

## TACTRAN

## People and Place programme evaluation 2024/25

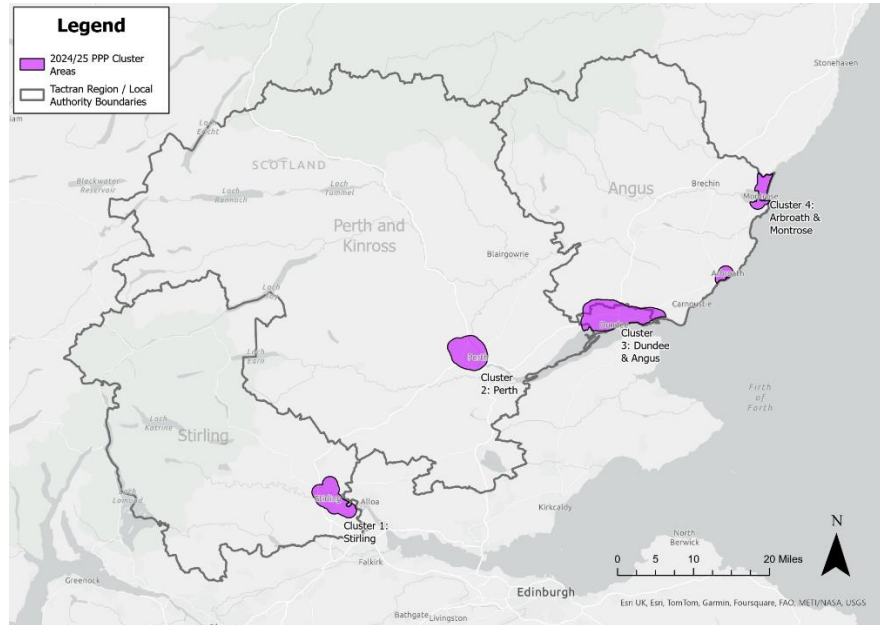
Name of Organisation	TACTRAN
----------------------	---------

<b>A. Background and context</b>
<ul style="list-style-type: none"> <li>• <i>Narrative driven – set out approach based on specific regional differences</i></li> <li>• <i>Statement of priorities</i></li> <li>• <i>Discussion of approach taken – highlighting anything novel to your region</i></li> <li>• <i>Key baseline stats</i></li> </ul>
<p><b>Region</b></p> <p>TACTRAN is the regional transport partnership for Tayside and central Scotland. The RTP includes four Local Authority areas: Angus, Dundee City, Perth &amp; Kinross Council, and Stirling. The region includes a mix of all population types including urban, city adjacent, rural and deep rural communities, requiring cross cutting solutions across all population, geography and socio-economic groups.</p> <p><u>Programme design: travel behaviour</u></p> <p>The Tactran People and Place programme is designed to deliver behaviour change outcomes through its supporting aligned projects. The programme is delivered on the basis of a financial year cycle and may alter from year to year to reflect themes and priorities defined by Transport Scotland (TS). In addition to the 4 quarters of 2024/25, between April 1<sup>st</sup> 2024 and March 31<sup>st</sup> 2025, an allowance was proposed and agreed for schools-oriented projects to conclude activities in the additional period of Q1 2025/26. This was labelled as Q4+1, and is discussed below. Activities were updated quarterly, including in Q4+1, and set out in detail by delivery partners in quarterly reports.</p> <p>A key facet of the 2024/25 programme was to advance behaviour change in favour of active travel (AT) modes: walking, wheeling, and cycling. Participation in AT activities and interventions has been shown through a variety of formats to increase overall active travel participation. Research by Sustrans in 2024 found that in Scotland, children participating in active travel behaviour change interventions at school are walking, scootering and cycling to school more than national averages. The report estimates that an additional 18,000 primary school children across the country could be travelling by active modes if they had access to such interventions at school. Crucially, the research highlighted an even stronger impact on active travel behaviour for children participating in two or more behaviour change interventions at school. The report highlights how over 15,000 young people may not be travelling actively to school if it were not for these interventions – which could see a rise of up to 17.5 million additional car kilometres travelled over the course of a single school year.</p> <p>Behaviour change interventions are also important beyond the school setting. As an example, the Walk in to Work Out initiative, implemented at three Glasgow workplaces, aimed to encourage individuals considering active commuting or those who commuted actively on an irregular basis. Participants received educational and practical resources, including guidance on route selection, personal safety tips, and a workplace map outlining distances from nearby stations. After six months, those in the intervention group walked an average of 125 minutes per week for commuting, compared to 61 minutes in the control group - highlighting the impact that workplace interventions can have on active travel behaviour.</p> <p>The potential benefits identified informing the Tactran 2024/25 programme. The programme being developed on the basis of focusing activities on core locations, referred to as clusters, where multiple needs and potential projects could be brought together.</p> <p><u>Programme design: spatial clusters</u></p> <p>The cluster approach was taken to maximise the number of behaviour change interventions taking place in environments suited towards active travel. A methodology was adopted to identify areas where high-quality traffic-free active travel infrastructure has already been or is soon to be built - and where behaviour change interventions can help to encourage use of new infrastructure.</p>

The cluster approach was seen as an effective means of concentrating interventions in the areas most tailored towards active travel: to provide the most meaningful impact in changing travel behaviour in the short term. As traffic-free infrastructure levels across the wider region caught up to the larger urban areas, interventions would then be distributed more widely in future years.

Four clusters were identified as priorities for behaviour change initiatives:

- Cluster 1: Stirling
- Cluster 2: Perth
- Cluster 3: Dundee & Angus (up to and including Monifieth)
- Cluster 4: Arbroath & Montrose



**Programme design: themes**

Project proposals were invited from potential suppliers in line with the themes defined by TS, summarised below, and focused on the cluster areas described. Themes included a variety of activities within each grouping and is summarised:

**Schools & Young People**

- Active travel promotion within schools (with specialised delivery partners promoting walking and wheeling vs cycling)
- Cycle training in schools e.g. Bikeability
- Access to bikes within schools

**Workplaces**

- Workplace travel planning
- Provision of secure cycle parking

**Accessibility & Inclusion**

- Confidence building & cycling training for adults
- Access to bikes in workplaces, communities & disadvantaged groups
- Urban Trail design – including active travel improvement audits

The table below sets out the projects awarded in the 2024/25 programme by theme and location.

Project	TS Theme	Project Description	Cluster 1 DP / LDP	Cluster 2 DP / LDP	Cluster 3 DP / LDP	Cluster 4 DP / LDP
Active Travel promotion within schools	A. Schools & Young People	Promoting active travel within schools, including education and awareness campaigns on the	CycleHub / Living Streets	CycleHub / Living Streets	CycleHub / Living Streets	CycleHub / Living Streets

