



Department for

Infrastructure

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Method of Travel to/from school by pupils in Northern Ireland, 2016/17



Issue no: 4

Date of Publication: 14 December 2017

Theme: Transport

Reporting Period: 1 April 2016 to 31 March 2017

Issued by:

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Introduction

Travelwise NI is DfI's initiative to encourage people to choose sustainable transport options¹ such as walking, cycling, public transport or car sharing. Travelwise NI is an integral part of DfI's Safe and Sustainable Transport Division and delivers its programmes in partnership with DfI Roads, the Department of Education, Sustrans, the Public Health Agency, and Translink.

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 take part in a range of participative events such as 'Walk/Cycle to School Week'. 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 provides 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.

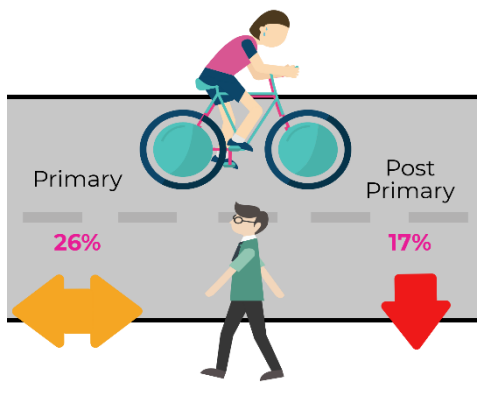
¹ <https://www.nidirect.gov.uk/information-and-services/travel-transport-and-roads/active-travel-and-sustainable-transport>

Key Points

Main² mode of travel to/from school

- Among primary school pupils, almost two thirds (65%) were driven to/from school by car³ and one quarter (25%) usually walked to/from school. A further 9% of pupils travelled to/from school by bus, while 1% of pupils cycled as their main mode of transport to and from school.
- These results are similar to 2015/16, however there has been a decrease in walking and conversely an increase in those travelling by car since 2013/14.
- Among post primary pupils, 45% travelled to/from school by bus as their main mode of transport and a further 36% were driven by car. Under a fifth (17%) of pupils walked to/from school while a small proportion took the train (1%). These results are similar to 2015/16. However the longer term trend shows a decrease in walking and increase in car travel since 2013/14.

Active Travel

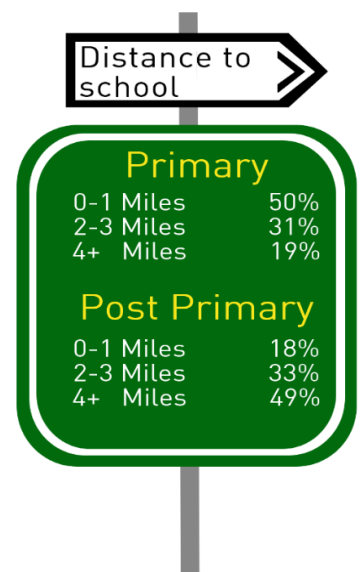


Just over a quarter (26%) of primary school pupils walk or cycle to school as their main mode of transport compared with 17% of post primary school pupils. These results are similar to 2015/16 when 29% of primary school pupils and 18% of post primary school pupils walked or cycled to school as their main mode of transport,

however, there has been a decrease in walking and cycling for post primary school pupils since 2013/14.

Distance from home to school

Half (50%) of primary school pupils lived 0-1 mile from their school compared to just under a fifth (18%) of post primary school pupils. A similar proportion of primary and post primary pupils (31% and 33%) lived within 2–3 miles.

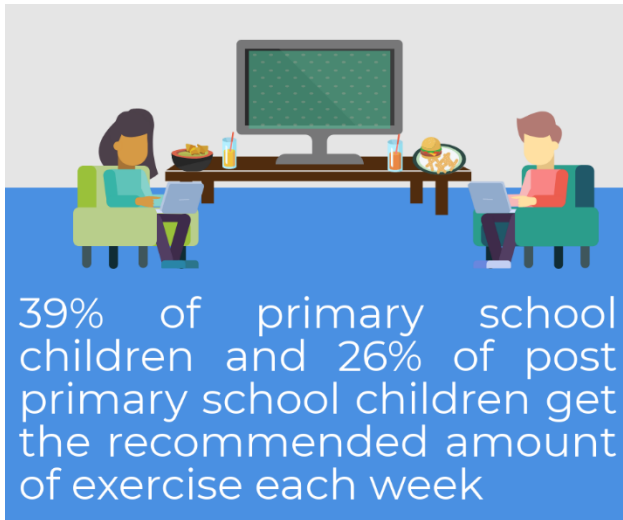


² If a pupil uses more than one mode of travel to/from school the main mode is the mode that is used for the longest part of the journey

³ Car/van/taxi

In contrast, almost half (49%) of post primary school pupils lived more than 4 miles from their school compared to around a fifth (19%) of primary school pupils.

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



Less than two fifths (39%) of primary school pupils and just over a quarter (26%) 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 Chief Medical Officer (CMO). Whilst there was no significant change since

2015/16 for either primary or post primary school pupils, there has been a decrease since 2014/15 in the proportion of both primary school pupils (from 49% to 39%) and post primary school pupils (33% to 26%) who spend more than 60 minutes per day exercising.

