



SEStran People and Place Programme

2024/25 EVALUATION

Foreword

This report is the culmination of the first year of our People and Place programme that has supported and enabled more than 100 active travel behaviour change projects across the region. These include projects across the region which fund cycle repairs, bike recycling, the purchase of new cycles, and street audits to remove barriers to people walking and wheeling. I've particularly enjoyed seeing the impact the funding is having and speaking to the people who have benefited.

One example is when we visited FEL Scotland's active travel hub at Grangemouth High School. We spent time talking to the pupils and teachers about the project, and I was impressed to hear about the dramatic increase they'd seen in young people cycling to and from school each day. I also loved hearing directly from the young people who had never previously cycled or scooted, but were whizzing around the playground without any fear.

There have also been challenges. 2024/25 has been a transition year in which responsibility for funding management moved to Regional Transport Partnerships for the first time, so there was a fundamental change in programme governance and delivery mechanisms. This inevitably influenced programme implementation and outcomes and impacted data consistency as delivery organisations adapted to a new way of working.

This report does not cover the full breadth of work completed in 2024/25, as many schools projects extended beyond the end of the reporting period so data collection and analysis was not possible prior to publication. Evidence from these projects will be incorporated into the 2025/26 programme evaluation report, providing a more complete picture of programme effectiveness.



We're pleased that this evaluation report provides valuable insights into the performance of our work in 2024/25 and identifies key learnings that will inform future programme development that we will be taking forward as we develop People and Place in 2025/26 and beyond.

Finally, we'd like to thank everyone that has contributed to this report and the successful first year of People and Place, from our partner local authorities to current delivery partners and wider stakeholders. We'd also like to thank Transport Scotland for their continued funding to deliver and develop the programme.

Brian Butler
Partnership Director

In Numbers



3019
Cycles provided



2487
for young people



21
adapted cycles



76
scooters provided



21
Cycle maintenance
stands installed



5
Active travel
counters installed



109
Schools with cycle and/or
scooter parking installed



Projects took place in **38% of schools** in the region



Executive summary

The People and Place Programme represents a significant development in SEStran's role in embedding active and sustainable travel into everyday life across the South East of Scotland. This first-year evaluation captures the scale of delivery, diversity of partnerships, and early signs of behaviour change. It offers valuable insights to shape future investment and impact.

The South East of Scotland Regional Transport Partnership (SEStran) commissioned Urban Foresight to conduct an independent evaluation of the first year of its People and Place Programme (the Programme), assessing both the impact of funded projects and the effectiveness of the grant management process. This evaluation covers the period from April 2024 to March 2025, during which SEStran distributed £5.3 million from the Transport Scotland People and Place Fund across around 100 projects throughout the region.

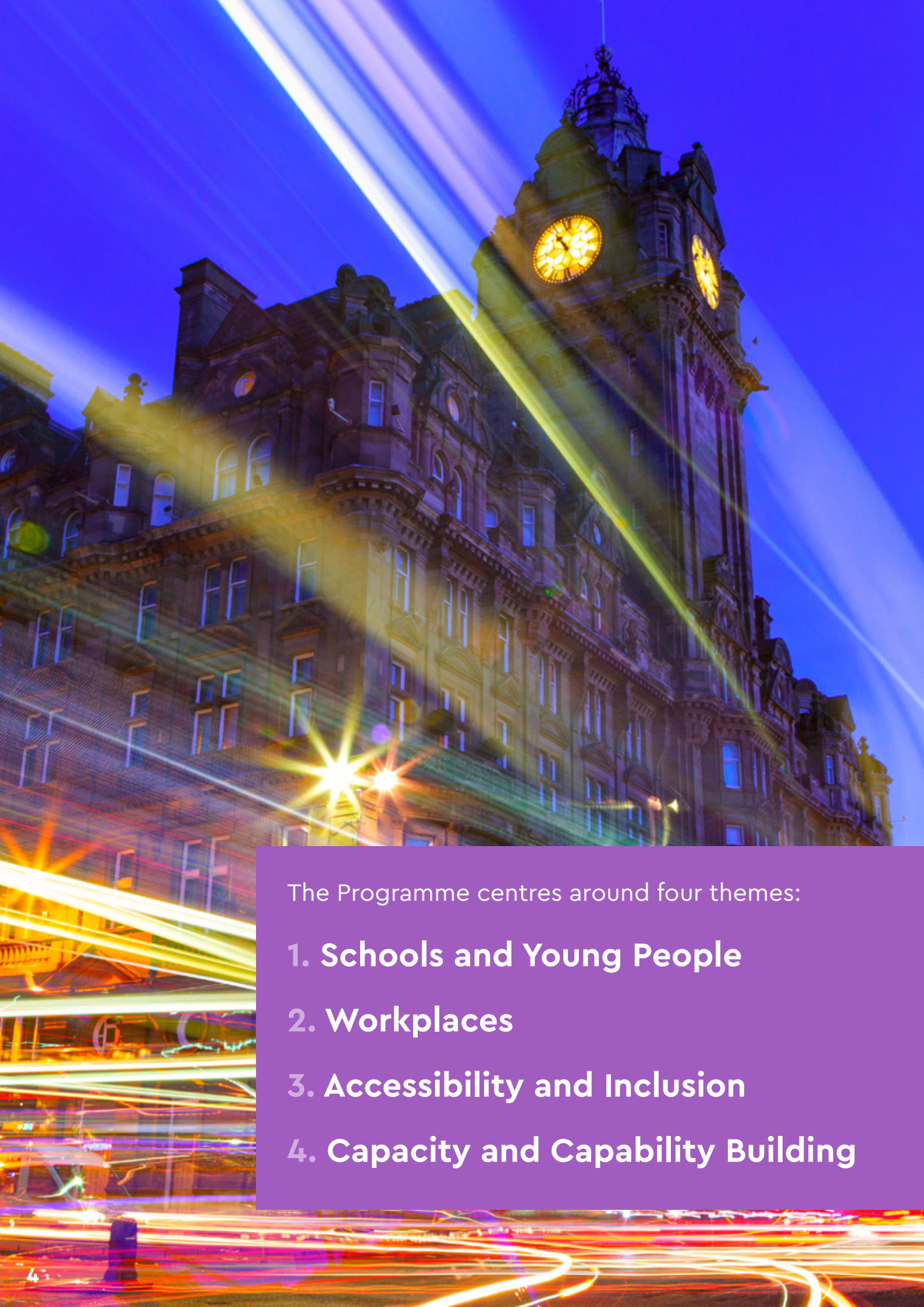
Designed to encourage a shift toward active travel, primarily for utility journeys, the programme recognises that leisure journeys also play a role in supporting health and economic wellbeing. Delivered through a diverse partnership of local authorities, third sector organisations, community groups, and educational institutions, it centres around four themes: **Schools and Young People, Workplaces, Accessibility and Inclusion, and Capacity and Capability Building.**

This evaluation takes a mixed-methods approach, combining desk-based research, primary data analysis, surveys, interviews, and case studies, in line with HM Treasury's Magenta Book guidance. The methodology enables a thorough assessment of both outcomes and processes, navigating challenges such as inconsistent data and collection methods, typical in the first year of delivery.

Key findings show that the Programme aligns well with national and regional policy priorities. The funding model also reflects a broader policy shift away from national-level targets, for example, those to reduce car use, toward more flexible, locally tailored approaches. The People and Place Programme is well-positioned to support this evolving landscape.

The first year of delivery demonstrated meaningful progress in promoting active travel and enabling behaviour change. The Accessibility & Inclusion theme, which received the largest share of funding, generated the most comprehensive data and insights. However, this evaluation highlights the need for more consistent data collection and improved ability to isolate project-specific impacts from broader trends.

This evaluation report concludes with recommendations to enhance future programme delivery, monitoring, and evaluation. The lessons learned from this year will inform SEStran's ongoing efforts to deliver coordinated, long-term investment in active and sustainable travel, ensuring that future funding cycles are increasingly effective, equitable, and responsive to the needs of communities across the South East of Scotland.



The Programme centres around four themes:

- 1. Schools and Young People**
- 2. Workplaces**
- 3. Accessibility and Inclusion**
- 4. Capacity and Capability Building**



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Introduction

The South East of Scotland Regional Transport Partnership (SEStran) commissioned Urban Foresight to conduct an independent evaluation of the projects delivered through the first year of its People and Place Programme and the associated grant management process.

This report summarises the findings of this analysis and proposes a set of recommendations to inform the delivery of regional People and Place-funded activities in future years.



About this evaluation report

This evaluation report provides a comprehensive assessment of the first year of the SEStran People and Place Programme, focusing on both the impact of the funded projects and the effectiveness of the grant management process.

Between April 2024 and March 2025, SEStran distributed a total of £5,365,038 from the Transport Scotland People and Place Fund across approximately 100 projects in the South East of Scotland. From January to May 2025, Urban Foresight evaluated this delivery year. The evaluation aims to identify and attribute progress, highlight opportunities for improving the efficiency of future funding cycles and capture the stories of change resulting from this round of funding.

The evaluation used a mixed-methods approach, combining desk-based research and primary data analysis, surveys, interviews, and case studies. This methodology aligns with the Magenta Book¹ which is the UK Government's guidance on evaluating policies, programmes and projects, ensuring a robust and thorough analysis. The report is structured as follows:

- 1) Programme Context** introduces the programme, its aims, and its alignment with national and regional policies.
- 2) Programme Evaluation Methodology** details the mixed-methods approach used in the evaluation, including data collection and analysis techniques.
- 3) Programme Outcomes and Impact** presents the findings on the impact of the funded projects, measured against key indicators from Transport Scotland's Active Travel Framework.
- 4) Grant Management** evaluates the grant management process, highlighting successes, challenges, and lessons learned.

5) Best Practice presents an example of the types of data that have been gathered and used to illustrate outcomes, challenges, or behavioural trends within active travel interventions.

6) Case Studies details examples of individual projects, illustrating their outcomes and the broader impact of the programme.

7) Conclusions and Recommendations summarises the overall findings of the evaluation and provides actionable recommendations for future programme delivery.

By providing a dual focus on both programme impact and grant management, this evaluation report offers a comprehensive overview of the SEStran People and Place Programme's achievements and areas for improvement. The insights gained from this evaluation will inform the ongoing development and refinement of the Programme's management, as well as the monitoring and evaluation processes in place to measure its impact.

The recommendations are designed to support ongoing monitoring and evaluation of the Programme. This will help ensure it remains responsive to national policy objectives and continues to improve the effectiveness of active and sustainable travel across the South East of Scotland.

¹ HM Treasury (2020) [Magenta Book: Central Government Guidance on Evaluation](#)

Programme context

The South East of Scotland Transport Partnership (SEStran) is a statutory regional transport partnership comprising eight local authorities: City of Edinburgh, Clackmannanshire, East Lothian, Falkirk, Fife, Midlothian, Scottish Borders, and West Lothian. SEStran is responsible for delivering the Regional Transport Strategy (RTS).

In alignment with this strategy and Scotland's national ambitions, SEStran developed the People and Place Plan for the 2024/25 financial year, funded by Transport Scotland, to deliver behaviour change interventions to support people in the region to choose active travel over private vehicles.

The Programme targets utility journeys primarily, while also supporting leisure active travel where it contributes to regional health and economic development goals. Interventions are delivered through a diverse range of partners, including local authorities, third sector, and community organisations, ensuring a balanced regional approach across the eight local authority areas.

The programme is structured around four thematic areas:

- Schools and young people.
- Workplaces.
- Accessibility and inclusive communities.
- Capacity and capability building within the public and community sectors.

2024/25 was a transition year for this new funding approach. This evaluation supports SEStran's ongoing work to develop a robust evaluation and monitoring framework to inform future Programme delivery and funding cycles.

SEStran's 24/25 People and Place Programme has three overarching aims:

1. Encourage and enable more people to walk, wheel, cycle, and increase rates in those who already choose active travel modes.
2. Raise awareness of the benefits of active travel.
3. Build capacity within communities, schools, workplaces, and public sector organisations to support ongoing behavioural change.



Policy context

The SEStran People and Place Programme operates within a robust and evolving Scottish policy context that prioritises sustainable, active travel and a transition to a low-carbon transport system. This context is shaped by both national legislation and strategic frameworks that emphasise behaviour change towards walking, cycling and wheeling as key modes of transport.

National and regional policy context

The People and Place Programme is funded by Transport Scotland and responds to the national agenda to encourage sustainable travel behaviour change.

Relevant Scottish legislation and policy

At the national level, the Programme is guided by Transport Scotland's Active Travel Framework, which sets out Scotland's ambition to increase the uptake of active travel modes. The framework informs the Programme's overarching outcomes and indicators, such as the proportion of short everyday journeys made by walking, cycling, or wheeling, attitudes towards these modes, and barriers to increased uptake.

Key policies and legislation that underpin and complement this framework and the Programme include:

- **National Transport Strategy:** Active travel is fundamental to all of the interconnected priorities of the Scottish Government's National Transport Strategy. This emphasises a sustainable, inclusive, and accessible transport system that supports health and wellbeing, economic growth, and climate action.

- **Just Transition Plan for Transport:** Scottish Government published a draft Just Transition Plan in February 2025, setting out a vision for decarbonising the transport sector by 2045 in a way that is fair, inclusive, and supports communities, aiming to ensure that no one is left behind as the country moves toward net-zero emissions. These commitments are mirrored within the core aims of SEStran's People and Place Programme. The draft Just Transition Plan recognises that government cannot deliver change alone, highlighting the essential role of regional partnerships like SEStran and the importance of local engagement and delivery.
- **Climate Change (Scotland) Act 2009:** Surface transport was the highest-emitting sector in Scotland in 2022, accounting for 23% of Scotland's emissions. Carbon emissions from the sector are stubborn, having fallen by less than 1% since 1990. The 2009 Act sets ambitious targets for reducing greenhouse gas emissions, including a net-zero target by 2045, which places significant emphasis on reducing transport emissions through modal shift to active and sustainable travel.

→ SEStran, as the statutory regional transport partnership for South East Scotland, aligns its People and Place programme with the **Regional Transport Strategy (RTS)**, which was approved by Scottish Ministers in March 2023. The RTS sets the overarching regional priorities, including safe active travel and reducing car miles, which the People and Place Programme directly supports through targeted interventions.

Emerging policy direction

Recently, the Scottish Government made a significant policy shift by removing an explicit target to reduce journeys made by car by 20% by 2030. Previously, this target was a key element of Scotland's Climate Change Plan update and Transport Scotland's route map published in January 2022. The aim was to reduce car miles through a combination of behaviour change, active travel, public transport improvements, and demand management. Against this backdrop, the Climate Change Committee's recent advice on Scotland's Carbon Budgets emphasises the need for car use to reduce and for improved active travel infrastructure through strategic investment in integrated networks, enhanced services, and dedicated walking and cycling routes.²

The removal of the 20% car journey reduction target suggests a shift towards a more flexible, context-sensitive approach that balances environmental goals with practical considerations of accessibility, equity, and regional variation. It is anticipated that the new approach to local funding of behavioural change programmes, including the People

and Place Fund via Regional Transport Partnerships, offers several benefits in the context of shifting national policy. The intention is to create greater flexibility, regional tailoring and strategic coordination that align well with the evolving Scottish transport and climate policy landscape.

During the evaluation process, SEStran published its SEStran People and Place Delivery Plan for future years.³ This reflects a strategic shift towards longer-term, coordinated investment envisaged by these national policy changes to achieve meaningful behaviour change at scale, moving away from fragmented, short-term projects. This approach is designed to provide greater certainty and to focus on communities with the greatest need, supporting regional priorities.

The Delivery Plan sets out Key Performance Indicators and Outcome Monitoring for 2025/26 and beyond. This evaluation report considers those KPIs in light of the recommendations outlined in the Conclusions and Recommendations section; the data analysis itself uses data provided under the 2024/25 delivery plan and monitoring and evaluation guidance available to projects during the 2024/25 year.

This report seeks to tease out observed trends and changes that may be attributable to the projects delivered under the People and Place Programme against the backdrop of wider behavioural changes at a national or regional level. Recommendations set out how monitoring and evaluation processes could improve the disaggregation of project-specific trends from national or regional statistics.

² Climate Change Committee (2025) [Scotland's Carbon Budgets](#)

³ SEStran (2025) [SEStran People and Place Delivery Plan](#)

Programme funding

The People and Place Programme has awarded a total of £5,365,094.05 across around 100 projects. This was made up of £3.45 million for capital costs and £1.91 million for revenue costs. Of this, the full value was spent by the projects.

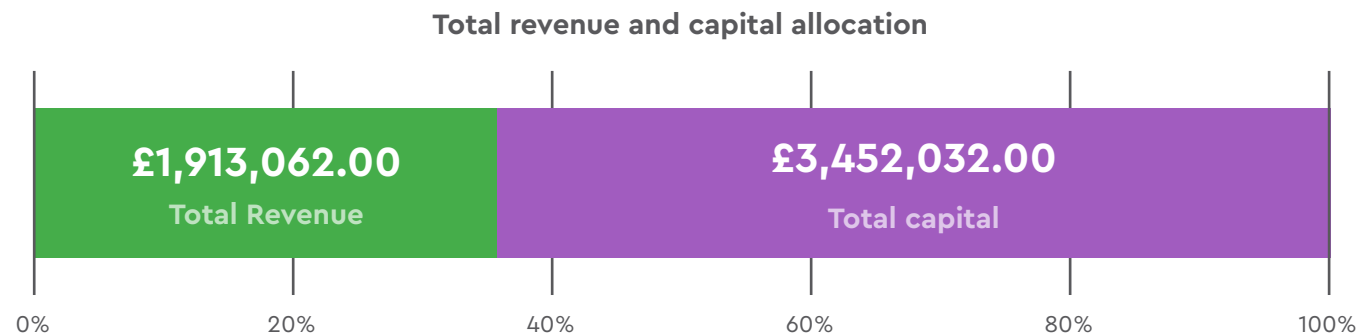


Figure 1: Revenue and capital allocation.

The funded organisations include local authorities, third sector and voluntary, community and social enterprise (VCSE) organisations, and direct delivery projects. The majority of projects are delivered by local authorities.

Delivery Partner	Count	Total Spent
Third sector and VCSE	14	£2,618,194.00
Local authority	68	£2,454,426.00
Direct delivery	11	£292,418.00
Total	93	£5,365,038.00

Table 1: Projects and spend by delivery partner.

The projects are categorised in four main themes: schools and young people, accessibility and inclusion, capacity and capacity building, and workplaces. The accessibility and inclusion theme has received the largest amount of overall funding. The higher numbers of funded projects in this theme result in larger datasets; findings in this theme are likely to have a higher statistical validity as a result.

Theme	Number of projects	Total spend	Percentage of total spend ⁴
Schools and young people	27	£ 2,386,568.00	44%
Accessibility and inclusion	46	£ 2,375,232.00	44%
Workplaces	10	£ 269,404.00	5%
Capacity and capability building	10	£ 333,834.00	6%
Total	93	£5,365,038.00	100%

Table 2: Number of projects and spend by theme.

⁴ The percentage of total spend per theme are rounded and thus do not sum to 100%



Programme

Evaluation Methodology

This report is based on a mixed-methods approach. Qualitative evidence supported desk-based research and primary data analysis to develop an understanding of the impacts of the projects delivered through People and Place in the SEStran region.

The SEStran People and Place evaluation approach is closely aligned with the Magenta Book's gold standard for evaluation. It is theory-driven, using mixed methods and proportionate stakeholder engagement. Focused on both process and impact, the evaluation has a strong emphasis on transparency and actionable learning. The approach taken is rigorous but also practical.

The datasets provided did not follow consistent collection or formats, which is not unexpected in the first year of a programme such as this; therefore, the statistical significance of the findings is limited. The recommendations provided are nonetheless useful for future policy and programme development.



SEStran Evaluation alignment with the Magenta Book principles

Magenta Book Principle	SEStran People and Place Evaluation
Theory of Change	Clear logic model linking interventions to outcomes
Mixed methods	Quantitative (data supplied) and qualitative (case studies, interviews)
Proportionality	Flexible approach to data variability, using case studies where needed
Stakeholder engagement	Surveys/interviews with delivery partners
Process & impact evaluation	Analysis of both delivery and outcomes
Transparency	Project delivery audit, publishable report
Actionable recommendations	Guidance for future funding and monitoring



Overview

The methodology for evaluating the Programme's outcomes had four key stages:

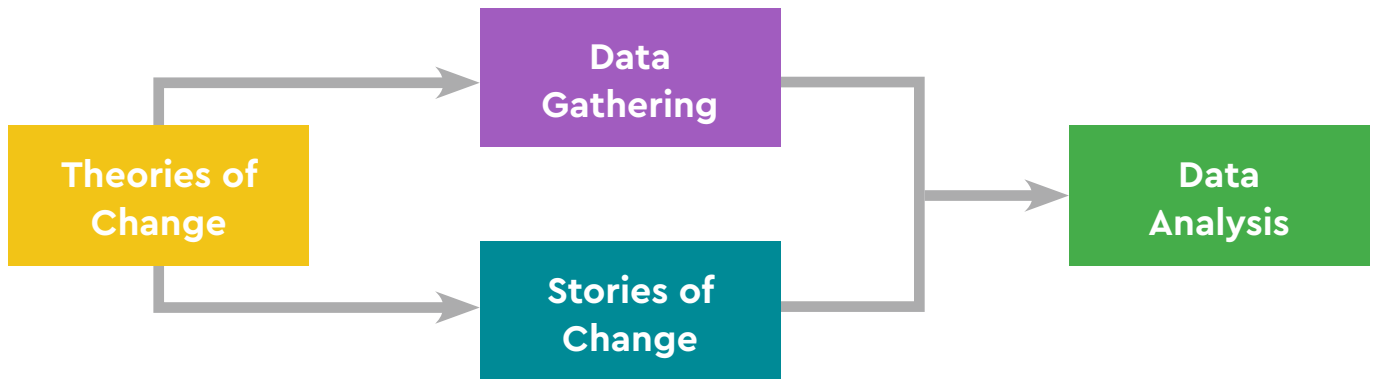


Figure 2: Overview of methodology.

The evaluation methodology for SEStran's People and Place Programme is comprehensive, adaptive, and outcomes-driven, combining quantitative data analysis with qualitative insights. The assessment framework developed in the background to cleanse and analyse data provided was designed to provide meaningful accountability and support continuous improvement. It combines quantitative and qualitative approaches to ensure both breadth and depth in understanding impact, effectiveness, and opportunities for improvement.

1/ Theories of Change

A Theory of Change is a type of logic model that sets out a hypothesis about how interventions lead to intended outcomes. It provides a structured framework for understanding the mechanisms of change by identifying causal relationships between inputs, activities, outputs, outcomes, and impacts.

Grounding this evaluation in a Theory of Change guided the review of the indicators used and informed the prioritisation and

organisation of datasets and the underlying assessment framework.

As the People and Place plan for 2024/25 did not originally include a Theory of Change, Urban Foresight co-developed with SEStran five theories of change to aid this evaluation and provide an overarching framework for delivery partners in future years. Theories of Change mapped the causal pathways between the projects' inputs and their outcomes and impacts, resulting in one for the overall programme and one specific to each of the four programme themes.

The Theories of Change were sense-checked with SEStran in a workshop held in March 2025. During the workshop, SEStran staff were invited to reflect on the draft Theories of Change, and Urban Foresight staff facilitated a conversation on each theory of change to understand how it could be adapted to better reflect each theme's activities, outputs, outcomes, and impacts.

The feedback and comments from this workshop were compiled, and the theories of change were adapted to better align with the Programme goals. The full set of Theories of Change is included in Appendix I.

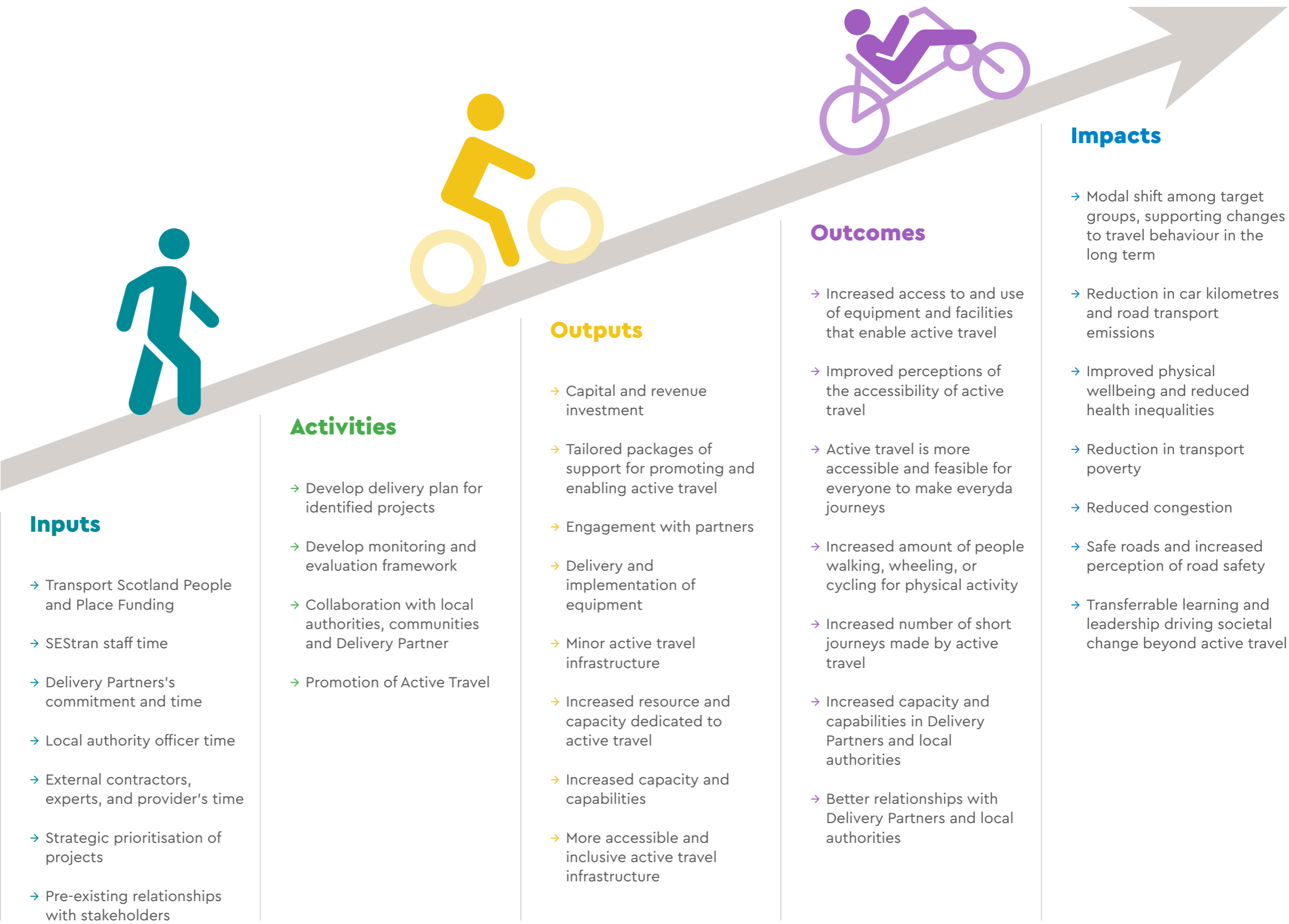
People and Place Programme: Theory of Change

VISION

To create equitable, accessible, and sustainable communities where active travel (walking, cycling, wheeling) is a natural choice for all, fostering healthier lifestyles, inclusive environments, and enhanced mobility.

