



Evaluation Report

Green Skills Māngere: BikeFIT Community Mechanic Training Pilot

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MANGERE POINT
COMMUNITY KAI EKE

Cycling to Māngere
BikeFIT HUB

TIME TO THRIVE
TO STAY ALIVE

MANGERE POINT
COMMUNITY KAI EKE
WEDNESDAY

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BikeFIT Community Bike Mechanic Pilot

Executive Summary

This report outlines the outcomes and lessons from a 12-week community bike mechanic training pilot delivered between June 2025 to November 2025. The pilot was funded by Auckland Council and Auckland Transport, and delivered by Time to Thrive (Triple Teez), in partnership with the New Zealand Bicycle Training Academy.

While framed as a community bike mechanic training programme, the pilot functioned as a broader community capability and workforce readiness initiative. The success of the pilot is due to it being co-designed and delivered by trusted community organisations, showing that learners are more likely to participate, stay engaged, and believe in their own ability to succeed.

No formal advertising or recruitment campaign was held, instead participants joined through their existing relationship with the community bike group, Triple Teez. The programme's strong cultural grounding, wrap-around pastoral support, and relational teaching created a safe, whānau-like environment where learners could build skills and grow their confidence, while staying actively engaged. Technical aspects were delivered by Rene van Rijn from the New Zealand Bicycle Training Academy, a respected industry trainer, which helped build wider industry credibility and confidence in the training programme.

Key outcomes included improved technical skills, increased confidence, work-readiness, stronger peer support, and meaningful contribution back to whānau and community. While long-term employment outcomes are not yet measurable, learners experienced immediate gains in confidence, purpose, and practical capability.

This pilot also highlighted important system lessons. Community organisations like Triple Teez often work across transport, climate, youth development, and skills development, yet council systems are often siloed and administratively complex. Where council teams worked together around shared objectives, delivery was smoother, more flexible, and less burdensome for community partners, resulting in greater collective impact.

Overall, this pilot offers a strong, place-based example of how community-led training can build local capability and social value over time as part of a wider infrastructure delivery programme. The findings highlight that community hubs can act as vital workforce infrastructure, providing culturally grounded, supported learning while creating clear pathways into further training, employment, and leadership.

Why This Model Works

- **Community-led delivery builds retention and trust**

Learners were recruited through existing, trusted relationships, resulting in strong attendance and an 83% retention rate. Non-completion was only due to health reasons, not disengagement.

- **Culturally grounded teaching creates safety and belonging**

Māori and Pasifika values such as whakawhanaungatanga, manaakitanga, and collective responsibility were central to how the programme was delivered, helping learners feel safe, respected, and engaged.

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- **Hands- on learning delivers immediate, real-world impact**
Learners repaired bikes used for daily commuting, improving safety, reducing costs for whānau, and strengthening the capacity of the local bike hub.
- **Leadership pathways emerged naturally**
Several learners stepped into peer support, rangatahi mentoring and community roles, strengthening local leadership and capability.
- **The model is ready to grow**
A tested curriculum, emerging microcredential pathway, and strong relationships between community and industry partners provides a solid foundation that can be scaled across other community bike hubs.

Recommendations for Future Delivery

- Expand the model across South and West Auckland in partnership with other community bike hubs.
- Develop a Level 2 – 3 microcredential as a stepping stone towards NZQA Level 4 qualifications.
- Create supported employment pathways with community bike hubs, bike shops, and other council programmes, such as pop-up repair services at events or community recycling centres.
- Strengthen pathways into employment, volunteering, apprenticeships, and small-scale enterprise development, including mobile or pop-up repair services.
- Embed pastoral care as a non-negotiable delivery component. Resource assistant tutor roles and provide stipends or toolkits to reduce cost barriers.



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1 Purpose and Scope of this Report

This report documents the design, delivery, outcomes, and lessons from the Māngere Green Skills: BikeFIT Community Bike Mechanic Pilot. It is intended to:

- Share evidence of what works in community-led workforce development.
- Inform future council and partner investment decisions.
- Identify system changes needed to better support community delivery.
- Contribute to the development of equitable green employment pathways.