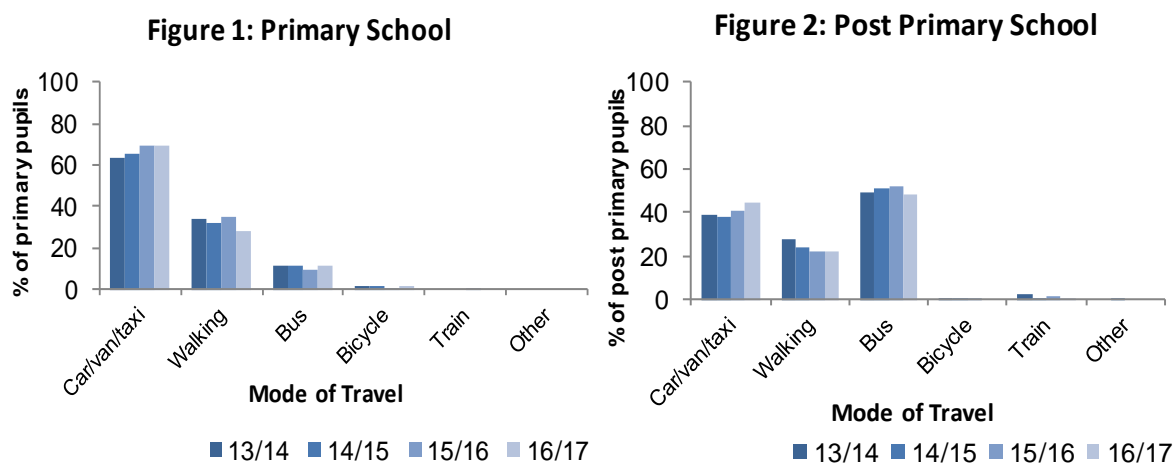
Results

To provide context, respondents were asked if children in the household attended primary school or post primary school. Parents⁴ were then asked the set of questions on behalf of their children.

Of the 1,141 children whose parents were surveyed, 590 (52%) attended a primary school and the remaining 551 (48%) attended a post primary school.

Modes of transport used to/from school

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



Bases: 13/14=642; 14/15=622; 15/16=564 16/17=583*

Bases: 13/14=613; 14/15=522; 15/16=576 16/17=550*

*Information was not provided for 7 primary school pupils and 1 post primary school pupil
Percentages may sum to more than 100% due to multiple responses.

Primary school pupils

Among primary school pupils, almost seven tenths (69%) were driven to/from school by car⁵, less than three tenths (28%) walked either all or part of the way to/from school, 11% took a bus and 2% of pupils cycled to/from school.

Primary school pupils living in rural areas were more likely to be driven to school by bus (19%) than those living in urban areas (6%). There was no difference between pupils living in rural areas and urban areas when considering other modes of travel.

⁴ Parents/Guardians

⁵ Car/Van/Taxi

Post primary school pupils

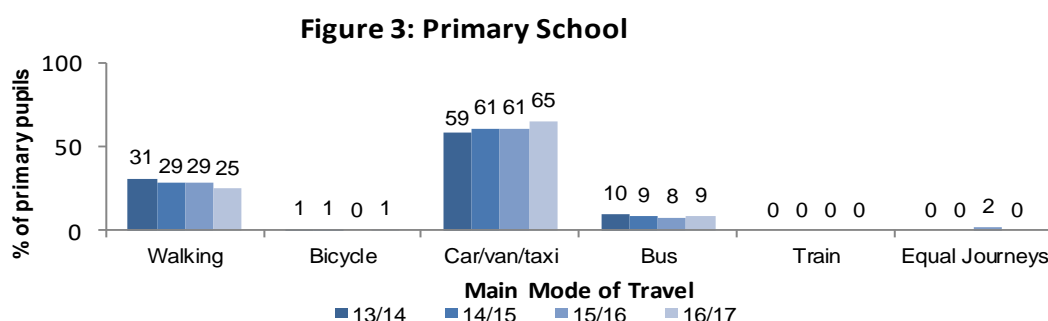
Among post primary pupils, almost half (48%) travelled to/from school by bus, 45% were driven by car and 22% walked for all or part of the way. A small proportion of pupils travelled by train (1%) to/from school. The figures are around the same for 2015/16 but car use has increased since 2014/15.

Post primary school pupils living in urban areas were almost seven times as likely to walk for all or part of the way to school (33%) than those living in rural areas (5%). Conversely, post primary pupils living in rural areas were more almost twice as likely to take the bus (69%) to school than those living in urban areas (35%).

Main mode of transport used to/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 2016/17 to both 2015/2016 and 2014/15, however, when compared to 2013/14, walking has decreased and car travel has increased.

Main mode of travel: primary school pupils



Base: 13/14=639; 14/15=622; 15/16=564, 16/17=583*

*Information was not provided for 7 primary school pupils

Among primary school pupils, almost two thirds (65%) were driven to/from school by car and a quarter (25%) usually walked to/from school. Less than one in ten (9%) pupils travelled to/from school by bus while 1% of pupils cycled as their main mode of transport to and from school.

