



Method of Travel to/from School by Pupils in NI, 2014/2015



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About this report

This report presents data from the 2014/15 Continuous Household Survey (CHS) in relation to the method of travel to/from school by children in Northern Ireland. This was the second year that this question set was included in the CHS and this is the second report produced by the Central Statistics and Research Branch (CSRB) in the Department for Regional Development (DRD).

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Introduction

TravelwiseNI¹ is the Department for Regional Development's (DRD) initiative to encourage people to choose sustainable transport options such as walking, cycling, public transport or car sharing. Travelwise NI is an integral part of DRD's Transport Policy, Strategy and Legislation Division and delivers its programmes in partnership with TransportNI, the Department of Education, the Department of the Environment Road Safety Branch, Sustrans, the Public Health Agency and Translink.

The initiative contributes to the DRD 2011- 2016 Programme for Government (PFG) target, to *'create the conditions to facilitate at least 36% of primary school pupils and 22% of post primary school pupils to walk or cycle to school as their main mode of transport'*.

TravelwiseNI encourages schools, pupils and parents to investigate the benefits of replacing the daily school run by walking and cycling to school where possible. It encourages schools to participate in a range of participative events such as Walk/Cycle to School Week and Walk to School Month. TravelwiseNI in partnership with the Public Health Agency funds the Active School Travel programme to raise awareness of sustainable travel options such as walking and cycling and to promote the benefits for children such as:

- becoming healthier and fitter
- becoming more independent and self-confident
- improving their environment and build their skills

Uses of the Data

The report will provide annual statistics on the main method of travel to/from school and, in particular, on the proportion of primary school and post primary school pupils who walk and cycle to school. This information will be used to monitor the effectiveness of the Travelwise NI Initiatives that are aimed at increasing the proportion of children who travel actively to school and for reporting on the progress of the PFG target on an annual basis.

¹ Information on Travelwise NI is available at <http://www.nidirect.gov.uk/travelwiseni>

Key Points

Main method of Travel to/from school

- Among primary school pupils, over three fifths (61%) were driven to/from school by car² and a further 29% walked to/from school. Almost one in ten (9%) pupils travelled to/from school by bus, while 1% usually cycled. These figures are around the same as in 2013/14 (car; 59%, walking; 31%, bus; 10%, bicycle; 1%).
- Primary school children living in rural areas were more likely to be driven to/from school by car (69%) or by bus (16%) than those living in urban areas (57% and 5% respectively) while children living in urban areas were more likely walk to/from school (37% v 15%).
- Among post primary pupils, almost half (48%) travelled to/from school by bus and a further three tenths (30%) were driven by car. Just under a fifth (19%) of pupils walked to/from school while the remainder cycled (1%) or took the train (1%). There has been no real change since 2013/14 (bus; 46%, car; 30%, walking; 22%, train; 1%).
- Post primary school pupils living in rural areas were almost twice as likely to travel to/from school by bus (69%) than those living in urban areas (36%). Those living in urban areas were more likely to walk to/from school (28%) than those in rural areas (5%).
- Three tenths (30%) of primary school pupils walk or cycle to school as their main mode of transport compared with two tenths (20%) of post primary school pupils. These are around the same proportions as in 2013/14 when 31% of primary school pupils and 22% of post primary school pupils walked or cycled to school as their main mode of transport.

Walking to School

- For those pupils who normally walk all or part of the way to/from school, 96% of primary school pupils and 77% of post primary school pupils walked all of the way to/from school.
- Of the 197 primary school children who walked for all or part of the journey to/from school, almost two thirds (63%) spent 10 minutes or less per day

² Car/van/taxi

walking to/from school, 27% spent between 11 and 20 minutes, 7% spent between 21 and 30 minutes and 3% spent more than 30 minutes walking.

- Among the 127 post primary school children who walked for all or part of the way to/from school, 42% walked for 10 minutes or less, 33% walked for between 11 and 20 minutes, 14% walked for 21-30 minutes and the remaining 11% spent more than 30 minutes walking.

Cycling to and from school

- 1% of primary school pupils cycled to school in 2014/15 (1% in 2013/14).
- 1% of post primary school pupils cycled to school in 2014/15 (less than 0.5% in 2013/14).

Distance from home to school

- More than half (53%) of primary school pupils lived 0-1 mile from their school compared to just over a fifth (21%) of post primary school pupils. A similar proportion of primary and post primary pupils (31% and 27%) lived within 2 – 3 miles.
- In contrast, more than half (52%) of post primary school pupils lived more than 4 miles from their school compared to 17% of primary school pupils.
- Over half (55%) of primary school pupils living between 0-1 mile walked to/from school with a further 44% being driven by car and the remaining 2% by bus.
- Almost two thirds (65%) of post primary school pupils living between 0-1 mile walked to/from school, more than a quarter (27%) were driven by car and the remaining 8% travelled by bus.

Time spent per day on forms of exercise other than walking and cycling to/from school

- Less than half (49%) of primary school pupils and approximately a third (33%) of post primary school pupils take part in more than 60 minutes physical activity over and above walking/cycling to school, thereby achieving the recommended daily exercise as advised by the Public Health Agency. These is similar to the proportions in 2013/14 (44% primary; 37% post primary).

Results

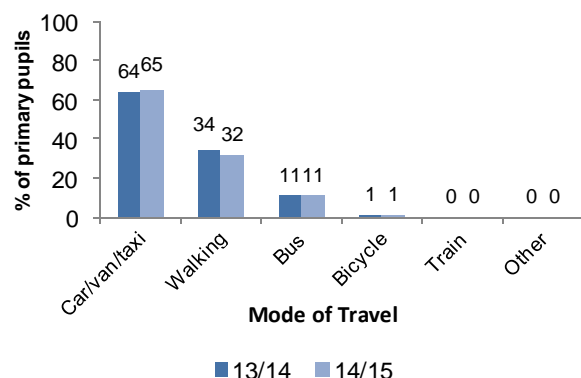
To provide context, respondents were asked if children in the household attended primary school or post primary school. Parents³ were then asked the set of questions on behalf of their child(ren).

Of the 1,148 children for whom parents provided information, 623 (54%) attended a primary school and the remaining 525 (46%) attended a post primary School.

Modes of transport normally used to get to and from school

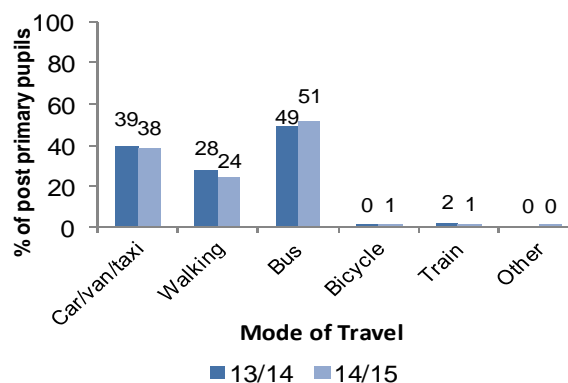
Respondents were asked to indicate which of the modes of transport listed their children normally used to travel to and from school (respondents could select more than one option).

