Neighbourhood accessibility plans
Guidelines for coordinators

NZ TRANSPORT AGENCY
WAKA KOTAHI

New Zealand Government

Neighbourhood accessibility plans: Guidelines for coordinators

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This document is available on the NZTA's website at **www.nzta.govt.nz**

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Neighbourhood accessibility planning as an activity has developed over a five-year period. Guideline documentation has also evolved over this development period.

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Contents

Part 1 – Introduction

Chapter 1 – Document overview
Familiarises the reader with the layout of the document and discusses supporting documents.
Chapter 2 – Your role
Provides information concerning the role of the project manager.
Chapter 3 – Neighbourhood accessibility planning overview
Provides an overview of neighbourhood accessibility planning.

Chapter 1 – Document overview

The main purpose of this document is to provide local authority project coordinators with guidance on how to carry out best practice neighbourhood accessibility plan projects.

Companion document

The *Neighbourhood accessibility plans: Information for local authorities planning for or starting projects* provides a general overview of neighbourhood accessibility planning and how to plan and start projects.

The layout of the guidelines

The document consists of three parts: introduction, investigation and implementation. Summaries are provided at the start of each part. Each chapter in parts 2 and 3 begins with an outline of the work objectives of the chapter, the project tasks, timeframe, key outcomes and critical success factors.

Check out the tips and real life experiences from previous project coordinators.

The document is supported by a range of templates, tools, examples and informative documents. These are available on the NZ Transport Agency (NZTA) website on the neighbourhood accessibility plan pages. The web resources are designed to reduce your workload and get you up to speed with any topics and activities that you're not familiar with. The templates provided will need to be adapted to suit your needs. References to these web resources are coded by type.

Web resources that support the guidelines	
Code example	Document type
T1, T2, T3 etc	Templates or tools
E1, E2, E3 etc	Examples
S1, S2, S3 etc	Specific information
G1, G2, G3 etc	General information

Using these guidelines

The local authorities responsible for carrying out the trial projects have made significant contributions to the content of these guidelines. The guidelines are relatively detailed because the majority of staff involved in managing the trial projects requested detailed guidelines. The extent to which this level of detail is required will vary between local authorities and staff members.

However, the guidelines aren't completely comprehensive and project staff should expect to do some planning and development work. Providing templates or set ways of doing things is often not ideal, especially at the national level, as each project will have different audiences, issues and dynamics. A tool, technique, template, or way of doing things may work perfectly in one local authority and not in another. For this reason, local authorities aren't expected to follow the recommendations verbatim. However, the NZTA does have an expectation that best practice will guide the development and delivery of the project.

The key strands throughout this document are based on enabling a well-planned evaluation and facilitating community ownership of the project. If you decide to drop recommended activities, you should determine how this would affect the project at later stages.

If you need assistance during the project, your local NZTA education advisor or engineer is available to assist you, or put you in touch with people who can assist you.

Chapter 2 – Your role

Welcome to your role in neighbourhood accessibility planning, we hope that you will enjoy it and relish the challenges it provides. We recommend you use these guidelines on a regular basis – they will save you time and help keep you on track.

Your tasks as a project manager

Your role is likely to extend to:

- setting up the project
- obtaining the support of other internal teams and external agencies/parties who you're likely to work with and who will need to contribute time to the project
- managing working groups to keep all parties informed and involved
- collecting data
- consulting with the community
- analysing the results of any data collection and consultation
- record keeping and reporting
- writing up a formal action plan and securing participation in the implementation from all parties
- securing approval for project actions by working through council approval processes or assisting other teams with the approval processes they need to follow
- writing or assisting with funding application
- implementing some of the actions that suit your skill set
- managing any of the actions that are being implemented by community groups or involve a lot of community input
- managing media
- continuing to keep management and councillor buy-in
- continuing to keep everyone up to date with project process
- keeping track of the actions other teams/agencies are responsible for and offering assistance where possible
- monitoring the action plan
- evaluating the project.

Your work skills and knowledge

Because the role is so broad, you may not know how to do all aspects of the work required, therefore we have provided a few web resources on various subjects. Some of these web resources may provide you with direct information about how to do something, while others will give you a brief overview to help you get up to speed on the topic area quickly. These are listed below.

S1 – Community engagement, partnering and community development

S2 – What is accessibility?

S3 – Why are walking, cycling and shared transport options important?

S4 – Useful information and resources

G1 – The Local Government Act 2002 and long-term council community plans

G2 – Presenting

G3 – Holding a stakeholder workshop or a community meeting

G4 – Planning and managing meetings within the council

G5 – Reporting to council committees and community boards

G6 – Commonly used abbreviations and jargon

G7 – The structure of local government

G8 – Working with different groups in the community

G9 – Working with council and other agency stakeholders

How the project started

Consultation and reporting would have preceded approving the project and allocating staff. Discuss what has occurred with people that were involved in setting up the project. It will be helpful to obtain the following information if it is available:

- a list of the stakeholders consulted during pre-consultation
- any documents that relate to commitments agreed
- any committee reports written
- an idea of which councillors are supportive of the project
- a rough idea of other council teams that are interested in the project
- a list of projects that have a relationship to the neighbourhood accessibility plan project
- any meeting minutes relevant to the initiation of the project
- any data collected specifically for the project.

The *Neighbourhood accessibility plans: Information for local authorities planning for or starting projects* document will also help to explain what was considered when the project was planned. Below is a quick summary of what may have been considered when planning the project.

How your area would have been chosen

There are four main aspects that could have been considered when your project was scoped:

- the location
- the extent of community and stakeholder buy-in for the project
- pre-consultation with Māori, Pacific peoples and other ethnicities
- how the project would be integrated with existing and planned council projects and the activities of other agencies.

Location

The location for the project may have been obvious; strategic planning may already have provided the direction for the project location. The following strategies and plans may have been referred to when choosing the location:

- long-term council community plans (LTCCPs)
- the council's land transport plan (LTP)
- walking and/or cycling strategies
- safety strategies
- travel behaviour change strategies
- annual plans
- road safety action plans
- activity management plans.

It is likely that the chosen neighbourhood is an area shown, or perceived, to be risky for pedestrians, cyclists and shared mode users. It could also be an area where development is planned or where it is advantageous to increase the use of sustainable transport.

If your project is in an urban area, the neighbourhood is likely to be restricted to a small suburb (probably limited to four km^2). This is generally recommended as consultation and implementation become too difficult when the area is too large. Projects in urban areas are likely to focus on short walking and cycling trips and access to public transport.

If your project is in a rural area, it may be implemented over a larger area. If this case, you will probably be focusing on increasing the use of shared transport, and longer distance walking and cycling routes.

Refer to the *Neighbourhood accessibility plans: Information for local authorities planning for or starting projects* to find out more about:

- factors that would have influenced what size the project was
- how risk is defined
- what kinds of areas and roading environments projects are implemented in.

Community and stakeholder buy-in

The location chosen may have also depended on how much interest there was in undertaking work in the area. Staff planning the project would have looked at the interest shown by residents, the amount of government or stakeholder interest and the workload of the community (the amount they are currently participating in other government initiatives or council projects).

Pre-consultation with Māori, Pacific peoples and other ethnicities

The Local Government Act 2002 contains a number of provisions that relate specifically to Māori. Refer to web resource G8 for more information. Because of these provisions and dependent on your own authority's policy, pre-consultation with local iwi may have been necessary prior to starting the project. You should discuss what has already occurred with people who were involved in setting up the project and/or the council's iwi liaison officer. Consultation with other ethnic groups may have also occurred if there are significant groupings of other ethnicities within the area.

Integration with other existing and planned projects

Planning may have highlighted that it was beneficial to integrate the project with other existing or planned council projects (eg travel plans) or the activities of other external agencies (eg a Housing New Zealand development). If this work has not been considered prior to starting the project you will need to look at the project linkages in the set-up phase of the project.

Your work base

The NZTA has recommended that neighbourhood accessibility plans should be led by local authorities and that the project be delivered by an engineering team, or have a very close relationship with an engineering team. In all cases, it is vital that the necessary infrastructure be implemented. Engineering teams that have been fully involved in the project will be aware of the project, provide management support and commit time to the project, and will put implementation actions on their work plans (eg minor works and maintenance schedules) or spend time justifying necessary implementation.

For various reasons different councils decide to structure their projects in different ways. Project managers in the past have all had different ideas about where the best place to work from is. The truth is, is that each place has its advantages and disadvantages. It is up to you to try to make it work as best as you can.

Working externally

If you work externally to the council (ie as a contractor or consultant), you may need to focus on developing good communicative relationships within council (with different teams, management and councillors). You will need to obtain a good understanding of other council activities that are happening and how they are relevant to your project. You will also need to ensure that staff are aware that they may need to actively contribute time and finance to the project at some stage, possibly in terms of collecting data and defiantly in relation to implementation.

Working in an engineering team

If you work within an engineering team, you may need to focus on highlighting the importance of involving and coordinating with other internal and external teams. You will have to ensure that your team does not spend too much time predicting the real issues and solutions, prior to consultation with the community.

Real life experience: Where I physically sat within council
Initially I sat with the Safe City team with links to the community injury prevention programme an to the crime prevention coordinator. Now I sit with Transport Assets (transport engineers, road safety coordinators and travel planners). The latter is a better position for me as I have more direct conversations with these people. However, it is also important to stay connected to the injury prevention team through network meetings.

Working in another council team

If you work with another council-based team, you will have to ensure that other implementation teams, such as the transport engineering team buy into your forms of data collection and consultation, and that they are receptive to community opinion on what the issues are and what the possible solutions might be. You will also need to ensure that they are aware of the staff and monetary resources that will need to be contributed towards implementation.

Real life experience: Where I physically sat within council
Community development staff at council are invaluable! I sit in the Roads and Traffic Unit and in our council these two units traditionally have very little to do with each other. I'd recommend that any new project managers operating out of the roading team go and find their community development department (if one exists), attend a staff meeting and make themselves known to as many of these coal-face workers as soon as possible. They have huge networks and can provide a great introduction to members of the community who are already happily working alongside council.

Common challenges

There are many rewards to managing a project of this type. You're likely to learn a lot, meet a lot of people, have a lot of fun and eventually make a difference in a neighbourhood you will come to feel passionate about. However, even experienced staff can have difficulties from time to time. Some challenges can be actively managed while others will continue to create difficulties – managing them will require mental preparedness, creative thinking, perseverance and a positive outlook. A few of the common issues experienced by other project managers are:

- While one of the strengths of the neighbourhood accessibility plans are their broad nature, it does mean that project staff are required to be generalists – great at project management, working with people, managing information and managing different types of actions.
- Being a holistic project, it can be difficult to stay on-task as it is easy to get swept up in wider, related issues that aren't core to the project.
- The strong emphasis on working with the community has its challenges, particularly when you're trying to seek consensus of opinion, or if you're working with a community that has existing issues with a previous council project.
- Some council staff and teams may have an entrenched history of working in silos.

- You may have trouble staying positive when you feel like you're the one stop shop for everyone's woes.
- Due to the long duration of the work, it can be difficult to maintain the momentum of the project and to keep the community enthused in participating.
- Any identified actions will be competing with other projects. Councillors and council management may need to be convinced of the worth of your planned actions, so that they can prioritise them.
- Funding is always a tension point. Communities may want the gold-plated version while councils and funding agencies may only be able to afford watered-down paint. In addition, there may be some delay in starting larger projects, due to requirements to fully scope the project and obtain funding approval.

These guidelines, your colleagues and your network of contacts will all assist you to manage and deal with these issues.

Chapter 3 – Neighbourhood accessibility planning overview

Neighbourhood accessibility plans utilise data collection and community consultation techniques to identify pedestrian, cyclist and shared mode user[1] safety and access issues (including perceived barriers). The end product is a list of actions, specifically tailored to the neighbourhood's issues, which are prioritised and agreed to by the community. Actions could include new pedestrian and cycling facilities, promotional initiatives, education and enforcement campaigns, environmental improvements, policy changes or any other remedial actions that will improve or increase the use of active and shared forms of transport.

For examples of the types of outcomes achieved in the trial projects, refer to web resource S5.

Aim

Neighbourhood accessibility plan projects aim to give safe access to active and shared transport users of all ages in neighbourhood[2] areas.

Objectives

The overall objective of neighbourhood accessibility planning is for local authorities and other relevant agencies to involve community groups in:

- identifying cyclist, pedestrian and shared mode user safety and access issues (including perceived barriers)
- developing and implementing actions (based on engineering – including environmental improvement, education, enforcement, promotion and policy) to address identified issues.

Implementation outcomes are covered later in this section.

Underlying principles

The underlying principles of neighbourhood accessibility plan projects are that they:

- benefit all ages and abilities of cyclists, pedestrians and shared mode users
- are initiated in high-risk communities and/or in neighbourhoods that have strategic significance
- involve a balanced and integrated range of actions (engineering and environmental improvements are particularly important when road safety is an issue)
- involve and empower local communities.

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[1] The terms walking, cycling, and active and shared modes cover a broad spectrum of transport users, including those using mobility scooters, wheelchairs, carpools and public transport.

[2] The term 'neighbourhood' is used to define any type of area and does not only apply to residential areas.

Process principles

Neighbourhood accessibility plan projects follow a well-established process. The main principles of this process are that they:

- bring together key stakeholders to collaborate in addressing safety and access issues
- rely on community participation in risk identification, development of actions and implementation of actions
- involve and engage all relevant local authority teams
- are data and risk-analysis based
- develop and implement an integrated package of engineering and/or environmental improvements, enforcement, policy, promotional and educational actions that will address locally identified issues
- involve evaluation that ensures the measurement of all implementation outcomes.

Key subject background

The following web resources contain background information on key subjects that underpin neighbourhood accessibility plans.

S2 – What is accessibility?

S3 – Why are walking cycling and shared transport options important?

Structure

There are two distinct phases to neighbourhood accessibility plans – investigation and implementation.

The main purpose of the **investigation phase** is to identify a range of implementation actions. The investigation phase involves collecting information, consulting with the community, auditing the area and getting agreement for an action plan.

The main purpose of the **implementation phase** is to implement agreed-on actions that will improve the walking, cycling and shared mode user environment. All of the actions will be activities that can be carried out in their own right. As a whole, neighbourhood accessibility planning provides the opportunity to justify and coordinate a suite of actions in the neighbourhood. A list of implementation actions that could be part of a neighbourhood accessibility plan project is provided in the table on the next page.

Although phases and their parts are presented distinctly, it should be recognised that the process is iterative and stages may overlap occasionally.

The diagram at the end of this chapter shows the full neighbourhood accessibility plan project process.

Implementation outcomes

Implementation outcomes will depend on the issues, facilities and services in the area. However, local authorities should expect to:

- improve safety for pedestrians and cyclists
- improve the environment (including increased access provision) for pedestrians, cyclists and those accessing shared modes of transport
- improve integration between active and shared forms of transport in the area
- increase the use of active and shared forms of transport in the area.

These outcomes will be achieved through a variety of different actions aimed at solving issues in the areas.

Potential implementation actions

The following table lists some potential implementation actions that could be used in neighbourhood accessibility plans. The table does not include all the implementation actions that can be undertaken. Often actions can be new and quite innovative – this should be encouraged. (Note: The NZTA doesn't provide funding for all these activities.)

Promotional	Policy
Biking and walking events	Alcohol, eg liquor ban bylaws
Carpooling	Bylaw changes, district plan changes
Cycle trains	Council-controlled zoning
Cyclovia (restricted road access events)	Commercial advertising and use of footpaths
Park and walk activities	Bus passenger shelters and seats
Personalised travel marketing	School uniform
School travel plans	Parking
Walking school buses	Street trading
Workplace travel plans	Dog control
Environmental/amenities	**Engineering**
Artwork provision	Footpath maintenance
Beautification	Drop kerbs
Cycle parking	Road marking
Graffiti removal	Pedestrian crossings
Lighting	Intersection layout changes
Overhead cover provision	Traffic calming
Planting	Walkway upgrades
Seating	Cycleways/lanes
Signage	Traffic signal phasing
Education	**Enforcement**
Cycle and pedestrian awareness	Dog control
Facility use	Crime
Intersections	Parking
Mobility scooter workshops	Red light running
Share the road campaign	Speed
Speed	Street trading and commercial use of footpaths

Benefits of the neighbourhood accessibility plan process

Some of the benefits of undertaking projects are:

- the project can be used as a vehicle/platform to accelerate physical works
- the opportunity to align council team priorities to avoid duplication and minimise gaps (eg the common gap between walkways on the road vs parks)
- shared budgets and shared resources can result in bigger and better outcomes for all
- opportunities are created for the community to see council working in a coordinated manner.

For a breakdown of the project benefits at each project stage, see web resource S5.

Timing

It is expected that projects will take up to two years from the appointment or employment of the coordinator through to the completion of the actions, with some proposed engineering and/or environmental actions scheduled for completion in future years. The timetable below has been designed with the expectation that councils will have employed a coordinator in a minimum of a half-time position for a period of at least two years, to undertake one project.

An outcome evaluation can also be funded by the NZTA and is recommended. It is suggested this be planned in the action-planning phase but undertaken approximately one year after the completion of the engineering implementation.

Estimated timeframe for a neighbourhood accessibility plan project				
Phase	**Tasks**	**Time**	**Total time**	**Coordinator time**
Phase 1: Investigation	Set-up	2 months	14 months	2 years + @ 20 hrs/wk
	Information collection	6 months		
	Reporting	2 months		
	Action planning	4 months		
Phase 2: Implementation	Design	4 months		
	Implementation	6–16 months	10–20 months	
Phase 3: Monitoring and evaluation	Evaluation		3 months (including reporting) – to be timed as appropriate	On an as-needs basis

The timeframes above are based on trial projects. The time input required from the coordinator and other project team members may vary at different stages in the development of the project.

The time input depends on the level of responsibility the coordinator has, the extent to which they are involved in other council projects and the size of the neighbourhood selected. If their role will include reporting to committees, contributing time to other council projects or dealing with all community interaction within the project area (eg responding to all public queries), then a full-time position should have been considered, or should be considered at a later stage of the project.

Extending the programme over long timeframes is considered risky as stakeholders can become disinterested and de-motivated due to lack of visible progress.

Neighbourhood accessibility plans in context

Neighbourhood accessibility plans apply consultation methods to agree a package of actions that are implemented by a variety of internal and external agencies. Each action in the project is likely to be a project in its own right, but each of these projects will be planned to coordinate with the others. In this way, it is similar to a strategy. However, it is a localised strategy to deal with issues that impact on the use of sustainable modes of transport.

Because of this, the scope of a neighbourhood accessibility plan can be wide compared to single outcome driven projects. This also means that neighbourhood accessibility plans have relationships to many different types of activities that are happening or planned in the community or that impact on the community.

National strategic relevance

The outcomes of neighbourhood accessibility plan projects can contribute to many of the desired outcomes of a number of government strategies. An outline of many of the government strategies and international protocols the activity relates to is provided as web resource S6.

Strategic relevance in the regional and local government context

Long-term council community plans reflect the unique set of aspirations of people living in various cities and districts. However, typically there is some consistency on what communities value most. The following themes are common to most long-term council community plans:

- environment
- safety
- health
- communities
- vibrant town centres.

Territorial authorities will then direct resources and spending into particular activities that are seen to be able to deliver on key issues. Monitoring then takes place to gauge the effectiveness of council activities in relation to the key issues identified.

Neighbourhood accessibility planning is one activity councils may choose to undertake in order to deliver on a number of community aspirations. It is also a way councils can display commitment to the objectives of the Land Transport Management Act 2003. This activity can be part of a council's land transport plan. Councils typically consult on the land transport plan as part of the annual plan/long-term council community plan consultation process. When approving funding of an activity, councils have been made aware that the NZTA is guided by clauses 20 and 68 of the Land Transport Management Act 2003. It must be satisfied that each activity in a council's land transport plan:

- contributes to the purposes and objectives of the Land Transport Management Act 2003
- avoids adverse effects on the environment
- was developed with suitable consultation
- included consideration of alternatives and options.

For more information on the Local Government Act 2002 and long-term council community plans see web resource G1.

Relevance to other NZTA-funded activities

The NZTA offers funding to territorial authorities to assist with the development of land transport activities. Territorial authorities apply for funding for separate projects, which make up a land transport programme. Neighbourhood accessibility planning is just one activity that the NZTA funds. However, it is used to plan and coordinate implementation activities, which may be separately identified in a land transport programme.

Relevance to other agencies and authority teams

As is the case for national strategies, the outcomes of neighbourhood accessibility plans can contribute or relate to a number of different local strategies and the work programmes of many other agencies and non-transport council teams.

The reasons why people choose to use or not use active and sustainable forms of transport vary. Their reasons may be associated with specific transport issues such as lack of access or unsafe facilities, but they are also likely to be associated with other social factors. For example, people may choose not to use active or sustainable forms of transport due to the quality of the environment (eg presence of rubbish or graffiti) or if other users of that environment are demonstrating socially unacceptable behaviours that prevent people from feeling comfortable or safe.

Relevance to other NZTA projects

Web resource S7 provides a list of the different NZTA projects that complement neighbourhood accessibility plans and explains why the activities are complementary.

Relevance to other neighbourhood based projects

Transit-oriented development, urban renewal projects and other similar projects, have a close relationship to neighbourhood accessibility plans. The objectives of all of these projects are likely to be very similar. Such projects should be integrated/coordinated with care.

Relevance to travel behaviour change

Travel behaviour change projects are one type of activity that can complement neighbourhood accessibility plans well. For example, if a new safe route to a train station is created, travel behaviour change activities could complement the new infrastructure. Travel behaviour change could include providing information to local residents about the new route and encourage them to try using the route and catching the train by offering a free train ticket.

As 33 percent of all driving trips are less than 2 km in distance, then in most areas, a neighbourhood accessibility plan will include some implementation actions that aim to change travel behaviour.

Neighbourhood accessibility planning and travel planning have very similar processes and methodology, but they aren't the same thing. One of the main differences is that neighbourhood accessibility planning has a whole-of-community focus while travel planning is focused on a specific audience, such as a workplace or a school. Neighbourhood accessibility planning and travel planning are complementary and can easily be set up to run together. See web resources S7 and S8 for more information.

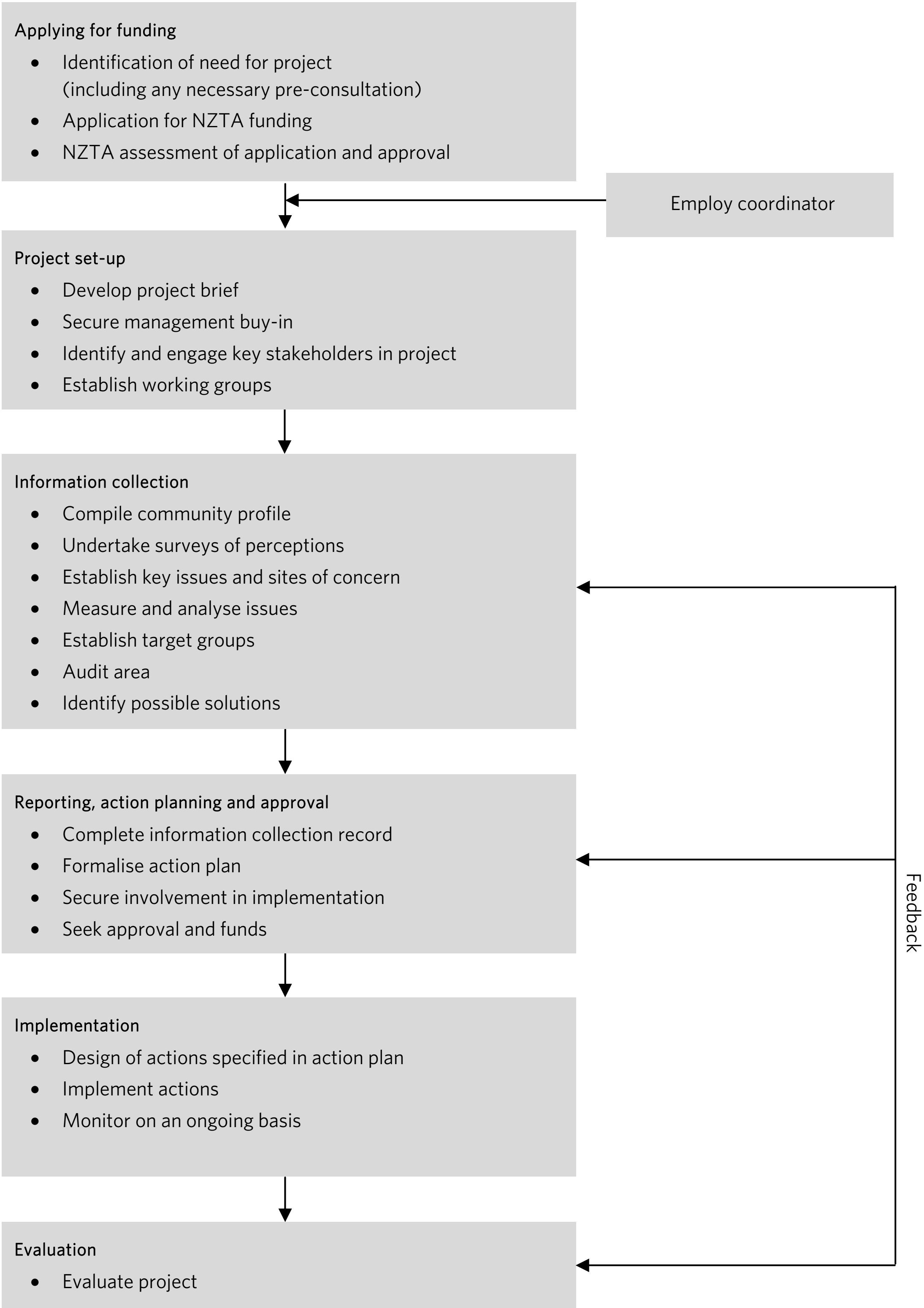
How the project relates to public transport?

Neighbourhoods selected for neighbourhood accessibility plans are typically no more than four km^2 in size (for more information on how to select locations refer to chapter 2). In an area of this size, it should be relatively easy for people to get around on foot or by cycle. Public transport could still be utilised, but in most cases it is more likely to be used for longer journeys. Therefore, the accessibility focus is on whether people can access key destinations safely on foot or by cycle. Some of those key destinations may be public transport interchanges.