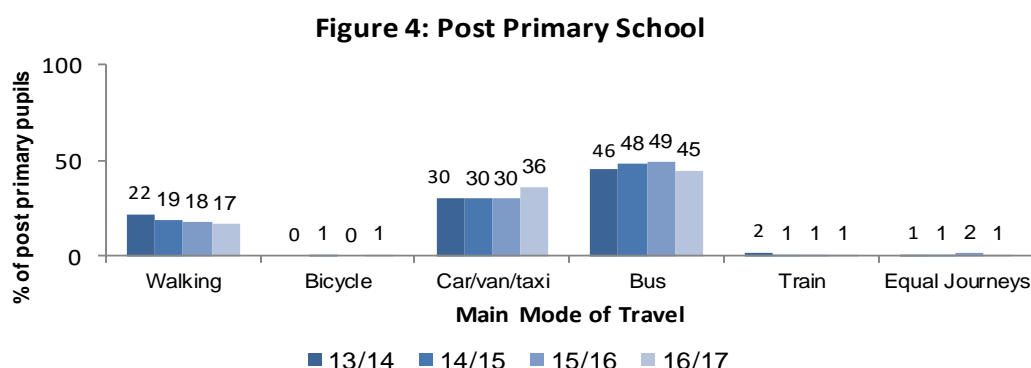
Table 1: Main mode of transport to and from school for Primary School Pupils: 2013/14 to 2016/17

	2013/14 (%)	2014/15 (%)	2015/16 (%)	2016/17 (%)	Change Since 2013/14
Walking (all or part of the way)	31	29	29	25	↓
Bicycle	1	1	0	1	↔
Car/van/taxi	59	61	61	65	↑
Bus	10	9	8	9	↔
Train	0	0	0	0	↔
Cannot distinguish - equal number of journeys made with different modes	0	0	2	0	↔
Base	642	622	564	583*	

*Information was not provided for 7 pupils

Since 2013/14, the proportion of children who walk to school has decreased from 31% to 25% and conversely, the proportion of children who are driven to school by car has increased from 59% to 65%.

Main mode of travel: post primary school pupils



Base: 13/14=612; 14/15=521; 15/16=576 16/17=550*

*Information was not provided for 1 pupil

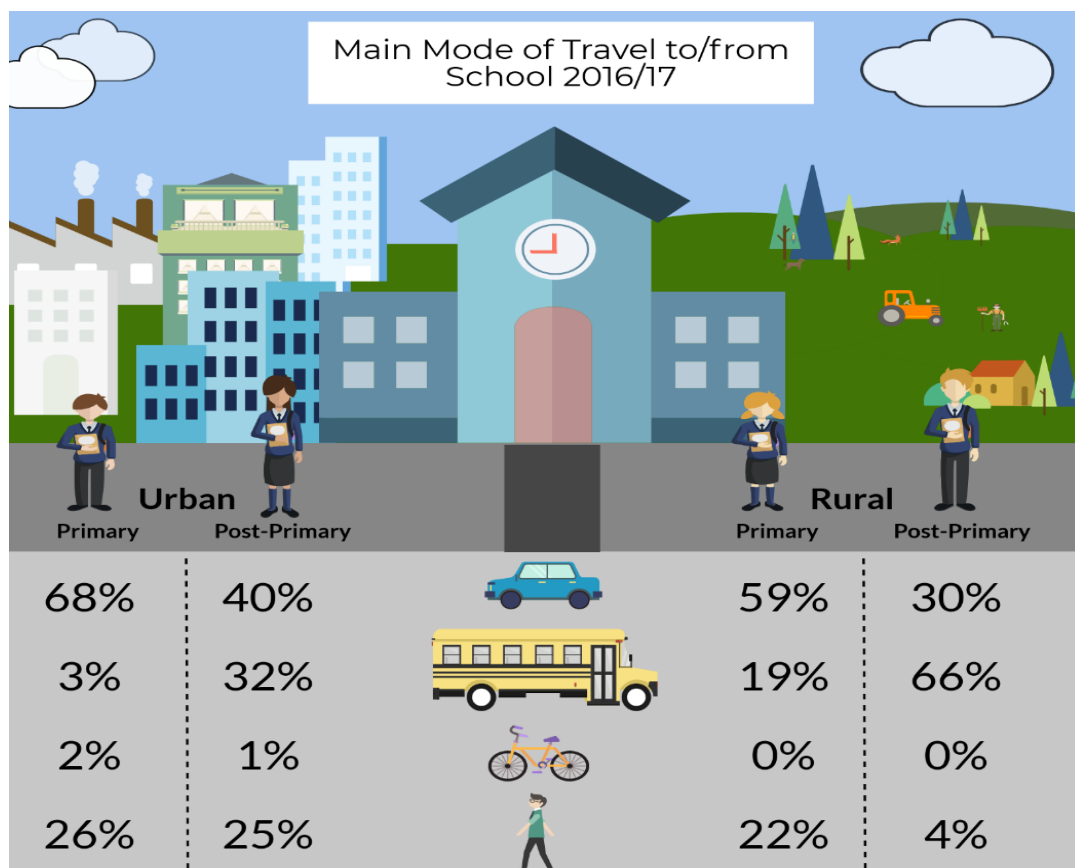
Among post primary pupils, 45% travelled to/from school by bus and a further 36% were driven by car. Under a fifth (17%) of pupils walked to/from school while a small proportion took the train (1%) and cycled (1%). A small proportion (1%) of parents stated that they could not distinguish the main mode of travel, i.e. equal number of journeys made with different modes.

