GEOG 309: Research Methods in Geography

Youth Perceptions of Public Transport

What would encourage 15 - 18 year olds in Christchurch to use the bus more?

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1.0 Executive Summary

- There is a lack of research on youths' perceptions of public transport in Christchurch.
- Vicky Southworth, a Councillor at Environment Canterbury, and the Environment Canterbury Youth Rōpū, were particularly interested in the influence of on-board technology, and drivers' licencing on youths' usage of public transport.
- The research aimed to understand "what would encourage youth, aged 15- 18 years old, to use the bus more in Christchurch?"
- Focus groups and an online survey were utilised to collect primary qualitative and quantitative data. Statistical and thematic analysis of this data was conducted.
- A new costing system, similar to the Auckland Transport Hop cards, was seen as fairer and more reflective.
- Safety was the greatest barrier to female public transport use. Female only carriages would encourage greater use.
- The development of a Metro Information app was favourable amongst youth.
- Whilst youth were aware of climate change, it did not affect the way they travelled.
- This research demonstrated that the public transport system is reflective of wider societal issues.
- This study was limited by time restrictions, the need to obtain ethical consent, and several representational issues.

- Due to limitations, it is recommended this research is used as a pilot before the issues and suggestions raised are used to inform policy within Environment Canterbury. For a shift towards an increase in public transport to occur, there needs to be collaboration between government schools, parents and young people.

2.0 Introduction

The research aimed to understand how to encourage youth, aged 15 to 18 years, to use the bus more in Christchurch. This involved identifying barriers to bus use and opportunities for change within the public transport (PT) system. The purpose of this report is to explore youth perceptions of PT in Christchurch and use this knowledge to foster an improved transport network.

This research was conducted in partnership with Environment Canterbury (ECan) who noticed a gap in research around youth's perception of PT. Councillor Vicky Southworth was particularly interested in the influence of concession, safety, onboard technology and drivers' licenses on youth's PT use. The information obtained from this research will be available to ECan to inform future changes to the bus network, particularly those concerning youth.

This report will outline the literature review conducted and describe the research methodology. Research results will also be discussed with relevance to wider society. The limitations of this study will also be analysed.

3.0 Literature Review

In this section, we review the key themes in the literature on barriers and opportunities for PT. Importantly, youth specific PT barriers and preferences was recognised as an under-studied field.

3.1 Gender and Public Transport

Gender and PT is an important theme within the research. PT needs, barriers and preferences and perceptions of safety differ between females and males (Fergusson et al., 2016). Chowdhury (2019) found that to reduce the risk of harassment, females' make small modifications to the way they travel. This includes the placement of bags, relocating to different areas on the bus, getting off at earlier stops and not travelling at certain times of the day. Females, compared to males, also perceive greater feelings of insecurity in PT transit areas. Safety on PT is, therefore, a barrier to female urban mobility (Mubarok, & Suparman, 2019).

3.2 Socio-economic Status and Public Transport

Socially disadvantaged youth and their perceptions of the bus system are extremely under-represented in transport planning (Ricciardi et al., 2015). The area that bus users reside in can directly affect the quality of service they receive, which can affect their bus use. Internationally, policies have also shifted focus from bus services to rail services favoured by wealthier groups, despite them rarely using transit services (Taylor & Morris, 2014). The cost of PT also affected use. A reduced bus fare has resulted in an increase in bus travel (Barker et al., 2018; Taylor & Morris, 2014). In London, subsidised travel

combatted social exclusion and resulted in a 35% increase in combined bus and train ridership (Barker et al., 2018).

3.3 Alternative Modes and Public Transport

Alternative modes and PT is important to identify what encourages youth to use specific modes of transport. A study in Otago showed 44.6% of participants aged 13 to 17 chose the car as their preferred mode of transport whilst only 2.9% chose the bus (Hopkins et al. 2019). Majority of participants said they preferred to drive because of the convenience. Peer pressure also motivated youth to obtain their license. There was also frustration expressed with PT taking too long to arrive, and the time it took spent on PT compared to a car (Ward et al, 2018). However, internationally, youth were more inclined to take the bus as their preferred option of transport due to having no cost to use the bus, and for the short distance they were travelling it was the most convenient (Jones et al, 2012).