If a council has plans to upgrade a public transport route, neighbourhood accessibility plan projects will complement the project by facilitating improved access to the public transport interchanges and potentially increase usage of the route. Combined projects can be promoted as consideration of the whole journey, rather than a focus on each mode as an isolated entity.

Promotional and education actions may promote public transport and/or other shared mode activities, such as carpooling to common workplaces. Engineering and environmental actions may help make the public transport connection easier to get to, more visible and more attractive in terms of the facilities it provides.

Project process



Part 2 – Investigation

Chapter 4 – Project set-up
Provides information on how to set up the project and develop relationships with your project stakeholders.
Chapter 5 – Information collection
Outlines what information needs to be collected and why. This chapter includes information on consultation.
Chapter 6 – Reporting, action planning and approval processes
Suggested ways to record and report information and how to write up a project action plan.

Chapter 4 – Project set-up

Overview

This chapter outlines the tasks required to set up the project and provides information on establishing relationships with stakeholders. The content of the chapter focuses on the key tasks to complete, in roughly the order it is sensible to undertake each task in.

Objectives

The objectives in the project set-up stage are to:

- establish buy-in from council team members and external stakeholders and create a foundation for building a solid project team
- agree on the aim, objectives and desired outcomes for the project
- determine how the project might be promoted.

Project tasks

1. Develop an initial project brief.
2. Secure management buy-in.
3. Research what projects and people link to your project.
4. Start contacting people to secure their buy-in and involvement.
5. Determine and formalise how you will manage stakeholder relationships.
6. Convene your groups and agree the project brief.
7. Agree how you will name and promote the project.
8. Promote the project (if relevant at this point).

Timeframe

Two to four months (possibly interconnecting with information collection).

Key outcomes

- Identification of key stakeholders.
- The group(s) are established and operational.
- Project brief and timeframe developed.
- Neighbourhood accessibility plan established.

Critical success factors

- Project coordinators should be engaging in a process of collaboration with stakeholders.
- The expectations of the key stakeholders will need to be managed to ensure these are realistic.
- Getting the right people on board will greatly assist implementation.

Start with good work habits from the onset

Project managers know that being organised and methodical greatly contributes to successful project management, as does habitually keeping track of your progress and continually thinking about how you will evaluate your projects long-term outcomes.

Assessing and monitoring

Most people assess their work as a matter of course – we all love to know how we are going and to get positive feedback. Assessment can be built into the way you do things. For example, at the end of a meeting you can add a simple evaluation form for people to fill in. Web resource T1 provides a questionnaire you can use to evaluate meetings or events.

It is up to you to decide how you will monitor your progress.

Monitoring and assessment can:

- provide information that will help you make practical decisions about your programme
- identify any weaknesses and potential problems before they develop any further
- help you identify changes to your project objectives
- give a clearer sense of direction to the programme by providing information about what has happened and why.

Recording

Recording the key things you do is obviously very important. At the end of the information collection phase, you will need to write a report on what you have done to date. Keeping a record will help with answering questions, reporting to management and evaluating the project. In addition, if you leave the role, someone else will quickly be able to take up where you left off.

Evaluation

Evaluation is essential – especially to council management and project funders. At the end of the project your council will probably make a decision about whether more neighbourhood accessibility plan projects should be started. Don't be guilty of only collecting information to justify implementation actions. You also need to collect information to use as baseline data for evaluation. The types of data you collect for each purpose can be different.

The most preferred approaches to evaluation are:

1. **Outcome evaluation** measures the changes/consequences that have been made as result of the project (this can include short-, medium- and long-term changes). A cost–benefit analysis can also be undertaken as part of an outcome evaluation to determine the efficiency of the project.
2. **Output evaluation** determines what the project delivered (eg how many people were taught).
3. **Process evaluation** looks at how the project was implemented to determine if improvements in the projects process can be made (eg whether target populations were reached).

When planning what information you need to collect, this hierarchy of evaluation preferences should be considered.

Develop an initial project brief and communications plan

Before you start approaching people you should have a clear idea of what your project is about. The project funding application may give you a good background. You should aim to have as much of the project brief completed as possible before approaching people. The rest will be finished by the time you've finished all the tasks listed in this chapter.

Project brief

Your project brief can consist of the following sections:

- The possible aim and objectives of the programme (Chapter 6 provides information about what the aim and objectives should look like and discusses the setting of targets. At the set-up phase of the project you can think about what kinds of targets you wish to achieve, but you probably won't be able to assign a value to the target until you have finished the information collection phase of the project. Chapters 3 and 8 also can be referred to for information on objectives.)

- The desired implementation outcomes of the programme (Chapter 6 explains what implementation outcomes are, chapters 3 and 8 can also be referred to for more information on implementation outcomes.)
- The geographic location shown by drawing a cordon on a basic map.
- A rough idea of who your main target audiences are likely to be (This may change following data collection – but an initial indication may give you an idea of which external agencies it may be helpful to work with.)
- Why the project is required in your area (eg provide data from preliminary crash analysis, pedestrian and cycle counts).
- Which internal and external projects the project relates to (refer also to the community profile information in chapter 5).
- Who is the project sponsor, leader and team members.
- Who your stakeholders are (this chapter and web resources S9, S10 and S11 will assist you).
- What funding and other resourcing is already available and timelines for further funding applications.
- A project timeline.

Project briefs can also include a background to the project, a list of assumptions, dates for reviewing progress and a risk analysis (which consists of a list of strengths, weaknesses, opportunities and threats).

We have provided an example of a project brief that would be similar to a neighbourhood accessibility plan project brief in web resource E1. A blank template of this is available as T2. Web resource T3 also provides text that you can use to write a short project outline.

Communications plan

Establishing a communications plan is not essential. But it is a handy management tool and can be very helpful for staff that are new to the project. See web resource G10 for information on how to write a communications plan.

The most effective time to complete the communications plan is at the end of the project set-up phase; once you have more knowledge about who your stakeholders are. The plan should be continually reviewed and updated throughout the course of the project.

Secure/confirm management buy-in, project coordination and funding

There are three forms of management within councils – councillors, strategic managers and operational managers. (For more information about council structures, see web resource G7.) It is important to secure or confirm the support of all types of management in order to ensure the smooth progression of the action planning and implementation phases of the project.

Each team that the project relates to should have considered how they will resource the project in terms of time and staff. If this has not already been done, you and possibly your manager will need to talk to each team manager within the council.

A councillor (or councillors) can be a good project champion. Councillor support will help ensure actions are approved. Councillors can also help make the project more visible. You may choose to get support from a councillor that has a specific interest in sustainable and active forms of transport as well as councillors that are assigned to the ward the project is located in. It is recommended councillors are at least made aware of the projects existence at this stage and that regular six-monthly reports to council committees are undertaken to keep them up to date with progress. Presenting information to council will allow the opportunity for councillors to:

- ask questions in regards to the costs and benefits
- express an interest in promoting the projects principles
- request consideration in further planning. (See web resource G5 for more information on reporting to council committees and G7 for more information on the role of council committees.)

At the action planning stage of the project it is essential that at least one councillor understands how the project is relevant to council business, what the potential benefits of the project are. If they actively support the project then they can advocate for approval of actions at council committee meetings.

To help obtain both management and councillor buy-in, it may be beneficial to run a short workshop for senior management and councillors on the benefits and expected outcomes of neighbourhood accessibility plans. The NZTA, project stakeholders, operational staff and other councils experienced in neighbourhood accessibility plan projects may be useful to involve.

When dealing with the managers of other teams you will need to let them know how participation in the project will benefit them. The common benefits are that the process can reduce duplication of effort by streamlining community consultation and can often produce mutually beneficial infrastructure improvements. The process also produces data and community support relevant to the activities of other teams. Some council teams have found that by working together funding can be spent more effectively and efficiently. An example of collaborative resourcing is when Rodney District Council stormwater and transport teams worked together to produce an off-road walkway/cycleway bridge that supported a stormwater pipe underneath.

A clear statement of expectations should be worked through at the onset of the project, or a memorandum of understanding could be established. In some cases, both may be beneficial: the former for internal parties and the latter for external parties. (For more information about memorandums of understanding see page 26.)

It is important when securing management buy-in, that there are also conversations about infrastructural investment. It is desirable to secure funding from internal teams for the various infrastructural actions that will be implemented. The *New Zealand transport strategy 2008* recommends that funds are reserved from either (or both) of the minor improvement projects and maintenance budgets to fund some of the infrastructure identified as part of the neighbourhood accessibility plan.

Money set aside from these budgets can fund any small improvements that come up during the investigation stage. Local authorities have found that quickly resolving a few issues in the neighbourhood greatly enhances community acceptance of the project and further community participation in the project.

To avoid time lags, it is very important that all projects, including infrastructural projects, are appropriately timed to fit with one another and that all implementation is planned in a coordinated manner. Any significant pieces of pre-planned minor improvement projects or maintenance investment should be coordinated to follow the neighbourhood accessibility plan investigation phase.

All other infrastructural investment should also be planned so that design and implementation follow as soon as possible after community and council agreement on activities.

Tip
A visual image that illustrates a vision for the neighbourhood is an excellent way to get buy-in for the project and to help get people thinking about long term goals. Concept images can be drawn up as a series that show phased levels of changes. For more information on using illustrations to help clarify the community vision, see web resource G13.

Justifying the project

It is likely that at some point you're going to have to justify the project or sell the benefits of the project. Therefore, we have provided the following information to help you to do this. If you require more information, refer to the *Neighbourhood accessibility plans: Information for local authorities planning for and starting projects* document. Chapter 3 and web resources S3, S5 and S6 provide supporting information that will help you justify the importance of your project.

The main forms of resistance you're likely to encounter internally will most likely relate to funding for the implementation of infrastructure and staff time for the management of infrastructure projects. There is never enough money to go around, so these concerns are very valid and unfortunately common to everyone. To try to alleviate some of these concerns you could use the following responses:

- 'The project process requires the collection of community opinion data, that helps prioritise projects. Other councils have used this data to help prioritise projects on minor improvement and maintenance programmes. Even if funding is not forthcoming, this will assist with financial planning and risk management.'
- 'My job can involve liaising between the public and engineers. This can often relieve pressure on engineering staff if this task has become time consuming.'
- 'Yes, funding infrastructure implementation is a concern. The process is about working with the community to determine their aspirations. This is important if we are going to get them to support any infrastructural actions that are implemented; provide their time to promotional, enforcement and educational initiatives; and change their behaviour or participate in encouraging others to change their behaviours. My job as the project coordinator (and I will need to be supported in this) is to be continually trying to manage community and stakeholder expectations related to infrastructural improvements, by educating them on council procedures and the availability of funding. To keep things as positive as I can, I will need to focus on what we can do, rather than what we can't. The NZTA is trying to encourage councils to plan integrated packages of activity. The project process is set within this context, so the NZTA are likely to look favourably at funding implementation actions.'

Use other stakeholders to help you justify the project

Your key stakeholders will also be able to help you justify the project and its actions. For example, project-based health impact assessment (HIA) is one tool that district health boards will be using to help justify projects and project actions in terms of health. (At the time of writing, HIAs (for use in projects) are still being developed. More information on HIAs can be found at www.phac.health.govt.nz/moh.nsf/indexcm/phac-hia and through your local district health board contact.)

Partnerships

Two of the main principles of neighbourhood accessibility plans are that they engage communities and that they are collaborative. You and your local authority will be tasked with coordinating implementation, but the responsibility for implementation will be with many different local authority teams, external agencies, community groups and residents of the neighbourhood.

How you go about forming your partnerships is up to you. The sections below outlines who you should contact and how we think you should go about this complicated process.

Step 1 Research – what projects/people link to your project.

Step 2 Put your feelers out – start contacting people to tell them about your project and get an idea of how they would like to be involved.

Step 3 Formalise involvement – how you will manage stakeholder relationships.

Step 4 Introduce your project – convene your groups and agree the projects aims and objectives.

Step 5 Promote the project.

Step 1 Research

Some stakeholders will have been contacted when the funding application to the NZTA was written. A memorandum of understanding may have also been drawn up, to help formalise the integration. You should discuss who was contacted with your manager or the person involved in setting up the project, to determine what involvement, if any was agreed.

There are three main groups of project stakeholders:

- internal stakeholders (other teams, projects, council management and councillors)
- external agencies (eg Accident Compensation Corporation (ACC), police, Sport & Recreation New Zealand (SPARC), schools)
- neighbourhood businesses, business associations, community groups and residents.

If in your project area there are proportionately more crashes involving children than other age groups it may be useful for you to work with schools in the area. You can simply involve the school in the project or set up a school travel plan at some point throughout the project. See web resource S7 for information on what situations it is advisable to set up a travel plan.

Lists of who may be appropriate to contact are provided in web resources S9, S10 and S11.

Tip
When thinking about possible community stakeholders to involve, talk to others that may have worked with these individuals in the past (eg your community development team).

The best way to determine linkages is to consider where the stakeholders' objectives and the neighbourhood accessibility plan's objectives overlap. This will provide you both with clear points of collaboration. Once you have established this information, you will be able to determine who needs to be involved as a primary stakeholder perhaps by participating in project groups and who would benefit from other types of involvement.

When considering stakeholders, a good way to clarify their potential involvement is to ask yourself:

- What is required from this stakeholder to make this project work?
- Can they contribute directly to the goals of the project?
- Does this potential stakeholder hold considerable influence over the community?
- What knowledge and skills is my team currently lacking that will be essential to the success of the programme? How would this stakeholder be able to improve these shortfalls?
- Will this stakeholder be able to assist with gaining political or other support crucial to the outcomes?
- How will participation in the project benefit the stakeholder?

Tools to help you organise your thoughts, with respect to who your stakeholders are, are provided in the web resources.

T4 – Who are the stakeholders – analysis matrix tool.

T5 – Stakeholder gap analysis by community issues.

T6 – Stakeholder participation by stages in decision-making.

T7 – Stakeholder summary table.

Tip
Walking and cycling groups can be great advocates for the project. Establishing good relationships with them can be hugely beneficial in the long run.

You should note that:

- Not all stakeholders will require direct involvement in the project and it is likely that some of your stakeholders will just need to be kept up to date on the progress of the project.
- Your stakeholders may change over time – different stakeholders will be interested at different stages and in different aspects of the project.

Meetings and decision-making will be easier if the key stakeholders you involve have the best interests of the at risk groups in mind. Also helpful is a positive attitude towards active and shared modes of transport.

Real life experience: Obtaining community contacts and community buy-in
The people I originally identified as being key stakeholders (due to their job titles, signposting from my team manager etc) actually weren't necessarily the right people and only time has shown that to be the case. My original list of contacts has changed considerably. It has only been through my work in the community for several months, building relationships and getting to know people well that I now know who the real key players are – and some of them are not people I would have tracked down easily. In order to get true buy-in with some stakeholders in my community (specifically Māori and ethnic community and education workers), I have found myself having to put in some serious time supporting the other community initiatives that they are involved in. While time consuming, this has also really assisted the project. The people that I've had the most continuing support from are the groups whose meetings I attend regularly whether I have something tangible to gain from being there or not. I have attended open days, pōwhiri and community meetings on a range of issues, and by showing my support I've found that in return I am receiving good support. While it's not necessary to go to this extent with all the groups I'm working with, I think the key in this particularly troubled area is that the road safety issues are so deeply entwined with the greater social issues that you can't easily separate them out. You're therefore either seen as being in and trying to help with this strong tight knit network or you're not.

Step 2 Put your feelers out

Once you have identified your stakeholders, you will need to begin the process of contacting them, creating interest and obtaining buy-in. You can do this by approaching people one by one, team by team, or by organising a stakeholders' forum.

Real life experience: How the project was set up
Earlier discussions were held with road safety coordinators and transport project managers within the council, based on injury data and road safety issues in the proposed project area. Schools were approached next with a letter from the Director of Strategy and Development, followed by the road safety coordinator and the project manager visiting each school principal. Letters also went out to community organisations in the area. Very little interest was shown by these organisations initially. It wasn't until they had face-to-face meetings with us, that they were able to see how the project was relevant to them.

You and each stakeholder will need to agree what role they will play in the project. This will depend on how much involvement it is relevant for them to have, how much time they have and how they can contribute to the project development and implementation.

Before making contact with stakeholders you will need to consider the following:

- any cultural norms/protocols that you need to be aware of
- any established processes your organisation has for working with this group
- any barriers to their involvement (eg access, language, transport, meeting date/times)
- approaching the most senior staff members in the first instance
- whether the person you're contacting is representative of the whole group – if not, you should ask them if they are willing, able or appropriate to undertake a role as the group's representative and whether they mind providing feedback to the group

- the level of commitment required – this will be difficult to work out initially and will be determined by the type of issues in your area. You should try to guess this time as best as you can and state that this is an estimate.

When contacting each stakeholder be sure to:

- bring along/send your initial project brief (or communicate the contents of this)
- sell the project benefits in a way that is relevant to the stakeholder (see web resource S5 for more information on the benefits of shared involvement)
- tell them what's in it for them
- give options on levels of participation (also take into account that some stakeholders may also appreciate some level of ownership as well – this is the case if the project is truly going to be a collaborative effort)
- give options on what feedback you can provide them with
- find out what information, resources and financial resources they have that they may be able to contribute to the project
- make them aware of how you will formalise your working relationships and what role you think they will have in decision-making (see step 3).

If you're in anyway unsure about any aspect of working with stakeholders, see web resources G8 and G9.

Internal stakeholders

Initially you may want to contact internal stakeholders informally. It is best to approach the manager of the team in the first instance. Establishment of an internal working group will help the buy-in you get from council team members and may help with communication across the organisation. This will be beneficial when you're trying to get coordinated activity happening in the neighbourhood area during the consultation and implementation stages of the project.

You should be looking to gain support and involvement from the three levels of council – political, strategic and operational. See web resource G7 for a description of council structures.

Other avenues to obtain support may be through existing groups, eg a management group.

As well as determining your internal stakeholders it is advisable at this stage to also assemble a list of council projects that are happening in your project area. The list should include projects that have recently been undertaken, are currently in progress or planned. Knowledge of these initiatives will also help improve your credibility in the community. See web resource S9 for ideas on who to approach about projects.

External agencies

Other agencies will have an interest in and or a responsibility to address issues for pedestrians and cyclists. It is likely that many stakeholders will only be interested in one aspect or outcome of the project (eg ACC will want to improve safety, SPARC will want to increase physical activity). Most external agencies will want to work alongside you in the project and may be able to assist you with implementation. Others may need convincing of the need to be involved in the project and may only come on board following your consultation and data collection phase.

Again, you may like to approach some stakeholders through existing groups such as a road safety action-planning group.

Neighbourhood businesses, community groups and residents

Council staff you have met up to this point may be able to introduce you to the potential community stakeholders you have identified.

Real life experience: Getting buy-in from the community
My main problem at the outset was that I identified so many stakeholders from such diverse backgrounds that I really couldn't see the wood for the trees when it came to forming a working party. I had visions of trying to create buy-in from a meeting full of hundreds of people from all ages and walks of life and with different agendas. This was largely due to the make-up of my community, which was in fact made up of many diverse communities lumped into one geographical area. I think perhaps most communities are made up this way but mine does seem to represent the extreme range. I had been trying to create a forum that would best meet the needs of all these people and I just couldn't get my head around it. In the end I decided to meet groups individually (migrants, pensioners, existing network and disabled groups, sports and so on) to discuss what the issues were from their perspectives. From each of these groups I tried to identify some key people who could come through to a central working group. Whilst this was fine for some, most just didn't work that way, so I decided to keep working with the main groups simultaneously until all data was collected from the survey and audits. During this time I have naturally developed better working relationships with those individuals who hold more of an interest, and my future working group (which I will be getting together at the action-planning phase) has therefore more or less already formed itself naturally.

Workplaces may be difficult to engage in the project. You can involve businesses at any stage of the project, but you may decide that it is necessary to get some involved from the beginning of the project. Some of the following benefits may help persuade them to get involved:

- the project identifies issues that exist in the community and can help to make more informed decisions about whether workplace travel planning would work in the area (see www.landtransport.govt.nz/sustainable-transport/guidelines for the benefits of getting involved in workplace travel planning)
- there may be potential for improvement in streetscape and transport infrastructure
- there is potential to reduce issues surrounding the workplace (eg speeding cars and graffiti)
- there may be an improvement in road safety and personal safety conditions for employees and customers accessing the workplace
- participation in the project can make the company more visible.

Key stakeholders forum

Alternatively, you may consider holding a key stakeholders forum as an initial step to determining levels of interest and ability to participate. This could be a forum to invite all likely stakeholders from within council and externally within the community. You can use this forum to generate interest in the project, invite people to be involved in working parties (or to determine on what level they would like to be involved). You can also use this meeting to gain some preliminary ideas on key issues/sites of concern for most stakeholders.

Real life experience: How we got community buy-in
• Presentation to the community (key stakeholders) at local conference facility with lunch provided. • Provided a clear outline of what the project was about, what our expectations were and what would be involved if people were on the steering group. • Had relevant data on hand. • Clear support from council management. • The facilitator was known to the community – this helped with establishing relationships with the schools. • Developing the community profile was another good way of getting buy-in in the way of interest (see chapter 4). • Regular newsletters on the project.

Step 3 Formalise involvement

Once you have identified the key stakeholders and gained their interest in the project you will need to establish processes for consultation, decision-making and agreeing who is responsible for each task. You will also need to think about how you will manage your stakeholders expectations of how fast the project will progress and how effective the outcomes will be.

There are a number of ways of managing stakeholder relationships. Because the project relies so heavily on the involvement of others, we recommend establishing more formal ways of managing your relationships. Two such ways include:

- creating a memorandum of understanding (MOU) – recommended if you have multiple professional agencies working on a project who will all be contributing time and money to the project and there is a possibility of significant relationship issues arising
- establishing working or management/steering groups – these are recommended in all circumstances.

It is important to strike a good balance of formal documentation, as you don't want documentation on working relationships spoiling good working relationships.

Creating an MOU

An MOU helps formalise the working relationships between parties and seeks to document a common understanding about how the project will be managed and resourced. Establishing an MOU usually takes several meetings with key stakeholders to draft the document and negotiate the contents of the document. The final product is a document signed by all parties.

Specifically an MOU will include:

- who the parties are
- the principles of the MOU
- the purpose and background of the MOU (see web resource C1 for text to use)
- the desired outcomes of the MOU
- the roles of the parties and a list of shared priorities
- the way in which the parties will work together collaboratively to action the project
- information about how issues will be resolved
- the timeframe over which the MOU applies
- what will happen if the MOU variation is required
- a list of contact staff for each party
- meeting and reporting requirements.

Establishing steering and working groups

Who to involve

At a minimum, we recommend you set up at least two groups – a steering/management group and a working group. See below for more information on these groups. If you have a complex project with many different stakeholders, it may be worthwhile having three project groups. An inter-department council working group, a cross-agency group and a community-working group. A school working group may also be relevant, if there are a lot children living in the area and the school is willing to participate.

In some instances, a higher level group may already be in existence to provide you with the over-arching support needed. For example, a road safety action-planning group may be able to provide you with advisory support.

Members of the groups should reflect the essential elements of the programme, ie engineering, education, enforcement and promotion. Membership of the groups doesn't need to be fixed, as you may want to involve stakeholders later who could have a specialist input role.

On your steering group, besides yourself, consider involving:

- a councillor or community board member
- any relevant management
- transport engineer(s)
- road safety coordinator
- travel plan coordinator
- transport planner or town planner
- police enforcement officer/police education officer
- key representatives from your working group
- key stakeholders from other agencies
- management or key contacts from council teams you will be working with closely.

A typical working group will have six–ten members and is likely to be comprised of yourself plus:

- operational council staff
- community group or special interest group representation
- school group representation (if relevant)
- a representative from each of your at-risk groups
- a pedestrian and/or cycling advocate
- residents with a special interest in the project and/or a representative from a residents association or transport management association.

If you need to establish a school working group, besides yourself, consider involving:

- operational council staff
- police representation
- lead liaison teacher
- principal
- board of trustees representation.

It is likely you will involve staff from your steering group in working group meetings, from time to time when the need arises.

The role of the groups

It is important to clarify expectations, roles and responsibilities early on. Your steering group will:

- assist with strategic development
- determine the strategic direction and prioritise service delivery
- oversee planning and implementation processes
- monitor and evaluate achievements in accordance with objectives met.

Provide professional advice by:

- providing operational and professional expertise
- providing relevant data and specialized information
- advising and guiding on appropriate methods, processes and analysis.

Assist with approval processes by:

- advocating the need for the project and any implementation actions identified
- advising and assisting with funding/approval processes and documentation.

Facilitate partnership by:

- actively developing partnerships with key stakeholders
- identifying opportunities for collaboration between projects which have shared objectives
- identifying opportunities for coordinated action in the neighbourhood area
- identifying and assisting with the development of resources
- contributing to the dissemination of information.

Your working group will assist with the operational project activities. This group may need to undertake any of the following tasks:

- Providing advice about issues faced by the community.
- Assisting with determining outcomes sought by the community.
- Advising on suitable consultation methods to use in the neighbourhood.
- Assisting with dissemination of data collection and consultation material.
- Being actively involved in implementing some initiatives.
- Liaising between the working group and the wider stakeholders.
- Aiding communication with the community.
- Assisting with developing and action planning.
- Providing an advocacy role for any identified actions.
- Identifying and assist with the development of resources, including additional funding.
- Contributing to the dissemination of information and reporting on progress of the project.

How to manage the groups

The most effective groups have a clear purpose and a sense of a shared purpose, a commitment to the project tasks and have specific measurable objectives and clear and attainable outcomes.

To help formalise the groups and the participants' roles you could do one or more of the following:

- Hold an initial, minuted meeting to discuss roles and circulate the minutes of the meeting to all stakeholders.
- Agree on terms of reference for the group, which clearly state the purpose, role and membership of the group and circulating this to each stakeholder.
- Write a letter of agreement to each stakeholder.
- Circulate a summary that outlines the commitment sought from each stakeholder.
- Develop a charter.

It is important that you clarify the role of the group at the first meeting: the purpose of the group's meetings, the expectations in regards to meetings and the decision-making process. This is especially important if you anticipate establishing multiple groups or have member duplication.

Stakeholders and the working group are all likely to have different aspects of the project that they feel need emphasis. In order to manage expectations among the stakeholders, opportunities should be provided for the stakeholders to learn about other points of view. This will ensure that all stakeholders feel involved and able to contribute to the direction of the project equally. Ideally by the end of the set-up process stakeholders should share similar expectations of the programme and be committed to undertaking their role within it.

