

# Neighbourhood accessibility plans: Guidelines for coordinators

Web resource S – Project specific information

March 2009 – version 1

© 2009, NZ Transport Agency, [www.nzta.govt.nz](http://www.nzta.govt.nz)



# Contents

S1 - Community engagement, partnering and community development	1
S2 - What is accessibility?	6
S3 - Why are walking, cycling and shared transport options important?	8
S4 - Useful information and resources	10
S5 - Benefits of neighbourhood accessibility planning projects and outcomes of trial projects	14
S6 - Neighbourhood accessibility planning's relationship to New Zealand Government strategies and international protocols	20
S7 - Links to other NZTA projects and resources	27
S8 - Links to travel planning projects	36
S9 - Internal stakeholders	38
S10 - External stakeholders	41
S11 - Community stakeholders	47
S12 - Guidelines for the development, administration and analysis of perception surveys	49
S13 - Collecting data from schools	55



# S1 – Community engagement, partnering and community development

Your council is likely to have its own guidance for community consultation possibly held with the community development team. Information on community engagement and Māori engagement can also be found on the Local Government New Zealand website.

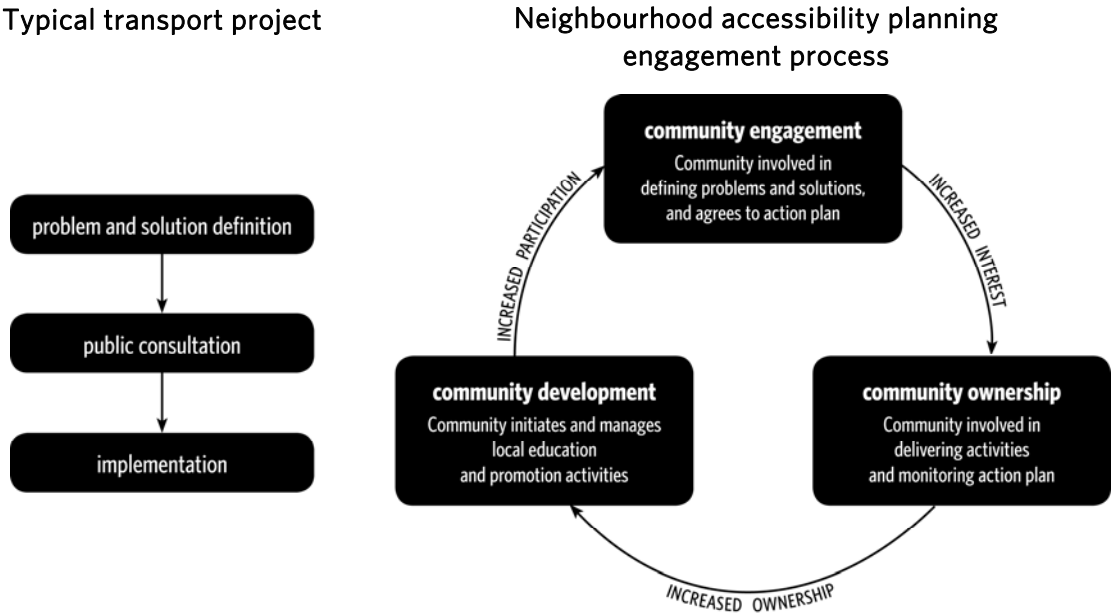
The information provided below outlines:

- why community involvement is important
- what a community is in the context of neighbourhood accessibility planning
- what community engagement and community development are
- different types of relationships you can have with the community.

One of the principles of neighbourhood accessibility planning is that local authorities engage with neighbourhood residents, community groups and other agencies with a view to mutually working on project tasks. The process involves engaging with communities to increase their interest in area issues, generate buy-in for solutions and ultimately 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, community groups are able to self-manage and be engaged enough in community issues to run local education and promotion activities.

The neighbourhood accessibility planning investigation phases involve initiating the engagement process. People can participate in the project to the extent that they feel comfortable, for example providing their opinions on sustainable transport through surveys, or possibly being actively involved as a community representative on the project working party. In the implementation phase it is hoped that different community groups take responsibility for some of the neighbourhood accessibility planning actions either by leading them themselves or by being actively involved in their implementation, for example, running an awareness campaign. In the future it may be possible for community groups to initiate and run their own independent projects that help to ensure that the initial outcomes obtained through the neighbourhood accessibility planning project are sustained. The NZ Transport Agency (NZTA) provides funding for community led projects to local authorities.

The diagram below illustrates the engagement process differences between typical transport projects and neighbourhood accessibility planning type projects.



# Why is working with communities important?

1. Agencies and organisations, like councils, become more open and accessible when people:
  - understand how they work
  - how funding is allocated and budgeted
  - are allowed to have a say in decisions and are given the opportunity to participate in improving the quality of life in their neighbourhoods.
2. Through working together the community will develop an increased awareness of sustainable transport issues in the community and the factors impacting on sustainable transport use.
3. By talking about issues and solutions with communities, agencies can make sure that resources are targeted to areas with the most need.
4. Being involved in projects can help local people take on a sense of belonging and pride in their neighbourhood. This can create ownership of area issues. (Following project completion they may be interested enough to independently run projects that continue to support the project objectives.)
5. People who are involved in local projects have a chance to build their personal skills.
6. The processes of working together often generates innovative solutions and increased public interest can generate support for initiatives that might not have otherwise been a priority.
7. Often by involving the community, businesses and other agencies, there is increased potential for people to spend time and money on implementation of the action plan.

## Who is the 'community'?

'Community' has different meanings for different people. In this document, the term refers to a group of people with a common interest or identity.

Communities can be within a geographical area or they can be groups of people who share a particular experience, interest or characteristic. These communities may be based on:

- geographical boundaries (eg region, city, suburb, neighbourhood)
- ethnicity
- religion
- disabilities
- age (eg the elderly, children)
- gender
- common interests (eg sport, politics, cycling, walking)
- occupation or profession
- workplaces (eg schools, council, businesses)
- common associations (eg residential, business)
- level of risk.

Your project will have a defined geographical boundary – probably by landmarks, roads and/or political boundaries.

The following observations about communities are worth noting:

- People define their own community.
- People often belong to more than one community.

- There may be smaller communities within your community.
- Communities are always diverse.
- Roads flow in and out of areas, carrying people who either live, work, play or travel through the area.
- Within communities there can be wide ranging opinions on what change is required, if any. Achieving 'representation' can be a difficult task.

The NZTA provides funding for all of these types of 'communities' to implement community led initiatives provided the group that represents that community is not-for-profit and has some kind of legally approved formal status.

## What is community engagement and community development?

Community engagement is simply a term to describe a process that provides people with opportunities to have a say in what happens in their neighbourhood and to be more active in decision making. The terms community engagement, community mobilisation and community development are often used interchangeably. However, community engagement as a term covers a general set of activities that describe tasks related to involving the community in the project. Some forms of community engagement can be as simple as merely consulting with a community. Other forms of community engagement can incorporate considerably more interaction with the community and it is this form of engagement that is referred to as community mobilisation or community development. Neighbourhood accessibility planning projects start off utilising what would be considered as simple engagement processes, but once the community are actively involved in the project, the project starts moving into community development/community mobilisation territory.

The neighbourhood accessibility planning process facilitates active involvement with the community and provides a structure for the community to: become more aware of the issues in the community, buy into improving issues in that community, and eventually take ownership for improving their community.

The aim is to get communities to:

- want to take action
- ask for help
- take action
- tell others in their communities about their work
- tell other communities about their projects
- improve the transport issues in their community
- use their community sustainably.

## Community engagement

The community engagement process includes informing, researching, consulting, involving, devolving decision-making and supporting community generated action.

The heart of community engagement is the development of relationships, open and clear communication, networking, listening, and learning to understand the diverse people living in, working in and visiting your community. It is based in partnership, both with communities but also as appropriate, with different service providers.

Community engagement can be hard. What may work in one area with certain people may not work as well down the road with a different set of people. Often there are no absolutes, no one answer to every situation and often no way that it

can be done quickly, if a meaningful result is the desired outcome. In addition often it is the most difficult to reach audiences that are the audiences that it is necessary to reach, to achieve significant project benefits.

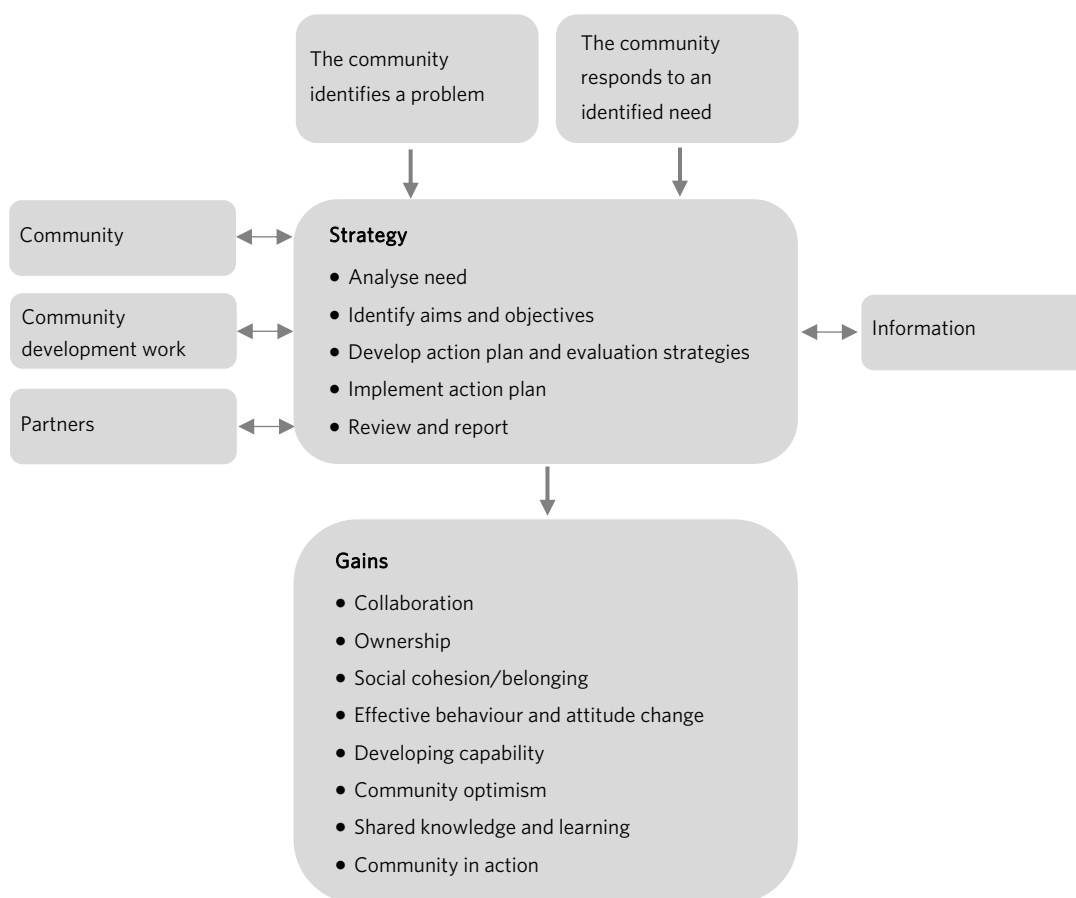
Community engagement involves a substantial investment in time and effort. But if you are successful in achieving a community's ownership of their issues it is more likely that the community will take responsibility for managing these issues - hence ensuring the project lives, even if the formal part of the project has come to an end.

## Community development

Community development is about people identifying their own needs or issues, assessing the options, developing their skills, working together to find a solution and putting it into action.

Without comprehensive commitment from the community, the likelihood of project effectiveness is significantly reduced. To succeed the initiative must genuinely be driven by the community. Communities will have to self-identify themselves and will have to own the activity. The key will be to create the demand without being seen to create demand and to allow the community to come up with the ideas for change.

Good relationships based on credibility, reliability and trust, are essential for successful community development. This generally takes time. Be prepared to spend time getting your community development process right. The results will be worth it!



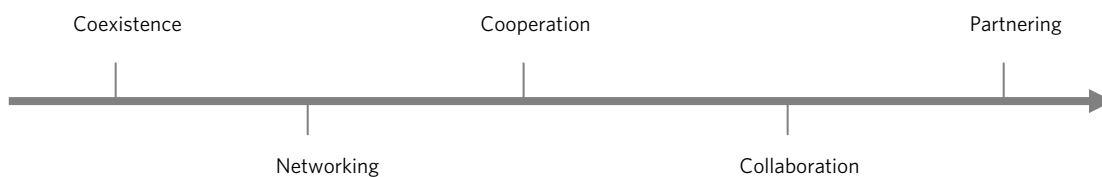


# Understanding the type of relationship you can have with each community

A key factor in engaging your community is understanding the different kinds of relationships you will have with different groups at different times. Problems can develop when there is a difference in expectations and a lack of clarity over obligations or outcomes. Think about your relationships in the community. How can you manage them to ensure meaningful engagement and support for your project?

The diagram below outlines the different levels of partnering.

## The partnering continuum



- 1. Coexistence**  
Is where you know about each other but don't come together. There are no direct relationships, dependency or a need to collaborate.
- 2. Networking**  
Involves having informal discussions and sharing information. However there is no formal collective agreement on vision. There is a lower level of cooperation and no shared decision making.
- 3. Cooperation**  
Common issues and agendas are acknowledged and some tasks may be shared. However in general the level of collaboration is low. The relationship is not considered to be a long term one as there is no ongoing commitment to each other. Typically memorandums of understanding are drawn up at this level of partnering to outline the partnership agreement.
- 4. Collaboration**  
Involves more trust. Work is negotiated and actions are agreed. A set of principles for working together may be outlined. All decision-making is shared. There is more opportunity to add value to the others work.
- 5. Partnering**  
Involves a shared vision, and agreed basis of shared values, shared decision making, sharing of risks and reward, sharing of accountability. There is an established degree of formality and contractual obligation. Processes and systems are usually put in place to support the partnership.

To consider where your relationships lie along the partnership continuum, you should consider whether you have a mutual understanding with each entity with respect to:

- shared goals
- power
- resources
- risks
- successes
- accountabilities.

The level of relationship you have with varies agencies, groups and community members will vary. Neighbourhood accessibility planning projects should aim to achieve cooperation and collaboration with some agencies and community groups.

