TRL REPORT XPR119

Bikeability Widening Participation Fund (WPF) Evaluation

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Report details

Report prepared for:	The Bikeability Trust		
Project/customer reference:	Bikeability WPF Evaluation (11226196)		
Copyright:	© TRL Limited		
Report date:	09/02/2023		
Report status/version:	3.0		
Quality approval:			
Cathy Booth (Project Manager)	*C. Booth*	George Beard (Technical Reviewer)	*G. Beard*

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Contents amendment record

This report has been amended and issued as follows:

Version	Date	Description	Editor	Technical Reviewer
1.0	08/12/22	First draft delivered to client	BG	GB
2.0	27/01/23	Updated draft delivered to client	BG	GB
3.0	09/02/23	Final report delivered to client	BG	GB

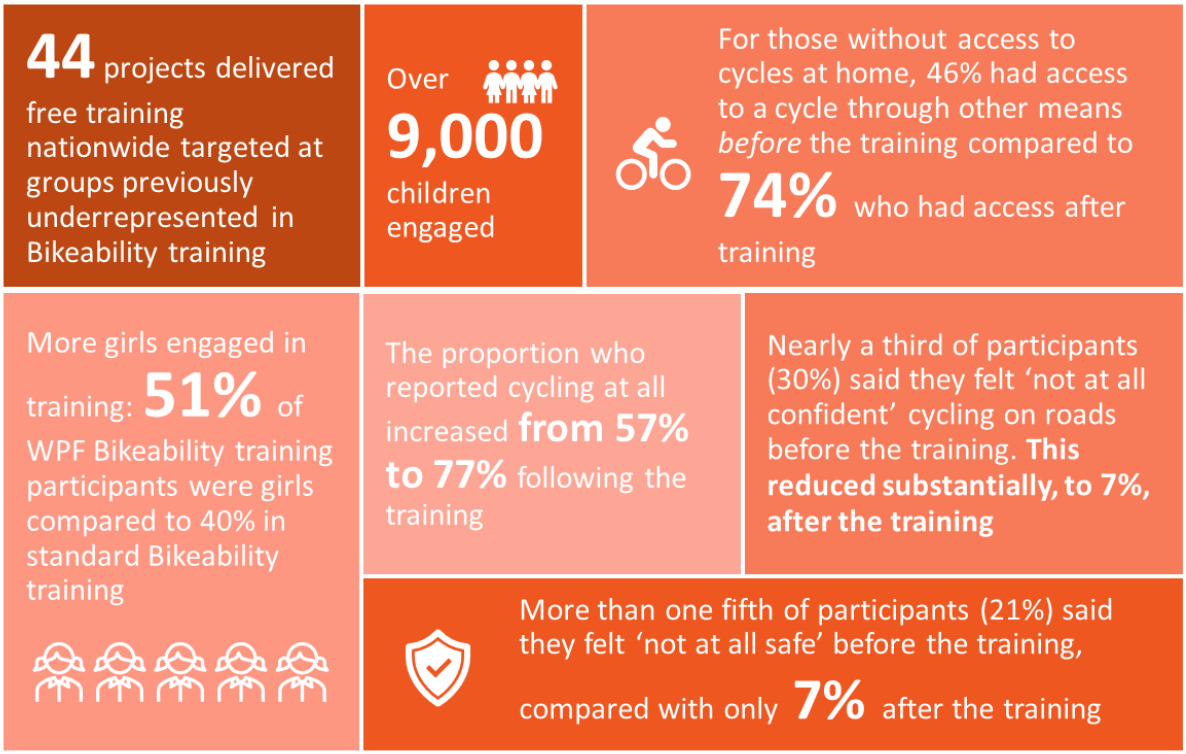
Document last saved on:	14/03/2023 11:52
Document last saved by:	Bharti Gupta

Executive Summary

The Bikeability Trust funded 44 projects through the Widening Participation Fund (WPF), a £1.44m fund obtained from the Department for Transport (DfT) in December 2021. The objective of the fund was to develop pilot projects which targeted groups of children underrepresented in Bikeability training, thus increasing participation in these groups, and contributing to increased propensity for cycling across the nation. Five priority areas in which uptake of Bikeability has historically been low were identified by The Bikeability Trust: Areas of deprivation; Ethnic minority groups; Level 3 Training; Female teenagers; and Special education needs or disabilities (SEND).

TRL was commissioned by The Bikeability Trust to conduct a process and impact evaluation of the WPF with the primary aim of providing a strong standard of evidence on the effectiveness, impact, and success of the WPF to inform the business case for future Bikeability funding. The process evaluation focussed on how the projects were delivered, and the impact evaluation assessed the outcomes of the 44 projects against the overall aims of the WPF; that is to increase participation in Bikeability training programmes amongst children in the five target groups (Outcome 1), and to increase the subsequent propensity to cycle in those children (Outcome 2). Impact data were collected via a pre- and post-training survey administered to training participants and a 'pro-forma' evaluation questionnaire completed by WPF project leads was used to gather process data; namely, self-reported successes and challenges with delivery. Additional in-depth qualitative data was collected to support the main programme-wide evaluation activities through 'case study' interviews with four projects.

Highlights from the WPF programme



Key findings from the impact evaluation

1) **Overall the impact evaluation showed that the WPF, at the programme level, was successful in achieving both its aim to increase participation across the target areas (Outcome 1), and to increase participants' confidence, perceived safety, and likelihood to cycle in future (Outcome 2).**

2) **The WPF projects were generally successful at achieving greater participation by the groups of individuals they were targeting.** Compared with standard Bikeability provision (non-WPF projects), there was significantly greater representation in the WPF projects by females, those from an ethnic minority (particularly Asian – Pakistani and Black ethnic groups), those classed as SEND, and those eligible for pupil premium (used as a proxy for identifying children from areas of deprivation).

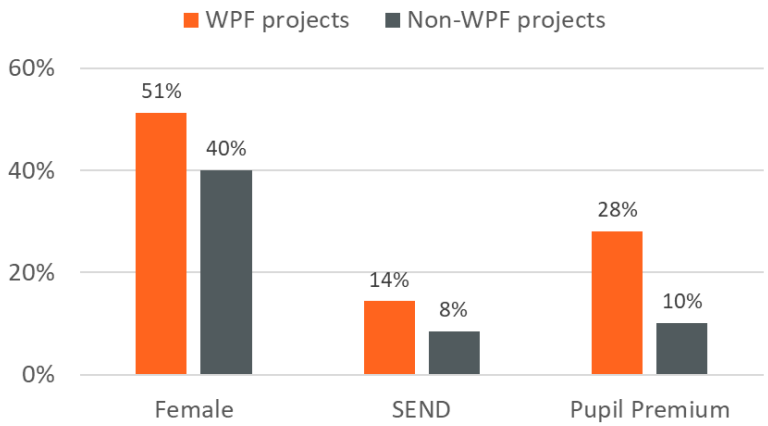


Figure 1: Distribution of WPF and non-WPF project participants by gender, eligibility for pupil premium, and SEND status

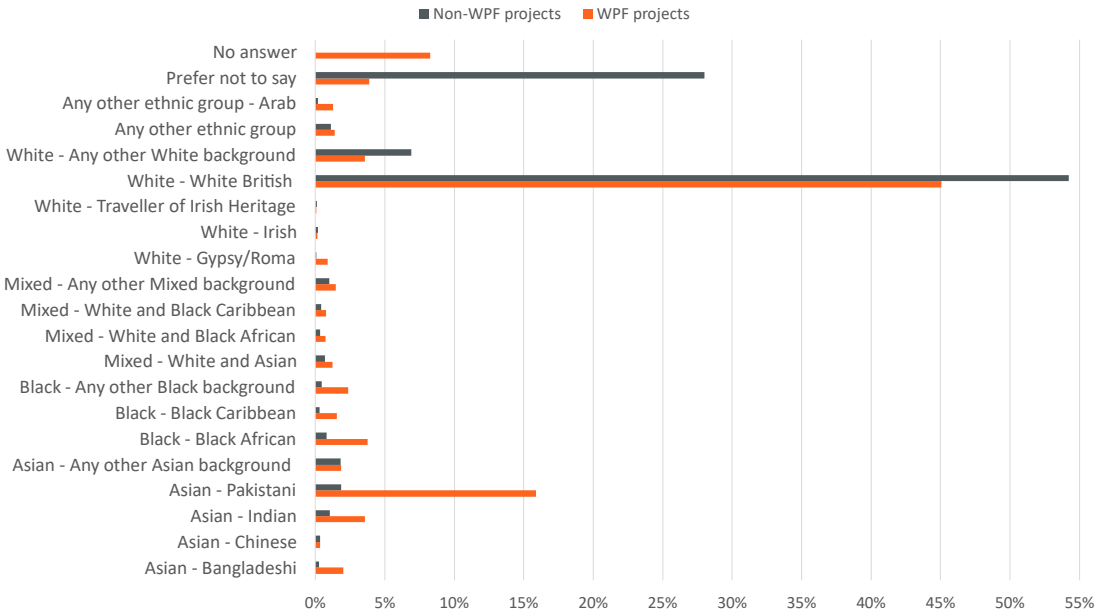


Figure 2: Distribution of WPF and non-WPF project participants by ethnicity

3) **The WPF projects resulted in substantial increases in propensity to cycle among participants**, characterised by:

   - an **increase in the (expected) frequency of cycling** after participation in the training - 24% of the participants said they cycled at least once a week before the training, while 50% said they expected to cycle at least once a week after the training.
   - an **increase in participant's level of confidence when cycling on roads** - before the training, 33% reported feeling confident ('fairly confident' or 'very confident') compared to 64% after the training. Almost a third of participants said they felt not at all confident (30%) before the training compared with 7% after the training.
   - an **increase in the perceived safety of participants when cycling on roads** - before the training, 28% of participants said they feel safe or very safe, compared with 52% of participants after the training

4) Projects run by **organisations with "a lot of experience" with Bikeability training (as classified by The Bikeability Trust) had greater increases in confidence ratings and perceived safety ratings, on average**, between pre- and post-training compared with projects run by organisations with "no or very little experience".

   Some caution in interpretation is needed here since cause and effect cannot be confirmed, however the findings show a pattern suggesting that, in general, projects delivered by organisations with high levels of experience were able to elicit greater improvements in participant confidence and perceived safety than those less experienced. This might be because experienced organisations had access to more experienced trainers who were better able to adapt to participants' needs, or it may be because they were better able to deal with (or were prepared for) some of the common delivery challenges identified from the process evaluation – such as building and managing a fleet of cycles that was fit-for-purpose for the participants, working effectively with schools to avoid conflicts with timetabling, or maintaining effective communication with schools and other delivery partners. Overcoming challenges such as this can help to ensure effort and resources are focussed on delivering the training and engaging participants.

Key findings from the process evaluation

The process evaluation highlighted some key challenges faced during the delivery and lessons from approaches that were successful which should be considered for future Bikeability projects. Key insights were as follows:

1) **Specific factors in intervention designs that helped with effective engagement in the target groups included providing cycles, conducting bike maintenance sessions, conducting girls-only sessions with female instructors, and using experienced or SEND instructors to deliver tailored training**

All projects that provided free access to cycles during training increased participation among their target group, and the average change in participants' (expected) frequency of cycling was larger for projects that provided cycles, compared to those that did not.

Providing cycles for the duration of the training was key in enabling many children to participate in the training as some children may have their own cycles which may be in a poor condition that is not safe or easy for cycling. Conducting bike maintenance sessions before any training proved to be effective in three ways: firstly, it ensured participants had usable and safe cycles; secondly, it equipped them with basic cycle maintenance skills, and; thirdly, it instilled confidence among parents about their child(ren)'s safety. Training sessions which tailored the approach to females and to the SEND pupils were well-received; projects which involved female instructors and conducted girls-only sessions saw high average changes in girl's levels of confidence and perceived safety after the training. Similarly, having smaller participant-to-instructor ratios and experienced instructors who were able to adapt teaching styles to cater to the needs of SEND participants was also key to success.

2) Effective engagement with community leaders helps to generate interest among target groups

Organisations that designated plenty of lead time to carefully plan and engage community leaders found that the time was crucial for being able to build effective relationships with the relevant stakeholders before engaging with the participants. Such relationships proved to be very valuable for identifying participants who would benefit from the training and helped with being able to effectively design the intervention to cater to the group's needs. For example, community leaders provided valuable insights on the community values and cultural sensitivities which in turn informed design of an appropriate training format to engage ethnic minority communities. Community-based activities were also effective in engaging parents as well as children.

3) Identifying and engaging the most influential person(s) in schools helps to gain the support needed for delivery

Identifying the 'most influential' person in schools can help gain the support needed for effective delivery of training. Organisations that reported being successful in this regard indicated that it took some time to identify the right person, and so sufficient time should be allowed in the programme to get schools interested. Frequent and clear communication with one key contact regarding how cycling will benefit them, the children and the environment were reported to be successful in getting schools to incorporate the programme. Effective working with schools proved to be highly valuable for supporting recruitment of the target participants and ensuring participation as there were little-to-no dropouts when the training was part of a school activity.

4) Allowing more time for planning may help mitigate common delivery challenges

Poor and delayed communication with partners and schools, staff shortages in schools, poor availability of instructors, and high participant dropout rates were identified as key challenges in the delivery of project. Allowing more time for project planning should help to mitigate the risk of these challenges impacting delivery of the training.

A detailed overview of the process evaluation findings is provided in Table 6 (p55).

Considerations for future evaluations

1) Allow for flexibility in data collection and reporting approaches

Differences in project resources and delivery meant there was a need for some flexibility in the data collection approaches; this is important to consider for future evaluations – whilst the ideal from an evaluation perspective is a standardised approach, it is important that the data collection activities can be implemented in a way which works for the project leads and partners so as to minimise burden.

2) Expect and plan for missing data

Future evaluations should expect and prepare for substantial amounts of missing data. In this evaluation we were able to mitigate the challenges associated with missing data since the overall sample of (complete) data was large. Missing data may manifest as a result of a number of reasons - for example, 'no answer' or 'blank' fields, along with 'prefer not to say' options selected in the surveys, differences in the ways in which the data are collected (e.g. aggregated information on demographics from a school, versus individuals directly completing surveys) and differences due to drop-outs of participants between before-after phases.

3) Consider and cater for diversity in participants

Balance is needed between developing standardised data collection tools (such as surveys) to enable comparable data to be collected and pooled across different projects/interventions and ensuring that the tools are sufficiently tailored to the target audience. Future evaluations should incorporate sufficient time during the planning phase for developing and testing alternative data collection tools which cater for diversity in participants and project approaches. Doing this as soon as possible in the programme will help to maximise chances of implementing an agreed approach which works for all parties.

Recommendations for future WPF programmes

A key question of interest to The Bikeability Trust and the DfT is whether continuation of a Widening Participation Fund, separate from the standard Bikeability grant funding provision, is needed in order to ensure a broad uptake of Bikeability training. The data gathered through this evaluation provide strong evidence that the WPF programme was successful in achieving greater representation by children in the target groups compared with the standard (non-WPF) Bikeability training. At the same time, there was a significant and positive impact of participation in the WPF training on children's propensity to cycle. A key theme which emerged from the qualitative process evaluation data was that the **tailored approaches implemented in the WPF projects were critical success factors – be it girls-only sessions with female instructors, or smaller bespoke sessions for SEND pupils with experienced instructors, or community-based activities with the early buy-in and support from appropriate community leaders.** A key recommendation is therefore that targeted, and tailored, interventions are continued in some form, at least over the next 3-5 years to support normalisation of cycling among underrepresented groups. However, whether or not these targeted and tailored approaches should be implemented as part of a separate widening participation fund or incorporated into the standard Bikeability grant programme cannot be

answered by this evaluation. Some specific further recommendations in relation to future targeted interventions are as follows:

1) **Cycle provision**: Organisations that provided cycles as part of their intervention benefited from owning and being able to maintain their own fleet of cycles, as opposed to relying on third parties. These organisations were better able to anticipate specific age-appropriate cycle requirements and manage transportation and delivery of cycles to the training venues. Future projects which are able to evidence such experience are more likely to be able to mitigate risk and effectively deliver against objectives. Less experienced organisations should ensure sufficient time is incorporated to source and arrange cycles for training. Consideration could be given to sharing fleets of cycles between multiple delivery providers or schools within the same geographical area on a rotation system. This might enable more training providers to provide cycles for training, though management of the rotation system could introduce new risks.

2) **Family sessions as a taster:** Family sessions proved to be effective means of engaging parents to increase interest and involvement in cycling. Future proposals, especially those involving community-based delivery, may benefit from incorporating family sessions as a 'taster' before delivering targeted training to children. These tasters can be used as a pilot to gather interest in the training, helping with recruitment.

3) **Consider 'train the trainer' facilitation through Bikeability training delivery in schools and communities:** Many projects highlighted difficulties with recruiting and retaining instructors to deliver the training. Future proposals could incorporate training of school staff in school-based delivery, or parents and older participants in community based to be qualified Bikeability instructors. Participants who display high interest in cycling, enjoy coaching, and effectively engage with the community or target group could be invited for instructor training. Teachers and other school staff could be considered too; where teachers were able to support with facilitation of WPF project training sessions, it was noted by some projects that having a familiar face involved brought some comfort and reassurance for children, especially for those nervous about the activity. Schools may also benefit from having school staff who are trained instructors as this could potentially reduce their need to coordinate with external organisations.

4) **Communications:** Ensure that project proposals incorporate sufficient time and resource for communications and stakeholder management. There are clear benefits of getting this right, even if it means extending the time required for planning ahead of delivery of the interventions. Where possible support should be provided for organisations to help them be effective in their communications, e.g. through sharing of guidance or best practice. This is likely to be especially important for organisations with limited experience of delivering Bikeability training.

1 Introduction

Bikeability, the UK government's national cycling training programme, aims to equip cyclists with the practical skills and understanding of how to cycle safely on UK roads and instil confidence in riders so as to enable greater participation in cycling across the country. Bikeability is a critical component of the government's 'Gear Change' policy, which sets out a vision and strategy for considerable increases in cycling and walking over the next decade.

The Bikeability Trust, which administers Bikeability on behalf of the Department for Transport (DfT), has an objective to offer every child the opportunity to learn how to cycle. To help further this objective, £1.44m of funding was obtained from the DfT to form a new Widening Participation Fund (WPF). This fund had the specific aim to develop pilot projects which targeted groups of children underrepresented in Bikeability training, thus increasing participation in these groups, and contributing to increased propensity for cycling across the nation.

Through consultation with stakeholders, The Bikeability Trust identified four priority areas in which uptake of Bikeability has historically been low:

1. Areas of deprivation
2. Ethnic minority groups
3. Level 3 Training
4. Female teenagers

The Bikeability Trust invited bids into the Widening Participation Fund for projects which address one or more of the four areas where uptake is low, whilst also remaining open to applications which showed compelling evidence for bringing benefits to other groups of children who also miss out on Bikeability. Following this competition, 44 projects were funded, with contracts issued in December 2021. The first projects began delivering from the end of January 2022, but project delivery dates spanned across the year. Some projects delivered sessions only in the summer holidays, while others began delivery in the autumn term. Various projects also experienced delays in their plans which meant they were still delivering beyond the point of our final round of data collection. As of the end October 2022, there were still six projects that were ongoing with expected end dates in late December 2022. As part of the process of reviewing and granting funding applications, a fifth priority area was also identified by The Bikeability Trust: children with special education needs or disabilities (SEND).

TRL was commissioned by The Bikeability Trust to conduct a process and impact evaluation of the WPF. The primary aim of the evaluation was to provide a strong standard of evidence on the effectiveness, impact, and success of the WPF to inform the business case for future Bikeability funding.

The process evaluation focused on understanding *how* the 44 projects were delivered. With a key objective to increase participation amongst target areas (i.e. those from areas of deprivation; those with specific ethnic backgrounds; female teenagers; and those with SEND needs), the process evaluation had a **key focus on understanding the barriers and success factors in the planning, recruitment, and delivery phases of the projects**. It also aimed to draw out key learnings that can brought forward for future projects delivered under the WPF or other funding programmes from The Bikeability Trust or the DfT.

The impact evaluation assessed the outcomes of the 44 projects against the overall aims of the WPF; that is to increase participation in Bikeability training programmes amongst children in the target groups (Outcome 1), and to increase the subsequent propensity to cycle in those children (Outcome 2).

This report provides the final results from the evaluation. Section 2 provides an overview of the portfolio of projects funded through the WPF. Section 3 outlines the approach to the evaluation. Results from the impact evaluation are provided in section 4 and results from the process evaluation are provided in section 5. Section 6 provides a case study discussion for five selected projects. The conclusions and recommendations from the project are in section 7.1 and an overall discussion of the evaluation findings is provided in section 7.3 .

2 Overview of WPF portfolio of projects

At the start of the project, we reviewed all 44 project applications and summarised key information to identify the range of interventions that were being deployed and the key barriers that the projects were trying to overcome. Using this information, we coded the projects in a consistent manner. This took the form of a table in Microsoft Excel which captured key information such as the barriers the project was trying to address, the activities the project will be doing (intervention design), the target sample characteristics, notes on data collection efforts planned, the expected outcomes, and resource requirements for the project.

This section provides an overview of common themes that were identified by the WPF projects as barriers to delivery of Bikeability training to the target groups, the different types of cycling interventions delivered through the WPF projects, the variation between WPF projects, and the types of organisations involved in delivery of the WPF projects, along with their overall level of experience.

2.1 Barriers to participation in Bikeability Training

Applicants to the WPF had to provide an explanation of which target groups they intended to focus on, the reasons for doing so, and a breakdown of activities involved to achieve this. Evidence provided by the applicants included a mix of longitudinal data from national surveys (such as Cycling UK's Cycling Statistics 2019/20, and Sport England Active Lives Children and Young Peoples Survey 2019/20) and anecdotal evidence from their local schools and/or communities in their respective area. **Common themes indicated as barriers to deliver Bikeability training to the target groups were the perceptions of parents[1] and children towards cycling, the extent to which participants had access to cycles or cycling training, and a lack of resources in schools to accommodate dedicated cycling training for their pupils**. These barriers are discussed in further detail below. It should be noted that the different barriers are interlinked and often overlap, thus, in practice, it is likely that more than one barrier impacts an individual child's likelihood of participating in Bikeability training. Table 7 in Appendix A provides a summary of all the projects, their target areas, intervention summary, and the type of organisation delivering each project.

2.1.1 Parents' perceptions towards cycling

Negative perceptions of parents towards cycling were noted by many projects in their applications. In particular it was felt that **parents often perceived cycling as an unsafe or costly activity**. It was reported that many parents have either never had the opportunity to learn to cycle themselves, have not had recent experience of cycling, or do not have access to a cycle and these factors then impact on their perceptions and their subsequent willingness and enthusiasm for helping their children to cycle. Lack of familiarity with cycling can also lead

[1] While some project applications specifically mentioned guardians and carers along with parents, there was no distinction made in the data provided from projects, as such to simplify terminology in this report we use parents as a 'catch-all' term which includes guardians and carers.

to parents being concerned about their child's safety while participating in cycle training or other cycling activities. Projects also reported that parents can have a generally low awareness about the benefits of cycling.

Projects also reported that some parents, particularly from ethnic minority backgrounds, did not see cycling as an activity 'for them' – suggesting a social norm effect whereby attitudes are perpetuated if people perceive that other people from their community are unlikely to engage with cycling. Language barriers were also indicated as a challenge to engage parents from ethnic minority communities whose first language is not English; in some cases, it was reported that this prevented training providers from being able to adequately address parents' concerns.

Lastly, projects reported that some parents, particularly those from low-income households, considered cycling as a costly activity as cycles can be expensive to purchase; this then subsequently prevents children from participating in cycling due to lack of access to a cycle. Twenty-four projects provided cycles to participants for the duration of their training to address this barrier (see section 2.2.7).

2.1.2 Children's perceptions towards cycling

Projects reported that children who had not cycled before or seen their parents, families, or peers' cycle can generally be uninterested in cycling and discouraged by parents' negative perceptions of the activity.

Peer pressure among children was also raised as a barrier to uptake of Bikeability, with a view that children can feel embarrassed to bring a cycle to school if it is not of a certain standard, or for not owning a cycle at all. Lack of confidence and low self-esteem were also stated to impact their willingness to participate in cycling training.

Teenage girls in particular were noted by projects targeting girls to have low uptake of Bikeability training due to low confidence and self-esteem, especially around their male peers. Lack of female role models in sports and societal perceptions of femininity, which are further enhanced by social media influencing ideals of beauty, were also cited to have had increasingly detrimental effects on young women participating in sports in general.

2.1.3 Access to cycles and cycling training

According to project applications, children coming from low-income households were less likely to own cycles or afford training for cycling. This was noted to be a barrier as it prevented parents from involving their children in school Bikeability training, even if cycles are provided for training, as parents do not see the value in training their child in cycling if they could not continue cycling after the training.

Projects reported that children from Special Education Needs and Disability (SEND) groups were unable to take up Bikeability training course due to the nature of their needs. It was suggested that the training needs to be tailored to the child's learning abilities and that there is a need to provide adapted cycles to participate. Lack of tailored training for SEND pupils with representative role models and/or adapted cycles was indicated as a major barrier for this group of children. Whilst the Bikeability Trust are in the process of addressing this issue

through development of a SEND CPD training module, at the time of conducting the evaluation this had not been completed.

2.1.4 Lack of resources in schools

Projects reported that lack of resources such as funding and staffing were the main reasons stated for low uptake of training, especially for L3 training. It was suggested that some schools are unable to prioritise cycling training in general as they have many ongoing activities and there is often a poor response to cycling-related activities from the pupils (or their parents).

It was reported that some schools did not have the appropriate infrastructure in the vicinity of the school, or enough space to securely store cycles on school grounds, which made delivering training a challenge.

2.2 Summary of the types of activities delivered by WPF projects

The majority of the projects targeted more than one of the five priority areas; hence it was common for projects to implement a combination of intervention types. **All projects provided free cycling training sessions either in a structured manner through schools and through age-appropriate lessons in community centres, or via more relaxed sessions such as family cycling days, or drop-in sessions**. There were some advantages of each of these approaches, as reported by the project leads which are detailed in Section 5 and summarised in Section 7.2 Below is a summary of the various types of interventions used across the 44 projects to deliver the standard Bikeability training. Some projects incorporated more than one approach to deliver the standard Bikeability training (such as Bikeability Balance, learn to ride (LTR), L1, L2, and L3 training). A few of the interventions (such as parents' engagement/informative sessions and inter-school competition / games day / celebration events) did not incorporate the standard Bikeability training, and instead were aimed at influencing perceptions and attitudes towards cycling.

2.2.1 Skills gap / Bridge the gap

'Skills gap' or 'Bridge the gap' sessions were focussed on provision of dedicated professional training time for children who need extra support such as those with SEND, those from ethnic minorities where cycling is less of a cultural norm, those from poorer backgrounds who have not had the opportunity to cycle, and girls who prefer smaller group sessions. When offered in schools, pupils were selected by teachers based on their current capabilities. In community settings, it was typically offered as an open session where children were invited to join if they were not confident with cycling, had not cycled before, or did not have access to a cycle at home.

2.2.2 Open sessions / cycle clubs

These sessions were designed to be an 'open-for-all' session with a flexible approach where participants were not required to join multiple sessions in order to progress their learning. Such sessions offered participants a safe environment to cycle with the support of trained instructors if they needed. These sessions also provided an opportunity for children to practice cycling outside of formal training sessions, but still within a safe and supported

environment, thereby helping them maintain progress and build confidence. For some projects, the aim of these sessions was to help participants 'catch up' to the level of cycling ability expected of children their age so that they could participate in more formal WPF Bikeability training sessions provided to their school year. One project conducted only open drop-in sessions; since there was no structured way to monitor participant behaviour before and after the intervention, this was excluded from the analysis.

2.2.3 Girls-only sessions

Several projects targeting Bikeability uptake among female students offered girls-only sessions to create a more relaxed and supportive environment for girls to thrive and increase their confidence with cycling. Such projects typically focussed on provision of L1 and L2 training, but there was also a heavy focus on empowerment and confidence building. The majority of these sessions were led by female trainers to act as role models to the girls, helping to reframe their attitudes towards cycling.

2.2.4 Tailored training for SEND pupils

Projects targeting Bikeability uptake among SEND students provided tailored training for SEND students in various ways. In some cases, sessions were delivered in small groups to enable participants to be given more individual attention compared to regular training sessions. Some organisations also appointed trainers who themselves had a physical or learning disability, bringing first-hand insight and experience about the circumstances of the participants. This not only allowed trainers to personalise training sessions according to the child's ability and needs, but also served to provide relatable role models for the children.

