an important part of many initiatives including Eco-schools, Health Promoting Schools, Safe Routes to Schools and others.

INFLUENCING PARENTS AND COMMUNITIES

11.9 It is important to inform parents of the issues related to the increasing level of journeys made by car by young people, for example loss of independence and reduced opportunity for regular exercise. The hazards of walking and cycling should be set against the health risks of sedentary lifestyles, both for children and their parents.

11.10 Some parents need to be better informed of the mental and physical health benefits of walking to school for both themselves and their children. This could be tied in with the ‘Healthy Living’ brand adopted by the Scottish Executive.

11.11 School Travel Plan initiatives need to be aware of the demands reflected in parents' travel patterns and develop appropriate local initiatives.

11.12 Supporting parents by involving them with their children’s learning is an aspect of New Community Schools. If the journey to school and road safety are addressed as part of NCS, then parents will be less likely to teach their children messages which conflict with what they learn at school.

11.13 The problem of road safety is one of the main reasons parents give for their reluctance to allow their children to walk or cycle to school. Parents need to be informed about and involved in what their children are learning through new initiatives such as Streetsense if these concerns are to be addressed.

11.14 To improve acceptance and reduce conflicts, a "whole-community" approach to travel behaviour change is recommended, such as that investigated in the "Step Change" programme pilot. Common messages should be delivered in workplaces and via community organisations; through further, higher and lifelong education and other public services such as healthcare. This will also help reinforce the notion that schools are not solely responsible for delivering messages to young people.
CURRICULUM OPPORTUNITIES AND RESOURCES

11.15 There are clearly a number of opportunities within the 5-14 National Guidelines to teach about issues relating to sustainable development and transport in general. The opportunities, however, are not immediately obvious and specific sustainable transport resources would be useful. Curriculum planners and classroom teachers should be encouraged to use sustainable transport as an example. Some suggestions are given in Appendix 6.

11.16 A useful resource base would contain examples of schemes of work and case studies where sustainable transport has been successfully integrated into the curriculum and whole-school initiatives. For example, curriculum projects might be located within the classroom planning section of the National Grid for Learning website or within the case studies section of the Education for Citizenship website.

11.17 Curriculum resources might usefully consider how the wider issues which lead to less sustainable travel patterns might be addressed in the classroom. These may include how current lifestyles have developed in complexity in terms of their geographic reach over recent decades.

11.18 It will be important to develop resources for the range of informal education providers working with young people, especially in the teenage years.
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APPENDIX ONE  FORMAL EDUCATION GUIDANCE ON SUSTAINABLE TRANSPORT

INTRODUCTION

A1. The desk-based review of links and opportunities in formal education in Scotland relating to sustainable development in general and sustainable transport in particular has considered six main areas of guidance and activity, described below. The aim of this review has been to identify the opportunities within the formal education system for teaching concepts relating to sustainable transport, and enabling children to develop informed attitudes. The areas reviewed are summarised below:

- 5-14 National Guidelines
- 5-14 National Guidelines - Guides for Teachers and Managers - Practical exemplification to accompany the Guidelines
- Other guidance/Exemplar material from Learning & Teaching Scotland
- Standard Grade syllabi in four subject areas
- Relevant whole school initiatives
- Relevant Scottish Executive policy areas

5-14 NATIONAL GUIDELINES

A2. In 1991, the 5-14 curriculum was introduced in Scotland. Since then Scottish schools have been steadily undertaking its implementation. The content and management of the curriculum in Scotland are not prescribed by statute but are the responsibility of education authorities and individual head teachers. National guidelines give teachers advice on what each of these areas is about rather than instructions on the range of skills, knowledge and understanding that have to be taught to every pupil in every school. They also describe how progress should be measured using targets that most children should be able to reach by particular ages.

A3. In 1998 Scottish CCC – now Learning and Teaching Scotland – began an extensive consultation exercise to review the 5-14 guidelines for Environmental Studies, following a ministerial request. ICT and Health Education, which formerly appeared as components of environmental studies, now have separate guidelines to reflect their importance across the 5-14 curriculum.

A4. The review of opportunities for teaching and learning about sustainable development and transport in the 5-14 National Guidelines includes the following areas:

I. The Structure and Balance of the Curriculum
II. Health Education
III. Environmental Studies
IV. Personal and social development
### Table A1  
The main opportunities for delivering concepts relating to sustainable transport

<table>
<thead>
<tr>
<th>Curriculum areas</th>
<th>Subjects</th>
<th>Strand</th>
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<tbody>
<tr>
<td>i. Structure and Balance of the Curriculum</td>
<td>Nature &amp; Purpose</td>
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<td>Aims</td>
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<td>Dispositions</td>
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<td></td>
<td>Knowledge and understanding</td>
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<td>ii. Health Education</td>
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<td>Physical Health</td>
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<td>Social Health</td>
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<td>iii. Environmental Studies</td>
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<tr>
<td>Social subjects</td>
<td>Knowledge and Understanding</td>
<td>Change and continuity, cause and effect</td>
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<td></td>
<td>People in the past</td>
<td>Using maps</td>
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<td></td>
<td>People and place</td>
<td>The human environment</td>
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<td></td>
<td>People in society</td>
<td>Human-physical interactions</td>
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<td></td>
<td>Skills</td>
<td>People and needs in society</td>
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<td>Developing informed attitudes</td>
<td>Rules, rights and responsibilities in society</td>
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<td></td>
<td>Science</td>
<td>Preparing for tasks</td>
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<td></td>
<td>Technology</td>
<td>Carrying out tasks</td>
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<td></td>
<td>iv. Personal and Social</td>
<td>Reviewing and reporting on tasks</td>
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<tr>
<td>Development</td>
<td>Social development</td>
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</table>

Note: Opportunity areas are italicised

### The Structure and Balance of the Curriculum 5-14 National Guidelines

A5. Schools, parents and society care that young people succeed in terms of attaining the knowledge and skills required for a personally rewarding life and active citizenship. Equally they care that young people develop into healthy, fair-minded, considerate and responsible human beings¹.

A6. Aims of the 5-14 curriculum include helping each pupil to acquire and develop the capacity to take a responsibility for their health and safe living and the capacity to treat others and the world around them with care and respect.² The 5-14 curriculum should also look to foster young people who are positively disposed to a sense of social responsibility.³

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¹ The Structure and balance of the Curriculum, 5-14 National Guidelines p.3
² The Structure and balance of the Curriculum, 5-14 National Guidelines p.4
A7. Developing an understanding of the issues related to, and understanding the importance of sustainable development is at the heart of the 5-14 curriculum. References to such an understanding appear in the curriculum rationale within the Nature and Purpose, the Aims, the Dispositions developed, and the Acquisition of knowledge and the development of understanding.

Curriculum areas

A8. In many schools the concepts related to sustainable transport (healthy lifestyles, impact on the community and environment, safety) will be addressed through individual subjects. The examples provided show how these concepts can be delivered through the curriculum, but are not by any means the only opportunities.

A9. The main areas of the 5-14 curriculum that link with the journey to school are:

- **Health education**, in particular the physical and social health strands
- **Environmental studies**, in particular the **social subjects** – people in the past, people and place and people in society; there are also opportunities within **science** and **technology**
- **Personal and social development**.
- There are also opportunities in **language, mathematics, ICT and physical education** as well as **education for citizenship**.

These areas are described in turn:

Health Education

A10. There is one attainment outcome for health education – taking responsibility for health.\(^4\) This provides an opportunity for young people to develop decision-making skills in making healthy transport choices for themselves and the wider community.

A11. The main links are with the physical and social health strands of health education. Examples of opportunities:\(^5\)

- **Strand: physical health.**
  - Attainment target level A: pupils are able to show an awareness of ways of keeping healthy through exercise.
  - Attainment target level B: pupils are able to identify a range of keeping safe e.g. safe road use; pupils show their knowledge of what individuals need to be healthy, e.g. regular exercise
  - Attainment target level E: pupils are able to show their knowledge and understanding of the impact health choices can have on the quality of life; pupils are able to use decision-making skills to demonstrate their ability to make positive health choices, e.g. wearing cycle helmets, personal safety.

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\(^3\) The Structure and balance of the Curriculum, 5-14 National Guidelines p.5

\(^4\) Health Education, 5-14 Guidelines, p.1

\(^5\) Health Education, 5-14 Guidelines, p.16-17
Environmental Studies

A12. The curriculum area Environmental Studies brings together the main ways in which pupils learn about the world. [Through their learning] pupils will be able to take better-informed decisions and to act in ways that are sensitive to environmental issues and consistent with the idea of sustainable development. Similarly, environmental studies provides important opportunities for pupils to develop an understanding at local and global levels of their rights and responsibilities, the importance of active citizenship and the central concept of equity in a democratic, fair and caring multicultural society.¹

A13. The aims of Environmental Studies link closely with the concepts related to sustainable transport. These include: the development of an understanding by pupils of their environment, their place within it, and the factors, past and present, that have shaped it; the acquisition by pupils of the knowledge and skills that will enable them to interact effectively with the environment in the contexts of home, school and their later working life, the development by pupils of informed attitudes and values relating to the care and conservation of the environment; the gaining of an understanding of issues relating to the use of resources and sustainable global development; the development of an awareness of the importance of active citizenship in a democratic society.

A14. Environmental Studies is concerned with developing informed attitudes as pupils gain wider knowledge, experience and understanding of the world in which they live. Ideas central to developing informed attitudes include:

- Responsible citizenship
- Sustainable development and interdependence
- Social equity and diversity
- Conflicts of interest in the social, physical and natural environment
- Moral and ethical considerations arising from scientific, social and technological change

¹ Environmental Studies, 5-14 Guidelines p.3. The nature and purpose of environmental studies
A15. People in the past – knowledge and understanding

- Strand: Change and continuity, cause and effect. Examples of opportunities:
  - Attainment target level A: pupils are able to give some examples of changes that have affected their own and other people’s lives and the life of their community (before/after, past/present)
  - Attainment target level D: pupils are able to identify important features of a development that have changed over an extended period of time, e.g. transport
  - Attainment target level E: pupils are able to apply knowledge and understanding of the process of cause and effect to provide a detailed explanation as to why a particular development/event took place and give a balanced assessment as to the significance of its consequences.

A16. People and place – knowledge and understanding. Examples of opportunities:

- Strand: The human environment
  - Attainment target level A: pupils are able to describe the main features of their local settlement, such as significant buildings, services, open space, transport
  - Attainment target level D: pupils are able to for a developed area or country, describe main features of economic life and how they are changing, e.g. transport
- Strand: Human-physical interactions
  - Attainment target level A: pupils are able to discuss ways in which they can care for resources and their environment at home and in school.
  - Attainment target level E: pupils are able to, for an economic development, e.g. new road, industry retail park, describe the main social and environmental impact on the local area.

There are also links with the mapping strand.

A17. People in society – knowledge and understanding. Examples of opportunities

- Strand: People and needs in society
  - Attainment target level E: Pupils are able to give examples of revenue raising and expenditure that provide local and national services, e.g. libraries, transport
- Strand: Rules, rights and responsibilities in society
  - Attainment target level C: Pupils are able to describe different rules that apply in different contexts, e.g. formal/informal, rules for personal safety etc
  - Attainment target level D: pupils are able to suggest some of the rights and responsibilities of a citizen in a democracy
Environmental Studies – Science

A18. There also links with the Science aspect of Environmental Studies. Examples of opportunities:¹

- Strand: Earth and Space - changing materials.
  - Attainment target level D pupils are able to describe the effect of burning fossil fuels
- Strand: Living things and the processes of life - interaction of living things with their environment
  - Attainment target level D, pupils are able to describe examples of human impact on the environment that have brought about beneficial changes, and examples that have detrimental effects.
- Strand: Developing informed attitudes through science - social and environmental responsibility

Environmental Studies – Technology

A19. There are some links with the Technology aspect of Environmental Studies. An example of opportunities is found within “Developing informed attitudes through technology - social and environmental responsibility”.²

Personal and Social Development

A20. Personal and Social Development (PSD) is concerned with the development of life skills. The aims are to help pupils to:³

- Develop life skills to enable them to participate effectively and safely in society
- Take increasing responsibility for their own lives.

A21. There are two main outcomes within PSD:⁴

- Personal development, which is made up of self-awareness and self-esteem
- Social development, which is made up of inter-personal relationships and independence and interdependence.

A22. The links between the sustainable transport and PSD are with the latter outcome – social development. Within the statement for this element of the 5-14 curriculum, the following is included:⁵

> It is necessary not only to provide children with, or to help them to acquire, relevant information, but also to give them the opportunity to make the decisions about

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¹ Environmental Studies, 5-14 Guidelines p.48-62
² Environmental Studies, 5-14 Guidelines p.76
³ Personal and Social Development, 5-14 Guidelines p.1
⁴ Personal and Social Development, 5-14 Guidelines p.5
⁵ Personal and Social Development, 5-14 Guidelines p.14
5-14 NATIONAL GUIDELINES, GUIDES FOR TEACHERS AND MANAGERS

A23. The Guides for Teachers and Managers have been written to provide practical advice and exemplification to accompany the National Guidelines. They are not prescriptive, nor do they provide definitive answers to all the issues raised in implementing the Guidelines.

Nature and Purpose of the curriculum

A24. The revised guidelines for Structure and Balance of the Curriculum 5–14 set out the five key principles of breadth, balance, continuity, coherence and progression that form the framework of the 5–14 curriculum. The Guide for Teachers and Managers offers further advice about and exemplification of the implementation of these principles in different Scottish schools.

A25. As this guide is about planning the curriculum, rather than the content to be delivered, references to teaching about sustainable transport are very general and relate to aspects of planning which support the teaching of a topic which links with different subject areas and also with a range of whole-school initiatives.

A26. Within exemplar material provided in the Successful Practice section, there are examples of the importance of involving parents in their children’s learning as part of raising achievement. The importance of involving parents with the learning that their children are experiencing will be discussed later as an important issue when ensuring that children receive consistent, rather than conflicting messages.

A27. Within the section on Balance, the important of a flexible approach is discussed. Examples given of when a curriculum area may need an enhanced allocation include:

- the development of new topics, e.g. introducing topics on drugs within a health education programme
- introduce new approaches to teaching and learning, e.g. direct interactive teaching, an investigative approach in science, group research as part of enquiry skills in social subjects
- incorporate cross-curricular aspects, e.g. education for work activities in environmental studies

A28. This flexibility in time allocation should provide schools with the opportunity to develop ‘new’ topics, such as those relating to Safe Routes to School, at the most appropriate time.

