

# Healthy Streets Evaluation Framework



## Introduction

There are many reasons for wanting to make streets more pleasant and welcoming places to walk, cycle and spend time. These include adapting to and tackling climate change, addressing public health priorities, reducing inequalities and strengthening communities. This is a step-by-step guide for evaluating a street improvement project.

The Healthy Streets framework was developed so that, whatever your motivation, you can ensure that you are taking a holistic approach to improving streets for people. The Healthy Streets Approach has been adopted by Greater London and other towns and cities are also seeking to achieve similar outcomes. To learn more about Healthy Streets visit [www.healthystreets.com](http://www.healthystreets.com)

It is vital that when we make changes to streets we understand what the effects of our actions are. To do this we need to collect data and evaluate it. This will enable us to:

- Understand whether we achieved our objectives
- Identify if we had unintended impacts
- Reflect on whether we could have a bigger positive effect if we did the next project differently

Currently there is no standard routine data collection across street projects and often little or no data is collected before or after completion. A standard data-set that can reasonably and affordably be collected from all projects would be hugely valuable.

HEALTHY STREETS INDICATORS



**The Healthy Streets Indicators are the foundation of the Healthy Streets Approach. They describe important aspects of the human experience of being on streets that should be considered in the design and evaluation of your project.**

## Six steps of an evaluation

This is a standard evaluation framework to apply to street projects.

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### Step 1

Clarify your objectives and 'theory of change' for the project

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### Step 2

Build evaluation into project planning from the start

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### Step 3

Choose your measurement tools

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### Step 4

Design how you will use the measures to suit the project you are evaluating

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### Step 5

Use the evaluation to improve project delivery

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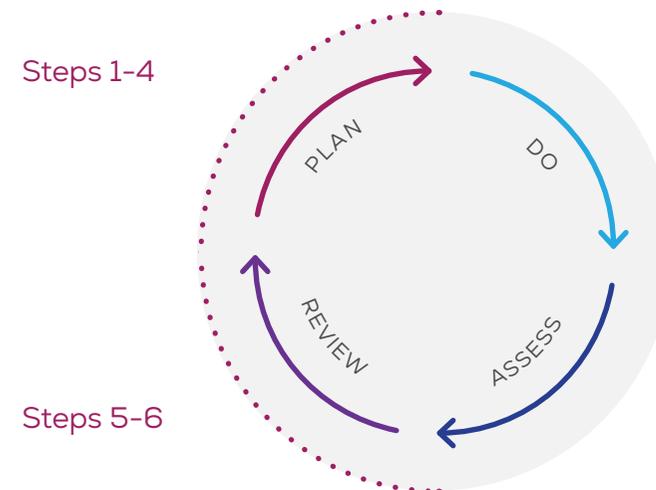
### Step 6

Report your findings

We welcome your feedback so we can make this framework better. Please get in touch if you think there is anything essential that is missing or if you have suggestions for improvements in the content or presentation. Please also tell us if you use this document for your evaluation: [contact@healthystreets.com](mailto:contact@healthystreets.com)

## Project Cycle

Ideally you will start your evaluation work at the earliest stage of your project when you are deciding what to do, where and why. In the 'Project Cycle' Steps 1-4 should be completed in the 'Plan' stage and steps 5 and 6 in the 'Review' stage.



# Step 1

## Clarify your objectives and 'theory of change' for the project

The objective of the street project should be clear from the outset along with the 'theory of change'. This is an explanation of how the changes being made in the project will deliver that objective.

### Examples of theories of change

The objective may be to improve population health by changing the street environment. Your theory of change could be that making the street feel more welcoming to walk, cycle and spend time in (also known as 'dwelling') and less convenient to drive in will result in more active travel and social interaction in a healthier environment.



In this step you will be considering:

- *What changes are you making to the street?*
- *How do you think these changes will influence community attitudes?*
- *How will these changes lead to changes in how people use the street?*

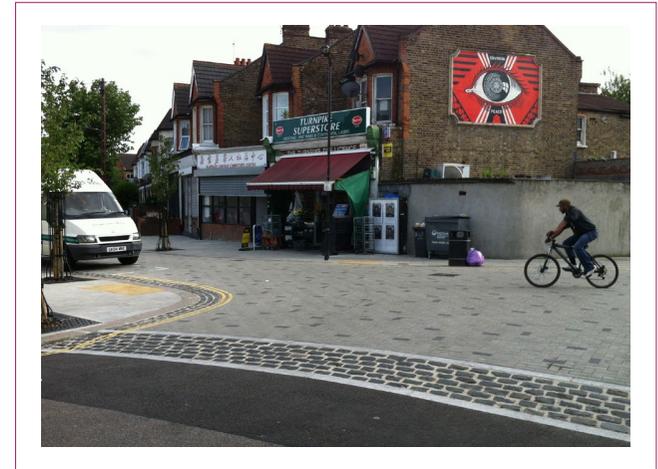
You will be thinking of these issues throughout the project cycle as they all affect the design and implementation of the evaluation and the project.

