

Appendix F – Technical note for Workstream D1

Technical Note

Project Title:	Child Road Safety and Poverty Research Project
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1 Introduction

- 1.1 This technical note provides the findings from qualitative research undertaken in workstream D1.
- 1.2 This workstream explores the views and attitudes of children, young people and parents living in deprived areas in Northern Ireland towards road safety, and of local stakeholders working in these communities. In particular it seeks to gain an in-depth understanding of the road safety issues of most concern to them, and the measures which they think may begin to address their concerns.

2 Methodology

Sampling

- 2.1 Five areas (Super Output Areas - SOAs) were selected for the qualitative research. These were identified as being:
 - amongst the most deprived SOAs in Northern Ireland;
 - having amongst the highest child pedestrian accident rates;
 - representing a mix of Belfast, other urban and rural areas;
 - representing inner city residential areas and new estates; and
 - providing representative coverage of the principal Section 75 groupings.
- 2.2 The areas selected were:
 - The Mount (1 and 2);
 - Clonard;
 - Shantallow West;

- Ards Central; and
- Ardglass.

- 2.3 These areas and a detailed justification for our selection was agreed with the client.
- 2.4 Three focus groups were undertaken with residents from each of these areas: one with 8-11 year olds, one with 12-15 year olds and one with parents of 8-15 year olds. In addition ten in-depth interviews were undertaken with professionals working in the community – two in each of the five areas where focus groups took place. These are referred to as local stakeholders throughout this note.
- 2.5 Each of the focus groups were arranged with the aim of recruiting between 8 and 10 participants; a range of ages within the specified age band, and a mix of boys and girls (except for the 12-15 year olds which were recruited as single gender groups). Three of the aged 12-15 groups were all boys and two were all girls to reflect the higher child pedestrian accident rate amongst boys.

Rationale for using focus groups to speak to local residents

- 2.6 Focus groups involve bringing together a small group of people to discuss an issue. They are particularly useful for in-depth exploration of perceptions, attitudes, opinions and experiences. They follow a broad discussion guide, but are flexible enough to allow discussion of other issues as they arise.
- 2.7 This approach allowed us to hear from children, young people and parents, their personal views and experiences as well as making participation an enjoyable experience. By bringing together peer groups we were able to create a relaxed atmosphere where the participants enjoyed themselves and got something out of attending. Participative exercises were also used to stimulate discussion amongst the groups of individuals and get as much information out of the participants as possible. The focus group enabled the participants to bounce ideas off one another and debate issues as they arose.

Recruitment

- 2.8 Focus group participants were recruited through working with local schools and community organisations, and through networking.
- 2.9 Over fifty organisations in the five SOAs were contacted, including primary schools, secondary schools, youth projects, residents groups, rural action groups, churches and inter-agency groups. A number of statutory agencies working with local communities were also contacted. These included local councils, District Policing Partnerships, Community Safety Partnerships and Neighbourhood Renewal Partnerships across the five locations.
- 2.10 We made use of local community leaders and/or professionals as local recruiters and used local facilities to further enhance the participants' attendance at the groups. This cascading approach proved very effective, not only by widening our recruitment opportunities but also helping with safety considerations and increasing the likelihood of participant attendance.
- 2.11 Local recruiters in each SOA were used to select participants to attend the group. The recruiters received written confirmation about the research, along with a contact number to ring with any

further questions or for additional information about the DOE road safety research. A few days prior to each focus group, participant attendance was confirmed by telephone or by email.

- 2.12 To aid recruitment we offered to pay travel expenses, childcare costs and interpretation costs, but this was not taken up by anyone. All participants were given free DoE road safety merchandise for participating.
- 2.13 The fifteen groups were held at various times of the day, on different days of the week, including weekends. Timings of the groups were discussed with the recruiters as well as participants and were organised so that the children or young people were not inconvenienced or were not leaving the venue unsupervised or after dark.
- 2.14 The focus groups were conducted between 26th January 2011 and 17th February 2011.
- 2.15 The in-depth interview participants (local stakeholders) were people considered to work closely with young people in the local communities where the focus groups took place, and to have an interest in/responsibility towards their safety. The in-depth interviews were conducted throughout February and the first week of March.

Venues

- 2.16 The groups were held in accessible, local and trusted venues. In Ardglass, all three groups were held in Ardglass Community Centre, which is a central and neutral location open to all members of the community. In Central Ards, all three groups were held in the East End Residents Community House, which is a publicly owned, multi-use building, on loan to the local residents group. In both Clonard and Shantallow West, one group was held in a local primary school, one group was held in the local secondary school and the parents group was held in a centrally located community centre. In The Mount one group was held in a local primary school, one group was held in a centrally-located youth club and the parents group took place on another school premises.

Pilot group

- 2.17 Prior to the first focus group the concepts to be discussed in the groups, and the ranking exercise with showcards, were tested on four children between the age of 8 and 12. They were able to understand the words used and the line of questioning, and were able to articulate their responses. They were also able to rank the show cards.
- 2.18 Our first group in The Mount acted as a full pilot group. This was to test out the discussion guide in terms of length, clarity, line of questioning and the effectiveness of the participatory aids for encouraging discussion. This group was conducted with 8 to 11 year old children and was attended by 10 children from The Mount 1. Following this group some small changes were made to the running of the groups (such as giving more time to discuss possible solutions and more discussion about cycling).

Focus group format

- 2.19 Each focus group lasted 60-90 minutes. This allowed time to explore the issues in depth without participants, in particular the younger ones, becoming less focused or disengaged. With permission from participants, all groups were audio recorded.

- 2.20 A discussion guide was developed and agreed with the client. This explored attitudes to road safety, personal experiences and influences on behaviour. In particular the guide focused on:
- use and perceptions of roads on school and other journeys, and when playing out in the streets;
 - measures and interventions which may be used to address road safety issues of concern; and
 - experience of road safety education.
- 2.21 In order to inform the topic guide, analysis of the Road Safety Monitor was provided by DOE to identify attitudinal differences to road safety issues (drink driving, speeding or pedestrian safety) between people living in deprived areas of Northern Ireland and people living in the rest of Northern Ireland. Whilst no statistically significant differences were apparent there was an indication that people living in deprived areas are slightly more likely to say they:
- drive within the speed limit;
 - perceive exceeding the speed limit by 5mph to be dangerous;
 - are likely to be stopped by the police/caught on a mobile camera for exceeding the speed limit; and
 - consider that the majority of accidents are caused by the inattention of drivers.
- 2.22 A copy of the discussion guide can be found in Appendix 1.
- 2.23 To make sure that the groups were engaging and interesting, with participants contributing as much as possible, a number of consultation techniques were used. These were:
- 2.24 *Visual aids* – a large scale street or Ordnance Survey map of the SOA was used with the young people and parents to help to confirm the area that was under investigation and to identify the location of the dangerous streets and roads that were being discussed. A “play” mat in the form of a typical town centre map was used to encourage discussion with the groups of 8-11 year olds.
- 2.25 *Scenarios* – the participants were asked to describe the features and level of traffic on the streets where they live. They were asked to describe how they would behave when walking or cycling to different places. Discussion focused on how safe they felt going to specific places such as the journey to and from school and journeys to activities. This was also the basis for further discussion around these issues.
- 2.26 *Prioritisation* – The group was divided into smaller groups to prioritise different safety interventions which they felt would work best in their local neighbourhood. This took place after an in-depth unprompted discussion about specific intervention measures for the dangerous roads which had been previously identified by the group. A series of numbered flash cards, each depicting a different intervention, were provided to the groups and they were asked to rank the top three interventions that would make the biggest difference to improving the safety on the roads in their area. They were also asked to identify the interventions which they thought would not work in their local area. This exercise encouraged debate and discussion in the group.

- 2.27 The discussion guide used with local stakeholders followed a similar format to the focus group topic guides but they were not asked to rank the showcards and they were asked about their attitudes to a multi agency approach. This discussion guide is also found in Appendix 1.

Reporting

- 2.28 Following each of the focus groups and in-depth interviews, the note-taker completed a write-up of the group, complete with quotes, drawing on the audio recordings, notes made during the focus groups and other material collected at the time. The note-taker and facilitator from each discussion discussed the write-ups to ensure that they fully captured the discussions.
- 2.29 A qualitative analysis was undertaken of the data provided by the write ups. Key themes were identified and are reported in this note. As is the nature of qualitative data, no quantification of the frequency with which the issues are raised is attempted. Rather all key themes emerging from the discussions are reported, and these are exemplified with quotations.

3 Profile of respondents

- 3.1 In total 131 children, young people and parents or relations (e.g. grandparents) participated in the fifteen groups. Table 1 sets out the number of participants attending each the focus groups.

Table 1 Profile of Focus Group Respondents

SOA	Type of Focus Group			Total
	Aged 8-11	Aged 12-15	Parents	
Ardglass	9	9	9	27
Central Ards	9	4	7	20
Clonard	9	10	8	27
Shantallow West	9	8	7	24
The Mount 1 and 2	10	5	18	33
Total				131

- 3.2 Ten people who work closely with the local communities selected for the research were interviewed – two in each of the areas. Table 2 provides details of the people interviewed in each area.

Table 2 Local Stakeholders

SOA	Organisation	Position
Ardglass	Community Safety Partnership	Manager
	East Down Rural Community Network	Community rep
Central Ards	The Link Family & Community Centre	Manager
	District Policing Partnership	Manager
Clonard 2	Integrated Services for Children and Young People	Manager
	Clonard youth club	Youth Worker
Shantallow West 1	Northern Neighbourhood Partnership	Manager
	Shantallow Area Partnership	Manager
The Mount 1 & 2	Ledley Youth Club	Youth Leader
	Oasis Caring Ltd	Early Years Co

4 Exposure to the road environment

Journeys to school

- 4.1 Most children walked to school, and most were not allowed to do this independently until the age of 8-11. Both parents and children felt that their journey to school was a hazardous one. Many of the groups reported young people being knocked down by cars near the schools. For those that traveled by bus, some felt it was difficult to negotiate a safe crossing from the bus stop and from behind the bus.
- 4.2 Both parents and children felt that the areas around schools were very congested, with lack of parking facilities and a lot of illegally parked cars, making car travel to school difficult. Some schools allowed use of their grounds to drop off/pick up, others did not.
- 4.3 In many places cars parked on the footpaths meant that the footpaths were inaccessible for pedestrians. Participants reported that many of the schools were in areas with “rat run traffic” traveling fast which made crossing the road difficult. This situation was felt to be exacerbated by a lack of crossings. There was also a lack of confidence in some of the crossings where both parents and young people had seen drivers fail to stop at both zebra and pelican crossings. Most parents and children appreciated the existence of safety crossing patrols but this seemed to be offered more frequently in the morning than in the afternoon.

Street Play

- 4.4 Many children played in the streets, unsupervised, near to where they lived. For younger children activities included football and using bikes, gliders, skateboards and roller skates. In general this type of play was limited to footpaths but sometimes involved playing in the road itself. Older children tended to “hang out” rather than “play”, and did so outside their houses; on street corners, at bus stops and around the shops, often a little further from their homes than the younger children.
- 4.5 Some children reported that parents had allowed them to start playing in the street from the ages of about 4 to 6 years. This was said by children and not parents so it is not clear whether this comment is reliable. Local stakeholders also observed that very young children were often seen playing in the streets and they regarded this as quite hazardous.
- 4.6 Street play was felt to be hazardous at times by both children and their parents. Children that lived near shops felt that at weekends it was particularly dangerous because there was more traffic than usual at a time they were most likely to play out. Some of this excess traffic involved lorries which children and parents found particularly threatening.
- 4.7 All age groups considered that street play and hanging out in the streets was more prevalent than it might be if there were more parks and play areas, or if they felt safer in existing parks and play areas. For the older children the provision of more things for teenagers to do was rated as an important way of providing an alternative to the street and improving safety.

