



BUSIT2SCHOOL



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Section 1 Background

Pathfinder Programme

The BusIt2School project forms part of the Department of Transport Pathfinder Programme of sustainable mobility demonstrator projects. The Pathfinder Programme is designed to capture learnings from creative and innovative projects across the country so they can be replicated and scaled up elsewhere.

Building capacity on how to develop, replicate and scale up successful sustainable mobility projects, learn from research and learn from evidence of before and after impacts, is a significant support to the step change required toward people focused mobility nationally.

The primary objective of the Pathfinder project was to investigate barriers to use of public transport and to identify and test methodologies and strategies to increase its usage in school aged children.

Other aims of the Pathfinder demonstrator are:

- To promote awareness of sustainable travel and encourage it to be integrated into the curriculum and relevant school activities.
- To increase independent mobility for young people and improve their general well-being.
- To promote skills for life for younger people.
- To educate students and their families on the bus code of conduct—supporting a safer and more connected community.
- To support students and their families in building confidence in bus travel being a safe and efficient way to get to and from school—facilitating a more informed and empowered community.
- To promote and improve students' road and personal safety when both preparing to catch and travel on the bus.
- To reduce congestion at school zones and result in less pollution in the environment.

BusIt2School in Navan

Navan town, the focus area for the pilot, suffers from significant traffic congestion at school opening and closing times, and at rush hour. It also sees high levels of traffic-related pollution. Local government initiatives, such as active travel, aim to improve the traffic congestion in Navan. Encouraging more school journeys by public bus has the



potential to reduce local congestion, improve air quality, and foster sustainable travel habits among young people.

- In Q4 2024, Meath County Council commissioned Interactions Research and Evaluation to implement and evaluate the demonstrator project ‘Buslt2School’ in Navan town.
- Over the course of the project, the Council aimed to work with three schools in Navan located close to and/or along the town bus network to encourage greater use of the bus service as a means of getting to and from school. The ‘Buslt2School’ project was aimed at school children who are typically driven to school (and for whom walking and cycling are not practical) to learn and experience using the bus with the intention of changing long term travel behaviour.
- The project aimed to promote the health, economic, sustainability and environmental benefits of bus travel, helping students and their families to build confidence in public transport as being a safe and efficient way to travel to/from school. In addition, it is hoped that students and families will consider public transport as a means of transport for other activities outside school (non-commuter trips).

The purpose of the Buslt2School project is to encourage students who are typically driven by the parents, where possible, to use the bus their commute to/from school and to other activities, thus reducing the number of daily car journeys made in Navan.

Pilot Phase

The pilot (Jan – June 2025) targeted 5th and 6th class pupils in Navan Educate Together School, a cohort largely reliant on car journeys, with the goal of increasing awareness, confidence, and actual use of public bus services for school and leisure travel. The intervention combined research-driven design with practical engagement activities, including:

- **Baseline and follow-up surveys** to assess attitudes, behaviours, and barriers to bus use.
- **Parent focus groups** to explore perceptions, constraints, and decision-making factors.
- **A seven-week behaviour change programme** centred on a Bus Demonstration Day, class-wide participation, Bus Champions, pre-loaded Leap cards, and creative competitions to maintain visibility and motivation.



Results

- Increased awareness of public bus:
Pupils demonstrated improved knowledge of bus routes, bus stop locations, payment methods, and safety protocols.
- Increased confidence in public bus use:
Confidence in using public transport increased, with more pupils indicating willingness to use the bus for non-school journeys.
- Behaviour change:
While daily school commuting habits were largely unchanged, the intervention led to 332 public bus trips, mainly to leisure destinations.
- Positive engagement activities:
 - The Bus Demonstration Day was well received, providing a hands-on introduction to public transport.
 - Leap cards and creative competitions helped generate participation, particularly for students unable to use the bus to school.
 - In-person check-ins with Bus Champions and teachers maintained visibility and encouraged participation.

Barriers to Success

- A key criticism was the 'exclusionary' nature of the programme which would target and reward only those who could use the bus to get to school.
- Limited school participation:
The project launched during the final school term, when schools were heavily committed to other activities. Practical barriers, including unsuitable bus routes, further limited the pool of participants.
- Logistical constraints:
Many pupils lived too close to school to warrant bus use, or too far from a bus stop to participate safely.
- Parental constraints
Parental concerns about safety and independence were decisive in travel choices, as students rarely made independent transport decisions.
- Uneven engagement:
A small core group of motivated students accounted for most trips. Champions had limited influence on their peers, and extrinsic rewards were not strong enough to overcome convenience and parental limitations.
- Behaviour change limited by context:
The age of the target group and the short time-frame of the intervention meant that behaviour change would be difficult to achieve. The intervention shifted *attitudes* and increased off-peak bus use but had minimal impact on entrenched school travel routines. *Intentions* to continue off-peak bus use are high.



- The composition of the sample differed between the baseline and post-evaluation surveys which increased the risk of random variation affecting results.

Conclusion

The project served as a proof-of-concept to explore which strategies are most effective in achieving modal shift in other schools. The findings from this pilot provide critical insights into both the opportunities and constraints for promoting school-based public transport initiatives and offered a strong foundation for scaling the programme to additional schools in Navan. Actionable insights for future iterations include:

1. Launching earlier in the school year to align with school schedules
2. Capturing pupil location data (within GDPR constraints) to better assess current and potential travel behaviour
3. More suitable rewards and prizes
4. Enhancing parental engagement and class-wide activities to sustain momentum
5. Strengthening the visibility and role of Bus Champions with structured, tangible weekly tasks

A separate report for this pilot phase is available.

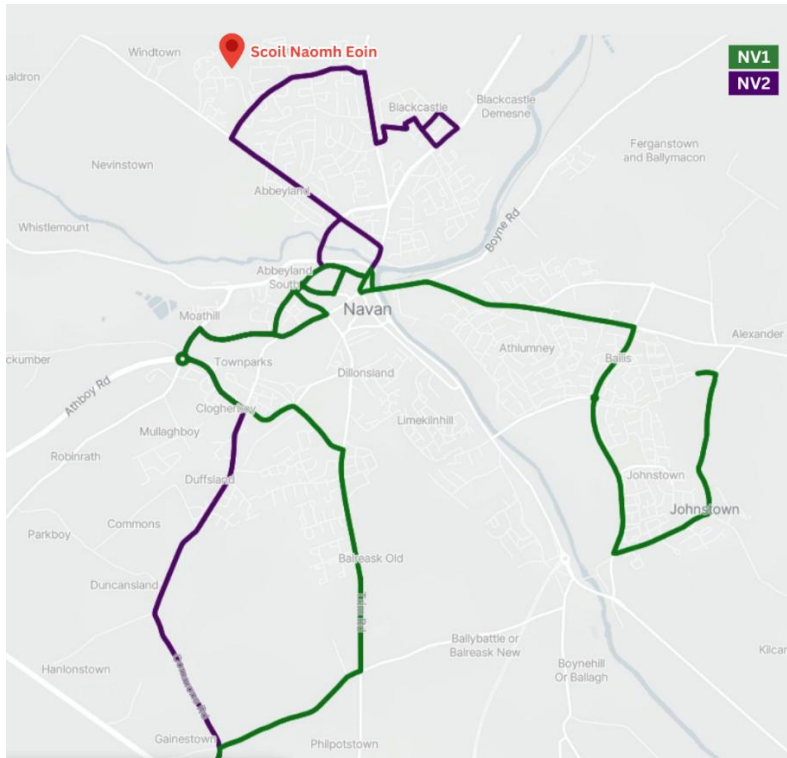
Main Implementation Phase

The second iteration of the BusIT2School programme ran from September to December 2025 with two schools, Scoil Naomh Eoin and St. Stephens National School.

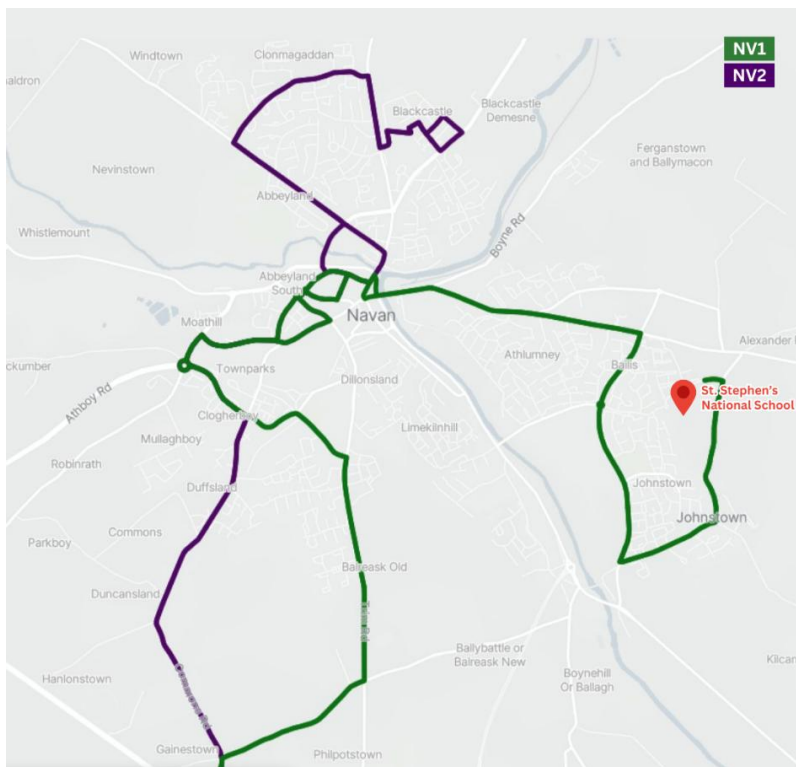
Learnings from the pilot highlighted the importance of aligning future initiatives with the school calendar and ensuring that logistical considerations are addressed early in the planning process. A September start was thought by schools and the project team to be more effective in that the new year buzz will give the project extra motivation.

School	St. Stephens	Scoil Naomh Eoin
Location	Alexander Reid, Navan	Clonmagadden Valley, Clonmagaddan, Navan
Number of 5th and 6th class students	192 (Approx)	100
Reasons for selection	Well located on the N1 bus route; Green schools team interested, large sample size would provide a larger cohort for reliable results.	Well-located on the N2 bus route. Majority of students live in the surrounding estates and walk to school. The principal suggests that pupils would benefit from the programme as a life-long learning about public transport.





Scoil Naomh Eoin



St. Stephen's National School



Section 2 Summary

Key Findings

Behaviour & Usage

- 1,360 public bus trips were recorded over 6 weeks, involving 38.7% of pupils.
- Daily bus use for school remained low; however, bus use for leisure trips increased significantly.
- Many pupils reported greater independence, especially in travelling with friends rather than parents.
- 44% said they are now more likely to take the bus for other destinations.

Attitudes & Perceptions

- Pupils increasingly saw the bus as:
 - Fun
 - Safe (parent approval and self-efficacy both improved)
 - Environmentally beneficial
- Confidence to use the bus alone improved—especially for non-school journeys.

Barriers Identified

- Parental constraints (concerns about safety, preference for car)
- Geographic misalignment between pupils' homes and bus stops
- Champion roles were under-supported in some classes
- Bus reliability issues discouraged repeat use

Overall, the evaluation shows that experience is the strongest driver of confidence using the bus. Pupils who used the bus more frequently during the programme demonstrated higher self-efficacy, more positive attitudes to public transport, and a reduced reliance on reassurance-based supports.

In contrast, pupils with little or no post-demonstration usage expressed a greater need for social, informational and parental supports, highlighting the importance of early confidence-building.

The findings point to a clear progression pathway in bus use:

- At the outset, confidence is shaped primarily by *social reassurance* (travelling with friends), *certainty* (knowing there will be space on the bus and that it will arrive on time), and *parental involvement* (helping children to understand and experience the bus journey before they are expected to do it independently).



- As pupils begin to use the bus occasionally, procedural knowledge becomes more salient, with *knowing how to pay* emerging as a key requirement.
- Most confidence supports diminish in importance as bus use increases, indicating that familiarity and routine replace the need for reassurance. However, parental route familiarisation remains relevant even at higher levels of usage, suggesting it plays a foundational role rather than being limited to first-time use.

While the programme did not produce a large-scale shift in daily school commuting patterns, this outcome reflects already established structural constraints, including school location, distance from bus routes, timetable alignment, and the dominant role of parents in travel decision-making.

The intervention did succeed in generating meaningful behaviour change beyond the school commute, with substantial increases in bus use for leisure and non-school journeys, alongside a marked shift from travelling with parents to travelling with friends.

The Bus Demonstration Day emerged as a critical catalyst, translating abstract information into lived experience and increasing awareness, understanding and confidence. Ongoing engagement, such as Bus Champions, weekly check-ins, trip tracking, and parent communications, helped sustain momentum, although participation remained uneven and was driven by a core group of pupils.

The findings indicate that BusIt2School is best understood not as a short-term modal shift intervention, but as a capability- and confidence-building programme. It lays the groundwork for longer-term behaviour change by normalising public transport use, strengthening independent mobility skills, and reframing the bus as a viable, safe and socially acceptable option for young people.



Key Finding – Impact on Scoil Naomh Eoin

School and Community Context

Scoil Naomh Eoin is a DEIS primary school located in an area classified as severely disadvantaged under Pobal HP Deprivation Index mapping. Private car ownership in this part of Navan is comparatively low, constraining household transport options. There is no secondary school within the immediate locality. For the majority of pupils, the default post-primary destination is Beaufort Secondary School, situated on the opposite side of town, approximately a 49-minute walk away.

Internal school monitoring has highlighted the transport implications of this geography. While 6th class attendance at Scoil Naomh Eoin was recorded at 91%, attendance among the same cohort dropped to 50% following transition to secondary school. The scale of this decline prompted the introduction of a dedicated private bus service, funded by Meath County Council and TFI Local Link, to transport Scoil Naomh Eoin pupils to secondary school.

In this context, access to a reliable public bus service represents more than a mobility option: it constitutes an enabling infrastructure that expands educational opportunity. A programme such as Buslt2School is therefore critical in equipping pupils with the knowledge, confidence, and practical competence required to utilise this provision effectively and independently.

Programme Outcomes

Because most Scoil Naomh Eoin pupils live locally and typically walk to primary school, bus use is not required for their everyday journey at this stage. Accordingly, the Buslt2School intervention operated primarily as a capability- and confidence-building initiative, targeting attitudes, self-efficacy, and anticipated future travel behaviour rather than immediate modal shift.

Pupils demonstrated significant increases in confidence in taking the bus independently to school, alongside a significant rise in awareness of the school bus stop as a convenient and accessible option. These attitudinal shifts indicate that the bus moved from being perceived as largely irrelevant to being recognised as a credible and viable local transport choice.

Behavioural indicators reinforce this interpretation. Scoil Naomh Eoin recorded a more pronounced increase in bus use for the journey home from school compared to St. Stephen's, as well as a higher stated likelihood of future bus use during weekends and school holidays. Almost half of pupils reported being more likely to use the bus in the future — a notably higher proportion than observed in St. Stephen's.

Taken together, these findings suggest that in a context where structural transport barriers have historically contributed to post-primary attendance decline, Buslt2School successfully reframed the bus as “for me” rather than “for others.” In doing so, it strengthened pupils’ agency and willingness to engage with the transport infrastructure that underpins their continued participation in education.



Section 3 Overview of the project

The remit included a specific audit at the participating schools to identify real or perceived barriers/key issues/impediments to using the town service and develop an overall strategy which combined initiatives to overcome/improve these, and which addressed the specific school situation.

The client also specified an interactive learning experience and bus orientation programme for the participating schools in conjunction with relevant stakeholders on how to use the bus service.

A key outcome is the identification of the key issues arising from the project - what worked well, what could be done differently, how best the demonstration project could be scaled up and rolled out to additional schools in the town, county and nationally.

The intervention combined research-driven design with practical engagement activities. The methodology was as follows:

Phase 1: Baseline survey

A baseline survey was designed to measure pre-implementation travel behaviour, attitudes to bus use and likelihood to change. The survey was distributed to 5th and 6th class pupils who completed it independently on iPads/desktops at school.

Phase 2: Behaviour Change Intervention

The behaviour change intervention included a demonstration day, the selection of Bus Champions and the participation in a six-week intervention programme to increase the use of public bus services.

Phase 3: Post Evaluation

A post-survey was designed to measure change, both behavioural and attitudinal, as a result of the intervention.



Section 4 Programme Design

The BusIT2School Programme aimed to:

1. Investigate barriers to public transport use
2. Increase the number of students using public transport as their preferred mode of travel to and from school as well as other activities
3. Increase consideration of students and families of public transport as a means of transport for other activities outside of school

Schools were chosen based on their location near/on the bus routes and signed on for the programme to run beginning in September 2025.

Intervention refinement

The BusIt2School programme was adapted to reflect the findings from the Pilot Phase. To increase the chance of success the following adjustments were made:

- Extend the scheme to the whole class not just those who can travel by bus to school
- Include any bus trips made, not just trips to school
- Leap cards given to all pupils in 5th and 6th class
- Champions could be nominated by the class and confirmed by the teachers. They will have more of a facilitating role - tasked with monitoring the trips and the raffles. They are seen more as 'stewards for change' rather than leading or in competition. Two Champion would be designated per class.
- Provide suggestions for incorporating the project into school lesson plans to embed bus use and sustainable transport into class lessons, e.g., Map My Journey, Timetable Challenges, Debate of free transport for children, etc.

Engagement materials included:

- Bus Demonstration Day
- Material tailored for parents for Demonstration Day
- Leap cards for all pupils in 5th and 6th class
- Trip tracker whereby Bus Champions recorded any bus trips by their classmates
- Weekly prizes – homework passes for the pupil who took the most trips.
- Final reward for the winning class in each school
- Competitions –a creativity competition during the course of the intervention recording their experience of using the bus
- Materials – a 'where you can go' poster to encourage bus use and expand the role play scenario to incorporate new parental concerns
- A token of appreciation (MyMeath cards) for the Bus Champions at the end of the project



Section 5 Programme Implementation

5.1 Bus Demonstration Day

Liaison with Bus Éireann, MCC Active Travel Department and Road Safety Officer ensured a successful Demonstration Day. It ran as follows

- **Introduction:** Overview of the BUSIT2School programme, the purpose of the scheme and demonstration day.
- **Safety Demonstration:** Presentation of safety materials by the MCC Road Safety Officer
- **Bus Journey:** Trial bus journey with Bus Éireann by participating students. Ran through boarding, leap cards, seating/standing, getting off and stop names.
- **Bus Champion Presentation:** Students presented to their class on why they would be a good champion, which was then voted on by the class.
- **Role Play Scenarios:** Interactive session with students in which they discussed what to do if the bus trip does not go as planned.
- **Bus Quiz:** Bus quiz distributed and completed by the students, based on their learnings from the demo day
- **Bus Champions and Quiz Winners:** Bus champions were called up and explained to be a class leader, who would be a point of contact for the project, would motivate the students to take trips and would oversee monitoring and recording trip numbers. The students were asked to volunteer for the role, and they were voted for by the students. The quiz winners were also announced.