2.2.5 Family sessions

These sessions were designed to be similar to the 'open sessions' described above but targeted specifically at families enabling participation in a large group cycling activity by multiple family members. These sessions were designed to promote cycling as a 'casual' family activity, reducing stigma, making both parents and children feel safe, and introducing people to local cycling routes.

2.2.6 Parent engagement / informative sessions

Some organisations held formal 'info-sessions' for parents through schools or community partners. Parents were provided information on the benefits of cycling, advice on cycle safety, purchasing bikes and local places to ride such as the local cycle network, or local cycling events. When engaging ethnic minority communities, projects typically utilised trainers from the same community or local spokespeople to build a sense of familiarity and trust and help to overcome any language barriers.

2.2.7 Provision of cycles and adapted cycles

Twenty-four projects provided cycles to students for free to participate in training sessions– improving affordability for those not able to purchase a cycle. Training providers typically rotated the fleet of cycles between the different delivery sites, so children usually had access

to cycles for the period of the intervention only. Two projects indicated in their application that they planned to offer cycles for purchase at discounted prices at the end of the training, however it was unclear from the data provided by these projects whether this happened in reality. The provision of cycles eliminated the barrier for children without their own cycles to participate in training. This also aimed to alter parents' attitudes towards purchasing a cycle in future; parents were less likelihood to perceive it as 'wasteful' if they see their child enjoying cycling.

2.2.8 Inter-school competition / games day / celebration events

Such events were organised as a platform to display the skills children had learnt, reinforce learnings, and create excitement and enthusiasm around cycling through a competition. Making cycling a competitive activity akin to other activities such as football or netball is thought to help enhance the profile of cycling as a worthwhile activity. One school noted that children who were selected for Bikeability training sessions were usually the most academically challenged; participation in cycling activities helped to reward these students for their non-academic skills.

2.2.9 Dr Bike

'Dr Bike' is a pop-up event where a professional mechanic invites students to bring their broken cycle to school for a free repair and service and provide tips on maintenance. This was used as a way to educate children how to easily fix minor issues on their cycles and instil confidence for them to be able to do it on their own. This was also used as a way to instil confidence among parents that cycle maintenance did not have to be costly.

2.2.10 Randomised Controlled Trial to identify barriers to cycling and design an appropriate intervention

One of the projects conducted a structured study with the aim of identifying children who don't currently access Bikeability, and the barriers and enablers to the uptake of cycling using a COM-B framework. A Randomised Controlled Trial was conducted with an intervention and control group to test the impact of the intervention on attitudinal changes towards cycling (through surveys), and changes in cycling skills (using cycling sensors). The main objective of this project was not aligned with the outcome to increase participation among target groups (Outcome 1) and, questions on propensity to cycle (Outcome 2) overlapped with questions already being asked in the project surveys. As such this project was excluded from the evaluation.

2.3 Training providers level of experience

Table 1 shows an overview of the varying level of experience each project had in delivering cycling training (in general) and in delivering Bikeability training, specifically. The lead organisation for each project was categorised by The Bikeability Trust based on their previous experience working with the respective organisations.

There was a general correlation between experience delivering cycling training in general and experience delivering Bikeability training. Out of the 30 organisations classified as having 'a

lot of experience' delivering cycling training in general, 19 of them were also classed as having 'a lot of experience' delivering Bikeability training, specifically. Nine projects were classed as having 'some experience' delivering cycling training, three of which also had some experience delivering Bikeability training, but six of them had 'no or very little experience' delivering Bikeability training.

These classifications were used to enable comparisons in the impact evaluation between projects delivered by organisations with differing levels of experience; further information on this analysis is provided in section 3.

Table 1: Number of organisations with each level of experience in delivering cycling training (in general) and Bikeability training

Experience delivering cycling training (in general)	**Experience delivering Bikeability training**			**Totals**
	A lot of experience	Some experience	No or very little experience	
A lot of experience	19	8	3	30
Some experience	-	3	6	9
No or very little experience	-	-	5	5
Totals	19	11	14	**44**

3 Approach to the evaluation

A Theory of Change (ToC) model was created using information from the original WPF applications from each of the 44 projects; this informed development of a framework to guide the evaluation. The evaluation framework detailed the intended outcomes of the WPF programme, the data needed to measure those outcomes, and how those data will be collected. In line with the framework, a set of data collection tools were developed, including pre- and post-surveys, a 'pro-forma' evaluation questionnaire, a case study interview guide and a template for entry/collection of participant demographics and attitudinal data. This section details each of these items and the rationale for each method.

3.1 Theory of Change

A Theory of Change (ToC) explains how different interventions and activities are understood to bring about behavioural change that contributes to achieving a desired impact. Upon reviewing the 44 projects and coding the various activities, a ToC for the Bikeability WPF projects was developed (see Figure 3) to illustrate how the different activities aimed to address the various barriers indicated in section 2.12.1 and how the activities ultimately were expected to lead to the two primary desired outcomes of the Bikeability WPF programme:

1. **Outcome 1: Increase participation in Bikeability training amongst groups with low uptake** – this was viewed as an outcome (rather than an output) because provision of Bikeability Training through these projects did not necessarily mean it would result in increased participation amongst the target audiences.
2. **Outcome 2: Increase propensity to cycle amongst groups with low uptake** – in line with the timescales and the scope of the evaluation, this was an outcome that focused on the direct impact of the funded projects and participants' propensity to cycle (including soft outcomes such as changes in confidence, and feeling that cycling is 'for me') rather than mid to long-term impacts in the form of actual behaviour changes and wider societal, health or environmental benefits.

From this, the criteria and outcomes that needed to be monitored for the evaluation were identified informing the evaluation framework (section 3.2). The ToC also acted as a guide for exploring all intended, and any unintended consequences, assessing where assumptions were not realistic, what the success factors were, and reasons why targets were not achieved; these areas were addressed in the process evaluation.

3.2 Evaluation framework

The evaluation framework took the form of a table built in Microsoft Excel. The framework outlined the intended outcomes from each activity, and how it was to be measured. We identified key indicators for each datapoint, and how to collect the data. The draft framework was reviewed by The Bikeability Trust to gather feedback on the feasibility of extracting relevant data and ensure any other ethical or legal requirements for collecting such data were considered. The final evaluation framework is shown in Table 2.

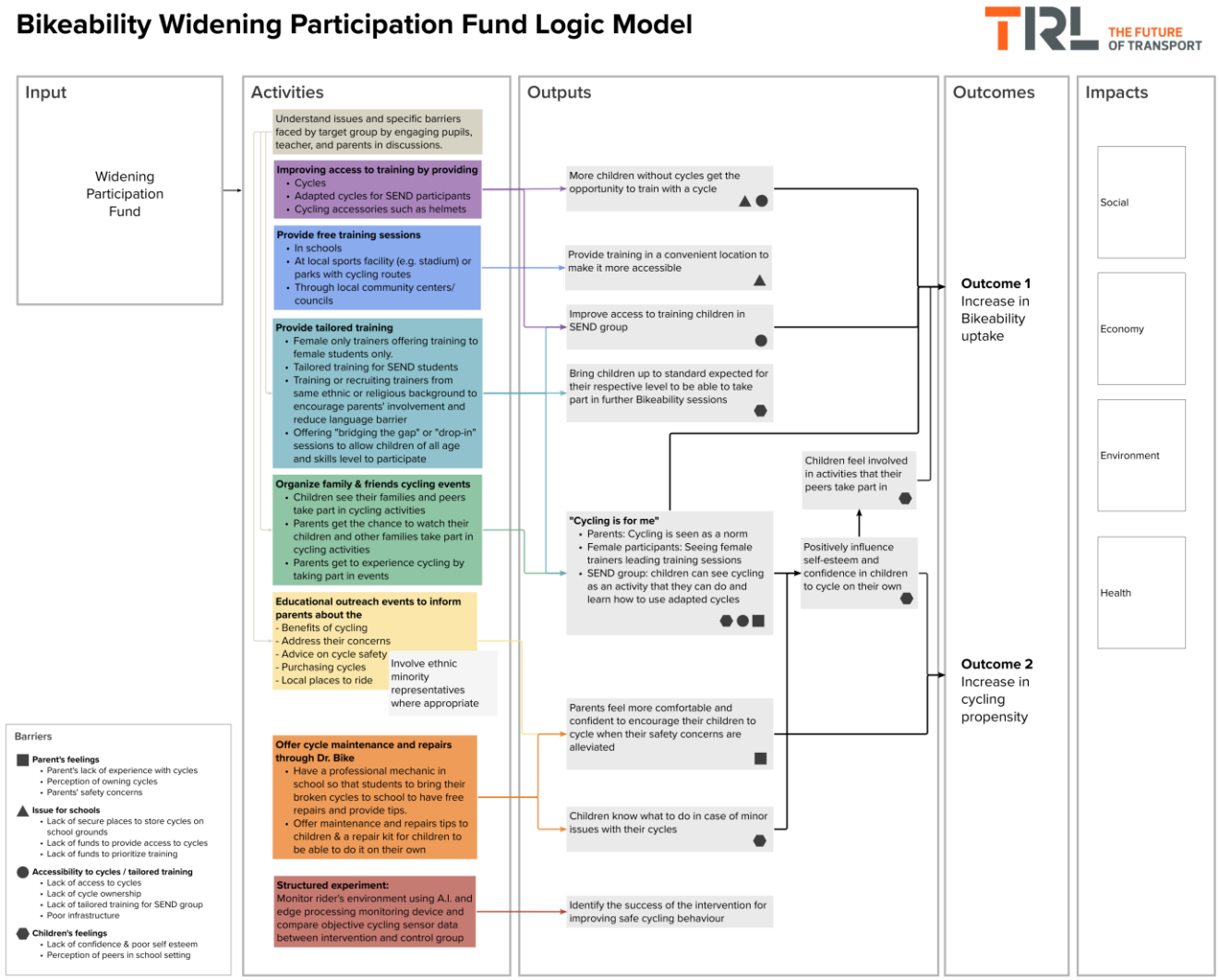


Figure 3: Theory of Change (ToC) of the Bikeability WPF programme

Table 2: Evaluation framework

Outcome measure	Measure type / Data format	Outcome description	Projects targeting outcome	Indicator	Metrics	Data collection method	Frequency of collecting data
Outcome 1: Participation in Bikeability training	Objective / Quantitative	Increased participation by females	WP013; WP014; WP037; WP064; WP069; WP070; WP074; WP079; WP082; WP087; WP088; WP089; WP090	Number of female teenage participants completing WPF projects	a. Number of participant sign-ups by gender b. Number of participants (including non-completers) by gender c. Number of participants completing the course by gender	BT to provide data from LINK database (on participation in existing Bikeability provision (non-WPF)) to TRL. WPF Projects to collect data at point of participant signup and at end of activity.	BT to share export from LINK database in Jul 2022. Regular exports from WPF Project Leads to TRL (April 2022, July 2022, September 2022, October 2022).
	Objective / Quantitative	Increased participation by SEND children	WP022; WP026; WP034; WP050; WP051; WP059	Number of SEND children participants completing WPF projects	d. Number of participant sign-ups by SEND group classification e. Number of participants (including non-completers) by SEND group classification f. Number of participants completing the course by SEND group classification		

Outcome measure	Measure type / Data format	Outcome description	Projects targeting outcome	Indicator	Metrics	Data collection method	Frequency of collecting data
	Objective / Quantitative	Increased participation by ethnic minorities	WP023; WP026; WP028; WP030; WP033; WP043; WP044; WP048; WP050; WP051; WP061; WP069; WP070; WP071; WP087; WP089; WP092	Number of ethnic minority student participants completing WPF projects	g. Number of participant sign-ups by ethnicity h. Number of participants (including non-completers) by ethnicity i. Number of participants completing the course by ethnicity		
	Objective / Quantitative	Increased participation by children in deprived areas	WP013; WP014; WP018; WP023; WP025; WP026; WP028; WP032; WP033; WP037; WP041; WP043; WP048; WP050; WP051; WP055; WP061; WP063; WP064; WP065; WP067; WP069; WP070; WP071; WP073; WP074; WP082; WP086; WP087; WP092; WP094	Number of children living in deprived areas completing WPF projects	j. Number of participant sign-ups by pupil premium eligibility k. Number of participants (including non-completers) by pupil premium eligibility l. Number of participants completing the course by pupil premium eligibility		

Outcome measure	Measure type / Data format	Outcome description	Projects targeting outcome	Indicator	Metrics	Data collection method	Frequency of collecting data
	Objective / Quantitative	Increased participation in L3 training	WP009; WP016; WP022; WP032; WP042; WP055; WP064; WP069; WP073; WP074; WP079; WP082; WP087; WP088; WP089; WP090	Number of children who have completed Bikeability L3 training in WPF projects	m. Number of participant sign-ups n. Number of participants (including non-completers) o. Number of participants completing the course		
Outcome 2: Propensity to cycle	Subjective / Quantitative	Increased confidence	All	Participant feels confident cycling on the road	Participants level of agreement with the statement "How confident or unconfident do you feel cycling on roads in your local area?"	Survey questionnaire (all participants)	Pre- and post-each project activity
	Subjective / Qualitative	Increased confidence	All	Participant feels confident cycling on the road	Participant response to open-ended survey questions on confidence when cycling		
	Subjective / Quantitative	Improved perceptions of safety	All	Participant feels safe cycling on the road	Participants level of agreement with the statement "How safe or unsafe do you feel cycling on roads in your local area?"		
	Subjective / Qualitative	Improved perceptions of safety	All	Participant feels safe cycling on the road	Participant response to open-ended survey questions on perceived safety when cycling		
	Subjective / Quantitative	Increased frequency of cycling	All	Changes in participant frequency of cycling activity	Participants response to questions "On average, how often would you say that you currently cycle?" (Pre-survey) and		

Outcome measure	Measure type / Data format	Outcome description	Projects targeting outcome	Indicator	Metrics	Data collection method	Frequency of collecting data
					"How often do you expect to travel by bicycle, e-cycle, adapted cycle?" (Post-survey)		
	Subjective / Quantitative	Increase in accessibility to cycles	All	Number of children with increased access to a cycle after participation	Participants response to questions "Do you have access to a bicycle, e-cycle or adapted cycle at home / or through other means (e.g. school)?"		
	Subjective / Qualitative	Improved perceptions of cycling	Case studies	Parents see cycling as a normal activity for the children to engage in	Discussion of parents' perception of cycling and why/how the Bikeability project has contributed to changes in this perception	Interview with project leads	Post-each project activity (specific timing to be agreed with case study project leads)
	Subjective / Qualitative	Improved perceptions of safety	Case studies	Parents' safety concerns are alleviated	Discussion of how comfortable parents of participants feel towards their child cycling and why/how the Bikeability project has contributed to changes in this perception	Interview with participants' parents	Post-each project activity (specific timing to be agreed with case study project leads)
	Subjective / Qualitative	Increased knowledge of cycling	Case studies	Parents have more knowledge about cycling and related activities	Discussion of how much knowledge parents have about cycling and cycling related things (e.g. buying, maintaining, repairing etc.) and why/how the Bikeability project has contributed to changes in this perception	Interview with participants' parents	Post-each project activity (specific timing to be agreed with case study project leads)

Outcome measure	Measure type / Data format	Outcome description	Projects targeting outcome	Indicator	Metrics	Data collection method	Frequency of collecting data
	Subjective / Qualitative	Increased experience and perceptions of cycling	Case studies	Parents have more experience with cycling	Discussion of how much experience parents have in cycling and cycling related things (e.g., buying, maintaining, repairing etc.) and why/how the Bikeability project has contributed to changes in this perception	Interview with participants' parents	Post-each project activity (specific timing to be agreed with case study project leads)

It should be noted that while one of the areas targeted by the WPF was female teenagers, in reality the projects targeted girls from various school years. Several projects delivered activities to more than one school year or in some cases delivered activities in community settings outside of the school system. To reduce burden on project leads, it was agreed that questions to ascertain participants' age were not included as part of data collection. As a result, it was not possible to identify female teenagers specifically, and instead the evaluation focussed on understanding whether there was increased participation among females, of any age.

3.3 Approach and data collection tools

3.3.1 Impact evaluation

A counterfactual in impact evaluation is used to establish what would have happened in the absence of the intervention, to test whether the observed impacts are a direct result of the intervention rather than other causes. Randomised Controlled Trials (RCTs) are typically seen as the 'gold standard' but in practice can be difficult, expensive, and sometimes ethically challenging to administer, particularly in the context of transport interventions. Where RCTs are not possible, the next best compromise is a 'quasi-experimental' approach using matched (but not randomly selected) comparison groups which seek to contrast the intervention outcomes observed in the experimental group with those observed in the comparison group. Where fully (RCT) and partially (quasi) experimental approaches are not possible, the third best option is a 'non-experimental' approach which draws comparator evidence on outcomes using wider available sources as far as possible. In practice the design of all evaluations involves some compromises due to the need to balance the generation of a good standard of evidence with associated financial, temporal and practical constraints.

The purpose of this impact evaluation was to independently assess whether the funded projects increased participation in Bikeability training programmes (Outcome 1) and the subsequent propensity to cycle amongst groups of children who did not previously have access to Bikeability (Outcome 2). We implemented distinct approaches for measuring each of these outcomes.

First, for **Outcome 1 (increased participation in Bikeability training)**, since the WPF provided funding for projects in addition to the existing ('standard') Bikeability funding provision, use of a counterfactual group was possible whereby a quasi-experimental approach was taken by comparing between two groups as independent samples:

a. **Intervention (experimental) group**: the profile of participants engaged in all 44 projects funded by the WPF

b. **Counterfactual (comparison) group:** the profile of participants in all other (non-WPF) Bikeability projects during the same timeframe

The evaluation sought to gather comparable datasets on the demographics and characteristics of participants in these two groups. For the counterfactual group we utilised The Bikeability Trust's existing LINK database which captures key demographic information for participants of the standard Bikeability programme. For the intervention group (the WPF project participants) we developed pre- and post-surveys (see below) to gather the required demographic fields (which matched those in the LINK database). Statistical tests (chi-squared) were then conducted to assess if there were statistically significant differences between the distributions of the participant profiles across the two samples. The data were analysed at the project level and by demographic related target groups to assess the impact of the WPF as a whole, and the relative impacts of specific approaches to understand what worked well and what worked less well. The fifth target group relating to increasing uptake in L3 training was challenging to distinguish due to the format in which data was provided by various projects. As participant data was aggregated at the project level for analysis, and different levels of

information was provided about the training classification from each project, the impact relating to target area aiming to increasing uptake in L3 was not analysed.

For **Outcome 2 (increased propensity to cycle)**, a non-experimental before-after design was used to measure propensity to cycle before and after participants had taken part in the training for WPF projects only (not training delivered as part of the standard Bikeability provision). Data were collected for this purpose using the pre- and post-survey administered by project leads (see below). Statistical tests (Mann-Whitney U) were conducted at the all-sample level to assess if there were statistically significant differences between the pre- and post-survey responses. Responses were also compared by target area, between project organisations with different levels of experience delivering training, between training classifications and in terms of whether or not cycles were provided by the projects to explore any commonalities between intervention design and the degree of impact on each of the target groups.

Pre & post surveys

A short pre- and post-survey was designed based on the key indicators identified in the evaluation framework. There were 11 questions in total, four of which gathered data on participants' socio-demographic information (gender, ethnicity, SEND status, and pupil premium[2] status) – this was needed to identify participants into one (or more) of the target groups and enable measurement of Outcome 1. The remaining five questions were used to gather relevant data for Outcome 2, this included quantitative scales on access to cycles, frequency of cycling, confidence in cycling and perceived safety of cycling, along with two open-ended questions to gather detail on *why* participants indicated a given level of confidence or perception of safety. The full questionnaire can be found in Appendix B.

The design of the survey was informed by the 2021/22 Local Authority Capability Fund Monitoring and Evaluation Guidance (DfT), providing the added benefits of previously validated measures and the opportunity to compare the results with other datasets if found to be appropriate and valuable. The questions used a 5-point Likert scale to gather responses on level of confidence and perceived safety.

Project leads were provided with the pre- and post-survey in Microsoft Word format and were asked to administer the survey to their participants at the beginning and end of each activity. Whilst the intention of our design was to implement a single, consistent pre- and post-survey to enable standardised collection of data across the portfolio of 44 projects, due to differing availability of resources and differing project circumstances, in reality there was variation in how the survey questions were administered to project participants. This variation can be summarised as follows:

a. Three projects requested to simplify the response options to a 3-point scale, rather than the original 5-point scale, in order to cater to very young participants.

[2] Pupil premium status is used as a proxy for children from areas of deprivation. We collected data on pupil premium status to allow comparisons to be made between the WPF participants and non-WPF participants.

b. Some organisations implemented the survey questions using a 'hands-up' exercise where participants were asked to raise their hands in a class or group setting to indicate which response option applied to them.

c. Some organisations distributed paper copies of the forms before the start of and at the end of the activity. A few of the organisations gathered responses through an online 'pre-activity' form that was part of the registration process and an online feedback 'post-activity' form which was emailed to parents after the sessions.

Project leads were provided a template in Microsoft Excel indicating instructions and columns for each of the 11 questions on the forms. They were asked to capture individual or aggregated responses gathered from their participants onto the spreadsheet, and to then share with us every two months between April 2022 up till the end of October 2022. Results from the three projects which used a different scale have been reported separately. All data from the remaining projects was aggregated for the analysis – combining those which provided individual responses and others which implemented a 'hands-up' approach. The same information was gathered by paper copy and online versions of the surveys so data from both formats could be combined.

3.3.2 Process evaluation

The aim of the process evaluation was to understand how the projects were delivered and included a key focus on the methods of recruitment and engagement used in each project. This information was principally gathered directly from the project leads of each of the 44 projects who oversaw the organisation and delivery of their respective projects.

We used a 'pro-forma' evaluation questionnaire to gather self-reported qualitative information from project leads on the planning, recruitment, and delivery phases of the projects. We also conducted in-depth interviews with a selected shortlist of 'case study' projects, which included speaking with a range of stakeholders for each of five projects. We conducted a thematic analysis on both the 'pro-forma' responses and interview transcripts to extract the common learnings, overall conclusions on the success of the projects, and implications for future funding programmes.

'Pro-forma' evaluation questionnaire

The 'pro-forma' questions explored key challenges that project leads faced in the process of planning, recruiting participants, and delivering the project and how they overcame those challenges. They were also asked about what worked well to successfully recruit and engage participants in the respective activities, and what worked less well. Other questions gathered information about their experience of working in partnership with third-parties such as training providers, schools, or local councils (where applicable). Finally, we asked project leads to share key lessons learnt from the experience of delivering their WPF project, whether their project could be scaled up in the future, and how. The full evaluation questionnaire can be found in Appendix B.

Project leads were sent the 'pro-forma' in Microsoft Word format via email with an accompanying explanation of the purpose of the pro-forma and instructions to complete it at

the end of their project. Due to delays or changes in delivery timescales for some of the projects, six project leads completed their pro-forma before their project had ended.

Case study interviews

To gather additional in-depth qualitative data to support the main evaluation activities, five projects were shortlisted for 'case study' interviews. Shortlisted projects were selected in collaboration with The Bikeability Trust on the basis of achieving a reasonable spread of case studies across the following factors:

a. Target area
b. Target age groups
c. Geographical location
d. Target size – overall sample of participants targeted through the project
e. Location of delivery – school or community-based project

By balancing the case study projects across these factors we aimed to provide a snapshot of some of the key differences in the delivery of projects with different scales, characteristics, and interventions. For each case study project, we interviewed several stakeholders; this included the project leads and - depending on their availability and the project set-up - instructors, school staff, and training provider staff. The interviews focussed on exploring the successes and challenges faced during the planning, recruitment, and delivery of training from the perspective of these stakeholders, building on the insights learned via the pro-forma. We also explored stakeholder understanding of the behavioural and attitudinal changes observed in children (and parents where applicable) by the delivery team, and specific challenges faced with different groups of participants. While there were a range of questions incorporated in the topic guide, not all questions were applicable to all interviewees due to the extent of their involvement in the project. For example, some instructors were not aware or involved in the planning or recruitment phase, hence their feedback was solely based on their experience during delivery of the training. Some information provided in the interviews was also mentioned in their respective pro-forma responses to some extent. For this reason, the case studies (section 6) highlight key insights from the interviews while common themes are reported together with the process evaluation findings (section 5) The interviews were conducted online using Microsoft Teams. The topic guide can be found in Appendix B.

3.4 Ethics and data protection

All TRL research involving human participants must have written ethics approval before it can go ahead. The intention and result of the TRL ethics procedure is that research undertaken by TRL satisfies the ethical standards of professional bodies such as the British Psychological Society, the Market Research Society, and funding bodies such as the EPSRC and ESRC. This project was reviewed and approved through a TRL Ethics Panel consisting of the Project Manager, Technical Reviewer and a trained ethics reviewer from outside the project team. The review process included submitting and checking all topic guides, surveys and the pro-forma created for data collection purposes.

This evaluation involved collection and analysis of data relating to the activities and perceptions of children, however, in all cases, these data were collected through a 'gatekeeper' (i.e., the project leads, training providers, school staff, etc.). For this evaluation, project leads were responsible for ensuring that parents or guardians of children taking part in training were informed about, and gave consent to, their data being collected as part of the evaluation. No direct contact was made between TRL and participants, and no personal information from participants was shared with TRL. As such none of the evaluation data received by TRL can be traced back to an individual, reducing risk to participants.

4 Findings: Impact evaluation

4.1 Outcome 1: Participation in Bikeability training

This section presents the findings for Outcome 1 of the impact evaluation. Section 4.1.1 summarises the data used in the analysis; section 4.1.2 describes the statistical tests used for comparisons; section 4.1.3 presents the findings at the all-sample level; section 4.1.4 presents the findings by target area.

4.1.1 Data summary

Demographic data were received from 39 projects[3]. A summary of the number of responses for each of the variables is given in Figure 4.

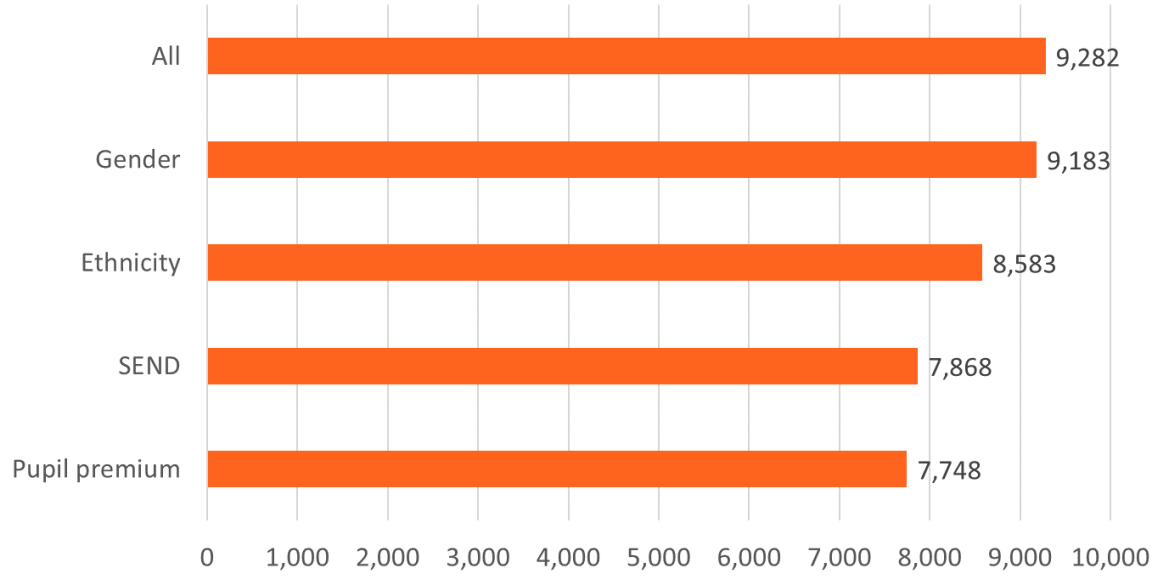


Figure 4: Summary of number of responses for each demographic variable from the WPF projects

In total the sample consisted of 9,282 respondents who provided at least some demographic data. Most projects provided separate demographics data directly, or via the post-survey demographics questions. For a few projects the data was taken from the pre-survey responses as this was the only sufficient demographic data provided.

[3] Five projects were unable to provide demographic data. One project conducted a randomised controlled trial of their intervention and our survey was excluded from their study; one project conducted open drop-in sessions only and there was no structured way to monitor participant behaviour before and after the intervention; one project targeted refugees whose first language was not English and the survey was excluded from their project to deformalize the process for participants and increase uptake; one project did not implement the pre-post survey as concerns were raised about suitability of the questions for the target group of neurodivergent participants; and, lastly, one project did not implement the pre-post survey as intended and no participant data was collected.