PROBLEM

The region experiences low rates of walking, wheeling, and cycling for everyday journeys and an overreliance on private vehicles, contributing to carbon emissions and health inequalities. This is linked to a lack of awareness about the benefits of active travel and insufficient accessibility and inclusion in transportation for underrepresented groups. Centralised, fragmented and short-term funding has resulted in limited capacity and capability within local authorities and communities to implement effective behavioural change projects and address local needs.



Inputs

- Transport Scotland People and Place Funding
- SEStran staff time
- Delivery Partners's commitment and time
- Local authority officer time
- External contractors, experts, and provider's time
- Strategic prioritisation of projects
- Pre-existing relationships with stakeholders

Activities

- Develop delivery plan for identified projects
- Develop monitoring and evaluation framework
- Collaboration with local authorities, communities and Delivery Partner
- Promotion of Active Travel

Outputs

- Capital and revenue investment
- Tailored packages of support for promoting and enabling active travel
- Engagement with partners
- Delivery and implementation of equipment
- Minor active travel infrastructure
- Increased resource and capacity dedicated to active travel
- Increased capacity and capabilities
- More accessible and inclusive active travel infrastructure

Outcomes

- Increased access to and use of equipment and facilities that enable active travel
- Improved perceptions of the accessibility of active travel
- Active travel is more accessible and feasible for everyone to make everyday journeys
- Increased amount of people walking, wheeling, or cycling for physical activity
- Increased number of short journeys made by active travel
- Increased capacity and capabilities in Delivery Partners and local authorities
- Better relationships with Delivery Partners and local authorities

Impacts

- Modal shift among target groups, supporting changes to travel behaviour in the long term
- Reduction in car kilometres and road transport emissions
- Improved physical wellbeing and reduced health inequalities
- Reduction in transport poverty
- Reduced congestion
- Safe roads and increased perception of road safety
- Transferrable learning and leadership driving societal change beyond active travel

2/ Data collection and management

Each funded organisation (local authorities and third sector) is required to collect monitoring data for every project. At the outset of the Programme, SEStran directed projects to use Transport Scotland's People and Place Monitoring and Evaluation (M&E) Guidance for data collection. It should be acknowledged that many projects had already established M&E approaches through previous funding years, which were often used as a starting point for this round of data collection.

This evaluation measures outcomes and impacts using the data collected by project leads, collated and assessed against the People and Place Plan's objectives.

Projects provided data in a variety of formats, with varying levels of consistency and in varying quantities. The Theory of Change created for the Programme provided a clear and systematic way to sort and analyse this disparate dataset to better identify and measure programme inputs, activities, outputs, and outcomes.

Following an initial data gap analysis, Urban Foresight contacted project leads from the 17 People and Place partner organisations to offer projects the opportunity to provide data that had not been included previously through quarterly reporting, and to raise any issues they experienced in collecting and providing that data.

All 17 partners engaged with the process and submitted at least quarterly reports to SEStran, with 12 of them providing additional information:

- Project participant questionnaire results (including those based on the questionnaire template provided in the People and Place Monitoring and Evaluation Guidance set out by Transport Scotland)
- Marketing content and press releases, and the reach of online content
- Financial and spending information
- "Stories of change" and case studies through interviews and narrative written by project leads to gather additional qualitative insights into the impacts of funded projects

Types of data handled:

- **Quantitative:** Project outputs, participation numbers, modal shift statistics, journey types, and frequency of active travel.
- **Qualitative:** Case studies, stakeholder interviews, and narrative accounts to capture context, barriers, and success stories.

Evaluation framework and indicators

The evaluation is structured around key indicators from Transport Scotland's Active Travel Framework and SEStran's Regional Transport Strategy. The existing monitoring and evaluation framework has not been amended as part of this exercise. The Recommendations section of this report highlights improvements that could be made to the existing approach to monitoring and evaluation.

Core indicators for the People and Place Programme within Transport Scotland's Active Travel Framework are, in summary:

1. Proportion of short everyday journeys made by walking, wheeling, and cycling
2. Attitudes and propensity towards active travel
3. Journeys to school by active modes
4. Frequency of walking and cycling for leisure/exercise
5. Perceptions of safety
6. Identification of barriers to active travel

Where projects are collecting data beyond the core indicators, this report considers how additional indicators could be incorporated to enable projects to demonstrate wider impact beyond the Programme's overall aims.

3/ Stories of change

Direct engagement with delivery partners (local authorities and third sector) through one-to-one interviews gathered additional insights on delivery processes, challenges, and successes.

- All 17 project leads were invited to participate in a one-to-one interview, designed to gather qualitative insights to support quantitative data collection and compensate for a lack of data. 10 interviews were held.
- Interviews lasted 30 minutes and followed a semi-structured approach to steer discussion whilst maintaining openness. Interviewees were asked to share the intended and unintended project outcomes they had observed and speculate on the long-term impacts of the programme.

Many of the interviews uncovered outcomes and impacts that are not evident in the quantitative data at this early stage, but nonetheless, evidence behaviour changes and enabling conditions for wider societal impacts in the long term. It was also clear that the impacts of the programme go beyond those currently measured within the Active Travel Framework. These wider impacts are explored in Chapter 3: Programme Outcomes and Impact.

4/ Data analysis and synthesis

This evaluation follows:

→ **Quantitative analysis**

Statistical analysis of participation rates, modal shifts, and other measurable outcomes.

→ **Qualitative analysis**

Thematic analysis of case studies and stakeholder feedback to surface best practices, contextual factors, and areas for improvement.

Mitigating data gaps and variability

Recognising that data was likely to be inconsistent and incomplete in this initial year, the evaluation methodology included data cleansing to improve data quality so that subsequent analysis, reporting, or decision-making was based on reliable information. This included validating or completing data through interviews, and removing duplicates where, for example, data appears in both quarterly reporting and additional datasets provided.

Triangulation was also used where possible to validate findings and provide a fuller picture. Case studies and the supplementary qualitative insights gleaned through one-to-one interviews enabled cross-verification and provided a more comprehensive understanding of questions posed in surveys and data collected beyond the required reporting.

These processes serve to mitigate gaps and variability within and across the data provided by each project and enhance the reliability of the data that is being collected.



Programme Outcomes and Impact

This section analyses the progress that projects funded under the People and Place Programme have made towards intended outcomes, impacts and objectives.



Active travel in Scotland

Attitudes towards walking and wheeling



Attitudes towards walking and wheeling are positive in Scotland.



84% of Scottish adults walk or wheel every day or several times a week.⁵



Roughly a third of these journeys were for commuting, while the rest were for leisure, exercise, dog walking or social visits.⁵



Walking was the most common method of travel for short distances in Scotland, accounting for just over half of all journeys under two miles.

In the South East Region, walking rates varied:

52%

Falkirk and the Scottish Borders

71%

East Lothian

34%

West Lothian

Respondents noted factors that would encourage more walking:⁶



34% said feeling safer at night



32% said better quality pavements



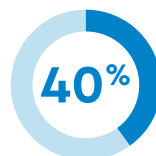
31% said a walking partner



16% said health limitations



Despite a modest increase in active travel compared to 2019 levels, cars and vans remain the travel mode of choice for many in the region.⁷



Almost 40% of journeys under two miles



Almost 50% of journeys under five miles



Almost 25% of journeys in built up areas such as Edinburgh

5 56 Degree Insight (2023) [National survey of attitudes to walking and wheeling in Scotland 2023. Report for Paths for All and Living Streets Scotland](#) (accessed 19.05.25).

6 Transport Scotland (2024) [Monitoring and Evaluation Report 2024 – National Transport Strategy](#) (accessed 19.05.25)

7 Ibid

Cycling patterns and barriers

According to the Scottish Household survey, cycling remains less common than walking



Only **3% of journeys under five miles** and **2% of those under two miles** in the South East were made by bike, similar to numbers nationwide.⁸

Barriers to cycling



25% consider distance a barrier to cycling. In rural areas, this rises to **58%**.



17% consider traffic as a major concern.



Access to bikes remains a barrier for **around a tenth** in Scotland. Among **women this rises to 17%**.⁹



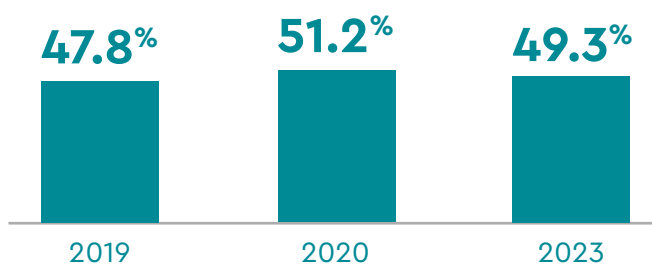
15% don't cycle, and **11% won't walk**, in adverse weather conditions.

Active travel among schoolchildren



Figures highlight a positive trend towards active travel among schoolchildren, particularly in cycling.

Nearly half of school pupils travel actively to school. This is **higher than the pre-pandemic levels** in 2019 but highlights a **continued decrease** since a high in 2020.



Walking is the most popular way for pupils to get to school, but **rates have decreased** year on year since 2020.



Few pupils cycle in, but **rates are increasing**, and 2023 saw the highest level over the past ten survey years, with **5% of pupils arriving by bike**.



After walking, the **car is the transport of choice for around a quarter of pupils** travelling to and from school. Pupils are being driven to school **more often than catching the bus**.^{10,11}

⁸ Transport Scotland (2024) [Transport and Travel in Scotland 2023, local authority tables](#) (accessed 19.05.25)

⁹ Transport Scotland (2024) [Monitoring and Evaluation Report 2024 – National Transport Strategy](#) (accessed 19.05.25)

¹⁰ Sustrans (2024) [Hands Up Scotland Survey 2023](#) (accessed 19.05.25)

¹¹ Transport Scotland (2024) [Scottish Transport Statistics 2024](#) (accessed 19.05.25)

Intended outcomes

The delivery of the Programme's intended outcomes has been measured against walking, cycling and wheeling indicators defined in Transport Scotland's Active Travel Framework. The indicators shaping the data analysis are summarised in Table 3. The full set of outcomes and indicators, as well as collection guidance referenced in this evaluation, appears in **Appendix II**.

This includes recommended questions and answer categories.

This section of the evaluation analyses the performance of People and Place-funded projects against the key indicators for each theme, drawing on data provided by project leads and stories of change interviews.

Transport Scotland's People and Place Programme Evaluation Framework provides a template for surveying project participants, based on the indicators relevant to each theme.

Indicator/Theme	Schools and Young People	Workplaces	Accessibility and Inclusion	Capacity and Capability
1: Proportion of short everyday journeys by walking/wheeling and cycling				Transport Scotland's People and Place Evaluation Framework provides no indicators for the Capacity and Capability theme. Recommended approaches to incorporate metrics appear in Chapter 6/ Conclusions and Recommendations, based on feedback sought in interviews on the reporting process to date.
2: Attitudes towards/ propensity to walking, cycling and wheeling				
3: Proportion of journeys to school by walking, cycling and wheeling				
4: Frequency of walking and cycling for pleasure/ exercise				
9: Perceptions of safety of walking, wheeling and cycling				
15: Proportion of people identifying barriers to walking, cycling and wheeling				

Research findings

The full evaluation appears in Appendix III.

INDICATOR 1

Proportion of short everyday journeys by walking, wheeling, and cycling.

Accessibility and Inclusion

Survey data from six projects showed a **significant increase in participants cycling** for everyday journeys.

Pre-intervention, **45% cycled** at least weekly; post-intervention, this **rose to 74%**.

Schools and Young People

Projects like Kids Bike Life reported that **54% of participants cycled more** outside of school after training.

Workplace

Projects had limited data, predominantly due to there only being **a small number of workplace projects (accounting for about 5% of the total budget)**, but anecdotal evidence from initiatives like Step Count Challenges **suggests increased walking for commuting and during work hours.**

EVALUATION: ✓ POSITIVE CHANGE

where data was available, particularly in cycling uptake.

However, data gaps in workplace projects limit broader conclusions.



INDICATOR 2

Attitudes towards/propensity to walk, cycle, or wheel.

Accessibility and Inclusion

81% of participants across eight projects reported being **"very" or "quite likely" to cycle more** in the future.

In addition, Greener Kirkcaldy's project showed that **84% of participants were likely to walk or wheel more.**

Schools and Young People

In Schools, **86% of children** in the Kids Bike Life project reported increased confidence in cycling.

Workplace

Data was sparse, but anecdotal evidence from staff walking groups and challenges **suggests improved attitudes.**

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in attitudes across all themes with available data, especially in cycling confidence and intent.

INDICATOR 3

Proportion of journeys to school by active modes.

WOW (Walk Once a Week) Programme

Extensive data showed that participating primary schools consistently **reported higher levels of active travel than the regional average.**

Active travel rates in WOW schools **averaged above 87%**, with a notable reduction in car use.

FEL Scotland's Schools Projects returned a high number of baseline survey responses at 2000+ across all projects and 730 in schools with SEStran-funded projects.

EVALUATION: POSITIVE CHANGE

with strong evidence of increased active travel to school and reduced car dependency.

INDICATOR 4

Frequency of walking and cycling for pleasure/exercise.

Projects like **Walk It** in the Scottish Borders and **Walkfest24** in East Lothian showed **increased recreational walking**. For example, **88% of Walkfest participants said they were more likely to walk again**.

Cycling Scotland and University of Edinburgh projects showed **increases in weekly leisure cycling from 34% to 70%**.

Exercise was a key motivator, with **91%** of University of Edinburgh social cycle participants **citing it as a reason for participation**.

EVALUATION: POSITIVE CHANGE

with strong evidence of increased recreational walking and cycling.

INDICATOR 9

Perceptions of safety when walking, wheeling, or cycling.

Accessibility and Inclusion

Across seven Accessibility & Inclusion projects, **81% of participants reported feeling safer cycling after interventions**.

The University of Edinburgh's cycle training **significantly boosted confidence**, especially among those new to cycling.

The **City of Edinburgh's Respect Her Space** campaign addressed gender-based safety concerns, with **positive anecdotal feedback**.

In **Schools, I Bike** surveys showed that **most parents felt safe allowing children to walk or wheel**, though cycling safety perceptions were more mixed.

EVALUATION: POSITIVE CHANGE

particularly in cycling safety perceptions, though walking safety perceptions varied by location.

INDICATOR 15

Proportion of people identifying barriers to active travel.

Data was inconsistent.

Some projects combined barriers and motivators in a single question, making it hard to isolate barriers.

Most common barriers included **poor infrastructure (64%)**, **lack of access to bikes**, and **safety concerns**.

Motivators like **fitness (79%)** and **saving money (47%)** were also frequently cited.

EVALUATION: ⚠️ INSUFFICIENT DATA

to assess change over time. Only post-intervention data were collected, and survey formats varied.





Capacity and Capability Building

The Capacity and Capability Building theme focused on strengthening the ability of local authorities and third-sector partners to support long-term behaviour change in active travel.

While this theme did not have specific quantitative indicators in the Transport Scotland People and Place Monitoring & Evaluation Guidance and framework, this evaluation uncovered several important qualitative outcomes.

Key changes observed

1/ Strategic planning and behaviour change frameworks

- Falkirk Council used the funding to begin developing a **dedicated behaviour change strategy**, identifying key journeys, audiences, and a costed action plan for interventions.
- This strategy is expected to guide multi-year delivery of active travel initiatives, something that would have been unlikely without this funding.

2/ Staffing and organisational capacity

- Funding supported the hiring of dedicated officers for active travel and behaviour change, as well as the purchase of monitoring equipment (e.g. counters).
- This has enabled councils and delivery partners to plan and deliver more structured, evidence-based interventions.

3/ Community empowerment and local delivery

- Some organisations shifted from direct delivery to supporting local community groups to lead activities like cycle training. This decentralised approach increased reach and sustainability.
- One project lead noted: **"We can support those who know their communities. They can have a bigger impact than we would as an individual organisation."**

4/ Sustained behaviour changes in workplaces

→ In workplace settings, initiatives like walking groups and step count challenges have become **self-sustaining**, with staff organising activities independently via platforms like Microsoft Teams.

5/ Cross-departmental and community engagement

→ Projects like accessibility audits in East Lothian led to **new conversations across council departments** and with communities, influencing broader infrastructure planning.

→ A council officer shared: ***"We've looked outside our traditional boundaries... It's motivated good discussions inside and outside the council."***

While quantitative data is limited, the qualitative evidence suggests that the Capacity and Capability theme has:

Built foundational infrastructure (plans, staff, tools) for long-term change.

Enabled local ownership and delivery of active travel initiatives.

Fostered collaboration across departments and with communities.

These outcomes are essential for embedding active travel into the fabric of local governance and ensuring the sustainability of behaviour change efforts.



Grant Management

The People and Place Programme is a new approach for 2024/25, which Regional Transport Partnerships, including SEStran, have been asked to manage. Urban Foresight was commissioned to conduct an external evaluation of SEStran's grant management processes to understand what went well, what could be improved, and any lessons learnt to inform future iterations.



Methodology

The grant management evaluation ran from December 2024 through the start of February 2025. This evaluation follows a mixed-methods methodology, including a survey, interviews, desk research, and a focus group.

A thematic summary of the findings from the grant management phase of the evaluation combines insights from SEStran staff, funded organisations' interviews, and the survey.

Desk research

SEStran provided all programme documentation, including grant agreements and monitoring reports for each project. These were used in the development of the survey and interview guides.

Survey

A survey was developed for all projects that received funding from the People and Place Programme, which was run in January 2025. It received a total of 14 responses out of 17 funded organisations (a return rate of over 80%), including six delivery partners and all eight local authorities.

Qualitative fieldwork

The qualitative fieldwork included one-to-one interviews and small group discussions with organisations that received funding as part of the programme, and one focus group with SEStran staff.

In January 2025, nine interviews with funded organisations took place with five local authorities and four delivery partners.



Findings

The findings from the grant management evaluation have been summarised below, with full details available in Appendix IV.

Programme development and early engagement

SEStran's first year administering the People and Place Programme marked a significant change in how active travel behaviour change funding was distributed by Transport Scotland. A high-level programme plan was developed rapidly in January and February 2024 and served as a consistent reference point throughout the year. Early engagement with local authorities and delivery partners helped build trust, despite initial concerns about the shift in funding control. Respondents to the survey and interviews widely praised SEStran's sector knowledge and collaborative approach, with stakeholders noting that SEStran understood their operational realities and constraints.

Application process

Delivery partners underwent a two-stage application process (Expression of Interest (EOI) and full application), which was described as clear, proportionate, and well-supported. The online form was efficient but lacked a save-and-return function, which some applicants found limiting. While the fund was oversubscribed, SEStran provided constructive feedback to applicants at the EOI stage, helping them refine proposals. Some smaller organisations struggled with eligibility, highlighting a need for clearer guidance or support.

Claims and fund distribution

The quarterly claims process was generally seen as manageable, though some organisations found it administratively burdensome. SEStran's templates were helpful, but respondents suggested improvements such as adding a 'running total' column and formalising budget change tracking. Delays in receiving grant offer letters and payments created challenges for some local authorities, and even more so for delivery partners, particularly where staffing depended on timely funding. These issues were partly attributed to the tight timelines of a one-year funding cycle.

Monitoring and reporting

Most organisations found the quarterly reporting requirements proportionate and useful for tracking progress. SEStran's templates were appreciated, and some organisations adopted them for use with other funders. However, there was a call for more clarity on the level of detail expected and for a centralised portal to streamline document access and submission.

Flexibility and change management

SEStran was praised for its flexible and pragmatic approach to managing changes in project scope and/or delivery. Most changes were handled informally through open dialogue, which worked well for smaller adjustments. However, several organisations recommended introducing a formal change control process for larger or more complex reallocations to ensure transparency and alignment with internal governance processes.

Relationships and collaboration

Strong, trust-based relationships between SEStran and funded organisations were a key strength. Regular communication and responsiveness enabled agile project delivery. Funded partners felt empowered to raise issues and adapt their plans as needed.

There was a shared sense of working toward common goals, and SEStran's consistent engagement was frequently highlighted in comparison with other RTPs as a model of good practice.

Knowledge sharing and coordination

There was strong demand for more structured opportunities to share learning across the region. Suggestions included regional events, online forums, and dedicated sessions for local authorities. Some organisations also requested more visibility into other funded projects to avoid duplication and foster collaboration.

Conclusions and recommendations

Overall, funded organisations valued SEStran's approach to managing the People and Place Programme, specifically their pragmatism, strategic thinking, and open communication channels. Project leads felt that SEStran had developed good relationships with the funded organisations, which supported an understanding and flexible approach to the grant management and was appreciated by the funded organisations.

While some organisations voiced concerns and frustrations about the new funding model, most reflected that these challenges were the result of short-term funding models, policy changes, and wider circumstances of this transition that are beyond the control of SEStran.

The recommendations following the grant management evaluation are summarised below:

- Where possible, include local communities in the development of funding priorities.
- Issue clear guidance and templates for the quarterly claim's forms, to ensure clarity on what documentation needs to be collected. Also, add a 'running total' column to the claim form to support budget tracking across the quarters.
- Implement a change control form to formally track any changes to budgets in the claim's forms, not just in emails.
- Consider using an online portal or other platform where all the information (grant agreements, spend, previous claims) can be accessed in one place.
- Provide funded organisations with clear guidance and feedback on the level of detail required in the quarterly narrative reports.
- Provide opportunities for more knowledge-sharing and networking events for funded organisations, including specific sessions/ forums just for local authorities, and opportunities to learn from other organisations/ similar local authorities in other regions.

Best Practice

The following examples of best practice have been selected from the project insights. Each provides a distinct example of the types of data that have been gathered and used to illustrate outcomes, challenges, or behavioural trends within active travel interventions.



Holistic impact of active travel interventions on young people's independence, wellbeing, and life opportunities.

ORGANISATION: FEL SCOTLAND
PROJECT: FEL SCOTLAND (SCHOOLS)

FEL Scotland has not just focused on travel to school journeys in their programme at secondary schools. The programme aims to build habits which will empower pupils to make sustainable travel choices outside of school and in later life. Bus Taster Trips was one intervention which aimed to build pupil confidence with navigating public transport, as well as doing activities like ordering in cafes and using self-service checkouts.

FEL Scotland reported that a pupil in a targeted secondary school was able to talk to an embedded FEL officer about a job opportunity they had in a nearby town but had never used the buses before. The officer was able to talk them through the bus routes and help them overcome their nerves. They attended their first job interview by taking the bus and was successful in getting the job.

Another pupil at a school in Clackmannanshire experienced a similar positive outcome from FEL Scotland. Clackmannanshire's active travel annual report¹² states:

"There is a young person who lives at home with their mum, who is deaf. They are a young carer and 'school refuser', travelling on the bus was too daunting for them, and walking was too far, especially on dark mornings.

Through FEL, they received a bike, helmet, and lock, giving them the

independence to support at home, travel to school, and participate in other school activities.

Since receiving the bike, they report feeling much healthier and confident.

They have joined the school drama group and now support younger learners with complex needs! They are now more engaged in school daily, thanks to their own travel plan. This demonstrates that having a trusted figure in the school can help change habits and build confidence in young people."

As well as being life changing for the wellbeing of some pupils the additional benefit of increased attainment as a result of FEL involvement is a major underreported benefit. Targeting these pupils was not something that the organisation specifically sought out but instead emerged organically. The lead officer for the project stated that in 2025/26, they wish to see a more concerted effort to increase engagement with young people who struggle with attainment and attendance in more traditional education settings.

These stories demonstrate the unparalleled benefits that dedicated in-school active travel officers can have when pupils have a trusted individual that they can go to. Having the ability to provide the confidence and resources to empower young people to travel independently can have much deeper impacts than simple travel behaviour change.

¹² Clackmannanshire Council (2025) [Active Travel Annual Report 24/25](#)



Best practice data collection

ORGANISATION: GREENER KIRKCALDY
PROJECT: ROUTES TO CHANGE

Greener Kirkcaldy delivered the Routes to Change project as part of the Accessibility and Inclusion theme, which included promotional campaigns aimed at encouraging active travel behaviours such as walking, wheeling, and cycling. While most promotional campaigns do not capture immediate behavioural impact, Greener Kirkcaldy was the only grant recipient to collect both pre- and post-participation data on walking and wheeling frequency.

Survey data showed that 84% of participants reported being 'Likely' or 'Very Likely' to walk or wheel in the future, indicating positive intent. In terms of reported behaviour, the percentage of participants walking more than once a week increased marginally from 89% to 93% following participation. This compares favourably with the 2023 Scottish Household Survey baseline of 71%. However, only three out of 46 participants reported an actual increase in the frequency of walking for everyday journeys. The modest behavioural change may be attributed to the project's primary focus on cycling activities and the fact that most participants were already frequent walkers before the intervention.

Additionally, 72% of participants identified improved fitness or health as a key motivator for cycling more journeys, suggesting that health benefits remain a strong lever in influencing attitudes towards active travel.

This is an example of measured evidence showing high baseline behaviour with limited change, highlighting the importance of targeting interventions where the potential for behaviour change is greater. However, this project could be used as a **model for future monitoring and evaluation guidance**, particularly in:

- Structuring surveys to capture both attitudinal and behavioural change.
- Collecting data at multiple time points.
- Aligning with national indicators for comparability.



Workplace Walking Challenges – sustained behaviour changes through gamification

ORGANISATION:
PROJECT:

MIDLOTHIAN COUNCIL AND CITY OF EDINBURGH COUNCIL
STAFF STEP COUNT CHALLENGES

As part of the Programme, several local authorities implemented workplace-based walking initiatives to encourage staff to increase their daily physical activity. One of the most successful formats was the Step Count Challenge, a gamified month-long competition where teams of employees tracked and compared their steps.

Key outcomes:

Midlothian Council saw participation grow from 165 in 2022/23 to 257 in 2024/25:

- Participants increased their step counts by an average of 139% during the challenge.
- 83% of participants reported consciously increasing their activity levels.

In the City of Edinburgh Council, the challenge catalysed long-term behaviour change:

“He’s so much more fit, and between each challenge, he’s carried on counting his steps.”

Beyond the formal challenge period, some Edinburgh staff created self-sustaining walking groups, using Microsoft Teams to coordinate lunchtime walks. This peer-led model has continued without additional funding, demonstrating the potential for long-term impact.

Insights:

- Gamification and team-based formats are effective in motivating behaviour change.
- Workplace culture can be a powerful enabler of active travel habits.
- Informal, staff-led initiatives can extend the impact of funded programmes.

This case study illustrates how relatively low-cost, well-designed interventions can lead to measurable increases in walking and foster a culture of active travel within the workplace.



Living Streets: Pupil-led behaviour change

ORGANISATION: LIVING STREETS, CLACKMANNANSHIRE COUNCIL
PROJECT: WOW PROGRAMME

Living Streets run the WOW programme (Walk Once a Week) where primary pupils record how they travelled to school each day through the interactive WOW travel tracker. If a pupil walks, wheels, scoots, cycles or park and strides once a week for a month they collect a badge. One innovation to the programme this year was the inclusion of a teacher survey. Teachers report enthusiastic and long term participation with pupils incentivised to collect badges:

"Many initiatives have a tendency to fall off the radar, however, WOW has not and is fully embedded in our school meaning that it's something that we do and focus on rather than an add on."