		benefits of active school travel which include incentivisation schemes and gamification projects	- Recycle-a-bike	- The Bike Station	- Dundee & Angus CycleHub	- Dundee & Angus CycleHub
<b>Cycling training within schools</b>	A. Schools & Young People	In school cycling training such as Bikeability,	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>
			- FEL - Recycle-a-bike	- The Bike Station	- Dundee & Angus CycleHub	- Dundee & Angus CycleHub
<b>Access to bikes within schools</b>	A. Schools & Young People	Provide and distribute new and refurbished bikes to children who may otherwise face barriers to cycling.	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>
			- FEL - Recycle-a-bike	- The Bike Station	- Dundee & Angus CycleHub	- Dundee & Angus CycleHub
<b>Provision of secure cycle parking</b>	B. Workplaces	To provide improved cycle parking facilities at key destinations to increase the number of journeys walked cycled or wheeled to work.	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	-	-
			- FEL	- The Bike Station	-	-
<b>Engagement and travel planning with communities and workplaces</b>	B. Workplaces	Workplace engagement & awareness campaigns, utilising behaviour change technology to encourage participants to consider active travel as a viable option for their commute.	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>	<b>CycleHub / Living Streets</b>
			- FEL - Recycle-a-bike	- The Bike Station	- CycleHub	- CycleHub
<b>Access to bikes: Workplaces, communities and disadvantaged groups</b>	B. Workplaces C. Accessibility & Inclusion	Provide and distribute new and refurbished bikes to people facing barriers due to costs or wider life challenges.	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>
			- FEL - Recycle-a-bike	- The Bike Station	- Dundee & Angus CycleHub	- Dundee & Angus CycleHub
<b>Confidence building and cycle training for adults</b>	B. Workplaces C. Accessibility & Inclusion	Free access to adult cycle training for absolute beginners and those wanting to build confidence for on-road cycling.	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>	<b>Cycling Scotland</b>
			- Recycle-a-bike	- The Bike Station	- Dundee & Angus CycleHub	- Dundee & Angus CycleHub
<b>Urban trail design /active travel improvement audits</b>	C. Accessibility & Inclusion	Development of eight Urban Trails routes across the region. These are signposted, themed routes within an urban setting, connecting people aiming to enable more everyday walking, wheeling and cycling journeys on people's doorsteps.	-	<b>Arup</b>	<b>Arup</b>	<b>Arup</b>

**Notes:**

DP – Delivery Partner, and delivery coordinating partner

LDP – Local delivery partner

**Monitoring & Evaluation (M&E)**

Core to the delivery of any programme, its update, and/or fine-tuning, is the need to understand its impacts and effect in achieving its aims. Associated with this, but requiring separate analysis, is the monitoring the delivery of interventions. Different terminologies can be applied to each area, but these effectively boil down to the outcomes (of the programme on society), and outputs in terms of numbers of activities or interventions achieved.

It is noted that differences exist between short term impacts of a project / projects, compared to those that occur in the longer term through combinations of activities, as may be captured through longitudinal assessment, which appears an aim of the TS M&E guidance as may be achieved over time, but unlikely from any single year snapshot. Combinations of assessment methodologies (framework analyses) may therefore be most helpful in achieving a detailed evaluation in the long run.

It is also notable that direct economic measures of Cost Benefit, through processes including BCA and Social Returns on Investment (SROI) may also be appropriate to guide development, with an over-

arching desire, reflected by Tactran's update to the 2025/26 programme, to maximise positive outcomes. Effectively that improvements were seen as integral to the process of evaluation, rather than negative outcome thereof. Updates to the approaches taken to M&E, including those adopted for the 25/26 programme, are key to its use.

#### Survey development

TS provided a template to support the development of M&E, in their Framework Guidance. The guidance includes advice on approaches to surveys and potential questions, which Tactran have adopted with design support from the consulting company ARUP. Findings from earlier programmes, those preceding the 2024 P&P programme, were used to inform the methodology applied to the 24/25 evaluation, while findings of the 24/25 programme will be critical to the 25/26 design. A lack of coherence in the manner of reporting M&E across previous programmes, operating prior to 24/25, had made comparison of interventions and therefore funding decisions difficult. The 24/25 programme adopted a more centralised approach in an effort to ensure response data from participants could be compared across projects. This is further updated for the 25/26 programme.

The consultants recommended the adoption of a survey-based approach, following the TS M&E Framework Guidance, which they developed using Microsoft Forms. The use of centralised and standardised surveys was argued to allow direct comparisons between projects, based on a consistent set of questions. Each project was then provided with a unique pathway to ensure that all questions being asked were relevant. In most instances surveys were designed to be circulated post-intervention, where questions asked participants to reflect on their travel behaviour both before and following participation, though the active survey engagement being left toward the end of the project was demonstrated to create issues in response numbers, and this was felt appropriate for update in future years. The approach to schools was developed differently, where it was proposed and adopted to undertake a baseline schools survey, to be completed before the intervention, as well as a post-intervention survey to gauge the shift in behaviour. Delivery partners were provided with both a web link and a QR code to the online M&E survey.

Post engagement surveys were collected over three weeks in February 2025. Schools' specific pre-intervention surveys were completed in Autumn 2024. Delivery partners were provided with an interim update approximately halfway through each survey window, detailing the number of responses across each activity, cluster and school – allowing for underperforming areas to be targeted during the latter stages of the survey window.

#### Data Analysis

- *Drawing on data gathered under the Monitoring and Evaluation Framework*
- *Show evidence of impact with reference to outcomes*
- *Aggregated analysis based on all of the projects/interventions in your area, looking across each theme and drawing out conclusions*

#### Baseline Review

The first step of analysis is to establish a baseline against which outcomes can be assessed, the starting point reflecting behaviour before an intervention. Pre-intervention data being collected in two different exercises, a survey of school children completed before participation; and a more general survey of non-schoolchildren groups after completion, including questions about previous behaviour. The choice to differentiate between school children and adult populations was based on the extent to which it was felt likely that school children would be able to recall personal preferences of six months previous.

Pre-activity response rates from school children were mixed between clusters, with the highest rate from Stirling, and a moderate rate from Arbroath and Montrose, illustrated below. Negligible rates were received from Dundee or Perth. It is noted that higher response rates were collected for the same sample group in the post-activity survey, and these allow for a greater range and coverage than that achieved on the pre-activity round alone. Higher rates were also received from parents completing the survey on behalf of their children, and these are included in the further analyses, below.

### Schools and Young People

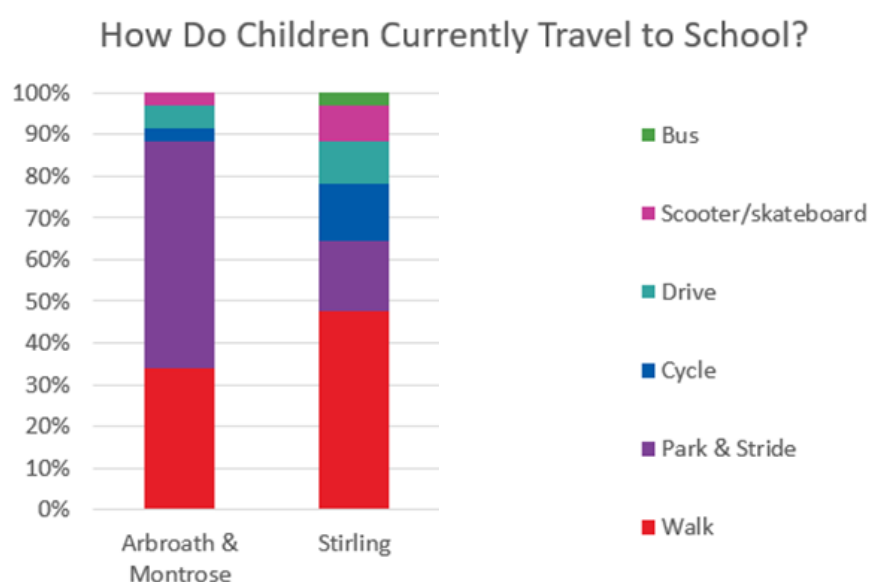
The pre-activity Schools Survey received 311 responses from three of the four clusters (213 from Stirling, 97 from Arbroath and Montrose, and one from Dundee and Angus). All respondents were from primary school children taking part in either WOW, Access to Bikes, or Active Travel Promotion.

The survey of parents received 72 responses, 29 of which were from Stirling, 9 from Arbroath and Montrose, and 34 from Dundee and Angus. Of these respondents, 69 had children in primary school, and two in high school.

