

# Planning for community programmes

A practical guide to assist the decision-making process



NZ Transport Agency (NZTA)  
Published October 2008  
ISBN 978-0-478-33419-7 (PRINT)  
ISBN 978-0-478-33439-5 (ONLINE)

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**NZ TRANSPORT AGENCY**  
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## Introduction

Community programmes (formerly known as community-focused activities) are activities taking place at the local level to promote the safe and sustainable use of the land transport system.<sup>1</sup> Community programmes appear in the NZ Transport Agency's (NZTA) *Planning, programming and funding manual* under Activity class 2 – Demand management and community programmes.

The community programmes component provides for development and implementation, including coordination and advertising. This includes activities that encourage voluntary change in travel behaviour by providing consumer information and encouragement.

Community programmes aim to:

- encourage community participation in land transport decision-making
- assist communities to identify their land transport issues and develop their own informed decisions
- increase the community's capacity to address local transport issues
- develop and motivate local partnerships
- integrate activities at the local level
- generate insight on local transport issues and new ideas that can be further developed for wider application.

## Purpose of this guide

This guide provides information and working templates for approved organisations to use when developing and implementing activities that encourage the safe and sustainable use of the land transport system. Use of this material will allow advisors to confidently make or recommend decisions.

Given the diversity of community programmes available, decision-making will be necessary as in many instances multiple competing priorities will need to be resolved and done so within a constrained budget. Additionally, using the guide will promote the use of packages by demonstrating relationships between activities.

This guide provides:

- a simple decision-making process and range of questions for each stage to assist in analysis
- information on the relationships between programmes, together with the template to analyse further possible programmes
- a list of information sources.

The guide doesn't dictate which community programmes should be implemented as that is dependant on circumstance. The overall success of an implementation programme will often hinge on an understanding of a wide set of influences, eg funding, integration with other policies and programmes, and community engagement.

Ideally a local transport strategy will be in place that has assessed the overall environment and issues, and prioritised how to address the issues.

This guide stresses the importance of taking such factors into account when making decisions.

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<sup>1</sup>The term community programmes is used in this guide in the context of transport only.

## Context

### Transport sector targets

Decisions about safe and sustainable land transport community programmes must be made in the context of the overall objective of an affordable, integrated, safe, responsive and sustainable land transport system. Each community programme and the resources being considered should be assessed for its contribution to the relevant strategic plans, sustainability targets identified in the *New Zealand transport strategy 2008* and the *Government policy statement on land transport funding 2009/10–2018/19*, the *New Zealand Energy Strategy* and the *New Zealand Energy Efficiency and Conservation Strategy*, the *Road safety to 2010* strategy and any other relevant policies or targets.

While all community programmes contribute to achieving transport targets, successful implementation of community programmes is significant. Targets from the *New Zealand transport strategy* most likely to be impacted by community programmes include:

- reducing the kilometres travelled by single occupancy vehicles in major urban areas on weekdays by 10% per capita by 2015 compared to 2007
- increasing walking and cycling and other active modes to 30% of total trips in urban areas by 2040
- increasing use of public transport to 7% of all trips by 2040
- reducing road deaths to no more than 200 per annum by 2040
- reducing serious injuries on roads to no more than 1500 per annum by 2040.

Relevant targets in the *New Zealand Energy Efficiency and Conservation Strategy* include:

- working with local government to promote travel demand management planning
- implementing the government walking and cycling strategy.

The *Government policy statement on land transport funding* details the government's desired outcomes and funding priorities for the land transport sector. The document has translated the long-term targets from the *New Zealand transport strategy* into short to medium-term targets, generally with a target date of 2015. Relevant targets include:

- reducing kilometres travelled by single occupancy vehicles in major urban areas on weekdays by 10% per capita by 2015
- reducing fatalities and hospitalisations from road crashes by 2015
- increasing patronage on public transport by 3% per year through to 2015
- increasing the number of walking and cycling trips by 1% per year through to 2015.

As well as national targets, it will be important to consider targets set at regional and local levels.

### Other strategies

Travel behaviour change arising out of the implementation of community programmes has a positive impact on a number of other cross-government strategies. These include strategies promoted by the Ministry of Education, Ministry of Health, and Sport and Recreation New Zealand (SPARC).

### Community involvement

Transport sector community programmes form an important part of the local, national and international focus on sustainable environments. These activities also bring benefits in terms of community well-being, engagement and development.

Community programmes promote community development by:

- encouraging community ownership of land transport system issues and solutions
- encouraging new ideas for the local land transport system
- building confidence, capability and a positive change in the land transport system.

An essential part of community programmes is the opportunity they provide for ongoing understanding and improvement – building local capability, empowering communities on land transport system matters and adding a wider sense of community development. This includes achieving sustainable change in attitudes and behaviour at the community level and the sharing of information (success and good practice) among communities.

### Road safety action plans

This guide will help approved organisations prepare road safety action plans. The decision-making process outlined in this guide will promote the development of road safety action plans that will link strategy to action, ensure decisions are informed by an evidence base and integrate decisions about managing infrastructure assets with services that influence how people use the land transport system. While the road safety action plan process should underpin requests for financial assistance for community programmes aimed at mitigating road safety risks, activities aimed at promoting more sustainable transport options could be developed using a similar planning and prioritisation process.

