

# REVIEW OF THE MOTORCYCLE AWARENESS PROGRAMME



Department of  
**Justice**  
[www.justice-ni.gov.uk](http://www.justice-ni.gov.uk)



**NISRA**  
Northern Ireland Statistics & Research Agency

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# Executive Summary



**Background:** The Motorcycle Awareness Programme (MAP) was one of the projects established under the Problem-Solving Justice (PSJ) initiative, aimed at reducing potentially harmful behaviour within families and the community. The aim of this programme was to specifically target young people engaging in the inappropriate and dangerous use of off-road motorcycles.



**Approach:** The MAP review used a mixed method approach, utilising questionnaires issued to students ( $n = 10$ ) and parents ( $n = 8$ ) by Peace IV and Armagh City, Banbridge and Craigavon Borough Council, questionnaires issued to students ( $n = 9$ ) by Cornerstone Off-Road Motorcycle Academy, online surveys with organisers ( $n = 2$ ) and key stakeholders ( $n = 6$ ), focus groups with students ( $n = 6$ ) and parents ( $n = 4$ ) and semi-structured interviews with key stakeholders ( $n = 2$ ). Participants were asked to provide details on all operational elements and impact of MAP.



**MAP Students:** MAP students are selected by PSNI officers, PCSP staff or community groups who can identify which young people are most in need of the programme and who would benefit most from it. Since the beginning of the programme, up to July 2021, MAP have had 62 students, including both males and females. There are a number of young people who would like to take part in the programme but resources are limited and not all can participate currently.



**Programme Delivery:** Findings indicate that MAP helps students through educating young people in motorcycle safety, providing a safe space in which to learn about the safe use of motorcycles, channel young people's interest in bikes in a positive way, change attitudes towards anti-social behaviour and the police and divert young people from potential offending. The programme uses a 'nurture' ethos to encourage engagement and respect and uses discipline in a firm but fair way.



**Lessons Learned:** MAP students are satisfied with the delivery of the programme, however stakeholders and organisers have raised a number of concerns in regards to funding, locations, awareness and engagement from other agencies. Stakeholders and organisers are aware of the positive impact of MAP on students behaviour and attitudes and the benefit it has to the community. Therefore, they hope to encourage other agencies to get on board.



**Moving Forward:** Participants identified a number of suggestions for improvement, including securing funding, obtaining local council buy-in, extending the length of the programme, increasing employability skills, finding suitable permanent locations in local areas and increasing publicity and follow up sessions once the programme is completed. A key step towards this is through the implementation of data collection with agreed questionnaires to ensure consistency. This will allow for ongoing monitoring of progress, determining impact upon students and providing an evidence base to support further development of the programme.

# CONTENTS

## Executive Summary

i

## Introduction

1.1 About the Motorcycle Awareness Programme

1

1.2 Focus of this Publication

2

## Approach

2.1 Administrative Data

3

2.2 Questionnaires

3

2.3 Focus Groups and Interviews

4

2.4 Limitations

5

## Findings

3.1 Student Views

6

4.1 Parent Views

12

5.1 Stakeholder Views

14

## Overall Views and Recommendations

6.1 Challenges Faced

21

6.2 Programmes Strengths and Weaknesses

22

6.3 Organiser and Key Stakeholder Comments

23

6.4 Participant Suggestions for Improvement

24

6.5 Future Steps

25

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## Acknowledgements

We would like to record our thanks to all of the participants who provided their views in a frank and genuine manner. This report is based on what they told us.

# 1

## Introduction

### 1.1 About the Motorcycle Awareness Programme

The Motorcycle Awareness Programme (MAP) was one of the projects established under the Problem-Solving Justice (PSJ) initiative<sup>1</sup>, aimed at reducing potentially harmful behaviour within families and the community. The aim of this programme was to specifically target young people engaging in the inappropriate and dangerous use of off-road motorcycles. This followed a number of incidents in 2016 and 2017, involving the illegal use of off-road vehicles in public places by young and inexperienced riders, which resulted in significant safety risks for both riders and members of the general public.

The purpose of this cross-community programme was to engage young people, aged 13-17, to:

- Educate them in motorcycle safety;
- Provide a safe space in which to learn how to ride motorcycles;
- Provide the knowledge for legal use and safe handling of motorcycles;
- Encourage the safe use of off-road motorcycles;
- Channel the young person's interest in bikes in a positive way;
- Encourage the development of supportive relationships, transferrable employment skills and participation in organised sport;
- Change attitudes toward anti-social behaviour and the police; and
- Divert young people from potential offending.

The programme was developed and funded by Department of Justice (DoJ), Department for Communities (DfC) and the Police Service of Northern Ireland (PSNI), with support from local Policing and Community Safety Partnerships (PCSPs). The initiative, which was delivered by Cornerstone Off-Road Motorcycle Academy, was also championed by the Ulster Grand Prix and Peace IV.

<sup>1</sup>For further information on Problem-Solving Justice see: [Problem Solving Justice Campaigns \(opens in a new window\)](#)

# 1

## Introduction

An initial twelve-week pilot programme was launched in 2018 for young people from the Greater Belfast and Lisburn area, followed by further roll-out with young people from Armagh, Banbridge and Craigavon Borough Council in 2019. In 2020 a course was started in Hydebank Wood College, however it was interrupted due to the impact of the Coronavirus pandemic and therefore only partially completed. The most recent session took place in 2021 with young people from Armagh, Banbridge and Craigavon Borough Council. These areas were identified by PSNI, Community Groups and PCSPs as experiencing difficulties with this type of behaviour, which is often described as an anti-social problem.

Over the duration of the programme, learning included a combination of classroom and practical workshop sessions teaching bike safety and riding skills. Students received certifications in:

- Basic Motorcycle Maintenance Skills;
- Basic Handling Skills;
- Motorcycle Union of Ireland Flag Marshalling; and
- Emergency First Aid at Work.

Five additional stand-alone day events were also held, including E-Trax Indoor Motocross, Formula Karting, 'Keep the Race in it's Place', a Road Safety Awareness Workshop and Rally Driving Experience, the Glenavy Community Youth Summer Scheme and the Newtownabbey Celebration of Sport Day.

### 1.2 Focus of this Publication

The focus of this publication is to evaluate the initial pilot and further roll-out of MAP. This publication presents key findings from a variety of qualitative and quantitative research methods. This includes questionnaires with students, parents, organisers and key stakeholders, focus groups held with course students and their parents and interviews held with key stakeholders. The review of this programme was carried out by statisticians from the DoJ's Analytical Services Group (ASG), seconded from the Northern Ireland Statistics and Research Agency (NISRA). Findings from the review will contribute towards the continued delivery of MAP. We would like to take this opportunity to thank all those who contributed to the review of MAP and gave their views in a frank and genuine manner.