3.4 Climate Change and Public Transport

There was common consensus among literature that the majority of youth were aware climate change was occurring. Studies from Boyes et al. (2008) found 70% of Australian students interviewed thought climate change was already happening. However, the literature highlighted a disassociation between students' perceptions of climate change and the influence that this had on PT use. Line et al. (2010) found that participants had a weak understanding of the link between transport and climate change. These studies took place internationally, further research is required to understand if climate change impacts how youth use PT in New Zealand (NZ).

3.5 Barriers and Facilitators of Public Transport

Globally, there has been an increase in PT usage amongst young people. However, in New Zealand many young people are driven to school (Mindell et al. 2020). Some common barriers within literature are trip distance, cost, comfort, built environment, weather, safety, and accessibility (Ramos' et al. 2019; Broom et al. 2015; Rive et al. 2015; Mindell et al. 2020). Some facilitators are reliability and efficiency (Casado et al. 2020; Queiroz et al. 2020). There are only several New Zealand studies that have focused on youth and PT usage (Mindell et al. 2020; Rive et al. 2015). This highlights the need for Christchurch young people's PT perceptions to be acknowledged to inform policy and ECan of facilitators to usage.

4.0 Methodology

4.1 Ethics

The nature of our research, particularly our interaction with youth, required ethical consent to ensure young people were kept in the best interest (Dowling, 2009). An application to the University of Canterbury Human Ethics Committee was prepared. This application included our research proposal, detailed the purpose, origins and desired research methods of our project. The application also required particulars of how our project would ensure informed and voluntary consent was obtained from all participants and their guardians. Attached to the application was a copy of the necessary participant and parental consent forms, our research advertisement, a copy of the Qualtrics survey and our proposed focus group probes. Ethical approval was obtained subject to the required amendments.

4.2 Survey

An online survey was constructed and administered via Qualtrics to collect data on youths' perception of PT in Christchurch. This allowed the collection of both qualitative and quantitative data. This method allowed a cost and time efficient collection of a significant volume of data.

Survey structure and content was based on surveys developed and used in previous studies and in consideration of our research question (Barker et al., 2018; Broome et al., 2010; Jones et al., 2013). In addition, we included questions that had been raised by our community partner.

The survey was divided into five sub-sections based on question format. Firstly, respondents were required to answer demographic questions which were also used to pre-screen ineligible participants. Subsequently, multiple choice questions and Likert Scale questions were then used. To conclude the survey, open ended questions enabled participants to respond to questions with text. This mixed question format allowed the collection of categorical, attitude and perception data. A copy of the distributed survey can be found in Appendix A.

The ECan Youth Rōpū piloted our survey and provided feedback. The survey was then distributed to existing personal contacts and new contacts established via our community partners and supervisors.

4.2.1 Survey Data Analysis

Survey data was downloaded into an Excel spreadsheet; participant data was excluded if they did not complete the survey. The online survey received 37 respondents. However, due to pre-screening and incomplete survey answers, only 33 survey responses were included in this study. Quantitative data was graphed to visually represent the survey's findings. Qualitative data were thematically analysed, as per the recommendation from Cresswell and Cresswell (2018).

4.3 Focus Groups

The primary data collection method used was focus groups. Focus group participants were recruited using the snowball technique. This sampling method ensured the homogeneity of groups and, therefore, increased participants' comfort (Cresswell & Cresswell, 2018). To ensure our sample was representative we used contacts from

across Christchurch that were varied in age and sociodemographics. Six focus groups were conducted and a total of 33 youth participated in the focus groups.

The focus groups were conducted in an informal and semi-structured manner. Each focus group started with whakawhanaungatanga, basic mihi and kai was provided to ensure all participants were comfortable and to foster rapport between participants and the researchers. Six probe questions were developed to guide the discussion. However, conversation and debate was dictated largely by participants which helped to break down the power imbalance.

4.3.1 Focus Group Data Analysis

The focus groups were audio recorded for the purpose of future transcription. To analyse focus group data, we used thematic analysis. Key themes were identified. This was to ensure consistency between previous relevant studies, and across researchers (Vaismoradi et al., 2013).

4.4 Attempted Methods

We contacted Abby Suszko, the College of Science Kaiārahi, and were advised on how to best proceed in engaging with mana whenua. A Māori Consultation Form was completed with guidance from Abby. Our research involves Māori participants and impacts Māori. A description of how the research would include, value and work alongside Māori was, therefore, detailed.