### Packages

Packages should be composed of interconnected and coordinated activities. This may involve different organisations and different types of activities. The development and implementation of packages allows for the realisation of additional benefits from cumulative impacts and the opportunity for synergies between activities. Community programmes are particularly well suited to the development of packages.

### Key steps

This guide has been prepared to assist and prompt analysis between identified land transport system issues and the activities available to address them. While the guide provides some possible questions to prompt thinking and tables populated with initial information, it is intended that it be used as a starting point and initial template. The possible questions and content of the tables should be deleted from and added to as appropriate. This guide is available from the NZTA website.

# Part 1 – Decision-making and implementation process

**A general decision-making and implementation process could follow five major stages:**

- **issue definition**
- **analysis of activities (including relationships between activities)**
- **decision on a single activity or package of activities**
- **preparation of an implementation plan and implementation**
- **review.**

**This guide focuses on the first three stages.**

## Stage 1 – Issue definition

The most crucial aspect of any analysis is definition of the issue. This is particularly important when considering the appropriateness of various activities. If a decision is made on the basis of an incomplete or incorrect definition of an issue, it is unlikely to lead to a satisfactory outcome. The key is to avoid jumping to early solutions without thorough issue definition in the context of the specific circumstances.

Analysis should not be undertaken in isolation of relevant external factors that will influence the decision on the most appropriate activity to select. Depending on the nature and scale of the issue being addressed, external factors could be a significant influence on decision-making. Assessment of the following matters should be considered when defining the issue.

Issue definition:

- What is the nature of the issue – safety, congestion, accessibility?  
Does it impact on children and/or adults, vehicles, cyclists or pedestrians, the mobility impaired? Does it occur at certain times of the day?
- What data is available to support identification of the issue?  
What data can be readily obtained from existing sources?  
What further data is required to quantify/qualify the issue?
- What is the scale of the issue? Does it justify priority?
- Does the community have a role to play in the definition of the issue?
- What distinguishes the issue in this specific circumstance from other existing ‘project areas’?
- Does resolving this issue help achieve an integrated, safe, responsive and sustainable land transport system?
- What contribution does resolving the issue make to national, regional and local targets?

External factors to be taken into account:

- Are there relevant council policies to take into account? What impact do these have on the selection of resources?
- Is the community ready to be engaged? Is there an existing forum or does a new group need to be established? What time delay is the community prepared to accommodate? Is the community already committed to other consultation programmes that will impact on consultation for this project (expectation management)?
- Is funding available? What processes have to be followed? What is the timing to secure funding (land transport programmes and long-term council community plan cycles)? What is required to secure funding? (The answers might be different for each of the various resources in the shopping basket.)
- What other relevant issues might exist in the same geographic area, the immediate vicinity and the wider area? Do other issues need to be addressed prior to implementing the plan (or even deciding on the plan) and do they need to be addressed in parallel using a package?
- Do other agencies need to be consulted (eg NZ Police)? Are there other areas of council that should be involved/consulted (eg council officials working in the areas of planning, traffic management, community development)?
- Has the council the resources (eg a coordinator) to manage any implementation of a resource or package of resources?
- Physical works take some time to implement – what are the implications of this?

Add and/or delete further questions as appropriate to local circumstances.

## Stage 2 – Analysis of activities

This stage involves the review of available activities and a ‘fit for purpose’ analysis and follows with an evaluation based on the relationships between activities, focusing on the use of packages.

Once the problem has been defined in some detail and with confidence and external factors understood, it is appropriate to review the various activities and analyse their ability to address the issue. This will effectively provide a shopping basket of activities that can be further considered for adoption and implementation. Consideration of a range of questions will help determine if an activity is fit for the purpose required, and the likelihood of any implementation programme addressing the identified issue.

To further assist in making decisions between activities and focusing on the possibility of solutions involving a package of activities, it will be important to understand the relationships between them. This understanding can be achieved through answering questions such as those below and reviewing the relationship comparison information provided for key activities or using the template to carry out analysis of additional activities (see part 2).

### Analysis of activities

- Is the problem best addressed by physical works, a safety programme or a travel behaviour change programme (or combinations)?
- Is the scope of the activity understood?
- Is the problem fairly complex and therefore suited to a package of activities?
- Is the activity practical to implement in the circumstances (time and resources)?
- Is the activity affordable?
- Is the likely implementation time acceptable?
- What other experiences has the council had with the activities? How do the circumstances of the previous use fit with the current issue? What can be learnt?
- Does the activity unnecessarily offer a ‘Rolls Royce’ answer?
- Will the activity need to be supported by other activities (packages focusing on how elements such as travel behaviour change are integrated with other components)?
- In what order is it appropriate to implement the activities?
- Do the activities being considered support, duplicate or contradict each other?

Add and/or delete further questions as appropriate to local circumstances.

## Stage 3 – Decision

Together, stages 1 and 2 provide the framework to make a decision. As a final check, the following template may help present key information in a concise manner.