The differences between the 'all-participant' and the individual target areas shown in Figure 4 are due to missing data; there were fewer responses for the SEND (7,868) and pupil premium (7,748) questions than the gender (9,183) question, for example. Three of the projects used different categories when collecting their ethnicity data (Wheely Tots & JoyRiders, Access Sport and The Bicycle Society), making up 769 of the 8,583 participants who provided a response to the ethnicity question. Ethnicity data for these projects is reported separately and has been removed from the aggregated all-sample analysis.

4.1.2 Statistical tests

To compare the demographic distributions of the WPF participants and the non-WPF participants, statistical tests were performed. Chi-squared tests were used to compare the gender, ethnicity, SEND and pupil premium distributions at the all-sample level. As the sample sizes were very large in this study, minor differences were likely to result in statistically significant findings, compared to a smaller sample size. Therefore, in this situation, reporting on the scale of the difference (the 'effect size'), becomes more important in order to provide additional context. To compute the effect size for each test, Cramer's V was calculated, and this is reported alongside the p-values. Cramer's V measures the strength of the association between two variables[4] and varies between 0 and 1; higher values indicate a stronger association. The threshold values for a 'weak' or 'strong' association vary between sources, however, most agree that a value of more than 0.25 is at least a moderate effect size, and a value of more than 0.1 indicates at least a small effect. Large Cramer's V values close to 1 indicate very little to zero overlap in the distributions; these very large effects are uncommon and for this research small to moderate effects should be considered meaningful.

4.1.3 All-participant level

4.1.3.1 Participation by females

Figure 5 shows the gender distribution of participants in WPF projects and non-WPF projects. Overall, there were slightly more female participants (51%) than male participants (47%) across the WPF projects. For the non-WPF projects, the opposite was true; of those participants that provided an answer for gender, more were male (43%) than female (40%). However, some caution is needed in interpretation since no data on gender were provided for 17% of non-WPF participants.

After excluding the participants who did not provide their gender ('no answer' and 'prefer not to say' responses), a chi-squared test of independence was performed to assess the relationship between project participation (WPF or non-WPF) and gender. There was a significant relationship between the two variables ($p < 0.001$). However, the associated effect size (Cramer's V) is 0.03, which indicates a very small effect. In conclusion therefore, a

[4] IBM statistical documentation describing how to calculate Cramer's V: https://www.ibm.com/docs/en/cognos-analytics/11.1.0?topic=terms-cramrs-v

significantly greater proportion of females participated in WPF than non-WPF projects, but the magnitude of this difference was very small.

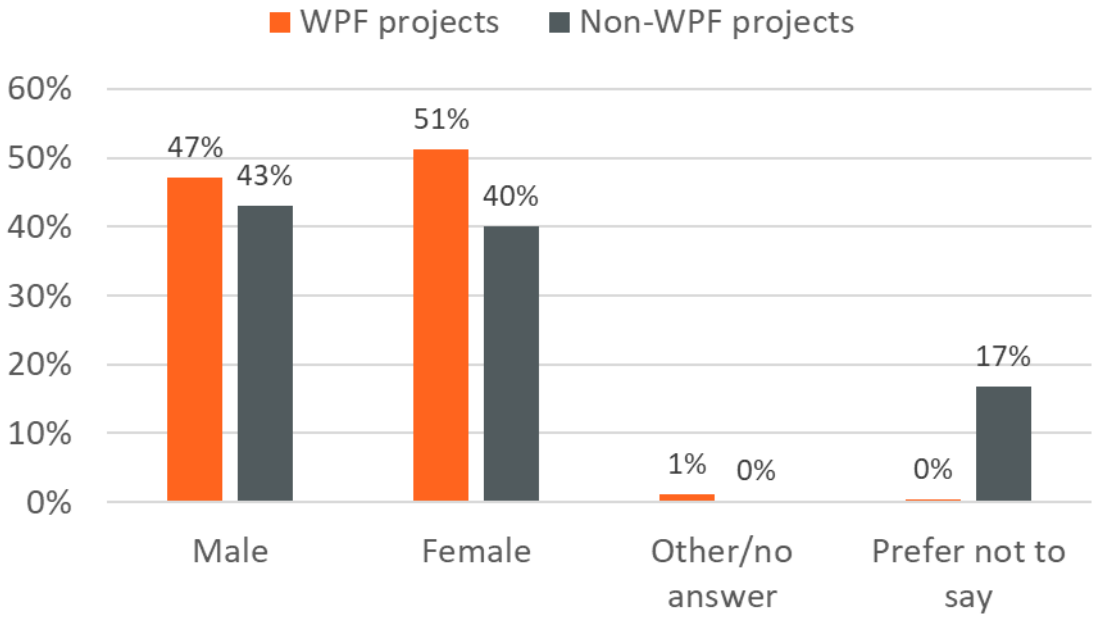


Figure 5: Gender distribution[5] of WPF and non-WPF participants

4.1.3.2 Participation by ethnic minority groups

Figure 6 compares the ethnicity distribution of participants in the WPF Bikeability projects and the non-WPF Bikeability projects. As noted earlier4.1.1, a few of the projects used a different categorisation for ethnicity than that provided in the pre-post surveys and hence have been excluded from Figure 6. The key differences between the WPF projects and non-WPF projects were:

- 49% of WPF participants were White British or white 'other', compared with 61% (74% discounting 'prefer not to say' responses) of non-WPF participants.
- 24% of WPF participants were Asian, compared with 5% (7% discounting 'prefer not to say' responses) of non-WPF participants; of the 24% - 16% of WPF participants were Pakistani.
- 8% of WPF participants were Black, compared with 2% (3% discounting 'prefer not to say' responses) of non-WPF participants.

Discounting the 28% of non-WPF participants who did not share their ethnicity, the percentages for the non-WPF projects are shown in brackets above. Assuming the 'prefer not to say' participants are representative of the rest of the sample, the bracketed figures are an accurate representation of the whole sample. In either case (excluding 'prefer not to say'

[5] Numbers may not add to 100% due to rounding

participants or including them), the differences between the WPF and non-WPF projects are large.

After excluding the participants who did not provide their ethnicity ('no answer' and 'prefer not to say' responses), a chi-squared test of independence was performed to assess the relationship between project participation (WPF or non-WPF) and ethnicity. There was a significant relationship between the two variables ($p < 0.001$). The associated effect size (Cramer's V) is 0.29 which indicates a moderate effect. Some caution is needed in interpretation as, with a large number of categories, Cramer's V can increase without strong association. Overall though it can be concluded there was a significant difference in the ethnicity distributions of WPF participants compared with non-WPF participants, and the magnitude of this difference was small to moderate.

Three projects reported ethnicity using different categories than the others and as such the data from these three projects were not included in the main analysis described above. Instead, we reviewed these data separately and a summary of the key findings is as follows:

- Wheely Tots & JoyRiders: The percentage of White participants who took part in this project was much lower (24%) than that observed in the main WPF sample (49%) and a higher proportion were from Asian (34%), Black (18%) and mixed (15%) ethnic backgrounds.
- Access Sport: The percentage of White participants in this project was much lower (26%) than for the main WPF sample (49%) and more than one quarter were Black (28%).
- The Bicycle Society: The majority of participants in this project were White (62%) and the remainder of the sample were spread across many different ethnicity categories with no standout figures observed for any one ethnic group.

Overall, the additional participation data from these three projects supports the primary finding that the WPF projects, on the whole, increased participation by ethnic minorities.

Figure 6: Ethnicity distribution - WPF projects and non-WPF projects

4.1.3.3 *Participation by SEND children*

Figure 7 shows the distribution of SEND participants in the WPF and non-WPF projects. There was nearly twice the percentage of SEND participants in the WPF projects (14%) than the non-WPF Bikeability projects (8%), despite nearly twice the percentage of WPF participants not giving an answer for this question (19% for WPF compared with 11% for non-WPF).

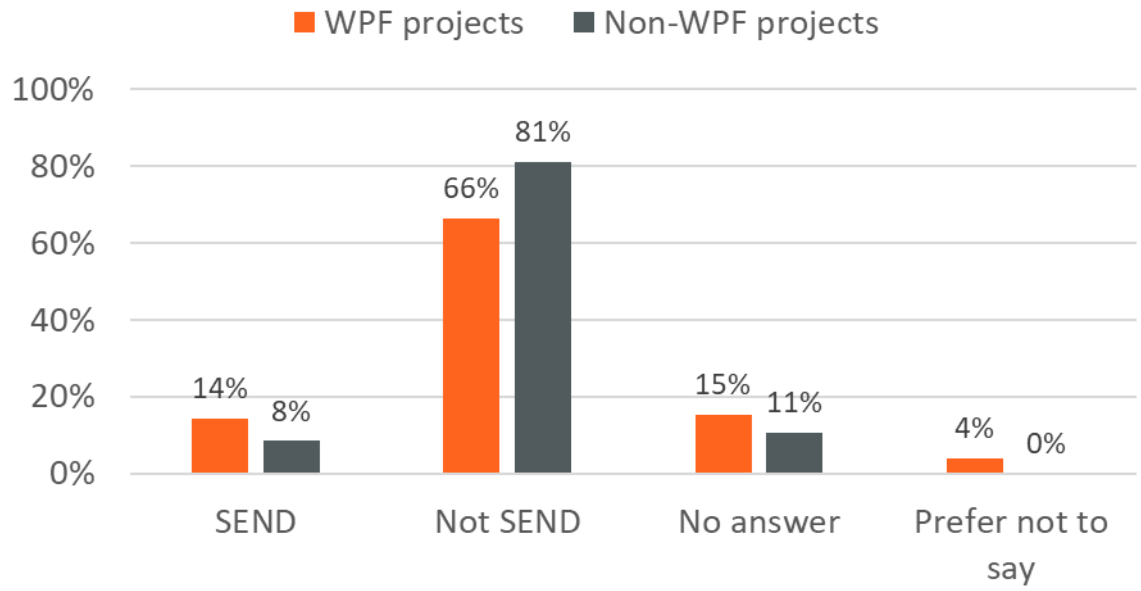


Figure 7: SEND distribution[6] of WPF and non-WPF participants

After excluding the participants who did not provide a 'yes' or 'no' answer, a chi-squared test of independence was performed to assess the relationship between project participation (WPF or non-WPF) and SEND classification (SEND or not SEND). There was a significant relationship between the two variables ($p < 0.001$). However, the associated effect size (Cramer's V) is 0.07 which indicates a very small effect. In conclusion therefore, there was a significantly greater proportion of participants classed as SEND in WPF than non-WPF projects, but the magnitude of this difference was very small.

4.1.3.4 *Participation by children who receive pupil premium*

Figure 8 shows the distribution of pupil premium participants in the WPF projects and non-WPF projects. The percentage of participants eligible for pupil premium in the WPF projects (28%) was nearly three times as high as in the non-WPF projects (10%). Of those that provided an answer, more than one third (35%) were eligible for pupil premium in WPF projects.

[6] Numbers may not add to 100% due to rounding

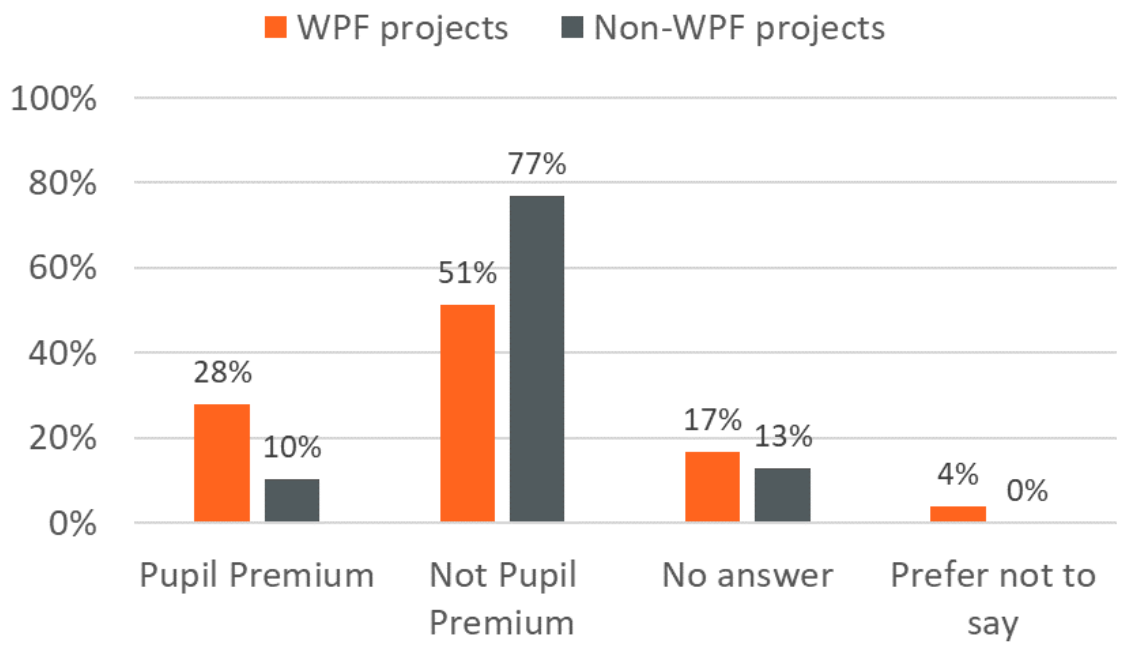


Figure 8: Pupil premium distribution of WPF and non-WPF participants

After excluding the participants who did not provide a 'yes' or 'no' answer, a chi-squared test of independence was performed to assess the relationship between project participation (WPF or non-WPF) and pupil premium eligibility (eligible or not eligible). There was a significant relationship between the two variables ($p < 0.001$). The associated effect size (Cramer's V) is 0.17 which indicates a small effect. In conclusion therefore, there was a significantly greater proportion of participants eligible for pupil premium in WPF than non-WPF projects, but the magnitude of this difference was small.

4.1.4 By target area

The results described above relate to analysis undertaken on the full sample of participation data obtained from all WPF projects. This section focuses on exploring specific impacts on participation rates when splitting the analysis between projects which specifically targeted each of the four priority areas.

4.1.4.1 Participation by females

Thirteen WPF projects specifically targeted females. The gender distribution of participants taking part in these 13 WPF projects is shown in Figure 9. In these projects, 56% were female, compared with 51% across all WPF projects and 40% in the non-WPF projects (though the true percentage in non-WPF projects could be higher due to a high number of participants providing 'no answer'). In seven of the WPF projects, more than 80% of participants were female and four projects (Born2Ride, Spoke Out, the Active Well Being Society and the Handsworth Association of Schools) had one male participant between them. In five of the WPF projects targeting females there were actually more males than females, most notably the LB Hammersmith and Fulham project which had 58 males and 19 females. Overall, there was some success in increasing participation amongst females.

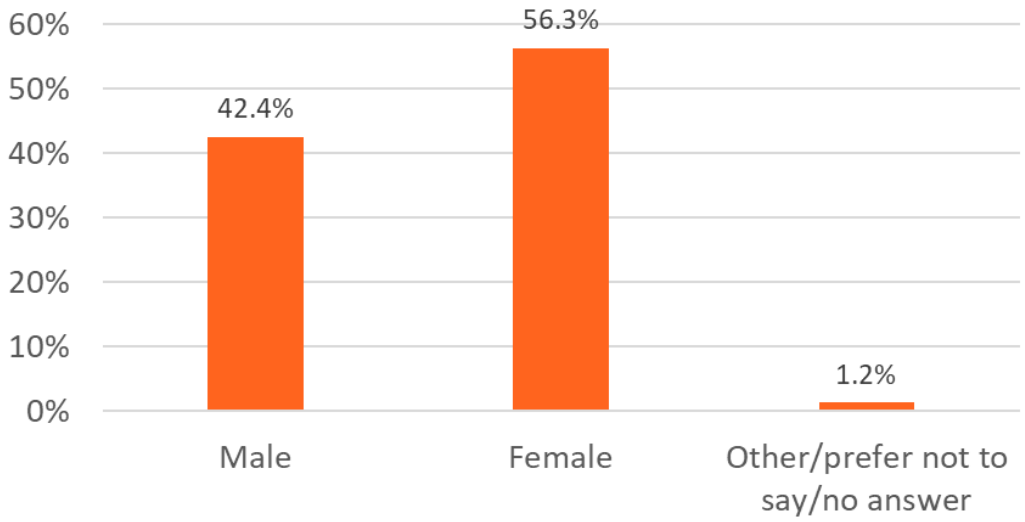


Figure 9: Gender distribution - WPF projects targeting females

4.1.4.2 Participation by ethnic minority groups

The ethnicity distribution for the 17 WPF projects targeting ethnicity is shown in Figure 10 (not including the 3 projects that used different ethnicity categories). Nearly one quarter (23%) of participants in these projects were Pakistani, compared with 2% in the non-WPF projects and 16% in the WPF sample as a whole. Notably, 77% of Pakistani participants across the WPF projects (and 92% amongst those targeting ethnicity) were involved in the Hyndburn & Ribble SSP and Bike Futures projects.

The percentage of White British or White 'other' participants in projects targeting ethnicity was similar to that for the whole sample - 48% (49% discounting 'prefer' not to say' responses) compared with 49% (56% discounting 'prefer not to say' responses), respectively. Discounting 'prefer not to say responses', the percentage of White British or White 'other' participants in the non-WPF projects was much higher (74%).

Overall, there was success in increasing participation amongst different ethnic groups, particularly amongst Pakistani participants.

Figure 10: Ethnicity distribution – WPF projects targeting ethnicity

4.1.4.3 *Participation by SEND children*

Six WPF projects targeted SEND children. The percentage of SEND participants in these six WPF projects is shown in Figure 11; 23% of participants were classed as SEND, compared with 14% across the whole sample and 8% in non-WPF projects. Four of the six WPF projects involved running activities which catered for other target areas as well as SEND children, hence, it was expected that only a portion of their total participant sample would be classed as SEND. For the other two WPF projects, all of the participants were classed as SEND (123 in the Elrem project and 6 in the Bikeright Herefordshire project). Overall, there was success in increasing participation amongst participants classed as SEND.

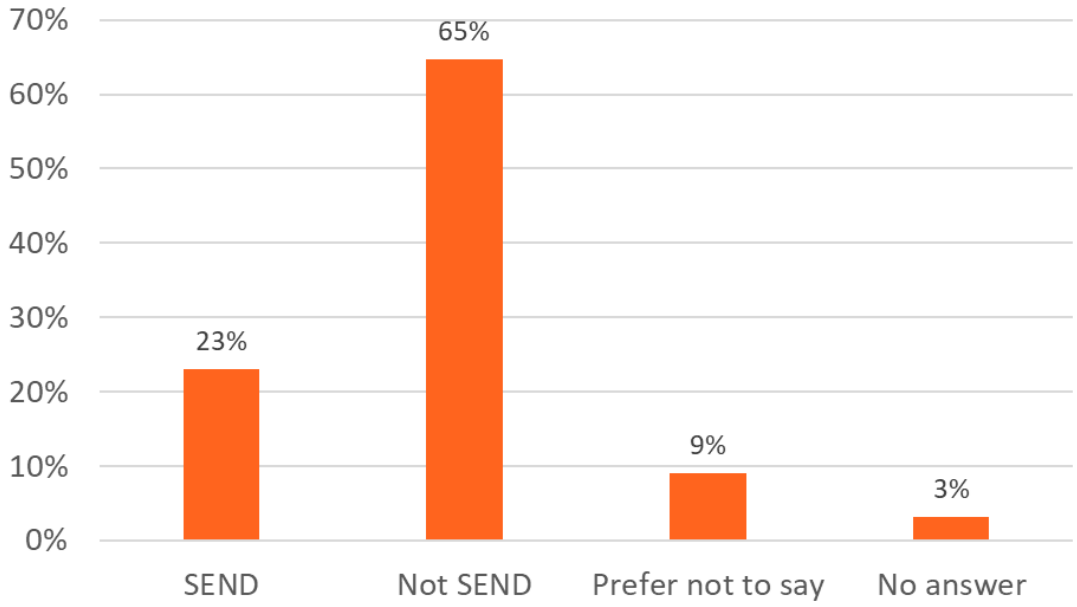


Figure 11: SEND distribution - projects targeting SEND

4.1.4.4 *Participation by children who receive pupil premium*

The distribution of participants who were eligible for pupil premium is shown in Figure 12 for WPF projects which targeted areas of deprivation. The distribution is very similar to the overall sample distribution as 30 of the 39 projects which provided participation data were targeting areas of deprivation. Overall, there was success in increasing participation amongst participants eligible for pupil premium.

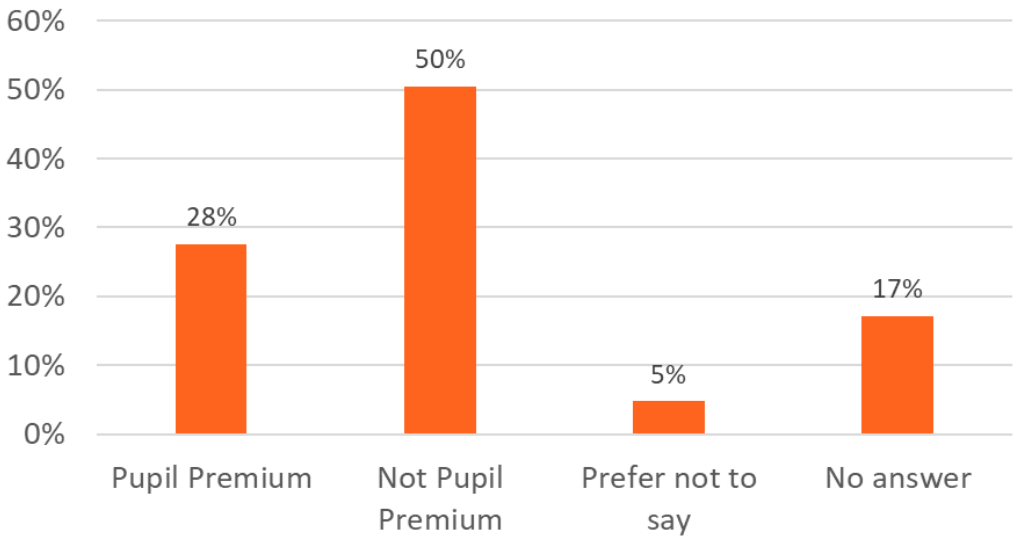


Figure 12: Pupil premium distribution – projects targeting areas of deprivation

4.2 Outcome 2: Propensity to cycle

This section presents the findings for Outcome 2 of the impact evaluation. Section 4.2.1 outlines the data used in the analysis; section 4.2.2 describes the statistical tests used for comparisons; and sections 4.2.3 to 4.2.6 present the findings relating to the following five questions[7] which were included in the pre-post surveys[8]:

- Q1: Do you have access to a bicycle, e-cycle or adapted cycle at home?
- Q2: Do you have access to a bicycle, e-cycle or adapted cycle through other means?
- Q3: On average, how often would you say that you currently cycle?
- Q4: How confident or unconfident do you feel cycling on roads in your local area?
- Q6: How safe or unsafe do you feel cycling on roads in your local area?

The following sub-group comparisons were made:

- By target area (females, ethnic minorities, SEND, level 3 and areas of deprivation)
- By level of experience with cycling training ('no or very little', 'some' and 'a lot')
- By level of experience with Bikeability training ('no or very little', 'some' and 'a lot')

[7] For illustrative purposes the questions are shown here as written in the pre-surveys. The post-survey questions had marginally different wording.

[8] The full survey can be found in Annex A.

- By training classification (intro, level 1, level 2, open session and mixed)[9]
- By whether access was provided to cycles (yes or no)

4.2.1 Data summary

Propensity data for pre and post training was received from 34 projects. The five projects which did not provide demographics data (see section 4.1.1) also didn't provide propensity data. An additional five projects only provided suitable demographics data (for Outcome 1) and so were excluded from the Outcome 2 analysis. Propensity data was only used for projects where both pre- and post-survey responses were provided since the analysis relied on making before-after comparisons.

The number of responses in the dataset for each of the pre-post survey questions is shown in Figure 13 (excluding Q2 as this question was conditional on the answer to Q1). The number of missing responses for each question was estimated from the number of blank entries in the data. For completeness, findings are presented throughout this section with and without the missing responses included. As described in section 3.3.1, three projects used different scales for questions 3, 4 and 6 in the surveys relating to cycling frequency, confidence, and safety respectively – these three projects represented 1,545 of the pre-survey responses and 1,169 post-survey responses and are included in Figure 13. Data from these three projects have not been included in the all-sample aggregated analysis and are reported separately[10] where possible.

Differences in the pre and post totals are mostly due to a few projects that had difficulties getting responses after the training. These were typically larger projects with open session or mixed delivery methods. The Wheely Tots & JoyRiders project, with the biggest difference in pre and post response numbers, had a low post response rate – reportedly due forms being distributed online after all sessions were finished.

[9] Designation of training classifications was dependent on how the data were received and aggregated – some projects provided multiple datasets from different training types that were treated separately, whereas other projects provided grouped data. Where it was not possible to disaggregate the type of training classification delivered – the data were assigned in a 'mixed' category.

[10] Propensity data from the 'Wheely Tots – JoyRiders' project is not reported as the pre-data was not collected using the same scale as the post-data and there were many fewer post responses than pre responses

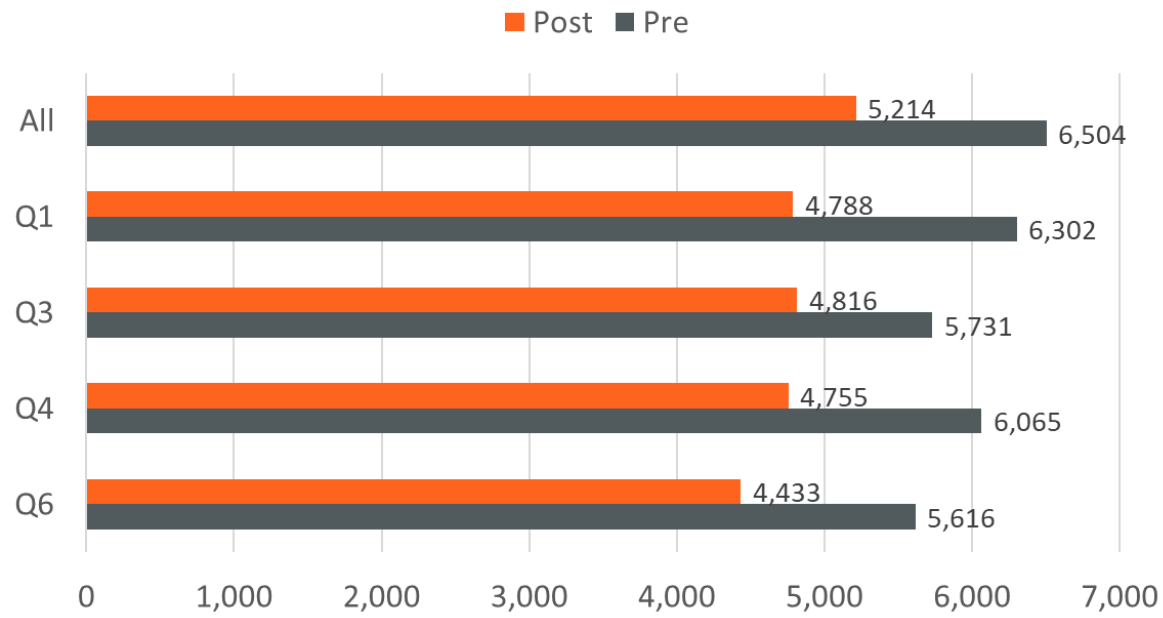


Figure 13: Number of responses to the propensity to cycle questions

4.2.2 Statistical tests

Mann-Whitney U tests were used at the all-sample level to test for significant differences in the pre- and post-survey responses to Q4 (confidence when cycling) and Q6 (perceived safety when cycling). As individual pre and post-responses could not be paired (there were no participant identifiers in the data), the pre and post samples were treated as independent.

As with the chi-squared tests undertaken on the Outcome 1 data, with a large sample size (1,000+), results are more likely to be significant compared to smaller sample sizes. Therefore, the effect size is an important metric to understand the scale of the difference between the samples. An effect size[11] of more than 0.1 indicates a small effect; more than 0.3 indicates a moderate effect; and more than 0.5 indicates a strong effect. Large effect sizes of close to 1 are only expected in extreme cases, therefore for this research, small to moderate effect sizes are more realistic and can be associated with meaningful observed differences.

4.2.3 Access to cycles (Q1 and Q2)

The percentage of respondents with and without access to a cycle at home is shown in Figure 14. There was a small increase (2%) in the proportion of participants with access after the training; though when discounting the missing responses this increase is larger (6%).