Table 2: Main mode of transport to and from school for Post Primary School Pupils: 2013/14 to 2016/17

	2013/14 (%)	2014/15 (%)	2015/16 (%)	2016/17 (%)	Change since 2013/14
Walking (all or part of the way)	22	19	18	17	↓
Bicycle	0	1	0	1	↔
Car/van/taxi	30	30	30	36	↑
Bus	46	48	49	45	↔
Train	2	1	1	1	↔
Cannot distinguish - equal number of journeys made with different modes	1	1	2	1	↔
Base	613	550	576	550*	

*Information was not provided for 1 pupil

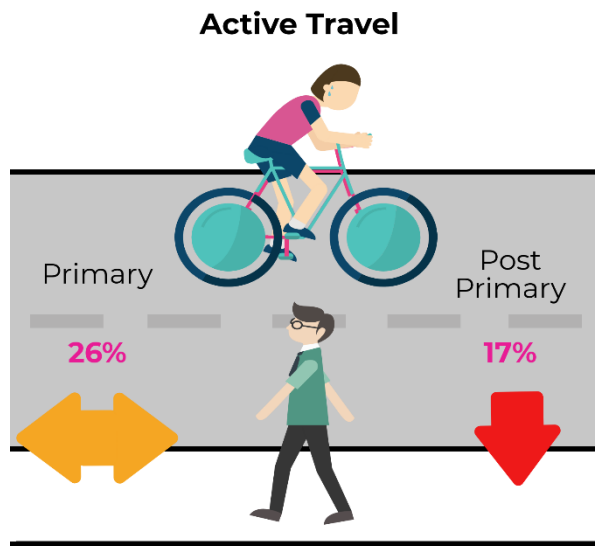
Main mode of travel by Urban/Rural



Primary school children living in rural areas were more likely to be driven to/from school by bus (19%) than those living in urban areas (3%) while primary school

pupils living in urban areas (68%) were more likely to be driven by car to/from school than those living in rural areas (59%).

Post primary school pupils living in rural areas were more than twice as likely to travel to/from school by bus (66%) than those living in urban areas (32%). Those living in urban areas were more likely to walk to/from school (25% v 4%) and be driven by car to/from school (40%) than those in rural areas (30%).



Walking and cycling to/from school

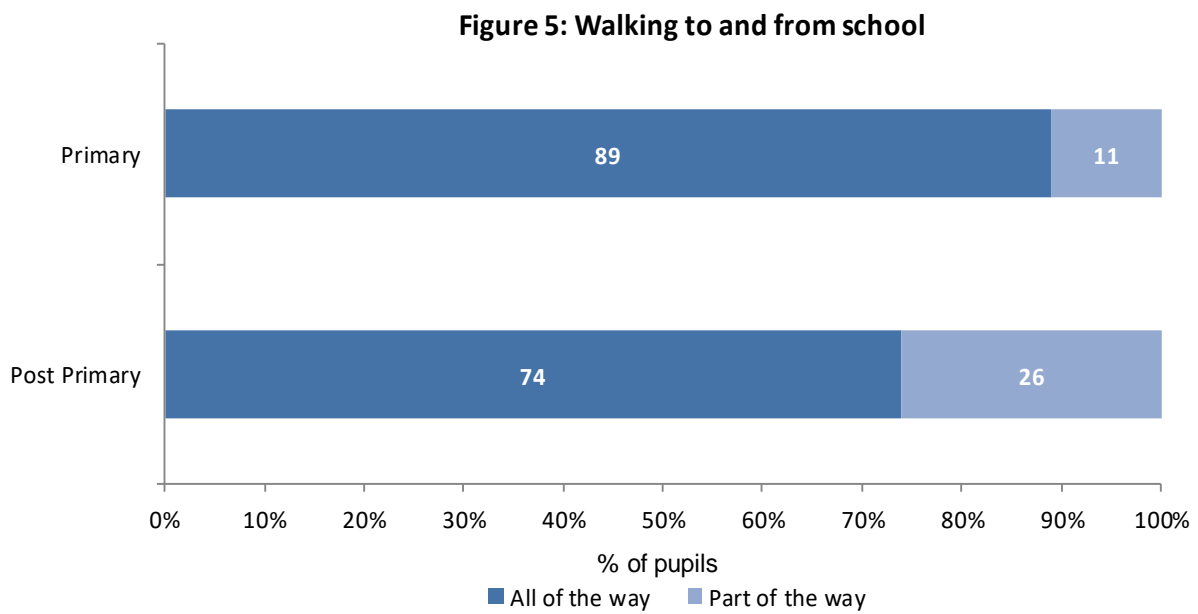
During 2016/2017, just over a quarter (26%) of primary school pupils walked or cycled to school as their main mode of transport compared with less than a fifth (17%) of post primary school pupils. These results are similar to 2015/16 when 29% of primary school pupils and 18% of post primary school pupils walked

or cycled to school, however, there has been a decrease in walking and cycling for post primary school pupils since 2013/14.

