



FINAL
REPORT

JANUARY
2024





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1. EXECUTIVE SUMMARY

BACKGROUND

The Wednesday Challenge is a behaviour change initiative aimed at schools and businesses to encourage people to try a different mode of transport one day a week. It was piloted in Tauranga in 2022 and achieved participation of 16,000 people, ten percent of the population.

The **Waka Kotahi Innovation Fund** provided \$126,200 to the Wednesday Challenge to test the effectiveness of the Schools Programme with a three-month trial in schools in Tairāwhiti, and to develop a scalable model out of the Tauranga pilot programme. The funding was granted in the **‘Providing under-served communities with greater access to transport’** challenge category. Tairāwhiti is a community with different demographics from Tauranga, with 52 percent Māori and is a sparsely populated semi-rural region with very low levels of infrastructure and services for mode shift.

OBJECTIVES

Our overarching objective was for school children to use modes other than a private family car on Wednesdays during a 12-week trial of The Wednesday Challenge in the education sector in Tairāwhiti, with at least 50 percent of local schools participating.

We also set the following additional objectives for the trial:

- Widespread participation by schools in Tairāwhiti
- Proactive marketing and engagement
- Māori/iwi engagement
- Data collected and analysed to help demonstrate success.
- Partnership with the Ministry of Education established
- Opportunity created for the Wednesday Challenge programme in Tairāwhiti in 2024
- Effective representative stakeholder group established in Tairāwhiti.

METHODOLOGY

The trial had the following streams of work:

- **Ownership** – use of a local delivery partner and local facilitators with connections to the schools.
- **Communication and feedback** - targeted communication to provide continual feedback and participation stories to the community, school staff and parents.
- **Data Collection** – collection of baseline and weekly mode use data from each school, and a survey for qualitative feedback.
- **Webapp Development** – create separate data spreadsheets for any new region, switched from manual address entry to google mapping by address. Upgrade of schools APP to make it faster and easier for multiple users to operate.





- **School engagement** – approach all Tairāwhiti Schools to get a spread of schools with different ages, sizes, locations, and cultural makeup to participate.
- **Future planning** - engage with the Ministry of Education, possible funders, and key stakeholders in Tairāwhiti to support the future of the programme.

KEY FINDINGS

Eight Schools in urban areas of Gisborne agreed to take up The Challenge, which represented 2,932 students.

Rural schools cited high speed roads, lack of safe crossing points, no sidewalks, and the distance to school with many not on a bus route, as barriers to participation. The most consistent logging of journeys came from primary schools that had a strong support from within the school management. The least consistent logging of journeys came from the two colleges. Our feedback is that it is more difficult to engage teenagers in the concept and teachers are not as willing to record their data.

Our data showed a 33.9% decrease in car use and an 84.1% increase in walking between the first and last Wednesday of the trial. However, there was too much variation between each Wednesday for the data analysis alone to determine a conclusive positive result over such a short period. Qualitative and anecdotal evidence, however, clearly showed positive benefits from the pilot.

Environment Tairāwhiti chose a Māori name for the project: Te Wero ia Wenerei. This name was seen as very positive and will be adopted for future years by Tairāwhiti in keeping with their aspiration to have their own regional identity for the project. The programme created an awareness of the traffic and amenity issues outside the school gate that some school principals had not previously been tuned in to. A number of schools highlighted that student participation could be strengthened through the development of a set of resources articulating the “why”.

Rural schools will need a unique approach to explore whether there are possible alternatives to car travel for many students. All of the rural schools we engaged with identified travel distance, and health and safety issues/concerns, as major barriers to using active or shared modes. So it may be that rural schools are not suited to participation in the Wednesday Challenge. In some situations, there may be an opportunity to improve access to a school through collaboration with Waka Kotahi and the council to consider if there are ways to address some safety, access and public transport opportunities before commencing with a programme like the Wednesday Challenge.

NEXT STEPS

We have a number of activities and engagement directed at supporting those in the programme or expanding it to other regions and to Australia, these include:

- Developing a “Community of learning” monthly zoom with all participating regions as they come on board.
- Licensing the programme to Tairāwhiti in partnership with local delivery partners.





- Presenting to councils across New Zealand for the Schools Programme to be adopted in the Long-Term Plan and delivered by their local teams.
- Developing connections in Australia who are potentially interested in the Schools Programme.

We are also exploring sustainable partnership opportunities with Mercury Energy and The Ministry of Education.

We are developing a corporate membership for large, multi-branch/department organisations and exploring opportunities for using our technology to support carbon emissions reporting in relation to transport.

2. INTRODUCTION

The Wednesday Challenge is a behaviour change initiative that targets the people who “could and would” change modes within the current transport system. It encourages people to shift away from private family car use into modes that deliver better outcomes for our environment, road congestion, health and wellbeing in communities across New Zealand.

The programme was originally funded as a pilot in 2022 through the Bay of Plenty Land Transport Plan. Through the trial we found that the best results were achieved with the commute to and from school and work. This is a habitual trip, which is a lot easier for people to plan for and potentially change. By the end of the year, we decided to focus the Wednesday Challenge on schools and businesses and target the daily commute.