5 Perceptions of the road environment

- 5.1 The focus groups and in depth interviews revealed the aspects of the road environment that most concerned children and their parents on the journeys which children made, and which most concerned local stakeholders. These are summarised below.
- 5.2 Information relating to specific named roads is provided in tables for each of the five areas in Appendix 3. This information should be considered within the context that in describing their concerns about the dangers of roads in their local area, participants used named roads to exemplify their points. The roads listed and the solutions suggested are not an exhaustive list.

Antisocial and illegal driving and experience of collisions

- 5.3 Many of the groups had observed or known of accidents where young people travelling as pedestrians had been “knocked down” or “hurt” in their neighbourhood.
- 5.4 Many of the parents and young people reported that drivers frequently drove above the speed limit; whilst using phones; without paying attention to pedestrians, and young drivers were often observed “joy riding”. They felt that this eroded their confidence in the safety of their neighbourhoods. Parents felt that young moped riders and drivers used the neighbourhood as a “race course” and that these young people needed be diverted elsewhere, as one person said, “by providing a track for them to use”. In addition public spaces were described where young people practiced hand break turns, and young people felt intimidated crossing these areas. These views were echoed by local stakeholders who acknowledged that the community wanted more enforcement to prevent this anti social driving by drivers and riders.

"sometimes it looks as if they are not paying attention to the road signs" (8-11 year old)

"dangerous crossing the road to go to the shop as people fly round that road, especially on a Friday and Saturday" (12-15 year old)

"cars don't appreciate young people in the area, they are inattentive to young people" (local stakeholder).

- 5.5 In addition it was noted by a local stakeholder that there are a lot of migrant workers in rural areas *"who do not know the rules of the road"*.
- 5.6 The evidence from these focus groups suggests that there is a feeling that drivers do not comply with the law, including speed limits and mobile phone legislation, and that there is a general lack of enforcement.

Being unable to cross the road safely

- 5.7 A major theme that emerged from the focus groups and local stakeholder interviews was that young people said they wanted to have safe access to destinations they wanted to go to. The absence or infrequency of crossings on roads where traffic volume or traffic speed was perceived to be high meant that these roads were regarded as unsafe and at times prohibited them from accessing places they wanted to go to such as local parks.

"if there were proper places to cross the road, we would cross" (12-15 year old)

"cars come round the corners really quick" (8-11 year old)

- 5.8 Young people also expressed a great concern that drivers did not stop at crossings, which undermined their confidence in using them. This probably explains why young people support the use of traffic light controlled crossings as a road safety solution. This also suggests that there is a lack of enforcement and where interventions such as red light running cameras may be useful. These findings also suggest that more needs to be done to understand the routes children travel not just on the school journey but to shops, parks and youth centres so that both children and their parents feel confident that the route can be negotiated safely.
- 5.9 Local stakeholders also felt that there were limited crossings along some of the busy roads in the area and especially along roads which children travelled along to access facilities. One local stakeholder noted that *"the underpass link...has been an antisocial behaviour issue for the community, the local residents cross the busy road rather than using the underpass"*.

Poor parking

- 5.10 Many parents, young people and local stakeholders felt that their neighbourhoods were congested with cars particularly during the school journey and that illegal parking was a major problem. Often cars were reported to be:
- double parked, creating a hazard for young people crossing the road;
 - parked on footpaths blocking pavement access - this meant that pedestrians had to leave the pavements and step out onto the road to get around parked vehicles;

- parking at bus stops making boarding the bus dangerous, creating a hazard as cars overtake the double parked bus, or creating additional danger for those crossing the road.
- 5.11 After school children felt that there were so many cars parked in the area near their home that this contracted the play space available.
- 5.12 Local stakeholders also acknowledged the dangers of illegal parking and commented that the situation was exacerbated in some areas by the existence of narrow streets and the presence of high levels of heavy goods traffic.

The quality of the road environment

- 5.13 The quality of the road environment was mentioned by parents, young people and community representatives as an issue that made the roads feel unsafe. Potholed roads made it feel very unsafe for cycling and people felt that cars sometimes swerved to miss them or as they hit them.
- 5.14 Many people commented on the lack of street lighting or poorly maintained lighting which made them feel unsafe walking and crossing roads at night as well as waiting at bus stops adjacent to fast moving traffic.
- 5.15 Narrow pavements, lack of pavements on rural roads (used by school children, local residents and walkers) and lack of islands in the middle of fast moving roads were also perceived to be hazardous.

"there are no footpaths out there" (8-11 year old)

Lack of safe places to play

- 5.16 Young people clearly like visiting parks and playgrounds. However some parents and young people felt that parks and playgrounds were no-go areas because teenagers were drinking, using drugs and displaying anti-social behaviour which was regarded as a problem. In some areas the lack of crossing facilities on the route to a park prohibited parents and children from using the park.

"There are no good places to play football" (8-11 year old)

"but bigger boys are setting fire to the field, ruining the grass so we can't play" (8-11 year old)

"there is not enough for teenagers" (12-15 year old)

The teenagers who do go to the play parks are *"told to move on by parents with younger children, we don't know where to go, as we are always told to move on, even if we are drinking or not."* The play parks generally close at 6pm each night, which is *"too early"* (12-15 year old)

"there needs to be more stuff for girls, they are trying to get more things for girls" (parent)

"Dunville Park is full of drink and drugs and I wouldn't let my kids anywhere near it"
(parent)

"You have also the Falls Road to cross to get over to it" (parent)

"it's (the park) a dead space and nobody uses it...the high railings give it an unwelcoming atmosphere and seems prison like" (local stakeholder)

Children and young people's road safety skills

- 5.17 A number of people of all ages, but particularly parents and local stakeholders, considered that children and young people's lack of road sense contributed to the number of pedestrian accidents and that this also needs to be addressed. In particular they noted that children were using the road under the age at which they can be expected to be safe road users, and that older children had not acquired the necessary skills to cope with busy roads, were distracted by phones and music, and/or had a poor attitude towards road use.

"Wee kids run out onto the roads which is dangerous" (12-15 year old)

"where the main school building is there is traffic lights to the right, but the children get out of the bus beside an island and I see them running across this road." (parent)

"(children have the attitude that) it will never happen to them" (local stakeholder)

"some think that they don't need to look out because others will do it for them" (local stakeholder)

"some age 5,6, can be seen running around the streets.....there are cul-de-sacs leading onto the main roads and as children run about and play they are not aware of the different types of roads and different risks" (local stakeholder)

"young people hang around on phones, there is little attention paid to traffic" (local stakeholder)

"many pedestrians think the town is their and that they can walk anywhere in the town centre without much care" (local stakeholder)

6 What has been done to make the roads safer

- 6.1 Focus group participants were asked what had been done in their local area to make the roads safer. Local examples of the following interventions were described. (The groups that mentioned them are shown in brackets).

- traffic controlled lights and zebra crossings (all age groups and local stakeholders);
- speed ramps (all age groups and local stakeholders);
- school safety patrols (all age groups and local stakeholders);
- cycle lanes / improved cycle network (8-11 year olds and local stakeholders);

- walking bus to from residential area to youth club (8-11 year olds);
- fences/railings to separate the footpath from the road (implemented after serious accident) (8-11 and 12-15 year olds);
- street lights and potholes being fixed (12-15 year olds);
- flashing “school safety zone” signs outside school (implemented after serious accident) (12-15 year olds and parents);
- police spot checks (12-15 year olds);
- new school waiting area for children using school buses (12-15 year olds);
- education at school about waiting safely for the bus (12-15 year olds);
- one way system during school hours (parents);
- improved parking around school (parents);
- school buses bringing children into the playground (parents);
- tactile pavements and sloping pavements (parents);
- improved crossing for cyclists (parents);
- new playground / play areas / 3g pitch (local stakeholder); and
- chicanes (local stakeholder).

7 What else could be done to make the roads safer

- 7.1 Participants were asked what they thought could be done to make the journeys they told us about, and the roads in general, safer. This section describes the type of measures which they told us about. First we discuss the responses to a prompted exercise about interventions which took place at the end of the focus group. This is followed by a longer description of the interventions they told us about “unprompted”, prior to the exercise.
- 7.2 Participants used examples of specific roads in their area where they thought these improvements could apply. Information relating to specific named roads is provided in tables for each of the five areas in Appendix 3, alongside the roads which they had previously told us they were concerned about. (This information should be considered within the context that in describing interventions participants used named roads to exemplify their points. The roads listed and the solutions suggested are not an exhaustive list).
- 7.3 At the end of the focus groups, following unprompted discussions about potential interventions, participants were provided with 16 picture cards, each containing a named measure which could be used to improve road safety. (Picture show cards for these measures can be found in Appendix 2). These were:
- Give us somewhere safer to play: new parks and playgrounds;
 - Give us somewhere safer to play: more after school clubs;
 - Give us somewhere safer to play: more activities at sports centres/community gps;
 - Make the traffic safer: speed bumps;

- Make the traffic safer: make drivers more aware;
- Make the traffic safer: speed cameras;
- Make the traffic safer: reduce the speed limit;
- Give safer places to cross the road: more zebra crossings;
- Give safer places to cross the road: more traffic lights;
- Give safer places to cross the road: more cycle lanes;
- Give safer places to cross the road: central reservations and wider pavements;
- Help is to help ourselves: school safety patrols;
- Help is to help ourselves: safety training for children;
- Help is to help ourselves: safety training for parents;
- Help is to help ourselves: safety training for young people;
- Help is to help ourselves: reflective clothing

7.4 In small groups participants were asked to select the three which they considered would make most difference to safety on local roads. They were also asked to select all those which they thought would not make a difference to safety on local roads. As the size of the groups which participants worked in varied and the overall number of groups (sample size) is small, the findings of this exercise can not be quantified. However we were able to gauge the measures most likely to be considered in the top three for perceived potential effectiveness, and those most likely to be considered as potentially making no difference. The findings are provided below. Measures shown in bold are those where the overwhelming majority selected this measure. The key findings from this table are also provided throughout the remainder of this section.

Table 3 Perceptions of different interventions

	Most frequently selected interventions for: "would make most difference"	Most frequently selected interventions for: "would not make a difference"
Age 8-11	Speed cameras Traffic lights New parks and playgrounds	More after school clubs More activities at sports centres/community groups
Age 12-15	Traffic lights Speed bumps New parks and playgrounds Speed cameras	Safety training for parents <i>(because they were considered to know it anyway)</i> Reflective clothing <i>(because they would not wear it)</i> Reducing the speed limit <i>(because no one will pay attention to it)</i>

Parents	Traffic lights Zebra crossings Speed bumps New parks and playgrounds Safety crossing patrols	Speed bumps <i>(because it "wrecks" cars and people speed over them or swerve around them)</i> Make drivers more aware <i>(because people don't listen to these messages)</i>
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7.5 The remainder of section 1.7 summarises the unprompted suggestions which participants made about road safety interventions, prior to the above exercise.

A Measures to help pedestrians cross roads safely

7.6 More formal road crossings and school crossings patrol were suggested during focus groups as measures that would help children cross roads more safely.