The amount of commitment required by stakeholders will be difficult to determine initially and will be dictated by the type of issues in each community.

You may also find that your working group is more fluid than you initially expected. It is a two-year project and a combination of factors can mean the working group you start with may not be the one you end with. People's priorities can change, staff change and you may also find that you need to bring on board expertise for specific tasks or for different stages of your project. The important thing is to have some consistency in your group, and at least one project champion that can influence others and fully supports your project during its entire duration.

Suggested formats and template agendas for the community working group are provided in web resource T8.

Step 4 Introduce your project

This step will be the formal starting point for the project. Your project brief should be mostly completed. You can make this available to stakeholders and people you're working with so that they have a summary of your project.

You will need to carry out your first formal meetings to introduce the project. A template agenda for your first working group meeting is provided in web resource T8.

Advertising your project to the general community

In addition, you may choose to introduce the project to the community. This has advantages and disadvantages. The advantages are that the project is visible from the outset. This will generate interest in the project and therefore improve participation in any community meetings held and could increase the response rates for any other surveys distributed. The disadvantages are that from this point forward you will always feel like the public are expecting rapid change.

You could look at advertising by:

- distribution of an information pamphlet
- newspaper advertising/editorial
- advertising in local magazines or leaflets
- posters around the community
- radio.

At some stage, you may also want to run public meetings. See web resource T9 for a suggested public meeting format and template agendas. If you do run public meetings also reference web resource T10.

Real life experience: project set-up and managing expectations
There was the difficulty of managing the lag time between announcing the project and the action-planning phase. Not everyone fully understands the process and it's hard to keep enthusiasm high when it seems that nothing is happening, despite describing the process in depth to anyone that will listen and providing numerous updates. I know that the issue of building expectations has come up for most project coordinators and it's a hard balancing act. Council didn't really help this with their big announcements in the press when I started the job – though I understand why they wanted the exposure. It took me a couple of months to find my way round council and to research the community, and while what I really wanted/needed was some space and time to come up to speed, I felt I was under a lot of pressure internally and externally to be delivering something immediately.

Step 5 Promote the project

Naming your project

A neighbourhood accessibility plan is the name for an NZTA-funded product. A project should be referred to as a 'neighbourhood accessibility plan' in all funding applications and reports to the NZTA.

The NZTA does not require that individual projects are named as neighbourhood accessibility plans; however, it is requested that, in all communication not targeted at the project neighbourhood (eg conference presentations or higher-level communications with professional stakeholders), the project is referred to by its project name but also described as an NZTA-funded neighbourhood accessibility plan, or neighbourhood accessibility plan implementation initiative. If applied consistently, this will help to avoid confusion and will enhance the overall awareness of neighbourhood accessibility planning projects.

The local authority is free to brand the project in any way it chooses. Projects should be appropriately branded to local authority or neighbourhood area issues, as this is likely to assist with local identification and ownership of the project.

Deciding on whether to brand

It is likely your project will take place over two to three years, be in the media and involve the community. For these reasons, it is a good idea to consider branding your project. When you brand is up to you. You may decide to brand right at the start; however, we recommend leaving branding until at least the completion of the set-up phase. Alternatively, you may choose to brand just the education/promotion part of your project at the implementation stage.

Branding establishes the project, differentiates it from other projects and can facilitate ongoing buy-in. Spending time developing and promoting your brand can increase its visibility and reinforce the messages which are a part of its purpose – in this case, creating a safer, more accessible community for active and shared mode users.

Firstly, you should check with your council communications or media team to determine what requirements or policies they have regarding the branding of individual community projects.

For information on what a brand is, how to create a brand and how to use it, see web resource G11.

Working with the media

Your council communications or media team will probably already have clear processes for dealing with the media. Web resource G12 provides information on working with media, writing media releases and pitching to reporters.

Chapter 5 – Information collection

Overview

This chapter lists and describes activities that will:

- measure the quality of the environment
- identify issues prevalent in the neighbourhood relevant to active and shared mode users
- identify potential actions and the indicative level of support for those actions.

We recommend all the information you collect and how you collect it, is recorded in one place in the form of a neighbourhood accessibility plan report (see chapter 6).

Objectives

The objectives of the project information collection stage are to:

- determine issues
- consult with the community about their concerns and priorities
- educate all users that issues exist and to get buy-in for actions that address the issues
- identify a range of potential actions (that involve, engineering, education, promotion and enforcement)
- collect baseline information to use to evaluate the project and any actions implemented.

Project tasks

1. Create a community profile.
2. Carry out perception survey.
3. Establish key issues and sites of concern.
4. Measure and analyse issues.
5. Establish the groups that are at risk or affected and who might be causing risk.
6. Audit area.
7. Identify possible actions.

Timeframe

Six months to eight months (possibly interconnecting with project set up, reporting and action planning).

Key outcomes

- A community profile established.
- Baseline data for evaluation purposes established.
- At risk, affected and risk-causing groups identified.
- Key issues and sites/routes identified.
- A list of possible actions for inclusion in an action plan created.

Critical success factors

- Keeping up to date records of what you do and the results of what you do – this greatly assists with any reporting you're likely to be asked for.

- Involving your groups, stakeholders and the community in information collection will maintain their interest. Doing so will also increase the chances that each group will buy into the findings and identified actions and invest (time or money) in the actions.
- Ensure that consultation and communication methods are appropriately adapted to your community.
- Collect data for evaluation as well as issue and solution identification.
- View interaction with the community as an opportunity to make people aware of the neighbourhood issues; why they need to be dealt with; and how council, stakeholders and the community can work together to make improvements.
- Empowering the public teaches individuals how to act as advocates, what mechanisms to use and how to assist council staff with the change process. This will affect more change and be more productive than simply providing members of the public the opportunity to complain at public meetings.

This chapter consists of the following sections:

- introduction to information collection
- planning for information collection
- creating a community profile
- involving the community
- establishing the key issues that exist in the neighbourhood
- establishing key locations and routes to focus on
- establishing who your main audiences are
- conducting site visits and audits
- data collection tools
- survey tools
- reviewing the information you have collected.

These sections aren't written in the order you should undertake the tasks in, rather information is grouped into sections that consist of like information for easy referencing. For the suggested order to undertake information collection tasks, refer to page 41.

Introduction to information collection

The information collection phase of your project requires the compiling of information from very different sources.

It may be helpful to think of data as hard and soft. The hard data is often referred to as quantitative and black and white (eg census and population data, crash statistics, pedestrian counts, and traffic counts). The soft data is often referred to as perceptual data or qualitative data and is typically more descriptive in nature – it is collected to determine how people feel and to get their views on particular issues.

Once you have amassed this data, then you will need to make sense of it all – looking for trends, consistent themes and priorities. Some data will be reserved for evaluation, while other data will be useful to justify implementation actions.

Most neighbourhood accessibility plan coordinators have compiled all their data collection into one information collection report, this can include maps, survey results, photos, audits and statistics. Chapter 6 provides details on reporting.

Uses for information

There are many reasons for collecting information. For each reason different types of data will be required, for example:

- Planning
  Some types of information can be collected to assist you to run the project efficiently. For example, demographic data can be used to help you target information collection and campaigns appropriate to the culture and age of community groups.
- Evaluation
  The type of information needed for evaluation is typically measurement type data. This data will quantify the situation in the area. It is collected before and after implementation. Examples of this type of data include: how many active and shared mode users there are in the area; generally how happy people are with the area; how many crashes there are in the area; and how long it takes to make journeys.
- Justification
  This type of information provides a picture of the issues that exist within the area. Often comparative statistics are used to compare neighbourhoods. Consultation with the public is also used to prove how many people want change. Examples of this type of data include: how many people are in support of an action or believe something to be an issue; what percentage of people are affected by the issue relative to another neighbourhood, or the local/national average; and economical analysis, eg cost/benefit ratios.
- Issue identification
  This type of information identifies where and what problems currently exist, who is affected and why they are affected. Examples include behavioural observations at a site, opinions from key stakeholders and results from surveys and audits.

Facilitating community ownership whilst collecting information

The overall project should aim to get people more, interested in area issues, buying into the project actions and ultimately taking ownership for some aspects of implementation.

This is more likely to happen if people are involved in the project from the beginning. Many of the information collection methods recommended in this chapter utilise members of the public.

As well as providing a mechanism to involve people and make them aware of issues, this stage of the project should also be viewed as an opportunity to educate and empower the public. The two main areas that often require explanation are:

- the decision-making process – you can teach the public their role in the decision-making process and how to advocate proactively for change
- technical aspects of information collection and implementation – taking the time to explain these things, if asked, can help people to understand why decisions are made. Often if people are given a good background to decisions they will be more accepting of them as they will better understand the complexities involved. Members of the community, if given technical knowledge and any necessary constraints, often think of creative solutions to problems.

To learn more about community involvement refer to web resource S1.

Planning for information collection

The key decisions you need to make when planning information collection is what information you need to collect and what methods you will use to collect it. Firstly, you should consider the main objectives of the project. What information do you need to collect to:

- determine what issues relate to the objectives
- measure the extent of the issues, for evaluation purposes
- determine how important people think the issue is?

Other considerations you will need to take into account are:

- information required by funding agencies and other key stakeholders
- information required by your council (that may have slightly different information requirements)
- information that already exists from other parts of your council and from other organisations and stakeholders
- projects that are collecting information similar to the information you require (eg a school travel plan project in the area)
- what information will be easy to collect and what will be more difficult
- whether you intend to undertake broad community (general public) level consultation, or just target high risk groups/key informants
- what your budget, resources available and timeframe are
- what your timeframe is in relation to your audiences (eg you may need to fit some data collection activities into the school term)
- your own skills, knowledge and experience with data collection, analysis and presentation
- the way your community responds to different types of information presentation and collection and the current workload of the community.

Once you have thought about what information you would like to collect you will be in a good position to decide on the methods to use. We have made recommendations however, in some cases you may need to either adapt the methods or create new methods.

You also need to keep in mind that at the implementation phase some additional information collection may be required to support individual implementation actions. For example, a behaviour change campaign may require you to set up focus groups so that you can further investigate behaviours to target.

When considering which methods to use to collect information, you should also think about which methods will help facilitate community ownership of the issues. People will be more likely to take ownership of issues if they are aware of the area issues and are involved in project tasks. There are many ways, discussed later in this chapter, to get people involved in information collection.

Recommended information to collect

The table on the next page summarises the information you could collect and what its purpose is. The table also contains information that will help you to make decisions on what methods are suitable for your project. For more information on each method see the descriptions later in the chapter on conducting site visits and audits (page 49), data collection tools (page 51) and survey tools (page 57).

Rural projects and small projects

Most of the information recommended to collect in this chapter is also applicable for a rural project. If investment in implementation actions is likely to be modest, you may want to rationalise the amount of information collected, by choosing to collect only essential information and using cost and time efficient ways of surveying the public. A word of caution. Even smaller scale projects will need information collected, that can be used to evaluate the project. In the following tables, the italicised text in the first grey column identifies essential information that needs to be collected. Each project will be different. You may need to prioritise other types of information collection, in addition to the essential information.

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
Community Profile							
Community description *Demographic data* *Communication channels* *Key informant information* *Key events*	Planning	Quick	Easy	No	• Helps target consultation and implementation • Useful for project management	No disadvantages	Desk-based research and discussion
Council projects					• Assists collaboration • Increases credibility with community		
Crash statistics							
Data from the crash analysis system	• Evaluation • Issue identification • Justification	Moderate	Moderate	Yes	Most comprehensive source of crash statistics	• Not all non-injury statistics will be included • Can be difficult to interpret so need an expert	Desk-based
Data from ambulance services		Moderate	Moderate	Yes	Will provide more information on non-injury crashes	• May be difficult to obtain • Double counting	Desk-based
Informal information from the public on non-reported injuries		Moderate	Easy	No	• Involves public • Supplements CAS data	Double counting	Discussion and survey
Rate of risk		Quick	Easy	No	Limits bias	• Provide rough calculations – not statistical accuracy	Desk-based

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
Counts							
Counts	• Evaluation • Issue identification • Justification	Long	Moderate	Yes	• Useful for helping calculate rate of risk • The most accurate assessment of how many people are using an area	Only provides an estimate of the number of people using the area	On site
Representation of pedestrians and cyclists using area		Quick	Easy	No	• Can provide emotive evidence • Very cheap and quick	• Provides pictorial representation only • Cannot be used to help calculate 'rate of risk' or the proportion of people using each mode	On site
Public transport usage		Quick	Easy	No	• Provides accurate account of how many people are using services • Data may be able to be broken down to get information about specific groups	Data may not be useful unless you can determine how many people are getting on and off the service in the neighbourhood	• Preferably obtained from third party • On site or survey
Mode share		Moderate	Easy	No	• Is the best way to make comparisons across modes of transport • Is useful to gain demographic information on people using each type of transport	• Will need to survey a number of locations and destinations to get a good overview of mode share • Does not produce an accurate assessment of how many people are using an area	Survey

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
Other types of data							
Traffic speed measurements	• Evaluation • Justification	Moderate	Easy	Yes	Determines extent of problem	Limited application of information so only use on certain roads if speed is an issue	On site
Crime data (theft and personal assault)					Determines extent of problem	• Data won't be comprehensive due to reporting rates • Limited application of information so only use if crime is an issue in the neighbourhood	• Obtained from third party • Desk-based
Emissions data					Determines extent of problem	Limited application of information so only use if there is believed to be a lot of emissions in area	• Obtained from third party • Desk-based
Public health statistics					Determines extent of problem	Problem not just caused by transport issues	• Obtained from third party • Desk-based
Statistics based on calculations							
Future demand for walking and cycling	Justification	Quick	Moderate	Yes	Can be used if there are low numbers of people walking and cycling at present	Is indicative	Desk-based
Accessibility calculations	Evaluation	Unknown	Unknown	Yes	This method is still being investigated for use in New Zealand		Desk-based
Traffic volume/traffic congestion ratings (or level of service) *	Evaluation	Moderate	Moderate	Yes	Useful if traffic volumes are putting people off active and shared transport or if project aims to change mode share	• A lot of data may need to be collected to calculate as may be biased by many factors • Only real application is for evaluation	On site and desk-based

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
On site observations/audits							
Usability audit – walking *Usability audit – cycling* Usability audit (mobility audit) – disability	• Evaluation • Issue identification • Justification	Moderate	Easy	No	• Provides a long list of what needs to be done • Can help prioritise works • Increases understanding of different perspectives • Increases understanding of challenges faced • Increases ownership • Engages and educates people • People reach agreement looking at things in real life	• Not all problems identified will be able to be resolved • People may become too focused on minor infrastructural actions rather than the key issues and user behaviour	On site and survey
Professional on-site visits	• Planning • Issue identification • Solution identification	Quick	Easy	Yes	Provides better insight into problems and solutions	Have to be careful not to come up with actions prior to asking community	On site
Behavioural observations	• Issue identification • Justification • Solution identification • Evaluation (if comprehensive)	Quick-Moderate	Easy	No	• Provides better insight into problems and solutions • Behavioural records can help justify actions especially if they are recorded photographically or by video	Have to be careful not to come up with actions prior to asking community	On site
Facility and service audits*	• Issue identification • Solution identification	Long	Easy	No	• Provides a long list of what needs to be done • Is comprehensive	• Items aren't prioritised according to community preference • Not necessary if already undertaking other types of audits involving the community	On site

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
Involving and collecting information from people							
Working group meetings	• Planning • Issue identification • Solution identification	Moderate	Moderate	Yes	• Helps secure involvement of others • Helpful for planning project tasks • Gives project more weight • Assists with dissemination of information • Helps educate people about council processes	Increases administrative tasks	Discussion
Public meetings	• Issue identification • Solution identification	Quick	Hard	Yes	• Easy to get information 'out' • Easy way of collecting info • Low cost • Helps educate people about council processes	• Possible low attendance • Typically discussion reflects extreme perspectives and 'silent majority' aren't heard.	Discussion
Key informant surveys	• Issue identification • Solution identification	Quick	Easy	No	• Easy way of getting information out and collecting information • Very quick way of canvassing broad range of audiences • Personal contact may improve relationships • Low cost	It is only possible to involve a small cross section of people	Discussion and survey
Perception survey	• Evaluation • Issue identification • Justification • Solution identification	Long	Moderate	No	• Levels of satisfaction can be used for evaluation • Can be used for a wide range of purposes	• Subject to bias if not conducted early in the project • Time consuming	Survey

Information collection type	Purpose	Relative time to undertake	Relative difficulty	Expert help required?	Advantages/Benefits	Disadvantages/Risks	Implementation type
Involving and collecting information from people (continued)							
Photo voice	• Evaluation • Issue identification • Justification	Quick	Easy	No	• Community can be involved in their own time • People can learn about different perspectives • Very easy to implement	It is only possible to involve a small cross section of people	On site and survey
Travel survey	• Evaluation • Issue identification • Justification • Solution identification	Long	Moderate	No	• Provides detailed behavioural records of specific groups • Can be used for a wide range of purposes	• Most effective when implemented at sites with specific audiences • Not necessary if audience is already using active or shared forms of transport • Time consuming	Survey
Journey inquiries	• Evaluation • Issue identification • Justification • Solution identification	Long	Easy	No	• Provides an indicative idea of how people are travelling • Can be used for a wide range of purposes	• Does not produce comprehensive behavioural measurement • Time consuming	Survey
Origin and destination surveys*	• Planning • Issue identification	Moderate	Easy	No	Can be used to determine the key places people are going to and coming from	Other types of surveys can also collect this information	On site and survey

* Not outlined in these guidelines as method is unlikely to be used.

Sequence of meetings and tasks

The following chart shows the recommended order with which information collection tasks should be undertaken in relation to the overall project. Each horizontal line indicates that the tasks above should be completed prior to starting the tasks below. More information about why we have recommended this order is provided with the description of each task provided later in this chapter.

- All of the survey and meeting activities can potentially be used to collect ideas for improving the area.
- Most of the information collected can be used for evaluation.
- Issue identification tasks involve determining what the public think are the main issues in the neighbourhood.
- Issue measurement tasks are used to measure the extent of the issues and determine if ‘perception is reality’.
- Issue analysis tasks involve analysing the issues that have been found in more detail. Surveys, observations and meetings can help determine the who, what, when and why.

		Desk-based work	Onsite work	Surveys	Meetings
Earlier tasks	Set-up planning	Project brief Community profile	Site familiarisation		Steering group and working group meetings
	Issue identification			Perception survey Key informant survey	Working group Public meeting
Later tasks	Issue measurement	Public transport data Accident statistics Emission data Public health data Crime data	Counts Traffic speed measurements Site visits Walking/cycling ability audits	Mode share surveys Walking/cycling ability audits	
	Issue analysis		Photo voice Behavioural observations	Travel surveys Audience specific surveys	Public meeting 1 Steering group and working group meetings

Information collection tasks

Discretionary tasks

Pre or post information collection tasks

Evaluation

The main purpose of evaluation is to determine how effective implementation actions are. This information is useful if a council wants to implement similar initiatives or start projects in other areas.

There are two stages to collecting information for evaluation purposes.

- Pre-implementation stage – collecting data to establish a baseline.
- Post-implementation stage – collecting data to compare to the baseline data.

Ideally both pre and post information needs to be collected in the same way. Variables that may influence the data need to be accounted for. For example, data on driver speed should be collected at same time of day and in similar weather conditions, as both elements influence speed.

Tip
Record your data collection methods in the information collation report so that the person who undertakes the evaluation later can repeat the same methodology.

Data and information for evaluation

It is likely that your council will want to achieve multiple outcomes with this project. If you aim to achieve multiple outcomes you will need to measure whether you have achieved multiple outcomes, therefore we suggest collecting a broad range of data for evaluation purposes. The following table includes types of information that could be used to evaluate the project.

Quantitative information	Perceptual information
• Age/gender of other road users • Amount of cycle parking • Amount of obstructions on footpath • Amount of pedestrians and cyclists crossing against a red traffic light • Delays at crossings • Emissions data • Rate of cycle helmet use • Mode share percentages • Number of crashes (Ambulance) • Number of children being driven to school by car • Number of crashes (CAS) • Number of pedestrians/cyclists • Number of people choosing active or shared transport as their most often used form of transport • Number of people using public transport interchanges • Number of personal assaults • Number of road users currently preferring to use active or shared transport • Number of trips made • Number of vehicles • Public health statistics • Rate of crashes • Theft statistics • Traffic congestion ratings (or level of service – calculated using time) • Traffic speed • Traffic volume	• Condition of public transport stops • Condition of surfaces • Degree of comfort with other road users present • Effectiveness of existing lighting • How easy it is to access public transport • Perceived air quality • Perceived healthiness of household • Perception of ease of movement around community • Quality and usefulness of signage • Ratings of how easy it is to get to key destinations • Ratings of route desirability • Ratings of safety from crime • Ratings of safety from other users • Ratings of safety from road condition and structure • Ratings of safety from traffic • Ratings of satisfaction related to various roading attributes • Visual appeal (aesthetics)

Chapter 8 provides more detail about evaluating your neighbourhood accessibility plan project.

Creating a community profile

This section describes how to create a community profile. A community profile will assist you later to plan meetings, collect data and implement actions. Knowledge of other communication channels events and projects may facilitate combining resources with others or enable you to carry out some activities through the activities of others hence saving you time and money.

Some of the information you will require can be obtained at community working groups, at internal working groups, by talking with stakeholders, or from your council road safety coordinator or engineers.

Try not to spend too much time on this activity, one to two weeks should be ample.

Definitions of community

It is important to determine how the community perceives itself. This will help to determine which groups you work with. For example, the community may have different groups they identify with or feel they belong to. This could be based on culture, other demographic factors or geographical location.

To get an idea of how a community defines itself you will need to talk to people who have worked with that community, or who live in it. Collecting demographic information may also provide some insights.

Community demographic

The types of demographic information it may be useful to collect include:

- the decile ratings of schools participating (see www.tki.org.nz/e/schools)
- the cultural mix of people in the community
- the age mix of people in the community
- the age and gender mix of any significant groups of people living, working or passing through the area
- the ratio of visitors/residents frequenting the area
- the average income of people living or working in the area
- information on those with disabilities.
  Note: project coordinators in some areas have had difficulty obtaining demographic information on people with disabilities.

Other useful things to think about include:

- how fast the community is growing
- how dense residential housing is and the spatial distance between services and amenities
- where businesses, services and recreational facilities are in relation to peoples' homes and work

The types of resources that will be useful to refer to include:

- staff within the council responsible for census information
- community development and road safety teams
  (may have useful community profile type information as well as mailing lists)
- council developed community profiles (if they exist)
- census information to refer to on your council's website
- Statistics New Zealand website (www.stats.govt.nz). This has excellent information that is presented comparatively (to the national average and to the council area). The smallest area size you can obtain information on from the website is called an area unit, this may be the same size as your neighbourhood or larger.

- past resident perception/satisfaction surveys. These are completed every year by some councils, so long term trends may be observable. The types of data that may have been collected include perceptions of safety, liveability, accessibility to public transport, etc. Past council surveys of liveability or safety related to the community as a whole or to specific user groups such as pedestrians or cyclists
- letters of complaint from the area
- planning documents that relate to the area (possibly strategic plans for the area or business plans).

Community communication

It is likely that there will be different ways that information is disseminated in the communities you're working with. It will be worthwhile researching the ways it is best to approach these communities. Questions to consider:

- Do specific groups within your community require specific attention (eg are there language barriers)?
- How have others compensated for these barriers?
- Are there regular newsletters (council/school/sports/other groups), or newspapers you would be able to submit information to?
- What times of the day are the groups you wish to focus on available? Are there any regular meetings or designated activities you may be able to attend from time to time?
- What form of media is the most appropriate to use in order to reach specific target groups (eg local radio, community/church notices or health clinics).

Key informant research

The set-up phase of work will have produced a lot of stakeholders. Check that you have a list of names and contact details of key people, representing each group in the community that you wish to work with (eg those that are at risk, create risk, most affected by issues, most likely to change behaviour etc). Most of these key informants are likely to be stakeholders. However, you may wish to extend the key informants to include the perspectives of other people within each stakeholder group. Web resources S10 and S11 may help give you some ideas of who to contact. Page 59 outlines how to use your key informants.

Key event research

It is helpful to make a list of key events that are happening throughout the duration of the project In some instances you may be able to coordinate consultation, or tie in implementation actions with specific community activities that are already planned (eg BikeWise Month). Inform event coordinators of your willingness to participate in the planning and delivery of these events.

Council projects

To coordinate data collection and implementation actions, it is useful to obtain a list of projects that the council have recently undertaken, are currently undertaking, or are planning to carry out. Knowledge of these initiatives will also help improve your credibility in the community.

To assist you with this research it is worthwhile talking to council employees in planning, community services, sports and activity promotion, parking, road maintenance, road engineering, parks and so on. Web resource S9 may give you some ideas of who to contact. Web resource S8 may also be helpful if you're thinking about travel planning integration.

There are several different ways of recording this information – choose the method that works best for you. For example:

- geographic information system (GIS) maps
- hand colour coded map or aerial map with text boxes showing key points of interest
- diagram schematic
- layers of transparencies (acetate), built onto a base map

- a timeline of events.

Tools that may be useful include:

- google earth aerial photos (www.earth.google.com)
- online street directories (eg www.zoomin.co.nz).

Involving the community

The main things you will be doing when you involve the community are:

- establishing what they believe the key neighbourhood issues are
- measuring their current beliefs or behaviours for evaluation purposes
- determining which walking and cycling routes are a priority and what modifications are needed to the routes
- gathering ideas for projects actions.

As discussed elsewhere you will also be, increasing awareness, drumming up support for the project, getting buy-in for project actions, and helping to gather interest in participating in implementation actions.

Be aware that many public involvement techniques are likely to be influenced by dominant perspectives. Not everyone will participate in the surveys or meetings you have planned. This means that the opinions of the 'silent majority' may not be heard. Some of the techniques listed below and elsewhere in this document help to minimise bias by:

- proactively managing the involvement of groups that might otherwise be excluded
- ensuring that, if there is only a small number of respondents, they are able to speak for the majority.

Tip
With methods that involve utilising people you will need to be careful to gain informed consent, maintain confidentiality and be cognizant of ethical issues.