The next step was to test the programme in another region with a different set of transport and urban form dynamics and demographics. We also wanted to develop the webapp and resources so it could be easily delivered by other communities. We initially pitched to Waka Kotahi for the schools and business programme, this was accepted and the work on the webapp to make it capable of including new regions and cities was completed. However, during this time the cyclone happened, our original Tairāwhiti networks were inundated by recovery projects. We postponed and shortened the pilot timeframe and narrowed it to schools only. We also embarked on a second year in Tauranga, to test our modifications and keep evolving the programme. We joined forces with a marketing agency, Tuskany Ltd. and tech firm, Technology Wise, and set up a social enterprise called TWC HQ Ltd.

Through the Innovation Fund funding, we have been able to develop our schools programme and webapp to make the programme scalable. We are also continuing to build relationships with funders and sponsors who can help us to scale-up the programme.





WEDNESDAY CHALLENGE OVERARCHING STRATEGY



3. OBJECTIVES

Our overarching objective was for school children to use modes other than private family cars on Wednesdays during a 12-week trial of The Wednesday Challenge in the education sector in Tairāwhiti, with at least 50 percent of schools participating.

We also intended to establish how the programme could be developed for ongoing success in Tairāwhiti and be deployed in other regions.

We set the following objectives for the trial, and associated performance measures:

- **Widespread participation in Tairāwhiti through**
 - Engagement with all schools in Gisborne and surrounding townships to understand willingness to participate and identify obstacles, challenges, and opportunities
 - A broad range of schools participate in the trial including – pre-school, primary, intermediate, secondary, small, large, kura, rural and town based
 - Parents that participate in The Challenge as individuals along with the children.
- **Proactive marketing and engagement through**
 - A project team with representatives from government, schools, business and community.
 - A marketing campaign to promote TWC in Tairāwhiti through social media, short videos, school posters, signage and presentation material.
- **Māori/iwi engagement**
 - Māori/iwi are engaged through the school community and stakeholder group channels and contribute to the communications strategy and programme delivery approach.
- **Data is collected and analyzed**
 - Baseline data and trip data collection each Wednesday that generates accurate, anonymized continuous reports for TWC, Waka Kotahi and The Ministry of Education
 - Monitoring that enables travel behaviour change to be assessed.

We set the following additional objectives for the future of the programme:

- Establish a partnership with the Ministry of Education through participation in the education sector pilot programme in Tairāwhiti in 2024.





- Assessment of funding options to be able to offer the Wednesday Challenge programme in Tairāwhiti in 2024, should the community wish to pursue this option.
- Establish an effective representative stakeholder group, set up in Tairāwhiti, who can support and activate the programme as it continues.





4. METHODOLOGY

OWNERSHIP

A local delivery partner was engaged and set up a local stakeholder group to ensure continuous local collaboration and feedback throughout the pilot. They chose a Māori name, Te Wero ia Wenerei, which became the brand for the region. Local facilitators who already had connections in the school community were engaged.

Māori were engaged primarily through their school community; we had one full immersion kura in the trial with 26 kids who all took part. They are an urban located school. We had initially planned to have more outreach to hapu however it was not appropriate timing due to the disaster recovery.

COMMUNICATION AND FEEDBACK

Targeted communications provided continual feedback and participation stories to the community, school staff and parents. The school's facilitator had weekly contact and feedback with a representative from each school, and parents and children at the school gates. A survey was completed at the end of the trial by the school representatives. See appendix 1. Tairāwhiti final report, for details.

WEBAPP UPGRADE

Prior to the trial starting, the web app was upgraded, ticking off a long wish list of upgrade requests formed by school facilitators during the Tauranga trial. Upgrades included:

- Backend technical adjustments to improve the speed of uploading information so multiple schools could be uploading at once.
- Backend spreadsheet upgrade to enable Tairāwhiti to feature as its own challenge area to the statistics and compete as a city against other cities and schools.
- Class by class display showing carbon emissions savings, how they are tracking against other classes and schools.
- Upgrade to badges and milestones so that classes get badges each time they record their data.

DATA COLLECTION

Baseline data from each school was captured and weekly mode use data was collected throughout the pilot. A survey towards the end of the pilot provided qualitative feedback from participating schools and those who did not participate, so that we could assess the barriers and opportunities. See appendix 1. Tairāwhiti final report, for details.

Sample Schools – All Tairāwhiti Schools were approached to get a spread of different kinds of schools including those in urban and rural locations, with small and large rolls, a mix of primary and intermediate schools and colleges and with different cultural make up.





5. PROJECT OUTCOMES

We completed a three-month trial of The Wednesday Challenge from September to November 2023 in the education sector in Tairāwhiti, undertook some engagement to support the future of the Challenge and made the programme ready to be scaled to other cities.

We note below how we achieved each of the objectives.

WIDESPREAD PARTICIPATION IN THE TRIAL

Tactic 1: To have at least 50 percent of schools participate in the trial.