**BUSIT2SCHOOL
Demonstration Day
2025 - Agenda**

- 01 Introduction**
Overview of the BUSIT2SCHOOL programme, the purpose of the scheme and demo day.
- 02 Safety Demonstration**
Presentation of safety materials by MCC Road Safety Officer.
- 03 Bus Journey**
Trial bus journey with participating students. Run through boarding, leap cards, seating/standing, getting off. stop names.
- 04 Bus Champion Presentation**
Students present to class on why they would be a good champion, then voted on by the class.
- 05 Role Play Scenarios**
Interactive session with participating students in which we discuss what to do if the expected bus journey does not go to plan
- 06 Bus Quiz**
The quiz will be distributed and completed by the students, based on their learnings from the demo day.
- 07 Bus Champions & Quiz Winners**
Bus Champions will be selected and the role explained to them, Quiz winners will be announced.





Materials

Each student was given an information booklet to share with their parents which outlined the programme, a code of conduct for both the parents and the students, places to visit, both the N1 and the N2 bus route timetables, and the bus service map.

A Leap card pre-loaded with €5 was provided for each student. Education and engagement activities included a quiz, role play scenarios, a safety demonstration from the Road Safety Officer and from Bus Éireann. Posters were designed to show where to go on the bus, and champions were shown how to use the trip trackers. Please see Appendix A for the full set of engagement materials.



Feedback from the school showed that the demonstration day went well and the children enjoyed it, increased their understanding and developed their knowledge of using the public bus and was a conducive springboard for behaviour change.

5.2 Ongoing Engagement and Monitoring

The intervention was live for 6 weeks, during which the participating students were encouraged to take public bus trips anywhere throughout the week. On Fridays, they would report their numbers to the class Champion. Each class calculated their weekly trip numbers which were sent to the consultant. Those who took trips were entered into a weekly raffle for a homework pass. More entries were given to those who took more trips. Champions were tasked with encouraging and motivating their class to take trips.



Engagement strategies

Key to behaviour change initiatives, consistent engagement with the programme is necessary, to allow the project to have high visibility. Engagement strategies were as follows:

- Consultant check ins - a member of the consultant team conducted weekly check-ins (in-person) with the champions to garner insights into progress, barriers and influential factors.
- Parents were messaged weekly to keep awareness and wider stakeholder engagement levels high, and to overcome any potential miscommunication between children and parents about the project. The schedule of communications (Appendix B) was designed to address different topics each week such as increasing confidence in using the bus, environmental messaging, building independence and preparing for travel to secondary school.
- Midway through the intervention a mascot competition was designed to a) reinforce engagement and b) involve those who did not live on a bus route or could not take the bus for whatever reason in the project.



The weekly check-ins played a critical role throughout the implementation phase, providing a structured opportunity for champions to reflect on progress and share insights. These sessions enabled champions to report on what was proving effective, highlight elements that were not resonating with students, and identify practical or motivational barriers as they emerged. Overall, this iterative feedback process supported sustained engagement and helped address declines in participation as the project progressed.

Findings are included in the Champions feedback in Section 6.



comhairle chontae na mí
meath county council

Riailtas na hÉireann
Government of Ireland

TIONSCADAIL NA FIONNACHTÁI
PATHFINDER PROGRAMME
Transforming how we travel

Places to visit on the Public Bus N1 + N2

BUSIT2SCHOOL

interactions

Navan Town Centre Solistice Arts Centre Paire Tailteann GAA Pitch

Meath County Library Our Lady's Hospital The ARC Cinema

Meath Library Service

Route N1 **The Zone**

Boyne Ramparts Walk Johnstown Peoples Park

Johnstown Village O'Mahony's 2nd Training Ground

THE ARC CINEMA

THE ZONE ACTIVITY CENTRE

Route N2

Claremont Stadium Blackwater Park

Boyne Valley to Lakelands Greenway

TICKET

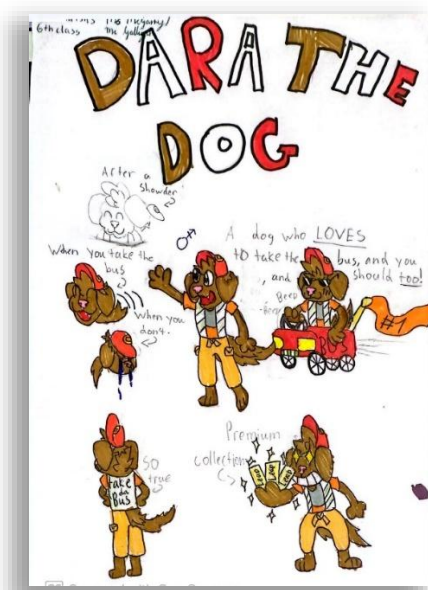
TRAFFIC

The winning entries of the mascot competition are shown below.

First Place Prize Winner



Second Place Prize Winner



Section 6 Programme Evaluation

At completion of the intervention, a follow-up survey was conducted to evaluate any changes in attitudes, perceptions, and behaviours. Only those pupils who had completed both the baseline and follow-up surveys (n=482) are included in the results below to ensure that the analysis is based on matched data, allowing changes to be assessed within the same individuals over time. This means that any differences observed can be more confidently attributed to behaviour/attitude change, rather than to differences between two separate groups of pupils.

6.1 Results

Survey findings are presented below showing comparisons with the baseline data.

6.1.1 Travel Mode to School

There are no significant changes in the travel mode to school.

WHAT HAS BEEN YOUR NORMAL WAY OF GETTING TO AND FROM SCHOOL RECENTLY? (PLEASE TICK THE ONE YOU MOSTLY USE)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Walk	95	40%	101	42%
Cycle	49	20%	44	18%
Car	56	23%	61	26%
School Bus	14	6%	14	6%
Public Bus	4	2%	2	1%
Other	22	9%	17	7%

The relationship is not significant. p-value= 0.9 ; Chi2= 2.0 ; dof= 5.



Use of Bus to and from School

PHASE	GOING TO SCHOOL							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	6	3%	3	1%	23	10%	208	87%
Phase 2	14	6%	5	2%	28	12%	191	80%

The relationship is not significant. p-value= 0.2 ; Chi2= 4.9 ; dof= 3.

There was no significant change in bus use for the journey to school, suggesting that morning routines remain relatively fixed. However, use of the bus for the journey home increased significantly, with an increase in daily use and “Sometimes” use and a corresponding decline in “Never” use. This indicates early behavioural uptake, with fewer pupils completely disengaged from bus travel and more beginning to trial or regularly use the service. From a behaviour change perspective, this represents early normalisation, with the afternoon journey functioning as the most feasible entry point for adoption.

PHASE	GOING HOME							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	6	3%	7	3%	28	12%	199	83%
Phase 2	16	7%	7	3%	42	18%	173	73%

■ Under-represented elements
 ■ Over-represented elements

The relationship is significant. p-value= 0.0 ; Chi2= 9.2 ; dof= 3.

Comparison of the two schools shows that this increase is more marked in Scoil Naomh Eoin.



Decision-Making

A large proportion of students remain in deference to their parents when choosing how to travel to school.

WHO DECIDES HOW YOU GET TO AND FROM SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Me	114	48%	104	44%
My parents/guardians	123	51%	135	56%
Other	3	1%	0	0%

The relationship is weakly significant. p-value= 0.1 ; Chi2= 4.0 ; dof= 2.

There are significant changes in factors influencing travel mode choice, with distance to school dropping in importance and weather, traffic and safety increasing.

WHAT FACTORS INFLUENCE HOW YOU GET TO SCHOOL? (DRAG ANY FACTORS THAT INFLUENCE YOU INTO THE EMPTY BOX)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Distance to school	169	70%	146	61%
Weather	82	34%	147	62%
Traffic	83	35%	105	44%
Easy/convenient for my parents/guardians	140	58%	137	58%
Safety	96	40%	131	55%
My friends use it	91	38%	97	41%
Travel time to school	100	42%	113	47%
Comfort	96	40%	113	47%
Other	48	20%	65	27%

■ Under-represented elements
 ■ Over-represented elements

The relationship is very significant. p-value= < 0.01 ; Chi2= 34.3 ; dof= 8.



6.1.2 Travel to other destinations

As a result of the BUSIT2School demonstration day and intervention, 25% reported taking the public bus just 1 or 2 times, with a further 16% taking it up to 10 times. 5% said they used the bus more than 20 times in the 6-week intervention period.

Since the BusIt2School Demonstration Day, how many times have you taken the public bus (NV1 or NV2)?		
	N	%
1-2	120	25%
3-5	41	9%
6-10	36	7%
10-15	11	2%
15-20	6	1%
20+	24	5%

For those who made public bus trips, there was a significant reduction in travelling with parents (from 76% to 57%) and a significant increase in travelling with friends (from 29% to 47%).

IF YOU HAVE USED THE NV1 OR NV2 BUS RECENTLY, HAVE YOU TRAVELLED... (TICK ALL THAT APPLY)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
By yourself	24	13%	26	15%
With friends	53	29%	84	47%
With a parent	139	76%	101	57%

■ Under-represented elements ■ Over-represented elements

The relationship is very significant. p -value= < 0.01 ; χ^2 = 13.1 ; dof= 2.



There was no significant change in the destinations for public bus trips compared to pre-intervention.

Have you used the public bus to go to the following destinations recently?

	PHASE	
	PHASE 1	PHASE 2
Going Shopping	49%	51%
The cinema	51%	49%
The swimming pool	51%	49%
The GAA pitch/ Training ground	58%	42%
The Park	50%	50%
Johnston village	45%	55%
Ramparts Walk	47%	53%
The Greenway	50%	50%
Any other destination	50%	50%

■ Under-represented elements ■ Over-represented elements

Data from the Trip Trackers maintained by the Bus Champions showed a total of 1,360 trips taken across both schools during the intervention.

	Scoil Naomh Eoin	St Stephen's NS	Total
Week 1 October 9th	24 trips (14 children)	117 trips (23 Children)	141 trips (37 children)
Week 2 October 17th	80 trips (19 children)	91 trips (33 children)	171 trips (52 children)
Week 3 October 24th	81 trips (10 children)	91 trips (32 children)	172 trips (42 children)
Week 4 November 7th	197 trips (13 children)	194 trips (66 children)	391 trips (79 children)
Week 5 November 14th	112 trips (9 children)	131 trips (43 children)	243 trips (52 children)
Week 6 November 21st	119 trips (9 children)	123 trips (42 children)	242 trips (51 children)
Total Trips			
	30 Different Children Overall	86 Different Children Overall	113 Different Children Overall
Total pupils	100	192	292
Percent using the bus	30%	44.8%	38.7%



6.1.3 Changes in intentions

There is a significant increase in likelihood and interest in taking the public bus (44% say they are more likely to take the bus anywhere and 43% say they are interested in using the bus). Only 11% say they are more likely to take the bus to school.

42% say they would be more likely to use it during the summer holidays. This rises to 49% for Scoil Naomh Eoin pupils while St.Stephen's drops to 39%.

Thinking about before the BusIt2School Demonstration Day and now, how likely are you to:

	MORE LIKELY	SAME AS BEFORE	LESS LIKELY	MEAN
Take the public bus to school	11%	48%	40%	1.7
Take the public bus anywhere	44%	39%	17%	2.3
Think of the public bus as a travel option	37%	40%	23%	2.1
Want to take the public bus	43%	34%	24%	2.2
Take the public bus during summer holidays	42%	35%	24%	2.2

■ Under-represented elements ■ Over-represented elements

Cronbach's Alpha: 0.8

Given the ambition of Scoil Naomh Eoin to encourage pupils to see public transport in a positive manner, and as a viable option for them, this is an encouraging result for the school.

Those who used the bus more frequently during the programme are more likely to continue using the bus to each destination (mean scores on a scale of 1 to 3).

Thinking about before the BusIt2School Demonstration Day and now, how likely are you to:

	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
Take the public bus to school	1.7	1.6	1.9
Take the public bus anywhere	2.1	2.3	2.8
Think of the public bus as a travel option	2.0	2.2	2.5
Want to take the public bus	2.1	2.2	2.6
Take the public bus during summer holidays	2.0	2.2	2.5

■ Elements significantly under mean ■ Elements significantly above mean



6.1.4 Attitudes and Perceptions

Public transport use self-efficacy rose across all metrics. Perceptions of safety when using the bus to get to school also rose. The tables below shows mean scores on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

There is an increase in the perception that friends think the bus is fun (from a mean score of 3.5 to 3.7), and that the bus is good for the environment (rising from 3.4 to 3.6)

	PHASE	
	PHASE 1	PHASE 2
My friends think taking the bus is fun	3.5	3.7
I would feel embarrassed taking the bus	1.9	2.0
My parents/guardians think taking the bus is safe	3.3	3.4
Taking the bus to school instead of being driven is good for the environment	3.4	3.6
It would be boring to take the bus because my friends don't take it	2.8	2.9

■ Elements significantly under mean
 ■ Elements significantly above mean

Those who used the bus more frequently show more positive attitudes, especially for friends thinking it is fun, parents believing it to be safe and it being good for the environment. They are less likely to think it boring if friends don't take it.

	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
My friends think taking the bus is fun	3.6	3.5	4.3
I would feel embarrassed taking the bus	2.1	1.9	1.8
My parents/guardians think taking the bus is safe	3.2	3.5	4.0
Taking the bus to school instead of being driven is good for the environment	3.5	3.4	4.2
It would be boring to take the bus because my friends don't take it	2.9	3.0	2.3

■ Elements significantly under mean
 ■ Elements significantly above mean

Knowing how to use the bus has increased significantly from a mean score of 3.4 to 3.9. Awareness of the school bus stop as convenient has also increased from 3.4 to 3.7. This rises to 4.0 for Scoil Naomh Eoin.

	PHASE	
	PHASE 1	PHASE 2
I know how to use the bus by myself	3.4	3.9
I feel confident I could take the bus to/from school on my own	3.5	3.6
The bus is safe getting to school	3.9	4.1
The bus stop is conveniently located near my home	3.9	4.0
The bus stop is conveniently located near school	3.4	3.7

■ Elements significantly under mean
 ■ Elements significantly above mean



Those who used the bus more frequently show more positive attitudes across the board, scoring highest on knowing how to use the bus by myself (4.6) and thinking the bus is safe (4.8). Those who used the bus least frequently feel the bus stop is not conveniently located to their home.

	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
I know how to use the bus by myself	<u>3.4</u>	<u>4.2</u>	<u>4.6</u>
I feel confident I could take the bus to/from school on my own	<u>3.3</u>	3.8	<u>4.3</u>
The bus is safe getting to school	3.9	4.0	<u>4.7</u>
The bus stop is conveniently located near my home	<u>3.7</u>	4.2	<u>4.5</u>
The bus stop is conveniently located near school	3.6	3.6	<u>4.1</u>

■ Elements significantly under mean
■ Elements significantly above mean

Confidence has increased in taking the bus to the shops (from a mean score of 3.4 to 3.7). Confidence in taking the bus to school has remained the same at 3.5; however, for Scoil Naomh Eoin this latter criterion rises to a mean score of 4.0 from 3.7 at the baseline – a significant increase.

How confident do you feel taking the public bus by yourself to

	PHASE	
	PHASE 1	PHASE 2
The shops	3.4	3.7
For sports	3.2	3.2
A friend's house	3.4	3.6
School	3.5	3.5

■ Elements significantly under mean
■ Elements significantly above mean

Those who used the bus more frequently show significantly higher confidence in taking the bus to all destinations.

How confident do you feel taking the public bus by yourself to

	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
The shops	<u>3.4</u>	3.9	<u>4.4</u>
For sports	3.0	3.3	<u>3.8</u>
A friend's house	3.5	3.5	<u>4.2</u>
School	3.3	3.5	<u>4.0</u>

■ Elements significantly under mean
■ Elements significantly above mean



While travelling with a friend remains the most important confidence booster, information and knowledge have risen significantly, especially knowing that the bus will arrive on time (from 57% to 73% of citations) and having a clear timetable (from 56% to 71%). Knowing how to pay and knowing there is a seat have also risen.

WHICH OF THESE WOULD HELP YOU FEEL MORE CONFIDENT TAKING THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Going with a friend	190	79%	198	83%
A clear timetable	134	56%	169	71%
Knowing how to pay	136	57%	157	66%
A parent showing me the route first	165	69%	176	74%
Knowing that the bus will arrive on time	136	57%	175	73%
Knowing that there is space for me on the bus	115	48%	143	60%

■ Under-represented elements ■ Over-represented elements

The relationship is significant. p-value= 0.0 ; Chi2= 14.6 ; dof= 5.

The need for confidence-boosters falls as pupils move from low to high usage. Knowing how to pay is the main difference, while travelling with friends and parental guidance are the main needs of less frequent users.

WHICH OF THESE WOULD HELP YOU FEEL MORE CONFIDENT TAKING THE BUS?	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
Going with a friend	87%	81%	76%
A clear timetable	72%	74%	61%
Knowing how to pay	73%	60%	56%
A parent showing me the route first	78%	74%	61%
Knowing that the bus will arrive on time	73%	74%	71%
Knowing that there is space for me on the bus	63%	61%	46%









■ Under-represented elements ■ Over-represented elements

Note: Analyses by age showed no significant differences in these attitudes.







6.1.5 Awareness

Awareness of public bus stops near home did not change significantly.

DO YOU KNOW WHERE IS THE NEAREST BUS STOP TO YOUR HOME?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
I know exactly where it is	168	 70%	176	 73%
I think I know where it is	48	 20%	48	 20%
I don't know where it is	21	 9%	13	 5%
There is none	4	 2%	4	 2%





The relationship is not significant. p-value= 0.6 ; Chi2= 2.1 ; dof= 3.

There was a significant rise in awareness of the bus stop near school from 28% to 47%.

DO YOU KNOW HOW TO PAY FOR THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	171	 71%	216	 90%
No	70	 29%	25	 10%

The relationship is very significant. p-value= < 0.01 ; Chi2= 26.5 ; dof= 1.

Knowledge of how to pay for the bus rose from 71% to 90%, rising to 93% for St. Stephen's School. This was a significant difference.

DO YOU KNOW WHICH BUS STOP TO GET OFF AT TO REACH YOUR SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	67	 28%	114	 47%
No	174	 72%	127	 53%

The relationship is very significant. p-value= < 0.01 ; Chi2= 19.5 ; dof= 1.