# 2 Approach

## About this Chapter

This section provides an overview of the data collection techniques used to evaluate MAP and highlights any limitations of this information. The review included a variety of qualitative and quantitative research methods, used to collect data from a range of stakeholders; each of these methods are detailed below.

### 2.1 Administrative Data

Quantitative analysis was based upon administrative data collated by MAP staff over the duration of the programme. This includes information on the date and location of the sessions and the number of students who took part.

### 2.2 Questionnaires

#### **Questionnaires administered by Peace IV and Armagh City, Banbridge and Craigavon (ABC) Borough Council:**

- Students (n = 10)

Those who completed the September 2019 MAP were asked to answer exit questionnaires following their time on the programme. This phase of MAP was facilitated by Peace IV and ABC Borough Council and questionnaires were administered by them. Questions assessed students views of the programme as well as any changes in opinions and behaviour as a result of participation. At the time of review, 10 students had completed questionnaires. These questionnaires should be completed on a routine basis in order to gather as much data as possible.

- Parent/Guardians (n = 8)

Peace IV and ABC Borough Council also administered questionnaires to parents of students of this phase of MAP to assess any further benefits to the young people, in other aspects of life (e.g. school, work, relationships at home). At the time of review, 8 participants had completed questionnaires. These questionnaires should be completed on a routine basis in order to gather as much data as possible.

## 2 Approach

### **Questionnaires administered by Cornerstone Off-Road Motorcycle Academy, who delivered the programme:**

- Students (n = 9)

Those who completed the July 2021 phase of MAP were asked to answer exit questionnaires following their time on the programme. These questionnaires were administered by Cornerstone Off-Road Motorcycle Academy, who delivered the programme. Questions assessed students views of the programme as well as any changes in opinions and behaviour as a result of participation. At the time of review, 9 students had completed questionnaires. These questionnaires should be completed on a routine basis in order to gather as much data as possible.

### **Organiser and Key Stakeholder questionnaires carried out by Analytical Services Group:**

- Organisers (n=2) and Key Stakeholders (n = 6)

Staff who are involved in the day-to-day running of MAP were invited to complete a questionnaire. These questionnaires were used to obtain views in relation to the running of the programme, engagement with the programme and the effects of the programme upon the young people participating. Staff were given the opportunity to comment on their responses and provide any additional comments and/or observations. Responses were gathered from the programme organisers, staff members from PSNI, DoJ, DfC, PCSP, local council and Ulster Grand Prix.

### **2.3 Focus Groups and Interviews**

- Students (n = 6)

Two focus groups were conducted with MAP students from the July 2021 cohort. The students were asked to give feedback regarding course delivery, course content, benefits of taking part and what improvements they could suggest. The focus groups also explored how the programme had changed students behaviour and attitudes.

- Parents (n=4)

One focus group was conducted with the parents of MAP students from the July 2021 cohort. The parents were asked to give their views on the course, how they felt about their children taking part, the impact it had on their children and if there was anything they could suggest to improve the course.

## 2 Approach

- Stakeholders (n = 2)

Semi-structured interviews were conducted with representatives from two of the programmes key stakeholders. These individuals were invited to interview to provide detailed views from the perspective of the organisations involved in the implementation and operation of the MAP.

### 2.4 Limitations

Data available is limited within this review and therefore the following limitations should be kept in mind when reading this report:

- While 62 students participated in MAP between January 2018 and July 2021, responses from exit questionnaires were low, with 19 responses obtained from students and 8 responses from parents. Respondents to the surveys were part of the 2018, 2019 and 2021 cohorts.
- Two different types of exit questionnaires have been used to collect data. In order for effective data collection exit questionnaires should be consistent to allow for collation and comparison.
- Focus group attendance involved low numbers for students (6) and parents (4). Participants of the focus groups were part of the July 2021 cohort.
- At six, the number of stakeholders who provided questionnaire feedback may seem low, however this was a representation from all individuals involved with MAP from all six partner organisations.
- Measuring impact of MAP is largely anecdotal rather than quantifiable and therefore it is important to note that there is an element of subjectivity.



# 3

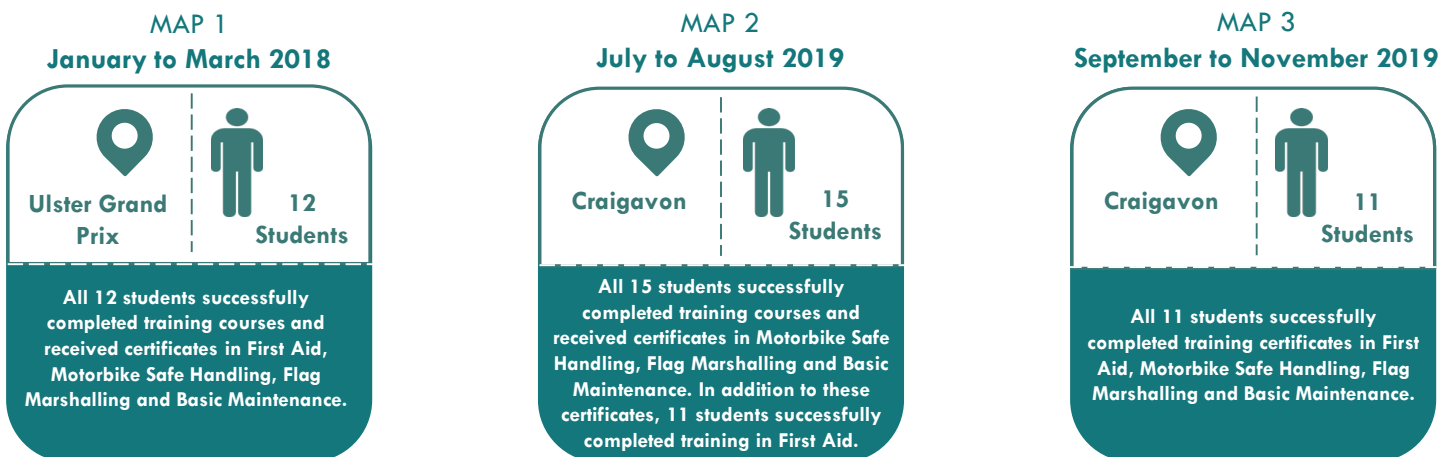
## Findings

### 3.1 Students Views

#### 3.1.1 Course Participation

From January 2018 to November 2019, MAP ran for three courses, in which 38 students participated in total. Of these students, 34 completed all four training courses and received certificates in first aid, motorbike safe handling, flag marshalling and basic maintenance (Figure 1).