We had 8 schools participate in the trial. While not quite 50% of schools in Tairāwhiti (we were aiming for 10), it was enough to generate data and high-quality engagement.

As of 30 November, the following schools completed the Te Wero ia Wenerei pilot.

School name	Type	Location	Start date
Wainui Beach School	Primary	Urban	September
Gisborne Central School	Primary	Urban	September
Te Wharau School	Primary	Urban	September
Cobham School	Primary	Urban	September
Ilminster Intermediate	Intermediate	Urban	September
Gisborne Boys High School	Secondary	Urban	September
Gisborne Girls High School	Secondary	Urban	September
Kaiti School	Primary	Urban	October

Tactic 2: Representation of a broad range of schools – Pre-school, primary, intermediate, secondary, small, large, kura, rural and town based.

We had a good split of school sizes, with a mix of primary, intermediate schools and colleges.

Insights:

A number of schools highlighted that student participation could be strengthened through the development of a set of resources. Many teachers commented that student participation could potentially be increased with effective classroom articulation of the 'Why'. Evidence of the importance of the 'Why' was observed through Kaiti School as the school had focused on climate change in the previous term, and therefore their students were keen to practically apply their learnings through Te Wero ia Wenerei, with wide participation from the school and community.





Rural Schools – Close to Gisborne city:

One key aspect of Te Wero ia Wenerei Tairāwhiti pilot was to engage and map our rural schools and the barriers to participation. They see the value of the pilot, but all face a myriad of challenges, including but not limited to:

- The speed limits on rural roads
- Greater distances to travel to and from school
- Whanau concerns regarding safety.

Some feedback from these schools:

This sounds like a great initiative, and very worthwhile. The major obstacle for us of course is that being rural, and bordered by 100km runs on two sides there are a number of health and safety matters to consider. Also, our children travel greater distances to and from school than urban schools do. That's not to say it isn't doable, but it certainly won't be as easy as an urban school.

Mike Freibeg Principal at Makauri School.

We have seen the posts from other schools, and the students have been talking about it. However, 60% of our students come from out of zone, the dairy is a real hazard as people pull in and out in frankly in dangerous ways, and we are not allowed a pedestrian crossing so we have many barriers to participation.

Michelle Hall, Deputy Principal at Makaraka School.

Rural schools will need a unique approach to explore whether there are possible alternatives to private car travel for many students. All of the rural schools we engaged with identified travel distance, and health and safety issues/concerns, as major barriers to using active or shared modes. So it may be that rural schools are not suited to participation in the Wednesday Challenge. In some situations, there may be an opportunity to improve access to a school through collaboration with Waka Kotahi and the council to consider if there are ways to address some safety, access and public transport opportunities before commencing with a programme like the Wednesday Challenge.

Rural Schools – East Coast:

A significant number of schools are on the East Coast. To better engage East Coast Communities Te Wero ia Wenerei could engage a School Liaison who has strong East Coast Connections.

Many East Coast Communities have been adversely affected from the numerous weather events and many expressed a real reluctance to add any extra ask on whānau that may further impact on school attendance. Tairāwhiti currently has some of the worst school attendance rates across the country. Many school communities/whānau have suffered from road closures, or roads in poor repair and combined with the lasting impacts of COVID on school attendance these are very real barriers to students attending school.

Building connections through existing ties may be one way to effectively get the programme started on the Coast. The proposed Te Ara Tipuna cycle trail has the potential to provide the missing infrastructure so that schools and community may be able to more easily offer alternative safe ways to travel to and from school.





Tactic 3: Parents are activated and motivated to participate in The Challenge as individuals along with the children.

Parents were highly engaged in supporting their children to participate in the challenge, but not many participated in the challenge themselves. This was due in part to the business programme not being part of the trial, as there was no external marketing and momentum for the Challenge outside of the schools. A key part of including the wider community in the project will be the addition of the business programme for 2024.

PROACTIVE MARKETING AND ENGAGEMENT

Marketing activities:

The following activities have been undertaken throughout the pilot:

- Marketing collateral - supplied to Tairāwhiti team
- Social Media – Facebook and Instagram campaigns to profile the Challenge, participating schools, funders and collaborators
- PR – During the launch and again in November key Press Releases were dispatched and carried in local media including the Gisborne Herald and Gizzy Local:

<https://www.gisborneherald.co.nz/news/taking-up-the-wednesday-challenge>

<https://www.gisborneherald.co.nz/news/changing-travel-habits-wednesday-challenge-stats-show-car-usage-down-other-ways-of-getting-to-school-going-up>

- Posters were produced and distributed around schools
- Emailers went to all participating schools
- Schools were active in digitally sharing their Challenge participation and achievements.



Snapshot view of some Facebook Activity during November as an example of activity during the pilot along with the Gisborne Herald article from November:

The Gisborne Herald login

HOME NEWS SPORT OPINION EVENTS FRINGS FAMILY/REGIONS MORE

FREE TO READ

Changing travel habits: Wednesday Challenge stats show car usage down, other ways of getting to school going up

Nov 11 2023 | Updated November 11, 2023 | Gisborne Herald



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Schools here are "dialling the dial" on travel habits as part of a pilot programme.