The report focuses on learning and transferability, rather than programme performance alone. By sharing this case study, we hope to support other community bike hubs and partners to adapt and replicate the model in ways that respond to their local context, strengths, and aspirations.

It's more than fixing bikes ... riding is cheaper, better for our Hauora, and good for Papatūanuku. Best of all? It's free. We are removing all the barriers."

Mr Tee (Teau Aiturai) – Founder of Triple Teez



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2 Programme Overview

2.1 Strategic Context

Cycling is increasing in popularity in Māngere, with new cycleways being delivered across the area. However, access to affordable, quality bike repair services remain limited. The Māngere BikeFIT Hub, operated by Time to Thrive (Triple Teez) in the heart of Māngere Town Centre, has long provided free bike repairs for the community, but has faced capacity constraints due to a shortage of trained staff.

The pilot was developed to respond to these local needs by:

- Building a skilled local bike mechanic workforce.
- Improving the safety and quality of bikes in everyday use.
- Promoting cycling as a sustainable and affordable transport option.
- Creating pathways into green employment and local enterprise.
- Strengthening local leadership within a culturally grounded setting.

The initiative supports Auckland Council’s commitments to sustainable transport, climate action, equitable economic development, and community-led innovation. The primary learner group included young people and adults facing systemic barriers such as transport challenges, financial pressures, and mixed experiences with formal education. These realities reinforced the importance of a community-led, relational, and accessible programme design.

See Appendix A for our Theory of Change.



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2.2 Training Programme

The pilot was a 12-week community bike mechanic training programme that combined technical instruction with hands-on practice, mentoring, and wrap-around pastoral support. Two cohorts of six learners were funded, with participants receiving a bike mechanic toolkit upon graduation.

Programme structure

- 1 day per week (4 hours per day): Technical training at the New Zealand Bicycle Training Academy workshop in Blockhouse Bay.
- 1 day per week (4 hours per day): Practical application at the Māngere BikeFIT Hub and depot.

Learning outcomes

Learners developed the ability to:

- Carry out basic repairs and servicing of bicycles (wheels, brakes, drivetrains, hubs, headset, bottom brackets).
- Apply professional safety checks and quality assurance processes.
- Operate confidently in a community bike hub environment.
- Communicate effectively with customers, colleagues, and community members.

See Appendix B for our Programme Schedule and Curriculum.

2.3 Delivery Partners

- **Time to Thrive (Triple Teez):** Led student recruitment, pastoral support, cultural safety, community outreach, and ongoing mentoring.
- **New Zealand Bicycle Training Academy:** Designed and delivered the technical curriculum. The academy ensured training met industry standards while remaining accessible and practical for community learners.
- **Seacliffe Productions:** Supported coordination, monitoring and evaluation, and microcredential development.
- **Haimona Ngata:** Led storytelling, photography, and industry engagement.

Key funder

- The Southern Initiative (Auckland Council)

Support partners

- Auckland Transport
- Social Labour Supply
- Auckland Climate Grant

Industry links with 99 Bikes, Electric Bike Team, Bike Auckland, and local schools ensured training remained relevant, connected, and aligned with community aspirations.



MAVIC

CSU
PORIRI

KITCHEN
MT ROSKILL

GAZE

The Bike Professor

G.S. DE
PAIANE

RISTORANTI
TONIO

qitane

Authorised
WORKSHOP
SHIRAZ
SEWING
CENTRE

MAVIC

Park Tool

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3 Pathways Approach

The pilot shows how practical, community-led training can be an entry point into broader, replicable capability and workforce pathway, rather than as a standalone course. Anchored in a community bike hub, the pathway is designed to build confidence, skills, and contribution over time, with multiple opportunities for learners to progress at their own pace.