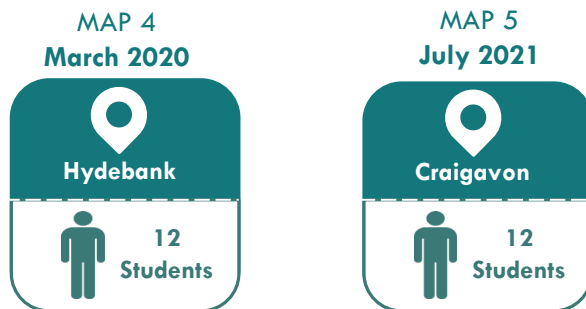
**Figure 1: MAP Students from 2018 to 2019**



**Figure 2: MAP Students from 2020 to 2021**

#### Impact of COVID-19

Due to the Coronavirus pandemic, there was disruption to programme delivery in 2020 and 2021. One session was partially completed in March 2020 and one session was completed in full in July 2021 with 12 students participating in each. No information is available in relation to completion of training courses for these dates (Figure 2).



# 3

## Findings

Students who took part in the focus groups (6) were asked how they felt about participating in the course. There was a general consensus among students that they felt excited about taking part and meeting new people. However a few students mentioned a feeling of nervousness regarding using the bikes initially, but these were alleviated after attending the first few sessions.

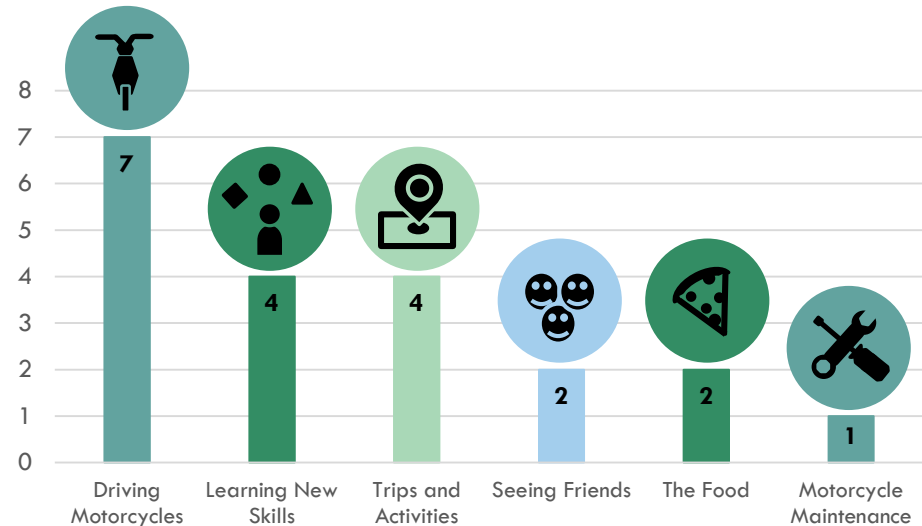
In the survey carried out by Cornerstone Off-Road Motorcycle Academy, students (9) were asked why they wanted to attend MAP. The majority (5) stated that the Police asked them to participate, while 4 reported that they attended to keep them off the street. A further 2 respondents stated that they attended MAP as they wanted to learn how to drive motorcycles.

Furthermore, students were asked if they enjoyed taking part in the course. 100% of students who took part in the Peace IV and ABC Borough Council survey (10) stated that they enjoyed the course. These findings were echoed in the focus groups with all (6) students reporting that they enjoyed the programme.



The students who took part in the Peace IV and ABC Borough Council survey were asked what was their favourite part of the programme. The majority (7) said they enjoyed driving the motorcycles, while 4 stated that they enjoyed learning new skills and the same number explained that they enjoyed going on trips to E-Trax and go-karting. A smaller number of students mentioned that they enjoyed seeing friends (2), the free food provided (2) and helping to fix and maintain the motorcycles (1). Furthermore, the students who participated in the focus groups also mentioned that they enjoyed learning about and driving the motorcycles (Figure 3).

**Figure 3: What Students Enjoyed on the Course**



The students who took part in the Cornerstone Off-Road Motorcycle Academy survey were asked what they enjoyed most about the project. The majority of respondents (9) reported that they enjoyed riding the motorcycles, while 1 respondent reported that they enjoyed the food and a further respondents mentioned that they enjoyed meeting new people.

\*Figures may not tally to the number of overall respondents due to multiple choice questions

# 3

## Findings

### 3.1.2 Student Outcomes

**Figure 4: What Students Learned on the Course**



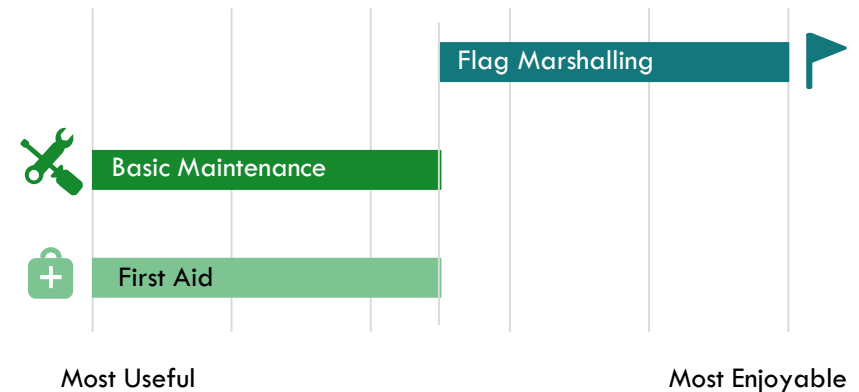
The students who took part in the focus groups (6) were asked what they had learned while taking part in the course. Most stated that they learnt about practising safety on motorcycles. In addition to this, students mentioned that they learnt skills in time-keeping, teamwork, making new friends and flag marshalling and track safety (Figure 4).

The majority of students who took part on the Cornerstone Off-Road Motorcycle Academy survey reported that they learned how to ride a motorcycle. A further 2 students noted that they had learned how to do a 'power check' and 1 student reported that they learned general safety.

In the focus groups, there was a discussion around how the course impacted on the students behaviour at home and at school. Some students reported that their mood was better and their communication had improved, whereas others felt it had no impact. It should be noted however, that the students had not been attending school as the focus groups took part during summer break.