Launched in September, Te Wero is Weneke (The Wednesday Challenge) encourages students to opt for better ways of getting to and from school.

Run by the Teitohiwhi Environment Centre, project director Harley Hillside said just six weeks into the project, data collected during October from the eight participating schools had managed to shift the dial on travel habits.

"It's amazing really. Despite all the challenges we have had in Teitohiwhi this year thanks to mother nature, through this pilot we have been able to engage with schools and drive car usage down, while increasing the number of students who are walking, biking, scootering, busing or carpooling to school."

The October stats reflect an 11 percent decrease in the use of cars, a 22.5 percent increase in walking and 14 percent increase in bus usage. Other modes like carpooling and scootering have also shown increases.

"Considering some of our schools are in more remote places, that's a great outcome and we look forward to seeing the stats continue to reflect growth in more environmentally friendly travel modes."

The Challenge is supported by Hōe ki āngitū – the Waka Kotahi Innovation Fund, set up to develop and accelerate innovative solutions to transport challenges.

"We know that reducing our car use, particularly for shorter trips like school dropoffs, has a huge positive impact on our environment," Waka Kotahi future transport manager Lee McKenzie said.

"By supporting tāmāriki and whānau to use their cars less we can make a real change both toward our climate, and the health and wellbeing of our communities. The Wednesday Challenge is a great example of how we can use innovative solutions, even at a community level, to tackle big challenges."

Whimui Beach School, Kaiti School, Gisborne Central School, Te Whareoa School, Collingham School, Ilminster Intermediate, Gisborne Girls' High School and Gisborne Boys' High School are all participating, with other schools looking to join.

Harley said there was a host of benefits that came with the initiative, from environmental to health and wellbeing.

WENEKE! TEITOHUWHI

Month	Cars	Other
SEPTEMBER	2894	5491
OCTOBER	2,924	16,618

FINAL DAY!

29,301 PEOPLE TOOK PART IN THE CHALLENGE

2,932 CARS CLEARED IN THE CHALLENGE



Te Wero ia Wenerei project staff created a range of engagement and activations at schools during November at participating schools, which included:

DATE	GROUP	COMMENT
1.11.23	Kaiti School	Gate Activation
1.11.23	Wainui Beach School	Walking Bus Support/gate Activation
1.11.23		Gate Activation
8.11.23	Kaiti School	Gate Activation
8.11.23	GGHS	Pizza Lunch – Year 9 Top leaderboard class
8.11.23	GGHS	Gate Activation
9.11.23	GGHS	Pizza Lunch – Year 10 Top leaderboard class.
15.12.23	Wainui Beach School	Gate Activation
15.11.23	Ilminster School	Juicy Reward – top two leaderboard classes
22.11.23	Cobham School	Pizza party - Whole school celebration
22.11.23	Wainui Beach School	Walking Bus Support/gate Activation
24.11.23	GBHS	Staff thank you morning tea
24.11.23	Kaiti School	Community thank you
24.11.23	Te Wharau School	Staff thank you morning tea
22.11.23	Gisborne Central School	Gate Activation
29.11.23	Te Wharau School	Final Gate Activation
29.11.23	Kaiti School	Final Gate Activation
29.11.23	Wainui Beach School	Final Gate Activation