# Step 1

The pictures show an example of a street redesigned to create a level surface for people walking, cycling and using motorised vehicles. Two different possible theories of change are presented which can be tested through measurement. Step 3 gives examples of measurement tools.



BEFORE



AFTER

## OUTCOMES

### Theory of change 1



### Theory of change 2



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## Step 2

### Build evaluation into project planning from the start

Once you have a clear theory of how your project will deliver your objective you should start planning how you will measure this.

The key issues you need to consider are:

- £ **Budget** - Put aside around 10% of the project budget for performing the evaluation. This is just a guide: smaller projects may need more to fund appropriate evaluation activities.
- 👤 **Other resources** - Decide whether you are carrying out the evaluation measurements yourself or commissioning external agencies. If it is the latter you will need to build in time for commissioning.
- 📅 **Timing** - Plan how you will collect your baseline data (to compare with follow-up data when the changes have been made) well before any changes are made to the street and make sure you choose an appropriate time of year.

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**Step 4 sets out in more detail the factors you need to consider in your study design which will impact on these issues.**

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## Step 3

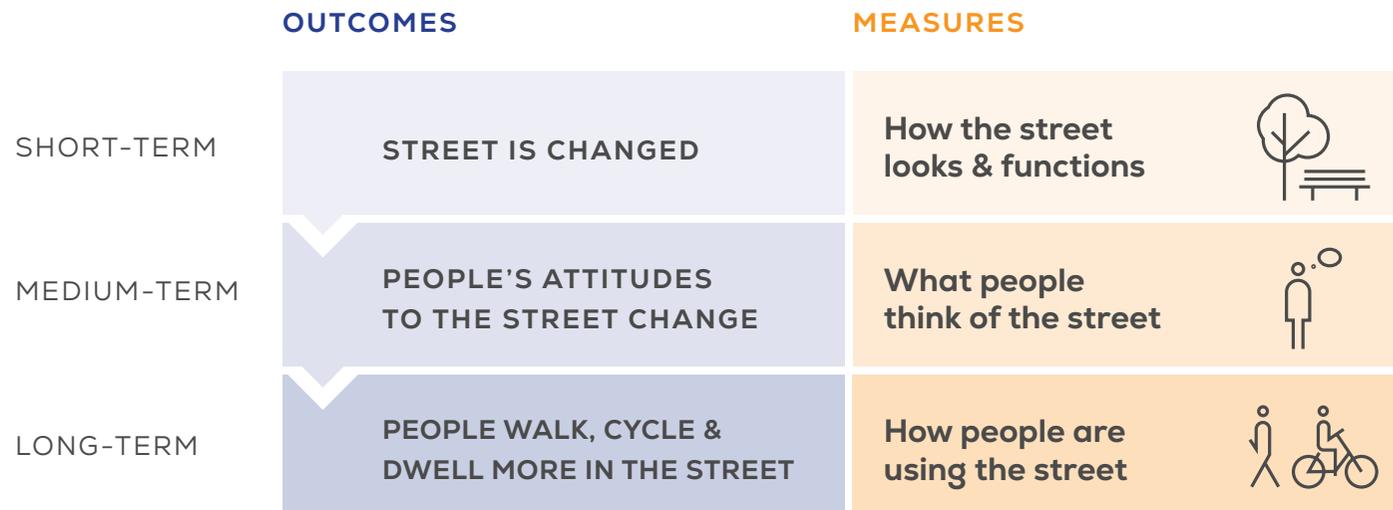
### Choose your measurement tools

While your ultimate goal may be to improve health and reduce health inequalities many other factors, beyond street design, influence population health and health inequalities. This means that if these two outcomes were measured before and after the project was implemented it would be very difficult to attribute any changes in them to the project itself. Instead we can measure outcomes that are more directly linked to the street-based improvements and therefore more plausibly attributable to the project. The measures serve as proxies for the wider goal the project seeks to deliver.