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 25.

Walking to/from school

Respondents who stated that their child normally walked for all or part of the way to/from school (166 of whom were primary school pupils and 121 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=166; Post Primary=121

Of the 166 primary school children who walked, 89% walked all of the way to/from school and the remaining 11% walked part of the way. When looking at only pupils who walk to/from school, these results are the same as 2015/16, when 89% walked all of the way and 11% walked part of the way.

Of the 121 post primary school children who walked, 74% walked all of the way and the remaining 26% walked part of the way. These results are similar to 2015/16, when 82% walked all of the way and 18% walked 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 5).

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 to school (all or part of the way).

Of the 166 primary school children who walked all or part of the way to and/or from school, around 4 out of every 5 children walked to school (81%) and from school (83%) 5 days per week.

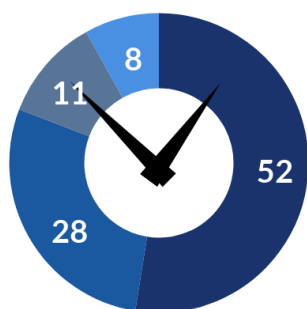
Of the 121 post primary school children who walked all or part of the way to/from school, similar proportions walked to school (85%) and from school (86%) 5 days per week.

Length of time per day spent walking to and from primary/ post primary school

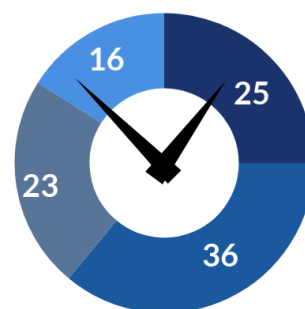
Parents who indicated that their child walked to/from school for all or part of the journey were asked how long in total their child spent walking to and from school on a daily basis.

Total time spent walking to and from school per day

Primary



Post Primary



■ 10 mins or less ■ 11-20 mins
 ■ 21-30 mins ■ more than 30 mins

■ 10 mins or less ■ 11-20 mins
 ■ 21-30 mins ■ more than 30 mins

Base: Primary=166; Post Primary=121

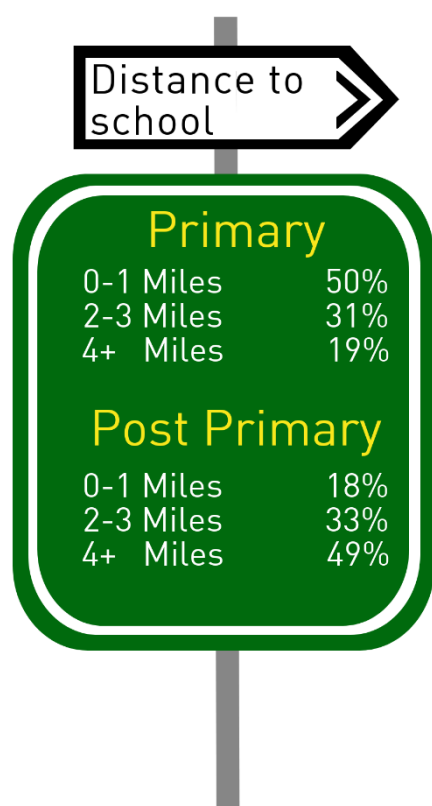
Of the 166 primary school children who walked for all or part of the journey to/from school, over half (52%) spent 10 minutes or less per day walking to and from school, 28% spent between 11 and 20 minutes and 11% spent between 21 and 30 minutes while the remaining 8% spent more than 30 minutes.

Among the 121 post primary school children who walked for all or part of the way to/from school, 25% walked for 10 minutes or less, 36% walked for between 11 and 20 minutes, 23% walked for 21-30 minutes and the remaining 16% walked for a total of more than 30 minutes.

Cycling to/from school

The proportion of both primary school and post primary school children who cycled to/from school was 1% during 2016/17. 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 home to school



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

Half (50%) of primary school pupils lived 0-1 mile from their school compared to under a fifth (18%) of post primary school pupils. Similar proportions of primary and post primary pupils (31% and 33%) lived within 2-3 miles.

In contrast, almost half (49%) of post primary school pupils lived more than 4 miles from their school compared to 19% of primary school pupils.