More crossings

7.7 An increase in the number of formal road crossings, in the form of traffic lights or zebra crossings, was the most frequently made suggestion as to how the road environment could be made safer for children. In every focus group and in depth interview (in all areas and by all age groups) suggestions were made about places that they would like to see new crossings, the type of crossings they would like, and the reasons that they would like it. New crossings were suggested on roads:

- which currently have none;
- where they are spaced a long way from each other;
- with high volumes of traffic;
 - "safer places to cross the road...it's a really busy street" (age 8-11)*
- with fast moving traffic;
- adjacent to/opposite the facilities which children are trying to reach (e.g. schools, park and playground entrances and shops), and
 - "there should be a zebra crossing or something outside the school" (age 11-15)*
 - "the crossing at Dunville Park is not opposite the entrance" (parent)*
 - "there are no traffic lights near Tesco" (parent)*
- where someone they knew had been involved in a pedestrian accident.

7.8 In the unprompted discussions, the parents groups were more likely to talk about crossings in general, the 12-15 year olds were slightly more likely to talk about traffic lights and the 8-11 year olds were slightly more likely to talk about zebra crossings. One group of 8-11 year olds stated that they were so keen to have a safe crossing place that last summer they drew their own zebra crossing on the road.

7.9 During the exercise at the end of the focus groups traffic light controlled crossings (which includes traffic light controlled junctions with pedestrian phases) were by far the most popular road safety measure of the 16 presented overall. It was the most popular measure for 12-15 year olds and amongst the most popular measures for 8-11 year olds and parents. Zebra crossings were also amongst the most popular measures for parents.

7.10 Whilst most people perceived crossings to be very effective,

"they know if you drive onto a zebra crossing you get a fine, they do stop at zebras" (age 12-15)

a minority were concerned about their own/their children's safety, citing examples of incidents where children had been knocked down because the driver had not stopped at a zebra crossing or a red light.

"zebra crossings are not working around here" (aged 12-15).

7.11 Whilst traffic lights were a very popular measure, it was pointed out that some do not provide adequate time for children to cross safely before the green man flashes, and that some required children to wait too long for the green man.

More crossing patrols

7.12 More crossing patrols were another frequently cited measure to assist pedestrians to cross the road safely. They were suggested by approximately half of the focus groups, in a mix of areas and age groups.

7.13 Suggestions were primarily for crossing patrols outside primary schools which did not have them, but there were also suggestions for additional crossing patrols where there is more than one busy road, and for crossing patrols outside secondary schools.

"there isn't a lollipop lady at St. Mary's Primary School" (8-11 year old)

"school safety patrols outside the local primary and secondary schools" (12-15 year old)

"there should be one on Euston Street and one on Woodstock Road" (parent)

7.14 During the exercise at the end of the focus groups school crossing patrols were amongst the most popular road safety measures for parents.

B Better enforcement to prevent dangerous driving

7.15 Much of the focus group discussions related to unsafe driving which created a hazard for pedestrians and other motorists. This was discussed equally in all areas and by all age groups.

7.16 The type of driver behaviour repeatedly described by participants, covered in more detail in the previous section, includes:

- use of mobile phones whilst driving;
- drinking and driving;

- speeding;
- jumping lights and not stopping at zebra crossings;
- motorbikes riding on pavements;
- cars messing about / practicing handbrake turns, e.g. in car parks and public spaces;
- joy riding;
- parking at bus stops and on the pavement; and
- generally being inattentive.

7.17 Suggestions for enforcement to prevent this type of behaviour by drivers were:

- more speed cameras (to prevent speeding, drink driving and joy riding);
"More use of speed cameras to train drivers to slow down" (parent)
- more police patrols / greater police visibility;
"they (the police) could come out more often" (parent)
- more / greater penalties and sentences;
"The parliament need to make new laws, if joy riders are caught they should have a criminal record" (12-15 year old).

7.18 Whilst dangerous driving was discussed in all groups the above enforcement measures were only identified (before the exercise) in a minority of the groups.

7.19 During the exercise at the end of the focus groups speed cameras were the most popular road safety measures for 8-11 year olds and amongst the most popular measures for 12-15 year olds. They were less popular with the parents.

C Prevention of illegal parking

7.20 Illegal parking, in particular parking on footpaths, was discussed during almost all the focus groups – in all areas and by all ages. Parking on footpaths was considered a particular hazard to pedestrians as it not only obscured children's views of the street when they crossed the road but also, in many cases, necessitated pedestrians walking on the road to get past them. Other illegal parking perceived as hazardous to pedestrians and bus users included double parking, parking on cycle lanes, cars parking at different angles and parking at bus stops.

7.21 To address the issues of illegal parking participants suggested:

- more parking spaces in residential area and near public facilities;
"there is no parking facilities at Surestart, so people have to park on the footpath and people have to walk around them" (parent)
- more parking in areas where children are dropped off;
"if you could drive into school for a circular drop off point, this would reduce the numbers of parked cars" (parent)

- more car parking near schools, school entrances and within school grounds;
"there should be a car park outside St. Mary's High School" (12-15 year old)
- better enforcement of illegal parking;
"have raised it (illegal parking) with the police and MP and they say that they can't do anything about it" (parent)
- removal of parked vehicles at bus stops.

D Changes to the road environment

7.22 Various suggestions were made during the focus groups as to engineering measures which could change the road environment and reduce children's vulnerability on the roads.

Traffic calming

7.23 Speed ramps were suggested as an effective measure to reduce speeding traffic and hence improve pedestrian safety in all the focus groups with 8-11 year olds, the majority of groups with 12-15 year olds and parents, and by a number of local stakeholders. In addition chicanes were suggested in one of the parents groups.

7.24 Many people made specific suggestions about the type of road environment where speed ramps would be effective. These were:

- on 'rat runs';
- near schools;
- on roads where speeding is a problem / on the fastest roads;
- on side streets;
- on the approach to a village;
- in the lead up to a junction;
- near bends on roads where children play; and
- near bus stops.

7.25 During the exercise at the end of the focus groups speed ramps were amongst the most popular measures for 12-15 year olds and parents. However whilst many parents cited them in their top 3 measures, a large number considered that they would not be effective as people speed over them or swerve round them.

"not the ones that separate down the middle, people swerve around them" (8-11 year old)

"there are too many speed bumps on the road, you only need one or two to slow down the traffic" (8-11 year old)

More / better positioned speed limit signs

7.26 More road signs to increase drivers awareness were discussed in all the parents' focus groups and half of the groups with 8-15 year olds. Whilst some people were sceptical about the effectiveness of such signs, stating that drivers do not pay any attention to them, the majority considered that more road signs were necessary. These include:

- speed limit signs, e.g. in areas where there is new housing, a lot children and adjacent to schools;

"it's important to reduce the speed limit with signs" (12-15 year old)

- slow down signs; and

One parent recalled an incident where people made their own signs and put them on lampposts *"to slow down as children are playing...people drive into estates too fast and forget that children might be playing on the streets. Everyone seen this and it worked."* (parent)

- stop signs at road crossings

"to tell the cars to stop at the red lights" (8-11 year olds)

7.27 In addition to suggesting more signs, some participants stated that more thought should be given to the positioning of signs to ensure they are visible to drivers.

"on the Muff Road beside the Gaelic pitch....there are speed limit signs to slow down drivers, but they are hidden by grass and other shrubs" (12-15 year old)

"should be positioned higher so all drivers can see" (8-11 year olds)

Reducing the speed limit

7.28 Reducing the speed limit around schools and named residential areas was suggested as a measure to improve road safety in most of the focus groups with 8-11 year olds, and in one of each of the 12-15 year old and parents groups.

7.29 During the focus group exercise, whilst some parents and 8-11 year olds cited reducing the speed limit as amongst their most favoured three measures, an equal number thought it would not impact on the actual speed that people drive and would therefore be ineffective.

Other changes to the physical environment

7.30 A number of other changes were suggested to the physical environment by participants. These were:

- **Improvements to street lighting.** Suggestions were made by a number of 8-15 year olds, and included increasing the number of street lights generally; more street lights in minor "back" roads; more street lights at and on routes to bus stops; mending broken street lights and protecting lights from vandalism with metal cages.
- **More railings / barriers.** A number of children, young people and parents considered there should be more physical barriers, in the form of railings, between the road and the

footpath at dangerous locations. These included locations adjacent to the entrances of schools and parks; at busy junctions; at bus stops; at the harbour; and surrounding playgrounds which are close to the road.

- **More islands.** Participants of one focus group (age 12-15) suggested that more islands in the middle of the road would improve safety whilst crossing busy roads.
- **Improved road surface.** One third of the groups, including younger children, young people and parents, considered that the poor road surface, in particular pot holes, posed a hazard to pedestrians as drivers lose control of the car when they hit them, or swerve to miss them. They were also considered a reason that the roads are too dangerous for children to cycle. Lack of gritting and hence icy roads was also perceived as a hazard to pedestrians.

"cars can lose control trying to swerve past them" (age 12-15)

"we actually had to grit our own parks...especially in the slippery weather a car could easily slide into a child who is crossing the road to go to the shop."
(parent)

- **Cycle lanes.** One third of the groups, including younger children, young people and parents, considered that cycle lanes, cycle lanes as part of the pavement and more places to cycle generally would improve their safety on the roads.

"(Cyclists should have) their own wee cycle lane" (12-15 year old)

- Other suggestions, each made during one focus group, included:
 - **tactile surfaces** to slow traffic approaching zebra crossings (8-11 year olds);
 - **more footpaths in rural areas** (8-11 year olds);
 - **wider pavements** (8-11 year olds);
 - **double yellow lines down one side of the street** to make crossing easier (parents);
 - **reduce volume of traffic especially near schools at peak hours:** e.g. by introducing a park and ride bus service; increasing the number of school buses; restricting delivery lorries at peak times / school drop off times and introducing a one way system during school hours (parents).

E Provision of more safe places to play and activities

- 7.31 Approximately half the focus groups (including all age groups) suggested that an increase in safe places for young people to go would prevent so many children and young people playing and hanging out in the streets where they are at risk from traffic.

(The children hang out on these streets) *"because there is nowhere else to go."* (the parks are for *"young wanes...why is there no park for teenagers?"*) (12-15 year old)

- 8-11 year olds suggested that they would feel safer playing in local play parks if there was an upper age limit on them, and if there was a park attendant in their local parks and playgrounds;

- 12-15 year olds suggested that there should be more open grass areas, a centre or activities for teenagers, and more places for them to hang out (12-15 year old);
- Adults also perceived there to be a lack of attractive facilities for young people. They acknowledged the local youth and community clubs but felt that they only attracted some children and that young people needed more indoor meeting areas and places to play football. Others expressed concern about the lack of play parks and the fact that anti-social behaviour made existing ones unsuitable without parental supervision. Like the young children, parents would welcome park attendants, and suggested young people volunteering to take on this role.

"Bring the young in with whoever is doing the security.....we've approached Derry City Council, but it's all to do with funding." (parent)

- 7.32 During the exercise at the end of the focus groups new parks and playgrounds were amongst the most popular road safety measures for all age groups. More after school clubs and more activities at sports centres and community groups, however, were rarely selected as one of the measures most likely to make roads safer, and were amongst those considered not likely to be effective by 8-11 year olds.

F Road Safety Education

Education to improve drivers' behaviour

- 7.33 Education to improve drivers behaviour was most suggested by the 8-11 year olds (suggested unprompted during four of their groups) and least likely to be suggested by parents (suggested unprompted during two) of their groups.
- 7.34 Children and young people considered drivers need to be taught to pay more attention to red lights and at zebra crossings, to pay more attention to signs, to indicate more frequently, and to be more considerate to pedestrians. They also thought they should be more aware of the dangers of using mobile phones, playing the radio too loud and eating or smoking whilst driving.