Activity	Issue definition			
Activity A	context	✓	policies	✓
	nature	✓	engagement	✓
	scale	✓	funding	date
Activity B				
Activity C				

Activity	Activity analysis			
Activity A	fit for purpose	✓	relationship analysis <sup>2</sup> :	
	practicality	✓	support	✓
	affordability	\$\$\$	duplicate	✓
			contradict	✓
		order	1,2,3	
Activity B				
Activity C				

**Stage 4 – Preparation of an implementation plan and implementation** This stage is not covered in this guide.

## Stage 5 – Review

The final stage, the importance of which should not be undervalued, is for an objective review to take place of the effectiveness of the activity or package of activities in addressing the issue defined and contributing to stated targets. The outcome of such a review should, where appropriate, be taken into account in the continued application of the activity or activities in the specific situation and also be part of any future consideration of the use of the activity or activities in other situations.

The successful implementation of community programmes can provide the opportunity for wider benefits, including more extensive travel behaviour change, a greater sense of community and other forms of community development. Effective review will help identify these so learning can be shared and built upon.

The assessment table on page 7 provides a possible template to use for such a review. The template is based on the NZTA’s three assessment factors used in the funding allocation process: seriousness and urgency, effectiveness, and economic efficiency<sup>3</sup>.

<sup>2</sup>Would need to identify the other activity being analysed.

<sup>3</sup>See the NZTA’s *Planning, programming and funding manual* (pp 6–23).

## Part 2 – Activities relationship and assessment tables

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This part of the guide supports stage 2 of the decision-making process *Analysis of activities* and stage 5 *Review*. The NZTA promotes the use of packages and this part of the guide prompts consideration of the relationship of one activity to another and how various individual activities might be used in packages. Important considerations include factors such as how the activities complement each other, issues associated with timing of their implementation, and their financial implications.

The activities relationship table has been populated with information for a number of key activities that are promoted by the NZTA. The intention is that this table be used as a template, but adjusted as appropriate for the organisation and the activities being analysed.



# Assessment template

Community programme	Seriousness and urgency	Effectiveness	Economic efficiency
<p><b>Project A</b></p>	<p>To what extent does evidence show that the community programme addressed an issue or problem identified in the Land Transport Management Act 2003 and New Zealand Transport Strategy 2008?</p> <p>Has the evidence shown other benefits to the land transport system?</p> <p>Has the evidence shown any unanticipated adverse effects to the land transport system?</p> <p>Was the urgency identified justified?</p>	<p>Is it considered that alternative/complementary measures might have been preferable?</p> <p>Did any predicted adverse effects occur and were these managed?</p>	<p>Did the community programme use resources efficiently?</p> <p>Are the benefits still considered sustainable?</p> <p>Is the community programme considered value for money?</p> <p>Was the community programme implemented to budget?</p>
<p><b>Project B</b></p>			
<p><b>Project C</b></p>			

## Relationship tables

### Sustainability

Activity	Explanation	Potential synergies
<b>Neighbourhood accessibility plans</b>	Projects aimed to give safe access to active and shared transport users of all ages in neighbourhood groups.	Safety improvements to intersections may be an implementation initiative.
		Awareness and promotion/education programmes addressing safety matters including child restraints, safety belts, and safe driving and cycling may be an implementation initiative.
		School and workplace travel plans can be a concurrent activity or an implementation initiative.
		Programmes such as Feet First Walk to School Week, walking school buses and Bike Wise Month can be an implementation initiative. Other initiatives implemented through a neighbourhood accessibility plan are likely to improve the walking and cycling environment.
<b>Workplace travel plans</b>	A package of measures to encourage the choice of sustainable transport options for travel to and from work and in association with business activity.	A neighbourhood accessibility plan could identify a workplace travel plan as an implementation initiative.
		School travel plans may influence a workplace travel plan. For example, an adult responsible for children participating in a walking school bus may have other commuter options if they are no longer dropping a child at school.
		Could acknowledge responsible adult participation in a walking school bus.
		Bike Wise Month could be used to promote workplace travel plans and maintain/refresh undertakings made through workplace travel plans.
<b>School travel plans</b>	A package of measures to encourage the choice of sustainable transport options for travel to and from school.	Cyclist skills training programmes could be promoted through workplace travel plans.
		A neighbourhood accessibility plan could identify a school travel plan as an implementation initiative.
		A walking school bus could be an implementation initiative.
		Bike Wise Month could be used to maintain/refresh undertakings made through school travel plans.
		Feet First Walk to School Week could be used to promote school travel plans and to maintain/refresh undertakings made through school travel plans.
<b>Feet First Walk to School</b>	An annual event that promotes the benefits of regularly walking to and from school, and the positive impacts on health and the environment, and encourages a sustained increase in walking.	Cyclist skills training programmes could be promoted through school travel plans.
		School travel plans could be promoted through the week and the week used to maintain/refresh undertakings made through school travel plans.
		Week and concept of children walking to school could be promoted through workplace travel plans.
<b>Bike Wise Month</b>	A nationwide campaign aimed at increasing cycling among adults and children and promoting safety awareness. The Bike Wise programme currently comprises Bike Wise Month, Go By Bike Day, Bike Wise Battle and the Mayoral Challenge.	Week could be used to promote walking school buses, engage new members or reengage members no longer participating.
		School travel plans could be promoted through the month and the Month used to maintain/refresh undertakings made through school travel plans.
<b>Walking school buses</b>	A walking school bus provides a fun, safe, active and sustainable way for children to travel to and from school with adult supervision.	Month and concept of children biking to school could be promoted through workplace travel plans.
		A neighbourhood accessibility plan could identify a walking school bus as an implementation initiative.
		School travel plans should incorporate established walking school buses.
		A school travel plan could be an implementation initiative.
		A workplace travel plan could acknowledge parent/caregiver participation in a walking school bus programme.