Figure 1: Primary School



Bases: 14/15=622; 13/14=642

Figure 2: Post Primary School



Bases: 14/15=522; 13/14=613

Percentages may sum to more than 100% due to multiple responses.

Primary School Pupils

Among primary school pupils, almost two thirds (65%) were driven to/from school by car, one third (32%) walked either all or part of the way to/from school while just over one in ten (11%) took a bus. One in a hundred pupils (1%) cycled to/from school. These figures are around the same as 2013/14.

Primary school pupils living in urban areas were more likely to walk for all or part of the way to school (41%) than those children living in rural areas (16%). Conversely, children living in rural areas were more likely to be driven by car (75%) and by bus (18%) to school than those living in urban areas (60% and 6% respectively).

³ Parents/Guardians

Post primary School Pupils

Among post primary pupils, over half (51%) travelled to/from school by bus, almost two fifths (38%) were driven by car and almost a quarter (24%) walked for all or part of the way. A small proportion of pupils either travelled by train (1%) or cycled (1%) to/from school. The figures are around the same for 2013/14.

Post primary school pupils living in urban areas were over four times as likely to walk for all or part of the way to school (34%) than those children living in rural areas (8%). Conversely, children living in rural areas were more likely to take the bus to school (71%) than those living in urban areas (40%).

Main mode of transport to and from school

Respondents were then asked to consider the child's **main** mode of transport to and from school, i.e. the mode of transport used for the longest part of the journey. For both primary and post primary pupils results are similar in 2014/15 to what was found in 2013/14.

Table 1: Main mode of transport to and from school 2014/15

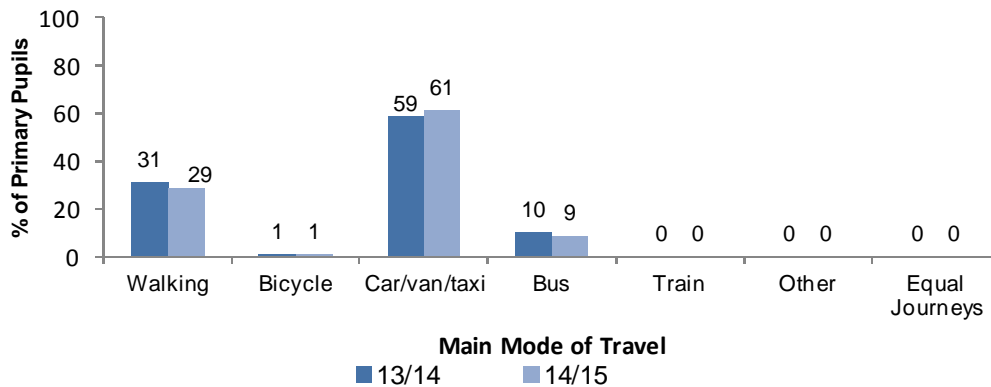
	Primary (%)	Post Primary (%)
Walking (all or part of the way)	29	19
Bicycle	1	1
Car/van/taxi	61	30
Bus	9	48
Train	0	1
Other	0	0
Cannot distinguish - equal number of journeys made with different modes	0	1
Base	622	521

Main mode of Travel: Primary School Pupils

Among primary school pupils, over three fifths (61%) were driven to/from school by car and a further 29% usually walked to/from school. Almost one in ten (9%) pupils travelled to/from school by bus while 1% usually cycled. This shows no change since 2013/14.

Primary school children living in rural areas were more likely to be driven to/from school by car (69%) or by bus (16%) than those living in urban areas (57% and 5% respectively) while children living in urban areas were more likely to walk to/from school (37% v 15%).

Figure 3: Primary School



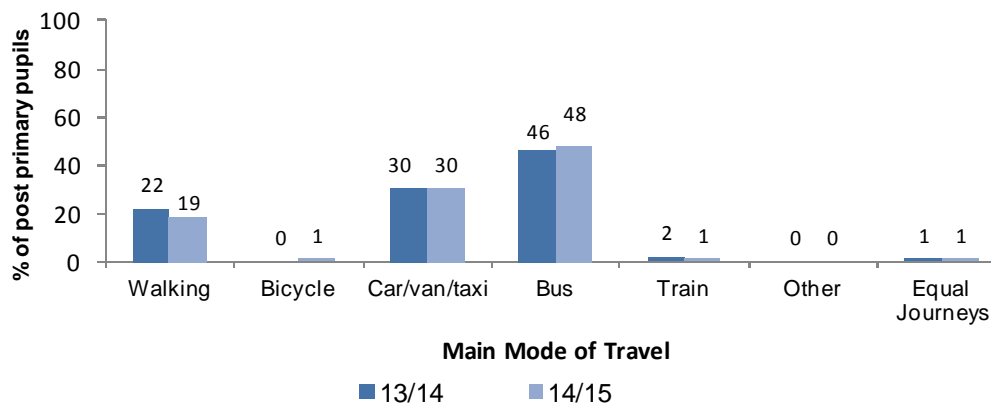
Base: 14/15=622; 13/14=639

Main mode of Travel: Post Primary School Pupils

Among post primary pupils, almost half (48%) travelled to/from school by bus and a further three tenths (30%) were driven by car. Just under a fifth (19%) of pupils walked to/from school while the remainder cycled (1%) or took the train (1%). A small proportion (1%) of parents stated that they could not distinguish the main mode of travel, i.e. equal number of journeys made with different modes (e.g. taken by car to school 5 days a week, and walked home from school 5 days a week).

Post primary school pupils living in rural areas were almost twice as likely to travel to/from school by bus (69%) than those living in urban areas (36%). Those living in urban areas were more likely walk to/from school (28%) than those in rural areas (5%).