We were specifically interested in how best to engage with Māori rangatahi and if it would be appropriate to facilitate a focus group. This engagement method would likely have

reduced response bias. Despite following the above process, we were unable to engage with mana whenua due to time constraints.

5.0 Results

Due to our small sample size for both the survey and focus groups we are unable to generalise our findings to the larger youth population in Christchurch. It is, therefore, important to interpret the survey results with caution.

5.1 Survey Results

Of the 33 survey respondents, 30.3% (n = 10) were male and 66.67% (n = 22) were female. 48% (n=16) said their preferred mode of transport was driving. Only 6% (n = 2) of participants did not have any form of licence. 42% (n =14) said they had an awareness of climate change and it did not affect the way they travelled, of this, 50% (n = 7) said their primary mode of transport was driving (as driver).

61% (n = 20) said that they had a negative experience on the bus that affected their use of the bus, of this, 70% (n = 14) were female. As observed in Figure 1, safety was also ranked as the most important feature to participants, with 33% of participants selecting this feature. Technology was most commonly selected as the least important factor.

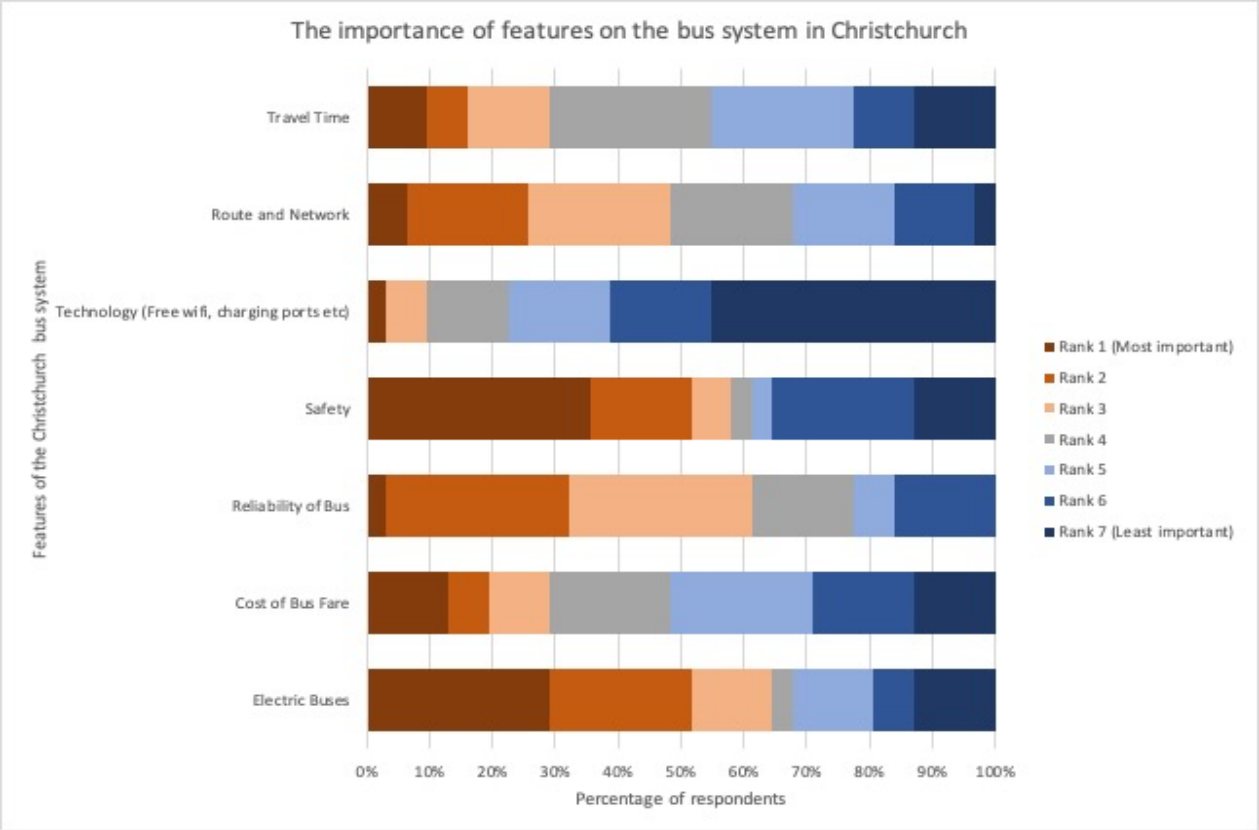

Figure 1. Graph showing the importance of features on the bus system in Christchruch using a Likert scale from 1 (most important) to 7 (least important). Safety was the most important feature, whereas technology was the least important.