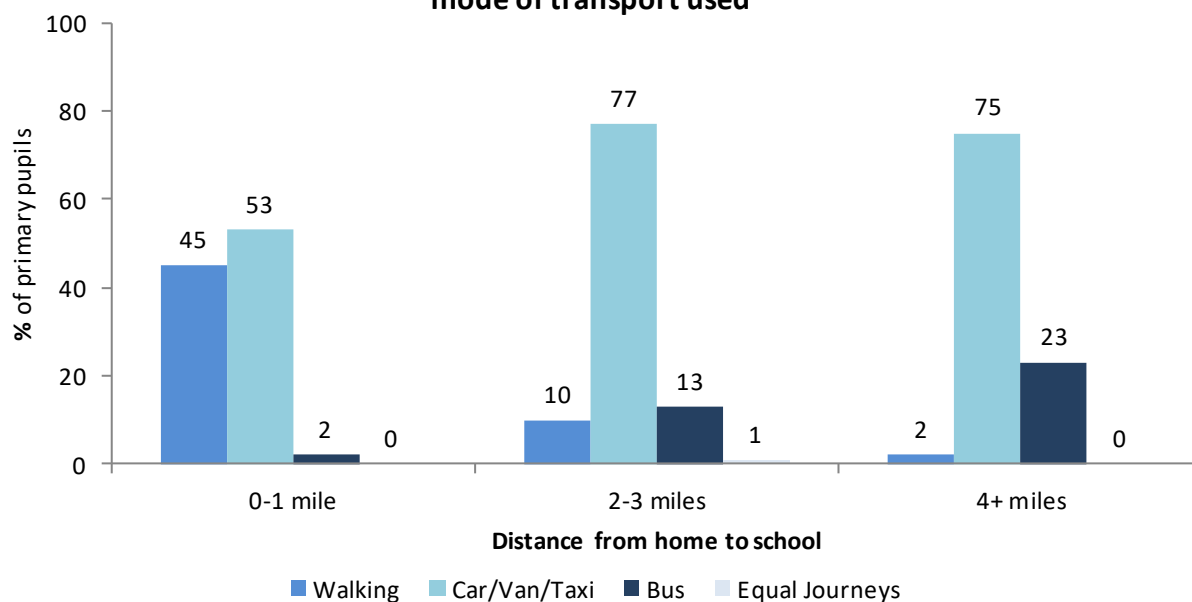
Base: Primary=581; Post Primary=547
 (0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

In 2016/17, there were 821 primary schools and 201 post primary schools⁶ 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

Figure 6: Distance from primary school pupil's home to school by main mode of transport used



Base=581 (Information was not provided for 9 Primary school pupils.)

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

It can be seen from Figure 6 that over half (53%) of primary pupils living between 0-1 mile were driven to/from school by car while a further 45% walked and a small proportion (2%) travelled by bus.

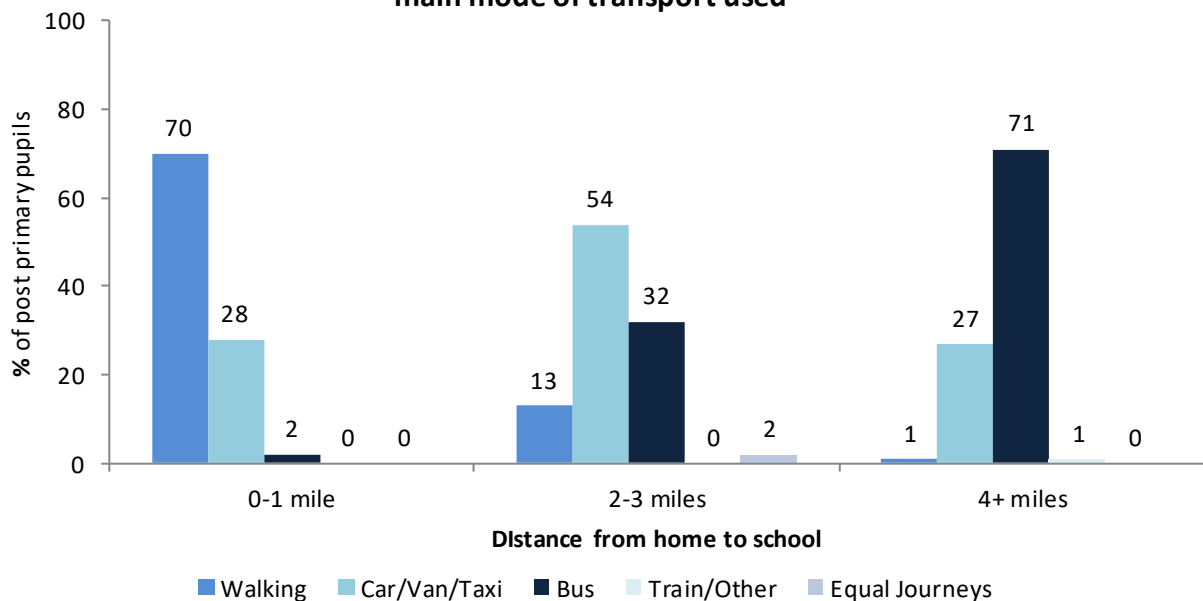
For those living between 2-3 miles from their school, 77% were driven by car, 13% took the bus and 10% walked to school.

For those living 4 or more miles from their primary school, the car was the most popular mode (75%), while the proportion of those who took the bus to school was almost one quarter (23%).

⁶ <https://www.education-ni.gov.uk/publications/school-enrolments-school-level-data-201617>

Post primary

Figure 7: Distance from post primary school pupil's home to school by main mode of transport used



Base=547*

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

*Information was not provided for 8 post primary school pupils.

Figure 7 shows that seven tenths (70%) of post primary pupils living between 0-1 mile walked to/from school, less than three tenths (28%) were driven by car and 2% travelled by bus.

