

STRATEGIC PLANNING WORKSHOP

Guide to interpreting the data

This fact sheet explains the process of interpreting the data collected on the current situation and clarifying identified barriers and maximising the opportunities for change. This is an important step prior to writing the travel plan.

In gathering all the facts, in Step 2, you are now ready to develop a thorough understanding of the issues around the site, and to clarify identified barriers and maximise the opportunities for change. From this you can begin to develop strategies in addressing factors that discourage sustainable travel and build on factors that encourage sustainable travel.

It is important, before writing the travel plan, that you facilitate a strategic planning workshop with your working group and other key stakeholders. Using your data analysis report, from Step 2, thoroughly interpret the data you have collected on the current situation with the group leading the travel planning process. Consider inviting any others from the community or key stakeholder organisations who may be able to assist. The session may require 2-3 hours and will need one or two individuals to lead the group through discussion and brainstorming ideas.

Several strategies should emerge during the workshop and it is important that these are documented and utilised in writing the Travel Plan.

As a guide to assist you in facilitating the workshop please refer to Page 3 for questions that can assist your group in how to make sense of the data.

In addition, consider:

- What are the real issues for the site?
- What are the barriers for staff/students travelling other than by car (walking/ cycling/ car-pooling/ public transport)?
- What are the preferred routes for walking and cycling and how can any safety concerns be addressed?
- How adequate are facilities in the local area and in the school to support staff/students using sustainable travel options?
- What is already happening at the site that supports sustainable travel options, such as walking and cycling and car-pooling?
- What are the opportunities for making changes to sustainable travel options for staff/students?

Workshop activity

As a means to developing strategies with the working group consider the following activity:

Having reviewed and discussed the data from the Data Analysis Report, have the working group address section A (see grid below) and respond, against each point, with section 1. Repeat this with section B and section 2.

It is important to identify what the underlying reasons more staff/students don't use alternatives to the car are. This will be a combination of many factors and the data collected on the current situation will provide a valuable insight into what these are.

<p>A. What currently supports more sustainable travel in our site?</p>	<p>1. What could we do to build on this?</p>
<p>B. What currently discourages more sustainable travel?</p>	<p>2. What could we do to address these issues?</p>

See Page 4 for possible strategies your working group can discuss to encourage sustainable transport for your community.

In utilising this grid, your working group has now comprised several strategies (sections 1 & 2). These now formulate objectives, strategies and targets for your Travel Plan.

Making sense of the data collected about the current situation

What do we know about how staff/students/community travel now?

- ▶ How do staff/students/community members travel now? *Look at data.*
- ▶ How far do most staff/students/community members live from the site? *Look at results of mapping exercises*
- ▶ Do more staff/students/community members live within an easy walking/cycling distance than currently walk or cycle?
- ▶ If there are options for using public transport or buses, are staff/students/community members who could use services doing so?
- ▶ How would staff/students/community members prefer to travel?

What currently supports more sustainable travel in our site?

- ▶ What are the common factors that influence the decisions for staff/students/community members who don't drive to or from the site?
- ▶ How would staff/students/community members prefer to travel?
- ▶ What existing facilities in the local area support staff/students/community members that walk/cycle, catch a bus or public transport? *Eg. pedestrian crossings, footpaths, bike lanes, bus shelters. Look at results of the local area audit, mapping of where staff/students/community members live, and travel surveys.*
- ▶ Do there appear to be any car pooling arrangements already operating in the site? *Look at the surveys for numbers of staff/students/community members travelling by car with others.*
- ▶ What activities or programs in the site link with what we are trying to achieve with our Travel Plan?

What currently discourages more sustainable travel?

- ▶ What were the most common reasons given by staff/students/community members for driving?
- ▶ Do the most common factors given for why staff/students/community members drive agree with what you know about the current situation? Are the reasons justified or are they based on false impressions?
- ▶ Do site facilities discourage staff/students/community members from walking/cycling, catching a bus or public transport? *Look at results of the local area audit - eg. location of entrances/gates, lack of storage facilities for bicycles, no bus shelters, etc.*
- ▶ Are there any locations in the local area that are considered unsafe for staff/students/community members walking/cycling to and from the site? What makes these locations unsafe? *Look at the Local Area Audit, mapping of where staff/students/community members live and surveys.*
- ▶ Are there any policies or rules that discourage staff/students/community members from using more sustainable travel options?

Possible strategies to encourage sustainable transport

The use of curriculum, information, promotion, events and policy such as:

1. Investigate options for cycling – e.g. review current policy, provision of storage/parking facilities, Bicycle Education etc
2. Review provision of lockers, co-ordination of timetables
3. Conduct road safety education programs
4. Conduct bicycle education programs
5. Conduct public transport education programs
6. Incorporate own public transport discovery events in Travel Plan (similar to Metlink)
7. Provide TravelSmart Maps
8. Conduct “sustainable transport days” where everyone is encouraged to walk, cycle, catch public transport, carpool, or combination.
9. Conduct events and launches to promote each aspect of university travel plan

The development of programs. This could include measures such as:

1. Investigate setting up a car-pooling system building on current informal system.
2. Develop a program of incentives (e.g. pedometers, vouchers, certificates, small prizes etc) to encourage staff/students to walk, cycle or catch public transport
3. Develop and encourage a walking, cycling, public transport “buddy” system
4. Investigate the use of personalised journey planning – to show the most convenient journeys to and from campus (Metlink Journey Planner will be of assistance)

Initiatives possibly requiring works / construction / purchase / contracting such as:

1. Investigate council’s Bicycle Strategy to ascertain available links to bicycle paths, or need for improvements.
2. Investigate crossings, traffic movement, parking with assistance from council to determine if improvements can be made.
3. Review / promote storage and parking for bicycles.

Possible Initiatives in conjunction with other campuses

1. Review charter bus services (if applicable).
2. Discuss more specific issues about public transport system with operators (also with other campuses). For issues of perception conduct public transport education programs and “challenges”, for other issues discuss with DOT, Metlink, and Connex, to determine possible solutions.

NB: The strategies proposed above are suggestions based on surveys, focus group discussions, and TravelSmart knowledge and experience. Other proposals require discussions and development with other bodies such as the relevant Council, Metlink and public transport operators. There are also potential strategies involving some or all of the campuses/education bodies in the precinct.