3.1 Replicable Pathway Stages

The Māngere pathway model can be replicated and adapted for other community bike hubs and local networks. It consists of five connected stages:

1. Entry: Low-barrier engagement through community bike hub

Learners engage through trusted relationships, community events, and volunteering at the BikeFIT hub. This stage allows people to explore their interest in bikes, build confidence, and form relationships before committing to formal training. In this pilot, many learners were already connected to Triple Teez through work or volunteering, reinforcing the hub's role as a trusted entry point.

2. Training: Hands-on learning with pastoral support

Structured training was delivered by the New Zealand Bicycle Training Academy, led by Rene van Rijn, using demonstration-first, practical teaching in alignment with industry standards. Triple Teez provided wrap-around pastoral support (kai, transport assistance, mentoring, and check-ins) to address participation barriers early.

3. Practice: Real world application and peer learning

Learners applied their skills by repairing community bikes at the BikeFIT hub and depot, supporting local events, and assisting peers. This stage reinforced technical competence, built confidence, and demonstrated real-world value. Peer learning and collective problem-solving were central features.

4. Progression: Continued practice and skill expansion

Following the pilot, learners were encouraged to continue practising through volunteering, community projects, and further training. While employment outcomes take time to emerge, learners experienced an immediate sense of purpose through ongoing contribution. Relationships with retail and industry partners (such as 99 Bikes) can support future employment pathways.

5. Leadership: Teaching, mentoring, and facilitation

Some learners stepped into informal leadership roles naturally, mentoring rangatahi, supporting peers, and helping facilitate community activities. This embeds skills locally and creates a pipeline of future trainers and facilitators.

3.2 Role of Community Bike Hubs

Community bike hubs play a critical role by providing:

- Low-barrier entry points for learners excluded from formal education and training systems.
- Culturally safe, relational learning environments.
- Real-world practice that builds confidence and credibility.

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- Trusted endorsement of learner readiness for further training or work.

Because this model is hub-based, relational and modular, it can be scaled through existing and emerging bike hubs and community networks. Replication does not require identical delivery, as it should be adapted to local needs, but adherence to core principles such as trusted local leadership, high-quality technical instruction, pastoral support, and real-world application should be retained. This makes the pathway adaptable across different communities while maintaining consistency and integrity.

Green Skills Pathways - Community Bike Mechanic Training Model

--- Skills, confidence and community contribution ---



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4 Key Outcomes

4.1 Learner Engagement and Retention

- **Outcome:** High attendance, retention, and completion.
- **What enabled this:** Recruitment through trusted community relationships and delivery within a culturally safe and supportive environment.

Learners described the programme as motivating not only for themselves, but for their wider whānau.

“I’m so happy to have been part of this programme. It has motivated my whānau too - my brother now wants to learn how to fix cars.”

Cohort 2 Graduate

4.2 Skill Development and Practical Competence

- **Outcome:** Learners developed core bike mechanic skills, safety awareness, and technical confidence.
- **What enabled this:** Hands-on, demonstration-led instruction, combined with supported practice in community contexts.

Tutors observed sustained engagement and increasing technical judgement over the course of the programme.

“The impact on the participants was obvious. They learned a lot of very useful bike related things, but they also learned to judge much better what to fix or not. And they kept the enthusiasm from beginning till end, which was very rewarding.”

Rene van Rijn, NZ Bicycle Training Academy

4.3 Confidence, Wellbeing, and Leadership

- **Outcome:** Increased self-belief, improved wellbeing, and the emergence of informal leadership and mentoring.
- **What enabled this:** Relational teaching styles, consistent pastoral support, and cohort dynamics that normalised peer learning and support.

Some learners moved quickly into teaching and facilitation roles beyond the programme itself.

“On graduation day, I took my toolkit straight to AUT Manukau and ran a hands-on session with students, showing them how to fix a bike chain and safe routes to uni.”

Cohort 1 Graduate

4.4 Community Contribution

- **Outcome:** Learners contributed directly to whānau and community wellbeing while articulating clear aspirations for further training and employment.
- **What enabled this:** Embedding learning within the community bike hub and linking skills development to real-life contribution and future pathways.