A wide range of things can be measured to evaluate a street-based project. A simple way of thinking about these is in terms of three types of measure:

- **How the street looks and functions**
- **What people think of the street**
- **How people are using the street**

This diagram shows how these three types of measure relate to the outcomes identified in step 1.



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## Step 3

Each of these three types of data are valuable in understanding how successful a project has been in delivering health improvements. We cannot assume that an improved street environment or positive sentiments about the street mean that people are using the street to travel actively and interact socially. However, if we measure all three elements it can help us to not only measure changes in the environment and attitudes but also see to what extent these changes are linked to people's behaviour.

To measure the short and long-term outcomes of these projects it will be necessary to collect data on all three of these areas before and after the change is implemented.

When choosing the best assessment method some key points need to be considered:

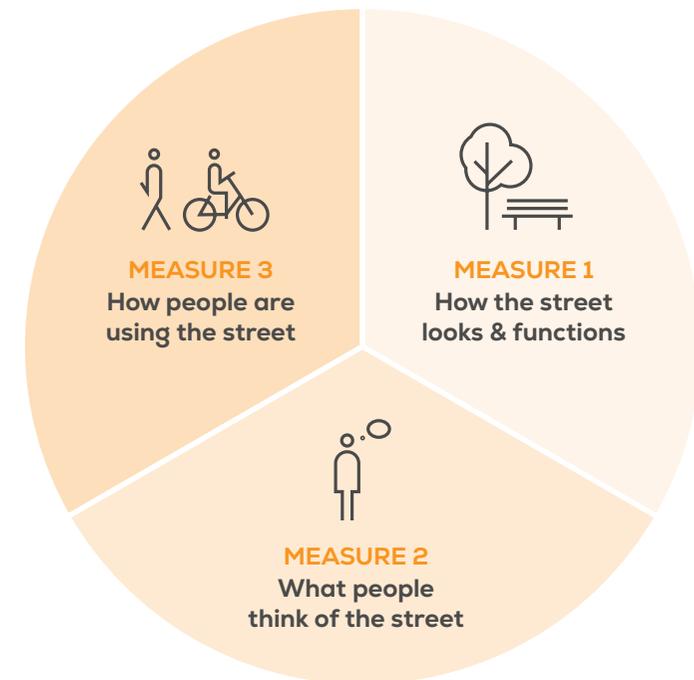
- **Ease of collecting the data**
- **Cost of collection and administration**
- **Reliability of the results**
- **Likelihood of the method to detect change**

Ideally a combination of the three types of measure would be included in a routine evaluation framework. This is because it can be helpful to assess the success of a project by seeing how these three elements change and to what extent they are aligned.

By measuring all three elements it is possible to draw broader and more nuanced inferences about the project that has been implemented.

A wide range of possible measures have been reviewed for inclusion in the standard evaluation. For each of the three types of measure it is recommended you use the following methods. They provide a pragmatic, affordable and reliable foundation that should detect change in your outcomes. You may choose to supplement these with other robust data.

### MEASURES



## MEASURE 1

### › How the street looks & functions

#### **Method: Healthy Streets Design Check**

**What is this?** An assessment of physical attributes of the street which are known to influence how inclusive, accessible, safe and relaxing streets feel for people walking, cycling and spending time there. An assessor will visit the street to measure each attribute. They enter the measures into the Check tool which produce a conservative score of the street.

The Healthy Streets Design Check can be downloaded from the [Healthy Streets website](#).

**What does this tell us?** This gives an objective measure of the suitability of the environment for people to walk, cycle and spend time e.g. physical hazards.

**Why is it important?** This should be able to provide an unbiased source of information about how technically inclusive the environment is to people. When it is combined with the other two data sets it can help to explain changes in attitudes and behaviours that are measured. For example, when very modest changes to the built environment are coupled with significant changes to behaviour and/or attitudes it indicates that other factors are contributing to the changes in behaviours and attitudes e.g. an impactful communications campaign, a change in population, measurement error.

**What are its limitations?** This tool only measures a selection of attributes that are easily and consistently measured across all streets. This means that changes can be made which make the street seem more appealing to travel actively, dwell and play in but the score may not change very much.

This tool only measures attributes that lie within the control of the street designer to influence. This means that other important attributes of the built environment which could influence attitudes and behaviours are not captured e.g. the design, occupancy and use of buildings lining the street.



## Method

A Check should be completed for every street that is undergoing changes before and after implementation, plus the matched ‘control’ street for each of these streets. See section 4 for further information about comparison or ‘control’ streets.