The programme involves four training certificates; first aid, motorcycle safe handling, flag marshalling and basic maintenance. The majority of students who took part in the focus groups (6) stated that flag marshalling was the course they enjoyed the most and they would be interested in volunteering to flag marshal on a race track. However, some students noted that they found the first aid course and the basic maintenance course most useful (Figure 5).

**Figure 5: Most Useful and Most Enjoyable Training Certificates**



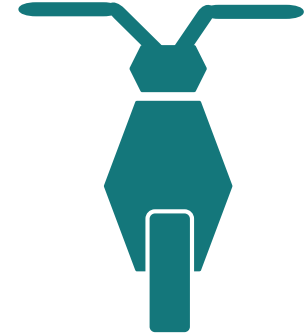
# 3

## Findings

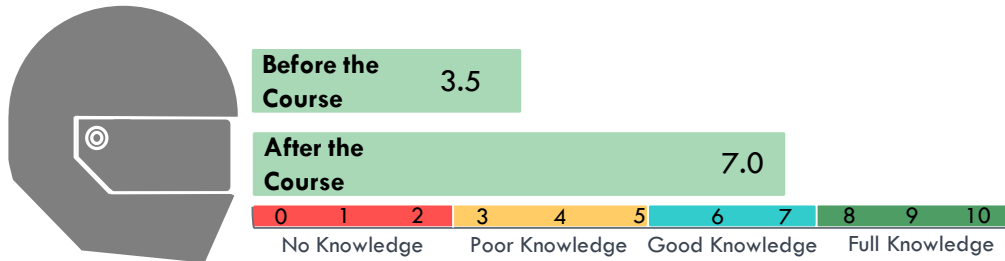
All students (6) who took part in the focus group reported that their interest in motorcycles and more notably, their interest in motorcycle safety increased over the duration of the programme. Some students explained that they now know what safety equipment is needed when riding a motorcycle and are aware of the hazards they might face. Furthermore, some of the students stated that they pass on their knowledge to friends who have not taken part in the course. The students in the focus groups also reported that they enjoyed the praise and attention they got when driving the motorcycles.

Additionally, all students (10) who took part in the Peace IV and ABC Borough Council survey noted that they had a different view now about riding their bike illegally on public roads and footpaths and they had an interest in owning their own motorcycle.

Students who participated in the Cornerstone Off-Road Motorcycle Academy survey (9) were asked if they had any prior knowledge of Motorcycles before the course. The majority (5) of students answered no, 3 students answered yes and 2 students reported that they knew a little.



**Figure 6: Students Knowledge on Motorcycle Safety**



During the focus groups, the students were asked how they would rate their knowledge of motorcycle safety prior to taking part in the course and how it had changed after completing the course. All (6) students showed an increase in knowledge after taking part in the course. On average, students placed their knowledge of motorcycle safety at 3.5, 'poor knowledge', at the beginning of the course, however upon completion of the course this

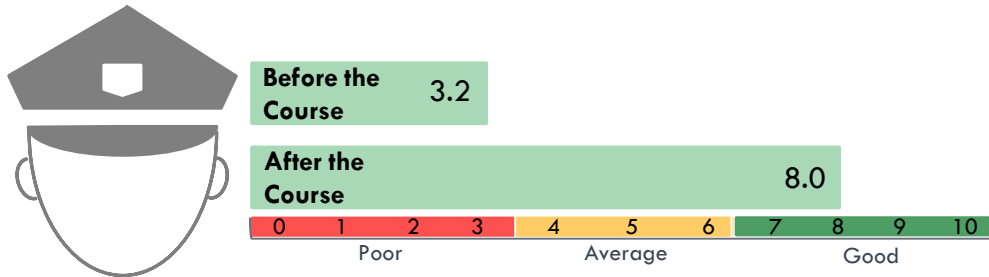
rose to 7.0, 'good knowledge' (Figure 6). Furthermore, all students (10) that took part in the survey conducted by Peace IV and ABC Borough Council reported that they had a greater knowledge of motorcycle safety since taking part in the course. Students who took part in the Cornerstone Off-Road Motorcycle Academy survey were also asked to rate their knowledge about motorcycles after participating in the course, with 1 being 'poor' and 10 being 'excellent'. The majority (6) of respondents rated their knowledge as a '10', 2 respondents rated their knowledge as a '8' and 1 respondents rated their knowledge as a '6'.

# 3

## Findings

### 3.1.3 Students Perception of the Police

**Figure 7: Students Perception of the Police**



During the focus groups, the students were asked how they would rate their perception of the police prior to taking part in the course and how it had changed after completing the course. All (6) students showed an improvement in their perception of the police, after taking part in the course. On average, students placed their perception of the police at 3.2, 'poor', at the beginning of the course, however upon completion this rose to 8.0, 'good' (Figure 7). Furthermore, all students (10) who took part in the Peace IV and ABC Borough Council survey reported that their perception of the police changed since taking part in the course.

### 3.1.4 Overall

The students who took part in the focus groups (6) were asked why they took part in the course. The general consensus was that the students enjoyed learning about the motorcycles, but also enjoyed spending time with their friends. Some students mentioned that it was an opportunity to do something, while others explained that it helped to improve their confidence.

The students from the focus groups discussed if they would recommend the course to friends. All students (6) said they would and some had friends who had asked if they could take part after hearing about it. Additionally, all students who took part in the survey conducted by Peace IV and ABC Borough Council (10) stated that they would take part in a similar course in the future. Furthermore, all (9) the students who took part in the survey conducted by Cornerstone Off-Road Academy stated that they would tell their friends about the project.

# 3 Findings

All students who took part in the Peace IV and ABC Borough Council survey (10) and the focus groups (6) felt that the course was worthwhile. When asked to elaborate on why they felt this way, the students explained that they enjoyed learning about safety on motorcycles, driving motorcycles and meeting new friends. Others also added that the course is fun and helps them in school.

All students who took part in the Peace IV and ABC Borough Council survey (10) and the focus groups (6) stated that they would like to have a suitable facility within their local area that they could use to drive motorcycles safely.

The majority of students who took part in the focus groups did not think that there were any improvements needed for the course. However the students did suggest a few minor changes:

“  
Additional comments from students:  
• “Keep the programme going.”  
• “I would really like to have a motorcross track in my local area.”  
• “I really enjoyed it and would like to take part in another one.”  
• “...no complaints everything was amazing.”  
”



# 4 Findings

## 4.1 Parents Views

All parents who took part in the survey (8) stated that their child enjoyed taking part in MAP and reported that they felt the programme was beneficial for their child. The general consensus of the parents who took part in the focus groups (4) was that they were happy about their children taking part, especially the opportunity to work with different people. Some however, reported that they were apprehensive about the motorcycles to begin with, but after witnessing how the course is run, they were more content.