[11] https://maths.shu.ac.uk/mathshelp/Stats%20support%20resources/Resources/Nonparametric/Comparing%20groups/Mann-Whitney/SPSS/stcp-marshall-MannWhitS.pdf

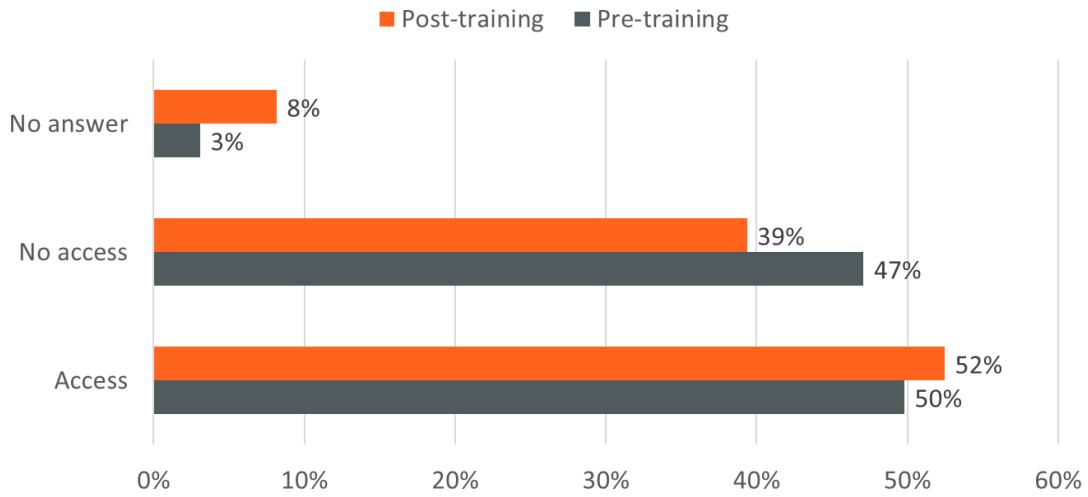


Figure 14: Participants with access to a cycle at home (Q1)

The percentage of respondents saying they have access to a cycle through other means is shown in Figure 15. The survey was designed such that only those who said 'no' to Q1 (home access) should be asked to answer Q2. However, in practice many participants who answered 'yes' to Q1 also answered Q2 and it was not possible to remove all these participants from the data as some responses were provided in aggregated form. Therefore, Figure 15 includes a minority of participants who reported having access to a cycle at home. The number of missing responses is not presented in this chart as these were difficult to identify.

Access to cycles through other means (e.g. school) increased substantially: 46% had access to a cycle before the training and 74% had access after.

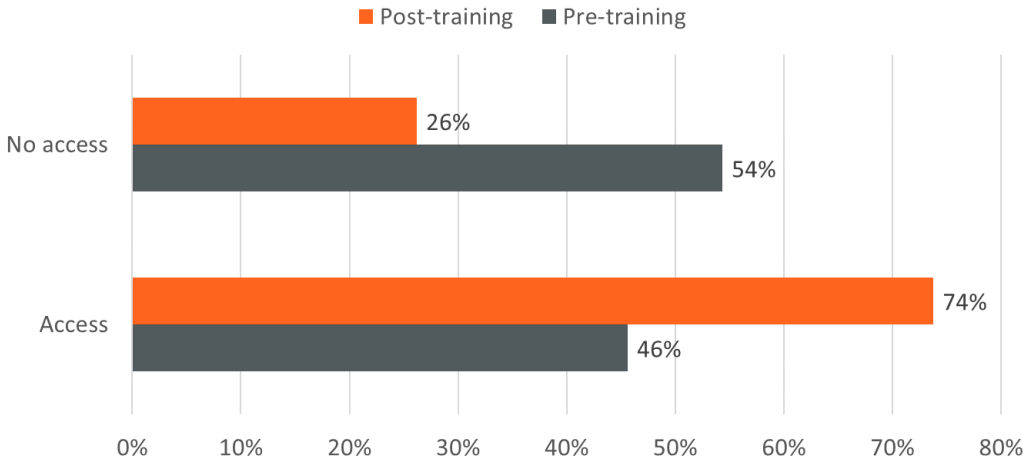


Figure 15: Participants with access to a cycle through other means (Q2) – mostly respondents without access at home

4.2.4 Cycling frequency (Q3)

The expected frequency of cycling increased substantially following participation in the WPF projects, as shown in Figure 16. Before the training, 24% said they cycled at least once a week, compared with 50% who said they expected to cycle at least once a week after the training. The proportion who reported cycling at all increased from 57% to 77% following the training.

However, 14% said they didn't expect to cycle at all after the training. The Accrington Academy project accounted for just over half of these participants. The reasons for this are unclear, but it does not appear to have been related to a lack of access to a cycle, since all of these participants reported they had access to a cycle (through some means) post-training. However, this project still showed a large increase in cycling frequency between pre and post responses (73% said they *never* cycled before the training compared with 34% after). It should also be considered that since the question on cycling frequency referred to 'travelling' by cycle, some participants, particularly very young children, may have said 'no' if they thought that 'travelling' doesn't apply to them, as opposed to cycling for other reasons.

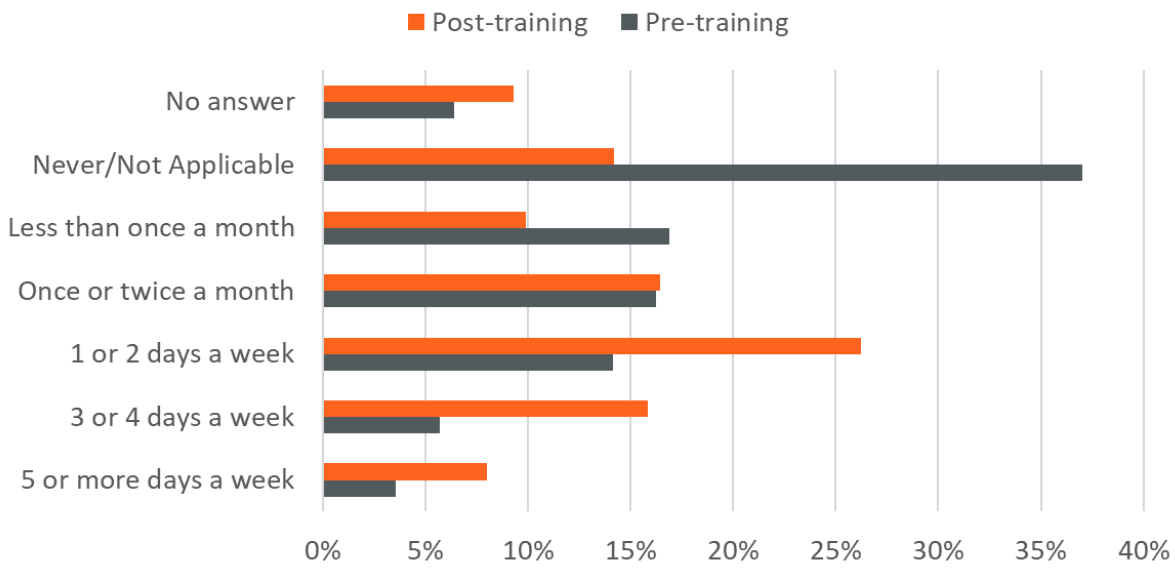


Figure 16: (Expected) frequency of cycling before and after Bikeability training – WPF projects

The pre and post responses were compared within the following subgroups to identify whether any groups experienced substantially different pre-post changes in cycling frequency compared with the overall sample:

- Different target areas (deprivation, ethnicity, female, level 3 and SEND)
- Different levels of experience of course provider - with cycling training in general and Bikeability training specifically (No or very little experience, some experience and a lot of experience)
- Different training classifications (Intro, L1, L2, open session and mixed)
- Whether access was provided to cycles (at project level)

To compare the distributions, ranks were assigned to the ordinal data as follows:

- Never/Not Applicable = 0
- Less than once a month = 1
- Once or twice a month = 2
- 1 or 2 days a week = 3

- 3 or 4 days a week = 4
- 5 or more days a week = 5

Missing responses were removed for this analysis.

Table 3 below shows the average (mean) score for pre and post responses across all the different groups. This analysis approach gives a useful indication of the relative changes, however some caution is needed in interpretation as the 0 to 5 scale is not a perfect representation of the original categories.

Table 3: Difference between pre and post scores for Q3 (cycling frequency)

Category	Group	Pre-survey responses	Post-survey responses	Pre average score	Post average score	Average difference[12]
Target area	Deprivation	4,286	3,299	1.4	2.5	1.1
	Ethnicity	2,743	2,324	1.2	2.4	1.2
	Females	880	631	1.4	2.2	0.8
	Level 3	983	712	1.7	2.4	0.8
	SEND	749	725	1.4	2.8	1.4
Experience with cycling training	No or very little	539	418	1.6	2.6	0.9
	Some	950	810	1.6	2.7	1.1
	A lot	3,151	2,440	1.3	2.4	1.1
Experience with Bikeability training	No or very little	1,319	1,053	1.4	2.5	1.0
	Some	1,255	1,074	1.8	3.0	1.2
	A lot	2,066	1,541	1.2	2.1	0.9
Training classification	Intro	682	664	1.0	2.0	1.0
	L1 & L2	267	260	1.5	2.7	1.2
	Open session	446	214	1.8	2.6	0.9
	Mixed	2,771	2,082	1.4	2.6	1.2
Access to cycles	Yes	2,265	1,793	1.6	2.8	1.3
	No	2,375	1,875	1.3	2.1	0.9

[12] All figures in this table are rounded to 1 decimal place. Average differences were calculated from the exact pre and post average scores and then rounded to 1 decimal place.

Overall sample	All	4,640	3,668	1.4	2.5	1.1

Projects targeting SEND participants had the biggest difference between pre and post scores (1.4) amongst all subgroups. Projects that provided cycles as part of the training experienced a bigger score increase (1.6 to 2.8) than those that didn't (1.3 to 2.1). The Open Trail project was a substantial contributor to the increase in cycling frequency for projects targeting SEND and providing cycles. Before the training, 29% said they never cycled; this figure reduced to 3% after. Five times the percentage of participants said they expected to cycle at least 3 days a week after the training (45% compared with 9% before).

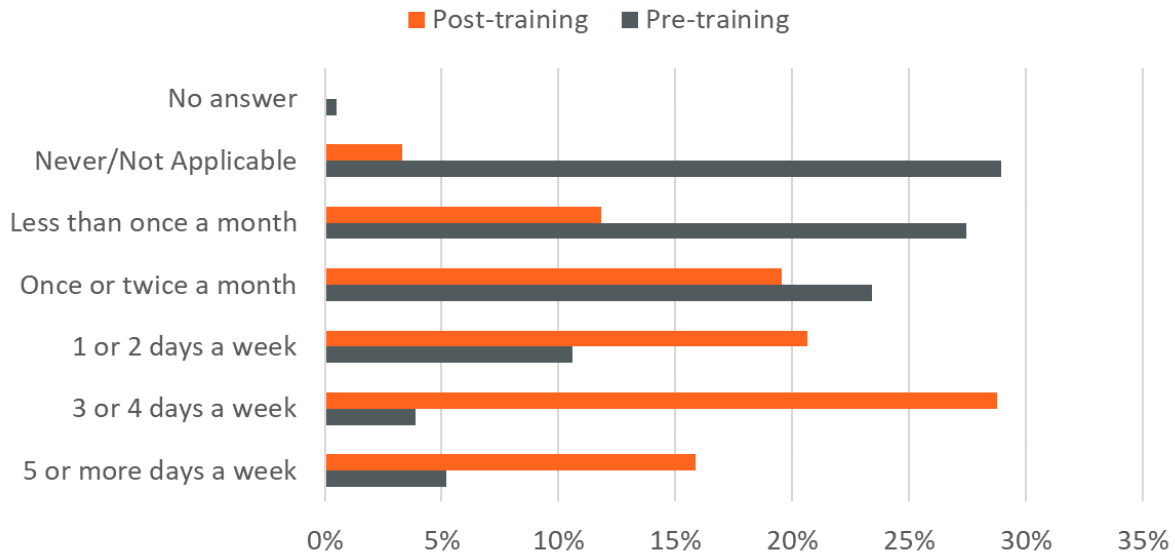


Figure 17: (Expected) cycling frequency - Open Trail project

Results from the projects which implemented different survey scales were broadly in line with the all-sample data. In the Bike Futures project, 53% said they expected to cycle at least once a week after the training, compared with 38% before. In the Life Cycle project, the proportion cycling at least once a week increased from 62% before to 90% after.

4.2.5 Confidence when cycling (Q4)

The change in confidence resulting from the Bikeability training is illustrated in Figure 18.

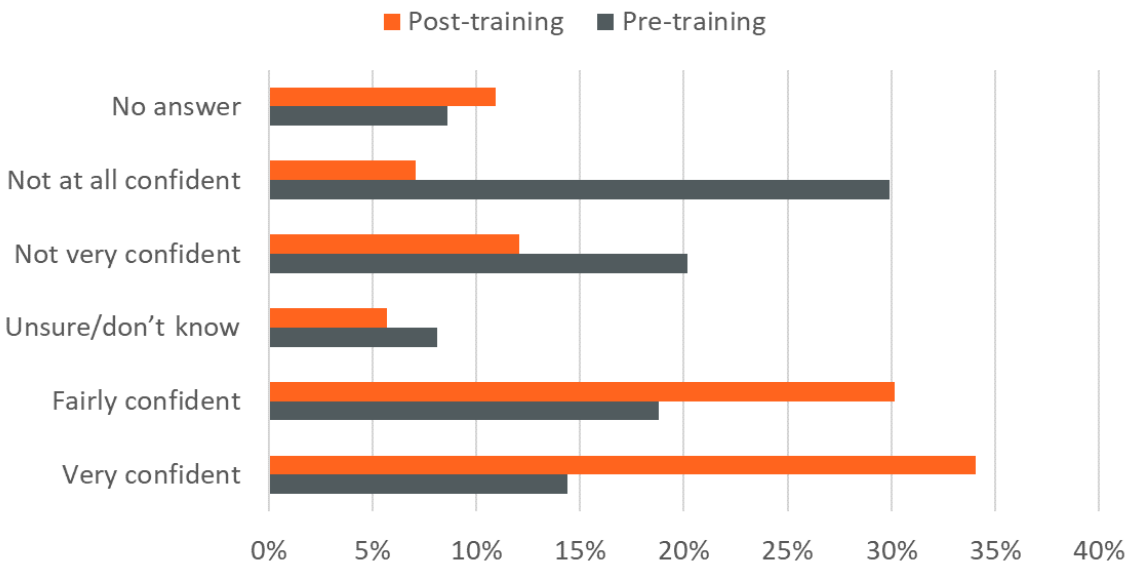


Figure 18: Confidence before and after the Bikeability training

There was a substantial difference in the pre- and post-training responses. After the training, 64% said they felt fairly or very confident, compared with 33% before. Removing the participants who didn't provide an answer, these figures increase to 72% and 36% respectively. Nearly a third of participants said they felt not at all confident (30%) before the training and this figure reduced substantially to 7% after the training.

A Mann-Whitney U test at the whole sample level (ignoring missing responses) resulted in a p-value of less than 0.001 which indicates that there was a significant difference in the distribution of pre and post responses; namely that confidence significantly increased due to the training. The associated effect size was 0.34 which indicates a moderate effect.

The pre and post-response were compared within the following subgroups to identify whether any groups experienced substantially different pre-post changes in confidence compared with the overall sample:

- Different target areas (deprivation, ethnicity, female, level 3 and SEND)
- Different levels of experience of course provider - with cycling training in general and Bikeability training specifically (No or very little experience, some experience and a lot of experience)
- Different training classifications (Intro, L1, L2, open session and mixed)
- Whether access was provided to cycles (at project level)

To compare the distributions, ranks were used for the ordinal data as follows:

- Not at all confident = 1
- Not very confident = 2
- Unsure/don't know = 3
- Fairly confident = 4
- Very confident = 5

Missing responses were removed for this analysis.

Table 4 below shows the averages (means) for pre and post participants across all the different groups. The average difference is presented to indicate the average change in confidence of the participants due to the training, where a value of 1 indicates an average increase of 1 point on the Likert scale.

Table 4: Difference between pre and post scores for Q4 (confidence when cycling)

Category	Group	Pre-survey responses	Post-survey responses	Pre average score	Post average score	Average difference[13]
Target area	Deprivation	4,300	3,352	2.6	3.8	1.2
	Ethnicity	2,691	2,347	2.6	3.8	1.2
	Females	819	683	2.7	3.8	1.1
	Level 3	989	719	2.6	3.9	1.3
	SEND	646	587	2.5	3.5	1.1
Experience with cycling training	No or very little	450	304	2.7	3.7	1.0
	Some	964	811	2.5	3.4	0.9
	A lot	3,118	2,488	2.7	4.0	1.3
Experience with Bikeability training	No or very little	1,264	938	2.6	3.4	0.8
	Some	1,255	1,046	2.6	3.6	1.0
	A lot	2,013	1,619	2.7	4.2	1.5
Training classification	Intro	713	664	2.9	3.9	1.0
	L1 & L2	283	260	3.3	4.2	0.9
	Open session	482	212	2.4	3.3	0.9
	Mixed	2,578	2,015	2.4	3.7	1.3
Access to cycles	Yes	2,233	1,843	2.6	3.6	1.1
	No	2,299	1,760	2.7	4.0	1.3
Overall sample	All	4,532	3,603	2.6	3.8	1.2

[13]All figures in this table are rounded to 1 decimal place. Average differences were calculated from the exact pre and post average scores and then rounded to 1 decimal place.

There was little variation in average difference by target area. Projects with mixed delivery methods experienced a greater increase (2.4 to 3.7) than those that didn't, however the L1 and L2 projects had the highest post average score (4.2) amongst all training classifications. The 12 projects[14] with a lot of experience with Bikeability training had the highest average score increase between pre and post responses (2.7 to 4.2) and the 12 projects with no or very little experience had the lowest increase (2.6 to 3.4). The distribution of all pre and post responses for these two groups is shown in Figure 19 and Figure 20 below. Before the training, 49% of respondents on projects run by providers with a lot of experience in Bikeability training said they were not at all confident or not very confident. This figure reduced to 12% after training. The equivalent reduction for projects run by providers with little or no experience was 46% down to 24%. Therefore, the data suggest that experienced Bikeability providers were more effective at helping those least confident children at the start of the project to become more confident by the end.

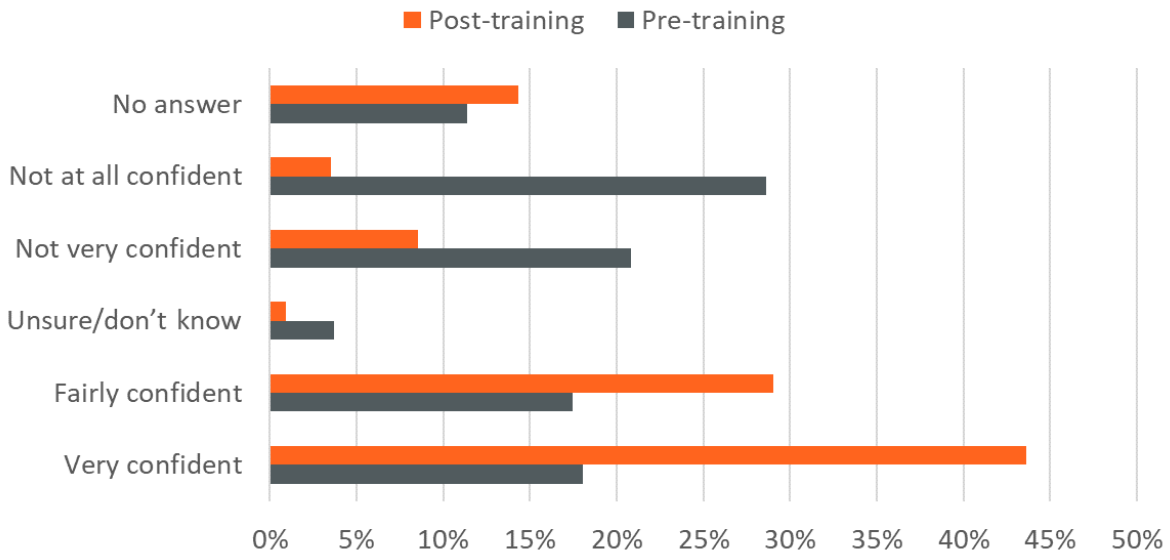


Figure 19: Confidence before and after Bikeability training (provided by trainers with a lot of experience in Bikeability training)

[14]Note that these total numbers of projects with differing levels of experience are lower than those presented in section 2.3 as this analysis excludes projects not providing propensity data or using different scales.

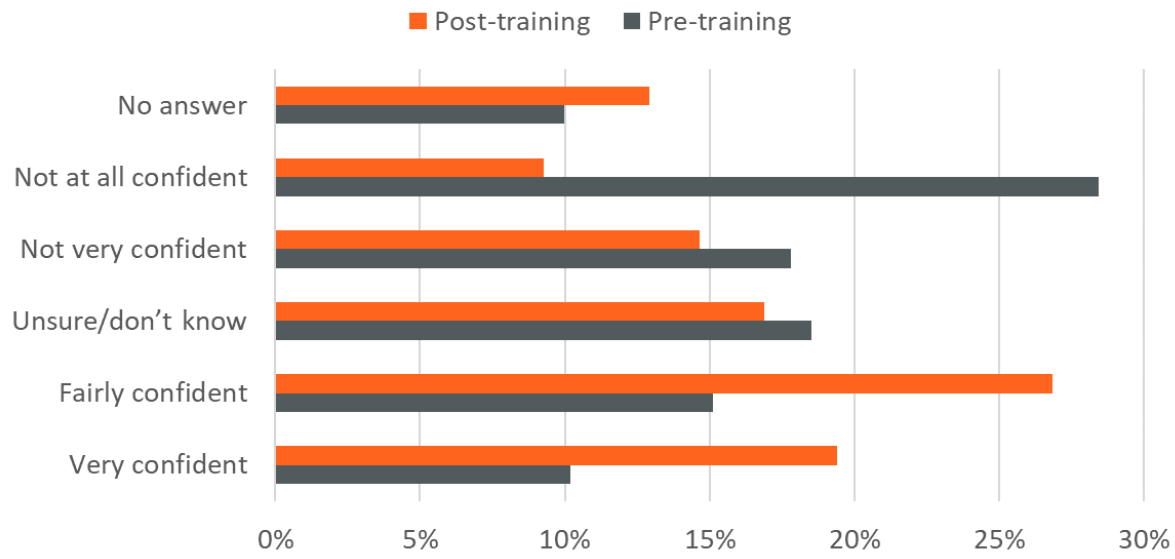


Figure 20: Confidence before and after Bikeability training (provided by trainers with no or very little experience in Bikeability training)

Results from the projects which implemented different confidence scales were similar to those from the rest of the sample:

- In the Bike Futures project a three-point scale of 'confident', 'unconfident' and 'unsure/don't know' was used; here 58% said they were confident before and 63% after the training.
- In the Life Cycle project a scale of 'confident', 'a bit confident', 'not confident' and 'unsure/don't know' was used; 32% said they were at least 'a bit' confident before and 55% after the training.

4.2.6 Perceived safety (Q6)

The pre and post response distributions relating to how safe or unsafe participants feel when cycling are shown in Figure 21. After the training, 52% of participants said they feel safe or very safe, compared with 28% before the training. These figures increase to 64% and 34% respectively when discounting participants that didn't answer. More than one fifth of participants said they did not feel at all safe (21%) before the training and 7% said this after the training.

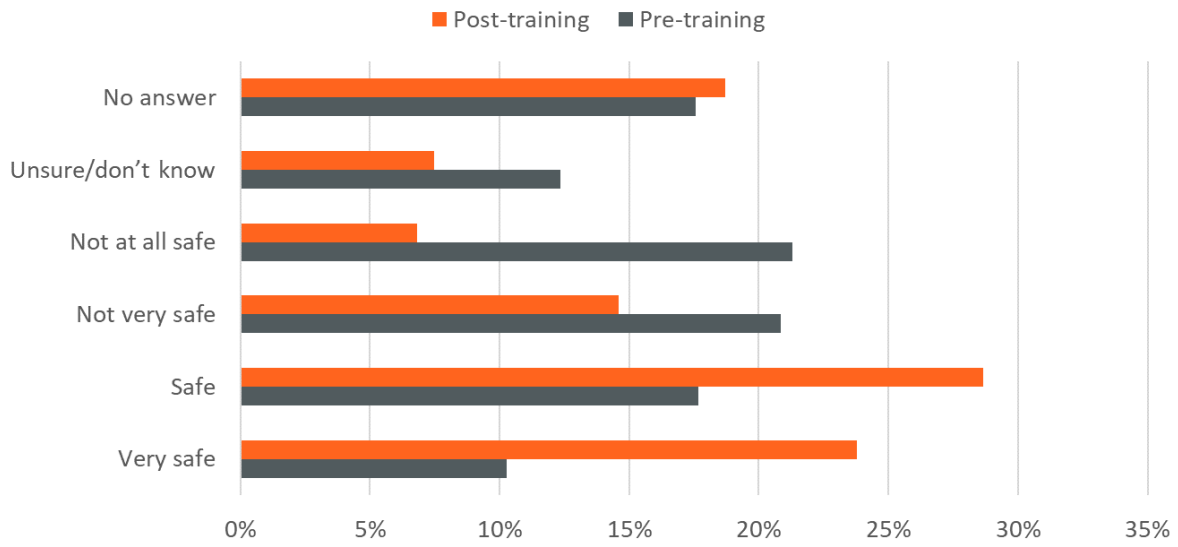


Figure 21: How safe or unsafe participants feel when cycling before and after the Bikeability training

A Mann-Whitney U test at the whole sample level (ignoring missing responses) resulted in a p-value of less than 0.001 . This suggests that there were statistically significant differences between the pre and post responses; namely that participants felt significantly safer after the training. The associated effect size was 0.29 which indicates a small to moderate effect. As noted in section 4.2.2, small to moderate effects are still notable and thus these changes can be considered meaningful.

The pre and post distributions were compared within the following subgroups to identify whether any groups experienced substantially different pre-post changes in feelings of safety compared with the overall sample:

- Different target areas (deprivation, ethnicity, female, level 3 and SEND)
- Different levels of experience of course provider - with cycling training in general and Bikeability training specifically (No or very little experience, some experience and a lot of experience)
- Different training classifications (Intro, L1, L2, open session and mixed)
- Whether access was provided to cycles (at project level)

To compare the distributions, ranks were used for the ordinal data as follows:

- Not at all safe = 1
- Not very safe= 2
- Unsure/don't know = 3
- Fairly safe = 4
- Very safe = 5

Missing responses were removed for this analysis.

Table 5 below shows the averages (means)for pre and post participants across all the different groups. The average difference is presented to indicate the average change in feelings of safety before and after the training, where a value of 1 indicates an average increase of 1 point on the Likert scale.

Table 5: Difference between pre and post scores for Q6 (feeling safe)

Category	Group	Pre-survey responses	Post-survey responses	Pre average score	Post average score	Average difference[15]
Target area	Deprivation	3,852	3,042	2.7	3.6	0.9
	Ethnicity	2,352	2,092	2.7	3.7	0.9
	Females	747	678	2.8	3.6	0.8
	Level 3	928	675	2.6	3.5	0.9
	SEND	618	577	2.5	3.5	1.0
Experience with cycling training	No or very little	446	303	2.8	3.5	0.7
	Some	908	801	2.4	3.3	0.8
	A lot	2,734	2,185	2.8	3.7	1.0
Experience with Bikeability training	No or very little	1,248	927	2.6	3.3	0.6
	Some	1,183	1,038	2.5	3.5	1.0
	A lot	1,657	1,324	2.8	3.9	1.0
Training classification	Intro	519	470	3.0	3.6	0.6
	L1 & L2	281	258	3.2	4.0	0.8
	Open session	442	208	2.3	3.1	0.7
	Mixed	2,377	1,932	2.6	3.5	1.0
Access to cycles	Yes	2,047	1,785	2.7	3.5	0.8
	No	2,041	1,504	2.7	3.7	1.0
Overall sample	All	4,088	3,289	2.7	3.6	0.9

Overall, the average increase in feelings of safety was slightly less than the change observed for confidence (0.9 compared with 1.2). It should be noted that different projects delivered

[15] All figures in this table are rounded to 1 decimal place. Average differences were calculated from the exact pre and post average scores and then rounded to 1 decimal place.

different types of intervention which resulted in participants gaining different levels of exposure to road environments and typical road hazards; this may have impacted the subsequent changes in perceived safety when cycling on roads. This is discussed further in section 4.2.7 in relation to qualitative data collected from participants.