Every Check should include at least 1 junction. There are several metrics in the tool for assessing junctions so they cannot be excluded. The Check uses some data that can be completed remotely e.g. traffic count. Other data will require a visit to the street e.g. assessing the narrowest section of the pavement for walking or the quality of the carriageway surface for cycling on. Ideally there would be a visit to the street after dark to assess the quality of the street lighting from the perspective of people walking and cycling.

Before conducting a Check, the assessor should carefully read all of the guidance in the tool to ensure they are accurately measuring the street. Once they have completed the Check they need their work to be reviewed for mistakes by someone else to reduce the risk of errors.

Some designers and engineers are already familiar with the Check. It may be that the local authority transport department are happy to provide this service or to recommend a suitable consultancy agency that they use.

Email [contact@healthystreets.com](mailto:contact@healthystreets.com) if you have queries about this.

## MEASURE 2

### › What people think of the street

#### **Method: Survey of the perceptions of local people**

**What is this?** A qualitative survey conducted with people to elicit their views on the street. It can be done face to face, by distributing a questionnaire for completion either in hard copy or online. There is an example questionnaire with sample questions you can use at the end of this document.

**What does this tell us?** This gives us the conscious opinions of the people who will be using the street.

**Why is it important?** People's views can help to explain their behaviours. A street can be changed to be much more safe and accessible to cycle in, but if local people are of the view that cycling is not the kind of activity people like them do, then we can understand why an increase in cycling is not observed on the street.

**What are its limitations?** Participants are self-selecting so a rounded picture of the views of all people who use the street will not be achieved. People's responses to the survey can also be biased in a number of ways including wanting to please the interviewer (giving overly positive responses) or wanting to influence any changes that might happen to the street in future (overly positive or overly negative responses). If a survey is conducted before and after changes are made it can be challenging to gather a representative sample of participants for both surveys.





## Method

The challenge with gathering perceptions of local people is ensuring a representative sample both before and after implementation. The method for conducting the survey may need to consider this. It is more cost effective to deliver the survey on-line than face to face, but there needs to be promotional activities to ensure a representative cross-section of local people are aware of, and motivated to complete the survey on-line. The survey of perceptions should be conducted at the same time as the other two elements of the evaluation to ensure that perceptions data are capturing peoples' reflections of the environment they are using.

In addition to ensuring the sample is as representative as possible, to detect change between the baseline and the follow up the number of participants needs to be large enough. To estimate the sample size you will need for your survey you can use an online calculator like this. To make this estimate you will need to know the total size of the population you are sampling. If the population you are surveying is the residents living on the street where the intervention is happening then you need an estimate of the total resident population for that street. For example, if 200 people live on the street you would aim for at least 58 respondents.

It is advisable to use a specialist company to pilot and then deliver your questionnaire survey. They will be able to draw on their experience and expertise to ensure a valuable data set is collected.

## MEASURE 3

### › How people are using the street

#### **Method: On-street counts of people travelling by different modes and dwelling on the street.**

**What is this?** A video recording or a person standing on the street is used to count how many people pass a single point and records how they are travelling (walking or cycling). The count also includes the number and type of vehicles passing the point, but not how many people are in the vehicle as this cannot be easily observed. The same method can be used to record how much time people are spending on the street and what activities they are doing.

**What does this tell us?** This tells us how people are using the street: when they are travelling; how they are travelling; when they are spending time on the street; and what they are doing when they dwell on the street.

This can be measured before and after a change is made to infer the impact of the change in the environment on people's behaviours.

Count data can be used in the [Health Economic Assessment Tool for Walking and Cycling](#) to calculate an estimate of the public health impacts of changes in levels of walking and cycling.

This is the strongest source of quantitative data in the evaluation framework. Evidence of changed behaviour is the most direct measure of improvements to people's lives. So, while this is quite expensive, the other two elements of the evaluation can be delivered at a low cost to provide supporting data.

**Why is it important?** This measure of how people are using the street can be considered the ultimate measure of the success of a project if it has positively changed people's behaviours. It can also indicate people's – maybe subconscious – perceptions of the street.

**What are its limitations?** It cannot be concluded that changes in activity are entirely caused by the change to the street environment as there may be other factors influencing activities.

This only measures the activity in specific locations. It is therefore not possible to know if people have diverted their route to or from another street or whether the change observed at the study location is new change in how people travel or just a new route.