# S2 – What is accessibility?

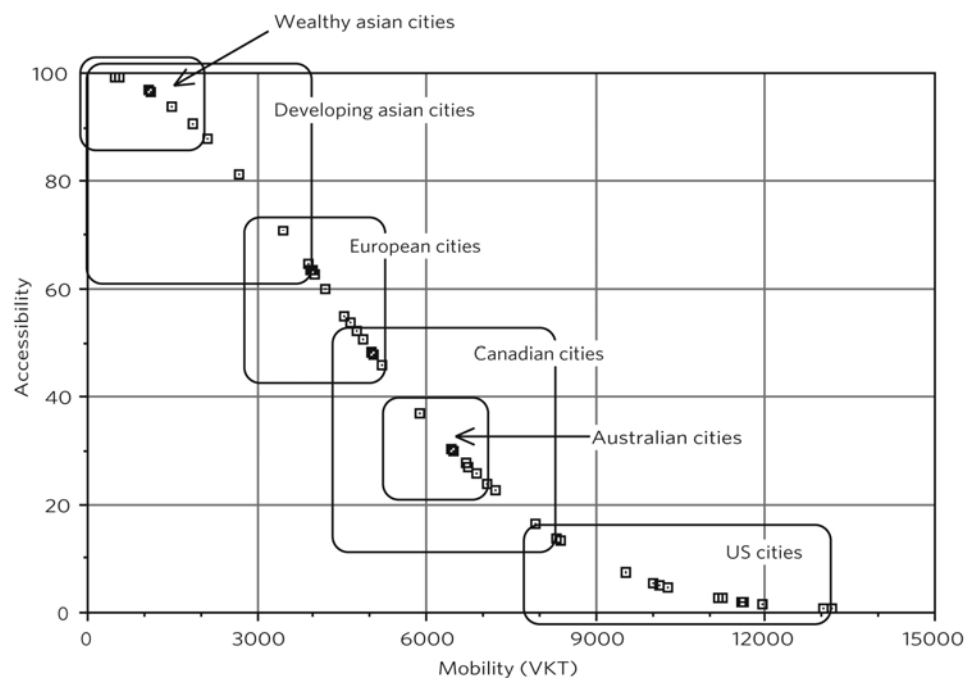
'Improving access and mobility' is one of the five objectives in the New Zealand Transport Strategy (NZTS), and is a statutory obligation under the Land Transport Management Act 2003. By examining and addressing barriers to accessibility we are in fact contributing to all objectives of the NZTS. Improving access for New Zealanders is seen by the government as vital to ensuring participation, independence and reducing social exclusion.

The term accessibility describes the ability or ease with which a person can reach desired goods, services, activities and destinations - collectively, 'opportunities'.

Accessibility is not equivalent to mobility. Mobility refers to the ability or ease with which a person or goods can move, or ease of movement. In the past transport policy has focussed on increasing mobility by defining transportation issues and solutions in terms of constraints on physical movement. This was essentially the 'predict and provide' approach which led to people travelling further and faster with unsustainable and negative safety outcomes.

This approach assumed that by increasing mobility, accessibility is also improved. In the long term this assumption is most likely wrong. Those cities that have provided the most mobility for motor traffic, have become the most dispersed and inaccessible for any other mode (see figure 1)<sup>1</sup>

**Figure 1:** Relationship between accessibility and mobility graphed using a gravity model, and showing the regional groupings of 46 world cities



<sup>1</sup> Ross, William. Mobility and accessibility: The yin and yang of accessibility planning, Volume 2, No.6, World Transport Policy and Practice.

When defining the issue in terms of accessibility, we identify solutions beyond transportation systems themselves. With solutions that are based in the way land is used and services are provided. Planning for accessibility rather than mobility can create benefits by reducing travel distances, expanding options to use more sustainable modes of transport (eg walking, cycling and public transport) and reducing the need to use private motor vehicles.

An assessment of transport from an accessibility approach could also address issues of equity and transport disadvantage by considering equal access to employment, housing, education, health services and recreation.

Accessibility issues affect all users of a transport system, not just those individuals or groups in society who may experience some form of social exclusion or disability. The Centre for Transport Studies (United Kingdom) identified the following factors as key in influencing transport accessibility:

- Physical – associated with the individual, eg disability or impairment addressed through vehicle accessibility measures.
- Geographical – lack of spatial coverage by transport modes.
- Facilities – associated with the ability to access desired activities, facilities, services, etc.
- Economic – associated with the cost of transport.
- Time-based – temporal constraints and scheduling conflicts.
- Fear-based – personal safety and security.
- Space – design of transport interchanges, stops/stations, and other public spaces.

Additionally the amount of information available about the service or facility plays a role in whether it is accessed.

In relation to public transport the amount of services or service points available can influence accessibility, such as timetables, location of stops and destinations that can be reached by services. Driver training, particularly for servicing disabled users, plays a role in the accessibility of the transport system.

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

There are many benefits provided by walking, cycling and shared mode use. The following statements and statistics are provided to help you justify why walking, cycling and shared mode use are so beneficial.

- Cycling provides for local and longer distance trips.
- Walking, cycling and shared transport more efficiently utilise space.
- Walking, cycling and shared transport contribute to safer and more secure communities, as there are 'eyes' on the street.
- Walking, cycling and shared transport provide more social connections – people are able to engage with each other in the public realm, something that they can't do when they pass by in cars.
- Walking and cycling is beneficial for health and fitness:
  - access to sunlight (vitamin D)
  - improves respiratory function
  - reduces back pain
  - improves circulatory system (heart and blood pressure)
  - reduces stress
  - improves immune system function (resistance to illness)
  - raises metabolic rate (could lead to weight loss)
  - reduces risk of lifestyle diseases (osteoporosis, CHD, diabetes, some forms of cancer)
  - maintains movement function (healthy joints).
- Walking and cycling do not cause harmful environmental emissions.
- Walking and cycling can reduce:
  - Noise pollution – as they are far quieter forms of transport.
  - Deforestation – less rubber required for tyres.
  - Water pollution – no toxic run-off.
  - Energy consumption.
- Shared mode use limits harmful environmental emissions and reduces energy consumption.
- Walking, cycling and shared transport save families money – they are low cost forms of transport.
- Walking, cycling and shared transport friendly communities are good for business.
- Walking and cycling trails increase land value (commercial and residential) while heavily trafficked roads tend to decrease land values.
- Walking, cycling and shared transport are good for the economy – through reduced reliance on imported oil.
- The presence of pedestrians and cyclists calms traffic – leading to slower speeds and safer streets.
- Walking and cycling are popular recreation and leisure pursuits. Networks can be used for both fun and function.
- Complete streets (multimodal) can move more people more efficiently than multi-lane highways.
- Walking and cycling provides mobility opportunities for the 30 percent of the population that can't drive (older, younger and functionally impaired people).
- Walking or cycling are usually the fastest way to move around cities over short distances.
- Well developed public transport is usually the fastest way to move around cities over long distances.
- Walking and cycling allows people to appreciate the urban realm better than driving around.
- Tourists are usually pedestrians. Most of the great destinations of the world are walk-friendly.

- Cycle parking is cheaper than vehicle parking.
- Walking and cycling networks reduce the demand for new roads.

### Statistics

- There are about 750,000 transport cyclists in New Zealand (Ministry of Transport).
- There are about 1.3 million recreational cyclists in New Zealand (Sport & Recreation New Zealand (SPARC)).
- Walking is the most popular leisure activity for New Zealanders.
- There are two walking trip legs for every car trip leg. (There will always be at least twice as many walking trips, due to the fact that cars typically do not get people all the way to their destinations.)
- According to the 2006 Census, eight percent of New Zealand households do not own a car.
- Forty-six percent of all trips are less than 2 kilometres – a distance easily achievable by foot or cycle.
- Walking accounts for 16 percent of trip legs<sup>2</sup>.
- New Zealanders spend 12 percent of their travel time walking, five percent on a bus or train and one percent by bicycle.
- Over 20 percent of New Zealanders are under the legal driving age.
- Walking accounts for 18 percent of total travel time for 5–24 year olds.
- Of on-road distance travelled to school, 27 percent is on foot and another 27 percent is by public transport.
- Public transport (travel by bus or train) accounts for 11 percent of total travel time for 5–14 year olds.
- Not all adults drive:
  - 36 percent of Māori females do not drive
  - 47 percent of Pacific females do not drive
  - seven percent of all women aged 30–49 have never driven
  - nearly 20 percent of women aged 65+ have never driven
  - four percent of men aged 65+ have never driven.
- Those over the age of 75 spend 20 percent of their travel time walking.
- Walking and cycling by children aged 5–14 has decreased from an average of two hours and 10 minutes per week in 1989/90, to just under one hour and 20 minutes per week in 2003/06. Time spent in the car has increased in almost all age groups.
- The number of primary school students being driven to school increased sharply between 1989/90 and 1997/98, but has increased only slightly since then.

For more statistics, visit the Ministry of Transport website: [www.transport.govt.nz/research-index](http://www.transport.govt.nz/research-index).

---

<sup>2</sup> A 'trip leg' refers to a single leg of a journey, between any two stops. For example, driving to a friend's place with a stop at the shop on the way counts as two trip legs. Similarly, walking to the bus stop, catching a bus to town and walking from the bus stop to work is three trip legs.

# S4 – Useful information and resources

This web resource lists a variety of different resources that are relevant to neighbourhood accessibility planning. The main sections in this web resource are:

- Websites and web pages (does not include NZTA websites – refer to web resource S6 for these).
- Relevant projects (does not include NZTA projects – refer to web resource S6).
- Publications (does not include NZTA publications – refer to web resource S6).
- Research and literature.
- Information to assist with project administration.
- Display materials.
- Equipment.

For reference information related to the different agencies that may have a participatory role in the project refer to web resource S10.

Your region may also have their own regional specific resources. It may be worthwhile contacting the following people to see if what you want is available:

- the NZTA – Senior Programme Advisor (Education)
- regional Council
- road safety coordinator
- the Accident Compensation Corporation (ACC) representative
- transport services such as the regional bus service.

## Membership organisations

- Cycle Advocates' Network (New Zealand cycling advocacy) – includes information on a biannual conference and membership.
- Injury Prevention Network of Aotearoa NZ (IPNANZ) – provides training, injury prevention information, newsletters and an annual conference.
- Living Streets Aotearoa (New Zealand walking advocacy) – includes information on a biannual conference and membership.
- Safe and Sustainable Transport Association of Aotearoa – New Zealand (SASTA) is a useful association for neighbourhood accessibility planning project managers to join. Membership entitles you to attend meetings, receive newsletters, and receive advice and assistance from other members. For more information contact Gillian Archer (Gillian@roadsafenorth.co.nz) or Maureen Bishop (Maureen.Bishop@ecan.govt.nz).

## Websites and web pages

- Australian bicycle council's cycle resource centre – a very useful resource to gather ideas for actions.
- Cycle Advocates' Network (New Zealand cycling advocacy) – includes information on a biannual conference and membership
- Living Streets Aotearoa (New Zealand walking advocacy) – includes information on a biannual conference and membership.

- WalkIT (resource centre for all information related to walking) – a very useful resource to gather ideas on walking actions.
- The City Fix – a blog site that explores sustainable solutions to the problems of urban mobility.
- C40cities – provides well researched case studies of cities achieving CO<sub>2</sub> emission reductions.
- NZ Forever – a site that connects New Zealanders with sustainability issues by providing current New Zealand forever sustainable advertisements and address details for the agencies conducting the advertising.
- The government sustainability website – Sustainability.govt.nz
- Project for Public Spaces is an American commercial website but provides some useful resources and information
  - [www.pps.org/info/placemakingtools/downloads/place\\_diagrams](http://www.pps.org/info/placemakingtools/downloads/place_diagrams) – provides diagrams describing what makes public spaces good, which may be useful to use in presentations
  - [www.pps.org/info/placemakingtools/casesforplaces](http://www.pps.org/info/placemakingtools/casesforplaces) – provides a number of very relevant short written documents (eg traffic calming techniques, public art, furnishing your public space).
- Travel planning list serve run by the Auckland Regional Transport Authority (ARTA) – useful for discussion and gathering information.

## Relevant projects

- Lyttleton maps and signs project – a community led initiative to highlight walking as an attractive option and to provide pedestrian friendly information.
- Christchurch cities urban renewal neighbourhood plans.
- O800 cycle crash – Nelson City Council cycle data gathering project.

## Publications

- Tracks are for trains – a resource designed to teach children safe behaviour on or near trains and railway tracks. It contains lessons years 4–6 and years 7–8, with some awareness raising activities for junior primary classes. For more information, enquire through your local police education officer (PEO).
- Road safe series – provides young people with appropriate road safety skills and practices at all levels of their schooling. It is designed to be taught by a classroom teacher working in partnership with a trained PEO. For more information contact your local PEO.
  - Stepping out – junior primary programme (school years 0-3)
  - Riding by – middle primary programme (school years 4-5)
  - Out and about – senior primary programme (school years 7-8)
  - Changing gear – junior secondary school programme (school years 9-10)
  - Safe wheels – senior secondary school programme (school years 11-13).
- Cycle-friendly employers.
- Crime prevention through environmental design (CPTED).
- Urban design protocol.
- Activity friendly environments – The downloadable document ([www.sparc.org.nz/filedownload?id=374dfc8b-81fc-449c-b579-4d475776defc](http://www.sparc.org.nz/filedownload?id=374dfc8b-81fc-449c-b579-4d475776defc)) 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.