Health Education

A29. Throughout the planning guidance exemplars are given to show a variety of different ways in which the curriculum can be planned to ensure full coverage. The two examples below demonstrate ways in which sustainable transport can be taught through two of the exemplars.
Example of a primary school’s long-term health education plan
Sustainable transport could be taught through this plan at least once a year up until P6.

P1 – Physical health: Exercise
   Social health: Road Safety

P2 - Physical health: Healthy lifestyles
   Social health: Looking after the environment; safety

P3 - Social health: Safety

P4 - Physical health: Exercise
   Social health: Potential risks in the environment

P5 - Social health: Safety

P6 - Social health: Safety

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Example of short-term health education plan – social health strand
This strand includes a specific mention of road safety and of looking after the environment, but no explicit link is made with transport for the latter.

Implications for managers

A30. Exemplar guidance is given on safety education relating to attainment targets. The examples that are given are road safety and risk assessment, e.g. helmet wearing. In conclusion, guidance is provided on delivering aspects of health education where sustainable transport could be taught about, but there is very little reference to transport.

A31. The strongest reference is in the example Programme of Study on p.50-1. Key phrases include: being a considerate road user, exploring the impacts of car pollution, and identifying ways of contributing to protection of the local community and environment.

Environmental Studies: Social subjects

A32. Throughout the planning guidance exemplars are given to show a variety of different ways in which the curriculum can be planned to ensure full coverage. The two examples below demonstrate ways in which school journey concepts can be delivered through two of the exemplars.

Example of a nine – year plan, p1-7 and s1-2
Sustainable transport could be taught through this plan at least once a year through the following topics:

<table>
<thead>
<tr>
<th>P1 – Our local area</th>
<th>S1 – Map skills</th>
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<tbody>
<tr>
<td>P2 – Transport</td>
<td>S2 – Home area, Our environment</td>
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<tr>
<td>P3 – A local study</td>
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<td>P4 – Our bodies and our community</td>
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<td>P5 – Pollution and conservation</td>
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<td>P6 – Materials from our planet</td>
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<td>P7 – Getting about</td>
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</table>
Example of a primary school long-term plan for a school with composite classes

The school journey concepts could be delivered through this plan at least once a year through the following topics:

Infant Class
- Year One – Myself

Middle Class
- Year One – Transport, Healthy and safe living
- Year three – Village Study

Senior Class
- Year One – Health and fitness
- Year two – Pollution and conservation
- Year three – keeping safe

Assessment guidance

A33. Within the assessment guidance exemplars are given to show a variety of different ways in which the curriculum can be assessed. The example below demonstrates ways in which school journey concepts can be delivered through one of the exemplars.

- Topic – A World of Dangers. This topic is delivered through Environmental studies, health education and PSD.
- The relevant learning outcomes are 1 – common dangers; 4 – pollution; 5 – dangers associated with lack of exercise

Strands and Targets guidance

A34. The purpose of this section is to set the attainment targets in the context of everyday teaching and learning situations. Although there is no specific mention of sustainable and active transport, there are references where links could be made.

Specific issues in social subjects - Learning beyond the classroom

A35. An important aspect of learning in social subjects is the use of the environment in its widest sense to enrich learning. Amongst the list of examples of projects that can be taught within the immediate vicinity of the school is a traffic survey and walking a neighbourhood trail, which could be linked with planning a walking bus, for example.

Science

Planning Guidance

A36. Example are provided of a small school’s environmental programme - opportunities for teaching about sustainable transport:
Strands and Targets

A37. Examples are provided of learning activities which link with sustainable transport:

- Changing materials strand – effect of burning fossil fuels
- Interaction of living things with their environment strand – explore personal responsibility for environmental protection and suggest ways in which families and the school can change to lessen their impact on the environment.

Specific issues - Learning beyond the classroom

A38. Examples are given of learning within the vicinity of the school which relate to sustainable transport, e.g. carrying out local surveys and studying traffic patterns.

Technology

Planning Guidance

A39. Using the same nine year plan for all of social subjects as an exemplar, links are made with technology and traffic calming as part of a P3 local area study and also with a P2 transport and road safety topic. Other than this, six planning examples are provided but no references to sustainable transport are made.

OTHER GUIDANCE AND RESOURCES

A40. This Learning and Teaching Scotland climate change website has been produced on behalf of the Scottish Executive by Learning and Teaching Scotland. Whilst of interest to everyone, it is aimed at young people aged between 9 and 14 (levels C/D/E of the Scottish curriculum) to inform and raise awareness of some of the key issues surrounding climate change and the effect on Scotland. The site complements the Scottish Executive's 'do a little - change a lot' campaign, which shows how even the smallest of actions, taken by everyone, can make a big difference for the environment, not only in Scotland, but for the whole world.

The site divides into three sections:
- Resources
- Games
- Links

The resources section divides into four areas:
- Energy
- Household
- Biodiversity
- Transport
A41. The introduction section explains what climate change is and what its effects are. Within transport, there is information on the link between transport and climate change, how humans can reduce the amount of fossil fuel energy they use in relation to transportation which includes the use of sustainable transport, especially for shorter journeys as well as more efficient use of cars and alternative fuels. There is also information about public transport and a direct link is provided to the Eco Schools school travel survey.

A42. Within the games section, there is information about sustainable transport and a journey planner which takes into account the number of people travelled with, time taken and emissions produced by the journey.

A43. This resource provides an interesting and interactive way for pupils to start to think about the impact of the way they travel on the environment as well as how to reduce that impact.

A44. Other climate change websites include those produced by the BBC, Department for Transport, ARIC Manchester Metropolitan University for DEFRA, and WWF. A wide range of other resources are produced and disseminated by the voluntary and charitable sector. These are discussed further in a later Section.

A45. The National Grid for Learning (NGfL) produces a range of planning and classroom material. Within the cluster planning section there is a exemplar for an outline of a cluster approach to the strand "using maps". Within this plan there is a reference to discussing and mapping routes to school in P1. There is also a reference to mapping new secondary schools in P7 in preparation for S1. This could be linked back with work done in P1 and pupils could be encouraged to map their route to their forthcoming secondary school. Within other planning sections, there are examples of approaches to delivering the environmental studies curriculum which include references to transport and the journey to school.

A46. Within the Online Classroom Material there is material for teachers and for pupils. There is scope for information to be included in this section relating to the teaching and learning of sustainable transport.

STANDARD GRADE SYLLABI

A47. The scope of the curriculum review has been broadened beyond the 5-14 National Guidelines to include the Standard Grade syllabi relating to the following four subject areas: Geography, Science, Technological Studies and Business Management. These subjects were chosen as they provided continuity with the main opportunities identified in the 5-14 National Guidelines.

A48. The initial findings are that Geography, Science, and Business Management offer considerable opportunities within the syllabus and within the overarching key concepts and objectives of the subjects. In Technological Studies one of the nine course objectives is that pupils, on completing the course, should understand the impact of technology on society and the environment.

A49. As in the 5-14 National Guidelines review, it was found that although a number of subjects offer opportunities for teaching about sustainable development and sustainable
transport, the extent to which the relevant topics are covered can and will vary, from school to school and even from teacher to teacher.

A50. The school inspectorate process can identify examples of good practice where attitudes relating to sustainable development are developed. For example, good geography courses (HM Inspectorate of Education, 2002) included:

- opportunities for pupils to develop active and responsible citizenship through an awareness of their social and environmental responsibilities and consideration of the needs for sustainable development for the future health and well-being of communities and the environment locally, nationally and globally, and
- the best S1/S2 courses gave good consideration to developing pupils’ responsibility as “corporate citizens” contributing to the future well-being of the environment.

WHOLE SCHOOL INITIATIVES

A51. Many schools in Scotland are involved in one or more whole-school initiatives with links to sustainable transport. There are links with sustainable development and transport within the following initiatives, which are described further in a later Section:

- Eco Schools
- Sustainable secondary schools project
- Active primary schools

A52. Other influences on attitudes are likely to arise from school-based activities such as external speakers/events and outside activities – visits, field trips etc. For example, there has been considerable use of in-school drama, music and other media to address messages such as substance misuse, sexual health and road safety, amongst others.

OTHER RELATED POLICY AREAS

A53. Encouraging more travel by sustainable means links with a range of other government policy agendas. These links are reviewed in order to identify the relevant initiatives that aim to influence children’s attitudes to sustainable transport. The policy areas which are being reviewed include:

i. Health
ii. Road Safety
iii. Education
iv. Environment

A54. As well as the policy agendas with transport of doubling cycling by 2012 from 2002 figures, there are strong links between young people’s attitudes towards sustainable transport/encouraging cycling, walking and use of transport and other Scottish Executive policy areas, especially health, education and the environment. The relevant links are outlined as this report will aim to demonstrate that it is important to make the links with existing priority policies.
Health

A55.  **Let’s Make Scotland More Active – a strategy for physical activity (consultation)**
The vision of this strategy is that, People in Scotland will enjoy the benefits of having a physically active life (Scottish Executive, 2002)

- Adults should accumulate at least 30 minutes of moderate activity on most days of the week
- Children should accumulate at least one hour on most days of the work.
- The priority is to be active on most days
- 27% of boys and 40% of girls are not active enough to meet the guidelines.

A56.  The targets in the draft strategy are to achieve 80% of all children aged 16 and under meeting the minimum of recommended levels of physical activity by 2022. The main view coming through the consultation process is that this figure is too low.

A57.  The Task Force has identifies strategic priorities for life stage groups and settings. One of these includes priorities to support children and young people. All children, including children with disabilities, should have the opportunity to be physically active. This should include:

- Having the opportunity and be encouraged to take part in physical activity for at least one hour a day; and
- Having access to a range of physical activities including active travel such as walking and cycling.

A58.  In the results of the consultation carried out for this strategy, the matters identified most frequently as requiring research were interventions and issues relating to children and young people. (Scottish Executive, 2003)

A59.  **Improving Health in Scotland – The Challenge. The aim of the challenge is to:**

- Improve the health of all the people in Scotland and
- To narrow the opportunity gap and improve the health of Scotland’s most disadvantaged communities at a faster rate, thereby narrowing the health gap.

(Scottish Executive, 2003a)

A60.  In March 2003, the Scottish Executive produced a framework for action to improve the health of Scotland’s population in the form of a challenge. For the first phase of this challenge, the focus is on five of the top ten key risk factors affecting health and four specific areas. Out of these, the ones with the strongest links with encouraging travel by sustainable forms of transport are the two risk factor areas of physical activity levels and obesity and the specific areas of teenage transition. Although there are also clear links with the specific areas of early years and communities. (Scottish Executive, 2003a)

A61.  The theme of teenage transition specifically refers to the fact that schools, in partnership with the home and community, can make a difference to the health behaviours of young people. (p.19)
A62. **Action 26** of the Challenge is to follow-up on the launch of the Ministerial response and the Scottish Executive commitment to the Physical Activity Taskforce consultation that took place in February 2003. Tied in with this target is the integration of Active Primary Schools, Class Moves, School Sport Co-ordinators and other more focussed programmes into a comprehensive whole-school approach to physical activity which, is also part of the target of making each school in Scotland a Health Promoting School by 2007.

**Road Safety**


A64. These new targets were introduced to focus on achieving a substantial improvement in road safety over the next ten years, with particular emphasis on child casualties.

A65. The Research Report “Road Safety in the Scottish Curriculum” (Scottish Executive, 2000) highlighted the fact that the level of road safety education in Scottish schools varied enormously, and relies mainly on the interest and commitment of the head and class teachers rather than formal guidelines.

A66. Road safety education was identified as being best developed within an overall programme of personal safety education, fitting within the school's Personal and Social Development curriculum. This approach will also allow links to be made with sustainable development aspects of transport.

A67. The issue of personal safety is of key significance in determining parental influence on children’s behaviour, including travel habits.

**Education**

A68. National Priorities in Education - The Standards in Scotland’s Schools Act 2000 (Scottish Executive, 2000a) places a duty on education authorities to ensure that school education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The Scottish Parliament has approved the five National Priorities in Education. They address: achievement and attainment, framework for learning, inclusion and equality, values and citizenship; and learning for life (Scottish Executive, 2002a). The National Priorities are a key part of the new School Improvement Framework:

> Developing an understanding of sustainable transport and its benefits to oneself and society tie in closely with the last two of these priorities.

A69. **Education for Citizenship.** Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes.

The opportunities for learning that are provided in schools make important contributions to the process of educating for active and responsible citizenship. The citizenship that formal education should seek to promote and foster needs to be thoughtful and responsible. It should also be active.
A70. The links with attitudes towards sustainable transport are that it is important not only for children to understand the issues, but that they should also learn about them through active participation (Learning and Teaching Scotland, 2003).

A71. The Scottish Health Promoting Schools Unit has been set up. The Unit will have a national leadership role championing, facilitating and supporting the implementation of the health promoting school concept throughout Scotland. Health education is integral to the curriculum and also to the school ethos, policies, services, extra-curricular activities. All schools will become Health Promoting Schools by 2007.

A72. New Community Schools have the two aims of raising attainment and improving social inclusion. The health input to the initiative is crucial. Action 12 of the Improving Scotland's Health Challenge is that the New Community Schools approach will be rolled-out to all schools in Scotland by 2007. (Scottish Executive, 2003b)

A73. Sustainable Secondary Schools Partnership (SSSP). This is a three-year project involving six schools piloting fresh initiatives to develop education for sustainable development (Learning and Teaching Scotland, 2003a).

A74. Eco-Schools is a programme for promoting environmental awareness in a way that links to many curriculum areas, including citizenship, personal, social and health education and education for sustainable development. It is also an award scheme that will raise the profile of schools in the wider community. There are seven Eco-School topics, including healthy living and transport. Others include waste and recycling, energy use and biodiversity etc.

