WAKA KOTAHI
NZ TRANSPORT AGENCY

GOOD PRACTICE IN ROAD SAFETY

RESEARCH SUMMARY:

EFFECTIVE SCHOOL AND COMMUNITY BASED ROAD SAFETY FOR YOUNG PEOPLE

1. INTRODUCTION

Road traffic injury is the second leading cause of death in New Zealand for 15-24 year olds (second to suicide). Young males experience almost three times the burden as females, and Māori twice the burden compared with non-Māori (New Zealand Mortality Review Data Group, University of Otago 2018).

Many schools, community groups and the general public are concerned about the level of road trauma among young people and are motivated to address this. A number of detailed evaluations have been undertaken of a range of injury prevention initiatives and there is now a reasonable body of evidence about what works and what doesn't. Some of the key findings are outlined below.

2. APPROACHES THAT WORK

2.1 In schools

School-based road safety programmes are designed to create road users who are able and motivated to access and use information from their environment to keep themselves and their peers, families and wider community safe from harm on our roads.

A well-established model to support road safety education for young people is a whole of school approach (Langford et al 2014).

Whole school approaches include curriculum, teaching and learning, school ethos and environment, and family and community partnerships.

Knowledge alone is insufficient to change behaviour. Young people require opportunities to develop critical thinking and perspective to make meaning of their road safety skills and knowledge in order to put them into action immediately and in the future (Adminaite et al 2018, Hipkins 2017a).

A review of school-based road safety education programmes found all programmes resulted in improved knowledge compared to control classes. However, only one of the four studies which reported behaviour change as an outcome, showed a positive change (and then only in self-reported behaviour) (Orton et al 2016).

To support positive action, young people also need a school environment that supports their social and emotional development. Social and emotional learning approaches develop students' ability to make responsible decisions, manage their emotions, understand the impact of their behaviour on others, resist inappropriate social pressures and act in safe ways when presented with complex problems (Goldberg et al 2019).

A growing body of research suggests it is the way the school operates (school ethos), the relationships between staff and students, the school community relationships, the importance placed on student health and wellbeing, and the integration of social and emotional learning alongside academic teaching that is most strongly associated with reduced risk taking behaviour among secondary school students (Bonell et al 2019).

In a large New Zealand secondary school study, Denny et al (2011) found a positive school climate was associated with fewer students engaging in risky motor vehicle behaviour, alcohol use problems and fewer students engaging in violence (Denny et al 2011).

Students who have a strong sense of belonging in the school community are less likely to engage in risky behaviour, and this effect is strongest among students from disadvantaged families (Bonell et al 2019).

CURRICULUM

Waka Kotahi NZ Transport Agency has been a prominent innovator of approaches to education for school-age students in New Zealand. Working with leading curriculum experts, approaches and materials have been developed to respond proactively to opportunities presented in the New Zealand Curriculum (Hipkins 2017b).

Road safety curriculum content needs to be provided on a regular basis over a child's school career to reinforce existing concepts and introduce new skills as children develop. Students learn most effectively when they have time and opportunity to engage with, practice and transfer new learning into action (Ministry of Education 2007).

Waka Kotahi provides school resources that are designed to enable students' ownership as active citizens so that they actively contribute to a safe road network (Chamberlain 2014). This focus aligns with the New Zealand Curriculum vision for young people to be confident, connected, actively involved, lifelong learners.

The approach of Waka Kotahi to road safety education can build students' knowledge, skills and understanding across curriculum competency areas (Hipkins 2017a).

SCHOOL ETHOS AND ENVIRONMENT

A Road Safety Education Policy is an important step towards embedding an ethos and environment of road safety within the school environment. The policy sets out how the school integrates road safety into curriculum delivery, the role of students, parents and teachers, and standard road safety procedures around the school. Guidance on establishing an education policy is available on the Waka Kotahi education portal **https://education.nzta.govt.nz/teacher-resources/school-policy-and-practices/road-safety-education-policy/**

The policy could include:

- the position on senior students driving to school
- the value of student-led road safety programmes focused on safer road user behaviours
- sound traffic management strategies around the school at drop off and pick up times
- safe transport options, eg cycling with helmets.

SCHOOL ADVOCACY FOR ROAD SAFETY

There is evidence that environmental changes, such as changes in footpaths, bicycle lanes and safe crossings can reduce the number of road injuries (Salam et al 2016). Schools (in partnership with road safety coordinators, police and the school community) have a role to advocate for the built environment in their school area, and to advocate for traffic calming measures to allow safe walking and cycling (safe routes to school).