# Research and literature

A selection of research publications are provided below. For a list of all NZTA's research publications, and ordering information see [www.landtransport.govt.nz/research/reports/index.html](http://www.landtransport.govt.nz/research/reports/index.html)

- *Down with speed: A review of the literature and the impacts of speed on New Zealanders.*
- *New Zealand pedestrian profile*, November 2000 – an overview of pedestrian activity and injury in New Zealand.
- *Walking and cycling: Education and promotion initiatives to improve road safety, a literature review.* BRC Marketing and Social research (Nov 2004). Wellington, New Zealand. Contains a review of educational and promotional initiatives for pedestrians and cyclists. Appendix 1 contains a descriptive list of relevant international programmes and appendix 2 contains a descriptive list of relevant national programmes. (Available through the NZTA library – access through your local NZTA.)
- *Cyclecraft – Skilled Cycling Techniques for Adults*, Franklin, J. (1997). London, England. Is a well written descriptive account of how to cycle. It also contains descriptions on how adult cyclists should manoeuvre in the roading corridor, and provides recommendations how cyclists should approach various types of infrastructure (see web resource S14).
- *Share the Road – A literature review*, Cambridge, S & Francis, T (2005). A review of literature on educational initiatives that relate to promoting shared use of the road space by all road users. (Available through the NZTA library – access through your local NZTA).
- *Predicting accident rates for cyclists and pedestrians.*
- *School journey safety a comparative study of engineering devices.*
- *Estimating demand for new cycle facilities in New Zealand.*
- *Developing school based cycle trains.*
- *Impacts of fuel price changes on New Zealand Transport.*
- *Park and Ride: characteristics and demand forecasting.*
- *Managing transport challenges when oil prices rise.*

# Information to assist with project administration

- Babel Fish – provides free online translations service.
- English-Māori word translator – the University of Otago's webpage translates single words between Māori and English.
- MapZone – provides New Zealand maps and locations. Although this site isn't 'official', it's very useful for finding locations within New Zealand. As well as street addresses, MapZone allows you to search for ATMs, named buildings, schools and suburbs. It will also show locations of ATMs, banks, fast food outlets and petrol stations. Aerial maps are also available. Note MapZone requires registration.
- New Zealand public holiday dates 1997–2009 – provides a list of public holidays for New Zealand. Produced by the Department of Labour.
- Road safety calendar – provides the times of the year national road safety advertising and police enforcement occur.
- School terms and holiday dates.
- Te Kete Ipurangi (TKI) – The Online Learning Centre – a bilingual portal-plus web community which provides quality assured educational material for teachers, school managers, and the wider education community. It is an initiative of the Ministry of Education.
- Wise's street maps – provides street maps and location information.



# Display materials

The NZTA provides numerous resources (sometimes free of charge) that can be suitable for displays. This can be ordered through Wickliffe. Your local road safety coordinators, council event coordinators or the NZTA may also have some of these or other material you may like to use. Please check with them before ordering.

For a full list of the NZTA's resources see:

[http://www.ecos.co.nz/servlet/Srv.Ecos\\_Signon?CN=47878&AC=JmpSRmgeel55kAQu&UC=LTNZVIEW](http://www.ecos.co.nz/servlet/Srv.Ecos_Signon?CN=47878&AC=JmpSRmgeel55kAQu&UC=LTNZVIEW).

You should check all of the various categories listed as there is a wealth of material that could be relevant. In particular you may be interested in obtaining:

- posters of recent NZTA advertising campaigns
- various types of stickers
- neighbourhood accessibility planning posters (see under 'Education')
- various activity cards and discussion resources.

## Booking process

Make sure you know the:

- reference number of each item you need
- address the item needs to be delivered to
- date it needs to be delivered by.

Contact: [leannev@wickliffe.co.nz](mailto:leannev@wickliffe.co.nz)

## Equipment

The following information has been provided by other organisations. This list is by no means exhaustive. It is to be used as a guide only. For more information please check with your road safety coordinators or council engineers as they may also have similar resources, or have their own preferred suppliers.

Clothing - 'Geared'	High visibility, waterproof jackets (adult, children and junior sizes)	<a href="http://www.gearednz.co.nz">www.gearednz.co.nz</a> 0800 284327
Clothing - 'SafetyTShell'	High visibility bag cover	<a href="http://www.safetshell.co.nz">www.safetshell.co.nz</a> <a href="mailto:info@safetshell.co.nz">info@safetshell.co.nz</a>
Pedometers	You can find pedometers at sports stores or on the internet.	
Speed trailers	An electronic device attached to a custom-made trailer which displays the speeds of passing vehicles. Placing it on the roadside reminds drivers how fast they are going. The speed trailer can also show the fine that drivers face if they are travelling faster than the posted limit.	Contact your road safety coordinator or engineering department. If you are having problems finding a speed trailer contact your local NZTA or ACC representative.
Tactile paving	Used as a directional warning to assist people who are blind or vision impaired.	<a href="http://www.tactilepro.co.nz">www.tactilepro.co.nz</a> 09 4280620
Toy traffic signs	Individual signs which can be used for interactive activities.	Available from the NZTA library - Access through your local NZTA.

# S5 – Benefits of neighbourhood accessibility planning projects and outcomes of trial projects

## Introduction

The objectives of neighbourhood accessibility planning projects vary from area to area, depending on the issues in the neighbourhood, the concerns and interests of the community and the focus of the council.

## Benefits of using a neighbourhood accessibility planning approach

Neighbourhood accessibility planning process principles ensure that the process is sound enough to generate benefits. Listed below are a number of common benefits – as determined by the territorial authorities that participated in the trial project.

- Collaborative work with the community facilitates:
  - 'buy-in' to the process
  - improved relationships between the community and council
  - increased councillor acceptance of the project and its actions
  - increased likelihood of uptake of education and promotional messages
  - increased likelihood that social marketing and education messages are sustained in the long term
  - more potential for community and business investment
  - more opportunities for interagency collaboration.
- Data collection and information gathering ensures:
  - data is readily available to justify projects to the public, councillors and stakeholders
  - data and consultation information collected can be used by other teams to support their complementary activities
  - data and information collected helps prioritise actions
  - projects can be easily monitored and evaluated
  - information can be used to help justify new projects.
- Projects targeted at neighbourhoods rather than specific audiences will:
  - increase the likelihood that the whole community will take responsibility for their actions (this is relevant because it is important to involve the 'at risk group' as well as other community members who may be contributing to the risk, or represent those who are creating the risk)
  - ensure actions can be coordinated for the benefit of the whole neighbourhood rather than just one group within the neighbourhood
  - help councillors and territorial authority staff justify the project based on the needs and desires of the whole neighbourhood
  - increase the potential for community group participation and resource provision
  - increase collaboration between projects and initiatives that are occurring within the area
  - involve a wider range of stakeholders who can bring resources and funding to the project.

# Outcomes of trial projects

South Dunedin, Dunedin City Council (initiated 2003/04)	
Stage of implementation (at February 2009)	Key outcomes/successes
Implementation completed (some engineering still to be completed). Evaluation completed.	<ul style="list-style-type: none"> <li>• Drop kerbs and tactile paving.</li> <li>• Improved lighting.</li> <li>• School zone signs with flashing lights.</li> <li>• Creation of five mobility routes.</li> <li>• Intersection and crossing upgrades.</li> <li>• Cycle hazard removal.</li> <li>• Won the 2006 NZ Community Safety and Injury Prevention Award for 'outstanding community safety and/or injury prevention'.</li> <li>• Silhouette advertising campaign.</li> <li>• Share the footpath campaign.</li> <li>• Watch Out for Bikes campaign.</li> <li>• Project launch day.</li> <li>• Community investment in educational and promotional implementation.</li> <li>• Community buy-in.</li> <li>• Media interest.</li> <li>• Mayoral and councillor participation.</li> </ul>
Papatoetoe, Manukau City Council (initiated 2003/04)	
Stage of implementation (at February 2009)	Key outcomes/successes
Implementation completed (some engineering still to be completed). Evaluation pending.	<ul style="list-style-type: none"> <li>• More support than normal for engineering investment from council and community boards and development of an asset management plan for walkways in Papatoetoe, which has subsequently been adopted for other wards within Manukau city.</li> <li>• Inter-council teamwork integration.</li> <li>• School cycling and pedestrian one day education event.</li> <li>• Look out - media campaign and speed enforcement.</li> <li>• Installation of pedestrian splitter islands at a number of locations throughout Papatoetoe.</li> <li>• Installation of signalised crossing to replace zebra crossing in Papatoetoe town centre.</li> <li>• Initiation of a school travel plan at Papatoetoe Intermediate.</li> </ul>

Nelson City Centre, Nelson City Council (initiated 2003/04)

**Stage of implementation (at February 2009)**

**Key outcomes/successes**

Implementation completed. Evaluation complete.

- Increase in pedestrian numbers (22.5 percent)
- A reduction in crime (ranging from 7 percent to 30 percent)
- A significant reduction in crashes involving cyclists and pedestrians. (Before the project the three year average was five annual crashes involving pedestrians and 11 involving cyclists. In the first year following the project there was one crash involving pedestrians and no cycle crashes.)
- Lighting upgrade.
- On-road and off-road cycle paths.
- Installation of a covered cycle parking facility.
- Three new speed tables to slow traffic.
- Road closure and walkway creation.
- Walk and cycleway signage.
- Ongoing public educational campaign.
- Education on the need to look for bikes when opening car doors and reversing cars.
- Police and volunteer street wardens patrolling streets at night to reduce crime and improve public behaviour.
- Enforcement of sandwich board rules, and general reduction of footpath clutter and illegal parking.
- Cycle design course for all design engineers.
- Level of service changes to allow improved asset management.
- Works are thought to be 'future proofed' as the high level of public involvement throughout the project has reduced post implementation issues

West End, Rotorua District Council (initiated 2003/04)

**Stage of implementation (at March 2009)**

**Key outcomes/successes**

Most implementation completed.

- Provision of shared cycling and walking facilities. (Share with Care.)
- Advanced cycle boxes.
- Bike racks.
- A raft of minor safety improvements.
- Exit from service lane made left hand turn only.
- Improved drainage to stop flooding - regular maintenance organised.
- Installation of bollards to stop cars cutting the corner at one intersection.
- Removed a parking bay at one intersection to improve visibility.
- Aesthetic environment of area improved through rubbish collection and graffiti removal.
- Share with care campaign.
- Road safety week events.
- Guest speaker - Tawera Nikau - at college.
- Pedestrian education undertaken in primary schools, including setting up of Kids on Feet initiative to relieve congestion outside school.

Stage of implementation (at February 2009)	Key outcomes/successes
<p>Action planning completed. Implementation initiated.</p>	<ul style="list-style-type: none"> <li>• Kea crossings.</li> <li>• Improvements to visibility, safety and signage at pedestrian crossings.</li> <li>• Replacement and widening of a footpath on Rathgar Road.</li> <li>• Parking bays in Norval Ave and Pomaria Road.</li> <li>• Introduction of parking restrictions.</li> <li>• Completed feasibility study on a single bus terminal for three colleges to help reduce traffic congestion and hazards for pedestrians.</li> <li>• Community launch of action plan combining safer routes and school travel.</li> <li>• Share the Road campaign focusing on drivers giving cyclists space.</li> <li>• Mapping of safer cycle routes through a piloted curriculum resource for student cyclists.</li> <li>• Curriculum activities for senior geography students on solving local road safety issues: student won national award in the Massey University Environmental Planning project.</li> <li>• Cycling buddy programme established in Intermediate school.</li> <li>• Walking school bus route established in primary school.</li> <li>• Piloting of a new classroom activity for monitoring traffic speed outside a school in conjunction with ACC's speed trailer.</li> <li>• Preschool education package on road safety for children starting school.</li> <li>• Participation of two community board members on steering group and implementation working group.</li> <li>• Community safety issues from consultation providing evidence for prioritisation of infrastructure work within transport assets.</li> <li>• Links with other council teams.</li> </ul>

Greerton, Tauranga City Council (initiated 2004/05)

Stage of implementation (at February 2009)	Key outcomes/successes
<p>Action planning completed. Most implementation near completion.</p>	<ul style="list-style-type: none"> <li>• Less congestion at school gates.</li> <li>• Bridge over state highway for pedestrians.</li> <li>• Installation of pedestrian refuges.</li> <li>• Bus shelters in appropriate places in Greerton.</li> <li>• Implementation of a cycle lane on Cameron Road from Chadwick Road to Barkes Corner.</li> <li>• Installation of bike racks in shopping centre and by library.</li> <li>• Improved bus service route for locals.</li> <li>• Installed a P5 parking restriction in school drop off zone.</li> <li>• Installation of pedestrian refuges.</li> <li>• Established pick up/drop off zone at Moreland Fox park for Greenpark school.</li> <li>• Planned pedestrian crossing on Kiteroa Street.</li> <li>• Established ongoing mobility scooter club. Other clubs have also been set up in other areas of Tauranga.</li> <li>• Education campaign targeting mobility scooter users.</li> <li>• Two school travel plans.</li> <li>• Walking school bus ('Kids on Feet') with reward system operating in two schools.</li> <li>• Won the 2005 Road Safety Innovation Award for road safety education for their Kids on Feet school walking promotion initiative.</li> <li>• 'Kids can Ride' project initiated.</li> <li>• On-going Be Safe, Be Seen, Be Considerate education campaign.</li> <li>• Improved rubbish collection services to benefit pedestrians and cyclists.</li> <li>• Improved council-community relationship.</li> <li>• Relationship with Police and their involvement in education initiatives.</li> <li>• Successful activities generated through this project have also been adopted/used in other communities.</li> </ul>

Fairfield/Enderley, Hamilton City Council (initiated 2005/06)

Stage of implementation (at February 2009)	Key outcomes/successes
<p>Action planning completed. Implementation largely complete.</p>	<ul style="list-style-type: none"> <li>• Regular graffiti control in alleyways</li> <li>• Police night patrol of alleyways</li> <li>• Road safety training in several Enderley schools.</li> <li>• Community event for pre-schoolers and caregivers.</li> <li>• Alleyway upgrade.</li> <li>• Installation of pedestrian refuges in several locations.</li> <li>• Public input into the upgrade of a suburban shopping location.</li> <li>• Public input into the design of three traffic calming schemes.</li> <li>• Establishment of a walking advocacy group and disability access reference group.</li> <li>• Increased response/communication rates from communities that previously have not participated in council consultation.</li> <li>• Secondary benefits of all project stakeholders being more engaged in other council projects both in the area and outside the project area.</li> </ul>

South Invercargill, Invercargill City Council (initiated 2005/06)

<b>Stage of implementation (at February 2009)</b>	<b>Key outcomes/successes</b>
Action planning completed. Implementation underway.	<ul style="list-style-type: none"><li>• Antidotal evidence of a crash reductions.</li><li>• Obtained agreement from the rugby club to convert some land into a walk/cycle path.</li><li>• Improved intersections.</li><li>• Relocation of a bus stop.</li><li>• Changes to parking restrictions outside hospital.</li><li>• Change in road markings for cycle lanes.</li><li>• Established walking advocacy group.</li><li>• Established walking school bus.</li><li>• Facilitated creation of a mobility scooter/power chair association.</li><li>• Improved council team integration.</li><li>• Improved community confidence in the council.</li></ul>

# S6 – Neighbourhood accessibility planning’s relationship to New Zealand Government strategies and international protocols

The outcomes of neighbourhood accessibility planning projects can contribute to many of the desired outcomes of various government strategies and protocols, as outlined below.