Figure 4: Post Primary School



Base: 14/15=521; 13/14=612

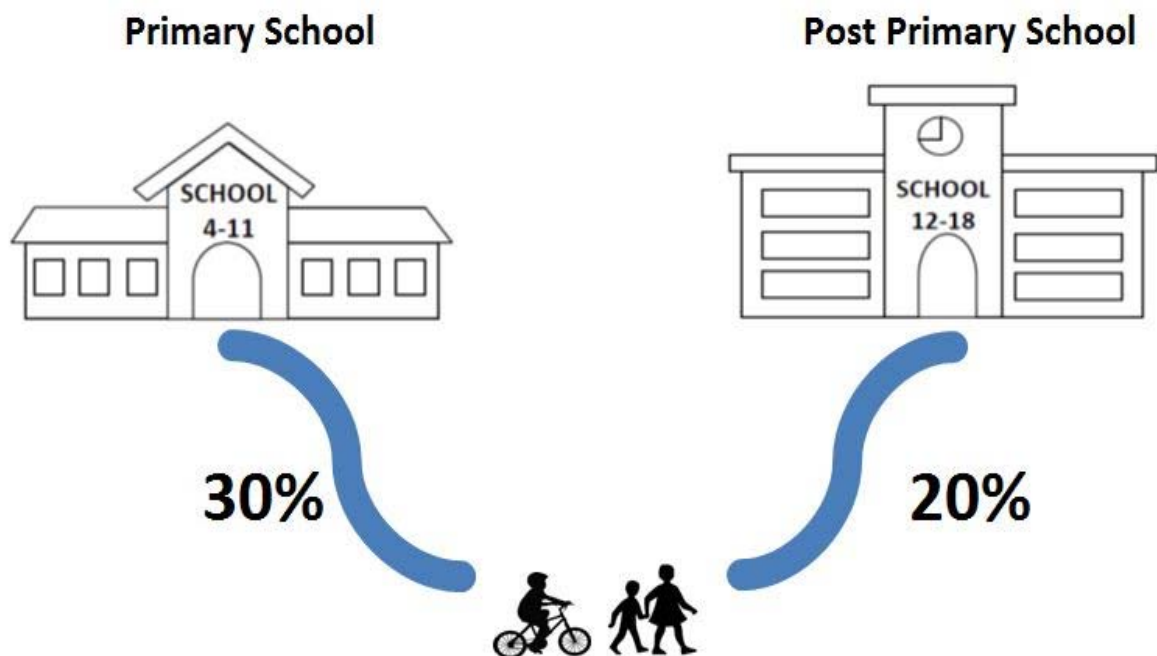
Walking and Cycling to/from School

DRD's 2011-2016 Programme for Government (PFG) target aims to 'create the conditions to facilitate at least 36% of primary school pupils and 22% of post primary school pupils to walk or cycle to school as their main mode of transport'.

During 2014/2015, almost one third (30%) of primary school pupils walked or cycled to school as their main mode of transport compared with one fifth (20%) of post primary school pupils. These results are similar to 2013/14 when 31% of primary school pupils and 22% of post primary school pupils walked or cycled to school.

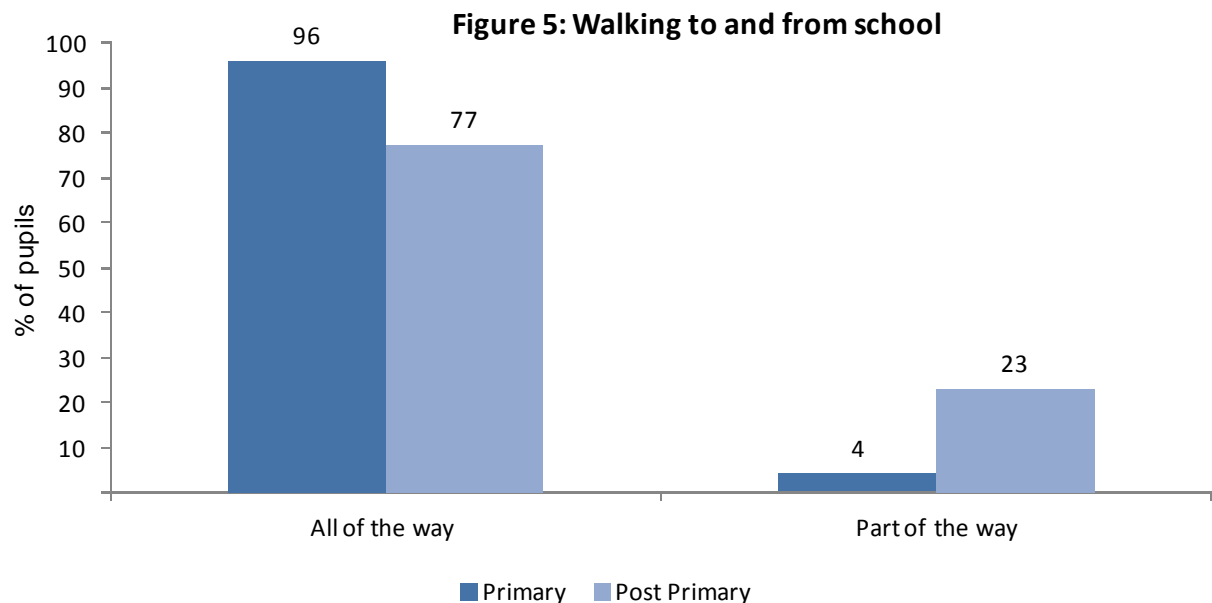
As these percentages are calculated from a representative sample of the Northern Ireland population, confidence intervals must be calculated to estimate the level of uncertainty in the sample estimate. These confidence intervals can be found in Appendix 4 on Page 26.

Walking and Cycling to/from School



Walking to and from school

Respondents who stated that their child normally walked for all or part of the way to/from school in Question 1 (197 of whom were primary school pupils and 127 were post primary pupils), were subsequently asked whether their child walked all of the way or part of the way to/from school.



Base: Primary=197; Post Primary=127

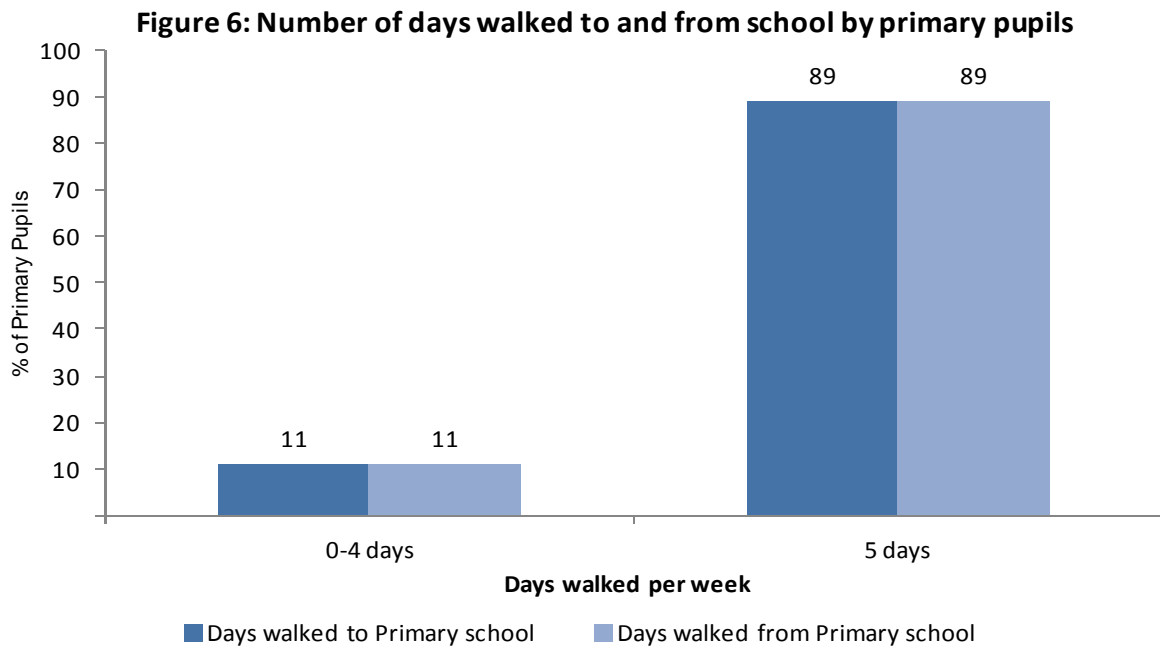
Of the 197 primary school children who walked, 96% walked all of the way to/from school and the remaining 4% walked part of the way. These results are similar to 2013/14 (95% walked all of the way and 5% walked for part of the way).