Environment

A75. Scottish Climate Change Programme. With this document the Scottish Executive has set out their programme to reduce greenhouse gas emissions in Scotland. The programme is divided into a number of different sectors, one of which is transport. There are considerable links with this element of the climate change programme and encouraging children to develop positive attitudes towards sustainable transport. (Scottish Executive, 2000b)
APPENDIX ONE REFERENCES

A76. Learning and Teaching Scotland (2000) 5-14 National Guidelines: Guides for Teachers and Managers – various

A77. Learning and Teaching Scotland (2000a) 5-14 National Guidelines: The Structure and balance of the Curriculum, Health Education, Environmental Studies, Personal and Social Development

A78. Learning and Teaching Scotland (2003) Education for Citizenship in Scotland

A79. Learning and Teaching Scotland (2003a) Learning and Teaching Matters – March 2003


A84. Scottish Executive (2000b) Scottish Climate Change Programme Summary

A85. Scottish Executive (2002) Let’s make Scotland more active – A strategy for physical activity – Consultation

A86. Scottish Executive (2002a) National Priorities in Education Newsletter, April 2002


A88. Scottish Executive (2003a) Improving Health in Scotland – the Challenge

A89. Scottish Executive (2003b) New Community Schools Newsletter - Issue No.7
APPENDIX TWO CONSULTATION FINDINGS

A90. Results of discussions with a range of stakeholders are reported in detail. Contact was made with those listed in the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Role</th>
</tr>
</thead>
<tbody>
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<td>Young TransNet</td>
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<td>Sustainable Secondary Schools Project, LTS</td>
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<tr>
<td>Naomi Coleman</td>
<td>Steer Davies Gleave</td>
<td>Consultant</td>
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<tr>
<td>Jill Tideman</td>
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<td>Jim Towers</td>
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<td>Bea Cook</td>
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<td>Barry Maunder</td>
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<td>Heather Kononka</td>
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<tr>
<td>Tina Lockhart</td>
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<td>Sarah Keay-Bright</td>
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<tr>
<td>Bobby Hogg</td>
<td>HMIE</td>
<td>Environmental Education subject specialist</td>
</tr>
</tbody>
</table>

A91. Do you think that young people today are more aware of the issues relating to sustainable development than they would have been in the past?

- Yes, but schools don’t make best use of what kids know.
- Yes – particularly in terms of biodiversity, recycling.
- May be more aware at primary school level but dumping environmental awareness associated with growing up particularly the move to secondary school.
- Yes, but more aware of issues generally.
- Yes, but schools don’t make best use of what kids know.
- Levels of understanding have increased. There has been a huge improvement in levels of understanding.
- They are more aware of their immediate environment and sustainable development, but there are also conflicts e.g. McDonalds lifestyle
- No
- Knowledge of the issues has increased but attitudes and behaviour have not.

A92. How would you describe most young people’s level of awareness of sustainable development?

- General awareness but many other factors which are more powerful point in the opposite direction.
- Big problem – the vast majority don’t know much/anything.
- They can be confused by terms e.g. sustainable tourism vs. sustainable (meaning long-lasting)
- enolve know from their own surveys that ‘Environment and sustainable development’ is a big turn off for kids.
- They know about superficial issues – e.g. dog mess and litter.
- Probably better than people think.
- Poor, low
- Low. Primary school pupils are very keen, but it dies off into secondary schools, i.e. there is an attitudinal change. We are not getting messages through via daily activities.
- Most young people have a level of awareness that effects some of what they do.
- Your people are receptive when younger but want to rebel in the early secondary school years and sustainability is a casualty at this stage.

A93. In what ways, e.g. curriculum, government and other campaigns, seeing practical examples in action, whole school initiatives/projects do you think that young people are developing an understanding of the meaning of sustainable development in general? If through the curriculum, which subject areas?

- Primary curriculum is more holistic and therefore conducive to SD education. Secondary is more compartmentalised and cross cutting themes are lost.
- All of the examples are used locally. Patchy results in schools in terms of whole school involvement – it depends on individual teachers.
- All the schools involved with enolve are doing something but it differs in each school.
- Not through curriculum – through news media, nature TV programmes.
- More kids are interested than 10 years ago.
A94. If through the curriculum, which subject areas?
- Citizenship; D&T (environmental designs); Geography, Science; ICT
- NB teachers read the Schemes of Work rather than the National Curriculum. Teachers seem to see the SoW as prescriptive.
- Curriculum; Whole-school initiatives; NGOs - Sustrans, Eco-Schools.
- Geography ; Citizenship; PSHE
- Specific curriculum projects. TV programmes, e.g. Blue Peter, Comic Relief, esp. where there is a high profile celebrity involved
- Not via school. Mainly though parents and TV.

A95. What do you feel is/are the main message(s) that young people are being targeted with?
- Recycling rather than reducing. Biodiversity: tidy up
- Waste and recycling, pollution in general; increasingly transport
- The main messages are not being targeted at young people. Govt campaigns cover young people, but only generally
- Guilt

A96. To what extent do school-based activities reinforce what pupils have been taught or conflict?
- Tackled through Healthy Schools programme.
- Bit of both
- Conflict – staff drive cars but promote conservation of the rainforest.
- Mostly reinforces what they learn
- There are conflicts, e.g. outsourcing school meals and providing fast food in the canteen. Not using recycled materials and not recycling. Schools need to have specific sustainable policies.
- The link isn't made between curriculum learning and school activities. There are conflicts in place between the two. There is no mechanism to get systems in place to support sustainable schools.

A97. To what extent do home-based activities reinforce what pupils have been taught or conflict?
- Parental influence can conflict with the health ed. strand. NCS are an attempt to involve parents in the learning that is taking place to help reinforce messages learnt in school.
- Kids, especially older ones, are affected through adverts in which cars represent freedom, success, etc.
- Children influence parents

A98. How aware are young people of any conflict?
- They are aware but are often too polite to ask ‘why are we doing this?’
- Not very aware unless encouraged.
- Adults don’t reinforce positive messages.
- Very – kids are smart
- Yes but difficult to get around
A99. To what extent do you feel that transport is covered within education for sustainable development?

- Not much. Envolve have run a training day on school transport planning.
- Most teacher training is done part time.
- Policies: School Travel Plans
- Curriculum: By linking the school travel plans with the curriculum.
- For examples – see the accompanying School Travel Action Plans for Heathmere Primary School (Roehampton) and Eardley Primary School, (Wandsworth)
- Schools don’t pick up what pupils know.
- Transport can be covered in any topic. It’s down to the personal choice of the teacher.
- Patchy - it's up to the choice of teacher

A100. How are transport issues covered within education? e.g. practical initiatives, curriculum delivery, other

- Increasingly through resources related to initiatives and through the curriculum.
- Road safety education; cycle training; safe routes to school; school transport planning; traffic calming.
- Children get mixed messages

A101. To what extent do you feel links are made with sustainability?

- Could be stronger - depends on personal interest.
- Need to look at sustainability across the board i.e. not just emissions from transport but also economy and society.
- Sometimes - e.g. Teachers Transport Resource Pack by STAR (Schools Traffic and Accident Reduction) resource pack in Bath and North East Somerset which covers road safety, environmental issues and health/fitness. A Scottish example is resource produced by Aberdeen Environmental Education Centre.
- Not enough.
- No.
- Links are increasing all the time. Transport policy were involved in decisions about eco-schools, there is joint working on the co-ordination of activities by the physical education co-ordinator.
- Links are getting better – but not there yet

A102. Are the messages that pupils receive through transport teaching, environmental teaching and social interactions relating to health, safety, etc consistent or are they receiving conflicting messages?

- Children are probably learning about the issues, but they live in a two car family which provides a conflict.
- Not that conflicting within education. Other conflicting messages, such as car culture, esp. in relation to senior pupils.
- The message kids get is ‘you’re the victim’ rather than ‘safety by design’
- Children receive conflicting messages from many sources, e.g. car advertisements; advice about personal safety (don’t walk through open spaces – risk of mobile phones being stolen); Police locally have advised against walking through Wandsworth Common because of risk to personal safety. Getting a
car/passing the test is a rite of passage giving the car a status that is hard to challenge.
- Some are consistent, others are inconsistent.
- Sustainable transport is all about solving conflicts
- A whole school approach is needed not just in one subject.
- Conflicting messages – messages also vary by age group.

A103. What do you understand by the term sustainable transport? How would you define it? What elements would you include? Is this a clear enough policy objective?

- Appropriate transport, bearing in mind the definition of economy, society and environment.
- Limited conflict with heath and environment
- Key issue is resolving conflict between accident reduction and modal shift (especially for young people) which are local authorities’ main concerns.
- Sustainable transport is viewed as being green minded, “being green but without wearing sandals”. Avoiding using the car for short journeys and trying not to damage the environment more than absolutely necessary.

A104. How important do you feel that it is for young people to develop an understanding of the issues and concepts related to sustainable transport?

- Very important.
- Very important.
- Negative attitudes towards children by bus drivers is a huge problem. At an age when children should be able to benefit from the freedom offered by bus travel, before they can drive but drivers behaviour towards them is very antagonistic.

A105. Why do you think this?

- Influence of parents.
- For long-term improvements.
- Children are quite aware of issues now.
- For behaviour change - to help young people to make informed choices
- We can't continue along current unsustainable travel patterns. Children are being exposed to car dependency. Education needs to take place to allow informed choices to be made.
- Important to help them gain an understanding of the issues
- Health promoting schools encourages pupils to make healthy decisions for themselves by equipping them with the skills to do so. This applies particularly to physical activity and walking where there are particular factors which make it relevant for certain groups in society, i.e. walking is an accessibility activity for most people and is a sociable activity.

A106. Do you think current understanding is sufficient? What are deficiencies?

- There is little evidence of behaviour change from research into any of the initiatives that have been pursued such as awareness raising. Now awareness has been raised the focus will be on more targeted action.
- No. But this is only an impression – there’s no data.
- People need to understand more of the how, why and what rather than just specifics. Very confused specific messages are given e.g. “use the bus”.
- Quite good at a general level. More information and knowledge needed on specific facts

A107. To what extent do you feel that it is the role of the schools to deliver this understanding?

- Both home and school – campaigns are targeted at adults but expected to have a knock on impact for children.
- Schools can equip kids with skills and knowledge.
- Right to choose
- Since this is Jane’s job – she thinks it is a key role.
- Schools need to deliver some consistency across Scotland to help with social change.
- It is schools' role as it's part of lifelong learning. They need to teach young people to make informed choices.
- Should be the role of schools. NCS/HPS approach of curriculum plus whole-school ethos of education as a life skills. Requires additional support of parents.
- Important. Where a school is addressing sustainable transport through SRTS measures, it is important that they take ownership of a STP.
- It is the role of schools, but they’re not fulfilling the role. It is the role of schools to educate articulate citizens.
- Everyone has a role to play. Schools have greater opportunities than others. This can be done best through a cross-curricular approach rather than relying on certain subjects, this is obviously easier in primary schools which have greater flexibility to develop cross curricular approaches.
- Police have key role in road safety
- Main inputs of SRTS to primary schools - much less in secondary.
- There is a bit of a tension in policy because a car is a symbol of success and politicians/business people and other people in power or responsibility are very wary of threatening anything that could be seen to be a positive contributor to overcoming social exclusion.
- Schools cannot overcome basic social attitudes.

A108. Who else should be involved, (prompt if necessary with e.g. parents, youth clubs, environmental/transport NGOs etc., transport providers, national government, local government). Do you have any examples?

- There are opportunities through the school estates strategy to link transport environmental issues with the wider environmental agenda.
- Move towards flexible working hours important for society and has impacts on schools.
- Government approach in past has been “here is a problem what can you do about it” moving towards “here is how government can help”
- Local authority can run ‘Old bikes’ schemes and recycling campaigns.
- Environmental youth work.
- Bus companies.
- Parents – but the way to parents is through children
- Council – through funding for policies, teacher in-service work and for transport curbing measures.

- Links with Health improvement Challenge:
  - Scottish Executive Policy – Cross departmental steering Team
  - All policy must demonstrate how it benefits health.
  - Cross departmental team on physical activity
  - Focus on outcomes rather than outputs – less tick boxes needed and more issue based approaches.
  - Parents need to be involved. This can be done through specific resources where the parents discuss the issues with children. Examples include the travel plan included in Steps to Safety.
  - Issues such as this shouldn’t be dumped solely on schools. Parents and families are very important.
  - Health development workers in supporting HPS, active travel in particular.
  - All. Parent training might be needed to help young people to establish good habits. Transport choices need to be provided.

A109. Do you think this is sufficient or would you like to see a greater level of prescription within the curriculum or more guidance through exemplar material, for example.

- A national priority for education is the citizenship indicators and transport can fit in there.
- Against prescription – people do it less then.
- Encourage through reward or through other means.
- 5-14 guidance not particularly helpful since a 3-18 process is needed.
- Emotional, social and physical benefits and links to the community are particularly important.
- There should be a choice for teachers. If you want to steer teachers, provide resources, e.g. schemes of work.
- Level of input through the curriculum varies. Teaching about sustainable transport does need to be delivered through the curriculum.
- Teachers need more guidance and resources linked to curriculum - teachers' knowledge is weak. Teachers are usually car-dependent and not fully aware of issues. Don't make curriculum more prescriptive.
- The opportunities are not sufficient to change behaviour.

A110. The National Guidelines 5-14 for the curriculum in Scotland contain specific references to road safety. Do you think that this will play a part in teaching about sustainable transport? To what extent?

- The two go hand in hand. If we want children to walk to school, then we need to educate them in road safety and educate the parents too.
- Important because parents feel that their children have been equipped with the necessary skills to walk/cycle.
- Important link. If parents feel confident that their children have learnt the appropriate skills they are more likely to let them walk/cycle.
A111. In what other ways can be teachers be encouraged/supported with teaching about sustainable transport?

- Start little then build up.
- Provide free consultation on transport issues.
- Promote energy efficiency
- Recognize that time is short, in more disadvantaged areas, where other priorities prevail e.g. literacy, attainment
- Role models
- ‘Putting the magic back into teaching’
- By shifting away from testing to teacher assessment
- The provision of better quality coaches for school travel would help. Privatisation seems to have affected bus quality (i.e. lowered it in terms of school travel)
- (After school) Cycle training in school – part of the Wandsworth LEA initiative.
- Move to cross cutting themes in Education and more flexibility in the curriculum.
- An issue based curriculum
- Staff development in each local authority.

A112. What about links with other programmes and out of classroom initiatives that they might know about? E.g. SRTS, Eco Schools/Active Primary Schools/Sustainable Secondary Schools Programme/Health Promoting Schools?

- Teachers/schools like being part of a bigger scheme, e.g. Schools for Health.
- Eco Schools – works in specific areas.
- Young TransNet website has been successful – a trial survey had 1,000 replies.
- Devon is a good example of what can be done.
- Good examples of work with schools in Leeds; Devon; Herts; Somerset; Bucks; Oxford (virtually all rural LEAs).
- Global Action Plan
- Young TransNet website
- Health promoting schools important
- It is important to dovetail agendas between different initiatives with common themes. The auditing of health needs to include wider meaning of health, e.g. environmental health.
- Other initiatives are vital to provide the whole message. Learning has to be beyond the curriculum.
- STPs need to be recognised through OFSTED or healthy schools accreditation.