Count data does not tell us who the people are, just how many. We therefore cannot conclude from this data whether, for example, under-represented groups or people with less visible disabilities are being disproportionately (positively or negatively) affected by the changes made.



## Method

A full (7 a.m. – 10 p.m.) count on three days is required to detect a change in people using motorized vehicles, walking, cycling and dwelling on the street. Video counts are the most cost-effective way to collect this data. Cameras are attached to street furniture e.g. lamp posts.

*Vehicles:* The data collected is classified to record all vehicle movements by vehicle class. Vehicle movements (including direction of travel) are reported in 15 minute intervals.

*People walking and cycling:* They are counted, categorized as walking or cycling and reported in 5 minute intervals, including their direction of travel.

*Dwelling on the street:* For a 50m stretch of street or park a 5 minute period is monitored every 30 minutes on a rolling basis. For example, starting at 7 a.m., 7:35 a.m., 8.10 a.m., etc. The video is examined to identify any people who spend at least 1 minute in the space during that period. The people are categorized by the activity they are doing into 4 groups: standing, sitting, lying down or playing and the number of minutes they spend dwelling are recorded (between 1 minute and 5 mins+).

To evaluate the data it can be easiest to first add together all the activity over the 3 day period and see if there is a change between the baseline and the follow-up. This will give a sense of whether there are headline changes in the levels of activity overall. If one day is a weekend day and the other two are weekdays you can then examine differences between them. Then you can work down to grouping hours of the day into appropriate periods of time. If you see a morning and evening peak this would indicate work related travel. However, if there is a school on the street or nearby there may be a peak in mid-

afternoon for school pick up period. If there is a park or shops on the street then the peaks may relate to the opening hours.

It is worth thinking about how many locations you will assess for your evaluation given the costs will build with every additional location. Where only very minor changes are anticipated it may be difficult to justify the evaluation costs and it would be worth considering making changes which would have a more significant impact.

### Why use cameras?

An alternative to using video footage of the street is to ask people to stand on the street and observe how it is being used. This is an acceptable methodology but some disadvantages compared with using video footage are:

- It is usually more expensive.
- It is difficult for people to stand on the street for such extended periods of time without breaks.
- The presence of data collectors on street will influence the behaviour of other people using the street, for example it can discourage other people from dwelling on the street.
- The video footage is collected once and the data in the video can be used for multiple different purposes and reviewed multiple times.
- The on-street counts by people cannot be validated for accuracy by a second person reviewing the counts that have been conducted.

On-street count data is most cost-effectively done by companies that regularly provide these services to companies and local authorities. To identify the companies working in your area you can start by asking the local authority which companies they use routinely for their traffic counts.



## Step 4

**Design how you will use the measures to suit the project you are evaluating**

The three basic measures for inclusion in the evaluation will need to be applied appropriately for the project you are implementing. Factors such as geographical spread and physical size of the changes you implement will be important. Beyond these, there are other considerations you need to plan into your study design.

### **Scale of impact**

If the changes you are making will have a very limited impact on the human experience of being on the street, then it will be much more difficult to detect change than if you are making a change with a big impact.

EXAMPLE OF SMALL IMPACT

### **Widened section of pavement**



BEFORE



AFTER

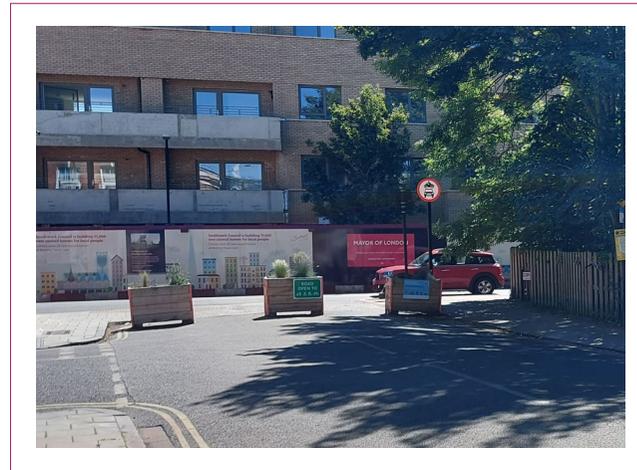
Widening a narrow section of pavement is likely to improve the experience of walking at that particular location. However, this change is probably not big enough that most people walking would consciously notice it and report the benefit they experienced in a survey. Likewise, on most streets, this kind of change is unlikely to increase the numbers of people walking to an extent that could be detected with a walking count. This means that the change would be unlikely to be picked up by measures of what people think of the street or how people are using the street.