Of the 127 post primary school children who walked, 77% walked all of the way and the remaining 23% walked for part of the way. In 2013/14, the comparable results were similar, 78% walked all of the way and 22% walked for part of the way.

The lower proportion of post primary school children who walked all of the way to/from school may reflect the greater distances travelled between their home and school and may include a walk to/from the bus stop (see figure 9).

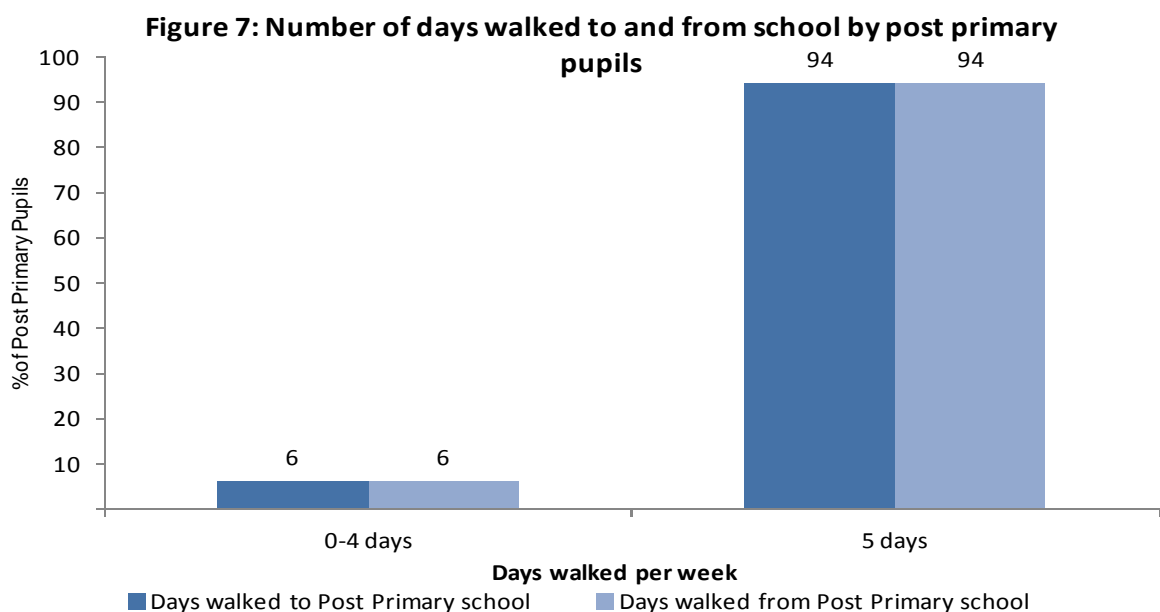
Number of days per week walked to and from Primary/ Post Primary school

The parents and guardians of children who walked all or part of the way to/from school were then asked to indicate how many days per week the child walked (all or part of the way) to school.



Base=197

Of the 197 primary school children who walked all or part of the way to and/or from school, the same proportions walked to school and from school 5 days per week (89%).

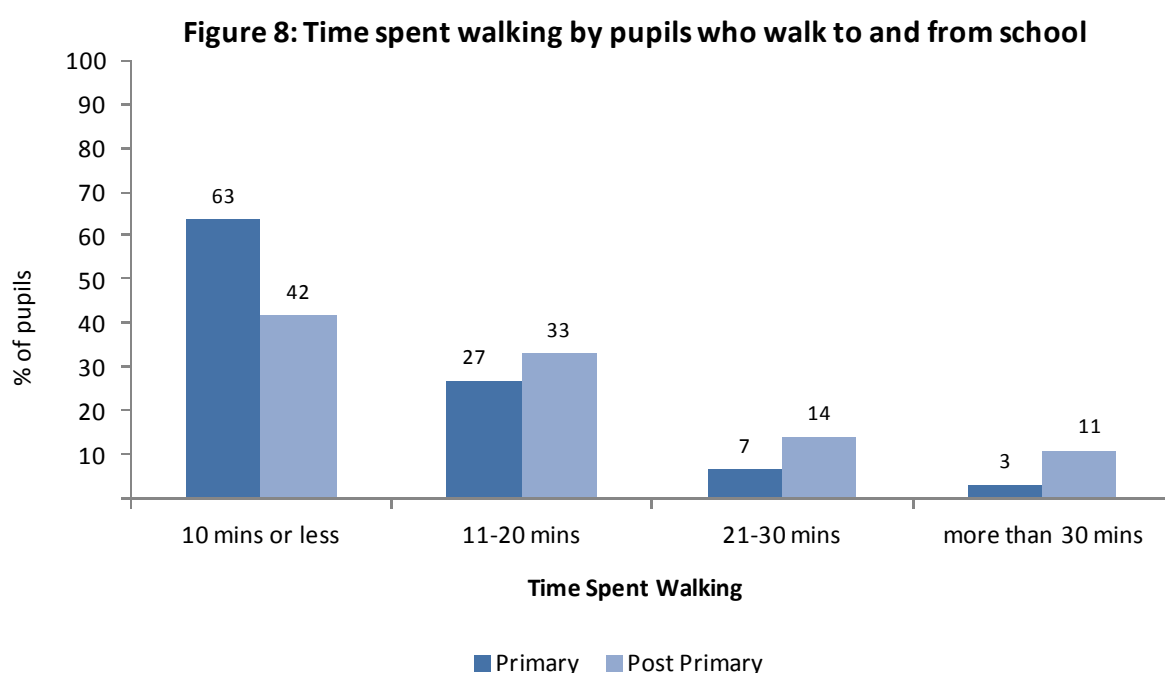


Base=127

Of the 127 post primary school children who walked all or part of the way to/from school, the same proportion (94%) walked to school and from school 5 days per week.

