

**Submission
No 41**

SUPPORT FOR RURAL AND REGIONAL LEARNER DRIVERS

Organisation: Australasian College of Road Safety - New South Wales Chapter

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New South Wales Chapter

Submission for the

Parliament of NSW Joint Standing Committee on Road Safety

Support for Rural and Regional Learner Drivers

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Note: This paper is submitted for consideration as a late submission to the inquiry

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Table of Contents

1. Introduction	3
1.1 Global, National and State Road Safety Strategies.....	3
1.2 Safe Systems Implications	3
2. Terms of Reference	4
2.1. Challenges for required training and experience.....	5
2.2. Options to access driver training opportunities.....	6
2.3. Support in other jurisdictions	8
2.4. Driving simulators and other technologies.....	9
2.5. Changes since Staysafe’s 2017 report.....	10
2.6. Other related matters (Motorcycling).....	10
3. Case Studies	12
3.1. TAC L2P (Victorian Government)	12
3.2. Regional L2P A Driving Instructor’s Perspective.....	13
4. Recommendations	14
4.1. Sustained Commitment to Funding.....	15
4.2. Education: Learner Drivers and Beyond.....	15
4.3. Motorcycling	16
5. Primary Author	17
6. Evidence	18
6.1. Non-Government Organisations	18
6.2. Op Ed Piece: Paddock Bashers Commitment to Funding.....	19
6.3. Tennessee Highway Patrol Teen Driving Simulator.....	19
6.4. Operation Lifesaver Canada Train to Drive (Virtual Reality)	20

1. Introduction

The Australasian College of Road Safety (ACRS) is the peak association for road safety professionals, advocates, law enforcement and members of the public who are focused on saving lives and preventing serious injuries on our roads (www.acrs.org.au).

The New South Wales Chapter, Australasian College of Road Safety (ACRS-NSW) maintains a state-wide network of road safety stakeholders, globally acclaimed academic researchers, practitioners, and government officials.

The *Support for Regional and Rural Learner Drivers Inquiry* is an opportunity to look outside of conventional road safety structures to bring about community-based improvements in road safety.

Road safety is not solely a transport problem, and transport solutions alone are not enough to realise vision zero. We are seeking support and engagement well outside of the traditional government road agencies to progress road safety outcomes.

A New National Road Safety Strategy 2021 to 2030 (Outline Paper)¹, P4

Global, national, and state road safety strategies commencing in 2021 will set goals, targets and require deliverables by government and the private sector. These strategies are working towards the ultimate goal of zero deaths and serious injuries from road crashes.

Existing NSW road safety strategies nominate 2056 as the year when the goal of zero road deaths is finally achieved. The Draft National Road Strategy 2021-30 has brought that *vision zero* goal forward to 2050. Notwithstanding variations in the target year, the goal of zero road deaths and serious injuries will require action in the learner driver sector, particularly in regional and remote areas.

1.1. Global, National, and State Road Safety Strategies

Milestones already passed in the creation of new road safety strategies include:

- The Australian Government established the *Office of Road Safety* on 1 July 2019 to provide national leadership and coordination to improve road safety outcomes
- *Stockholm Declaration*, made at the *Third Global Ministerial Conference on Road Safety: Achieving Global Goals 2030* (19-20 February 2020)
- United Nations General Assembly Resolution 74/299 proclaiming 2021-2030 as the *2nd Decade of Action for Road Safety*, preventing 50% of road traffic deaths and injuries (31 August 2020)
- Release earlier this year of the *Draft National Road Safety Strategy 2021-30* to achieving the vision zero target by 2050 and the 2030 target of 50% fewer road deaths and 30 % fewer serious injuries
- The next road safety strategy for NSW, *Road Safety Plan 2026*, is in development (Centre for Road Safety)

¹ <https://www.roadsafety.gov.au/new-strategy-national-road-safety-strategy-2021-2030>

United Nations General Assembly Resolution 74/299, adopted by member states including Australia, contains the following point relevant to this Inquiry:

13. Also encourages member states to take measures to promote road safety knowledge and awareness among the population through education, training, and publicity campaigns, especially among youth, and to propagate good road safety practices in the community

United Nations General Assembly Resolution 74/299

1.2. Safe Systems Implications

The goal of zero road deaths and injuries is underpinned by the *Safe Systems* approach to road safety. The pillars within the system are of equal importance. Responsibility for the safe system is shared between individual transport system users and system designers. ACRS-NSW developed the following illustration, to explain safe systems in the context of remote and regional learners.