A113. To what extent do you feel that learning about sustainable development will help young people to develop their own opinions and attitudes?

- If it’s done in the right way.
- Guilt doesn’t work.
- Walking bus is far better. Parents have 1/10 the journeys.
- We don’t have good figures – no baseline survey but we have a hunch that it works.
- By raising awareness of choices it will help people to develop their own attitudes.
- There is conflict between home and school life in relation to issues such as sustainable development. It is important to work closely with families in order to avoid setting up young people only to fail.
A114. How might learning about sustainable transport change travel behaviour amongst today's young people now?

- If it becomes easier for kids to take action or to make things.
- Has to be valuable to learn about the issues, even if it doesn't change behaviour now.
- Parts of the jigsaw need to come together. YP are designed to be active and are open to new ideas. They need to learn these before their attitudes become entrenched.
- Behaviour change won't happen without the learning - other mechanisms also need to be in place though.

A115. Today's young people/ adults in the future?

- Make it easy, they'll do it
- Perspective of education is what children need to learn – difficult to manage change within this.
- Need to start from where we are and work educational change within overall societal change.
- Children get inconsistent messages at a local level.
- As above, but needs to be supported by necessary infrastructure.

A116. What other factors do you feel are currently playing a major role in young people’s transport choices? What is policy “up against”. How can these factors be harnessed and directed towards sustainable transport.

- Planning, design, employment, pro-tourism.
- Make it easy.
- Air quality is a factor in influencing behaviour.
- Safety: Advertising (of cars): Council’s reputation for being pro-car;
- Other policies; culture; consumerism.
- With current trends and action social groups A and B generally only walk recreationally.
- Society is still coming to terms with choice. People used to have many fewer choices. Merging health education policy with choice means giving people better feedback on the impacts of their choices so that they can make better decisions.
- Image and culture are the big issues for young people.
- People will only change behaviour if they see personal benefits.
- Car lobby. Image of car - independence and personal freedom
- Peer pressure.
- Time constraints - parents and pupils. Lifestyles have developed which are car-dependent. Safety concerns - road and personal. Issues need to be addressed at a local level through STPs.
- Street credibility. Concern about theft/damage to bikes. Image.
- Peer group pressure, particularly amongst secondary school pupils
- To be effective we need much more individualised marketing.
A117. What, if any, changes do you feel need to be made to ensure that young people are able to develop their own attitudes towards sustainable development, and transport in particular?

- Informal sector.
- Planning linking houses to jobs.
- Factors that are working best are:
  - People outside executive are inspired to deliver
  - Voluntary sector role is crucial
- Working worst are:
  - Fear of accountability within policy area, silo mentality
  - Government agendas are linked to statutory responsibilities
- Young people need to be aware of the options, e.g. knowledge of suitable routes, timetables. Find out what they think of their local environment and address these issues, e.g. if young people don’t like underpasses they won’t use them.
- Educate parents over a period of time through school newsletters into the issues relating to car-dependent children.
- In an ideal world there will be sustainable schools - waste, energy, transport. Part of the culture of schools.
- Rather than the television advertising for learn to let go much more use will be made of radio in the future. Radio is more local and local policy issues can be targeted at local needs.

A118. A Selection of Other Points Raised

- Conceptions and experiences of travel (its modes, spatiality and purposes, etc.) may play a role in constructing what is possible in understanding sustainable transport - a potential area for further research.
- Joining up government is the main challenge – there is a need for more integrated policy appraisal tools, a checklist is being developed – transport remains a problem area.
- Spending review includes review of how funding has contributed to sustainable development.
- Development of biodiversity strategy shows good practice – not just about the problems but making it real for people – bringing it to their own streets.
- ECO schools and the importance of avoiding duplication. Link with community based initiatives such as ECO congregations where churches are working with children on SD issues.
- Overcoming silo mentality the key. Education not considering travel aspects of school - only consider issues on school grounds.
- Transport and travel skills should be seen as essential lifeskills.
- Different ways exist to encourage (‘bribe’) teachers, e.g. through funding for half-day cover for writing school travel plans.
- Link to existing initiatives.
- There are many links between active travel and sustainable travel, the potential has not been exploited as it is not high enough up on the agenda. SD is going up on the agenda. Schools recognise that current travel patterns on the journey to school are not sustainable.
- ST is peripheral to what schools are about. Can't rely totally on schools which are already expected to do too much. Parental Responsibility is important.
- Link in with the citizenship agenda. If young people are involved in projects, the projects will be more sustainable - put them at the centre. Use local partnerships to overcome barriers after identifying the barriers locally.
- Listening to children and engaging them in discussion over what is best for them. Involving them in decision-making in a suitable way will help build understanding of issues.
APPENDIX THREE

CASE STUDY SCHOOLS & DISCUSSION

RESULTS

PRIMARY SCHOOLS

California Primary School, Falkirk

This school, a registered Eco-School, is in the settlement of California, in rural Falkirk, south of the main conurbation area. Roll is 75, mainly from the village itself. Many of the pupils walk to school. Preliminary progress had been made, and is being progressed by a newly-qualified teacher. No focus on transport issues has been made as part of the Eco-School work.

A119. Details of discussion groups are included in Section 10 of the main report, under PCP approaches.

Bannockburn PS, Bannockburn

This is a large primary school in the small town of Bannockburn and has a mixed catchment. The school has a very active student council (with representatives from P1-P7), which has started to address issues related to safe access to the school. Pupils were concerned that children were crossing the school car park to enter and exit from the school. As a result this area will be fenced off and a short cut has been removed. The pupil council has been working with Stirling Council on addressing these issues. The school is also concerned about parking at the school gate. The school has focused on healthy eating, an example being pupils getting points for bringing in fruit to eat in school.

2 Discussion groups were held with members of the School Council with pupils from P1-P7

A120. Pupils discussed the positive and negative factors associated with cycling, walking, trains, buses and cars.

A121. Buses: Pupils preferred public buses to school buses as the school buses were described as noisy and overcrowded and there was concern about unruly behaviour of older pupils. The problems associated with service buses included running late, strangers, stop too often and unsafe. Pupils liked the fact that there are seat-belts on coaches as it makes them feel safer.

A122. Cycling: Cycling is associated with being fun and good exercise and faster than walking. Pupils would like to cycle to school but there is no suitable storage. The school is sited on a main road and there is concern amongst senior staff about safety.

A123. Trains: Trains were described as being quick and fun. They are associated with journeys into city centres, e.g. Glasgow and Edinburgh. Pupils commented on the fact that they are good if you have lots of luggage.
A124. **Walking:** There was a positive attitude towards walking amongst pupils. They associated it with waking you up, providing energy and exercise, fresh air, ease and enjoyment. They said that they walked more in summer than winter. Only one pupil mentioned that walking was good for the environment. The only concern that was expressed was that in the morning many drivers speed on their journey to work.

A125. Walking was associated with short trips, e.g. to shops, friends houses, the park, out and about and to local relatives.

A126. **Car:** Pupils felt that car travel was good when it’s raining and associated it with comfort, being able to travel easily with others and short journeys.

**Castle Douglas PS, Castle Douglas**

This is a larger (roll: 336) in a small rural town setting. The school actively promotes healthy lifestyles including exercise and diet. The journey to schools is considered to be an important element of this. Four times a year the school holds a Walk to School Week with an emphasis on Park and Walk. Pupils are encouraged to walk for at least part of the journey to school. The school is a registered Eco-School.

As part of the school's SRS scheme developed in conjunction with Dumfries and Galloway Council an area of the town's main car park is used as a P&W car park from where pupils can walk to school. Park & Walk events are high profile within the school with incentives and competitions to encourage the children to take part; this includes the 'Golden Trainer' award which is awarded each day during the week to the class where the most number of children have walked. Children who travel to school by bus are given the opportunity to walk around the playground with the headteacher so that they feel involved.

Information about the health benefits of walking to schools is regularly sent out to parents in school newsletters. This is combined with information on the safety risks caused by dropping off children at the school gate which is also referred to in the school prospectus. Other health-promoting activities include a healthy tuck-shop and playground activities.

The school is aware that one-off events are only part of the solution which is why information and reminders go out to parents at other times of the year. The notice-board in the school playground also contains information about SRS. The issues are also raised in assemblies.

It was concern about health and safety which motivated the school to address these issues in the first place. At the time he felt that a stick and carrot approach was necessary. As well as working with the Local Authority to reduce the speed of traffic outside the school and setting up the P&W scheme, the school car park is closed to parents (who had been using it as a dropping-off area) and actively discouraged parents from dropping off children on the main road.

Children are allowed to cycle to school and guidelines on cycling to school safely are provided in the school prospectus.
Discussion groups were held with two groups of pupils, P5 and P7. Most of the pupils walked or cycled to school, only a few travelled by bus.

A127. Walking: Pupils associated walking with being suitable for short journeys and being good for your health because of the exercise involved and the lack of pollution. All pupils felt that this was an important reason to walk for short journeys. Other factors that the associated with walking was being able to spend time with friends and getting to know your own town better. They were concerned about their safety on certain journeys due to road conditions and speed of traffic.

A128. Buses: Pupils expressed a number of negative points of view related to bus travel. In particular they discussed the fact that many buses were old, stuffy and uncomfortable and reported problems of people smoking on the buses. They reported that buses often ran early or late. Pupils said that they wouldn’t mind paying more for better quality buses. They liked the fact that the school bus stopped outside the school, that the drivers are usually friendly and that buses are cheap.

A129. Cars: Overall pupils had a negative view of cars and associated them with congestion, lack of places to park, danger, lack of exercise, pollution and expense. They felt that cars were good when the weather was bad and also that they provided more comfort than other forms of transport.

A130. Cycling: Pupils were very enthusiastic about cycling and reported high cycling levels. They associated cycling with short journeys such as going shopping, going out with friends, going to friend’s houses, going to school and getting out into the countryside. They described cycling as being clean, quick, healthy, convenient and cheap. Their concerns were that cycling could be dangerous on certain routes and that it could be uncomfortable, particularly in bad weather. They didn’t like the large trucks that go through their area.

A131. Trains: Pupils were positive about the benefits of trains, although when asked they said that they didn’t use them that much. They associated them with comfort, being good for long journeys, being good for the environment as they could carry a lot of people at once. They liked the fact that you can move around during the journey and that they’re not too uncomfortable even when crowded. They thought that trains were the best way to travel on long journeys.

A132. Safe Routes to Schools: As the school is involved in Safe Routes to Schools in Dumfries and Galloway, pupils were asked what they thought this meant and also why they felt that their headteacher had become involved in the programme.

A133. Most pupils associated SRS with healthy and safe journeys to school. They described activities that were associated with SRS, including walk to school week, changes to the area around the school including the highway and car park, the golden trainer award, finding safe routes and safe places to cross.

A134. Pupils explained that they knew about this because of information that comes from the school including letters that go home, assemblies, classroom work, the 2 Junior Road Safety Officers and posters. They also said that they get information from parents, TV and from out of school activities.
A135. In summary the pupils at Castle Douglas were very aware of the health issues associated with different modes of transport reflecting the emphasis that the school has on these issues.

**Glenlee Primary School, Hamilton**

*This is a large primary school in the Burnbank area of Hamilton, South Lanarkshire. It has been involved in some Safe Routes to School activity. Children are allowed to cycle for cycle proficiency instruction only, in year P7. Discussions were held with P4 and P7 groups.*

A136. *Walking:* Pupils were enthusiastic about walking for short, local journeys including going to the shops, going to school, going to friends’ houses. They were aware of the fact that walking is a good form of exercise and that it’s good for their health. They also explained that the fresh air in the morning was good for ‘waking them up’ before they arrived at school. They associated walking with friends as being a sociable activity which they enjoyed. They liked the fact that they could take short-cuts when making journeys on foot.

A137. *Cycling:* Many of the pupils used bikes for getting around and about. They liked the fact that you can go where you want on a bike – friends, shops, chippy – and that you can cycle with friends. They also associated cycling with being free, providing good exercise, providing independence, being fun and a good way to get out into the fresh air. They talked about the fact that their parents encouraged them to cycle by telling them that it provided good exercise and giving them information on road safety.

A138. *Bus:* Pupils felt that the bus was good for going shopping, e.g. to Glasgow, going swimming. They thought that the bus was fun. Some commented on the poor condition of some buses.

A139. *Car:* The advantages of car travel are that it is quick, comfortable and direct. However pupils also described it as being boring and associated it with problems, such as lack of parking and traffic jams.

A140. *Train:* Pupils explained that they liked the train because it was quicker than the bus and fun. They didn’t seem to use the train as often as they used the bus and some regarded it as being a special treat.

A141. Pupils were asked what they had learnt about in school in relation to transport. They talked about the information they had heard about road safety and the importance of exercise. They mentioned special weeks where they were encouraged to walk and cycle. They were also asked what their parents had taught/told them. Parents had also taught them about road safety, plus personal safety, e.g. not going to far from home.

A142. Pupils were asked for their favourite from of transport. They listed them in the following order: walking, cycling, and travelling by bus.
Kincardine O’Neil Primary School, Aberdeenshire

*This is a small primary school (roll: 43) in a rural setting of Aberdeenshire. Larger settlements for a variety of services are some distance, but served by a relatively frequent bus service.*

A143. Car: Pupils felt that the car was the best way to get to Aberdeen and sometimes Banchory. When travelling to Aberdeen they often used the Park and Ride. The main problem associated with the car was the cost of fuel, communicated by their parents.

A144. Train: Although they felt that the train was expensive they thought that it was a good way to travel because it’s better for the environment than travelling by car and also better for parents in terms of reducing stress of driving.

A145. Bus: On the whole, pupils talked enthusiastically about the buses. They usually used them for travelling to Banchory as beyond this the buses became quite expensive. The good things mentioned about travelling by bus is independence from parents, and reduced impact on the environment because they carry lots of people at once and they can be more direct than getting a lift with parents who may want to stop at other places while they’re out. The problem with the buses is that the routes are complicated, they don’t always run on time and they can be expensive.

A146. Cycling: Pupils were very keen on cycling and cycled around the village and to the next village to see friends. They didn’t cycle to school, but would like to if there were somewhere secure for their bikes. Most said that they had to wear helmets but didn’t mind. They didn’t like the fact that lorries and cars passed them on the main roads too fast and too close. They would like to have cycle lanes in Kincardine O’Neil and felt that this would reduce the problem.