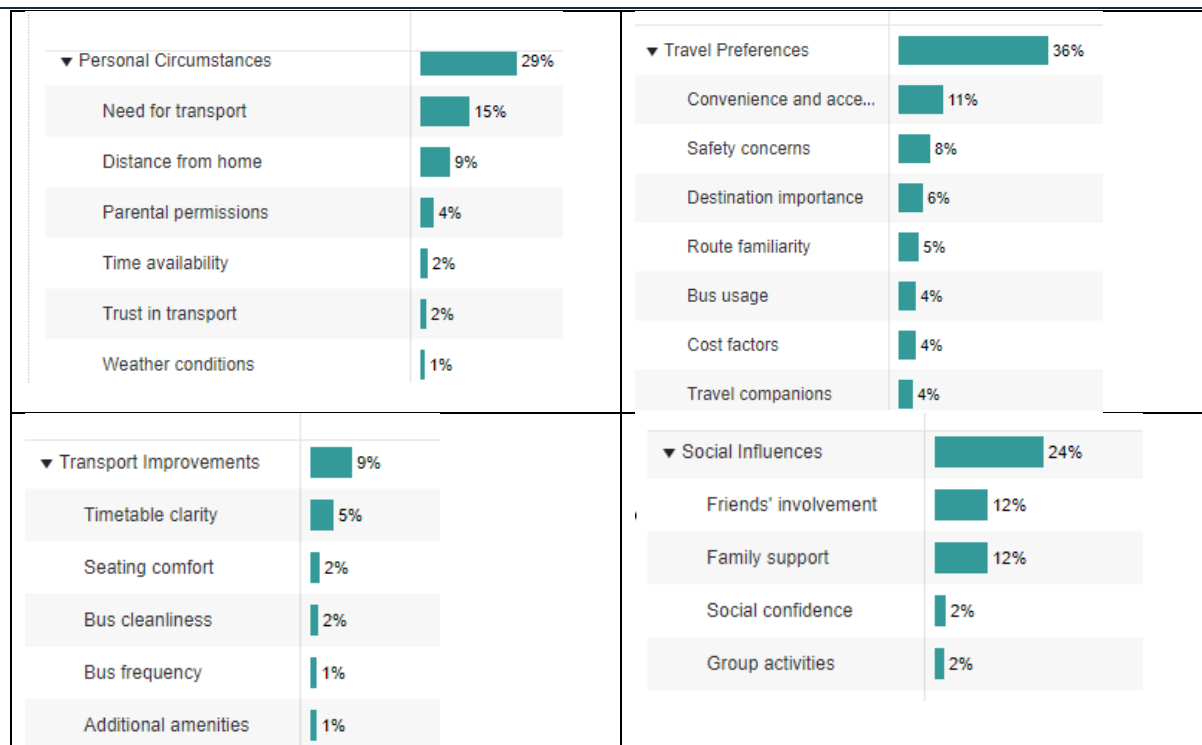
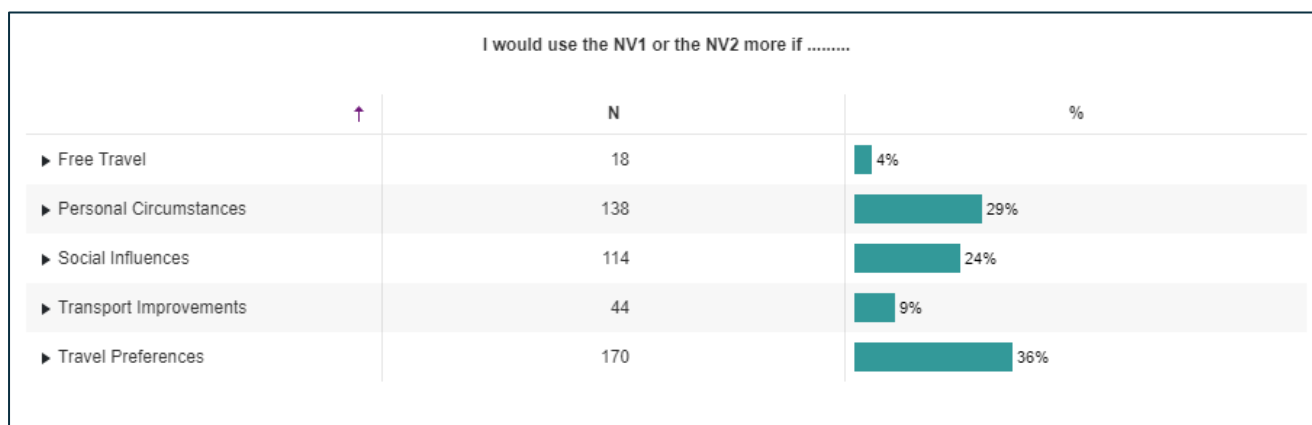


6.2 Qualitative feedback

Below is feedback from the students, teachers and the principal, and the Champions. Qualitative data was collected at different times during the intervention (pre-intervention, demo day, at check-ins during the intervention and post intervention) and during one-to-one unstructured interviews and open-ended questions in the survey.

Student Feedback

Students were asked what would make them use the bus more. The following themes were identified.



Some verbatim comments are shown below.

I would use the NV1 or the NV2 more if ...

Personal Circumstances

- “If my parents would let me because they think I’m too small to go by myself; they don’t like taking the bus because they have a car and think the bus is useless.”
- “If I was with my mother or my father, I don’t trust in going on my own and think it’s unsafe. And my parents do not use it.”
- “If had no other options for transport over a large enough distance not viable for me to walk, I might use a bus (NV1/NV2).”
- “My parents are going to work early and I have to take the bus and if sometimes it’s raining so I have to take the bus.”
- “I had a place to go and no one can take me.”
- “There was any near us. If it dropped me straight to school”.

Travel Preferences

- “I would use the NV2 more because I go shopping with my dad some days because my mom uses her car to go to work.”
- “I would use it if I was further from my house because then it would be faster and easier as well as more convenient.”
- “If my friends went, mom felt safe about it, knew exactly when bus leaving.”
- “I was sure with the times and was able to go on my own and if I was older and with friends.”

Transport Improvements

- “There was a clearer timetable and if it wasn’t always late.”
- “If more people used it or if it wasn’t as crowded as it is on normal days and if it would be on time most of the time.”
- “I knew how it worked and how safe and on time I’d be.”
- “If there were more seats and usb or charger and not get delayed.”
- “If the bus timetable was clearer and the bus was cleaner.”

Social Influences

- “If I went with a parent or brother.”
- “If I was more comfortable by myself.”
- “I have people i know with me.”
- “My friends used it more.”
- “If I was in secondary”



Champion feedback

- Some parents are reluctant to allow their children to take the bus due to concerns about safety and would only allow them to use the bus when with another friend or among a group.
- Champions noted that the curriculum activities were not being done, and hindered the motivation of students to take more trips, as the champions could only motivate the class to a certain degree.
- Champions felt that the bus is now seen as a more viable option than it was previously, and said to have a more comprehensive understanding of the bus routes.
- Champions reported that prizes were a large motivating factor for students' engagement with the programme.
- Champions noted that they felt significantly more independent and confident using the bus, as well as more capable of motivating their classmates over the six-week period.
- Champions referred to lack of motivation of classmates as a main barrier to taking the bus.
- Some champions felt that more support from teachers would have reinforced the importance of taking the bus and motivating students further.
- Champions identified bus unreliability as a major barrier to taking bus trips, noting that buses often arrived over an hour later than the scheduled timetable.



Section 7 Conclusions

The Buslt2School programme was designed as a practical, research-informed demonstrator to explore how confidence, capability and opportunity can be built among primary school pupils to encourage greater use of public bus services for school usage. The project combined behavioural insight, structured engagement, and hands-on experience to test what works in shifting attitudes and behaviours in a real-world school context.

The evaluation provides clear evidence that barriers to bus use among primary school pupils are multi-layered, combining structural, social and psychological factors. The findings show that these barriers are not static. Their relative importance changes as pupils gain experience, highlighting the need for interventions that recognise different stages of readiness.

Evidence from the post-evaluation survey shows that confidence, self-efficacy and positive attitudes increased significantly, particularly among pupils who used the bus more frequently during the programme. While daily school commuting patterns proved resistant to short-term change, substantial increases were observed in leisure and non-school bus use, indicating meaningful behavioural shifts within the constraints of the context.

A central Pathfinder aim is to promote independence and long-term behavioural capability. The evaluation demonstrates that repeated bus use is associated with:

- Increased confidence in travelling independently.
- Reduced reliance on parents for non-school journeys.
- Greater comfort travelling with friends rather than adults.
- Stronger perceptions of public transport as safe, familiar and manageable.

These outcomes position Buslt2School as an intervention that builds foundational mobility skills, even where immediate modal shift is not evident.

The programme contributed to improved awareness of bus routes, stops, payment systems and safety protocols, alongside more positive perceptions of public transport's environmental benefits. While attitudinal change alone does not guarantee behaviour change, the evaluation shows that experience plus reinforcement is effective in embedding these messages in a way that is meaningful to pupils.

Key lessons for scaling and replication include:

- **Experience is the primary mechanism of change:** Confidence supports (information, reassurance, social scaffolding) are most critical before and during early use, but diminish in importance as familiarity increases.



- **Interventions should be staged:** Different supports are required for first-time users, occasional users and regular users. A single, static intervention model is unlikely to be effective at scale.
- **Parental engagement is foundational:** Parental route familiarisation remains important even among frequent users, indicating that parental buy-in is not just an early-stage requirement.
- **Structural constraints must be acknowledged upfront:** Route availability, school location and pupil catchment patterns fundamentally shape achievable outcomes. Scaling requires early feasibility screening rather than post hoc interpretation of results.
- **School calendar alignment is critical:** Earlier implementation in the academic year improves engagement, reduces competition with other activities, and allows habits more time to form.
- **Inclusivity strengthens engagement:** Extending participation beyond pupils who can feasibly commute by bus (e.g. recognising leisure trips, creative activities) increases perceived fairness and maintains wider buy-in.

The BusIt2School programme demonstrated that short-term school-based interventions are unlikely to produce immediate large-scale modal shift in school travel among this age group still bound by parental choices. However, such interventions can play a critical role in normalising public transport use, building independent mobility capability, and seeding longer-term behaviour change.



Appendices

Appendix A: Demo day materials



**BUSIT2SCHOOL
Demonstration Day
2025 - Agenda**

- 01 Introduction**
Overview of the BUSIT2SCHOOL programme, the purpose of the scheme and demo day.
- 02 Safety Demonstration**
Presentation of safety materials by MCC Road Safety Officer.
- 03 Bus Journey**
Trial bus journey with participating students. Run through boarding, leap cards, seating/standing, getting off, stop names.
- 04 Bus Champion Presentation**
Students present to class on why they would be a good champion, then voted on by the class.
- 05 Role Play Scenarios**
Interactive session with participating students in which we discuss what to do if the expected bus journey does not go to plan.
- 06 Bus Quiz**
The quiz will be distributed and completed by the students, based on their learnings from the demo day.
- 07 Bus Champions & Quiz Winners**
Bus Champions will be selected and the role explained to them, Quiz winners will be announced.




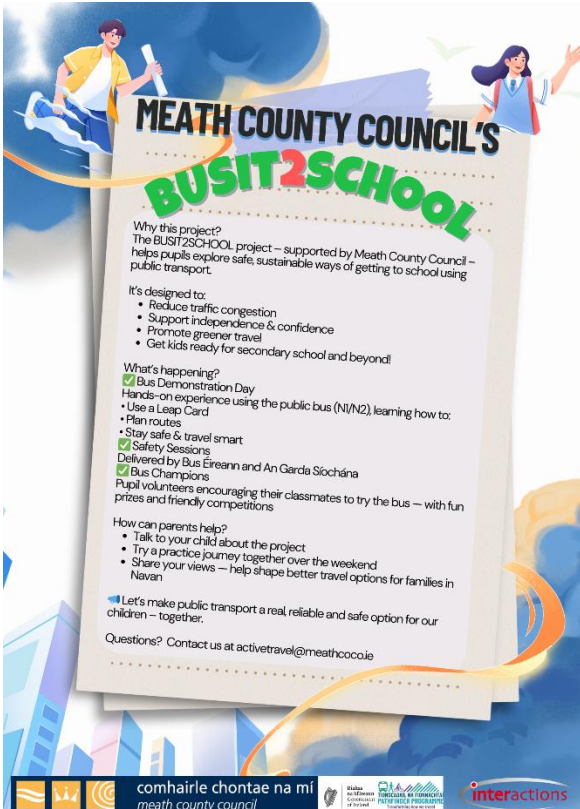
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BUSIT2SCHOOL

An Active Travel Initiative Guide

MEATH COUNTY COUNCIL'S BUSIT2SCHOOL

Why this project?
The BUSIT2SCHOOL project – supported by Meath County Council – helps pupils explore safe, sustainable ways of getting to school using public transport.

It's designed to:

- Reduce traffic congestion
- Support independence & confidence
- Promote greener travel
- Get kids ready for secondary school and beyond!

What's happening?

- ✓ Bus Demonstration Day
Hands-on experience using the public bus (N1/N2), learning how to:
 - Use a Leap Card
 - Plan routes
 - Stay safe & travel smart
- ✓ Safety Sessions
Delivered by Bus Éireann and An Garda Síochána
- ✓ Bus Champions
Pupil volunteers encouraging their classmates to try the bus – with fun prizes and friendly competitions


How can parents help?

- Talk to your child about the project
- Try a practice journey together over the weekend
- Share your views – help shape better travel options for families in Navan

Let's make public transport a real, reliable and safe option for our children – together.

Questions? Contact us at activetravel@meathcoco.ie

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CODE OF CONDUCT - BUSIT2SCHOOL

WHEN USING THE BUS FOR PARENTS AND PUPILS

Our goal is to encourage children to use public buses more confidently, safely, and responsibly. This Code of Conduct outlines expectations for both parents and children to ensure a positive experience for everyone.

For Parents/Guardians

Encourage Independence

- Support your child in developing confidence by teaching them to plan routes, read timetables, and understand bus stops.

Safety First

- Educate your child on basic safety measures:
 - Look both ways before crossing roads to the bus stop.
 - Stand a safe distance from the curb while waiting.
 - Be cautious boarding and exiting the bus.

Behaviour Expectations

- Explain the importance of respect towards bus drivers, fellow passengers, and public property.

Emergency Planning

- Ensure your child has emergency contact information.
- Discuss what to do if they feel unsafe or miss their stop.

Monitor and Review

- Periodically review their travel experiences to identify any concerns and celebrate their successes.

For Children

Respect and Kindness

- Treat bus drivers and fellow passengers with respect and courtesy.
- Give up your seat to those who need it more (e.g. elderly, disabled, or pregnant passengers).

Personal Safety

- Stay seated while the bus is moving, or hold onto a railing if standing.
- Keep belongings out of the aisles to prevent trips and falls.
- Exit the bus calmly and watch for traffic before crossing the road.

Responsibility

- Keep the bus clean by disposing of litter responsibly.
- Avoid loud or disruptive behaviour that may disturb others.

Listening to Instructions

- Follow any instructions from the bus driver or public transport staff.

Preparedness

- Be ready at your stop with your tickets or bus pass.
- If unsure of where to get off, ask the driver politely or use your phone for guidance.

THIS CODE ENSURES A SAFER, RESPECTFUL AND PLEASANT PUBLIC TRANSPORT EXPERIENCE FOR ALL. THANK YOU FOR YOUR COOPERATION AND PARTICIPATION.



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Places to visit on the Public Bus N1 + N2



Navan Town Centre **Salsitice Arts Centre** **Paire Tuilleann G.A.A Pitch**

Meath County Library **Our Lady's Hospital** **The ARC Cinema**

Meath Library Service

Route N1 The Zone

Bayne Ramparts Walk **Johnstown Peoples Park**

Johnstown Village **O'Mahony's 2nd Training Ground**

Route N2

Claremont Stadium **Blackwater Park**

Boyne Valley to Lakelands Greenway






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of Ireland

Bus Demonstration Day Quiz

What can you remember?



Full Name _____ Age _____ Class _____

School _____

What is the name of your bus route?

What is the number or name of the bus stop nearest your school?

When you are on the bus where do you swipe your leap card?

Name an emergency rule/function on board.

How many cameras are on board?

Name three stops on your journey?

What is the fleet number of your bus?

Extra: Did you enjoy taking the bus?

BUSIT2SCHOOL



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ROLE PLAYING SCENARIOS

BusIT2School Bus Demonstration Day

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INTRODUCTION

Today, we will be taking you through some example situations that may happen when taking the bus and what you should do if you find yourself in these situations. For this activity, please get into pairs and be ready to act out and/or explain what you would do in each situation.

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THE BUS IS COMING BUT THE ROAD IS TOO BUSY TO CROSS?

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THE BUS DOES NOT SHOW UP?

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THE BUS ARRIVES, BUT IT IS TOO FULL AND YOU ARE NOT ALLOWED ON?

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YOU DO NOT HAVE ENOUGH MONEY ON YOUR LEAP CARD?

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THE BUS MAKES YOU LATE FOR SCHOOL?

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YOU, A FRIEND, OR SOMEONE YOU RECOGNISE FROM SCHOOL, IS BEING BULLIED OR MADE TO FEEL UNCOMFORTABLE BY OLDER STUDENTS?



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YOU ARE SUPPOSED TO MEET YOUR FRIEND AT THE BUS STOP BUT THEY AREN'T THERE?

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IT IS RAINING VERY HEAVILY...

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SOMEONE ON THE BUS IS BEHAVING IN A WAY THAT MAKES YOU UNCOMFORTABLE?

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YOU GET OFF AT THE WRONG STOP?

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YOUR FRIEND IS ACTING OUT WAITING FOR THE BUS AND RUNNING NEAR THE ROAD, THEN, THEY RUN ONTO THE BUS, PUSHING OTHER PEOPLE OUT OF THE WAY?

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AN ELDERLY OR PREGNANT PERSON BOARDS THE BUS?

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YOU NEED TO GET OFF AT YOUR SCHOOL STOP, WHAT STEPS DO YOU TAKE?

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THANK YOU



Trip Tracker

Champion's Name: _____

Class: _____

School: _____



Week __	Mon	Tue	Wed	Thu	Fri
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For each day of the week, colour, tick or mark a circle for every trip a student in your class has completed. Take notes of things that may have influenced the trips.

Notes:

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Please list the students' names below who have taken bus trips this week. If they have taken 1 trip, place their name under the 1 trip column, if they have taken more than 5, put their name under 5+ trips and if they have taken more than 10, place it under 10+. These names will all be included in the raffle for our weekly prizes.

Trip Takers

1 Trip

5+ Trips

10+ Trips

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Appendix B: Parents Messaging

Weekly Schedule of Parents Communication – BUSIT2School

Week 1: Introduction to the Programme

BUSIT2School has launched in (**school**) as of last week! We are delighted to see engagement with the public bus as a transport option for the students. Last week, we had a bus demonstration day where students learned about safety when taking the bus from Bus Eireann and Meath County Council, an introduction to the project as a whole, interactive role play activities for the students, and a trial bus journey.

We are pleased to let you know that the first week of the BUSIT2School programme has been completed successfully! There was a total of **x** trips recorded for (**school**), and we are delighted to see students changing their behaviour.