### *Current Travel Habits*

Overall, walking was the most popular way for children to travel to school, with 42% of the children reporting they walk to school most or all of the time, followed by 29% who park and stride, and 10% who cycle. This trend varied between clusters however, as park and stride was the most popular method in Arbroath and Montrose at 53%, compared to only 17% in Stirling. This may reflect the more rural geography in Arbroath and Montrose, resulting in more journeys being undertaken by car, see chart 1.

Chart 1: How children travel to school



Note: Response rates in Dundee and PKC were insufficient for inclusion

According to parents, the main reason their children walk to school is that they live nearby (76%), followed by exercise and fresh air (41%). Among parents whose children do not use active travel methods (including being driven to school, taking the bus, or park and ride), the main reasons for doing so were that they lived too far away, or that the school is on their way to work.

### *Preferred Travel Habits*

There was a significant difference between how children currently travel and how they would like to travel (table 2), with many of the children wishing to switch to walking, cycling or scootering. Of the children who do not currently cycle, 27% would like to switch to cycling from their current method (mostly Park and Stride or walking). There was also significant interest in switching to walking (19%), mostly from children who currently park and stride. This is promising as it indicates significant scope for behaviour change among the children themselves.

Table 2: Preferred travel method

Preferred										
Current	Walk	Cycle	P&R	Scoot/Skate	Drive	Taxi	Bus	Total		
Walk	70	29		5	9	8		1	122	
Cycle	3	20		1	2			3	29	
P&R	16	26	21		4			3	82	
Scoot/Skate	1	9			9		8		19	
Drive	6	4		1	1	11	1		24	
Taxi						1			1	
Bus	4			1				1	6	
<b>Total</b>		100	88	29	25	24	9	8		283

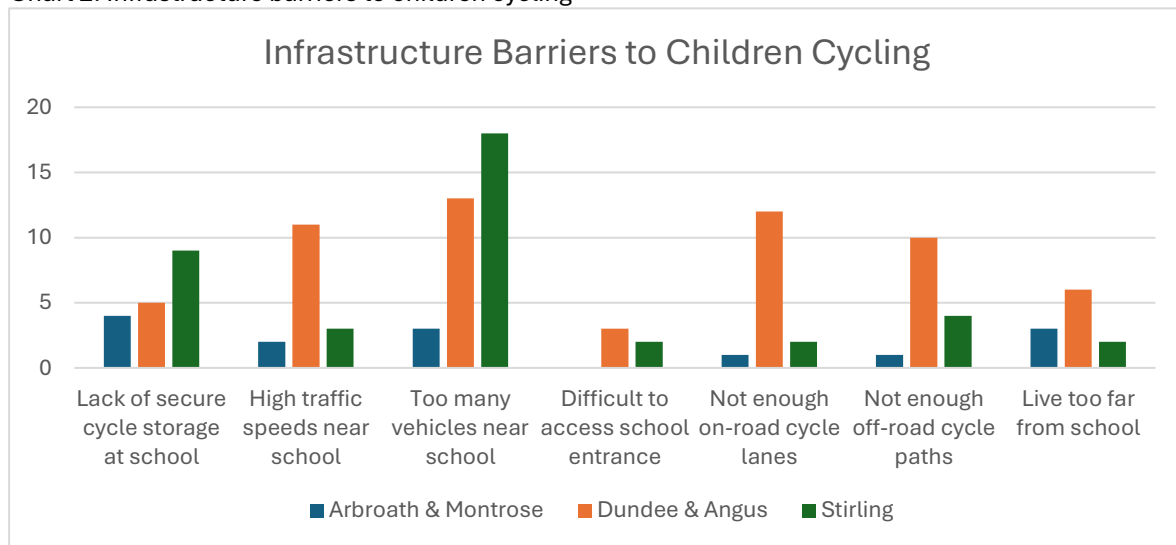
*Perceived Safety*

It is promising to see that children generally feel safe when walking, wheeling, cycling or scootering. When asked if they feel safe using active travel methods, 78% of the children agreed or strongly agreed with the statement, with similar trends being seen in both Arbroath and Montrose Cluster and Stirling Cluster. On the other hand, parents were much more concerned about their children’s safety when walking, wheeling or cycling to school. Only 53% agreed or strongly agreed that they felt their children were safe, with 24% feeling neutral, and 24% disagreeing or strongly disagreeing.

*Availability of Active Travel*

When asked what they felt the main barriers were to cycling (chart 2), many parents cited infrastructure related issues, such as the number of vehicles (51%), the lack of secure cycle storage near the school (32%), and the speed of traffic near the school (28%). There were also broader concerns about their children’s ability to cycle without adult supervision (26%), and the children’s lack of training (22%). This highlights some potential quick wins to increase the number of children cycling (such as improved cycle parking, cycle busses to allow children to cycle under supervision, or cycle training courses), as well as some harder-to-tackle barriers, such as traffic volumes.

Chart 2: Infrastructure barriers to children cycling



*Active Travel for Fun*

Children were asked how often they scoot, walk, wheel or ride for fun. Overall children were much more likely to scoot most or every day than walk or cycle. This may be due to the higher cost and skill requirement to ride a bike. There was a significant proportion of children who never walk (52%) or cycle (30%) for fun.

Wider Community

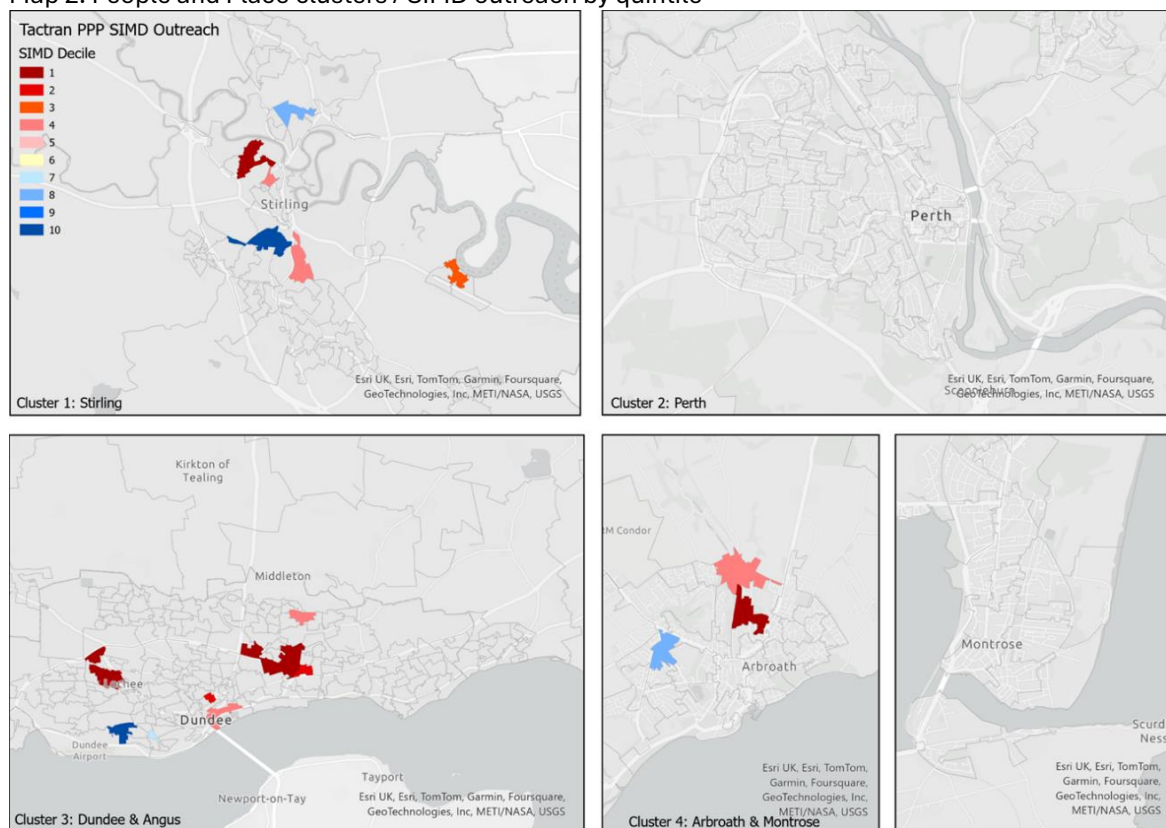
Assessment of non-schoolchildren participants was based on a single post activity survey. The survey received 34 respondents from the wider community – 15 from Dundee and Angus, 15 from Stirling and 4 from Arbroath and Montrose. Respondents were asked a range of (optional) demographic questions,

to understand how these factors affected people's travel choices, as well as to assess the reach of the programme.