Ultimately, encouraging mode shift away from motor vehicle travel will have the biggest impact of reducing young driver and passenger injuries. Therefore, the school can also take an advocacy role for mode shift through parents and the wider community.

STUDENT-LED LEARNING AND ADVOCACY

Students Against Dangerous Driving (SADD) is a student-led charity with the collective goal of preventing loss on New Zealand roads. The SADD team provide guidance and support using best practice, evidence based, road safety education approaches to influence their peers and wider community to positively promote safe road user behaviours. SADD empowers young kiwis to lead and inspire positive road user behaviours by creating leaders, innovators and change-makers in their school and communities. (**https://sadd.org.nz/**)

Peer to peer programmes are an effective way of engaging students in road safety (Fischer 2019).

FAMILY AND COMMUNITY PARTNERSHIPS

Effective partnerships between parents, whānau, communities and schools lead to improved educational, social and behavioural outcomes (Mutch and Collins 2012).

School traffic safety teams are a great example of partnership involving students, principal, board of trustees, teachers, the school community, the Police and the local road authority (the local council or Waka Kotahi).

Guidance on setting up school traffic safety teams is available on the Waka Kotahi website **https://education. nzta.govt.nz/teacher-resources/school-policy-and-practices/school-traffic-safety-teams/**

Other examples of partnerships include:

› schools working and problem solving with local road safety organisations, iwi and hapu, community health groups, and the local council

› involving parents in road safety education, supporting them to be good road safety role models, and encouraging them to solve problems with their children.

2.2 Working at a community level

Road safety goes beyond our obligation to prevent deaths and injuries, to improving lives and lifestyles too. It ensures everyone, even our most vulnerable road users, feel safe to use our transport network no matter what mode of transport they choose (Ministry of Transport 2019).

Effective community-based or population-level road safety education programmes are an important component of reducing road injuries. However, evidence suggests many of those currently being delivered are not effective or their effectiveness is unknown because they have not been evaluated (Royal Society for the Prevention of Accidents (RoSPA) 2017, Fylan 2017).

It is important that road safety interventions are based on evidence. This involves looking at statistics to identify the causes of injuries and death, and the modes of transport involved. It also means using published research and evaluation reports to see whether there is any evidence the type of intervention being considered is likely to be effective (RoSPA 2017).

If road safety interventions are to achieve substantial and sustained change in behaviour, they need to be based more clearly on theoretical models of behaviour change and make use of behaviour change techniques relevant to the behaviour being targeted (Fylan and Stradling 2014).

The available research indicates many characteristics of programmes that are effective at a community level, mirror those that are effective in road safety education in schools. In particular, community-based road safety initiatives need to be multi-faceted and be delivered consistently over a sustained period.

Evaluation of programmes is essential to determine whether they have been successful in meeting their aims and objectives, and to identify any changes that might need to be made (RoSPA 2017).

Road safety programmes for youth should be based on evidence of effective practices and policies. New programmes need to be piloted and fully evaluated.

3. APPROACHES THAT DON'T WORK

Many programmes that have attempted to improve safety outcomes for young people have used ineffective strategies, including:

- short-term strategies for example, one-off events or teaching sessions
- personal accounts or testimonies of people who have 'been there'
- fear tactics, punitive or zero tolerance approaches
- curricula that provide information only on dangers
- moral/shaming appeals to avoid undesirable behaviours
- curricula that only promote self-esteem or growth with no skill development
- programmes that only gather high risk youth together (may facilitate or amplify unhealthy attitudes and behaviours)
- programmes that do not involve families/whānau, schools and communities in behaviour change (Centre for Social Impact 2015).

3.1 Information only programmes

Most road safety programmes in schools and communities aim to prevent young people from being injured in road crashes. Injury prevention programmes that primarily focus on providing information or knowledge to students about healthy behaviours have had little success in achieving positive change (Orton et al 2016, Pressley et al 2016, Salam et al 2016). Evaluations of road safety programmes (McKenna 2010) as well as drug education programmes in schools (Advisory Council on the Misuse of Drugs 2015) have found the same results.

Some information about safe driving and the licensing system is needed. Delivery of this information can occur in a school or community setting. However, just providing information about what is safe and what is dangerous or risky does not address the range of reasons why young people engage in risky behaviours and have an increased risk of crashing.