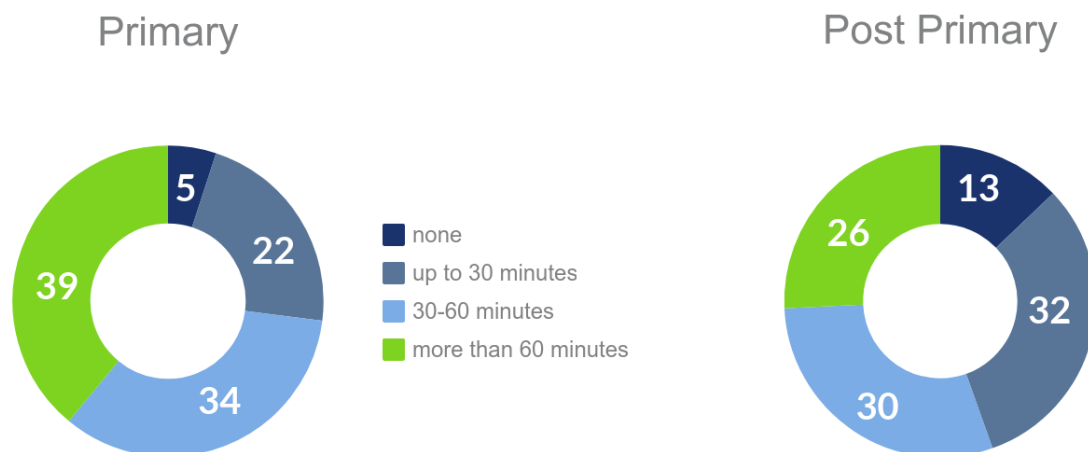
Of those living between 2-3 miles from school, over half (54%) travelled by car, just under a third (32%) travelled by bus and 13% walked to school.

The bus was the main mode of transport, accounting for more than seven tenths (71%) of pupils living 4 or more miles from their school with over a quarter (27%) being driven by car.

Other forms of exercise.

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.

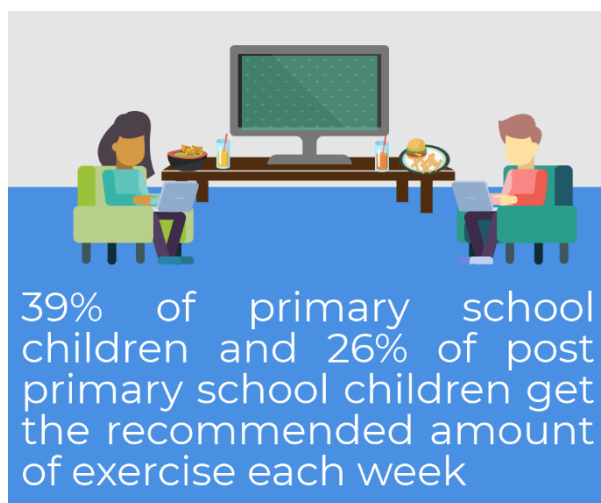
Time spent per day on other forms of exercise other than walking or cycling to and from school



Base: Primary=579*; Post Primary=546*

*Information was not provided for 11 primary school pupils and 5 post primary school pupils.

The Chief Medical Officer (CMO)⁷ recommends that all children and young people (aged 5-18 years) should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.



Less than two fifths (39%) of primary school pupils and just over a quarter (26%) 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 CMO.

⁷ Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers (2011)

Whilst there was no significant change between 2015/16 and 2016/17 for either primary or post primary school pupils, there has been a significant decrease since 2014/15 in the proportion of both primary school pupils (from 49% to 39%) and post primary school pupils (33% to 26%) who spend more than 60 minutes per day exercising.

Among primary school pupils, 5% did not spend any time per day taking part in exercise or other forms of activity other than walking or cycling to/from school. Among post primary school pupils, the comparative figure was 13%.

When comparing primary school pupils living in rural and urban areas, there was no significant difference in the amount of time spent per day taking part in exercise and other forms of activity over and above walking and cycling to/from school.

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 Department for Regional Development (DRD) commissioned questions related to method of travel to/from school in both the 2013/14 and 2014/15 CHS. On 9th May 2016 the new Department for Infrastructure (DfI) was formed and DRD ceased to exist. DfI commissioned a repeat of these questions in the 2015/2016 and 2016/17 CHS. Therefore this is the fourth time that they have been asked.

The 2016/17 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. The questions relating to school travel are included in Appendix 5 of this publication.

The dataset contains the records for 1,141 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 DfI 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. 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 Practice⁸.

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

⁸ <http://www.statisticsauthority.gov.uk/assessment/code-of-practice/code-of-practice-for-official-statistics.pdf>

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 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 symbols have been used in the report to denote significant change:

Symbol	Meaning
	Increase is significant
	No real change
	Decrease is significant

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 greater than or equal to 5,000 people.
- 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 of less than 5,000 people 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 25.

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

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

(Multiple Response)

	Primary (%)	Post Primary (%)
Walking (all or part of the way)	28	22
Bicycle	2	0
Car/van/taxi	69	45

Percentages may not add to 100% due to Multiple Response

*Information was not provided for 7 primary school pupils and 1 post primary school pupil.