#### *Accessibility and Inclusion.*

The map shown below highlights that the programme had significant uptake in deprived areas (SIMD deciles 1-2), which is reflected in the proportion of participants (41%) with an annual household income of less than £10,000. This is a positive indicator that the programme was successful in reaching people from disadvantaged backgrounds. Respondents were also asked if they have physical or mental health condition that affects their ability to carry out everyday activities, as this often impacts people's ability to access active travel infrastructure. Overall, 38% of respondents said yes (a little), or yes (a lot), indicating that the programme had good uptake among this group. The programme saw a greater uptake among male respondents than female (38% vs 56%), and the majority of respondents stated their ethnicity as White (44%), followed by Asian/Asian Scottish/British (29%), Other Ethnic Group (12%), and Black/African/Caribbean (9%).

Map 2: People and Place clusters / SIMD outreach by quintile



#### *Regular Travel Habits*

Participants were asked to score how often they used different modes of transport for short everyday journeys, where ten is every day, and one is never. Before taking part in their activities, the most commonly used travel method for short everyday journeys was walking and wheeling (5.8 average), followed by taking the bus (5.1 average), and travelling as a passenger in a car (3.8 average). This highlights that there is already a good baseline of sustainable travel in the community with few participants driving for short everyday journeys, however there is still significant scope to increase active travel usage. Similarly, opportunities can be demonstrated for increased sustainable transport promotion, as to be developed for the 2025/26 programme, and discussed in the conclusions section, below.

*Barriers to Active Travel*

When asked what factors discourage participants from cycling short everyday journeys, the most common reason was the weather (79% of respondents), followed by concerns about cycling in traffic (35%) and concerns for personal safety (21%). This broadly reflects participants general opinions on safety before taking part, with 68% saying the strongly agreed or agreed that they feel safe when cycling.

*Impacts Assessment*

This section relates to a comparison of baseline and outcome data. It is drawn on comments made in post-activity surveys (non-schoolchildren) and on pre- and post-activity surveys for school participants. The assessment reviews the stated impact of the programme on participants ability to access active travel (ATF 5), their safety (ATF 3) and their overall usage of active travel (ATF 1). Further analyses are also appropriate based on longer-term (longitudinal) assessment, discussed below.

*Schools and Young People*

Responses were received for post-activity surveys from all authority areas in the region. 457 responses were received in total, 58 from Arbroath and Montrose, 173 from Dundee and Angus, 81 from Perth and 145 from Stirling, see table 3, below.

Table 3: Responses by cluster and partner

Cluster	DP	A2B	WOW	Promotion
Arbroath & Montrose	CycleHub	0	1	0
Arbroath & Montrose	Living Streets	0	3	48
Dundee & Angus	CycleHub	0	2	1
Dundee & Angus	Living Streets	5	133	109
Perth	Living Streets	2	35	61
Stirling	Living Streets	6	72	107
Stirling	Recyke-a-bike	9	1	2

*Access to Active Travel*

Children were asked if they felt more able to walk/wheel/cycle/scoot to school after participating in their activity, and overall the results were very positive. Of the children who took part in Access to Bikes, 77% felt more able. For Active Travel Promotion and WOW the figure was 64%, and for Cycle Training, 67% felt more able. The particular success of Access to Bikes highlights how providing access to key infrastructure has a major impact on children's ability to use active travel.

*Perceived Safety*

Parents were asked if they felt safer allowing their children to walk or cycle after participating (see the table below for a breakdown of the respondents' clusters, activities and delivery partners). Overall there was an improvement, with 25% of parents' confidence increasing after participating, and 71% of parents agreeing or strongly agreeing that they feel safe allowing their children to walk/cycle/wheel. Access to Bikes also saw the most significant increase in parents' confidence in safety, with 46% of parents' feeling safer allowing their children to cycle after taking part, see table 4, below.

Table 4: Responses by activity (schools and young people)

Activity	Cluster and Delivery Partner					Total
	Arbroath & Montrose	Dundee & Angus		Stirling	Recyke-a-bike	
	CycleHub	CycleHub	Living Streets	Living Streets		
WOW	0	0	9	11	0	20
Promotion	3	0	22	18	1	44
A2B	7	6	0	0	0	13
Cycle Training	2	1	3	2	0	8

*Wider community*

Of the respondents from the wider community, 24 were provided access to a bike, and 10 were given cycle training (see the table below for the breakdown by cluster and delivery partner). Note that this analysis refers to the same survey as in the Wider Community Baseline, and so has the same demographic breakdown.

Table 5: Responses by activity (wider community)

	Cluster and Delivery Partner			Total
	Arbroath & Montrose	Dundee & Angus	Stirling	
Activity	CycleHub	CycleHub	Recyke-a-bike	
Cycle Training		4	6	10
Confidence Building				
Access to Bikes	4	11	9	24
Total	4	15	15	34

*Perceived Safety*

Overall, there was a positive shift in participants feelings of safety when cycling after participating, with 41% of participants reporting that they felt safer after participating. A similar trend was seen for both activities, although 8% of participants in Access to Bikes felt less safe after taking part.

Evaluation

In overview the Tactran People and Place Programme can be shown to support a range of positive outcomes. Perceived abilities to walk, wheel, and cycle increased by 77% where access to bikes was made available; with 64% increase related to active travel promotion activities. Rates of perceived safety also increased significantly, with 25% increase in parents' confidence to allow children to walk, and 46% in allowing children to cycle. Adult and community groups also expressed increased confidence and safety (41%).

*Response rates / data limitations*

The data does have some limitations, however, and these need to be considered in drawing lessons over time, as include, but are not limited to the following:

Non-responses and limited responses created an issue in respect of the extent and coverage of data collected. This has resulted in a limited representation from some groups despite significant efforts to support and centralise survey design and collection. This, in turn, has impacted on the ability of this evaluation to assess population socio-economic differences in outcomes by population group by theme and area, d

Lower response rates from some partners appears to have arisen as a result of challenges in the distribution of surveys, with challenges in reaching participants reflecting, in part, differing start and end dates for activities. Partner time was limited, restricting the ability to focus on project specific designs, reducing compliance and diminishing the total number of returns made. The design and nature of the survey distribution methodology was taken as a lesson moving forward, as have the differing time lines and opportunities amongst partners for targeted survey activity.

Further data gaps and data consistency issues arose in respect of data aggregation and labelling. This arose in particular in respect of data from coordinating partners, where reporting of global figures, for the coordinating partner, resulted in a grouping of multiple projects into an aggregate total. This had the effect of allowing for a higher level of analysis by user type, otherwise challenged by low response rates, while at the same time removing the opportunity to report at project level. Pre-existing approaches to data collection, as followed by larger partners in preceding programmes, also contributed to confusion. In taking these lessons on board, it was concluded a more robust approach would be necessary in the design and distribution of a centralised survey.