Teacher, Clackmannanshire

This long-term impact is confirmed by Living Street's data which shows that for schools that have been participating in WOW for three or more years this is associated with 14 percentage points lower levels of car use on average. The programme has embedded

in many schools in a holistic way and even linked the curriculum. For example, the project lead reported that WOW travel tracker data has been used in maths lessons.

Project evaluation findings (**Appendix III**) demonstrate how this gamification in combination with effectively implemented school travel plans with interventions like park and stride has a significant impact on reducing car traffic to the front gates. One Edinburgh teacher stated:

"We have seen a huge increase in those starting to 'park and stride'. We would love Strider to lead our walking bus one day too!"

However, the programme doesn't just track the travel to school of participating schools, it also actively engages with pupils to make active travel easier, safer and more enjoyable for pupils. In Q4 alone, Living Streets visited all schools in Clackmannanshire and many in Edinburgh, providing assemblies, Strider (the badge mascot) visit, WOW ambassador

training and classroom visits including creating 'Active Travel Zone Maps' with pupils.

Clackmannanshire Council schools benefitted from these Active Travel Zone Maps. These involve learning about pupils' experiences of travelling to school before carrying out a mapping exercise with pupils and staff by walking around the streets surrounding each school. This empowers pupils to help shape school travel plans by identifying streets to be included in Active Travel Zones and where Park and Stride could be located. The project lead stated in an interview on the benefits of engaging with pupils:

"I prefer the more kind of personal activities like going in and speaking to kids and trying to get them out walking. And we're not just about the benefits of walking; we're about improving walking

conditions. Their experience of being a pedestrian doesn't have to be like that. They don't have to be frightened to cross the road. We can campaign for better streets."

This consideration of pupil's perspectives is often missing when deciding interventions to encourage sustainable travel behaviour. Involving pupils in this process can create buy-in, with the data collected by Living Streets showing that this is effective on a wider behaviour change scale as well on an individual educational and development level. Going forward, increases in the level of in-person activities similar to these across all WOW participating areas would be a major step forward in embedding the already very positive behaviour change seen so far.

"Many initiatives have a tendency to fall off the radar, however, WOW has not and is fully embedded in our school meaning that it's something that we do and focus on rather than an add on."

Teacher, Clackmannanshire

Case Studies

The following section presents individual stories of change that illustrate the personal and community-level impact of the People and Place Programme.



Individual stories of change

Analysis of the data collected provides some evidence of the impact of the programme on Transport Scotland's indicators. However, quantitative insights do not sufficiently highlight the magnitude of the impact that some projects have had on the lives of individuals.

Qualitative data, provided as case studies by project leads and collected in stories of change interviews, describes impacts on a scale not seen in survey responses.

"To show impact within a year, it's really hard to gauge people's intentions, but their actual behaviour change takes years, years and years, especially for a big change in terms of transport habits which have been ingrained for fifty, sixty, seventy years."

Project lead for Greener Kirkcaldy,
in relation to evaluating
behaviour change





Adaptive Cycles: Thistle Outdoors

City of Edinburgh Council supported Thistle Outdoors, a charity which provides adaptive bike sessions for individuals living with long-term health conditions, disabilities, and challenging circumstances. With People and Place funding, this project has been able to impact many more participants. One participant shared their story and what the sessions have meant to them:

"One thing I learned when I was in hospital after my stroke was to regard my past life as a treasured memory and that anything I do now doesn't diminish that. I'm now on my second life and I find that I'm not trying to repeat what I've done before, but to find out what I can do now from the perspective of my wheelchair. Part of letting go of my previous life was giving away my three bicycles as I couldn't use them anymore.

I didn't want them lying idle or feeling like an anchor in my past. My friend suggested I attend Thistle Outdoors' adaptive bike

sessions, where I discovered I could pedal again. I was in tears; it was joyful and happy. From there, I had a recumbent tricycle made for me. I went out on this and there were more tears again. It went from 3 miles being my limit, to 10 miles, and now 23 miles. This is all thanks to Thistle's generosity and accessibility. I don't think even Thistle knows what they can do and what they're capable of."

This quote, taken from a case study shared by the City of Edinburgh Council, is one of many examples of the transformational impact of projects funded by the People and Place Programme on an individual. Particularly under the Accessibility and Inclusion theme, People and Place funding has enabled people to be active in ways they previously thought impossible.

Insights such as these may be difficult to collect en-masse and compare between projects but illustrate the scale of the Programme's impact to an extent that is not possible within closed survey responses.



FEL Scotland: Health outcomes

Acknowledged in the theories of change, positive health outcomes are likely to be a long-term impact of the programme not yet visible in monitoring data. However, anecdotally, there is significant evidence of the projects funded under the programme having benefits for the physical and mental health of their participants.

In partnership with NHS Forth Valley, FEL Scotland provided e-bikes to rheumatology patients, aiming to improve patients' rheumatology and wider health by prescribing cycling. Outcomes from this limited sample (12 patients) provide evidence of a range of improvements to overall health and the adoption of a holistic set of lifestyle changes.

Throughout the study period, one patient lost approximately 15kg in weight, whilst others quoted reductions in rheumatological flare-ups and a reconnection with hobbies, previously prohibited by their conditions.

"I think a lot of people have an idea of what they think an E-bike is, and they also have an idea of, with the rheumatology, where they have problems with their joints and their knees in particular, what cycling means for them."

"The ability to try very high quality bikes for free, really sets that apart in terms of what is possible and for their personal perspective, but also that sense of travel being part of your life and you can get about do different things."

Other interviewees speculated on the wider health benefits, and the metrics that might document these improvements in overall health driven by behavioural change.

"Having some track record that you can go back to from the people that sign up for the challenge, and then perhaps in five years' time, among those people, has sick leave gone down?"



University of Edinburgh: Themed Led Walks

The University of Edinburgh generally had trouble encouraging participation in led walks at lunchtimes. However, by teaming up with a nearby organisation and focusing the walks around nature they began to have more success. The project lead stated:

"One place where we've had real success has been in the BioQuarter because we've worked with the Edinburgh and Lothians Greenspace Trust. They look after the Parkland that surrounds the BioQuarter, Craigmillar Castle Park and Little France Park. So, by working with [one of their rangers], we've been able to offer themed nature walks. So instead of it just being join us for a led walk around a park, there's actually more of a purpose to it.

I think that's attracted our staff in particular because they want to learn more about the park, but also some of them are quite new to the BioQuarter. There was a big move of staff around about this time last year.

It's been a nice opportunity to sort of say, well, OK, different environment, you're not in the city any more, you don't have access to all the amazing kind of cafes and restaurants and shops at lunchtime. But what you do have is this amazing park that you can enjoy at lunchtime and there's more to it than just walking down a path and admiring the view you could get involved in the nature there. So, we definitely want to continue that object with the new funding that we're getting this year. Without a doubt, we want to do that."

Project leads have demonstrated adaptability and a willingness to collaborate in order to maximise the reach of their projects. Despite initial challenges, by shifting the approach to engaging participants and leaning on local organisations for support, the University of Edinburgh has expanded the appeal of its project, impacting more individuals.



Edinburgh City Council: Women's Safety in Public Places

Edinburgh City Council has created a 'Feminist City Working Group' to improve women's and girl's safety in the city. Part of this work involves promoting safety in public spaces. As well as consulting women and girls and raising awareness among men, People and Place funding was used to foster collaboration amongst decision makers to create safer spaces for women. The project lead stated:

"It's a new area of work. Thinking about gender equality in these ways is completely new, so we didn't have any expectations going in. The enthusiasm that colleagues of mine have had for this programme, many of whom have never been involved in this kind of work before, has been a key positive. City planners and others have engaged really well with the programme."

As part of this project a joint event between Glasgow City and City of Edinburgh Councils involved planners, representatives, and stakeholders from a wide variety of relevant sectors to spread awareness of this approach to planning. The event also aimed to encourage attendees to implement learnings from the event in their own sector. Below are some examples of differences which attendees aim to implement in their work based on information gained at the event:

"I will think about using a questionnaire and heat map to identify where young people in my secondary school feel safe

and unsafe, why, and how I can best utilise this information to mitigate barriers to safety for girls in our school community."

"The Feminist Cities event highlighted how lived experiences must shape the spaces we create. In my role as EDI Manager for the College of Science and Engineering at the [University], I continue to ensure that STEM environments are designed to be truly inclusive."

"We'll look at adding a QR code to a safety app to our tram stop posters to provide resources to women."

"In my work as a crime prevention officer, I try consider the safety of people as a whole – how safe is a place for everyone to use but will consider the wider aspects of women's lives such as child care."

"I have already shared this information with my managers in [regional NHS Board]."

The variety of policy areas covered by the attendees demonstrates the wide reaching impacts these events can have. The bringing together of these different vocations is vital in creating a culture of safety for women in girls in a variety of places, in schools, healthcare, transport, higher education and on the street.



Greener Kirkcaldy: Social Rides

Greener Kirkcaldy has found a way to encourage communities to engage with their led rides, where others have been less successful at times, by using themed rides:

"You can say 'we're going to do a led ride to travel from Kirkcaldy to somewhere else' and people aren't very engaged. But if you say, 'we're going to do a themed historical ride from Kirkcaldy to Glenrothes, that takes in some of the mining history as well as the Bronze Age history' and people really engage with the history and the nature aspect of ride as well. And that really gets people more engaged."

"As a side benefit as they learn a good route to cycle which takes in transport hubs, shops and hospitals. So, it's connecting different community hot spots together."

"Rides are always pitched as social rides, rather than transport or exercise, giving a chance to get outside and socialise. Because if people are out and about in their communities, travelling through their communities with active travel, they identify the where to enjoy that community. They want to be part of that community rather than drive from their house to their place of work and they never set foot in the local park."

Overall, this demonstrates how incorporating local history and stories into active travel activities can foster a deeper connection to place and community whilst providing an experience of what lies on the doorsteps of residents who might not have previously taken advantage of local nature.

Conclusions and Recommendations

The following overall conclusion and improvement opportunities are based on the analysis in the previous chapters. These are evidence-based and structured around identifying the strengths and weaknesses of the programme overall.

This evaluation was grounded in a theory-driven approach, with five co-developed **Theories of Change** guiding the assessment of the SEStran People and Place Programme: one overarching Theory of Change for the programme and four thematic versions for **Schools and Young People**, **Workplaces**,

Accessibility and Inclusion, and **Capacity and Capability Building**. These mapped the causal pathways from inputs and activities to outputs, outcomes, and long-term impacts, and were sense-checked with SEStran and delivery partners during a dedicated workshop in March 2025.



Overall programme Theory of Change

The overarching Theory of Change hypothesised that coordinated investment in active travel infrastructure, behaviour change interventions, and capacity building would lead to:

- Increased uptake of walking, wheeling, and cycling
- Improved perceptions of safety and accessibility
- Long-term modal shift and reduced car dependency
- Health, environmental, and social benefits

Initial evaluation findings confirm this causal logic. Across all themes, there is evidence in the year of:

- Increased active travel for both utility and leisure journeys
- Positive shifts in attitudes and confidence
- Early signs of cultural and organisational change
- Strong alignment with national policy goals (e.g. net-zero, Just Transition)

However, the evaluation also identified gaps in data consistency and coverage, particularly in measuring long-term impacts and disaggregating project-specific effects from broader trends. These gaps limit the ability to fully validate the Theory of Change assumptions; especially around sustained behaviour change and systemic impact.



Theme-specific reflections

Schools and Young People

The Theory of Change for this theme posited that early interventions (e.g. cycle training, infrastructure, travel plans) would build confidence, increase active travel to school, and instil lifelong habits.

The emphasis on early intervention and environmental change is validated; however, long-term tracking of behaviour into adolescence and adulthood remains a gap that is beyond the scope of this particular evaluation to address.

Findings support this pathway:

87% +



High levels of **active travel** in WOW schools

86%



Increased **cycling confidence** among pupils taking part in the Kids Bike Life project

Workplaces

This Theory of Change assumed that workplace-focused interventions (e.g. travel plans, infrastructure, campaigns) would shift commuting behaviours and embed active travel in organisational culture.

However, limited quantitative data from workplace projects constrained the ability to fully test the Theory of Change. Many of these projects, such as workplace travel plans, were still in development and impact data was not yet in a usable form for meaningful analysis. Future evaluations should prioritise baseline and follow-up data collection in this theme.

Findings partially support this:



Anecdotal evidence of increased walking and sustained engagement (e.g. Step Count Challenges)



Cultural shifts observed in some organisations

Accessibility and Inclusion

This Theory of Change focused on reducing barriers to active travel for underrepresented groups through targeted infrastructure, equipment, and engagement.

This theme had the most comprehensive data and demonstrated the clearest causal links between interventions and outcomes, affirming the Theory of Change's structure and assumptions.

Findings strongly validate this Theory of Change:

+29%



Significant increases in cycling (from 45% to 74% weekly use) in six aggregated PPP projects

81%



Improved perceptions of safety (81% across eight projects felt safer cycling)

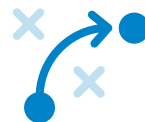
Transformational individual stories (e.g. adaptive cycling)

Capacity and Capability Building

This Theory of Change hypothesised that investing in staff, strategies, and systems would enable long-term, locally led behaviour change.

Although quantitative indicators were lacking, qualitative evidence confirms that foundational capacity has been built, aligning with the Theory of Change intended outcomes.

Findings support this logic:



Development of behaviour change strategies (e.g. in Falkirk)



Increased local delivery capacity and community leadership



Cross-departmental **collaboration and knowledge sharing**

Recommendations

The research highlighted the following actions that SEStran can implement to enable more robust monitoring and evaluation and demonstrate impacts beyond those currently measurable with the indicators provided.

For 2025/26 delivery onwards, SEStran have produced a People and Place Delivery Plan, which was not in place for 24/25. The new

Delivery Plan addresses some of the key gaps and recommendations identified in this chapter. It demonstrates a clear evolution from the first delivery year to a more mature, evidence-led, and inclusive programme. The following recommendations have been compared against the new Delivery Plan, and any outstanding gaps highlighted, and further improvements suggested.

Key improvements include:

No.	Recommendation	Theme	Priority
1	Standardise data collection tools and templates	Update reporting template	★ ★ ★ Must do
2	Introduce outcomes and indicators to measure capacity and capability	Additional indicator	★ ★ ★ Must do
3	Require EDI and follow-up data collection	Update processes	★ ★ ★ Should do
4	Improve data quality through training and support	Improve guidance	★ ★ ★ Should do
5	Implement a change control and data audit trail	Update processes	★ ★ ★ Should do
6	Develop case studies (testimonials)	Additional evaluation	★ ★ ★ Should do
7	Introduce a centralised digital reporting portal	Update reporting template	★ ★ ★ Could do
8	Expand indicator coverage to capture wider impacts	Additional indicator / Indicator clarifications	★ ★ ★ Could do
9	Facilitate peer learning and data sharing	Improve guidance	★ ★ ★ Could do
10	Value for Money comparison	Additional evaluation	★ ★ ★ Could do

1 Standardise data collection tools and templates

What	Develop and mandate the use of standardised survey templates and reporting formats for all funded projects. Standardise data collection across themes as far as possible using Theory of Change-aligned templates.
Why	Inconsistent data formats and indicator coverage across projects limit comparability and aggregation.
How	<ul style="list-style-type: none">→ Develop and provide standardised survey templates and reporting formats aligned with each programme theme and indicator, including pre-/post post-intervention questions.→ Training sessions for project leads on using the templates.→ Ongoing support and feedback mechanisms.
Resources	<p>Additional time required by council officers to adopt and implement new templates: approximately 2–3 hours per project for initial setup and training.</p> <p>SEStran resource: 2–3 days of staff time for development and training.</p>
Priority	☆☆☆ Must do
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>The Delivery Plan introduces specific Outcomes for each intervention type and includes:</p> <ul style="list-style-type: none">→ Annual data collection cycles.→ Use of both existing and new data sources.→ Project-level M&E templates covering inputs, outputs, outcomes, and process evaluation. <p>Improvement: The plan directly addresses the need for standardised, consistent data collection and introduces a more structured approach to baseline monitoring and annual reporting.</p> <p>Recommendation: Make data collection a mandatory condition of funding, with clear guidance and templates that are standardised, but capable of being administered in multiple forums and formats (e.g., online/in-person / phone / print-out surveys).</p>

2 Introduce outcomes and indicators to measure capacity and capability

What	Introduce a dedicated set of indicators to measure capacity and capability-building outcomes across funded projects.
Why	Capacity and capability building is a core aim of the People and Place Programme, yet it is not currently measured through formal indicators. Without these, it is difficult to assess progress toward outcomes such as increased local delivery capacity, community leadership, and self-sustaining programmes. Capturing these changes is essential to demonstrate long-term impact and inform future investment. This recommendation supports long-term programme sustainability and aligns with policy goals for place-based, community-led delivery.
How	<p>Develop a supplementary indicator framework aligned with the Theory of Change for this theme. Indicators might include:</p> <ul style="list-style-type: none">→ Number of staff trained or employed in behaviour change roles.→ Number of local authorities with active travel behaviour change strategies.→ Number of community-led or co-designed projects.→ Number of projects continuing beyond initial funding.→ Evidence of cross-departmental collaboration and knowledge transfer. <p>Incorporate these indicators into future monitoring templates and encourage delivery partners to report against them using both quantitative and qualitative data (e.g. case studies, interviews, planning documents).</p>
Resources	<ul style="list-style-type: none">→ Initial development of indicators and templates: ~2–3 days of SEStran staff time.→ Training and guidance for delivery partners: ~2 hours per project.→ Ongoing monitoring and analysis: integrated into existing reporting cycles.

Priority



Must do

Alignment between evaluation gaps and the 2025/26 Delivery Plan

The Delivery Plan now includes dedicated KPIs for this theme, such as:

- Local authorities' ability to manage behavioural change projects.
- Engagement and delivery by local partner organisations.

Improvement: This is a direct response to the evaluation's recommendation and fills a critical measurement gap.

Remaining gap: Enhanced indicator set and reporting guidance.

Recommendation: Ensure KPIs and associated templates for data collection include enhanced indicators with quantitative measures and qualitative assessment to understand staff perceptions.

The Theory of Change developed during this evaluation highlights the outcomes in relation to this cross-cutting theme:

- Increased capacity and capabilities in Delivery Partners and local authorities.
- Better relationships with Delivery Partners and local authorities.

The ultimate goal is to embed transferable learning and leadership, driving societal change beyond active travel.

A **programme level evaluation** (to complement the project level evaluation captured by the three delivery themes) is recommended to assess capacity and capability.

Data should be collected against additional indicators around collaborative working, people and leadership, skills and learning, and systems (governance, finances and resources). These impacts should be measured both within SEStran and within Delivery Partners.

Indicators could be tailored around SEStran staff and Delivery Partner perception of programme working processes. This would formalise, build on and expand the qualitative data collected as part of the Grant Management element of this evaluation.

Collaborative working: Relevant data would track the number of formal and informal collaborations across the programme. Additional data could capture:

- Aspects of collaborative working that Partners and SEStran consider to be most effective.

- Challenges of partnership working.
- Perceived impact of partnership working on project-level outcomes.

An **organisational resilience and leadership** scorecard could be developed to gather feedback on key areas identified by senior leadership as essential to organisational resilience, looking at skills matrices and adaptive capacity assessments. This would capture whether:

- As a result of People and Place, the leadership style within the SEStran has become more collaborative and responsive to project needs around active travel behavioural change programmes.
- Collaboration and communication among SEStran staff and Partners have significantly improved across the organisation due to People and Place.

Data collection could also cover:

- Partner/staff perceptions of whether, as a result of the People and Place Programme, project or SEStran staff feel more empowered and supported in their roles.
- Partner perceptions of their capacity and capability to deliver ongoing, more or longer-term active travel behavioural change projects.

Skills and learning outcomes could measure whether People and Place has:

- Created opportunities for staff to develop new skills and expertise across the organisation.
- Actively supported continuous learning and development.
- Led to new training and learning opportunities.


Systems outcomes could consider how:

- Governance and decision-making processes have improved due to changes introduced by the People and Place Programme.
- New systems and workflows have enhanced efficiencies in grant funding of this type of project.
- People and Place has enabled organisations to identify financial opportunities (e.g., external, new funding, partnerships).
- SEStran's ability to identify and manage risks has been strengthened due to its administration of People and Place.

3 Require EDI and follow-up data collection

What	<p>Make it mandatory for projects to collect both EDI and follow-up data for all relevant indicators.</p> <p>Ideally, this includes tracking long-term impacts through follow-up studies with participants to generate longitudinal data.</p>
Why	Enables measurement of embedded change and attribution of outcomes to interventions.
How	<ul style="list-style-type: none"> → Guidance for project leads on data collection timing and methods, including template surveys. → Inclusion of EDI and follow-up data collection requirements in grant agreements.
Resources	<p>Additional time required by project staff for data collection: approximately 4–6 hours per project for baseline and follow-up data collection.</p> <p>SEStran resource: 1–2 days of staff time for developing guidelines and templates.</p>
Priority	<div>  Should do </div>
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>Annual data collection is planned, but there is no mention of tracking the same participants or communities over time. The Integrated Impact Assessment (IIA) highlights the importance of inclusion, but the M&E framework does not require disaggregated data collection (e.g. by age, gender, disability, income).</p> <p>Remaining gap: Without longitudinal data, it is difficult to assess sustained behaviour change or long-term impact. Without demographic breakdowns, it is hard to assess whether the programme is reaching and benefiting underrepresented groups.</p> <p>Recommendation: Introduce a longitudinal evaluation component for a sample of projects to assess the durability of outcomes.</p> <p>Require all surveys and monitoring tools to collect disaggregated data and report on equity of access and outcomes.</p>

4 Improve data quality through training and support

What	Offer regular training sessions and guidance documents on M&E best practices.
Why	Builds capacity among delivery partners and ensures consistent, high-quality data.
How	<ul style="list-style-type: none"> → Regular training sessions on M&E best practices (webinars). → One-on-one support for project leads as needed. → Creation of a knowledge hub with resources and guides.
Resources	<p>Time required for local authority officers and project staff to attend training sessions: approximately 3–5 hours per session.</p> <p>SEStran resource: Ongoing – 1 day per month for training sessions and support.</p>
Priority	 Should do
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>Improvement: Annual M&E reports should support transparency and learning, and regular one-to-ones can improve knowledge and awareness. Standardised templates should also improve consistency, reduce administrative burden, and support better data quality.</p> <p>Remaining gap: There is no structured process for using evaluation findings to adapt project design or funding priorities.</p> <p>Recommendation: Establish a formal learning loop, e.g., annual learning workshops, adaptive planning sessions with delivery partners.</p> <p>This could include a formal training programme covering project design, monitoring and evaluation, inclusive engagement, and data reporting.</p> <p>Offer onboarding and mentoring and provide induction sessions for new grantees.</p> <p>Track training uptake and impact, which could be through KPIs for training participation.</p> <p>Schedule regular learning events, such as hosting quarterly regional learning forums or thematic workshops.</p>

5 Implement a change control and data audit trail

What	Introduce a formal process for documenting changes to project scope, indicators, or data collection methods.
Why	Ensures transparency and traceability of reported outcomes.
How	<ul style="list-style-type: none"> → Development of a standardised change control form. → Integration of the change control process into the reporting portal or shared space. → Training for project leads on the change control process.
Resources	<p>Additional time required by project staff to document changes will be determined on a case-by-case basis.</p> <p>SEStran resource: Initial setup – 2–3 days of staff time; Ongoing: 1 day per quarter.</p>
Priority	 Should do
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>Risk management and change tracking are covered in the Delivery Plan, acknowledging the need for agility and responsiveness to unforeseen circumstances.</p> <p>Improvement: Annual review mechanism provides an opportunity to document and respond to changes in scope, indicators, or data collection methods.</p> <p>Remaining gap: structure supports the documentation of changes and their rationale, but a tailored change control form would be beneficial.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> → Introduce a dedicated change control template for delivery partners. → Require documentation of why and how changes to scope or indicators were made. → Integrate this into the reporting portal or dashboard.

6 Develop case studies (testimonials)

What	Collect stories of change from project leads and, as part of routine quarterly reporting to present as case studies of project impacts.
Why	To support the development of case studies for specific projects that evidence their impact and reach, complementing and contextualising quantitative data collection.
How	<ul style="list-style-type: none">→ Invite project leads to participate in a short interview, led by a pre-prepared interview template.→ Discuss the projects key activities and the impacts reported by participants.→ Record direct quotes from the discussion to serve as testimonials in case studies.
Resources	<p>Additional time required by project staff for 30 minute interview.</p> <p>SEStran resource: up to 17 interviews with project leads totalling 8.5 hours per quarter.</p>
Priority	☆☆☆ Should do
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>The Delivery Plan acknowledges the risk of a lack data illustrating the effectiveness of projects hampering decision making and SEStran's ability to evidence the programme's success.</p> <p>Recommendation: include project lead interviews in quarterly monitoring to gather testimonials for successful projects, plugging gaps in quantitative data.</p> <p>Develop a standard interview guide to extract insights and capture the impacts of projects in direct quotations.</p>

7 Introduce a centralised digital reporting portal


What	Create an online platform for submitting, storing, and accessing all M&E data and documentation.
Why	Improves transparency, reduces administrative burden, and ensures all stakeholders have access to the same information.
How	<ul style="list-style-type: none"> → Development of a secure online portal. → User-friendly dashboards and upload features. → Automated data validation systems. → Technical support team for maintenance and troubleshooting.
Resources	<p>Initial setup and training for council officers and project staff: approximately 5–7 hours. Ongoing maintenance/inputs: 1–2 hours per month.</p> <p>SEStran resource: Initial setup: 5–7 days of staff time; Ongoing maintenance: 1 day per quarter.</p>
Priority	 Could do
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>This is not present in the Delivery Plan.</p> <p>Recommendation: Consider using a dashboard that includes:</p> <ul style="list-style-type: none"> → User-friendly data entry forms. → Automated indicator tracking. → Version control for changes to project scope or indicators. → Exportable reports for funders and stakeholders.

8 Expand indicator coverage to capture wider impacts

What	Encourage projects to collect data beyond the core indicators, including health, social inclusion, and environmental benefits, as well as the differing impacts on employee's vs employers.
Why	Many projects report broader impacts not captured by current metrics. Active travel is strongly linked to improved physical and mental health. Reducing car use contributes directly to climate targets. Capturing these benefits can help justify investment and align with public health priorities and demonstrate alignment with net-zero goals.
How	<p>Development of extended optional indicator sets. Indicators might include:</p> <ul style="list-style-type: none">→ Increase in physical activity levels.→ Self-reported health improvements (e.g. energy levels, mental wellbeing using validated tools and indices).→ Reduction in GP visits or prescriptions related to inactivity-related conditions (where data sharing is possible), via using integration with local NHS or public health datasets (e.g. via social prescribing pilots).→ Reduction in car kilometres travelled.→ Number of car journeys replaced by walking, cycling, or public transport. <p>The estimated CO₂e saved from mode shift (tonnes of CO₂e avoided) can be calculated by reference to national datasets as part of annual evaluation processes.</p> <p>Plus:</p> <ul style="list-style-type: none">→ Guidance on qualitative data collection.→ Workshops and training sessions for project leads.→ Projects need not provide carbon emissions reductions directly, but they could do so with appropriate training.