## The NZTS and government policy statement

([www.transport.govt.nz/new-zealand-transport-strategy-2](http://www.transport.govt.nz/new-zealand-transport-strategy-2))

An updated NZTS was released in August 2008. The vision is that ‘People and freight in New Zealand have access to an affordable, integrated, safe, responsive and sustainable transport system.’ The vision is supported by five transport objectives. These are provided in the box below, along with descriptions of how neighbourhood accessibility planning contributes to the objectives.

NZTS objectives	Neighbourhood accessibility planning contribution
<b>Assisting safety and personal security</b>	<p>Primary focus</p> <p>Safety and personal security issues are identified through analysis and consultation. These issues can then be addressed using environmental improvements, enforcement and educational actions. By using all types of implementation actions, actual and perceived safety can be improved.</p>
<b>Improving access and mobility</b>	<p>Primary focus</p> <p>The project will improve access and enable mobility for those groups whose access is restricted. Issues will be investigated through community audits and consultation. These will then be resolved using engineering and educational solutions. Increasing access and mobility will result in real travel choices, especially for those without access to a motor vehicle.</p>
<b>Protecting and promoting public health</b>	<p>Primary focus</p> <p>The project aims to reduce death and injury. Promoting active transport will also help to increase activity levels, thereby improving fitness and health. Reduced motor vehicle numbers will also result in reduced emissions (eg noise and exhaust – which can have a detrimental impact on health).</p>
<b>Ensuring environmental sustainability</b>	<p>Primary focus</p> <p>The project focuses on improving safety and access for pedestrians, cyclists and those using public transport. This will contribute long term to improved environments. A significant proportion of motor vehicle trips are over relatively short distances. Often these short trips involve ‘cold starts’, making them among the least environmentally efficient of motor vehicle trips. Encouraging a shift to emission-free modes of transport, like walking or cycling, for such trips will contribute to New Zealand meeting its climate change commitments under the Kyoto Protocol (<i>Getting there – on foot, by cycle: A strategy to advance walking and cycling in New Zealand transport (Getting there – on foot, by cycle)</i>, 2005).</p>

*continued*



NZTS objectives	Neighbourhood accessibility planning contribution
<b>Assisting economic development</b>	Secondary benefit  Environments that are made safer and more socially interactive are more liveable environments. Houses in areas that are made more liveable increase in value. People who walk and cycle often are more likely to shop 'local'. Sustainable travel is cost-effective and often supports local economies and small businesses. In cities, it is often the most efficient means of transport.

The NZTS also sets out high level transport-specific targets within the context of the overarching targets already decided by the government in the areas of sustainability, energy and climate change. One of the targets in the NZTS is to increase walking and cycling to 30 percent of total trips in urban areas (the rate is currently about 18 percent) by 2040. This is a significant shift and neighbourhood accessibility planning will play a critical role by improving the physical and social infrastructure needed to move towards this target. The NZTS also guides the development of the Government Policy Statement (GPS).

The GPS expresses the government's desired outcomes and funding priorities from 2009/10 to 2014/15 and then more generally up to 2018/19. The GPS determines the National Land Transport Programme (NLTP) allocations and guides Regional Land Transport Programmes (RLTP). The GPS immediate three-year target is to stabilise walking and cycling rates, and then to focus on growth of around one percent per year for walking and cycling.

The GPS supports the NZTS target by setting funding ranges for activity classes. In doing so the GPS supports the development of walking and cycling infrastructure, allocates resources to authorities to encourage people to change to other modes of travel and assists local government to develop and update their walking and cycling strategies and network maps.

As directed by the GPS the NZTA will evaluate and approve funding for programmes and strategies that facilitate:

- integrated planning as a central part of achieving good transport outcomes
- making walking and cycling safe, easy and attractive travel choices.

There are no GPS targets for accessibility at this stage although they may be developed in future.

## *Road safety to 2010*

([www.landtransport.govt.nz/strategy-2010/docs/2010-strategy.pdf](http://www.landtransport.govt.nz/strategy-2010/docs/2010-strategy.pdf))

As outlined above, the Safer Routes Programme was an implementation initiative of the *Road safety to 2010* strategy. The *Road safety to 2010* states that 'together, pedestrians and cyclists account for around 14 percent of all road deaths and more than a third of deaths on our urban roads. We need to focus more on ensuring our road environments, particularly in urban areas, are safer for pedestrians and cyclists as well as for motor vehicles users' (page 28). The strategy recommends the implementation of such projects in neighbourhoods where pedestrians and cyclists are at high risk of injury.

## *Getting there – on foot, by cycle*

([www.beehive.govt.nz/Documents/Files/Getting percent20there.pdf](http://www.beehive.govt.nz/Documents/Files/Getting_percent20there.pdf))

*Getting there – on foot, by cycle* is a strategy to advance walking and cycling in New Zealand transport (*Getting there – on foot, by cycle*). It is a key strategy overarching neighbourhood accessibility planning projects.

Undertaking a neighbourhood accessibility planning project will support and contribute to the strategic goals of the strategy. Projects will:

- help to create community environments and transport systems that support walking and cycling
- contribute to more people choosing to walk and cycle, more often
- improve safety for pedestrians and cyclists.

## *New Zealand injury prevention strategy*

([www.nzips.govt.nz/index.php](http://www.nzips.govt.nz/index.php))

The *New Zealand injury prevention strategy's* vision is 'A safe New Zealand, becoming injury free'. The strategy has ten objectives:

1. Raise awareness and commitment to injury prevention.
2. Strengthen injury prevention capacity and capability.
3. Design and develop safe environments, systems and products.
4. Maintain and enhance the legislative and policy framework supporting injury prevention.
5. Integrate injury prevention activity through collaboration and coordination.
6. Advance injury prevention knowledge and information.
7. Develop and implement effective injury prevention interventions.
8. Ensure appropriate resource levels for injury prevention.
9. Develop, implement and monitor national injury prevention strategies for priority areas.
10. Foster leadership in injury prevention.

The strategy employs a multi-agency approach to implementation planning and encourages relevant government agencies to recognise injury prevention outcomes. Neighbourhood accessibility planning projects have the ability to contribute to this vision and its objectives.

## *New Zealand disability strategy*

([www.odi.govt.nz/publications/nzds](http://www.odi.govt.nz/publications/nzds))

The vision of the strategy is 'a fully inclusive society'. There are 15 government objectives for achieving a non-disabling society. The objectives neighbourhood accessibility planning outcomes contribute to are:

- Objective 1: Encourage and educate for a non-disabling society.
- Objective 6: Foster an aware and responsive public service.
- Objective 8: Support quality living in the community for disabled people.
- Objective 9: Support lifestyle choices, recreation and culture for disabled people.

- Objective 10: Collect and use relevant information about disabled people and disability issues.

The projects will involve consulting with disability groups and members of the public. In doing this, the project will also contribute to:

- Objective 2: Ensure rights for disabled people.
- Objective 5: Foster leadership by disabled people.
- Objective 11: Promote participation of disabled Māori.
- Objective 12: Promote participation of disabled Pacific peoples.
- Objective 13: Enable disabled children and youth to lead full and active lives.
- Objective 14: Promote participation of disabled women in order to improve their quality of life.

The strategy states that 'decisions that territorial authorities ... make also have a significant impact on the lives of disabled people' (page 10), and because of this, the support and assistance from territorial authorities in delivering on the strategy is integral.

## *National energy efficiency and conservation strategy*

([www.eeca.govt.nz/eeca-library/eeca-reports/neecs/report/national-energy-efficiency-and-conservation-strategy-01.pdf](http://www.eeca.govt.nz/eeca-library/eeca-reports/neecs/report/national-energy-efficiency-and-conservation-strategy-01.pdf))

Walking and cycling do not consume fossil fuels and are two of the most energy-efficient forms of transport available. A focus on improving access for pedestrians and cyclists, and increasing the number of people walking and cycling, will contribute to four of the six goals of the *National energy efficiency and conservation strategy*. The goals the projects contribute to are:

- Goal 1: Reduce CO<sub>2</sub> emissions.
- Goal 2: Reduce local environmental impacts.
- Goal 5: Improve economic resilience.
- Goal 6: Improve health and welfare.

## *National rail strategy to 2015*

([www.transport.govt.nz/nrs-page-1-1544](http://www.transport.govt.nz/nrs-page-1-1544))

The *National rail strategy to 2015* (NRS) demonstrates the government's commitment to:

- retaining the existing rail network
- investigating the development of new rail lines
- maximising the use of rail transport.

The NRS is linked to the NZTS through the five objectives defined in the NZTS. The NRS lists these five objectives as part of its strategic direction to 2015 and expands on each of the objectives specifically in the context of rail. The NRS aims to:

1. Enhance rail's contribution to sustainable economic development.
2. Improve rail safety and personal security.
3. Maintain and develop access to rail passenger services.
4. Promote positive health outcomes through the enhanced use of rail.
5. Enhance rail's contribution to an energy-efficient and environmentally sustainable land transport system.

# Getting set for an active nation: Report of the sport, fitness and leisure ministerial taskforce

([www.sparc.org.nz/filedownload?id=6fb0b19a-70bb-436a-a2b5-24cb9b02322f](http://www.sparc.org.nz/filedownload?id=6fb0b19a-70bb-436a-a2b5-24cb9b02322f))

SPARC aims to create an active New Zealand. The vision originally tasked for SPARC was 'that all New Zealanders will have recognised and valued their fundamental right to an active lifestyle. The expression of being a New Zealander will include the positive experience of organised, or spontaneous, physical activity. This will lead to a healthier and more active nation, with social benefits for all, where individuals can realise their full potential.'

Neighbourhood accessibility planning outcomes will create improved environments for active transport users. Promoting the use of active modes will contribute to SPARC's vision, and the vision as defined by *Getting set for an action nation*.

For more information on SPARC projects see web resource S9.

## Other strategies

There are many other strategies neighbourhood accessibility planning could contribute to. Many are group-specific, such as the *Māori health strategy* and *Positive ageing strategy*, and others are issue-specific, such as the *National alcohol strategy*. For more information on specific projects that have a relationship to neighbourhood accessibility planning see web resource S9.

## Ottawa charter for health promotion

([www.who.int/hpr/NPH/docs/ottawa\\_charter\\_hp.pdf](http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf))

Description: The Ottawa charter for health promotion was created in 1986 and it provides a framework that is endorsed by the World Health Organisation. The charter identifies the following prerequisites for health: peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice and equity and identifies five key action strategies to promote health. The strategies are provided below along with selected text from the charter that is relevant to neighbourhood accessibility planning.

- Build healthy public policy – Policy makers, from all sectors, should be aware of the health consequences of their decisions and accept their responsibilities to promoting health. Joint action contributes to ensuring safer and healthier goods and services, healthier public services, and cleaner, more enjoyable environments.
- Create supportive environments – Health can't be separated from other societal goals. The inextricable links between people and their environment constitutes the basis for a socio-ecological approach to health. The protection of the natural and built environments and the conservation of natural resources must be addressed in any health promotion strategy.
- Strengthen community action – Health promotion works through concrete and effective community action in setting priorities, making decisions, planning strategies and implementing them to achieve better health. At the heart of this process is the empowerment of communities – their ownership and control of their own endeavors and destinies.
- Develop personal skills – Health promotion supports personal and social development through providing information, education for health, and enhancing life skills. By so doing, it increases the options available to people to exercise more control over their own health and over their environments, and to make choices conducive to health.
- Reorient health services – The role of the health sector must move increasingly in a health promotion direction, beyond its responsibility for providing clinical and curative services. This mandate should support the needs of

individuals and communities for a healthier life, and open channels between the health sector and broader social, political, economic and physical environmental components.

## International Healthy Cities Foundation

([www.healthycities.org](http://www.healthycities.org))

Description: International Healthy Cities Foundation (IHCF), launched in 1986, attempts to address broad community issues and has been the major platform for addressing urban health in World Health Organisation's 'Health for All' policy. The IHCF is based on principles identified in the Ottawa charter for health promotion 1986, which include:

- Health is a social rather than purely a health sector matter.
- Many factors influence our health, from individual characteristics, to health services, to social, economic and environmental factors.
- Health is the responsibility of all city services.
- Health is an outcome of collaboration between community members, planners and providers of public and private sector services.

## Kyoto protocol

([www.mfe.govt.nz/issues/climate/international/kyoto-protocol.html](http://www.mfe.govt.nz/issues/climate/international/kyoto-protocol.html))

Description: The Kyoto protocol is an international agreement to address global warming and delay climate change - it aims to reduce the total greenhouse gas emissions of developed countries (and countries with economies in transition) to five percent below the level they were in 1990.

Led by the United Nations, the Kyoto protocol sets targets for the greenhouse gas emissions of developed countries for the period 2008 to 2012 (the first commitment period). Different countries have different targets they have to achieve. New Zealand's target is to reduce its greenhouse gas emissions to the level they were in 1990, or take responsibility for excess emissions.

## Crime prevention through environmental design

([www.justice.govt.nz/pubs/reports/2005/cpted-part-1/index.html](http://www.justice.govt.nz/pubs/reports/2005/cpted-part-1/index.html))

Description: Sets out a list of key principles to consider in relation to the needs of a local setting. The principles are:

- Surveillance - people are present and see what is going on.
- Access management - methods are used to attract people and vehicles to some places and restrict them from others.
- Territorial reinforcement - clear boundaries encourage community 'ownership' of the space.
- Quality environments - good quality, well maintained places attract people and support surveillance.

# Living Streets Aotearoa

([www.livingstreets.org.nz](http://www.livingstreets.org.nz))

Description: The aim of designing living streets is to create road environments that support and encourage a greater range of community and street activity that in turn enhances people's quality of life. A few of the principles are:

- All streets except for motorways are for living.
- A better balance for all road user types.
- Car drivers giving way to vulnerable road users.
- Vision zero for road fatalities, and growth in car kilometres travelled, and emissions.
- Success measured against quality of life.