It was also notable that the survey approach methodology was new to the programme, and that the programme itself was in a transitional year. Both factors reducing the potential for outcomes comparisons over time. Longitudinal analysis, being the comparison of outcome over time, would benefit the review of programme delivery and provide additional contextual analysis. A longer-term ambition of the Tactran programme team will be the assessment of multiple years data where the programme continues in the same or similar form. This ambition is also likely to place additional pressures on maintaining consistent and comparable data points, as minima, between years, and this is further discussed below.

#### *Limitations with Schools analysis*

In general it was not possible to carry out detailed comparative analysis of the schools data as there was a different sample group for the pre-intervention and post-intervention surveys, and a low response rate overall. Additionally, projects delivered in Q4+1 can create a further problem in respect of consistency. This is in part related to the differing time periods of delivery, as reflected in the previous comment, but lacking a simple resolution as may be applied to Q1-4 alone. The effective impact being that responses in Q4+1 fall outwith the same window of comparison. While the Tactran programme had only a minority of participants falling within the Q4+1 period, the potential for datapoint mismatch is likely to recur in future years. A further analysis of data consistency/compatibility is felt appropriate and will be undertaken in FY2025/26.

#### *Limitations with Accessibility and Inclusion Data*

It was not possible to assess the impact of individual activities on different demographic groups due to the low number of responses to the Wider Community Survey and the risk of revealing identifying information. It was however still possible to assess the overall inclusivity of the programme by investigating the demographic breakdown of the survey respondents.

#### Best Practice

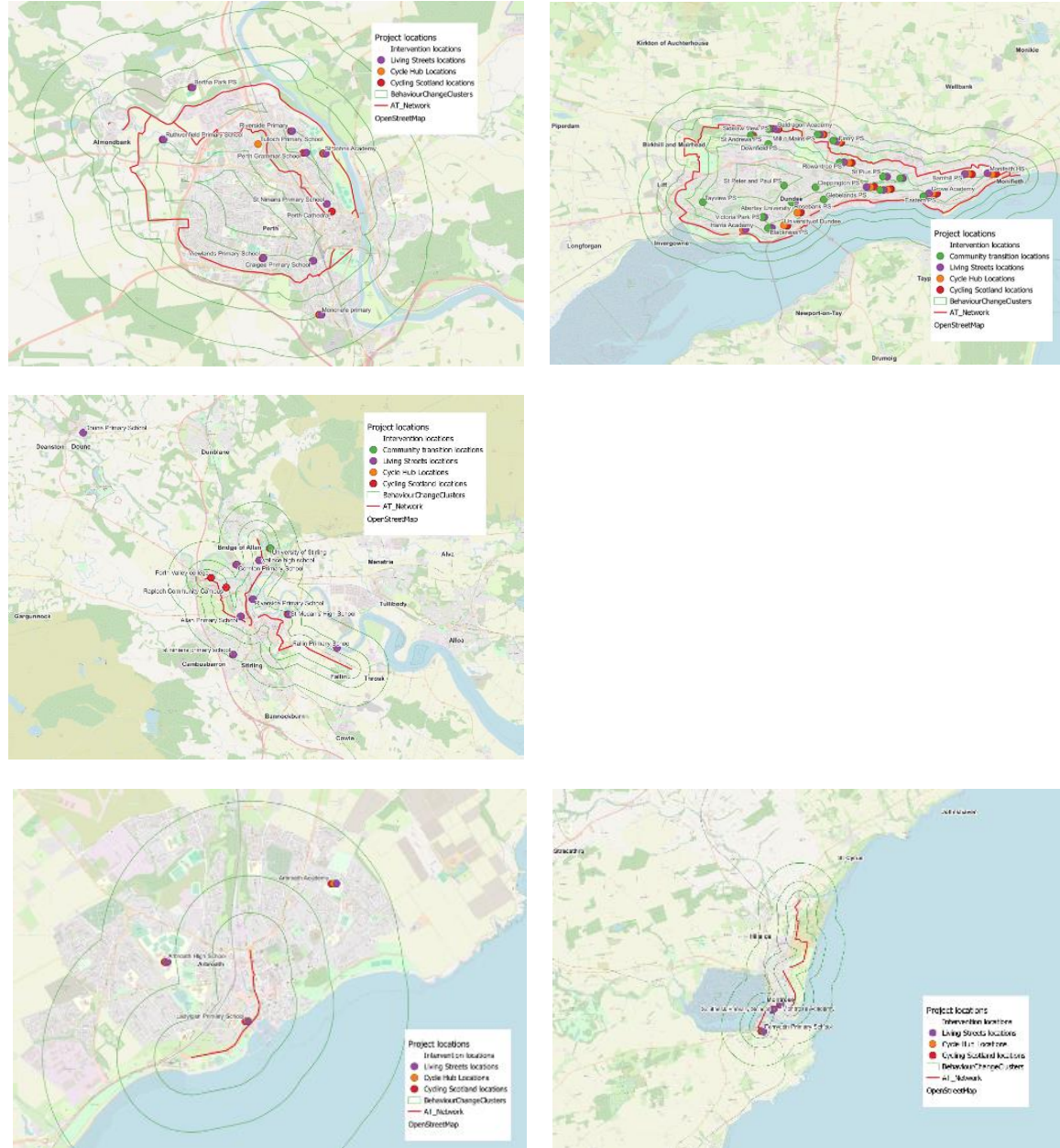
- *What was successful about your overall programme*
- *Did you use any innovative or creative approaches*
- *Any lessons learned or things that worked particularly well*
- *Include any reflections on value for money, sustainability, scalability*

The Tactran People and Place programme for 2024/25 set out to provide a wide range of activities focused on need and maximising outcomes. It sought to identify key locations where projects could be concentrated on specific clusters, as areas of multiple need within which interventions may have significant impacts. A methodology was developed which identified four areas across the Tactran region where there was existing active travel infrastructure (such as: trails, cycleways etc) in existence or under construction. It being felt that behaviour change interventions focused on these clusters would be likely to have a greater impact on use, illustrated in maps 3-7, below.

Locations were chosen from a longlist based upon:

1. Areas where there is a strong provision of high-quality active travel infrastructure – both existing infrastructure and planned routes, including:
  - Regional Active Travel Network
  - Existing NCN and other existing routes that are of a high quality (i.e. traffic free)
  - Tactran active travel audits
  - Local authority active strategic networks (i.e. Perth People Place (PPP), Dundee Active Freeways/Sustainable Transport corridors , Walk, Cycle Live Stirling and Arbroath A Place for Everyone, etc.)
  - Future planned routes using the pipeline tracker to identify potential year of delivery.
2. Locations of key sites, for example, schools, workplaces, areas of deprivation (SIMD deciles 1&2) and mobility-restricted groups (care homes / sheltered housing).

Maps 3- 7 Cluster areas: Perth, Dundee and Angus, Stirling, and Arbroath and Montrose



The cluster approach was successful in its aim to concentrating interventions around high-quality infrastructure, with the outcome of creating a positive environment and supporting the success of projects that were able to make use of that infrastructure as a part of their project delivery. In hindsight, however, it may not have been necessary for the cluster approach to have been applied to all projects. Delivery Partners noted that the clusters restricted their outreach and imposed unnecessary restrictions on delivery of some projects, particularly those unrelated to cycling where infrastructure is less of a factor.