## Safety

Activity	Explanation	Potential synergies
<b>Child restraint (Safe2go)</b>	Programmes to: increase child restraint wearing rates through improved distribution to priority high-risk groups; ensure that the child restraint used is the correct type for the age and size of the child; and improve installation and use through education and awareness.	A neighbourhood accessibility plan could identify a child restraint programme as an implementation initiative.
		There may be synergies with safety belt programmes and the two could be run together.
<b>Safety belts</b>	Programmes to: identify and address barriers to safety belt use; maintain safety belt use; and promote the benefits of safety belt use.	A neighbourhood accessibility plan could identify a safety belt programme as an implementation initiative.
		There may be synergies with child restraint programmes and the two could be run together.
<b>Safe with Age</b>	A programme to target road users aged 55+ to help them recognise the effect of the ageing process on driving and to promote safe mobility.	A neighbourhood accessibility plan could identify a Safe with Age programme as an implementation initiative.
		There may be synergies with the community alcohol action programmes and the fatigue programmes.
<b>Young and novice driver education (Practice, Street Talk, Drive Time)</b>	Programmes to help novice drivers develop the skills needed to become safer drivers while progressing through the graduated licence system.	A neighbourhood accessibility plan could identify a driver education programme as an implementation initiative.
<b>Community alcohol action programmes</b>	A programme to promote sober driving in a community. Also programmes to reduce the incidence of re-offending among recidivist drink-drivers.	A neighbourhood accessibility plan could identify a community alcohol action programme as an implementation initiative.
<b>Intersections</b>	Programmes to: raise awareness of the location and causes of local intersection crashes; provide information so that road users can negotiate intersections safely; and reduce the incidence of local intersection crashes.	A neighbourhood accessibility plan could identify an intersection programme as an implementation initiative.
		An intersection programme could be run as an implementation initiative of a workplace or school travel plan, or as part of a walking school bus, Feet First or Bike Wise.
<b>Cyclist skills training</b>	Programmes to promote safe cycling.	A neighbourhood accessibility plan could identify a cyclist skills training programme as an implementation initiative.
		A cyclist skills training programme could be an implementation initiative of a workplace or school travel plan, or Bike Wise.
<b>Speed</b>	Programmes to promote driving safely within the speed limits and to the traffic, road and weather conditions.	A neighbourhood accessibility plan could identify a speed programme as an implementation initiative.
		A speed programme could be an implementation initiative of a workplace travel plan, particularly the business travel component.
<b>Fatigue</b>	Programmes to raise awareness of the symptoms of tiredness that signal a driver is not safe behind the wheel. It also focuses on solutions by asking people to consciously plan their journey rather than simply focusing on their destination.	A neighbourhood accessibility plan could identify a fatigue programme as an implementation initiative.
		A fatigue programme could be an implementation initiative of a workplace travel plan.

## Part 3 – List of key reference materials

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Part 3 provides references to resources (kits, websites, booklets, etc) that relate to the various activities. Additional references and ideas for projects and activities that encourage local community programmes (in relation to walking, cycling, driving, public transport, neighbourhood accessibility plans) can be found in *Promoting community focused sustainable transport projects*, which will be continually updated.

Your regional council and local authority ([www.localcouncils.govt.nz/lqip.nsf/wpg\\_url/Councils-A-Z-Councils-by-Region-Index](http://www.localcouncils.govt.nz/lqip.nsf/wpg_url/Councils-A-Z-Councils-by-Region-Index)) may be employing activities at the regional or local level and may be able to advise you on what initiatives are in place.

The NZTA library has a collection of road safety research reports produced as part of the community road safety programme that report on local community projects implemented by local councils and community groups. The reports include an evaluation of the project. Contact the library to find out if a specific local activity (eg Bike Wise) has been implemented. Include in your email specific details of the information you are wanting – such as the type of the activity, the mode (walking, cycling, etc), age (children) and geographic area. [library@landtransport.govt.nz](mailto:library@landtransport.govt.nz)

Key contacts in travel behaviour change at the NZTA can provide further advice. [www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/key-contact-list.html](http://www.landtransport.govt.nz/sustainable-transport/travel-behaviour-change/key-contact-list.html)

## Walking

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### **Feet First – Walk to School Week ([www.feetfirst.govt.nz](http://www.feetfirst.govt.nz))**

Feet First promotes the benefits of regularly walking to and from school. Primary school students and adults are encouraged to continue to walk to school (at least 10 minutes of the way) with a caregiver, a friend or on a walking school bus. The website includes teacher resources and information from school coordinators.