As with any behaviour change, consistency and continuity can be an issue. Please continue to encourage your children to take the public bus where possible and to get them thinking about the bus as a transport option. We thank you for your support on this project!

Week 2: Building Independence

Throughout the BUSIT2SCHOOL Programme, we hope to see students developing a sense of independence and autonomy. By taking part in a programme like BUSIT2SCHOOL, and feeling supported in their school community, at home or within the wider community, we expect students to develop the knowledge and skills to use the bus on their own.

This will hopefully spill over into other areas of their life, developing overall independence, and creating a sense of control over their own travel. Last week, during the second week of the initiative, **school x** recorded **x** trips, highlighting that students are becoming more confident and independent using the bus!

Week 3: Poster/Logo Competition

The BUSIT2School Programme is well underway, and we are delighted to see such engagement from the students as the project progresses. Last week we saw **x** trips!

As part of this programme, we are running a logo/mascot competition for BUSIT2School. 5th and 6th class students in St. Stephen's NS can enter the competition by designing a logo/mascot of their choice for the project.



They can be as creative as they like, as long as it represents the project. Please encourage your children to take part, and if they win, they will receive a Mí Meath voucher. The deadline for submission is Thursday, November 20th.

Week 5: Champions Check In

The school children have now been using the bus for over five weeks, and it's been fantastic to see how engaged they continue to be with the programme. Even as we approach the end of the project, the level of enthusiasm and the number of trips being taken remain incredibly high.

Last week, we recorded x trips, which is wonderful to see. The students' commitment to using the bus and participating in the project has been really encouraging.

A quick reminder that the mascot competition deadline is this Thursday, 20th November. All entries will be reviewed, and the winning design will receive a €30 Mí Meath Voucher and 2nd place a €15 Mí Meath Voucher. We're excited to see the creativity from the students and thank you for continuing to support this programme.



Appendix C: Data Tables – Scoil Naomh Eoin

Sample information : SNE
Sample size 125 responses

DO YOU KNOW WHERE IS THE NEAREST BUS STOP TO YOUR HOME?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
I know exactly where it is	34	55%	45	71%
I think I know where it is	17	27%	12	19%
I don't know where it is	10	16%	4	6%
There is none	1	2%	2	3%

The relationship is not significant. p -value= 0.2 ; Chi^2 = 5.3 ; dof= 3.

Cross: How far is this stop from your house? / Phase

HOW FAR IS THIS STOP FROM YOUR HOUSE?	PHASE		
	PHASE 1	PHASE 2	TOTAL
I don't know	4%	2%	3%
Less than 5 minutes walk	47%	68%	58%
5-10 minutes walk	37%	23%	30%
More than 10 minutes walk	8%	5%	6%
5-10 minutes drive	2%	2%	2%
More than 10 minutes drive	2%	0%	1%
TOTAL	100%	100%	

Under-represented elements Over-represented elements

The relationship is not significant. p -value= 0.3 ; Chi^2 = 5.9 ; dof= 5.

DO YOU KNOW WHICH BUS STOP TO GET OFF AT TO REACH YOUR SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	25	40%	30	48%
No	37	60%	33	52%

The relationship is not significant. p -value= 0.4 ; Chi^2 = 0.7 ; dof= 1.

DO YOU KNOW HOW TO PAY FOR THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	45	73%	51	81%
No	17	27%	12	19%

The relationship is not significant. p -value= 0.3 ; Chi^2 = 1.2 ; dof= 1.



	PHASE	
	PHASE 1	PHASE 2
My friends think taking the bus is fun	3.3	3.7
I would feel embarrassed taking the bus	1.7	2.1
My parents/guardians think taking the bus is safe	3.5	3.6
Taking the bus to school instead of being driven is good for the environment	3.3	3.7
It would be boring to take the bus because my friends don't take it	2.7	2.7

■ Elements significantly under mean
 ■ Elements significantly above mean

	PHASE	
	PHASE 1	PHASE 2
I know how to use the bus by myself	3.4	3.8
I feel confident I could take the bus to/from school on my own	3.5	3.8
The bus is safe getting to school	4.2	4.2
The bus stop is conveniently located near my home	3.8	4.0
The bus stop is conveniently located near school	3.7	4.0

■ Elements significantly under mean
 ■ Elements significantly above mean

	SINCE THE BUSIT2SCHOOL DEMONSTRATION DAY, HOW MANY TIMES HAVE YOU TAKEN THE PUBLIC BUS (NV1 OR NV2)?		
	1-2	3-10	10+
I know how to use the bus by myself	3.2	4.1	4.5
I feel confident I could take the bus to/from school on my own	3.3	3.8	<u>4.6</u>
The bus is safe getting to school	4.1	4.0	<u>4.8</u>
The bus stop is conveniently located near my home	<u>3.4</u>	<u>4.5</u>	4.4
The bus stop is conveniently located near school	3.7	4.1	4.4

■ Elements significantly under mean
 ■ Elements significantly above mean



Sample information : SNE
Sample size 125 responses

	PHASE	
	PHASE 1	PHASE 2
The shops	3.4	3.7
For sports	3.6	3.5
A friend's house	3.5	3.7
School	3.8	3.9

■ Elements significantly under mean ■ Elements significantly above mean

WHICH OF THESE WOULD HELP YOU FEEL MORE CONFIDENT TAKING THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Going with a friend	47	77%	46	73%
A clear timetable	29	48%	44	70%
Knowing how to pay	36	59%	37	59%
A parent showing me the route first	41	67%	43	68%
Knowing that the bus will arrive on time	35	57%	40	63%
Knowing that there is space for me on the bus	26	43%	33	52%

■ Under-represented elements ■ Over-represented elements

The relationship is not significant. p -value= 0.6 ; Chi^2 = 3.5 ; dof= 5.

WHAT HAS BEEN YOUR NORMAL WAY OF GETTING TO AND FROM SCHOOL RECENTLY? (PLEASE TICK THE ONE YOU MOSTLY USE)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Walk	27	44%	31	49%
Cycle	5	8%	4	6%
Car	12	20%	15	24%
School Bus	13	21%	12	19%
Public Bus	3	5%	1	2%
Other	1	2%	0	0%

The relationship is not significant. p -value= 0.7 ; Chi^2 = 2.7 ; dof= 5.



HOW LONG HAS IT TAKEN YOU TO GET TO AND FROM SCHOOL RECENTLY?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Less than 10 minutes	39	64%	43	68%
10-20 minutes	12	20%	7	11%
21-30 minutes	8	13%	11	17%
More than 30 minutes	2	3%	2	3%

The relationship is not significant. p -value= 0.6 ; χ^2 = 2.0 ; dof= 3.

How often have you used the bus to get to and from school recently?

PHASE	GOING TO SCHOOL							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	2	3%	1	2%	8	13%	50	82%
Phase 2	9	14%	3	5%	7	11%	44	70%

The relationship is weakly significant. p -value= 0.1 ; χ^2 = 5.9 ; dof= 3.

PHASE	GOING HOME							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	2	3%	3	5%	9	15%	47	77%
Phase 2	12	19%	2	3%	10	16%	39	62%

Under-represented elements
 Over-represented elements

The relationship is significant. p -value= 0.0 ; χ^2 = 8.1 ; dof= 3.

WHO DECIDES HOW YOU GET TO AND FROM SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Me	21	34%	20	32%
My parents/guardians	39	64%	43	68%
Other	1	2%	0	0%

The relationship is not significant. p -value= 0.6 ; χ^2 = 1.2 ; dof= 2.



Sample information : SNE
 Sample size 125 responses

WHAT FACTORS INFLUENCE HOW YOU GET TO SCHOOL? (DRAG ANY FACTORS THAT INFLUENCE YOU INTO THE EMPTY BOX)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Distance to school	46	75%	38	60%
Weather	<u>16</u>	<u>26%</u>	<u>34</u>	<u>54%</u>
Traffic	18	30%	27	43%
Easy/convenient for my parents/guardians	39	64%	42	67%
Safety	29	48%	35	56%
My friends use it	18	30%	28	44%
Travel time to school	32	52%	33	52%
Comfort	<u>17</u>	<u>28%</u>	<u>31</u>	<u>49%</u>
Other	<u>12</u>	<u>20%</u>	<u>25</u>	<u>40%</u>

 Under-represented elements  Over-represented elements

The relationship is significant. $p\text{-value} = 0.0$; $Chi^2 = 18.6$; $dof = 8$.

Since the BusIt2School Demonstration Day, how many times have you taken the public bus (NV1 or NV2)?

	N	%
1-2	29	23%
3-5	10	8%
6-10	11	9%
10-15	1	1%
15-20	3	2%
20+	9	7%
Never	62	50%



Sample information : SNE
Sample size 125 responses

Have you used the bus to go to the following destinations recently

	PHASE	
	PHASE 1	PHASE 2
Going Shopping	50%	50%
The cinema	53%	47%
The swimming pool	50%	50%
The GAA pitch/ Training ground	44%	56%
The Park	42%	58%
Johnston village	47%	53%
Ramparts Walk	44%	56%
The Greenway	21%	79%
Any other destination	48%	52%

 Under-represented elements  Over-represented elements

**IF YOU HAVE USED THE NV1 OR NV2 BUS RECENTLY,
HAVE YOU TRAVELLED... (TICK ALL THAT APPLY)**

	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
By yourself	8	16%	7	13%
With friends	15	29%	23	44%
With a parent	37	73%	31	60%

 Under-represented elements  Over-represented elements

The relationship is not significant. p -value= 0.3 ; χ^2 = 2.3 ; dof= 2.

Thinking about before the BusIt2School Demonstration Day and now, how likely are you to:

	MORE LIKELY	SAME AS BEFORE	LESS LIKELY	MEAN
Take the public bus to school	11%	46%	43%	1.7
Take the public bus anywhere	44%	35%	21%	2.2
Think of the public bus as a travel option	40%	32%	29%	2.1
Want to take the public bus	43%	30%	27%	2.2
Take the public bus during summer holidays	49%	24%	27%	2.2

 Under-represented elements  Over-represented elements

Cronbach's Alpha: 0.9



Appendix D: Data Tables – St. Stephens

Sample information : STST
Sample size 357 responses

DO YOU KNOW WHERE IS THE NEAREST BUS STOP TO YOUR HOME?

I know exactly where it is
I think I know where it is
I don't know where it is
There is none

The relationship is not significant. $p\text{-value} = 0.8$; $\text{Chi}^2 = 0.8$; $\text{dof} = 3$.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
134	75%	131	74%
31	17%	36	20%
11	6%	9	5%
3	2%	2	1%

Cross: How far is this stop from your house? / Phase

HOW FAR IS THIS STOP FROM YOUR HOUSE?

I don't know
Less than 5 minutes walk
5-10 minutes walk
More than 10 minutes walk
5-10 minutes drive
More than 10 minutes drive

TOTAL

PHASE		
PHASE 1	PHASE 2	TOTAL
4%	3%	3%
55%	54%	54%
36%	34%	35%
4%	7%	5%
2%	1%	2%
1%	1%	1%
100%	100%	

Under-represented elements Over-represented elements

The relationship is not significant. $p\text{-value} = 0.7$; $\text{Chi}^2 = 2.7$; $\text{dof} = 5$.



Sample information : STST
 Sample size 357 responses

DO YOU KNOW WHICH BUS STOP TO GET OFF AT TO REACH YOUR SCHOOL?

Yes
 No

The relationship is very significant. $p\text{-value} < 0.01$; $\text{Chi}^2 = 22.0$; $\text{dof} = 1$.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
42	23%	84	47%
137	77%	94	53%

DO YOU KNOW HOW TO PAY FOR THE BUS?

Yes
 No

The relationship is very significant. $p\text{-value} < 0.01$; $\text{Chi}^2 = 29.5$; $\text{dof} = 1$.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
126	70%	165	93%
53	30%	13	7%

My friends think taking the bus is fun
 I would feel embarrassed taking the bus
 My parents/guardians think taking the bus is safe
 Taking the bus to school instead of being driven is good for the environment
 It would be boring to take the bus because my friends don't take it

PHASE	
PHASE 1	PHASE 2
3.6	3.7
2.0	1.9
3.2	3.3
3.4	3.6
2.9	2.9

Elements significantly under mean Elements significantly above mean



Sample information : STST
 Sample size 357 responses

	PHASE	
	PHASE 1	PHASE 2
I know how to use the bus by myself	3.4	3.9
I feel confident I could take the bus to/from school on my own	3.4	3.6
The bus is safe getting to school	3.8	4.0
The bus stop is conveniently located near my home	3.9	4.0
The bus stop is conveniently located near school	3.3	3.6

■ Elements significantly under mean
 ■ Elements significantly above mean

	PHASE	
	PHASE 1	PHASE 2
The shops	3.4	3.8
For sports	3.1	3.1
A friend's house	3.4	3.6
School	3.3	3.3

■ Elements significantly under mean
 ■ Elements significantly above mean

WHICH OF THESE WOULD HELP YOU FEEL MORE CONFIDENT TAKING THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Going with a friend	143	80%	152	86%
A clear timetable	105	59%	125	71%
Knowing how to pay	100	56%	120	68%
A parent showing me the route first	124	69%	133	76%
Knowing that the bus will arrive on time	101	56%	135	77%
Knowing that there is space for me on the bus	89	50%	110	63%

■ Under-represented elements
 ■ Over-represented elements

The relationship is significant. p-value= 0.0 ; Chi2= 13.3 ; dof= 5.



WHAT HAS BEEN YOUR NORMAL WAY OF GETTING TO AND FROM SCHOOL RECENTLY? (PLEASE TICK THE ONE YOU MOSTLY USE)

- Walk
- Cycle
- Car
- School Bus
- Public Bus
- Other

The relationship is not significant. p-value= 1.0 ; Chi2= 1.0 ; dof= 5.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
68	38%	70	40%
44	25%	40	23%
44	25%	46	26%
1	1%	2	1%
1	1%	1	1%
21	12%	17	10%

HOW LONG HAS IT TAKEN YOU TO GET TO AND FROM SCHOOL RECENTLY?

- Less than 10 minutes
- 10-20 minutes
- 21-30 minutes
- More than 30 minutes

The relationship is weakly significant. p-value= 0.1 ; Chi2= 6.0 ; dof= 3.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
42	63%	82	47%
23	34%	81	46%
2	3%	9	5%
0	0%	4	2%

WHO DECIDES HOW YOU GET TO AND FROM SCHOOL?

- Me
- My parents/guardians
- Other

The relationship is not significant. p-value= 0.2 ; Chi2= 2.8 ; dof= 2.

PHASE			
PHASE 1		PHASE 2	
N	%	N	%
93	52%	84	48%
84	47%	92	52%
2	1%	0	0%



How often have you used the bus to get to and from school recently?

PHASE	GOING TO SCHOOL							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	4	2%	2	1%	15	8%	158	88%
Phase 2	5	3%	2	1%	21	12%	147	84%

The relationship is not significant. p -value= 0.7 ; Chi^2 = 1.5 ; dof = 3.

PHASE	GOING HOME							
	EVERYDAY		MOST DAYS		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Phase 1	4	2%	4	2%	19	11%	152	85%
Phase 2	4	2%	5	3%	32	18%	134	77%

Under-represented elements Over-represented elements

The relationship is not significant. p -value= 0.2 ; Chi^2 = 4.5 ; dof = 3.

WHAT FACTORS INFLUENCE HOW YOU GET TO SCHOOL?
(DRAG ANY FACTORS THAT INFLUENCE YOU INTO THE
EMPTY BOX)

	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Distance to school	123	69%	108	62%
Weather	66	37%	113	65%
Traffic	65	36%	78	45%
Easy/convenient for my parents/guardians	101	56%	95	54%
Safety	67	37%	96	55%
My friends use it	73	41%	69	39%
Travel time to school	68	38%	80	46%
Comfort	79	44%	82	47%
Other	36	20%	40	23%

Under-represented elements Over-represented elements

The relationship is very significant. p -value= < 0.01 ; Chi^2 = 23.3 ; dof = 8.



Sample information : STST
 Sample size 357 responses

Since the BusIt2School Demonstration Day, how many times have you taken the public bus (NV1 or NV2)?

	N	%
1-2	91	25%
3-5	31	9%
6-10	25	7%
10-15	10	3%
15-20	3	1%
20+	15	4%
Non-response	182	51%

Sample information : STST
 Sample size 357 responses

Have you used the bus to go to the following destinations recently

	PHASE	
	PHASE 1	PHASE 2
Going Shopping	48%	52%
The cinema	51%	49%
The swimming pool	52%	48%
The GAA pitch/ Training ground	68%	32%
The Park	54%	46%
Johnston village	45%	55%
Ramparts Walk	50%	50%
The Greenway	75%	25%
Any other destination	51%	49%

 Under-represented elements  Over-represented elements



Sample information : STST
 Sample size 357 responses

IF YOU HAVE USED THE NV1 OR NV2 BUS RECENTLY, HAVE YOU TRAVELLED... (TICK ALL THAT APPLY)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
By yourself	16	12%	19	15%
With friends	38	29%	61	48%
With a parent	102	77%	70	56%

■ Under-represented elements ■ Over-represented elements

The relationship is very significant. $p\text{-value} < 0.01$; $\text{Chi}^2 = 11.5$; $\text{dof} = 2$.

Thinking about before the BusIt2School Demonstration Day and now, how likely are you to:

	MORE LIKELY	SAME AS BEFORE	LESS LIKELY	MEAN
Take the public bus to school	11%	49%	39%	1.7
Take the public bus anywhere	44%	41%	15%	2.3
Think of the public bus as a travel option	36%	43%	21%	2.2
Want to take the public bus	43%	35%	22%	2.2
Take the public bus during summer holidays	39%	39%	22%	2.2

■ Under-represented elements ■ Over-represented elements

Cronbach's Alpha: 0.8



Appendix E: Pilot Phase Report





comhairle chontae na mí
meath county council



Rialtas
na hÉireann
Government
of Ireland



BUSIT2SCHOOL



Meath County Council – BUSIT2School Project Report – January 2026



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Section 1 Background

Pathfinder Programme

The BusIt2School project forms part of the Department of Transport Pathfinder Programme of sustainable mobility demonstrator projects. The Pathfinder Programme is designed to capture learnings from creative and innovative projects across the country so they can be replicated and scaled up elsewhere.

Building capacity on how to develop, replicate and scale up successful sustainable mobility projects, learn from research and learn from evidence of before and after impacts, is a significant support to the step change required toward people focused mobility Nationally.

The primary objective of the Pathfinder project was to investigate barriers to use of public transport and to identify and test methodologies and strategies to increase its usage in school aged children.

Other aims of the Pathfinder demonstrator could be:

- To promote awareness of sustainable travel and encourage it to be integrated into the curriculum and relevant school activities.
- To increase independent mobility for young people and improve their general well-being.
- To promote skills for life for younger people.
- To educate students and their families on the bus code of conduct—supporting a safer and more connected community.
- To support students and their families in building confidence in bus travel being a safe and efficient way to get to and from school—facilitating a more informed and empowered community.
- To promote and improve students' road and personal safety when both preparing to catch and travel on the bus.
- To reduce congestion at school zones and result in less pollution in the environment.