Key success associated with clusters appear to follow the combination of activities, whether planned or coincidental, while further elements of success could be attributed to relative proximity to appropriate infrastructure, which is noted to differ by project type. An underlying need to address specific community needs was also observed, with the potential use of a spatial analysis tool, similar to clusters, in future programmes.

## Case Studies

- *Welcome particular examples, narratives, firsthand accounts here.*

In this section we highlight the activities and outputs of two delivery partners:

- Living Streets
- Cycling Scotland

### Living Streets

Living Streets Scotland is a walking charity dedicated to promoting walking and wheeling as the natural choice for everyday journeys, advocating for safer and more welcoming streets across the nation. The group has, as its mission, a desire to create a nation where walking and wheeling are the preferred options for local journeys. They aim to empower communities to improve their walking environments, making streets and public spaces more vibrant and accessible for everyone. The charity is best known by its programmes, including WOW, the walk to School Programme, which has been a major element of the People and Place provides a class based initiative to encourage children to walk to school, helping to instil healthy habits from a young age. Living Streets also deliver the next steps walking challenge, and the workplace walking challenge. Additional activities relate to walking support, and include, but are not limited to: Active Travel Zone mapping, Advocacy and supporting walks, park and stride, amongst others. Examples of core outcomes include, but are not limited to:

### School Engagement

Primary Schools engaged well with WOW walk to school challenge throughout the project.

### Active Travel Zone maps

St Ninians PS (Stirling), Fallin PS (Stirling), Goodlyburn PS (Perth), Oakbank PS (Perth), Ladyloan PS (Angus) and Lochside PS (Montrose) received personalised Active Travel Zone maps. LSS visited these schools to observe drop offs, meet with WOW ambassadors and school SMT to draft and approve Active Travel Zone maps.

Further activities are planned for 2025/26, including Ladyloan PS and Lochside PS.

Head Teacher, Janine Rushton, at St Ninians commented that the Active Travel Zone map will be especially useful for parents and family members where English is their second language to explain how to access the Park and Stride behind the school.

### Walk to School Week

The Walk to School Week took place from May 19th to 23rd, students were encouraged to walk or engage in other forms of active travel, coinciding with the WOW Top Ten Competition Week.

Additional to participating WOW schools: Sidlaw View PS (Dundee) and Newhill PS (Perth) St Mary's (Angus) and Calander PS (Stirling) all received Walk to School Week packs. As a part of Walk to School Week LSS visited St Ninians PS (Perth) to launch their Park and Stride from Halfords at St Catherines Retail Parks.

### St Ninians PS Park and Stride Launch



(Photos for internal use only)

Fallin PS (Stirling) won the Spring WOWTopTen, Living Streets Scotland visited Fallin PS to deliver their prizes and for a Strider visit during Walk to School Week. Eastern PS (Dundee) topped the WOW Top Ten during walk to school week and received some space themed prizes to in with 'The Great Space Walk' theme for Walk to School Week 2025.



#### First hand feedback

P1 Teacher St Ninians, Beth Dawson, commented that since taking part in WOW the school has seen a reduction in number of pupils being dropped off at school gate.

Deputy Headteacher Diane Johnstone at Oakbank PS commented 'the pupils are loving it [WOW] and love earning their badges'

Principle Teacher Ben Clark at Eastern PS commented 'We would very much like to be signed up for this again next year, the kids have loved it the engagement has been amazing. It's also given our active travel group a great deal of responsibility'.

#### WOW Launch Video Filming

St Ninians PS (Stirling) and (Fallin PS) took part in the filming our new WOW launch video, both schools were fantastic to work with and enthusiastic about walking to school. The video will be ready for schools returning next term.

#### Additional Evidence

- *Space for any supporting technical reports or other relevant documents if appropriate*

Extracts from Living Streets data capture for schools walking project engagement and mode splits.

Local Authority Name	Pupils	Engage-ment	Active %	Walk / wheel	Cycle	Scooter / Skate	Park & Stride	Bus	Driven	Taxi	Absent	Other
<b>Dundee City</b>	<b>2597</b>	<b>63%</b>	<b>88.08%</b>	<b>47556</b>	<b>1455</b>	<b>1531</b>	<b>24690</b>	<b>875</b>	<b>8945</b>	<b>455</b>	<b>7153</b>	<b>71</b>
Eastern Primary School	171	85%	96.38%	4091	121	42	2753	67	169	31	19	25
Cleington Primary School	439	83%	87.46%	11160	182	194	4428	28	2164	121	1675	3
Barnhill Primary School	177	80%	89.64%	5118	356	22	894	5	730	11	545	7
Victoria Park Primary School	97	70%	80.59%	1592	43	111	954	98	518	35	351	1
St Andrew's RC Primary School	459	62%	87.68%	5607	151	202	6630	267	1432	75	1256	23
Blackness Primary School	222	55%	91.68%	3941	31	306	2087	90	480	18	406	2
St Pius' RC Primary School	112	53%	86.26%	2499	128	139	917	69	506	15	708	2
Mill Of Mains Primary School	259	52%	93.94%	4289	327	184	2266	59	393	19	651	2
Rosebank Primary School	300	51%	85.47%	4968	101	270	1248	116	889	109	512	5
St Peter & Paul RC School	361	47%	79.77%	4291	15	61	2513	76	1664	21	1030	1
<b>Angus</b>	<b>1329</b>	<b>57%</b>	<b>90.97%</b>	<b>20412</b>	<b>1396</b>	<b>1167</b>	<b>14099</b>	<b>363</b>	<b>3295</b>	<b>139</b>	<b>2933</b>	<b>780</b>
Ferryden Primary School	140	79%	99.00%	1521	220	146	3593	8	44	4	219	5
Lochside Primary School	305	74%	92.67%	6169	397	462	3117	62	723	62	1014	334
Birkhill Primary School	264	72%	87.48%	4531	223	252	3040	1	1191	15	533	391
Ladyloan Primary School	234	41%	86.11%	3237	337	103	1337	28	776	9	484	3
Southesk Primary School	85	40%	93.68%	1374	28	108	497	58	45	44	152	47
Maison Dieu Primary School	301	39%	89.76%	3580	191	96	2515	206	516	5	531	0
<b>Stirling</b>	<b>1219</b>	<b>52%</b>	<b>90.33%</b>	<b>16672</b>	<b>4561</b>	<b>1853</b>	<b>9627</b>	<b>307</b>	<b>2942</b>	<b>302</b>	<b>2552</b>	<b>317</b>
Fallin Primary School	192	87%	93.48%	4187	1334	475	1896	33	516	6	1018	22
Allan's Primary School	168	52%	91.29%	2208	331	184	1391	24	352	17	269	4
Riverside Primary School	379	51%	83.18%	3274	1762	581	3307	207	1441	222	386	256
Doune Primary School	172	50%	94.50%	2035	581	341	1137	16	179	45	197	26
St Ninian's Primary School	308	37%	93.98%	4968	553	272	1896	27	454	12	682	9
<b>Perth &amp; Kinross</b>	<b>1133</b>	<b>46%</b>	<b>82.52%</b>	<b>13728</b>	<b>1280</b>	<b>832</b>	<b>8376</b>	<b>339</b>	<b>4324</b>	<b>493</b>	<b>2038</b>	<b>86</b>
Amgask Primary School	71	84%	97.47%	934	402	46	1577	0	76	1	256	4
Oakbank Primary School	386	57%	79.88%	6315	269	326	2256	66	2227	20	472	8
St Ninian's Episcopal Primary School	74	56%	87.63%	795	37	81	936	101	156	3	248	0
Ruthvenfield Primary School	59	52%	41.81%	380	88	39	145	1	627	289	9	7
Goodyburn Primary School	200	46%	93.47%	3152	78	129	1400	15	316	4	624	14
Milnathort Primary School	238	35%	76.10%	1516	397	133	1591	144	878	122	377	5
Kinnoull Primary School	105	15%	91.86%	636	9	78	471	12	44	54	52	48
<b>Total</b>	<b>6278</b>	<b>56%</b>	<b>88.28%</b>	<b>98368</b>	<b>8692</b>	<b>5383</b>	<b>56792</b>	<b>1884</b>	<b>19506</b>	<b>1389</b>	<b>14676</b>	<b>1254</b>

Extract from Living Streets Travel Tracker School data April – June 2025

**Travel Tracker School Data for April – June 2025**



2025

**TRAVEL MODE ANALYSIS KEY MODES All Active Schools**



### **Cycling Scotland**

Cycling Scotland is Scotland's national cycling charity. The charity works in collaboration with others to get more people cycling, more safely and easily in a better environment. It was established in 2003 as a national charity to represent cycling interests and to increase levels of cycling.