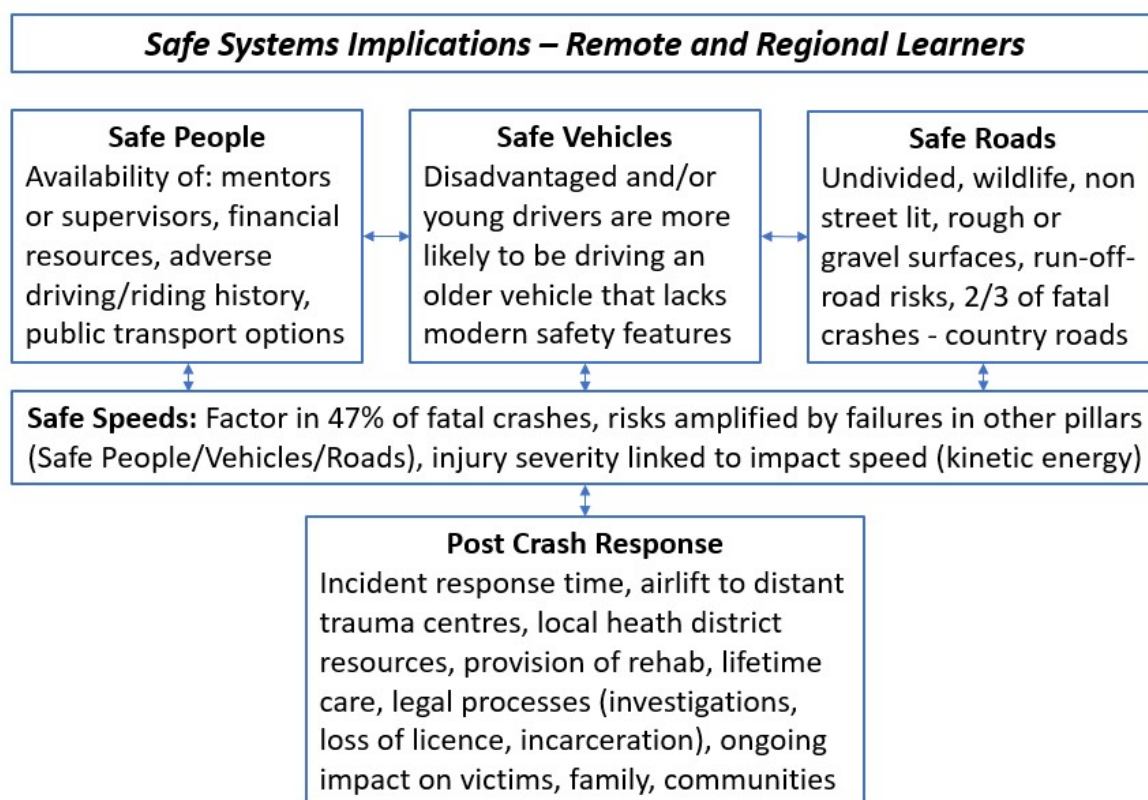


Figure 1: The relationship between Safe Systems and Remote/Regional Learner Drivers (ACRS-NSW)

Some points highlighted in Post-Crash Response also apply in cases where a crash has not occurred. The relationship between low levels of driver licensing, lack of transport options, unauthorised driving legal actions, and roadblocks to obtaining authority to drive form what Austroads describes as the *cycle of licence adversity*².

² <https://austroads.com.au/latest-news/improving-driver-licensing-for-indigenous-road-users> Page 4

2. Terms of Reference

In this section, ACRS-NSW provides comments on the Inquiry's terms of reference. Based on raw fatal crash data, the emphasis on rural and regional areas appears timely.

Last year in NSW, there were 50 fewer road deaths on country roads, a reduction of 27% on 2019. But as of 3 June 2021, almost halfway through the year, country road deaths are up by 13 compared to the same period last year, an increase of 18%.

Throughout this Inquiry, *Staysafe* will be no doubt be furnished with an array of statistics concerning road safety. Between bush fires at the start of last year and travel restrictions imposed via public health orders, traffic volumes and movements, including on public transport, were different in 2020 than previous years.

In time, ACRS-NSW expects the impacts of COVID-19 on road safety will be subjected to vigorous academic research with findings presented to Australasian Road Safety Conferences in future years. In the meantime, caution should be exercised when comparing, interpreting, and attempting to draw conclusions based on 2020 crash data.

2.1. Challenges faced by learner drivers in rural and regional areas to get the required training and experience to obtain a licence

We are reminded by Austroads *Improving Driver Licensing Programs for Indigenous Road Users and Transitioning Learnings to Other User Groups* report that migrants and refugees also face driver licensing challenges.

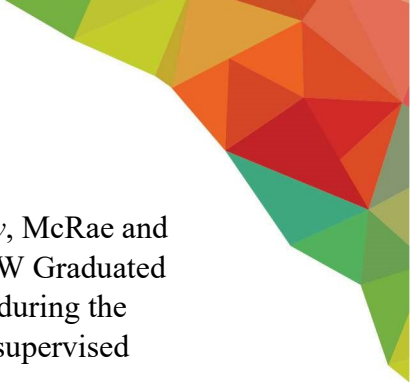
Data from the Refugee Council of Australia shows there are almost as many people residing throughout regional NSW on bridging visas as there are in Sydney³.