### Changes in Student Behaviour

All parents who took part in the survey (8) reported that the programme helped their child in other aspects of life (e.g. school, work or relationships at home). When asked to elaborate on how their children's behaviour changed since engagement with the programme, parents noted:

- Their children had become more tolerant of others;
- Their relationships with siblings had improved;
- Their behaviour in school has been better;
- They had more patience; and
- Their confidence had increased.

The parents who took part in the focus group (4) added that their children talk more and have become more respectful, especially when it comes to views on the police. Furthermore, they noticed a difference in behaviour as their children were keen to get to the programme early to help set up and help tidy up at the end of the night.

# 4 Findings

## Skills Gained

The parents who participated in the focus group (4) discussed the skills their children gained from the course, reporting that their children felt proud of the certificates they achieved. They explained that they now have more confidence and are more aware of motorcycle safety, passing this knowledge on to friends. The parents added that their children have shown a keen interest in Flag Marshalling and are hoping to volunteer at local race tracks.

## Suggestions for Improvement

The parents involved in the focus group (4) discussed the course delivery. The general consensus was that the course could run longer which was also echoed by the students. However, parents also felt that everything was covered in the programme and there was nothing additional they had thought of to add in.

The parents explained that they were happy with how the course is run, however they provided the following recommendations for improvement. The parents suggested:

- The course could run a little longer as the children are disappointed when it ends;
- More opportunities to come back and help out; and
- More advertising around the course so other children can take part.

The parents who took part in the survey (8) added that a local facility for the children to continue to race safely and use the skills they have learned would be a great opportunity.

“

Additional comments from parents:

- “I think it would be a great idea to have facilities where the boys can express their love for bikes.”
- “I thought this was a great opportunity for kids interested in bikes and showed them a lot of respect to others and how to race properly. Do think there should be a course for kids in their local area.”

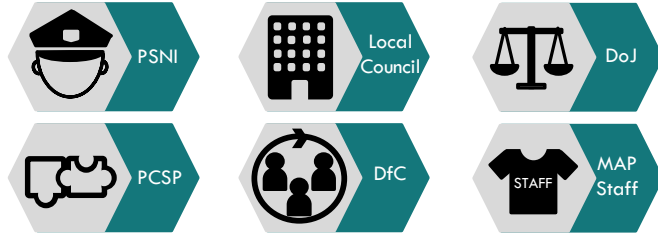
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# 5

## Findings

### 5.1 Stakeholders Views



A number of key stakeholders (6) and organisers (2) of MAP took part in an online survey and semi-structured interviews (2). The participants came from a range of organisations, including PSNI, local council, DoJ, DfC, PCSP and programme staff. These individuals assisted with funding and developing the programme while also helping out at the sessions.

The stakeholders who took part in the interview (2) explained that the purpose of MAP was to deal with local issues and community problems regarding anti-social behaviour, and in particular, the risks that comes with the dangerous driving of dirt bikes and scramblers. They highlighted that it uses the power of sport to encourage young people to get involved. They also added that it serves a purpose in building relationships between young people and the police.

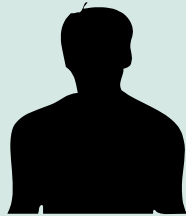
The stakeholders also discussed if the programme fulfilled its purpose. They explained how it encourages young people to engage with the police in a positive way, breaking down barriers. They added that they have noticed a change in behaviour.

#### 5.1.1 Delivery

##### Selection and Engagement

From those that took part in the organiser online survey (2), they explained that the selection of students was the responsibility of the local community policing teams, PCSPs or local Youth Justice Agencies.

*“The Project is designed to meet the needs of young people aged between 13 and 17 years old. It is open to both male and female and we can cater to any special needs arising. Priority is given to those students already involved in off road motorcycling.”*



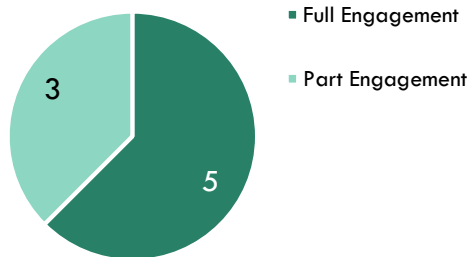
The interviewees (2) echoed this by explaining that selection is primarily left to the police as they have the connections already in place. They are aware of which young people have shown an interest and can identify the young people who it may benefit the most. However, they did add that it is a partnership between a range of organisations working together. The interviewees went on to say that young people are asking to take part once they hear of the programme, but due to lack of resources, specifically finding appropriate locations, they can only facilitate so many.

# 5

## Findings

The key stakeholders (6) and organisers (2) who completed the online surveys were asked to what extent students engaged while taking part on the course. Five out of 8 respondents reported that students engaged fully, whereas 3 respondents felt they only partly engaged (Figure 8).

**Figure 8: Student Engagement**



### Course Content

The key stakeholders (6) who took part in the online survey were asked if they thought any further training certificates or courses could be added to the programme. Half (3) of respondents felt that no further training needed to be added or weren't sure on what additional training could be provided. The remainder of respondents (3) did feel that additional training could be added and suggested the following:

- Mental Health Awareness;
- Youth Work Based Workshops;
- Basic Qualifications on Mechanical Engineering; and
- Employability Skills.

When asked what requirements were needed for students to complete the course, the respondents to the organiser online survey (2) explained that students are required to 'attend most sessions' and 'complete all training certificates'.

### Funding

The stakeholders who were interviewed (2) discussed the issue with cost and funding further. They explained that organisations have been willing to help and have donated equipment, however the issue is more in the longer term when equipment and resources need replaced. They also mentioned how the goal is to scale up the programme, but this is not possible without sufficient funding. When asked what they thought was the best way to get funding for the project, participants felt that it needed to be a combination of government, local government, businesses, foundations and grants. However, they highlighted that an additional barrier is that there is currently no one to manage the administration side of funding applications.

The online survey respondents also provided suggestions on the best way to raise funding:

- Set up a Social Enterprise Company in each local council area.
- Develop an employability programme in relation to mechanics to create a wider scope.
- Link with local colleges or charities.
- Finding a permanent track that could also be used by the public for a fee.
- Government funding schemes, grants and sponsorships.
- Train more coaches and use motorcross bikes that are already purchased.