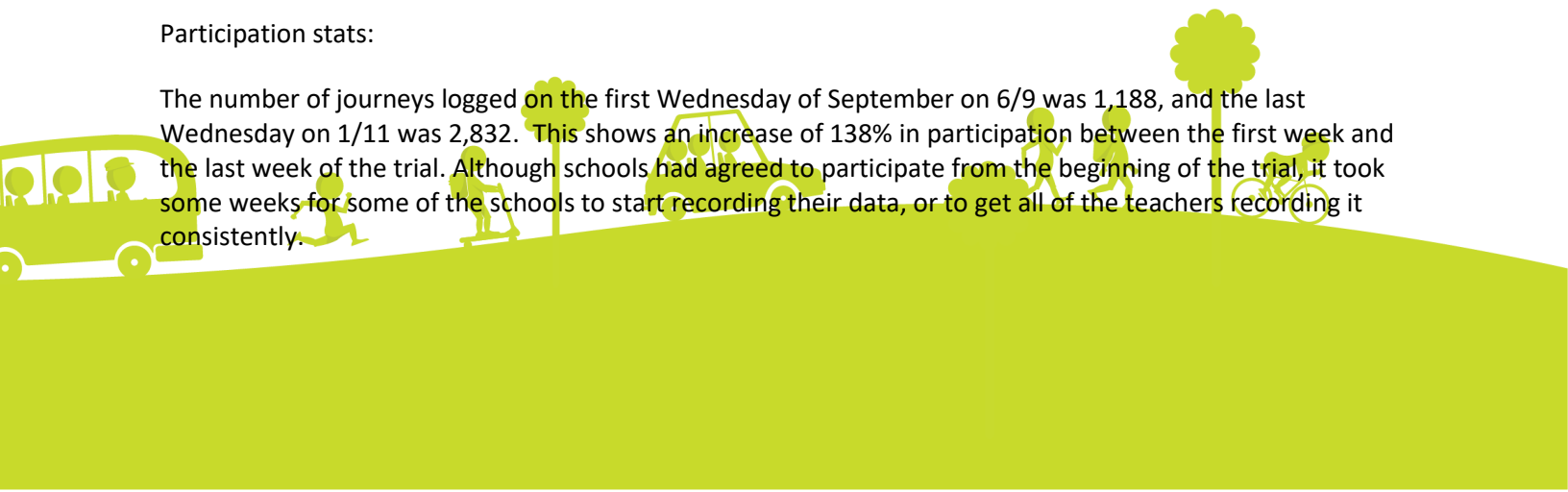
MĀORI/IWI ENGAGEMENT

Māori children make up a large percentage of students and teachers in the Gisborne School system (52 percent of the community). Most of the communication and engagement with Māori was directed through the schools directly with these children, the teachers and their extended family through school newsletters and community channels. The stakeholder group was intended to be another channel for reaching out to Māori communities, however these channels were compromised due to cyclone recovery duties for both the stakeholder organisations, local hapu and Iwi.

DATA IS COLLECTED AND ANALYZED TO HELP DEMONSTRATE SUCCESS.

Participation stats:

The number of journeys logged on the first Wednesday of September on 6/9 was 1,188, and the last Wednesday on 1/11 was 2,832. This shows an increase of 138% in participation between the first week and the last week of the trial. Although schools had agreed to participate from the beginning of the trial, it took some weeks for some of the schools to start recording their data, or to get all of the teachers recording it consistently.