Programmes need to recognise the underlying motivations and expected outcomes of the risky behaviour and address these, as well as a range of other factors, such as the influence of social norms, the self-belief of the individuals to adopt certain behaviours as well as a young person's social skills and ability to adopt safer strategies (Nirenberg et al 2013).

One reason why just raising awareness of the risks is unsuccessful with young people is that it appears that many adolescents are already aware of the risks of dangerous driving. A normal part of adolescent development involves experimentation and sensation seeking (Van den Bos and Hertwig 2017). Research suggests this experimentation is a necessary component of developing experience. A small subset of adolescents exhibit impulse control problems (often identifiable when they are young children) and are disproportionately likely to experience negative outcomes such as injuries from car crashes (Romer et al 2017). Generic information-based programmes are not effective for this high-risk subset of adolescents (Onrust et al 2016).

3.2 Short-term strategies for example, one-off events or teaching sessions

Some communities conduct one-day events or forums that involve speakers or personnel from emergency services or related fields to speak to young people about their role and their experience of road trauma. Some include mock road crash scenarios.

Many of these programmes rely on 'telling' rather than students actively participating in the learning due to the large numbers of young people or school groups involved. They mostly aim to increase awareness of the dangers of high-risk driving with the hope that this awareness will lead to less-risky behaviours. However, this approach is not effective for the reasons outlined earlier. Other shortcomings are:

- one-day or one-off events can only ever be of value if they are integrated with a longer-term multifaceted approach (Hunter and Elkington 2007)

- relying on external experts to provide information can be difficult, as it relies on the experts having a sound understanding of effective educational practices, including being able to engage and interact with students and build on students' prior knowledge (Darling-Hammond et al 2019)
- developing, promoting and coordinating the event and getting students and/or young people to the event is resource intensive, and limited resources could be used in more effective ways (Davidson and Cram 2014).

Very few one-off events are evaluated, however one that was evaluated found the programme had a negative impact. The one- day programme featuring presentations from police officers and road trauma victims had no effect on student's risk perceptions and students who participated in the programme showed riskier attitudes to road safety after completing the programme. The authors commented that the single occasion delivery of the programme, together with the reliance on guest speakers and some content based on fear appeals may have led to the disappointing results (Glendon et al, 2014).

In a detailed review of effective measures to reduce injury among young people, Hunter and Elkington (2007) concluded that lasting behaviour change and ultimately a reduction in injuries experienced by young people is beyond the scope of one-off educational programmes.

3.3 Using fear tactics

Some educational interventions in schools and community settings focus on fear tactics. These approaches usually contain graphic descriptions of the potentially negative consequences of risky behaviour (Chamberlain 2014).

Fear appeals are typically used in health campaigns to vividly show people the negative health consequences of life-endangering behaviours so people will be motivated to moderate their current risky behaviour and adopt safer alternative behaviours.

However, a large body of research has found that in general, fear appeals do not lead to positive behaviour change (Advisory Council on the Misuse of Drugs 2015). In fact, positive learning experiences and messaging are more likely to motivate teens to choose safe behaviours and refrain from risky ones (Fischer 2019).

Despite this, many programmes that operate in schools and the community are broadly based on using fear appeals to try to change behaviour and very few are evaluated.

One that has been evaluated, the Traffic Informers programme, which is run in the Netherlands for students in years 9–11 did not result in any self-reported behaviour changes.

The programme involves videos of crash scenes and a 30-minute presentation from a road crash victim. The authors concluded that the time and money would be better spent on more effective programmes (Feenstra et al 2014).

3.4 Track-based driving skills training

There are some quite distinct differences between driving programmes offered in New Zealand.

Driving skills programmes that rely only on teaching handling skills on off-road tracks or circuits have not been shown to be effective (Pressley et al 2016).

While it is acknowledged that all novice drivers need to master basic car control skills to become licensed and drive safely, providing an increased emphasis on driving skills does not lead to better safety outcomes. This is because very few crashes on public roads involve car handling skill as a causative factor (Curry et al 2011). In contrast, most crashes involve some aspect of decision-making, which is in turn influenced by the driver's attitudes. If a driver finds himself or herself in a 'critical' or 'emergency' driving situation, their options for avoiding or lessening the severity of a crash are extremely limited.