A147. The pupils were asked which were the healthiest ways to travel and came up with the following list: Cycle, Walk, Horse, (Bus). Buses were seen as the coolest form of travel followed by cycle/scooter/skateboard. Walking was seen as the safest way to travel.

A148. The pupils were asked what they had learnt about in school in relation to transport. They explained that they had specific weeks related to road safety and that they had taken part in cycle training and they had learnt about transport in relation to pollution in the classroom. They also talked about a traffic survey they had carried out outside the school and how surprised they were by the large number of vehicles passing their school during the day.

A149. When asked what improvements to public transport they would like to see, they came up with the following list: bus shelters, fares on timetables, better information at stops inc. real time, more frequent buses

A150. The pupils showed a good understanding of detail in relation to the issues associated with transport choice. They explained that how you choose to travel depends on where you are going, but also other issues such as the environment and your health. When asked how they thought they would travel as adults they said that it would probably be by bus or car, depending on the destination. They had a high perception of laziness and talked about the fact that too many people use their cars for short journeys because of laziness.
Muiredge Primary School, South Lanarkshire Council

Muiredge is a non-denominational primary school of approximately 350 children between the ages of 5 and 12. The school has recently been awarded the Eco School Green Flag for the second time in recognition of the work and effort that the school has carried out towards improving the environment. Sustainable transport is one of the topics that the school has worked on as part of this.

The school is currently producing leaflets for pupils and parents which will contain information about recommended walking routes to school. These routes have been developed by staff and pupils.

Safe and healthy lifestyles are high profile within the school and pupils and parents regularly receive information about these issues. The school takes part in Walk to School weeks and also holds healthy weeks. Walking to school is high profile in both these weeks, although there is also an emphasis on the importance of continuing walking to school once the week has ended. There are displays about the various health and environmental issues around the school, including maps of the new, recommended walking routes.

A151. Discussions were held with a P7 class. While most walked to school, a third were escorted by car. All pupils had high awareness of environmental issues related to transport, and even those travelling by car recognised the need to reduce car use.

A152. Walking was recognised as being good for health and low in pollution. The convenience and speed of walking was recognised, as well as the ability to do other things such as talk to friends. Pupils were wary of strange people that they may encounter, as well as problems with blocked footpaths and poor walking routes.

A153. The bike was seen as quick, fun, healthy and non-polluting. It was equally good with friends or alone. There were comments about the need for more cyclepaths and or maintenance/cleaning of existing ones. The pupils understood the importance of cycle proficiency and that it is preferable to know how to cycle safely.

A154. Trains were viewed as a popular and fast means of getting to the nearby city of Glasgow and for longer distant journeys. Pupils recognised the lack of traffic congestion problems and also benefits to the environment due to the greater passenger capacity of a train over smaller vehicles. Some of the down sides of train travel, such as crowding, delays, dirty seats were described in detail. Buses were seen in a similar light, being good for the environment, but it was the internal environment of the mode (in terms of smoke and lack of cleanliness) that was the major negative factor.

A155. Cars were seen as convenient, clean and fast. There was some recognition of the cost of fuel and other running costs, and also of the negative effects of pollution and congestion that were perceived to be caused by cars.
Learning in Classes

A156. Pupils were able to express clearly where they had gained knowledge about environmental issues relating to transport. These included classroom work, eco-committee activities, the school's Green Council, posters and displays and newsletters for pupils and parents.

A157. There was a high level of awareness about the environmental impact of each type of transport. This extended to knowing about the benefits of public transport in relation to the number of people carried compared with car travel.

Teacher-led class surveys across all age groups highlighted the following issues

A158. Cycling was regarded by all pupils as the most fun way to travel, followed by walking. The main reason given for choosing these two modes was that they are a good way to travel with friends, they provide good exercise and they provide independence. Cycling was also seen as being ‘cool’. Cycling was also seen as fast and green/clean.

A159. Cars and buses were seen as boring and polluting. Pupils thought cars were a fast way to travel. Buses were associated by many with pollution and being slow. Walking, cycling and cars were regarded as being the safest way to travel, but only if you take care. There was a good level of awareness of which types of transport have a negative impact on the environment and which have a positive impact on health.

Nether Currie Primary School, Edinburgh

This is a medium sized (roll: 192) primary in the Edinburgh suburb of Currie. There are high walking levels at the school as the catchment area is mostly made up of housing in the immediate vicinity of the school.

Road Safety Education is a key focus for the school. RSE takes place in the context of the 5-14 curriculum guidelines – Environmental Studies and Health Education in particular – through planned programmes of work. In addition to this opportunities are also taken for incidental work on road safety as appropriate. This work has a whole-school focus.

The school has been involved in the Junior Road Safety Officer Scheme for the last five years. Each year the school holds a road safety week in October/November after the clocks go back. In addition to this the JRSOs keep RSE high-profile throughout the year

Teaching about health and environment in relation to transport

Work under these headings takes place as part of classroom learning. In P7 pupils learn about conservation and pollution, which covers all environmental issues. The pupils were learning about this topic at the time that we met with them and their knowledge was very good indeed. When asked how much they already knew before starting this topic they reported that they were aware of the issues in general, i.e. pollution from cars harms the environment, but weren’t aware of the details or of the technological alternatives, e.g. different types of fuels.
Parents are regularly sent newsletter covering a range of issues. Reminders are occasionally included about walking to school.

Most pupils will continue to walk to school when they transfer to Currie High School (also a case study in this project). During the 4 day transition week in June of P7 pupils are encouraged to walk to Currie High on their own.

A160. Bus: There was generally high bus use amongst the group of pupils. Many of them used the direct service into Edinburgh City Centre and said that from P6 onwards their parents let them use the bus without them (usually with other friends). The main reasons given for using the bus was that it avoid traffic congestion and hassle for parents and it’s better as there is no need to find a parking space. Despite their high bus use they did associate several problems with bus travel including pollution, lack of comfort, sitting next to strangers, the buses sometimes ran late, they weren’t always clean, the routes could be confusing and they don’t have seatbelts. Younger children felt that the bus took too long and that they got bored. However, they also expressed similar ideas about car travel.

A161. Walking: The group was keen to discuss the benefits of walking as a form of transport which included: good exercise, no pollution, no timetables – flexible, time-saving, being able to talk to friends, the benefits of fresh air and that the exercise keeps you healthier and fitter, and a good way to get time to yourself. They explained that walking is good for local journeys, e.g. going to friend’s houses, going to the shops. They talked about the importance of having good road safety skills if you’re walking.

A162. Cycle: Positive factors associated with cycling were that it is quicker than walking and also good for your health. It is also suitable for journeys that are possibly too long to walk easily. They discussed the importance of cycle training to develop the skills to cycle safely in traffic. The younger pupils particularly associated cycling with a fun way to travel to the shops/to the park etc.

A163. Car: Pupils liked the fact that car journeys tended to be faster than those on foot and by bike and that they didn’t have to share the car with strangers (unlike the bus). Some pupils safe in the car while others didn’t. They preferred the comfort of the car to the bus. However, the also associated cars with pollution, cost and unreliability. The pupils were in the middle of studying a unit on pollution and talked about technological fixes to the environmental problems associated with cars in relation to alternative, cleaner fuels – they were the only group to mention this.

A164. Trains were considered popular because they were faster and therefore better for long journeys. However, they felt that they were too expensive. When asked how they would like to travel to work when they were older they said either by bus or car.

A165. Pupils were asked what type of transport they associated with each of the following:

- Trendy/Cool: Car/motorbike/new bus
- Not Cool: Old cars/old buses
- Cheapest: walking
- Most expensive: Train/car
- Cleanest: walk/cycle
A166. When asked which was the best type of transport overall the group was split between the car and the bus.

*Teacher-led class surveys across all age groups highlighted the following issues:*

A167. Teacher-led surveys were also used at this school, across most year groups. These reinforced the understanding of high levels of walking to school amongst pupils of all ages, and high latent demand for cycling.

A168. Cycling was regarded by all pupils as the most fun way to travel, followed by walking. The main reason given for choosing these two modes was that they are a good way to travel with friends and they provide independence. Cycling was also seen as being ‘cool’ by this age group as was skateboarding, although some felt that it would depend on the type of bicycle one had. Cycling was also seen as fast and green/clean.

A169. Cars and buses were seen as boring and polluting, but fast. Buses were associated with pollution and being slow. Walking, cycling and cars were regarded as being the safest way to travel, but only if you take care and follow the rules – showing very high levels of awareness of road safety issues.

**SECONDARY SCHOOLS**

**Balfron High School, Balfron**

*The school is a comprehensive non-denominational six-year school (roll: 913) and serves the large rural district of West Stirlingshire. The school lies mid-way between Stirling and Glasgow which are both 19 miles away.*

*The nature of the catchment area means that a very high proportion of pupils travel to school by bus. These are a combination of service buses and school buses. Free transport is provided by Stirling Council to all pupils living two miles or more from the school (and within the school’s catchment area). The school has a number of pupils attending who live outwith the catchment. The school is a registered Eco-School.*

*Discussion groups were held with S3 and S5 groups*

A170. *Buses:* A large number of pupils travel to Balfron High School by bus. Pupils therefore associated bus use with the journey to school, visiting friends locally and for going to Glasgow. The local buses were described as cheap and reliable. They did express concern about the quality of the buses and didn’t find them comfortable. On the school journey the buses (both service and school buses) were noisy. School buses were overcrowded. Pupils didn’t find drivers helpful when they had problems such as losing bus passes. A number of the pupils lived in locations which were not served by service buses.

A171. For travelling further afield the only positive description of the buses was that they were reliable. Other than that pupils commented on the lack of comfort, the cost (too expensive), the journey took too long and the time-table didn’t suit their requirements, and that the buses didn’t serve smaller villages.
A172. Cycling: Cycling was only seen as suitable for local journeys such as visiting friends. Pupils who lived close to the school walked and others travelled by bus. Pupils discussed the fact that cycling was better for the environment than bus or car travel and also associated it with being free or low-cost. The only disadvantage of cycling was that it wasn’t a good way to travel in cold or wet weather.

A173. Trains: The nearest station is Milngavie which is 9 miles from Balfron with a half-hourly train service to Glasgow. Pupils associated train travel with journeys to Glasgow and for long-distance journeys. They preferred the train for travelling to Glasgow, being quick, comfortable, and easy to use.

A174. Walking: Walking was only regarded as a suitable mode of transport for walking to school for pupils who lived within Balfron. The positive factors associated with walking included the fact that it is free and healthy.

A175. Car: The car was regarded by most pupils as being quick, convenient and reliable with the added advantage of being more useful when carrying shopping etc. Pupils did associate the car with high cost of fuel and also with having a negative impact on the environment. A number of pupils commented on the fact that if you live in many of the villages in the area a car is essential mode of transport. Older pupils who appeared to value their independence more were more interested in being able to use public transport.

**Braes High School, Falkirk**

*Braes High School is a fully comprehensive six year school (roll: 850) situated in the Reddingmuirhead area of Falkirk. The school opened in August 2000, following a move from a site in the centre of Falkirk and is part of the Falkirk Schools Project in which PFI funding has been used to build five new schools. The Braes High School cluster consists of 9 primary schools spread over a wide geographical area and serving very varied communities. The schools are: Avonbridge, California*, Drumbowie, Limerigg, Maddiston, Shieldhill, Slamannan, Wallacestone and Whitecross.*

*Braes High School is one of six schools in Scotland taking part in the Sustainable Secondary Schools Pilot. The school is a registered Eco-School.*

* A primary case study school in this study.

A176. Details of discussion groups are included in Section 10 of the main report, under PCP approaches.

**Currie Community High School, Edinburgh**

*Currie High School (roll 948) is a large community school based in the Edinburgh suburb of Currie. It is one of six schools in Scotland taking part in the Sustainable Secondary Schools Pilot Scheme. The school is a registered Eco-School.*

*As part of this scheme pupils assist with the maintenance of the ecology sites, recycling and litter initiatives and are working on health promotion and safe routes to school.*
"Through a combination of learning about global issues in class and taking action in their own school, pupils are encouraged to address the maxim ‘Act Local Think Global’"  
School Handbook, p.16

A177. Pupils discussed the advantages and disadvantages of each mode of transport in relation to journeys which they made regularly. They demonstrated that an awareness that different forms of transport are suitable for different journeys which they appeared to put into practice when making journeys themselves.

A178. Buses: Buses were regarded as being suitable for local journeys. Most pupils lived near the main bus route into Edinburgh, so it was the destination that affected whether bus travel was suitable. Suitable journeys for travelling by bus included: going into Edinburgh City Centre, going to school, going to the Gyle shopping centre. Journeys which weren’t suitable for making by bus included those where a change of bus was needed and where there wasn’t a bus stop close to the destination.

A179. In general the pupils had positive experiences of travelling by bus, but still felt that improvements could be made. They associated buses with the following: provides independence from parents, good for when travelling in a group, easy to use, good quality, quick (particularly where there are bus lanes), direct, convenient, good timetable Monday – Saturday (they felt that the buses started early enough and ran late enough to meet their needs), good value for money (especially the Daysaver tickets), regular services, keep you dry, comfortable. In general they felt that buses were a good form of transport for many different groups of people, e.g. elderly, disabled, parents with pushchairs, young people.

A180. Comments on buses weren’t all positive, however. They didn’t like the fact that people smoke on buses, and that they sometimes felt unsafe when there were ‘dodgy’ passengers on the bus or when walking to bus stops. Some buses ran on part-routes which meant that the number of buses they could catch to get all the way home was limited. At busy times they reported that buses could be overcrowded, unreliable and often got stuck in traffic. They reported that some buses were dirty or covered in graffiti and didn’t like the fact that they had to remember to keep exact change for their return journey (although others reported that purchasing a Daysaver ticket solved this problem). They felt that the Sunday service could be improved, especially as many of them wanted to go shopping or go to work on Sundays. Some pupils commented on the fact that on buses going to and from school behaviour was often rowdy and it was hard to get a seat. Some pupils said the buses were too expensive. Another issue which was raised as that timetables changed too often

A181. Cycling: Cycling levels were low amongst the group of pupils in the focus group. There was a feeling that cycling wasn’t good for their image and said that if they were to cycle to school they would be laughed at by friends travelling in other ways. Other reasons for not cycling included shortage of suitable secure places to leave cycles, having too much to carry. There was a general agreement that cycling is a easy, quick and healthy way to travel which might be good if there wasn’t a suitable bus.