Itinerant workers, 457 Visa holders, and others from CALD backgrounds also reside in rural and regional areas. Their challenges, as well those encountered by those facing financial disadvantage and hardship in general, need to be acknowledged.

There is considerable evidence of the locational disadvantage in access to licensing systems experienced by regional, rural, and remote populations. This research was unable to identify any programs that addressed this disadvantage which were not Indigenous-specific. While it is acknowledged that some Indigenous-specific programs do not refuse participation to non-Indigenous people, they do primarily target Indigenous participants.

Improving Driver Licensing Programs for Indigenous Road Users and Transitioning Learnings to Other User Groups (Austroads 2019)

³ <https://www.refugeecouncil.org.au/asylum-community/7/>



In their 2014 paper *Learner Driver Mentor Programs – A Long Term Review*, McRae and Deans support the 120-hour requirements prescribed in regimes such as the NSW Graduated Licensing Program, commenting “substantial supervised driving experience during the learner driver phase provides a safety advantage that carries over into the unsupervised driving stage”. McRae and Deans go on:

However, there are a number of young people who experience significant difficulty in accessing a supervising driver and/or vehicle to gain the required supervised driving hours as a Learner. This is particularly so in lower socio-economic communities, rural and remote communities, and Aboriginal communities.

There are also some young people who would not normally be considered disadvantaged that have some difficulty accessing a supervising driver and/or vehicle, for instance those with parents who do not have a licence due to disability (e.g. blindness), some young people from single parent families and some young people with a number of siblings of sufficient age to start driving around the same time.

Without a licence these young people are often further disadvantaged, typically in terms of gaining access to education, employment and other support services and there is increased risk of social isolation.

McRae and Deans, 2014 https://acrs.org.au/files/arsrpe/full-paper_2101.pdf

Even where people facing financial disadvantage and hardship own or have access to a motor vehicle, how old is that vehicle likely be? Older vehicles lack modern safety features that can prevent crashes and reduce the severity of injuries for not just for occupants but for pedestrians, bicycle riders and motorcyclists.

2.2. Options for rural and regional learners to access driver training opportunities

Staysafe’s 2017 report accepted “120 hours of supervised learner driving is an evidence-based figure indicating that a learner is sufficiently experienced to be tested for advancement through the GLS” (Paragraph 2.62).

For this Inquiry, it is again expected that industry participants will advocate for specific initiatives. Notwithstanding the arguments in support of those initiatives, it is the view of ACRS-NSW that 120 hours remain the target.

ACRS-NSW has members who have researched and/or worked in the field of learner driver training for many years and support the development of programs such as the Driving Change (George Institute) and the existing Driver Licensing Access Program (TfNSW).

See also Case Study 3.1 TAC L2P (Victorian Government) which provides mentoring. These programs remove barriers that prevent disadvantaged people from obtaining a driver’s licence.

For other families, the responsibility for delivering 120 hours of supervised learning falls to parents who for varying reasons, might not be equipped for this challenge.

A program devised by Ms Fiona Frost, Blacktown City Council Road Safety Officer, and Sergeant Greg Donaldson, Mt Druitt Highway Patrol addresses instances of unrestrained or improperly restrained children⁴.

In a paper presented to the 2018 Australasian Road Safety Conference, Ms Frost explained the demographics in the area.

This area of Western Sydney is largely low-income families, often welfare dependent or in low-income jobs.

There is a large population of Aboriginal and Torres Strait Islander people in the area as well as Pacific Island and other migrant and refugee peoples. The cost of purchasing car seats is an obstacle for many families.

<https://acrs.org.au/files/papers/arsc/2019/JACRS-D-19-00110-Frost.pdf>

As explained in the *Daily Telegraph*, “the practice more often came down to disadvantage rather than disobedience”.

Handing out fines doesn't really address the safety problem in the first place, they've already committed the offence.

If all we do is give a ticket out it doesn't fix the problem.

In fact, in some cases it can make it worse because they have to spend what they could spend on a car seat on paying off a fine and it creates all these other problems.

Sgt Greg Donaldson, Mt Druitt Highway Patrol

Through government grants and corporate sponsorship, hundreds of child car seats have been donated to support the initiative which reported to be in the process of being expanded to regional NSW.

By the second half of the 2030's, the children whose lives may be saved by this initiative will be learning to drive.

ACRS-NSW poses this question: What assistance with these same parents need to successfully meet the challenge of teaching their children to drive?