The following web resources may be of assistance when conducting activities that involve other people:

G2 – Presenting
G3 – Holding a stakeholder workshop or a community meeting
G4 – Planning and managing meetings within council
G5 – Reporting to council committees and community boards
G8 – Working with different groups in the community
G9 – Working with council and other agency stakeholders
G14 – Community interaction method
S1 – Community engagement, partnering and community development
S4 – Useful information and resources

Unfortunately, the information collection phase can seem slow to members of the general community. Buy-in and participation can be assisted greatly if you're in a position to 'put your money where your mouth is' by solving any small problems or implementing small infrastructural requests. Previous coordinators have called this 'establishing quick wins'.

The best case scenario is that there is some implementation budget reserved for these quick wins. If this is not the case quick wins may be found by discussing the communities requests with other council staff members or stakeholders, who are already implementing projects in the neighbourhood. Quick wins may also be established by discussing the results of surveys, such as walkability and cycleability audits, with people who manage maintenance budgets. These staff may be able to use your data to re-prioritise works.

Working group meetings

Chapter 4 outlines the groups you should set up and what kinds of roles the groups should have. Involving specific members of the public in this way will enable you to get the message out to others when you need to. Web resource T8 provides suggestions concerning what you should discuss at each working group meeting and provides template agendas.

Tip

There are numerous ways to create a sense of ownership amongst your working group:

- helping the group get to know one another
- getting different members to chair the meeting, or sections of the meeting
- group exercises such as brainstorming
- giving group members specific data collection tasks
- producing regular newsletters
- visiting people
- being persistent
- make meetings fun and enjoyable
- rewarding people for participating
- at the end of the project ensure the group feels like its all been worthwhile. One project coordinator organised the city mayor to sign certificates.

Public meetings

After you have carried out the perception survey you may decide to hold your first public meeting. The benefits of public meetings are that they are open to everyone so you can get your message out to a large number of people, and people who attend get the opportunity to learn about other peoples points of view. The main disadvantage is that they can be difficult to manage particularly if people attending have gripes about previous council projects. Good attendance can sometimes be a problem. However, this can be mitigated to some extent by advertising the meeting well in advance and making sure that people know the relevance of the meeting. You will need to ask the relevant public affairs staff in your council if there are any legal requirements to advertise your meeting (eg in the public notices section of local newspapers). Web resource T9 provides an outline of what can be discussed at each of your public meetings and also provides template agendas.

Tip

When planning a meeting, schedule any discussion about engineering until the end of the meeting, as discussions on engineering tend to be popular with working group members and the public.

Other involvement strategies

There are countless ways that help to make members of your neighbourhood aware of the project and get them involved. Members of your working group should be able to help you to get people interested in participating. The table on the next page lists a few ideas.

Increasing awareness	Increasing involvement
• Advertorials in newspapers • Displays at community events • Drop in clinics at local facilities eg community hall or school • Newsletters • Open days • Posters and leaflets • Radio discussions • Roadside stalls • Word of mouth through your working group	• Getting 'key informants' from the community to fill in surveys (see page 59) • Getting members of your working group or members of the public to facilitate exercises or do presentations at public meetings • Getting members of your working group to follow up with members of the public about filling in surveys • Interactive focus groups with specific organisations • Involving local schools or higher education institutions in developing surveys • Making a permanent mapping exercise continuously available • Public participation in auditing (see page 50) • Public participation in behavioural observations (see page 49) • Public participation in photo voice (see page 59) • Travel mode and origin surveys conducted by business owners or clubs • Using members of the public to collect count data (see page 51)

Establishing the key issues that exist in the neighbourhood

Techniques you could use to establish the key issues in your neighbourhood include:

- talking with your working group and key informants
- talking with your manager and engineers
- undertaking surveys to determine which issues the public think warrant the most attention.

It is likely that everyone you speak to will come up with different issues. Remember that where the public is concerned, even perceived issues are important because they affect behaviour as much as real issues.

Collection of data will help determine the severity of each issue, which will be used to describe the issues to others and help to make decisions about which issues to focus on. Some of the data collected will also be useful for evaluation. The following types of data can be collected:

- behavioural observations (see page 49)
- results of cycleability and walkability audits or other level of service tools (see page 50)
- road user counts: vehicle, cycle and pedestrian (see page 51)
- results of calculations on the demand for walking and cycling (see page 51)
- public transport usage (see page 52)
- traffic speed measurements (see page 53)
- crash statistics (see page 53)
- public health statistics (see page 57)
- emission measurements (see page 57)
- crime data – theft, personal assault, damage to property (see page 57)
- perception surveys (see page 58)
- photo voice (see page 59)

- mode share surveys (see page 59)
- travel surveys (see page 60)
- feedback from key informants (see page 59).

Establishing key locations and routes to focus on

As well as establishing the key issues, which may or may not be geographically based issues, it's worthwhile exploring locations and routes.

The following activities will help you to explore which locations and routes are of concern, which locations and routes are preferred by users and why, and ultimately which locations and routes should be prioritised for improvement:

- establishing the key destinations in the neighbourhood (including any well used public transport stops/stations)
- talking with your working group and key informants
- using count data (see page 51)
- using mapped crash statistics (see page 53)
- running walkability/cycleability audits (see page 50)
- making behavioural observations (see page 49)
- utilising photo voice (see page 59)
- undertaking travel surveys/inquiries (see page 60)
- having public meetings (see page 46).

Establishing your main audience

The information you collect above helps to quantify the key issues, but may or may not provide a picture of who is affected or who is causing the issues. For each issue that exists in your community there is likely to be a specific group of people who are most at risk, more likely to offend, or more likely to behave in undesirable ways. Knowledge of who is involved will help you to clarify who the neighbourhood accessibility plan will need to focus on. Having this information at hand will also help you to understand who your main stakeholders need to be and will provide you with a basis for describing the problem to them.

Some of the information above may be able to be broken down into age/gender/ethnicity. But where it isn't you most probably will need to carry out observations, on site, to determine who is doing what. It will also help to talk to others who experience the issue on a day to day basis. You may need to make inferences, but where possible try to research who is causing the issue and who is affected by the issue to avoid targeting the wrong audiences later. See page 49 to learn more about behavioural observations.

Below is an example of the type of issue/audience analysis you might come up with.

Issue	Audience affected by issue	Audience causing issue
Speeding drivers	Primary aged children and the elderly	Adult commuting 'rat runners'[3] (30–50 years)
Low numbers of pedestrians and cyclists	Potentially businesses within the area[4].	• Parents driving their children to school • Adults living in the area • People who speed (see above)
Poor access/no direct routes in several locations	• Potentially businesses within the area. • People with no access to a motor vehicle – children, elderly, women in low income families.	N/A
Personal security	• Women • Children • Disabled • Elderly	Youth (14–18 years)
Lack of activity causing obesity	Adults 30–50 years of age	N/A

Conducting site visits and audits

Site visits and behavioural observations

It is recommended you carry out your own observations at crash black spots and locations the public are concerned about. Time spent observing the behaviour of road users may help clarify the issue and why it is occurring. Things to look out for include:

- how frequently problem behaviours are occurring
- the amount of conflicts that happen between road users (pedestrian or cyclist/traffic conflicts, pedestrian/cyclist, pedestrian/pedestrian, traffic/traffic).

In terms of accessibility it may be useful to observe peoples behaviour while they are walking or cycling. Things to look for include: where people cross, whether they wait for lights, well worn tracks (called desire lines) across grassed or planted areas, people jumping over obstacles and cyclists using footpaths. Ask yourself if wider issues are causing these behaviours. Is it an event that just occurs on this street/intersection or is the behaviour typical all over the neighbourhood?

Other things you can look at while you're onsite include:

- the amount of signage
- the condition of public transport stops
- the condition of the road where cyclists ride, the condition of the footpath
- the feel of the area, whether there are opportunities for visual improvement or adding amenities such as seating or cycle parking
- the types of road users present
- where the locations that seem to generate pedestrians are.

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[3] 'Rat running is' a term used for people who find quick routes through residential areas to avoid using busy main roads.

[4] Often business owners are unaware how much foot traffic contributes to their businesses. Many business owners believe that their sales rely on vehicle access and parking availability. See web resource G15 for information that will help explain why foot traffic is important.

Photographs or videos are likely to help convince community members and decision makers that the behaviours are happening and need resolution. (Also see the information provided on the photo voice technique discussed on page 59.)

Auditing

Usability audits can involve anyone – engineering staff, members of your working groups, stakeholders and members of the public. They provide very detailed information about what is wrong with the environment for pedestrians and cyclists. It is possible to also seek ideas from participants about how the area could be improved. If a rating technique is used it is possible to use these audits as an evaluation tool, provided the audit is undertaken both before and after implementation.

Audits are always very popular activities with participants, and people who undertake them are more likely to reach shared understandings, understand the challenges of the project and become involved in the project implementation.

Walkability audits

For more information on assessing walkability refer to chapter 11.3 of the *Pedestrian planning and design guide*. One recommended tool to use for carrying out walkability audits is the Community Street Review process which, as the name would suggest, is specifically designed to involve members of the public. All information about what a community street review is and how to do one (complete with forms to use) is provided at www.levelofservice.com.

Cycle friendly audits

The *Cycle network and route planning guide* refers to several auditing techniques that are specific to cycling. For more information see www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network/index.html. However, none of the approaches mentioned specifically utilises members of the public. Audits that involve members of the public cycling can be undertaken using a process similar to the community street review process mentioned above.

Mobility user audits

Undertaking mobility audits may also be desirable especially if your neighbourhood has a high proportion of elderly or people who are mobility disadvantaged. It is possible to undertake 'mobility audits' using the Community Street Review process. Each participant uses either their own mobility aid or a borrowed one to use whilst undertaking the audit.

Non-motorised user reviews

Non-motorised user reviews are used by engineering staff to review construction projects in terms of how they meet the needs of pedestrians, cyclists and where relevant – those riding horses. Reviews can be conducted at the design, construction and post construction stages of projects, or at all stages if deemed relevant. For more information see www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/resources.html.

Neighbourhood accessibility plans typically pick up all the same issues as a non-motorised user review, so there is usually no need to undertake a non-motorised user audit. However, if there are, or have been independent projects undertaken in the neighourhood engineering staff may like to use a non-motorised user review. In all cases the need for the review process should be considered in the context of the overall neighbourhood accessibility planning project, how much information has already been collected and what audit procedures have already been carried out with the community.

Follow up on site investigations/professional audits

Additional on site investigations will be required after the investigation stage is completed. Additional investigations should determine if the actions identified by the community are feasible and appropriate. Engineering and enforcement staff should be involved in the investigations. You should discuss any educational actions with your colleagues and stakeholders responsible for educational activities. All these people will be able to provide professional advice that can be considered by your working group when they are drawing up the action plan.

Auditing notes

Audits should be undertaken during the day, include peak travel periods and, if night-time travel is an issue in your community, be conducted at night. It is possible to do audits with both pedestrians and cyclists together. Doing so allows the participants to get the views of other users. However, if you're hoping to cover greater distances with a cycle audit it may be better to undertake the audits separately.

Cycling perspective

When carrying out cycling audits you should think of the cyclists who cycle in your community. More confident adult cyclists will feel that 'flow' is important. They will be cycling at higher speeds and will dislike any infrastructure that impedes their flow along a route. Less confident adult cyclists and children will be concerned about areas where they are required to interact with traffic. Therefore the degree of interaction will be important to them.

If your cycle audit is predominately walking based, having one cyclist 'auditor', cycling around the area will help auditors to understand the facilities and road design from a cyclist's perspective.

Pedestrian perspective

Pedestrians aren't just able-bodied walkers. This group includes those who are visually impaired or who have other disabilities. The definition of a pedestrian includes runners, people using pushchairs, plus those using slow speed mechanical vehicles such as scooters, mobility scooters, wheelchairs, skateboards and so on.

Data collection tools

Counting road users (vehicle, cycle and pedestrian)

Counts really are necessary for this project. They will provide information on how people are getting around the neighbourhood and what routes are used most. They are needed to calculate crash risk and they are essential for determining whether project actions have been successful. It is best to do counts early on in the data collection process, as you may have to schedule in extra counts.

Engineering staff may have already undertaken recent counts on selected roads within your area; however, they are more likely to have just counted vehicles. When counting pedestrians and cyclists it is also important that you take into account that pedestrians and cyclists also use paths that could be 'off road', say in a walkway or in a park. Whether the vehicle also has passengers may also be important to you if you intend to focus later on increasing car sharing. If the project area has problematic intersections you may also like to consider counting vehicles and other users at these locations (for vehicles this can be referred to as 'peak intersection flows').

If it is possible to gain a five year history of counts, these will help you to look at trends in the amount of traffic. Where there are gaps in count data, you should organise with your engineering team to collect additional data on selected roads (those roads that are likely to be desirable routes, or have crash issues). Engineering staff may have a preferred way of doing this, or may recommend for you to employ students to do the counts.

It should be kept in mind that counts should not be undertaken in school holidays or other holiday periods. Counts should be undertaken at different times of the day, in different seasons and weather conditions. The engineering staff will be able to advise you on how to accommodate these factors.

Another way to show the volumes of user groups is to undertake a photo survey. This requires taking photos of the same pieces of road corridor[5] or pathway at different times of the day in similar weather conditions. While this is not a scientific way of recording how many people are using the area. It can be used to visually show how many people are using an area or to show changes in volumes of road users. Visually presented information can be more meaningful and

[5] 'Road corridor' here denotes the road, kerbside, parallel pathway and verges.

memorable when presenting findings to non-technical groups (councillors, general public, non-transport interest groups)..

Tip
The Property Institute of New Zealand (www.property.org.nz) sometimes collects pedestrian count data in business locations (mainly CBDs). This helps them when calculating 'quotable values'. You may have to pay for the data, but it could be cheaper than commissioning new traffic counts. Before ringing the institute, talk to the council traffic engineer and the section in the council that deals with rates, as they may have already paid for this data.

If you're interested in getting more information about counting techniques used in New Zealand see the following places.

Cycling

Electronic counting guidance
www.landtransport.govt.nz/road-user-safety/walking-and-cycling/docs/cycle-counting-in-nz.pdf

Manual counting guidance
www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html and refer to chapter 19 of the *Pedestrian planning and design guide* for more information on collecting pedestrian count data.

Pedestrians

www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html.

Assessing future demand for walking or cycling

If you get into a situation where counts show there are few pedestrians or cyclists using the area and this is a problem in terms of justifying actions aimed at improving the environment, you may need to look at ways to determine potential demand.

Chapter 7 of the *Cycle network and route planning guide* (www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network) has extensive information about the advantages and disadvantages of different methods for assessing cycle demand. The chapter is written in the context of assessing cycle demand over a whole network, but many of the methods can easily be adapted to look at the demand in a neighbourhood context.

Section 10.4 of the *Pedestrian planning and design guide* suggests a few ways you can forecast walking trips.

Public transport usage

If your project incorporates public transport you will also need to delve into public transport statistics.

Because projects are focused on small neighbourhood areas most neighbourhood accessibility plan projects should not be aiming to make major changes to public transport. However, a neighbourhood accessibility plan project can aim to solve local level public transport issues. Wider issues (eg the standards of the buses and the routes the buses take) should be referred to the appropriate team to deal with.

They key aspects of public transport that you might want to focus on at the local level are listed.

- How many people are accessing public transport at each stop/station (it will also be useful to obtain demographic information on users).
- Are the stops/stations at sensible locations.

- The frequency of the service operating from the stops/stations[6].
- The quality of the environment at the stops/stations.

Your regional council is likely to have this information. However, some of the more opinion related aspects of public transport may need to be measured using the survey methods outlined later in the chapter.

Traffic speed measurements

If vehicle speeds in your area are an issue, we also recommend that you measure vehicle speeds on problematic roads. Again, engineering staff may have already collected this data, or will be able to advise or undertake these measurements. As speed is typically a concern for pedestrians and cyclists, measurements of the speed before and after the implementation of speed reduction actions will provide information on the success of the actions.

Crash statistics

The main source for crash statistics at the neighbourhood level is the Crash Analysis System (CAS)[7] database. Typically council engineers have access to this database and they should be your first point of call for accessing crash statistics. If there is no one in your council who is able to access the data you may be able to obtain data from your local NZTA office.

What accident statistics to ask for:
• The CAS is a sophisticated database and there are many ways to access information and present it. Take the advice of the person who is extracting the data. You will need to let them know what the boundaries of your project are and how many years of data you want (normally 5 years). • You should ask for all the fatal, injury and non-injury data that is available, within the project boundaries. Ask for all this data to be presented, in draft, on a map of the area, colour coded by road user type. • If there are a lot of accidents in the area it may be useful to get mapped data showing just crashes that involve pedestrians, cyclists and other non-motorised vehicles such as horses, mopeds etc (ie road user type). • For each crash you will also need the following types of data in a spreadsheet: - severity, eg fatal, serious injury, etc - road user type, eg pedestrian, driver, or the person who caused the accident and if relevant any other road users injured - age, gender, ethnicity of all people involved - cause code - weather conditions - date of crash - time of day. (Later when you have studied the statistics and determined trends you may need further maps drawn up of the area coded by factors other than road user type).

When looking at the data, questions that need to be asked include:

- Where are these crashes occurring (arterial roads, intersections, mid-block, outside shops, schools, or other specific locations)?
- Are there any 'black spots'[8]?

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[6] This may not be the responsibility of your project to change, but it is nether-the-less helpful to determine.

[7] The Crash Analysis System is a database of crashes that have occurred nationwide. Data is collected by the police who are usually the first to attend to accidents. Police are typically called to more serious accidents involving vehicles. In situations where the crash involved little damage or injury the police are unlikely to have attended. Therefore the database does not have comprehensive data on non-injury crashes.

[8] 'Black spot' is a term used to describe a group of clustered crashes.

- Are similar types of crashes happening in one location?
- Are there any other commonalities evident in the crashes related to age, time of day etc?

Improving your data

It is likely the data you obtain from the CAS will not contain all the crashes that have happened in your area, in particular non-injury crashes. This presents a particular problem for this project, as crashes that did not involve vehicles may not be recorded. As the project focuses on active and shared mode users it helps to at least try to improve on the data so that these users can be taken into account in the statistics you present for this project.

To improve on this data you could ask locals in the area. Often some locals will have knowledge of other crashes that have happened in their neighbourhood. If you provide them with a map of the crashes in the area and provide some identifying characteristics for each crash they may be able to help you fill in gaps. It may also be useful to get them to indicate where 'near-miss' crashes have happened. You will need to be mindful of duplication of crashes recorded in the CAS and those discussed by locals.

Tip
When presenting data to the community it is best to keep it simple. Two suggested methods are: • Crash sites can be shown on maps. Each crash can be coded in groups (eg age or severity). Your GIS team within council may be able to show you how to visually present crash sites on a map. • Photos are also a good way to show black-spots.

Stakeholders may discuss other sources of accident data such as that obtained from hospitalisations, ACC accident records and ambulance data. To date hospitalisation and ACC accident data is really only useable at a Territorial authority level or regional level. As it is not recorded in conjunction with the site of the injury this data is not really useable for neighbourhood project evaluation. Ambulance data can be linked to the actual location of the site. If an ambulance is called to a crash site it is likely the police were also called to the crash. If it is important to you that your statistics are as comprehensive as possible, you can ring your local ambulance service to see what statistics they have available. The data they have relating to the location of the crash is called CAD data, which is recorded on computer when the ambulances are dispatched to the crash site. This CAD data may or may not be linked up to the other data they record related to the type of crash, therefore you should ask what is available.

New Zealand services are:

- Blenheim area – Wairau Ambulance Service
- Taranaki – Taranaki Ambulance Service
- Wairarapa – Wairarapa Ambulance Service
- Wellington – Wellington Free Ambulance Service
- all other New Zealand areas: Order of St John.

Using crash statistics to work out the rate of relative risk

Crash statistics alone present a useful picture of where and why crashes are happening. However, they don't necessarily highlight the relative levels of risk between routes, age groups and user groups.

A national analysis of crash data shows the following groups of cyclists and pedestrians are more at risk of injury, at certain times. One or more of these groups may be at risk in your area.

Pedestrians		Cyclists	
Age	Time	Age	Time
under 20	Weekdays, 8–9 am, 3–6 pm	under 20	Weekdays, 8–9 am, 3–6 pm
15–40	Friday (night) Saturday (night/morning) Sunday (morning)	20–40	Weekdays, 8–9 am, 3–6 pm
over 80	Various		

Working out relative risk will help you to justify actions for pedestrians and cyclists. To help explain this, think of the following example: 'There is a lot of vehicular traffic in the area and few pedestrians and cyclists are seen moving about. Crash statistics show quite a few vehicle related crashes, a few of which involve pedestrians and cyclists'. A simplistic view may result in safety actions that focus on vehicular safety. However, when looking at the rate of injury (by dividing the number of crashes by the number of users), it may be possible that pedestrians and cyclists in this area are over-represented in crashes.

Relative risk is also important at the evaluation stage. Imagine that your project increases the number of pedestrians and cyclists using the area significantly. But, the worst happens and crashes involving pedestrians and cyclists also increase. However, if you calculate relative risk, you may find that while crashes have increased, the risk of a crash has actually reduced.

Note that perceived risk also influences the number of crashes in an area. There may be few crashes in an area involving pedestrians and cyclists due to people: not travelling; using different routes; or using less 'risky' forms of transport. (The surveys described later in this chapter are a good way to measure perceived risk.)

There are quite a few ways to work out relative risk.

Comparing between areas, or before and after on an area wide basis

a. The number of crashes in the area divided by the population.

Comparing routes

b. The number of crashes on a given road divided by the number of users (this can be calculated for each user group if you have pedestrian, cycle and vehicle counts).

Comparing age groups

c. Observe who walks and cycles in your community to determine which groups walk or cycle most or least often, then compare these observations to the crash statistics to see if the number of crashes are representative of those walking and cycling in your community.

d. For each age group, divide the number of crashes in the area by the population of that age group. (This will not work if you have a lot of visitors or 'through traffic'.)

e. For each age group, divide the number of crashes in the area by the average number of hours travelled or average distance travelled by that age group. (For more information see the Ministry of Transport's travel survey www.transport.govt.nz/ongoing-travel-survey-index.)

Comparing between user types

f. The same as b.

Public health statistics

If your area is of concern to public health practitioners, statistics or incidental information may be available from regional health authorities. Relevant to active mode use would be the incidence in the neighbourhood of obesity and other illnesses that are affected by inactivity. Health information is unlikely to be useful for evaluation as the variables that affect good health aren't restricted to activity alone. However, the information will be useful to justify actions, target actions and possibly help form implementation alliances with health stakeholders. See web resource S10 for the contact details of 'Healthy Eating Healthy Action' project managers.

Emissions data

Air quality and other emission data is collected routinely by regional councils, at key sites, using standardised practices. Data on air quality is available from regional councils at your request or via their website. If your local council is involved in the collection programme you may be able to access the data in-house through your environmental team. If air quality is a particular problem in your neighbourhood you may consider undertaking your own site specific, pre and post measurements of the air quality, to determine what effect your project has on it. There are different types of collection techniques available and collecting information can be expensive, so you should seek advice from air quality specialists in your council or your regional council.

Individual households, businesses or schools

Websites are available online to help households businesses and schools measure their emissions. Typically these include a holistic range of emission calculations covering energy use and waste production. At a singular level (ie at a household level rather than an area level) calculating energy rates can produce varying results. Undertaking a calculation exercise such as the ones provided on www.carbonzero.co.nz or www.nzbcsd.org.nz/climatechange/content.asp?id=17 can provide people with information about their energy consumption and waste production. And be used as a resource for monitoring future consumption and waste production.

Crime data

If crime is an issue in your community we suggest that you collect crime data. There are obviously different types of crime – damage to property, theft and personal assault. Local police Intel people should be able to provide you with this data. In some instances they will be able to provide maps with the locations of each crime and the type of crime that was committed. They may also be able to give you a spreadsheet containing the data (some of this data may be sensitive so seek advice from the police before you present it to the public).

You may also be able to get data or incidental information about other types of crime from within the council (eg information on the incidence of graffiti).

Accessibility measurement

Although a seemingly simple concept, accessibility has proven elusive to define and measure. Worldwide there are very few easy to use tools that measure accessibility well. The NZTA is currently investigating tools that could be used to measure accessibility in neighbourhood areas. However, until these are developed it is best to use the information you collect via surveys, audits and site visits to consider accessibility issues.

Survey tools

There are all sorts of innovative ways of collecting information from people. We have provided details on a few of the more common ways to collect information in this section. Templates and example surveys have also been made available as web resources.

Each neighbourhood accessibility plan project is unique, it will have its own unique environment, issues and audiences, therefore surveys should be customised to suit the project. Each survey we have written, and provided as web resources, is designed to collect a specific type of data for a specific audience. They are to be used as a base for developing your own surveys. Expect to modify them. You may choose to blend surveys to minimise the amount of surveys your audiences will fill out. Or you may choose to create surveys that can be used by a greater number of your audiences. How you rationalise who you survey and what you use to survey is up to you – but use the information in this chapter to help decide.

In all cases you will need to test your surveys to see how user-friendly they are, to determine whether your respondents get the same intended meaning from each question and whether the survey collects the information you require.
To minimise bias with large surveys you should consider using statistical techniques to calculate sample sizes and confidence levels. For more information on this see web resource S12.

Tip

Think about who you will survey to get the 'real' information. For example, asking the owners of businesses how their customers get to work may not produce accurate information. It will be better to survey customers as they actually leave and arrive to find out how they travel and what their issues are. Encouraging groups that are difficult to persuade to undertake the surveys themselves will promote buy-in for actions and decisions. You could even encourage the retailers to do their own customer travel surveys.

With all surveys and meetings you can also seek ideas for solving the issues. This will be important to the public as their main interest will lie in what the projects actions are.

Perception survey

A perception survey is a general survey that broadly canvases the perceptions of residents and workers concerning the environment they spend time in. The survey is predominately for evaluation and issue identification. Most of the questions asked in the survey during the information collection phase will also need to be asked in the evaluation phase.

To limit bias, the survey needs to be carried out prior to publicising issues that exist within the neighbourhood.

It is best practice to send surveys to a random selection of people. It is typical in New Zealand for these types of surveys to have approximately a 30 percent response rate. This could be lower, if the survey is initiated in a busy metropolitan area. Those that return surveys may either have very strong opinions or be similar in terms of their age, gender or political persuasion. So in almost all situations, even using recommended distribution methods, obtaining a 'representative' sample of responses to surveys is difficult. If response rate is a problem, or if obtaining representation is very important, 'representative' surveys can be carried out. This is where the interviewer actively seeks representative numbers (using direct techniques that are known to increase compliance such as face to face contact) from different groups in the population that are in proportion to the demographics of the community. This method reduces the number of people that need to be surveyed; however, it can be a more expensive and time-consuming option. For more information about different types of surveys and methods for implementing surveys see web resource S12.