### **Walk to school resources ([www.landtransport.govt.nz/travel/school/walk-to-school/](http://www.landtransport.govt.nz/travel/school/walk-to-school/))**

Discusses a range of initiatives aimed at encouraging children and their caregivers to walk to school, including school travel plans, Feet First, walking school buses and Walking Wednesdays. Includes road safety tips and FAQs.

### **Walking school buses ([www.landtransport.govt.nz/travel/school/walking-school-buses/resource-kits.html](http://www.landtransport.govt.nz/travel/school/walking-school-buses/resource-kits.html))**

Walking school bus information and resources for implementing a walking school bus programme in a school – for parents/caregivers, teachers, road safety coordinators, travel planners and others who work in schools. A walking school bus resource kit can be downloaded or a hard copy ordered that includes the walking school bus coordinator's guide, the walking school bus brochure, posters, stickers, certificates and tickets. (Please note there is a maximum order limit of five kits.) There is a general information page on walking school buses for starters (what they are, how to set them up and examples from local councils) at [www.energywise.org.nz/yourtravel/a-to-b/walking-school-buses.html](http://www.energywise.org.nz/yourtravel/a-to-b/walking-school-buses.html)

### **Travel to and from school ([www.landtransport.govt.nz/travel/school/index.html](http://www.landtransport.govt.nz/travel/school/index.html))**

Resources include the benefits of walking to school, school buses information ([www.landtransport.govt.nz/road-user-safety/school-buses/](http://www.landtransport.govt.nz/road-user-safety/school-buses/)), *Being roadsmart for school* ([www.landtransport.govt.nz/road-user-safety/schools/being-roadsmart/](http://www.landtransport.govt.nz/road-user-safety/schools/being-roadsmart/)) and a *School traffic safety team manual*.

### **Safety information for pedestrians ([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-ped.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-ped.html))**

Includes information on walking beside the road, crossing the road, teaching children road safety and walking school buses. There is a general overview of why walking is beneficial, and how to add walking into your travel plan at [www.energywise.org.nz/yourtravel/a-to-b/walking.html](http://www.energywise.org.nz/yourtravel/a-to-b/walking.html)

### **TravelWise – Walking school bus ([www.travelwise.org.nz/WalkingSchoolBus/](http://www.travelwise.org.nz/WalkingSchoolBus/))**

Useful for setting up a walking school bus at your school. Provides advice and steps to be taken in setting up a walking school bus programme. Also includes promotional material.

### **Sustainable transport plan: 2006-16 ([www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan](http://www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan))**

Outlines the Auckland Regional Transport Authority's (ARTA) approach to its walking action plan on pp 28-30. Looks at objectives and outcomes, planning, roles and responsibilities, funding priorities and monitoring.

### **New Zealand pedestrian profile – November 2000 ([www.landtransport.govt.nz/research/documents/pedestrian.pdf](http://www.landtransport.govt.nz/research/documents/pedestrian.pdf))**

An overview of pedestrian activity and injury in New Zealand.

### **Walking resources ([www.dft.gov.uk/pgr/sustainable/walking/](http://www.dft.gov.uk/pgr/sustainable/walking/))**

Promoting walking as a healthy and more preferable option to a car for short journeys.

## Cycling

### **Bike Wise Month ([www.bikewise.co.nz](http://www.bikewise.co.nz))**

Bike Wise is an annual event aimed at increasing the visibility and participation of cycling for work and recreation. The events themselves are run by a network of local and regional organisers. The Bike Wise team within the NZTA provides general support and resources to organisers on running Bike Wise activities.

### **Balancing the needs of cyclists and motorists ([www.ltsa.govt.nz/research/reports/273-summary.pdf](http://www.ltsa.govt.nz/research/reports/273-summary.pdf))**

This Land Transport NZ research report aims to recognise and understand the conflicting needs of cyclists and motorists who share the road.

### **Strategies to encourage cycling ([www.dft.gov.uk/pgr/sustainable/cycling/](http://www.dft.gov.uk/pgr/sustainable/cycling/))**

Strategies for promoting cycling as an alternative form of transport for local journeys.

### **Getting around Auckland cycle guide ([www.maxx.co.nz/assets/pdfs/Cycle%20Guide%20leaflet.pdf](http://www.maxx.co.nz/assets/pdfs/Cycle%20Guide%20leaflet.pdf))**

This leaflet has been produced by the ARTA and contains useful tips and advice to make cycling more enjoyable, including cycling in traffic and personal security. A general overview of cycling and local council cycle maps and strategies is at [www.energywise.org.nz/yourtravel/a-to-b/cycling.html](http://www.energywise.org.nz/yourtravel/a-to-b/cycling.html)

### **Cycles and cycle helmets ([www.energywise.org.nz/yourtravel/a-to-b/cycling.html](http://www.energywise.org.nz/yourtravel/a-to-b/cycling.html))**

A guide to some of the resources available – for students studying cycling and cycle helmet issues.

### **Safety information for cyclists ([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-cyclists.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-cyclists.html))**

Includes helmets, lights and a safe cycling checklist.