However, Figure 2 shows that although technology was ranked the least important, when respondents were asked specifically about charging ports and Wi-Fi, 30% (n = 10) said charging ports were important. Whereas when asked about Wi-Fi, 45% (n = 15) said that this was important.

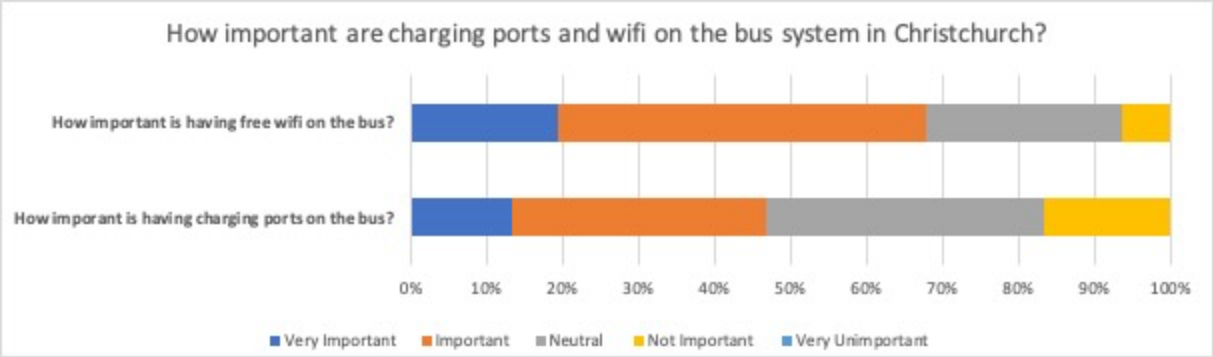

Figure 2. Graph showing how important technological features, such as Wi-Fi and charging ports are to young people using the bus in Christchurch.

In response to the qualitative survey questions, independence, convenience and peer pressure were key themes of motivators to get a license. Schedule, time, routes, and safety were also common themes when respondents answered dislikes about the bus. Key encouragers of usage were scheduling, time and networks.

5.2 Focus Group Results

The qualitative focus groups were analysed and collated into 8 main themes.

5.2.1 Costs and Concessions

The importance of bus concession was varied demographically. The cost of busing was described as a barrier to certain age and sociodemographic groups, particularly those from eastern suburbs. The introduction of different fare types for students was also seen as important:

> *"A lot of people can't afford to take the bus when the turn 18... if you're a student, it should be the same price"* (18 years, female)

However, participants who lived in Rangiora, believed busing was fairly priced, especially when compared to the cost of driving from outer Christchurch to the city centre.

Many participants discussed the costing process of other PT systems they had used. The Auckland Transport Hop Card system was mentioned frequently (7) and was considered a more efficient and fair pricing method.

"After having used the Auckland Transport... I do like the way you pay as you go… if you only go a few kilometres you don't pay the same as someone who goes the whole route" (16 years, male)

5.2.2 Safety

On-board the bus, other bus users were the most common source of concern raised by participants.

There was a difference between male and female perceptions of safety. Across all focus groups, female participants were the most concerned about their safety.

For example, male participants made statements such as:

"I like seeing the people on there. There's just some funny people on there, weird people." (17 years, male)

In an all-male focus group, the issue of safety was mentioned once.

In comparison, female participants made statements such as:

"If I see people like that and I'm by myself, I definitely feel a bit scared." (17 years, female)

"When my sister wasn't on the bus, it was kind of dodgy, like I really didn't like it." (17 years, female)

An all-female focus group mentioned safety, with agreement that other passengers had made them feel unsafe when using the bus.

5.2.3 Infrastructure

On board the bus, capacity and cleanliness were the most common issues raised, with participants deterred from bus use due to how “packed” it got during peak hours, such as before and after school.

Cleanliness was an issue raised equally by all groups. All participants in these groups agreed that several cleanliness issues were present on buses.

Off-board infrastructure was considered a significant barrier to bus use on the east of Christchurch. A lack of adequate bus shelters meant youth would huddle under trees to stay dry when waiting for the bus.