Learners valued the combination of practical skills, formal recognition, and purpose.

“I already fix bikes for my kids and other tamariki in the neighbourhood. Getting qualified would give me structure and a future. It’s rewarding to give back and help get more kids on bikes.”

Cohort 1 Graduate

See Appendix C for the summaries of participant feedback.

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5 Industry Context

Consultation with industry partners identified the following characteristics of the bike mechanic workforce in Aotearoa:

- **Pathways are largely informal and experience-led:** Entry into the sector is typically hands-on and reputation-based, with limited formal qualifications available. As a result, practical experience is often used as a proxy for competence.
- **There is appetite for consistent, credible recognition:** Employers expressed support for standardised training and assessment pathways, particularly microcredentials or assessment-based recognition that confirms baseline competence.
- **Employment options are varied and flexible:** Career opportunities span retail bike shops, workshop repairs, mobile servicing, tourism fleet maintenance, community bike hubs, and small-scale enterprise. Pay typically starts close to minimum wage, but increases with experience, responsibility and customer-facing capacity.
- **Demand is strong for locally trained mechanics with people skills:** Employers value candidates who combine technical skills with communication skills and cultural competence. Learners with these attributes are generally able to find work in bike shops and related services.
- **Community bike hubs are a proven entry point:** Volunteering or working in a hub signals commitment, passion and real-world capability, significantly strengthening employability and readiness for further training or work.



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6 Microcredential Development

The pilot is informing the development of an NZQA Level 3, 10-credit microcredential, designed with support from Toi Mai (Workforce Development Council). The short qualification is intended to sit between informal community learning and formal industry training, providing a recognised and accessible step for learners. The microcredential aims to:

- Provide formal recognition of core community bike mechanic skills.
- Act as a gateway to the Level 4 NZQA Certificate in Bicycle Mechanics.
- Support consistent, high-quality training across community bike hubs.

Subject to NZQA approval, the microcredential could be delivered by training providers across Aotearoa, enabling wider uptake, while maintaining shared standards and assessment expectations.

Industry support

Industry stakeholders across the motu expressed strong support for greater consistency and recognition within community-led bike mechanic training. There was clear appetite for programmes that reflects how people prefer to learn in the sector (hands-on, demonstration-first), while giving learners and volunteers formal recognition for their skills. Overall, industry partners saw the microcredential as a way to give mana to community learning, create shared standards across the sector, and strengthen pathways to work and further training.

See Appendix D for stakeholder feedback on the proposed microcredential.



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7 Lessons Learned

7.1 Local Leadership Matters

Trust in Triple Teez and its kaupapa was central to recruitment, retention, and learner engagement. Established community leadership enabled early identification of learner readiness, barriers, and wrap-around support needs.

Technical credibility was equally important. Rene van Rijn's reputation and credibility within the bike industry strengthened confidence in the quality of the training and helped build industry trust in the model.

7.2 Cultural Grounding Improves Engagement

Māori and Pasifika values, including whakawhanaungatanga, manaakitanga, and collective responsibility were foundational to the programme. Cultural safety was embedded throughout through practices such as prioritising relationships before technical content, recognising modesty considerations when using safety gear, and taking a strengths-based teaching approach that avoided public criticism.

Learners reported that mixed ability cohorts work well when peer support is normalised and pastoral care is strong, creating emotional safety and confidence.

7.3 Adaptable Teaching Builds Confidence

Small cohort sizes (six learners per intake) enabled delivery to be tailored to individual needs. Flexible, hands-on, and repetitive

teaching supported learners with diverse learning styles, literacy levels, and physical needs.

The ability to revisit content and adapt techniques (e.g. adjusting hand positioning for different hand sizes and strengths) was critical to building confidence. Learners consistently valued demonstration-first teaching and practical repetition over theory-heavy instruction.

7.4 Council Systems Need to Reflect Community Realities

This pilot demonstrated the benefits of a more joined-up, outcomes-focused approach. Collaboration across Auckland Council and Auckland Transport enabled clearer shared objectives, greater flexibility across funding and reporting, and more responsive delivery.