A182. Car travel: Car travel was seen as the best option for getting to places which weren’t on an easy bus route from Currie or for places which didn’t feel safe at night. Examples of such locations included the ice rink, Fountain Park, Bowling at Fort Kinnaird, playing football. Pupils explained that car travel was much easier when there was plenty of free
parking. Being able to carry lots was seen as one of the positive factors of making journeys by car; such journeys include going fishing, shopping, skating.

A183. In general the positive factors associated with car travel included comfort, privacy, being able to leave when you want, being able to travel on a more direct route, not having to worry about missing the bus. Some journeys were described as being quicker by car, although there wasn’t general agreement on this. In bad weather the car was seen as a preferred option to walking and cycling, but there was no real preference to the car in this case over the bus.

A184. Negative factors associated with car use included cost of parking, shortage of parking, getting stuck in traffic, delays, diversions, risk of breakdowns, cramped conditions, risk of damage to the car in certain parts of Edinburgh, not always being able to take the most direct route, e.g. along Prince’s St, having to rely on parents for a lift/having to travel with parents and expense. Pollution was only mentioned as an issue by one pupil, but there was awareness of potential road user charging schemes in Edinburgh.

A185. Car travel wasn’t seen as a comfortable option for long journeys due to cramped conditions, frequent stops, and having nothing to do.

A186. Trains: Trains were regarded as good for long journeys, but expensive and unreliable for short journeys. The pupils didn’t regard the train as suitable alternative to the bus for travelling into Edinburgh. They expressed concern about their own personal safety while waiting for trains. They also explained that there was a lack of information on trains and at stations about the destination of the trains. Positive factors about the trains are that they are direct and fast.

A187. Walking: Walking was seen as suitable for short journeys, e.g. travelling to school, going to friends’ houses. It is regarded as a healthy way to travel with the advantages of being able to leave when you want, being convenient, flexible, providing good exercise, free, easy, a good way to get fresh air, providing independence and a good way to travel with friends. For some it was seen as a more direct way to travel to local destinations.

A188. There were some negative factors associated with walking. It wasn’t seen as suitable when there was lots to carry, which included journeys to shops and sometimes the journey to school. Some areas weren’t regarded as safe for walking through. Walking wasn’t always regarded as a safe way to travel alone. Getting wet was a problem with walking in bad weather. There were none of the negative image factors associated with walking as there were with cycling.

A189. Both groups of pupils were asked what changes they would like to see to make it easier for them to travel by each of the modes discussed in the first part of the focus group.

Younger Group S2

A190. On buses, there were requests for one pass/ticket for all bus companies, no graffiti/cleaner buses, enforcement by drivers of the no smoking/drinking rule, cheaper/free buses especially for U16s, keeping one timetable in operation for longer periods, a higher frequency of buses on Sundays.
A191. Pupils would like the trains to be cheaper, more frequent and for there to be more lines and stations. Pupils would like the roads to be safer and for there to be more cycle paths.

Older Group S5

A192. Pupils explained that the changes they would like to see included more bus services, more reliable buses, more direct routes, more bus lanes (properly enforced), seatbelts (although pupils admitted they wouldn’t use them) and cheaper fares.

A193. Pupils would like to see better value for money train services with improved reliability and cleaner trains. For walking, improvements which were discussed included cleaner paths (dogs), less pollution, improved lighting and safer paths - cut back vegetation and trees. For cycling, more cycle lanes and safe routes were raised.

Dalbeattie High School, Dalbeattie

Dumfries and Galloway. The school has been successful in D&G's Eco Schools scheme, led by a pupil-based group, and has focused on waste minimisation and recycling. No specific action on transport has been taken.

A194. For older pupils here (S5/S6), the main factors involved in transport decision-making were identified as:

- Distance
- Time/Duration
- Cost
- Convenience to self
- Availability
- Practicality
- Time of Day
- Convenience to others
- Able to get back home
- Independence

A195. Of these, the most important were cost and convenience to self and independence.

A196. Overall, transport was not regarded as a particularly important issue. The children felt they could put up with buses, lifts etc. until they got their own cars. There was very little congestion in this rural area. As a result transport policy challenges had not really been thought through. However a (perhaps parental) message about reducing fuel tax came across strongly. i.e. attitudes were not strongly held or well thought through.

A197. Transport difficulties were mainly associated with leisure activities e.g. parties, going swimming, etc. A later bus home in the evening from Dumfries was important for teenagers. Environmental issues did not really kick into the debate but costs of different options did. The bus fares (80p to Dumfries) were cheap but not always regarded as such.
A198. There were clear distinctions between travel within Dalbeattie which was largely walk or bike, and elsewhere which was motorised.

**STUDY COMPARISON**
The findings of the discussion groups reported here are similar to the views of young people taking part in workshops in London in April 2003, organised by the London Transport Users Committee. Delegates shared some of the problems they face in getting to school by each of the modes of transport:

<table>
<thead>
<tr>
<th>Bus:</th>
<th>Cycling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Poor relationships between pupils and drivers;</td>
<td>• Lack of facilities;</td>
</tr>
<tr>
<td>• High fares;</td>
<td>• Insecure facilities, theft;</td>
</tr>
<tr>
<td>• Buses won’t stop;</td>
<td>• Cycling is not cool;</td>
</tr>
<tr>
<td>• Too many students;</td>
<td>• Young people want to be with friends;</td>
</tr>
<tr>
<td>• Rowdy behaviour; young people intimidating other passengers (elderly, youngsters) not intentional;</td>
<td>• Not safe due to motorists; Young people are not allowed by the school to wear clothes that are practical for cycling in;</td>
</tr>
<tr>
<td>Public buses don’t like picking up young people.</td>
<td>• Knowing how to cycle; cycling with confidence;</td>
</tr>
<tr>
<td></td>
<td>• Students are not allowed to use the showers after cycling into school.</td>
</tr>
</tbody>
</table>

They also compare closely with findings of recent Scottish Executive research on Young People and Transport, particularly for youngsters living in urban areas with a good public transport network.

**NOTE ON METHODOLOGY**

A199. Pupils were keen to talk about transport on the whole, although some groups were more keen than others. The focus groups were relatively easy to hold and were useful for finding out what pupils’ views of the main modes of transport were. In particular the groups gave pupils a chance to express the strength of their feelings in relation to certain issues and also provided the opportunity for them to talk about related topics which may not have been covered by a pre-designed questionnaire. With some groups more prompting was necessary than with others. The views of younger pupils were more limited to what was fun and what wasn’t but the groups were useful for gaining an insight into how much they enjoyed travelling in certain ways, e.g. by bicycle.

A200. Peer pressure is an issue with young people and there was a feeling on occasion that pupils wouldn’t talk about the benefits of travelling in certain ways once that mode had been dismissed by others, this was probably the case for cycling amongst older pupils.

A201. It was important to talk to pupils of different ages as their concerns vary with age and the need for more independence. Also important to talk to pupils in different geographical areas as views and concerns vary depending on where pupils live and their access to other settlements and transport.

A202. Views were probably being expressed which weren’t entirely those of the children. For example many had views on trains, particularly negative views, even in area without rail services.
APPENDIX FOUR     SURVEY QUESTIONNAIRES

SECONDARY PUPILS SURVEY

PRIMARY CLASS SURVEY

PARENT'S SURVEY

NB Questionnaires have been edited in appearance, but not content, for the purposes of reporting.
ATTITUDES TO TRANSPORT - PUPIL SURVEY

Thank you for completing this questionnaire. This will help your school and the Scottish Executive understand your views on transport.

1. What is your name? ………………………………………………………………………
2. What year are you in? e.g. S3 ………………………
3. What school do you attend? ……………………………………………………………
4. What is your home postcode? ………………………………………
5. Are you Male or Female?

6. How do you usually travel to school?
   Walk    Bike    Public bus or train    School bus     Car    Other:

7. How would you like to travel to school?
   Walk   Bike   Public bus or train   School bus   Car   Other:

8. If 6 and 7 are different, why is that? ………………………………………

9. How would you like to travel to work when you are older?
   Walk   Bike   Bus   Train   Car   Other:……………

10. Look at the following forms of transport and tick to say which you think are "Cool" and not "Cool" (tick one or the other).

<table>
<thead>
<tr>
<th>Cool/Trendy</th>
<th>Not Cool/Boring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>Walking</td>
</tr>
<tr>
<td>Cycling</td>
<td>Cycling</td>
</tr>
<tr>
<td>Car</td>
<td>Car</td>
</tr>
<tr>
<td>Train</td>
<td>Train</td>
</tr>
<tr>
<td>Bus</td>
<td>Bus</td>
</tr>
<tr>
<td>Taxi</td>
<td>Taxi</td>
</tr>
<tr>
<td>Plane</td>
<td>Plane</td>
</tr>
</tbody>
</table>

11. What are the most important things in deciding how you would like to make your journey to school?

Instructions: Please put the following 11 things about transport in order of importance to you. The way to do this is to read through the whole list, then pick the one you think is most important and put "1" in the box next to it. Then, pick the thing that is next most important to you and put a "2" in the box next to it, and so on, up to the 11th thing.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Order of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection against the weather</td>
<td></td>
</tr>
<tr>
<td>Risk of &quot;stranger danger&quot;</td>
<td></td>
</tr>
<tr>
<td>Healthy exercise</td>
<td></td>
</tr>
<tr>
<td>Gets me there on time</td>
<td></td>
</tr>
<tr>
<td>Cost of journey</td>
<td></td>
</tr>
<tr>
<td>Allows me to go where I want when I want</td>
<td></td>
</tr>
<tr>
<td>Good for the environment</td>
<td></td>
</tr>
<tr>
<td>Risk of road accidents</td>
<td></td>
</tr>
<tr>
<td>Journey time (how long it takes)</td>
<td></td>
</tr>
<tr>
<td>Lets me travel with my friends</td>
<td></td>
</tr>
<tr>
<td>Goes from &quot;door to door&quot;</td>
<td></td>
</tr>
</tbody>
</table>
12. Have you picked up information about the benefits of using buses, walking or cycling from any of the following?: (Tick up to 3 most important ones)

Lessons
Assemblies
Displays at school
School newsletter
School website
Drama production at school
Visiting speakers at school

Special green travel events – e.g. walk to school week or health week
Newspapers / Magazines / Television / Radio
Friends / other pupils
Your parents
Other (please say)…………………………

13. Has this information helped you to understand the issues better, for example how walking is better for your health?
Yes A little No

14. Has the information made you change how you travel?
Yes Sometimes No Already walk / cycle / travel by bus

Tick the box which best matches how you agree or disagree with the following statements

I get most of my views about different types of transport from my parents:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Protecting the environment is more important than being allowed to use the type of transport you prefer:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

It is not safe for children to cycle or walk to school because of the risk to them of being involved in a road accident:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

It is not safe for children to cycle or walk to school because of the risk of "Stranger Danger":

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Children who walk or cycle to school will usually be fitter and healthier than those who travel to school by bus or car:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

People who use cars instead of public transport tend to cause more harm to the environment:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

People should use public transport instead of cars to help reduce congestion on our roads:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
Children & Transport - Research for Scottish Executive

Primary School Class Survey
Please complete this survey form with your class - thank you

School Name _________________________________________
School Year
Class Name / Class Teacher _________________________________
Number of Boys Today _______
Number of Girls Today _______

Hands Up Survey - how do children usually travel to school? (Numbers for each)

<table>
<thead>
<tr>
<th>Walk</th>
<th>Bike</th>
<th>Public Bus</th>
<th>School bus</th>
<th>Car</th>
<th>Taxi</th>
<th>Other</th>
</tr>
</thead>
</table>

Of those who don’t walk to school, and live close enough, how many would like to ? _______

Of those who don’t cycle to school, and live close enough, how many would like to ? _______

Of those who don’t go to school by car, how many would like to ? _______

Discussion - Please ask which type of transport (from list in Q6) is seen as most:
(- Give 1st and 2nd choices - what is the consensus?)

- Fun ____________________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Boring __________________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Clean and green ______________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Polluting and dirty ______________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Fast ____________________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Slow ____________________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Cool / trendy ______________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?

- Safe ____________________________ (1st) ____________________________ (2nd)
  Why is that - what reasons are given?
PARENTS' SURVEY - CHILDREN & TRANSPORT

**PRIZE DRAW FOR COMPLETED QUESTIONNAIRES FROM YOUR SCHOOL**
Win a £25 voucher of your choice

Instructions:
- Your child's school is helping with research into transport.
- Please complete this questionnaire as fully as possible. If you receive more than one of these, you only need complete one.
- It should only take a few minutes and will provide us with valuable information.
- Use the FREEPOST envelope to send your reply
- If you wish to add anything else, please write on this form or enclose them in the FREEPOST envelope.

**PRIZE DRAW**  Win a  £25 Voucher of your choice
If you would like to be entered into the prize draw for completed questionnaires, please complete the information below. This information will only be used for the draw and not any other purpose.

Name: ___________________________________________

Address: ___________________________________________

___________

Start Here.
- What is your child's full name? _______________ (the child who gave you this survey)
- What is your child's school? ________________________
- What school year is this child in? e.g. P7, S3 _____________
- Is your child male female
- What is your postcode? _____________________________
- What is your age? 18-25 26-30 31-36 37 or more
- Are you male or female ?

- How do you usually travel for most of your journeys, and as your second choice?

<table>
<thead>
<tr>
<th>1st Choice</th>
<th>2nd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car as driver</td>
<td>Car as driver</td>
</tr>
<tr>
<td>Car as passenger</td>
<td>Car as passenger</td>
</tr>
<tr>
<td>Bus</td>
<td>Bus</td>
</tr>
<tr>
<td>Taxi</td>
<td>Taxi</td>
</tr>
<tr>
<td>Train</td>
<td>Train</td>
</tr>
<tr>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Bike</td>
<td>Bike</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

- Do you, as a parent, usually make the decision over how your child gets to school?

Yes   No
- If yes, how old will your child have to be for you to allow them their own decision?______________ years old

- How does the child who gave you this questionnaire usually travel to school?
  
  Walk   Bike   Public bus or train   School bus   Car   Other________

- Without asking them, how do you think this child would like to travel to school?
  
  Walk   Bike   Public bus or train   School bus   Car   Other________

- If the answers to previous questions are different, what is the main reason?
  ___________________________________________________________

- Have you ever looked for or received information about using different forms of transport e.g. using the car less and walking more, or using public transport? If so, where did you get it from? (tick all that apply) Please also tick the 2nd column if this information meant that you changed your behaviour.