There was little difference in the amount by which perceived safety increased between different target area groups. Projects with mixed delivery methods experienced a slightly greater increase (2.6 to 3.5) than those that didn't, however the L1 and L2 projects had the highest post-training average score (4.0) amongst all training classifications. The projects with a lot of experience (12 projects16) or some experience (8 projects) with Bikeability training had the joint highest score increase between pre and post responses (increase of 1.0) and the 12 projects with no or very little experience had the joint lowest increase (0.6). The distribution of all pre and post responses for the 'a lot of experience' and 'no or very little experience' groups is shown below. Before the training, 38% (52% discounting 'no answer' responses) of participants on projects run by providers with a lot of experience in Bikeability training said they did not feel at all safe or not very safe. This figure reduced to 15% (21% discounting 'no answer' responses) after training. The equivalent reduction for projects run by providers with little or no experience was 39% down to 25%.

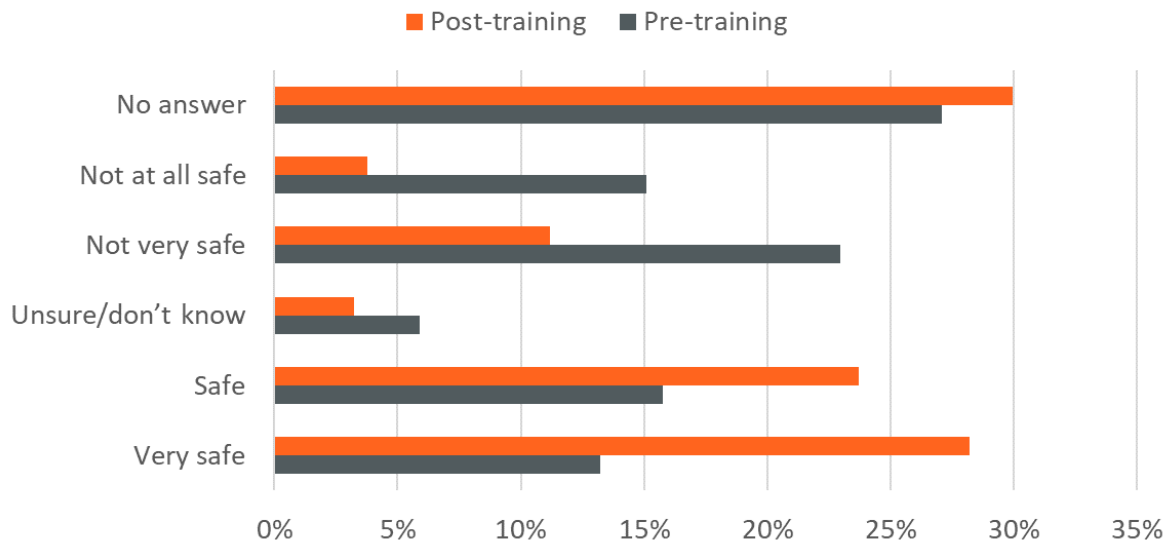


Figure 22: How safe participants felt before and after Bikeability training (provided by trainers with a lot of experience in Bikeability training)

[16] Note that these total numbers of projects with differing levels of experience are lower than those presented in section 2.3 as this analysis excludes projects not providing propensity data or using different scales.

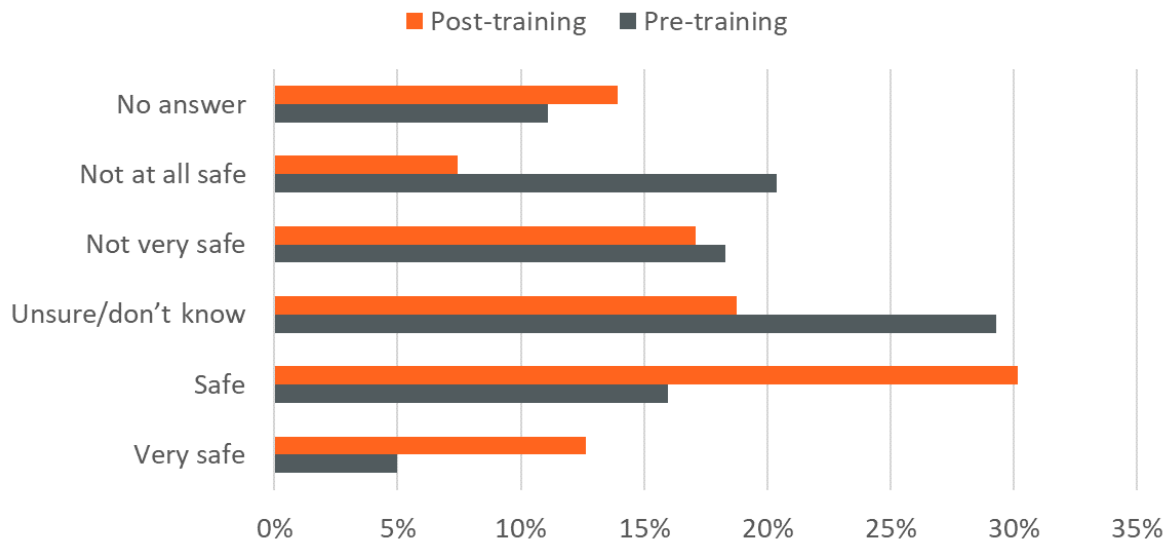


Figure 23: How safe participants felt before and after Bikeability training (provided by trainers with no or very little experience in Bikeability training)

Results for the projects which implemented different scales for perceived safety varied compared with the rest of the sample:

- In the Life Cycle project, pre-post changes were similar to those observed for the main sample. A scale of feeling 'safe', 'a bit safe', 'not safe' and 'unsure/don't know' was used; 29% felt at least a bit safe before and 43% after the training.
- In the Bike Futures project however, where a scale of feeling 'safe', 'not safe' and 'unsure/don't know' was used, 52% said they felt safe before the training compared with 49% after the training.

4.2.7 Qualitative data from pre-post surveys

As reported in section 4.2.5 and 4.2.6 above, there were overall substantial increases in the perceived confidence and safety of participants after training, compared with before. However, in both cases a small proportion of participants (7%) said they still felt 'not at all confident' or 'not at all safe' after the training. Along with the quantitative questions on perceived confidence and safety, the pre-post surveys asked participants to explain the reasons *why* they felt confident/unconfident or safe/unsafe when cycling on the road. Analysis of these qualitative responses can therefore provide insight on why some participants still felt unconfident, or unsafe, after the training.

In terms of perceived confidence, reported reasons for feeling unconfident ('not at all confident' or 'not very confident') in the post-training survey were mainly related to the participant (or parent) feeling that they were still quite inexperienced with cycling on roads. Example statements included:

"I ride on the path"

"The cars could hit me"

"I haven't been on many roads."

"Just learnt how to cycle, not confident yet"

"Just learnt riding and need to master the basics"

"Child is too young" (form filled in by parent rather than child)

In terms of perceived safety, reported reasons for feeling unsafe ('not at all safe' or 'not very safe') were more varied. For many participants (e.g., those doing learn to ride or bridging the gap sessions), cycling on roads was not applicable to them because their training was limited to dedicated cycling paths or parks defined as safe to cycle, with limited hazards that a local road would entail.

"Can't say as have never cycled on roads"

"I haven't done it before"

"I don't go on the road"

"No training and scared of drivers."

"Safe but have concerns riding on a road."

Other reasons related to concerns held by parents, guardians or carers – suggested they did not feel safe letting their child cycle on roads:

"too young to ride on roads"

"My child is only 6!"

"He is 5 and only just starting to master the use of pedals. Still a huge improvement from the point he started though"

"Still young and drivers not consistent"

"child is too young to cycle on the road but did get more confident after the half term activities"

Other reasons related to external factors such as a lack of appropriate infrastructure in the area or that participants only felt safe on certain roads:

"Not ready to use roads and there are not enough cycle tracks"

"Busy main roads are not suitable for learning"

"Not a lot of cycle lanes in the immediate area"

"On quiet roads would be fine like on a housing estate"

Finally, a few of the reasons suggested that participants were not confident about their learnings and needed more practice, or that they still had significant safety concerns in general. For these participants, they indicated that they felt unconfident ('not at all confident' or 'not very confident') after the training, highlighting that perceived safety and confidence are likely linked:

"The roads are very busy. Also I have little experience."

"there can be car crashes"

"cars too fast"

"Still struggling to ride the bike."

"Still need more practice."

As noted above, there were different types of intervention delivered by the different projects which resulted in participants gaining different levels of exposure to road environments and typical road hazards; this may have impacted the extent to which questions on perceived safety when cycling *on roads* were applicable to participants of some projects. For example, participants who only completed training up to Level 1 would not have experienced cycling on the road during the training. Hence, when asked about their level of confidence or perceived safety to cycle *on roads*, participants may not have been able to accurately respond to the question. It was not possible to tailor the wording of the questions used in the pre-post survey to each individual project in this evaluation, and in fact the aim was to achieve as much uniformity as possible to enable pooling of the data at the WPF programme level. Nevertheless this is a limitation of the approach which should be acknowledged, this and other considerations for future evaluations are discussed in section 7.3.

5 Findings: Process evaluation

5.1 Overview

This section presents the findings from the process evaluation. Qualitative data collected via the 'pro-forma' evaluation forms for all 44 projects were analysed to extract common themes. We focussed on four main areas – planning (section 5.2), recruitment (section 5.3), delivery (section 5.4), and resources and support (section 5.5). For each of these areas the data were analysed in terms of three key factors: successes (what worked well), challenges (what didn't work well), and the key lessons learnt. The lessons learnt (section 5.6) are drawn from the pro-forma responses, as reported by project leads.

A summary of the key findings is presented in Table 6 below and further detailed in the following sections. Anonymised quotes from project leads have been taken from the pro-formas to help illustrate key insights, where appropriate.

Table 6: Overview of successes, challenges, and lessons learnt across all 44 projects

	Successes	Challenges	Lessons learnt
Planning	• Already owning and having storage for a cycle fleet prior to the project starting. • Partnering with helpful organisations to acquire cycle fleets. • Understanding target group needs through consultations and community engagement. • Flexible planning and ability to make minor changes when needed.	• Unexpected costs and going over budget. • Working with schools that have poor response rates, lack staff and busy timetables. • Delays with acquiring cycles, delays with building cycles and difficulty finding cycle storage. • Acquiring instructors due to a shortage in the industry.	• Increase time spent planning and promoting project. • Engage with schools and target group earlier. • Be flexible with school schedules. • Hold regular project team meetings. • Vary communication with schools to identify best method of engaging .
Recruitment	• Having a pre-existing network of contacts to engage with to assist with accessing target group. • Working with schools and key members of staff to identify and refer pupils. • Advertising free fleet of cycles to attract pupils. • Engaging with parents and the local community to access riders .	• Negative preconceived attitudes towards cycling from schools, teenagers and girls preventing participation. • Lack of communication with partners who were assisting with recruitment. • Staff shortage in schools meant accessing staff to help was difficult.	• Start promotion and recruitment earlier to maximise engagement and sign ups. • Communicate regularly with school staff and instructors so that they understand the target group, project goals, importance of project goals and their role.
Delivery	• Highly engaging activities such as family rides and Dr Bike. • Involving available school staff in sessions for support. • Engaging with parents and families during sessions. • Using accessible locations. • Having experienced instructors. • Providing accessible cycles.	• Delays with delivery due to availability of schools, lack of staff and late cycle fleet delivery. • Riders unable to participate due to lack of adapted and accessible cycles. • Rider no-shows for sessions. • Riders with multiple abilities in single sessions being difficult to lead.	• Increase time for delivery so that riders have more opportunity to learn and time to sign up for next levels. • Keep delivery flexible and adaptable according to riders needs. • Early engagement will help identify group needs and ability prior to delivery.
Resources and support	• Effective partnerships provided support with planning, recruitment and delivery. • Supportive grant recipients and their assistance with the project.	• Ineffective partnerships due to lack of communication and willingness for partners to be involved. • Lack of time for projects to acquire resources such as cycle fleet.	• Long term funding could be better for projects to reach their target sample and make the intended impact. • Communicate frequently with partners so that momentum remains.

5.2 Planning

5.2.1 Success factors (what worked well)

There were many notable successes reported by project leads throughout the planning phase. This included consulting others to better understand target group needs, owning and acquiring cycles and flexible planning.

5.2.1.1 Pre-owned cycle fleets and helpful cycle fleet providers

Several project leads highlighted the ease of providing cycles to riders due to already owning and maintaining accessible and road legal cycles. They highlighted that already owning a fleet of cycles made it easier for them to plan the project as they only needed to think about how to transport the cycles to the riders. Other projects reported great success with contacting local cycle providers. They considered the providers an asset to the project planning phase as the providers understood the demographic and could recommend age-appropriate equipment.

> *"We teamed up with Mafia bikes, they gave us a discount so that fit in line with our budget. The bikes were a huge success and catered perfectly for pupils learning to cycle, to more confident and experienced riders."* **(Bicycle Society)**

> *"We purchased the refurbished bikes from Shropshire Cycle hub, who were professional and accommodating."* **(Learn Cycling)**

> *"I am pleased we used teenager focus bikes with street credibility."* **(Bicycle Society)**

5.2.1.2 Consultations to understand target groups

Throughout the planning stage several projects conducted consultations to better understand their target group's needs. These consultations featured teachers, members of the community and members of the target group. This was highlighted by project leads as a successful part of the planning phase as the information they acquired was used to cater their planned delivery sessions to their target demographic.

> *"We have consulted with educators from a range of settings to find out what the needs of their learners are. Doing this in a formal and measurable manner, using online meetings etc. had minimal success, but informal discussions with individuals allowed us to identify topics which could inform an alternative curriculum offer. The 4 areas which we initially projected was not sufficient!"* **(Breaking Cycles)**

Project leads said that working individually with teachers in the planning phase enabled them to plan for creative and alternative activities to maximise engagement. Projects that engaged with the community prior to their delivery phase hoped to and managed to gain the trust of community leaders.

> *"We ensured that we approached and engaged with community leaders, community organisations and pre-existing social/health networks to discuss this project, allow for feedback and to begin to build trust in the scheme"* **(Cycling Instructor Tower Hamlets Ltd)**

> *"You may notice in the above list the high prevalence of female orientated groups that we engaged with. This was considered after extensive consultation with our pre-existing network of partners from within this community and advice received from them to maximize the chances of success of the pilot and the reach of the program that female and family groups must be approached and engaged with."***(Cycling Instructor Tower Hamlets Ltd)**

Engaging with community leaders not only allowed this project to better understand the barriers impacting the target demographic but also enabled them to build interest in the community which increased take-up in the recruitment phase. This suggests that early engagement with the target group as well as those surrounding the target group, such as their teachers and community leaders, during the planning phase increases the chances of success in recruitment and delivery.

5.2.1.3 Flexible project plans

Most project leads reported that their project delivery went successfully and according to plan, except for some minor changes. Such minor changes included an unexpected need to access training bursaries to train new instructors, changing delivery plans to suit target group's needs (such as delivering more learn to ride sessions than planned for), increasing the delivery of activities that had high levels of attendance such as family sessions and reducing the number of instructors to minimise this cost and prolong the delivery of sessions.

> *"The project was delivered as planned with the only minor change being that we delivered the whole project using two consistent instructors rather than three. The reason for this decision was to enable the project to go on for longer and offer more varied opportunities for cycling throughout."* **(Born2Ride Ltd)**

The learnings suggest that incorporating flexibility to adapt the plan and overcome unexpected challenges is key to successful delivery.

5.2.2 Main challenges (what didn't work well)

Common areas where project leads reported experiencing challenges included staying within the planned budget, working with schools, acquiring, and maintaining accessible cycle fleets, and recruiting and developing instructors.

5.2.2.1 Unexpected costs

Most project leads reported staying within their planned budget. However, some projects reported overspending in certain areas. The cost of administration was reported by one project as being particularly large to the point that it deterred the project from approaching large schools where the volume of administration required would not have been feasible.

> *"We spent significantly more on the administrative side of our consultancy work […] Working with larger settings, such as mainstream schools has proven to be inefficient for us due to the volume of admin, networking and relationship building required."* **(Breaking Cycles)**

This project was able to compensate for this loss by networking with other organisations to provide funding for training as well as through profiting from other activities which had high attendance and minimal admin costs. Another project reported going overbudget on delivery as they had an unexpectantly high demand for sessions from schools. However, they were able to overcome this by charging schools for their sessions.

> *"We have gone slightly over budget as we got a little bit carried away with our Bikeability enthusiasm and the more we worked the more schools wanted us to work with them […] We charge the schools for these which feels silly when the county council have money to support this provision. We have also held a further 8 learn to ride days in the area [with] funding via trust funds, even though the funding is available by Bikeability Trust we cannot access it."* **(Open Trail)**

Further areas that were reported as more costly than originally anticipated included IT and monitoring, the cost of staff, and fixing and loaning cycles as few children had cycles that were safe for road use and/or in working order. There was no mention as to how these barriers were overcome.

> *"So few children had their own working bikes that we spent less on formal Dr Bike sessions and more on fixing bikes with the children as part of the bike mechanics sessions, on the bike referral scheme, loaning bikes during the sessions to children and servicing those loan bikes. We also spent more money on IT and monitoring than originally anticipated."* **(Life Cycle)**

> *"IT System update meaning that information and online booking for Balance and Transition weren't possible"* **(Life Cycle)**

It was also reported that some projects did not plan for the cost of instructor training and had to approach The Bikeability Trust for additional bursaries in order to achieve their planned deliverables. It would be beneficial for future projects to plan for this potentially costly aspect of cycle training or perhaps alternative forms of instructor recruitment could be considered such as training up school staff, parents or community leaders.

5.2.2.2 Difficulties planning with schools

A frequently mentioned challenge within project planning was working with schools. Barriers to working effectively with schools included poor response rates, restrictive school timetables, schools withdrawing and lack of staff to assist with planning. It was reported that these barriers were mostly due to a lack of communication and lack of time for schools to engage with planning alongside other school activities and responsibilities.

> *"A number of schools were keen on level 3 sessions but in the run up to the end of the summer term cancelled the sessions with other priorities taking precedence."* **(RISE)**

Some project leads reported trying to overcome this barrier by planning sessions during the school holidays when other curriculum lessons were not taking place.

> *"We contacted all specialist schools in the county to offer bespoke Bikeability sessions using the adapted cycles during the summer term. As this was unsuccessful, we also contacted all specialist schools about organising sessions over the summer holidays, one of which passed on the information to parents."* **(Bikeright)**

A common challenge was that project leads found it difficult to communicate with schools. Some methods were not as effective at eliciting a response compared to others; for example, sending out 'mass' emails was reported to be ineffective:

> *"The main barrier was getting agreement with the schools and booking the sessions in. […]. General email out to all schools about running sessions over the summer holidays (this did not elicit any responses)."* **(Bikeright)**

However, in person visits to schools were reported by a number of project leads as a good way to engage schools; helping them to better understand the purpose of the sessions and increasing likelihood to gain commitment to the project. One project lead reported that a school cancelled on the day of a planned delivery session – raising concerns about the school's reliability and that being a barrier to delivery.

> *"One school cancelled the day before due to an unexpected OFSTED visit. We have delivered courses at schools during OFSTED previously but, as this school had not taken part frequently in the past, they were concerned about the disruption that could be caused."* **(Learn Cycling)**

In order to overcome barriers such as these, one project used the funding intended for an after-school club to deliver an extra week of their summer training programme instead. Another reported delaying their planned sessions to a later date. When schools were not available to host sessions, project leads reported working with community groups to seek alternative venues such as sports halls, parks, and car parks. This again highlights the need for flexibility in the project plans.

5.2.2.3 Problems with acquiring and maintaining cycles

Further challenges that were reported by project leads were associated with acquiring and maintaining accessible and appropriate cycle fleets. The experience contrasted between those projects which already owned adequate cycles and those which needed to work with cycle providers. Some projects reported challenges with delayed delivery of cycles, a lack of secure locations to store cycles and the unanticipated task of building cycles once delivered.

> *"We did not take into account the amount of time to build the bikes and store them, before and after the programme. These costs were much larger than anticipated and not predicted."* **(Bicycle Society)**

> *"Storing bikes was an issue for some schools and this could not be rectified by offering cycle storage to the schools."* **(Ask for the Moon Kirklees)**

In some cases, these factors led to delays in project delivery:

> *"There were big delays on bikes coming in which meant we lost a few months of the project."* **(Accrington Academy)**

5.2.2.4 Instructor shortages

A final common challenge during the planning phase highlighted by project leads was related to recruitment and development of instructors. Several project leads discussed the shortage of available, qualified instructors as many had retired or left the industry.

> *"The short lead time to recruit more instructors was a challenge. Many were semi-retired or had other commitments. Our programme was 5 weeks of consistent work and more instructors couldn't do it."* **(Bicycle Society)**

One project lead reported that the time taken to recruit their desired number of instructors led to applicants dropping out due to financial pressures and lack of work in the industry. There was then difficulty with developing the remaining instructors who needed to reach the standard necessary to deliver these sessions.

> *"The 2 best candidates informed us they could no longer wait to take this new role as they both experienced fiscal pressures on their households and needed to accept fulltime employment outside of this industry"* **(Cycling Instructor Tower Hamlets Ltd)**

> *"As for the remaining two, we worked extensively with them to prepare them for the Level 2 Instructor course, but just could not get them up to a standard where we felt confident they would have successfully completed the course and the associated course work required"* ***(Cycling Instructor Tower Hamlets Ltd)***

Several projects had to lower their expectations around how many delivery sessions they could complete due to the lack of instructors and hoped to overcome this barrier by postponing their project. Other projects overcame this barrier through frequent communication with organisations that provided cycle instructors and by training up new instructors, however, this required more financial support and took more time.

> *"A shortage of our instructors and school staff meant that most schools which had expressed an interest in the project were not able to take part during summer term. We are hopeful that we can continue through autumn term."* **(Ask for the Moon Kirklees)**

> *"We accessed training bursaries to train new instructors, this was supported by the Bikeability Trust directly as we were not able to access funding held locally for this."* **(Breaking Cycles)**

We did not undertake any direct analysis of the extent to which there is a shortage of cycle instructors in the industry and as such the evidence summarised here on this issue should be considered anecdotal. That said it was a common theme raised by project leads and as such it is recommended that the implications for delivery of future Bikeability projects are explored.

5.3 Recruitment

5.3.1 Success factors (what worked well)

Recruitment success factors reported by project leads varied according to the desired target groups the project was trying to reach. Common factors which contributed to the success of the recruitment phase included having a pre-existing network of contacts, working with

schools, advertising the availability of a fleet of cycles, and engaging with parents and the local community. These factors are explained further in the following sections.

5.3.1.1 Pre-existing contacts to network with

Having a pre-existing network of contacts and already being well established in a community was reported as an important success factor for recruitment. Project leads reported that already having a trusted network of key contacts facilitated access to the desired target groups.

> *"Networking and having solid communication channels allowed the recruitment to be successful. Due to having a well-established database, reaching out to members of the targeted community was done with ease. Additionally, our daily work with young people and having an open platform with parents allowed us to easily reach out in order to advertise and recruit."* **(IMO Charity)**

Having pre-existing contacts in schools also reportedly made recruitment more successful as it provided access to members of staff who could recommend the sessions to appropriate pupils. In addition to this, having pre-existing contacts within a community also provided access to ethnic minority groups such as those from the Muslim community.

> *"Life Cycle is already involved with a Muslim women's group called Cycle Sisters, where we have trained members of their community as Cycle Instructors. This has a positive impact of representation of communities with which we work."* **(Life Cycle)**

Future projects could learn from this by incorporating pre-engagement with key stakeholders at the start of the project, to build up a network where one doesn't already exist.

5.3.1.2 Recruiting through schools

Although schools were reported as difficult to engage with due to their poor response rates and lack of availability at the start of projects (see section 5.2.2.2), projects that were able to overcome this reported that recruiting through schools was advantageous. Some schools were able to promote the sessions to a high proportion of pupils simultaneously (i.e., through letters, presentations, and assemblies). Project leads reported that this method was successful as it led to a large sample of potential participants.

> *"We marketed the opportunity with a 4-page document explaining what the Opportunity was all about. We shared this widely with schools in Bradford and through the Council and other partners."* **(Bike Futures)**

> *"Effectively by engaging 3 three-form Primary Schools our whole school sample grew by a minimum of 600 primary aged children."* **(Bike Futures)**

Another way that working with schools was reported as successful for recruitment included having school staff as support to help identify and refer children. School staff already have pre-existing relationships with the children and therefore have the knowledge and experience to identify if they are eligible to partake in Bikeability projects. One project lead highlighted the importance of having key contacts within schools who can refer students to the project and assist with organising sessions:

> *"We approached key contacts in two special schools within the Borough who organised the groups for us to train."* **(Sporting NRG)**

Working with schools was also reported to provide better access to parents/carers who are also key to recruitment, since children must have permission from a parent/carer to participate in the training sessions.

> *"Working with schools provided us with a direct channel of communication to parents, and the ability to target children who met the priority groups of the programme."* **(Active Together)**

5.3.1.3 Promoting the provision of cycles to children

For projects where cycles were provided, project leads generally felt this was vital to the success of their project. One project lead reported that it was a benefit to display their fleet of cycles behind their stall when trying to recruit people passing by, as it meant children had one less question surrounding how they would participate (i.e. it was obvious cycles were available). Providing cycles was reported as an important success factor when attempting to access target groups who are hard to reach and do not currently have access to Bikeability training.

> *"The vast majority of our attendees could either not ride or were very nervous / new riders. Very few of these owned a bike, so the provision of bikes was crucial to their ability to attend and participate."* ***(Wheely Tots & JoyRiders)***

> *"Bright Futures were funded to purchase cycles and SYPBP provided further bikes suitable of all ages, as well as a range of specialised bikes – this enabled a higher level of participation particularly for those young women who expressed they did not own their own bike and felt this was a barrier to taking part."* **(Bright Futures)**

5.3.1.4 Engagement with parents/carers and the local community

Project leads noted the importance of working with parents and the local community to identify and recruit participants. Clear and frequent communication with parents was reported as crucial – sometimes children can be prevented from participating due to the concerns of parents. One project gave a presentation to prospective parents and reported some success with this approach; it informed parents about the impacts of cycling on the environment as well as informing them that they can ride along with their child and that they are welcome to attend the sessions. The feedback received suggested that parents felt a lot better knowing how they could safely support their child(ren) with cycling, thus increasing the likelihood of them allowing their child(ren) to participate. Other reported methods of engaging with parents included phone calls, in-person visits, emails and letters.

> *"Having conversations with parents to help them understand Bikeability and to encourage them to sign up their children. Calling parents directly to check that they had all the information and their children had what they needed to participate in holiday courses, reassurance, encouragement, equipment."* **(Life Cycle)**

Projects also reported success with using the community to access their target sample. Working in areas with strong community networks, like local social groups etc, was reported as beneficial for recruiting a large number of riders:

> *"An area with high levels of community being our target audience, already hosting a holiday programme with large numbers of registrations from the local community."* **(Active Together)**

Engaging with the community increased involvement from families and friends which was felt to benefit the learning process by encouraging parents to help their children to cycle outside of the sessions. It also created the opportunity to embed cycling within the community culture.

> *"The project has expanded the Bikeability offer within Sunderland by providing training within a community setting which has encouraged parents and families to be actively involved in the training. We actively encouraged parents/guardians to stay and observe, and even participant themselves, so that they could continue the 'teaching' and 'confidence building' away from the sessions."* **(Rise)**

> *"Community connections and partnerships. The project wouldn't have worked as well if we didn't have a grounding in the area. Having suitably qualified local community based anchor organisations and individuals is key."* **(Wheely Tots & JoyRiders)**

> *"Building individual relationships with families was the most effective way to recruit. This took a lot of time and work but was the only way to get committed engagement/participation because we built real trust. Linking in with specific community events, e.g. the Black History Month event we participated in on October 22nd also worked well because there was trust already in place that we could build on, and a buzz at the event that we could capitalise on."* **(Broken Spoke)**

5.3.2 Main challenges (what didn't work well)

The main challenges experienced by project leads during recruitment related to preconceived attitudes of prospective participants towards cycling and its impact on public image (this was especially significant in older teenage riders and female riders), lack of communication in partnerships, and staff shortages in schools.

5.3.2.1 Preconceived attitudes and public image

Although many projects sought to help overcome any stigma attached to cycling, this stigma presented itself as a challenge in the recruitment phase of several projects. Some project leads reported an overall lack of engagement from their target samples as there were preconceptions regarding cycling which put prospective participants off taking part. Other projects reported that some children were anxious and fearful about participating as they struggled with how it would impact their public image as well their safety.