Resources	<p>Additional time required by project staff for extended data collection: approximately 2–4 hours per project.</p> <p>SEStran resource: 2–3 days of staff time for developing additional indicators and training.</p>
Priority	<div> ★ ★ ★ Could do </div>
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>The Delivery Plan acknowledges the benefits to climate and public health but does not explicitly include wider impact indicators for health or carbon emissions within its core Monitoring & Evaluation framework.</p> <p>Remaining gap: M&E is not fully aligned with the intended impacts of the Programme, outlined in the Theory of Change, to reduce car kilometres and road transport emissions.</p> <p>Recommendation: Consider piloting these indicators in a few projects before scaling region wide. Use a dashboard to track and visualise these metrics.</p>

9 Facilitate peer learning and data sharing

What	Create opportunities for projects to share M&E approaches, challenges, and successes.
Why	Encourages innovation, consistency, and continuous improvement.
How	<ul style="list-style-type: none"> → Organisation of annual learning events and thematic workshops. → Creation of online forums for knowledge sharing. → Facilitation of networking opportunities.
Resources	<p>Time required for local authority officers and project staff to participate in learning events: approximately 4–6 hours per event.</p> <p>SEStran: Ongoing: 1 day per month for organising and facilitating sessions.</p>
Priority	<div>  Could do </div>
Alignment between evaluation gaps and the 2025/26 Delivery Plan	<p>SEStran commits to:</p> <ul style="list-style-type: none"> → Leading cross-authority and cross-partner communications. → Holding regular one-to-one meetings with local authorities. → Publishing annual M&E reports and disseminating findings. <p>Improvement: While not yet fully operationalised, the plan lays the groundwork for a more collaborative learning environment.</p> <p>Remaining gap: There is no structured process for using evaluation findings to adapt project design or funding priorities.</p> <p>Recommendation: Establish a formal learning loop, e.g., annual learning workshops, adaptive planning sessions with delivery partners.</p> <p>Pair new delivery partners with experienced ones.</p> <p>Create an online resource hub for templates, case studies, FAQs, and recorded webinars.</p>

10 Value for Money comparison

What	Value for Money (VfM) assessment to understand how efficiently, effectively, and equitably resources are used to achieve the desired outcomes of the People and Place Programme.
Why	<p>To evaluate the economic impact of the project, including intended and actual outcomes and impact. To identify the relatively low-cost and easy-to-implement interventions with high positive impact to inform future grant allocation/applications.</p> <p>VfM evaluations are one of the three main evaluation types in the Magenta Book; it will be crucial to demonstrate the VfM of the People and Place Programme, and its long-term impacts, amid tightening public budgets.</p>
How	<ul style="list-style-type: none">→ Assess project impact against grant spend and administrative staff time for £/extent of impact.→ Factor in the intrinsic potential of walking, wheeling, and cycling.→ Compare projects across and between themes.→ Check consistency of data used with other RTPs – ideally, all use the same formula to report consistently to Transport Scotland.→ Benchmark against other active travel behavioural change work in Scotland or the UK.→ Calculate Benefit-Cost Ratio.→ With additional data on these metrics, it could be extended to wider benefits around health, air quality, carbon emissions, plus job creation (GVA-linked assessment).→ Could include perceived cost-benefits not currently monitored by projects.

Resources

Additional time required by council officers or SEStran is minimal: following the recommendations in this Report, the data should be collected in an improved fashion to enable a VfM assessment to be carried out.

A light-touch VfM assessment is likely to take a minimum of 15 days, but up to 60 days or more for a comprehensive evaluation.

Priority



Could do

Alignment between evaluation gaps and the 2025/26 Delivery Plan

The Delivery Plan acknowledges the imperative of driving increased value for money in behaviour change and seeks to ensure that key success factors are incorporated into the planning and delivery of every aspect of the People and Place Programme.

SEStran will work in partnership with local authorities and delivery partners to undertake scoping and planning to develop projects under each intervention type.

Remaining gap: There is no structured process for VfM assessments within the Programme, but most of the raw data needed is gradually being captured (See the other recommendations pertaining to improved data capture).

Recommendation: Align approach to VfM to the Magenta Book, to go beyond current guidance from Transport Scotland and its People and Place M&E reporting requirements, to conduct a full VfM assessment.

Follow the Recommendations in this report to provide a sufficient volume and accuracy of data that will make a VfM feasible.

Undertake a VfM evaluation for the 2025/26 year.

Appendices



Appendix I: Theories of Changes

Schools and Young People

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<ul style="list-style-type: none">→ SEStran People and Place Plan funding→ Pre-existing relationships with schools and community organisations working with young people→ Willing and participating schools and organisations→ Time from school staff, SEStran staff, and other organisations to plan projects	<ul style="list-style-type: none">→ Communication with relevant delivery partners and council departments→ Procurement of equipment→ Development of process for requesting or distributing benefits→ Delivery of cycling and active travel-related training→ Parent & carer engagement→ Development of school travel plans	<ul style="list-style-type: none">→ Delivery of bikes, related equipment, and cycle/scooter parking infrastructure in schools→ Development and dissemination of school travel plans→ Young people develop cycling skills→ Young people, school staff, and parents learn more about active and sustainable travel	<ul style="list-style-type: none">→ Increased opportunities for active travel, particularly for children in deprived areas→ Increased number of journeys taken by active modes by young people and parents/carers to school and other commonly made journeys→ Positive experiences of active travel among young people→ Increased confidence and perception of safety for young people using active travel→ Improved perceptions of accessibility of non-car modes of transport→ Increased use of active travel infrastructure	<ul style="list-style-type: none">→ Modal shift among young people and their families, supporting changes to travel behaviour in the long term→ Reduction in car kilometres and road transport emissions from travel to school→ Increased mobility for young people, unlocking access to extra-curricular and social opportunities→ Safer roads as a result of increases in active travel→ Increased use of active and sustainable travel among young people and families who face additional barriers

Workplaces

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<ul style="list-style-type: none">→ SEStran People and Place Plan funding→ Willing participating organisations→ Existing workplace travel plans→ Pre-existing relationships with organisations and employers→ Existing data (regional travel data)	<ul style="list-style-type: none">→ Engagement with employees to generate and maintain interest in participation→ Assessment of baseline of active travel and provision of infrastructure→ Development or updating organisation travel plans→ Procurement of enabling infrastructure→ Mapping of potential sites for infrastructure or enabling facilities	<ul style="list-style-type: none">→ Staff awareness of new travel plans→ New or improved enabling facilities and infrastructure for active travel→ Increased awareness of the benefits of active travel in terms of health, environment, cost and convenience.→ Promotion and incentivisation of active travel in workplaces	<ul style="list-style-type: none">→ Active travel is more accessible and feasible to make business journeys→ Increased number of business journeys taken by active modes→ Increased use of active travel facilities in workplaces→ Cultural shift within organisations towards active travel and sustainable behaviour→ Increased confidence and perception of safety of active travel	<ul style="list-style-type: none">→ Modal shift among employees, supporting changes to travel behaviour in the long term→ Reduction in car kilometres and road transport emissions from business travel→ Increased employee health, wellbeing, and productivity→ Reduced congestion→ Safer roads as a result of increases in active travel

Accessibility and Inclusion

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<div><div>→ SEStran People and Place Plan funding</div><div>→ Local authority officers' time</div><div>→ Volunteer time</div><div>→ Inclusive design expertise</div></div>	<div><div>→ Engage and build relationships with key community organisations</div><div>→ Consultation with the community and key demographic groups</div><div>→ Market research on delivery solutions</div><div>→ Procurement of equipment and infrastructure</div><div>→ Development of accessibility audit framework</div><div>→ Targeted range of activities to promote inclusive active travel</div></div>	<div><div>→ Targeted delivery of active travel equipment and infrastructure in deprived areas</div><div>→ Accessibility audits</div><div>→ Active travel promotion campaigns</div><div>→ Support packages (including financial) for individuals to access active travel</div></div>	<div><div>→ Increased access to accessible/ adapted cycles and active travel modes</div><div>→ Access to more affordable modes of travel</div><div>→ Increased proportion of journeys taken by active modes</div><div>→ More positive attitudes and greater confidence using active travel modes</div><div>→ Increased perception of safety of active travel</div></div>	<div><div>→ Modal shift among target groups, supporting changes to travel behaviour in the long term</div><div>→ Improved physical wellbeing and reduced health inequalities</div><div>→ Increased mobility and independence</div><div>→ Improved quality of life</div><div>→ Reduction in car kilometres and road transport emissions</div><div>→ Reduction in transport poverty</div></div>

Capacity and Capacity Building

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<div><div>→ SEStran People and Place Plan funding</div><div>→ Staff looking to take on additional training</div><div>→ Staff time and capacity</div><div>→ External technical resources</div></div>	<div><div>→ Recruitment of dedicated behaviour change officers into local authority</div><div>→ Provision of training on accessibility and behaviour change leadership</div><div>→ Identification of gaps in current capabilities through research and consultation</div><div>→ Research on best practice</div><div>→ Development of active travel strategies</div></div>	<div><div>→ Dedicated resource for driving the shift to active travel</div><div>→ Upskilled officers</div><div>→ Active travel strategies</div><div>→ Increased organisational learning</div><div>→ Workshops, events, and knowledge sharing opportunities</div><div>→ Seamless regional active travel networks</div></div>	<div><div>→ Increased local capacity and knowledge to deliver behaviour change</div><div>→ Place-based approaches to delivering behaviour change</div><div>→ Local and community leadership</div><div>→ Self-sustaining programmes beyond the People and Place funding</div><div>→ Improved networking and relationships between stakeholders in SEStran region</div></div>	<div><div>→ Transferrable learning and leadership driving societal change beyond active travel</div><div>→ Modal shift among target groups, supporting changes to travel behaviour in the long term</div><div>→ Active travel embedded as a long-term priority in the region</div></div>

SEStran People and Place Plan

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<ul style="list-style-type: none">→ Transport Scotland People and Place Funding→ SEStran staff time→ Delivery Partners' commitment and time→ Local authority officer time→ External contractors, experts, and provider's time→ Strategic prioritisation of projects→ Pre-existing relationships with stakeholders	<ul style="list-style-type: none">→ Develop delivery plan for identified projects→ Develop monitoring and evaluation framework→ Collaboration with local authorities, communities and Delivery Partners→ Promotion of active travel	<ul style="list-style-type: none">→ Capital and revenue investment→ Tailored packages of support for promoting and enabling active travel→ Engagement with partners→ Delivery and implementation of equipment→ Minor active travel infrastructure→ Increased resource and capacity dedicated to active travel→ Increased capacity and capabilities→ More accessible and inclusive active travel infrastructure	<ul style="list-style-type: none">→ Increased access to and use of equipment and facilities that enable active travel→ Improved perceptions of the accessibility of active travel→ Active travel is more accessible and feasible for everyone to make everyday journeys→ Increased amount of people walking, wheeling, or cycling for physical activity→ Increased number of short journeys made by active travel→ Increased capacity and capabilities in Delivery Partners and local authorities→ Better relationships with Delivery Partners and local authorities	<ul style="list-style-type: none">→ Modal shift among target groups, supporting changes to travel behaviour in the long term→ Improved physical wellbeing and reduced health inequalities→ Reduction in car kilometres and road transport emissions→ Reduction in transport poverty→ Reduced congestion→ Safer roads and increased perception of road safety→ Transferrable learning and leadership driving societal change beyond active travel

Appendix II: People and Place Monitoring and Evaluation Guidance



People and Place Monitoring and Evaluation (M&E) Guidance

This document provides guidance on how to conduct survey data collection as part of the People and Place Monitoring and Evaluation Framework

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Introduction

The purpose of data collection within the People and Place programme is to evaluate the impact of the active travel interventions you are delivering and demonstrate how they contribute towards the outcomes within the Active Travel Framework (transport.gov.scot). This M&E Framework will help to standardise data collection through surveys across the regions in Scotland within the People and Place programme.

Depending on the project or activity, a range of other data collection methods may be appropriate (e.g. headcount data, focus groups, case studies, observation). This guidance focuses on surveys to ensure there is a foundation of common principles and questions and sets out the minimum requirements for data gathering when using surveys.

Within each of the three themes (Schools and Young People, Workplaces, Accessibility and Inclusion) we have provided survey questions to ask that will help you demonstrate the impact of your intervention against key ATF indicators.

Scope of the guidance

This document will help you understand how and in which circumstances to use the survey questions provided in the People and Place Monitoring and Evaluation (M&E) Framework.

This guidance is a starting point for collecting the data you will need to evidence the impact of the interventions your organisation delivers. It is the responsibility of each organisation to collect the data to demonstrate the outcome of your projects in a relevant way. This may include asking further questions within surveys or using other methods of data collection.

Each question is linked to an Active Travel Framework (ATF) indicator and corresponding ATF outcome. Further details of the ATF outcomes included in the People and Place Programme Framework can be found in Appendix 1.

Why the People and Place M&E Framework?

Asking the same questions across different projects will enable a fuller picture of performance across the themes of Schools and Young People, Workplaces, and Accessibility and Inclusion. Standardizing survey data collection will allow us to:

- Improve the quality of our data, by having questions that are worded clearly and appropriately
- Gain more value from the data by aggregating across projects and surveys to:
 - o Support evaluation of the interventions across the themes
 - o Identify the impact of interventions across the themes
 - o Identify wider patterns and trends

It does not preclude organisations delivering activities on behalf of RTPs from collecting and reporting on any other datasets they have been providing to Transport Scotland or that they deem relevant to demonstrate the impact of their work.

Who this guidance is for

This guidance is for organisations conducting delivery of active travel (walking, wheeling, cycling) interventions in Scotland who are required to evidence the impact of their interventions.

How to use this document

The overall guidance included in this People and Place Programme Framework document encompasses three themes within the People and Place Programme: Schools and Young People, Workplaces, and Accessibility and Inclusion.

However, please refer to the relevant section for a particular theme, as necessary for your project delivery. For example, if you are only delivering a workplaces project, you only need

to refer to the beginning sections and the Workplace section and you can ignore the Schools and Young People and Accessibility and Inclusion sections.

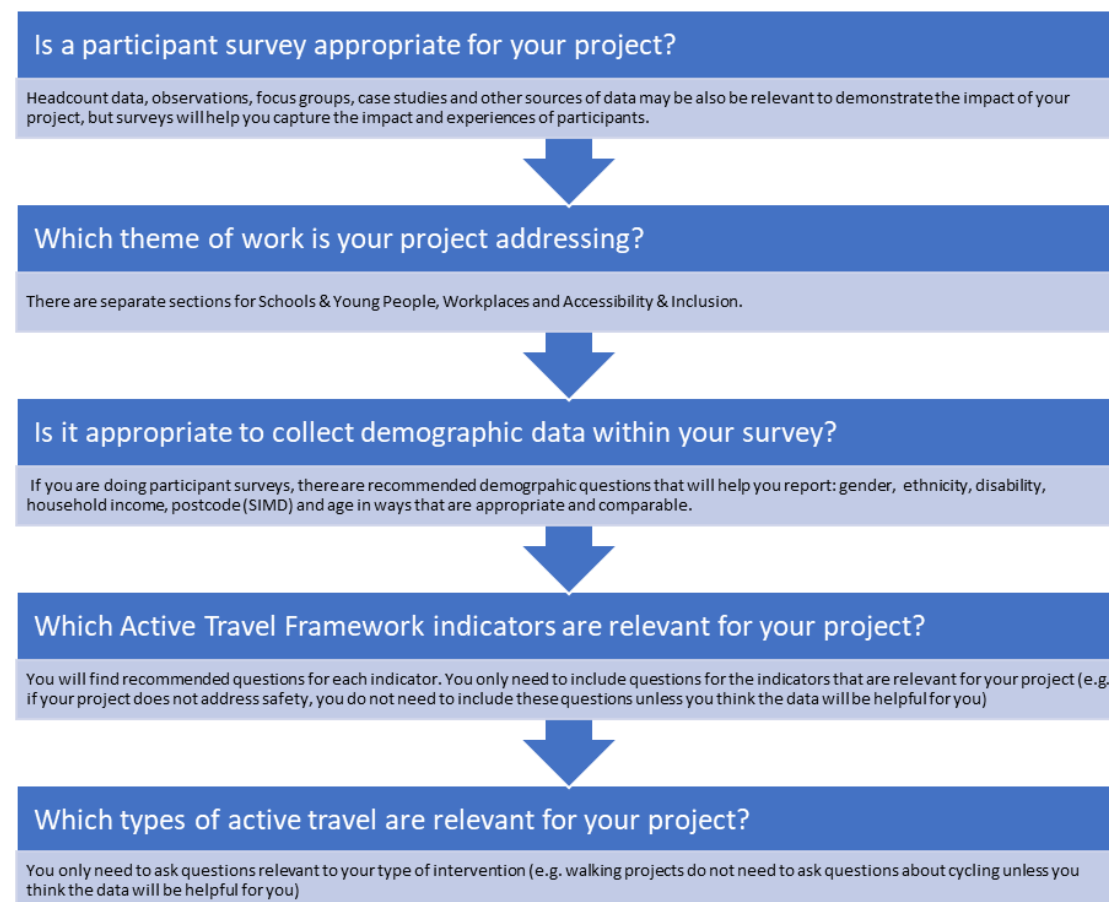
Within each of the thematic sections please remember that not all of the questions need to be answered, as it depends on the intervention.

Core principles

The following include the core principles to keep in mind when adhering to the People and Place M&E Framework:

- All of the questions are optional, depending on the nature of your project and what you are delivering. If you are working in that area and the question is relevant to your project, we have provided recommended questions for you to use. Please see the question-specific notes per question for more details.
- Only collect data relevant to your intervention and appropriate to do so. For example, if your project focuses solely on walking, you don't need to ask the cycling specific questions and vice versa.
- Participants should not be overburdened with survey questions unless it is necessary to ask. In some instances, you may not need to ask participants directly as you may already have some of the information.
- Demographic questions have been included. If it is necessary to collect demographic data for your intervention, please use the questions provided within this framework.

The People and Place Monitoring Framework – at a glance



How to collect this data

Data collection

In most instances, the questions included in the People and Place M&E Framework are suitable to be asked through surveys at baseline (pre) and follow-up (post) intervention. We have also suggested ways to ask questions that will work if you are not able to do a baseline survey and are asking all of your questions at follow up. The questions could be used to structure other forms of data collection, such as focus groups or case studies.

Further information

There are a number of resources that might support you in data collection to evaluate the impact of your interventions. The following are places to find out more information:

- [Transport Scotland](#) - Walking, wheeling and cycling information
- [Evaluation Support Scotland](#) - support for third sector organisations and funders to measure and explain their impact
- [Better Evaluation](#) - information on planning an evaluation and choosing appropriate data collection tools and processes
- [Social Research Association](#) – good practice guides

If you are unsure of how to collect the data needed to evaluate and provide evidence on the impact of your intervention, please contact your RTP for more information.

Schools and Young People

Indicator 1: Proportion of short everyday journeys by walking/wheeling and cycling

Table 1.

Question	Answer categories	Questions-specific notes
How do you normally travel to school?	Walk Cycle Scooter/skate Park & Stride Driven Bus Taxi Other	Recommended question For children May be relevant if working with schools and young people Is aligned to the Hands up Scotland Survey Ask at pre and post intervention, if possible 'Other' should be open text
How does your child normally travel to school?	Walk Cycle Scooter/skate Park & Stride Driven Bus Taxi Other	Recommended question For parents and carers 'Other' should be open text

Indicator 2: Attitudes towards/propensity to walking, cycling and wheeling

Table 2.

Question	Answer categories	Questions-specific notes
How would you most like to travel to school?	Walk Cycle Scooter/skate	Recommended question

	Park & Stride Driven Bus Taxi Other	For children Ideally ask at same time as asking about modal share above at pre and post ‘Other’ should be open text
Why does your child use this method of travel to school?	Close/nearby/not far away Most convenient Travel with friends Safest method Quickest method Only method available Too far to walk No public transport Public transport unsuitable e.g. too infrequent Good exercise/fresh air No car/transport Cheapest method It is free On way to work Too young to travel any other way Relative meets child Other	Recommended question For parents and carers ‘Other’ should be open text

Indicator 3: Proportion of journeys to school by walking, cycling and wheeling

See section on indicator 1.

Indicator 4: Frequency of walking and cycling for pleasure/exercise

Table 3.

Question	Answer categories	Questions-specific notes
Thinking about after school, or on the weekend, how often do you do the following for fun or exercise:	Go for a walk/wheel Ride a scooter Ride a bike (Every day; Most Days; Once a week; Never)	Recommended question For children

Indicator 9: Perceptions of safety of walking, wheeling and cycling

Table 4.

Question	Answer categories	Questions-specific notes
Do you agree or disagree: I feel safe walking/wheeling/scooting or cycling to school	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree	Recommended question For children Please split out options for walking/wheeling/scooting or cycling
Participating in the [Project] has made me feel safer when [walking/cycling/wheeling]	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree	Recommended question For children Please split out options for walking/wheeling/scooting or cycling
To what extent do you agree or disagree with the following statement: I feel safe allowing my child to walk/wheel/scoot/skate or cycle to school	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree	Recommended question For parents and carers Please split out options for walking/wheeling/scooting or cycling to allow specific answers for each mode

Indicator 15: Proportion of people identifying barriers to walking, cycling and wheeling

Table 5.

Question	Answer categories	Questions-specific notes
Please tick any of the following infrastructure characteristics that are barriers to your child cycling to school more often:	Lack of secure cycle storage at school High traffic speeds near school Too many vehicles near school Difficult to access school entrance	Recommended question For parents and carers

	Not enough on-road cycle lanes Not enough off-road cycle paths Live too far from school Other (please specify)	
Please tick any of these other factors that are barriers to your child cycling to school more often?	Lack of people to cycle to school with No adults available to cycle to school with my child Difficult to combine cycling with onward journey My child does not have the skill level to cycle to school, without adult supervision My child does not have the skill level to cycle to school, even with adult supervision Lack of cycle training on the playground or off road Lack of cycle training on real roads Access to cycling equipment Access to a bike Not enough time in the mornings/afternoons Other (please specify)	Recommended question For parents and carers
Do you/your household have access to a bike suitable for adults?	Yes and roadworthy Yes but not roadworthy No Don't know	Additional question

Workplaces

Indicator 1: Proportion of short everyday journeys by walking/wheeling and cycling

Table 6.

Question	Answer categories	Questions-specific notes
How do you usually travel to work?	Walking or wheeling Driver car/van Passenger car/van Bicycle	Recommended question

<p>If you do not have a baseline/pre-survey, then ask 2 questions in your follow up/post survey:</p> <ol style="list-style-type: none"> 1. Before [your activity], how did you usually travel to work? 2. Since [your activity], how do you usually travel to work? 	<p>Bus Taxi/mini cab Rail Other (open text box)</p>	<p>Ask at pre and post intervention, if possible.</p> <p>This should be a multiple choice question (people can give more than one answer).</p> <p>If your project and location mean that you require more detailed categories, please use this longer set of response options instead:</p> <p>Walk Wheeling (wheelchair or mobility scooter) Driver car/van Passenger car/van Car club Motorcycle/moped Bicycle E-bike Bikeshare Scooter/skate Ordinary (service) bus Works bus Taxi/mini cab Rail Underground Ferry Tram Other (open text box)</p>
<p>How often do you use each of the following modes to travel to work?</p> <p>If you do not have a baseline/pre-survey, then ask 2 questions in your follow up/post survey:</p> <ol style="list-style-type: none"> 3. Before [your activity], how did you usually travel to work? 4. Since [your activity], how do you usually travel to work? 	<p>Walking or wheeling Driver car/van Passenger car/van Bicycle Bus Taxi/mini cab Rail Other (open text box)</p>	<p>Additional question</p> <p>Where appropriate, to generate richer data, this question can be asked as a matrix question.</p> <p>Give options of:</p> <p>Never</p> <p>Not in the last year</p> <p>Once or twice a year</p> <p>Monthly</p> <p>Fortnightly</p>

		1 or 2 times a week 3 or 4 times a week 5 or 6 times a week Everyday
<p>If you usually travel to work using more than one mode in the same journey, which modes do you use? E.g. if you cycle to the train station, select “bicycle” and “rail”</p> <p>Select all that apply</p>	Walking or wheeling Driver car/van Passenger car/van Bicycle Bus Taxi/mini cab Rail Other (open text box)	Additional question Where appropriate, to collect data on multi-mode journeys

Indicator 2: Attitudes towards/propensity to walking, cycling and wheeling

Table 7.

Question	Answer categories	Questions-specific notes
How likely are you to consider [walking/cycling/wheeling] more as a means of transport (i.e. for a specific purpose, to reach a destination) in the future?	Very likely Quite likely Unsure Quite unlikely Very unlikely	Recommended question Ask at pre and post, if appropriate. If not, only ask at post Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc. If the project has promoted a mix of active travel, ask separate questions for each mode.
Which one of the following statements <u>best</u> describes you? Would you say you are someone who...	Does not [walk/cycle/wheel] but would like to Does not [walk/cycle/wheel] and does not want to Is new or returning to [walking/cycling/wheeling] Occasionally [walks/cycles/wheels] Regularly [walks/cycles/wheels]	Additional question Ask at pre and post, if appropriate. If not, only ask at post Please split out options for walk/cycle/wheel to allow

		<i>specific answers for each mode</i> <i>This question appears in the Sustrans Walking and Cycling Index.</i>
<i>How would you most like to travel to work?</i>	Walking Wheeling Driver car/van Passenger car/van Car club Motorcycle/moped Bicycle E-bike Bikeshare Scooter/skate Ordinary (service) bus Works bus Taxi/mini cab Rail Underground Ferry Tram Other	Additional question <i>Ideally ask at same time as asking about modal share above at pre and post</i>

Indicator 4: Frequency of walking and cycling for pleasure/exercise

Table 8.

Question	Answer categories	Questions-specific notes
How often do you [walk/wheel/cycle] for pleasure/exercise? E.g. just "going for a walk/cycle" rather than to a destination	Most days 3 to 4 times a week 1 to 2 times a week 2 to 3 times a month About once a month About once every 2 or 3 months Less often than once every 2 or 3 months Never	Recommended question Ask at pre and post, if appropriate. If not, only ask at post Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc. If the project has promoted a mix of active travel, ask separate questions for each mode.

Indicator 9: Perceptions of safety of walking, wheeling and cycling

Table 9.

Question	Answer categories	Questions-specific notes
To what extent do you agree or disagree with the following statement: I feel safe walking/wheeling/cycling	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree	Recommended question Ask at pre survey. Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc.
Participating in the [project] has made me feel safer when [walking/cycling/wheeling]	Strongly disagree Disagree Neither agree not disagree Agree Strongly agree	Recommended question Ask at post survey. Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc.

Indicator 15: Proportion of people identifying barriers to walking, cycling and wheeling

Table 10.