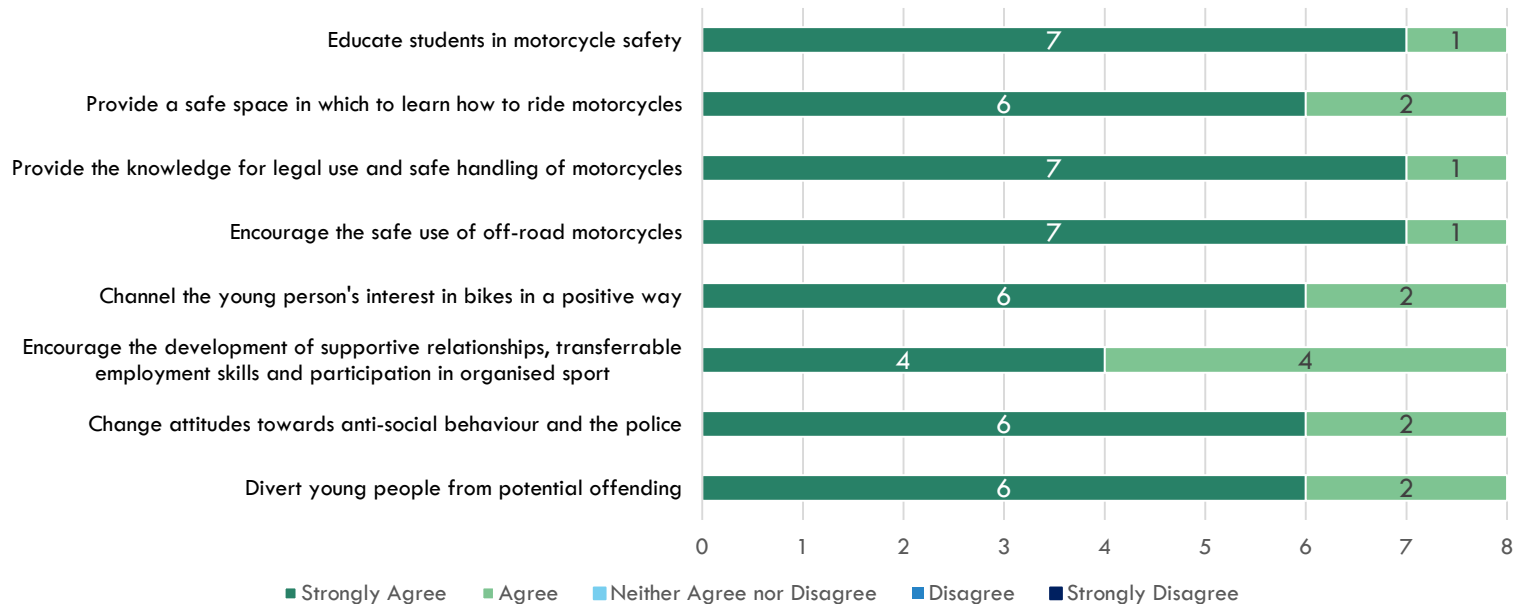
# 5

## Findings

### 5.1.2 Achievement of Programme Objectives

Key stakeholders (6) and organisers (2) who took part in the survey (8) were asked to what extent they felt that MAP met the programme objectives. The majority of respondents strongly agreed that MAP educates students in motorcycle safety (7), provides the knowledge for legal use and safe handling of motorcycles (7) and encourages the safe use of off-road motorcycles (7). Additionally, 6 respondents strongly agreed that the programme meets the objective of providing a safe space in which to learn how to ride motorcycles. The same number strongly agreed that MAP meets the objective of channelling the young person's interest in bikes in a positive way (6), change attitudes towards anti-social behaviour and the police (6) and diverts young people from potential offending (6). Half of respondents strongly agreed that the programme meets the objective of encouraging the development of supportive relationships, transferrable employment skills and participation in organised sport (4) (Figure 9).