### **Christchurch Cycling Strategy ([www.ccc.govt.nz/Cycling/Future/](http://www.ccc.govt.nz/Cycling/Future/))**

This 2004 Cycling Strategy builds on the success of previous strategies and sets policies and targets for making Christchurch a safer and more enjoyable city for cycling. The strategy is the guiding document for the city council's cycling policies and programmes and provides a common direction to improve coordination between the city council and other organisations or groups involved with cycling. This strategy provides mechanisms to improve the cycle network throughout the city and increase cyclists' safety and enjoyment.

### **Sustainable transport plan: 2006-16 ([www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan](http://www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan))**

Outlines the ARTA's approach to its cycling action plan on pp 31-35. Looks at objectives and outcomes, planning, roles and responsibilities, funding priorities and monitoring.

## Walking and cycling

### **The pedestrian and cyclist road safety framework ([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/framework.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/framework.html))**

Outlines a comprehensive approach for effectively reducing the risk to, and improving the safety of, pedestrians and cyclists.

### **Share the road ([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))**

A publication for use by councils wishing to run campaigns and educational initiatives related to walking and cycling. This publication contains a list of existing 'share the road' resources and projects and outlines new ideas to promote good practice 'share the road' projects. It is envisaged that this resource will be a reference document – helping practitioners motivate and encourage community groups and project teams to plan good practice promotional projects that address issues identified for action in their communities. Information on successful national and international projects is also available.

### **New Zealand walking and cycling strategies – Best practice (Land Transport NZ research report 274) ([www.landtransport.govt.nz/research/reports/274.pdf](http://www.landtransport.govt.nz/research/reports/274.pdf))**

The research involved reviewing existing walking and/or cycling strategies, surveying transportation professionals in local and regional councils and describing best practice from the perspectives of the research team. Examples of best practice content from existing strategies are used liberally in the research report to help illustrate the research findings. A recommended structure (including a foreword, introduction, vision, objectives, policies, targets and monitoring) is proposed.

### **(Land Transport NZ research report 294) ([www.ltsa.govt.nz/research/reports/294.pdf](http://www.ltsa.govt.nz/research/reports/294.pdf))**

Analyses SPARC survey results for current cycling and walking, together with stage of change for cycling and walking. Focuses on demographic differences: age, gender, ethnicity, level of urbanisation, region, effect of children, work status, household income.

### **Walking and cycling resources ([www.dft.gov.uk/pgr/sustainable/walking/](http://www.dft.gov.uk/pgr/sustainable/walking/))**

- *Encouraging walking and cycling: Success stories*, a companion to *Walking and cycling: an action plan*, contains 50 examples of successful schemes from across England.
- *Walking and cycling: An action plan* sets out measures from across government to increase levels of active travel by creating places to walk and cycle in and influencing travel behaviour through training, education, marketing and promotion.

### **Getting there – on foot, by cycle: a strategy to advance walking and cycling in New Zealand (February 2005) ([www.transport.govt.nz/getting-there-index/](http://www.transport.govt.nz/getting-there-index/))**

Sets out a national strategy to advance walking and cycling in New Zealand transport.

## Workplace travel plans

**Workplace travel plan coordinator's guide**  
([www.landtransport.govt.nz/sustainable-transport/guidelines/workplace-travel-plan.pdf](http://www.landtransport.govt.nz/sustainable-transport/guidelines/workplace-travel-plan.pdf))

A resource for setting up and running a workplace travel plan.

**Workplace travel plan resources**  
([www.landtransport.govt.nz/sustainable-transport/guidelines/workplace-travel-plan.pdf](http://www.landtransport.govt.nz/sustainable-transport/guidelines/workplace-travel-plan.pdf))

Includes a number of templates and tip sheets to help with organising a workplace travel plan under the headings 'set-up', 'research', 'action planning', 'implementation' and 'monitoring'. Case studies of travel plans employed in the major cities are available at [www.landtransport.govt.nz/travel/work/index.html](http://www.landtransport.govt.nz/travel/work/index.html)

**EECA Workplace travel planning**  
([www.eeca.govt.nz/transport/school-travel-plans/index.html](http://www.eeca.govt.nz/transport/school-travel-plans/index.html))

Includes:

- *Light vehicle fleet energy use report*
- *Heavy vehicle efficiency report*
- Think tank brochure – *Simple tips to save you money on petrol.*

**TravelWise – workplace**  
([www.travelwise.org.nz/Workplaces/](http://www.travelwise.org.nz/Workplaces/))

TravelWise for workplaces is a regional programme that works in partnership with organisations to help address transport problems at the workplace by increasing travel options and reducing car trips to the workplace.

*Employer travel plans in New Zealand* (Transfund NZ research report 262 – available by emailing [research@nzta.govt.nz](mailto:research@nzta.govt.nz)) investigates the application of employer travel plans in New Zealand and focuses on identifying the most appropriate travel plan method that can be used by New Zealand/organisations and its likely impact on travel modes for the journey to work.