# New Zealand urban design protocol

([www.mfe.govt.nz/issues/urban/design-protocol/index.html](http://www.mfe.govt.nz/issues/urban/design-protocol/index.html))

Description: The urban design protocol is a set of principles to promote quality urban design. The urban design protocol identifies seven essential design qualities that create quality urban design: the seven Cs. They are:

- context
- character
- choice
- connections
- creativity
- custodianship
- collaboration.

# Urban renewal/regeneration

There is no one website to especially refer to.

Description: Urban renewal principles are applied in older residential parts of cities to ensure the area meets modern standards, whilst at the same time retaining and enhancing the physical and social character of the area. The principles range from the site location of buildings, the design of the buildings, to improving landscape links to community destinations and improving streetscapes for all road users.

# Injury prevention through environmental design

No current website reference.

Description: Injury prevention through environmental design is a project that is currently being proposed by ACC. This work will define a set of principles to consider, relevant to injury prevention, when making environmental changes.

# S7 – Links to other NZTA projects and resources

This web resource lists the NZTA projects and resources. Some of the resources mentioned can be ordered. To order publications, save the form below to your computer, fill it in, and either email it as an attachment to [order@nzta.govt.nz](mailto:order@nzta.govt.nz) or fax it to 06 358 1798:

- Order form (Word, 219 KB) – [www.landtransport.govt.nz/publications/docs/publications-order-form.doc](http://www.landtransport.govt.nz/publications/docs/publications-order-form.doc).
- Order form (PDF, 21 KB) – [www.landtransport.govt.nz/publications/docs/publications-order-form.pdf](http://www.landtransport.govt.nz/publications/docs/publications-order-form.pdf).

Please note some of these publications have ordering limits. For more information on ordering see [www.landtransport.govt.nz/publications/index.html](http://www.landtransport.govt.nz/publications/index.html)

## Walking and cycling resources

### Cycle counting

([www.landtransport.govt.nz/sustainable-transport/cycle-counting-in-nz.html](http://www.landtransport.govt.nz/sustainable-transport/cycle-counting-in-nz.html))

Description: Provides information on how to conduct cycle counts.

Relationship to neighbourhood accessibility planning: A resource to assist with information collection.

### *Cycle network and route planning guidelines*

([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network/index.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cycle-network/index.html))

Description: Provides information on how to plan and design for cycle networks and routes.

Relationship to neighbourhood accessibility planning: A complementary resource that will assist with planning and designing infrastructure for cycling.

### Cycle skills training

([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cyclist-skills-training/index.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/cyclist-skills-training/index.html))

Description: Provides information on how to conduct cycle training.

Relationship to neighbourhood accessibility planning: A complementary resource that can be used if you conduct cycle training as an implementation action.

### *Pedestrian planning and design guide*

([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/pedestrian-planning-design-guide/index.html))

Description: Provides information on how to plan and design for pedestrian networks and routes.

Relationship to neighbourhood accessibility planning: A complementary resource that will assist with planning and designing infrastructure for walking.

Also included with this guide are the following complementary resources:

- Pedestrian crossing facility calculation tool.
- Non-motorised user project review procedures.
- Community street reviews.
- Guidelines for facilities for blind and vision-impaired pedestrians.

## Share the Road toolkit

([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/share-the-road/index.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/share-the-road/index.html))

Description: A resource that provides guidance and examples on how to run campaigns related to speed, driveway safety, giving way and cycle courtesy.

Relationship to neighbourhood accessibility planning: Share the Road campaigns are a likely implementation initiative.

## Walking map toolbox for schools

([www.landtransport.govt.nz/travel/community/walk-in-community/docs/walking-map-school-web.pdf](http://www.landtransport.govt.nz/travel/community/walk-in-community/docs/walking-map-school-web.pdf))

Description: A resource that can be used to develop maps of walking routes around schools.

Relationship to neighbourhood accessibility planning: A potential implementation initiative.

## Walking map toolbox for communities

([www.landtransport.govt.nz/travel/community/walk-in-community/docs/walking-map-communities-web.pdf](http://www.landtransport.govt.nz/travel/community/walk-in-community/docs/walking-map-communities-web.pdf))

Description: A resource that can be used to develop maps of walking routes around communities.

Relationship to neighbourhood accessibility planning: A potential implementation initiative.

# The NZTA communications, marketing, advertising and education activities and resources

## Community road safety activities – operational policy

([www.crsp.net.nz](http://www.crsp.net.nz))

Description: Community Road Safety activities are funded from the community programmes work category in the NLTP. The old Community Road Safety Programme (CRSP) website provides information on how to run various education and advertising initiatives. The resources that are relevant to neighbourhood accessibility plans include:

- Advertising guide – information to help implement an effective advertising project.
- Effective intersection safety programmes.
- Community Action Alcohol Programme (there is also a longer version of this document).



- Speed – a community education resource – available through your local NZTA Senior Programme Advisor (Education).

Relationship to neighbourhood accessibility planning: Education and advertising initiatives that could be undertaken as implementation actions.

## **Fatigue**

Description: A fatigue programme aimed at non-commercial drivers, with an emphasis on shift workers and extended-hour workers, to educate employers and employees on strategies to understand the dangers of driving and working while fatigued.

Relationship to neighbourhood accessibility planning: Could be used as an implementation initiative if fatigued drivers are impacting on pedestrian and cycling injury rates.

## **National advertising programme**

Description: A scheduled programme of national advertising on road safety and sustainability topics.

Relationship to neighbourhood accessibility planning: Educational and promotional implementation initiatives should be coordinated, where possible, with the national advertising programme.

## **Road safety calendar**

Description: A calendar showing the timing of themed national advertising and enforcement

Relationship to neighbourhood accessibility planning: A resource that can be used to plan education, advertising and enforcement actions

# ***Getting there – on foot, by cycle: Strategic implementation plan 2006–2009***

([www.transport.govt.nz/assets/NewPDFs/GettingThereA4.pdf](http://www.transport.govt.nz/assets/NewPDFs/GettingThereA4.pdf))

Objectives of the *Getting there – on foot, by cycle: Strategic implementation plan 2006–2009* (*Getting there – on foot, by cycle*):

- More people walk and cycle more often.
- Environments and systems support walking and cycling.
- Walking and cycling are safer.

## ***Getting there – on foot, by cycle research monitoring and evaluation plan***

Description: Coordinating national research and outlining a plan for monitoring progress towards the *Getting there* goals.

Relationship to neighbourhood accessibility planning: Provides research and evidence that can help to support local decision making.

## ***Getting there – on foot, by cycle transport sector alignment review***

Description: A review to align legal, regulatory, financial and national policies.

Relationship to neighbourhood accessibility planning: Provides a national framework that better supports walking and cycling.

## ***Getting there – on foot, by cycle decision maker communications action plan***

Description: Understanding and addressing any barriers to encouragement of walking and cycling.

Relationship to neighbourhood accessibility planning: Assists local decision makers to understand the benefits of walking and cycling. Also assists decision makers to develop strategies to overcome any barriers to implementation that may exist.

## ***Getting there – on foot, by cycle information centre***

Description: Provides easy to access information resources and advice to support effective work for walking and cycling.

Relationship to neighbourhood accessibility planning: A resource for coordinators to use to access information on walking and cycling.

## ***Getting there – on foot, by cycle workforce development action plan***

Description: A stocktake and gap analysis of current training and professional development opportunities, with a view to providing appropriate actions to meet any identified needs.

Relationship to neighbourhood accessibility planning: May help to address some of the coordinator's training requirements.

## Walking and cycling model communities programme

Description: Will provide a vehicle to demonstrate good practice for walking and cycling at the local level by developing up to four model/demonstration communities for walking and cycling.

Relationship to neighbourhood accessibility planning: Possibly similar to a neighbourhood accessibility planning process, but on a larger scale. Significant investment over a three- to six-year cycle per community is likely to result in more infrastructure and innovation than normal neighbourhood accessibility planning projects are able to achieve.

## Road controlling authority benchmarking programme

Description: The provision of assessment tools to determine a local authority standard of performance in walking and cycling.

Relationship to neighbourhood accessibility planning: May help to justify need for neighbourhood accessibility planning or add to any evaluation done on the project.

## Strengthening user group networks programme

Description: Is designed to strengthen the capacity of pedestrian and cyclist user groups (advocacy groups).

Relationship to neighbourhood accessibility planning: Will increase local support for walking and cycling and may provide a group to work with.

## Long-distance cycle network formative development project

Description: Investigation project into providing for long-distance cycling.

Relationship to neighbourhood accessibility planning: Improving bicycle access between local cycling networks.

## Expansion of road user training and education

Description: Includes standardising New Zealand school cycle training, developing a national Share the Road social marketing programme, and investigating the need for a pedestrian training programme.

Relationship to neighbourhood accessibility planning:

- Cycle training: can be encouraged as a neighbourhood accessibility planning implementation initiative.
- National Share the Road campaign: will make the general community more aware of walking and cycling issues, and therefore may assist with getting community involvement in neighbourhood accessibility planning. The national campaigns and any locally developed Share the Road campaigns (implemented as neighbourhood accessibility planning implementation initiatives) will complement one another, and increase the likelihood of attitudinal and behavioural change.
- Pedestrian training: if a need is established and resources developed, it is likely that these will be able to be utilised by neighbourhood accessibility planning coordinators.

# Travel behaviour change initiatives and resources

([www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/index.html](http://www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/index.html))

Contact: The NZTA, Multimodal Planning and Delivery team or the Education team.

Travel behaviour change is a broad category of activity. Travel planning forms one activity within this category. Travel planning and its relationship with neighbourhood accessibility planning is described in web resource S8.

There are many other types of travel behaviour change projects that could complement neighbourhood accessibility planning including:

- promotion of sustainable transport facilities through providing information campaigns on services and how to use services, and providing initial incentives (such as free tickets or discounts)
- information provision on the benefits of using sustainable modes
- cyclist skill training
- provision of maps.

Some of the main travel behaviour change activities the NZTA is currently involved in are described below.

## BikeWise Month

([www.bikewise.co.nz](http://www.bikewise.co.nz))

Description: A promotional month that encourages people to cycle. The month includes a range of promotional activities such as Go By Bike day, BikeWise battle (an inter-organisational challenge) and a Mayoral Challenge.

Relationship to neighbourhood accessibility planning: A potential implementation initiative or an initiative to coordinate with.

## Feet First – Walk to School Every Week

([www.feetfirst.govt.nz](http://www.feetfirst.govt.nz))

Description: A year long initiative that has three processes

1. Integration into the curriculum.
2. Data gathering through incentives.
3. Localised regional events that encourage students, family and whānau to walk to and from school safely.

Relationship to neighbourhood accessibility planning: A potential implementation initiative or an initiative to coordinate with.

## School travel plans

([www.landtransport.govt.nz/sustainable-transport/guidelines/school-travel-plan.html](http://www.landtransport.govt.nz/sustainable-transport/guidelines/school-travel-plan.html))

Description: A project that researches school travel issues and implements actions to increase the use of sustainable forms of transport.

Relationship to neighbourhood accessibility planning: A complementary initiative that can be integrated in with a neighbourhood accessibility plan or run as an implementation initiative.

## Walking school buses

<http://www.landtransport.govt.nz/travel/school/walking-school-buses/coordinators-guide/index.html>

Description: One tool in the toolkit for walking to school activities that children can participate in to get to and from school in supervised groups.

Relationship to neighbourhood accessibility planning: A potential implementation initiative.

Also included with the guide are some complementary resources:

- The walking school bus brochure
- 'It's cool to walk to school' posters
- 'It's cool to walk to school' stickers
- Walking school bus certificates
- Walking school bus tickets

## Workplace travel plans

<http://www.landtransport.govt.nz/sustainable-transport/workplace-travel-plan/index.html>

Description: a project that researches workplace travel issues and implements actions to increase the use of sustainable forms of transport.

Relationship to neighbourhood accessibility planning: A complementary initiative that can be integrated in with a neighbourhood accessibility planning or run as an implementation initiative.

Also included with the guide are complementary resources:

- Project charter template.
- Overview of travel plan process.
- Communications guide.
- Workplace site and policy assessment.
- National workplace travel survey guide.
- Guide to possible actions.

## Other relevant NZTA resources

### Give way activity cards

([www.landtransport.govt.nz/publications/give-way-activity-cards.html](http://www.landtransport.govt.nz/publications/give-way-activity-cards.html))

Description: A set of 25 cards used to teach give way rules. Each card has an illustration on the front of the card and a question and the correct answer (in both English and Māori on the back, \$15 per set).

Relationship to neighbourhood accessibility planning: Could be used as part of an education action in the implementation phase.

## Keeping mobile: How to use your mobility scooter or power chair safely

([www.landtransport.govt.nz/road-user-safety/keeping-mobile.html](http://www.landtransport.govt.nz/road-user-safety/keeping-mobile.html))

Description: A resource providing information on the safe use of mobility scooters and power chairs.

Relationship to neighbourhood accessibility planning: Mobility scooter and power chair education is a potential implementation initiative.

## Promoting community focused sustainable transport projects

([www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html](http://www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html))

Description: A resource to use to help brainstorm community led initiatives.

Relationship to neighbourhood accessibility planning: Can be used to help get communities involved in implementing project actions.

## School traffic safety team manual

([www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html](http://www.landtransport.govt.nz/travel/community/promoting-community-sustain-projects.html))

Description: Training manual to assist school traffic safety teams maintain their outstanding safety record.

Relationship to neighbourhood accessibility planning: A resource to be aware of and to refer schools to if asked.

## Traffic note 37: 40km/h variable speed limits in school zones – guidelines

([www.landtransport.govt.nz/roads/traffic-notes/traffic-note-37-rev1.pdf](http://www.landtransport.govt.nz/roads/traffic-notes/traffic-note-37-rev1.pdf))

Description: Training manual to assist school traffic safety teams maintain their outstanding safety record.

Relationship to neighbourhood accessibility planning: A resource that schools may be interested in.