Tip

Involving academics in the perception survey may add extra weight to the survey in terms of how valid people think it is.
They may also be able to provide assistance with carrying out the survey at a competitive cost.

Councils often have marketing; business improvement; public relations; customer service; or communications departments that specialise in surveying. It is a good idea to seek assistance from them and to check whether the survey needs to conform to council formatting standards. However, it should be kept in mind that if the survey goes through these teams that they understand that the surveys purpose is to monitor perceptions over time which will contribute to the evaluation of the overall project.

You should involve your working group in a review of the perception survey template and customise it to suit your neighbourhoods requirements. If you intend on doing a large mail out perception survey it may also be worthwhile including elements of travel surveys as well.

See web resource T11 for a template perception survey and S12 for instructions on carrying out perception surveys.

Key informant surveys

Key informant surveys are used to collect information of relevance to the Neighbourhood Accessibility Plan which is not necessarily obtained by looking at statistics.

Identifying the key informants

Members of your working group should be able to assist you with identifying and making the appropriate contact with your key informants.

A key informant could be any person or group who has information useful to the Neighbourhood Accessibility Plan (eg pedestrians, cyclists, people with disabilities, public transport users, local authority staff, community board members, community police officers, residents and business people within the identified area, representatives from local iwi, pacific peoples groups, at-risk group representatives, or public health groups).

Selecting survey content

Key informant surveys should clarify what issues exist, what issues are a priority for the informant, who they think is causing the issue and who is affected by the issue. The survey may also ask for suggested treatments/measures to improve the area. A template key informant survey is provided as web resource T12.

Photo voice

Photo voice involves a wide range of community members (such as the young, old, mobility impaired). They are given a disposable camera and asked to go out and take photos of their neighbourhood. Once the photos are developed participants are asked to provide a brief caption or description for each photo. This technique can prove very useful for describing and communicating how issues impact in different ways on different people.

Mode share surveys

Traffic counts and public transport usage data is likely to give you an idea of what forms of transport are preferred, but alone they are unlikely to give comparative values you can later use for evaluation. If changing mode of travel is an important goal of your project then you will need to do more detailed surveys to measure the current level of usage across each mode of transport.

The most simple way of determining mode share involve asking people what modes of transport they took on a specific day. To do this you can undertake spot surveys or survey people arriving at a destination within the neighbourhood. This type of approach, of course, will not take into account traffic that travels through the area, or people who are accessing other destinations in the neighbourhood. It is also a good way of gaining demographic information on who uses what mode and when. Another quick way is to ask a question about actual mode of transport used in your perception surveys or journey inquiries.

Census data provides information on the mode used for work trips and can be an indicator of the proportion of people using each mode to get to work. Data can be grouped down to mesh block level, so you should be able to access trip to work data that roughly covers your neighbourhood. Remember though that census data is collected on one day every four years, so what you will be getting is a proxy measure.

Travel surveys

A travel survey is used to gather detailed information about people's travel behaviour, and the reasons for that behaviour, over a period of time (usually one week). Its main purpose is to determine barriers to more sustainable travel.

There are two ways you can use a travel survey as part of a neighbourhood accessibility plan:

1. to survey specific organisations or clusters of organisations (eg schools, workplaces office blocks, shopping malls)
2. to survey residents of a neighbourhood.

Surveys administered to people in specific organisations or sites

This way of surveying determines how people travel to and from organisations/sites and the distance they travel. This method is commonly used in travel planning, which aims to increase the use of walking, cycling and shared transport to sites, as well as reduce congestion, especially at peak times. The surveying techniques used aim to measure behaviour as accurately as possible.

You will have a better idea of whether it's appropriate to survey organisations or sites if you have some awareness of the travel behaviour of individuals within the organisations. For example, if most of a workplace's employees travel to work by car, then conducting a travel survey to further explore travel behaviour with a view to making their behaviour more sustainable would prove beneficial. Conversely, in the context of a neighbourhood accessibility plan, it would not be time or cost efficient to conduct travel surveys with a school whose pupils mainly walk or cycle to school[9].

Travel surveying methodology, for travel planning, is well developed in New Zealand. You may find that your council already has enough information about the travel behaviour of specific groups to justify organisation or site based travel surveys. If so then you may like to consider including a travel plan(s) as part of the project. For workplace travel surveys the NZTA provides and requires the use of a nationally standardised online survey. For information see www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/workplace-travel-plans/index.html or, if you're in Auckland or Wellington, contact Auckland Regional Transport Authority or Greater Wellington Regional Council. For information on school travel plans and how to create a school travel survey see www.landtransport.govt.nz/sustainable-transport/guidelines/index.html. See page 79 for school travel plan examples. For more clarification on deciding when to time travel planning projects in with neighbourhood accessibility planning projects see web resource S8.

Surveys administered to residents of a neighbourhood

Designing neighbourhood travel surveys is difficult. Unlike work colleagues (who may share travel patterns), neighbours tend to make a range of trips for a variety of purposes. Be aware that surveys designed to accurately measure the travel behaviours of people in a neighbourhood might end up providing very low quality data (and create headaches along the way).

If you do decide to collect travel behaviour information from residents we recommend, at the information collection stage of a neighbourhood accessibility plan, to focus on gaining a broad understanding of the issues impacting on people's travel choices rather than try to accurately measure behaviour. Web resource T13 is a household journey inquiry template that will help you to do this. The information collected in T13 will be sufficient to evaluate most promotional projects you decide to implement. More detailed or expensive promotional actions may warrant more baseline data collection. In the case of an individualised marketing campaign you will be able to collect data as part of the first lot of interviews.

[9] The project coordinator would however still need to consult to determine if there were other issues that required resolution.

Surveying different audiences

Schools

Local schools within your area may be interested in participating in a neighbourhood accessibility plan project, particularly if there are safety issues. If you intend to involve schools it is important that you include them from the earliest possible point and seek to gain confirmation of their commitment to the project.

Data collection activities carried out involving schools should be quick, easy, or be able to be integrated into a class session.

Web resource S13 provides information concerning how to survey schools and outlines a few in class activities that can be done with school students. The following templates and examples related to school audiences are also available:

T14 – In class school journey inquiry

T15 – Take home student journey inquiry template

E2 – Staff school travel plan survey example

E3 – Parent school travel plan survey example

E4 – Class school travel plan survey example

E5 – Year 9–13 school travel plan survey example

E6 – Year 3–8 school travel plan survey example

E7 – School pedestrian and cycling risk identification survey example

It is helpful when working with schools to provide incentives to increase the survey response rate. For more information about surveying the travel behaviour of children refer to the school travel planning guidelines on the NZTA website www.nzta.govt.nz.

Businesses

The types of involvement a business might have in a neighbourhood accessibility plan include:

- representation on a project working group
- administering surveys or handing out surveys to customers
- sponsoring walkability and cycleability audits by offering tea and coffee to participants as they audit
- involvement in implementation actions
- advertising the project through word of mouth, posters in their windows etc.

Businesses will get involved in neighbourhood accessibility plans if there are tangible benefits to their participation. Some of the benefits of a business participating in the project include:

- increased visibility in the community
- a greater awareness of how customers get to and from the business
- a chance to influence decision-making in relation to what changes are made in their area (eg a business may be interested in the road safety and personal safety conditions of their customers and employees, or have concerns about graffiti)
- the opportunity to form ties with people in the neighbourhood.

If the businesses undertake travel planning the potential benefits increase. Benefits of implementing successful workplace travel plans can include: reduced parking pressures, reduced congestion around the business site, improvements in employee health and well-being through the encouragement of walking and cycling, and cost savings obtained by reducing business travel costs.

If businesses become very interested in the project they may like to form a Transport Management Association. A good example of a business association becoming interested in transport solutions is in Albany, Auckland. See www.albanybusiness.org.nz/traffic-albany for more information.

Cycling and pedestrian advocates

Cycle and pedestrian advocates tend to be very well informed and knowledgeable about issues relevant to cycling and walking in their communities. To get them engaged in a positive way you should involve them in all stages of the project. Many advocates will happily contribute time to audits, other data collection and implementation activities. In most cases advocates will be very interested in the detail of infrastructure projects, this is because good service provision – for cyclists in particular – is strongly influenced by small details. Therefore it is essential that you also involve them at the design stages of actions.

All surveying methods that are used with the general community will be also be appropriate to use with advocates. However, because this group of people are particularly well informed about the issues, you should make a special effort to collect information from them.

People with disabilities or some mobility impairment

If you were able to get demographic information on people with disabilities in the neighbourhood during the work you did on the community profile, targeting people with disabilities should be relatively easy. The key thing is to plan for participation in each type of information collection tool you use. Surveys you distribute to the visually impaired should have a larger font and high contrast. Meet face to face where possible and ensure you meet at accessible venues. For more information on accommodating people with disabilities in meetings refer to web resource G3 and for general information on working with people with disabilities refer to web resource G8.

Road users

Some local authorities have chosen to conduct street surveys to obtain the views of people who are actually undertaking each type of transport in the neighbourhood. This is a good way to ensure you collect information from people who actually do walk, cycle, use public transport or share transport. For walkers you may like to stop them in the street. For cyclists you could ask them to participate in a survey at cycle racks or stop them at intersections. For public transport users you could ask them questions while they are waiting for their service. Assessing shared transport users in most cases will be difficult unless there is actually a formal service that organises the sharing. If there is a web based share site then you may be able to post your survey on the site. If there are lanes for cars with three or more occupants then you may be able to set up a stop point to hand out questionnaires (of course consult with your engineering team about this as certain on road safety considerations will need to be taken into account).

Web resource E8 gives an example of street survey undertaken with cyclists.

Reviewing the information you have collected

As a final check to see whether the information collection phase has been completed ask yourself the following questions:

- Do I have data or information that clarifies the issues that pertain to each project objective?
- Do I have data or information that measures the extent of the issue that you can use later as comparison data for evaluation purposes?

The next steps in your project will be to:

- ensure you have good records of your information collection tasks and the results of information collection
- review your aims and objectives, set targets and implementation outcomes

- report your findings
- create a plan of action for implementation
- start applying for approval.

These steps are all discussed in the next chapter.

Chapter 6 – Reporting, action planning and approval processes

Overview

This chapter lists and describes activities that will:

- create a comprehensive record of project activities
- review objectives, set targets and implementation outcomes
- create an action plan
- fulfil NZTA reporting requirements
- explain council approval processes and funding sources.

Objectives

- To record information collection methodology and results that will be sufficiently detailed enough to allow replication of work.
- To provide timely, good quality reports to project funders and stakeholders.
- To record the agreed project objectives and implementation outcomes (including the setting of targets for each objective).
- To agree specific actions to address identified problems for active and shared mode transport users.
- To create a list of evidence based SMART (specific, measurable, agreed, realistic and time framed) actions that form a project action plan.
- To seek approval and funding for actions specified in the action plan.

Project tasks

1. Collate information and analyse.
2. Complete an information collection record.
3. Agree on objectives, targets and implementation outcomes.
4. Involve council staff, working groups and any other appropriate stakeholder groups in formalising a package of possible implementation actions.
5. Secure the involvement of relevant community stakeholders.
6. Distribute the action plan to stakeholder groups and community members.
7. Seek any necessary approvals.
8. Apply for funding.

Timeframe

Two to four months for the main proportion of the work. Depending on funding application timeframes and dates for council committees this work may be distributed over longer periods, or be sporadic.

Key outcomes

- Neighbourhood accessibility plan information collection record.
- Objectives, targets and implementation outcomes that are attainable.
- An action plan.
- Community commitment to implementation.

Critical success factors

- Involving 'community decision makers' in decision-making as this increases acceptance of the action plan and increases the likelihood of participation in implementation actions.
- Well-informed community decision makers.
- An information collection record that allows the replication of the methods used to collect information.
- Planned funding sources for engineering or environmental infrastructure so that some implementation can begin immediately after the action plan is finalised.
- Action plans that coordinate actions in terms of time and compatibility.

Managing information

The information you collect will need to be collated, analysed and recorded.

Collating and analysing data can be a daunting task, but once you get started it is usually quite enjoyable. Try to keep the analysis you do simple – there is no need for anything too sophisticated. Web resource T16 provides a template to create an information collection record. Reading the suggested information to record will help you to determine the extent of the analysis you need to do.

Microsoft Excel, should be able to perform the functions you require. It can be used to collate information, filter, graph and perform basic statistical tests.

Recording all the information in one place is usually down the priority list for many people. However, good project management means keeping accurate and up to date records not only of the information collected but also what methods have been used to collect information. A good record is essential if a new person starts as a project manager and also serves as an account of how to repeat various information collection methods for evaluation purposes.

The recording procedures described in the following text will also help you to satisfy any procedural audits that are undertaken by funders and Audit New Zealand. From time to time financial audits may also be undertaken, hence it is necessary your council keep records of any money spent. Typically your finance section will be responsible for this; however, for smaller spending you may need to keep track of what has been spent and keep invoices. If you're a contracted project manager you're accountable to the council that is contracting you for financial and procedural record keeping.

Information collection record

As part of a neighbourhood accessibility plan project you should complete a neighbourhood accessibility plan information collection record. This is a document that details the methods used to collect information and the results of information collected. It's time consuming to compile, but it doesn't need to be of 'publishable' quality unless of course you intend to distribute it to external stakeholders or the public. Some council's have opted to do a series of reports for each information collection method used. This may be especially favourable if you're contracting any information collection activities out.

The template web resource T16 can be used to help get you started with writing your information collection record.

Tips
• If your executive summary is well written and concise it can be used as a handout. • If you do intend to publish any part of your record, include photos, maps and graphs as much as possible to tell the 'story'.

Objectives, targets and implementation outcomes

Now that there is more information available on what the key issues are and who is affected, you're in good position to review project objectives, set targets and implementation outcomes. The next section on action planning explains the process to use to do this. This section outlines what objectives, targets and implementation outcomes should look like.

Aim

The aim of your project is likely to be very general (eg 'Hometown is a viable and desirable place to use sustainable transport').

Objectives

Objectives should directly relate to the issues within the neighbourhood. We recommend your objectives are worded in terms of what is important to the community – not what is important to council and policy makers. If the objectives are general there is a greater likelihood that you will be able to provide evidence that the project contributed to them.

Examples of objectives could include:

- to increase desirability of key routes for active mode users
- to improve the desirability of public transport interchanges
- to enhance shared transport
- to improve safety for pedestrians and cyclists
- to help communities feel more empowered.

Targets

Targets need to be specific. They must state what you want to achieve and when you want to achieve it by. Typically each objective has several targets that will relate to it. For each objective you should try to vary the target type. For example, as well as tangible factors like decreases in speed and reduced accidents, you should include targets that take into account people's feelings like improved satisfaction. This variation in targets will mean that there are more factors contributing to the objectives and hence the greater likelihood that you will be able to provide evidence that the project contributed your stated objectives.

The chart below shows two examples of different types of objectives (one outcome focused and the other process focused) and the targets that can be linked to them.

You will also need to be thinking about how you will determine whether targets have been reached. The baseline information you collected, discussed in chapter 5, can be used to compare to information collected for evaluation. At this stage of the process you should know what baseline data you have available and what method of information collection was used to obtain it.

Objective: Increase desirability of key routes to active mode users

Targets	Information available/information collection technique
Increase satisfaction with safety on key routes by 30%, by July 2015	Data from walking and cycling usability audits
Increase satisfaction with how key routes look by 50%, by July 2015	Data from walking and cycling usability audits
Reduce undesirable behaviour and crime on key routes by 50% by July 2015	Statistics on crime, incidences of new graffiti over a one-month period, photo representation of rubbish dumped over a one-month period
Increase numbers of walkers and cyclists using routes by 10% by July 2015	Pedestrian and cycling count data

Objective: Communities that feel more empowered

Targets	Information available/Information collection technique
95% of working group participants feel they have learned more about councils and feel confident about getting involved if they feel a need to in the future (by the end of the project)	Process evaluation interviews
1–5 implementation actions are managed by community groups	N/A
40% more residents telephone the councils environmental services line when rubbish has been dumped	Environmental service staff phone records

Implementation outcomes

Implementation outcomes are specific results that the council, its funders and implementation aspects stakeholders wish to achieve through the project.

Examples include:

- improved safety for pedestrians and cyclists
- improved integration between active and shared forms of transport in the area
- increased use of active and shared forms of transport in the area.

Creating an action plan

An action plan is an agreed 'package' of actions that are implemented by a variety of internal and external agencies. Each action in the project is likely to be a project in its own right, but each of these projects will be planned to coordinate with the others.

There are two types of action plans. In almost all cases councils will want to develop a general action plan similar to the action plan provided as web resource E9. The benefit of the general action plan is that actions are more likely to be considered and timed as an inter-related package. However, if there are a large number of engineering actions required then an additional or separate action plan just for infrastructural actions may be required. An example of such an action plan is provided as web resource E10.

Internal discussions

Your internal working group, project champions, councillors and any other stakeholders that have a role in implementation (eg the police) should meet for one or two sessions to discuss the results of the information collection stage. The reasons for meeting are to confirm:

- the key issues and sites/routes to prioritise
- who the key target audiences are
- whether the initial project objectives reflect the issues (hence whether revision is necessary – see the information above on reviewing objectives, setting targets and implementation outcomes)
- the targets for each objective which modes will be targeted and how
- desired implementation outcomes
- implementation budgets and funding application strategies.

Internal staff and implementation stakeholders should also discuss implementation actions suggested by the public and brainstorm any further actions required (ensuring that for each issue that there is a good cross section of actions – eg environmental, engineering, enforcement, education, promotion and policy type solutions). Chapter 7 lists and describes a variety of actions that could be included in your project.

It is important, at this stage of the action planning process, that staff don't decide which implementation actions go in the action plan. Try to let your community make informed choices about what they would like to see implemented.

By the end of these meetings – prior to talking to your external working group or members of the public – be sure to have an understanding of:

- which actions are supported by councillors, council staff, stakeholders and the public
- which actions may be harder to implement or there is mixed support for
- possible alterations to actions as a compromise or to make them more feasible
- whether the actions are possible when considering the staff and funding resources available
- the time taken to implement actions
- how to stage actions so that they are complementary and don't conflict with one another
- the actions that are particularly favoured by the public and which of these it is possible to implement.

Tip

If you plan using a matrix similar to the one below, it can help you identify who might be the best person to align with within the council to achieve your outcomes. Simply list all the key people/teams you anticipate working with along the top and then list your outcomes down the left hand side.

Project objective	Transport planner	Traffic engineer	Urban planner	Road safety coordinator	Town centre coordinator	Community board representative	Parking enforcement officer
Improve safety for children		x		x		x	x
Increase numbers of adults using active or shared transport	x			x			
Improve the walking experience			x	x	x	x	
Improve accessibility to key destinations	x	x	x		x	x	x

Involving the community in decision-making

It is tempting to make action planning decisions internally however, dissolving the decision-making power out to the community (in most cases the 'community' will be your community representatives/decision makers in the project working group) will increase acceptance of actions, increase buy-in and participation in implementation. Education of the community decision makers is essential. They will need advice from professionals in order to make well informed decisions, so it is worthwhile inviting guest speakers (engineers, education professionals and so on) to discuss implementation needs in the area.

By this stage you will know exactly which issues need to be focused on, so conversations on required actions, should be quite focused. You can use 'boundaries' as a strategy to ensure decisions are realistic. For example, get people to prioritise actions or give them a budget for each type of action (eg educational) to spend, then ask them to choose what they would like to spend it on. It should be possible to gain consensus on most of the actions. However, for some actions it may be difficult to gain consensus and if this is the case you can justify council staff stepping in to make a decision that will best deliver the desired implementation outcomes.

All decision-making will need to be with the proviso that the actions are feasible. Complicated or expensive actions may need to be assessed for appropriateness. For example, engineering staff may need to conduct site visits to check on whether the proposed action will deliver the desired outcomes. If there are differences in opinion between the public and professionals the process of consulting with the community and reviewing the plan should continue until there is a reasonable level of consensus and community 'buy-in' for the proposed actions.

As well as deciding what goes in the action plan the community should have the opportunity to discuss timelines, targets and evaluation.

Tips
• Provide a list of all 'desirable' engineering actions (based on the results of information collection and agreed as effective by council engineers) to your working group and get the group to prioritise the actions. Once the prioritised list has been created council engineers can review the list and code according to whether the action will: be implemented, go on a waiting list; or will not be implemented due to lack of money. • User audits award a rating which enables issues to be prioritised. The surveys can be used to check the action plan is prioritising the right actions.

The action plan document

The first part of the document should record the agreed objectives, targets and implementation outcomes. It should also provide a plan for evaluation.

The main part of the document is essentially a spreadsheet. See web resources E9 and E10 for examples. The spreadsheet should contain a list of actions, to address each issue/objective, that are SMART (specific, measureable, agreed, realistic and timetabled). Each action should have an owner and the team/person should be noted. It should also be noted when the action should be completed and whether it needs to coordinate with the other actions in the plan.

Planning timeframes

The plan should also include a timeframe for implementation of each action. Local authority budgeting and planning cycles as well as staff workload need to be taken into account when considering engineering actions. Funding cycles also need to be thought about. Some longer term actions may need to be identified in the long term council community plan or the regional land transport strategy before they can be implemented.

For more information on how to coordinate actions see the discussion on implementation actions below.

Planning evaluation

Deciding on objectives, targets and implementation outcomes provides a basis for the evaluation you need to do.
So planning evaluation should be relatively easy.

To plan for and schedule evaluation you will need to make decisions about the following:

- what kinds of evaluation you need to do, the main types are:
  - monitoring – see action plan stocktake in chapter 8
  - process – see process evaluation in chapter 8
  - objective based – see interim trend evaluation in chapter 8
  - outcome based – see overall outcome evaluation in chapter 8.
- whether there are individual actions that warrant their own evaluation
- who will be responsible for evaluation (The neighbourhood accessibility plan coordinator will be responsible for an overall evaluation, but if you plan to monitor or evaluate individual actions as well, will the various teams who are responsible for implementation of individual actions also be responsible for their evaluation.)
- when will the evaluations take place

- is there enough baseline information to later determine whether the actions were successful? (For educational and promotion actions in particular you may need to plan additional information collection in the implementation phase.)

For more information on planning evaluation see page 102 in chapter 8.

Securing stakeholder involvement

Once the action plan has been finalised the plan should be distributed or presented to your working groups and other relevant stakeholder groups. It is suggested that you utilise enthusiastic community members by securing their involvement to assist with relevant actions.

You should also schedule in bi-monthly or quarterly review meetings. This will help with keeping the community involved.

Tip
If you have not involved councillors in internal meetings, be sure to have a meeting with the councillors who 'represent' your project to talk through the action plan with them. Things they will be particularly interested in knowing about are: • How much support is there for the actions proposed? • If there is any opposition to the actions proposed?

Communicating the plan to the community

The final step in this phase is to report back to the wider community on the survey findings and the planned implementation strategies. The key points to be communicated are a summary of the critical issues and an outline of the planned engineering, plus education and enforcement strategies that will be used to address the problems.

Implementation actions

Many of the different types of implementation actions you will want to undertake are listed in chapter 7. This section explains what you need to take into account in terms of implementation, when planning your actions.

Your action plan will include a range of different types of actions. For the most part your actions will fall into five categories: environment, education, engineering, encouragement (promotion) and enforcement – otherwise known as the five Es. But these categories are really only named as such because they all start with 'E'. Expect that your action plan will include actions that don't fit nicely into these categories (eg changes to policy or improvements to services).

Engineering and environmental infrastructure

When developing engineering actions, all available actions to enhance active and shared transport should be considered. The level and type of engineering work will vary from community to community. System/network solutions should be considered to target the causes of the problems as well as smaller works (that may only be able to address the symptoms of the underlying problems). Engineering actions may be as simple as improving signs and road markings, or as complex as a local area traffic management (LATM) programme involving extensive road improvements. Refer to chapter 7 for ideas and references to other resources.

Creating safer road environments is central to neighbourhood accessibility planning. People won't use active transport if there is a perception it isn't safe. It therefore makes sense that prior to running promotional actions in areas or on routes, where there is infrastructure that is perceived as unsafe or is actually unsafe – that it is dealt with.

Dealing with the investigation-implementation time lag

There is often a time lag between deciding on actions and gaining funding for implementation of the actions, due to the need to fully scope actions prior to gaining funding approval. This time lag can cause problems with community satisfaction with council and the project. Local authorities have found that quickly resolving a few issues in the neighbourhood greatly enhances community acceptance of the project and further community participation in the project.

If you, your manager, or engineering team has planned for infrastructural investment at the conceptual stage of the neighbourhood accessibility plan, this will assist you with sustaining momentum at this stage of the project process.

The NZTA recommends that funds are reserved from either or both of the minor improvement projects and maintenance budgets to fund some of the infrastructure identified as part of the neighbourhood accessibility plan. Money set aside from these budgets can fund any small actions that come up during the investigation stage or now during the action planning stage. Page 74 also discusses the use of these sources of funding.

Alternatively, you may have pre-planned minor improvement projects or maintenance investment that you have timed to be implemented following the completion of the neighbourhood accessibility planning investigation phase.

Dealing with suggested engineering actions that cannot be funded immediately

It is recommended that all suggested implementation actions are listed in the action plan, even if they can't be implemented, or are on a waiting list.

There are likely to be quite a number of suggested engineering actions that cannot be funded immediately. Small projects that are believed to be worthwhile should go onto a prioritised list as part of the council's activity management system. Work that is recorded on the activity management system will help ensure that the council is protected legally against litigation in the event of a crash.

For larger more expensive treatments LATM consultation processes and the associated process for obtaining funding can take a considerable period of time and lobbying may be necessary. Similarly major capital works projects (eg installing traffic signals) may take two or more years to be actioned once the application processes are initiated due to the need to fit into the local authority planned and funding allocation time frames.

Enforcement

Enforcement actions vary. Actions can include:

- the police (eg where traffic speeds are consistently above limits)
- parking enforcement staff (eg double parking outside schools at pick up time)
- environmental services staff (eg illegal dumping of rubbish in walkways or parks)
- dog control officers
- by-law control officers (eg town centre footpaths cluttered with sandwich boards or shop stalls)
- closed-circuit television (CCTV)
- red light cameras
- community monitoring (eg name and shame campaigns).