Question	Answer categories	Questions-specific notes
What discourages you from cycling to work? Select all that apply	Too far to cycle Concerns about cycling in traffic Weather It would be inconvenient Concerns for personal safety e.g. in dark No way to carry shopping Health or fitness reasons Not enough safe places to lock bike Can't ride a bike I don't have access to a bike Cost Other [please specify]	Recommended question (for cycling interventions) Ask at pre and post, if appropriate. If not, only ask at post

	None of the above	
<p>Which of the following, if any, would encourage you to cycle to work?</p> <p>Select all that apply</p>	<p>To improve fitness/health reasons</p> <p>To save money</p> <p>More cycle lanes/traffic free routes</p> <p>Combining exercise/transport</p> <p>For the sake of the environment</p> <p>If I was more confident cycling</p> <p>Slower traffic on the roads</p> <p>If I had access to a bike</p> <p>Somewhere to store a bike</p> <p>Other [please specify]</p>	<p>Recommended question (for cycling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p>What discourages you from walking to work?</p> <p>Select all that apply</p>	<p>Nothing</p> <p>Takes too long</p> <p>Health reasons</p> <p>Weather</p> <p>Not safe</p> <p>Lack of pavements/paths</p> <p>Poor quality paths</p> <p>Inconvenient</p> <p>Too much to carry/awkward</p> <p>Travelling with others</p> <p>No need</p> <p>Live too far away</p> <p>Prefer to use other modes - car/bus/train</p> <p>Given lifts</p> <p>Other</p>	<p>Recommended question (for walking/wheeling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p>Which of the following, if any, would encourage you to walk or wheel to work more often?</p> <p>By wheeling we mean travelling between places using a wheelchair or mobility scooter</p> <p>Select all that apply</p>	<p>More or better quality paths and pavements</p> <p>Someone to walk with</p> <p>Closer shops and facilities</p> <p>Better or cheaper public transport</p> <p>Better information on where I could walk or sustainable transport options</p> <p>More streets with reduced traffic speeds</p> <p>Less traffic</p> <p>Less pavement parking</p> <p>More seating</p> <p>Restrictions on where I can drive or park</p> <p>Other (please specify)</p>	<p>Recommended question (for walking/wheeling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p><i>Of those you selected at the previous question, which one thing would be most likely to encourage you to walk or wheel more often?</i></p>		<p>Additional question</p>

Do you/your household have access to a bike suitable for adults?	Yes and roadworthy Yes but not roadworthy No Don't know	Additional question
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Accessibility and Inclusion

Indicator 1: Proportion of short everyday journeys by walking/wheeling and cycling

Table 11.

Question	Answer categories	Questions-specific notes
<p>How do you usually travel for journeys under 5 miles?</p> <p>If you do not have a baseline/pre-survey, then ask 2 questions in your follow up/post survey:</p> <ol style="list-style-type: none"> Before [your activity], how did you usually travel for journeys under 5 miles? Since [your activity], how do you usually travel for journeys under 5 miles? 	<p>Walking or wheeling</p> <p>Driver car/van</p> <p>Passenger car/van</p> <p>Bicycle</p> <p>Bus</p> <p>Taxi/mini cab</p> <p>Rail</p> <p>Other (open text box)</p>	<p>Recommended question</p> <p>Ask at pre and post intervention, if possible.</p> <p>Depending on your project and location, you may want to include more detailed categories (select as required):</p> <p>Walk</p> <p>Wheeling (wheelchair or mobility scooter)</p> <p>Driver car/van</p> <p>Passenger car/van</p> <p>Car club</p> <p>Motorcycle/moped</p> <p>Bicycle</p> <p>E-bike</p> <p>Bikeshare</p> <p>Scooter/skate</p> <p>Ordinary (service) bus</p> <p>Works bus</p> <p>Taxi/mini cab</p> <p>Rail</p> <p>Underground</p> <p>Ferry</p> <p>Tram</p> <p>Other (open text box)</p>

<p>How often do you use each of the following modes for journeys under 5 miles?</p> <p>If you do not have a baseline/pre-survey, then ask 2 questions in your follow up/post survey:</p> <ol style="list-style-type: none"> 1. Before [your activity], how did you usually travel for journeys under 5 miles? 2. Since [your activity], how do you usually travel for journeys under 5 miles? 	<p>Walking or wheeling Driver car/van Passenger car/van Bicycle Bus Taxi/mini cab Rail Other (open text box)</p>	<p>Additional question</p> <p>Where appropriate, to generate richer data, this question can be asked as a matrix question.</p> <p>Give options of:</p> <p>Never</p> <p>Not in the last year</p> <p>Once or twice a year</p> <p>Monthly</p> <p>Fortnightly</p> <p>1 or 2 times a week</p> <p>3 or 4 times a week</p> <p>5 or 6 times a week</p> <p>Everyday</p>
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Indicator 2: Attitudes towards/propensity to walking, cycling and wheeling

Table 12.

Question	Answer categories	Questions-specific notes
How likely are you to consider [walking/cycling/wheeling] more as a means of transport (i.e. for a specific purpose, to reach a destination) in the future?	<p>Very likely Quite likely Unsure Quite unlikely Very unlikely</p>	<p>Recommended question</p> <p>Ask at pre and post, if appropriate. If not, only ask at post.</p> <p>Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc. If the project has promoted a mix of active</p>

		travel, ask separate questions for each mode.
Which one of the following statements <u>best</u> describes you? Would you say you are someone who...	Does not [walk/cycle/wheel] but would like to Does not [walk/cycle/wheel] and does not want to Is new or returning to [walking/cycling/wheeling] Occasionally [walks/cycles/wheels] Regularly [walks/cycles/wheels]	Additional question Ask at pre and post, if appropriate. If not, only ask at post Please split out options for walk/cycle/wheel to allow specific answers for each mode This question appears in the Sustrans Walking and Cycling Index.
How would you most like to travel for journeys under 5 miles?	Walking Wheeling Driver car/van Passenger car/van Car club Motorcycle/moped Bicycle E-bike Bikeshare Scooter/skate Ordinary (service) bus Works bus Taxi/mini cab Rail Underground Ferry Tram Other	Additional question Ideally ask at same time as asking about modal share above at pre and post

Indicator 4: Frequency of walking and cycling for pleasure/exercise

Table 13.

Question	Answer categories	Questions-specific notes
How often do you [walk/wheel/cycle] for pleasure/exercise? E.g. just "going for a walk/cycle" rather than to a destination	Most days 3 to 4 times a week 1 to 2 times a week 2 to 3 times a month About once a month	Recommended question

	About once every 2 or 3 months Less often than once every 2 or 3 months Never	Ask at pre and post, if appropriate. If not, only ask at post Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc. If the project has promoted a mix of active travel, ask separate questions for each mode.
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Indicator 9: Perceptions of safety of walking, wheeling and cycling

Table 14.

Question	Answer categories	Questions-specific notes
To what extent do you agree or disagree with the following statement: I feel safe walking/wheeling/cycling	Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree	Recommended question Ask at pre survey. Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc.
Participating in the [project] has made me feel safer when [walking/cycling/wheeling]	Strongly disagree Disagree Neither agree not disagree Agree Strongly agree	Recommended question Ask at post survey. Edit the question to select the mode relevant for your project – if you are a cycling project, you only need to ask about cycling etc.

Indicator 15: Proportion of people identifying barriers to walking, cycling and wheeling

Table 15.

Question	Answer categories	Questions-specific notes
<p>What discourages you from cycling more than you do for journeys under 5 miles?</p> <p>Select all that apply</p>	<p>Too far to cycle</p> <p>Concerns about cycling in traffic</p> <p>Weather</p> <p>It would be inconvenient</p> <p>Concerns for personal safety e.g. in dark</p> <p>No way to carry shopping</p> <p>Health or fitness reasons</p> <p>Not enough safe places to lock bike</p> <p>Can't ride a bike</p> <p>I don't have access to a bike</p> <p>Cost</p> <p>Other [please specify]</p> <p>None of the above</p>	<p>Recommended question (for cycling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p>Which of the following, if any, would encourage you to cycle more often for journeys under 5 miles?</p> <p>Select all that apply</p>	<p>To improve fitness/health reasons</p> <p>To save money</p> <p>More cycle lanes/traffic free routes</p> <p>Combining exercise/transport</p> <p>For the sake of the environment</p> <p>If I was more confident cycling</p> <p>Slower traffic on the roads</p> <p>If I had access to a bike</p> <p>Somewhere to store a bike</p> <p>None of the above</p> <p>Other [please specify]</p>	<p>Recommended question (for cycling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p>What discourages you from walking more than you do for journeys under 2 miles?</p> <p>Select all that apply</p>	<p>Nothing</p> <p>Takes too long</p> <p>Health reasons</p> <p>Weather</p> <p>Not safe</p> <p>Lack of pavements/paths</p> <p>Poor quality paths</p> <p>Inconvenient</p> <p>Too much to carry/awkward</p> <p>Travelling with others</p> <p>No need</p> <p>Live too far away</p> <p>Prefer to use other modes - car/bus/train</p> <p>Given lifts</p> <p>Other</p>	<p>Recommended question (for walking/wheeling interventions)</p> <p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p>Which of the following, if any, would encourage you to walk or wheel more often for journeys under 2 miles?</p>	<p>More or better quality paths and pavements</p> <p>Someone to walk with</p> <p>Closer shops and facilities</p>	<p>Recommended question (for walking/wheeling interventions)</p>

<p>By wheeling we mean travelling between places using a wheelchair or mobility scooter</p> <p>Select all that apply</p>	<p>Better or cheaper public transport</p> <p>Better information on where I could walk or sustainable transport options</p> <p>More streets with reduced traffic speeds</p> <p>Less traffic</p> <p>Less pavement parking</p> <p>More seating</p> <p>Restrictions on where I can drive or park</p> <p>Other (please specify)</p>	<p>Ask at pre and post, if appropriate. If not, only ask at post</p>
<p><i>Of those you selected at the previous question, which one thing would be most likely to encourage you to walk or wheel more often?</i></p>		<p>Additional question</p>
<p><i>How useful would each of the following be to help you walk or wheel for journeys under 2 miles more?</i></p>	<p><i>More shops and everyday services, such as banks and post offices, close to your home</i></p> <p><i>More government services, such as doctors surgeries and schools, close to your home</i></p> <p><i>Less fear of crime or antisocial behaviour in your area</i></p> <p><i>Fewer motor vehicles on our streets</i></p> <p><i>More streets with 20mph speed limits</i></p> <p><i>Fewer cars parked on the pavement</i></p> <p><i>Better pavement accessibility, e.g. level surfaces, dropped kerbs at crossing points, fewer obstructions</i></p> <p><i>Wider pavements</i></p> <p><i>More frequent road crossings, with reduced wait times</i></p> <p><i>Nicer places along streets to stop and rest, e.g. more benches, trees and shelter</i></p> <p><i>More things to see and do close to your home, e.g. cafés or entertainment venues</i></p> <p><i>More parks or green spaces close to your home</i></p> <p><i>Very useful</i></p> <p><i>Fairly useful</i></p> <p><i>Not very useful</i></p> <p><i>Not useful at all</i></p>	<p>Additional question</p>

<i>Do you/your household have access to a bike suitable for adults?</i>	<i>Yes and roadworthy Yes but not roadworthy No Don't know</i>	<i>Additional question</i>
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Demographic questions

Demographic questions can be extremely helpful in understanding who your project is reaching, and whether the benefits of the intervention are distributed equitably.

It is important to achieve an appropriate balance between collecting demographic data which adds value to monitoring and evaluation and asking a long list of questions that might be unnecessary and feel intrusive to participants. Data should only be collected if it is meaningful to the intervention and context, and if it is going to be used. If you are asking demographic questions in surveys, please consider asking the 'Recommended' questions below (see question-specific notes), plus any additional questions where there is a clear rationale for collecting the data.

Some respondents may be uncomfortable giving you their demographic data. In general:

- Give a brief explanation of why you want to collect demographic data before asking any questions about protected characteristics. E.g. "We are collecting this information to understand how well we are reaching across the community." Explain how the data will be used, the likely benefits, and any relevant risks.
- Put questions about demographics or protected characteristics at the end of your survey unless they are a particular focus of your project.
- Always include a "Prefer not to say" option.
- Do not make it compulsory to answer demographics questions. An exception to this is age, where we have a responsibility to safeguard children first and foremost.

Depending on your activity or project, it may be more appropriate to report the area/organisation level demographic information rather than ask individual participants. For example, school level statistics on SIMD, ethnicity etc.

Protecting data and the individual

Protected characteristics can identify an individual. We must consider risks to people's mental and physical wellbeing, as well as their legal rights under the General Data Protection Regulations (GDPR). If you might identify individuals with the data you are collecting, consider your Data Protection protocols and take steps to protect the data. If you are collecting sensitive data (such as ethnicity or health conditions), you will also need to complete a Data Protection Impact Assessment (DPIA).

Children and safeguarding

- Individuals under 18 (or under 16 in Scotland) are children and young people. You must ask for parental permission, not individual permission, to collect personal data from children. You must also delete this data sooner than adult data. Any data collection needs to be carefully planned and managed in advance, following your organisation's best practice.
- Alternatively, you can screen participants by age to ensure children are not asked for personal information.
- You must not collect contact details from children and young people. See your organisation's safeguarding policy for details.

Questions

Age

There are age-specific challenges to travelling actively. By collecting data on age, we can improve our understanding of how to deliver projects to meet the needs of all age groups.

Table 16. Questions to ask about age

Question	Answer categories	Questions-specific notes
Which age group do you belong to? (tick one box)	Under 18 / 16-17 – only use this category if you want to collect data from children; 18-24; 25-34; 35-44;	Recommended question Children and young people: individuals under 18 (or under 16 in Scotland) are legally classed as children and young people. You must ask for parental permission, not individual permission, to collect personal data from children.

	45-54; 55-64; 65 and over; Prefer not to say	You might specify more age groups relevant to your project. In this case, use any five or ten-year age bands that fit with the above boundaries to encompass the ages of your target audience. Example: answer options for a project focusing on people who are retired: 18-54; 55-64; 65 to 74; 75 to 84; 85 and over.
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Notes

- We do not recommend asking for exact age. You are unlikely to need to know the exact age of a participant. In addition, some people are reluctant to give their exact age or may give an incorrect age.
- To collect personal information in addition to age from children and young people we must ensure safeguarding and parental consent.

Disability

Disabled people may be particularly affected by infrastructure that impairs their mobility, for example uneven surfaces and lack of dropped curbs; narrow cycle infrastructure and gates.

You should ask two questions if you want to find out about disability, and you have the option of asking a third question (Table 17). Question one asks whether someone has a disability. Question two asks whether the disability affects day-to-day activities. A third, optional, question can be asked about how someone is impaired.

Table 17. Questions to ask about disability

Question	Answer categories	Questions-specific notes
Q1. Do you have any physical or mental health conditions or illnesses? (tick one box)	Yes, lasting or expected to last 12 months or more Yes, lasting or expected to last between 1 and 12 months No Prefer not to say	Recommended question Health information is special category data. You might need to complete a Data Protection Impact Assessment (DPIA). Under the Equalities Act 2010, disability is defined as lasting 12 months or more.
Q2. Do any of your conditions or illnesses reduce your ability to	Yes, a lot	Recommended question

carry out day-to-day activities? (tick one box)	Yes, a little No Prefer not to say	Ask only if the respondent has answered question 1 with one of the Yes answers
Q.3 Do your conditions or illnesses affect you in any of the following areas? (tick all that apply)	Vision Hearing Mobility and balance Dexterity Learning or understanding or concentrating Memory Mental health Stamina or breathing or fatigue Socially or behaviourally Other (please write in) None of the above Prefer not to say	Additional question <i>Disability data is special category data, and asking people for medical diagnoses may not be necessary for your project. You might need to complete a DPIA. Ask only if one or more of the following is true:</i> <ul style="list-style-type: none"> • <i>Disability is particularly relevant to your project</i> • <i>Your project is part of wider data collection about disability</i> <i>Ask only if the respondent has answered previous disability questions with one of the Yes answers.</i> <i>Are you working with an audience that have additional learning or cognitive needs? If yes, include a "Yes" box and a "No" box for each answer category.</i>

Notes

- For question three, ensure you ask about impairments rather than about illnesses or conditions. In the social model of disability: disability is caused by barriers in society rather than being due to a person's physical or mental capabilities. Disability can be defined as restriction in activities and participation resulting from a lack of support (personal, mechanical or environmental/social), which takes account of a reduction in physical or mental functioning. The impairment in function may be due to an illness or condition affecting an individual (e.g. sight loss may be due to glaucoma).
- About 18% of people in the UK have an illness or disability lasting more than 12 months that limits their day-to-day activities (Census 2011).

Gender and gender expression

We ask about gender and gender identity to understand who might be participating in or missing from our projects so we can better understand who the projects are engaging with.

Caution is urged when considering collecting data regarding gender and gender expression, particularly in relation to children and young people. Only ask question 2 in Table 18 when you have a reason to do so.

Table 18. Questions to ask about gender and gender expression

Question	Answer categories	Questions-specific notes
Q1. What best describes your gender:	Woman Man Prefer to self describe (please write in) Prefer not to say	Recommended question Include a free text box for respondents to self describe Ask boy or girl instead of women or man if collecting this data with children and young people
Q2. Do you identify as trans?	No Yes Prefer not to say	Additional question <i>You should not ask this question unless you have a reason to. One or more of the following needs to be true:</i> <ul style="list-style-type: none"> • <i>Gender identity is particularly relevant to your project</i> • <i>Your project is part of wider data collection about gender identity</i>

Notes

- The Equalities Act 2010 references sex and not gender, and also gender identity. This is because the two terms are not the same. Gender encompasses the social constructs that can be associated with cultural discrimination against individuals. This can overlap with an individual's sex, however it can also be different. We use male and female answer options to match the requirements of the Equalities Act 2010.

Ethnic group

Many factors may contribute to ethnicity. These include country of birth, nationality, language spoken at home, skin colour, national/geographical origin, and religion.

We often ask for relatively simple ethnicity information with a simplified or short-format ethnicity question (Table 19). Asking these questions can help identify if we are benefitting who we wanted to benefit, or identify whether we are accessing the opinions of a representative subset of the population. These questions can allow analysis of differences in walking, wheeling and cycling between ethnic groups.

Table 19. Question to ask about ethnic group

Question	Answer categories	Questions-specific notes
Q1. What is your ethnic group?	<p>Asian, Asian Scottish or British - includes Indian, Pakistani, Bangladeshi, Chinese or any other Asian background</p> <p>Black, African, Caribbean, Black Scottish or British - includes Caribbean or African Scottish or British or any other black background</p> <p>Mixed or Multiple ethnic groups – includes white and black Caribbean, white and black African, white and Asian, or any other mixed or multiple ethnic background</p> <p>White – includes Scottish, British, English, Welsh, Northern Irish, Irish, Gypsy/Traveller and any other white background</p> <p>Other ethnic group - includes Arab or any other ethnic group (please give details)</p> <p>Prefer not to say</p>	<p>Recommended question</p> <p>If relevant to your project, you may want to collect more detailed information on ethnicity. In this case, you can list each sub-group as a separate option e.g.</p> <p>Indian</p> <p>Pakistani</p> <p>Bangladeshi</p> <p>Chinese</p> <p>Other Asian background</p>

Notes

- About 13% of people in the UK identify with a diverse ethnic background (Census 2011). This can vary substantially between different geographical areas. Please check the figures for your project area.

Household income

We are interested to understand how different levels of household income impact on travel choices.

Table 20. Question to ask for household income

Question	Answer categories	Questions-specific notes
What is your total household income?	£0-9,999 £10,000-£19,999 £20,000-£29,999 £30,000-£39,999 £40,000-£49,999 £50,000-£59,999 £60,000-£69,999 £70,000-£79,999 £80,000-£89,999 £90,000-£99,999 £100,000 or over Prefer not to say	Recommended question
<p>Which of the following groups does the Chief Income Earner in your household belong to? Please select one answer only.</p> <p>- The person in the household with the largest income is the Chief Income Earner, however this income is obtained.</p> <p>- If the Chief Income Earner is retired and has an occupational pension, please select according to the previous occupation</p> <p>- If the Chief Income Earner is not in paid employment and has been out of work for less than 6 months, please select based on previous occupation</p>	<ul style="list-style-type: none"> • Semi or unskilled manual worker (e.g. Manual jobs that require no special training or qualifications; Manual workers, Apprentices to be skilled trades, Caretaker, Cleaner, Nursery School Assistant, Park keeper, non-HGV driver, shop assistant etc.) • Skilled manual worker (e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus/Ambulance Driver, HGV driver, Unqualified assistant teacher, AA patrolman, pub/bar worker, etc.) • Supervisory or clerical / Junior managerial / Professional / administrator (e.g. Office worker, Student Doctor, Foreman with 25+ employees, sales person, Student Teachers etc.) • Intermediate managerial / Professional / Administrative (e.g. Newly qualified (under 3 years) doctor, Solicitor, Board director small organisation, middle manager in large organisation, principal officer 	<p>Additional question</p> <p>How to code:</p> <ul style="list-style-type: none"> • Semi or unskilled manual worker = 1 • Skilled manual worker = 2 • Supervisory or clerical / Junior managerial / Professional / administrator = 3 • Intermediate managerial / Professional / Administrative = 4 • Higher managerial/ Professional/Administrative = 5 • Student = 6 • Retired = 7 • Unemployed = 8 <p>CODES:</p> <p>A = 5 B = 4</p>

	<p><i>in civil Service/local government etc.)</i></p> <ul style="list-style-type: none"> • Higher managerial/ Professional/Administrative (e.g. Established doctor, Solicitor, Board Director in large Organisation (200+ employees), top level civil servant/public service employee, Headmaster/mistress, etc.) • Student (living away from home) • Retired and living on state pension only • Unemployed (for over 6 months) or not working due to long term sickness 	<p>C1 = 3,6 C2 = 2 D = 1 E = 7,8</p> <p>For more information, check the National Statistics Socio-economic classification (NS-SEC).</p>
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Postcode

Table 21. Question to ask for postcode

Question	Answer categories	Questions-specific notes
What is your postcode?	Please enter in the box below:	Postcodes will help to monitor the SIMD reach of your project. The postcode lookup file provided by Scottish Government will allow you to categorise multiple postcodes at a time.

Sexual orientation

Table 22. Question to ask about sexual orientation

Question	Answer categories	Questions-specific notes
What best describes your sexual orientation?	<p>Gay/Lesbian</p> <p>Heterosexual/straight</p>	<p>Additional question</p> <p>Sexual orientation is special category data. You might need to</p>

	<i>Bisexual</i> <i>Other sexual orientation (please write in)</i> <i>Prefer not to say</i>	<i>complete a DPIA. Ask only if one or more of the following is true:</i> <ul style="list-style-type: none"> <i>Sexual orientation is particularly relevant to your project</i> <i>Your project is part of wider data collection about sexual orientation.</i>
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Notes

- If your project focuses on sexual orientation, this question might not be detailed enough for you. Research whether to add additional answer options and definitions.

Acknowledgements

This M&E framework and guidance was developed in partnership between Transport Scotland and a working group from Active Travel Delivery Partners (ATDPs) within the People and Place programme, led by Sustrans. We would like to thank the working group for their expertise and input.

The following ATDPs were involved: Sustrans, Cycling UK, Cycling Scotland, Living Streets, Paths for All, Forth Environment Link Scotland, and CoMoUK.

Appendix 1

Active Travel Framework Outcomes and Indicators included in the People and Place Programme (2024/25)

Outcome	Indicator
Increase the number of people choosing walking, cycling and wheeling in Scotland (ATF 1)	1. Proportion of short everyday journeys by walking/wheeling and cycling
	2. Attitudes towards/propensity to walking, cycling and wheeling
	3. Proportion of journeys to school by walking, cycling and wheeling
	4. Frequency of walking and cycling for pleasure/exercise
Walking, cycling and wheeling is safer for all (ATF 3)	9. Perceptions of safety of walking, wheeling and cycling
Walking, cycling and wheeling is available to all (ATF 5)	15. Proportion of people identifying barriers to walking, cycling and wheeling

Appendix III: Project evaluation findings

Schools and Young People

The following section presents interim findings related to active travel indicators among school-aged children. It is important to note that several school-based projects are ongoing and will run until June 2025; therefore, final data for these projects is not yet available and will be included in the 2025/26 evaluation.

Additionally, there is a known lag in the availability of Hands Up Scotland (HUS) survey data, which limits the current ability to assess progress across a wider range of projects. As such, the findings below reflect available data to date and may not fully capture the long-term impact of the interventions.

Indicator 1: Proportion of short everyday journeys by walking/ wheeling and cycling

Data collection has mainly focused on travel to school rather than everyday journeys, but where data is available, interventions have made a difference to the proportion of short journeys taken by active travel. In **Kids Bike Life**, 54% of participants said they are cycling more outside of school after the Kids Bike Life cycle training sessions.

Indicator 2: Attitudes towards/ propensity to walking, cycling and wheeling

FEL Scotland provided baseline data from a large sample (730 secondary school pupils in SEStran-funded projects) of pupils in Falkirk and Clackmannanshire, where they led their active travel schools programme. Projects included a wide variety of active travel activities at Falkirk High and Alva Academy. Pupils were given the opportunity to experience different active modes of travel (cycling, scooting, skating, etc.) on their lunch breaks. Other activities included bike maintenance, bike skills and walk leader training.

Figure 4 shows that for secondary school pupils in Falkirk and Alva, there is potential to increase active travel mode share as there is an unfulfilled demand between the 35% of pupils who currently travel actively, versus the 40% who wish to. This demonstrates a strong base of positive attitudes towards active travel, which FEL Scotland's programme sought to build upon. The follow-up end-of-project survey results for mode share among pupils and attitudes to active travel are not currently released due to the lag between the financial year and school year but will soon show whether this demand has been fulfilled or surpassed.

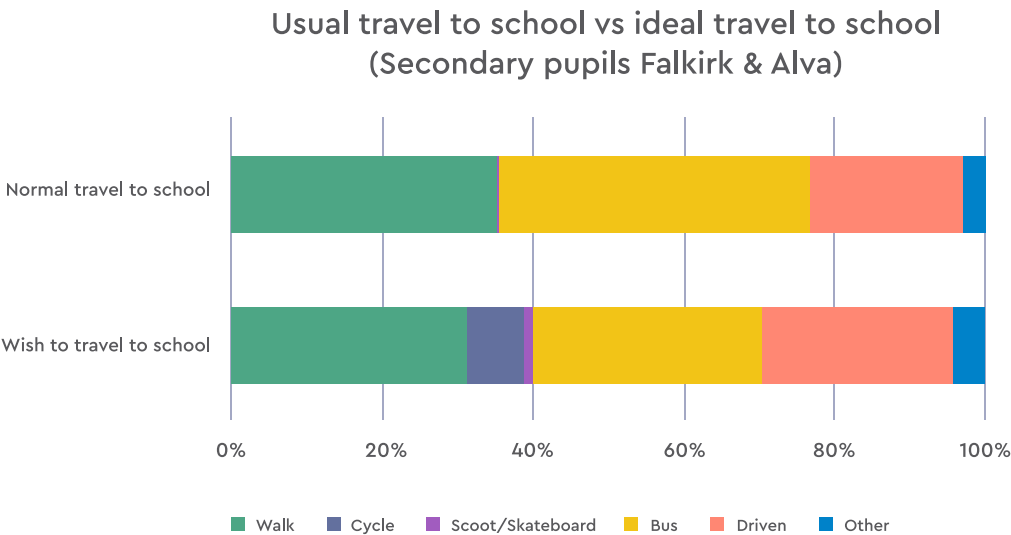


Figure 4: FEL Scotland Pupil Baseline Survey: Usual travel to school vs ideal travel to school (secondary pupils Falkirk High and Alva Academy)

Figure 4 above also demonstrates some potential challenges to increasing active travel mode share with a greater demand for being driven to school than currently taking place and a slight decrease in walking mode share. However, FEL Scotland has since delivered an extensive programme of activities, events, and encouragement to try out different active modes, all linked to the school curriculum and Learning for Sustainability framework. This is likely to have had an impact on pupil attitudes.

Figure 5 shows a post-intervention survey of primary pupils who had taken part in Bikeability training and the supplementary P3 cycling programme, demonstrating how these programmes can change attitudes and confidence towards cycling. Children generally felt more confident on their bikes after taking part in cycling activities, either on the road (Bikeability) or in general (P3 cycling programme).