"more thoughts from drivers" (8-11 year old)

"my sister's friend was driving back from a wedding on the mobile phone, he dropped the phone, attempted to pick it, a car crashed into the back of his car and broke his neck"

"(if they are smoking or eating) then they are not paying attention to the road" (8-11 year old)

"drivers should pay more attention" (8-11 year old)

"people don't pay attention to the sign" (12-15 year old)

- 7.35 Parents and local stakeholders shared the views that drivers need to be more aware when driving and of what constitutes safe driving. They considered that drivers need to have messages about safe driving reinforced and thought this best done through advertising campaigns on television and billboards. In one group, road safety courses for parents was also suggested.

"Drivers need education more than children" (parent).

- 7.36 All age groups talked about existing road safety television adverts, and posters on bill boards, in bus shelters, on the back of buses and in health care centres. Whilst many considered they were often scary, sad or distressing (and some parents thought they were too much for some children) it was generally considered that they were hard hitting, effective and a good way of getting road safety messages across to young people and drivers about the dangers of texting, speeding and drinking whilst driving, and of texting whilst crossing the road.

(it makes you think) *"it will happen to me one day"* (8-11 year old)

"it needs to be put on TV more" (8-11 year old)

"It makes you think what if that happen to you or someone you knew how devastating that would be" (12-15 year old)

"very sad but it can happen" (12-15 year old)

"makes you think that that could happen to you to settle you down on the road" (12-15 year old)

Education for children

- 7.37 Road safety education for children was suggested as a measure to improve road safety in all the 8-11 year old and parents groups and in a minority of age 12-15 year old groups. It was also widely suggested by local stakeholders. Children, parents and local stakeholders cited many examples of children running into the road without looking and lacking awareness of the dangers of the roads. All groups considered that both parents and schools should be informing children about safe behaviour at the roadside, and when getting off buses. In addition the children discussed their responsibility in listening more to their parents about road safety messages; paying attention at the roadside; holding hands with parents and remembering to "Stop, Look and Listen".
- 7.38 Following the unprompted discussions about measures that would improve road safety, road safety education was explored in more detail by the focus group facilitators. Children, young people, parents and local stakeholder were asked about the type of education provided in schools and by parents, and the role that each had to play in teaching children to be safe pedestrians.

Road safety education provided by parents

- 7.39 All age groups discussed the type of road safety education provided by parents.
- 7.40 Children and young people recalled parents giving them messages about being careful; paying attention; how to cross the road safely; where to cross the road; to wear bright clothes / reflective strips at night time and to wear cycle helmets, and teaching them how to ride bikes safely on the roads. In addition the 12-15 year olds recalled parents cautions about drinking and driving; crossing the road with earphones or whilst looking at their phones. Parents also told us that they gave their children these messages, and told us how they encourage by example and showing them how and where to cross the road.

"to watch where they are going" (age 8-11)

"to go into the inner side and stay close to the wall" (age 8-11)

"to look both ways while crossing the road and listen" (age 8-11)

"get off the bike to cross the road on foot" (age 8-11)

"go to the traffic lights when trying to cross the road" (age 8-11)

"every drink increases risk of crashing" (12-15 year old)

"never listen to your earphones when crossing the road" (12-15 year old)

"You don't look at the road if you texting on your phone when crossing the road" (12-15 year old)

Road safety education provided by schools

- 7.41 The 8-11 year olds provided a number of examples of the road safety education they had received at school. This included:
- visits from the police or fire service to teach the children about road safety, in one case this involved the police bringing a motorbike into the school;
 - visits from DoE Roads Safety Education Officers – this appeared to vary in different areas but included using a calendar based on Skooter; taking children on a walk in the local area wearing reflective jackets; a demonstration of reflective gear on two pretend dogs, and being given stickers and a reflective triangle;
 - cycle training provided by the police (in some areas only);
 - the Tufty Club;
 - the Skooter calendar in each classroom which changed every week;
 - a school hospital which the children perceived to be there to highlight the importance of staying safe; and
 - a play about road safety which involved a song and the message *"Stop, Look and Listen."*
- 7.42 The majority of 12-15 year olds had not learned about road safety since primary school and felt that this type of education was more appropriate at a younger age, as this is when children start to play out in the streets. They recalled visits by the police and DoE representatives; a road safety school play, Skooter characters and calendars from their primary school days.
- 7.43 A small number of 12-15 year olds had received some road safety education at the beginning of secondary school and one school had a visit from Translink after a local fatality to highlight the dangers of buses and how to get on and off the bus safely.
- 7.44 Parents considered that schools have a key role to play in road safety education. Many parents were able to tell us about the road safety education that their children had received, for example the messages they had been taught; about visitors to the school (police and road safety education officers); roadside walks; cycling proficiency, Tufty and Skooter. They were

also able to recall the messages that they had been taught at school (Green Cross Code); about visits they had had by the police; what they remembered about Tufty and colouring competitions, lollipops and stickers.

- 7.45 In some areas parents were less aware about whether their children had been involved in any road safety training, or able to recall much about their own road safety education at school. In these areas they were keen that their children should be involved in road safety education.

“More school visits by the police because my son sees them as authority and listens to them” (parent)

Road safety education from elsewhere

- 7.46 Some parents were aware of road safety education that their children were receiving outside school, such as at the Boys Brigade; Brownies, Kids Club and Campaigns. Some discussed a Step Badge scheme that children were able to take part in at these clubs.

- 7.47 All age groups, but in particular 12-15 year olds, discussed television adverts and posters as a way that they had received road safety messages. This has been discussed in more detail earlier in the section.

- 7.48 Local stakeholders mentioned other avenues for education including road safety events in shopping centres and a very successful, award winning Facebook site, nominated for the Slugger O’Toole Award in 2011 (<http://www.facebook.com/PSNI.Ards>). This site is the official Service of Northern Ireland Facebook page for the Ards Area and is used by young people and adults (it currently has over 8000 users) to get information from each other, and from the police, about what incidents are happening in the area. The police also use the site to communicate road safety messages.

- 7.49 It was felt by most local stakeholders that road safety education was a shared responsibility and should be delivered using a broad base of partners, often in addition to parents and schools, including the police, community groups, youth groups, charities and local government. One local stakeholder mentioned Sure Start as an outlet for road safety education for parents with very young children. A local youth worker also felt they would like resources to deliver road safety education. Another local stakeholder considered the police should have a role in going into schools to deliver road safety education. However, one stakeholder felt that the community had had enough of education and wanted improved traffic management, changes to the infrastructure and more police and enforcement.

“if we had the correct road safety information and the ways of doing it we would do it....get the youth leader to do it” (local stakeholder – youth leader).

- 7.50 Local stakeholders felt that road safety education needs to be age appropriate and should include both a formal approach, for example once per term in each class in school, and informal through on-going class discussions and other lessons. One stakeholder described the best way to deliver road safety education was by relationship building, interactive games, role play and active participation.

G Multi agency approach

- 7.51 Nearly all local stakeholders agreed that a multi-agency approach to improving road safety for pedestrians would be the best way forward, utilising as many sources of information as possible, for example parents and children living in the area. It was felt that local people know best where the difficulties are, which streets are being used as “rat runs”, routes which children and older people use, and where they have difficulties in crossing roads. It was felt that local people should be involved at all stages of the process. They felt that agencies such as the PSNI, local councils, DRD, Northern Ireland Housing Executive, Roads Service, District Policing Partnerships, Community Safety Partnerships and local planning authorities all have a part to play along with schools, community groups, housing associations, resident groups, youth groups, Sustrans. One local stakeholder commented that there was *“no point in doing anything unless it is multi agency with community involvement”* to engender a shared responsibility for road safety. It was also felt that planning authorities should be involved so that new development takes into account road safety when building new houses or changing the road network. One local stakeholder said that the community could be engaged with through the system of community meetings and surveys of local residents so that people feel that they have an input and responsibility at all stages of development.
- 7.52 Parents in two of the focus groups also suggested that the most effective way to tackle road safety would be for decision makers, local planners and engineers to meet with local stakeholders and listen to local people about the road safety measures that are needed. They suggested that they should visit the area at busy times of day rather than quiet times during the middle of the day. Parents would be happy to have government representatives accompany them with their children in a practical demonstration of what the children do to get from A to B at the times the children are escorted.
- 7.53 In addition parents would welcome more information about where to go to get issues related to roads and road safety addressed.

8 Conclusion

- 8.1 Through participating in the qualitative research young people and their parents living in disadvantaged communities and local stakeholders working with these communities in Northern Ireland have been provided with a voice to communicate how they feel about the risks posed by the road environment and what they feel could be done to reduce these risks.
- 8.2 It is clear from the observations of young people that they consider the safety of the roads in relation to the destinations to which they travel to or want to travel to especially in relation to school, local shops, parks and play areas, youth clubs and on the street where they live. Understanding where children travel to in their neighbourhood is essential to providing appropriate interventions (Christie et al 2010). Local stakeholders also comment that in many areas there are large numbers of young people who want to travel to a range of places but experience difficulties related to commuter traffic, antisocial driving and drug and alcohol use in parks.
- 8.3 It is also clear from our observations that children and young people are playing out in the streets often because they do not feel there is a safe alternative place for these activities near by, or because there is nothing else for them to do. Evidence from disadvantaged communities

in England also suggests that children's exposure to the streets, either by playing or hanging out, is higher when young people do not have access diversionary activities such as supervised activities and clubs, because they are either not provided, not accessible via transport or unaffordable (Christie et al 2010). This is an important consideration for practitioners as most collisions involving child pedestrians in disadvantaged areas occur during their leisure time i.e. after school, at the weekends and during holiday periods.

- 8.4 Their narratives reveal detailed knowledge about the specific locations and roads which make them feel threatened as road users and what they think can be done to make these roads safer (these have been compiled in tables in Appendix 3). This information provides road safety practitioners with a resource and an opportunity to provide a targeted response to intervention measures and has given communities a stakeholding in improving their safety.
- 8.5 In summary participants in this research have told us that they consider the following types of measures would be effective at making the street environment a safer place for them to be:
- **measures to help them cross roads safely** (more/better placed crossings and more crossing patrols);
 - **better enforcement to prevent dangerous driving and parking** (including more speed cameras; more police patrols/greater police visibility, and more/greater penalties and sentences);
 - **changes to the road environment** (including traffic calming; more and better positioned speed, slow down and stop signs; reducing the speed limit; better street lighting; more railings / barriers; more islands; improved road surface; cycle lanes; more/wider footpaths; measures to reduce traffic volumes, and better solutions to parking problems);
 - **education** for children and improved awareness of drivers;
 - provision of **more safe places to play**; and
 - **a multi agency approach.**

APPENDIX 1

Topic Guides

Child Road Safety Research

Topic Guide: 12-15 year olds (1 hour)

A Introduction (10 mins)

- **Introduce self and CTA**
- **Introduce purpose of the research**

A lot of work is being done in Northern Ireland to help reduce the number of accidents on our roads and in particular to reduce the number of accidents involving children and young people. As part of a large programme to improve the safety of our roads the Government has asked our organisation to speak to young people and parents in different parts of Northern Ireland to understand what you think can be done to make it safer for young people on the roads.

Over the next hour I am going to speak to you about the places you go to, walking, cycling, by bus or in the car, and where you think the dangerous roads are around here. After we have discussed that we want to get onto the best bit where you tell us how your area could be made safer - perhaps through changing things about the roads, or stopping others from driving dangerously, or by teaching young people how to spot danger and to avoid it.