⁴ <https://www.dailytelegraph.com.au/news/nsw/sydney-cops-heartfelt-move-from-seatbelt-fines-to-free-baby-seats/news-story/f62d91fc8ccc5ab67d3103a916338697>

2.3. Support for rural and regional learner drivers in other jurisdictions

Austrroads 2019 guide, *Improving Driver Licensing Programs for Indigenous Road Users and Transitioning Learnings to Other User Groups*, referred to in the previous section, also provides details of programs operating throughout Australia. A summary of those programs is reproduced below.

Queensland

Queensland's Indigenous Licensing Program commenced in 1998 and continues to the present. The program involves taking licence testing and assessment to the communities as a mobile unit and delivering the program in a culturally sensitive manner. Content includes detailed communication strategies. These enable delivery of the program in a basic, logical format easily understood by people who have literacy, numeracy and/or cultural issues.

The Department of Transport and Main Roads funds the Learner Driver Mentor Program (LDMP), *Braking the Cycle*, which operates from Police Citizens Youth Clubs across Queensland. The LDMP assists Indigenous learners and non-Indigenous learners with the 100 hours supervised driving requirement and recruits Indigenous mentors to match with Indigenous learners. The program delivered very successful outcomes, including retention of participants as program mentors. The program is also an example of a model that successfully linked Indigenous learner drivers with an enforcement agency (Qld Police Service) and other community programs and services for additional social benefits.

Northern Territory

The (former) Northern Territory Department of Transport, the (former) National Road Safety Council (NRSC), the NT Motor Accidents Compensation Commission (MACC) and the Australian Government supported an innovative driver training, education, and licensing program (*DriveSafe NT*), delivered to all urban and remote communities in the NT. The remote component of the Program, which commenced in April 2012, is now being delivered to 75 remote communities.

South Australia

In July 2014, the Department of Planning, Transport and Infrastructure (DPTI) approved a four-year Indigenous licensing program to service communities in the Anangu Pitjantjatjara Yankunytjatjara (APY) and Maralinga Tjarutja (MT) Lands, called the On The Right Track Remote (OTRTR) Program. The aim of the Program was to improve road safety and driver licensing outcomes for Indigenous people living in remote communities. Long term goals of the Program are to achieve driver licensing rates for Indigenous people living in remote communities commensurate with those of the broader South Australian population and to significantly reduce the over-representation of Indigenous people in crashes resulting in serious injury and death.

Draft National Road Safety Strategy 2021-30

The Office of Road Safety has published a series of fact sheets to accompany the draft National Road Safety Strategy (2021-30). One fact sheet, *Indigenous Australians*, provides statistical support for this Inquiry whilst addressing driver licensing programs.

Some states have had success with tailored provision of licensing and other related government services in remote areas, such as the Northern Territory's Drivesafe Remote program and South Australia's On the Right Track driver licensing program for Anangu Pitjantjatjara Yankunytjatjara (APY) and Maralinga Tjarutja (MT) Lands.

The most effective education programs are collaborative, sustainable and evidence-based, and effectively involve the communities in development and delivery.

<https://www.officeofroadsafety.gov.au/nrss/resources-fact-sheets/indigenous-Australians>

See also Case Study 3.1 TAC L2P (Victorian Government) which provides mentoring.

2.4. The use of driver simulators and other technology to assist rural and regional learners

The 2017 *Staysafe* report, examined driving simulators, and their potential to:

- Expose learner drivers to unfamiliar driving conditions such as a metropolitan learner to country conditions and vice versa
- Substitute for on-road training for disadvantaged learners where access to a simulator can be arranged

Simulators, driver education and disadvantaged groups: A scoping review is a research paper published in the November 2019 Journal of the Australasian College of Road Safety. In regard to indigenous programs, the paper found:

Indigenous programs are more focused on obtaining a drivers licence rather than improving road safety. There is a need to conduct further research regarding the incorporation of a driving simulator education and training for disadvantaged groups with a particular need for theoretically grounded research regarding those who are disadvantaged for social or geographical reasons such as young people living in remote areas or indigenous persons.

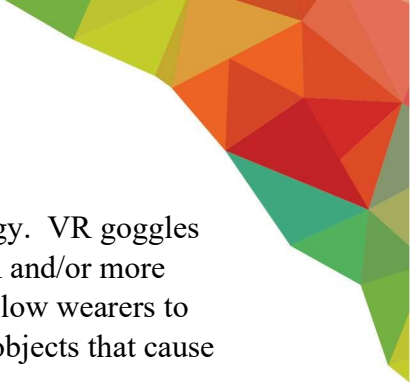
Simulators, driver education and disadvantaged groups: A scoping review (Bates et al) https://acrs.org.au/wp-content/uploads/2019/11/JACRS_Vol30_No4_Web.pdf

The report also found more research is needed into questions such as what type of simulator is best.

There is a need to investigate how interventions that incorporate a driving simulator can be used in areas of sparse population. The use of PC-based interventions is one option as this removes the requirement to take a more traditional simulator to each location. It also enables education to occur for larger groups of individuals...However it is not possible to transfer an education program from one platform to another.