> *"As we have never previously had the opportunity to provide a cycling project to young women in our community, we initially struggled to engage with young women due to the preconceived fears and anxieties they had."* **(Life Cycle)**

For some projects this lack of interest and uptake, particularly with girls, led to them underachieving in terms of what they wanted to do with the project. As a result, they discussed lowering their target age group so as to engage with girls at an earlier age, when it was felt negative attitudes to cycling would be less of a barrier.

> *"As previously mentioned, Schools have been apathetic about driving Year 8 girls to the programme. This compounded by the stigma of image within the target group has led to underachieving with our expectations. This to some extent was expected as it's recognised as a national issue and undeterred, we are now slightly altering our approach and are confident we can have success with our Year 7 focus."* **(Derby Council)**

Another project sought new ways to engage with their target samples and found family sessions were a good way of interacting with girls and encouraging further cycle training. This project adjusted their delivery so as to interact with more families and engage with these girls in a more informal way.

> *"After lower than anticipated take-up of the teenage girl offerings, we amended our plan to include more family sessions. […] We engaged with 30 Teenage Girls in the Walthamstow Learn to Ride & Level 1 sessions – after which the teenage girl sessions were amalgamated with the family sessions."* **(Wheely Tots & JoyRiders)**

Some projects reported changing location to somewhere outside of the community or somewhere out of sight of participants' peers; this helped overcome the riders' fears that being seen cycling would negatively impact their public image.

> *"The young women shared their fears and concerns of cycling in their local communities due to fears of being judged by peers therefore the venue was changed on a regular basis which also helped increase a wider reach"* **(Life Cycle)**

Future projects should be mindful of these types of barriers to participation; challenges can be overcome by having a clear understanding of the needs and concerns of the target group, being empathetic, challenging stereotypes and keeping session plans flexible and adaptable.

5.3.2.2 Poor communication with partners

In order to recruit target samples, some projects utilised partnerships with local authorities, community groups, schools and Bikeability grant recipients. Effective communication with partners was reported by project leads as a common challenge which impacted recruitment. One project reported that a key barrier was not having direct access to participants and being reliant on a partner to communicate details about when sessions were booked for, etc.

> *"Working with the local authority, we would have liked to have worked with them more closely so we had direct access to the person who already booked Bikeability with them and have better idea of what schools are booked in for when."* **(Open Trail)**

Another project lead mentioned a lack of collaboration with their grant recipient who was meant to assist them with recruiting their target sample. Lack of communication with schools and community groups was also reported as a barrier which, in some cases, led to delays with recruitment and delivery.

> *"Communication was a huge downfall both ends, I didn't push and should have been more available to notice the sudden lack of communication/interaction from the school's end. I didn't want to source another school location due to the relations already built and all the behind the scenes work that had gone in behind the scenes. This did however contribute to delay of the project going ahead and felt I couldn't push due to the sensitive nature and pressure the school was under."* **(MG Cycling)**

Certain types of recruitment methods appeared less successful such as communicating with schools via email (as highlighted earlier). Use of the most appropriate methods of communication is important to avoid issues. A number of projects reported pushing back their delivery until later in the school term, thus giving schools the time to engage with and recruit for the sessions.

> *"Finding the right person to contact in both the community groups and the schools was often difficult and took several communications which can be time consuming. It proved successful where we were patient and persistent with the communications."* **(RISE)**

5.3.2.3 School staff shortages

Some projects that recruited through schools reported experiencing challenges due to lack of staff and poor staff availability. One project lead discussed a change in staff whilst the project was about to start; the replacement member of staff did not receive a handover regarding the project and it was felt that the project was not regarded as of high importance. This led to issues with participation due to school timetable clashes. Low availability of staff to support recruitment meant that schools were less likely to participate at all.

> *"Some schools were very keen but ended up not being able to take part because of school staff shortages, other priorities and not being able to plan in cycling activities into an already busy term."* ***(Ask for the Moon Kirklees)***

Even when support staff were available, it was reported by some project leads that they had a very limited capacity to engage with the project and were unable to recruit at the rate the project required.

> *"Playground staff have limited capacity to make referrals to us and publicise Bikeability activities at the playgrounds."* **(Life Cycle)**

In some cases, issues were overcome using a variety of recruitment methods simultaneously such as advertising online, sending emails to schools and printing posters.

5.4 Delivery /engagement

5.4.1 Success factors (what worked well)

Project leads reported several successes in the delivery phase of their projects including activities that went well (such as family sessions and bike maintenance), assistance from school staff, engaging with parents, effective project location (i.e., Schools, community spaces) and experienced instructors.

5.4.1.1 Successful activities

Many project leads highlighted activities within their delivery sessions which were successful and worked well at engaging their riders. These activities included bike maintenance sessions (such as Dr Bike), day trips and family sessions.

Bike maintenance sessions were reported as being effective at the start of the delivery phase as it allowed parents and children to learn how to fix their cycles (if they already owned one). This meant that they could participate in activities using their own cycles and could practice cycling outside of sessions.

> *"Having Dr Bike before was a big support for parents and again enable those who wouldn't be able to access the training otherwise."* **(Open Trail)**

Bike maintenance sessions also allowed riders to examine if their cycles were safe for road use and to make improvements where necessary. Parents particularly found this beneficial as they appeared to become more confident of their child(ren)'s knowledge and ability. This activity could be beneficial at removing the barrier of parental safety concerns.

> *"We also delivered several Dr Bike Health Check sessions which increased confidence and competence. The drop-in sessions allowed young women and their family members to bring their own bikes and have a qualified cycling mechanic check to ensure they are safe and roadworthy."* **(Life Cycle)**

Some activities were particularly effective at engaging different age groups. For example, day trips outside of the local area appeared to be a particularly successful activity for engaging teenagers who enjoyed the freedom and exploration. Some activities were also better than others at accessing and engaging with target samples such as girls. For example, one project lead reported that whilst their girls only sessions were being under booked by girls, they had great success with bookings for their family sessions as many girls would come along with their parents. They used this momentum to create more family sessions and then throughout the family sessions engaged with these girls to encourage them to attend their girls only sessions. This resulted in better attendance for their girls only sessions. Projects should, therefore, try to tailor their sessions activities as well as how these use these activities to better engage their target sample.

> *"The young women were provided with the opportunity to participate in cycling day trips out of South Tyneside which we found to be hugely popular, particularly amongst the teenagers who don't often get the opportunity to travel outside of South Tyneside due to financial hardship."* **(Bright Futures)**

> *"Some success came from meeting young women at family sessions and asking them what would work for them in terms of timing and length. This led to Wheely Tots setting up Women and Girls Saturday afternoon rides. Next time, we would also combine our offer with other provisions targeted at women and girls."* **(Wheely Tots & JoyRiders)**

5.4.1.2 Support from available school staff

Although a shortage of staff and lack of staff availability was noted in some cases (see section 5.3.2.3), for projects that were able to secure support from school staff, this was reported as a key success factor. It was also reported that participants seemed to appreciate the support

from staff, with a familiar face being involved in training sessions. This was helpful as some participants were anxious about being with strangers and learning to cycle. Projects reported having staff present was particularly successful when training children with physical and/or learning difficulties as it was reported to instil confidence and enthusiasm for cycling. Therefore, having staff members present provided a source of comfort as well as assistance during the sessions. School staff also had pre-existing relationships with the children and had experienced of how to manage and teach them.

> *"This Train the Trainer programme tended to be most effective when class teachers were involved as participants. The class teachers, who are effectively managers of pupil's learning, were better able to prioritise balance and learn to ride sessions. Usually the teaching assistants actually had more time to cascade their learning."* **(Bike Futures)**

> *"Having school staff members present to help with the specific needs of each child. This also meant there were enough adults around that one instructor could ride the side by side tandem with a student."* **(Bikeright)**

Some projects also reported utilising members of staff by training them to lead future cycling sessions, thus hoping to embed cycle training in the school's curriculum. This also benefited the delivery phase of the projects as staff were able to take an active role in the training.

> *"School staff were very keen to learn how to deliver a learn to ride session and planned in PE lessons around cycling so that children in Y4, Y5 and Y6 were able to access the bikes."* **(Ask for the Moon Kirklees)**

5.4.1.3 Involving parents in activities

Alongside the success of family sessions, project leads noted the success of engaging with parents. Engaging with parents opened the possibility of future family training and therefore several projects have reported that their delivery journey may continue for some families.

> *"All riders have benefitted but most importantly we have, through our delivery, made more teachers, carers and parents aware of the availability of inclusive bikes. Because of this delivery it has led us to now working with more families who have found new freedom to do things together."* **(Derby Council)**

Projects that were able to successfully engage parents during sessions also saw how parents became role models for their younger riders; this in turn improved the children's engagement with the session:

> *"Some parents / carers who came along weren't necessarily intending to ride but having adult bikes available really encouraged them to have a go. Seeing their parents / carers cycling motivated children and vice versa, creating a virtuous circle and sowing seeds for family members to cycle together."* **(Wheely Tots & JoyRiders)**

The benefits of parents participating in the delivery include greater likelihood of future family rides. Project leads reported that parents would approach them after sessions and claim how excited they were to be able to go on cycling trips with their child. This means that cycle training is more likely to continue beyond the sessions, albeit in an informal way, through family cycling trips.

> *"The project has expanded the Bikeability offer within Sunderland by providing training within a community setting which has encouraged parents and families to be actively involved in the training. We actively encouraged parents/guardians to stay and observe, and even participant themselves, so that they could continue the 'teaching' and 'confidence building' away from the sessions."* **(RISE)**

Involving parents in activities was reported to have a variety of benefits including increasing the likelihood of parents purchasing cycles, increasing the likelihood of family cycle trips and parental encouragement as well as offering the support of a friendly face during training the opportunity to model behaviour and could be an effective approach across all target groups.

5.4.1.4 Effective project locations

The location of the delivery sessions appeared to have an impact on the success of engagement and delivery. Venues needed to be safe to use and accessible for riders. Project leads reported that there were benefits to both being situated in a school or in a community-based hub. One of the projects was based in a secondary school; however, the school was not where participants normally attended as pupils and being in a 'new' school environment was reported to create a sense of excitement which led to better engagement from participants.

> *"being based in a partner secondary school was hugely useful for generating a sense of excitement and curiosity in young people – not least because included a competitive element."* **(Brunel University)**

Another project reported that being based in the centre of a community was best for delivery and described the settings as a personal cycle hub.

> *"Having a central hub within a local park, with a newly, purpose-built skill area, worked really well in the delivery of the activities. It provided a centralised point for all the sessions."* **(RISE)**

Overall, project leads seemed pleased with their location choices whether it was in community parks, car parks, recreation centres or at schools. There was importance placed on the facilities the location offered as it would need to cater for all abilities:

> *"Playground catered for all abilities, but teaching pupils to cycle, but also introducing racing, ramps, wheelies and other challenges the pupils requested."* **(Bicycle Society)**

5.4.1.5 Experienced instructors

The effectiveness of instructors was reported as a key factor impacting the overall success of delivery and engagement of riders. Instructors that were mentioned as successful were credited for their experience, flexibility, and ability to create bonds with riders. Project leads reported that experienced cycle instructors could identify the needs of the riders and could create flexible development plans with them so that by the end of the sessions they were confident and able to move on to the next level.

> *"Our lead instructor was able to identify the varying levels of experience amongst the riders and plan more visits to provide additional training modules to those who required them."* **(Learn Cycling)**

Project leads also reported that the instructor's level of experience was key to successful delivery with children with special educational needs and that those instructors who had worked with adapted cycles and these target groups before were particularly successful at engaging riders. Project leads reported their instructors created a fun atmosphere and were able to ensure all the riders had a positive experience with cycling.

> *"The instructors all received fantastic feedback (open questions requesting feedback in the post-participation forms have resulted in many positive comments about the instructors and how they made a difference both to enjoyment of the sessions and the ability for children to learn to cycle)."* **(Active Together)**

A few projects mentioned the benefits of their instructors coming from similar backgrounds to the riders. Having instructors and mechanics that challenged the children's stereotypes was particularly impactful for engaging girls.

> *"Using our female and non-binary mechanics for this work has been particularly impactful as we have modelled very strongly that women and girls and those from minority genders can do hands-on work too – not just cis boys and cis men. The young people engaged with this element of it and their perspectives were visibly shifted."* **(Broken Spoke)**

Overall, having experienced, flexible and diverse instructors seemed to be particularly impactful for the successful delivery of sessions.

5.4.1.6 Provision of accessible cycles

Project leads that provided cycles in their projects reported great success with engagement and participation during their delivery sessions. Children that did not own cycles had the choice to use one from the project's fleet which increased participation as riders then had easy access to a cycle. Providing accessible cycles meant that children could move at their own pace, for example, they could start on a balance cycle, then move on to a tricycle and finally to a two wheeled bicycle. It also meant that children who had the need for an adapted cycle could try out equipment that they did not know was available for them. This was also reflected among the selected case study projects that provided cycles.

> *"Most children and young people taking part did not initially have access to a bike- especially those who couldn't ride who were able to make use of our balance bikes. On our regular young people's sessions almost all young people used our fleet as they either did not have access to a bike at home or were unable to transport or ride to the activity venues."* **(Wave Adventure)**

> *"Provision of adapted cycles enabled 2 children (out of the 6) to take part who wouldn't otherwise have been able to. One child used a tricycle, and one child used a side by side tandem with an instructor."* **(Bikeright)**

> *"Never had [cycles to loan] before. It's been a huge bonus because people typically don't have cycles so they can't participate even if they are interested."* **(Cycling Instructor Tower Hamlets Ltd)**

Project leads reported that they could not depend on the cycles that children already owned as these tended to be unsuitable and not safe for road use. Therefore, providing the children with cycles was a good way of ensuring they were practicing on a high quality, safe equipment.

> *"Without the bikes being supplied for the schools this project could not have taken place. The feedback from our questionnaires highlighted that many of the children didn't have bikes and those that did, had bikes that were either way too small for them or in not fit state to be ridden."* **(Accrington Academy)**

Storing cycles at schools and making them accessible to the riders outside of delivery sessions also led to some children being able to practice cycling in their own time, thus building on the success of the delivery sessions. This was reported as a good way of ensuring learning and practicing could occur outside of the formal sessions.

> *"In one school, children were able to practice cycling at break times and were then able to progress to the next module of Bikeability the next time the instructor visited."* **(Learn Cycling)**

This would suggest that providing cycles is beneficial for not only the recruitment stage but also the delivery stage; even those children who already own a cycle may not have one which is in a fit or safe condition for safe and easy riding. Provision of the right range of cycles also ensures projects are accessible to all - a key factor for working with hard-to-reach target groups such as SEND children and those from areas of deprivation.

5.4.2 Main challenges (what didn't work well)

Challenges faced in delivery included unexpected delays, inaccessible cycles, rider 'no shows' and having groups of riders with varying levels of ability.

5.4.2.1 Delays

Several projects reported delays to their delivery and these delays were caused by a variety reasons. One project mentioned issues with staffing requirements and that this delayed the project from being delivered as initially planned.

> *"The only barrier we faced was the delay in starting due to our staffing requirements, we are hoping to finish delivery by the end of October half term to rectify this."* **(The Inspire Group)**

Staffing difficulties and the impact of the COVID-19 pandemic was reported by one project lead who also experienced delays with delivery. Although this project lead said it impacted their capacity to deliver, they have tried to overcome this barrier through planning more sessions in the future.

> *"we had internal obstacles that delayed the start of our delivery, caused by staffing difficulties. We are hearing from others across the sector (and many other sectors) that recruitment and retention is a huge challenge in this post-Covid era – we have definitely felt the sting of this and this impacted our delivery by delaying the start. We feel we have achieved a lot since we got things going and have a lot more planned for November and into early December – but it has certainly impacted what we have been able to deliver."* **(Broken Spoke)**

Being unable to recruit instructors in time also delayed various activities for projects and one project lead said a delayed mechanic's course meant using re-furbished cycles for delivery was also delayed. This project was able to acquire backup cycles through the school, however the consequences of this was that riders had less time to practice cycling.

> *"Delays in recruiting Bikeability Instructors meaning limited time could be devoted to this project due to the demands of core delivery. Postponement of the booked mechanics course meaning that we did not have a qualified mechanic to sign off refurbished bikes until several months after the project started."* **(Chorley SSP)**

5.4.2.2 Inability to obtain accessible cycles

Although many projects highlighted the success of using accessible cycles (see section 5.4.1.6), the lack of available adapted cycles appeared to be a barrier for a number of projects, which in turn hindered participation. In particular having a lack of appropriately sized cycles for younger children appeared to be a barrier that projects did not anticipate; this prevented some riders from taking part.

> *"Lack of adapted cycles at the adventure playgrounds mean that children and young people with a physical disability have difficulty in using our loan bikes for activities. […] child with 3 digits on right hand unable to participate due to lack of adapted cycle for a ride requiring use of gears"* **(Life Cycles)**

> *"The only issue was that the smaller children in Year 4 were still too small for the smaller Frog bikes that we had purchased."* **(Ask for the Moon Kirklees)**

Future projects should consider the potential sample and ensure adapted and appropriate cycles are available to meet all rider needs. Assessing rider needs and ensuring the correct equipment is provided should be done in the planning phase of the project.

5.4.2.3 No shows

A number of delivery sessions within projects were negatively impacted by rider no shows. Reasons for students signing up but not attending can be attributed to a variety of reasons. A few projects reported these reasons being anxiety as some children did not want to miss curricular activities. Some projects noted that some participants chose not to attend sessions in bad weather.

> *"There were a few days when there was torrential rain which did not stop people taking part but did mean that several people did not turn up to some sessions."* **(RISE)**

Several other projects mentioned that unpredictable school timetabling and a lack of available staff caused issues with attendance:

> *"We did have one or two timetabling issues in one school which led to drop in attendance on a couple of days. One school was unable to attend the Inter Schools event due to lack of staff."* **(Bike Futures)**

This could suggest that even with robust planning schools cannot always fully commit to the delivery of Bikeability sessions and projects should be flexible in their approach to dealing with this. 'Overbooking' was one way in which this issue was handled:

> *"For Wheely Tots, we did have a small number of 'no shows', but we always anticipate this with a free activity and slightly overbooked the sessions and this didn't impact the overall engagement figures. Any additional capacity was used by passers-byers who booked and joined on the spot."* **(Wheely Tots & JoyRiders)**

5.4.2.4 Running sessions with mixed ability groups

Several project leads highlighted the challenge of running sessions with children of varying cycling ability. One project lead said that children had been signed up to sessions that were above the child's current cycling ability. This meant that instructors had to tailor sessions 'on the spot' to support all abilities.

> *"There were examples of people booking their children onto a level of training which was above their capability and led to the instructors having to adapt the sessions at the last minute."* **(RISE)**

In some cases parents appeared uninformed regarding what each of the Bikeability levels meant, and how their child(ren) aligned with those levels. Other projects found it hard to organise sessions when so many riders had varying learning needs and were starting at varying levels.

> *"We also engaged with some young women who have never had access to a bike or cycled and therefore some sessions were difficult to manage due to varied learning needs and levels"* **(Bright Futures)**

Flexibility in the approach was critical for managing these issues; ensuring all riders were learning at the correct level.

5.5 Resources and support

5.5.1 Success factors (what worked well)

Success factors for resources and support included having effective partnerships and having a supportive grant recipient.

5.5.1.1 Effective partnerships

Project leads reported that working in effective partnerships enabled them to understand and meet the needs of their target group. Target groups often featured children with complex healthcare, educational and social needs making these partnerships valuable for creating and tailoring sessions. Partnerships that were successful in this area included charities, social care providers, educators, parent groups.

> *"Working with these partners, we have been able to: Meet specific and individual needs, which can be complex and involve healthcare, educational and social needs as well as managing specific risks to themselves and others. Work collaboratively with responsible adults (Staff, Carers, parents) who already have well informed relationships with the young people. This has enabled us to facilitate a level of training which is appropriate to their age and ability despite potential barriers."* **(Breaking Cycles)**

Project leads also reported that partnerships were effective for obtaining cycle fleets. Several project leads mentioned that the organisations providing cycle fleets understood their target demographic. Therefore, they were able to recommend cycles that were appropriate and accessible. Most project leads also reported that their partners provided their delivery location. These locations were accessible for children and often appeared to be in the centre of a community such as schools, community halls and parks. Partnerships with schools and community groups were often mentioned as successful for the projects recruitment phase as it provided easier access to pupils and parents/guardians. Effective partnerships were reported frequently by project leads as working well as they provided projects with their knowledge, expertise and resources.

> *"Working in partnership with SYPBP allowed the overall project to be delivered successfully. Bright Futures have the experience, skills, and knowledge of working with young women in South Tyneside, whereas SYPBP has the experience and knowledge of successfully completing similar cycling projects and provided fully trained/qualified staff. This positive partnership ensured a statistically under-represented group had access to regular cycling sessions to tackle disparities between male and female cyclists."* **(Bright Futures)**

5.5.1.2 Supportive grant recipients

Support from grant recipients was reported by several project leads as having worked well. In most cases project leads were positive regarding their communication and collaboration, and some project leads reported their grant recipient assisting them in areas such as budget handling, problem solving and project recruitment.

> *"They helped us to identify extra members of staff."* **(PACE)**

Overall, most project leads reported that their grant recipient had a positive impact on the success of their project, and most were described as helpful and approachable.

> *"Our grant recipient was very helpful and wholly supportive of the project."* **(Learn Cycling)**

> *"Without the collaboration it would have been difficult to co-ordinate the project and deliver the project effectively."* **(RISE)**

5.5.2 Main challenges (what didn't work well)

Challenges that arose from project leads regarding resources and support included ineffective partnerships and a lack of time to plan and deliver the project.

5.5.2.1 Ineffective partnerships

In contrast to the project leads who reported their partnerships as effective, other project leads reported theirs as ineffective. Ineffective partnerships resulted in poor communication and collaboration.

> *"We tried to work collaboratively with our local authority, I believe they are stretched and short of time to work with us."* **(Open Trail)**

One project lead said that their partnership endangered the delivery of their project due to infrequent and poor communication.

> *"Unfortunately, after we received the funding, the situation became extremely difficult. They stopped communicating and when the project was about to launch, we had to insist on their participation as they endangered the delivery of the project. They insinuated in meetings prior to funding that deals would be made on bike hire but when we had to deliver the project these costs went through the roof. As the project progressed and we were allocated a project liaison the communications and relations improved."* **(Elrem Foundations CIC)**

This project was able to overcome this barrier by allocating someone to focus on communication with the partner. However, it shows how costly poor communication can be during the planning phase of the project.

Many project leads mentioned the barriers they faced when partnering with schools, including poor response rates, lack of staff, busy timetables and negative pre-conceptions towards cycling. However, there was an overall positive attitude towards partnering with schools. Overall working in partnerships is likely to be beneficial, but partnerships need to maintain effective communication throughout the entire project to ensure success.

5.5.2.2 Not enough time

Lack of time to plan and deliver was frequently reported as a challenge for projects. Project leads reported not having enough time to acquire the resources needed for the project such as the fleet of cycles.

> *"Allow longer for successful organisations to plan in the project and get the resources in place, rather than notifying groups of a successful bid at Christmas and giving them spring and summer to complete the project. We needed several weeks to get the bikes ordered and supplied and this cut down the amount of time we had to deliver the project, which unfortunately focussed it on our busiest period of the year."* **(Ask for the Moon Kirklees)**

Project leads reported that they might have had greater success accessing their target group if the project was given more time. This is because more promotion and recruitment could have been done to ensure higher turnouts in delivery sessions. Many project leads reported the need for longer term funding in order to truly embed cycling into communities.

> *"Further support would be to increase the longevity of the project and to capitalise on the momentum created. Sustained funding over a longer period of time would have assisted the delivery of the project activities."* **(RISE)**

5.6 Key lessons learnt

Overall, lessons learnt included increasing the projects duration (through either planning earlier or prolonging the delivery phase), being flexible in terms of planning, delivery and partnerships, and better communication.

5.6.1.1 Increase project duration

Many project leads reported underestimating the amount of time needed to plan, recruit, and deliver their projects. Several project leads reported that for future projects they would increase the duration of the planning phase to have time for early engagement with riders,

such as consultations with target groups and "try it out" sessions (to have a better understanding of riders needs and their current ability) and begin engagement with schools earlier in the academic year.

> *"carry out consultations with the young women prior to the sessions commencing to ensure the correct levels were being taught."* **(Life Cycles)**
>
> *"I have since learned, from a colleague who works as an outdoors education officer for the Earnest Cook Trust, that it is common to invest up to 20hrs of engagement work in order to organise a series of sessions within a mainstream secondary school!"* **(Breaking Cycles)**
>
> *"It would help schools if we could plan in the sessions the term before they take part in Bikeability or even the term before that"* **(Legacy Ride)**
>
> *"The earlier that the programme can be planned, the better, to ensure logistics, comms, promotion, timetables, processes, policies & procedures etc. can be put in place long before delivery needs to commence."* **(Active Together)**

Several project leads also said they would want more time to be spent on promotion so that the project could access as many members of their target group as possible. One project lead said they would utilise a longer planning period so they could put more thought into arranging accessible locations.

> *"In addition, given more time, we would have greater ability to find better venues (i.e. highly convenient access for priority groups, large space to maximise number of participants) which may be accessible to us through working with new partners. For example, car parks attached to office buildings that have no use at weekends but could host cycling sessions."* **(Active Together)**

Several project leads reported wanting to deliver a greater number of sessions in order for their project to have a greater impact on riders. A longer delivery phase could result in riders gaining more skills and confidence. It could also mean riders have more time to sign up between sessions and between levels providing them with more opportunity to cycle.

> *"Yes, if we had the opportunity to facilitate this project next time, we would increase the project duration to provide longer sessions for young women to attend providing them with the opportunity to gain increased skills and confidence."* **(Bright Futures)**
>
> *"We would have a longer lead time between delivering learn to ride and Dr bike and when level 1 and 2 actually occurred. In some cases, it was too late to get our new riders on their level 1 course."* **(Open Trail)**

Another project lead said that towards the end of their project there was a lot of momentum. They would have liked to have acted on this momentum and kept the project going, however, time constraints prevented this. This project lead noted that future projects should act on this momentum as embedding sessions within communities will result in greater participation and engagement overall.

> *"Further to this, momentum only gathers with the more sessions you do, the more successful session you complete the more 'word of mouth' spreads and there becomes traction and trends*

on social media. With more time the project would have really become popular and could continue to make a positive impact." **(RISE)**

5.6.1.2 Allow flexibility in the programme

As noted earlier a key lesson highlighted by project leads was the need for flexibility in project delivery. Most project leads noted that some sessions and activities resulted in higher engagement than others. The flexibility to replace those less successful sessions and activities with those that are more successful was therefore a clear benefit for overall engagement. Future Bikeability session plans should be flexible to embed a mechanism for continuous improvement as part of delivery. Session plans should also be flexible as the needs of the riders may vary. Sessions and instructors should be able to adjust and tailor sessions to meet these needs.

"Be flexible. You may be going in to deliver L1 but may end up doing Learn to ride or vice versa." ***(Accrington Academy)***

Project leads also highlighted the need to be flexible when working in partnerships and when considering locations as they do not always work out as initially intended and alternate plans should be considered.

"Being flexible in delivery in terms of where you go, who you work with, and how you deliver sessions while staying true to the nature and targets of the programme, helps to ensure the right 'fit' for the people and places you're working in." **(Active Together)**

"However, being flexible where people were unable to reach the park for the sessions and having access to transport vehicles and a budget to deliver at alternative locations was also really useful and created opportunity for a more diverse and extended delivery programme." **(RISE)**

Being flexible when working with schools was also mentioned by one project lead as schools already have a busy timetable and there is often a need for flexibility to accommodate this.

"Be prepared to be flexible with schools in the early stages. If they are not sure of what you are offering, they are more likely to postpone or change dates at very short notice as they can see other activities as being more important." **(Derby Council)**

5.6.1.3 Implement tailored communication strategies

Another key lesson learnt was regarding communication. Project leads noted they needed to vary their forms of communication as they discovered some forms worked better than others. Several project leads also discovered the usefulness of communicating with an engaged member of staff and that having a staff member involved in the planning and delivery is extremely helpful when working with schools as they can push plans through and make the project a priority.

"Vary communication between e-mail, phone and in-person visits depending on what works well for particular schools. Identify which members of staff are most engaged." **(Learn Cycling)**

Frequent communication with a key member of staff was also beneficial for recruitment. As many of these projects featured hard-to-reach target groups, school staff often referred

pupils which they knew were appropriate for the planned training. Keeping frequent communication with staff members was reported as a good way of promoting the project and ensuring referral of the correct type of pupils as staff members were aware of the project aims and target group.

> *"Communication with partners and other stakeholders (carers, teachers etc) can really help to develop the engagement with young people and really drive the project success."* **(The Inspire Group)**

As well as staff members, communicating regularly with instructors was also a lesson several projects highlighted. A few project leads reported a shortage of instructors and difficulties associated with instructor and team availability. Therefore, communicating regularly and keeping instructors updated with session times, dates and plans was a key lesson learnt to maximise the success of project delivery.