- **Housekeeping – include:**
 - will last about an hour;
 - using voice recorder to help the research team only – so we don't have to write lots of notes - no one apart from our team will listen to it;
 - confidential and anonymous etc. – no one outside here will know who I have spoken to;
 - aim is for us to have a discussion amongst us all rather than question and answer session just with me, so I want you to all join in;
 - want to know your opinions, there are no right and wrong answers, so make sure you say if you have a different opinion to someone else;
 - talk one at a time and respect each others' views; and
 - phones off.

- **Introductions**

Each person to say their name, the school they go to, and how they travel to school

Prompt details of journey to school that involve walking, e.g.

If travel by bus, how far is the bus stop from home/school?

If they go by car, are they driven all the way or dropped off close to school?

If they walk, how long does it take?

B Understanding use of roads (Behaviour) and perceptions of risk (20 mins)

Introduction

- What are the streets like around where you live?
(*Prompt descriptions: e.g. quiet, busy, fast /slow traffic, mostly houses/shops/countryside, etc.*)

School

- I want to start by thinking about your journeys to school. How far is your school from your home?
 - I would like to try and find where your schools are and which area you live in on this map
(*Moderator to work with group to help them to identify school(s)/approximate home areas on the map - Moderator will already be aware of school locations and SOA boundaries beforehand.*)

(*Moderator to summarise back to the group the main way they travel to school using intro info*)
 - Why do you travel in this way?
 - Do you usually go to school alone or with someone else? (*prompt: parents, friends, siblings*)
 - How old were you when you first began to travel to school without an adult?
 - Do you cross many roads on the way to school journey?
 - Are they busy roads? What are they like?
 - Are there any roads which you think are particularly dangerous to cross? Which ones?
 - Are there any roads which you think are particularly dangerous to walk along? Which ones?
- (*Moderator to identify roads/crossing places perceived as dangerous on the map with the children & mark them. If difficult to find, get names/descriptions for later use. For each road identified ask:)*)
- Why do you feel this road/place is dangerous?
 - What makes it more dangerous than other roads/places?
 - How risky do you think it is there? Are you concerned when you cross this road?
 - What do you think could be done to make this road safer? (*probe for full answers*)

Play/hang out in the streets

- I want to move on to thinking about the things you do outside your home. Firstly, do you ever hang out in the streets near where you live?
 - Is it right next to where you live or somewhere else nearby? Where?
 - How far is it from your home?
(*moderator to help identify the streets/areas on the map with the children or if difficult, to get full description for later addition to the map*)
 - How old were you when you started going (out) there?
 - How often do you go hang out in the streets?
 - What do you do there? Do you hang out on the pavement/play ball games in the road?
 - Is it a good place to hang out? - what do you like/ dislike about going there? (briefly)
 - Thinking about these roads, do you think the roads are dangerous to hang out in? Why? When?
 - Do you cross many of these roads when you play/ hang out?
 - Which roads do you think are particularly dangerous to cross / play in?
- (*Identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask and not explored in detail for school trips:*)
- Why do you feel this road/place is dangerous?
 - What makes it more dangerous than other roads/places?
 - How risky do you think it is there?
 - What do you think could be done to make it safer? (*probe for full answers*)

For parks/other places / other activities

- Now I want to move on and think about parks near your home. Do you play or hang out in any parks or other places away from the roads?
- How far are these places from where you live?
- How do you get there?
- How old were you when you were allowed to go there without an adult?
- What do you do there?
- Is it a good place to hang out? What do you like/ dislike about going there? (briefly)

- What other things do you do after school or at the weekends – do you do any activities or go to any clubs?
- What do you do?
- Where do you go to for these activities, (prompt: leisure centres, local halls, playing fields etc)
- How far is it?
- How do you get there?
- Do you travel there on your own?

- Thinking about the parks and other places which you go to, do you have to cross or walk along any roads to get there which you think are particularly dangerous to cross or walk along?

(FOR ANY NOT ALREADY DISCUSSED, identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask):

- Why do you feel this road/ place is dangerous?
- What makes it more dangerous than other roads/ places?
- How risky do you think it is there?
- What do you think could be done to make it safer (probe for full answers)

C Road safety education (5 mins)

- Do you think that your parents are concerned about you using or crossing the roads which we have talked about, or were they when you started going out alone?

- Do your parents do or say anything to help keep you safe on the roads – or did they when you were younger?
If yes: What have they said or done?

- Have you ever learned about road safety at school?
If yes: Can you tell me about this? How old were you? What sticks out most in your mind about what you were taught? Is it a good idea to teach road safety at school? What is the best age to learn? Do you think what you learned was useful? Has it made you safer? Looking back, is there anything else you think you should have been taught, if so, what and at what age? (briefly)
If no: Do you think it would be a good idea to learn about road safety at school? At what age?

- Apart from at school and your parents, has anyone else ever talked to you about road safety?

- Do you think it would be useful for young people to learn about road safety in any other way? How? From whom?

D What else could be done? (5 mins)

- Has anything been done in your area to try to make the roads safer?
- *If yes:* - What has been done? (*summarise on flipchart*)
 - Where? (*moderator mark on map with help from participants/ or get description/rd names*)
 - Do you think it has made the road safer?
 - Do you think it would make the roads safer if this was done in other roads/areas?
- Has enough been done to help make the roads safer for people your age?
- Could anything else be done? What?
- In addition to changes to the roads, what more do you think could be done so that you are safer when you use the roads? Who could do it? Where should they do it?
Prompts: - do you think there is anything the police could do?
 - is there anything that the schools could do?
 - is there anything that parents could do?
 - is there anything else the Government or anyone else could do?
 - Is there anything else you could do?

E Exercise (20 mins)

These are some ideas about things which could be done to make the roads safer, some of which you have mentioned. (Moderator: show pictures and describe each in turn). I would like you to think about which ones you think would make most difference to improving the safety of the roads around this area.

(moderator to hand out one pack of cards per pair. The pack contains a card for each intervention)

1. Working in pairs I would like you to put the cards into two piles. In the first pile put the cards which you think would make a difference to the safety of roads around here, and in the other pile put the cards which you do not think would not make a difference.
2. Take the ones which you think would make a difference and sort them in the order, from the one which you think would make most difference, to the one which would make least difference to the safety of roads around here.
3. On the board I have got a list with the same things as you have on the cards. When you have finished come up to the board and write a '1' next to the first one on your list, a '2' next to the second one on your list, and so on. Put a cross next to the ones you thought would not make a difference.

Back as a single group, moderator to select the 3 interventions with the highest ranks and ask:

- Why do you think this one would work well?
- (*where it could be road/place specific*): Which roads/places would it be good?

Moderator to go back to some of the roads highlighted on the map as particularly dangerous and ask.

- When we looked at this road/place earlier you suggested that _____ would make it safer. Now we have looked at different things which could be done, do you have any other ideas about what could make this road/place safer?

Child Road Safety Research

Topic Guide: 8-11 year olds (1 hour)

A Introduction (10 mins)

- **Introduce self and CTA**
- **Introduce purpose of the research**

A lot of work is being done in Northern Ireland to help make roads safer so that there are less car accidents and people are safer crossing roads. We are speaking to children all over the country so we can understand what you think can be done to make it safer on the roads. So I'm really pleased to be able to come and speak to you all about your opinions today.

Over the next hour I am going to speak to you about the places you go to, walking, cycling, by bus or in the car, and where you think the dangerous roads are around here. After we have discussed that we want to get onto the best bit where you tell us how your area could be made safer - perhaps through changing things about the roads, or stopping people driving dangerously, or by teaching children how to spot danger when they are crossing roads and how to avoid it.

- **Housekeeping – include:**
 - will last about an hour;
 - using voice recorder to aid the research team only;
 - confidential and anonymous etc. – no one outside here will know who I have spoken to;
 - aim is for us to have a discussion amongst us all rather than question and answer session just with me, so I want you to all join in;
 - want to know your opinions, there are no right and wrong answers, so make sure you say if you have a different opinion to someone else;
 - talk one at a time and respect each others views;
 - phones off.
- **Introductions**

Each person to say their name, the school they go to and how they get to school.

B Understanding use of roads (Behaviour) and perceptions of risk (20 mins)

Introduction

- What are the streets like around where you live?
(Prompt descriptions: e.g. quiet, busy, fast /slow traffic, mostly houses/shops, etc.)

School

- I want to start by thinking about your journeys to school. How long does it take you to get to school?
- Lets look at this map and see where you go to school and where you live
(Moderator to show the group the map and show them the location of their school(s) and approximate home areas on the map - Moderator will already be aware of school locations/SOA boundaries beforehand).

(Moderator to summarise back to the group the main way they travel to school using intro info)

- Who do you usually go to school with? *(prompt: parents, friends, siblings)*
- *(If without an adult):*How old were you when you first went to school without a grown up?
- Do you cross many roads on the way to school?
- Are they busy roads? What are they like?
- Are there any roads which you think are particularly dangerous to cross? Which ones?
- Are there any roads which you think are particularly dangerous to walk along? Which ones?

(Moderator to identify roads/crossing places perceived as dangerous on the map with the children & mark them. If difficult to find, get names/descriptions for later use. For each road identified ask:)

- Why do you feel this road/place is dangerous?
- How unsafe do you think it is there?
- What do you think could be done to make this road safer? *(probe for full answers)*

Play/hang out in the streets

- I want to move on to thinking about the things you do outside your home. Firstly, do you ever hang out or play out in the streets near where you live?
- Is it right next to where you live or somewhere else nearby? Where?
- How far is it from your home?
(moderator to help identify the streets/areas on the map with the children or if difficult, to get full description for later addition to the map)

- How old were you when you started going out there?
- How often do you go out there?
- What do you do there? Do you hang out on the pavement/play ball games in the road?
- Is it a good place to hang out? - what do you like/ dislike about going there? (briefly)
- Thinking about these roads, do you think the roads are dangerous to hang out in? Why? When?
- Do you cross many of these roads when you play/ hang out?
- Which roads do you think are particularly dangerous to cross / play in?

(Identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask and not explored in detail for school trips):

- Why do you feel this road/place is dangerous?
- How unsafe do you think it is there?
- What do you think could be done to make it safer? *(probe for full answers)*

For parks/other places / other activities

- Now I want to move on and think about parks near your home. Do you play or hang out in any parks or other places away from the roads?
 - Who do you go with? Do you go without an adult?
 - (If applicable): How old were you when you were allowed to go there without an adult?
 - How do you get there?
 - What do you do there?
 - Is it a good place to hang out? What do you like/ dislike about going there? (briefly)

 - What other things do you do after school or at the weekends – do you do any activities or go to any clubs?
 - What do you do?
 - Where do you go to for these activities, (prompt: leisure centres, local halls, playing fields etc)
 - How far is it?
 - How do you get there?
 - Do you travel there on your own?

 - Thinking about the parks and other places which you go to, do you have to cross or walk along any roads to get there which you think are particularly dangerous to cross or walk along?
- (FOR ANY NOT ALREADY DISCUSSED, identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask):*
- Why do you feel this road/ place is dangerous?
 - How unsafe do you think it is there?
 - What do you think could be done to make it safer (probe for full answers)

C Road safety education (5 mins)

- Do you think that your parents worry about you using or crossing roads?
- Do your parents tell you to be careful on the roads?
If yes: What do they say? Why do you think they say that?
- Have you ever learned about staying safe on the roads at school?
If yes: Can you tell me about this? How old were you? HOW OFTEN DID YOU LEARN ABOUT ROAD SAFETY (IE ONCE, ONCE A WEEK ETC). What sticks out most in your mind about what you were taught? Is it a good idea to teach road safety at school? What is the best age to learn? Do you think what you learned was useful? Has it made you safer? (briefly)
If no: Do you think it would be a good idea to learn about staying safe on the roads at school?
- Apart from at school and your parents, has anyone else ever talked to you about road safety?