The pilot also highlighted challenges around how training participation is resourced. While programmes may be free to access, learners and community organisations still incur real costs, including time away from paid work, transport, and caregiving responsibilities. Assumptions that free training should not require additional financial support risks excluding those least able to participate.

In response, the pilot deliberately adopted flexible delivery approaches to reduce barriers. Training was scheduled during winter months, when the bike hub experiences lower demand, enabling staff and volunteers to be available for learning. Session timing was also adapted to better accommodate work, caregiving, and other commitments.

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8 Recommendations for Policy and Investment

- **Invest in community-led training within infrastructure delivery:** Integrate community-led green skills training into future transport, climate, and infrastructure investments so that physical infrastructure delivery also builds local jobs, skills, and leadership capacity.
- **Fund pastoral care as a non-negotiable component:** Recognise pastoral care as a core component of effective community-led training and resource it accordingly. Explore funding models (including central government, philanthropic, and private investment) that provide greater certainty and longer-term stability than short-term operational funding.
- **Develop stackable microcredentials (Levels 2 and 3):** Partner with training providers and employers (including Auckland Council) to develop accessible Level 2 and 3 microcredentials as stepping stones into relevant NZQA Level 4 qualifications, particularly for learners facing barriers to traditional training pathways.
- **Support small-cohort, relational delivery models:** Enable intentional cohort design and small-group delivery to create safe, relational learning environments that support learners with diverse needs, learning styles, and prior experiences.
- **Strengthen employment, enterprise, and leadership pathways:** Support clear pathways into employment, volunteering, apprenticeships, and micro-enterprises through community bike hubs, bike shops, and council

programmes. This includes resourcing assistant tutor roles, advanced training modules, and enterprise development opportunities such as mobile or pop-up repair services.

- **Simplify and align council interfaces:** Create a coordinated, joined-up approach to contracting, reporting, and engagement across council teams working with the same community partners. Align around shared outcomes to reduce duplication, enable flexible delivery, and maximise collective impact.

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9 Next Steps

- Launch a rangatahi-focused community bike mechanic training pilot in early 2026, in partnership with Māngere College and Southern Cross Campus in Māngere. Graduates from the initial pilot will act as peer mentors, supporting skills transfer, confidence-building, and leadership development among rangatahi.
- Progress development of Level 3 Community Bike Mechanic Microcredential, with the intention of enabling delivery by training providers nationally and supporting consistent, high-quality, community-based training.
- Share lessons learned with stakeholders and seek external funding to enable delivery of additional cohorts.

10 Acknowledgements

Ngā mihi to the project team: Time to Thrive (Teau Aituru and Sokko Seeto), the New Zealand Bicycle Training Academy (Rene van Rijn), Seacliffe Productions (Richard Barter), and Haimona Ngata.

Special thanks to our partners Auckland Transport, Social Labour Supply, and the Auckland Council Community Climate Action Team.

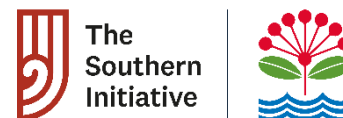
The programme also benefitted from contributions and support from the wider cycling community, including Bike Auckland, 99 Bikes, Electric Bike Team, EcoMatters, BikeTec, ReBicycle, and Green Bikes.

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Appendices

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Appendix A: Theory of Change

The Broad Goal (Mission): To develop meaningful green employment pathways by supporting community-led, place-based innovation that expands mobility options in South Auckland and builds a strong knowledge base to empower future bike mechanic trainees.



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This will result in...

And eventually...



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Appendix B: Programme Schedule and Curriculum

1. Workshop Schedule for Cohort 1 & Cohort 2

Cohort 1 – Intake 1

Dates: 1 June – 31 August 2025

This intake ran for 12 weeks with one day per week dedicated to practical hands-on workshop learning. A second day each week was spent on industry placement at community bike hubs where participants engaged in real workshop operations, customer interactions and supervised repair work.