<table>
<thead>
<tr>
<th>Where did information come from? (tick if yes)</th>
<th>Did it make you change what you do? (tick if yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, have not had information</td>
<td></td>
</tr>
<tr>
<td>TV or Radio</td>
<td></td>
</tr>
<tr>
<td>National campaigns e.g. &quot;Learn to let go&quot;</td>
<td></td>
</tr>
<tr>
<td>Leaflets and posters</td>
<td></td>
</tr>
<tr>
<td>Newspapers or Magazines</td>
<td></td>
</tr>
<tr>
<td>My Children, who got it from school</td>
<td></td>
</tr>
<tr>
<td>My Children, who got it from other places</td>
<td></td>
</tr>
<tr>
<td>Friends and colleagues</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td>Other (please state)</td>
<td></td>
</tr>
</tbody>
</table>

**Tick the box which best matches how you agree or disagree with each of the following statements:**

- My child gets most of his/her views about different types of transport from me and/or my partner.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

- Protecting the environment is more important than being allowed to use the type of transport you prefer:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

- It is not safe for children to cycle or walk to school because of the risk to them of being involved in a road accident:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

- It is not safe for children to cycle or walk to school because of the risk of "Stranger Danger":

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

117
- Children who walk or cycle to school will usually be fitter and healthier than those who travel to school by bus or car:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

- People who use their cars instead of public transport tend to cause more damage to the environment:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

- People should use public transport instead of cars to help reduce congestion on our roads:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

What are the most important things in deciding how your child makes his/her journey to school?
- Please put the following 11 items in order of importance to you. The way to do this is to pick the one you think is most important and put "1" in the box next to it. Then, pick the thing that is next most important to you and put a "2" in the box next to it, and so on, up to the 11th thing.

Please don’t think too long about the answers - your first reaction is most important to us.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Order of importance (e.g. 1, 4 etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection against the weather</td>
<td></td>
</tr>
<tr>
<td>Risk of &quot;stranger danger&quot;</td>
<td></td>
</tr>
<tr>
<td>Provides healthy exercise</td>
<td></td>
</tr>
<tr>
<td>Gets him/her there on time</td>
<td></td>
</tr>
<tr>
<td>Cost of journey</td>
<td></td>
</tr>
<tr>
<td>Allows him/her to be independent</td>
<td></td>
</tr>
<tr>
<td>Good for the environment</td>
<td></td>
</tr>
<tr>
<td>Risk of road accident</td>
<td></td>
</tr>
<tr>
<td>Journey time (how long it takes)</td>
<td></td>
</tr>
<tr>
<td>Lets child travel with their friends</td>
<td></td>
</tr>
<tr>
<td>Goes from &quot;door to door&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Now please return this to us in the FREEPOST envelope
Complete your name and address to be entered into the prize draw

MANY THANKS FOR YOUR HELP
APPENDIX FIVE  NOTE ON SCHOOL YEAR GROUPS AND AGES

The Scottish compulsory education is divided into primary (age 5-12), secondary (age 12-16), and post-compulsory secondary education (age 16-18) is optional.

The following table shows ages of pupils in year groups mentioned in this report:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>5/6</td>
</tr>
<tr>
<td>P2</td>
<td>6/7</td>
</tr>
<tr>
<td>P3</td>
<td>7/8</td>
</tr>
<tr>
<td>P4</td>
<td>8/9</td>
</tr>
<tr>
<td>P5</td>
<td>9/10</td>
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<tr>
<td>P6</td>
<td>10/11</td>
</tr>
<tr>
<td>P7</td>
<td>11/12</td>
</tr>
<tr>
<td>S1</td>
<td>12/13</td>
</tr>
<tr>
<td>S2</td>
<td>13/14</td>
</tr>
<tr>
<td>S3</td>
<td>14/15</td>
</tr>
<tr>
<td>S4</td>
<td>15/16</td>
</tr>
<tr>
<td>S5</td>
<td>16/17</td>
</tr>
<tr>
<td>S6</td>
<td>17/18</td>
</tr>
</tbody>
</table>
APPENDIX SIX  SELECTED RESOURCE LINKS

Most of the existing resources databases relate to the National Curriculum for England and Wales, however they are easily adaptable to the National Guidelines for Scotland.

- The Department for Transport has an online database of resources providing a catalogue of information on teaching and other relevant resources relating to encouraging greater use of walking, cycling, public transport and car sharing for school journeys. Although this is designed to link with the National Curriculum, England and Wales, much of the information will be transferable to the National Guidelines 5-14.  www.databases.dft.gov.uk/schools/
- WWF’s dedicated education website contains a wealth of information relating to ESD including case studies of work carried out in schools in Scotland. wwflearning.co.uk Relevant to the National Guidelines 5-14.
- A case study of a secondary school in Glasgow’s campaign to promote Car Free Day can be found at wwflearning.co.uk/filelibrary/pdf/lourdes_3_3.pdf
- The forthcoming Scottish Road Safety Campaign for Primary schools, Streetsense, includes information on sustainable transport related to the 5-14 Health Education Guidelines (due for publication 01/09/03).
- The Qualifications and Curriculum Authority (UK) website on ESD includes information on: what education for sustainable development is about; requirements and opportunities for ESD across all subjects in the national curriculum; case studies of developing practice in ESD across the full range of subjects and contexts; and guidance on, and case studies of, the management of school development of ESD. For each subject, information is provided on requirements (where appropriate) and opportunities within the national curriculum for teaching about sustainable development. In addition, there are also case studies of work undertaken in schools. Some of the case studies relate directly to sustainable transport. www.nc.uk.net/esd/teaching/
- The QCA/DfES website contains schemes of work for national curriculum subjects, as well as religious education. Included are schemes of work relevant for teaching about sustainable transport. www.standards.dfes.gov.uk/schemes
- Sustrans are currently producing such a resource which will highlight the links between sustainable transport and Environmental Studies (National Guidelines 5-14) and Health Education (National Guidelines 5-14). www.sustrans.org.uk
- Travelling Green. (NHS Greater Glasgow/West Dunbartonshire Council. The project was designed to support children and their families make an active journey to school. A written set of interactive materials combined with the delivery of curricular activities was effective in promoting more active commuting behaviour among primary school children.
- Schools could be encouraged to use the HMIE document, "A Route to Health Promotion", to help them to identify how they are encouraging pupils to think about the journey to school as part of a healthy lifestyle.
RESEARCH - PUBLICATIONS LIST FROM 2002

An Evaluation of Section 18 of the Mental Health Implementation of Part 5 of the Adults with Incapacity (Scotland) Act 2000: Julie Ridley, Lyn Jones, Anne Robson, Scottish Health Feedback. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.18

Summary available: Development Department Research Findings No.131

Researching Women in Rural Scotland: Elaine Samuel. (2002) (£5.00)

Gypsies/Travellers in Scotland: The Twice-Yearly Count - No.1. (January 2002) (Free)

Providing Free Personal Care for Older People: Research commissioned to inform the work of the Care Development Group: edited by Diane Machin and Danny McShane. (2002) (£10.00)
Summaries available: Health and Community Care Research Findings Nos.3, 4, 5, 6, 7 and 8

Summary available: Development Department Research Findings No.132

Towards a Plan for Action on alcohol Misuse: Responses to the Written Consultation: Reid Howie Associates. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.10

Towards a Plan for Action on Alcohol Misuse: Summary of Evidence: Reid Howie Associates. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.11

Summary available: Health and Community Care Research Findings Nos.12 and 13

Consultation with Children and Young People on the Scottish Executive’s Plan for Action on Alcohol Misuse: Kathryn Potter. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.14

International Alcohol Policies: a Selected Literature Review: Kate Sewel. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.15

Public Attitudes to the Healthcare of Older People in Scotland: Simon Braunholtz and Barry Stalker. (2002) (£5.00)
Summary available: Health and Community Care: Research Findings No.16


Summary available: Countryside and Natural Heritage Research Findings No.19

Summary available: Development Department Research Findings No.134

“Direct What” - A Study of Direct Payments to Mental Health Service Users: Julie Ridley and Lyn Jones. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.20

Over the Threshold? An Exploration of Intensive Domiciliary Support for Older People: Lisa Currie and Alison Petch, with Angela Hallam and Martin Knapp. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.19

Review of Care Management in Scotland: Kirsten Stalker and Isleen Campbell. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.21

Fast-Trac: Evaluation and Issues of Transferability: The Centre for Research in Lifelong Learning and The Centre for Educational Sociology. (2002) (£5.00)
Summary available: Enterprise and Lifelong Learning Research Findings No.3
Evaluation of New Deal for Young People in Scotland: Phase Two: Dorothee Bonjour, Genevieve Knight, Stephen Lissenburgh. (2002) (£5.00) Summary available: Enterprise and Lifelong Learning Research Findings No.4

Review of Strategic Planning: Analysis of Consultation Responses: Geoff Peart Consulting. (2002) (£5.00) Summary available: Development Department Research Findings No.136

Timber Cladding in Scotland: Ivor Davies, James Pendlebury (Highland Birchwoods) and Bruce Walker (University of Dundee). (2002) (Free) Summary available: Countryside and Natural Heritage Research Findings No.18

Evaluation of the West Lothian Driver Improvement Scheme: Steven Hope, Dave Ingram and Becki Lancaster (NFO System Three Social Research). (2002) (£5.00) Summary available: Development Department Research Findings No. 135


Monitoring the National Cycling Strategy in Scotland: Scottish Cycling Development Project. (2002) (£4.00)


Supporting Court Users: The In-Court Advice and Mediation Projects in Edinburgh Sheriff Court Research Phase 2: Elaine Samuel, Department of Social Policy University of Edinburgh. (2002) (£5.00) Summary available: Legal Studies Research Findings No.38


Social Inclusion Research Bulletin No.7: (2002) (Free)

Equality Proofing Procedures in Drafting Legislation: International Comparisons: Fiona Mackay and Kate Bilton (Governess of Scotland Forum, University of Edinburgh). (2002) (£5.00) Summary available: Equalities Unit Research Findings No.1

Findings from the Working for Communities: Community Involvement: Alison P Brown. (2002) (Free) Summary only available: Development Department Research Findings No.137


Review of Research on School Travel: Derek Halden Consultancy. (2002) (£5.00)
Parole Board Decisions and Release Outcomes: Linda Hutton and Dr Liz Levy, Central Research Unit. (2002) (£5.00)

Rural Accessibility: Derek Halden (Derek Halden Consultancy), John Farrington (Aberdeen University) and Andrew Cupus (Scottish Agricultural College). (2002) (£5.00)
Summary available: Development Department Research Findings No.133

The Experience of Black/Minority Ethnic Police Officers, Support Staff, Special Constables and Resigners in Scotland: Daniel Onifade (Intravires Consultants). (2002) (£5.00)


Building Consensus for Rural Development and Planning in Scotland: A Review of Best Practice: Tim Richardson and Stephen Connelly (Department of Town and Regional Planning, University of Sheffield). (2002) (£5.00)
Summary available: Agricultural Policy Co-ordination and Rural Development Research Findings No.12

Summary available: Development Department Research Findings No.140

Good Practice Guidance-Consultation with Equalities Groups: Reid-Howie Associates. (2002) (£5.00)
Central Research Unit and Equality Unit

Review of Integration among Plans for the Coast in Scotland: An Analysis of the SCF Coastal Plans Inventory: Arup Scotland and Brady Shipman Martin. (2002) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.20

Summary available: Crime and Criminal Justice Research Findings No.59

Summaries available: Environment Group Research Findings No.20 and No.21

Summary available: Development Department Research Findings No.139

Natura 2000 Scoping Study: Dr Nonie Coulthard (Logical Cobwebs Ltd). (2002) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.21

Summary available: Development Department Research Findings No.142

Vulnerable and Intimidated Witnesses: Review of Provisions in Other Jurisdictions: Reid Howie Associates. (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.60

Summary available: Countryside and Natural Heritage Research Findings No.22

National Framework for the Prevention of Suicide and Deliberate Self-Harm in Scotland: Analysis of Written Submissions to Consultation: Julie Ridley, Scottish Health Feedback. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.22

Gypsies/Travellers in Scotland: The Twice-Yearly Count – No.2. (July 2002) (Free)


Young Carers: Assessments and Services: Pauline Banks, Eamonn Gallagher, Malcolm Hill and Sheila Riddell, Centre for the Child and Society and Strathclyde Centre for Disability Research, University of Glasgow. (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.23

Domestic Abuse against Men in Scotland: David Gadd, Stephen Farrall, Damian Dallimore and Nancy Lombard, Dept of Criminology, Keele University. (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.61

K Marshall (Glasgow University), E K M Tisdall (Edinburgh University), A Cleland (Napier University). (2002) (£5.00)

### ‘Voice of the Child’ Under the Children (Scotland) Act 1995: Volume 2 - Feasibility Study:

K Marshall (Glasgow University), E K M Tisdall (Edinburgh University), A Cleland (Napier University). (2002) (£5.00)

Summary available: Scotland’s Children - Children (Scotland) Act 1995 Research Findings No.2

### Owner Occupation Among Low Income Households in Scotland:

Rebekah Widdowfield and Diana Wilkinson. (2002) (£5.00)

### Monitoring and Mapping of Environmental Noise:

Dr Bernadette McKell, Steve Fisher, Nigel Jones, Jane Evans and Brian Stark (Casella Stanger). (2002) (£5.00)

Summary available: Environment Group Research Findings No.23

### Road Safety and Social Inclusion:

Tony Graham (ODS Ltd). (2002) (£5.00)

Summary available: Development Department Research Findings No.141

### Child Accidents en route to and from School:

Colin Buchanan & Partners. (2002) (£5.00)

Summary available: Development Department Research Findings No.145

### A Rural Community Gateway Website for Scotland - Scoping Study:

Jenny Brogden, Joanna Gilliatt and Doug Maclean (Lambda Research and Consultancy Ltd). (2002) (£5.00)

Summary available: Agricultural Policy Co-ordination and Rural Development Research Findings No.13

### City Region Boundaries Study:

Derek Halden Consultancy (2002) (£5.00)

Summary available: Development Department Research Findings No.146

### Why Do Parents Drive Their Children to School?:

George Street Research. (2002) (£5.00)

Summary available: Development Department Research Findings No.143

### Management of Work-Related Road Safety:


Summary only available: Development Department Research Findings No.144

### Disciplining Children: Research with Parents in Scotland:

Simon Anderson and Lorraine Murray (NFO System Three); Julie Brownlie (Stirling University). (2002) (£5.00)

### Results of the Scottish Staff Survey 2002:


Summary only available: General Research Findings No.9 (Web only)