3.5 Simulation activities – emerging research

The use of driving simulators as a tool to assist young drivers or motorcyclists is often suggested as a low-risk way to provide experience for novice drivers. While simulation (including virtual reality) may seem appealing there are few high-quality studies of its effectiveness. There are a range of emerging untested simulation technologies (including virtual reality) being promoted as road safety initiatives for young people.

Driving simulators attempt to reproduce some or all of the perceptual experiences of driving a motor vehicle without the crash risks associated with real driving.

While simulation is a commonly used training tool in aviation, the evidence of effectiveness of simulation as a training tool for young drivers is inconsistent. A recent systematic review concluded that there was not enough evidence to support the efficacy of simulator-based training programmes for young learner or novice drivers in improving the safety of their driving styles. (Martin-delosReyes et al 2019).

The exception to the above statements regarding the effectiveness of simulation is hazard anticipation. Please see Section 4.2. Hazard anticipation for further information. Because of that success, the use of simulation as a training mechanism remains appealing, with part of this appeal the accessibility to training at home or on public computers (Pressley et al 2016). Therefore, it is likely there will be further research into such approaches in future.

The use of goggles (alcohol impairment simulation googles or 'beer goggles') to simulate the effect of being drunk is not supported and in fact could have a negative impact (Prevention First 2010).

4. CONTENT OF ROAD SAFETY PROGRAMMES TARGETING YOUNG ROAD USERS AND THEIR PARENTS

4.1 The Graduated Licensing System (GDLS)

The New Zealand GDLS is designed to reduce the number of crashes involving young drivers by limiting young drivers' exposure to risk while they develop both maturity and driving experience. At each stage, drivers must pass an assessment (theory test for learners, practical tests for restricted and full) before they earn a new licence with fewer restrictions.

New Zealand and international studies consistently show a three-stage (learner/restricted/full) graduated system leads to a reduced number of crashes among young drivers (Russell et al 2011).

The GDLS reduces the number of crashes by reducing the exposure to crash risk. Risk is reduced by decreasing exposure to high risk driving situations, such as night-time driving, carrying young passengers and driving after drinking alcohol, while allowing novice drivers to gain the experience they need under the supervision of an experienced driver (Brookland et al 2014). It should be noted, despite the reduction in crash risk, people on a restricted licence (vehicle and motorcycles) still have a higher crash rate than those fully licenced (Schiff 2019).

COMPLIANCE WITH GDLS CONDITIONS

A key issue that reduces effectiveness of the GDLS is non-compliance with the conditions. Police data shows just over half of young drivers at fault in fatal or serious injury crashes have a history of GDLS breaches (CRSI 2014). GDLS breaches make up the greater part of all detected youth traffic offences (Waters 2015).

Similarly, despite a supervision requirement on restricted drivers at night, restricted drivers crash more often at night than fully licence drivers of the same age (Schiff 2019). In a large study of adolescent drivers and their parents (Brookland et al 2014) found almost two-thirds of young drivers reported driving at night (10pm to 5am) without supervision and 81% of adolescents reported driving with passengers without supervision. Overall, 62% of adolescents reported breaching both conditions.

In the same study, low parental knowledge of GDLS conditions, parents' not actively ensuring compliance with conditions (by implementing driving rules), adolescent vehicle ownership, and parent crash involvement were all independent predictors of low compliance with GDLS conditions (Brookland et al 2014).

Please see Section 4.4: Enforcement and deterrence for further information.

PROGRESSION TIME TO FULL LICENCE

Another issue is 'pooling', where people spend substantially longer than the mandatory minimum time periods for their licence category, ie not advancing through the stages at an appropriate rate. Analysis of drivers under the age of 30 shows the odds of being involved in a crash was 6 times higher for those who remained on a learner licence after four years than for drivers who had progressed to a full licence within four years (Schiff 2019).

For those who remained on a restricted licence after four years, the odds of crash involvement was 2.4 times higher than for drivers who had progressed to a full licence within four years (Schiff 2019).

Brookland et al (2014) found adolescents whose parents actively delayed them from beginning and/or progressing through the GDLS were less likely to comply with GDLS conditions and more likely to crash at the restricted licence stage.

BARRIERS TO OBTAINING A FULL LICENCE

Reasons for not progressing to a full licence vary. In one study, 27% of respondents said they were 'too lazy or too busy to do so' (Langley et al 2012). Other reasons included genuine barriers that might be overcome with support:

› 26% indicated they had limited access to the means to drive

› 14% mentioned financial constraints

› 11% said they had other transport options.