Section 2 Summary

The pilot targeted 5th and 6th class pupils, a cohort largely reliant on car journeys, with the goal of increasing awareness, confidence, and actual use of public bus services for school and leisure travel. The intervention combined research-driven design with practical engagement activities, including:

- **Baseline and follow-up surveys** to assess attitudes, behaviours, and barriers to bus use.
- **Parent focus groups** to explore perceptions, constraints, and decision-making factors.
- **A seven-week behaviour change programme** centred on a Bus Demonstration Day, class-wide participation, Bus Champions, pre-loaded Leap cards, and creative competitions to maintain visibility and motivation.

Results

- Increased awareness of public bus:
Pupils demonstrated improved knowledge of bus routes, bus stop locations, payment methods, and safety protocols.
- Increased confidence in public bus use:
Confidence in using public transport increased, with more pupils indicating willingness to use the bus for non-school journeys.
- Behaviour change:
While daily school commuting habits were largely unchanged, the intervention led to **332 public bus trips**, mainly to leisure destinations.
- Positive engagement activities:
 - The Bus Demonstration Day was well received, providing a hands-on introduction to public transport.
 - Pre-loaded Leap cards and creative competitions (logo/art) helped generate excitement and inclusive participation, particularly for students unable to use the bus to school.
 - In-person check-ins with Bus Champions and teachers maintained visibility and encouraged participation.

Barriers to Success

- Limited school participation:
The project launched during the final school term, when schools were heavily committed to other activities. Practical barriers, including unsuitable bus routes, further limited the pool of participants.



- GDPR restrictions on collecting pupil home locations:
To comply with GDPR, no personal or location-specific data were collected from pupils, which limited the ability to analyse transport accessibility, travel time and travel distance to school.
- Logistical constraints:
Many pupils lived too close to school to warrant bus use, or too far from a bus stop to participate safely.
- Parental constraints
Parental concerns about safety and independence were decisive in travel choices, as 5th and 6th class students rarely make independent transport decisions.
- Uneven engagement:
A small core group of motivated students accounted for most trips. Champions had limited influence on their peers, and extrinsic rewards were not strong enough to overcome convenience and parental limitations.
- Behaviour change limited by context:
The age of the target group and the short time-frame of the intervention meant that behaviour change would be difficult to achieve. The intervention shifted *attitudes* and increased off-peak bus use but had minimal impact on entrenched school travel routines. *Intentions* to continue off-peak bus use are high.

Conclusion

The project served as a proof-of-concept to explore which strategies are most effective in achieving modal shift in smaller towns, where public bus use is less embedded in local culture and parental decisions largely dictate pupil travel behaviour.

The findings from this pilot provide critical insights into both the opportunities and constraints for promoting school-based public transport initiatives and offer a strong foundation for scaling the programme to additional schools in Navan and beyond.

Actionable insights for future iterations include:

6. Launching earlier in the school year to align with school schedules
7. Capturing pupil location data (within GDPR constraints) to better assess current and potential travel behaviour
8. More suitable rewards and prizes
9. Enhancing parental engagement and class-wide activities to sustain momentum
10. Strengthening the visibility and role of Bus Champions with structured, tangible weekly tasks



Section 3 Overview of the project

Navan town, the focus area for the pilot, suffers from significant traffic congestion at school opening and closing times, and at rush hour. It also sees high levels of traffic-related pollution. Local government initiatives, such as active travel, aim to improve the traffic congestion in Navan. Encouraging more school journeys by public bus has the potential to reduce local congestion, improve air quality, and foster sustainable travel habits among young people.

In Q4 2024, Meath County Council commissioned Interactions Research and Evaluation to implement and evaluate the demonstrator project 'BusIt2School' in Navan town.

Over the course of the project, the Council aims to work with three schools in Navan located close to and/or along the town bus network to encourage greater use of the bus service as a means of getting to and from school. The 'BusIt2School' project is aimed at school children who are typically driven to school (and for whom walking and cycling are not practical) to learn and experience using the bus with the intention of changing long term travel behaviour.

The project aims to promote the health, economic, sustainability and environmental benefits of bus travel, helping students and their families to build confidence in public transport as being a safe and efficient way to travel to/from school. In addition, it is hoped that students and families will consider public transport as a means of transport for other activities outside school (non-commuter trips).

The purpose of the BusIt2School project is to encourage students who are typically driven by the parents, where possible, to use the bus their commute to/from school and to other activities, thus reducing the number of daily car journeys made in Navan.

The project targeted 5th and 6th class pupils, a cohort largely reliant on car journeys, with the goal of increasing awareness, confidence, and actual use of public bus services for school and leisure travel.

The Council had already chosen the concept of peer 'Bus Champions' to disseminate information to other students who voluntarily participate in the programme.

The remit included a specific audit at the participating schools to identify real or perceived barriers/key issues/impediments to using the town service and develop an overall strategy which combined initiatives to overcome/improve these, and which addressed the specific school situation.



The Council also specified an interactive learning experience and bus orientation programme for the participating schools in conjunction with relevant stakeholders on how to use the bus service.

A key outcome is the identification of the key issues arising from the project - what worked well, what could be done differently, how best the demonstration project could be scaled up and rolled out to additional schools in the town, county and nationally.

The intervention combined research-driven design with practical engagement activities. The methodology was as follows:

Phase 1: Baseline survey

The consultant designed a survey to elicit travel modes, reasons for travel mode choice, barriers to modal shift, and attitudes towards and perceptions of taking the public bus. This survey was designed in collaboration with the client. The purpose of this survey was to establish the behaviours, thoughts and factors that influence travel mode choice among the designated cohort – 5th and 6th class pupils.

Phase 2: Qualitative workshops

The consultant conducted two qualitative focus groups with parents to identify the real or perceived barriers/key issues/impediments to using the public bus service and the internal and external factors which contribute to behavioural change.

Phase 3: Behaviour Change Intervention

The behaviour change intervention included engaging participating students in a demonstration day, the selection of Bus Champions and the participation in a seven-week intervention programme to increase the use of public bus services.

Phase 4: Post Evaluation

A post-survey was designed to measure change, both behavioural and attitudinal, as a result of the intervention. Wider stakeholders, such as parents, teachers, and principals were also given the chance to provide feedback on the efficacy of the programme.



Section 4 Programme Design

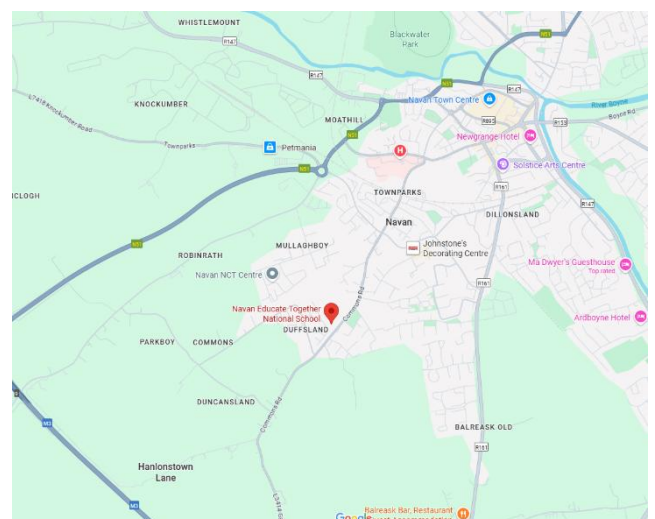
The BusIT2School Programme aimed to:

4. Investigate barriers to public transport use
5. Increase the number of students using public transport as their preferred mode of travel to and from school as well as other activities
6. Increase consideration of students and families as public transport as a mean of transport for other activities outside of school



The target of three schools was decided by the client and schools were chosen based on their location near/on the bus routes. Of the schools approached, only Navan Educate Together National School (NET) was able to commit a pilot programme in early 2025. Another school agreed to participate but dropped out before the project commenced. This and one other school have signed on for the programme to run beginning in September 2025.

School	NET
Location	Commons Rd, Duffslane, Navan, Co. Meath
Number of 5th and 6th class students	50
Reasons for selection	Well-located on the N2 bus route, good size, engaged with the project from initial communications and has a good catchment area across Navan town. The school wanted to reduce traffic congestion at drop-off and pick-up times.



NET were slightly concerned about the project creating too much work for the teachers involved and wanted to avoid this. NET also explained that as they were a small school with children coming from both within walking distance and from quite a wide catchment area, the potential uptake for bus trips to and from school was not high. However, it was decided to go ahead with the intervention as a pilot to test the methodologies and take learnings on how to adapt/improve for further iterations with the two remaining schools in September 2025.

Baseline Survey with Pupils

A baseline survey was designed to measure current travel behaviour, attitudes to bus use and likelihood to change. The survey was distributed to the point of contacts at NET for student completion. 28 students completed the survey independently on iPads/desktops at school.

Analysis of the data showed that only a small cohort of 5th and 6th class pupils would be an appropriate target for the travel behaviour change intervention. Excluding those who

- travel with siblings
- already use the bus or walk/cycle to school as their usual travel mode
- are not averse to using the public bus to school (“I don’t mind”)

a target of *four* pupils was found, which although disappointing, was in keeping with expectations.

Focus Groups with Parents

Qualitative focus groups were conducted with the parents from 5th and 6th class and findings were synthesised to highlight the barriers envisaged by parents to their children using public transport. While parents support the idea of public bus use in principle, they highlighted significant barriers to uptake in the programme design.

A key criticism was the ‘exclusionary’ nature of the programme which would target and reward only those who could use the bus to get to school.

A more inclusive and flexible approach was needed for meaningful behaviour change.



NET – Parents Feedback	
Barriers to Public Bus Use	Reaction to Programme Design
<ul style="list-style-type: none"> •Unreliable service undermines parental confidence. •Limited accessibility: Bus routes often do not align with home-to-school journeys •Safety concerns, especially for younger children without phones or in winter months •Cost vs convenience: Driving (especially with EVs) is often cheaper and faster. •Lack of local culture around public transport use compared to larger cities 	<ul style="list-style-type: none"> •Incentives seen as exclusionary - Rewards for using the bus may unfairly favour those with access. •Bus champion model lacks relevance where access is limited; peer influence alone is insufficient if logistics don't support use •Decisions are parent-led, not child-led; programme must engage parents directly
Suggest for Improvement	Communication
<ul style="list-style-type: none"> •Inclusive rewards: Class-wide incentives (e.g. school trips) seen as more equitable. •Expand scope: Include all public bus trips, not just school commutes. •Focus on experience: Emphasise education, environmental awareness, and social aspects (e.g. travelling with friends). •Practical preparation: Encourage trial runs, provide user-friendly maps/routes, and highlight real-world bus use opportunities 	<ul style="list-style-type: none"> •Avoid “good vs bad” framing (e.g. driving vs bus) •Emphasise choice, accessibility, and normalisation over behavioural pressure •Consider positioning the programme as a “citizen science” or community research project

Intervention refinement

The outcome from Phase 1 was the refinement of the BusIt2School programme to reflect the findings from the survey of pupils and focus group with the parents. To increase the chance of success and to more closely align with parental expectations, the consultant recommended the following adjustments to the intervention:

- Extend the scheme to the whole class not just those who can travel by bus to school
- Include any bus trips made, not just trips to school
- Leap cards given to all pupils in 5th and 6th class
- Champions could be ‘Ambassadors’ instead, nominated by the class and confirmed by the teachers. They will have more of a facilitating role - tasked with monitoring the trips and the raffles. They are seen more as ‘stewards for change’ rather than leading or in competition. 1 Champion would be designated per class.

These recommendations were approved by the Council and implemented, with the exception of changing the name of the Bus Champions to Ambassadors. Their role was changed, but their title remained the same.



The intervention was then fleshed out and engagement materials developed that addressed the barriers uncovered in the research. These included:

- Bus Demonstration Day
- Material tailored for parents for Demonstration Day
- Leap cards for all pupils in 5th and 6th class
- Trip tracker whereby Bus Champions recorded any bus trips by their classmates
- Weekly prizes – a raffle that students are automatically entered into after one trip is completed
- Final reward for the whole class – financial contribution to school tour, or an add-on to school tour
- Competitions – a creativity competition during the course of the intervention recording their experience of using the bus
- Materials – a ‘where you can go’ poster to encourage bus use and expand the role play scenario to incorporate new parental concerns
- A token of appreciation (MyMeath cards) for the Bus Champions at the end of the project

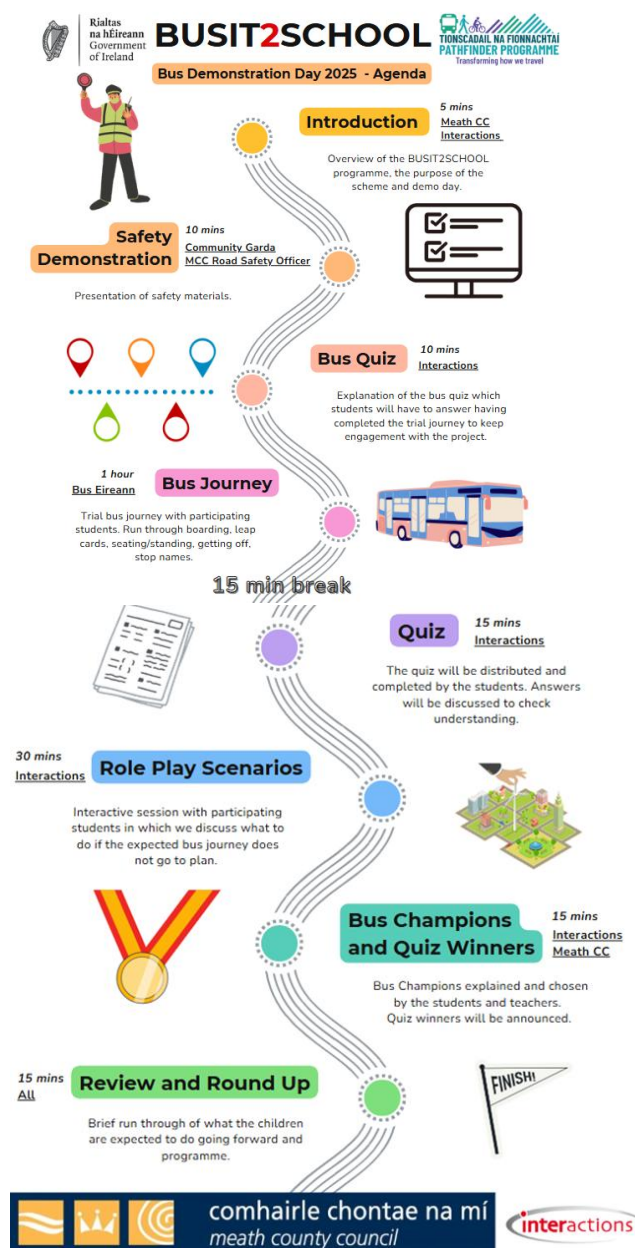


Section 5 Programme Implementation

5.1 Bus Demonstration Day

Liaison with Bus Éireann, An Garda Síochána, MCC Active Travel Department and Road Safety Officer ensured a successful Demonstration Day. It ran as follows

- Introduction: Overview of the BUSIT2School programme, the purpose of the scheme and demonstration day.
- Safety Demonstration: Presentation of safety materials by the MCC Road Safety Officer and the Community Garda.
- Bus Quiz: Explanation of the bus quiz which students would have to answer after the trial bus trip to ensure engagement.
- Bus Journey: Trial bus journey with Bus Éireann by participating students. Ran through boarding, leap cards, seating/standing, getting off and stop names.
- Quiz: Bus quiz distributed and completed by the students. Answers were discussed to check understanding.
- Role Play Scenarios: Interactive session with students in which they discussed what to do if the bus trip does not go as planned.
- Bus Champions and Quiz Winners: Bus champions were explained to be a class leader, who would be a point of contact for the project, would motivate the students to take trips and would oversee monitoring and recording trip numbers. The students were asked to volunteer for the role, and they were voted for by the students. The quiz winners were also announced.
- Review and Round Up: Brief run through of what was expected of students throughout the coming 7-week intervention.





Materials

Each student was given an information booklet to share with their parents which outlined the programme, a code of conduct for both the parents and the students, places to visit, both the N1 and the N2 bus route timetables, and the bus service map.

A Leap card pre-loaded with €5 was provided for each student. Education and engagement activities included a quiz, role play scenarios, a safety demonstration from the Road Safety Officer and from Bus Éireann. Posters were designed to show where to go on the bus, and champions were shown how to use the trip trackers. Please see Appendix A for the full set of engagement materials.



Feedback from the school showed that the demonstration day went well and the children enjoyed it, increased their understanding and developed their knowledge of using the public bus and was a conducive springboard for behaviour change.

5.2 Ongoing Engagement and Monitoring

The intervention was live for 7 weeks, during which the participating students were encouraged to take public bus trips anywhere throughout the week. On Fridays, they would report their numbers to the class Champion. Each class calculated their weekly trip numbers which were sent to the consultant. Those who took trips were entered into a weekly raffle for a Mymeach card to the value of €15. Mymeach cards were chosen as the main prize to reinvest into the local community and to promote further student



travel and independence. More entries were given to those who took more trips. Champions were tasked with encouraging and motivating their class to take trips.

Engagement strategies

Key to behaviour change initiatives, consistent engagement with the programme is necessary, to allow the project to have high visibility. Engagement strategies were as follows:

- Consultant check ins - a member of the consultant team conducted weekly check-ins (by email, or in-person) with the champions, the students, teachers and the principal to garner insights into progress, barriers and influential factors.
- Parents were messaged weekly to keep awareness and wider stakeholder engagement levels high, and to overcome any potential miscommunication between children and parents about the project. The schedule of communications (Appendix B) was designed to address different topics each week such as increasing confidence in using the bus, environmental messaging, building independence and preparing for travel to secondary school.
- Midway through the intervention an art competition was designed to a) reinforce engagement and b) involve those who did not live on a bus route or could not take the bus for whatever reason in the project.



While some children made trips by bus, the uptake was low as anticipated. The consultant increased their in-person presence at the school by visiting more regularly. A secondary, larger poster was created in response to the Champion feedback that expressed how the project could have more visibility to children as they were entering and leaving school, so that they would be more inclined to think of the bus as a transport option more regularly. A larger 'Places to Visit' poster was printed and the Champions hung it up in front of the class.

Research projects were introduced for students to explore reasons for low uptake, which highlighted parental restrictions and safety concerns. This mini research project consisted of the Champions interviewing their classmates to assess barriers and common themes running through reasoning against taking the bus. Champions were



tasked with investigating barriers among their peers during week 4 of the project. They were instructed to interview as many peers in their class as possible, to take notes, and to probe for meaning behind the initial reasons given by their classmates. In week 5, the Champions reported their findings to the consultant in person. Findings are included in the Champions feedback in Section 5.