Length of time per day spent walking to and from Primary/ Post Primary school

Parents who indicated that their child walked to/from school for all or part of the journey were asked how long in total their child spent walking to and from school on a daily basis.



Base: Primary=197; Post Primary=127

Of the 197 primary school children who walked for all or part of the journey to/from school, almost two thirds (63%) spent 10 minutes or less per day walking to and from school, 27% spent between 11 and 20 minutes and 7% spent between 21 and 30 minutes while the remaining 3% spent more than 30 minutes.

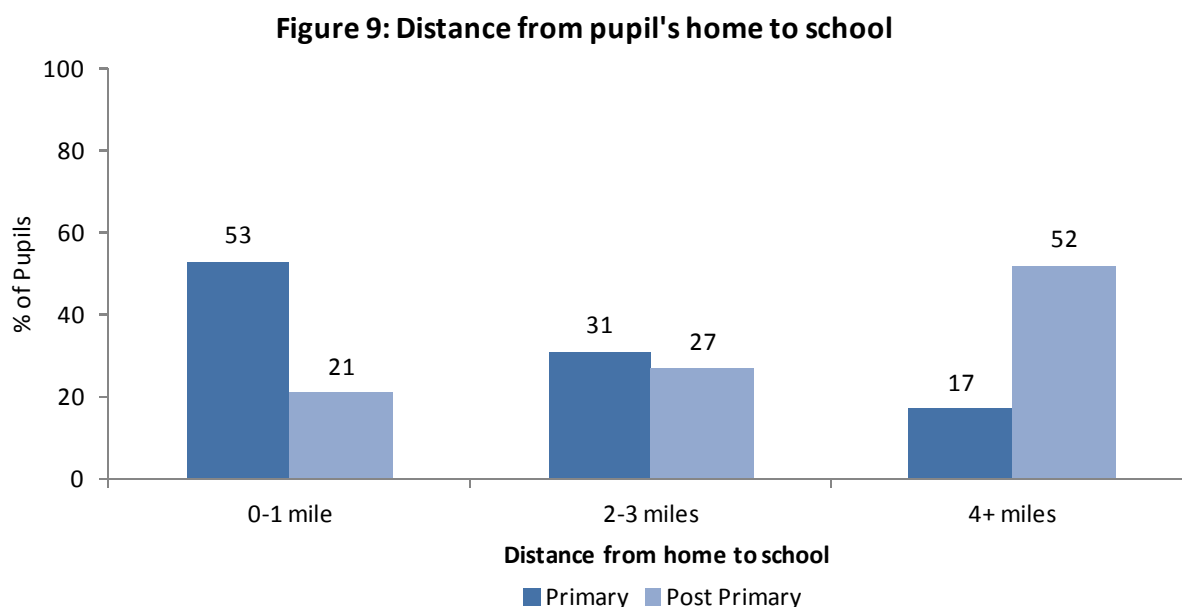
Among the 127 post primary school children who walked for all or part of the way to/from school, 42% walked for 10 minutes or less, 33% walked for between 11 and 20 minutes, 14% walked for 21-30 minutes and the remaining 11% walked for a total of more than 30 minutes.

Cycling to and from school

The proportions of both primary school children and post primary school children who cycled to/from school were 1% during 2014/15. Due to the small numbers of children cycling, it is not possible to present any further analysis or breakdown of cycling to school.

Distance from child's home to Primary/ Post Primary school

All parents and guardians were asked to estimate the distance to their child's school (to the nearest whole mile) from their home.



Base: Primary=622; Post Primary=518

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Due to small numbers of pupils living more than 4 miles from their school, '4-5 miles' and '6+ miles' categories have been combined.

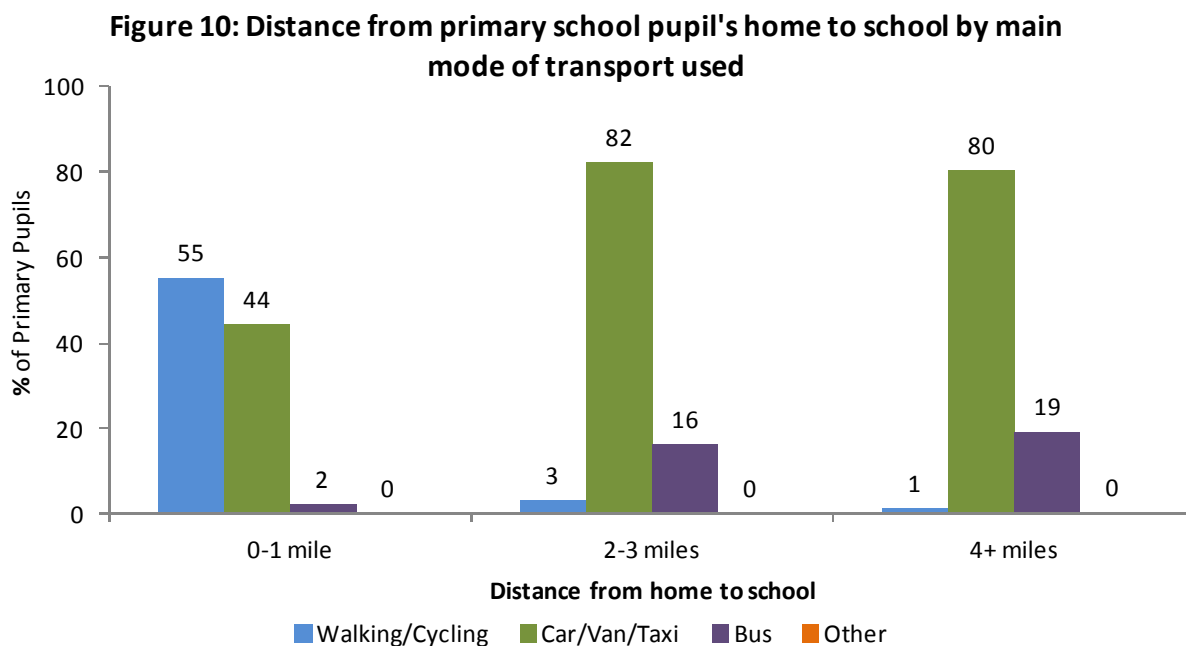
More than half (53%) of primary school pupils lived 0-1 mile from their school compared to just over a fifth (21%) of post primary school pupils. A similar proportion of primary and post primary pupils (31% and 27%) lived within 2-3 miles.

In contrast, more than half (52%) of post primary school pupils lived more than 4 miles from their school compared to 17% of primary school pupils.