**Travel plans. UK Department of Transport.**  
([www.dft.gov.uk/pgr/sustainable/travelplans/work/](http://www.dft.gov.uk/pgr/sustainable/travelplans/work/))

*The essential guide to travel planning* on developing and implementing travel plans for businesses.

**Workplace travel plans in: Smarter choices – changing the way we travel** ([www.dft.gov.uk/pgr/sustainable/smarterchoices/ctwwt/chapter3workplacetravelplans](http://www.dft.gov.uk/pgr/sustainable/smarterchoices/ctwwt/chapter3workplacetravelplans))

Looks in detail at the effectiveness, take-up rate and costs of workplace travel plans implemented by UK organisations and the benefits and synergies with other policies.

**Sustainable transport plan: 2006–16**  
([www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan](http://www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan))

Outlines the ARTA's approach to workplace travel plans on pp 41–44, looking at objectives and outcomes, planning, roles and responsibilities, funding priorities and monitoring.

## Tertiary travel plans

**University travel plan** ([www.arta.co.nz/publications-projects/projects/universities-travel-plan.html](http://www.arta.co.nz/publications-projects/projects/universities-travel-plan.html))

The ARTA, together with the University of Auckland, AUT University, Auckland City Council and Transit New Zealand, produced the University's travel plan. This 10-year programme aims to increase travel choices and make travel to and around the learning quarter easier.

## School travel plans

**School travel plan coordinator's guide**  
([www.landtransport.govt.nz/sustainable-transport/guidelines/school-travel-plan.pdf](http://www.landtransport.govt.nz/sustainable-transport/guidelines/school-travel-plan.pdf))

A resource for setting up and running a school travel plan.

**EECA school travel planning**  
([www.eeca.govt.nz/transport/school-travel-plans/index.html](http://www.eeca.govt.nz/transport/school-travel-plans/index.html))

Includes:

- *Walking school bus guide for teachers and parents*
- *School travel planning advancing safe and active school travel*
- *School travel plan coordinator's guide*
- *Health impacts of school travel plans*

**TravelWise schools** ([www.travelwise.org.nz/Schools/](http://www.travelwise.org.nz/Schools/))

The TravelWise for Schools programme encourages schools, parents and pupils to work together to make it safer and easier for children to: walk; cycle; catch a bus, train or ferry; car pool; or use a walking school bus.

**School travel plans in Waitakere** ([www.waitakere.govt.nz/abtcit/cp/travelplans.asp#plansinwaitakere](http://www.waitakere.govt.nz/abtcit/cp/travelplans.asp#plansinwaitakere))

Example of school travel plans at Fruitvale Primary and Henderson South Primary.

**Sustainable transport plan: 2006–16**  
([www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan](http://www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan))

Outlines the ARTA's approach to school travel plans and walking school buses on pp 36–40, looking at objectives and outcomes, planning, roles and responsibilities, funding priorities and monitoring.

**School travel. UK Department of Transport**  
([www.dft.gov.uk/pgr/sustainable/schooltravel/](http://www.dft.gov.uk/pgr/sustainable/schooltravel/))

Provides a range of practice guides from the UK on promoting safe journeys to school, including a school travel advisor's toolkit to promote the use of walking, cycling and public transport to reduce car dependency for journeys to school. Also available is *Travelling to school: a good practice guide*, and a range of guidance documents for schools and local authorities.

**www.SchoolTravelPlan.org**

SchoolTravelPlan.org was set up in 2003 to help schools draft their travel plans. It is an initiative from Liftshare.com, the UK's largest carsharing scheme. Includes tips for drafting a school travel plan and content of a typical plan.

## Neighbourhood accessibility plans.....

### **NZTA website ([www.nzta.govt.nz](http://www.nzta.govt.nz))**

The Land Transport website (accessible through the NZTA website) includes the following resources designed to help councils improve walking and cycling access and safety in communities where pedestrians and cyclists are shown to be at high risk of injury:

- *Neighbourhood accessibility plans: Information for local authorities planning for or starting projects*
- *Neighbourhood accessibility plans: Operational policy*
- *Guidelines for facilitators*
- Terms of reference template for neighbourhood accessibility planning.

### **Sustainable transport plan: 2006-16 ([www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan](http://www.arta.co.nz/publications-projects/test/publications.html?searchterm=sustainable%20transport%20plan#sustainabletransportplan))**

Outlines the ARTA's approach to neighbourhood accessibility plans on pp 48-55 looks at planning, stages, roles and responsibilities and monitoring.

### **Home Zones ([www.dft.gov.uk/pgr/sustainable/homezones/](http://www.dft.gov.uk/pgr/sustainable/homezones/))**

Home Zones are residential streets in which the road space is shared between drivers and other road users with the wider needs of residents (including people who walk and cycle, and children) in mind. The aim is to change the way that streets are used and to improve the quality of life in residential streets by making them places for people, not just for traffic.

## Travel awareness.....

### **Travel awareness campaigns in: ([www.dft.gov.uk/pgr/sustainable/smarterchoices/ctwwt/chapter7travelawarenesscampaigns](http://www.dft.gov.uk/pgr/sustainable/smarterchoices/ctwwt/chapter7travelawarenesscampaigns))**

This chapter reviews the available evidence about travel awareness work, including literature evidence from the UK and overseas. Later sections of the chapter draw on detailed interviews in York the chosen case study for this topic. Looks at UK campaigns to affect car use, their impact and effectiveness.