Cohort 2 – Intake 2

Dates: 1 August – 30 October 2025

This intake followed the same 12-week structure as Cohort 1, with one day each week spent in the workshop and one day in community-based work placements. Participants continued developing technical competence, confidence and familiarity with real workshop environments.

2. High-Level curriculum summary

Module 1 – Introduction to Bike Hubs & Industry Pathways

Covers how community bike hubs operate, the structure of the bicycle servicing industry, potential volunteer and employment pathways and the role cycling plays in sustainable transport.

Module 2 – Health, Safety & Workshop Standards

Focuses on New Zealand workshop safety requirements, safe handling of tools, risk management practices and appropriate environmental and personal safety expectations.

Module 3 – Core Bicycle Servicing Skills

Introduces fundamental competencies including tyre and tube replacement, puncture repair, basic brake and gear adjustments, chain cleaning and early-stage diagnostic techniques.

Module 4 – Intermediate Mechanical Skills

Extends skill development into hydraulic brake servicing, basic suspension understanding, drivetrain repair, the principles of wheel truing and spoke tension and foundational hub servicing.

Module 5 – Quality Assurance & Triage

Develops the ability to distinguish between repair, replacement and recycling, undertake safe pre-handover checks and follow consistent workshop documentation processes.

Module 6 – Customer Service & Community Engagement

Covers clear communication of repair issues, safe and confident handovers, collaborative support of other learners and managing workshop activity during public sessions.

Module 7 – Sustainability & Stewardship

Explores the reuse and upcycling of components, waste-minimisation approaches and the role of community education and advocacy in promoting cycling.

Module 8 – Industry Placement

Provides weekly real-world learning in bike hubs, following the workflow from intake to triage, repair and handover while building confidence through mentoring and pastoral care.

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3. Key outcomes (Cohorts 1 and 2)

Participants gained practical, job-ready servicing capability suited to community bike hubs, confidence working independently on a range of common repairs and exposure to real workplace environments. The course provided a foundation for progression toward the NZQA Level 3 Bicycle Servicing micro-credential and strengthened the overall capacity of the local community to support cycling and active transport.

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Appendix C: Participant Feedback (Qualitative and Quantitative)

Cohort 1 – Interview Date: 13 August 2025

1. Overall experience with the programme

Participants were very positive about the course. They valued:

- Learning practical mechanical skills they could use and share.
- Being part of a supportive learning group.
- Gaining confidence to work on bikes independently.
- Seeing the programme as a stepping stone to future opportunities, including volunteering or income-generating work.

Participants also appreciated understanding the purpose of the workbook — that it is modelled on the Level 3 New Zealand Certificate in Bicycle Servicing, and that the long-term goal is to develop a micro-credential recognised by industry.

2. Favourite aspects & achievements

- Learning specific skills, including wheel changes, hydraulic brake maintenance, and gear adjustments.
- Feeling proud when teaching and helping others; several participants described sharing what they learned with their peers.

- Starting from different experience levels, with learners noting how far the course took them, regardless of their starting point.
- Experiencing personal impact — applying learning immediately at home and in the community.

3. Feedback on workbook instructions

- Some instructions were hard to understand without demonstration; seeing another learner or the tutor perform the task helped.
- Writing down what they had learned in their own words was seen as valuable for retaining knowledge.
- Multi-step tasks (e.g., indexing gears) were easier to recall when summarised in their own language.
- Several learners needed more space to write, including open space not tied to specific questions.
- Remembering all the tool names was challenging; participants suggested adding a visual tool-name diagram.

4. Workbook question placement

The recurring question “Record something that went well...” appeared in every module; participants felt it would work better as part of the introductory guidance.

- The on-site practical question appeared before they had on-site experience, making it difficult to complete.
- Learners agreed that since the workbook for Cohort 2 had already been printed, students should simply be told they can write what is most useful to their learning even if the question doesn't fit the timing.