“We don't have that many bus shelters this side on the east… we just have a bench on the corner and no cover.” (16 years, male)

Networks and routes were mentioned in all focus groups, it was mentioned significantly more in the focus group north of Christchurch.

“There’s no actual bus that’s to and from Amberley, so I have to get dropped off in Woodend and catch a bus from there.” (female, 17 years)

5.2.4 Time and Schedule

The qualitative data revealed that all participants identified time and bus schedule to be the biggest barrier to their PT use. There were three main issues were the bus not running

to schedule or linking up, as well as participants having to plan their journey ahead of time.

"There's just so much uncertainty with buses as well, like they can be really late or really early, and just not on time whatsoever." (16 years, male)

A student from southern Christchurch was also concerned about the frequency of buses which forces students to become reliant on time-consuming and expensive multi-modal transport.

"Some students use the ferry as well, as the Diamond Harbour bus only runs once in the morning and once in the afternoon" (17 years, female)

5.2.5 Licensing and Alternative Modes

Alternatives to the bus were brought up across all focus groups, with the majority of participants showing a strong preference for being a driver or passenger of a car.

There was significant discussion around the motivators for youth obtaining their licence. Independence and a sense of freedom were two of the most important reasons for youth wanting their licence. A sense of peer pressure and obligation was also a contributing factor to licencing.

The above is illustrated by the following quotes:

"Everyone gets their licence; it's just better you can go wherever." (17 years, female)

"A lot of social pressure toward the end of high school, the bus is seen as uncool when you're at the age when you can get a license." (17 years, female)

These factors contributed to most participants suggesting that once they had their licence, they no longer needed the bus.

"I used it (bus) before I got my car… I feel like before I had my license it was the only way to get to school." (16 years, female)

5.2.6 Climate Change

Overall, participants suggested that whilst they had an awareness of climate change, it was not the deciding factor in their mode of transport. This is illustrated by the following quotes:

"I do care about climate change, but it doesn't change the way I travel" (17 years, male)

"I wouldn't make a decision based on emissions" (17 years, female)

Electric buses were rarely mentioned (2) and were not considered as motivators of youth bus use. A lack of education around the environmental benefits of PT was also highlighted by one participant.

"Why is busing even better than a car" (17 years, male)

5.2.7 Technology

Surprisingly, the Metro-Information application was mentioned frequently (16). The metro app was described as slow, outdated and inaccurate.

"The Metro info app was good, but it sucks now." (16 years, male)

One participant suggested upgrading the app to track bus locations and provide users with rewards and emission saving targets.

Wi-Fi was an important theme of our focus groups. Most participants indicated that having on-board Wi-Fi would be beneficial specifically when travelling greater distance outside of the central city.

6.0 Discussion

6.1 The Influence of Cost and Available Concessions on Public Transport Usage

Overall, cost was not as big a factor as we expected. This is inconsistent with previous literature (Barker et al., 2018; Taylor & Morris, 2014). A potential reason is that the majority of youth we worked with were from higher decile schools, and their parents may have been paying for their transport fares. Having a MetroCard linked to a parent's credit card would make sense for youth still in secondary school.

The Auckland Transport Hop Card system was mentioned frequently and was considered a more efficient and fair pricing method. This is because it charges users by the distance, or "stages", they travel. However, this has socio-economic implications. Lower cost housing is distanced further from the city centre and is of a lower socio-economic status than inner city housing. Users who live further generally have less disposable income (Zhang & Man, 2015), and may be unfairly targeted by this pricing scheme. Additionally, it may also encourage more people to bus, rather than walking or biking shorter distances (Mukherjee, 2019).

Concessionary fares should also be considered, particularly to address the difference in pricing between students in their final year of school; there is a pricing divide between students who either remain 17 or turn 18 in their final year of secondary school. Those who turn 18 consequently pay an adult fare, which is twice the amount of a child fare, despite still being in secondary school.

The creation of new fare schemes in Christchurch could be beneficial and play a role in addressing the increasingly unaffordable system of bus fares for socio-economically disadvantaged youth (Barker et al., 2018).

6.2 The Influence of Gender on Perceptions of Safety when using the Bus

There was a significant difference between males' and females' perception of safety on PT. Safety was identified as the most significant barrier to females' use of the bus in Christchurch. Conversely, safety was not found to influence males' bus use. This pattern is supported by existing literature. However, this research highlighted how gendered perceptions of safety are debated in a social context. In a gender mixed focus group, the boys initially played the behaviour of other bus users off as 'funny'. It was only once the girls said this made them uncomfortable, was there agreement from the boys. This supports a study by Ouali et al. (2020) who suggests males' perceptions of safety on PT is underreported because of societal normalities.