In terms of timing enforcement actions, most can be implemented anytime over the duration of the implementation period. Often enforcement may only work well during the time it is present, but when accompanied by educational actions or ongoing passive forms of enforcement, improvements can be sustained.

You should look into timing your proposed actions to complement any nationally, regionally or locally agreed timing for enforcement and education campaigns. Chapter 7 provides more information on what to be aware of and how to do this.

Education and promotion

Educational and promotional actions are a great way of involving everyone with an interest in the project. They can be carried out by children through to qualified professionals. For ideas and reference resources see chapter 7.

Educational and promotional actions can aim to improve knowledge or change attitudes or behaviour. There is likely to be a whole raft of innovative ideas presented by your community and stakeholders. Innovation in this area is a good thing, but care needs to be taken that the actions chosen best address the issues and groups you're targeting. It is best to do a few things well, rather than to implement a lot of actions that don't have a combined benefit.

Educational activities may (particularly with children) increase confidence in situations where people would ordinarily need to exercise caution. Promotional activities may put an increased number of people at risk of injury. Common sense dictates that prior to implementing any action that safety be considered, including the existence of infrastructure and how safe it is, and any road user behavioural issues that could compromise success of the actions (eg speeding car drivers).

Working with police education officers (PEOs)

If you intend to carry out any safety education actions with schools then you will need to consult with police education officers. If the police need to be involved in implementation actions then you may need to confirm police involvement well in advance of implementation. See chapter 7 for more information on working with the police.

Coordinating local actions with national and international educational and promotional activities

Coordinating your activities with national and international activities:

- will help to increase awareness of the message you're trying to promote
- may increase the validity of the message you're trying to get across
- may reduce your workload
- can work as a spring board for other activities.

For more information on activities you can coordinate with see chapter 7.

Other actions

As mentioned above it is likely that you will come up with actions that don't necessarily fall into, engineering, environment, enforcement, education or encouragement categories. For example, the actions you list in your action plan may help to improve community ownership, community cohesion, interagency relations or public participation in decision-making; other actions may be created through changes or additions to council policy (eg providing clarity about the use of environments).

Reporting

The information collection record and action plan described in this chapter are necessary for good project management. However, the reports by themselves are unlikely to be suitable for formal reporting processes.

There are two main reporting processes you will need to be aware of. The first is your council's reporting processes and the second is the NZTA's reporting processes.

Council reporting

Typically it will be your working group or project steering group that you will need to report to, to provide updates on project progress. Nevertheless there may be other formal groups that you also need to report to. Consult with your manager about who you should be reporting to.

If you need to report to a council committee or community board, be aware that there are two purposes for reporting. 'Information only' reports keep the committee members up to date with the progress of your project. 'For action reports' require a decision to be made as to whether council funds can be spent on the initiative. More about reports that are seeking approval is provided later in this chapter under the heading of approval processes. Web resource G5 provides a good overview of council committees, what committees you may need to report to, who to contact, how to write a committee report and finally how to present a report at a committee meeting.

The NZTA reporting processes

Provided below is some information on NZTA reporting that is specific to neighbourhood accessibility plans.
There are three types of reports that you will need to complete:

- quarterly reports
- annual reports
- evaluation report.

Quarterly reports

This report provides an update to the NZTA staff and identifies areas where the NZTA might be able to offer additional assistance. The reports are also useful to you as a planning tool and can later be used to help you, or another staff member, prepare the final evaluation report. A template for this report, and details of when reports need to be written, is available at www.landtransport.govt.nz/road-user-safety/walking-and-cycling/neighbourhood-accessibility-planning.html. They should be given to your local NZTA office contact person.

Annual reports

Annual reports are submitted in Land Transport Programmes Online (LTP online). Reporting templates are located in LTP online, in the section on achievement reporting. If you don't have access to LTP online you'll need to talk to the people in your council that have access to it. Neighbourhood accessibility plan projects are different to some of the other activities in the community programme in the following ways:

- they may take a number of years to investigate and implement
- the investigation phase may extend longer than the one-year reporting period
- they identify other community activities to implement.

Given these differences the following information may help you when it comes to filling in annual report forms:

- If you have not finished the investigation phase or the project you should still report on what you have achieved. All the report is, is a summary of what happened over the course of the year.
- You may find that the activities you're reporting on are information collection activities such as surveys rather than a project. This is fine, but instead of reporting on whether you achieved the aims and objectives of the project, you will be reporting on whether you achieved the aims and objectives of information collection.
- Neighbourhood accessibility plan implementation actions that are funded through community programmes should be reported on with other similar activities (eg report on all school travel plans together including the ones generated by the neighbourhood accessibility plan project).

Evaluation report

Once the project is completed a final evaluation report should be prepared and sent to your local NZTA contact person. This report should demonstrate any achievements that occurred. Evaluation reports are useful to the NZTA as they are used to improve the guidance we provide. There is no set template for this report. Refer to chapter 8 for more details on how to conduct project evaluation and for a suggested report format.

Approval processes and funding

Council approval processes

Reports that recommend actions typically require a decision to be made as to whether council funds can be spent on the action. Decision makers often like to see evidence that various options have been explored in these types of reports. Options range from 'do nothing', to the most expensive option or the option requiring the most change.

Obtaining a committee report, that's recommendations were accepted by the committee, will be helpful to use as a guide to the type of language that you should use in a report of this kind.

Applying for NZTA funding

For information on NZTA funding provisions see the NZTA's *Planning, programming and funding manual* and the current year's *Land transport programmes* guidelines (www.smartmovez.org.nz/) and the *Neighbourhood accessibility plan: Information for local authorities planning for or starting projects* document.

Funding provision for educational and promotional implementation actions

The community programme category provides funding for educational, promotional, advertising based initiatives and community led activities.

Funding provision for environmental and infrastructure implementation actions

There are several work categories in the National Land Transport Programme (NLTP) that provide funding for engineering works that may be initiated as part of a neighbourhood accessibility plan. Three of the most common work categories that are used are:

- minor improvement project work category (local authorities receive a standardised budget which is to be spent on small projects that cost under $250,000)
- pedestrian and cycling facilities work categories – these funding sources provide for stand-alone cycling and pedestrian projects that don't otherwise comprise a minor part of a road construction project (applications must show how the actions are part of a wider walking and cycling strategy)
- demand management work category.

Packaging

The NZTA encourages councils to 'package' neighbourhood accessibility plan activities together. Appropriately phased and coordinated projects will reduce consultation repetition and duplication of funding applications, and maximise the potential benefits for all projects.

In any given neighbourhood, a variety of transport activity may be planned. Other non-transport activities that have an impact on transport may also be planned (eg town centre plans, park improvements). While the NZTA only provides financial assistance for land transport activities, other activities can be included in council packages.

Examples of packaged transport actions are documented in the *Neighbourhood accessibility plans: Information for local authorities planning for or starting projects*.

Other funding sources

The main sources of your funding will come from within your council and from the NZTA. Council based community boards may also have access to funding that can be utilised. For information on all other sources of funding see web resource S10.

If community organisations wish to run projects they can also refer to www.fis.org.nz. The Funding Information Service (FIS) has three databases of funding and scholarship information. These are subscription only databases. SPARC provides online access to FIS free for physical activity and recreation projects (which are closely linked to active transport projects) so we would recommend utilising this site if community organisations are interested in getting funding for their activities (www.sparc.org.nz/about-sparc/funding). The FIS website also provides a list of the libraries and information centres around New Zealand who subscribe to the databases and make them available to the public free of charge.

Part 3 – Implementation

Chapter 7 – Design and implementation
Provides ideas for implementation actions and advice on designing actions.
Chapter 8 – Monitoring and evaluation
Lists evaluation methods to use to determine what aspects of the project have been successful.

Chapter 7 – Design and implementation

Overview

This chapter lists and describes:

Ideas for actions

- Relevant resources to use to find out more about individual actions.
- Why coordination of actions is important.
- What to take into account when designing various types of actions.
- How to increase the life of your project and make sure outcomes are maintained in the long term.

Objectives

- To implement actions identified in the action plan.
- To implement actions in a well coordinated way.
- To collect additional information to enable evaluation of individual actions where necessary.
- To get the community to lead and be involved in actions.

Project tasks

1. Facilitate the implementation of all aspects of the action plan, through the project working group(s).
2. Collect any additional information required for evaluation purposes.
3. Formally review the action plan with the working group, six months into the implementation phase, signing off the tasks that have been completed.
4. Inform the wider community and key informants of the impact of the strategies that have been implemented.
5. Monitor issues on an ongoing basis.

Timeframe

Ten months to two years (for the majority of the actions – longer for complex actions).

The timeframe for this phase may vary considerably. It is envisaged that it may take up to two years to complete many of the engineering actions. The duration of the action plan implementation will be affected by factors such as budgeting/planning cycles for local authorities and the time of year.

Key outcomes

- Actions completed
- Achieving objectives, targets and implementation outcomes.
- Community participation in implementation initiatives.
- Community leading implementation initiatives.

Critical success factors

- Integration of actions across teams to work smarter and use resources efficiently.
- Communicating successes to the media provides positive attention.
- Involvement of councillors and other high profile people.
- A schedule of actions that are implemented in an order that allows them to be compatible.

This chapter is divided into the following sections:

- Ideas for implementation actions.
- Designing actions – what you need to know.
- Project administration in the implementation stage and maintaining communication.
- The never ending project.

Ideas for implementation actions

There are many different types of actions. When designing the action plan, you should try to select a variety of different types that will work together to achieve each objective. It is essential these actions are integrated. For more information on integration see page 86.

Tips
It is best to do a few activities well and ensure the activities are well integrated than to do a lot of activities that don't have a combined benefit.

Remember some actions can be managed by external agencies and community organisations, utilizing funds these agencies may have access to or council budgets. Not for profit advocacy groups and businesses associations can also gain funding through the NLTP work category – community programmes.

Provided below, are a list of ideas and resources you can use to help you select the appropriate actions for your project. For more information regarding how to implement the action plan see pages 86–95.

Promotional actions

Promotional actions can be carried out by council staff, external agencies, businesses, community organisations, groups and members.

Increasing the use of sustainable transport

Ideas to promote the increased use of sustainable transport include:

- biking and walking events
- sponsored reward programmes for workplaces or schools, eg TravelWise reward programme
  www.travelwise.org.nz/Schools/index.cfm?id=1112
- cycle trains, see *Developing school-based cycle trains in New Zealand*
  www.landtransport.govt.nz/research/reports/338.pdf
- cyclovia/temporary street reclaiming for pedestrians and cyclists
  www.cyclovia.org
  www.streetfilms.org/archives/summer-streets-2008-nyc/
  www.streetfilms.org/archives/san-francisco-does-sunday-streets/
  www.streetfilms.org/archives/portlands-sunday-parkways/
- park and walk/park and ride activities
- personalised travel marketing
  www.dft.gov.uk/pgr/sustainable/travelplans/ptp/areviewoftheeffectivenessofp5773
- car free days
  www.travelwise.org.nz/media/pdf/Car_Free_Days.pdf

- bicycle users group (BUGS)
  www.sparc.org.nz/partners-programmes/active-communities/active-workplaces/cycle-friendly-employer
- bike buddies
  www.travelwise.org.nz/Schools/index.cfm?id=1040
  www.wonderwalkers.co.nz
  www.sportsbuddy.co.nz
- *School travel plan coordinator's guide*
  www.landtransport.govt.nz/travel/school/walk-to-school/school-travel-plan/index.html
- *The walking school bus coordinators' guide*
  www.landtransport.govt.nz/travel/school/walking-school-buses/coordinators-guide/index.html
- *Workplace travel plan coordinator's guide*
  www.landtransport.govt.nz/sustainable-transport/workplace-travel-plan/index.html
- BikeWise Month
  www.BikeWise.co.nz
- Feet First – Walk to School Every Week
  www.feetfirst.govt.nz
- destination marketing
- marketing services (eg walking school bus, train, car-share scheme)
- community based social marketing
  www.cbsm.com
  Quick reference: Community-based social marketing
  www.epa.nt.gov.au/pdf/comm_based_social_mktg.pdf

Running school travel plans

Phase 1 of the project may have identified that schools require a particular focus. If the objective is to increase the use of sustainable forms of transport, whilst improving safety – school travel plans may be a suitable initiative to implement with schools in the area.

Some of the criteria you may like to consider when prioritising schools could include:

- school enthusiasm – the willingness to run projects and implement actions
- potential for modal shift
- crash record/perceptions of danger
- air quality levels outside the school
- social concerns
- current transport infrastructure provision
- whether any infrastructure provision is planned
- whether there are a cluster of schools in the area that might be cost-effectively done at once
- geographical or political factors.

Schools motivation to participate in school travel plans is influenced by:

- crashes
- local residents complaining about parents parking
- desire to include in the curriculum practical projects or community participation initiatives
- desire for accreditation by the Healthy schools or ECO award schemes
- pressure from within by a member of staff
- belief that the project will result in council providing more facilities or infrastructure that will positively benefit the school.

Other resources that are helpful when finding ideas include:

- *Promoting community focused sustainable transport projects*
  www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html – lists ideas that community groups, advocacy groups and business associations could lead
- *Possible actions for your workplace travel plan*
  www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/workplace-travel-plans/docs/guide-possible-actions.pdf – lists ideas that businesses could lead
- *Travelwise: Walking ideas booklet: A selection of projects that support walking to and from school*
  www.travelwise.org.nz/media/pdf/Walking_Ideas_Booklet.pdf
- web resource S4. This lists some relevant websites, projects and research that may also give you ideas
- web resource S14: A literature review of walking and cycling: education and promotion initiatives to improve road safety (Nov 2004).

Reducing the use of non-sustainable transport

Ideas to reduce the use of non-sustainable transport include:

- improving fuel efficiency
  www.fuelsaver.govt.nz
- improving car choices
  www.rightcar.govt.nz
- teleworking
  www.telework.co.nz
- carpooling
  - Carpooling (helping commuters find each other, so they can carpool)
    www.carpool.co.nz
    www.clickcarpool.co.nz
    www.maungaraki.com/index.php?option=com_content&task=view&id=46&Itemid=5
    www.carshare.co.nz
  - Rideshare – web based software developed by EECA to facilitate carpooling for large physical locations.
    See 'On the Road' section www.energywise.org.nz
- fleet management
  - EconoDrive – EECA guide and software developed for fleet management. Covers vehicle selection, maintenance, monitoring and management.
    www.emprove.org.nz
  - GreenFleet – Sustainable Business Network – GreenFleet is a sustainable transport program offering a comprehensive set of practical tools for managing small to medium sized fleets.
    www.sustainable.org.nz
- car sharing
  - Cityhop
    www.cityhop.co.nz

The sustainable business network (www.sustainable.org.nz) is a potential resource that can be used. The network is a membership based organisation. The network runs two programmes for businesses – the Get Sustainable Challenge and GreenFleet. They also offer resources, workshops and networking opportunities for businesses. Regional sustainable business network coordinators may be able to offer their services to help get new businesses involved in initiating sustainability initiatives.

Educational actions

Educational actions can be implemented by council staff, external agencies, businesses, community organisations, groups and members. Ideas for educational actions include:

- cycle and pedestrian awareness
- vulnerable road user awareness (children, elderly, etc)
- education on how to use specific roading facilities (eg pedestrian platforms – see the text box on page 95)
- Effective intersection safety programmes
  www.crsp.net.nz/projects/policy/pdf/intersections-safety-progs.pdf
- Share the Road campaigns
  www.landtransport.govt.nz/road-user-safety/walking-and-cycling/share-the-road/index.html
- mobility scooter workshops (see Share the Road campaigns)
- speed reduction campaigns – a speed education kit available through your local education advisor)
- using the ACC speed trailer to give information about driving speeds
- *Walking map tool box: Handbook for communities*
  www.landtransport.govt.nz/travel/community/walk-in-community/docs/walking-map-communities-web.pdf
- *Cyclist skills training:Summary of the guide*
  www.landtransport.govt.nz/road-user-safety/walking-and-cycling/docs/cyclist-skills-guide-summary.pdf
- driver education (eg driveways, cycle awareness)
- promotion of the use of safety equipment (eg helmets, lights, clothing)
- walking-while-drunk awareness campaigns
- fatigue
- awareness campaigns targeted at parents.

Other places to find ideas include:

- *Promoting community focused sustainable transport projects*
  www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html – lists ideas that community groups, advocacy groups and business associations could lead
- *Possible actions for your workplace travel plan*
  www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/workplace-travel-plans/docs/guide-possible-actions.pdf – lists ideas that businesses could lead
- *Travelwise: Walking ideas booklet*
  www.travelwise.org.nz/media/pdf/Walking_Ideas_Booklet.pdf – ideas related to schools and walking
- web resource S4. This lists some relevant websites, projects and research that may also give you ideas
- web resource S14: *A* literature review of walking and cycling: education and promotion initiatives to improve road safety (November 2004).

Enforcement actions

Enforcement actions can be implemented by the police, council staff, community organisations, groups and members. Ideas for enforcement actions include:

- dog control
- request police presence to reduce crime
- general members of the public giving out reminders or nice/humorous warnings to people who are behaving inappropriately
- naming people in publications if they continue to behave inappropriately (eg school newsletter)

- involving parking wardens to undertake ticketing drive to deter people parking on footpaths, double yellow lines, blocking driveways and double parking
- monitor red light running, failing to give way or stopping and intersection and pedestrian crossings
- ticket speeding drivers using speed monitoring equipment or police presence
- enforce clear pathways in commercial areas by continually monitoring street trading and commercial use of footpaths (eg sandwich boards)
- monitor illegal crossing
- drunk driving enforcement initiatives
- refer crime concerns to police and neighbourhood community crime prevention groups
- discuss possible enforcement solutions with environmental services staff regarding illegal dumping of rubbish in walkways or parks
- install closed-circuit television (CCTV)
- install red light cameras
- community monitoring (eg Neighbourhood watch).

The following resource may also be helpful to use to find ideas.

- *Possible actions for your workplace travel plan* www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/workplace-travel-plans/docs/guide-possible-actions.pdf

Policy actions

Council staff, businesses, external agencies and community organisations can all create new policies. Ideas for policy actions include:

- introducing liquor ban bylaws
- making bylaw changes or district plan changes (eg dog control, prostitution, street trading issues)
- amending council-controlled zoning
- monitoring or controlling commercial advertising and use of footpaths (eg sandwich boards impeding access along footpaths)
- changing requirements at bus stops for shelter and seat provision
- introducing school uniform options that can be worn when riding bicycles
- restricting parking
- changing business parking policies
- changing business fringe benefit policies
- changing business travel policies
- sports clubs allowing teams to be transported as a group
- reducing the cost of public transport
- increasing the frequency of public transport
- increasing the number of public transport stations/stops
- coordinating the timing of public transport services.

The following resource may also be helpful:

- *Possible actions for your workplace travel plan*
  www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/workplace-travel-plans/docs/guide-possible-actions.pdf
- web resource S4. This lists some relevant websites, projects and research that may also give you ideas.

Environmental actions

Environmental actions are typically implemented by council staff; however, businesses and private home owners are also able to assist where agreed by councils. External agencies and community organisations may be involved in some actions where there is an agreed partnership with councils. Ideas for environmental actions include:

- artwork provision
- beautification (see *DIY streets pocket guide* www.sustrans.org.uk/default.asp?sID=1207754496160)
- adding cycle parking
- fencing of private property
- remove graffiti
  see *Knowhow Beat graffiti guide*
  www.lgnz.co.nz/projects/SocialandCommunityIssues/GraffitiVandalism/BeatGraffiti/KnowHow_Beat_Graffiti_Guide_06.pdf
- improve lighting
- add overhead cover
- plant
- add seating
- add shelters
- add signage (location and directional)
- upgrade of bus stops/train stations
- upgrade off-road walkways and park tracks
- improve maintenance of street furniture
- beautify with murals
  www.ericgrohemurals.com
  www.katikati.co.nz/kk_text/murals.html
- get schools involved in the Enviroschools programme which supports the concept of a sustainable school by running a facilitated environmental schools programme and an awards scheme.
  www.enviroschools.org.nz
- develop new off-road network links using riparian reserves, town belts and green space.

The following resources may also be helpful for finding ideas:

- Crime prevention through environmental design (CPTED)
  www.justice.govt.nz/pubs/reports/2005/cpted-part-1/index.html
- Urban design protocol
  www.mfe.govt.nz/issues/urban/design-protocol/index.html
- Christchurch City Council's urban renewal programme (www.ccc.govt.nz/Environment/UrbanRenewalProgramme)
- web resource S4. This lists some relevant websites, projects and research that may also give you ideas.

Engineering actions

Engineering actions are the responsibility of council staff and, where areas are in development, property developers. Property owners may also be interested in implementing actions on their land. Start from a network management approach and work down to local street treatments to address identified issues. Ideas for engineering actions include:

- footpath maintenance
- drop kerbs
- road marking
- pedestrian crossings
- intersection layout changes
- close roads and create pedestrian only areas – possibly allowing public transport and service vehicles (see web resource G16 for a discussion on the impact of decreasing the level of car provision on commercial areas and businesses)
- traffic calming (eg use of narrowed road width, chicanes, speed cushions, speed humps).
- walkway upgrades
- cycleways/lanes
- develop the start of a radial cycle and walking network (ie UK Cycling Demonstration Town Aylesbury: http://www.cycleaylesbury.co.uk/gemstoneCycleways.asp)
- traffic signal installation
- traffic signal phasing
- tactile paving at intersections
- introduce Home zones or shared space (http://www.homezones.org/, http://tinyurl.com/48sgzb)
- public transport network or service review/provision
- maintenance of street lighting
- reduce speed limits, or install variable speed zones.

The following resources are also key resources to use to gather ideas for engineering actions:

- *Cycle network and route planning guide* www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network/index.html
- *Pedestrian planning design guide* www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html
- web resource S4. This lists some relevant websites, projects and research that may also give you ideas.

Other actions

Listed below, are the other types of actions that could positively contribute to the projects objectives, the council or the neighbourhood.

Services

Ideas for service actions include:

- improving customer service on buses
- increasing frequency of buses.

Groups

Ideas for actions that involve setting up groups include:

- setting up a disability advocacy/reference group that can be used by council to review proposals
- setting up walking and cycling advocacy/reference groups that can be used by council to review proposals
- facilitating the set-up a resident association
- facilitating the set-up of a transport management association or business association. A good example of a business association becoming interested in transport solutions is in Albany, Auckland. See http://www.albanybusiness.org.nz/traffic-albany/ for more information

Enhancing information provision or council processes:

- crash reporting (eg Nelson 0800 cycle crash phone in line)
- setting up regular internal cross team meetings to assist collaboration.

Other useful resources

Other resources you may find helpful when seeking ideas for implementation actions include:

- Australian bicycle council's cycle resource centre (www.cyclingresourcecentre.org.au)
- New Zealand's walking resource centre – Walk IT (http://walkit.info)
- Auckland Regional Transport Authority's Travel Behaviour change website (www.travelwise.org.nz).
- Activity Friendly Environments (www.sparc.org.nz/partners-and-programmes/active-communities/active-friendly-environments/overview).
  The downloadable document referenced on this site contains very comprehensive and well researched information on ways to increase walking and cycling. The academic nature of the document would benefit those seeking documented evidence of the need for or worth of various types of actions.

Also refer to web resources:

S4 – Useful information and resources

S6 – Neighbourhood accessibility planning's relationship to New Zealand government strategies and international protocols

S7 – Linkages to other NZTA projects and resources.

Actions appropriate for rural areas

The types of actions you may use in rural areas are likely to vary from those used in urban areas. Ideas applicable in rural areas, including rural towns:

- mobile services (eg mobile library)
- car-share schemes
- delivery services, possibly organised by a business association or collective of businesses
- late school buses for children with after-school activities
- upgrades of public transport connections
- minibus public transport
- establishing a ring-route public transport service around local or regional attractions or main destinations
- pool bikes for use around the town centre
- establishing longer distance off road cycle routes
- providing connection services from the airport to main accommodation areas
- beautifying the town centre, making it more pleasant to walk around and spend time in

- pedestrianising or traffic-calming the main street
- introducing low speed zones
- allowing space for cafes on footpaths
- planting trees
- providing shared walking/cycling paths at key recreation and interest areas (eg beach, lakes, rivers)
- encouraging businesses that can, to allow employees to work from home (full or part time)
- DIY streets (www.sustrans.org.uk/default.asp?sID=1207754496160)
- enhancing and linking up existing footpaths
- installing new crossings
- opening up new or enhancing existing off-road routes
- creating a network of quiet lanes, where traffic is slowed and there is a greater emphasis on walkers, cyclists and horse riding.

Walking cycling and public transport linkages

Walking, and to a lesser extent cycling, forms a fundamental part of public transport travel, and therefore improvement of pedestrian and cycling networks and facilities must form an integral part of public transport development. London Transport evidence suggests that a direct link exists between the quality of pedestrian access and the level of bus passengers[10].

Safe routes to stations projects have been implemented in England and the following information sheet provides ideas and information that will help reinforce the case for improving walking and cycling linkages with public transport www.sustrans.org.uk/webfiles/Info%20sheets/ff40.pdf.

Designing actions – what you need to know

Coordinating actions

Neighbourhood accessibility planning is all about facilitating integration. Working smarter by integrating will allow more effective use of resources. One example that highlights that integration can occur between unexpected teams is where Rodney District Council Wastewater and Roading teams pooled budgets to create a cycling and walking bridge that also supported a stormwater pipe underneath.

Involving a wide range of people in the working group should help facilitate integration. But integration can also be achieved at this stage by having conversations with team and agency managers about potential integration. See web resources S9, S10 and S11 for information on stakeholders that may be worth working with.

Start with a network management approach. Step back and consider whether the issues that you have identified are symptoms of a wider problem. How are people using the network? Are the problems on one street simply the spill over from a poorly designed intersection around the corner?

A network management approach to managing assets (facilities) will be more effective at achieving integration than separate teams looking at their assets in isolation. A network management approach is desirable especially when working on pedestrian and cycling projects as the facilities we use to walk and cycle can be off road and on road. Often different teams in your council will manage the on road and off road facilities. Check to see that they are talking to each other to ensure that there is coordination and the network is being developed collaboratively. Are the council teams operating on a shared understanding or are there different approaches being applied? To effectively increase walking and cycling a focus on improving both types of assets needs to happen.

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[10] Harman, R (2000). *Pedestrian links with public transport.* Background paper for 'brain-storm' at sSRA.