> "*Open and regular communication with the instructors has been a success and both parties have a shared vision for project delivery and the correct skillset can be implemented to ensure success"* **(IMO Charity)**

Better communication amongst the project team was also reported as a lesson learnt as many projects faced challenges and barriers. Creating regular meetings and itineraries could be useful for future projects as solutions can be found more quickly and backup plans can be created.

> *"Embedding more of a formal and regular communications process such as weekly meetings or updates with set agendas may have helped pre-empt some of the challenges and solutions."* **(Active Together)**

6 Case studies

This section outlines the findings from interviews with four case study projects. For each project the target area, geographical location, delivery type (school or community based), type of organisation, the organisation's level of experience delivering Bikeability training, and the number of participants engaged (pre- and post-training). It also includes an overview of the intervention, key outcomes at the individual project level relating to propensity to cycle, key takeaways reported during the interview, and a summary of the partnerships that supported delivery of the project. These case studies provide additional qualitative data to supplement the programme-wide data collection and analysis (reported in section 4 and 5), helping to illustrate successes and challenges with delivery in greater detail.

London Borough of Hammersmith and Fulham (LBHF)

Target area
- Ethnic minority groups
- Areas of deprivation
- Girls
- Level 3
- SEND pupils (particularly children with Autism and Down Syndrome)

Number of participants:
77 (pre-training),
61 (post-training)

Intervention overview
Integrated Bikeability training in seven mainstream secondary schools and two SEND secondary schools during Physical Education (PE) lessons.

They also provided cycles or adapted cycles to schools to enable all children to participate regardless of experience or access to their own cycles at home.

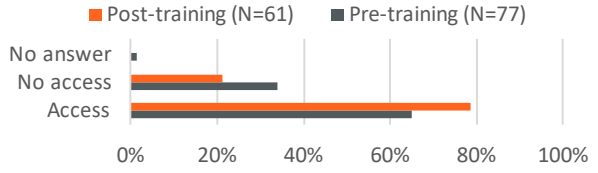
Children in the second SEND school were high functioning Autistic students and managed to achieve L3 qualification by the end of the project.

Area
Hammersmith and Fulham

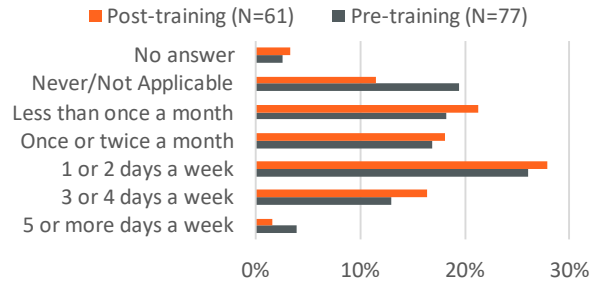
Delivery
Part of school curriculum (delivered during PE lessons)

Organisation profile
Grant Recipient & Training Provider with a lot of experience

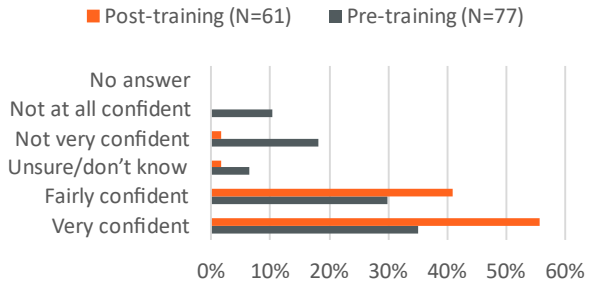
Results



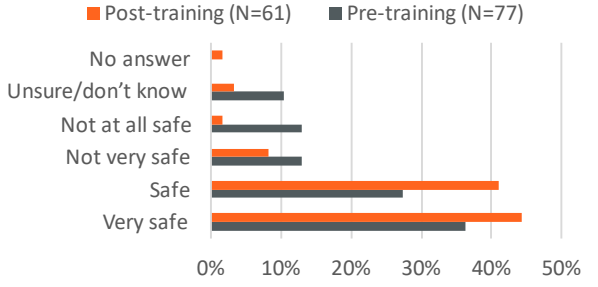
More participants reported having access to a cycle post-training, which is a result of the training providers loaning cycles or adapted cycles for the duration of the training



Generally, there was a slight increase in how frequently participants expect to continue cycling from before training levels.



Majority (97%) of respondents reported feeling confident while cycling on road whereas only a small percentage continued to report low feelings of confidence cycling on the road, post training.



Post training, around 85% reported feeling safe cycling on roads. It also saw reduction in the opposite direction where 0 participants reported feeling 'not at all confident' after the training,

Summary of findings from interview and evaluation

- Integrating Bikeability training as part of the school curriculum in PE classes ensured lower dropout rates and that participants saw cycling as a regular sports activity, for example, like football.
- Providing cycles to schools for the purposes of the training enabled children who wouldn't normally be able to cycle to be able to take part and opened up new opportunities for them. The cycles were good quality and helmets brand new which made participants feel secure that the equipment is good quality.
- One of the 2 SEND schools where Bikeability was delivered did not make as much progress in L1 as anticipated but children were engaged and generally enjoyed the activity.
- Project lead also reported that there were a lot of questions from parents about where they could purchase appropriate cycles after the sessions which shows people were keen to continue cycling after the programme.

Partnerships

LBHF worked with Bikeworks CIC who booked instructors, dealt with consent forms and registration forms and data; and with Moore Large to get bikes, helmets, and locks.

Key takeaways

- Telephoning and emailing schools directly worked well to establish relations with PE teachers and other key staff – but it can take a few months to get the right contact and build a relationship.
- Creating a clear information guide about what the training entails is important to get both parents and children excited and interested in taking part.
- Generally, schools are very positive about the idea of Bikeability and want to see it implemented and continued – this is a positive development and LBHF is keen to continue building the programme over the long term.

Cycling Instructor Ltd

Target area
- Ethnic minority groups (particularly, Bangladeshi, Pakistani and Somali communities)
- Areas of deprivation

Number of participants:
397 (pre-training),
100 (post-training)

Intervention overview

Cycling Instructor Ltd began the programme by identifying key community leaders to engage ethnic minority (largely Bangladeshi and Pakistani) communities. They identified and trained community role models that championed the pilot and created a dynamic relationship with the target group. There was also an opportunity for selected/interested individuals to undertake the instructor course and gain experience in course delivery alongside experienced instructors.

Taking cultural sensitivities of the target group into consideration, separate female and male sessions, and mother and child sessions were offered. Although cycle training was delivered in the usual manner, the individual and group training sessions were delivered where the instructor was of the same gender as the group/individual.

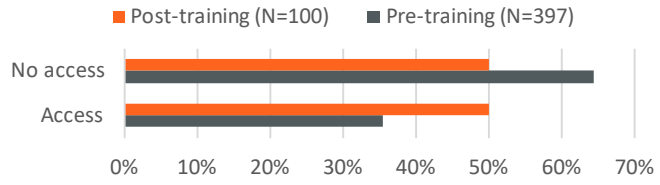
Delivered Learn-to-Ride, L1, L2, L3, Family rides, and instructor training. Provided cycles for hire as cycle ownership in the target group is very low.

Area
Tower Hamlets

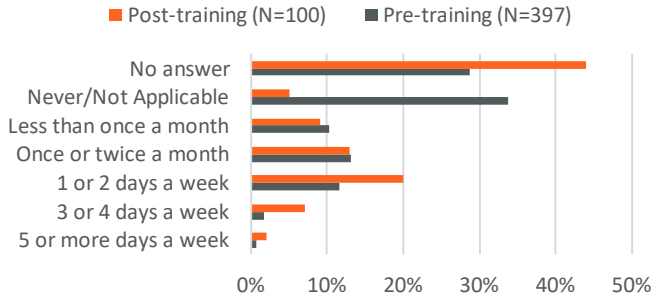
Delivery
Community-based

Organisation profile
Training Provider with a lot of experience delivering Bikeability training

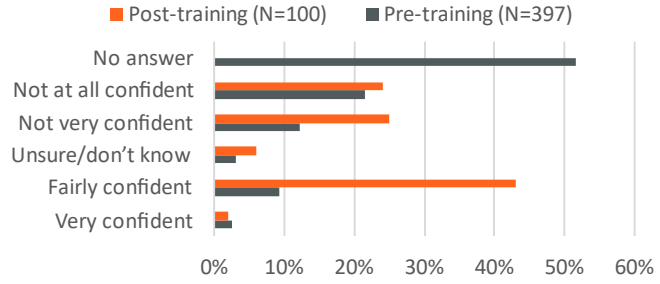
Results



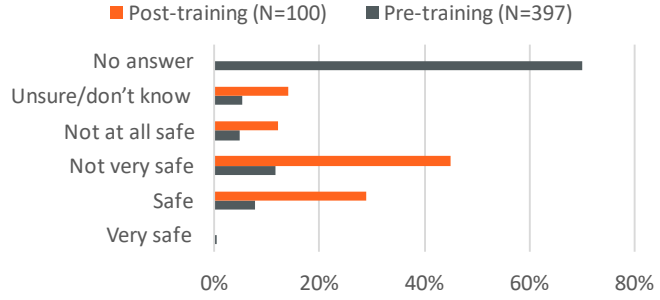
Access to cycles had improved post-training, meaning more children reported having access to a cycle at home after training.



Generally, those who responded in the post survey expected to continue cycling about the same amount as before the training. Many did not provide an answer



Post training, around 50% reported feeling while 40% reported feeling unconfident. This is likely because not all participants were trained up till L3, which is when learners are trained to cycle on roads, while other levels train them to be ready to cycle on roads.



There were mixed responses for feeling safe while cycling on roads. Cycling training was delivered in a local stadium which meant participants were not trained to cycle on the road

Summary of findings from interview and evaluation

- In total around 90-95% of participants were from the target group. About 55% of the participants were female, demonstrating a very high level of engagement in a community that typically undertakes low levels of cycling activity.
- Girls and women said they felt more comfortable wearing their traditional clothing while cycling after seeing their instructors confidently being able to cycle in similar clothes.
- Many mothers asked about how to get cycles when the sessions were coming to an end, or if there were cycling clubs/activities they could continue to join.
- Many parents had positive feedback about the sessions and were motivated to continue giving their child opportunities to cycle after the session, particularly after seeing their child progress from a beginner to being able to cycle on their own. Those who joined family sessions also expressed enjoying the activity.
- At the project level, only a quarter of the participants responded to the post- training survey. Based on this data, post-training data does not accurately reflect all the changes observed in the duration of the training.

Partnerships

While Cycling Instructor Ltd did not have any partners engaged in the delivery of the training, they did involve local community organisations to identify and onboard participants. The following groups were engaged with:

Muslimaat Women's Organisation, The Maryam Women's, Counselling Service, Linc Centre Women's Halaqa, Ashaadbi Education & Cultural Centre 5, East London Mosque, Somali Women's Inclusive Team, Aberfeldy Sisters Halaqa, Bromley by Bow Centre, 12 x Children & Family Centre's – Tower Hamlets Council, Tower Hamlets Sports Development, East London NHS Foundation Trust, Virtual School for Children in our Care, Local women only WhatsApp groups e.g.: home-schooling groups, faith groups, family groups, were also utilised.

Key takeaways

- Identifying community leaders and organisations to stimulate demand and interest in cycle training
- Allow sufficient time for planning, engagement and creating interest.
- Run a small pilot to attract more people through word-of-mouth

Open Trail

Target area
- Ethnic minority groups
- Areas of deprivation
- SEND pupils

Number of participants:
594 (pre-training), 542 (post-training)

Intervention overview
Open Trail delivered Learn -to-Ride and Dr Bike ahead of the local authority delivering L1 and L2 Bikeability sessions, to enable more children to feel confident in participating in L1/L2 training.

After their L1 and L2 training, they conducted 'cycling celebration days' where children were invited to showcase what they had learnt. They also conducted four interschool cycling days that involved over 500 pupils taking part from 35 different schools across Worcestershire.

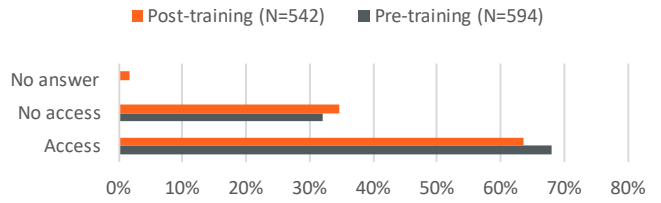
Finally, they provided extra support to two SEND specific schools, delivered eight balance-ability programmes and L3 courses. Schools were also provided with cycles to enable children to participate in those sessions.

Area
Worcestershire

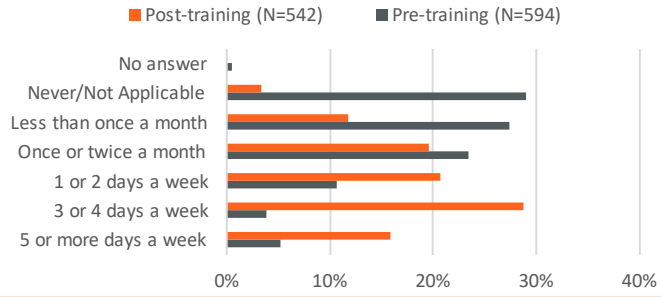
Delivery
Part of school curriculum (delivered during PE lessons/ after-school activity)

Organisation profile
Small charity with some experience delivering Bikeability training

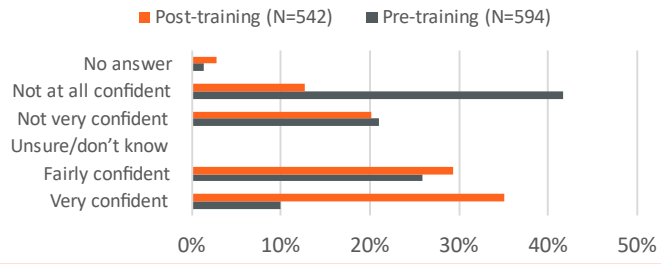
Results



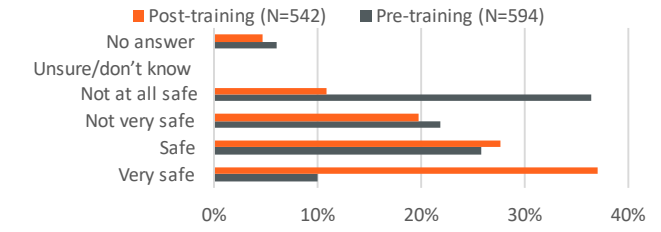
More participants reported having access to a cycle post-training, which is a result of the training providers loaning cycles or adapted cycles for the duration of the training.



Overall, more participants reported expecting to cycle more frequently after the training sessions. Around 54% reported 'never' cycling or 'less than once a month' before the training and around 44% reported expecting to cycle more than 3 days a week.



The percentage of children who reported feeling unconfident reduced by half after the training while there was a 25% increase in percentage of children who reported feeling very confident after the training.



Almost twice as many participants reported feeling safe when cycling on the road after (64%) the training than before (36%) the training. Participants reported feeling unsafe before (57%) the training reduced by almost half to 30% after the training.

Summary of findings from interview and evaluation

- Children's participation in Dr Bike and Learn -to-Ride sessions instilled confidence in their parents that cycling was an activity their child is interested in and can be good at, while also being safe. This was seen as a positive development among both children and parents' attitudes towards cycling.
- The cycle celebration was very well received by children as it gave them the opportunity to consolidate their learning have some fun and build their confidence.
- The interschool events were very demanding in terms of time for planning, but were very successful and demonstrated to schools how much children value having more cycling time

Partnerships

Open Trail had some collaboration with Worcestershire County Council to align the delivery of their Dr Bike and Learn -to-Ride sessions with delivery of the L1 and L2 training. They also worked alongside Cycle Confident to deliver some of the activities.

Key takeaways

- The demand for cycling in the area had increased recently however Open Trail felt they were unable to meet the demands as they were delivering at capacity.
- More could have been done to work in collaboration with Worcestershire County Council to meet the demands from some of the schools.
- The cycle celebration gave participants the opportunity to consolidate their learning, and build their confidence outside of training

Active Together

Target area
- Ethnic minority groups
- Areas of deprivation

Number of participants:
262 (pre-training), 234 (post-training)

Intervention overview

Active Together delivered Learn -to-Ride cycling training through after-school sessions, and weekend or holiday programmes in community venues, leisure centre sites, and local community parks/open spaces. This provision was in the form of a 'mobile' Learn-to-Ride programme - bringing training to a range of locations using 'The Bikeability Van'. They provided cycles and helmets to those who did not have their own. The use of 'The Bikeability Van' branding helped to promote the programme and create excitement.

They had a small children-to-instructor ratio to enable instructors to focus more on each child and provide more support at an individual level. Their training was aimed at children who are unable to cycle or have never cycled before to enable them to balance, pedal and steer. By the end of the programme, children should feel confident and interested in cycling to participate in local authority -led L1 and L2 training.

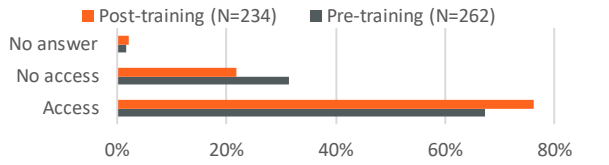
Once children had completed the course, there was a plan to launch a cycle loan scheme to support those who cannot afford to purchase a cycle. This is still planned and Active Together are striving to make this possible in future.

Area
Leicestershire

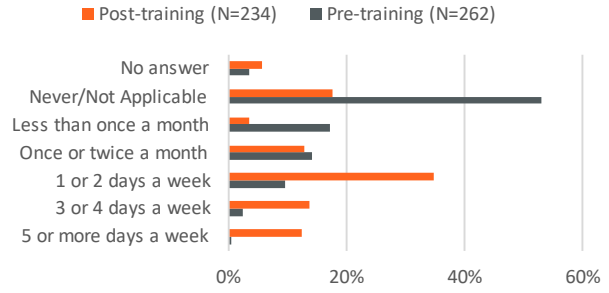
Delivery
Community-based

Organisation profile
Local Government with very little or no experience delivering Bikeability training

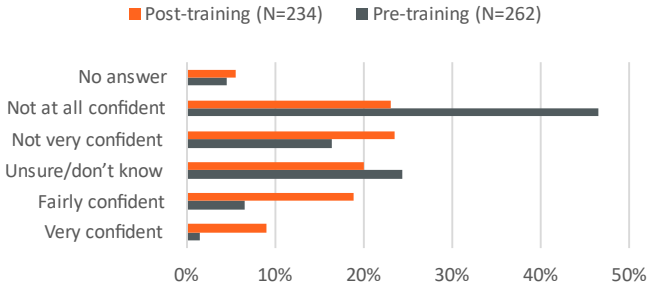
Results



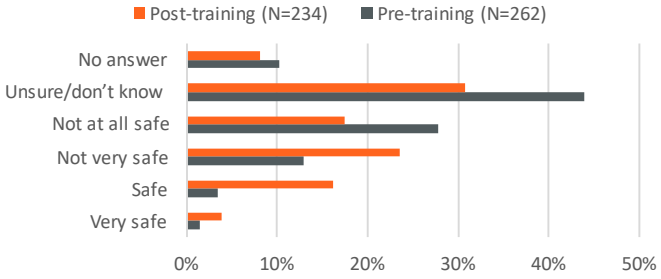
More participants reported having access to a cycle post-training, which is a result of the training providers loaning cycles for the duration of the training.



Overall, more participants reported expecting to cycle more frequently after the training sessions. Around 71% reported 'never' cycling or 'less than once a month' before the training and around 56% reported expecting to cycle more than 3 days a week.



Post training, around 28% reported feeling confident which is a 21% increase from before the training. Many participants reported 'unsure' or 'don't know' about their feeling of confidence and safety (chart below) cycling on the road which could be attributed to children not being training to cycle on the road in these sessions.



More participants reported feeling safe when cycling on the road after (20%) the training than before (6%) the training.

Summary of findings from interview and evaluation

- By the end of the course, most children were able to independently balance, pedal, and steer at the most basic level, while some were more advanced and displayed proficient cycling ability.
- Instructors and parents reported seeing children become more confident with cycling over the period of the course.
- Many parents stated their interest in finding out about more opportunities to further improve their child's cycling ability and confidence. Some indicated that they bought a cycle for their child midway through the course due to their child's progress and enjoyment.
- Parents also showed a big change; they were nervous and protective at the start but by the end of the sessions they were happier and more confident in their child's ability.
- All instructors received fantastic feedback through open-ended forms. The difference they made, both to the enjoyment of the sessions and to enable children to learn to cycle, was highlighted.

Partnerships

Active Together worked in partnership with B-Buddies CIC as the delivery partner, schools as host sites (and being responsible for signing up their children), as well as various partners who supported with access to community facilities, such as local authorities / businesses and holiday camp providers.

Key takeaways

- Because of the small children-to-instructor ratio, Active Together was able to cater to the individual needs of the participants The instructors were flexible in their approach instead of using a fixed set of instructions or venues to deliver the training
- The provision of training in the form of a 'mobile' Learn-to-Ride programme through the 'Bikeability Van' enabled more children to participate in the training as it was more convenient for them(and their parents) to join the sessions.
- Providing cycles and helmets, rather than requiring children to bring their own, was hugely beneficial, particularly as almost 40% of participants didn't have access to a cycle prior to the training.
- They have worked with schools for20 years so are a trusted organisation. Building trust to work with schools takes a lot of time and continued communication

7 Discussion and conclusions

The main aim of this evaluation was to provide a strong standard of evidence on the effectiveness and impact of the WPF to inform the business case for future Bikeability funding. To do this the impact evaluation captured quantitative data from the WPF projects to understand the extent to which they achieved the main objectives of the fund; that is, to increase participation in Bikeability training (Outcome 1) and to increase propensity to cycle (Outcome 2) among the target groups. Of the 44 projects, 39 projects provided participant demographic data (for Outcome 1) and 34 projects provided data on propensity to cycle (for Outcome 2).

The process evaluation focused on understanding how the WPF projects were delivered; qualitative data were captured via the project leads of all 44 projects to understand the experience of planning, recruiting, and delivering the projects with a key focus on what went well, key challenges, and how they were overcome. A sub-sample of five projects were involved in case study development to supplement the programme-wide data collection. Various stakeholders, such as school staff, instructors, cycle providers, and training providers from each of the five projects were interviewed as part of this process.

This section pools together the findings from across the range of data collection activities; section 7.1 summarises the key conclusions from the impact evaluation; section 7.2 summarises the key conclusions from the process evaluation, and; section 7.3 outlines a set of considerations for future evaluations of cycling training programmes.

7.1 Key conclusions from the impact evaluation

7.1.1 Outcome 1: Participation in Bikeability training

At the programme level, the WPF (relative to standard Bikeability provision) resulted in statistically significantly greater proportions of participants taking part in training who are:

1. Female
2. From an ethnic minority (particularly Asian – Pakistani and Black ethnic groups)
3. Classed as SEND
4. Eligible for pupil premium

When separating these comparisons according to the specific groups targeted by the various WPF projects, the magnitude of the differences increased. The projects were generally successful at achieving greater participation by the groups of individuals they were targeting. It can therefore be concluded that the WPF was successful in achieving its aim of increasing participation across the target areas.

7.1.2 Outcome 2: Propensity to cycle

Overall participation in WPF projects resulted in substantial increases in the (expected) frequency of cycling; before the training, 24% said they cycled at least once a week, compared with 50% who said they expected to cycle at least once a week after the training.

A recent study by SQW (2019)[17] looked at the effectiveness of Bikeability training and its impact on Year 6 primary school pupils' propensity to cycle. Using a quasi-experimental design, the study compared the outcomes (cycling frequency and confidence in cycling on roads) across two groups:

1. Primary schools which had delivered Bikeability L2 or 3 training to most pupils (40% or more) when they were in Year 5 or very early in Year 6 (the intervention group)
2. Primary schools which had delivered Bikeability L2 or 3 training to only a minority of pupils (40% or lower) when they were in Year 5 or very early in Year 6 (the comparison group).

In the SQW study, 34% of the pupils in the intervention group reported having cycled on roads in the last week, compared with 22% in the comparison group. Direct comparison of this finding to the current WPF evaluation is not possible since the two studies employed different designs; this study utilised a non-experimental before-after design to understand the change in propensity to cycle following participation in training, whereas SQW utilised comparison schools in a quasi-experimental design but did not measure changes before and after training. Furthermore, this WPF evaluation measured *expected* frequency to cycle after the training, whereas the SQW study took a snapshot of historical cycling participation among pupils in the last week and the last school term, relative to when the survey was administered. Nevertheless, taken together the two studies show good evidence that Bikeability training (standard provision and WPF) has a positive impact on propensity to cycle.

In this WPF evaluation, the increases in reported cycling frequency following participations in training were slightly larger (on average) for:

1. Projects which targeted SEND children
2. Projects which provided cycles versus those that didn't

There was also a substantial increase in the reported confidence of participants after participation in the WPF projects; after the training, 64% said they felt fairly or very confident, compared with 33% before. In the SQW study, 73% of pupils in the intervention group reported feeling fairly or very confident riding on roads, compared with 69% of pupils in the comparison group. Overall therefore a lower proportion of participants in the WPF projects reported feeling confident than was observed in the SQW study, even amongst those in the comparison group where Bikeability training had been delivered to a minority of pupils. The reasons for this are unclear and due to the different designs in these studies (see above), direct comparisons should be treated with caution. In the WPF projects, a considerable change in confidence was observed overall, where nearly a third of participants said they felt not at all confident (30%) before the training which reduced to only 7% after the training.

Lastly, there were significant increases in perceived safety of participants following participation in the WPF projects; after the training, 52% of participants said they felt safe or

[17] SQW (2019) Bikeability Impact Study: Final Report. A study commissioned by the Department for Transport. May, 2019

very safe, compared with 28% before the training, and more than one fifth of participants said they did not feel at all safe (21%) before the training versus 7% after the training.

Projects run by organisations with "a lot of experience" with Bikeability training (according to The Bikeability Trust's classification) had the highest increase in both confidence ratings and perceived safety, on average, between pre- and post-training. Conversely, projects run by organisations with "no or very little experience" had the lowest increases in confidence and perceived safety, on average. Whilst cause and effect cannot be established here, these findings show a clear pattern whereby greater improvements in participant confidence and perceived safety were realised in the projects delivered by organisations with high levels of experience.

Overall, it can be concluded that the WPF was successful in increasing participants' confidence, perceived safety, and likelihood to cycle in future.

7.2 Key conclusions from the process evaluation

7.2.1 What worked well

Conducting consultations and maintaining good relations with community leaders or head of school staff to better understand target needs, owning cycle fleets prior to arranging the WPF Bikeability training, and planning projects flexibly were highlighted as factors contributing to success of the projects.

Projects that engaged with ethnic minority groups specifically highlighted that engaging with the right network was the most effective way in recruiting participants and getting parents to be interested and involved. Community leaders provided valuable insights on the community values and cultural sensitivities which in turn helped to design an appropriate training format to engage ethnic minority communities.

Community-based activities were effective in engaging parents as well as children. While not all community-based activities were offered to parents, it required them to be present for the duration of the activity and the first-hand observation was beneficial in influencing their perceptions of cycling, and in their child's ability to cycle.

Working with schools proved to be effective in recruiting the target participants and ensuring participation as there were little-to-no dropouts when the training was part of a school activity. Integrating cycling as part of school activities also promoted cycling as a regular activity, in the same manner as other sports at school. Reaching out to head staff or staff with high influencing power, while subjective, was also considered to be an effective part of working with schools as they were able to identify which children needed more support or they could offer guidance in how to best engage specific groups of children. Where teachers were able to support with facilitation, it was noted to be comforting for children, especially for those nervous about the activity.

Organisations that already owned fleets of cycles before the funding were able to focus their planning and delivery on trying to recruit and engage the target participants. This contrasted with organisations that needed to arrange for cycles after receiving the fund, who faced some challenges in trying to estimate the right numbers and sizes of cycles needed. Organisations

that had experience delivering Bikeability training were better able to anticipate numbers and what age-appropriate cycles would be needed for their project.

Finally, staying flexible with the plan and allowing room for delays, longer engagements, and being able to anticipate different needs by the participants enabled organisations to proactively tackle minor challenges to continue delivering the training to meet their target participants.

Providing cycles, bike maintenance sessions, family sessions, female instructors and experienced or SEND instructors were identified as specific factors in intervention designs that helped with effective engagement in the target groups.