Other New Zealand research supports these findings, and indicates young people face many systemic barriers in gaining a licence and progressing through the stages of GDLS including financial means to get and pay for the licence, access to a legal car, a licenced supervisor and a testing station and the high literacy levels required to pass the written test (Auckland Co Design Lab, 2016). Young people also face disproportionate consequences if they drive in breach of licensing requirements (potentially serious debt and justice penalties if caught) (Waters 2017).

SUPPORTING PROGRESSION THROUGH GDLS

There is some evidence that programmes designed to assist people progress through the stages of GDLS are effective. There are few well-designed evaluations in this space, but early findings indicate positive impacts. A recent evaluation of driver licensing programmes funded by the Ministry of Social Development (MSD) identified many types of providers (including driving schools and charitable trusts), offering a variety of GDLS-related activities to clients. Participants of the MSD funded programmes were almost twice as likely to have a full licence (any licence class, eg car or motorcycle licence) after 18 months when compared to a comparison group (Ku and DeBoer 2018).

Alongside the MSD programmes, there are also Community Driver Mentor Programmes. The purpose of these programmes is to assist young people to gain their restricted licence and improve overall levels of safe driving. Learner drivers are able to access up to 20 hours of professional driver lessons from an NZAA Driving School Instructor, and a volunteer mentor who supervises driving in a provided car.

A process evaluation of the programme found participants developed improved driving skills (as assessed by AA Driving School instructors across 23 specific skill areas) and gained restricted licences at an equivalent pass rate to the general population of learner drivers in the same age group (Moss et al 2013).

ADVANCED DRIVING PROGRAMMES

Helping drivers to see that, no matter how good a driver they may be, they have a far better chance of avoiding a crash if they minimise their chances of being in an emergency situation in the first place, is likely to lead to better results.

Advanced driving programmes, such as those offered within the New Zealand GDLS, focused on attitudes, decision-making and hazard identification (involving classroom or computer and on road components) have been shown to be effective in increasing hazard perception. See Section 4.2: Hazard anticipation. (Pressley et al 2016).

The time discount of six months for completion of an accredited advanced driving course offered as part of the New Zealand GDLS may negate the positive impact. Analysis shows no safety benefit from the advanced driving course when coupled with a time discount (Schiff 2019). Other New Zealand based studies have found increased crash risk (Lewis-Evans 2010) and infringements (Begg and Brookland 2015) by those taking a time-discount during the restricted licence stage. There is evidence that drivers with advanced certificates and no time discount are involved in fewer crashes. However, the authors are cautious about attributing this difference to the advanced driving course as they could not rule out other characteristics of the drivers who chose not to take a time discount (Schiff 2019).

Building advanced driver training into the GDLS as a compulsory component, without time discounting, may achieve the best safety outcomes.

4.2 Hazard anticipation

Poor hazard anticipation skills (hazard perception, recognition, awareness, anticipation skills) are associated with high crash rates for young drivers (McDonald et al 2015, Unverricht et al 2018, Pressley et al 2016). There are a range of effective programmes adapted from the risk awareness and perception training (RAPT) training based on theory and extensive research (McDonald et al 2015, Unverricht et al 2018, Pressley et al 2016).

The direct relationship between training and crash rates requires further study (Pressley et al 2016). With just one study (using a brief computer-based RAPT training intervention) which showed a 23% reduction in crash rate for young male drivers. The study showed no statistically significant change in crashes for female drivers (Thomas et al 2016).

4.3 Safer vehicles

An emerging area of research has been the importance of vehicle safety for young drivers and their passengers, and vehicle ownership. Drivers have twice the likelihood of being killed or seriously injured in a 3-star ANCAP rated car than a 5-star rated car (**rightcar.govt.nz**).

For young people, owning a vehicle presents risks. Young people who own their own vehicles are less likely to comply with their learner licence conditions and more likely to be involved in crashes (Brookland et al 2014).

Research that draws on Australian and New Zealand data estimates that if all young drivers killed or seriously injured in crashes in the preceding 5-year period had been driving the safest vehicle (ie of the same age as the vehicle crashed) there would be a reduction of death and serious injuries of more than 60% (Whelan et al 2009).

However, in many cases, young people and their families do not consider the safety of the vehicle when deciding which vehicle a young driver will use as a first car (Brookland and Begg 2011). While mopeds and motorcycles are cheaper than cars, they are also a riskier option because they offer less protection for the rider.