These transport barriers can be overcome, to encourage youth, especially young women, to use the bus more. Females perception of safety in PT transit areas was identified as a barrier. Improved scheduling, to reduce time spent in transit would increase perceptions of safety and, therefore, encourage bus use. Importantly, the methods used to encourage increased bus use should not be isolated to "on bus" solutions.

The introduction of 'female only buses' was raised as a method that would allow young women to travel without the fear of harassment by male bus users. However, previous studies have found that the introduction of 'female only carriages' is counterproductive (Mubarok, & Suparman, 2019; Ouali et al., 2020). Gendered carriages draw attention to women travelling alone and can increase the chance of attack in transit areas.

Removing the safety barriers associated with PT use is complicated. This is because of the multifaceted nature of the problem. Urban environments are not gender-neutral and this concept is perpetuated in the transport system. Gendered differences in perceptions of safety is a societal issue greater than PT.

6.3 The Influence of Infrastructure on Bus Use

Infrastructure on-board the bus, including cleanliness and capacity, was identified as a deterrent to bus use. Improved general maintenance of buses would increase youth usage of this transport. Creating a schedule which accounted for greater travel demands during peak hours, before and after school, would also facilitate greater bus use.

Current transit infrastructure was a greater barrier to youths' bus use in lower socio-economic areas. This correlation between inadequate bus shelters, stops and depots in less affluent suburbs is supported by existing studies (Grisé & El-Geneidy, 2017). Youth from eastern Christchurch indicated that the construction of a bus depot, like that on Riccarton Road, in New Brighton or at Eastgate Mall would encourage bus use. The improvement of transport infrastructure, therefore, has a synergistic effect on bus usage by also decreasing perceived safety concerns.

The disparity of infrastructure in different socio-economic areas emphasises that the PT system is reflective of wider societal issues. This is supported by Mubarok, & Suparman, 2019 who further explain that by decreasing urban mobility of vulnerable groups we are further reducing their access to services, employment and education.

6.4 The Influence of the Scheduling and Timetabling System on Bus Use

Our findings regarding time and scheduling align with what previous literature has identified to be the biggest facilitators and barriers to PT use (Ramos et al., 2019; Broom et al., 2015; Mindell et al., 2020).

To resolve these issues, smaller, but more frequent buses were suggested; in contrast to larger, less frequent buses. This would reduce the time spent waiting for a bus, and combat feelings of uncertainty about when the next bus would arrive. This suggestion is relevant to safety concerns, particularly at night. However, this would increase operating costs, as more drivers and labour are required. This would be incongruent with the perceived barrier of the current cost of bussing.

There may be a bias in this sub-theme, as the majority of youth who reported time and scheduling as an issue, tended to be travelling in from the outer suburbs of Christchurch, such as New Brighton and Rangiora. This increased the likelihood of needing to catch a connecting bus, as the majority of bus lines end at the bus interchange in the centre of town.

The current method of scheduling and timetabling should be reviewed if youth usage of PT is to be increased, for known connecting buses to better align with the previous bus.

6.5 The Influence of Licensing on Bus Use

The primary alternative mode of transport for youth was by car. The importance of licensing should, therefore, be considered as an influencer of bus use. Social pressure was a significant factor influencing licencing, this was due to the car being a ‘trendier’ mode of transport compared to the bus. The removal of stigma surrounding PT use would

encourage youth to use the bus more. However, this is a difficult change to implement and requires change within wider society.

Existing literature contradicts our findings, Johnston, K. 2014 showed the number of youths getting their licence in NZ is declining due to the cost of car maintenance, and smartphones. Youth are less reliant on cars because things are now accessible through a phone. This pattern may not be observed in Christchurch due to the severe limitations of the PT systems compared to other NZ cities.

6.6 The Influence of Climate Change on Bus Use

Youth have an awareness of climate change, but it is not a determining factor in what mode of transport they take. The low importance of electric buses exemplifies this. A previous study by Boyes et al. (2014) reveals that of the participants who acknowledged climate change was happening, only 35% of them were prepared to use PT over a private car.