Simulators, driver education and disadvantaged groups: A scoping review (Bates et al)

A simulator manufacturer told the 2017 Inquiry “the key benefit of simulators is their ability to train drivers in a number of extremely dangerous traffic situations without putting the driver in any real physical danger.”



Such training is now being experienced using Virtual Reality (VR) technology. VR goggles give wearers a 360-degree experience. In the Work Health Safety space, VR and/or more sophisticated Augmented Reality (AR) is used in workplace induction and allow wearers to experience scenarios such as a near miss incidents with forklifts and falling objects that cause workplace injuries.

This underscores how quickly technological innovation is emerging, and how there is no one-size-fits-all solution to simulated driving technology. See other simulator and VR examples in the Evidence section of this review.

ACRS-NSW agrees with the key finding in *Simulators, driver education and disadvantaged groups: A scoping review* “that simulators are a tool used to deliver driver education programs rather than being driver education in itself”.

2.5. Changes to driver training and testing in NSW since Staysafe’s 2017 report

To provide current information for this item, ACRS-NSW interviewed a learner driver instructor based in the state’s central west. Mr Scott Vickary is a former Highway Patrol officer who has been teaching learners on a part-time basis since 2004 through his business *Professional Driving Cowra*.

Mr Vickary was asked about challenges currently being faced by learner drivers in regional NSW and their families.

“The biggest challenge is geographical which then becomes a financial issue”, Mr Vickary said.

The full interview with Mr Vickary can be found in the Case Study section of this submission, *3.2 Regional L2P: A Driving Instructor’s Perspective*.

2.6. Other related matters

A significant development in motorcycle safety occurred since the 2017 Staysafe Inquiry.

The Motorcycle Clothing Assessment Program (MotoCAP) is a world-first rating system for motorcycle clothing.⁵ It was created through the efforts of transport agencies throughout Australia and New Zealand.

MotoCAP tests motorcycle clothing available on the Australian market and assigns ratings based on safety and comfort. It provides riders with the knowledge to make informed safety decisions prior to purchasing what can be expensive garments.

⁵ <https://www.motocap.com.au/>

In December 2019, MotoCAP won the 2019 Road Safety Award at the Fédération Internationale de Motocyclisme (FIM). Mr Bernard Carlon, Executive Director Centre for Road Safety said the award was well deserved and showed Australia is leading the way in road safety both here and overseas⁶.

“The NSW Government is committed to lowering the road toll in innovative ways and the development of pioneering programs such as MotoCAP shows Australia really is looking to the future of road safety.”

Mr Bernard Carlon, Executive Director Centre for Road Safety

Regarding indigenous communities, Centre for Road Safety publishes data on Aboriginal Serious Injuries on its website⁷. Data for the years 2010 and 2019 (the latest available year) was examined for this submission, noting 2/3 of Aboriginal serious injuries occur in regional NSW.

Within those regional areas, Aboriginal serious injuries indicate significant variances depending on road user type. Between 2010 and 2019:

- Injuries to drivers increased 61%
- Injuries to motorcyclists increased 100%
- Injuries to pedal cyclists increased by 31%
- Injuries to pedestrians fell by 28%

These are raw numbers, and no conclusions are drawn. The data is merely provided to highlight the complexities of these issues.

Finally, requirements to complete a rider training course continue to be dependent on the locations of accredited course providers. When the Road Transport (Driver Licensing) Regulations 2017 came into force, reference to the *Motorcycle Licence Training and Testing Scheme* contained in earlier, repealed versions of that regulation was deleted.

Transport for NSW (TfNSW) makes the administrative determination if a person resides in a “declared area” or an “undeclared area”.

It is understood TfNSW does not require a person to undertake rider training if they reside further than 100km from a training provider. Large parts of the state, for example areas around Albury and Dubbo are already outside the catchment of trainers.

TfNSW could further reduce the footprint of training providers, via administrative instrument, if they chose to do so.

Learner riders in undeclared areas should have access to rider training. The simplest solution would be a call for tenders to deliver a mobile-training solution.

⁶ <https://www.transport.nsw.gov.au/news-and-events/articles/motocap-wins-prestigious-international-road-safety-award>

⁷ <https://roadsafety.transport.nsw.gov.au/statistics/interactivecrashstats/serious-injuries.html?tabinj=4>

3. Case Studies

3.1. TAC L2P Program – Victorian Government

The Transport Accident Commission (TAC) L2P Program assists learners between 16 and 21 years of age, who do not have access to a supervising driver or vehicle, to gain the driving experience required to apply for a probationary licence.



The TAC L2P program is funded by TAC, managed by Department of Transport, and delivered by either local councils or not-for-profit community agencies.

The TAC L2P program is free for eligible young people aged 16-21 years. The young learners are matched with fully licensed volunteer mentors and have access to a sponsored vehicle, which they can use to get supervised driving experience.