The consultant also re-engaged directly with the whole class of students to remind and encourage them to consider using the bus. However, the main barriers, including parental restraint and the location or proximity of bus routes, could not be addressed within the scope of the current programme due to timing and logistical limitations.

The winning entries of the art competition are shown overleaf.

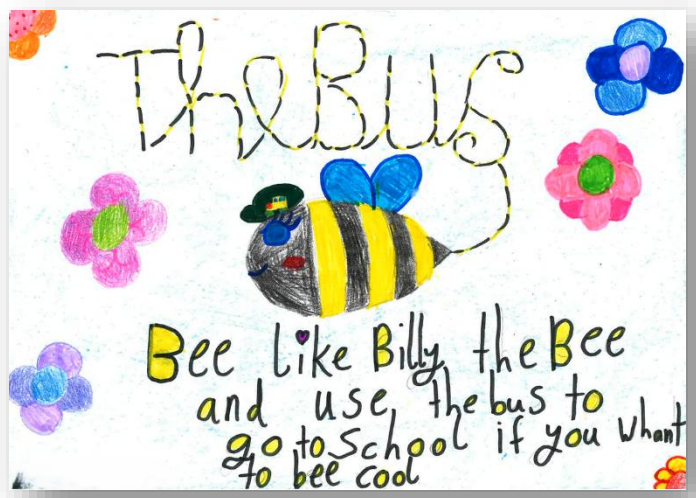




First Place Prize Winner



Second Place Prize Winner



Third Place Prize Winner



Section 6 Programme Evaluation

At completion of the intervention, a follow-up survey was conducted to evaluate any changes in attitudes, perceptions, and behaviours. 39 respondents were recorded compared with 28 in the baseline sample. Please note that changes between baseline and follow-up surveys should be interpreted with caution, as the sample size was relatively small which limits the statistical power to detect genuine changes. The composition of the sample differed between the two surveys which increases the risk of random variation affecting results, and findings should be treated as illustrative rather than definitive.











Therefore, our findings are triangulated with qualitative feedback (from teachers, principal and champions) to build a fuller picture.

6.1 Post evaluation survey

Survey findings are presented below showing comparisons with the baseline data. The baseline survey was focused primarily on trips to school. With the subsequent change in focus to include non-school trips, questions about other public bus trips were added in the post-survey. There is no comparison with the pre-survey for these data.

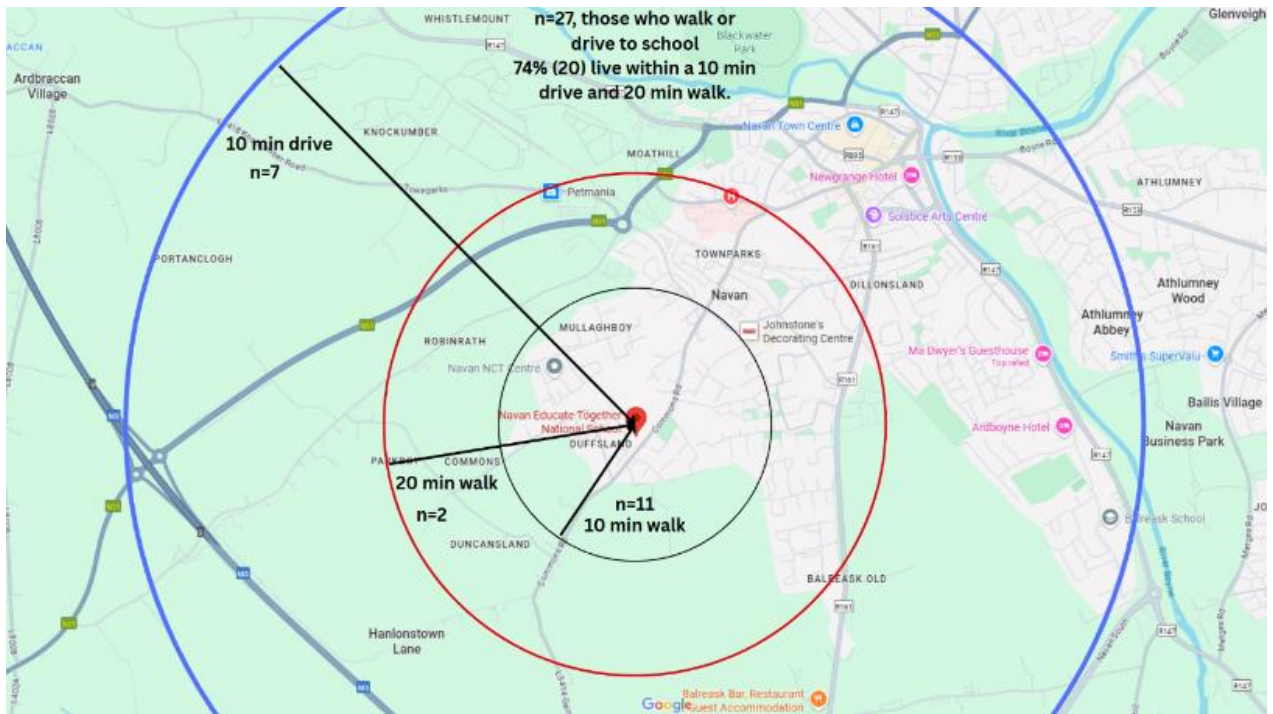
Travel Mode to School

There is no change in the number using the car to get to school (n=14), while walking and school bus have increased. However, these differences are not statistically significant.

WHAT HAS BEEN YOUR NORMAL WAY OF GETTING TO AND FROM SCHOOL RECENTLY? (PLEASE TICK THE ONE YOU MOSTLY USE)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Walk	7	 25%	13	 33%
Cycle	1	 4%	2	 5%
Car	14	 50%	14	 36%
School Bus	4	 14%	9	 23%
Public Bus	2	 7%	1	 3%

The relationship is not significant. p-value= 0.6 ; Chi2= 2.7 ; dof= 4.





Those who travel by car or who walk (the majority of the sample) generally take less time to get to and from school than other modes. Half of car users, and over 4 in 5 of walkers took less than 10 minutes to get to school. More than half of the sample live within these circles. It is likely that living within a 10 minute walk or cycle would be a contra-indicator to using the bus.

There was a slightly significant decrease in using the public bus to get to school in the morning. While this could be somewhat explained by the difference in the sample, it could also be attributed to the increase in walking and school bus use.

HOW OFTEN HAVE YOU USED THE PUBLIC BUS (NOT SCHOOL BUS) TO GET TO SCHOOL RECENTLY?

PHASE	EVERYDAY	MOST DAYS	SOMETIMES	NEVER
Phase 1	4	0	3	21
Phase 2	2	1	0	36

■ Under-represented elements ■ Over-represented elements

The relationship is weakly significant. p -value= 0.1 ; $\chi^2= 7.0$; dof= 3.



Decision-Making

WHO DECIDES HOW YOU GET TO AND FROM SCHOOL?	PHASE 1		PHASE 2	
	N	%	N	%
Me	5	18%	9	23%
My parents/guardians	23	82%	30	77%

The relationship is not significant. p -value= 0.6 ; χ^2 = 0.3 ; dof= 1.

A large proportion of students remain in deference to their parents when choosing how to travel to school, although autonomy over this decision has increased slightly since pre-intervention. However, these differences are not significant.

There is also little change in factors influencing travel mode choice, with distance to school and ease for parents being popular factors in both phases. Other influential factors include weather and traffic.





WHAT FACTORS INFLUENCE HOW YOU GET TO SCHOOL? (DRAG ANY FACTORS THAT INFLUENCE YOU INTO THE EMPTY BOX)	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Distance to school	15	54%	22	56%
Weather	15	54%	14	36%
Traffic	12	43%	11	28%
Easy/convenient for my parents/guardians	12	43%	18	46%
Safety	9	32%	9	23%
My friends use it	8	29%	9	23%
Travel time to school	7	25%	18	46%
Comfort	8	29%	8	21%
Other	5	18%	3	8%

The relationship is not significant. p -value= 0.6 ; χ^2 = 6.8 ; dof= 8.

Travel to other destinations

There was a significant jump in public bus trips to other destinations compared to pre-intervention (22% reported Yes in pre, and 46% reported Yes in post). This indicates that the intervention was successful in seeing more public bus trips by pupils to any destination. School travel related barriers were likely to be highly influential and the main reason for the increase in trips outside of school travel but not within.



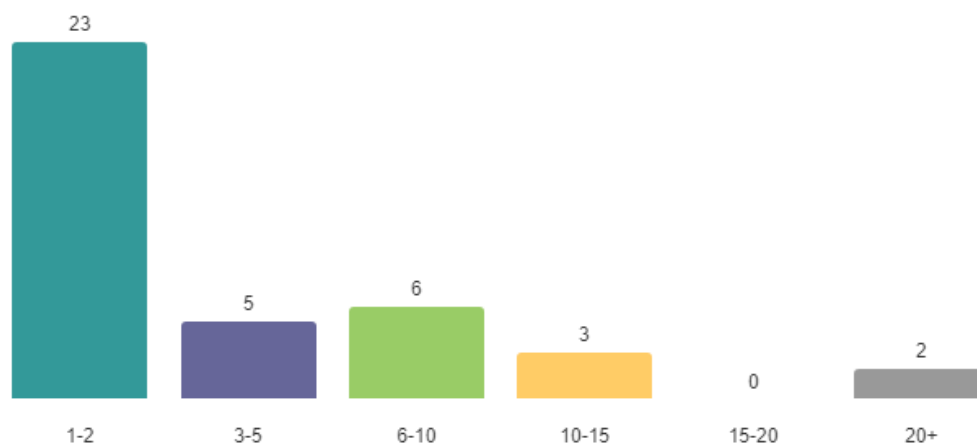
HAVE YOU USED THE PUBLIC BUS RECENTLY FOR OTHER TRAVEL REASONS THAN GOING TO/FROM SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	7	 25%	18	 46%
No	21	 75%	21	 54%

The relationship is weakly significant. p -value= 0.1 ; χ^2 = 3.1 ; dof= 1.

Most common places to travel on the public bus were:

- “shopping centre”
- “Navan shopping centre cinema estates random areas”
- “to go to Navan shopping centre”
- “town”
- “Navan shopping centre”
- “shopping, Dublin and home”

Since the BUSIT2School Demonstration Day, how many times have you taken the public bus?



As a result of the BUSIT2School demonstration day and intervention, just under 3 in 5 (59%) reported taking the public bus just 1 or 2 times, with a further third (36%) reporting between 3 and 15 trips.



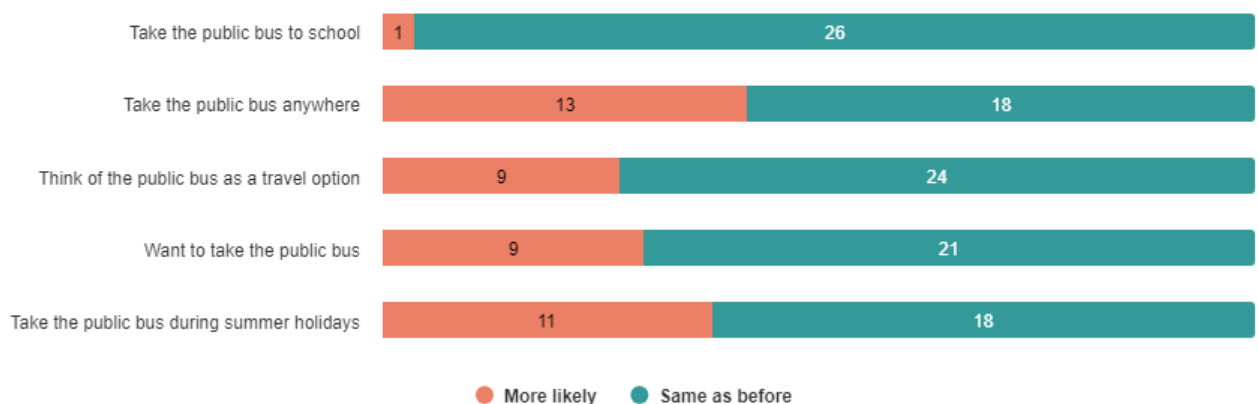
Data from the Trip Trackers maintained by the Bus Champions showed a total of 332 trips taken during the intervention.

	5th class	6th class	TOTAL
Week 1 May 5th	25 trips (4 children)	26 trips (13 children)	51 trips (17 children)
Week 2 May 12th	4 trips (1 child)	26 trips (6 children)	30 trips (7 children)
Week 3 May 19th	22 trips (3 children)	41 trips (7 children)	63 trips (10 children)
Week 4 May 26th	8 trips (3 children)	59 trips (13 children)	67 trips (16 children)
Week 5 June 2nd	6 trips (1 child)	41 trips (7 children)	47 trips (8 children)
Week 6 June 9th	10 trips (3 children)	36 trips (9 children)	46 trips (12 children)
Week 7 June 16th	14 trips (3 children)	14 trips (8 children)	28 trips (11 children)
	6 different children overall	16 different children overall	22 different children overall

Changes in intentions









A third of students are more likely to take the public bus anywhere, with around 1 in 4 reporting a higher likelihood of taking the bus during the summer holidays, wanting to take the public bus and considering it as a travel option. This highlights that there is little change in established and existing travel routes, but that desire and intention to use the public bus outside of these routes increased as a result of the intervention.

Thinking about before the BUSIT2School Demonstration Day and now, how likely are you to:







Awareness





Awareness of public bus stops near their home and near school rose between Phase 1 and Phase 2. Knowledge of how to pay for the bus rose from 68% to 89%.

DO YOU KNOW WHERE IS THE NEAREST BUS STOP TO YOUR HOME?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
I know exactly where it is	15	 54%	26	 68%
I think I know where it is	7	 25%	4	 11%
I don't know where it is	2	 7%	2	 5%
There is none	4	 14%	6	 16%

The relationship is not significant. p -value= 0.4 ; Chi^2 = 2.7 ; dof= 3.

DO YOU KNOW WHICH BUS STOP TO GET OFF AT TO REACH YOUR SCHOOL?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	15	 54%	30	 79%
No	13	 46%	8	 21%

The relationship is significant. p -value= 0.0 ; Chi^2 = 4.8 ; dof= 1.

DO YOU KNOW HOW TO PAY FOR THE BUS?	PHASE			
	PHASE 1		PHASE 2	
	N	%	N	%
Yes	19	 68%	34	 89%
No	9	 32%	4	 11%

The relationship is significant. p -value= 0.0 ; Chi^2 = 4.8 ; dof= 1.



Attitudes and Perceptions

Public transport use self-efficacy rose across all metrics. Perceptions of safety when using the bus to get to school also rose. The table below shows mean scores on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	PHASE	
	PHASE 1	PHASE 2
I know how to use the bus by myself	3.5	4.0
I feel confident I could take the bus to/from school on my own	3.3	3.7
The bus is safe getting to school	3.5	3.6
The bus stop is conveniently located near my home	3.5	3.5
The bus stop is conveniently located near school	3.9	4.0

6.2 Qualitative feedback

As quantitative data collected initially was less comprehensive than desired, qualitative research was employed to add to the existing findings and to capture richer, more in-depth experiences of the different stakeholders involved. Below is feedback from the students, teachers and the principal, and the Champions. Qualitative data was collected at different times during the intervention (pre-intervention, demo day, at check-ins during the intervention and post intervention) and during one-to-one unstructured interviews and conversational analysis.

Student Feedback

Most pupils had valid reasons for not taking the bus.

- A number of students reported that they were not permitted to take the bus, citing rules or concerns from their parents as a key barrier.
- Some students indicated that the physical location of the bus stop was not convenient or accessible for them, contributing to their decision not to use it.
- A portion of students said the bus did not make logistical sense for their journeys, or they simply could not be bothered to use it, suggesting a combination of practical and motivational factors.

The verbatim comments are shown below.

- *no bus stops near me*
- *i live close to a lot of things so i can just walk*
- *i don't like taking the bus*
- *my laziness*



- *i dont take the bus*
- *i dont have a bus stop near my area*
- *one time i was stuck for an hour waiting for a bus in the rain*
- *take a car*
- *school bus*
- *because its always late*
- *i live close by the school like a 2 minute walk i only use the bus for town*
- *idk*
- *i usually go with friends so i want to go with friends. but sometimes my friends dont want to go or cant*
- **MONEY!!!**
- *No need to take it, alot more convenient to not, actually*
- *the thing that currently stops me from taking the bus is mainly cancelled bus rides*
- *i have legs, legs that are used to walk*
- *there is no bus near me*
- *weather*
- *i live near the school so i dont use the bus to school*
- *i usually dont go anywhere*
- *no stops near my place*
- *distance*
- *electric car, walking, not allowed*
- *my parents think it is unsafe*
- *have no money or no one wants to come*
- *I live far away from the bus stop and i am not allowed to go on the bus because then i would have to walk to a bus stop and that would take like 2 hours. Also i don 't really want to use a bus because there are a lot of people. and i probably would not be able to go on the bus in general*
- *i don't have time*
- *bus too far away*
- *bus stop to far away*
- *I am never bothered.*
- *not safe*

Teacher and Principal feedback

- The location of students' homes in relation to available bus routes emerged as the most significant barrier to participation, according to teachers. Those living farther from a stop or without a viable route simply could not take part.
- Uptake was higher among students who could feasibly access the bus, The issue lay not in willingness to use the service, but in the simple fact that many students were geographically excluded from participating.
- Awareness of the project was reported to be high at the outset, but engagement and visibility declined slightly as the project progressed.



- Teachers noticed that a core group of students remained highly engaged, frequently using the bus service, while others took few or no trips. This suggests that participation was uneven, with a reliance on a small number of highly motivated students to maintain usage figures.
- Teachers reported noticeable cultural differences between year groups which was evident throughout the school year and in different contexts. Sixth class was perceived as less motivated and more passive, possibly due to post-COVID behavioural shifts, while fifth class exhibited a more reserved or timid dynamic, affecting group engagement levels.
- The logo competition was highlighted as a positive and inclusive element of the project. It provided an opportunity for all students to participate, including those not living near a bus route who would have excluded from the main travel-based activities.

Champion feedback

- Champions noted that 6th class students, being older, are more inclined to take the bus; this is typically done in groups and mainly for trips to town rather than for daily school commuting.
- Some parents are reluctant to allow their children to take the bus due to concerns about safety, particularly regarding what happens once the child arrives at their destination and is unsupervised.
- Champions felt that encouraging greater bus use may not necessarily require convincing students themselves, as practical and logistical barriers remain the primary constraints.
- Champions felt that the bus is now seen as a more viable option than it was previously.
- Champions reported that prizes were the main motivating factor for students' engagement with the programme. While these were appreciated, they felt they could be further attuned to the students' interests.
- A lack of visibility around the programme was reported in that students were not reminded of taking the public bus regularly enough.
 - *Note: Bus Champions were self-selected and voted on by the class. While they remained engaged throughout the programme, they were somewhat hesitant to take on a more proactive role in motivating classmates, suggesting that additional support or structured facilitation may help pupils feel more confident in championing bus use among their peers.*
- Teachers were identified as key figures in sustaining student participation. Feedback indicated that more consistent reminders and active encouragement from teachers would help maintain momentum and reinforce programme goals.



