

# National Cycle Skills Education Delivery System

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# Strategic context



- **Transport Agency**

- To make “cycling a safer and more attractive transport choice”
- Multi-faceted cycling programme
- Safer Journey’s Road Safety Strategy (Safe Road Use Pillar)

- **ACC**

- Strategic focus on the reducing the incidence and severity of injury
- SportSmart Framework
- Early intervention and life-long safe behaviour
- Potential role of cycle skills education in creating safer young drivers

- **Other**

- Health benefits of cycling
- Participation in sport
- Contribution to education outcomes – ‘citizenship’ and ‘sustainability’

# Why?

- Making cycling a safer and more attractive transport choice is a Government priority.
- Currently 2% of New Zealand kids bike to school...
- ACC claim costs have doubled for cyclist-only crashes since 2011
- 35% of cyclist vs vehicle crashes have a cyclist 'at-fault' element
- \$333 million is being invested in urban cycling infrastructure
- Currently 23 different delivery channels for cycle skills training in NZ
- Our urban cycling networks are developing with strong national and local Government investment. This is a long term approach that will benefit future generations.
- As demand and the profile of cycling grows cycle skills education is an appropriate complementary activity. As more people give cycling a go it's important to make sure they're equipped with the right skills.

# Why?

- 14% of New Zealand students receive on-road cycle skills training (53% in Christchurch, 1% in Auckland). 50% of UK students receive on-road cycle skills training
- On-road cycle skills training can significantly improve hazard perception but on-going practice is essential.
- There are over 70 schools with Bikes in Schools (~21,000 students) with a further 53 fundraising
- 45% of non-cyclists say 'drivers being more considerate' would encourage them to cycle.
- 16% increase in cycling to work (2006 -2013, Census)
- Fewer than 500 adults each year receive cycle skills training
- 75% of urban New Zealanders who would like to cycle if there were better networks.

# Core problems with the current approach

- These core problems provide the rationale for moving towards a national system

Lack of training in  
real environments

A narrow approach

Lack of coordination  
& integration with  
other cycling  
initiatives

Limited reach and  
'dose' across the life  
course

Difficulty in  
demonstrating  
outcomes

Duplication of  
resource  
development &  
evaluation

# Options assessment

| Options  | Pros   | Cons   |
|--|--|--|
| <b>Status Quo</b>  | No effort, no additional expense, no change to existing programmes.  | Will not achieve outcomes of increased delivery and more quality assurance   |
| <b>Develop resources for curriculum integration and better learning outcomes and improve instructor qualification process.</b> | Improved quality for programmes that pick up new resources.<br><br>More instructors qualified.   | Doesn't help cities wanting to start delivering.<br>Doesn't provide quality assurance.<br>Unlikely to grow demand or attract additional funders. |
| <b>National delivery model - modular, based on best practice, and consistently funded.</b>                                     | Opportunity to develop best practice nationally and make it easily accessible and easily funded<br>Avoid duplication of effort and smart use of limited resources.<br>Easier to introduce quality assurance mechanisms.<br>National legitimacy helps to drive demand and mainstream cycling education.<br>Ability to shape towards more on-road training and maximise other cycling investments.<br>Able to attract additional funding (ACC) | Higher investment.<br>Higher administration costs.<br>Some existing programmes may require change to secure funding                              |

## Proposed solution

- A well-supported national delivery system





# What could effective school-based delivery look like?

- Strongly connected to a bigger idea
- Finds ways for people to think about cycling differently (potential benefits for them)
- Connected to prior knowledge and experience
- Sustained learning using cycling as the context (programme potentially futile without follow-up..)
- Encompasses surface learning and deep learning
- Overt links to the NZ Curriculum (Citizenship, Sustainability, Key Competencies)
- Responding to school/community need vs delivering to a target audience.
- Guidelines for external providers working in schools (Sport NZ)