Additionally, The Kids Bike Life project reported 86% feeling more confident cyclists after the Kids Bike Life cycle training sessions.

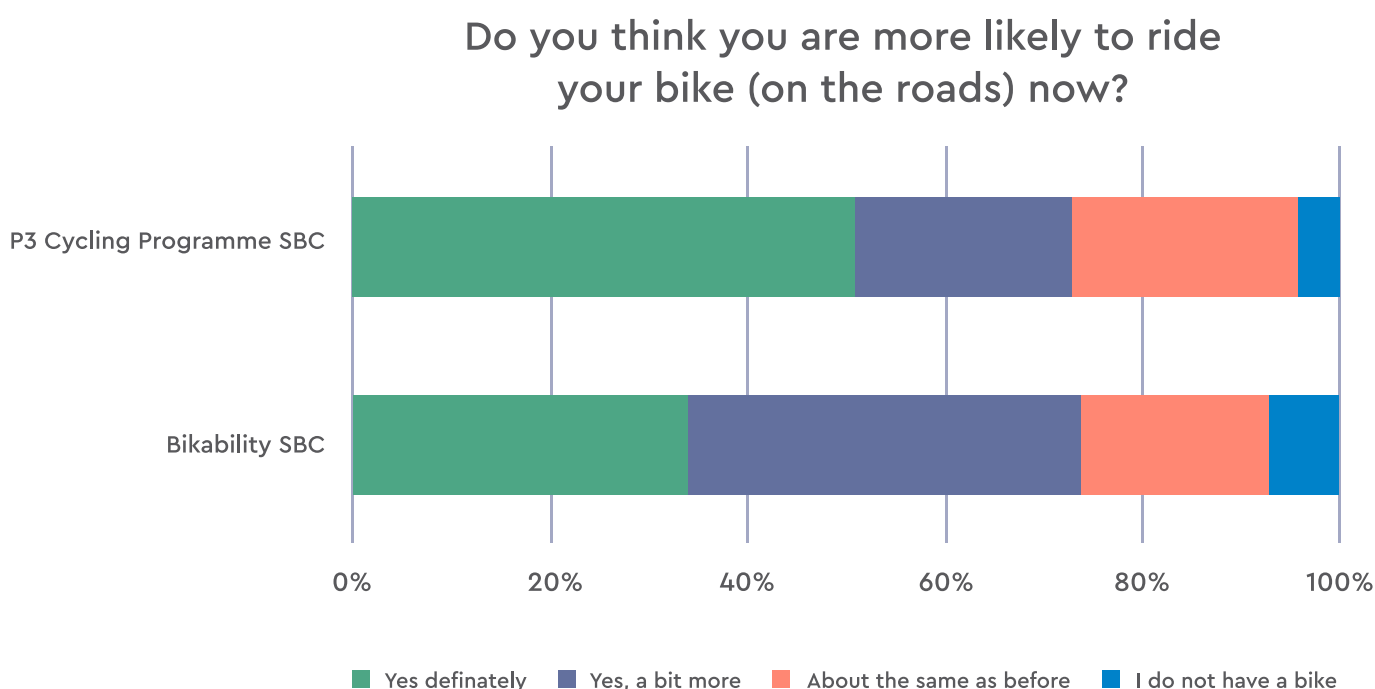
This increase in positive attitude to cycling

as an early intervention can give children the skills and confidence for children to cycle later on in life. This further demonstrates that the baseline attitudes found in secondary school pupils by FEL are likely to change as a result of the more extensive programme run in their schools.

Indicator 3: Proportion of journeys to school by walking, cycling and wheeling

Extensive data have been collected over a long period of time for this indicator, with a particular focus on how school travel interventions influence perceptions of safety. Analysis of travel to school data shows that primary schools participating in the WOW (Walk Once a Week) programme consistently report higher levels of active travel compared to the wider school population. The 'gamification' approach taken by the WOW programme also helps track travel to school mode share over an extended period of time. Pupils self-report how they get to school using an interactive WOW Travel Tracker. If they travel actively (including park and stride) once a week for a month, they are rewarded with a WOW badge.

Figure 5. Attitudes to cycling post activity (Scottish Borders Schools)



All SEStran Primary Schools 2023 (HUSS) vs SEStran WOW Participating Primary Schools (2024/25)



Figure 6. Hands Up Survey 2023 vs SEStran WOW participating primary schools 2024/2025.

When comparing the SEStran WOW participating schools with primary schools overall in the SEStran area, the data suggests a strong correlation between involvement in the programme and reduced levels of car use for the school journey. Notably, the implementation of well-designed Park and Stride schemes appears to have the greatest impact in encouraging active travel while addressing parental concerns around safety.

Participation levels rose steadily through the reporting year, increasing from 10,256 pupils in Quarter 1 to 11,477 in Quarter 4. Active travel rates remained consistently high throughout, averaging above 87%, which is approximately 20% above the national average when Park and Stride is included (HUSS 2023 Overview).

Figure 7 presents quarterly data on active travel to school in SEStran WOW schools, showing both the percentage of pupils actively travelling (including as part of Park and Stride) and the total number of active journeys. Across all four quarters, the percentage of pupils actively travelling remained high, ranging from 85% to 88%.

There was a dip in Q2 (July to September), a period that includes the summer holidays and the onboarding of new schools to WOW from mid-August onwards, both of which likely contributed to the temporary drop in participation. This was followed by a recovery in Q3 and Q4. The number of active journeys mirrored this trend, decreasing in Q2 and increasing steadily through Q4, where it approached 300,000 journeys. The data indicates strong and sustained engagement in active travel throughout the year.

% and no. of active travel journeys SEStran WOW schools

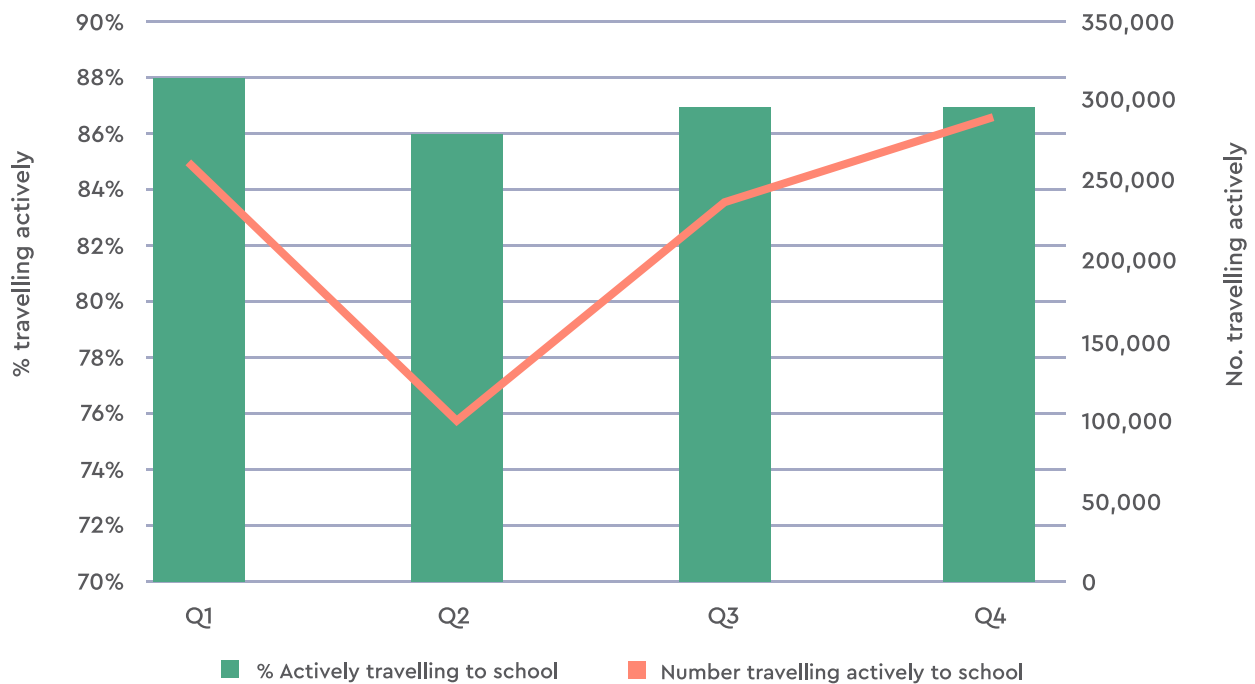


Figure 7: WOW data – % active travel to school vs number of active travel journeys recorded.

Various projects also involved the installation of cycle parking at schools. In East Lothian, 55 new cycle stands, 5 shelters, and additional storage for scooters increased overall capacity by 130 spaces across seven schools.

Further progress is expected through the introduction of School Streets measures, such as those implemented at Newtongrange Primary for the 2024/25 academic year. These traffic restrictions around school gates are designed to improve road safety and create safer environments for walking and wheeling.

Overall, interventions through the WOW programme are showing a clear positive outcome for this indicator, with active mode share up through implementing initiatives

like park and stride and the gamification of travelling to school in primary schools. A programme of infrastructure improvements for cycle and scooter storage at schools has also been successfully implemented through People and Place funding.

Indicator 4: Frequency of walking and cycling for pleasure/ exercise

While post-intervention data is not available for this indicator, FEL Scotland's pupil survey provides a baseline starting position for this indicator in selected schools and hints at the potential for further growth. Figure 8 shows that 88% of pupils walk at least once a week outside of school, 42% cycle and 18% scoot or skate. This demonstrates a strong foundation to encourage even more frequent journeys for pleasure by active modes.

Frequency of active travel for fun, exercise, or non-school journeys (Secondary Pupils Alva & Falkirk)

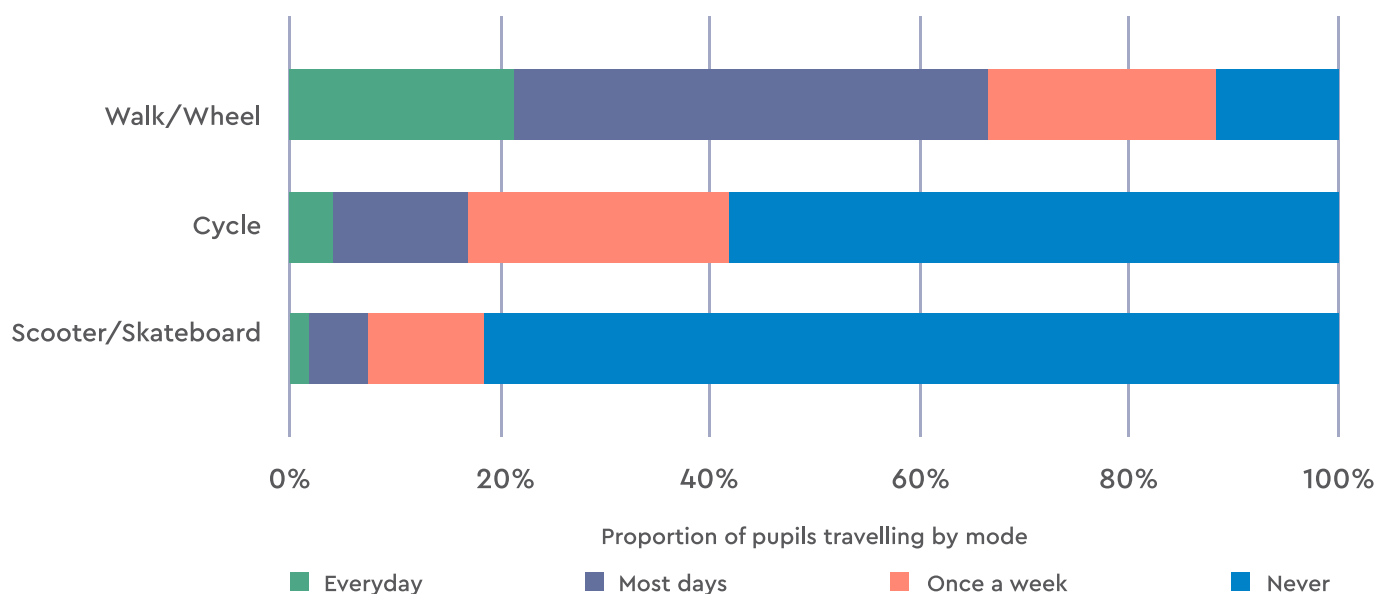


Figure 8: FEL Scotland Baseline Pupil Survey: Proportion of pupils who actively travel for fun exercise, or non-school journeys by mode and frequency.

One drawback of this question is the inclusion of 'non-school journeys', which may or may not be for pleasure or exercise, which this indicator measures.

When Alva and Falkirk pupils were asked what they hoped to get out of taking part in the FEL Scotland programme, being more active and being outside more were the top two most selected answers at 22% and 18% respectively. There is a clear demand for more opportunities to take part in active travel for pleasure and exercise. The third most selected reason for taking part was learning to skateboard at 14%. This further emphasises that giving young people the opportunity to learn new, exciting skills can be a gateway into making sustainable travel choices. Sessions including bike skills and learning to skateboard have the potential to directly impact the results shown in Figure 8. The upcoming follow-up survey will provide a clear picture of the extent of this impact on active travel trips for pleasure and exercise.

Indicator 9: Perceptions of safety of walking, wheeling and cycling

Data for this indicator comes from the Sustrans I Bike schools programme, which promotes active travel among pupils through skills sessions, equipment access and peer-led activities. In the SEStran region, the programme is active in Edinburgh, East Lothian and West Lothian, with recent expansion into the Scottish Borders for 24/25. Since 2009, it has reached over 600,000 pupils through more than 15,000 activities across Scotland.

Figure 9 illustrates findings from the I Bike Parent/Carer Survey, which measured perceptions of safety regarding children walking, wheeling and cycling. Parents were significantly more likely to be comfortable with their children walking or wheeling to school than cycling. 61% agreed they feel safe allowing their child to walk or wheel to school, while only 37% agreed they feel safe allowing their child to cycle to school.

Parent/carers perceptions of child's safety walking, wheeling or cycling to school (I Bike SEStran)

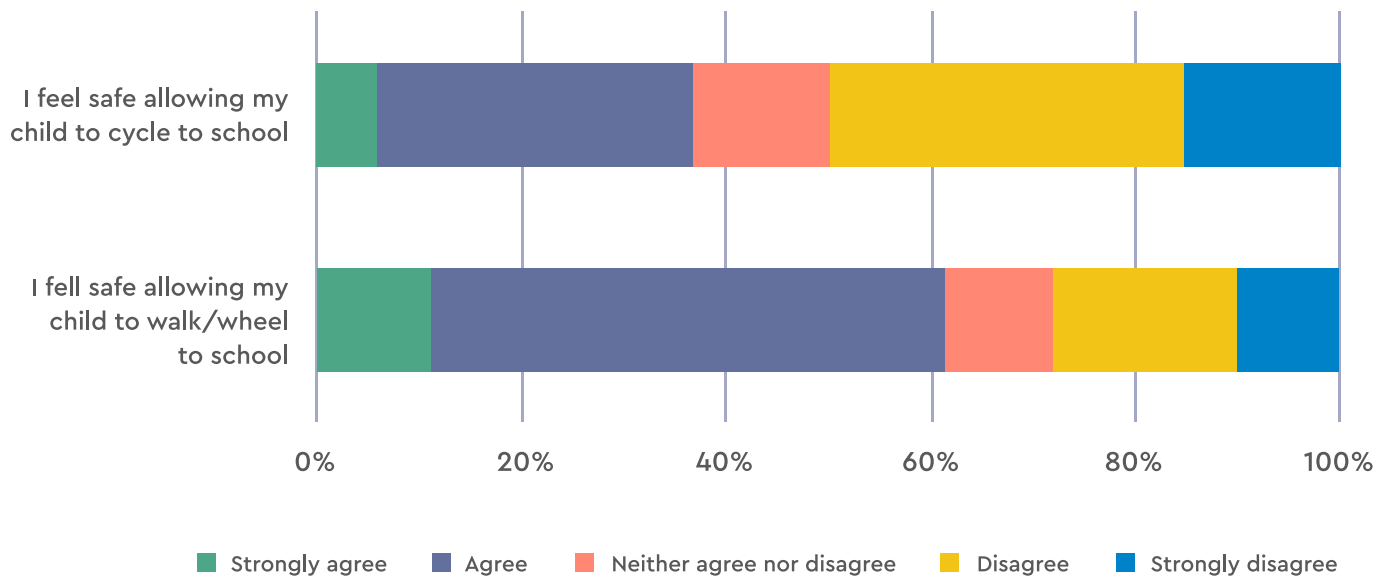


Figure 9: I Bike Survey SEStran area – Parent/Carer perceptions of child's active travel safety (133 survey responses, 4 council areas)

East Lothian makes up the majority of respondents to this survey, at 81 of the 133 total respondents. While all I Bike programme participating council areas demonstrate the same pattern of increased safety concern for children cycling to school, parents and carers in Edinburgh were the least likely to feel safe allowing their child to cycle to school, at 27%. Simultaneously, Edinburgh parents and carers were most likely compared to other councils to agree that they felt safe allowing their child to walk or wheel at 73%. Scottish Borders parents and carers, on the other hand, were the most likely to feel safe allowing their children to cycle to with 50% agreeing. This could demonstrate that urban environments with a high level of traffic and unpredictable vehicle movements can put parents and carers off allowing their child to cycle to school.

Despite a lower confidence in safety surrounding cycling, there remains a significant proportion of parents and carers across all four areas who agree or strongly agree that they feel safe allowing their children to cycle to school. These positive

responses provide a valuable foundation on which to build further confidence.

A drawback of this data is it focuses only on the perceptions of parents. Focus groups with pupils as part of the I Bike programme took place in three primary schools, which provide qualitative pupil-focused data and their perception of safety and the programme's impact. At a school in the Scottish Borders, primary pupils said they felt unsafe "when it's really busy, cars are going fast, difficult to cross the high street," but that "checks learned from I Bike, i.e., safety skills learned from sessions, have made them feel safer."

At a school in East Lothian, P5 pupils shared that they feel safe when cycling, but only cycle on the road when with their parents. This might suggest some demand for an intervention like a bike bus where pupils can cycle together on the roads with parent/carers volunteers. This could have the potential to boost feelings of safety when cycling to school.

In secondary schools, baseline pre-intervention data are available for pupils' perception of their own safety when walking, wheeling, scooting or cycling to school. Figure 10 shows FEL Scotland's baseline survey, which shows similar results to the primary school parent/carer survey, with a lower proportion of pupils feeling safe wheeling, scooting or cycling compared to walking. However, the results are affected by the proportion of pupils choosing 'don't agree or disagree'. This is likely due to a significant proportion of pupils not walking to school and an even larger proportion not wheeling, scooting or cycling. The educational and fun active travel events, activities and training provided by FEL may have an impact on reducing the proportion of pupils not stating a view on this issue, which will be seen in the upcoming end-of-school-year survey.

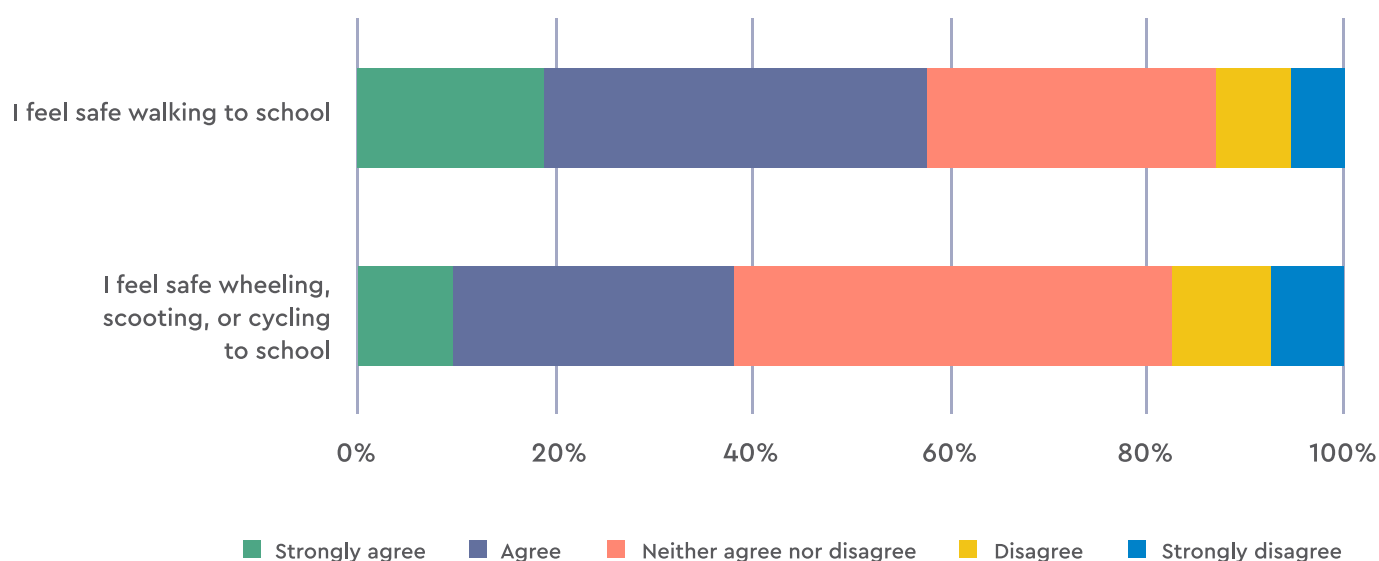
While Figure 10 shows a relatively high proportion of pupils who agree they feel safe travelling actively to school, the proportion

reporting feeling unsafe is fairly low at 17% for wheeling, scooting or cycling and 13% for walking. This suggests that pupils who currently travel actively are less likely to feel unsafe. However, it is possible that those who are currently driven or take the bus to school may feel more apprehensive about active travel to school and have not been fully captured in the survey results.

While perceptions around cycling safety remain more cautious, the data indicate growing acceptance and offer a clear opportunity for continued progress. FEL Scotland's staff and pupil training initiatives will support a long-term, sustainable pathway for developing active travel in secondary schools. Targeted infrastructure improvements and local engagement, alongside the sustained efforts of I Bike and FEL Scotland Officers, will be key to strengthening these perceptions and encouraging more families to choose active travel with confidence.

Figure 10: FEL Scotland Pupil Baseline Survey: Proportion of pupils who agree/disagree they feel safe walking, wheeling, scooting or cycling to school (Alva Academy & Falkirk High)

Do you feel safe travelling actively to school? (Secondary Pupils Falkirk & Alva)



Indicator 15: Proportion of people identifying barriers to walking, cycling and wheeling

FEL Scotland's pupil baseline survey allowed pupils to enter free text responses, where they identified what stopped them from cycling or scooting to school. Through a keyword frequency analysis of the 730 responses, four top reasons were identified. Given that these responses were free text rather than select all that apply, a greater variation in answers and individual circumstances was captured.

- 32.7% cited distance as a reason that would stop them from cycling to school. This reflects the challenge of larger catchment areas in secondary schools. The idea of having to wake up earlier to cycle or scoot to school was a strong disincentive for many pupils.

- 15.2% mentioned the weather as a barrier stopping them from cycling to school.
- 7.8% mentioned that car traffic or a lack of safe routes was preventing them from cycling.
- 6.7% said that not being able to ride, not having access to a bike, or secure storage prevented them from cycling to school.

Additionally, 6.7% said that nothing currently stops them from cycling or scooting to school.

Many of the barriers that the pupils identified have been worked through and addressed in discussions and through the many confidence and educational activities that FEL Scotland has provided over the course of the school year.

Workplaces

The Workplaces theme is focused on supporting a shift to active modes for travelling to, from and for work. Projects funded range from providing safe cycle storage at places of work to schemes to demonstrate the benefits of active travel to employees.

Very limited data was provided across the 13 workplace projects, which were largely small in scale and formed a relatively minor part of the overall programme. The data analysed primarily includes participation levels and post-intervention survey responses, primarily for initiatives aimed at encouraging walking among staff.

Data shared by Midlothian Council demonstrates positive outcomes in workplaces through the gamification of activity, through the council's Step Count Challenge held in May each year. The challenge has attracted year-on-year growth in participation since its first year in 2022/2023.

Over the course of the month, total step counts increased by an average of 139%, with 83% of participants having consciously increased their activity levels through the challenge's duration.

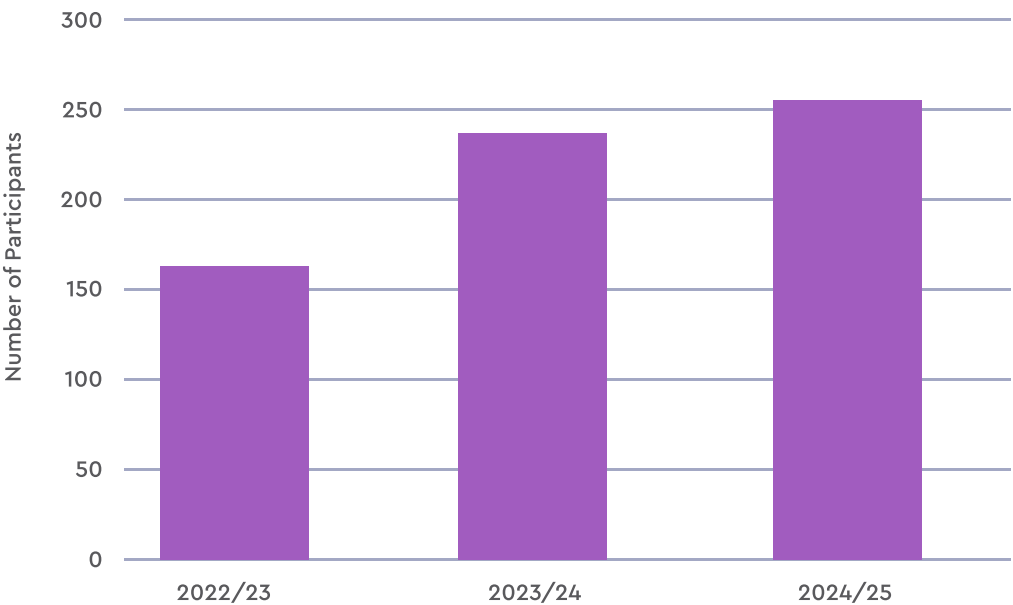
The City of Edinburgh Council also report very positive outcomes from their staff Step Count Challenge, which has also catalysed the uptake of active travel modes, for both mobility and leisure.

"[A member of staff] has given me a very similar [weight loss] story since he started step count in Edinburgh two years ago... He's so much more fit and between each challenge he's carried on counting his steps."

Staff Step Count Challenges have been successful in encouraging large numbers of staff to take up walking as a means of travel and as a leisure activity, at least for defined periods. Outside of anecdotes about the impact on individuals, the role of Step Count Challenges on overall behaviour across the councils participating is unclear, as data is only collected during the period the challenge is live.

The Programme did not fund years 2022/23 and 2023/24; this may explain the limited available data as projects have not previously been required to monitor and report in the same way.

Figure 11: Midlothian Council staff Step Count Challenge participation.



Accessibility & Inclusion

The Accessibility and Inclusion theme covers a wide variety of projects focused on targeted delivery of active travel equipment and infrastructure in deprived areas, accessibility audits, active travel promotional campaigns and support packages (including financial) for individuals to access active travel.

Projects such as the City of Edinburgh Council's Partnership with Thistle Outdoors provide access to adapted cycles as well as training and support. Other kinds of support under this theme included adult cycle training, bike maintenance workshops, led walks and cycles, and a variety of other walking, wheeling and cycling activities. Interviews with project leads suggest that these projects often have a deep impact on the individuals and communities they target, increasing confidence to travel independently and providing an opportunity for socialising. The data analysed also suggests that such projects contribute to reducing transport poverty and reducing reliance on car usage.