Informing young people and their parents about vehicle safety and encouraging the use (or where applicable purchase) of a safe vehicle is particularly important for the safety of young drivers.

Safer vehicle choices don't have to be the newest, most expensive or even the biggest models. The latest used car safety ratings show that there are many makes and models of used cars with 4 or 5-star safety ratings that could be affordable and appropriate choices for young drivers. The most up-to-date information on which used vehicles provide the best protection for pedestrians and young drivers is available at **rightcar.govt.nz**

4.4 Enforcement and deterrence

New Zealand has effective road safety laws, such as drink driving and seatbelt wearing laws, which have reduced road trauma significantly over the last few decades.

Road safety enforcement is typically based on classical deterrence theory, where penalties must be perceived by the public as being certain, severe, and swift in order to effectively encourage compliance with the law (Bates et al 2017). Traditional deterrence sanctions are implemented via NZ Police and/or the criminal justice system. These include warnings (verbal and letters), infringement fines, demerit points, licence conditions, suspension or disqualification of licence and prison (Waters 2017).

International research has shown demerit point systems are associated with crash reductions and reduced fatalities (Waters 2017). In New Zealand, the majority of GDLS and unlicensed driving infringement fines referred to court are unpaid (Waters 2017), meaning the deterrence effect of fines is questionable.

While the GDSL has the best evidence base of all current novice driver interventions, we also know many drivers in the restricted stage do not comply with the conditions designed to keep them safe (Brookland et al 2014).

There is growing evidence that deterrence theory is not the best approach for reducing youth driving offending (Bates et al, 2017, Truelove et al 2019). An Australian study of novice drivers found informal deterrence imparted by parents, but not formal deterrence imparted by police, was related to young drivers' compliance with road rules (Allen et al 2017).

Other non-traditional sanctions are also available. New Zealand applies concerted efforts to divert youth with traffic offences away from the formal criminal justice sector (Waters 2017). This is critical as traffic offending is a leading path into the criminal justice system for young New Zealanders: Forty-one percent of all first offending was traffic-related offending in 2009, and 46.4 percent in 2013. GDLS breaches make up the greater part of all detected youth traffic offences (Waters 2015).

5. ROAD SAFETY PROGRAMMES FOR YOUNG OFFENDERS

Interventions with young offenders need to be delivered by professionals who specialise in this work. Therefore, involvement by community road safety groups with young offenders may be limited. However, community organisations can support this work through volunteering either to assist directly, or by providing funding and ancillary support to the organisations conducting specialist interventions. Community organisation may be well placed to support programmes working with youth who are disproportionally represented in the youth offending statistics in some way, rather than just focusing on programmes for young offenders.

A comprehensive review considering how to reduce re-offending and improve road safety outcomes in New Zealand (Waters 2017) identified worthwhile interventions for young offenders as alcohol ignition interlocks. They are internationally recognised for their success in reducing instances of drink-driving while they are fitted to a vehicle. Even after removal of interlocks, for first time detected and young drivers, detected re-offending rates decline. Support of ignition interlocks at a community level is therefore considered effective.

6. CONCLUSION

Several detailed evaluations have been undertaken of a range of injury prevention initiatives. There is now a reasonable body of evidence from what is called the prevention sciences, about what works well.

The research on effective road safety approaches for young people indicates that schools and communities should:

- implement comprehensive programmes that are delivered across age levels and across the curriculum
- ensure that programmes are interactive, age appropriate and engaging for students
- encourage programmes, especially for teenagers, that focus on the social and emotional competence of students to assist them to develop resilience, coping strategies, refusal skills and self-efficacy to behave in a safe manner. An effective way to do this is to support student-led and peer to peer programmes
- build school capacity to implement a whole school approach to road safety. Support staff to deliver Waka Kotahi road safety curriculum material. Assist the school to develop sound road safety practice and policies. Encourage school engagement with parents and the local community to become advocates for a safe built environment in their school area
- implement programmes that are supported by evidence and include evaluation
- support parents with practical tools to assist their young adults to comply with GDSL conditions and continue to drive safely once fully licensed

- ensure parents understand the risks of unsafe vehicles, and encouraging use of a safe vehicle and/or ownership of a safe vehicle for young drivers
- support evidence-based programmes focused on developing hazard anticipation and progression through the GDLS stages
- support national campaigns aimed at reducing drug and alcohol impaired driving, distraction, and speed.

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