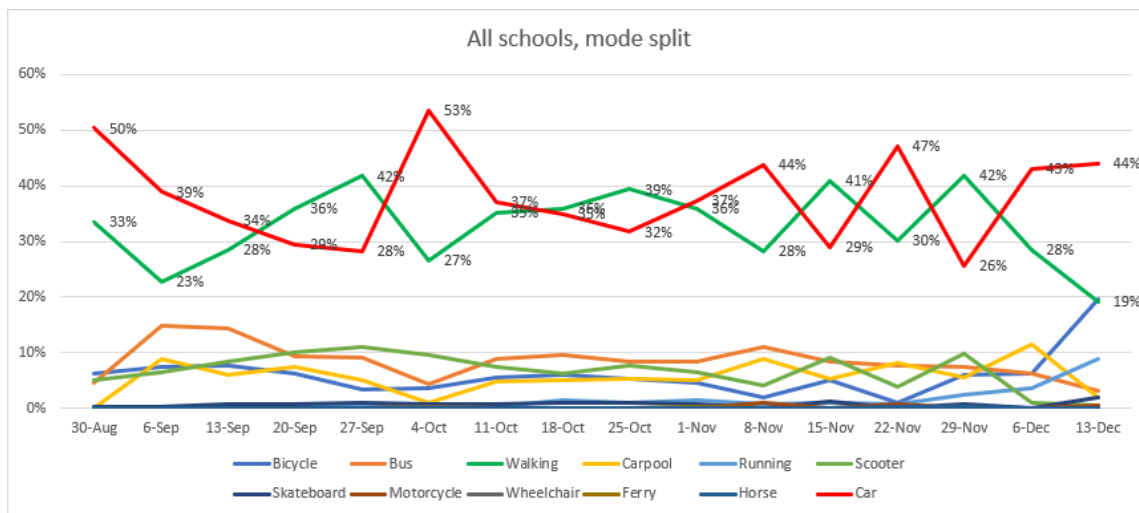
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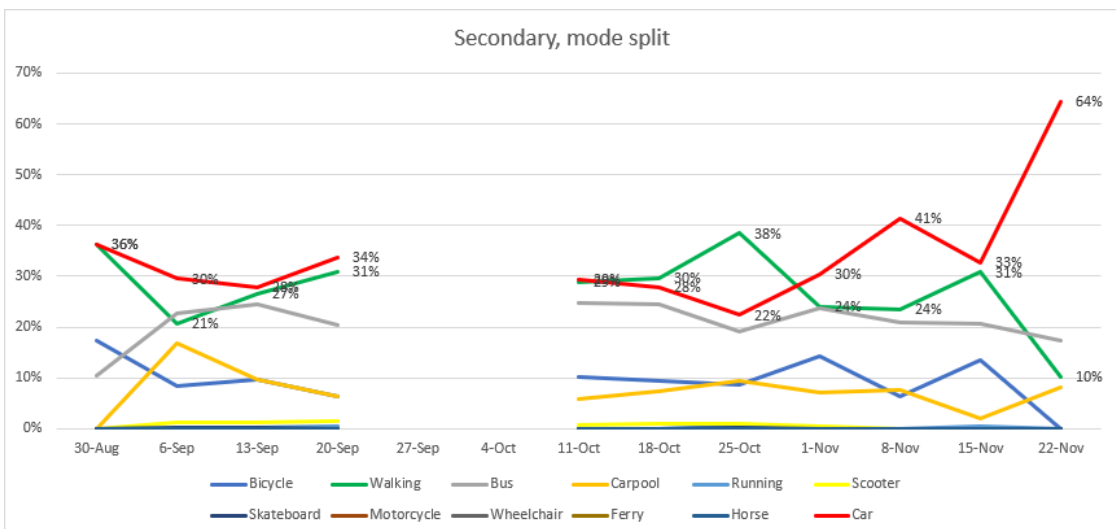
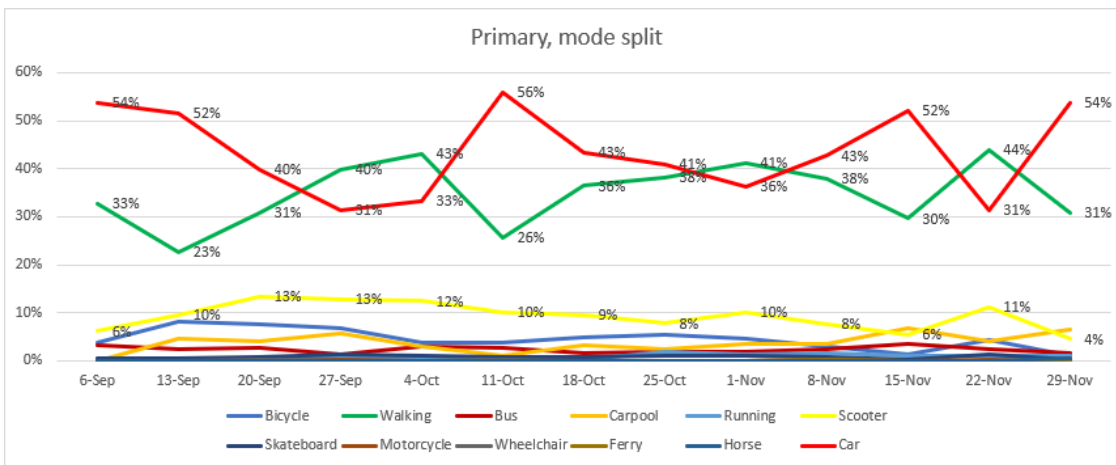
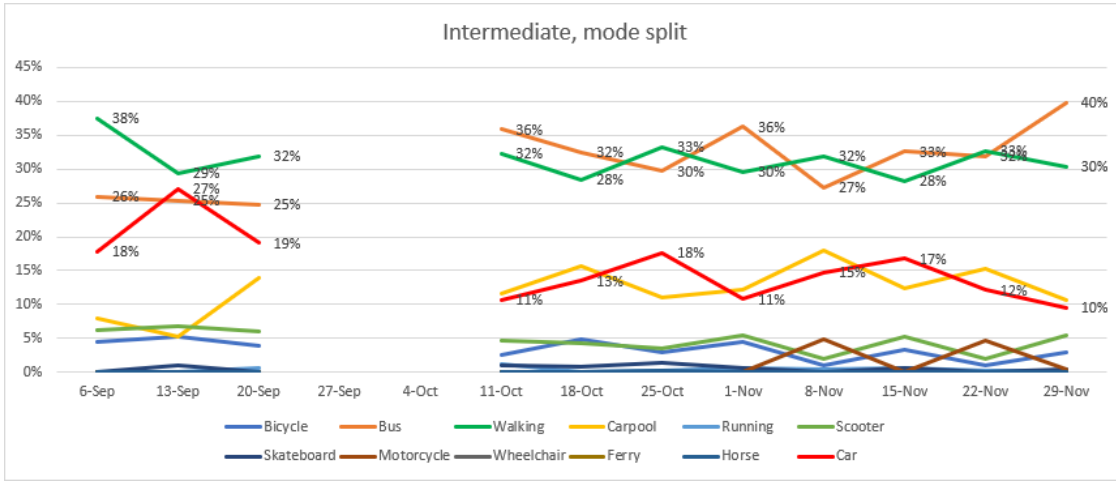
There was a 16% increase in the proportion of trips that were walking trips between the first month of the trial and the last month of the trial from 31% to 36%. However, the data also shows that there was a 10% increase in the proportion of trips that were car trips between the first month of the trial and the last month of the trial from 33% to 44%.

We have struggled to get clear results from the three-month trial data, because throughout the trial, schools were still coming on board, and therefore statistical trends were difficult to identify. There were also challenges with extreme bad weather days which created wild variations in participation at certain points in the trial. In our next upgrade we would like to include a dropdown box for teachers to add weather conditions or school sports days etc. so we can monitor variations.

Mode graphs:

The graphs below show a split for the three school types over the three months. For this trial, our best indication of success has come from qualitative data that has come through feedback channels such as social media comments, informal conversations between principals, staff, parents, children and the Te Wero i Wenerei team and the final school representative survey.