**Figure 9: Meeting Programme Objectives**



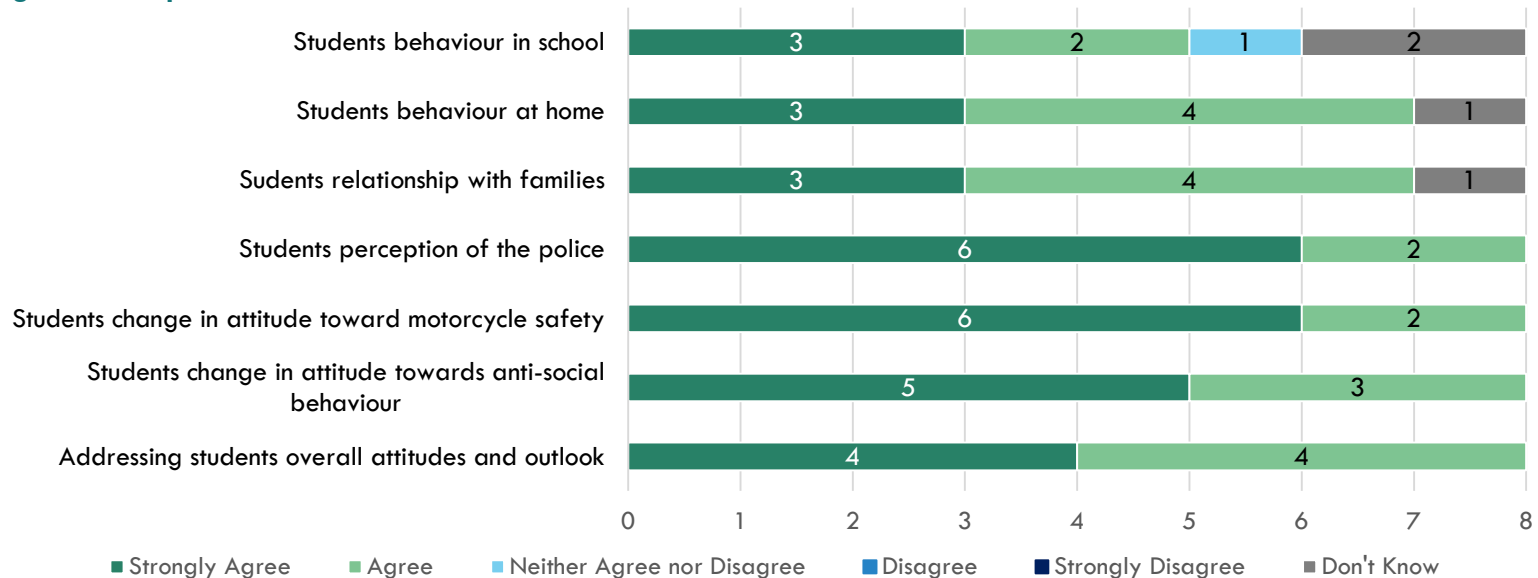
# 5

## Findings

### 5.1.3 Impact

The respondents to the organiser (2) and key stakeholder online survey (6) were asked to what extent they agreed or disagreed that MAP impacted on a range of factors. The majority of respondents (6) strongly agreed that the programme had an impact on students attitude toward motorcycle safety, while 2 respondents agreed with this statement. The same number (6) strongly agreed the programme had an impact on students perception of the police, while 2 respondents agreed. Five respondents strongly agreed that the programme had an impact on students attitudes towards anti-social behaviour and 3 respondents agreed. Half of respondents (4) strongly agreed that the programme had an impact on addressing students overall attitudes and outlook while the other half (4) agreed with this. Additionally, 3 respondents strongly agreed that the programme impacted on the students relationship with their families, while 4 respondents agreed and 1 respondent didn't know. The same number of respondents strongly agreed (3), agreed (4) or didn't know (1) if the programme impacted on students behaviour at home. Furthermore, 3 respondents strongly agreed that the programme impacted on students behaviour in school, 2 respondents agreed, 1 neither agreed nor disagreed and 2 reported that they didn't know (Figure 10).

**Figure 10: Impact of MAP**

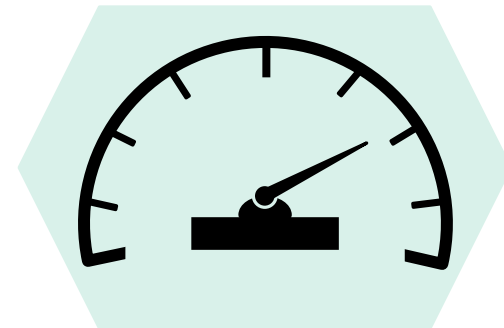


# 5

## Findings

If they answered strongly agree or agree in regards to the impact of the programme, the respondents to the online survey were asked to provide some insight on what MAP has done to achieve this. Respondents provided the following:

- Parents have contacted staff, to say that they had noticed a change in behaviour at home as a result of their child attending MAP.
- The police have also noticed a change in attitude towards them from young people and feel that there is less risk for them when attending anti-social behaviour calls in these areas. This comes from the engagement that occurs within the programme and allowing young people to see the person behind the uniform.
- The programme provides a safe non-judgmental environment for young people to develop skills, make new relationships and gain confidence. It also allows them to develop an insight into the dangers of illegal and unsafe motorcycles.
- Students agree to a 'class contract' which is a list of acceptable behaviours for everyone, including staff and coaches. This includes, communication, punctuality, diversity and respect in terms of others and equipment. This ensures young people feel respected and understand everyone is accepted and treated in the same way, which in turn, helps build confidence.
- The programme has a 'nurture' ethos, informing and teaching young people in a way that they get sufficient information to make good informed choices. When discipline is required, it is given with a fair but firm approach.
- Young people learn that if they follow simple safety rules and behave in a respectful way, they are then allowed to enjoy the new skills they have learned. This transfers into wider behaviour at home, in school and on a broader social level, helping in securing jobs and becoming responsible adults.



# 5

## Findings

### Measuring Impact

Respondents of the organiser (2) and key stakeholder online survey (6) were asked how they measured programme success. They explained that success was measured on an individual basis. They added that success can be measured through commitment from students, while also observing the change in their behaviour and attitude which means they are applying what they have been taught.

Furthermore, success can also be measured by the number of students who completed the course and received training certificates.

Those who took part in the semi-structured interview (2) also discussed ways of measuring success of the programme. They echoed what was said in the online survey in terms of how many completed the course and received certificates, however they added that it may be useful to follow up with the students after the course to assess longer-term benefits.

Representatives from the PSNI added that they could see a difference when out on duty. They have reported a reduction in calls regarding anti-social behaviour in areas where the course is being run. They also added that the young people now show more respect for the police officers, especially when they are attending an incident in their area.

### Benefits of Motorcycle Awareness Programme

Respondents of the key stakeholder (6) online survey were asked if there would be benefits of running MAP in their local area. All respondents who answered the question (5) replied yes. They were then asked to explain why they felt there would be benefits. Respondents noted the following:



The programme has such an impact on the behaviour of young people and their attitude towards police and it is important to keep that engagement going



There have already been 4 successful programmes in this area



Helps to reduce anti-social behaviour and potential accidents



Beneficial to any urban or rural area where young people need an outlet

MAP also featured on BBC1's *Ill Gotten Gains*, which highlighted how the programme assisted in teaching young people about the dangers and consequences of the illegal use of motorcycles in public places in an attempt to deter such behaviour. It also detailed how students were given the opportunity to practice motorcycle safety on the course by providing them with the knowledge required and a safe place to ride.

[YouTube: Ill Gotten Gains - BBC1 - Scrambler Bikes NI – YouTube \(opens in a new window\)](#)

# 5

## Findings

### 5.1.4 SWOT Analysis

Key stakeholders in PSNI were asked to provide written feedback in relation to the impact of MAP on the Criminal Justice System. A number of strengths, weaknesses, opportunities and threats are outlined below:



#### Strengths

- Quality of the course and training delivered is truly excellent
- The support from Motorcycle Bodies which has been crucial in hosting, delivery and adding credibility to the course
- Local Neighbourhood Teams who participated were engaged and enthused by the course and the outreach it facilitated into communities, particularly young males from disadvantaged areas
- Significant changes and development seen in participants, with the course instilling discipline, developing confidence and providing qualifications for the few young people fortunate enough to attend



#### Weaknesses

- Whilst outcomes are positive, these are for the few fortunate individuals who have been able to access the programme
- No current understanding of the impact of the programme upon offending behaviour



#### Opportunities

- Suitable locations to host the course, with outside space for the practical element and indoor accommodation for the classroom element
- Post-course opportunities for young people to exercise their learned skills and develop their interest in a safe and affordable manner



#### Threats

- Cost of delivering the course; motorsports are a costly hobby before considering the cost of the expertise required to deliver meaningful learning
- Public perception that the course rewards youths who have come to adverse attention and the impact this has upon funding streams (e.g. organisations shying away from providing necessary funding)

# 6 Overall Views and Recommendations

## 6.1 Challenges Faced

The respondents to the key stakeholder (6) and organiser online survey (2) were asked what challenges were faced in running MAP. The biggest issue raised was around cost and funding as this makes the project difficult to sustain and limits what can be offered to the young people. There were a number of other challenges raised:

- Short-term engagement: The short running time of the course makes changes made during the programme difficult to sustain afterward. A suggestion of a follow up programme for those who have already completed the course was made.
- Difficulty in finding a permanent track or location due to noise, environmental health and accessibility.
- Getting engagement and buy in from other council areas to run programmes locally.
- The programme is resource intensive to run and therefore is currently not sustainable.