In 2014/15, there were 836 primary schools and 208 post primary schools⁴ in NI. It is likely therefore, that children will live closer to primary schools so these results are not unexpected.

Main mode of Transport by Distance to school

Primary



Base=622

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Due to small numbers of pupils living more than 4 miles from their school, '4-5 miles' and '6+ miles' categories have been combined.

It can be seen from Figure 10 that over half (55%) of primary pupils living between 0-1 miles walked or cycled to/from school with a further 44% being driven by car and the remaining 2% travelled by bus.

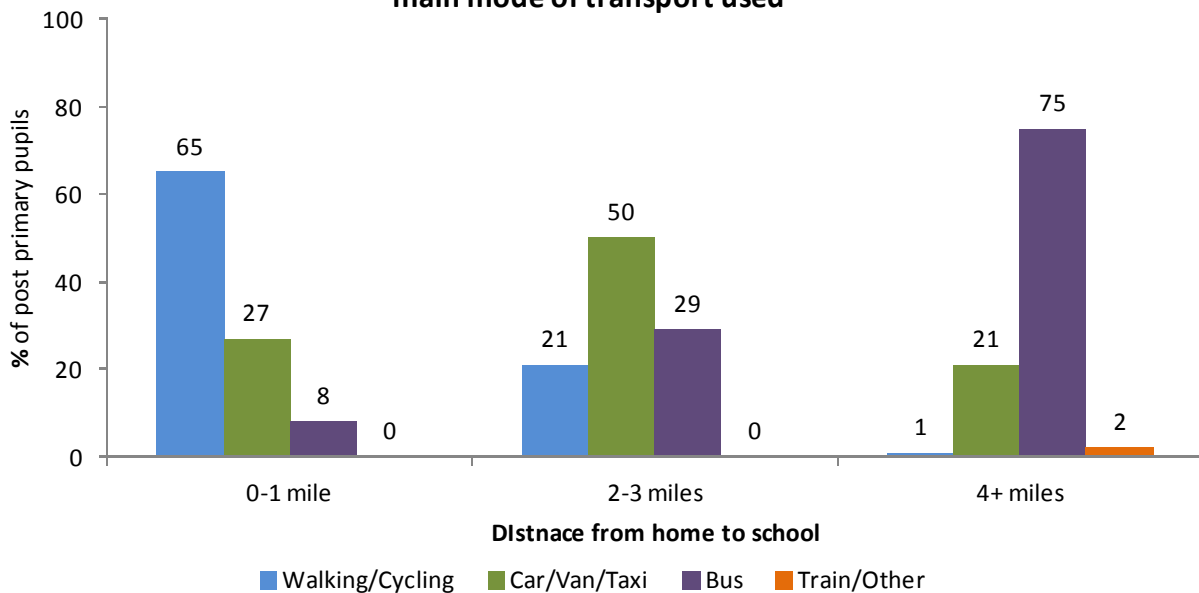
For those living between 2-3 miles from their school, 82% were driven by car, 16% took the bus and 3% walked or cycled to school.

⁴ <https://www.deni.gov.uk/publications/school-enrolments-school-level-data-201415>

For those living more than 4 miles from their primary school, the car was the most popular mode (80%), but the proportion of those who took the bus was almost one fifth (19%).

Post Primary

Figure 11: Distance from post primary school pupil's home to school by main mode of transport used



Base=518

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

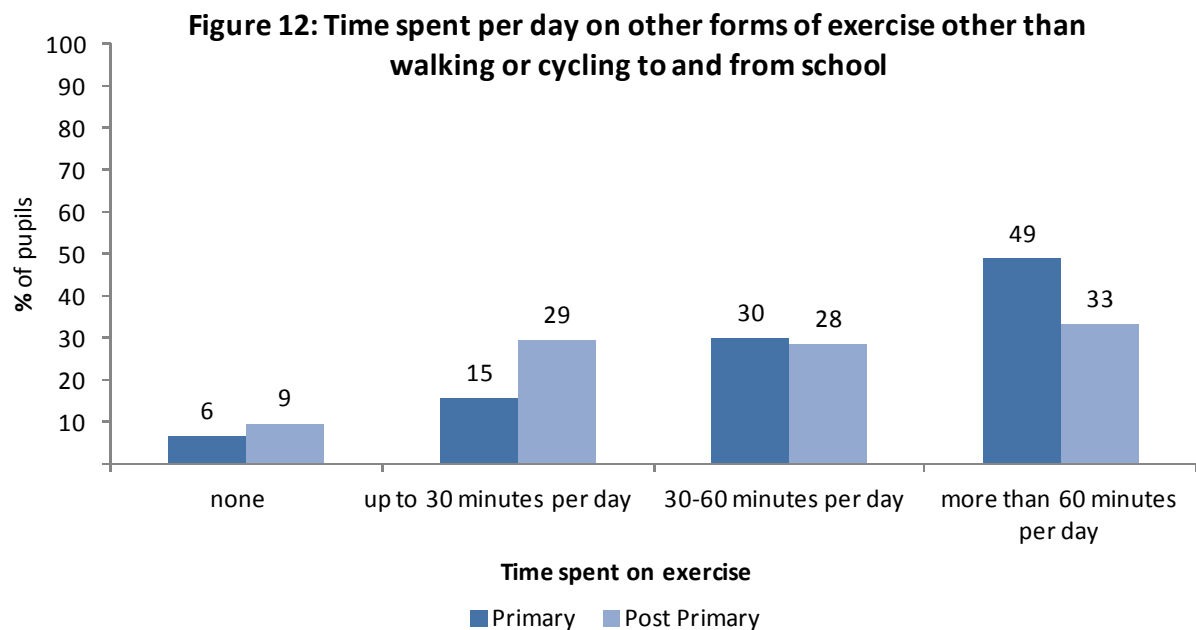
Figure 11 shows that almost two thirds (65%) of post primary pupils living between 0-1 miles walked or cycled to/from school, more than one quarter (27%) were driven by car and the remaining 8% travelled by bus.

Of those living between 2-3 miles from school, half (50%) were driven by car, almost three tenths (29%) travelled by bus and over a fifth (21%) walked or cycled to school.

The bus was the main mode of transport, accounting for three quarters (75%) of pupils living 4+ miles from their school with a further fifth (21%) being driven by car.

Time spent per day on forms of exercise other than walking and cycling to/from school.

Parents were asked to estimate how much time per day on average that their child/children spent on exercise including other forms of walking or cycling and physical exercise such as running, football, dance, swimming, gymnastics etc.