The charity has the vision of a sustainable, inclusive and healthy Scotland where anyone, anywhere, can enjoy all the benefits of cycling.

Cycling Scotland was critical to delivering behaviour change projects under the People and Place programme. It worked with Local Authorities and local delivery partners to deliver:

- Access to bikes within schools,
- Access to bikes within Workplaces, communities and disadvantaged groups, and
- Confidence building and cycle training for adults

Local programmes were delivered under the Cycling Scotland coordinating partner umbrella via multiple local delivery partners, such as the Bike Station, Forth Environment Link (FEL) etc., described below.

In addition to access to bikes and confidence building, Cycling Scotland worked with Stirling Council and Perth & Kinross council to provide cycle parking and storage at key destinations. The work aligning with three of themes inherent to the People and Place programme: Schools and Young People, Workplaces, Capacity and Capability.

Work within the Tactran region focused activity within specific geographical clusters in Stirling, Perth, Dundee and Arbroath/Montrose, detailed above. Further expressions of interest and enquiries to the project arose outwith the cluster areas, with further enquiries extending beyond the scope of the funding provided in 2024/25. These have been captured in the design of the 2025/26 programme.

#### **Population Reached**

The number and percentage of target population reached is based on the cumulative reach of all Cycling Scotland coordinated projects within the Tactran region. Projects estimated they would support 2,276 people via the funding received, excluding beneficiaries of private and public cycle parking whose long-term beneficiaries will be measured at the point of post-evaluation surveys. This compares to the total population within the region listed at 272,111 people living in the area, 29.4% of the Scottish total (Census SG2022).

Within the Tactran region it has also been possible to estimate beneficiary type as tabulated below.

<b>Beneficiary Type</b>	<b>Number of Cycling people &amp; Place funded activities with this type</b>
Children and young people	7
Women and Girls	5
Unemployed	4
Urban Communities	5
People affected by ill-health and disability	4
Carers	4
Families	7
Rural communities	3
Refugees and asylum seekers	6
Black and Ethnic minorities	4

#### **Output**

Overall, 1,212 bikes were supplied and distributed across the region. 26 cycle parking and storage installations were delivered and 500 people received cycle training. This breaks down further:

Children and Young People:

- In Stirling, 98 young people have received a bike package
- Local delivery partner Forth Environment Link established a fully equipped service area for schools promoting the service to staff, parents and the local community. Pupils are able to carry out complete bike inspections and maintenance, from brake adjustments, gear truing and component replacement.
- Six of the FEL team have earned SCQF Level 4 qualification in Cycle Skills
- 23 Stirling residents also participated in the workshops, collecting feedback that highlights the convenience of an on-site shop, promotion of active travel, and the high quality of our work.
- In Stirling FEL supported 10 bikes linked to an employability programme in the local community in Balfron. Forth Environment Link has worked with Balfron High School to identify recipients of the support who demonstrated the greatest need.
- In Perth, 500 bikes were delivered via the Wee Bike Library and Kids Bike Life programmes, through relationships established with 7 local schools.
- In Dundee and Angus, 211 bike packages were distributed in partnership with the Dundee Cycle Hub to children referred to the programme either directly, by carers or via their schools. DCH's priority has been towards those who could utilise this bike package as their primary form of transport

Workplaces, Communities and disadvantaged groups:

- In Stirling, 18 adult bike packages were delivered through the Forth Valley Welcome and the Resettlement team at Stirling Council. Each recipient received a new bike, helmet, lights, and lock, with the option to take part in funded cycle confidence lessons.
- Additionally, Recyke-a-bike have also partnered with Graham's Dairies to provide three staff members with bike packages, alongside guided and instructed rides to help them build confidence using the local cycle network.
- In Stirling, FEL have built on the size of their bike fleet and purchased an additional three cargo bikes and 4 ebikes.
- In Stirling, Cycling Scotland partnered with Stirling Council to deliver cycle parking and storage facilities providing convenient and secure cycle parking and storage for social housing residents, workplaces and for the general public.
- In Perth, Cycling Scotland worked with Perth and Kinross Council to install cycle parking and storage facilities in 12 locations
- In Perth, The Bike Station have worked with schools taking part in the Wee Bike Library programme to identify 50 carers
- In Perth, the Bike Station have continued to deliver the Shifting Gears programme in the Perth areas, distributing a further 41 bikes.
- In Dundee and Angus, we worked with Dundee and Angus Cycle Hub and distributed 350 bike packages to adults.

Capacity and Capability

- In Stirling, Recyke-a-Bike delivered 93 confidence building sessions with each participant receiving a minimum of four sessions. Participants were also offered bike mechanic skills sessions
- In Perth, Cycling Scotland have worked with the Safer Communities Team at Perth and Kinross Council to develop a multi-strand cycle training project that provided five bicycles to participants as part of the Right Track programme. The programme delivered three 8x week blocks of bike maintenance training.
- In Perth, the Bike Station also delivered: 4 "Bike Bus rides" with Riverside Primary School; 64 one-to-one sessions adult cycle training sessions delivered to 50 individual participants throughout the year; 35 led group rides with a total of 103 attendances; and 16 Bike maintenance sessions with 60 attendances throughout the year.
- In Dundee and Angus, our partner Dundee and Angus Cycle Hub delivered 1-1 Adult Cycle Training sessions to 60 adults.
- Following discussion with Tactran, Cycling Scotland worked with Cycle Crieff to deliver: 2 Dr Bike sessions, 4 Bike maintenance courses, and 4 Community Led rides

### First hand feedback

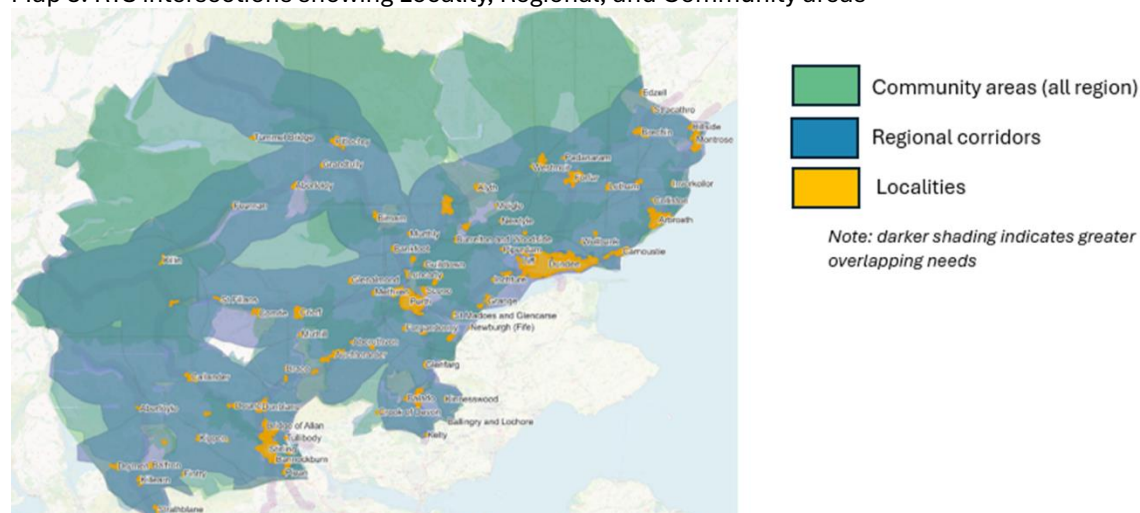
In relation to FEL: “Scott and the pupils were so helpful and flexible. I am so glad this service is available for people involved with Balfron High. My bike has been broken for a while so it seems really convenient to drop it at my son's school to be fixed. I'll now be able to cycle to the train station, which is roughly 7 miles away. I mostly intend to use the bike to get away from my desk whilst working from home, I live in rural Stirlingshire so there's lots to ride around here