## Factsheets – general audience

Factsheet 1	<i>Cycles: Safety rules and equipment</i>	<a href="http://www.landtransport.govt.nz/factsheets/01.html">www.landtransport.govt.nz/factsheets/01.html</a>
Factsheet 24	<i>Fatigue</i>	<a href="http://www.landtransport.govt.nz/factsheets/24.html">www.landtransport.govt.nz/factsheets/24.html</a>
Factsheet 33	<i>Speed: How to use speed limits safely</i>	<a href="http://www.landtransport.govt.nz/factsheets/33.html">www.landtransport.govt.nz/factsheets/33.html</a>
Factsheet 52	<i>Flush medians</i>	<a href="http://www.landtransport.govt.nz/factsheets/52.html">www.landtransport.govt.nz/factsheets/52.html</a>
Factsheet 22	<i>Bullbars</i>	<a href="http://www.landtransport.govt.nz/factsheets/22.html">www.landtransport.govt.nz/factsheets/22.html</a>

## Factsheets – school audience

Factsheet 26	<i>Kea crossings: School crossing points</i>	<a href="http://www.landtransport.govt.nz/factsheets/26.html">www.landtransport.govt.nz/factsheets/26.html</a>
--------------	--	--

## Brochures – school audience

Published 1994 Reprinted 2000	<i>Starting out safely</i>	An A5, eight-page brochure containing road safety information for parents and guardians of pre-schoolers. Includes advice on walking near traffic, safety when travelling, playing safely, safety in the country and other useful road safety information.
Published 2006	<i>Being roadsmart for school</i>	An eight-page brochure containing information for parents and caregivers of primary and intermediate age children, on making better choices for their children about getting to school sustainably and teaching their children road safety skills.  <a href="http://www.landtransport.govt.nz/road-user-safety/schools/being-roadsmart/index.html">www.landtransport.govt.nz/road-user-safety/schools/being-roadsmart/index.html</a>
Published 2001 Amended and reprinted 2006	<i>Safety and the school bus</i>	A brochure that gives safety tips and advice for parents of primary school children on how to catch the school bus.  <a href="http://www.landtransport.govt.nz/road-user-safety/school-buses/safety-and-the-school-bus.html">www.landtransport.govt.nz/road-user-safety/school-buses/safety-and-the-school-bus.html</a>

## The NZTA website – general audience

Safety information for pedestrians	<a href="http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-ped.html">www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-ped.html</a>
Safety information for cyclists	<a href="http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-cyclists.html">www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-cyclists.html</a>
Safety information for schools	<a href="http://www.ltsa.govt.nz/road-user-safety/walking-and-cycling/safety-schools.html">www.ltsa.govt.nz/road-user-safety/walking-and-cycling/safety-schools.html</a>
School bus safety – includes tips and ideas for improving safety in and around buses. The resource includes ideas that schools, parents, bus wardens, communities and councils can implement.	<a href="http://www.ltsa.govt.nz/road-user-safety/school-buses/index.html">www.ltsa.govt.nz/road-user-safety/school-buses/index.html</a>
New Zealand’s road code for all road users.	<a href="http://www.landtransport.govt.nz/roadcode/index.html">www.landtransport.govt.nz/roadcode/index.html</a>

## Funding resource

Go to [www.smartmovez.org.nz](http://www.smartmovez.org.nz) to access funding information.

# S8 – Links to travel planning projects

This section outlines how neighbourhood accessibility planning links to travel planning (a travel behaviour change activity). This information is provided because the project processes are very similar and, because of this, it is important to plan the phasing of projects appropriately.

There are two ways travel planning projects can be linked to neighbourhood accessibility planning:

1. as a concurrent activity
2. as an implementation initiative.

The following scenarios are provided to explain when and how these projects could be linked. Information is provided on a selection of scenarios, but it should be kept in mind when choosing areas with significant issues related to walking, cycling or shared mode use.

The following information is provided with the assumption that the key reason a travel planning project is being implemented is to increase walking, cycling and shared mode use. It is acknowledged that the travel planning focus on specific audiences (eg 5-10-year-old students at Kaikohe Primary School) increases the consultation response rate of the target group and therefore more detailed information is able to be obtained about area issues.

## Scenario 1

The neighbourhood has a significant number of pedestrian- and cycling-related crashes when compared with other areas. Little is known about who walks, cycles or uses shared transport.

**Recommendation:** Start a neighbourhood accessibility plan and consider carrying out travel planning projects as an implementation initiative.

**Explanation:** Infrastructural changes will be required in this area because of its safety record. Infrastructure approval and financing can take time, so it is best to start travel planning projects when the work has been approved or implemented. This will ensure that safety changes are made prior to promotional activities. If it is expected the travel planning audience will have suggestions to make to infrastructural changes, it may be possible to time the travel plan consultation with the design phase of the engineering work. But this level of coordination may be difficult to achieve and will depend on when the actual implementation is expected to take place.

## Scenario 2

The neighbourhood has low numbers of pedestrians and cyclists using the area. This is thought to be because the public find it difficult to get around the area and perceive it to be unsafe. Little is known about who currently walks, cycles or uses shared transport.

**Recommendation:** Start a neighbourhood accessibility plan and carry out travel planning as an implementation initiative.

**Explanation:** The planning phase of neighbourhood accessibility planning will determine what the issues are in the neighbourhood and the appropriate actions to address these issues. If there are safety and access issues in the area, engineering improvements can be initiated prior to the travel planning projects. The process will also enable the collection of demographic information on who walks, cycles and uses shared transport in the area and what is preventing people from walking, cycling or using shared transport. This will better help to target travel planning projects to the right audiences.



### Scenario 3

The neighbourhood has a significant number of pedestrian and cycling crashes and children are overrepresented in these. A greater proportion of children do walk or cycle to school, but some are driven. Very few adults walk, cycle or use shared transport in the area.

**Recommendation:** Implement the neighbourhood accessibility planning project concurrently with school travel plans and start travel planning projects for older age groups as implementation initiatives.

**Explanation:** In this situation, school audiences and parents need to be a focus of any consultation. As school travel planning involves comprehensive consultation with schools, it is preferable, in this instance, to the general consultation that neighbourhood accessibility planning is able to achieve. Managing the expectations of the school community may be more difficult to achieve because involving the school at this stage will mean that they have to wait longer for any physical roading changes and, as a result, promotional actions will also be delayed. For this reason, and because adults are a lower-risk group, it is advisable to delay any adult-targeted travel planning to the implementation phase of the neighbourhood accessibility plan.

### Scenario 4

General safety and access issues are present in the neighbourhood, but these are not believed to be significantly difficult to deal with. Low numbers of people over the age of 16 walk, cycle or use shared transport.

**Recommendation:** Implement the neighbourhood accessibility planning project concurrently with travel planning projects that specifically target people over the age of 16.

**Explanation:** If the safety and access issues in the neighbourhood are limited, it can be advantageous to run the projects together. This can mutually benefit the consultation components of each project and may help to minimise costs. In this scenario, it is clear that people over the age of 16 should be targeted to change their behaviour. Children in this scenario are currently walking and while there may be some safety concerns, these will be addressed through the neighbourhood accessibility plan.

### Scenario 5

The area has recently had a lot of engineering treatment and the area is generally perceived to be safe, but there are low numbers of people walking and using shared transport in the area.

**Recommendation:** Implement a range of stand-alone travel planning projects or, if coordination of clustered travel plans is required, neighbourhood accessibility planning and travel planning projects can be run concurrently.

**Explanation:** Because a significant amount of engineering work has already been completed, neighbourhood accessibility planning is probably not necessary. Neighbourhood accessibility planning can be carried out at the same time as travel planning if the project can help to coordinate other types of initiatives or a cluster of travel plans.

# S9 – Internal stakeholders

## Internal project links

Some examples of local authority and regional authority projects that could be planned or underway are listed below.

### **Roading infrastructure and facilities:**

- investigation and introduction of lower-speed zones
- mobility and access improvements
- planned engineering works, eg upgrades to town centres, intersections, maintenance schedule planning, walking and cycling infrastructure
- public transport access upgrades
- state highway improvements that impact on the local network.

### **Environmental infrastructure, facilities and services:**

- bus service upgrades
- CPTED initiatives
- cycle parking
- new developments
- park improvements
- parking projects
- participation in Communities for Climate Protection (to determine if your council is currently involved in this initiative, visit [www.iclei.org/index.php?id=3931H](http://www.iclei.org/index.php?id=3931H))
- streetscape improvements
- urban design initiatives
- urban renewal projects
- wastewater projects.

### **Promotional projects:**

- environmental social marketing campaigns
- school travel plans
- walking school buses
- workplace travel plans.

### **Education projects:**

- community-led initiatives
- intersection awareness education initiatives
- Māori or minority group community development or special projects
- school road safety education
- Share the Road campaigns
- speed-awareness education initiatives.

**Policy projects:**

- bylaw changes
- regional or district plan amendments.

**Enforcement:**

- bylaw enforcement
- dog control
- red light cameras
- rubbish.

## Relevant territorial authority teams/staff/elected representatives

Some examples of the staff and their teams you may need to work with are provided below.

- community board members
- community service staff
- community development staff
- councillors
- CPTED staff
- cycling and walking staff
- engineers
- health promotion
- injury prevention/community safety staff
- Iwi liaison or cultural support officers
- managers
- parking services and enforcement staff
- parks staff
- planning/policy staff
- public transport planners and contract managers
- recreation staff
- resource planners
- road safety coordinators
- strategy and development teams
- travel behaviour change staff
- urban designers.

Other territorial authority staff who may need to contribute time to the project include:

- administration staff
- call centre staff
- GIS, data and mapping staff
- marketing and publications staff
- staff responsible for rubbish, dog control and bylaw enforcement.

## Contacts for external projects

You should also be aware that some staff within councils may also be the key contacts for working with external stakeholders on their project. For example a safety staff member may be involved in a safer community project working with New Zealand Police staff.

# S10 – External stakeholders

The following agencies have staff who may want to collaborate with you. It is likely that most will be interested in working with you at the implementation phase of the project. However, if they do wish to be involved in the project, they may appreciate being contacted or involved early so that they can align their work plans with the project (or so you can alter the timing of your project to fit with their work plans).

Agency	Project/activity
<p><b>ACC</b></p> <p>For regional contacts go to:  <a href="http://www.acc.co.nz/contact-us/WCM000172">www.acc.co.nz/contact-us/WCM000172</a></p>	<p>ACC has injury prevention consultants who may be interested in participating in your project. They often collaborate with local and regional authorities to run joint initiatives, and can offer funding to community groups.</p> <p><a href="http://www.acc.co.nz/injury-prevention">www.acc.co.nz/injury-prevention</a></p>
<p><b>Housing New Zealand</b></p> <p>To contact your regional Housing New Zealand office go to:  <a href="http://www.hnzc.co.nz/hnzc/web/contact-us.htm">www.hnzc.co.nz/hnzc/web/contact-us.htm</a></p>	<ul style="list-style-type: none"> <li>• Urban renewal projects: <a href="http://www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/property-improvement/community-renewal.htm">www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/property-improvement/community-renewal.htm</a>.</li> <li>• Healthy housing: <a href="http://www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/property-improvement/healthy-housing.htm">www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/property-improvement/healthy-housing.htm</a>.</li> <li>• Developments: <a href="http://www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/developments/developments_home.htm">http://www.hnzc.co.nz/hnzc/web/housing-improvements-&amp;-development/developments/developments_home.htm</a>.</li> <li>• Small-scale improvements to housing (eg addition of fences).</li> </ul>
<p><b>Ministry of Health and district health boards</b></p> <p>See the end of this appendix for a list of contacts.</p>	<p>Healthy Eating - Healthy Action (HEHA) district plans are developed, coordinated and implemented through HEHA project managers who are based in district health boards. The HEHA plan will cover all health-related activities that are happening in an area, so the HEHA project manager will be able to put you in touch with staff working on other health-related projects, if these are relevant to the neighbourhood you are working in.</p>
<p><b>Ministry of Justice</b></p> <p>To contact a staff member go to  <a href="http://www.justice.govt.nz/cpu/staff/cpu-staff.html">www.justice.govt.nz/cpu/staff/cpu-staff.html</a></p>	<p>The Ministry of Justice's Crime Prevention Unit promotes, supports and funds local authorities to deliver best-practice community-based crime reduction initiatives:</p> <p><a href="http://www.justice.govt.nz/cpu">www.justice.govt.nz/cpu</a></p>
<p><b>New Zealand Police</b></p> <p><a href="http://www.police.govt.nz/service/">www.police.govt.nz/service/</a></p>	<p>There are three main areas of policing activity that have relevance to neighbourhood accessibility planning. It will be worthwhile getting in contact with representatives in your area who deal with each of these activities:</p> <ul style="list-style-type: none"> <li>• road policing (enforcement officers)</li> <li>• youth education (education officers), including education on crime prevention and social responsibility, DARE programme (drugs and alcohol), school road safety education and violence prevention (<a href="http://www.police.govt.nz/service/yes/">www.police.govt.nz/service/yes/</a>)</li> <li>• community policing (high-risk areas may have their own dedicated community constable).</li> </ul> <p>In addition if you are requesting data from the police, then you will need to contact the Police intel person (there will be at least one intel person in every district).</p>

<p><b>Regional public health services</b></p>	<p>Regional public health services typically run activities like workplace activity challenges. They can provide advice on nutritional and physical activity and undertake other promotional activities related to physical activity and nutrition. They also collaborate with other health-related agencies to run campaigns such as the National Heart Foundation of New Zealand's Heart Beat Challenge or Diabetes NZ's awareness-raising and educational initiatives.</p>
<p><b>Sports trusts</b></p> <p>To contact your regional sport trust go to:  <a href="http://www.sparc.org.nz/partners-and-programmes/regional-sports-trusts/regional-sports-trusts-lists">www.sparc.org.nz/partners-and-programmes/regional-sports-trusts/regional-sports-trusts-lists</a></p>	<p>Sports trusts offer funding to a variety of organisations. Contact your regional sports trust to find out what is happening in your planned project area or what funding is available. The types of activities that may have relevance to neighbourhood accessibility planning include:</p> <ul style="list-style-type: none"> <li>• green prescription  <a href="http://www.sparc.org.nz/getting-active/green-prescription/how-it-works">www.sparc.org.nz/getting-active/green-prescription/how-it-works</a></li> <li>• active movement  <a href="http://www.sparc.org.nz/education/active-movement/overview">www.sparc.org.nz/education/active-movement/overview</a></li> <li>• active schools initiatives  <a href="http://www.sparc.org.nz/education/active-schools/overview">www.sparc.org.nz/education/active-schools/overview</a></li> <li>• He Oranga Poutama  <a href="http://www.sparc.org.nz/partners-and-programmes/he-oranga-poutama/overview">www.sparc.org.nz/partners-and-programmes/he-oranga-poutama/overview</a></li> </ul>

The following agencies may offer funding or non-staff related resources to local authorities or community groups, for projects that complement neighbourhood accessibility planning.