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5. Skills gained and confidence

- Participants reported feeling confident in most skills covered, though they wanted more practice in certain areas.
- They appreciated working on clean, well-maintained bikes suited to training requirements.
- They valued being able to repeat tasks, improving comfort and efficiency.

6. Support and learning environment

- The delivery by the tutor was highly valued, especially the willingness to adapt teaching based on feedback.
- Participants felt supported by both key staff and peers, including additional help from more experienced learners when needed.
- The tutor emphasised different learning styles and encouraged learners to communicate what worked best for them.

7. Programme relevance and future plans

- The programme was seen as highly relevant to participants and their communities.
- Participants looked forward to applying their learning in the next stage of the project, where they would teach local high school students.
- Differences in experience levels were noted, but peer support helped bridge gaps.

8. Session structure and practical matters

- Most participants liked the flexible approach to breaks, though one participant preferred scheduled breaks.
- Travel costs were raised; these were confirmed as reimbursable.
- Home-cooked food and a nearby bakery were appreciated.

9. Overall reflections

Participants agreed that:

- The workbook added value despite issues with timing and layout.
- The tutor's training style and openness to improvement were key strengths of the programme.
- The skills gained would be useful personally and in helping others.

Cohort 2 – Interview Date: 17 November 2025

1. Overall experience with the programme

Participants gave very positive feedback about the programme. They valued:

- The practical nature of the course, including handling tools and working in a well-set-up garage.
- Discovering new tools and understanding what they do.
- Hands-on repetition that increased confidence, even in areas already partly understood.
- Starting with practical learning from day one.

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- Learning alongside a supportive group and feeling encouraged to ask questions daily.

Participants also noted that the programme helped them feel more connected to their community and more motivated to help others. Several commented that they now see bike work not as a chore but as an enjoyable ongoing project, and that the course has built substantial confidence from where they began.

2. Favourite aspects & achievements

Participants described several aspects they were proud of:

- Gaining strong foundational knowledge and being able to perform both basic and intermediate repairs.
- Reducing tyre-changing time from over an hour to approximately ten minutes.
- Feeling confident teaching and sharing knowledge with others.
- Identifying faults in professionally built bikes.
- Noticing and celebrating the whole group's progress and shared learning.

They also noted personal empowerment — such as riding further knowing they could repair mechanical issues — and enjoying learning about evolving bike technology.

3. Feedback on workbook instructions

Participants shared clear and consistent feedback about the workbook:

- The manual was clear and more helpful than online videos for complex mechanisms.

- Diagrams were simple and easy to follow.
- Some participants still needed clarification from the tutor, which improved their understanding.
- The workbook reinforced hands-on learning and was especially useful when the tutor was busy.

Additional comments included:

- Chapter organisation could be clearer.
- Some questions were repeated across modules unnecessarily.
- Remembering technical terms without visual references was challenging.
- More space for writing notes would be helpful.
- Learners appreciated knowing they could record what helped their learning rather than literal answers to fixed questions.

4. Workbook question placement and use

Participants raised similar issues to Cohort 1:

- Some workbook questions appeared before learners had completed the relevant hands-on activities, making them difficult to answer at the intended time.
- Repeated reflective questions would work better as general learning prompts in the introductory pages rather than in every module.
- Since the workbook could not be reprinted, learners agreed it was helpful to clarify that they may respond with whatever is most useful to their learning process.

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5. Skills gained and confidence

Participants reported strong growth in confidence across a wide range of skills, including:

- Safety checks and understanding basic mechanisms.
- Gears, cables, and headset checks.
- Wheel work such as spokes, truing, and cassette handling.
- Tyre removal and installation.

They emphasised that:

- Clean, well-maintained training bikes were ideal for learning.
- Heavily damaged donated bikes would have made early learning significantly harder.
- Practising on the right bikes for their level was highly valued.

Learners wanted additional practice on:

- A broader range of brake systems (including mechanical calipers).
- Bottom brackets, headsets, and bearings.
- Hubs, spokes, and wheel assemblies.
- General repetition to build further confidence.