The TAC has committed to funding \$33.4 million for the TAC L2P program over the next four years, until 30 June 2023.

From 1 July 2019, the program has been expanded to include new features such as:

- Increased number of learner places
- Improved support for both learners and mentors across programs
- Refined eligibility criteria
- Support and training services for mentors

People meeting the criteria can contact one of the 59 TAC L2P programs across Victoria.

Becoming a volunteer mentor

To become a volunteer mentor in a TAC L2P Program, people need to:

- be over 21 years of age
- hold a current full Victorian driver's licence
- meet requirements of your local L2P program

<https://www.vicroads.vic.gov.au/licences/your-ps/get-your-ps/preparing-for-your-licence-test/l2p-learner-driver-mentor-program>

3.2. Regional L2P: A Driving Instructor's Perspective

To provide current information for this item, ACRS-NSW interviewed a learner driver instructor based in the state's central west. Mr Scott Vickary is a former Highway Patrol officer who has been teaching learners on a part-time basis since 2004 through his business *Professional Driving Cowra*.

He currently works full-time for another NSW Government department. So, due to the part-time nature of his business, Mr Vickary considers it uneconomical for him to own and supply a vehicle for learners to drive, instead opting to use the vehicle owned by the client.

“When I retire from full time work, I expect to invest in a new vehicle with dual controls, most likely a small sedan with the latest safety features,” Mr Vickary said.

“In addition to keeping costs to the client down, at least my students can learn on the vehicle they will be driving, which in my area, could be a large 4WD or dual cab utility.”

Mr Vickary was asked about challenges currently being faced by learner drivers in regional NSW and their families.

Geographic and financial challenges

“The biggest challenge is geographical which then becomes a financial issue. Cowra is large enough to be supported by a small number of driving instructors. We simply drive to the client's house and charge the hourly rate.

However smaller towns and villages within the central west have no driving instructors. When I travel to these towns, the client is charged for the lesson as well as for the time and fuel it takes me to travel out and back. Sometimes I can schedule several lessons which helps defray the costs to the client but that doesn't always occur.

Another example is where an instructor travels to a small village to pick up a student, takes them back to the larger regional centre for the lesson, and then takes them back to their home. The cost of that lesson has just quadrupled compared to someone who lives in the larger regional centre or Sydney.

The next geographic challenge is *Service NSW* who are based in larger centres. Currently Cowra has one driving examiner. The second examiner departed about twelve months ago and has not been replaced. This limits the availability of licence tests which delays the time it takes a learner to obtain their P1 licence.

Let's look at the scenario of that sole examiner being sick. The first student of the day might be traveling in from another town, so a parent must take time off work. They arrive in Cowra only to find the test has been cancelled and will need to be rescheduled in several weeks' time.

Also, where a learner fails a driving test, they need to rebook which again might not be for several weeks. Sometimes learners will go online to find an available test in another town an

hour or more away. It's another financial impost on families and the student will be taking the test in a town they may be unfamiliar with. Whether that is a problem will depend on how well they have been taught.

Examiners will on occasions travel to larger centres to a smaller town, say from Parkes to Grenfell, to conduct a test but they would not travel just for one test.

The system is also reliant on access to internet-based computer technology just to book a test. This remains an issue in some areas of NSW.

Industry issues

The driving test is 35 minutes. Students complete the full test and find out later if they passed or failed. This gives the student the full experience and feedback on specific issues they may have failed on.

As part of COVID-19 restrictions last year, Service NSW driving instructed examiners to terminate the test and return to the office as soon as there was one fail item. This practice is not helpful to learners who pay their money to undertake the full test.

Finally, there are some businesses the learner driver industry known to film test routes on in-vehicle dash cams so they can teach students the test course. I understand Service NSW is aware to this and now instruct all (visible) monitoring devices be de-activated. But it does highlight that some instructors place teaching to pass above overall road safety”.

4. Recommendations


Based on the information reviewed and discovered in preparing this submission, there are several concerns within rural and regional learner driving. This includes:

- Accessibility and affordability of quality driving instruction
- On-going issues relating to indigenous disadvantage
- Financial hardship and disadvantage faced by other groups
- Flow-on effects to other areas of road safety such as the use of older vehicles that perform poorly in the event of a crash

These concerns exist within the context of the overall road trauma challenge in NSW.

Globally, a measure of road fatalities is *deaths per 100,000 population*. This measure assists in comparing countries of varying means. In a recent report, *Road Trauma in NSW – a snapshot* (March 2021), Centre for Road Safety reports NSW at 4.4 road deaths per 100,000 people as of 2019.

This places NSW, and Australia (4.7 deaths per 100,000) as one of the better performing places. Not quite as good as countries like Norway and Sweden, but better than our New Zealand neighbours, some European countries, and the United States.