Provision of cycles

All projects that provided free access to cycles during training increased participation among their target group. Participants who either did not own a cycle, or a road-worthy cycle, or did not have had access to one, were offered to borrow the cycles during training. Increasing their access to Bikeability training is the first step in getting their involvement in cycling. Given the opportunity, participants are likely to continue cycling, at least for leisure or sports activity, if not as a transport option. This is supported by the impact evaluation data which showed the average change in participants' (expected) frequency of cycling was larger for projects that provided cycles, as compared to those that did not.

Bike maintenance & day trips

Conducting bike maintenance sessions before any training proved to be effective in three ways: firstly, it ensured participants had usable and safe cycles; secondly, it equipped them with basic cycle maintenance skills, and; thirdly, it instilled confidence among parents about their child(ren)'s safety. Children who had cycles at home could bring their own cycles and have them prepared for training. This was not only used to teach children how to fix and maintain their cycles but proved to be valuable for parents. According to the pro-forma responses, parents reported (to the organisers/instructors/school staff) feeling more confident in their child's ability (and in some cases their own ability) to perform minor checks and fixes on their cycles. Day trips were particularly successful in engaging older children and getting their interest as it gave them some freedom to explore the activity on their own. These activities also showed parents that their child was keen to be involved in cycling which further motivated them to find out more about cycling.

Girls-only sessions

Projects (such as Handsworth Association of Schools and Born2Ride) that specifically involved female instructors and conducted girls-only sessions saw high average changes in girl's levels of confidence and perceived safety after the training. While some of these projects reported difficulty engaging girls initially due to disinterest or hesitation among the girls, they generally reported that the participants showed enthusiasm in learning new cycling skills and were more comfortable cycling and asking questions in an all-female group. It is difficult to gauge the impact that self-esteem building exercises had on the girls' willingness to participate in cycling activities based on the self-reports in the surveys. However, having female only sessions and providing the 'safe space' to ask questions and learn was highlighted as the driving factor for changing girls' attitudes towards cycling.

SEND or experienced instructors to deliver tailored training

The positive impact observed in projects targeting SEND schools could be largely owed to having smaller participant-to-instructor ratios and experienced instructors who were able to adapt teaching styles to cater to participants' needs. The small participant-to-instructor ratios also meant that individual participants could receive more support to learn new skills. Another success factor here was that participants were provided cycles, or adapted cycles where appropriate. According to pro-forma responses, some SEND pupils and their parents had misconceptions about the child's ability to cycle or to enjoy the activity. Having targeted training at SEND schools or within SEND populations in other cohorts garnered interest among parents to continue finding opportunities to cycle after the training. This could also explain the slightly larger average change in expected frequency to cycle in projects targeting SEND children, as observed in the impact evaluation data.

7.2.2 Key challenges and lessons for future

Poor communication with partners and schools, staff shortages in schools, poor availability of instructors, and high participant dropout rates were identified as key challenges, but these can be overcome by investing more time in planning before project delivery commences.

Ensure adequate time for planning to support engagement with schools

While working with schools was the main success factor for several projects, it proved to be equally challenging for others. This was particularly true for schools with limited resources, specifically teaching and administrative staff. There were several formalities in certain schools that prevented them from getting involved, despite there being children who could not access Bikeability training otherwise; this included burdensome paperwork, risk assessments and approval processes. Some of these requirements were very time-consuming which meant that training delivery was either delayed or withdrawn altogether. Limited school staff also meant that school timetables were not planned well enough in advanced – this had a rolling effect on organisations as schools were more likely to withdraw from the programme as late as a day before the delivery.

Identify and engage the most influential person(s) in schools and/or organisations

As a lesson learnt from the projects that were successful on this front, it is worth identifying the 'most influential' person in schools to help drive the change. Organisations that properly connected with the most appropriate person suggested that it is a time-consuming task, and so sufficient time should be allowed to get schools interested. Frequent and clear communication with one key contact regarding how cycling will benefit them, the children and the environment were reported to be successful in getting schools to incorporate the programme. Making in-person visits to schools and engaging parents or children in less formal ways (such as a family session open to the public) was also reported to increase the level of commitment from schools and parents. Organisations with already well-developed links with schools were better able to work with those schools effectively. They also benefitted from sharing resources and saving costs on logistics such as training new instructors and purchasing cycles for training.

Consider 'train the trainer' facilitation through Bikeability training delivery in schools and communities

Another common challenge highlighted by several projects was related to recruitment and development of instructors. Several project leads discussed the shortage of available, qualified instructors as many had retired or left the industry, and many delays in training occurred due to instructors withdrawing at the last minute. Future projects involving older children or adults could entail an endorsement of a Bikeability instructor training programme. Participants who display high interest in cycling, enjoy coaching, and effectively engage with the community or target group could be selected through their involvement in the programme. Several projects mentioned that they trained the school staff who were typically facilitating the training sessions – a 'train the trainer' type approach which was said to be effective in informally upskilling the teachers with instructor training. Schools may benefit from having school staff who are trained instructors as this could potentially reduce their need to coordinate with external organisations. Involving young adults or parents in a similar manner within community programmes was said to have similar effects. This is likely to improve the perceptions towards cycling and raise community interest in the cycle training activities in the future.

7.3 Considerations for future evaluations

7.3.1 Allow for flexibility in data collection and reporting approaches

As outlined in section 3.3, whilst the intention of our design was to implement a single, consistent pre- and post-survey to enable standardised collection of data across the portfolio of 44 projects, in reality there was a need for some flexibility in the approach due to differing availability of resources and differing project circumstances. This is important to consider for future evaluations – whilst the ideal from an evaluation perspective is a standardised approach, it is important that the data collection activities can be implemented in a way which works for the project leads and partners so as to minimise burden.

In this evaluation there was some variation in how the survey questions were administered to project participants. In some cases, project leads provided aggregated data for each question by conducting a hands-up exercise where participants raised their hands in a class or group setting to indicate their response. In other cases, participants either completed the survey themselves or with the assistance of a parent or guardian. In some cases, a mix of these approaches was implemented, for example where project leads asked participants to answer attitudinal questions via the survey allowing individual data to be shared, but with demographic information provided as aggregated data collected by the school directly.

7.3.2 Expect missing data

Due to the variability in data collection approaches, and the nature of the projects delivered, there was a reasonable amount of missing data in our final dataset. For this evaluation, the challenges associated with missing data could be overcome since our overall sample of (complete) data was large. However, future evaluations should expect at least some missing data, and prepare for this accordingly in order to avoid issues when it comes to analysis.

Missing data may take a number of forms. For example, 'no answer' or 'blank' fields, along with 'prefer not to say' options selected in the surveys. Differences in the ways in which the data were collected (e.g. aggregated information on demographics from a school, versus individuals directly completing surveys) meant there was sometimes a discrepancy in the numbers reported for the whole project. Differences in the pre- and post-survey response totals were also observed, as reported in section 4.2.1. These were mostly due lower response rates after the training had been delivered. For example, The Wheely Tots & JoyRiders project, which had the biggest difference in pre and post-survey response numbers, reported low response rates after the training due to forms being distributed online after all sessions were finished.

It was noted by some project leads that it was difficult to 'mandate' completion of the post-survey after sessions had finished; some noted that children were in a 'celebratory mood' after completing the training and were keen to get away, or that parents needed to leave promptly before there was time to complete the survey. Some projects also experienced dropouts where participants did not attend the last session meaning that post-survey data was not collected from these individuals. It is important to consider these challenges in the design of future evaluations to ensure appropriate mitigations can be put in place.

7.3.3 Consider and cater for diversity in participants

There was also some variability in the wording of survey questions and response options which were given to participants; this was largely due to the need to adapt question wording to ensure it was suitable for the target audience. We simplified the response options to a 3-point scale, rather than the original 5-point scale, in order to cater to very young participants in three of the WPF projects. In one case however, we were not able to agree a set of appropriate questions with the project lead, due to specific concerns raised about suitability of the questions for the target group of neurodivergent participants. Unfortunately this led to that particular project being excluded from the evaluation. A lesson for future evaluations is to allow for flexibility and time for development of alternative approaches (where feasible in consideration of the aims of the evaluation). It is recommended to undertake early engagement with project delivery organisations and partners to 'test' the proposed data collection methods as soon as possible in the programme in order maximise chances of implementing an agreed approach which works for all parties.

Appendix A Project summaries

Table 7: List of projects summaries

Bid No.	Applicant	Type of Organisation	Deprivation	Ethnicity	Female	Level 3 delivery	SEND	Inclusion in report	Project Summary
WP005	Trailnet CIC	Community Interest Company (CIC)						No survey data	Additional LTR lessons for children with SEND over and above Bikeability provision
WP009	Breaking Cycles CIC	Small Training Provider				Y		No survey data	Introducing more cycling into the curriculum in pupil referral units to help older teenagers learn to cycle.
WP013	Bright Futures	Charity	Y		Y			Survey data provided	Working with girls and young women to help address the barriers they face to cycling. The project will teach cycling, improve confidence, and help girls and women learn essential bike maintenance skills.
WP014	Life cycle	Training Provider	Y		Y			Survey data provided	Funding to deliver Bikeability sessions in the community to reach 350 families from deprived and ethnic minority backgrounds
WP016	Brunel University	Research Department						No survey data	Using immersive reality to allow more teenagers to access Bikeability.
WP018	Learn Cycling	Training Provider	Y					Survey data provided	Helping children from deprived backgrounds access cycle training
WP022	Derby Council	Grant Recipient & Training Provider				Y	Y	No survey data	Teach younger children to ride and encourage girls
WP023	Wheely Tots & JoyRiders	Charity	Y	Y				Survey data provided	Providing bikes to help reach communities which do not usually access Bikeability
WP025	Legacy Ride	Training Provider	Y					Survey data provided	Use their funding to provide a fleet of cycles for use by schools where children may not have access to cycles at home. Cycles will be used to take part in Bikeability and other clubs and classes, to help embed cycling into the school community

Bid No.	Applicant	Type of Organisation	Deprivation	Ethnicity	Female	Level 3 delivery	SEND	Inclusion in report	Project Summary
WP026	Cyclopark	Charity	Y	Y			Y	Survey data provided	Funding to buy bikes and fund instructors to target Bikeability in areas of deprivation and increase delivery to children with SEND
WP028	Cycling Instructor Tower Hamlets	Training Provider	Y	Y				Survey data provided Case study	Delivering cycle instructor training to people from Black, Asian and other ethnic minority backgrounds to support the community delivery of Bikeability
WP030	Hertfordshire CC 1 Asylum	Grant Recipient & Training Provider		Y				No survey data	Funding for interpreters to help give 90 Asylum seeker children Bikeability training
WP032	RISE	Charity	Y			Y		Survey data provided	Creation of a learning centre for cycling within a public local park to deliver Bikeability to groups who do not currently access cycle training and create a 'cycle culture' within deprived communities
WP033	Hyndburn & Ribble SSP (Accrington academy)	Grant Recipient & Training Provider	Y	Y				Survey data provided	Helping children to stay cycling through bike loans, bike maintenance and group rides
WP034	Elrem Foundation CIC	Non-Profit CIC					Y	Survey data provided	Funding deaf instructors to help teach deaf children how to cycle across London
WP037	Take Pride CIC	Training Provider	Y		Y			Survey data provided	Running an 18 week programme that tackles the barriers that teenage girls face when cycling. Addressing self-esteem, body image and negative attitudes to physical activity
WP041	Chorley SSP	Grant Recipient & Training Provider	Y					Survey data provided	Improving access to cycles and training young people in bike maintenance.
WP042	PACE	Training Provider				Y		Survey data provided	Combining Bikeability with other wellbeing activities to encourage more children to cycle

Bid No.	Applicant	Type of Organisation	Deprivation	Ethnicity	Female	Level 3 delivery	SEND	Inclusion in report	Project Summary
WP043	IMO Charity	Small Charity	Y	Y				Survey data provided	Helping 60 children from the South Asian community enjoy an immersive cycling experience, including access to cycles and cycling holidays
WP044	Bike Futures	Limited Company		Y				Survey data provided	Support Asian families to cycle more by putting on Dr Bike sessions, teaching Bikeability in the community and training more instructors from ethnic minority backgrounds.
WP048	Active Together	Local Government	Y	Y				Survey data provided Case study	Reaching children in deprived areas with learn to Ride sessions delivered in the community but also with loan bikes
WP050	Sporting NRG	Training Provider	Y	Y			Y	Survey data provided	SEND provision buying adapted bikes and trailer to support delivery.
WP051	Open Trail	Small Charity	Y	Y			Y	Survey data provided Case study	Introducing cycling fun days and school competitions to enable more cycling
WP055	Monty's community Hub	Small Charity	Y			Y		Survey data provided	Using adventure rides and cycleball sessions to encourage more children to take up Bikeability sessions
WP059	BIkeright Herefordshire	Large Training Provider					Y	Survey data provided	Funding to support delivering Bikeability to children with SEND
WP061	Broken Spoke	Small Charity	Y	Y				Survey data provided	Helping children who don't have access to a cycle access a bike library, including safety equipment. Giving children and their families essential bike maintenance skills
WP063	The Inspire Group	Non-Profit CIC	Y					Survey data provided	Bringing pop-up Bikeability sessions to deprived areas in the school holidays
WP064	LB Islington	Grant Recipient & Training Provider	Y		Y	Y		Survey data provided	Targeting Bikeability sessions at teenage girls during the summer holidays

Bid No.	Applicant	Type of Organisation	Deprivation	Ethnicity	Female	Level 3 delivery	SEND	Inclusion in report	Project Summary
WP065	Go Velo	Training Provider	Y					Survey data provided	Delivering Bikeability in areas of deprivation Bikeability in the school holidays in areas where children do not access cycle training during term time.
WP067	Newground	Charity	Y					Survey data provided	Providing Bikeability training and bike maintenance classes to tenants to enable children and their families to cycle more.
WP069	LB Hammersmith & Fulham	Grant Recipient & Training Provider	Y	Y	Y	Y		Survey data provided Case study	Piloting Bikeability as part of the PE curriculum
WP070	Wave Adventure	Small Charity	Y	Y	Y			Survey data provided	Giving girls access to female cycling role model
WP071	St Johns Primary Newcastle	School	Y	Y				Survey data provided	Introducing school cycling clubs, buying bikes for school use and training teachers as instructors
WP073	Ride Wise	Training Provider	Y			Y		Survey data provided	Introducing more bike clubs
WP074	Sustrans	Large Charity	Y		Y	Y		Survey data provided	Using the funding to set up a bike library and introduce community champions to inspire teenage girls to start cycling
WP079	Spoke Out	Small CIC			Y	Y		Survey data provided	Empowering teenage girls to cycle
WP082	Access Sport	Large Charity	Y		Y	Y		Survey data provided	Using BMX to encourage more girls and children from Black, Asian and other ethnic minority backgrounds to enjoy cycling.
WP086	Bonneville Primary	School	Y					Survey data provided	Purchasing bikes to teach children cycling as part of the PE curriculum
WP087	The Deanes & Active Essex	Grant Recipient & Training Provider	Y	Y	Y	Y		Survey data provided	Children who have not accessed Bikeability due to financial, social and emotional barriers will receive pre-Bikeability fun sessions to prepare them for Bikeability Learn to Ride. Funding will be used to set up a 'borrow a bike' scheme in the community to help those children continue to access bikes. The project will also work with teenage girls who do not own their own bike or are not confident in cycling to access Bikeability

Bid No.	Applicant	Type of Organisation	Deprivation	Ethnicity	Female	Level 3 delivery	SEND	Inclusion in report	Project Summary
WP088	The Bicycle Society 1	Training Provider			Y	Y		Survey data provided	Using mountain biking and BMX to help teach cycling and embedding Bikeability into PE lessons
WP089	Handsworth Association of Schools	Charity		Y	Y	Y		Survey data provided	Introducing female cycling role models. Using adventurous cycling activities to encourage and empower more girls to start cycling
WP090	The Active Well Being Society	Grant Recipient & Training Provider			Y	Y		Survey data provided	Encouraging girls to cycle
WP092	Cycle of Life	Small Training Provider	Y	Y				Survey data provided	Delivering Bikeability in the community to reach more deprived areas
WP094	MG Cycling Academy	Small CIC	Y					Survey data provided	Delivering Bikeability to looked after children and giving young people in care the opportunity to train as Bikeability instructors.

Appendix B Evaluation tools

B.1 Pre- and post-surveys

Pre-survey

1. Do you have access to a bicycle, e-cycle or adapted cycle at home? *

☐ Yes

☐ No

[if yes, skip Q2]

2. Do you have access to a bicycle, e-cycle or adapted cycle through other means (e.g. school)? *

☐ Yes

☐ No

[If no, skip Q3]

3. On average, how often would you say that you currently cycle? *

☐ 5 or more days a week

☐ 3 or 4 days a week

☐ 1 or 2 days a week

☐ Once or twice a month

☐ Less than once a month

☐ Never

4. How confident or unconfident do you feel cycling on roads in your local area? *

☐ Very confident

☐ Fairly confident

☐ Not very confident

☐ Not at all confident

☐ Unsure/don't know

5. Please explain the reasons why you feel confident / unconfident when cycling on the road:

[open text box]

6. How safe or unsafe do you feel cycling on roads in your local area?

☐ Very safe

☐ Safe

☐ Not very safe

☐ Not at all safe

☐ Unsure/don't know

7. Please explain the reasons why you feel safe / unsafe when cycling on the road:

[open text box]

Participant demographic information

Please complete the following fields, which will be fully anonymised. Link to Privacy Policy.

Gender

☐Male ☐Female ☐Other

☐Prefer not to say

Ethnicity

☐Asian - Bangladeshi ☐Asian - Chinese

☐Asian - Indian ☐Asian - Pakistani

☐Asian - Any other Asian background ☐Black - Black African

☐Black - Black Caribbean ☐Black - Any other Black background

☐Mixed - White and Asian ☐Mixed - White and Black African

☐Mixed - White and Black Caribbean ☐Mixed - Any other Mixed background

☐White - Gypsy/Roma ☐White - Irish

☐White - Traveller of Irish Heritage ☐White - White British

☐White - Any other White background ☐Any other ethnic group

☐Any other ethnic group - Arab ☐Prefer not to say

Special Education Needs and Disability

☐Yes ☐No ☐Prefer not to say

Pupil Premium Eligible

☐Yes ☐No ☐Prefer not to say

Post-survey

Your experience of [insert activity name here]

1. Do you have access to a bicycle, e-cycle or adapted cycle at home? *

☐ Yes

☐ No

[if yes, skip Q2]

2. Do you have access to a bicycle, e-cycle or adapted cycle through other means (e.g. school)? *

☐ Yes

☐ No

[If no, skip Q3]

3. Having taken part in [insert activity name here], how often do you expect to travel by bicycle, e-cycle, or adapted cycle?

☐ 5 or more days a week

☐ 3 or 4 days a week

☐ 1 or 2 days a week

☐ Once or twice a month

☐ Less than once a month

☐ Never

4. How confident or unconfident do you now feel cycling on roads in your area? *

☐ Very confident

☐ Fairly confident

☐ Not very confident

☐ Not at all confident

☐ Unsure/don't know

5. Please explain the reasons why you feel confident / unconfident cycling on the road:

[open text box]

6. How safe or unsafe would you now feel cycling on roads in your area?

☐ Very safe

☐ Safe

☐ Not very safe

☐ Not at all safe

☐ Unsure/don't know

7. Please explain the reasons why you would feel safe / unsafe cycling on the road:

[open text box]

Participant demographic information

Delivery of this cycle training is subsidised by The Bikeability Trust. To support the equal delivery and monitoring of cycle training across England, the Bikeability Trust is required to collect information about rider characteristics. This data will enable to Trust to demonstrate the need for additional funding and target interventions to ensure every child can receive Bikeability cycle training.

Please complete the following fields, which will be fully anonymised. Link to Privacy Policy.

Gender

☐Male ☐Female ☐Other

☐Prefer not to say

Ethnicity

☐Asian - Bangladeshi ☐Asian - Chinese

☐Asian - Indian ☐Asian - Pakistani

☐Asian - Any other Asian background ☐Black - Black African

☐Black - Black Caribbean ☐Black - Any other Black background

☐Mixed - White and Asian ☐Mixed - White and Black African

☐Mixed - White and Black Caribbean ☐Mixed - Any other Mixed background

☐White - Gypsy/Roma ☐White - Irish

☐White - Traveller of Irish Heritage ☐White - White British

☐White - Any other White background ☐Any other ethnic group

☐Any other ethnic group - Arab ☐Prefer not to say

Special Education Needs and Disability

☐Yes ☐No ☐Prefer not to say

Pupil Premium Eligible

☐Yes ☐No ☐Prefer not to say

B.2 'Pro-forma' evaluation questionnaire

Delivery of project outcomes against plan

1 To what extent were the activities delivered as planned? Please describe, including any changes which were made, and the reasons why? (For example, please include information relevant to use of additional instructors, no. of participants engaged, no. of training places available, extent to which learning outcomes were achieved, achievement of objectives such as increased cycle journeys, more positive attitudes to cycling, and any other factors relevant to the success of the project)

2 To what extent did you meet your intended participant sample? (select one)

- ☐ *We achieved a larger sample than planned*
- ☐ *We achieved the sample size we had planned*
- ☐ *We achieved a smaller sample than planned*

a. Did you reach the target groups you intended to? Please describe:

3 To what extent did your actual expenses meet your budget/planned costs? Where possible, please elaborate on what the main bulk of the expenses were (For example, this might include costs associated with recruitment, marketing, training instructor, delivery efforts etc.)

Recruitment of participants

4 What recruitment approaches did you use to attract participants? (Please distinguish for different activities where possible.)

a. What worked well for reaching your target group(s)?

b. What worked less well for reaching your target group(s)?

5 Would you do anything differently next time to achieve greater take up in your target groups? Please describe:

6 Did your project provide cycles or adapted cycles to your participants?

- ☐ *Yes*
- ☐ *No*

a. If yes, to what extent do you think your provision of cycles or adapted cycles was sufficient to enable uptake of your Bikeability activities? (Where possible, please provide any relevant evidence you have to support this)

b. If no, to what extent did lack of access to a cycle or an adapted cycle affect uptake of your Bikeability training activities? (Where possible, please provide any relevant evidence you have to support this)

Reflections on delivery

7 What worked well in the delivery of the activities? (Please distinguish for different activities where possible.)

a. Is there anything that worked less well or didn't work as planned? Please elaborate to explain what didn't work and why. (Please distinguish for different activities where possible.)

b. Were there any barriers that prevented you from delivering as planned?

8 Did you experience any participant drop-outs / 'no-shows' in your activities?

a. How was this monitored and managed?

b. Would you do anything differently next time to reduce dropout rates? Please describe:

Project resources and wider support

9 What staff/instructor training was needed to ensure your project activities could be delivered effectively?

a. Did these training requirements match what you had expected prior to launching the project?

b. If your activities targeted more than one target group, were the training requirements different for each group or were there common requirements?

10 What other forms of support did staff/instructors need to help them deliver your project activities effectively?

a. If your activities targeted more than one target group, was this different for each group or are there common requirements?

11 When you contacted the grant recipient in your area, did they respond? If so, did you work collaboratively?

12 If you worked in partnership with other organisations to deliver your project activities, who did you work with and, in terms of their involvement in the project, what worked well?

a. Is there anything that worked less well or didn't work as planned? Please elaborate to explain what didn't work and why.

b. Would you do anything differently next time to ensure successful delivery of the project overall?

13 Were there other forms of support or resources that you had planned for? Please elaborate what they were and why they were planned.

a. Did your expectations match the actual needs to deliver the activities? Please elaborate why or why not.

14 Is there any other form of support that The Bikeability Trust can provide in future to enable easier and more effective delivery of your project activities? What would this support look like?

Future delivery efforts

15 Please share any key lessons learned in the following stages of your activities:

a. Planning of the activities:

b. Delivery of the activities:

c. Communication with key partners (if any):

16 Can this project be scaled up for future delivery? If yes, please elaborate how this can be done, if no – please explain the reasons why not. (Scaling up could mean, but is not limited to, delivering to more participants, or delivering to more training sessions/activities, or working with more schools/partners. Could your project be replicated in other areas or for other groups?)

17 Now that the initial pilot is complete, are you able to give an estimation of the ongoing costs to continue to roll out this project?

B.3 Case study interview topic guide

Planning

1. We understand from your proposal your projects were aimed towards [X] target group. *[Interviewer to prepare a short summary of the project relevant to each Case Study Interview for the purposes of scene setting and checking understanding of the project activities].* Could you please confirm if our understanding of the project is correct? *Prompt: If there were changes, what were these changes and why. If no, information to be clarified*

2. Could you briefly tell us about your role in the delivery of this project?

3. We understand you worked with [XX partners/schools] to deliver these activities. Could you tell us more about how [XX partners/schools] supported your activities?
   a. Was there any advantage or benefit in engaging with them? (Prompt: This could include secondary benefits to you or partners/schools)
   b. Were there any challenges that arose from working with them?
   c. If so, were you able to overcome these and how? (Prompt: This could involve recruitment, facilities, staff, training)

4. Thinking about the planning phase, were there any initial challenges you faced when planning the project? [Interviewer to prepare specific details of each project]
   a. If so, were you able to overcome these and how? (Prompt: were any of the challenges specific to your demographic of participants?)

5. Were there any notable successes you had during the planning phase? And if so, what were these successes?

6. We understand you provided free or loaned cycles to your participants on the project. How did you find the process of arranging the cycles to be offered to your participants?
   a. Any particular challenges?
   b. To what extent do you think the provision of cycles impacted the level of participation?

Communication and Engagement

7. Were you involved in the recruitment of participants? [If No, Skip 7a-d]

a. How did you recruit participants specifically for your target group? (Prompt: What was the process like?)
b. How easy or difficult did you find to recruit participants from your target group?
c. Did recruitment raise any particular challenges?

8. During the project delivery, did you engage with participants directly? [If No, Skip 8a-c]
   a. If no, do you know who did?
   b. Please elaborate, how did you engage with the participants?
   c. How easy or difficult did you find it to engage participants from your target group?
   d. Were there any particular challenges?

9. [Skip if interviewee did not engage with participants – Q8] Did you notice any changes in the participants as a result of the project, for example in terms of their attitudes or behaviours?
   a. If so, what attitude/behaviour changes did you notice?
   b. Did any particular types of activity result in greater changes than others?
   c. Which activity did you think had the biggest impact?
      I. Why do you think so?
      II. Do you think there is an appetite for such activities in the future?

10. Did you engage with parents at any stage of the project? If No, Skip 10a-c
    a. Please elaborate, how did you engage with the parents?
    b. How easy or difficult did you find it to engage with parents?
    c. Were there any particular challenges?

11. [Skip if interviewee did not engage with parents – Q10] Did you notice any changes in parents/carers as a result of the project, for example in terms of their attitudes or behaviours?
    a. If so, what attitude/behaviour changes did you notice?
    b. To what extent do you think that these sessions impacted parents' willingness to allow their children to participate in your activities?
    c. Do you think there is an appetite for such activities in the future?

12. Did you engage with any youth groups/after school groups/ or community groups at any stage of the project? If No, Skip 12a-c
    a. Please elaborate, how did you engage with the parents?
    b. How easy or difficult did you find it to engage with parents?
    c. Were there any particular challenges?

Lessons learned

13. What were the most important lessons you learned throughout planning and delivery of your project?

14. If you were to deliver this Bikeability project again in the future, would you do anything differently?
    a. If so, what would you do differently and why?

15. Finally, we understand you have planned your own monitoring and evaluation efforts. Do you think there is any information from there that would be useful to us?(Prompt: If yes, gather more information and ask if they are willing to share summarised outputs of their findings)

Ending

Thank you for your time today. Before we end, is there anything else I have not asked you about your project that you think is important for us to know?

Bikeability Widening Participation Fund (WPF) Evaluation

TRL conducted a process and impact evaluation of Bikeability training piloted under the Widening Participation Fund (WPF) through 44 organisations. The WPF is a £1.44m funding provided by the DfT to support The Bikeability Trust with its aim to increases access to Bikeability training among groups of children that are underrepresented in Bikeability typically delivered nationwide. Five priority areas in which uptake of Bikeability has historically been low were identified by The Bikeability Trust: Areas of deprivation; Ethnic minority groups; Level 3 Training; Female teenagers; and Special education needs or disabilities (SEND).

The evaluation aimed to provide strong evidence on the effectiveness, impact, and success of the WPF to inform the business case for future Bikeability funding. This was achieved through a before-after training survey completed by participants, a pro-forma questionnaire completed by delivery organisations, and interviews with project leads to create four case studies.

Overall, the impact evaluation showed that the WPF, at the programme level, was successful in achieving both its aim to increase participation across the target areas (Outcome 1), and to increase participants' confidence, perceived safety, and likelihood to cycle in future (Outcome 2). The process evaluation highlighted key challenges faced during the delivery and lessons from successful methods that should be considered for future Bikeability projects.

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