D What else could be done? (10 mins)

- Has anything been done in your area to try to make the roads safer?
- *If yes:* - What has been done? (*moderator summarise on flipchart*)
 - Where? (*moderator mark on map with help from participants/ or get description/rd names if possible*)
 - Do you think it has made the road safer?
 - Do you think it would make the roads safer if this was done in other roads/areas?
- Has enough been done to help make the roads safer for people your age?
- Could anything else be done? What?
- In addition to changes to the roads, what more do you think could be done so that you are safer when you use the roads? Who could do it? Where should they do it?
Prompts: - do you think there is anything the police could do?
 - is there anything that the schools could do?
 - is there anything that parents could do?
 - is there anything else the Government or anyone else could do?
 - Is there anything else you could do?

E Exercise (20 mins)

These are some ideas about things which could be done to make the roads safer, some of which you have mentioned. (Moderator: show pictures and describe each in turn). I would like you to think about which ones you think would make most difference to improving the safety of the roads around this area.

(moderator to hand out one pack of cards per pair. The pack contains a card for each intervention. Note: for this age guide them through a step at a time and work in 3's rather than pairs, with an older child in each group, if necessary)

1. Working in pairs I would like you to put the cards into two piles. In the first pile put the cards which you think would make a difference to the safety of roads around here, and in the other pile put the cards which you do not think would not make a difference.
2. Take the ones which you think would make a difference and sort them in the order, from the one which you think would make most difference, to the one which would make least difference to the safety of roads around here.
3. On the board I have got a list with the same things as you have on the cards. When you have finished come up to the board and write a '1' next to the first one on your list, a '2' next to the second one on your list, and so on. Put a cross next to the ones you thought would not make a difference.

Back as a single group, moderator to select the 3 interventions with the highest ranks and ask:

- Why do you think this one would be work well?
- (*where it could be road/place specific*): Which roads would this work well on?

Moderator to go back to some of the roads highlighted on the map as particularly dangerous and ask:

When we looked at this road/place earlier you suggested that _____ would make it safer. Now we have looked at different things which could be done, do you have any other ideas about what could make this road/place safer?

Child Road Safety Research

Topic Guide: Parents (1 hour)

A Introduction (10 mins)

- **Introduce self and CTA**
- **Introduce purpose of the research**

A lot of work is being done in Northern Ireland to help reduce the number of collisions on our roads and in particular to reduce the number of accidents involving children and young people. As part of a large programme to improve the safety of our roads the Government has asked our organisation to speak to children, young people and parents in different parts of Northern Ireland to understand what you think can be done to make it safer for young people on the roads.

Over the next hour I am going to speak to you about the type of journeys your children make with you and independently, and about any areas where you are concerned about their safety on the roads. At the end of our discussion I will ask you for your opinions on what improvements could be made to improve road safety, particularly for pedestrians. These may be changing things about the roads, or stopping others driving dangerously or by teaching young people how to spot danger and to avoid it.

- **Housekeeping – include:**
 - will last about an hour;
 - using voice recorder to aid the research team only;
 - confidential and anonymous etc. – no one outside here will know who I have spoken to;
 - aim is for us to have a discussion amongst us all rather than question and answer session just with me, so I want you to all join in;
 - want to know your opinions, there are no right and wrong answers, so make sure you say if you have a different opinion to someone else;
 - talk one at a time and respect each others views;
 - phones off.

- **Introductions**

Each person to say their name, the ages of their children, the schools they go to, and how they travel to school.

B Understanding use of roads (Behaviour) and perceptions of risk (20 mins)

Introduction

- What are the streets like around where you live?
(*Prompt descriptions: e.g. quiet, busy, fast /slow traffic, mostly houses/shops, etc.*)

School

- I want to start by thinking about your childrens' journeys to school. How far is their school from your home?
- I would like to try and find where their schools are and where you live on this map
(*Moderator to work with group to help them to identify school(s)/approximate home areas on the map - Moderator will already be aware of school locations and SOA boundaries beforehand*).

(*Moderator to summarise back to the group the main way their children travel to school using intro info*)

- Why do they travel in this way?
- Do they usually travel alone or with someone else? (*prompt: parents, friends, siblings*)
- How old were they when they first began to travel to school without an adult?
- Do they cross many roads on the school journey?
- Are they busy roads? What are they like?
- Are there any roads which you think are particularly dangerous to cross? Which ones?
- Are there any roads which you think are particularly dangerous to walk along? Which ones?

(*Moderator to identify roads/crossing places perceived as dangerous on the map with the parents & mark them. If difficult to find, get names/descriptions for later use. For each road identified ask:)*

- Why do you feel this road/place is dangerous?
- What makes it more dangerous than other roads/places?
- How risky do you think it is there? Are you concerned about them crossing this road?
- What do you think could be done to make this road safer? (*probe for full answers*)

Play/hang out in the streets

- Do your children play or hang out in the streets near where you live?
- Is it right next to where you live or somewhere else nearby? Where? How far is it from your home?
(*Identify the streets/areas on the map*)
- How old were they when they started playing out?
- How often do they play/hang out in the streets?
- What do they do there? Do they hang out on the pavement / play in the road? *Prompt details*
- Is it a good place to hang out? - what do you like/dislike about them going there? (briefly)
- Thinking about these roads, do you think the roads are dangerous to hang out in? Why? When?
- Do they cross many of these roads when they play/hangout?
- Which roads do you think are particularly dangerous to cross / play in?

(*Identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask:*

- Why do you feel this road/place is dangerous?
- What makes it more dangerous than other roads/places?
- How risky do you think it is there?
- What do you think could be done to make it safer? (*probe for full answers*)

For parks/other places / other activities

- I want to move on to thinking about local parks. What are the parks like around where you live?
- Do your children play or hang out in any parks or other places away from the roads?
- Who do they go with – do they go with/without an adult?
- How far are these places from where you live?
- How do they get there?
- How old were they when they were allowed to go there without an adult?
- What do they do there?
- Is it a good place to hang out? What do you like/dislike about them going there? (briefly)

- What other things do they do after school or at the weekends – do you do any activities or go to any clubs?
- What do they do?
- Where do they go to for these activities, (prompt: leisure centres, local halls, playing fields etc)
- How far is it?
- How do you get there?
- Do you travel there on your own?

- Thinking about the parks and other places which you go to, do they have to cross or walk along any roads to get there which you think are particularly dangerous to cross or walk along?

(FOR ANY NOT ALREADY DISCUSSED, identify roads/crossing places perceived as dangerous on the map and mark them. For each road identified as dangerous ask):
- Why do you feel this road/ place is dangerous?
- What makes it more dangerous than other roads/ places?
- How risky do you think it is there?
- What do you think could be done to make it safer (probe for full answers)

C Road safety education (10 mins)

- What do you do or say to try and make sure your children are safe on the roads, either when they are with you or when they are out alone?

- Have your children ever learned about road safety at school? Do you think this is a good idea to learn at school? What do you think is the ideal age for them to learn about road safety messages at school? What should they be taught? (briefly)

- Did you learn about road safety at school? Can you remember what you were taught? Do you think it was effective?

- Apart from at school and yourselves has anyone else ever talked to your children about road safety?

- Do you think it would be useful for young people to learn about road safety in any other way?

D What else could be done? (10 mins)

- Has anything been done in your area to try to make the roads safer?
- *If yes:*
 - What has been done? (*summarise on flipchart*)
 - Where? (*moderator mark on map with help from participants/ or get description/rd names*)
 - Do you think it has made the road safer?
 - Do you think it would make the roads safer if this was done in other roads/areas?
- Has enough been done to help make the roads safer?
- Could anything else be done? What?
- In addition to changes to the roads, what more do you think could be done so that people are safer when they use the roads? Who could do it? Where should they do it?
Prompts:
 - do you think there is anything the police could do?
 - is there anything that the schools could do?
 - is there anything that parents could do?
 - is there anything else the Government or anyone else could do?

E Exercise (20 mins)

These are some ideas about things which could be done to make the roads safer, some of which you have mentioned. (Moderator: show pictures and describe each in turn). I would like you to think about which ones you think would make most difference to improving the safety of the roads around this area.

(moderator to hand out one pack of cards per pair. The pack contains a card for each intervention)

1. Working in pairs I would like you to put the cards into two piles. In the first pile put the cards which you think would make a difference to the safety of roads around here, and in the other pile put the cards which you do not think would not make a difference.
2. Take the ones which you think would make a difference and sort them in the order, from the one which you think would make most difference, to the one which would make least difference to the safety of roads around here.
3. On the board I have got a list with the same things as you have on the cards. When you have finished come up to the board and write a '1' next to the first one on your list, a '2' next to the second one on your list, and so on. Put a cross next to the ones you thought would not make a difference.

Back as a single group, moderator to select the 3 interventions with the highest ranks and ask:

- Why do you think this one would work well?
- (*where it could be road/place specific*): Which roads/places would it be good?

Moderator to go back to some of the roads highlighted on the map as particularly dangerous and ask.

- When we looked at this road/place earlier you suggested that _____ would make it safer. Now we have looked at different things which could be done, do you have any other ideas about what could make this road/place safer?

Child Road Safety Research

Topic Guide: Professionals (20-30 mins)

A Introduction

- **Introduce self and CTA**
- **Introduce purpose of the research**

A lot of work is being done in Northern Ireland to help reduce the number of accidents on our roads and in particular to reduce the number of accidents involving children and young people. As part of a large programme to improve the safety of our roads the Government has asked our organisation to speak to children, young people and parents and professionals working in the community in different parts of Northern Ireland to understand what people think can be done to make the roads safer.

B Dangerous places

- In this area (define) are there any roads which you think are particularly dangerous for children/young people to cross or walk along? Which ones? (*Identify on map*)
- Why do you feel this road/place is dangerous?
- How risky do you think it is there for children/young people?
- Do these risks concern you at all?
- What concerns you?
- What age do you think young people are able to manage these risks safely? Does this vary for different roads we have discussed?
- Are children under this age using these roads on their own in this area?

C Road safety education

- Do you think parents tend to undertake any kind of road safety discussions with their children? How much? Could they/should they do more?
- Do you know if the local schools teach road safety?

If yes, prompts:

- What age children are taught?
- what are they taught?
- How is it taught and who teaches it?
- Do you think it is effective?
- Do you think it is enough?
- What should they be taught?
- How could it be improved?
- What is the ideal age?

If no,

- Do you think it would be a good idea to learn about road safety at school?
- What age is appropriate?
- How should it be taught? Ie in special lessons about road safety/assembly/ at the roadside?
- Should it be taught by teachers, road safety officers, other visitors? Who?
- Do you think it is schools' responsibility to teach road safety?
- Apart from at school do you know if children get any other road safety education?

- Do you think it would be useful for young people to learn about road safety in any other way / from anyone else? Who? Where? How? What?