### Investigations of Work Pressures within the Scottish Executive:


Summary only available: General Research Findings No.10 (Web only)

### Transport Impacts of Major Health Care Developments:

Faber Maunsell. (2002) (Free)

Summary only available: Development Department Research Findings No.148

### Business-Related Bankruptcies Under the Bankruptcy (Scotland) Act 1985 (As Amended) - Phase 1: Scoping Study:

Lambda Research and Consultancy Ltd. (2002) (£5.00)

### Business Finance and Security Over Moveable Property:

Jenny Hamilton, Dr Andrea Coulson and Scott Wortley (University of Strathclyde); Dave Ingram (NFO System Three). (2002) (£5.00)

Summary available: Legal Studies Research Findings No.39

### Evaluation of the "Know the Score" Drugs Campaign:

Doug Maclean, Joanna Gilliatt and Jenny Brogden (Lambda Research Consultancy Ltd). (2002) (£5.00)

Summary available: Crime and Criminal Justice Research Findings No.63

### A Review of the First Year of the Mandatory Licensing Scheme in Houses in Multiple Occupation in Scotland:

Hector Currie (School of Planning & Housing, Edinburgh College of Art/Heriot Watt University). (2002) (£5.00)

Summary available: Development Department Research Findings No.150

### Social Inclusion Research Bulletin No.8:

Free

### Drug Treatment and Testing Orders: Evaluation of the Scottish Pilots:

Susan Eley, Kathryn Gallop, Gill McIvor, Kerry Morgan, Rowdy Yates, Dept of Applied Social Science, Stirling University. (2002) (£5.00)

Summary available: Crime and Criminal Justice Research Findings No.62

### Evaluation of Individual Learning Accounts - Phase 1:

York Consulting Ltd. (2002) (£5.00)
Delivering Work Based Learning: Andrea Glass, Kevin Higgins and Alan McGregor, Glasgow University. (2002) (£5.00)
Summary available: Enterprise and Lifelong Learning Research Findings No.5

Summary available: Enterprise and Lifelong Learning Research Findings No.6

Personal Injury Litigation, Negotiation and Settlement: Sam Coope and Sue Morris. (2002) (£5.00)

Enforcement of Civil Obligations in Scotland: Analysis of Consultation Responses: Blake Stevenson Ltd. (2002) (£5.00)

Risk Assessment and Management of Serious Violent and Sexual Offenders: A review of current issues: Hazel Kemshall. (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.64

Serious Violent and Sexual Offenders: The use of risk assessment tools in Scotland: Gill McIvor and Hazel Kemshall. (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.65

Recidivism Amongst Serious Violent and Sexual Offenders: Nancy Loucks. (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.66.

The Glasgow Drug Court in Action: The First Six Months: Susan Eley, Margaret Malloch, Gill McIvor, Rowdy Yates and Alison Brown. (2002) (£5.00)

Stalking and Harassment in Scotland: Sue Morris (Robert Gordon University), Simon Anderson and Lorraine Murray (NFO System Three). (2002) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.67

Public Attitudes to the Environment in Scotland: Kerstin Hinds, Katriona Carmichael and Harvey Snowling. (2002) (Free)
Summary only available: Environment Group Research Findings No.24

Consultation on Vulnerable Adults: Analysis of responses: Jaqueline Atkinson, Kathryn Berzins, Helen Garner (Department of Health, University of Glasgow). (2002) (£5.00)

Child Poverty in Social Inclusion Partnership: Peter A Kemp (University of York), Jo Dean and Daniel Mackay (University of Glasgow). (2002) (£5.00)

Survey of Cycling in Scotland: Tom Costley (NFO System Three). (2002) (£5.00)
Summary available: Development Department Research Findings No.149

Summary available: Local Government Research Findings No.1

Social Inclusion in Rural Areas: Innovative Projects for Young People: Frank W. Rennie, Wolfgang Greller and Mary Mackay (The Institute of Rural and Island Studios and The Scottish Centre for Information Research, Lews Castle College, UHI Millennium Institute, Stornoway). (2002) (£5.00)
Summary available: Land Use and Rural Policy Research Findings No.2

Getting Involved in Planning: Analysis of Consultation Responses: Geoff Peart Consulting. (2002) (Free)
Summary only available: Development Department Research Findings No.154/2002

Getting Involved in Planning: Perceptions of the Wider Public: Dr Paul Jenkins, Karryn Kirk, Dr Harry Smith (Centre for Environment and Human Settlements, School of Planning and Housing, Edinburgh College of Art/Heriot-Watt University). (2002) (Free)
Summary only available: Development Department Research Findings No.155/2002

Getting Involved in Planning: Summary of Evidence: Geoff Peart Consulting. (2002) (Free)
Summary only available: Development Department Research Findings No.156/2002

The Effectiveness of Tree Preservation Orders in Scotland: Roger Jessop MA (Cantab) MA (Manc) Dip TP MRTPI. (2002) (£5.00)
Summary available: Development Department Research Findings No.151
Land Values and the Implications for Planning Policy: DTZ Pieda Consulting.  (2002) (£5.00)
Summary available: Development Department Research Findings No.152

Assessment of the Effectiveness of Local Coastal Management partnerships as a Delivery Mechanism for Integrated Coastal Zone Management: ITAD Ltd, BMT Cordah Ltd.  (2002) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.23

Summary available: Development Department Research Findings No.153

Capacity Building for Community Planning: Eglinton.  (2002) (£5.00)
Summary available: Local Government Research Findings No.2

How Does the Community Care? Public Attitudes to Community Care in Scotland: Lisa Curtice (Scottish Consortium for Learning Disability) and Alison Petch (Nuffield Centre for Community Care Studies). (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.25

Summary available: Health and Community Care Research Findings No.27

Scottish Coastal Socio-Economic Scoping Study: School of Resources, Environment and Society, University of Aberdeen. (2002) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.24/2002

The Characteristics of People with Dementia who are Users and Non-Users of the legal System: A Feasibility Study: Anne Mason and Heather Wilkinson. (2002) (£5.00)

Young People and Transport: MORI Scotland. (2002) (£5.00)
Summary available: Development Department Research Findings No.155

“Don’t They Call It Seamless Care?” A Study of Acute Psychiatric Discharge: Lucy Simons, Alison Petch and Richard Caplan (Nuffield Centre for Community Care Studies, University of Glasgow). (2002) (£5.00)
Summary available: Health and Community Care Research Findings No.26

Research on the Private Rented Sector in Scotland: Donald Houston, Kieran Barr and Jo Dean (University of Glasgow). (2002) (£5.00)
Summary available: Development Department Research Findings No.153


Community Care Research Programme: Scottish Executive Health Department Analytical Services Division. (2002) (£5.00)


Her Majesty's Inspectorate of Prison's: Scope and Focus: Reid Howie Associates Ltd. (2002) (£5.00)

The Status of Traditional Scottish Animal Breeds and Plant Varieties and the Implications for Biodiversity: I.A. Wright and A.J.I Dalziel (MacAuley Institute) and R P Ellis (Scottish Crop Research Institute). (2003) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.25

Summary available: Development Department Research Findings No.157

Standards of Care and Regulation of Care Services in Scotland: Charlotte Pearson and Sheila Riddell (Strathclyde Centre for Disability Research). (2003) (£5.00)
Summary available: Development Department Research Findings No.24

Crime and Criminal Justice Research Agenda
Criminal Justice Research Branch. (2003) (£5.00)
Mortgage Arrears and Repossessions in Scotland: Emma McCallum and Ewan McCaig (MVA). (2003) (£5.00)
Summary available: Development Department Research Findings No.158

Consultation on a Physical Activity Strategy for Scotland: Analysis of Responses: Sheila Henderson; (Reid-Howie Associates). (2003) (£5.00)
Summary available: Health and Community Care Research Findings No.28

Liquor Licensing and Public Disorder: Review of Literature and Other Controls/Audit of Local Initiative: Reid Howie Associates Ltd. (2003) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.68


Underage Drinking and the Illegal Purchase of Alcohol: Paul Bradshaw. (2003) (£2.00)

Asylum Seekers in Scotland: Aileen Barclay, Alison Bowed, Iain Ferguson, Duncan Sim and Maggie Valenti; with assistance from Soraya Fard and Sherry MacIntosh; (University of Stirling). (2003) (£5.00)
Summary available: Social Justice Research Findings No.2

Summary available: Development Department Research Findings No.159

New Directions for Land Management Schemes in Scotland's National Parks: Land Use Consultants, Glasgow. (2003) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.26


Summary available: Development Department Research Findings No.161/2003

Summary available: Development Department Research Findings No.162/2003


Summary available: Social Justice Research Findings No.3/2003

Summary available: Development Department Research Findings No.160/2003

Impact of Childcare Support for Lone Parent Students: Fiona Ballantyne, Claire Hendry and Ralph Leishman (4-consulting Ltd). (2003) (£5.00)
Summary available: Social Justice Research Findings No.1/2003

Minority and Social Diversity in Legal Education: Simon Anderson, Lorraine Murray (NFO System Three) and Paul Maharg (University of Strathclyde). (2003) (£5.00)

Direct Supply of Medicines in Scotland: Evaluation of a Pilot Scheme: Ellen Schafheutle and Peter Noyce (University of Manchester), Christine Sheehy and Lyn Jones (Scottish Health Feedback). (2003) (Free)
Summary only available: Health and Community Care Research Findings No.29

Summary only available: Health and Community Care Research Findings No.30

Summary available: Development Department Research Findings No.163/2003

Summary only available: Development Department Research Findings No.164/2003
Scoping Study of Older People in Rural Scotland: Dr Lorna Philip, Dr Natasha Mauthner, Dr Euan Phimister (University of Aberdeen) and Dr Alana Gilbert (Macaulay Institute). (2003) (£5.00)
Summary available: Land Use and Rural Policy Research Findings No.3/2003


Public Attitudes to Access to the Countryside: NFO System Three. (2003) (£5.00)
Summary available: Countryside and Natural Heritage Research Findings No.27/2003


Results of the Scottish Executive Staff Survey: Tom Lamplugh. (2003) (Free)
Summary only available: General Research Findings No.11

Summary available: Development Department Research Findings No.165/2003


Summary available: Crime and Criminal Justice Research Findings No.72/2003

Scottish Compact Baseline Review: Keith Hayton (Gen Consulting). (2003) (£5.00)
Summary available: Social Justice Research Findings No.5/2003

The Fife Drug Court in Action: The First Six Months: Margaret Malloch, Susan Eley, Gill McIvor, Kathlene Beaton and Rowdy Yates (Department of Applied Social Science, University of Stirling). (2003) (£5.00)
Summary available: Crime and Criminal Justice Research Findings No.69/2003

The Glasgow Drug Court in Action: The First Six Months: Susan Eley, Margaret Malloch, Gill McIvor, Rowdy Yates and Alison Brown. (2003) (Free)
Summary only available: Crime and Criminal Justice Research Findings No.70/2003

Summary only available: Crime and Criminal Justice Research Findings No.71/2003

External-to-Vehicle Driver Distraction: Dr Brendan Wallace (HFAL). (2003) (£5.00)
Summary available: Development Department Research Findings No.168/2003

Summary available: Land Use and Rural Policy Research Findings No.4/2003 (Web only)

Gypsies/Travellers in Scotland: The Twice-Yearly Count – No.3 (January 2003) (Free)

The Speeding Driver: Who, How and Why?: S G Stradling and M Campbell (Transport Research Institute, Napier University), I A Allan, R S J Gorell, J P Hill and M G Winter (TRL Ltd) and S Hope (NFO System Three Social Research). (2003) (£5.00)
Summary available: Development Department Research Findings No.170/2003

Evaluation of Bikesafe Scotland: Rachel Ormston, Anna Dudleston, Stephen Pearson (NFO Social Research) and Steve Stradling (Napier University). (2003) (£5.00)
Summary available: Development Department Research Findings No.169/2003

Public Attitudes to Windfarms: Simon Braunholtz (MORI Scotland). (2003) (£5.00)
Summary available: General Research Findings No.12/2003

Deposit Guarantee Schemes in Scotland: Julie Rugg (Centre for Housing Policy, University of York). (2003) (£5.00)
Summary available: Development Department Research Findings No.166/2003

Social Inclusion Bulletin No.10: (2003) (Free)
Summary available: Social Justice Research Findings No.6/2003

Summary available: Social Justice Research Findings No.6/2003

Evaluation of the National Care Standards Consultations: Ruth Whatling (Civic Participation and Consultation Research Team, Scottish Executive). (2003) (£5.00)
Summary available: Health and Community Care Research Findings No.31/2003


Summary available: Development Department Research Findings No.172/2003

The Role of Mediation in Tackling Neighbour Disputes and Anti-Social Behaviour: Alison P Brown, Aileen Barclay, Richard Simmons and Susan Eley (Dept of Applied Social Science, Stirling University). (2003) (£5.00)
Summary available: Development Department Research Findings No.167/2003

Legal Studies Research Agenda: (2003) (Free)

Mental Health Officer Services: Structures and Support: Allyson McCollam, Joanne McLean, Jean Gordon and Kristina Moodie (Scottish Development Centre for Mental Health). (2003) (£5.00)
Summary available: Health and Community Care Research Findings No.32/2003

Summary available: Enterprise and Lifelong Learning Research Findings No.7/2003


Attitudes to Discrimination in Scotland: Catherine Bromley and John Curtice (NatCen Scotland). (2003) (£5.00)
Summary available: Social Justice Research Findings No.7/2003

Youth Transitions: Patterns of Vulnerability and Processes of Social Inclusion: Andy Furlong, Fred Cartmel (Department of Sociology & Anthropology, University of Glasgow), Andy Biggart (School of Policy Studies, University of Ulster at Coleraine), Helen Sweeting and Patrick West (MRC Social and Public Health Sciences Unit). (2003) (£5.00)
Summary available: Enterprise and Lifelong Learning Research Findings No.8/2003

Summary available: Legal Studies Research Findings No.40/2003

Diversity in the Public Appointments Process in Scotland: Reid Howie Associates Ltd. (2003) (£5.00)
Summary available: Social Justice Research Findings No.8/2003

Part-Time Firefighters: Sue Granville (George Street Research Limited). (2003) (£5.00)
Summary available: General Research Findings No.13/2003

Focus Groups with Minority Ethnic Communities: Blake Stevenson Ltd. (2003) (Web only)
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Further information on any of the above is available by contacting:

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Or by accessing the World Wide Website:  
http://www.scotland.gov.uk/socialresearch