The respondents to the organiser online survey (2) were asked to provide suggestions on how the challenges could be addressed. The respondents highlighted that they had already made efforts to overcome such challenges. This included attending information days to raise awareness and a province wide online campaign informing councils of the resources available if they are experiencing problems with illegal off road motorcycling. They also explained that availability of MAP resources are circulated by a steering group of DOJ, DFC, PSNI and the course provider but the issue is that funding needs agreed by the local council (interested parties or other organisations).

The respondents to the organiser online survey (2) reported that they felt the length of the programme was suitable to cover all elements required. They also explained that there were sufficient resources to run two projects simultaneously.

The stakeholders who were interviewed (2) explained that they struggled to find suitable locations to run the course, due to the noise and issues with environmental health. In addition to this, they added that the location would need to be within walking distance so it is accessible for the students to bring their bikes to the course safely. The participants explained that the course was first run at the Ulster Grand Prix which provides the facilities needed, but due to it being located outside of the community it is not suitable for the students to access.

Key stakeholders (6) were asked in the online survey if the illegal use of motorcycles had been identified as an issue in their area. The majority (5) of respondents reported that this was a problem in their local area.





# 6 Overall Views and Recommendations

## 6.2 Programme Strengths and Weaknesses

The findings from students, parents, key stakeholders and programme organisers identified a number of strengths and weaknesses of MAP which are outlined below:



### Strengths

- Police engagement with young people and change in attitudes
- Youth engagement with the programme
- Improved confidence among students
- Partnership with stakeholders
- Good quality programme delivery
- Engagement and commitment from staff
- Engagement with communities
- Progression in learning and sense of achievement
- Multi-agency steering group
- Assist pathways to volunteering and employment opportunities
- The programme is versatile and can be used as both a diversionary programme (e.g. for young people within the community) and to help aid rehabilitation (e.g. with offenders within Hydebank).



### Weaknesses

- Limited data collection within the programme. Implementation and routine collection of participant demographics and exit questionnaires would help give full evidence base
- Lack of buy-in from local councils
- Lack of designated off-road motorcycle sites within each council area
- Lack of sufficient funding
- Lack of promotion in local areas
- Limited capacity in number of students
- Lack of engagement from other organisations
- Potential for young people to turn to anti-social behaviour

# 6 Overall

## 6.3 Organiser and Key Stakeholder Comments

“ On the benefits of running MAP in their local area:

- “There have been such huge changes in behaviour and [attitude] towards the Police, such like we have not seen in the 10 years I have been Policing in the area. I believe we would lose that engagement that we have with the young people. We need to make this happen.”
- “I think it would benefit any urban/rural area where kids need an outlet.”
- “We have had 4 very successful programmes in our area.”
- “Reduce[s] potential accidents and anti social behaviour.” ”

PSNI view on programme impact:

- The PSNI explained the difference they see when they are out in duty. They stated that there is a reduction in anti-social behaviour calls in areas that the course is being run and furthermore, they are engaging better with young people in these areas.
- The PSNI officers noted that young people on the course can be reluctant to engage with them initially, but as the course progresses they notice the young people are more likely to approach them.
- It was also reported that there have been occasions when officers are out on patrol, when the young people they know from the course will speak to them and encourage friends to listen to Police officers.

““

Further Comments:

- “I feel that this course has had such a huge impact on the young people and the local community we need to prioritise the sustainability of this. In my opinion the first step of this is getting a permanent track.”
- “Illegal off road motorcycle activity will always prevail until there is an increase in Designated Sites for young people to engage their passion in the same way as those young people passionate about skate boards or mountain bikes. I do not understand local authorities reluctance to become more pro active in off road motorcycling given NI has such a rich motorcycling heritage. My view is that local authorities should embrace this heritage and develop it. I am willing to talk to anyone in authority who would listen to my suggestions on how to achieve this.” ”

””

What works well:

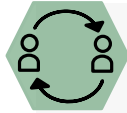
- Key stakeholders explained that the course works well because of the people who are running the course.
- They added that it is important to have people who can engage with the young people and train others.

# 6 Overall

## 6.4 Participant Suggestions for Improvement



*A long-term approach to the programme. Deliver over 24-32 weeks.*



*Develop partnership with youth work to encourage youth based qualifications while on the course.*



*Implementation of data collection for a full evidence base*



*Secure more funding so the programme becomes sustainable.*



*More buy-in from local councils.*



*Wider publicity within the community and among local councils.*



*Follow up with students after completion of the programme to see how they have benefitted.*



*Find permanent track or suitable facility in each area.*



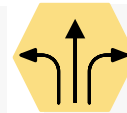
*Opportunities for students to come back as trainers or to help out.*



*Employ an administration manager to look after funding applications.*



*More engagement from other organisations and representatives within them.*



*Incorporate other activities into programme. (e.g. drug and alcohol awareness, mental health, social media, employability and training, Youth Justice Agency awareness).*

# 6 Overall

## 6.5 Future Steps

### Data Collection

There is a strong requirement for further quantitative data in relation to the work done by MAP and the impact on students. Demographic data of students, including gender, age and area they live in should be collected and collated in order to give a student profile and information on their achievements within the programme should be recorded in order to effectively monitor progress.

### Standardised Selection Process

Further quantitative data would also allow for a more standardised selection process. Taking in to account the demand for places highlighted in this review, a more standardised approach to which students get a place on the programme could be implemented.

### Measuring Impact

There is a need to ask students for their views on MAP, whilst organisers and stakeholders believe they are doing the right things, evidence of this largely remains anecdotal, rather than quantifiable, and is not reflective of the work and positive outcomes taking place. DoJ have designed student and parent entry and exit questionnaires for implementation into MAP. However, to date, these have not been implemented. Two different types of exit questionnaires have been used for data collection, however these should be consistent to ensure effective collation and comparison. Ensuring that both entry and exit questionnaires are completed for each student and parent involved in the program will help in measuring impact and provide an evidence base to help support the ongoing funding of the programme.

### Long Term Impact

Findings suggest that MAP can assist with employment opportunities and future prospects. In order to measure the long-term impact of MAP, it would be beneficial to run a questionnaire with students six months after exiting the programme to establish to what extent taking part in MAP impacted on their lives. Case studies could also be used as a way of determining long-term impact.