6. Support and learning environment

Participants described the learning environment as:

- Warm, welcoming, and family-like.
- Strongly connected, with high levels of trust within the group.

- Adaptable, with teaching tailored to individual learning styles.
- Supported by peer learning, which played a significant role.

Learners felt their learning needs were well accommodated. Some suggested that having an additional helper (similar to a peer-support role used in Cohort 1) would be beneficial for future cohorts. They particularly valued learning through seeing, doing, and discussing.

7. Programme relevance and future plans

Participants clearly stated that:

- The programme is highly relevant to their community.
- Many know others — especially young riders — who would benefit from it.

Looking ahead, learners said they plan to:

- Share their bike skills with family and their wider community.
- Volunteer at bike hubs.
- Support safe cycling at events.
- Continue practising and developing their skills.
- Pass on their knowledge to younger riders and peers.

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Appendix D: Microcredential Development Feedback

Questions asked:

- What are your views on the current qualifications or training pathways available for bike mechanics in New Zealand?
- Do you think there's a need for more formal training or qualifications in this space?
- How do you feel about the idea of a small micro-credential in bike mechanics - could this help recognise existing skills or support people entering the industry, or do you think credentials aren't really needed?

From engagements within the Wellington region the feedback has been positive and there seems to be a need for some form of short micro course in bike mechanics. Many places are currently running their own courses and all spoke of giving mana and recognition to what they are currently doing.

“A shorter course that is recognised would be great and can help our Rangatahi feel proud of the work”.

“I think it's a great idea and something that we've been thinking about how to do for a very long time, since 2013”.

“We get a lot of overseas people instead of local people working for us, so to have a recognised micro credential that our people can go through would provide a good foundation for the industry and local communities”.

“I think this could bring structure to the and our volunteers could use as a stepping stone to work”.

Switched on Bikes (Wellington)	<ul style="list-style-type: none"> ▪ Thinks valuable. ▪ Good idea. ▪ Brings structure. ▪ Rene has credibility. ▪ Says perhaps look at “park tools” brand to see what they do and that a lot of BM use this (manual and YouTube vids) ▪ Open to more kōrero.
BikeTec / Evo Cycles Wellington	<ul style="list-style-type: none"> ▪ Thinks there is a need within industry for this type of thing and is wanting to develop something. ▪ Think MC is a good idea and is currently running a course in Porirua and wants to know more about how a relationship with Provider, NZQA works. ▪ Currently running own course and has been thinking about this type of thing for a long time. ▪ Approached WelTec and Otago Polytechnic.
Greenbikes	<ul style="list-style-type: none"> ▪ A small micro credential for bike mechanics is a grand idea. ▪ Aware there are limited training opportunities. ▪ Volunteers would require a package for “Volunteer Bike Mechanic”. ▪ Believe the cost may be too high / out of their league. ▪ If a volunteer joined up to Greenbikes and had a qualification it will only strengthen the organisation.
Mechanical Tempest (Wellington)	<ul style="list-style-type: none"> ▪ Thinks it's a good idea. Is currently doing a course 1x per week for 10 weeks. ▪ Open to more kōrero.

BikeFIT Community Bike Mechanic Pilot

	<ul style="list-style-type: none"> ▪ Talked about Ekerua ReBicycle and Gareth who runs the course to be someone to talk to. ▪ Talked about Motuhenga Trust and USO bikes as people to have kōrero with.
Rad Bikes (Ōtautahi)	<ul style="list-style-type: none"> ▪ Like the idea of a micro credential. ▪ Currently moving premises so wants to kōrero at the end of November.
Green Bike (Palmerston North)	<ul style="list-style-type: none"> ▪ Thinks it's a good idea. ▪ Focused on Retail side of things and wonders how assessors will work. ▪ Talked about funding concerns. ▪ Talked about numbers and lack of in PN. ▪ Open to more kōrero.

Green skills Māngere: BikeFIT community mechanic training pilot evaluation report

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