## EXAMPLE OF BIG IMPACT

### Traffic filter



BEFORE



AFTER

If a barrier were placed in the carriageway to restrict through movement of vehicles, the scale of the intervention would be similar to the widened section of pavement. However, there would be an immediate and easily detectable change in the vehicle volumes on the street and people's perceptions of the street and how they use it (walking, cycling and dwelling) could be expected to change quite quickly.

Planters placed in carriageway to prevent through-movement of motorized vehicles but allow the flow of people walking and cycling.

It is therefore important at the outset of the project to estimate the likely impact of the measures being implemented and tailor the evaluation framework to ensure you will be able to detect any change that occurs. This relates back to Step 1 when you create a realistic theory of change.

### Detecting changes

To ensure that you can detect a change between 'before' and 'after' there is a minimum fixed cost to the evaluation regardless of how big or small the intervention on the street is. For example, to detect a change over time in levels of walking with a 95% confidence interval requires 3 days of continuous counts between 7 a.m. and 10 p.m. If the intervention is low cost then the relative proportion of your budget that will be spent on the evaluation will be larger than if it is a higher cost project.

### Timing of data collection

Try to ensure that activity and attitudes data for baseline and follow up is collected in either spring or autumn, avoiding school holidays.

This is because there is seasonal variation in how people use streets with typically higher levels of walking, cycling and dwelling on streets in summer and the lowest levels in winter. Spring and autumn capture attitudes and activity in the transitions between the two extremes and therefore give a more 'typical' representation of the averages of behaviour.

Data measuring the look and function of the street can be collected at any time of year but

it is sensible to collect it at the same time as the activity and attitudes data to avoid any changes in the nature of the street between when the different data sets are collected. For example, routine maintenance could result in the street being resurfaced independently of the project you are implementing which could influence activity and attitudes.

Plan to collect follow up data in the same week as the baseline data was collected in a subsequent year. It is important to collect the follow up data at the same time of year as the baseline data to reduce any seasonal bias in the data that is collected. As school holidays can vary year to year it is important to check that school holidays do not cover either the baseline data collection or the follow up. During school holidays travel patterns are different because children are not travelling to and from school in the morning and afternoon and they will have more opportunity to be on the street at other times of day. Also, their parents and carers are more likely to take leave from their employment to care for their children so their travel behaviours will also be atypical.

If it is not possible to collect the data in exactly the same week then identify a date as close as possible that is not affected by unusual events or school holidays which would make the data less comparable.

The surveying (counts and Design Checks) should be done on a Tuesday, Wednesday or Thursday to be representative of a week day and again on a Saturday or Sunday to be representative of a weekend day. This is because Fridays are the most common days for people to work from home and Bank holidays fall on Mondays and Fridays.

### **Comparison area/street**

To enable you to assess whether changes between baseline and follow up are primarily due to your intervention or another factor you should also collect data at a comparison site, also known as a control site.

Data will need to be collected from the intervention site and a control site in the same manner and at the same time. The control site should be a street that is of similar character. It can be local to the intervention site, this may be desirable to achieve a consistency in demographic and wider transport and street policies.

However, you need to consider the likely reach of your intervention and ensure your control site is not 'contaminated' by your intervention. For example, if you introduce a banned turn on a street then it will result in some vehicles re-routing. If vehicles are rerouted down your control site street, then it will not serve as an independent comparison for your intervention as it may see an increase in traffic as a direct result of your project.

### **Measurement locations**

The exact locations for counts of people walking, cycling and driving should be chosen with care. Pick one location per street which will be representative of movement along the length of the street. If the street is long with many junctions and therefore different levels of activity on each section you will need to consider multiple counts to capture the changing flows on the length of the street.

### **Projects including a park**

In residential areas there can be small 'pocket' parks that face onto the street. Even if changes to the park are not within the scope of the project you may wish to include the park in the evaluation framework if your theory of change assumes that improvements to the street

will result in greater use of the park. If this is the case then the video surveying can also be applied to the park and the questionnaire can include questions about the park (see appended questionnaire for examples). There is not a validated tool available for quantitatively measuring changes in the layout of parks to assess their impacts on health that would be an equivalent to the Healthy Streets Design Check.