Base: Primary=621; Post Primary=521

The Public Health Agency (PHA) recommends that all children and young people aged between 5 and 18 years old should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

The results presented in Figure 12 would indicate that less than half (49%) of primary school pupils and a third (33%) of post primary school pupils take part in more than 60 minutes physical activity over and above walking/cycling to school, thereby achieving the recommended daily exercise as advised by the PHA. There has been no real change since 2013/14 in the proportion of both primary school pupils (44%) and secondary school pupils (37%) who spend more than 60 minutes per day exercising.

Among primary school pupils, 6% did not spend any time per day taking part in exercise and other forms of activity. Among post primary school pupils, the comparative figure was 9%.

Excluding time spent per day walking or cycling to/from school, primary school pupils living in urban areas (9%) were more likely not to do any other forms of exercise than those living in rural areas (2%) and rural pupils were more likely (37%) than urban pupils to take between 30 and 60 minutes of exercise per day.

Among post primary pupils, those living in rural areas were more likely (34%) than their urban counterparts (25%) to take between 30 and 60 minutes per day.

Appendix 1: Technical Notes

Data Collection

The information presented in this publication derives from the Northern Ireland Continuous Household Survey (CHS), a Northern Ireland wide household survey administered by Central Survey Unit (CSU), Northern Ireland Statistics and Research Agency (NISRA).

It is based on a sample of the general population resident in private households and has been running since 1983. The Survey is designed to provide a regular source of information on a wide range of social and economic issues relevant to Northern Ireland. The nature and aims of CHS are similar to those of the General Household Survey (GHS), which is carried out by the Office for National Statistics (ONS) in Great Britain.

The 2014/15 survey was based on a random sample of 4,500 domestic addresses drawn from the Land and Property Services list of addresses and interviews were sought with all adults aged 16 and over in these households. DRD placed questions related to method of travel to/from school for the second time in the 2014/2015 CHS. The questions relating to school travel are included in Appendix 4 of this publication.

The dataset contains the records for 1,148 children who attended a primary or post-primary level school at the time of interview and whose parents provided a response. These records are based on the responses to the DRD Household Module answered by the Household Reference Person or Spouse.

Data Quality

Data were collected by CSU and various validation checks were carried out as part of the processing. CSU is the leading social survey research organisation in Northern Ireland and is one of the main business areas of NISRA, an Agency within the Department of Finance and Personnel. CSU has a long track record and a wealth of experience in the design, management and analysis of behavioural and

attitude surveys in the context of a wide range of social policy issues. CSU procedures are consistent with the Official Statistics Code of Practice⁵.

The CHS sample was assessed and considered to be a representative sample of the Northern Ireland population at the Household level.

Whilst data quality is considered to be very good, note that all survey estimates are subject to a degree of error and this must be taken account of when considering results (see notes on sampling error on page 20). This error will be reasonably small for the majority of Northern Ireland level results but care should be taken when looking at results based on smaller breakdowns.

Multiple response questions

Multiple response questions are those for which respondents can give more than one response if they wish. For example, in the first question in this report, parents were asked to list all of the modes of transport their child used to travel to or from school. In such questions, when individual percentages are summed they may add to more than 100%. Therefore, the footnote “Percentages may sum to more than 100% due to multiple responses” has been included under the relevant charts within the main body of this publication and under the appropriate data tables in Appendix 2.

Rounding Conventions

Percentages have been rounded to whole numbers and as a consequence some percentages may not sum to 100. 0% may reflect rounding down of values under 0.5.

Significant difference

Significance tests were carried out to determine if there were differences in responses given by various respondent groups. The significance tests were carried out at 5% significance level (range = -1.96 to +1.96) and only differences which were statistically significant ($p < 0.05$) are included in this report. This means that there is at least a 95% probability that there is a genuine difference between responses

⁵ <http://www.statisticsauthority.gov.uk/assessment/code-of-practice/code-of-practice-for-official-statistics.pdf>

given by, for example, those living in urban and rural areas and the differences between the two groups cannot simply explained by random chance or sample error. When a significant difference is noted among survey respondents, it is likely that this same difference applies to the Northern Ireland pupil population.

Where the term 'similar', 'no real difference' or 'around the same' has been used when comparing results (including year-on-year) it means that there is no significant difference between the results being compared.

The following respondent groups were considered:

Urban and rural areas

Urban and rural areas have been classified using the statistical classification of settlements defined by the Inter-Departmental Urban-Rural Definition Group.

- Bands A to E are classified as Urban. This includes Belfast Metropolitan Urban Area (Band A), Derry Urban Area (Band B) and large, medium and small towns (Bands C-E) with populations ranging from 4,500 to under 75,000.
- Bands F to H are classified as rural. This includes intermediate settlements (Band F), villages (Band G) and small villages, hamlets and open countryside (Band H) with populations ranging from less than 1,000 to under 4,500 and including open countryside.

Sampling error

No sample is likely to precisely mirror the characteristics of the population it is drawn from due to both sampling and non-sampling errors. An estimate of the amount of error due to the sampling process can be calculated. For a simple random sample design, the sampling error (s.e.) of any percentage, p, can be calculated by the formula:

$$s.e. (p) = \sqrt{(p*(100-p)/n)}$$

where n is the number of respondents on which the percentage is based.

Confidence Interval

A 95% confidence interval for the population percentage can be calculated using the formula:

$$95\% \text{ confidence interval} = p \pm 1.96 * s.e. (p)$$

This means that if 100 similar, independent samples were chosen from the same population, 95 of them would yield an estimate for the percentage, p , within this range of values.

The absence of design effects in the survey means that standard statistical tests of significance can be applied directly to the data. 95% confidence intervals were calculated for the headline figures as detailed in Appendix 4 on page 26.

Other notes

The following should be noted when interpreting figures and tables:

- Detailed tabulations are not provided where the number of respondents is too small to allow meaningful analysis.
- The base number of responses to each question, which is shown in each table, is the unweighted count. The base may vary due to some respondents not answering certain questions.