### Conclusions

The delivery of the People and Place programme in FY2024/25 has demonstrated significant impacts arising from targeted behaviour change initiatives. Such successes are indicative of the continuing benefit and further potential outcomes where best practices are identified and followed, and where learnings are applied to future application. Key issues moving forward include:

- Further developing relationships between the RTP and its delivery partners. In FY24/25 this was based on the application of both coordinating and local delivery partners, as separate tiers of delivery, and has subsequently been fine-tuned to reflect a desire for direct communication.
- FY24/25 also introduced standardised M&E across projects in the region, using a post-intervention survey methodology, supported by an additional pre-activity baseline survey for school children. The experiences of this suggest a solid underlying basis for centralised surveys to be continued but also suggest opportunities for fine tuning to include a global use of both pre-and post-activity surveys. Additionally, the programme noted difficulties in the linking of pre-existing surveys, typically those being undertaken by delivery partners prior to the 24/25 programme, and those designed for the programme itself. As a result, it was concluded that, except in exceptional circumstances, all future surveys would be centralised based on a standard survey form.
- A cluster approach was introduced, related to the proximity of projects to active travel infrastructure. The approach created significant proximity benefits for participants falling within the clusters themselves but also had the effect of excluding areas of the region outwith the clusters thus identified. While the agglomeration effects of the clusters were clearly beneficial to those able to benefit, meeting the needs of wider communities were reduced as a result. A modification of the principle has since been developed and included in the 25/26 programme. The enhanced approach, based on localities, more fully recognises the priorities set out in the Regional Transport Strategy (RTS), which have been mapped to identify spatial areas of intercepting need, as well as the increased scope of the programme as set by Transport Scotland. Areas where all four RTS priorities overlap being identified as localities - the base structure for local interventions. Proximity to infrastructure remains a significant aspect, but is recognised to have been extended and supplemented by the addition of sustainable transport, to active travel in the emerging programme; and the inclusion of community level outcomes. Other geographies were identified for community projects, and for regional projects to be applied to the 2025/26 programme, see map 8, below. Adjustment to the cluster approach to include wider spread of geographical definitions, with funding available at three scales of impact: communities, localities and regional.

Map 8: RTS intersections showing Locality, Regional, and Community areas



The changes to the approach for delivery of the People and Place Programme for 25/26 will enable a wider geographical spread of projects, supporting behaviour change across more of the Tactran region.

#### Planned Approach

As the scope and scale of the programme has been increased for 2025/26 it follows that further development of a spatial allocation concept is also appropriate. This was felt particularly true with the integration of both community projects, and sustainable transport into the 2025/26 P&P programme given differences in scale and location of these areas, as well as the development of multi-scale and cross-agency outcomes.

#### Evaluation processes, projects

Both Tactran projects and the programme itself have been assessed using the indicators in the Active Travel Outcomes Framework. The process follows the guidelines provided by TS, and include survey-based data collection, including that discussed above.

Data collection was based on a standardised exercise and differed from the approaches applied to preceding programmes. The 2024/25 programme adopted a single survey approach, based on post activity identification of behaviours, with an additional survey applied to school children prior to intervention. Response rates were variable, with significant differences between locations, including some locations with particularly poor response rates. This raised the questions in relation to the design of the collection, its timing, and participation. Project partners expressed concerns about the timing of surveys, which had been set to be the same across all projects. Partners also highlighted that the approach differed from previous survey methodologies. Some comparisons were also drawn between and across RTPs where differing RTPs had adopted differing approaches to data collection.

The programme team also concluded that survey timing had been an issue, with the lesson that future survey timing points would need to coincide with activity commencement and completion, and was likely to differ between projects. Advice would be sought from the projects themselves as to the appropriate times for both pre- and post-activity surveys. It was also observed that some project delivery partners had had significantly greater success in promoting the survey than others. A more robust requirement was felt to be appropriate for future years, with the 2025/26 programme more firmly based on a centralised pre- and post-activity survey methodology. The 2025/26 programme would be extended and enhanced with support from project delivery partners to ensure that its application would be made as simple as possible for each project. A personalised approach, by project, would also allow questions to relate directly to the projects and encourage participation.

In addition to the primary datapoints and indicators discussed above; further analyses were also suggested by the Tactran board. An understanding of the relative cost and impact was proposed, with initial concept developments allied to the operation of the 2024/25 programme. An analysis based on

the Social Return on Investment (SROI) is being developed to allow for a more detailed assessment at Tactran level.

SROI developed from traditional cost-benefit analysis in the late 1990's and extends the concept of a comparative financial benefit to cost ratio to further include the economic value of social benefits by translating social objectives into financial measures of benefit. Comparing this value to the investment made produces an SROI ratio. The concept allows for a cross over of traditional economic assessment in to socially impactful projects, with research from 2003 by the New Economics Foundation (NEF) exploring ways in which SROI could be tested and developed in a UK context. The NEF model of SROI can be applied to the data collected in the base assessments described above; with additional benefit gained from a longitudinal multi-year approach. It is also noted that the 2024/25 data collection exercise was not developed with this outcome in mind, and it will be significant to identify areas of further data collection necessary to optimise the SROI assessment. This will follow as an integral part of the 2025/26 programme.

Fundamentally the SROI assessment will focus on the most important sources of value to be defined by stakeholders. This allowing the further step of capturing social, economic, and environmental as well as financial value. Values attributed to the RTS delivery outcomes will be reflected in these, as will the priorities identified in the programme itself. A further step in development will be required to incorporate these fully. By providing both credible numbers and qualitative value information SROI is felt to help in communicating information with stakeholders holding different objectives and preferences, and in providing a consistent comparator between projects that includes social benefit, which cannot be monetised. Some outcomes and impacts (for example, increased self-esteem or life stability) cannot be easily associated with a monetary value and are often overlooked. As such an SROI analysis should not be restricted to one number, but seen as a framework for exploring social impact, in which monetisation plays an important but not an exclusive role.

In drawing conclusions, it is appropriate to highlight the positive outcomes achieved by the People and Place programme in 2024/25. The programme and its projects demonstrate gains to social activity, benefits in accessibility and inclusion, and gains to the number of journeys by active and sustainable modes, increased development of sustainable travel infrastructure, and a greater confidence in use and the safety of active travel modes, use, and facilities. Examples of transferable best practice have also been identified and adopted, while lessons and necessary fine-tuning also taken on board. Aspects of design and evaluation methodologies have already been applied to the design of the 2025/26 programme, while further aspects including additional social impact assessment identified for future development.