### **Projects including a school community**

On most residential streets, the residents are the people who will be most likely to change their views of, and behaviour on the street as a result of the project. This group of people are usually therefore the target for the survey of perceptions. The survey can be delivered face to face, or leafleted through front doors or offered online. Some projects will be on streets that have one or more schools on them. In these circumstances the school community (staff, students and parents/carers) will be an important group of people to collect perceptions data from. This can be done through engagement with the school. It will be important to see if there are significant differences between the

perceptions of the people who live on the street and the people who visit the street to work/study/escort children.

It could also be possible to measure the travel behaviour of school students/staff and parents/carers in addition to the measurement of travel on the street as they school community may be highly motivated to collect this data. However, it is important to ensure any data collected is comprehensive and rigorous. For example, 'hands up' surveys (asking students to put their hand up to report their mode of travel to school that day) are often conducted to get a sense of how students travel to school but this is not a validated method for assessing change in travel behaviour before/after an intervention is implemented. This data should therefore not be included in the evaluation, even if it does suggest a project has been successful in achieving its goals.

Self-reported travel behaviour data should not replace the on-street measurement, it can be used to corroborate the observations from on-street count data.



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## Step 5

### Using the evaluation to improve project delivery

The primary purpose of evaluation is to learn what activities most effectively deliver the desired outcomes. The ‘review’ stage of the project cycle feeds into the planning of the next project to ensure that learning from implementation can be incorporated. This is vital and often overlooked.

If the evaluation shows no impact of the intervention it can mean one of three things:

- The intervention was not effective at delivering the desired outcomes e.g. the changes to the street environment were so minor that they did not prompt people to change their behaviour.
- The intervention may have been effective, but the evaluation tools used were not effective at measuring the desired outcomes e.g. the camera recording the traffic flow was not positioned to capture the change in traffic flows that occurred
- The intervention may have been effective and the tools used may have been effective but the tools were not used in a way that meant they were able to detect the change in the desired outcomes e.g. the sample size for the survey was too small or the walking count was not for a long enough period of time.

If the evaluation does show an impact of the intervention it is important to consider the following three things in terms of strengthening the next project.

- Could a bigger change be implemented that would deliver a bigger impact?
- Could a broader evaluation identify secondary impacts or wider geographical influence of the project that were not picked up in the initial project?
- Could a larger sample size in the measurements give a more detailed understanding of the changes that have happened?

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*It is also worth checking back that the impact that the evaluation has shown could not be due to measurement error. This means there was no change in the outcomes or the changes observed were due to other factors and cannot be attributed to the project you have implemented.*

*Before the next project commences there should be reflection on these factors and changes made to ensure the project is more effective and that the next evaluation helps to build further valuable insights.*

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## Step 6

### Report your findings

In general, there is a lack of robust quantitative evidence of the effects of street projects. It is therefore very valuable to share the results of your evaluation. An evaluation that shows no impact of a project is just as valuable as an evaluation which showed a big impact. It helps people to know what not to do as well as what to do.

When deciding how to communicate the results of your evaluation think about who the audience is for your message and the channels that are most effective for reaching them. Practitioners working on street design are not regular readers of academic journals. Instead trade press, webinars and practitioner conferences are more effective channels for sharing your message with them.

Everyone appreciates receiving messages in plain, simple, direct language with engaging and self-explanatory visuals. It is worth asking a communications expert to review your proposal for reporting your findings as they will be able to help you with this.

**For further reading on measuring impact through the project cycle see [Inspiring Impact: The Code of good Practice](#)**

**For further reading on the theory of change see [NPC Theory of Change in 10 Steps](#)**

**For further reading on developing a measurement and evaluation framework see [NPC Understanding Impact](#)**

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# Appendix



## Demographics

1. What is your home postcode?

2. How long have you lived on this street?

- Under 6 months
- 6 months to 1 year
- 1–5 years
- 5–10 years
- 10 years +

3. How would you describe your gender?

- Female (including transgender women)
- Male (including transgender men)
- Prefer to self describe as
- Prefer not to say

4. Which age category do you fall in?

- 18–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65–74
- 75+
- Prefer not to say

5. What is your employment status?

- Working part time: 8–29 hours a week
- Working full time: 30+ hours a week
- Student
- Seeking work
- Not working - not looking for work
- Retired
- Looking after the home
- Other
- Prefer not to say

6. How would you describe your ethnic background?

- White
- Mixed/multiple ethnic groups
- Asian/Asian British
- Black/African/Caribbean/Black British
- Other [Respondent completes]
- Prefer not to say

## Experience of travel for short, local trips

(TICK ONE BOX)