Appendix 2: Data Tables

Table 1: Modes of transport normally used to travel to and from school

Percentages may not add to 100% due to Multiple Response

	Primary (%)	Post Primary (%)
Walking (all or part of the way)	32	24
Bicycle	1	1
Car/van/taxi	65	38
Bus	11	51
Train	0	1
Other	0	0
Base	622	522

Table 2: Main mode of transport to and from school

	Primary (%)	Post Primary (%)
Walking (all or part of the way)	29	19
Bicycle	1	1
Car/van/taxi	61	30
Bus	9	48
Train	0	1
Other	0	0
Cannot distinguish - equal number of journeys made with different modes	0	1
Base	622	521

Table 3: Walking all or part of the way to/from school

	Primary (%)	Post Primary (%)
All of the way	96	77
Part of the way	4	23
Base	197	127

Table 4: Number of days per week walked to school

Days	Primary (%)	Post Primary (%)
0	3	0
1	2	0
2	5	2
3	1	2
4	1	2
5	89	94
Base	197	127

Table 5: Number of days per week walked home from school

Days	Primary (%)	Post Primary (%)
0	1	1
1	3	0
2	5	2
3	2	2
4	1	0
5	89	94
Base	197	127

Table 6: Total time spent walking to and from school per day

	Primary (%)	Post Primary (%)
10 mins or less	63	42
11-20 mins	27	33
21-30 mins	7	14
more than 30 mins	3	11
Base	197	127

Table 7: Distance from child's home to school

	Primary (%)	Post Primary (%)
0-1 mile	53	21
2-3 miles	31	27
4-5 miles	9	16
6+ miles	8	36
Base	622	518

Note:

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Table 8: Distance from child's home to primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking/Cycling	55	3	1
Car/Van/Taxi	44	82	80
Bus	2	16	19
Base	328	191	103

Note:

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Table 9: Distance from child's home to post primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking/Cycling	65	21	1
Car/Van/Taxi	27	50	21
Bus	8	29	75
Train/Other	0	0	2
Base	111	136	268

Notes:

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Table 10: Time spent per day on other forms of exercise other than walking or cycling to/from school

	Primary (%)	Post Primary (%)
none	6	9
up to 30 minutes per day	15	29
30-60 minutes per day	30	28
more than 60 minutes per day	49	33
Base	621	521

Appendix 3: Comparison⁶ with Travel Survey for Northern Ireland and Census 2011 Travel to/from school Results

Table 11: Primary School Children (aged 4-11)

	Census	TSNI ^{7,8}	Continuous Household Survey
	2011 (%)	2012-2014 (%)	2014/2015 (%)
Walk/On Foot	24	27	29
Bicycle	0	0	1
Bus, Minibus or Coach	14	13	9
Car ⁹	61	60	61
Other or 'cannot distinguish' ¹⁰	0	0	0
Number of persons in sample aged 4-11	154,062	464	622

Table 12: Post Primary School Children (aged 12-18)

	Census	TSNI	Continuous Household Survey
	2011 (%)	2012-2014 (%)	2014/2015 (%)
Walk/On Foot	17	17	19
Bicycle	0	0	1
Bus, Minibus or Coach	49	48	48
Car	32	34	30
Other or 'cannot distinguish'	2	0	2
Number of persons in sample aged 12-18	145,608	414	521

⁶ Caution should be used when interpreting and comparing these figures due to differing methodologies and questions used to derive methods of travel to school.

⁷ Main mode of travel: Journeys can consist of stages e.g. walk to bus stop and take the bus to school. The main mode of travel is the form of transport used for the greatest length of the journey.

⁸ Based on journeys where the journey purpose was education. Journey purpose is governed by what the person did at the end of the journey but for journeys home the purposes is governed by the start of the journey. Therefore a journey home from school is classified as an education journey as well as any journey to school.

⁹ Car includes Car, van and taxi

¹⁰ 'Cannot distinguish' was not an option in the Census or the TSNI.

Appendix 4: Confidence Intervals

A confidence interval represents the range of values in which the true population value is likely to lie. It is based on the sample estimate and the confidence level.

As the percentages are calculated from a representative sample of the Northern Ireland population (aged 16 and over), a confidence interval can be calculated to estimate the level of uncertainty in the sample estimate.

95% confidence intervals were calculated for the headline figures for walking and cycling to school. Table 13 below summarizes the confidence intervals for Main Method of Travel to/from School in NI.

Table 13: Confidence Intervals for Main Method of Travel to/from School 2014/2105: Walking and Cycling

	Estimate	95% Confidence Range +/-	Confidence Interval
Primary School Pupils who walk or cycle	30%	4	26% - 34%
Post primary School Pupils who walk or cycle	20%	3	17% - 23%

- 30% of primary school pupils either walked or cycled to/from school in Northern Ireland. Calculating a 95% confidence interval from the results of the survey, it can be estimated that between 26% and 34% of the Northern Ireland primary school population either walked or cycled to /from school.
- 20% of post primary school pupils either walked or cycled to/from school in Northern Ireland. Calculating a 95% confidence interval from the results of the survey, it can be estimated that between 17% and 23% of the Northern Ireland post primary population either walked or cycled to /from school.

Appendix 5: Questionnaire

Children travel to school

[INTRO]

I would now like to ask some questions about how the children in this household travel to and from school.

1. CONTINUE

[C1]

Is ^kidname at a primary or post-primary school?

1. Primary school,
2. Post-primary school
3. No longer at school

If (c1=1) or (c1=2) then

[MODE]SHOWCARD 2 (Modes of Transport)

Which of the modes of transport listed does ^kidname normally use to get to and from school?
(Please consider both journeys and include all modes of transport. If ^kidname walks PART of the way in conjunction with some other form of transport (e.g. walks to or from a bus stop or after being dropped off) only include walking if ^kidname has to walk for 10 minutes or more).

PLEASE CODE ALL THAT APPLY

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other

If (mode=7) then

[MODEOTH]

Please specify the other mode of transport?

If (c1=1) or (c1=2) then

[MAIN] SHOWCARD 2 (Modes of Transport)

And which of these do you consider is ^kidname's main mode of transport to and from school?
(IF MORE THAN ONE MODE SELECT THE MODE WITH THE LONGEST JOURNEY)

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other

8. Cannot distinguish - equal number of journeys made with different modes (e.g car lift to school 5 days a week, walk home from school 5 days a week)

If (main=8) then

[MAINB] SHOWCARD 2 (Modes of Transport)

Which modes have equal journeys made?

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other

If (mode=1) then

[C2]

You mentioned previously that ^kidname normally walks either to or from school. Can I just check, is that walking all or part of the way to or from school?

- a All of the way
- b Part of the way

[C3]

About how many days per week does ^kidname walk (all or part of the way) to school?

0..5

[C3a]

About how many days per week does ^kidname walk (all or part of the way) home from school?

0..5

[C5]

How long (in minutes) does ^kidname spend in total walking to and from school on a daily basis?

1..180

If (mode=2) then

[C4]

About how many days per week does ^kidname cycle to school?

0..5

[C4a]

About how many days per week does ^kidname cycle home from school?

0..5

[C6]

How long (in minutes) does ^kidname spend in total cycling to and from school on a daily basis?

1..120

If (c1=1) or (c1=2) then

[C7]

How far is ^kidname's school (to the nearest whole mile) from your home?

0..90

[C8]

Apart from any walking or cycling to or from school mentioned in previous questions, how much time per day on average does ^kidname spend on exercise including other forms of walking or cycling and physical exercise such as running, football, dance, swimming, gymnastics etc?

RUNNING PROMPT

- A. none
- b. up to 30 minutes per day
- c. 30-60 minutes per day
- d. more than 60 minutes per day