The short-term outcomes of the projects within this theme are assessed against the indicators set out in the monitoring and evaluation framework (Appendix II) using survey and other data provided by grant recipients to SEStran.

Indicator 1: Proportion of short everyday journeys by walking, wheeling and cycling

Cycling

Figure 12 shows the percentage of participants in the Programme who regularly cycle for everyday journeys. This is an average of six accessibility and inclusion projects, including Bike Skills and Maintenance (City of Edinburgh Council), Routes to Change Active Travel (Greener Kirkcaldy), Cycle Access Fund for Repair & Recycled Bikes (Cycling UK), and Connection Communities East Lothian (Cycling UK). Data for the Bike Skills and Maintenance project does not include a specific frequency of journeys but uses a select-all that applies selection for modes participants "usually travel for journeys under 5 miles" before and after participation.

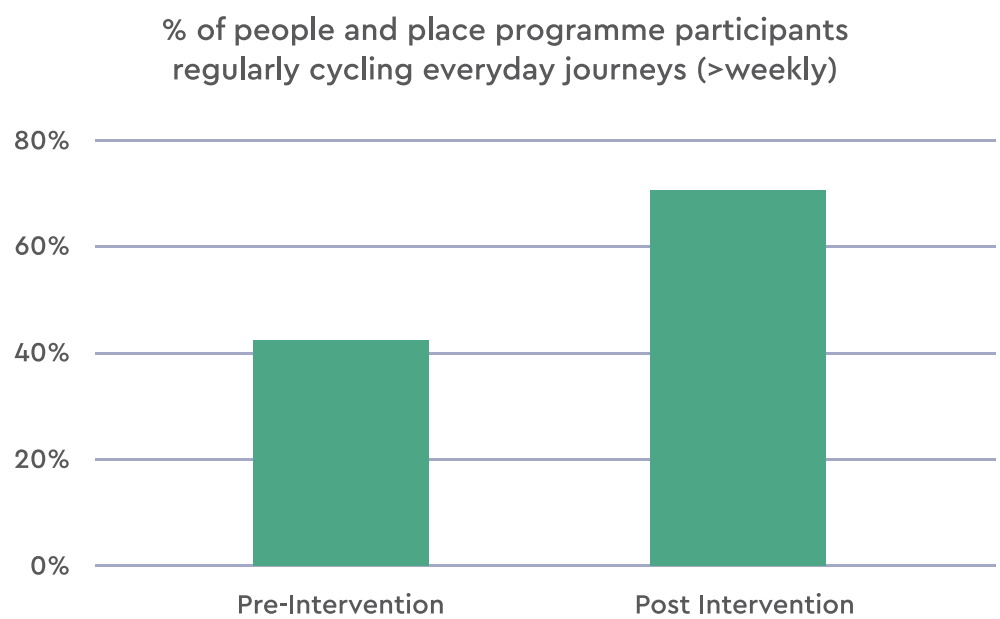


Figure 12: % of participants cycling everyday journeys (average of six project surveys)

Data collected for these projects indicates that, pre-intervention, 42% of participants were already cycling for everyday journeys to reach a destination at least once a week (Figure 12). This is greater than the Scotland baseline of 18% of residents cycling at least once a week.¹³ This indicates that many People and Place projects are targeting, or capturing, those with a greater propensity to cycle than the average. This may be due to the opt-in nature of community-based initiatives, where people with a pre-existing desire to cycle may choose to take part.

Notwithstanding the relatively high initial cycling rate, the aggregated survey data from 192 participants demonstrate a clear increase in cycling for everyday journeys. This indicates that the 24/25 interventions across the Accessibility & Inclusion theme are already proving effective in improving cycling rates.

Additional relevant data not included in Figure 12 comes from FEL Scotland's E-bike library project, which used a different set of M&E questions in its project report.

A post-intervention survey showed 42% of respondents reported replacing a car or bus journey with a bicycle. 37% of respondents reported using a bicycle to go to the shops where they'd previously travel by car or bus. The 2024/25 year far outstripped the last with the library delivering 272 rentals compared to 77 in 23/24. The project lead in an interview stated:

"We're seeing widespread engagement across different demographics, and we have seen a surprising number of people who were using the bike for commuting rather than just for leisure."

Many projects have not provided comprehensive data on participants' cycling, walking, and wheeling habits before and

after interventions. In several cases, response rates were low, limiting the ability to assess impact.

For example, the University of Edinburgh's cycle training project used two separate surveys: one immediately after participation and another six weeks later. The number of respondents dropped from 20 to just 9 in the follow-up survey.

The Thistle Cycles adaptive cycling project reported that 607 individuals with long-term physical and mental health conditions took part in outdoor activities. However, only 6 participants responded to the survey, making it difficult to evaluate outcomes.

Some projects were designed to be small in scale and therefore reached relatively small numbers of individuals. Clackmannanshire's 'WorkWheel' initiative, for instance, provided five bikes and one e-bike to young people seeking education or employment. As a result, three participants were able to accept and travel to new jobs thanks to improved access to transport.

In the Kids Bike Life project, 50 adult bikes were distributed to parents and guardians of school pupils. Survey results showed that:

- 64% reported cycling more and driving less since receiving a bike.
- 100% said they use their bike at least once a week.

Projects involving infrastructure improvements, such as secure on-street cycle parking, often lack direct data on changes in travel behaviour. However, in Edinburgh, the number of secure cycle hanger spaces increased by 222. The waiting list grew by 32%, and occupancy rates remained above 92%, indicating strong demand and potential for behaviour change.

¹³ Transport Scotland (2024) [Monitoring and Evaluation Report 2024 – National Transport Strategy](#) (accessed 19.05.25).

Most local authorities also implemented projects focused on street audits and enabling facilities. Although these often lack survey data, they have made tangible improvements to active travel accessibility. For example, in East Lothian, works near a care home and community centre included minor resurfacing, barrier removal, and the installation of dropped kerbs.

Walking and wheeling

There is less survey data capturing the modal share of walking and wheeling for everyday journeys. Figure 13 shows the rate of walking and wheeling for everyday journeys before and after the intervention of four projects for which data were available. Notably, these are cycling projects: Bike Skills and Maintenance, Adaptive Cycles, University of Edinburgh Cycle Training and University of Edinburgh (Feel Good Cycles). The number of people who 'usually' walk/wheel for everyday journeys under 5 miles increased from 43% to 54% across these projects. No pre- and post-implementation data were available for projects that specifically targeted walking.

Again, it seems the people engaging with the projects are more likely to walk regularly than the general population: regionally, 28% of people walk as their main mode of transport, and 37% of journeys under five

miles are completed on foot.¹⁴ Nonetheless, the cycling-focused projects providing data suggest that the numbers choosing to walk or wheel for everyday journeys increased.

It is not clear whether participants are asked if they would be willing to participate in follow-up studies or interviews as part of a longitudinal study to observe whether behavioural changes become ingrained. Follow-up work of this nature could obtain richer data to help identify policies that have the greatest long-term impacts.

The lack of consistent and available survey data resulted in inconclusive results about the impact of walking or wheeling-focused projects on the uptake of those activities.

Data has been collected using slightly different methods. While the evaluation incorporated a data cleansing exercise and triangulation, the resulting dataset is very limited without directly comparable data points. It is unclear if many of the community projects have effectively targeted wheeling and walking but have not collected or shared data. It is also possible that community projects have not received the level of engagement anticipated, and therefore, no data exists. With improved monitoring, data may indicate changes across the Programme.

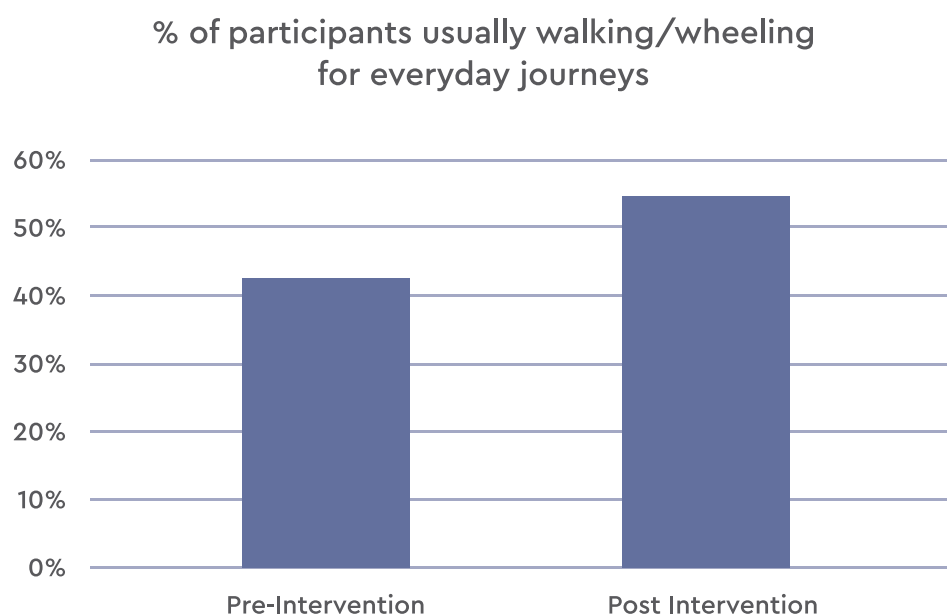


Figure 13: % of PEOPLE AND PLACE PROGRAMME participants usually walking/wheeling for everyday journeys (4 projects, 68 respondents)

¹⁴ Transport Scotland (2024) [Transport and Travel in Scotland 2023 – LA Tables](#)

Indicator 2: Attitudes towards/ propensity to walking, cycling and wheeling

Figure 14 shows the average proportion of people reporting that they are likely to consider cycling in the future across eight accessibility and inclusion projects. Post-intervention results show that the vast majority of participants are either very or quite likely to consider cycling in the future. Pre-intervention data as to the change in attitudes is not available, but the results show a strongly positive attitude towards cycling as a mode of transport.

The results vary between projects, with those targeting cyclists who are less confident (e.g. cycle training at the University of Edinburgh) having a lower proportion of participants confident about cycling in the future.

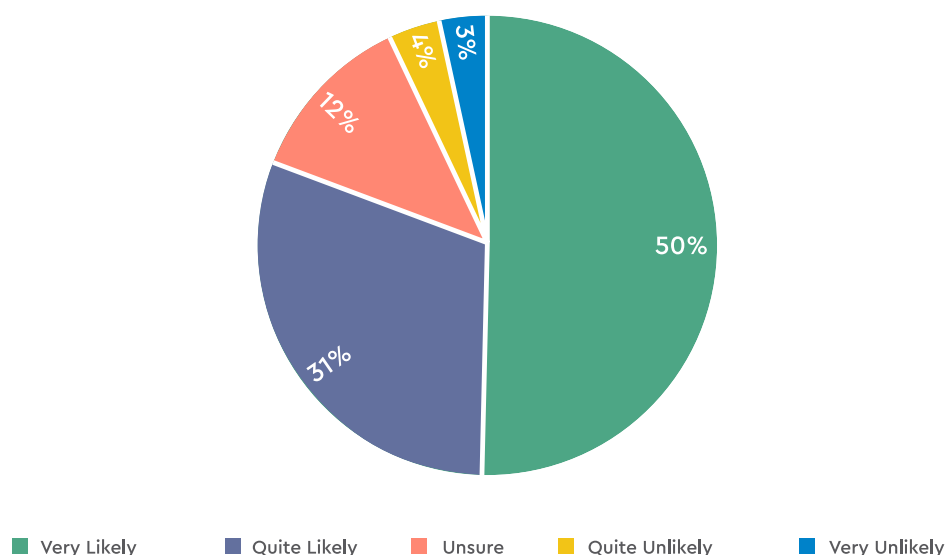
Less data is available on attitudes towards walking and wheeling, but Greener Kirkcaldy's survey results show that 84% of participants in their 'Routes to Change' project said they were 'likely' or 'very likely' to walk or wheel for transport in the future.

To promote awareness and positive attitudes towards active travel, many campaigns were run by councils. City of Edinburgh council promoted four posts, gaining 637,024 views for an average of 159,261 views; non-promoted posts received an average of 17,586 views. Posts focused on showcasing new infrastructure, promoting Dr Bike sessions, and other active travel-related activities. Engagement numbers are not available, but the City of Edinburgh Council also ran the #RespectHerSpace campaign for 16 days in 2024 and repeated it in 2025. Posters and messages promoted women's safety while travelling actively through the city and were displayed in men's restrooms in hospitality venues throughout the city centre.

Fife council utilised a variety of methods to promote active travel, including a 30-second radio advert, half-page adverts and banner adverts in The Courier and six other local publications. The campaign received 200,000 online display impressions targeted to Fife via fifetoday.co.uk. The most popular Facebook post saw 64,001 views and 847 link clicks to Fife's active travel web page. During the first four weeks of the campaign, it saw 1.1 million impressions and 4,955 interactions.

Figure 14: Survey Data – Attitudes towards cycling (8 projects, 213 respondents)

How likely are you to consider cycling more as a means of transport in future?



Indicator 4: Frequency of walking and cycling for pleasure/ exercise

The proportion of people reporting 'going for a walk' in the past 7 days has seen an increase from 7% in 2019 to 10% in 2023 nationally across Scotland. This showcases that there is a national appetite to increase walking for leisure purposes, and targeted behaviour change programmes have a role to play in encouraging and enabling this change.

In the Scottish Borders, 'Walk It' is a long-running project which sets up and runs 43 mainstream 'health walks'. People and Place funding supported the appointment of a part-time 'Walk It' coordinator, project administration, volunteer recruitment and management, and walk leader training. A "Walk It" survey conducted showed that 48% of respondents increased their physical activity through the programme.

In East Lothian, the third annual East Lothian Walking Festival 'Walkfest24' was organised by the community and was volunteer run. People and Place funding allowed for the provision of promotion and marketing, refreshments for participants, and creation of legacy walks on the GoJauntly app. The festival focuses on walking for pleasure

and exercise rather than everyday journeys and has a positive effect on participants' propensity to walk recreationally. 87.5% of surveyed participants reported that they would be more likely to take part in a similar activity at other times of the year after taking part. One participant stated:

"It gave me the opportunity to find out about other walks in East Lothian. I have attended one already, and I have one booked for next week. I hope they carry on throughout the winter months."

Survey data (Figure 15) shows that interventions from Cycling Scotland and the University of Edinburgh increased the % of people cycling at least once a week for leisure. The greatest impact was seen among participants who previously didn't have access to a bike, as is the case for many involved in the Cycle Access Fund (CAF) Recycled Bikes project.

Exercise is a major motivator for people to take up all forms of active travel, with 90.9% of respondents participating in UoE's social cycles project citing it as a reason for cycling.

Overall, the data available for this theme shows a positive growth in walking, wheeling and cycling for pleasure or exercise.

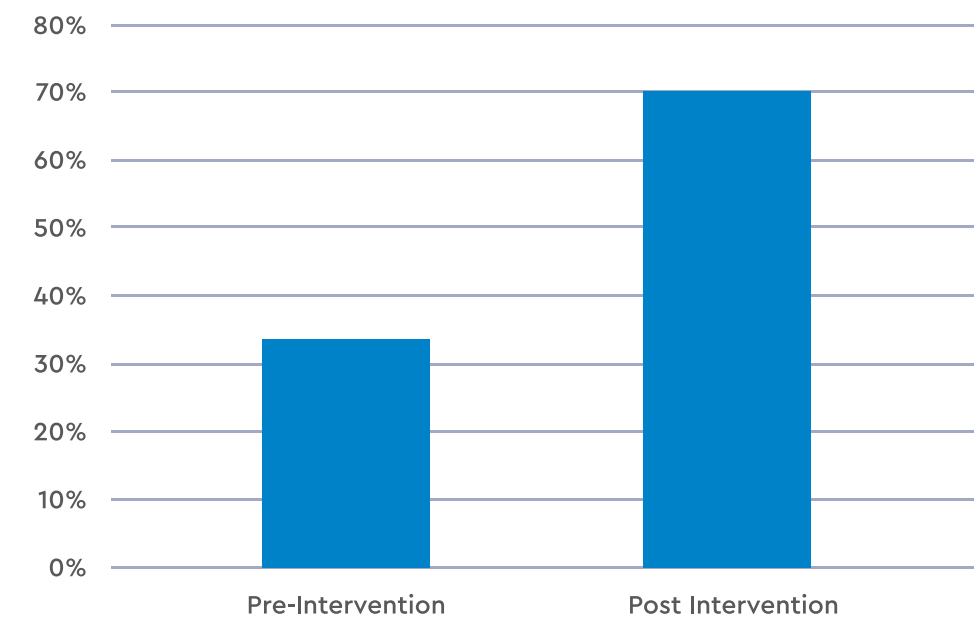


Figure 15: % of respondents cycling for pleasure at least once a week before and after intervention (4 projects, 110 responses)

15 Transport Scotland (2024) [Transport and Travel in Scotland 2023](#)

Indicator 9: Perceptions of safety of walking, wheeling and cycling

To induce behaviour change, people need to feel safe when travelling actively. Infrastructure has been shown to be a major factor in perceptions of safety. Evaluation of infrastructure projects completed under Places for Everyone in 2022/23 shows that 2–5 years after project delivery, 89% of people felt safe using the infrastructure, from 80% pre-delivery. Equally, learning the skills and gaining experience of cycling, walking and wheeling for different kinds of journeys can greatly increase feelings of safety.

Figure 16 shows that for seven accessibility and inclusion projects, participants overwhelmingly agree that they feel safer cycling as a result of taking part. This demonstrates that the projects which include cycle training, access and repair of bikes, and a variety of community events have had a positive impact on participants' feelings of safety.

University of Edinburgh's Cycle Training project received survey feedback from respondents, many of whom previously hadn't ridden a bike, who felt more confident cycling after the activity:

"I feel more confident about taking up road space and commuting in traffic."

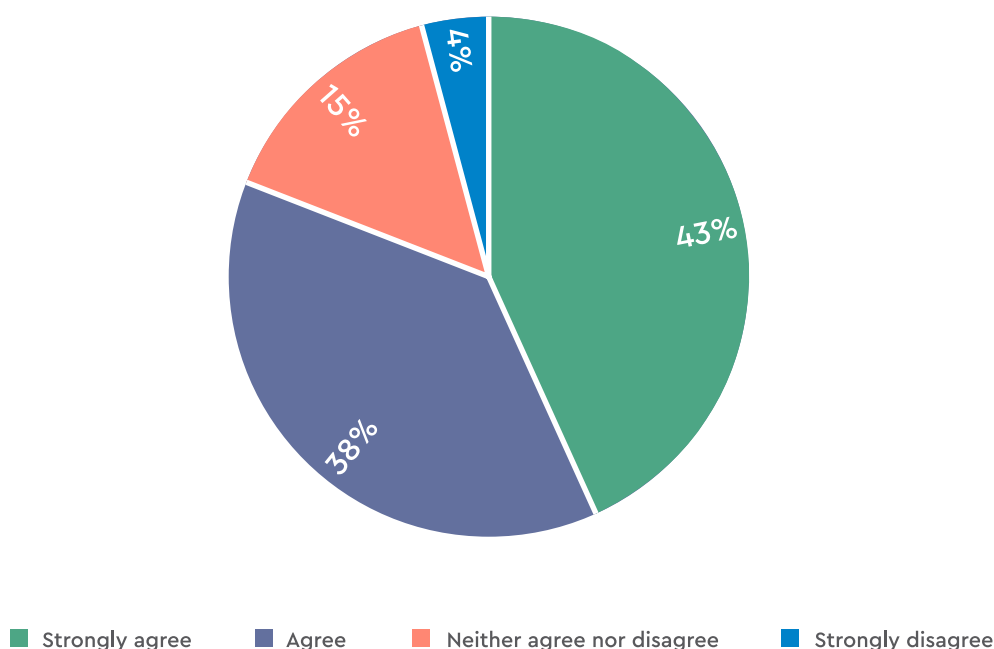
"Progressing quickly! I was very happy at how much I learnt in a short amount of time and how it built my confidence."

"It was really helpful getting an expert to have a look at my bike and explain why I've been finding it difficult to use (he also made my bike stop making a terrible squeaking noise)"

Teaching these skills and providing a confidence boost to people who either didn't learn to ride when they were younger or aren't confident riding on roads is a vital step in enabling behaviour change as well as providing a valuable and enriching experience for participants.

Figure 16: Perception of safety when cycling (7 projects, 169 respondents)

Do you feel safer when cycling as a result of (intervention)?



Motor traffic isn't the only reason people may feel unsafe when travelling actively. FEL Scotland noticed in their demographic data:

"Gender responses reveal that although women slightly outnumber men in our results, they are less likely to cycle than the male respondents. This suggests there are some gender-related barriers to cycling such as safety concerns or a lack of infrastructure."

The City of Edinburgh's 'Women's Safety in Public Places' seeks to tackle gender based violence and feelings of being unsafe when walking and wheeling in the city. This project comes on the back of the City of Edinburgh appointing a Feminist City working group to pursue changes which will make the city 'safer by design' for women and girls. The 'Respect Her Space' campaign focused on posters and messages promoting women's safety while travelling actively through the city and was displayed in men's restrooms in hospitality venues. Street design guidance to planners has been published (a 'women's safety audit proforma'), funded through the Programme to encourage often male decision-makers and planners to design streets in a way which is safer for women and girls. A follow-up event between the City of Edinburgh and Glasgow City Councils invited planners and relevant decision-makers to hear more about how spaces could be made safer. The project lead said about the project's impact:

"One of the key things we're identifying is that a lot of the public spaces that women complain about have been designed by men, so to now have men picking up those concerns that women have identified and actually backtracking and improving on them. To me, that's fantastic."

"People who have taken the programme and applied it to their local area or profession. The wider learnings from the programme have been the biggest positive outcome."

Overall, for projects where data is available, participants consistently report feeling safer when travelling actively after the intervention. This demonstrates the positive impact of providing free events which boost confidence through local community organising and create networks of support. It is likely that this will have an impact on behaviour change, especially for those who previously felt they didn't have the option to travel actively due to a lack of skills or experience.

Projects like the 'Women's Safety in Public Places' take a different approach, focusing on changing the attitudes and practices of decision makers and discouraging gender based harassment through information campaigns. The effectiveness of this project can only be able to be assessed when public consultation is repeated in 2030.

Indicator 15: Proportion of people identifying barriers to walking, cycling and wheeling

This indicator aims to track what people perceive as barriers to walking, wheeling and cycling. Most projects used the recommended answer categories in the people and place monitoring and evaluation framework, but some projects used their own categories and questions for this theme. Answer categories can be broken down into two categories: external factors, which are barriers to active travel (e.g. infrastructure, social support, equipment, weather, etc.) and motivating factors, which cause people to choose active travel (e.g. saving money, improving fitness/health, environmental reasons). These two categories are often rolled into the same question when surveying participants. Only post-intervention data have been collected. Answers were usually in the form of 'select all that apply', so there is no prioritisation of barriers/motivators for active travel.

Which of the following would encourage you to cycle more journeys more often for under 5 miles

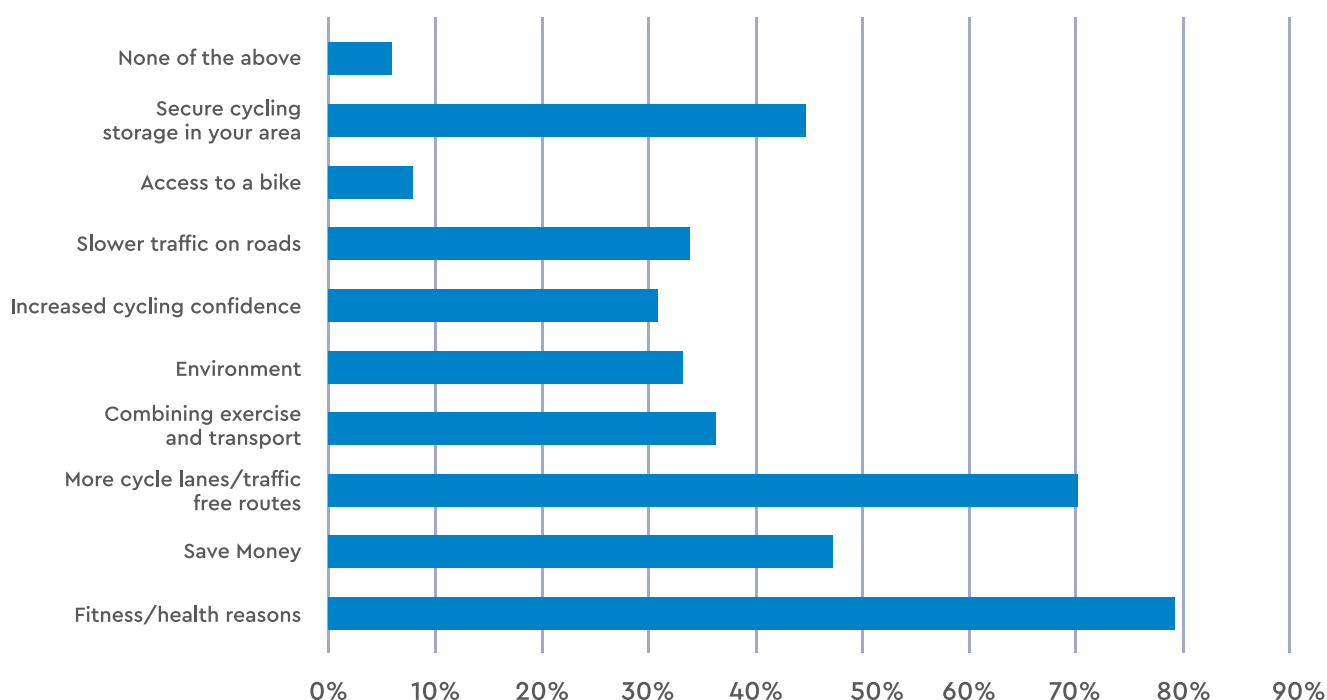


Figure 17: Walking, wheeling and cycling barriers & pull factors (average 6 projects)

The most common barrier to walking and wheeling everyday journeys under 2 miles was better quality paths and pavements, with 64% of participants from the routes to change, bike skills and Thistle Cycles projects selecting this option. Greener Kirkcaldy also included motivators in their survey, with health and fitness reasons being the most common reason people would choose to walk and wheel more, at 76% of respondents.

Fitness and health reasons were the most commonly selected answer, which encourages participants to cycle more, with better infrastructure/safer infrastructure being the second most common. As barriers and pull factors have been rolled into the same question, it is difficult to ascertain the proportion of people who identify barriers to active travel.

Survey data on the barriers to cycling are available for seven projects with FEL Scotland, using a different set of questions and answers not included in Figure 17.

Capacity and Capability Building

As an underlying theme, Capacity and Capability Building cuts across all funded projects in the People and Place Programme. One of the Programme's objectives is to collaborate with local authorities and third-sector partners to strengthen capacity and capability in active and sustainable travel.

Quantitative data monitoring the scale of growth in Capacity and Capability Building has not been collected. However, anecdotal data shared in interviews provides insights into the extent of the work being done in the theme's projects, and the impact of the funding as a whole on enabling behaviour change across the Programme.

Projects under the Capacity and Capability Building theme

10 funded projects sit directly under the Capacity and Capability Building theme, receiving 7% of the total funding. This funding supports staff time, dedicated active travel and behaviour change officers and monitoring equipment (e.g. counting devices).