D What else could be done? (10 mins)

- Has anything been done in your area to try to make the roads safer?
- *If yes:*
 - What has been done? (*summarise on flipchart*)
 - Where? (*moderator mark on map with help from participants/ or get description/rd names*)
 - Do you think it has made the road safer?
 - Do you think it would make the roads safer if this was done in other roads/areas?
- Has enough been done to help make the roads safer?
- Could anything else be done? What?
- In addition to changes to the roads, what more do you think could be done so that young people are safer when they use the roads? Who could do it? Where should they do it?
 - Prompts:*
 - could something on the road be changed?
 - do you think there is anything the police could do?
 - is there anything that the schools could do?
 - is there anything that parents could do?
 - is there anything else the Government or anyone else could do?
 - Is there anything else you could do?
- Do you think that a multi-agency approach to road safety would be effective in this area? What do you think would work?
- Do you think there are ways of involving the local community to address road safety issues together? What do you think would work?

Appendix 2

Showcards

Give us somewhere safer to play:
New parks and playgrounds



Give us somewhere safer to play:
More after school clubs



Give us somewhere safer to play:
*More clubs at sport centres &
community groups*



Make the traffic safer:
Slow down the traffic
e.g. speed humps / road layout



Make the traffic safer:

Make drivers more aware of dangerous driving

e.g. speeding, drinking, using mobiles



Make the traffic safer:

Catch more drivers that speed, drink, use mobiles

e.g. more traffic police / speed cameras



Make the traffic safer:
*Slow down the traffic by
lowering speed limits*



Give safer places to cross the road:
Zebra crossings



Give safer places to cross the road:
Traffic lights



Give safer places to cross the road:
Make cycling safer
e.g. cycle lanes



Give safer places to cross the road:
Central reservations & wider pavements



Help us to help ourselves:
More crossing patrols outside schools



Help us to help ourselves:
Safety training for children

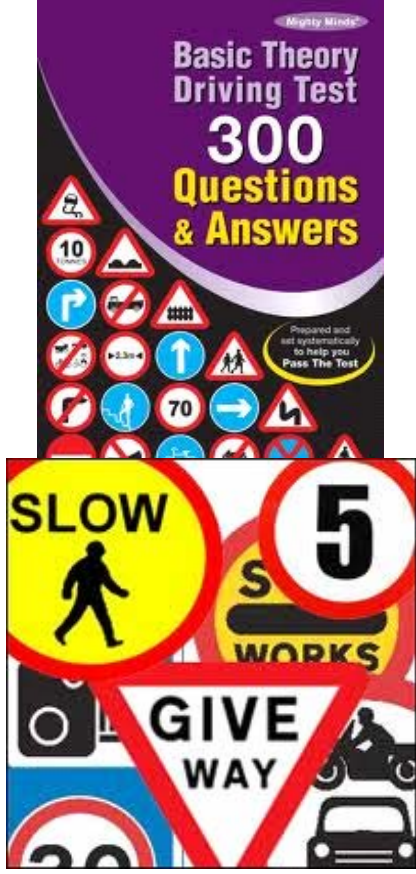


Help us to help ourselves:
Safety training for parents

Road Safety Matters
A Guide for parents



Help us to help ourselves:
*Safety training for young
people before they learn to
drive*



Help us to help ourselves:
*High visibility/reflective
clothing*



APPENDIX 3

Roads Perceived as Hazardous:

Perceptions and Suggested Interventions

Appendix 3

Roads Perceived as Hazardous: perceptions and suggested interventions

Throughout the focus group discussions participants were asked about places in their local area which they perceived to be dangerous, and their ideas about road safety interventions.

The tables in this Appendix report where participants described their perceptions of specific roads, or where they considered specific road safety interventions would be useful.

This information should be considered within the context that in describing dangers and interventions participants used named roads to exemplify their points. The roads listed and the solutions suggested are not an exhaustive.

Table 1: Ardglass

Road name	Age groups mentioning it				Perception of the road	Suggested interventions
	8-12	12-15	Parents	Stakeholder		
Hill Street	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hill Street is very dangerous especially when cycling on your bicycle (8-11). 'When the lollipop lady is not at the bottom of Hill Street' it is difficult and dangerous to cross this road (8-11). There is a junction at the top of Hill Street, which is very difficult to cross (esp in the morning) (8-11). The junction at the bottom of Hill Street is difficult to cross (12-15). Drivers speed down Hill Street in their cars (12-15). Hill Street heading down Quay Street towards the park is judged as having fastest moving traffic in the village (parents).	<ul style="list-style-type: none"> • Zebra crossing (8-11) • Traffic lights (8-11) • Speed bumps (12-15) (parents) • Barrier at the bus stop at the top of Hill Street • Pelican crossing at the bottom of Hill Street (parents)
Downpatrick Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	There is no footpath on the Ardglass to Downpatrick Rd (8-11). Traffic is not obeying the 30mph speed limit at the school (parents). One professional states that the area outside the school is dangerous (professional). The Downpatrick Road is dangerous (professional). There have been and will be more accidents outside the primary school because cars are driving too fast along the main road (professional).	<ul style="list-style-type: none"> • Employ another school safety patrol (8-11) • Zebra crossing at school (8-11) • Reduce speed limit at the school (8-11) • Speed bumps outside the school (professional)
Quay Street	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The playground on Quay Street is dangerous (12-15). Young drivers do handbrake turns in the new play park, near the Harbour (12-15). There are forty foot lorries at the Harbour which are hard to avoid (parents).	<ul style="list-style-type: none"> • Pelican crossing on Quay Street near the playground (parents) • The Community Safety Partnership (CSP) specifically targets the "little boy racer"

Quay Brae	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The fishing factory and the harbour operates 24/7 and creates extra traffic and risk (professional). There's a lot of lorries to and from the factories at all times day and night (professional).	<ul style="list-style-type: none"> • Build a footpath or construct railings around the harbour (8-11) • Traffic lights (8-11)
Crew Hill Court	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speed limit is an issue (8-11) and lorries/cars are turning in this estate (professional).	<ul style="list-style-type: none"> • Traffic lights (8-11) • Speed bumps (professional)
Kildare Street	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is no footpath at the bottom of this street, heading towards the golf club and GAA club (12-15).	
Whiterock Bay Street	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speed limit is an issue and at the first cul-de-sac there is no sign to say which line of traffic has right of way (parents).	<ul style="list-style-type: none"> • Speed ramps to reduce the speed limit (parents) • Road crossings at either end of the park (parents)
Clearhill Court	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lorries are travelling very quickly along Clearhill Court.	
Strangford Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no footpath from the Ardglass to Strangford Road into Chapelstown; there are lots cyclists and walkers, including school children, on these roads particular in the summer (professional).	
Brown's Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Brown's Corner is particularly bad; there are lorries parked there and the line of sight is very poor for children, especially when children are coming home from St Marys High School (professional). The bus stop at Brown's corner is dangerous, as the bus cannot park against the kerb due to parked lorries and cars (professional).	<ul style="list-style-type: none"> • There should be a roundabout or traffic lights on Brown's Corner (professional) • Relocate the bus stop to a location near the harbour, there is space for buses to park safely (professional)

Table 2: Central Ards

Road name	Age groups mentioning it				Perception of the road	Suggested interventions
	8-12	12-15	Parents	Stakeholder		
East Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is quite a lot of traffic around Victoria Primary School - there are garages and houses at this school and it is very congested at drop off/pick up times (a couple of children have been knocked in the area surrounding the school) (8-11). There is a shortage of parking at Victoria PS (parents). There is very fast traffic on this part of road with no traffic calming or crossing assistance (parents). There is no afternoon patrol crossing when parents going pm to pick up kids (parents). There are no traffic signs on the main roads (parents). On East Street it is very dangerous due to parking outside a Primary School which at certain times of the day causes a lot on congestion (professional)	<ul style="list-style-type: none"> • Traffic lights near the Vivo (parents) • Speed ramps, although those who steal cars and joy-riders don't care about the ramps (stakeholder)
Upper Movilla Street	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is quite a high volume of traffic at the top of Upper Movilla Street, which makes it quite difficult to cross, especially with a large group of children (8-11). Between 8:30 and 9:30 the traffic is v busy on this road (12-15)	
Georges Street	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is no safe crossing point at the northern end on the way to Ards Arena in South Street (12-15).	<ul style="list-style-type: none"> • Zebra crossings (8-11) (parents) • Crossing point (12-15)

Greenwell Street	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Greenwell Street itself has no crossing, or traffic calming measures (12-15). Several children have been injured near Greenwell Street (leading to Bowtown) (12-15). The new ring road has been built there is noticeably more traffic on Upper Greenwell Street / Old Shore Road (used as a rat-run) (12-15). The Bangor / Portaferry traffic use Greenwell Street as a short cut (parents). Several children have been injured near Greenwell Street (leading to Bowtown) (parents).	
Donaghadee Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a shortage of parking near Movilla High school and there are no cars allowed onto school grounds (12-15). The only street crossing is pedestrian crossing on Donaghadee Road near garage (12-15).	<ul style="list-style-type: none"> • Crossing near bottom of Donaghadee Road (12-15) (parents)
Movilla Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Between 8:30 and 9:30 the traffic is very busy on this road (12-15).	<ul style="list-style-type: none"> • Crossing point (12-15)
Bangor Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Between 8:30 and 9:30 the traffic is very busy on this road (12-15). There is a pedestrian crossing at the bottom of Bangor Road (parents).	
Stanmore Avenue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<ul style="list-style-type: none"> • Speed bumps (12-15) (parents)
Glen Estate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is dangerous in and around the Glen Estate, near Londonderry PS (stakeholder).	
Comber Road (Circular Road past Regent House School)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Comber Road, the Circular Road past Regent House School is used as a rat run to get to and from Belfast.	

Hardford Link and Talbot Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is busy past the leisure centre at Hardford Link and Talbot Street (stakeholder). The location of the leisure centre in the centre of a busy town makes it a dangerous place for children (stakeholder).	
Blair Mayne Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	"Cars coming off the dual-carriage into the town and using Blair Mayne Road to get to the Bangor Road dual carriageway are still driving too fast. They drive along Blair Mayne Rd/Hardford Link/North Road as though they are still on the dual carriageway" (stakeholder).	
West Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This is a dangerous road, behind the bus station (stakeholder). At West Street the back of the Bus Station is also very busy due to a lot of buses (stakeholder).	

Table 3: Clonard

Road name	Age groups mentioning it				Perception of the road	Suggested interventions
	8-12	12-15	Parents	Stakeholder		
Cupar Street (BT13 2SE)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is school safety patrol near St. Clare's PS to guide children across the road (8-11). One parent states that 'it is absolutely appalling in the morning, especially on Cupar Street' (parents). Cupar Street is a rat-run to avoid the traffic congestion on the Springfield Road (parents). There is a problem with articulated lorries on this road, especially near the school (parents). 'There are no parking facilities for doing the school run' (parents).	<ul style="list-style-type: none"> • Full time one way system (it is voluntarily part time at the moment) • Circular drop off point at St. Clare's Primary School, which would reduce the number of parked cars
Clonard Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This street is very busy especially when the Novena is on, it is opposite the Clonard Monastery Youth Club. 'It is safer when the Novena is not on.' (8-11). "Clonard Novena in June (10 days) causes high volumes of traffic in and around the monastery" (stakeholder). Aside from the church car park, there is no additional parking available. Cars are parked in the side streets (stakeholder). It is more dangerous at night time walking to the club 'in case cars don't see you or don't have their lights on' (8-11). 'I'm not surprised there is a high incidence of accidents, especially in the morning and at Novena time' (parents). Junction with Clonard Street, O'Neill St. Odessa St crossroads used as a rat run to avoid main junction at Springfield Rd & Falls Rd (stakeholder).	