# Outcomes and benefits

**1. Skills and knowledge for every day trips**

**2. Assess risks and respond appropriately**

**3. Demonstrate key road sharing behaviours**

**4. Know how cycling for everyday trips can benefit them, communities & society**

**5. Competencies to contribute to a safe system and liveable communities**



- Cycling perceived as a safer and more attractive

- Safer behaviour

- More cycling



**Return on investment in infrastructure**

**Safety**

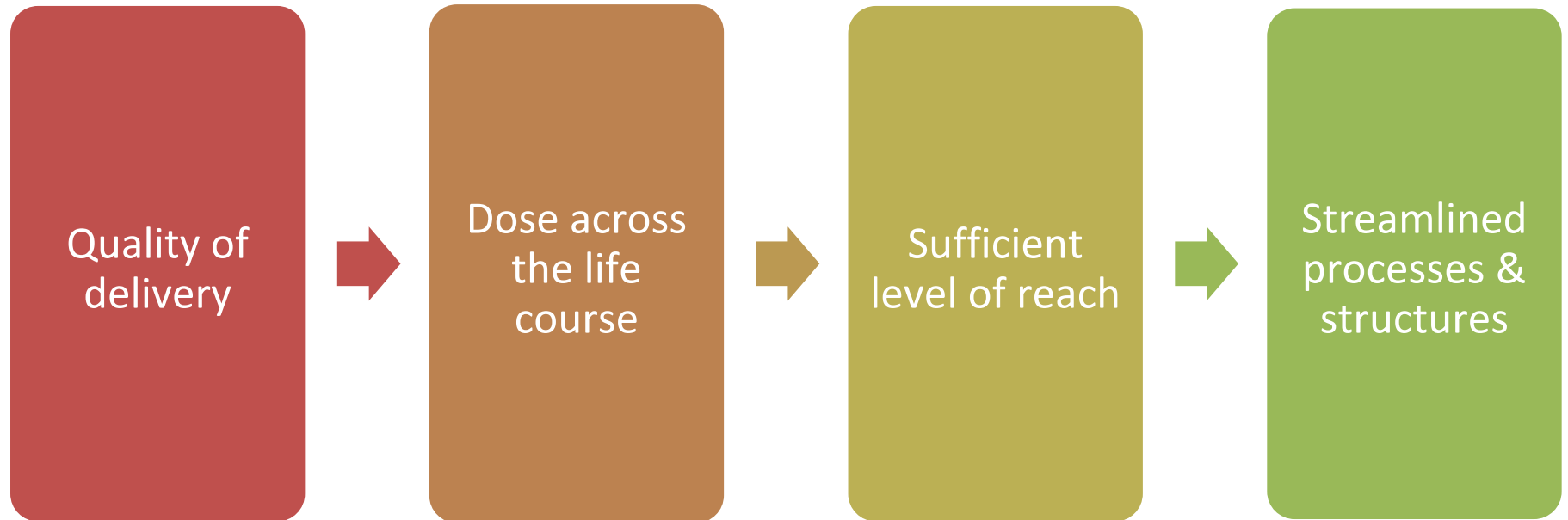
**Mutual Respect b/w road users**

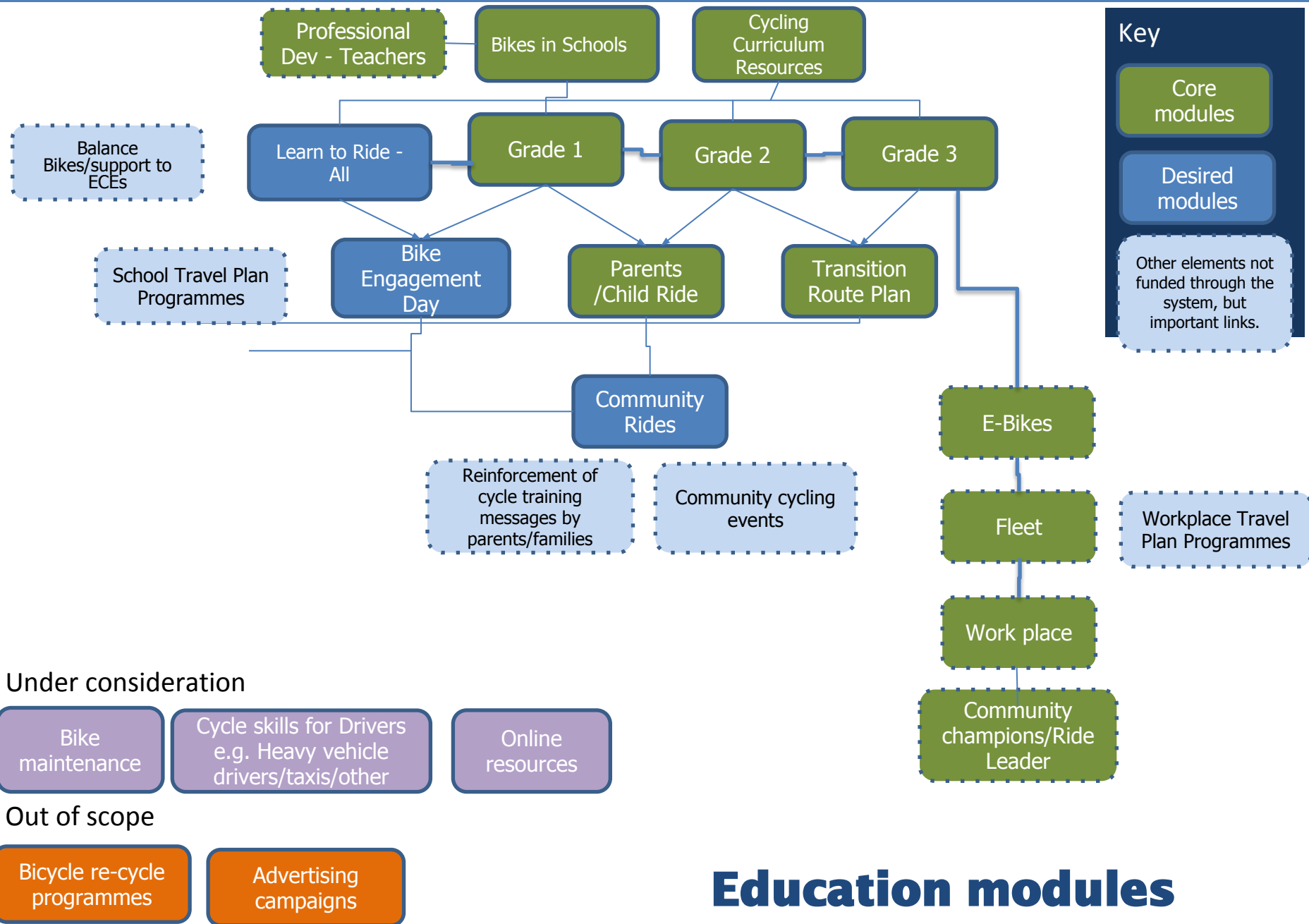


**Cycling infrastructure and promotion**

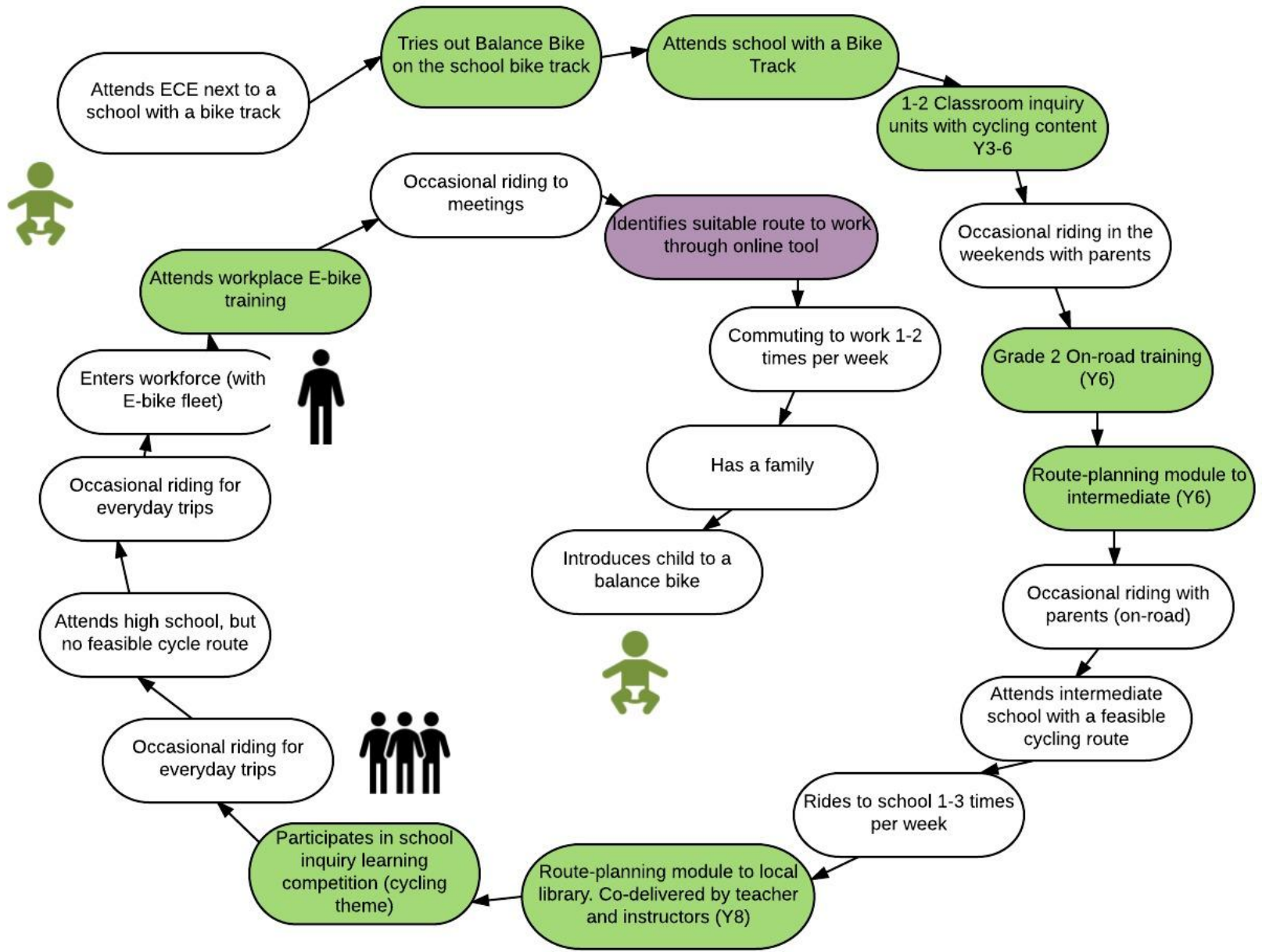
## How will it achieve these outcomes?

- Successful set-up and delivery...





## How might an individual experience the system?



# What are our options?

| Options                                      | Pros   | Cons  |
|--|--|---|
| A. Establishment of new entity to administer | Easier to leverage cross-government and private funding.<br>Purpose built entity can be designed to align directly with desired objectives<br>Quality assurance and best practice 'centre of excellence' | Higher establishment costs and more complex<br>Potential risk around exit strategy if new entity model doesn't work   |
| B. Administer within NZTA system             | Less time and cost involved in establishment<br>No new safeguards for investment accountability required<br>Potential for better integration with wider cycling programmes                               | Reduced ability to leverage external funding<br>Continued restriction of funding - only AOs<br>Limited ability to reflect wider benefits outside transport, and recognise ACC partnership.<br>Changes to eligible activities in Road Safety Promotion or Walking and Cycling required to allow wider access to skill training.<br>Additional FTE required within NZTA to administer |
| C. Use existing organisation to administer   | Less time and cost involved in establishment<br>Potential for additional investment from other partners and improved flexibility in terms of funding distribution  | Possibility no existing organisation exists with interest or capability to delivery system (RFI to confirm)<br>Existing organisation driven by their own strategic goals which may differ from national system goals or purpose.  |



Questions?