### 7. How do you usually travel for short, local trips e.g. grocery shopping, going to the park or school?

|   |                          |
|---|--------------------------|
| Walk (including scooting and skateboarding) | <input type="checkbox"/> |
| Cycle                                       | <input type="checkbox"/> |
| Drive car/van                               | <input type="checkbox"/> |
| Passenger in car/van/taxi/minicab           | <input type="checkbox"/> |
| Bus   | <input type="checkbox"/> |
| Electric scooter                            | <input type="checkbox"/> |
| Motorcycle/moped                            | <input type="checkbox"/> |
| Other [Respondent completes]                | <input type="checkbox"/> |
| Don't travel for short, local trips         | <input type="checkbox"/> |

**8. To what extent do you agree with the following statements?**

|  | STRONGLY<br>DISAGREE     | DISAGREE                 | NEITHER<br>AGREE NOR<br>DISAGREE | AGREE                    | STRONGLY<br>AGREE        |
|--|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| I like to walk for short, local trips  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to walk more for local trips  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I like to cycle for local trips  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to cycle more for local trips   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I like to drive for local trips  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to drive more for local trips   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I like to use public transport for local trips   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to use public transport more for local trips  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I intend to walk more for local trips in the future  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I intend to cycle more for local trips in the future   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I intend to use a car more for local trips   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I intend to use public transport more for local trips in the future                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Over the last 12 months I have walked more for local trips than in previous years                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Over the last 12 months I have cycled more for local trips than in previous years                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Over the last 12 months I have used public transport more for local trips than in previous years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| Over the last 12 months I have used cars more for local trips than in previous years             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |

# Attitudes towards walking and cycling and this street

(TICK ONE BOX)

| 9. To what extent do you agree with the following statements?                         | STRONGLY<br>DISAGREE     | DISAGREE                 | NEITHER<br>AGREE NOR<br>DISAGREE | AGREE                    | STRONGLY<br>AGREE        |
|---|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| I feel supportive towards other people cycling for short, local trips                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel supportive towards other people walking for short, local trips                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel supportive towards other people driving for short, local trips                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel supportive towards other people taking public transport for short, local trips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I often see children playing out on this street                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| For me, walking would be difficult in everyday life                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| For me, cycling would be difficult in everyday life                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I am fit enough to walk   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I am fit enough to cycle  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for people to walk along  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for people to cycle along                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for people to drive along                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for people to spend time on                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for people to live on   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for children  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This is a good street for older people  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |

# Children's Independence

(TICK ONE BOX)

**10. Are there any people under 18 years of age living in the household?**

Yes     No

If 'Yes' - How old is the person?

\_\_\_\_\_

Do they have any mobility impairments?

Yes     No

**11. To what extent do you agree with the following statements?**

STRONGLY DISAGREE    DISAGREE    NEITHER AGREE NOR DISAGREE    AGREE    STRONGLY AGREE

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I am happy for them to walk local trips accompanied by an adult                | <input type="checkbox"/> |
| I am happy for them to cycle local trips accompanied by an adult               | <input type="checkbox"/> |
| I am happy for them to walk local trips unaccompanied by an adult              | <input type="checkbox"/> |
| I am happy for them to cycle local trips unaccompanied by an adult             | <input type="checkbox"/> |
| I am happy for them to play/spend time on this street within sight of the home | <input type="checkbox"/> |
| I am happy for them to play/spend time on this street out of sight of the home | <input type="checkbox"/> |

For any questions they responded 'disagree' or 'strongly disagree' ask them why they disagree as free text. If they say it is not safe, ask them what their safety concerns are (e.g. danger from injury by car, danger of paedophilia, danger of mugging, danger of stabbing)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Park

(TICK ONE BOX)

**12. How frequently do you visit the park on this street?**

- On most days
- In most weeks
- In most months
- Several times a year
- Rarely (less than 3 times/year)
- Never

**13. To what extent do you agree with the following statements?**

|   | STRONGLY<br>DISAGREE     | DISAGREE                 | NEITHER<br>AGREE NOR<br>DISAGREE | AGREE                    | STRONGLY<br>AGREE        |
|---|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| I enjoy being in this park  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I often see children playing in this park accompanied by an adult   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I often see children playing in this park unaccompanied by an adult | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| I often see other people are using this park                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This park is easy for me to get to on foot                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This park is easy for me to get to by cycle                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This park is usually clean  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| This park is usually well maintained                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |
| During open hours, this park feels safe to me                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> |

For any questions they responded 'disagree' or 'strongly disagree' ask them why they disagree as free text.



Images if otherwise  
not specified

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