Springfield Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>A child was about to cross the road at traffic lights on the Springfield Rd and a car drove through the red light (8-11). There are cycle lanes on the Springfield road, but they do not feel it is safe to cycle their bikes (8-11).</p> <p>There are not many traffic lights on the Springfield road and there are some part time traffic lights (8-11). When walking to the park (new Springfield park) there are cars parked on the footpaths, which makes it difficult (8-11). "The lower Springfield Road is a dangerous area." There are a lot of shops, limited crossing points, poor parking layout (stakeholder).</p>	<ul style="list-style-type: none"> • Drivers need to pay more attention to the roads (8-11) • Speed cameras on the Springfield Rd to detect whether people are speeding or not (8-11) • There is a zebra crossing needed at the Clonard Shop, as this is a dangerous crossing point and on the Springfield Road facing Cashmere Street (12-15). • Traffic lights at the Clonard shop (12-15) • Restriction for delivery lorries on the Springfield Road, especially in the morning (parents) • Reduce the volume of traffic (parents) • Park and Ride bus service (parents) • More school bus services (parents) • The "double parking acts as a buffer in this area which has probably kept accidents on the Falls down" (stakeholder)
Kashmir Road/Clonard Street/Clonard Gardens	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are traffic lights to cross the roads on route to Clonard Youth Club, but some children still don't feel safe 'in case the cars don't stop' (8-11).	
Bombay Street	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	On Bombay Street cars are double parked by residents and 'wee kids run out onto the roads, which is dangerous' (12-15).	
Eaals Court Street	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drivers are using EarlsCourt Street (off the Springfield Road) as a short cut and use it for parking in the morning (hospital workers), which makes it difficult to	

					the cross the street (12-15).	
Cluain Mor Avenue / Drive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drivers use these streets as a rat-run to the Upper Springfield Road; there is a high volume of traffic (12-15). There are articulate lorries driving up and down this street from FG Wilson, this is dangerous as children play or hang out there (12-15). At the top of FG Wilsons (Millennium Way) there is a roundabout which is dangerous (12-15).	
Beechmount Avenue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beechmount Avenue is a very busy road, especially when drivers are coming home from work and are heading to the Falls Road (12-15).	<ul style="list-style-type: none"> 'there should be a zebra crossing or something outside the school (St. Rose's Dominican College)' (12-15).
Junction between Falls Road and Westlink (M1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a junction beside the motorway which is dangerous to cross.	
Dunmore Street	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This street is used with Clonard St as a rat-run to avoid traffic congestion at the Springfield Road / Falls Road junction. (parents)	
Oranmore St	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This street is used with Clonard St as a rat-run to avoid traffic (parents)	
Cavendish Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Cavenish Street is a one way street and cars are parked on one side which blocks the view for drivers and pedestrians (stakeholder).	
Oakman Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Access to/from school is onto Oakman Street (two exits) and Falls Road (stakeholder).	

Table 4: Shantallow West

Road name	Age groups mentioning it				Perception of the road	Suggested interventions
	8-12	12-15	Parents	Stakeholder		
Moss Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is speeding issue and a lot of parked cars in Moss Park (8-11). At Cornshells (on the Muff Road beside the Gaelic pitch going out to Bank Road) there are speed limit signs to slow down drivers, but these signs are hidden by grass and other shrubs etc (12-15).	<ul style="list-style-type: none"> • Speed ramps not speed humps that people can swerve around (8-11) • A school safety patrol outside St. Paul's PS on Moss Road
Farran Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This street is congested especially at mass times. Children find that parked cars make it difficult to cross the road (cars are parked at different angles, which adds to the difficulty crossing the road) (8-11). In Farran Park the cars are parked closely together, which makes it difficult to for children with bikes or who are walking on the pavements, to get around the cars.	<ul style="list-style-type: none"> • More car parking spaces (8-11)
Bloomfield Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Children find it difficult to get past cars on the street, as they are parked on the footpath (8-11). It is dangerous for children to play in Bloomfield Park (8-11).	<ul style="list-style-type: none"> • Speed bumps (8-11) • One child stated that on Bloomfield Road 'there are too many speed bumps on the road, you only need 1 or 2 to slow down the traffic' (8-11) • Remove the underpass between Glengalliagh and Bloomfield Park to discourage anti-social behaviour

						(stakeholder)
Glendale Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<ul style="list-style-type: none"> Traffic lights (8-11)
Leafair Park	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is dangerous for younger people to play in this park due to antisocial behaviour (8-11).	<ul style="list-style-type: none"> Age limit restrictions (8-11) Park Attendant to reduce anti-social behaviour (parents)
Pennyburn Industrial Estate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	'No one slows down at the bowling alley' (8-11).	<ul style="list-style-type: none"> Speed bumps to slow down the traffic (8-11)
Bracken	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is busy on this road (8-11).	
Buncrana Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is very busy on this road (8-11).	
Branch Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very congested with traffic (8-11).	
Glengalliagh Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The traffic lights on the Glengalliagh Road take too long to cross at (12-15). On the Glengalliagh Road there is only three crossings, some children would like more crossings to cross the road safely (12-15). During poor weather conditions (icy), the Glengalliagh Road is bad when there is ice (12-15). There should be more zebra crossings or pelican crossing on the Glengalliagh Road to cross the road safely (12-15). "Series of small roundabouts at Carnhill & Slievemore Park may cause more accidents when people increase speed between the roundabouts" (stakeholder). Road Safety improvements are needed in the Glengalliagh Estate, as it is one of the	<ul style="list-style-type: none"> More zebra crossings on this road (prompted, 12-15) More pelican crossings (12-15) The DOE should bring back the zebra crossings on the Glengalliagh Road (parents)

					oldest estates (stakeholder). There are some sporadic incidents of joy-riding on the main Glengalliagh Road, which is a road that has the potential to gather up a speed (stakeholder).	
Glengalliagh/Strand/Moss Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Boys race up and down the Glengalliagh/Strand/Moss Road in their cars and they don't pay attention to the speed limit (12-15). There are traffic lights at St. Brigid's College, but children get dropped off by bus and 'run across the road' (parents).	<ul style="list-style-type: none"> • Extra set of traffic lights at Northside Shopping Centre (parents)
Beechfield Park	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are too many speed bumps on this street (12-15).	<ul style="list-style-type: none"> • There should only be 1 or 2 speed bumps on this street (12-15)
Ferndale	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	At Fernabbey motor cyclists speed after children; two children had to jump up on to a wall (off the pavement) to avoid these speeding motor cyclists (12-15).	
Skeoge Link RD A515	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a link road (Skeoge Link RD A515) from the Buncrana Road to the new bridge, which will increase the volume of traffic and there are new residential housing at the side of this road (families are being placed there and there are no crossings) (12-15).	

Racecourse Rd/Carnhill Road	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	'I would not let my 15 year old son walk to and from Shantallow Youth Club at night because it is dangerous (roads) and there are gangs in each area that drink, it's not safe' (parents). Many people have been killed on the Racecourse Road and on the Carnhill Road (parents).	<ul style="list-style-type: none"> • Zebra crossings on the Carnhill Road (parents)
Fairview Park	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	One parent said 'that going down past St. Joseph's there is a Co-op with a give way sign for traffic, this causes great problems in the morning for traffic' (parents). There is quite a lot of traffic congestion at the Co-op, with large articulated lorries and a high volume of traffic using this supermarket (parents).	<ul style="list-style-type: none"> • Replace street lighting in the Galligh Estate (stakeholder)

Table 5: The Mount

Road name	Age groups mentioning it				Perception of the road	Suggested interventions
	8-12	12-15	Parents	Stakeholder		
Upper Frank Street and Frank Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Traffic congestion and speeding (8-11). It is difficult to cross the road, as some cars do not stop at the traffic lights at the top of Upper Frank Street and Frank Street	
Radnor Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is a busy road with no traffic lights (8-11)	<ul style="list-style-type: none"> • Traffic lights (8-11) • A school safety patrol on Radnor Street (parents)
Templemore Avenue	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are pedestrian lights on this road, but sometimes cars fail to stop (8-11). It is the main commuter corridors into Belfast City Centre from the East and is exacerbated by parked cars (professional). There are not enough safe crossing points (professional). Drivers speed up this street to avoid the traffic lights (traffic lights).	<ul style="list-style-type: none"> • Additional crossings would be advantageous at Templemore Avenue (professional) • Speed bumps (12-15)
Cregagh Road	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No traffic lights outside Tesco's on the Cregagh Road (8-11). It is a dangerous road, as there are not enough crossings, one child states that 'people just run across the road' (12-15).	<ul style="list-style-type: none"> • Speed bumps (12-15) • More crossings (12-15)
Redcar Street			<input checked="" type="checkbox"/>		High volume of traffic, lack of car parking, cars parked on the footpaths (parents)	<ul style="list-style-type: none"> • Double yellow lines down one side of Redcar Street (parents)

Euston Parade			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Rat-run from the Cregagh Road to the Castlereagh Road. There are no speed limit signs on this street (8-11). It been opened up to through traffic (parents).	
Hatton Drive			<input checked="" type="checkbox"/>		Speeding (parents)	
Portallo Street			<input checked="" type="checkbox"/>		Anti-social behaviour (joy-riding) (parents)	<ul style="list-style-type: none"> • Speed bumps (parents)
Rosebery Street			<input checked="" type="checkbox"/>		Rat-run to the city centre especially in the morning (parents)	
Miller Street			<input checked="" type="checkbox"/>		Rat-run to the city centre especially in the morning (parents)	
Willowfield Street					High volume of traffic especially in the mornings and afternoons (parents)	
Ravenhill Avenue and Ravenhill Road			<input checked="" type="checkbox"/>		Difficult to cross this road (parents)	<ul style="list-style-type: none"> • More zebra crossings
Woodstock Road			<input checked="" type="checkbox"/>		There are not enough pedestrian crossings (parents)	<ul style="list-style-type: none"> • More zebra or pelican crossings • More school safety patrols (parents)
Castlereagh Road/Beersbridge Road junction			<input checked="" type="checkbox"/>		There is not enough time for the children to cross at this junction (parents)	<ul style="list-style-type: none"> • Increase the crossing time (parents)
Euston Street			<input checked="" type="checkbox"/>			<ul style="list-style-type: none"> • More school safety patrols (parents)
Castlereagh Road				<input checked="" type="checkbox"/>	Main commuter corridors into Belfast City Centre from the East and is exacerbated by parked cars (professional). There are not enough safe crossing points (professional).	<ul style="list-style-type: none"> • Additional crossings would be advantageous at Templemore Avenue (professional).

Castlereagh Street				<input checked="" type="checkbox"/>	Main commuter corridors into Belfast City Centre from the East (professional)	
Albertbridge Road				<input checked="" type="checkbox"/>	Main commuter corridors into Belfast City Centre from the East (professional). There are not enough safe crossing points (professional).	
Beersbridge Road				<input checked="" type="checkbox"/>	Main commuter corridors into Belfast City Centre from the East (professional). There are not enough safe crossing points (professional). There are no safety measures outside Elmgrove Primary School (professional).	<ul style="list-style-type: none"> • Additional crossings would be advantageous at Templemore Avenue (professional). • More school safety patrols (professional)
Lord Street		<input checked="" type="checkbox"/>			Rat-run to avoid a few sets of traffic lights (12-15). It is a long street with no safe crossing places and speeding is an issue (professional).	<ul style="list-style-type: none"> • Speed bumps (12-15) • Traffic diversions on Lords Street, 'you are only allowed down Lords Street if you are a resident (this is the condition)' (professional).
Avoniel Street		<input checked="" type="checkbox"/>			Speeding (12-15).	<ul style="list-style-type: none"> • School safety patrol outside Avoniel Primary School (12-15).
Trillick Street				<input checked="" type="checkbox"/>	Rat-run to avoid traffic lights on the Beersbridge Road.	