Mode shift month to month:

Our web app enables us to monitor and see mode shift trends month to month. It also enables schools to follow their own monthly progress and to see the trends across the variety of chosen modes. As discussed above, these statistics become more relevant over a longer period and are included as examples of how students and teachers engage with our data. We use the statistics to track and reward schools who continue to decrease single occupancy car use. We provide below some examples of the data available on our web app.

ALL SCHOOLS LAST 30 DAYS (NOV)



ILMINSTER INTERMEDIATE LAST 30 DAYS (NOV)



School Leader boards:

A key part of the challenge is the competitive rivalry between schools. Our web app leader boards allow schools to monitor their progress month to month and across the full pilot. Schools can view their points total or aggregated total. The aggregated total takes into account the size of the school and calculates the relative value of points to make a more even playing field.

The Leader Boards at the conclusion of the pilot shows the following:





LEADER BOARD AT END OF PILOT TOTAL POINTS

1	Kaiti School	3.857
2	Te Wharau School	3.661
3	Ilminster Intermediate	3.591
4	Gisborne Central School	2.221
5	Wainui Beach School	2.008
6	Gisborne Boys High School	1.627
7	Gisborne Girls High School	1.267
8	Cobham School	422

LEADER BOARD AT END OF PILOT WEIGHTED POINTS

1	Cobham School	1.623
2	Ilminster Intermediate	1.264
3	Te Wharau School	915
4	Kaiti School	899
5	Wainui Beach School	730
6	Gisborne Central School	584
7	Gisborne Boys High School	203
8	Gisborne Girls High School	158

ESTABLISH A PARTNERSHIP WITH THE MINISTRY OF EDUCATION





Early in 2022 we began working with the Ministry of Education, providing data and feedback from our participating schools as they developed a carbon emissions reduction programme for schools. Transport is the first module in the programme and a pilot is being initiated across 30 schools in May 2024. Although initially not accepting schools in the Tairāwhiti region, the scope was reconsidered at our request and two Tairāwhiti schools and three Tauranga schools and now participating.

The programme includes valuable curriculum resources and teacher release time which will help our programme to also be successful. We have recently applied for funding from the Auckland City Climate fund to be able to offer the programme to Auckland schools as well.

CREATE OPPORTUNITY FOR THE WEDNESDAY CHALLENGE PROGRAMME IN TAIRĀWHITI IN 2024

Tairāwhiti Environment Centre and Rau Tipu Rau Ora Regional Development Trust are working together to apply for funding to continue the programme in 2024. Trust Tairāwhiti has granted one third of the budget and the remaining has been requested through the Regional Land Transport Programme. This is to continue the schools programme and to add the business programme.

Mercury Energy has come on board with a sponsorship package for both Tauranga and Tairāwhiti to support schools with cash prizes, incentives and a marketing budget. We are currently in conversation with them about a nationwide sponsorship opportunity.

ESTABLISH AN EFFECTIVE REPRESENTATIVE STAKEHOLDER GROUP IN TAIRĀWHITI

We established a stakeholder advisory group is made up of the following:

- Tairāwhiti Environment Centre:
- Sports Gisborne Tairāwhiti:
- Rau Tipu Rau Ora:
- Gisborne District Council:
- Educational Rep: Gisborne Boys High School
- Healthy Families East Cape.

6. KEY FINDINGS

Eight Schools agreed to take up The Challenge, which represented 2,932 students. All eight schools were urban, Gisborne schools. We had limited success engaging rural schools, which was anticipated. Rural schools cited high speed roads, lack of safe crossing points, no sidewalks, and the distance to school with many not on a bus route, as barriers to participation. Many rural roads were still under repair post cyclone, and schools were dealing with immediate issues of recovery, and very low attendance rates.

Over the three-month period, 29,581 total journeys were logged on Wednesdays (this includes single occupancy car journeys). The most consistent journey logging came from primary schools that had a strong support from within the school management. The least consistent journey logging came from the two





colleges. This is consistent with the colleges in Tauranga. Our feedback is that it is more difficult to engage teenagers in the concept and teachers are not as willing to record their data.

Our data showed a 33.9% decrease in car use and an 84.1% increase in walking between the first Wednesday and last Wednesday of the trial. However, there was too much variation between each Wednesday for the data analysis alone to determine a conclusive positive result over such a short period. Variables included weather conditions and inconsistent logging of journeys by schools as they became familiar with weekly logging.

Qualitative and anecdotal evidence, however, clearly showed positive benefits from the pilot. One school reported that their staff car park had gone from full to half empty on Wednesdays and the effect also spilled over to other days of the week.

Environment Tairāwhiti chose a Māori name for the project: Te Wero ia Wenerei. This decision was endorsed by the stakeholder group and school community. Although there is no evidence to conclude whether the Māori name had any effect on participation, it was seen as very positive, and will be adopted for future years by Tairāwhiti in keeping with their aspiration to have their own regional identity for project. Tairāwhiti schools had not had any similar programmes come to their community, and the programme was welcomed with enthusiasm. There was good media attention and active engagement.