- Potentially, having a second Champion per class could help increase the programme's visibility and reinforce its messaging, particularly in larger classes.
- Champions expressed that the initiative would be more effective if there were a stronger sense of competition.
- Champions felt that parental attitudes continued to present a barrier to greater participation, particularly where concerns around independence and safety were not adequately addressed by the programme.

Section 7 Learnings

7.1 Context Based Learnings

Finding suitable schools to participate in the project presented notable challenges. The timing of the initiative in the final semester of the school year meant that some schools could not allocate the required time or resources with limited staff availability and capacity to participate. Practical factors, such as the suitability of available bus routes for individual schools, also affected willingness to engage.

To comply with GDPR, no personal or location-specific data (e.g., addresses or Eircodes) were collected from pupils, which ensured privacy but limited the ability to analyse transport accessibility in detail.

There is likely an element of pre-existing environmental behaviour that students and/or parents are unwilling to change. Taking the public bus to and from school is less likely to occur in a school where active travel is substantial (many students walk to school). The bus route does not always make sense logistically for the students or they are already travelling by car with a parent and/or sibling who is going anyway. Some people mentioned using an electric vehicle, which was seen as an environmental behaviour that was just as good.

The age groups targeted by the pilot do not make independent travel decisions. Any behaviour change within the key target group may be longer term, and therefore not measurable within the scope of this project.

There is an appetite and a willingness among students, parents and teachers for more public transport use in the town. However, in keeping with behaviour change theory, intention to change or even willingness to do things differently, does not easily or often translate into a tangible change in behaviour.

Broadening the challenge to include bus trips to any destination was a lot more effective than focusing purely on trips to and from school.



7.2 Psychographic elements

There is an appetite for climate related behaviour, the children have no significant psychological reason not to take the bus, and this is clear in the data. However, there were multiple elements that had the potential to hold back behaviour change.

First, class cultures of both classes played into decisions to use the bus, as reported by the teachers and principal.

- 6th class pupils recorded higher numbers of bus trips, and those who used the bus reported enjoying the opportunity to travel around Navan town with friends after school. Teachers noted that this cohort had spent a significant period of their earlier schooling at home during the COVID-19 pandemic, which may have influenced aspects of their engagement and learning routines.
- In contrast, 5th class pupils were described as a more cautious group. Many were either hesitant themselves or were subject to greater parental caution regarding independent travel, particularly where concerns arose about arriving at destinations on their own. This suggests that parental confidence and perceptions of safety play an important role in shaping younger pupils' willingness to use public transport independently.

Second, behaviour change traditionally relies on the ease with which the new behaviour can be acted on, as well as extrinsic rewards. Most people are motivated by what is convenient, and the prizes were reported (by the Champions) as not enough to overcome any inconvenience that arose when taking the public bus.

Finally, and as seen in the data, there is a higher awareness of the public bus as a result of the programme, but awareness rarely changes behaviour alone, in line with behavioural change theory.

7.3 Intervention learnings

NET reported that there is not a lot of work needed for the teachers/school to do to encourage engagement, which is great feedback for other iterations of the project and engaging with new schools.

The demonstration day was enjoyable and the children reported having fun and learning a lot. They also appreciated and used their pre-loaded Leap Card. It was reported by the Champions and the principal that the art competition was a great way of engaging the entire class in the project, especially those who could not logistically take the bus.

In person check-ins worked well as it gave the students and the champions a direct point of contact for the project. It provided a tangible way for Champions, teachers, and



students to give direct feedback that could be implemented immediately. 322 trips indicate that the intervention was successful.

However, the intervention needs more tangible tasks and experiences for the children to continually engage with the programme and *want* to take trips. The prizes were not exciting enough for the children to regularly engage with the intervention and could have contributed to lower desire among the students to make consistent efforts with bus trips.

Champions did not have a significant impact on the uptake of trips; further contextual research should be done in future iterations of the project and in the selection of Bus Champions.



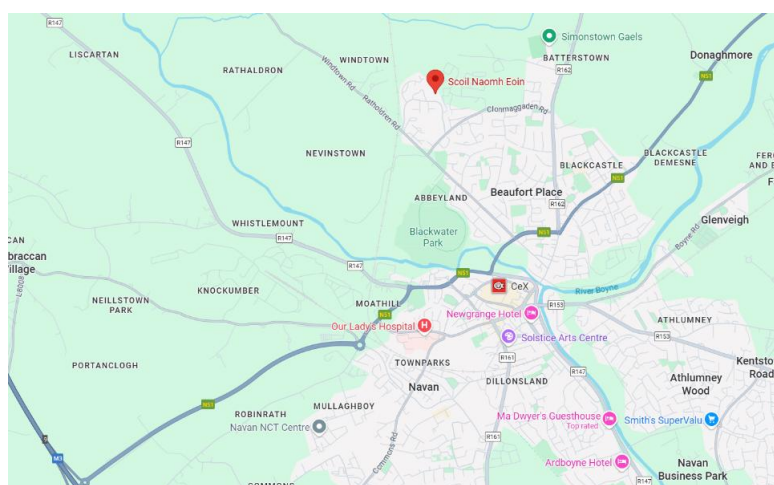
Section 8 Next Steps

8.1 Future Schools

The second iteration of the BusIT2School programme will run in September 2025 with two schools, Scoil Naomh Eoin and St. Stephens National School.

Learnings from the pilot highlight the importance of aligning future initiatives with the school calendar and ensuring that logistical considerations are addressed early in the planning process. A September start is thought by schools and the project team to be more effective in that the new year buzz will give the project extra motivation.

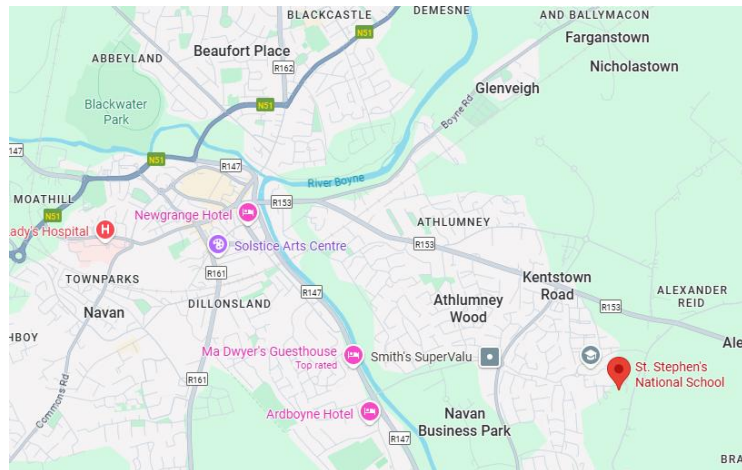
School	StS	SNE
Location	Alexander Reid, Navan, Co. Meath	Clonmagadden Valley, Clonmagaddan, Navan, Co. Meath,
Number of 5th and 6th class students	192 (Approx)	100
Reasons for selection	Well located on the N1 bus route; Green schools team were interested in the project, large sample size would provide a larger cohort for noticeable behaviour change.	SNE is also well-located along the N2 bus route. The majority of the student population live in the surrounding housing estates and already walk to school. Initial feedback from the principal suggests that pupils would benefit from the programme as a life-long learning about public transport.



Scoil Naomh Eoin



Preliminary consultations with Scoil Naomh Eoin indicate a student cohort of more diverse socio-economic composition with various perspectives on public transport use. An additional parent focus group would be beneficial to ensure demonstration days, communications and intervention materials are aligned with perceived barriers.



St. Stephen's National School

8.2 Recommendations

Programme Improvements:

- Conduct a parents focus group with news schools. This would establish an understanding of the context per individual school, assessing how parents feel towards public transport and their willingness to allow their child to use the public bus. This will inform the communications of the project and lead to higher engagement and more trips.
- Capturing student location would be highly beneficial for assessing who can and cannot take the bus, and who lives within walking/driving distances what would make public bus use unrealistic.
- More visible, continuous engagement through champions, competitions, and regular reminders.
 - Ensure Bus Champions have a clear, visible role within the school community, e.g., regular assemblies, noticeboards, and mentions in school newsletters.
 - Introduce weekly or fortnightly competitions (e.g., “most bus journeys this week” or “best bus travel poster”) with class or individual rewards.
- Better prizes more closely aligned with pupil expectations.
- Social reinforcement:
 - Celebrate success publicly - award certificates in assemblies, display leaderboards, or highlight achievements on school social media.



- More insightful selection of Bus Champions:
 - Develop clear selection criteria for Bus Champions that go beyond popularity; select pupils who are respected by peers, enthusiastic about sustainable travel, and show initiative.
 - The selection process could include a mini competition: “Tell us why you want to be a Bus Champion and how you would encourage others to take the bus.”
- Include weekly tangible tasks for champions to engage with their class:
 - Taking a weekly class poll on bus use and sharing the results of the trip tracker.
 - Leading a 2-minute classroom reminder or tip on using the bus.
- Parent engagement through structured information from the school:
 - Testimonials or case studies showing positive experiences from other families.
 - Invite parents to information sessions (virtual or in-person) or include a bus travel topic in existing parent meetings.

Additional Activities

It will be important to recognise and adapt to differing dynamics between year groups as experienced in NET. The pilot revealed clear contrasts between 5th and 6th classes:

- 6th class showed higher trip numbers and were more confident using the bus for trips into town but were described as at times more passive due to post-COVID shifts in motivation.
- 5th class was described as more timid, with greater reliance on parental approval and concern about safety when travelling alone.

This reflects developmental, social, and cultural differences that influence how pupils respond to behaviour change interventions. A “one-size-fits-all” approach risks leaving certain cohorts disengaged and we suggest tailored engagement strategies to overcome these dynamics.

For more passive or cautious groups (e.g. 5th class in the pilot), we recommend more structured participation:

- Provide step-by-step tasks, e.g., “Your mission this week is to map your nearest bus stop” or “Go on one bus journey with a parent or friend and report back.”
- Set small achievable goals with frequent recognition (e.g. certificates for first bus trip, even if accompanied).
- Use buddy or group travel to reduce anxiety by encouraging paired trips where possible.
- More teacher-led reminders and encouragement. Teachers to incorporate reminders into daily routines (e.g. “Who’s planning a bus trip this weekend?”).



- Directly engage parents with additional communications that offer reassurance about safety, independence, and logistics.

For more confident but unmotivated groups (e.g. parts of 6th class in the pilot), give them ownership and agency:

- Empower champions with real responsibilities, e.g., organising mini-challenges, delivering presentations, managing trackers.
- Run peer-led competitions: “Which group of friends can take the most trips this month?”
- Allow greater creative input, e.g., let them co-design parts of the campaign messaging or materials, with an opportunity to present at assembly to the whole class.
- Inter-class or inter-school competitions to tap into their interest in social comparison and recognition.
- Encourage self-directed travel planning, e.g., researching timetables, suggesting bus destinations to friends.
- Potential prize of a homework pass to provide school related benefits.

Benefits of this tailored approach include:

- Meeting pupils where they are developmentally and socially.
- Reducing the risk of disengagement among passive or cautious groups.
- Building momentum and visibility by harnessing motivated pupils as role models.
- Supporting stronger, more equitable behaviour change across the whole cohort.

In addition, we recommend more involvement from the school in incorporating the project into school lesson plans to embed bus use and sustainable transport into class lessons. Examples could include:

Geography & SPHE / Wellbeing

- “Map My Journey”: Pupils create maps of their journey to school, identifying transport modes, bus stops, crossings, and traffic hotspots. Compare the environmental impact of different modes.
- Local Transport Audit: Students research and present on how people travel in Navan and what improvements could help reduce car use.

Art & Design

- Design a Sustainable Town: Pupils work in groups to design their “perfect Navan” with bus routes, cycle lanes, pedestrian zones, and green spaces. This could be done through drawing, model-building, or digital tools.
- Create Transport Posters: Develop posters promoting sustainable travel choices or safety tips for using public transport.



Maths

- Calculate Your Carbon Footprint: Pupils work out the emissions linked to different travel choices for a week. Compare bus vs. car vs. walking.
- Timetable Challenges: Use real bus timetables for problem-solving exercises (e.g. “If you leave at X, when will you arrive?”).

English / Literacy

- Persuasive Writing Task: Pupils write letters or opinion pieces about why people should use the bus or how Navan could become a more sustainable town.
- Public Service Announcement Scripts: Pupils write and perform short speeches or videos encouraging bus use or safe travel.

STEM / Science

- Engineering Challenge: Design a “future bus”. Design a model or blueprint for a low-emission or child-friendly bus of the future.

Civic, Social & Political Education (CSPE) / Green Schools

- Plan a Mini Campaign: Students develop a plan to promote public or active travel in their community, from slogans to poster designs and social media ideas.
- Debate: Should bus travel be free for all school children? Should Navan invest more in buses or bike lanes?

This approach would:

- Increase visibility and reinforce the message.
- Engage all students, not just those who can use the bus.
- Build broader understanding of sustainable transport and urban planning.
- Help integrate behaviour change aims into the curriculum in a meaningful way.
- Strengthen cross-subject learning links.

Programme evaluation

With larger samples in the follow-on schools, we expect to see statistically reliable results. In addition, we will:

- Aim for matched samples (track the same pupils over time).
- Use unique identifiers to link baseline and follow-up responses while maintaining anonymity.
- Ensure all targeted pupils are encouraged or required to participate in both baseline and follow-up.



Wider project outcomes that could be considered would be life-long learning and an ability to utilise public transport. All is subject to budgetary constraints, but the updated intervention is likely to be more effective and see higher numbers of trips.



Appendices

Appendix A: Demo day materials




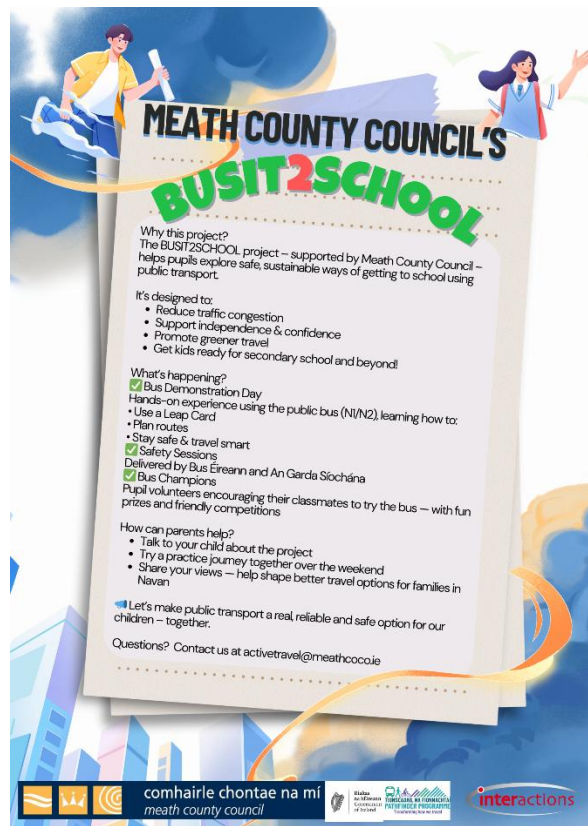
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meath county council

Riailtas na hÉireann
Government of Ireland

TIONSCADAIL NA FIONNACHTAÍ
PATHFINDER PROGRAMME
Transforming how we travel

BUSIT2SCHOOL

An Active Travel Initiative Guide

MEATH COUNTY COUNCIL'S BUSIT2SCHOOL

Why this project?
The BUSIT2SCHOOL project – supported by Meath County Council – helps pupils explore safe, sustainable ways of getting to school using public transport.

It's designed to:

- Reduce traffic congestion
- Support independence & confidence
- Promote greener travel
- Get kids ready for secondary school and beyond!

What's happening?

- ✓ Bus Demonstration Day
Hands-on experience using the public bus (N1/N2), learning how to:
 - Use a Leap Card
 - Plan routes
 - Stay safe & travel smart
- ✓ Safety Sessions
Delivered by Bus Éireann and An Garda Síochána
- ✓ Bus Champions
Pupil volunteers encouraging their classmates to try the bus – with fun prizes and friendly competitions


How can parents help?

- Talk to your child about the project
- Try a practice journey together over the weekend
- Share your views – help shape better travel options for families in Navan

Let's make public transport a real, reliable and safe option for our children – together.

Questions? Contact us at activetravel@meathcoco.ie

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meath county council



comhairle chontae na mí
meath county council

TIONSCADAIL NA FIONNACHTAÍ
PATHFINDER PROGRAMME
Transforming how we travel

Riailtas na hÉireann
Government of Ireland

CODE OF CONDUCT - BUSIT2SCHOOL

WHEN USING THE BUS FOR PARENTS AND PUPILS

Our goal is to encourage children to use public buses more confidently, safely, and responsibly. This Code of Conduct outlines expectations for both parents and children to ensure a positive experience for everyone.

For Parents/Guardians

Encourage Independence

- Support your child in developing confidence by teaching them to plan routes, read timetables, and understand bus stops.

Safety First

- Educate your child on basic safety measures:
 - Look both ways before crossing roads to the bus stop.
 - Stand a safe distance from the curb while waiting.
 - Be cautious boarding and exiting the bus.

Behaviour Expectations

- Explain the importance of respect towards bus drivers, fellow passengers, and public property.

Emergency Planning

- Ensure your child has emergency contact information.
- Discuss what to do if they feel unsafe or miss their stop.

Monitor and Review

- Periodically review their travel experiences to identify any concerns and celebrate their successes.

For Children

Respect and Kindness

- Treat bus drivers and fellow passengers with respect and courtesy.
- Give up your seat to those who need it more (e.g. elderly, disabled, or pregnant passengers).

Personal Safety

- Stay seated while the bus is moving, or hold onto a railing if standing.
- Keep belongings out of the aisles to prevent trips and falls.
- Exit the bus calmly and watch for traffic before crossing the road.

Responsibility

- Keep the bus clean by disposing of litter responsibly.
- Avoid loud or disruptive behaviour that may disturb others.

Listening to Instructions

- Follow any instructions from the bus driver or public transport staff.

Preparedness

- Be ready at your stop with your tickets or bus pass.
- If unsure of where to get off, ask the driver politely or use your phone for guidance.