Disturbingly however, the snapshot highlighted how country NSW has a fatality rate of 8.8 deaths per 100,000 people. This is higher than New Zealand and more in line with developing countries.

In that context, ACRS-NSW makes the following recommendations:

4.1. Sustained Commitment to Funding

Reference is again made to *United Nations General Assembly Resolution 74/299*, which calls upon member states to:

take measures to promote road safety knowledge and awareness among the population through education, training, and publicity campaigns, especially among youth, and to propagate good road safety practices in the community

United Nations General Assembly Resolution 74/299

There is no better time than the commencement of the *Second United Nations Decade of Road Safety Action*, to commit funding to research and programs aimed at addressing indigenous disadvantage as it relates to regional and rural learner driving.

This includes programs aimed at mentors, the provision of safe vehicles to learn on, as well as helping indigenous learners themselves.

4.2. Education: Learner Drivers and Beyond

Learning to drive is but one check point on the road safety journey.

Whether it's child car seats or teaching their children how to drive, this submission has provided examples where parents need assistance to meet the road safety challenge.


Government programs mandate 120 hours of supervised driving. Encouragement, and options for accessible and affordable instruction for the parents of novice drivers in waiting (those about to obtain their learners permit) would assist learner driver supervisors.

There is some support for the parents of learner drivers through programs such as *Keys2Drive* but greater awareness and improved content, referencing safe systems for example, could improve road safety. States like Victoria (TAC L2P) seem to be doing better than NSW.

The 2017 Staysafe report and the current NSW Road Safety Plan 2021⁸ reference the TfNSW Road Safety Education Program's "educational resources and professional development for school teachers and early childhood educators throughout NSW".

ACRS-NSW supports the continuation of this program in the upcoming NSW Road Safety Plan 2026.

⁸ <https://towardszero.nsw.gov.au/roadsafetyplan>



In regard to indigenous Australians, NSW Aboriginal Affairs data⁹ indicates a lower rate of Year 12 attainment among Aboriginal people compared to the non-indigenous Australians. This means attempts to deliver in-school education that will benefit all students cannot wait until students are of learner-driver age.

It is also noted less than half of Aboriginal people in NSW reside in major cities which poses further challenges for the delivery of services including road safety-based educational resources for remote and regional learners.

4.3. Motorcycling

Road authorities and stakeholders such as insurers communicate regularly with licensed drivers and motor vehicle owners. Information such as renewals is mailed annually and there are other opportunities through social media to inform customers of advances in road safety. MotoCAP is one such advance.

There must not be a disconnect between motorcycle training/awareness and the award-winning MotoCAP program. Every opportunity must be taken to inform motorcyclists, be they learning to ride or life-time riders of MotoCAP-rated products (safe people).

Finally, learner riders in undeclared areas should have access to rider training. A mobile-training solution should be considered. Why not test the market with a call for training providers to deliver such a solution?

The Community Road Safety Fund¹⁰ could be utilised to encourage providers to deliver such a service.

⁹ https://www.aboriginalaffairs.nsw.gov.au/media/website_pages/new-knowledge/facts-and-figures/KEY-DATA-ABORIGINAL-PEOPLE-SEP-2020.pdf

¹⁰ <https://www.transport.nsw.gov.au/newsroom-and-events/media-releases/community-road-safety-fund-legislation-passed-into-law>

5. Primary Author

Michael Timms retired from New South Wales Police Force in January 2020 following a 33-year career. Mr Timms has over three decades experience in Highway Patrol and road policing and was a member of the Command Leadership Group, Traffic and Highway Patrol Command.

He holds a Bachelor of Professional Studies (Policing) UNE, majoring in road safety studies and completed the Monash University Road Safety Leadership Program in 2016.

He has written and presented papers at road safety conferences in Australia and overseas. He has been a member of the Australasian College of Road Safety for 11 years. In 2020, joined the ACRS-NSW Chapter Executive Committee and is the current Treasurer.

Australasian College of Road Safety – NSW Chapter <https://acrs.org.au/chapters/nsw/>

This submission has been compiled using the template on the NSW Parliament website.

6. Evidence

The information in this section is taken from global, national and state road safety strategies and similar evidentiary sources. It provides support for the recommendations made by ACRS-NSW and information for Staysafe.

6.1. Non-Government Organisations

It (United Nations General Assembly Resolution 74/299) had also led to great collaboration and trust between governments and their NGO's However, they tell us, we need a real Decade of Action, where the foundations laid during the first Decade galvanise the political will that has been accumulated and accelerate progress, using evidence-based approaches and with a specific target to work toward.

Lotte Brondum, Executive Director, Global Alliance of Non-Government Organisations

<https://www.roadsafetyngos.org/events/what-the-resolution-means-for-ngos/>

6.2. Opinion Piece: Paddock bashers a concern for police

Inspector Katie Orr, *The Land* Newspaper 29 October 2018

Lately we have been called to so many cases of young children losing their lives in cars or on motorcycles or quad bikes being driven or ridden on private property.