Table 2: Main mode of transport to and from school

(Respondents can only select one option)

Table 4: Main mode of transport to and from school

	Primary (%)
Walking (all or part of the way)	25
Bicycle	1
Car/van/taxi	65
Bus	9
Train	0

*Information was not provided for 7 primary school pupils and 1 post primary school pupil.

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

Table 9: Walking all or part of the way to/from school

	Primary (%)	Post Primary (%)
All of the way	89	74

Table 4: Number of days per week walked to school

Table 10: Number of days per week walked to school

Days	Primary (%)	Post Primary (%)
0	3	5
1	4	2
2	4	2
3	6	2
4	1	5

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

Table 11: Number of days per week walked home from school

Days	Primary (%)	Post Primary (%)
0	3	1
1	4	2
2	4	2
3	2	5
4	4	4

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

Table 12: Total time spent walking to and from school per day

	Primary (%)	Post Primary (%)
10 mins or less	52	25
11-20 mins	28	36
21-30 mins	11	23

Table 7: Distance* from pupil's home to school

Table 13: Distance from pupil's home to school

	Primary (%)	Post Primary (%)
0-1 mile	50	18
2-3 miles	31	33

Information was not provided for 9 primary school pupils and 6 post primary school pupils.

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

Table 16: Distance from pupil's home to primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking	45	10	2
Car/Van/Taxi	53	77	75
Bus	2	13	23

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

Table 17: Distance from pupil's home to post primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking	70	13	1
Car/Van/Taxi	28	54	27
Bus	2	32	71
Train	0	0	1

* 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

Table 18: Time spent per day on other forms of exercise other than wal

	Primary (%)	Post Primary (%)
none	5	13
up to 30 minutes per day	22	32
30-60 minutes per day	34	30

Appendix 3: Comparison⁹ with Travel Survey for Northern Ireland and Census 2011 Travel to/from school Results

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

	Census	TSNI ^{10,11}	Continuous Household Survey
	2011 (%)	2014-2016 (%)	2016/2017 (%)
Walk/On Foot	24	34	25
Bicycle	0	1	1
Bus, Minibus or Coach	14	14	9
Car ¹²	61	55	65
Other or 'cannot distinguish' ¹³	0	0	0
Number of persons in sample aged 4-11	154,062	459	583

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

	Census	TSNI	Continuous Household Survey
	2011 (%)	2014-2016 (%)	2015/2016 (%)
Walk/On Foot	17	18	17
Bicycle	0	0	1
Bus, Minibus or Coach	49	48	45
Car	32	33	36
Other or 'cannot distinguish'	2	1	1
Number of persons in sample aged 12-18	145,608	375	550

⁹ Caution should be used when interpreting and comparing these figures due to differing methodologies and questions used to derive methods of travel to school.

¹⁰Main 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.

¹¹ 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.

¹² Car includes Car, van and taxi

¹³ '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, 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 2015/2106: Walking and Cycling

	Estimate	95% Confidence Range +/-	Confidence Interval
Primary School Pupils who walk or cycle	26%	4	22% - 30%
Post primary School Pupils who walk or Cycle	17%	3	4% - 20%

- 26% 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 22% and 30% of the Northern Ireland primary school population either walked or cycled to /from school.
- 17% 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 14% and 20% 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.

ASKED OF EACH PERSON IN THE HOUSEHOLD AGED 4-19

[C1] Is name at a primary or post-primary school?

1. Primary school -> [MODE]
2. Post-primary school -> [MODE]
3. No longer at school -> [no further questions]
4. Not started school -> [no further questions]

[MODE] SHOWCARD (MODES OF TRANSPORT)

Which mode(s) of transport does CHILD normally use to get to and from school? (Please consider both journeys and include all modes of transport. If name 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 name has to walk for 10 minutes or more).

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 -> [MODEOTH]

[MODEOTH] Please specify the other mode of transport?

[MAIN] And which of these do you consider is name'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 ->

[MAINB]

[MAINB] 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

ASKED IF WALKING IS MENTIONED AT MODE OF TRANSPORT TO SCHOOL

[C2] You mentioned previously that name normally walks either to or from school. Can I just check, is that walking all or part of the way to or from school?

1. All of the way
2. Part of the way

[C3] How many days per week does name walk (all or part of the way) to school? 0..5

[C3a] How many days per week does name walk (all or part of the way) home from school? 0..5

[C5] How long (in minutes) does name spend in total walking to and from school on a daily basis? 1..180

ASKED IF CYCLING IS MENTIONED AT MODE OF TRANSPORT TO SCHOOL

[C4] How many days per week does name cycle to school? 0..5

[C4a] How many days per week does name cycle home from school? 0..5

[C6] How long (in minutes) does name spend in total cycling to and from school on a daily basis? 1..120

ASKED ABOUT PERSON IN THE HOUSEHOLD WHO IS ATTENDING SCHOOL

[C7] How far is name'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 name spend on exercise including other forms of walking or cycling and physical exercise such as running, football, dance, swimming, gymnastics etc . . .

RUNNING PROMPT

1. none
2. up to 30 minutes per day
3. 30-60 minutes per day
4. more than 60 minutes per day?