### **([www.dft.gov.uk/pgr/sustainable/awareness/itwmc/](http://www.dft.gov.uk/pgr/sustainable/awareness/itwmc/))**

*In town without my car!* and European Mobility Week are two linked European Commission backed campaigns that aim to open up town and city centre streets to all users.

## Ridesharing.....

Information on ridesharing, including the benefits of carpooling, and tips for organising carpooling, can be found at [www.energywise.org.nz/yourtravel/a-to-b/sharing-a-ride.html](http://www.energywise.org.nz/yourtravel/a-to-b/sharing-a-ride.html) including websites that facilitate car sharing. Further websites to arrange carpooling include:

- [www.hitch.net.nz](http://www.hitch.net.nz)
- [www.carshare.co.nz](http://www.carshare.co.nz)

Further tips can be found on [www.GoSmarter.org.nz](http://www.GoSmarter.org.nz)



## Road safety

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Specific areas of road safety can be found on the A-Z section ([www.landtransport.govt.nz/a-to-z.html](http://www.landtransport.govt.nz/a-to-z.html)) and factsheets ([www.landtransport.govt.nz/factsheets/](http://www.landtransport.govt.nz/factsheets/)) on the Land Transport NZ website. Your local road safety coordinator can provide further advice ([www.crsp.net.nz/search/searchcontacts.php?pid=&type=rsc&sigid=&rid=&txt=&search=Search](http://www.crsp.net.nz/search/searchcontacts.php?pid=&type=rsc&sigid=&rid=&txt=&search=Search)).

### **RoadSafe Auckland ([www.roadsafeauckland.org.nz/PriorityAreas/](http://www.roadsafeauckland.org.nz/PriorityAreas/))**

RoadSafe Auckland focuses on key priority road safety areas as a means of achieving best road safety outcomes given limited resources.

### **Share the road campaign ([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/share-the-road/](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/share-the-road/))**

This contains a list of existing 15 'share the road' (sharing of the road space) resources and projects. Outlines new ideas to promote good practice for sharing the roads in communities. Targets drivers, pedestrians and cyclists. It includes two booklets:

- *Share the road campaign guidance: How to run campaigns related to speed, driveway safety, giving way and cycle courtesy*
- *Share the road project examples: Information on successful national and international projects.*

### **Safety information for schools ([www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-schools.html](http://www.landtransport.govt.nz/road-user-safety/walking-and-cycling/safety-schools.html))**

Includes RoadSense, *School traffic safety manual*, and school bus safety.

The *RoadSense teacher's handbook* can be viewed online or a hardcopy ordered ([www.roadsense.co.nz](http://www.roadsense.co.nz)). It provides ways classroom teachers can plan for and teach effective road safety programmes and includes examples and lessons.

### **School traffic safety team manual ([www.landtransport.govt.nz/road-user-safety/schools/stst-manual/](http://www.landtransport.govt.nz/road-user-safety/schools/stst-manual/))**

A training manual to help school traffic safety teams (school patrols, traffic wardens and bus wardens) maintain their outstanding safety record.

### **Road safety issues reports ([www.landtransport.govt.nz/performance/index.html](http://www.landtransport.govt.nz/performance/index.html))**

Highlights key road safety issues for each territorial local authority. The reports identify possible ways to reduce the number of road deaths and injuries.

### **Supporting older drivers (October 2006) ([www.landtransport.govt.nz/licensing/older/supporting-older-drivers.html](http://www.landtransport.govt.nz/licensing/older/supporting-older-drivers.html))**

Aimed at family and friends of older drivers. It looks at ways to assist and support older friends and family members to remain independently mobile by whatever means they choose.

### **Effective speed management programme resource**

Aims to assist the planning of speed management road safety activities in local communities. Contains:

- *If you're prepared to speed, be prepared to kill* (videorecording)
- *If you're prepared to speed, be prepared to kill* (DVD)
- *Effective speed management programme resource* (DVD)
- *Effective speed management programmes – If you're prepared to speed, be prepared to kill.*

### **Community Road Safety Programme advertising 'How to' Guide: (2004)**

Although dated, this resource has been written to help road safety coordinators and community providers develop and implement effective advertising initiatives. Discusses how to develop banners and billboards, create merchandise, etc.

### **Child road safety ([www.thinkroadsafety.gov.uk/advice/parents.htm](http://www.thinkroadsafety.gov.uk/advice/parents.htm))**

This site provides plenty of tips on how to keep children safe on and near roads.

### **Child restraint information ([www.landtransport.govt.nz/road-user-safety/child-restraints/](http://www.landtransport.govt.nz/road-user-safety/child-restraints/))**

### **Fatigue ([www.landtransport.govt.nz/factsheets/24.html](http://www.landtransport.govt.nz/factsheets/24.html))**

The official New Zealand road code, and licence and study guide for car drivers  
([www.landtransport.govt.nz/roadcode/](http://www.landtransport.govt.nz/roadcode/))

## Our contact details ...

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