The most recent of these has been the death of a 14-year-old boy who died after a single car crash at Yerong Creek near Wagga Wagga on October 11.

The driver, also a 14-year-old boy, was charged with dangerous driving occasioning death – drive manner dangerous.

The aftermath of a crash in small, rural communities lasts long after the headlines have faded and that is just as true for my investigators.

They meet a family, sometimes a whole community, at perhaps the blackest point in their lives.

If you must hand over the keys, there's a few things you might want to talk about:

- *Does your child know what to do in an emergency? Can they perform even basic first aid?*
- *What are their capabilities? Can they control the vehicle on their own?*
- *Does the vehicle they are using have a fully functioning UHF and/or a charged mobile phone?*
- *Do you know where your children are on the property? Has the drought caused any new hazards?*
- *If they're riding any type of bike, are they using an approved helmet?*

While the crash may not occur on a public street or road, the consequences can still be the same.

Parents or landowners can be charged with offences such as dangerous driving occasioning death. This charge can carry a maximum jail term of 10 years.

If your child is heading out in a group, talk to them about peer pressure and not letting their mates push them towards doing something that will change their life or their friends' lives forever.

My investigators want to remember NSW country towns for their wonderful hospitality and warm, generous people, not for the tragedies they have been called to.

<https://www.theland.com.au/story/5718318/paddock-bashers-quads-a-threat-to-driving-careers/>

6.3. Tennessee Highway Patrol Teen Driving Simulator

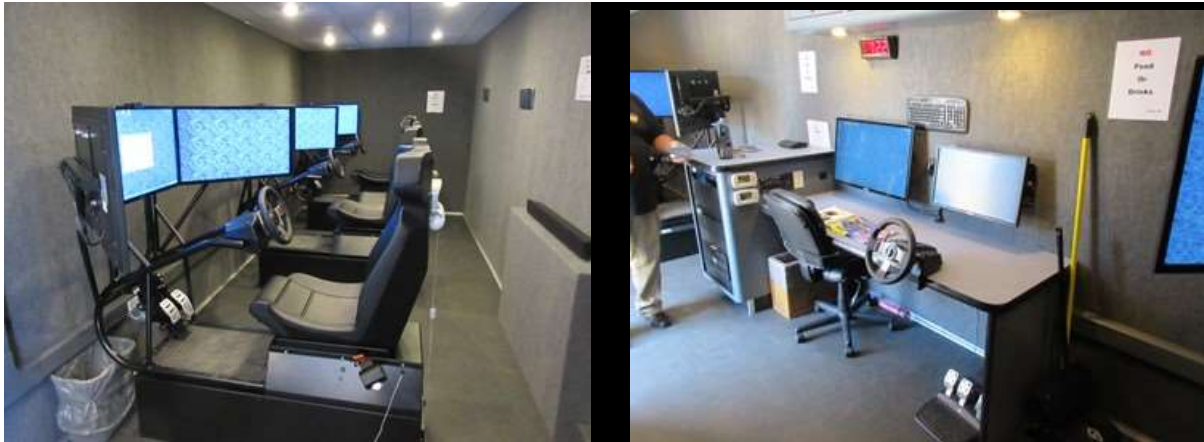
Using a converted semi-trailer seized through drug (asset confiscation) legislation, Tennessee Highway Patrol provides teenaged High School students the opportunity to undertake simulator training in emergency situations and day-to-day driving scenarios. The simulator travels to schools and community events.

The simulator is not a driver training platform, rather students are shown how to share the road with large trucks and what to do when approaching a police vehicle (the correct application of the Tennessee “move-over” law).



Figures 2 & 3: Tennessee Highway Patrol Mobile Driving Simulator. Photos ACRS-NSW.

There are six individual driving stations in the rear of the air-conditioned truck, all controlled by a central computer.



Figures 4&5: Interior showing simulator stations (left) and central control computer (right). Photos ACRS-NSW.

Students undertaking the scenario training are also required to sign a *safe driver pledge* in the presence of a parent, stating that they will obey traffic laws and take responsibility for their driving. The program also promotes awareness of the TN graduated driver licensing system.

6.4. Operation Lifesaver Canada Train to Drive Virtual Reality



Figure 6: Operation Lifesaver Virtual Reality promotional image

“*Train to Drive* allows drivers to make choices in real time around virtual railway tracks and trains, and to see the results — good and tragic — in the safety of that VR environment,” said Sarah Mayes, National Director of Operation Lifesaver Canada.

“Our hope is that individuals, driver training companies, school boards and even governments will use this program, and that OL’s “[Look. Listen. Live.](#)” rail safety message will resonate with drivers — new and experienced.”

<https://www.operationlifesaver.ca/initiatives/campaigns/train-to-drive/>