Where possible it is desirable to undertake any required safety improvements to the road environment prior to education or promotional activities. If engineering or enforcement related safety issues aren't solved prior to education activities or promotional activities, crashes could increase. Educational activities may (particularly with children) increase confidence in situations where people would ordinarily need to exercise caution. Promotional activities may put an increased number of people at risk of injury. However, use your best judgement when deciding on phasing, some types of educational measures, such as education about how to use new engineering treatments, maybe best conducted just prior to the engineering treatment completion.

There are several rules of thumb you will need to take into account if you wish to undertake educational or promotional activities prior to engineering or enforcement activities. These are:

- Promote walking or cycling activity only on routes that have limited safety issues.
- Where possible try to concentrate walking and cycling onto safer routes (if there are more people walking and cycling on the route a safety in numbers effect may occur).
- When educating pedestrians or cyclists ensure that users are educated about the risks and provide strategies for users to deal with these risks.

Enforcement activities work well when supplemented by educational activities. You may consider undertaking your education and your enforcement campaign separately or together depending on the issues, target audiences and what you want to achieve. There is evidence that combining these activities provides a stronger message than simply undertaking one without the other.

When planning the timeframe for your education and enforcement campaign, consider:

- police scheduled national/regional and local campaigns
- police capacity due to staff constraints and commitments locally
- school terms (if involving schools)
- dates of significant community events (to avoid or use)
- other campaigns/events/promotions likely to impact on your education/enforcement imitative.

Allowing time to gather baseline data (before the action), during action implementation and post campaign.

What is the '*safety in numbers*' effect?

Safety in numbers effects are attainable in areas where there has been an increase in the numbers of pedestrians and cyclists. The safety in numbers effect results in a reduced rate of injury/death per person (note that a '*rate*' is different from '*actual*' number of injuries/deaths).

If there are more walkers and cyclists:

- motorists will become more aware of them and behave accordingly
- more pedestrians and cyclists will also be drivers and therefore there will be increased consideration for other users
- congestion may be reduced
- more pedestrian and cycling facilities may be created as demand will increase supply.

We think the safety in numbers effect is related to the emotional connections. When there are very low numbers of pedestrians and cyclists, people tend to feel that 'others' are walking and cycling in the community. Once you begin to reach higher numbers of pedestrians and cyclists, everyone in the community knows someone who walks or cycles. And pedestrians and cyclists move from faceless 'others' to your brother, your doctor, or your child. As a result drivers take more care and share the road better.

How many cyclists or pedestrians is 'enough' to start getting safety benefits is debateable and probably dependent on the community. For cycling it is believed that eight percent may be enough (*Implementing Sustainable Urban Travel Policies: Moving Ahead*. 2004, European Conference of Ministers of Transport). 'Enough' people is often termed 'critical mass'.

Warning: Promotion on its on, may result in some reduction in risk per person, but without, education, enforcement and engineering actions that focus on improving safety the actual number of people injured or killed may increase.

Education and promotion actions

Educational and promotional activities are used to inform, or persuade members of a target market to voluntarily change attitudes and behaviours. Education and promotional actions generally fall within the following categories:

- project based (eg school travel plan)
- incentive based (eg a business providing a time off incentive to those that walk or cycle to work)
- involve establishment of a service or a group (eg a walking school bus or bicycle user group (BUG))
- skills-training based (eg training children on how to ride their bike safely)
- awareness based (eg a share the road initiative)
- based on increasing knowledge (eg how road users should use shared crossings).

The education and promotion actions you choose may have been done before – if this is the case you should use any guidance available, or the actions you choose may be unique. For most projects it would be expected that some tried and tested actions would be used along with a selection of unique and innovative actions.

When designing your education and promotion actions consider:

- branding your education and promotional campaigns
- integrating activities with other local activities
- involving people
- timing actions with national campaigns
- timing actions with regional, national and international events
- targeting specific local issues
- introducing personal relevance
- obtaining high profile support
- looking for sponsorship
- working with already established media and organisations who have long term communication plans
- using multiple approach for distributing messages
- carrying out a project launch or a community event
- looking for opportunities to reinforce the messages of any campaigns being run
- ensuring actions are embedded in a New Zealand context
- making messages simple and clear.

Brand your education and promotional campaigns

If you have not already branded your project you may like to consider branding your educational and promotional campaigns. Brands become one of the most enduring tools of an ongoing campaign (eg ACC's drive to the conditions campaign), they improve the chances of people remembering your campaign messages, and can increase community ownership of the project and the issues it is advertising. For more information on what a brand is, how to create a brand and how to use it, see web resource G11.

Integrate activities with other local activities

The project is all about working together so by the time you have reached the implementation stage your plans should be well integrated with the activities of others that are working in the neighbourhood. If you're working with schools, you may need to work with police educations officers (PEOs).

Police involvement in safety education

If you intend to carry out any safety education actions with schools then you will need to involve PEOs. PEOs are responsible for the management and delivery of police school road safety education services to schools, including development of road safety education programmes. They use set programmes for classroom activities which are age dependent. These include:

- Stepping out.
- Riding by.
- Out and About.
- Changing Gear.
- Safe Wheels.
- A msg in contxt
- Dare to Drive to Survive.

PEOs also train school traffic safety teams who consist of: traffic wardens, bus wardens and school patrols operating on pedestrian crossings and kea crossings. They also assist with road safety issues at the school.

Police time on all of these activities is set prior to the start of each financial year. The amount of activity for each area is specified in the Road Policing Programme. Depending on the amount of work that is required you may need to agree police involvement well in advance of implementation.

Involve people

Undertaking educational and promotional actions can be a great time to involve community members, organisations and schools. Aspects of education and promotion actions can be carried out by everyone, from children through to professional stakeholders. Talk to people who want to be involved about how to best involve them and how they can reinforce campaign messages or learnings in what they do (eg a teacher reinforcing messages in class, a church leader reinforcing messages during sermons).

Time actions with national advertising and enforcement

To obtain information on when national road safety advertising and police enforcement activities are planned look for the road safety calendar on the publications section of the NZTA website www.ltsa.govt.nz/publications/index.html#r.

For more information on police enforcement activities see page 93.

Time actions with regional, national and international events

Timing your actions with regional, national and international events can also help to boost the profile of your project actions. And you may be able to utilise additional resources that are made available specifically for these events. Events you may also wish to coordinate your activities with include:

- BikeWise Month (Held in February or March) www.bikewise.co.nz
- Car Free Day (22 September)
  www.worldcarfree.net/wcfd
  www.en.wikipedia.org/wiki/Car_Free_Day
- Feet First Walk to School Every Week www.landtransport.govt.nz/feet-first
  International walk to school week (Held in the first week of October) www.landtransport.govt.nz/feet-first
- Kid's mountain jams (Held in April–May) www.kidsbikejams.co.nz/Site/Event_Info/Default.aspx
- SPARC's Push Play campaign (held in September–October) www.sparc.org.nz/pushplay/overview
- World Environment Day (5 June) www.unep.org/wed

Target specific local issues

As described above local campaigns should be scheduled to happen at the same time as national campaigns. National campaigns typically focus on specific issues and target audiences, eg intersection campaigns targeting young to middle aged men who make 'bad calls'. Local campaigns can hone in on the exact issues to an even greater extent by including a focus on specific locations, causes and sometimes specific events. Specific events can be communicated through stories which can be effective because the local relevance enhances the feeling of ownership the community has over its area problems. For travel behaviour change projects targeted localised projects are generally more effective than broad media campaigns.

Introduce personal relevance

Personal relevance is created when a person feels emotionally connected to the issue – this will occur if the person thinks the issue could potentially affect their family or friends. For example, a parent with children is likely to take more interest in the topic of road safety around schools than a young single person. Personal relevance is created in campaigns by providing a variety of human examples relating to a particular issue.

Involving people in the development of solutions will also increase the personal relevance of the messages, resources etc. Making the solutions personally relevant will create ownership, positively contribute to the messages being believable and ultimately will result in behaviour change.

Obtain high profile support

Good campaigns should have high profile support to help increase media attention during the campaign. The contribution of high profile people may vary according to the context, but their support should be a visible part of any campaign. The types of people it may be appropriate to involve include mayors, MPs, councillors, board members, directors, managers, local business people, celebrities, sports stars and headmasters. If you're considering using a role model ensure the role model you intend to use is credible and effective.

Tip
A high profile supporter (sports star, politician, local celebrity) can boost the interest your project gets from local media and members of the public.

Look for sponsorship

Sponsorship will boost public and media interest as well as provide funding for some aspects of your actions. Community organisations or businesses that carry out their own projects may also be recognised as project sponsors. For more information on sponsorship refer to web resource G15.

Work with already established media and organisations who have long term communication plans

Some organisations and media are already 'getting the message out' on a consistent basis. A bit of collaborative planning could have an even greater impact. A number of groups or 'brands' associated with a campaign reinforces it's relevance to a wider spectrum of the community. Working with other organisations also provides the opportunity to use and develop resources that may not be possible (or necessary) for the project to do on its own, ie include campaign messages in interactive computer programmes already being used. For more information on working with the media see web resource G12.

Use multiple approaches for distributing messages

A campaign that is multi-levelled or uses multiple channels will use a variety of media at the same time so as to maximize effect and increase the likelihood of debate. This works on the premise that images or subjects need to be reinforced numerous times before they have any conscious (or unconscious) impact on a person. Create a multi-approach campaign by combining use of:

- posters and flyers – target your audience when choosing locations to hang posters or deliver flyers (eg deliver flyers to every school child, every mailbox or leave at community centres for the public to pick up)
- a mascot (eg Ruben the Road Safety Bear)
- merchandising (t-shirts, rulers, pens, stickers, etc)
- advertising in print (eg newspapers, magazine and bus shelters) or on local radio and tv
- coverage in print (eg newspaper articles, profiles and editorials) or on local radio and tv
  note: often such community event/campaign coverage is free
- word of mouth.

For more ideas see web resource G14.

Advertising by print, audio and visual

Print is often the most popular method of advertising, mainly because it is usually cost-efficient, can reach a wide sector of people and provides the opportunity to give a 'complete' message. However, it is important to carefully consider your target groups when using print, so as to minimize the risk of information becoming just another piece of 'junk mail'. At its best, print should be used in a variety of ways (newspapers, newsletters and mail outs) in order to have a wider appeal. Audio is also most effective when you're clear who your target groups are so you can then use the stations the target groups listen to. Radio advertising can be very expensive and talkback may only target a small group. Visual advertising can also be expensive. However, it can also be very effective if well planned. Consider all the areas where people are most likely to pay attention to advertising – which are sometimes the least obvious of places, ie notice all the advertising in public toilets these days – behind toilet doors and above the hand driers, where advertisers have a 'captive' audience.
For more information on advertising see www.crsp.net.nz/projects/funding/pdfs/CRSP_Advertising_Guide.pdf.

Tip
Run your plans for any visually displayed advertising past the council media or public relations team before you get too far into the development of the idea. You will need to know if there are restrictions on the number, type or placement of signs.

Public meetings

Public meetings allow messages to be debated and discussed. This allows people the opportunity to find some personal relevance in the messages. However, public meetings can have the effect of 'preaching to the converted' as they can often attract people who are already open to taking the issues on board. Having high profile people attend the meeting, will automatically reinforce the importance of the topic in the eyes of others attending but also ensures that the message is reinforced outside of the meeting. If a high profile person is able to attend, advertise the fact as it may increase the number of people attending the meeting.

Public displays

Public displays need to be interesting and relevant to the target group. You need to know who you're targeting and be creative about how you present your messages. For example, a public display at the Pasifika Festival, would not be used at a retirement village.

Even the best presented public display is rendered ineffective if it is not in a good location. Look for maximum impact areas where people are most likely to notice the display. If you want people to take resources (eg brochures, forms) place the display in a position that invites this (eg not where physical obstacles prevent accessibility).

Also consider making your stand as inviting and comfortable as possible by including seats, glasses of water and something that will initiate interaction and conversation (eg brochures, maps or scale models).

Display material and equipment may be available through your local NZTA education advisor. More information on useful resources can be found in web resource S4.

Carry out a project launch or a community event

You may want to consider a project launch or a community event to raise awareness. The launch can be a small or larger component of your media campaign. You will need to consider carefully:

- what the purpose of the event is
- who the audience is
- what you hope to achieve.

Real life experiences: Project launch
We had a launch event involving all 10 schools in the project area. The focus was on a providing a variety of practical road safety activities in a fun, safe environment that reinforced the message (pedestrian safety) we were promoting. The key success was organising everything to the finest detail, especially for the teachers (including free buses, lunches for kids, permission forms) and really getting multiple organisations on board to support the event with resources, time, funding and loads of resources for the kids to take home (and for teachers to take back to the classroom) with the same messages. The feedback from teachers, key organisations (police, ACC, council staff, ARTA) and participating students was fantastic!

Look for opportunities to reinforce the messages of any campaigns being run

Try to make use of 'hot topics' evoked in the media, as a way to increase debate and inform people, ie a focus by media on oil prices could be used to provide the media with a news story on alternatives to single occupancy vehicles.

Ensure actions are embedded in a New Zealand context

Internationally there are many good examples of successful education and promotion campaigns that people can draw on. To be successful for New Zealanders though, activities need to be firmly embedded in a New Zealand context. The importance of matching the cultural context of a message to its intended audience can not be over emphasised. As New Zealand's communities are so diverse, it is important that each activity is tailored to its specific audience so the audience will be able to quickly identify with the intended messages.

Messages are simple and clear

A key reason why some education and promotion activities don't always work are that audiences understand a different message from the one intended. Make sure the underlying message you want to get across is simple and clear.

Enforcement actions

Enforcement initiatives will aim to stop or reduce undesirable behaviours. There are many behaviours related to neighbourhood accessibility plan projects that potentially will be identified as problematic. Be creative with solutions. Not every action needs to be carried out by the police or enforcement officials (eg dog control officers or parking wardens).

If you intend to involve the police in enforcement campaigns involve them early. They will need to confirm their availability. Be aware that you may need to involve police from several different sectors of the force. You may need to involve police intelligence, community constables, police youth education services, front line policing staff (who may issue infringement notices or fines) and senior police staff. Ensure you have high level buy-in to your enforcement campaign before you talk to the front line staff.

The *Road safety advertising calendar* and any regional calendars (mentioned in the box below) should be referred to when planning the timing of your enforcement actions. Your enforcement actions should complement any police enforcement being carried out.

Useful information about the council/police working relationship
The New Zealand Police are funded to carry out road safety activities through a programme agreed with the NZTA. This programme is planned annually and is recorded in the Road Policing Programme. For more information see www.landtransport.govt.nz/funding or www.policegovt.nz/resources. The police provide a number of road safety enforcement services including support for community projects. Strategic traffic units are based in each police area and each unit is allocated a certain amount of their time to work with other road safety partners on road safety projects. Road safety action plans (RSAPs) are planned quarterly or biannually and are developed at the territorial authority level (or with a cluster of territorial authorities). They involve a collaborative process whereby the key partners, namely NZTA, police, local authorities and community representatives, agree on risks, identify objectives, direct tasks, set targets, develop plans and monitor and review progress. This group is usually called the traffic coordinating or liaison committee. Risk targeted patrol plans (RTPPs) are planned weekly, monthly or quarterly. The aim of RTPPs is to allocate strategic enforcement hours to known safety risks often by location or time. Strategic enforcement hours are those allocated to police outputs, in this case – visible road safety enforcement. There will be a deployment plan which includes spread-sheeted activities. Traffic coordinating/liaison committees meet prior to the commencement of each financial year. It is recommended you find out when your traffic coordinating committee meets and brief the council representatives (usually an engineer and road safety coordinator) on the project before they attend the meeting. This way you will be able to ensure projects are included on the agenda and time can be allocated to the project. The *Road safety advertising calendar* is also a valuable resource when planning for implementation. The national calendar can be found in the advertising section of the NZTA website. The calendar shows when national police campaigns will occur and also shows what theme the NZTA will be advertising at any given time. These campaigns are both enforcement and education related. Regional calendars will be agreed by the traffic coordinating committee through the road safety action plan process. It is recommended you coordinate both your enforcement and education campaigns with the calendar through the Traffic coordinating committees.

Engineering actions

The role of the project coordinator in engineering implementation

All engineering actions will be the responsibility of the asset owner (eg the roading manager, parks and recreation manager, wastewater manager, Housing New Zealand manager or property owner). The role you have in engineering actions, beyond referring them to an engineer, will largely depend on the nature of your relationship with the engineer, the complexity of the issue and proposed solution and your own skill level and technical expertise in the area of engineering traffic solutions. It is likely that you will be required to manage any additional consultation on engineering actions, assist or manage getting approval and be responsible for any communication on progress.

Things to consider relevant to engineering actions

Creating safe and attractive environments is central to increasing walking and cycling within neighbourhoods. Some of the things to consider in terms of infrastructure are:

- People will walk if their route and destination provide a high level of service.
- Three km is a typical maximum distance to expect people to walk, although varies depending on the area and standard of facilities available.
- How far are cyclists prepared to travel? This will depend on the geographic nature of the area, the standard of the facilities present, the amount of traffic, plus the individual's fitness levels and age.
- You need to have similar levels of service (same quality of facility) for pedestrians and cyclists if you expect to segregate or partially segregate them.
- Facilities should be designed for anticipated use.

Some of the things you will need to consider at transport interchanges include:

- making the area more inviting
- providing welcoming, informative signs
- enhancing the visibility of the interchange
- improving the function of the interchange
- trying to make land use appropriate to the area, eg in an area that is frequented mainly because of its recreational centre, transport connections should be made to the recreational facilities.

The process of getting transport related engineering actions implemented

The process for getting transport related engineering actions implemented is fairly standardised. The purpose of the following information is to provide a brief overview of the process so you're familiar with the general process, which will be useful when talking to engineers and decision makers. Your council may have specific processes that are particular to it, so if you need information on this, talk to your council engineers or asset managers.

Scoping action options

The first stage in addressing engineering issues that have been highlighted is likely to be the development of a series of options on how to best resolve the issues. When developing engineering actions, all available measures to enhance pedestrian and cyclist safety should be considered. The level and type of engineering work will vary from community to community. It may be as simple as improving signs and road markings, or as complex as a local area traffic management (LATM) programme involving extensive road improvements.

Consultation, approval and funding

The options that are identified may need to go 'out' for consultation and the preferred option may need to be approved by the relevant council committee. Guidance on what is required and your involvement in this work should be sought from the relevant engineering team within your council.

Some smaller transport engineering actions may be able to be funded immediately out of the council's minor works budget (if they cost less than $250,000). For other larger sized actions ideally funding has been pre-approved or forecast. If funding is not planned, engineering actions that cannot be funded immediately will need to be considered as part of the council's transport strategy and/or network plans. Planning, approval and funding processes for these types of actions can extend over many years. Safety concerns that aren't able to be funded should be recorded on the safety management system database. Doing so will help ensure that the council is protected legally against litigation in the event of a crash.

For more information on funding that is available from the NZTA see www.smartmovez.org.nz and *Neighbourhood accessibility planning: Information for local authorities planning for and starting projects* (www.landtransport.govt.nz/road-user-safety/walking-and-cycling/docs/nap-information-for-local-authorities.pdf).

The design and implementation phases

Once a preferred option has been identified, approved and resourced the option will be drawn up as a design. At the design phase additional auditing may take place (eg a safety audit may be relevant). In any case, your engineering team will know what procedures are relevant to the action.

Consultation may be required following the detailed design, but typically this consultation is passive – usually a notice is placed in the local newspaper inviting members of the public to view the detailed design by a designated date. Because cycle and pedestrian advocates in particular are usually very interested in the details of design it is advisable at this stage to consult with these groups specially. Once the design has the appropriate sign off it can then be tendered.

Resources

To get more information on pedestrian and cycling aspects of engineering implementation refer to:

- *Cycle network and route planning guide*
  www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network/index.html
- *Pedestrian planning design guide*
  www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html

For more information on engineering actions see www.landtransport.govt.nz/roads/traffic-notes. The traffic notes at this site answer difficult questions on engineering actions. An example of a regularly occurring question answered by a traffic note is provided below.

Pedestrian platforms

Pedestrian platforms work because they introduce an element of confusion and unpredictability, so drivers are forced to slow down. Road controlling authorities should provide visual cues which provide a clear demarcation between the footpath and the road. These could include such things as ensuring material use on top of the platform is significantly different from that used on the footpath, and that kerb lines or some other from of demarcation, such as bollards, be used where the footpath and platform join. It is also recommended pedestrian platforms be used as part of a comprehensive traffic calming scheme rather than at isolated locations.
For a copy of this traffic note see www.landtransport.govt.nz/roads/traffic-notes/traffic-note-02-rev1.pdf.

In response to concerns over the platforms Nelson city ran an education campaign. See web resource E11 for one of the campaign elements.

Project administration in the implementation stage and maintaining communication

In the implementation stage of the project, besides executing actions you’re responsible for, the project coordinator will also be responsible for:

- ensuring progress on the action plan
- maintaining communication
- undertaking or organising any additional consultation required
- continuing to secure involvement in implementation
- ensuring that implementation actions are able to be evaluated
- monitoring progress towards achievement of objectives and targets.

See page 74 for information on approval process and funding sources. Web resource S4 also references some useful tools, equipment and display materials that may help you with project administration.

Ensuring progress on the action plan

The action plan is essentially the blue print for the work involved during implementation. It should outline what work is required and who is responsible for that work. It should also outline when the work should be undertaken.

Implementing the action plan should be managed through your working groups.

Actions that can be completed in the short term should be actioned as soon as possible and a focus should be maintained on those actions that require a longer term approach.

Decision-making

Getting approval and funding for various actions on your action plan is likely to be an on-going activity. So it is important that you maintain the relationships you have with councillors who support the project. By this stage you should have a dedicated councillor who has been involved in the project, or has known about the project from early on. This councillor should be able to provide you with support when you're presenting reports to committees they are on.

Maintaining communication

The key components of communication at this point of the project include:

- holding regular working group meetings to keep every one up to date on progress and assisting those that may be having difficulties implementing their actions
- regularly updating stakeholders and the public through agreed channels (eg working group meeting or newsletters)
- communicating successes to the media. Advertising the success of actions will help to generate even more buy-in for the project and for continued participation.

Undertaking or organising any additional consultation required

In some cases expensive, complicated or controversial actions may require more public consultation. This may mean that they need to go through formalised council planning processes. More information on consultation in the context of the Local Government Act 2002 and long-term council community plans is provided in web resource G1. These processes, and information on how to advocate for the action, will need to be explained to any person who is keen for the action to progress.

Other actions may be approved subject to more technical consultations eg a safety audit being carried out to determine if a proposed roundabout design meets the required standards or a focus group held to further explore peoples' reasons for their travel behaviour so that appropriate campaign messages can be created.

Continuing to secure involvement in implementation

The action plan should provide a plan for who is involved in or responsible for each action.

As well as being responsible for some actions yourself, as the project coordinator you will also need to be coordinating the actions of others. What 'coordination' involves will need to be agreed by you and the person you're working with. You should expect to provide advice on the timing of the action in relation to the other actions in the plan, provide assistance with approval for actions and be the person to keep your project stakeholders up to date on the progress of the action.

You should look for ways to involve members of the community and project stakeholders. Ideally some community groups should be managing actions they have taken responsibility for.

You may wish to involve a councillor(s) in various aspects of the projects implementation. It makes sense to ensure that their participation plays to their strengths, so that they do a good job and they feel comfortable with their role in the project. Councillors that are visible in the media and have good public connections may be best in a spokesperson type role. Councillors with entertainment type experience may be good 'Master of Ceremony' people at events. More academically oriented councillors may be good to have at public meetings or to involve in activities that concern working with businesses.

It is important that you try to have good relationships with all the council staff involved in implementation and involve them as early as possible.

Ensuring that implementation actions are able to be evaluated

Before individual actions are carried out you should check that enough information is available to evaluate the success of the action. Your projects *Action Plan* document should specify what evaluation needs to take place and the projects *Neighbourhood accessibility planning information collection record* should specify what information is available.

Educational and promotional campaigns in particular may warrant more information collection for evaluation purposes. Be aware that education and promotional campaigns may attempt to change either knowledge, attitudes or behaviour, so the type of information needed for evaluation purposes may differ depending on what the campaign aims to do.

The never ending project

The formal part of the project ends once evaluation is completed. From the communities perspective the project will be viewed as ended once the project coordinators role in the project has been concluded. However, successful projects should continue to 'live' even without a coordinator and continue on past the formal evaluation.

To keep the project alive the following activities are recommended:

- increase the profile of the project
- keep unfinished actions in view
- empower the community to champion activity.

Increase the profile of the project

No doubt during implementation you will have been working with local media and using advertising and word of mouth to increase the profile of the project and to get the messages of the project out to as many people as possible.

Now that you have some implementation actions completed you can up the ante even further. To increase the profile of the project you can apply for accreditation and enter awards programmes.

Apply for accreditation

- Safe Communities foundation (www.safecommunities.org.nz)
  The Safe Communities Foundation in conjunction with the World Health Organisation offers the opportunity to receive safe community accreditation.

Enter to win awards

- Cycle Advocates Network Awards (www.can.org.nz)
  Categories include cycle friendly commitment by a public organisation, cycle friendly commitment by a business, best cycling promotion, best cycle facility project, and cycle champion of the year.
- Green Ribbon Awards (www.mfe.govt.nz/withyou/awards/green-ribbon.html)
  These awards recognise the outstanding contributions of individuals, community organisations, businesses and local government in sustaining and enhancing New Zealand's unique environment.

- The New Zealand Community Safety and Injury Prevention Awards (www.safecommunities.co.nz/safeawds/)
  Categories include best emerging community safety and/or injury prevention initiative or programme, outstanding community safety and/or injury prevention initiative or programme, outstanding example of the New Zealand prevention strategy framework guiding the development of a community safety and/or injury prevention initiative or programme, and outstanding business or organisation that is contributing to the greater well-being of its own workforce and the community in general. Winners are rewarded with grants that can be used to undertake more projects actions.
- Road Safety Innovation Awards (www.roadsafety.govt.nz/roadsafetyinnovationawards)
  These awards recognise road safety innovations initiated by individuals, organisations and communities.

Real life experience: Award winners
• South Dunedin Safer Streets working group won a New Zealand Community Safety and Injury Prevention Award for the level of community participation they achieved. • Greerton Village School in Tauranga won a road safety innovation award for their Kids on Feet programme.