Christchurch youth are poorly educated on the environmental benefits of PT. A study by Line et al. (2020) found youth to have a weak understanding of the link between transport and climate change. A greater awareness of the environmental benefits of PT would encourage increased youth usage. Education is, therefore, important.

6.7 The Influence of Technology on Bus Use

Technology was the least important factor, identified in the survey, that would encourage increased bus usage. However, the biased research sample could have impacted the relative importance of technology. Wi-Fi was unimportant for certain youth because of their access to unlimited data. However, those from lower socio-economic areas indicated

that Wi-Fi was necessary, specifically to calculate bus arrival times. This further reiterates the disparity in needs, generally, and in the PT system, between different socio-economic groups.

Despite the low importance of technology, youth identified areas for technological change within the bus system. The introduction of a Metro Information Application which, similar to LIME, would track bus locations and provide users with rewards and emission saving targets was recognised as a facilitator for youth bus use. This type of technology would also reduce safety concerns by providing real-time information and decreasing uncertainty (Mindell et al., 2021).

7.0 Limitations of Current Research

7.1 Time Restrictions

Time restrictions were a significant limitation of this research. The ethics process exacerbated this and further limited our research approach. Ethical approval was obtained 4 weeks after the application was sent. We had to suspend data collection until we received consent, which reduced the number of survey respondents and engagement with mana whenua.

7.2 Representational Issues

Representational issues are a further limitation of our research approach. This was also exacerbated by ethics which has limited our methodology. Working with youth, aged 18 and younger, requires parental and personal consent from each participant. This reduces the ease of data collection and means only those engaged and interested are captured which skews the data (Tolich, & Davidson, 2011).

Coverage bias exists in our research because the survey is only accessible online (Couper, 2000). Our survey was also gender biased, with 22 out of 33 of our participants being female. This emphasised issues such as safety, that were more important to female participants rather than male. Due to the delay in ethics, we were also unable to research any 15-year olds.

We have attempted to counter representational issues by sampling from different schools and sociodemographic areas. However, it is a limitation for our survey results. Quantitative results found from the survey were used to support the qualitative data found in our focus groups, rather than being used as the primary results.

8.0 Recommendations for ECan and Future Research

This research found what would encourage youth to use public transport more would be:

- Extensive routes and networks to better service young people
- Improved scheduling to decrease capacity issues at peak travel times and solve wait time and connection issues
- A consideration of Auckland Hop Cards and implementation of a student fare
- Improved infrastructure (specifically in the Eastern suburbs)
- Update app and website to be user friendly and reliable

It is recommended this research be considered as a pilot before the suggestions raised are used to inform policy within Environment Canterbury. Due to the small sample size for both the survey and focus groups our findings cannot be generalised to the larger Christchurch youth population. We would recommend future research also engage more in depth with parents and mana whenua. This is because for a shift towards an increase in PT to occur, there needs to be collaboration between government, mana whenua, schools, parents and young people (Mindell et al. 2020). This holistic approach ensures everyone has a voice at the table.

This research has highlighted the complexities behind understanding youth's perceptions and the need for further research with a larger time frame, to ensure youth voices are amplified on important issues such as PT.

9.0 Conclusion

This report has outlined processes that would encourage youth to use PT more in Christchurch. Barriers and facilitators to youth PT usage have been identified and explained with relevance to existing literature. The research has identified the interconnections between wider societal issues and the PT system. Therefore, solutions to current PT issues and, consequently the encouragement of increased usage among youth, is challenging. Despite this, it is hoped that the information collated in this report could be used by ECan to inform future changes in the bus network. This study has helped to reduce the knowledge gap between authorities and youth.

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Appendix A

GEOG 309

Welcome to our survey. We're a group of third-year University of Canterbury students working alongside Environment Canterbury to improve the current bus system. We are interested in hearing the perceptions and thoughts of youth, aged 15 - 18. Thank you for giving consent for them to take part.

Start of Block

What is your age?

- ○ Younger than 15
- ○ 15
- ○ 16
- ○ 17
- ○ 18
- ○ Older than 18

End of Block

Start of Block: Default Question Block

What school do you go to?

_____

What suburb do you primarily reside in? (ie.Spend most of your time outside of school in)

_____

What gender do you identify with?

- ○ Female
- ○ Male
- ○ Non-binary/non-conforming
- ○ Prefer not to answer

What is your ethnicity? Select all that apply.