THIS CODE ENSURES A SAFER, RESPECTFUL AND PLEASANT PUBLIC TRANSPORT EXPERIENCE FOR ALL. THANK YOU FOR YOUR COOPERATION AND PARTICIPATION.

comhairle chontae na mí
meath county council

Riailtas na hÉireann
Government of Ireland

TIONSCADAIL NA FIONNACHTAÍ
PATHFINDER PROGRAMME
Transforming how we travel

Places to visit on the Public Bus N1 + N2



Navan Town Centre

Salistice Arts Centre

Paire Tuilteann G.A.A Pitch

Meath County Library

Our Lady's Hospital

The ARC Cinema

Route N1 The Zone

Bayne Ramparts Walk

Johnstown Peoples Park

Johnstown Village

O'Mahony's 2nd Training Ground

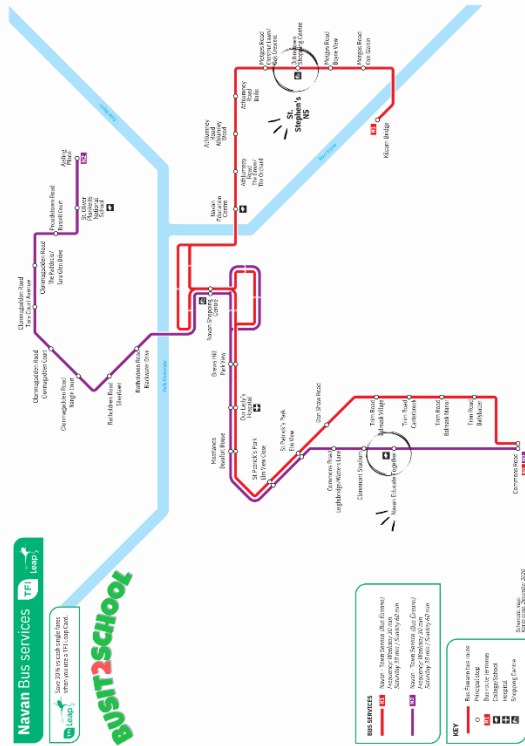
Route N2

Claremont Stadium

Blackwater Park

Boyne Valley to Lakelands Greenway



N1

Commons Rd to Metges Rd via Our Lady's Hospital



Operating day		Monday - Friday											
dep	arr	06:00	06:30	07:00	07:30	07:55	08:30	09:00	09:30	10:00	10:30	11:00	11:30
Commons Road	dep	06:00	06:30	07:00	07:30	07:55	08:30	09:00	09:30	10:00	10:30	11:00	11:30
Ballybator		06:02	06:33	07:03	07:33	07:58	08:32	09:02	09:33	10:03	10:32	11:02	11:32
Balrassack Manor		06:03	06:34	07:04	07:34	07:59	08:33	09:03	09:34	10:04	10:33	11:03	11:33
Carterbrook		06:04	06:34	07:04	07:34	08:00	08:34	09:04	09:34	10:04	10:34	11:04	11:34
Balrassack Village		06:04	06:35	07:05	07:35	08:01	08:35	09:05	09:35	10:05	10:35	11:05	11:35
Dan Shaw Road		06:05	06:37	07:07	07:37	08:03	08:36	09:06	09:37	10:07	10:36	11:06	11:36
Ein View		06:07	06:38	07:08	07:38	08:04	08:38	09:08	09:38	10:08	10:38	11:08	11:38
St Patrick's Park		06:07	06:39	07:09	07:39	08:05	08:39	09:09	09:39	10:09	10:39	11:09	11:39
Beaufort		06:08	06:41	07:11	07:41	08:07	08:41	09:10	09:41	10:11	10:40	11:10	11:40
Our Lady's Hospital		06:09	06:41	07:11	07:41	08:08	08:41	09:11	09:41	10:11	10:41	11:11	11:41
Parkview		06:10	06:43	07:13	07:43	08:09	08:44	09:14	09:44	10:14	10:42	11:12	11:42
Navan (Abbey Road Stop A)		06:14	06:48	07:18	07:48	08:13	08:50	09:18	09:48	10:18	10:47	11:17	11:48
Athlumney Road		06:18	06:51	07:21	07:51	08:17	08:55	09:23	09:51	10:21	10:51	11:21	11:53
The Grove		06:19	06:52	07:22	07:52	08:18	08:56	09:24	09:52	10:22	10:52	11:22	11:54
Athlumney Wood		06:18	06:52	07:22	07:52	08:18	08:57	09:24	09:52	10:22	10:52	11:22	11:54
Balls		06:20	06:53	07:23	07:53	08:19	08:57	09:25	09:53	10:23	10:53	11:23	11:55
Chestnut Lane		06:21	06:57	07:27	07:57	08:23	08:59	09:26	09:52	10:24	10:54	11:24	11:56
Navan (Chinatown Opp SuperValu)		06:22	07:00	07:30	08:00	08:30	09:00	09:28	10:00	10:30	10:55	11:25	11:58
Navan (Opp Linn Road)		06:23	07:01	07:31	08:01	08:31	09:01	09:29	10:01	10:31	10:56	11:26	11:59
Metges Road	arr	06:24	07:02	07:32	08:02	08:32	09:02	09:29	10:02	10:32	10:57	11:27	11:59

Operating day		Monday - Friday											
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Navan (Kilcam Bldg Opp Old Bridge Inn)	dep	12:47	13:17	13:47	14:17	14:47	15:17	15:47	16:17	16:47	17:17	17:47	18:17
Metges Road		12:49	13:19	13:49	14:19	14:49	15:19	15:49	16:19	16:49	17:19	17:49	18:19
Chinatown SuperValu		12:50	13:20	13:50	14:20	14:50	15:19	15:50	16:19	16:49	17:19	17:50	18:20
Chinatown SuperValu		12:51	13:21	13:51	14:21	14:51	15:22	15:52	16:22	16:52	17:22	17:51	18:21
Oak Orchard		12:53	13:23	13:53	14:23	14:53	15:24	15:54	16:24	16:54	17:24	17:53	18:23
Balls		12:54	13:24	13:54	14:24	14:54	15:25	15:55	16:25	16:55	17:25	17:54	18:24
Athlumney Wood		12:55	13:25	13:55	14:25	14:55	15:26	15:56	16:26	16:56	17:26	17:55	18:25
The Orchard		12:55	13:25	13:55	14:25	14:55	15:26	15:56	16:26	16:56	17:26	17:55	18:25
Athlumney Road		12:56	13:26	13:56	14:26	14:56	15:28	16:04	16:28	16:58	17:28	17:56	18:26
Shopping Centre		13:01	13:31	14:01	14:31	15:01	15:36	16:10	16:36	17:06	17:36	18:01	18:31
Our Lady's Hospital		13:08	13:38	14:08	14:38	15:08	15:42	16:16	16:42	17:12	17:42	18:08	18:38
Moathill		13:09	13:39	14:09	14:39	15:09	15:43	16:17	16:43	17:13	17:43	18:09	18:39
St Patrick's Park		13:10	13:40	14:10	14:40	15:10	15:45	16:18	16:45	17:15	17:45	18:10	18:40
Ein View		13:11	13:41	14:11	14:41	15:11	15:46	16:19	16:46	17:16	17:46	18:11	18:41
Dan Shaw Road		13:13	13:43	14:13	14:43	15:13	15:47	16:21	16:47	17:17	17:47	18:13	18:43
Balrassack Village		13:15	13:45	14:15	14:45	15:15	15:49	16:23	16:49	17:19	17:49	18:15	18:45
Carterbrook		13:15	13:45	14:15	14:45	15:15	15:50	16:23	16:50	17:20	17:50	18:15	18:45
Balrassack Manor		13:16	13:46	14:16	14:46	15:16	15:50	16:24	16:50	17:20	17:50	18:16	18:46
Ballybator		13:16	13:46	14:16	14:46	15:16	15:51	16:24	16:51	17:21	17:51	18:16	18:46
Commons Road	arr	13:19	13:49	14:19	14:49	15:19	15:53	16:27	16:53	17:23	17:53	18:19	18:49



N2

Aisling PI to Commons Rd via Our Lady's Hospital



Operating day		Monday - Friday											
dep	arr	06:31	07:01	07:31	08:01	08:31	09:01	09:31	10:01	10:31	11:01	11:31	12:01
Aisling PI	dep	06:31	07:01	07:31	08:01	08:31	09:01	09:31	10:01	10:31	11:01	11:31	12:01
Saint Oliver's NS		06:32	07:02	07:32	08:03	08:32	09:03	09:32	10:02	10:32	11:02	11:32	12:02
Russell Court		06:32	07:03	07:33	08:03	08:33	09:03	09:33	10:03	10:33	11:03	11:33	12:03
Tara Glen Drive		06:33	07:04	07:34	08:04	08:34	09:04	09:34	10:04	10:34	11:04	11:34	12:04
Tara Ct Ave		06:34	07:05	07:34	08:05	08:35	09:05	09:34	10:04	10:34	11:04	11:34	12:04
Cionnagástan Court		06:35	07:06	07:35	08:05	08:36	09:05	09:35	10:05	10:35	11:05	11:35	12:05
Cionnagástan Fort		06:35	07:06	07:35	08:06	08:37	09:06	09:35	10:05	10:35	11:05	11:35	12:05
Ratholdren Court		06:37	07:08	07:37	08:08	08:39	09:08	09:37	10:07	10:37	11:07	11:37	12:07
Blackwater Drive		06:38	07:10	07:39	08:09	08:40	09:09	09:39	10:09	10:39	11:09	11:39	12:09
Shopping Centre		06:41	07:13	07:43	08:15	08:51	09:15	09:43	10:13	10:43	11:13	11:43	12:13
Our Lady's Hospital		06:47	07:20	07:52	08:25	09:03	09:25	09:52	10:22	10:52	11:22	11:52	12:22
Moathill		06:48	07:21	07:53	08:26	09:04	09:26	09:53	10:23	10:53	11:23	11:53	12:23
St Patrick's Park		06:49	07:22	07:54	08:28	09:05	09:28	09:54	10:24	10:54	11:24	11:54	12:24
Ein View		06:49	07:22	07:55	08:29	09:06	09:29	09:55	10:25	10:55	11:25	11:55	12:25
Walters Lane		06:50	07:23	07:56	08:30	09:07	09:30	09:56	10:26	10:56	11:26	11:56	12:26
Chestnut Lane		06:50	07:23	07:56	08:30	09:07	09:30	09:56	10:26	10:56	11:26	11:56	12:26
Educate Together NS		06:51	07:24	07:57	08:31	09:08	09:31	09:57	10:27	10:57	11:27	11:57	12:27
Commons Road	arr	06:54	07:27	08:01	08:35	09:12	09:35	10:01	10:31	11:01	11:31	12:01	12:31

Operating day		Monday - Friday											
dep	arr	12:45	13:15	13:45	14:15	14:45	15:15	15:45	16:15	16:45	17:15	17:45	18:15
Commons Road	dep	12:45	13:15	13:45	14:15	14:45	15:15	15:45	16:15	16:45	17:15	17:45	18:15
Educate Together NS		12:46	13:16	13:46	14:16	14:46	15:16	15:46	16:16	16:46	17:16	17:46	18:16
Claremont Road		12:48	13:19	13:49	14:19	14:49	15:19	15:49	16:19	16:49	17:19	17:49	18:19
Leighbridge		12:49	13:19	13:49	14:19	14:49	15:19	15:49	16:19	16:49	17:19	17:49	18:19
Ein View		12:50	13:20	13:50	14:20	14:50	15:20	15:50	16:20	16:50	17:20	17:50	18:20
St Patrick's Park		12:51	13:21	13:51	14:21	14:51	15:21	15:51	16:21	16:51	17:21	17:51	18:21
Beaufort		12:53	13:23	13:53	14:23	14:53	15:23	15:53	16:23	16:53	17:23	17:53	18:23
Our Lady's Hospital		12:54	13:24	13:54	14:24	14:54	15:24	15:54	16:24	16:54	17:24	17:54	18:24
Parkview		12:55	13:25	13:55	14:25	14:55	15:25	15:55	16:25	16:55	17:25	17:55	18:25
Navan (Abbey Road Stop A)		13:01	13:31	14:01	14:31	14:59	15:29	15:59	16:31	16:59	17:29	18:01	18:29
Blackwater Drive		13:05	13:35	14:05	14:35	15:03	15:33	16:03	16:35	17:03	17:33	18:05	18:33
Shanrum		13:06	13:36	14:06	14:36	15:03	15:34	16:04	16:36	17:04	17:33	18:06	18:34
Hangle CL		13:08	13:38	14:08	14:38	15:04	15:35	16:05	16:38	17:05	17:34	18:08	18:35
Cionnagástan Court		13:09	13:39	14:09	14:39	15:05	15:35	16:05	16:39	17:05	17:35	18:09	18:35
Tara Ct Ave		13:09	13:38	14:09	14:39	15:05	15:36	16:06	16:39	17:06	17:35	18:09	18:36
The Paddocks		13:10	13:40	14:10	14:40	15:06	15:36	16:06	16:40	17:06	17:36	18:10	18:36
Russell Court		13:11	13:41	14:11	14:41	15:08	15:40	16:10	16:41	17:10	17:38	18:11	18:40
Saint Oliver's NS		13:12	13:42	14:12	14:42	15:09	15:41	16:11	16:42	17:11	17:39	18:12	18:41
Aisling PI	arr	13:15	13:45	14:15	14:45	15:12	15:44	16:14	16:45	17:14	17:42	18:15	18:44





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Bus Demonstration Day Quiz

What can you remember?



Full Name _____ Age _____ Class _____

School _____

What is the name of your bus route?

What is the number or name of the bus stop nearest your school?

When you are on the bus where do you swipe your leap card?

Name an emergency rule/function on board.

How many cameras are on board?

Name three stops on your journey?

What is the fleet number of your bus?

Extra: Did you enjoy taking the bus?

BUSIT2SCHOOL



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ROLE PLAYING SCENARIOS

BusIT2School Bus Demonstration Day

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INTRODUCTION

Today, we will be taking you through some example situations that may happen when taking the bus and what you should do if you find yourself in these situations. For this activity, please get into pairs and be ready to act out and/or explain what you would do in each situation.

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THE BUS IS COMING BUT THE ROAD IS TOO BUSY TO CROSS?

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THE BUS DOES NOT SHOW UP?

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THE BUS ARRIVES, BUT IT IS TOO FULL AND YOU ARE NOT ALLOWED ON?

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YOU DO NOT HAVE ENOUGH MONEY ON YOUR LEAP CARD?

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THE BUS MAKES YOU LATE FOR SCHOOL?

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YOU, A FRIEND, OR SOMEONE YOU RECOGNISE FROM SCHOOL, IS BEING BULLIED OR MADE TO FEEL UNCOMFORTABLE BY OLDER STUDENTS?



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YOU ARE SUPPOSED TO MEET YOUR FRIEND AT THE BUS STOP BUT THEY AREN'T THERE?

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IT IS RAINING VERY HEAVILY...

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SOMEONE ON THE BUS IS BEHAVING IN A WAY THAT MAKES YOU UNCOMFORTABLE?

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YOU GET OFF AT THE WRONG STOP?

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YOUR FRIEND IS ACTING OUT WAITING FOR THE BUS AND RUNNING NEAR THE ROAD, THEN, THEY RUN ONTO THE BUS, PUSHING OTHER PEOPLE OUT OF THE WAY?

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AN ELDERLY OR PREGNANT PERSON BOARDS THE BUS?

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YOU NEED TO GET OFF AT YOUR SCHOOL STOP, WHAT STEPS DO YOU TAKE?

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THANK YOU



Appendix B: Parents Messaging

Weekly Schedule of Parents Communication – BUSIT2School

Week 1: Introduction to the Programme

BUSIT2School has launched in your school as of x! We are delighted to see engagement with the public bus as a transport option for the students. Last week, we had a bus demonstration day where students learned about safety when taking the bus from Bus Eireann and the Garda, an introduction to the project as a whole, interactive role play activities for the students and a trial bus journey.

We now hope to see the students implementing this information into their daily life and taking the public bus where possible, either to and from school, or for other trips if possible. It is important that the students feel encouraged to do so at home, so please support your children to make the choice to use the public bus if you can.

Week 2: Behaviour Change

We are pleased to let you know that the first week of the BUSIT2School programme has been completed successfully! There was a total of 51 trips recorded for Navan Educate Together and we are delighted to see students changing their behaviour.

As with any behaviour change, consistency and continuity can be an issue. Please continue to encourage your children to take the public bus where possible and to get them thinking about the bus as a transport option. Please take a look at the list of places you can visit on the bus and see if you can take a trip out in the good weather.

Week 3: Building Independence

Throughout the BUSIT2School Programme, we hope to see students developing a sense of independence and autonomy. By taking part in a programme like BUSIT2School, and feeling supported in their school community, at home and within the wider community, we expect students to develop the knowledge and skills to use the bus on their own.

This will hopefully spill over into other areas of their life, developing overall independence, and creating a sense of control over their own travel. Last week, during the second week of the initiative, NET recorded 30 amount of trips, keep up the good work!

Week 4: Poster/Logo Competition

The BUSIT2School Programme is well under way, and we are delighted to see such engagement from the students and support from the parents. Last week we saw 63 trips! As part of this programme, we are running a logo/mascot competition for



BUSIT2School. 5th and 6th class students in NET can enter the competition by designing a logo/mascot of their choice for the project. Please see the attached poster for further details.

They can be as creative as they like, as long as it is suitable for use on posters and campaign materials, as well as BUSIT2School is clearly displayed. Please encourage your children to take part, and if they win, they could be part of the continuous messaging and future iterations of this project, amongst other prizes. The deadline for submission is Friday June 6th and if you have any questions, please contact caoimhe@interactions.ie.

Week 5: Champions Check In/Halfway Mark

Welcome to the halfway mark of the BUSIT2School Programme. School children have been using the bus for about a month now and we have seen an increase in reported trips. We have also checked in with the Bus Champions to gather feedback on how the project is running and how the children interact with the bus itself, the programme and their Champion.

So far, we have recorded 211 trips, which is great to see in Navan! Thank you for continuing to support this programme throughout the end of the year.

Week 6: Environmental travel and announcing logo winner

Climate change issues and worries have permeated society and have become an important topic for many children. However, as children are largely not yet responsible for their own environmental behaviours, providing them with an opportunity to make a sustainable choice in their own context daily can go a long way in alleviating some of the potential climate anxiety felt.

Taking the public bus instead of taking the car has significant reductions in emissions and traffic congestion in Navan at rush hours, especially if these trips continue over time. Please remind your children of the environmental impacts of taking the bus over private car use and continue to encourage them to think broadly about their transport choices.

Week 7: Programme Completion

This is the final week of our BUSIT2School Programme and we are happy to say that as a result of this project, we have seen 304 trips taken on the public bus (not including final week trips). We would like to say a huge thank you to everyone involved, and especially the parents for facilitating and supporting the project. Original concerns about public bus use were fear of bullying, safety, and the reliability and ease of using the bus. We



hope these concerns have been addressed throughout this programme and that you have seen changes in your children's transport attitude and behaviour.

It has been great to see the engagement from the students and the community, and we hope that this will be the beginning of more public transport trips within Navan.





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