Agency	Project/activity
<p><b>Creative New Zealand</b>  <a href="http://www.creativenz.govt.nz/funding/overview/index.html">www.creativenz.govt.nz/funding/overview/index.html</a></p>	<p>Provides funding for stand-alone arts activities.</p>
<p><b>Department of Internal Affairs - Local Government and Community Branch</b>  <a href="http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/About-us-Our-Organisation-Local-Government-and-Community-Branch">www.dia.govt.nz/diawebsite.nsf/wpg_URL/About-us-Our-Organisation-Local-Government-and-Community-Branch</a></p>	<p>The Local Government and Community Branch administers funding for the Lotteries Grants Board, and administers and provides information and advice on community grants to support local initiatives, community services and community-based youth development.</p>
<p><b>Ministry for the Environment - Sustainable Management Fund</b>  <a href="http://www.mfe.govt.nz/withyou/funding/smf/">www.mfe.govt.nz/withyou/funding/smf/</a></p>	<p>The fund has \$4.32 million available per annum to support communities, iwi, industry and/or local government in taking practically focused action that produces long-term environmental benefits.</p>
<p><b>Ministry of Social Development - Family and Community Services/Child, Youth and Family</b>  <a href="http://www.familyservices.govt.nz">www.familyservices.govt.nz</a></p>	<p>Offers funding to community groups and provides local services mapping, and social and demographic information. For more information you should contact the Family and Community Services regional funding advisor in your area.  <a href="http://www.cyf.govt.nz/1637.htm">www.cyf.govt.nz/1637.htm</a></p>
<p><b>Road Safety Trust</b>  <a href="http://www.roadsafety.govt.nz">www.roadsafety.govt.nz</a></p>	<p>Provides funding to community groups for road safety initiatives.</p>
<p><b>SPARC</b>  <a href="http://www.sparc.org.nz/investment/active-communities/overview">www.sparc.org.nz/investment/active-communities/overview</a></p>	<p>SPARC provides funding to councils and other organisations for innovative and collaborative active community projects. It may be possible to get funding for an active community project to complement funding you receive from the NZTA for neighbourhood accessibility planning.</p> <p>For all other initiatives SPARC is involved in, see sport trusts in the above table.</p>

The following agencies do not necessarily offer services or funding to local authorities, but it may be worthwhile talking to them to determine if:

- their involvement is relevant to your area
- they are involved in, or know of, projects impacting on the neighbourhood that are relevant to the project.

Agency	Project/activity
<b>Alcohol Advisory Council of New Zealand (ALAC)</b> www.alcohol.org.nz	Provides information and advice on alcohol and other drug related issues.
<b>Alcohol Healthwatch (AHW)</b> www.ahw.co.nz	A Charitable Trust that undertakes alcohol health promotion activities nationally. They provide information, support and coordination for professional and community groups on alcohol-related issues.
<b>The Brain Injury Association of New Zealand (BIANZ)</b> www.brain-injury.org.nz	BIANZ represents the regional Brain Injury Associations around New Zealand. These regional associations provide education, advocacy, support and information to any person with a brain injury and their families and carers.
<b>Enviroschools Foundation</b> To contact your regional Enviroschool coordinator go to: www.enviroschools.org.nz	The Enviroschools project is a programme for schools that offers resources for teacher use. Before planning any neighbourhood accessibility planning project that includes an intensive school component you may wish to determine if the schools you intend to work with are involved in Enviroschools. It may be easier to work with schools that are already involved in Enviroschools.
<b>Ministry of Education – Group services/special education</b>	School buses: www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/SchoolTransport.aspx.  Mission-On: targets children and young people between the ages of 0 to 24 years, to establish healthy behaviours before a child enters school and to embed healthy decision-making after young people leave the school and family environments. Mission-On includes a package of national initiatives targeting high-risk communities.
<b>Students Against Driving Drunk (SADD)</b> www.sadd.org.nz	SADD mission is to reduce harm among young people by promoting the alternatives to drinking and driving through positive peer influences.
<b>Safekids New Zealand</b> www.safekids.org.nz	Runs national or regional campaigns that deal with different child safety topics each year. Initial contact with them will ensure whether it will be appropriate to continue to engage with them in your project.
<b>Te Puni Kōkiri (Ministry of Māori Development)</b> For regional contacts go to: www.tpk.govt.nz/en/region	Has regional contacts who will be able to provide advice on whether there are any existing projects that have a relationship with neighbourhood accessibility planning.

For more information on nutritional and physical activity projects and providers in your region, visit [www.ana.org.nz/napad.php](http://www.ana.org.nz/napad.php).

In addition to the above it may be relevant for you to involve local representatives of:

- public transport operators
- the Bus and Coach Association
- Disabled Persons Association
- Ambulance Association.

## Healthy Eating - Healthy Action project managers (as at 17 November 2008)

DHB	Person	Email	Phone	Address
Auckland	Kate Sladden	kates@adhb.govt.nz	09 630 9943 extension: 26714	Auckland DHB First floor, Building 10, Gate 1 Greenlane Clinical Centre 214 Green Lane West Epsom Auckland
Bay of Plenty	Grant Pollard	grant.pollard@bopdhb.govt.nz	07 579 8553  021 246 7954 fax: 07 578 0941	Bay of Plenty DHB Private Bag 12024 Tauranga 3143
Canterbury	Project Manager - vacant			Canterbury DHB Planning and Funding Office Level 3, H Block The Princess Margaret Hospital Cashmere Road Cashmere PO Box 1600 Christchurch
	Theresa Thompson	Theresa.thompson@cdhb.govt.nz	03 354 4154	Hospital Cashmere Road PO Box 1600 Christchurch
Capital and Coast	Jamie Collier	Jamie.Collier@ccdhb.org.nz	04 803 1111  027 443 5908	Capital & Coast DHB Planning and Funding Office Level 1 Lotteries Commission Building 54-56 Cambridge Terrace Private Bag 7902 Wellington
Counties Manukau	Trace Barron	barront@middlemore.co.nz	09 262 9559	Counties Manukau DHB Private Bag 94052 South Auckland Mail Centre
Hawkes Bay	Andre LeGeyt	Andre.LeGeyt@hawkesbaydhb.govt.nz	06 878 8109 extension: 4605	Hawkes Bay DHB Private Bag 9014 Hastings
Hutt Valley	Nichollette Pomana	nichollette.pomana@huttvalleydhb.org.nz	04 570 9921  027 453 4897	Hutt Valley DHB Planning and Funding Office Pilmun House High Street Private Bag 31907 Lower Hutt
Lakes	Wendy Donaldson	wendy.donaldson@lakesdhb.govt.nz	07 349 7955 extension: 8936	Lakes DHB Private Bag 3023 Rotorua



DHB	Person	Email	Phone	Address
MidCentral	Bronwyn Ferry	bronwyn.ferry@midcentral.co.nz	06 350 8988	MidCentral DHB Heretaunga Street PO Box 2056 Palmerston North
Nelson Marlborough	Helen Steenbergen	helen.steenbergen@nmhs.govt.nz	03 546 1289 021 672 044	Nelson Marlborough DHB Private Bag 18 Braemar Campus Waimea Road Nelson
Northland	Tania Papalii	Tania.papalii@northlanddhb.org.nz	09 470 0000 extension: 3310 021 562 905	Northland DHB Maunu Road PO Box 742 Whangarei
Otago	Ruth Zeinert	ruth.zeinert@otagodhb.govt.nz	03 474 7939	Otago DHB Private Bag 1921 Dunedin
South Canterbury	Syd Horgan	shorgan@timhosp.co.nz	03 684 1442	South Canterbury DHB Planning and Funding Office Private Bag 911 High Street Timaru
	Melissa Ward	mdowman@timhosp.co.nz	03 684 1385	
Southland	Paula Hedges	Paula.Hedges@sdbh.govt.nz	03 214 7284 extension: 8643 027 241 5035	Southland DHB PO Box 828 Old Nurses' Home Southland Hospital Kew Road Invercargill
Tairāwhiti	Sharon Pihema	Sharon.Pihema@tdh.org.nz	06 869 0500 extension: 8726	Te Puna Waiora, Tairāwhiti DHB 421 Ormond Road Private Bag 7001 Gisborne
Taranaki	Becky Jenkins	Becky.Jenkins@tdhb.org.nz	06 753 7777 extension: 8814	Taranaki DHB Private Bag 2016 New Plymouth 4620
Waitemata	Leanne Catchpole	Leanne.Catchpole@waitematadhb.govt.nz pieter.rodenburg@waitematadhb.govt.nz	09 486 8920	Waitemata DHB Level 1, 15 Shea Terrace Private Bag 93-503 Takapuna North Shore City 0740
Wairarapa	Sue McAuley	sue.mcauley@wairarapa.dhb.org.nz	06 946 9800 extension: 5852	Wairarapa DHB PO Box 96 Blair Street Masterton 5840

DHB	Person	Email	Phone	Address
Waikato	Janet Hanvey	hanveyj@waikatodhb.govt.nz	07 839 8899 extension: 7095	Waikato DHB Hockin Building Waikato Hospital Campus Selwyn Street PO Box 934 Hamilton
Waikato	Janet Hanvey	hanveyj@waikatodhb.govt.nz	07 839 8899 extension: 7095	Waikato DHB Hockin Building Waikato Hospital Campus Selwyn Street PO Box 934 Hamilton
Whanganui	Anne Kauika	Anne.Kauika@wdhb.org.nz	06 348 3150	Whanganui DHB 100 Heads Road Private Bag 3003 Wanganui
West Coast	Kim Sinclair	kim.sinclair@westcoastdhd.org.nz	03 768 0499 extension: 2800	Grey Hospital High Street PO Box 387 Greymouth

# S11 – Community stakeholders

The following list provides ideas for who you might want to involve in your working group.

## The pre-school and school-aged community

- principal
- school trustees association representative
- local representative for NZ Education Institute
- school staff including teachers, healthy schools staff, support staff
- school pupils
- parents
- parent teacher association (PTA)
- health promotion school coordinators
- Barnardos
- Plunket
- other local child safety organisations.

### Tip

#### Working with schools

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, or to think about establishing a travel plan. If you intend to involve schools, try to involve them from the earliest possible point and seek to gain confirmation of the schools' commitment to the project.

Schools are encouraged to develop comprehensive policies and school rules regarding road safety which can be clearly communicated to parents and children. This can be time consuming and require a number of meetings with the board of trustees and the principal. The project may change the way a school approaches road education, including on site (out of the classroom) training. This may require extra time spent on road safety as part of the ongoing school curricula, purchasing extra road safety resources, etc. It may also require a significant increase in the time required from police education.

However by participating schools are assisted to meet health and physical education curriculum requirements, including the obligation to consult with their communities. Schools evaluate and strengthen their road safety policies, education programme and community links.

## Teenagers

- Project K.

## The elderly community

- advocacy groups for the elderly – Greypower, Presbyterian Support
- Lions
- Retired servicemen association (RSA)
- other groups that may have interested people, eg club captain from croquet, bowling, majong, bingo clubs
- rotary.

## Sports clubs (most likely to target teenagers and adults)

- running clubs/clinics
- triathlon groups
- gyms

- cycling clubs
- rugby, soccer, hockey, netball, etc groups, that train on the road
- sports association representatives.

#### **Cultural and religious communities**

- local Iwi or other Māori groups
- Pacific Island church groups
- Iwi health authorities
- local churches.

#### **Local businesses**

- local business association
- business owners
- patrons
- occupational health and safety representatives
- CEOs
- sports or events coordinator at work.

#### **Other groups**

- cycling and walking advocacy groups – Living Streets Aotearoa
- resident associations
- transport management associations.

# S12 – Guidelines for the development, administration and analysis of perception surveys

(Written by BRC – Marketing and Social research, June 2004 – updated by the NZTA , 2008.)

This web resource provides guidelines for the development, administration and analysis of surveys to evaluate neighbourhood accessibility planning perception surveys.

The guidelines are presented under six (6) headings:

1. Purpose of your surveys.
2. Planning your survey.
3. Designing your survey.
4. Administration of your survey.
5. Processing your survey.
6. Analysing and reporting the results of your survey.

## Purpose of your surveys

The surveys are intended to enable you to report the results of your project in an objective and confident manner. Having the ability to do this may impact on your ability to source funding to extend the project, or to fund completely new projects in the future.

Two surveys are required in relation to your project:

1. **The first survey** should ideally be undertaken before the implementation of the project. This 'before' or 'benchmark' survey is designed to give you baseline measures against which to assess your project's achievements.
2. **The second survey** should be undertaken towards the end or at the end of the project. This 'after' survey will enable you to assess your project's achievements against the baseline measures of the 'benchmark' survey.

## Planning your survey

Given the need for a 'before' and 'after' survey, it is important that you give yourself enough time to plan and organise each of these surveys. Each survey will take at least four to six weeks, from start to finish.

In general, you will need time to do the following:

- Decide what will be the key indicators of success for your project. For example, these could be indicators like the following:
  - to increase awareness of xxx
  - to change beliefs about xxx

- to change behaviour so that more people xxx.  
Commit these to paper, if you haven't already. You will need to do this so that you can make changes to the questionnaire template that has been provided with these guidelines, to ensure it measures your indicators.
- Define the primary target audience for your project – again, assuming this has not been done already.  
Try to be as precise as possible because this will then help you when it comes to sampling this population. For example, define the primary target audience in terms of relevant:
  - demographic criteria (eg everyone aged between 25 and 55).
  - behaviour (eg currently walk to work).
  - geographic criteria (eg live in the project neighbourhood).
- Decide how to sample suitable respondents for your survey.  
Once you have defined your primary target audience, you will then need to decide what is the most efficient way to select your sample and what sample size you will require. Please refer below to Administration of the surveys.
- Decide how your survey will be administered.  
In most cases, there will be a number of different options for you to weigh up for their respective advantages and disadvantages. Please refer below to Administration of the surveys.  
If you choose to manage the interviewing process yourself, you will need to recruit and train your own interviewers. If, on the other hand, you outsource the work, you may need to conduct a tender process. Even if you do not go through this process, make sure you have a written survey specification that you give to the company or group you outsource the interviewing to.
- Decide how to process the results.  
Also at this time, and particularly if you decide to manage the interviewing process yourself, you will need to give some consideration to how you will process the results of the interviewing. The larger the sample that is interviewed, the more difficult it will be to process the results manually. Please refer below to Processing the surveys.
- Decide how to analyse and report the results.  
There are a number of social science packages that mainstream research companies use for analysis purposes. But these are expensive and it is unlikely that you will have access to one of these, if you choose to conduct the survey yourself. However, Excel is a relatively inexpensive tool to use for survey analysis purposes, and we recommend this. Please refer below to Analysing and reporting the results of the surveys.
- When you report the survey results, begin by thinking carefully about the primary audience for your report and what specific information needs they have. Choose your report content and style of presentation with this audience in mind. Please refer below to Analysing and reporting the results of the surveys.