- [ ] New Zealand European
- [ ] Māori
- [ ] Samoan
- [ ] Cook Islands Māori
- [ ] Tongan
- [ ] Niuean
- [ ] Chinese
- [ ] Indian
- [ ] Other Asian
- [ ] Other (such as Dutch, Japanese, Tokelauean) _____

End of Block: Default Question Block

Start of Block: Block 1

What level of driver's license do you currently hold?

- ○ Not old enough to hold a license
- ○ Old enough to hold a license but do not hold one
- ○ Learner's
- ○ Restricted
- ○ Full

Display This Question:

If What level of driver's license do you currently hold? = Old enough to hold a license but do not hold one

Do you intend to get a driver's license?

- ○ Yes
- ○ Maybe
- ○ No

Display This Question:

If What level of driver's license do you currently hold? = Not old enough to hold a license

Do you intend to get a driver's license?

- ○ Yes
- ○ Maybe
- ○ No

What is your primary mode of transport?

- ○ Walking
- ○ Cycling
- ○ Driving (as a passenger)
- ○ Driving (as a driver)
- ○ Bus
- ○ Moped
- ○ Other (please specify) _____

Why is this your primary mode of transport?

_____

What are your parents/caregivers' primary mode of transport?

- ○ Walking
- ○ Cycling
- ○ Driving (as a passenger)
- ○ Driving (as the driver)
- ○ Bus
- ○ E-scooter
- ○ Other _____

If you had the choice, what mode of transport would you prefer as your main mode of transport?

- ○ Walking
- ○ Cycling
- ○ Driving (as a passenger)
- ○ Driving (as the driver)
- ○ Bus
- ○ E-scooter
- ○ Other _____

Why is this your preferred mode of transport?

_____

Does your school offer a school bus option?

- ○ Yes
- ○ No

Do you have a Metro or Can-Do card?

- ○ Yes
- ○ No

Does the current price of bus travel ($1.50 with a card or $2 cash) in Christchurch affect whether or not you travel by bus?

- ○ Yes
- ○ No

Has COVID-19 affected the way you usually travel on public transport? If so, why?

_____

End of Block: Block 1

Start of Block: Block 2

Do you have an awareness of climate change and does this affect the way you travel?

- ○ Yes - I have an awareness and it does affect the way I travel.
- ○ Yes - I have an awareness and it does NOT affect the way I travel
- ○ No - I do not have an awareness of climate change

How far away is the nearest bus stop to your house that takes you where you want to go (walking time)?

- ○ 1 - 5 minutes
- ○ 6 - 10 minutes
- ○ 11 - 15 minutes
- ○ 16 - 20 minutes
- ○ 21+ minutes
- ○ I don't know where the nearest bus stop is

Have you ever had a negative experience on the bus that affected your use of the bus?

- ○ Yes
- ○ No

If yes, please select all that apply:

- ☐ Bus did not arrive on time/did not show up
- ☐ Harassment
- ☐ No room on the bus
- ☐ Bad bus driver
- ☐ Other people on the bus made you feel uncomfortable
- ☐ Other (please specify) _____

End of Block: Block 2

Start of Block: Block 3

Please rank how much you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel safe when traveling on the bus	○	○	○	○	○
I am able to use buses to get where I want to go	○	○	○	○	○
Buses in Christchurch are affordable	○	○	○	○	○
Buses in Christchurch are reliable	○	○	○	○	○
I know where to find information about the bus service in Christchurch	○	○	○	○	○
I prefer travelling by car than bus	○	○	○	○	○

Please answer these questions about possible new technology on the bus.

	Very important	Important	Neutral	Not important	Very unimportant
How important is having charging ports on the bus?	○	○	○	○	○
How important is having free wifi on the bus?	○	○	○	○	○

Please rank below features and potential features of the Christchurch Bus System in order of most important (1) to least important (7).

_____ Electric buses
_____ Cost of a bus fare
_____ Reliability of bus
_____ Safety
_____ Technology (free wi-fi and charging ports)
_____ Route/network (ie. does the bus take me where I need to go without a 10+ minute walk at either stop?)
_____ Travel time

What do you think is the key motivator for other young people to get their license?

_____

What do you dislike about the current bus system?

_____

_____

_____

_____

_____

What would encourage you to use the bus more?

_____

Are there any other comments/questions you would like to bring up?

_____

_____

_____

_____

_____

End of Block: Block 3

Start of Block: Block 4