We observed that the programme created an awareness of the traffic and amenity issues outside the school gate that some school principals had not previously been tuned in to. The feedback and requests for safer speeds, better pedestrian access and cycleways outside schools has been fed into the Long-Term Plan process through a submission by the local delivery partner.

A number of schools highlighted that student participation could be strengthened through the development of a set of resources. Feedback from our school facilitator:

“A key finding was that many teachers found that student participation could potentially be increased with effective classroom articulation of the ‘Why’. Evidence of the importance of the ‘Why’ was observed through Kaiti School as the school had focused on climate change in the previous term, and therefore their students were keen to practically apply their learnings through Te Wero ia Wenerei and therefore saw wide participation from the school and community. “





APPENDIX 1.

SCHOOL FEEDBACK – GENERAL

The team has participated in a multitude of conversations with students, whānau and teachers and received much anecdotal positive feedback. All of the participating school leads were invited to share some feedback on the pilot.

All participating schools were sent a survey and asked for feedback. All of those who responded expressed commitment to continuing the programme in 2024, and those who did not submit survey responses expressed their support of the pilot, and willingness to participate in 2024. Of those that answered, here is a sample of responses:

Question	School	Response
Are you able to share how Te Wero ia Wenerei has gone for your school?	Gisborne Girls High School	It has been very successful. The students were certainly motivated to change some behaviors. They loved the class competitions
	Gisborne Boys High School	It has gone quite well. It has got students thinking about the benefits of exercise and the hassles that are caused by the single student drop-off trip
	Gisborne Central School	We have significant involvement with a large portion of the school choosing alternative transport on Wednesday. It was promoted well using rewards and discussing involvement at Friday assemblies. The walking school buses were great to be a part of, Tamariki walking and talking to their pairs an experience they would not have undertaken otherwise. I think this has been a good starting point that we can plan and continue to build from moving forward and look to expand and come up with new initiatives and ways in which to encourage alternative transport moving forward.
Do you think it has changed the way the students are travelling to school?	Gisborne Girls High School	It certainly made students think of how they come to school and the wide possibilities available to get to school. Students felt good about making some changes. I hope they will continue to modify the way they get to and from school.
	Gisborne Boys High School	To a slight degree
	Gisborne Central School	I think a portion yes, majority of our Tamariki are still travelling the same way to school, more promotion and discussion around the fact that this need not just be a Te Wero ia Wenerei thing is probably needed to get the message that this can be a permanent choice and the reasoning for choosing this alternative transport. Those that do choose alternative transport regularly I believe on the most part already did travel via alternative transport.
Are there any improvements we could make?	Gisborne Girls High School	Not really. I think the easy collection of data was great and the winning prizes increased motivation.
	Gisborne Boys High School	I think you need to get away from 'Wednesday'. yes, it was a good opening pitch, but what if it's raining Weds and the student makes the change on the other 4 days. Unfortunately, it is a little hard-wired that once some students become seniors and get their own car-- then they have to drive EVERY day, even when it's an easy bike or bus ride.





	Gisborne Central School	Other potential incentives, creating more widespread rewards and recognition rather than just one school a month, potentially smaller rewards across the area to push the messages more for school involvement. Increased information or discussion with the students on the why? Why we are participating in this wero and why it is important.
What do you think are the main motivators for students to take part?	Gisborne Girls High School	Students at secondary school love competition so any competition or prizes certainly initially encourages change in behaviours and then after that they can make a few longer-term changes.
	Gisborne Boys High School	Some enjoy being monitors, some enjoy the company of walking with their friends. Some enjoy contributing to something big.
Are there any general comments you would like to make?	Gisborne Girls High School	The communication from the team, encouraging staff and students in classes and at the gates was fabulous.
Finally, if the programme runs in Tairāwhiti in 2024 would your school like to participate?	Gisborne Girls High School	Yes, definitely.
	Gisborne Boys High School	Yes
	Gisborne Central School	Yes

CLASSROOM TEACHER FEEDBACK

As classroom teacher support of the pilot was critical to its' success, we also invited some of the participating teachers to provide feedback (12). The main recommendation for improvement was that we could have articulated the “Why” better - resource kits and more education would be valuable. All participating schools want to continue with the programme in 2024.

1. All the teachers who completed the survey felt that the pilot had gone well for their school.
2. When considering whether the pilot had changed the way students are travelling to school they highlighted:
 - that having the message visual helped students to change the way they travelled to school or at least think critically about it.
 - Hopefully once this is embedded there will be a flow on effect to other days of the week.
3. When asked what improvements could be made to the programme they shared:
 - The programme could do with a few more resources for classes so kids really understand the ‘why’ – environment and wellbeing.
 - Bigger promotion online and out to the public not just within schools – get whanau involved.
4. When asked what are the main motivators for students to take part they answered:
 - The teachers





- The prizes – surprise visits and treats
- The competition – position on the leaderboard

5. General comments:

- Appreciated the local support
- Lets do te Wero ia Wenerei in 2024
- It was a great challenge

When asked if their school would like to participate in 2024 they all responded yes.