Funding under this theme is enabling the development of dedicated active travel behaviour change plans and strategies, developed for councils using dedicated resources. As a result, councils have been able to plan, in detail, a programme of behavioural change interventions over multiple years, something unlikely to happen without the People and Place funding.

"The Falkirk Behaviour Change Strategy 2026–2031 covers Falkirk's Vision and Values for Active Travel and the objectives of their Active Travel Strategy... It identifies the key journeys and audiences to focus on interventions. The Action on for future behaviour change plan costs out the interventions and provides a practical schedule for covering all the urban areas and neighbourhoods within Falkirk."

Building these plans ensures continued delivery of projects against the People and Place objectives in a targeted, coherent and joined-up way. This is especially important for behaviour change programmes, as many local authorities have not previously had access to funding to deliver these projects.

"Spending capital on behaviour change is something new."

Quantitative data monitoring the impact of the increased capacities and capability of partners is very difficult to gather, reflected in the lack of data shared from this theme. This may be attributed to longer delivery timelines and enhancing capacity in the medium and long term, meaning direct impacts are not yet visible.

Underlying capacity and capability building

As an underlying theme, it is clear that many projects have resulted in increased capacity and capability throughout the region. Once third sector grant recipient (Greener Kirkcaldy) saw the value of supporting and enabling many local community organisations to deliver cycle training, rather than carrying out community engagement themselves. The project lead stated:

"We don't know the people in all those areas, but we can support those who do. They can have a bigger impact than we would as an individual organisation. Working collaboratively, that's what we were about - sharing information and not trying to keep everything to ourselves because it's not possible for us to do everything."

Many project leads have identified opportunities to hand over control of projects to the communities in which they have been set up. For example, the Glenrothes Community Sports Hub were awarded funding from the National Lottery Community Fund Scotland to create a cycling project which will teach and encourage confidence in cycling whilst reducing social

isolation through participation in sport and physical activity. This comes after a year-long programme of assessment, advice, training and support from Greener Kirkcaldy.

Similarly, in workplaces, participants have taken initiatives to promote and facilitate active modes as a leisure activity, inspired initially by People and Place-funded projects. One workplace walking group has quickly grown to be self-sufficient, run by participants through a Microsoft Teams chat, initially set up by the project lead.

"...the chit chat is, you know, "is anybody around next Thursday lunchtime? I'm at [the office] and I'm going for a walk. Do you want to join me?"

Projects funded by the People and Place Plan have also opened channels of communication and strengthened relationships previously neglected or closed off. One council officer in East Lothian explained that undertaking accessibility audits has opened up discussions with communities across their wider transport infrastructure work.

"Historically, we would just patch up the road, not engaging [with communities] to the level we do now with active travel. It's been quite positive; we've looked outside our traditional boundaries, and its motivated good discussions inside and outside the council. Those conversations lead to community organisations flagging other important issues."

This shift, catalysed by a project under the accessibility and inclusion theme, is impacting a variety of council operations, resulting in consultation with communities, particularly those with specific needs. This may result in a more accessible built environment throughout East Lothian, led by a transition in the council's approach to delivery.

Appendix IV: Grant management evaluation findings

Development of the programme

The year 2024/25 is the first (financial) year SEStran was responsible for administering funding in this way, and it represented a significant expansion from their previous work.

To launch this Programme, SEStran staff described how they conducted an intense period of work for approximately 6 weeks to plan the delivery of the programme. One of their steps was to 'take a step back' and they created a high-level plan which outlined what they wanted to achieve, how they were going to achieve it, and allocated funding into large pots.

SEStran staff felt that having this fixed high-level plan was an important document that the team could refer back to when changes to the programme were introduced. This acted as a consistent guide throughout the development of the programme, ensuring that decisions and changes introduced in an intense period continued to align with the high-level objectives of the programme. When allowing changes to the funded projects, this high-level plan was also a key document as it made it easier for SEStran staff to trace the decisions and see why different projects were funded.

To support SEStran staff during this development phase, a consultant was also commissioned to support the team. Due to the intensity of the work to be delivered in this phase, the consultant worked together with SEStran staff, as opposed to a more traditional consultancy contract where the consultant takes the work away, which staff felt was successful.

Initial engagement with local authorities

In terms of the transition to this type of funding model, SEStran staff noted that there existed slight tensions at the outset of the programme, due to the fact that the funded organisations were no longer given the money directly.

Within the short development phase, SEStran staff meet with local authorities and potential delivery partners to help build relationships and develop plans and ideas for the projects. Despite the tight timelines, it was felt that this engagement with local authorities was a success in this development phase.

SEStran staff felt that they successfully navigated this dynamic by acknowledging what the organisations were dealing with during that period and maintaining consistent relationships and communications. Several staff members had previously worked for delivery partners, so they felt having this experience was useful in supporting them and understanding their perspective. This was also reflected in conversations with funded organisations, several of whom mentioned that they felt that SEStran had a real understanding and acknowledgement of their perspective.

"SEStran have a background in the sector... this made it much easier... we didn't have to convince them what to spend money on... most of the funders have this knowledge but they like to see it in writing."

This was echoed by the local authorities, who appreciated the time spent to have these conversations with SEStran, especially among the uncertainty in the funding landscape. Most of the local authorities described how they appreciated SEStran's open dialogue and communication, along with clear plans for the period. Overall, they felt that this was a very collaborative process, and that they were kept well-informed throughout this period, especially recognising that SEStran had to adapt plans many times to respond to decisions handed down from Transport Scotland.

"I felt like we were all working towards the same goal."

"SEStran were trying very hard to make it happen as quickly as possible. We were given clear times and a plan for the December-March period. The communication was really clear."

Overall, the local authorities felt that they received funding for the projects they identified. However, one local authority felt that the communication regarding the new funding model and priorities of the fund could have been clearer and that they should have been involved earlier. They reported that they felt that they were asked for their input after decisions had been made, and they had little understanding of what other activities had been funded in their area, and as a result, the fund did not fully address their local authority's priorities, and there were risks of duplication.

One suggestion highlighted by one funded organisation was more visible community engagement and community voice reflected in the funding priorities.

Application process

Non-local authority organisations had to apply for the programme, following a two-step process including an expression of interest (EOI) and the full application. SEStran staff described how there was an open call for applications, but with clear eligibility criteria. The staff recognised that the fund was oversubscribed, with applications requesting far more money than was available through the fund. SEStran reflected that there were more applications from smaller organisations than were expected, but many did not fit the fund criteria.

To ensure that the funded projects met the aims and objectives of the programme, the application asked the applicants to identify which categories of the fund they fitted into, and this was part of the wider scoring criteria. Staff felt that the key to turning the applications around in a short period of time was the simplicity of the application form, with tight word limits. The application form was online, which was efficient for the SEStran team to collect and analyse the applications. However, they did note the form was limited by the fact that it did not allow the respondents to save their application and return at a later date, which may represent a recommendation when creating future online application forms.

Local authorities did not have to formally apply for the People and Place Programme, and so only delivery partners were asked about this process in the survey and the qualitative fieldwork. The figure below (Figure 18) visualises the responses to the survey questions from non-local authorities who applied to the fund. These results indicate that all of the respondents believed that the application process was clear, the guidance was easily accessible, and the process was proportionate to the funds requested.

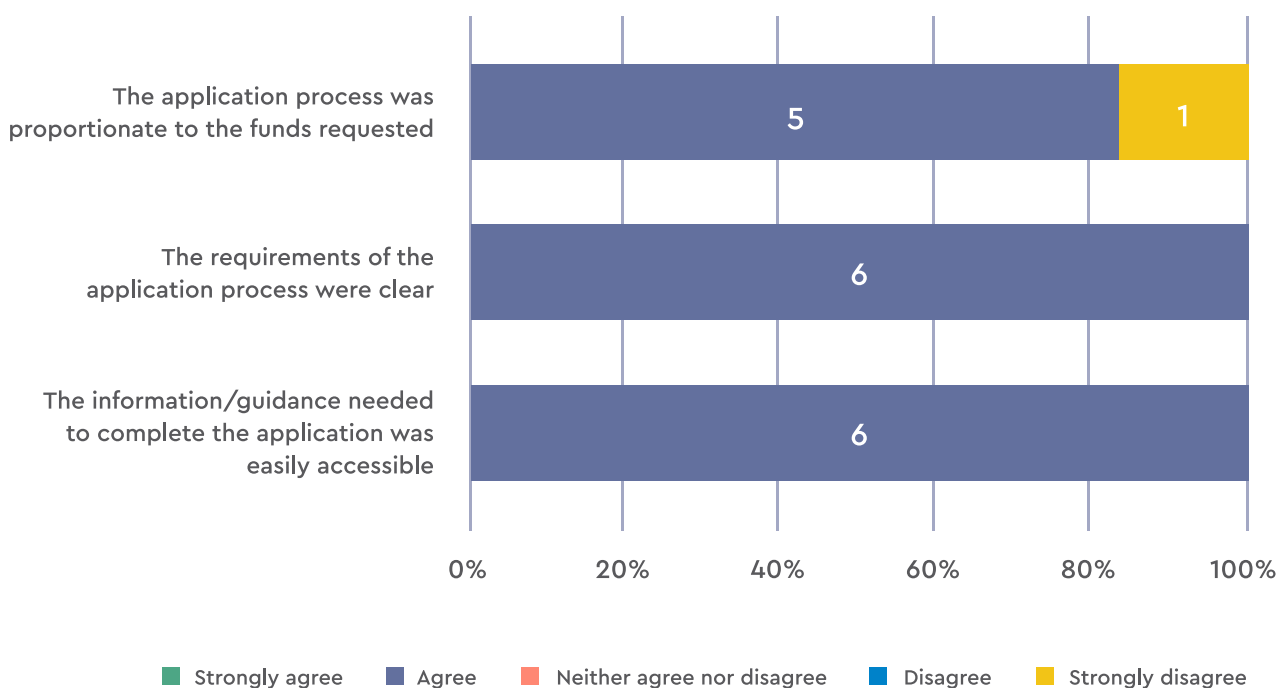


Figure 18: Application process survey results (only non-local authority organisations)

This was echoed in the qualitative research, where participants indicated that the process was simple and easy for them to complete. They found SEStran to be open about the aims of the fund and provided useful feedback to EOIs, which allowed them to refine them before submitting the full application.

A few organisations expressed that the shift to being funded by Regional Transport Partnerships was challenging, as they went from one large funder to several RTPs, which increased the amount of administration and work required. However, these organisations were quick to note that this was not a reflection of SEStran or other RTPs, as they also were adapting to these new models.

Fund distribution and claims processes

In terms of the claims process, SEStran staff felt that this could be refined to make the process simpler to complete, which would make the process easier for both funded organisations and SEStran staff.

SEStran staff felt that the current claims form was confusing for funded organisations, which led to incorrect completion of the forms, requiring more time from both SEStran and the funded organisations to review and re-do the forms. SEStran staff highlighted that these challenges were faced by both delivery partners and local authorities but indicated that there was more success in teams that had a more direct line between the project staff and the finance teams.

On the other hand, the funded organisations felt that the claims process was straightforward for the most part and valued its succinctness. In the interviews, many of the respondents indicated that they were able to fill in the spreadsheet easily, but that "keeping every invoice for the project is a big administrative procedure."

There were mixed feelings about the frequency of claiming every quarter, with some organisations reflecting that it was helpful for them to review this quarterly to stay on top of their project spend, while another organisation indicated that they would refer to a bi-annual approach.

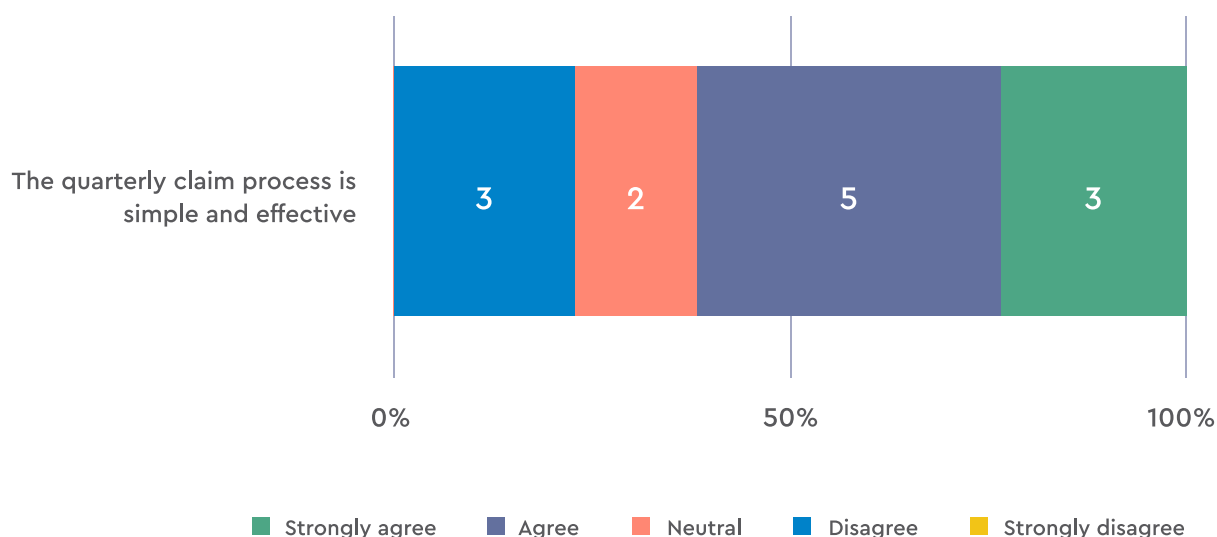


Figure 19: Claims process survey questions.

However, three survey respondents disagreed with the statement, indicating that they did not believe the process was simple or effective. Of these respondents, only one explained their response:

"Templates would have helped this year, not just for what SEStran need, but how to get there... There is also nearly always follow-up once the report has been submitted, when there are, by that time, other priorities."

One recommendation from the funded organisations was to add a column for the 'running total'; many kept this independently but felt that having this in the claims form would ensure their figures were aligned with SEStran's and reduce the time spent going back to their previous claims. Similarly, one organisation highlighted that it would be helpful to have any changes to the budget lines reflected in the claims processes:

"Any changes to budget lines are currently being recorded and reported separately (i.e. via email). SEStran may wish for this to be included within the claims process."

Overall, although many of the funded organisations believed the claims process to be straightforward and simple, clearer instructions, including a 'running total' column and recording budget changes in the claims

process, will ease the process for both parties and reduce the time spent revising forms after submission.

Funds receipt

Funded organisations had overall positive views about the claims process; however, a couple of organisations noted that they felt the payment of monies was slightly delayed following the claims. Similarly, in the 1-1 interviews, projects also highlighted the challenges following delays in receiving their grant award letters. Funded organisations described how delays, both from grant award or through the claims process, have the potential to delay project delivery, and create difficult situations, especially in cases where employment contracts were dependent on the grant funding.

However, it was also noted that short turnaround between grant award and delivery is partly a function of a one-year grant cycle and the tight timelines this creates, although it was noted that this is something SEStran does not have full control of.

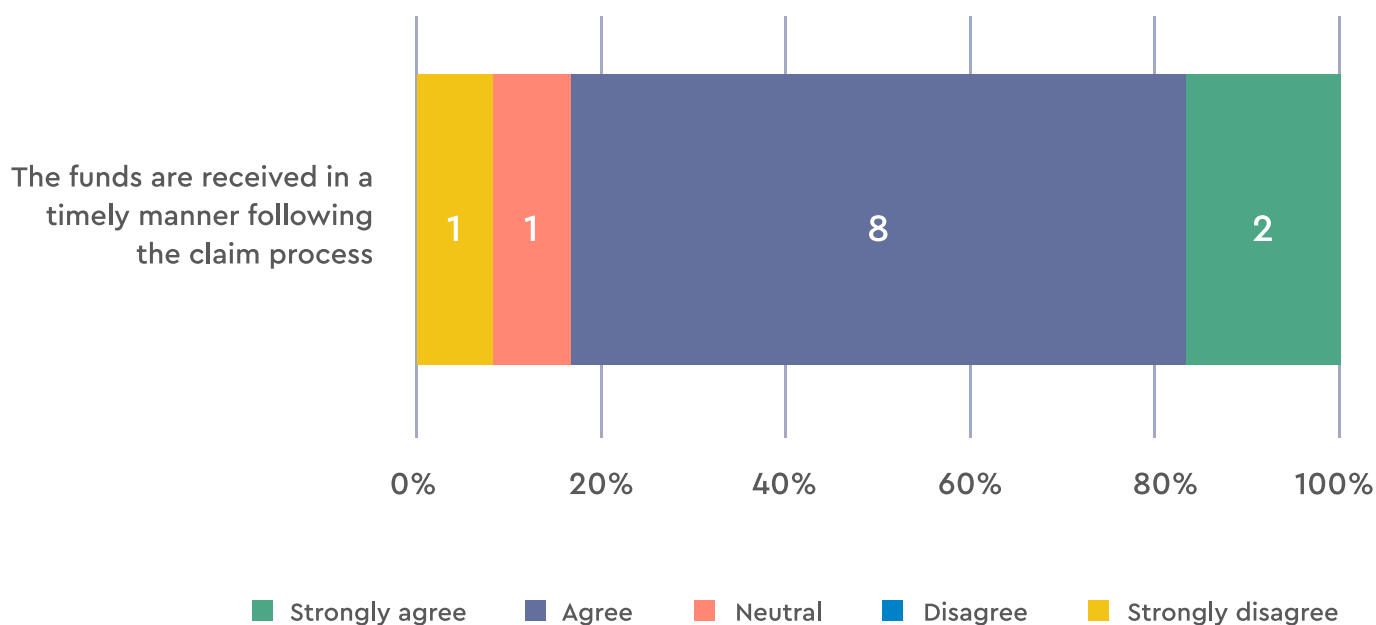


Figure 20: Funding receipt survey results.

Procurement

For many organisations, both local authority and non-local authority organisations, the switch away from a centrally funded approach meant that they went from managing one larger pot of funding to several smaller pots, which created extra administrative and procurement work. Several local authorities highlighted that they appreciated SEStran's support with procurement, as they felt this saved them significant time and allowed them to focus on other aspects of the project delivery and management.

Flexibility of the fund

SEStran staff believed that their administration of the fund was flexible to support the needs of the projects, except in the cases of switching capital and revenue costs, which is more challenging. However, SEStran staff did note that although they generally accept changes to scope, these are not formally logged or tracked across the programme.

This was echoed by the funded organisations, who also believed that the process to change grant activities was simple and straightforward, usually just involving an informal conversation and confirmation email. Several organisations felt that this was facilitated by the open dialogue with SEStran, which supported them in delivering their projects efficiently as they were able to be agile and responsive.

"We've been able to discuss changes in our work or plans in an open and supportive manner with SEStran and adapt our budget or approach where needed within the scope of the funding."

One recommendation from the funded organisations was to implement a change control form, especially for larger or more complex reallocations of funds. This was desired so that all parties would have the details in one central place, as opposed to referring to email threads, and to provide finance teams with formal documentation, especially as they may not be involved in the projects.

"When we were funded directly from Transport Scotland, we'd do a change control form, whereas the process with SEStran was more informal. I'd recommend the use of a change control form... because our change control process has to go above me."

Several organisations mentioned that one aspect of the funding that they found less favourable was the split between revenue and capital funding, which was set by Transport Scotland. However, the organisations reflected that:

"SEStran generally have been as flexible as they can be, as we appreciate, they are working to Transport Scotland guidance."

Monitoring and reporting

All organisations receiving funding were asked in both the survey and one-to-one interviews about the monitoring and reporting processes, including the quarterly monitoring reports and financial forecasts.

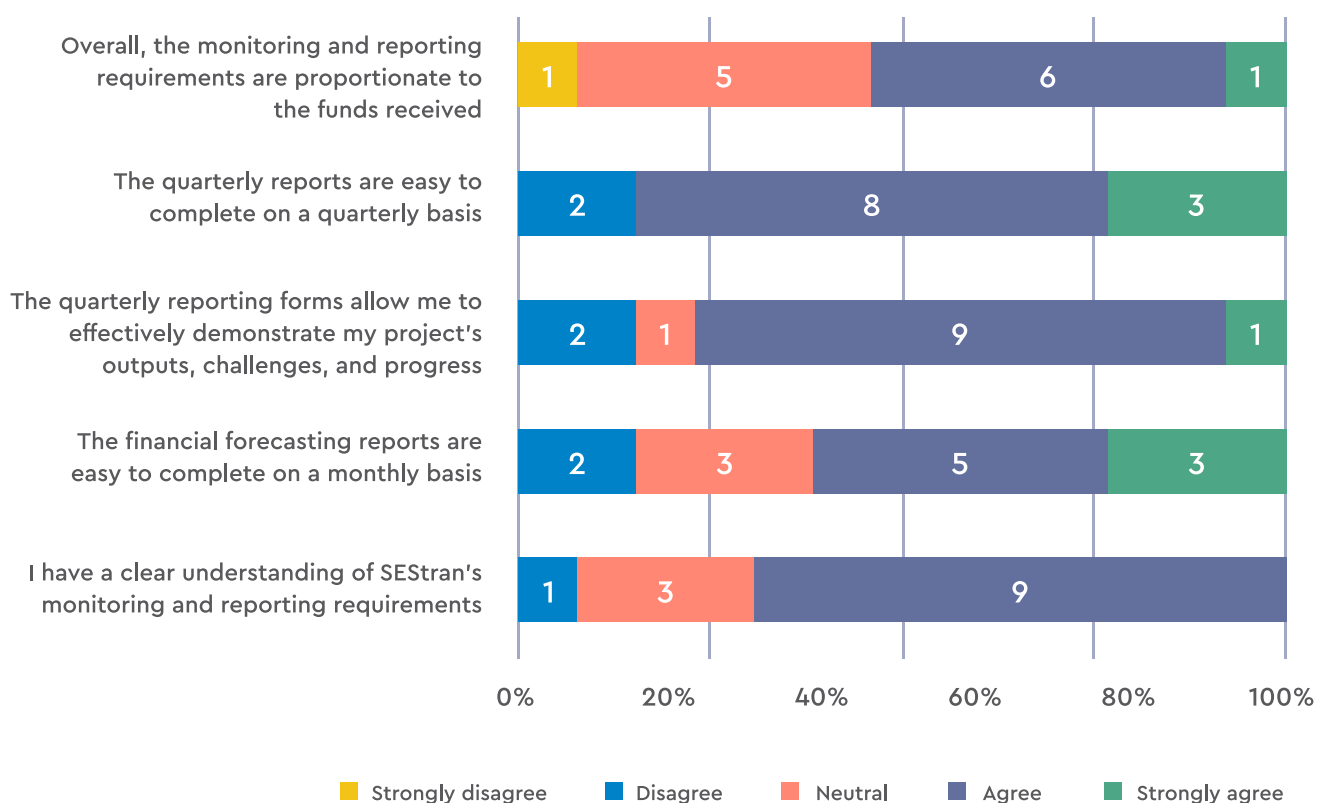
The survey asked respondents five Likert scale questions related to these processes, and the results are visualised below (Figure 21).

Overall, the results are positive, with over half of the respondents agreeing or strongly agreeing with each statement. The respondents indicated that overall, the quarterly reports are easy to complete on a quarterly basis, and they allow them to effectively demonstrate their project's progress and challenges. Anecdotally, this was also discussed in the one-to-one interviews, where one organisation described how they appreciated SEStran's template and had used it when reporting to other RTPs.

"[The template] is just right. It keeps you on track but without being watched over your shoulder."

The funded organisations had mixed feelings about previous funders' uses of an online portal; however, many felt that the idea of having all the grant documents in one place

Figure 21: Monitoring and reporting survey results.



made the reporting processes simpler and more streamlined. Having all documents on a portal would ensure that anyone in the organisation who needed access to the documents, and SEStran, would be able to access and view the same documents, ensuring that everything is aligned.

"The [previous] portal was flawed, but the concept of having the annual applications and all the updates in one place was nice. We could all access it at one time."

"I'm not clear on whether detail offered so far in written updates has been too much/ too little, and more feedback on that, and where that info goes, would be helpful."

Relationships and collaboration

SEStran staff described that to manage the relationships with the funded organisations internally, each organisation has been allocated a SEStran team member who is their point of contact. They felt this approach was beneficial for establishing clear lines of communication and building relationships, as they worked with their organisations over the year.

It was acknowledged that this approach leaves room for different approaches to be used by the team members. Nonetheless, given the small size of the SEStran team and their consistent communication with each other, they did not feel that this impacted the support or flexibility that the different organisations received. Going forward, if the SEStran team or the People and Place Programme expands, consistent advice and protocols should be developed to ensure consistency across the programme for the funded projects.

SEStran staff noted that the only challenge they faced was that they occasionally had trouble engaging the funded projects, which they felt was usually due to a lack of capacity with some organisations.

From the perspective of the funded organisations, overall, the staff were extremely positive about their working relationships with SEStran. It was felt that there was a continuous, open dialogue and honest communication, which helped to foster trust and understanding.

"For the type of work we do, their approach is ideal. We get the work done, but with enough dialogue so that we aren't complacent."

"They [SEStran] were learning too. That was nice in a way- it made our relationship very open because we were all trying to work it out together. I always felt like I could ask questions."

In the qualitative fieldwork, the funded projects described how these good relationships supported them to deliver their projects efficiently and effectively, as they felt they were trusted to determine how the funding could be used, and that they could go to SEStran with any issues and delays, which would be immediately addressed. Funded projects also reflected that because of the effective relationships, there was a mutual understanding that both parties were often working to tight deadlines and doing their best to complete any actions.

"They have it right in terms of meetings to discuss things- other RTPs don't do this. SEStran keeps up to date. It means we can be nimble and make the most of the money. There is a good trust between us and them as a funder, so we can adapt the programme to deliver, but take into account what has changed."

On the other hand, one area identified by the funded organisations where they would like more input from SEStran was to link up projects which received funding in similar areas, or with organisations that projects would like to work with, where SEStran can make an introduction. Although several organisations reflected that they had tried to understand other People and Place projects

in their local areas, they felt like this could be an area where SEStran takes a proactive approach in future years. This would help projects link up with other organisations working in their area, which would help identify any duplication and create efficiencies.

"There is no clarity on who is funding what, and what is receiving funding."

"I made a point to do this. We identified an overlap, and we went back to SEStran to reallocate money."

Knowledge sharing

Almost every participant in the qualitative research identified that they would like to see more opportunities for knowledge sharing and networking in the People and Place Programme. These suggestions included an in-person event to reflect on projects and share learning to inform projects for future funding years, and a MS Teams/Slack channel where projects can share their work, learning, and wins.

Specifically, a few local authorities reported that they valued the session held in 2024/25. They reflected that they would value

knowledge sharing events but also would like to retain specific events for local authorities in the SEStran region, as they have unique functions, and to so that they can have conversations about the People and Place projects.

There was a large appetite for knowledge sharing and learning from other projects, not just those in the SEStran region, but across Scotland and the United Kingdom. Several local authorities voiced that they did not want the fact that the People and Place Programme was managed at the regional level to hamper the opportunities for learning from other local authorities of similar sizes or makeup who were in a different RTP.

One organisation highlighted that Paths for All were very good at organising Scotland-wide events which they really appreciated.

"I'm not too sure who else SEStran are funding. It'd be good to find out about the SEStran region... [These events] make people think and maybe will give them a spark."



Report authored by



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