## Designing your survey

As noted, a questionnaire template accompanies these guidelines. Please modify the template so that the questionnaire is suitable for your project.

In the process of modifying the questionnaire, please take note of the following:

- Ensure all new questions are sensible from a conceptual point of view. That is, that you are not asking respondents to do something that is impossible or ridiculous.
- Ensure these questions (and any modifications to existing questions) use common, everyday language (a reading age of 12 is good). Practise by reading out the question to a colleague.
- Ensure new questions are placed in the appropriate section of the questionnaire, so that logical question flow is not disrupted and they do not lead or influence the way respondents answer other questions.
- Consider how the answers to any new questions are best captured. What implications does this have for processing.

# Administration of your survey

Under this heading, there are a number of important points to consider:

- **What is the right sample size for your survey?**

The size of your sample is primarily a function of the level of accuracy or confidence you require in the results.

Confidence is measured in terms of the 'maximum margin of error' at a certain 'confidence level'. For most surveys, a 95 percent confidence level is satisfactory, and we suggest you adopt this. In general, the larger the sample, the more accurate the results but there is a point at which improved level of accuracy is diminished.

The following table gives you an indication of the level of accuracy you can expect at different sample sizes. For example, a survey based on a sample of 100 is subject to a maximum margin of error of plus or minus 9.8 percent at the 95 percent confidence level. This means that if we found that 50 percent of the sample had blue eyes, we could be confident of getting the same result in at least 95 of 100 repeat surveys, within the margin 40.2 and 59.8 percent.

Given that there is a trade-off between accuracy and the costs of a survey, most surveys are completed with sample of 200 or 500, or some number in-between. However, if you plan to examine the results by subgroups of your sample (eg differences by gender or age groups), you will need a larger sample to allow for this. For example, a sample of 200 will be insufficient to examine the survey results with confidence by gender, given that you will have only interviewed 100 males and 100 females. As table 1 shows, the maximum margin of error for a sample of 100 is plus or minus 9.8 percent, which is relatively high. A sample of at least 400 will be required.

Table 1: Maximum margin of error (at 95 percent confidence level)

Sample size	Maximum margin of error
100	+/- 9.8 percent
200	+/- 6.9 percent
400	+/- 4.9 percent
500	+/- 4.4 percent
750	+/- 3.6 percent
1,000	+/- 3.1 percent

- **What is the most appropriate interviewing methodology?**

This decision drives many of the other decisions you will need to make to administer your survey successfully (including, for example, how to sample your target audience).

In making this important decision, some of the factors you will need to take into account include:

- What is the most cost- and time-effective way of interviewing the people you need to interview? That is, how easy is it to sample a representative sample of them?
- What is the most effective way of interviewing them so that a high response rate is assured?
- What is the most effective way to interview them so that information quality is assured?

With these factors in mind, you will have three interviewing options to consider, each of which has its own advantages and disadvantages:

- Telephone - can be very effective from a timing, sampling, response rate, and information quality point of view. However, this option can be a costly option.
- Mail, self-completion - can be very effective from a sampling and cost point of view. However, this option can suffer from response rate difficulties and, therefore, information quality issues.

- Street intercept – can be very effective from timing and cost point of view. However, this option can suffer from sampling, response rate and information quality issues.

Considering these relative advantages and disadvantages, many organisations prefer to use a telephone interviewing methodology, providing the funds are available to do this. If not, either of the other two options should be used.

- **Interviewing by telephone, or on a mail, self-completion basis**

If you plan to interview by telephone or on a mail, self-completion basis, and you have decided your sample size, the next step will be to select your sample.

Your selection process must ensure that you give everyone in the population an equal (ie random) chance of being selected. In this regard, the best steps to follow are these:

- **Step 1:** As a first step, identify all the households in the geographical area in question.  
Households in the area may be identified using council rating information, although we acknowledge that this information is owner-based and not necessarily occupier-based. You will nevertheless have addresses. Another option is to use the information contained in the electoral rolls.  
If you plan to interview by telephone, you will obviously need these household's telephone numbers. If these are not readily available, Telecom offers a 'matching service', providing you give them the name of the owner/occupier and the street address of their home. Telecom charges 20 cents for every successful match, and a small setup fee.
- **Step 2:** Randomly select the sample of households you require.  
Once you have identified all the households in the area and you have determined the sample size you require, you will need a process to randomly draw the sample. This process will need to take into account the total number of households, the sample size you require, a 'sampling interval', and a 'starting point'.  
For the purposes of illustrating the process, let's assume there are a total of 1000 households and you have determined you need a sample of 200. By dividing 1000 by 200, you will obtain a 'sampling interval' of five, meaning that you will need to select every fifth household from some randomly selected 'starting point' to populate your sample.  
The 'starting point' will be any number between one and 1000 (the total number of households). Assuming the number selected is 525, the first household selected will be the 525th, the second household selected will be the 530th, etc.
- **Step 3:** Create a list of randomly selected households comprising the selected sample.  
Once your sample has been selected following the process described above, we recommend that you create a list of the selected households with full contact details. This list is best established in an Excel format, on the basis that it will be used for mail merging purposes. That is, we advise all selected households are mailed an introductory letter prior to being contacted, as a means of obtaining informed consent for their participation in your survey.
- **Step 4:** Obtain informed consent.  
Once you have selected your sample (on a household basis), we advise you mail all selected households an introductory letter. This letter will need to explain the purpose of your survey, how households have been selected, how households will be contacted to participate in the survey, and what participation involves. This is in accordance with the code of practice of the Market Research Society of New Zealand Inc.  
It should also explain that participation is voluntary, and how any information that is provided will be reported (on an aggregated and confidential basis). In effect, the letter will seek informed consent from selected households. Therefore, it is important that a contact telephone number is also provided, so that households can call for more information, or to indicate that they would prefer not to participate.  
If you plan to interview on a mail, self-completion basis, your printed questionnaire and a prepaid envelope should accompany the introductory letter. The letter will need to be modified so that it refers to the enclosed



questionnaire and provides appropriate instructions regarding who should complete it, etc. Allow about two weeks for completed questionnaires to be returned. Consider offering an incentive to encourage response.

- **Step 5** (telephone only): Randomly selecting and interviewing a respondent in the household.

Allow at least three working days for the letter to arrive before telephone interviewers call the household. Once they establish contact with the household, they should not necessarily interview the person who answers the telephone. They need to go through a process in order to ensure they randomly select a qualifying respondent from all those who qualify.

This means that the first few questions they ask need to be designed to determine what number of qualifying respondents normally live in the household.

If there are no qualifying respondents, the interview should be terminated nicely. If there is only one qualifying respondent, this is the person that should be interviewed. If this person is not at home at the time the interviewer rings, the interviewer should attempt to make an appointment and ring back. We recommend up to three call backs are made, on different days and at different times.

If there is more than one qualifying respondent in the household (ie two or three), the interviewer will need to randomly select one of these people to interview. It is recommended that this person is the person who has their birthday next.

- **Interviewing by street intercept**

If you plan to interview by street intercept, and you have decided your sample size, the next step will be to select your sample.

Your selection process must ensure that you give everyone in the population an equal (ie random) chance of being selected. This will be more difficult than for the other two interviewing methodologies. We recommend you/your interviewers follow these steps:

- **Step 1:** As a first step, identify the key locations where you might expect your target audience to either congregate or go past. For example, if you are interviewing people who cycle to work, the key locations may be the major streets or routes that they enter the city.
- **Step 2:** Select a practical number of these key locations, either randomly or on some other basis. For example, you might choose to include all locations that are on major arterial routes, and sample from all those that are left.
- **Step 3:** Station interviewers at the selected locations, on given days and at given times. Instruct interviewers at particular locations to interview specified numbers of respondents. You will need to have determined this beforehand based on the volume of traffic passing each location.) Interviewers will need to do this on some systematic basis (eg every nth cyclist).

## Processing your survey

Even a small number of interviews (eg approximately 20) can be time-consuming to process and, therefore, it is important that you follow the following steps to make the task as easy as possible:

- As noted, ensure answers to questions are captured in the most efficient way possible. This means avoiding open-ended questions (because answers need to be read, content analysed, and then coded for major theme after the interview has been completed) and pre-coding or providing response categories for as many questions as possible.
- If the questionnaire is for the most part pre-coded, then processing may be facilitated by designing a simple data entry program in Excel. Ensure a single column or line is devoted to each respondent.
- Ensure separate Excel files are designed to capture the answers to questions for each subgroup of respondents you will want to analyse the survey information by.

# Analysing and reporting the results of your survey

As noted, to analyse your survey in an in-depth way, you will need access to a social science analysis package. However, given the overarching objectives of the 'benchmark' and 'after' surveys, this is unlikely to be necessary. A simple form of analysis using the Excel approach briefly described above should suffice.

Particular attention should, nevertheless, be given to the way you report and present your survey results. As noted earlier, begin by thinking carefully about the primary audience for your report and what specific information needs they have. Given the likelihood that the managers who are interested in the survey results will be time poor, a brief but clearly articulated report is likely to be required, making good use of diagrams and graphs, as well as the tabular information.

# S13 – Collecting data from schools

If you are working with schools but not planning to undertake a full school travel plan it is highly recommended you still look at the school travel plans guidelines on the NZTA website. There are all sorts of tips that will be useful.

Also included in the web resources are templates for collecting data from school based audiences. These collect general information applicable to neighbourhood accessibility planning.

**T12** – In class school journey inquiry template

**T13** – Take home student travel inquiry

If you want more accurate measures of behaviour and are planning to try to shift student travel to more sustainable forms of transport, the school travel planning approach may be more what you are after. To help you contrast the details between the surveys we have provided a selection of example surveys done for a school travel plan in Rodney District Council.

**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

Follows are a few other techniques you can use when working with students.

<p><b>Planning for Real®</b></p>	<p>This technique involves creating a 3D map of the school and wider road network. Children mark their houses, routes to school and where they've identified problems. Parents are then invited (usually during a parent-teacher evening) to add their ideas and issues to the map. This technique is resource and time intensive, but has proven useful at increasing community involvement and identifying all travel issues.</p> <p>For more information see the school travel plan guidelines.</p>
<p><b>Photo voice</b></p>	<p>Students are given a camera, sent out to walk around the neighbourhood to take photos of unsafe and undesirable elements of their walk. It is important to ensure that children have some way of recalling where each camera 'click' took place. Having a simple three column form should help (photo number, where I was, what was wrong).</p>
<p><b>In class mapping exercise, run by teachers as a curriculum based activity</b></p>	<p>This technique is used to find commonly used routes. The exercise can be done as a curriculum activity in level 3 or 4 math/geometry units.</p> <p><b>Overview of the unit</b></p> <p>In this unit pupils will use scale maps to locate the school, their homes and other places in the local community.</p> <p><b>Relevant achievement and objectives</b></p> <ul style="list-style-type: none"> <li>• To interpret simple scale maps and mark their journey to/from school and around the community.</li> </ul>

*continued*

**In class mapping exercise, run by teachers as a curriculum based activity**

**Specific learning outcomes**

The children will be able to:

- interpret and draw on simple scale maps
- use maps and plans to trace movement and routes used in the local community
- use maps and plans to propose routes and actions to be used in the local community.

**Resources**

- pencil (for each pupil)
- map of the local area (Council will provide a map which clearly shows your school)
- permanent marker.

**Teaching sequence:**

Put pupils into groups according to where they live, there may need to be a separate group for cyclists.

**Pupils:**

1. Mark in your home using a large dot: Each pupil should put a large dot around about where they live.
2. Teacher note: If pupils live too far away, either get them to mark where the route they take first appears on the map or mark a good drop off location from which children could walk to and from school.
3. Mark in other popular places you visit using an 'X': Look at other popular locations in the community such as shops, library, pools and playgrounds.
4. Mark in your route to and from school: Each pupil then carefully marks in his or her route to and from school. Be sure to include (where possible), the sides of the roads used and exact crossing points.
5. Mark in your route/s to other places you visit: As a group the pupils will then mark other well used walking routes to popular locations such as the library, swimming pool, shops, local dairy, sports ground etc. They must be sure to include (where possible), the sides of the roads used and exact crossing points.
6. Choose one person to highlight the most popular routes to school with a marker pen and then to other places you have marked on the map.  
Teacher note: Use a different coloured marker for school routes and routes to other places.
7. Places which are dangerous/ tricky: On a separate sheet write down the exact location of any problems you have had walking to and from school and around the community. Then using one sentence write down what the problem was.  
Teacher Note: As per the instructions overleaf explain to the class what types of problems this includes.
8. Select a class member to hand the results of your survey to a Council Road Safety representative at school assembly. Council will use your information to create a map, which will be sent home to children's families for their feedback.

*continued*

**In class mapping exercise, run by teachers as a curriculum based activity**

**Cyclist group**

This could be used as an extension exercise for groups that finish early.

1. Marking in popular cycle routes: As a group decide upon and mark in pencil the popular cycle routes used to and from school and to other popular places such as parks, swimming pools, sports clubs or shops.

2. Choose one person to mark these with a coloured permanent marker.

Teacher note: Use a different coloured marker for cycle routes than used for walking routes.

3. Places which are dangerous/tricky: On a separate sheet write down the location of any problems you have had when cycling to and from school and around the community. Then using one sentence write down what the problem was.

Teacher note: As per the instructions explain to the group what types of problems this includes.

Put a colour key on your map eg walking to/from from school = red.