Keep unfinished actions in view

Transfer actions to the work plans of others

A quick stocktake of the action plan will reveal what actions have not been completed. There will be various reasons why. The key to making sure they happen is to ensure each unfinished action is on the work plan of the appropriate team (eg in the annual plan or a minor works list).

Use the project evaluation as an opportunity

At some point, the project will be evaluated. The results of the evaluation will highlight which objectives the project is failing to meet. If a significant number of actions have not been implemented failure to meet the projects implementation outcomes is probable. Having this information at hand may help spur managers into action.

Empower the community

Responsibility for the action plan

If the project owners and managers agree, the community (possibly represented by your community working group) can be given the action plan and requested to monitor council progress on the action plan. If progress on the actions slows then the group can advocate for change. The community may also like to view the results of evaluation and similarly advocate for change if the project has failed to meet its objectives or targets.

Advocating for change

Throughout the process the community working group should have learned about council processes and how to advocate for actions. The community should be encouraged to continue an active dialogue with councillors and council staff. For more information on lobbying community organisations see www.community.net.nz/how-toguides/WorkingwithGovernmentAgencies/publicationsresources/local-govt-lobbying.htm

Funding for new community actions

One of the principles of neighbourhood accessibility planning is that local authorities engage with neighbourhood residents and community groups to mutually work on project tasks. Such an in-depth level of engagement generates community interest in issues and aims to get the community to take ownership for some aspects of implementation. It is desirable (especially in terms of ensuring that project progress in the long term is sustained) that at the completion of the project a community group is able to self-manage and be engaged enough in community issues to run local education and promotion activities.

The NZTA provides funding for community-led safety and sustainability activities through the community programmes work category. These projects are typically educational or promotional in nature.

There are two types of community-led activities that can be funded:

- projects that are generated from the community
- projects that are led by the community but are initiated to support wider projects (eg neighbourhood accessibility planning).

The former is likely to happen if a community group has ownership of community issues and are actively seeking to independently resolve these issues. The latter type of project will result from a local or regional authority successfully engaging with the community to create a situation where the community wants to be actively involved in all aspects of the project (problem definition, solution development and implementation).

Therefore in theory the community should be able to gain funding for projects that will help contribute to the objectives of the original project, even in the absence of a council staff member specifically designated to the neighbourhood.

The types of community groups that could potentially be funded to implement educational or promotional activities could include special-interest advocacy groups, ethnic groups, residential associations, sports groups, church groups, not-for-profit business associations and transport management associations.

Chapter 8 – Monitoring and evaluation

Overview

This chapter lists and describes activities that will identify:

- what has been achieved
- whether the processes used have been effective
- the effectiveness of individual actions
- whether the overall project has succeeded in achieving the objectives and targets set
- whether the project produced any additional benefits
- what needs to occur to ensure the project stays on track.

We recommend you use your projects information collection record and as a reference and guide throughout evaluation information collection. The content of the record is outlined in chapter 6.

Objectives

- Determine if processes used were effective.
- Quantify what has been achieved in terms of proportion of actions implemented.
- Review each action to determine how effective it was.
- Determine if targets set for each objective have been met.

Project tasks

1. Review original objectives and baseline data collected to see what is available.
2. Choose evaluation techniques and a plan to conduct evaluation.
3. Undertake evaluation.
4. Report on findings.

Timeframe

This will depend on when the actions are implemented, the type of action and the type of evaluation needed and undertaken. See page 102 for more information.

It is anticipated that it will be at least 12 months or longer before any tentative judgments can be made about trends related to crashes. Changes in behaviour may be discernible earlier if behavioural counts are collected frequently.

Key outcome

An evaluation report post-project completion or following every isolated evaluation activity.

Critical success factors

- Planning outcome evaluation based on the project objectives and targets set.
- Choosing the right time to use each type of evaluation.
- Repeating the same methodology used in the information collection stage to collect data and information.
- Using evaluation as a learning tool to learn about failures as well as successes.
- Using evaluation to justify additional actions, or to modify the action plan to facilitate the targets being met.

You don't have to be an expert to carry out a useful program evaluation. Evaluations can simply be a record of what has been completed and what has been successful.

This chapter helps to make it easy. It is divided into four sections:

- introduction to monitoring and evaluation
- evaluating your project
- reporting evaluation results
- learning more about evaluation.

Introduction to monitoring and evaluation

Monitoring

Monitoring involves collecting information that will help you answer questions about your project. You can use this information to report on your project and help you to evaluate. Monitoring occurs regularly and is ongoing. By comparison, evaluation takes place less frequently and involves in-depth analysis of the project.

You can use your project action plan as a way of monitoring achievements. This document should be updated at regular intervals. Refer to the action plan stocktake on page 105 for more information.

Monitoring your everyday activities is described in chapter 4 in the section on 'Start with good work habits from the onset'.

Evaluation

Evaluation is about using the information you collect to make judgements about your project, in the context of stated objectives. It is also about using the information to make changes and improvements.

Most parties involved in the project will be interested in the results of evaluation. The evaluation will provide useful information for you as the project manager and the:

- council, about the success and learnings from the project
- NZTA, as they build knowledge of best practise neighbourhood accessibility plan projects
- community and stakeholders, about what was achieved and why.

The type and extent of evaluation undertaken will vary between projects and is likely to depend on such factors as:

- the size and scope of the project
- what your stakeholders wish to learn about the project
- the requirements of the council and your stakeholders
- the requirements of funding agencies
- the resources, available, in terms of time, funding and skill levels of the participants.

Evaluation can be undertaken in-house or by an independent organisation. Having an evaluation completed independently can increase trust in the results, especially if the results are positive. But, unless your stakeholders feel there is a need or there are staffing or time pressures, evaluations for neighbourhood accessibility plans can be in-house.

The benefits of evaluation are that it:

- facilitates learning
- determines what could be changed to improve aspects of the project
- provides feedback on what has been achieved that can be used to inform stakeholders
- can be used to promote actions identified in the action plan that have not yet been approved
- lets us know if resources have been well directed
- determines if the project is making a difference

- can be used to help celebrate the project
- can be used to justify new projects in other neighbourhoods
- can demonstrate the projects value for money
- quantifies environmental, social and economic benefits, which can illustrate how the project contributes to long-term council community planning wellbeing outcomes.

If you would like to learn more about evaluation we have provided references to some useful online resources at the end of this chapter.

Related sections and documents

There are several other sections in these guidelines that also relate to evaluation. You should refer to:

- chapter 5: Information collection – for information on baseline information collection activities
- chapter 6: Reporting, action planning and approval processes – for information on action plan activities.

You should also refer to your project records. The following documents should be used as key references:

- the projects information collection record – this should contain all of the information you will need to repeat the information collection process
- the projects action plan – this should contain the list of actions to be implemented.

Evaluating your project

Planning evaluation

Evaluation has been planned through every step of the project process, in consultation with the projects steering and working groups. Chapter 4 outlines the need to establish an aim and project objectives. Chapter 5 describes what types of information to collect and how to collect information that will:

- further investigate neighbourhood issues that will clarify what the project objectives should be
- measure the extent of the issues so that targets can be set
- be used as baseline data, that can be compared to post-evaluation data when the project is completed.

Chapter 6 describes a process for agreeing on project objectives and their targets, and plans when evaluation should be completed and whose responsibility it is. This chapter also explains the need to record all information for evaluation purposes.

Tip
Collect information for evaluation in the same way as you collected baseline information. For example, collect count data at the same time of day, on the same day of the week, at the same time of the year using the same method of collection.

Once you're ready to start post evaluation you will know what your budget is for evaluation and will be able to formalise your plans in the context of this budget. If your budget falls short of your original expectations then you may need to prioritise what you evaluate, again in consultation with your steering/working groups. The more focused you are about what you want to know, the more efficient you can be in your evaluation, the less time it will take and ultimately the less it will cost (whether in council staff time or the time of a consultant).

Consider the following key questions when designing an evaluation:

1. What is the purpose of the evaluation, ie what do you want to be able to decide as a result of the evaluation?
2. Who is the audience for the evaluation information (eg community groups, funders, board or council members, management, staff)?
3. What are the project's objectives and targets?
4. What information has already been collected?
5. What kinds of information are needed to make the decisions and/or enlighten your intended audiences (eg information to really understand the process, strengths and weaknesses of the process, information from the groups who experience the outcomes, the benefits to the community and targeted groups, how the action or project failed or was successful and why)?
6. From what sources should the information be collected (eg community groups, key informants, general public, statistical data, project documentation)?
7. How can that information be collected in a reasonable fashion?
8. When is the information needed?
9. What resources are available to collect the information?

You should note that most stakeholders, including the NZTA, will have a preference for the type of evaluation that is carried out. Typically outcome evaluation is preferred over other approaches as most people want to know what changes the project made and how it benefited the neighbourhood. People interest in repeating projects or developing projects will be interested in process evaluation. For more information on the different approaches to evaluation see chapter 4 page 18.

Seven techniques you could use to evaluate your project and when it might be appropriate to use each type:

- process evaluation:
  - should be taken immediately following completion of project or when project coordinators role is ending.
- action plan stocktake:
  - should be monitored at regular intervals. The action plan document should be kept 'live' even after the end of the formal part of the project.
- evaluation of individual actions:
  - education, enforcement and promotional actions should be evaluated immediately following their implementation and then again in 6–12 months to assess the sustainability of the action (if appropriate).
  - engineering or infrastructure actions once implemented can be assessed for performance immediately following their implementation and then again anytime after about 6 months.
- interim trend investigation:
  - should be undertaken when a reasonable number of actions have been implemented and possibly prior to the project coordinators role ending.
- additional benefit investigation:
  - should be undertaken when a reasonable number of actions have been implemented, possibly prior to the project coordinators role ending
- overall outcome evaluation:
  - at the completion of most of the actions.
- financial evaluation:
  - following a reasonable number of actions being implemented, possibly prior to the project coordinators role ending.

Tip
Include interviews as part of your evaluation. Questionnaires don't always capture 'the story'.

Process evaluation

A brief process evaluation can be carried out by interviewing project staff and key stakeholders. Process evaluation is not about proving the success or failure of a project. Perfect projects rarely happen in real life. This type of evaluation will enable adjustments to the project that will assist with progress toward achieving the project objectives. The information will also be helpful to your local authority, particularly if they plan to undertake further neighbourhood accessibility plans or other similar projects.

The process evaluation should aim to determine what worked well and what did not work well. There are numerous questions that might be addressed in a process evaluation. These questions can be selected by carefully considering what is important to know about the program.

Aspects of the project you may like to consider, include:

- the improved relationships with other council teams, the general public, councillors, external stakeholders
- the key relationship successes and why these relationships worked:
  - What new relationships were developed?
  - What collaborations emerged between groups as a direct result of the project?
  - What form of communication was the most/least successful for that particular target group?
  - What feedback has been received, how was it collected and how useful was it?
  - What has been the record of attendance at meetings?
- how the project was administered and what team it was run from
- how many staff worked on the project and for how long
- what was required of the community and individuals?
- the amount of managerial, administration, marketing, data support, etc for the project
- whether there was evidence of improved use or more efficient use of resources (money, time, staffing) or council teams worked together on tasks for mutual benefit
- the barriers to achieving improved coordination and project integration
- how the project was set up in the first instance
- how the objectives and outcomes were decided upon
- the processes set-up for the information collection phase
- how communities were consulted and whether this could have been done more efficiently
- the processes set-up for the action planning phase
- the processes set-up for the implementation phase
- planning for evaluation
- project coordination
- if there were any unintended benefits or negative effects from the project
- whether the project was able to improve council team integration
- whether the project was able to contribute to improved transport integration
- what could be done to improve the project?
- training need and availability for project staff
- community satisfaction with how they were initially engaged in the project and satisfaction with involvement during the project

- working group members or key stakeholders opinions on what they have learned about transport or council processes
- typical complaints from stakeholders and community members.

The NZTA has suggested a set of guiding process principles for projects. It may be useful to determine if the project adhered to these principles and what benefits the following principles created. The principles are that projects:

1. bring together key stakeholders to collaborate in addressing safety and access issues
2. rely on community participation in risk identification, development of solutions and implementation of solutions
3. involve and engage all relevant council teams
4. are data and risk analysis based
5. develop and implement an integrated package of engineering/environmental improvements, enforcement, encouragement educational and policy interventions that will address locally identified issues
6. involve evaluation that ensures the measurement of all implementation outcomes.

Tip
You will learn a great deal about the project or its actions if you try to understand failures.

Action plan stocktake

To evaluate the action plan you should simply determine which initiatives have been carried out, which are scheduled to be implemented and which aren't going to proceed. In circumstances where actions are delayed or not proceeding, note why.

We recommend recording the results of the stocktake in the actual action plan document. If you're writing an evaluation report you can attach the updated action plan as an appendix.

Evaluation of individual actions

Reviews of individual implemented actions specified in the action plan should be consistent with the type of action and expense of that action. As implementation of various actions is carried out by a number of teams, agencies and people, it will be important to determine what is planned by that team/agency in the way of evaluation. (Ideally this should have been organised in the action planning phase and be specified in the action plan).

Provided below is a list of possible aspects that you may choose to include in your evaluations of individual actions. Items marked with a star (*) are items that will show the overall success of the action in terms of effectiveness.

Education actions

Establish:

- how effective the project process was
- how many people participated in the initiative
- participants' perceptions of the initiative
- how much community buy-in was achieved
- whether there is interest in continuing with the initiative or repeating it
- whether the general public or target groups recall the initiative, what it was and where they saw or heard it
- how well people recalled the -messages of the campaign at its end and six months later
- if the target group's knowledge increased*
- if there was a change in behaviour (achieving behaviour change is difficult, so evaluation may only be warranted for large campaigns)*
- whether the benefits achieved were sustained.*

Promotional actions

Establish:

- How effective the project process was
- the amount of people participating
- the amount of community buy-in
- public perception of initiative
- whether there is continuing interest in sustaining the action or repeating it
- the proportion of people changing their behaviour*
- the proportion of people with sustained behaviour change.*

Enforcement actions

Establish:

- how many people the enforcement targeted
- what the outputs of the enforcement were (eg number of vehicles ticketed for speeding)
- what people believed were the reasons for the enforcement and if they recalled the reason(s) after a period of time
- if any policy changes were required as part of the enforcement and how successful these were
- the amount of community buy-in and participation
- if there was continuing interest in repeating the initiative
- what proportion of people changed their behaviour as a result of the initiative*
- if the behaviour change was sustainable.*

Policy actions:

Establish:

- what policy changes the council adopted
- what the policy change will mean in the future
- the amount of community acceptance
- if the policy changes were adhered to.*

Environmental actions and engineering actions:

Establish:

- the amount of environmental change
- the level of community satisfaction
- if the awareness of hazardous locations changed
- whether people changed the way they used the facility or service*
- if road users behaviour improved*
- if the engineering treatments were effective.*

Interim trend investigation

Investigating interim trends towards achieving targets set for each of the project objectives will facilitate any longer term planning that may be required to continue to change trends, sustain community involvement or maintain project benefits.

As a first step it is recommended that the actual project objectives are determined. The best way to do this will be to go over project records (the action plan and project brief are the key documents you will need to refer to).

Questions to ask:

- What were the objectives for this project?
- Did they change at all from establishment of the project to after the information collection phase?
- Were tangible targets set for each objective? What were they?

Next you will want to determine what data or information is readily available to review progress towards the targets set for each objective. Baseline data was collected prior to implementation. You should refer to the projects information collection record to see what was collected. Compare this baseline information with information you collect now to determine how far away you are from meeting the targets that were set.

The types of information that may be easy to access for comparing to the same baseline information include:

- crash statistics (see chapter 5 for more information on how to collect this data). If your evaluation is soon after implementation any crash statistics you collect will show indicative results. Proving safety improvements will require 2–3 years worth of data showing a reduced crash rate or a downward trend. This is because crash incidents are occasional events.
- number of people using public transport
- number of people using services that have been established during the project (eg a walking school bus)
- crime data (depending on how often it is collected)
- emissions data (depending on whether it is routinely collected and how often)
- speed data.

Other activities that you could do to produce quick or cheaper indicative results on progress towards trends include:

- onsite surveys asking about choice of mode and satisfaction with various transport related factors. You could repeat a small selection of survey questions from the perception survey, journey inquiry or travel survey (see chapter 5)
- adding a couple of key satisfaction or mode choice questions to existing surveys such as rates surveys, or other surveys that are happening
- holding another public meeting to collect feedback
- photographic representation of number of people using area (see chapter 5)
- photo voice – perhaps using the same photo takers from the baseline data collection if they are still available (see chapter 5)
- behavioural observation counts (see chapter 5)
- interviewing key stakeholders to determine what their opinions are on progress towards objectives (you could also use questionnaires or focus groups).

If there are concerns raised, or it does not appear that the targets will be achieved according to the timelines specified in the action plan, you should discuss what to do with management supporting the project or the project steering group. Possible questions you may want to raise with the steering group include:

- How were the projects objectives established? Was the process effective?
- Do personnel have adequate resources (money, equipment, facilities and training) to achieve the objectives?
- How should priorities be changed to put more focus on achieving the objectives?
- How should timelines be changed (be careful about making these changes – know why efforts are behind schedule before timelines are changed)?
- Should the objective targets be changed (be careful about making these changes – know why efforts aren't achieving the targets before changing the objectives)? Should any objectives be added or removed? Why?
- How should objectives be established in the future?

Tip
A good way to ensure everybody can share their thoughts is to have an independent person facilitate evaluation meetings. This helps people to speak freely and also allows the project coordinator to become fully involved in the discussions.

Additional benefit investigation

In addition to determining how stakeholders feel about progress towards achieving the targets set for each objective it may also be interesting to collect information from these stakeholders about any additional project benefits.

One way of surveying is to read the interviewee/group the table that lists how neighbourhood accessibility plans contribute to the New Zealand transport strategy (NZTS) objectives (web resource S6, page 1). It will give them an idea of how projects can potentially contribute to different objectives. Then ask the participants how relevant this project was to the following objectives. It may also be useful to get their thoughts on whether the project should have contributed to any of the objectives and whether there is potential for further work. Objectives:

- economic contributions (eg more foot traffic past local shops, improved environments facilitating increased area desirability)
- improved access around the area
- improved community cohesion – survey numbers of friends and acquaintances
- improved community ownership
- improved facilities
- improved general property security
- improved health or fitness of neighbourhood
- improved integration between modes of transport
- improved interagency relationships
- improved personal safety and security
- improved provision for those with limited mobility
- improved road safety
- increased desirability/comfort of routes/services
- increased mode share – a shift from single occupancy cars to active or shared transport
- increased numbers of active and shared transport users
- promoting public health
- protecting public health
- reduced emissions.

There may be more objectives you have thought of that you can add to this list. As a suggestion you could choose to use the list of objectives from your council's long term council community plan.

Overall outcome evaluation

Where circumstances permit, an overall outcome evaluation should be considered. This involves determining whether the project has met the targets set for each objective (target setting is discussed in chapter 6). This type of evaluation is beneficial once most of the project actions have been completed.

To undertake an outcome evaluation that includes crash reductions you may need to wait for several years after the main part of the implementation is complete. This is because crashes are infrequent events and it may take several years worth of data to show a downward trend. However, as long as counts or observations are undertaken relatively frequently, then changes in behaviour can be evaluated over shorter time periods.

To begin with, you will need to be clear on what the project objectives are and what the targets set for them are (this should be described in the projects action plan or project brief). Then you will need to be clear on what baseline data was collected during the information collection phase (this should be described in the projects information collection record). Knowing what the objectives are and what baseline information is available will enable you to determine what information you need to collect for evaluation purposes. An example is given below to help clarify this:

Objective: Increase desirability of key routes to active mode users.

Targets	Information available
Increase satisfaction with the safety of the key routes by 30%, by July 2015.	Data from walking and cycling usability audits.
Increase satisfaction with how the key routes look by 50%, by July 2015.	Data from walking and cycling usability audits.
Reduce undesirable behaviour and crime on key routes by 50% by July 2015.	2007 statistics on crime, incidences of new graffiti over a 1-month period, photo representation of rubbish dumped over a 1-month period.
Increase numbers of walkers and cyclists using routes by 10% by July 2015.	Pedestrian and cycling count data.

From this example you can see which types of information collection will need to be repeated to measure whether targets have been achieved. If the budget for evaluation is restricted then you may need to select a few of the key project objectives that are integral to achieving the project aim, or choose only a few targets to investigate for each objective. If you choose the later you will need to be careful of making assumptions.

Data you will be interested in comparing (if you collected this data in the information collection phase) will include:

- the number of active or shared transport users using the area
- the number of crashes
- traffic volumes
- traffic speeds
- crime statistics
- emissions statistics
- behavioural observation counts.

To get a feel for the impacts you're having during the project, repeat perception surveys; walking and cycling community audits; and journey inquiries or travel surveys. This will provide factual information on the degree to which the community think the area is improving.

Financial evaluation

A financial evaluation may be requested by council management. It is usually wise to remind people about the benefits before providing financial information. The aspects of financial evaluation you may want to consider investigating include:

- The overall council cost of the project compared to what has been contributed toward the project. Include all community time, things given for free, advertising, press, implementation costs of projects managed by external stakeholders, funding provision from the NZTA and other funders.
- The cost of what has been spent on implementation compared to the quantified benefits of the action plan. The anticipated benefits of the action plan may have been quantified as part of the NZTA application process, so they may be already accessible. If they aren't readily available you may need to seek advice from engineering staff

as to how to quantify the benefits achieved. For the NZTA information on funding manuals and procedures, see www.landtransport.govt.nz/funding/manuals.html.

Reporting evaluation results

The primary purpose of the evaluation report will be to debrief your council on the outcomes of the project and to provide the council with some recommendations for future activity. The second purpose of the evaluation report is to inform funders and implementation agencies of the results of the project.

Since the report is primarily for your council, you should write the paper in a tone, style and format that is consistent with other reports that your team has submitted to council.

The level and scope of an evaluation report depends on who the report is intended for. But in all cases you need to ensure that the activities that produce the evaluation results are thoroughly described, or documented elsewhere. This is to ensure that there is enough information to refer to if a similar project evaluation is needed in the future. Be sure your steering group, working groups and key stakeholders have a chance to carefully review and discuss the report.

If there are any recommendations resulting from the evaluation translate the recommendations to the project action plan and provide information about who is going to what, by when. The action plan should still be 'live' even if the formal part of the project has been completed. And remember if you have been successful at engaging the community they may be self managing actions on their own.

Suggestions on the contents of an evaluation report

You may end up with several different evaluation reports for each evaluation activity. The following structure can be used for individual reports or one general final evaluation report.

1. Title page.
2. Author, project manager and managing officer and their contact details.
3. Table of contents.
4. Executive summary (one page, concise overview of findings and recommendations).
5. Background about the project:
    a. Project description:
        i. Problem statement (a description of the area issues and need that is being met by the project)
        ii. Aim of the project
        iii. Objectives and their targets
        iv. Staffing and collaboration (description of the number of people/organisations and stakeholders that are relevant to developing and delivering the objectives):
            - Who were in your working groups?
            - If relevant, how did the project get integrated into the wider council policy framework?
            - Did you leverage off any other projects (community or national projects)?
            - How did you structure the project to work collaboratively?
            - What were the issues and benefits of working with a wide range of stakeholders?
            - How did you manage relationships with each type of stakeholder?
        v. Action planning process:
            - What actions were suggested?
            - What was left out of the action plan and why?
            - How did you prioritise your actions?

- How did you reconcile immerging priorities (eg a spate of accidents outside your NAP cordon or poor access to a new hospital, library or school that opened during your project)?
- How did you get community support for the action plan?

vi. Action plan (attach updated action plan with details on what has been implemented and what hasn't).

6. Evaluation introduction:
   a. What type of evaluation(s) were conducted?
   b. What questions are being answered by the evaluation (link to targets and implementation outcomes)?
   c. What decisions are being aided by the findings of the evaluation?
7. Evaluation methodology (refer people to the projects information collection record where applicable):
   a. What types of data/information was collected?
   b. How data/information was collected (what instruments were used, when was information collected, who was involved, etc).
   c. How data/information was analysed.
   d. Limitations of the evaluation (eg cautions about findings/conclusions and how to use the findings/conclusions).
8. Results (provide results from each type of evaluation conducted – see the evaluating your project section above).
9. Interpretations and conclusions.
10. Recommendations:
    a. Where to from here for the project?
    b. What should the council consider doing next?
    c. Is there anything that should be done differently?
11. Appendices:
    a. Instruments used to collect data/information (or refer people to the project information collection record).
    b. Data (eg in tabular format).
    c. Testimonials, comments made by stakeholders.

Tip
Circulate your evaluation to all stakeholders and working party members to comment on the draft. You might find that they have different insight and different comments that you may want to include to give a 'more rounded' perspective.

The NZTA evaluation reporting

The NZTA would like to receive copies of your evaluation report. In addition to this report feedback on the neighbourhood accessibility planning activity and the guidance the NZTA provide would be appreciated. The types of feedback you could provide may include:

a. What works?

b. What doesn't?

c. Did you need any more guidance/template resources etc?

d. Or less guidance

e. Were you able to address the big issues or did you end up having to leave them outside the scope of the project? If so why?

f. Was funding sufficient? Was funding easy to access?

Learning more about evaluation

If you wish to learn more about evaluation there is a lot of information that is easily accessible. These online sources may be useful:

- CRSP handbook
  www.crsp.net.nz/resources/crsp-manual/crsp-manual.php
- The good practice funding website for non-government organisations.
  www.goodpracticefunding.govt.nz/monitoring-and-evaluation/index.html
- Health
  www.moh.govt.nz/moh.nsf/indexmh/how-to-monitor-for-population-health-outcomes
- Environment
  www.mfegovt.nz/withyou/envwellbeing/monitoring-outcomes.html
- In future – pilot project to monitor community outcomes by Statistics New Zealand:
  www.stats.govt.nz/statistics-by-area/regional-statistics/approaches-to-monitoring-comm-outcomes.htm
- AllPsych online – the virtual psychology classroom. Research method pages
  www.allpsych.com/researchmethods/index.html
- Creative Commons (www.easyoutcomes.org) – based on an approach called systematic outcome analysis (www.systematicoutcomesanalysis.org/oiiwa/toolkit/onepagesummary.html)
  Workbook available at (www.easyoutcomes.org/files/easyoutcomesworkbookv1-12sv_2008-5-14.pdf).